BASIC ENGLISH GRAMMAR
STRUCTURES AND VOCABULARY

A SHORT COURSE IN ENGLISH FOR ADULT STUDENTS

Prof. Juan Gmo. Moya Montaña

STUDENT'S NAME ________________________________________

DEPARTAMENTO COMUNICACIONAL DEL EJÉRCITO
2da. EDICIÓN
Profesor Juan Guillermo Moya Montaña
Profesor de Inglés de la Academia de Guerra, la Academia Politécnica Militar, la Escuela Militar y Traductor de la División Doctrina del Ejército de Chile.

jmoyam@profing.tie.cl
Cel. : 08-3619605

Ejército de Chile
Departamento Comunicacional
Registro de Propiedad Intelectual Nº151.465
I.S.B.N. Nº 956-7527-35-0

Impreso en los Talleres del Instituto Geográfico Militar
Julio 2008 2da. Edición
ÍNDICE

• Presentación _______________________________________________________________ 5
• Sugerencias Metodológicas ________________________________________________ 7
• Table of Contents ___________________________________________________________ 9
• Unit 1 ____________________________ 15
• Unit 2 _____________________________ 27
• Unit 3 _____________________________ 37
• Unit 4 ______________________________ 47
• Unit 5 ______________________________ 59
• Unit 6 ______________________________ 77
• Unit 7 ______________________________ 91
• Unit 8 ______________________________ 103
• Unit 9 ______________________________ 115
• Unit 10 ___________________________ 127
• Unit 11 ____________________________ 141
• Unit 12 ____________________________ 157
• Unit 13 ____________________________ 175
• Unit 14 ____________________________ 191
• Unit 15 ____________________________ 203
• Unit 16 ____________________________ 215
• Unit 17 ____________________________ 225
• Unit 18 ____________________________ 237
• Unit 19 ____________________________ 253
• Unit 20 ____________________________ 263
• Unit 21 ____________________________ 277
• Apéndices ______________________________________________________________ 297
En la actualidad, nadie pone en duda que las exigencias que la sociedad le atribuye a las instituciones armadas son variadas y complejas. En este sentido y ya en pleno siglo XXI, las crecientes demandas de cooperación internacional, impulsan a nuestros soldados a tener un dominio cada vez mayor del idioma anglosajón.

El material que se presenta a continuación, 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.

Por este motivo, el Ejército decidió reimprimir este completo manual de autoaprendizaje, cuyo autor es el profesor Juan Moya Montaña, con el propósito de seguir contribuyendo a la formación y perfeccionamiento de todos sus integrantes.

DEPARTAMENTO COMUNICACIONAL DEL EJÉRCITO.
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.
# TABLE OF CONTENTS

## PART ONE: ELEMENTARY LEVEL

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>P. 15 - 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>• TO BE (Present, Past and Future)</td>
<td>15</td>
</tr>
<tr>
<td>• THE ENGLISH ALPHABET</td>
<td>22</td>
</tr>
<tr>
<td>• THE PHONETIC ALPHABET</td>
<td>23</td>
</tr>
<tr>
<td>• KEY TO ANSWERS</td>
<td>25</td>
</tr>
<tr>
<td>• This, That, These, Those; A(N); The; At, On, In; Until, For</td>
<td></td>
</tr>
<tr>
<td>• Now, today; yesterday, the day before yesterday; last week / last year / last Monday, tomorrow, the day after tomorrow, next week, two days ago</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 2</th>
<th>P. 27 - 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>• THERE TO BE (Present, Past and Future)</td>
<td>27</td>
</tr>
<tr>
<td>• SOME - NOT ANY - NO - ANY</td>
<td>27</td>
</tr>
<tr>
<td>• CARDINAL NUMBERS</td>
<td>33</td>
</tr>
<tr>
<td>• VOCABULARY: - People</td>
<td>34</td>
</tr>
<tr>
<td>• KEY TO ANSWERS</td>
<td>36</td>
</tr>
<tr>
<td>• There is a car in the garage. There are 3 cars in the garage</td>
<td></td>
</tr>
<tr>
<td>• How much? How many?</td>
<td></td>
</tr>
<tr>
<td>• Much, many, little, few, a lot, lots of, very little, very few</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 3</th>
<th>P. 37 - 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>• HAVE GOT / HAS GOT</td>
<td>37</td>
</tr>
<tr>
<td>• ADJECTIVES</td>
<td>39</td>
</tr>
<tr>
<td>• ARTICLES I - Definite and Indefinite</td>
<td>39</td>
</tr>
<tr>
<td>• TELLING THE TIME</td>
<td>41</td>
</tr>
<tr>
<td>• VOCABULARY: - Adjectives</td>
<td>43</td>
</tr>
<tr>
<td>• KEY TO ANSWERS</td>
<td>45</td>
</tr>
<tr>
<td>• He has got a big house</td>
<td></td>
</tr>
<tr>
<td>• Uncountable nouns: money, sugar, milk, water, work, etc.</td>
<td></td>
</tr>
<tr>
<td>• Countable nouns: people, men, students, books, etc.</td>
<td></td>
</tr>
<tr>
<td>• O’clock, quarter past / to, half past, minutes past / to</td>
<td></td>
</tr>
<tr>
<td>• In the morning / afternoon / evening; at night</td>
<td></td>
</tr>
<tr>
<td>• Noon / midday, midnight</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 4</th>
<th>P. 47 - 57</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PRESENT CONTINUOUS TENSE</td>
<td>47</td>
</tr>
<tr>
<td>• INFINITIVES AND GERUNDS</td>
<td>48</td>
</tr>
<tr>
<td>• TIME AND DATES</td>
<td>52</td>
</tr>
<tr>
<td>• ORDINAL NUMBERS</td>
<td>52</td>
</tr>
<tr>
<td>• QUESTION WORDS 1</td>
<td>54</td>
</tr>
<tr>
<td>For describing people and things.</td>
<td></td>
</tr>
<tr>
<td>• VOCABULARY: - Numerals, Time and Dates</td>
<td>55</td>
</tr>
<tr>
<td>• KEY TO ANSWERS</td>
<td>57</td>
</tr>
<tr>
<td>• He is working at the moment</td>
<td></td>
</tr>
<tr>
<td>• Now, at present, at the moment, at this time, temporarily, for the time being.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 5</th>
<th>P. 59 - 75</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SIMPLE PRESENT TENSE</td>
<td>59</td>
</tr>
<tr>
<td>• TIME EXPRESSIONS (!): ADVERBS OF FREQUENCY</td>
<td>61</td>
</tr>
<tr>
<td>• QUESTION WORDS II</td>
<td>66</td>
</tr>
<tr>
<td>For requesting information.</td>
<td></td>
</tr>
<tr>
<td>• ARTICLES II - General and specific</td>
<td>67</td>
</tr>
<tr>
<td>• RELATIVE PRONOUNS: Who and Which</td>
<td>68</td>
</tr>
<tr>
<td>• VOCABULARY: - Clothes</td>
<td>71</td>
</tr>
<tr>
<td>• KEY TO ANSWERS</td>
<td>73</td>
</tr>
<tr>
<td>• He works here every day</td>
<td></td>
</tr>
<tr>
<td>• Every day, every week, every month, etc.</td>
<td></td>
</tr>
<tr>
<td>• Always, generally, usually, often, sometimes, never, etc.</td>
<td></td>
</tr>
<tr>
<td>• Once a day, twice a week, three times a year, etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 6</th>
<th>P. 77 - 90</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SIMPLE PAST TENSE</td>
<td>77</td>
</tr>
<tr>
<td>• REGULAR AND IRREGULAR VERBS</td>
<td>78</td>
</tr>
<tr>
<td>• USED TO + INFINITIVE</td>
<td>83</td>
</tr>
<tr>
<td>• POSSESSIVE ADJECTIVES AND PRONOUNS</td>
<td>84</td>
</tr>
<tr>
<td>• SUBJECT AND OBJECT PRONOUNS</td>
<td>86</td>
</tr>
<tr>
<td>• VOCABULARY: - Professions And Occupations</td>
<td>87</td>
</tr>
<tr>
<td>• KEY TO ANSWERS</td>
<td>89</td>
</tr>
<tr>
<td>• He worked here yesterday</td>
<td></td>
</tr>
<tr>
<td>• Last week, last month, last Monday, etc.</td>
<td></td>
</tr>
<tr>
<td>• Two weeks ago, thirty minutes ago, etc.</td>
<td></td>
</tr>
<tr>
<td>• Yesterday morning, yesterday evening, last night, on the fifth of May, 1996, etc.</td>
<td></td>
</tr>
<tr>
<td>• My, your, his her, its, our, your, their.</td>
<td></td>
</tr>
<tr>
<td>• Mine, yours, his, hers, ours, yours, theirs.</td>
<td></td>
</tr>
<tr>
<td>• Me, you, him, her, it, us, you, them.</td>
<td></td>
</tr>
<tr>
<td>UNIT 7</td>
<td>PAGE RANGES</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>P. 91 - 102</td>
<td>• PAST CONTINUOUS TENSE</td>
</tr>
<tr>
<td></td>
<td>• IMPERATIVE FORM</td>
</tr>
<tr>
<td></td>
<td>• ARTICLES III - Nationalities, professions, titles and ranks; streets, cities, countries and geographical names.</td>
</tr>
<tr>
<td></td>
<td>• EXCLAMATORY FORM</td>
</tr>
<tr>
<td></td>
<td>• VOCABULARY: - The house</td>
</tr>
<tr>
<td></td>
<td>• KEY TO ANSWERS</td>
</tr>
<tr>
<td></td>
<td>• He was working here at 9:30 last night</td>
</tr>
<tr>
<td></td>
<td>• At that time, at 10:30 last night, etc., When Peter arrived this morning, when they got married, etc.</td>
</tr>
<tr>
<td></td>
<td>• Open the door, please. Please, don't do that.</td>
</tr>
<tr>
<td></td>
<td>• An American, a Chilean, an Englishman, etc.</td>
</tr>
<tr>
<td></td>
<td>• A doctor, an engineer, a secretary, etc.</td>
</tr>
<tr>
<td></td>
<td>• Mr. Scott, Cpt. Jones, Dr. White, etc.</td>
</tr>
<tr>
<td></td>
<td>• On Fifth Avenue, In Salt Lake City, In Canada, in the USA, in North Carolina, in the West Indies.</td>
</tr>
<tr>
<td></td>
<td>• What a tall woman! What beautiful flowers! What nice weather! How tall she is! How quickly time passes!</td>
</tr>
<tr>
<td></td>
<td>• P. 91 - 102</td>
</tr>
<tr>
<td></td>
<td>• SIMPLE FUTURE TENSE I: Will</td>
</tr>
<tr>
<td></td>
<td>• RELATIVE PRONOUNS: Who, Whom, Whose</td>
</tr>
<tr>
<td></td>
<td>• SOMEBODY / SOMEONE, SOMETHING, SOMEWHERE AND DERIVED WORDS</td>
</tr>
<tr>
<td></td>
<td>• VOCABULARY: - Food</td>
</tr>
<tr>
<td></td>
<td>• KEY TO ANSWERS</td>
</tr>
<tr>
<td></td>
<td>• John will come here tomorrow / the day after tomorrow / next week / next month / at this time tomorrow / at this time next year, etc.</td>
</tr>
<tr>
<td></td>
<td>• He said that he was tired.</td>
</tr>
<tr>
<td></td>
<td>• He told me that he was tired.</td>
</tr>
<tr>
<td></td>
<td>• Who is he? Whom did you see? Whose is that car? Whose care is it?</td>
</tr>
<tr>
<td></td>
<td>• The man with whom Mary is working now, The man whose car is parked outside.</td>
</tr>
<tr>
<td></td>
<td>• Somebody / someone, something, somewhere, not anybody / not anyone, not anything, not anywhere, nobody / no one, nothing, nowhere</td>
</tr>
<tr>
<td></td>
<td>• P. 91 - 102</td>
</tr>
<tr>
<td></td>
<td>• SIMPLE FUTURE TENSE II : AM / IS / ARE + GOING TO.......</td>
</tr>
<tr>
<td></td>
<td>• IT TAKES....... / IT TOOK.......</td>
</tr>
<tr>
<td></td>
<td>• IT WILL TAKE....... = DEMORAR</td>
</tr>
<tr>
<td></td>
<td>• COMPARISON OF ADJECTIVES</td>
</tr>
<tr>
<td></td>
<td>• VOCABULARY: - Parts of the Body</td>
</tr>
<tr>
<td></td>
<td>• KEY TO ANSWERS</td>
</tr>
<tr>
<td></td>
<td>• John is going to come here tomorrow / the day after tomorrow / next week, etc.</td>
</tr>
<tr>
<td></td>
<td>• It takes me 20 minutes to.....</td>
</tr>
<tr>
<td></td>
<td>• How long does it take to....?</td>
</tr>
<tr>
<td></td>
<td>• Short - shorter - the shortest</td>
</tr>
<tr>
<td></td>
<td>• Intelligent, more intelligent than, the most intelligent</td>
</tr>
<tr>
<td></td>
<td>• As fast as.......</td>
</tr>
<tr>
<td></td>
<td>• Good - better - best, etc.</td>
</tr>
<tr>
<td></td>
<td>• P. 91 - 102</td>
</tr>
<tr>
<td></td>
<td>• SIMPLE FUTURE TENSE III : AM / IS / ARE + ING</td>
</tr>
<tr>
<td></td>
<td>• MODAL VERBS: CAN, MUST, MAY, SHOULD, OUGHT TO</td>
</tr>
<tr>
<td></td>
<td>• HAVE TO = TENER QUE</td>
</tr>
<tr>
<td></td>
<td>• VOCABULARY: - Our Health</td>
</tr>
<tr>
<td></td>
<td>• KEY TO ANSWERS</td>
</tr>
<tr>
<td></td>
<td>• John is coming here tomorrow / the day after tomorrow, etc.</td>
</tr>
<tr>
<td></td>
<td>• Bob can swim very well; Peter must be here at 8:15 tomorrow; You may use the phone now; They should t / ought to be more careful of what they say</td>
</tr>
<tr>
<td></td>
<td>• I have to buy another dictionary. This one is too old</td>
</tr>
<tr>
<td></td>
<td>• P. 91 - 102</td>
</tr>
<tr>
<td></td>
<td>• FUTURE CONTINUOUS TENSE</td>
</tr>
<tr>
<td></td>
<td>• MAKING REQUESTS</td>
</tr>
<tr>
<td></td>
<td>• ASKING FOR PERMISSION</td>
</tr>
<tr>
<td></td>
<td>• OFFERING TO DO SOMETHING</td>
</tr>
<tr>
<td></td>
<td>• INVITING OR SUGGESTING TO DO SOMETHING TOGETHER</td>
</tr>
<tr>
<td></td>
<td>• ALSO, TOO, AS WELL, SO; NOT...EITHER, NEITHER / NOR BUT</td>
</tr>
<tr>
<td></td>
<td>• POSITION OF DIRECT AND INDIRECT OBJECTS</td>
</tr>
<tr>
<td></td>
<td>• VOCABULARY: - Our Health</td>
</tr>
<tr>
<td></td>
<td>• KEY TO ANSWERS</td>
</tr>
<tr>
<td></td>
<td>• They will be working at this time tomorrow / the day after tomorrow, etc.</td>
</tr>
<tr>
<td></td>
<td>• Can / Will / Could / Would you open the door please? Would you mind opening the door, please?</td>
</tr>
<tr>
<td></td>
<td>• Can I / May I / Do you mind if I open the window?</td>
</tr>
<tr>
<td></td>
<td>• Shall I / Do you want me to / Would you like me to open the window?</td>
</tr>
<tr>
<td></td>
<td>• Shall we / Would you like to / Why don’t we / Let’s go to a disco tonight; How about going to a disco tonight?</td>
</tr>
<tr>
<td></td>
<td>• The boy also speaks Italian; He speaks Italian, too / as well; The boy speaks Italian and so does the girl.</td>
</tr>
<tr>
<td></td>
<td>• Peter doesn’t like golf and I don’t like it either; Peter doesn’t like golf and neither do I.</td>
</tr>
<tr>
<td></td>
<td>• The boy speaks Italian, but the girl doesn’t.</td>
</tr>
<tr>
<td></td>
<td>• Bob sent some flowers to his girlfriend; Bob sent his girlfriend some flowers; Bob sent her some flowers.</td>
</tr>
</tbody>
</table>
### PART TWO: INTERMEDIATE LEVEL

#### UNIT 12

- **PRESENT PERFECT TENSE**
- **PLURALIZATION OF NOUNS**
- **USE OF INFINITIVES AND GERUNDS I**
  - **VERB + GERUND**
- **VOCABULARY**: 
  - Prepositions and Connectors
- **KEY TO ANSWERS**

<table>
<thead>
<tr>
<th>Page</th>
<th>Example Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>157</td>
<td>I have seen that movie</td>
</tr>
<tr>
<td>161</td>
<td>Mary hasn’t finished typing it yet</td>
</tr>
<tr>
<td>164</td>
<td>Have they arrived already?</td>
</tr>
<tr>
<td>170</td>
<td>Just, before, lately, once, twice, three times, never, already, not yet, yet / already?, since, for, ever</td>
</tr>
<tr>
<td>173</td>
<td>Book / books; brush / brushes; knife / knives; baby / babies; day / days; etc.</td>
</tr>
<tr>
<td>177</td>
<td>Irregular plural forms</td>
</tr>
<tr>
<td>178</td>
<td>Enjoy playing, keep talking, etc.</td>
</tr>
<tr>
<td>179</td>
<td>Verb + gerund</td>
</tr>
<tr>
<td>181</td>
<td>Verb + to - infinitive</td>
</tr>
<tr>
<td>184</td>
<td>Verb + somebody + bare infinitive / to - infinitive</td>
</tr>
<tr>
<td>187</td>
<td>Tag endings</td>
</tr>
<tr>
<td>189</td>
<td>Vocabulary: Sports and Recreation</td>
</tr>
<tr>
<td>193</td>
<td>Key to answers</td>
</tr>
</tbody>
</table>

#### UNIT 13

- **PRESENT PERFECT CONTINUOUS TENSE**
- **USE OF INFINITIVES AND GERUNDS II**
  - **A. Verb + to - infinitive**
  - **B. Verb + somebody + bare infinitive**
  - **C. Verb + gerund / bare infinitive**
  - **D. Verb + somebody + bare infinitive / to - infinitive**
  - **E. Verb + ing / to - infinitive**
- **TAG ENDINGS**
- **VOCABULARY**: Sports and Recreation
- **KEY TO ANSWERS**

<table>
<thead>
<tr>
<th>Page</th>
<th>Example Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>175</td>
<td>I have been working all day</td>
</tr>
<tr>
<td>177</td>
<td>They agreed to meet outside the theater.</td>
</tr>
<tr>
<td>178</td>
<td>He will let them play</td>
</tr>
<tr>
<td>179</td>
<td>He wants us to go, too</td>
</tr>
<tr>
<td>181</td>
<td>I saw her crossing / cross the road.</td>
</tr>
<tr>
<td>184</td>
<td>I’ll help you do / to do that</td>
</tr>
<tr>
<td>187</td>
<td>I like to playing / to play golf</td>
</tr>
<tr>
<td>189</td>
<td>The floor needs cleaning / to be cleaned</td>
</tr>
<tr>
<td>193</td>
<td>He works well, doesn’t he?</td>
</tr>
<tr>
<td>193</td>
<td>He didn’t come to the meeting, did he?</td>
</tr>
</tbody>
</table>

#### UNIT 14

- **PAST PERFECT TENSE**
- **ADVERBS: FORMATION AND COMPARISON**
- **REFLEXIVE PRONOUNS**
- **PAST TENSE OF “GOING TO”**
- **VOCABULARY**: Nature
- **KEY TO ANSWERS**

<table>
<thead>
<tr>
<th>Page</th>
<th>Example Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>191</td>
<td>He had seen the film before</td>
</tr>
<tr>
<td>194</td>
<td>The train had already left when he arrived</td>
</tr>
<tr>
<td>196</td>
<td>Quickly, carefully, certainly, etc.</td>
</tr>
<tr>
<td>198</td>
<td>He had been working all day</td>
</tr>
<tr>
<td>199</td>
<td>More quickly, more carefully, etc.</td>
</tr>
<tr>
<td>201</td>
<td>We were going to play football but it began to rain</td>
</tr>
<tr>
<td>203</td>
<td>He should have studied harder. / He ought to have done it</td>
</tr>
<tr>
<td>205</td>
<td>You’d better take a taxi if you want to be there before your train leaves</td>
</tr>
<tr>
<td>207</td>
<td>We could go to the movie</td>
</tr>
<tr>
<td>207</td>
<td>He must be very tired</td>
</tr>
<tr>
<td>209</td>
<td>He can’t be hungry already</td>
</tr>
<tr>
<td>210</td>
<td>He must have gone home</td>
</tr>
<tr>
<td>212</td>
<td>He can’t have done that alone</td>
</tr>
<tr>
<td>213</td>
<td>It may / might be true</td>
</tr>
</tbody>
</table>

#### UNIT 15

- **PAST PERFECT CONTINUOUS TENSE**
- **PAST TENSE OF SHOULD / OUGHT TO**
- **WOULD RATHER / HAD BETTER**
- **MODAL VERBS II**: 
  - **COULD DO SOMETHING**
  - **MUST / CAN / MUST HAVE, / CAN’T HAVE DONE SOMETHING**
  - **MAY, MIGHT, MAY HAVE / MIGHT HAVE DONE SOMETHING**
- **VOCABULARY**: The Weather
- **KEY TO ANSWERS**

<table>
<thead>
<tr>
<th>Page</th>
<th>Example Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>203</td>
<td>He had been working all day</td>
</tr>
<tr>
<td>205</td>
<td>He should have studied harder. / He ought to have done it</td>
</tr>
<tr>
<td>207</td>
<td>You’d better take a taxi if you want to be there before your train leaves</td>
</tr>
<tr>
<td>207</td>
<td>He could go to the movie</td>
</tr>
<tr>
<td>209</td>
<td>He must be very tired</td>
</tr>
<tr>
<td>210</td>
<td>He can’t be hungry already</td>
</tr>
<tr>
<td>212</td>
<td>He must have gone home</td>
</tr>
<tr>
<td>213</td>
<td>He can’t have done that alone</td>
</tr>
<tr>
<td>213</td>
<td>It may / might be true</td>
</tr>
<tr>
<td>213</td>
<td>You must have / might have left it in the shop</td>
</tr>
<tr>
<td>UNIT 16</td>
<td>P. 215 - 223</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>• FUTURE PERFECT TENSE</td>
<td>215 - 223</td>
</tr>
<tr>
<td>• SEQUENCE OF VERB TENSES</td>
<td>215 - 223</td>
</tr>
<tr>
<td>• THE PRESENT TENSE AFTER</td>
<td>215 - 223</td>
</tr>
<tr>
<td>WHEN, AS SOON AS, UNTIL,</td>
<td>215 - 223</td>
</tr>
<tr>
<td>ETC.</td>
<td>215 - 223</td>
</tr>
<tr>
<td>• USE OF ELSE, OR ELSE /</td>
<td>215 - 223</td>
</tr>
<tr>
<td>OTHERWISE</td>
<td>215 - 223</td>
</tr>
<tr>
<td>• VOCABULARY: - The Work</td>
<td>215 - 223</td>
</tr>
<tr>
<td>shop</td>
<td>215 - 223</td>
</tr>
<tr>
<td>• KEY TO ANSWERS</td>
<td>215 - 223</td>
</tr>
<tr>
<td>• They will have finished</td>
<td>215 - 223</td>
</tr>
<tr>
<td>the work by then</td>
<td>215 - 223</td>
</tr>
<tr>
<td>• He says he’s tired /</td>
<td>215 - 223</td>
</tr>
<tr>
<td>He said he was tired.</td>
<td>215 - 223</td>
</tr>
<tr>
<td>• When I see her</td>
<td>215 - 223</td>
</tr>
<tr>
<td>tomorrow / .......</td>
<td>215 - 223</td>
</tr>
<tr>
<td>• Do you need anything</td>
<td>215 - 223</td>
</tr>
<tr>
<td>else?</td>
<td>215 - 223</td>
</tr>
<tr>
<td>• I’ll take a taxi, or</td>
<td>215 - 223</td>
</tr>
<tr>
<td>else I’ll miss my flight.</td>
<td>215 - 223</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 17</th>
<th>P. 225 - 236</th>
</tr>
</thead>
<tbody>
<tr>
<td>• THE PASSIVE VOICE</td>
<td>225 - 236</td>
</tr>
<tr>
<td>• BE SUPPOSED TO</td>
<td>225 - 236</td>
</tr>
<tr>
<td>• VOCABULARY:</td>
<td>225 - 236</td>
</tr>
<tr>
<td>- The Armed Forces I</td>
<td>225 - 236</td>
</tr>
<tr>
<td>• KEY TO ANSWERS</td>
<td>225 - 236</td>
</tr>
<tr>
<td>• The book was published</td>
<td>225 - 236</td>
</tr>
<tr>
<td>1998</td>
<td>225 - 236</td>
</tr>
<tr>
<td>• The train is supposed</td>
<td>225 - 236</td>
</tr>
<tr>
<td>to arrive at 9:45</td>
<td>225 - 236</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 18</th>
<th>P. 237 - 252</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CONDITIONAL SENTENCES</td>
<td>237 - 252</td>
</tr>
<tr>
<td>• SUBJUNCTIVE AFTER WISH</td>
<td>237 - 252</td>
</tr>
<tr>
<td>• VERB + PRESENT OF</td>
<td>237 - 252</td>
</tr>
<tr>
<td>SUBJUNCTIVE</td>
<td>237 - 252</td>
</tr>
<tr>
<td>• VOCABULARY:</td>
<td>237 - 252</td>
</tr>
<tr>
<td>- The Armed Forces II</td>
<td>237 - 252</td>
</tr>
<tr>
<td>• KEY TO ANSWERS</td>
<td>237 - 252</td>
</tr>
<tr>
<td>• If you study hard you’ll</td>
<td>237 - 252</td>
</tr>
<tr>
<td>pass the course</td>
<td>237 - 252</td>
</tr>
<tr>
<td>• If you studied harder</td>
<td>237 - 252</td>
</tr>
<tr>
<td>you’d get better marks</td>
<td>237 - 252</td>
</tr>
<tr>
<td>• If you had studied</td>
<td>237 - 252</td>
</tr>
<tr>
<td>harder you would have</td>
<td>237 - 252</td>
</tr>
<tr>
<td>passed the course</td>
<td>237 - 252</td>
</tr>
<tr>
<td>• I wish I could swim</td>
<td>237 - 252</td>
</tr>
<tr>
<td>• I wish I had seen her</td>
<td>237 - 252</td>
</tr>
<tr>
<td>• I wish it would stop</td>
<td>237 - 252</td>
</tr>
<tr>
<td>snowing</td>
<td>237 - 252</td>
</tr>
<tr>
<td>• I suggest that she</td>
<td>237 - 252</td>
</tr>
<tr>
<td>wait a few minutes.</td>
<td>237 - 252</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 19</th>
<th>P. 253 - 261</th>
</tr>
</thead>
<tbody>
<tr>
<td>• REPORTED SPEECH</td>
<td>253 - 261</td>
</tr>
<tr>
<td>A. STATEMENTS</td>
<td>253 - 261</td>
</tr>
<tr>
<td>B. QUESTIONS</td>
<td>253 - 261</td>
</tr>
<tr>
<td>C. COMMANDS, ORDERS</td>
<td>253 - 261</td>
</tr>
<tr>
<td>• VOCABULARY:</td>
<td>253 - 261</td>
</tr>
<tr>
<td>- Regular and Irregular</td>
<td>253 - 261</td>
</tr>
<tr>
<td>Verbs</td>
<td>253 - 261</td>
</tr>
<tr>
<td>• KEY TO ANSWERS</td>
<td>253 - 261</td>
</tr>
<tr>
<td>• He said he wanted to</td>
<td>253 - 261</td>
</tr>
<tr>
<td>go</td>
<td>253 - 261</td>
</tr>
<tr>
<td>• He told me that he</td>
<td>253 - 261</td>
</tr>
<tr>
<td>wanted to go</td>
<td>253 - 261</td>
</tr>
<tr>
<td>• He asked me where they</td>
<td>253 - 261</td>
</tr>
<tr>
<td>were</td>
<td>253 - 261</td>
</tr>
<tr>
<td>• He told me to sit</td>
<td>253 - 261</td>
</tr>
<tr>
<td>down</td>
<td>253 - 261</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 20</th>
<th>P. 263 - 275</th>
</tr>
</thead>
<tbody>
<tr>
<td>• USEFUL ENGLISH PHRASES</td>
<td>263 - 275</td>
</tr>
<tr>
<td>AND EXPRESSIONS IN</td>
<td>263 - 275</td>
</tr>
<tr>
<td>ENGLISH FOR TRAVELLERS</td>
<td>263 - 275</td>
</tr>
<tr>
<td>• KEY TO ANSWERS</td>
<td>263 - 275</td>
</tr>
<tr>
<td>• At a social gathering</td>
<td>263 - 275</td>
</tr>
<tr>
<td>• At a hotel</td>
<td>263 - 275</td>
</tr>
<tr>
<td>• At a restaurant</td>
<td>263 - 275</td>
</tr>
<tr>
<td>• How to get to places</td>
<td>263 - 275</td>
</tr>
<tr>
<td>• At the station / airport</td>
<td>263 - 275</td>
</tr>
<tr>
<td>• Shopping</td>
<td>263 - 275</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 21</th>
<th>P. 277 - 296</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ASSESSMENT TEST</td>
<td>277 - 296</td>
</tr>
<tr>
<td>• QUESTION BOOKLET (List</td>
<td>277 - 296</td>
</tr>
<tr>
<td>ening Part)</td>
<td>277 - 296</td>
</tr>
<tr>
<td>• QUESTION BOOKLET (Rea</td>
<td>277 - 296</td>
</tr>
<tr>
<td>ding Part)</td>
<td>277 - 296</td>
</tr>
<tr>
<td>• ANSWER SHEET</td>
<td>277 - 296</td>
</tr>
<tr>
<td>• TEACHER’S TEXT SCRIPT</td>
<td>277 - 296</td>
</tr>
<tr>
<td>• KEY TO ANSWERS</td>
<td>277 - 296</td>
</tr>
</tbody>
</table>

| APENDICES |
|--------------------------|---------------------------|
| • CHART 1 BASIC VERB TENSES | 297 |
| • CHART 2 BASIC VERB TENSES | 299 |
| A) CONTINUOUS TENSES      | 299 |
| B) SIMPLE TENSES          | 300 |
| C) PERFECT TENSES         | 302 |
| 4) PERFECT CONTINUOUS TENSES | 303 |
UNIT 1

PART I. TO BE (SER O ESTAR)

A. EL TIEMPO PRESENTE: AM /æm/, IS /iz/, ARE /ær/

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

<table>
<thead>
<tr>
<th>I am /æm/</th>
<th>You are /iː æːr/</th>
<th>He is /hiː iz/</th>
<th>She is /ʃiː iz/</th>
<th>It is /iː iz/</th>
<th>We are /wiː æːr/</th>
<th>You are /iː æːr/</th>
<th>They are /ˈdeɪ æːr/</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Yo soy/estoy)</td>
<td>(Tú eres/estás)</td>
<td>(El es/está)</td>
<td>(Ella es/está)</td>
<td>(Es/está)</td>
<td>(Nosotros/as somos o estamos)</td>
<td>(Uds. son/están)</td>
<td>(Ellos/as son/están)</td>
</tr>
</tbody>
</table>

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:


That /ðæt/ este/a: Those /ðəʊz/ esos/as: Those /ðəʊz/ esos/as A/a (antes de cons.) un/a, An /ən/ (antes de vocal) un/a: The /ði/ el, la, los, las, At /ət/ en; In /ɪn/ en; On /ɒn/ encima de; Now /naʊ/ ahora; Today /ˈtʌdi/ Hoy día; Thanks /θæŋks/ gracias; Thank you /θæŋk juː/ gracias; Fine /fайн/ bien; Very well /ˈvɜːri ˈwɛl/ muy bien; Much better /mʌtʃ ˈbeɪtə/ mucho mejor.

What is this? /wɒt ɪz ðiːs/ ¿Qué es esto?
What’s that? /ˈwɒts ˈbeɪt/ ¿Qué es eso?
What are these? /wɒt ær æz ðiːz/ ¿Qué son éstos?
What are those? /wɒt ær æz ðəʊz/ ¿Qué son esos?

It is a pen. /ɪz ə pɛn/ Es un lápiz
It’s an ambulance. /ɪz ən əmˈbʌləns/ Es una ambulancia
They are books. /ˈbiː əz ˈbʊks/ Son libros
They’re cars. /ˈwiːr kærz/ Son autos

Is this a pen? /ɪz ðiːz ə pɛn/ ¿Es este una penna?
Is that a house? /ɪz ˈbeɪt ə hauz/ ¿Es aquella una casa?
Are these books? /ər æz ðiːz ˈbʊks/ ¿Son estos libros?
Are those cars? /ər æz ðəʊz kærz/ ¿Son esas autos?

Who is that man? /hjuː iz ˈbeɪt ˈmeɪn/ ¿Quién es ese hombre?
Who’s that woman? /hjuːz ˈbeɪt ˈwʊmən/ ¿Quién es esa mujer?
Who are those men? /hjuː əz ðəʊz ˈmɛn/ ¿Son esos hombres?

Are these books? /ər æz ðiːz ˈbʊks/ Son libros
Are those cars? /ər æz ðəʊz kærz/ Son autos

Who is Bob? /wɛəz æz ˈbɒb/ ¿Quién es Bob?
Where’s the car? /wɛərz ðe ˈkær/ ¿Dónde está el coche?
Where’s the book? /wɛərz ðə ˈbʊk/ ¿Dónde está el libro?
Where are the books? /wɛər æz ðə ˈbʊks/ ¿Dónde están los libros?
Where are the students? /wɛər æz ðə ˈstjuːdənts/ ¿Dónde están los estudiantes?

How are you? /həʊ æər juː/ ¿Cómo estás?
How’s John? /həʊz ˈdʒɔn/ ¿Cómo está John?
How are the children? /həʊ æz ˈtʃɪldrən/ ¿Cómo están los niños?

I’m fine, thanks. /ˈaɪm fain, ˈθæŋks/ Estoy bien, gracias.
He’s much better, thanks. /hɪz mʌtʃ ˈbeɪtə, ˈθæŋks/ Él está mucho mejor, gracias.

2. La forma negativa se expresa usando la palabra NOT, normalmente formando las contracciones ISN’T /ɪzn’t/ o AREN’T /ˈærənt/.

I am not /æ/ æm nɒt/ ¿No soy?
You are not /iː æːr nɒt/ ¿No eres?
He is not /hiː iz nɒt/ ¿No es?
She is not /ʃiː iz nɒt/ ¿No es?
It is not /iː iz nɒt/ ¿No es?
We are not /wiː æːr nɒt/ ¿No somos?
They are not /ˈdeɪ æːr nɒt/ ¿No son?

You aren’t /iː æːr nɒt/ ¿No eres?
He isn’t /hiː iz nɒt/ ¿No es?
She isn’t /ʃiː iz nɒt/ ¿No es?
It isn’t /iː iz nɒt/ ¿No es?
We aren’t /wiː æːr nɒt/ ¿No somos?
They aren’t /ˈdeɪ æːr nɒt/ ¿No son?

I’m not /ˈaɪm nɒt/ ¿No soy?
You’re not /ˈjuː rɒt/ ¿No eres?
He’s not /hiːz nɒt/ ¿No es?
She’s not /ˈʃiːz nɒt/ ¿No es?
It’s not /iːz nɒt/ ¿No es?
We’re not /wiː rɒt/ ¿No somos?
They’re not /ˈdeɪ rɒt/ ¿No son?

A short course in English for adult students
A short course in English for adult students

Escuche, repita y aprenda:

**is not /íz nó:t/; isn’t /íznt/; are not /a: r nó:t/; aren’t /a:rent/; here /híar/; aquí; there /ðeər/; allí; over there /óuvər dëær/; allá**

I am not a pilot. /páilət/  
They are not students /stjuːdzənts/.  
He is not here. /híar/.  
They are not there /ðeər/.  
It is not a train. /trén/.  
Bob is not very well /véri wél/.  
The students are not in the lab /leib/.  

---

I’m not a pilot  
They’re not students.  
He’s not here.  
They’re not there.  
It’s not a train.  
He’s not very well.  
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. /pénsl/  
Is that a tank? /tæŋk/  
No, it isn’t. (It’s not a tank.) It’s a truck. /træk/  
Are these books? /bʊks/  
No, they aren’t. (They’re not books.) They’re magazines. /mæɡəzɪnz/  
Are those chairs? /chɪərz/  
No, they aren’t. (They’re not chairs.) They’re tables /tɛiblz/.

---

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

**Am I? /əm aɪ/  
Are you? /ɑː r juː/  
Is he? /ɪz hiː/  
Is she? /ɪz ʃiː/  
Is it? /ɪz it/  
Aren’t I? * /ɑːrent əɪ/  
Aren’t you? /ɑːrent juː/  
Isn’t he? /ɪznt hiː/  
Isn’t she? /ɪznt ʃiː/  
Isn’t it? /ɪznt ɪt/**

---

* 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 /eɪnt/**  
Ejemplo: Aren’t I your friend? Ain’t I your friend?

---

**Escuche, repita y aprenda:**

Am I right? /əm əɪ rɪt/ ¿Estoy correcto?  
Are you all right? /ɑː r ɔl rɪt/ ¿Estás bien?  
Is he a captain? /ɪz hɪː ə kæptɪn/ Es él un capitán?  
Are they busy? /ɑː r ə bɪzi/ ¿Están ellos ocupados?  
Is my answer correct? /ɪz mɔi ənˈsər kɔrəkt/ ¿Está correcta mi respuesta?  
Aren’t I right? /ɑːrent əɪ rɪt/ ¿No estoy en lo cierto?  
Are you tired? /ɑːr juː ˈtɪərd/ ¿No estás cansado?  
Isn’t she a nurse? /ɪznt ʃiː. ə nɜːs/ ¿No es ella una enfermera?  
Aren’t they happy? /ɑːrent ə ˈheɪpi/ ¿No están ellos felices?

**EXERCISES**

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

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

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

1. Is Tom a pilot? Yes, _______. He’s a pilot.
2. Are you in the office? 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? _______.

---

16

A short course in English for adult students
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)
They’re students

1. Are the boys angry? enojados (hungry) hambrientos
   No, ____________________________
2. Are you thirsty? sediento (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
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 the Internet
6. The package / light or heavy (liviano o pesado)
7. The pictures / clear (nitidas, claras)
8. The children / in the playground (patio)
9. The CD’s / in the drawer (gaveta)
10. The maps / in the library (biblioteca)

Are the Browns at home?

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

It’s a plane.
1. It’s a knife
2. They’re books
3. The cigarettes are in the bag
4. I’m fine, thanks
5. The cat’s under the sofa
6. It’s a chair
7. That boy’s my brother
8. The books are on the table
9. The children are tired
10. That woman’s my wife

What’s this? o What’s that?

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

   Jack : How do you do? My name ______ Jack Richardson. Where ______ you from, Mr. Brown?
   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)
   Jack : This _____ Janet. She _____ my classmate . She _____ from London.
   Janet : 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 woz/ (Yo estaba/estaba/tuve/estuve)
You were /ju: wør/ (Tú estabas/estabas/tuviste/estuviste)
He was /hi: woz/ (El era/estaba/tuvo/estuvo)
She was /ʃi: woz/ (Ella era/estaba/tuvo/estuvo)
It was /ɪt wɔz/ (Era/estaba/tuvo/estuvo)

