



SECRETARIA DE EDUCACIÓN PÚBLICA  
SUBSECRETARIA DE EDUCACIÓN MEDIA SUPERIOR

DIRECCIÓN DE BACHILLERATOS ESTATALES Y PREPARATORIA ABIERTA

**DEPARTAMENTO DE PREPARATORIA ABIERTA**

INGLES IV

GUIA DE ESTUDIO

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FEBRERO 2009, PUEBLA

*abierta*



## INGLES IV

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REFERENCIA BIBLIOGRAFICA - LIGAS

CUADERNILLO DE REACTIVOS

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## Módulo 1 y 2

### Attached Question or Tag Questions

#### Objetivo:



El estudiante comprenderá y asimilará el uso correcto de los tag questions en las oraciones.

#### ◆ Función de los Tag questions

Las oraciones gramaticales pueden cambiar a una pregunta de yes/ no agregándoles un tag question al final de la oración.

El tag question en alguno de sus cambios gramaticales en ingles, se traducirá al español por ¿verdad? O ¿no es cierto?

Ejemplos:

◆ Si la oración precedente es afirmativa, el tag question deberá ser negativo.			
Affirmative	Tag question negative	affirmative answer	
↓	↓	↓	
<u>They are</u> butterflies,	<u>aren't they?</u>	Yes, they are	
◆ Si la oración precedente es negativa, el tag question deberá ser afirmativo.			
Negative	affirmative	negative answer	
↓	↓	↓	
<u>Mr. Jones wasn't</u> at home this morning,	<u>was he?</u>	No, he wasn't	



## ◆ Formación del Tag Question en diferentes tiempos verbales

- ◆ **Presente y pasado del verbo to be** Cuando en la oración gramatical se usa el verbo to be (am, is, are, was o were), éste mismo se utiliza en el tag question. Tome en cuenta que los adverbios de frecuencia negativos (never, seldom o rarely), también se usan para negar.

His locker **is** never closed, **is it?**



The children **are** reading their books now, **aren't they?**  
Yes, they are



They **weren't** dancing yesterday, **were they?** No, they weren't  
No, it isn't



## ◆ Pasado simple

Cuando el verbo está en tiempo pasado simple, se usara el auxiliar didn't en el tag question.

Jack **played** a good game of tennis yesterday, **didn't he?**  
Yes, he did



## ◆ Presente simple

Cuando el verbo está en presente simple, en el tag question se utilizara como auxiliar don't o doesn't dependiendo del sujeto.

Rabbits **run** very fast, **don't they?**  
Yes, they do



Los conejos corren rápido, ¿verdad?

You **don't** read without glasses, **do you?**  
No, I don't  
No lees sin lentes, ¿verdad?



Tim **doesn't want** to give Mary the letter, **does he?**  
No, he doesn't





◆ **Verbos modales: can, could, should, would, may, might etc**

Cuando el verbo de mi oración es precedida por uno o mas auxiliares, el primer auxiliar se repite en el tag question

I **can** swim faster than you, **can't I?** Yes, you can



Boys **shouldn't** fight, **should they?** No, they shouldn't



◆ **Presente y pasado perfecto: has, have and had**

Bill **had** been in the hospital before, **hadn't he?** Yes, he had



The baby **hasn't** had his cereal yet, **has he?** No, he hasn't



We **have** won the race, **haven't we?** Yes, we have



◆ **Uso there is/ are/ was/ were/will be/ has/ have**

Cuando **there** se coloca antes del verbo TO BE, éste significa Haber y siempre se coloca antes de cualquier auxiliar.

**There will , There are**

**There was** a man hurt in the accident, **wasn't there?**

Yes, there was



**Test 1****Choose the correct answer and complete the sentence**

1.-The children \_\_\_\_\_ reading their books now, \_\_\_\_\_?

- a) are/ are they    b) are/they are    c) are/ aren't they    d) are/they aren't

2.-There \_\_\_\_\_ five boxes her, \_\_\_\_\_?

- a) are/ are there    b) are/there are    c) are/there aren't    d) are/ aren't there

3. - John lives in Canada, \_\_\_\_\_ he?

