

# **BASIC ENGLISH GRAMMAR STRUCTURES AND VOCABULARY**

A SHORT COURSE IN ENGLISH FOR ADULT STUDENTS

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DEPARTAMENTO COMUNICACIONAL DEL EJÉRCITO

*Este material ha sido preparado como una contribución para los alumnos de las Escuelas dependientes del Comando de Institutos y Doctrina y el Personal del Ejército de Chile -especialmente aquellos que se encuentran destinados en unidades alejadas- y que deseen actualizar y reforzar su dominio de las estructuras gramaticales del idioma inglés, incrementar su vocabulario y mejorar las estrategias comunicativas, mediante un trabajo personal.*

*Con mucho afecto y gratitud a la querida Institución, que me ha permitido servir con entusiasmo y crecer profesionalmente.*

**Prof. Juan Gmo. Moya Montaña**

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# Prólogo

El profesor Juan Moya Montaña me ha distinguido con la solicitud de prologar *Structures and Vocabulary*, texto de autoaprendizaje de gramática inglesa básica para adultos. Este manual forma parte del esfuerzo permanente del profesor Moya por contribuir al mejoramiento de la enseñanza de este idioma en el Ejército.

El autor me concede la oportunidad de testimoniar mi reconocimiento y felicitarlo por su larga trayectoria como profesor vinculado al Ejército de Chile.\* También, me permite hacerle llegar el sentimiento –y creo ser portador de cientos de integrantes de la institución– de profundo afecto hacia el comprometido teacher que, sacrificando horas de descanso, acudió en auxilio de tantos de nosotros cuando, con desesperación y a última hora, buscábamos incrementar nuestro nivel de inglés para cumplir alguna misión encomendada.

Al respecto, permítaseme una anécdota. Ella no es sino un ejemplo –me atrevo a decirlo– de miles de vivencias que oficiales y cuadro permanente tuvimos para tratar de estar “a la altura”, poder entender y hacernos entender en un idioma extranjero; casi siempre en la víspera de una comisión de servicio o destinación que así lo exigía.

Se vivía el mes de octubre de 1980 y el infrascrito –entonces mayor– recibió la orden de presentarse, ¡en una semana! (después se transformaron en 15 días) al curso de Estado Mayor en el Army War College de Pretoria, Sudáfrica, donde se suponía que las clases eran dictadas en inglés y en afrikaans. Esta designación cambiaba sorpresivamente mi destino a una unidad en Chile, luego de que mi participación en el curso de Estado Mayor en la Escuela Superior de Guerra de Francia fuera cancelada, debido al cese de los intercambios castrenses con dicho país. Ello, después de haber concluido –junto a mi compañero, el mayor Hernán Reyes– una metódica preparación en el idioma francés.

Y aquí surge el reconocido rasgo de la personalidad del profesor Juan Moya. Enfrentado él a nuestra poca preparación y escaso tiempo disponible, se entregó de lleno y con entusiasmo a esta titánica tarea. Ésta consistió en clases diarias, donde el profesor Moya fue mi sombra; disparando verbos, haciéndome repetir pertinazmente cientos de palabras para aumentar mi vocabulario; exigiéndome el *spelling* de todo el abecedario, números y unidades de medida. Esto ocurría durante todo el día, en medio de entregas, cierre de oficina, firmas de actas y trámites para sacar pasaporte.

Nunca podré olvidar esas cuatro últimas noches en que nos acompañó, a Isabel y a mí, desde las 9 de la noche hasta las 3 de la madrugada, impartiendo sus lecciones, haciéndonos preguntas a las cuales respondíamos encaramados sobre cajas, baúles y maletas.

Si este relato no indica voluntad de servicio y entrega, creo que ningún otro podría reflejar ese espíritu de cooperación del distinguido autor y amigo.

De esa traumática experiencia nació la decisión –con el gran apoyo de mis superiores, primero, y, luego, en el ejercicio de mis funciones como CJE.–, de buscar un cambio integral que permitiera a

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\* El Profesor Juan Moya Montaña fue contratado como Ayudante de Profesor para la Escuela Militar el 1 de marzo de 1970 y prestó servicios a la institución por 30 años en forma continua en el ya mencionado Instituto Matriz, en la Academia de Guerra y en el Comando de Institutos Militares.

los oficiales y cuadro permanente del Ejército incorporar al inglés como un segundo idioma, exigible mediante un proceso regulado, que combinara el interés personal y el apoyo institucional para el logro del objetivo.

Bien conocemos el sistema vigente que se orienta a tal propósito. Vayan aquí mis agradecimientos también a todos los que lo han construido; también a cuantos han debido “sufrir” el proceso. Sin duda, estos últimos, ahora se dan cuenta que han adquirido una herramienta básica en la formación de un profesional militar moderno.

Con todo, no quisiera dejar la impresión que en el Ejército habría existido una despreocupación o falta de eficiencia en esta materia. Por el contrario, nuestros legendarios profesores de inglés, tanto de la Escuela Militar como de la Academia de Guerra del Ejército –Mr. Lühr, Mr. Clerc, Mr. Parada, Mr. Sepúlveda, y otros–, buscaban el mismo propósito. Y, por supuesto, obtenían resultados acordes a las horas, tiempos, sistemas e interés de los alumnos y de la institución por el tema.

Lo que pasó fue que las crecientes demandas de cooperación internacional al Ejército superaron el sistema vigente; pero no así la voluntad, vocación y entrega de esos ejemplares maestros. Tampoco, el permanente interés de la institución por el asunto.

De allí surge la necesidad del cambio, conocido por todos, hacia la actual estructura de la Escuela de Idiomas del Ejército y la aplicación de un modelo educacional en la materia, que ya cubre varias lenguas (desde el inglés al chino mandarín, incluyendo también las originarias rapanui, mapudungun y aimara), donde nuestro personal se prepara sistemática y formalmente con una gran dosis de compromiso personal en esta tarea.

Este libro, sin duda, contribuirá a formar parte de las múltiples variables que configuran este todo: la formación en idiomas extranjeros del personal del Ejército para capacitarlos al nivel que hoy exige nuestra profesión y las características de un mundo globalizado.

Juan E. Espinosa  
G...to  
Comandante en Jefe del Ejército



Santiago, enero de 2006.



## Sugerencias Metodológicas

1. Leer, estudiar y memorizar las definiciones y reglas gramaticales dadas en las diferentes unidades del curso.
2. Estudiar las ilustraciones, los ejemplos dados y la pronunciación figurada indicada en algunos casos.
3. Resolver los ejercicios dados como tarea. Use lápiz de grafito para escribir.
4. Comparar las respuestas dadas por Ud. con las dadas en las Claves de Respuestas y corrija sus errores.
5. Si hubiera muchas respuestas incorrectas (más de un 20%), estudiar de nuevo las definiciones y reglas dadas al inicio de la unidad pertinente y volver a hacer los ejercicios.
6. Estudiar en lo posible con otra(s) persona(s) para comparar, discutir y practicar los ejercicios dados.
7. Estudiar y memorizar los listados de palabras (sustantivos, adjetivos, verbos, preposiciones, etc.), frases y expresiones idiomáticas que aparecen al final de cada unidad.
8. Distribuir en forma adecuada el tiempo de estudio, de modo que haya una continuidad y regularidad. No es conveniente estudiar varias horas de una sola vez y dejar pasar mucho tiempo antes de iniciar otra etapa.
9. Aprovechar cualquier momento libre para estudiar, estudiar y estudiar. Este esfuerzo realizado por Ud. rendirá sus frutos y le traerá muchas satisfacciones.

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# BASIC ENGLISH GRAMMAR STRUCTURES AND VOCABULARY



**PART ONE**

**ELEMENTARY LEVEL**

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# UNIT 1

## PART I. TO BE (SER O ESTAR)

### A. EL TIEMPO PRESENTE: **AM** /æm/ , **IS** /iz/, **ARE** /a:r/

#### 1. El verbo TO BE tiene tres formas en el tiempo presente: **AM - IS - ARE**

I am /ai æm/	(Yo soy/estoy)	We are /wi: á:r/	(Nosotros/as somos o estamos)
You are /iú á:r/	(Tú eres/estás)	You are /iú á:r/	(Uds. son/están)
He is /hi: iz/	(El es/está)	They are /ðei á:r/	(Ellos/as son/están)
She is /shi: iz/	(Ella es/está)		
It is /it iz/	(Es/está)		

En conversación, normalmente se usan las contracciones **I'm, You're, He's, She's, It's, We're, They're.**

#### Escuche, repita y aprenda:

**What?** /wót/ ¿Qué? ¿Cuál?; **Who?** /hu:/ ¿Quién?; **Where?** /wéar/ ¿Dónde?; **How?** /háu/ ¿Cómo?; **This** /ðis/ este/a, **That** /ðæt/ ese/a; **These** /ði:z/ estos/as; **Those** /ðóuz/ esos/as **A** /a/(antes de cons.) un/a;; **An** /an/ (antes de vocal) un/a; **The** /ðe (antes de cons.) , ði/ (antes de vocal) el, la, los, las; **At** /æt/ en; **In** /in/ en; **On** /on/ encima de; **Now** /náu/ ahora; **Today** /tudéi/ Hoy día; **Thanks** /ðæŋks/ gracias; **Thank you** /ðæŋk iu:/ gracias; **Fine** /fáin/ bien; **Very well** /véri uél/ muy bien; **Much better** /mátx béter/ mucho mejor

What is this? /wót iz ðis/ ¿Qué es esto?  
 What's that? /wots ðæt/ ¿Qué es eso?  
 What are these? /wót a:r ði:z/ ¿Qué son éstos?  
 What are those? /wót a:r ðóuz/, ¿Qué son esos?

It is a pen. /its a pén/ Es un lápiz  
 It's an ambulance. /its an æmbiulans/ Es una ambulancia  
 They are books. /ðei a:r búks/ Son libros  
 They're cars. /ðeir ká:rz/ Son autos

Is this a pen? /iz ðis a pén/  
 Is that a house? /is ðæt a háus/  
 Are these books? /a:r ði:z búks/  
 Are those cars? /á:r ðóuz ká:rz/

Yes, it is. It's a pen /iés,it iz. its a pén/  
 Yes, It is. It's a house. /iés it iz its e háus/  
 Yes, they are. They're books. /iés, ðei á:r. ðeir búks/  
 Yes, they are.They're cars. /iés, ðei á:r.ðeir ká:rz/

Who is that man? /hú iz ðæt mæn/  
 Who's that woman? /hú:z ðæt wúman/ .  
 Who are those men? /hú: a:r ðóuz mén/

He's Mr. Jones, the new instructor. /hi:z ðe niú: instráktor/  
 She's Miss Black, the secretary. /shi:z ðe sékretri/  
 They're Bob, Jim and Tom, the students. /ðeir ðe stiú:dents/

Where is Bob? /wéar iz bóbb/  
 Where's the car? /wéarz ðe ká:r/  
 Where's the book? /wéarz ðe búk/  
 Where are the cars? /wéar a:r ðe ká:rz/  
 Where are the students? /wéar a:r ðe stiú:dents/

He's at home. /hi:z at hóum/  
 It's in the garage. /its in ðe gáridl/  
 It's on the desk. /its on ðe désk/  
 They're in the car park. /ðeir in ðe ká:r pá:rk/  
 They're in the lab. /ðeir in ðe læb/

How are you? /háu á:r iu:/  
 How's John? /háuz dllón/  
 How are the children? /háu a:r ðe tchíldrñ/

I'm fine, thanks. /áim fáin, θæŋks/  
 He's much better, thanks. /hi:z mátx béter, θæŋks/  
 They're very well, thank you. /ðeir véri wél θæŋk iu/

#### 2. La forma negativa se expresa usando la palabra **not**. Normalmente formando las contracciones **ISN'T** /iznt/ o **AREN'T** /á:rent/

I am not /ai æm nótt/  
 You are not /iú á:r nótt/  
 He is not /hi: iz nótt/  
 She is not /shi: iz nótt/  
 It is not /it iz nótt/  
 We are not /wi: a:r nótt/  
 They are not /ðei a:r nótt/

-----  
 You aren't /iu á:rent/  
 He isn't /hi: iznt/  
 She isn't /shi: iznt/  
 It isn't /it iznt/  
 We aren't /wi: á:rent/  
 They aren't /ðei á:rent/

I'm not /aim nótt/  
 You're not /iúr nótt/  
 He's not /hi:s nótt/  
 She's not /shi:s nótt/  
 It's not /its nótt/  
 We're not /wi:r nótt/  
 They're not /ðeir nótt/

**Escuche, repita y aprenda:**

**is not** /iz nót/, **isn't** /iznt/ ; **are not** /a:r nót/, **aren't** /á:rent/;  
**here** /híar/ aquí; **there** /ðéar/ allí; **over there** /óuver déar/ allá

I am not a pilot. /páilot/	-----	I'm not a pilot
They are not students /stiú:dnts/.	They aren't students.	They're not students.
He is not here /híar/.	He isn't here.	He's not here.
They are not there /éar/	They aren't there.	They're not there.
It is not a train. /tréin/	It isn't a train.	It's not a train.
Bob is not very well /véri wél/	He isn't very well.	He's not very well.
The students are not in the lab /læb/.	They aren't in the lab.	They're not in the lab.

**Escuche, repita y aprenda estas preguntas y respuestas:**

Is this a pen? /pén/	No, it isn't. (It's not a pen.) It's a pencil. /péns/
Is that a tank? /tæŋk/	No, it isn't. (It's not a tank.) It's a truck. /trák/
Are these books? /búks/	No, they aren't. (They're not books.) They're magazines. /mægazinz/
Are those chairs? /tchéarz/	No, they aren't. (They're not chairs.) They're tables /téiblz/.

**3. La forma interrogativa se expresa mediante simple inversión de orden con el sujeto de la oración.**

Am I? /am ai/	Aren't I? * /á:rent ai /	Are we? /á:r wí:/	Aren't we? /á:rent wí:/
Are you? /á:r iú:/	Aren't you? /á:rent iu:/	Are you? /á:r iú:/	Aren't you? /á:rent iú:/
Is he? /iz hí:/	Isn't he? /iznt hí:/		
Is she? /iz shí:/	Isn't she? /iznt shí:/	Are they? /á:r dei/	Aren't they? /á:rent dei/
Is it? /iz it/	Isn't it? /iznt it/		

\* Debido a que no existe una contracción para **AM NOT**, habitualmente se usa **AREN'T** en este caso. En conversación coloquial se usa la contracción **AIN'T** /éint/ Ejemplo: Aren't I your friend? Ain't I your friend?

**Escuche, repita y aprenda:**

Am I right? /ám ái ráit/ ¿Estoy correcto?	Aren't I right? /á:rent ai ráit/ No estoy en lo cierto?
Are you all right? /á:r iu: ó:l ráit/ ¿Estás bien?	Aren't you tired? /á:rent iu táiard/ ¿No estás cansado?
Is he a captain? /iz hí: a káptin/ Es él un capitán?	Isn't she a nurse? /iznt shí. a ne:rs/ ¿No es ella una enfermera?
Are they busy? /á:r dei bízi/ ¿Están ellos ocupados?	Aren't they happy? /á:rent dei hæpi/ ¿No están ellos felices?
Is my answer correct? /iz mai á:nser korékt/	Isn't this question correct? /iznt ðis kwéstchion korékt/

**EXERCISES**

**Ex. 1. Use the correct form of the verb TO BE (am/is/are)**

- |   |   |
|---|---|
| 1. The teacher _____ in the classroom now.                      | 6. Doctor Smith _____ busy right now.                                 |
| 2. John and Mary _____ good friends.                            | 7. The train _____ ten minutes late.                                  |
| 3. The men _____ tired.   | 8. _____ an undergraduate student.                                    |
| 4. Those vehicles _____ <i>slow-moving</i> . (vehículos lentos) | 9. The instructor's name _____ John Doe.                              |
| 5. Those weapons _____ <i>powerful</i> . (armas-poderosas)      | 10. The instructors _____ in the <i>staff-room</i> . (sala de profs.) |

**Ex. 2. Answer these questions, as in the example**

Is Tom a pilot?	Yes, he is. He's a pilot.
1. Are you in the office?	Yes, _____
2. Is that man Mr. Clark?	Yes, _____
3. Are we ready to go?	_____
4. Am I a good instructor?	_____
5. Are the students in class?	_____
6. Is Miss Jones a secretary?	_____
7. Is this a modern plane?	_____



8. Are the manuals updated?(actualizados) \_\_\_\_\_
9. Is the bank open? \_\_\_\_\_
10. Are you hungry? (hambriento) \_\_\_\_\_

**Ex. 3. Answer the questions as in the example:**

- |  |  |
|--|--|
| Are they instructors? (students)                             | No, they are not. (They aren't instructors)<br>They 're students |
| 1. Are the boys angry? enojados (hungry) hambrientos         | No, _____ ( _____ )  |
| 2. Are you thirsty? sedientos (hungry)                       | _____ ( _____ )  |
| 3. Is Bob at home? en casa (at work) en el trabajo           | _____ ( _____ )  |
| 4. Are the children happy? felices (sad) tristes             | _____ ( _____ )  |
| 5. Is your brother a doctor? (an engineer)                   | _____ ( _____ )  |
| 6. Are your friends American? (British)                      | _____ ( _____ )  |
| 7. Are you a navy officer?(an army officer)                  | _____ ( _____ )  |
| 8. Is the table clean? limpia (dirty) sucia                  | _____ ( _____ )  |
| 9. Are the men old? viejos (young) jóvenes                   | _____ ( _____ )  |
| 10. Is Cpt. Bowman on duty? de servicio (off duty) de franco | _____ ( _____ )  |

**Ex. 4 Ask questions, as in the example below:**

- |  |                         |
|--|-------------------------|
| The Browns - at home                               | Are the Browns at home? |
| 1. The manager / in his office                     | _____                   |
| 2. Peter and John / in class                       | _____                   |
| 3. The course / interesting                        | _____                   |
| 4. Your friends / from Canada                      | _____                   |
| 5. The computer / connected to Internet            | _____                   |
| 6. The package / light or heavy (liviano o pesado) | _____                   |
| 7. The pictures / clear (nítidas, claras)          | _____                   |
| 8. The children / in the playground.(patio)        | _____                   |
| 9. The CD's / in the drawer (gaveta)               | _____                   |
| 10. The maps / in the library (biblioteca)         | _____                   |

**Ex. 5. Ask questions using the wh-words What?, Who?, Where?, How?, as in the example:**

- |   |                             |
|---|-----------------------------|
| It's a <u>plane</u> .                   | What's this? o What's that? |
| 1. It's a <u>knife</u>                  | _____                       |
| 2. They're <u>books</u>                 | _____                       |
| 3. The cigarettes are <u>in the bag</u> | _____                       |
| 4. I'm <u>fine</u> , thanks             | _____                       |
| 5. The cat's <u>under the sofa</u>      | _____                       |
| 6. It's a <u>chair</u>                  | _____                       |
| 7. That boy's <u>my brother</u>         | _____                       |
| 8. The books are <u>on the table</u>    | _____                       |
| 9. The children are <u>tired</u>        | _____                       |
| 10. That woman's <u>my wife</u>         | _____                       |

**Ex. 6. Complete and practise these dialogues with a partner.**

1. **Robert** : How do you do? My name \_\_\_\_\_ Robert Brown.  
**Jack** : How do you do? My name \_\_\_\_\_ Jack Richardson. Where \_\_\_\_\_ you from, Mr. Brown?  
**Robert** : I \_\_\_\_\_ American. I \_\_\_\_\_ from Appleton, Wisconsin.  
**Jack** : Oh. That \_\_\_\_\_ very interesting.
  
2. **Frank** : Hello. My name \_\_\_\_\_ Frank. What \_\_\_\_\_ your name?  
**John** : My name \_\_\_\_\_ John. How \_\_\_\_\_ you?  
**Frank** : I \_\_\_\_\_ fine, thanks. \_\_\_\_\_ you a student here?  
**John** : No, I \_\_\_\_\_ not. I \_\_\_\_\_ an instructor.  
**Frank** : Oh. Pleased to meet you, Sir.
  
3. **Peter** : Hello, Mike  
**Michael** : Hello, Peter. Who \_\_\_\_\_ that girl?  
**Peter** : She \_\_\_\_\_ Mary. She \_\_\_\_\_ a new student.  
**Michael** : Where \_\_\_\_\_ she from?  
**Peter** : She \_\_\_\_\_ from Australia.  
**Michael** : \_\_\_\_\_ she single?  
**Peter** : No, she \_\_\_\_\_ . She \_\_\_\_\_ married.  
**Michael** : Oh. That's bad news.
  
4. **Jack** : Where \_\_\_\_\_ you, Jim?  
**Jim** : I \_\_\_\_\_ here, in the library.  
**Jack** : \_\_\_\_\_ you alone?  
**Jim** : No, I \_\_\_\_\_ . I \_\_\_\_\_ with my friend Janet. Come and meet her.  
 (pausa)  
**Jim** : This \_\_\_\_\_ Janet. She \_\_\_\_\_ my classmate . She \_\_\_\_\_ from London.  
**Jack** : Hello, I \_\_\_\_\_ glad to meet you, Jane. How \_\_\_\_\_ you?  
**Janet** : I \_\_\_\_\_ fine, Jack. I'm glad to meet you, too.

**B. EL TIEMPO PASADO: WAS /woz/ - WERE /wer/**

**1. El verbo TO BE tiene las siguientes formas en el tiempo pasado: WAS /woz/ - WERE /wer/**

I was /ai wóz/ (yo era/estaba/fui/estuve) You were /iú: wé:r/ (Tú eras/estabas/fuiste/estuviste) He was /hi: wóz/ (El era/estaba/fue/estuvo) She was /shi: wóz/ (Ella era/estaba/fue/estuvo) It was /it wóz/ (era/estaba/fue/estuvo)	We were /wi: wé:r/ (Nos. éramos/estábamos/fuimos/estuvimos) You were /iú: wé:r/ (Uds. eran/estaban/fueron/estuvieron)  They were /ðei wé:r/ (Ellos/as an/estaban/fueron/estuvieron)
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**Escuche, lea y aprenda:**

<b>When?</b> /wén/, ¿Cuándo? <b>Why?</b> /wái/, ¿Por qué?; <b>How old?</b> /háu óuld/ ¿Qué edad? <b>Last week</b> /lá:st wí:k/ ; la semana pasada <b>Two days ago</b> /tú: déiz agóu/ Hace dos días <b>Yesterday</b> /jésterdei/ ayer; <b>The day before yesterday</b> /ðe déi bifór jésterdei/ anteayer <b>Last night</b> /la:st náit/ anoche
--

- I was very busy yesterday. /ai woz véri bízi iésterdei/ (Yo estuve muy ocupado ayer)  
 John was at home all day today. /dllón woz at hóum ó:l déi tudéi/ (John estuvo en casa todo el día hoy)  
 We were in Paris last year /wi wé:r in páris la:st iar/ (Nosotros estuvimos en Paris del año pasado)  
 Mary was the best student in my class. / méri woz ðe bést stiú:dent in mai klás/ (Mary era la mejor alumna de mi curso)  
 They were very good friends. /ðei wé:r véri gud fréndz/ (Ellos eran / fueron muy buenos amigos)  
 Mr. Jackson was here three weeks ago. /míster djækson woz híar θri: wí:ks agóu/ (Mr Jackson estuvo aquí hace 3 semanas).

**2. La forma negativa se expresa usando NOT después de WAS o WERE. Normalmente se usan las contracciones WASN'T /wózn't/ o WEREN'T /wé:rent'/.**

**Escuche, lea y aprenda:**

I was not very busy last week. /ai woz nót véri bízi lá:st wí:k/	(Yo no estuve muy ocupado la semana pasada)
John wasn't at home this morning. /dllón wózn't at hóum ðis mórnin/	(John no estuvo en casa esta mañana)
We weren't in New York last year. /wi wé:rent in niú: iórk lá:st iar/	(Nosotros no estuvimos en N.Y. el año pasado)
Mary wasn't a good student at high school. /méri wózn't a gúd stiú:dent at hái skú:l/	(Mary no era una buena alumna en el liceo)
They weren't very hardworking. /ðei wé:rent véri há:rdwérkiŋ/	(Ellos no eran muy trabajadores)

**3. La forma interrogativa se expresa invirtiendo el orden de WAS / WERE con el sujeto**

**Escuche, lea y aprenda:**

Were you in class this morning? /we:r iú: in klás ðis mórnin/	(¿Estuviste en clase esta mañana?)
Was John sick yesterday? /woz dllón sik iésterdi/	(¿Estuvo John enfermo ayer?)
Was Mary a good student at school? /woz méri a gúd stiú:dent at skú:l/	(¿Era Mary una buena alumna en el colegio?)
Where were you at this time yesterday? /wéar wé:r iú at ðis táim iésterdi/	(¿Dónde estabas a esta hora ayer?)
Why was Jim absent from work? /wái woz dllím æbsent from wé:rk/	(¿Por qué estuvo Jim ausente del trabajo?)

**EXERCISES:**

**Ex. 1. Complete these sentences with the proper form of the verb TO BE, present or past:**

- John \_\_\_\_\_ in New York the day before yesterday but he \_\_\_\_\_ in Chicago today.
- They \_\_\_\_\_ free today, but they \_\_\_\_\_ at work yesterday.
- Today \_\_\_\_\_ Monday. Yesterday \_\_\_\_\_ Sunday.
- Where \_\_\_\_\_ the Johnsons last weekend? Where \_\_\_\_\_ they today?
- The elevator \_\_\_\_\_ out of order last night, but it \_\_\_\_\_ working well now.
- John \_\_\_\_\_n't in the office at ten this morning because he \_\_\_\_\_ at a meeting.
- Bob \_\_\_\_\_ very sick yesterday, but he \_\_\_\_\_ much better today.

**Ex. 2. Change the following sentences into a) Negative b) interrogative**

- The secretary was busy at midday. \_\_\_\_\_
- They were good friends at school. \_\_\_\_\_
- The weather was fine that day. \_\_\_\_\_
- The men were tired after the long walk. \_\_\_\_\_
- Mary was late for the train this morning. \_\_\_\_\_
- Henry was at the movie at 7 P.M. \_\_\_\_\_

**Ex. 3. Ask questions using wh-words like What? Where? When?,Why?, How?, How old, Who?**

- Tom was at home at midnight last night. \_\_\_\_\_
- John was in the car at that moment. \_\_\_\_\_
- Liz was in bed because she was sick. \_\_\_\_\_
- The Smiths were in Chile in 1985. \_\_\_\_\_
- George was a little better this morning. \_\_\_\_\_
- Mr Clark was about 85 years old when he died. \_\_\_\_\_

### C. EL TIEMPO FUTURO: **WILL BE** /will bi:/

1. El tiempo futuro del verbo **TO BE** se expresa mediante el uso del Verbo Modal **WILL** seguido del infinitivo **BE**. Normalmente se usa la contracción **'ll** en la conversación diaria informal.

I will be /ai wil bi:/ (Yo seré / estaré) You will be /iú: wil bi:/ (Tú serás / estarás) He will be /hi: wil bi:/ (El será / estará) She will be /shí: wil bi:/ (Ella será / estará) It will be /it wil bi:/ (Será / estará)	We will be /wi: wil bi:/ (Nos. seremos / estaremos) You will be /iú: wil bi:/ (Uds. serán / estarán) They will be /ðei wil bi:/ (Ellos / as serán estarán)
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También se pueden usar las siguientes contracciones:

**I'll be** /áil bi:/

**You'll be** /iu:l bi:/

**He'll be** /hi:l bi:/

**They'll be** /ðeil bi:/

**Escuche, lea y aprenda:**

<b>How long?</b> /háu lón/ ¿Cuánto tiempo? <b>Until</b> /antil/ hasta; <b>For</b> /for/ por <b>What time?</b> /wót táim/ ¿Qué hora? <b>Tomorrow</b> /tumórou/ mañana; <b>Next week</b> /nekst wi:k/ la próxima semana; <b>The day after tomorrow</b> /ðe déi á:fter tumórou/ pasado mañana
--

I will be very busy this afternoon. /ái wil bí: véri bízi ðis a:ftérnú:n/ . Estaré muy ocupado esta tarde

John will be in class until 1 o'clock. /dʒɒn wil bi: in klás: until wán óklók/ John estará en clases hasta la 1

It'll be hot tomorrow. /itl bi: hot tumórou/ Estará caluroso mañana

I'll be on leave for two weeks. /ail bi: on lí:v for tú: wí:ks/ Yo estaré con permiso por dos semanas

2. La forma negativa se expresa usando la palabra **NOT** después del verbo modal **WILL** Normalmente se usa la contracción **WON'T** /wóunt/.

**Escuche, lea y aprenda:**

I will not be very busy tomorrow. /ai wil nót bí: bízi tumórou/ No estaré muy ocupado mañana

Mary will not be at home today. /méri wil nót bí: at hóum tudéi/ Mary no estará en casa hoy día.

They won't be here all day. /ðei wóunt bí: híar ó:l dei/ Ellos no estarán aquí todo el día

It won't be cold tonight. /it wóunt bí: kóuld tunáit/ No estará frío esta noche

3. La forma interrogativa se expresa usando el verbo modal **WILL** o la contracción **WON'T** delante del sujeto.

**Escuche, lea y aprenda:**

Will you be free tomorrow evening? /wil iú: bí: frí: tumórou í:vni:n/ ¿Estarás libre mañana en la noche?

Will the test be difficult? /wil ðe tést bí: dífikált/ ¿Será difícil la prueba?

Will they be here on Monday? /wil ðei bí: híar on mándeí/ ¿estarán ellos aquí el lunes?

Won't you be at the meeting? /wóunt iú. bi: at ðe mí:tin/ ¿No estarás tú en la reunión?

When will they be here again? /wén wil ðei bí: híar agéin/ ¿Cuándo estarán ellos aquí nuevamente?

How long will they be in Washington? /háu lón wil ðei bí: in wóshihón/ ¿Cuánto tiempo estarán ellos en Washington?

What time will you be back? /wót táim wil iu: bí: bæ:k/ ¿A qué hora estará Ud. de regreso?

### EXERCISES:

**Ex. 1. Complete the sentences as in the example:**

John is not at home today, but he (will be at home) tomorrow.

- Tom and Jack aren't in the same class this semester, but they \_\_\_\_\_ next semester.
- John isn't absent today, but he \_\_\_\_\_ the day after tomorrow.
- It is not very cold now, but it \_\_\_\_\_ this evening.
- We are not busy right now, but we \_\_\_\_\_ after lunch.
- I am not in my office at the moment, but I \_\_\_\_\_ in ten minutes.
- Mr. Johnson was not at the meeting last week, but he \_\_\_\_\_ next Monday.
- The weather was not very nice last month, but it \_\_\_\_\_ next month.

**Ex. 2. Change the following sentences into the negative and the interrogative forms.**

1. John will be in class today. \_\_\_\_\_
2. It'll be hot tomorrow. \_\_\_\_\_
3. My friends will be here before 12. \_\_\_\_\_
4. The program will be interesting. \_\_\_\_\_
5. Mary'll be in the office all morning. \_\_\_\_\_
6. I'll be in the first team. \_\_\_\_\_
7. They will be in the next town before midday. \_\_\_\_\_

**Ex. 3. Ask questions using *Where?, When?, Why? How?, How long?, What time?, etc.***

1. All the shops will be closed tomorrow because it's Sunday. \_\_\_\_\_
2. I will be free next Tuesday morning. \_\_\_\_\_
3. The students will be in the lab this afternoon. \_\_\_\_\_
4. They will be here at ten-thirty. \_\_\_\_\_
5. The weather will be very nice this month. \_\_\_\_\_
6. Mary will be in New York next weekend. \_\_\_\_\_
7. She will be back in Chile on Wednesday. \_\_\_\_\_
8. They will be at home all day because the weather is not good. \_\_\_\_\_
9. Mr. Johnson will be absent from work for three days? \_\_\_\_\_

**Ex. 4. Answer the following questions, in English.**

1. Where were you at this time yesterday? \_\_\_\_\_
2. When will you be on vacation again? \_\_\_\_\_
3. How are you today? \_\_\_\_\_
4. Who was absent from class last Monday? \_\_\_\_\_
5. Why is your friend in bed at this time? \_\_\_\_\_
6. Where were you last weekend? \_\_\_\_\_
7. Who was with you at the party last Saturday? \_\_\_\_\_
8. When is the next general meeting? \_\_\_\_\_
9. Where will you be at this time tomorrow? \_\_\_\_\_
10. Why were you absent from class last Friday? \_\_\_\_\_

**Ex. 5. Translate the following sentences into English:**

1. Ellos estarán muy ocupados mañana en la mañana. \_\_\_\_\_
2. Esos niños no son muy buenos alumnos. \_\_\_\_\_
3. ¿Dónde están tus amigos ahora? \_\_\_\_\_
4. ¿Quién estuvo aquí esta mañana? \_\_\_\_\_
5. Nosotros no estuvimos aquí la semana pasada. \_\_\_\_\_
6. Ella será una excelente secretaria. \_\_\_\_\_
7. Ellos fueron buenos amigos en el colegio. \_\_\_\_\_
8. Los informes no estaban listos todavía. \_\_\_\_\_
9. Mr Jackson estuvo en la oficina todo el día. \_\_\_\_\_
10. Cuándo están ellos libres todo el día? \_\_\_\_\_
11. ¿Quién era ese hombre? \_\_\_\_\_
12. Este no es un libro muy interesante. \_\_\_\_\_
13. Alguien estuvo aquí ayer en la tarde. \_\_\_\_\_
14. ¿Cuándo estará Ud. en esa ciudad nuevamente? \_\_\_\_\_

## PART II.

## THE ENGLISH ALPHABET

<b>Vowels:</b>	A	E	I	O	U		
	/éi/	/i:/	/ái/	/óu/	/iú/		
<b>Consonants:</b>	B	C	D	G	P	T	V
	/bi:/	/si:/	/di:/	/dlli:/	/pi:/	/ti:/	/vi:/
	F	L	M	N	S	X	Z
	/ef/	/el/	/em/	/en/	/es/	/eks/	/zed/*
	J	H	K	Y	Q	W	R
	/dlliéi/	/eitch/	/kei/	/uái/	/kiú/	/dábliu/	/a:r/

\* En Inglés Americano la letra Z se pronuncia /zi:/

### PRACTICE EXERCISES:

#### Ex. 1. ¿Puede leer estas series de letras?

- E - I - O - A - E - I - E - O - U - I - U - A - E
- P - G - B - V - T - C - Z - L - F - N - S - X - D - B - C - L - M - X - V - B
- J - Y - Q - W - H - K - Y - R - C - L - H - G - N - Y - Q - T - X - W - R - Z - J - K - F
- E - C - L - M - X - V - B - A - I - B - D - X - S - N - F - O - G - U - Q - Y - W - A
- U - I - E - J - O - G - K - A - T - E - P - I - W - O - Q - A - X - O - I - A

#### Ex. 2. Escuche, lea y aprenda:

- How do you spell your first name? /háu diu: spél io:r fe:rst néim/
- My last name is Vasquez, that's V-A-S-Q-U-E-Z. /mái la:st néim is váskes, ðæts vi: éi és kiú i: zéd/
- Tom works for IBM in LA. /tóm wé:rks for ái bí: ém in éi éi/

#### Ex. 3. Practique estos diálogos con algún amigo:

- |  |  |
|--|--|
| 1. A: My brother's name is Ignacio.<br>/mái bráðerz néim iz ignásio/ | 2. A: When did you buy your VCR?<br>/wén did iú: báí io:r ví: sí: á:r/               |
| B: Can you spell that, please<br>/kán iu: spél ðæt plí:z/            | B: Last month. I bought it at the PX<br>/lá:st mánθ ái bó:t it at ðe pí: éks/        |
| A: I-G-N-A-C-I-O<br>/ái dlli: én éi sí: ái óu/                       | A: Was it very expensive?<br>/wóz it ekspénsiv/                                      |
| B: Thank you<br>/θæŋkiu:/  | B: No, it only cost me eighty-five dollars<br>/nú it óunli kóst mi:éiti fáiv dólarz/ |

#### Ex. 4. ¿Puede deletrear estas palabras?

Yorkshire	Washington	geography	Kalamazoo	Japan	whisky
Mexico	Quebec	Chicago	Venezuela	Shanghai	Tokyo

**Ex. 5. Estudie estas siglas (acronyms) de uso frecuente:**

USA	BBC	PLO	ATM	DC	CEO
B.C.	UCLA	USSR	OAS	COD	UK
A.D.	VAT	VCR	IBM	GPS	UNO
FBI	UFO	NBT	CIA	GMT	DEA
OK	NCO	CO	IRA	MIA	MP
ITT	PTO	ADC	MIT	Ph.D	FOB
a.m.	p.m.	EST	APC	OBE	CIF

**¿Puede agregar algunas otras siglas de uso frecuente?**

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**THE PHONETIC ALPHABET**

**This alphabet is used in radio / telephone communication to spell difficult words:**

as in	/az in/	como en	for	/fo:r/	para
A	as in	Alfa /álfá/	N	for	November /nouvémbér/
B	as in	Bravo /brávou/	O	for	Oscar /óskar/
C	as in	Charlie /tchá:rlí/	P	for	Papa /pápa/
D	as in	Delta /délta/	Q	for	Quebec /kuiibék/
E	as in	Echo /ékou/	R	for	Romeo /rómiou/
F	as in	Foxtrot /fókstrot/	S	for	Sierra /siéra/
G	as in	Golf /gólf/	T	for	Tango /tánɡou/
H	as in	Hotel /houtél/	U	for	Uniform /iunifo:rm/
I	as in	India /índia/	V	for	Victor /víktor/
J	as in	Juliett /dílulíét/	W	for	Whisky /wíski/
K	as in	Kilo /kílou/	X	for	X-ray /éks réi/
L	as in	Lima /líma/	Y	for	Yankee /iánki/
M	as in	Mike /máik/	Z	for	Zulu /zúlu/

**Examples:**

1. My name is JUAN. I spell: J for Juliett; U for uniform; A for alfa and N for November: JUAN
2. The commander's last name is CLARK. I spell: C as in Charlie; L as in Lima, A as in Alfa; R as in Romeo and K as in Kilo: CLARK

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# KEY TO ANSWERS

## UNIT 1

### Part 1

#### A.

**Ex. 1.** 1. is 2. are 3. are 4. are 5. are 6. is 7. is 8. am 9. is 10. are

**Ex. 2.** 1. Yes, I am. I'm in the office. 2. Yes, he is. He's Mr. Clark. 3. Yes, we are - We're ready to go. 4. Yes, you are. You're a good instructor. 5. Yes, they are. They're in class. 6. Yes, she is. She's a secretary. 7. Yes, it is. It's a modern plane. 8. Yes, they are. They're updated. 9. Yes, it is. It's open. 10. Yes, I am. I'm hungry.

**Ex. 3.** 1. No, they're not. They aren't angry. They're hungry. 2. No, I'm not. I'm not thirsty. I'm hungry. 3. No, he's not. He isn't at home. He's at work. 4. No, they're not. They aren't happy, They're sad. 5. No, he's not. He isn't a doctor. He's an engineer. 6. No, they're not. They aren't American. They're British. 7. No, I'm not. I'm not a navy officer. I'm an army officer. 8. No, it's not. It isn't clean. It's dirty. 9. No, they're not. They aren't old. They're young.

**Ex. 4.** 1. Is the manager in his office? 2. Are Peter and John in class? 3. Is the course interesting? 4. Are your friends from Canada? 5. Is the computer connected to internet? 6. Is the package light or heavy? 7. Are the pictures clear? 8. Are the children in the playground? 9. Are the CD's in the drawer? 10. Are the maps in the library?

**Ex. 5.** 1. What's this / that? 2. What are these / those? 3. Where are the cigarettes? 4. How are you? 5. Where's the cat? 6. What's this / that? 7. Who's that boy? 8. Where are the books? 9. How are the children? 10. Who's that woman?

**Ex. 6.** 1. **R:** is **J:** is - are **R:** am - am **J:** is  
2. **F:** is - is **J:** is - are **F:** am - are **J:** am - am  
3. **M:** is **P:** is - is **M:** is **P:** is **M:** is **P:** isn't - is  
4. **Ja:** are **Ji:** am **Ja:** are **Ji:** am not - am (pause) is - is - is Ja: am - are **Ja:** am

#### B.

**Ex. 1.** 1. Was - is 2. Are - were 3. Is - was 4. Were - are 5. Was - is 6. Was - was 7. Was - is

**Ex. 2.** 1. The secretary wasn't..... / Was the secretary ....? 2. They weren't..... / Were they...? 3. The weather wasn't ..... / Was the weather...? 4. The men weren't ..... / Were the men .....? 5. Mary wasn't ..... / Was Mary...? 6. Henry wasn't ..... / Was Henry...?

**Ex. 3.** 1. Where was Tom at...? 2. Who was in the car...? 3. Why was Liz in bed? 4. When were the Smiths ....? 5. How was George...? 6. How old was Mr Clark when...?

#### C.

**Ex. 1.** 1. will be in the same class 2. will be absent 3. will be very cold 4. will be very busy 5. will be in my office 6. will be at the meeting 7. will be very nice.

**Ex. 2.** 1. John won't be..... / Will John be ....? 2. It won't be ..... / Will it be...? 3. My friends won't be... / Will my friends be...? 4. The program won't be ... / Will the program be...? 5. Mary won't be... / Will Mary be...? 6. I won't be... / Will I be ....?

**Ex. 3.** 1. Why will all the shops be closed tomorrow? 2. When will you be free? 3. Where will the students be this afternoon? 4. At what time will they be here? 5. How will the weather be this month? 6. When will Mary be in New York? 7. When will she be back in Chile? 8. Why will they be at home all day? 9. How long will Mr Johnson be absent from work?

**Ex. 4.** (open answers)

**Ex. 5.** 1. They'll be very busy tomorrow morning. 2. Those children are not very good students. 3. Where are your friends now? 4. Who was here this morning? 5. We weren't here last week. 6. She'll be an excellent secretary 7. They were good friends at school. 8. The reports weren't ready yet. 9. Mr Jackson was in the office all day. 10. When are they free all day? 11. Who was that man? 12. This isn't a very interesting book. 13. Somebody was here yesterday afternoon / evening . 14. When will you be in that city again?

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# UNIT 2

## PART I. THERE TO BE (HABER, EXISTIR)

### A. PRESENT TENSE: *THERE IS - THERE ARE*

Estas expresiones se usan para indicar la existencia de algo. Son equivalentes a la expresión HAY, en castellano. **THERE IS** /ðear iz/ se usa con sustantivos singulares o incontables. **THERE ARE** /ðear á:r/ se usa con sustantivos plurales. Normalmente, en el singular, se usa la contracción **THERE'S** /ðéarz/.

- There is a book** on the desk /ðear iz e búk on ðe désk/ (**Hay un libro** sobre el escritorio)
- There's a car** in the car park. /ðéarz e ká:r in ðe ká:r pa:rk/ (**Hay un auto** en el estacionamiento)
- There's some water** in the glass. /ðéarz sam wóter in ðe glæs/ (**Hay agua** en el vaso)
- There are 10 students** in my class. /ðear á:r tén stiúðents in mai klæs/ (**Hay 10 alumnos** en mi curso)
- There are some chairs** in the room /ðear á:r sam tchéarz in ðe rúm/ (**Hay algunas sillas** en la sala)

La forma negativa se expresa con **THERE IS NOT / THERE ISN'T** /ðear iznt/ o **THERE ARE NOT / THERE AREN'T** /ðear á:rent/

- There is not a book** on the desk. /ðear iz nó't e búk on ðe désk/
- There isn't a car** in the car park. / ðéar iznt e ká:r in ðe ká:r pa:rk/
- There isn't any water** in the glass. /ðéar iznt éni wóter in ðe glæs/
- There's no water** in the glass /ðéarz nóu wóter in ðe glæs/
- There are not 10 students** in my class. /ðear a:r nó't tén stiúðents in mai klæs/
- There aren't 10 students** in my class. /ðear á:rent tén stiúðents in mai klæs/
- There aren't any chairs** in the room. /ðear á:rent éni tchéarz in ðe rúm/
- There are no chairs** in the room. /ðear a:r nóu tchéarz in ðe rúm/

La forma interrogativa se hace mediante simple inversión del verbo con la palabra **THERE**.

- Is there a book** on the desk? /iz ðer e búk on ðe désk/
- Is there a car** in the car park? /iz ðer e ká:r in ðe ká:r pa:rk/
- Is there any water** in the glass? /iz ðér éni wóter in ðe glæs/
- Are there 10 students** in the class? /á:r ðer tén stiúðents in mai klæs/
- Are there any chairs** in the room? /á:r ðer éni tchéarz in ðe rúm/

Hay dos palabras interrogativas estrechamente relacionadas con **There is** y **There are**: **HOW MUCH?** /háu match/ (¿Cuánto? ¿Cuánta?) y **HOW MANY?** /háu méni/ (¿Cuántos? ¿Cuántas?)

- |   |   |
|---|---|
| <b>How much whisky is there</b> in the glass? | <b>There's very little</b> (whisky).                          |
| <b>How much ice is there</b> in the glass?    | <b>There's a lot</b> (of ice).                                |
| <b>How much water is there?</b>               | <b>There isn't any</b> (water). <b>There's no water.</b>      |
| <b>How many doors are there</b> in this room? | <b>There's only one</b> (door).                               |
| <b>How many windows are there?</b>            | <b>There are three</b> (windows).                             |
| <b>How many chairs are there?</b>             | <b>There aren't any</b> (chairs). <b>There are no chairs.</b> |

Como ud. ha advertido, la palabra **SOME** /sám/ (algo, algunos / as) solamente se usa en forma afirmativa. En las interrogaciones se debe usar la palabra **ANY** /éni/. En la forma negativa se puede usar **NOT ANY** /not éni/ o **NO** /nóu/.

Estudie la siguiente tabla:

Affirmative	SOME	<b>There's some water</b> in the glass. /ðéarz sam wóter in ðe glá:s/ <b>There are some trees</b> in the garden /ðéar á:r sam trí:z in ðe gá:rdn/
Negative	NOT ANY	<b>There isn't any water</b> in the glass. /ðear iznt éni wóter in ðe glá:s/ <b>There aren't any trees</b> in the garden. /ðear á:rent éni trí:z in ðe gá:rdn/
	NO	<b>There's no water</b> in the glass. /ðéarz nóu wóter in ðe glá:s/ <b>There are no trees</b> in the garden. /ðear á:r nóu trí:z in ðe gá:rdn/
Interrogative	ANY?	<b>Is there any water</b> in the glass? /iz ðearz éni wóter in ðe glá:s/ <b>Are there any trees</b> in the garden? . /a:r ðear éni trí:z in ðe gá:rdn/



5. \_\_\_\_\_ no more milk in the jug.
6. \_\_\_\_\_ no more cassettes in the box.
7. \_\_\_\_\_ no time left.
8. \_\_\_\_\_ several helicopters in the airfield.
9. \_\_\_\_\_ some letters for you on the desk.
10. \_\_\_\_\_ a lot of mistakes in your composition.

**Ex. 2. Change the following statements into the negative form.**

1. There's a lot of fruit in the basket. \_\_\_\_\_
2. There are a lot of students absent. \_\_\_\_\_
3. There's some more meat in the fridge. \_\_\_\_\_
4. There are some extra chairs in the room. \_\_\_\_\_
5. There's a telephone in the room. \_\_\_\_\_
6. There are a lot of people in the room. \_\_\_\_\_
7. There are some more clean glasses. \_\_\_\_\_
8. There are 30 days in February. \_\_\_\_\_
9. There's some more money in my pocket. \_\_\_\_\_
10. There's central heating in the room. \_\_\_\_\_

**Ex. 3. Change the following sentences into the interrogative form.**

1. There's a hotel near the Training Center. \_\_\_\_\_
2. There are some students absent today. \_\_\_\_\_
3. There's a lot of free time in the mornings. \_\_\_\_\_
4. There's some more coffee in the cup. \_\_\_\_\_
5. There are more than 10 students. \_\_\_\_\_
6. There are more women than men. \_\_\_\_\_
7. There is another chair in that room \_\_\_\_\_
8. There are some more books. \_\_\_\_\_
9. There are 24 hours in a day. \_\_\_\_\_
10. There's a train for Paris in the morning. \_\_\_\_\_

**Ex. 4. Complete the following questions and answers. Use HOW MUCH.....IS THERE? Or HOW MANY..... ARE THERE? in the questions, and THERE'S or THERE ARE in the Answers .**

- |                        |                                  |                            |
|------------------------|----------------------------------|----------------------------|
| Ej.: <b>(How many)</b> | dictionaries <b>(are there)?</b> | <b>(There are)</b> 8, sir. |
| 1. _____               | money _____?                     | _____ very little.         |
| 2. _____               | doors _____ in the lab?          | _____ just one.            |
| 3. _____               | milk _____ in the jug?           | _____ no milk in it.       |
| 4. _____               | video tapes _____?               | _____ very few.            |
| 5. _____               | work _____ today?                | _____ a lot of work.       |
| 6. _____               | people _____ in the room?.       | _____ a lot.               |
| 7. _____               | butter _____ in the dish?        | _____ just a little.       |
| 8. _____               | secretaries _____ here?          | _____ two.                 |
| 9. _____               | women _____ in that group?       | _____ five or six.         |
| 10. _____              | men _____ in the crew?           | _____ four men.            |

**Ex. 5. Use LITTLE, FEW, A LOT in the blank spaces.**

1. There are very \_\_\_\_\_ books in the school library.
2. There's \_\_\_\_\_ milk left in the bottle.
3. There's very \_\_\_\_\_ ice in my glass.
4. There's \_\_\_\_\_ of noise in this room.

5. There are \_\_\_\_\_ of trees in that park.
6. There are only a \_\_\_\_\_ tickets available.
7. There are \_\_\_\_\_ students absent from class today.
8. There's \_\_\_\_\_ of sugar in my coffee. It's too sweet.
9. There are \_\_\_\_\_ of errors in my bill.
10. There's just a \_\_\_\_\_ whisky left in the bottle.

## B. PAST TENSE: THERE WAS - THERE WERE

El pasado de **THERE IS/THERE ARE** se expresa usando **THERE WAS** /ðear wóz/ / **THERE WERE** /ðear we:r/. La negación se expresa usando la palabra **NOT** después de **WAS** y **WERE**. Normalmente se usan las contracciones **THERE WASN'T** /ðear wózent/ **THERE WEREN'T** /ðear wé:rent/. La interrogación se expresa invirtiendo el orden de las palabras **WAS** y **WERE** con la palabra **THERE**.

Escuche, lea y aprenda

**There was a lot of noise in the room** /ðear was e lot ov nóis in ðe rú:m/ Había bastante ruido en la sala.

**There were many people absent.** /ðear we:r méni pí:pl æbsent/ Había muchas personas ausentes.

**There wasn't any beer in the can.** /ðear wózent éni bíar in ðe kæn/ No había nada de cerveza en la lata.

**There weren't many books on the desk.** /ðear wé:rent méni buks on ðe désk/ No había muchos libros sobre el escritorio.

**Was there a TV in the room?** / woz ðear e tí: in ðe rú:m / ¿Había un televisor en la habitación?

**How many people were there at the party?** / háu meni pí:pl we:r ðear atðe pá:rti / ¿Cuánta gente había en la fiesta?.

### EXERCISES:

#### Ex. 1. Change into the Past Tense:

1. There's a lot of work in the office today. \_\_\_\_\_
2. There are two books missing from the shelf. \_\_\_\_\_
3. How much milk is there in the fridge? \_\_\_\_\_
4. There aren't many hotels in this town. \_\_\_\_\_
5. Is there enough money for the trip? \_\_\_\_\_
6. How many people are there on board? \_\_\_\_\_
7. There isn't much time to talk. \_\_\_\_\_
8. There are very few people in the pub. \_\_\_\_\_
9. Are there many errors in the bill? \_\_\_\_\_
10. There's very little whisky left. \_\_\_\_\_

#### Ex. 2. Answer these questions, using the information given in parenthesis:

1. How many students were there in this class last year? (about 20)  
\_\_\_\_\_
2. Were there many people at the meeting last Monday? (No, not more than 30)  
\_\_\_\_\_
3. How much free time was there during the Basic Training Period? (very little, of course)  
\_\_\_\_\_
4. Was there enough bread for all the people? (yes, more than enough)  
\_\_\_\_\_
5. How many students were there in the laboratory? ( not any)  
\_\_\_\_\_
6. How many days were there in February that year? (29, it was a leap year)  
\_\_\_\_\_
7. Were there many cars in the street at that time? ( Yes, lots of cars)  
\_\_\_\_\_

### C. FUTURE TENSE: THERE WILL BE

El futuro de **THERE IS/THERE ARE** se expresa con la forma **THERE WILL BE** /ðear wil bi:/. En la conversación diaria **WILL** se une con la palabra **THERE**, formando la contracción **THERE'LL BE** /ðearl bi:/.

#### Escuche, lea y aprenda:

**There will be** a very good program on TV tonight. /ðear wil bi: e veri gud próugram on tí: ví: tunaít/. Habrá un muy buen programa en la TV esta noche.

**There will be** two more tests next week. /ðear wil bi: tú: mó:r tésts nekst wí:k/. Habrá dos pruebas más la próxima semana.

**There'll be** another meeting this evening. /ðearl bi: anáðer mí:tiŋ ðis í:vniŋ/. Habrá otra reunión esta tarde.

**There'll be** some more rain next weekend. /ðearl bi: sám mó:r réin nékst wikénd/. Habrá algo más de lluvia el próximo fin de semana

La forma negativa se expresa usando la palabra **NOT** después del verbo modal **WILL**, normalmente formando la contracción **WON'T** /wóunt/. En las preguntas, el verbo modal **WILL** precede a la palabra **THERE**.

#### Escuche, lea y aprenda:

**There will not be** a good program on TV tonight. /ðear wil not bi: e gud próugram on tí: ví: tunaít/.

**There will not be** another meeting this evening. /ðear wil not bi: anáðer mí:tiŋ ðis í:vniŋ/

**There won't be** two more tests next week. /ðear wóunt bi: tú: mó:r tests nekst wí:k/

**Will there be** a good program on TV this evening? /wil ðear bi: a gud próugram on tí: ví: ðis í:vniŋ/

**Will there be** any more rain next weekend? /wil ðear bi: eni mó:r réin nekst wi:kend/

How many tests **will there be** next week? /háu méni tésts wil ðear bi: nekst wí:k/

### EXERCISES:

#### Ex.1. Change into the future tense.

1. There is a lot of free time in the evening.
2. There are some women at the meeting.
3. There isn't any food left in the fridge.
4. How many people are there at the reception?
5. How much money is there in the box?
6. Is there any more work?
7. Are there more than ten students in your class?

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#### Ex. 2. Use the right tense of There To Be (Present, Past or Future).

1. How many women \_\_\_\_\_ at the party last Saturday?
2. \_\_\_\_\_ a lot of noise in this room now.
3. \_\_\_\_\_ several trees in the park now.
4. How much free time \_\_\_\_\_ next time?
5. \_\_\_\_\_ very little food in the fridge now.
6. \_\_\_\_\_ not any more exercises in the book now.
7. \_\_\_\_\_ a lot of noise at the disco last night.
8. \_\_\_\_\_ very few flowers in our garden.
9. How many students \_\_\_\_\_ in your class last year?
10. \_\_\_\_\_ much milk left. Just one or two bottles.

#### Ex. 3. Translate the previous sentences into Spanish.

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

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Ex. 4. Answer these questions in English.**

- |  |            |
|--|------------|
| 1. How many days are there in a week?                    | _____      |
| 2. How many days will there be in February next year?    | _____      |
| 3. How many students were there in your class last year? | _____      |
| 4. How many computers are there in your office?          | _____      |
| 5. How many people were there in the room at 8:30?       | _____      |
| 6. Will there be another meeting this week?              | No, _____  |
| 7. Was there much work to do in the office last Monday?  | Yes, _____ |
| 8. Are there any spelling mistakes in the letter?        | No, _____  |
|  | No, _____  |
| 9. How much money is there in your wallet?               | _____      |
| 10. How many eggs are there in a dozen?                  | _____      |

**Ex. 5. Translate the following sentences into English**

- |  |       |
|--|-------|
| 1. Habrá otra reunión general el próximo viernes.          | _____ |
| 2. Había solamente dos hoteles en ese pueblo.              | _____ |
| 3. ¿Hay un restaurant cerca de aquí?                       | _____ |
| 4. ¿Cuánto dinero hay en la billetera?                     | _____ |
| 5. No había mucha gente en el edificio a esa hora.         | _____ |
| 6. No habrá otro concierto hasta la próxima semana.        | _____ |
| 7. No hay tiempo para conversar.                           | _____ |
| 8. Había muy poco tiempo libre durante la mañana.          | _____ |
| 9. ¿Cuántos autos había en el estacionamiento esa tarde?   | _____ |
| 10. Había muy pocos niños en la calle ese día.             | _____ |
| 11. No habrá muchos partidos de fútbol este fin de semana. | _____ |
| 12. Hay mucho ruido en esta sala ahora..                   | _____ |



## PART II. NUMBERS

Escuche, lea y aprenda:

1 <b>one</b> /uán/	2 <b>two</b> /tu:/	3 <b>three</b> /ðri:/	4 <b>four</b> /fo:r/	5 <b>five</b> /fáiv/
6 <b>six</b> /siks/	7 <b>seven</b> /sévn/	8 <b>eight</b> /éit/	9 <b>nine</b> /náin/	10 <b>ten</b> /ten/
11 <b>eleven</b> /ilévn/	12 <b>twelve</b> /tuélv/	13 <b>thirteen</b> /ðertín/	14 <b>fourteen</b> /fo:rtín/	15 <b>fifteen</b> /fiftín/
16 <b>sixteen</b> /sikstín/	17 <b>seventeen</b> /sevtín/	18 <b>eighteen</b> /eitín/	19 <b>nineteen</b> /naintín/	
20 <b>twenty</b> /tuénti/	30 <b>thirty</b> /ðérti/	40 <b>forty</b> /fórti/	50 <b>fifty</b> /fifti/	60 <b>sixty</b> /siksti/
70 <b>seventy</b> /sévnti/	80 <b>eighty</b> /éiti/	90 <b>ninety</b> /náinti/		
100 <b>one hundred</b> /uán hándred/			200 <b>two hundred</b> /tú hándred/	
1,000 <b>one thousand</b> /uán tháuzand/			2,000 <b>two thousand</b> /tú tháuzand/	
200,000 <b>two hundred thousand</b> /tú: hándred tháuzand/			2,000,000 <b>two million</b> /tú mílion/	

5,362 **five thousand three hundred and sixty-two** /fáiv tháuzand θri: hándred and siksti tú:/

45,971 **forty five thousand nine hundred and seventy-one** /fórti fáiv tháuzand nain hándred and sévnti uán/

**Importante:**

- Las palabras *twenty, thirty, forty*, etc **siempre van seguidas de un guión** antes del número unitario. Ej, 21. twenty-one, 32 thirty-two, 45 forty-five, 68 sixty-eight, 94 ninety-four.
- Las palabras *hundred, thousand, million* y *billion* **no se pluralizan** en inglés. Ej. 400 four hundred; 5,000 five thousand, 3,000,000 three million.
- La palabra *hundred* siempre **va seguida de and**; las palabras *thousand, million* y *billion* **no van seguidas de and**.  
Ej. 365 three hundred *and* sixty-five; 5,387 five thousand, three hundred *and* eighty-seven; 463,265 four hundred *and* sixty-three thousand, two hundred *and* sixty-five.
- Las palabras *hundred, thousand* y *million* se pluralizan solamente en las siguientes expresiones, para indicar lo mismo que "lots of..." Ej. There are *hundreds of* / lots of trees in the park; There were *thousands of* / lots of people in the stadium; There are *millions of* / lots of stars in our galaxy
- Al escribir cifras en inglés, el **punto** es **coma** y la **coma** es **punto**. Ej. 12.5% ; 70.45 km; US\$ 4,365.80

**Ex. 1 Read and then write these numbers**

- |        |        |          |          |           |            |              |
|--------|--------|----------|----------|-----------|------------|--------------|
| a) 12  | b) 56  | c) 79    | d) 94    | e) 33     | f) 28      | g) 148       |
| h) 597 | i) 846 | j) 1,285 | k) 6,394 | l) 24,973 | m) 256,875 | n) 5,687,328 |

- |          |          |
|----------|----------|
| a) _____ | b) _____ |
| c) _____ | d) _____ |
| e) _____ | f) _____ |
| g) _____ |          |
| h) _____ |          |
| i) _____ |          |
| j) _____ |          |
| k) _____ |          |
| l) _____ |          |
| m) _____ |          |
| n) _____ |          |

## BASIC VOCABULARY: Study these words

### PEOPLE

#### GENERAL

**person** /pɛ:rsn/

**people** /pi:pl/

**child /children** /tʃá:ild/tʃildrn/

**boy** /boi/

**girl** /gɛ:rl/

persona

gente, personas

niño/s, pequeño/s

niño

niña

**man/men** /mæn/men/

**woman/women** /wuman/wimen/

**gentleman** /dlí:ntlmán/

**lady** /léidi/

**kids** /kidz/

hombre/s

mujer/es

caballero

dama

chicos, niños

#### FAMILY AND RELATIVES

**grandparents** /grandpéarents/

**grandfather** /grandfa:ðer/

**grandmother** /grandmáðer/

**grandchildren** /grandtʃildrn/

**grandson** /grá:ndsán/

**granddaughter** /grand dó:ter/

**parents** /péarents/

**husband** /há:zband/

**wife** /waif/

**father** /fá:ðer/

**mother** /máðer/

**children** /tʃildrn/

**son** /sán/

**daughter** /dó:ter/

**brother** /bráðer/

**sister** /sister/

**uncle** /á:ŋkl/

**aunt** /a:nt/

**nephew** /néfiu/

**niece** /ni:s/

**cousin** /ká:zin/

abuelos

abuelo

abuela

nietos

nieto

nieta

padres

esposo, marido

esposa, mujer

padre

madre

hijos, niños

hijo

hija

hermano

hermana

tío

tía

sobrino

sobrina

primo

**dad, daddy** /dæd, dædi/

**mom, mommy** /mam, mámi/

**grandpa** /grænpa:/

**granny** /græni/

**father-in-law** /fá:ðer in ló:/

**mother-in-law** /máðer in ló:/

**son-in-law** /sán in ló:/

**daughter-in-law** /dó:ter in ló:/

**brother-in-law** /bráðer in ló:/

**sister-in-law** /sister in ló:/

**step-father** /step fá:ðer/

**step-mother** /step máðer/

**step-son** /step san/

**step-daughter** /step dó:ter/

**step-brother** /step bráðer/

**step-sister** /step sístér/

**foster-father** /fóster fá:ðer/

**foster-mother** /fóster máðer/

**god-father** /god fá:ðer/

**god-mother** /god máðer/

papá, papi

mamá, mami

abuelito

abuelita

suegro

suegra

yerno

nuera

cuñado

cuñada

padrastra

madrasta

hijastro

hijastra

hermanastro

hermanastra

padre adoptivo

madre adoptiva

padrino

madrina

## KEY TO ANSWERS

### UNIT 2

#### Part I

##### A.

**Ex. 1. 1.** There are 2. There is 3. There is 4. There are 5. There is 6. There are 7. There is 8. There are 9. There are 10. There are

**Ex. 2. 1.** There isn't much... 2. There aren't many... 3. There isn't any more... / There's no more... 4. There aren't any extra... / There are no extra... 5. There isn't a... 6. There aren't many... 7. There aren't any more... / There are no more... 8. There aren't 30... 9. There isn't any more... / There's no more... 10. There's no central...

**Ex. 3. 1.** Is there a hotel...? 2. Are there any students...? 3. Is there much free...? 4. Is there any more...? 5. Are there more than...? 6. Are there more...? 7. Is there another...? 8. Are there any more...? 9. Are there 24...? 10. Is there a train...?

**Ex. 4. 1.** How much... is there? There's... 2. How many... are there...? There's... 3. How much... is there...? There's... 4. How many... are there? There are... 5. How much... is there...? There's... 6. How many... are there...? There are... 7. How much... is there...? There's... 8. How many... are there...? There are... 9. How many... are there...? There are... 10. How many... are there...? There are...

**Ex. 5. 1.** few 2. little 3. little 4. a lot 5. a lot 6. few 7. few 8. a lot 9. a lot 10. little

##### B.

**Ex. 1. 1.** There was... 2. There were... 3. How much milk was there...? 4. There weren't... 5. Was there enough...? 6. How many people were there...? 7. There wasn't... 8. There were... 9. Were there...? 10. There was...

**Ex. 2. 1.** There were about 20 . 2. No, there weren't more than 30 3. There was very little, of course. 4. Yes, there was more than enough. 5. There weren't any 6. There were 29. It was a leap year. 7. Yes, there were lots of cars.

##### C.

**Ex. 1. 1.** There will be a lot... 2. There will be some... 3. There won't be any... 4. How many people will there be...? 5. How much money will there be...? 6. Will there be any...? 7. Will there be more than...?

**Ex. 2. 1.** Were there 2. There's 3. There are 4. Will there be 5. There's 6. There are 7. There was 8. There are 9. were there 10. There isn't

**Ex. 3. 1.** ¿Cuántas mujeres había en la fiesta el sábado pasado? 2. Hay bastante ruido en esta sala ahora. 3. Hay varios árboles en el parque ahora 4. ¿Cuánto tiempo libre habrá la próxima vez? 5. Hay muy poca comida en el refrigerador ahora 6. No hay más ejercicios en el libro ahora 7. Había bastante ruido en la discoteca anoche 8. Hay muy pocas flores en nuestro jardín 9. ¿Cuántos alumnos había en tu curso el año pasado? 10. No hay mucha leche sobrante. Sólo una o dos botellas.

**Ex. 4. 1.** There are seven days. 2. There'll be 28 days. 3. There were... students. 4. There's just one / There are... computers. 5. There were...people. 6. No, there won't be another meeting 7. Yes, there was a lot of work. 8. No, there aren't any. / No, there are no spelling mistakes. 9. There isn't much money in it. 10. There are twelve eggs.

**Ex. 5. 1.** There will be another general meeting next Friday. 2. There were only two hotels in that town. 3. Is there a restaurant near here. 4. How much money is there in the wallet? 5. There weren't many people in the building at that time. 6. There won't be another concert until next week. 7. There is no time to talk. 8. There was very little free time during the morning. 9. How many cars were there in the car park that afternoon / evening? 10. There were very few children in the street that day. 11. There won't be many football games / matches this week end. 12. There's a lot of noise in this room now.

## Part II.

**Ex. 1.** a) twelve b) fifty-six c) seventy-nine d) ninety-four e) thirty-three f) twenty-eight g) one hundred and forty-eight h) five hundred and ninety-seven i) eight hundred and forty-six j) one thousand, two hundred and eighty-five k) six thousand, three hundred and ninety-four l) twenty-four thousand, nine hundred and seventy-three m) two hundred and fifty-six thousand, eight hundred and seventy-five n) five million, six hundred and eighty-seven thousand, three hundred and twenty-eight.

# UNIT 3

## PART I. HAVE GOT = TENER

Esta expresión verbal se usa especialmente en inglés británico (y solamente en el tiempo presente) para indicar posesión o propiedad, es decir, significa **TENER**. En el **Presente Afirmativo** se conjuga de la siguiente manera:

<b>I have got</b> /ai hav gót/	<b>I've got</b> /aiv gót/	(yo tengo)
<b>You have got</b> /iú: hav gót/	<b>You've got</b> /iu:v got/	(tú tienes)
<b>He has got</b> /hi: haz gót/	<b>He's got</b> /hi:z gót/	(él tiene)
<b>She has got</b> /shi: haz gót/	<b>She's got</b> /shi:z gót/	(ella tiene)
<b>It has got</b> /it haz gót/	<b>It's got</b> /its gót/	(él / ella tiene)
<b>We have got</b> /wi: hav gót/	<b>We've got</b> /wi:v gót/	(nos. tenemos)
<b>You have got</b> /iú: hav gót/	<b>You've got</b> /iu:v gót/	(uds. tienen)
<b>They have got</b> /ðei hav gót/	<b>They've got</b> /ðeiv gót/	(ellos tienen)

### Escuche, lea y aprenda:

<b>I have got</b> a car. /ai hav gót e ká:r/ (Yo tengo un auto)	<b>I've got</b> a car /aiv gót e ká:r/
<b>Peter has got</b> many friends. /pi:ter haz gót méni fréndz/ (Peter tiene muchos amigos)	<b>Peter's got</b> many friends. /pi:terz gót.../
<b>They have got</b> a big house. /ðei hav gót e big háus/ (Ellos tienen una casa grande)	<b>They've got</b> a big house. /ðeiv gót.../
<b>My dog has got</b> long ears. /mai dóg haz gót loð iarz/ (Mi perro tiene orejas largas)	<b>My dog's got</b> long ears. /mai dógz gót.../
<b>The rooms have got</b> central heating. /ðe rú:mz hav gót séntrl hí:tið/ (Las habitaciones tienen calefacción central)	

En la **forma negativa** se usa **HAVE NO GOT** y **HAS NOT GOT**. Normalmente se usan las contracciones **HAVEN'T GOT** /həvnt gót/ y **HASN'T GOT** /həznt gót/

### Escuche, lea y aprenda:

<b>I have not got</b> a car. /ai hav not gót.../	<b>I haven't got</b> a car. /ai həvnt gót...r/
<b>Peter has not got</b> many friends. /pi:ter haz not gót.../	<b>Peter hasn't got</b> many friends. /pi:ter həznt gót.../
<b>They have not got</b> a big house. /ðei hav not gót.../	<b>They haven't got</b> a big house. /ðei həvnt gót.../
<b>My dog has not got</b> long ears. /mai dóg haz not gót.../	<b>My dog hasn't got</b> long ears. /mai dóg həznt gót.../
<b>The rooms have not got</b> central heating. /ðe rú:mz hav not gót .../	<b>The rooms haven't got</b> central heating. /ðe rú:mz həvnt gót.../

La **forma interrogativa** se hace por simple **inversión** del **sujeto** y **HAVE** o **HAS**:

### Escuche, lea y aprenda:

<b>Have you got</b> a car? /hav iú gót.../	No, I haven't got one (one = a car)
<b>Has Peter got</b> many friends? /haz pi:ter gót.../	Yes, he's got a lot. (of friends)
<b>Have they got</b> a big house? /hav ðei gót.../	No, they haven't. They've got a small one.
<b>Has the dog got</b> long ears? /haz ðe dóg gót.../	Yes, it has. It's got very long ones. (ones = ears)
<b>Have the rooms got</b> a TV? /hav ðe ru:mz gót.../	No, they haven't got one. But they've got a radio.
How much money <b>have you got</b> ?	I've got very little (money). I've only got 5 dollars.
How many brothers and sisters <b>has Bob got</b> ?	He's got one sister and two brothers.

### EXERCISES:

#### Ex.1 Complete the following sentences using HAVE GOT or HAS GOT

1. John \_\_\_\_\_ a new uniform.
2. Hans \_\_\_\_\_ long black hair .

3. The soldiers \_\_\_\_\_ a very good instructor.
4. We \_\_\_\_\_ a small house in the country.
5. The book \_\_\_\_\_ 200 pages.
6. I \_\_\_\_\_ three children, a son and two daughters.
7. Mary \_\_\_\_\_ a new blue dress.
8. My friends \_\_\_\_\_ a lot of money.
9. My flat \_\_\_\_\_ two bedrooms.
10. The car \_\_\_\_\_ four wheels.

**Ex. 2 Change into the negative form**

1. She's got blue eyes and black hair.
2. They've got a lot of friends there.
3. My father's got a modern car.
4. Bob's got a big family.
5. We've got a small classroom.
6. I've got some cigarettes.
7. Nancy's got a computer.
8. The house has got a garden.
9. My friends have got a telephone.
10. The students have got some experience.

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**Ex. 3 Change into the interrogative form:**

1. You've got many things to do today.
2. Bob's got some money.
3. You've got a lighter.
4. They've got our telephone number.
5. Bob's got our address.
6. Bob's sister has got a car.
7. They've got a big family.
8. The boy has got black shoes.
9. You've got your passport here.
10. The students have got a new instructor.

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**Ex. 4 Ask questions with HOW MUCH...? / HOW MANY...?**

1. They've got two cars.
2. I've got three children.
3. A car has got four wheels .
4. Bob's got five dollars.
5. The flat has got two bathrooms.
6. We've got 2 bottles of milk.
7. They've got very little free time.

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**Ex. 5 Answer these questions:**

1. How much money have you got in your pockets?
2. How many children have you got?
3. Has your wife / husband got a car?
4. Has your parents' house got a garden?
5. Have you got a dog or a cat?
6. Have you got any friends in Europe?
7. How many rooms has your house got?
8. Have you got a big library at home?
9. Have you got any brothers or sisters?
10. Have you got a computer at home?

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## PART II.

### A. ADJECTIVES

En inglés, los adjetivos siempre **preceden a los sustantivos**:

Tom is a *tall* man. Mary is a *beautiful* woman This is an *interesting* book That is a *big* car

Además, **son invariables**, es decir la misma palabra se usa en el singular, plural, masculino o femenino. Por lo tanto, el adjetivo *tall* /to:l/ se podría traducir como **alto, alta, altos, altas**.

The man is very *tall*. The woman is very *tall*. The men are very *tall*. The women are very *tall*.

Además, **todos los sustantivos actúan como adjetivos cuando preceden a otro sustantivo**. En estos casos no deben pluralizarse (porque los adjetivos nunca se pluralizan!!).

An apple	An <i>apple</i> tree	Three <i>apple</i> trees
A dollar	A <i>one-dollar</i> bill	A <i>five-dollar</i> bill
An exercise	One <i>exercise</i> book	Ten <i>exercise</i> books
A hotel	A <i>hotel</i> manager	Two <i>hotel</i> managers

### B. ARTICLES (I)

**1. EL ARTÍCULO INDEFINIDO A** (un, una) se usa para referirse a un artículo cualquiera, no específico. Ej. This is **a** book. /ðis iz a búk/ (Este es un libro). That's **a** girl. /ðæts a gé:rl/ (Esa es una niña). There's **a** car in the street. /ðéarz a ká:r in ðe stri:t/ (Hay un auto en la calle).

El artículo **A** se transforma en **AN** antes de una palabra iniciada con un **sonido vocal** o una **h “muda”**. Ej. This is **an** apple. /ðis iz an aép/ (Esta es una manzana). That's **an** orange. /ðæts an órindl/ (Esa es una naranja). This is **an** old car /ðis iz an óld ká:r/ (Este es un auto viejo). He is **an** honest man. /hí: iz an ónest mæn/ (El es un hombre honrado).

La letra **u** se considera vocal en palabras como *umbrella* /ambréla/, pero también se pronuncia como una semi-consonante en palabras como *uniform* /iúnifo:rm/. Por lo tanto se deber decir: This is **an** umbrella /ðis iz an ambréla/ (Este es un paraguas) y This is **a** uniform /ðis iz a iúnifo:rm/ (Este es un uniforme). Hay palabras que comienzan con una letra **o** pronunciada como /w/, en cuyo caso se trata como semi-consonante. Compare: This is **an** orange. /ðis iz an órindl/ (Esta es una naranja). This is **a** one-way ticket. /ðis iz a wán wei tikit/ (Este es un boleto de ida).

El artículo indefinido **a/an** no tiene plural. Ej. This is **a** house /ðis iz a háus/ (Esta es una casa). These are houses. /ði:z a:r háusiz/ (Estas son casas). That is a tree /ðæt iz a trí:/ (Ese es un árbol). Those are trees /ðóuz a:r trí:z/ (Esos son árboles). That's an animal /ðæts an aénimal/ (Ese es un animal). Those are animals /ðóuz a:r aénimalz/ (Esos son animales).

Debido a que **a / an** no tiene una forma para el plural, en su lugar se usan normalmente palabras como some /sam/ (algunos/as), **several** /séveral/ (varios/as) o **many** /méni/ (muchos/as).

**Ejemplo.** There is a tree in the garden

There are trees in the garden  
There are **some** trees in the garden  
There are **several** trees in the garden  
There are **many** trees in the garden

**2. EL ARTÍCULO DEFINIDO THE** (el, la los, las) se usa para referirse a objetos específicos, determinados. Se usa tanto con sustantivos singulares como con plurales.

Ej. There is a book on the desk. **The** book is old. There are several books on the desk. **The** books are old.

**Compare:**

Show me a photograph (Muéstrame **una** fotografía) (cualquiera fotografía)  
Show me the photograph (Muéstrame **la** fotografía) (una fotografía específica)

**Exe. 1. Use the indefinite articles a or an**

- |                              |                                |
|------------------------------|--------------------------------|
| 1. _____ pencil              | 17. _____ car                  |
| 2. _____ apple               | 18. _____ used car             |
| 3. _____ egg                 | 19. _____ modern car           |
| 4. _____ envelope            | 20. _____ young woman          |
| 5. _____ umbrella            | 21. _____ old woman            |
| 6. _____ hour                | 22. _____ one-dollar bill      |
| 7. _____ honor               | 23. _____ five-dollar bill     |
| 8. _____ house               | 24. _____ hotel                |
| 9. _____ banana              | 25. _____ instrument           |
| 10. _____ big banana         | 26. _____ musical instrument   |
| 11. _____ exercise           | 27. _____ answer               |
| 12. _____ easy exercise      | 28. _____ question             |
| 13. _____ difficult exercise | 29. _____ impertinent question |
| 14. _____ university         | 30. _____ usual question       |
| 15. _____ old university     | 31. _____ unusual question     |
| 16. _____ new university     | 32. _____ hard lesson          |

**Ex. 2. Change the following sentences into the plural.**

- |  |       |
|--|-------|
| 1. That is a picture                       | _____ |
| 2. This is a car.                          | _____ |
| 3. Is this an envelope?                    | _____ |
| 4. That man isn't a teacher.               | _____ |
| 5. I've got a friend in San Francisco.     | _____ |
| 6. They've got a horse on the farm.        | _____ |
| 7. Peter's got a new pen.                  | _____ |
| 8. This boy isn't a new student.           | _____ |
| 9. This is an interesting novel.           | _____ |
| 10. Is that woman a nurse?                 | _____ |
| 11. Is that man an engineer?               | _____ |
| 12. There's a yellow flower in the garden. | _____ |
| 13. Is that an apple tree or a pear tree?  | _____ |
| 14. I haven't got a cigarette.             | _____ |

**Ex. 3. Change these sentences into the plural, use *some, many or several***

- |   |       |
|---|-------|
| 1. There's a tree in the garden.                  | _____ |
| 2. There's a woman in the office.                 | _____ |
| 3. There was a car accident last Sunday.          | _____ |
| 4. There is a new student in this class.          | _____ |
| 5. There will be an interesting program tonight   | _____ |
| 6. I've got a question for you.                   | _____ |
| 7. They've got an interesting book in the library | _____ |
| 8. The boy's got a book in English.               | _____ |
| 9. There is a letter for you, Mr. Smith.          | _____ |
| 10. I've got a coin in my pocket.                 | _____ |
| 11. I've got a magazine on my desk.               | _____ |
| 12. There's a text book on the teacher's desk.    | _____ |
| 13. The student has got a new notebook.           | _____ |
| 14. There is a student in the laboratory now.     | _____ |
| 15. Please show me a photograph.                  | _____ |



**PART III.**

**TELLING THE TIME (Diciendo la hora)**

**What time is it, please?** /wót táim iz it plí:z/ ¿Qué hora es por favor?

**What's the time, please?** /wóts ðe táim plí:z/ ¿Cuál es la hora por favor?

**It's ten to eight** /its tén tu éit/ Son diez para las ocho

**Lea, escuche y aprenda:**

<b>o'clock</b> /oklók/	<b>quarter past</b> /kuórter pá:st/	<b>half past</b> /ha:f pá:st/	<b>quarter to</b> /kuórter tú:/
01:00 It's one o'clock		05:00 It's five o'clock	
07:15 It's quarter past seven		10:15 It's quarter past ten	
06:30 It's half past six		12:30 It's half past twelve	
09:45 It's quarter to ten		03:45 It's quarter to four	

<b>past</b> /pá:st/	<b>to</b> /tu:/	<b>minutes past</b> /mínits pá:st/	<b>minutes to</b> /mínits tu:/
---------------------	-----------------	------------------------------------	--------------------------------

*Nota: La palabra "minutes" generalmente se omite después de 5 o múltiplos de 5.*

05:10 It's ten (minutes) past five	11:25 It's twenty-five (minutes) past eleven
02:40 It's twenty (minutes) to three	09:55 It's five (minutes) to ten
01:27 It's twenty-seven minutes past one	
07:38 It's twenty-two minutes to eight.	

<b>midday</b> /míddei/ mediodía	<b>noon</b> /nu:n/ mediodía	<b>midnight</b> /mídnait/ medianoche
<b>a.m.</b> /éi ém/	<b>p.m.</b> /pi: ém/	
<b>in the morning</b> /in ðe mó:rniŋ/	(en la mañana, hasta las 12:00)	
<b>in the afternoon</b> /in ði a:ftərnú:n/	(en la tarde, de 13:00 - 17:00)	
<b>in the evening</b> /in ði i:vnɪŋ/	(en la tarde / noche, de 18:00 - 21:00)	
<b>at night</b> /at náit/	(en la noche, después de las 21:00)	

12:00 It's midday / It's noon	24:00 It's midnight
05:00 a.m. It's five o'clock a.m. /ei. em/	It's five o'clock in the morning
04:00 p.m. It's four o'clock p.m. /pi em/	It's four o'clock in the afternoon
07:00 p.m. It's seven o'clock p.m. /pii em/	It's seven o'clock in the evening
10:00 p.m. It's ten o'clock p.m. /pii em/	It's ten o'clock at night

**EXERCISES**

**Ex. 1. Match the times in Column A with the sentences in Column B**

A. 12:20	1. It's twenty to one
B. 08:30	2. It's a quarter past two
C. 09:45	3. It's ten past three
D. 02:15	4. It's five to nine
E. 07:05	5. It's ten to five
F. 08:55	6. It's twenty-five to eleven
G. 03:10	7. It's five past seven
H. 04:50	8. It's half past eight
I. 04:00	9. It's twenty past twelve
J. 12:40	10. It's a quarter to ten
K. 06:25	11. It's twenty-five past six
L. 10:35	12. It's four o'clock

A	B	C	D	E	F	G	H	I	J	K	L

**Ex. 2. Write down the times and read:**

What time is it? What's the time?

- 1. 09:00 It's \_\_\_\_\_
- 2. 08:50 \_\_\_\_\_
- 3. 03:30 \_\_\_\_\_
- 4. 11:45 \_\_\_\_\_
- 5. 01:15 \_\_\_\_\_
- 6. 09:05 \_\_\_\_\_
- 7. 10:14 \_\_\_\_\_
- 8. 24:00 \_\_\_\_\_
- 9. 02:57 \_\_\_\_\_
- 10. 08:00 a.m. \_\_\_\_\_
- 11. 04:00 p.m. \_\_\_\_\_
- 12. 11:00 p.m. \_\_\_\_\_
- 13. 03:25 \_\_\_\_\_
- 14. 12:00 \_\_\_\_\_
- 15. 03:20 \_\_\_\_\_
- 16. 10:05 \_\_\_\_\_
- 17. 01:45 \_\_\_\_\_
- 18. 11:30 \_\_\_\_\_
- 19. 05:25 \_\_\_\_\_
- 20. 08:15 \_\_\_\_\_
- 21. 04:35 \_\_\_\_\_
- 22. 01:38 \_\_\_\_\_
- 23. 10:18 \_\_\_\_\_
- 24. 09:00 \_\_\_\_\_

## BASIC VOCABULARY: Study these words

### ADJECTIVES

#### ENGLISH

**angry** /ægrɪ/  
**bad** /bæd/  
**big** /bɪg/  
**blunt** /blʌnt/  
**bright** /bráɪt/  
**busy** /bɪzi/  
**clear** /klɪər/  
**cold** /kəʊld/  
**comfortable** /kəmfortbl/  
**cool** /ku:l/  
**curved** /kɜrvd/  
**cheap** /tʃi:p/  
**dark** /dɑ:rk/  
**dear** /dɪər/  
**deep** /di:p/  
**difficult** /dɪfɪkəlt/  
**dull** /dʌl/  
**early** /ɜ:rlɪ/  
**easy** /i:zi/  
**empty** /émtɪ/  
**even** /i:vn/  
**expensive** /ɪkspénsɪv/  
**fast** /fæst/  
**fat** /fæt/  
**foolish** /fúɪlɪʃ/  
**free** /fri:/  
**full** /fʊl/  
**good** /gʊd/  
**happy** /hæpɪ/  
**hard** /hɑ:rd/  
**hard-working** /há:rd we:rkɪŋ/  
**healthy** /héldi/  
**heavy** /hévi/  
**high** /haɪ/  
**hot** /hɒt/  
**huge** /hju:dʌl/  
**hungry** /háŋgrɪ/  
**ill, sick** /ɪl, sɪk/  
**interesting** /ɪntrestɪŋ/  
**large** /lɑ:dʌl/

#### SPANISH

airado, enojado  
malo  
grande  
romo, sin punta  
brillante  
ocupado  
claro  
frio, helado  
cómodo  
fresco  
curvo  
barato  
oscuro  
caro, apreciado  
profundo  
difícil  
opaco, fome  
temprano, precursor  
fácil  
vacío  
parejo, par (números)  
caro  
rápido, fijo,  
gordo  
tonto, leso  
libre, gratis  
lleno, completo  
bueno  
feliz  
duro, difícil  
esforzado  
saludable, sano  
pesado, intenso  
alto  
caliente  
enorme  
hambriento  
enfermo, indispuerto  
interesante  
grande

#### ENGLISH

**late** /leɪt/  
**lazy** /léɪzi/  
**light** /laɪt/  
**long** /lɒŋ/  
**narrow** /nárrou/  
**new** /niu:/  
**nice** /náɪs/  
**odd** /o:d/  
**old** /əʊld/  
**pleased** /pli:zd/  
**poor** /púər/  
**pretty** /prɪti/  
**rich** /rɪtʃ/  
**right** /raɪt/  
**rough** /ra:f/  
**sad** /sæd/  
**sharp** /sha:rp/  
**short** /ʃo:rt/  
**silly** /sɪli/  
**sleepy** /slí:pi/  
**slow** /sləʊ/  
**small** /smo:l/  
**soft** /sɒft/  
**straight** /streɪt/  
**strange** /streɪndʌl/  
**stupid** /sti:pid/  
**tall** /tɔ:l/  
**thick** /ðɪk/  
**thin** /ðɪn/  
**thirsty** /ð:rstɪ/  
**tiny** /táini/  
**tired** /táɪəd/  
**ugly** /ágli/  
**uneven** /aní:vn/  
**warm** /wɔ:rm/  
**wide** /waɪd/  
**wise** /waɪz/  
**wonderful** /wánderfʊl/  
**wrong** /rɒŋ/  
**young** /jʌŋ/

#### SPANISH

tarde, atrasado  
flojo  
claro, liviano  
largo  
angosto, estrecho  
nuevo  
bonito, agradable  
raro, impar (números)  
viejo  
satisfecho, contento  
pobre, insatisfactorio  
bonito  
rico, adinerado  
correcto, derecho  
tosco, brusco, agitado  
triste  
agudo, puntiagudo  
corto; bajo de estatura  
tonto, leso, ingenuo  
soñoliento  
lento  
pequeño  
suave  
recto  
extraño  
estúpido  
alto  
grueso  
delgado  
sediento  
diminuto  
cansado  
feo  
disparejo, no plano  
temperado  
ancho, amplio  
sabio, sensato  
maravilloso  
equivocado, incorrecto  
joven

### COLO(U)RS

What colour is the car?

It's white.

What colours is the Chilean flag?

It's blue, white and red.

**black** /blæk/

negro

**orange** /órɪndʌl/

anaranjado

**white** /waɪt/

blanco

**gray, grey** /greɪ/

gris, plomo

**green** /grɪ:n/

verde

**purple** /pɜ:rpʌl/

morado

**blue** /blu:/

azul

**pink** /pɪŋk/

rosado

**red** /red/

rojo

**dark blue** /dɑ:rk blú:/

azul oscuro

**brown** /bráʊn/

café

**light blue** /laɪt blú:/

azul claro, celeste

**yellow** /yélow/

amarillo

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## KEY TO ANSWERS

### UNIT 3

#### Part I.

**Ex. 1.** 1. has got 2. has got 3. have got 4. have got 5. has got 6. have got 7. has got 8. have got 9. has got 10. has got

**Ex. 2.** 1. She hasn't got blue... 2. They haven't got many friends... 3. My father hasn't got a... 4. Bob hasn't got a... 5. We haven't got a... 6. I haven't got any cigarettes. / I've got no cigarettes 7. Nancy hasn't got a... 8. The house hasn't got... 9. My friends haven't got... 10. The students haven't got any experience. / The students have got no experience.

**Ex. 3.** 1. Have you got many...? 2. Has Bob got any money? 3. Have you got a...? 4. Have they got our...? 5. Has Bob got our...? 6. Has Bob's sister got a...? 7. Have they got a...? 8. Has the boy got black...? 9. Have you got your...? 10. Have the students got a...?

**Ex. 4.** 1. How many cars have they got? 2. How many children have you got? 3. How many wheels has a car got? 4. How much money has Bob got? 5. How many bathrooms has the flat got? 6. How much milk have we got? / how many bottles of milk have we got? 7. How much free time have they got?

**Ex. 5.** (open answers)

#### Part II.

##### B.

**Ex. 1.** 1. a 2. an 3. an 4. an 5. an 6. an 7. an 8. a 9. a 10. a 11. an 12. an 13. a 14. a 15. an 16. a 17. a 18. a 19. a 20. a 21. an 22. a 23. a 24. a 25. an 26. a 27. an 28. a 29. an 30. a 31. an 32. a

**Ex. 2.** 1. Those are pictures 2. These are cars 3. Are these envelopes? 4. Those men aren't teachers 5. I've got friends in S.F. 6. They've got horses... 7. Peter's got new pens 8. These boys aren't new students 9. These are interesting novels 10. Are those women nurses? 11. Are those men engineers? 12. There are yellow flowers... 13. Are those apple trees or pear trees? 14. I haven't got cigarettes

**Ex. 3.** 1. There are some trees... 2. There are many women... 3. There were several car accidents... 4. There are some new students... 5. There will be many new students... 6. I've got several questions... 7. They've got some interesting books... 8. The boy has got some books... 9. There are several letters... 10. I've got some coins... 11. I've got several magazines... 12. There are many text books... 13. The student has got some new notebooks 14. There are many students... 15. Please, show me some photographs.

#### Part III.

**Ex. 1.** A - 9 B - 8 C - 10 D - 2 E - 7 F - 4 G - 3 H - 5 I - 12 J - 1 K - 11 L - 6

**Ex. 2.** 1. It's nine o'clock 2. It's ten to nine 3. It's half past three 4. It's quarter to twelve 5. It's quarter past one 6. It's five past nine 7. It's fourteen minutes past ten 8. It's twelve o'clock / midnight 9. It's three minutes to three 10. It's eight o'clock in the morning 11. It's four o'clock in the afternoon 12. It's eleven o'clock at night 13. It's twenty-five past three 14. It's twelve o'clock / noon 15. It's twenty past three 16. It's five past ten 17. It's quarter to two 18. It's half past eleven 19. It's twenty-five past five 20. It's quarter past eight 21. It's twenty-five to five 22. It's twenty-two minutes to two 23. It's eighteen minutes past ten 24. It's nine o'clock

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# UNIT 4

## PART I. EL TIEMPO PRESENTE CONTINUO (THE PRESENT CONTINUOUS TENSE)

### Introducción: Los Tiempos Continuos

Son tiempos continuos o progresivos todos aquellos tiempos verbales que se expresan con una forma del verbo **TO BE y el GERUNDIO DE UN VERBO PRINCIPAL**. Estos tiempos verbales se usan para especificar qué estamos, estábamos o estaremos haciendo en un momento determinado.

Es conveniente recordar aquí que el gerundio de un verbo principal se forma agregando **-ING** al infinitivo. Este sufijo se pronuncia /ɪŋ/. Hay tres grupos de verbos, según la ortografía usada en la formación del gerundio:

**Grupo A:** Verbos terminados en consonante que agregan **-ing** al infinitivo:

<b>to speak</b> /spi:k/ (hablar)	<b>speaking</b> /spi:kiŋ/ (hablando)
<b>to eat</b> /i:t/ (comer)	<b>eating</b> /i:tiŋ/ (comiendo)
<b>to work</b> /we:rk/ (trabajar)	<b>working</b> /wé:rkɪŋ/ (trabajando)

**Grupo B:** Si el infinitivo termina en **-e** muda, **esta letra se omite** al formar en gerundio:

<b>to live</b> /liv/ (vivir)	<b>living</b> /líviŋ/ (viviendo)
<b>to write</b> /raɪt/ (escribir)	<b>writing</b> /raɪtiŋ/ (escribiendo)

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**Grupo C:** Si el infinitivo está formado por **consonante+vocal+consonante** o **cons. +cons. + vocal + cons.**, la última consonante debe ser duplicada:

<b>To sit</b> /sit/ (sentarse)	<b>sitting</b> /sítiŋ/ (sentándose)
<b>To cut</b> /kat/ (cortar)	<b>cutting</b> /kátɪŋ/ (cortando)
<b>To stop</b> /stop/ (detener,parar)	<b>stopping</b> /stópiŋ/ (deteniendo, parando)
<b>To swim</b> /suim/ (nadar)	<b>swimming</b> /suímiŋ/ (nadando)

### EL TIEMPO PRESENTE CONTINUO O PROGRESIVO.

El tiempo Presente Continuo o Progresivo está formado por el **Presente del verbo TO BE (AM/S/ARE)** más un **GERUNDIO** de un verbo principal y se usa para expresar acciones que se están realizando **NOW** /náu/ (ahora) o **AT THIS TIME** /at ðis táim/ (a esta hora), **AT THE MOMENT** /at ðe móument/ (en este momento), **AT PRESENT** /at prézent/ (en estos días, actualmente), **TEMPORARILY** /temporárilɪ/ (temporalmente), **FOR THE TIME BEING** /for ðe táim bí: ið/ (mientras tanto,transitoriamente).

### Escuche, lea y aprenda:

**They're living** in New York at present. /ðéi a:r liviŋ in niu iórk at prézent/ (Ellos están viviendo en N.Y. en la actualidad).  
**Mary's working** in Room 10 **now**. /méri:z wé:rkɪŋ in rúm tén náu/ (Mary está trabajando en la Of.10 ahora)  
**Herbert's having** lunch **at the moment**. /hé:rberts hæviv lánтч at ðe móument/ (Herbert está almorzando en este momento)  
**For the time being, I'm living** with my brother John. /for ðe táim bí:iŋ áim lívin wið mai bráðer dlón/ (Transitoriamente, estoy viviendo con mi hermano John)

La **forma negativa** se expresa usando **NOT** después del verbo **TO BE**. El uso de las contracciones **ISN'T** y **AREN'T** es frecuente en la conversación diaria.

### Escuche, lea y aprenda:

They <b>are not living</b> in New York at present.	They're <b>not living</b> in New York at present.
They <b>aren't living</b> in New York at present.	
Mary <b>is not working</b> in Room 10 now.	Mary's <b>not working</b> in Room 10 now.
Mary <b>isn't working</b> in Room 10 now.	
For the time being, I <b>am not living</b> with my brother John.	I'm <b>not living</b> with my brother John

**La forma interrogativa** se expresa mediante simple inversión del verbo **TO BE (AM, IS, ARE)** con el sujeto. En las preguntas negativas se usan las contracciones **ISN'T/AREN'T** delante del sujeto.

**Escuche, lea y aprenda:**

**Are they living** in New York at present?  
**Is Mary working** in Room 10 now?  
**Are you living** with your brother John?  
**Am I doing** the exercise correctly?

**Aren't they living** in New York at present?  
**Isn't Mary working** in Room 10 now?  
**Aren't you living** with your brother John?  
**Aren't I doing** the exercise correctly?

Cuando deseamos formular preguntas introducidas por una palabra interrogativa como **What, Where, When, How, How often**, etc., debemos mantener el mismo orden de palabras usado en las preguntas simples.

**Escuche, lea y aprenda:**

John is living in New York at present.  
 The children are playing soccer.  
 I am wearing a sweater because it's cold.