We were /wi: wør/ (Nos. éramos/estábamos/tuvimos/estuvimos)
You were /ju: wør/ (Uds. eran/estaban/tuvieron/estuvieron)
They were /ði: wɔr/ (Ellos/eran/estaban/tuvieron/estuvieron)
```

Escuche, lea y aprenda:

Last week /ˈlæst wɪk/ la semana pasada; Two days ago /ˈtuː ˈdeɪz əgəʊ/ Hace dos días; Yesterday /ˈɪəstərdi/ ayer;
The day before yesterday /ˈdeɪ dɪ bɪˈfɔr ˈɪəstərdi/ anteayer; Last night /ˈlaːst nɪt/ anoche

I was very busy yesterday. /ai wɔz vɛrɪ bɪzi ɪəstərdi/ (Yo estuve muy ocupado ayer)
John was at home all day today. /dɪˈlɪn wɔz ət həʊm ɔl dæ tɪd/ (John estuvo en casa todo el día hoy)
We were in Paris last year /wɛ wɜr ɪn pærɪs lɑːst jɔr/ (Nosotros estuvimos en Paris el año pasado)
Mary was the best student in my class. /ˈmɛri wɔz ði bɪst ˈstjuːdɛnt ɪn mi klɑːs/ (Mary era la mejor alumna de mi curso)
They were very good friends. /ði ˈwɜr vər ɡud frendz/ (Ellos eran / fueron muy buenos amigos)
Mr. Jackson was here three weeks ago. /ˈmɪstər dʒækson wɔz ˈhɪər ˈθriː wɛks əˈɡau/ (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 /wóznt/ 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 wóznt at hóum ðís mórníŋ/ (John no estuvo en casa esta mañana)
We weren't in New York last year. /wi wé:rent in niú: ðís mórá:n/ (Nosotros no estuvimos en N.Y. el año pasado)
Mary wasn't a good student at high school. /méri wóznt a gúd stiú:dent at hái skú:l/ (Mary no era una buena alumna en el liceo)
They weren't very hardworking. /ðei wó:rent véri há:r dwé:kíŋ/ (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 ðís mórníŋ/ (¿Estuviste en clase esta mañana?)
Was John sick yesterday? /woz dllón sík lé:sterdi/ (¿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 ðís táim lé:sterdi/ (¿Dónde estabas a esta hora ayer?)
Why was Jim absent from work? /wái woz dllím æbsent from wó: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:

1. John ______ in New York the day before yesterday but he ______ in Chicago today.
2. They ______ free today, but they ______ at work yesterday.
4. Where_______ the Johnsons last weekend? Where ______ they today?
5. The elevator ______ out of order last night, but it ______ working well now.
6. John ______n’t in the office at ten this morning because he ______ at a meeting.
7. Bob ______ very sick yesterday, but he ______ much better today.

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

1. The secretary was busy at midday.
2. They were good friends at school.
3. The weather was fine that day.
4. The men were tired after the long walk.
5. Mary was late for the train this morning.
6. Henry was at the movie at 7 P.M.


1. Tom was at home at midnight last night.
2. John was in the car at that moment.
3. Liz was in bed because she was sick.
4. The Smiths were in Chile in 1985.
5. George was a little better this morning.
6. 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 /ái wil bI/ (Yo seré / estaré) |
| You will be /ú: wil bI/ (Tú serás / estarás) |
| He will be /hi: wil bI/ (Él será / estará) |
| She will be /she: wil bI/ (Ella será / estará) |
| It will be /it wil bI/ (Sera / estará) |

| We will be /wi: wil bI/ (Nos. seremos / estaremos) |
| You will be /ú: wil bI/ (Uds. serán / estarán) |
| They will be /i: wil bI/ (Ellos / as serán estarán) |

También se pueden usar las siguientes contracciones:

I’ll be /ái bI/  You’ll be /ú: bI/  He’ll be /hi: bI/  They’ll be /i: bI/

Escuche, lea y aprenda:

How long? /háu ló/ ¿Cuánto tiempo? Until /ántil/ hasta; For /for/ por, para What time? /wót tám/ ¿Qué hora? Tomorrow /túmorou/ mañana; Next week /nekst wíc/ la próxima semana; The day after tomorrow /dei dí: túmorou/ pasado mañana

I will be very busy this afternoon. /ái wil bI/ véri bI: túmorou/ Esta tarde.
John will be in class until 1 o’clock. /dí: lá: on bI: /ki: lá: on wán ó:ló:k/ John estará en clases hasta la 1
It’ll be hot tomorrow. /ái bI: /túmorou/ Estará caliente mañana.
I’ll be on leave for two weeks. /ái bI: on lí:v for tů: wíc/ 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 /wóngt/.

Escuche, lea y aprenda:

I will not be /ái wil nót bI/ véri bI: túmorou/ No estaré muy ocupado mañana.
Mary will not be /mérí wil nót bI: at hówm túdést/ Mary no estará en casa hoy día.
They won’t be /ái wón’t bI/ här ó:k de: lá: /Ellos no estarán aqui todo el día
It won’t be /ái wón’t bI/ kóuld túnál/ 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 /wí: lú: bI/ frí: túmorou /vín/ ¿Estarás libre mañana en la noche?
Will the test be /wí: dí: fiklit/ /dífiklit/ ¿Será difícil la prueba?
Will they be /wí: thé lí: /dí: lá:/ ¿Estarán ellos aquí el lunes?
Won’t you be /wóngt lú: bI:/ at /de mítín/ ¿No estarás tú en la reunión?
When will they be /wén will lá: /dí: lá:/ ¿Cuándo estarán ellos aquí nuevamente?
How long will they be in Washington? /hápú lá: wí: lá: /wín wósíntón/ ¿Cuánto tiempo estarán ellos en Washington?
What time will you be /wót tám wí: /bI:/ bæk/ ¿A qué hora estarás Uds. de regreso?

EXERCISES:

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

John is not at home today, but he _______________ tomorrow.

1. Tom and Jack aren’t in the same class this semester, but they __________________________ next semester.
2. John isn’t absent today, but he __________________________ the day after tomorrow.
3. It is not very cold now, but it __________________________ this evening.
4. We are not busy right now, but we __________________________ after lunch.
5. I am not in my office at the moment, but I __________________________ in ten minutes.
6. Mr. Johnson was not at the meeting last week, but he __________________________ next Monday.
7. 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.  ___________________________________________


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

Vowels: A  E  I  O  U
/éi/  /i:/  /ái/  /ou/  /ú/

Consonants: B C D G P T V
/bi:/  /ai:/  /di:/  /di:li:/  /pi:/  /ti:/  /vi:/

F L M N S X Z
/ef/  /el/  /em/  /en/  /es/  /eks/  /zed/*

J H K Y Q W R
/dli:u/  /eitch/  /kái/  /uái/  /kiú/  /dábliu/  /acr/

* En Inglés Americano la letra Z se llama /zi:/

PRACTICE EXERCISES:

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

2. P - G - B - V - T - C - Z - L - F - N - S - X - D - B - C - L - M - X - V - B

Ex. 2. Escuche, lea y aprenda:

3. 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. /mái brá:ðerz néim iz ignáció/
   B: Can you spell that, please? /kán iu: spél ðáet plí:z/
   B: Thank you /ðánk jói /
   B: Last month. I bought it at the PX /lá:st máнт iái bó:t it át ðé pí: éks/
   A: Was it very expensive? /wóz it ekspénsiv/
   B: No, it only cost me eighty-five dollars /nóu it óunli kóst mi: éiti álvi 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:

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

¿Puede agregar algunas otras siglas de uso frecuente?

________________
________________
________________
________________

THE PHONETIC ALPHABET

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

<table>
<thead>
<tr>
<th>as in /az in/</th>
<th>como en</th>
<th>for /tər/</th>
<th>para</th>
</tr>
</thead>
<tbody>
<tr>
<td>A as in Alfa /álfa/</td>
<td>N for November /nouvémbər/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B as in Bravo /brávou/</td>
<td>O for Oscar /óskar/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C as in Charlie /tʃʌlri/</td>
<td>P for Papa /pápa/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D as in Delta /deltə/</td>
<td>Q for Quebec /kuibék/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E as in Echo /ékou/</td>
<td>R for Romeo /rómiou/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F as in Fox trot /fɔkstrɔt/</td>
<td>S for Sierra /sɪəra/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G as in Golf /gɔlt/</td>
<td>T for Tango /táŋgou/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H as in Hotel /houtel/</td>
<td>U for Uniform /ju:nifərm/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I as in India /índia/</td>
<td>V for Victor /vɪktər/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J as in Juliet /dʒuˈliɛt/</td>
<td>W for Whisky /wɪskɪ/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K as in Kilo /kJəlou/</td>
<td>X for X-ray /eks ˈreɪ/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L as in Lima /ˈliːma/</td>
<td>Y for Yankee /ˈjæŋki/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M as in Mike /maɪk/</td>
<td>Z for Zulu /ˈzuːlu/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
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 an army officer. I’m a army officer. 8. No, it’s not. It isn’t dirty. 9. No, they’re not. They aren’t old. They’re young. 10. Now, he’s not. He isn’t on duty. He’s off duty.


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 - is
   4. Ja: are Ji: am Ja: are Ji: am not - am (pause) 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 ....? 7. They won’t be... / Will they 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?
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 /ˈðeərz ɪz/ se usa con sustantivos singulares o incontables. THERE ARE /ˈðeər ɪz/ se usa con sustantivos plurales. Normalmente, en el singular, se usa la contracción THERE’S /ˈðeərz/.

There is a book on the desk /ˈðeər iz ə bʊk ɒn ðe dɛsk/ (Hay un libro sobre el escritorio)
There’s a car in the car park. /ˈðeərz e kær ɪn ðe kær pærk/ (Hay un auto en el estacionamiento)
There’s some water in the glass. /ˈðeərz ˈsʌm wʌtər ɪn ðə ɡlæs/ (Hay agua en el vaso)
There are 10 students in my class. /ˈðeər æt ten ˈstjʊdnts ɪn mi klaʃ/ (Hay 10 alumnos en mi curso)
There are some chairs in the room /ˈðeər æt ˈstjʊdnts ɪn mi klaʃ/ (Hay algunas sillas en la sala)

La forma negativa se expresa con THERE IS NOT / THERE ISN’T /ˈðeər ɪz nɔt/ o THERE ARE NOT / THERE AREN’T /ˈðeər æt nɔt/.

There is not a book on the desk. /ˈðeər iz nɔt e bʊk ɒn ðe dɛsk/ (No hay un libro sobre el escritorio)
There isn’t a car in the car park. /ˈðeər ɪzn t e kær ɪn ðe kær pærk/ (No hay un auto en el estacionamiento)
There isn’t any water in the glass. /ˈðeər ɪzn t ˈeni wʌtər ɪn ðə ɡlæs/ (No hay agua en el vaso)
There aren’t 10 students in my class. /ˈðeər æt nɔt ten ˈstjʊdnts ɪn mi klaʃ/ (No hay 10 alumnos en mi curso)
There aren’t any chairs in the room. /ˈðeər æt nɔt ˈstjʊdnts ɪn mi klaʃ/ (No hay algunas sillas en la sala)

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

Is there a book on the desk? /ɪz ˈðeər iz ə bʊk ɒn ðe dɛsk/ (¿Hay un libro sobre el escritorio?)
Is there a car in the car park? /ɪz ˈðeər iz ə kær ɪn ðe kær pærk/ (¿Hay un auto en el estacionamiento?)
Is there any water in the glass? /ɪz ˈðeər ˈeni wʌtər ɪn ðə ɡlæs/ (¿Hay agua en el vaso?)
Are there 10 students in the class? /ɑːr ˈðeər æt ten ˈstjʊdnts ɪn mi klaʃ/ (¿Hay 10 alumnos en mi curso?)
Are there any chairs in the room? /ɑːr ˈðeər æt ˈstjʊdnts ɪn mi klaʃ/ (¿Hay algunas sillas en la sala?)

Hay dos palabras interrogativas estrechamente relacionadas con There is y There are: HOW MUCH? /ˈhɔː mʌtʃ/ (¿Cuánto? ¿Cuánta?) y HOW MANY? /ˈhɔː mæni/ (¿Cuántos? ¿Cuántas?)

How much whisky is there in the glass? /hɔː mʌtʃ ˈwɪski ɪz ðeər ɪn ðə ɡlæs/ (¿Cuánto whisky hay en el vaso?)
How much ice is there in the glass? /hɔː mʌtʃ aɪs ɪz ðeər ɪn ðə ɡlæs/ (¿Cuánto hielo hay en el vaso?)
How much water is there? /hɔː mʌtʃ wɔtər ɪz ðeər/ (¿Cuánta agua hay?)
How many doors are there in this room? /hɔː mʌn dɔːrs ɪz ðeər ɪn ðɪs rʊm/ (¿Cuántas puertas hay en esta habitación?)
How many windows are there? /hɔː mʌn wɪnənts ɪz ðeər/ (¿Cuántas ventanas hay?)
How many chairs are there? /hɔː mʌn ˈstjʊdnts ɪz ðeər/ (¿Cuántas sillas hay?)

There’s very little (whisky). /ˈðeər vɜːli lɪtʃ (ˈwɪski)/ (No hay mucha cantidad de whisky)
There’s a lot (of ice). /ˈðeər ɑː lɔt (ɒv aɪs)/ (Hay mucha cantidad de hielo)
There isn’t any (water). /ˈðeər ɪzn t ˈeni (ˈwʌtər)/ (No hay agua)
There’s only one (door). /ˈðeər əʊn lən (ˈdɔːr)/ (Hay solo una puerta)
There are three (windows). /ˈðeər æt ˈeni (ˈwɪnənts)/ (Hay tres ventanas)
There aren’t any (chairs). /ˈðeər æt nɔt ˈeni (ˈstjʊdnts)/ (No hay ninguna silla)

Como ud. ha advertido, la palabra SOME /ˈsʌm/ (algo, algunos / as) solamente se usa en forma afirmativa. En las interrogaciones se debe usar la palabra ANY /ˈeni/. En la forma negativa se puede usar NOT ANY /ˈnɔt ˈeni/ o NO /nɔʊ/.

Estudie la siguiente tabla:

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>SOME</th>
<th>Interrogative: Any?</th>
</tr>
</thead>
<tbody>
<tr>
<td>THERE IS</td>
<td>THERE IS</td>
<td>Is there any water?</td>
</tr>
<tr>
<td>THERE ARE</td>
<td>THERE ARE</td>
<td>Are there any trees?</td>
</tr>
<tr>
<td>THERE’S</td>
<td>THERE’S</td>
<td>Is there a book?</td>
</tr>
<tr>
<td>THERE’RE</td>
<td>THERE’RE</td>
<td>Is there a car?</td>
</tr>
<tr>
<td>THERE ARE NOT</td>
<td>THERE AREN’T</td>
<td>Are there 10 students</td>
</tr>
<tr>
<td>THERE IS NOT</td>
<td>THERE ISN’T</td>
<td>Are there any chairs</td>
</tr>
<tr>
<td>THERE ARE NOT</td>
<td>THERE AREN’T</td>
<td>Are there any trees?</td>
</tr>
<tr>
<td>THERE IS NOT</td>
<td>THERE ISN’T</td>
<td>Is there any water?</td>
</tr>
<tr>
<td>THERE ARE NOT</td>
<td>THERE AREN’T</td>
<td>Are there any trees?</td>
</tr>
<tr>
<td>THERE IS NOT</td>
<td>THERE ISN’T</td>
<td>Is there any water?</td>
</tr>
<tr>
<td>THERE ARE NOT</td>
<td>THERE AREN’T</td>
<td>Are there any trees?</td>
</tr>
<tr>
<td>THERE IS NOT</td>
<td>THERE ISN’T</td>
<td>Is there any water?</td>
</tr>
<tr>
<td>THERE ARE NOT</td>
<td>THERE AREN’T</td>
<td>Are there any trees?</td>
</tr>
</tbody>
</table>
Note el uso de **LITTLE** /ˈlɪtl/ (poco/a), **FEW** /fiː/ (pocos/as) y **A LOT OF** /ˈe lót ʌv/ (bastante/bastantes)

There’s very **little** water in the glass /ˈdɪərəz ˈvəri ˈlɪtl wɔːtər in ðə glɑːs/ Hay muy poca agua en el vaso

There’s **a lot of** ice in my glass. /ˈdɪərəz ə lót ʌv ðiːz in maɪ ɡlɑːs/ Hay bastantes hielos en mi vaso

There are very **few** desks in the room. /ˈdɪərəz ər ˈfiː ðiːskz ðaɪn ðə rʊm/ Hay muy pocos escritorios en la sala

There are **a lot of** chairs in the room. /ˈdɪərəz ə lót ʌv tʃeɪərz ðaɪn ðə rʊm/ Hay bastantes sillas en la sala.

La expresión **A LOT OF** normalmente se usa en oraciones **afirmativas**. En las oraciones **negativas** e **interrogativas** se prefieren las palabras **MUCH** o **MANY**, según sea el caso.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>a lot of</th>
<th>There’s a lot of sugar in the bowl /ˈdɪərəz ə ˈlót ʌv ʃəɡər ɪn ðə bóʊl/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>There are a lot of books on the shelf. /ˈdɪərəz ə lót ʌv ˈbʊks ɒn ðə ʃel/</td>
</tr>
<tr>
<td>Negative</td>
<td>not much not many</td>
<td>There isn’t much sugar in the bowl. /ˈdɪərəz ɪznt ˈmʌtʃ ʃəɡər ɪn ðə bóʊl/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There aren’t many books on the shelf. /ˈdɪərəz ər ˈɑnt ˈmeɪni ˈbʊks ɒn ðə ʃel/</td>
</tr>
<tr>
<td>Interrogative</td>
<td>much? many?</td>
<td>Is there much sugar in the bowl? /iz ˈdɪərəz ˈmʌtʃ ˈʃəɡər ɪn ðə bóʊl/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are there many books on the shelf? /ər ˈdɪərəz ˈmæni ˈbʊks ɒn ðə ʃel/</td>
</tr>
</tbody>
</table>

El artículo indefinido **A/AN** (un, una) no tiene una forma para el plural, por lo tanto se omite. Normalmente el artículo **A/AN** se reemplaza por las palabras **SOME** /ˈsʌm/ algunos/as, **SEVERAL** /ˈsɛvərəl/ varios/as, **MANY** /ˈmeɪni/ muchos/as.

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.

Cuando **THERE IS/THERE ARE** van seguidas directamente por un sustantivo, en las negaciones generalmente se usa la palabra **NO** /nəʊ/

There’s water in that bottle. There’s no water in that bottle.
There are flowers in the garden. There are no flowers in the garden.

Finalmente, estudie la siguiente tabla.

<table>
<thead>
<tr>
<th>There is</th>
<th>some</th>
<th>a lot of</th>
<th>much</th>
<th>a little</th>
<th>very little</th>
<th>no/not any</th>
<th>milk in this bottle</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are</td>
<td>some</td>
<td>several</td>
<td>many</td>
<td>a lot of</td>
<td>a few</td>
<td>very few</td>
<td>no/not any</td>
</tr>
</tbody>
</table>

**EXERCISES**

**Ex. 1. Complete the sentences using THERE IS or THERE ARE:**

1. _______________________ some books on the shelf.
2. _______________________ very little money left in the box.
3. _______________________ only one student in the lab now.
4. _______________________ very few people at the conference.
5. ___________________ no more milk in the jug.
6. ___________________ no more CDs 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.
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. 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.: How many dictionaries are there?
1. money ____________?
2. doors ____________ in the lab?
3. milk ____________ in the jug?
4. video tapes ____________?
5. work ____________ today?
6. people ____________ in the room?.
7. butter ____________ in the dish?
8. secretaries ____________ here?
9. women ____________ in that group?
10. men ____________ in the crew?

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 very sweet.
9. There are __________________________________ of errors in my check.
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 /ðəər wɒz/ / THERE WERE /ðəər wɜːz/. La negación se expresa usando la palabra NOT después de WAS y WERE. Normalmente se usan las contracciones THERE WASN’T /ðəər wɜːznt;/ THERE WEREN’T /ðəər wɜːrənt/. 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 /ðəər woz ə lot ov nóis in ðe rúːm/; Había bastante ruido en la sala.
There were many people absent. /ðəər wɜːr méni pɪːpl æbsənt/; Había muchas personas ausentes.
There wasn’t any beer in the can. /ðəər wɜːznt ˈeni bɪər in ðə keɪn/; There was no beer... /ðəər wɜːz nəʊ bɪər.../; No había nada de cerveza en la lata.
There weren’t many books on the desk. /ðəər wɜːrnt məni bʊks ɒn ðə dɛsk/; No había muchos libros sobre el escritorio.
Was there a TV in the room? / woz ə tɪː vɪː iŋ ðə rúːm /; ¿Había un televisor en la habitación?
How many people were there at the party? / háu meni pɪːpl wɜːr ə tɪː pærtri /; ¿Cuánta gente había en la fiesta?.
How much coffee was there? / háu mʌt kɒfɪ woz ə tɪː /; ¿Cuánto café había?

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, because 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 /ðeər wɪl bɪ:/ En la conversación diaria WILL se une con la palabra THERE, formando la contracción THERE´LL BE /ðeərl bɪ:/.

Escuche, lea y aprenda:

There will be a very good program on TV tonight /ðeər wɪl bɪ: e véri gud próʊgram on ti: vɪ: tunált/. Habrá un muy buen programa en la TV esta noche.
There will be two more tests next week. /ðeər wɪl bɪ: tú: mó:r tésts nekst wɪ:k/. Habrá dos pruebas más la próxima semana.
There will be another meeting this evening. /ðeər bɪ: aná:ðər mi:tɪŋ ðís ìvniŋ/. Habrá otra reunión esta tarde.
There will be some more rain next weekend. /ðeər bɪ: sá mó:r réin někst wɪ:kénd/. 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. /ðeər wɪl not bɪ: e gud próʊgram on ti: vɪ: tunált/.
There will not be another meeting this evening. /ðeər wɪl not bɪ: aná:ðər mi:tɪŋ ðís ìvniŋ/.
There won’t be two more tests next week. /ðeər wʊnt bɪ: tú: mó:r tésts nekst wɪ:k/.
Will there be a good program on TV this evening? /wɪl ðeər bɪ: a gud próʊgram on ti: vɪ: ðís ìvniŋ/
Will there be any more rain next weekend? /wɪl ðeər bɪ. eni mó:r réin někst wɪ:kénd/.
How many tests will there be next week? /hᴀᴜ méni tɛsts wɪl ðeər bɪ: nekst wɪ: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? ______________________________________

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. ___________________________ 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. ___________________________________________
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?______________________
7. Was there much work to do in the office last Monday?__________
8. Are there any spelling mistakes in the letter?_________________
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 restaurante 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 one /uán/ 2 two /tu:/ 3 three /ðri:/ 4 four /fo:r/ 5 five /fáiv/ 6 six /siks/ 7 seven /sévñ/ 8 eight /eit/ 9 nine /náin/ 10 ten /tɛn/ 11 eleven /ilévn/ 12 twelve /tuélv/ 13 thirteen /tɜ:ntɪ:n/ 14 fourteen /fo:rtɪ:n/ 15 fifteen /fɪftɪ:n/ 16 sixteen /sɪkstɪ:n/ 17 seventeen /sɛvntɪ:n/ 18 eighteen /eɪtɪ:n/ 19 nineteen /naintɪ:n/ 20 twenty /tuénti/ 30 thirty /ˈɜːzt ث/ 40 forty /fɔ:rtɪ/ 50 fifty /fɪfti/ 60 sixty /sɪksti/ 100 one hundred /uán hændr/ 1,000 one thousand /uán tɛuəzænd/ 200,000 two hundred thousand /tʊ: hændr tɛuəzænd/ 5,362 five thousand three hundred and sixty-two /fɪv tɛuəzænd lɪf hændr and sɪkstɪ tʊ:/ 45,971 forty-five thousand nine hundred and seventy-one /fɔrtɪ-fɛv tɛuəzænd nайн hændr and sɛvntɪ uán/ Importante:

1. 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.
2. 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.
3. La palabra hundred siempre va seguida de and; las palabras thousand, million y billion no se pluralizan 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.
4. 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.
5. 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

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>12</td>
<td>b</td>
<td>56</td>
<td>c</td>
<td>79</td>
<td>d</td>
</tr>
<tr>
<td>h</td>
<td>597</td>
<td>i</td>
<td>846</td>
<td>j</td>
<td>1,285</td>
<td>k</td>
</tr>
<tr>
<td>l</td>
<td>24,973</td>
<td>m</td>
<td>256,875</td>
<td>n</td>
<td>5,687,328</td>
<td></td>
</tr>
</tbody>
</table>
### BASIC VOCABULARY: Study these words

#### PEOPLE (Personas)

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>person</td>
<td>persona</td>
<td>/ˈpɜːrsn/</td>
</tr>
<tr>
<td>people</td>
<td>gente, personas</td>
<td>/ˈpipl/</td>
</tr>
<tr>
<td>child</td>
<td>niño/s, pequeño/s</td>
<td>/ˈtʃild/</td>
</tr>
<tr>
<td>boy</td>
<td>niño</td>
<td>/boi/</td>
</tr>
<tr>
<td>girl</td>
<td>niña</td>
<td>/ɡerl/</td>
</tr>
<tr>
<td>man/men</td>
<td>hombre/s</td>
<td>/mæn/</td>
</tr>
<tr>
<td>woman/women</td>
<td>mujer/es</td>
<td>/wuman/wimen/</td>
</tr>
<tr>
<td>gentleman</td>
<td>caballero</td>
<td>/dilɛntman/-men/</td>
</tr>
<tr>
<td>lady/ladies</td>
<td>dama/as</td>
<td>/ˈleidi/-leidiz/</td>
</tr>
<tr>
<td>kids</td>
<td>chicos, niños</td>
<td>/kiːdz/</td>
</tr>
</tbody>
</table>

#### FAMILY AND RELATIVES (La familia y los parientes)

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>grandparent</td>
<td>abuelo/es</td>
<td>/grandpær/</td>
</tr>
<tr>
<td>grandfather</td>
<td>abuelo</td>
<td>/grænpa:/</td>
</tr>
<tr>
<td>grandmother</td>
<td>abuela</td>
<td>/grænmá:/</td>
</tr>
<tr>
<td>grandchild</td>
<td>nieto</td>
<td>/græntchild/</td>
</tr>
<tr>
<td>grandpa</td>
<td>nieta</td>
<td>/grænpa:/</td>
</tr>
<tr>
<td>grandchildren</td>
<td>padres</td>
<td>/grandtchildren/</td>
</tr>
<tr>
<td>son</td>
<td>padre</td>
<td>/son/</td>
</tr>
<tr>
<td>daughter</td>
<td>hija</td>
<td>/dó:ter/</td>
</tr>
<tr>
<td>brother</td>
<td>hermano</td>
<td>/brʌðer/</td>
</tr>
<tr>
<td>sister</td>
<td>hermana</td>
<td>/ˈsɪstə/</td>
</tr>
<tr>
<td>uncle</td>
<td>tío</td>
<td>/ˈʌŋkl/</td>
</tr>
<tr>
<td>aunt</td>
<td>sobrino</td>
<td>/aʊnt/</td>
</tr>
<tr>
<td>nephew</td>
<td>sobrina</td>
<td>/ˈnɛfə/</td>
</tr>
<tr>
<td>niece</td>
<td>primo</td>
<td>/ˈnɪs/</td>
</tr>
<tr>
<td>cousin</td>
<td>primo</td>
<td>/ˈkæzin/</td>
</tr>
<tr>
<td>dad, daddy</td>
<td>papá, papi</td>
<td>/dæd, dædi/</td>
</tr>
<tr>
<td>mom, mum, mummy</td>
<td>mamá, mami</td>
<td>/mam, mámi/</td>
</tr>
<tr>
<td>grandpa</td>
<td>abuelito</td>
<td>/grænpa:/</td>
</tr>
<tr>
<td>granny, grandma</td>
<td>suegro</td>
<td>/græni, grænmá/</td>
</tr>
<tr>
<td>father-in-law</td>
<td>suegra</td>
<td>/fɑːtər in lоː/</td>
</tr>
<tr>
<td>mother-in-law</td>
<td>yerno</td>
<td>/má:ter in lоː/</td>
</tr>
<tr>
<td>son-in-law</td>
<td>niera</td>
<td>/san in lоː/</td>
</tr>
<tr>
<td>daughter-in-law</td>
<td>cuñado</td>
<td>/dоːter in lоː/</td>
</tr>
<tr>
<td>brother-in-law</td>
<td>cuñada</td>
<td>/brʌðer in lоː/</td>
</tr>
<tr>
<td>sister-in-law</td>
<td>padrastro</td>
<td>/ˈsɪstə in lоː/</td>
</tr>
<tr>
<td>step-father</td>
<td>hijastro</td>
<td>/step fɑːtər/</td>
</tr>
<tr>
<td>step-mother</td>
<td>hijastra</td>
<td>/step má:ter/</td>
</tr>
<tr>
<td>step-son</td>
<td>hermanastro</td>
<td>/step san/</td>
</tr>
<tr>
<td>step-daughter</td>
<td>hermanastra</td>
<td>/step dоːter/</td>
</tr>
<tr>
<td>step-brother</td>
<td>padre adoptivo</td>
<td>/step brʌðer/</td>
</tr>
<tr>
<td>step-sister</td>
<td>madre adoptiva</td>
<td>/step sіster/</td>
</tr>
<tr>
<td>foster-father</td>
<td>padrino</td>
<td>/fɒstər fɑːtər/</td>
</tr>
<tr>
<td>foster-mother</td>
<td>madrina</td>
<td>/fɒstər má:ter/</td>
</tr>
<tr>
<td>god-father</td>
<td>madrina</td>
<td>/ɡɒd fɑːtər/</td>
</tr>
<tr>
<td>god-mother</td>
<td>madrina</td>
<td>/ɡɒd má:ter/</td>
</tr>
</tbody>
</table>

---

*A short course in English for adult students*
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. 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. There’s only 25 dollars. 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:

- **I have got /ai hav gót/** (yo tengo)
- **You have got /iú: hav gót/** (tú tienes)
- **He has got /hi: haz gót/** (él tiene)
- **She has got /shi: haz gót/** (ella tiene)
- **It has got /it haz gót/** (nos. tenemos)
- **We have got /wi: hav gót/** (uds. tienen)
- **They have got /!ei hav gót/** (ellos tienen)
- **I’ve got /aiv gót/** (y tengo)
- **You’ve got /iú:v gót/** (tienes)
- **He’s got /hi:z gót/** (tiene)
- **She’s got /shi:z gót/** (tiene)
- **It’s got /its gót/** (tiene)
- **We’ve got /wi:v gót/** (tenemos)
- **They’ve got /!eiv gót/** (tienen)

**Escuche, lea y aprenda:**

- **I have got a car. /ai hav gót e ká:r/ I’ve got a car /aiv gót e ká:r/** (Yo tengo un auto)
- **Peter has got many friends. /pi:ter haz gót méni fréndz/ Peter’s got many friends. /pi:terz gót/** (Peter tiene muchos amigos)
- **They have got a big house. /!ei hav gót e big háus/ They’ve got a big house. /!eiv gót/** (Ellos tienen una casa grande)
- **My dog has got long ears. /mai dóg haz gót loŋ larz/ My dog’s got long ears. /mai dógz gót/** (Mi perro tiene orejas largas)
- **The rooms have got central heating. /!e rú:mz hav gót séntral hí:tiŋ/ (Las habitaciones tienen calefacción central)

En la forma negativa se usa HAVE NOT GOT y HAS NOT GOT. Normalmente se usan las contracciones HAVEN´T GOT /hævent got/ y HASN´T GOT /hæzent got/

**Escuche, lea y aprenda:**

- **I have not got a car. /ai hav not gót.../**
- **Peter has not got many friends. /pi:ter haz not gót.../**
- **They have not got a big house. /!ei hav not gót.../**
- **My dog has not got long ears. /mai dóg haz not gót.../**
- **The rooms have not got central heating. /!e rú:mz hav not gó t.../**

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

**Escuche, lea y aprenda:**

- **Have you got a car? /hav iú gót.../**
- **Has Peter got many friends? /haz pi:ter gót.../**
- **Have they got a big house? /hav ñei gót.../**
- **Has the dog got long ears? /haz ñei dóg gót.../**
- **Have the rooms got a TV? /hav ñei ru:mz gót.../**
- **How much money have you got?**
- **How many brothers and sisters has Bob got?**

Yes, I have. / No, I haven’t.
Yes, he’s got a lot. (of friends)
No, they haven’t. They’ve got a small one.
Yes, it has. It’s got very long ones. (ones = ears)
No, they haven’t got one. But they’ve got a radio.
I’ve got very little (money). I’ve only got 5 dollars.
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.
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.
   She hasn’t got blue eyes and black hair.
2. They’ve got a lot of friends there.
   They haven’t got a lot of friends there.
3. My father’s got a modern car.
   My father hasn’t got a modern car.
4. Bob’s got a big family.
   Bob hasn’t got a big family.
5. We’ve got a small classroom.
   We haven’t got a small classroom.
6. I’ve got some cigarettes.
   I haven’t got any cigarettes.
7. Nancy’s got a computer.
   Nancy hasn’t got a computer.
8. The house has got a garden.
   The house hasn’t got a garden.
9. My friends have got a telephone.
   My friends haven’t got a telephone.
10. The students have got some experience.
    The students haven’t got any experience.

Ex. 3 Change into the interrogative form:

1. You’ve got many things to do today.
   How many things have you got to do today?
2. Bob’s got some money.
   How much money has Bob got?
3. You’ve got a lighter.
   Have you got a lighter?
4. They’ve got our telephone number.
   Have you got our telephone number?
5. Bob’s got our address.
   Have you got our address?
6. Bob’s sister has got a car.
   Has Bob’s sister got a car?
7. They’ve got a big family.
   How big is their family?
8. The boy has got black shoes.
   What color are the boy’s shoes?
9. You’ve got your passport here.
   Have you got your passport here?
10. The students have got a new instructor.
    Have the students got a new instructor?

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

1. They’ve got two cars.
   How many cars have they got?
2. I’ve got three children.
   How many children have you got?
3. A car has got four wheels.
   How many wheels has a car got?
4. Bob’s got five dollars.
   How much money has Bob got?
5. The flat has got two bathrooms.
   How many bathrooms has the flat got?
6. We’ve got 2 bottles of milk.
   How many bottles of milk have you got?
7. They’ve got very little free time.
   How much free time have they got?

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?
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 /tɔːl/ 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 (nouns) actúan (noun) como adjetivos (adj) cuando preceden a otro sustantivo. En estos casos no deben pluralizarse (porque los adjetivos nunca se pluralizan!).

| An apple (noun) | An apple (adj) tree | Three apple (adj) trees |
| A dollar (noun) | A one-dollar (adj) bill | A five-dollar (adj) bill |
| An exercise (noun) | One exercise (adj) book | Ten exercise (adj) books |
| A hotel (noun) | A hotel (adj) manager | Two hotel (adj) 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. /ðɪz ɪz ə buk/ (Este es un libro). That’s a girl. /ðæts ə dʒɜːl/ (Esa es una niña). There’s a car in the street. /ðeərз ə kɑːr ɪn ði strɪt/ (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. /ðɪz ɪz ən ˈæpl/ (Esta es una manzana). That’s an orange. /ðæts ən ˈɔrɪndʒ/ (Esa es una naranja). This is an old car. /ðɪz ɪz ən ˈəʊld kɑːr/ (Este es un auto viejo). He is an honest man. /hiː iz ən ˈɒnɪst mæn/ (El es un hombre honrado).

La letra y se considera vocal en palabras como umbrella /ˈʌmbraɪlə/, pero también se pronuncia como una semi-consonante en palabras como uniform /ˈjuːnɪfɔːrm/. Por lo tanto se debe decidir: This is an umbrella. /ðɪz ɪz ən ˈʌmbraɪlə/ (Este es un paraguas) y This is a uniform. /ðɪz ɪz ə ˈjuːnɪfɔːrm/ (Este es un uniforme). Hay palabras que comienzan con una letra g pronunciada como /g/ en el caso de ser considerada como semi-consonante. Compare: This is an orange. /ðɪz ɪz ən ˈɔrɪndʒ/ (Esta es una naranja). This is a one-way ticket. /ðɪz ɪz ə wʌn weɪ ˈtɪkɪt/ (Este es un boleto de ida).

El artículo indefinido a/an no tiene plural. Ej. This is a house. /ðɪz ɪz ə ˈhɔʊs/ (Esta es una casa). These are houses. /ðɪz æz əz ˈhɔʊzəz/ (Estas son casas). That is a tree. /ðæt ɪz ə ˈtriː/ (Ése es un árbol). Those are trees. /ðəʊz æz əz ˈtriːz/ (Esos son árboles). That’s an animal. /ðæts ən ˈænɪml/ (Ese es un animal). Those are animals. /ðəʊz æz əz ˈænɪmlz/ (Esos son animales).

Debido a que a / an no tiene una forma para el plural, en su lugar se usan normalmente palabras como SOME / sʌm/ (algunos/as), SEVERAL /sɛvərəl/ (varios/as) or MANY /ˈmeni/ (muchos/as).

<table>
<thead>
<tr>
<th>Ejemplo.</th>
<th>There is a tree in the garden</th>
<th>There are trees in the garden</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There are some trees in the garden</td>
<td>There are several trees in the garden</td>
</tr>
<tr>
<td></td>
<td>There are many trees in the garden</td>
<td></td>
</tr>
</tbody>
</table>

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)
Ex. 1. Use the indefinite articles A or AN

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

Ex. 1. Use the indefinite articles A or AN

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

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 be 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:

<table>
<thead>
<tr>
<th>o’clock /ɒklók/</th>
<th>quarter past /ˈkwɔːtər pá:st/</th>
<th>half past /ˈhɑːf pá:st/</th>
<th>quarter to /ˈkwɔːtər tu:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>01:00 It’s one o’clock</td>
<td>05:00 It’s five o’clock</td>
<td>07:15 It’s quarter past seven</td>
<td>10:15 It’s quarter past ten</td>
</tr>
<tr>
<td>06:30 It’s half past six</td>
<td>12:30 It’s half past twelve</td>
<td>09:45 It’s quarter to ten</td>
<td>03:45 It’s quarter to four</td>
</tr>
</tbody>
</table>

past /ˈpɑːst/ to /tʊ:/ minutes past /ˈmɪnɪts pá:st/ minutes to /ˈmɪnɪts 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 |

midday /ˈmɪddeɪ/ mediodía noon /nu:n/ mediodía midnight /ˈmɪdnait/ medianoche

a.m. /ˈeɪ ɛm/ p.m. /ˈpiː ɛm/

in the morning /ɪn ði ˈmɔːrəm/ (en la mañana, hasta las 12:00)
in the afternoon /ɪn ði əˈʃɑːrnəm/ (en la tarde, de 13:00 - 17:00)
in the evening /ɪn ði ˈɛvərnɪŋ/ (en la tarde / noche, de 18:00 - 21:00)
at night /æt nɑːt/ (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. /ˈeɪ ɛm/ | It’s five o’clock in the morning |
| 04:00 p.m. It’s four o’clock p.m. /ˈpiː ɛm/ | It’s four o’clock in the afternoon |
| 07:00 p.m. It’s seven o’clock p.m. /ˈpiː ɛm/ | It’s seven o’clock in the evening |
| 10:00 p.m. It’s ten o’clock p.m. /ˈpiː ɛm/ | 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 |
Ex. 2. Write down the times and read:

What time is it? / What’s the time?  It’s 8 o’clock

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09:00</td>
</tr>
<tr>
<td>2</td>
<td>08:50</td>
</tr>
<tr>
<td>3</td>
<td>03:30</td>
</tr>
<tr>
<td>4</td>
<td>11:45</td>
</tr>
<tr>
<td>5</td>
<td>01:15</td>
</tr>
<tr>
<td>6</td>
<td>09:05</td>
</tr>
<tr>
<td>7</td>
<td>10:14</td>
</tr>
<tr>
<td>8</td>
<td>24:00</td>
</tr>
<tr>
<td>9</td>
<td>02:57</td>
</tr>
<tr>
<td>10</td>
<td>08:00 a.m.</td>
</tr>
<tr>
<td>11</td>
<td>04:00 p.m.</td>
</tr>
<tr>
<td>12</td>
<td>11:00 p.m.</td>
</tr>
<tr>
<td>13</td>
<td>03:25</td>
</tr>
<tr>
<td>14</td>
<td>12:00</td>
</tr>
<tr>
<td>15</td>
<td>03:20</td>
</tr>
<tr>
<td>16</td>
<td>10:05</td>
</tr>
<tr>
<td>17</td>
<td>01:45</td>
</tr>
<tr>
<td>18</td>
<td>11:30</td>
</tr>
<tr>
<td>19</td>
<td>05:25</td>
</tr>
<tr>
<td>20</td>
<td>08:15</td>
</tr>
<tr>
<td>21</td>
<td>04:35</td>
</tr>
<tr>
<td>22</td>
<td>01:38</td>
</tr>
<tr>
<td>23</td>
<td>10:18</td>
</tr>
<tr>
<td>24</td>
<td>09:00</td>
</tr>
</tbody>
</table>
### BASIC VOCABULARY: Study these words

#### ADJECTIVES (Adjetivos)

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>angry</td>
<td>airado, enojado</td>
</tr>
<tr>
<td>bad</td>
<td>malo</td>
</tr>
<tr>
<td>big</td>
<td>grande</td>
</tr>
<tr>
<td>blunt</td>
<td>romo, sin punta</td>
</tr>
<tr>
<td>bright</td>
<td>brillante</td>
</tr>
<tr>
<td>busy</td>
<td>ocupado</td>
</tr>
<tr>
<td>clear</td>
<td>claro</td>
</tr>
<tr>
<td>cold</td>
<td>frío, helado</td>
</tr>
<tr>
<td>comfortable</td>
<td>cómodo</td>
</tr>
<tr>
<td>cool</td>
<td>fresco</td>
</tr>
<tr>
<td>curved</td>
<td>curvo</td>
</tr>
<tr>
<td>cheap</td>
<td>barato</td>
</tr>
<tr>
<td>dear</td>
<td>oscuro</td>
</tr>
<tr>
<td>deep</td>
<td>caro, apreciado</td>
</tr>
<tr>
<td>difficult</td>
<td>profundo</td>
</tr>
<tr>
<td>dull</td>
<td>difícil</td>
</tr>
<tr>
<td>early</td>
<td>opaco, fome</td>
</tr>
<tr>
<td>easy</td>
<td>temprano, precursor</td>
</tr>
<tr>
<td>empty</td>
<td>fácil</td>
</tr>
<tr>
<td>even</td>
<td>vacío</td>
</tr>
<tr>
<td>expensive</td>
<td>parejo, par (números)</td>
</tr>
<tr>
<td>fast</td>
<td>caro</td>
</tr>
<tr>
<td>fat</td>
<td>rápido, fijo, firme</td>
</tr>
<tr>
<td>foolish</td>
<td>gordo</td>
</tr>
<tr>
<td>free</td>
<td>tonto, leso</td>
</tr>
<tr>
<td>full</td>
<td>libre, gratis</td>
</tr>
<tr>
<td>good</td>
<td>lleno, completo</td>
</tr>
<tr>
<td>happy</td>
<td>bueno</td>
</tr>
<tr>
<td>hard</td>
<td>feliz</td>
</tr>
<tr>
<td>hard-working</td>
<td>duro, difícil</td>
</tr>
<tr>
<td>healthy</td>
<td>esforzado</td>
</tr>
<tr>
<td>heavy</td>
<td>saludable, sano</td>
</tr>
<tr>
<td>high</td>
<td>pesado, intenso</td>
</tr>
<tr>
<td>hot</td>
<td>alto</td>
</tr>
<tr>
<td>huge</td>
<td>caliente</td>
</tr>
<tr>
<td>hungry</td>
<td>enorme</td>
</tr>
<tr>
<td>ill, sick</td>
<td>hambriento</td>
</tr>
<tr>
<td>interesting</td>
<td>enfermo, indisputado</td>
</tr>
<tr>
<td>large</td>
<td>interesante</td>
</tr>
<tr>
<td></td>
<td>grande</td>
</tr>
</tbody>
</table>

### COLOURS (Colores)

What colour is the car? It’s white.
What colours is the Chilean flag? It’s blue, white and red.

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
<td>negro</td>
</tr>
<tr>
<td>white</td>
<td>blanco</td>
</tr>
<tr>
<td>green</td>
<td>verde</td>
</tr>
<tr>
<td>blue</td>
<td>azul</td>
</tr>
<tr>
<td>red</td>
<td>rojo</td>
</tr>
<tr>
<td>brown</td>
<td>café</td>
</tr>
<tr>
<td>yellow</td>
<td>amarillo</td>
</tr>
<tr>
<td>orange</td>
<td>anaranjado</td>
</tr>
<tr>
<td>gray, grey</td>
<td>gris, plomo</td>
</tr>
<tr>
<td>purple</td>
<td>morado</td>
</tr>
<tr>
<td>pink</td>
<td>rosado</td>
</tr>
<tr>
<td>dark blue</td>
<td>azul oscuro</td>
</tr>
<tr>
<td>light blue</td>
<td>azul claro, celeste</td>
</tr>
</tbody>
</table>
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. 5. (open answers)

Part II.

B.


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 textbooks... 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
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 sufiijo se pronuncia /-iŋ/ . 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:
- to speak /spi:k/ (hablar) speaking /spiːkɪŋ/ (hablando)
- to eat /i:t/ (comer) eating /ˈtiŋ/ (comiendo)
- to work /weːrk/ (trabajar) working /ˈwɜːrkɪŋ/ (trabajando)

Grupo B: Si el infinitivo termina en -e muda, esta letra se omite al formar en gerundio:
- to live /liv/ (vivir) living /ˈlɪvɪŋ/ (viviendo)
- to write /ˈrait/ (escribir) writing /ˈrɑːtɪŋ/ (escribiendo)

Grupo C: Si el infinitivo está formado por consonante+vocal+consonante o cons. + cons. + vocal + cons., la última consonante debe ser duplicada:
- To sit /sɪt/ (sentarse) sitting /ˈsɪtɪŋ/ (sentándose)
- To cut /kʌt/ (cortar) cutting /ˈkʌtɪŋ/ (cortando)
- To stop /stɒp/ (detener,parar) stopping /ˈstɒpɪŋ/ (deteniendo, parando)
- To swim /suɪm/ (nadar) swimming /suɪmɪŋ/ (nadando)

EL TIEMPO PRESENTE CONTINUO O PROGRESIVO.

El tiempo Presente Continuo o Progresivo está formado por el Presente del verbo TO BE (AM/IS/ARE) más un GERUNDIO de un verbo principal y se usa para expresar acciones que se están realizando NOW /ˈnɔː/ (ahora) o AT THIS TIME /ˌɑt ðɪz tɪm/ (a esta hora), AT THE MOMENT /ˌət ðə məˈment/ (en este momento), AT PRESENT /ˌɑt ˈprɛzənt/ (en estos días, actualmente), TEMPORARILY /ˈtempərərɪli/ (temporalmente), FOR THE TIME BEING /fɔr ðə tʌɪm bɪˈɪŋ/ (mientras tanto, transitoriamente).

Escuche, lea y aprenda:

They’re living in New York at present. /ˈðɛːr lɪvɪŋ in niu ˈɪərk ət prɪˈsent/ (Ellos están viviendo en N.Y. en la actualidad).
Mary’s working in Room 10 now. /ˈmɛriz ˈwɜːrkɪŋ in rʊm ˈten ˈnɔː/ (Mary está trabajando en la Oft.10 ahora)
Herbert’s having lunch at the moment. /ˈhɜːrbərts ˈhævɪŋ ˈlʌntʃ ət ðə ˈməʊmənt/ (Herbert está almorrzando en este momento)
For the time being, I’m living with my brother John. /fɔr ðə tʌɪm bɪˈɪŋ ˈwɪð mi bɹðər dɪˈlʌŋ/ (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 are not living in New York at present. They’re not living in New York at present.
They aren’t living in New York at present.
Mary is not working in Room 10 now. Mary’s not working in Room 10 now.
Mary isn’t working in Room 10 now.
For the time being, I am not living with my brother John. I’m not living 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?

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.

La pregunta más frecuente en este tiempo verbal es:

WHAT ARE YOU DOING? /wɒt ar ɪː duː ɪŋ/  (¿qué estás haciendo?)

EXERCISES

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

<table>
<thead>
<tr>
<th>INFINITIVE</th>
<th>GERUND</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>To answer /ænˈser/</td>
<td>answering /ænˈserɪŋ/</td>
<td>responder/respondiendo</td>
</tr>
<tr>
<td>To arrive /ərˈæv/</td>
<td>arriving /ərˈævɪŋ/</td>
<td>llegar/llegando</td>
</tr>
<tr>
<td>To ask /ɑːsk/</td>
<td>asking /ɑːskɪŋ/</td>
<td>preguntar/preguntando</td>
</tr>
<tr>
<td>To ask for /ɑːsk fɔːr/</td>
<td>asking for /ɑːsk fɔːr/</td>
<td>pedir/pidiendo, solicitar/solicitando</td>
</tr>
<tr>
<td>To buy /bʌɪ/</td>
<td>buying /bʌɪŋ/</td>
<td>comprar/comprando</td>
</tr>
<tr>
<td>To close /kloʊz/</td>
<td>closing /kloʊzɪŋ/</td>
<td>cerrar/cerrando</td>
</tr>
<tr>
<td>To come /kʌm/</td>
<td>coming /kʌmɪŋ/</td>
<td>venir/viniendo</td>
</tr>
<tr>
<td>To cut /kʌt/</td>
<td>cutting /kʌtɪŋ/</td>
<td>cortar/cortando</td>
</tr>
<tr>
<td>To do /dəʊ/</td>
<td>doing /dəʊɪŋ/</td>
<td>hacer/haciendo (actividades)</td>
</tr>
<tr>
<td>To drink /drɪŋk/</td>
<td>drinking /drɪŋkɪŋ/</td>
<td>beber/bebiendo</td>
</tr>
<tr>
<td>To drive /drɪv/</td>
<td>driving /drɪvɪŋ/</td>
<td>conducir/conduciendo</td>
</tr>
<tr>
<td>To dry /draɪ/</td>
<td>drying /draɪŋ/</td>
<td>secar/secando</td>
</tr>
<tr>
<td>To eat /iːt/</td>
<td>eating /ɪtɪŋ/</td>
<td>comer/comiendo</td>
</tr>
<tr>
<td>To finish /ˈfɪnɪʃ/</td>
<td>finishing /ˈfɪnɪʃɪŋ/</td>
<td>terminar/terminando</td>
</tr>
<tr>
<td>To fix /fɪks/</td>
<td>fixing /fɪksɪŋ/</td>
<td>reparar/reparando; arreglar/arreglando; fijar/fijando</td>
</tr>
<tr>
<td>To give /ɡɪv/</td>
<td>giving /ɡɪvɪŋ/</td>
<td>dar/dando</td>
</tr>
<tr>
<td>To go /ɡoʊ/</td>
<td>going /ɡoʊɪŋ/</td>
<td>ir/yendo</td>
</tr>
<tr>
<td>To help /hɛlp/</td>
<td>helping /hɛlpɪŋ/</td>
<td>ayudar/ayudando</td>
</tr>
<tr>
<td>To invite /ɪnˈvɪt/</td>
<td>inviting /ɪnˈvɪtɪŋ/</td>
<td>invitar/invitando</td>
</tr>
<tr>
<td>To learn /lɜːn/</td>
<td>learning /lɜːnɪŋ/</td>
<td>aprender/aprendiendo</td>
</tr>
<tr>
<td>To leave /liːv/</td>
<td>leaving /liːvɪŋ/</td>
<td>partir/partiendo; dejar/dejando</td>
</tr>
<tr>
<td>To listen to /ˈlɪs tʊ/</td>
<td>listening to /ˈlɪs tʊŋ tu/</td>
<td>escuchar/escuchando</td>
</tr>
<tr>
<td>To live /lɪv/</td>
<td>living /lɪvɪŋ/</td>
<td>vivir, viviendo</td>
</tr>
<tr>
<td>To look at /ˈlʊk at/</td>
<td>looking at /ˈlʊkɪŋ at/</td>
<td>mirar/mirando</td>
</tr>
<tr>
<td>To make /meɪk/</td>
<td>making /meɪkɪŋ/</td>
<td>hacer/haciendo</td>
</tr>
<tr>
<td>To open /ˈoupən/</td>
<td>opening /ˈoupənɪŋ/</td>
<td>abrir/abriendo</td>
</tr>
<tr>
<td>To pay /peɪ/</td>
<td>paying /peɪɪŋ/</td>
<td>pagar/pagando</td>
</tr>
<tr>
<td>To play /pleɪ/</td>
<td>playing /pleɪɪŋ/</td>
<td>jugar/jugando; tocar/tocando (un instr.)</td>
</tr>
<tr>
<td>To put /pʊt/</td>
<td>putting /pʊtɪŋ/</td>
<td>poner/poniendo</td>
</tr>
<tr>
<td>To read /rɛd/</td>
<td>reading /rɛdɪŋ/</td>
<td>leer/leyendo</td>
</tr>
<tr>
<td>To receive /ˈrɪʃəv/</td>
<td>receiving /ˈrɪʃəvɪŋ/</td>
<td>recibir/recibiendo</td>
</tr>
</tbody>
</table>
Ex. 2. Escuche, lea y aprenda estas actividades frecuentes:

<table>
<thead>
<tr>
<th>Activity</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting up</td>
<td>/gɛ'tɪŋ ap/</td>
<td>levantándose</td>
</tr>
<tr>
<td>Having a bath/a shower</td>
<td>/hævɪŋ ə bæθ/</td>
<td>tomando un baño/una ducha</td>
</tr>
<tr>
<td>Getting dressed</td>
<td>/'gelɪd drest/</td>
<td>vistiendo</td>
</tr>
<tr>
<td>Having breakfast/lunch/dinner</td>
<td>/hævɪŋ b्रɛkʃənt/lʌntʃ/dɪnər/</td>
<td>desayunando/almorzando/cenando</td>
</tr>
<tr>
<td>Going home/to work/to the office</td>
<td>/'ɡoʊɪŋ hʊm/</td>
<td>yendo a casa/al trabajo/a la oficina</td>
</tr>
<tr>
<td>Driving home/to work/to the office</td>
<td>/'draɪvɪŋ hʊm/</td>
<td>yendo en auto a casa/trabajo/of.</td>
</tr>
<tr>
<td>Reading letters/the newspaper</td>
<td>/rɪ'澧dɪŋ lɛtəz/</td>
<td>leyendo cartas/el diario</td>
</tr>
<tr>
<td>Working in the office</td>
<td>/'wɜːrɪŋ ɪn /</td>
<td>trabajando en la oficina</td>
</tr>
<tr>
<td>Talking with friends</td>
<td>/tɑːkɪŋ wɪð frɛntdz/</td>
<td>conversando con amigos</td>
</tr>
<tr>
<td>Leaving the office</td>
<td>/'lɪvɪŋ ɪ n /</td>
<td>saliendo de la oficina</td>
</tr>
<tr>
<td>Doing the shopping</td>
<td>/dʊŋz də ʃəpɪŋ/</td>
<td>haciendo las compras</td>
</tr>
<tr>
<td>Buying the paper/cigarettes</td>
<td>/ˈbæɪɪŋ də pɛˈpər/</td>
<td>comprando el diario/cigarillos</td>
</tr>
<tr>
<td>Watching TV</td>
<td>/'wɒtʃɪŋ tɪ v/</td>
<td>mirando TV</td>
</tr>
<tr>
<td>Listening to the news/to the radio</td>
<td>/'lɪsɪŋ tu ə niːz/</td>
<td>escuchando las noticias/la radio</td>
</tr>
<tr>
<td>Writing to a friend</td>
<td>/'rætɪŋ tu ə frɛnt/</td>
<td>escribiendo a un/a amigo/a</td>
</tr>
<tr>
<td>Calling up a friend</td>
<td>/'kɔliŋ ə pə frɛnt/</td>
<td>llamando a un/a amigo/a (por fono)</td>
</tr>
<tr>
<td>Playing cards/soccer</td>
<td>/'pleɪɪŋ kɑrdz/</td>
<td>jugando cartas/football</td>
</tr>
<tr>
<td>Walking to the park</td>
<td>/'wɔrklɪŋ tu ə pɑrk/</td>
<td>caminando al parque</td>
</tr>
<tr>
<td>Running across the park</td>
<td>/ˈrænɪŋ əkrɒs ə pɑrk/</td>
<td>corriendo a través del parque</td>
</tr>
<tr>
<td>Doing exercise</td>
<td>/ˈdʊɪŋ əksərəs/</td>
<td>haciendo ejercicio (gimnasia)</td>
</tr>
<tr>
<td>Visiting a museum</td>
<td>/'vɪzɪtɪŋ ə miˈjuːziəm/</td>
<td>visitando un museo</td>
</tr>
<tr>
<td>Studying for a test</td>
<td>/ˈstədɪŋ for ə tɛst/</td>
<td>estudiando para una prueba</td>
</tr>
<tr>
<td>Washing the car</td>
<td>/wɒʃɪŋ ə kɑr/</td>
<td>lavando el auto</td>
</tr>
<tr>
<td>Cleaning the house</td>
<td>/ˈkliːnɪŋ ə hɔʊs/</td>
<td>limpiando la casa</td>
</tr>
<tr>
<td>Making the bed</td>
<td>/ˈmeɪkɪŋ ə bɛd/</td>
<td>haciendo la cama</td>
</tr>
<tr>
<td>Tidying up the room</td>
<td>/ˈtɪdaɪŋ ə pər ə rʊm/</td>
<td>ordenando el cuarto</td>
</tr>
<tr>
<td>Cooking a meal</td>
<td>/ˈkʊkɪŋ ə miːl/</td>
<td>cocinando una comida</td>
</tr>
<tr>
<td>Preparing some drinks</td>
<td>/prɪˈpɛərɪŋ səm drɪŋks/</td>
<td>preparando algunos tragos</td>
</tr>
<tr>
<td>Going to bed</td>
<td>/ˈɡoʊɪŋ tu ˈbɛd/</td>
<td>acostándose</td>
</tr>
</tbody>
</table>
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
   a) The children ________________ watching TV.
   b) Are the children ________________ watching TV?
2. John’s having breakfast now.
   a) John’s ________________ having breakfast now.
   b) Is John ________________ having breakfast now?
3. Bill’s answering the phone.
   a) Bill’s ________________ answering the phone.
   b) Is Bill ________________ answering the phone?
4. I’m helping John with the work
   a) I’m ________________ helping John with the work.
   b) Are you ________________ helping John with the work?
5. The girl’s washing the dishes.
   a) The girl’s ________________ washing the dishes.
   b) Is the girl ________________ washing the dishes?
6. The cadet’s sleeping in class.
   a) The cadet’s ________________ sleeping in class.
   b) Is the cadet ________________ sleeping in class?
7. It’s raining very hard now.
   a) It’s ________________ raining very hard now.
   b) Is it ________________ raining very hard now?
8. The students are writing a composition.
   a) The students ________________ writing a composition.
   b) Are the students ________________ writing a composition?
9. You’re doing the exercise correctly.
   a) You’re ________________ doing the exercise correctly.
   b) Are you ________________ doing the exercise correctly?
10. The dog’s drinking milk.
    a) The dog’s ________________ drinking milk.
    b) Is the dog ________________ drinking milk?
11. The boy’s singing an English song.
    a) The boy’s ________________ singing an English song.
    b) Is the boy ________________ singing an English song?
12. We’re making a lot of progress.
    a) We’re ________________ making a lot of progress.
    b) Are you ________________ making a lot of progress?

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

1. Mary’s eating an apple now.
   a) What ________________ Mary eating now?
2. John and his friends are watching TV.
   a) What ________________ John and his friends doing now?
3. They’re living in Bristol at present.
   a) Where ________________ they ________________ now?
4. I’m answering a letter.
   a) What ________________ you ________________ now?
5. The students are reading a story.
   a) What ________________ the students ________________ now?
6. George is travelling by plane.
   a) Where ________________ George ________________ now?
7. He isn’t working because it’s Sunday.
   a) Why ________________ he ________________ now?
8. Billy’s wearing the new sweater.
   a) What ________________ Billy ________________ now?
9. I’m singing because I’m happy.
   a) Why ________________ you ________________ now?
10. The men are running now.
    a) What ________________ the men ________________ now?
11. I’m trying to open the window.
    a) What ________________ you ________________ now?
12. They’re looking at the horses.
    a) What ________________ they ________________ now?
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 /dæi/ día  week /ˈwi:k/ semana  month /ˈmænθ/ mes  year /ˈjər/ año  season /ˈsiːzn/ estación

There are 365 days /dæiz/ in a year. There are 52 weeks /ˈwiːks/ in a year /ˈjər/
There are twelve months /ˈmænθz/ in a year. The months of the year are:

- January /ˈdʒenəriər/ Enero
- February /ˈfɛbruər/ Febrero
- March /mɑrˈθ/ Marzo
- April /ˈæprl/ Abril
- May /meɪ/ Mayo
- June /dʒuːn/ Junio
- July /ˈdʒuːlɪ/ Julio
- August /ˈɔːɡst/ Agosto
- September /səptˈɛmər/ Septiembre
- October /ɔkˈtʊbər/ Octubre
- November /nəʊvəˈmɛr/ Noviembre
- December /dɪsəmər/ Diciembre

There are four seasons /ˈsɪznz/ in a year: Winter /ˈwɪntər/ Invierno, Spring /ˈspriŋ/ Primavera, Summer /ˈsʌmər/ Verano, and Autumn /ˈɔtəm/ (or Fall /ˈfɔl/) Otoño

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

- Monday /ˈmændi/ Lunes
- Tuesday /ˈtjuːzdi/ Martes
- Wednesday /ˈwenzdi/ Miércoles
- Thursday /ˈθɜːrzd/ Jueves
- Friday /ˈfrɛidi/ Viernes
- Saturday /ˈsætərdi/ Sábado
- Sunday /ˈsændi/ Domingo

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 (septimo) 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. First /ˈfɜːrst/ 11th Eleventh /ˈɛlɪvnθ/ 21st Twenty-first /ˈtwentɪ fɜːrst/
- 2nd Second /ˈsɛkənd/ 12th Twelfth /ˈtwɛlθ/ 22nd Twenty-second /ˈtwentɪ sɛkənd/
- 3rd Third /ˈθɜːrd/ 13th Thirteenth /ˈθɜːrtnθ/ 23rd Twenty-third /ˈtwentɪ θɜːrd/
- 4th Fourth /ˈfɔːrtiθ/ 14th Fourteenth /ˈfɔːrtiθ/ 24th Twenty-fourth /ˈtwentɪ fɔːrtiθ/
- 5th Fifth /fɪfθ/ 15th Fifteenth /ˈfɪftnθ/ 25th Twenty-fifth /ˈtwentɪ fɪfθ/
- 6th Sixth /sɪxθ/ 16th Sixteenth /ˈsɪksntiθ/ 26th Twenty-sixth /ˈtwentɪ sɪksθ/ 27th Twenty-seventh /ˈtwentɪ sɪvnθ/
- 7th Seventh /ˈsɛvθ/ 17th Seventeenth /ˈsevnθ/ 28th Twenty-eighth /ˈtwentɪ ˈɛtθ/ 29th Twenty-ninth /ˈtwentɪ nɪnθ/
- 8th Eighth /ˈeɪθθ/ 18th Eighteenth /ˈeɪtθ/ 30th Thirtieth /ˈθɜːrtiθ/