- a) is    b) does    c) isn't    d) doesn't

4. - Angel \_\_\_\_\_ rather eat the apples from the tree, \_\_\_\_\_ he?

- a) mustn't/ must    b) would/ would    c) must/ must    d) would/wouldn't

5.-Girls should have followed my advice, \_\_\_\_\_ they?

- a) shouldn't    b) should    c) does    d) doesn't

6.-Mary`s never seen an elephant, \_\_\_\_\_ ?

- a) hasn't she    b) she isn't    c) has she    d) she is

7.-The baby hasn't had his cereal yet, \_\_\_\_\_ ?

- a) has she    b) hasn't she    c) had she    d) hadn't she

8.-My grades have been satisfactory, \_\_\_\_\_ ?

- a) have they    b) haven't they    c) have they been    d) haven't they been

9.-You need to buy another notebook, \_\_\_\_\_ you?

- a) don't    b) didn't    c) need    d) do

10.-The children didn't go to bed, \_\_\_\_\_?





- a) didn't he    b) he did    c) did they    d) they did



### Módulo 3 Expressions

#### Objetivo:

El estudiante incluirá en sus oraciones las expresiones still, anymore, already e yet

<p>◆ <b>Still (todavía o aún)</b></p> <p>Indica que <u>la actividad no ha cambiado, es la misma previamente.</u></p> <p>En la forma afirmativa, still se coloca después del verbo To be y antes de otros verbos.</p> <p>He is <b>still</b> sick (<i>Todavía/aún está enfermo</i>)</p>  <p>He <b>still</b> works (<i>aún trabaja</i>)</p>  <p>En la forma negativa, still se coloca antes del verbo to be o de cualquier verbo.</p> <p>He <b>still</b> isn't well He <b>still</b> doesn't understand.</p>	<p>◆ <b>Anymore (Ya )</b></p> <p>Indica que <u>la actividad que era previamente afirmativa, ahora cambia a negativa.</u></p> <p>Se coloca al final de la oración y siempre con oraciones en forma negativa.</p> <p>He isn't sick <b>anymore</b> (<i>ya no está enfermo</i>)</p>  <p>He doesn't work <b>anymore</b> (<i>ya no trabaja</i>)</p> 
<p>◆ <b>Already (ya )</b></p> <p>Normalmente se refiere a periodos de tiempo cortos y se refiere a que <u>una actividad ya ha sido completada.</u></p> <p>I am hungry <b>already</b> (<i>ya tengo hambre</i>)</p>	<p>◆ <b>Yet (todavía o aún)</b></p> <p>Normalmente se refiere a periodos de tiempo largos y se refiere a <u>una actividad que no ha sido completada</u></p> <p>Se coloca al final de la oración y en frases negativas e interrogativas</p>



Se usa en oraciones negativas o en preguntas que indiquen sorpresa o cuando la respuesta esperada es un si.

You haven't done the work **already**, have you?

A veces se coloca antes del verbo principal pero le sigue al verbo To be, también puede colocarse al final de la oración.

He has **already** bought a car



I am not hungry **yet**.  
(todavía **no** tengo hambre)



Se coloca al final cuando la oración es corta y antes del verbo principal cuando es larga

He hasn't bought a car **yet**





**Test 2****Choose the correct answer and complete the sentence**

1. - Mary and Joan are \_\_\_\_\_ friends  
a) yet                      b) anymore                      c) still                      d) thus
2. - The boys aren't playing the piano \_\_\_\_\_. They are very tired  
a) yet                      b) anymore                      c) still                      d) thus
3. - She \_\_\_\_\_ makes her own clothes  
a) still                      b) anymore                      c) yet                      d) hence
4. - The car is outside. I haven't put it in the garage \_\_\_\_\_.  
a) anymore                      b) yet                      c) still                      d) thus
5. - He \_\_\_\_\_ eaten \_\_\_\_\_ he is hungry.  
a) has/ yet                      b) hasn't/ yet                      c) has/ anymore                      d) hasn't/ anymore
6. - Mary \_\_\_\_\_ not in bed \_\_\_\_\_. She is still watching T.V  
a) Isn't/ yet                      b) is/ yet                      c) isn't anymore                      d) is/ anymore
7. - Alice \_\_\_\_\_ cleaning the house \_\_\_\_\_ she is playing the piano  
a) A) isn't/ yet                      b) is/ yet                      c) isn't anymore                      d) is/ anymore
8. - My friend \_\_\_\_\_ walk \_\_\_\_\_ because he had an accident  
a) shouldn't/ anymore                      b) can't/ anymore                      c) can/ yet                      d) shouldn't/ yet
9. - I don't have money because I \_\_\_\_\_ work \_\_\_\_\_  
a) am / anymore                      b) didn't/ anymore                      c) don't/ yet                      d) am/ yet
10. - The boy is \_\_\_\_\_ an adult  
a) still                      b) anymore                      c) yet                      d) already