**Where is John living** at present?  
**What are the children playing?**  
**Why are you wearing** a sweater?

**La pregunta más frecuente en este tiempo verbal es:**

**WHAT ARE YOU DOING?** /wót ar iú du: iŋ/ (¿qué estás haciendo?)

**EXERCISES**

**Ex. 1. Escuche, lea y aprenda estos verbos:**

**INFINITIVE**

To answer /á:nser/  
 To arrive /erráiv/  
 To ask /a:sk/  
 To ask for /a:sk fo:r/  
 To buy /bái/  
 To close /klouz/  
 To come /kam/  
 To cut /kat/  
 To do /du:/  
 To drink /drɪŋk/  
 To drive /dráiv/  
 To dry /drái/  
 To eat /i:t/  
 To finish /finɪʃ/  
 To fix /fiks/  
 To give /gɪv/  
 To go /gou/  
 To help /help/  
 To invite /inváit/  
 To learn /le:rn/  
 To leave /li:v/  
 To listen to /lɪsn tu/  
 To live /liv/  
 To look at /luk at/  
 To make /meik/  
 To open /óupn/  
 To pay /pei/  
 To play /pléi/  
 To put /put/  
 To read /ri:d/  
 To receive /risi:v/

**GERUND**

answering /á:nserɪŋ/  
 arriving /erráivɪŋ/  
 asking /á:skɪŋ/  
 asking for /á:skɪŋ fo:r//  
 buying /báiiŋ/  
 closing /klóuzɪŋ/  
 coming /kámɪŋ/  
 cutting /kátɪŋ/  
 doing /dú:iŋ/  
 drinking /drɪŋkɪŋ/  
 driving /dráivɪŋ/  
 drying /dráiiŋ/  
 eating /i:tiŋ/  
 finishing /finɪʃɪŋ/  
 fixing /fiksɪŋ/  
 giving /gɪvɪŋ/  
 going /góuiŋ/  
 helping /hélpɪŋ/  
 inviting /inváitiŋ/  
 learning /lé:rniŋ/  
 leaving /lí:viŋ/  
 listening to /lɪsniŋ tu/  
 living /liviŋ/  
 looking at /lúkiŋ at/  
 making /méikiŋ/  
 opening /óupniŋ/  
 paying /péiiŋ/  
 playing /pléiiŋ/  
 putting /pútiŋ/  
 reading /rí:diŋ/  
 receiving /risi:viŋ/

**SPANISH**

responder/respondiendo  
 llegar/llegando  
 preguntar/preguntando;  
 pedir/pidiendo, solicitar/solicitando  
 comprar/comprando  
 cerrar/cerrando  
 venir/viniendo  
 cortar/cortando  
 hacer/haciendo (actividades)  
 beber/bebiendo  
 conducir/conduciendo  
 secar/secando  
 comer/comiando  
 terminar/terminando  
 reparar/reparando; arreglar/arreglando/fijar/fijando  
 dar/dando  
 ir/yendo  
 ayudar/ayudando  
 invitar/invitando  
 aprender/aprendiendo  
 partir/partiendo; dejar/dejando  
 escuchar/escuchando  
 vivir, viviendo  
 mirar/mirando  
 hacer/haciendo  
 abrir/abriendo  
 pagar/pagando  
 jugar/jugando; tocar/tocando (un instr.)  
 poner/poniendo  
 leer/leyendo  
 recibir/recibiendo



To rain /réin/	raining /réiniŋ/	llover/lloviendo
To run /ran/	running /rániŋ/	correr/corriendo
To say /séi/	saying /séiŋ/	decir/diciendo
To sell /sel/	selling /séliŋ/	vender/vendiendo
To send /send/	sending /séndiŋ/	enviar/enviando
To sing /siŋ/	singing /siŋiŋ/	cantar/cantando
To sit /sit/	sitting /sitiŋ/	sentarse/sentándose
To sleep /sli:p/	sleeping /sli:piŋ/	dormir/durmiendo
To speak /spi:k/	speaking /spi:kiŋ/	hablar/hablando
To spend /spend/	spending /spéndiŋ/	gastar/gastando; pasar/pasando(tiempo)
To start /sta:rt/	starting /stá:rtiŋ/	empezar/empezando, comenzar/comenzando
To stay /stéi/	staying /stéiŋ/	permanecer/permaneciendo (quedarse)
To study /stádi/	studying /stádiŋ/	estudiar/estudiando
To take /téik/	taking /téikiŋ/	tomar/tomando; llevar/llevando
To talk /to:k/	talking /tó:kiŋ/	conversar/conversando
To tell /tel/	telling /téliŋ/	decir/diciendo; contar/contando (narrar)
To think /θiŋk/	thinking /θiŋkiŋ/	pensar/pensando; creer/creyendo
To travel /trævel/	travelling /træveliŋ/	viajar/viajando
To try to /trái tu/	trying to /tráiiŋ tu/	tratar de/tratando de; intentar/intentando
To wait for /weit fo:r/	waiting for /wéitiŋ fo:r/	esperar/esperando
To walk /wo:k/	walking /wó:kiŋ/	caminar/caminando
To wash /wosh/	washing /wóshiŋ/	lavar/lavando
To watch /wotch/	watching /wótschiŋ/	observar/observando
To wear /wéar/	wearing /wéariŋ/	usar/usando(ropas)
To work /we:rk/	working /wé:rkiŋ/	trabajar/trabajando; funcionar/funcionando
To write /ráit/	Writing /ráitiŋ/	escribir/escribiendo

## Ex. 2. Escuche, lea y aprenda estas actividades frecuentes:

<b>Getting up</b> /gétiiŋ ap/	levantándose
<b>Having a bath/a shower</b> /hæviŋ e ba:θ/e sháuer/	tomando un baño/una ducha
<b>Getting dressed</b> /gétiiŋ drést/	vistiéndose
<b>Having breakfast/lunch/dinner</b> /hæviŋ brékfast/lantch/díner/	desayunando/almorzando/cenando
<b>Going home/to work/to the office</b> /góuiŋ hóum/tu we:rk/tu ði ófis/	yendo a casa/al trabajo/a la oficina
<b>Driving home/to work/to the office</b> /dráiviŋ hóum/tu we:rk/tu ði ófis/	yendo en auto a casa/trabajo/of.
<b>Reading letters/the newspaper</b> /rí:diŋ létez/ðe niuzpéiper/	leyendo cartas/el diario
<b>Working in the office</b> /wé:rkiŋ in ði ófis/	trabajando en la oficina
<b>Talking with friends</b> /tó:kiŋ wið fréndz/	conversando con amigos
<b>Leaving the office</b> /li:viŋ ði ófis/	saliendo de la oficina
<b>Doing the shopping</b> /dú:iŋ ðe shópiŋ/	haciendo las compras
<b>Buying the paper/cigarettes</b> /báiiŋ ðe péiper/sigaréts/	comprando el diario/cigarrillos
<b>Watching TV</b> /wótschiŋ tí: ví:/	mirando TV
<b>Listening to the news/to the radio</b> /lisniŋ tu ðe niú:z/réidiou/	escuchando las noticias/la radio
<b>Writing to a friend</b> /ráitiŋ tu e frénd/	escribiendo a un/a amigo/a
<b>Calling up a friend</b> /kóliŋ áp e frénd/	llamando a un/a amigo/a (por fono)
<b>Playing cards/soccer</b> /pléiiŋ kárdz/sóker	jugando cartas/football
<b>Walking to the park</b> /wó:kiŋ tu ðe pa:rk/	caminando al parque
<b>Running across the park</b> /rániŋ akrós ðe pá:rk/	corriendo a través del parque
<b>Doing exercise</b> /dú:iŋ éksersaiz/ <b>Working out</b> /wérkiŋ áut/	haciendo ejercicio (gimnasia)
<b>Visiting a museum</b> /vízitiŋ a miu:ziám/	visitando un museo
<b>Studying for a test</b> /stádiŋ for e tést/	estudiando para una prueba
<b>Washing the car</b> /wóshiŋ ðe ká:r/	lavando el auto
<b>Cleaning the house</b> /kliiniŋ ðe háus/	limpiando la casa
<b>Making the bed</b> /méikiŋ ðe béd/	haciendo la cama
<b>Tidying up the room</b> /táidiŋ áp ðe rú:m/	ordenando el cuarto
<b>Cooking a meal</b> /kúkiŋ a mi:l/	cocinando una comida
<b>Preparing some drinks</b> /pripéariŋ sam dríŋks/	preparando algunos tragos
<b>Going to bed</b> /góuiŋ tu béd/	acostándose

**Ex. 3. Complete the following sentences, using the Present Continuous tense of the verb provided.**

1. I \_\_\_\_\_ to the news at the moment. (listen)
2. The students \_\_\_\_\_ to school now. (go)
3. Mr. Smith \_\_\_\_\_ for the bus. (wait)
4. For the time being, Mary \_\_\_\_\_ as a secretary. (work).
5. Our friends \_\_\_\_\_ Disney World today. (visit)
6. The train \_\_\_\_\_ at the station at this time. (arrive)
7. You \_\_\_\_\_ the exercises well now. (do)
8. They \_\_\_\_\_ the weekend in Miami. (spend)
9. Look! The bus \_\_\_\_\_ over there! (come)
10. Listen! Those children \_\_\_\_\_ Spanish! (speak)
11. There's a man in the garden. He \_\_\_\_\_ the grass. (cut)
12. There are several students in the gym. They \_\_\_\_\_ (work out)

**Ex. 4. Change into a) negative and b) interrogative**

1. The children are watching TV \_\_\_\_\_
2. John's having breakfast now. \_\_\_\_\_
3. Bill's answering the phone. \_\_\_\_\_
4. I'm helping John with the work \_\_\_\_\_
5. The girl's washing the dishes. \_\_\_\_\_
6. The cadet's sleeping in class. \_\_\_\_\_
7. It's raining very hard now. \_\_\_\_\_
8. The students are writing a composition. \_\_\_\_\_
9. You're doing the exercise correctly. \_\_\_\_\_
10. The dog's drinking milk. \_\_\_\_\_
11. The boy's singing an English song. \_\_\_\_\_
12. We're making a lot of progress. \_\_\_\_\_

**Ex. 5. Ask questions using questions word like What, Where, Why, etc.**

1. Mary's eating an apple now. \_\_\_\_\_
2. John and his friends are watching TV. \_\_\_\_\_
3. They're living in Bristol at present. \_\_\_\_\_
4. I'm answering a letter. \_\_\_\_\_
5. The students are reading a story. \_\_\_\_\_
6. George is travelling by plane. \_\_\_\_\_
7. He isn't working because it's Sunday. \_\_\_\_\_
8. Billy's wearing the new sweater. \_\_\_\_\_
9. I'm singing because I'm happy. \_\_\_\_\_
10. The men are running now. \_\_\_\_\_
11. I'm trying to open the window. \_\_\_\_\_
12. They're looking at the horses. \_\_\_\_\_

**Ex. 6. Complete the dialogs using the verbs provided in the Present Continuous tense. Study them and practise them with a friend:**

1. **Hans** : Hello, Bob! Where \_\_\_\_\_ you \_\_\_\_\_? ( go)  
**Bob** : To the post office.  
**Hans** : I \_\_\_\_\_ (go) there, too. Why \_\_\_\_\_n't you \_\_\_\_\_ (drive) your car?  
**Bob** : It's in the garage. They \_\_\_\_\_ ( fix) the brakes.
  
2. **Jane** : Where's Billy?  
**Peter** : He's in his room.  
**Jane** : What \_\_\_\_\_ he \_\_\_\_\_?(do) I don't think he \_\_\_\_\_(sleep).  
**Peter** : No, he isn't. He \_\_\_\_\_ (study) for a test.  
**Jane** : He \_\_\_\_\_ always \_\_\_\_\_ ! (study). That's why he \_\_\_\_\_ (do) so well at school this year  
**Peter** : Well, he \_\_\_\_\_ (plan) to study engineering, you know..
  
3. **Robert** : Where are the children?  
**Mary** : Billy \_\_\_\_\_ (watch) TV in the living-room. And Betty's in the kitchen. I think she \_\_\_\_\_ (cook) dinner. And Jim's in his room. He \_\_\_\_\_ (sleep), of course!  
**Robert** : Well, let's go for a walk, then.  
**Mary** : Great! Let's do that.

## PART II.

### A. TIME AND DATES

**day** /déi/ día    **week** /wí:k/ semana    **month** /manθ/ mes    **year** /jjar/ año    **season** /sí:zn/ estación

There are 365 **days** /déiz/ in a year. There are 52 **weeks** /wí:ks/ in a **year** /jjar/

There are twelve **months** /mánθs/ in a year. The months of the year are:

<b>January</b> /dlláñiuari/	Enero	<b>July</b> /dllulái/	Julio
<b>February</b> /fébruari/	Febrero	<b>August</b> /ó:gast/	Agosto
<b>March</b> /má:rtch/	Marzo	<b>September</b> /septémber/	Septiembre
<b>April</b> /éipri/	Abril	<b>October</b> /októuber/	Octubre
<b>May</b> /méi/	Mayo	<b>November</b> /nouvémber/	Noviembre
<b>June</b> /dllú:n/	Junio	<b>December</b> /disémber/	Diciembre

There are four **seasons** /sí:zonz/ in a year: **Winter** /uinter/ Invierno, **Spring** /sprin/ Primavera, **Summer** /sámer/ Verano, and **Autumn** /ó:tom/ (or **Fall** /fó:l/) Otoño

There are seven days in a week. The days of the week are:

<b>Monday</b> /mándi/	Lunes	<b>Thursday</b> /ðé:zdi/	Jueves	<b>Sunday</b> /sándi/	Domingo
<b>Tuesday</b> /tiú:zdi/	Martes	<b>Friday</b> /fráidi/	Viernes		
<b>Wednesday</b> /wénzdi/	Miércoles	<b>Saturday</b> /sæ:terdi/	Sábado		

Monday is the *first* (*primer*) day of the week. Tuesday is the *second* (*segundo*) day. The *third* (*tercer*) day of the week is Wednesday, and Thursday is the *fourth* (*cuarto*) day. Friday is the *fifth* (*quinto*) day, and the *sixth* (*sexto*) day is Saturday. The *seventh* (*séptimo*) and *last* (*último*) day of the week is Sunday.

**Ordinal Numbers:** Los números ordinales, además de usarse para indicar orden o lugar de precedencia, se usan para expresar fechas. Los números ordinales son:

1st <b>First</b> /fé:rst/	11th <b>Eleventh</b> /ilévenθ/	21st <b>Twenty-first</b> /tuénti fé:rst/
2nd <b>Second</b> /sékond/	12th <b>Twelfth</b> /tuélfθ/	22nd <b>Twenty-second</b> /tuénti sékond/
3rd <b>Third</b> /hé:rd/	13th <b>Thirteenth</b> /θe:rti:nθ/	23rd <b>Twenty-third</b> /tuénti hé:rd/
4th <b>Fourth</b> /fó:rθ/	14th <b>Fourteenth</b> /forti:nθ/	24th <b>Twenty-fourth</b> /tuénti fó:rθ/
5th <b>Fifth</b> /fifθ/	15th <b>Fifteenth</b> /fifti:nθ/	25th <b>Twenty-fifth</b> /tuénti fifθ/
6th <b>Sixth</b> /sixθ/	16th <b>Sixteenth</b> /siksti:nθ/	26th <b>Twenty-sixth</b> /tuénti síksθ/
7th <b>Seventh</b> /sévenθ/	17th <b>Seventeenth</b> /seventi:nθ/	27th <b>Twenty-seventh</b> /tuénti sévenθ/
8th <b>Eighth</b> /éitθ/	18th <b>Eighteenth</b> /eiti:nθ/	28th <b>Twenty-eighth</b> /tuénti éitθ/
9th <b>Ninth</b> /náinθ/	19th <b>Nineteenth</b> /nainti:nθ/	29th <b>Twenty-ninth</b> /tuénti náinθ/
10th <b>Tenth</b> /ténθ/	20th <b>Twentieth</b> /tuéntieθ/	30th <b>Thirtieth</b> /θé:rtieθ/
		31st <b>Thirty-first</b> /thé:rti fé:rst/

### Escuche, lea y aprenda

**The date today is Wednesday the first of May, two thousand two** /ðe déit tudéi iz wénzdi ðe fé:rst ov méi tú. θáuzand tú:/ o también, **Wednesday, May the first, two thousand two** /wénzdi méi ðe fé:rst tú. θáuzand tú:/ (La fecha de hoy es Miércoles primero de Mayo de 2002)

**I was born on the fifteenth of August, nineteen seventy-five** /ai woz bó:rn on ðe fifti:nθ ov ó:gast náintin séventi fáiv/, o también, on **August the fifteenth, nineteen seventy-five** /on ó:gast ðe fifti:nθ náintin séventi fáiv/ (Yo nací el 15 de Agosto de 1975).

**Jane's birthday is on the twenty-fifth of June** /dlléinz bé:rθei is on ðe tuénti fiffθ ov dllú:n/, o también, on **June the twenty-fifth** /on dllú:n ðe tuénti fiffθ/ (El cumpleaños de Jane es el 25 de Junio)

## EXERCISES

### Ex. 1. Write the following dates, as in the examples:

- |                |  |
|----------------|--|
| 1. 12.09.1963  | The twelfth of September, nineteen sixty-three |
| 2. 05.05.1938  | _____  |
| 3. 02.11.1906  | _____  |
| 4. 18.07.1900  | _____  |
| 5. 10.08.2000  | _____  |
| 6. 01.01.2001  | _____  |
| 7. 18.09.1810  | _____  |
| 8. 05.12.1978  | _____  |
| 9. 12.03.1893  | _____  |
| 10. 04.30.1999 | April the thirtieth, nineteen ninety-nine      |
| 11. 08.27.1987 | _____  |
| 12. 02.28.1956 | _____  |
| 13. 10.12.1492 | _____  |
| 14. 07.02.1956 | _____  |

### Ex. 2. Answer the following questions:

- |  |       |
|--|-------|
| 1. When is your birthday?                | _____ |
| 2. When was your father born?            | _____ |
| 3. What day is today?                    | _____ |
| 4. What's the date today?                | _____ |
| 5. How many days are there in a week?    | _____ |
| 6. What are the seasons of the year?     | _____ |
| 7. What's your favo(u)rite season?       | _____ |
| 8. What are the days of the week?        | _____ |
| 9. What are the months of the year?      | _____ |
| 10. What's the first month of the year?  | _____ |
| 11. What's the third day of the week?    | _____ |
| 12. What's the last month of the year?   | _____ |
| 13. How many months are there in a year? | _____ |
| 14. How many hours are there in a day?   | _____ |
| 15. When is New Year's Day?              | _____ |
| 16. When's our Independence Day?         | _____ |

## B. Question Words (1) Describing people and things

Escuche, lea y aprenda

ENGLISH	SPANISH	EXAMPLE
<b>How old?</b> /háu óuld/ <b>How tall?</b> /háu to:l/ <b>How far?</b> /háu fa:r/ <b>How long?</b> /háu lón/ <b>How high?</b> /háu hái/ <b>How fast?</b> /háu f(st/ <b>How deep?</b> /háu di:p/ <b>How thick?</b> /háu (ik/ <b>How wide?</b> /háu wáid/ <b>How big...?</b> /háu big?/ <b>How well...?</b> /háu wel/ <b>How heavy...?</b> /hau hévi/ <b>What color?</b> /hwot kólor/ <b>What size?</b> /hwot saíz/ <b>What shape?</b> /hwot shéip/ <b>What is /are...like?*</b> /wot. lz /a:r...láik/	¿Qué edad? ¿Qué estatura? ¿Qué distancia? ¿Qué longitud? ¿Qué altura? ¿Qué velocidad? ¿Qué profundidad? ¿Qué espesor / grosor? ¿Qué anchura / ancho? ¿Cuán grande? ¿Cuán bien? ¿Cuánto pesa? ¿Qué color? ¿Qué tamaño / talla? ¿Qué forma? ¿Cómo es / son...? (Descripción de cosas) (Descripción de personas en cuanto a su carácter)	<b>How old</b> are you? I'm 21 years old <b>How tall</b> are you? I'm 1.70 meters tall <b>How far</b> is the airport? It's about 20 km. away <b>How long</b> is the river? It's 85 km. long. <b>How high</b> is that hill? It's about 1,200 mt. high <b>How fast</b> is the train moving? At about 90 k/h <b>How deep</b> is the lake? It's 120 mt. deep <b>How thick</b> is that wall? It's about 40 cm. thick <b>How wide</b> is the road? About 15 mt. wide <b>How big</b> is the house? It has got five rooms <b>How well</b> do you drive? I drive very well <b>How heavy</b> is the box? It weighs 5 kilos <b>What color</b> is the car? It's light blue <b>What size</b> is this shirt? It's extra large <b>What shape</b> is a football? It's round <b>What is</b> the house <b>like</b> ? It's very comfortable <b>What are</b> the rooms <b>like</b> ? They're very small <b>What's</b> Mary <b>like</b> ? She's very nice and friendly.

**Nota importante:** Como Ud. habrá advertido, en inglés se debe usar el verbo BE (am/is/are/was/were, etc.) para describir objetos. En castellano normalmente se usa el verbo tener: *How old **are** you? I **am** 35 = ¿Que edad **tiene** Ud? Yo **tengo** 35*

Ex. 1. Study these words:

### Nouns

**age** /éidll/ edad  
  
**length** /leθ/ longitud  
**width** /wiθ/ anchura  
**thickness** /θiknis/ grosor  
**distance** /dístans/ distancia  
**speed** /spi:d/ velocidad  
**depth** /depθ/ profundidad  
**height** /háit/ estatura; altura  
  
**size** /saiz/ tamaño, talla  
  
**shape** /shéip/ forma  
  
**weight** /wéit/ peso

### Adjectives

**old** /ould/ anciano, viejo; **young** /yaɪŋ/ joven  
**old** /ould/ viejo; **new** /niú:/ nuevo  
**long** /lɒŋ/ largo; **short** /sho:rt/ corto  
**wide** /wáid/ ancho; **narrow** /nærou/ angosto  
**thick** /θik/ grueso; **thin** /θin/ delgado  
**distant** /dístans/ distante; **nearby** /niarbai/ cercano  
**fast** /fa:st/ veloz; **slow** /slóu/ lento  
**deep** /di:p/ profundo; **shallow** /shálou/ poco profundo  
**tall** /tó:l/ alto; **short** /shó:rt/ bajo de estatura  
**high** /háil/ alto; **low** /lóu/ bajo  
**small** /smó:l/ pequeño; **big** /big/ grande  
**tiny** /táini/ diminuto; **huge** /hiu:dll/ enorme  
**round** /ráund/ redondo; **square** /skwear/ cuadrado;  
**rectangular** /rektæŋgiular/ rectangular; **triangular** /traieŋgiular/ triangular; **oval** /óuval/ ovalado  
**heavy** /hévi/ pesado; **light** /láit/ liviano

## BASIC VOCABULARY: Study these words:

### NUMERALS

#### CARDINAL NUMBERS

<b>1 one</b> /wʌn/	uno
<b>2 two</b> /tu:/	dos
<b>3 three</b> /θri:/	tres
<b>4 four</b> /fo:r/	cuatro
<b>5 five</b> /faiv/	cinco
<b>6 six</b> /siks/	seis
<b>7 seven</b> /sévn/	siete
<b>8 eight</b> /eit/	ocho
<b>9 nine</b> /nain/	nueve
<b>10 ten</b> /ten/	diez
<b>11 eleven</b> /ilévn/	once
<b>12 twelve</b> /twélf/	doce
<b>13 thirteen</b> /θɛ:rti:n/	trece
<b>14 fourteen</b> /forti:in/	catorce
<b>15 fifteen</b> /fifti:n/	quince
<b>16 sixteen</b> /siksti:n/	dieciséis
<b>17 seventeen</b> /sevnti:n/	diecisiete
<b>18 eighteen</b> /eiti:n/	dieciocho
<b>19 nineteen</b> /nainti:n/	diecinueve
<b>20 twenty</b> /twénti/	veinte
<b>21 twenty-one</b> /twénti wán/	veintiuno
<b>22 twenty-two</b> /twénti tú:/	veintidós
<b>30 thirty</b> /θɛ:rti/	treinta
<b>31 thirty-one</b> /θɛ:rti wán/	treinta y uno
<b>40 forty</b> /fó:rti/	cuarenta
<b>50 fifty</b> /fifti/	cincuenta
<b>60 sixty</b> /siksti/	sesenta
<b>70 seventy</b> /sévnti/	setenta
<b>80 eighty</b> /éiti/	ochenta
<b>90 ninety</b> /náinti/	noventa
<b>100 one hundred</b> /wʌn húndrid/	cien
<b>1,000 one thousand</b> /wʌn θáuznd/	mil
<b>1,000,000 one million</b> /wʌn mɪliən/	un millón

#### ORDINAL NUMBERS

<b>1<sup>st</sup> first</b> /fɛ:rst/	primero
<b>2<sup>nd</sup> second</b> /séknð/	segundo
<b>3<sup>rd</sup> third</b> /θɛ:rd/	tercero
<b>4<sup>th</sup> fourth</b> /fo:rθ/	cuarto
<b>5<sup>th</sup> fifth</b> /fifθ/	quinto
<b>6<sup>th</sup> sixth</b> /siksθ/	sexto
<b>7<sup>th</sup> seventh</b> /sévnθ/	séptimo
<b>8<sup>th</sup> eighth</b> /éitθ/	octavo
<b>9<sup>th</sup> ninth</b> /náinθ/	noveno
<b>10<sup>th</sup> tenth</b> /ténθ/	décimo
<b>11<sup>th</sup> eleventh</b> /ilévnθ/	décimo primero
<b>12<sup>th</sup> twelfth</b> /twelfθ/	décimo segundo
<b>13<sup>th</sup> thirteenth</b> /θɛ:rti:nθ/	décimo tercero
<b>14<sup>th</sup> fourteenth</b> /fo:rti:nθ/	décimo cuarto
<b>15<sup>th</sup> fifteenth</b> /fifti:nθ/	décimo quinto
<b>16<sup>th</sup> sixteenth</b> /siksti:nθ/	décimo sexto
<b>17<sup>th</sup> seventeenth</b> /sevnti:nθ/	décimo séptimo
<b>18<sup>th</sup> eighteenth</b> /eiti:nθ/	décimo octavo
<b>19<sup>th</sup> nineteenth</b> /nainti:nθ/	décimo noveno
<b>20<sup>th</sup> twentieth</b> /twéntieθ/	vigésimo
<b>21<sup>st</sup> twenty-first</b> /twénti fé:rst/	vigésimo primero
<b>22<sup>nd</sup> twenty-second</b> /twénti séknð/	vigésimo segundo
<b>30<sup>th</sup> thirtieth</b> /θɛ:rtieθ/	trigésimo
<b>31<sup>st</sup> thirty-first</b> /θɛ:rti fé:rst/	trigésimo primero
<b>40<sup>th</sup> fortieth</b> /fó:rtieθ/	cuadragésimo
<b>50<sup>th</sup> fiftieth</b> /fiftieθ/	quincuagésimo
<b>60<sup>th</sup> sixtieth</b> /sikstieθ/	sexagésimo
<b>70<sup>th</sup> seventieth</b> /sévntieθ/	septuagésimo
<b>80<sup>th</sup> eightieth</b> /éitieθ/	octogésimo
<b>90<sup>th</sup> ninetieth</b> /naintieθ/	nonagésimo
<b>100<sup>th</sup> one hundredth</b> /wʌn hándreθ/	centésimo
<b>1,000<sup>th</sup> one thousandth</b> /wʌn θáuzndθ/	milésimo
<b>1,000,000<sup>th</sup> one millionth</b> /wʌn mɪliənθ/	millonésimo

### TIME AND DATES

#### 1. Units of time

<b>second</b> /séknð/	segundo	<b>month</b> /mánθ/	mes
<b>minute</b> /minit/	minuto	<b>season</b> /sí:zon/	estación, temporada
<b>hour</b> /áuar/	hora	<b>year</b> /yíar/	año
<b>day</b> /dei/	día	<b>century</b> /séntchuri/	siglo
<b>week</b> /wi:k/	semana		

#### 2. Days of the week

<b>Monday</b> /mándi/	Lunes	<b>Saturday</b> /sæ:terdi/	Sábado
<b>Tuesday</b> /tíu:zdi/	Martes	<b>Sunday</b> /sándi/	Domingo
<b>Wednesday</b> /wénzdi/	Miércoles		
<b>Thursday</b> /θɛ:rzdi/	Jueves		
<b>Friday</b> /fráidi/	Viernes		

Nota: En Inglés, los días de la semana y los meses del año siempre se escriben con mayúsculas.

### 3. Seasons of the year

**summer** /sámer/ verano  
**autumn** /fall/ó:tm/ /fó:l/ otoño

**winter** /wínter/ invierno  
**spring** /sprín/ primavera

### 4. Months of the year

**January** /dllániuari/ Enero  
**February** /fébruari/ Febrero  
**March** /ma:rtch/ Marzo  
**April** /éipri/ Abril  
**May** /mei/ Mayo  
**June** /dllu:n/ Junio

**July** /dllulái/ Julio  
**August** /ó:gast/ Agosto  
**September** /septémber/ Septiembre  
**October** /októuber/ Octubre  
**November** /nouvémber/ Noviembre  
**December** /disémber/ Diciembre

### 5. Dates

Today is Monday, 2<sup>nd</sup> May, 2001 (the second of May, two thousand one)  
He was born on January 26<sup>th</sup>, 1957 (January the twenty-sixth, nineteen fifty-seven)



## KEY TO ANSWERS

### UNIT 4

#### Part I

**Ex. 3. 1.** am listening 2. are going 3. is waiting 4. is working 5. are visiting 6. is arriving 7. are doing 8. are spending 9. is coming 10. are speaking 11. is cutting 12. are working out

**Ex. 4. 1.** The children aren't watching TV / Are the children watching TV? 2. John isn't having breakfast now / Is John having breakfast now? 3. Bill isn't answering the phone / Is Bill answering the phone? 4. I'm not helping John... / Am I helping John...? 5. The girl isn't washing the dishes / Is the girl washing the dishes? 6. The cadet isn't sleeping... / Is the cadet sleeping...? 7. It isn't raining... / Is it raining...? 8. The students aren't writing... / Are the students writing...? 9. You aren't doing the exercises... / Are you doing the exercises...? 10. The dog isn't drinking milk / Is the dog drinking milk? 11. The boy isn't singing... / Is the boy singing...?

**Ex. 5. 1.** What's Mary eating now? 2. What are John and his friends doing? 3. Where are they living at present? 4. What are you doing? 5. What are the students reading? 6. How's George travelling? 7. Why isn't he working? 8. Which sweater is Billy wearing? 9. Why are you singing? 10. What are the men doing now? 11. What are you trying to do? 12. What are they looking at?

**Ex. 6. 1.** Hans: are - going Hans : am going / are - driving Bob: are fishing 2.. Jane: is - doing / is sleeping Peter: is studying Jane: is - studying / is doing Peter: is planning .3. Mary: is watching / is cooking / is sleeping

#### Part II

**Ex. 1. 2.** The fifth of May, nineteen thirty-eight 3. The second of November, nineteen oh six 4. The eighteenth of July, nineteen hundred 5. The tenth of August, two thousand 6. The first of January, two thousand one 7. The eighteenth of September, eighteen ten 8. The fifth of December, nineteen seventy-eight 9. The twelfth of March, eighteen ninety-three 11. August the twenty-seventh, nineteen eighty-seven 12. February the twenty-eighth, nineteen fifty-six 13. October the twelfth, fourteen ninety-two 14. July the second, nineteen fifty-six

**Ex. 2. 1.** It's on... 2. He was born on... 3. Today's... 4. The date today is... 5. There are seven days 6. The seasons of the year are Winter, Spring Summer and Autumn / Fall 7.... is my favorite season. 8. The days of the week are Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. 9. The months of the year are January, February, March, April, May, June, July, August, September, October, November and December 10. The first month of the year is January 11. The third day of the week is Wednesday 12. The last month of the year is December 13. There are twelve months in a year 14. There are twenty-four hours in a day 15. New Year's day is on the first of January. 16. Our Independence Day is on September the eighteenth.

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# UNIT 5

## PART I. EL TIEMPO PRESENTE SIMPLE (THE SIMPLE PRESENT TENSE)

Este tiempo se usa para expresar acciones que ocurren a diario, en forma habitual. Las expresiones de tiempo que más se usan en este tiempo verbal son aquellas que llevan la palabra **EVERY** /évri/, como **every day** /évri déi/ (todos los días), **every morning** /évri mó:nin/ (todas las mañanas), **every weekend** /évri wikénd/ (todos los fines de semana). También se usan con este tiempo los **ADVERBIOS DE FRECUENCIA** (que no indican cuando, sino que con qué frecuencia ocurren las acciones indicadas por el verbo). Son adverbios de frecuencia: **always** /ó:twiz/ (siempre), **generally** /dllénerali/ (generalmente), **usually** /iushuali/ (usualmente), **often** /ófrn/ (a menudo), **sometimes** /sámtaimz/ (a veces), **rarely** /réarli/ (rara vez), **seldom** /séldom/ (raramente), **hardly ever** /há:rdli éver/ (casi nunca), **never** /néver/ (nunca). Las expresiones que llevan la palabra **every** habitualmente van ubicadas al final de la oración, mientras que los adverbios de frecuencia van ubicados siempre antes del verbo principal. También son frecuentes en este tiempo verbal los adverbios de tiempo formados por **once** /wáns/ (una vez), **twice** /twáiz/ (dos veces), **three times** /θri: táimz/ (tres veces), **several times** /sévrál táimz/ (varias veces), **many times** /méni táimz/ (muchas veces), etc, seguidas de las frases **a day** /e déi/ (al día), **a week** /e wi:k/ (a la semana), **a month** /e mánθ/ (al mes), etc.

En la **forma afirmativa**, el **SUJETO** (I, You, The students, You and I, etc.) va seguido por el **INFINITIVO** de un verbo principal.

Es importante destacar aquí que en el Presente Simple afirmativo no se usa el verbo modal **DO/DOES** (está tácito). Cuando decimos "I **speak** Spanish every day" estamos diciendo "I **do speak** Spanish every day". Cuando decimos, "The secretary **answers** the telephone" estamos diciendo "The secretary **does answer** the telephone". Esto se comprueba cuando queremos expresar oraciones negativas o interrogativas: I **do not speak** Spanish every day/**Do** I **speak** Spanish every day?; The secretary **does not answer** the telephone/**Does** the secretary **answer** the telephone?

### Escuche, lea y aprenda:

I **speak** Spanish **every day**. /ai spí:k spánish évri déi/ (Yo hablo español todos los días)

We **go** to the beach **every summer**. /wi: góu tu ðe bí:tch évri sámer/ (Nos vamos a la playa todos los veranos)

I **often see** Mary at the club. /ai ófn sí: méri at ðe kláb/ (Yo a menudo veo a Mary en el club)

They **always come** here on Saturday. /ðéi ólwiz kám híar on sæterdi/ (Ellos siempre vienen acá los sábados)

The students **play** soccer **once a week**. /ðe stiúðnts pléi sóker wáns e wi:k/ (Los alumnos juegan fútbol una vez a la semana)æ

Cuando el sujeto es **tercera persona del singular** (he, she, it, the boy, the telephone, etc) se debe agregar una **-s** o **-es** al verbo principal.

### Escuche, lea y aprenda:

He **speaks** Spanish and English well. /hi: spí:ks spánish and ínglish wel/ (El habla español e inglés bien)

The secretary **answers** the telephone. /ðe sékretri ánsers ðe télifoun/ (La secretaria contesta el teléfono)

The bus **stops** here. /ðe bás stóps híar/ (El bus para aquí)

Bob **washes** the car on Saturday. /bób wóshiz ðe ka:r on sæterdi/ (Bob lava el auto los sábados) \*

My wife **watches** TV in the evening. /mai wáif wóтчiz tí: ví: in ði í:vnin/ (Mi mujer mira TV en las tardes) \*\*

John **plays** tennis every Friday afternoon. /djlón pléiz téniz évri fráidi a:ftérnú:n/ (John juega tenis todos los viernes en las tardes)\*\*

John **studies** French on Friday morning. /djlón stádz fréntch on fráidi mó:nin/ John estudia francés los viernes en la mañana)\*\*

The sun **rises** in the east. /ðe sán ráiziz in ði í:st/ (El sol aparece en el este) \*\*\*

John **changes** the batteries once a month. /djlón tchéidlliz ðe bátriz wáns e mánθ/ (John cambia las baterías una vez al mes) \*\*\*

**Notas:** En la 3ra. persona del singular (he, she, it), se deben considerar las siguientes reglas:

\* Los verbos terminados en **-s**, **-sh**, **-ch**-, **-x**, o **-z** deben agregar **-es** al verbo. Este sufijo plural se pronuncia /iz/ y es una sílaba más: washes /wóshiz/, watches /wóтчiz/.

\*\* Los verbos terminados en **-y** precedida de consonante transforman dicha letra en **-ies**: study - studies. Si la **-y** está precedida de vocal se agrega **-s**: play /plei/, plays /pléiz/.

\*\*\* Los verbos regulares terminados en **-se**, **-ce**, **-ge** sólo agregan **-s** en la tercera persona del singular, pero ese sufijo **se pronuncia** /iz/ y **pasa a ser una sílaba más**: rise /ráiz/ - rises /ráiziz/, change /tchéindl/ - changes /tchéindlliz/.

Los verbos **have**, **do**, y **go** tienen las siguientes formas en la 3ra. Persona del singular: **has** /hæz/, **does** /daz/, **goes** /góúz/.

En la **forma negativa** se debe usar el verbo modal **DO** /du/ seguido de la palabra **NOT** (normalmente formando la contracción **DON'T** /dóunt/) más el **infinitivo** del verbo principal. En la tercera personal del singular se debe usar **DOES** /dáz/ seguido de **NOT** (normalmente formando la contracción **DOESN'T** /dáznt/) más el Infinitivo del verbo principal (sin agregar **-s / -es**)

**Escuche, lea y aprenda:**

<b>I speak</b> Spanish every day.	<b>I do not speak</b> /du: nót spí:k/ Spanish every day.
<b>We go</b> to the beach every summer.	<b>We don't go</b> /dóunt góu/ to the beach every summer.
<b>The students play</b> soccer every day.	<b>The students don't play</b> /dóunt pléi/ soccer every day.
<b>He speaks</b> English well.	<b>He does not speak</b> /daz nót spí:k/ English well
<b>The bus stops</b> here.	<b>The bus doesn't stop</b> /dáznt stóp/ here.
<b>My wife watches</b> TV in the morning.	<b>My wife doesn't watch</b> /dáznt wótch/ TV in the morning.
<b>Bob changes</b> the batteries once a month	<b>Bob doesn't change</b> /dáznt tchéindll/ the batteries once a month.
<b>My friends have</b> a new car.	<b>My friends don't have</b> /dóunt hæv/ a new car.
<b>Mary has</b> many friends in Canada.	<b>Mary doesn't have</b> /dáznt hæv/ many friends in Canada
<b>We have lunch</b> at school every day.	<b>We don't have lunch</b> /dóunt hæv lántch/ at school every day.

Para expresar interrogaciones debemos anteponer los verbos modales **DO/DOES** al sujeto. En las preguntas negativas se deben anteponer las contracciones **DON'T/DOESN'T**

**Escuche, lea y aprenda:**

**Do you speak** /diu spí:k/ Spanish every day?  
**Do we go** /du wi góu/ to the beach every summer?  
**Do the students play** /du ðe stiú:dents pléi/ soccer every day?  
**Does he speak** /dáz hi: spí:k/ English well?  
**Does the bus stop** /dáz ðe bás stóp/ here?  
**Does your wife watch** /dáz ior wáif wótch/ TV in the morning?  
**Does Bob change** /dáz bob tchéindll/ the batteries once a month?  
**Do your friends have** /du ior fréndz hæv/ a new car?  
**Does Mary have** /dáz méri hæv/ many friends in Canada?  
**Do you have lunch** /diu hæv lántch/ at school every day?  
**Don't you speak** /dóunt iu spí:k/ Spanish at home?  
**Doesn't Mary work** /dáznt méri wérk/ on Saturday?

**Nota:** El verbo **to have** (tener) es un verbo principal, por lo tanto necesita el verbo modal **do / does** en las negaciones e interrogaciones. Recuerde que en inglés británico generalmente se prefiere usar la expresión **have got / has got** (Ver Unit 3). Cuando se usa el verbo **to have** para expresar la idea de **servirse, comer, beber, o experimentar**, como en **to have breakfast** (desayunar), o **to have a good time** (pasarlo bien, divertirse), se debe usar **do / does** en las negaciones e interrogaciones )

My friends have a new car	=	My friends have got a new car
My friends don't have a new car	=	My friends haven't got a new car.
Mary has many friends in Canada	=	Mary has got many friends in Canada.
Mary doesn't have many friends in Canada	=	Mary hasn't got many friends in Canada

Cuando deseamos formular preguntas introducidas por palabras interrogativas como **WHAT, WHERE, WHEN, HOW, HOW MUCH**, etc., debemos mantener el mismo orden usado en las interrogaciones simples.

**Escuche, lea y aprenda:**

What language **do you speak** at home? /wót lánquidll diú spí:k at hóum/  
 When **do they go** to the beach? /wén du ðei góu tu ðe bí:tch/  
 Where **does the bus stop**? /wéar daz ðe bás stóp/  
 Why **does John change** the batteries every month? /wái daz dlón tchéindll ðe báteriz évri mánθ/

La **pregunta más habitual** en este tiempo verbal es :

**WHAT DO YOU DO?** /wót diu dúu/ (¿Qué hace ud.?)

## EXERCISES

### Ex. 1. Study the following expressions of time:

Every Monday /évri mándi/	Todos los lunes
Every Tuesday /évri tiú:zdi/	Todos los martes
Every Wednesday /évri wénzdi/	Todos los miércoles
Every Thursday /évri θérzdi/	Todos los jueves
Every Friday morning /évri fráidi mó:niŋ/	Todos los viernes en la mañana
Every Saturday afternoon /évri sæterdi afternún/	Todos los sábados en la tarde.
Every Sunday evening /évri sándi í:vniŋ/	Todos los domingos en la tarde
Every morning /évri mó:niŋ/	Todas las mañanas
Every afternoon /évri afternún/	Todas las tardes (13:00 - 17:00)
Every evening /évri í:vniŋ/	Todas las tardes (18:00 - 21:00)
Every day /évri déi/	Todos los días
Every night /évri náit/	Todas las noches
Every week /évri wi:k/	Todas las semanas
Every month /évri mántθ/	Todos los meses
Every year /évri yiar/	Todos los años
Once a day /wáns e déi/	Una vez al día
Twice a week /twáis e wiik/	Dos veces a la semana
Three times a year /θri: táimz e yiar/	Tres veces al año
Several times a month /sévrí táimz e mántθ/	Varias veces al mes
Always /ó:lweiz/	Siempre
Frequently /frikwentli/	Frecuentemente
Usually /iúshuali/	Usualmente
Generally /dilénerali/	Generalmente
Sometimes /sámtaimz/	A veces
Often /ófn/	A menudo
Rarely /réarli/	Raramente
Hardly ever /hárdli éver/	Casi nunca
Seldom /séldom/	Rara vez
Never /néver/	Nunca
In the summer /in ðe sámer/	En el verano
In the autumn/fall /in ði ó:tom /fo:l/	En el otoño
In the winter /in ðe wínter/	En el invierno
In the spring /in ðe sprinŋ/	En la primavera

### Ex. 2. Complete the conjugation of the following verbs:

Affirmative	Negative	Interrogative
a. I work here every day	I don't work here every day	Do I work here every day?
You _____	You _____	_____ you _____ ?
Bill _____	Bill _____	_____ Bill _____ ?
Ann _____	Ann _____	_____ Ann _____ ?
We _____	We _____	_____ we _____ ?
They _____	They _____	_____ they _____ ?
b. I watch TV after dinner.	I don't watch TV after dinner.	Do I watch TV after dinner?
You _____	_____	_____ ?
Bill _____	_____	_____ ?
Ann _____	_____	_____ ?
We _____	_____	_____ ?
They _____	_____	_____ ?

c. I go to the movies every night	I don't _____	Do I _____ ?
You _____	_____	_____ ?
Bill _____	_____	_____ ?
Ann _____	_____	_____ ?
We _____	_____	_____ ?
They _____	_____	_____ ?
d. I play tennis on Saturday	_____	_____ ?
You _____	_____	_____ ?
Bill _____	_____	_____ ?
Ann _____	_____	_____ ?
We _____	_____	_____ ?
They _____	_____	_____ ?
e. I study English every day.	_____	_____ ?
You _____	_____	_____ ?
Bill _____	_____	_____ ?
Ann _____	_____	_____ ?
We _____	_____	_____ ?
They _____	_____	_____ ?
f. I have dinner at work.	_____	_____ ?
You _____	_____	_____ ?
Bill _____	_____	_____ ?
Ann _____	_____	_____ ?
We _____	_____	_____ ?
They _____	_____	_____ ?
g. I do the exercises well.	_____	_____ ?
You _____	_____	_____ ?
Bill _____	_____	_____ ?
Ann _____	_____	_____ ?
We _____	_____	_____ ?
They _____	_____	_____ ?

**Ex. 3. Complete the following sentences using the Simple Present Tense of the verbs given in parentheses. Then translate them into Spanish**

- The children \_\_\_\_\_ at this time every morning. (get up)
- We seldom \_\_\_\_\_ to the North in the summer. (go)
- I \_\_\_\_\_ breakfast at 7:15 every morning. (have)
- John \_\_\_\_\_ the newspaper on the train every day. (read)
- The students sometimes \_\_\_\_\_ rugby at school. (play)
- Peter \_\_\_\_\_ bridge with his friends every Friday night. (play)
- The train \_\_\_\_\_ in London at 7:50 every morning. (arrive)
- Myriam \_\_\_\_\_ the floor once or twice a week. (wash)
- I never \_\_\_\_\_ Spanish at school. (speak)
- The manager generally \_\_\_\_\_ the office after 8:00 p.m. (leave)
- My wife and I often \_\_\_\_\_ in that restaurant. (eat)
- Mr Smith \_\_\_\_\_ TV after dinner every evening. (watch)

**Ex. 4. Change the following sentences into a) negative, b) interrogative, and c) Wh-questions:**

- Mary likes to drink coffee with milk. \_\_\_\_\_ ?  
 \_\_\_\_\_ ?  
 \_\_\_\_\_ ?
- They live near here. \_\_\_\_\_ ?  
 \_\_\_\_\_ ?  
 \_\_\_\_\_ ?

3. Peter watches TV every night.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ?  
\_\_\_\_\_ ?

4. The bus leaves at 7:45

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ?  
\_\_\_\_\_ ?

5. That man speaks German.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ?  
\_\_\_\_\_ ?

6. They work out every morning.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ?  
\_\_\_\_\_ ?

7. Bob always drinks beer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ?  
\_\_\_\_\_ ?

8. They have two cars.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ?  
\_\_\_\_\_ ?

9. Peter does everything well.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ?  
\_\_\_\_\_ ?

10. They come here twice a week.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ?  
\_\_\_\_\_ ?

**Ex. 5. Ask questions using wh-words like WHAT, WHERE, WHEN, HOW, etc.**

1. She lives near Wimbledon.

\_\_\_\_\_ ?

2. They play golf twice a week.

\_\_\_\_\_ ?

3. They get up at 7:15 every morning.

\_\_\_\_\_ ?

4. The students need more practice.

\_\_\_\_\_ ?

5. John goes to Pucón in the summer.

\_\_\_\_\_ ?

6. Mary comes to work by bus.

\_\_\_\_\_ ?

7. We go to the club on Friday.

\_\_\_\_\_ ?

8. They go to the park on Sunday.

\_\_\_\_\_ ?

9. Mary goes shopping on Saturday.

\_\_\_\_\_ ?

10. They need twenty dollars.

\_\_\_\_\_ ?

11. They have two cars now.

\_\_\_\_\_ ?

12. He walks to work because he hasn't got a car.

\_\_\_\_\_ ?

13. They don't like the car because it's too small.

\_\_\_\_\_ ?

14. She usually sleeps six hours every night.

\_\_\_\_\_ ?

**Ex. 6. Answer these questions in English:**

1. How many weeks are there in a year?

\_\_\_\_\_

2. Bob is in the office. What's he doing?

\_\_\_\_\_

3. How many legs has a dog got?

\_\_\_\_\_

4. Are there any trees in your garden?

\_\_\_\_\_

5. The children are in the park. What are they doing?

\_\_\_\_\_

6. What do you do after dinner every evening?

\_\_\_\_\_

7. How much free time is there in an intensive course?

\_\_\_\_\_

8. How often does your English teacher use the VCR in c?

\_\_\_\_\_

9. Where do you usually spend your summer vacatio

\_\_\_\_\_

10. When does a person go to see a doctor?

\_\_\_\_\_

**Ex. 7. Complete the sentences using one of the following:**

cause(s)    open(s)    close(s)    speak(s)    drink(s)    live(s)    take(s) place

1. Ann \_\_\_\_\_ German very well.
2. I never \_\_\_\_\_ coffee.
3. The swimming pool \_\_\_\_\_ at 9:00 a.m and \_\_\_\_\_ at 6:30 p.m. every day.
4. Bad driving \_\_\_\_\_ many accidents.
5. My grand parents \_\_\_\_\_ in a very small apartment.
6. The Olympic Games \_\_\_\_\_ every four years.

**Ex. 8. Put the verb into the correct form.**

1. Janet \_\_\_\_\_ tea very often. (not / drink)
2. What time \_\_\_\_\_ in Britain? (the banks / close)
3. **A:** 'Where \_\_\_\_\_ from?' (Martin / come)    **B:** 'He's Scottish'.
4. **A:** 'What \_\_\_\_\_?' (you / do)    **B:** 'I'm an electrical engineer'.
5. It \_\_\_\_\_ me an hour to get to work. (take) How long \_\_\_\_\_ you? (it / take)
6. I \_\_\_\_\_ the piano (play) but I \_\_\_\_\_ it very well (not / play).
7. I don't understand this sentence. What \_\_\_\_\_ (this word / mean)?

**Ex. 9. Use one of the following verbs to complete these sentences. Sometimes you need the negative:**

believ~~ee~~eat    go    flow    make rise    grow    tell    translate

1. The earth \_\_\_\_\_ round the sun.
2. Rice \_\_\_\_\_ in Britain.
3. The sun \_\_\_\_\_ in the east.
4. Bees \_\_\_\_\_ honey.
5. Vegetarians \_\_\_\_\_ meat.
6. An atheist \_\_\_\_\_ in God.
7. An interpreter \_\_\_\_\_ from one language into another.
8. A liar is someone who \_\_\_\_\_ the truth.
9. The River Amazon \_\_\_\_\_ into the Atlantic Ocean.

**Ex. 10. (Review) Use the Present Continuous or the Simple Present, of the verb given in parentheses:**

1. My brother Jim \_\_\_\_\_ in Boston *at present*. (work)
2. The secretary *generally* \_\_\_\_\_ the office at 7:30 *every evening*. (leave)
3. Mr. Scott \_\_\_\_\_ the news on TV *at the moment*. (watch)
4. We *seldom* \_\_\_\_\_ to the coast in the winter. (go)
5. *Look!* John \_\_\_\_\_ over there. (come)
6. Mary \_\_\_\_\_ to visit us *once or twice a month*. (come)
7. *For the time being*, Tom \_\_\_\_\_ as a mechanic. (work)
8. Where \_\_\_\_\_ they \_\_\_\_\_ *at present*? (live)
9. Where \_\_\_\_\_ they *usually* \_\_\_\_\_ in the summer? (go)
10. What \_\_\_\_\_ the boy \_\_\_\_\_ *at the moment*? (do)
11. *Look!* It \_\_\_\_\_ to rain! Let's go inside. (begin)
12. The bar \_\_\_\_\_ at 6:45 and \_\_\_\_\_ at 10:30 *every day*. (open / close)
13. We \_\_\_\_\_ not \_\_\_\_\_ anything special *right now*. We \_\_\_\_\_ just \_\_\_\_\_ TV. (do / watch)
14. *Hello*, Bob! What \_\_\_\_\_ you \_\_\_\_\_ there *now*? (do)
15. You must *always* speak to him in English. He \_\_\_\_\_ not \_\_\_\_\_ Spanish. (understand)
16. *Listen!* Somebody \_\_\_\_\_ the piano upstairs. Who can it be? (play)
17. What \_\_\_\_\_ you \_\_\_\_\_ doing *when you are at home*? (like)
18. Why \_\_\_\_\_ you \_\_\_\_\_ English *now*? Are you planning to go to the USA? (study)
19. Why \_\_\_\_\_ you *always* \_\_\_\_\_ home so late *every night*? (Get)
20. *Look* at that man. He \_\_\_\_\_ a green uniform. He must be a police officer. (wear)



**Ex. 11. (Review) Complete the sentences by using the Simple Present or the Present Continuous of the verbs provided.**

1. *Shhh!!* The little boy (sleep) \_\_\_\_\_ . He (sleep) \_\_\_\_\_ for ten hours *every night*.
2. *Right now* I'm in class and I (sit) \_\_\_\_\_ at my desk. I *usually* (sit) \_\_\_\_\_ at the same desk in class *every day*.
3. Mustafa comes from Saudi Arabia .He (speak) \_\_\_\_\_ Arabic. Arabic is his native language, but *right now* he (speak) \_\_\_\_\_ English.
4. Our teacher (stand, not) \_\_\_\_\_ up *right now*. He (sit) \_\_\_\_\_ on the corner of his desk.
5. It's 7 o'clock *now*. Mrs. Black's at home. She (eat) \_\_\_\_\_ dinner. She *always* (eat) \_\_\_\_\_ dinner with her family around six o'clock.
6. It (rain, not) \_\_\_\_\_ *right now*. The sun (shine) \_\_\_\_\_ and the sky (be) \_\_\_\_\_ blue.
7. (Rain, it), \_\_\_\_\_ much in the South in the winter?
8. Look out of the window. (Rain, it) \_\_\_\_\_ now? Should I take my umbrella?
9. It's 7:30 a.m. now and the Wilsons are in their kitchen. Mrs. Wilson (sit) \_\_\_\_\_ at the breakfast table. She (read) \_\_\_\_\_ the morning paper. She (read) \_\_\_\_\_ the newspaper every morning. Mr Wilson (pour) \_\_\_\_\_ a cup of coffee. He (drink) \_\_\_\_\_ two cups of coffee every morning before he (go) \_\_\_\_\_ to work. There's a cartoon on TV now, but the children (watch, not) \_\_\_\_\_ it. They (play) \_\_\_\_\_ with their toys instead. They usually (watch) \_\_\_\_\_ cartoons in the morning, but this morning they (pay, not) \_\_\_\_\_ any attention to the TV. Mr and Mrs Wilson (watch, not) \_\_\_\_\_ TV either. They (like, not ) \_\_\_\_\_ to watch cartoons.
10. Alice (take, not) \_\_\_\_\_ the bus to work every day. She usually (walk) \_\_\_\_\_ instead. (Take, you) \_\_\_\_\_ the bus to get to work every day, or (walk, you) \_\_\_\_\_ sometimes?

## PART II.

### A. QUESTION WORDS. (II) Study the following list of interrogative words

ENGLISH	SPANISH	EXAMPLE
<b>What?</b> /wot/	¿Qué?	<b>What</b> is that? ; <b>What</b> do you want to eat?
<b>Who?</b> /hu:/	¿Cuál / es?	<b>What</b> 's your name?; <b>What</b> 's your opinion?
<b>Which?</b> /witch/	¿Quién / es /?	<b>Who</b> is that man?; <b>Who</b> wants to play?
<b>When?</b> /wen/	¿Cuál / es?	<b>Which book is mine?</b> <b>Which</b> car do you like best?
<b>Why?</b> /wai/	¿Cuándo?	<b>When</b> is your birthday? <b>When</b> do you watch TV?
<b>Where?</b> /wéar/	¿Por qué?	<b>Why</b> is Tom absent today? <b>Why</b> are you leaving?
<b>How?</b> /hau/	¿Dónde?	<b>Where</b> is Mr Smith? <b>Where</b> do you live?
<b>Whose?</b> /hu:z/	¿Cómo?	<b>How</b> are you today? <b>How</b> do you feel today?
<b>Whom?</b> /hu:m/	¿De quién?	<b>Whose</b> is that car? <b>Whose</b> address do you need?
<b>How much?</b> /háu mátx/	¿A quién?	<b>Whom</b> did you see? <b>To whom</b> is Bob speaking?
<b>How many?</b> /háu méní/	¿Cuánto / a?	<b>How much</b> money is there in the wallet?
<b>How often?</b> /háu ófn/	¿Cuántos / as?	<b>How many</b> students are there in your class?
<b>How long?</b> /háu long/	¿Con qué frecuencia?	<b>How often</b> do you play tennis?
<b>What time?</b> /wot táim/	¿Cuánto tiempo?	<b>How long</b> does the program last?
<b>What kind of?</b> /wot káind ov/	¿Qué hora?	<b>What time</b> is it? <b>At what time</b> do you get up?
<b>What sort of?</b> /wot sort ov/	¿Qué clase / tipo de?	<b>What kind of</b> books do you like to read?
<b>Where...from?*</b> /wéar ..from/	¿Qué clase / tipo de?	<b>What sort of</b> programs do you watch on TV?
<b>Where...to?*</b> /wéar ..tu/	¿De dónde?	<b>Where</b> are they <b>from</b> ?
<b>Who...with?*</b> /hu:...wíð/	¿Hacia dónde?	<b>Where</b> are you going <b>to</b> ?
<b>Who...about?*</b> /hu: .. abáut/	¿Con quién?	<b>Who</b> do you practice golf <b>with</b> ?
<b>Who...for?*</b> /hu:... for/	¿Acerca de quién?	<b>Who</b> are they talking <b>about</b> ?
<b>What...for?*</b> /wot...for/	¿Para quién?	<b>Who</b> is this letter <b>for</b> ?
<b>What...with?*</b> /wot...wíð/	¿Para qué?	<b>What</b> is this <b>for</b> ? <b>What</b> do you use a knife <b>for</b> ?
<b>What... about?*</b> /wot...abáut/	¿Con qué?	<b>What</b> do you take photographs <b>with</b> ?
<b>What...at?*</b> /wot...at/	¿Acerca de qué?	<b>What</b> are they talking <b>about</b> ?
<b>What do /does...look like?</b>	¿Hacia qué?	<b>What</b> are you looking <b>at</b> ?
/wót du /daz...lúk láik/	¿Cómo es/son...?	<b>What</b> does Betty <b>look like</b> ? She's tall and thin.
	(Descripción de personas - físico)	

Nota: Muy a menudo, las preguntas que comienzan con **Preposición + Whom/What/Where**, normalmente trasladan la preposición al final.  
Ejemplos:

- From where** is she? = **Where** is she **from**?;  
**About what** are they talking? = **What** are they talking **about**?;  
**With whom** will you go? = **Who** will you go **with**? (Al trasladar la preposición, **whom** vuelve a ser **who**)

#### Ex. 1. Ask the corresponding wh-question for each of the following answers

1. Susan is very thin and has got blue eyes. \_\_\_\_\_ ?
2. They need twenty-five dollars. \_\_\_\_\_ ?
3. Ann likes apples, oranges and pears \_\_\_\_\_ ?
4. We go to the South in the summer. \_\_\_\_\_ ?
5. Mr Jackson gets up at 6:45 every morning. \_\_\_\_\_ ?
6. My friends come from San Diego, California \_\_\_\_\_ ?
7. Jack visits his parents twice a month. \_\_\_\_\_ ?
8. The boys usually talk about football. \_\_\_\_\_ ?
9. The boy sometimes wears his father's shoes \_\_\_\_\_ ?
10. It takes me about 20 minutes to get there. \_\_\_\_\_ ?
11. I go there three times a week. \_\_\_\_\_ ?
12. Bob plays golf with his boss on Sunday. \_\_\_\_\_ ?
13. Mr Jenkins writes about his trips round the world. \_\_\_\_\_ ?
14. They look at the stars with the telescope. \_\_\_\_\_ ?
15. We take photographs with a camera. \_\_\_\_\_ ?
16. I like Mary because she's very friendly. \_\_\_\_\_ ?

17. Mr Williamson usually travels *by plane*. \_\_\_\_\_ ?  
 18. Ann writes *detective* stories. \_\_\_\_\_ ?  
 19. The students go *to the gym* after lunch. \_\_\_\_\_ ?  
 20. Bob goes to bed early *when he's tired*. \_\_\_\_\_ ?

## B. ARTICLES (II)

El **artículo definido THE** se usa para referirse a *sustantivos determinados o específicos* y se usa con sustantivos singulares o plurales, es decir, se traduce como **el, la, los y las** . El **artículo indefinido A/AN** se usa con *sustantivos singulares no determinados ni específicos*.

### Ejemplos:

**The secretary** works in the laboratory every day.  
**The secretaries** work in the laboratory every day

**The book** which I want is on the table.  
**The books** which I want are on the table.

### Lea y compare:

I need **a dictionary**. (Necesito **un** diccionario) (general) That is **a car**. (Ese es **un** auto) (general)  
 I need **the dictionary which is on the shelf**. (Necesito **el** diccionario que está sobre la repisa) (específico)  
 That is **the car which I like best**. (Ese es **el** auto que me gusta más) (específico)

No se debe usar ningún artículo con los sustantivos incontables (water, milk, money, experience, happiness, etc) o sustantivos plurales (books, cats, students, people, men, etc.) cuando estamos refiriéndonos a ellos en forma general. Pero sí debemos usar el artículo definido **the** cuando nos referimos a sustantivos en forma particular o específica.

### Lea y compare:

<i>General</i>	<i>Específico</i>
<b>Water</b> is good for the health.	<b>The water in this glass</b> is not clean.
<b>Gold</b> is an important metal.	<b>The gold in this ring</b> is of good quality.
<b>Books</b> are expensive in Chile.	<b>The books on that shelf</b> are very expensive
<b>Girls</b> work harder than <b>boys</b> .	<b>The girls in this group</b> work very hard.

### Ex. 1. Supply the definite article (the) where necessary in the following:

Example: \_\_\_\_\_ fresh air is good for the health. (Fresh air is good for the health.)

1. \_\_\_\_\_ air in this room is not good.
2. \_\_\_\_\_ history is an interesting subject.
3. We are studying \_\_\_\_\_ history of France.
4. We have \_\_\_\_\_ good light in our classroom.
5. \_\_\_\_\_ light in this room is not good.
6. I always drink \_\_\_\_\_ water with my meals.
7. \_\_\_\_\_ water in this glass is dirty.
8. \_\_\_\_\_ leather in these shoes is very good.
9. We get \_\_\_\_\_ leather from the skins of animals.
10. We all need \_\_\_\_\_ fresh air.
11. \_\_\_\_\_ air in large cities is not very fresh.
12. We like \_\_\_\_\_ animals.
13. \_\_\_\_\_ animals in that photograph are wild animals.
14. We eat \_\_\_\_\_ meat almost every day.
15. \_\_\_\_\_ fish in the refrigerator is fresh.
16. \_\_\_\_\_ children like to watch cartoons.
17. Do you sell \_\_\_\_\_ stamps here?

18. I like collecting \_\_\_\_\_ stamps and \_\_\_\_\_ coins  
 19. \_\_\_\_\_ stamps and \_\_\_\_\_ coins in this collection are interesting.  
 20. Mr. Jones has got \_\_\_\_\_ English books and magazines. \_\_\_\_\_ magazines are very easy to read.

### C. PRONOMBRES RELATIVOS WHO Y WHICH

1. Cuando queremos especificar acerca de qué persona, animal o cosa estamos hablando, debemos usar los pronombres relativos **WHO** o **WHICH**. Ambas palabras se traducen en español con la palabra **QUE**. En inglés, el pronombre relativo **WHO** se usa con las personas, mientras que con los animales y las cosas debemos usar **WHICH**.

#### Lea los siguientes ejemplos:

**The man who** is talking with John is an engineer.

**The people who** are waiting outside the theater want to buy tickets for the concert.

This is **the book which** we use in class.

**The dog which** is in the garden is a cocker spaniel.

2. Normalmente el relativo **which** se omite cuando precede a un nombre o pronombre:

This is the book which we use in class.    This is the book we use in class.

3. Las frases **who is/are** y **which is/are** generalmente se omiten en oraciones como las que se expresan a continuación

*The book which is on the desk* is a bilingual dictionary. ☞

*The book on the desk* is a bilingual dictionary.

I don't know *the man who is in Mr. Smith's office*. ☞

I don't know *the man in Mr. Smith's office*.

*The woman who is crossing the road* is my wife. ☞

*The woman crossing the road* is my wife.

*The plane which is flying over the city* is a spy plane. ☞

*The plane flying over the city* is a spy plane.

*The women who are wearing a white uniform* are nurses. ☞

*The women wearing a white uniform* are nurses.

*The cars which are imported from Japan* are really good. ☞

*The cars imported from Japan* are really good.

*The men who are trained at our school* are good pilots. ☞

*The men trained at our school* are good pilots.

#### Ex. 1 Fill in the blanks with WHO or WHICH:

1. The girl \_\_\_\_\_ is with him is his sister.
2. The book \_\_\_\_\_ I want is on the table.
3. The man \_\_\_\_\_ is driving the car is my father.
4. Is this the camera \_\_\_\_\_ you are planning to buy?
5. Is that the bus \_\_\_\_\_ goes to the airport?
6. The chair on \_\_\_\_\_ I am sitting is very comfortable.
7. John is the student \_\_\_\_\_ speaks English well.
8. The books \_\_\_\_\_ are listed in that catalogue are in English.
9. Is it Mr Williamson \_\_\_\_\_ wants to see the manager?
10. The magazine \_\_\_\_\_ is on the sofa is a sports magazine.
11. The movie \_\_\_\_\_ is on at the Rex today is very good.
12. Is this the newspaper \_\_\_\_\_ you read every day?
13. Are these the envelopes \_\_\_\_\_ you need?
14. The people \_\_\_\_\_ are described in the story are very interesting.
15. The men \_\_\_\_\_ are working in that room are engineers.
16. Are these the boys \_\_\_\_\_ study with you?
17. The man \_\_\_\_\_ is walking down the road is the postman.
18. Is this the computer \_\_\_\_\_ you use every day?
19. Do you know the woman \_\_\_\_\_ is coming over there?
20. That is exactly the car \_\_\_\_\_ I would like to have. (I would like = me gustaría)

**Ex. 2. Translate the sentences in the previous exercise into Spanish.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

**Ex. 3, Rewrite the sentences in Ex. 1, omitting the relative pronoun WHICH, or the word groups WHO IS/ARE or WHICH IS/ARE whenever it is possible, as in the example:**

1. *The girl with him is his sister*

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

**Ex. 4. Translate the following sentences into English. Underline the word(s) which can be omitted in everyday conversation.**

1. El hombre que está conversando con Mary es el Dr. Smith.

2. Los libros que están sobre esa silla son míos.

3. El libro sobre el que ellos están conversando es un best-seller

4. Las personas que están trabajando en esa oficina son ingenieros.

5. Ella es la secretaria que trabaja con el Profesor Stephens

6. Este es el bus que nos lleva al trabajo todas las mañanas.

7. Estos son los libros que nosotros usamos en las clases de inglés.

8. ¿Conoces tú al hombre que está trabajando en el laboratorio de idiomas?

9. Los zapatos que nosotros fabricamos son de muy buena calidad.

10. ¿Es este el computador que usted quiere comprar?

## BASIC VOCABULARY : Study these words

### CLOTHES /kloʊ(z)/ Vestuario

<b>suit</b> /si:ʊt/	traje	<b>dress</b> /dres/	vestido
<b>coat</b> /kəʊt/	abrigo	<b>blouse</b> /bləʊz/	blusa
<b>jacket</b> /dʒækɪt/	chaqueta	<b>skirt</b> /skɜːrt/	falda
<b>trousers</b> /traʊzəz/	pantalones	<b>raincoat</b> /reɪnkəʊt/	impermeable
<b>shirt</b> /ʃɜːrt/	camisa	<b>cardigan</b> /kɑːrdɪɡən/	chaleco de lana
<b>T-shirt</b> /tiː ʃɜːrt/	polera	<b>handkerchief</b> /hændkɜːtʃiːf/	pañuelo
<b>tie</b> /taɪ/	corbata	<b>stockings</b> /stɒkɪŋz/	medias
<b>sweater</b> /suːətə/	suéter	<b>briefs</b> /brɪːfs/	calzoncillo
<b>hat</b> /hæt/	sombrero	<b>cap</b> /kæp/	gorra
<b>socks</b> /sɒks/	soquetes	<b>galoshes</b> /gæləʃɪz/	galochas
<b>shoes</b> /ʃuːz/	zapatos	<b>sneakers</b> /sniːkəz/	zapatillas
<b>boots</b> /buːts/	botas	<b>sandals</b> /sændəlz/	sandalias
<b>gloves</b> /gləʊvz/	guantes	<b>waistcoat</b> /weɪskəʊt/	chaleco de terno
<b>umbrella</b> /ʌmbrəla/	paraguas	<b>slip</b> /slɪp/	enagua
<b>scarf</b> /skɑːrf/	bufanda	<b>kerchief</b> /kɜːrtʃiːf/	pañuelo
<b>belt</b> /belt/	cinturón	<b>bracelet</b> /bréɪslet/	brazaletes
<b>glasses</b> /glɑːsɪz/	lentes	<b>wrist watch</b> /rɪstwɒtʃ/	reloj pulsera
<b>earring</b> /ɪərɪŋ/	aro, arete	<b>finger ring</b> /fɪŋɡər rɪŋ/	anillo
<b>sunglasses</b> /sʌŋɡləsɪz/	lentes para sol	<b>parka</b> /pɑːrka /, <b>anorak</b> /ánorak/	parka
<b>fur coat</b> /fɜːr kəʊt/	abrigo de piel	<b>leather jacket</b> /léðə dʒækɪt/	chaqueta de cuero
<b>swimsuit</b> /swɪmsiːt/	traje de baño	<b>necklace</b> /nékɪs/	collar
<b>trunks</b> /trʌŋks/	traje de baño		





## KEY TO ANSWERS

### UNIT 5

#### Part I

##### Ex. 2.

###### Affirmative

You work here every day  
Bill works here every day  
Ann works here every day  
We work here every day  
They work here every day

You watch TV after dinner  
Bill watches TV after dinner  
Ann watches TV after dinner  
We watch TV after dinner  
They watch TV after dinner

You go to the movies every..  
Bill goes to the movies...  
Ann goes to the movies...  
We go to the movies...  
They go to the movies...

You play tennis on Saturday  
Bill plays tennis...  
Ann plays tennis...  
We play tennis...  
They play tennis...

You study English every day  
Bill studies English...  
Ann studies English...  
We study English...  
They study English...

You have dinner at work...  
Bill has dinner at work...  
Ann has dinner at work...  
We have dinner at work...  
They have dinner at work...

You do the exercises well  
Bill does the exercises well  
Ann does the exercises well  
We do the exercises well  
They do the exercises well

###### Negative

You don't work here...  
Bill doesn't work here...  
Ann doesn't work here...  
We don't work here...  
They don't work here...

You don't watch TV...  
Bill doesn't watch TV...  
Ann doesn't watch TV...  
We don't watch TV...  
They don't watch TV...

You don't go to the movies...  
Bill doesn't go to the movies...  
Ann doesn't go to the movies...  
We don't go to the movies...  
They don't go to the movies...

You don't play tennis...  
Bill doesn't play tennis...  
Ann doesn't play tennis...  
We don't play tennis...  
They don't play tennis...

You don't study English...  
Bill doesn't study English...  
Ann doesn't study English...  
We don't study English...  
They don't study English...

You don't have dinner...  
Bill doesn't have dinner...  
Ann doesn't have dinner...  
We don't have dinner...  
They don't have dinner...

You don't do the exercises...  
Bill doesn't do the exercises...  
Ann doesn't do the exercises...  
We don't do the exercises...  
They don't do the exercises...

###### Interrogative

Do you work here...?  
Does Bill work here...?  
Does Ann work here...?  
Do we work here...?  
Do they work here...?

Do you watch TV...?  
Does Bill watch TV...?  
Does Ann watch TV...?  
Do we watch TV...?  
Do they watch TV...?

Do you go to the movies...?  
Does Bill go to the movies...?  
Does Ann go to the movies...?  
Do we go to the movies...?  
Do they go to the movies...?

Do you play tennis...?  
Does Bill play tennis...?  
Does Ann play tennis...?  
Do we play tennis...?  
Do they play tennis...?

Do you study English...?  
Does Bill study English...?  
Does Ann study English...?  
Do we study English...?  
Do they study English...?

Do you have dinner at work?  
Does Bill have dinner at work?  
Does Ann have dinner at work?  
Do we have dinner at work?  
Do they have dinner at work?

Do you do the exercises well?  
Does Bill do the exercises well?  
Does Ann do the exercises well?  
Do we do the exercises well?  
Do they do the exercises well?

**Ex. 3.** 1. get up 2. go 3. have 4. reads 5. play 6. plays 7. arrives 8. washes 9. speak 10. leaves 11. eat 12. watches

**Ex. 4.** 1. Mary doesn't like... /Does Mary like.../ What does Mary like to drink? 2. They don't live... /Do they live...?/ Where do they live? 3. Peter doesn't watch... /Does Peter watch...?/ What does Peter do every night? 4. The bus doesn't leave... /Does the bus leave...?/ What time does the bus leave? 5. That man doesn't speak... /Does that man speak...?/ What language does that man speak? 6. They don't work out... /Do they work out...?/ When do they work out? 7. Bob doesn't always drink... /Does Bob always drink...?/ What does Bob always drink? 8. They don't have... /Do

they have...?/ How many cars do they have? 9. Peter doesn't do... /Does Peter do...?/ How does Peter do everything?  
10. They don't come... /Do they come...?/ How often do they come here?

Ex. 5. 1. Where does she live? 2. How often do they play golf? 3. At what time do they get up every morning? 4. What do the students need? 5. Where does John go in the summer? 6. How does Mary come to work? 7. When do you go to the club? 8. What do they do on Sunday? 9. What does Mary do on Saturday? 10. How much money do they need? 11. How many cars do they have now? 12. Why does he walk to work? 13. Why don't they like the car? 14. How many hours does she usually sleep every night?

Ex. 6. 1. There are fifty-two weeks in a year. 2. He's working. 3. It's got four legs. 4. Yes, there are some trees/No, there aren't any trees. 5. They're playing /running/ etc. 6. I usually watch TV /read a book/ etc. 7. There is very little free time. 8. He hardly ever/never uses it. 9. I usually spend my summer vacation in... 10. He/she goes to see a doctor when he/she is sick.

Ex. 7. 1. speaks 2. drink 3. opens - closes 4. causes 5. live 6. take place

Ex. 8. 1. doesn't drink 2. do the banks close 3. does Martin come 4. do you do 5. takes/does it take 6. play - don't play 7. does this word mean?

Ex. 9. 1. goes 2. doesn't grow 3. rises 4. make 5. don't eat 6. doesn't believe 7. translates 8. doesn't tell 9. flows

Ex. 10. 1. is working 2. leaves 3. is watching 4. go 5. is coming 6. comes 7. is working 8. are-living 9. do-go 10. is-doing 11. is beginning 12. opens-closes 13. are-doing/are-watching 14. are-doing 15. does-understand 16. is playing 17. do-like 18. are-studying 19. do-get 20. is wearing

Ex. 11. 1. is sleeping/sleeps 2. am sitting/sit 3. speaks/is speaking 4. is not standing/is sitting 5. is eating/eats 6. is not raining / is shining / is 7. Does it rain 8. Is it raining 9. is sitting / is reading / reads / is pouring / drinks / goes / are not watching / are playing / watch / are not paying / are not watching / don't like 10. does not take / walks / Do you take / do you walk

## Part II.

### A.

**Ex. 1.** 1. What does Susan look like? 2. How much money do they need? 3. What kind of fruit does Ann like? 4. Where do you go in the summer? 5. At what time does Mr Jackson get up every morning? 6. Where do your friends come from? 7. How often does Jack visit his parents? 8. What do the boys usually talk about? 9. Whose shoes does the boy sometimes wear? 10. How long does it take you to get there? 11. How often do you go there? 12. Who does Bob play golf with on Sunday? 13. What does Mr Jenkins write about? 14. What do they look at with the telescope? 15. What do you take photographs with? 16. Why do you like Mary? 17. How does Mr Williamson usually travel? 18. What kind of stories does Ann write? 19. Where do the students go after lunch? 20. When does Bob go to bed early?

### B.

**Ex. 1.** 1. The air 2. History 3. the history 4. good light 5. The light 6. water 7. The water 8. The leather 9. leather 10. fresh air 11. The air 12. animals 13. The animals 14. meat 15. The fish 16. Children 17. stamps 18. stamps - coins 19. The stamps - the coins 20. English books / The magazines

### C.

**Ex. 1.** 1. The girl who is with him is his sister 2. The book which I want is on the table 3. The man who is driving the car is my father 4. Is this the camera which you are planning to buy? 5. Is that the bus which goes to the airport? 6. The chair on which I am sitting is very comfortable 7. John is the student who speaks English well. 8. The books which are listed in that catalogue are in English 9. Is it Mr Williamson who wants to see the manager? 10. The magazine which is on the sofa is a sports magazine 11. The movie which is on at the Rex today is very good. 12. Is this the newspaper which you read every day? 13. Are these the envelopes which you need? 14. The people who are described in the story are very interesting. 15. The men who are working in that room are engineers. 16. Are these the boys who study with you? 17. The man who is walking down the road is a postman 18. Is this the computer which you use every day? 19. Do you know the woman who is coming over there? 20. That is exactly the car which I would like to have.

**Ex. 2.** 1. La niña que está con él es su hermana 2. El libro que quiero está sobre la mesa 3. El hombre que está conduciendo el auto es mi padre 4. ¿Es esta la cámara que estás planeando comprar? 5. ¿Es ese el bus que va al aeropuerto? 6. La silla sobre la que estoy sentado es muy comfortable 7. John es el alumno que habla inglés bien. 8. Los libros que están incluidos en ese catálogo están en inglés 9. ¿Es el Sr. Williamson quien quiere ver al gerente? 10. La revista que está sobre el sofá es una revista deportiva 11. La película que está en cartelera hoy día en el Rex es muy buena. 12. ¿Es este el diario que ud. lee todos los días? 13. ¿Son estos los sobres que ud. necesita? 14. Las personas que están descritas en el cuento son muy interesantes. 15. Los hombres que están trabajando en esa sala son ingenieros. 16. ¿Son estos los niños que estudian contigo? 17. El hombre que está bajando el camino es el cartero. 18. ¿Es este el computador que ud. usa todos los días? 19. ¿Conoces a la mujer que viene allá? 20. Ese es exactamente el auto que me gustaría tener

**Ex. 3.** 1. The girl with him is his sister 2. The book I want is on the table 3. The man driving the car is my father 4. Is this the camera you are planning to buy? 5. Is that the bus which goes to the airport? 6. The chair I am sitting on is very comfortable 7. John is the student who speaks English well. 8. The books listed in that catalogue are in English 9. Is it Mr Williamson who wants to see the manager? 10. The magazine on the sofa is a sports magazine 11. The movie on at the Rex today is very good. 12. Is this the newspaper you read every day? 13. Are these the envelopes you need? 14. The people described in the story are very interesting. 15. The men working in that room are engineers. 16. Are these the boys who study with you? 17. The man walking down the road is a postman 18. Is this the computer you use every day? 19. Do you know the woman coming over there? 20. That is exactly the car I would like to have.

**Ex. 4.** 1. The man who is talking with Mary is Dr Smith. 2. The books which are on that chair are mine. 3. The book about which they are talking is a best-seller / The book they are talking about is a best-seller 4. The people who are working in that office are engineers. 5. She is the secretary who works with Professor Stephens 6. This is the bus which takes us to work every morning 7. These are the books which we use in the English lessons 8. ¿Do you know the man who is working in the language laboratory? 9. The shoes which we make are of very good quality. 10. Is this the computer which you want to buy?

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# UNIT 6

## PART I. EL TIEMPO PASADO SIMPLE (The Simple Past Tense)

Este tiempo se usa para expresar una acción que se realizó o que ocurrió en el pasado. Las expresiones más usadas en este tiempo verbal son aquellas que llevan antepuesta la palabra **LAST**, como **last week** (la semana pasada), **last year** (el año pasado), **last weekend** (el fin de semana pasado), **last night** (anoche), **last Monday morning** (el lunes pasado en la mañana), etc. También se usan en este tiempo verbal las expresiones que llevan la palabra **AGO**, como **two days ago** (hace dos días), **several weeks ago** (hace varias semanas), **a long time ago** (hace mucho tiempo). Además están las expresiones **yesterday** (ayer), **the day before yesterday** (anteayer), **yesterday morning/afternoon/evening** (ayer en la mañana / tarde / noche), **that day** (ese día), o una hora o fecha pasada, como **at 10:15 this morning** (a las 10:15 de esta mañana), **on September 18th, 1810** (el 18 de Septiembre, 1810)

### Escuche, lea y aprenda:

1. **I bought** the car last year. /ai bó:t ðe ká:r lá:st iar/ (Yo compré el auto el año pasado)
2. **Peter came** here three days ago. /pi:ter kéim híar θri: déiz agóu/ (Peter vino acá hace tres días)
3. **They saw** a good film yesterday. /ðéi só: e gud film iésterdi/ (Ellos vieron una buena película ayer)
4. **Mary cleaned** the house yesterday morning.  
/méri klí:nd ðe háus iésterdi mó:rniŋ/ (Mary limpió la casa ayer en la mañana.)
5. **We worked** hard that day. /wi: wé:rkt há:rd ðat déi/ (Nosotros trabajamos duro ese día)
6. **They stopped** talking when the teacher arrived  
/ðei stópt tó:kiŋ wen ðe tí:tcher ɛrráivd/ (Ellos dejaron de conversar cuando el profesor llegó.)

Como ud. pudo advertir a través de los ejemplos anteriores, el Tiempo Pasado Simple se expresa con el **SUJETO** más el **PASADO** de un verbo principal. Al igual que en el tiempo Presente Simple, aquí el pasado del verbo modal **Do (DID)** no se usa en la forma afirmativa (está tácito) Cuando decimos “**I bought** the car last year” estamos diciendo “**I did buy** the car last year”, como comprobaremos al expresar las negaciones e interrogaciones: **I did not buy** the car last year; **Did I buy** the car last year?

**Importante:** Es necesario aquí aprender el pasado, tanto de los **Verbos Regulares** (aquellos que agregan -ed/-d para formar el Pasado y el Pasado Participio) como de los **Verbos Irregulares** (aquellos verbos que no siguen dicha regla). En los Ejemplos 1,2,3 los tres pasados corresponden a Verbos Irregulares, mientras que los de los ejemplos 4, 5 y 6 son de Verbos Regulares : 1. To buy - bought - bought; 2. To come - came - come; 3. To see - saw - seen; 4. To clean - cleaned - cleaned; 5. To work - worked - worked 6. to stop - stopped - stopped

La pronunciación del sufijo **-d/-ed** es /d/ o /t/ (nunca /ed/ !!). Los verbos terminados en **-t, -te, -d, -de**, como to want, to complete, to need, to decide también agregan **-ed/-d**, pero este sufijo debe ser pronunciado /id/ como en wanted /wóntid/, completed /kómplitid/, needed /ni:did/, decided /disáidid/. Los infinitivos que tienen **cons+vocal+cons** o **cons+cons+voc+cons** deben duplicar la última consonante: to stop - stopped (ver formación de gerundios UNIT 4).

**La forma negativa** se expresa usando **DID NOT** /did nót/ seguido del **INFINITIVO** (No el Pasado) de un verbo principal. A menudo, en la conversación diaria, se usa la contracción **DIDN'T** /didnt/.

### Escuche, lea y aprenda:

- I didn't buy** the car last year. /ai didnt bá:í.../  
Peter **didn't come** here three days ago. /pi:ter didnt kám.../  
They **didn't see** a good film yesterday. /ðéi didnt sí:.../  
Mary **didn't clean** the house yesterday morning. /méri didnt klí:n.../  
We **didn't work** hard that day. /wi: didnt wé:rk.../

**La forma interrogativa** se expresa anteponiendo el verbo modal **DID** o **DIDN'T** al sujeto y el verbo principal, al igual que en la forma negativa, va en **INFINITIVO**.

### Escuche, lea y aprenda:

- Did you buy** your car last year? /díd iú: bá:í.../  
**Did Peter come** here three days ago? /díd pi:ter kám.../  
**Did they see** a good film yesterday? /díd ðéi sí:.../  
**Did Mary clean** the house yesterday morning? /díd méri klí:n... /

**Did** you **work** hard that day? /díd iú wé:rk.../  
**Didn't** you **buy** your car last year? /dínt iú báí.../  
**Didn't** Peter **come** here three days ago? /dínt pí:ter kám.../

Cuando se formula una pregunta introducida por una palabra interrogativa como **WHAT, WHERE, WHEN, HOW**, etc., se debe mantener el mismo orden de palabras de las interrogaciones simples:

**Escuche, lea y aprenda:**

**When did** you **buy** your car? /wén díd iú: báí.../  
**Why did** Peter **come** here 3 days ago? /wái díd pí:ter kám.../  
**Where did** they **see** a good film yesterday? /wéar díd ðéi sí:.../  
**Why didn't** Mary **clean** the house yesterday morning? /wái dínt méri klí:n.../  
**When did** you **work** hard? /wén díd iú wé:rk.../

**La pregunta más habitual de este tiempo verbal es:**

**WHAT DID YOU DO?** /wót díd iú dúu/ (¿Qué hizo ud.?)

**EXERCISES:**

**Ex. 1. Study the Past Tense form of the following regular verbs which are most frequently used.**

<b>INFINITIVE</b>	<b>PAST TENSE</b>	<b>SPANISH</b>
To answer /á:nser/	answered /á:nserd/	contestar, responder
To arrive /arráiv/	arrived /arráivd/	llega
To ask /a:sk/	asked /a:skt/	preguntar, pedir
To carry /kæri/	carried /kærid/	transportar, llevar
To clean /kli:n/	cleaned /kli:nd/	limpiar
To close /klóuz/	closed /klóuzd/	cerrar
To dry /drái/	dried /dráid/	secar
To enjoy /endllói/	enjoyed /endllóid/	disfrutar, gustar
To finish /finish/	finished /finisht/	terminar
To hate /heit/	hated /héitid/	odiar, no gustar
To help /hélp/	helped /helpt/	ayudar
To hope /hóup/	hoped /hóupt/	esperar, desear
To invite /inváit/	invited /inváitid/	invitar
To listen /lís/	listened /lísnd/	escuchar
To locate /loukéit/	located /loukéitid/	ubicar, localizar
To look /luk/	looked /lukt/	mirar
To love /láv/	loved /lávd/	amar, gustar
To need /ni:d/	needed /ní:díd/	necesitar
To prefer /priféar/	preferred /priféard/	preferir
To rain /rein/	rained /réind/	llover
To receive /risí:v/	received /risí:vd/	recibir
To remember /rimémber/	remembered /rimémberd/	recordar
To repair /ripéar/	repaired /ripéard/	reparar, arreglar
To repeat /ripí:t/	repeated /ripí:tíd/	repetir
To request /rikwést/	requested /rikwéstid/	solicitar, pedir
To smoke /smóuk/	smoked /smóukt/	fumar
To start /sta:rt/	started /stá:rtíd/	comenzar, partir
To stay /stéi/	stayed /stéid/	quedarse, permanecer
To study /stádi/	studied /stádid/	estudiar
To suggest /sadllést/	suggested /sadlléstid/	sugerir
To talk /to:k/	talked /tó:kt/	conversar
To try /trái/	tried /tráid/	tratar, esforzarse
To use /iú:z/	used /iú:zd/	usar, utilizar
To visit /vizit/	visited /vizitíd/	visitar
To wait /weit/	waited /wéitíd/	esperar, atender

To walk /wɔ:k/  
 To want /wɒnt/  
 To wash /wɒʃ/  
 To watch /wɒtʃ/  
 To wish /wɪʃ/  
 To work /we:rk/

walked /wɔ:kt/  
 wanted /wɒntɪd/  
 washed /wɒʃt/  
 watched /wɒtʃt/  
 wished /wɪʃt/  
 worked /wé:rk/

caminar  
 querer  
 lavar  
 observar, mirar  
 desear  
 trabajar, funcionar

**Ex. 2. Study the Past Tense form of the following Irregular verbs which are most frequently used :**

**INFINITIVE**

To begin /bɪɡɪn/  
 To bring /brɪŋ/  
 To build /bɪld/  
 To buy /baɪ/  
 To come /kʌm/  
 To cut /kʌt/  
 To do /du:/  
 To drink /drɪŋk/  
 To drive /draɪv/  
 To eat /i:t/  
 To fall /fɔ:l/  
 To feel /fi:l/  
 To find /faɪnd/  
 To forget /fɔ:gét/  
 To get /get/  
 To give /ɡɪv/  
 To go /ɡóu/  
 To have /hæv/  
 To hear /híar/  
 To keep /ki:p/  
 To know /núu/  
 To learn /le:rn/  
 To leave /li:v/  
 To lend /lend/  
 To lose /lu:z/  
 To make /meɪk/  
 To meet /mi:t/  
 To pay /péi/  
 To put /put/  
 To read /ri:d/  
 To run /ran/  
 To say /séi/  
 To see /si:/  
 To sell /sel/  
 To send /send/  
 To shut /ʃat/  
 To sing /sɪŋ/  
 To sit /sit/  
 To sleep /sli:p/  
 To speak /spi:k/  
 To spend /spénd/  
 To stand up /stænd áp/  
 To swim /swim/  
 To take /téik/  
 To teach /ti:tʃ/  
 To tell /tel/  
 To think /θɪŋk/  
 To shine /sháin/  
 To understand /anderstænd/

**PAST TENSE**

began /bɪɡæn/  
 brought /bro:t/  
 built /bɪlt/  
 bought /bo:t/  
 came /kéim/  
 cut /kʌt/  
 did /dɪd/  
 drank /dræŋk/  
 drove /dróuv/  
 ate /eɪt/  
 fell /fel/  
 felt /felt/  
 found /faund/  
 forgot /fɔ:gót/  
 got /ɡɒt/  
 gave /géiv/  
 went /wént/  
 had /hæd/  
 heard /he:rd/  
 kept /kept/  
 knew /niú:/  
 learnt /le:rn/ learned /le:rnd/  
 left /léft/  
 lent /lent/  
 lost /lost/  
 made /méid/  
 met /met/  
 paid /péid/  
 put /put/  
 read /red/  
 ran /ræn/  
 said /sed/  
 saw /so:/  
 sold /sóuld/  
 sent /sént/  
 shut /ʃat/  
 sang /sæŋ/  
 sat /sæt/  
 slept /slépt/  
 spoke /spóuk/  
 spent /spént/  
 stood up /stu:d áp/  
 swam /swæm/  
 took /tuk/  
 taught /to:t/  
 told /tóuld/  
 thought /θo:t/  
 shone /ʃon/  
 understood /anderstúd/

**SPANISH**

empezar, comenzar  
 traer  
 construir  
 comprar  
 venir  
 cortar  
 hacer  
 beber  
 manejar, conducir  
 comer  
 caer  
 sentir(se)  
 hallar, encontrar  
 olvidar  
 conseguir, obtener, (get to = llegar a un lugar)  
 dar  
 ir  
 tener, comer, servirse  
 oír  
 guardar, mantener  
 saber, conocer  
 aprender, saber, enterarse  
 partir, salir, dejar  
 prestar  
 perder, extraviar  
 hacer, fabricar  
 reunirse, conocer  
 pagar  
 poner, colocar  
 leer  
 correr, administrar  
 decir  
 ver  
 vender  
 enviar  
 cerrar  
 cantar  
 sentarse  
 dormir  
 hablar  
 gastar, pasar tiempo  
 pararse  
 nadar  
 ltomar, llevar  
 enseñar  
 contar, narrar, decir  
 pensar, creer  
 brillar  
 entender, comprender

To wear /wéar/  
To write /ráit/

wore /wo:r/  
wrote /róut/

vestir, desgastar  
escribir

**Ex. 3. Change the following sentences into the Simple Past Tense. Remember that you have to use the word *LAST* instead of *EVERY* in the expressions of time**

1. Peter comes here every week. \_\_\_\_\_ last week.
2. I buy the newspaper every Sunday. \_\_\_\_\_
3. They go to Europe every year. \_\_\_\_\_
4. Mary visits her parents every month. \_\_\_\_\_
5. I write to Mary every week-end. \_\_\_\_\_
6. They eat fish every Friday. \_\_\_\_\_
7. Bob washes the car every Saturday. \_\_\_\_\_
8. We watch TV every night. \_\_\_\_\_
9. The postman brings a letter every Monday. \_\_\_\_\_
10. We have a test every week. \_\_\_\_\_
11. The boy reads a book every month. \_\_\_\_\_
12. I give the boy a present every year. \_\_\_\_\_
13. Peter drives to Baltimore every Sunday. \_\_\_\_\_
14. We enjoy our vacation every summer. \_\_\_\_\_
15. It rains a lot here every winter. \_\_\_\_\_
16. They receive a letter every week. \_\_\_\_\_
17. I sleep well every night. \_\_\_\_\_
18. Father tells the boy a story every night. \_\_\_\_\_
19. Mother makes an apple pie every Saturday. \_\_\_\_\_
20. They sell lots of books every year. \_\_\_\_\_

**Ex. 4. Change the following sentences into a) negative, b) interrogative and c) Wh-questions:**

1. We went to work by bus. \_\_\_\_\_?  
\_\_\_\_\_?
2. Peter came here yesterday. \_\_\_\_\_?  
\_\_\_\_\_?
3. I wanted to drink tea. \_\_\_\_\_?  
\_\_\_\_\_?
4. They saw the car accident. \_\_\_\_\_?  
\_\_\_\_\_?
5. John sold his house for 120,000 dollars. \_\_\_\_\_?  
\_\_\_\_\_?
6. They bought the car in Paris. \_\_\_\_\_?  
\_\_\_\_\_?
7. The boy did the exercise well. \_\_\_\_\_?  
\_\_\_\_\_?
8. We had dinner at the Club. \_\_\_\_\_?  
\_\_\_\_\_?
9. We wrote the letter in Spanish. \_\_\_\_\_?  
\_\_\_\_\_?
10. They studied English in London. \_\_\_\_\_?  
\_\_\_\_\_?



**Ex. 5. Ask questions using question words like What, Where, When, How, How often, How much, etc. In each case, the underlined part must be the answer of the question asked.**

1. He went to the zoo yesterday. \_\_\_\_\_ ?
2. The children got up at 6:30 \_\_\_\_\_ ?
3. He went to the doctor because he was ill. \_\_\_\_\_ ?
4. Peter saw the film last week. \_\_\_\_\_ ?
5. They came here by taxi. \_\_\_\_\_ ?
6. The boy wanted to play. \_\_\_\_\_ ?
7. He didn't go because he was tired. \_\_\_\_\_ ?
8. They stayed in Vancouver for a week. \_\_\_\_\_ ?
9. Bill spent one hundred dollars. \_\_\_\_\_ ?
10. Bob did the same exercise three times. \_\_\_\_\_ ?

**Ex. 6. Answer the following questions with complete sentences:**

1. Where did you go last Saturday evening? \_\_\_\_\_
2. When did you begin to study English? \_\_\_\_\_
3. How long did it take you to get here today? \_\_\_\_\_
4. What did the teacher tell you to do? \_\_\_\_\_
5. What did you eat for dinner last night? \_\_\_\_\_
6. Did you watch TV last night? If so, What did you watch? \_\_\_\_\_
7. What time did you get up this morning? \_\_\_\_\_

**Ex. 7. Answer these questions using the information given in parentheses, as in the example:**

Did you go by bus? (taxi)

No, I **didn't** (go by bus). I **went** by taxi.

1. Did they watch TV last night? (listen to the radio) \_\_\_\_\_
2. Did John go out last night? (stay at home) \_\_\_\_\_
3. Did you eat fish for supper? (chicken) \_\_\_\_\_
4. Did Mary send you a fax? (a letter) \_\_\_\_\_
5. Did they walk to the park? (take a bus) \_\_\_\_\_
6. Did Peter say "yes" ("No") \_\_\_\_\_
7. Did you read the book in English? (French) \_\_\_\_\_
8. Did they drink beer? (wine) \_\_\_\_\_
9. Did John write a poem? ( a short story) \_\_\_\_\_
10. Did the woman buy a dress? ( a jacket) \_\_\_\_\_
11. Did you see Mary last Sunday? (yesterday) \_\_\_\_\_
12. Did Jack have lunch at home? (at work) \_\_\_\_\_
13. Did the old man feel well? (weak and tired) \_\_\_\_\_
14. Did the man speak to you in English? (French) \_\_\_\_\_
15. Did Mr. Smith come in the morning? (at midday) \_\_\_\_\_

16. Did you fly American Airlines? (United Airlines)

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17. Did you give the boy an apple? (some money)

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18. Did the secretary leave the office early? (late)

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19. Did Jane wear a short skirt? (a long one)

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20. Did he break his arm in the accident? (his leg)

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## PART III.

### A. POSSESSIVE ADJECTIVES AND POSSESSIVE PRONOUNS

Estudie la siguiente tabla:

<i>Subject Pronouns</i>	<i>Possessive Adjectives</i>	<i>Possessive Pronouns</i>
<b>I</b> /ai/	<b>My</b> /mái/= mi	<b>Mine</b> /máin/=mío
<b>You</b> /iú:/	<b>Your</b> /ió:r/= su (de Ud.)	<b>Yours</b> /ió:rz/= suyo, de ud.
<b>He</b> /hi:/	<b>His</b> /hiz/= su (de él)	<b>His</b> /hiz/= suyo, de él
<b>She</b> /shi:/	<b>Her</b> /hé:r/= su (de ella)	<b>Hers</b> /hé:rz/= suyo, de ella
<b>It</b> /it/	<b>Its</b> /its/= su (de un anim. o cosa)	-----
<b>We</b> /wi:/	<b>Our</b> /áuar/= nuestro	<b>Ours</b> /áuarz/= nuestro
<b>You</b> /iú:/	<b>Your</b> /ió:r/= vuestro	<b>Yours</b> /ió:rz/= vuestro
<b>They</b> /ðéi/	<b>Their</b> /ðéar/= su (de ellos)	<b>Theirs</b> /ðéarz/= suyo (de ellos)

Un **possessive adjective** (adjetivo posesivo) siempre acompaña a un sustantivo para indicar posesión. Un **possessive pronoun** (**pronombre posesivo**) reemplaza a un adjetivo posesivo y un sustantivo que ha sido mencionado con anterioridad.

**Escuche, lea y aprenda:**

I've got a book. This is **my book**. (mi libro) The book is **mine** (mío)  
 Mary bought this car last year. It is **her car**.(su auto). The car is hers. (de ella)  
 They've got a house. This is their **house** (nuestra casa). The house is **theirs**. (de nosotros)

La posesión también se expresa usando el **Saxon genitive** (genitivo sajón), es decir agregando un apóstrofe + S ('s) a los nombres o sustantivos referidos a personas.