- 9th Ninth /ˈnɪnθ/ 19th Nineteenth /ˈnɪntnθ/ 31st Thirty-first /ˈθɜːrty ˈfɜːrst/ 20th Twentieth /ˈtwentɪθ/ 21st Twenty-first /ˈtwentɪ fɜːrst/

Escuche, lea y aprenda

The date today is Wednesday the first of May, two thousand two /bɛ dɛlt tʊdɪ ɪz wɛnˈzdi bɛ fɜːrst ov méi tʊ. ðæuˈzænd tʊ/; o también, The date today is Wednesday, May the first, two thousand two /bɛ dɛlt tʊdɪ ɪz wɛnˈzdi méi ˈfɜːrst tʊ. ðæuˈzænd tʊ/ (La fecha de hoy es Miércoles primero de Mayo de 2002)

I was born on the fifteenth of August, nineteen seventy-five /ai wɔz bɔrn ən ˈdɛftɪnti ov ˈɔ:ɡst nӕntɪn sɛvnθ fɔːlv/; o también, I was born on August the fifteenth, nineteen seventy-five /ai wɔz bɔrn ən ˈɔ:ɡst ə ˈdɛftɪnti nӕntɪn sɛvnθ fɔːlv/ (Yo nací el 15 de Agosto de 1975).

Jane’s birthday is on the twenty-fifth of June /ˈdɪlənz bɛrˈfiːθi ɪz ən ˈbɛ tuˈɛnti fɪfθ ov dʒuːn/; o también, Jane’s birthday is on June the twenty-fifth /ˈdɪlənz bɛrˈfiːθi ɪz ən dʒuːn ə ˈbɛ tuˈɛnti fɪfθ/ (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
15. 06.03.2003

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

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>SPANISH</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old? /hāu ˈould/</td>
<td>¿Qué edad?</td>
<td>How old are you? I’m 21 years old</td>
</tr>
<tr>
<td>How tall? /hāu to:l/</td>
<td>¿Qué estatura?</td>
<td>How tall are you? I’m 1.70 meters tall</td>
</tr>
<tr>
<td>How far? /hāu fər/</td>
<td>¿Qué distancia?</td>
<td>How far is the airport? It’s about 20 km. away</td>
</tr>
<tr>
<td>How long? /hāu lɔŋ/</td>
<td>¿Qué longitud?</td>
<td>How long is the river? It’s 85 km. long.</td>
</tr>
<tr>
<td>How high? /hāu här/</td>
<td>¿Qué altura?</td>
<td>How high is that hill? It’s about 1,200 mt. high</td>
</tr>
<tr>
<td>How fast? /hāu fa:st/</td>
<td>¿Qué velocidad?</td>
<td>How fast is the train moving? At about 90 k/h</td>
</tr>
<tr>
<td>How deep? /hāu dɪ:p/</td>
<td>¿Qué profundidad?</td>
<td>How deep is the lake? It’s 120 mt. deep</td>
</tr>
<tr>
<td>How thick? /hāu ˈθɪk/</td>
<td>¿Qué espesor / grosor?</td>
<td>How thick is that wall? It’s about 40 cm. thick</td>
</tr>
<tr>
<td>How big...? /hāu bɪg?/</td>
<td>¿Cuán grande?</td>
<td>How big is the house? It has got five rooms</td>
</tr>
<tr>
<td>How well...? /hāuwel/</td>
<td>¿Cómo es / son...? (Descripción de cosas)</td>
<td>How well do you drive? I drive very well</td>
</tr>
<tr>
<td>What color? /ˈhwot kɔlər/</td>
<td>¿Qué color?</td>
<td>What color is the car? It’s light blue</td>
</tr>
<tr>
<td>What size? /ˈhwot sɑːiz/</td>
<td>¿Cuánto peso?</td>
<td>What size is this shirt? It’s extra large</td>
</tr>
<tr>
<td>What shape? /ˈhwot ʃeɪp/</td>
<td>¿Cómo es / son...? (Descripción de cosas)</td>
<td>What shape is a football? It’s round</td>
</tr>
</tbody>
</table>

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 = ¿Qué edad tiene Ud? Yo tengo 35

Ex. 1. Study these words:

Nouns
age /ˈedi/ edad
length /ˈlɛŋθ/ longitud
width /ˈwɪd/ anchura
thickness /ˈθɪknis/ grosor
distance /ˈdɪstəns/ distancia
speed /ˈspɪd/ velocidad
depth /ˈdɛpθ/ profundidad
height /ˈhaɪt/ estatura; altura
size /ˈsaɪz/ tamaño, talla
shape /ˈʃeɪp/ forma
weight /ˈwɛt/ peso

Adjectives
old /ˈould/ anciano, viejo;
new /ˈnuː/ nuevo
short /ˈʃɔrt/ corto
narrow /ˈnærəʊ/ angosto
thin /θɪn/ delgado
nearby /ˈnɪəbɛɪ/ cercano
slow /ˈsloʊ/ lento
shallow /ˈʃæləʊ/ poco profundo
light /ˈlaɪt/ claro
big /ˈbɪg/ grande
huge /ˈhuɡ/ enorme
square /ˈskwer/ cuadrado;
rectangular /rɛktəˈŋjʊlər/ rectangular, triangular /ˈtraɪæŋɡjʊlər/ triangular; oval /ˈoʊvəl/ ovalado

young /ˈjʌŋ/ joven
small /ˈsmɔːl/ pequeño;
tiny /ˈtɪni/ diminuto;
rectangular /rɛktəˈŋjʊlər/ rectangular, triangular /ˈtraɪæŋɡjʊlər/ triangular; oval /ˈoʊvəl/ ovalado
heavy /ˈheɪvi/ pesado;
dark /ˈdɑːk/ oscuro;
light /ˈlaɪt/ clara
Basic Vocabulary: Study these words:

**NUMERALS (Numerales)**

<table>
<thead>
<tr>
<th>CARDINAL NUMBERS (Números cardinales)</th>
<th>ORDINAL NUMBERS (Números ordinales)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 one /wan/</td>
<td>1st first /fɜːrst/</td>
</tr>
<tr>
<td>2 two /tuː/</td>
<td>2nd second /sɪknd/</td>
</tr>
<tr>
<td>3 three /θriː/</td>
<td>3rd third /θɜːrd/</td>
</tr>
<tr>
<td>4 four /fɔːr/</td>
<td>4th fourth /fɔːrθ/</td>
</tr>
<tr>
<td>5 five /faɪv/</td>
<td>5th fifth /fɪfθ/</td>
</tr>
<tr>
<td>6 six /sɪks/</td>
<td>6th sixth /sɪksθ/</td>
</tr>
<tr>
<td>7 seven /ˈsevn/</td>
<td>7th seventh /ˈsevθ/</td>
</tr>
<tr>
<td>8 eight /eɪt/</td>
<td>8th eighth /ˈeɪθ/</td>
</tr>
<tr>
<td>9 nine /nain/</td>
<td>9th ninth /ˈnɔːθ/</td>
</tr>
<tr>
<td>10 ten /ten/</td>
<td>10th tenth /ˈtentθ/</td>
</tr>
<tr>
<td>11 eleven /ɪlɪvŋ/</td>
<td>11th eleventh /ɪlɪvŋθ/</td>
</tr>
<tr>
<td>12 twelve /ˈtwɛl夫/</td>
<td>12th twelfth /ˈtwɛltθ/</td>
</tr>
<tr>
<td>13 thirteen /ˈθɜːtrɪŋ/</td>
<td>13th thirteenth /ˈθɜːtrɪŋθ/</td>
</tr>
<tr>
<td>14 fourteen /ˈfɔːrtʃən/</td>
<td>14th fourteenth /ˈfɔːrtʃənθ/</td>
</tr>
<tr>
<td>15 fifteen /ˈfɜːftɪn/</td>
<td>15th fifteenth /ˈfɜːftɪnθ/</td>
</tr>
<tr>
<td>16 sixteen /ˌsɪkstɪn/</td>
<td>16th sixteenth /ˌsɪkstɪntθ/</td>
</tr>
<tr>
<td>17 seventeen /ˌsɛvntɪn/</td>
<td>17th seventeenth /ˌsɛvntɪntθ/</td>
</tr>
<tr>
<td>18 eighteen /ˈeɪtiŋ/</td>
<td>18th eighteenth /ˈeɪtiŋθ/</td>
</tr>
<tr>
<td>19 nineteen /ˌneɪntɪn/</td>
<td>19th nineteenth /ˌneɪntɪntθ/</td>
</tr>
<tr>
<td>20 twenty /ˈtwɛntɪ/</td>
<td>20th twentieth /ˈtwɛntɪθ/</td>
</tr>
<tr>
<td>21 twenty-one /twentiː wʌn/</td>
<td>21st twenty-first /twentiː fɪrst/</td>
</tr>
<tr>
<td>22 twenty-two /twentiː tuː/</td>
<td>22nd twenty-second /twentiː sɪknd/</td>
</tr>
<tr>
<td>30 thirty /ˈθɜːti/</td>
<td>30th thirtieth /ˈθɜːrtiθ/</td>
</tr>
<tr>
<td>31 thirty-one /ˈθɜːrtɪ lʌn/</td>
<td>31st thirty-first /ˈθɜːrti fɪrst/</td>
</tr>
<tr>
<td>40 forty /ˈfɔːrti/</td>
<td>40th fortieth /ˈfɔːrtiθ/</td>
</tr>
<tr>
<td>50 fifty /ˈfɪfti/</td>
<td>50th fiftieth /ˈfɪftiθ/</td>
</tr>
<tr>
<td>60 sixty /ˈsɪks tiː/</td>
<td>60th sixtieth /ˈsɪks tiːθ/</td>
</tr>
<tr>
<td>70 seventy /ˈsɛvntɪ/</td>
<td>70th seventieth /ˈsɛvntɪθ/</td>
</tr>
<tr>
<td>80 eighty /ˈeɪti/</td>
<td>80th eightieth /ˈeɪtiθ/</td>
</tr>
<tr>
<td>90 ninety /ˈneɪnti/</td>
<td>90th ninetieth /ˈneɪntiθ/</td>
</tr>
<tr>
<td>100 one hundred /wʌn hʌndrəd/</td>
<td>100th one hundredth /wʌn hʌndrədθ/</td>
</tr>
<tr>
<td>1,000 one thousand /wʌn ˈθɜːzntɪ/</td>
<td>1,000th one thousandth /wʌn ˈθɜːzntɪθ/</td>
</tr>
<tr>
<td>1,000,000 one million /wʌn ˈmɪljən/</td>
<td>1,000,000th one millionth /wʌn ˈmɪljənθ/</td>
</tr>
</tbody>
</table>

**TIME AND DATES (Tiempo y Fechas)**

1. UNITS OF TIME (Unidades de tiempo)

second /sɪknd/  
minute /ˈmɪnɪt/  
hour /ˈaʊər/  
day /deɪ/  
week /wɪk/  
month /mænθ/  
season /ˈseɪzən/  
year /jɪər/  
century /ˈsɛntʃəri/  

2. DAYS OF THE WEEK (Días de la semana)

Monday /ˈmʌndi/  
Tuesday /ˈtʃɜːzdi/  
Wednesday /ˈwɛnzdi/  
Thursday /ˈθɜːzdi/  
Friday /frɪdi/  
Saturday /ˈsælərɪd/  
Sunday /ˈsʌnədi/  

Nota: En inglés, los días de la semana y los meses del año siempre se escriben con mayúsculas.
3. SEASONS OF THE YEAR (Estaciones del año)

- **summer** /sámer/  
  verano
- **winter** /winter/  
  invierno
- **autumn** /fɔ:l/  
  otoño
- **spring** /sprɪŋ/  
  primavera

4. MONTHS OF THE YEAR (Meses del año)

- **January** /dɪˈliːnjuəri/  
  Enero
- **February** /fɛbruəri/  
  Febrero
- **March** /mɑːrtʃ/  
  Marzo
- **April** /eɪˈprɪl/  
  Abril
- **May** /meɪ/  
  Mayo
- **June** /djuːn/  
  Junio
- **July** /dʒuːli/  
  Julio
- **August** /ɔːˈɡast/  
  Agosto
- **September** /sɛptəmber/  
  Septiembre
- **October** /ɒkˈtəubər/  
  Octubre
- **November** /nəʊvəmbruər/  
  Noviembre
- **December** /dɪˈzmbruər/  
  Diciembre

5. DATES (Fechas)

Today is Monday, 2nd May, 2001 (the second of May, two thousand one)

He was born on January 26th, 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...? 12. We aren’t making much... / Are we making much...?


Ex. 6. 1. Hans: are - going  Hans: am going / are - driving  Bob: are fixing  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. 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
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 /ˈevri/ como every day /ˈevri deɪ/ (todos los días), every morning /ˈevri mərni/ (todas las mañanas), every weekend /ˈevri wɛkənd/ (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 /ˈɔlviz/ (siempre), generally /ˈdʒenərəli/ (generalmente), usually /ˈʃuəli/ (usualmente), often /ˈɒfn/ (a menudo), sometimes /ˈsʌmtaɪmz/ (a veces), rarely /ˈrɛərli/ (rara vez), seldom /ˈsɛml/ (raramente), hardly ever /ˈhɑrli ˈevər/ (casi nunca), never /ˈnɪvər/ (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 formados por once /ˈwʌns/ (una vez), twice /twʌs/ (dos veces), three times /ˈθriː tɜːmaɪz/ (tres veces), several times /ˈsɛrvəl tɜːmaɪz/ (varias veces), many times /ˈmeni tɜːmaɪz/ (muchas veces), etc., seguidas de las frases a day /ə deɪ/ (al día), a week /ə wɛk/ (a la semana), a month /ə mʌnθ/ (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 tóctico). 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. /aɪ spik ˈspænɪʃ ˈeɪvri deɪ/ (Yo hablo español todos los días)
We go to the beach every summer. /wiː ˈɡʊ tə ˈbiːtʃ ˈeɪvri ˈsʌmər/ (Nos vamos a la playa todos los veranos)
I often see Mary at the club. /aɪ ˈəʊfn siː məri ət ði klaub/ (Yo a menudo veo a Mary en el club)
They always come here on Saturday. /ðiˈelɪz ˈkʌm hɪr ɒn sætərdi/ (Ellos siempre vienen acá los sábados)
The students play soccer once a week. /θiː stjuːdnts plɛɪ ˈsɒkər ˈwʌns æ wɛk/ (Los alumnos juegan fútbol una vez a la semana)

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. /hiː spiks ˈspænɪʃ ənd ˈɛŋglɪʃ wɛl/ (El habla español e inglés bien)
The secretary answers the telephone. /ˈsekrətri ˈɛnɜrz ði ˈteɪlfəun/ (La secretaria contesta el teléfono)
The bus stops here. /ðə bʌs stɒps hɪr/ (El bus para aquí)
Bob washes the car on Saturday. /bɒb wɒʃiz ðə kɑːr ɒn sætərdi/ (Bob lava el auto los sábados) *
My wife watches TV in the evening. /maɪ wɪf wɒtʃz tɪ vɪn ið ɪˈveɪʃn/ (Mi mujer mira TV en las tardes) *
John plays tennis every Friday afternoon. /dʒɔhn pleɪz tɛnɪs ˈevri fɹɛdɪ ˈæftənɔːrn/ (John juega tenis todos los viernes en las tardes)**
John studies French on Friday morning. /dʒɔhn stʌdɪz frɛntʃ ɔn fɹɛdɪ məˈniŋ/ (John estudia francés los viernes en la mañana)**
The sun rises in the east. /ðə sʌn rɪziz ɪn ði ˈiːst/ (El sol aparece en el este) ***
John changes the batteries once a month. /dʒɔn kænʃes daɪ ˈbætrɪz əns ə ˈmuːnθ/ (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 /ɪz/ y es una sílaba más: washes /wɒʃz/, watches /wɒtʃz/.
** 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 /pleɪ/, plays /pleɪz/.
*** Los verbos regulares terminados en -se, -ce, -ge sólo agregan -s en la tercera persona del singular, pero ese sufijo se pronuncia /z/ y pasa a ser una sílaba más: rise /raɪz/ - rises /raɪzɪz/, changes /tʃeɪndz/ - changes /tʃeɪndz/. Los verbos have, do, y go tienen las siguientes formas en la 3ra. Persona del singular: has /hæz/, does /dəz/, goes /gəʊz/.
En la **forma negativa** se debe usar el verbo modal **DO** /du/ seguido de la palabra **NOT** (normalmente formando la contracción **DON´T** /dáunt/) 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:**

I speak Spanish every day.  
We go to the beach every summer.  
The students play soccer every day.  
He speaks English well.  
The bus stops here.  
My wife watches TV in the morning.  
Bob changes the batteries once a month.  
My friends have a new car.  
Mary has many friends in Canada.  
We have lunch at school every day.

I do not speak /du: nót spí:k/ Spanish every day.  
We don’t go /dóunt góu/ to the beach every summer.  
The students don’t play /dóunt pléi/ soccer every day.  
He does not speak /dáz nót spí:k/ English well.  
The bus doesn’t stop /dáznt stóp/ here.  
My wife doesn’t watch /dáznt wóítch/ TV in the morning.  
Bob doesn’t change /dáznt tchéindll/ the batteries once a month.  
My friends don’t have /dóunt hæv/ a new car.  
Mary doesn’t have /dáznt hæv/ many friends in Canada.  
We don’t have lunch /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 /du: spí:k/ Spanish every day?.  
Do we go /du wi góu/ to the beach every summer?.  
Do the students play /du: stiú:dents pléi/ soccer every day?.  
Does he speak /dáz hi: spí:k/ English well?.  
Does the bus stop /dáz bás stóp/ here?.  
Does your wife watch /dáz ior wáif wóítch/ 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 /du 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 láŋgwidll diú spí:k at hóum/  
When do they go to the beach? /wén du dê góu tu dê bítch/  
Where does the bus stop? /wéar dáz bás stóp/  
Why does John change the batteries every month? /wái dáz dilléi tchéindll dê báltzir évíri márntlf/

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

**WHAT DO YOU DO? /wót diú dúu/ (¿Qué hace ud.?)**
TIME EXPRESSIONS (I)

EXERCISES

Ex. 1. Study the following expressions of time:

Every Monday /évri mándi/  
Todos los lunes

Every Tuesday /évri tíú:zdi/  
Todos los martes

Every Wednesday /évri wénzdi/  
Todos los miércoles

Every Thursday /évri thú:zdi/  
Todos los jueves

Every Friday morning /évri fráidi mó:ni/  
Todos los viernes en la mañana

Every Saturday afternoon /évri sábte:rdi aftenún/  
Todos los sábados en la tarde

Every Sunday evening /évri sándi í:vni/  
Todos los domingos en la tarde

Every morning /évri mó:ni/  
Todos los días

Every afternoon /évri afternún/  
Todos las tardes (13:00 - 17:00)

Every evening /évri í:vni/  
Todos las tardes (18:00 - 21:00)

Every day /évri déi/  
Todos los días

Every night /évri náit/  
Todos las noches

Every week /évri wí:k/  
Todos las semanas

Every month /évri mánthi/  
Todos los años

Once a day /wáns e déi/  
Una vez al día

Twice a week /twáis e wí:k/  
Dos veces a la semana

Three times a year /thrí: táimz e yíar/  
Tres veces al año

Several times a month /sévrl táimz e mánthi/  
Varias veces al mes

Always /ó:lweiz/  
Siempre

Frequently /fríkwentli/  
Frecuentemente

Usually /iúshuali/  
Generalmente

Sometimes /sém táimz/  
A veces

Often /ófn/  
A menudo

Rarely /réarli/  
Raramente

Hardly ever /hárli évér/  
Casi nunca

Seldom /sél dom/  
Rara vez

Never /néver/  
Nunca

In the summer /in áe sámer/  
En el verano

In the autumn/fall /in áe ó:tóm /fò:t/  
En el otoño

In the winter /in áe wínter/  
En el invierno

In the spring /in áe spriŋ/  
En la primavera

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

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. I work here every day</td>
<td>I don’t work here every day</td>
<td>Do I work here every day?</td>
</tr>
<tr>
<td>You __________________________</td>
<td>You __________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>Bill __________________________</td>
<td>Bill __________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>Ann __________________________</td>
<td>Ann __________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>We __________________________</td>
<td>We __________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>They __________________________</td>
<td>They __________________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

b. I watch TV after dinner | I don’t watch TV after dinner | Do I watch TV after dinner? |
| You __________________________ | You __________________________ | __________________________ |
| Bill __________________________ | Bill __________________________ | __________________________ |
| Ann __________________________ | Ann __________________________ | __________________________ |
| We __________________________ | We __________________________ | __________________________ |
| They __________________________ | They __________________________ | __________________________ |
Ex. 3. Complete the following sentences using the Simple Present Tense of the verbs given in parentheses. Then translate them into Spanish. (optional)

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

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

1. Mary likes to drink coffee with milk. ____________________________
2. 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.


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 class?

9. Where do you usually spend your summer vacation?

10. When does a person go to see a doctor?
Ex. 7. Complete the sentences using one of the following:

<table>
<thead>
<tr>
<th>cause(s)</th>
<th>open(s)</th>
<th>close(s)</th>
<th>speak(s)</th>
<th>drink(s)</th>
<th>live(s)</th>
<th>take(s) place</th>
</tr>
</thead>
</table>

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? (banks / close)
3. A: Where ___________________ from? (Martin / come)  
   B: He’s Scottish.
   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:

- believe  
- 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. Look out of the window. (Rain, it), ________________ much in the South in the winter?
8. 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.
9. 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?
### A. QUESTION WORDS. (II) Study the following list of interrogative words

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>SPANISH</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What? /wot/</td>
<td>¿Qué?</td>
<td>What is that?; What do you want to eat?</td>
</tr>
<tr>
<td>Who? /hu/</td>
<td>¿Quién / es?</td>
<td>What’s your name?; What’s your opinion?</td>
</tr>
<tr>
<td>Which? /wítch/</td>
<td>¿Cuál / es ?</td>
<td>Who is that man?; Who wants to play?</td>
</tr>
<tr>
<td>When? /wen/</td>
<td>¿Cuándo?</td>
<td>Which book is mine? Which car do you like best?</td>
</tr>
<tr>
<td>Why? /wai/</td>
<td>¿Por qué?</td>
<td>When is your birthday? When do you watch TV?</td>
</tr>
<tr>
<td>Where? /wéar/</td>
<td>¿Dónde?</td>
<td>Why is Tom absent today? Why are you leaving?</td>
</tr>
<tr>
<td>How? /hau/</td>
<td>¿Cómo?</td>
<td>Where is Mr Smith? Where do you live?</td>
</tr>
<tr>
<td>Whose? /huz/</td>
<td>¿De quién?</td>
<td>How are you today? How do you feel today?</td>
</tr>
<tr>
<td>Whom? /hu:m/</td>
<td>¿A quién?</td>
<td>Whose is that car? Whose address do you need?</td>
</tr>
<tr>
<td>How much? /hau mách/</td>
<td>¿Cuánto / a?</td>
<td>Whom did you see? To whom is Bob speaking?</td>
</tr>
<tr>
<td>How many? /hau máñi/</td>
<td>¿Cuántos / as?</td>
<td>How much money is there in the wallet?</td>
</tr>
<tr>
<td>How often? /hau ôfn/</td>
<td>¿Con qué frecuencia?</td>
<td>How many students are there in your class?</td>
</tr>
<tr>
<td>How long? /hau lóng/</td>
<td>¿Cuánto tiempo?</td>
<td>How often do you play tennis?</td>
</tr>
<tr>
<td>What time? /wot tím/</td>
<td>¿Qué hora?</td>
<td>How long does the program last?</td>
</tr>
<tr>
<td>What kind of? /wot kíand ov/</td>
<td>¿Qué clase / tipo de?</td>
<td>What time is it? At what time do you get up?</td>
</tr>
<tr>
<td>What sort of? /wot sort ov/</td>
<td>¿Qué clase / tipo de?</td>
<td>What kind of books do you like to read?</td>
</tr>
<tr>
<td>Where from? /wórf...fróm/</td>
<td>¿De dónde?</td>
<td>What sort of programs do you watch on TV?</td>
</tr>
<tr>
<td>Where...to? /wéar .. tu/</td>
<td>¿Hacia dónde?</td>
<td>Where are they from?</td>
</tr>
<tr>
<td>Who...with? /hú:...wið/</td>
<td>¿Con quién?</td>
<td>Where are you going to?</td>
</tr>
<tr>
<td>Who...about? /hú:...abáut/</td>
<td>¿Acerca de quién?</td>
<td>Who do you practice golf with?</td>
</tr>
<tr>
<td>Who...for? /hú:...fór/</td>
<td>¿Para quién?</td>
<td>Who are they talking about?</td>
</tr>
<tr>
<td>Who...at? /hú:...at/</td>
<td>¿Con quién?</td>
<td>Who is this letter for?</td>
</tr>
<tr>
<td>What do /does...look like?</td>
<td>¿Cómo es/son...?</td>
<td>What is this for? What do you use a knife for?</td>
</tr>
<tr>
<td>/wót dú /dáz...lúk láik/</td>
<td>(Descripción de personas - físico)</td>
<td>What do you take photographs with?</td>
</tr>
</tbody>
</table>

**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.
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:

General
Water is good for the health.
Gold is an important metal.
Books are expensive in Chile.
Girls work harder than boys.

Específico
The water in this glass is not clean.
The gold in this ring is of good quality.
The books on that shelf are very expensive.
The girls in this group 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 las pronomnes relativos WHO o WHICH. Ambas palabras se traducen en español con la palabra QUE.

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

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLOTHES</strong>&lt;br /&gt;vestuario</td>
<td>&quot;suit&quot; /slu:t/</td>
</tr>
<tr>
<td>&quot;coat&quot; /kou:t/</td>
<td>abrigo</td>
</tr>
<tr>
<td>&quot;jacket&quot; /dilájkt/</td>
<td>chaqueta</td>
</tr>
<tr>
<td>&quot;trousers&quot; /tráuserz/</td>
<td>pantalones</td>
</tr>
<tr>
<td>&quot;shirt&quot; /shé:rt/</td>
<td>camisa</td>
</tr>
<tr>
<td>&quot;T-shirt&quot; /ti:shé:rt/</td>
<td>polera</td>
</tr>
<tr>
<td>&quot;tie&quot; /tái/</td>
<td>corbata</td>
</tr>
<tr>
<td>&quot;sweater&quot; /suéter/</td>
<td>suéter</td>
</tr>
<tr>
<td>&quot;hat&quot; /hæt/</td>
<td>sombrero</td>
</tr>
<tr>
<td>&quot;socks&quot; /sóks/</td>
<td>medias</td>
</tr>
<tr>
<td>&quot;shoes&quot; /shu:z/</td>
<td>zapatos</td>
</tr>
<tr>
<td>&quot;boots&quot; /búts/</td>
<td>botas</td>
</tr>
<tr>
<td>&quot;gloves&quot; /glávz/</td>
<td>guantes</td>
</tr>
<tr>
<td>&quot;umbrella&quot; /ambrela/</td>
<td>paraguas</td>
</tr>
<tr>
<td>&quot;scarf&quot; /skárfl/</td>
<td>bufanda</td>
</tr>
<tr>
<td>&quot;belt&quot; /belt/</td>
<td>cinturón</td>
</tr>
<tr>
<td>&quot;glasses&quot; /gla:siz/</td>
<td>lentes</td>
</tr>
<tr>
<td>&quot;earring&quot; /íarri/#/</td>
<td>aro, arete</td>
</tr>
<tr>
<td>&quot;sunglasses&quot; /sanglá.siz/</td>
<td>lentes para sol</td>
</tr>
<tr>
<td>&quot;fur coat&quot; /fé:kóut/</td>
<td>abrigo de piel</td>
</tr>
<tr>
<td>&quot;swimsuit&quot; /swimsiut/</td>
<td>traje de baño</td>
</tr>
<tr>
<td>&quot;trunks&quot; /tránks/</td>
<td>traje de baño</td>
</tr>
<tr>
<td><strong>dress</strong> /dres/</td>
<td>vestido</td>
</tr>
<tr>
<td><strong>blouse</strong> /bláuz/</td>
<td>blusa</td>
</tr>
<tr>
<td><strong>skirt</strong> /ské:rt/</td>
<td>falda</td>
</tr>
<tr>
<td><strong>raincoat</strong> /réinkout/</td>
<td>impermeable</td>
</tr>
<tr>
<td><strong>cardigan</strong> /kár:digan/</td>
<td>chaleco de lana</td>
</tr>
<tr>
<td><strong>handkerchief</strong> /hændkertchief/</td>
<td>pañuelo</td>
</tr>
<tr>
<td><strong>stockings</strong> /stókiŋz/</td>
<td>medias</td>
</tr>
<tr>
<td><strong>briefs</strong> /bri:fs/</td>
<td>calzoncillo</td>
</tr>
<tr>
<td><strong>cap</strong> /kæp/</td>
<td>gorra</td>
</tr>
<tr>
<td><strong>galoshes</strong> /gæloshiz/</td>
<td>galochas</td>
</tr>
<tr>
<td><strong>sneakers</strong> /sní:kerz/</td>
<td>zapatillas</td>
</tr>
<tr>
<td><strong>sandals</strong> /sændalz/</td>
<td>sandalias</td>
</tr>
<tr>
<td><strong>waistcoat</strong> /wéiskout/</td>
<td>chaleco de terno</td>
</tr>
<tr>
<td><strong>slip</strong> /slip/</td>
<td>enagua</td>
</tr>
<tr>
<td><strong>kerchief</strong> /kérchí:t/</td>
<td>pañuelo</td>
</tr>
<tr>
<td><strong>bracelet</strong> /bréislet/</td>
<td>brazalete</td>
</tr>
<tr>
<td><strong>wrist watch</strong> /ristwotch/</td>
<td>reloj pulsera</td>
</tr>
<tr>
<td><strong>finger ring</strong> /fíngar rin/</td>
<td>anillo</td>
</tr>
<tr>
<td><strong>parka</strong> /párka/</td>
<td>parka</td>
</tr>
<tr>
<td><strong>anorak</strong> /ánorak/</td>
<td>chaqueta de cuero</td>
</tr>
<tr>
<td><strong>leather jacket</strong> /léðer dillákt/</td>
<td>collar</td>
</tr>
</tbody>
</table>
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

**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...

**Interrogative**
- Do you work here...?
- Does Bill work here...?
- Does Ann work here...?
- Do we work here...?
- Do they work here...?

You watch TV after dinner
- 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...

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

You go to the movies every...
- 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...

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...?

You play tennis on Saturday
- 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...

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

You study English every day
- 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...

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

You have dinner at work...
- 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...

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?

You do the exercises well
- 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...

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?

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.


B.


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 este el bus que va al aeropuerto? 6. La silla sobre la que estoy sentado es muy confortable. 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. 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?
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 bót da kar lást iar/ (Yo compré el auto el año pasado)
2. Peter came here three days ago. /pi:te kem hari thrí: dáiiz águ/ (Peter vino acá hace tres días)
3. They saw a good film yesterday. /ði:s sós e gud fim ísterdí/ (Ellos vieron una buena película ayer)
4. Mary cleaned the house yesterday morning. /méri klin da hús ísterdí mármín/ (Mary limpió la casa ayer en la mañana)
5. We worked hard that day. /wi: wérk hárdð ðat dái/ (Nosotros trabajamos duro ese día)
6. They stopped talking when the teacher arrived /ði: stópt tó:këŋ wen ðe títcher arrávd/ (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 comprobaríamos 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 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 -ed/-d es /t/ o /ð/ (nunca /d/ o /ð/). 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 /t/ como en wanted /wántid/ completed /kómplítid/, needed /nı:ıd/, decided /deıdId/. 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 /dɪd nɒt/ seguido del INFINITIVO (no el pasado) de un verbo principal. A menudo, en la conversación diaria, se usa la contracción DIDN’T /dɪdn’t/.

Escuche, lea y aprenda:

I didn’t buy the car last year. /aɪ diət bái/ (Yo no compré el auto el año pasado)
Peter didn’t come here three days ago. /pi:te diət kóm/ (Pete no vino acá hace tres días)
They didn’t see a good film yesterday. /ði:s diət sós/ (Ellos no vieron una buena película ayer)
Mary didn’t clean the house yesterday morning. /méri diət klin/ (Mary no limpió la casa ayer en la mañana)
We didn’t work hard that day. /wi: diət wórk/ (Nosotros no trabajamos duro ese día)

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? /dɪd juː bái/ (¿Compraste tu auto el año pasado?)
Did Peter come here three days ago? /dɪd piːtər kóm/ (¿Pete vino acá hace tres días?)
Did they see a good film yesterday? /dɪd ðiː sós/ (¿Vieron una buena película ayer?)
Did Mary clean the house yesterday morning? /dɪd méri klin/ (¿Limpió la casa ayer en la mañana?)
Did you work hard that day? /díd iú wé:rk.../
Didn’t you buy your car last year? /dídnt iú: bái.../
Didn’t Peter come here three days ago? /dídnt prít-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 did iú: bái.../
Why did Peter come here 3 days ago? /wái: prít-ter kám.../
Where did they see a good film yesterday? /wái: díd běi síc.../
Why didn’t Mary clean the house yesterday morning? /wái: dídnt méri klin.../
When did you work hard? /wén did iú: wé:rk.../

La pregunta más habitual de este tiempo verbal es:

WHAT DID YOU DO? /wót did iú dú/ (¿Qué hizo ud.?)

EXERCISES:

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

<table>
<thead>
<tr>
<th>INFINITIVE</th>
<th>PAST TENSE</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>answer</td>
<td>answered</td>
<td>contestar, responder</td>
</tr>
<tr>
<td>arrive</td>
<td>arrived</td>
<td>llegar</td>
</tr>
<tr>
<td>ask</td>
<td>asked</td>
<td>preguntar, pedir</td>
</tr>
<tr>
<td>carry</td>
<td>carried</td>
<td>transportar, llevar</td>
</tr>
<tr>
<td>clean</td>
<td>cleaned</td>
<td>limpiar</td>
</tr>
<tr>
<td>close</td>
<td>closed</td>
<td>cerrar</td>
</tr>
<tr>
<td>dry</td>
<td>dried</td>
<td>secar</td>
</tr>
<tr>
<td>enjoy</td>
<td>enjoyed</td>
<td>disfrutar, gustar</td>
</tr>
<tr>
<td>finish</td>
<td>finished</td>
<td>terminar</td>
</tr>
<tr>
<td>hate</td>
<td>hated</td>
<td>odiar, no gustar</td>
</tr>
<tr>
<td>help</td>
<td>helped</td>
<td>ayudar</td>
</tr>
<tr>
<td>hope</td>
<td>hoped</td>
<td>esperar, desear</td>
</tr>
<tr>
<td>invite</td>
<td>invited</td>
<td>invitar</td>
</tr>
<tr>
<td>listen</td>
<td>listened</td>
<td>escuchar</td>
</tr>
<tr>
<td>locate</td>
<td>located</td>
<td>ubicar, localizar</td>
</tr>
<tr>
<td>look</td>
<td>looked</td>
<td>mirar</td>
</tr>
<tr>
<td>love</td>
<td>loved</td>
<td>amar, gustar</td>
</tr>
<tr>
<td>need</td>
<td>needed</td>
<td>necesitar</td>
</tr>
<tr>
<td>prefer</td>
<td>preferred</td>
<td>preferir</td>
</tr>
<tr>
<td>rain</td>
<td>rained</td>
<td>lllover</td>
</tr>
<tr>
<td>receive</td>
<td>received</td>
<td>recibir</td>
</tr>
<tr>
<td>remember</td>
<td>remembered</td>
<td>recordar</td>
</tr>
<tr>
<td>repair</td>
<td>repaired</td>
<td>reparar, arreglar</td>
</tr>
<tr>
<td>repeat</td>
<td>repeated</td>
<td>repetir</td>
</tr>
<tr>
<td>request</td>
<td>requested</td>
<td>solicitar, pedir</td>
</tr>
<tr>
<td>smoke</td>
<td>smoked</td>
<td>fumar</td>
</tr>
<tr>
<td>start</td>
<td>started</td>
<td>comenzar, partir</td>
</tr>
<tr>
<td>stay</td>
<td>stayed</td>
<td>quedarse, permanecer</td>
</tr>
<tr>
<td>study</td>
<td>studied</td>
<td>estudiar</td>
</tr>
<tr>
<td>suggest</td>
<td>suggested</td>
<td>sugerir</td>
</tr>
<tr>
<td>talk</td>
<td>talked</td>
<td>conversar</td>
</tr>
<tr>
<td>try</td>
<td>tried</td>
<td>tratar, esforzarse</td>
</tr>
<tr>
<td>use</td>
<td>used</td>
<td>usar, utilizar</td>
</tr>
<tr>
<td>visit</td>
<td>visited</td>
<td>visitar</td>
</tr>
<tr>
<td>wait</td>
<td>waited</td>
<td>esperar, atender</td>
</tr>
</tbody>
</table>
To walk /wɔːk/ walked /wɔːkt/ caminar
To want /wont/ wanted /wɔntid/ querer
To wash /wɔʃ/ washed /wɔʃt/ lavar
To watch /wɔtʃ/ watched /wɔtcht/ observar, mirar
To wish /wɪʃ/ wished /wɪʃt/ desear
To work /wɜːk/ worked /wɜːkt/ trabajar, funcionar

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

<table>
<thead>
<tr>
<th>INFINITIVE</th>
<th>PAST TENSE</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>To begin</td>
<td>began /bɪɡən/</td>
<td>empezar, comenzar</td>
</tr>
<tr>
<td>To bring</td>
<td>brought /brɔːt/</td>
<td>traer</td>
</tr>
<tr>
<td>To build</td>
<td>built /bɪlt/</td>
<td>construir</td>
</tr>
<tr>
<td>To buy</td>
<td>bought /bɔt/</td>
<td>comprar</td>
</tr>
<tr>
<td>To come</td>
<td>came /kɛnm/</td>
<td>venir</td>
</tr>
<tr>
<td>To cut</td>
<td>cut /kæt/</td>
<td>cortar</td>
</tr>
<tr>
<td>To do</td>
<td>did /dɪd/</td>
<td>hacer</td>
</tr>
<tr>
<td>To drink</td>
<td>drank /draŋk/</td>
<td>beber</td>
</tr>
<tr>
<td>To drive</td>
<td>drove /drʌv/</td>
<td>manejar, conducir</td>
</tr>
<tr>
<td>To eat</td>
<td>ate /ɛɪt/</td>
<td>comer</td>
</tr>
<tr>
<td>To feel</td>
<td>felt /fɛlt/</td>
<td>caer</td>
</tr>
<tr>
<td>To find</td>
<td>found /fɔʊnd/</td>
<td>sentir(se)</td>
</tr>
<tr>
<td>To forget</td>
<td>forgot /fɔrgɔt/</td>
<td>hallar, encontrar</td>
</tr>
<tr>
<td>To get</td>
<td>got /ɡɒt/</td>
<td>conseguir, obtener, (get to = llegar a un lugar)</td>
</tr>
<tr>
<td>To give</td>
<td>gave /ɡɛv/</td>
<td>dar</td>
</tr>
<tr>
<td>To go</td>
<td>went /wɛnt/</td>
<td>ir</td>
</tr>
<tr>
<td>To have</td>
<td>had /hæd/</td>
<td>tener, comer, servirse</td>
</tr>
<tr>
<td>To hear</td>
<td>heard /hɛrld/</td>
<td>oir</td>
</tr>
<tr>
<td>To keep</td>
<td>kept /kɛpt/</td>
<td>guardar, mantener</td>
</tr>
<tr>
<td>To know</td>
<td>knew /niː/)</td>
<td>aprender, saber, enterarse</td>
</tr>
<tr>
<td>To learn</td>
<td>learnt /lɜːnt/ learned /lɜːrd/</td>
<td>partir, salir, dejar</td>
</tr>
<tr>
<td>To leave</td>
<td>left /lɛft/</td>
<td>prestar</td>
</tr>
<tr>
<td>To lend</td>
<td>lent /lɛnt/</td>
<td>perder, extraviar</td>
</tr>
<tr>
<td>To lose</td>
<td>lost /lɒst/</td>
<td>hacer, fabricar</td>
</tr>
<tr>
<td>To make</td>
<td>made /meɪd/</td>
<td>reunirse, conocer</td>
</tr>
<tr>
<td>To meet</td>
<td>met /mɛt/</td>
<td>pagar</td>
</tr>
<tr>
<td>To pay</td>
<td>paid /peɪd/</td>
<td>poner, colocar</td>
</tr>
<tr>
<td>To put</td>
<td>put /pʊt/</td>
<td>leer</td>
</tr>
<tr>
<td>To read</td>
<td>read /rɛd/</td>
<td>correr, administrar (un negocio)</td>
</tr>
<tr>
<td>To run</td>
<td>ran /ræn/</td>
<td>decir</td>
</tr>
<tr>
<td>To say</td>
<td>said /sɛd/</td>
<td>ver</td>
</tr>
<tr>
<td>To see</td>
<td>saw /sɔː/</td>
<td>vender</td>
</tr>
<tr>
<td>To sell</td>
<td>sold /sɔʊld/</td>
<td>enviar</td>
</tr>
<tr>
<td>To send</td>
<td>sent /sɛnt/</td>
<td>cerrar</td>
</tr>
<tr>
<td>To shut</td>
<td>shut /ʃut/</td>
<td>cantar</td>
</tr>
<tr>
<td>To sing</td>
<td>sang /sæŋ/</td>
<td>sentarse</td>
</tr>
<tr>
<td>To sit</td>
<td>sat /sæt/</td>
<td>dormir</td>
</tr>
<tr>
<td>To sleep</td>
<td>slept /slept/</td>
<td>hablar</td>
</tr>
<tr>
<td>To speak</td>
<td>spoke /spəʊk/</td>
<td>gastar, pasar tiempo</td>
</tr>
<tr>
<td>To spend</td>
<td>spent /spənt/</td>
<td>pararse</td>
</tr>
<tr>
<td>To stand up</td>
<td>stood up /stʌd ʌp/</td>
<td>nadar</td>
</tr>
<tr>
<td>To swim</td>
<td>swam /swæm/</td>
<td>tomar, llevar</td>
</tr>
<tr>
<td>To take</td>
<td>took /tʊk/</td>
<td>enseñar</td>
</tr>
<tr>
<td>To teach</td>
<td>taught /tɔt/</td>
<td>contar, narrar, decir</td>
</tr>
<tr>
<td>To tell</td>
<td>told /tɔld/</td>
<td>pensar, creer</td>
</tr>
<tr>
<td>To think</td>
<td>thought /θɔt/</td>
<td>brillar</td>
</tr>
<tr>
<td>To shine</td>
<td>shone /ʃɔn/</td>
<td>entender, comprender</td>
</tr>
<tr>
<td>To understand</td>
<td>understood /ʌndərstʌd/</td>
<td></td>
</tr>
</tbody>
</table>

A short course in english for adult students 79
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)

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

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

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

20. Did he break his arm in the accident? (his leg)
PART II. “USED TO + INFINITIVE”

Esta expresión se usa para referirse a actividades que antes se realizaban en forma regular y que se han dejado de hacer. Equivale a la terminación -aba o -ía del español. En las oraciones negativas que siguen a una oración con USED TO normalmente se usan las expresiones not... anymore, not... any longer o no longer (antes del verbo principal).

Escuche, lea y aprenda:

I used to play /iːst tu pleɪ/ football well when I was young. I don’t play well now. (Yo jugaba fútbol bien cuando era joven. Ahora no juego bien)

They used to visit /θiːst tu vɪzt/ us every summer. They don’t visit us in the summer anymore/any longer. (Ellos nos visitaban todos los veranos. Ellos no nos visitan más en el verano).

Bob used to love /bʌst tu lʌv/ her very much. He no longer loves her now. (Bob la amaba mucho. Ahora ya no la ama).

Jim didn’t use to work /dɪdɪnt ɪzst tu wɜːrk/ very hard at school, but he used to get /ɪzst tu ɡɛt/ very good grades anyway. (Jim no trabajaba mucho en el colegio, pero de todos modos obtenía buenas notas).

Where did you use to spend /dɪd ɪzst tu spɛnd/ your summer vacation when you were young? (¿Dónde pasabas tus vacaciones de verano cuando eras joven?)

EXERCISES

Ex 1. Introduce USED TO by changing the italicized verbs. Explain the change in meaning, as in the examples

Bob worked in the car factory.

Mr. Scott smoked cigars.

Bob used to work in the car factory. (He doesn’t work there now)
Mr. Scott used to smoke cigars. (He doesn’t smoke cigars anymore/He doesn’t smoke cigars any longer/He no longer smokes cigars)

1. Uncle Paul lived in that house. (not... now)

2. Mary spoke Italian at home. (not... anymore)

3. Ann came to class on time every day. (not... now)

4. Peter was a good student. (no longer)

5. I rode the subway to work. (not... any longer)

6. Bill brought her flowers every Friday. (not... anymore)

7. Mother played the piano well. (not... now)

8. Bill helped me with my homework. (not... any longer)

9. John Kerry went to that school. (not... now)

10. We exported shoes to the USA. (no longer)
PART III.

A. POSSESSIVE ADJECTIVES AND POSSESSIVE PRONOUNS

Estudie la siguiente tabla:

<table>
<thead>
<tr>
<th>Subject Pronouns</th>
<th>Possessive Adjectives</th>
<th>Possessive Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I /ai/</td>
<td>My /mái= mi</td>
<td>Mine /mín=mío</td>
</tr>
<tr>
<td>You /u:/</td>
<td>Your /iúr/= su (de Ud.)</td>
<td>Yours /iórz/= suyo, de ud.</td>
</tr>
<tr>
<td>He /hi:/</td>
<td>His /híz/= su (de él)</td>
<td>His /hiz/= suyo, de él</td>
</tr>
<tr>
<td>She /shi:/</td>
<td>Her /hér/= su (de ella)</td>
<td>Hers /hérz/= suyo, de ella</td>
</tr>
<tr>
<td>It /it/</td>
<td>Its /íts/= su (de un anim. o cosa)</td>
<td></td>
</tr>
<tr>
<td>We /wi:/</td>
<td>Our /úar/= nuestro</td>
<td>Ours /úarz/= nuestro</td>
</tr>
<tr>
<td>You /u:/</td>
<td>Your /iórz/= vuestro</td>
<td>Yours /iórz/= vuestro</td>
</tr>
<tr>
<td>They /bê/</td>
<td>Their /bérz/= su (de ellos)</td>
<td>Theirs /bérz/= suyo (de ellos)</td>
</tr>
</tbody>
</table>

Un possessive adjective (adjetivo posesivo) siempre acompaña a un sustantivo para indicar posesión. Un possessive pronoun (pronombre posesivo) reemplaza a un adjetivo posesivo y a 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)
We’ve got a house. This is our house (nuestra casa). The house is ours. (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 the book of John.  
This is John’s book.
The house of Mr Smith is very big.  
Mr. Smith’s house is very big.
That is the car of my brother.  
That’s my brother’s car.

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

Escuche, lea y aprenda:

The book of the student is new.  
The student’s book is new.
The books of the students are new. 
The students’ books are new.
This is the house of my parents.  
This is my parents’ house.
The names of the children are Bob and Joe. 
The children’s names are Bob and Joe.

EXERCISES

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

1. I walk to _________ chair
2. John walks to__________ desk.
3. You walk to _________ school every morning.
4. Mrs. Clark goes to _________ office every day
5. They went back to ___________ seats and began to write.
6. The teacher writes with _________ pen.
7. We moved to _________ new house last month.
8. 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 underlined words into the Possessive form, as in the example:

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

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

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

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.

<table>
<thead>
<tr>
<th>Subject Pronouns</th>
<th>Object Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I /ai/</td>
<td>Me /mi:/</td>
</tr>
<tr>
<td>You /ju:/</td>
<td>You /ju:/</td>
</tr>
<tr>
<td>He /hi:/</td>
<td>Him /him/</td>
</tr>
<tr>
<td>She /ahe/</td>
<td>Her /hær:/</td>
</tr>
<tr>
<td>It /i:/</td>
<td>It /i:/</td>
</tr>
<tr>
<td>We /uí:/</td>
<td>Us /æz/</td>
</tr>
<tr>
<td>You /ju:/</td>
<td>You /ju:/</td>
</tr>
<tr>
<td>They /bel/</td>
<td>Them /bɛm/</td>
</tr>
</tbody>
</table>

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 underlined 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.
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?

**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 the underlined word or words:

1. When did you see Peter? (2 days ago) (I saw him 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)
BASIC VOCABULARY: Study these words

PROFESSIONS AND OCCUPATIONS (Profesiones y oficios)

actor /æktər/  actriz
actress /æktres/  actriz
architect /ɑːrˈkɪtɪkt/  arquitecto
artist /ˈɑːrtɪst/  artista
baker /ˈbeɪkər/  panadero
barber /ˈbærber/  barbero, peluquero
butcher /ˈbʌtʃər/  carnicero
chemist /ˈkiːmɪst/  farmacéutico, boticario
clergyman /ˈklɪərdɪlmən/  clérigo, sacerdote
clerk /ˈklɛrk/  vendedor
cook /kʊk/  cocinero
conductor /ˈkɒndəktər/  inspector (trenes)
doctor /ˈdɒktər/  doctor
dress-maker /drɛs ˈmɛɪkər/  modista
driver /ˈdrɪvər/  chofer, conductor
driver /ˈdrɪvər/  chofer, conductor
eelectrician /iˈlektrɪʃn/  electricista
engineer /ˈendʒɪnɪər/  ingeniero
farmer /ˈfɑːmər/  granjero
firefighter /ˈfaɪərˈfɪlər/  bombero
fireman /ˈfaɪrmaɪn/  bombero
florist /ˈflɔːrɪst/  florista
gardener /ˈgɑːrdnər/  jardinero
greengrocer /ˈɡriːnɡroʊsər/  verdulero
grocer /ˈɡrɔːsər/  almacenero
hairdresser /ˈheər ˈdrɛsər/  peinaro
hostess /ˈhɒstəs/  azafata
janitor /ˈdʒænɪtər/  conserje
jeweller /ˈdʒuːlər/  joyero
journalist /ˌdʒɔrnlɪst/  periodista
judge /dʒʌdʒ/  juez
lawyer /ˈlɔːjər/  abogado
manager /mænˈdɪlər/  gerente
mechanic /ˈmekənɪk/  mecánico
newsagent /ˈnuːzɛdɪlənt/  agente de diarios
newspaper boy /nuːzˈpɛɪər bɔɪ/  suplementero
painter /ˈpeɪntər/  pintor
photographer /ˌfəʊtəˈɡrɛfər/  fotógrafo
pilot /ˈpaɪlət/  piloto
plumber /ˈplʌmər/  plomero, gásfiter
policeman /ˈpɒlɪsˌmæn/  policía
driver /ˈdʒænɪtər/  chofer, conductor
driver /ˈdʒænɪtər/  chofer, conductor
real estate agent /ˈriːəl stɛist ˈɛdɪlənt/  corredor de propiedades
receptionist /riˈsiːpʃənɪst/  recepcionista
salesman /ˈsɛlzmaɪn/  vendedor (de tienda)
secretary /ˈsɛkrətəri/  secretaria
shoe-maker /ʃuːˈmɛɪkər/  zapatero
singer /ˈsɪŋɡər/  cantante
steward /ˈstjuːərd/  sobrecargo
stewardess /ˈstjuːərdes/  azafata
student /ˈstjuːdənt/  alumno
tailor /ˈteɪlər/  sastre
technician /ˌtekniʃən/  técnico
teacher /ˈtɛtʃər/  profesor
telephonist /ˌteləˈfɒnɪst/  telefonista
tourist guide /ˈtʊərɪst ɡɔːd/  guía turístico
vicar /ˈvɪkər/  vicario, cura
waiter /ˈweɪtər/  garzón
waitress /ˈweɪtɜːs/  garzona
watch-maker /ˌwɒtʃˈmeɪkər/  relojero
writer /ˈrɪtər/  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. 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 well) . 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 anymore 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.
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 /wəz/, o WERE /weər/) 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 tér oklók ðís móni:n/, at midday last Sunday /at middei 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 lá:st náit/.

Lea, escuche y aprenda:

I was driving to the airport at 10 o’clock this morning. /ai woz drahvín tü eá:rip ort at ten oklók ðís mó:ní:n/ (Yo iba conduciendo al aeropuerto a las 10 de esta mañana)

They were playing football at midday last Sunday. /dëi wër plé:n fútbol at middei lá:st sándi/ (Ellos estaban jugando fútbol al mediodía el domingo pasado)

He was visiting his parents in Detroit on the 5th of June. /hi: woz vízitiŋ hiz péərnts in ditróit on ðë fí:t òv dźú: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:piŋ wen d télifoun ræŋ lá:st náit/ (Yo estaba durmiendo cuando sonó el teléfono anoche)

We were having lunch when our friend Jack arrived last Sunday. /wi: wë:r hæ viŋ lántch wen ŋúr frénd dllæ k arrá ivd 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 /wóznt/ o WEREN’T /wé:rent/:

Lea, escuche y aprenda:

I was not driving to the airport at 10 o’clock this morning. /ai wóznt drahvín/.../ They were not playing football at midday last Sunday. /dei wóznt plé:n/.../

He wasn’t visiting his parents in Detroit on the 5th of June. /hi: wóznt vízitiŋ/.../

I wasn’t sleeping when the telephone rang last night. /ai wóznt slí:piŋ/.../

We weren’t having lunch when our friend Jack arrived last Sunday. /wi: wé:rnt hæviŋ lántch/.../

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

Lea, escuche y aprenda:

Was I driving to the airport at 10 o’clock this morning? /wəz ðai drahvín/.../

Were they playing football at midday last Sunday? /wer ðë plé:n/.../

Wasn’t he visiting his parents in Detroit on the 5th of June? /wəznt hì: vízitiŋ/.../

Weren’t you sleeping when the telephone rang last night? /wɛr:nt ði slí:piŋ/.../

Were we having lunch when our friend Jack arrived last Sunday? /wɛr wí: hæviŋ lántch/.../
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? /wɔt wə: r ɪdɪŋ.../
Where were they playing football at midday last Sunday? /wɛər wɛr ðeɪ pɪˈleɪŋ ˈfʊtbɔl.../
Why weren’t they having lunch when Jack arrived? /wɔɪ wɜːnt ðeɪ hævɪŋ ˈlʌntʃ.../
Why wasn’t he working at 9 o’clock this morning? /wɔɪ wɒznt hɪ ˈwɜːkɪŋ.../

La pregunta más frecuente en este tiempo verbal es:

What were you doing...? /wɔt wə: dɪŋ.../ (¿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.
   a) __________________________
   b) __________________________
2. We were running down the road.
   a) __________________________
   b) __________________________
3. The soldiers were doing exercise
   a) __________________________
   b) __________________________
4. Alice was making the beds.
   a) __________________________
   b) __________________________
5. The children were watching TV.
   a) __________________________
   b) __________________________
6. The men were going to work.
   a) __________________________
   b) __________________________
7. The boys were studying for a test.
   a) __________________________
   b) __________________________

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.
   a) __________________________
2. Mary was eating a sandwich in her room.
   a) __________________________
3. Peter wasn’t working because he was on vacation.
   a) __________________________
4. The generals were working in the conference room.
   a) __________________________
5. I was getting dressed when you called me up this morning.
   a) __________________________
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?

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)
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 (You) Come here /kám híar/ Venga para acá
You (You) Listen to me /lis tu mé/ Escúchame
Please, (you) open the window /pliz óuñ bë windou/ Por favor, abra la ventana
(you) Speak more slowly, please /spík 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:

Don´t come here No venga para acá
Don´t listen to me No me escuche
Please, don´t open the window Por favor, no abra la ventana
Don´t speak so fast, please No hable tan rápido, por favor

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

1. You drink milk every morning. Look at the map, please
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.

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

Speak slowly, please. Don´t speak so slowly please. (so /sou/= 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
B. ARTICLES (III)

No se debe usar ningún artículo delante de los nombres de personas, ciudades, estados, países, continentes, montes, calles, cuando éstos 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., Capt., 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 Adjetivo+Sustantivo (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 Council.
5. Some ships can cross __________ Atlantic Ocean from __________ France to __________ United 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:

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

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 examples

Peter is a very tall man

1. John is a very intelligent person.
   a) What a tall man Peter is!
   b) How tall Peter is!

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 a) *HOW*...!, b) *WHAT*...! or c) *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.
6. It is very cold today.
7. It’s a cold day today.
8. He is a very tall man.
9. It was very cold last night.
10. She is very pretty.
11. He is a handsome fellow.
12. She is wearing a beautiful dress.
13. You have a beautiful new car.
14. Grandfather told us a sad story.
15. We were very tired after the walk.
16. It was a very fast train.
17. Ann was a generous woman.
18. Bob acted very foolishly.
**BASIC VOCABULARY: Study these words**

**THE HOUSE (La casa)**

### a) Housing (/háusin/ (Vivienda))

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>apartment</td>
<td>departamento (USA)</td>
<td>farm house</td>
<td>casa de campo</td>
</tr>
<tr>
<td>apartment building</td>
<td>departamento (UK)</td>
<td>flat</td>
<td>departamento (UK)</td>
</tr>
<tr>
<td>block of flats</td>
<td>edificio de dptos. (USA)</td>
<td>house</td>
<td>choza, cabaña</td>
</tr>
<tr>
<td>bungalow</td>
<td>edificio de dptos. (UK)</td>
<td>hut</td>
<td>casa</td>
</tr>
<tr>
<td>condominium</td>
<td>condominio</td>
<td>semi-detached house</td>
<td>casa pareada</td>
</tr>
<tr>
<td>cottage</td>
<td>casa de campo,quinta</td>
<td>terrace house</td>
<td>casa en hilera</td>
</tr>
<tr>
<td>detached house</td>
<td>casa aislada</td>
<td>villa</td>
<td>casa de veraneo</td>
</tr>
</tbody>
</table>

### b) Parts of the House (/parts ov be háus/ (Partes de la casa))

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>ceiling</td>
<td>cielo raso</td>
<td>roof</td>
<td>techo</td>
</tr>
<tr>
<td>door</td>
<td>puerta</td>
<td>staircase</td>
<td>escaleras</td>
</tr>
<tr>
<td>floor</td>
<td>piso</td>
<td>wall</td>
<td>muralla</td>
</tr>
<tr>
<td>front door</td>
<td>puerta de calle</td>
<td>window</td>
<td>ventana</td>
</tr>
<tr>
<td>landing</td>
<td>descanso (de escaleras)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### c) Rooms of the House (/ru:mz ov be háus/ (Piezas de la casa))

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>attic</td>
<td>ático</td>
<td>laundry room</td>
<td>lavandería</td>
</tr>
<tr>
<td>basement</td>
<td>subterráneo</td>
<td>library</td>
<td>biblioteca</td>
</tr>
<tr>
<td>bathroom</td>
<td>sala de baño</td>
<td>lounge</td>
<td>salon (UK)</td>
</tr>
<tr>
<td>bedroom</td>
<td>dormitorio</td>
<td>pantry</td>
<td>despensa</td>
</tr>
<tr>
<td>cellar</td>
<td>bodega (vinos)</td>
<td>sitting room</td>
<td>living</td>
</tr>
<tr>
<td>dining-room</td>
<td>comedor</td>
<td>study</td>
<td>estudio</td>
</tr>
<tr>
<td>kitchen</td>
<td>cocina</td>
<td>toilet</td>
<td>baño, excusado.w.c.</td>
</tr>
</tbody>
</table>

### d) The Sitting-room (/be sítinrüm/ (El living))

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>arm-chair</td>
<td>sillón</td>
<td>porcelain</td>
<td>porcelana</td>
</tr>
<tr>
<td>carpet</td>
<td>alfombra (UK)</td>
<td>radio set</td>
<td>radio</td>
</tr>
<tr>
<td>CD player</td>
<td>reproductor de CD</td>
<td>rug</td>
<td>alfombr (USA)</td>
</tr>
<tr>
<td>chair</td>
<td>silla</td>
<td>sofa</td>
<td>sofá</td>
</tr>
<tr>
<td>china</td>
<td>loza fina,</td>
<td>table</td>
<td>mesa</td>
</tr>
<tr>
<td>clock</td>
<td>reloj</td>
<td>telephone</td>
<td>teléfono</td>
</tr>
<tr>
<td>curtains</td>
<td>cortinas</td>
<td>television set</td>
<td>televisor</td>
</tr>
<tr>
<td>fireplace</td>
<td>chimenea</td>
<td>VCR</td>
<td>video-grabadora</td>
</tr>
<tr>
<td>picture</td>
<td>cuadro</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### e) The Bedroom (/be bédrum/ (El dormitorio))

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>alarm clock</td>
<td>reloj despertador</td>
<td>pillow case</td>
<td>funda</td>
</tr>
<tr>
<td>bed</td>
<td>cama</td>
<td>pillow</td>
<td>almohada</td>
</tr>