## Módulo 4

### Proper verbs and agent noun

#### Objetivo:

El estudiante analizará la derivación de los sufijos y los diferentes significados que pueden tener algunos verbos.

#### ◆ Prefijos y sufijos

Los prefijos son vocablos agregadas al comienzo de sustantivos, adjetivos, pronombres de pertenencia, adverbios y verbos, con el propósito de obtener un significado diferente.

Los sufijos son vocablos agregadas al final de sustantivos, adjetivos, y verbos, cambiando sustantivos en adjetivos, adjetivos en adverbios, verbos en sustantivos o en adjetivos, etc.

#### Ejemplo

Base: royal

Sufijo: royalty

Las derivaciones de los sufijos pueden cambiar de:

De un sustantivo a un adjetivo

Magic                  magical

De un adjetivo a un verbo

Sharp                  sharpen

De un sustantivo a un verbo

Sympathy              sympathize

De un verbo a un sustantivo también llamados Agent Nouns( agentes)

Make                  maker

**Los agent nouns** terminan en “er, or” el cual significa “engaged in” (dedicarse a), por ejemplo:

A person who plays is a **player** (Una persona que juega es un jugador)



A thing that washes is a **washer** (Una cosa que lava es una lavadora)





Estos terminan en “er”

retainer, pitcher, farmer, invader, banker, builder, driver, teacher, cleaner, smoker, consumer, painter, dancer, offender, dealer, explorer, reporter, lighter, recorder.

Estos terminan en “or”

Operator, violator, projector, instructor, investor, surveyor, survivor, liberator, translator, collector, director, creator, editor, generator, executor, inheritor, administrator, actor.








Ejemplos con la terminación **ful** oso, ado, ada

truthful, respectful, fearful, joyful, regretful, thankful, powerful, helpful, painful, wasteful, faithful, doubtful, skilful, plenty- plentiful, peaceful, eventful, boastful, forceful, trustful, successful, tactful, meaningful.











◆ **Special difficulties**

En ingles existen algunos verbos que en la escritura se parecen mucho y otros que tienen varios significados.

Ejemplos:

<b>shine</b>	emitir luz/ brillar	Her hair shines like the sun, doesn't it?	
	sacar brillo/ bolear	The boy shines shoes every day, doesn't he?	
<b>rise</b>	levantarse	A man usually rises to offer a seat to the ladies.	
<b>raise</b>	elevar	Tom raises the window for his mother.	
	crecer, alimentar	The farmer raises corn in his field. He also raises chickens.	 
	incrementar	The boss raises my salary every year	



<b>lie</b>	tumbarse, echarse	The boy lies on the floor doing his homework.	
<b>lay</b>	poner, colocar	The boy lays his book on the floor	
<b>sit</b>	sentarse	Mary sits at the table now	
<b>set</b>	poner, colocar	She set the dishes on the table	
<b>draw</b>	dibujar	Dick draws the teacher on the blackboard now.	
	tirar, arrastrar	An ox draws the plough through the fields	
	obtener ( dinero)	I have to draw out money from the bank today.	
	atraer	The girl is beautiful. She draws attention	
	cerrar	The maid draws the curtains carefully	 





## Módulo 5-8

### Passive voice

#### Objetivo:

El estudiante estructurará oraciones en voz pasiva incluyendo o no al agente.