**Escuche, lea y aprenda:**

This is <b>the book of John</b> .	This is <b>John's book</b> .
<b>The house of Mr Smith</b> is very big.	<b>Mr. Smith's house</b> is very big.
That is <b>the car of my brother</b> .	That's <b>my brother's car</b> .

Con los sustantivos plurales solamente se debe agregar un apóstrofe, salvo que sean sustantivos plurales irregulares.

**Escuche, lea y aprenda:**

<b>The book of the student</b> is new.	<b>The student's book</b> is new.
<b>The books of the students</b> are new.	<b>The students' books</b> are new.
This is <b>the house of my parents</b> .	This is <b>my parents' house</b> .
<b>The names of the children</b> are Bob and Joe.	<b>The children's names</b> are Bob and Joe.

### EXERCISES

**Ex. 1. Fill in the blanks with the correct possessive adjective.**

- I walk to \_\_\_\_\_ chair
- John walks to \_\_\_\_\_ desk.
- You walk to \_\_\_\_\_ school every morning.
- Mrs. Clark goes to \_\_\_\_\_ office every day
- They went back to \_\_\_\_\_ seats and began to write.
- The teacher writes with \_\_\_\_\_ pen.
- We moved to \_\_\_\_\_ new house last month..
- Mr and Mrs. Jones take \_\_\_\_\_ children to the park on Sunday.

9. The dog wags \_\_\_\_\_ tail.
10. My brother drives \_\_\_\_\_ car every day..

**Ex.2 . Change the words in italics to Possessive form:**

- |  |                                |
|--|--------------------------------|
| 1. This is <i>the book of John</i> .             | (This is <i>John's book</i> .) |
| 2. This is <i>the pen of Helen</i> .             | _____                          |
| 3. The <i>desk of the teacher</i> is new.        | _____                          |
| 4. That's <i>the home of my teacher</i> .        | _____                          |
| 5. <i>The friend of my sister</i> is very sick.  | _____                          |
| 6. <i>The office of Mr. Smith</i> is very large. | _____                          |
| 7. This is <i>the notebook of William</i> .      | _____                          |
| 8. He's <i>the teacher of Helen</i>              | _____                          |
| 9. He's also <i>the teacher of my friend</i> .   | _____                          |
| 10. This is <i>the wife of Mr Smith</i>          | _____                          |
| 11. <i>The house of my friends</i> is beautiful  | _____                          |
| 12. That is <i>the room of the teachers</i> .    | _____                          |
| 13. What's <i>the name of that man</i> ?         | _____                          |
| 14. What are <i>the names of those men</i> ?     | _____                          |

**Ex. 3. Substitute possessive pronouns for the italicized words:**

- |   |                              |
|---|------------------------------|
| 1. This (book) is <i>my book</i> .                    | (This book <i>is mine</i> .) |
| 2. This (room) is <i>her room</i> .                   | _____                        |
| 3. This (office) is <i>John's office</i> .            | _____                        |
| 4. He took his book and left <i>my book</i> .         | _____                        |
| 5. These (newspapers ) are <i>their newspapers</i> .  | _____                        |
| 6. These (cigarettes) are <i>Peter's cigarettes</i> . | _____                        |
| 7. That (notebook) is <i>Helen's notebook</i> .       | _____                        |
| 8. This (notebook) is <i>my notebook</i> .            | _____                        |
| 9. Is this (pencil) <i>your pencil</i> ?              | _____                        |
| 10. Is this (coat) <i>your coat or her coat</i> ?     | _____                        |
| 11. These (seats) are <i>our seats</i> .              | _____                        |
| 12. This (desk) is <i>the teacher's desk</i> .        | _____                        |

**Ex. 4. Complete the following by adding the necessary possessive pronoun:**

1. I have a dog; the dog is \_\_\_\_\_ *mine* \_\_\_\_\_.
2. John has a dog; the dog is \_\_\_\_\_.
3. Helen has a cat; the cat is \_\_\_\_\_.
4. You have a pen; the pen is \_\_\_\_\_.
5. Mr. Jones has a new car; the car is \_\_\_\_\_.
6. Mary has a new pen; the pen is \_\_\_\_\_.
7. We have two English books; the English books are \_\_\_\_\_.
8. Helen and Mary have two English books; the English books are \_\_\_\_\_.
9. I have a dog and a cat; the dog and the cat are \_\_\_\_\_.
10. You have a dog and a cat; the dog and the cat are \_\_\_\_\_.

## B. SUBJECT PRONOUNS AND OBJECT PRONOUNS

Estudie la siguiente tabla.

<i>Subject Pronouns</i>	<i>Object Pronouns</i>
<b>I</b> /ai/	<b>Me</b> /mi:/
<b>You</b> /iú:/	<b>You</b> /iú:/
<b>He</b> /hi:/	<b>Him</b> /him/
<b>She</b> /shi:/	<b>Her</b> /he:r/
<b>It</b> /it/	<b>It</b> /it/
<b>We</b> /ui:/	<b>Us</b> /az/
<b>You</b> /iú:/	<b>You</b> /iú:/
<b>They</b> /ðei/	<b>Them</b> /ðem/

Los **SUBJECT PRONOUNS** (pronombres nominativos) reemplazan al sujeto de una oración: Los **OBJECT PRONOUNS** (pronombres complementarios) reemplazan a un **direct object** (complemento directo) o a un **indirect object** (complemento indirecto) y, por lo tanto, siempre van ubicados después de un verbo principal o de una preposición.

### EXERCISES

**Ex. 1. Substitute the correct pronoun for the italicized word or words:**

1. John likes *Mary*.
2. William studies *the book*.
3. She speaks with *John*.
4. I understand *the teacher* very well.
5. The teacher likes *Mary and William*.
6. Bob studies *his book* every day.
7. Jim goes with *Mary and me* to the lesson.
8. I like *this song* very much.
9. James goes with *John and Alice* to the club.
10. Pedro speaks with *Helen* in English.
11. I know *William and his wife* very well.
12. Janet sent the invitations to *Mary and me*.
13. They are talking about *the accident*.
14. Is this letter for *Mr. Jones or for his wife*?

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**Ex. 2. Answer these questions using the expressions of time provided in parentheses. Use object pronouns (me, you, him, her, it, us, them) instead of names**

1. When did you see *Peter*? (2 days ago)
2. When did you buy *the car*? (5 years ago)
3. When did he visit *Mary*? (last Sunday afternoon)
4. When did she send *the letters*? (last Monday)
5. When did they wash *the car*? (2 weeks ago)
6. When did you visit *your parents*? (last weekend)
7. When did he get *his diploma*? (a long time ago)
8. When did she spend *the money*. (last summer)
9. When did you speak to *Tom*? (yesterday morning)
10. When did he invite *you*? (last month)
11. When did they eat *the apples*? (this morning)
12. When did she meet *Robert*? (last Friday morning)

(I saw him 2 days ago).

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## BASIC VOCABULARY : Study these words

### PROFESSIONS AND OCCUPATIONS

<b>actor</b> /'ktɔː/	actor	<b>lawyer</b> /'lɔːyər/	abogado
<b>actress</b> /'ktres/	actriz	<b>manager</b> /'mænidʒlɚ/	gerente
<b>architect</b> /'ɑːrkitekt/	arquitecto	<b>mechanic</b> /mekænik/	mecánico
<b>artist</b> /'ɑːrtist/	artista	<b>newsagent</b> /niuzéidʒlɚnt/	agente de diarios
<b>baker</b> /'beiker/	panadero	<b>newspaper boy</b> /niu:zpeiper bɔi/	suplementero
<b>barber</b> /'bɑːrbɚ/	barbero, peluquero	<b>painter</b> /'peinter/	pintor
<b>butcher</b> /'bútcher/	carnicero	<b>photographer</b> /fotógræfɚ/	fotógrafo
<b>chemist</b> /'kémist/	farmacéutico, boticario	<b>pilot</b> /'páilot/	piloto
<b>clergyman</b> /'klé:rdʒlɪmən/	clérigo, sacerdote	<b>plumber</b> /'plámer/	plomero, gásfiter
<b>clerk</b> /'klé:rk/	vendedor	<b>policeman</b> /'pɒlɪsmən/	policía
<b>cook</b> /kuk /	cocinero	<b>postman</b> /'póustmən/	cartero
<b>conductor</b> /'kɒndáktɔː/	inspector (trenes)	<b>priest</b> /'pri:st/	sacerdote, cura
<b>doctor</b> /'dɒktɔː/	doctor	<b>receptionist</b> /risépsʃɒnɪst/	repcionista
<b>dress-maker</b> /'dres meiker/	modista	<b>salesman</b> /'séilzmən/	vendedor
<b>driver</b> /'draiver/	chofer, conductor	<b>secretary</b> /'sékretri/	secretaria
<b>electrician</b> /elektríʃn/	electricista	<b>shoe-maker</b> /'shu:meiker/	zapatero
<b>engineer</b> /'endʒiníər/	ingeniero	<b>singer</b> /'sɪŋgɚ/	cantante
<b>farmer</b> /'fɑːrmɚ /	granjero	<b>steward</b> /'stiú:ərd/	sobrecargo
<b>firefighter</b> /'faɪəfáiter/	bombero	<b>stewardess</b> /'stiú:ədes/	azafata
<b>fireman</b> /'faɪərman/	bombero	<b>student</b> /'stiú:dnt/	alumno
<b>florist</b> /'flórist/	florista	<b>tailor</b> /'téilɔː/	sastre
<b>gardener</b> /'gɑːrdnɚ/	jardinero	<b>technician</b> /'teknɪʃən/	técnico
<b>greengrocer</b> /'gri:ngróuser/	verdulero	<b>teacher</b> /'ti:tʃɚ/	profesor
<b>grocer</b> /'gróuser/	almacenero	<b>telephonist</b> /télifonɪst/	telefonista
<b>hair-dresser</b> /'héər dresɚ/	peinadora	<b>tourist guide</b> /'túrist gáid/	guía turístico
<b>hostess</b> /'hóustes/	azafata	<b>vicar</b> /'vikər/	vicario, cura
<b>janitor</b> /'dʒánɪtɔː/	conserje	<b>waiter</b> /'wéiter/	garzón
<b>jeweller</b> /'dʒúelɚ/	joyero	<b>waitress</b> /'wéitres/	garzona
<b>journalist</b> /'dʒlɔːnəlɪst/	periodista	<b>watch-maker</b> /'wɒtʃmeiker/	relojero
<b>judge</b> /'dʒúdʒ/	juez	<b>writer</b> /'ráiter/	escritor





## KEY TO ANSWERS

### UNIT 6

#### Part I

**Ex. 1. & 2.** Study List of Regular and Irregular Verbs

**Ex. 3.** 1. Peter came here... 2. I bought the... 3. They went to... 4. Mary visited her... 5. I wrote to... 6. They ate fish... 7. Bob washed the... 8. We watched TV... 9. The postman brought a... 10. We had a... 11. The boy read / red / a... 12.. I gave the... 13. Peter drove to... 14. We enjoyed our... 15. It rained a lot... 16. They received a... 17. I slept well... 18. Father told the... 19. Mother made an... 20. They sold lots of...

**Ex. 4.** (didn't = did not) 1. We didn't go to... / Did we go to...? / How did we go to work? 2. Peter didn't come... / Did Peter come...? / When did Peter come here? 3. I didn't want to drink... / Did I want to drink...? / What did I want to drink? 4. They didn't see the... / Did they see the...? / What did they see? 5. John didn't sell his... / Did John sell his...? / How much did John sell his house for? 6. They didn't buy the... / Did they buy the...? / Where did they buy the car? 7. The boy didn't do the... / Did the boy do the...? / How did the boy do the exercise? 8. We didn't have dinner... / Did we have dinner...? / Where did we have dinner? 9. We didn't write the... / Did we write the...? / What language did we write the letter in? 10. They didn't study... / Did they study... / Where did they study English?

**Ex. 5.** 1. Where did he go yesterday? 2. At what time did the children get up? 3. Why did he go to the doctor? 4. When did Peter see the film? 5. How did they come here? 6. What did the boy want to do? 7. Why didn't he go? 8. How long did they stay in Vancouver? 9. How much money did Bill spend? 10. How many times did Bill do the same exercise?

**Ex. 6.** (open answers) 1. I went to... 2. I began to study English (... ago / last... / in...) 3. It took me about... 4. He / she told me to... 5. I ate... 6. Yes, I did. I watched... / No, I didn't. 7. I got up at...

**Ex. 7.** 1. No, they didn't (watch TV). They listened to the radio. 2. No, He didn't (go out). He stayed at home. 3. No, I didn't (eat fish). I ate chicken. 4. No she didn't (send me a fax) . She sent me a letter. 5. No, they didn't (walk) They took a bus. 6. No, he didn't (say "yes"). He said "No" 7. No, I didn't (read it in English). I read it in French. 8. No, they didn't (drink beer) . They drank wine. 9. No, he didn't (write a poem). He wrote a short story. 10. No, she didn't (buy a dress). She bought a jacket. 11. No, I didn't (see her last week). I saw her yesterday. 12. No, he didn't (have lunch at home) He had lunch at work. 13. No, he didn't (feel weak) . He felt weak and tired. 14. No, he didn't (speak to me in English) . He spoke to me in French. 15. No, he didn't (come in the morning). He came at midday. 16. No, I didn't (fly American) I flew United Airlines. 17. No, I didn't (give him an apple) . I gave him some money. 18. No, she didn't (leave early) She left late. 19. No, she didn't (wear a short skirt). She wore a long one. 20. No, he didn't (break his arm). He broke his leg.

#### Part II

**Ex. 1.** 1. Uncle Paul used to live in that house. He doesn't live there now 2. Mary used to speak Italian at home. She doesn't speak it at home anymore 3. Ann used to come to class on time every day. She doesn't come to class on time every day now 4. Peter used to be a good student. He no longer is a good student 5. I used to ride the subway to work. I don't ride it to work any longer 6. Bill used to bring her flowers every Friday. He doesn't bring her flowers on Friday any more 7. Mother used to play the piano well. She doesn't play it well now 8. Bill used to help me with my homework. He doesn't help me with it any longer 9. John Kerry used to go to that school. He doesn't go to that school now 10. We used to export shoes to the USA. We no longer export shoes to the USA.

#### Part III.

**A.**

**Ex. 1.** 1. my 2.. his 3. your .4.. her 5. their .6. his / her .7. our .8. their .9. its 10. his

**Ex. 2.** 2. This is Helen's pen. 3. The teacher's desk is new. 4. That's my teacher's home 5. My sister's friend is very sick 6. Mr Smith's office is very large 7. This is William's notebook 8. He's Helen's teacher 9. He's also my friend's teacher 10. This is Mr Smith's wife. 11. My friends' house is beautiful 12. That's the teachers' room. 13. What's that man's name? 14. What are those men's names?

**Ex. 3.** 2. This room is hers. 3. This office is John's. 4. He took his book and left mine. 5. These newspapers are theirs. 6. These cigarettes are Peter's. 7. That notebook is Helen's. 8. This notebook is mine. 9. Is this pencil yours? 10. Is this coat yours or hers? 11. These seats are ours. 12. This desk is the teacher's.

**Ex. 4.** 1. mine 2. his 3. hers 4. yours 5. his 6. hers 7. ours 8. theirs 9. mine 10. yours

**B.**

**Ex. 1.** 1. her 2. it 3. him 4. him / her 5. them 6. it 7. us 8. it 9. them 10. her 11. them 12. us 13. it 14. him or her?.

**Ex. 2.** 2. I bought it 5 years ago. 3. He visited her last Sunday afternoon. 4. She sent them last Monday 5. They washed it 2 weeks ago 6. I visited them last weekend. 7. He got it a long time ago. 8. She spent it last summer. 9. I spoke to him yesterday morning. 10. He invited me last month. 11. They ate them this morning. 12. She met him last Friday morning.

# UNIT 7

## PART 1. EL TIEMPO PASADO CONTINUO O PROGRESIVO (THE PAST CONTINUOUS TENSE)

Este tiempo verbal se usa para expresar una acción que se estaba realizando en un momento o en una fecha determinada en el pasado. En este tiempo verbal se debe usar el **pasado del verbo To Be (WAS /woz/, o WERE /we:r/)** más el **gerundio de un verbo principal**. Las expresiones de tiempo que normalmente se usan con el pasado continuo son aquellas que indican **una hora exacta en el pasado**, como **at 10 o'clock this morning** /at tén oklók ðis mó:nɪŋ/, **at midday last Sunday** /at míddei lá:st sándi/, etc.

También son importantes las expresiones compuestas por **When + SUBJECT + Past Tense** como **When I got home last night** /wen ai got hóum la:st náit/.

### Lea, escuche y aprenda:

I **was driving** to the airport **at 10 o'clock this morning**. /ai woz dráivɪŋ tu ði éarpo:rt at ten oklók ðis mó:nɪŋ/  
(Yo iba conduciendo al aeropuerto a las 10 de esta mañana)

They **were playing** football **at midday last Sunday**. /ðeɪ we:r pléɪŋ fútbol at míddei lá:st sándi/  
(Ellos estaban jugando fútbol al mediodía el domingo pasado)

He **was visiting** his parents in Detroit **on the 5<sup>th</sup> of June**. /hi: woz vízɪtɪŋ hɪz péarents in dítróit on ðe fífθ ov dlú:n/  
(El estaba visitando a sus padres en Detroit el 5 de junio)

I **was sleeping** when the telephone rang last night. /ai woz slí:pɪŋ wen ðe télifoun ræŋ la:st náit/  
(Yo estaba durmiendo cuando sonó el teléfono anoche)

We **were having lunch** when our friend Jack arrived last Sunday. /wi: we:r hævɪŋ lantʃ wen áuer frénd dlæk arráivd lá:st sándi/  
(Nosotros estábamos almorzando cuando nuestro amigo Jack llegó el Domingo pasado))

La forma negativa se expresa usando la palabra **NOT** después de was/were. Normalmente se usan las contracciones **WASN'T** /wózn't/ o **WEREN'T** /wé:rent/:

### Lea, escuche y aprenda:

I **was not driving** to the airport at 10 o'clock this morning. /ai wózn't dráivɪŋ.../

They **were not playing** football at midday last Sunday. /ðeɪ wé:rent pléɪŋ.../

He **wasn't visiting** his parents in Detroit on the 5th of June. /hi: wózn't vízɪtɪŋ.../

I **wasn't sleeping** when the telephone rang last night. /ai wózn't slí:pɪŋ.../

We **weren't having lunch** when our friend Jack arrived last Sunday. /wi: wé:rent hævɪŋ lantʃ... /

La forma interrogativa se expresa mediante la inversión del orden del sujeto y los verbos **WAS/WERE** (o las contracciones **WASN'T/WEREN'T**)

### Lea, escuche y aprenda:

**Was I driving** to the airport at 10 o'clock this morning? /woz ái dráivɪŋ.../

**Were they playing** football at midday last Sunday? /we:r ðeɪ pléɪŋ.../

**Wasn't he visiting** his parents in Detroit on the 5th of June? /wózn't hi: vízɪtɪŋ.../

**Weren't you sleeping** when the telephone rang last night? /wé:rent iú slí:pɪŋ.../

**Were we having lunch** when our friend Jack arrived last Sunday? /we:r wi: hævɪŋ lantʃ.../

En las **preguntas introducidas con palabras interrogativas** como **What, Where, Why**, etc. se debe mantener el mismo orden de las interrogaciones simples:

**Lea, escuche y aprenda:**

**What were you reading** when the teacher entered the room? /wɒt we:r iú rí:diŋ.../

**Where were they playing football** at midday last Sunday? /wéar we:r ðei pléiŋ fútbol.../

**Why weren't they having lunch** when Jack arrived? /wái wé:rnt ðei hæviŋ lántch.../

**Why wasn't he working** at 9 o'clock this morning? /wái wózn't hí: wé:rkiŋ.../

**La pregunta más frecuente en este tiempo verbal es:**

**What were you doing...?** /wɒt we:r iú: dúiŋ.../ (¿Qué estaba haciendo ud....?)

## EXERCISES

**Ex. 1. Complete the following sentences using the verbs given in parentheses in the Past Continuous Tense**

1. The sun \_\_\_\_\_ when Peter got up this morning. (shine)
2. Bill \_\_\_\_\_ the report when Mr. Jenkins entered the room. (read)
3. The students \_\_\_\_\_ rugby when it began to rain. (play)
4. We \_\_\_\_\_ the road when the accident happened. (cross)
5. At that time, everyone \_\_\_\_\_ to go to work. (get ready)
6. I \_\_\_\_\_ to the coast when the car broke down. (drive)
7. We \_\_\_\_\_ near the river that evening. (camp)
8. Ann \_\_\_\_\_ in Germany when the war broke out. (live)
9. When we got to the station, the train \_\_\_\_\_. (leave)
10. We \_\_\_\_\_ when the lights went out last night. (have dinner)
11. Mrs. Brown \_\_\_\_\_ the shopping when she had the accident. (do)
12. Mary and John \_\_\_\_\_ in the park when we saw them yesterday. (walk)

**Ex. 2. Change the following sentences into a) negative form, and b) interrogative form :**

1. She was having a bath. \_\_\_\_\_
2. We were running down the road. \_\_\_\_\_
3. The soldiers were doing exercise \_\_\_\_\_
4. Alice was making the beds. \_\_\_\_\_
5. The children were watching TV. \_\_\_\_\_
6. The men were going to work. \_\_\_\_\_
7. The boys were studying for a test. \_\_\_\_\_

**Ex. 3. Ask questions using question words like Who, Where, What, How, etc. In each case, the underlined part must be the answer to your question.**

1. They were walking in the park at midday. \_\_\_\_\_
2. Mary was eating a sandwich in her room. \_\_\_\_\_
3. Peter wasn't working because he was on vacation. \_\_\_\_\_
4. The generals were working in the conference room. \_\_\_\_\_
5. I was getting dressed when you called me up this morning. \_\_\_\_\_

6. Mrs. White was lying on the sofa *because she was tired*. \_\_\_\_\_
7. The soldiers were *jogging* when it began to rain. \_\_\_\_\_
8. Bob was *taking a shower* when the fire started. \_\_\_\_\_
9. When the war broke out, they were living *in the north of France*. \_\_\_\_\_
10. *More than ten* people were standing outside the building. \_\_\_\_\_

**Ex. 4. Translate the following sentences into English:**

1. Ellos estaban jugando bridge a esa hora. \_\_\_\_\_
2. Yo no estaba durmiendo cuando ellos llegaron \_\_\_\_\_
3. Juan y sus amigos estaban mirando TV en ese momento . \_\_\_\_\_
4. Cuando llegué, todos estaban conversando \_\_\_\_\_
5. ¿Qué estaba haciendo ud. a esa hora? \_\_\_\_\_
6. ¿Por qué no estaban ellos trabajando ese día? \_\_\_\_\_
7. ¿Dónde estaban viviendo tus padres cuando se conocieron? \_\_\_\_\_
8. ¿Qué estabas haciendo a esta hora ayer? \_\_\_\_\_
9. Yo estaba escuchando las noticias en ese momento. \_\_\_\_\_

**Ex. 5. Answer the following questions in English. Give complete answers.**

1. What were you doing at this time yesterday? \_\_\_\_\_
2. Where were you working in December last year? \_\_\_\_\_
3. Where were your parents living when they got married? \_\_\_\_\_
4. What were you doing when Jack phoned you last night? \_\_\_\_\_

**Ex. 6. (Review) Fill in the blank spaces using the verbs provided in the appropriate verb tense. You must use either the Past Simple or the Past Continuous Tenses only.**

1. I \_\_\_\_\_ very well last night. (sleep)
2. I \_\_\_\_\_ soundly when you \_\_\_\_\_ last night. (sleep...arrive)
3. They \_\_\_\_\_ to the office when I \_\_\_\_\_ them this morning. (go..see)
4. Peter \_\_\_\_\_ his wife Lynda when he \_\_\_\_\_ in Chicago (meet... live)
5. We \_\_\_\_\_ golf when it \_\_\_\_\_ to rain yesterday. (play...begin)
6. Bill \_\_\_\_\_ not \_\_\_\_\_ in the office when the boss \_\_\_\_\_ into the room. (work...walk)
7. When John \_\_\_\_\_ us last night, we \_\_\_\_\_ ( call on...have dinner)
8. Peter \_\_\_\_\_ the accident while he \_\_\_\_\_ home. (have...drive)
9. What \_\_\_\_\_ you \_\_\_\_\_ last Saturday afternoon? (do)
10. What \_\_\_\_\_ you \_\_\_\_\_ at this time yesterday? (do)
11. Mr. Johnson \_\_\_\_\_ in New York when he \_\_\_\_\_ chairman of the company. (work...become)
12. He \_\_\_\_\_ the newspaper while he \_\_\_\_\_ the bus to work. (read...ride)

## PART II.

### A. THE IMPERATIVE FORM (LA FORMA IMPERATIVA)

La forma imperativa se usa para dar órdenes o para solicitar servicios. Las órdenes o solicitudes se expresan mediante el **uso del INFINITIVO** sin sujeto ( el pronombre **you**, esta implícito en la orden). Normalmente se usa la palabra **PLEASE**, ya sea al inicio o al final de la orden o solicitud.

#### Escuche lea y aprenda:

(You) <b>Come here</b> /kám híar/	Venga para acá
(You) <b>Listen to me</b> /lísn tu mí:/	Escúchame
<b>Please, (you) open the window.</b> /plí:z óupn ðe wíndou/	Por favor, abra la ventana
(you) <b>Speak more slowly, please</b> /spí:k mó:r slóuli/	Hable más lento, por favor

Para expresar una orden negativa se debe usar la contracción **DON'T** /dóunt/ antes del infinitivo

#### Escuche lea y aprenda:

<b>Don't come here</b>	No venga para acá
<b>Don't listen to me</b>	No me escuche.
<b>Please, don't open the window.</b>	Por favor, no abra la ventana
<b>Don't speak so fast, please</b>	No hable tan rápido, por favor. (so /sou/= tan)

### EXERCISES

**Ex. 1. Change the following sentences into the imperative form: Add the word PLEASE at the end of your sentence:**

**You look at the map**

**Look at the map, please**

1. You drink milk every morning.
2. You spell your first name.
3. You come here tomorrow morning.
4. You call me up after 9 o'clock.
5. You have another cup of coffee.
6. You eat more slowly.
7. You fill up the tank.
8. You study hard every day.
9. You write your answer on the whiteboard.
10. You listen to the story carefully.

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**Ex. 2. Change the following imperative sentences into the negative form:**

**Speak slowly, please.**

**Don't speak so slowly please. (so = tan)**

1. Eat my bread and butter, please.
2. Work hard, please
3. Work slowly please.
4. Listen to him please.
5. Come again this afternoon, please
6. Drive fast please.
7. Drink black coffee.
8. Take a taxi.
9. Say that again, please.
10. Give Mary my new address, please

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## B. ARTICLES (III)

No se debe usar ningún artículo delante de los nombres de personas, ciudades, estados, países, continentes, montes, calles cuando estos son usados como nombres propios. Tampoco se debe anteponer artículo a los nombres de personas cuando éstos van precedidos de títulos (Mr., Sir., Lady, Mrs., Ms., Miss, Dr., Prof., President, Senator etc.) o grados (Gen., Cpt. Sgt., etc.)

### Escuche lea y aprenda

When did they go to **Europe**?

Did you see **Mary** this morning?

They lived in **New York City** for several years.

He lives on **Fifth Avenue**.

They are coming back from **China**. They've climbed **Mount Everest**.

**Lady Macbeth** fainted when she saw the body of her husband lying on the floor.

**Mr De Ponti** invited **Dr. White** to a famous Italian restaurant that evening.

**President Bush** and **Senator Payne** will meet at 10:15 next Tuesday.

**Gen. Johnson** ordered **Sgt. Smith** to send the message right away.

Sin embargo se debe usar el artículo definido **the** delante de los nombres geográficos (ríos, mares, cordilleras, volcanes, canales. etc.) y también delante de los nombres de países compuestos de **Adj.+Sust.** (excepto cuando el adjetivo es un punto cardinal). No se usa **the** delante de los nombres de continentes.

### Escuche lea y aprenda

**The Mississippi** and the **Missouri** rivers are in Central United States.

**The Pacific Ocean** is much larger than **the Atlantic Ocean**.

**The United States** and **South Korea** will sign a new free trade agreement.

They are planning to spend a week in **the West Indies**.

Cuando los nombres de ciudades o países cumplen la función de adjetivos estos van precedidos del artículo definido **the**.

### Escuche, lea y compare:

**New York** is a large city.

**The New York City subways** go very fast.

(adj.)

**Santiago** is the capital of Chile.

**The Santiago newspapers** are not very expensive.

(adj.)

## EXERCISES

### Ex. 1. Supply the definite article the where necessary:

1. We plan to spend our vacation in \_\_\_\_\_ Mexico and \_\_\_\_\_ North Carolina. (We plan to spend our vacation in Mexico and North Carolina.)
2. Later we want to visit \_\_\_\_\_ Dominican Republic.
3. \_\_\_\_\_ Hudson River lies west of \_\_\_\_\_ New York City.
4. \_\_\_\_\_ United States, \_\_\_\_\_ China, \_\_\_\_\_ United Kingdom and \_\_\_\_\_ Soviet Union were permanent members of the UN Security Committee..
5. Some ships can cross \_\_\_\_\_ Atlantic Ocean from \_\_\_\_\_ France to \_\_\_\_\_ Unites States.
6. You should take a trip sometime to \_\_\_\_\_ West Indies.
7. \_\_\_\_\_ Panama Canal joins \_\_\_\_\_ Atlantic and \_\_\_\_\_ Pacific Oceans.
8. The principal city of \_\_\_\_\_ Germany is \_\_\_\_\_ Berlin.
9. He spent several weeks in \_\_\_\_\_ Italy and several weeks in \_\_\_\_\_ Spain.
10. We live on \_\_\_\_\_ Madison Avenue near \_\_\_\_\_ Central Park Station.

11. Lots of oil tankers go from \_\_\_\_\_ Persian Gulf to \_\_\_\_\_ Mediterranean Sea through \_\_\_\_\_ Suez Canal.  
 12. They live on \_\_\_\_\_ Clark Street in \_\_\_\_\_ Salt Lake City, in \_\_\_\_\_ Utah.

**Ex. 2. Fill in the blanks with the correct articles where needed:**

1. He lives in \_\_\_\_\_ Mexico. (He lives in Mexico.)
2. \_\_\_\_\_ Mexican climate is warm.
3. We walked along \_\_\_\_\_ Broadway.
4. \_\_\_\_\_ Broadway buses are slow.
5. \_\_\_\_\_ New York city traffic is very slow.
6. \_\_\_\_\_ London and \_\_\_\_\_ York are beautiful \_\_\_\_\_ English cities.
7. \_\_\_\_\_ England is a small country.
8. \_\_\_\_\_ English language is easy.
9. \_\_\_\_\_ Europe is a large continent.
10. Some \_\_\_\_\_ European cities are very interesting to visit.
11. \_\_\_\_\_ London School of Economics is very famous.

**C. THE EXCLAMATORY FORM (LA FORMA EXCLAMATIVA)**

Las exclamaciones en inglés se expresan de la siguiente manera. Estudie el siguiente diagrama:

Structure	Examples
<b>What + a(n) + adj. + singular noun (+ S +V)!</b>	<i>What a beautiful woman (she is)!</i> <i>What an interesting book (you are reading)!</i>
<b>What + adj. + plural noun (+S + V)!</b>	<i>What beautiful eyes (you have)!</i> <i>What nice people (we met at the party)!</i>
<b>What + adj. + uncountable noun (+S + V)!</b>	<i>What nice music (this is)!</i> <i>What good coffee (they served)!</i> <i>What terrible weather (we are having)!</i>
<b>How + adj. / adv. (+S + V)!</b>	<i>How silly (I was)!</i> <i>How fast (you're driving Tom)!</i> <i>How expensive (that book is)!</i>

**EXERCISES**

**Ex. 1. Supply *WHAT* or *WHAT A(N)* in the following exclamatory sentences:**

1. \_\_\_\_\_ good idea!
2. \_\_\_\_\_ beautiful day!
3. \_\_\_\_\_ pretty eyes she has!
4. \_\_\_\_\_ strange thing to say!
5. \_\_\_\_\_ easy exercise!
6. \_\_\_\_\_ difficult lesson!
7. \_\_\_\_\_ funny name to give a dog!
8. \_\_\_\_\_ good whisky!
9. \_\_\_\_\_ happy child!
10. \_\_\_\_\_ happy children!
11. \_\_\_\_\_ beautiful music!
12. \_\_\_\_\_ large room!
13. \_\_\_\_\_ foolish mistake!
14. \_\_\_\_\_ hot day!
15. \_\_\_\_\_ beautiful weather!,



**Ex. 2. Make exclamations using What a(n)...! ; What...!, or How...!, as in the example**

Peter is a very tall man

What a tall man Peter is!

How tall Peter is!

1. John is a very intelligent person. \_\_\_\_\_
2. They are very beautiful women. \_\_\_\_\_
3. This is a very incredible story. \_\_\_\_\_
4. I was a very stupid person. \_\_\_\_\_
5. This trip is very interesting. \_\_\_\_\_
6. Mr Johnson is a very pleasant man. \_\_\_\_\_
7. This music is very romantic. \_\_\_\_\_
8. These exercises are very difficult. \_\_\_\_\_
9. This whisky is very good \_\_\_\_\_
10. These photographs are very beautiful \_\_\_\_\_
- 11, New York is a fascinating city. \_\_\_\_\_
12. Mary is a very friendly person \_\_\_\_\_
13. These shoes are very expensive. \_\_\_\_\_
14. The movie was very exciting. \_\_\_\_\_

**Ex. 3. Supply *HOW*, *WHAT*, or *WHAT A(N)* in the following exclamatory sentences:**

1. \_\_\_\_\_ pretty girl!
2. \_\_\_\_\_ pretty she is!
3. \_\_\_\_\_ strange remark to make!
4. \_\_\_\_\_ well she swims!
5. \_\_\_\_\_ hot it is today!
6. \_\_\_\_\_ hard sentences these are!
7. \_\_\_\_\_ beautiful eyes she has!
8. \_\_\_\_\_ beautifully she sings!
9. \_\_\_\_\_ foolish thing to say!
10. \_\_\_\_\_ hot weather we are having!
11. \_\_\_\_\_ hot day it is today!
12. \_\_\_\_\_ quickly the time passes!
13. \_\_\_\_\_ well she speaks English!
14. \_\_\_\_\_ excellent student he is!

**Ex. 4. Change these sentences to exclamatory form by using *HOW* or *WHAT / WHAT A(N)*, as indicated:**

1. She plays the piano well. \_\_\_\_\_
2. She is an excellent pianist. \_\_\_\_\_
3. It is a beautiful day. \_\_\_\_\_
4. He runs very fast. \_\_\_\_\_
5. She plays the violin beautifully. \_\_\_\_\_



**BASIC VOCABULARY: Study these words**

**THE HOUSE**

**a) Housing /háusɪŋ/**

**Vivienda**

<b>apartment</b> /apa:rmənt/	departamento (USA)	<b>farm house</b> /fá.rm háus/	casa de campo
<b>apartment building</b> /apa:rmət bíldɪŋ/	edificio de dptos.(USA)	<b>flat</b> /flæt/	departamento (BR)
<b>block of flats</b> /blok ov flæts/	edificio de dptos. (BR)	<b>house</b> /háus/	casa
<b>bungalow</b> /báŋgalou/	bungalow	<b>hut</b> /hat/	choza, cabaña
<b>condominium</b> /kondómínium/	condominio	<b>semi-detached house</b> /sémi.../	casa pareada
<b>cottage</b> /kótɪdl/	casa de campo, quinta	<b>terrace house</b> /téris háus/	casa en fila
<b>detached house</b> /dɪtɪtætɪt háus/	casa aislada	<b>villa</b> /víla/	casa de veraneo

**b) Parts of the House /parts ov (e háus/ Partes de la Casa**

<b>ceiling</b> /silɪŋ/	cielo raso	<b>roof</b> /ruf/	techo
<b>door</b> /do:r/	puerta	<b>staircase</b> /stéar kéis/	escaleras
<b>floor</b> /flo:r/	piso	<b>wall</b> /wo:l/	muralla
<b>front door</b> /fránt dó:r/	puerta de calle	<b>window</b> /wíndou/	ventana
<b>landing</b> /lændɪŋ/	descanso (de escaleras)		

**c) Rooms of the House /ru:mz ov (e háus/ Piezas de la Casa**

<b>attic</b> /ætik/	ático	<b>laundry room</b> /ló:ndrɪrɪm/	lavandería
<b>basement</b> /béisment/	subterráneo	<b>library</b> /láibreəri/	biblioteca
<b>bathroom</b> /bá:θrɪm/	sala de baño	<b>lounge</b> /láundll/	salon (Br)
<b>bedroom</b> /bédrɪm/	dormitorio	<b>pantry</b> /pæntri/	despensa
<b>cellar</b> /sélar/	bodega(vinos)	<b>sitting room</b> /sítɪŋrɪm/	living
<b>dining-room</b> /dáinɪŋrɪm /	comedor	<b>study</b> /stádi/	estudio
<b>kitchen</b> /kítchin/	cocina	<b>toilet</b> /tóilet/	baño, excusado.w.c.

**d) The Sitting-room /ðe sítɪŋrɪm/ El Living**

<b>arm-chair</b> /á:rm tchéar/	sillón	<b>porcelain</b> /pó:rseɪlɪn/	porcelana
<b>carpet</b> /ká:pɪt/	alfombra (BR)	<b>radio set</b> /réidiou set/	radio
<b>CD player</b> /sí: dí: pléier/	reproductor de CD	<b>rug</b> /rag/	alfombra (USA)
<b>chair</b> /tchéar/	silla	<b>sofa</b> /sóufa/	sofá
<b>china</b> /tcháina/	loza fina,	<b>table</b> /téibl/	mesa
<b>clock</b> /klok/	reloj	<b>telephone</b> /télifoun/	teléfono
<b>curtains</b> /kértenz/	cortinas	<b>television set</b> /télivilln set/	televisor
<b>fireplace</b> /faiarpléís/	chimenea	<b>VCR</b> /vi: si: a:r/	video-grabadora
<b>picture</b> /píktcher/	cuadro		

**e) The Bedroom /ðe bédrɪm/ El Dormitorio**

<b>alarm clock</b> /alá:rm klók/	reloj despertador	<b>pillow case</b> /pílou kéiz/	funda
<b>bed</b> /bédrɪm/	cama	<b>pillow</b> /pílou/	almohada
<b>bed spread</b> /bédspreɪd/	cubrecamas	<b>pyjama</b> /pidllámaz/	pijamas
<b>blanket</b> /blæŋkit/	frazada	<b>sheets</b> /shi:ts/	sábanas
<b>chest of drawers</b> /tchést ov dró:erz/	cómoda, cajonera	<b>slippers</b> /slíperz/	zapatillas
<b>night gown</b> /náit gáoun/	bata de noche	<b>wardrobe</b> /wó:dróub/	ropero
<b>night table</b> /náit téibl/	velador		

**f) The Kitchen /ðe kítchin/ La Cocina**

<b>broom</b> /brú:m/	escoba	<b>mixer</b> /míkser/	máquina licuadora
<b>can opener</b> /kæn óupner/	abrelatas (USA)	<b>napkin</b> /nápkin/	servilleta

<b>cooker/stove/range</b> /kúker/stóuv/réindll/	cocina (artefacto)	<b>oven</b> /ávn/	horno
<b>cookery book</b> /kúkri buk/	libro de recetas	<b>pan</b> /pæn/	olla
<b>corkscrew</b> /korksknú:/	sacacorchos	<b>plate</b> /pléit/	plato
<b>crockery</b> /krókeri/	loza corriente	<b>pot</b> /pot/	cacerola
<b>cup</b> /kap/	taza	<b>refrigerator</b> /refridlleréitor/	refrigerador
<b>cupboard</b> /kábord/	aparador	<b>rubbish bin</b> /rábish bin/	basurero (BR)
<b>cutlery</b> /kátleri/	cuchillería	<b>saucer</b> /só:ser/	platillo
<b>dishwasher</b> /dishwósher/	lavadora de vajilla	<b>silverware</b> /síilverwéar/	platería
<b>drier</b> /dráier/	secadora	<b>sink</b> /síŋk/	lavaplatos
<b>fork</b> /fo:rk/	tenedor	<b>spoon</b> /spú:n/	cuchara
<b>freezer</b> /frí:zer/	congeladora	<b>tea pot</b> /tí: pot/	tetera para el té
<b>fridge</b> /frídl/	refrigerador	<b>teaspoon</b> /tí:spun/	cuchara de té
<b>frying pan</b> /fráiiŋ pæn/	sartén	<b>tin opener</b> /tin ópener/	abrelatas (BR)
<b>garbage can</b> /gá:rbidll kæn/	basurero (USA)	<b>toaster</b> /tóuster/	tostadora
<b>glass</b> /glá:s/	vaso	<b>trash can</b> /træsh kæn/	basurero (USA)
<b>glassware</b> /glá:swear/	cristalería	<b>tray</b> /trei/	bandeja
<b>kettle</b> /kétl/	tetera	<b>vacuum cleaner</b> /vækium klí:ner/	aspiradora
<b>knife/knives</b> /náif /náivz/	cuchillo /s	<b>wall clock</b> /wó:l klók/	reloj de pared
<b>microwave oven</b> /máikrouweiv ávn/	horno micro ondas	<b>washing machine</b> /wóshiiŋ mashí:n/	lavadora de ropa

### g) The Bathroom /ðe bá:θrum/ La Sala de Baño

<b>bath tub</b> /bá:θ tab/	tina de baño	<b>shaving brush</b> /shéiviiŋbrash/	hisopo
<b>cold water tap</b> /kóuld wó:ter tæp/	llave de agua fría	<b>shaving cream</b> /shéiviiŋ kri:m/	crema de afeitar
<b>comb</b> /kóum/	peineta	<b>shower</b> /sháuer/	ducha
<b>electric shaver</b> /iléktirik shéiver/	afeitadora	<b>shower cap</b> /sháuer kæp/	gorra de baño
<b>faucet</b> /fó:set/	llave del agua (USA)	<b>soap dish</b> /sóup dish/	jabonera
<b>hair brush</b> /héar brash/	cepillo de pelo	<b>tap</b> /tæp/	llave del agua (Br)
<b>hair dryer</b> /héar dráier/	secador de pelo	<b>tooth brush</b> /túθbrash/	cepillo de dientes
<b>hot water tap</b> /hot wó:ter tæp/	llave de agua caliente	<b>tooth paste</b> /tú:θpéist/	pasta dental
<b>lotion</b> /lóushn/	loción	<b>towel rack</b> /táuel ræk/	pañera
<b>mirror</b> /míror/	espejo	<b>towel</b> /táuel/	toalla
<b>safety razor</b> /séifti réizor/	máquina de afeitar	<b>wash basin</b> /woshbéizin/	lavamanos

### h) The Studio /ðe stúdiou/ La Sala de Estudio

<b>book shelf</b> /buk shelf/	repisa para libros	<b>laptop</b> /læp top/	PC portátil (US)
<b>bookcase</b> /buk kéis/	librero	<b>notebook</b> /nóutbuk/	PC portátil (Br.)
<b>chair</b> /tchear/	silla	<b>note-pad</b> /nóutpæd/	block de borrador
<b>computer</b> /komiúter/	computador	<b>printer</b> /prínter/	impresora
<b>desk</b> /desk/	escritorio	<b>punch</b> /pantch/	perforadora
<b>desk lamp</b> /desk læmp/	lámpara de escritorio	<b>scanner</b> /skæner/	escáner
<b>fax machine</b> /fæks mashí:n/	máquina fax	<b>stapler</b> /stéipler/	corchetera
<b>file</b> /fail/	archivador	<b>telephone</b> /télifoun/	teléfono
<b>filing cabinet</b> /fáiliŋ kábinet/	archivo	<b>typewriter</b> /táipráiter/	máquina de escribir

### j) Outdoors /áútdó:rz/ El exterior

<b>fence</b> /fens/	reja	<b>orchard</b> /ó:rtcha:rd/	huerto
<b>garage</b> /gará:dll/	garage	<b>path</b> /pa:θ/	sendero
<b>garden</b> /gá:rdn/	jardín	<b>swimming pool</b> /suimiiŋ pú:l/	piscina
<b>gate</b> /geit/	puerta (reja)	<b>vegetable garden</b> /védlletabl gá:rdn/	huerta
<b>lawn</b> /ló:n/	césped		

# UNIT 7

## Key to answers

### PART I

**Ex. 1.** 1. was shining 2. was reading 3. were playing 4. were crossing 5. was getting ready 6. was driving 7. were camping 8. was living 9. was leaving 10. were having dinner 11. was doing 12. were walking

**Ex. 2.** 1. She wasn't having... / Was she having...? 2. We weren't running... / Were we running...? 3. The soldiers weren't doing... / Were the soldiers doing...? 4. Alice wasn't making... / Was Alice making...? 5. The children weren't watching... / Were the children watching...? 6. The men weren't going... / were the men going...? 7. The boys weren't studying... / Were the boys studying...?

**Ex. 3.** 1. What were they doing in the park at midday? 2. What was Mary eating in her room? 3. Why wasn't Peter working? 4. Where were the generals working? 5. What were you doing when I called you up this morning? 6. Why was Mrs. White lying on the sofa? 7. What were the soldiers doing when it began to rain? 8. What was Bob doing when the fire started? 9. Where were they living when the war broke out? 10. How many people were standing outside the building?

**Ex. 4.** 1. They were playing bridge at that time. 2. I wasn't sleeping when they arrived. 3. John and his friends were watching TV at that moment. 4. When I arrived, everyone was talking. 5. What were you doing at that time? 6. Why weren't they working that day? 7. Where were your parents living when they met? 8. What were you doing at this time yesterday? 9. I was listening to the news at that moment.

**Ex. 5.** (Open answers) 1. I was... (at this time yesterday) 2. I was working... (in December last year) 3. They were living in... (when they got married / then). 4. I was... (when he phoned me last night)

**Ex. 6.** 1. slept 2. was sleeping / arrived. 3. were going / saw 4. met / was living 5. were playing / began 6. was - working / walked 7. called on / were having dinner 8. had / was driving 9. did - do 10. were - doing 11. was working / became 12. read / was riding

### PART II

#### A.

**Ex. 1.** 1. Drink milk every morning, please 2. Spell your first name please. 3. Come here tomorrow morning please. 4. Call me up after 9 o'clock please 5. Have another cup of coffee please. 6. Eat more slowly please 7. Fill up the tank please. 8. Study hard every day please. 9. Write your answer on the whiteboard please. 10. Listen to the story carefully please.

**Ex. 2.** 1. Don't eat my bread and butter please. 2. Don't work so hard please. 3. Don't work so slowly please. 4. Don't listen to him please 5. Don't come again this afternoon please. 6. Don't drive so fast please. 7. Don't drink black coffee please. 8. Don't take a taxi please. 9. Don't say that again please. 10. Don't give Mary my new address please.

#### B.

**Ex. 1.** 2....the Dominican Republic 3. The Hudson River / New York City 4. The United States, China, the United Kingdom and the Soviet Union 5. The Atlantic Ocean...France... the United States 6. The West Indies 7. The Panama Canal...the Atlantic and the Pacific oceans 8. Germany...Berlin 9. Italy... Spain 10. Madison Avenue... Central Park Station 11.... the Persian Gulf...the Mediterranean Sea... the Suez Canal 12....Clark Street... Salt Lake City...Utah

**Ex. 2.** 2. The Mexican climate... 3....Broadway. 4. The Broadway buses... 5. The New York City traffic... 6. London... York...English cities 7. England... 8. The English language... 9. Europe... 10. European cities... 11. The London School of Economics...

#### C.

**Ex. 1.** 1. What a... 2. What a... 3. What... 4. What a... 5. What an... 6. What a... 7. What a... 8. What... 9. What a... 10. What... 11. What... 12. What a... 13. What a... 14. What a... 15. What...

**Ex. 2.** 1. What an intelligent person John is! / How intelligent John is! 2. What beautiful women they are! / How beautiful they are! / How beautiful those women are! 3. What an incredible story this is! / How incredible this story is! 4. What a stupid person I was! / How stupid I was! 5. What an interesting trip this is! / How interesting this trip is! 6. What a pleasant man Mr. Johnson is! / How pleasant Mr. Johnson is! 7. What romantic music this is! / How romantic this music is! 8. What difficult exercises these are! / How difficult these exercises are! 9. What good whisky this is! / How good this whisky is! 10. What beautiful photographs these are! / How beautiful these photographs are! 11. What a fascinating city New York is! / How fascinating New York is! 12. What a friendly person Mary is! / How friendly Mary is! 13. What expensive shoes these are! / How expensive these shoes are! 14. What an exciting movie it was! / How exciting the movie was!

**Ex. 3.** 1. What a... 2. How... 3. What a... 4. How... 5. How... 6. What... 7. What... 8. How... 9. What a... 10. What... 11. What a... 12. How... 13. How... 14. What an...

**Ex. 4.** 1. How well she plays the piano! 2. What an excellent pianist she is! 3. What a beautiful day it is today! 4. How fast she runs! 5. How beautifully she plays the violin! 6. How cold it is today! 7. What a cold day it is today! 8. What a tall man he is! 9. How cold it was last night! 10. How pretty she is! 11. What a handsome fellow he is! 12. What a beautiful dress she is wearing! 13. What a beautiful new car you have! 14. What a sad story grandfather told us! 15. How tired we were after the walk! 16. What a fast train it was! 17. What a generous woman Ann was! 18. How foolishly Bob acted!

# UNIT 8

## PART 1. EL TIEMPO FUTURO SIMPLE THE SIMPLE FUTURE TENSE

Este tiempo verbal se usa para referirse a acciones que ocurrirán en el futuro. Las expresiones de tiempo frecuentes en este tiempo verbal son **tomorrow** /tumórou/ mañana, **the day after tomorrow** /ðe déi áfter tumórou/ pasado mañana, **next week** /nékst wí:k/ la próxima semana, **next month** /nékst manθ/ el próximo mes, **next year** /nekst yíar/ el próximo año, **in three months** /in θrí: mánθs/ dentro de tres meses, **by the end of this year** /bai ði énd ov ðis yíar/ hacia fines de este año, etc

El Futuro Simple se puede expresar de tres maneras, según la idea que se desee transmitir:

### 1. SUBJECT + WILL + INFINITIVE para referirse a **decisiones, promesas o determinaciones.**

Peter **will come** to Chile next month. /pí:ter wil kám tu tchile nekst mánð/ Peter vendrá a Chile el próximo mes

### 2. SUBJECT + AM / IS / ARE+ GOING TO + INFINITIVE para referirse a **planes, intenciones, o sucesos que evidentemente o muy probablemente ocurrirán.**

Peter **is going to come** to Chile next month. /pí:ter iz góuið tu kám tu tchile nékst manð/ Peter va a venir a Chile el próximo mes.

### 3. SUBJECT + AM / IS / ARE +ING (Present Continuous) para referirse a **actividades agendadas, acordadas o previstas con antelación.**

Peter **is coming** to Chile next month. /pí:ter iz kámið tu tchile nekst mánð/ Peter viene (tiene previsto venir) a Chile el próximo mes

## EL FUTURO SIMPLE CON WILL

Esta construcción generalmente se usa para expresar el Futuro Simple, y sugiere la idea de **decisión, promesa o determinación.** En la conversación diaria **WILL** forma la contracción **'LL**.

### Lea, escuche y aprenda:

They **will visit** us next week-end. /ðéi wil vízit as nékst wí:kénd/ Ellos nos visitarán el proximo fin de semana  
Mary **'ll come** to work tomorrow. /méri'l kám tu wé:rk tumórou/ Mary vendrá a trabajar mañana  
I **'ll be** at home all day next Sunday. /áil bí: at hóum ó:l dei nekst sándi/ Estaré en casa todo el día el próx. Dgo.

En la **forma negativa** se usa la palabra **NOT** entre el verbo modal **WILL** y el Infinitivo. En la conversación diaria se prefiere usar la contracción **WON'T** / wóunt /

### Lea, escuche y aprenda:

They **will not visit** us next weekend. They **won't visit** us next weekend. /ðei wóunt vízit as nékst wí:kénd/  
Mary **will not come** to work tomorrow. Mary **won't come** to work tomorrow. /méri wóunt kám. Tu wé:rk tumórou/  
I **will not be** at home all day next Sunday. I **won't be** at home... /ai wóunt bí: at hóum ó:l dei nékst sándi/.

En la **interrogación**, se debe anteponer el verbo modal **WILL** (o la contracción **WON'T**) al sujeto. Si se desea formular una pregunta introducida por **What, When, Where**, etc., se debe mantener el mismo orden de palabras usado en las preguntas simples:

### Lea, escuche y aprenda:

**Will** they **visit** us next week-end? /wil ðei vízit.../ **Won't** they **visit** us next week-end? /wóunt ðei vízit.../  
**Will** Mary **come** to work tomorrow? /wil méri kám.../ **Won't** Mary **come** to work? /wóunt méri kám.../  
**Will** you **be** at home all day next Sunday? /wil iu: bí: at hóum ó:l dei nekst sándi/  
**When will** they **visit** us? /wén wil ðei vízit ás/  
**Why won't** Mary **come** to work tomorrow? /wái wóunt méri kám tu wé:rk tumórou/

La pregunta habitual con esta construcción verbal es:

What will you do? /wót wil iu: dú:/                      ¿Qué hará ud.?

**EXERCISES:**

**Ex. 1. Use the verbs given in parentheses in *the future simple tense*, using WILL**

1. The soldiers \_\_\_\_\_ to the top of that hill tomorrow. (march)
2. I \_\_\_\_\_ you a post card from Washington DC. (send)
3. My little brother \_\_\_\_\_ a hard test next Monday. (have)
4. Mr Jackson \_\_\_\_\_ his old car. (sell)
5. The instructor \_\_\_\_\_ the overhead projector. (use)
6. The gardener \_\_\_\_\_ a deep hole in the ground to plant the tree. (dig)
7. NASA \_\_\_\_\_ a space ship to Mars next week. (launch)
8. Professor Lee \_\_\_\_\_ a conference in Paris next month. (attend)
9. I \_\_\_\_\_ busy all day tomorrow. (be)
10. We \_\_\_\_\_ a new house soon. (buy)
11. Mr Jackson \_\_\_\_\_ a limousine to take his guests to the airport. (hire)
12. The Smiths \_\_\_\_\_ to a new house in the Spring. (move)

**Ex.2 Change the following sentences into a) negative, and b) interrogative.**

1. Mary will go out this evening. \_\_\_\_\_  
\_\_\_\_\_
2. You will send them a fax. \_\_\_\_\_  
\_\_\_\_\_
3. The train will arrive soon. \_\_\_\_\_  
\_\_\_\_\_
4. John will accept the offer. \_\_\_\_\_  
\_\_\_\_\_
5. They'll get married in May \_\_\_\_\_  
\_\_\_\_\_
6. Mr Smith will see you tomorrow. \_\_\_\_\_  
\_\_\_\_\_

**Ex. 3. Ask questions using question words like *When, Where, What, How, How long*, etc. In each case, the underlined part of the sentence must be the answer for the question asked.**

1. They'll go to the north in the summer. \_\_\_\_\_  
\_\_\_\_\_
2. John will give the answer next week. \_\_\_\_\_  
\_\_\_\_\_
3. Bob will sell the car because it's old. \_\_\_\_\_  
\_\_\_\_\_
4. The soldiers will wait there until dawn. \_\_\_\_\_  
\_\_\_\_\_
5. Mr Smith will send them another catalog \_\_\_\_\_  
\_\_\_\_\_
6. Sue will not buy the dress because it's too expensive. \_\_\_\_\_  
\_\_\_\_\_
7. They'll stay in Toronto for three days \_\_\_\_\_  
\_\_\_\_\_
8. We'll wait for you in the cafeteria \_\_\_\_\_  
\_\_\_\_\_
9. They'll need five volunteers. \_\_\_\_\_  
\_\_\_\_\_
10. They'll talk about many things tomorrow \_\_\_\_\_  
\_\_\_\_\_



## PART II.

### A. USE OF SAY AND TELL

Los verbos SAY y TELL tienen el mismo significado (DECIR), pero difieren en cuanto a su uso.

El verbo SAY se usa en los siguientes casos:

#### 1. Antes o después de una cita textual

John *said* (to Helen), "I love you, Helen"

Mary *said*, "I am very tired after the long walk"

Mr. Jackson *said* (to his students), "Please sit down and look at the map"

"I love you very much", he *said*.

"I am very tired after the long walk", *said* Mary.

#### 2. Antes de la conjunción that

John *said* that he loved Helen

Mary *said* that she was very tired after the long walk.

#### 3. En posición final

I didn't understand what she *said*.

Sorry, what did you *say*?

What are you going to *say*?

El verbo TELL se usa cuando se menciona al interlocutor, es decir, la persona a quien se le habló.

John told *Helen* that he loved her.

Mary told *me* that she was very tired after the long walk.

Mr. Jackson told *his students* to sit down and look at the map.

(You) Tell *Mary* that I want to speak with her, please.

### EXERCISES

#### Ex.1. Fill in the blanks with SAY or TELL

1. John \_\_\_\_\_ that he is very busy at the moment.
2. Yesterday I \_\_\_\_\_ my teacher that I liked my lessons.
3. John \_\_\_\_\_ yesterday, "I'm going to phone you as soon as I get home"
4. Yesterday, Mr Jackson \_\_\_\_\_ us all about his trip to Nepal.
5. The boy \_\_\_\_\_ that he likes geography very much.
6. Mary \_\_\_\_\_ her teacher that her mother was sick.
7. Miss Brown \_\_\_\_\_ that she loves spring.
8. "I will be back at about 10:30", \_\_\_\_\_ Mr Jones before leaving the house.
9. "This book is very interesting ", she \_\_\_\_\_
10. Bob \_\_\_\_\_ that he doesn't like hot weather.
11. Can you \_\_\_\_\_ me where the office is, please?
12. Please \_\_\_\_\_ John that I'll send him the money tomorrow.
13. Yesterday John \_\_\_\_\_ his friends that he was planning to get married.
14. Did you hear what she \_\_\_\_\_?

#### Ex. 2 Change SAY to TELL. Then make whatever other changes are necessary.

1. She said (to me) that she was sick.

\_\_\_\_\_

2. Mr Smith said (to Peter) that he was too busy to go with us.

\_\_\_\_\_

3. John said (to his friends) that he could not go with them to the park.

\_\_\_\_\_

4. Ann said (to the officer) that she did not speak French.  
\_\_\_\_\_
5. William said (to the doctor) that he had a terrible headache.  
\_\_\_\_\_
6. Helen said (to the travel agent) that she was travelling alone.  
\_\_\_\_\_
7. The boy said (to us) that he liked to swim in the river.  
\_\_\_\_\_
8. The teacher said (to Paul's parents) that Paul was a good student.  
\_\_\_\_\_
9. The man says (to me) that he wants to see the manager immediately.  
\_\_\_\_\_

**Ex. 3. Change TELL to SAY. Then make whatever other changes are necessary.**

1. Bob told me that he could speak French well.  
\_\_\_\_\_
2. I told my girlfriend that I wanted to go for a walk in the park.  
\_\_\_\_\_
3. The teacher told John that our compositions were very good.  
\_\_\_\_\_
4. Mr Smith told his friends that he knew how to play tennis.  
\_\_\_\_\_
5. I told Mr Smith that I knew how to play, too.  
\_\_\_\_\_
6. John told the police officer that he lived near the church.  
\_\_\_\_\_
7. The boy tells me that he wants to drink some water.  
\_\_\_\_\_
8. He tells me that she doesn't want to participate in the game.  
\_\_\_\_\_

**B. RELATIVE PRONOUNS WHO, WHOM, WHOSE**

Habíamos visto que la palabra **WHO?** significa ¿quién? Y que además es un pronombre relativo y que se debe traducir con la palabra **QUE** para especificar acerca de quién estamos hablando (Revisar el uso de los pronombres relativos **who** y **which**, en BEGS & VOC Unit 5)

**Who** is that man?  
The man **who** is in the car is a policeman.  
The car **which** is outside is a police car.

La palabra **WHO** se transforma en **WHOM** /hu:m/ después de las preposiciones y cuando actúa como complemento directo de un verbo, y por lo tanto va seguido de un pronombre o un nombre. .

**With whom** will you go to the party? (**Who** will you go to the party **with**?)  
I met a man in the street. The man **whom** I met was John's father.  
Jim was talking about a woman. The woman **about whom** Jim was talking was his wife.

La palabra **WHOSE** /hu:z/ (posesivo de **who**) se puede traducir como **¿de quién?** en interrogaciones, pero también es el pronombre relativo **cuyo(s)/cuya(s)**.

a) **Whose? = ¿De quién?**

**Whose** is this hat? o **Whose** hat is this? (el sustantivo *hat* puede ir al final o junto a **whose**)  
**Whose** are these cigarettes? / **Whose cigarettes** are these? (el sustantivo *hat* puede ir al final o junto a **whose**)  
**Whose** is that yellow sweater? (aquí el sustantivo está modificado por un adjetivo)

**Whose** is that book on the desk? (aquí el sustantivo va seguido de una frase adjetiva)

**b) whose = cuyo(s) / cuya(s)**

A man wants to see you, Mr Clark. His daughter called you this morning  
The man **whose** daughter called you this morning wants to see you, Mr Clark.

The man is a doctor. His car is parked outside the building.  
The man **whose** car is parked outside the building is a doctor.

**EXERCISES**

**Ex. 1. Choose the correct form.**

1. To (who,whom) did you write a letter last night?
2. With (who, whom) does he want to speak?
3. (Who, whom) is the best student in your class?
4. (Who, whom) did you meet at the party?
5. The man (who, whom) telephoned you is my brother.
6. The woman (who, whom) you saw is my new teacher.
7. About (who, whom ) are they talking?
8. The girl with (who, whom) I danced was very beautiful.
9. From (who, whom) did you get the money?
10. The boy (who, whom) the policemen rescued from the boat was terrified.

**Ex. 2. Fill in the blank spaces with *Who, Which, Whom, Whose***

1. \_\_\_\_\_ jacket do you like best, the blue one or the brown one?
2. \_\_\_\_\_ pen-knife is this? I think it's Peter's, but I'm not quite sure.
3. With \_\_\_\_\_ will you go to the theater tomorrow?
4. He is the man \_\_\_\_\_ daughter will participate in the competition.
5. This isn't the dictionary \_\_\_\_\_ we generally use in class.
6. The man about \_\_\_\_\_ they are talking is a well-known football player
7. \_\_\_\_\_ will you ask for help?
8. \_\_\_\_\_ are those cigarettes on the small table? Are they yours?
9. The man with \_\_\_\_\_ John is speaking is an Australian pilot.
10. The woman \_\_\_\_\_ we met at the party was a friend of Peter's.
11. The train \_\_\_\_\_ leaves at 10:25 is an express train.
12. \_\_\_\_\_ are they talking about?
13. The man \_\_\_\_\_ Prof. Clark mentioned in his lecture is a famous American writer.
14. The boy \_\_\_\_\_ father died in the accident is still in hospital.
15. \_\_\_\_\_ are those brown shoes \_\_\_\_\_ are under the chair?
16. \_\_\_\_\_ are you talking to?
17. The children with \_\_\_\_\_ my son is playing are not Chilean. They are American.
18. \_\_\_\_\_ was working in the office at 9 o'clock this morning?
19. With \_\_\_\_\_ will you work on the thesis?
20. I don't know \_\_\_\_\_ watch this is. Is it yours?
21. The children \_\_\_\_\_ are in Room B are 2nd grade students.
22. Everyone liked the poem \_\_\_\_\_ Prof. Smith read in class yesterday..
23. Is that the bus \_\_\_\_\_ we must take?
24. She is the woman \_\_\_\_\_ I really love.

**Ex. 3. Combine the two sentences to make one single sentence,using *WHO, WHOM* or *WHOSE***

1. I met a man yesterday. He wrote detective stories.  
I met a man \_\_\_\_\_



### C. SOMEBODY, SOMETHING, SOMEWHERE AND DERIVED WORDS

Study the following chart

<i>Affirmative</i>	<i>Some</i>	<i>Somebody/someone</i>	<i>Something</i>	<i>Somewhere</i>
<i>Negative</i>	<i>Not...any</i>	<i>Not... Anybody Not...anyone</i>	<i>Not...anything</i>	<i>Not...anywhere</i>
	<i>No</i>	<i>Nobody No One</i>	<i>Nothing</i>	<i>Nowhere</i>
<i>Interrogative</i>	<i>Any</i>	<i>Anybody / Anyone</i>	<i>Anything</i>	<i>Anywhere</i>

En la BEGS & VOC UNIT 2, habíamos aprendido que la palabra SOME solamente se usaba en oraciones afirmativas, y que en las interrogaciones se debía usar ANY. En las oraciones negativas había dos alternativas: se podía usar **NOT... ANY o NO**. Esta misma regla se debe seguir al usar las palabras derivadas, es decir con Somebody / Someone (alguien) Something (algo, alguna cosa). Somewhere (algún lugar, alguna parte), etc.

Estudie los siguientes ejemplos:

- I've got **some** friends in Atlanta  
I haven't got **any** friends in Atlanta / I've got **no** friends in Atlanta  
Have you got **any** friends in Atlanta?
- I saw **somebody** in the car  
I didn't see **anybody** in the car / I saw **nobody** in the car  
Did you see **anybody** in the car?
- They need **something** now.  
They don't need **anything** now. / They need **nothing** now  
Do they need **anything** now?
- They will go **somewhere** after the lesson  
They won't go **anywhere** after the lesson / They will go **nowhere** after the lesson  
Will they go **anywhere** after the lesson?

### EXERCISES

Ex. 1. Change to negative form Use a) NOT... ANY b) NO

- There is someone in the room \_\_\_\_\_
- I saw somebody in the corridor. \_\_\_\_\_
- Please put it somewhere in this room. \_\_\_\_\_
- There is someone at the door. \_\_\_\_\_
- He lives somewhere in New York. \_\_\_\_\_
- He told somebody about it. \_\_\_\_\_
- He gave the book to somebody. \_\_\_\_\_
- I put the money somewhere in this drawer yesterday. \_\_\_\_\_
- Tell somebody about Peter's problems. \_\_\_\_\_
- He said something to her. \_\_\_\_\_

- 11. He has something to do. \_\_\_\_\_
- 12. He's going to do something now. \_\_\_\_\_
- 13. They found the money somewhere. \_\_\_\_\_
- 14. They will send the goods to someone. \_\_\_\_\_

**Ex. 2. Change to question form**

- 1. I saw somebody at the desk. \_\_\_\_\_ ?
- 2. He went somewhere last night. \_\_\_\_\_ ?
- 3. She has something to do. \_\_\_\_\_ ?
- 4. He told somebody about it. \_\_\_\_\_ ?
- 5. She put it somewhere. \_\_\_\_\_ ?
- 6. There is someone in the next room. \_\_\_\_\_ ?
- 7. Somebody wants to speak to him. \_\_\_\_\_ ?
- 8. I saw somebody I knew. \_\_\_\_\_ ?
- 9. He brought something with him. \_\_\_\_\_ ?
- 10. He gave it to someone. \_\_\_\_\_ ?
- 11. He took them somewhere on Long Island. \_\_\_\_\_ ?
- 12. I liked something about her. \_\_\_\_\_ ?

**Ex. 3. Rewrite the following "NO" sentences in the more common "NOT ... ANY" negative form:**

- 1. They found nobody at home. \_\_\_\_\_
- 2. There is no more coffee. \_\_\_\_\_
- 3. They want nothing to drink. \_\_\_\_\_
- 4. There is nowhere for him to sit. \_\_\_\_\_
- 5. She spoke to no one about it. \_\_\_\_\_
- 6. I want no more, thank you. \_\_\_\_\_
- 7. He can see nothing without his glasses. \_\_\_\_\_
- 8. We saw nobody at all in the park. \_\_\_\_\_
- 9. They gave us nothing to eat. \_\_\_\_\_
- 10. We went nowhere after the dance. \_\_\_\_\_

**BASIC VOCABULARY: Study these words**

**THE CITY**

<b>airport</b> /éarport/	aeropuerto	<b>park</b> /pa:rk/	parque
<b>all-you-can-eat restaurant</b> /ó:l iu kn í:t réstrant/	restaurant tenedor libre	<b>pavement</b> /péivment/	vereda (BR)
<b>art gallery</b> /á:rt gæleri/	galería de arte	<b>pedestrian</b> /pedéstrian/	peatón
<b>baker's</b> /béikerz/	panadería	<b>pick up</b> /pik áp/	camioneta (USA)
<b>book shop</b> /buk shop/	librería	<b>planetarium</b> /planetæiriam/	planetario
<b>police station</b> /polis stéishn/	cuartel de policia	<b>bridge</b> /bridl/	puente
<b>building</b> /bíldiŋ/	edificio	<b>post office</b> /póust ófis/	oficina de correos
<b>bus</b> /bás/	bus	<b>public library</b> /páblik láibreari/	biblioteca pública
<b>bus stop</b> /bas stop/	paradero de buses	<b>railway station</b> /réilwei stéishn/	estación de trenes
<b>bus terminal</b> /bas té:rminl/	terminal de buses	<b>restaurant</b> /réstorant/	restaurant
<b>butcher's</b> /bútcherz/	carnicería	<b>road</b> /róud/	camino, calzada
<b>cab</b> /kæb/	taxi (USA)	<b>roundabout</b> /ráundabáut/	rotonda
<b>café</b> /kæfeí/	café	<b>school</b> /skú:l/	colegio, escuela
<b>cafetería</b> /kafitíria/	fuelle de soda, casino	<b>shoe shop</b> /shu: shop/	zapatería
<b>car</b> /ka:r/	automóvil	<b>shop</b> /shop/	tienda (BR)
<b>casino</b> /kazínou/	casino de juegos	<b>sidewalk</b> /sáidwo:k/	vereda (USA)
<b>chemist's</b> /kémists/	farmacia	<b>snack bar</b> /snæk bá:r/	fuelle de soda
<b>church</b> /tchértch/	iglesia	<b>station wagon</b> /stéishn wágon/	ranchera (USA)
<b>cinema</b> /sínema/	sala de cine	<b>stationer's</b> /stéishonérz/	librería (art. escrit.)
<b>coach</b> /kóutch/	bus interurbano	<b>store</b> /stóar/	tienda (USA)
<b>coffee shop</b> /kófishop/	cafetería	<b>street</b> /stri:t/	calle
<b>college</b> /kólidl/	escuela (univ.)	<b>street-car</b> /stri:t ká:r/	tranvía
<b>corner</b> /kó:rner/	esquina	<b>subway</b> /sábwei/	paso bajo nivel (BR)
<b>crossroads</b> /krósroudz/	cruce	<b>subway</b> /sábwei/	tren subterráneo (USA)
<b>department store</b> /dipá:rmént stóar/	tienda de depart.	<b>supermarket</b> /supermá:rkit/	supermercado
<b>disco</b> /dískou/	discoteca	<b>tailor's</b> /téilorz/	sastrería
<b>dry-cleaner's</b> /drái klí:nerz/	lavaseco, tintorería	<b>take-away restaurant</b> /téikawei réstrant/	restaurante de platos preparados para llevar
<b>estate car</b> /estéit ká:r/	ranchera (BR)	<b>taxi</b> /tæksi/	taxi
<b>fire brigade</b> /fáiar brigéid/	cuartel de bomberos	<b>tea shop</b> /ti:shop/	salón de té
<b>flower shop</b> /fláuer shop/	florería	<b>theatre</b> /θiater/	teatro
<b>greengrocer's</b> /gri:ngróuserz/	verdulería	<b>town hall</b> /táun hó:l/	municipalidad
<b>grocer's</b> /gróuserz/	almacén (BR)	<b>traffic lights</b> /træfik laits/	semáforo
<b>grocery store</b> /gróuseri stóar/	almacén (USA)	<b>traffic sign</b> /træfik sáin/	señalización
<b>hardware store</b> /hárdwéar stóar/	ferretería	<b>train</b> /tréin/	tren
<b>hospital</b> /hóspitl/	hospital	<b>travel agent's</b> /trævel éidllents/	agencia de viajes
<b>hostel</b> /hóstel/	hostal	<b>truck</b> /trak/	camión (USA)
<b>hotel</b> /houtél/	hotel	<b>tunnel</b> /tánel/	tunnel
<b>jeweller's</b> /dllúelerz/	joyería	<b>underground</b> /andergráund/	tren subterráneo (BR)
<b>level crossing</b> /lével krósiŋ/	cruce FFCC (BR)	<b>university</b> /iunivérsiti/	universidad
<b>lorry</b> /lorri/	camión (BR)	<b>van</b> /væn/	camioneta (BR)
<b>museum</b> /miuzíam/	museo	<b>zebra crossing</b> /zibra krósiŋ/	cruce de zebra
<b>news-stand</b> /niuz stænd/	puesto de diarios	<b>zoo</b> /zu:/	zoológico
<b>night-club</b> /náit klab/	boite		

**BI 112**



# UNIT 8

## Key to answers

### PART I

#### A.

**Ex. 1.** 1. will march 2. will send 3. will have 4. will sell 5. will use 6. will dig 7. will launch 8 will attend 9. will be 10. will buy 11. will hire 12. will move

**Ex. 2.** 1. Mary will not go out... / Will Mary go out...? 2. You won't send... / Will you send...? 3. The train won't arrive... / Will the train arrive...? 4. John will not accept... / Will John accept...? 5. They won't get married... / Will they get married? 6. Mr Smith won't see... / Will Mr Smith see...?

**Ex. 3.** 1. Where will they go in the summer? 2. When will John give the answer? 3. Why will Bob sell the car? 4. How long will the soldiers wait there? 5. What will Mr Smith send them? 6. Why won't Sue buy the dress? 7. How long will they stay in Toronto? 8. Where will you wait for me / us? 9. How many volunteers will they need? 10. What will they talk about tomorrow?

### PART II.

#### A.

**Ex. 1.** 1. says 2. told 3. said 4. told 5. says 6. told 7. says 8. said 9. said 10. says 11. tell 12. tell 13. told 14. said

**Ex. 2.** 1. She told me that... 2. Mr Smith told Peter that... 3. John told his friends that... 4. Ann told the office that... 5. William told the doctor that... 6. Helen told the travel agent that... 7. the boy told us that... 8. The teacher told Paul's parents that... 9. The man tells me that...

**Ex. 3.** 1. Bob said that he... 2. I said that... 3. The teacher said that... 4. Mr Smith said that... 5. I said that... 6. John said that... 7. The boy says that... 8. He says that she...

#### B.

**Ex. 1.** 1. whom 2. whom 3. Who 4. Whom 5. who 6. whom 7. whom 8. whom 9. whom 10. whom

**Ex. 2.** 1. Which 2. Whose 3. whom 4. whose 5. which 6. whom 7. Who(m) 8. Whose 9. whom 10. whom 11. which 12. Who 13. whom 14. whose 15. Whose - which 16. Who 17. whom 18. Who 19. whom 20. whose 21. who 22. which 23. which 24. whom

**Ex. 3.** 1....who wrote detective stories. 2....whose husband died in a car accident 3....woman with whom Peter came to the party. 4...the old man whose car was parked outside the school. 5...who wants to speak with you. 6. whose wallet they found in the street. 7....to whom you were talking in the lobby?

**Ex. 4.** 1. Whose car is this? Whose is this car? 2. Whose books are these? Whose are these books? 3. Whose is this brand new car? 4. Whose coat is that? Whose is that coat? 5. Whose is this gold ring? 6. Whose are the cigarettes on that table? 7. Whose camera is this? Whose is this camera

**Ex. 5.** 1. belongs to me 2. That house belongs to us 3. That leather jacket doesn't belong to you? 4. Those keys belong to me 5. Does that car belong to you? 6. That bicycle doesn't belong to John. 7. Those shoes don't belong to Mary 8. Do these cigarettes belong to you? 9....whom does this watch belong? / Who does this watch belong to? 10....whom do these glasses belong? / Who do these glasses belong to? 11. I think (that) this wallet belongs to you. 12. I'm sure (that) that house doesn't belong to them . 13. This house belongs to us. It doesn't belong to them. 14. That car doesn't belong to him. It belongs to her. 15. This sweater doesn't belong to my sister. It belongs to my brother.

**C.**

**Ex. 1.** 1. There isn't anyone in... / There's no one in... 2. I didn't see anybody in... / I saw nobody in... 3. Please, don't put it anywhere in... / Please, put it nowhere in... 4. There isn't anyone at... / There's no one at... 5. He doesn't live anywhere in... / He lives nowhere in... 6. He didn't tell anybody... / He told nobody... 7. He didn't give the book to anybody / He gave the book to nobody 8. I didn't put the money anywhere... / I put the money nowhere... 9. Don't tell anybody about... / Tell nobody about... 10. He didn't say anything... / He said nothing... 11. He doesn't have anything to do / He has nothing to do 12. He isn't going to do anything now / He's going to do nothing now 13. They didn't find the money anywhere / They found the money nowhere 14. They won't send the goods to anyone / They'll send the goods to no one.

**Ex. 2.** 1. Did I see anybody at the desk? 2. Did he go anywhere last night? 3. Does she have anything to do? 4. Did he tell anybody about it? 5. Did she put it anywhere? 6. Is there anyone in the next room? 7. Does anybody want to speak to him? 8. Did I see anybody I knew? 9. Did he bring anything with him? 10. Did he give it to anyone? 11. Did he take them anywhere on Long Island? 14. Did I like anything about her?

**Ex. 3.** 1. They didn't find anybody at home 2. There isn't any more coffee. 3. They don't want anything to drink 4. There isn't anywhere for him to sit 5. She didn't speak to anyone about it 6. I don't want any more, thank you. 7. He can't see anything without his glasses. 8. We didn't see anybody at all in the park 9. They didn't give us anything to eat . 10. We didn't go anywhere after the dance

# UNIT 9

## PART 1. EL FUTURO SIMPLE II (THE SIMPLE FUTURE TENSE II)

### EL FUTURO SIMPLE CON AM/IS/ARE + GOING TO

Esta construcción gramatical se usa para expresar intenciones o planes que probablemente se llevarán a cabo en el futuro cercano. Equivale a la expresión “Yo voy a ...”, “Tú vas a ...”, “Él va a ...”, etc.

#### Lea, escuche y aprenda:

They **are going to visit** us next week-end. /ðéi a:r góuɪŋ tu vɪzɪt as nékst wí:kénd/ Ellos **van a visitarnos** el próximo fin de semana.

Mary **is going to come** to work tomorrow /mériz góuɪŋ tu kám tu wé:rk tumórou/. Mary **va a venir** a trabajar mañana

En la **negación** y en la **interrogación** se aplican las mismas reglas dadas en el Presente Continuo.

#### Lea, escuche y aprenda:

They **aren't going to visit** us next week-end. /ðéi á:rent góuɪŋ tu vɪzɪt as nékst wí:kénd/

Mary **isn't going to come** to work tomorrow. /méri iznt góuɪŋ tu kám tu wé:rk tumórou/.

**Are they going to visit** us next week-end? /á:r déi góuɪŋ tu vɪzɪt as nékst wí:kénd/

**Is Mary going to come** to work tomorrow? /iz méri góuɪŋ tu kám tu wé:rk tumórou/.

**When are they going to visit** us? /wén a:r déi góuɪŋ tu vɪzɪt as/.

**Why isn't Mary going to come** to work tomorrow? /wáí iznt méri góuɪŋ tu kám tu wé:rk tumórou/.

#### La pregunta habitual en este tiempo verbal es:

**What are you going to do?** /wót a:r iú góuɪŋ tu dú:/ ¿Qué va ha hacer ud.?

### EXERCISES

#### Ex. 1. Change the following sentences using AM / IS / ARE + GOING TO instead of WILL:

1. Tom will come to Chile next year. \_\_\_\_\_
2. They'll travel to Mexico in March. \_\_\_\_\_
3. Mr. Jackson will play tennis tomorrow. \_\_\_\_\_
4. Jane will buy a bilingual dictionary. \_\_\_\_\_
5. The instructor will use a video. \_\_\_\_\_
6. Paul will go to Germany and France. \_\_\_\_\_
7. The Johnsons will spend their vacation in Acapulco. \_\_\_\_\_
8. I will send Mary a post-card from L.A. \_\_\_\_\_

#### Ex. 2. Change the sentences you wrote in the previous exercise into a) negative and b) interrogative

- |    |   |  |   |
|----|---|--|---|
| 1. | Tom isn't going to come to Chile next year. | Is Tom going to come to Chile next year? |   |
| 2. | _____                                       | _____                                    | ? |
| 3. | _____                                       | _____                                    | ? |
| 4. | _____                                       | _____                                    | ? |
| 5. | _____                                       | _____                                    | ? |
| 6. | _____                                       | _____                                    | ? |
| 7. | _____                                       | _____                                    | ? |
| 8. | _____                                       | _____                                    | ? |

**Ex. 3. Ask questions using question words like When, Where, How long, etc. In each case the underlined part of the sentence will be the answer to the question asked.**

1. Bill is going to travel by plane. \_\_\_\_\_ ?
2. Bob and Jim are going to swim. \_\_\_\_\_ ?
3. We're going to buy fruit and drinks. \_\_\_\_\_ ?
4. I'm going to get back from work at 6:30. \_\_\_\_\_ ?
5. They're going to fix the engine. \_\_\_\_\_ ?
6. She's not going to go because she's tired. \_\_\_\_\_ ?
7. Bill is going to answer the question. \_\_\_\_\_ ?

**Ex. 4. Translate the following sentences into English**

1. Ellos no van a venir a la fiesta esta noche. \_\_\_\_\_
2. Ella va a comprar otro par de zapatos. \_\_\_\_\_
3. ¿Qué vas a hacer mañana en la mañana? \_\_\_\_\_
4. ¿Van a estar uds. en casa esta tarde? \_\_\_\_\_
5. Yo voy a visitar a Mary este fin de semana. \_\_\_\_\_
6. ¿Cuándo vas a vender tu auto? \_\_\_\_\_

## PART II.

### A. LA EXPRESION IDIOMATICA *IT TAKES... /IT TOOK.../ IT WILL TAKE...*

Esta expresión idiomática se usa para expresar la idea de “*demorar*”, “*tomar tiempo*”

Study the following chart:

		Whom?	How long?	To do what?
<b>PRESENT</b>	<b>It takes</b>	Mr Clark the students us _____	about 20 minutes about 15 minutes about one hour about 2 hours	to drive to his office to run to the stadium to walk that distance to drive to Viña del Mar
<b>PAST</b>	<b>It took</b>	the students the men me _____	about 1 hour six months more than a year a long time	to answer the questions to build the bridge. to learn English to build the pyramids
<b>FUTURE</b>	<b>It will take</b>	you the men _____	at least an hour two years about 10 hours	to type the report to build the new highway. to fly from London to Chicago

**Escuche, lea y aprenda:**

**It takes Mr Clark about twenty minutes to drive to his office** /it téiks míster klá:rk abáut twéinti mínuts tu dráiv tu hiz ófis/ **El Sr. Clark demora** cerca de 20 minutos en conducir a su oficina.

**It took the students about an hour to answer the questions.** /it tuk ðe stiú:dents abáut an áuar tu á:nser ðe kwéstchonz/ **Los alumnos demoraron** más o menos una hora en contestar las preguntas.

**It will take you at least an hour to type the report.** /it wil téik iú: at lí:st an áuar tu táip ðe ripó:rt/ **Ud. demorará** por lo menos una hora en tipear el informe

**La forma negativa** se expresa mediante el uso de “*It doesn't take...*”, “*It didn't take...*”, o “*It won't take...*”. **La forma interrogativa** se expresa con “*Does it take...?*”, “*Did it take...?*”, o “*Will it take...?*”

Escuche, lea y aprenda:

**It doesn't take Mr Clark** more than twenty minutes to drive to his office.

**Does it take Mr Clark** more than twenty minutes to drive to his office?

**It didn't take the students** much time to answer the questions.

**Did it take the students** much time to answer the questions?

**It won't take you** more than an hour to type the report.

**Will it take you** more than an hour to type the report? .

La pregunta habitual con esta expresión idiomática es :

**How long does it take you to...?**

¿Cuánto tiempo se demora Ud. en...?

**How long did it take you to...?**

¿Cuánto tiempo se demoró Ud. en...?

**How long will it take you to...?**

¿Cuánto tiempo se demorará Ud. en...?

Escuche, lea y aprenda:

**How long does it take Mr Clark** to drive to his office every morning?

**How long did it take the students** to answer the questions?

**How long will it take you** to type this report?

## EXERCISES

Ex. 1. Change the following to introduce **IT TAKES...**, **IT TOOK...** or **IT WILL TAKE...**:

1. I come to work on the bus in ten minutes. (It takes me ten minutes to come to work on the bus.)
2. I did my exercise in one hour. \_\_\_\_\_
3. I walked to the station in fifteen minutes. \_\_\_\_\_
4. We drove to Philadelphia in one hour. \_\_\_\_\_
5. I found my mistake in a few minutes. \_\_\_\_\_
6. I do my homework every night in a short time. \_\_\_\_\_
7. They will build the bridge in two years. \_\_\_\_\_
8. She learned to speak English in only one year. \_\_\_\_\_
9. I finished the work in an hour. \_\_\_\_\_
10. I wrote the letter in a few minutes. \_\_\_\_\_
11. They will complete the work in six years. \_\_\_\_\_
12. He does his homework every day in one hour. \_\_\_\_\_

Ex. 2. Change to negative and to interrogative form. Then ask a **Wh-question** with **HOW LONG?**

1. It took Herbert a long time to walk there.

It didn't take Herbert a long time to walk there.

Did it take Herbert a long time to walk there?

How long did it take Herbert to walk there?

2. It takes me seven minutes to walk there. \_\_\_\_\_

3. It took them many years to build the road. \_\_\_\_\_

4. It takes me ten minutes to get there by subway. \_\_\_\_\_

5. It took him several hours to finish it. \_\_\_\_\_

6. It took a month to complete the work.

---

---

7. It will take a long time to get there.

---

---

8. It will take you a week to read this book.

---

---

9. It took them two days to find him.

---

---

10. It takes an hour to do this exercise.

---

---

11. It takes much time to learn English.

---

---

12. It took an hour to discover the mistake.

---

---

**Ex. 3. Translate the following sentences into English**

1. Yo generalmente demoro diez minutos en caminar a casa desde la oficina.

---

2. Los alumnos demoraron más de dos horas en contestar todas las preguntas.

---

3. Uds. demorarán por lo menos tres meses en preparar el informe.

---

4. ¿Cuánto tiempo demoró Ud. en aprender a conducir un auto?

---

5. ¿Cuánto tiempo demoraremos nosotros en aprender a hablar inglés bien?

---

6. ¿Cuánto tiempo demora Ud. usualmente en ducharse todas las mañanas?

---

7. Ella no demoró mucho tiempo en aprender a usar el computador.

---

8. Uno no demora más de dos horas en viajar de Santiago a Puerto Montt en avión.

---

9. Ud. no demorará mucho tiempo en leer ese artículo

---

## B. GRADOS DE COMPARACION DE LOS ADJETIVOS

Cuando usamos un adjetivo calificativo como beautiful, old, big, intelligent estamos haciendo comparaciones. Cuando decimos que "Mary is a beautiful girl" estamos comparándola con otras niñas que hemos visto anteriormente.

Los adjetivos tienen cuatro grados de comparación: **Grado Positivo, Grado Comparativo, Grado Superlativo y Grado de Igualdad.**

1. **EL GRADO POSITIVO** es aquel que usamos cuando no especificamos con qué persona o cosa estamos comparando.

Mary is a *beautiful* girl. (Mary es una niña hermosa)  
Bob is an *intelligent* person. (Bob es una persona inteligente)

Our house is very *big*. (Nuestra casa es muy grande)  
This car is very *old*. (Este auto es muy viejo)

2. Nosotros usamos el **GRADO COMPARATIVO** cuando especificamos con qué persona o cosa estamos comparando:

Mary is **more beautiful than** her sister Alice. (Mary es más hermosa que su hermana Alice)  
Bob is **more intelligent than** George. (Bob es más inteligente que George)

Our house is **bigger than** your house. (Nuestra casa es más grande que vuestra casa)  
This car is **older than** that one. (Este auto es más viejo que ese)

3. Cuando usamos el **GRADO SUPERLATIVO** estamos comparando una persona o cosa con todas las demás de su especie.

Mary is **the most beautiful** girl in the group. (Mary es la niña más hermosa en el grupo)  
Bob is **the most intelligent** person I know. (Bob es la persona más inteligente que conozco)

Our **house** is the **biggest** house in the neighborhood. (Nuestra casa es la casa más grande en el barrio)  
This is **the oldest** car in this town (Este es el auto más viejo en este pueblo)

4. Cuando usamos el **GRADO DE IGUALDAD** estamos diciendo que dos personas o cosas tienen la misma característica, es decir son iguales.

Mary is **as beautiful as** her sister Alice. (Mary es tan hermosa como su hermana Alice)  
Bob is **as intelligent as** George. (Bob es tan inteligente como George)

Our house is **as big as** your house. (Nuestra casa es tan grande como vuestra casa)  
This car is **as old as** that one. (Este auto es tan viejo como ese).

### GRADO COMPARATIVO

Al usar el **Grado Comparativo** debemos observar las siguientes reglas:

- a. A los adjetivos de una sílaba debemos agregar el sufijo **-er**:

small - **smaller**; tall - **taller**; short - **shorter**

- b. Si el adjetivo está formado por **cons.+vocal+cons** o **cons+cons+vocal+cons** debemos duplicar la última consonante:

big - **bigger**; hot - **hotter**; thin - **thinner**

- c. Si el adjetivo tiene tres o más sílabas se debe anteponer la palabra **more**:

intelligent - **more intelligent** important - **more important**

d. A los adjetivos de dos sílabas de origen sajón (que no se parecen al español) se le agrega el sufijo **-er** ; si es de origen latino o griego se le antepone la palabra **more**.

pretty - prettier                      clever - cleverer  
common - more common            modern - more modern

e. Existen algunos adjetivos que tienen una forma excepcional en el grado comparativo:

good - better                      little - less  
bad - worse                      many - more  
far - farther                      much - more

### GRADO SUPERLATIVO

Al usar el **Grado Superlativo** debemos observar las siguientes reglas:

a. A los adjetivos de una sílaba debemos agregar el sufijo **-est**:

small - **smallest**                      tall - **tallest**;                      short - **shortest**

b. Si el adjetivo está formado por **cons.+vocal+cons** o **cons+cons+vo cal+cons** debemos duplicar la última consonante

big - **biggest**;                      hot - **hottest**;                      thin - **thinnest**

c. Si el adjetivo tiene tres o más sílabas se debe anteponer la palabra **most**:

intelligent - **most**                      intelligent important - **most** important

d. A los adjetivos de dos sílabas de origen sajón (que no se parecen al español) se le agrega el sufijo **-est**; si es de origen latino o griego se le antepone la palabra **most**.

pretty - **prettiest**                      clever - **cleverest**  
common - **most** common            modern - **most** modern

e. Existen algunos adjetivos que tienen una forma excepcional en el grado comparativo:

**good - best**                      **little - least**  
**bad - worst**                      **many - most**  
**far - farthest**                      **much - most**

### GRADO DE IGUALDAD

Estas oraciones se expresan usando **as + adj. + as**. En las oraciones negativas el grado de igualdad puede ser expresado con **not as...as** o **not so...as**, dependiendo del grado de diferencia existente

He is **as tall as** his brother.

He is **not as tall as** his brother. (El no es tan alto como su hermano) (su hermano es ligeramente más alto)

He is not **so tall as** his brother. (El no es TAN alto como su hermano) (su hermano es mucho más alto)

## EXERCISES

**Ex. 1. Supply the comparative form of the adjectives in parentheses**

1. Philadelphia is...(larger than)...Washington (large)
2. John is \_\_\_\_\_ William (short)
3. Henry is \_\_\_\_\_ I (tall)
4. This book is \_\_\_\_\_ that book . (old)
5. The weather today is \_\_\_\_\_ yesterday (bad)
6. This summer is \_\_\_\_\_ last summer (hot)
7. This article is \_\_\_\_\_ that one. (interesting)



8. Is this exercise \_\_\_\_\_ the last one? (difficult)
9. These apples are \_\_\_\_\_ those. (good)
10. Some people are \_\_\_\_\_ others. (healthy)
11. This room is \_\_\_\_\_ that one. (light)
12. Is this exercise \_\_\_\_\_ the last one? (important)

**Ex. 2. Complete these sentences by using the adjective which is the opposite of the one in italics:**

1. Henry is not *taller* than I. Henry is \_\_\_\_\_
2. New York is not *smaller* than Chicago. New York is \_\_\_\_\_
3. Helen is not *younger* than her sister. Helen is \_\_\_\_\_
4. This street is not *wider* than that street. This street is \_\_\_\_\_
5. This exercise is not *more difficult* than the last one. This exercise is \_\_\_\_\_
6. This book is not *thicker* than my French book. This book is \_\_\_\_\_
7. This book was not *more expensive* than my French book. This book was \_\_\_\_\_
8. The weather today is not *better* than it was yesterday. The weather today is \_\_\_\_\_
9. The weather today is not *colder* than it was yesterday. The weather today is \_\_\_\_\_

**Ex. 3. In the following, introduce the superlative form or the adjective in parentheses:**

1. John is \_\_\_\_\_ boy in the class (tall).
2. Today is \_\_\_\_\_ day of the year.(hot)
3. New York is \_\_\_\_\_ city in the United States. (interesting)
4. New York is also \_\_\_\_\_ city in the United States. (large)
5. This is \_\_\_\_\_ apple of all. (sweet)
6. This is \_\_\_\_\_ park in the city. (beautiful)
7. John is \_\_\_\_\_ boy in the class. (intelligent)
8. He is also \_\_\_\_\_ student in the class. (good)
9. Henry is \_\_\_\_\_ dancer in the school. (bad)
10. Which is \_\_\_\_\_ city in this country? (large)
11. This is \_\_\_\_\_ room in the whole building. (light)
12. Which student in your class knows \_\_\_\_\_ English words? (many)
13. Which man in the group has \_\_\_\_\_ money? (much)
14. That city has \_\_\_\_\_ parks in the region. (few)
15. John has \_\_\_\_\_ experience in computers in the group. (little)

**Ex. 4. State the adjectives in parentheses, first in comparative form, and second in superlative form. Use words of your choosing to complete each sentence:**

1. Henry is.....(tall) \_\_\_\_\_
2. Grace is.....(pretty) \_\_\_\_\_
3. Bill is.....(intelligent) \_\_\_\_\_
4. This book is.....(interesting) \_\_\_\_\_
5. Frank is..... (young) \_\_\_\_\_
6. The Empire State Bldg. is.....(tall) \_\_\_\_\_
7. The Mississippi River is.....(long) \_\_\_\_\_
8. This street is.....(wide) \_\_\_\_\_
9. John is a..... (good) student \_\_\_\_\_

10. This exercise is..... (easy)

---

---

**Ex. 5. Rewrite each sentence to show equality of comparison. State each sentence first in positive form and then in negative form:**

1. John is taller than his brother.

John is as tall as his brother.  
John isn't as / so tall as his brother.)