<tr>
<td>bed spread</td>
<td>cubrecamas</td>
<td>pyjama</td>
<td>pijamas</td>
</tr>
<tr>
<td>blanket</td>
<td>frazada</td>
<td>sheets</td>
<td>sábanas</td>
</tr>
<tr>
<td>chest of drawers</td>
<td>cómoda, cajonera</td>
<td>slippers</td>
<td>zapatillas</td>
</tr>
<tr>
<td>night gown</td>
<td>bata de noche</td>
<td>wardrobe</td>
<td>ropero</td>
</tr>
<tr>
<td>night table</td>
<td>velador</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A short course in english for adult students 99
f) The Kitchen /ˈe kɪtʃɪn/ (La cocina)

- broom /brʊ:m/ escoba
- can opener /kæn ˈɒpənər/ abrelatas (USA)
- cooker/stove/range /ˈkʊkər/ˈstʌv/ˈreɪndel/ cocina (artefacto)
- cookery book /ˈkʊkri ˈbʊk/ libro de recetas
- corkscrew /ˈkɜrkskrəʊ/ loza corriente
- cup /kʌp/ taza
- cupboard /ˈkʌbərd/ aparador
- cutlery /ˈkʌtliə/ cuchillería
- dishwasher /ˈdɪʃwɒʃər/ lavadora de vajilla
- drier /ˈdrɪər/ secadora
- fork /fɔrk/ tenedor
- freezer /ˈfriːzər/ congeladora
- fridge /frɪdʒ/ refrigerador
- frying pan /ˈfræniŋ pæn/ sartén
- garbage can /ˈɡærɪdʒ kæn/ basurero (USA)
- glass /ɡlɑs/ vaso
- glassware /ˈɡlɑsweər/ cristalería
- kettle /ˈkɛtli/ tetera
- knife/knives /ˈnɪf/ˈnɪvz/ cuchillo /s
- microwave oven /ˈmækwɔrəuvən/ horno micro-ondas
- mixer /ˈmɪksər/ máquina de mezclar
- napkin /ˈneɪpkinson/ servilleta
- oven /ˈəvn/ horno
- pan /ˈpæn/ olla
- plate /ˈpleɪt/ plato
- pot /ˈpɒt/ cacerola
- refrigerator /ˈrefridʒərətor/ refrigerador
- rubber bin /ˈrʌbər bɪn/ basurero (UK)
- saucer /ˈsɔsər/ plato
- silverware /ˈsɪlvərweər/ platería
- sink /ˈsɪŋk/ lavaplatos
- spoon /ˈspɔn/ cuchara
- tea pot /ˈtiː ˈpɒt/ tetera para el té
- teaspoon /ˈtiːspɔn/ cuchara de té
- tin opener /ˈtin ˈɒpənər/ abrelatas (UK)
- toaster /ˈtʌstər/ tostadora
- trash can /ˈtræʃ kæn/ basurero (USA)
- tray /ˈtreɪ/ bandeja
- vacuum cleaner /ˈvækjʊm klɪnər/ aspiradora
- wall clock /ˈwɔːl ˈklɒk/ reloj de pared
- washing machine /ˈwɒʃɪŋ ˈmæʃɪn/ lavadora de ropa


g) The Bathroom /ˈbe bɑːtɑːrnuːm/ (La sala de baño)

- bath tub /ˈbæθ ˈtæb/ tina de baño
- cold water tap /ˈkɔld wɔːtər ˈtæp/ llave de agua fría
- comb /ˈkɒm/ peine
- electric shaver /ˈɪlektrɪk ˈʃeɪvər/ cepillo de dientes
- faucet /ˈfɑsət/ secador de pelo
- hair brush /ˈhɛər ˈbrʌʃ/ cepillo de pelo
- hair dryer /ˈhɛər ˈdɹɪər/ secador de pelo
- hot water tap /ˈhɒt wɔːtər ˈtæp/ llave de agua caliente
- lotion /ˈlɒʊʃən/ loción
- mirror /ˈmɪrər/ espejo
- safety razor /ˈseflət rɪˈzɔr/ máquina de afeitar
- shaving brush /ˈʃeɪvɪŋbɹʌʃ/ hisopo
- shaving cream /ˈʃeɪvɪŋ ˈkrɛm/ crema de afeitar
- shower /ˈʃaʊər/ ducha
- shower cap /ˈʃaʊər ˈkæp/ gorra de baño
- soap dish /ˈsɔp ˈdɪʃ/ jabonera
- tap /ˈtæp/ llave del agua (UK)
- toothbrush /ˈtəʊθbɹʌʃ/ cepillo de dientes
- toothpaste /ˈtəʊθpeɪst/ pasta dental
- towel rack /ˈtɔʊəl ræk/ pañera
- towel /ˈtɔʊəl/ toalla
- wash basin /ˈwɒʃbæsɪn/ lavamanos

h) The Studio /ˈbe stɪˈdiʊ/ (La sala de estudio)

- book shelf /ˈbʊk ˈʃelf/ repisa para libros
- bookcase /ˈbʊk ˈkeɪs/ librero
- chair /ˈtʃɪər/ sillón
- computer /ˈkɒmpjʊtər/ computadora
- desk /dɛsk/ escritorio
- desk lamp /dɛsk lɛmp/ lámpara de escritorio
- fax machine /ˈfæks mashin/ máquina fax
- file /ˈfɪl/ archivo
- filing cabinet /ˈfɪlɪŋ ˈkæbɪnɛt/ archivo
- laptop /ˈleɪtpɒt/ PC portátil (US)
- notebook /ˈnəʊtbʊk/ PC portátil (BR)
- note-pad /ˈnəʊtpæd/ block de borrador
- printer /ˈprɪntər/ impresora
- punch /ˈpʌntʃ/ perforadora
- scanner /ˈskænər/ escáner
- stapler /ˈsteɪplər/ corchetera
- telephone /ˈtelɪfoun/ teléfono
- typewriter /ˈtaɪprɪˈraɪtər/ máquina de escribir

i) Outdoors /ˈaʊtduːrz/ (El exterior)

- fence /fɛns/ reja
- garage /ˈɡærɪdʒ/ garage
- garden /ˈɡɑːrn/ jardín
- gate /ɡeɪt/ puerta (reja)
- lawn /lɔn/ césped
- orchard /ˈɔːrtʃɑːrd/ huerto
- path /pæθ/ sendero
- swimming pool /ˈswimɪŋ pʊl/ piscina
- vegetable garden /ˈveglɪətəbl gɑːrn/ huerta
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. 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 /tomórou/ mañana, the day after tomorrow /be déi áfter tumóróu/ pasado mañana, next week /nékst wók/ la próxima semana, next month /nékst manth/ el próximo mes, next year /nékst yeár/ el próximo año, in three months /in trí: mánths/ dentro de tres meses, by the end of this year /bai òi énd ov déi yeár/ 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 tchíle nekst máný/ 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 góui tu kám tu tchíle nékst máný/ 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 ká mi tu tchíle nékst máný/ 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. /ði wil vízit òs nékst wí:kénd/ Ellos nos visitarán el próximo fin de semana.
Mary’ll come to work tomorrow. /mári wóunt kým tu wé:rk tumóróu/ Mary vendrá a trabajar mañana.
I’ll be at home all day next Sunday. /aí bí: at hóun òi déi nékst 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. /ði wóunt vízit òs nékst wí:kénd/ Mary will not come to work tomorrow. Mary won’t come to work tomorrow. /mári wóunt kým tu wé:rk tumóróu/ I will not be at home all day next Sunday. I won’t be at home... /ái wóunt bí: at hóun òi déi 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 déi vízit.../ Won’t they visit us next week-end? /wóunt déi vízit.../
Will Mary come to work tomorrow? /wil mári kým.../ Won’t Mary come to work? /wóunt mári kým.../
Will you be at home all day next Sunday? /wil lu: bí: at hóun òi déi nékst sándi/
When will they visit us? /wén wil déi vízit òs/
Why won’t Mary come to work tomorrow? /waí wóunt mári kým tu wé:rk tumóróu/
La pregunta habitual con esta construcción verbal es:

WHAT WILL YOU DO? /wó:t wil ju: 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 data show. (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.
   a) __________________________________________________
   b) __________________________________________________
2. You will send them a fax.
   a) __________________________________________________
   b) __________________________________________________
3. The train will arrive soon.
   a) __________________________________________________
   b) __________________________________________________
4. John will accept the offer.
   a) __________________________________________________
   b) __________________________________________________
5. They’ll get married in May
   a) __________________________________________________
   b) __________________________________________________
6. Mr Smith will see you tomorrow.
   a) __________________________________________________
   b) __________________________________________________

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 (Uso de los verbos SAY / 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 (la que puede ser omitida)**
   - 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 (Los pronombres relativos 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? (¿Quién es ese hombre?)
The man who is in the car is a policeman. (El hombre que está en el auto es un policía)
The car which is outside is a police car. (El auto que está afuera es un auto policial)

WHOM es un pronombre interrogativo que significa a ¿a quién?.

Whom did you see at the party? (¿A quién viste en la fiesta?)

La palabra WHO se tranforma en WHOM /hu:m/ después de las preposiciones y cuando actúa como comodimento 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? (¿Con quién irás a la fiesta?)
I met a man in the street. The man whom I met was John’s father. (Me encontré con un hombre en la calle. El hombre con quien me encontré era el padre de John)
Jim was talking about a woman. The woman about whom Jim was talking was his wife. (Jim estaba conversando acerca de una mujer. La mujer acerca de quien Jim estaba hablando era su esposa)
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**? / **Whose** hat is this? (el sustantivo puede ir al final o junto a whose) (¿De quién es este sombrero)

**Whose** are these **cigarettes**? / **Whose** **cigarettes** are these? (¿De quién son estos cigarrillos?)

**Whose** is that yellow **sweater**? (aquí solo una estructura es posible por que el sustantivo está modificado por un adjetivo) (¿De quién es ese suéter amarillo?)

**Whose** is that **book** (which is) on the desk? (aquí solo una estructura es posible por que el sustantivo va seguido de una frase adjetiva) (¿De quién es ese libro que está sobre el escritorio?)

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

The man **whose** daughter called you this morning wants to see you, Mr Clark. (El hombre cuya hija lo llamó por teléfono esta mañana desea verlo a usted, Sr. Clark)

The man **whose** car is parked outside the building is a doctor. (El hombre cuyo auto está estacionado a fuera del edificio es un médico)

**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 yesterday who wrote detective stories.
2. I met a woman yesterday. Her husband died in a car accident.
   I met a woman whose husband died in a car accident.
3. Peter came to the party with a young woman. This is the young woman.
   This is the young woman who came to the party with Peter.
4. The policemen interrogated the old man. His car was parked outside the school.
   The policemen interrogated an old man whose car was parked outside the school.
5. There’s a man in the lobby. He wants to speak with you.
   There’s a man whom you should speak to.
6. They contacted a man. They found his wallet in the street.
   They contacted the man who lost his wallet in the street.
7. You were talking to a man in the lobby. Where is he?
   Where is the man you were talking to?

Exercise 4. Ask questions with whose, as in the example.

To whom does this pen belong? (belong = pertenecer) Whose pen is this? / Whose is this pen?
To whom does that old blue jacket belong? Whose is that old blue jacket?
1. To whom does this car belong? __________________________ Whose car is this? Whose is this car?
2. To whom do these books belong? ________________________________ ?
3. To whom does this brand new car belong? __________________________________________________________
4. To whom does that coat belong? ____________________________ ?
5. To whom does this gold ring belong? ____________________________ ?
6. To whom do the cigarettes on that table belong? ____________________________ ?
7. To whom does this camera belong? ____________________________ ?

Ex. 5. Make synonymous sentences using the verb BELONG instead of the possessives.

1. This pen is mine. __________________________ This pen belongs to me
2. That house is ours. __________________________
3. That’s not your leather jacket. __________________________
4. Those keys are mine. __________________________
5. Is that car yours? __________________________
6. That is not John’s bicycle.. __________________________
7. These aren’t Mary’s shoes. __________________________
8. Are these cigarettes yours? __________________________
9. Whose is this watch? __________________________
10. Whose glasses are these? __________________________
11. I think that this wallet is yours. __________________________
12. I’m sure that that house isn’t theirs. __________________________
13. This house is ours. It isn’t theirs. __________________________
14. That car isn’t his. It’s hers. __________________________
15. This sweater isn’t my sister’s. It’s my brother’s __________________________

A short course in English for adult students
C. SOMEBODY, SOMETHING, SOMEWHERE AND DERIVED WORDS (Alguien, algo, algún lugar y sus derivados)

Study the following chart

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Some</th>
<th>Somebody/someone</th>
<th>Something</th>
<th>Somewhere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative</td>
<td>Not...any</td>
<td>Not... Anybody</td>
<td>Not...anything</td>
<td>Not...anywhere</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>Nobody / No One</td>
<td>Nothing</td>
<td>Nowhere</td>
</tr>
<tr>
<td>Interrogative</td>
<td>Any</td>
<td>Anybody / Anyone</td>
<td>Anything</td>
<td>Anywhere</td>
</tr>
</tbody>
</table>

En la BEGS & VOC UNIT 2 (p.27), 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:

1. I’ve got some friends in Atlanta (Yo tengo algunos amigos en Atlanta)
   I haven’t got any friends in Atlanta / I’ve got no friends in Atlanta
   Have you got any friends in Atlanta?

2. I saw somebody in the car (Yo vi a alguien en el auto)
   I didn’t see anybody in the car / I saw nobody in the car
   Did you see anybody in the car?

3. They need something now. (Yo necesito algo ahora)
   They don’t need anything now. / They need nothing now
   Do they need anything now?

4. They will go somewhere after the lesson (Ellos irán a algún lugar después de la clase)
   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

1. There is someone in the room
2. I saw somebody in the corridor.
3. Please put it somewhere in this room.
4. There is someone at the door.
5. He lives somewhere in New York.
6. He told somebody about it.
7. He gave the book to somebody.
8. I put the money somewhere in this drawer yesterday.
9. Tell somebody about Peter’s problems.
10. 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 (La ciudad)

airport /ˈeərpoʊrt/  
all-you-can-eat restaurant /ˈɔːl ju ˈkeɪn ˈiːt ˈrɛstɔrənt/  
art gallery /ˈɑːrt ˈgæləri/  
baker’s /ˈbeɪkərz/  
book shop /ˈbʊk ʃɒp/  
police station /ˈpɒli ˈsteɪʃn/  
building /ˈbildɪŋ/  
bus /bʌs/  
bus stop /ˈbʌs ˈstɒp/  
bus terminal /ˈbʌs ˈtɛr:mmən/  
butcher’s /ˈbʌtʃərz/  
cab /ˈkeɪb/  
café /ˈkæf/  
cafetería /kæfɪˈtʃeɾia/  
car /kær/  
caravan  
caravan  
casino /ˈkɑːzinoʊ/  
chemist’s /ˈkɛmɪstz/  
church /ˈtʃɜːtʃ/  
cinema /ˈsɪnəmə/  
coach /ˈkɒtʃ/  
coffee shop /ˈkɒfɪʃɒp/  
college /ˈkɒlɪdʒ/  
corner /ˈkɔːnər/  
crossroads /ˈkrɒsˌrɔːdz/  
department store /ˌdɛpərtmənt ˈstɔːr/  
disco /dɪˈsəʊk/  
dry-cleaner’s /ˈdrɔɪ ˈklɪnərsez/  
estate car /redɛt kær/  
fire brigade /ˈfaɪr ˈbrɪdʒ/  
flower shop /ˈflɔʊər ʃɒp/  
greengrocer’s /ˈɡriːnɡrʊˈsɛrz/  
grocer’s /ˈɡrʊsərz/  
grocery store /ˈɡrʊsəri ˈstɔːr/  
hardware store /ˈhɑːrdweər ˈstɔːr/  
hospital /ˈhaʊpɪl/  
hostel /ˈhɒstɛl/  
hotel /ˈhɒtɛl/  
jeweller’s /ˈdʒuːələrz/  
level crossing /ˈlevl ˈkrɔːsɪŋ/  
lorry /ˈlɔːri/  
museum /mjuːziəm/  
news-stand /ˈniuz ˈstænd/  
night-club /ˈnaɪt ˈklʌb/  
aeropuerto  
restaurant tenedor libre  
galería de arte  
panadería  
librería  
cuartel de policía  
edificio  
bus  
paradero de buses  
terminal de buses  
carnicería  
taxi (USA)  
café  
fuente de soda, casino automóvil  
casino de juegos  
farmacía  
sala de cine  
bus interurbano  
cafetería  
escuela (univ.)  
esquina  
tienda de depart.  
discoteca  
lavaseco, tintorería  
ranchera (UK)  
cuartel de bomberos  
florería  
verdulería  
almacén (UK)  
almacén (USA)  
ferretería  
hospital  
hostal  
hotel  
joyería  
crucero FFCC (UK)  
camión (UK)  
museo  
puesto de diarios  
boîte  
park /ˈpɑːrk/  
pavement /ˈpævment/  
pedestrian /ˈpedəstrɪən/  
pick up /ˈpɪk ʌp/  
planetarium /ˈplanətəriəm/  
bride /ˈbrɪd/  
post office /ˈpɔːst ˈɑːftʃ/  
public library /ˈpʌblɪk ˈlɪbrəri/  
railway station /ˈreɪliweɪ ˈstɛɪʃn/  
restaurant /ˈrɛstɔrənt/  
road /rəʊd/  
roundabout /ˈraʊndəbɔːt/  
school /skeɪl/  
shoe shop /ʃuː ʃɒp/  
shop /ʃɒp/  
sidewalk /ˈsɪdweɪk/  
near bar /ˈnɪər ˈbɑːr/  
station wagon /ˈstɛɪʃn wɔːɡn/  
stationer’s /ˈstɛɪʃn əˈrɛz/  
store /ˈstɔːr/  
street /ˈstrɛt/  
street-car /ˈstrɛt kær/  
subway /ˈsʌbweɪ/  
supermarket /ˈsʌpmərkət/  
tailor’s /ˈteɪlɔrsez/  
take-away restaurant /təˈkeiəweɪ ˈrɛstɔrənt/  
parque  
vereda (UK)  
peatón  
camioneta (USA)  
planetario  
puente  
oficina de correos  
biblioteca pública  
estación de trenes  
restaurante  
camino, calzada  
rotonda  
colegio, escuela  
zapatería  
tienda (UK)  
vereda (USA)  
fuente de soda, ranchera (USA)  
librería (art.escrit.)  
tienda (USA)  
calle  
tranvía  
paso bajo nivel (UK)  
tren subterráneo (USA)  
supermercado  
sastretería  
taxi /ˈteɪksi/  
te tear shop /tiː ʃɔp/  
theatre /ˈθɪətər/  
town hall /ˈtaʊn həːl/  
traffic lights /ˈtrafiklaitz/  
traffic sign /ˈtrafiklain/  
train /ˈtreɪn/  
travel agent’s /træˈvel ɛdɪlənts/  
truck /trʌk/  
tunnel /ˈtʌnəl/  
ground under /ˈʌndərgrʌnd/  
university /ˌjuːniˈvɜːrsəti/  
van /ˈvæn/  
zoo /ˈzuː/
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...?


PART II

A.


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. 3. 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. 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. 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. 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. /ði are ˈɡoʊɪŋ tu ˈvɪzɪt əs ˈnɛkst wɪkˈɛnd/ Ellos van a visitarnos el próximo fin de semana.
Mary is going to come to work tomorrow /ˈməɹɪz ˈɡoʊɪŋ tu ˈkæm tu wɜːrk ˈtʌmərəʊ/ 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. /ði ˈærent ˈɡoʊɪŋ tu ˈvɪzɪt əs ˈnɛkst wɪkˈɛnd/ Mary isn’t going to come to work tomorrow. /məɹi ˈɪznt ˈɡoʊɪŋ tu ˈkæm tu wɜːrk ˈtʌmərəʊ/.
Are they going to visit us next week-end? /ər ˈði ˈɡoʊɪŋ tu ˈvɪzɪt əs ˈnɛkst wɪkˈɛnd/ Is Mary going to come to work tomorrow? /ɪz məɹi ˈɡoʊɪŋ tu ˈkæm tu wɜːrk ˈtʌmərəʊ/.
When are they going to visit us? /wɛn ær ˈði ˈɡoʊɪŋ tu ˈvɪzɪt əs/ Why isn’t Mary going to come to work tomorrow? /wai ˈɪznt məɹi ˈɡoʊɪŋ tu ˈkæm tu wɜːrk ˈtʌmərəʊ/.

La pregunta habitual en este tiempo verbal es:

What are you going to do? /wɒt ær ˈjuː ˈɡoʊɪŋ tu ˈdzu/ ¿Qué va a hacer usted?

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.
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:

<table>
<thead>
<tr>
<th></th>
<th>Whom?</th>
<th>How long?</th>
<th>To do what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENT</td>
<td>It takes</td>
<td>Mr Clark</td>
<td>about 20 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the students</td>
<td>about 15 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>us</td>
<td>about one hour</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>about 2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to drive to his office</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to run to the stadium</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to walk that distance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to drive to Viña del Mar</td>
</tr>
<tr>
<td>PAST</td>
<td>It took</td>
<td>the students</td>
<td>about 1 hour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the men</td>
<td>six months</td>
</tr>
<tr>
<td></td>
<td></td>
<td>me</td>
<td>more than a year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a long time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to answer the questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to build the bridge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to learn English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to build the pyramids</td>
</tr>
<tr>
<td>FUTURE</td>
<td>It will take</td>
<td>you</td>
<td>at least an hour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the men</td>
<td>two years</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>about 10 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to type the report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to build the new highway</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to fly from London to Chicago</td>
</tr>
</tbody>
</table>

Escuche, lea y aprenda:

It takes Mr Clark about twenty minutes to drive to his office /it tēiks mister klā:rk abáut twénti mínits 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 ði stiːdənts 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 tēik juː at lí:st an áuar tu táip ðe ripɔːrt/ 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...?
How long did it take you to...?
How long will it take you to...

¿Cuánto tiempo se demora Ud. en...?
¿Cuánto tiempo se demoró Ud. en...?
¿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 to work. It didn’t take Herbert a long time to walk to work.
   Did it take Herbert a long time to walk to work?
   How long did it take Herbert to walk to work?

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 the report. _____________________________________________?
6. It took a month to complete the work.

7. It will take a long time to get to the airport.

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).

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. Compare:

<table>
<thead>
<tr>
<th>Adjetivo</th>
<th>Forma Comparativa</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretty</td>
<td>prettier</td>
</tr>
<tr>
<td>common</td>
<td>more common</td>
</tr>
<tr>
<td>clever</td>
<td>cleverer</td>
</tr>
<tr>
<td>modern</td>
<td>more modern</td>
</tr>
</tbody>
</table>

e. Existen algunos adjetivos que tienen una forma excepcional en el grado comparativo:

<table>
<thead>
<tr>
<th>Adjetivo</th>
<th>Forma Comparativa</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
</tr>
<tr>
<td>far</td>
<td>farther</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
</tr>
<tr>
<td>many</td>
<td>more</td>
</tr>
<tr>
<td>hot</td>
<td>hottest</td>
</tr>
<tr>
<td>thin</td>
<td>thinnest</td>
</tr>
</tbody>
</table>

Al usar el Grado Superlativo debemos observar las siguientes reglas:

a. A los adjetivos de una sílaba debemos agregar el sufijo -est:

<table>
<thead>
<tr>
<th>Adjetivo</th>
<th>Forma Superlativo</th>
</tr>
</thead>
<tbody>
<tr>
<td>small</td>
<td>smallest</td>
</tr>
<tr>
<td>tall</td>
<td>tallest</td>
</tr>
<tr>
<td>short</td>
<td>shortest</td>
</tr>
</tbody>
</table>

b. Si el adjetivo está formado por cons.+vocal+cons. o doble cons.+vocal+cons., debemos duplicar la última consonante:

<table>
<thead>
<tr>
<th>Adjetivo</th>
<th>Forma Superlativo</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>biggest</td>
</tr>
<tr>
<td>hot</td>
<td>hottest</td>
</tr>
<tr>
<td>thin</td>
<td>thinnest</td>
</tr>
</tbody>
</table>

c. Si el adjetivo tiene tres o más sílabas se debe anteponer la palabra most:

<table>
<thead>
<tr>
<th>Adjetivo</th>
<th>Forma Superlativo</th>
</tr>
</thead>
<tbody>
<tr>
<td>intelligent</td>
<td>most intelligent</td>
</tr>
<tr>
<td>important</td>
<td>most important</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Adjetivo</th>
<th>Forma Superlativo</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretty</td>
<td>prettiest</td>
</tr>
<tr>
<td>common</td>
<td>most common</td>
</tr>
<tr>
<td>clever</td>
<td>cleverest</td>
</tr>
<tr>
<td>modern</td>
<td>most modern</td>
</tr>
</tbody>
</table>

e. Existen algunos adjetivos que tienen una forma excepcional en el grado comparativo:

<table>
<thead>
<tr>
<th>Adjetivo</th>
<th>Forma Superlativo</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worst</td>
</tr>
<tr>
<td>far</td>
<td>farthest</td>
</tr>
<tr>
<td>little</td>
<td>least</td>
</tr>
<tr>
<td>many</td>
<td>most</td>
</tr>
<tr>
<td>hot</td>
<td>most</td>
</tr>
</tbody>
</table>

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. (El es tan alto como su hermano)
- 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 + THAN

1. Philadelphia is...larger than)...Washington. (large)
2. John is ____________________________ William. (short)
3. Henry is ____________________________ l. (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 ____________________________ shorter than I.
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 of 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.
   ___________________________________________________
   ___________________________________________________

2. This street is wider than that one.
   ___________________________________________________
   ___________________________________________________

3. This exercise is longer than the last one.
   ___________________________________________________
   ___________________________________________________

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.
    ___________________________________________________
    ___________________________________________________
### 1. Provisions /prəvɪlnz/ (Abarrotes)

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>bread /bred/</td>
<td>pan</td>
</tr>
<tr>
<td>biscuit /bɪskɪt/</td>
<td>galleta (UK)</td>
</tr>
<tr>
<td>butter /bətər/</td>
<td>mantequilla</td>
</tr>
<tr>
<td>cake /keɪk/</td>
<td>torta</td>
</tr>
<tr>
<td>candies /kændɪz/</td>
<td>calugas</td>
</tr>
<tr>
<td>coffee /kоф/</td>
<td>café</td>
</tr>
<tr>
<td>cookie /ˈkjuːki/</td>
<td>galleta (USA)</td>
</tr>
<tr>
<td>cracker /ˈkrækər/</td>
<td>galleta de agua</td>
</tr>
<tr>
<td>cream /kri:m/</td>
<td>crema</td>
</tr>
<tr>
<td>cheese /ˈtʃiːz/</td>
<td>queso</td>
</tr>
<tr>
<td>chips /tʃɪps/</td>
<td>papas fritas (UK)</td>
</tr>
<tr>
<td>egg /ɛɡ/</td>
<td>huevo</td>
</tr>
<tr>
<td>french fries /frɛnʃ frɛz/</td>
<td>papas fritas (USA)</td>
</tr>
<tr>
<td>jam /dɪˈleɪn/</td>
<td>memelada, dulce</td>
</tr>
<tr>
<td>lard /lɑrd/</td>
<td>manteca</td>
</tr>
<tr>
<td>margarine /ˈmærɡərin/</td>
<td>margarina</td>
</tr>
<tr>
<td>marmalade /ˈmɑrmələd/</td>
<td>memelada cítrica</td>
</tr>
<tr>
<td>mashed potatoes /ˈmeɪʃt poʊˈtɪətəʊz/</td>
<td>puré de papas</td>
</tr>
<tr>
<td>noodles /ˈnuːdz/</td>
<td>fideos</td>
</tr>
<tr>
<td>oil /ɔɪl/</td>
<td>aceite</td>
</tr>
<tr>
<td>pepper /pəˈper/</td>
<td>pimienta</td>
</tr>
<tr>
<td>rice /rɑɪs/</td>
<td>arroz</td>
</tr>
<tr>
<td>salad dressing /ˈsæləd dresɪŋ/</td>
<td>aliño para ensaladas</td>
</tr>
<tr>
<td>salt /sɔlt/</td>
<td>sal</td>
</tr>
<tr>
<td>sauce /ˈsoʊs/</td>
<td>salsa</td>
</tr>
<tr>
<td>soup /ˈsʌp/</td>
<td>sopa</td>
</tr>
<tr>
<td>spaghetti /spægətɪ/</td>
<td>tallarines</td>
</tr>
<tr>
<td>sugar /ˈʃʊɡər/</td>
<td>azúcar</td>
</tr>
<tr>
<td>sweets /ˈswɛts/</td>
<td>dulces, pastillas</td>
</tr>
<tr>
<td>tea /teɪ/</td>
<td>té</td>
</tr>
<tr>
<td>toast /ˈtɔʊst/</td>
<td>tostada(s)</td>
</tr>
<tr>
<td>vinegar /ˈvɪnər/</td>
<td>vinagre</td>
</tr>
</tbody>
</table>

### 2. Meals /ˈmeɪls/ (Las comidas)

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>breakfast /ˈbrɛkfast/</td>
<td>desayuno</td>
</tr>
<tr>
<td>brunch /ˈbrʌntʃ/</td>
<td>desayuno-almuerzo</td>
</tr>
<tr>
<td>lunch /lɑntʃ/</td>
<td>almuerzo</td>
</tr>
<tr>
<td>supper /ˈsʌpər/</td>
<td>cena (informal)</td>
</tr>
<tr>
<td>dinner /ˈdɪnər/</td>
<td>cena (formal)</td>
</tr>
<tr>
<td>appetizer /ˈæpətɪzər/</td>
<td>aperitivo</td>
</tr>
<tr>
<td>hors-dōéuvres /ɔkˌdiˈvʁ/</td>
<td>entremeses</td>
</tr>
<tr>
<td>starter /ˈstɑːtər/</td>
<td>entrada</td>
</tr>
<tr>
<td>first course /ˈfɜːrst kɔːrʦ/</td>
<td>primer plato</td>
</tr>
<tr>
<td>main course /ˈmeɪn kɔːrʦ/</td>
<td>Plato de fondo</td>
</tr>
<tr>
<td>dessert /dɪˈzɜːrt/</td>
<td>postre</td>
</tr>
</tbody>
</table>

### 3. Meats /miːts/ (Carnes)

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>beef /bɪft/</td>
<td>vacuno</td>
</tr>
<tr>
<td>breast /brest/</td>
<td>pechuga</td>
</tr>
<tr>
<td>chicken /ˈtʃɪkən/</td>
<td>pollo</td>
</tr>
<tr>
<td>chop /tʃɔp/</td>
<td>chuleta</td>
</tr>
<tr>
<td>duck /dʌk/</td>
<td>pato</td>
</tr>
<tr>
<td>fillet /ˈfɪlɛt/</td>
<td>filete</td>
</tr>
<tr>
<td>lamb /laʊm/</td>
<td>cordero lechón</td>
</tr>
<tr>
<td>leg /leg/</td>
<td>pata, pié</td>
</tr>
<tr>
<td>mutton /ˈmʌtn/</td>
<td>cordero</td>
</tr>
<tr>
<td>pheasant /ˈfeɪzənt/</td>
<td>faisán</td>
</tr>
<tr>
<td>pork /pɔːrk/</td>
<td>cerdo</td>
</tr>
<tr>
<td>rib /rib/</td>
<td>costilla</td>
</tr>
<tr>
<td>sirloin /ˈsɜrloʊn/</td>
<td>lomo</td>
</tr>
<tr>
<td>T-bone /tbiˈbɔːn/</td>
<td>entrecot</td>
</tr>
<tr>
<td>turkey /ˈtʌkiŋ/</td>
<td>pavo</td>
</tr>
<tr>
<td>veal /ˈvɛl/</td>
<td>ternera</td>
</tr>
<tr>
<td>venison /ˈvɛnɪson/</td>
<td>ciervo</td>
</tr>
<tr>
<td>wing /wɪŋ/</td>
<td>ala</td>
</tr>
</tbody>
</table>

### 4. Sea Food /sɪː ˈfeɪd/ (Pescados y mariscos)

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>abalone /əˈbɔln/</td>
<td>loco</td>
</tr>
<tr>
<td>clam /klæm/</td>
<td>almeja</td>
</tr>
<tr>
<td>cockle /ˈkɒkl/</td>
<td>caracol, berberecho</td>
</tr>
<tr>
<td>cod /koʊd/</td>
<td>bacalao</td>
</tr>
<tr>
<td>conger eel /ˈkɒŋər ɪəl/</td>
<td>congrio</td>
</tr>
<tr>
<td>crab /kræb/</td>
<td>jaíva</td>
</tr>
<tr>
<td>eel /ɪl/</td>
<td>anguila</td>
</tr>
<tr>
<td>fish /fɪʃ/</td>
<td>pescado</td>
</tr>
<tr>
<td>haddock /ˈhædɒk/</td>
<td>abadejo, merlango</td>
</tr>
<tr>
<td>hake /ˈheɪk/</td>
<td>merluza</td>
</tr>
<tr>
<td>herring /ˈhɛrɪŋ/</td>
<td>arenque</td>
</tr>
<tr>
<td>mackerel /ˈmækərl/</td>
<td>caballa o jurel</td>
</tr>
<tr>
<td>muskel /ˈmʊzl/</td>
<td>cholga, mejillón</td>
</tr>
<tr>
<td>oyster /ˈɔɪstər/</td>
<td>ostra</td>
</tr>
<tr>
<td>prawns /prɒnz/</td>
<td>gambas, camarones</td>
</tr>
<tr>
<td>salmon /səˈmɒn/</td>
<td>salmón</td>
</tr>
<tr>
<td>scallop /ˈskælɒp/</td>
<td>ostión</td>
</tr>
<tr>
<td>shellfish /ˈʃɛlfɪʃ/</td>
<td>mariscos</td>
</tr>
<tr>
<td>shrimps /ˈʃrɪmpz/</td>
<td>langostinos</td>
</tr>
<tr>
<td>sole /sɔl /, plaice /ˈpleɪs/</td>
<td>lenguado</td>
</tr>
<tr>
<td>squid /ˈskwɪd/</td>
<td>calamar</td>
</tr>
<tr>
<td>swordfish /ˈswɔrdfɪʃ/</td>
<td>albacora, pez españa</td>
</tr>
</tbody>
</table>
king crab /kɪŋ kræb/  centolla trout /traut/  trucha
lobster /ləbster/  langosta tuna fish /tʊna fɪʃ/  atún
urchin /ərˈtʃɪn/  erizo

5. Fruits /fruːts/ (Frutas)

apple /æpl/  manzana melon /mɛlən/  melón
apricot /ˈæprɪkɒt/  damasco orange /ˈɒrɪndəl/  naranja
banana /ˈbænənə/  plátano peach /piːts/  durazno
blackberry /ˈblækbəri/  mora peanut /ˈpiːnət/  maní
blueberry /ˈbluːberi/  arándano pineapple /ˈpærəpiːl/  piña
cherry/cherries /ˈtʃɛrɪz/  cerezas plum /ˈplʌm/  ciruela
coconut /ˈkəʊkənʌt/  coco prunes /ˈprʌnz/  ciruelas secas
cranberry /ˈkrænberi/  arándano agrio quince /ˈkwɪns/  membrillo
dates /ˈdeɪts/  dátils raisins /ˈreɪzɪnz/  pasas
gooseberry /ˈɡuːzberi/  grosella raspberry /ˈræbзberi/  frambuesa
grapefruit /ˈɡreɪprfrut/  pomelo strawberry /ˈstrəberi/  frutilla
grapes /ɡreɪps/  uvas watermelon /ˈwɔtərˌmɛln/  sandía
hazelnuts /ˈhezl nʌts/  nueces

6. Vegetables /ˈvɛdɪkləlz/ (Verduras)

celery /ˈsɛleri/  apio garlic /ˈɡærlik/  ajo
artichoke /ˈɑrtɪtʃouk/  alcachofa lemon /ˈleɪmən/  limón
asparagus /ˈæsˌpærəɡəz/  espárrago lettuce /ˈlɛtɪs/  lechuga
bean(s) /biːn(ə)s/  poroto(s) onion /ˈɔnɪn/  cebolla
beetroot /ˈbɪtrʊt/  betarraga pea(s) /ˈpiː(ə)s/  arveja(s)
broad bean /ˈbrɔːd biːn/  haba potato(es) /ˈpɔtətəʊ(ə)s/  papa(s)
cabbage /ˈkeɪbɪdəl/  repollo pumpkin /ˈpʌmpkɪn/  zapallo
carrot /ˈkærət/  zanahoria radish /ˈrædɪʃ/  rábano
chicory /ˈtʃɪkəri/  chicoría red /ˈɡreɪn pɪpə/  pimentón /ˈmorən
corn /kɔrn/  maíz,choclo spinach /ˈspɪnədəl/  espinaca
cucumber /ˈkʌkəmər/  pepino tomato(es) /ˈtɒmətəʊ(ə)s/  tomate(s)

7. Beverages /bɪˈvɜrdlz/ Bebestibles

beer /ˈbiər/  cerveza red wine /ˈrɛd wɪn/  vino tinto
coffee /ˈkɒfi/  café soda water /ˈsɔdə wɑrə/  agua de soda
drink /drɪŋk/  trago soft drink /ˈsɔft drɪŋk/  refresco
herbal tea /hərˈbɔːl ti:/  infusión de hierbas tea /ti:/  té
juice /dɪˈljuːs/  jugo water /ˈwɔtər/  agua
lemonade /ˈleməneɪd/  limonada white wine /ˈwɜlt wɪn/  vino blanco
milk /mɪlk/  leche wine /ˈwɪn/  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...? 3. It didn’t take them many years to build... / Did it take them many years to build...? 4. It doesn’t take me ten minutes to get... / Does it take me ten minutes to get...? 5. It didn’t take him several hours to... / Did it take him several hours to...? 6. It didn’t take a month to... / Did it take a month to...? 7. It won’t take a long time to... / Will it take a long time to...? 8. It won’t take you a week to... / Will it take you a week to...? 9. It didn’t take them two days to... / Did it take them two days to...? 10. It doesn’t take an hour to... / Does it take an hour to...? 11. It doesn’t take much time to... / Does it take much time to...? 12. It didn’t take an hour to... / Did it take an hour 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. 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 fewest 14. 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 one. 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 Contínuo (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. /Déi ar vězitíŋ as někst wí:kénd/ (They accepted our invitation)
Mary’s coming to work tomorrow. /měřís kámiŋ tu wěːrk 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 Contínuo

Lea, escuche y aprenda:

They aren’t visiting us next week-end. /Déi ə:rent vězitíŋ as někst wí:kénd/  Mary isn’t coming to work tomorrow. /Déi ə:rent kámiŋ tu wěːrk tumórou/  Are they visiting us next week-end? /Déi vězitíŋ as někst wí:kénd/  Is Mary coming to work tomorrow? /Déi věːrwork tumórou/  When are they visiting us? /Déi věːrent vězitíŋ as/  Why isn’t Mary coming to work tomorrow? /Déi ə:rent kámiŋ tu wěːrwork tumórou/

La pregunta más frecuente en este tiempo es:

What are you doing tomorrow morning/on Sunday/etc? /wót áːr iu dúːŋ tumórou móːrning/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:

What are you doing on Friday night?  I’m going to a disco with some friends.
What are you doing next week-end?  I’m visiting my sister in New Jersey.
What’s the boss doing this afternoon?  He’s attending a meeting.

What are you and your wife doing next summer?  We’re going to Cancun again.
How are you getting there?  We’re flying / We’re going by plane.
When are you leaving?  We’re leaving on January 21st.
How long are you staying there this time?  We’re staying 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.

1. Mr Mitchell wants to visit Sydney next week. He went to his travel agent this morning and bought an air ticket (fly).  Mr Mitchell __________________________

2. 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!”

4. Jim: “Why don’t we go to a disco tonight, Mary?” Mary: “Yes, let’s go”!

5. We just got a telegram from our daughter. It says, “Arriving on 8:15 train Saturday morning”

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”.

7. It’s 8:15 now. The departure of our train is at 8:25. We must 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:

<table>
<thead>
<tr>
<th>Dr. Novoa’s Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mon.</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Tues.</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Wed.</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Thurs.</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Fri.</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Sat.</strong></td>
</tr>
</tbody>
</table>

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 ___________________________ on Tuesday morning.
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 the 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 qué hora vas a llegar del trabajo esta tarde? _____________________________________________________
10. Según el itinerario, ¿a qué hora vamos a llegar allá? ______________________________________________

PART II. MODAL VERBS (I)

A. CAN, MUST, MAY, SHOULD/OUGHT TO

Estos Verbos Modales (también llamados defectivos o especiales) tienen los siguientes significados:

<table>
<thead>
<tr>
<th>Spanish</th>
<th>Synonym</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAN</td>
<td>1. PODER =</td>
<td>1. Be able to</td>
</tr>
<tr>
<td></td>
<td>ser capaz de.</td>
<td>2. Be possible to</td>
</tr>
<tr>
<td></td>
<td>2. PODER =</td>
<td>3. Be allowed to</td>
</tr>
<tr>
<td></td>
<td>ser posible</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. PODER =</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tener permiso</td>
<td></td>
</tr>
<tr>
<td></td>
<td>para (informal)</td>
<td></td>
</tr>
<tr>
<td>MUST</td>
<td>1. DEBER =</td>
<td>1. have to</td>
</tr>
<tr>
<td></td>
<td>tener que</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(obligación/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>necesidad)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. DEBER =</td>
<td>2. I think... / I assume...</td>
</tr>
<tr>
<td></td>
<td>tener que</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(deducción/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>conclusión)</td>
<td></td>
</tr>
<tr>
<td>MAY</td>
<td>1. PODER =</td>
<td>1. be allowed to</td>
</tr>
<tr>
<td></td>
<td>tener permiso</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(formal)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. PODER =</td>
<td>2. be likely to; probably</td>
</tr>
<tr>
<td></td>
<td>ser posible o</td>
<td></td>
</tr>
<tr>
<td></td>
<td>probable</td>
<td></td>
</tr>
<tr>
<td>SHOULD</td>
<td>1. DEBERÍA =</td>
<td>1. You should study every day.</td>
</tr>
<tr>
<td>OUGHT TO</td>
<td>consejo,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>recomendación</td>
<td>You ought to study every day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It is convenient for you to study every day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You had better study every day.</td>
</tr>
</tbody>
</table>

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 can 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.

A short course in english for adult students 129
Estos verbos tienen los siguientes significados y usos:

| Can         | 1. Para indicar capacidad, habilidad o destreza. | John can swim very well. (John puede nadar bien)  
|             |                                                | Mary can’t play the guitar. (Mary no puede tocar la guitarra)  
|             | 2. Para indicar que la posibilidad para hacer algo. | You can see the lake from this window. (Ud. puede ver el lago desde esta ventana)  
|             |                                                | We can’t use the elevator now. It’s out of order. (No podemos usar el ascensor ahora. Está descompuesto)  
|             | 3. (Informal) Para dar o pedir permiso o autorización. | You can leave now, Peter. (Puedes retirarte ahora, Peter)  
|             |                                                | Can I turn on the TV, dad? (¿Puedo encender el televisor, papá?)  
|             | 4. (Negative) Para indicar incredulidad o asombro. | That can’t be true! (Eso no puede ser cierto!)  
|             |                                                | I can’t believe my eyes! (No puedo creer lo que estoy viendo!)  
| Must        | 1. Para indicar obligación. | You must obey all traffic regulations. (Ud. debe obedecer las leyes del tránsito)  
|             |                                                | Students mustn’t smoke in the laboratory. (Los alumnos no deben fumar en el laboratorio)  
|             | 2. (Positive) Para indicar suposición o deducción. | He’s wearing a green uniform. He must be a policeman. (El está usando un uniforme verde. Debe ser un policía)  
|             |                                                | Ask the secretary, She must know where Mr Jackson is now. (Pregúntele a la secretaria. Ella debe saber dónde está el Sr. Jackson ahora)  
|             | 3. Para expresar incredulidad o asombro | You must be joking! (Debes estar bromeando!)  
|             |                                                | It must be a mistake! (Debe ser un error!)  
| May         | 1. (formal). Para pedir o dar permiso o autorización. | You may leave now, if you wish. (Ud. puede retirarse, si lo desea)  
|             |                                                | You may not use this telephone at any time. (Uds. No pueden usar este teléfono a ninguna hora)  
|             |                                                | May I smoke here, Sir? (¿Puedo fumar aquí, Sr.?)  
|             | 2. Para indicar posibilidad o probabilidad | It’s getting cloudy. It may rain tomorrow. (Se está nublando. Puede que llueva mañana)  
|             |                                                | Don’t get on that chair, Tommy. You may fall down and break an arm. (No te subas a esa silla, Tommy. Te puedes caer y quebrar un brazo)  
|             |                                                | Cigarette smoking may cause cancer! (Fumar cigarrillos puede producir cancer)  
| Should / Ought To | 1. Para dar consejos, reprochar o indicar un deber moral | You don’t look well. I think that you should see a doctor / …you ought to see a doctor / iu: ɔ: t tu sii: ə dɔktər / (No te ves bien. Creo que deberías ver a un médico)  
|             |                                                | You should not smoke so much, Joe. It’s not good for your health. (No debería fumar tanto. No es bueno para tu salud)  
|             |                                                | You should feel proud of being a Chilean. (Deberías sentirte orgulloso de ser chileno)  

**EXERCISES**

Ex. 1. Complete the blanks with CAN, MUST, MAY o SHOULD, según corresponda.

1. Gentlemen, you ____________ ask questions at the end of the presentation, if you like.
2. He is a retired civil servant. He ____________ be over 65 years old now.
3. You ____________ study harder if you want to get better grades.
4. I just put on my glasses. Now I ____________ read better.
5. You ____________ have a passport and a visa to enter the United States.
6. You ____________ take your umbrella in case it rains this afternoon, John.
7. ____________ I use your pen please, Sir?
8. ____________ I have another piece of cake, mother?
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 even 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.
   a) __________
   b) __________?
   c) __________?

2. They should take a taxi.
   a) __________
   b) __________?
   c) __________?

3. We must go because it’s late.
   a) __________
   b) __________?
   c) __________?

4. They may use Room 203.
   a) __________
   b) __________?
   c) __________?

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.


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 *must go* to the hospital to see a friend  
  (Yo *debo ir* al hospital a ver a un amigo)  
- **(Past)**  
  I *had to go* to the hospital to see a friend.  
  (Yo *tuve que ir* al hospital a ver a un amigo)  
- **(Future)**  
  I *will have to go* to the hospital to see a friend.  
  (Yo *tendré que ir* al hospital a ver a un amigo)

- **(Present)** Peter *must work* until late this evening.  
  (Peter *debe trabajar* hasta tarde esta noche)  
- **(Past)**  
  Peter *had to work* until late yesterday evening.  
  (Peter *tuvo que trabajar* hasta tarde ayer)  
- **(Future)**  
  Peter *will have to work* until late this evening.  
  (Peter *tendrá que trabajar* 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 *tiene que trabajar* hasta tarde todas las noches)  
- 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 leave at once.
2. He must go to the hospital right away.
3. We must make reservations at once.
4. He must learn all the new words.
5. We must hurry in order to get there early.
6. He must spend more time on his English.
7. She must attend class every day.
8. I must answer this letter at once.
9. We must telephone her right away.
10. He must stay at home and rest.

Ex. 3. Change to past and future time:

1. I had to work today.
2. John had to be here at two o’clock.
3. Mary had to come with him.
4. We had to study tonight.
5. They had to write many letters.
6. You had to wait a few minutes.
7. They had to come back later.
8. We all had to write a short story.
9. We had to go to the hospital this afternoon.
10. He had to see a doctor.
11. John had to stop his English lessons.
12. I had to get up early.

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.
7. They had to leave early.
8. I have to buy a new pen.
9. We have to work on Sunday.
10. John had to go to the hospital.
11. We have to prepare our homework every day.
12. We will have to learn many new words.

Ex. 5. Change to interrogative form. Then, ask questions with WHEN, WHERE, WHAT TIME, WHY, etc.

1. He had to leave at noon. Did he have to leave at noon? What time/ When did he have to leave?
2. We have to get up at 6.00 every morning.
3. They have to study every day.
4. They have to rent an apartment soon.
5. He had to buy several new books.
6. He had to leave a tip for the waiter.
7. He had to return yesterday.
8. He will have to wait a few minutes.
9. They will have to come back later.
10. He has to wear a coat because it’s cold.
11. She has to rest a while because she’s tired.
12. He has to take more exercise.
BASIC VOCABULARY:

PARTS OF THE BODY /pá:rts ov ðe bódi/ (Las partes del cuerpo)

1. The Head /e hed/ (La cabeza)
   - beard /bi:rd/ barba
   - brains /breɪnz/ cerebro
   - cheek /keɪ/ mejilla
   - chin /tʃɪn/ mentón
   - ear /ɪər/ oreja
   - eye /aɪ/ ojo
   - eyebrow /ˈaɪbraʊ/ ceja
   - eyelash /ˈaɪlæʃ/ pestaña
   - eyelid /ˈaɪlɪd/ párpado
   - face /feɪs/ cara
   - forehead /ˈfɔːrɛd/ frente
   - hair /hэр/ cabello
   - head /hɛd/ cabeza
   - jaw /dʒɔː/ mandíbula
   - lip /lɪp/ labio
   - moustache /ˈmʌstəʃ/ bigote
   - mouth /maʊθ/ boca
   - neck /nek/ cuello
   - nose /nɔːz/ nariz
   - nostrils /ˈnɔstrɪlz/ fosas nasales
   - pupil /ˈpjuːpl/ pupila
   - sideburns /ˈsaɪdbɜrnz/ patillas
   - skull /skɔːl/ cráneo
   - temple /ˈtempəl/ sien
   - tongue /tʌŋ/ lengua
   - tooth /tuːθ/ diente(s)

2. The Trunk /e trʌŋk/ (El tronco)
   - back /bæk/ espalda
   - backbone /bækboun/ espinha dorsal
   - bladder /blædər/ vejiga
   - bowels /ˈbɔːlz/ intestinos
   - breast /breɪst/ pecho (mamas)
   - buttocks /ˈbʌtəks/ nalgas
   - chest /kɛst/ pecho, torax
   - gall bladder /ˈɡɔlblɑːdər/ vesícula
   - heart /hɑːrt/ corazón
   - hip /hɪp/ cadera
   - intestines /ɪntɛstɪnz/ intestinos
   - kidney /ˈkɪdnɪ/ riñón
   - liver /ˈlaɪvər/ hígado
   - lung /lʌŋ/ pulmón
   - navel /ˈnævl/ ombligo
   - rib /ˈrɪb/ costillas
   - spleen /ˈspliːn/ bazo
   - stomach /ˈstəʊmæk/ estómago
   - waist /weɪst/ cintura

3. The Limbs /e lɪms/ (Las extremidades)
   - ankle /ˈæŋkli/ tobillo
   - arm /ɑːrm/ brazo
   - armpit /ˈærmpɪt/ axila
   - calf /kaːl/ pantorrilla
   - elbow /ˈeləʊ/ codo
   - finger /ˈfɪŋər/ dedo (mano)
   - foot /fut, fiːt/ pie /s
   - hand /hænd/ mano
   - heel /hiːl/ talón
   - index finger /ˈɪndɛks fɪŋər/ índice
   - kneecap /ˈniːkæp/ rodilla
   - knuckle /ˈnʌkl/ nudillo
   - leg /leɡ/ pierna
   - limb /lɪm/ extremidades
   - little finger /ˈlɪtl fɪŋər/ meñique
   - middle finger /ˈmɪdl fɪŋər/ cordial
   - nail /neɪl/ uña
   - palm /ˈpælm/ palma
   - ring finger /ˈrɪŋ fɪŋər/ anular
   - shin /ʃɪn/ canilla
   - shoulder /ˈʃɔʊldər/ hombro
   - sole /ˈsɔʊl/ planta (del pie)
   - thigh /θaɪ/ muslo
   - thumb /θʌm/ pulgar
   - toe /tou/ dedo (del pie)
   - wrist /rɪst/ muñeca

4. Related Words /rɪlɪtɪd weɪrdz/ (Palabras relacionadas)
   - corn /ˈkɔrn/ callo
   - cough /kɒf/ tos
   - freckle /f्रɛkəl/ pecas
   - hiccough /ˈhɪkəʊ/ hipo
   - mole /ˈmɔːl/ lunar
   - pins and needles /ˈpinz ən nɪːdlz/ calambres
   - sigh /sai/ suspiro
   - sneeze /ˈsnɛz/ estornudo
   - wart /wɔːrt/ verruga
   - wrinkle /ˈrɪŋkl/ arruga
   - yawn /ˈwaʊn/ bostezo
TIME EXPRESSIONS /táim iksprésh nz/ (Expresiones de tiempo)

now /náu/
at the moment /at be móúment/
at present /at prézent/
for the time being /for de tám bi:in/
right now /rait náu/
today /tudéi/
yesterday /lésterdi/
tomorrow /tumórou/
this morning /dés mó:rin/
this afternoon /dés a:fternú:n/
this evening /dés í:vni/
tonight /tunáit/
tomorrow morning /tumórou mó:nin/
yesterday afternoon /lésterdi a:fternú:n/
last night /last náit/
last week /last wí:k/
next Monday /nekst mándi/
last Tuesday morning /la:st tuizdi mó:nin/
next Sunday afternoon /nekst sándi a:fternú:n/
the day after tomorrow /de déi a:fter tumórou/
the day before yesterday /de déi bi:fó:r lésterdi/
in the morning /in de mó:rin/
in the afternoon /in di a:fternú:n/
in the evening /in di í:vni/
at night /at náit/
a week next Monday /e wí:k neks mándi/
a week last Sunday /e wí:k last sándi/
in December last year /in disémber la:st yíar/
in the summer of 1976 /in de sámer ov náintin séventi síks/
every day /évri déi/
every week /évri wí:k/
every month /évri mántl/
every year /évri iar/
every Monday morning /évri mándi mó:nin/
every other day /évri ánber déi/
every other three days /évri ánber thrí: dí:iiz/
one a day /wáns e déi/
twice a week /twáis e wí:k/
several times a month /sévral táimz e mántð/
many times a year /méni támzm e iiar/
a long time ago /e lóng tám agóú/
many years ago /méni iarz agóú/
ten minutes ago /té:n mínits agóú/
not very long ago /nót véri lóng agóú/
ages ago /a:ftir agóú/
a short while ago /a: short wáil agóú/
immediately /imíkillitli/
at once /át wánz/
right away /ráit évél/
as soon as possible, ASAP /as sún: as pósibl/
always /o:fn/
generally /dollénerali/
usually /dúshuali/
frequently /fríkwentli/
often /ó:fn/
occasionally /okéillonali/
a ahora
en este momento
transitoriamente, por ahora
ahora mismo
hoy día
ayer
mañana
esta mañana
esta tarde
esta tarde
esta noche
mañana en la mañana
ayer en la tarde
anoche
la semana pasada
el próximo lunes
el martes pasado en la mañana
el próximo domingo en la tarde
pasado mañana
anteayer
en la mañana
en la tarde
por /durante la noche
el lunes subsiguiente
el domingo antepasado
en diciembre del año pasado
en el verano de 1976
todos los días
todas las semanas
todos los meses
todos los años
todos los lunes en la mañana
día por medio
cada tres días
una vez al día
dos veces a la semana
muchas veces al mes
hace mucho tiempo /mucho tiempo atrás
hace muchos años
hace diez minutos
no hace mucho tiempo
hace muchísimos tiempo
hace un rato, un rato atrás
inmediatamente
de inmediato
al instante, “al tiro”
lo antes posible, lo más pronto posible
siempre
generalmente
usualmente
frecuentemente
a menudo
ocasionalmente
sometimes /sámtaimz/  a veces
rarely /réarl/  raramente
seldom /sél dom/  rara vez
hardly ever /ha:dli éver/  casi nunca
never /néver/  nunca
der from time to time /fróm táim tu táim/  de vez en cuando
ever /wán s in e wáil/  de vez en cuando.
now and then /náu an óén/  de vez en cuando.
off and on /óf an ón/  de vez en cuando.
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. 7. Our train is leaving in ten minutes.

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 conference 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. 13. 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. 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.**
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 /wan júi kam háum dis ɪvni/ (cuando tú vengas a casa esta tarde), o when the program starts tonight /wen ðe prɒgræm stɑːts tunəlt/ (cuando el programa comience esta noche). También se usan expresiones de tiempo como, at ten o’clock tomorrow /at tén ɒklæk tumˈərəʊ/ (mañana a las 10:00), at midnight next Saturday /at middeɪt nɛkt sætˈbɜːrdi/ (al mediodía el próximo sábado), at this time tomorrow /at ðɪs tɑːm tumˈərəʊ/” (a esta hora mañana).

Escuche, lea y aprenda:

1. We will be having lunch at 1 o’clock tomorrow. /wiː wɪl bɪˈhævɪŋ lʌntʃ ət wʌn ɒklæk tʊmˈərəʊ/ Nosotros estaremos almorzando a la una mañana.
2. They will be working in the laboratory at this time next Monday. /ðeɪ wɪl biː wɜːkɪŋ ɪn ˈləʊbərətri ət ðɪs tɑːm nɛkt mɔntdi/ Ellos estarán trabajando en el laboratorio a esta hora el próximo lunes.
3. Lynda will be travelling in Europe at this time next month. /ˈlɪnda wɪl bɪˈtrævəlɪŋ ɪn ɪˈjuːrə at ðɪs tɑːm nɛkt mʌnθ/ Lynda estará viajando en Europa en esta fecha el próximo mes.