Primero es importante observar y analizar la formulación de oraciones en voz activa, ya que de esta manera se podrá observar el cambio para la voz pasiva.

#### ◆ En la voz activa

El sujeto realiza la acción expresada por el verbo y el objeto recibe la acción.

Ejemplo:

Sujeto	verbo	Objeto
↓	↓	↓
Leonardo da Vinci	Painted	the Mona Lisa



#### ◆ En la voz pasiva

El objeto de la oración activa se convierte en el sujeto de la oración pasiva, y recibe la acción del verbo que se está expresando.

Si el agente es importante debe ser mencionado, introduciéndolo con **by** para completar el significado de la oración o hacerla más clara. En caso contrario, se puede omitir.


Sujeto	verbo	agente
↓	↓	↓
The Mona Lisa	was painted	by Leonardo da Vinci

#### ◆ La forma verbal de la voz pasiva

Para conjugar correctamente los verbos en voz pasiva es importante aprenderse los verbos regulares e irregulares en pasado participio.

Presente	participio (ado, ido, to, so cho)
Make	<b>made</b>
Do	<b>done</b>
Work	<b>worked</b>
Use	<b>used</b>



Tiempo	Estructura to be+ pasado participio	Ejemplo
Simple present	is/are + participio	Your children <b>are taken</b> to school by bus 
Simple past	Was/were + participio	Your children <b>were taken</b> to school by bus
Present progressive	is/are + being + participio	Your children <b>are being taken</b> to school by bus
Past progressive	was/were + being + participio	Your children <b>were being taken</b> to school by bus
Future with going to	Is/are + going to be + participio	Your children <b>are going to be taken</b> to school by bus.
Simple future	will + be + participio	Your children <b>will be taken</b> to school by bus
Modal auxiliaries	can/ should/ would/must/may+ be+ participio	Your children <b>can/should be taken</b> to school by bus
Present perfect	has/have been + participio	Your children <b>have been taken</b> to school by bus
Past perfect	had + been + participio	Your children <b>had been taken</b> to school by bus
Future perfect	will+ have + been + participio	Your children <b>will have been taken</b> to school by bus

### ◆ Uso del Get en la voz pasiva

1.-Se utiliza en las oraciones donde se usa **be**

He was hit - he got hit

It was broken - it got broken

The driver was paid- the driver got paid

They are being married- they are getting married





2.-Con algunos adjetivos

He was seasick- he got seasick

She was fat- she got fat

His mother was angry- his mother got angry



### ◆ Especiales Dificultades con la Expresión “way”

**In this way:** in this manner

**In the way:** obstructing

**In the way:** manner, following instructions

**On the way:** through the route taken

**By the way:** incidentally

**In a way:** to a certain extent

Ejemplos

He always takes notes. In this way, he always knows the answers.



Do the exercise in the way the teacher taught you.



I met John Brown on the way to the bank.



By the way, did I leave my raincoat in your home?



In a way, it is useful to, learn English.





**Test 4****Choose the correct answer and complete the sentence**

1.-Are beavers \_\_\_\_\_ protected from extinction by the government now?

- a) being                      b) been                      c) going to                      d) able to

2.-Sugar \_\_\_\_\_ not\_\_\_\_\_ from honey

- a) is/ obtained              b) does/ obtain              c) is/ obtain              d) does/ obtained

3.-The meal will \_\_\_\_\_ been \_\_\_\_\_ by dinner time

- a) has/ prepared      b) have/ prepared      c) has/ preparing      d) have/ preparing

4.-Boy scouts are \_\_\_\_\_ to recognize tree now

- a) been taught      b) being taught      c) been teaching      d) being teaching

5.- \_\_\_\_\_ the sweater be \_\_\_\_\_ in cold water?