2. This street is wider than that one.

---

3. This exercise is longer than the last.

---

4. Helen is more beautiful than Mary.

---

5. New York is more important than Washington D.C.

---

6. Our apartment is larger than yours.

---

7. This corridor is larger than the room.

---

8. The sky is darker than it was yesterday.

---

9. This book is better than the other.

---

10. The weather today is worse than it was yesterday.

---

11. John makes more mistakes than Henry.

---

12. There are more people today than yesterday

---

13. Peter has more money than Henry

---

14. John has less experience in computers than I.

---

## BASIC VOCABULARY: Study these words

### FOOD /fu:d/ Los alimentos

#### 1. Provisions /próvillnz/ Abarrotes

<b>bread</b> /bred/	pan	<b>mashed potatoes</b> /mæst potéitouz/	puré de papas
<b>biscuit</b> /biskit/	galleta (Br)	<b>noodles</b> /nú:dlz/	fideos
<b>butter</b> /báter/	mantequilla	<b>oil</b> /oil/	aceite
<b>cake</b> /keik/	torta	<b>pepper</b> /péper/	pimienta
<b>candies</b> /kændiz/	calugas	<b>rice</b> /ráis/	arroz
<b>coffee</b> /kófi/	café	<b>salad dressing</b> /sæləd drésɪŋ/	aliño para ensaladas
<b>cookie</b> /kúki/	galleta (USA)	<b>salt</b> /sólt/	sal
<b>cracker</b> /kræker/	galleta de agua	<b>sauce</b> /so:s/	salsa
<b>cream</b> /kri:m/	crema	<b>soup</b> /su:p/	sopa
<b>cheese</b> /tchi:z/	queso	<b>Spaghetti</b> /spagéti/	tallarines
<b>chips</b> /tchips/	papas fritas (Br)	<b>sugar</b> /shúgar/	azúcar
<b>egg</b> /eg/	huevo	<b>sweets</b> /suits/	dulces, pastillas
<b>french fries</b> /fréŋch fráiz /	papas fritas (USA)	<b>tea</b> /ti:/	té
<b>jam</b> /dlæm/	mermelada, dulce	<b>toast</b> /tóust/	tostada(s)
<b>lard</b> /la:rd /	manteca	<b>vinegar</b> /vinegar/	vinagre
<b>margarine</b> /má:rdllari:n/	margarina		
<b>marmalade</b> /má:rmeléid /	mermelada cítrica		

#### 2. Meals /mi:lz/ Las comidas

<b>breakfast</b> /brékfast/	desayuno	<b>hors-d'oeuvres</b> /o:dévre/	entremeses
<b>brunch</b> /brantch/	desayuno-almuerzo	<b>starter</b> /stá:rtér/	entrada
<b>lunch</b> /lantch/	almuerzo	<b>first course</b> /fé:rst kó:rz/	primer plato
<b>supper</b> /sáper/	cena (informal)	<b>main course</b> /méin kó:rz/	plato de fondo
<b>dinner</b> /díner/	cena (formal)	<b>dessert</b> /dizé:rt/	postre
<b>appetizer</b> /apetáizer/	aperitivo		

#### 3. Meats /mi:ts/ Carnes

<b>beef</b> /bi:f/	vacuno	<b>pheasant</b> /féznt/	faisán
<b>breast</b> /brest/	pechuga	<b>pork</b> /po:rk/	cerdo
<b>chicken</b> /tchikin/	pollo	<b>rib</b> /rib/	costilla
<b>chop</b> /tchop/	chuleta	<b>sirloin</b> /se:rloin/	lomo
<b>duck</b> /dak/	pato	<b>T-bone</b> /ti: bóun/	entrecot
<b>fillet</b> /filét/	filete	<b>turkey</b> /té:rki/	pavo
<b>lamb</b> /læm/	cordero lechón	<b>veal</b> /vi:l/	ternera
<b>leg</b> /leg/	pata, pié	<b>venison</b> /vénison/	ciervo
<b>mutton</b> /mátn/	cordero	<b>wing</b> /wɪŋ/	ala

#### 4. Sea Food /si: fu:d/ Pescados y mariscos

<b>abalone</b> /abalouni/	loco	<b>mackerel</b> /mækere/	caballa
<b>clam</b> /klæm/	almeja	<b>mussel</b> /mázl/	cholga, mejillón
<b>cockle</b> /kókl/	caracol, berberecho	<b>oyster</b> /óister/	ostra
<b>cod</b> /kod/	bacalao	<b>prawns</b> /pro:nz/	gamba, camarones
<b>conger eel</b> /kóngér i:l/	congrío	<b>salmon</b> /sá:mon/	salmón
<b>crab</b> /kræb/	jaiva	<b>scallop</b> /skálop/	ostión
<b>eel</b> /i:l/	anguila	<b>shellfish</b> /shellfish/	mariscos
<b>fish</b> /fish/	pescado	<b>shrimps</b> /shrimps/	langostinos
<b>haddock</b> /hædok/	abadejo, merlango	<b>sole</b> /soul /, <b>plaice</b> /pléis/	lenguado
<b>hake</b> /heik/	merluza	<b>squid</b> /skuid/	calamar
<b>herring</b> /hérrɪŋ/	arenque	<b>swordfish</b> /sórdfish/	albacora /pez espada

**king crab** /kiŋ kræb/  
**lobster** /lóbster/

centolla  
langosta

**trout** /traut/  
**tuna fish** /tuna fish/  
**urchin** /é:rchin/

trucha  
atún  
erizo

## 5. Fruits /fru:ts/ Frutas

**apple** /æpl/  
**apricot** /éiprikot/  
**banana** /banana/  
**blackberry** /blækberi/  
**blueberry** /blú:beri/  
**cherry/cherries** /tchériz/  
**coconut** /kókounat/  
**cranberry** /krænberi/  
**dates** /déits/  
**gooseberry** /gú:zberi/  
**grapefruit** /gréifru:t/  
**grapes** /greips/  
**hazel nuts** /héizl nats/

manzana  
damasco  
plátano  
mora  
arándano  
cerezas  
coco  
arándano agrio  
dátiles  
grosella  
pomelo  
uvas  
nueces

**melon** /mélon/  
**orange** /órindll/  
**peach** /pi:tch/  
**peanut** /pi:nats/  
**pineapple** /páinápl/  
**plum** /plam/  
**prunes** /prú:nz/  
**quince** /kuins/  
**raisins** /réizinz/  
**raspberry** /ræzberi/  
**strawberry** /stró:beri/  
**watermelon** /wotermélon/

melón  
naranja  
durazno  
maní  
piña  
ciruela  
ciruelas secas  
membrillo  
pasas  
frambuesa  
frutilla  
sandía

## 6. Vegetables /védletablz/ Verduras

**celery** /séleri/  
**artichoke** /á:rtitchouk/  
**asparagus** /aspáragaz/  
**bean(s)** /bi:n(z)  
**beetroot** /bí:trut/  
**broad bean** /broud bí:n/  
**cabbage** /kæbidll/  
**carrot** /károt/  
**chicory** /tchíkori/  
**corn** /kó:rn/  
**cucumber** /kiukámber/

apio  
alcachofa  
espárrago  
poroto(s)  
betarraga  
haba  
repollo  
zanahoria  
chicoria  
maíz, choco  
pepino

**garlic** /gá:rlik/  
**lemon** /lémon/  
**lettuce** /létis/  
**onion** /ánion/  
**pea(s)** /pi:(z)/  
**potato(es)** /potéitou(z)/  
**pumkin** /pámkin/  
**raddish** /rædish/  
**red /green pepper** /péper/  
**spinach** /spínidll/  
**tomato(es)** /toméitou(z)/

ajo  
limón  
lechuga  
cebolla  
arveja(s)  
papa(s)  
zapallo  
rábano  
pimentón /morrón  
espinaca  
tomate(s)

## 7. Beverages /bívridlliz/ Bebestibles

**beer** /bíar/  
**coffee** /kófi:/  
**drink** /drɪŋk/  
**herbal tea** /hérbal tí:/  
**juice** /dllu:s/  
**lemonade** /lémoneid/  
**milk** /milk/

cerveza  
café  
trago  
aguita de hierbas  
jugo  
limonada  
leche

**red wine** /réd wáin/  
**soda water** /sóuda wó:ter/  
**soft drink** /sóft drɪŋk/  
**tea** /ti:/  
**water** /wó:ter/  
**white wine** /wáit wáin/  
**wine** /wáin/

vino tinto  
agua de soda  
refresco  
té  
agua  
vino blanco  
vino

# UNIT 9

## Key to answers

### PART I

**Ex. 1.** 1. Tom is going to come to... 2. They are going to travel to... 3. Mr Jackson's going to play... 4. Jane's going to buy... 5. The instructor's going to use...  
6. Paul's going to go to... 7. The Johnsons are going to spend... 8. I'm going to send Mary...

**Ex. 2.** 1. Tom isn't going to come to... / Is Tom going to come to...? 2. They aren't going to travel to... / Are they going to travel to...? 3. Mr Jackson isn't going to play... / Is Mr Jackson going to play...? 4. Jane isn't going to buy... / Is Jane going to buy...? 5. The instructor isn't going to use... / Is the instructor going to use...?  
6. Paul isn't going to go to... / Is Paul going to go to...? 7. The Johnsons aren't going to spend... / Are the Johnsons going to spend...? 8. I'm not going to send Mary... / Am I going to send Mary...?

**Ex. 3.** 1. How is Bill going to travel? 2. What are Bob and Jim going to do? 3. What are you / we going to buy? 4. What time / When are you going to get back from work? 5. What are they going to do? 6. Why isn't she going to go? 7. Who is going to answer the question?

**Ex. 4.** 1. They aren't going to come to the party tonight. 2. She's going to buy another pair of shoes. 3. What are you going to do tomorrow morning? 4. Are you going to be at home this evening? 5. I'm going to visit Mary this weekend? 6. When are you going to sell your car?

### PART II

#### A.

**Ex. 1.** 2.. It took me an hour to do my exercise 3. It took me fifteen minutes to walk to the station . 4. It took us one hour to drive to Philadelphia. 5. It took me a few minutes to find my mistake. 6. It takes me a short time to do my homework every night 7. It will take them two years to build the bridge. 8. It took her only one year to learn to speak English. 9. It took me an hour to finish the work 10. It took me a few minutes to write the letter. 11. It will take them six years to complete the work. 12. It takes him one hour to do his homework every day.

**Ex. 2.** 2. It doesn't take me seven minutes to... / Does it take me seven minutes to...? / How long does it take me to...? 3. It didn't take them many years to build... / Did it take them many years to build...? / How long did it take them to build...? 4. It doesn't take me ten minutes to get... / Does it take me ten minutes to get...? / How long does it take me to get...? 5. It didn't take him several hours to... / Did it take him several hours to... / How long did it take him to...? 6. It didn't take a month to... / Did it take a month to...? / How long did it take to...? 7. It won't take a long time to... / Will it take a long time to...? / How long will it take to...? 8. It won't take you a week to... / Will it take you a week to...? / How long will it take you to...? 9. It didn't take them two days to... / Did it take them two days to...? / How long did it take them to...? 10. It doesn't take an hour to... / Does it take an hour to...? / How long does it take to...? 11. It doesn't take much time to... / Does it take much time to...? / How long does it take to...? 12. It didn't take an hour to... / Did it take an hour to...? / How long did it take to...?

**Ex.3.** 1. It generally takes me ten minutes to walk home from the office. 2. It took the students more than two hours to answer all the questions. 3. It will take you at least three months to prepare the report. 4. How long did it take you to learn to drive a car? 5. How long will it take us to learn to speak English well? 6. How long does it usually take you to take a shower every morning? 7. It didn't take her very long / much time to learn how to use the computer. 8. It doesn't take more than two hours to travel from Santiago to Puerto Montt by plane. 9. It won't take you very long to read that article.

#### B.

**Ex. 1.** 2. shorter than 3. taller than 4. older than 5. worse than 6. hotter than 7. more interesting than 8. more difficult than 9. better than 10. healthier than 11. lighter than  
12. more important than

**Ex. 2.** 1. shorter than I 2. bigger than Chicago 3. older than her sister. 4. narrower than 5. easier than 6. thinner than my French book 7. cheaper than my French book 8. worse than it was yesterday. 9. warmer / hotter than it was yesterday.

**Ex. 3.** 1. the tallest 2. the hottest 3. the most interesting 4. the largest 5. the sweetest  
6. the most beautiful 7. the most intelligent 8. the best 9. the worst 10. the largest 11. the lightest 12. the most 13. the most 14. the fewest 15. the least

**Ex. 4.** (Open answers) 1. Henry is taller than Bill / Henry is the tallest person in the group. 2. Grace is prettier than her sister. / Grace is the prettiest girl (whom) I know. 3. Bill is more intelligent than James. / Bill is the most intelligent person in my class. 4. This book is more interesting than that one. / This is the most interesting book (that) I have ever read 5. Frank is younger than his sister / Frank is the youngest person in the family 6. The Empire State Building is taller than the RCA Building. / The Empire State (Building) is the tallest building in New York. 7. The Mississippi River is longer than the Colorado River / The Mississippi River is the longest river in the USA 8. This street is wider than my street. / This is the widest street in this town. 9. John is a better student than Peter / John is the best student in my class. 10. This exercise is easier than the previous one. / This is the easiest exercise in this unit.

**Ex. 5.** 2. This street is as wide as that one. This street isn't as / so wide as that one. 3. This exercise is as long as the last. This exercise isn't as / so long as the last. 4. Helen is as beautiful as Mary. Helen isn't as / so beautiful as Mary. 5. New York is as important as Washington. / New York isn't as / so important as Washington. 6. Our apartment is as large as yours. Our apartment isn't as / so large as yours. 7. This corridor is as large as the room. This corridor isn't as / so large as the room. 8. The sky is as dark as it was yesterday. The sky isn't as / so dark as it was yesterday. 9. This book is as good as the other. This book isn't as / so good as the other. 10. The weather today is as bad as it was yesterday. The weather today isn't as / so bad as it was yesterday. 11. John makes as many mistakes as Henry. John doesn't make as / so many mistakes as Henry. 12. There are as many people today as yesterday. There aren't as / so many people today as yesterday. 13. Peter has as much money as Henry. Peter doesn't have as / so much money as Henry. 14. John has as little experience in computers as I. John doesn't have as / so little experience in computers as I..

# UNIT 10

## PART 1. EL FUTURO SIMPLE III (THE SIMPLE FUTURE TENSE III)

### EL FUTURO SIMPLE CON AM//IS//ARE + GERUNDIO

Como probablemente ud. ha advertido, en esta variante se usa la misma estructura del **Presente Continuo (S+AM//IS//ARE+ING/)**. Esta construcción gramatical se usa para referirse a **actividades que han sido acordadas, agendadas, previstas o fijadas con anticipación para una fecha próxima.**

Lea, escuche y aprenda:

**They are visiting us** next week-end. /ðéi a:r vízitiη as nékst wí:kénd/ (They accepted our invitation)  
**Mary's coming to work** tomorrow. /méri:k kámiη tu wé:rk tumórou/ (She confirmed this morning)

Los verbos más comúnmente usados en esta variante son aquellos que indican movimiento o desplazamiento de uno a otro lugar, por ejemplo: **to go, to come, to visit, to travel, to fly, to drive, to attend, to have lunch/dinner, to leave, to arrive, to come back, to stay, etc.**

Las forma negativa e interrogativa se expresa en la misma forma que se hizo con el *Presente Continuo*

Lea, escuche y aprenda:

**They aren't visiting us** next week-end. /ðéi á:rent vízitiη as nékst wí:kénd/  
**Mary isn't coming to work** tomorrow. /méri íznt kámiη tu wé:rk tumórou/  
**Are they visiting us** next week-end? /á:r ðéi vízitiη as nékst wí:kénd/  
**Is Mary coming to work** tomorrow? /iz méri kámiη tu wé:rk tumórou/  
**When are they visiting us?** /wén a:r ðéi vízitiη ás/  
**Why isn't Mary coming to work** tomorrow? /wái íznt méri kámiη tu wé:rk tumórou/

La pregunta más frecuente en este tiempo es:

**What are you doing** tomorrow morning/on Sunday/ etc? /wót á:r iu dú:iη tumórou mó:rniη/on sándi/ etc.  
(Qué tienes previsto / planificado hacer mañana en la mañana / el domingo / etc.)

### EXERCISES

Ex. 1 Practice these questions and answers with a friend:

<b>What are you doing</b> on Friday night?	<b>I'm going</b> to a disco with some friends.
<b>What are you doing</b> next week-end?	<b>I'm visiting</b> my sister in New Jersey.
<b>What's the boss doing</b> this afternoon?	<b>He's attending</b> a meeting.
<b>What are you and your wife doing</b> next summer?	<b>We're going</b> to Cancun again.
<b>How are you getting</b> there?	<b>We're flying / We're going</b> by plane.
<b>When are you leaving?</b>	<b>We're leaving</b> on January 21 <sup>st</sup> .
<b>How long are you staying</b> there this time?	<b>We're staying</b> there for 10 days.

Ex. 2. Make sentences using the Present Continuous to refer to future activities, like in the example:

The Johnsons invited me for dinner next Friday evening. I accepted their invitation. (have dinner)  
*I'm having dinner with the Johnsons next Friday evening.*

- Mr Mitchell wants to visit Sydney next week. He went to his travel agent this morning and bought an air ticket (fly).  
Mr Mitchell \_\_\_\_\_
- John wrote in his diary: "Monday 10:30 Conference at YMCA Auditorium" (attend)  
John \_\_\_\_\_

3. I want to play tennis tomorrow. I asked Bob if he wanted to play with me and he said, "Yes, of course!" (play)  
I \_\_\_\_\_
4. Jim: "Why don't we go to a disco tonight, Mary?". Mary: "Yes, let's go"! (go)  
Jim and Mary \_\_\_\_\_
5. We just got a telegram from our daughter. It says, "Arriving on 8:15 train Saturday morning" (arrive)  
Our daughter \_\_\_\_\_
6. Mr. Brown said to us, "I'm afraid, I can't come to your wedding party on Friday. I'll be away on a business trip".  
(not attend)  
Mr Brown \_\_\_\_\_
7. It's 8:15 now. The departure of our train is at 8:25. We must hurry up. (leave)  
Our train \_\_\_\_\_ in ten minutes. Let's hurry up.

**Ex. 3. Dr. Novoa is going to the USA next week. First he is visiting Washington DC and then he is attending a Conference in Houston, Texas. Write sentences indicating Dr. Novoa's activities in Washington and in Houston. Use the information given below:**

<i>Dr. Novoa's Schedule</i>					
Mon.	10:30	Meeting at the US Medical Assn.	Thurs.	07:40	Fly to Houston, Texas
	19:30	Reception at the White House		14:00	Conference at Houston Medical Center
Tues.	09:30	Play tennis with Dr. Brown	Fri.	08:00	Conference, Nasa Space Center
	11:30	Ceremony at Lincoln Memorial		12:45	Lunch with friends at Waldorf Hotel
	20:00	Dinner party at US. Surgeons Club		16:00	Fly back to Washington, DC
Wed.	10:00	Visit Bethesda Medical Center	Sat.	10:15	Fly back to Chile. United Airlines Flight 908
	19:45	Concert, at Kennedy Center			from National Airport.

**Now complete the sentences using the information given in the chart. As you can see, Dr. Novoa will have a very busy week next week.**

1. On Monday morning, he's attending a meeting at the US Medical Association.
2. On Monday evening, he's \_\_\_\_\_
3. He's \_\_\_\_\_ on Tuesday morning.
4. After that, he \_\_\_\_\_
5. In the evening, \_\_\_\_\_
6. On Wednesday morning, \_\_\_\_\_
7. After dinner, \_\_\_\_\_
8. At 7:40 AM on Thursday, he \_\_\_\_\_
9. On Thursday afternoon, he \_\_\_\_\_
10. On Friday morning, he \_\_\_\_\_ at Nasa Space Center
11. At midday, he's \_\_\_\_\_ at the Waldorf Hotel.
12. Right after lunch, at 16:00, he \_\_\_\_\_
13. He is arriving in Washington DC., late in the evening.
14. At 10:15 on Saturday, Dr. Novoa \_\_\_\_\_ back to Chile. He is arriving at Arturo Merino Airport at about 21:15.

**Ex. 4. Answer these questions in English. Make complete sentences:**

1. What are you doing this evening? \_\_\_\_\_
2. Where are you going on vacation this year? \_\_\_\_\_
3. What are you doing next Friday evening? \_\_\_\_\_
4. When are your friends from New York coming to visit you? \_\_\_\_\_
5. How is Mr Jackson travelling to Japan, by boat or plane? \_\_\_\_\_
6. What are you doing on Saturday? \_\_\_\_\_
7. What time are you getting home tonight? \_\_\_\_\_



### Ex. 5. Translate the following sentences into English

1. Mary vendrá a vernos la próxima semana. \_\_\_\_\_
2. Ellos van a estar con nosotros varios días. \_\_\_\_\_
3. Esta noche tenemos previsto cenar con Mr. Jones \_\_\_\_\_
4. Yo no voy a salir de Stgo. este fin de semana. \_\_\_\_\_
5. Te prometo que no haré eso nuevamente. \_\_\_\_\_
6. Creo que ella no va a aceptar nuestra invitación. \_\_\_\_\_
7. ¿Qué harán ellos con el dinero que recibieron? \_\_\_\_\_
8. ¿Cuándo tienen ellos previsto viajar a los EEUU? \_\_\_\_\_
9. ¿A que hora vas a llegar del trabajo esta tarde? \_\_\_\_\_
10. Según el itinerario, ¿a que hora vamos a llegar allá? \_\_\_\_\_

## PART II. MODAL VERBS (I)

### A. CAN, MUST, MAY, SHOULD/UGHT TO

Estos Verbos Modales (también llamados defectivos o especiales) tienen los siguientes significados:

	<i>Spanish</i>	<i>Synonym</i>	<i>Example</i>
<b>CAN</b>	<ol style="list-style-type: none"> <li>1. <b>PODER</b> = ser capaz de.</li> <li>2. <b>PODER</b> = ser posible</li> <li>3. <b>PODER</b> = tener permiso para (Informal)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Be able to</b></li> <li>2. <b>Be possible to</b></li> <li>3. <b>Be allowed to</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Bob <b>can swim</b> well. = Bob <b>is able to swim</b> well</li> <li>2. You <b>can see</b> the lake from here. = It's possible (for you) <b>to see</b> the lake from here</li> <li>3. You <b>can use</b> my computer, Bob = You <b>are allowed to use</b> my computer</li> </ol>
<b>MUST</b>	<ol style="list-style-type: none"> <li>1. <b>DEBER</b> = tener que (obligación/ necesidad)</li> <li>2. <b>DEBER</b> = tener que (deducción/ conclusión)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>have to</b></li> <li>2. <b>I think... / I assume...</b></li> </ol>	<ol style="list-style-type: none"> <li>1. You <b>must obey</b> orders. = You <b>have to obey</b> orders.</li> <li>2. He <b>must be</b> over 70 years old. = I <b>think / assume he is</b> over...</li> </ol>
<b>MAY</b>	<ol style="list-style-type: none"> <li>1. <b>PODER</b> = tener permiso (formal)</li> <li>2. <b>PODER</b> = ser posible o probable</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>be allowed to</b></li> <li>2. <b>be likely to; probably</b></li> </ol>	<ol style="list-style-type: none"> <li>1. You <b>may leave</b> now = You <b>are allowed to leave</b> now.</li> <li>2. It <b>may rain</b> tomorrow. = It is <b>likely to rain</b> tomorrow. It <b>ll probably rain</b> tomorrow.</li> </ol>
<b>SHOULD OUGHT TO</b>	<ol style="list-style-type: none"> <li>1. <b>DEBERÍA</b> = consejo, recomendación</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>be advisable to / convenient / had better</b></li> </ol>	<ol style="list-style-type: none"> <li>1. You <b>should study</b> every day. / You <b>ought to study</b> every day = <b>It is convenient for you to study</b> every day. You <b>had better study</b> every day</li> </ol>

Estos verbos modales o especiales acompañan a un verbo principal y tienen las siguientes características:

- Van seguidos de un infinitivo sin TO (excepto, OUGHT TO...)  
Ej. He can swim well. (No se debe decir, "He can to swim")
- No agregan -s en la tercera persona singular en el tiempo presente.  
Ej. He can swim well. (No se debe decir, "He cans swim well")
- Niegan agregando la palabra NOT (formando en algunos casos una contracción)  
Ej. He **cannot / can't swim** well (**cannot** es el único caso en que el **verbo modal** y **not** van unidos)
- Interrogan mediante simple inversión con el sujeto.  
Ej. **Can** he **swim** well?
- Rara vez se usa el verbo modal OUGHT TO en oraciones negativas o interrogativas.

Estos verbos tienen los siguientes significados y usos :

<p><b>Can</b> (Poder)</p>	<p>1. Para indicar capacidad, habilidad o destreza.</p> <p>2. Para indicar que la posibilidad para hacer algo.</p> <p>3. (Informal) Para dar o pedir permiso o autorización.</p> <p>4. (Negative). Para indicar incredulidad o asombro.</p>	<p>John <b>can swim</b> very well. (John puede nadar bien) Mary <b>can't play</b> the guitar.(Mary no puede tocar la guitarra) <b>Can you speak</b> English? (¿Puede Ud. hablar Inglés?)</p> <p>You <b>can see</b> the lake from this window. (Ud. puede ver el lago desde esta ventana) We <b>can't use</b> the elevator now . It's out of order.(No podemos usar el ascensor ahora. Está descompuesto)</p> <p>You <b>can leave</b> now, Peter. (Puedes retirarte ahora, Peter) <b>Can I turn on</b> the TV, dad? (¿Puedo encender el televisor, papá?)</p> <p>That <b>can't be</b> true! (Eso no puede ser cierto!) I <b>can't believe</b> my eyes! (No puedo creer lo que estoy viendo!)</p>
<p><b>Must</b> (Deber)</p>	<p>1. Para indicar obligación.</p> <p>2. (Positive) Para indicar suposición o deducción.</p> <p>3. Para expresar incredulidad o asombro</p>	<p>You <b>must obey</b> all traffic regulations. (Ud. debe obedecer las leyes del tránsito) Students <b>mustn't smoke</b> in the laboratory. (Los alumnos no deben fumar en el laboratorio)</p> <p>He's wearing a green uniform. He <b>must be</b> a policeman. (El está usando un uniforme verde. Debe ser un policía) Ask the secretary. She <b>must know</b> where Mr Jackson is now. (Pregúntele a la secretaria. Ella debe saber dónde está el Sr Kackson ahora)</p> <p>You <b>must be</b> joking! (Debes estar bromeando!) It <b>must be</b> a mistake! (Debe ser un error!)</p>
<p><b>May</b> (Poder)</p>	<p>1. (formal). Para pedir o dar permiso o autorización.</p> <p>2. Para indicar posibilidad o probabilidad</p>	<p>You <b>may leave</b> now, if you wish. (Ud. puede retirarse, si lo desea) You <b>may not use</b> this telephone at any time. (Uds. No pueden usar este teléfono a ninguna hora) <b>May I smoke</b> here, Sir? (¿Puedo fumar aquí, Sr.?)</p> <p>It's getting cloudy. It <b>may rain</b> tomorrow. (Se está nublando. Puede que llueva mañana) Don't get on that chair, Tommy. You <b>may fall down</b> and break an arm. (No te subas a esa silla, Tommy. Te puedes caer y quebrar un brazo)</p> <p>Cigarette smoking <b>may cause</b> cancer! (Fumar cigarrillos puede producir cancer)</p>
<p><b>Should / Ought To</b> (Debería)</p>	<p>1. Para dar consejos, reprochar o indicar un deber moral</p>	<p>You don't look well. I think that you <b>should see</b> a doctor /...you <b>ought to see a doctor</b> / iu: ó:t tu sí: e dóktor / (No te ves bien. Creo que deberías ver un médico) You <b>should not smoke</b> so much, Joe. It's not good for your health. (No debería fumar tanto. No es bueno para tu salud) You <b>should feel proud</b> of being a Chilean. (Deberías sentirte orgulloso de ser chileno)</p>

## EXERCISES

Ex. 1. Complete the blanks with **CAN, MUST, MAY** o **SHOULD**, según corresponda.

- Gentlemen, you \_\_\_\_\_ ask questions at the end of the presentation, if you like.
- He is a retired civil servant. He \_\_\_\_\_ be over 65 years old now.
- You \_\_\_\_\_ study harder if you want to get better grades.
- I just put on my glasses. Now I \_\_\_\_\_ read better.
- You \_\_\_\_\_ have a passport and a visa to enter the United States.
- You \_\_\_\_\_ take your umbrella in case it rains this afternoon, John.
- \_\_\_\_\_ I use your pen please, Sir?
- \_\_\_\_\_ I have another piece of cake, mother?
- You \_\_\_\_\_ not do that again. It's dangerous. You \_\_\_\_\_ easily fall and break your leg.

10. You \_\_\_\_\_ be punctual for the meeting. The boss gets very angry when people are late.
11. The man is very strong. He \_\_\_\_\_ lift that heavy box easily.
12. He \_\_\_\_\_ n't be an engineer. He is only 18 years old!
13. Miss Clark \_\_\_\_\_ type fast but she \_\_\_\_\_ n't use a computer.
14. The little bird \_\_\_\_\_ n't fly yet. It's too young.
15. You \_\_\_\_\_ come and visit us any day, John. You'll be welcome to our home.
16. Why don't you phone at his home. He \_\_\_\_\_ be there. He sometimes goes home for lunch.
17. Why don't you give them some more money? You \_\_\_\_\_ be more generous. They're very poor.
18. What \_\_\_\_\_ I do in order to improve my pronunciation, professor?
19. You \_\_\_\_\_ pay by credit card or by cheque. We don't accept cash.
20. You are too fat, Billy . I think you \_\_\_\_\_ go on a diet.
21. It's almost midnight now. They \_\_\_\_\_ be sleeping at this time.
22. You \_\_\_\_\_ insert two coins in the slot if you want to use the telephone.
23. I don't know why they're talking. They \_\_\_\_\_ be working instead.
24. He \_\_\_\_\_ n't be driving the car! He doesn't know how to start a car.

**Ex. 2 Change the following sentences into a) negative, b) interrogative and c) Wh-question :**

1. Bob can speak *three* languages. \_\_\_\_\_  
\_\_\_\_\_
2. They should *take a taxi*. \_\_\_\_\_  
\_\_\_\_\_
3. We must go *because it's late*. \_\_\_\_\_  
\_\_\_\_\_
4. They may use *Room 203*. \_\_\_\_\_  
\_\_\_\_\_

**Ex. 3. Translate the following sentences into English**

1. Uds. pueden fumar aquí. \_\_\_\_\_
2. El puede correr muy rápido. \_\_\_\_\_
3. Ud. debe venir mañana nuevamente. \_\_\_\_\_
4. Puede que ellos nos visiten mañana. \_\_\_\_\_
5. El no puede hablar español bien. \_\_\_\_\_
6. ¿Qué debería hacer yo ahora? \_\_\_\_\_
7. ¿Puedes tú ayudarme esta tarde? \_\_\_\_\_
8. ¿Puedo sentarme aquí, señor? \_\_\_\_\_
9. Eso puede suceder nuevamente. \_\_\_\_\_
10. El trabajó muy duro. Debe estar cansado. \_\_\_\_\_

**B. HAVE TO = TENER QUE**

El verbo modal **MUST** (deber) tiene un sinónimo: la expresión idiomática **HAVE TO** . A pesar de ser sinónimos, en el uso diario **HAVE TO** se utiliza frecuentemente para expresar idea de **necesidad**, mientras que **MUST** enfatiza más la idea de **obligación**.

**Lea, escuche y aprenda:**

I **must go** to the hospital to see a friend. (Yo debo ir al hospital a ver a un amigo)  
I **have to go** to the hospital to see a friend. (Yo tengo que ir al hospital a ver a un amigo)

Peter **must work** until late this evening. (Peter debe trabajar hasta tarde esta noche)  
Peter **has to work** until late this evening. (Peter tiene que trabajar hasta tarde esta noche)

Debido a que el verbo modal **MUST** no tiene una forma para expresar el pasado, ni tampoco se puede usar en otros tiempos verbales, es necesario recurrir a la forma correspondiente de **HAVE TO**.

**Lea, escuche y aprenda:**

- |           |  |  |
|-----------|--|--|
| (Present) | I <b>must go</b> to the hospital to see a friend<br>(Yo <i>debo ir</i> al hospital a ver a un amigo) | = I <b>have to go</b> to the hospital to see a friend<br>(Yo <i>tengo que ir</i> al hospital a ver a un amigo)         |
| (Past)    |  | = I <b>had to go</b> to the hospital to see a friend.<br>(Yo <i>tuve que ir</i> al hospital a ver a un amigo)          |
| (Future)  |  | = I <b>will have to go</b> to the hospital to see a friend.<br>(Yo <i>tendré que ir</i> al hospital a ver a un amigo)  |
| (Present) | Peter <b>must work</b> until late this evening.<br>(Peter debe trabajar hasta tarde esta noche)      | = Peter <b>has to work</b> until late every evening.<br>(Peter <i>tiene que trabajar</i> hasta tarde todas las noches) |
| (Past)    |  | = Peter <b>had to work</b> until late yesterday evening.<br>(Peter <i>tuvo que trabajar</i> hasta tarde ayer)          |
| (Future)  |  | = Peter <b>will have to work</b> until late this evening.<br>Peter <i>tendrá que trabajar</i> hasta tarde esta noche)  |

En la **forma negativa** de **HAVE TO** se deben usar, al igual que con los verbos principales, los verbos modales **DO / DOES, DID, WILL + NOT** o las contracciones **DON'T / DOESN'T, DIDN'T, WON'T**.

**Lea, escuche y aprenda:**

- Peter **doesn't have to work** until late every evening
- Peter **didn't have to work** until late yesterday evening
- Peter **won't have to work** until late this evening

En las interrogaciones debemos anteponer los verbos modales **do/does/did/will** al sujeto

**Lea, escuche y aprenda:**

- Does Peter **have to work** until late every evening?
- Did Peter **have to work** until late yesterday evening?
- Will Peter **have to work** until late this evening?

**EXERCISES**

**Ex. 1. Substitute the correct form of HAVE To for MUST in the following:**

1. I must work tonight. \_\_\_\_\_
2. John must go out of town this afternoon. \_\_\_\_\_
3. You must read this article. \_\_\_\_\_
4. Mary and John must fly to Paris today. \_\_\_\_\_
5. They must stay there at least an hour. \_\_\_\_\_
6. I must get up early every day. \_\_\_\_\_
7. We must write a composition each night. \_\_\_\_\_
8. I must write many letters. \_\_\_\_\_
9. We must prepare our lessons every night. \_\_\_\_\_
10. Mary must study French next year. \_\_\_\_\_
11. John must also take another language. \_\_\_\_\_
12. We must learn many new words every day. \_\_\_\_\_

**Ex. 2. Read the following with MUST. Then. change to past and future time:**

1. I       must       must leave at once.
2. He                go to the hospital right away.
3. We                make reservations at once.
4. He                learn all the new words.
5. We                hurry in order to get there early.
6. He                spend more time on his English.
7. She                attend class every day.
8. I                answer this letter at once.
9. We                telephone her right away.
10. He                stay at home and rest.

I **had to leave** at once. (at once = right away= = immediately)  
I **will have to leave** at once.

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**Ex. 3. Change to past and future time:**

1. I have to work today.
2. John has to be here at two o'clock.
3. Mary has to come with him.
4. We have to study tonight.
5. They have to write many letters.
6. You have to wait a few minutes.
7. They have to come back later.
8. We all have to write a short story.
9. We have to go to the hospital this afternoon.
10. He has to see a doctor.
11. John has to stop his English lessons.
12. I have to get up early.

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**Ex. 4. Change to negative form:**

1. They have to study very hard.
2. He had to be there at two o'clock.
3. We have to get up early.
4. We have to write a composition tonight.
5. We had to meet him at noon.
6. Mr. Smith has to go out of town.

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## BASIC VOCABULARY:

### PARTS OF THE BODY /pá:rts ov ðe bódi/ Las Partes del Cuerpo

#### 1. The Head /ðe hed/ La cabeza

<b>beard</b> /biəd/	barba	<b>lip</b> /lip/	labio
<b>brains</b> /breinz/	cerebro	<b>moustache</b> /mustá:sh/	bigote
<b>cheek</b> /tchi:k/	mejilla	<b>mouth</b> /mauθ/	boca
<b>chin</b> /tchin/	mentón	<b>neck</b> /nek/	cuello
<b>ear</b> /iə/	oreja	<b>nose</b> /nouz/	nariz
<b>eye</b> /ai/	ojo	<b>nostrils</b> /nóstrilz/	fosas nasales
<b>eyebrow</b> /aibrau/	ceja	<b>pupil</b> /piu:pl/	pupila
<b>eyelash</b> /áilæsh/	pestaña	<b>sideburns</b> /sáidbernz/	patillas
<b>eyelid</b> /áilid/	párpado	<b>skull</b> /skal/	cráneo
<b>face</b> /feis/	cara	<b>temple</b> /témpl/	sien
<b>forehead</b> /fo:red/	frente	<b>throat</b> /θrouθ/	garganta
<b>hair</b> /héar/	cabello	<b>tongue</b> /tán/	lengua
<b>Head</b> /héd/	cabeza	<b>tooth /teeth</b> /tu:θ, ti:θ/	diente(s)
<b>jaw</b> /dlo:/	mandíbula		

#### 2. The Trunk /ðe truŋk/ El tronco

<b>back</b> /bæk/	espalda	<b>intestines</b> /intéstinz/	intestinos
<b>backbone</b> /bækboun/	espina dorsal	<b>kidney</b> /kidni/	riñón
<b>bladder</b> /bláder/	vejiga	<b>liver</b> /líver/	hígado
<b>bowels</b> /báuelz/	vientre, entrañas	<b>lung</b> /lan/	pulmón
<b>breast</b> /brest/	pecho, mamas	<b>navel</b> /néivl/	ombligo
<b>buttocks</b> /bátoks/	nalgas	<b>ribs</b> /ribz/	costillas
<b>chest</b> /tchést/	pecho, torax	<b>spleen</b> /spli:n/	bazo
<b>gall bladder</b> /golbláder/	vesícula	<b>stomach</b> /stómak/	estómago
<b>heart</b> /há:rt/	corazón	<b>waist</b> /weist/	cintura
<b>hip</b> /hip/	cadere		

#### 3. The Limbs /ðe limz/ Las extremidades

<b>ankle</b> /æŋkl/	tobillo	<b>limbs</b> /limz/	extremidades
<b>arm</b> /a:rm/	brazo	<b>little finger</b> /lítl fiŋger/	meñique
<b>armpit</b> /á:rmpit/	axila	<b>middle finger</b> /midl fiŋger/	cordial
<b>calf</b> /ka:f/	pantorrilla	<b>nail</b> /neil/	uña
<b>elbow</b> /élbou/	codo	<b>palm</b> /pa:m/	palma
<b>finger</b> /fiŋger/	dedo(mano)	<b>ring finger</b> /riŋ fiŋger/	anular
<b>foot / feet</b> /fu:t, fi:t/	pie /s	<b>shin</b> /shin/	canilla
<b>hand</b> /hænd/	mano	<b>shoulder</b> /shóulder/	hombro
<b>heel</b> /hi:l/	talón	<b>sole</b> /soul/	planta (del pie)
<b>index finger</b> /índeks fiŋger/	índice	<b>thigh</b> /θai/	muslo
<b>knee</b> /ni:/	rodilla	<b>thumb</b> /θam /	pulgar
<b>kneecap</b> /ni:kap/	rótula	<b>toe</b> /tou/	dedo(del pie)
<b>knuckle</b> /nákl/	nudillo	<b>wrist</b> /rist/	muñeca
<b>leg</b> /leg/	pierna		

#### 4. Related Words /riléitid we:rdz/ Palabras relacionadas

<b>corn</b> /ko:rn/	callo	<b>sigh</b> /sai/	suspiro
<b>cough</b> /kof/	tos	<b>sneeze</b> /sni:z/	estornudo
<b>freckle</b> /frékl/	peca	<b>wart</b> /wo:rt/	verruca
<b>hiccough</b> /hikap/	hipo	<b>wrinkle</b> /ríinkl/	arruga
<b>mole</b> /moul/	lunar	<b>yawn</b> /io:n/	bostezo
<b>Pins and needles</b> /pinz an ní:dlz/	calambres		

## TIME EXPRESSIONS /táim ikspreshenz/ Expresiones de Tiempo

<b>now</b> /náu/	ahora
<b>at this moment</b> /at ðe móument/	en este momento
<b>at present</b> /at prézent/	en la actualidad
<b>for the time being</b> /for ðe táim bi:ɪŋ/	transitoriamente, por ahora
<b>right now</b> /rait náu/	ahora mismo
<b>today</b> /tudéi/	hoy día
<b>yesterday</b> /yésterdi/	ayer
<b>tomorrow</b> /tumórou/	mañana
<b>this morning</b> /ðis mó:rniŋ/	esta mañana
<b>this afternoon</b> /ðis a:fternú:n/	esta tarde
<b>this evening</b> /ðis í:vniŋ/	esta tarde
<b>tonight</b> /tunáit/	esta noche
<b>tomorrow morning</b> /tumórou mó:nɪŋ/	mañana en la mañana
<b>yesterday afternoon</b> /yésterdi a:fternú:n/	ayer en la tarde
<b>last night</b> /la:st náit/	anoche
<b>last week</b> /la:st wí:k/	la semana pasada
<b>next Monday</b> /nekst mándi/	el próximo lunes
<b>last Tuesday morning</b> /la:st tíuzdi mó:rniŋ/	el martes pasado en la mañana
<b>next Sunday afternoon</b> /nekst sándi a:fternú:n/	el próximo domingo en la tarde
<b>the day after tomorrow</b> /ðe déi a:fter tumórou/	pasado mañana
<b>the day before yesterday</b> /ðe déi bífó:r iésterdi/	anteayer
<b>in the morning</b> /in ðe mó:rniŋ/	en la mañana
<b>in the afternoon</b> /in ði a:fternú:n/	en la tarde
<b>in the evening</b> /in ði í:vniŋ/	en la tarde
<b>at night</b> /at náit/	por /durante la noche
<b>a week next Monday</b> /e wí:k neks mándi/	el lunes subsiguiente
<b>a week last Sunday</b> /e wí:k la:st sándi/	el domingo antepasado
<b>in December last year</b> /in disémbel la:st yíar/	en diciembre del año pasado
<b>in the summer of 1976</b> /in ðe sámer ov náintin sévnti síks/	en el verano de 1976
<b>every day</b> /évri déi/	todos los días
<b>every week</b> /évri wí:k/	todas las semanas
<b>every month</b> /évri mánθ/	todos los meses
<b>every year</b> /évri yíar/	todos los años
<b>every Monday morning</b> /évri mándi mó:rniŋ/	todos los lunes en la mañana
<b>every other day</b> /évri áðer déi/	día por medio
<b>every other three days</b> /évri áðer θri: déiz/	cada tres días
<b>once a day</b> /wans e déi/	una vez al día
<b>twice a week</b> /twáis e wí:k/	dos veces a la semana
<b>several times a month</b> /sévrál táimz e mánθ/	varias veces al mes
<b>many times a year</b> /méni táimz e yíar/	muchas veces al año
<b>a long time ago</b> /e lóni táim agóu/	hace mucho tiempo /mucho tiempo atrás
<b>many years ago</b> /méni yíarz agóu/	hace muchos años
<b>ten minutes ago</b> /tén mínits agóu/	hace diez minutos
<b>not very long ago</b> /nót véri loni agóu/	no hace mucho tiempo
<b>ages ago</b> /éidlliz agóu/	hace muchísimo tiempo
<b>a short while ago</b> /e short wáil agóu/	hace un rato, un rato atrás
<b>immediately</b> /immídlíatli/	inmediatamente
<b>at once</b> /at wáns/	de inmediato
<b>right away</b> /rait ewéi/	al instante, "al tiro"
<b>as soon as possible</b> /as sú:n as pósibl/	lo antes posible, lo más pronto posible
<b>always</b> /ó:lweiz/	siempre
<b>generally</b> /dllénerali/	generalmente
<b>usually</b> /iúshuali/	usualmente
<b>frequently</b> /fríkwentli/	frecuentemente
<b>often</b> /ó:fn/	a menudo
<b>occasionally</b> /okéillonali/	ocasionalmente



**sometimes** /sámtaimz/

**rarely** /réarli/

**seldom** /séldom/

**hardly ever** /ha:dli éver/

**never** /néver/

**from time to time** /from táim tu táim/

**once in a while** /wáns in e wáil/

**now and then** /náu an ðén/

a veces

raramente

rara vez

casi nunca

nunca

de vez en cuando

de vez en cuando.

de vez en cuando.

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## Key to answers

# UNIT 10

### PART I.

**Ex. 2.** 1. Mr Mitchell is flying to Sydney next week. 2. John is attending a conference at YMCA at 10:30 on Monday. 3. I'm playing tennis with Bob tomorrow. 4. Jim and Mary are going to a disco tonight. 5. Our daughter is arriving on the 8:15 train on Saturday morning. 6. Mr Brown isn't attending our wedding party on Friday.

**Ex. 3.** 2. Attending a reception at the White House 3. Playing tennis with Dr Brown 4. Is attending a ceremony at Lincoln Memorial. 5. He's attending a dinner party at the US Surgeons Club 6. He's visiting Bethesda Medical Center. 7. He's attending a concert at the Kennedy Center. 8. He's flying to Texas. 9. He's attending a conference at Houston Medical Center. 10. He's attending a conference at NASA Space Center. 11. He's having lunch with some friends at the Waldorf Hotel. 12. He's flying back to Washington DC. 14. He's flying back to Chile from National Airport.

**Ex. 4.** Open answers

**Ex. 5.** 1. Mary will come to see us next week. 2. They're going to stay several days with us. 3. We're having dinner with Mr Jones this evening. 4. I'm not going out of Santiago this weekend. 5. I promise you I will never do that again. 6. I think / believe she's not going to accept our invitation 7. What will they do with the money they received? 8. When are they traveling to the USA? 9. At what time are you going to arrive / get back from work this evening? 10. According to the schedule, at what time are we getting there?

### PART II.

#### A.

**Ex. 1.** 1. May 2. Must 3. Should / ought to 4. Can 5. Must 6. Should / ought to 7. May 8. Can 9. Must / should - can / may 10. Must 11. Can 12. Can't 13. Can - can't 14. Can't 15. Can / must 16. May 17. Should / ought to 18. Should 19. Must 20. Should / ought to 21. Must 22. Must 23. Should / ought to 24. Can't

**Ex. 2.** 1. Bob can't speak... / Can Bob speak...? / How many languages can Bob speak? 2. They shouldn't take... / Should they take...? / What should they do? 3. We must not go... / Must we go...? / Why must we go? 4. They may not use... / May they use...? / Which room may they use?

**Ex. 3.** 1. You can / may smoke here. 2. He can run very fast. 3. You must come again tomorrow. 4. They may visit us tomorrow 5. He can't speak Spanish well. 6. What should I do now? 7. Can you help me this afternoon? 8. May I sit here, Sir? 9. That may / can happen again. 10. He worked very hard. He must be tired.

#### B.

**Ex. 1.** 1. I have to work.. 2. John has to go out... 3. You have to read... 4. Mary and John have to fly... 5. They have to stay... 6. I have to get up... 7. We have to write... 8. I have to write... 9. We have to prepare... 10. Mary has to study... 11. John also has to take... 12. We have to learn

**Ex. 2.** 2. He had to go... / He'll have to go... 3. We had to make... / We'll have to make... 4. He had to learn... / He'll have to learn... 5. We had to hurry... / We'll have to hurry... 6. He had to spend... / He'll have to spend 7. She had to attend... / She'll have to attend... 8. I had to answer... / I'll have to answer... 9. We had to telephone... / We'll have to telephone... 10. He had to stay... / He'll have to stay...

**Ex. 3.** 1. I had to work... / I'll have to work... 2. John had to be... / John will have to be... 3. Mary had to come... / Mary will have to come... 4. We had to study... / We'll have to study... 5. They had to write... / They'll have to write... 6. You had to wait... / You'll have to wait... 7. They had to come back... / They'll have to come back... 8. We all had to write... / We'll have to write... 9. We had to go... / We'll have to go... 10. He had to see... / He'll have to see... 11. John had to stop... / John'll have to stop. 12. -I had to get up... / I'll have to get up...

**Ex. 4.** 1. They don't have to study... 2. He didn't have to be... 3. We don't have to get up... 4. We don't have to write... 5. We didn't have to meet... 6. Mr Smith doesn't have to go... 7. They didn't have to leave... 8. I don't have to buy... 9. We don't have to work... 10. John didn't have to go... 11. We don't have to prepare... 12. We won't have to learn...

**Ex. 5.** 1. When / What time did he have to leave? 2. What time do we / you have to get up every morning? 3. What do they have to do every day? 4. When do they have to rent an apartment? 5. What did he have to buy? 6. What did he have to leave for the waiter? 7. When did he have to return? 8. How long will he have to wait? 9. When will they have to come back? 10. Why does he have to wear a coat? 11. Why does she have to rest a while? 12. What does she have to do?

# UNIT 11

## PART I. EL TIEMPO FUTURO CONTINUO (THE FUTURE CONTINUOUS TENSE)

Este tiempo verbal se expresa con el futuro del verbo **BE (WILL BE)** más el GERUNDIO de un verbo principal y se usa para referirse a acciones que estarán realizándose a una hora o fecha determinada en el futuro, cuando otra acción ocurra. Por lo tanto son frecuentes las expresiones de tiempo compuestas por **WHEN + SUBJECT + PRESENT + TOMORROW/ NEXT MONDAY**, etc, como **when you come home this evening** /wen iú: kam hóum ðis i:vniŋ/ (cuando tú vengas a casa esta tarde), o **when the program starts tonight** /wen ðe próugram stá:rts tunáit/ (cuando el programa comience esta noche). También se usan expresiones de tiempo como, **at ten o'clock tomorrow** /at tén oklók tumórou/ (mañana a las 10:00), **at midday next Saturday** /at míddei nékst sætteri/ (al mediodía el próximo sábado), **at this time tomorrow** /at ðis táim tumórou/ (a esta hora mañana).

### Escuche, lea y aprenda:

1. We **will be having** lunch at 1 o'clock tomorrow. /wi: wil bi: hæviŋ /lántch at wán oklók tumórou/ Nosotros estaremos almorzando a la una mañana.
2. They **will be working** in the laboratory at this time next Monday. /ðéi wil bi: wé:rkiŋ in ðe labóratrɪ at ðis táim nékst mándi / Ellos estarán trabajando en el laboratorio a esta hora el próximo lunes.
3. Lynda **will be travelling** in Europe at this time next month. /lɪnda wil bi: tráveliŋ in iúrop at ðis táim nékst mánth/ Lynda estará viajando en Europa en esta fecha el próximo mes.
4. The children **will be sleeping** when the program starts tonight. /ðe tʃɪldrən wil bi: slí:pɪŋ wen ðe próugram stá:rts tunáit/ Los niños estarán durmiendo cuando el programa comience esta noche
5. The President **will be flying** to Tokyo at this time on Tuesday /ðe prézident wil bi: fláɪɪŋ tu tókɪu at ðis táim on tíu:zdi/ El Presidente estará volando hacia Tokio a esta hora el martes

La **forma negativa** y la **forma interrogativa** se expresa como en el tiempo futuro simple, es decir, con **WILL NOT / WONT** en las negaciones e invirtiendo el orden del sujeto con el modal **WILL** en las interrogaciones:

### Escuche, lea y aprenda:

1. They **won't be working** in the laboratory at this time next Monday. /ðéi wóunt bi: wé:rkiŋ in ðe labóratrɪ at ðis táim nékst mándi/
2. The children **will not be sleeping** when the program starts tonight. /ðe tʃɪldrən wil nót bi: slí:pɪŋ wen ðe próugram stá:rts tunáit/
3. **Will they be travelling** in Europe at this time next month? /wɪl ðéi bi: tráveliŋ in iú:rop at ðis táim nékst mánth/
4. What **will** the President **be doing** at this time on Tuesday? /wót wil ðe prézident bi: dú:iŋ at ðis táim on tíu:zdi/

### La pregunta habitual en este tiempo es :

**WHAT WILL YOU BE DOING?** /wót wil iú: bi: dú:iŋ/ (¿Qué estará haciendo ud.?)

## EXERCISES:

### Ex. 1. Complete the following sentences using the verbs given in parentheses, in the Future Continuous Tense:

1. At 10 o'clock tomorrow morning, I \_\_\_\_\_ here. (work)
2. At this time next month, we \_\_\_\_\_ in the USA. (travel)
3. I \_\_\_\_\_ to work at this time tomorrow morning. (drive)
4. The Browns \_\_\_\_\_ some friends at 9 this evening (entertain)
5. Mr Scott and his friends \_\_\_\_\_ Toronto next weekend. (visit)
6. Jane \_\_\_\_\_ the shopping at midday today. (do)
7. We \_\_\_\_\_ soccer at this time next Saturday. (play)
8. The students \_\_\_\_\_ in the gym after 7 this evening. (work out)
9. I \_\_\_\_\_ television when you come home tonight. (watch)
10. What \_\_\_\_\_ you \_\_\_\_\_ at this time tomorrow? (do)

**Ex.2. Change the following sentences into a) negative and b) interrogative:**

1. They'll be running up the hill at midday. \_\_\_\_\_
2. Hans will be working all morning tomorrow. \_\_\_\_\_
3. The students will be taking a test at 10. \_\_\_\_\_
4. Mike will be washing his car in the morning. \_\_\_\_\_

**Ex. 3. Ask questions using question words like What, Where, How long, etc.**

1. They'll be *having dinner* at 8 this evening. \_\_\_\_\_
2. Janet will be travelling in Asia *for 2 weeks*. \_\_\_\_\_
3. I'll be working *in the lab* tomorrow morning. \_\_\_\_\_
4. Jim won't be working tomorrow *because it's a holiday*. \_\_\_\_\_
5. I'll be staying *at the Carlton Hotel* in London. \_\_\_\_\_
6. The train will be arriving *at 12:30* tomorrow. \_\_\_\_\_
7. Mr. Jackson will be *attending a meeting* at this time on Thursday. \_\_\_\_\_
8. My friends will be *taking their final exams* by this time next month. \_\_\_\_\_

**Ex. 4. Use the verbs provided in the Simple Future or the Future Continuous Tense:**

1. They \_\_\_\_\_ dinner at 8:45 this evening. (have)
2. They \_\_\_\_\_ Brazil next month. (visit)
3. At this time tomorrow, we \_\_\_\_\_, of course. (work)
4. Mr. Smith \_\_\_\_\_ not \_\_\_\_\_ home for dinner tonight. (come)
5. They \_\_\_\_\_ in Boston at this time next year. (live)
6. They \_\_\_\_\_ at a Chinese restaurant tonight. (have dinner)
7. Mary \_\_\_\_\_ dinner when John gets home tonight. (cook)
8. Where \_\_\_\_\_ they \_\_\_\_\_ when they visit Paris in June? (stay)
9. What \_\_\_\_\_ you \_\_\_\_\_ at midday on Sunday? (do)
10. \_\_\_\_\_ they \_\_\_\_\_ their holidays in Chile again next year? (spend)

**Ex. 5. Review Practice. Use the proper verb tense of the verbs provided. Use the Present, the Past or the Future tenses, in their Simple or Continuous forms:**

1. Listen! Mary \_\_\_\_\_ the piano now. (play)
2. We \_\_\_\_\_ our vacation in Majorca next year. (spend)
3. At 10:30 last night, we \_\_\_\_\_ television. (watch)
4. John usually \_\_\_\_\_ here on Tuesday. (come)
5. Mr. Helms \_\_\_\_\_ a very good movie last night. (see)
6. They \_\_\_\_\_ not \_\_\_\_\_ English very often. (practise)
7. What \_\_\_\_\_ you \_\_\_\_\_ at this time yesterday? (do)
8. They \_\_\_\_\_ not \_\_\_\_\_ the story at the moment. (read)
9. What \_\_\_\_\_ the Johnsons \_\_\_\_\_ last Saturday? (do)
10. W\_\_\_\_\_ Mary \_\_\_\_\_ at this time tomorrow? (do)
11. \_\_\_\_\_ n't you \_\_\_\_\_ the newspaper this morning? (buy)
12. Jane \_\_\_\_\_ n't \_\_\_\_\_ to see me every day. (come)
13. \_\_\_\_\_ you always \_\_\_\_\_ home at midday? (phone)
14. \_\_\_\_\_ your friends \_\_\_\_\_ you when you arrived at their home yesterday? (expect)
15. Where \_\_\_\_\_ they \_\_\_\_\_ when World War II started? (live)
16. How often \_\_\_\_\_ your friend \_\_\_\_\_ to you? (write)
17. What time \_\_\_\_\_ you \_\_\_\_\_ this morning? (get up)
18. What time \_\_\_\_\_ you \_\_\_\_\_ here tomorrow? (be)

19. They \_\_\_\_\_n't \_\_\_\_\_ out tonight because it's too cold. (go)
20. When \_\_\_\_\_the Johnsons \_\_\_\_\_, today or tomorrow? (arrive)
21. How long \_\_\_\_\_ you \_\_\_\_\_ at the hotel this time, two or three nights? (stay)
22. Walter never \_\_\_\_\_ in bed, as a rule. (smoke)
23. **A:** Why \_\_\_\_\_ you \_\_\_\_\_ your sweater yesterday? (put on)  
**B:** Because it was too cold.
24. **A:** Why \_\_\_\_\_n't Helen \_\_\_\_\_ abroad on her vacation last summer? (travel)  
**B:** Because she hates flying.

## PART II

### A. MAKING REQUESTS - (SOLICITANDO SERVICIOS O FAVORES)

Para solicitar que una persona haga algún servicio o favor, generalmente se usan las siguientes fórmulas:

- |   |   |
|---|---|
| • <b>Can you.+ infinitive...please?</b> (Informal)      | Can you open the door please?           |
| • <b>Will you + infinitive..., please?</b> (Informal)   | Will you help me please?                |
| • <b>Imperative, please + will you?</b> (Informal)      | Listen to me please, will you?          |
| • <b>Could you + infinitive..., please?</b> (Formal)    | Could you speak more slowly, please?    |
| • <b>Would you + infinitive..., please?</b> (Formal)    | Would you sign your name here, please?  |
| • <b>Would you mind +...ing... please?</b> (Muy formal) | Would you mind waiting outside, please? |

Normalmente estas solicitudes se responden con expresiones como las siguientes:

- **With pleasure** /wið pléllar/ Con mucho gusto
- **Sure** /shúar/ seguro
- **Certainly** /sé:rténli/ Por cierto
- **Of course** /ov kó:rz/ Por supuesto

Escuche, lea y aprenda:

1. **A:** Could you help me, please?  
**B:** With pleasure

2. **A:** Will you lend me your pen, please?  
**B:** Sure

### EXERCISES

**Ex. 1. Ask somebody to do the following things, using *Can you..., please?*, or *Will you...please?*, instead of the simple imperative form. (instead of = en vez de)**

1. Speak more slowly. \_\_\_\_\_
2. Help me open the suitcase. \_\_\_\_\_
3. Open the window. \_\_\_\_\_
4. Come back this afternoon.. \_\_\_\_\_
5. Pay attention,.. \_\_\_\_\_
6. Be quiet.. \_\_\_\_\_
7. Sit on this chair. \_\_\_\_\_

**Ex. 2. Ask somebody to do the following things, using *Could you...please?* or *Would you... please?***

1. Speak more slowly. \_\_\_\_\_
2. Wait for me in the lobby. \_\_\_\_\_
3. Repeat your question. \_\_\_\_\_
4. Sign your name here. \_\_\_\_\_
5. Turn the radio down. \_\_\_\_\_

6. Take off your hat.
7. Use the other elevator.

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**Ex. 3. Repeat the previous exercise using the polite form *Would you mind...ing, please?***

1. Speak more slowly.
2. Wait for me in the lobby.
3. Repeat your question.
4. Sign your name here.
5. Turn the radio down.
6. Take off your hat.
7. Use the other elevator.

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**Ex. 4. Make requests. Follow the instructions carefully.**

1. You want Sr. Perez to help you translate this letter into Spanish. Ask him.  
 You: \_\_\_\_\_ ?  
 Peter: With Pleasure
2. You want a friend to give you a hand (= help you). Ask him.  
 You : \_\_\_\_\_ , John?  
 John : Certainly.
3. You want somebody to spell his/her surname for you. Ask him/her politely.  
 You: \_\_\_\_\_ ?  
 He/She: Yes, of course. S-M-I-T-H, Smith
4. You want María to call you up tomorrow morning. Ask her to do that informally.  
 You : María, \_\_\_\_\_ ?  
 María: Yes, certainly. At what time do you want me to call you up?
5. You want your brother Tom to turn down the radio. Ask him.  
 You: \_\_\_\_\_ , Tom?  
 Tom:: Of course. I didn't know you were studying.
6. You want a stranger to show you the way to the railway station. Ask him.  
 You : \_\_\_\_\_ , please?  
 Stranger: Sure, Walk along this street as far as the traffic lights and then turn left.

**B. ASKING FOR PERMISSION (SOLICITANDO PERMISO)**

Para solicitar permiso para hacer algo debemos usar las siguientes fórmulas:

- **Can I + Infinitive?** (Informal)                      Can I open the door?
- **May I + Infinitive?** (Formal)                      May I ask a question?
- **Do you mind if I + Infinitive?** (Formal)              Do you mind if I smoke?
- **Would you allow me to + Infinitive?** (Formal)              Would you allow me to use the phone?

Normalmente estas solicitudes se responden con expresiones como:

- **Sure, go ahead.**
- **Please do.**
- **Please don't.**

Escuche, lea y aprenda:

**A: Can I use your computer, John?**  
**B: Sure, go ahead.**

**A: Do you mind if I open the window?**  
**B: Please don't. It's too cold.**



## EXERCISES

### Ex. 1. Ask permission to do things. Follow the instructions carefully.

1. You want to turn on the TV. Ask your mother's permission.  
You: \_\_\_\_\_, mum?  
Your mother: Yes, but keep the volume down, please. I'm working.
2. You are a visitor and you want to use the telephone. Ask your host's permission.  
You : \_\_\_\_\_  
Host: Sure, go ahead.
3. You're at a conference. You want to ask a question. Ask the speaker's permission.  
You: \_\_\_\_\_  
Speaker: Certainly. Please use the microphone so everyone can hear your question, please.
4. You want to use your friend's lighter. Ask his permission.  
You : \_\_\_\_\_, Bob?  
Bob: Sure, here you are.
5. You're sitting next to an old man on the bus. You want to open the window. Ask his permission.  
You: \_\_\_\_\_, Sir?  
Old man: Please don't open it. I've got a bad cold.
6. You are at a friend's house. You want to take a look at his newspaper. Ask his permission.  
You: \_\_\_\_\_, Jack?  
Jack. It's all yours. I don't need it now. I read it this morning.
7. Mr Jackson is working in his office. You want to go in . Ask his permission.  
You: \_\_\_\_\_, Mr Jackson.  
Mr. Jackson: Sure, come in please.

## C. OFFERING TO DO SOMETHING. (OFRECIENDOSE A HACER ALGO)

Quando nos ofrecemos a hacer algo por alguien podemos usar las siguientes estructuras:

- **Shall I + Infinitive?** Shall I help you?
- **Do you want me to + Infinitive?** Do you want me to get you a taxi?
- **Would you like me to + Infinitive?** Would you like me to carry your bags to the room, Sir?

Normalmente estos ofrecimientos se responden con expresiones como:

- **Yes, please**
- **No, thank you.** I can do it myself / I can manage it myself

## EXERCISES

### Ex. 1. Offer yourself to do these things :

1. to turn the light on. Shall I \_\_\_\_\_ ?  
Yes, please. It's getting dark
2. to spell your last name. Do you want me to \_\_\_\_\_ ?  
Yes, please do. My Spanish is not very good
3. to shut the window. Shall I \_\_\_\_\_ ?  
Yes, please. It's too cold outside.

- |  |  |
|--|--|
| 4. to get me some coffee and a sandwich.     | Would you like me to _____ ?<br>Yes, please. I'm a little hungry.                      |
| 5. to repeat your question.                  | Do you want me to _____ ?<br>No, thanks. It's not necessary.                           |
| 6. to speak more slowly.                     | Would you like me to _____ ?<br>Yes, please. I don't understand English very well yet. |
| 7. to call back later today.                 | Shall I _____ ?<br>Please do. I'm a bit busy right now.                                |
| 8. to help me complete the application form. | Do you want me to _____ ?<br>No, thanks. I can manage myself.                          |
| 9. to tell Mary that I want to see her.      | Shall I _____ ?<br>Yes, please. I need to tell her something.                          |
| 10. to translate this letter into English    | Would you like me to _____ ?<br>Yes, please. I don't understand French.                |

#### D. INVITING OR SUGGESTING TO DO SOMETHING TOGETHER. (INVITANDO O SUGIRIENDO HACER ALGO EN CONJUNTO)

Para invitar o sugerir una acción conjunta normalmente se usan expresiones como estas:

- |  |  |
|--|--|
| • <b>Shall we + infinitive?</b>          | Shall we go to a disco this evening?           |
| • <b>Do you want to + Infinitive</b>     | Do you want to play cards now?                 |
| • <b>Would you like to + infinitive?</b> | Would you like to have dinner with us tonight? |
| • <b>Why don't we + Infinitive?</b>      | Why don't we sit down and talk for a while?    |
| • <b>How about +...ing?</b>              | How about going out for a walk?                |
| • <b>Let's + infinitive</b>              | Let's take a walk after dinner.                |

Las invitaciones o sugerencias de este tipo se responden con expresiones como las siguientes:

- Good idea! Let's do that.
- Sure, Why not?
- Yes, certainly / Yes, of course.
- Sorry I can't. I'm too busy / It's too late / I have to study for a test, etc.

#### EXERCISES

Ex. 1. Invite or suggest your friends to do the following activities together:

- |  |  |
|--|--|
| 1. To go to the movies after dinner tonight. | Why _____ ?<br>Good idea. Let's do that.                         |
| 2. To go to the seaside next weekend.        | Let's _____<br>Yes, that's a good idea.                          |
| 3. To sit on the grass and rest for a while. | How about _____ ?<br>I don't think we should. It's getting late. |
| 4. To spend the summer holidays with us.     | Would you _____ ?<br>Of course! We'd love to.                    |

5. To invite the Smiths to dinner one evening. Why \_\_\_\_\_ ?  
Sure. Why not. They're very nice people.
6. To play tennis tomorrow morning. Let's \_\_\_\_\_  
Yes, let's do that. I'll be free all morning tomorrow.
7. To travel by boat instead of by plane \_\_\_\_\_ ?  
I think we should travel by plane. It's much cheaper.
8. To stay at home and watch TV . How about \_\_\_\_\_ ?  
I'd rather (preferiría) go out for a walk. It's a pleasant evening.
9. To go to the arts exhibition. Would you \_\_\_\_\_ ?  
Yes, I'd love to. It's a very interesting exhibition.
10. To take a taxi to the airport Why \_\_\_\_\_ ?  
Yes, let's do that, or else we'll miss our plane

### PART III.

#### A. *ALSO, TOO, AS WELL* AND *SO* (TAMBIÉN); *NOT... EITHER* AND *NEITHER / NOR* (TAMPOCO); *BUT* (PERO)

Study the following chart

+ +	<b>Also Too As well</b>	John went to the party. Peter <b>also</b> went to the party. John went to the party. Peter went to the party, <b>too</b> . John went to the party. Peter went to the party <b>as well</b> .
	<b>SO</b> +MV+S	John went to the party and so did Peter.
- -	<b>Not... either</b>	John didn't go to the party. Peter didn't go to the party <b>either</b> .
	<b>NEITHER</b> +MV+S / <b>NOR</b> +MV+S	John didn't go to the party and <b>neither</b> did Peter Or John didn't go to the party and <b>nor</b> did Peter.
+ -	<b>But</b>	John went to the party, <b>but</b> peter didn't go to the party. John didn't like the party, <b>but</b> peter liked the party.
	<b>BUT</b> +S+ Contr. / <b>BUT</b> +S+ MV	John went to the party, <b>but</b> peter didn't. John didn't like the party, <b>but</b> peter did.

1. Las palabras **ALSO, TOO** y **AS WELL** significan **TAMBIEN**. **Also** se usa antes de un verbo principal, mientras que las palabras **too** y **as well** se usan al final de las oraciones.

**Escuche, lea y aprenda.**

- 1) Mary: I really like that dress.  
Jane: I **also** like it very much.
- 2) John: Mary will come to the party tonight.  
Peter: And Janet will come too!
- 3) Mike: John was sleeping at the time.  
Tom: And his brother was sleeping **as well**.

2. La palabra **SO** es un sinónimo de **ALSO, TOO** y **AS WELL** y se usa para abreviar y hacer más fluida la conversación. **SO** va seguida de un **Verbo Modal + Sujeto**

- 1) Mary: I really like that dress.  
Jane: **So** do I .
- 2) John. Mary will come to the party tonight.  
Peter: And so will Janet!

3) Mike: John was sleeping at the time.  
Tom: And so was his brother .

3. Las palabras **NOT...EITHER** (tampoco) pueden ser reemplazadas por **NEITHER** (o **NOR**) para abreviar y hacer más fluida la conversación.

**Escuche, lea y aprenda.**

1a) Peter: I don't like classical music.  
Mary: I don't like it **either**.

2a) John: I didn't see you at the meeting yesterday.  
Ann: I **didn't** see you **either**.

1b) Peter: I don't like classical music.  
Mary: Neither do I.

2b) John: I didn't see you at the meeting yesterday.  
Ann: **Nor** did I!

4. La palabra **BUT** se usa tanto en la forma completa como en la forma abreviada.

**Escuche, lea y aprenda.**

1a) Ruth **didn't see** the accident BUT Jane saw it.  
2b) Ruth **didn't see** the accident BUT Jane did.

2a) John **will go** to the meeting BUT Mary **won't** go.  
2b) John **will go** to the meeting BUT Mary **won't**.

**EXERCISES**

**Ex. 1. Use ALSO / TOO / AS WELL, EITHER, or BUT**

1. Peter likes dogs very much and his sister likes them very much \_\_\_\_\_
2. Mr Johnson isn't going to attend the meeting, \_\_\_\_\_ Mr Clark is (going to attend the meeting).
3. The boys didn't go to the lab and the girls didn't go \_\_\_\_\_
4. We've got a big house. They've \_\_\_\_\_ got a big one.
5. Peter doesn't understand Italian. I don't understand it \_\_\_\_\_
6. I can't drive a car, \_\_\_\_\_ my husband can.
7. John is going to travel to Europe and we're going to travel there \_\_\_\_\_
8. Mary is going to go to Spain, \_\_\_\_\_ John is not going to go there. He's going to go to France.
9. Do you \_\_\_\_\_ speak Spanish, or do you speak another language?
10. So you don't speak Spanish and you don't speak Italian \_\_\_\_\_. What language do you speak, then?

**Ex. 2a. First use ALSO / TOO / AS WELL and then use SO, as in the examples:**

Bob likes coffee. (Jane)

Bob likes coffee and Jane **also** likes coffee.  
Bob likes coffee and **SO** does JANE.

1. Mary can speak Italian well. (Carmen)

\_\_\_\_\_

2. I eat lunch in the cafeteria. (the secretary)

\_\_\_\_\_

3. John walks to school. (I)

\_\_\_\_\_

4. She comes here every day. (he)

\_\_\_\_\_

5. John went to the movies with us (Peter)

\_\_\_\_\_

6. He liked the picture. (We)

\_\_\_\_\_

7. I watch TV after dinner. (my wife)

\_\_\_\_\_

8. Mary likes pie for dessert. (the children)

\_\_\_\_\_

9. I ate there yesterday (my friends)

\_\_\_\_\_

10. We will go by train. (they)

\_\_\_\_\_

11. My car is very old. (my wife's car)

\_\_\_\_\_

12. They were very busy. (I)

\_\_\_\_\_

13. Mary should work harder. (you)

\_\_\_\_\_

14. They must pay more. (we)

\_\_\_\_\_

**Ex. 2b. Now, first use NOT...EITHER. Then use NEITHER (or NOR), as in the example**

Bob doesn't like coffee and Jane *doesn't like coffee either*.

Bob doesn't like coffee and **NEITHER DOES JANE**.

1. Mary can't speak Italian well. (Carmen)

\_\_\_\_\_

2. I don't eat lunch in the cafeteria. (the secretary)

\_\_\_\_\_

3. John doesn't go to school. (I)

\_\_\_\_\_

4. She doesn't come here every day. (he)

\_\_\_\_\_

5. John didn't go to the movies. (Peter)

\_\_\_\_\_

6. He didn't like the picture (We)

\_\_\_\_\_

7. I don't watch TV after dinner (My wife)

\_\_\_\_\_

8. Mary doesn't like pie for dessert. (The children)

\_\_\_\_\_

9. I didn't eat there yesterday. (My friends)

\_\_\_\_\_

10. We won't go by train. (They)

\_\_\_\_\_

11. My car isn't very old.(My wife's car)

\_\_\_\_\_

12. They weren't very busy. (I)

\_\_\_\_\_

13. Mary shouldn't work harder. (you)

\_\_\_\_\_

14. They mustn't pay more. (we)

\_\_\_\_\_

**Ex. 3. Complete these sentences with BUT, as in the examples**

Bob likes coffee. (Jane)

Bob *likes coffee*, but Jane *doesn't*.

Bob *doesn't like coffee*, but Jane *does*.

1. Mary can speak Italian well. (Carmen)

\_\_\_\_\_

2. I eat lunch in the cafeteria. (the secretary)

\_\_\_\_\_

3. John walks to school. (I)

\_\_\_\_\_

4. She comes here every day. (he) \_\_\_\_\_
5. John went to the movies with us. (Peter) \_\_\_\_\_
6. He liked the picture. (We) \_\_\_\_\_
7. I watch TV after dinner. (my wife) \_\_\_\_\_
8. Mary likes pie for dessert. (the children) \_\_\_\_\_
9. I ate there yesterday. (my friends) \_\_\_\_\_
10. We will go by train. (they) \_\_\_\_\_
11. My car is very old. (my wife's car) \_\_\_\_\_
12. They were very busy. (I) \_\_\_\_\_
13. Mary shouldn't work harder. (you) \_\_\_\_\_
14. They must pay more. (we) \_\_\_\_\_

## B. POSITION OF INDIRECT OBJECT (posición del complemento indirecto)

Son **Verbos Transitivos** aquellos que van seguidos de un **Complemento Directo (Direct Object)**. Los verbos **To send** y **To buy** son verbos transitivos porque van seguidos de un complemento directo. El complemento directo responde a la pregunta **What?** En la oración, "Peter sent a letter yesterday" el complemento directo es la frase "a letter" porque responde a la pregunta, "What did Peter send yesterday". Del mismo modo, en la oración "Mary bought a pair of shoes", la frase "a pair of shoes" es el complemento directo porque responde a la pregunta, "What did Mary buy?".

A su vez, el complemento directo puede ir seguido por un **Complemento Indirecto (Indirect Object)**. En la oración "Peter sent a letter to Mr Smith yesterday" el complemento indirecto es "Mr Smith" y en la oración "Mary bought a pair of shoes for her son", el complemento indirecto es "her son". Como ud. habrá advertido los complementos directos e indirectos van unidos por las preposiciones **to** o **for**. El complemento indirecto se reconoce porque responde a las preguntas **to whom?** (¿a quién?) o **for whom?** (¿Para quién?): "To whom did Peter send a letter yesterday"? "For whom did Mary buy a pair of shoes"?

El orden de los complementos directo e indirecto puede ser invertido, pero en ese caso se deben omitir las preposiciones **to** o **for**. La inversión del orden de los complementos directo e indirecto es muy común cuando el complemento indirecto es un pronombre complementario (object pronoun)

### Escuche, lea y aprenda.

Peter sent a letter to Mr Smith yesterday  
Peter sent Mr Smith a letter yesterday=

Peter sent him a letter yesterday.

Mary bought a pair of shoes for her son.  
Mary bought her son a pair of shoes=

Mary bought him a pair of shoes.

### Ex. 1. Place the indirect object before the direct object:

1. He gave the money to me. \_\_\_\_\_
2. She brought the book to me. \_\_\_\_\_
3. He sent a letter to me. \_\_\_\_\_
4. He told the story to us. \_\_\_\_\_
5. The teacher gave some dictation to us. \_\_\_\_\_
6. He sent some candy to his sister. \_\_\_\_\_

7. He bought some flowers for his wife
8. He gave a ring to (=phoned) his friend.
9. They sent an invitation to us.
10. John lent some money to his friends.
11. Will you lend your pen to me?
12. He gave some excellent advice to all of us.

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**Ex. 2, Place the indirect object after the direct object:**

1. He gave me some books.
2. They gave us some magazines.
3. He sent his mother several letters.
4. They brought us many presents from abroad.
5. I gave him the note which you sent.
6. Please give us some dictation today.
7. They sent us an invitation to the party.
8. Henry told us the story of his trip.
9. John gladly lent me the money.
10. Please lend me your pencil for a few minutes.
11. They sent us the material right away.
12. Please hand me that book.

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## BASIC VOCABULARY: Study these words

### OUR HEALTH /áuar hél/ La salud

<b>arthritis</b> /a:rθráitis/	artritis	<b>illness</b> /ilnis/	enfermedad
<b>blister</b> /blíster/	ampolla	<b>insomnia</b> /insómnia/	insomnio
<b>chicken-pox</b> /tchíkin poks/	alfombrilla	<b>mumps</b> /mamps/	parotiditis
<b>chilblain</b> /tchilblein/	sabañón	<b>nervous breakdown</b> /né:rvas bréikdaun/	depresión
<b>chills</b> /tchilz/	escalofríos	<b>pain</b> /pein/	dolor
<b>cold</b> /kóuld/	resfrío	<b>rheumatism</b> /rúmatizm/	reumatismo
<b>colic</b> /kólik/	cólico	<b>runny nose</b> /ráni nouz/	romadizo
<b>constipation</b> /konstipéishn/	estitiquiez	<b>sickness</b> /siknis/	mareo
<b>diarrhea</b> /daiaria/	colitis	<b>smallpox</b> /smol poks/	viruela
<b>disease</b> /disi:z/	enfermedad	<b>sore throat</b> /só:r θróut/	faringitis
<b>earache</b> /iar eik/	dolor de oídos	<b>stomach-ache</b> /stómak eik/	dolor de estómago
<b>fever</b> /fi:ver/	fiebre	<b>stroke</b> /stróuk/	trombosis
<b>flu</b> /flu:/	gripe	<b>tonsilitis</b> /tonsiláitis/	amigdalitis
<b>hay fever</b> /héi fi:ver/	fiebre del heno	<b>toothache</b> /tuθ eik/	dolor de muelas
<b>headache</b> /héd eik/	dolor de cabeza	<b>typhus</b> /táifus/	tifus
<b>health</b> /hélθ/	salud	<b>whooping cough</b> /hú:piŋ kof/	tos convulsiva.
<b>heart attack</b> /ha:ræt atæk/	paro cardiaco		



## KEY TO ANSWERS

# UNIT 11

### PART I

**Ex. 1.** 1. will be working 2. will be travelling 3. will be driving 4. will be entertaining 5. will be visiting. 6. will be doing 7. will be playing 8. will be working out 9. will be watching 10. will - be doing

**Ex. 2.** 1 They won't be running... / Will they be running...? 2. Hans won't be working... / Will Hans be working...? 3. The students won't be taking... / Will the students be taking...? 4. Mike won't be washing... / Will Mike be washing...?

**Ex. 3.** 1 What will they be doing at 8 this evening? 2. How long will Janet be travelling in Asia? 3. Where will you be working tomorrow morning? 4. Why won't Jim be working tomorrow? 5. Where / In which hotel will you be staying in London? 6. At what time will the train be arriving tomorrow? 7. What will Mr Jackson be doing at this time on Thursday? 8. What will your friends be doing by this time next month?

**Ex. 4.** 1. will be having 2. will visit 3. will be working 4. will - come 5. will be living 6. will have dinner 7. will be cooking 8. will - stay 9. Will - be doing 10. Will - spend .

**Ex.5.** 1. is playing 2. will spend / are going to spend / are spending 3. were watching 4. comes 5. saw 6. do - practice 7. were - doing 8. are - reading 9. did - do 10. will - be doing 11. Did - buy 12. does - come 13. Do - phone 14. Were - expecting 15. were - living 16. does - write 17. did - get up 18. will - be / are - going to be 19. will - go / are - going to go / are - going 20. will - arrive / are - going to arrive / are - arriving 21. will- stay / are - going to stay / are - staying 22. smokes 23. did - put on 24. did - travel

### PART II

#### A.

**Ex. 1.** 1. Can you / Will you speak...please? 2. Can you / Will you help...please? 3 Can you / Will you open ..please? 4. Can you / Will you come...please? 5. Can you / Will you pay... please? 6. Can you / Will you be...please? 7. Can you / Will you sit... please?

**Ex. 2.** 1. Could you / Would you speak..., please? 2 Could you / Would you wait..., please? 3. Could you / Would you repeat..., please? 4. Could you / Would you sign..., please? 5. Could you / Would you turn..., please? 6. Could you / Would you take..., please? 7. Could you / Would you use..., please?

**Ex. 3.** 1. Would you mind speaking..., please? 2. Would you mind waiting..., please? 3. Would you mind repeating..., please? 4. Would you mind signing..., please? 5. Would you mind turning..., please? 6. Would you mind taking..., please? 7. Would you mind using..., please?

**Ex. 4.** 1. Could you / Would you help me..., Mr Perez? Would you mind helping me... Mr Perez? 2. Can you / Will you give me...? 3. Could you / Would you spell... please? / Would you mind spelling..., please? 4. Can you / Will you call me up...? 5. Can you / Will you turn down...? 6. Could you / Would you show me..., please? / Would you mind showing me..., please?

#### B.

**Ex. 1.** 1. Can I turn...? 2. May I / Do you mind if I use...? 3. May I / Do you mind if I ask...? 4. Can I use your...? 5. May I / Do you mind if I open...? 6. Can I take...? 7. May I / Do you mind if I go in...?

#### C.

**Ex. 1.** 1. turn... 2. to spell my...3. shut... 4. me to get you... 5. me to repeat my... 6. me to speak... 7. call back... 8. me to help you... 9. tell Mary that you... 10. me to translate...

#### D.

**Ex. 1.** 1. don't we go...? 2. go... 3. sitting... and resting... 4. like to spend... 5. don't we invite... 6. play... 7. don't we travel... 8. staying...and watching... 9. like to go... 10. don't we take...

## PART III

### A.

**Ex. 1.** 1. too / as well 2. but 3. either 4. also 5. either 6. but 7. too / as well 8. but 9. also 10. either

**Ex. 2a.** 1. Mary can... and Carmen can..., too / Mary can... and so can Carmen 2. I eat... and the secretary also eats... / I eat... and so does the secretary. 3. John walks... and I walk... as well / John walks... and so do I 4. She comes... and he comes... too / She comes...and so does he 5. John went... and Peter also went... / John went...and so did Peter. 6. He liked... and we liked... as well / He liked... and so did we 7. I watch... and my wife also watches... / I watch... and so does my wife 8. Mary likes... and the children also like... / Mary likes... and so do the children 9. I ate... and my friends also ate... / I ate... and so did my friends. 10. We will go... and they will also go... / We'll go... and so will they. 11. My car is... and my wife's car is..., too. / My car's very old and so is my wife's (car)12. They were... and I was... as well / They were... and so was I 13. Mary should work... and you should work...too / Mary should work... and so should you. 14. They must pay and we must pay... as well. / They must pay... and so must we

**Ex. 2b.** 1. Mary can't... and Carmen can't... either / Mary can't... and neither / nor can Carmen 2. I don't eat... and the secretary doesn't eat... either / I don't eat... and neither / nor does the secretary. 3. John doesn't walk... and I don't walk... either / John doesn't walk... and neither / nor do I 4. She doesn't come... and he doesn't come...either / She doesn't come...and neither / nor does he 5. John didn't go... and Peter didn't go... / John didn't go...and neither / nor did Peter. 6. He didn't like... and we didn't like... either / He didn't like... and neither / nor did we 7. I don't watch... and my wife doesn't watch...either. / I don't watch... and neither / nor does my wife 8. Mary doesn't like... and the children don't like...either / Mary doesn't like... and neither / nor do the children 9. I didn't eat... and my friends didn't eat...either / I didn't eat... and neither / nor did my friends. 10. We won't go... and they won't go...either / We won't go... and neither / nor will they. 11. My car isn't... and my wife's car isn't...either / My car isn't very old and neither / nor is my wife's (car) 12. They weren't... and I wasn't... either / They weren't... and neither / nor was I. 13. Mary shouldn't work... and you shouldn't work...either / Mary should work... and neither / nor should you. 14. They mustn't pay... and we mustn't pay... either / They must pay... and neither / nor must we

**Ex. 3.** 1. Mary can speak... but Carmen can't / Mary can't speak... but Carmen can 2. I eat...but the secretary doesn't / I don't eat... but the secretary does 3. John walks... but I don't. / John doesn't walk... but I do. 4. She comes... but he doesn't / She doesn't come... but he does. 5. John went... but Peter didn't / John didn't go... but Peter did. 6. He liked... but we didn't / He didn't like... but we did. 7. I watch... but my wife doesn't. / I don't watch... but my wife does. 8. Mary likes... but the children don't. / Mary doesn't like... but the children do. 9. I ate... but my friends didn't / I didn't eat... but my friends did. 10. We'll go... but they won't. / We won't go... but they will. 11. My wife's car is... but my wife's car isn't / My car isn't... but my wife's car is. 12. They were... but I wasn't. / They weren't... but I was. 13. Mary should work... but you shouldn't / Mary shouldn't work... but you should . 14. They must pay... but we mustn't / They mustn't pay... but we must

### B.

**Ex. 1.** 1. He gave me the money 2. She brought me the book. 3 He sent me a letter 4. He told us the story 5. The teacher gave us some dictation 6. He sent his sister some candy. 7. He bought his wife some flowers. 8. He gave his friend a ring. 9. They sent us an invitation. 10. John lent his friends some money 11. Will you lend me your pen? 12. He gave all of us some excellent advice

**Ex. 2.** 1. He gave some books to me. 2. They gave some magazines to us. 3. He sent several letters to his mother. 4.They brought many presents to us from abroad.5. 1 gave the note which you sent to him. 6. Please give some dictation to us today.7. They sent an invitation to the party to us.8. Henry told the story of his trip to us.9. John gladly lent the money to me. 10. Please lend your pencil to me for a few minutes.11. They sent the material to us right away.12. Please hand that book to

# BASIC ENGLISH GRAMMAR STRUCTURES AND VOCABULARY



## PART TWO

### INTERMEDIATE LEVEL

BI 156

# UNIT 12

## PART I EL TIEMPO PRESENTE PERFECTO (THE PRESENT PERFECT TENSE)

### INTRODUCCIÓN

Son **TIEMPOS PERFECTOS** todos los tiempos verbales compuestos por una forma del verbo modal o auxiliar **HAVE** (haber) más un **PARTICPIO PASADO** (3ra. forma) de un verbo principal. Como Ud. puede ver, ahora deberá aprender la 3ra. forma o Participio Pasado de los verbos regulares e irregulares de uso más frecuente. Recuerde que son **VERBOS REGULARES** todos aquellos verbos que forman el **Pasado** y el **Pasado Participio** agregando el  **sufijo -d o -ed** al infinitivo del verbo. Ej. *To work - worked - worked; To decide - decided - decided; To study - studied - studied*. Son **VERBOS IRREGULARES** todos aquellos verbos que forman el **Pasado** y el **Pasado Participio** en forma diferente, y por lo tanto Ud. debe aprenderlos y memorizarlos. Curiosamente, la mayoría de nuestras acciones o actividades cotidianas se expresan con verbos irregulares.

También es importante recordar aquí que el verbo **HAVE** en inglés y **HABER** en español tienen las siguientes formas en los tiempos presente, pasado y futuro:

Presente		Pasado		Futuro	
Inglés	Español	Inglés	Español	Inglés	Español
I have	Yo he	I had	Yo había	I will have	Yo habré
You have	Tú has	You had	Tú habías	You will have	Tú habrás
He has	El ha	He had	El había	He will have	El habrá
She has	Ella ha	She had	Ella había	She will have	Ella habrá
It has	El / Ella ha	It had	El / Ella había	It will have	El / Ella habrá
We have	Nos. hemos	We had	Nos. Habíamos	We will have	Nos. habremos
You have	Uds. han	You had	Uds. habían	You will have	Uds. habrán
They have	Ellos han	They had	Ellos habían	They will have	Ellos habrán

**Ejemplos:** I have seen = Yo he visto      Mary has been = Mary ha estado  
 I had seen = Yo había visto      Mary had been = Mary había estado  
 I will have seen = Yo habré visto      Mary will have been = Mary habrá estado

They have worked = Ellos han trabajado  
 They had worked = Ellos habían trabajado  
 They will have worked = Ellos habrán trabajado

### EL TIEMPO PRESENTE PERFECTO (THE PRESENT PERFECT TENSE)

El Presente Perfecto se forma con el **presente** del verbo modal **HAVE** (**have** /hæv/ o **HAS** /h\_z/) más el **PASADO PARTICPIO** de un verbo principal. Recuerde que se pueden formar contracciones, como por ejemplo: I've... /aiv/, You've... /iu:v/, He's... /hi:z/, She's /shí:z/, etc.

#### Escuche, lea y aprenda:

I **have seen** that movie twice. /ái hav sí:n ðæst múvi twáís/  
 I **'ve been** there before. /áiv bí:n déar bifó:r/  
 Mary **has written** another novel. /méri haz ríten anáðer nóvel/  
 Peter **'s bought** a new car. /pí:tez bó:t a niú: ká:r/  
 We **have finished** our job. /wí: hav finisht áuar dllób/  
 They **'ve answered** the letter. /ðéiv á:nserd ðe léter/

Yo he visto esa película dos veces  
 Yo he estado allí antes.  
 María ha escrito otra novela  
 Peter ha comprado un auto nuevo  
 Nosotros hemos terminado nuestro trabajo.  
 Ellos han contestado la carta.

## El Presente Perfecto se usa en los siguientes casos:

- Para describir una **acción que acaba de suceder**. Es frecuente aquí el uso de la palabra **JUST** /dʌlást/ antes del pasado participio.

### Lea, escuche y aprenda:

The train **has just arrived**. /ðe tréin haz dʌlást arráivd/ El tren acaba de llegar  
They **’ve just left**. /ðéiv dʌlást léft/ Ellos acaban de retirarse/irse

- Para referirse a **una acción que ha ocurrido antes (BEFORE /bifó:r/)** o **últimamente (LATELY /léitli/)**, **sin especificar cuándo exactamente ella ocurrió.**

### Lea, escuche y aprenda:

I am sure that I **’ve seen** that film **before**. /áim shó:r ðat áiv sí:n ðt film bifó:r/ Estoy seguro de que he visto esa película antes  
She **’s been** here **lately**. /shiz bí:n híar léitli/ Ella ha estado aquí últimamente

- Para indicar que la **acción expresada por el verbo ha sido realizada varias veces** a la fecha de hoy. Las expresiones de tiempo más usadas en este caso son: **once** /wáns/, **twice** /twáis/, **several times** /sévrál támiz/, **many times** /méni támiz/, **three or four times** /θrí: or fó:r támiz/, **etc.**

### Lea, escuche y aprenda:

I **’ve seen** that documentary **twice**. /áiv sí:n ðat dokiuméntri twáis/ Yo he visto ese documental dos veces  
We **’ve been** in New York **several times**. /wí:v bí:n in niú: ió:rk sévrál támiz/ Nosotros hemos estado en Nueva York varias veces

- Para referirse a **una acción que comenzó en el pasado y ha continuado hasta el día de hoy, hasta este momento**. Las expresiones de tiempo más usadas en este caso son **SINCE** /sins/ (desde) y **FOR** /for/ (por, durante). Mientras **since** va seguido de una **fecha u hora**, la palabra **for** va seguida de un **período**: since last Monday /sins lá: st mándi/; since 1978 /ins náintin séventi éit/, since 10:30 /sins tén thé:rti/; for 2 weeks /for tú: wí:ks/; for ten years /for tén yíarz/.

### Lea, escuche y aprenda:

Tom **has worked** here **since 1992**. /tóm haz wé:rkt híar sins náintin náinti tú:/ Tom ha trabajado aquí desde 1992  
We **have lived** here **for several years**. /wí: hav lívd híar for sévrál yíarz/ Hemos vivido aquí por varios años

- Son frecuentes, también, las preguntas que comienzan con **HAVE YOU EVER...?** /hav iú éver.../ Ha Ud... alguna vez...?

### Lea, escuche y aprenda:

A: **Have you ever** drunk tequila? /hav iú: éver dræŋk tekíla/ ¿Has tomado tequila alguna vez?

B: No, never /nóu/néver/ No, nunca

A: **Have they ever** visited you in the winter? /háv déi éver vízitid iú: in ðe winter/ ¿Te han visitado ellos alguna vez en el invierno?

B: Yes, once. They visited me in the winter of 1995. /yés wáns déi vízitid mi in ðe winter ev náintin náinti fáiv/ Sí, una vez. Ellos me visitaron en el invierno de 1995

- También se debe usar el Presente Perfecto con las expresiones **ALREADY** /olrédi/ (ya) y **YET** /yét/ (aún). **Already** siempre se usa en oraciones afirmativas; en las negaciones de debe usar **yet**. En las interrogaciones se puede usar indistintamente **already** o **yet**.

### Lea, escuche y aprenda:

I've already seen that movie. /áiv olrédi sí:n θæt mú:vi/ Yo ya he visto esa película.

We haven't had breakfast yet. /wi: hævent hæd brékfast yet/ No hemos tomado desayuno aún.

Has the train arrived already/yet? /haz ðe tréin arráivd olrédi/ yet/? ¿Ha llegado ya el tren?

En la forma negativa se usa la palabra **NOT** entre **HAVE/HAS** y el pasado participio del verbo principal. Generalmente se prefiere usar las contracciones **HAVEN'T** /hævnt/ **HASN'T** /hæznt/. En las interrogaciones se debe invertir el orden de **have/has** con el sujeto:

### Lea, escuche y aprenda:

They have seen that documentary. /ðéi hav sí:n θt dokiuméntri/ Ellos han visto ese documental

They haven't seen that documentary. /ðéi hævent sí:n θæt dokiuméntri/

Have they seen that documentary? /hav ðéi sí:n θt dokiuméntri/

How many times have they seen that documentary? /háu méni táimz hav ðéi sí:n θæt dokiuméntri/

Mary has sold her car. /méri haz sóuld he:r ká:r/ Mary ha vendido su auto.

Mary hasn't sold her car. /méri hæznt sóuld he:r ká:r/

Has Mary sold her car? /haz méri sóuld he:r ká:r/

Why has Mary sold her car? /wái haz méri sóuld he:r ká:r/

### La pregunta habitual en este tiempo verbal es:

What have you done? /wót hav iú: dán/ ¿Qué ha hecho Ud.?