4. The children will be sleeping when the program starts tonight. /ðe tʃɪldrən wɪl bɪˈslɪpiŋ wɛn ðe prɒgræm stɑːts tunəlt/ Los niños estarán durmiendo cuando el programa comience esta noche.
5. The President will be flying to Tokyo at this time on Tuesday /ˈprɛzɪdənt wɪl bɪˈflaɪŋ tu tɒkiə at ðɪs tɑːm ɒn tjuːzdi/ 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 / WON’T 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. /ðeɪ wʊnt biː wɜːkɪŋ ɪn ˈləʊbərətri ət ðɪs tɑːm nɛkt mɔntdi/ Ellos no estarán trabajando en el laboratorio a esta hora el próximo lunes.
2. The children will not be sleeping when the program starts tonight. /ðe tʃɪldrən wɪl nɒt biː slɪpiŋ wɛn ðe prɒgræm stɑːts tunəlt/ Los niños no estarán durmiendo cuando el programa comience esta noche.
3. Will they be travelling in Europe at this time next month? /ˈwɪl ðeɪ biː trævəliŋ ɪn ɪˈjuːrə ət ðɪs tɑːm nɛkt mʌnθ/ ¿Ellos estarán viajando en Europa a esta hora el próximo mes?
4. What will the President be doing at this time on Tuesday? /wɒt wɪl ðe prɛzɪdənt biː ˈdʊziŋ ət ðɪs tɑːm ɒn tjuːzdi/ ¿El Presidente estará haciendo qué a esta hora el martes?

La pregunta habitual en este tiempo es:

WHAT WILL YOU BE DOING? /wɒt wɪl jʊː biː ˈdʊziŋ/ (¿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.  
   **a) negative:** They won’t be running up the hill at midday.  
   **b) interrogative:** Won’t they be running up the hill at midday?

2. Hans will be working all morning tomorrow.  
   **a) negative:** Hans won’t be working all morning tomorrow.  
   **b) interrogative:** Won’t Hans be working all morning tomorrow?

3. The students will be taking a test at 10.  
   **a) negative:** The students won’t be taking a test at 10.  
   **b) interrogative:** Won’t the students be taking a test at 10?

4. Mike will be washing his car in the morning.  
   **a) negative:** Mike won’t be washing his car in the morning.  
   **b) interrogative:** Won’t Mike 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.  
   **Question:** What will they be doing at 8 this evening?

2. Janet will be travelling in Asia for 2 weeks.  
   **Question:** Where will Janet be travelling for 2 weeks?

3. I’ll be working in the lab tomorrow morning.  
   **Question:** Where will I be working tomorrow morning?

4. Jim won’t be working tomorrow because it’s a holiday.  
   **Question:** Why won’t Jim be working tomorrow?

5. I’ll be staying at the Carlton Hotel in London.  
   **Question:** Where will I be staying in London?

6. The train will be arriving at 12:30 tomorrow.  
   **Question:** When will the train be arriving?

7. Mr. Jackson will be attending a meeting at this time on Thursday.  
   **Question:** What will Mr. Jackson be doing at this time on Thursday?

8. My friends will be taking their final exams by this time next month.  
   **Question:** What will my friends be doing by this time next month?

Ex. 4. Use the verbs provided in the Simple Future (WILL + INF) or the Future Continuous Tense (WILL BE + ING):

1. They ________________________ dinner at 8:45 this evening. (have)
   **Answer:** They will have dinner at 8:45 this evening.

2. They ________________________ Brazil next month. (visit)
   **Answer:** They will visit Brazil next month.

3. At this time tomorrow, we ________________________, of course. (work)
   **Answer:** We will be working at this time tomorrow.

4. Mr. Smith _________ not __________________ home for dinner tonight. (come)
   **Answer:** Mr. Smith won’t be coming home for dinner tonight.

5. They ________________________ in Boston at this time next year. (live)
   **Answer:** They will be living in Boston at this time next year.

6. They ________________________ at a Chinese restaurant tonight. (have dinner)
   **Answer:** They will be having dinner at a Chinese restaurant tonight.

7. Mary ________________________ dinner when John gets home tonight. (cook)
   **Answer:** Mary will be cooking dinner when John gets home tonight.

8. Where _________ they ________________________ when they visit Paris in June? (stay)
   **Answer:** Where will they be staying when they visit Paris in June?

9. What ________________________ at midday on Sunday? (do)
   **Answer:** What will you be doing at midday on Sunday?

10. __________ they ________________________ their holidays in Chile again next year? (spend)
   **Answer:** Will they be spending their holidays in Chile again next year?

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)
   **Answer:** Mary is playing the piano now.

2. We ________________________ our vacation in Majorca next year. (spend)
   **Answer:** We will be spending our vacation in Majorca next year.

3. At 10:30 last night, we ________________________ television. (watch)
   **Answer:** At 10:30 last night, we were watching television.

4. John usually ________________________ here on Tuesday. (come)
   **Answer:** John usually comes here on Tuesday.

5. Mr. Helms ________________________ a very good movie last night. (see)
   **Answer:** Mr. Helms saw a very good movie last night.

6. They _________ not ________________________ English very often. (practise)
   **Answer:** They don’t practise English very often.

7. What _________ you ________________________ at this time yesterday? (do)
   **Answer:** What will you be doing at this time yesterday?

8. They _________ not ________________________ the story at the moment. (read)
   **Answer:** They aren’t reading the story at the moment.

9. What _________ the Johnsons ________________________ last Saturday? (do)
   **Answer:** What did the Johnsons do last Saturday?

10. What _________ Mary ________________________ at this time tomorrow? (do)
    **Answer:** What will Mary be doing at this time tomorrow?

11. _________ n’t you ________________________ the newspaper this morning? (buy)
    **Answer:** Don’t you buy the newspaper this morning?

12. Jane _________ n’t ________________________ to see me every day. (come)
    **Answer:** Jane doesn’t come to see me every day.

13. _________ you always ________________________ home at midday? (phone)
    **Answer:** Do you always phone home at midday?

14. _________ your friends ________________________ you when you arrived at their home yesterday? (expect)
    **Answer:** Did your friends expect you when you arrived at their home yesterday?

15. Where _________ they ________________________ when World War II started? (live)
    **Answer:** Where were they living when World War II started?

16. How often _________ your friend ________________________ to you? (write)
    **Answer:** How often do your friend write to you?

17. What time _________ you ________________________ this morning? (get up)
    **Answer:** What time did you get up this morning?

18. What time _________ you ________________________ here tomorrow? (be)
    **Answer:** What time will you be here tomorrow?
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:

- **Can you.+ infinitive...please?** (Informal) Can you open the door please?
- **Will you + infinitive..., please?** (Informal) Will you help me please?
- **Imperative, please + will you?** (Informal) Listen to me please, will you?
- **Could you + infinitive..., please?** (Formal) Could you speak more slowly, please?
- **Would you + infinitive..., please?** (Formal) Would you sign your name here, please?
- **Would you mind +...ing... please?** (Muy formal) Would you mind waiting outside, please?

Normalmente estas solicitudes se responden con expresiones como las siguientes:

- **With pleasure /wð plélar/ Con mucho gusto**
- **Sure /ʃʊər/ seguro**
- **Certainly /ˈsɛrtəni/ Por cierto**
- **Of course /oʊ kó:rz/ Por supuesto**

Escuche, lea y aprenda:

1. A: Could you help me, please? 2. A: Will you lend me your pen, please?
   B: With pleasure  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. _____________________________________________________
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.

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?  A: Do you mind if I open the window?
B: Sure, go ahead.  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)

Cuando 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?
- **Can/May I + Infinitive...?**
  - Can/May I help you?

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 __________________________________? Yes, please. I’m a little hungry.

5. to repeat your question. Do you want me to __________________________________? No, thanks. It’s not necessary

6. to speak more slowly. Would you like me to __________________________________? Yes, please. I don’t understand English very well yet.

7. to call back later today. Shall I ________________________________________________? Please do. I’m a bit busy right now.

8. to help me complete the application form. Do you want me to __________________________________? No, thanks. I can manage myself.

9. to tell Mary that I want to see her. Shall I ________________________________________________? Yes, please. I need to tell her something

10. to translate this letter into English Would you like me to __________________________________? 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:

• Shall we + infinitive?
• Do you want to + Infinitive
• Would you like to + infinitive?
• Why don’t we + Infinitive?
• How about +...ing?
• Let’s + infinitive

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 __________________________________? Good idea. Let’s do that.

2. To go to the seaside next weekend. Let’s ________________________________________ Yes, that’s a good idea.

3. To sit on the grass and rest for a while. How about __________________________________? I don’t think we should. It’s getting late.

4. To spend the summer holidays with us. Would you __________________________________? 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

<table>
<thead>
<tr>
<th></th>
<th>Also</th>
<th>Too</th>
<th>As well</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ +</td>
<td>John went to the party. Peter also went to the party.</td>
<td>John went to the party. Peter went to the party, too.</td>
<td>John went to the party. Peter went to the party as well.</td>
</tr>
<tr>
<td>SO+MV+S</td>
<td>John went to the party and so did Peter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- -</td>
<td>John didn’t go to the party. Peter didn’t go to the party either.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- -</td>
<td>John didn’t go to the party and neither did Peter. Or John didn’t go to the party and nor did Peter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ -</td>
<td>John went to the party, but Peter didn’t go to the party. John didn’t like the party, but Peter liked the party.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- +</td>
<td>John went to the party, but Peter didn’t. John didn’t like the party, but Peter did.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Las palabras ALSO, TOO y AS WELL significan TAMBIÉN. 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

3) Mike: John was sleeping at the time. Tom: And so was his brother .
2) John. Mary will come to the party tonight. Peter: And so will Janet!
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**.

1b) Peter: I don’t like classical music.  
   Mary: Neither do I.

2a) John: I didn’t see you at the meeting yesterday.  
   Ann: I didn’t see you **either**.

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.  
2a) John will **go** to the meeting BUT Mary **won’t go**.

1b) Ruth **didn’t see** the accident BUT Jane did.  
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. (!)
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 (or NOR) 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 girlfriend.
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.

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.
### BASIC VOCABULARY: Study these words

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>arthritis</td>
<td>artritis</td>
<td>illness</td>
<td>enfermedad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>blister</td>
<td>ampolla</td>
<td>mumps</td>
<td>parotiditis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chicken-pox</td>
<td>alfombrilla</td>
<td>nervous breakdown</td>
<td>reumatismo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chilblain</td>
<td>sabañón</td>
<td>pain</td>
<td>dolor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chills</td>
<td>escalofrios</td>
<td>rheumatism</td>
<td>reumatismo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cold</td>
<td>resfrio</td>
<td>runny nose</td>
<td>romadizo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>colic</td>
<td>cólico</td>
<td>sickness</td>
<td>mareo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>constipation</td>
<td>estífitez</td>
<td>smallpox</td>
<td>viruela</td>
<td></td>
<td></td>
</tr>
<tr>
<td>diarrhoea</td>
<td>colitis</td>
<td>sore throat</td>
<td>faringitis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>disease</td>
<td>enfermedad</td>
<td>stomach-ache</td>
<td>dolor de estómago</td>
<td></td>
<td></td>
</tr>
<tr>
<td>earache</td>
<td>dolor de oídos</td>
<td>stroke</td>
<td>trombosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fever</td>
<td>fiebre</td>
<td>tonsillitis</td>
<td>amigdalitis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flu</td>
<td>fiebre del heno</td>
<td>toothache</td>
<td>dolor de muelas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hay fever</td>
<td>dolor de cabeza</td>
<td>typhus</td>
<td>tifus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>headache</td>
<td>salud</td>
<td>whooping cough</td>
<td>tos convulsiva.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OUR HEALTH** /áuar hél/ (La salud)
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 to 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? 5. Can you / Will you be...please? 7. Can you / Will you sit... 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.


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 secretray 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 secretrary 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 eat... / I don't eat... and neither / nor does the secretary. 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. I 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
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 **PARTICIPIO 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 agrégando 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:

<table>
<thead>
<tr>
<th></th>
<th><strong>Inglés</strong></th>
<th><strong>Español</strong></th>
<th><strong>Inglés</strong></th>
<th><strong>Español</strong></th>
<th><strong>Inglés</strong></th>
<th><strong>Español</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Presente</td>
<td>I have</td>
<td>Yo he</td>
<td>I had</td>
<td>Yo había</td>
<td>I will have</td>
<td>Yo habré</td>
</tr>
<tr>
<td></td>
<td>You have</td>
<td>Tú has</td>
<td>You had</td>
<td>Tú habías</td>
<td>You will have</td>
<td>Tú habrás</td>
</tr>
<tr>
<td></td>
<td>He has</td>
<td>El ha</td>
<td>He had</td>
<td>El había</td>
<td>He will have</td>
<td>El habrá</td>
</tr>
<tr>
<td></td>
<td>She has</td>
<td>Ella ha</td>
<td>She had</td>
<td>Ella había</td>
<td>She will have</td>
<td>Ella habrá</td>
</tr>
<tr>
<td></td>
<td>It has</td>
<td>El / Ella ha</td>
<td>It had</td>
<td>El / Ella ha</td>
<td>It will have</td>
<td>El / Ella habrá</td>
</tr>
<tr>
<td></td>
<td>We have</td>
<td>Nos. hemos</td>
<td>We had</td>
<td>Nos. habíamos</td>
<td>We will have</td>
<td>Nos. habremos</td>
</tr>
<tr>
<td></td>
<td>You have</td>
<td>Uds. han</td>
<td>You had</td>
<td>Uds. habían</td>
<td>You will have</td>
<td>Uds. habrán</td>
</tr>
<tr>
<td></td>
<td>They have</td>
<td>Ellos han</td>
<td>They had</td>
<td>Ellos habían</td>
<td>They will have</td>
<td>Ellos habrán</td>
</tr>
</tbody>
</table>

Ejemplos:

I have seen = Yo he visto
I had seen = Yo había visto
I will have seen = Yo habré visto

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 /hæz/) más el **PASADO PARTICIPIO** de un verbo principal. Recuerde que se pueden formar contracciones, como por ejemplo: I’ve... /æv/, You’ve... /ju:v/, He’s... /hi:z/, She’s /shez/, etc.

Escuche, lea y aprenda:

I have seen that movie twice. /ái hav sín ðæt mju:vi twais/ Yo he visto esa película dos veces
I’ve been there before. /i’ve bɛn ðeə rɪˈfɪər/ Yo he estado allí antes.
Mary has written another novel. /məri hæs rɪtən ə nuːər nəˈvl/ María ha escrito otra novela
Peter’s bought a new car. /piːtəz bɔːt njuː kɑː/ Peter ha comprado un auto nuevo
We have finished our job. /wi hæv fɪnɪʃt aʊər dɪˈlɔʊ/ Nosotros hemos terminado nuestro trabajo.
They’ve answered the letter. /ˈθiːv ənˈɑːnsərd də lɛtər/ 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 /dillást/ antes del pasado participio.

Lea, escuche y aprenda:

The train has just arrived. /i: tréin haz dllást arráivd/ El tren acaba de llegar
They've just left. /θi:lv dllást lèft/ Ellos acababan de retirarse/irse

- Para referirse a una acción que ha ocurrido antes (BEFORE /bifó:r/) o últimamente (LATELY /lélti/), sin especificar cuándo exactamente ella ocurrió.

Lea, escuche y aprenda:

I am sure that I've seen that film before. /aɪm shó:r ı: v sín ðæt fílm bífó:r/ Estoy seguro de que he visto esa película antes
She's been here lately. /ʃi:z bí:n híər lélti/ 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 /sévral 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. /aɪv sín ðæt doku:méntri twáis/ Yo he visto ese documental dos veces
We've been in New York several times. /wi:v bí:n in niúk sévral 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 /síns/ (desde) y FOR /fórr/ (por, durante). Mientras since va seguido de una fecha u hora, la palabra for va seguida de un período: since last Monday /sínz lá:st mándi/, since 1978 /sínz náintin séventi éit/, since 10:30 /sínz tén ðé:rti/, for 2 weeks /fórr wí:ks/, for ten years /fórr tén yíarz/.

Lea, escuche y aprenda:

Tom has worked here since 1992. /tóm hæz wó:kət híər sínz náintin náinti tú:/ Tom ha trabajado aquí desde 1992
We have lived here for several years. /we: hav lívd híər fórr sévral yíarz/ Hemos vivido aquí por varios años

- Son frecuentes, también, las preguntas que comienzan con HAVE YOU EVER...? /hæv aʊ ˈɛvər.../ Ha Ud... alguna vez...?

Lea, escuche y aprenda:

A: Have you ever drunk tequila? /hæv aʊ ˈɛvər dræk tɛkila/ ¿Has tomado tequila alguna vez?
B: No, never /nəʊ ðəvər/ No, nunca

A: Have they ever visited you in the winter? /hæv ði ˈɛvər vɪzɪtɪd ɪər ɪn ˈdɛ wɪntər/ ¿Te han visitado ellos alguna vez en el invierno?
B: Yes, once. They visited me in the winter of 1995. /jɛs wənz ði ˈɛvər vɪzɪtɪd mi ɪn ən wɪntər əv náintə nánti tɛv/ Sí, una vez. Ellos me visitaron en el invierno de 1995

- También se debe usar el Presente Perfecto con las expresiones ALREADY /əˈrɛdɪ/ (ya) y YET /jɛt/ (aún). Already siempre se usa en oraciones afirmativas; en las negaciones se 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 / Yo ya he visto esa película.

We haven’t had breakfast yet. /wéi: hávent hád bréfst yet/ No hemos tomado desayuno aún.

Has the train arrived already/yet? /haz de trén arráived 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 /hávent/ HASN’T /házn’t/). En las interrogaciones se debe invertir el orden de have/has con el sujeto:

Lea, escuche y aprenda:

They have seen that documentary. /they háv sín /ték dokuméntari/ Ellas han visto ese documental

They haven’t seen that documentary. /they háven’t sín /ték dokuméntari/

Have they seen that documentary? /hav háv sín /ték dokuméntari/

How many times have they seen that documentary? /hávi méí táimz háv háv sín /ték dokuméntari/

Mary has sold her car. /meri ház sówld her kár/ Mary ha vendido su auto.

Mary hasn’t sold her car. /meri házn’t sówld her kár/

Has Mary sold her car? /haz méí sówld her kár/

Why has Mary sold her car? /wái ház méí sówld her kár/

La pregunta habitual en este tiempo verbal es:

What have you done? /wót háv û: dán/ ¿Qué ha hecho Ud.?

EXERCISES

Ex. 1. Estudie el Pasado Participio de los siguientes verbos irregulares:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past Tense</th>
<th>Past Participle</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>To begin</td>
<td>began</td>
<td>begun</td>
<td>empezar, comenzar</td>
</tr>
<tr>
<td>To bring</td>
<td>brought</td>
<td>brought</td>
<td>traer</td>
</tr>
<tr>
<td>To build</td>
<td>built</td>
<td>built</td>
<td>construir</td>
</tr>
<tr>
<td>To buy</td>
<td>bought</td>
<td>bought</td>
<td>comprar</td>
</tr>
<tr>
<td>To come</td>
<td>came</td>
<td>come</td>
<td>venir</td>
</tr>
<tr>
<td>To cut</td>
<td>cut</td>
<td>cut</td>
<td>cortar</td>
</tr>
<tr>
<td>To do</td>
<td>did</td>
<td>done</td>
<td>hacer</td>
</tr>
<tr>
<td>To drink</td>
<td>drank</td>
<td>drunk</td>
<td>beber</td>
</tr>
<tr>
<td>To drive</td>
<td>drove</td>
<td>driven</td>
<td>manejar, conducir</td>
</tr>
<tr>
<td>To eat</td>
<td>ate</td>
<td>eaten</td>
<td>comer</td>
</tr>
<tr>
<td>To fall</td>
<td>fell</td>
<td>fallen</td>
<td>caer</td>
</tr>
<tr>
<td>To feel</td>
<td>felt</td>
<td>felt</td>
<td>sentir(se)</td>
</tr>
<tr>
<td>To find</td>
<td>found</td>
<td>found</td>
<td>hallar, encontrar</td>
</tr>
<tr>
<td>To forget</td>
<td>forgot</td>
<td>forgotten</td>
<td>olvidar</td>
</tr>
<tr>
<td>To get</td>
<td>got</td>
<td>got</td>
<td>conseguir, obtener</td>
</tr>
<tr>
<td>To give</td>
<td>gave</td>
<td>gone</td>
<td>dar</td>
</tr>
<tr>
<td>To go</td>
<td>went</td>
<td>been</td>
<td>ir</td>
</tr>
<tr>
<td>To have</td>
<td>had</td>
<td>had</td>
<td>ir (y volver)</td>
</tr>
<tr>
<td>To hear</td>
<td>heard</td>
<td>heard</td>
<td>tener, servirse, haber</td>
</tr>
<tr>
<td>To keep</td>
<td>kept</td>
<td>kept</td>
<td>oir</td>
</tr>
<tr>
<td>To know</td>
<td>knew</td>
<td>known</td>
<td>guardar, mantener</td>
</tr>
<tr>
<td>To learn</td>
<td>learnt</td>
<td>learnt</td>
<td>saber, conocer</td>
</tr>
<tr>
<td>To leave</td>
<td>left</td>
<td>left</td>
<td>aprender, enterarse</td>
</tr>
<tr>
<td>To lend</td>
<td>lent</td>
<td>lent</td>
<td>partir, salir, dejar</td>
</tr>
<tr>
<td>To lose</td>
<td>lost</td>
<td>lost</td>
<td>prestar</td>
</tr>
</tbody>
</table>

A short course in English for adult students 159
To make /mɛɪk/ made /mɛɪd/ made /mɛɪd/ hacer, fabricar, confeccionar
To meet /miːt/ met /mɛt/ met /mɛt/ reunirse, conocer
To pay /peɪ/ paid /pɛɪd/ paid /pɛɪd/ pagar
To put /pʊt/ put /pʊt/ put /pʊt/ poner, colocar
To read /riːd/ read /rɛd/ read /rɛd/ leer
To run /rʌn/ ran /ræn/ ran /ræn/ correr, administrar
To say /seɪ/ said /sɛd/ said /sɛd/ decir
To see /siː/ saw /soʊ/ seen /sɛn/ ver
To sell /sɛl/ sold /sɔːld/ sold /sɔːld/ vender
To send /sænd/ sent /sɛnt/ sent /sɛnt/ enviar
To shut /ʃʊt/ shut /ʃʊt/ shut /ʃʊt/ cerrar
To sing /sɪŋ/ sang /sæŋ/ sung /sæŋ/ cantar
To sit /sɪt/ sat /sæt/ sat /sæt/ sentarse
To sleep /slɪp/ slept /slept/ slept /slept/ dormir
To speak /spɪk/ spoke /spəʊk/ spoken /spəʊkn/ hablar
To spend /spænd/ spent /spænt/ spent /spænt/ gastar, pasar tiempo
To stand up /staʊnd ap/ stood up /staʊd ap/ pararse
To swim /swɪm/ swam /swɑːm/ nadar
To take /teɪk/ took /tʊk/ taken /tɛkn/ tomar, llevar
To teach /tʃɪtʃ/ taught /tɔːt/ taught /tɔːt/ enseñar
To tell /tɛl/ told /tɔld/ told /tɔld/ decir
To think /θɪŋk/ thought /θɔːt/ thought /θɔːt/ pensar, creer
To understand /ˌʌndərˈstænd/ understood /ˌʌndərstoʊnd/ entender, comprender
To wear /wɛər/ wore /wɔr/ worn /wɔrn/ usar (ropa), vestir
To write /raɪt/ wrote /raʊt/ written /rɪtn/ escribir

Ex. 2. Complete las siguientes oraciones usando el verbo dado en el tiempo Presente Perfecto:

1. The tennis game____________________________ just __________________. Hurry up! (start)
2. Bill __________________ in Tokyo several times. He knows it well. (be)
3. Your train __________________ already __________________, Sir. You’ll have to take the 8:15 train which leaves from Victoria Station. (leave)
4. I´m quite sure that I __________________ that woman before. (see)
5. My friends __________________ in this house for over 10 years. (live)
6. Peter ________________ just ________________ a letter. He’s reading it now. (receive)
7. He isn’t in Chile. He________________________ to America. (go)
8. John __________________ for that company since 1987. (work)
9. Bob __________________ to San Francisco several times. He can tell you where to go and what to do there. (go)
10. The students __________________ already ________________ that book (read)
11. Mary_________________________ to him about it twice already. (speak)
12. 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.

1. The soccer game has already finished. ____________________________________________
2. Peter has had dinner already. ____________________________________________________
3. They have studied the report. ____________________________________________________
4. The plane has already left. ______________________________________________________
5. John has sent them a fax. _______________________________________________________
6. 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).
   - Yes, She _____________
   - In 1991 and in 1997
2. Has Maria ever visited the USA? (twice)
   - Yes, She _____________
3. Have they ever seen a UFO? (Never)
   - Yes, She _____________
4. Have you ever driven a Mercedes? (Once or twice)
   - Yes, She _____________
5. Has your father ever lived abroad? (several times)
   - Yes, She _____________
6. Have you seen the President in person? (never)
   - No, She _____________
7. Has Susan ever come to Chile? (a couple of times)
   - Yes, She _____________

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/, /n/, etc. Esta regla también se aplica a los sustantivos terminados en -e “muda”

**Ejemplos:**

- one book /buk/  
  - two books /biks/  
  - one top /top/  
  - three tops /tops/
- one hat /haet/  
  - six hats /hæts/  
- one dam /daem/  
  - two dams /daems/  
  - one bag /baeg/  
  - three bags /baegz/
- one pad /paed/  
  - ten pads /paeds/  
  - one club /klab/  
  - two clubs /klabs/
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/ → two buses /básiz/
- One watch /wóitch/ → three watches /wóitchiz/
- One case /kés/ → two cases /késiz/
- One page /péidll/ → ten pages /péidlliz/

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 -i y enseguida agregan -es

**Ejemplos:**

- One day /dei/ → two days /deiz/
- One key /ki:/ → five keys /ki:z/
- One boy /boi/ → three boys /boiz/
- One leaf /li:f/ → two leaves /li:vz/

Algunos sustantivos terminados en -ief, -f, -oof, no siguen la regla anterior, sino que simplemente agregan -s para formar el plural.

**Ejemplos:**

- One handkerchief /haenkerchif/ → two handkerchiefs /haenkerchifz/
- A belief /bili:f/ → several beliefs /bili:fs/

4. Los sustantivos terminados en -f o -fe, forman su plural cambiando la -f o -fe en -ves.

**Ejemplos:**

- One roof /ru:f/ → two roofs /ru:fs/
- One handkerchief /haenkerchif/ → two handkerchiefs /haenkerchifz/
- A belief /bili:f/ → several beliefs /bili:fs/

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 terminados en -o precedida por una vocal normalmente agregan una -s.

**Ejemplos:**

- One radio /réidiou/ → two radios /réidiouz/
- One video /vídiou/ → three videos /vídiouz/
- One studio /stúdiou/ → two studios /stúdiouz/

- One tomato /toméitou/ → two tomatoes /toméitouz/
- One hero /híarou/ → two heroes /híarouz/
- One potato /potéitou/ → two potatoes /potéitouz/
- One radio /réidiou/ → two radios /réidiouz/
- One video /vídiou/ → three videos /vídiouz/
- One studio /stúdiou/ → two studios /stúdiouz/
- One radio /réidiou/ → two radios /réidiouz/
- One video /vídiou/ → three videos /vídiouz/
- One studio /stúdiou/ → two studios /stúdiouz/
Excepciones

one piano /pianou/  
two pianos /pianouz/  
one banjo /bændlou/  
two banjos /bændlouz/

one kilo /kílou/  
two kilos /kílouz/  
one memo /mémou/  
three memos /mémouz/

one photo /fóutou/  
several photos /fóutouz/

Los sustantivos mosquito /moskitou/, tornado /to:méidou/, volcano /volkéinou/ y zero /zíarou/ forman el plural agregando indistintamente -s o -es.: mosquito/mosquitoes /moskitouz/; tornado/tornadoes /to:méidouz/; volcanos/volcanoes /volkéinouz/; zeros/zeroes /zíarouz/

6. Existen algunos plurales irregulares que no siguen ninguna de las reglas anteriores y que debemos memorizar:

Ejemplos:

one man /ma:n/  
two men /men/
one woman /wúman/  
three women /wúmin/
one child /tcháild/  
several children /tchíldr/
one tooth /tu:t/  
two teeth /téi/  
one foot /fút/  
two feet /fút/
one goose /gu:z/  
ten geese /gí:z/  
one louse /láus/  
several lice /láis/  
one mouse /máus/  
three mice /máis/

7. Existen algunos sustantivos que mantienen la misma forma en el plural:

Ejemplos:

one/several fish /fish/  
one/two series /siariz/  
one ox /oks/
one/several fish /fish/  
one/two series /siariz/  

8. Existen algunos sustantivos de origen latín o griego que tienen plurales especiales o irregulares:

Ejemplos:

criterion /kraitérion/  
criteria /kraitéria/  
phenomenon /fenómenon/  
phenomena /fenómena/
analysis /anælisis/  
analyses /anælisi:z/  
basis /básis/  
bases /bási:z/
crisis /kráisis/  
crises /kráisi:z/  
hypothesis /haipótesis/  
hypotheses /haipótesiz/  
ocasis /ouéisis/  
oases /ouéisiz/  
parenthesis /parénthasis/  
parentheses /parénthesi:z/
curriculum /karíkiulam/  
curricula /karíkiula/  
datum /détam/  
data /détia/
class /kláss/  
classes /klási:z/  
memorandum /memorædam/  
memoranda /memorædiz/
cactus /kæktas/  
cacti /kæktai/  
cactuses /kæktasiz/  
appendix /apéndiks/  
appendices /apéndisiz/  
appendixes /apéndiksi:z/
index /indeks/  
indices /indizi:z/  
indexes /indeksiz/
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.
   - I enjoy playing tennis.
   - After playing tennis, they went to the library.
   - 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**:

<table>
<thead>
<tr>
<th>To admit /admit/ admitir, aceptar como cierto</th>
<th>To involve /involve/ involucrar, comprender</th>
</tr>
</thead>
<tbody>
<tr>
<td>To appreciate /aprieh/ agradecer</td>
<td>To keep /kép/ mantener(se), continuar, seguir</td>
</tr>
<tr>
<td>To avoid /avóid/ evitar</td>
<td>To mind /máind/ importar, molestar</td>
</tr>
<tr>
<td>To consider /konsíder/ Considerar, pensar en</td>
<td>To miss /mis/ echar de menos, recordar con nostalgia</td>
</tr>
<tr>
<td>To delay /dóél/ retrasar</td>
<td>To postpone /postpon/ postergar</td>
</tr>
<tr>
<td>To deny /diná/ negar, no aceptar como cierto</td>
<td>To practise /práktis/ practicar</td>
</tr>
<tr>
<td>To dislike /diaílik/ disgustar o desagrardar</td>
<td>To quit /kúit/ dejar, salir, abandonar</td>
</tr>
<tr>
<td>To enjoy /endi/ disfrutar, gustar</td>
<td>To risk /risk/ arriesgar, correr el riesgo de</td>
</tr>
<tr>
<td>To fancy /fíns/ agradar, gustar</td>
<td>To stop /stop/ dejar de, parar, detenerse</td>
</tr>
<tr>
<td>To finish /fínish/ terminar</td>
<td>To suggest /sadílest/ sugerir</td>
</tr>
<tr>
<td>To imagine /imádllin/ imaginarse</td>
<td></td>
</tr>
</tbody>
</table>

** 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:

<table>
<thead>
<tr>
<th>To go boating /gou bòtìni/ ir a andar en bote</th>
<th>To go shopping /gou zhopíni/ ir de compras</th>
</tr>
</thead>
<tbody>
<tr>
<td>To go bowling /gou bòulì/ ir a jugar a los bolos</td>
<td>To go sightseeing /gou sáitíi:sí/ ir en un tour</td>
</tr>
<tr>
<td>To go camping /gou kampíni/ ir a acampar</td>
<td>To go skating /gou skétlíni/ ir a patinar</td>
</tr>
<tr>
<td>To go dancing /gou dánsíni/ ir a bailar</td>
<td>To go skiing /gou skíi-ní/ ir a esquiar</td>
</tr>
<tr>
<td>To go fishing /gou fìshíni/ ir a pescar</td>
<td>To go skydiving /gou skydívíni/ ir a hacer salto libre</td>
</tr>
<tr>
<td>To go hang gliding /gou hæng gláidiíni/ ir a planear (delta)</td>
<td>To go swimming /gou swímiiní/ ir a nadar</td>
</tr>
<tr>
<td>To go hiking /gou hákíni/ ir a excursionar</td>
<td>To go trekking /gou tréki:ní/ ir de excursion</td>
</tr>
<tr>
<td>To go jogging /gou dàlígiíni/ ir a trotar</td>
<td>To go water-skiing /gou wáiterskíi:ní/ ir a esquiar (acuat.)</td>
</tr>
<tr>
<td>To go running /gou ráníni/ ir a correr</td>
<td>To go window-shopping /gou window zhopíni/ ir a vitrinar</td>
</tr>
<tr>
<td>To go sailing /gou sáilíni/ ir a andar en yate</td>
<td></td>
</tr>
</tbody>
</table>

** Ejemplos:**

I usually go **jogging** in the evening.

Mrs Brown goes **shopping** every Saturday morning.

They went **sightseeing** in the morning.
Todas las preposiciones van seguidas de un GERUNDIO. Por lo tanto, las siguientes expresiones van seguidas de un gerundio.

### 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:

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>There’s no use /ðeaz nóu ius/ No vale la pena.</td>
<td>There’s no use waiting any longer.</td>
</tr>
<tr>
<td>It’s no use /ɪts nóu ius/ Es inutil.</td>
<td>It’s no use insisting</td>
</tr>
<tr>
<td>There’s not much point in /ðeaz nót mach point iin/ No sirve de mucho</td>
<td>There’s not much point in doing that.</td>
</tr>
<tr>
<td>Is this... worth /iz bisa...wɜːθ/ ¿Va la pena...esta/e...?</td>
<td>Is this book worth reading?</td>
</tr>
<tr>
<td>Is it worthwhile /iz it wɜːðwɜːl/ ¿Va la pena...?</td>
<td>Is it worthwhile going there now?</td>
</tr>
</tbody>
</table>

### 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. Ann: What shall we do?  
   Bob suggested going to the cinema.
   Bob: We could go the cinema.

2. Ann: Do you want to play tennis?  
   Bob: No, not really.
   Bob didn’t fancy ______________________________.

3. Ann: You were driving so fast!  
   Bob admitted ______________________________.
   Bob: Yes, it’s true. Sorry!

4. Ann: Why don’t we go for a swim?  
   Ann suggested ______________________________.
   Bob: Good idea!

5. Ann: You broke into the shop.  
   Bob denied ______________________________.
   Bob: No, I didn’t!

6. Ann: Can you wait a few minutes?  
   Bob: Sure, no problem.
   Bob didn’t mind ______________________________.

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 /instead of/ (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 _____________ 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.

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  do my homework  read a good book
do things  repeat that  get a Toyota
rain  help him  smoke
go to the zoo on Saturday  try  tap your fingernails on the table

1. A: Would you like to go for a walk?
   B: Has it stopped _____________?
   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?
   They 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 (Preposiciones y frases preposicionales)

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>about /əˈbaʊt/</td>
<td>acerca de</td>
<td>about the history of the USA</td>
</tr>
<tr>
<td>above /əˈbʌv/</td>
<td>más arriba de</td>
<td>above the clouds</td>
</tr>
<tr>
<td>across /əˈkrɒs/</td>
<td>a través de (de un lado al otro)</td>
<td>across the street</td>
</tr>
<tr>
<td>after /ˈæftər/</td>
<td>después de</td>
<td>after the lesson</td>
</tr>
<tr>
<td>against /əˈgɛnɪst/</td>
<td>en contra de</td>
<td>against the enemy</td>
</tr>
<tr>
<td>along /əˈlɒŋ/</td>
<td>a lo largo de</td>
<td>along the coast</td>
</tr>
<tr>
<td>among /əˈmɒŋ/</td>
<td>entre (varios)</td>
<td>among the girls</td>
</tr>
<tr>
<td>around /əˈraʊnd/</td>
<td>alrededor de</td>
<td>around the house</td>
</tr>
<tr>
<td>at /ət/</td>
<td>en</td>
<td>at home; at 4.15</td>
</tr>
<tr>
<td>at the back of /ət ˈbaːk əʊ/</td>
<td>en la parte posterior de</td>
<td>at the back of the room</td>
</tr>
<tr>
<td>at the bottom of /ət ˈbaːtəm əʊ/</td>
<td>en la parte inferior de</td>
<td>at the bottom of the map</td>
</tr>
<tr>
<td>at the top of /ət ˈtɒp əʊ/</td>
<td>en la parte superior de</td>
<td>at the top of the shelf</td>
</tr>
<tr>
<td>before /ˈbiːfɔr/</td>
<td>antes de</td>
<td>before the lesson</td>
</tr>
<tr>
<td>behind /ˈbɪhænd/</td>
<td>detrás de</td>
<td>behind the door</td>
</tr>
<tr>
<td>below /ˈbɪləʊ/</td>
<td>más abajo de</td>
<td>below the carpet</td>
</tr>
<tr>
<td>beneath /ˈbɪniθ/</td>
<td>más abajo de</td>
<td>beneath the ground</td>
</tr>
<tr>
<td>beside /ˈbɪsəd/</td>
<td>al lado de</td>
<td>beside the table</td>
</tr>
<tr>
<td>besides /ˈbɪsədz/</td>
<td>además de</td>
<td>besides John Clark</td>
</tr>
<tr>
<td>between /ˈbiːtʃən/</td>
<td>entre (dos)</td>
<td>between you and me</td>
</tr>
<tr>
<td>beyond /ˈbɪləʊnd/</td>
<td>más allá de</td>
<td>beyond the hill</td>
</tr>
<tr>
<td>by /baɪ/</td>
<td>por, cerca de</td>
<td>by the river</td>
</tr>
<tr>
<td>despite /ˈdɪspɔlt/</td>
<td>a pesar de</td>
<td>despite the noise</td>
</tr>
<tr>
<td>down /ˈdaʊn/</td>
<td>hacia abajo</td>
<td>down the coast</td>
</tr>
<tr>
<td>during /ˈdʌrɪŋ/</td>
<td>durante</td>
<td>during the day</td>
</tr>
<tr>
<td>far from /ˈfær frəm/</td>
<td>lejos de</td>
<td>far from London</td>
</tr>
<tr>
<td>for /fɔr/</td>
<td>para, hacia</td>
<td>for the students; for 3 days</td>
</tr>
<tr>
<td>from /frəm/</td>
<td>hacia</td>
<td>from the USA</td>
</tr>
<tr>
<td>in /ɪn/</td>
<td>a</td>
<td>in the garden</td>
</tr>
<tr>
<td>in front of /ɪn frənt əʊ/</td>
<td>en la esquina de</td>
<td>in front of the school</td>
</tr>
<tr>
<td>in the corner of /ɪn də ˈkɔrner əʊ/</td>
<td>en el rincón de</td>
<td>in the corner of the room</td>
</tr>
<tr>
<td>inside /ɪnˈsaɪd/</td>
<td>dentro de</td>
<td>inside the classroom</td>
</tr>
<tr>
<td>into /ˈɪntu/</td>
<td>hacia adentro</td>
<td>into the room</td>
</tr>
<tr>
<td>near /nɛər/</td>
<td>cerca de</td>
<td>near the hospital</td>
</tr>
<tr>
<td>next to /ˈnɛkt tu/</td>
<td>próximo a</td>
<td>next to the supermarket</td>
</tr>
<tr>
<td>of /əv/</td>
<td>de</td>
<td>of the week</td>
</tr>
<tr>
<td>off /ɔf/</td>
<td>lejos de</td>
<td>off the coast</td>
</tr>
<tr>
<td>on /ɒn/</td>
<td>encima de (sobre)</td>
<td>on the desk</td>
</tr>
<tr>
<td>onto /ˈɔntu/</td>
<td>hacia afuera</td>
<td>onto the table</td>
</tr>
<tr>
<td>opposite /ˈɒpəsɪt/</td>
<td>opuesta</td>
<td>opposite the bank</td>
</tr>
<tr>
<td>out /aʊt/</td>
<td>hacia afuera</td>
<td>out in the street</td>
</tr>
<tr>
<td>out of /aʊt əʊ/</td>
<td>lejos de</td>
<td>out of the room</td>
</tr>
<tr>
<td>outside /əutsaɪd/</td>
<td>fuera de</td>
<td>outside the office</td>
</tr>
<tr>
<td>over /ˈəʊvər/</td>
<td>sobre</td>
<td>over the roof</td>
</tr>
<tr>
<td>since /sɪns/</td>
<td>desde</td>
<td>since that day</td>
</tr>
<tr>
<td>through /əˈθruː/</td>
<td>a través de</td>
<td>through the tunnel</td>
</tr>
<tr>
<td>till /tɪl/</td>
<td>hasta</td>
<td>till tomorrow</td>
</tr>
<tr>
<td>to /tou/</td>
<td>a, hacia</td>
<td>to the office</td>
</tr>
<tr>
<td>towards /təˈwɔːrdz/</td>
<td>hacia, en dirección a</td>
<td>towards the east</td>
</tr>
<tr>
<td>under /ˈʌnder/</td>
<td>debajo de</td>
<td>under the table</td>
</tr>
<tr>
<td>until /ˈaʊntI/</td>
<td>hasta</td>
<td>until next Sunday</td>
</tr>
<tr>
<td>up /ʌp/</td>
<td>hacia arriba de</td>
<td>up the road</td>
</tr>
<tr>
<td>with /wɪð/</td>
<td>con</td>
<td>with my friends</td>
</tr>
<tr>
<td>within /wɪnɪn/</td>
<td>dentro de</td>
<td>within a week</td>
</tr>
<tr>
<td>without /wɪˈdɔːt/</td>
<td>sin</td>
<td>without money</td>
</tr>
</tbody>
</table>
B. CONNECTORS (Conectores)

### Coordinating conjunctions:

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>and</strong></td>
<td><strong>y</strong></td>
</tr>
<tr>
<td><strong>or</strong></td>
<td><strong>o</strong></td>
</tr>
<tr>
<td><strong>so</strong></td>
<td><strong>por lo tanto</strong></td>
</tr>
<tr>
<td><strong>for</strong></td>
<td><strong>porque, debido a que</strong></td>
</tr>
<tr>
<td><strong>not</strong></td>
<td><strong>no</strong></td>
</tr>
<tr>
<td><strong>both...and...</strong></td>
<td><strong>ambos...y...</strong></td>
</tr>
<tr>
<td><strong>either...or</strong></td>
<td><strong>o...o</strong></td>
</tr>
<tr>
<td><strong>neither...nor</strong></td>
<td><strong>ni...ni...</strong></td>
</tr>
<tr>
<td><strong>not only...but also</strong></td>
<td><strong>no sólo...sino que también...</strong></td>
</tr>
<tr>
<td><strong>yet</strong></td>
<td><strong>y et/</strong></td>
</tr>
</tbody>
</table>

**Adverbial connectives:**

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>accordingly</td>
<td>en conformidad</td>
</tr>
<tr>
<td>actually</td>
<td>en realidad</td>
</tr>
<tr>
<td>although</td>
<td>aún cuando, aunque, a pesar de</td>
</tr>
<tr>
<td>anyway</td>
<td>de todos modos</td>
</tr>
<tr>
<td>besides</td>
<td>además</td>
</tr>
<tr>
<td>consequently</td>
<td>en consecuencia, a pesar de, no obstante igualmente</td>
</tr>
<tr>
<td>despite</td>
<td>finalmente, por fin</td>
</tr>
<tr>
<td>equally</td>
<td>en primer lugar, primeramente</td>
</tr>
<tr>
<td>finally</td>
<td>además</td>
</tr>
<tr>
<td>first</td>
<td>de aquí que, por lo tanto</td>
</tr>
<tr>
<td>furthermore</td>
<td>sin embargo, no obstante</td>
</tr>
<tr>
<td>hence</td>
<td>en efecto, por cierto</td>
</tr>
<tr>
<td>however</td>
<td>inicialmente, al comienzo</td>
</tr>
<tr>
<td>indeed</td>
<td>en último término</td>
</tr>
<tr>
<td>initially</td>
<td>del mismo modo, así mismo</td>
</tr>
<tr>
<td>last(by)</td>
<td>mientras tanto</td>
</tr>
<tr>
<td>likewise</td>
<td>además</td>
</tr>
<tr>
<td>meanwhile</td>
<td>por otra parte</td>
</tr>
<tr>
<td>nonetheless</td>
<td>sin embargo, no obstante después, enseguida, acto seguido</td>
</tr>
<tr>
<td>nevertheless</td>
<td>sin embargo, no obstante ello</td>
</tr>
<tr>
<td>next</td>
<td>de otro modo</td>
</tr>
<tr>
<td>nonetheless</td>
<td>de lo contrario</td>
</tr>
<tr>
<td>otherwise</td>
<td>similarmente, del mismo modo</td>
</tr>
<tr>
<td>similarly</td>
<td>de lo contrario</td>
</tr>
<tr>
<td>subsequently</td>
<td>por lo tanto</td>
</tr>
<tr>
<td>therefore</td>
<td>posterioridad</td>
</tr>
<tr>
<td>thus</td>
<td>entonces, pues</td>
</tr>
<tr>
<td>instead</td>
<td>por lo tanto, por consiguiente</td>
</tr>
<tr>
<td>evidently</td>
<td>así, de este modo</td>
</tr>
<tr>
<td>en cambio, en lugar de eso</td>
<td></td>
</tr>
</tbody>
</table>

**Phrasal adverbial connectives**

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>after all</td>
<td>después de todo</td>
</tr>
<tr>
<td>as a consequence</td>
<td>como resultado de ello</td>
</tr>
<tr>
<td>as a matter of fact</td>
<td>en realidad</td>
</tr>
<tr>
<td>as a result</td>
<td>como resultado de ello</td>
</tr>
<tr>
<td>even so</td>
<td>aún así</td>
</tr>
<tr>
<td>first of all</td>
<td>en primer término</td>
</tr>
<tr>
<td>for example</td>
<td>por ejemplo</td>
</tr>
<tr>
<td>for instance</td>
<td>en primer lugar</td>
</tr>
<tr>
<td>for one thing</td>
<td>por ese motivo</td>
</tr>
<tr>
<td>for that reason</td>
<td>en la cátedra</td>
</tr>
<tr>
<td>in fact</td>
<td>de hecho, en realidad</td>
</tr>
<tr>
<td>in addition</td>
<td>además</td>
</tr>
<tr>
<td>in spite of that</td>
<td>a pesar de ello</td>
</tr>
<tr>
<td>in the first place</td>
<td>en primer lugar</td>
</tr>
<tr>
<td>in the meantime</td>
<td>mientras tanto</td>
</tr>
<tr>
<td>in the same way</td>
<td>del mismo modo</td>
</tr>
<tr>
<td>on the one hand</td>
<td>por un lado</td>
</tr>
<tr>
<td>on the other hand</td>
<td>por otro lado</td>
</tr>
<tr>
<td>to begin with</td>
<td>para comenzar</td>
</tr>
<tr>
<td>to start with</td>
<td>para comenzar</td>
</tr>
</tbody>
</table>

**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 the 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.
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. 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. 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 bën/ HAS BEEN /haz bën/) 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 wérkıŋ ðéar sins 8:30/. Tom ha estado trabajando ahí desde las 8:30.

They have been living in Miami since 1985. /ðéi hav bín líviŋ in maiámi sins nántin éti fálv/. Ellos han estado viviendo en Miami desde 1985.

We’ve been studying English for over two months. /we’ve stádiiŋ ɪŋglıʃ for ovər tú:m/. Nosotros hemos estado estudiando inglés por más de dos meses.

It’s been raining for about an hour. /ɪts bín réniŋ for abáut án áuar/. Ha estado lloviendo cerca de una hora

Compare:

He’s worked there for many years. /hɪz wɜːrkt ðéar for máne járz/. El ha trabajado allí por muchos años

He’s been working there for about 2 hours. /hɪz bín wérkıŋ ðéar for abáut tú: ˈɔːrəz/. El ha estado trabajando allí aprox. 2 horas

They’ve lived in the South ever since they got married. /ðeɪv lɪvd in ði sáʊð ˈevər sins ðeɪ ãt ˈmærɪd/. Ellos han vivido en el sur desde que se casaron

They’ve been living in that house for at least two months. /ðeɪv bín líviŋ in ði sáʊð for ət ˈlɛst tú mænts/. Ellos han estado viviendo en esa casa por lo menos 2 meses.

La forma negativa se expresa usando HAVEN’T BEEN /ˈhævənt bɪŋ/ HASN’T BEEN /ˈhæznt bɪŋ/ 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 ðæznt bɪŋ wɜːrkt ðéar for mər th ˈɔːrəz/. Tom no ha estado trabajando allí por más de dos horas

Have they been living there very long? /hæv ðeɪ bín líviŋ ðéar vəri lɔŋ/. ¿Han estado ellos viviendo allí mucho tiempo?

How long have you been practising English today? /hɔːl ˈloŋ hæv jʊ ˈbɪŋ ˈpræktɪsɪŋ ɪŋglıʃ tɒdi/. ¿Cuánto tiempo ha estado practicando inglés hoy día?

La pregunta más habitual en este tiempo es:

WHAT HAVE YOU BEEN DOING? /ˈwɒt əv juː bɪŋˈdɪŋ/. ¿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.
   a) _______________________________________________________________________
   b) _______________________________________________________________________

2. They’ve been playing tennis since midday.
   a) _______________________________________________________________________
   b) _______________________________________________________________________

3. Jane’s been feeling well since March.
   a) _______________________________________________________________________
   b) _______________________________________________________________________

4. They’ve been discussing the new project too long.
   a) _______________________________________________________________________
   b) _______________________________________________________________________

5. Bob’s been swimming all morning.
   a) _______________________________________________________________________
   b) _______________________________________________________________________

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. ?
   _______________________________________________________________________

A short course in English for adult students
PART II. USE OF INFINITIVES AND GERUNDS. II (Uso de los infinitivos y los gerundios)

A. VERB + TO-INFINITIVE

Ciertos verbos como TO WANT /wont/ querer, TO DECIDE /disáid/ decidir, TO WISH /wish/ desear, TO PLAN /plaen/ planear, pensar, etc. van seguidos por to+Infinite

Los siguientes verbos van seguidos de to+infinite:

<table>
<thead>
<tr>
<th>Verbo</th>
<th>Ejemplo</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree /agri/</td>
<td>Acordar</td>
</tr>
<tr>
<td>afford /afórd/</td>
<td>Disponer (dinero o tiempo)</td>
</tr>
<tr>
<td>aim /aim/</td>
<td>Aspirar</td>
</tr>
<tr>
<td>allow /aláu/</td>
<td>Permitir, autorizar</td>
</tr>
<tr>
<td>arrange /arréindll/</td>
<td>Convenir</td>
</tr>
<tr>
<td>ask /ask/</td>
<td>Solicitar</td>
</tr>
<tr>
<td>attempt /atémpt/</td>
<td>Intentar</td>
</tr>
<tr>
<td>claim /kléim/</td>
<td>Reclamar, afirmar autoría</td>
</tr>
<tr>
<td>decide /disáid/</td>
<td>Decidir</td>
</tr>
<tr>
<td>deserve /desé:rv/</td>
<td>Merecer</td>
</tr>
<tr>
<td>fail /fáil/</td>
<td>No conseguir, no lograr</td>
</tr>
<tr>
<td>forget /forget/</td>
<td>Olvidar</td>
</tr>
<tr>
<td>hope /houp/</td>
<td>Esperar (desear)</td>
</tr>
<tr>
<td>learn /lé:n/</td>
<td>Aprender</td>
</tr>
<tr>
<td>manage /maéndll/</td>
<td>Conseguir (lograr)</td>
</tr>
<tr>
<td>mean /mi:n/</td>
<td>Tener intención de, querer decir</td>
</tr>
<tr>
<td>offer /áfer/</td>
<td>Ofrecer(se)</td>
</tr>
<tr>
<td>plan /plaen/</td>
<td>Planificar</td>
</tr>
<tr>
<td>pretend /priténd/</td>
<td>Fingir, simular</td>
</tr>
<tr>
<td>promise /promís/</td>
<td>Tener intención de, querer decir</td>
</tr>
<tr>
<td>refuse /refú:z/</td>
<td>Rehusar, negarse a</td>
</tr>
<tr>
<td>threaten /tíreten/</td>
<td>Amenazar.</td>
</tr>
<tr>
<td>want /wont/</td>
<td>Querer (necesitar)</td>
</tr>
</tbody>
</table>

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 /apíar/ aparecer, verse, TO PRETEND /priténd/ fingir, similar, TO SEEM /si:m/ 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 /apíar/ aparecer, verse, TO PRETEND /priténd/ fingir, similar, TO SEEM /si:m/ 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 Particípio:

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 /əsk/ solicitar, pedir, preguntar, TO DECIDE /dɪsəd/ decidir, TO KNOW /nɔw/, saber, TO UNDERSTAND /ˈʌndərstænd/ 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-infinite

Los verbos TO SHOW /ʃəʊ/ mostrar, TO TELL /tɛl/ decir, TO ASK /əsk/ preguntar o consultar, TO ADVISE /əadvais/ aconsejar y TO TEACH /tɪ:tʃ/ 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-infinite

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.
He asked them where to go.

6. Verb + (somebody) + to-infinitive

Los siguientes verbos pueden ir seguidos por a) un to-Infinitivo o por b) un Complemento Indirecto + to-Infinite

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>To want /wɔnt/ querer</td>
<td>I want to go there.</td>
</tr>
<tr>
<td>To ask /əsk/ pedir, solicitar</td>
<td>He asked to take part.</td>
</tr>
<tr>
<td>To expect /ɪkˈspɛkt/ esperar</td>
<td>We expect to be there soon.</td>
</tr>
<tr>
<td>To beg /beg/ rogar, implorar, suplicar</td>
<td>I begged to see the photos.</td>
</tr>
<tr>
<td>To mean /miən/ tener la intención de</td>
<td>They don’t mean to do it now.</td>
</tr>
<tr>
<td>I would like /wud laɪk/ me gustaría.</td>
<td>I would like to go.</td>
</tr>
<tr>
<td>I would prefer /wud prɪfər/ preferiría</td>
<td>I’d prefer to do it now.</td>
</tr>
<tr>
<td>I would love /wud ˈlɑv/ me encantaría</td>
<td>I’d love to go to the club.</td>
</tr>
<tr>
<td>I would hate /wud ˈhæt/ me desagradaría.</td>
<td>I’d hate to do that here.</td>
</tr>
</tbody>
</table>

B. VERB + BARE INFINITIVE

Los verbos **TO MAKE** /mɛk/ hacer, obligar y **TO LET** /lɛt/ 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. (Permitame 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 /ˈsiː/ ver, TO HEAR /ˈhɪər/ oír, TO WATCH /ˈwɒtʃ/ 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 crossing the road. (parte de la acción)       La vi cruzando la calle
I saw her cross the road. (acción completa)           La vi cruzar la calle

We’ve heard them singing a song. (parte de la acción) Los hemos oído cantando una canción
We’ve heard them sing ten songs. (acción completa)    Los hemos oído cantar 10 canciones.

D. VERB + SOMEBODY + TO-INFINITIVE/BARE INFINITIVE

El verbo TO HELP /ˈhelp/ 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? Betty: Yes, let’s
   They decided ____________________________

2. Jack: Please help me. Mary: OK.
   Mary agreed _________________________

   Bob offered ________________________________

   They arranged ______________________________