- a) didn't /shown      b) may/ shown      c) didn't/ to show      d) may/ to show

6.- \_\_\_\_\_ would the ambassador rather be \_\_\_\_\_ to Mexico? Next month

- a) how/ send              b) how/ sent              c) when/ send              d) when/ sent

7. - \_\_\_\_\_ the building going \_\_\_\_\_ ? On Elm Street

- a) How will/ to construct                      b) How are/ to be constructed  
c) where will/ to construct                      d) where are/ to be constructed

8.-The thief was \_\_\_\_\_ by the policemen

- a) catch                      b) caught                      c) catches                      d) catching

9.-The china cups were \_\_\_\_\_

- a) break                      b) broke                      c) breaking                      d) broken

10.-The book \_\_\_\_\_ be \_\_\_\_\_ when we get to the last page

- a)will/ finish              b) is going/ finish              c)will/ finished              d) is going/ finished



## Módulo 9

Connectors: “and...too”, “and...either” and “but”

### Objetivo:

Estructurará oraciones con las siguientes expresiones “and...too”, and ...either and “but”

and ....too y and so.....

### ◆ El uso de “and.....too” en estructuras afirmativas.

**And** conecta palabras, frases u oraciones del mismo grado. Muestra la relación entre las ideas. **Too** se coloca al final y **so** junto con **and** en las estructuras afirmativas.

El auxiliar que presente en la primera oración se respetará en la siguiente, tomando en cuenta al sujeto.

and.....too

and so.....

Auxiliar positivo

Auxiliar positivo

Auxiliar positivo

Auxiliar positivo



Mary is hungry **and** Alice is **too**

Mary is hungry **and so** is Alice

(María tiene hambre y Alicia también)



### Observe como funciona con los tiempos verbales

#### ◆ Presente del verbo To be y presente continuo

Auxiliary: Am, is, are

Ejemplo: The horse is big and the cow is too



#### ◆ Pasado del verbo To be y pasado continuo

Auxiliary: Was/ were

Ejemplo: Angel was playing football and Andrea was too





◆ **Futuro simple**

Auxiliary: Will- will

Ejemplo: The girl will go by plane and her father will too



◆ **Presente y pasado perfecto**

Auxiliary: Has/have- has/ have

Ejemplo: Mr brown has lived here for years and his wife has too



◆ **Verbos modales**

Auxiliary: Can/ could/ would/ should- Can/ could/ would/ should

Ejemplo: You can stay here and he can too

**¡Importante!**

Si en la oración principal no se tiene un auxiliar sino un verbo, entonces deberán usarse los auxiliares do - does para el presente simple y did para el tiempo pasado simple.

◆ **Presente simple**

Auxiliary: do/ does

Ejemplo: My brother wears glasses and my boyfriend does too



◆ **Pasado simple**

Auxiliary: did

Ejemplo: Marina sang and Margarita did too





and ....either y and neither.....

◆ El uso de “and.....either” en oraciones negativas.

and ...either

and neither.....

**OBSERVE:** La palabra *either* se coloca después del auxiliar negativo y por el contrario *neither* se coloca antes del auxiliar afirmativo.

Auxiliar negativo

Auxiliar negativo

Auxiliar negativo

Auxiliar positivo



Mary isn't hungry **and** Alice isn't **either** Mary isn't hungry **and neither** is Alice

(Maria no tiene hambre y Alicia tampoco)

Otros ejemplos:

Jake didn't go to work and Peter didn't either

Don doesn't play the piano and David doesn't either

Norma wasn't in school today and Olga wasn't either

Joyce can't walk and Morris can't either

either...or and either...nor

◆ **either.....or** a veces se utiliza para decir o uno u otro.

Ejemplo:

Alice is **either** sick **or** tired

(Alicia **o** está enferma **o** está cansada)



◆ **neither....nor** a veces se utiliza para decir ni lo uno ni lo otro o ninguno de los dos.

Ejemplo:

The girl is **neither** sick **nor** tired

(La niña **ni** está enferma **ni** está cansada)





but

◆ **But** conecta palabras, frases u oraciones de diferente rango, normalmente conecta expresiones contrastantes.