## EXERCISES

### Ex. 1. Estudie el Pasado Participio de los siguientes verbos irregulares:

Infinitive	Past Tense	Past Participle	Spanish
To begin /bigín/	began /bigán/	begun /bigán/	empezar, comenzar
To bring /brin/	brought /bro:t/	brought /bro:t/	traer
To build /bild/	built /bilt/	built /bilt/	construir
To buy /bái/	bought /bo:t/	bought /bo:t/	comprar
To come /kam/	came /kéim/	come /kam/	venir
To cut /kat/	cut /kat/	cut /kat/	cortar
To do /du:/	did /did/	done /dan/	hacer
To drink /drin/	drank /dræŋk/	drunk /draŋk/	beber
To drive /dráiv/	drove /dróuv/	driven /drívn/	manejar, conducir
To eat /i:t/	ate /eit/	eaten /i:tn/	comer
To fall /fo:l/	fell /fel/	fallen /fó:len/	caer
To feel /fi:l/	felt /felt/	felt /felt/	sentir(se)
To find /fáind/	found /fáund/	found /fáund/	hallar, encontrar
To forget /forgét/	forgot /forgót/	forgotten /forgótn/	olvidar
To get /get/	got /got/	got/gotten /got /gótn/	conseguir, obtener
To give /giv/	gave /géiv/	given /gívn/	dar
To go /góu/	went /went/	gone /gon/	ir
		been to /bi:n tu/	ir (y volver)
To have /hæv/	had /hæd/	had /hæd/	tener, servirse, haber
To hear /híar/	heard /hé:rd/	heard /hé:rd/	oir
To keep /ki:p/	kept /kept/	kept /kept/	guardar, mantener
To know /nóu/	knew /niú:/	known /nóun/	saber, conocer
To learn /le:rn/	learnt /le:rn/, learned /lé:rnd/	learnt /le:rn/ learned /lé:rnd/	aprender, enterarse
To leave /li:v/	left /léft/	left /left/	partir, salir, dejar
To lend /lend/	lent /lent/	lent /lent/	prestar
To lose /lú:z/	lost /lost/	lost /lost/	perder, extraviar

To make /meik/	made /méid/	made /méid/	hacer, fabricar, confeccionar
To meet /mi:t/	met /met/	met /met/	reunirse, conocer
To pay /péi/	paid /péid/	paid /péid/	pagar
To put /put/	put /put/	put /put/	poner, colocar
To read /ri:d/	read /red/	read /red/	leer
To run /ran/	ran /ræn/	run /ran/	correr, administrar
To say /séi/	said /sed/	said /sed/	decir
To see /si:/	saw /so:/	seen /si:n/	ver
To sell /sel/	sold /sóuld/	sold /sóuld/	vender
To send /send/	sent /sént/	sent /sént/	enviar
To shut /shat/	shut /shat/	shut /shat/	cerrar
To sing /sin/	sang /sæŋ/	sung /saŋ/	cantar
To sit /sit/	sat /sæt/	sat /sæt/	sentarse
To sleep /sli:p/	slept /slept/	slept /slept/	dormir
To speak /spi:k/	spoke /spóuk/	spoken /spóukn/	hablar
To spend /spénd/	spent /spént/	spent /spént/	gastar, pasar tiempo
To stand up /stænd ap/	stood up /stu:d ap/	stood up /stu:d ap/	pararse
To swim /swim/	swam /swæm/	swum /swam/	nadar
To take /téik/	took /tuk/	taken /téikn/	tomar, llevar
To teach /ti:tʃ/	taught /to:t/	taught /to:t/	enseñar
To tell /tel/	told /tóuld/	told /tóuld/	decir
To think /θɪŋk/	thought /θo:t/	thought /θo:t/	pensar, creer
To understand /anderstænd/	understood /anderstú:d/	understood /anderstú:d/	entender, comprender
To wear /wéar/	wore /wo:r/	worn /wo:rn/	usar (ropa), vestir
To write /ráit/	wrote /rout/	written /ritn/	escribir

**Ex. 2. Complete las siguientes oraciones usando el verbo dado en el tiempo *Presente Perfecto*:**

- The tennis game \_\_\_\_\_ just \_\_\_\_\_. Hurry up! (start)
- Bill \_\_\_\_\_ in Tokyo several times. He knows it well. (be)
- Your train \_\_\_\_\_ already \_\_\_\_\_, Sir. You'll have to take the 8:15 train which leaves from Victoria Station. (leave)
- I'm quite sure that I \_\_\_\_\_ that woman before. (see)
- My friends \_\_\_\_\_ in this house for over 10 years. (live)
- Peter \_\_\_\_\_ just \_\_\_\_\_ a letter. He's reading it now. (receive)
- He isn't in Chile. He \_\_\_\_\_ to America. (go)
- John \_\_\_\_\_ for that company since 1987. (work)
- Bob \_\_\_\_\_ to San Francisco several times. He can tell you where to go and what to do there. (go)
- The students \_\_\_\_\_ already \_\_\_\_\_ that book (read)
- Mary \_\_\_\_\_ to him about it twice already. (speak)
- I \_\_\_\_\_ that man before. I don't remember when, but I'm sure I know him. (meet)

**Ex. 3. Cambie las siguientes oraciones a) al negativo y b) al interrogativo.**

- The soccer game has already finished. \_\_\_\_\_
- Peter has had dinner already. \_\_\_\_\_
- They have studied the report. \_\_\_\_\_
- The plane has already left. \_\_\_\_\_
- John has sent them a fax. \_\_\_\_\_
- They've given her Tom's new address. \_\_\_\_\_



**Ex. 4. Formule preguntas usando palabras interrogativas como *What, Where, When, How, How long, etc.***

1. Tom's seen that same movie *three times*. \_\_\_\_\_
2. They've bought *a new house*. \_\_\_\_\_
3. He's gone to bed *because he's ill*. \_\_\_\_\_
4. Tom's lived in Pakistan *for over a year*. \_\_\_\_\_
5. They've sold *ten* books today. \_\_\_\_\_
6. Paul's worked for our company *since 1989*. \_\_\_\_\_
7. I've eaten *a ham sandwich*. \_\_\_\_\_
8. John has been *in Chicago and Boston*. \_\_\_\_\_
9. Ann hasn't answered the letters *because she's been too busy*. \_\_\_\_\_
10. The boys have done *nothing* today. \_\_\_\_\_
11. We've waited for them *for more than two hours*. \_\_\_\_\_
12. The students have done the same exercise *three* times. \_\_\_\_\_

**Ex. 5. Conteste las siguientes preguntas usando las expresiones dadas después de cada pregunta:**

1. Have you ever been to Japan? (never). \_\_\_\_\_
2. Has Maria ever visited the USA? (twice) Yes, She \_\_\_\_\_  
In 1991 and in 1997
3. Have they ever seen a UFO? (Never) \_\_\_\_\_
4. Have you ever driven a Mercedes? (Once or twice) Yes, \_\_\_\_\_
5. Has your father ever lived abroad? (several times) Yes, \_\_\_\_\_
6. Have you seen the President in person? (never) No, \_\_\_\_\_
7. Has Susan ever come to Chile? (a couple of times) \_\_\_\_\_

**Ex. 6. Traduzca las siguientes oraciones al inglés.**

1. Yo no he leído ese libro todavía. \_\_\_\_\_
2. El General ya se ha ido a la reunión. \_\_\_\_\_
3. Ellos han estado aquí varias veces antes. \_\_\_\_\_
4. ¿Has mirado televisión esta tarde, John? \_\_\_\_\_
5. Mi suegro ha vivido en esta ciudad toda su vida. \_\_\_\_\_
6. ¿Qué te ha contado Mary acerca de ello? \_\_\_\_\_
7. Ellos han estudiado Inglés por más de dos años. \_\_\_\_\_
8. ¿Por qué no han visitado California Uds. todavía? \_\_\_\_\_
9. ¿Cuánto tiempo ha trabajado Ud. en el Ejército? \_\_\_\_\_
10. ¿Dónde han estado ellos desde las ocho de esta mañana? \_\_\_\_\_

## PART II

### A. PLURALIZATION OF NOUNS (LA PLURALIZACIÓN DE LOS SUSTANTIVOS)

1. En Inglés los sustantivos normalmente se pluralizan agregando una -s al singular. Este sufijo se pronuncia /s/ cuando se agrega a los sustantivos singulares que terminan en una consonante sorda, es decir sin vibración de las cuerdas vocales, como /k/, /p/, /t/, etc.; pero se debe pronunciar /z/ cuando se agrega a los sustantivos singulares que terminan en una consonante sonora, es decir con vibración de las cuerdas vocales, como /m/, /b/, /d/, /g/, /l/, etc. Esta regla también se aplica a los sustantivos terminados en -e "muda"

**Ejemplos:**

one book /buk/  
one hat /hæt/

two books /bʊks/  
six hats /hæts/

one top /top/

three tops /tops/

one dam /dæm/  
one pad /pæd/

two dams /dæmz/  
ten pads /pædz/

one bag /bæg/  
one club /klʌb/

three bags /bægz/  
two clubs /klʌbz/

one gate /géit/ one note /nóut/	two gates /geits/ ten notes /nóuts/	one lake /léik/ two lakes /léiks/	several lakes /léiks/
one name /néim/ one tone /toun/	two names /néimz/ two tones /tounz/	one cave /kéiv/ two caves /kéivz/	

2. Los sustantivos que terminan en -s, -sh, -ch, -x, o -z forman el plural agregando **-es** /iz/ ; también se incluyen aquí los sustantivos terminados en -se, -ce, -ge, los que solamente agregan **-s** pero en este caso la pronunciación también es /iz/

### Ejemplos:

One bus /bás/ One watch /wótch/ One case /keis/ One page /péidll/	two buses /básiz/ three watches /wótchiz/ two cases /kéisiz/ ten pages /péidlliz/	one brush /brash/ one box /boks/ one face /féis/	four brushes /bráshiz/ ten boxes /bóksiz/ three faces /féisiz/
--	--	--	--

3. Los sustantivos terminados en -y precedida por una vocal agregan **-s** para formar su plural, pero aquellas que terminan en -y precedida por una consonante cambian la **-y** por **-í** y enseguida agregan **-es**

### Ejemplos:

one day /dei/ one key /ki/ one boy /boi/	two days /deiz/ five keys /ki:z/ three boys /boiz/	one lily /lilí/ one baby /béibi/ one fly /fláí/	three lilies /liliz/ two babies /béibiz/ several flies /fláiz/
--	--	---	--

4. Los sustantivos terminados en -f o -fe, forman su plural cambiando la **-f** o **-fe** en **-ves**.

### Ejemplos:

one leaf /li:f/ one wolf /wulf/ one wife /waif/	two leaves /li:vz/ five wolves /wulvz/ three wives /wáivz/	one loaf /lóuf/ one knife /naif/	three loaves /lóuvz/ ten knives /náivz/
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Algunos sustantivos terminados en **-ief, -ff, -oof**, no siguen la regla anterior, sino que simplemente agregan **-s** para formar el plural.

### Ejemplos:

one handkerchief /hænke:rtchi:f/, a belief /bilí:f/, several beliefs /bilí:fs/	two handkerchiefs /hænke:rtchi:fs/	one cliff /klif/, some cliffs /klifs/ a roof /ru:f/, two roofs /ru:fs/
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5. Los sustantivos terminados en **-o** precedida por una consonante normalmente agregan **-es** para formar el plural (excepto las palabras relacionadas con música (generalmente de origen italiano) como, *solo, piano, soprano, banjo*, etc). Los sustantivos terminadas en **-o** precedida por una vocal normalmente agregan una **-s**

### Ejemplos:

one tomato /toméitou/ one hero /híarou/	two tomatoes /toméitouz/ two heroes /híarouz/	one potato /potéitou/ one radio /réidiou/ one video /vídiou/ one studio /stúdiou/	two potatoes /potéitouz/ two radios /rédiouz/ three videos /vídiouz/ two studios /stúdiouz/	one folio /fóuliou/ one zoo /zu:/	two folios /fóuliouz/ several zoos /zu:z/
--	--	--	--	--------------------------------------	--

## Excepciones

one piano /pianou/	two pianos /pianouz/	one banjo /bændllou/	two banjos /bændllouz/
one kilo /kilou/	two kilos /kilouz/	one memo /mémou/	three memos /mémouz/
one photo /fóutou/	several photos /fóutouz/		

Los sustantivos *mosquito* /moskitou/, *tornado* /to:méidou/, *volcano* /volkéinou/ y *zero* /ziarou/ forman el plural agregando indistintamente **-s** o **-es**; *mosquitos/mosquitoes* /moskitouz/ ; *tornados/tornadoes* /to:méidouz/ ; *volcanos/volcanoes* /volkéinouz/ ; *zeros/zeroes* /ziarouz/

6. Existen algunos plurales irregulares que no siguen ninguna de las reglas anteriores y que debemos memorizar:

### Ejemplos:

one <b>man</b> /mæn/	two <b>men</b> /men/
one <b>woman</b> /wúman/	three <b>women</b> /wimin/
one <b>child</b> /tcháild/	five several <b>children</b> /tchíldrən/
one <b>tooth</b> /tu:θ/	two <b>teeth</b> /ti:θ/
one <b>foot</b> /fu:t/	two <b>feet</b> /fi:t/
one <b>goose</b> /gu:z/	ten <b>geese</b> /gí:z/
one <b>louse</b> /láus/	several <b>lice</b> /láis/
one <b>mouse</b> /máus/	three <b>mice</b> /máis/
one <b>ox</b> /oks/	four <b>oxen</b> /óksen/

7. Existen algunos sustantivos que mantienen la misma forma en el plural:

### Ejemplos:

one/several fish /fish/	one/ten deer /díar/	one/several means /mí:nz/
one/two series /siariz/	one/ten sheep /shi:p/	one/two species /spíshiz/
one/several aircraft /éarkrá:ft/		

8. Existen algunos sustantivos de origen latín o griego que tienen plurales especiales o irregulares:

### Ejemplos:

criterion /kraitérian/	criteria /kraitaria/	phenomenon /fenómenon/	phenomena /fenómena/
analysis /anáilisis/	analyses /anáilisi:z/	basis /béisis/	bases /béisi:z/
crisis /kráisis/	crises /kráisi:z/	hypothesis /haipóthesis/	hypotheses /haipóthesi:z/
oasis /ouéisis/	oases /ouéisiz/	parenthesis /parénthesis/	parentheses /parénthesi:z/
thesis /θí:sis/	theses /ði:siz/	bacterium /bækti:ariam/	bacteria /bæktia:ria/
curriculum /karikiulam/	curricula /karikiula/	datum /déitam/	data /déita/
medium /mí:diam/	media /mí:dia/	memorandum /memoráedam/	memoranda /memoráda/
stimulus /stímiulas/	stimuli /stímiulai/		
cactus /kæktas/	cacti /kæktai/	cactuses /kæktasi:z/	
syllabus /silabas/	syllabi /silabai/	syllabuses /silabasiz/	
formula /fó :rmiula/	formulae /fó :rmiuli:/	formulas /fó :rmiulaz/	
vertebra /vértibra/	vertebrae /vértibri:/		
appendix /apéndiks/	appendices /apéndisi:z/	appendixes /apéndiksi:z/	
index /índeks/	indices /índisi:z/	indexes /índeksiz/	

## B. USE OF INFINITIVES AND GERUNDS. (Uso de los infinitivos y los gerundios)

Se denomina **Infinitivo** a la palabra **To + la forma simple de un verbo principal**: **to go, to speak, to write**, etc. El **gerundio** es la **forma simple de un verbo principal + el sufijo -ING**: **going, speaking, writing**. (ver reglas dadas en la Unit 4)

Un gerundio puede actuar como:

- a) *Sujeto de una oración*: **Playing** tennis is fun.
- b) *Complemento directo de un verbo*: I enjoy **playing** tennis.
- c) *Complemento de una preposición*: After **playing** tennis, they went to the library.
- d) *Adjetivo*: I heard some **surprising** news.

Además, como ud. seguramente recordará, el gerundio (en este caso el presente participio) se usa con el verbo **TO BE** para expresar los *tiempos continuos o progresivos*: **I am playing** tennis now, **I was playing** tennis at this time yesterday, etc.

Existen algunos verbos que van seguidos normalmente por un **GERUNDIO**, como *To enjoy* (I enjoy **reading**) y otros verbos que normalmente van seguidos de **TO + INFINITIVO**, como *To want* (I want **to read** the newspaper), o de un **BARE INFINITIVE** (infinitivo sin **To**), como *To make* (He **made** us **do** the exercise again). También existe un grupo de verbos que pueden ir seguidos indistintamente de **TO + INFINITIVO** o de un **GERUNDIO** (I like **to swim** / I like **swimming**).

### 1. VERB + GERUND

Los siguientes verbos van normalmente **seguidos de un gerundio**:

<b>To admit</b> /admit/ admitir, aceptar como cierto	<b>To keep</b> /ki:p/ mantener(se), continuar, seguir
<b>To avoid</b> /avóid/ evitar	<b>To mind</b> /máind/ importar, molestar
<b>To consider</b> /konsider/ considerar, pensar en	<b>To miss</b> /mis/ echar de menos, recordar con nostalgia
<b>To delay</b> /diléi/ retrasar	<b>To postpone</b> /pospóun/ postergar
<b>To deny</b> /dinái/ negar, no aceptar como cierto	<b>To appreciate</b> /áprishieit/ agradecer
<b>To enjoy</b> /endllóí/ disfrutar, gustar	<b>To risk</b> /risk/ arriesgar, correr el riesgo de
<b>To fancy</b> /f(insi/ agradar, gustar	<b>To quit</b> /kuit/ dejar, salir, abandonar
<b>To finish</b> /finish/ terminar	<b>To suggest</b> /saddlést/ sugerir
<b>To imagine</b> /imádllin/ imaginar(se)	<b>To practise</b> /práktis/ practicar
<b>To involve</b> /invólutv/ involucrar, comprender	

**Ejemplos:** Would you *mind closing* the door?  
I enjoy *walking* in the park in the morning.  
Ann will soon *finish typing* the letter.

El verbo **TO GO** va seguido de un **gerundio** en expresiones que se refieren a actividades deportivas como las siguientes:

<b>To go boating</b> /góu bóutin/ ir a andar en bote	<b>To go shopping</b> /góu shópin/ ir de compras
<b>To go bowling</b> /góu bóulin/ ir a jugar a los bolos	<b>To go sightseeing</b> /góu sáitsi:in/ ir en un tour
<b>To go camping</b> /góu kæmpin/ ir a acampar	<b>To go skating</b> /góu skéitin/ ir a patinar
<b>To go dancing</b> /góu dænsin/ ir a bailar	<b>To go skiing</b> /góu ski:in/ ir a esquiar
<b>To go fishing</b> /góu fishin/ ir a pescar	<b>To go skydiving</b> /góu skáidáivin/ ir a hacer salto libre
<b>To go hang gliding</b> /góu hænd gláidin/ ir a planear (delta)	<b>To go swimming</b> /góu swímin/ ir a nadar
<b>To go hiking</b> /góu háikin/ ir a excursionar	<b>To go trekking</b> /góu trékin/ ir de excursión
<b>To go jogging</b> /góu dllógin/ ir a trotar	<b>To go water-skiing</b> /góu wó:terski:in/ ir a esquiar (acuat.)
<b>To go running</b> /góu ránin/ ir a correr	<b>To go window-shopping</b> /góu window shópin/ ir a vitrinear
<b>To go sailing</b> /góu séilin/ ir a andar en yate	

**Ejemplos:** I usually *go jogging* in the evening.  
Mrs Brown *goes shopping* every Saturday morning.  
They *went sightseeing* in the morning.

Todas las preposiciones (excepto la preposición to) van seguidas de un **gerundio**. Por lo tanto, las siguientes expresiones van seguidas de un gerundio: Hay algunas expresiones idiomáticas que a pesar de contener la preposición to van seguidas de un gerundio

<b>To accuse someone of</b> /akiú:z sámwane əv/	acusar a alguien de
<b>To apologize for</b> /apólodlláiz for/	disculparse por
<b>To be accustomed to</b> /bí: akástomd tu/	estar acostumbrado a
<b>To be afraid of</b> /bí: afréid əv/	tener miedo a
<b>To be capable of</b> /bí: kéipabl əv/	ser capaz de
<b>To be fond of</b> /bí: fond əv/	ser aficionado a
<b>To be tired of</b> /bí: táiard əv/	estar cansado de
<b>To be used to</b> /bí: iu:st tu/	estar acostumbrado a
<b>To carry on</b> /kæəri on/	continuar, seguir, mantenerse
<b>To dream of/about</b> /dri:m əv, abáut/	soñar con, soñar que
<b>To feel like</b> /fi:l láik/	sentir o tener ganas de
<b>To forgive somebody for</b> /forgív sámbody for/	perdonar a alguien por
<b>To get through</b> /get θru:/	terminar
<b>To get used to</b> /get iu:st tu/	acostumbrarse a
<b>To give up</b> /giv áp/	dejar de, rendirse
<b>To go on</b> /gou ón/	continuar, seguir
<b>To insist on</b> /insíst ón/	insistir en
<b>To keep on</b> /ki:p ón/	continuar, seguir, mantenerse
<b>To look forward to</b> /luk fóward tu/	esperar con ansia, desear
<b>To prevent somebody from</b> /prívént sámbody from/	evitar o impedir que alguien
<b>To put off</b> /put óf/	postergar, dejar para más tarde o después
<b>To succeed in</b> /saksi:d in/	lograr exitosamente
<b>To talk about</b> /to:k abáut/	conversar, discutir

### Ejemplos:

John's *given up* **smoking** at last.  
 They *kept on* **talking** for hours.  
 Ann is *fond of* **gardening**.  
 I *look forward to* **seeing** you soon.  
 Bob will soon get used to **living** in this country.

Las siguientes expresiones idiomáticas también van seguidas de un **gerundio**:

<b>There's no use</b> /ðeaz nóu iu:s/ No vale la pena.	There's no use waiting any longer.
<b>It's no use</b> /its nóu iu:s/	Es inútil It's no use insisting
<b>There's not much point in</b> /ðeaz nót match póint in/ No sirve de mucho	There's not much point in doing that.
<b>Is this... worth</b> /iz ðis...we:rθ/ ¿Vale la pena...esta/e...?	Is this book worth reading?
<b>Is it worthwhile</b> /iz it we:rθwáil/ ¿Vale la pena...?	Is it worthwhile going there now?

## EXERCISES

**Ex. 1. Use the correct preposition in the blank space and the gerund of the verbs in parentheses.**

1. He left the house \_\_\_\_\_ good bye. (say)
2. The girl washed the apple \_\_\_\_\_ it. (eat)
3. Bob left the restaurant \_\_\_\_\_ the check. (pay)
4. I can increase my salary \_\_\_\_\_ overtime. (work)
5. We're thinking \_\_\_\_\_ a trip to Europe. (take)
6. He put on his coat \_\_\_\_\_ the house. (leave)
7. \_\_\_\_\_ to bed, the old woman locked all the doors. (go)

**Ex. 2. Supply the gerund form of the verb in parentheses**

1. Would you mind \_\_\_\_\_ (wait) a few minutes?
2. They've stopped \_\_\_\_\_ (speak) to each other.
3. Have you finished \_\_\_\_\_ (read) the book yet?
4. We're considering \_\_\_\_\_ (take) a new course.

5. The boy's finished \_\_\_\_\_ (eat) his supper.
6. I dislike \_\_\_\_\_ (ride) on the subway.
7. They can't risk \_\_\_\_\_ (be) seen.
8. The driver couldn't avoid \_\_\_\_\_ (hit) the pedestrian.
9. I don't mind \_\_\_\_\_ (have) to work till late on Fridays.
10. I always enjoy \_\_\_\_\_ (visit) new places.

**Ex. 3. Complete each sentence with one of these verbs:**

*answer apply be be listen make see try use wash work write*

1. He tried to avoid answering my question.
2. Could you please stop \_\_\_\_\_ so much noise?
3. I enjoy \_\_\_\_\_ to music.
4. I considered \_\_\_\_\_ for the job but in the end I decided against it.
5. Have you finished \_\_\_\_\_ your hair yet?
6. If you walk into the road without looking, you risk \_\_\_\_\_ knocked down by a passing car.
7. Jim is 65 but he isn't going to retire yet. He wants to carry on \_\_\_\_\_.
8. I don't mind you \_\_\_\_\_ the phone as long as you pay for all your calls.
9. Hello! Fancy \_\_\_\_\_ you here! What a surprise!
10. I've put off \_\_\_\_\_ the letter so many times. I really must do it today.
11. What a stupid thing to do! Can you imagine anybody \_\_\_\_\_ so stupid?
12. Sarah gave up \_\_\_\_\_ to find a job in this country and decided to go abroad.

**Ex. 4. Complete the sentences for each situation using -ing.**

- |  |                                     |
|--|-------------------------------------|
| 1. <b>Ann:</b> What shall we do?<br>Bob suggested going to the cinema. | <b>Bob:</b> We could go the cinema. |
| 2. <b>Ann:</b> Do you want to play tennis<br>Bob didn't fancy _____    | <b>Bob:</b> No, not really.         |
| 3. <b>Ann:</b> You were driving so fast!<br>Bob admitted. _____        | <b>Bob:</b> Yes, it's true. Sorry!  |
| 4. <b>Ann:</b> Why don't we go for a swim?<br>Ann suggested _____      | <b>Bob:</b> Good idea!              |
| 5. <b>Ann:</b> You broke into the shop.<br>Bob denied _____            | <b>Bob:</b> No, I didn't!           |
| 6. <b>Ann:</b> Can you wait a few minutes?<br>Bob didn't mind _____    | <b>Bob:</b> Sure, no problem.       |

**Ex. 5. Complete the sentences so that they mean the same as the first sentence. Use -ING.**

1. I can do what I want and you can't stop me.  
You can't stop me doing what I want.
2. It's not a good idea to travel during the rush hour.  
It's better to avoid \_\_\_\_\_
3. Shall we go away tomorrow instead of today?  
Shall we postpone \_\_\_\_\_ until \_\_\_\_\_?
4. The driver of the car said it was true that he didn't have a licence.  
The driver of the car admitted \_\_\_\_\_

5. Could you turn the radio down, please?  
Would you mind \_\_\_\_\_ ?
6. Please don't interrupt me all the time.  
Would you mind \_\_\_\_\_ ?

**Ex. 6. Use your own ideas to complete these sentences. Use gerunds.**

1. She's a very interesting person. I always enjoy ***talking to her***.
2. I'm not feeling very well. I don't fancy \_\_\_\_\_
3. I'm afraid there aren't any more chairs. I hope you don't mind \_\_\_\_\_
4. It was a lovely day, so I suggested \_\_\_\_\_
5. It was very funny. I couldn't stop \_\_\_\_\_
6. My car isn't very reliable. It keeps \_\_\_\_\_

**Ex. 7. Supply the correct preposition and the gerund form of the verb in parentheses:**

1. Mary is very fond \_\_\_\_\_ in the river (swim)
2. John insisted \_\_\_\_\_ to the stadium with us. (go)
3. Henry needs much more practice \_\_\_\_\_ (speak)
4. We look forward \_\_\_\_\_ you soon. (see)
5. The seat belt prevented me \_\_\_\_\_ my head against the windshield. (hit)
6. There is little chance \_\_\_\_\_ her again. (see)
7. It's a question \_\_\_\_\_ it at once. (do)
8. We are thinking \_\_\_\_\_ French. (study)
9. Bob has very little experience \_\_\_\_\_ trucks. (drive)
10. John got tired \_\_\_\_\_ for us. (wait)
11. Bill has no intention \_\_\_\_\_ part in the game. (take)
12. There's no possibility \_\_\_\_\_ the work today. (finish)

**Ex. 8. Join the following pairs of sentences by using INSTEAD OF /instéd ov/ (en vez de)**

1. I will play tennis. I won't work in the garden today  
*I will play tennis instead of working in the garden today.*
2. She will study music. She won't go to the university.  
\_\_\_\_\_
3. They will stay home this summer. They won't go abroad.  
\_\_\_\_\_
4. We're going to the movie tonight. We will not visit the Smiths.  
\_\_\_\_\_
5. John will study to be an engineer. He will not work in his father's store.  
\_\_\_\_\_
6. He will live in a dormitory. He will not stay at the home of his cousin.  
\_\_\_\_\_
7. He will marry Helen. He will not remain a bachelor.  
\_\_\_\_\_
8. They will fly to Mexico. They will not drive in their new car.  
\_\_\_\_\_

**Ex. 9. Complete the sentences by using GERUNDS. Add a preposition after the gerund, if necessary.**

1. It was cold and rainy yesterday, so we postponed going to/visiting the botanical gardens.
2. The Porters' house is too small. They're considering \_\_\_\_\_
3. We discussed \_\_\_\_\_ Colorado for our vacation.
4. When Martha finished \_\_\_\_\_ the floor, she dusted the furniture.
5. Sometimes students put off. \_\_\_\_\_ their homework.
6. We had a blizzard, yesterday, but it finally stopped \_\_\_\_\_ around 10 p.m.
7. I quit \_\_\_\_\_ comic books when I was twelve years old.
8. I'm thinking about \_\_\_\_\_ a biology course next semester.
9. Beth doesn't like her job. She's talking about \_\_\_\_\_ a different job.
10. I enjoy \_\_\_\_\_ sports.
11. I'm considering \_\_\_\_\_ New York City.
12. A: Are you listening to me?      B: Yes. Keep \_\_\_\_\_. I'm listening to you.
13. A: Do you want to take a break?      B: No. I'm not tired yet. Let's keep on \_\_\_\_\_ for another hour or so.
14. A: Would you mind \_\_\_\_\_ the window?      B: Not at all. I'd be glad to.

**Ex. 10. Complete the sentences in the dialogues. Use the expressions in the list or your own words. Be sure to use a gerund in each sentence.**

*buy a new car*

*rain*

*do my homework*

*read a good book*

*do things*

*repeat that*

*get a Toyota*

*smoke*

*go to the zoo on Saturday*

*help him*

*try*

*tap your fingernails on the table*

1. A: Would you like to go for a walk?  
B: Has it stopped raining?  
A: Yes, it has.  
B: Let's go, then.
2. A: I've been having a lot of trouble with my old Honda the last couple of months. It's slowly falling apart. I'm thinking about \_\_\_\_\_  
B: Do you think you'll get another Honda?  
A: No. I'm considering \_\_\_\_\_
3. A: What do you usually do in your free time in the evening?  
B: I enjoy \_\_\_\_\_
4. A: Good, news! I feel great. I don't cough any more, and I don't run out of breath when I walk up a hill. B: Oh?  
A: I quit \_\_\_\_\_  
B: That's wonderful!
5. A: I've been working on this math problem for the last half hour, and I still don't understand it.  
B: Well, don't give up. Keep \_\_\_\_\_ If at first you don't succeed, try, try again.
6. A: Are you a procrastinator?  
B: A what?  
A: A procrastinator. That's someone who always postpones \_\_\_\_\_.  
B: Oh. Well, sometimes I put off \_\_\_\_\_
7. A: What are you doing?  
B: I'm helping Teddy with his homework.  
A: When you finish \_\_\_\_\_ could you help me in the kitchen?  
B: Sure.
8. A: Could you please stop doing that?  
B: Doing what?  
A: Stop \_\_\_\_\_ It's driving me crazy.



9. A: Do you have any plans for this weekend?  
B: Henry and I talked about \_\_\_\_\_

10. A: I didn't understand what you said. Would you mind \_\_\_\_\_?  
B: Of course not. I said, "Three free trees. "

**Ex. 11. Answer the questions. Use the expressions GO +...ING**

1. My sister goes to the beach almost every day. She spends hours in the water. What does she like to do?  
She likes to go swimming
2. Frank and his girlfriend like to spend the whole day on a lake with poles in their hands. What do they like to do?  
hey like \_\_\_\_\_
3. Last summer John went to Paine National Park. He slept in a tent and cooked his food over a fire. What did he do last summer?  
He \_\_\_\_\_
4. Mr. Johnson likes to go to the Shopping Mall and buy things. What does he like to do?  
He likes \_\_\_\_\_
5. Mr. Smith's wife takes good care of her health. She runs a couple of miles every day. What does she do every day?  
She \_\_\_\_\_
6. On weekends in the winter, the Smiths sometimes go to a mountain resort. They like to race down the side of a mountain in the snow. What do they like to do?  
They \_\_\_\_\_
7. Jim Clark is a nature lover. He usually takes long walks in the woods. What does Joe like to do?  
He \_\_\_\_\_
8. Barbarta prefers indoor sports. She goes to a place where she rolls a thirteen-pound ball at some wooden pins. What does Sara often do?  
She \_\_\_\_\_
9. George and Jane know all the latest dances. What do they probably do a lot?  
They \_\_\_\_\_
10. The Taylors are going to go to a little lake near their house tomorrow. It's winter now, so the lake is completely frozen. The ice is smooth. What are the Taylors going to do tomorrow?  
They \_\_\_\_\_
11. Jim and his wife live near the sea. When there's a strong wind, they like to spend the day in their yacht. What do they like to do?  
They \_\_\_\_\_
12. Tourists often get on buses that take them to see interesting places in an area. What do they do on buses?  
They \_\_\_\_\_
13. Colette and Ben like to jump out of airplanes. They don't open their parachutes until the last minute. What do they like to do?  
They \_\_\_\_\_
14. What do you like to do for exercise and fun?  
I \_\_\_\_\_

## BASIC VOCABULARY:

### A. PREPOSITIONS AND PREPOSITIONAL PHRASES

#### English

**about** /ə'baút/  
**above** /ə'báv/  
**across** /əkrós/  
**after** /á:fter/  
**against** /egéinst/  
**along** /əlón/  
**among** /əmán/  
**around** /eráund/  
**at** /ət/  
**at the back of** /ət ðə bæk əv/  
**at the bottom of** /ət ðə bótóm əv/  
**at the top of** /ət ðə tɒp ɪv/  
**before** /bifó.r/  
**behind** /biháind/  
**below** /bilóu/  
**beneath** /bini:θ/  
**beside** /bisáid/  
**besides** /bisáidz/  
**between** /bitú:n/  
**beyond** /biyónd/  
**by** /baí/  
**despite** /dispáit/  
**down** /dáun/  
**during** /diúrin/  
**far from** /fá:r frɒm/  
**for** /fo:r/  
**from** /frɒm/  
**in** /in/  
**in front of** /in fránt əv/  
**in the corner of** /in ðə kórner əv/  
**inside** /insáid/  
**into** /intu/  
**near** /niar/  
**next to** /nékst tu/  
**of** /əv/  
**off** /ɒf/  
**on** /ɒn/  
**onto** /óntu/  
**opposite** /óposit/  
**out** /áut/  
**out of** /áut əv/  
**outside** /autsáid/  
**over** /óuver/  
**since** /sins/  
**through** /θru:/  
**till** /til/  
**to** /tu/  
**towards** /tuwó:rdz/  
**under** /ándər/  
**until** /antil/  
**up** /ap/  
**with** /wið/  
**within** /wiðin/  
**without** /wiðáut/

#### Spanish

acerca de  
más arriba de  
a través de (de un lado al otro)  
después de  
en contra de  
a lo largo de  
entre (varios)  
alrededor de  
en, a  
en la parte posterior de  
en la parte inferior de  
en la parte superior de  
antes de  
detrás de  
más abajo de  
más abajo de  
al lado de  
además de  
entre (dos)  
más allá de  
por, cerca de  
a pesar de  
hacia abajo  
durante  
lejos de  
para  
desde, de  
en  
al frente de  
en la esquina de  
dentro de  
hacia adentro  
cerca de  
próximo a  
de  
lejos de  
encima de (sobre)  
hacia encima de  
frente a  
afuera  
hacia afuera  
fuera de  
sobre  
desde  
a través de  
hasta  
a, hacia  
hacia, en dirección a  
debajo de  
hasta  
hacia arriba de  
con  
dentro de  
sin

#### Example

about the history of the USA  
above the clouds  
across the street  
after the lesson  
against the enemy  
along the coast  
among all the girls  
around the house  
at home, at 4.15  
at the back of the room  
at the bottom of the map  
at the top of the shelf  
before the lesson  
behind the door  
below the carpet  
beneath the ground  
beside the table  
besides John Clark  
between you and me  
beyond the hill  
by the river  
despite the noise  
down the coast  
during the day  
far from London  
for the students  
from the USA  
in the garden  
in front of the school  
in the corner of the room  
inside the classroom  
into the room  
near the hospital  
next to the supermarket  
of the week  
off the coast  
on the desk  
onto the table  
opposite the bank  
out in the street  
out of the room  
outside the office  
over the roof  
since that day  
through the tunnel  
till tomorrow  
to the office  
towards the east  
under the table  
until next Sunday  
up the road  
with my friends  
within a week  
without money

## B. Connectors

### Coordinating conjunctions:

<b>and</b> /ánd/	y	<b>both...and...</b> /bóuth...and/	tanto...como...
<b>or</b> /o:r/	o	<b>either...or</b> /i:ðer...o:r/	ya sea... o...
<b>so</b> /sou /	por lo tanto	<b>neither...nor</b> /ní:ðer...no:r/	ni...ni...
<b>for</b> /fó:r/	porque, debido a que	<b>not only...but also</b> /nót óunli...but ólsou/	no sólo...sino que también...
<b>not</b> /not/	no	<b>yet</b> /iét/	sin embargo, no obstante

### Adverbial connectives:

<b>accordingly</b> /akó:rðinli/	en conformidad	<b>last(ly)</b> /lá:stli/	en último término
<b>actually</b> /æktçualli/	en realidad	<b>likewise</b> /láikwaiz/	del mismo modo, así mismo
<b>although</b> /ólidou/	aún cuando, aunque, a pesar de	<b>meanwhile</b> /mí:nwail/	mientras tanto
<b>anyway</b> /éniwei/	de todos modos	<b>moreover</b> /mó:rouver/	además, por otra parte
<b>besides</b> /bisáidz/	además	<b>nevertheless</b> /néverðelés/	sin embargo, no obstante
<b>consequently</b> /kónsekwentli/	en consecuencia,	<b>next</b> /nékst/	después, enseguida, acto seguido
<b>despite</b> /dispáit/	a pesar de, no obstante	<b>nonetheless</b> /nanðeles/	sin embargo, no obstante ello
<b>equally</b> /ikwali /	igualmente	<b>otherwise</b> /áðerwaiz/	de otro modo, de lo contrario
<b>finally</b> /fáinali/	finalmente, por fin	<b>similarly</b> /similari/	similarmente, del mismo modo
<b>first</b> /fé:rst/	en primer lugar, primeramente	<b>so</b> /sóu/	por lo tanto, en consecuencia
<b>furthermore</b> /férðermó:r/	además	<b>subsequently</b> /sábsikwentli/	posteriormente, con posterioridad
<b>hence</b> /héns/	de aquí que, por lo tanto	<b>then</b> /ðen/	por lo tanto, entonces, pues
<b>however</b> /hauéver/	sin embargo, no obstante	<b>therefore</b> /ðéarfo:r/	por lo tanto, por consiguiente
<b>indeed</b> /indí:d/	en efecto, por cierto	<b>thus</b> /ðas/	así, de este modo
<b>initially</b> /inishiali/	inicialmente, al comienzo	<b>instead</b> /instéd/	en cambio, en lugar de eso

### Phrasal adverbial connectives

<b>after all</b> /á:fter ó:l/	después de todo	<b>in fact</b> /in fækt/	de hecho, en realidad
<b>as a consequence</b> /az ə kónsikwens/	como resultado de ello	<b>in addition</b> /in adíshon/	además
<b>as a matter of fact</b> /az ə máter ov fækt/	en realidad,	<b>in spite of that</b> /in spáit əv ðæt/	a pesar de ello
<b>as a result</b> /az ə rizált/	como resultado de ello	<b>in the first place</b> /in ðe fé:rst pléis/	en primer lugar
<b>even so</b> /i:vn sóu/	aún así	<b>in the meantime</b> /in ðe mí:ntaim/	mientras tanto
<b>first of all</b> /fé:rst əv ó:l/	en primer término	<b>in the same way</b> /in ðe seim wéi/	del mismo modo
<b>for example</b> /for igzámpl/	por ejemplo	<b>on one hand</b> /ən wan hænd/	por un lado
<b>for instance</b> /for instans/	por ejemplo	<b>on the other hand</b> /ən ði áðer hænd/	por otro lado
<b>for one thing</b> /for wan θiŋ/	en primer lugar	<b>to begin with</b> /tu bigín wið/	para comenzar
<b>for that reason</b> /for ðæét rí:zn/	por ese motivo	<b>to start with</b> /tu stá:rt wið/	para comenzar

### Examples:

1. Peter **and** Tom went to visit Hans in hospital.
2. **Both** Peter **and** Tom went to see Hans in hospital.
3. He studied hard as well, **but** he didn't do well in the test.
4. He didn't study hard enough, **so** he failed the exam.
5. Alice studied very hard, **yet** she didn't pass her exam.
6. He's my best friend; **besides**, we've known each other all our lives.
7. He gave her a beautiful diamond; **moreover**, he took her to Europe.
8. The yard is too big; **furthermore**, we can't afford the house.
9. The student speaks English well; **in addition**, he seems to know a lot about our customs.
10. I'm getting along quite well; **however**, my roommate is not doing so well.
11. Mary was sick; **nevertheless**, she came to class.
12. It's cold outside; **nonetheless**, we have to wash the car.
13. **On one hand**, the house is not very comfortable; **on the other hand**, it has an excellent location
14. **First**, he went to the post office; **then**, he went to the bank.

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## Key to answers

# UNIT 12

### A.

**Ex. 2.** 1. has - started 2. has been 3. has- left 4. have seen 5. have lived 6. has - received 7. has gone 8. has worked 9. has - been 10. have - read 11. has spoken 12. have met

**Ex. 3.** 1. The soccer game hasn't finished yet / Has the soccer game finished already / yet? 2. Peter hasn't had dinner yet / Has Peter had dinner already / yet? 3. They haven't studied the report / Have they studied the report? 4. The plane hasn't left yet / Has the plane left already / yet? 5. John hasn't sent them a fax / Has John sent them a fax? 6. They haven't given her... / Have they given her...?

**Ex. 4.** 1. How many times has Tom seen that same movie? 2. What have they bought? 3. Why has he gone to bed? 4. How long has Tom lived in Pakistán? 5. How many books have they sold today? 6. How long has Paul worked for our company? 7. What have you eaten? 8. Where has John been? 9. Why hasn't Ann answered the letters? 10. What have the boys done today? 11. How long have we / you waited for them? 12. How many times have the students done the same exercise?

**Ex. 5.** 1. No, I've never been there 2. Yes, she's been there twice. 3. No, they've never seen one 4. Yes, I've driven one once or twice. 5. Yes, he's lived abroad several times 6. No, I've never seen him in person. 7. Yes, she's come here a couple of times.

**Ex. 6.** 1. I haven't read that book yet. 2. The general has already gone to the meeting. 3. They've been here several times before. 4. Have you watched TV this afternoon / evening, John? 5. My father-in-law has lived in this city all his life. 6. What has Mary told you about that? 7. They've studied English for more than two years. 8. Why haven't you visited California yet? 9. How long have you worked in the army? 10. Where have they been since eight o'clock this morning?

### B.

**Ex.1** 1. without / after saying 2. before eating 3. without / after paying 4. by working 5. about taking 6. before leaving 7. before going

**Ex. 2.** 1. waiting 2. speaking 3. reading 4. taking 5. eating 6. riding 7. being 8. hitting 9. having 10. visiting

**Ex. 3.** 2. making 3. listening 4. applying 5. washing 6. being 7. working 8. using 9. seeing 10. answering 11. being 12. trying

**Ex. 4.** 2. playing tennis 3. Driving / having been driving too fast 4. going for a swim 5. Breaking / having broken 6. waiting a few minutes.

**Ex. 5.** travelling during the rush hour 3. going away... tomorrow 4. not having a license 5. turning the radio down, please? 6. not interrupting me all the time?

**Ex. 6.** (Possible answers) 2. going out this evening 3. standing up 4. going out for a walk 5. laughing 6. breaking down

**Ex. 7.** 1. of swimming 2. on going 3. in speaking 4. to seeing 5. from hitting 6. of seeing 7. of doing 8. about studying 9. of driving 10. of waiting 11. of taking 12. of finishing

**Ex. 8.** 2....instead of going to the university 3.... instead of going abroad 4... instead of visiting the Smiths 5....instead of working in his father's store 6....instead of staying at the home of his cousin 7.... instead of remaining a bachelor 8....instead of driving in their new car

**Ex. 9.** (Possible answers) 2. moving into a larger house 3. going to 4. vacuuming 5. doing 6. snowing 7. buying 8. taking 9. looking for 10. practising 11. visiting 12. speaking 13. working 14. closing

**Ex. 10.** 2. buying a new car / getting a Toyota 3. reading a good book 4. smoking 5. trying 6. doing things / doing his homework 7. helping him 8. tapping your fingernails on the table 9. going to the zoo on Saturday 10. repeating that

**Ex. 11.** 2. to go water-skiing 3. went camping 4. to go shopping 5. goes jogging 6. like to go skiing 7. likes trekking 8. goes bowling 9. go dancing 10. are going to go ice-skating 11. like to go sailing 12. go sight-seeing 13. like to go sky-diving 14. like to go (fishing / window-shopping / swimming, etc.

# UNIT 13

## PART 1. EL TIEMPO PRESENTE PERFECTO CONTINUO (THE PRESENT PERFECT CONTINUOUS)

Este tiempo verbal está formado por el presente perfecto de **To Be (HAVE BEEN /hav bí:n/ HAS BEEN /haz bí:n/)** más un **GERUNDIO** de un verbo principal.

Este tiempo verbal describe una acción que comenzó en el pasado y ha continuado realizándose **en forma ininterrumpida** hasta este momento, hasta esta fecha. Normalmente este tiempo describe acciones que se empezaron a realizar hace poco tiempo.

### Lea, escuche y aprenda:

Tom **has been working** there since 8:30 /tóm haz bí:n wé:rkiŋ déar sins éit thé:rti/. Tom ha estado trabajando ahí desde las 8.30.

They **have been living** in Miami since 1985. /déi hav bí:n líviŋ in maiámi sins náintin éiti fáiv/ Ellos han estado viviendo en Miami desde 1985.

We **ve been studying** English for over two months. /wí:v bí:n stádiiŋ iŋgliŋ for óuver tú: mánθs/ Nosotros hemos estado estudiando inglés por más de dos meses.

It **s been raining** for about an hour. /its bí:n ráiniŋ for abáut an áuar/. Ha estado lloviendo cerca de una hora

### Compare:

He **s worked** there for many years. /hi:z wé:rakt déar for méni yíarz/ El ha trabajado allí por muchos años  
He **s been working** there for about 2 hours. /hi:z bí:n wérkiŋ déar for abáut tú: áuarz/. El ha estado trabajando allí aprox. 2 horas

They **ve lived** in the South ever since they got married. /déiv lívd in ðe sáuth éver sins déi gót mærid/ Ellos han vivido en el sur desde que se casaron  
They **ve been living** in that house for at least two months. /déiv bi:n líviŋ in ðe sáuth for at lí:st tú mánθs/ Ellos han estado viviendo en esa casa por lo menos 2 meses.

La forma negativa se expresa usando **HAVEN'T BEEN /hævnt bí:n/ HASN'T BEEN /hæznt bí:n/** más el **GERUNDIO** y en la **forma interrogativa** de debe usar **HAVE/HAS** delante del sujeto de la oración.

### Lea, escuche y aprenda:

Tom **hasn't been working** there for more than 2 hours. /tóm /hæznt bí:n wé:rkiŋ déar for mó:ar ðan tú: áuarz/  
Tom no ha estado trabajando allí por más de dos horas

**Have they been** living there very long? /hav ðei bí:n líviŋ déar véri lón/ ¿Han estado ellos viviendo allí mucho tiempo?  
How long **have you been practising** English today? /háu lon hav iú: bí:n præktisiŋ iŋgliŋ tudéi/ ¿Cuánto tiempo has estado practicando inglés hoy día?

La **pregunta más habitual** en este tiempo es:

**WHAT HAVE YOU BEEN DOING?** /wót av iu: bí:n dú:iŋ/ ¿Qué ha estado haciendo Ud.?

## EXERCISES

Ex. 1. Complete the following sentences using the verb provided in the Present Perfect Continuous Tense.

1. Tom \_\_\_\_\_ here for several months (live) .
2. They \_\_\_\_\_ in the office for several hours. (work)
3. That man \_\_\_\_\_ there for about 2 hours. (sit)
4. The cadets \_\_\_\_\_ at attention for about 15 minutes. (stand)

5. I \_\_\_\_\_ for the bus for more than 10 minutes (wait)
6. Jack and Mary \_\_\_\_\_ in the park for nearly an hour. (run)
7. The commander \_\_\_\_\_ the report all evening. (read)
8. Miss Black \_\_\_\_\_ her new novel since April. (write)
9. The officers \_\_\_\_\_ in the gym for about 45 minutes. (work out)
10. The generals \_\_\_\_\_ the situation all morning. (discuss)

**Ex. 2. Change the following sentences into a) negative, and b) interrogative.**

1. He's been living in Caracas since 1995.

\_\_\_\_\_

2. They've been playing tennis since midday.

\_\_\_\_\_

3. Jane's been feeling well since March.

\_\_\_\_\_

4. They've been discussing the new project too long.

\_\_\_\_\_

5. Bob's been swimming all morning.

\_\_\_\_\_

**Ex. 3. Ask questions using question words like What, Where, When, How long, etc.**

1. Henry's been reading the newspaper all morning.

\_\_\_\_\_ ?

2. Bill's been sleeping all morning.

\_\_\_\_\_ ?

3. They've been staying at the Rex Hotel.

\_\_\_\_\_ ?

4. They've been saving money because they're planning to buy a house.

\_\_\_\_\_ ?

5. My friends have been living in Madrid since December 2002

\_\_\_\_\_ ?

6. The boy's been listening to the radio since 7 o'clock.

\_\_\_\_\_ ?

7. They've been waiting for a taxi for about 15 minutes.

\_\_\_\_\_ ?



## PART II. USE OF INFINITIVES AND GERUNDS. (II)

### A. VERB + TO-INFINITIVE

Ciertos verbos como **TO WANT** /wɒnt/ querer, **TO DECIDE** /dɪsaɪd/ decidir, **TO WISH** /wɪʃ/ desear, **TO PLAN** /plæn/ planear, pensar, etc. van seguidos por **to+Infinitive**

Los siguientes verbos van seguidos de to+infinitive:

<b>To agree</b> /agrɪ:/	Acordar	<b>To hope</b> /həʊp/	Esperar (desear)
<b>To afford</b> /əfɔːrd/	Disponer (dinero o tiempo)	<b>To learn</b> /lɜːrn/	Aprender
<b>To aim</b> /eɪm/	Aspirar	<b>To manage</b> /mænɪdʒ/	Conseguir (lograr)
<b>To arrange</b> /ə'reɪndʒ/	Convenir	<b>To mean</b> /miːn/	Tener intención de, querer decir
<b>To ask</b> /ɑːsk/	Solicitar	<b>To offer</b> /ɔːfər/	Ofrecer(se)
<b>To attempt</b> /ə'tempt/	Intentar	<b>To plan</b> /plæn/	Planificar
<b>To claim</b> /kleɪm/	Reclamar, afirmar autoría	<b>To pretend</b> /prɪtend/	Fingir, simular
<b>To decide</b> /dɪsaɪd/	Decidir	<b>To promise</b> /prɒmɪs/	Prometer
<b>To deserve</b> /dɪsɜːrv/	Merecer	<b>To refuse</b> /rɪfjuːz/	Rehusar, negarse a
<b>To fail</b> /feɪl/	No conseguir, no lograr	<b>To threaten</b> /θreɪten/	Amenazar.
<b>To forget</b> /fɔːgət/	Olvidar	<b>To want</b> /wɒnt/	Querer (necesitar)

### Ejemplos:

Sam was in a difficult situation, so I *agreed to lend* him some money.

I can't *afford to buy* a Honda car.

We *aim to increase* our exports to Europe.

The man *attempted to escape* from the prison twice.

Peter *wants to study* engineering. The boy *doesn't want to do* his homework now.

I promise *to help* you. She *promised not to be* late.

The woman pretends *to know* everything.

Existen algunas variantes de la estructura presentada anteriormente, que son las siguientes:

#### 1. Verb + to be + adjective

Esta estructura es muy común con los siguientes verbos: **TO APPEAR** /əpiər/ aparecer, verse, **TO PRETEND** /prɪtend/ fingir, simular, **TO SEEM** /siːm/ parecer, **TO TEND** /tend/ tender a

They *seem to be very annoyed*.

The *students tend to be negligent*.

#### 2. Verb + to be +Gerund (Continuous Infinitive)

Los verbos **TO APPEAR** /əpiər/ aparecer, verse, **TO PRETEND** /prɪtend/ fingir, simular, **TO SEEM** /siːm/ parecer, **TO TEND** /tend/ tender a, también pueden ir seguidos de **TO BE + Gerund**:

Mary *appeared to be suffering* too much.

They *seem to be doing* well now.

He *pretended to be reading* the paper.

### 3. Verb + to have + Past Participle *Perfect Infinitive*)

Hay algunos verbos que pueden ir seguidos de **TO HAVE** + un **Pasado Participio**:

They seem **to have been** doing well so far. (so far = hasta ahora)  
Bob seems **to have lost** weight.  
The IRA *claimed* **to have planted** the bomb in the car.

### 4. Verb + Wh... + to-Infinitive

Después de los verbos **TO ASK** /a:sk/ solicitar, pedir, **TO DECIDE** /disáid/ decidir, **TO KNOW** /nóu/, saber, **TO UNDERSTAND** /anderstænd/ entender, se puede usar una **palabra interrogativa** seguida de **to+infinitivo**

We asked **how to get** to the station  
Have you decided **where to go** for your holidays?  
I don't know **whether to apply** for the job or not.  
Do you understand **what to do**?

### 5. Verb + Somebody+ wh + to-infinitive

Los verbos **TO SHOW** /shóu/, *mostrar*, **TO TELL** /tel/ *decir*, **TO ASK** /a:sk/ *pedir, solicitar*, **TO ADVISE** /adváiz/ *aconsejar* y **TO TEACH** /ti:tch/ *enseñar*, pueden ir seguidos por un **complemento indirecto** (*Peter, Mary, the student, me, him, them, etc*) + una **palabra interrogativa** (*what, where, when, etc.*) + un **to-infinitive**

Can *someone* show **me how to change** the film in this camera?  
I told **them what to do** and **where to go** in London.  
Bob taught **us how to use** the computer.

### 6. Verb + (somebody) + to-infinitive

Los siguientes verbos pueden ir seguidos por a) un **to-Infinitive** o por b) un **Complemento Indirecto + to-Infinitive**.

	A	B
To want /wont/ querer	I want <b>to go</b> there.	I want <b>you to go</b> there
To ask /a:sk/ pedir	He asked <b>to take part</b> .	He asked <b>us to take part</b> .
To expect /ikspékt/ esperar	We expect <b>to be</b> there soon.	We expect <b>you to be</b> there soon.
To beg /beg/ rogar	I <b>begged to see</b> the photos.	I begged <b>them to see</b> the photos.
To mean /mi:n/ tener la intención de	They don't mean <b>to do</b> it now.	I don't mean <b>you to do</b> it now.
I would like /wud laik/ me gustaría.	I <b>would like to go</b> .	I'd like <b>you to go</b>
I would prefer /wud prifé:r/ preferiría	I'd prefer <b>to do</b> it now.	I'd prefer <b>them to do</b> it now
I would love /wud lav/ me encantaría	I'd love <b>to go</b> to the club.	I'd love <b>you to go</b> to the club.
I would hate /wud héit/ me desagradaría.	I'd hate <b>to do</b> that here.	I'd hate <b>the boys to do</b> it here.

## B. VERB + BARE INFINITIVE

Los verbos **TO MAKE** /meik/ *hacer, obligar* y **TO LET** /let/ *permitir, dejar* van seguidos de un **BARE INFINITIVO** (Infinitive sin **TO**) en la siguiente estructura:

### TO MAKE / TO LET + Somebody + bare infinitive

You make me **feel** happy. (No se debe decir, "You make me **TO feel** happy") Tú me haces sentir feliz  
The customs officer made Sally **open** her suitcase. El oficial de aduana hizo a Alice abrir su maleta.  
Hot weather makes me **feel** tired. El tiempo caluroso me hace sentir cansado.  
Her parents **wouldn't let her go out** alone. Sus padres no le permitirían a ella salir sola.  
Let me **carry** your bag for you, madam. Permítame llevarle su bolso, señora  
Please let me **go out**. Por favor, déjeme salir

### C. VERBO + GERUND o BARE INFINITIVE

Los verbos de percepción **TO SEE** /sí:/ *ver*, **TO HEAR** /híar/ *oir*, **TO WATCH** /wórch/ *observar*, van seguidos de un gerund cuando nos referimos a una acción parcial o de un **bare infinitive** cuando nos referimos a la acción completa

#### Ejemplos:

- |   |                                    |
|---|------------------------------------|
| I saw her <b>crossing</b> the road. (parte de la acción)  | La ví <b>cruzando</b> la calle     |
| I saw her <b>cross</b> the road. (acción completa)        | La vi <b>cruzar</b> la calle       |
| We heard them <b>singing</b> a song. (parte de la acción) | Los oí <b>cantando</b> una canción |
| We heard them <b>sing</b> ten songs. (acción completa)    | Los oí <b>cantar</b> 10 canciones. |

### D. VERB + SOMEBODY + TO-INFINITIVE/BARE INFINITIVE

El verbo **TO HELP** /hép/ *ayudar* puede ir seguido indistintamente de un **to-Infinitive** o un **bare Infinitive**

#### Ejemplo:

Can you **help me to lift / lift** this box, please?

### EXERCISES

#### Ex. 1. Complete the sentences for each situation.

- |  |                                   |
|--|-----------------------------------|
| 1. Tom: Shall we get married?<br>They decided _____        | Betty: Yes, let's                 |
| 2. Jack : Please help me.<br>Mary agreed _____             | Mary: OK.                         |
| 3. Bob: Can I carry your bag for you?<br>Bob offered _____ | Woman: No, thanks. I can manage.  |
| 4. Bob: Let's meet at 8 o'clock.<br>They arranged _____    | Hans: OK, fine.                   |
| 5. Man: What's your name?<br>The woman refused _____       | Woman: I'm not going to tell you. |

#### Ex. 2. Complete each sentence with a suitable verb.

1. Don't forget \_\_\_\_\_ the letter I gave you.
2. There was a lot of traffic but we managed \_\_\_\_\_ to the airport in time.
3. Jill has decided not \_\_\_\_\_ a car.
4. We've got a new computer in our office. I haven't learnt how \_\_\_\_\_ it yet.
5. I wonder where Sue is. She promised not \_\_\_\_\_ late.
6. We were all too afraid to speak. Nobody dared \_\_\_\_\_ anything.

#### Ex. 3. Put the verb into the correct form *to-Infinitive* or *-ing*

1. When I'm tired, I enjoy \_\_\_\_\_ television. It's relaxing. (watch)
2. It was a nice day, so we decided \_\_\_\_\_ for a walk. (go)
3. It's a nice day. Does anyone fancy \_\_\_\_\_ for a walk? (go)
4. I'm not in a hurry. I don't mind \_\_\_\_\_ (wait)
5. They don't have much money. They can't afford \_\_\_\_\_ out very often. (go)
6. I wish that dog would stop \_\_\_\_\_. It's driving me mad. (bark)
7. Our neighbour threatened \_\_\_\_\_ the police if we didn't stop the noise. (call)

8. We were hungry, so I suggested \_\_\_\_\_ dinner early. (have)
9. Hurry up! I don't want to risk \_\_\_\_\_ the train. (miss)
10. I'm still looking for a job but I hope \_\_\_\_\_ something soon. (find)

**Ex. 4. Make a new sentence using the verb in brackets.**

- |   |           |
|---|-----------|
| 1. He has lost weight.(seem)                | He _____  |
| 2. Tom is worried about something. (appear) | _____     |
| 3. You know a lot of people. (seem)         | You _____ |
| 4. My English is getting better. (seem)     | _____     |
| 5. That car has broken down. (appear)       | _____     |
| 6. David forgets things.(tend)              | _____     |
| 7. They have solved the problem. (claim)    | _____     |

**Ex. 5. Complete each sentence using what/how/whether + one of these verbs:**

**do    get    go    ride    say    use**

1. Do you know \_\_\_\_\_ to John's house?
2. Can you show me \_\_\_\_\_ this washing machine?
3. Would you know \_\_\_\_\_ if there was a fire in the building?
4. You'll never forget \_\_\_\_\_ a bicycle once you have learned.
5. I was really astonished. I didn't know \_\_\_\_\_.
6. I've been invited to the party but I don't know \_\_\_\_\_ or not.

**Ex. 6. Complete the questions. Use DO YOU WANT ME TO...? or WOULD YOU LIKE ME TO...? with one of these verbs (+ any other necessary words): TO COME, TO LEND, TO REPEAT, TO SHOW, TO SHUT, TO WAIT**

1. Do you want to go alone or do you want me to \_\_\_\_\_?
2. Have you got enough money or do you want me to \_\_\_\_\_?
3. Shall I leave the window open or would you like me to \_\_\_\_\_?
4. Do you know how to use the machine or would \_\_\_\_\_?
5. Did you hear what I said or do \_\_\_\_\_?
6. Can I go now or do \_\_\_\_\_?

**Ex. 7. Complete the sentences for each situation.**

- |   |  |
|---|--|
| 1. Sue: Lock the door.<br>Sue told Hans to lock the door.               | Hans: OK.<br>_____   |
| 2. Tom & Betty:<br>John: Yes, I'd love to<br>Tom and Betty invited John | Why don't you come and stay with us for a few days?<br>_____ |
| 3. Bob: Can I use your phone?<br>Mary wouldn't let                      | Mary: No<br>_____  |
| 4. Sylvia: Be careful.<br>Sylvia warned                                 | Hans: Don't worry. I will.<br>_____                          |
| 5. Tom: Can you give me a hand?<br>Tom asked                            | Jane. Yes, of course.<br>_____                               |

**Ex. 8. Complete these sentences so that the meaning is similar to the first sentence.**

1. My father said I could use his car.  
My father allowed \_\_\_\_\_
2. I was surprised that it rained.  
I didn't expect \_\_\_\_\_

3. Don't stop him doing what he wants.  
Let \_\_\_\_\_
4. He looks older when he wears glasses.  
Glasses make \_\_\_\_\_
5. I think you should know the truth.  
I want \_\_\_\_\_
6. Don't let me forget to phone my sister.  
Remind \_\_\_\_\_
7. At first I didn't want to apply for the job but Sarah persuaded me.  
Sarah persuaded \_\_\_\_\_
8. My lawyer said I shouldn't say anything to the police.  
My lawyer advised. \_\_\_\_\_
9. I was told that I shouldn't believe everything he says.  
I was warned not \_\_\_\_\_
10. If you've got a car, you are able to travel round more easily.  
Having a car enables \_\_\_\_\_

**Ex. 9. Put the verb in the right form : -ing or infinitive (with or without to).**

1. She doesn't allow us \_\_\_\_\_ in the house. (smoke)
2. I've never been to Iceland but I'd like \_\_\_\_\_ there. (go)
3. I'm in a difficult position. What do you advise me \_\_\_\_\_?(do)
4. She said the letter was personal and wouldn't let me \_\_\_\_\_ it. (read)
5. He was kept at the police station for two hours and then he was allowed \_\_\_\_\_ (go)
6. Where would you recommend me \_\_\_\_\_ for my holidays? (go)
7. I wouldn't recommend you \_\_\_\_\_ in that restaurant. The food is awful (eat)
8. The film was very sad. It made me \_\_\_\_\_ (cry)
9. Carol's parents always encouraged her \_\_\_\_\_ hard at school. (study)

**E. VERBS +...ING/TO-INFINITIVE**

Algunos verbos pueden ir seguidos indistintamente de un gerundio o de un to-infinitive, sin cambiar de significado. Los verbos más comunes de este tipo son: **TO PREFER** /prɪfə:r/ preferir, **TO BEGIN** /bɪɡɪn/ empezar, **TO START** /stɑ:rt/ comenzar, **TO CONTINUE** /kɒntɪnju/ seguir,continuar, **TO LIKE** /laɪk/ gustarle a uno, **TO LOVE** /lav/ encantarle a uno, **TO HATE** /heɪt/ desagradar, **TO INTEND** /ɪnténd/ tener la intención de, **CAN'T STAND** /kɑ:nt stænd/ no soportar.

Los verbos **TO REMEMBER** /rɪmémber/ recordar, recordarse, **TO REGRET** /rɪgrét/ lamentar, arrepentirse, **TO STOP** /stɒp/ parar, parar, detenerse, **TO GO ON** /gou on/ continuar también pueden ir seguidos de un gerundio o un to-infinitive pero, a diferencia de los anteriores, estos cambian de significado de la oración.

It <i>started snowing</i> around midnight	=	It <i>started to snow</i> around midnight.
We <i>continued working</i> until 10:30	=	We <i>continued to work</i> until 10:30.
I <i>like listening</i> to music while I'm studying	=	I <i>like to listen</i> to music while I'm studying.
I <i>love going</i> to baseball games	=	I <i>love to go</i> to baseball games.
I <i>can't stand waiting</i> in lines too long	=	I <i>can't stand to wait</i> in lines too long.

I *remember doing* that. (I did it and now I remember it) Recuerdo haber hecho eso.  
I *remembered to do* that. (I remembered I had to do that, so I did that) Me acordé de hacer eso.

I *regret saying* what I said. (I said that, and now I am sorry about it) Lamento haber dicho lo que dije.  
I *regret to say* that we can't send the price lists yet. (I'm sorry that I have to say that) Lamento decir que aún no podemos enviarle la lista de precios.

They stopped *working* in the fields when it started to rain / raining.  
They have been working all morning and feel very tired. They will stop (in order) *to rest* for a while.  
The minister *went on talking* for two hours. (He talked about the same thing) El ministro siguió hablando por dos horas.  
After discussing the economy, the minister then *went on to talk* about foreign policy. Después de hablar acerca de la economía, el ministro pasó a hablar acerca de la política exterior.

## EXERCISES

**Ex. 1. Complete the sentences with the *TO-INFINITIVE* or the *GERUND* form of the words in parentheses.**

1. I need *to study* tonight (study)
2. I enjoy *cooking* gourmet meals (cook)
3. Helen started *talking/to talk* about her problem. (talk)
4. Bud and Sally have decided \_\_\_\_\_ married. (get)
5. We finished \_\_\_\_\_ around seven. (eat)
6. Are you planning \_\_\_\_\_ a vacation this year? (take)
7. I like \_\_\_\_\_ new people. (meet)
8. The Wilsons went \_\_\_\_\_ in Yellowstone National Park last summer. (camp)
9. My roommate offered \_\_\_\_\_ me with my English. (help)
10. I've just begun \_\_\_\_\_ a movie on TV. (watch)
11. Please stop \_\_\_\_\_ your knuckles! (crack)
12. Did you remember \_\_\_\_\_ the cat this morning? (feed)
13. I won't be late. I promise \_\_\_\_\_ on time. (be)
14. I'm considering \_\_\_\_\_ to a new apartment. (move)
15. What time do you expect \_\_\_\_\_ in Denver? (arrive)
16. Some children hate \_\_\_\_\_ to school. (go)
17. I forgot \_\_\_\_\_ the door when I left my apartment this morning. (lock)
18. I don't mind \_\_\_\_\_ with four roommates. (live)
19. Don't put off \_\_\_\_\_ your composition until the last minute. (write)
20. Ken had to quit \_\_\_\_\_ because he hurt his knee. (jog)
21. The company will continue \_\_\_\_\_ new employees as long as new production orders keep \_\_\_\_\_ in. (hire) (come)
22. That's not what I meant! I meant \_\_\_\_\_ just the opposite. (say)
23. I want \_\_\_\_\_ this afternoon. (go) (shop)
24. Alex seems \_\_\_\_\_ this weekend. (want) (go) (sail)

**Ex. 2. Use the verb provided in the correct form: *TO-INFINITIVE* or *GERUND*. Sometimes either form is possible.**

1. They denied \_\_\_\_\_ the money. (steal)
2. I don't enjoy \_\_\_\_\_ very much. (drive)
3. I don't want \_\_\_\_\_ out tonight. I'm too tired. (go)
4. I can't afford \_\_\_\_\_ out tonight. I haven't got enough money. (go)
5. Has it stopped \_\_\_\_\_ yet? (rain)
6. Can you remind me \_\_\_\_\_ some coffee when we go out? (buy)
7. Why do you keep \_\_\_\_\_ me questions? Can't you leave me alone? (ask)
8. Please stop \_\_\_\_\_ me questions! (ask)
9. I refuse \_\_\_\_\_ any more questions. (answer)
10. One of the boys admitted \_\_\_\_\_ the window. (break)
11. The boy's father promised \_\_\_\_\_ for the window to be repaired. (pay)
12. Ann was having dinner when the phone rang. She didn't answer the phone; she just carried on \_\_\_\_\_ (eat)
13. "How did the thief get into the house?" "I forgot \_\_\_\_\_ the window." (shut)
14. I've enjoyed \_\_\_\_\_ you. (meet) I hope \_\_\_\_\_ you again soon. (see)
15. The baby began \_\_\_\_\_ in the middle of the night. (cry)
16. Julia has been ill but now she's beginning \_\_\_\_\_ better. (get).

**Ex. 3. Complete these sentences with a suitable verb in the correct form: *TO-INFINITIVE* or *GERUND*.**

1. Please remember to lock the door when you go out.
2. A: You lent me some money a few months ago.  
B: Did I? Are you sure? I don't remember \_\_\_\_\_ you any money.
3. A: Did you remember \_\_\_\_\_ your sister?  
B: No, I clean (= completely) forgot. I'll phone her tomorrow.

4. When you see Mandy tomorrow, remember \_\_\_\_\_ her my regards, won't you?
5. Someone must have taken my bag. I clearly remember \_\_\_\_\_ it by the window and now it has gone.
6. I believe that what I said was fair. I don't regret \_\_\_\_\_ it.
7. (after a driving test) I regret \_\_\_\_\_ that you have failed the test.
8. Keith joined the company 15 years ago. He was quickly promoted and became assistant manager after two years. A few years later he went on \_\_\_\_\_ manager of the company.
9. I can't go on \_\_\_\_\_ here any more. I want a different job.
10. When I came into the room Liz was reading a newspaper. She looked up and said hello to me, and then went on \_\_\_\_\_ her newspaper.
11. This jacket is dirty. It needs \_\_\_\_\_.
12. This is very urgent. I need \_\_\_\_\_ with the manager immediately.

**Ex. 4. (Review) Use the verbs given in the correct form, GERUND, TO-INFINITIVE, BARE INFINITIVE. Remember that in some cases you have two alternatives and that sometimes there is a change in the meaning.**

1. I saw Bob \_\_\_\_\_ the car yesterday. It took him more than 20 minutes to do it. (wash)
2. I drove past Peter's house yesterday. I saw him \_\_\_\_\_ his car. (wash).
3. Did you remember \_\_\_\_\_ Mary last night, or did you forget? (phone)
4. I haven't phoned her at her home lately. In fact I don't remember \_\_\_\_\_ her for a long time (phone)
5. I look forward \_\_\_\_\_ to that wedding party on Friday. (go)
6. We used \_\_\_\_\_ on holiday every summer when I was a child. (go)
7. It started \_\_\_\_\_ at about 7:30 this morning. (rain)
8. Bob never got used \_\_\_\_\_ in that part of the country. (live)
9. I don't mind \_\_\_\_\_ the washing up. As a matter of fact I do it every day. (do)
10. Could you help Jimmy \_\_\_\_\_ that math exercise, George? (do)
11. Please let me \_\_\_\_\_ cartoons, mum. I've already done my homework. (watch)
12. Where did they agree \_\_\_\_\_, in La Paz or in Sucre? (meet)
13. The men have been walking up the hill for about an hour, so they'll stop \_\_\_\_\_ (rest) a while.
14. The children stopped \_\_\_\_\_ when the teacher entered the room. (talk)
15. I can't afford \_\_\_\_\_ that house. It is too expensive. (buy)
16. They wanted \_\_\_\_\_ the soccer game on TV. (watch)
17. I am considering \_\_\_\_\_ to a smaller apartment soon. (move)
18. I am planning \_\_\_\_\_ to a smaller apartment soon. (move)
19. He left the house without \_\_\_\_\_ the front door. (lock)
20. I think Jane is quite used \_\_\_\_\_ with Dr. Smith. (work)

## PART III

### TAG ENDINGS.

Los *Tag Endings* se usan al final de una aseveración con el fin de buscar una confirmación o para indicar que lo que se afirma está correcto. Equivale a la pregunta *¿Verdad? ¿No es cierto?*. Salvo que estemos buscando una confirmación, normalmente se usa una *entonación descendente*.

Mary is at home now, ***isn't she?***  
 You know him well, ***don't you?***  
 Bob left on Wednesday, ***didn't he?***  
 The boys can speak French, ***can't they?***  
 Thomas has been here before, ***hasn't he?***

Mary isn't at home now, ***is she?***  
 You don't know him well, ***do you?***  
 Bob didn't leave on Wednesday, ***did he?***  
 The boys can't speak French, ***can they?***  
 Thomas hasn't been here before, ***has he?***

Como Ud. ha advertido, los *tag endings* siempre se expresan de la siguiente manera:

<b>Sujeto + aseveración afirmativa</b>  Mary is at home now, You know him well, The boy can speak French,	<b>Contracción+ Pronombre (Nunca un nombre)</b>  <i>isn't she?</i> <i>don't you?</i> <i>can't he?</i>
<b>Sujeto + aseveración negativa</b>  Mary isn't at home now, You don't know him well, The boy can't speak French,	<b>Verbo Modal + Pronombre (Nunca un nombre)</b>  <i>is she?</i> <i>do you?</i> <i>can he?</i>

### EXERCISES

#### Ex. 1. Add the proper tag ending:

1. He comes here every day. \_\_\_\_\_ ? (*He comes here every day, doesn't he?*)
2. She can speak French well, \_\_\_\_\_ ?
3. They will be here early, \_\_\_\_\_ ?
4. He left at two o'clock, \_\_\_\_\_ ?
5. He has to work tomorrow, \_\_\_\_\_ ?
6. He has many friends here, \_\_\_\_\_ ?
7. You live uptown, \_\_\_\_\_ ?
8. She studies with you, \_\_\_\_\_ ?
9. He will be back later, \_\_\_\_\_ ?
10. Henry left at two o'clock, \_\_\_\_\_ ?
11. There's some more milk in the fridge, \_\_\_\_\_ ?
12. Both men look very much alike, \_\_\_\_\_ ?
13. I'm your best friend, \_\_\_\_\_ ?
14. Mr. Smith has seen that movie, \_\_\_\_\_ ?

#### Ex. 2. Add the proper tag ending. Note that all these sentences are formed with the verb To BE, used either as the main verb or as the auxiliary verb:

1. John is a good student. \_\_\_\_\_ ? (*John is a good student, isn't he?*)
2. They were both absent from the lesson, \_\_\_\_\_ ?
3. The wind is blowing very hard, \_\_\_\_\_ ?
4. Helen and her sister are both studying English, \_\_\_\_\_ ?
5. You are busy today, \_\_\_\_\_ ?
6. I'm doing the exercise well, \_\_\_\_\_ ?
7. George is a very tall boy, \_\_\_\_\_ ?
8. You were absent from class yesterday, \_\_\_\_\_ ?
9. It is beginning to rain, \_\_\_\_\_ ?



10. Mr. Smith is out of town, \_\_\_\_\_ ?
11. They are leaving early in the morning, \_\_\_\_\_ ?
12. There are many students absent today, \_\_\_\_\_ ?

**Ex. 3. Add the proper tag ending:**

1. Mary goes shopping every day. \_\_\_\_\_ ? (*Mary goes shopping every day, doesn't she?*)
2. Sue was at home when you called last night, \_\_\_\_\_ ?
3. José used to work in this office, \_\_\_\_\_ ?
4. William has been working very hard today, \_\_\_\_\_ ?
5. William was born in Cardiff, \_\_\_\_\_ ?
6. William will be here soon, \_\_\_\_\_ ?
7. The traffic on this street was very heavy that evening, \_\_\_\_\_ ?
8. The sun sets at about six o'clock, \_\_\_\_\_ ?
9. The sun is setting now, \_\_\_\_\_ ?
10. Bob's going to buy a new car this year, \_\_\_\_\_ ?
11. They went into the church, \_\_\_\_\_ ?
12. The shopping district extends for many blocks, \_\_\_\_\_ ?

**Ex. 4. Add the proper tag ending:**

1. He doesn't come here every day. \_\_\_\_\_ ? (*He doesn't come here every day, does he?*)
2. She isn't busy now, \_\_\_\_\_ ?
3. They didn't come with her, \_\_\_\_\_ ?
4. She can't speak French, \_\_\_\_\_ ?
5. They don't live uptown, \_\_\_\_\_ ?
6. He didn't visit us last night, \_\_\_\_\_ ?
7. She won't be at the lesson tomorrow, \_\_\_\_\_ ?
8. They don't know each other, \_\_\_\_\_ ?
9. We don't have to come to school tomorrow, \_\_\_\_\_ ?
10. They didn't have to work yesterday, \_\_\_\_\_ ?
11. He hasn't got any money, \_\_\_\_\_ ?
12. They didn't arrive on time, \_\_\_\_\_ ?

**Ex. 5. Add the proper tag ending:**

1. John often walks to the post office. \_\_\_\_\_ ? (*John often walks to the post office, doesn't he?*)
2. He never goes there in the morning., \_\_\_\_\_ ?
3. He first goes to the window marked "Stamps.", \_\_\_\_\_ ?
4. He doesn't always buy stamps., \_\_\_\_\_ ?
5. There are many people ahead of him, \_\_\_\_\_ ?
6. There are only a few people ahead of him, \_\_\_\_\_ ?
7. He doesn't always have to wait in line, \_\_\_\_\_ ?
8. He didn't have to wait in line yesterday, \_\_\_\_\_ ?
9. He won't have to wait in line tomorrow, \_\_\_\_\_ ?
10. He gave him the stamps, \_\_\_\_\_ ?
11. John didn't receive any change, \_\_\_\_\_ ?
12. He put a stamp on the envelope, \_\_\_\_\_ ?
13. He didn't mail any packages, \_\_\_\_\_ ?
14. But he dropped the letter into the box, \_\_\_\_\_ ?

**Ex. 6. You think, but you are not sure. Ask questions, using tag endings. Read these examples:**

You think Mary speaks Spanish, but you're not sure. You say: ***Mary speaks Spanish, doesn't she?***

You think the children can't swim well. You say: ***The children can't swim well, can they?***

1. You think John's been to England twice, but you're not sure. You say:  
\_\_\_\_\_?
2. You think my friends come from Wisconsin, but you're not sure. You say:  
\_\_\_\_\_?
3. You think Bob didn't attend the meeting last Monday, but you're not sure. You say:  
\_\_\_\_\_?
4. You think there isn't any more whisky in the bottle, but you're not sure. You say:  
\_\_\_\_\_?
5. You think they have to work a little faster, but you're not sure. You say:  
\_\_\_\_\_?
6. You think Jane shouldn't do that again, but you're not sure. You say:  
\_\_\_\_\_?
7. You think the boy has had dinner already, but you're not sure. You say:  
\_\_\_\_\_?
8. You think there was too much noise in the room, but you're not sure. You say:  
\_\_\_\_\_?
9. You think you're a good student, but you're not sure. You say:  
\_\_\_\_\_?
10. You think the boys worked harder than the girls, but you're not sure. You say:  
\_\_\_\_\_?
11. You think I wouldn't like to go there again, but you're not sure. You say:  
\_\_\_\_\_?
12. You think John put on his new sweater, but you're not sure. You say:  
\_\_\_\_\_?
13. You think I was at the meeting too, but you're not sure. You say:  
\_\_\_\_\_?
14. You think the train hadn't left yet when I got to the station, but you're not sure. You say:  
\_\_\_\_\_?

**BASIC VOCABULARY:** Study these words

**SPORTS AND RECREATION** Deportes y Recreación

<b>amusement park</b> /amiuzment pá:rk/	parque de diversiones.	<b>lawn</b> /ló:n/	césped
<b>angling</b> /æŋɡɪŋ/	pesca de río	<b>match</b> /mætʃ/	partido (fútbol,box)
<b>athletics</b> /aθlétiks/	atletismo	<b>movie theater</b> /múvi θiater/	sala de cine
<b>baths</b> /ba:θs/	baños, termas	<b>museum</b> /miuziam/	museo
<b>beach</b> /bi:tʃ/	playa	<b>night club</b> /náit klab/	club nocturno
<b>bowling</b> /bóulɪŋ/	bocha	<b>oar</b> /óar/	remo
<b>boxing</b> /bóksɪŋ/	boxeo	<b>obstacle</b> /óbstakl/ <b>hurdle</b> /hé:dl/	obstáculo,valla
<b>car-racing</b> /ka:r réisɪŋ/	carrera de autos	<b>paddling</b> /pæɪɪŋ/	remo de paleta
<b>casino</b> /kazi:nou/	casino de juegos	<b>park</b> /pá:rk/	parque
<b>cinema</b> /sinema/	cine	<b>pentathlon</b> /péntaθlon/	pentatlón
<b>circus</b> /sé:rkas/	circo	<b>picnic</b> /piknik/	picnic
<b>climbing</b> /kláimɪŋ/	andinismo	<b>ride</b> /ráid/	paseo a caballo, etc
<b>competition</b> /kompetishn/	competición	<b>rink</b> /rɪŋk/	cancha de patines
<b>court</b> /kó:rt/	cancha (tenis)	<b>rowing</b> /róuɪŋ/	remo
<b>cycling</b> /sáiklɪŋ/	ciclismo	<b>running</b> /ránɪŋ/	carrera
<b>championship</b> /tʃámpionship/	campeonato	<b>seaside resort</b> /sí:said risó:rt/	balneario
<b>disco</b> /dískou/	discoteca	<b>sightseeing tour</b> /sáitsi:iŋ túar/	paseo turístico
<b>diving</b> /dáivɪŋ/	buceo	<b>skating</b> /skéitɪŋ/	patinaje
<b>drive</b> /dráiv/	paseo en auto	<b>skiing</b> /ski:iŋ/	esquí
<b>excursion</b> /ekskérsʃion/	excursión	<b>skiing resort</b> /ski:iŋ rizó:rt/	centro de esquí
<b>exhibition</b> /eksibishion/	exposición	<b>sneakers</b> /sni:kerz/	zapatillas
<b>expedition</b> /ekspedishion/	expedición	<b>surfing</b> /sé:rɪŋ/	surfing
<b>fair</b> /féar/	feria	<b>sweat-shirt</b> /suét shé:rt/	polerón
<b>fencing</b> /fénsɪŋ/	esgrima	<b>swimming</b> /suímiŋ/	natación
<b>field</b> /fi:ld/	cancha (fútbol)	<b>sword</b> /só:rd/	espada
<b>fishing</b> /fɪʃɪŋ/	pesca	<b>theater</b> /ðiater/	teatro
<b>game</b> /géim/	juego, partido	<b>tour</b> /túar/	viaje, excursión
<b>gliding</b> /gláidɪŋ/	planeo	<b>tournament</b> /tó:rnamənt/	torneo
<b>green</b> /grí:n/	cancha (golf)	<b>track</b> /træk/	pista de carrera
<b>horse riding</b> /ho:rs ráidɪŋ/	equitación	<b>trekking</b> /trékiŋ/	excursión en montaña
<b>horse-racing</b> /hó:rs réisɪŋ/	carreras hípica	<b>trip</b> /trɪp/	viaje
<b>hunting</b> /hántɪŋ/	caza	<b>trunks</b> /tránks/	pantalones de atlet.
<b>hurdling</b> /hé:rdlɪŋ/	salto de vallas	<b>T-shirt</b> /ti: shé:rt/	polera
<b>ice-skating</b> /áis skéitɪŋ/	patinaje en hielo	<b>voyage</b> /vóiidl/	viaje
<b>javelin</b> /dllævelɪn/	javalina	<b>walk</b> /wó:k/	caminata
<b>jogging</b> /dllógiŋ/	trote	<b>water-skiing</b> /wó:ter skɪŋ/	esquí acuático
<b>journey</b> /dllé:rni/	Viaje	<b>weight-lifting</b> /wéit líftɪŋ/	pesas
<b>jumping</b> /dllámpɪŋ/	Salto		

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## Key to answers

# UNIT 13

### PART I.

**Ex. 1.** 1. has been living 2. have been working 3. has been sitting 4. have been standing 5. have been waiting 6. have been running 7. has been reading 8. has been writing 9. have been working out 10. have been discussing

**Ex. 2.** 1. He hasn't been living... / Has he been living...? 2. They haven't been playing... / Have they been playing...? 3. Jane hasn't been feeling... / Has Jane been feeling...? 4. They haven't been discussing... / Have they been discussing...? 5. Bob hasn't been swimming... / Has Bob been swimming...? `t

**Ex. 3.** 1. What has Henry been reading all morning? 2. What has Bill been doing all morning? 3. Where have they been staying? 4. Why have they been saving money? 5. How long have your friends been living in Madrid? 6. What has the boy been doing since 7 o'clock? 7. How long have they been waiting for a taxi?

### PART II.

#### A.

**Ex. 1.** 1. to get married 2. to help Jack 3. to carry the woman's bag 4. to meet at 8 o'clock 5. to tell the man her name

**Ex. 2.** (Possible answers) 1. to post. 2. to get 3. to buy 4. (how) to use 5. to be 6. to say

**Ex. 3.** 1. watching 2. to go 3. going 4. waiting 5. to go 6. barking 7. to call 8. having 9. missing 10. to find

**Ex. 4.** 1. He seems to have lost weight 2. Tom appears to be worried about something. 3. You seem to know a lot of people. 4. My English seems to be getting better. 5. That car appears to have broken down 6. David tends to forget things. 7. They claim to have solved the problem.

**Ex. 5.** 1. how to get 2. how to use 3. what to do 4. how to ride 5. what to say 6. whether to go

**Ex. 6.** 1. go with you? 2. lend you some 3. shut it 4. you like to show you how to use it 5. you want me to repeat what I said 6. you want me to wait

**Ex. 7.** 2. to come and stay with them for a few days 3. Bob use her phone 4. Hans to be careful 5. Jane to give him a hand.

**Ex. 8.** 1. me to use his car. 2. it to rain / it would rain. 3. him do what he wants. 4. him look older. 5. you to know the truth. 6. me to phone my sister. 7. me to apply for the job. 8. not to say anything to the police. 9. to believe everything he says. 10. you to travel round more easily.

**Ex. 9.** 1. to smoke 2. to go 3. to do 4. read 5. to go 6. to go 7. to eat 8. cry 9. to study.

#### B.

**Ex. 1.** 4. to get 5. eating 6. to take 7. meeting / to meet 8. camping 9. to help 10. watching / to watch 11. cracking 12. to feed 13. to be 14. moving 15. to arrive 16. going / to go 17. to lock 18. living 19. writing 20. jogging 21. to hire / hiring - coming 22. to say 23. to go shopping 24. to want to go sailing

**Ex. 2.** 1. stealing / having stolen 2. driving 3. to go 4. to go 5. raining 6. to buy 7. asking 8. asking 9. to answer 10. breaking / having broken 11. to pay 12. eating 13. to shut 14. meeting...to see 15. to cry / crying 16. to get

**Ex. 3.** 2. lending / having lent you 3. to phone. 4. to give 5. having left / leaving 6. saying / having said 7. to tell 8. to become 9. working 10. reading 11. cleaning 12. to talk / to meet

**Ex. 4.** 1. wash 2. washing 3. to phone 4. phoning 5. to going 6. to go 7. to rain / raining 8. to living 9. doing 10. do / to do 11. watch 12. to meet 13. (in order) to rest 14. talking 15. to buy 16. to watch 17. moving 18. to move 19. locking 20. to working

**C.**

**Ex. 1.** 2. She can speak..., can't she? 3. They'll be..., won't they? 4. He left..., didn't he? 5. He has to work..., doesn't he? 6. He has many..., doesn't he? 7. You live..., don't you? 8. She studies..., doesn't she? 9. He'll be back..., won't he? 10. Henry left..., didn't he? 11. There's some..., isn't there? 12. Both men look..., don't they? 13. I'm your..., aren't I? 14. Mr Smith's seen..., hasn't he?

**Ex. 2.** 2. They were both absent..., weren't they? 3. The wind's blowing..., isn't it? 4. Helen and her sister are both..., aren't they? 5. You're busy..., aren't you? 6. I'm doing..., aren't I? 7. George's a very..., isn't he? 8. You were absent..., weren't you? 9. It's beginning..., isn't it? 10. Mr Smith's out of..., isn't he? 11. They're leaving..., aren't they? 12. There are many..., aren't there?

**Ex. 3.** 2. Sue was at home..., wasn't she? 3. José used to work..., didn't he? 4. William's been working..., hasn't he? 5. William was born in..., wasn't he? 6. William will be..., won't he? 7. The traffic on this street was very..., wasn't it? 8. The sun sets..., doesn't it? 9. The sun's setting..., isn't it? 10. Bob's going to buy..., isn't he? 11. They went..., didn't they? 12. The shopping district extends..., doesn't it.

**Ex. 4.** 2. She isn't busy..., is she? 3. They didn't come..., did they? 4. She can't speak..., can she? 5. They don't live..., do they? 6. He didn't visit..., did he? 7. She won't be..., will she? 8. They don't know..., do they? 9. We don't have to come..., do we? 10. They didn't have to work..., did they? 11. He hasn't got..., has he? 12. They didn't arrive..., did they?

**Ex. 5.** 2. He never goes..., does he? 3. He first goes to..., doesn't he? 4. He doesn't always buy..., does he? 5. There are many people..., aren't there? 6. There are only a few..., aren't there? 7. He doesn't always have to wait..., does he? 8. He didn't have to wait..., did he? 9. He won't have to wait..., will he? 10. He gave..., didn't he? 11. John didn't receive..., did he? 12. He put..., didn't he? 13. He didn't mail..., did he? 14. But he dropped..., didn't he?

**Ex. 6.** 1. John's been to England twice, hasn't he? 2. Your friends come from Wisconsin, don't they? 3. Bob didn't attend the meeting last Monday, did he? 4. There isn't any more whisky in the bottle, is there? 5. They have to work a little faster, don't they? 6. Jane shouldn't do that again, should she? 7. The boy has had dinner already, hasn't he? 8. There was too much noise in the room, wasn't there? 9. I'm a good student, aren't I? 10. The boys worked harder than the girls, didn't they? 11. You wouldn't like to go there again, would you? 12. John put on his new sweater, didn't he? 13. You were at the meeting too, weren't you? 14. The train hadn't yet left when you got to the station, had it?

# UNIT 14

## PART 1. EL TIEMPO PASADO PERFECTO (THE PAST PERFECT TENSE)

Este tiempo verbal se forma con el **pasado del verbo modal Have (HAD /hæd/)** más el **Participio Pasado** (3ra. forma) de un verbo principal y se usa para describir **una acción que ocurrió antes que otra acción sucediera**. Por lo tanto este tiempo no se usa en forma independiente, pues siempre va junto a una oración expresada en pasado simple. De dos acciones pasadas, la que cronológicamente ocurrió primero debe ir en el Pasado Perfecto.

### Escuche, lea y aprenda

Hans left at 8:15. You phoned at 8:25.

**Hans had already left** when **you phoned** this morning. /háns had oñrédi léft wen iú: fóund ðis mó:rniŋ/  
Hans ya había partido cuando tú llamaste por teléfono esta mañana

The show started at 10:30. Paul arrived at the theater at 10:40.

**The show had already started** when **Paul arrived at the theater**. /ðe shóu had olrédi stá:rtid wen pó:l arráivd at ðe θiater/  
El espectáculo ya había comenzado cuando Paul llegó al teatro.

The old man died at 11:25. The ambulance arrived a few minutes later.

By the time **the ambulance arrived, the old man had already died**. /bai ðe táim ðe æmbiuláns arráivd ðe óuld mæn had olrédi dáid/  
Cuando la ambulancia llegó, el viejo ya había fallecido.

Al igual que en el Pasado Continuo, las expresiones de tiempo que acompañan al Pasado Perfecto, son aquellas cláusulas compuestas por **WHEN + S + PASADO SIMPLE: *When you phoned this morning; When Paul arrived at the theatre; By the time the ambulance arrived.***

### Compare:

**They were having lunch** when you called. /ðéi we:r hæviŋ lántch wen iú: kó:ld/  
Ellos estaban almorzando cuando tú llamaste. (La acción no había concluido)

**They had already had lunch** when you called. /ðéi had olrédi hæd lántch wen iú: kó:ld/  
Ellos ya habían almorzado cuando tú llamaste. (La acción ya había concluido)

En la primera oración, la acción expresada por el Pasado Continuo todavía se estaba realizando (***They were having lunch***) cuando la segunda acción ocurrió (***when you called***), mientras que en la segunda oración la acción expresada por el Pasado Perfecto ya había concluido (***They had already had lunch***) cuando la segunda acción ocurrió (***when you called***).

La forma negativa se expresa con **HAD NOT** (o **HADN'T /hædnt/**) más un **Participio Pasado** y la forma interrogativa se expresa invirtiendo el orden de HAD con el sujeto. (Recuerde que en las oraciones negativas debe usar **yet** en vez de **already**). En las preguntas introducidas con una palabra interrogativa como **what, where, how, etc.**, se debe seguir el mismo orden de palabras usado en las preguntas simples.

### Lea, escuche y aprenda:

Hans **had not left** yet when you phoned this morning. /háns had nó: léft yét wen iú: fóund ðis mó:rniŋ/  
The show **hadn't started yet** when Paul arrived at the theater. /ðe shóu hædnt stá:rtid yét wen pó:l arráivd at ðe θiater/  
The old man **hadn't died** yet by the time the ambulance arrived. /ði óuld mæn hædnt dáid yét bai ðe táim ðe æmbiuláns arráivd/

**Had Hans left** already when you phoned this morning? /had háns léft olrédi wen iú: fóund ðis mó:rniŋ/

**Had the show started** yet when Paul arrived at the theatre? /had ðe shóu stá:rtid yét wen pó:l arráivd at ðe θiater/

**Where had they lived** before they moved to Santiago? /wéar had ðéi lívd bífó:r ðéi mú:vd tu santiágou/

La pregunta habitual en este tiempo verbal es:

**WHAT HAD YOU DONE?** /wót had iú: dán/ (¿Qué había hecho ud.?)

**EXERCISES**

**Ex. 1. Complete the following sentences using the appropriate verbs in the Past Perfect tense.**

1. Mary \_\_\_\_\_ already \_\_\_\_\_ to the cinema when I arrived. (go)
2. They \_\_\_\_\_ already \_\_\_\_\_ the discussion when we entered the room.(start)
3. Bob \_\_\_\_\_ just \_\_\_\_\_ typing the report when the general called him to his office.(finish)
4. When the police arrived, the thief \_\_\_\_\_ already \_\_\_\_\_. (disappear)
5. She said she \_\_\_\_\_ there several times before. (be)
6. As soon as he opened the door, he noticed that someone \_\_\_\_\_ his TV set. (steal)
7. The policeman told us that we \_\_\_\_\_ the wrong road. (take)
8. They arrived only ten minutes after John \_\_\_\_\_. (leave)
9. By the time the firemen arrived, the neighbours \_\_\_\_\_ already \_\_\_\_\_ the fire. (put out)
10. Mary \_\_\_\_\_ already \_\_\_\_\_ to bed when we arrived home last night. (go)

**Ex. 2. Complete the following sentences using the verbs provided either in the Simple Past or in the Past Perfect Tenses.**

1. Robert (be) \_\_\_\_\_ a taxi driver before he (become) \_\_\_\_\_ a businessman.
2. Mr Smith (feel) \_\_\_\_\_ a little better after he (take) \_\_\_\_\_ the medicine.
3. The teacher (give, already) \_\_\_\_\_ the test results when I (get) \_\_\_\_\_ to class.
4. The detectives (leave) \_\_\_\_\_ the place after they (collect) \_\_\_\_\_ enough evidence
5. It was raining hard, but by the time the meeting (be) \_\_\_\_\_ over, the rain (stop) \_\_\_\_\_
6. The show (begin, already) \_\_\_\_\_ by the time we (get) \_\_\_\_\_ to the theater, so we quietly (take) \_\_\_\_\_ a seat in the back.
7. Millions of years ago, dinosaurs (roam) \_\_\_\_\_ the earth, but they (become,already) \_\_\_\_\_ extinct by the time man first (appear) \_\_\_\_\_
8. The students (see, never) \_\_\_\_\_ any of Renoir's paintings before they (visit) \_\_\_\_\_ the art gallery.
9. Gloria almost missed her plane. All of the other passengers (board, already) \_\_\_\_\_ by the time she (get) \_\_\_\_\_ to the boarding gate.
10. Yesterday at a restaurant, I (see) \_\_\_\_\_ John Palmer, an old friend of mine. I (see, not) \_\_\_\_\_ him in years. At first, I (recognize, not) \_\_\_\_\_ him because he (lose) \_\_\_\_\_ at least fifteen kilos.

**Ex. 3. Change the following sentences into a) the negative, and b) the interrogative. Remember in the negative you must use YET instead of ALREADY.**

1. Tom had already left the office. \_\_\_\_\_
2. They'd already spent all the money. \_\_\_\_\_
3. Paul had already sent her a fax. \_\_\_\_\_
4. Jane had seen that movie twice. \_\_\_\_\_
5. The children had already had supper. \_\_\_\_\_
6. Mrs Bentley had gone to bed already. \_\_\_\_\_



**Ex. 4. Ask questions using question words like *What, Where, When, How, How long, etc.***

1. John had eaten three sandwiches that evening.  
\_\_\_\_\_
2. Dr. Black had studied at Harvard University. \_\_\_\_\_  
\_\_\_\_\_
3. The engineer had graduated from UCLA in 1945.  
\_\_\_\_\_
4. Paul had sold his house the previous year.  
\_\_\_\_\_
5. The plane had taken off from JFK Airport at 23:25  
\_\_\_\_\_
6. He'd worked in the Army for 29 years when he became a general.  
\_\_\_\_\_
7. They'd spent over US \$ 3.000 before they arrived in Tokyo.  
\_\_\_\_\_
8. Bill had made the same mistake three times.  
\_\_\_\_\_
9. John had visited them that evening.  
\_\_\_\_\_
10. The girl had studied French at school.  
\_\_\_\_\_

**Ex. 5. Translate the following sentences into English**

1. Ellos no habían estudiado allí por mucho tiempo. \_\_\_\_\_
2. Yo no había visto un partido de críquet antes. \_\_\_\_\_
3. ¿Habías comido esto anteriormente? \_\_\_\_\_
4. ¿Por qué no habías escrito a nosotros antes? \_\_\_\_\_
5. Ella no había leído ese libro aún. \_\_\_\_\_
6. Ellos habían visitado otros países antes de venir a USA. \_\_\_\_\_
7. ¿Dónde habían estado ellos esa mañana? \_\_\_\_\_
8. Ella había trabajado duro por mucho tiempo. \_\_\_\_\_
9. Ella nunca había estado en el extranjero antes. \_\_\_\_\_
10. El dijo que había estado muy ocupado ese día. \_\_\_\_\_

## PART II.

### A. FORMATION OF ADVERBS; COMPARISON OF ADVERBS

#### 1. Formation of adverbs

Muchos adverbios en inglés se forman agregando el sufijo **-ly** a los adjetivos correspondientes.

This train is very **slow**. (adjetivo) It moves very **slowly** (adverbio)  
John is a **careful** (adjetivo) driver. He drives **carefully** (adverbio).

**slow** /slóu/ lento

**quick** /kuik/ rápido

**careful** /kéarful/ cuidadoso

**happy** /hæpi/ feliz

**certain** /sé:rten/ cierto

**safe** /séif/ seguro

**slowly** /slóuli/ lentamente

**quickly** /kuikli/ rápidamente

**carefully** /kéarfuli/ cuidadosamente

**happily** /hæpili/ felizmente

**certainly** /sé:rtenli/ ciertamente

**safely** /séifli/ con seguridad

Existen algunas palabras que pueden actuar indistintamente como adjetivo o adverbio, es decir, no es necesario agregar el sufijo **-ly** al adjetivo para formar el adverbio.

Estos son los principales adjetivos / adverbios:

fast /fæst/

rápido/rápidamente;

hard /ha:rd/

duro, difícil, intenso/intensamente,

late /leit/

tarde/atrasado;

early /é:ri /

temprano, tempranamente, adelantado

#### Examples:

This is a **hard** (adj.) lesson. I have to study **hard** (adv.).

They took the **early** (adj.) train. We arrived there **early** (adv.).

Es importante notar que existen las palabras **HARDLY** y **LATELY** que tienen un significado especial

#### Compare:

Bob works very **hard**. (arduamente)

They arrived **late** (tarde, atrasados)

Peter **hardly** works on Saturday. (casi no, apenas)

I haven't seen John **late**ly. (últimamente)

#### 2. Comparison of adverbs

Cuando estudiamos la Comparación de los Adjetivos (Unit 9), vimos que, dependiendo del número de sílabas del adjetivo, se agregaba el sufijo **-ER** o se antepone el adverbio **MORE** al adjetivo. Normalmente el **GRADO COMPARATIVO DE LOS ADVERBIOS** se expresa mediante el uso de **MORE+ ADVERB + THAN**:

John drives **more carefully than** Bob.

Mike came **more quickly than** the other boys.

A bus runs **more slowly than** a train.

Con los adverbios **SOON, FAST, EARLY, LATE** y **HARD**, el grado de comparación se expresa mediante el uso del sufijo **-ER. + THAN**:

We got there **sooner than** we expected.

A dog runs **faster than** a horse.

Mr Blake will call **later** tonight.

Bob works **harder than** any of the other students.

I got up a little **earlier than** usual today.

Hay algunos adverbios que usan una forma diferente en el grado comparativo.

<b>well</b> (bien)	<b>better</b> (mejor)
<b>badly</b> (mal)	<b>worse</b> (peor)
<b>far</b> (lejos)	<b>farther</b> (más lejos)

John works **well**. John works **better than** William.  
Bill behaves **badly** in class, but Jack behaves **worse** as a rule.  
They went very **far**. We went **farther**.

La comparación de igualdad se expresa con **AS +ADVERB.+ AS**

Bob speaks English **as well as** Helen does.  
He gets up **as early as** I do.