5. Man: What’s your name? Woman: I’m not going to tell you.
   The woman refused __________________________

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.
   Hans: OK.
   Sue told Hans to lock the door.

2. Tom & Betty:
   Why don’t you come and stay with us for a few days?
   John: Yes, I’d love to
   Tom and Betty invited John

3. Bob: Can I use your phone?
   Mary: No
   Mary wouldn’t let

4. Sylvia: Be careful.
   Hans: Don’t worry. I will.
   Sylvia warned

5. Tom: Can you give me a hand?
   Jane: Yes, of course.
   Tom asked

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 ______________________ hard at school. (study)
9. Carol’s parents always encouraged her ______________________ at school. (study)

E. VERBS +...ING/TO-INFINITIVE

Algunos verbos pueden ir seguidos indistintamente de un gerundio o de un to-infinitivo, sin cambiar de significado. Los verbos más comunes de este tipo son: TO PREFER /prefe/ preferir, TO BEGIN /begen/ empezar, TO START /stært/ comenzar, TO CONTINUE /kəntinju/ seguir, continuar, TO LIKE /laik/ gustarle a uno, TO LOVE /lav/ encantarte a uno, TO HATE /hæt/ desagradar, TO INTEND /intend/ tener la intención de, CAN’T STAND /kænt stænd/ no soportar.

Los verbos TO REMEMBER /remembe/ recordar, recordarse, TO REGRET /regret/ lamentar, arrepentirse, TO STOP /stop/ parar, detenerse, TO GO ON /gau on/ continuar también pueden ir seguidos de un gerundio o un to-infinitivo pero, a diferencia de los anteriores, estos cambian el significado de la oración.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>It started snowing around midnight</td>
<td>Inicie a nevar alrededor de medianoche</td>
</tr>
<tr>
<td>We continued working until 10:30</td>
<td>Nosotros continuamos trabajando hasta las 10:30</td>
</tr>
<tr>
<td>I like listening to music while I’m studying</td>
<td>Me encanta escuchar música mientras estudio</td>
</tr>
<tr>
<td>I love going to baseball games</td>
<td>Me encanta ir a los partidos de béisbol</td>
</tr>
<tr>
<td>I can’t stand waiting in lines too long</td>
<td>No puedo soportar esperar en filas demasiado largas</td>
</tr>
</tbody>
</table>

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 about her problem. (talk)
4. Bud and Sally have decided to get married. (get)
5. We finished eating around seven. (eat)
6. Are you planning to take a vacation this year? (take)
7. I like meeting new people. (meet)
8. The Wilsons went camping in Yellowstone National Park last summer. (camp)
9. My roommate offered to help me with my English. (help)
10. I've just begun to watch a movie on TV. (watch)
11. Please stop cracking your knuckles! (crack)
12. Did you remember to feed the cat this morning? (feed)
13. I won't be late, I promise to be on time. (be)
14. I'm considering moving to a new apartment. (move)
15. What time do you expect to arrive in Denver? (arrive)
16. Some children hate going to school. (go)
17. I forgot to lock the door when I left my apartment this morning. (lock)
18. I don't mind living with four roommates. (live)
19. Don't put off writing your composition until the last minute. (write)
20. Ken had to quit jogging because he hurt his knee. (jog)
21. The company will continue hiring new employees as long as new production orders keep coming in. (come)
22. That's not what I meant! I meant to say just the opposite. (say)
23. I want to go shopping this afternoon. (go) (shop)
24. Alex seems to want to go sailing 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 stealing the money. (steal)
2. I don't enjoy driving very much. (drive)
3. I don't want to go out tonight. I'm too tired. (go)
4. I can't afford to go out tonight. I haven't got enough money. (go)
5. Has it stopped raining yet? (rain)
6. Can you remind me to buy some coffee when we go out? (buy)
7. Why do you keep asking me questions? Can't you leave me alone? (ask)
8. Please stop asking me questions! (ask)
9. I refuse to answer any more questions. (answer)
10. One of the boys admitted breaking the window. (break)
11. The boy's father promised to pay 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 eating. (eat)
13. "How did the thief get into the house?" "I forgot to shut the window." (shut)
14. I've enjoyed meeting you. (meet) I hope to see you again soon. (see)
15. The baby began crying in the middle of the night. (cry)
16. Julia has been ill but now she's beginning to get 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 to have given you any money.
3. A: Did you remember to call 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 _____________________________ a while. (rest)
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. Equívalle 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:

<table>
<thead>
<tr>
<th>Sujeto + aseveración afirmativa</th>
<th>Contracción+ Pronombre (Nunca un nombre)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary is at home now, You know him well, The boy can speak French,</td>
<td>isn’t she? don’t you? can’t he?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sujeto + aseveración negativa</th>
<th>Verbo Modal + Pronombre (Nunca un nombre)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary isn’t at home now, You don’t know him well, The boy can’t speak French,</td>
<td>is she? do you? can he?</td>
</tr>
</tbody>
</table>

EXERCISES

Ex. 1. Add the proper tag ending:

1. 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. ______________________ 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, _______ 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, _______ 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, _______ 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)

amusement park /ˌmjuːzəm pɑːrk/
angling /ˈæŋɡlɪŋ/
athletics /əˈθletɪks/
baths /bæθz/
beach /biːtʃ/
bowling /ˈbɒliŋ/
boxing /ˈbɒksɪŋ/
car-racing /ˈkɑːr rɪˈsɪŋ/
casino /ˈkeɪznəʊ/
circus /ˈsɜːrkwəs/
climbing /ˈklɪmɪŋ/
competition /ˌkɒmpətɪˈʃən/
court /kɔːrt/
cycling /ˈsaɪkliŋ/
championship /ˌtʃæmpɪənʃɪp/
disco /dɪskəʊ/
diving /daɪˈvɪŋ/
drive /draɪv/
excursion /ɪkˈskɜːənʃən/
exhibition /ɪkˈsɪbɪʃn/
expedition /ɪkˈspɛdɪʃn/
fair /fɛər/
fencing /ˈfɛnsɪŋ/
field /fɪld/
fishing /ˈfɪʃɪŋ/
game /ɡeɪm/
gliding /ɡlɪdɪŋ/
green /ɡriːn/
horse riding /ˈhɔːrs rɪdɪŋ/
horse-racing /ˈhɔːrs rɪˈsɪŋ/
hunting /ˈhʌntɪŋ/
hurdling /ˈhɜːrdlɪŋ/
iceskating /ˈaɪs ˈskætɪŋ/
javelin /dʒェɪˈveɪlɪn/
jogging /dʒɒɡɪŋ/
journey /ˈdʒɜːrni/  
jumping /dʒʌmˈpɪŋ/

parque de diversiones.
pesca de río
atletismo
baños, termas
playa
bocha
boxeo
carrera de autos
casino de juegos
cine
circo
andinismo
competición
cancha (tenis)
ciclismo
campeonato
discoteca
buceo
paseo en auto
excursión
exposición
expedición
feria
esgrima
cancha (fútbol)
pesca
juego, partido
planeo
cancha (golf)
equitación
carreras hípica
caza
salto de vallas
patinaje en hielo
jabalina
trote
viage
salto

lawn /lɔːn/
match /mætʃ/
movie theater /ˈməʊvɪ ŋlɛɪtər/
museum /ˈmjuːziəm/
night club /ˈnaɪt klab/
oar /ˈoɑr/
obstacle /ˈɒbstəkl/ hurdle /ˈhɜrdl/ paddling /ˈpædliŋ/
park /pɑrk/
pentathlon /ˈpentælθən/
picnic /ˈpɪknɪk/
ride /raɪd/
rink /rɪŋk/
rowing /ˈruːɪŋ/
routing /ˈrɑːtɪŋ/
seaside resort /ˈseɪsid riːsɔrt/
sightseeing tour /ˈsaɪtsiːɪŋ tuːər/
skating /ˈskætɪŋ/
skiing /ˈskiŋ/
skiing resort /ˈskiːŋ rɪˈzɔrt/
sneakers /ˈsnɪkərz/
surfing /sɜːfɪŋ/
sweatshirt /ˈswetʃɜrt/
swimming /ˈswɪmɪŋ/
sword /sɔːrd/
thriller /θrɪˈlɛər/
tour /tuːər/
tournament /ˌtɔːrnəmənt/
track /træk/
trekking /ˈtrekɪŋ/
trip /trɪp/
trunks /ˈtrʌŋks/
t-shirt /tʃiːrt/ voyage /ˈvoɪdʒ/ walk /wɔːk/
water skiing /ˈwɔːtər skɪŋ/
weightlifting /ˈwɛlt lɪftɪŋ/
césped
partido (fútbol, box)
sala de cine
museo
club nocturno
remo
obstáculo, valla
remo de paleta
parque
pentatlón
picnic
paseo a caballo, etc.
cancha de patines
remo
carrera
balneario
paseo turístico
patinaje
esquí
centro de esquí
zapatillas
surfing
palerón
natación
espada
teatro
viage, excursión
torneo
pista de carrera
excursión en montaña
viaje
pantalon de atlet.
polera
viaje
caminata
esquí acuático
pesas
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. 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

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 olrédi léft wen iú: found ðís mór:miŋ/
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 olréði stá:rtid wen pó:l arráivd at ðe ðéətər/
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. /bái ðé táim ðé ələmbiulans arráivd ðé əuld mæn had olréði dáið/ Cuando la ambulancia llegó, el viejo ya había fallecido.

Al igual que en el Pasado Contínuo, 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 wær hævin lántch wen iú: kó.lɪd/ 
Ellos estaban almorzando cuando tú llamaste. (La acción no había concluido)

They had already had lunch when you called. /ðéi hæd olréði hæd lántch wen iú: kó.lɪd/ 
Ellos ya habían almorzado cuando tú llamaste. (La acción ya había concluido)

En la primera oración, la acción expresada por el Pasado Contínuo 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 concluído (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 invitando 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 hæd nót léft léft wen iú: fóund ðís mór:miŋ/
The show hadn’t started yet when Paul arrived at the theater. /ðe shóu hædnt stá:rtid léft wen pó:l arráivd at ðe ðéətər/
The old man hadn’t died yet by the time the ambulance arrived. /ðé əuld mæn hædnt dáið léft bái ðé táim ðé ələmbiulans arráivd/ 
Had Hans left already when you phoned this morning? /hæd háns léft olréði wen iú: fóund ðís mór:miŋ/ 
Had the show started yet when Paul arrived at the theatre? /hæd ðé shóu stá:rtid léft wen pó:l arráivd at ðé ðéətər/ 
Where had they lived before they moved to Santiago? /ðéər hæd ðéi lívd bi:frə ðéi mür:vd tu santiágou/

La pregunta habitual en este tiempo verbal es:

WHAT HAD YOU DONE? /wót hæd 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. By the time the meeting (be) ______________________ over, the rain ______________________ already (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 cricket 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 EE.UU.
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 /slov/ lento
quick /kwik/ rápido
careful /kərfl/ cuidadoso
happy /haipi/ feliz
certain /sə:tən/ Cerdo
safe /seif/ seguro

slowly /slouli/ lentamente
quickly /kwikli/ rápidamente
carefully /kərfuli/ cuidadosamente
happily /haipi/ felizmente
certainly /sərtenli/ ciertamente
safely /seili/ 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 /faest/ rápido/rápidamente.
hard /ha:d/ duro, difícil, intenso/intensamente.
late /leit/ tarde/atatrasado.
early /érli/ 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 lately. (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 anteponía 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.

- **well** (bien) → **better** (mejor)
- **badly** (mal) → **worse** (peor)
- **far** (lejos) → **farther** (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 ___________________________ 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 ___________________________ student.  (careful)
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 ___________________________ 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 (as... as):

1. He goes to bed ___________________________ I. (late)
2. He can run ___________________________ his brother. (fast)
3. John speaks English ___________________________ I do. (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. Please, 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. Remember that you can use NOT AS... AS
   NOT SO... AS:

1. He doesn’t walk (as fast as / so fast as) I do. (fast)
2. He can’t come ___________________________ we. (early)
3. She can’t play the piano ___________________________ she can sing. (good)
4. I can’t do it ___________________________ I did it before. (easy)
5. He didn’t arrive here ___________________________ we expected him. (early)
6. He doesn’t work ___________________________ she does. (careful)
7. She doesn’t speak Spanish ___________________________ 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:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>myself /maisɛlf/</td>
<td>ourselves /auərsɛlvz/</td>
</tr>
<tr>
<td></td>
<td>yourself /ʃɔrsɛlf/</td>
<td>yourselves /ʃɔrsɛlvz/</td>
</tr>
<tr>
<td></td>
<td>himself /himsɛlf/</td>
<td>themselves /ˈbɛmsɛlvz/</td>
</tr>
</tbody>
</table>

Los pronombres reflexivos tienen tres usos frecuentes:

1. Se usan para expresaracciones 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 area. (El Rey visitará **personalmente** la zona desvastada)
   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 all by himself in an old house. (El pobre hombre vive completamente 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:

1. John hurt __________________________ when he fell on the pavement.
2. The little boy cannot dress __________________________. He is only 2
3. Helen burnt __________________________ with the match.
4. William shaves __________________________ every day.
5. We enjoyed __________________________ at the concert.
6. She looked at __________________________ in the mirror.
7. Some people like to talk about __________________________
8. Do you like to talk about __________________________?
9. The little girl cut __________________________ with a pen-knife.
10. I shave __________________________ every morning.
11. The poor man killed __________________________
12. He fell and hurt __________________________ on the ice.

Ex. 2. Supply the correct reflexive pronoun (emphatic use):

1. I __________________________ will do it.
2. Helen __________________________ will deliver the speech.
3. He said that he __________________________ could meet us at the airport.
4. They __________________________ will deliver the merchandise.
5. We __________________________ will wait for you.
6. The President __________________________ attended the meeting.
7. Miss Smith __________________________ will speak to us.
8. The ambassador __________________________ will sign the agreement.
9. John __________________________ wrote to me.
10. Mary __________________________ will attend the meeting.
11. You __________________________ must speak to him, Peter.
12. You __________________________ have to do it, boys.

Ex. 3. For the word ALONE substitute the preposition BY with the correct reflexive pronoun:

1. John lives alone in an apartment
2. She likes to study alone.
3. I went to the movie alone.
4. Do you like to go to the movie alone?
5. He likes to walk alone in the park.
6. My aunt lives alone in the cottage.
7. He works alone in a small office.
8. He prefers to work alone.
9. I do not like to eat alone.
10. I do not think he can do it alone.
11. Both the boys and the girls study alone.
12. He wrote the entire book alone.
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 algún motivo.

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 for you 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. (to call on = to visit).

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. _______________________________________________________________________

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. _______________________________________________________________________

5. Ann: Did you call your colleagues last week?
   You: No, I didn’t. _______________________________________________________________________

6. Ann: Did you go to the cinema last Saturday?
   You: No, I didn’t. _______________________________________________________________________

7. Ann: Did you go shopping in the market yesterday?
   You: No, I didn’t. _______________________________________________________________________

8. Ann: Did you go to bed early last night?
   You: No, I didn’t. _______________________________________________________________________

9. Ann: Did you get up early this morning?
   You: No, I didn’t. _______________________________________________________________________

10. Ann: Did you go to the bank this morning?
    You: No, I didn’t. _______________________________________________________________________

11. Ann: Did you go to the airport on Wednesday?
    You: No, I didn’t. _______________________________________________________________________

12. Ann: Did you go to the train station on Thursday?
    You: No, I didn’t. _______________________________________________________________________

13. Ann: Did you go to the store on Friday?
    You: No, I didn’t. _______________________________________________________________________

14. Ann: Did you go to the cinema on Saturday?
    You: No, I didn’t. _______________________________________________________________________

15. Ann: Did you go to the market on Sunday?
    You: No, I didn’t. _______________________________________________________________________

16. Ann: Did you go to the cinema on Monday?
    You: No, I didn’t. _______________________________________________________________________

17. Ann: Did you go to the store on Tuesday?
    You: No, I didn’t. _______________________________________________________________________

18. Ann: Did you go to the cinema on Wednesday?
    You: No, I didn’t. _______________________________________________________________________

19. Ann: Did you go to the store on Thursday?
    You: No, I didn’t. _______________________________________________________________________

20. Ann: Did you go to the cinema on Friday?
    You: No, I didn’t. _______________________________________________________________________

21. Ann: Did you go to the store on Saturday?
    You: No, I didn’t. _______________________________________________________________________

22. Ann: Did you go to the cinema on Sunday?
    You: No, I didn’t. _______________________________________________________________________

23. Ann: Did you go to the store on Monday?
    You: No, I didn’t. _______________________________________________________________________

24. Ann: Did you go to the cinema on Tuesday?
    You: No, I didn’t. _______________________________________________________________________

25. Ann: Did you go to the store on Wednesday?
    You: No, I didn’t. _______________________________________________________________________

26. Ann: Did you go to the cinema on Thursday?
    You: No, I didn’t. _______________________________________________________________________

27. Ann: Did you go to the store on Friday?
    You: No, I didn’t. _______________________________________________________________________

28. Ann: Did you go to the cinema on Saturday?
    You: No, I didn’t. _______________________________________________________________________

29. Ann: Did you go to the store on Sunday?
    You: No, I didn’t. _______________________________________________________________________

30. Ann: Did you go to the cinema on Monday?
    You: No, I didn’t. _______________________________________________________________________

A short course in English for adult students
BASIC VOCABULARY : Study these words

NATURE /nétchar/ (La naturaleza)

a) Geography /dilliógra/f (Geografía)

air /ˈɛər/  aire
archipelago /ərkɪˈpɛləɡoʊ/ archipiélago
bay /ˈbeɪ/ bahía
beach /biːtʃ/ playa
channel /ˈkænəl/ canal (artificial)
canyon /ˈkeɪnən/ cañón
continents /kənˈtɪnəntz/ continentes
coastline /ˈkɒstlaɪn/ costa
cliff /klɪf/ acantilado
continent /ˈkɒntɪnent/ continente
country /ˈkʌntri/ país
creek /krɪk/ riachuelo
channel /ˈtʃɛnəl/ canal (natural)
desert /dɪˈzɜərt/ desierto
desert /dɪˈzɜərt/ tierra (planeta)
forest /ˈfɔːrɪst/ bosque, foresta
galaxy /ˈɡæləksi/ galaxia
ground /ɡraʊnd/ suelo, tierra
harbour /ˈhɑːbər/ rada, bahía
hill /hɪl/ cerro, colina
island /ˈaɪlənd/ isla
isthmus /ɪˈθɪməs/ istmo
jungle /ˈdʒʌŋɡl/ selva
lake /leɪk/ lago
land /lænd/ tierra
landmark /ˈlaːndmɑːrk/ hito
landscape /ˈlændskeɪp/ paisaje
moon /mʊrn/ luna, satélite nat.
mountain range /ˈmeɪntərn ˈreɪŋ/ cordillera
ocean /ˈoʊʃən/ océano
peak /ˈpiːk/, summit /ˈsʌmɪt/ cumbre
peninsula /ˈpɛnɪnsələ/ península
planet /ˈplænət/ planeta
pond /ˈpɔnd/ laguna
prairie /ˈpreɪər/ pradera
rain forest /ˈreɪn fɔːrɪst/ selva tropical
river /ˈrɪvr/ río
satellite /ˈsætəlɪt/ satélite
sea /si:/ mar
shore /ʃɔr/ playa
slopes /ˈsləups/ lomas
solar system /ˈsɒlər sɪstəm/ sistema solar
space /ˈspæs/ espacio
spring /ˈsprɪŋ/ vertiente
star /ˈstɑːr/ estrella
strait(s) /ˈstreɪt(ə)s/ estrecho
stream /ˈstrɛm/ arroyo
town /ˈtaʊn/ pueblo
valley /ˈvælɪ/ valle
village /ˈvɪlɪdʒ/ pueblito, villa
volcano /vəlbəˈkænoʊ/ volcán
water /ˈwɔtər/ agua
waterfalls /ˈwɔtərfoʊlz/ cataratas

b) Vegetation /vedlítēishn/ (Vegetación)

branch /ˈbreɪntʃ/ rama
bush /bʊʃ/ arbusto
flower /ˈflɔːr/ flor
fruit /fruːt/ fruto
grass /ɡrɑːs/ pasto
leaf /liːf/ hoja /s
plant /plɑːnt/ planta
roots /rʊts/ raíces
seed /sɪd/ semilla
shrub /ˈʃrʌb/ arbusto, mata
tree /triː/ árbol
trunk /trʌŋk/ tronco

C) Animals /ænɪməls/ (Animales)

alligator /əˈlaɪɡətər/ caimán
ant /ˈænt/ hormiga
bear /bɛər/ oso
bee /bi:/ abeja
bird /bɜːrd/ ave, pájaro
bird of prey /bɜːrd ov prɛɪ/ ave de rapiña
buffalo /ˈbʌfləʊ/ búfalo
bumblebee /ˈbʌmbliː/ moscardón
butterfly /ˈbʌtərflai/ mariposa
cat /kæt/ gato
cock /kɒk/, rooster /ˈrʊstoər/ gallo
flea /flɪə/ pulga
fly /flai/ mosca
goose /ɡuːz/ geese /ɡiːz/ ganso /s
hare /ˈhɛər/ liebre
hen /hɛn/ gallina
horse /hɔːr/ caballo
horsefly /hoʊrˈflai/ tábano
insect /ˈɪnskət/ insecto
lion /ˈlaɪən/ león
louse /ləʊs/ lice /laɪs/piojo /s
monkey /ˈmʌŋki/ mono
cow /kau/  vaca
crocodile /krókoudáil/  cocodrilo
crane /chikín/  pollo
deer /dicar/  ciervo
dog /dog/  perro
do Lorenzo /dólfín/  delfín
donkey /dónki/  burro
dragonfly /drágonflái/  libélula
duck /dák/  pato
eagle /ái:gl/  águila
elephant /éllfant/  elefante
fish /fish/  pez
flamingo /flamíngou/  flamenco

mouse /máus/  mice /mais/  ratón /es
os /óstrich/  conejo
rabbit /rabbit/  rata
rhinoceros /rainoseros/  rinoceronte
gaviota
shark /sí:gal/  foca
shellfish /shélfish/  marisco
dog /ræt/  culebra
fish /ræt/  ardilla
tiger /táiger/  tigre
turkey /té:rki/  pavo
whale /wéil/  ballena
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. 3. 1. more carefully than 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. 1. as / so fast as 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. 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 for
you 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:**

1. The man **had worked** all day. **El hombre había trabajado todo el día.**
2. The man **had been working** all day. **El hombre había estado trabajando todo el día.**
3. They had **played** soccer for about two hours. **Ellos habían jugado fútbol cerca de dos horas.**
4. They had **been playing** soccer for about two hours. **Ellos habían estado jugando fútbol cerca de dos horas.**

La forma negativa se expresa usando **HAD NOT** o **HADN’T** /haːdent/. En la forma interrogativa se debe anteponer **HAD** al sujeto:

**Lea, escuche y aprenda:**

1. They **had not been working** all day. **Ellos no habían estado trabajando todo el día.**
2. Had they **been playing** soccer all day? **¿Habían estado ellos jugando fútbol todo el día?**
3. How long had they **been playing** soccer? **¿Cuánto tiempo habían estado ellos jugando fútbol?**

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

**WHAT HAD YOU BEEN DOING?** /wót had iú: bí:n dú:i/ (¿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 ella se sentía muy 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 (El tiempo pasado de SHOULD - OUGHT TO)

Los verbos modales SHOULD y OUGHT TO (debería o debiera), en Unit 10 - p.129, tienen una forma de expresar el pasado. En este caso estos verbos van seguidos de HAVE + 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 ___________________________ (study) before he took his examinations (but he didn’t.)
2. You ___________________________ (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 ___________________________.
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”
En las conversación diaria tanto WOULD RATHER como HAD BETTER se usan en contracción, como los ejemplos siguientes:

I’d rather see a movie than go to the opera. = I prefer to see a movie than to go to the opera
He’d better see a doctor immediately. = He should see a doctor immediately

En la forma negativa se debe usar NOT después de WOULD RATHER o HAD BETTER. Al formular interrogaciones se debe anteponer WOULD o HAD al sujeto, como en estos ejemplos:

I’d rather not go at all than go with them. You’d better not mention it to anyone.
What would you rather drink, tea or coffee? What had I better do, stay in bed all day or see a doctor?

Además de WOULD RATHER, podemos indicar o expresar preferencia mediante el uso de PREFER...... TO...... o LIKE...... BETTER THAN

I prefer apples to oranges
I prefer watching TV to studying math.
I’d rather have an apple than an orange.

EXERCISES

Ex. 1. Change these sentences to introduce WOULD RATHER:

1. I prefer to wait here. (I’d rather wait here.)
2. She prefers to come back later.
3. I prefer to drink tea with my meals.
4. They prefer not to wait outside.
5. I prefer to stay at home and watch television.
6. We prefer not to say anything to him about it.
7. I prefer to go to South America on my vacation.
8. John prefers to go to the party with Helen.
9. I prefer not to go to the party alone.
10. They prefer to speak to him at his home.

Ex. 2. Change these sentences to introduce HAD BETTER

1. It will be better if you come back later. (You’d better come back later.)
2. It will be better if he goes to a doctor at once.
3. It will be better if you rest a while.
4. It will be better if he takes private lessons.
5. It will be better if she spends more time on her homework.
6. It will be better if we send him an e-mail right away.
7. It will be better if we don’t mention it to him.
8. It will be better if you don’t work so hard after your illness.
9. It will be better if we don’t stand so close to the curb.
10. It will be better if Helen begins to spend more time on her English.

Ex. 3 Complete the sentences with THAN, BETTER THAN or TO.

1. When I’m hot and thirsty, I prefer cold drinks to hot drinks.
2. When I’m hot and thirsty, I like cold drinks better than hot drinks.
3. When I’m hot and thirsty, I’d rather have a cold drink than a hot drink.
4. I prefer chicken — beef.
5. I like chicken — beef.
8. I like hip-hop — classical music.
9. Tina would rather lie on the beach ______________________________ go swimming.
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 oir algo) (Present).
- I listened. I could hear something (Podía oir 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 podria, podrias, podriamos, etc.

- John: What shall we do this evening?
  Mary: We could go 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 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. (Past) (Estaba tan cansado ese día que podría haber dormido una semana)

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 could have fish.
3. What shall I give Ann for her birthday? (a book)  
   You could give her a book.
4. When shall I phone Angela? (right now)  
   I could phone her now.
5. When shall we go and see Tom? (on Friday)  
   We could go and see Tom on Friday.
6. Where shall we hang this picture? (in the kitchen)  
   We could hang it 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 was short of money last week.
Ken doesn’t know anything about machines.  
Ken’s car was stolen on Monday.
Ken was free on Monday afternoon.  
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.
   Ken ______________________________
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. (Deber había 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. /juː mʌst biː vɜːr tɑːɪd/
They must have gone out. /ˈðeɪ mʌst ˈhæv ɡən aʊt/
She can’t have seen me. /ʃiː kænt ˈhæv ˈsiːn miː/
He must have been watching TV. /hiː mʌst ˈhæv ˈbeɪn wɒtʃɪŋ tiː ˈvɪː/
He can’t have been sleeping /hiː kænt ˈhæv ˈbeɪn slɪpɪŋ/
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) I 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 lo que sucedió) She might know what happened (Ella podría tal vez saber lo que sucedió) = perhaps she knows what happened. (Quizás ella sabe lo que sucedió)

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
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 be her brother.’
3. ‘Who was the man we saw with Ann yesterday?’ ‘I’m not sure. It might have been her brother.’
4. ‘Why are those people waiting in the street?’ ‘I don’t know. They might be waiting for a bus.’
5. ‘Shall I buy this book for Tim?’ ‘You’d better not. He might already have it.’

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 could have been invited.
4. A: Tom loves parties. I’m sure he would have come to the party if he’d been invited.
   B: I agree. He could have come.
5. A: I wonder how the fire started. Do you think it was an accident?
   B: The police say it was an accident.
6. A: How did the fire start? I suppose it was an accident.
   B: Well, the police aren’t sure. They say it could have been an accident.
VOCABULARY: Study these words

THE WEATHER /ˈweɪðər/ (El tiempo atmosférico)

blizzard /ˈblɪzdər/ ventisca
breeze /ˈbrɪːz/ brisa
cloud /klɔud/ nube
cloudy /ˈklɔʊdi/ nublado
cold wave /kəʊld wɔːv/ onda de frío
cyclone /saɪklən/ ciclón
dew /diː/ rocío
downpour /daʊnˈpɔːr/ aguacero
drizzle /ˈdrɪzl/ lluvizna
drought /draʊt/ sequía
flood /flɔd/ inundación
cold wave /kəʊld wɔːv/ torrente, aluvión de agua
cyclone /saɪklən/ neblina, bruma
dew /diː/ brumoso
drizzle /ˈdrɪzl/ escarcha
downpour /daʊnˈpɔːr/ ventarrón
drought /draʊt/ granizo
gale /gæl/ onda de calor
heat wave /hɪt wɔːv/ huracán
hurricane /ˈhʌrɪkən/ hielo
ice /aɪs/ aluvión de barro
lightning flash /ˈlaɪtnɪŋ flæʃ/ relámpago
mist /mɪst/ bruma matinal
misty /ˈmɪstɪ/ brumoso
rainfall /ˈreɪnfəʊl/ lluvia caída
scattered showers /ˈskætərd ˈʃɔʊərz/ chubascos
showers /ˈʃɔʊərz/ chubasco
sleet /sliːt/ aguanieve
snowfall /ˈsnəʊfɔːl/ copo de nieve
snowflake /ˈsnəʊflæk/ soleado
sunny /ˈsʌni/ intervalos de sol
sunny patches /ˈsʌni pæt∫ɪts/ claros de sol
sunny spells /ˈsʌni spelz/ ratos de sol
thunder /ˈθʌndər/ trueno
thunderbolt /ˈθʌndərbəlt/ rayo
typhoon /ˈtaɪfʊn/ tormenta eléctrica
twister /ˈtwɪstər/ tormentoso (torm. eléctrica)
tornado /ˈtɔrnədoʊ/ tornado
twister /ˈtwɪstər/ tromba, remolino
whirlwind /ˈwɜrldwɪnd/ tifón
wind /wɪнд/ remolino
windy /ˈwɪndi/ viento
windy /ˈwɪndi/ ventoso
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 before he retired?

Ex. 4. 1. What had you been doing that morning? 2. Mrs. Brown had been working hard that day and she 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 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 ñi fitt:nθ wi wil hav lívd in ða kántrí fáv ylarz/ 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 ñi ënd ov ða mántθ ðe spéiship wil hav rí:tcht dllú:piter/ Hacia fines de este mes, la nave espacial habrá llegado a Júpiter.

When Peter gets home tonight, I will have had dinner already. /wen pi :ter géts hóum tunálθ ail hav hæd diner arlédi/ 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 gé t tu ño:m ðaʊna:θwil hv travélvd mó:ar ða lv træluerz/ 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 nękst géirm wi wil hav góten áuar ðer’d 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 lu: hav dáν/ ¿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...)

A short course in English for adult students 215
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.

6. Hacia fines de este curso, yo ya habré aprendido a conversar en inglés.

7. Si sigue los consejos de su médico, muy pronto Ud. se habrá recuperado de su operación.

8. Antes de la medianoche, los resultados de elección habrán sido enviados a la prensa.

PART II.

A. SEQUENCE OF VERB TENSES (CONCORDANCIA DE TIEMPOS VERBALES)

Observe la siguiente tabla:

<table>
<thead>
<tr>
<th>PRINCIPAL VERB</th>
<th>SUBORDINATE VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENT</td>
<td>PRESENT</td>
</tr>
<tr>
<td>FUTURE</td>
<td></td>
</tr>
<tr>
<td>PAST</td>
<td>PAST</td>
</tr>
<tr>
<td></td>
<td>POTENCIAL</td>
</tr>
</tbody>
</table>

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.

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.

B. THE PRESENT TENSE AFTER IF (EL TIEMPO PRESENTE DESPUÉS 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, “if John will come”) tomorrow, he will see Mary.
If it rains (no, “if 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.
When John comes here this evening, he will see Mary. (Cuando John venga acá esta tarde, él verá 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. The doctor will arrive within a few minutes. Please, wait here____________________________ he arrives.
10. I’ll believe it ____________________________ I see it

PART III. USE OF “ELSE” /éls/ Y “OR ELSE”/ór éls/.

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 preocupará de ustedes)
Is there anything else (= any other thing) that you need? (¿Hay algo más que necesite usted?)
OR ELSE se usa como un sinónimo de if not (=o si no). También se puede usar en este caso la palabra OTHERWISE (= de lo contrario o de otro modo).

Escuche, lea y aprenda:

We must hurry or else (if we don’t) we will be late for the train. = We must hurry, otherwise we will be late for the train.
He’d better wait here or else (if he doesn’t) he will miss her. = He’d better wait here, otherwise he will miss her.
You’d better tell him about it or else (if you don’t) he’ll be angry with you. = You’d better tell him about it, otherwise 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 practise 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** /ˈθoʊ wɜːrkʃɒp/ (El taller)

- axe /æks/  hacha
- bolt /ˈbɔlt/  perno
- bucket /ˈbʌkɪt/  balde
- blowtorch /ˈbləutɔr tʃ/  soplete
- chisel /ˈtʃɪzəl/  cincel
- drill /drl/  taladro
- file /fæli/  lima
- hammer /ˈhæmr/  martillo
- jack /dəlæk/  gata
- lathe /leɪθ/  tomo
- lever /ˈlɛvər/  palanca
- measuring tape /ˈmɛriziŋ ˈteɪp/  huinchada de medir
- nail /nɛil/  clavo
- needle /ˈnɪdl/  aguja
- nut /nʌt/  tuerca
- plane /ˈpleɪn/  formón
- pliers /ˈpleərz/  alicates
- saw /sɔː/  serrucho
- scissors /ˈsɪzərz/  tijeras
- screw /skrʊ/  tornillo
- screwdriver /ˈskrʊːdrijər/  desatornillador
- soldering-iron /ˈsɔldərɪŋ ˈaɪrən/  soldadora
- spade /ˈspeɪd/  pala
- spanner /ˈspænər/  llave de tuercas
- square /ˈskwɛər/  escuadra
- tongs /ˈtɒŋz/  tenazas
- vise /ˈvɪz/  banco de torno
- washer /ˈwɒʃər/  golilla
- welding torch /ˈweldɪŋ tɔrtʃ/  soplete para soldar
- wire /ˈwaiər/  alambre
- workbench /ˈwɜːrkbɛntʃ/  banco de trabajo
- wrench /ˈrɛntʃ/  llave inglesa
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. I 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 not 10. is 11. was 12. might

B.


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.
PART 1. THE PASSIVE VOICE (La voz pasiva)

A. 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

The workers will build a new bridge over that river.

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.

A new bridge will be built (by the workers) over that river.

Para cada oración en voz activa hay una oración pasiva correspondiente

Active 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. The money was taken by him 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 a few days.
17. People speak English all over the world.
18. They fought a big battle here many years ago.
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.

Ex. 2. Change to active voice:

1. The book was found by Mary.
   Mary found the book.
2. The money was stolen by a thief.
   They __________________________________________________
   __________________________________________________
   __________________________________________________
3. The merchandise will be delivered tomorrow.
   Longman _____________________________________________
   __________________________________________________
   __________________________________________________
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 1950.
    __________________________________________________
    __________________________________________________
    __________________________________________________
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.
    __________________________________________________
    __________________________________________________
    __________________________________________________

Ex. 3. Change to negative and to question form:

1. The work will be done by Mr. Smith.
   The work won’t be done by Mr. Smith.
   Will the work 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.
    __________________________________________________
    __________________________________________________
    __________________________________________________
Ex. 4. Change to question form, beginning each question with the question word in parentheses:

1. America was discovered in 1492. (When) ____________________________?
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. (At 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 Chicago.
4. Where was this book published? ____________________________ one of the servants.
5. Who was the money stolen by? ____________________________ the park.
6. Who will the dinner be prepared by? ____________________________ by the chef.
7. By whom are your exercises corrected? ____________________________ by our instructor.
8. Why was the train delayed? ____________________________ because of bad weather.
9. When was the news released? ____________________________ in a wooden box.
10. Where was the money hidden? ____________________________ about 10:30.
11. When will the work be completed? ____________________________ the end of the month.
12. Where were they married? ____________________________ in Valparaiso.
13. Where were they married? ____________________________ in Scotland.
14. In what country was Helen born? ____________________________ by the maid.
15. By whom was the plate broken? ____________________________ in the safe.
16. Where was the money put? ____________________________ for about 2 hours.
17. How long was the man held by the police? ____________________________.

B. 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 + 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.

C. 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 + BE + el 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.
   The material is being sent (by them) 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.

Ex. 7. Change to passive voice:

1. We can finish this right away.
   This can be finished (by us) 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 message 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.

Ex. 8. Change to passive voice:

1. John brings the mail every day.
   The mail is brought by John 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.

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.
   __________________________________________________?
   __________________________________________________?

3. This must be checked twice.
   __________________________________________________?
4. It can be done three or four times a month.

5. It has to be sent right away.

6. This room can be used for our meetings.

7. The money has been sent to New York.

8. This book was published in 1945.

9. The material is being prepared by Mr. Reese.

10. It should be sent immediately.

11. It has to be done at once.

12. The class is taught by Mr. Smith.

D. 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
Una gran batalla fue librada en este lugar
Un nuevo puente será construido aquí el próximo año

En este país se habla español
En este lugar se libró una gran batalla
Aquí se construirá un nuevo puente el próximo año

Estas mismas oraciones se pueden traducir al inglés de la siguiente manera: “Spanish 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.

2. Se han descubierto otros planetas en nuestro sistema solar.

3. Se deben construir nuevos caminos en esta parte del país.

4. Se están desarrollando nuevos métodos para controlar la inflación.

5. Se enviaron todas las invitaciones por correo aéreo.

6. Este libro se ha traducido a varios idiomas.

7. Esto se puede hacer fácilmente, si se usan las herramientas apropiadas.
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” (La expresión idiomática “se supone que”)

 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 Bob 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.
2. He **is supposed to come** (come) tomorrow at five.
3. They **are supposed to deliver** (deliver) the merchandise last week.
4. He **is supposed to send** (send) this letter yesterday.
5. He **is supposed to be** (be) here now.
6. The train **is supposed to be** (be) faster than the bus.
7. John **is supposed to be** (be) a better student than Henry.
8. He **is supposed to call** (call) me tomorrow.
9. He **is supposed to meet** (meet) us in Macy’s.
10. He **is supposed to be** (be) here yesterday at three o’clock.
11. He **is supposed to know** (know) her well.
12. The merchandise **is supposed to send** (send) tomorrow. (Passive Voice)
13. This book **is supposed to publish** (publish) last year. (Passive Voice)
14. This fax **is supposed to send** (send) yesterday. (Passive Voice)
15. These chairs **are supposed to put** (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 o’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.

5. The letter was supposed to be sent yesterday.

6. He’s supposed to be living somewhere in L.A..

7. He was supposed to telephone me yesterday.

8. We were supposed to meet them on 42nd Street.

9. The book is supposed to be published in June.

10. The King is supposed to visit the USA in May.
VOCABULARY: Study these words

THE ARMED FORCES /ˈlɪːrmərd fɔːrsez/ (Las Fuerzas Armadas (l))

ARMY

- Army /ˈɛrmi/ Ejército
- Air Force /ˈɛər fɔːrns/ Fuerza Aérea
- Ranks /ræŋks/ filas
- Commander /ˈkɑːməndər/ comandante
- Subordinate /ˈsəbərdənd/ subalterno

NAVY

- Navy /ˈnəvi/ Marina
- Rank /ræŋk/ rango, grado
- Officer /ˈɔfɪsər/ Oficial
- Superior /ˈsuːprɪər/ superior

ARMS /ˈɑːrmz/ armas, BRANCHES /ˈbreɪntʃəz/ (Ramas o servicios)

- Armored Cavalry /ˈɑːrmɔrd kævələri/ Caballería Blindada
- Aircraft /ˈɛərfaɪtʃ/ aerotransportada
- Artillery /ˈɑrtɪləri/ Artillería
- Engineers /ˈɛnəʒɪərɪz/ Ingenieros
- Finance /ˈfɪnəns/ Intendencia
- Infantry /ˈɪnfəntri/ Infantería
- Marine /ˈmæriən/ Oficial (en la marina)
- Sanidad
- Mecanizado
- material de guerra
- Telecomunicaciones
- Transportes

COMMISSIONED OFFICERS /ˌkɒmɪʃənd ˈɒfɪsər/ (Oficiales comisionados)

- Full General /ˈful dɪˈliŋɡəɾəl/ General de Ejército
- Lieutenant General /ˈlɪtniənt dɪˈliŋɡəɾəl/ Teniente General
- Major General /ˈmeɪdʒər dɪˈliŋɡəɾəl/ Mayor General
- Brigadier General /ˈbrɪdʒədər dɪˈliŋɡəɾəl/ Brigadier General
- Colonel /ˈkəʊnərəl/ Coronel
- Lieutenant Colonel /ˈlɪtniənt kəʊnərəl/ Teniente Coronel

NON-COMMISSIONED OFFICERS /ˌnɒn kɒmɪʃənd ˈɒfɪsər/ (Suboficiales)

- Sergeant Major /ˈsɜːrdʒənt məˈdiːlər/ Sargento Mayor (US)
- Staff Sergeant /ˈstɑːf sɜːrdʒənt/ Sargento Mayor (UK)
- Sergeant First Class /ˌsɜːrdʒənt fɜːrst klaʃ/ Sargento Primero
- Sergeant /ˈsɜːrdʒənt/ Sargento Segundo
- Corporal /ˈkɔːrprəl/ Cabo

TACTICAL UNITS /ˈtæktɪkl ʊnɪts/ (Unidades tácticas)

- Squad /skwɔd/ escuadra
- Platoon /ˈpləʊtn/ pelotón
- Troop /tʌrəp/ escuadrón (cab.)
- Company /kəmˈpæni/ compañía
- Squadron /skɔːdron/ grupo (cab. blind.
- Battery /ˈbætəri/ batería (art.)

ROUNDS OF AMMUNITION /ˈrəʊnd ov əmənjuˈnɪʃən/ (Tiro de munición)

- Bullet /ˈbʌlt/ bala
- Cartridge case /ˈkɑːtrɪdʒ kɛz/ vainilla
- Primer /ˈprɪmər/ estopín
- Propellant /ˈprɒpələnt/ propelente o pólvora
- Shrapnel /ˈʃræpnl/ metralla o esquirla

TACTICAL WEAPONS /ˈtæktɪkl wɛpənz/ (Armas tácticas)

- Bomb /bɔrn/ bomba
- Bullet /ˈbʌlt/ bala
- Dagger /ˈdædʒər/ daga
- Flame-thrower /ˈflæm ðrɔʊər/ lanzallamas
- Gun /ɡʌn/ cañón, pistola
- Hand grenade /ˈhænd granɪd/ granada de mano
- Howitzer /ˈhɔwɪtər/ obús
- Knife /naɪfl/ cuchillo
- Machine gun /ˈmæʃən gʌn/ ametralladora

Mass destruction weapon /mæs dɪsstrəˈkʃən wɛpən/ destrucción masiva
Missile /ˈmɪsəl/ misil
Mortar /ˈmɔrtər/ mortero
Mine /maɪn/ mina
Pistol /ˈpɪstəl/ pistola
Rifle /ˈraɪfl/ fusil
Rocket launcher /ˈrəʊkit ˈlɑːŋtʃər/ lanzacohetes
Sword /sɔːd/ espada
Shell /ˈʃeɪl/ proyectil, bomba

A short course in English for adult students 233
TACTICAL VEHICLES /tæktikal víiklz/ (Vehículos tácticos)
Airplane /eərpleen/ avión
Airplane carrier /eərpleen kæríər/ portaviones
APC /eɪ píː sɪː/ transporte de personal
Bomber /bɒmber/ bombardero
Chopper /ˈtʃɒpər/ helicóptero
Fighter plane /ˈfɪtər pléin/ cazabombardero
Helicopter /ˈhɛlɪkɒptər/ helicóptero

Main Battle Tank / meɪn bætl tæŋk/ tanque de combate
Mine sweeper /main suːpər/ barreminas
Speedboat /ˈspiːd bout/ lancha de desembarco
Submarine /səbˈmɪnər/ submarino
Tank /tæŋk/ tanque
Truck /træk/ camión
Warship /ˈwɔːrʃɪp/ buque de guerra

LEADERSHIP /lɪdərə Print/ (Liderazgo)
Behavior /bɪliˈeɪvər/ conducta
Chain of command /ˈtʃeɪn ə vˈkəʊmənd/ cadena de mando
Command /ˈkəʊmənd/ mando
Commander /ˈkəʊmənder/ comandante
Confidence /kənˈfɪdəns/ confianza
Control /kənˈtrol/ control
Cooperation /ˌkooəpərəˈʃən/ cooperación
Courage /ˈkɔːrɪdʒ/ valor, coraje
Decisiveness /dɪsəˈsɪvəsən/ decisión
Dependability /dɪpəndəˈbɪləti/ confiabilidad
Determination /dɪtərmiˈneɪʃən/ determinación
Dignity /dɪŋˈɡaɪti/ dignidad
Echelon of command /ˈɛʃəlɒn ə vˈkəʊmənd/ escalón de mando
Endurance /ɪnˈdʊrəns/ resistencia

Enthusiasm /ˌɛnθəˈziəzn/ entusiasmo
Esprit de corps /ˌɛsprɪt də kɔːrps/ espíritu de cuerpo
Initiative /ɪnɪˈtɪətɪv/ iniciativa
Integrity /ɪnˈtɪɡrəti/ integridad
Justice /dʒuːˈstreɪʃəs/ justicia
Leader /ˈlɛdər/ líder, comandante
Morale /ˈmɔːrəl/ moral
Pride /praɪd/ orgullo
Span of control /ˈspæn ə vˈkəʊntrəl/ ámbito de control
Subordinate /ˈsəbəˌrəndit/ subalterno
Tact /tækt/ tacto, criterio
Trait /træt/ rasgo, característica
Willing obedience /ˈwɪlɪŋ əbˈdɪəns/ obediencia espontánea

PARTS OF A RIFLE /pərts ə rɪˈfɪl/ (Partes del fusil)
Aiming mechanism /ˈaɪmɪŋ məˈkænɪzm/ mecanismo de puntería
Barrel /ˈbærəl/ cañón
Bolt /bɔlt/ cerrojo
Butt /bʌt/ culata
Chamber /ˈtʃeɪmbər/ recámara
Firing mechanism /fərɪŋ məˈkænɪzm/ mecanismo de disparo
Firing pin /ˈfɪrɪŋ pɪn/ percutor
Front sight /frɔnt sɪt/ punto de mira
Hammer /ˈhæmər/ martillo
Locking lug /ˈlɑkɪŋ lɑg/ asegurador

Magazine /ˈmæɡəˌzɪn/ cargador
Muzzle /ˈmʌzəl/ trompeta
cornera de fusil
Rear sight /riər sɪt/ alza
Receiver /rɪˈsɪvər/ caja de mecanismos
Sighting mechanism /ˈsaɪtɪŋ məˈkænɪzm/ mecanismo de puntería
Stock /stɒk/ cantonera
Trigger /trɪɡər/ disparador, gatillo
Trigger guard /trɪɡər ɡɑrd/ guardamonte

THE TANK /ði tæŋk/ (El tanque)
Armor /ˈɑrmər/ blindaje
Armor plate /ˈɑrmər plɛt / plancha de blindaje
Gun /ɡun/ cañón
Gun tube /ɡʌn tuːb/ tubo del cañón
Gunner /ˈɡʌnər/ artillero

Tank driver /tæŋk drvər/ conductor del tanque
Tank commander /tæŋk kəməˈmandər/ comandante del tanque
Tracks /træks/ orugas
Turret /ˈtʌrt/ torreta
Wheel /ˈwiːl/ rueda

FIRING POSITIONS /fɪrɪŋ pəˈlənsən/ (Posiciones de disparo)
Kneeling /ˈknɛlɪŋ/ posición arrodillada
Prone /prəʊn/ posición tendida
Sitting /ˈsɪtɪŋ/ posición sentada
Standing /ˈstændɪŋ/ posición de pie
Squat /ˈskwaʊt/ posición en cuclillas
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. 5. 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. Longman 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. English is spoken by people. 10. It was hidden in a wooden box. 11. It was read by the chef. 12. They were married in Scotland. 13. Columbus discovered America in 1492. 14. 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 message 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 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 this be checked twice? / How many times must this 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 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 reparan 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 de 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:

<table>
<thead>
<tr>
<th>Condición</th>
<th>Resultado</th>
</tr>
</thead>
<tbody>
<tr>
<td>If + Subject + Present</td>
<td>Subject + will + Infinitive</td>
</tr>
</tbody>
</table>

Read, listen and repeat these examples:

1. If the weather is good tomorrow, we will go to the beach (Si el tiempo está bueno mañana, iremos a la playa)
2. If I see John at the party, I'll give him your message. (Si veo a Juan en la fiesta, le daré tu mensaje)
3. If you sit here, you will be able to see everything. (Si te sientas aquí, podrás ver todo)
4. If you don't study hard, you will not get a good mark. (Si no estudias duro, no te sacarás una buena nota)
5. If Diana doesn't leave at once, she'll miss her train. (Si Diana no sale de inmediato, perderá su tren)
6. 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:

<table>
<thead>
<tr>
<th>Condición</th>
<th>Resultado</th>
</tr>
</thead>
<tbody>
<tr>
<td>If + Subject + Past</td>
<td>Subject + would/could/might + Infinitive</td>
</tr>
</tbody>
</table>

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:

1. If Mary ___________________________ (have) more time, she would study more. (if Mary had more time, she would study more.)
2. If I ___________________________ (be) in your position, I would study French.
3. If he ___________________________ (know) her better, he could go with her to the party.
4. If I ___________________________ (have) the money, I would buy that suit.
5. If John ___________________________ (be) here now, he would help us.
6. If Helen ___________________________ (be) a good student, she would speak English better.
7. If our room ___________________________ (be) larger, we could study better.
8. If the weather ___________________________ (be) warmer, we would go for a walk.
9. If he ___________________________ (prepare) his lessons every night, he would be a better student.
10. I would go if I ___________________________ (have) more time.
11. John would do it if he ___________________________ (be) not so busy.
12. 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...

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 (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:

<table>
<thead>
<tr>
<th>Condición</th>
<th>Resultado</th>
</tr>
</thead>
<tbody>
<tr>
<td>If + Subject + Past perfect</td>
<td>Subject + would have/could have/might have + Past participle</td>
</tr>
</tbody>
</table>
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.
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 ________ (succeed). (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. (as though = as if = como si...)
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 last week, he would have taken part in the discussion.
8. He acts 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 DESPUÉS DE WISH

Debido a que el verbo TO 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:

<table>
<thead>
<tr>
<th>Situaciones Presentes:</th>
<th>Situaciones Pasadas:</th>
<th>Situaciones Futuras:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wish</td>
<td>S + Past</td>
<td>S + Past Perfect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S + Conditional</td>