## EXERCISES

### Ex. 1 Supply the adverb form of the adjective in parentheses:

1. John left the office **quickly** that afternoon. (quick).
2. She speaks English \_\_\_\_\_ (beautiful).
3. He always drives \_\_\_\_\_ (careful).
4. She works very \_\_\_\_\_ every day. (hard).
5. We arrived home \_\_\_\_\_ that evening (early).
6. He did the work \_\_\_\_\_, as usual. (easy).
7. We walked very \_\_\_\_\_ (quick).
8. I feel very \_\_\_\_\_ today. (good).
9. He always does his work \_\_\_\_\_ (good)
10. He speaks very \_\_\_\_\_ (fast).
11. She prepares her lessons \_\_\_\_\_ (careless).
12. They acted \_\_\_\_\_ in that matter. (bad)

### Ex. 2. Supply the proper form: adjective or adverb:

1. He is a very careful student.
2. He always does his work \_\_\_\_\_ (careful).
3. He learns his lesson \_\_\_\_\_ (quick).
4. This is an \_\_\_\_\_ exercise. (easy)
5. I can do this exercise \_\_\_\_\_ (easy).
6. Mary is a \_\_\_\_\_ girl. (beautiful)
7. She also sings and plays the guitar \_\_\_\_\_ (beautiful).
8. John was very \_\_\_\_\_ (foolish).
9. He certainly acted \_\_\_\_\_ (foolish).
10. It is always \_\_\_\_\_ to prepare for the future. (wise)
11. They acted \_\_\_\_\_ in doing that. (wise)
12. We drove to the hospital very \_\_\_\_\_ (fast)

### Ex. 3. Express the words in parentheses in comparative form:

1. John works more carefully than I. (careful)
2. He comes here \_\_\_\_\_ she. (often)
3. I go there \_\_\_\_\_ he does. (regular)
4. They get up every morning \_\_\_\_\_ we. (early)
5. He comes here \_\_\_\_\_ he did before. (frequent)
6. She plays the guitar \_\_\_\_\_ anyone else. (good)
7. He can run much \_\_\_\_\_ I. (fast).
8. John works \_\_\_\_\_ I (hard)
9. He studies \_\_\_\_\_ Mary. (serious)

10. I go to bed \_\_\_\_\_ you. (late)
11. He will arrive \_\_\_\_\_ they. (soon)
12. They came to work \_\_\_\_\_ usual.. (early)

**Ex. 4. Express in full form, using equality of comparison:**

1. He goes to bed \_\_\_\_\_ I (late)
2. He can run \_\_\_\_\_ his brother. (fast)
3. John speaks English \_\_\_\_\_ I. (good)
4. He gets up \_\_\_\_\_ his sister. (early)
5. She sings \_\_\_\_\_ she plays. (beautiful)
6. He works \_\_\_\_\_ he can. (hard)
7. He came \_\_\_\_\_ he could. (quick)
8. The sun is shining \_\_\_\_\_ it was yesterday. (bright)
9. Speak \_\_\_\_\_ possible. (soft)
10. He came here \_\_\_\_\_ he could. (early)
11. We drove to the hospital \_\_\_\_\_ we could. (fast)
12. You can do it \_\_\_\_\_ I . (easy)

**5. Express in full form, using equality of comparison:**

1. He doesn't walk as / so fast as I do. (fast)
2. He can't come \_\_\_\_\_ we. (early)
3. She can't play \_\_\_\_\_ she can sing. (good)
4. I can't do it \_\_\_\_\_ I did it before. (easy)
5. He didn't arrive \_\_\_\_\_ we expected him. (early)
6. He doesn't work \_\_\_\_\_ she. (careful)
7. She doesn't speak \_\_\_\_\_ her sister. (good)
8. He doesn't play tennis \_\_\_\_\_ he plays baseball. (bad)
9. Helen doesn't attend class \_\_\_\_\_ Mary. (regular)
10. Bob doesn't work \_\_\_\_\_ you do. (hard)

**B. REFLEXIVE PRONOUNS**

Los pronombres reflexivos son los siguientes:

Singular	Plural
<b>myself</b> /maɪsɛlf/	<b>ourselves</b> /aʊərsɛlvz/
<b>yourself</b> /jɔ:rsɛlf/	<b>yourselves</b> /jɔ:rsɛlvz/
<b>himself</b> /hɪmsɛlf/ <b>herself</b> /he:rsɛlf/ <b>itself</b> /ɪtsɛlf/	<b>themselves</b> /ðemsɛlvz/

Los pronombres reflexivos tienen tres usos frecuentes:

1. Se usan para expresar **acciones reflejas**.

Bob **cut himself** with the knife. (Bob **se cortó** con el cuchillo)  
The men **killed themselves**. (Los hombres **se suicidaron**)

2. Se usan para expresar énfasis.(en este caso se traducen con las palabras **“mismo”, “personalmente”**)

The King **himself** will visit the devastated areas. (El Rey visitará **personalmente** la zona devastada)  
I **myself** will do it. (Yo **mismo** lo haré)

3. Se usan (con la preposición **by**) para indicar la idea de “**alone**” (= solo, sin la ayuda o la compañía de otra persona).

The poor man lives **by himself** in an old house. (El pobre hombre vive **solo** en una casa vieja)  
 Hans studies in a group but I study **by myself**. (Hans estudia en un grupo, pero yo estudio **solo**)  
 The girl solved the problem **by herself**. (La niña resolvió el problema **sola**)

## EXERCISES

### Ex. 1 Supply the correct reflexive pronoun:

- John hurt \_\_\_\_\_ when he fell.
- The baby cannot dress \_\_\_\_\_.
- Helen burnt \_\_\_\_\_ with the match.
- William shaves \_\_\_\_\_ every day.
- We enjoyed \_\_\_\_\_ at the concert.
- She looked at \_\_\_\_\_ in the mirror.
- Some people like to talk about \_\_\_\_\_
- Do you like to talk about \_\_\_\_\_?
- The little girl cut \_\_\_\_\_ with a pen-knife
- I shave \_\_\_\_\_ every morning.
- The poor man killed \_\_\_\_\_.
- He fell and hurt \_\_\_\_\_ on the ice.

### Ex. 2. Supply the correct reflexive pronoun (emphatic use):

- I myself will do it.
- Helen \_\_\_\_\_ will deliver the speech.
- He said that he \_\_\_\_\_ could meet us at the airport.
- They \_\_\_\_\_ will deliver the merchandise.
- We \_\_\_\_\_ will wait for you.
- The President \_\_\_\_\_ attended to the meeting.
- Miss Smith \_\_\_\_\_ will speak to us.
- The ambassador \_\_\_\_\_ will sign the agreement.
- John \_\_\_\_\_ wrote to me.
- Mary \_\_\_\_\_ will attend the meeting.
- You \_\_\_\_\_ must speak to him, Peter.
- You \_\_\_\_\_ have to do it, boys.

### Ex. 3. For the word ALONE substitute the preposition BY with the correct reflexive pronoun:

- |  |   |
|--|---|
| 1. John lives <u>alone</u> in an apartment           | (John lives by himself in an apartment) |
| 2. She likes to study <u>alone</u> .                 | _____                                   |
| 3. I went to the movie <u>alone</u> .                | _____                                   |
| 4. Do you like to go to the movie <u>alone</u> ?     | _____                                   |
| 5. He likes to walk <u>alone</u> in the park.        | _____                                   |
| 6. My aunt lives <u>alone</u> in the cottage.        | _____                                   |
| 7. He works <u>alone</u> in a small office.          | _____                                   |
| 8. He prefers to work <u>alone</u> .                 | _____                                   |
| 9. I do not like to eat <u>alone</u> .               | _____                                   |
| 10. I do not think he can do it <u>alone</u> .       | _____                                   |
| 11. Both the boys and the girls study <u>alone</u> . | _____                                   |
| 12. He wrote the entire book <u>alone</u> .          | _____                                   |

### C. EL PASADO DE "GOING TO" (subject + was / were going to + infinitive)

Esta estructura se usa para referirse a acciones que, habiendo sido planeadas o planificadas con anterioridad, no se llevaron a cabo por alguna razón.

Compare:

We **are going to play** football at midday today. (Nosotros **vamos a jugar fútbol** hoy al mediodía)

We **were going to play** football at midday yesterday but it rained. (Nosotros **íbamos a jugar fútbol** ayer al mediodía pero llovió)

### EXERCISES

#### Ex. 1. Substitute the past form of GOING To for the italicized, verbs:

1. I intended to call you yesterday but I forgot  
*I was going to call you yesterday but I forgot.*
2. I planned to go to the beach but it rained.  
\_\_\_\_\_
3. We planned to telephone you but we couldn't find your number.  
\_\_\_\_\_
4. We intended to wait but we had to leave.  
\_\_\_\_\_
5. I planned to come back earlier but I had to work until late.  
\_\_\_\_\_
6. I intended to go home early but the manager asked me to help him.  
\_\_\_\_\_
7. We intended to walk in the park but it was too cold.  
\_\_\_\_\_
8. I intended to write you a letter last week but I couldn't find your address.  
\_\_\_\_\_
9. We planned to eat early but our guests arrived late.  
\_\_\_\_\_
10. We intended to go to a movie first but we had to wait for our friends to arrive.  
\_\_\_\_\_
11. We planned to study for our examination but some friends *called on* us (= visited us).  
\_\_\_\_\_
12. They intended to leave New York yesterday but they missed their flight.  
\_\_\_\_\_

#### Ex. 2. Answer the questions as in the example

1. **Ann:** Did you telephone Peter last night?  
**You:** No, I didn't. I was going to telephone him but I forgot.
2. **Ann:** Did you buy the car?  
**You:** No, I didn't. I \_\_\_\_\_
3. **Ann:** Did you visit your friends last Saturday?  
**You:** No, I didn't. \_\_\_\_\_
4. **Ann:** Did you go out after dinner last night?  
**You:** No, I didn't. \_\_\_\_\_

**BASIC VOCABULARY : Study these words**

**NATURE** /néitchar/ La Naturaleza

**a) Geography** /dlliógrafi/ geografía

<b>air</b> /éar/	aire	<b>landscape</b> /léndskeip/	paisaje
<b>archipelago</b> /a:rkípélagou/	archipiélago	<b>moon</b> /mu:n/	luna, satélite nat.
<b>bay</b> /béi/	bahía	<b>mountain range</b> /máuntin réingl/	cordillera
<b>beach</b> /bí:tch/	playa	<b>ocean</b> /óushn/	océano
<b>canal</b> /kanæł/	canal (artificial)	<b>peak</b> /pi:k/, <b>summit</b> /sámit/	cumbre
<b>canyon</b> /káenion/	cañón	<b>peninsula</b> /peninsiula/	península
<b>countryside</b> /kántrisaid/	campiña	<b>planet</b> /plænet/	planeta
<b>city</b> /síti/	ciudad	<b>pond</b> /pond/	laguna
<b>cliff</b> /klif/	acantilado	<b>prairy</b> /préari/	pradera
<b>coastline</b> /kóuslain/	costa	<b>rain forest</b> /réin fórest/	selva tropical
<b>comet</b> /kómet/	cometa	<b>river</b> /ríver/	río
<b>continent</b> /kóntinent/	continente	<b>satellite</b> /sætelait/	satélite
<b>country</b> /kántri/	país	<b>sea</b> /si:/	mar
<b>creek</b> /krí:k/	riachuelo	<b>shore</b> /shóar/	playa
<b>channel</b> /tcháenel/	canal (natural)	<b>slopes</b> /slóups/	lomas
<b>desert</b> /dézert/	desierto	<b>solar system</b> /sóular sistém/	sistema solar
<b>earth</b> /é:rθ/	tierra (planeta)	<b>space</b> /spéis/	espacio
<b>forest</b> /fórest/	bosque, foresta	<b>spring</b> /sprim/	vertiente
<b>galaxy</b> /gæłaksi/	galaxia	<b>star</b> /stá:r/	estrella
<b>ground</b> /gráund/	suelo, tierra	<b>strait(s)</b> /stréit(s)/	estrecho
<b>harbour</b> /há:rbor/	rada, bahía	<b>stream</b> /strí:m/	arroyo
<b>hill</b> /hil/	cerro, colina	<b>town</b> /táun/	pueblo
<b>island</b> /áiland/	isla	<b>valley</b> /væli/	valle
<b>isthmus</b> /íθmas/	istmo	<b>village</b> /vilidll/	pueblito, villa
<b>jungle</b> /dllángl/	selva	<b>volcano</b> /volkéinou/	volcán
<b>lake</b> /léik/	lago	<b>water</b> /wó:ter/	agua
<b>land</b> /lænd/	tierra	<b>waterfalls</b> /wóterfo:lz/	cataratas
<b>landmark</b> /lændma:rk/	hito		

**b) Vegetation** /vedlletéishn/ vegetaci6in

<b>branch</b> /bræntch/	rama	<b>plant</b> /pla:nt/	planta
<b>bush</b> /bush/	arbusto	<b>roots</b> /ru:ts/	raíces
<b>flower</b> /flaúer/	flor	<b>seed</b> /si:d/	semilla
<b>fruit</b> /fru:t/	fruto	<b>shrub</b> /shrab/	arbusto, mata
<b>grass</b> /gra:s/	pasto	<b>tree</b> /tri:/	árbol
<b>leaf</b> /li:f/ <b>leaves</b> /li:vz/	hoja /s	<b>trunk</b> /tranŋk/	tronco

**c) Animals** /ænimalz/ Animales

<b>alligator</b> /æłligéitor/	caimán	<b>flea</b> /fli:/	pulga
<b>ant</b> /ænt/	hormiga	<b>fly</b> /flai/	mosca
<b>bear</b> /béar/	oso	<b>goose</b> /gu:z/ <b>geese</b> /gi:z/	ganso /s
<b>bee</b> /bi:/	abeja	<b>hare</b> /héar/	liebre
<b>bird</b> /bé:rd/	ave, pájaro	<b>hen</b> /hen/	gallina
<b>bird of prey</b> /bé:rd ov préi/	ave de rapiña	<b>horse</b> /ho:rs/	caballo
<b>búfalo</b> /báfalou/	búfalo	<b>horsefly</b> /ho:rsflai/	tábano
<b>bumblebee</b> /bámblbí:/	moscardón	<b>insect</b> /insekt/	insecto
<b>butterfly</b> /báterflai/	mariposa	<b>lion</b> /láion/	león
<b>cat</b> /kæét/	gato	<b>louse</b> /láus/ <b>lice</b> /lais/	piojo /s
<b>cock</b> /kok/, <b>cockerel</b> /kókerel/	gallo	<b>monkey</b> /mánŋki/	mono

**cow** /káu/  
**crocodile** /krókoudáil/  
**chicken** /tchikin/  
**deer** /dí:ar/  
**dog** /dog/  
**dolphin** /dólfín/  
**donkey** /dónki/  
**dragonfly** /dráéonflai/  
**duck** /dak/  
**eagle** /i:gl/  
**elephant** /élfant/  
**fish** /fish/  
**flamingo** /flæmíngou/

vaca  
cocodrilo  
pollo  
ciervo  
perro  
delfín  
burro  
libélula  
pato  
águila  
elefante  
pez  
flamenco

**mouse** /máus/ **mice** /mais/  
**ostrich** /óstritch/  
**rabbit** /ræbit/  
**rat** /ræt/  
**rhinoceros** /rainoseros/  
**seagull** /si:gal/  
**seal** /si:l/  
**shellfish** /shélfish/  
**snake** /snéik/  
**squirrel** /skuírel/  
**tiger** /táiger/  
**turkey** /té:rki/  
**whale** /wéil/

ratón /es  
avestruz  
conejo  
rata  
rinoceronte  
gaviota  
foca  
marisco  
culebra  
ardilla  
tigre  
pavo  
ballena



## Key to answers

# UNIT 14

### PART I

**Ex. 1.** 1. had - gone 2. had - started 3. had - finished 4. had - disappeared 5. had been 6. had stolen 7. had taken 8. had left 9. had - put out 10. had - gone

**Ex. 2** 1. had been - became 2. felt - had taken 3. had already given - got 4. left - had collected 5. was - had stopped 6. had already begun - got - took 7. roamed - had already become - appeared 8. had never seen - visited 9. had already boarded - got 10. saw - had not seen - didn't recognize - had lost

**Ex. 3** 1. Tom hadn't left...yet / Had Tom left...yet / already? 2. They hadn't spent all... yet. / Had they spent all...already / yet? 3. Paul hadn't sent...yet / Had Paul sent...already / yet? 4. Jane hadn't seen... / Had Jane seen...? 5. The children hadn't had...yet. / Had the children had... already / yet? 6. Mrs. Bentley hadn't gone...yet / Had Mrs. Bentley gone... already / yet?

**Ex. 4** 1. How many sandwiches had John eaten that evening? 2. Where had Dr. Black studied? 3. When had the engineer graduated from UCLA? 4. What had Paul done the previous year? 5. At what time / When had the plane taken off from JFK Airport? 6. How long had he worked in the Army when he became a general? 7. How much money had they spent before they arrived in Tokyo? 8. How many times had Bill made the same mistake? 9. Who had visited them that evening? 10. What language had the girl studied at school?

**Ex. 5** . 1. They had not studied there very long. 2. I hadn't seen a cricket game before. 3. Had you eaten / had this before? 4. Why hadn't you written to us before? 5. She hadn't read that book before. 6. They had visited other countries before they came / before coming to the USA. 7. Where had they been that morning? 8. She'd worked hard very long. 9. She'd never been abroad before. 10. He said (that) he'd been very busy that day.

### PART II.

#### A.

**Ex. 1** 2. beautifully 3. carefully 4. hard 5. early 6. easily 7. quickly 8. well 9. well 10. fast 11. carelessly 12. badly

**Ex. 2** . 2 carefully 3. quickly 4. easy 5. easily 6. beautiful 7. beautifully 8. foolish 9. foolishly 10. wise 11. wisely 12. fast

**Ex. 3.** 2. more often than 3. more regularly than 4. earlier than 5. more frequently than 6. better than 7. faster than 8. harder than 9. more seriously than 10. later than 11. sooner than 12. earlier than

**Ex. 4.** 1. as late as 2. as fast as 3. as well as 4. as early as 5. as beautifully as 6. as hard as 7. as quickly as 8. as brightly as 9. as softly as 10. as early as 11. as fast as 12. as easily as

**Ex. 5.** 2. as / so early as 3. as / so well as 4. as / so easily as 5. as / so early as 6. as / so carefully as 7. as / so well as 8. as / so badly as 9. as / so regularly as 10. as / so hard as .

#### B.

**Ex 1** 1. himself 2. itself / himself / herself 3. herself 4. himself 5. ourselves 6. herself 7. themselves 8. yourself / yourselves 9. herself 10. myself 11. himself 12. himself

**Ex. 2** . 2. herself 3. himself 4. themselves 5. ourselves 6. himself 7. herself 8. himself 9. himself 10. herself 11. yourself 12. yourselves

**Ex. 3.** 2. She likes to study by herself 3. I went to the movie by myself 4. Do you like to go to the movie by yourself? 5. He likes to walk by himself in the park 6. My aunt lives by herself in the cottage. 7. He works by himself in a small office 8. He prefers to work by himself. 9 I do not like to eat by myself 10. I do not think he can do it by himself. 11. Both the boys and the girls study by themselves 12. He wrote the entire book by himself.

**C.**

**Ex. 1.** 2. I was going to go to the beach but...3. We were going to telephone you but... 4. We were going to wait but... 5. I was going to come back earlier but... 6. I was going to go home early, but...7. We were going to walk in the park but... 8. I was going to write you a letter last week but... 9. We were going to eat early but... 10. We were going to go to a movie first but... 11. We were going to study for our examination but... 12. They were going to leave New York yesterday but...

**Ex. 2.** (Possible answers) 2. I was going to buy it but I decided to save more money to buy a newer model. 3. I was going to visit them but I could not go out of town because of the snow storm. 4. I was going to go out but then decided to stay in and watch the baseball game on TV instead.

# UNIT 15

## PART 1. EL TIEMPO PASADO PERFECTO CONTINUO (THE PAST PERFECT CONTINUOUS TENSE)

Este tiempo se forma usando el Pasado Perfecto del verbo modal **BE (HAD BEEN /had bi:n/)** más un **GERUNDIO** del un verbo principal. Normalmente se usa en vez del Pasado Perfecto con el fin de enfatizar la idea de **continuidad** de la acción.

### Lea, escuche y aprenda:

The man **had worked** all day. /ðə mæn had wé:rkɪt o:l déi/  
El hombre había trabajado todo el día.

The man **had been working** all day. /ðə mæn had bin wé:rkiŋ o:l déi/  
El hombre había estado trabajando todo el día.

They **d played** soccer for about two hours. /ðeid pléid sóker for abáut tú: áuarz/  
Ellos habían jugado fútbol cerca de 2 horas.

They **d been playing** soccer for about two hours. /ðeid bi:n pléiŋ sóker for ebáut tú: áuarz/  
Ellos habían estado jugando fútbol cerca de dos horas.

Las forma negativa se expresa usando **HAD NOT** o **HADN'T /hædnt/**. En la forma interrogativa se debe anteponer **HAD** al sujeto:

### Lea, escuche y aprenda:

They **had not been working** all day. /ðei had nót bi:n wé:rkiŋ o:l déi/  
Ellos no habían estado trabajando todo el día.

**Had** they **been playing** soccer all day? /had ðei bi:n pléiŋ sóker o:l déi/  
¿Habían estado ellos jugando fútbol todo el día?

**How long had** they **been playing** soccer? /háu lón had ðei bi:n pléiŋ sóker/  
¿Cuánto tiempo habían estado ellos jugando fútbol?

La **pregunta más frecuente** en este tiempo verbal es:

**WHAT HAD YOU BEEN DOING?** /wót had iú: bi:n dú:iŋ/ (¿Qué había estado haciendo ud.?)

## EXERCISES

### Ex. 1. Complete the following sentences using the appropriate verb in the Past Perfect Continuous tense

1. Tom \_\_\_\_\_ TV since 8:45 that evening. (watch)
2. The men \_\_\_\_\_ for 6 hours when they got to the village. (walk)
3. Jack \_\_\_\_\_ German for 2 years before they sent him to Germany. (study)
4. The ground was very wet that morning because it \_\_\_\_\_ all night. (rain)
5. What \_\_\_\_\_ they \_\_\_\_\_ before we arrived? (do)
6. They \_\_\_\_\_ not \_\_\_\_\_ too much before the bar closed. (drink)
7. We \_\_\_\_\_ for over 12 hours when the plane landed in New York. (fly)

**Ex. 2. Change the following sentence into a) the negative, and b) the interrogative**

1. She'd been reading a magazine. \_\_\_\_\_
2. It'd been raining hard that afternoon. \_\_\_\_\_
3. Bob had been sleeping since 8.30. \_\_\_\_\_
4. I'd been working out for 20 minutes. \_\_\_\_\_
5. The students had been practising Spanish. \_\_\_\_\_
6. The patient had been feeling better. \_\_\_\_\_

**Ex. 3. Ask questions using question words like *What, Where, How long, etc.***

1. They'd been *studying the report* that evening.  
\_\_\_\_\_
2. The boy had been watching *the stars* before he went to bed that night.  
\_\_\_\_\_
3. Mr. Smith had been saving money *because he was planning to take a trip to Africa*.  
\_\_\_\_\_
4. The Johnsons had been living in the same house *for about 20 years*.  
\_\_\_\_\_
5. He had been teaching Physics *for 2 decades* in that school before he retired.  
\_\_\_\_\_

**Ex. 4. Translate the following sentences into English:**

1. ¿Qué había estado haciendo Ud. esa mañana?  
\_\_\_\_\_
2. La Sra. Brown había estado trabajando arduamente ese día y se sentía cansada.  
\_\_\_\_\_
3. ¿Cuánto tiempo habías estado viviendo en ese departamento antes de comprar esta casa?  
\_\_\_\_\_
4. Ellos habían estado conversando aproximadamente una hora antes que yo llegara.  
\_\_\_\_\_
5. Había estado lloviendo toda la mañana. El cielo estaba despejado y el sol estaba brillando.  
\_\_\_\_\_
6. Ella había estado trabajando en ese informe desde la semana anterior.  
\_\_\_\_\_
7. El joven ingeniero había estado haciendo trabajo de investigación durante mucho tiempo.  
\_\_\_\_\_

## PART II.

### A. PAST TENSE OF SHOULD - OUGHT TO

Los verbos modales **SHOULD** y **OUGHT TO** (debería o debiera) tienen una forma de expresar el pasado. En este caso estos verbos van seguidos de **HAVE + UN PAST PARTICIPLE**. Es importante destacar que esta estructura conlleva una idea negativa, expresa un reproche o crítica. Rara vez se usa **OUGHT TO** en oraciones negativas o interrogativas.

Compare:

I should start to study French now. (Yo debería comenzar a estudiar Francés ahora)

I **SHOULD HAVE STARTED** to study French a long time ago, but I did not. (Yo debería haber comenzado a estudiar Francés hace mucho tiempo, pero no lo hice)

You ought to come earlier. (Deberías venir más temprano)

You **OUGHT TO HAVE COME** earlier, but you came late, as usual. (Deberías haber llegado más temprano, pero llegaste atrasado como de costumbre)

### EXERCISES

#### Ex. 1. Supply the proper past tense form of SHOULD or OUGHT TO (Alternate should and ought to)

1. He should have studied (study) before he took his examinations ( but he didn't.)
2. You ought to have telephoned (telephone) me yesterday (but you didn't)
3. You \_\_\_\_\_ (go) to the opera with us last night. It was excellent.
4. He \_\_\_\_\_ (come) at ten o'clock last night instead of twelve.
5. You \_\_\_\_\_ (tell) me that you were not able to come.
6. He started to study English last month. He \_\_\_\_\_ (start) a long time ago.
7. You \_\_\_\_\_ (not tell) her anything about the accident. .
8. You \_\_\_\_\_ (telephone) to the police as soon as you reached home.
9. You \_\_\_\_\_ (attend) the lecture last night. It was very interesting.
10. You \_\_\_\_\_ (give) that money to Mr.Smith yesterday
11. You \_\_\_\_\_ (not give) our address to John.
12. I \_\_\_\_\_ (not go) to bed so late last night.

#### Ex. 2. Complete the following in your own words, using constructions with SHOULD HAVE or OUGHT TO HAVE:

1. He waited for me on the corner of 42nd Street, but he should \_\_\_\_\_  
(He waited for me on the corner of 42nd Street, but he should have waited for me on the corner of 57th Street.)
2. He sent the package by regular mail, but he should \_\_\_\_\_
3. She gave the money to John, but she should \_\_\_\_\_
4. He left the books in Room 10, but he should \_\_\_\_\_
5. You telephoned him at his office, but you ought \_\_\_\_\_
6. We sent her a fax, but we should \_\_\_\_\_
7. He invested his money in real estate, but he \_\_\_\_\_
8. He studied engineering in college, but he should \_\_\_\_\_
9. We went to Mexico on our vacation, but we should \_\_\_\_\_
10. They sent us the merchandise by parcel post, but they should \_\_\_\_\_

### B. IDIOMATIC VERB PHRASES: "WOULD RATHER" AND "HAD BETTER"

Estas frases idiomáticas se usan como si fueran verbos modales y van seguidas de un **bare infinitive** (Infinitivo sin "to"). Ambas se refieren a situaciones presentes o futuras.

La oración "**I WOULD RATHER WATCH TV**" (Preferiría mirar TV) es sinónimo de "**I prefer to watch TV**", mientras que la oración "**You HAD BETTER SEE a doctor right away**" (Sería mejor que vieras un médico de inmediato) es sinónimo de "You should see a doctor right away" o "It is advisable that you see a doctor right away"



10. Tina likes lying on the beach \_\_\_\_\_ going swimming.
11. Tina prefers lying on the beach \_\_\_\_\_ going swimming.
12. My parents would rather work \_\_\_\_\_ retire. They enjoy their jobs.
13. Do you like fresh vegetables \_\_\_\_\_ frozen or canned vegetables?
14. I would rather take a picture of a wild animal \_\_\_\_\_ kill it with a gun.
15. Mr. Kim prefers tea \_\_\_\_\_ coffee with his evening meal.
16. I prefer visiting my friends in the evening \_\_\_\_\_ watching TV by myself.
17. My brother would rather read a book in the evening \_\_\_\_\_ visit with friends.
18. My sister likes her math class \_\_\_\_\_ her biology class.

## C. MODAL VERBS (II)

### 1. COULD (DO SOMETHING) AND COULD HAVE (DONE SOMETHING)

Como sabemos, **COULD** es el pasado **CAN** (poder, ser capaz de)

- Listen. I **can hear** something. (Puedo oír algo) (Present).
- I listened. I **could hear** something (Podía oír algo) (Past)

Pero **COULD** también se puede usar cuando queremos referirnos a acciones posibles de realizar ahora o en el futuro, especialmente cuando deseamos hacer una sugerencia. En este caso **COULD** significa **podría, podrías, podríamos, etc.**

- **John:** What shall we do this evening?  
**Mary:** We **could go** (podríamos ir) to the cinema. There's a very good film on at the Rex.
- It's a nice day. We **could go for a walk** (podríamos salir a caminar) in the park.
- When you go to New York next month, you **could stay** (podrías quedarte) with Barbara.
- **Jim:** If you need money, why don't you ask Karen?  
**Tom:** Yes, I suppose I **could** do that (podría hacer eso).

También **COULD** se usa para referirse a algo que es posible ahora o en el futuro. En este caso **COULD** es sinónimo de **MIGHT**.

- The phone's ringing. It **could be** Tim. (podría ser Tim)
- I don't know when they'll be here. They **could arrive** (podrían llegar) at any time.

Compare las siguientes oraciones:

- I am so tired now that I **could sleep** for a week. (Present) (Estoy tan cansado ahora que podría dormir durante una semana).
- I was so tired that day that I **could have slept** for a week. (Estaba tan cansado ese día que podría haber dormido una semana) (Past)

**COULD HAVE + PAST PARTICIPLE** se usa para referirse a acciones que pudiendo haberse realizado o sucedido, no se realizaron o no sucedieron.

- Why did you stay at a hotel when you came to Santiago. You **could have stayed** with us. (Podrías haberte quedado con nosotros)
- John fell off a ladder yesterday but he's all right. He **could have hurt himself** badly. (Podría haberse lastimado seriamente)

A veces esta estructura puede usarse para expresar la idea de **"WOULD HAVE BEEN ABLE TO"** (habría podido)

- Why didn't Liz apply for the job? She **could have got** it. (Podría haberlo conseguido)
- We **could have gone away (podríamos haber salido)** if we'd had enough money.
- The trip was cancelled last week. Paul **couldn't have gone** (no habría podido salir) anyway because he was ill.

## EXERCISES

### Ex. 1. Answer the questions with a suggestion. Use **COULD**.

1. Where shall we go for our holidays? (to Scotland). *We could go to Scotland.*
2. What shall we have for dinner tonight?(fish) We \_\_\_\_\_
3. What shall I give Ann for her birthday?(a book) You \_\_\_\_\_
4. When shall I phone Angela? (right now) \_\_\_\_\_
5. When shall we go and see Tom? (on Friday) \_\_\_\_\_
6. Where shall we hang this picture?(in the kitchen) \_\_\_\_\_

### Ex. 2 Put in **CAN** or **COULD**. Sometimes either word is possible.

1. A: The phone is ringing. Who do you think it is?' B: It \_\_\_\_\_ be Tim.
2. I'm really hungry. I \_\_\_\_\_ eat a horse!
3. If you're very hungry, we \_\_\_\_\_ have dinner now.
4. It's so nice here. I \_\_\_\_\_ stay here all day but unfortunately I have to go.
5. 'I can't find my bag. Have you seen it?' 'No, but it \_\_\_\_\_ be in the car.'
6. Peter is a keen musician. He plays the flute and he \_\_\_\_\_ also play the piano.
7. 'What shall we do?' 'There's a film on television. We \_\_\_\_\_ watch that'.
8. The weather is nice now but it \_\_\_\_\_ change later.

### Ex. 3. Complete the sentences. Use **COULD** or **COULD HAVE** + a suitable verb.

1. A: What shall we do this evening? B: I don't mind. We could go to the cinema.
2. A: I had a very boring evening at home yesterday. ' B: Why did you stay at home? You \_\_\_\_\_ to the cinema.
3. A: There's an interesting job advertised in the paper. You \_\_\_\_\_ for it. B: What sort of job is it? Show me the advertisement.
4. A: Did you go to the concert last night? B: No. We \_\_\_\_\_ but we decided not to.
5. A: Where shall we meet tomorrow? B: Well, I \_\_\_\_\_ to your house if you like.

### Ex. 4. Read this information about Ken:

*Ken didn't do anything on Saturday evening.  
Ken doesn't know anything about machines.  
Ken was free on Monday afternoon.*

*Ken was short of money last week.  
Ken's car was stolen on Monday.  
Ken had to work on Friday evening.*

Some people wanted Ken to do different things last week but they couldn't contact him. So he didn't do any of these things. You have to say whether he could have done or couldn't have done them.

1. Ken's aunt wanted him to drive her to the airport on Tuesday.  
He couldn't have driven her to the airport (because his car had been stolen)
2. A friend of his wanted him to go out for a meal on Friday evening.  
Ken \_\_\_\_\_
3. Another friend wanted him to play tennis on Monday afternoon.  
Ken \_\_\_\_\_
4. Jack wanted Ken to lend him £50 last week.  
\_\_\_\_\_



5. Jane wanted Ken to come to her party on Saturday evening.  
He \_\_\_\_\_
6. Ken's mother wanted him to repair her washing machine.  
\_\_\_\_\_

## 2. MUST, CAN'T, MUST HAVE, AND CAN'T HAVE

Sabemos que uno de los usos de **MUST** es el de expresar una suposición, o conclusión; es decir, cuando estamos seguros que algo es así, como en los siguientes ejemplos:

- You have been working all day. You **must be** very tired. (Debes estar muy cansado)
- A: "Jim is a hard worker"  
B: Jim? A hard worker? You **must be joking** (Debes estar bromeando) He's very lazy"
- Carol **must get very bored** (debe aburrirse mucho) in her job. She does the same thing every day.

Cuando estamos seguros de que algo no es posible, que no puede ser cierto, debemos usar **CAN'T**, como en los siguientes ejemplos :

- You've just had lunch. You **can't be hungry** already. (No puedes estar con hambre ya)
- They haven't lived here very long. They **can't know** many people.(No pueden conocer mucha gente)

En situaciones pasadas se debe usar **MUST HAVE + PAST PARTICIPLE o CAN'T HAVE + PAST PARTICIPLE**. Estudie los siguientes ejemplos:

- George is outside his friends' house. He's rung the doorbell three times but nobody has answered They **must have gone out**. (Deben haber salido)
- The phone rang but I didn't hear it. I **must have been asleep**.(Debo haber estado dormido)
- Jane walked past me without speaking. She **can't have seen** me. (No debe haberme visto)
- It was about 9:15 in the evening. Tom was in his bedroom. **He must have been watching** the news on TV. He **can't have been sleeping** (Deber haber estado viendo las noticias en TV. No puede haber estado durmiendo)

Note la pronunciación de las siguientes oraciones:

You **must be** very tired. /iú: más bi: véry táiard/  
 They **must have** gone out. /ðei mástav gón áut/  
 She **can't have** seen me. /sh: ká:ntav sí:n mi:/  
 He **must have** been watching TV.. /hi: mástav bi:n wótchiðη tí: ví:/  
 He **can't have** been sleeping /hi: ká:ntav bi:n slí:piðη/

## EXERCISES

### Ex. 1. Put in **MUST** or **CAN'T**.

1. You've been travelling all day. You \_\_\_\_\_ be very tired.
2. That restaurant \_\_\_\_\_ be very good. It's always full of people.
3. That restaurant \_\_\_\_\_ be very good. It's always empty.
4. You're going on holiday next week. You \_\_\_\_\_ be looking forward to it.
5. It rained every day during their holiday, so they \_\_\_\_\_ have had a very nice time.
6. Congratulations on passing your exam. You \_\_\_\_\_ be very pleased.
7. You got here very quickly. You, \_\_\_\_\_ have walked very fast.
8. Bill and Sue go away on holiday very often, so they \_\_\_\_\_ be short of money.

### Ex. 2 Complete the sentences with a verb in the correct form.

1. I've lost one of my gloves. I must \_\_\_\_\_ it somewhere.
2. They haven't lived here very long. They can't \_\_\_\_\_ many people.
3. Ted isn't at work today. He must \_\_\_\_\_ ill.
4. Ted wasn't at work last week. He must \_\_\_\_\_ ill.

5. (The doorbell rings) I wonder who that is. It can't \_\_\_\_\_ Mary. She's still at work at this time.
6. Carol knows a lot about films, She must \_\_\_\_\_ to the cinema a lot.
7. Look. Jack is putting on his hat and coat. He must \_\_\_\_\_ out.
8. I left my bike outside the house last night and this morning it wasn't there any more. Somebody must \_\_\_\_\_ it.
9. Ann was in a very difficult situation. It can't \_\_\_\_\_ easy for her.
10. There is a man walking behind us. He has been walking behind us for the last 20 minutes. He must \_\_\_\_\_ us.

**Ex. 3. Read the situations and use the words in brackets to write sentences with *MUST HAVE* and *CAN'T HAVE*.**

1. The phone rang but I didn't hear it. (I/asleep) 1 must have been asleep.
2. Jane walked past me without speaking. (she/see/me)  
\_\_\_\_\_
3. The jacket you bought is very good quality. (it/very expensive)  
\_\_\_\_\_
4. I haven't seen the people next door for ages. (they/go away)  
\_\_\_\_\_
5. I can't find my umbrella. (I/leave it in the restaurant last night)  
\_\_\_\_\_
6. Don passed the exam without studying for it. (the exam/very difficult)  
\_\_\_\_\_
7. She knew everything about our plans. (she/listen/to our conversation)  
\_\_\_\_\_
8. Fiona did the opposite of what I asked her to do. (she/understand/what I said)  
\_\_\_\_\_
9. When I woke up this morning, the light was on. (I/forget/to turn it off)  
\_\_\_\_\_
10. The lights were red but the car didn't stop. (the driver/see/the red light)  
\_\_\_\_\_
11. I was woken up in the middle of the night by the noise next door. (the neighbours/have/a party)  
\_\_\_\_\_

**3. MAY / MIGHT AND MAY HAVE / MIGHT HAVE + PAST PARTICIPLE**

Los verbos modales **MAY / MIGHT** se usan frecuentemente para indicar una posibilidad:

- \* It may be true (Puede que sea cierto) It might be true (Podría ser cierto). (= perhaps it is true)
- \* She may know what happened (Puede que ella sepa...) She might know (Ella podría tal vez saber...) what happened.. (= perhaps she knows what happened )

La forma negativa se expresa usando **MAY NOT** o **MIGHT NOT**

- \* It might not be true. (Podría no ser cierto) (= perhaps it isn't true)
- \* I'm not sure whether I can lend you some money. I may not have enough. (Puede que no tenga suficiente) (=perhaps I don't have enough)

En el pasado podemos usar **MAY HAVE + past participle** o **MIGHT HAVE + past participle**.

- A: I wonder why Kay didn't answer the phone.  
B: She **may have been** asleep.(Puede que haya estado durmiendo) (= perhaps she was asleep)
- A: I can't find my bag anywhere.  
B: You **might have left it** in the shop (Podrías haberla dejado...) (= perhaps you left it in the shop)
- A: I was surprised that Sarah wasn't at the meeting.  
B: She **might not have known** about it. (Puede que no haya sabido) (= perhaps she didn't know)
- A: I wonder why Colin was in such a bad mood yesterday.  
B: He **may not have been feeling** well. (Puede que no haya estado sintiéndose bien) (= perhaps he wasn't feeling well)

## EXERCISES

**Ex. 1. Write these sentences in a different way using *MAY* (or *MIGHT*), *MAY HAVE* (or *MIGHT HAVE*).**

1. Perhaps Margaret is in her office. *She might be in her office.*
2. Perhaps Margaret is busy. \_\_\_\_\_
3. Perhaps she is working. \_\_\_\_\_
4. Perhaps she wants to be alone. \_\_\_\_\_
5. Perhaps she was ill yesterday. \_\_\_\_\_
6. Perhaps she went home early. \_\_\_\_\_
7. Perhaps she had to go home early. \_\_\_\_\_
8. Perhaps she was working yesterday. \_\_\_\_\_

**In sentences 9-11 use *MAY NOT* or *MIGHT NOT*.**

9. Perhaps she doesn't want to see me. \_\_\_\_\_
10. Perhaps she isn't working today. \_\_\_\_\_
11. Perhaps she wasn't feeling well yesterday. \_\_\_\_\_

**Ex. 2 Complete the sentences with a verb in the correct form.**

1. 'Where's Bob?' 'I'm not sure. He might... *be having lunch.*'
2. 'Who is that man with Ann?' 'I'm not sure. It might \_\_\_\_\_ her brother.'
3. 'Who was the man we saw with Ann yesterday?' 'I'm not sure. It might \_\_\_\_\_ her brother.'
4. 'Why are those people waiting in the street?' 'I don't know. They might \_\_\_\_\_ for a bus.'
5. 'Shall I buy this book for Tim?' 'You'd better not. He might \_\_\_\_\_ it already.'

**Ex. 3 Read the situations and make sentences from the words in brackets. Use *MAY* or *MIGHT*.**

1. I can't find George anywhere. I wonder where he is.  
a (he / go / shopping) *He may have gone shopping.*  
b (he / play / tennis) *He might be playing tennis*
2. I'm looking for Helen. Do you know where she is?  
a (she / watch / TV / in her room) \_\_\_\_\_  
b (she / go / out) \_\_\_\_\_
3. I can't find my umbrella. Have you seen it?  
a (it / be / in the car) \_\_\_\_\_  
b (you / leave / in the restaurant last night) \_\_\_\_\_
4. Why didn't Tom answer the doorbell? I'm sure he was in the house at the time.  
a (he / be / in the bathroom) \_\_\_\_\_  
b (he / not / hear / the bell) \_\_\_\_\_

**Ex. 4. Complete the sentences using *MIGHT*, *MIGHT NOT* or *COULD*, *COULDN'T*.**

1. A: Do you think she saw you?  
B: No, she was too far away. *She couldn't have seen me*
2. A: I wonder why she didn't say hello. Perhaps she didn't see me.  
B: That's possible. *She might not have seen you.*
3. A: I wonder why Ann didn't come to the party. Perhaps she wasn't invited.  
B: Yes, it's possible. She \_\_\_\_\_
4. A: Tom loves parties. I'm sure he would have come to the party if he'd been invited.  
B: I agree. He \_\_\_\_\_
5. A: I wonder how the fire started. Do you think it was an accident?  
B: The police say it \_\_\_\_\_
6. A: How did the fire start? I suppose it was an accident.  
B: Well, the police aren't sure. They say it \_\_\_\_\_

## VOCABULARY: Study these words

### THE WEATHER /e wé(er)/ El tiempo Atmosférico

<b>blizzard</b> /blɪzərd/	ventisca	<b>rainfall</b> /réinfo:l/	lluvia caída
<b>breeze</b> /brí:z/	brisa	<b>scattered shower</b> /skǽterd sháuer/	chubasco ocasional
<b>cloud</b> /kláud/	nube	<b>shower</b> /sháuer/	chubasco
<b>cloudy</b> /kláudi/	nublado	<b>sleet</b> /sli:t/	aguanieve
<b>cold wave</b> /kóuld wéiv/	onda de frío	<b>snowfall</b> /snóufo:l/	nevazón
<b>cyclone</b> /sáikloun/	ciclón	<b>snowflake</b> /snóufleik/	copo de nieve
<b>dew</b> /diu:/	rocío	<b>sunny</b> /sáni/	soleado
<b>downpour</b> /dáunpoar/	aguacero	<b>sunny intervals</b> /sáni întervolz/	intervalos de sol
<b>drizzle</b> /drízl/	llovizna	<b>sunny patches</b> /sáni pǽtchiz/	claros de sol
<b>drought</b> /dráút/	sequía	<b>sunny spells</b> /sáni spelz/	ratos de sol
<b>flood</b> /flad/	inundación	<b>thunder</b> /thánder/	trueno
<b>flashflood</b> /flǽshflad/	torrente, aluvión de agua	<b>thunderbolt</b> /thánderbóult/	rayo
<b>fog</b> /fog/	neblina, bruma	<b>thunderstorm</b> /thándersto:rm/	tormenta eléctrica
<b>foggy</b> /fógi/	brumoso	<b>thunderly</b> /thánderi/	tormentoso (torm. eléctrica)
<b>frost</b> /frost/	escarcha	<b>tornado</b> /tornéidou/	tornado
<b>gale</b> /géil/	ventarrón	<b>twister</b> /tuister/	tromba, remolino
<b>hail</b> /heil/	granizo	<b>typhoon</b> /taifú:n/	tifón
<b>heat wave</b> /hi:t wéiv/	onda de calor	<b>whirlwind</b> /wé:rlwind/	remolino
<b>hurricane</b> /hárikein/	huracán	<b>wind</b> /wind/	viento
<b>ice</b> /áis/	hielo	<b>windy</b> /windi/	con viento
<b>landslide</b> /lændslaid/	aluvión de barro		
<b>lightning flash</b> /láitniŋ flæsh/	relámpago		
<b>mist</b> /mist/	bruma matinal		
<b>misty</b> /místi/	brumoso		

## Key to answers

# UNIT 15

### PART I

**Ex. 1.** 1. had been watching 2. had been walking 3. had been studying 4. had been raining 5. had - been doing 6. had - been drinking 7. had been flying

**Ex. 2.** 1. She hadn't been reading... / Had she been reading...? 2. It hadn't been raining... / Had it been raining...? 3. Bob hadn't been sleeping... / Had Bob been sleeping...? 4. I hadn't been working... / Had I been working...? 5. The students had not been practicing... / Had the students been practicing...? 6. The patient hadn't been feeling... / Had the patient been feeling...?

**Ex. 3.** 1. what had they been doing that evening? 2. What had the boy been watching? 3. Why had Mr. Smith been saving money? 4. How long had the Johnsons been living in the same house? 5. How long had he been teaching Physics in that school when he retired?

**Ex. 4.** 1. What had you been doing that morning? 2. Mrs. Brown had been working hard that day and felt very tired. 3. How long had you been living in that apartment before buying this house? 4. They'd been talking for about an hour before I arrived.. 5. It'd been raining all morning. The sky was clear and the sun was shining. 6. She'd been working on that report since last week / the previous week. 7. The young engineer had been doing research work for a long time.

### PART II

#### A.

**Ex. 1.** 3. You should have gone... 4. He ought to have come... 5. You should have told... 6. He ought to have started... 7. You should not have told her... 8. You ought to have telephoned... 9. You should have attended... 10. You ought to have given... 11. You should not have given... 12. I ought not to have gone...

**Ex. 2.** (Possible answers) 2. have sent it by air mail 3. have given it to Jane 4. have left them in Room 11. 5. to have telephoned him at his home 6. have sent her an e-mail. 7. to have invested it in stocks / shares. 8. have studied medicine. 9. have gone to Tahiti 10. have sent it by UPS / FedEx

#### B.

**Ex. 1.** 2. She'd rather come back later. 3. I'd rather drink tea with my meals. 4. They'd rather not wait outside 5. I'd rather stay at home and watch TV. 6. We'd rather not say anything to him about it. 7. I'd rather go to South America on my vacation. 8. John would rather go to the party with Helen. 9. I'd rather not go to the party alone. 10. They'd rather speak to him at his home.

**Ex. 2.** 2. He'd better go to a doctor at once. 3. You'd better rest a while 4. He'd better take private lessons. 5. She'd better spend more time on her homework. 6. We'd better send him an e-mail right away. 7. We'd better not mention it to him. 8. You'd better not work so hard after your illness. 9. We'd better not stand so close to the curb. 10. Helen had better begin more time on her English.

**Ex. 3.** 4. to 5. better than 6. than 7. to 8. better than 9. than 10. better than 11. to 12. than 13. better than 14. than 15. to 16. to 17. than 18. better than

#### C.1.

**Ex. 1.** 2. We could have fish 3. You could give her a book. 4. You could phone her now. 5. We could go and see him on Friday. 6. We could hang it in the kitchen.

**Ex. 2.** 1. can / could 2. could 3. can / could 4. could 5. can / could 6. can 7. could 8. could

**Ex. 3.** 2. could have gone 3. could apply 4. could have gone 5. could come

**Ex. 4.** 2. Ken couldn't have gone out because he had to work. 3. Ken could have played tennis on Monday evening because he was free. 4. He couldn't have lent him £50 because he was short of money. 5. He couldn't have come to her party because he didn't do anything on Friday evening. 6. He couldn't have repaired it because he doesn't know anything about machines.

### C.2.

**Ex. 1.** 1. must 2. must 3. can't 4. must 5. can't 6. must 7. must 8. can't

**Ex. 2.** (Possible answers) 1. have left 2. know 3. be 4. have been 5. be 6. go 7. be going 8. have taken / stolen 9. have been 10. be following

**Ex. 3.** 2. She can't have seen me. 3. It must have been very expensive 4. They must have gone away. 5. I must have left it in the restaurant last night. 6. The exam can't have been very difficult 7. She must have listened to our conversation. 8. She can't have understood what I said. 9. I must have forgotten to turn it off. 10. The driver can't have seen the red light. 11. The neighbors must have been having a party .

### C. 3.

**Ex. 1.** 2. She may / might be busy. 3. She may / might be working 4. She may / might want to be alone 5. She may / might have been ill yesterday . 6. She may / might have gone home early 7. She may / might have had to go home early 8. She may / might have been working yesterday. 9. She may / might not want to see me. 10. She may / might not be working today 11. She may / might not have been feeling well yesterday.

**Ex. 2.** (Possible answers) 2. be 3. have been 4. be waiting 5. have bought

**Ex. 3.** 2a. She may / might be watching TV in her room. 2b. She may / might have gone out 3a. It may / might be in the car. 3b. You may / might have left it in the restaurant 4a. He may / might have been in the bathroom. 4b. He may / might not have heard the bell.

**Ex. 4.** 3. might not have been invited.. 4. might have come if he'd been invited. 5. might have been an accident. 6. might have been an accident

# UNIT 16

## PART I. EL TIEMPO FUTURO PERFECTO (THE FUTURE PERFECT TENSE)

Este tiempo verbal describe una acción que será completada antes de una fecha específica dada en el futuro. Este tiempo se expresa usando **WILL HAVE** más el **PASADO PARTICIPIO** de un verbo principal. Las expresiones de tiempo usadas en el Futuro Perfecto son aquellas introducidas con **by + una fecha futura** como *by December 15th*, *by the end of this month*, *by this time next week*, etc. También son comunes las expresiones que contienen **WHEN / IF + S + PRESENTE SIMPLE + UNA FECHA FUTURA**, como *When Peter gets home tonight* (cuando Peter llegue a casa esta noche), *When we get to that town tomorrow* (cuando lleguemos a esa ciudad mañana), *if they arrive after 10 tomorrow* (si ellos llegan después de las 10 mañana), etc.

Escuche, lea y aprenda :

***By December 15th, we will have lived in this country five years.*** /bai disémber ðe fift:nθ wi wil hav lívd in ðis kántri fáiv yíarz/  
Hacia el 15 de diciembre, nosotros habremos vivido cinco años en este país

***By the end of this month the spaceship will have reached Jupiter.*** /bai ði énd ov ðis mánθ ðe spéiship wil hav rí:tcht dllúpiter/  
Hacia fines de este mes, la nave espacial habrá llegado a Júpiter.

***When Peter gets home tonight, I will have had dinner already.*** /wen pí :ter géts hóum tunáit ail hav hæd díner alrédi/  
Cuando Peter llegue a casa esta noche, yo ya habré cenado

***When we get to that town tomorrow, we'll have travelled more than twelve hours.*** /wen wi gét tu ðǽt táun tumórou wil hav tráeveld móar ðan tuelv áuerz/  
Cuando lleguemos a ese pueblo mañana, nosotros habremos viajado más de doce horas.

***If our team wins the next game, we will have gotten our third trophy.*** /if auar tí:m winz ðe nékst géim wi wil hav góten áuar ðeerd trófi/  
Si nuestro equipo gana el próximo partido, nosotros habremos ganado nuestro tercer trofeo.

La forma negativa se expresa usando **WILL NOT HAVE + past participle** y en la interrogación se antepone el verbo modal **WILL** al sujeto.

Escuche, lea y aprenda :

They **will have finished** the work by 10:30  
They **will not/won't have finished** the work by 10:30.  
**Will** they **have finished** the work by 10:30?  
**What time will** they **have finished** the work?

La pregunta habitual en este tiempo es:

**WHAT WILL YOU HAVE DONE?** /wót wil iu: hev dán/ ¿Qué habrá hecho Ud.?

Note como la palabra **WHEN** cambia el significado de las siguientes oraciones:

**You come** here every day Tú **vienes** acá todos los días  
When **you come** here tomorrow... Cuando tú **vengas** acá mañana...

**I have** the information now Yo **tengo** la información ahora  
When **I have** the information this afternoon... Cuando yo **tenga** la información esta tarde...

She **is** free now. Ella **está** libre ahora  
When **she is** free next time... Cuando ella **esté** libre la próxima vez...

## EXERCISES

### Ex. 1 Complete the following sentences using the verbs provided in the Future Perfect Tense.

1. When you arrive at midday tomorrow, the Johnsons \_\_\_\_\_ already. (leave)
2. By the end of March, the weather \_\_\_\_\_ considerably. (change)
3. If you come at noon tomorrow, we \_\_\_\_\_ the work. (finish)
4. If he gets here at 6 o'clock, they \_\_\_\_\_ home. (go)
5. If he doesn't hurry, they \_\_\_\_\_ dinner when he gets there. (have)
6. By December, the students \_\_\_\_\_ their first course. (complete)
7. I \_\_\_\_\_ in this country two years next October. (be)
8. By tomorrow, I \_\_\_\_\_ all these grammar rules. (forget)
9. When he becomes a man, he \_\_\_\_\_ many things. (learn)
10. By this time next month, you \_\_\_\_\_ from your illness. (recover)
11. Before they leave New York next Sunday, they \_\_\_\_\_ the most important places of interest. (visit)
12. By two o'clock, they \_\_\_\_\_ and \_\_\_\_\_. (come - go)

### Ex. 2. What things will you have done:

- a) by the end of this month?
- b) by the end of this year?, and
- c) when you retire?

Write at least three sentences for each question.

a) By the end of this month,

1. I will have finished reading this book.

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

b) By the end of this year,

1. I will have completed this course in English.

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

c) By the time I retire,

1. I will have worked as a teacher for thirty-five years

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

### Ex. 3. Translate the following sentences into English:

1. Ellos habrán terminado ese edificio antes del fin de año.

\_\_\_\_\_

2. El ya habrá realizado todos sus planes antes termine el verano.

\_\_\_\_\_

3. Antes de las seis de la tarde, nosotros ya habremos procesado toda la información.

\_\_\_\_\_

4. Si no tomamos un taxi, el concierto ya habrá comenzado cuando lleguemos al teatro.

\_\_\_\_\_



5. La mayoría de los pájaros habrá emigrado al norte antes que llegue el invierno.

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6. Hacia fines de este curso, yo ya habré aprendido a conversar en inglés.

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7. Si sigue los consejos de su médico, muy pronto Ud. se habrá recuperado de su operación.

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8. Antes de la medianoche, los resultados de elección habrán sido enviados a la prensa.

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## PART II.

### A. SEQUENCE OF VERB TENSES (CONCORDANCIA DE TIEMPOS VERBALES)

Observe la siguiente tabla:

PRINCIPAL VERB	SUBORDINATE VERB
PRESENT	Present
	Future
PAST	Past
	Conditional

Según la regla de la **concordancia de los tiempos verbales**,

- a) Cuando el **verbo principal** de una oración está expresado en el **TIEMPO PRESENTE**, los demás **verbos subordinados** deben estar expresados en el **TIEMPO PRESENTE** o en el **TIEMPO FUTURO**;
- b) Cuando el **verbo principal** está expresado en el **TIEMPO PASADO**, los demás **verbos subordinados** deben estar expresados en el **TIEMPO PASADO** o en el **POTENCIAL**.

De acuerdo con esta regla, los verbos modales **am / is / are, do / does, will, have / has, can, must, may** deben ser cambiados a las respectivas formas del pasado: **was / were, did, would, had, could, had to, might**.

**Escuche, lea y aprenda :**

Mary **says** that she **knows** Bob well. (Mary **dice** que **conoce** bien a Bob.)  
 Mary **said** that she **knew** Bob well. (Mary **dijo** que **conocía** bien a Bob.)

He **says** that his first name **is** Robert. (El **dice** que su nombre de pila **es** Robert)  
 He **said** that his first name **was** Robert. (El **dijo** que su nombre de pila **era** Robert)

Tom **thinks** that he **can** come to the party tonight. (Tom **cree** que **puede** venir a la fiesta esta noche)  
 Tom **thought** that he **could** come to the party tonight. (Tom **creía** que **podría** venir a la fiesta esta noche)

The man **says** that he **will** come here tomorrow. (El hombre **dice** que **vendrá** acá mañana)  
 The man **said** that he **would** come here tomorrow. (El hombre **dijo** que **vendría** acá mañana)

They **say** they **must** be at the airport at 8:30. (Ellos **dicen** que **deben** estar en el aeropuerto a las 8:30)  
 They **said** they **had to** be at the airport at 8:30. (Ellos **dijeron** que **debían** estar en el aeropuerto a las 8:30)

## EXERCISES

### Ex. 1. Change to past tense, following the rule of sequence of tenses:

1. He says he will be here at noon.
2. I think I can meet you.
3. He hopes he can be there early
4. I think it may rain this evening.
5. He wants to know where she is.
6. He says he is very sorry.
7. The young man tells us he is married.
8. I think it will be very hot this afternoon.
9. I think he will be there by ten o'clock
10. He believes he can do it.
11. The weather man predicts it will rain.
12. He says he has to work hard every day
13. I know where she lives.
14. Bob wants to know how many people there are.
15. The boy says he has seen the movie.
16. The girl says she is studying for a test.
17. I think Mr Jones may be in his office.
18. I think there'll be a lot of work to do.
19. I don't know where Mary is.
20. I don't think Bob will like the new job.

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### Ex. 2. Choose the correct form:

1. He said he (will, would) be here.
2. He thinks he (can, could) do it easily.
3. He asked me where I (live, lived).
4. I didn't know what the word (means, meant).
5. The newspaper says it (will, would) rain.
6. She said she (was going, is going) away.
7. I told him that I (cannot, could not) go.
8. He said he (has been, had been) a soldier.
9. She said she (does not, did not) feel well.
10. I don't know what his name (is, was).
11. I didn't know what he (is, was) trying to do.
12. She said she (may, might) be late.

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## B. THE PRESENT TENSE AFTER IF (EL TIEMPO PRESENTE DESPUES DE IF )

Se debe usar el **TIEMPO PRESENTE** (y no el tiempo futuro) después de la palabra **IF**, aún cuando nos estemos refiriendo a situaciones futuras.

### Escuche, lea y aprenda :

If John **comes** (no, "will come" ) *tomorrow*, he will see Mary.  
If it **rains** (no, "will rain") *next Sunday*, they will not go to the beach.

Del mismo modo, debemos usar el **PRESENTE** (y no el futuro) después de las palabras **WHEN** (cuando), **UNTIL** (hasta que), **AS SOON AS** (en cuanto), **BEFORE** (antes que), **AFTER** (después que), **UNLESS** (a menos que), **AS LONG AS** (durante todo el tiempo que), u otra palabra similar para introducir una cláusula subordinada en el tiempo futuro.

**Escuche, lea y aprenda :**

**When** John **comes** here *this evening*, he will see Mary. (**Cuando** John **venga** acá esta tarde, él vera a Mary)  
**As soon as** I **see** Mr Smith *tomorrow*, I will give him your message. (**En cuanto** yo **vea** a Mr Smith mañana le dare su mensaje)

Wait here in the lobby **until** the bus **arrives**, *within ten or fifteen minutes*. (Espere aquí **hasta que** el bus **llegue**, dentro de 10 o 15 minutos)

**EXERCISES**

**Ex. 1. Supply the correct form of the verb in parentheses:**

1. If he \_\_\_\_\_ (arrive) on time tomorrow morning, he can go with us on the city tour.
2. If it \_\_\_\_\_ not \_\_\_\_\_ (rain) tomorrow, we may go to the beach.
3. If he \_\_\_\_\_ (be) late this evening, they will not wait for him.
4. When he \_\_\_\_\_ (come) this afternoon, please let me know.
5. Call me as soon as he \_\_\_\_\_ (get) here tomorrow morning.
6. Do not leave before I \_\_\_\_\_: \_\_\_\_\_ (tell) you to go .
7. If he \_\_\_\_\_ (like) the job next week, he will keep it.
8. If the weather \_\_\_\_\_ (be) good tomorrow, we will go to the beach.
9. As soon as he \_\_\_\_\_ (telephone) today, please give him the message.
10. Do not call me tomorrow morning unless he \_\_\_\_\_ (come) to the office.
11. I will not go to the meeting next Monday unless you \_\_\_\_\_ (go) too.
12. If he \_\_\_\_\_ not \_\_\_\_\_ (come) here soon, we will have to leave without him.

**Ex. 2. Insert the missing conjunction: UNTIL, WHEN, AS SOON AS, AS LONG AS, WHILE, BEFORE, etc.:**

1. We will not leave the hotel \_\_\_\_\_ you are ready to go, too.
2. I'll write to you \_\_\_\_\_ I get to New York next Friday evening.
3. Don't start moving. You must wait \_\_\_\_\_ the light changes to green.
4. They will stay in the South West \_\_\_\_\_ the war lasts.
5. We will wait here \_\_\_\_\_ you telephone this afternoon.
6. You can stay here \_\_\_\_\_ we go to the movie this evening.
7. You will know him \_\_\_\_\_ you see him at the meeting tomorrow.
8. We'll come to see you next week \_\_\_\_\_ you leave on your vacation.
9. Please wait here \_\_\_\_\_ the doctor arrives.(within a few minutes)
10. I'll believe it \_\_\_\_\_ I see it

**PART III. USE OF "ELSE" Y "OR ELSE".**

**A. ELSE**

Esta palabra se usa junto a las palabras derivadas de **SOME, ANY** y **NO** (**somebody / someone, something, somewhere; anybody / anyone, anything, anywhere; nobody / no one, nothing, nowhere**) como un sinónimo de *some other person, any other person, no other person, some other thing, any other thing, etc.*

**Escuche, lea y aprenda :**

**Somebody else** (= some other person) will take care of you. (Alguien más se preocupara de ustedes)  
Is there **anything else** (= any other thing) that you need? (¿Hay algo más que necesite usted?)

## B. OR ELSE

Esta frase se usa como un sinónimo de **if not** (= o si no). También se puede usar en este caso la palabra otherwise (= de lo contrario)

### Escuche, lea y aprenda :

We must hurry **or else** (if we don't) we will be late for the train.

He'd better wait here **or else** (if he doesn't) he will miss her.

You'd better tell him about it **or else** (if you don't) he'll be angry with you.

## EXERCISES

### Ex. 1. Substitute the correct expression with ELSE for the words in italics:

1. Did they go *any other place*? \_\_\_\_\_
2. *No other person* helped him with the work. \_\_\_\_\_
3. You must ask *some other person* about it. \_\_\_\_\_
4. Haven't I met you *some other place*? \_\_\_\_\_
5. They've never sold that product in *any other place*. \_\_\_\_\_
6. Did you see *any other thing* that you liked? \_\_\_\_\_
7. Let's do *some other thing* tonight. \_\_\_\_\_
8. I didn't tell *any other person* about it. \_\_\_\_\_
9. Can I show you *any other thing*, Mrs. Smith? \_\_\_\_\_
10. There was *no other person* in the room at that time. \_\_\_\_\_
11. Do you have *any other thing* to tell us about him? \_\_\_\_\_
12. Will they go *any other place* after the concert? \_\_\_\_\_

### Ex. 2. Join the following pairs of sentences, substituting OR ELSE for the words in italics:

1. We must hurry. *If we don't*, we'll be late. \_\_\_\_\_
2. You must do as your mother says. *If you don't*, she'll punish you. \_\_\_\_\_
3. We had better hurry. *If we don't*, we'll miss the train. \_\_\_\_\_
4. Turn off the radio. *If you don't*, you'll wake the baby. \_\_\_\_\_
5. Save your money. *If you don't*, you won't be able to go away on your vacation. \_\_\_\_\_
6. You must study hard. *If you don't*, you won't pass the course. \_\_\_\_\_
7. You must practice your English every day. *If you don't*, you will soon forget it. \_\_\_\_\_
8. I must go home right away. *If I don't*, my mother will be angry with me. \_\_\_\_\_
9. Helen must rest more. *If she doesn't*, she may have a nervous breakdown. \_\_\_\_\_
10. Put the dog outside. *If you don't* he will bark and wake everyone up. \_\_\_\_\_

Ex. 3. Repeat the previous exercise, but this time substitute the word *OTHERWISE* for the words in italics:

1. We must hurry; *otherwise* we'll be late
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**VOCABULARY: Study these words**

**THE WORKSHOP** /ðə wé:rkshɒp/ El Taller

<b>axe</b> /æks/	hacha	<b>saw</b> /so:/	serrucho
<b>bolt</b> /bóult/	perno	<b>scissors</b> /sízorz/	tijeras
<b>bucket</b> /bákit/	balde	<b>screw</b> /skru:/	tornillo
<b>drill</b> /dril/	taladro	<b>screwdriver</b> /skru:dráiver/	desatornillador
<b>file</b> /fáil/	lima	<b>soldering-iron</b> /sólderiŋ áiron/	soldadora
<b>hammer</b> /háemer/	martillo	<b>spade</b> /spéid/	pala
<b>jack</b> /dllæk/	gata	<b>spanner</b> /spæner/	llave de tuercas
<b>lathe</b> /leið/	torno	<b>square</b> /skwéar/	escuadra
<b>lever</b> /li:ver/	palanca	<b>tongs</b> /tongz/	tenazas
<b>measuring tape</b> /mélloriŋ téip/	huincha de medir	<b>vise</b> /váis/	banco de torno
<b>nail</b> /neil/	clavo	<b>washer</b> /wósher/	golilla
<b>needle</b> /ni:dil/	aguja	<b>welding torch</b> /wéldiŋ tó:rtch/	soplete para soldar
<b>nut</b> /nat/	tuerca	<b>wire</b> /wáiar/	alambre
<b>plane</b> /pléin/	formón	<b>workbench</b> /we:rkbéntch/	banco de trabajo
<b>pliers</b> /pláiarz/	alicates	<b>wrench</b> /réntch/	llave inglesa

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## Key to answers

# UNIT 16

### PART I.

**Ex. 1.** 1. will have left 2. will have changed 3. will have finished 4. will have gone 5. will have had 6. will have completed 7. will have been 8. will have forgotten 9. will have learnt (or learned) 10. will have recovered 11. will have visited 12. will have come - (will have ) gone

**Ex. 2.** (Open answers)

**Ex. 3.** 1. They'll have finished that building before the end of this year. 2. He'll have fulfilled / carried out all his plans before the summer ends / is over. 3. Before 6 this evening, we'll have processed all the information. 4. If we don't take a taxi / cab, the concert will have already started by the time we get to the theatre. 5. Most birds will have emigrated to the north before winter comes. 6. By / Towards the end of this course I'll have learnt to talk in English. 7. If you follow your doctor's advice, very soon you'll have recovered completely from your surgery 8. Before midnight, the results of the election will have been sent / released to the press

### PART II.

#### A.

**Ex. 1.** 1. He said he would be here at noon 2. I thought I could meet you. 3. He hoped he could be there. 4. I thought it might rain this evening. 5. He wanted to know where she was. 6. He said he was very sorry. 7. The young man told us he was married. 8. I thought it would be very hot this afternoon. 9. I thought he would be there by ten o'clock. 10. He believed he could do it. 11. The weather man predicted it would rain. 12. He said he had to work hard every day. 13. I knew where she lived. 14. Bob wanted to know how many people there were. 15. The boy said he had seen the movie. 16. The girl said she was studying for a test. 17. I thought Mr Jones might be in his office. 18. I thought there would be a lot of work to do. 19. I didn't know where Mary was. 20. I didn't think Bob would like the new job.

**Ex. 2.** 1. would 2. can 3. lived 4. meant 5. will 6. was going 7. could not 8. had been 9. did not 10. is 11. was 12. might

#### B.

**Ex. 1** 1. arrives 2. does - rain 3. is 4. comes 5. gets 6. tell 7. likes 8. is 9. telephones 10. comes 11. go 12. does - come

**Ex. 2.** 1. unless 2. as soon as 3. until 4. as long as 5. until 6. while 7. when / as soon as 8. before 9. until 10. when / as soon as

### PART III.

**Ex. 1.** 1. Did they go anywhere else? 2. Nobody else helped him with the work. 3. You must ask somebody else about it. 4. Haven't I met you somewhere else? 5. They've never sold that product anywhere else 6. Did you see anything else that you liked? 7. Let's do something else tonight. 8. I didn't tell anybody else about it. 9. Can I show you anything else, Mrs. Smith? 10. There was nobody else in the room at that time. 11. Do you have anything else to tell us about him? 12. Will they go anywhere else after the concert?

**Ex. 2.** 1. We must hurry; or else we'll be late. 2. You must do as your mother says; or else she'll punish you. 3. We had better hurry; or else we'll miss the train. 4. Turn off the radio; or else you'll wake the baby. 5. Save your money; or else you won't be able to go away on your vacation. 6. You must study hard; or else you won't pass the course. 7. You must practice your English every day; or else you will soon forget it. 8. I must go home right away; or else my mother will be angry with me. 9. Helen must rest more; or else she may have a nervous breakdown. 10. Put the dog outside; or else he will bark and wake everyone up.

**Ex. 3.** 1. We must hurry; otherwise we'll be late. 2. You must do as your mother says; otherwise she'll punish you. 3. We had better hurry; otherwise we'll miss the train. 4. Turn off the radio; otherwise you'll wake the baby. 5. Save your money; otherwise you won't be able to go away on your vacation. 6. You must study hard; otherwise you won't pass the course. 7. You must practice your English every day; otherwise you will soon forget it. 8. I must go home right away; otherwise my mother will be angry with me. 9. Helen must rest more; otherwise she may have a nervous breakdown. 10. Put the dog outside; otherwise he will bark and wake everyone up.

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# UNIT 17

## PART 1. THE PASSIVE VOICE

Hay oraciones gramaticales expresadas en **voz activa** y oraciones gramaticales expresadas en **voz pasiva**. En una oración en voz activa el verbo principal es un **verbo transitivo** (*transitive verb*), es decir, éste va seguido por un **complemento directo** (*direct object*).

Peter wrote the letter last year.     Mary prepares the meals in the kitchen  
(S)     (Tr.V)     (D.O).                     (S)     (Tr.V)     (D.O).

The workers will build a new bridge over that river.  
(S)                     (Tr.V)                     (D.O).

En la voz pasiva, el complemento directo de la oración activa pasa a ser el **sujeto pasivo** (*passive subject*) de la oración. Este sujeto pasivo va seguido de **una forma del verbo modal Be** más el **participio pasado del verbo principal**. Normalmente en una oración pasiva no se hace mención del **sujeto agente** (*doer*), debido a que éste es desconocido o no es importante.

The letter was written (by Peter) last year.                     The meals are prepared (by Mary) in the kitchen.  
(P.S.)     (be + p.p.)     (doer)                                     (P.S.)     (be + p.p.)     (doer)

A new bridge will be built (by the workers) over that river.  
(P.S.)                     (be + p.p.)                     (doer)

Para cada oración en voz activa hay una oración pasiva correspondiente

	Active Voice		Passive Voice
(Present)	He fixes the car.	(Present)	The car is fixed (by him).
(Past)	He fixed the car.	(Past)	The car was fixed.
(Future)	He will fix the car.	(Future)	The car will be fixed.
(Pres. perfect)	He has fixed the car.	(Pres. perfect)	The car has been fixed.
(Past perfect)	He had fixed the car.	(Past perfect)	The car had been fixed.
(Fut. perfect)	He will have fixed the car.	(Fut. perfect)	The car will have been fixed.

## EXERCISES

### Ex. 1. Change to passive voice:

1. He took the money last Monday evening.
2. He will deliver the merchandise today.
3. She ate the cake this morning.
4. Mr. Smith wrote the book last summer.
5. She has just taken the newspaper.
6. Mr. Smith teaches that class on Friday.
7. They will leave the tickets for you.
8. Somebody has taken my book.
9. The wind blew the smoke away soon.
10. She broke the plate on purpose.
11. They will bring the boy tomorrow.
12. They had finished the work by noon.
13. Mrs. Jackson saw the accident.
14. They have found the child at last.
15. He will do the work this afternoon.
16. People will forget it in few days.
17. People speak English all over the world.
18. They fought a big battle here many years ago.

The money was taken by him last Monday evening

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19. They made this gun by hand.
20. Someone has put all the chairs in the next room.
21. He broke his leg in an accident.
22. They will send the book next week.
23. A car ran over our dog a short while ago.
24. They left the wounded soldiers behind.

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**Ex. 2. Change to active voice:**

1. The book was found by Mary.
2. The money was stolen by a thief.
3. The merchandise will be delivered tomorrow.
4. The city has been destroyed (by the enemy).
5. The book will be published next spring.
6. The lecture was attended by many people.
7. Our exercises are corrected each night by our teacher.
8. He was struck by an automobile.
9. The work had been finished by June.
10. The town will have been captured by Wednesday.
11. The house was built in 1910.
12. The books will be brought by John.
13. America was discovered in 1492.
14. Our class is taught by Mr. Smith.
15. This book was written by Mr. Scott.

Mary found the book.

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They \_\_\_\_\_

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Longmans \_\_\_\_\_

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He \_\_\_\_\_

They \_\_\_\_\_

My grandfather \_\_\_\_\_

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Columbus \_\_\_\_\_

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**Ex. 3. Change to negative and to question form:**

1. The work will be done by Mr. Smith.
2. The book was written by Mr. Thompson.
3. The lesson is taught by Mr. Smith.
4. The book has been returned by John.
5. The dish was broken by the maid.
6. The cries of the child were heard clearly.
7. The money had been stolen by one of the boys.
8. America was discovered in 1492.
9. It was discovered by Christopher Columbus.
10. The house was struck by lightning.
11. The book will be published in June.
12. The money has been found.
13. The city was destroyed by bombs.
14. The work will be completed tomorrow.
15. The e-mail was sent this morning.

The work won't be done by Mr. Smith.  
Will the work be done by Mr. Smith?

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**Ex. 4. Change to question form, beginning each question with the question word in parentheses:**

1. America was discovered in 1492. (When) When was America discovered? \_\_\_\_\_ ?
2. The house was destroyed by fire. (How) \_\_\_\_\_ ?
3. The work will be completed next month. (When) \_\_\_\_\_ ?
4. The child was finally found in the park. (Where) \_\_\_\_\_ ?
5. The tree was planted by my father. (Who...by / By whom) \_\_\_\_\_ ?
6. The book will be published in June. (When) \_\_\_\_\_ ?
7. The mail is delivered at ten o'clock every day. (What time) \_\_\_\_\_ ?
8. He was injured in an automobile accident. (In what kind of accident) \_\_\_\_\_ ?
9. The house was built in 1945. (In what year) \_\_\_\_\_ ?
10. The money was stolen by one of the servants. (Who...by / By whom) \_\_\_\_\_ ?

**Ex. 5. Answer these questions:**

1. By whom was America discovered? \_\_\_\_\_ by Christopher Columbus.
2. In what year was America discovered? \_\_\_\_\_ in 1492.
3. When was this book published? \_\_\_\_\_ in 1999.
4. Where was this book published? \_\_\_\_\_ in Chicago.
5. Who was the money stolen by? \_\_\_\_\_ one of the servants.
6. Where was the child finally found? \_\_\_\_\_ in the park.
7. Who will the dinner be prepared by? \_\_\_\_\_ by the chef.
8. By whom are your exercises corrected? \_\_\_\_\_ by our instructor.
9. Why was the train delayed? \_\_\_\_\_ because of bad weather.
10. Where was the money hidden? \_\_\_\_\_ in a wooden box.
11. When was the news released? \_\_\_\_\_ about 10:30.
12. When will the work be completed? \_\_\_\_\_ by the end of the month.
13. Where were they married? \_\_\_\_\_ in Valparaiso.
14. In what country was Helen born? \_\_\_\_\_ in Scotland.
15. By whom was the plate broken? \_\_\_\_\_ by the maid.
16. Where was the money put? \_\_\_\_\_ in the safe.
17. How long was the man held by the police? \_\_\_\_\_ for about 2 hours.

**La voz pasiva en los tiempos continuos.**

La voz pasiva de los tiempos **presente y pasado continuo** se construye usando **la forma continua del verbo modal Be (am, is, are, was, were + being)**, más el **pasado participio** del verbo principal.

(Active) The mechanic is fixing the car now  
(Passive) **The car is being fixed** (by the mechanic) now

(Active) The men were building the road when I was there.  
(Passive) **The road was being built** (by the men) when I was there

**La voz pasiva con verbos modales can, must, may, should, have to**

Al cambiar oraciones activas que contienen un verbo modal como **can, must, may, should, have to**, etc. a la voz pasiva, se debe usar el **verbo modal** seguido de **Be** y del **pasado participio** del verbo principal.

(Active) They must finish this job today.  
(Passive) **This job must be finished** (by them) today.

(Active) They boy can do this exercise easily.  
(Passive) **This exercise can be done** by the boy easily.

(Active) They have to send this report today.  
(Passive) **This report has to be sent** (by them) today.

**Ex. 6. Change to passive voice :**

1. They are sending the material today.
2. They are considering that question now.
3. She is typing that letter now.
4. They were discussing the question when I went in.
5. They are sending troops there today.
6. He is finishing the work now.
7. They were cleaning the office this morning.
8. They are examining him now.
9. We are using this room.
10. They are defending the city well.
11. They are holding the meeting today.
12. They are transferring him to another class.

The material is being sent (by them) today.

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**Ex. 7. Change to passive voice:**

1. We can finish this right away.
2. They may send the fax tomorrow.
3. We must lose no time.
4. You can use this room for the lesson.
5. We have to write these exercises at home.
6. He should send this right away.
7. They cannot put those things here.
8. They may deliver the goods tomorrow.
9. He has to do it immediately.
10. We must help him.
11. He cannot finish this today.
12. The police may hold him for several days.

This can be finished (by us) right away.

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**Ex. 8. Change to passive voice:**

1. John brings the mail every day.
2. John brought the mail yesterday.
3. John will bring the mail tomorrow.
4. John has brought the mail every day.
5. John is bringing the mail now.
6. John may bring the mail tomorrow.
7. John has to bring the mail every day.
8. They have put the chairs in the room.
9. They are sending the merchandise today.
10. He sent the e-mail last week.
11. They have to deliver the books today.
12. We must find him immediately.

The mail is brought by John every day.

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**Ex. 9. Change to negative and to question form. State each question twice, once in simple form and once with some question word like Who, Where, By whom, How, etc.:**

1. He was killed in an accident.

He wasn't killed in an accident.  
Was he killed in an accident?  
How was he killed?

2. The story is being published today.

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3. This must be checked twice. .

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4. It can be done three or four times a month.

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5. It has to be sent right away.

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6. This room can be used for our meetings.

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7. The money has been sent to New York.

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8. This book was published in 1945.

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9. The material is being prepared by Mr. Reese.

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10. It should be sent immediately.

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11. It has to be done at once.

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12. The class is taught by Mr. Smith.

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### El signo "SE" en español

En español, no siempre se expresa la voz pasiva con el verbo SER más un PARTICIPIO PASADO de un verbo principal, sin embargo es muy frecuente el uso del signo "SE" en este tipo de oraciones.

Compare las siguientes oraciones pasivas:

El español **es hablado** en este país

En este país **se habla** español

Una gran batalla **fue librada** en este lugar

En este lugar **se libró** una gran batalla

Un nuevo puente **será construido** aquí el próximo año

Aquí **se construirá** un nuevo puente el próximo año

Estas mismas oraciones se pueden traducir al inglés de la siguiente manera: "English is spoken in this country", "A big battle was fought here", "A new bridge will be built here next year"

### Ex. 10. Translate the following sentences into English:

1. Muchas cartas se envían al extranjero desde esta oficina todos los días.

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2. Se han descubierto otros planetas en nuestro sistema solar.

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3. Se deben construir nuevos caminos en esta parte del país.

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4. Se están desarrollando nuevos métodos para controlar la inflación.

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5. Se enviaron todas las invitaciones por correo aéreo.

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6. Este libro se ha traducido a varios idiomas.

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7. Esto se puede hacer fácilmente, si se usan las herramientas apropiadas.

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8. Se deberían mejorar los servicios de transporte público en esta ciudad.

9. Se construirán varios hospitales en el país durante los próximos 5 años.

10. Durante ese año se habían llevado a cabo varios proyectos importantes.

**Ex. 11. Translate the following sentences into Spanish, using the word “SE” in each case.**

1. A new type of missile has been tested recently.

2. The information is being analyzed thoroughly.

3. All kinds of computers are repaired here.

4. Several different techniques may be applied.

5. It is considered that English has become a universal language.

6. The economic policies have been changed in order to control inflation.

7. During this week, the comet will be easily seen near the Southern Cross

8. By the end of the 90's, most goals had been successfully attained.

9. The data was being processed at that moment.

10. Next time, several animals will be sent into space in order to study the effects of weightlessness.

## PART II.

### THE IDIOMATIC VERB PHRASE "BE SUPPOSED TO"

Esta expresión se usa para referirse a una obligación del sujeto de llevar a cabo una promesa o un compromiso. Esta es una oración pasiva que surge debido a que "se supone" o "se espera" que el sujeto realice la acción prometida o el compromiso adquirido. Esta frase idiomática se usa solamente en los tiempos presente y pasado. En las ideas futuras se debe usar el verbo BE en presente.

The ship **was supposed** (by the public and by the officials) to arrive last night. Se suponía que el barco llegaría anoche (Past)  
Bob **is supposed** (by us) to be here now. Se supone que él está aquí ahora. (Present)  
Helen **is supposed** (by us) to arrive tomorrow. Se supone que Helen llegará mañana. (Future)  
This book **is supposed** to have been published in 1975. Se supone que este libro fue publicado en 1975

#### Ex. 1. Supply the correct form of *SUPPOSED TO*:

1. They \_\_\_\_\_ are supposed to leave \_\_\_\_\_ (leave) at ten o'clock. (They at ten o'clock.)
2. He \_\_\_\_\_ (come) tomorrow at five.
3. They \_\_\_\_\_ (deliver) the merchandise last week.
4. He \_\_\_\_\_ (send) this letter yesterday.
5. He \_\_\_\_\_ (be) here now.
6. The train \_\_\_\_\_ (be) faster than the bus.
7. John \_\_\_\_\_ (be) a better student than Henry.
8. He \_\_\_\_\_ (call) me tomorrow.
9. He \_\_\_\_\_ (meet) us in Macy's.
10. He \_\_\_\_\_ (be) here yesterday at three o'clock.
11. He \_\_\_\_\_ (know) her well.
12. The merchandise \_\_\_\_\_ (send) tomorrow. (Passive Voice)
13. This book \_\_\_\_\_ (publish) last year. (Passive Voice)
14. This fax \_\_\_\_\_ (send) yesterday. (Passive Voice)
15. These chairs \_\_\_\_\_ (put) in the next room. (Passive Voice)

#### Ex. 2. Change to introduce *SUPPOSED TO*:

1. We expect John to come at six o'clock. (John is supposed to come at six o'clock.)
2. They expect the train to arrive at four 'clock. \_\_\_\_\_
3. We expect her to bring the book with her. \_\_\_\_\_
4. We expected him to arrive last night. \_\_\_\_\_
5. They expected the war to be over sooner. \_\_\_\_\_
6. We expect our lesson to finish at ten o'clock. \_\_\_\_\_
7. We expect our lesson to last one hour. \_\_\_\_\_
8. We expect the parade to begin soon. \_\_\_\_\_
9. We expect the bus to stop here. \_\_\_\_\_
10. We expect the weather to be hot tomorrow. \_\_\_\_\_
11. We expect him to leave for Europe next week. \_\_\_\_\_
12. We expect the bank to open at nine o'clock. \_\_\_\_\_

#### Ex. 3. Change to negative and to question form. State each question twice, once in simple form and once with some question word like *WHEN, WHERE, WHAT TIME*, etc.:

1. He is supposed to leave tomorrow morning. He isn't supposed to leave tomorrow morning.  
Is he supposed to leave tomorrow morning?  
When is he supposed to leave?  
\_\_\_\_\_
2. He was supposed to bring the money last night. \_\_\_\_\_  
\_\_\_\_\_
3. They're supposed to start the work soon. \_\_\_\_\_  
\_\_\_\_\_

4. They're supposed to finish the job tomorrow.

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5. The letter was supposed to be sent yesterday.

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6. He's supposed to be living somewhere in L.A..

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7. He was supposed to telephone me yesterday.

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8. We were supposed to meet them on 42nd Street.

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9. The book is supposed to be published in June.

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10. The King is supposed to visit the USA in May.

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**VOCABULARY: Study these words**

**THE ARMED FORCES** /i á:rd fó:rsiz/ Las Fuerzas Armadas (l)

<b>Army</b> /a:mi/	Ejército	<b>Navy</b> /néivi/	Marina
<b>Air Force</b> /éar fó:rs/	Fuerza Aérea	<b>Rank</b> /ræŋk/	rango, grado
<b>Ranks</b> /ræŋks/	filas	<b>Officer</b> /ófisér/	Oficial
<b>Commander</b> /kománder/	comandante	<b>Superior</b> /supiariór/	superior
<b>Subordinate</b> /sabó:dinit/	subalterno		

**ARMS** /á:rmz/ armas, **BRANCHES** /bræntchiz/ ramas o servicios

<b>Infantry</b> /infantri/	Infantería	<b>Artillery</b> /a:rtilori/	Artillería
<b>Armored Cavalry</b> /á:rmord káevlri/	Caballería Blindada	<b>Signal</b> /signal/	Telecomunicaciones
<b>Airborne</b> /éarbó:rn/	aerotransportada	<b>Engineers</b> /endliniá:z/	Ingenieros
<b>Transportation</b> /transportéishon/	Transportes	<b>Medical</b> /médikál/	Sanidad
<b>Finance</b> /fáinans/	Intendencia	<b>Mechanized</b> /mékanáizd/	Mecanizado
<b>Ordnance</b> /ó:rdnans/	material de guerra		

**COMMISSIONED OFFICERS** /komishond ófisérz/ Oficiales Comisionados

<b>Full General</b> /ful dllénerál/	General de Ejército	<b>Lieutenant General</b> /luténant dllénerál/	Teniente General
<b>Major General</b> /méidllór dllénerál/	Mayor General	<b>Brigadier General</b> /brigadiár dllénerál/	Brigadier General
<b>Colonel</b> /ké:rnél/	Coronel	<b>Lieutenant Colonel</b> /luténant ké:rnél/	Teniente Coronel
<b>Major</b> /méidllór/	Mayor	<b>Captain</b> /kæptin/	Capitán
<b>First Lieutenant</b> /fé:rst luténant/	Teniente	<b>Second Lieutenant</b> /sékond luténant/	Subteniente
<b>Ensign</b> /énsin/	Alférez (en la marina)	<b>Cadet</b> /kadét/	Cadete

**NON-COMMISSIONED OFFICERS** /non komishond ófisérz/ Suboficiales

<b>Sergeant Major</b> /sá:rdllent méidllór/	Sargento Mayor (US)	<b>Staff Sergeant</b> /sta:f sá:rdllent/	Sargento Mayor (Br)
<b>Sergeant First Class</b> /sá:rdllent férst kla:s/	Sargento Primero	<b>Sergeant</b> /sá:rdllent/	Sargento Segundo
<b>Corporal</b> /kó:rporál/	Cabo	<b>Private First Class</b> /práivit férst kla:s/	Soldado Primero (US)
<b>Lance Corporal</b> /láns kó:rprál/	Soldado Primero (Br)	<b>Private</b> /práivit/	Soldado
<b>Recruit</b> /rékrut/	Soldado conscripto		

**TACTICAL UNITS** /tæktikal iúnits/ Unidades Tácticas

<b>Squad</b> /skwod/	pelotón	<b>Platoon</b> /plótú:n/	pelotón
<b>Troop</b> /tru:p/	escuadrón (cab.)	<b>Company</b> /kámpni/	compañía
<b>Squadron</b> /skuódrén/	grupo (cab.blin.)	<b>Battery</b> /báeteri/	batería (art.)
<b>Battalion</b> /batáelion/	batallón	<b>Regiment</b> /rédlliment/	regimiento
<b>Brigade</b> /brigéid/	brigada	<b>División</b> /dividllon/	división
<b>Corps</b> /ko:r/	cuerpo	<b>Army</b> /a:mi	Ejército

**ROUND OF AMMUNITION** /ráund ov amiunishon/ Tiro de munición

<b>Bullet</b> /búlit/	bala, proyectil	<b>Cartridge case</b> /ká:tridll kéiz/	vainilla
<b>Propellant</b> /propélant/	propelente o polvora	<b>Primer</b> /práimer/	estopin
<b>Shrapnel</b> /shræpnél/	metralla o esquirla		

**TACTICAL WEAPONS** /tæktikal wéponz/ Armas Tácticas

<b>Pistol</b> /pistol/	pistola	<b>Rifle</b> /ráifl/	fusil
<b>Gun</b> /gan/	cañón, pistola	<b>Knife</b> /naif/	cuchillo
<b>Sword</b> /só:rd/	espada	<b>Dagger</b> /dáeger/	daga
<b>Machine gun</b> /mashí:n gán/	ametralladora	<b>Mortar</b> /mó:rtar/	mortero
<b>Howitzer</b> /hóuitser/	obús	<b>Hand grenade</b> /hænd granéid/	granada de mano
<b>Flame-thrower</b> /fléim θróuer/	lanzallamas	<b>Rocket launcher</b> /rókit ló:ntcher/	lanzacohetes
<b>Mine</b> /main/	mina	<b>Missile</b> /mízil/	misil
<b>Mass destruction weapon</b> /mæs distrákshon wépon/	arma de destrucción masiva		
<b>Bullet</b> /búlit/	bala	<b>Shell</b> /shel/	proyectil, bomba
<b>Bomb</b> /bom/	bomba		

**TACTICAL VEHICLES** /tæktikal viilkz/ Vehículos Tácticos

<b>Tank</b> /tæŋk/	tanque
<b>Truck</b> /trak/	camion
<b>Fighter plane</b> /fáiter pléin/	cazabombardero
<b>Helicopter</b> /hélicopter/	helicóptero
<b>Speedboat</b> /spi:d bout/	lancha de desembarco
<b>Airplane carrier</b> /éarplein káerier/	portaviones
<b>Submarine</b> /sábmarí:n/	submarino

**LEADERSHIP** /lí:dership/ Liderazgo

<b>Behavior</b> /bihéivior/	conducta
<b>Commander</b> /kománder/	comandante
<b>Control</b> /kontróul/	control
<b>Courage</b> /káridl/	valor, coraje
<b>Decisiveness</b> /disáisivnis/	decision
<b>Determination</b> /diterminéishon/	determinación
<b>Echelon of command</b> /éshelon əv komænd/	escalón de mando
<b>Enthusiasm</b> /enθusiázn/	entusiasmo
<b>Initiative</b> /iníshiativ/	iniciativa
<b>Justice</b> /dllástis/	justicia
<b>Morale</b> /morá:l/	moral
<b>Span of control</b> /spæən əv kontróul/	ámbito de control
<b>Tact</b> /tækt/	tacto, criterio
<b>Willing obedience</b> /wíliŋ obí:diens/	obediencia espontánea

**PARTS OF A RIFLE** /pa:rtse əv ə ráifl/ Partes del Fusil

<b>Aiming mechanism</b> /éimíŋ mékanízm/	mecanismo de puntería
<b>Bolt</b> /boul/	cerrojo
<b>Chamber</b> /tchéimber/	recámara
<b>Firing pin</b> /fáiaríŋ pin/	percutor
<b>Front sight</b> /fránt sáit/	punto de mira
<b>Locking lug</b> /lókíŋ lag/	asegurador
<b>Rear sight</b> /riár sáit/	alza
<b>Sighting mechanism</b> /sáitíŋ mékanízm/	mecanismo de visada
<b>Stock</b> /stok/	caja
<b>Trigger guard</b> /trigger gá:rd/	guardamonte

**THE TANK** /ð tæŋk/ El Tanque

<b>Armor</b> /á:mor/	blindaje
<b>Gun</b> /gan/	cañón
<b>Gunner</b> /gáner/	artillero
<b>Tank driver</b> /tæŋk dráiver/	conductor del tanque
<b>Turret</b> /tárit/	torreta

**FIRING POSITIONS** /fáiaríŋ posillonz/ Posiciones de Disparo

<b>Standing position</b> /stændíŋ/	posición de pie
<b>Prone position</b> /próun/	posición tendida
<b>Kneeling position</b> /ní:liŋ/	posición arrodillada

<b>APC</b> /éi pí: sí:/	transporte de personal
<b>Airplane</b> /éarplein/	avión
<b>Bomber</b> /bómer/	cazabombardero
<b>Chopper</b> /tchóper/	helicóptero
<b>Warship</b> /wó:rshíp/	buque de guerra
<b>Mine sweeper</b> /main suí:per/	barreminas
<b>Main Battle Tank</b> /meín bætl tæŋk/	tanque de combate

<b>Command</b> /komænd/	mando
<b>Confidence</b> /kónfidens/	confianza
<b>Cooperation</b> /kouoperéishon/	cooperación
<b>Chain of command</b> /tchéin əv komá:nd/	cadena de mando
<b>Dependability</b> /dipendabiliti/	confiabilidad
<b>Dignity</b> /digniti/	dignidad
<b>Endurance</b> /endiúarans/	resistencia
<b>Esprit de corps</b> /esprí: de kó:r/	espíritu de cuerpo
<b>Integrity</b> /intégriti/	integridad
<b>Leader</b> /lí:der/	líder, comandante
<b>Pride</b> /práid/	orgullo
<b>Subordinate</b> /sabó:rdinit/	subalterno
<b>Trait</b> /tréit/	rasgo, característica

<b>Barrel</b> /bárel/	cañón
<b>Butt</b> /bat/	culata
<b>Firing mechanism</b> /fáiaríŋ mékanízm/	mecanismo de disparo
<b>Follower</b> /fólouer/	cargador
<b>Hammer</b> /háemer/	martillo
<b>Muzzle</b> /mázəl/	trompetilla
<b>Receiver</b> /risi:ver/	caja de mecanismos
<b>Sling</b> /sliŋ/	correa
<b>Trigger</b> /trigger/	disparador, gatillo

<b>Armor plate</b> /á:mor pléit //	plancha de blindaje
<b>Gun tube</b> /gán tiu:b/	tubo del cañón
<b>Tank commander</b> /tæŋk komá:nder/	comandante del tanque
<b>Tracks</b> /træks/	orugas
<b>Wheel</b> /wi:l/	rueda

<b>Sitting position</b> /sitiŋ/	posición sentada
<b>Squat position</b> /skuot/	posición encucillada

## Key to answers

# UNIT 17

### PART I.

**Ex. 1.** 2. The merchandise will be delivered by him today 3. The cake was eaten by her this morning 4. The book was written by Mr. Smith last summer. The newspaper has just been taken by her 6. That class is taught by Mr. Smith on Friday. 7. The tickets will be left for you by them. 8. My book has been taken by somebody. 9. The smoke was blown away by the wind soon. 10. The plate was broken by her on purpose. 11. The boy will be brought by them tomorrow. 12. The work had been finished by them by noon. 13. The accident was seen by Mrs. Jackson. 14. The child has been found by them at last 15. The work will be done by him this afternoon. 16. It will be forgotten (by people) in a few days. 17. English is spoken (by people) all over the world. 18. A big battle was fought (by them) here many years ago. 19. This gun was made (by them) by hand. 20. All the chairs have been put by someone in the next room. 21. His leg was broken (by him) in an accident. 22. The book will be sent by them next week. 23. Our dog was run over by a car a short while ago. 24. The wounded soldiers were left behind (by them).

**Ex. 2.** 2. A thief stole the money. 3. They will deliver the merchandise tomorrow. 4. The enemy has destroyed the city. 5. Longmans will publish the book next spring. 6. Many people attended the lecture. 7. Our teacher corrects our exercises each night. 8. An automobile struck him 9. He had finished the work by June. 10. They will have captured the town by Wednesday. 11. My grandfather built the house in 1910. 12. John will bring the books. 13. Columbus discovered America in 1492. 14. Mr. Smith teaches our class. 15. Mr. Scott wrote this book.

**Ex. 3.** 2. The book wasn't written by Mr. Thompson. / Was the book written by...? 3. The lesson isn't taught by Mr. Smith. / Is the lesson taught by...? 4. The book hasn't been returned by John. / Has the book been returned by...? 5. The dish wasn't broken by the maid. / Was the dish broken by...? 6. The cries of the child weren't heard clearly. / Were the cries of the child heard clearly? 7. The money hadn't been stolen by one of the boys. / Had the money been stolen by...? 8. America wasn't discovered in 1492. / Was America discovered in...? 9. It wasn't discovered by Christopher Columbus. / Was it discovered by...? 10. The house wasn't struck by lightning. / Was the house struck by...? 11. The book won't be published in June. / Will the book be published in...? 12. The money hasn't been found. / Has the money been found? 13. The city wasn't destroyed by bombs. / Was the city destroyed by...? 14. The work won't be completed tomorrow. / Will the work be completed...? 15. The telegram wasn't delivered this morning. / Was the telegram delivered...?

**Ex. 4.** 2. How was the house destroyed? 3. When will the work be completed? 4. Where was the child finally found? 5. Who was the tree planted by? / By whom was the tree planted? 6. When will the book be published? 7. (At) what time is the mail delivered every day? 8. In what kind of accident was he injured? 9. In what year was the house built? 10. Who was the money stolen by? / By whom was the money stolen?

**Ex. 5.** 1. It was discovered by Christopher Columbus. 2. It was discovered in 1492. 3. It was published in 1999. 4. It was published in Chicago. 5. It was stolen by one of the servants. 6. He was finally found in the park. 7. It will be prepared by the chef. 8. They're corrected by our instructor. 9. It was delayed because of bad weather conditions. 10. It was hidden in a wooden box. 11. It was released at about 10:30 12. It will be completed by the end of the month. 13. They were married in Valparaiso. 14. She was born in Scotland. 15. It was broken by the maid. 16. It was put in the safe. 17. He was held for about two hours.

**Ex. 6.** 2. That question is being considered by them now. 3. That letter is being typed by her now. 4. The question was being discussed by them when I went in. 5. Troops are being sent (by them) there today. 6. The work is being finished by him now. 7. The office was being cleaned by them this morning. 8. He's being examined by them now. 9. This room is being used by us. 10. The city is being defended by them well 11. The meeting is being held by them today. 12. He's being transferred by them to another class.

**Ex. 7.** 2. The fax may be sent by them tomorrow. 3. No time must be lost by us. 4. This room can be used by you for the lesson. 5. These exercises have to be written by us at home. 6. This should be sent by him right away. 7. Those things cannot be put by them here. 8. The goods may be delivered by them tomorrow. 9. It has to be done by him immediately. 10. He must be helped by us. 11. This cannot be finished by him today. 12. He may be held by the police for several days.

**Ex. 8.** 2. The mail was brought by John yesterday. 3. The mail will be brought by John tomorrow. 4. The mail has been brought by John every day. 5. The mail is being brought by John now. 6. The mail may be brought by John tomorrow.

7. The mail has to be brought by John every day. 8. The chairs have to be put by them in the room. 9. The merchandise is being sent by them today.. 10. The e-mail was sent by him last week. 11. The books have to be delivered by them today. 12. He must be found by us immediately.

**Ex. 9.** 2. The story isn't being published today / Is the story being published today? / When is the story being published? 3, This mustn't be checked twice. / Must it be checked twice? / How many times must it be checked? 4. It can't be done three or four times a month. / Can it be done three or four times a month? / How many times a week / How often can it be done? 5. It doesn't have to be sent right away. / Does it have to be sent right away? / When does it have to be sent? 6. This room can't be used for our meetings. / Can this room be used for our meetings? / What can this room be used for? 7. The money hasn't been sent to NY. / Has the money been sent to NY? / Where has the money been sent to? 8. This book wasn't published in 1945. / Was this book published in 1945? / When was this book published? 9. The material isn't being prepared by Mr. Reese. / Is the material being prepared by Mr. Reese? / Who is the material being prepared by? 10. It shouldn't be sent immediately. / Should it be sent immediately? / When should it be sent? 11. It doesn't have to be done at once. / Does it have to be done at once? / When does it have to be done? 12. The class isn't taught by Mr. Smith / Is the class taught by Mr. Smith? / Who is the class taught by?

**Ex. 10.** 1. Many letters are sent abroad from this office every day. 2. Other planets have been discovered in our solar system. 3. New roads have to / must be built in this part of the country. 4. New methods are being developed to control inflation. 5. All the invitations were sent by air mail. 6. This book has been translated into several languages. 7. This can be done easily if the right / appropriate tools are used. 8. Public transport services should be improved in this city. 9. Several hospitals will be built in the country during the next five years. 10. During that year, several important projects have been carried out.

**Ex. 11.** 1. Se ha probado un nuevo tipo de misil recientemente. 2. Se está analizando minuciosamente la información. 3. Aquí se repara todo tipo de computadores. 4. Se pueden aplicar varias técnicas diferentes. 5. Se considera que el Inglés ha llegado a ser un idioma universal. 6. Se han cambiado las políticas económicas con el fin de controlar la inflación. 7. Durante esta semana se verá el cometa fácilmente cerca de la Cruz del Sur. 8. Hacia fines del la década de los 90, se habían logrado satisfactoriamente la mayor parte de las metas. 9. Se estaban procesando los datos en ese momento. 10. La próxima vez, se enviarán varios animales al espacio para estudiar los efectos de la ingravidez / falta de gravedad

## PART II.

**Ex. 1.** 2. is supposed to come 3. were supposed to deliver 4. was supposed to send 5. is supposed to be 6. is supposed to be 7. is supposed to be 8. is supposed to call 9. is supposed to meet 10. was supposed to be 11. is supposed to know 12. is supposed to be sent 13. is supposed to have been sent 14. are supposed to be put

**Ex. 2.** 2. The train is supposed to arrive at... 3. She is supposed to bring the... 4. he was supposed to arrive... 5. The war was supposed to be over... 6. Our lesson is supposed to finish at... 7. Our lesson is supposed to last... 8. The parade is supposed to begin... 9. The bus is supposed to stop... 10. The weather is supposed to be hot... 11. He is supposed to leave for... 12. The bank is supposed to open at...

**Ex. 3.** 2. He wasn't supposed to bring it... / Was he supposed to bring it...? / When was he supposed to bring it? 3. They aren't supposed to start soon / Are they supposed to start soon? / When are they supposed to start the work? 4. They aren't supposed to finish tomorrow. / Are they supposed to finish tomorrow.? / When are they supposed to finish? 5. The letter wasn't supposed to be sent yesterday / Was the letter supposed to be sent yesterday? / When was the letter supposed to be sent? 6. He isn't supposed to be living... / Is he supposed to be living...? / Where is he supposed to be living? 7. He wasn't supposed to telephone... / Was he supposed to telephone...? / When was he supposed to telephone you? 8. We aren't supposed to meet them... / Are we supposed to meet them...? / Where are we supposed to meet them? 9. The book isn't supposed to be published in June / Is the book supposed to be published in June? / When is the book supposed to be published? 10. The King isn't supposed to visit... / Is the King supposed to visit...? / When is the King supposed to visit the USA?

# UNIT 18

## PART I. ORACIONES CONDICIONALES

### Introducción

1. Son oraciones condicionales aquellas oraciones que empiezan con la palabra **IF...** (Si...) .

If he comes tomorrow,... (Si él viene mañana,...)

2. Las oraciones condicionales son oraciones compuestas, ya que están formadas por dos cláusulas. Una de ellas es la **CONDICIÓN**, introducida por la palabra **IF**; la segunda es la cláusula de **RESULTADO**.

**If he comes tomorrow, you will see him.** (Si él viene mañana, lo verás)  
(Condición) (Resultado)

3. El orden de las cláusulas que componen una oración condicional puede ser invertido

**If he comes tomorrow, you will see him.**  
**You will see him if he comes tomorrow.**

4. Existen tres tipos de oraciones condicionales:

- a. **FUTURO POSIBLE (Future Possible):**

If he comes tomorrow, you will see him. (Si él viene mañana, tú lo verás.).

- b. **PRESENTE IRREAL (Present Unreal):**

If he came here more often, you would see him more often, too. (Si él viniera acá más seguido, tú lo verías más seguido también)

- c. **PASADO IRREAL (Past Unreal):**

If he had come here yesterday, you would have seen him. (Si él hubiera venido acá ayer, tú lo habrías visto)

### I. ORACIONES CONDICIONALES DEL PRIMER TIPO: FUTURO POSIBLE

En este tipo de oraciones condicionales, cuando la condición introducida por IF se materializa, lo más probable es que se dé el resultado previsto en la cláusula de Resultado.

La estructura de este tipo de oraciones condicionales es la siguiente:

<i>Condicion</i>	<i>Resultado</i>
If + Subject + Present	Subject + will + Infinitive

**Read, listen and repeat these examples:**

If the weather **is** good tomorrow, we **will go** to the beach (Si el tiempo está bueno mañana, iremos a la playa)

If I **see** John at the party, I'll **give** him your message. (Si veo a Juan en la fiesta, le daré tu mensaje)

If you **sit** here, you **will be able to see** everything. (Si te sientas aquí, podrás ver todo)

If you **don't study** hard, you **will not get** a good mark. (Si no estudias duro, no te sacarás una buena nota)

If Diana **doesn't leave** at once, **she'll miss** her train. (Si Diana no sale de inmediato, perderá su tren)

If you **aren't careful** when you're driving, you **ll have** an accident. (Si no eres cuidadoso cuando estás conduciendo, tendrás un accidente)

Es importante notar aquí que en la condición, **aún cuando nos estamos refiriendo a una acción futura**, el verbo debe ir en **presente simple** (y no en futuro).

If Mary **comes** tomorrow (No, "If *Mary will come*"), I **will give** her your message.

Del mismo modo, debe usar el **tiempo presente** (y no el futuro) después de los conectores **WHEN** (cuando), **UNTIL** (hasta que), **BEFORE** (antes que), **AFTER** (después que), **AS SOON AS** (en cuanto), **AS LONG AS** (durante todo el tiempo que), **WHILE** (mientras), **UNLESS** (a menos que), etc., cuando se está usando una **expresión de tiempo futuro**, como **tomorrow, this evening, next Monday morning**, etc.

**Read, listen and repeat these examples:**

**When** Kevin **comes** this afternoon, he will tell us what happened. (Cuando Kevin venga esta tarde, él nos contará qué pasó)

**As soon as** she **opens** her eyes, she will see the Prince. (En cuanto ella **abra** los ojos, **verá** al Príncipe)  
I **will wait** here **until** she **telephones**. (Esperaré aquí hasta que ella llame por teléfono)

## II. ORACIONES CONDICIONALES DEL SEGUNDO TIPO: PRESENTE IRREAL

En este tipo de oraciones condicionales nos planteamos una **situación hipotética** (es contraria a la realidad)

**If** John **had a car**, he **would drive** to California (Si John tuviera un auto, él viajaría en auto a California)  
(**Real situation:** He doesn't have a car, so he can't drive to California)

**If** Mary **knew** how to swim, she **would go** to the beach more often. Si Mary supiera nadar, ella iría a la playa más seguido) (**Real situation:** She doesn't know how to swim, so she doesn't go to the beach very often)

La estructura de este tipo de oraciones condicionales es la siguiente:

<i>Condicion</i>	<i>Resultado</i>
If + Subject + Past	Subject + would/could/might + Infinitive

Es importante observar que cuando se usa el verbo **TO BE** en estas oraciones debemos usar el **subjuntivo** de dicho verbo, es decir todas las personas deben usar la forma **WERE**.

If John **were** here now he would help us. (Si John estuviera aquí, él nos ayudaría)

If I **were** a millionaire I would buy many things. (Si yo fuera millonario, compraría muchas cosas)

## EXERCISES

**Ex.1. Supply the proper form of the verb in parentheses in the following PRESENT-UNREAL conditional statements:**

- If Mary \_\_\_\_\_ (have) more time, she would study more. (If Mary had more time, she would study more.)
- If I \_\_\_\_\_ (be) in your position, I would study French.
- If he \_\_\_\_\_ (know) her better, he could go with her to the party.
- If I \_\_\_\_\_ (have) the money, I would buy that suit.
- If John \_\_\_\_\_ (be) here now, he would help us.
- If Helen \_\_\_\_\_ (be) a good student, she would speak English better.
- If our room \_\_\_\_\_ (be) larger, we could study better.
- If the weather \_\_\_\_\_ (be) warmer, we would go for a walk.
- If he \_\_\_\_\_ (prepare) his lessons every night, he would be a better student.
- I would go if I \_\_\_\_\_ (have) more time.
- John would do it if he \_\_\_\_\_ (be) not so busy.
- We would speak better if we \_\_\_\_\_ (have) more practice in conversation.

**Ex. 2 . Supply the proper form of the verb in parentheses:**

1. If he were here, he \_\_\_\_\_ (help) us. (If he were here, he would help us.)
2. If I knew her, I \_\_\_\_\_ (speak) to her.
3. If he came to class more often, he \_\_\_\_\_ (learn) more.
4. She \_\_\_\_\_ (make) more progress if she studied more.
5. She \_\_\_\_\_ (speak) English better if she had more practice.
6. If he came to class on time, he \_\_\_\_\_ (be) a better student.
7. If he went to bed earlier, he \_\_\_\_\_ (feel) better.
8. If he had more money, he \_\_\_\_\_ (take) trip to Japan.
9. She \_\_\_\_\_ (go) with us if she were not so busy.
10. If he were stronger , he \_\_\_\_\_ (work) harder.
11. If today were a holiday, we \_\_\_\_\_ (go) to the beach.
12. If I were free tomorrow, I \_\_\_\_\_ (visit) the museum

**Ex. 3. Change to Present Unreal Conditions:**

1. If he has time, he will go. (If he had time, he would go)
2. If the weather is cold, we will not go. \_\_\_\_\_
3. If he is here, he can help us. \_\_\_\_\_
4. If he studies hard, he will pass, \_\_\_\_\_
5. If I have more time , I will read more books. \_\_\_\_\_
6. If we have more practice, we will speak better. \_\_\_\_\_
7. If he comes, he will see her. \_\_\_\_\_
8. If he goes to the party, he will meet her. \_\_\_\_\_
9. If he prepares his lessons, he will make good progress. \_\_\_\_\_
10. If they try hard, they will succeed. \_\_\_\_\_
11. If I am free tomorrow, I will go to the beach. \_\_\_\_\_
12. If I don't have to work, I will go to the movie. \_\_\_\_\_

**Ex. 4. Complete the following by using Present Unreal Conditions:**

1. John does not study hard but if... (John does not study hard, but if he studied hard he would learn more quickly.)
2. Mary does not prepare her lessons, but if... \_\_\_\_\_
3. William never comes to class on time, but if... \_\_\_\_\_
4. He has very little practice in speaking, but if... \_\_\_\_\_
5. I am not in Florida now, but if... \_\_\_\_\_
6. Mary isn't here now, but if... \_\_\_\_\_
7. I can't speak French, but if... \_\_\_\_\_
8. I don't speak English well, but if... \_\_\_\_\_
9. He has very little free time, but if... \_\_\_\_\_
10. He doesn't like to study English, but if... \_\_\_\_\_
11. He has very few friends, but if... \_\_\_\_\_
12. She has very little money, but if... \_\_\_\_\_

**Ex. 5. Complete the following:**

1. If John were here, he... **would be very happy.**
2. He would speak better if... \_\_\_\_\_
3. If he studied more, he... \_\_\_\_\_
4. If I could speak French, I... \_\_\_\_\_
5. If I were you, I... \_\_\_\_\_
6. If I were in Florida now, I... \_\_\_\_\_
7. If he had more time, he... \_\_\_\_\_
8. If I knew her well, I... \_\_\_\_\_
9. If John prepared his lessons every night, he... \_\_\_\_\_
10. If today were a holiday, we... \_\_\_\_\_
11. If he came to class regularly, he... \_\_\_\_\_

12. Mary would go with us if...
13. He would speak better if...
14. We would go for a walk in the park if...
15. If today were Sunday, we...

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**Ex. 6. Choose the correct form:**

1. If I (was, were) in your position, I would study French. (If I were in your position, I would...)
2. If the weather (is, will be) nice tomorrow, we may drive to the country.
3. If I were you, I (will, would) walk to school.
4. John said he (will, would) be here soon.
5. Mary told me that she (can, could) not come.
6. If he (can, could) help us, I am sure he would.
7. If I (know, knew) how to swim, I would go swimming every day.
8. If I (had, have) time tomorrow, I will go to the movie.
9. When John (comes, will come) here tomorrow, Mary will talk with him.
10. He would go to the theater more often if he (have, had) the time.
11. He said he (may, might) be late.
12. If he (knows, knew) my number, he could telephone me.

**Ex. 7. Answer these questions:**

1. If today were a holiday, where would you go?  
\_\_\_\_\_
2. If you had an automobile, where would you drive this weekend?  
\_\_\_\_\_
3. Would you speak English better if you had more practice in conversation?  
\_\_\_\_\_
4. If you studied harder, would you get better marks in all your subjects?  
\_\_\_\_\_
5. If you could visit any country in the world, what country would you visit first?  
\_\_\_\_\_
6. If you had much money, how would you spend it?  
\_\_\_\_\_
7. If today were Sunday, where would you go and what would you do?  
\_\_\_\_\_
8. Would John speak English better if he spent more time on his lessons?  
\_\_\_\_\_
9. If you knew English perfectly, what other language would you begin to study?  
\_\_\_\_\_

**III. ORACIONES CONDICIONALES DEL TERCER TIPO: PASADO IRREAL**

En este tipo de oraciones nosotros nos referimos a una **situación hipotética** (contraria a la realidad) en el pasado.

If John **had studied** hard, he **would have passed** his examination. (Si John hubiera estudiado más, habría aprobado su examen). (**Real situation:** He didn't pass his examination because he didn't study hard)

If they **had known** your telephone number, they **would have** called you up. (Si ellos hubieran conocido su número telefónico, te habrían llamado) (**Real situation:** They didn't call you up because they didn't have your telephone number)

La estructura de este tipo de oraciones condicionales es la siguiente:

<i>Condición</i>	<i>Resultado</i>
<b>If + Subject + Past perfect</b>	<b>Subject + would have/could have/might have + Past participle</b>



En situaciones formales o literarias, este tipo de oraciones condicionales se expresan sin **IF**. En estos casos **el verbo modal HAD precede al sujeto**.

**Had** he **known** that you were ill, he would have come to see you .

## EXERCISES

### Ex. 1. Supply the correct form of the verb in parentheses:

1. He would have come to the party if he **had known** (know) about it. (He would have come to the party if he about it).
2. If I \_\_\_\_\_ (have) your address, I would have called on you.
3. If the weather \_\_\_\_\_ (be) nice yesterday, they would have gone to the park.
4. If you \_\_\_\_\_ (call) me, I would have been glad to go.
5. If he \_\_\_\_\_ (wear) his overcoat, he would not have caught cold.
6. I would have visited you if I \_\_\_\_\_ (know) you were living in New York.
7. If I \_\_\_\_\_ (be) in your place, I would have told him.
8. He would have gotten sick if he \_\_\_\_\_ (go) out in the rain.
9. If he \_\_\_\_\_ (tell) me the truth, I would not have been so angry.
10. If yesterday \_\_\_\_\_ (be) a holiday, we would have gone to the beach.

### Ex. 2. Supply the correct form of the verb in parentheses:

1. If he had studied more, he **he would have succeeded. (succeed)** .
2. If he had not worn his overcoat, he \_\_\_\_\_ (catch ) cold.
3. I \_\_\_\_\_ (help) him if he had asked me.
4. He \_\_\_\_\_ (be) angry if he had learned the truth.
5. We \_\_\_\_\_ (come) earlier if we had known about it.
6. We \_\_\_\_\_ (be) glad to meet you if you had invited us.
7. He \_\_\_\_\_ (write) to you if he had had your address.
8. I \_\_\_\_\_ (tell) you about it if I had known all the facts.
9. We \_\_\_\_\_ (go) to the movie last night if we had been free.
10. They \_\_\_\_\_ (drive) to the country if they had had a car.

### Ex. 3. Complete the following sentences by adding a PAST-UNREAL conditional statement:

1. John didn't prepare his lessons, but if **he had prepared them he would have learned English better** .
2. Mary didn't come to school yesterday, but if \_\_\_\_\_  
\_\_\_\_\_
3. I didn't have your telephone number, but if \_\_\_\_\_  
\_\_\_\_\_
4. John wasn't at the meeting yesterday, but if \_\_\_\_\_  
\_\_\_\_\_
5. I wasn't in Florida last winter, but if \_\_\_\_\_  
\_\_\_\_\_
6. I didn't know his name, but if \_\_\_\_\_  
\_\_\_\_\_
7. He didn't tell me about it, but if \_\_\_\_\_  
\_\_\_\_\_
8. I didn't have a car last winter, but if \_\_\_\_\_  
\_\_\_\_\_
9. She didn't wear her raincoat, but if \_\_\_\_\_  
\_\_\_\_\_
10. I wasn't in his position, but if \_\_\_\_\_  
\_\_\_\_\_
11. She didn't come on time, but if \_\_\_\_\_  
\_\_\_\_\_
12. He couldn't speak English at the time, but if \_\_\_\_\_  
\_\_\_\_\_

**Ex. 4. Change to PRESENT-UNREAL and to PAST-UNREAL Conditions:**

1. If he **comes**, she **will speak** to him.
  - a. If he **came**, she **would speak** to him.
  - b. If he **had come**, she **would have spoken** to him.
  
2. If the weather is nice, they will go to the beach
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
3. If he has time, he will go with us
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
4. If I am free next week, I will call her up
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
5. If I can do it, I will do it gladly
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
6. If he is here, he may help us
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
7. If I see her, I will give her the message
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
8. If he goes there, he will let us know
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
9. If it rains, they will stay at home
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
10. If he works harder, he will be promoted
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
11. If he has the money, he may go with us
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
12. If John is present, the meeting will be good
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

**Ex. 5. (Open Exercise) Complete the following:**

1. If he were here, he would take part in the game
2. If I had known about it, I \_\_\_\_\_
3. They would have come if they \_\_\_\_\_
4. If I were you, I \_\_\_\_\_
5. If you had asked me, I \_\_\_\_\_
6. If he had telephoned me, I \_\_\_\_\_
7. I would go if I \_\_\_\_\_
8. He would have helped us if \_\_\_\_\_

9. If England had been better prepared for war, Germany \_\_\_\_\_
10. If I had more time, I \_\_\_\_\_
11. He would have succeeded if he \_\_\_\_\_
12. If I had been invited, I \_\_\_\_\_
13. If the weather were nice, we \_\_\_\_\_
14. If the weather had been nice, we \_\_\_\_\_
15. They would have joined the class if they \_\_\_\_\_
16. I might have caught cold if I \_\_\_\_\_

**Ex. 6. Choose the correct form:**

1. If I (was, were) you, I would certainly do it. (If I were you, I would certainly do it.)
2. John looks as though he (was, were) sick.
3. He acted as if he (had, had had) a great shock.
4. If I (knew, had known) this yesterday, I would have acted differently.
5. If it (rains, will rain) tomorrow, we may not go away.
6. I (could go, could have gone) if they had asked me.
7. If he (was, had been) here, he would have taken part in the discussion.
8. He acted as if he (was, were) the manager of the place.
9. I (will, would) like to study Spanish if I had the time.
10. If today (was, were) a holiday, we could go to the beach.
11. If yesterday (was, has been, had been) a holiday, we could have gone to the beach.
12. Call me if he (comes, will come) before noon.
13. If I (would be, were) in his position, I would not accept the work.
14. He will not go unless she (goes, will go) too.
15. I feel as if I (ate, had eaten) a large dinner.
16. I think he (would come, would have come) if we had asked him.

**Ex. 7. Answer these questions:**

1. If yesterday had been a holiday, where would you have gone?  
\_\_\_\_\_
2. If you had known it was going to rain, would you have gone on that picnic yesterday?  
\_\_\_\_\_
3. If you had studied harder, would you have gotten a better mark on your examination?  
\_\_\_\_\_
4. If you had had last week off, where would you have gone?  
\_\_\_\_\_
5. If you hadn't had to study last night, would you have gone to the movies with your friend?  
\_\_\_\_\_
6. Would John have gone to the stadium with you if he had not been sick?  
\_\_\_\_\_
7. Would the party have been better if Mary had been present?  
\_\_\_\_\_
8. Would you have helped your friend with his homework if he had asked you?  
\_\_\_\_\_

## PART II.

### A. USO DEL SUBJUNTIVO DESPUES DE WISH

Debido a que el verbo **WISH** (desear) sugiere una situación que es hipotética o contraria a la realidad, este siempre debe ir seguido por el **modo subjuntivo**; es decir, al igual que en las oraciones condicionales, va seguido de un verbo en **PASADO** en situaciones presentes y un **PASADO PARTICIPIO** en situaciones pasadas. En estos casos estas expresiones se usan para expresar un deseo y equivalen a **“Ojalá...”, “Me gustaría...”, o “Me habría gustado...”**

I don't know how to swim. I **wish** I **knew** how to swim.  
I can't go to the conference because I'm very busy. I **wish** I **weren't** so busy.

Mary is not here now. John **wishes** she **were** here now.  
I didn't see Mary at the meeting yesterday. I **wish** I **had seen** her.

Cuando queremos expresar un deseo relacionado con una situación futura, debemos usar el verbo modal **WOULD**.

It's been raining hard for about five hours. I **wish** it **would** stop raining soon.  
I **wish** he **wouldn't** do that again

Observe la siguiente tabla:

Situaciones Presentes:

Situaciones Pasadas:

Situaciones Futuras:

I wish	S + Past
	S + Past Perfect
	S + Conditional

### EXERCISES

#### Ex. 1. Supply the correct form of the verb in parentheses:

- I wish John \_\_\_\_\_ (be) here now. (I wish John were here now.)
- I wish I \_\_\_\_\_ (can) swim.
- I wish I \_\_\_\_\_ (study) English when I was a boy.
- John wishes he \_\_\_\_\_ (be) in Florida now.
- I wish I \_\_\_\_\_ (go) with you to the movie last night.
- I wish it \_\_\_\_\_ (be) not so cold now.
- I wish it \_\_\_\_\_ (stop) snowing soon.
- I wish I \_\_\_\_\_ (know) about this yesterday.
- I wish today \_\_\_\_\_ (be) a holiday.
- I wish I \_\_\_\_\_ (have) today off.
- I wish I \_\_\_\_\_ (have) yesterday off.
- I wish I \_\_\_\_\_ (know) her better. I'd certainly invite her to the party.

#### Ex. 2. Complete the following sentences:

- I have no car but I wish \_\_\_\_\_
- I cannot swim but I wish \_\_\_\_\_
- I didn't study before my examinations but I wish \_\_\_\_\_
- Today isn't a holiday but I wish \_\_\_\_\_
- Yesterday wasn't a holiday but I wish \_\_\_\_\_
- The weather isn't nice today but I wish \_\_\_\_\_
- I am not a millionaire but I wish \_\_\_\_\_
- John won't do it for us but I wish \_\_\_\_\_
- Mary isn't here but I wish \_\_\_\_\_
- I have to work this afternoon but I wish \_\_\_\_\_
- I can't speak English well but I wish \_\_\_\_\_

(I had one.)

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12. Mary isn't going with us but I wish \_\_\_\_\_

**Ex. 3. Change the sentences to introduce *I WISH* instead of *I'M SORRY*:**

1. I'm sorry he does not speak English well. (*I wish he spoke English well.*)
2. I'm sorry he did not go with us last night. \_\_\_\_\_
3. I'm sorry you could not go to the opera last night. \_\_\_\_\_
4. I'm sorry John is not here with us. \_\_\_\_\_
5. I'm sorry it is raining so hard. \_\_\_\_\_
6. I'm sorry that I don't know her better. \_\_\_\_\_
7. I'm sorry that Helen can't go with us to the beach. \_\_\_\_\_
8. I'm sorry that she could not go with us to the beach. \_\_\_\_\_
9. I'm sorry that today is not a holiday. \_\_\_\_\_
10. I'm sorry that you can't swim. \_\_\_\_\_

**B. VERBOS SEGUIDOS DEL PRESENTE DEL SUBJUNTIVO**

Los verbos **TO RECOMMEND, TO SUGGEST, TO DEMAND, TO REQUIRE, TO ASK, TO INSIST** y **TO PROPOSE**, deben ir seguidos de **THAT + PRESENTE DE SUBJUNTIVO** cuando estamos refiriéndonos a una situación propuesta o hipotética. En el Presente del Subjuntivo, todas **las personas usan la forma simple del infinitivo**, por lo tanto **no se debe agregar -s o -es** en la tercera persona del singular..

He recommended that she **wait** (sin "s") for us outside the theater. (Él recomendó que ella nos **esperara**...)  
I suggested that you **see** the manager today. (Yo sugerí que usted **viera** al gerente hoy día)

Cuando se desea usar el verbo **TO BE** no se debe usar las formas **am/is/are**, sino que la forma simple **BE**

She **asked** that we **be** there before midday. (Ella pidió que nosotros **estuviéramos** allí antes del mediodía)  
They **recommended** that I **be** there a few minutes earlier. (Ellos recomendaron que yo **estuviera** allí...)

En la conversación diaria coloquial se prefiere usar el verbo modal **should + infinitive** para expresar estas ideas.

He **recommended** that she **should wait** for us outside the theater.  
I **suggested** that you **should see** the manager today.  
She **asked** that we **should be** there before midday.  
They **recommended** that I **should be** there a few minutes earlier

También se debe usar el presente del subjuntivo después frases como, **"It is necessary that..."**, **"It's essential that..."**, **"It's imperative that..."**, **"It's advisable that..."**, etc, como los siguientes ejemplos:

**It is necessary that** Mary **see** the manager today.  
**It's advisable that** you **be** there before midday.

**EXERCISES**

**Ex. 1. Supply the correct form of the verb in parentheses:**

1. He recommended that she \_\_\_\_\_ go) with him. (He recommended that she go with him.)
2. He suggested that John \_\_\_\_\_ (wait) a few minutes.
3. It is imperative that they \_\_\_\_\_ (be) there on time.
4. He asked that it \_\_\_\_\_ (be) done right away.
5. I recommended that you \_\_\_\_\_ (come) back later.
6. They insisted that we \_\_\_\_\_ (visit) them again.
7. He proposed that John \_\_\_\_\_ (be) chairman.
8. Is it necessary that this \_\_\_\_\_ (be) finished today?
9. He insisted that she \_\_\_\_\_ (go) on with the work.
10. The doctor suggested that Mr. Smith \_\_\_\_\_ (take) a long vacation.

**Ex. 2. Change the sentences to introduce SUGGESTED / INSISTED / RECOMMENDED instead of ASKED:**

- |  |  |
|--|--|
| 1. I asked John to wait for me.                        | <i>I suggested that John wait for me.)</i> |
| 2. I asked her to come back later.                     | _____                                      |
| 3. John asked me to take a walk with him.              | _____                                      |
| 4. He asked me to be there on time.                    | _____                                      |
| 5. We asked them to go with us in our car.             | _____                                      |
| 6. The teacher asked us to visit her in her home.      | _____                                      |
| 7. The owner of the store asked me to call back later. | _____                                      |
| 8. The teacher asked Bill to be more careful.          | _____                                      |
| 9. We asked her to be at our home at eight o'clock.    | _____                                      |
| 10. He asked me to lend him the money.                 | _____                                      |

**Ex. 3. Supply the correct form in the following:**

1. If John were here, it       **(would be)**       (be) much easier for us.
2. Had I known your number, I \_\_\_\_\_ (telephone) you.
3. What would you do if you \_\_\_\_\_ (be) I?
4. Were I you, I \_\_\_\_\_ (begin) to study Spanish.
5. He would have finished sooner if he \_\_\_\_\_ (hurry).
6. Had I had more time, I \_\_\_\_\_ (do) it.
7. If he had been well, he \_\_\_\_\_ (come) to the meeting.
8. If he felt better, he \_\_\_\_\_ (go) to the party.
9. If he had felt better, he \_\_\_\_\_ (go) to the party.
10. If today \_\_\_\_\_ (be) a holiday, he would spend it at the beach.
11. If yesterday \_\_\_\_\_ (be) a holiday, he would have spent it at the beach.
12. He would help us if he \_\_\_\_\_ (can).

**Ex. 4. Choose the correct form:**

1. I wish I (were, would be) in Florida now.
2. I wish I (went, had gone) with you to the party last night.
3. He recommended that I (am, be) there early.
4. He suggested that John (come, comes) back later.
5. If I (were, would be) in Florida now, I would go swimming.
6. John said he (will, would) be here tomorrow.
7. If he (will come, comes) soon, please let me know.
8. John sat between Mary and (I, me).
9. The merchandise is supposed (to send, to be sent) tomorrow.
10. If you come too early, I (may sleep, may be sleeping).
11. He (is living, has been living) here many years.
12. I (saw, have seen) John yesterday.
13. He said he already (saw, had seen) that movie.
14. John always (sits, is sitting) at this desk.

**Ex. 5 Answer these questions:**

1. Which would you prefer to be, in good health or in bad health?  
\_\_\_\_\_
2. Which would you prefer, to be rich or poor?  
\_\_\_\_\_
3. Which would you prefer to study in the future, German or Chinese?  
\_\_\_\_\_
4. Which would you prefer, to travel in Europe or in South America?  
\_\_\_\_\_
5. Which would you prefer, to own a house or an apartment?  
\_\_\_\_\_

6. Would you be pleased or sorry to hear that your friend was sick?

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7. Would you be pleased or sorry to hear that you had won a large prize?

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8. Would you be pleased or sorry to hear that you had failed your examination?

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9. Would you be pleased or sorry to hear that you were not going to graduate?

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10. Would I be right or wrong if I said that fish could fly?

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11. Would I be right or wrong if I said that birds could swim?

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12. Would I be right or wrong if I said that you spoke English very well?

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## BASIC VOCABULARY: Study these words

### THE ARMED FORCES /ði ɑ:rmɪd fɔ:rsɪz/ Las Fuerzas Armadas (II)

<b>Allied forces</b> /aláid fɔ:rsɪz/	fuerzas aliadas	<b>Mercenary</b> /mersenəri/	mercenario
<b>Armistice</b> /á:rmɪstɪs/	armisticio	<b>Militant</b> /mɪlɪtənt/	militante
<b>Assault</b> /asó:lt/	asalto	<b>Mountaineer</b> /maunteníar/	andinista
<b>Attacking unit</b> /atækɪŋ iunit/	unidad de ataque	<b>Nurse</b> /né:rs/	enfermero
<b>Barrack</b> /bæərək/	barraca, cuadra	<b>Offensive action</b> /ofénsɪv æktʃn/	acción ofensiva
<b>Battle</b> /bætl/	batalla	<b>Orderly</b> /ó:rderli/	ordenanza
<b>Battlefield</b> /bætlfi:ld/	campo de batalla	<b>Parade</b> /paréid/	parada
<b>Bombardment</b> /bombá:rdmɛnt/	bombardeo	<b>Paratrooper</b> /paratrú:per/	paracaidista
<b>Campaign</b> /kəmpéin/	campaña	<b>Peace</b> /pi:s/	paz
<b>Carnage</b> /ká:rnɪdl/	matanza, carnicería	<b>Peace treaty</b> /pi:s trɪ:ti/	tratado de paz
<b>Casualty</b> /kæluəlti/	baja de guerra	<b>Peacekeeping forces</b> /pi:skí:piŋ fɔ:rsɪz/	fuerzas de mantenimiento de paz
<b>Ceasefire</b> /si:sfáiar/	cese al fuego	<b>Policeman</b> /pɒlɪsmən/	policía
<b>Chaplain</b> /tʃæplɪn/	capellán	<b>Preemptive action</b> /priɛmptɪv æktʃn/	acción preemptiva
<b>Civilian</b> /sɪvɪliən/	civil	<b>Preventive action</b> /prɪvɛntɪv æktʃn/	acción preventiva
<b>Clash</b> /klæʃ/	enfrentamiento	<b>Prisoner</b> /prɪzənər/	prisionero
<b>Combatant</b> /kɒmbətənt/	combatiente	<b>Raid</b> /reɪd/	incursión
<b>Combat</b> /kɒmbət/	combate	<b>Ranger</b> /réindlɪər/	comando
<b>Commando</b> /kɒməndəu/	comando	<b>Rear</b> /ríar/	retaguardia
<b>Conflict</b> /kɒnflɪkt/	conflicto	<b>Rear position</b> /ríar pɒzɪʃən/	posición de retaguardia
<b>Coup d'état</b> /ku:detá:/	golpe de estado	<b>Reconnaissance</b> /rɪkɒnɪsəns/	reconocimiento
<b>Siege</b> /si:dʒ/	sitio, asedio	<b>Reinforcement</b> /riɪnfó:rsmənt/	refuerzo
<b>Curfew</b> /ké:rfiu/	toque de queda	<b>Relief</b> /rɪli:f/	ayuda, auxilio
<b>Defeat</b> /difi:t/	derrota	<b>Rescue team</b> /réskiu ti:m/	equipo de rescate
<b>Defensive action</b> /defénsɪv æktʃn/	acción defensiva	<b>Reservist</b> /résɛ:rvɪst/	reservista
<b>Demilitarized zone</b> /dɪmɪlɪtəraɪzɪd zóun/	zona desmilitarizada	<b>Reveille</b> /revéili //réveli/	toque de diana
<b>Deployment</b> /diplóimɛnt/	despliegue	<b>Retreat</b> /rɪtri:t/	recogida, retirada
<b>Destruction</b> /dɪstrækʃn/	destrucción	<b>Review</b> /rɪviú:/	revista
<b>Detachment</b> /dɪtætʃmɛnt/	destacamento	<b>Revolt</b> /rɪvólt/	revuelta
<b>Deterrent</b> /dɪtɛ:rɛnt/	disuasión	<b>Riot</b> /ráiot/	revuelta
<b>Direct fire</b> /dairékt fáiar/	fuego directo	<b>Salute</b> /saliút/	saludo
<b>Disengagement</b> /disɛngéidlmɛnt/	ruptura del combate	<b>Sharp shooter</b> /sharp shú:ter/	tirador escogido
<b>Diver</b> /dáiver/	buzo	<b>Skirmish</b> /skɜ:rmɪʃ/	escaramuza
<b>Doctor</b> /dɒktər/	doctor	<b>Slaughter</b> /sló:ter/	matanza
<b>Drill</b> /drɪl/	ejercicio	<b>Spy</b> /spái/	espía
<b>Enemy fire</b> /énemi fáiar/	fuego enemigo	<b>Strategy</b> /strætədʒli/	estrategia
<b>Fight</b> /fáit/	lucha, combate	<b>Struggle</b> /strægl/	lucha
<b>Flank</b> /flæŋk/	flanco	<b>Surrender</b> /sarénder/	rendición
<b>Foe</b> /fou/	enemigo	<b>Surveillance</b> /se:rvéiləns/	vigilancia
<b>Friendly fire</b> /fréndli fáiar/	fuego amigo	<b>Tactics</b> /tæktɪks/	táctica
<b>Front</b> /frant/	frente	<b>Truce</b> /tru:s/	tregua
<b>Front line</b> /frant laɪn/	línea de frente	<b>Unmanned</b> /anmənd/	no tripulado
<b>Garrison</b> /gærɪsən/	guarnición	<b>Veteran</b> /véterən/	veterano de guerra
<b>Guerrilla</b> /geríla/	guerrillero	<b>Victory</b> /víktri/	victoria
<b>Headquarters</b> /hedkuórterz/	cuartel general	<b>War</b> /wo:r/	guerra (evento)
<b>Hostage</b> /hóstɪdl/	rehén	<b>Warfare</b> /wɔ:féar/	guerra (actividad)
<b>Indirect fire</b> /ɪndairékt fáiar/	fuego indirecto	<b>Warrior</b> /wóriər/	guerrero
<b>Killing</b> /kíliŋ/	matanza	<b>Withdrawal</b> /wiθdróal/	repliegue
<b>Logistic support</b> /lɒdlɪstɪk sɒpó:rt/	apoyo logístico		
<b>Losses</b> /lósɪz/	pérdidas, bajas		
<b>Maneuvers</b> /manú:verz/	maniobras		



## Verbs:

**To accomplish** /akómplish/

**To aim** /éim/

**To ambush** /æmbush/

**To arm** /a:rm/

**To attack** /atææk/

**To besiege** /bi:sí:dll/

**To blow up** /blou áp/

**To bomb** /bom/

**To bombard** /bombá:rd/

**To break out** /breik áut/

**To capture** /kæptcher/

**To carry out** /kæri áut/

**To command** /komænd/

**To conquer** /kónker/

**To defeat** /difí:t/

**To defend** /difénd/

**To deploy** /diplói/

**To destroy** /distrói/

**To disarm** /disá:rm/

**To drill** /dri/

**To endure** /endiú:ar/

**To engage** /engéidll/

**To fight** /fait/

**To fire** /fáiar/

**To give up** /giv áp/

**To invade** /invéid/

llevar a cabo

apuntar

emboscar

armar

atacar

sitiar

estallar

bombardear

bombardear

comenzar, estallar

capturar

realizar

comandar

conquistar

derrotar

defender

desplegar

destruir

desarmar

ejercitar

resistir

trabar combate

luchar, pelear

disparar

rendirse

invadir

**To kill** /kil/

**To lead** /li:d/

**To lose** /lu:z/

**To mobilize** /móbiláiz/

**To occupy** /ókiupái/

**To overcome** /óuverkám/

**To overrun** /óuverán/

**To patrol** /patróul/

**To raid** /réid/

**To recruit** /rekrú:t/

**To retreat** /ritrí:t/

**To review** /riviú:/

**To salute** /saliú:t/

**To seize** /sí:z/

**To shell** /shel/

**To sight** /sáit/

**To spy** /spái/

**To struggle** /strágl/

**To supply** /saplái/

**To support** /sapó:rt/

**To surrender** /sarrénder/

**To wage** /wéidll/

**To win** /win/

**To withdraw** /wiθdró:/

**To inspect** /inspékt/

matar

guiar, conducir

perder

movilizar

ocupar

vencer

invadir

patrullar

incursionar

reclutar

retirarse

revistar

saludar

tomar, asir

bombardear

hacer puntería

espiar

luchar

suministrar

apoyar, ayudar

rendirse

librar una guerra

ganar

replegarse

inspeccionar

BI 250

## Key to answers

# UNIT 18

### PART I

#### B)

**Ex. 1.** 2. were 3. knew 4. had 5. were 6. were 7. were 8. were 9. prepared 10. had 11. were 12. had

**Ex. 2.** 2. would speak 3. would learn 4. would make 5. would speak 6. would be 7. would feel 8. would take 9. would go 10. would work 11. would go 12. would visit

**Ex. 3.** 2. If the weather were cold, we would not go. 3. If he were here, he could help us. 4. if he studied hard, he would pass 5. If I had more time, I'd read more books. 6. If we had much practice, we would speak better. 7. If he came, he would see her. 8. If he went, he would meet her. 9. If he prepared his lessons, he'd make good progress. 10. If they tried hard, they would succeed. 11. If I were free tomorrow, I'd go to the beach. 12. If I didn't have to work, I'd go to the movie.

**Ex. 4.** (Possible answers) 2... she prepared her lessons she'd learn more. 3... he came to class on time he'd be a better student. 4... he had more practice in speaking he would speak a lot better. 5....I were there now I would visiting Orlando. 6....she were here I would be talking with her now. 7...I could speak it, I'd be planning a trip to France. 8....I spoke it well, I would be a CEO (Chief Executive Officer). 9...he had more free time, he would play tennis more often. 10....he liked to do it, he'd speak it better. 11...he had more friends, he'd enjoy living here. 12...she had more money, she'd be able to travel abroad more often.

**Ex. 5.** (Possible answers) 2... he studied harder 3... would learn faster 4...would plan a trip to France. 5...would buy a modern car. 6...would visit Epcot Center 7....would do more things every day. 8...would invite her out to dinner. 9...he'd be a better student. 10... would go to the beach. 11...he'd learn more. 12...she had the day off / free. 13...he had more practice in conversation. 14...it were not so cold. 15...could go on a picnic.

**Ex. 6.** 2. is 3. would 4. would 5. could 6. could 7. knew 8. have 9. comes 10. had 11. might 12. knew

**Ex. 7.** (Suggested answers) 1. I'd go to... 2. I'd drive to... 3. Yes. I'd speak a lot better . 4. Yes, I'd get better marks, of course. 5. I'd would visit... first. 6. I'd buy... / I'd go to... 7. I'd go to... And I'd... 8. Oh yes. He'd certainly speak better. 9. I'd beging to study...

#### C)

**Ex. 1.** 2. had had 3. had been 4. had called 5. had worn 6. had known 7. had been 8. had gone 9. had told 10. had been

**Ex. 2.** 2. would have caught 3. would have helped 4. would have been 5. would have come 6. would have been 7. would have written 8. would have told 9. would have gone 10. would have driven

**Ex. 3.** (Possible answers). 2... she had come, she would have taken part in the competition. 3...I had had it, I'd have called you up. 4...he had been there, you would have seen him. 5...I had been there, I'd have gone on a cruise in the Caribbean. 6.... I had known it, I would have included it in the list of guests 7... he had told me, I'd have acted differently. 8...I had had one, I would have driven to Denver at Christmastime . 9...she had wore it, she wouldn't have caught cold. 10...I had been in his position, I'd have asked for an interview with the boss. 11... she had come on time, she wouldn't have miss the first act of the opera. 12....he had spoken it, he'd have gotten a better job.

**Ex. 4.** 2.If the weather were nice, they would go to the beach. / If the weather had been nice, they would have gone to the beach.. 3. If he had time, he would go with us. / If he had had time, he would have gone with us. 4. If 1 were free now, I would call you up. / If 1 had been free yesterday, I would have called you up. 5. If 1 could do it, 1 would do it gladly. / If I'd been able to do it, I'd have done it gladly. 6. If he were here, he might he1p us. / If he'd been here, he might have helped us. 7. If I saw her, I'd give her the message. / If I'd seen her, I'd have given her the message. 8. If

he went there, he will let us know. / . If he'd gone there, he would have let us know. 9. If it rained, they would stay at home. / . If it had rained, they would have stayed at home. 10. If he worked harder, he would be promoted. / . If he'd worked harder, he would have been promoted. 11. If he had the money, he might go with us / If he'd had the money, he might have gone with us. 12. If John were present, the meeting would be good. / If John had been present, the meeting would have been good.

**Ex. 5.** 1. (Suggested answers) 2.... would have phoned you 3....had been invited 4... would buy a Japanese car. 5... would have helped you 6... would have I'd have told him you were here. 7.... had the day off . 8....we had asked him to help us. 9....wouldn't have attacked the territory by air. 10.... would watch TV every day 11... he had worked harder during the term. 12....would have attended the conference. 13.... would go out for a walk 14... would have gone out for a walk 15... had known it started today. 16....had gone out in the cold yesterday evening.

**Ex. 6.** 2. were 3. had had 4. had known 5. rains 6. could have gone 7. had been 8. were 9. would 10. were 11. had been 12. comes 13. were 14. goes 15. had eaten 16. would have come

**Ex. 7.** (Suggested answers) 1. I would have gone to... 2. No, I wouldn't have gone. I hate the rain / Yes, I would have gone all the same. I love the rain. 3. Yes, of course. I would have gotten a better mark. 4. I'd have gone to... 5. Yes, I would have gone, of course / No, I wouldn't have gone to the movies. I'd have gone to a concert instead. 6. Of course he would have gone. He loves sports / No, he wouldn't have gone. He hates sports. 7. Yes, perhaps it would have been better if she had been present / No, it would have been the same 8. Yes, I would have certainly helped him. / No, I wouldn't have helped him. I was too busy at that moment.

## PART II

### A)

**Ex. 1.** 2. could 3. had studied 4. were 5. had gone 6. were 7. would 8. had known 9. were 10. had 11. had had 12. knew

**Ex. 2.** 2. I could swim 3. I had studied 4. it were a holiday. 5. it had been a holiday 6. it were nice 7. I were 8. he would do it 9. she were here. 10. I didn't have to work. 11. I could speak it . 12. she were.

**Ex. 3.** 2. I wish he had gone with us last night. 3. I wish you had been able to go to the opera last night. 4. I wish John were here with us. 5. I wish it weren't raining so hard. 6. I wish I knew her better 7. I wish Helen could go with us to the beach. 8. I wish she had been able to go with us to the beach. 9. I wish today were a holiday. 10. I wish you could swim / I wish I were able to swim

### B)

**Ex. 1.** 2. wait 3. be 4. be 5. come 6. visit 7. be 8. be 9. go 10. take

**Ex. 2.** 2. I insisted that she come / should come back later 3. John recommended that I take / should take a walk with him. 4. He suggested that I be / should be there on time. 5. We insisted that they go / should go with us in our car. 6. The teacher recommended that we visit / should visit her in her home. 7. The owner of the store suggested that I call / should call back later. 8. The teacher insisted that Bill be / should be more careful. 9. We recommended that she be / should be at our home at eight o'clock. 10. He suggested that I lend / should lend him the money.

**Ex. 3.** 2. would have telephoned 3.were 4. would begin 5. had hurried 6. would have done 7. would have come 8. would go 9. would have gone 10. were 11. had been 12. could

**Ex. 4.** 1. were 2. had gone 3. be 4. come 5. were 6. would 7. comes 8. me 9. to be sent 10. may be sleeping 11. has been living 12. saw 13. had already seen 14. sits

**Ex. 5.** (Possible answers) 1. I'd prefer to be in good health, of course. 2. I'd prefer to be rich, of course. 3. I'd prefer to speak English perfectly. 4. I'd prefer to travel to Europe, I think. 5. I'd prefer to own a horse. I like riding horses. 6. I'd be sorry to hear that, of course. 7. I'd be pleased to hear that, of course. 8. I'd be very sorry to hear that, of course. 9. . I'd be very sorry to hear that, of course. 10. You'd be very wrong if you said that, of course. 11. You'd be right or wrong. It depends. 12. You'd be wrong if you said that. My English is not very good.

# UNIT 19

## THE REPORTED SPEECH (DISCURSO DIRECTO E INDIRECTO)

Cuando deseamos contar a otra persona lo que alguien nos dijo, nos preguntó o nos ordenó, pidió o advirtió hacer, podemos utilizar las palabras textuales usadas por esa persona, lo que en castellano se conoce como **Discurso Directo** (o **“Direct Speech”** en inglés); o podemos realizar algunos cambios verbales, pronominales o adverbiales para respetar la concordancia de los tiempos verbales y la correspondencia de los pronombres y las expresiones de tiempo o lugar, lo que se conoce como **Discurso Indirecto** en castellano (o **Indirect Speech** en inglés). Es necesario revisar la regla de la concordancia de los tiempos verbales estudiadas en la Unidad 16.

John said, “I’m very busy.” (Direct Speech)  
 John said (to us), “I like New York.” (Direct Speech)

John said that he was very busy. (Indirect Speech)  
 John told us that he liked New York. (Indirect Speech)

### I. DISCURSO INDIRECTO CON ORACIONES AFIRMATIVAS O NEGATIVAS

Existen ciertas reglas que debemos conocer cuando estamos cambiando oraciones, preguntas u órdenes del discurso directo al indirecto. En esos casos debemos hacer algunos cambios que son obligatorios (verbos y pronombres) y otros son optativos, dependiendo si entre lo que se dijo y lo que estamos contando ha habido cambios de orden cronológico (tiempo) o geográfico (lugar)

#### Cambios Verbales (obligatorios):

Present cont.	→	Past continuous	He said, “ <b>I’m working</b> very hard.” → He said that he was working very hard.
Simple present	→	Simple past	He said, “I always work hard.” → He said that <b>he always worked</b> hard.
Present perfect	→	Past perfect	He said, “ <b>I have worked</b> very hard.” → He said that <b>he had worked</b> very hard.
Simple past	→	Past perfect	He said, “ <b>I worked</b> very hard.” → He said that <b>he had worked</b> very hard.
Future	→	Conditional	He said, “ <b>I will work</b> hard all day.” → He said that <b>he would work</b> hard all day.
Can	→	Could	He said, “ <b>I can use</b> a computer.” → He said that <b>he could use</b> a computer.
Must	→	Had to	He said, “ <b>I must do</b> the job well.” → He said that <b>he had to do</b> the job well.
May	→	Might	He said, “ <b>It may rain</b> again.” → He said that <b>it might rain</b> again.
Have to / Has to	→	Had to	He said, “ <b>I have to do</b> that again.” → He said that <b>he had to do</b> that again.

#### Cambios de orden cronológico o geográfico (Optativos)

Now → Then	He said, “I’m busy now.” → He said that he was busy then.
Today → That day / Yesterday	He said, “I’m busy today.” → He said that he was busy that day / yesterday.
This → That	He said, “I’m busy at this moment.” → He said that he was busy at that moment
These → Those	He said, “I like these books” → He said that liked those books.
Yesterday → The day before / The previous day	He said, “I was busy yesterday.” → He said that he had been busy the day before.

Tomorrow → The following day	He said, "I'll be busy tomorrow." → He said that he would be busy the following day.
Here → There	He said, "I'm very happy here." → He said that he was very happy there.
Tonight → Last night	He said, "I'm very busy tonight." → He said that she was very busy that night.
Last night → The night before / The previous night	He said, "I was very busy last night" → He said that he'd been very busy the previous night.

Note que cuando se nombran a las dos personas que intervinieron en la conversación, según vimos en la Unidad 8, se debe usar TOLD en vez de SAID.

Bob said, "I like New York."  
Bob told us that he liked New York.

## II. DISCURSO INDIRECTO CON PREGUNTAS

Cuando se desea expresar un pregunta en el discurso indirecto, no se debe mantener la estructura negativa (VM+S+VP) en la cláusula subordinada sino que se debe usar la estructura afirmativa (S+(VM)+VP

John asked me, "Where does Mary live?"  
John asked me where Mary lived.

The teacher asked the students, "Why is Bob absent today?"  
The teacher asked the students why Bob was absent today.

Bob asked me, "Do you like New York?"  
Bob asked me whether / if I liked New York.

Bob asked his friends, "Will you come to my party?"  
Bob asked his friends whether / if they would come to his party.

## III. DISCURSO INDIRECTO CON ORDENES, REQUERIMIENTOS, ADVERTENCIAS, ETC,

Cuando se desea expresar una orden, un requerimiento, advertencia, etc, en el discurso indirecto, se debe usar la siguiente estructura:

<i>Subject</i>	<i>Verb</i>	<i>Object Pro (Noun).</i>	<i>To/not To + Infinitive.</i>
He	<i>asked</i>	me	<b>to</b> sit down
Miss White	<i>told</i>	you	<b>to</b> work harder
The teacher	<i>warned</i>	him / her	<b>to</b> be more careful
The instructors	<i>requested</i>	us	<b>not to</b> be late
They	<i>ordered</i>	them	<b>not to</b> talk in class
		the boy	
		the boys	

## EXERCISES

### Ex. 1. Change from direct to indirect form:

- John said, "I have to work tonight."
- Mary said to me, "I will be back later."
- Mr. Smith said, "We may have an exam."
- He said, "I have no money."
- The doctor said, "John is a very sick man."
- Mary said to me, "I cannot go with you tonight."
- He said, "I hope she comes soon."
- He said, "I have known him a long time."
- Mr. Smith said, "We will finish this tomorrow."
- He said, "I don't know her well."

(John said that he had to work tonight.)

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11. She said, "I am going away tomorrow." \_\_\_\_\_
12. He said to me, "He is supposed to be here now." \_\_\_\_\_

**Ex. 2. Change from direct to indirect form:**

1. Mary asked, "Where does John live?" (Mary asked where John lived.) \_\_\_\_\_
2. Helen said to me, "How long have you lived here?" \_\_\_\_\_
3. Mr Smith asked us, "Do you understand this exercise?" \_\_\_\_\_
4. I asked John, "What time is it?" \_\_\_\_\_
5. He asked me, "Do you have to work tonight?" \_\_\_\_\_
6. John said, "Is it raining?" \_\_\_\_\_
7. He said to me, "Are you going to the movies with us?" \_\_\_\_\_
8. The teacher asked, "Did you see that documentary?" \_\_\_\_\_
9. He asked me, "When are you leaving for Europe?" \_\_\_\_\_
10. He asked me, "What does the word mean?" \_\_\_\_\_
11. I asked him, "When did you read that book?" \_\_\_\_\_
12. He said to me, "How are you today?" \_\_\_\_\_
13. I asked her, "Is John here?" \_\_\_\_\_
14. She said to him, "Do you like my new hat?" \_\_\_\_\_
15. I asked her, "Where is it?" \_\_\_\_\_

**Exercise 3. Change to indirect form:**

1. John said to me, "Wait five minutes for me." (John told me to wait five minutes for him.) \_\_\_\_\_
2. The teacher said to us, "Don't write in pencil." \_\_\_\_\_
3. I asked him, "Be more careful." \_\_\_\_\_
4. He asked me, "Please don't be late." \_\_\_\_\_
5. He asked me, "Try to come on time." \_\_\_\_\_
6. He said to me, "Don't make the same mistake again." \_\_\_\_\_
7. He warned the child, "Don't cross the road." \_\_\_\_\_
8. He said to me, "Don't forget what I told you." \_\_\_\_\_
9. He begged me, "Please send me the money at once." \_\_\_\_\_
10. He asked me, "Sit down for a few minutes." \_\_\_\_\_

**Ex. 4. Change the following imperative sentences to indirect form. Begin each one with THE TEACHER TOLD ME:**

1. Sit in the first row. (The teacher told me to sit in the first row.) \_\_\_\_\_
2. Wait outside in the hall. \_\_\_\_\_
3. Come back later. \_\_\_\_\_
4. Do your exercises in ink. \_\_\_\_\_
5. Give this message to Mrs. Smith. \_\_\_\_\_
6. Don't waste so much time. \_\_\_\_\_
7. Don't look at your neighbor's paper. \_\_\_\_\_
8. Sit up straight. \_\_\_\_\_
9. Go to the whiteboard. \_\_\_\_\_
10. Take your feet off the desk. \_\_\_\_\_
11. Prepare your lessons more carefully. \_\_\_\_\_
12. Sit down and read the story. \_\_\_\_\_

**Ex. 5. Answer the following questions in indirect form. Begin each answer with the words given in parentheses after the question:**

1. Where's John? (I don't know... ) (I don't know where John is.) \_\_\_\_\_
2. Is he in the building? (She wants to know...) \_\_\_\_\_
3. Where does she live? (Can you tell me...?) \_\_\_\_\_
4. Is he a good student? (I'm not sure. . -) \_\_\_\_\_
5. How much does it cost? (He wants to know . .) \_\_\_\_\_
6. Where is she going? (She didn't say... ) \_\_\_\_\_

7. How is he getting along? (She wants to know . . .)
8. How is he getting along? (Mrs. Jones wanted to know,.) \_\_\_\_\_
9. Is the elevator out of order? (Can you tell me...) \_\_\_\_\_
10. Where is he now? (Can you tell me... ) \_\_\_\_\_
11. Is Mr. Smith here? (I'd like to know...) \_\_\_\_\_
12. When will he get back? (I'd like to find out...) \_\_\_\_\_
13. How tall is he? (I don't know... ) \_\_\_\_\_
14. Is he very tall? (I really don't know...) \_\_\_\_\_
15. Where does he live? (Ask him...) \_\_\_\_\_

**Ex. 6. . Change from indirect to direct form:**

1. He said he was busy. (He said, "I am busy.")
2. He asked me where I lived. \_\_\_\_\_
3. He asked her whether she liked New York. \_\_\_\_\_
4. She said she was going out of town. \_\_\_\_\_
5. She said her last name was Smith. \_\_\_\_\_
6. She said her maiden name had been Jones. \_\_\_\_\_
7. He told me not to wait for him. \_\_\_\_\_
8. He said that he could not meet us. \_\_\_\_\_
9. He asked how much it cost. \_\_\_\_\_
10. He told her to leave the room. \_\_\_\_\_
11. He asked whether I had mailed the letter. \_\_\_\_\_
12. He said he would be back soon. \_\_\_\_\_

**Ex. 7. Choose the correct form:**

1. He asked me where I (live, lived). (He asked me where I lived.)
2. I don't know whether (I can, can I) do it. \_\_\_\_\_
3. Can you tell me what time (it is, is it)? \_\_\_\_\_
4. He said he (will, would) come here soon. \_\_\_\_\_
5. He (told me, said to me) that he was busy. \_\_\_\_\_
6. He asked me what time it (is, was). \_\_\_\_\_
7. I asked him what the word (means, meant). \_\_\_\_\_
8. I asked her whether she (is, was) married. \_\_\_\_\_
9. I'd like to know where (is it, it is). \_\_\_\_\_
10. He said he (can, could) meet us easily. \_\_\_\_\_
11. I'm not sure whether (he is, is he) here now. \_\_\_\_\_
12. He didn't say where he (is, was) going. \_\_\_\_\_

**Ex. 8. Answer these questions:**

1. Why did John tell you to wait for him after the lesson?  
\_\_\_\_\_
2. What exercise did the teacher tell you to prepare for tomorrow's lesson?  
\_\_\_\_\_
3. Why did you ask Mary what time it was?  
\_\_\_\_\_
4. Where did William ask you to meet him tonight?  
\_\_\_\_\_
5. Why did the mother warn the child not to cross the street?  
\_\_\_\_\_
6. Why doesn't Henry know whether or not he can go to the party tonight?  
\_\_\_\_\_
7. Did John say that he had or had not seen that movie?  
\_\_\_\_\_
8. Did Grace tell you whether or not she had enjoyed the party?  
\_\_\_\_\_



## BASIC VOCABULARY

### Verbos principales: Verbos Regulares e Irregulares

Todos los verbos principales tienen cuatro formas: el infinitivo, el pasado, el pasado participio, el gerundio. Según la manera en que forman el pasado y el pasado participio los verbos principales se clasifican en dos grupos: Verbos Regulares y Verbos Irregulares. Son verbos regulares aquellos que agregan D / ED para formar el pasado y el pasado participio. Los que no lo hacen así se llaman Verbos Irregulares.

Escuche, lea y aprenda:

We <b>work</b> hard every day. /wí: wé:rk há:rd évri dei/	(Nosotros trabajamos duro todos los días)
We <b>worked</b> hard yesterday. /wí: wé:rk há:rd iésterdi/	(Nosotros trabajamos arduamente ayer)
We have <b>worked</b> hard this year. /wí: hav wé:rk há:rd ðis iar/	(Nosotros hemos trabajado duro este año)
We are <b>working</b> hard now. /wí:r wé:rkiŋ há:rd náu/	(Nosotros estamos trabajando duro ahora)
They <b>speak</b> Spanish at home /ðéi spí:k spænish at hóum/	(Ellos hablan español en casa)
They <b>spoke</b> English in class. /ðéi spók iŋgliŋ in klá:s/	(Ellos hablaron inglés en la clase)
They have always <b>spoken</b> Spanish. /ðéi hav ó:lweiz spókŋ spænish/	(Ellos siempre han hablado español).
They are <b>speaking</b> English now. /ðéir spí:kiŋ iŋgliŋ náu/	(Ellos están hablando inglés ahora)

### A. Verbos regulares de uso frecuente

<i>Infinitive</i>	<i>Past</i>	<i>Past Part.</i>	<i>Gerund</i>	<i>Spanish</i>
To watch /wotch/	watched /wotch/	watched /wotch/	watching /wóchiŋ/	observar
To work /we:rk/	worked /we:rk/	worked /we:rk/	working /wé:rkiŋ/	trabajar
To love /lav/	loved /lavd/	loved /lavd/	loving /láviŋ/	amar
To play /plei/ (1)	played /pléid/	played /pléid/	playing /pléiŋ/	jugar
To study /stádi/ (1)	studied /stádid/	studied /stádid/	studying /stádiŋ/	estudiar
To fit /fit/ (2)	fitted /fitid/	fitted /fitid/	fitting /fitiŋ/	calzar
To stop /stop/ (2)	stopped /stopt/	stopped /stopt/	stopping /stopiŋ/	detener
To guide /gáid/ (3)	guided /gáidid/	guided /gáidid/	guiding /gáidiŋ/	guiar
To repeat /ripi:t/ (3)	repeated /ripi:tid/	repeated /ripi:tid/	repeating /ripi:tiŋ/	repetir

#### NOTAS:

- Los verbos terminados en **-y precedida de una vocal** deben agregar **-ed**; mientras que los que terminan en **-y precedida de consonante** deben transformar la **-y** en **-ied**.
- La mayoría de los verbos que tienen la combinación **consonante+vocal+consonante**, o **cons+cons+vocal+cons**, deben **duplicar la última consonante** antes de agregar **-ed**.
- Aquellos verbos regulares terminados en **-t, -te, -d, -de** deben agregar **-d/ed** y ese sufijo se pronuncia /id/, y es **una sílaba más**: fit /fit/ fitted /fitid/; decide /disáid/ decided /disáidid/; request /rikwést/ requested /rikwéstid/.

<i>Infinitive</i>	<i>Past Tense /past Participle</i>	<i>Spanish</i>
To answer /á:nser/	answered /á:nserd/	contestar, responder
To arrive /arráiv/	arrived /arráivd/	llegar
To ask /a:sk/	asked /a:skt/	preguntar, pedir
To carry /kæri/	carried /kærid/	transportar, llevar
To clean /kli:n/	cleaned /kli:nd/	limpiar
To close /klóuz/	closed /klóuzd/	cerrar
To dry /drái/	dried /dráid/	secar
To enjoy /endllói/	enjoyed /endllóid/	disfrutar, gustar
To finish /finish/	finished /finisht/	terminar
To hate /heit/	hated /héitid/	odiar, no gustar
To help /hélp/	helped /hélpt/	ayudar
To hope /hóup/	hoped /hóupt/	esperar, desear
To invite /inváit/	invited /inváitid/	invitar
To listen /lísŋ/	listened /lísnd/	escuchar
To locate /loukéit/	located /loukéitid/	ubicar, localizar
To look /luk/	looked /lukt/	mirar

To love /láv/	loved /lávð/	amar, gustar
To need /ni:d/	needed /ní:did/	necesitar
To offer /ófer/	offered /óferð/	ofrecer
To prefer /priféar/	preferred /priféard/	preferir
To rain /rein/	rained /réind/	llover
To receive /risí:v/	received /risí:vd/	recibir
To remember /rimémber/	remembered /rimémberð/	recordar
To repair /ripéar/	repaired /ripéard/	reparar, arreglar
To repeat /ripí:t/	repeated /ripí:tid/	repetir
To request /rikwést/	requested /rikwéstid/	solicitar, pedir
To smoke /smóuk/	smoked /smóukt/	fumar
To start /sta:rt/	started /stá:rtid/	comenzar, partir
To stay /stéi/	stayed /stéid/	quedarse, permanecer
To study /stáði/	studied /stácid/	estudiar
To suggest /sadllést/	suggested /sadlléstit/	sugerir
To talk /to:k/	talked /tó:kt/	conversar
To try /trái/	tried /tráid/	tratar, esforzarse
To use /iú:z/	used /iú:zd/	usar, utilizar
To visit /vítit/	visited /vítitid/	visitar
To wait /weit/	waited /wéitid/	esperar, atender
To walk /wo:k/	walked /wó:kt/	caminar
To want /wont/	wanted /wóntid/	querer
To wash /wosh/	washed /wóshð/	lavar
To watch /wotch/	watched /wócht/	observar, mirar
To wish /wish/	wished /wisht/	desear
To work /we:rk/	worked /wé:rkð/	trabajar, funcionar

## B. Verbos irregulares de uso frecuente

<b>Infinitive</b>	<b>Past Tense</b>	<b>Past Participle</b>	<b>Spanish</b>
To begin /bigín/	began /bigán/	begun /bigán/	empezar, comenzar
To bring /brin/	brought /bro:t/	brought /bro:t/	traer
To build /bild/	built /bilt/	built /bilt/	construir
To buy /bái/	bought /bo:t/	bought /bo:t/	comprar
To come /kam/	came /kéim/	come /kam/	venir
To cut /kat/	cut /kat/	cut /kat/	cortar
To do /du:/	did /did/	done /dan/	hacer
To drink /driŋk/	drank /dræŋk/	drunk /draŋk/	beber
To drive /dráiv/	drove /dróuv/	driven /drívn/	manejar, conducir
To eat /i:t/	ate /eit/	eaten /i:tn/	comer
To fall /fo:l/	fell /fel/	fallen /fó:ln/	caer
To feel /fi:l/	felt /felt/	felt /felt/	sentir(se)
To find /fáind/	found /fáund/	found /fáund/	hallar, encontrar
To forget /forgét/	forgot /forgót/	forgotten /forgótn/	olvidar
To get /get/	got /got/	got/gotten /got/gótn/	conseguir, obtener
To give /giv/	gave /géiv/	given /gívn/	dar
To go /góu/	went /went/	gone /gon/	ir
		been to /bi:n tu/	ir (y volver)
To have /hæv/	had /hæd/	had /hæd/	tener, servirse, haber
To hear /hiar/	heard /hé:rd/	heard /hé:rd/	oir
To keep /ki:p/	kept /kept/	kept /kept/	guardar, mantener
To know /nóu/	knew /niú:/	known /nóun/	saber, conocer
To learn /le:r/	learnt * /le:rn/	learnt /le:rn/	aprender, enterarse
To leave /li:v/	left /léft/	left /léft/	partir, salir, dejar
To lend /lend/	lent /lent/	lent /lent/	prestar
To lose /lú:z/	lost /lost/	lost /lost/	perder, extraviar
To make /meik/	made /méid/	made /méid/	hacer, fabricar
To meet /mi:t/	met /met/	met /met/	reunirse, conocer

To pay /péi/	paid /péid/	paid /péid/	pagar
To put /put/	put /put/	put /put/	poner, colocar
To read /ri:d/	read /red/	read /red/	leer
To run /ran/	ran /ræn/	run /ran/	correr, administrar
To say /séi/	said /sed/	said /sed/	decir
To see /si:/	saw /so:/	seen /si:n/	ver
To sell /sel/	sold /sóuld/	sold /sóuld/	vender
To send /send/	sent /sént/	sent /sént/	enviar
To shut /shat/	shut /shat/	shut /shat/	cerrar
To sing /siŋ/	sang /sæŋ/	sung /saŋ/	cantar
To sit /sit/	sat /sæt/	sat /sæt/	sentarse
To sleep /sli:p/	slept /slept/	slept /slept/	dormir
To speak /spi:k/	spoke /spók/	spoken /spók/	hablar
To spend /spénd/	spent /spént/	spent /spént/	gastar, pasar tiempo
To stand up /stænd ap/	stood /stu:d ap/	stood /stu:d ap/	pararse
To swim /swim/	swam /swæm/	swum /swam/	nadar
To take /téik/	took /tuk/	taken /téik/	tomar, llevar
To teach /ti:tch/	taught /to:t/	taught /to:t/	enseñar
To tell /tel/	told /tóuld/	told /tóuld/	decir, narrar
To think /θiŋk/	thought /θo:t/	thought /θo:t/	pensar, creer
To understand /anderstænd/	understood /anderstú:d/	understood /anderstú:d/	entender, comprender
To wear /wéar/	wore /wo:r/	worn /wo:rn/	vestir, desgastar
To write /ráit/	wrote /rout/	written /ritn/	escribir

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## Key to answers

### UNIT 19

**Ex. 1.** 2. Mary told me (that) she would be back later. 3. Mr. Smith said (that) we might have an examination. 4. He said (that) he had no money. 5. The doctor said (that) John was a very sick man. 6. Mary told me (that) she could not go with me tonight. 7. He said (that) he hoped she came soon. 8. He said (that) he had known him a long time. 9. Mr. Smith said (that) we would finish this tomorrow. 10. He said (that) he didn't know her well. 11. She said (that) she was going away tomorrow. 12. He told me (that) he was supposed to be here now.

**Ex. 2.** 2. Helen asked me how long I had lived here. 3. Mr. Smith asked us whether / if we understood this exercise. 4. I asked John what time it was. 5. He asked me whether / if I had to work tonight. 6. John asked whether / if it was raining. 7. He asked me whether / if I was going to the movies with them. 8. The teacher asked whether / if I had seen that documentary. 9. He asked me when I was leaving for Europe. 10. He asked me what the word meant. 11. I asked him when he had read that book. 12. He asked me how I was today. 13. I asked her whether / if John was here. 14. She asked him whether / if he liked her new hat. 15. I asked her where it was.

**Ex. 3.** 2. The teacher told me not to write in pencil. 3. I told him to be more careful. 4. He politely asked me not to be late. 5. He asked me to try to come on time. 6. He told me not to make the same mistake again. 7. He warned the child not to cross the road. 8. He told me not to forget what he had told me. 9. He begged me to send him the money at once. 10. He asked me to sit down for a few minutes.

**Ex. 4.** 2. The teacher told me to wait outside in the hall. 3. The teacher told me to come back later. 4. The teacher told me to do my exercises in ink. 5. The teacher told me to give this message to Mrs. Smith. 6. The teacher told me not to waste so much time. 7. The teacher told me not to look at my neighbor's paper. 8. The teacher told me to sit up straight. 9. The teacher told me to go to the whiteboard. 10. The teacher told me to take my feet off the desk. 11. The teacher told me to prepare my lessons more carefully. 12. The teacher told me to sit down and read the story.

**Ex. 5.** 2. She wants to know whether / if he is in the building. 3. Can you tell me where she lives? 4. I'm not sure whether / if he is a good student. 5. He wants to know how much it costs. 6. She didn't say where she was going. 7. She wants to know how he is getting along. 8. Mrs. Jones wanted to know how he was getting along. 9. Can you tell me whether / if the elevator is out of order? 10. Can you tell me where he is now? 11. I'd like to know whether / if Mr. Smith is here. 12. I'd like to find out when he'll get back. 13. I don't know how tall he is. 14. I really don't know whether / if he's very tall. 15. Ask him where he lives.

**Ex. 6.** 2. He asked me, "Where do you live?" 3. He asked her, "Do you like New York?" 4. She said, "I'm going out of town." 5. She said, "My last name's Smith." 6. She said, "My maiden name was Jones." 7. He said to me, "Don't wait for me." 8. He said, "I can't meet you." 9. He asked, "How much does it cost?" 10. He said to her, "Leave the room." 11. He asked me, "Did you mail the letter?" 12. He said, "I'll be back soon."

**Ex. 7.** 2. I can 3. it is 4. would 5. told me 6. was 7. meant 8. was 9. it is 10. could 11. he is 12. was

**Ex. 8.** (Possible Answers) 1. Because he wanted to tell me about his new plans. 2. He told me to write a short story in English. 3. Because I wanted to know what time it was and I didn't have a watch. 4. He asked me to meet him outside the station. 5. Because there was too much traffic at that time. 6. Because he thinks he'll have to work till late tonight. 7. He said he'd seen it. 8. She said she hadn't enjoyed it.

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# UNIT 20

## USEFUL ENGLISH PHRASES AND EXPRESSIONS IN ENGLISH FOR TRAVELLERS

*Frases y expresiones útiles en inglés para viajeros*

### A. At a social gathering (en una reunion social)

Hallo!/Hello!/Hi!	/halóu/!hai/	¡Hola!
Good morning	/gud mórnɪŋ/	Buenos días
Good afternoon	/gud aftərnú:n/	Buenas tardes
Good evening	/gud í:vniŋ/	Buenas tardes
Good bye/Bye bye	/gud báɪ/!báɪ báɪ/	Hasta luego
Good night	/gud náɪt/	Buenas noches
See you later	/sí: iu: léɪtə/	Hasta pronto
See you tomorrow	/sí: iu: tumórou/	Hasta mañana
See you this evening	/sí: iu: ðɪs í:vniŋ/	Hasta la noche
Thank you/Thank you very much	/θækiu: / θækiu: véri mátx/	Muchas gracias
You're welcome	/io:r wélkam/	De nada
How are you today?	/háu á:r iu tudéɪ/	¿Cómo está Ud hoy?
I'm very well, thank you	/aim véri wel θæŋkiu/	Estoy muy bien gracias
I'm fine, thanks and how are you?	/aim fáɪn θæŋks and hau a:r iú:/	Estoy bien gracias y ¿cómo está Ud?
I'm not very well I'm afraid	/aim nót veri wél aim afréɪd/	No estoy muy bien lamentablemente
How do you do. My name is.. ..	/háu diu: dú: mai néim iz.../	Encantado. mi nombre es...
Please let me introduce myself. My name is...	/plɪ:z lét mi introdiu:z maisélf mai néim iz.../	Permítame presentarme. Mi nombre es.....
I'd like you to meet Mr/Mrs/Miss/Captain/Doctor...	/aɪd láɪk iu tu mí:t míster/mízɪz/mis/káptɪn/dóktɔr.../	Me gustaría presentarle al Sr. Sra/Srta/Cap/Dr...
This is Mr/Mrs/Miss/Captain/Doctor...	/ðɪs iz míster/mízɪz/mis/káptɪn/dóktɔr.../	Este es el o la Sr./Sra/Srta/Cap/Dr...
Pleased to meet you	/plɪ:zd tu mí:t iu/	Encantado/a de conocerlo/a
I'm glad to meet you	/aim glæd tu mí:t iu/	Me alegra conocerlo/a
Please	/plɪ:z/	Por favor
I'm sorry	/aim sóri/	Lo siento
I'm sorry I'm late	/aim sóri aim léɪt/	Lamento haberme atrasado
I'm afraid	/aim afréɪd/	Lamentablemente...
I'm afraid I don't know	/aim afréɪd ai dóunt nóu/	Desgraciadamente no sé
I'm afraid I can't	/aim afréɪd ai ká:nt/	Lamentablemente no puedo
What's your first name?	/wóts io:r fé:rst néim/	¿Cuál es su nombre?
What's your surname/last name?	/wóts io:r sé:rneim/lá:st néim/	¿Cuál es su apellido?
What do you do?	/wót diu dú:/	¿Qué hace Ud?
I'm an army officer	/aim an á:rmi ófɪsə/	Soy un oficial de ejército.
What is your rank?	/wóts io:r ræŋk/	¿Cuál es su grado?
Do you speak French/German/Italian/	/diu spí:k fréntʃ/dllérman/itálian/	¿Habla Ud. francés/alemán/italiano?
No, I don't. But I speak Spanish and English	/nóu ai dóunt, bat ai spí:k spæniʃ and ɪŋglɪʃ/	No. Pero hablo español e inglés
I'm sorry I don't understand French	/aim sóri ai dóunt anderstænd fréntʃ/	Lo siento. No entiendo francés
Are you married or single?	/a:r iu məéɪd o:r síŋgl/	Es Ud. casado/a o soltero/a?
Have you got a...?	/hav iu gót a.../	¿Tiene Ud. un/a...?
Have you got any children?	/hav iu gót éni tʃɪldrən/	¿Tiene Ud. hijos?
How many children have you got?	/háu méni tʃɪldrən hav iu gót/	¿Cuántos hijos tiene Ud.?
Where are you from?	/wéar á:r iu frəm/	¿De dónde es Ud.?
I'm from Chile	/aim frəm tʃɪle/	Soy de Chile
Where do you come from?	/wéar diu kám frəm/	¿De dónde viene Ud.?
I come from Santiago, Chile	/ai kám frəm santiágou tʃɪle/	Vengo de Stgo., Chile
Do you live here?	/diu liv hɪə/	¿Vive ud. aquí?
Which hotel are you staying at?	/wɪtʃ houteɪl a:r iu stéɪɪŋ æt/	¿En qué hotel está hospedado/a Ud.?
What's your room number?	/wóts io:r rú:m námber/	¿Cuál es el número de su habitación?

What's your telephone number?	/wóts io:r télfoun námber/	¿Cuál es su número telefónico?
What's your address?	/wóts io:r addrés/	¿Cuál es su dirección?
Can I help you?	/kan ai hélp iu/	¿Puedo ayudarle?
Can you help me?	/kan iu hélp mi:/	¿Puede ayudarme?
Pardon?	/pá:rdon/	¿Perdón?
Could you speak more slowly please?	/kud iu spí:k mó:r slóuli plí:z/	¿Podría hablar más lento por favor?
Yes, of course/certainly/sure	/ies ov kó:rs/sé:rtnli/shuar/	Sí, por supuesto
No, I'm afraid not	/nóu aim afréid nót/	No, lamentablemente no
With pleasure	/wið pléllar/	Con mucho gusto
I'm sorry I must go now	/aim sóri ai mast góu náu/	Lo siento debo irme ahora
I'm afraid it's late and I have to go now.	/aim afréid its léit and ai hæf tu góu náu/	Lamentablemente es tarde y tengo que irme ahora.
It was nice meeting you	/it woz náis mí:tiŋ iu:/	Fue grato conocerlo a Ud..
Can/may I come in?	/kan/mei ai kám ín/	¿Puedo entrar?
Please, come in and sit down	/plí:z kám ín and sit dáun/	Por favor, entre y siéntese
Wait a moment, please	/wéit e móument plí:z/	Espere un momento por favor
Can you wait a minute?	/kan iu wéit e mínit/	¿Puede UD esperar un minuto?
Can you repeat your question, please?	/kan iu ripí:t io:r kwéstchon plí:z/	¿Puede UD repetir su pregunta?
How do you spell your name?	/háu diu spél io:r néim/	¿Cómo deletrea Ud. su nombre?
Can you spell it please?	/kan iu spél it plí:z/	¿Puede deletrearlo por favor?
Sit down, please	/sit dáun plí:z/	Siéntese, por favor
Don't open the window, please	/dóunt óupn ðe wíndou plí:z/	No abra la ventana, por favor.
Let's sit here	/léts sit hiar/	Sentémonos aquí
Let's go inside/outside	/léts góu insáid/autsáid/	Entremos/Salgamos
It's cold in here	/its kóuld in hiar/	Hace frío aquí adentro
It's too hot here	/its tú: hot hiar/	Hace demasiado calor aquí.
What time is it?	/wót táim iz it/	¿Qué hora es?
What's the date today?	/wóts ðe ðéit tudéi/	¿Qué fecha es hoy?
Are you all right?	/a:r iu ó:l ráit/	¿Está bien Ud.?
Are you tired?	/a:r iu táiard/	¿Está cansado/a?
Are you cold?	/a:r iu kóuld/	¿Tiene frío?
Are you hot?	/a:r iu hot/	¿Tiene calor?
Are you hungry?	/a:r iu háŋgri/	¿Tiene hambre?
Are you thirsty?	/a:r iu thé:rsti/	¿Tiene sed?
Are you sleepy?	/a:r iu slí:pi/	¿Tiene sueño?
Are you happy?	/a:r iu háepi/	¿Está Ud. feliz?
Are you sad?	/a:r iu sæd/	¿Está triste Ud.?
Are you worried?	/a:r iu wárid/	¿Está preocupado/a?
Are you sick/ill?	/a:r iu sik/il/	¿Está enfermo/a Ud.?
Do you mind if I smoke?	/diu máind if ai smouk/	¿Le molesta si fumo?
No, I don't mind. Go ahead	/nou ai dóunt máind góu ahéd/	No me molesta. Hágalo
Is it all right if I sit here?	/iz it ó:l ráit if ai sit hiar/	¿Está bien si me siento aquí?
Yes, please do	/ies plí:z dú:/	Sí, por favor hágalo
You're right	/io:r ráit/	Tiene Ud. razón.
You're wrong	/io:r rón/	Ud. está equivocado..
I agree with you	/ai agrí: wið iú:/	Concuerdo con Ud.
I don't agree with you	/ai dóunt agrí: wið iú:/	No concuerdo con Ud.
I don't think so	/ai dóunt θiŋk sóu/	No lo creo así.
I hope so	/ai hóup sóu/	Así lo espero.
Yes, I think so	/ies ai θiŋk sóu/	Sí, creo que sí
Yes, that's right	/ies ðæts ráit/	Sí, correcto
That's what I mean	/ðæts wot ai mí:n/	Eso es lo que quiero decir
What do you mean by that?	/wót diu: mí:n bai ðæst/	¿Qué quiere decir con eso?
What does this word mean?	/wót daz ðis wé:rd mí:n/	¿Qué significa esta palabra?
What's the meaning of this word?	/wóts ðe mí:nɪŋ ov ðis wé:rd/	¿Cuál es el significado de esta palabra?



**Remember:**

1. **What's your...**(name, address, etc...)?

2. **What** were you  
**are you** ... (doing, etc...)?  
**will you be**

3. **What** did  
**do you...**(do, etc...)?  
**will**

4. **Do you mind if I...**(smoke, etc...)?

Would  
5. **Could** you...(help me, etc...)?  
**Can**  
**Will**

Can  
6. **I...** (sit here, etc...)?  
**May**

7. **Sit here...**(come here...) **please.**  
**Don't...** go there ( speak...), **please.**

8. **Shall I...** spell it? (... help you...etc)?

9. **Let's** sit here. (... go, etc. )

**Recuerde:**

1. **¿Cuál es su...**(nombre dirección, etc...)?

2. **¿Qué** estaba  
**está** ... ( haciendo, etc...)**UD?**  
**estará**

(hizo, etc)  
3. **¿Qué** (hace, etc) **UD?**  
(hará, etc)

4. **¿Le molesta a UD si yo...**(fumo, etc.)?

**¿Querría Ud.**  
5. **¿Podría Ud....**(ayudarme, etc.)?  
**¿Puedes**  
**¿Quieres**

6. **¿Puedo yo...**(sentarme aquí, etc.)?

7. **Siéntese aquí** (venga, etc.), **por favor.**  
**No** vaya allá (hable, etc.), **por favor.**

8. **¿Le** deletreo? ( Le ayudo..., etc)?

9. **Sentémosnos** aquí (vamos, etc.)

## B. At a hotel (en un hotel)

I want to check in	/ai wónt to tchek ín/	Deseo registrarme
What's my room number?	/wóts mai rú :m námbér/	¿Cuál es el número de mi habitación?
Could you take this suitcase to my room please?	/kud iu téik ðis sútkéis tu mai rú:m plí :z/	¿Podría llevar esta maleta a mi habitación por favor?
Is there a colo(u)r TV in the room?	/iz ðér e kólor tí: ví: in ðe rú:m/	¿Hay un TV a color en la habitación?
The central heating/air conditioner isn't working well	/ðe séntral hí:tɪŋ/éar kondíshoner iznt wé: rkiŋ wél/	La calefacción central/El aire acondicionado no está funcionando bien
My bed hasn't been made yet	/mai béd háznt bín méid iet/	Mi cama aún no ha sido hecha.
I need another blanket	/ai ní:d anáðer blæŋkít/	Necesito otra frazada
Could you change the towels?	/kud iu tchéindll ðe táuelz/	¿Podría cambiar las toallas?
Could you get me some soap/shampoo, please?	/kud iu gét mi sam sóup/shæmpu: plí:z/	¿Podría conseguirme jabón/shampoo, por favor.
What is the voltage used here? 220 or 110?	/wóts ðe vóltidll iú:zd híar/tú: twénty or uán hándrid and tén/	¿Cuál es el voltaje usado aquí? 220 o 110?
Could you get me an adaptor for my electric shaver?	/kud iu gét mi an adæptor for mai éléktrik shéiver/	¿Podría conseguirme un adaptador para mi afeitadora eléctrica?
Is there a coin operated washing machine?	/iz ðear a kóin operéitid wóshɪŋ mashí:n/	¿Hay una lavadora operada con monedas?
I want to have these clothes washed and ironed, please	/ai wónt tu hæv ði:z klóudz wóshnt and áiond plí:z/	Deseo que me laven y planchen estas ropas, por favor
I need to make an international call to Chile.	/ai ní:d tu méik an internæshonal kó:l tu tchile/	Deseo hacer una llamada internacional a Chile
My country code number is 56 and the code number for Santiago is 2	/mai kántri kóud námbér is fífty síks and ðe kóud námbér for santiágou is tú:/	El código de mi país es 56 y el código para Santiago es 2.
I want to make a collect call, please	/ai wónt tu méik it kolékt kó:l plí:z/	Quiero hacer una llamada con cobro revertido, por favor.
Can I send a fax/an e-mail from the hotel?	/kan ai sénd e fáks/an í: méil from ðe houtél/	¿Puedo enviar un fax/e-mail desde el hotel?
At what time do you serve breakfast/lunch/dinner?	/at wót táim diu sé:rv brékfast/lántch/díner/	¿A qué hora sirven desayuno/almuerzo/cena?
Can I have breakfast in my room?	/kan ai hæv brékfast in mai rú:m/	¿Me pueden traer desayuno a mi habitación?
Could you get me a newspaper in Spanish, please?	/kud iu gét mi e niuzpéiper in spánish plí:z/	¿Podría conseguirme un periódico en español, por favor?
Is there a swimming pool/casino/gym in the hotel?	/iz ðer e suímiŋ pú:l/kazí:nou/dllí:m in ðe houtél/	¿Hay una piscina/casino/gimnasio en el hotel?
Can you wake me up at six o'clock?	/kan iu wéik mi áp at síks oklók/	¿Puede despertarme a las seis, por favor?
Could you get me a taxi please?	/kud iu gét mi e táksi plí:z/	¿Podría conseguirme un taxi, por favor?
Is there a money exchange in the hotel?	/iz ðer e máni ekstchéindll in ðe houtél/	¿Hay una oficina de cambio en el hotel?
Could you bring a... to my room please?	/kud iu brín e...tu mai rú:m plí:z/	¿Podría traerme un... a mi habitación, por favor?
Where's the restaurant? Upstairs or downstairs?	/wéarz ðe réstorant ápstéarz o:r dáunstéarz/	¿Dónde está el restaurant? Arriba o Abajo?
Until what time is the bar open?	/antíl wót táim iz ðe bá:r óupn/	¿Hasta qué hora está abierto el bar?
Have I got any messages?	/hav ai gót éni mésidlliz/	¿Tengo algún mensaje?
Can I have my room key, please? Room number 206	/kan ai hæv mai rú:m kí: plí:z rú:m námbér tú: óu síks/	¿Puede darme la llave de mi pieza, por favor. Habitación 206
Is there a telephone in the lobby?	/iz ðer e télifoun in ðe lóbi/	¿Hay un teléfono en el hall?
Can I have my bill/check, please?	/kan ai hæv mai bíl/tchék plí:z/	¿Puede darme la cuenta, por favor?
There's an error in my bill/check, I think	/ðérs an éror in mai bíl/tchék ai θiŋk/	Hay un error en mi cuenta, me parece.
I didn't have dinner here last night.	/ai dídn't hæv díner híar la:st náit/	Yo no cené aquí anoche.
I didn't have/eat/drink/order this.	/ai dídn't hæv/i:t/drɪŋk/órder ðis/	Yo no me servi/comí/bebí/pedí esto.
Is there a barber's shop here.	/iz ðer a bá:rberz shop híar/	¿Hay una peluquería aquí?
Could you post these letters/postcards for me?	/kud iu póust ði:z léterz/póuská:rdz for mí:/	¿Podría Ud. despacharme estas cartas/postales?
Where are the lifts/elevators?	/wéar a:r ðe lífts/elevéitorz/	¿Dónde están los ascensores?
Take the lift/elevator to the tenth floor.	/téik ðe líft/elevéitor tu ðe ténθ fló:r/	Tome el ascensor al 10º piso
I want to check out at... o'clock	/ai wónt tu tchék áut at...oklók/	Quiero dejar el hotel/registrarme mi salida a las...
I liked/I didn't like the service/the food/the room very much	/ai laik/ai dídn't láik ðe sé:rvís/ðe fu:d/ðe rú:m verí mátxh/	Me gustó mucho/No me gustó mucho el servicio/la comida/la habitación.

<p><b>Remember:</b></p> <ol style="list-style-type: none"> <li><b>I want to...</b>(make a phone call, etc.) <b>I would like to...</b>( have another coffee,etc. )</li> <li><b>Where is the...</b>(lift, bar,etc...)? <b>Where are the...</b> (telephones, toilets,etc...)?</li> <li><b>Is there a...</b>(bar,etc....) <b>in the hotel?</b></li> <li><b>Could you...</b>(wake me up at 7:30,etc.) <b>please?</b></li> </ol>	<p><b>Recuerde:</b></p> <ol style="list-style-type: none"> <li><b>Quiero...</b>(hacer una llamada, etc) <b>Desearía...</b>(servirme otro café,etc.)</li> <li><b>¿Dónde está el...</b>(ascensor, bar, etc.)? <b>¿Dónde están los ...</b> / teléfonos, baños, etc)?</li> <li><b>¿Hay un...</b>(bar, etc.) en el hotel?</li> <li><b>¿Podría Ud...</b>(despertarme a las 7, etc. ) por favor?</li> </ol>
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### C. At a restaurant (en un restaurante)

I need a table for three (people) please	/ai ní:d e téibl for θrí: (pí:pl) plí:z/	Necesito una mesa para tres (personas) por favor.
Is there a table in the non-smoking area, near the window?	/iz ðer e téibl in ðe non smóukih éaria níar ðe wíndou/	¿Hay una mesa en la zona no fumadores, cerca de la ventana?
What time do you start serving lunch/dinner?	/wót táim diu stá:rt sé:rviη lántch/díner/	¿A qué hora comienzan a servir el almuerzo/la cena?
Can I pay by credit card/by cheque/cash?	/kan ai péi bai krédit ká:rd/bai tchek/káesh/	¿Puedo pagar con tarjeta de crédito/con cheque/en efectivo?
Can you charge this into my hotel bill? Room 2105	/kan iu: tchárdll ðis íntu mai houtél bíl/rú:m tuénti wán óu fáiv/	¿Puede cargarme ésto en mi cuenta del hotel? Habitación 2105
Can I take a look at the menu?	/kan ai téik a lúk at ðe méniu:/	¿Puedo mirar el menú?
Would you like an appetizer?	/wud iu láik an apetàizer/	¿desea un aperitivo?
I'll have a glass of white wine and some cheese, salted almonds or peanuts, please	/ail hæv e glá:s of wáit wáin and sam tchí:s sóltid ó:lmondz or pí:nats plí:z/	Me serviré una copa de vino blanco y queso, almendras saladas o maní, por favor
What would you like to start with?	/wót wud iu láik tu stá:rt wiη/	¿Con qué desearía comenzar?
I think I'll have chicken soup, please	/ai θiηk ail hæv tchíkin sú:p plí:z/	Creo que me serviré una sopa de pollo, por favor
What will you have to follow?	/wót wil iu hæv tu fólou/	¿Qué se servirá a continuación?
I'll have rump steak, potato chips and a mixed salad	/ail hæv rámp stéik/potéitou tchips and e míkst sælad/	Me serviré un trozo de lomo, papas fritas y una ensalada mixta
Could you get me another knife? This one is dirty.	/kud iu get mi anáðer náif ðis wan iz dé:rti/	¿Me podría traer otro cuchillo? Este está sucio.
Could you pass me the salt, please?	/kud iu pá:s mi ðe só:lt plí:z/	¿Podría pasarme la sal, por favor?
I'd like to have a glass of soda water	/aid láik tu hæv e glá:s of souda wóter/	Desearía servirme un vaso de soda.
Would you like something to drink? Wine, beer or a soft drink?	/wud iu láik sámθiη tu dríηk wáin, bíar or e sóft dríηk/	¿Desearía algo para beber? Vino, cerveza o una gaseosa?
Can I have a draught beer please?	/kan ai hæv e drá:ft bíar plí:z/	Podría servirme una cerveza de barril, por favor?
How do you want your meat? Do you want it rare, medium or well-done?	/háu diu wónt io:r mí:t/diu wónt it réar, mí: dium or wél dán/	¿Cómo quiere la carne. La quiere a punto, regular o bien cocida?
I want it well done please.	/ai wónt it wél dán plí:z/	La quiero bien cocida, por favor.
What will you have for dessert?	/wót wil iu hæv for dízért/	¿Qué se servirá de postre?
I'd like to order a fruit salad.	/aid láik tu ó:rder e frú:t sælad	Desearía ordenar una ensalada de fruta.
Could I have some coffee?	/kud ai hæv sam kófi:/	¿Podría servirme un café?
Would you like some liqueur? Scotch, cherry, amaretto?	/wud iu láik sam likiuar/skótch/tchéri/ amarétou/	¿Desearía un bajativo? Whisky, cognac, amareto?
Could you bring me the bill/check, please?	/kud iu bríη mi ðe bíl/tchék plí:z/	¿Me podría traer la cuenta, por favor?
I really enjoyed the meal. It was very good indeed.	/ai riáli endlóid ðe mí:l/it woz véri gud índi:d/	Realmente disfrute la comida. Fue muy buena en verdad.
Thank you very much. You can keep the change. Good bye.	/θæŋkiu véri match/iu kan kí:p ðe tchéidll/	Muchísimas gracias. Puede conservar el vuelto. Hasta luego.