</tr>
</tbody>
</table>

EXERCISES

Ex. 1. Supply the correct form of the verb in parentheses:

1. I wish John __________________ (be) here now. (I wish John were here now.)
2. I wish I __________________ (can) swim.
3. I wish I __________________ (study) English when I was a boy.
4. John wishes he __________________ (be) in Florida now.
5. I wish I __________________ (go) with you to the movie last night.
6. I wish it __________________ (be) not so cold now.
7. I wish it __________________ (stop) snowing soon.
8. I wish I __________________ (know) about this yesterday.
9. I wish today __________________ (be) a holiday.
10. I wish I __________________ (have) today off.
11. I wish I __________________ (have) yesterday off.
12. I wish I __________________ (know) her better. I’d certainly invite her to the party.

Ex. 2. Complete the following sentences:

1. I don’t have a car but I wish...
2. I cannot swim but I wish...
3. I didn’t study before my examinations but I wish...
4. Today isn’t a holiday but I wish...
5. Yesterday wasn’t a holiday but I wish...
6. The weather isn’t nice today but I wish...
7. I am not a millionaire but I wish...
8. John won’t do it for us but I wish...
9. Mary isn’t here but I wish...
10. I have to work this afternoon but I wish...
11. I can’t speak English well but I wish...

I don’t have a car but I wish I had one.
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 today.  _____________________________________________
8. I’m sorry that she could not go with us to the beach that day.  _____________________________________________
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

1. 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)

2. 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 estuviere allí…)

3. 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

4. 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. 1a. Supply the correct form of the verb in parentheses:

1. He recommended that she ________________ with him. (go) (He recommended that she go with him.)
2. He suggested that John ________________ a few minutes. (wait)
3. It is imperative that they ________________ there on time. (be)
4. He asked that it ________________ done right away. (be)
5. I recommended that you ________________ back later. (come)
6. They insisted that we ________________ them again. (visit)
7. He proposed that John ________________ chairman of the committee. (be)
8. Is it necessary that this ________________ finished today? (be)
9. He insisted that she ________________ on with the work. (go)
10. The doctor suggested that Mr. Smith ________________ a long vacation. (take)
Ex. 1b. Repeat the previous exercise using SHOULD:

1. He recommended that she ___________________________ with him. (go) (He recommended that she should go with him.)
2. He suggested that John ___________________________ a few minutes. (wait)
3. It is imperative that they ___________________________ there on time. (be)
4. He asked that it ___________________________ done right away. (be)
5. I recommended that you ___________________________ back later. (come)
6. They insisted that we ___________________________ them again. (visit)
7. He proposed that John ___________________________ chairman of the committee. (be)
8. Is it necessary that this ___________________________ finished today? (be)
9. He insisted that she ___________________________ on with the work. (go)
10. The doctor suggested that Mr. Smith ___________________________ a long vacation. (take)

Ex. 2. Change the sentences to introduce SUGGESTED / INSISTED / RECOMMENDED instead of ASKED:

1. I asked John to wait for me. (suggest) I suggested that John wait / should wait for me.
2. I asked her to come back later. (insist) ___________________________
3. John asked me to take a walk with him. (recommend) ___________________________
4. He asked me to be there on time. (suggest) ___________________________
5. We asked them to go with us in our car. (insist) ___________________________
6. The teacher asked us to visit her in her home. (recommend) ___________________________
7. The owner of the store asked me to call back later. (suggest) ___________________________
8. The teacher asked Bill to be more careful. (insist) ___________________________
9. We asked her to be at our home at eight o'clock. (recommend) ___________________________
10. He asked me to lend him the money. (suggest) ___________________________

Ex. 3. Supply the correct form in the following:

1. If John were here, it ___________________________ (would 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 (saw, had seen) that movie already.
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?

7. Would you be pleased or sorry to hear that you had won a large prize?

8. Would you be pleased or sorry to hear that you had failed your examination?

9. Would you be pleased or sorry to hear that you were not going to graduate?

10. Would I be right or wrong if I said that fish could fly?

11. Would I be right or wrong if I said that birds could swim?

12. Would I be right or wrong if I said that you spoke English very well?
BASIC VOCABULARY: Study these words

THE ARMED FORCES /ˈærmɪd fɔːrˈsɪz/ Las Fuerzas Armadas (II)

Allied forces /əˈlaid fɔːrˈsɪz/ fuerzas aliadas
Armistice /ˈærmɪstɪs/ armisticio
Assault /əˈsɔːlt/ asalto
Attacking unit /ˈætəkɪŋ ˈjuːnɪt/ unidad de ataque
Barrack /ˈbærək/ barraca, cuadra
Battle /ˈbætl/ batalla
Battlefield /ˌbætɪˈfɪld/ campo de batalla
Bombardment /ˈbɒmberdмент/ bombardeo
Campagne /kæmpəˈnɛn/ campaña
Carnage /ˈkærɪdʒ/ matanza, carnicería
Casualty /ˈkæʒʒəlti/ baja de guerra
Ceasefire /siːˈfɪər/ cese al fuego
Chaplain /ˈʃæplən/ capellán
Civilian /ˈsɪvɪliən/ civil
Combatant /ˈkɒmbətænt/ combatiente
Combat /ˈkɒmbæt/ combate
Commando /ˈkɒməndəʊ/ comando
Conflict /ˈkɒnflɪkt/ conflicto
Coup d’etat /ˈkuːdətæt/ golpe de estado
Curfew /ˈkɜːrfju/ toque de queda
Defensive action /ˌdɛfɛnsɪv əˈlɛktʃɔn/ acción defensiva
Demilitarized zone /dɛmɪlɪtərəzd ˈzoʊər/ zona desmilitarizada
Deployment /ˌdɛpləˈmənt/ despliegue
Detachment /dɪtætʃmənt/ destrucción
Deterrent /dɪˈtɛrənt/ destamento
Dismantle /dɪsmæntl/ disusión
Direct fire /ˈdɪrɪkt ˈfɪər/ fuego directo
Disengagement /dɪsɪŋˈɡɛdʒmənt/ ruptura del combate
Diver /ˈdɪvər/ doctor
Doctor /ˈdɒktər/ ejercicio
Drill /driːl/ fuego enemigo
Enemy fire /ˈɛnəmi ˈfɪər/ lucha, combate
Fight /fɪt/ flanco
Flank /flæŋk/ enemigo
Foe /fɔː/ fuego amigo
Front /frʌnt/ frente
Front line /ˈfrʌnt ˈlɛɪn/ línea de frente
Garrison /ˈɡærɪson/ guarnición
Mercenary /ˈmɜːrseɪnəri/ mercenario
Militant /ˈmɪlitənt/ militante
Mountaineer /ˈmuːntənɪər/ andinista
Nurse /nɜːs/ enfermero
Offensive action /ˌɒfɛnsɪv əˈlɛktʃɔn/ acción ofensiva
Orderly /ˈɔːrdərli/ ordenanza
Parade /ˈpærəd/ parada
Paratrooper /ˌpærəˈtɹʌpər/ paracaidista
Peace /piːs/ paz
Peace treaty /ˌpiːs trəˈtiː/ tratado de paz
Peacekeeping forces /ˌpiːs ˌkiːpɪŋ fɔːrˈsɪz/ fuerzas de mantenimiento
Policeman /ˌpɒlɪsˌmæn/ policía
Preemptive action /ˌpriːmptɪv əˈlɛktʃɔn/ acción preemptiva
Preventive action /ˌprɪvɛntɪv əˈlɛktʃɔn/ acción preventiva
Prisoner /ˈprɪzənər/ prisionero
Raid /rɔɪd/ incursión
Ranger /ˈreɪndər/ comando
Rear /rɛər/ retaguaria
Rear position /rɛər pəˈzɪʃən/ posición de retaguardia
Reconnaissance /ˌrɛkənəˈnɛsəns/ reconocimiento
Reinforcement /ˌriːnˈfɔːrsmənt/ refuerzo
Relief /riːl/ ayuda, auxilio
Rescue team /ˌrɛskiˌtiːm/ equipo de rescate
Reservist /ˌrɪzərvɪst/ reservista
Revelle /ˌrɪvɛlə//ˈrɪvɛlɪ/ toque de diana
Retreat /rɪˈtræt/ revista
Review /rɪˈriːv/ revuelta
Revolt /rɪˈvɔlt/ revuelta
Riot /rɪˈɔɪt/ saludo
Salute /ˈsælət/ tirador escogido
Sharp shooter /ˈʃɑːp ˈʃʊtər/ escaramuza
Skirmish /ˈskaɪrəmɪʃ/ matanza
Slaughter /ˈslɔːtər/ espía
Spy /spai/ estrategia
Strategy /ˈstræ tegi/ lucha
Surrender /ˈsərəndər/ rendición
Surveillance /ˈsɜːrvələns/ vigilancia
Tactics /ˈtæktɪks/ táctica
Truce /truːs/ tregua
Verbs:

To accomplish /akómplish/  llevar a cabo
To aim /ˈaim/  apuntar
To ambush /ˈæmbəʃ/  emboscar
To arm /aːrm/  armar
To attack /ˈætɑːk/  atacar
To besiege /ˈbɪsɪdʒ/  sitiar
To break out /ˈbreɪk ˈaʊt/  estallar
To capture /ˈkæptʃər/  batallar
To carry out /ˈkæri ˈaʊt/  maniobras
To command /ˈkɒmənd/  comandar
To conquer /ˈkɒŋkər/  conquistar
To defeat /dɪˈfɪt/  derrotar
To defend /dɪˈfend/  defender
To deploy /dɪˈplɔɪ/  desplegar
To destroy /dɪˈstrɔɪ/  destruir
To disarm /dɪˈsɑːrm/  desarmar
To drill /drɪl/  ejercitar
To endure /əˈnɪrd/  resistir
To engage /ɪnˈdʒeɪdʒ/  luchar, pelear
To fight /fɑːt/  disparar
To fire /ˈfaɪər/  rendirse
To give up /ˈɡɪv ˈɑːp/  inspeccionar
To inspect /ɪnˈspekt/  invadir
To kill /kɪl/  matar
To lead /lɛd/  guiar, conducir
To lose /luːz/  perder
To mobilize /ˈmɒbəlaɪz/  movilizar
To occupy /ˈɔkəpɪ/  ocupar
To overtake /ˈɔvərtæk/  vencer
To overrun /ˈɔvərˌrʌn/  invadir
To arm /aːrm/  armar
To mobilize /ˈmɒbəlaɪz/  movilizar
To occupy /ˈɔkəpɪ/  ocupar
To overcome /ˈɔvərˈkʌm/  vencer
To overtake /ˈɔvərtæk/  invadir
To receive /riˈsiːv/  recibir
To review /rɪˈriːv/  revisar
To salute /ˈsɔːlt/  saludar
To seize /sɪz/  tomar, asir
To shell /ʃel/  bombear
To sight /sɪt/  hacer puntería
To spy /spi/  espiar
To struggle /ˈstrʌɡl/  luchar
To supply /ˈsʌpəl/  suministrar
To support /ˈsəpɔːrt/  apoyar, ayudar
To surrender /ˈsʌməndər/  rendirse
To wage /ˈweɪdʒ/  librar una guerra
To win /wɪn/  ganar
To withdraw /ˈwɪðtrɔːəl/  replegarse

Guerrilla /ɡəˈrɪlə/  guerrillero
Headquarters /ˈheɪdkwɔːrtərz/  cuartel general
Hostage /ˈhɒstɪdʒ/  rehén
Indirect fire /ɪnˈdɪrəkt ˈfɑːər/  fuego indirecto
Killing /ˈkɪlɪŋ/  matanza
Losses /ˈlɒsiz/  apoyo logístico
Maneuvers /ˈmænjuːvərз/  pérdidas, bajas
Verbs:

Guerrilla /ɡəˈrɪlə/  guerrillero
Headquarters /ˈheɪdkwɔːrtərz/  cuartel general
Hostage /ˈhɒstɪdʒ/  rehén
Indirect fire /ɪnˈdɪrəkt ˈfɑːər/  fuego indirecto
Killing /ˈkɪlɪŋ/  matanza
Losses /ˈlɒsiz/  apoyo logístico
Maneuvers /ˈmænjuːvərз/  pérdidas, bajas

Unmanned /ˈænmənd/  no tripulado
Veteran /ˈvɛtəræn/  veterano de guerra
Victory /ˈvɪktərɪ/  victoria
War /ˈwɔːr/  guerra (evento)
Warfare /ˈwɔrfeɪər/  guerra (actividad)
Warrior /ˈwɔrɪər/  guerrero
Withdrawal /ˈwɪðtrɔːəl/  retirada
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. could 5. 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 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 begin 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 I had been free yesterday, I would have called you up. 5. If I 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 help 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
If it had rained, they would have stayed at home.

If he worked harder, he would be promoted.

If he worked harder, he would have been promoted.

If he had the money, he might go with us.

If he had the money, he might have gone with us.

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 worked harder, he would have been promoted.

12... would have gone out for a walk.

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 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.

6. Of course he would have gone. He loves sports.

7. Yes, perhaps it would have been better if she had been present.

8. No, it would have been the same.

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.

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. a) 1.b) 2. wait / should wait 3. be / should be 4. be / should be 5. come / should come 6. visit / should visit

7. be / should be 8. be / should be 9. go / should go 10. take / should 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.

7. I’d be pleased to hear that.

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 (STATEMENTS)

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, “I’m working very hard.”
|---------------|-----------------| He said that he was working very hard.
| Simple present | Simple past | He said, “I always work hard.”
| Present perfect | Past perfect | He said, “I have worked very hard.”
| Simple past | Past perfect | He said, “I worked very hard.”
| Future | Conditional | He said, “I will work hard all day.”
| Can | Could | He said, “I can use a computer.”
| Must | Had to | He said, “I must do the job well.”
| May | Might | He said, “It may rain again.”
| Have to / Has to | Had to | He said, “I have to do that again.”

Cambios de orden cronológico o geográfico (Optativos)

| Now | Then | He said, “I’m busy now.”
| Today | That day / Yesterday | He said, “I’m busy today.”
| This | That | He said, “I’m busy at this moment.”
| These | Those | He said, “I like these books”
| Yesterday | The day before / The previous day | He said, “I was busy yesterday.”
| He said that he had been busy the day before. |
El siguiente día

El día siguiente

Él dijo, “Estoy muy ocupado el siguiente día.”

Él dijo que estaba muy ocupado el día siguiente.

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 dijo, “Me gusta Nueva York.”

Bob nos dijo que le gustaba Nueva York.

II. DISCURSO INDIRECTO CON PREGUNTAS (QUESTIONS)

Cuando se desea expresar un pregunta en el discurso indirecto, no se debe mantener la estructura interrogativa (VM+S+VP) en la cláusula subordinada sino que se debe usar la estructura AFIRMATIVA (S+VM+VP)

John preguntó me, “¿Dónde vive Mary?”

John preguntó me dónde vivía Mary.

El maestro preguntó a los estudiantes, “¿Por qué está Bob ausente hoy?”

El maestro preguntó a los estudiantes por qué estaba Bob ausente hoy.

Bob preguntó a mí, “¿Te gusta Nueva York?”

Bob preguntó a mí si / si me gustaba Nueva York.

Bob preguntó a sus amigos, “¿Vendrás a mi fiesta?”

Bob preguntó a sus amigos si / si vendrían a su fiesta.

III. DISCURSO INDIRECTO CON ORDENES, REQUERIMIENTOS, ADVERTENCIAS, ETC, (ORDERS, COMMANDS, REQUESTS, ADVICE, etc.)

Cuando se desea expresar una orden, un requerimiento, advertencia, etc, en el discurso indirecto, se debe usar la siguiente estructura:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object Pro (Noun)</th>
<th>TO/NOT TO + Infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>begged</td>
<td>me</td>
<td>to sit down</td>
</tr>
<tr>
<td>Miss White</td>
<td>asked</td>
<td>you</td>
<td>to work harder</td>
</tr>
<tr>
<td>The teacher</td>
<td>told</td>
<td>him / her</td>
<td>to be more careful</td>
</tr>
<tr>
<td>The instructors</td>
<td>warned</td>
<td>us</td>
<td>not to be late</td>
</tr>
<tr>
<td>They</td>
<td>requested</td>
<td>them</td>
<td>not to talk in class</td>
</tr>
<tr>
<td></td>
<td>ordered</td>
<td>the boy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>advised</td>
<td>the boys</td>
<td></td>
</tr>
</tbody>
</table>

EXERCISES

Ex. 1. Change the following statements from direct to indirect form:

1. John said, “I have to work tonight.”
   John said that he had to work tonight.

2. Mary said to me, “I will be back later.”
   ____________________________________________________________

3. Mr. Smith said, “We may have an exam.”
   ____________________________________________________________

4. He said, “I have no money.”
   ____________________________________________________________

5. The doctor said, “John is a very sick man.”
   ____________________________________________________________

6. Mary said to me, “I cannot go with you tonight.”
   ____________________________________________________________

7. He said, “I hope she comes soon.”
   ____________________________________________________________

8. He said, “I have known him a long time.”
   ____________________________________________________________

9. Mr. Smith said, “We will finish this tomorrow.”
   ____________________________________________________________
10. He said, “I don’t know her well.”
11. She said, “I am going away tomorrow.”
12. He said to me, “He is supposed to be here now.”

Ex. 2. Change the following questions from direct to indirect form:

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?”

Ex. 3. Change the following orders, requests, commands, etc. to the 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.
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 the 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).
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: INFINITIVO, PASADO, PASADO PARTICIPIO y 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 work hard every day. (Nósotros trabajamos duro todos los días)
We worked hard yesterday. (Nósotros trabajamos arduamente ayer)
We have worked hard this year. (Nósotros hemos trabajado duro este año)
We are working hard now. (Nósotros estamos trabajando duro ahora)

They speak Spanish at home. (Ellos hablan español en casa)
They spoke English in class. (Ellos hablaron inglés en la clase)
They have always spoken Spanish. (Ellos siempre han hablado español).
They are speaking English now. (Ellos están hablando inglés ahora)

A. VERBOS REGULARES DE USO FRECUENTE

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
<th>Past Part.</th>
<th>Gerund</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>To watch</td>
<td>watched</td>
<td>watched</td>
<td>watching</td>
<td>observar</td>
</tr>
<tr>
<td>To work</td>
<td>worked</td>
<td>worked</td>
<td>working</td>
<td>trabajar</td>
</tr>
<tr>
<td>To love</td>
<td>loved</td>
<td>loved</td>
<td>loving</td>
<td>amar</td>
</tr>
<tr>
<td>To play</td>
<td>played</td>
<td>played</td>
<td>playing</td>
<td>jugar</td>
</tr>
<tr>
<td>To study</td>
<td>studied</td>
<td>studied</td>
<td>studying</td>
<td>estudiar</td>
</tr>
<tr>
<td>To fit</td>
<td>fitted</td>
<td>fitted</td>
<td>fitting</td>
<td>calzar</td>
</tr>
<tr>
<td>To stop</td>
<td>stopped</td>
<td>stopped</td>
<td>stopping</td>
<td>detener</td>
</tr>
<tr>
<td>To guide</td>
<td>guided</td>
<td>repeated</td>
<td>guiding</td>
<td>gular</td>
</tr>
<tr>
<td>To repeat</td>
<td>repeated</td>
<td>repeated</td>
<td>repeating</td>
<td>repetir</td>
</tr>
</tbody>
</table>

NOTAS:
1. 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.
2. 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.
3. Aquellos verbos regulares terminados en -t, -te, -d, de deben agregar -d/ed y ese sufijo se pronuncia /d/; y es una sílaba más: fit /fit/ fitted /fıtɪd/ decided /dı’sədɪd/; request /rɪkwɛst/ requested /rɪkwɛstɪd/.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past Tense /past Participle</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>To answer</td>
<td>answered /ənˈswerd/</td>
<td>contestar, responder</td>
</tr>
<tr>
<td>To arrive</td>
<td>arrived /ərˈvoʊrɪd/</td>
<td>llegar</td>
</tr>
<tr>
<td>To ask</td>
<td>asked /əskt/</td>
<td>preguntar, pedir</td>
</tr>
<tr>
<td>To carry</td>
<td>carried /ˈkæri/</td>
<td>transportar, llevar</td>
</tr>
<tr>
<td>To clean</td>
<td>cleaned /ˈkliːnd/</td>
<td>limpiar</td>
</tr>
<tr>
<td>To close</td>
<td>closed /ˈkloʊzd/</td>
<td>cerrar</td>
</tr>
<tr>
<td>To dry</td>
<td>dried /ˈdraɪd/</td>
<td>secar</td>
</tr>
<tr>
<td>To enjoy</td>
<td>enjoyed /ˈdʒʌɪnd/</td>
<td>disfrutar, gustar</td>
</tr>
<tr>
<td>To finish</td>
<td>finished /ˈfɪnɪʃt/</td>
<td>terminar</td>
</tr>
<tr>
<td>To hate</td>
<td>hated /ˈheɪtid/</td>
<td>odiar</td>
</tr>
<tr>
<td>To help</td>
<td>helped /ˈhelpt/</td>
<td>no gustar</td>
</tr>
<tr>
<td>To hope</td>
<td>hoped /ˈhʌpt/</td>
<td>ayudar</td>
</tr>
<tr>
<td>To invite</td>
<td>invited /ɪnˈvɪtɪd/</td>
<td>esperar, desear</td>
</tr>
<tr>
<td>To listen</td>
<td>listened /ˈlɪsnɪd/</td>
<td>invitar</td>
</tr>
<tr>
<td>To locate</td>
<td>located /ˈloʊkətɪd/</td>
<td>escuchar</td>
</tr>
<tr>
<td>To live</td>
<td>living /ˈlɪvɪŋ/</td>
<td>ubicar, localizar</td>
</tr>
<tr>
<td>Infinitive</td>
<td>Past Tense</td>
<td>Past Participle</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>To look /luk/</td>
<td>looked /lukt/</td>
<td></td>
</tr>
<tr>
<td>To love /láv/</td>
<td>loved /lávd/</td>
<td></td>
</tr>
<tr>
<td>To need /nécd/</td>
<td>needed /néöd/</td>
<td></td>
</tr>
<tr>
<td>To offer /öfer/</td>
<td>offered /öödr/</td>
<td></td>
</tr>
<tr>
<td>To prefer /préfర/</td>
<td>preferred /préfeard/</td>
<td></td>
</tr>
<tr>
<td>To rain /réin/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To receive /risrv/</td>
<td>received /risv:rd/</td>
<td></td>
</tr>
<tr>
<td>To remember /rimمبر/</td>
<td>remembered /rimbëorted/</td>
<td></td>
</tr>
<tr>
<td>To repair /riperor/</td>
<td>repaired /ripeard/</td>
<td></td>
</tr>
<tr>
<td>To repeat /riptʃ/</td>
<td>repeated /riptʃid/</td>
<td></td>
</tr>
<tr>
<td>To request /rikwëst/</td>
<td>requested /rikwëstid/</td>
<td></td>
</tr>
<tr>
<td>To smoke /smóuk/</td>
<td>smoked /smóukt/</td>
<td></td>
</tr>
<tr>
<td>To start /stɑrt/</td>
<td>started /stârtid/</td>
<td></td>
</tr>
<tr>
<td>To stay /stæli/</td>
<td>stayed /stëid/</td>
<td></td>
</tr>
<tr>
<td>To study /ståði/</td>
<td>studied /ståðid/</td>
<td></td>
</tr>
<tr>
<td>To suggest /saddrilést/</td>
<td>suggested /saddriléstid/</td>
<td></td>
</tr>
<tr>
<td>To talk /tək/</td>
<td>talked /təkt/</td>
<td></td>
</tr>
<tr>
<td>To try /trʌi/</td>
<td>tried /trʌid/</td>
<td></td>
</tr>
<tr>
<td>To use /juːz/</td>
<td>used /ju:zd/</td>
<td></td>
</tr>
<tr>
<td>To visit /vɪzɪt/</td>
<td>visited /vɪzɪtid/</td>
<td></td>
</tr>
<tr>
<td>To wait /weɪt/</td>
<td>waited /welitid/</td>
<td></td>
</tr>
<tr>
<td>To walk /wɔk/</td>
<td>walked /wɔkt/</td>
<td></td>
</tr>
<tr>
<td>To want /wɔnt/</td>
<td>wanted /wɒntid/</td>
<td></td>
</tr>
<tr>
<td>To wash /wɔʃ/</td>
<td>washed /wesht/</td>
<td></td>
</tr>
<tr>
<td>To watch /wɔtʃ/</td>
<td>watched /wɔtʃt/</td>
<td></td>
</tr>
<tr>
<td>To wish /wɪʃ/</td>
<td>wished /wɪʃt/</td>
<td></td>
</tr>
<tr>
<td>To work /wɜrk/</td>
<td>worked /wɜ:kt/</td>
<td></td>
</tr>
</tbody>
</table>

B. VERBOS IRREGULARES DE USO FRECUENTE
<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>To meet /mi:t/</td>
<td>reunirse, conocer</td>
</tr>
<tr>
<td>To pay /péi/</td>
<td>pagar</td>
</tr>
<tr>
<td>To put /put/</td>
<td>poner, colocar</td>
</tr>
<tr>
<td>To read /rɛd/</td>
<td>leer</td>
</tr>
<tr>
<td>To run /ran/</td>
<td>correr, administrar</td>
</tr>
<tr>
<td>To say /sɛi/</td>
<td>decir</td>
</tr>
<tr>
<td>To see /si:/</td>
<td>ver</td>
</tr>
<tr>
<td>To sell /sɛl/</td>
<td>vender</td>
</tr>
<tr>
<td>To send /sɛnd/</td>
<td>enviar</td>
</tr>
<tr>
<td>To shut /ʃæt/</td>
<td>cerrar</td>
</tr>
<tr>
<td>To sing /sɪŋ/</td>
<td>cantar</td>
</tr>
<tr>
<td>To sit /sɪt/</td>
<td>sentarse</td>
</tr>
<tr>
<td>To sleep /slɛp/</td>
<td>dormir</td>
</tr>
<tr>
<td>To speak /spɪk/</td>
<td>hablar</td>
</tr>
<tr>
<td>To spend /spænd/</td>
<td>gastar, pasar tiempo</td>
</tr>
<tr>
<td>To stand up /stænd ap/</td>
<td>pararse</td>
</tr>
<tr>
<td>To swim /swɪm/</td>
<td>nadar</td>
</tr>
<tr>
<td>To take /teɪk/</td>
<td>tomar, llevar</td>
</tr>
<tr>
<td>To teach /tiːtʃ/</td>
<td>enseñar</td>
</tr>
<tr>
<td>To tell /tɛl/</td>
<td>decir, narrar</td>
</tr>
<tr>
<td>To think /θɪŋk/</td>
<td>pensar, creer</td>
</tr>
<tr>
<td>To understand /ʌndərstænd/</td>
<td>entender, comprender</td>
</tr>
<tr>
<td>To wear /wɛər/</td>
<td>vestir, desgastar</td>
</tr>
<tr>
<td>To write /rɪt/</td>
<td>escribir</td>
</tr>
</tbody>
</table>

- met /met/  pagar
- paid /péid/ poner, colocar
- put /put/ leer
- read /rɛd/ correr, administrar
- run /ran/ decir
- said /sed/ ver
- sold /sʊld/ vender
- sent /sɛnt/ enviar
- shut /ʃæt/ cerrar
- sang /sæŋ/ cantar
- sat /sæt/ sentarse
- slept /slept/ dormir
- spoke /spəuk/ hablar
- spent /spɛnt/ gastar, pasar tiempo
- stood up /stʊd ap/ pararse
- swam /swæm/ nadar
- took /tʊk/ tomar, llevar
- taught /tət/ enseñar
- told /təld/ decir, narrar
- thought /θɪŋkt/ pensar, creer
- understood /ʌndərstʊd/ entender, comprender
- worn /wɔrn/ vestir, desgastar
- written /rɪtʃ/ escribir
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. 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.
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 reunión social)

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallo!/Hello!/Hi!</td>
<td>¡Hola!</td>
<td>¡Hola!</td>
</tr>
<tr>
<td>Good morning</td>
<td>Buenos días</td>
<td>¡Buenos días!</td>
</tr>
<tr>
<td>Good afternoon</td>
<td>Buenas tardes</td>
<td>Hasta tarde</td>
</tr>
<tr>
<td>Good evening</td>
<td>Buenas tardes</td>
<td>Hasta la noche</td>
</tr>
<tr>
<td>Good bye/Bye bye</td>
<td>Hasta luego</td>
<td>Hasta pronto</td>
</tr>
<tr>
<td>See you later</td>
<td>Hasta mañana</td>
<td>Hasta mañana</td>
</tr>
<tr>
<td>See you tomorrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thank you/Thank you very much</td>
<td>Muchas gracias</td>
<td></td>
</tr>
<tr>
<td>You’re welcome</td>
<td>De nada</td>
<td></td>
</tr>
<tr>
<td>How are you today?</td>
<td>¿Cómo está Ud. hoy?</td>
<td></td>
</tr>
<tr>
<td>I’m very well, thank you</td>
<td>Estoy muy bien gracias</td>
<td></td>
</tr>
<tr>
<td>I’m fine, thanks and how are you?</td>
<td>Estoy bien gracias y ¿cómo está Ud.?</td>
<td></td>
</tr>
<tr>
<td>I’m not very well I’m afraid</td>
<td>No estoy muy bien lamentablemente</td>
<td></td>
</tr>
<tr>
<td>How do you do. My name is...</td>
<td>Encantado, mi nombre es...</td>
<td></td>
</tr>
<tr>
<td>Please let me introduce myself. My name is...</td>
<td>Permítame presentarme. Mi nombre es...</td>
<td></td>
</tr>
<tr>
<td>I’d like you to meet Mr/Mrs/Miss/Captain/Doctor...</td>
<td>Me gustaría presentarle al Sr./Sra/Srta/Cap/Dr...</td>
<td></td>
</tr>
<tr>
<td>This is Mr/Mrs/Miss/Captain/Doctor...</td>
<td>Este es el o la Sr./Sra/Srta/Cap/Dr...</td>
<td></td>
</tr>
<tr>
<td>Pleased to meet you</td>
<td>Encantado/a de conocerlo/a</td>
<td></td>
</tr>
<tr>
<td>I’m glad to meet you</td>
<td>Me alegra conocerlo/a</td>
<td></td>
</tr>
<tr>
<td>Please</td>
<td>Por favor</td>
<td></td>
</tr>
<tr>
<td>I’m sorry</td>
<td>Lo siento</td>
<td></td>
</tr>
<tr>
<td>I’m sorry I’m late</td>
<td>Lamento haberme atrasado</td>
<td></td>
</tr>
<tr>
<td>I’m afraid</td>
<td>Lamentablemente</td>
<td></td>
</tr>
<tr>
<td>I’m afraid I don’t know</td>
<td>Desgraciadamente no sé</td>
<td></td>
</tr>
<tr>
<td>I’m afraid I can’t</td>
<td>Lamentablemente no puedo</td>
<td></td>
</tr>
<tr>
<td>What’s your first name?</td>
<td>¿Cuál es su nombre?</td>
<td></td>
</tr>
<tr>
<td>What’s your surname/last name?</td>
<td>¿Cuál es su apellido?</td>
<td></td>
</tr>
<tr>
<td>What do you do?</td>
<td>¿Qué hace Ud?</td>
<td></td>
</tr>
<tr>
<td>I’m an army officer</td>
<td>Soy un oficial de ejército.</td>
<td></td>
</tr>
<tr>
<td>What is your rank?</td>
<td>¿Cuál es su grado?</td>
<td></td>
</tr>
<tr>
<td>Do you speak French/German/Italian?</td>
<td>¿Habla Ud. francés/aleman/italiano?</td>
<td></td>
</tr>
<tr>
<td>No, I don’t. But I speak Spanish and English</td>
<td>No. Pero hablo español e inglés</td>
<td></td>
</tr>
<tr>
<td>I’m sorry I don’t understand French</td>
<td>Lo siento. No entiendo francés</td>
<td></td>
</tr>
<tr>
<td>Are you married or single?</td>
<td>Es Ud. casado/a o soltero/a?</td>
<td></td>
</tr>
<tr>
<td>Have you got a...?</td>
<td>¿Tiene Ud. un/a...?</td>
<td></td>
</tr>
<tr>
<td>Have you got any children?</td>
<td>¿Tiene Ud. hijos?</td>
<td></td>
</tr>
<tr>
<td>How many children have you got?</td>
<td>¿Cuántos hijos tiene Ud.?</td>
<td></td>
</tr>
<tr>
<td>Where are you from?</td>
<td>¿De dónde es Ud.?</td>
<td></td>
</tr>
<tr>
<td>I’m from Chile</td>
<td>Soy de Chile</td>
<td></td>
</tr>
<tr>
<td>Where do you come from?</td>
<td>¿De dónde viene Ud.?</td>
<td></td>
</tr>
<tr>
<td>I come from Santiago, Chile</td>
<td>Vengo de Stgo.,Chile</td>
<td></td>
</tr>
<tr>
<td>Do you live here?</td>
<td>¿Vive ud. aquí?</td>
<td></td>
</tr>
<tr>
<td>Which hotel are you staying at?</td>
<td>En qué hotel está hospedado/a Ud.?</td>
<td></td>
</tr>
<tr>
<td>What’s your room number?</td>
<td>¿Cuál es el número de su habitación?</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>What’s your telephone number?</td>
<td>¿Cuál es su número telefónico?</td>
<td></td>
</tr>
<tr>
<td>What’s your address?</td>
<td>¿Cuál es su dirección?</td>
<td></td>
</tr>
<tr>
<td>Can I help you?</td>
<td>¿Puedo ayudarle?</td>
<td></td>
</tr>
<tr>
<td>Can you help me?</td>
<td>¿Puede ayudarme?</td>
<td></td>
</tr>
<tr>
<td>Pardon?</td>
<td>¿Perdón?</td>
<td></td>
</tr>
<tr>
<td>Could you speak more slowly please?</td>
<td>¿Podría hablar más lento por favor?</td>
<td></td>
</tr>
<tr>
<td>Yes, of course/certainly/sure</td>
<td>Sí, por supuesto</td>
<td></td>
</tr>
<tr>
<td>No, I’m afraid not</td>
<td>No, lamentablemente no</td>
<td></td>
</tr>
<tr>
<td>With pleasure</td>
<td>Con mucho gusto</td>
<td></td>
</tr>
<tr>
<td>I’m sorry I must go now</td>
<td>Lo siento debo irme ahora</td>
<td></td>
</tr>
<tr>
<td>I’m afraid it’s late and I have to go now.</td>
<td>Lamentablemente es tarde y tengo que irme ahora.</td>
<td></td>
</tr>
<tr>
<td>It was nice meeting you</td>
<td>Fue grato conocerlo a Ud.</td>
<td></td>
</tr>
<tr>
<td>Can/may I come in?</td>
<td>¿Puedo entrar?</td>
<td></td>
</tr>
<tr>
<td>Please, come in and sit down</td>
<td>Por favor, entre y síntese</td>
<td></td>
</tr>
<tr>
<td>Wait a moment, please</td>
<td>Espere un momento por favor</td>
<td></td>
</tr>
<tr>
<td>Can you wait a minute?</td>
<td>¿Puede UD esperar un minuto?</td>
<td></td>
</tr>
<tr>
<td>Can you repeat your question, please?</td>
<td>¿Puede UD repetir su pregunta?</td>
<td></td>
</tr>
<tr>
<td>How do you spell your name?</td>
<td>¿Cómo deletrea Ud. su nombre?</td>
<td></td>
</tr>
<tr>
<td>Can you spell it please?</td>
<td>¿Puede deletrearlo por favor?</td>
<td></td>
</tr>
<tr>
<td>Sit down, please</td>
<td>Siéntese, por favor</td>
<td></td>
</tr>
<tr>
<td>Don’t open the window, please</td>
<td>No abra la ventana, por favor</td>
<td></td>
</tr>
<tr>
<td>Let’s sit here</td>
<td>Sentémonos aquí</td>
<td></td>
</tr>
<tr>
<td>Let’s go inside/outside</td>
<td>Entremos/Salgamos</td>
<td></td>
</tr>
<tr>
<td>It’s cold in here</td>
<td>Hace frío aquí adentro</td>
<td></td>
</tr>
<tr>
<td>It’s too hot here</td>
<td>Hace demasiado calor aquí.</td>
<td></td>
</tr>
<tr>
<td>What time is it?</td>
<td>¿Qué hora es?</td>
<td></td>
</tr>
<tr>
<td>What’s the date today?</td>
<td>¿Qué fecha es hoy?</td>
<td></td>
</tr>
<tr>
<td>Are you all right?</td>
<td>¿Está bien Ud.?</td>
<td></td>
</tr>
<tr>
<td>Are you tired?</td>
<td>¿Está cansado/a?</td>
<td></td>
</tr>
<tr>
<td>Are you cold?</td>
<td>¿Tiene frío?</td>
<td></td>
</tr>
<tr>
<td>Are you hot?</td>
<td>¿Tiene calor?</td>
<td></td>
</tr>
<tr>
<td>Are you hungry?</td>
<td>¿Tiene hambre?</td>
<td></td>
</tr>
<tr>
<td>Are you thirsty?</td>
<td>¿Tiene sed?</td>
<td></td>
</tr>
<tr>
<td>Are you sleepy?</td>
<td>¿Tiene sueño?</td>
<td></td>
</tr>
<tr>
<td>Are you happy?</td>
<td>¿Está Ud. feliz?</td>
<td></td>
</tr>
<tr>
<td>Are you sad?</td>
<td>¿Está triste Ud.?</td>
<td></td>
</tr>
<tr>
<td>Are you worried?</td>
<td>¿Está preocupado/a?</td>
<td></td>
</tr>
<tr>
<td>Are you sick/ill?</td>
<td>¿Está enfermo/a Ud.?</td>
<td></td>
</tr>
<tr>
<td>Do you mind if I smoke?</td>
<td>¿Le molesta si fumo?</td>
<td></td>
</tr>
<tr>
<td>No, I don’t mind. Go ahead</td>
<td>No me molesta. Hágalo</td>
<td></td>
</tr>
<tr>
<td>Is it all right if I sit here?</td>
<td>¿Está bien si me siento aquí?</td>
<td></td>
</tr>
<tr>
<td>Yes, please do</td>
<td>Sí, por favor hágalo</td>
<td></td>
</tr>
<tr>
<td>You’re right</td>
<td>Tiene Ud. razón.</td>
<td></td>
</tr>
<tr>
<td>You’re wrong</td>
<td>Ud. está equivocado.</td>
<td></td>
</tr>
<tr>
<td>I agree with you</td>
<td>Concuerdo con Ud.</td>
<td></td>
</tr>
<tr>
<td>I don’t agree with you</td>
<td>No concuerdo con Ud.</td>
<td></td>
</tr>
<tr>
<td>I don’t think so</td>
<td>No lo creo asi.</td>
<td></td>
</tr>
<tr>
<td>I hope so</td>
<td>Así lo espero.</td>
<td></td>
</tr>
<tr>
<td>Yes, I think so</td>
<td>Sí, creo que sí</td>
<td></td>
</tr>
<tr>
<td>Yes, that’s right</td>
<td>Sí, correcto</td>
<td></td>
</tr>
<tr>
<td>That’s what I mean</td>
<td>Eso es lo que quiero decir</td>
<td></td>
</tr>
<tr>
<td>What do you mean by that?</td>
<td>¿Qué quiere decir con eso?</td>
<td></td>
</tr>
<tr>
<td>What does this word mean?</td>
<td>¿Qué significa esta palabra?</td>
<td></td>
</tr>
<tr>
<td>What’s the meaning of this word?</td>
<td>¿Cuál es el significado de esta palabra?</td>
<td></td>
</tr>
</tbody>
</table>
Remember:
1. What’s your...(name, address,.etc...)?
   were you
2. What are you ...(doing, etc ..)?
   will you be
   did
3. What 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...)?
   estaba
2. ¿Qué 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.)?
    Siéntese aquí (venga, etc..), por favor.
   No vaya allá (hable, etc.), por favor.
8. ¿Le deletreo? ( Le ayudo..., etc)?
9. Sentémonos aquí (vamos, etc.)
### B. At a hotel (en un hotel)

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to check in</td>
<td>Deseo registrarme</td>
</tr>
<tr>
<td>What’s my room number?</td>
<td>¿Cuál es el número de mi habitación?</td>
</tr>
<tr>
<td>Could you take this suitcase to my room?</td>
<td>¿Podría llevar esta maleta a mi habitación por favor?</td>
</tr>
<tr>
<td>Is there a color TV in the room?</td>
<td>¿Hay un TV a color en la habitación?</td>
</tr>
<tr>
<td>The central heating/air conditioner isn’t working well</td>
<td>La calefacción central/El aire acondicionado no está funcionando bien</td>
</tr>
<tr>
<td>My bed hasn’t been made yet</td>
<td>Mi cama aún no ha sido hecha.</td>
</tr>
<tr>
<td>I need another blanket</td>
<td>Necesito otra frazada.</td>
</tr>
<tr>
<td>Could you change the towels?</td>
<td>¿Podría cambiar las toallas?</td>
</tr>
<tr>
<td>Could you get me some soap/shampoo, please?</td>
<td>¿Podría consagarme jabón/shampú, por favor?</td>
</tr>
<tr>
<td>What is the voltage used here? 220 or 110?</td>
<td>¿Cuál es el voltaje usado aquí? 220 o 110?</td>
</tr>
<tr>
<td>Could you get me an adaptor for my electric shaver?</td>
<td>¿Podría consagarme un adaptador para mi afeitadora eléctrica?</td>
</tr>
<tr>
<td>Is there a coin operated washing machine?</td>
<td>¿Hay una lavadora operada con monedas?</td>
</tr>
<tr>
<td>I want to have these clothes washed and ironed, please</td>
<td>Deseo que me laven y planchen estas ropas, por favor</td>
</tr>
<tr>
<td>I need to make an international call to Chile.</td>
<td>Deseo hacer una llamada interna-cional a Chile</td>
</tr>
<tr>
<td>My country code number is 56 and the code number for Santiago is 2</td>
<td>El código de mi país es 56 y el código para Santiago es 2.</td>
</tr>
<tr>
<td>I want to make a collect call, please</td>
<td>Quiero hacer una llamada con cobro revertido, por favor.</td>
</tr>
<tr>
<td>Can I send a fax/an e-mail from the hotel?</td>
<td>¿Puedo enviar un fax/e-mail desde el hotel?</td>
</tr>
<tr>
<td>At what time do you serve breakfast/lunch/dinner?</td>
<td>¿A qué hora sirven desayuno/almuerzo/cena?</td>
</tr>
<tr>
<td>Can I have breakfast in my room?</td>
<td>¿Podría traerme un desayuno a mi habitación por favor?</td>
</tr>
<tr>
<td>Could you get me a newspaper in Spanish, please?</td>
<td>¿Podría consagarme un periódico en español, por favor?</td>
</tr>
<tr>
<td>Is there a swimming pool/casino/gym in the hotel?</td>
<td>¿Hay una piscina/casino/gimnasio en el hotel?</td>
</tr>
<tr>
<td>Can you wake me up at six o’clock?</td>
<td>¿Podría despertarme a las seis, por favor?</td>
</tr>
<tr>
<td>Could you get me a taxi please?</td>
<td>¿Podría consagarme un taxi, por favor?</td>
</tr>
<tr>
<td>Is there a money exchange in the hotel?</td>
<td>¿Hay una oficina de cambio en el hotel?</td>
</tr>
<tr>
<td>Could you bring a... to my room please?</td>
<td>¿Podría traerme un... a mi habitación, por favor?</td>
</tr>
<tr>
<td>Where’s the restaurant? Upstairs or downstairs?</td>
<td>¿Dónde está el restaurante? ¿Arriba o Abajo?</td>
</tr>
<tr>
<td>Until what time is the bar open?</td>
<td>¿Hasta qué hora está abierto el bar?</td>
</tr>
<tr>
<td>Have I got any messages?</td>
<td>¿Tengo algún mensaje?</td>
</tr>
<tr>
<td>Can I have my room key, please? Room number 206</td>
<td>¿Puede darle la llave de mi pieza, por favor. Habitación 206</td>
</tr>
<tr>
<td>Is there a telephone in the lobby?</td>
<td>¿Hay un teléfono en el hall?</td>
</tr>
<tr>
<td>Can I have my bill/check, please?</td>
<td>¿Puedo darle la cuenta, por favor?</td>
</tr>
<tr>
<td>There’s an error in my bill/check, I think</td>
<td>Hay un error en mi cuenta, me parece.</td>
</tr>
<tr>
<td>I didn’t have dinner here last night.</td>
<td>Yo no cené aquí anoche.</td>
</tr>
<tr>
<td>I didn’t have/eat/drink/order this.</td>
<td>Yo no me sirvi/comi/bebi/ pedí esto.</td>
</tr>
<tr>
<td>Is there a barber’s shop here?</td>
<td>¿Hay una peluquería aquí?</td>
</tr>
<tr>
<td>Could you post these letters/postcards for me?</td>
<td>¿Podría Ud. desparcharme estas cartas/postales?</td>
</tr>
<tr>
<td>Where are the lifts/elevators?</td>
<td>¿Dónde están los ascensores?</td>
</tr>
<tr>
<td>Take the lift/elevator to the tenth floor.</td>
<td>Tome el ascensor al 10° piso.</td>
</tr>
<tr>
<td>I want to check out at... o’clock</td>
<td>Quiero dejar el hotel/registrarme mi salida a las...</td>
</tr>
<tr>
<td>I liked/I didn’t like the service/the food/the room very much</td>
<td>Me gustó mucho/No me gustó mucho el servicio/la comida/la habitación.</td>
</tr>
<tr>
<td>Remember:</td>
<td>Recuerde:</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. I want to...(make a phone call, etc..)</td>
<td>1. Quiero...(hacer una llamada, etc)</td>
</tr>
<tr>
<td>I would like to...(have another coffee, etc.)</td>
<td>Desearía...(servirse otro café, etc.)</td>
</tr>
<tr>
<td>2. Where is the...(lift, bar, etc..)?</td>
<td>2. ¿Dónde está el...(ascensor, bar, etc..)?</td>
</tr>
<tr>
<td>Where are the...(telephones, toilets, etc..)?</td>
<td>¿Dónde están los ...(telefonos, baños, etc..)?</td>
</tr>
<tr>
<td>3. Is there a...(bar, etc..) in the hotel?</td>
<td>3. ¿Hay un...(bar, etc..) en el hotel?</td>
</tr>
<tr>
<td>4. Could you...(wake me up at 7:30, etc..) please?</td>
<td>4. ¿Podría Ud...(despertarme a las 7, etc..) por favor?</td>
</tr>
</tbody>
</table>
C. At a restaurant (en un restaurante)

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need a table for three (people) please</td>
<td>Necesito una mesa para tres (personas) por favor.</td>
</tr>
<tr>
<td>Is there a table in the non-smoking area, near the window?</td>
<td>¿Hay una mesa en la zona no fumadores, cerca de la ventana?</td>
</tr>
<tr>
<td>What time do you start serving lunch/dinner?</td>
<td>¿A qué hora comienzan a servir el almuerzo/la cena?</td>
</tr>
<tr>
<td>Can I pay by credit card/ by cheque/cash?</td>
<td>¿Puedo pagar con tarjeta de crédito/ con cheque/ en efectivo?</td>
</tr>
<tr>
<td>Can you charge this into my hotel bill? Room 2105</td>
<td>¿Puede cargarme ésto en mi cuenta del hotel? Habitación 2105</td>
</tr>
<tr>
<td>Can I take a look at the menu?</td>
<td>¿Puedo mirar el menú?</td>
</tr>
<tr>
<td>Would you like an appetizer?</td>
<td>¿Desea un aperitivo?</td>
</tr>
<tr>
<td>I’d like to have a glass of white wine and some cheese, salted almonds or peanuts, please</td>
<td>Me servirá una copa de vino blanco y queso, almendras saladas o maní, por favor.</td>
</tr>
<tr>
<td>What would you like to start with?</td>
<td>¿Con qué desea comenzar?</td>
</tr>
<tr>
<td>I think I’ll have chicken soup, please</td>
<td>Creo que me servirá una sopa de pollo, por favor</td>
</tr>
<tr>
<td>What will you have to follow?</td>
<td>¿Qué se servirá a continuación?</td>
</tr>
<tr>
<td>I’ll have rump steak, potato chips and a mixed salad</td>
<td>Me servirá un trozo de lomo, papas fritas y una ensalada mixta</td>
</tr>
<tr>
<td>Could you get me another knife?</td>
<td>¿Podría traer otro cuchillo? Esta está sucia.</td>
</tr>
<tr>
<td>Could you pass me the salt, please?</td>
<td>¿Podría pasarme la sal, por favor?</td>
</tr>
<tr>
<td>Could you get me a beer please?</td>
<td>¿Podría servirme una cerveza?</td>
</tr>
<tr>
<td>I really enjoyed the meal. It was very good indeed.</td>
<td>Realmente disfruté la comida. Fue muy buena en verdad.</td>
</tr>
<tr>
<td>Thank you very much. You can keep the change. Good bye.</td>
<td>Muchísimas gracias. Puede conservar el vuelto. Hasta luego.</td>
</tr>
</tbody>
</table>

Remember:

1. What do you want to (eat, etc.)?
   What would you like to (drink, etc.)?
2. How do you want your... (tea, etc.)?
   How would you like your... (steak, etc.)?
3. 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.)

Recuerde:

1. ¿Qué quiere Ud. (comer, etc.)?
   ¿Qué desea Ud. (beber, etc.)?
2. ¿Cómo quiere Ud su (té, etc.)?
   ¿Cómo desea Ud su (bife, etc.)?
3. Quiero servirme... (una cerveza, un sandwich,etc.)
   Desearía servirme... (más té, etc.)
   ¿Puedo servirme... (otro whisky, etc.)?
   ¿Me podría traer... (la cuenta, etc)?
   Desearía pedir... (pollo con arroz, etc.)
<table>
<thead>
<tr>
<th>Waiter /weɪtər/</th>
<th>Garzón</th>
<th>FISH AND SEAFOOD</th>
<th>PESCADOS Y MARISCOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menu /ˈmiːnu/</td>
<td>Carta, menú</td>
<td>Abalone /əbəloʊn/</td>
<td>Loco</td>
</tr>
<tr>
<td>Breakfast /ˈbreɪkfɛst/</td>
<td>Desayuno</td>
<td>Cod /kɒd/</td>
<td>Bacalao</td>
</tr>
<tr>
<td>Lunch /ˈlʌntʃ/</td>
<td>Almuerzo</td>
<td>Cuttlefish /ˈkʌtəflɪʃ/</td>
<td>Jibia</td>
</tr>
<tr>
<td>Supper /ˈsʌpər/</td>
<td>Cena iviana</td>
<td>Herring /ˈhɛrɪŋ/</td>
<td>Areque</td>
</tr>
<tr>
<td>Dinner /ˈdɪnər/</td>
<td>Cena</td>
<td>King-crab /ˈkɪŋ kræb/</td>
<td>Centolla</td>
</tr>
<tr>
<td>Snack /ˈsnæk/</td>
<td>Refri</td>
<td>Lobster /ˈlɒbəstər/</td>
<td>Langosta</td>
</tr>
<tr>
<td>Chef /ˈtʃɛf/</td>
<td>Maestro de cocina</td>
<td>Mussels /ˈmʌstəlz/</td>
<td>Chóigas</td>
</tr>
<tr>
<td>Check, bill /ˈtʃek, bil/</td>
<td>Cuenta</td>
<td>Octopus /ˈɒktəpəs/</td>
<td>Pulpo</td>
</tr>
<tr>
<td>Tip /tɪp/</td>
<td>Propina</td>
<td>Oysters /ˈɔɪstərz/</td>
<td>Ostras</td>
</tr>
<tr>
<td>Change /ˈtʃeindʒ/</td>
<td>Vuelto,cambio</td>
<td>Prawns /ˈprɔːnz/</td>
<td>Gambas</td>
</tr>
<tr>
<td>BREAKFAST /ˈbreɪkfɛst/</td>
<td>DESAYUNO</td>
<td>Salmon /ˈsæmən/</td>
<td>Salmón</td>
</tr>
<tr>
<td>Bacon and eggs /bəˈkɒnənɛɡz/</td>
<td>Huevos con tocino</td>
<td>Scallops /ˈskæləps/</td>
<td>Ostiones</td>
</tr>
<tr>
<td>Boiled eggs /ˈbɔɪld ɛɡz/</td>
<td>Huevos duros</td>
<td>Sea-urchin /ˈsiː ɜːtʃɪn/</td>
<td>Erizo</td>
</tr>
<tr>
<td>Bread /ˈbrɛd/</td>
<td>Pan</td>
<td>Shrimps /ˈʃrɪmps/</td>
<td>Langostinos</td>
</tr>
<tr>
<td>Bread and butter /ˈbrɛdənbɛtər/</td>
<td>Pan con mantequilla</td>
<td>Sole, plaece /ˈsɔːl, plɛɪs/</td>
<td>Lenguado</td>
</tr>
<tr>
<td>Coffee /ˈkɒfi/</td>
<td>Café</td>
<td>Squid /ˈskjuːd/</td>
<td>Calamar</td>
</tr>
<tr>
<td>Cornflakes /ˈkɔːrnfləks/</td>
<td>Cereales</td>
<td>Trout /ˈtrɔːt/</td>
<td>Trucha</td>
</tr>
<tr>
<td>Fried eggs /ˈfrɔɪd ɛɡz/</td>
<td>Huevos fritos</td>
<td>Tuna fish /ˈtjuː nə fɪʃ/</td>
<td>Atún</td>
</tr>
<tr>
<td>Ham /ˈhæm/</td>
<td>Jamón</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ham and eggs /ˈhæməniɡz/</td>
<td>Jamón con huevos</td>
<td>BEVERAGES, DRINKS:</td>
<td>BEBIDAS, TRAGOS</td>
</tr>
<tr>
<td>Jam /ˈdʒæm/</td>
<td>Mermelada (dulce)</td>
<td>Alcoholic drink /ˈælkəhoʊlɪk drik/</td>
<td>Bebida alcohólica</td>
</tr>
<tr>
<td>Marmalade /ˈmɑɹməlɔːd/</td>
<td>Mermelada (crico)</td>
<td>Beer /ˈbiər/</td>
<td>Cerveza</td>
</tr>
<tr>
<td>Milk /mɪlk/</td>
<td>Leche</td>
<td>Bitter /ˈbɪtər/</td>
<td>Cerveza inglesa (amarga)</td>
</tr>
<tr>
<td>Poached eggs /ˈpɔʊtʃt ɛɡz/</td>
<td>Huevos fritos en agua</td>
<td>Brandy /ˈbrændi/</td>
<td>Coñac</td>
</tr>
<tr>
<td>Scrambled eggs /ˈskræmbld ɛɡz/</td>
<td>Huevos revueltos</td>
<td>Champagne /ˈʃæmpənin/</td>
<td>Champán</td>
</tr>
<tr>
<td>Tea /ˈtiː/</td>
<td>Té</td>
<td>Fruit juice /ˈfruːt djuːs/</td>
<td>Jugo de frutas</td>
</tr>
<tr>
<td>Toast /ˈtɔʊst/</td>
<td>Tostada</td>
<td>Herbal tea /ˈhɜːrəl tɪː/</td>
<td>Agua de hierbas</td>
</tr>
<tr>
<td>Wholemeal bread /ˈholmiːl ˈbrɛd/</td>
<td>Pan integral</td>
<td>Iced tea /ˈaɪst tɪː/</td>
<td>Té helado</td>
</tr>
<tr>
<td>LUNCH /ˈdɪnər/</td>
<td>ALMUERZO /ˈsɛnɑ/</td>
<td>Lemon tea /ˈlɛmən tɪː/</td>
<td>Té con limón</td>
</tr>
<tr>
<td>Dessert /ˈdezə rt/</td>
<td>Postre</td>
<td>Lemonade /ˈlɛmənəd/</td>
<td>Limonada</td>
</tr>
<tr>
<td>French dressing /ˈfrentʃ dɹɛʃɪŋ/</td>
<td>Añíño francés</td>
<td>Liqueur /ˈlɪkər/</td>
<td>Licor</td>
</tr>
<tr>
<td>Fruit /ˈfruːt/</td>
<td>Fruta</td>
<td>Milk /mɪlk/</td>
<td>Leche</td>
</tr>
<tr>
<td>Hors d’oeuvres /ɔːr dər vɛrr/</td>
<td>Entremeses</td>
<td>Mineral water /ˈmɪnərəl wɔtər/</td>
<td>Agua mineral</td>
</tr>
<tr>
<td>Main course /ˈmeɪn kɔːrəs/</td>
<td>Plato de fondo</td>
<td>Red wine /ˈred wɪn/</td>
<td>Vino tinto</td>
</tr>
<tr>
<td>Mayonnaise /ˌmeɪnəˈnɛɪz/</td>
<td>Mayonesa</td>
<td>Rosé /ˈrʊzə/</td>
<td>Vino Rosado</td>
</tr>
<tr>
<td>Salad /ˈsæləd/</td>
<td>Ensalada</td>
<td>Shandy /ˈʃændi/</td>
<td>Cerveza con naranja</td>
</tr>
<tr>
<td>Sauce /soʊ ˈsɔː/</td>
<td>Salsa</td>
<td>Soft drink /ˈsoʊt drik/</td>
<td>Gaseosa</td>
</tr>
<tr>
<td>Soup /suː ˈspʊ/</td>
<td>Sopa</td>
<td>Tea /tɪː/</td>
<td>Tea</td>
</tr>
<tr>
<td>Starter /ˈstɑːrtər/</td>
<td>Entrada</td>
<td>Whisky /ˈwɪski/</td>
<td>Whisky</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEATS: /miːts/</td>
<td>CARNES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mutton /ˈmʌtn/</td>
<td>Cordero</td>
<td>Celery /ˈsɛlərɪ/</td>
<td>Apio</td>
</tr>
</tbody>
</table>

269
<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pork /pórk/</td>
<td>Cerdo</td>
<td>Com /kó:n/</td>
<td>Maíz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ribs /ribz/</td>
<td>Costillas</td>
<td>Cucumber /kikukumbr/</td>
<td>Pepino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roast beef /róús bi:t/</td>
<td>Rosbif</td>
<td>Green beans /grín bi:nz/</td>
<td>Porotos verdes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rump steak /rúmp stéik/</td>
<td>Lomo</td>
<td>Leek /lí:k/</td>
<td>Puerto</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sirloin steak /sérloin stéik/</td>
<td>Lomo vetado</td>
<td>Lettuce /létas/</td>
<td>Lechuga</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T-bone fi : bouń/</td>
<td>Entrecot</td>
<td>Mushrooms /máshrumz/</td>
<td>Champiñones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey /térki/</td>
<td>Pavo</td>
<td>Peas /píez/</td>
<td>Anejas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veal /vi:l/</td>
<td>Ternera</td>
<td>Potato /pótétou/</td>
<td>Papa</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Red pepper /réd /grín péper/</td>
<td>Pimiento rojo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOW MEAT IS COOKED</td>
<td>COCCIÓN DE CARNES</td>
<td>Tomato /tomá:tu/</td>
<td>Tomate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium to rare /mó:díum tu réar/</td>
<td>Regular, casi a punto</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rare /réar/</td>
<td>A punto</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well done /wé dán/</td>
<td>Bien cocido</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOW FOOD IS PREPARED</td>
<td>COMO ESTA PREPARADA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baked eggs /bákéd eggz/</td>
<td>Queque horneado</td>
<td>Apple /ápl/</td>
<td>Manzana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boiled eggs /bólíd eggz/</td>
<td>Huevos cocidos</td>
<td>Apricot /áprikot / érikot/</td>
<td>Damasco</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broiled chicken /bróild tchikenv/</td>
<td>Pollo a lo spiedo</td>
<td>Banana /bána:na/</td>
<td>Platano</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chilled wine /chíld wáin/</td>
<td>Vino helado</td>
<td>Blackberry /blákberi/</td>
<td>Mora</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chopped fruit /tchópt frúct/</td>
<td>Fruta picada</td>
<td>Cake /ká:k/</td>
<td>Torta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fried fish /fríd fish/</td>
<td>Pescado frito</td>
<td>Cherry /chérí/</td>
<td>Guinda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grated cheese /grétid tchí:z/</td>
<td>Queso rallado</td>
<td>Chocolate mousse /chókilt mu:z/</td>
<td>Mus de chocolate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grilled steak /gríld stéik/</td>
<td>Bife a la Parrilla</td>
<td>Grapefruit /gríepfru:t/</td>
<td>Pomelo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ground coffee /gráund kófí/</td>
<td>Café en grano molido</td>
<td>Grapes /gráips/</td>
<td>Uvas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iced tea /ais té/</td>
<td>Té helado</td>
<td>Ice cream /í:z krí:m/</td>
<td>Helado</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melted sugar /mélétid shú:gar/</td>
<td>Azucar derretida</td>
<td>Melon /mélon/</td>
<td>Melón</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minced meat /mínst mi:t/</td>
<td>Carne molida</td>
<td>Mints /mínts/</td>
<td>Bombones de menta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed salad /mikst sálad/</td>
<td>Ensalada mixta</td>
<td>Orange /órinddl/</td>
<td>Naranja</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poached eggs /púchtéf ég:z/</td>
<td>Huevos escalfados</td>
<td>Peach /pékch/</td>
<td>Durazno</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roast beef /róöst bi:t/</td>
<td>Vacuno asado</td>
<td>Pear /píar/</td>
<td>Pera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sliced bread /sli:lét bréd/</td>
<td>Pan rebanado</td>
<td>Pineapple /pínápl/</td>
<td>Piña</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smoked salmon /súmkét sá:mon/</td>
<td>Salmón ahumado</td>
<td>Plum /plúm/</td>
<td>Ciruela</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steamed fish /stéméd fish/</td>
<td>Pescado al vapor</td>
<td>Raspberry /råzeberi/</td>
<td>Frambuesa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stewed beef /stíud bi:t/</td>
<td>Bife estofado</td>
<td>Redcurrant /rédkúrant/</td>
<td>Grosella</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stuffed turkey /stáf térki/</td>
<td>Pavo relleno</td>
<td>Scone /skóun/</td>
<td>Bollo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whipped cream /wipt krí:m/</td>
<td>Crema batida</td>
<td>Strawberry /stró:beri/</td>
<td>Frutilla</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MISCELLANEOUS</td>
<td>MISCELANEO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashtray /a:stri:/</td>
<td>Cenicero</td>
<td>Yoghourt /jog:urt/</td>
<td>Yogurt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beerglass /bi:lgrá:ls/</td>
<td>Vaso para cerveza</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bottle of wine /bólít ov wáin/</td>
<td>Botella de vino</td>
<td>HOW FOOD TASTES</td>
<td>SABORES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bottle opener /bólít óupner/</td>
<td>Abridor de botella</td>
<td>Bitter /bíter/</td>
<td>Amargo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bread knife /bréidknif/</td>
<td>Cuchillo para pan</td>
<td>Hot /hot/</td>
<td>Picante</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Butter dish /bátérdish/</td>
<td>Mantequillera</td>
<td>Salty /só:ltí/</td>
<td>Salado</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cruet /kru:t/</td>
<td>Alcuza</td>
<td>Sour /su:ér/</td>
<td>Agrio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cup /káp/</td>
<td>Taza</td>
<td>Spicy /spá:ski/</td>
<td>Condimentado</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dessertspoon /dezejétrspou:n/</td>