<p><b>Remember:</b></p> <ol style="list-style-type: none"> <li>What do you want to. (eat, etc. )? What would you like to. (drink, etc...)?</li> <li>How do you want your... (tea, etc.)? How would you like your... (steak, etc)?</li> <li>I want to have... (a beer, a sandwich, etc.) I'd like to have... (some more tea, etc). Can I have... (another whisky, etc.)? Could you get me... (the bill, etc.)? I'd like to order... (chicken and rice, etc. )</li> </ol>	<p><b>Recuerde:</b></p> <ol style="list-style-type: none"> <li>¿Qué quiere Ud. (comer, etc.)? ¿Qué desearía Ud. (beber, etc)?</li> <li>¿Cómo quiere Ud su (té, etc.)? ¿Cómo desearía Ud su (bife, etc.)?</li> <li>Quiero servirme... (una cerveza, un sandwich, etc) Desearía servirme... (más tea, etc) ¿Puedo servirme... (otro whisky, etc.)? ¿Me podría traer... (la cuenta, etc)? Desearía pedir... (pollo con arroz, etc)</li> </ol>
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## Restaurants: Useful vocabulary (Restaurantes: Vocabulario util)

<b>Waiter</b> /wéiter/	Garzón	<b>FISH AND SEAFOOD</b>	PESCADOS Y MARISCOS
<b>Menu</b> /méniu/	Carta, menú	<b>Abalone</b> /abalóuni/	Loco
<b>Breakfast</b> /brékfast/	Desayuno	<b>Cod</b> /kod/	Bacalao
<b>Lunch</b> /lántch/	Almuerzo	<b>Cuttlefish</b> /kátfish/	Jibia
<b>Supper</b> /sáper/	Cena liviana	<b>Herring</b> /héring/	Arenque
<b>Dinner</b> /diner/	Cena	<b>King-crab</b> /kiŋ kræb/	Centolla
<b>Snack</b> /snæk/	Refrigerio	<b>Lobster</b> /lóbster/	Langosta
<b>Chef</b> /tchef/	Maestro de cocina	<b>Mussels</b> /máslz/	Cholgas
<b>Check, bill</b> /tchek, bil/	Cuenta	<b>Octopus</b> /óktopas/	pulpo
<b>Tip</b> /tip/	Propina	<b>Oysters</b> /óisterz/	Ostras
<b>Change</b> /tcheindl/	Vuelto, cambio	<b>Prawns</b> /pró:nz/	Gambas
		<b>Salmon</b> /sá:mon/	Salmón
<b>BREAKFAST</b> /brékfast/	DESAYUNO	<b>Sardine</b> /sa:rdi:n/	Sardina
<b>Bacon and eggs</b> /béikonanégz/	Huevos con tocino	<b>Scallops</b> /skælops/	Ostiones
<b>Boiled eggs</b> /bóild égz/	Huevos duros	<b>Sea-urchin</b> /sí: é:rtchin/	Erizo
<b>Bread</b> /bréd/	Pan	<b>Shrimps</b> /shrimps/	Langostinos
<b>Bread and butter</b> /brédanbáter/	Pan con mantequilla	<b>sole, plaice</b> /sóul, pléis/	Lenguado
<b>Coffee</b> /kófi/	Café	<b>Squid</b> /skuid/	calamar
<b>Cornflakes</b> /kó:rnfleiks/	Cereales	<b>Trout</b> /tráut/	Trucha
<b>Fried eggs</b> /fráid égz/	Huevos fritos	<b>tuna fish</b> /tú :na fish/	Atún
<b>Ham</b> /hæm/	Jamón		
<b>Ham and eggs</b> /hæmanégz/	Jamón con huevos	<b>BEVERAGES, DRINKS:</b>	BEBIDAS, TRAGOS
<b>Jam</b> /dlæm/	Mermelada (dulce)	<b>Alcoholic drink</b> /alkohólik drink/	Bebida alcohólica
<b>Marmalade</b> /mármeléid/	Mermelada (cítrico)	<b>Beer</b> /bíar/	Cerveza
<b>Milk</b> /milk/	Leche	<b>Bitter</b> /bíter/	Cerveza inglesa (amarga)
<b>Poached eggs</b> /póutcht égz/	Huevos fritos en agua	<b>Brandy</b> /brændi/	Coñac
<b>Scrambled eggs</b> /skrámbld égz/	Huevos revueltos	<b>Champagne</b> /shampéin/	Champaña
<b>Tea</b> /ti:/	Té	<b>Fruit juice</b> /fru:t dlu:s/	Jugo de frutas
<b>Toast</b> /tóust/	Tostada	<b>Herbal tea</b> /hé:rbal tí:/	Agua de hierbas
<b>Wholemeal bread</b> /hóulmi:l bréd/	Paan integral	<b>Iced tea</b> /áist tí:/	Té helado
		<b>Lager</b> /lá:ger/	Cerveza rubia (pilsener)
<b>LUNCH /DINNER:</b> / lántch/díner/	ALMUERZO /CENA	<b>Lemon tea</b> /lémon tí:/	Té con limón
<b>Dessert</b> /dezé :rt/	Postre	<b>Lemonade</b> /lémoneid/	Limonada
<b>French dressing</b> /fréntch drésin/	Aliño francés	<b>Liqueur</b> /like:r/	Licor
<b>Fruit</b> /frú:t/	Fruta	<b>Milk</b> /milk/	Leche
<b>hors d'oeuvres</b> /o :rdá :vre/	Entremeses	<b>Mineral water</b> /míneral wóter/	Agua mineral
<b>main course</b> /méin kó :rs/	Plato de fondo	<b>Red wine</b> /réd wáin/	Vino tinto
<b>Mayonnaise</b> /máioneiz/	Mayonesa	<b>Rosé</b> /rouzéi/	Vino Rosado
<b>Salad</b> /sælad/	Ensalada	<b>Shandy</b> /shændi/	Cerveza con orange
<b>Sauce</b> /só :s/	Salsa	<b>Soft drink</b> /soft drink/	Gaseosa
<b>Soup</b> /su :p/	Sopa	<b>Tea</b> /tí:/	Tea
<b>Starter</b> /stá:rter/	Entrada	<b>Whisky</b> /wiski/	Whisky
		<b>White wine</b> /wáit wáin/	Vino blanco
<b>MEATS:</b> /mi:ts/	CARNES		
<b>Beef</b> /bi:f/	Vacuno	<b>VEGETABLES:</b> /védlletablz/	VERDURAS
<b>Chicken</b> /tchiken/	Pollo	<b>Artichoke</b> /á:rtitchouk/	Alcachofa
<b>Chops</b> /tchops/	Chuletas	<b>Asparagus</b> /aspárragas/	Espárragos
<b>Duck</b> /dák/	Pato	<b>Avocado</b> /ævoká:dou/	Palta
<b>Fillet steak</b> /filit stéik //	Filete	<b>Brussels sprouts</b> /brásels spráuts/	Bruselas
<b>Lamb</b> /læm/	Cordero lechón	<b>Cabbage</b> /kábidl/	Repollo
<b>Meatballs</b> /mi:tbo:lz/	Albóndigas	<b>Carrot</b> /kárrot/	Zanahoria
<b>Mutton</b> /mátn/	Cordero	<b>Celery</b> /séleri/	Apio

<b>Pork</b> /pó:rk/	Cerdo	<b>Corn</b> /kó :rn/	Maíz
<b>Ribs</b> /ribz/	Costillas	<b>Cucumber</b> /kiukumber/	Pepino
<b>Roast beef</b> /róus bí:f/	Rosbif	<b>Green beans</b> /grí:n bí:nz/	Porotos verdes
<b>Rump steak</b> /rámp stéik/	Lomo	<b>Leek</b> /lí:k/	Puerro
<b>Sirloin steak</b> /sé:lóin stéik/	Lomo vetado	<b>Lettuce</b> /létis/	Lechuga
<b>T-bone</b> /tí : bóun/	Entrecot	<b>Mushrooms</b> /máshrumz/	Champiñones
<b>Turkey</b> /té:rki/	Pavo	<b>Peas</b> /pí:z/	Arvejas
<b>Veal</b> /ví:l/	Ternera	<b>Potato</b> /potéitou/	Papa
		<b>Red pepper</b> /réd /grí:n péper/	Pimiento rojo
<b>HOW MEAT IS COOKED</b>	COCCIÓN DE CARNES	<b>Tomato</b> /tomá:tou //toméitou/	Tomate
<b>Medium to rare</b> /mí:dium tu réar/	Regular, casi a punto		
<b>Rare</b> /réar/	A punto		
<b>Well done</b> /wél dán/	Bien cocido		

<b>HOW FOOD IS PREPARED</b>	COMO ESTA PREPARADA LA COMIDA	<b>FRUIT</b> /frú:t/ <b>DESSERTS</b> /dizé:rts/	FRUTA POSTRES
<b>Baked cake</b> /béikt kéik/	Queque horneado	<b>Apple</b> /æpl/	Manzana
<b>Boiled eggs</b> /bóild egz/	Huevos cocidos	<b>Apricot</b> /éiprikot //éiprikot/	Damasco
<b>Broiled chicken</b> /bróild tchiken/	Pollo a lo spiedo	<b>Banana</b> /baná:na/	Plátano
<b>Chilled wine</b> /tchíld wáin/	Vino helado	<b>Blackberry</b> /blæberi/	Mora
<b>Chopped fruit</b> /tchópt frú:t/	Fruta picada	<b>Cake</b> /kéik/	Torta
<b>Fried fish</b> /fráid fish/	Pescado frito	<b>Cherry</b> /tchéri/	Guinda
<b>Grated cheese</b> /gréitid tchí:z/	Queso rallado	<b>Chocolate mousse</b> /tchóklit mu:z/	Mus de chocolate
<b>Grilled steak</b> /gríld stéik/	Bife a la parrilla	<b>Grapefruit</b> /gréipfrut/	Pomelo
<b>Ground coffee</b> /gráund kófi/	Café en grano molido	<b>Grapes</b> /gréips/	uvas
<b>Iced tea</b> /áist tí:/	Té helado	<b>Ice cream</b> /áis krí:m/	Helado
<b>Melted sugar</b> /méltid shúgar/	Azúcar derretida	<b>Melon</b> /mélon/	Melón
<b>Minced meat</b> (mínst mí:t/	Carne molida	<b>Mints</b> /mints/	Bombones de menta
<b>Mixed salad</b> /mikst sálád/	Ensalada mixta	<b>Orange</b> /órindll/	Naranja
<b>Poached eggs</b> /póutcht égz/	Huevos escalfados	<b>Peach</b> /pi:tch/	Durazno
<b>Roast beef</b> /róust bí:f/	Vacuno asado	<b>Pear</b> /péar/	Pera
<b>Sliced bread</b> /sláist bréd/	Pan rebanado	<b>Pineapple</b> /páinápl/	Piña
<b>Smoked salmon</b> /smóukt sá:mon/	Salmón ahumado	<b>Plum</b> /plám/	Ciruela
<b>Steamed fish</b> /stí:md fish/	Pescado al vapor	<b>Raspberry</b> /rázberi/	Frambuesa
<b>Stewed beef</b> /stiu:d bí:f/	Bife estofado	<b>Redcurrant</b> /redkúrant/	Grosella
<b>Stuffed turkey</b> /stáft té:rki/	Pavo relleno	<b>Scone</b> /skóun/	Bollo
<b>Whipped cream</b> /wípt krí:m/	Crema batida	<b>Strawberry</b> /stró:beri/	Frutilla
		<b>Sweets</b> /sui:ts/	Pastilla
<b>MISCELLANEOUS</b>	MISCELANEO	<b>Watermelon</b> /wótermelon/	Samdía
<b>Ashtray</b> /æshtrei/	Cenicero	<b>Yoghourt</b> /ióga:rt/	Yogurt
<b>Beerglass</b> /bíargla:s/	Vaso para cerveza		
<b>Bottle of wine</b> /bótl ov wáin/	Botella de vino	<b>HOW FOOD TASTES</b>	SABORES
<b>Bottle opener</b> /bótl óupner/	Abridor de botella	<b>Bitter</b> /bíter/	Amargo
<b>Bread knife</b> /brédnaif/	Cuchillo para pan	<b>Hot</b> /hot/	Picante
<b>Butter dish</b> /báterdish/	Mantequillera	<b>Salty</b> /só:lti/	Salado
<b>Cruet</b> /kru:it/	Alcuza	<b>Sour</b> /sáuer/	Agrio
<b>Cup</b> /káp/	Taza	<b>Spicy</b> /spáisi/	Condimentado
<b>Dessertspoon</b> /dezértspu:n/	Cuchara para postre	<b>Sweet</b> /sui:t/	Dulce
<b>Fork</b> /fórk/	Tenedor		
<b>Goblet</b> /góblit/	Copa	<b>SPICES</b> /spáisiz/	CONDIMENTOS
<b>Jug</b> /dlág/	Jarro	<b>Bay leaf</b> /béi lí:f/	Laurel
<b>Knife</b> /náaif/	Cuchillo	<b>Chilli pepper</b> /tchili péper/	Ají
<b>Lighter</b> /láiter/	Encendedor	<b>Cinnamon</b> /sínamon/	Canela
<b>Match</b> /mæтч/	Fósforo	<b>Garlic</b> /gá:riik/	Ajo

<b>Mug</b> /mág/	Tazón	<b>Ginger</b> /dli:ndller/	Genjibre
<b>Napkin</b> /næpkin/	Servilleta	<b>Ketchup</b> ketchup/	Ketchup
<b>Place mat</b> /pléismæt/	Individual	<b>Mustard</b> /másta:rd/	Mostaza
<b>Plate</b> /pléit/	Plato	<b>Parsley</b> /pá:rslí/	Perejil
<b>Saucer</b> /só:ser/	Platillo	<b>Pepper</b> /péper/	Pimienta
<b>Soup bowl</b> /sú:p bóul/	Plato para sopa	<b>Salt</b> /só:it/	Sal
<b>Sugar bowl</b> /shúgarbóul/	Azucarero	<b>Thyme</b> /táim/	Tomillo
<b>Tablecloth</b> /téiblkloθ/	Mantel		
<b>Tablespoon</b> /téiblspu:n/	Cuchara para sopa		
<b>Teaspoon</b> /tí:spun/	Cuchara de té		
<b>Tin opener</b> /tin óupner/	Abrelatas		
<b>Tumbler</b> /támber/	Vaso para gaseosas		
<b>Wineglass</b> /wáingla:s/	Vaso para el vino		

## D. How to get to places (como llegar a lugares)

<i>Have you got/Do you have a map of London?</i>	/hav iu got/diu hæv e mæp ov lándon/	¿Tiene Ud. un mapa de Londres?
<i>I want to go to the cathedral. Could you show me the way please?</i>	/ai wónt tu góu tu ðe kaθíðrɪ. Kan iu shóu mi ðe wéi plí:z/	Deseo ir a la Catedral. ¿Podría indicarme el camino, por favor?
<i>Excuse me. Where's the post office, please?</i>	/ikskiú:z mi wéarz ðe póust ófis plí:z/	Perdón. ¿Dónde está la oficina de correos, por favor?
<i>Could you tell me where the bank is, please?</i>	/kud iu tél me wéar ðe bæŋk iz plí:z/	¿Podría decirme dónde está el banco, por favor?
<i>Excuse me. Do you know where the station is, please?</i>	/ikskiú:z mi/diu nóu wéar ðe stéishn iz plí:z/	Perdón. ¿Sabe Ud. dónde está la estación, por favor?
<i>Excuse me, can you tell me the way to the park, please?</i>	/ikskiú:z mi/kan iu tél mi ðe wéi tu ðe pá:rk plí:z/	Perdón. ¿Podría indicarme el camino al parque, por favor?
<i>Excuse me, how do I get to the museum?</i>	/ikskiú:z mi/háu du ai gét tu ðe miu:ziam/	Perdón. ¿Cómo llego yo al museo?
<i>Look at the map. We are here, outside the station. Go straight ahead until you come to the bridge.</i>	/luk at ðe mæp/wi a:r híar autsáid ðe stéishn/góu stréit ahéd antil iu kæm tu ðe brídɪl/	Mire el mapa. Estamos aquí afuera de la estación. Siga derecho hacia adelante hasta llegar al puente
<i>You have to take bus 44 here and get off at the Railway Station.</i>	/iu hæf tu téik bás fó:rti fóar and get óf at ðe réilwei stéishn/	Tiene que tomar el bus 44 aquí y bajarse en la estación de ferrocarriles.
<i>Walk along this street as far as the traffic lights.</i>	/wó:k alón ðis strí:t as fá:r as ðe træfik láits/	Camine por esta calle, hasta el semáforo.
<i>Turn left at the next corner and walk down the street for two blocks.</i>	/té:rn léft at ðe nékst kó:rnər and wó:k dáun ðe strí:t for tú: blóks/	Doble a la izquierda en la próxima esquina y baje (por esa calle) dos cuadras
<i>Take the third turning on the right and then walk for about 40 meters.</i>	/téik ðe ðé:rd té:rniŋ on ðe ráit and ðén wó:k for abáut fó:rti mí:terz/	Tome la tercera bocacalle a la derecha y enseguida camine unos 40 metros
<i>It's not very far. Drive along this road till you come to Clark Avenue. Then turn right and you'll see the tower at the end of the road.</i>	/its nó't veri fá:r/dráiv alon ðis róud til iu kám tu klá:rk áveniú/ðen té:rn ráit and iul sí: ðe táuer at ði énd on ðe róud/	No está muy lejos. Conduzca por este camino hasta llegar a la calle Clark. Enseguida doble a la derecha y verá la torre al final de la calle
<i>Sorry I don't know. I'm a stranger here myself. Ask a policeman.</i>	/sóri ai dóunt nóu/aim a stréidllər híar maisélf/á:sk e plísmən/	Lo siento. No sé. Yo también soy forastero aquí. Pregúntele a un policía
<i>Excuse me which bus do I need to take to go to the National Art Gallery?</i>	/ikskiú:s mi/witʃ bás du ai ní:d tu téik to góu tu ðe næ'shional á:rt gæləri/	Perdón. ¿Qué bus necesito tomar para ir a la National Art Gallery?
<i>How far is the airport from here?</i>	/hau fá:r iz ði éarpó:rt from híar/	¿A qué distancia está el aeropuerto de aquí?
<i>It's about 20 kilometers. You need to take the train.</i>	/its abáut twénti kilómí:terz/iu ní:d tu téik ðe tréin/	Esta a más o menos 20 kms. Necesita tomar el tren.
<i>Excuse me, does this bus go to the stadium?</i>	/ikskiú:s mi dáz ðis bás go tu ðe stéidíum/	Perdón. ¿Va este bus al estadio?
<i>Please, take me to the Oxford Hotel, in Park Street.</i>	/plí:z téik mi tu ði óksford houtél in pá:rk strí:t/	Por favor, lléveme al Hotel Oxford, en la Calle Park
<i>Excuse me, where is the nearest underground station?</i>	/ikskiú:s mi wéarz ðe níarest ándergráund stéishn/	Perdón. ¿Dónde está la estación de metro más próxima?
<i>Can I walk, or do I have to take a bus?</i>	/kan ai wó:k or du ai ní:d tu téik e bás/	¿Puedo irme a pie, o tengo que tomar un bus?
<i>Excuse me, is there a restaurant near here?</i>	/ikskiú:z mi/iz ðer e réstorant níar híar/	Perdón. ¿Hay un restaurante cerca de aquí?
<i>Yes, there's one in Bridge Street., opposite the cinema.</i>	/lés/ðéarz wan in brídɪl strí:t, óposit ðe sínema/	Sí. Hay uno en la calle Bridge, frente al cine.
<i>What time do the banks open?</i>	/wót táim du ðe bæŋks óupen/	¿A qué hora abren los bancos?
<i>What time do buses start running?</i>	/wót táim du básiz stá :rt rániŋ/	¿A qué hora comienzan a correr los buses?
<i>What time do the shops close?</i>	/wót taim du ðe shóps klóuz/	¿A qué hora cierran las tiendas?
<i>Does the supermarket open on Sunday?</i>	/dáz ðe supermá:rkít óupn on sándi/	¿Abre el supermercado los domingos?



## Useful vocabulary (vocabulario util)

<p><b>City</b> /síti/ ciudad  <b>Town</b> /táun/ pueblo  <b>Street</b> /strí:t/ calle  <b>Pavement</b> /péivmēt/ vereda(Br)  <b>Sidewalk</b> /saidwó:k/ vereda(US)  <b>Bus stop</b> /bas stóp/ parada de buses  <b>Underground Station (Br)</b> /ándergraund stéishn/ estación de metro  <b>Subway Station (US)</b> /sábwei stéishn/ estación de metro  <b>Railway Station</b> /réilwei stéishn/ estación de trenes  <b>Airport</b> /éarpó:rt/ aeropuerto  <b>Square</b> /skuéar/ plaza  <b>Traffic lights</b> /træfik láits/ semáforo  <b>Park</b> /pá:rk/ parque</p>	<p><b>Building</b> /bildiŋ/ edificio  <b>Hotel</b> /houtél/ hotel  <b>Lift</b> /lift/ ascensor (Br)  <b>Elevator</b> /elevéitor/ ascensor (US)  <b>Restaurant</b> /réstorant/ resturant  <b>Store/Shop</b> /stóar/shop/ tienda  Shopping centre Centro comercial  Shopping mall Centro comercial  <b>Library</b> /láibreari/ biblioteca  <b>Museum</b> /miu:ziam/ museo  <b>Park</b> /pá:rk/ parque  <b>Hospital</b> /hóspitl/ hospital</p>	<p><b>Supermarket</b> /supermá:kit/ supermercado  <b>Department store</b> /dipá:ment stóar/ Tienda de departamento  <b>Book store</b> /buk stó:r/ librería  <b>book shop</b> /buk/shop/ librería  <b>Post office</b> /póust ófis/ Oficina de Correos  <b>Police station</b> /polis stéishn/ Cuartel de policía  <b>Cinema</b> /sinema/ cine  <b>Theater</b> /θiater/ teatro  <b>Night club</b> /náit klab/ club nocturno</p>
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<p><b>Remember:</b></p> <ol style="list-style-type: none"> <li><i>How do I get to...  Could you tell me the way to...  Could you show the way to...?</i></li> <li><i>Do you know where the... is, please?  Can you tell me where the...is, please?</i></li> <li><i>Where is the... please?.  Where is the nearest... please?</i></li> <li><i>Which bus do I need to take to go to the...?</i></li> <li><i>What time do the...s. open / close?  What time does the...open / close?</i></li> <li><i>How far is the... from here?</i></li> <li><i>I need to buy a / some...? Is there a... near here?</i></li> </ol>	<p><b>Recuerde:</b></p> <ol style="list-style-type: none"> <li>¿Cómo llego a...?  ¿Podría indicarme el camino a...?</li> <li>¿Sabe UD dónde está la...por favor?  ¿Puede decirme dónde está la...por favor?</li> <li>¿Dónde está la...por favor?  ¿Dónde esta la...más cercana, por favor?</li> <li>¿Cuál bus necesito tomar para ir a...?</li> <li>¿A qué hora abren / cierran las...?  ¿A qué hora abre / cierra el / la...?</li> <li>¿A qué distancia está el / la...de aquí?</li> <li>Necesito comprar un / algunos...  Hay un / una...cerca de aquí</li> </ol>
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## E. At the station / airport (en la estacion / aeropuerto)

<i>Can I have your passport, please?</i>	/kan ai hav ior pá:spo:rt plí:z/	¿Puede mostrarme su pasaporte por favor?
<i>What's your last name. Can you spell it please?</i>	/wóts ior læst néim plí:z kan iu spél it plí:z/	¿Cuál es su apellido? ¿Puede deletrearlo por favor?
<i>Can I see your ticket?</i>	/kan ai sí: ió:r tíkit/	¿Puedo ver su boleto?
<i>I want a ticket to Milan</i>	/ai wónt e tíket tu milán/	Quiero un ticket a Milán
<i>How much is a single ticket to Naples? How much is a return ticket to Lyon?</i>	/háu mátx iz e síngl tíkit tu néiplz/ /háu mátx iz a ritém tíkit tu lión/	¿Cuánto cuesta un boleto simple a Nápoles? ¿Cuánto cuesta un boleto de ida y vuelta a Lyon?
<i>How much is the bus ticket to the zoo?</i>	/háu mátx is ðe bás tíkit tu ðe zú:/	¿Cuánto cuesta el pasaje de bus al zoo?
<i>Is it a direct journey /flight?</i>	/iz it a dirékt dlíerni /fláit/	¿Es un viaje /vuelo directo?
<i>How long does the journey /flight take?</i>	/háu lón daz ðe dlíerni /fláit téik/	¿Cuánto tiempo dura el viaje /vuelo?
<i>What time does the train /plane leave?</i>	/wot táim daz ðe tréin /pléin lí:v/	¿A qué hora sale el tren /avión?
<i>What time does the train /plane /get there?</i>	/wot táim daz ðe tréin /pléin get déar/	¿A qué hora llega el tren /avión allá?
<i>Which platform /gate does it leave from?</i>	/witch plátform /géit daz it lí:v from/	¿Desde cuál andén /puerta sale?
<i>How long does it take to get to Budapest?</i>	/háu lon daz it teik to get tu budapést/	¿Cuánto se demora en llegar a Budapest?
<i>What time do we need to check in?</i>	/wót táim du wi ní:sd tu tchek ín/	¿A qué hora necesitamos presentarnos?
<i>Do they serve lunch on board?</i>	/du ðei sé:r v lántch on bó:rd/	¿Sirven almuerzo a bordo?
<i>Can I have a seat by the window?</i>	/kan ai hæv e sí:t bai ðe windou/	¿Puede darme un asiento al lado de la ventana?
<i>I want a seat in the non smoking area</i>	/ai wónt e sí:t in ðe non smóukin éaria/	Deseo un asiento en la zona de no fumadores
<i>These are my suitcases</i>	/ði:z a:r mai sutkéisiz/	Estas son mis maletas
<i>Please carry my suitcases with care</i>	/plí:z kæri mai sutkéisiz wið kéar/	Por favor transporte mis maletas con cuidado
<i>I will carry this handbag myself.</i>	/ai wil kæri ðis hændbæg maisélf/	Yo mismo transportaré ese bolso de mano
<i>Where is the luggage /baggage claim?</i>	/wéar iz ðe lágidll /bægidll kléim/	¿Dónde está la entrega de equipaje?
<i>I have nothing to declare</i>	/ai hæv náðin tu dikléar/	No tengo nada para declarar
<i>How many bottles can I take with me?</i>	/háu méní bótlz kan ai téik wið mí:/	¿Cuántas botellas puedo llevar conmigo?
<i>Do I have to pay sales tax /customs duties?</i>	/du ai hæv tu pei seil taks /diútiz/	¿Debo pagar IVA /derechos aduaneros?
<i>Is there a duty-free shop here?</i>	/iz ðer e diu:ti frí: shop híar/	¿Hay una tienda libre de IVA aquí?
<i>Where is the bar? /restaurant?</i>	/wéariz ðe bá:r /restorant/	¿Dónde está el bar /restaurante?
<i>Are we landing /arriving soon?</i>	/á:r wi lændin /aráivin sù:n/	¿Estamos aterrizando /llegando pronto?
<i>We're landing /arriving in a few minutes.</i>	/wi a:r lændin /aráivin in e fiu: minits/	Estamos aterrizando /llegando dentro de unos pocos minutos.
<i>Please remain seated until the plane /train has stopped.</i>	/plí:z rimén sí:tíd antil ðe pléin /tréin haz stópt/	Por favor manténgase sentado hasta que el avión /tren se haya detenido.
<i>Please put your cigarette out now.</i>	/plí:z put ior sigarét áut nau/	Por favor apague su cigarrillo ahora.
<i>Fasten your seat belt, fold the table and put the back of your seat in the upright position.</i>	/fá:sn ior sí:t bélt /fóuld ðe téibl and put ðe bæk ov ior sí:t in ði apráit posíshn/	Ajuste su cinturón, doble la mesita y enderece el respaldo de su asiento
<i>We hope you've enjoyed your trip /flight</i>	/wi hóup iuv indllóid ior: trip /fláit/	Esperamos que haya disfrutado su viaje /vuelo

## F. Shopping (de compras)

I like this /that watch /jacket.	/ai láik ðis /ðæt wótch /dílákit/	Me gusta este reloj /esa chaqueta
Can I see it?	/kan ai sí: it/	¿Puedo verlo /a?
Can I try it on?	/kan ai trái it ón/	¿Puedo probármelo /a?
How much is it? /How much does it cost?	/háu máтч iz it /háu máтч daz it kóst/	¿Cuánto vale? ¿Cuánto cuesta?
Do you have a larger /smaller size?	/diu hæv e lárdllar /smólar sáiz/	¿Tiene una talla más grande /más chica?
I like these /those glasses /shoes.	/ai láik ði:z /ðóuz glá:siz /shú:z/	Me gustan estos lentes /esos zapatos
Can I see them?	/kan ai sí: ðem/	¿Puedo verlos /verlas?
Can I try them on?	/kan ai trái ðem ón //	¿Puedo probármelos /las?
How much are they? /How much do they cost?	/háu máтч ár ðei /háu máтч du ðei kóst/	¿Cuánto valen? ¿Cuánto cuestan?
Can I pay by credit card?	/kan ai péi bai krédit ká:rd/	¿Puedo pagar con tarjeta de crédito?
Can I pay with American money /US dollars	/kan ai péi wið amérikán máni /iú: és dólá:z/	¿Puedo pagar con dinero norteamericano /dólares?
I don't like the colo(u)r. Do you have a different colo(u)r?	/ai dóunt láik ðe kólor /diu hæv e dífrént kólor/	No me gusta el color. ¿Tiene Ud. un color diferente?
What size do you take?	/wót sáiz diu ték/	¿Qué talla tiene Ud.?
I want to buy a present for my wife. Can you show me something?	/ai wónt tu bá: e prezent for mai wáif /kan iu shóu mi sámθiŋ/	Quiero comprar un regalo para mi esposa. ¿Puede mostrarme algo?
Is it made of leather /plastic /wool /cotton /gold /silver?	/iz it méid of léðer /plástik /wu:l /kóton /góuld /silver	¿Está hecho de cuero /plástico /lana /algodón /oro /plata?
Please keep this receipt. We'll send the items to the plane.	/plí:z kí:p ðis risi:t /wí wil sénd ði áitmz tu ðe pléin/	Por favor, guarde este recibo. Le enviaremos los artículos al avión
How much is this watch?	/háu máтч iz ðis wotch/	¿Cuánto vale este reloj?
How much are those gloves?	/háu máтч a:r ðouz glávz/	¿Cuánto valen esos guantes?

BI 276

# UNIT 21

## ASSESSMENT TEST

*(Prueba de Evaluación Final)*

### INSTRUCCIONES GENERALES

1.- Esta prueba consta de 2 partes:

A.- LISTENING PART (Parte Audio Escrita)

B.- READING PART (Parte Escrita)

2.- Usted deberá tener su **QUESTION BOOKLET** (Cuadernillo de Preguntas) y su **ANSWER SHEET** (Hoja de Respuestas) sobre su escritorio, antes de comenzar la prueba.

3.- Para contestar las preguntas de la **LISTENING PART** (Parte Audio Escrita), Preguntas 1 - 50, usted deberá solicitar a otra persona (en lo posible un profesor de inglés o una persona que tenga buen dominio de ese idioma), que le lea las preguntas que aparecen en el **EXAMINER'S TEXT** (Texto del para el Examinador). El examinador deberá leer 2 veces cada una de las preguntas.

4.- Para contestar las preguntas 51 a 120 de la **READING PART** (Parte Escrita) usted cuenta con tiempo máximo de **35 minutos**.

5.- Una vez que haya contestado las 120 preguntas, compruebe sus respuestas con la **ANSWER KEY** (Clave de Respuestas) y cuente el número de respuestas correctas obtenidas. Enseguida calcule su puntaje final según la pauta dada a continuación:

### *Pauta de Evaluación*

Scoring (Puntaje):	Listening Part: 50 %	Your score x 1/0	=	_____ %
	Reading Part : 50 %	Your score x 5/7	=	_____ %
	Overall Score: 100 %	Your overall score:	=	_____ %

BI 278

**BASIC ENGLISH GRAMMAR STRUCTURES AND VOCABULARY  
A SHORT COURSE IN ENGLISH FOR ADULT**

**ASSESSMENT TEST 1**

**QUESTION BOOKLET (Cuadernillo de Preguntas)**

**A. LISTENING PART**

Instrucciones para las preguntas 1 - 15. Ud. oirá oraciones incompletas. En cada caso Ud. deberá elegir la alternativa A, B, C, o D, que complete en mejor forma la oración leída por el examinador. Una vez elegida la alternativa correcta, Ud. deberá consignarla, marcando una X sobre la letra correspondiente, en su HOJA DE RESPUESTAS. No escriba en este cuadernillo

- |    |   |     |   |
|----|---|-----|---|
| 1. | A. who Peter sent Mary last week.<br>B. whom Peter sent Mary last week.<br>C. which Peter sent Mary last week,<br>D. whose Peter sent Mary last week. | 9.  | A. a little bored.<br>B. quite busy at the moment.<br>C. very ill now.<br>D. too late right now.  |
| 2. | A. opens the door now.<br>B. is trying to open the door now.<br>C. have just opened the door.<br>D. wants open the door now.                          | 10. | A. too much difficult for him.<br>B. too difficult for him.<br>C. so much difficult for him.<br>D. a few difficult for him.                 |
| 3. | A. can be there now.<br>B. were there earlier.<br>C. will be there on time.<br>D. had to be there very quickly.                                       | 11. | A. can see a doctor today.<br>B. may see a doctor today.<br>C. ought to see a doctor today.<br>D. might see a doctor today.                 |
| 4. | A. know her new address.<br>B. would know her new address.<br>C. knew her new address.<br>D. should know her new address.                             | 12. | A. anywhere that day.<br>B. everywhere that day.<br>C. nowhere that day.<br>D. somewhere that day.  |
| 5. | A. was been stolen.<br>B. was stealing.<br>C. had stolen.<br>D. had been stolen.  | 13. | A. are better to go by taxi.<br>B. should to go by taxi.<br>C. would rather go by taxi.<br>D. had better go by taxi.                        |
| 6. | A. he always works hard.<br>B. he often works hard.<br>C. he seldom works hard.<br>D. he works hard as a rule.  | 14. | A. won't be allowed to see it well,<br>B. won't be able to see it well.<br>C. won't can see it well.<br>D. won't be possible to see it well |
| 7. | A. had dinner that evening.<br>B. are having dinner that evening.<br>C. have been having dinner that evening.<br>D. were having dinner that evening.  | 15. | A. give him your message.<br>B. will give to him your message<br>C. am going to give him your message<br>D. give your message to him        |
| 8. | A. "How expensive it is!"<br>B. "What expensive it is!"<br>C. "How expensive watch is it!"<br>D. "What expensive watch is it!"                        |     |   |

Instrucciones para las preguntas 16 - 30. Ud. oirá oraciones completas esta vez. Después de cada oración Uj, oirá una pregunta y deberá elegir la alternativa A, B, C, o D. que la conteste en mejor forma. una vez elegida la alternativa correcta deberá consignarla, marcando una X sobre la letra correspondiente, en su HOJA DE RESPUESTAS, No escriba en este cuadernillo.

- |     |  |     |  |
|-----|--|-----|--|
| 16. | A. On his way to the office.<br>B. Later in the day.<br>C. Away from the office.<br>D. At once.  | 24. | A. He remembered he had a friend.<br>B. He visited a friend he had met at the airport.<br>C. He stayed in the garden all morning.<br>D. He drove to the airport to pick up a friend. |
| 17. | A. He was away almost all day,<br>B. He was working at home all day.<br>C. He was resting all day.<br>D. He was away all day long,                     | 25. | A. He has to decide what to do soon.<br>B. He must order someone to do the job.<br>C. He has to work in the evenings too<br>D. He must finish the job sometime.                      |
| 18. | A. Didn't forget.<br>B. Didn't care much.<br>C. Didn't make a decision.<br>D. Didn't remember.   | 26. | A. They are a little younger.<br>B. They are 10 years altogether.<br>C. They are 12 years old,<br>D. They are a different age.   |
| 19. | A. He had no time to travel.<br>B. He didn't like hotels very much.<br>C. He wanted to save money.<br>D. He would miss his family.                     | 27. | A. They had dinner at the restaurant.<br>B. They went somewhere else together.<br>C. They attended a meeting at the club.<br>D. They decided to go home early.                       |
| 20. | A. A polite person.<br>B. A kind person.<br>C. A dull person.<br>D. A sociable person.   | 28. | A. There were too many people there.<br>B. The weather was awful.<br>C. It was a very crowded place.<br>D. They met people and went on sightseeing tours.                            |
| 21. | A. He hasn't studied her well.<br>B. He doesn't see her so often.<br>C. He's only seen her once or twice.<br>D. He hasn't told us much about her.      | 29. | A. He wanted to take a walk.<br>B. The buses were crowded at that time<br>C. He wanted to get home more safely.<br>D. He preferred to go home by taxi.                               |
| 22. | A. She'll call the roll.<br>B. She'll ring them up.<br>C. She'll show them a map.<br>D. She'll go and see them.  | 30. | A. They go there from time to time.<br>B. They go there when they have time.<br>C. They go there when they want to have fun.<br>D. They go there only when the weather's fine.       |
| 23. | A. Because they like the rain.<br>B. Because they like shopping.<br>C. Because it's a busy little town.<br>D. Because it's a quiet and pleasant place. |     |  |

Instrucciones para las preguntas 31 -40. Ud. oirá oraciones completas y, en cada caso, deberá elegir la alternativa A, B, C, o D. que ten-ga el significado más parecido a la oración leída por el examinador. Una vez que haya elegido la alternativa correcta deberá consignarla en su HOJA DE RESPUESTAS, No escriba en este cuadernillo.

- 31 A. He hates to be at home during the day.  
B. He's happy when he can stay at home all day.  
C. He doesn't feel like going out today.  
D. He'd better stay at home all day today.
- 32, A. He came to live in this house very recently.  
B. He lived in this house until recently.  
C, He became accustomed to living in this house quickly.  
D. He used all his money quickly while he was living there.



33. A. He could not help at the reception.  
B. He should have gone to the reception.  
C. He wasn't allowed to attend the reception.  
D. He wasn't able to go to the reception.
34. A. Mary touched him as soon as she saw him.  
B. Mary was very surprised to see him so soon.  
C. Mary telephoned him after she got there.  
D. Mary was welcomed by him at the railway station.
35. A. Paul is too young to go abroad alone.  
B. Paul is too young to have that kind of trouble.  
C. Paul can't travel because he doesn't have enough time.  
D. Paul isn't tall enough to drive the car himself.
36. A. They didn't accept Harry's invitation because it was cold.  
B. They didn't eat everything because the food was cold.  
C. It wasn't warm enough inside, so they ate quickly and left the place.  
D. They didn't like the meal Harry served because it was not warm.
37. A. Robert telephoned then to give them the new orders  
B. Robert called them up to tell them what had happened.  
C. Robert telephoned them in a given order.  
D. Robert called to give them a new order.
38. A. Harry doesn't know that area very well.  
B. That area never appears on the maps.  
C. It doesn't snow very often in that part of the country.  
D. The weather in winter is not very nice in the area.
39. A. They already knew how to repair cars in those days.  
B. They worked in a garage in those days.  
C. They used to have two cars in those days.  
D. They have used that car for a long time.
40. A. She did everything correctly.  
B. She did everything immediately.  
C. She did everything as carefully as possible.  
D. She did everything following the instructions.

Instrucciones para las preguntas 41 -50. El examinador leerá una historia. Escuche atentamente. Enseguida oirá preguntas relativas al texto leído. En cada caso, deberá elegir la alternativa A, B, C, o D. que responda en mejor forma la pregunta. Una vez que haya elegido la alternativa correcta, deberá consignarla en su HOJA DE RESPUESTAS, No escriba en este cuadernillo.

41. A. Because they'd been friends for many years.  
B. She wanted him to advise her where to go on holiday.  
C. She wanted to buy an air ticket.  
D. She wanted to travel abroad by boat..
42. A. Because he was glad to see her again  
B. Because she told him about her husband's death.  
C. Because he noticed she was an old lady now.  
D. Because she wanted to go back Brighton next summer.
43. A. At a hotel which a member of the family had in Brighton.  
B. At a summer house they had in the south of France.  
C. At a nice cheap guest house on the coast in Britain..  
D. At an expensive hotel near Paris.

44. A. Because they wanted their children to study a foreign language.  
B. Because they knew they were going to have good weather there.  
C. Because the travel agent told them the weather was nicer in those countries.  
D. Because it was a lot more convenient for them to go there on holiday.
45. A. The Greens went on holiday abroad for the last time.  
B. Mrs Green's husband passed away.  
C. They decided not to go on holiday abroad any longer.  
D. Mrs Green went to her travel agent to inquire about cheap hotels in Portugal.
46. A. To visit some friends in Portugal.  
B. To go to a cheap hotel in Italy or Spain.  
C. To spend her summer holidays in Britain.  
D. To spend her summer holidays abroad, as usual.
47. A. To a hotel a Portuguese friend had in Lisbon.  
B. To the same family hotel she used stay when she was young.  
C. To a particular holiday place in India.  
D. To a nice and pleasant holiday resort in Portugal.
48. A. Because he was not expecting to see Mrs Green that day.  
B. Because he thought Mrs Green had died a few months ago.  
C. Because Mrs Green was planning to spend her summer holidays in Asia.  
D. Because he wanted to take a two-week package tour of India.
49. A. Because lots of people were spending their holidays there these days.  
B. Because everything was included in the fare and she wouldn't have to worry about anything.  
C. Because that was the only way to visit interesting places in India.  
D. Because he happened to have a guidebook and some brochures to show her.
50. A. Because she didn't like traveling with other people.  
B. Because she didn't like package tours very much.  
C. Because she wanted to arrange her holiday herself and travel cheaply.  
D. Because India was an amazing country.

**THIS IS THE END OF THE LISTENING PART OF THE TEST**

## B. READING PART

Instrucciones para las preguntas 51 – 80. En cada una de las oraciones hay uno o dos espacios en blanco, elija la alternativa A, B, C, o D. que llene el o los espacios en blanco en forma correcta y, enseguida, consigne su elección en su HOJA DE RESPUESTAS, No escriba en este cuadernillo,

51. Bob : \_\_\_\_\_ you ever \_\_\_\_\_ Drambuie, José?  
José: No, never. But I know it's a very strong liquor.
- A. Do – drank  
B. Have - been drunk  
C. Will - drink  
D. Have - drunk
52. Captain Thomas has not worked \_\_\_\_\_ during the last three months, so I don't think he'll get a good report from his superiors..
- A. too good  
B. too many  
C. hard enough  
D. satisfactory
53. What is the \_\_\_\_\_ professional experience you've had in your military career?
- A. valuable  
B. better  
C. hardest  
D. most good
54. As soon as I opened the door and looked inside, I noticed that \_\_\_\_\_ a party the night before because there were dirty plates and glasses and empty bottles all over the place.
- A. there had been  
B. there were  
C. they were having  
D. it was
55. \_\_\_\_\_ books you've brought with you, Jack! Do you think you'll have time to read them all?
- A. What a few  
B. How interesting  
C. What a lot of  
D. How much
56. Mary seems to be a very responsible person. She has studied very hard \_\_\_\_\_ this semester. She'll surely get one of \_\_\_\_\_ marks in the final examination.
- A. since - the high  
B. during - the highest  
C. for - the most highest  
D. along - the higher
57. Remember that you have to turn off all the lights \_\_\_\_\_ the office. John.
- A. before leaving  
B. in order to leaving  
C. before you're leaving  
D. before to leave
58. You are getting too fat, Jim. I think you \_\_\_\_\_ eat less and do more physical exercise.
- A. must to  
B. should to  
C. would rather  
D. ought to
59. \_\_\_\_\_ did you use to write to \_\_\_\_\_ when you were serving in the United Nations Peacekeeping Forces in the Middle East?
- A. How long - your family  
B. How many times - theirs  
C. How often - them  
D. How much time - your friends
60. Mr Morrison \_\_\_\_\_ the children to the park that morning, but he remembered that he \_\_\_\_\_ go and see a

friend who was in hospital.

- A. had taken - must                      C. had been taking - should  
B. was going to take - had to            D. would take - was allowed

61. Grandmother \_\_\_\_\_ when I went out to do the shopping about two hours ago and she is \_\_\_\_\_ asleep..  
Don't you think I should go and see if she is all right?

- A. slept - also                                C. has slept - already  
B. was sleeping - still                      D. had been sleeping - yet

62. The number of accidents caused by careless drivers \_\_\_\_\_ during the last two years, I'm sure the strict regulations the Ministry of Transport imposed two years ago \_\_\_\_\_ the effects everyone expected.

- A. are decreasing - produce                C. has decreased - are producing  
B. are decreased - will produce          D. have been decreasing - will be producing

63. An illiterate person is a person \_\_\_\_\_ can't read or write. Consequently, he \_\_\_\_\_ considered a full member of our modern society.

- A. whose - mustn't be                        C. whom - never was able to be  
B. which - doesn't have to be              D. who - will never be

64. I'm going to \_\_\_\_\_ as soon as I \_\_\_\_\_ this afternoon.

- A. give to her the letter - will see her    C. give the letter her - can see her  
B. give the letter to her - see her         D. give her the letter - am going to see her

65. Mrs Brown takes her children to the dentist once or twice \_\_\_\_\_

- A. in a year                                      C. a year  
B. by the year                                  D. for the year

66. Mr Smith isn't in the office at the moment. He must be \_\_\_\_\_ having lunch \_\_\_\_\_ attending a meeting at the Conference Hall.

- A. as - as                                        C. neither - nor  
B. either - or                                    D. both - and

67. I can't move this box by myself because it's \_\_\_\_\_

- A. very heavy                                    C. too heavy  
B. too much heavy                            D. not heavy enough

68. John and his friends seldom \_\_\_\_\_ when they're at work because their boss is always keeping an eye on them.

- A. are talking                                    C. don't talk  
B. have talked                                  D. talk

69. The manager told the secretary to use the computer \_\_\_\_\_ have the work done before midday.

- A. for to    C. so that  
B. so to    D. in order to

70. If they had taken all the necessary precautions, the accident \_\_\_\_\_.

- A. must have prevented                      C. could be prevented  
B. could have been prevented                D. have been prevented

71. Do you know \_\_\_\_\_ when the fire began, Miss Jones?
- A. where did the people go                      C. why was sleeping the old man  
B. what the young man was doing              D. what time was it exactly
72. At this time tomorrow, we \_\_\_\_\_ over the Atlantic near the coast of Africa; I think.
- A. are going to fly                                  C. will be flying  
B. are flying    D. have been flying
73. When I was your age, Tom, I \_\_\_\_\_ football almost every afternoon.
- A. was playing                                      C. used to play  
B. had played                                        D. went
74. If a superior tells you that you aren't doing the job correctly, \_\_\_\_\_ him. He may get angry and reprimand you.
- A. you don't contradict                          C. don't you contradict  
B. don't contradict                                D. do contradict
75. He needed the answer urgently. so I sent him an email \_\_\_\_\_
- A. at all    C. all the same  
B. at once    D. suddenly
76. For the time being, they \_\_\_\_\_ the old computer. Their laptop is being checked by a technician at moment.
- A. have used                                        C. were allowed to use  
B. are using                                         D. seldom use
77. I didn't have \_\_\_\_\_ extra money, so I could go \_\_\_\_\_ else, except to the places which were listed in the brochure. If I had had some extra money, I would have visited some other places too.
- A. enough    -    everywhere                      C. any        -    nowhere  
B. too much   -    somewhere                      D. some      -    anywhere
78. You \_\_\_\_\_ do it right now, otherwise you'll be too busy tomorrow .
- A. would better                                      C. had better  
B. had to    D. would rather
79. Your taxi hasn't arrived \_\_\_\_\_, Sir. It \_\_\_\_\_ here in a few minutes
- A. still    -    should be                                C. right now   -    must to be  
B. yet     -    will be                                        D. already        -    going to be
80. A: What \_\_\_\_\_ you do if you \_\_\_\_\_ a lot of money?    B: I'd buy a car,
- A. can        -    have    C. did     -    would have-  
B. would    -    had    D. do      -    can have

Instrucciones para las preguntas 81 - 95. Cada una de las siguientes oraciones tiene una parte subrayada. Elija la alternativa A, B, C, o D. que exprese lo mismo o casi lo mismo que la parte subrayada. Registre su elección en su HOJA DE RESPUESTAS, No escriba en este cuadernillo,

81. Mrs Scott quickly got used to living in the Middle East.

- A. got tired of
- B. became sick of
- C. got afraid of
- D. became accustomed to

82. Mr Smith is quite fond of reading fiction novels.

- A. prefers to read
- B. hates reading
- C. doesn't enjoy reading
- D. dislikes to read

83. I think the children would rather stay at home today. It's too cold,

- A. have to be
- B. would like to stay
- C. ought to stay
- D. need to remain

84. The boy usually gets sick when he drinks milk.

- A. becomes
- B. fills
- C. begins
- D. obtains

85. How many times a week do you practise tennis?

- A. How long
- B. What time
- C. How often
- D. How frequent

86. The girl wasn't old enough to get a driving licence.

- A. was much too old
- B. was too young
- C. wasn't very old
- D. was too very young

87. The old man wasn't able to get on the bus, so he walked home.

- A. wasn't allowed to
- B. didn't want to
- C. simply couldn't
- D. refused to

88. John didn't come to class today, and neither did Bill.

- A. and Bill didn't either.
- B. but Bill didn't also.
- C. and Bill didn't, too,
- D. and so did Bill,

89. The lieutenant reported to the general right away.

- A. in the right way
- B. at once
- C. from a distant place.
- D. punctually

90. There wasn't anyone else in the house, so the little boy had to spend the day all by himself.

- A. quietly and secretly.
- B. somewhere else
- C. completely alone
- D. without anything to eat.

91. My grandfather seldom goes out for walks in the evening.

- A. very often
- B. hardly ever
- C. almost
- D. simply

92. They are living in Los Angeles for the time being.

- A. because it's a nice city.
- B. actually
- C. because the weather's good there.
- D. at present.

93. Please cross out my name. I won't be able to attend the reception.

- A. underline
- B. consider
- C. leave out
- D. report

94. He is too old and is losing his memory. He's told me the same thing over and over.

- A. from time to time
- B. only a few times
- C. with some exaggeration
- D. many times.

95. What time do you think they will get there?

- A. be in that town
- B. leave the city
- C. get a place
- D. obtain a room

Instrucciones para las preguntas 96 – 105. Lea cuidadosamente el siguiente trozo de lectura. Enseguida deberá contestar las preguntas eligiendo la alternativa A, B, C, o D, que estime Ud. es la más adecuada en cada caso. Registre la alternativa correcta en su HOJA DE RESPUESTAS. No escriba en este cuadernillo.

Before she left, Mrs Soames gave last minute instructions to the baby-sitter, a young girl of seventeen. The girl had never done baby sitting before, and Mrs Soames was a little worried.

"Make yourself comfortable, Carol," Mrs Soames said. "I've prepared a tray of food for you. It's on the table. You can, of course, listen to the radio or watch television, but don't have it too loud because you might wake our little boy. If the boy wakes up, go to his room and stay there for a few minutes. He'll go back to sleep at once. Anyway, he's four years old, so you should not have any trouble. My husband and I will be back at about eleven o'clock."

Mr and Mrs Soames returned rather later than they had expected. A light was still on in the living-room, and the television could just be heard. Mrs Soames went to the living-room right away and came out again a moment later holding the boy.

"What was he doing there?" Mr Soames exclaimed. "He's wide awake."

"He was looking at the television," Mrs Soames said.

"Where's Carol?" Mr Soames asked.

"She's still in the living-room. She's fast asleep!"

96. What did the Soames do that evening?

- A. They saw a program on television.
- B. They had some trouble with their baby.
- C. They went to visit some friends.
- D. They invited a baby-sitter to their house.

97. Why was Mrs Soames so worried?

- A. Because the boy was not in good health.
- B. Because the girl had never done that kind of job before.
- C. Because there wasn't much food for the baby-sitter.
- D. Because the girl could not hear the television very well.

98. Why was the girl told that she would have no trouble with the boy?

- A. Because the boy would be sleeping most of the time.
- B. Because the boy was going with them as well.
- C. Because the boy was a newly born baby.
- D. Because she had left a tray of food in case he felt hungry.

99. Where were Carol and the baby when the Soames returned home?

- A. Carol was downstairs and the baby was upstairs.
- B. The boy was in the living-room and Carol was in the bed-room.
- C. The boy was awake and the girl was asleep.
- D. They were both in the living-room, of course.

100. What time was it when the Soames arrived?

- A. It was almost midnight.
- B. It was just before eleven.
- C. It wasn't very late.
- D. It was only a few minutes past eleven.

101. What's the best synonym for "make yourself comfortable" (line 3)

- A. Get a sofa and watch TV or listen to the radio if you like.
- B. You can lie down on our bed if you feel tired.
- C. Be careful with the neighbours.
- D. Don't worry about anything.

102. What is the meaning of the expression "of course" (line 4)

- A. by no means
- B. perhaps
- C. obviously
- D. however

103. What does the expression "He'll go back to sleep" mean? (line 6)

- A. He will go to his bedroom again.
- B. He will fall asleep again.
- C. He will feel sleepy.
- D. He will go to his bed.

104. What is the best synonym for "expected"? (line 8)

- A. decided
- B. planned.
- C. promised
- D. left

105. What is the meaning of "holding" (line 10)

- A. looking at
- B. waking up
- C. looking for
- D. carrying

Instrucciones para las preguntas 106 -120. En cada una de las series de palabras hay una que no corresponde a ella, (término excluido). Ubique en cada serie el término excluido y regístrelo en su HOJA DE RESPUESTAS. En esta sección hay cinco alternativas A, B, C, D, o E, No escriba en este Cuadernillo

- 106. A. quickly B. slowly C. careful D. fast E. well
- 107. A. shirt B. neck C. sock D. tie E. glove
- 108. A. narrow B. deep C. age D. wide E. high
- 109. A. cousin B. niece C. aunt D. nephew E. sun
- 110. A. worse B. cheaper C. clever D. faster E. happier
- 111. A. mine B. our C. his D. her E. their
- 112. A. rice B. butter C. meat D. juice E. cotton
- 113. A. could B. would C. sight D. ought E. should
- 114. A. behind B. among C. throw D. across E. along
- 115. A. weak B. month C. day D. century E. hour



- |      |             |            |           |              |            |
|------|-------------|------------|-----------|--------------|------------|
| 116. | A. grocer   | B.customer | C. tailor | D. barber    | E. butcher |
| 117. | A. seldom   | B. often   | C. real   | D. sometimes | E. always  |
| 118. | A. made     | B. bought  | C. broke  | D. tired     | E. put     |
| 119. | A. shoulder | B. nose    | C. elbow  | D. arm       | E. belt    |
| 120. | A. seen     | B. brought | C. forgot | D. shut      | E. come    |

**THIS IS THE END OF THE ASSESSMENT TEST 1**

BI 290

**BASIC ENGLISH GRAMMAR STRUCTURES AND VOCABULARY  
A SHORT COURSE IN ENGLISH FOR ADULT STUDENTS**

**ASSESSMENT TEST 1**

**ANSWER SHEET (Hoja de respuestas)**

Student\_s Name \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_ %

**A. LISTENING PART**

- |     |   |   |   |   |     |   |   |   |   |
|-----|---|---|---|---|-----|---|---|---|---|
| 1.  | A | B | C | D | 26. | A | B | C | D |
| 2.  | A | B | C | D | 27. | A | B | C | D |
| 3.  | A | B | C | D | 28. | A | B | C | D |
| 4.  | A | B | C | D | 29. | A | B | C | D |
| 5.  | A | B | C | D | 30. | A | B | C | D |
| 6.  | A | B | C | D | 31. | A | B | C | D |
| 7.  | A | B | C | D | 32. | A | B | C | D |
| 8.  | A | B | C | D | 33. | A | B | C | D |
| 9.  | A | B | C | D | 34. | A | B | C | D |
| 10. | A | B | C | D | 35. | A | B | C | D |
| 11. | A | B | C | D | 36. | A | B | C | D |
| 12. | A | B | C | D | 37. | A | B | C | D |
| 13. | A | B | C | D | 38. | A | B | C | D |
| 14. | A | B | C | D | 39. | A | B | C | D |
| 15. | A | B | C | D | 40. | A | B | C | D |
| 16. | A | B | C | D | 41. | A | B | C | D |
| 17. | A | B | C | D | 42. | A | B | C | D |
| 18. | A | B | C | D | 43. | A | B | C | D |
| 19. | A | B | C | D | 44. | A | B | C | D |
| 20. | A | B | C | D | 45. | A | B | C | D |
| 21. | A | B | C | D | 46. | A | B | C | D |
| 22. | A | B | C | D | 47. | A | B | C | D |
| 23. | A | B | C | D | 48. | A | B | C | D |
| 24. | A | B | C | D | 49. | A | B | C | D |
| 25. | A | B | C | D | 50. | A | B | C | D |

**B. READING PART** (Time limit : 35 minutes)

- |     |   |   |   |   |     |   |   |   |   |
|-----|---|---|---|---|-----|---|---|---|---|
| 51. | A | B | C | D | 61. | A | B | C | D |
| 52. | A | B | C | D | 62. | A | B | C | D |
| 53. | A | B | C | D | 63. | A | B | C | D |
| 54. | A | B | C | D | 64. | A | B | C | D |
| 55. | A | B | C | D | 65. | A | B | C | D |
| 56. | A | B | C | D | 66. | A | B | C | D |
| 57. | A | B | C | D | 67. | A | B | C | D |
| 58. | A | B | C | D | 68. | A | B | C | D |
| 59. | A | B | C | D | 69. | A | B | C | D |
| 60. | A | B | C | D | 70. | A | B | C | D |

- |      |   |   |   |   |  |  |  |  |   |
|------|---|---|---|---|--|--|--|--|---|
| 71.  | A | B | C | D |  |  |  |  |   |
| 72.  | A | B | C | D |  |  |  |  |   |
| 73.  | A | B | C | D |  |  |  |  |   |
| 74.  | A | B | C | D |  |  |  |  |   |
| 75.  | A | B | C | D |  |  |  |  |   |
| 76.  | A | B | C | D |  |  |  |  |   |
| 77.  | A | B | C | D |  |  |  |  |   |
| 78.  | A | B | C | D |  |  |  |  |   |
| 79.  | A | B | C | D |  |  |  |  |   |
| 80.  | A | B | C | D |  |  |  |  |   |
| 81.  | A | B | C | D |  |  |  |  |   |
| 82.  | A | B | C | D |  |  |  |  |   |
| 83.  | A | B | C | D |  |  |  |  |   |
| 84.  | A | B | C | D |  |  |  |  |   |
| 85.  | A | B | C | D |  |  |  |  |   |
| 86.  | A | B | C | D |  |  |  |  |   |
| 87.  | A | B | C | D |  |  |  |  |   |
| 88.  | A | B | C | D |  |  |  |  |   |
| 89.  | A | B | C | D |  |  |  |  |   |
| 90.  | A | B | C | D |  |  |  |  |   |
| 91.  | A | B | C | D |  |  |  |  |   |
| 92.  | A | B | C | D |  |  |  |  |   |
| 93.  | A | B | C | D |  |  |  |  |   |
| 94.  | A | B | C | D |  |  |  |  |   |
| 95.  | A | B | C | D |  |  |  |  |   |
| 96.  | A | B | C | D |  |  |  |  |   |
| 97.  | A | B | C | D |  |  |  |  |   |
| 98.  | A | B | C | D |  |  |  |  |   |
| 99.  | A | B | C | D |  |  |  |  |   |
| 100. | A | B | C | D |  |  |  |  |   |
| 101. | A | B | C | D |  |  |  |  |   |
| 102. | A | B | C | D |  |  |  |  |   |
| 103. | A | B | C | D |  |  |  |  |   |
| 104. | A | B | C | D |  |  |  |  |   |
| 105. | A | B | C | D |  |  |  |  |   |
| 106. | A | B | C | D |  |  |  |  | E |
| 107. | A | B | C | D |  |  |  |  | E |
| 108. | A | B | C | D |  |  |  |  | E |
| 109. | A | B | C | D |  |  |  |  | E |
| 110. | A | B | C | D |  |  |  |  | E |
| 111. | A | B | C | D |  |  |  |  | E |
| 112. | A | B | C | D |  |  |  |  | E |
| 113. | A | B | C | D |  |  |  |  | E |
| 114. | A | B | C | D |  |  |  |  | E |
| 115. | A | B | C | D |  |  |  |  | E |
| 116. | A | B | C | D |  |  |  |  | E |
| 117. | A | B | C | D |  |  |  |  | E |
| 118. | A | B | C | D |  |  |  |  | E |
| 119. | A | B | C | D |  |  |  |  | E |
| 120. | A | B | C | D |  |  |  |  | E |

# BASIC ENGLISH GRAMMAR STRUCTURES AND VOCABULARY A SHORT COURSE IN ENGLISH FOR ADULT STUDENTS

## ASSESSMENT TEST 1

### EXAMINER'S TEXT (Texto para el Examinador)

#### A. LISTENING PART

Instrucciones para las preguntas 1 - 15. Ud. oirá oraciones incompletas. En cada caso Ud. deberá elegir la alternativa A, B, C, o D, que complete en mejor forma la oración leída por el examinador. Una vez elegida la alternativa correcta, Ud. deberá consignarla, marcando una X sobre la letra correspondiente, en su HOJA DE RESPUESTAS. No escriba en este cuadernillo

1. I'm absolutely sure that these are the books for children \_\_\_\_\_ -
2. What's that noise, Mary? I think somebody \_\_\_\_\_
3. The traffic is too heavy at this time of day, John. If you take a taxi, you \_\_\_\_\_
4. I would certainly send her a post card from Edinburgh if I \_\_\_\_\_
5. As soon as I entered the office this morning, I noticed that the computer \_\_\_\_\_
6. Although the old man knows how to do the job well, I'm not happy with him because \_\_\_\_\_
7. There was a big noise outside the building and the lights went out while we \_\_\_\_\_
8. When the shop assistant told my wife the price of the watch, she exclaimed \_\_\_\_\_
9. Robert Smith is planning to go somewhere and do something interesting because he feels \_\_\_\_\_
10. The little boy won't be able to answer all the questions correctly because they are \_\_\_\_\_
11. Tom, you really don't look well this morning. I think you \_\_\_\_\_
12. I had so many things to do at the office that I decided to go \_\_\_\_\_
13. John, you are going to get there late if you go by bus. I think you \_\_\_\_\_
14. If you don't put on your glasses, Jack, you \_\_\_\_\_
15. As soon as the manager comes back to the office this afternoon, I \_\_\_\_\_

Instrucciones para las preguntas 16 - 30. Ud. oirá oraciones completas esta vez. Después de cada oración Ud. oirá una pregunta y deberá elegir la alternativa A, B, C, o D. que la conteste en mejor forma. una vez elegida la alternativa correcta deberá consignarla, marcando una X sobre la letra correspondiente, en su HOJA DE RESPUESTAS, No escriba en este cuadernillo.

16. Robert told Jim to come to his office right away. Question: When did Robert want to see Jim?
17. Jack didn't go out yesterday because he had to read some reports and write some letters. Question: How did Jack spend the day yesterday?
18. The young captain did not make up his mind quickly. Question: What does the expression "didn't make up his mind" mean in this sentence?
19. John didn't accept the job offer because he would have to be away from home too often. He thought he'd rather be near his wife and children than be travelling all the time. Question: Why did he refuse to accept the job offer?
20. John is fond of visiting people and usually entertains friends at his home. Question: What kind of a person is John?
21. Tom knows Jane better because they've been friends for years since they were at school together, whereas Robert only met her a couple of days ago. That's why he can't tell us much about her. Question: Why can't we ask Robert to talk about Jane's personality?
22. The secretary could not get in touch with the customers this morning, so she will have to call them again this afternoon. Question: What will the secretary do after lunch today?
23. It's usually cold and it rains quite a lot during the year in that part of the country, but they like living in that small town because all the shops are near, the traffic is never so heavy and there are no factories nearby. Question: Why are they so happy to be living there?
24. John was going to work in the garden that morning, but he remembered he had to go and meet a friend at the airport, so he left the job for the following weekend. Question: What did John do that morning?
25. Bill will have to work overtime if he wants to finish the job before the end of this month. Question: What must he do in order to complete the job in good time?
26. Jack and Tom are the same age, but Bill is two years younger. He is only ten at present. Question: How old are Jack and Tom?
27. Mr Jackson and his friends met outside the restaurant at about 7.45 that evening but they did not go in because it was too early and they did not feel hungry at that moment. They went to the club instead. Question: What did they

do after all of them had arrived?

28. They had a good time there because, although the weather was not fine, they had the chance of making friends and visiting places. Question: Why did they enjoy their holidays so much?
29. Mr Clark walked home from the office that evening because all the buses were full at that time and he didn't have enough money to take a taxi. Question: Why didn't Mr Clark go home by bus?
30. The Browns hardly ever go to their parents' farm in the south because it is too far and it takes them more than ten hours to drive there. Question: How often do they go there during the year?

Instrucciones para las preguntas 31-40. Ud. oirá oraciones completas y, en cada caso, deberá elegir la alternativa A, B, C, o D. que tenga el significado más parecido a la oración leída por el examinador. Una vez que haya elegido la alternativa correcta deberá consignarla en su HOJA DE RESPUESTAS, No escriba en este cuadernillo.

31. He'd rather stay at home all day today.
32. He got used to living in this house after a few months.
33. He could not attend the reception at the embassy that day because he was too busy.
34. Mary got in touch with him as soon as she got there.
35. Paul isn't old enough to travel abroad by himself.
36. They ate their meal in a hurry because it was too cold inside the restaurant.
37. Robert telephoned them that evening in order to give them the news.
38. It hardly ever snows in that region.
39. They used to repair cars in those days.
40. She did everything right away.

Instrucciones para las preguntas 41 -50. El examinador leerá una historia. Escuche atentamente. Enseguida oirá preguntas relativas al texto leído. En cada caso, deberá elegir la alternativa A, B, C, o D. que responda en mejor forma la pregunta. Una vez que haya elegido la alternativa correcta, deberá consignarla en su HOJA DE RESPUESTAS, No escriba en este cuadernillo.

"A holiday abroad? Yes, of course, Mrs Green. I'm sure we can arrange something for you."  
The travel agent smiled at the old lady across the counter. He knew her well. At one time, years before, she and her husband used to go to Brighton every summer. In those days, he booked a family hotel for them. Then they started to take their holidays in France - and he got them their boat tickets. Later, when their children grew up, they 'discovered' Italy and Spain. He bought their air tickets or found cheap holidays for them.  
But then, the previous autumn, Mr Green died. "Well, no more holidays abroad for Mrs Green," he thought. "She'll probably start going to Brighton again!"  
But he was wrong! Here she was, only a few months after her husband's death, back in his office asking about holidays abroad. "Have you any particular place in mind?" he asked. "How about Portugal, for instance? A nice, friendly place, with good weather..."  
Mrs Green shook her head. "As a matter of fact," she said, "I was thinking of India!"  
India! For a moment, the travel agent was surprised, but then he thought: "Of course! Lots of people want to go to India these days. It's all these programmes and films on TV. However, at her age..." "India ..." he said. "Well, yes. I'm sure we can fix up something for you." He showed Mrs Green a brochure. "How about a two-week tour, for example? Complete with air ticket, hotels, meals and guides. You'll see the really important places - and you won't have to think about a thing!"  
"Thank you," said Mrs Green. "That's exactly what I don't want." The travel agent looked puzzled. "Look," Mrs Green went on. "I've got a guidebook of India here." She waved it at him. "It says you can go everywhere by bus or train. There are plenty of cheap hotels - and food is cheap too. So all I need is a cheap air ticket! Can you get me one or not?"

41. Why did Mrs Green visit the travel agent that morning?
42. Why did the travel agent smile when he saw her in his office?
43. Where did the Greens spend their summer holidays when the children were small?
44. Why did they start going to Italy or Spain?
45. What happened a few months ago?
46. What did the travel agent think Mrs Green was planning to do?
47. Where did the travel agent suggest Mrs Green should go on holiday next summer?
48. Why was the travel agent so surprised?
49. Why did the travel agent offer her the two-week package tour of India?
50. Why didn't Mrs. Green want to take the package tour the travel agent recommended her?

**THIS IS THE END OF THE LISTENING PART OF THE TEST**

**BASIC ENGLISH GRAMMAR STRUCTURES AND VOCABULARY  
A SHORT COURSE IN ENGLISH FOR ADULT STUDENTS**

**ASSESSMENT TEST 1**

**KEY TO ANSWERS (Clave de respuestas)**

**A. LISTENING PART**

- |     |                                  |                                  |                                  |                                  |     |                                  |                                  |                                  |                                  |
|-----|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 1.  | A                                | B                                | <input checked="" type="radio"/> | D                                | 26. | A                                | B                                | <input checked="" type="radio"/> | D                                |
| 2.  | A                                | <input checked="" type="radio"/> | C                                | D                                | 27. | A                                | <input checked="" type="radio"/> | C                                | D                                |
| 3.  | A                                | B                                | <input checked="" type="radio"/> | D                                | 28. | A                                | B                                | C                                | <input checked="" type="radio"/> |
| 4.  | A                                | B                                | <input checked="" type="radio"/> | D                                | 29. | A                                | <input checked="" type="radio"/> | C                                | D                                |
| 5.  | A                                | B                                | C                                | <input checked="" type="radio"/> | 30. | <input checked="" type="radio"/> | B                                | C                                | D                                |
| 6.  | A                                | B                                | <input checked="" type="radio"/> | D                                | 31. | A                                | B                                | <input checked="" type="radio"/> | D                                |
| 7.  | A                                | B                                | C                                | <input checked="" type="radio"/> | 32. | A                                | B                                | <input checked="" type="radio"/> | D                                |
| 8.  | <input checked="" type="radio"/> | B                                | C                                | D                                | 33. | A                                | B                                | C                                | <input checked="" type="radio"/> |
| 9.  | <input checked="" type="radio"/> | B                                | C                                | D                                | 34. | A                                | B                                | <input checked="" type="radio"/> | D                                |
| 10. | A                                | <input checked="" type="radio"/> | C                                | D                                | 35. | <input checked="" type="radio"/> | B                                | C                                | D                                |
| 11. | A                                | B                                | <input checked="" type="radio"/> | D                                | 36. | A                                | B                                | <input checked="" type="radio"/> | D                                |
| 12. | A                                | B                                | <input checked="" type="radio"/> | D                                | 37. | A                                | <input checked="" type="radio"/> | C                                | D                                |
| 13. | A                                | B                                | C                                | <input checked="" type="radio"/> | 38. | A                                | B                                | <input checked="" type="radio"/> | D                                |
| 14. | A                                | <input checked="" type="radio"/> | C                                | D                                | 39. | A                                | <input checked="" type="radio"/> | C                                | D                                |
| 15. | A                                | B                                | <input checked="" type="radio"/> | D                                | 40. | A                                | <input checked="" type="radio"/> | C                                | D                                |
| 16. | A                                | B                                | C                                | <input checked="" type="radio"/> | 41. | A                                | B                                | <input checked="" type="radio"/> | D                                |
| 17. | A                                | <input checked="" type="radio"/> | C                                | D                                | 42. | <input checked="" type="radio"/> | B                                | C                                | D                                |
| 18. | A                                | B                                | <input checked="" type="radio"/> | D                                | 43. | A                                | B                                | <input checked="" type="radio"/> | D                                |
| 19. | A                                | B                                | C                                | <input checked="" type="radio"/> | 44. | A                                | B                                | C                                | <input checked="" type="radio"/> |
| 20. | A                                | B                                | C                                | <input checked="" type="radio"/> | 45. | A                                | <input checked="" type="radio"/> | C                                | D                                |
| 21. | A                                | B                                | <input checked="" type="radio"/> | D                                | 46. | A                                | B                                | <input checked="" type="radio"/> | D                                |
| 22. | A                                | <input checked="" type="radio"/> | C                                | D                                | 47. | A                                | B                                | C                                | <input checked="" type="radio"/> |
| 23. | A                                | B                                | C                                | <input checked="" type="radio"/> | 48. | A                                | B                                | <input checked="" type="radio"/> | D                                |
| 24. | A                                | B                                | C                                | <input checked="" type="radio"/> | 49. | A                                | <input checked="" type="radio"/> | C                                | D                                |
| 25. | A                                | B                                | <input checked="" type="radio"/> | D                                | 50. | A                                | B                                | <input checked="" type="radio"/> | D                                |

**B. READING PART** (Time limit : 35 minutes)

- |     |                                  |                                  |                                  |                                  |     |   |                                  |                                  |                                  |
|-----|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----|---|----------------------------------|----------------------------------|----------------------------------|
| 51. | A                                | B                                | C                                | <input checked="" type="radio"/> | 61. | A | <input checked="" type="radio"/> | C                                | D                                |
| 52. | A                                | B                                | <input checked="" type="radio"/> | D                                | 62. | A | B                                | <input checked="" type="radio"/> | D                                |
| 53. | A                                | B                                | <input checked="" type="radio"/> | D                                | 63. | A | B                                | C                                | <input checked="" type="radio"/> |
| 54. | <input checked="" type="radio"/> | B                                | C                                | D                                | 64. | A | <input checked="" type="radio"/> | C                                | D                                |
| 55. | A                                | B                                | <input checked="" type="radio"/> | D                                | 65. | A | B                                | <input checked="" type="radio"/> | D                                |
| 56. | A                                | <input checked="" type="radio"/> | C                                | D                                | 66. | A | B                                | <input checked="" type="radio"/> | D                                |
| 57. | <input checked="" type="radio"/> | B                                | C                                | D                                | 67. | A | B                                | <input checked="" type="radio"/> | D                                |
| 58. | A                                | B                                | C                                | <input checked="" type="radio"/> | 68. | A | B                                | C                                | <input checked="" type="radio"/> |
| 59. | A                                | B                                | <input checked="" type="radio"/> | D                                | 69. | A | B                                | C                                | <input checked="" type="radio"/> |
| 60. | A                                | <input checked="" type="radio"/> | C                                | D                                | 70. | A | <input checked="" type="radio"/> | C                                | D                                |

- |      |                                  |                                  |                                  |                                  |                                  |   |  |
|------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|---|--|
| 71.  | A                                | <input checked="" type="radio"/> | C                                | D                                |                                  |   |  |
| 72.  | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  |   |  |
| 73.  | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  |   |  |
| 74.  | A                                | <input checked="" type="radio"/> | C                                | D                                |                                  |   |  |
| 75.  | A                                | <input checked="" type="radio"/> | C                                | D                                |                                  |   |  |
| 76.  | A                                | <input checked="" type="radio"/> | C                                | D                                |                                  |   |  |
| 77.  | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  |   |  |
| 78.  | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  |   |  |
| 79.  | A                                | <input checked="" type="radio"/> | C                                | D                                |                                  |   |  |
| 80.  | A                                | <input checked="" type="radio"/> | C                                | D                                |                                  |   |  |
| 81.  | A                                | B                                | C                                | <input checked="" type="radio"/> |                                  |   |  |
| 82.  | <input checked="" type="radio"/> | B                                | C                                | D                                |                                  |   |  |
| 83.  | A                                | <input checked="" type="radio"/> | C                                | D                                |                                  |   |  |
| 84.  | <input checked="" type="radio"/> | B                                | C                                | D                                |                                  |   |  |
| 85.  | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  |   |  |
| 86.  | A                                | <input checked="" type="radio"/> | C                                | D                                |                                  |   |  |
| 87.  | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  |   |  |
| 88.  | <input checked="" type="radio"/> | B                                | C                                | D                                |                                  |   |  |
| 89.  | A                                | B                                | C                                | <input checked="" type="radio"/> |                                  |   |  |
| 90.  | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  |   |  |
| 91.  | A                                | <input checked="" type="radio"/> | C                                | D                                |                                  |   |  |
| 92.  | A                                | B                                | C                                | <input checked="" type="radio"/> |                                  |   |  |
| 93.  | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  |   |  |
| 94.  | A                                | B                                | C                                | <input checked="" type="radio"/> |                                  |   |  |
| 95.  | <input checked="" type="radio"/> | B                                | C                                | D                                |                                  |   |  |
| 96.  | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  |   |  |
| 97.  | A                                | <input checked="" type="radio"/> | C                                | D                                |                                  |   |  |
| 98.  | <input checked="" type="radio"/> | B                                | C                                | D                                |                                  |   |  |
| 99.  | A                                | B                                | C                                | <input checked="" type="radio"/> |                                  |   |  |
| 100. | <input checked="" type="radio"/> | B                                | C                                | D                                |                                  |   |  |
| 101. | <input checked="" type="radio"/> | B                                | C                                | D                                |                                  |   |  |
| 102. | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  |   |  |
| 103. | A                                | <input checked="" type="radio"/> | C                                | D                                |                                  |   |  |
| 104. | A                                | <input checked="" type="radio"/> | C                                | D                                |                                  |   |  |
| 105. | A                                | B                                | C                                | <input checked="" type="radio"/> |                                  |   |  |
| 106. | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  | E |  |
| 107. | A                                | <input checked="" type="radio"/> | C                                | D                                |                                  | E |  |
| 108. | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  | E |  |
| 109. | A                                | B                                | C                                | <input checked="" type="radio"/> |                                  | E |  |
| 110. | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  | E |  |
| 111. | <input checked="" type="radio"/> | B                                | C                                | D                                |                                  | E |  |
| 112. | A                                | B                                | C                                | <input checked="" type="radio"/> |                                  | E |  |
| 113. | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  | E |  |
| 114. | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  | E |  |
| 115. | <input checked="" type="radio"/> | B                                | C                                | D                                |                                  | E |  |
| 116. | A                                | <input checked="" type="radio"/> | C                                | D                                |                                  | E |  |
| 117. | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  | E |  |
| 118. | A                                | B                                | C                                | <input checked="" type="radio"/> |                                  | E |  |
| 119. | A                                | B                                | C                                | D                                | <input checked="" type="radio"/> |   |  |
| 120. | A                                | B                                | <input checked="" type="radio"/> | D                                |                                  | E |  |



# APENDICE 1

## CHART 1. BASIC VERB TENSES

<b>PRESENT</b>	<p><b>SIMPLE</b> (S + DO / DOES + INFINITIVE)</p> <p><b>CONTINUOUS</b> (S + AM / IS / ARE + ING)</p> <p><b>PERFECT</b> (S + HAVE / HAS + PAST PARTICIPLE)</p> <p><b>PERFECT CONTINUOUS</b> (S + HAVE / HAS BEEN + ING)</p>	<p>I <b>write</b> (= I do write) a letter every day (<i>Yo escribo una carta todos los días;</i>)</p> <p>Mary <b>writes</b> (= Mary does write) a letter every day. (<i>Mary escribe una carta todos los días</i>)</p> <p>I <b>am writing</b> a letter now. (<i>Yo estoy escribiendo una carta ahora</i>)</p> <p>I <b>have written</b> several letters today. (<i>Yo he escrito varias cartas hoy</i>)</p> <p>I <b>have been writing</b> letters since 8:30 this morning (<i>Yo he estado escribiendo cartas desde las 8:30 de la mañana</i>)</p>
<b>PAST</b>	<p><b>SIMPLE</b> (S + DID + INFINITIVE )</p> <p><b>CONTINUOUS</b> (S + WAS / WERE + ING)</p> <p><b>PERFECT</b> (S + HAD + PAST PARTICIPLE)</p> <p><b>PERFECT CONTINUOUS</b> (S + HAD BEEN + ING)</p>	<p>I <b>wrote</b> (= I did write) a letter yesterday. (<i>Yo escribí una carta ayer</i>)</p> <p>I <b>was writing</b> a letter when John arrived at 8:45 this evening . (<i>Yo estaba escribiendo una carta cuando John llegó a las 8:45 esta tarde</i>)</p> <p>I <b>had</b> already <b>written</b> three letters when John arrived at 8:45 this evening. (<i>Yo ya había escrito tres cartas cuando John llegó al las 8:45 esta tarde</i>)</p> <p>I <b>had been writing</b> letters for about two hours when John arrived at 8:45 this evening (<i>Yo había estado escribiendo cartas por cerca de dos horas cuando John llegó a las 8:45 esta tarde</i>)</p>
<b>FUTURE</b>	<p><b>SIMPLE</b> A) (S + WILL + INFINITIVE) B) (S + AM / IS / ARE + GOING TO + INF) C) (S + AM / IS / ARE + ING)</p> <p><b>CONTINUOUS</b> (S + WILL BE + ING )</p> <p><b>PERFECT</b> (S + WILL HAVE + PAST PART)</p> <p><b>PERFECT CONTINUOUS</b> (S + WILL HAVE BEEN + ING)</p>	<p>a) I <b>will write</b> a letter to John tomorrow (<i>Yo escribiré una carta a Juan mañana</i>)</p> <p>b) I <b>am going to write</b> a letter to John tomorrow. (<i>Yo voy a escribir una carta a John mañana</i> )</p> <p>c) I <b>am writing</b> a letter to John in a few minutes (<i>Estoy escribiendo una carta a Juan dentro de unos pocos minutos</i>)</p> <p>I <b>will be writing</b> letters when you come to see me this evening. (<i>Yo estaré escribiendo cartas cuando tú vengas a verme esta tarde</i>)</p> <p>I <b>will have written</b> several letters when you come to see me this evening. (<i>Yo habré escrito varias cartas cuando vengas a verme esta tarde</i>)</p> <p>I <b>will have been writing</b> letters for more than two hours when you come at midday. (<i>Yo habré estado escribiendo cartas por más de dos horas cuando vengas al mediodía.</i>)</p>

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## APENDICE 2

### CHART 2. BASIC VERB TENSES: STRUCTURE AND USAGE

#### A. CONTINUOUS (OR PROGRESSIVE) TENSES

PRESENT	PAST	FUTURE
<p style="text-align: center;"><b>USO:</b></p> <p>Describe una acción que se está realizando o está ocurriendo en este momento y que aún no han concluido.</p>	<p style="text-align: center;"><b>USO:</b></p> <p>Describe una acción que se estaba realizando o estaba ocurriendo en un momento determinado en el pasado</p>	<p style="text-align: center;"><b>USO:</b></p> <p>Describe una acción que se estará realizando o estará ocurriendo en un momento determinado en el futuro</p>
<p style="text-align: center;"><b>ESTRUCTURA:</b></p> <p style="text-align: center;">S + AM / IS / ARE+ ING</p>	<p style="text-align: center;"><b>ESTRUCTURA:</b></p> <p style="text-align: center;">S+WAS / WERE +ING</p>	<p style="text-align: center;"><b>ESTRUCTURA:</b></p> <p style="text-align: center;">S+WILL BE+ ING</p> <p style="text-align: center;">S + AM / IS / ARE + GOING TO BE + ING</p>
<p style="text-align: center;"><b>EXPRESIONES DE TIEMPO:</b></p> <p>Now, at the moment, at this time, For the time being, at present</p>	<p style="text-align: center;"><b>EXPRESIONES DE TIEMPO:</b></p> <p>When + S + <b>Past</b> + yesterday / last Monday, etc .At...o'clock yesterday / last Monday, etc,</p>	<p style="text-align: center;"><b>EXPRESIONES DE TIEMPO:</b></p> <p>When + S + <b>Present</b> + tomorrow / next week, etc. At..o'clock tomorrow / next Monday, etc.</p>
<p style="text-align: center;"><b>EJEMPLOS:</b></p> <p><b>John is speaking</b> with the manager now <b>John is not / isn't speaking</b> with the manager now <b>Is John speaking</b> with the manager now?</p>	<p style="text-align: center;"><b>EJEMPLOS:</b></p> <p><b>John was speaking</b> to the manager when I saw him yesterday. <b>John was not / wasn't speaking</b> to the manager when I saw him yesterday <b>Was John speaking</b> to the manager when I saw him yesterday?</p>	<p style="text-align: center;"><b>EJEMPLOS:</b></p> <p><b>John will be speaking</b> with the manager at this time tomorrow. <b>John will not / won't be speaking</b> with the manager at this time tomorrow. <b>Will John be speaking</b> with the manager at this time tomorrow.</p>
<p style="text-align: center;"><b>PREGUNTA HABITUAL:</b></p> <p><b>What are you doing (now)?</b> / wót a:r iu: dúi_ náu / ¿Qué esta haciendo Ud. ahora?</p>	<p style="text-align: center;"><b>PREGUNTA HABITUAL:</b></p> <p><b>What were you doing (at that time)?</b> / wót wer iu: dúi_ at __t táim / ¿Qué estaba Ud. haciendo a esa hora?</p>	<p style="text-align: center;"><b>PREGUNTA HABITUAL:</b></p> <p><b>What will you be doing (at 8:30 this evening) ?</b> / wót wil iu: bí: dú:i_ at eit _é: rti _is ívni_ / ¿Qué estará haciendo Ud. a las 8:30 esta tarde?</p>
<p style="text-align: center;"><b>SAMPLE DIALOG:</b></p> <p>Sam: Hi Bob! <b>What are you doing? Are you watching the news?</b> Bob: No, I'm not. I'm <b>studying history</b>. I have my term test tomorrow. And what are you doing here? Sam: <b>I'm looking for Mary</b>. Is she at home? Bob: <b>Yes, she is. She's reading the paper</b> in the garden, I think. Sam: Thanks, Bob. I'm sorry I interrupted you. Bob: Don't worry,. It's all right</p>	<p style="text-align: center;"><b>SAMPLE DIALOG:</b></p> <p>Detective: Were you at home at the time the men broke into the house, Mr Smith? Peter: Yes, Sir. But I was in the garage. <b>I was washing the car</b>. Detective: Was your wife with you? Peter: No, she wasn't. <b>She was attending a conference</b> at the Arts Museum. Detective: Did you hear any noise in the house? Peter: Yes, I did. But I thought <b>Billy was watching TV</b> upstairs.</p>	<p style="text-align: center;"><b>SAMPLE DIALOG:</b></p> <p>Bob: <b>What will you be doing</b> at this time next Saturday? Jack: <b>I'll be flying</b> to London. Bob: <b>What time will you be landing</b> at Heathrow? Jack: At about 8:15 in the evening. <b>We won't be arriving</b> at the hotel before 9:30. Bob: Will you go on a sightseeing tour on Sunday? Jack: Of course not! <b>We will be working</b> all day on Sunday. We must have everything ready for the World Peace Talks which start on Monday.</p>

## B. SIMPLE TENSES

PRESENT	PAST	FUTURE
<b>USO:</b>	<b>USO:</b>	<b>USO:</b>
Describe una acción que se realiza o sucede en forma habitual, <i>como todos los días, siempre, etc.</i>	Describe una acción que se realizó o sucedió en una fecha u hora determinada en el pasado, como <i>ayer, el sábado pasado.</i>	Describe una acción que se realizará o sucederá en una hora o fecha determinada en el futuro, como <i>mañana, el próximo sábado.</i>
<b>ESTRUCTURA:</b> <b>S+DO / DOES+INFINITIVE*</b>	<b>ESTRUCTURA:</b> <b>S+DID+INFINITIVE*</b>	<b>ESTRUCTURA:</b>
*En la forma afirmativa se usa solamente <b>S + Infinitive</b> . (con He, she it se agrega s / es al infinitivo). En las negaciones e interrogaciones se usa <b>do / does + infinitive</b> (Ver Ejemplos)	*En la forma afirmativa se usa <b>S + Past</b> . En las negaciones e interrogaciones se usa <b>did + infinitive</b> (Ver Ejemplos)	a) <b>S+WILL+INFINITIVE</b> (Decisión) b) <b>S+AM / IS / ARE+GOING TO + INF</b> (Intención, plan) c) <b>S+AM / IS / ARE+ING</b> (Actividad .prevista o acordada con anticipación)
<b>EXPRESIONES DE TIEMPO:</b>	<b>EXPRESIONES DE TIEMPO:</b>	<b>EXPRESIONES DE TIEMPO:</b>
Every day, every week, every month, etc Always, usually, often, sometimes, seldom, etc. Once a day, twice a week, several times a year, etc.	Yesterday, last night, last week, last Sunday, etc. Two days ago, ten months ago, etc. That day; on May 4, 1997; in 1986, etc.	Tomorrow, next week, next month, next Sunday, etc.
<b>EJEMPLOS:</b>	<b>EJEMPLOS:</b>	<b>EJEMPLOS:</b>
<b>I speak</b> (= <b>I do speak</b> ) with the manager every day. <b>I do not speak</b> with the manager..... <b>Do I speak</b> with the manager .....? <b>Jane speaks</b> (= <b>Jane does speak</b> ) with the manager every day. <b>Jane does not speak</b> with the ..... <b>Does Jane speak</b> with the manager....?	<b>I spoke</b> (= <b>I did speak</b> ) with the manager yesterday. <b>I did not speak</b> with the manager.... <b>Did I speak</b> with the manager....?	a) <b>I will speak</b> with the manager tomorrow. <b>I will not speak</b> with the manager... Will I speak with the manager...? b) <b>I'm going to speak</b> with the manager tomorrow. <b>I'm not going to speak</b> with ..... Am I going to speak with.....? c) <b>I'm speaking</b> with the manager tomorrow. <b>I'm not speaking</b> with ..... <b>Am I speaking</b> with .....?
<b>PREGUNTA HABITUAL:</b>	<b>PREGUNTA HABITUAL:</b>	<b>PREGUNTA HABITUAL:</b>
<b>What do you do (every day) ?</b> / wót diu: dú: évri déi / (¿Qué hace Ud. todos los días)	<b>What did you do (yesterday)?</b> / wót did iu: dú: iésterdei / ¿Que hizo Ud. ayer?	a) <b>What will you do (tomorrow) ? / wot wil iú dú: tumórou / ¿Qué hará Ud. mañana?)</b> b) <b>What are you going to do (tomorrow)? / wót a:r iu: góí_ tu dú: tomórou / ¿Qué va a hacer ...?</b> c) <b>What are you doing (tomorrow)? / wót a:r iu: dúi_ tumórou / ¿Que tiene previsto hacer...?</b>

PRESENT	PAST	FUTURE
<p><b>SAMPLE DIALOG:</b></p> <p>Bob: <b>Where do you live</b>, Nancy?</p> <p>Nancy: <b>I live</b> on Clark Street.</p> <p>Bob: <b>How do you get here</b> every day?</p> <p>Nancy: <b>I</b> generally <b>take the bus</b>.</p> <p>Bob: <b>Does your husband take the bus</b> too?</p> <p>Nancy: No he doesn't . <b>He usually walks. It doesn't take</b> him more than 5 minutes to get to the office.</p>	<p><b>SAMPLE DIALOG:</b></p> <p>Bob: <b>What did you do</b> last week-end?</p> <p>Jack: <b>I went</b> to the beach.</p> <p>Bob: <b>Did you go</b> alone?</p> <p>Jack: No, <b>I didn't. I went</b> with some friends. <b>We</b> really <b>had</b> a great time there.</p> <p>Bob: <b>Where did you stay?</b></p> <p>Jack: <b>We rented</b> a small house.</p> <p>Bob: <b>What did you do</b> on Saturday?</p> <p>Jack: In the afternoon <b>we went swimming</b> and in the evening <b>we went to a disco</b>.</p>	<p><b>SAMPLE DIALOG:</b></p> <p>Bob: <b>What will you do</b> in the summer?.</p> <p>Ann: <b>We will</b> go to Cancun again.</p> <p>Bob: <b>When are you going to leave?</b></p> <p>Ann: Well, <b>we're going to make reservations</b> for the last two weeks in July.</p> <p>Bob: <b>Are you</b> just <b>going to visit</b> Cancun?</p> <p>Ann: I don't know yet. <b>My friends and I are meeting this evening</b> to discuss our plans.</p> <p>Bob: That sounds great!</p>

## C. PERFECT TENSES

PRESENT	PAST	FUTURE
<b>USO:</b>	<b>USO:</b>	<b>USO:</b>
Describe a) una acción que comenzó a realizarse en una fecha u hora en el pasado y que ha continuado hasta este momento; b) una acción que acaba de ocurrir, c) una acción que se ha realizado varias veces en el pasado.	Describe una acción que se realizó u ocurrió antes que otra ocurriera.	Describe una acción que se habrá realizado o completado antes que otra ocurra otra acción en el futuro, antes de una fecha futura
<b>ESTRUCTURA:</b> <b>S + HAVE / HAS + PAST PARTICIPLE</b>	<b>ESTRUCTURA:</b> <b>S + HAD + PAST PARTICIPLE</b>	<b>ESTRUCTURA:</b> <b>S + WILL HAVE + PAST PARTICIPLE</b>
<b>EXPRESIONES DE TIEMPO:</b> <i>For.....; since.....; already ; not...yet; Just; before; lately, never. Once, twice, three times, Several times, many times Ever?</i>	<b>EXPRESIONES DE TIEMPO:</b> <i>When + S + Past By the time + S + Past Several times before; many times before, never.....before</i>	<b>EXPRESIONES DE TIEMPO:</b> <i>When + S+ Present + tomorrow / next Monday,etc By this time tomorrow / next month, etc. By the end of this month / year,etc.</i>
<b>EJEMPLOS:</b> <i><b>I have lived</b> in Santiago for ten years <b>I have lived</b> in Santiago since 1992. <b>Your train has just left</b>, Sir <b>Peter has been</b> in Chicago twice. <b>Mrs. Jackson has never</b> travelled abroad. <b>Have you ever drunk</b> tequila?</i>	<b>EJEMPLOS:</b> <i><b>The train had already left</b> when we got to the station. <b>We had had dinner by</b> the time they arrived last night. <b>She had never been</b> in Paris before. <b>He had worked in the</b> Army for about 30 years when he retired.</i>	<b>EJEMPLOS:</b> <i>When Peter gets here today, <b>we will have had lunch</b> already. <b>They will have gone</b> by the time Peter arrives this evening</i>
<b>PREGUNTA HABITUAL:</b> <i><b>What have you done (since you arrived this morning)?</b> / wot av iu: dán sins iu: arráivd ðis mó:miŋ / ¿Que ha hecho Ud. desde que llegó esta mañana?</i>	<b>PREGUNTA HABITUAL:</b> <i><b>What had you done (before Peter arrived yesterday)?</b> / wot had iu: dán bifó: r pí:ter arráivd iésterdei / ¿Que había hecho ud. antes que Peter llegara ayer?</i>	<b>PREGUNTA HABITUAL:</b> <i><b>What will you have done (by the end of this month)?</b> / wot wil iu: hav dán bai ði énd ov ðis mánθ / ¿Qué habrá hecho ud. hacia fines de este mes?</i>
<b>SAMPLE DIALOG:</b>	<b>SAMPLE DIALOG:</b>	<b>SAMPLE DIALOG:</b>
Officer: Is this the first time you came to the United States? Peter: No, Sir. <b>I've come here</b> three or four times. Officer: <b>Have you ever been</b> to the Grand Canyon? Peter: No, <b>I have never been</b> there. But <b>one of my brothers has visited it several times</b> . He says it's spectacular. Officer: I'm sure you will enjoy the visit	Bob: Was that your first visit to New York? Jane: No, it wasn't <b>I had been in New York a couple of times before</b> . But <b>I had never visited it</b> in the spring. I must say Central Park is beautiful at this time of the year. Bob: Why didn't Jack go with you? Jane: He couldn't afford the trip. <b>He had not saved enough money</b> for the tickets.	John: Have they finished building the bridge yet? Peter: No they haven't. I think <b>they will have finished building it</b> before the end of this week. John: <b>How many bridges will they have built</b> by the end of this decade? Peter: I don't know. <b>But they will have built several important roads and our economy will have grown</b> considerably. John: I hope your dreams come true

## D. PERFECT CONTINUOUS TENSES

PRESENT	PAST	FUTURE
<p style="text-align: center;"><b>USO:</b></p> <p>Al igual que el Presente Perfecto describe una acción que comenzó a realizarse en una fecha u hora en el pasado y que ha continuado en forma ininterrumpida hasta este momento.</p>	<p style="text-align: center;"><b>USO:</b></p> <p>Describe una acción que se había estado realizando en forma ininterrumpida antes que otra ocurriera.</p>	<p style="text-align: center;"><b>USO:</b></p> <p>Describe una acción que se habrá estado realizándose en forma ininterrumpida antes que otra ocurra otra acción en el futuro, antes de una fecha futura.</p>
<p style="text-align: center;"><b>ESTRUCTURA:</b></p> <p style="text-align: center;"><b>S + HAVE / HAS+BEEN + ING</b></p>	<p style="text-align: center;"><b>ESTRUCTURA:</b></p> <p style="text-align: center;"><b>S + HAD + BEEN + ING</b></p>	<p style="text-align: center;"><b>ESTRUCTURA:</b></p> <p style="text-align: center;"><b>S+WILL HAVE + BEEN + ING</b></p>
<p style="text-align: center;"><b>EXPRESIONES DE TIEMPO:</b></p> <p>For.....; since.....</p>	<p style="text-align: center;"><b>EXPRESIONES DE TIEMPO:</b></p> <p>Since..... / for..... when S + Past Since..... / for.... by the time + S + Past</p>	<p style="text-align: center;"><b>EXPRESIONES DE TIEMPO:</b></p> <p>For..... by the time + S + Present</p>
<p style="text-align: center;"><b>EJEMPLOS:</b></p> <p><b>I have been working</b> on this project since March this year <b>They have been waiting</b> for the bus for about twenty minutes so far.</p>	<p style="text-align: center;"><b>EJEMPLOS:</b></p> <p><b>John had been working</b> in his office since 8:30 that morning. <b>It had been raining</b> hard for about two hours that morning.</p>	<p style="text-align: center;"><b>EJEMPLOS:</b></p> <p><b>Peter will have been living</b> in this country for five years by the end of this month. <b>I will have been working</b> on this project for more than three months by the time this term ends.</p>
<p style="text-align: center;"><b>PREGUNTA HABITUAL:</b></p> <p><b>What have you been doing since you arrived here this morning?</b> / wot av iu: bí:n dú:iη sins iu: arráivd híar ðis mó:rriη / ¿Qué ha estado haciendo Ud. desde que llegó esta mañana?</p>	<p style="text-align: center;"><b>PREGUNTA HABITUAL:</b></p> <p><b>What had you been doing before Peter arrived yesterday?</b> / wot had iu: bí:n dú:iη bifó:r pí:ter arráivd iésterdei / ¿Qué había estado haciendo Ud. antes que Peter llegara ayer?</p>	<p style="text-align: center;"><b>PREGUNTA HABITUAL:</b></p> <p><b>What will you have been doing by the end of this month?</b> / wót wil iu: hav bí:n dú:iη bai ði énd ov ðis mánθ / ¿Qué habrá estado haciendo Ud. hacia fines de este mes?</p>
<p style="text-align: center;"><b>SAMPLE DIALOG:</b></p> <p>Peter: <b>What have you been doing since you got up this morning?</b> Mary: <b>I've been doing</b> lots of things. <b>I've been working</b> on my thesis, and <b>I have been studying</b> for the final exams. Peter: You really look tired. Mary: Yes, <b>I haven't been sleeping well since this term started</b> in March.. Anyway, It will all be over before the end of this month. Peter: Yes, and you'll get your degree at last!!</p>	<p style="text-align: center;"><b>SAMPLE DIALOG:</b></p> <p>John: <b>What had your friends been doing</b> that evening? Jim: <b>They'd been celebrating</b> Mary's birthday. <b>They'd been dancing and singing.</b> And <b>they had also been sitting and talking</b> by the fire. . John: And why were the neighbors so angry? Jim: <b>They had been trying to sleep,</b> but <b>hadn't been able to do so</b> because of the noise!!!</p>	<p style="text-align: center;"><b>SAMPLE DIALOG:</b></p> <p>A. Are they still discussing the project to build the new bridge across the Potomac? B. Yes, <b>They will have been discussing</b> it for fifteen months next week and they haven't yet decided whether it should or shouldn't be built. A. It's a shame! Well, I hope they take a stand and vote for it. In the meantime, we simply have to be patient and wait. After all we have been using the ferry for years and have become used to it.</p>

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