<td>Cuchara para postre</td>
<td>Sweet /swé:út/</td>
<td>Dulce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fork /fórk/</td>
<td>Tenedor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goblet /góbli:t/</td>
<td>Copa</td>
<td>SPICES /spáisis/</td>
<td>CONDIMENTOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jug /jógl/</td>
<td>Jarro</td>
<td>Bay leaf /bái lí:t/</td>
<td>Laurel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knife /ni:ț/</td>
<td>Cuchillo</td>
<td>Chilli pepper /chíli péper/</td>
<td>Aji</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lighter /láitər/</td>
<td>Encendedor</td>
<td>Cinnamon /sínámon/</td>
<td>Canela</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Match /mætch/</td>
<td>Fósforo</td>
<td>Garlic /gá:rlí:k/</td>
<td>Ajo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---------------</td>
<td>---------------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mug</td>
<td>Tazón</td>
<td>Ginger</td>
<td>Genjibre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Napkin</td>
<td>Servilleta</td>
<td>Ketchup</td>
<td>Ketchup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place</td>
<td>Individual</td>
<td>Mustard</td>
<td>Mostaza</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mat</td>
<td>Place</td>
<td>Pepper</td>
<td>Pimienta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plate</td>
<td>Plato</td>
<td>Persil</td>
<td>Pimentel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saucer</td>
<td>Platillo</td>
<td>Salt</td>
<td>Sal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soup</td>
<td>Plato para sopa</td>
<td>Salt</td>
<td>Sal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bowl</td>
<td>Sugar bowl</td>
<td>Azucarero</td>
<td>Tomillo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table</td>
<td>Mantel</td>
<td>Cuchara para sopa</td>
<td>Cuchara para sopa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cloth</td>
<td>Tablecloth</td>
<td>Cuchara de té</td>
<td>Abrelatas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tablesp</td>
<td>Tablespoon</td>
<td>Thyme</td>
<td>Pimienta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on</td>
<td>Tin opener</td>
<td>Cuchara de té</td>
<td>Abrelatas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tumbler</td>
<td>Tumbler</td>
<td>Vaso para gaseosas</td>
<td>Vaso para el vino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wineglass</td>
<td>Wineglass</td>
<td>Vaso para el vino</td>
<td>Vaso para el vino</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. How to get to places (como llegar a lugares)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you got/Do you have a map of London?</td>
<td>/hæv i gət/di hæv e mæp ov lændən/ ¿Tiene Ud. un mapa de Londres?</td>
</tr>
<tr>
<td>I want to go to the cathedral. Could you show me the way please?</td>
<td>/əi wɒnt tju gəʊ tu ə de kælɪnɪr. Kan i ʃuː mi də vwel plɪz/ Deseo ir a la Catedral. ¿Podría indicarme el camino, por favor?</td>
</tr>
<tr>
<td>Excuse me. Where’s the post office, please?</td>
<td>/ɪkskjuːz mi/wɪərəz ðə pəʊst ðɪs plɪz/ Perdón. ¿Dónde está la oficina de correos, por favor?</td>
</tr>
<tr>
<td>Could you tell me where the bank is, please?</td>
<td>/kʊd i əl mi wɪər ðə bæŋk ðɪz plɪz/ ¿Podría decirme dónde está el banco, por favor?</td>
</tr>
<tr>
<td>Excuse me. Do you know where the station is, please?</td>
<td>/ɪkskjuːz mi/duː nʊəʊ wɪər ðə stɛɪʃn ðɪz plɪz/ Perdón. ¿Sabe Ud. dónde está la estación, por favor?</td>
</tr>
<tr>
<td>Excuse me, can you tell me the way to the park, please?</td>
<td>/ɪkskjuːz mi/kæn i ʊəl mi də wɛt ə ðə pɑːrk plɪz/ Perdón. ¿Podría indicarme el camino al parque, por favor?</td>
</tr>
<tr>
<td>Excuse me, how do I get to the museum?</td>
<td>/ɪkskjuːz mi/hoʊ ðə du əi ɡət tu ə miːəzm/ Perdón. ¿Cómo llego yo al museo?</td>
</tr>
<tr>
<td>Look at the map. We are here, outside the station. Go straight ahead until you come to the bridge.</td>
<td>/lʊk æt ðə mæp/wi ə ər hɔːt aʊtsaɪd ðə stɛɪʃn/ gou strɛt əhɛd ənti ə kæm tu ðə brijd/ Mire el mapa. Estamos aquí afuera de la estación. Siga derecho hacia adelante hasta llegar al puente</td>
</tr>
<tr>
<td>You have to take bus 44 here and get off at the Railway Station.</td>
<td>/juː hæf tu tɛk bʌs foːtri ˈfoʊər ənd ɡɛt əf ət ðə rɛlweɪ stɛɪʃn/ Tiene que tomar el bus 44 aquí y bajarse en la estación de ferrocarriles.</td>
</tr>
<tr>
<td>Walk along this street as far as the traffic lights.</td>
<td>/wɔːk əʊəl ðə strɪt əs fər əs ðə træfɪk ləɪts/ Camine por esta calle, hasta el semáforo.</td>
</tr>
<tr>
<td>Turn left at the next corner and walk down the street for two blocks.</td>
<td>/tɜːrn lɛft æt ðə nɪkst kɔrәn ænd 𝐰𝐚𝐥𝐤 əʊn ðə stɹɛt fɔr tuː βlʊks/ Doble a la izquierda en la próxima esquina y baje (por esa calle) dos cuadras</td>
</tr>
<tr>
<td>Take the third turning on the right and then walk for about 40 meters.</td>
<td>/teɪk ðə tɜːrd tɜːrnɪŋ ɒn ðə rɪtər ænd ðɛn 𝐰𝐚𝐥𝐤 fɔr əbɔːt fiːrty mɪər/ Tome la tercera bocacalle a la derecha y enseguida camine unos 40 metros</td>
</tr>
<tr>
<td>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.</td>
<td>/ɪt’s nɔt vɛr fər/ drait əlʊŋ ðɪs rɔd tɪl ju kʌm tu klaːk əˈveɪn/æn tɛɾ rɪt ænd juː sɪ ði ʃəʊ ðə tɔːr æn ðə ɛnd əv ðə rɔd/ 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</td>
</tr>
<tr>
<td>Sorry I don’t know. I’m a stranger here myself. Ask a policeman.</td>
<td>/sɔːri aɪ dəʊnt nəʊ aɪ mɑː strɛngdə hɪər məɪsɪlf/æsk ə polɪsmən/ Lo siento. No sé. Yo también soy forastero aquí. ¿Pregúntele a un policía</td>
</tr>
<tr>
<td>Excuse me which bus do I need to take to go to the National Art Gallery?</td>
<td>/ɪkskjuːz mi/wɪtʃ bʌs du əi nɪːd tu tɛk tu ɡoʊ tu ə ðe næʃənal ɑːrt ɡælərɪ/ Perdón. ¿Qué bus necesito tomar para ir a la National Art Gallery?</td>
</tr>
<tr>
<td>How far is the airport from here?</td>
<td>/hɔː fər iz ðə ˈeərpoʊrt frəm hɪər/ ¿A qué distancia está el aeropuerto de aquí?</td>
</tr>
<tr>
<td>It’s about 20 kilometers. You need to take the train.</td>
<td>/ɪts æbət twɛnti ˈkɪləmən/tərz/ɪ ə nɪd tu tɛk ðə tɛɪŋ ðə ˈeərpoʊrt frəm hɪər/ Esta a más o menos 20 kms. Necesita tomar el tren.</td>
</tr>
<tr>
<td>Excuse me, does this bus go to the stadium?</td>
<td>/ɪkskjuːz mi dɪz bʌs go tu ðə stɛdɪəm/ Perdón. ¿Va este bus al estadio?</td>
</tr>
<tr>
<td>Please, take me to the Oxford Hotel, in Park Street.</td>
<td>/plɪz tɛk mi tu ði ˈɒksfɔrd hɔʊtɛl in pɑːk strɪt/ Por favor, llévenme al Hotel Oxford, en la Calle Park</td>
</tr>
<tr>
<td>Excuse me, where is the nearest underground station?</td>
<td>/ɪkskjuːz mi/vɪərəz ðə nɪərəst ənderɡrɔʊnd stɛɪʃn/ Perdón. ¿Dónde está la estación de metro más próxima?</td>
</tr>
<tr>
<td>Can I walk, or do I have to take a bus?</td>
<td>/kæn aɪ wɔːk ər du əi nɪd tu tɛk ə bʌs/ ¿Puedo ir a pie, o tengo que tomar un bus?</td>
</tr>
<tr>
<td>Excuse me, is there a restaurant near here?</td>
<td>/ɪkskjuːz mi/ɪz ðə rɪstɔrɑnt niər hɪər/ Perdón. ¿Hay un restaurante cerca de aquí?</td>
</tr>
<tr>
<td>Yes, there’s one in Bridge Street, opposite the cinema.</td>
<td>/wɛz ðər s ʊn ɪn bɹɪdʒ stɛt, əpəzɪt də ˈsɪnəmə/ Sí. Hay uno en la calle Bridge, frente al cine.</td>
</tr>
<tr>
<td>What time do the banks open?</td>
<td>/ˈwɒt tɛɪm du ðə bæŋks ðəʊpən/ ¿A qué hora abren los bancos?</td>
</tr>
<tr>
<td>What time do buses start running?</td>
<td>/ˈwɒt tɛɪm du ðə bʌsəz stɑːt rət rənɪŋ/ ¿A qué hora comienzan a correr los buses?</td>
</tr>
<tr>
<td>What time do the shops close?</td>
<td>/ˈwɒt tɛɪm du ðə ʃɒps klaʊz/ ¿A qué hora cierran las tiendas?</td>
</tr>
<tr>
<td>Does the supermarket open on Sunday?</td>
<td>/dəz ðə ˈsʌpermɑːrkɪt ðəʊp ɒn sənˈdeɪ/ ¿Abre el supermercado los domingos?</td>
</tr>
</tbody>
</table>
## Useful vocabulary (vocabulario útil)

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>City, /síti/ ciudad</td>
<td>Ciudad</td>
</tr>
<tr>
<td>Town /táun/ pueblo</td>
<td>Pueblo</td>
</tr>
<tr>
<td>Street /strí:t/ calle</td>
<td>Calle</td>
</tr>
<tr>
<td>Pavement, /péivment/ vereda(UK)</td>
<td>Estación de metro</td>
</tr>
<tr>
<td>Sidewalk /sáidwó:k/ vereda(U.S)</td>
<td>Estación de metro</td>
</tr>
<tr>
<td>Bus stop /bas stop/ parada de buses</td>
<td>Estación de metro</td>
</tr>
<tr>
<td>Underground Station (UK) /ándergráund stéishn/ estación de metro</td>
<td>Estación de metro</td>
</tr>
<tr>
<td>Subway Station (US) /sábwei stéishn/ estación de trenes</td>
<td>Estación de metro</td>
</tr>
<tr>
<td>Railway Station /réilwei stéishn/ estación de trenes</td>
<td>Estación de metro</td>
</tr>
<tr>
<td>Airport /éarpó:rt/ aeropuerto</td>
<td>Aeropuerto</td>
</tr>
<tr>
<td>Square /skuéar/ plaza</td>
<td>Plaza</td>
</tr>
<tr>
<td>Traffic lights /traffk láits/ semáforo</td>
<td>Semáforo</td>
</tr>
<tr>
<td>Park /pá:rk/ parque</td>
<td>Parque</td>
</tr>
<tr>
<td>Building /bíldiŋ/ edificio</td>
<td>Edificio</td>
</tr>
<tr>
<td>Hotel /houtéli/ hotel</td>
<td>Hotel</td>
</tr>
<tr>
<td>Lift /lif/ ascensor (UK)</td>
<td>Ascensor</td>
</tr>
<tr>
<td>Elevator /eleviːtor/ ascensor (US)</td>
<td>Ascensor</td>
</tr>
<tr>
<td>Restaurant /réstorant/ restaurante</td>
<td>Restaurante</td>
</tr>
<tr>
<td>Store/Shop /stoar/shop/ tienda</td>
<td>Tienda</td>
</tr>
<tr>
<td>Shopping centre /shópiŋ sénter/ Centro comercial</td>
<td>Centro comercial</td>
</tr>
<tr>
<td>Shopping mall /shópiŋ mó:l/ Centro comercial</td>
<td>Centro comercial</td>
</tr>
<tr>
<td>Library /láibrari/ biblioteca</td>
<td>Biblioteca</td>
</tr>
<tr>
<td>Museum /miu:ziam/ museo</td>
<td>Museo</td>
</tr>
<tr>
<td>Park /pá:rk/ parque</td>
<td>Parque</td>
</tr>
<tr>
<td>Hospital /hóspit/ hospital</td>
<td>Hospital</td>
</tr>
<tr>
<td>Supermarket /supermá:kit/ supermercado</td>
<td>Supermercado</td>
</tr>
<tr>
<td>Department store /dipám.ment stóar/</td>
<td>Tienda de departamentos</td>
</tr>
<tr>
<td>Book store /buk stóar/ librería</td>
<td>Librería</td>
</tr>
<tr>
<td>Book shop /buk/shop/ librería</td>
<td>Librería</td>
</tr>
<tr>
<td>Post office /póust ófs/ Oficina de Correos</td>
<td>Oficina de Correos</td>
</tr>
<tr>
<td>Police station /polis stéishn/ Cuartel de policía</td>
<td>Estación de metro</td>
</tr>
<tr>
<td>Cinema /sinema/ cine</td>
<td>Cine</td>
</tr>
<tr>
<td>Theater /ðiːter/ teatro</td>
<td>Auditorio</td>
</tr>
<tr>
<td>Night club /náit klab/ club nocturno</td>
<td>Club nocturno</td>
</tr>
<tr>
<td>Remember:</td>
<td>Recuerde:</td>
</tr>
<tr>
<td>1. How do I get to...?</td>
<td>1. ¿Cómo llego a...?</td>
</tr>
<tr>
<td>Could you tell me the way to...?</td>
<td>¿Podría indicarme el camino a...?</td>
</tr>
<tr>
<td>Could you show me the way to...?</td>
<td>¿Puede decirme dónde está la...por favor?</td>
</tr>
<tr>
<td>2. Do you know where the... is, please?</td>
<td>¿Sabe UD dónde está la...por favor?</td>
</tr>
<tr>
<td>Can you tell me where the... is, please?</td>
<td>¿Puede decirme dónde está la...por favor?</td>
</tr>
<tr>
<td>3. Where is the... please?</td>
<td>3. ¿Dónde está la...por favor?</td>
</tr>
<tr>
<td>Where is the... is, please?</td>
<td>¿Dónde está la...más cercana, por favor?</td>
</tr>
<tr>
<td>4. Which bus do I need to take to go to the...?</td>
<td>4. ¿Cuál bus necesito tomar para ir a...?</td>
</tr>
<tr>
<td>5. What time do the...s. open / close?</td>
<td>5. ¿A qué hora abren / cierran las...?</td>
</tr>
<tr>
<td>What time does the...open / close?</td>
<td>¿A qué hora abre / cierra el / la...?</td>
</tr>
<tr>
<td>6. How far is the... from here?</td>
<td>6. ¿A qué distancia está el / la...de aquí?</td>
</tr>
<tr>
<td>7. I need to buy a / some...? Is there a... near here?</td>
<td>7. Necesito comprar un / algunos...</td>
</tr>
<tr>
<td></td>
<td>Hay un / una...cerca de aquí</td>
</tr>
</tbody>
</table>
E. At the station / airport (en la estación / aeropuerto)

<table>
<thead>
<tr>
<th>Question</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I have your passport, please?</td>
<td>/kan ai hæv i:ɔr pá:spɔrt plɪːz/</td>
<td>¿Puede mostrarme su pasaporte por favor?</td>
</tr>
<tr>
<td>What's your last name. Can you spell it please?</td>
<td>/wɔts iɔr læst néim plɪːz kæn iu spɛl i plɪːz/</td>
<td>¿Cuál es su apellido? ¿Puede deletrearlo por favor?</td>
</tr>
<tr>
<td>Can I see your ticket?</td>
<td>/kan i aiː sɪː iːɔr tɪkit/</td>
<td>¿Puedo ver su boleto?</td>
</tr>
<tr>
<td>I want a ticket to Milan</td>
<td>/aɪ wɒnt ɪ tɪkt tu miːlən/</td>
<td>Quiero un ticket a Milán</td>
</tr>
<tr>
<td>How much is a single ticket to Naples? How much is a return ticket to Lyon?</td>
<td>/hæːau mætʃ iz e ˈsɪŋgl tɪkt tu nɛɪplz/ /hæːau mætʃ iz ə rɪˈtɛm tɪkt tu lɔɪn/</td>
<td>¿Cuánto cuesta un boleto simple a Nápoles? ¿Cuánto cuesta un boleto de ida y vuelta a Lyon?</td>
</tr>
<tr>
<td>How much is the bus ticket to the zoo?</td>
<td>/hæːau mætʃ iz ðe bɔs tɪkt tu ðe zʊ:/</td>
<td>¿Cuánto cuesta el pasaje al zoo?</td>
</tr>
<tr>
<td>Is it a direct journey / flight?</td>
<td>/ɪz i tə dɪrɪkt dɪliːm /flɪːt/</td>
<td>¿Es un viaje /vuelo directo?</td>
</tr>
<tr>
<td>How long does the journey / flight take?</td>
<td>/hæːau lɔŋ dæz ðe dɪliːm /flɪːt ˈtɛk/</td>
<td>¿Cuánto tiempo dura el viaje /vuelo?</td>
</tr>
<tr>
<td>What time does the train /plane leave?</td>
<td>/wɒt tɛm dæz ðə trɛn /pliːn ˈlɪːv/</td>
<td>¿A qué hora sale el tren /avión?</td>
</tr>
<tr>
<td>What time does the train /plane / get there?</td>
<td>/wɒt tɛm dæz ðə trɛn /pliːn ɡet ˈdɛər/</td>
<td>¿A qué hora llega el tren /avión allá?</td>
</tr>
<tr>
<td>Which platform /gate does it leave from?</td>
<td>/wɪtʃ plɑːtform /ˈɡeɪt dæz ðə lɛv frəm/</td>
<td>¿Desde cuál andén /puerta sale?</td>
</tr>
<tr>
<td>How long does it take to get to Budapest?</td>
<td>/hæːau lɔŋ dæz ðə tɛk tə gət tu bʌdəpɛst/</td>
<td>¿Cuánto se demora en llegar a Budapest?</td>
</tr>
<tr>
<td>What time do we need to check in?</td>
<td>/wɒt tɛm ˈdiː ˈnɛsd tu tʃek ɪn/</td>
<td>¿A qué hora necesitamos presentarnos?</td>
</tr>
<tr>
<td>Do they serve lunch on board?</td>
<td>/du ðiː sɜːrv lʌntʃ ɒn bɔːrd/</td>
<td>¿Sirven almuerzo a bordo?</td>
</tr>
<tr>
<td>Can I have a seat by the window?</td>
<td>/kan ai hæv i sɪt bai ðe wɪndəu/</td>
<td>¿Puedo darme un asiento al lado de la ventana?</td>
</tr>
<tr>
<td>I want a seat in the non smoking area</td>
<td>/aɪ wɒnt e sɪt ɪn ðə nɔ smɔːkɪŋ ˈeɪriə/</td>
<td>Deseo un asiento en la zona de no fumadores</td>
</tr>
<tr>
<td>These are my suitcases</td>
<td>/ðɪs ær mai sʊtˈkɛsɪz/</td>
<td>Estas son mis maletas</td>
</tr>
<tr>
<td>Please carry my suitcases with care</td>
<td>/plɪːz ˈkeәri mai sʊtˈkɛsɪz wɪʃ kɛәr/</td>
<td>Por favor transporte mis maletas con cuidado</td>
</tr>
<tr>
<td>I will carry this handbag myself.</td>
<td>/aɪ wɪl ˈkeәri əs hændˈbæg masɛl/</td>
<td>Yo mismo transportaré ese bolso de mano</td>
</tr>
<tr>
<td>Where is the luggage /baggage claim?</td>
<td>/wɛˈeər ɪz ðə læɡɪd /ˌbæɡid ˈklɛrm/</td>
<td>¿Dónde está la entrega de equipaje?</td>
</tr>
<tr>
<td>I have nothing to declare</td>
<td>/aɪ hæv nʌθɪŋ tʊ ˈdɪklɛr/</td>
<td>No tengo nada para declarar</td>
</tr>
<tr>
<td>How many bottles can I take with me?</td>
<td>/hæːau məni bɔltz kæn ai tɛk wɪð miː/</td>
<td>¿Cuántas botellas puedo llevar conmigo?</td>
</tr>
<tr>
<td>Do I have to pay sales tax /customs duties?</td>
<td>/du ai hæv tu pei seil tæks /kwʌtʃɪz/</td>
<td>¿Debo pagariva /derechos aduaneros?</td>
</tr>
<tr>
<td>Is there a duty-free shop here?</td>
<td>/ɪz ðɪər ə djuːt friː /ʃɒp hɪər/</td>
<td>¿Hay una tienda libre de IVA aquí?</td>
</tr>
<tr>
<td>Where is the bar? /restaurant?</td>
<td>/wɛˈeər ɪz ðə bɑːr /rɛstɔrənt/</td>
<td>¿Dónde está el bar /restaurante?</td>
</tr>
<tr>
<td>Are we landing /arriving soon?</td>
<td>/aɪr ˈweɪ lændŋ /ərəˈvɪŋ sʊn/</td>
<td>Estamos aterrizando /llegando pronto?</td>
</tr>
<tr>
<td>We're landing /arriving in a few minutes.</td>
<td>/weɪ rˈlændŋ /ərəˈvɪŋ ɪn ə fuː mɪnɪts/</td>
<td>Estamos aterrizando /llegando dentro de unos pocos minutos.</td>
</tr>
<tr>
<td>Please remain seated until the plane /train has stopped.</td>
<td>/plɪːz ˈrɛm lɛntʊd ɪntɪd ʔplɛɪn /trɛn hæ ˈstɒpt/</td>
<td>Por favor manténgase sentado hasta que el avión /tren se haya detenido.</td>
</tr>
<tr>
<td>Please put your cigarette out now.</td>
<td>/plɪːz pʊt i:ɔr ˈsɪɡət əʊt nɔʊ/</td>
<td>Por favor apague su cigarrillo ahora.</td>
</tr>
<tr>
<td>Fasten your seat belt, fold the table and put the back of your seat in the upright position.</td>
<td>/fæstn i: ɔr sɪt bɛlt /foldɪd ə tɛbli ənd put ðə ðæ ˈbeɪŋk ov i:ɔr sɪt ɪn ði ə prəʊpʊrt ˈpɒzɪʃn/</td>
<td>Ajuste su cinturón, doble la mesa y enderece el respaldo de su asiento</td>
</tr>
<tr>
<td>We hope you've enjoyed your trip /flight</td>
<td>/wi həup ɪˈvjuːdɪd i:ɔr tɪp /flɪːt/</td>
<td>Esperamos que haya disfrutado su viaje /vuelo</td>
</tr>
</tbody>
</table>
F. Shopping (de compras)

<table>
<thead>
<tr>
<th>English</th>
<th>Pronunciation</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like this /that watch /jacket.</td>
<td>/ai láik /ðiz wótk /djlák/</td>
<td>Me gusta este reloj /esa chaqueta</td>
</tr>
<tr>
<td>Can I see it?</td>
<td>/kan ai si: it/</td>
<td>¿Puedo verlo /a?</td>
</tr>
<tr>
<td>Can I try it on?</td>
<td>/kan ai trái it ón/</td>
<td>¿Puedo probarme lo /a?</td>
</tr>
<tr>
<td>How much is it? /How much does it cost?</td>
<td>/háu mátch iz it /háu mátch daz it kóst/</td>
<td>¿Cuánto vale? ¿Cuánto cuesta?</td>
</tr>
<tr>
<td>Do you have a larger /smaller size?</td>
<td>/diu hæv e lárdler /smóler sáiz/</td>
<td>¿Tiene una talla más grande /más chica?</td>
</tr>
<tr>
<td>I like these /those glasses /shoes.</td>
<td>/ai láik ðiz /ðóuz glá:siz /shú:z/</td>
<td>Me gustan estos lentes /esos zapatos</td>
</tr>
<tr>
<td>Can I see them?</td>
<td>/kan ai si: ðem/</td>
<td>¿Puedo verlos /verlas?</td>
</tr>
<tr>
<td>Can I try them on?</td>
<td>/kan ai trái ðem ón //</td>
<td>¿Puedo probármelos /las?</td>
</tr>
<tr>
<td>How much are they? /How much do they cost?</td>
<td>/háu mátch ã:ðei /háu mátch du ðei kóst/</td>
<td>¿Cuánto valen /¿Cuánto cuestan?</td>
</tr>
<tr>
<td>Can I pay by credit card?</td>
<td>/kan ai pí ai kréit kár:d/</td>
<td>¿Puedo pagar con tarjeta de crédito?</td>
</tr>
<tr>
<td>Can I pay with American money /US dollars</td>
<td>/kan ai pí wi ði amerikan máni /iú: ðis dólárz/</td>
<td>¿Puedo pagar con dinero norteamericano /dólares?</td>
</tr>
<tr>
<td>I don’t like the colo(u)r. Do you have a different colo(u)r?</td>
<td>/ai dóunt láik ðe kólor /diu hæv e dífr ant kólor/</td>
<td>No me gusta el color. ¿Tiene Ud. un color diferente?</td>
</tr>
<tr>
<td>What size do you take?</td>
<td>/wót sáiz dúi ték/</td>
<td>¿Qué talla tiene Ud.?</td>
</tr>
<tr>
<td>I want to buy a present for my wife. Can you show me something?</td>
<td>/ai wónt tu bái e prézént for mi wáif /kan tu shóu mi sámíthi/</td>
<td>Quiero comprar un regalo para mi esposa. ¿Puede mostrarme algo?</td>
</tr>
<tr>
<td>Please keep this receipt. We’ll send the items to the plane.</td>
<td>/plí:z ki:p dis risit /wi wil sénd ði áítmz tu ði pléin/</td>
<td>Por favor, guarde este recibo. Le enviaremos los artículos al avión</td>
</tr>
<tr>
<td>How much is this watch?</td>
<td>/háu mátch iz ðis wotch/</td>
<td>¿Cuánto vale este reloj?</td>
</tr>
<tr>
<td>How much are those gloves?</td>
<td>/háu mátch a:r ðour glá:vz/</td>
<td>¿Cuánto valen esos guantes?</td>
</tr>
</tbody>
</table>
UNIT 21

ASSESSMENT TEST
(Prueba de Evaluación Final)

INSTRUCCIONES GENERALES

1.- Esta prueba consta de 2 partes:
   A.- LISTENTING 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 LISTENTING 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:

<table>
<thead>
<tr>
<th>Pauta de Evaluación</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring (Puntaje):</td>
</tr>
<tr>
<td>Listening Part: 50%</td>
</tr>
<tr>
<td>Your score x 1/0</td>
</tr>
<tr>
<td>= _____ %</td>
</tr>
<tr>
<td>Reading Part: 50%</td>
</tr>
<tr>
<td>Your score x 5/7</td>
</tr>
<tr>
<td>= _____ %</td>
</tr>
<tr>
<td>Overall Score: 100%</td>
</tr>
<tr>
<td>Your overall score:</td>
</tr>
<tr>
<td>= _____ %</td>
</tr>
</tbody>
</table>
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.
   B. whom Peter sent Mary last week.
   C. which Peter sent Mary last week.
   D. whose Peter sent Mary last week.

2. A. opens the door now.
   B. is trying to open the door now.
   C. have just opened the door.
   D. wants open the door now.

3. A. can be there now.
   B. were there earlier.
   C. will be there on time.
   D. had to be there very quickly.

4. A. know her new address.
   B. would know her new address.
   C. knew her new address.
   D. should know her new address.

5. A. was been stolen.
   B. was stealing.
   C. had stolen.
   D. had been stolen.

6. A. he always works hard.
   B. he often works hard.
   C. he seldom works hard.
   D. he works hard as a rule.

7. A. had dinner that evening.
   B. are having dinner that evening.
   C. have been having dinner that evening.
   D. were having dinner that evening.

8. A. “How expensive it is!”
   B. “What expensive it is!”
   C. “How expensive watch is it!”
   D. “What expensive watch is it!”

9. A. a little bored.
   B. quite busy at the moment.
   C. very ill now.
   D. too late right now.

10. A. too much difficult for him.
    B. too difficult for him.
    C. so much difficult for him.
    D. a few difficult for him.

11. A. can see a doctor today.
    B. may see a doctor today.
    C. ought to see a doctor today.
    D. might see a doctor today.

12. A. anywhere that day.
    B. everywhere that day.
    C. nowhere that day.
    D. somewhere that day.

13. A. are better to go by taxi.
    B. should to go by taxi.
    C. would rather go by taxi.
    D. had better go by taxi.

14. A. won’t be allowed to see it well,
    B. won’t be able to see it well.
    C. won’t can see it well.
    D. won’t be possible to see it well.

15. A. give him your message.
    B. will give to him your message
    C. am going to give him your message
    D. give your message to him

16. A. On his way to the office.  
   B. Later in the day.  
   C. Away from the office.  
   D. At once.

17. A. He was away almost all day.  
   B. He was working at home all day.  
   C. He was resting all day.  
   D. He was away all day long.

18. A. Didn’t forget.  
   B. Didn’t care much.  
   C. Didn’t make a decision.  
   D. Didn’t remember.

19. A. He had no time to travel.  
   B. He didn’t like hotels very much.  
   C. He wanted to save money.  
   D. He would miss his family.

20. A. A polite person.  
   B. A kind person.  
   C. A dull person.  
   D. A sociable person.

21. A. He hasn’t studied her well.  
   B. He doesn’t see her so often.  
   C. He’s only seen her once or twice.  
   D. He hasn’t told us much about her.

22. A. She’ll call the roll.  
   B. She’ll ring them up.  
   C. She’ll show them a map.  
   D. She’ll go and see them.

23. A. Because they like the rain.  
   B. Because they like shopping.  
   C. Because it’s a busy little town.  
   D. Because it’s a quiet and pleasant place.

24. A. He remembered he had a friend.  
   B. He visited a friend he had met at the airport.  
   C. He stayed in the garden all morning.  
   D. He drove to the airport to pick up a friend.

25. A. He has to decide what to do soon.  
   B. He must order someone to do the job.  
   C. He has to work in the evenings too.  
   D. He must finish the job sometime.

26. A. They are a little younger.  
   B. They are 10 years altogether.  
   C. They are 12 years old.  
   D. They are a different age.

27. A. They had dinner at the restaurant.  
   B. They went somewhere else together.  
   C. They attended a meeting at the club.  
   D. They decided to go home early.

28. A. There were too many people there.  
   B. The weather was awful.  
   C. It was a very crowded place.  
   D. They met people and went on sightseeing tours.

29. A. He wanted to take a walk.  
   B. The buses were crowded at that time.  
   C. He wanted to get home more safely.  
   D. He preferred to go home by taxi.

30. A. They go there from time to time.  
   B. They go there when they have time.  
   C. They go there when they want to have fun.  
   D. They go there only when the weather’s fine.

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. 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.


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 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  C. Will – drink  
B. Have – been drunk  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  C. hard enough  
B. too many  D. satisfactory

53. What is the __________ professional experience you’ve had in your military career?

A. valuable  C. hardest  
B. better  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  C. they were having  
B. there were  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  C. What a lot of  
B. How interesting  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  C. for - the most highest  
B. during - the highest  D. along - the higher

57. Remember that you have to turn off all the lights __________ the office. John.

A. before leaving  C. before you’re leaving  
B. in order to 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  C. would rather  
B. should to  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  C. How often – them  
B. How many times – theirs  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
B. was going to take – had to
C. had been taking – should
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
B. was sleeping – still
C. has slept – already
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
B. are decreased – will produce
C. has decreased – are producing
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
B. which – doesn’t have to be
C. whom – never was able 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
B. give the letter to her – see her
C. give the letter her – can 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
B. by the year
C. a 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
B. either – or
C. neither – nor
D. both – and

67. I can’t move this box by myself because it’s ____________

A. very heavy
B. too much heavy
C. too 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
B. have talked
C. don’t talk
D. talk

69. The manager told the secretary to use the computer _________ have the work done before midday.

A. for to
B. so to
C. so that
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. Had I 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.  C. because the weather’s good there.
   B. actually                     D. at present.

93. Please cross out my name. I won’t be able to attend the reception.
   A. underline                   C. leave out
   B. consider                    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           C. with some exaggeration
   B. only a few times            D. many times.

95. What time do you think they will get there?
   A. be in that town             C. get a place
   B. leave the city              D. obtain a room


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 3)
   A. by no means  C. obviously
   B. perhaps  D. however

103. What does the expression “He’ll go back to sleep” mean? (line 5)
   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 7)
   A. decided  C. promised
   B. planned.  D. left

105. What is the meaning of “holding” (line 8)
   A. looking at  C. looking for
   B. waking up  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 registrelo 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
**ASSESSMENT TEST 1**

**A. LISTENING PART**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. READING PART**  (Time limit: 35 minutes)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>71.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>72.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>73.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>74.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>75.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>76.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>77.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>78.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>79.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>80.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>81.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>82.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>83.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>84.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>85.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>86.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>87.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>88.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>89.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>90.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>91.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>92.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>93.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>94.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>95.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>96.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>97.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>98.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>99.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>100.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>101.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>102.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>103.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>104.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>105.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>106.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>107.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>108.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>109.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>110.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>111.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>112.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>113.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>114.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>115.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>116.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>117.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>118.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>119.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>120.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>
A short course in English for adult students 293

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 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. 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.


“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 next summer?
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 didn’t 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?
A short course in English for adult students

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 ● D 26. A B ● D
2. A ● C D 27. A ● C D
3. A B ● D 28. A B C ●
5. A B C ● 30. ● B C D
6. A B ● D 31. A B ● D
7. A B C ● 32. A B ● D
8. ● B C D 33. A B C ●
9. ● B C D 34. A B ● D
10. A ● C D 35. ● B C D
11. A B ● D 36. A B ● D
13. A B C ● 38. A B ● D
15. A B ● D 40. A ● C D
16. A B C ● 41. A B ● D
17. A ● C D 42. ● B C D
18. A B ● D 43. A B ● D
19. A B C ● 44. A B C ●
20. A B C ● 45. A ● C D
21. A B ● D 46. A B ● D
22. A ● C D 47. A B C ●
23. A B C ● 48. A B ● D
25. A B ● D 50. A B ● D

B. READING PART (Time limit: 35 minutes)

51. A B C ● 61. A ● C D
52. A B ● D 62. A B ● D
53. A B ● D 63. A B C ●
54. ● B C D 64. A ● C D
55. A B ● D 65. A B ● D
57. ● B C D 67. A B ● D
58. A B C ● 68. A B C ●
59. A B ● D 69. A B C ●
60. A ● C D 70. A ● C D
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>71.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>72.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>73.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>74.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>75.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>76.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>77.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>78.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>79.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>80.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>81.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>82.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>83.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>84.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>85.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>86.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>87.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>88.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>89.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>90.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>91.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>92.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>93.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>94.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>95.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>96.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>97.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>98.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>99.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>100.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>101.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>102.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>103.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>104.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>105.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>106.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>107.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>108.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>109.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>110.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>111.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>112.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>113.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>114.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>115.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>116.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>117.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>118.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>119.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>120.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>
## Chart 1. Basic Verb Tenses

<table>
<thead>
<tr>
<th>Tense</th>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple</td>
<td>I write (= I do write) a letter every day</td>
<td>(Yo escribo una carta todos los días)</td>
</tr>
<tr>
<td></td>
<td>Mary writes (= Mary does write) a letter every day</td>
<td>(Mary escribe una carta todos los días)</td>
</tr>
<tr>
<td>Continuous</td>
<td>I am writing a letter now.</td>
<td>(Yo estoy escribiendo una carta ahora)</td>
</tr>
<tr>
<td>Perfect</td>
<td>I have written several letters today.</td>
<td>(Yo he escrito varias cartas hoy)</td>
</tr>
<tr>
<td>Perfect Continuous</td>
<td>I have been writing letters since 8:30 this morning</td>
<td>(Yo he estado escribiendo cartas desde las 8:30 de la mañana)</td>
</tr>
<tr>
<td><strong>Past</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple</td>
<td>I wrote (= I did write) a letter yesterday.</td>
<td>(Yo escribí una carta ayer)</td>
</tr>
<tr>
<td>Continuous</td>
<td>I was writing a letter when John arrived at 8:45 this evening.</td>
<td>(Yo estaba escribiendo una carta cuando John llegó a las 8:45 esta tarde)</td>
</tr>
<tr>
<td>Perfect</td>
<td>I had already written three letters when John arrived at 8:45 this evening.</td>
<td>(Yo ya había escrito tres cartas cuando John llegó a las 8:45 esta tarde)</td>
</tr>
<tr>
<td>Perfect Continuous</td>
<td>I had been writing letters for about two hours when John arrived at 8:45 this evening.</td>
<td>(Yo había estado escribiendo cartas por cerca de dos horas cuando John llegó a las 8:45 esta tarde)</td>
</tr>
<tr>
<td><strong>Future</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple</td>
<td>a) I will write a letter to John tomorrow</td>
<td>(Yo escribiré una carta a Juan mañana)</td>
</tr>
<tr>
<td></td>
<td>b) I am going to write a letter to John tomorrow.</td>
<td>(Yo voy a escribir una carta a John mañana)</td>
</tr>
<tr>
<td></td>
<td>c) I am writing a letter to John in a few minutes</td>
<td>(Estoy escribiendo una carta a Juan dentro de unos pocos minutos)</td>
</tr>
<tr>
<td>Continuous</td>
<td>I will be writing letters when you come to see me this evening.</td>
<td>(Yo estaré escribiendo cartas cuando tú vengas a verme esta tarde)</td>
</tr>
<tr>
<td>Perfect</td>
<td>I will have written several letters when you come to see me this evening.</td>
<td>(Yo habré escrito varias cartas cuando vengas a verme esta tarde)</td>
</tr>
<tr>
<td>Perfect Continuous</td>
<td>I will have been writing letters for more than two hours when you come at midday.</td>
<td>(Yo habré estado escribiendo cartas por más de dos horas cuando vengas al mediodía.)</td>
</tr>
</tbody>
</table>
A short course in English for adult students

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>**USO:**Describe una acción que se está realizando o está ocurriendo en este momento y que aún no han concluido.</td>
<td>**USO:**Describe una acción que se estaba realizando o estaba ocurriendo en un momento determinado en el pasado</td>
<td>**USO:**Describe una acción que se estará realizando o estará ocurriendo en un momento determinado en el futuro</td>
</tr>
<tr>
<td>**ESTRUCTURA:**S + AM / IS / ARE + ING</td>
<td>**ESTRUCTURA:**S+W AS / WERE +ING</td>
<td>**ESTRUCTURA:**S+WILL BE + ING</td>
</tr>
</tbody>
</table>

**EXPRESIONES DE TIEMPO:**
- Now, at the moment, at this time,
- For the time being, at present
- When + S + Past + yesterday / last Monday, etc
- At... o'clock yesterday / last Monday, etc
- When + S + Present + tomorrow / next week, etc
- At... o'clock tomorrow / next Monday, etc

**EJEMPLOS:**
- *John is speaking* con el jefe ahora.
- *John is not / isn’t speaking* con el jefe ahora.
- *Is John speaking* con el jefe ahora?
- *John was speaking* al jefe cuando lo vi ayer.
- *John was not / wasn’t speaking* al jefe cuando lo vi ayer.
- *Was John speaking* al jefe cuando lo vi ayer?
- *John will be speaking* con el jefe a esta hora.
- *John will not / won’t be speaking* con el jefe a esta hora.
- *Will John be speaking* con el jefe a esta hora.

**PREGUNTA HABITUAL:**
- What are you doing (now)?
- What were you doing (at that time)?
- What will you be doing (at 8:30 this evening)?

**SAMPLE DIALOG:**
- **Sam:** Hi Bob! *What are you doing? Are you watching the news?*
- **Bob:** No, I’m not. I’m studying history. I have my term test tomorrow. And what are you doing here?
- **Sam:** *I’m looking for Mary. Is she at home?*
- **Bob:** Yes, she is. *She’s reading the paper* in the garden, I think.
- **Sam:** Thanks, Bob. I’m sorry I interrupted you.
- **Bob:** Don’t worry, It’s all right

- **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. *I was washing the car."
- **Detective:** Was your wife with you?
- **Peter:** No, she wasn’t. *She was attending a conference* at the Arts Museum.
- **Detective:** Did you hear any noise in the house?
- **Peter:** Yes, I did. But I thought *Billy was watching TV* upstairs.

- **Bob:** *What will you be doing* at this time next Saturday?
- **Jack:** *I’ll be flying* to London.
- **Bob:** *What time will you be landing* at Heathrow?
- **Jack:** At about 8:15 in the evening. *We won’t be arriving* at the hotel before 9:30.
- **Bob:** Will you go on a sightseeing tour on Sunday?
- **Jack:** Of course not! *We will be working* all day on Sunday. We must have everything ready for the World Peace Talks which start on Monday.
### B. SIMPLE TENSES

#### PRESENT

<table>
<thead>
<tr>
<th>USO:</th>
<th>Describe una acción que se realiza o sucede en forma habitual, como todos los días, siempre, etc.</th>
</tr>
</thead>
</table>

#### PAST

<table>
<thead>
<tr>
<th>USO:</th>
<th>Describe una acción que se realizó o sucedió en una fecha u hora determinada en el pasado, como ayer, el sábado pasado.</th>
</tr>
</thead>
</table>

#### FUTURE

<table>
<thead>
<tr>
<th>USO:</th>
<th>Describe una acción que se realizará o sucederá en una hora o fecha determinada en el futuro, como mañana, el próximo sábado.</th>
</tr>
</thead>
</table>

#### ESTRUCTURA:

**S+DO / DOES+INFINITIVE**

*En la forma afirmativa se usa solamente S + Infinitive. (con He, she, it, se agrega s / es al infinitivo). En las negaciones e interrogaciones se usa do / does + infinitive (Ver Ejemplos)*

#### EXPRESIONES DE TIEMPO:

- Every day, every week, every month, etc.
- Always, usually, often, sometimes, seldom, etc.
- Once a day, twice a week, several times a year, etc.

#### EJEMPLOS:

**I speak** (= I do speak) with the manager every day.

**I do not speak** with the manager......

**Do I speak** with the manager ......?

**Jane speaks** (= Jane does speak) with the manager every day.

**Jane does not speak** with the ......

**Does Jane speak** with the manager....? 

#### PREGUNTA HABITUAL:

**What do you do (every day) ?**

/(wot du: dú: évi déli / ¿Qué hace Ud. todos los días)

---

#### PAST

<table>
<thead>
<tr>
<th>USO:</th>
<th>Describe una acción que se realizó o sucedió en una fecha u hora determinada en el pasado, como ayer, el sábado pasado.</th>
</tr>
</thead>
</table>

#### FUTURE

<table>
<thead>
<tr>
<th>USO:</th>
<th>Describe una acción que se realizará o sucederá en una hora o fecha determinada en el futuro, como mañana, el próximo sábado.</th>
</tr>
</thead>
</table>

#### ESTRUCTURA:

**S+WILL+INFINITIVE** (Decisión)

**S+AM / IS / ARE+GOING TO + INF** (Intención, plan)

**S+AM / IS / ARE+ING** (Actividad prevista o acordada con anticipación)

#### EXPRESIONES DE TIEMPO:

- Yesterday, last night, last week, last Sunday, etc.
- Two days ago, ten months ago, etc.
- That day; on May 4, 1997; in 1986, etc.

#### EJEMPLOS:

**I spoke** (= I did speak) with the manager yesterday.

**I did not speak** with the manager....

**Did I speak** with the manager....?

#### PREGUNTA HABITUAL:

**What did you do (yesterday)?**

/wot diu: dú: léisterdei / ¿Qué hizo Ud. ayer?

---

#### FUTURE

<table>
<thead>
<tr>
<th>USO:</th>
<th>Describe una acción que se realizará o sucederá en una hora o fecha determinada en el futuro, como mañana, el próximo sábado.</th>
</tr>
</thead>
</table>

#### ESTRUCTURA:

**a) S+WILL+INFINITIVE** (Decisión)

**b) S+AM / IS / ARE+GOING TO + INF** (Intención, plan)

**c) S+AM / IS / ARE+ING** (Actividad prevista o acordada con anticipación)

#### EXPRESIONES DE TIEMPO:

- Tomorrow, next week, next month, next Sunday, etc.

#### EJEMPLOS:

**I will speak** with the manager tomorrow.

**I will not speak** with the manager... Will I speak with the manager....?

**I’m going to speak** with the manager tomorrow.

**I’m not going to speak** with ...... Am I going to speak with......?

**I’m speaking** with the manager tomorrow.

**I’m not speaking** with ..... Am I speaking with ......?

---

#### PREGUNTA HABITUAL:

**What will you do (tomorrow) ? / wot wil iú dú: tumórou / ¿Qué hará Ud. mañana?)**

**What are you going to do (tomorrow)?** / wót ar iu: gón tu dú: tumórou / ¿Qué va a hacer ...?

**What are you doing (tomorrow)?** / wót ar iu: dú: tumórou / ¿Que tiene previsto hacer....?
<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAMPLE DIALOG:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bob: <em>Where do you live</em>, Nancy?</td>
<td><strong>What did you do</strong> last week-end?</td>
<td><strong>What will you do</strong> in the summer?</td>
</tr>
<tr>
<td>Bob: <em>How do you get here</em> every day?</td>
<td>Bob: <em>Did you go</em> alone?</td>
<td>Bob: <em>When are you going to leave?</em></td>
</tr>
<tr>
<td>Nancy: <em>I generally take the bus.</em></td>
<td>Jack: No, <em>I didn’t</em>. <em>I went</em> with some friends. <em>We really had</em> a great time there.</td>
<td>Ann: <em>Well, we’re going to make reservations</em> for the last two weeks in July.</td>
</tr>
<tr>
<td>Bob: <em>Does your husband take the bus</em> too?</td>
<td>Bob: <em>Where did you stay?</em></td>
<td>Bob: <em>Are you just going to visit</em> Cancún?</td>
</tr>
<tr>
<td>Nancy: No he doesn’t. <em>He usually walks. It doesn’t take</em> him more than 5 minutes to get to the office.</td>
<td>Jack: <em>We rented</em> a small house.</td>
<td>Ann: I don’t know yet. <em>My friends and I are meeting this evening</em> to discuss our plans.</td>
</tr>
<tr>
<td></td>
<td>Bob: <em>What did you do</em> on Saturday?</td>
<td>Bob: That sounds great!</td>
</tr>
<tr>
<td></td>
<td>Jack: In the afternoon <em>we went swimming</em> and in the evening <em>we went to a disco.</em></td>
<td></td>
</tr>
</tbody>
</table>
### C. Perfect Tenses

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>USO:</strong></td>
<td>Describe a) a action that began to realize in a date or hour in the past and that has continued until this moment; b) an action that just occurred, c) an action that has been realized several times in the past.</td>
<td><strong>USO:</strong> Describe an action that occurred before another occurred.</td>
</tr>
<tr>
<td><strong>ESTRUCTURA:</strong> S + HAVE / HAS + PAST PARTICIPLE</td>
<td><strong>ESTRUCTURA:</strong> S + HAD + PAST PARTICIPLE</td>
<td><strong>ESTRUCTURA:</strong> S + WILL HAVE + PAST PARTICIPLE</td>
</tr>
<tr>
<td><strong>EXPRESIONES DE TIEMPO:</strong> For.....; since.......; already ; not...yet; Just; before; lately, never. Once, twice, three times, Several times, many times Ever?</td>
<td><strong>EXPRESIONES DE TIEMPO:</strong> When + S + Past By the time + S + Past Several times before; many times before, never,...before</td>
<td><strong>EXPRESIONES DE TIEMPO:</strong> When + S+ Present + tomorrow / next Monday, etc. By this time tomorrow / next month, etc. By the end of this month / year, etc.</td>
</tr>
<tr>
<td><strong>EJEMPLOS:</strong> I have lived in Santiago for ten years I have lived in Santiago since 1992. Your train has just left, Sir Peter has been in Chicago twice. Mrs. Jackson has never travelled abroad. Have you ever drunk tequila?</td>
<td><strong>EJEMPLOS:</strong> The train had already left when we got to the station. We had had dinner by the time they arrived last night. She had never been in Paris before. He had worked in the Army for about 30 years when he retired.</td>
<td><strong>EJEMPLOS:</strong> When Peter gets here today, we will have had lunch already. They will have gone by the time Peter arrives this evening</td>
</tr>
<tr>
<td><strong>PREGUNTA HABITUAL:</strong> What have you done (since you arrived this morning)? / wot hav iu: dán sins iu: arráivd ës máñá / ¿Qué ha hecho Ud. desde que llegó esta mañana?</td>
<td><strong>PREGUNTA HABITUAL:</strong> What had you done (before Peter arrived yesterday)? / wot had iu: dán bìfôr píte arráivd iésterdei / ¿Que habia hecho ud. antes que Peter llegara ayer?</td>
<td><strong>PREGUNTA HABITUAL:</strong> What will you have done (by the end of this month)? / wot wil iu: hav dán bìfór ënd ov ës máñá / ¿Qué habrá hecho ud. hacia finales de este mes?</td>
</tr>
</tbody>
</table>

**SAMPLE DIALOG:**

**Officer:** Is this the first time you came to the United States?
**Peter:** No, Sir. I’ve come here three or four times.
**Officer:** Have you ever been to the Grand Canyon?
**Peter:** No, I have never been there. But one of my brothers has visited it several times. 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 I had been in New York a couple of times before. But I had never visited it 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. He had not saved enough money for the tickets.

**John:** Have they finished building the bridge yet?
**Peter:** No they haven’t. I think they will have finished building it before the end of this week.
**John:** How many bridges will they have built by the end of this decade?
**Peter:** I don’t know. But they will have built several important roads and our economy will have grown considerably.
**John:** I hope your dreams come true
## D. PERFECT CONTINUOUS TENSES

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>USO:</td>
<td>USO:</td>
<td>USO:</td>
</tr>
<tr>
<td>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.</td>
<td>Describe una acción que se había estado realizando en forma ininterrumpida antes que otra ocurriera.</td>
<td>Describe una acción que se habrá estado realizando en forma ininterrumpida antes que otra ocurra otra acción en el futuro, antes de una fecha futura.</td>
</tr>
<tr>
<td>ESTRUCTURA:</td>
<td>ESTRUCTURA:</td>
<td>ESTRUCTURA:</td>
</tr>
<tr>
<td>S + HAVE / HAS+BEEN + ING</td>
<td>S + HAD + BEEN + ING</td>
<td>S+ WILL HAVE + BEEN + ING</td>
</tr>
<tr>
<td>EXPRESIONES DE TIEMPO:</td>
<td>EXPRESIONES DE TIEMPO:</td>
<td>EXPRESIONES DE TIEMPO:</td>
</tr>
<tr>
<td>For......; since......</td>
<td>Since...... / for...... when S + Past</td>
<td>For...... by the time + S + Present</td>
</tr>
<tr>
<td>EJEMPLOS:</td>
<td>EJEMPLOS:</td>
<td>EJEMPLOS:</td>
</tr>
<tr>
<td>I have been working on this project since March this year</td>
<td>John had been working in his office since 8:30 that morning.</td>
<td>Peter will have been living in this country for five years by the end of this month.</td>
</tr>
<tr>
<td>They have been waiting for the bus for about twenty minutes so far.</td>
<td>It had been raining hard for about two hours that morning.</td>
<td>I will have been working on this project for more than three months by the time this term ends.</td>
</tr>
<tr>
<td>PREGUNTA HABITUAL:</td>
<td>PREGUNTA HABITUAL:</td>
<td>PREGUNTA HABITUAL:</td>
</tr>
<tr>
<td>What have you been doing since you arrived here this morning?</td>
<td>What had you been doing before Peter arrived yesterday?</td>
<td>What will you have been doing by the end of this month?</td>
</tr>
<tr>
<td>SAMPLE DIALOG:</td>
<td>SAMPLE DIALOG:</td>
<td>SAMPLE DIALOG:</td>
</tr>
<tr>
<td>Peter: What have you been doing since you got up this morning?</td>
<td>John: What had your friends been doing that evening?</td>
<td>A. Are they still discussing the project to build the new bridge across the Potomac?</td>
</tr>
<tr>
<td>Mary: I’ve been doing lots of things. I’ve been working on my thesis, and I have been studying for the final exams.</td>
<td>Jim: They’d been celebrating Mary’s birthday. They’d been dancing and singing. And they had also been sitting and talking by the fire.</td>
<td>B. Yes, They will have been discussing it for fifteen months next week and they haven’t yet decided whether it should or shouldn’t be built.</td>
</tr>
<tr>
<td>Peter: You really look tired.</td>
<td>John: And why were the neighbors so angry?</td>
<td>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.</td>
</tr>
</tbody>
</table>