Auxiliar positivo

Auxiliar negativo



Ejemplos: Mary is hungry **but** Alice isn't  
(Maria tiene hambre pero Alicia no)

Auxiliar negativo

Auxiliar positivo



Mary isn't hungry **but** Alice is  
(Maria no tiene hambre pero Alicia si)

Otros ejemplos:

John was here but Mary wasn't

Betty invited her but I didn't

She needs money but I don't

She will give a demonstration but I won't

I didn't want to see it but my sister did

This exercise is short but the other one isn't

He can't send a telegram but I can



Test 5

Choose the correct answer and complete the sentence

1. - She did her Christmas shopping early \_\_\_\_\_ I did\_\_\_\_\_

- a) and/ so   b) but/ too   c) and/ too   d) but/ so

2.-He was watching TV \_\_\_\_\_ they was \_\_\_\_\_

- a) and/ so   b) but/ too   c) and/ too   d) but/ so

3. - Margarita sang \_\_\_\_\_ did Marina.

- a) and too   b) but too   c) and so   d) but so

4.-Theresa doesn't work in an office \_\_\_\_\_ I \_\_\_\_\_

- a) but/ does   b) but/ do   c) either/ does   d) either/ do

5.-David might not walk soon and \_\_\_\_\_ you

- a) either are   b) neither are   c) either might   d) neither might

6.-That boy is \_\_\_\_\_ handsome \_\_\_\_\_ clever. Only, he's very stupid

- a) either/ nor   b) neither/ or   c) either/ or   d) neither/ nor

7.-I didn't want to see you \_\_\_\_\_ my friend \_\_\_\_\_

- a) but/ did   b) but/ did   c) either/ did   d) either/ did



## Módulo 10 y 11

### Relative words

#### Objetivo:

El estudiante formulará oraciones usando las palabras relativas.

Hasta ahora se han estudiado y utilizado cláusulas principales u oraciones simples que tienen un solo sujeto y un predicado, las cuales expresan ideas completas.

Ahora estudiaremos oraciones con dos sujetos y dos predicados unidas por una palabra relativa.

A mi cláusula principal se le añadirá una cláusula dependiente.

Una cláusula dependiente subordinada también tiene un sujeto y un predicado, pero no expresa una idea completa, por lo tanto no significa nada por sí sola debe unirse a la oración principal para darle un significado claro, por eso se le llama dependientes.

#### Ejemplo

#### Oración principal

Jane is the girl

#### Oración dependiente

who sees Jerry now

#### Idea completa

Jane is the girl who sees Jerry now



**Observe** que para unir estas dos oraciones se necesita una palabra relativa. Éstas deben colocarse al principio de la cláusula dependiente.

Estas palabras relativas pueden ser las siguientes:

The relative pronouns are:

- **who** (Para personas, el cual/la cual)
- **that** (Para todos, el que/la que)
- **which** (Para cosas, el cual/la cual)

The relative Adverbs are:

- where** (Para lugares)
- when** (para tiempo)
- why** (para razón)



The relative adjective is:

**Whose** (Personas, cuyo/cuya)

## Adjetival clause

### Adjetival clause

#### ◆ Cláusulas adjetivas

Otros ejemplos

Frankfurt is the man that I talked to you about



A co-educational school, where men and women study, is near my house



En preguntas:

Is the man who flies that airplane an expert?  
Do you know the costumer to whom I spoke?  
Do you know the customer that I spoke to?

## Noun clause

#### ◆ Cláusulas sustantivas

##### Subject clauses

##### Como oraciones subjetivas

Ejemplo

*What you ordered*, has arrived



*Who the new president of the Lions Club will be* is not known.



*Whoever was here*, left this room a mess.







## Object clauses Como oraciones objetivas

I saw *who was in the other room*

I know *what he has just finished*

I can imagine *for whom the flowers are*



### ¡importante!

En las cláusulas dependientes le precede la palabra relativa, es importante observar que después de ésta, se coloca la siguiente oración como declarativa y no como pregunta. Por lo tanto esta sería la estructura:

Correcto: I know what he has just finished ✓  
pronoun + verb

Incorrecto: I know what has he finished (no question) ✗  
Auxiliary+ pronoun+ verbo

**Test 6****Choose the correct answer and complete the sentence**

1.-Mr.Wilson, \_\_\_\_\_, built a new house for them.

- a) who is an engineer      b) what is an engineer  
c) who is a doctor      d) what is a doctor.

2.-Let`s go to the library, \_\_\_\_\_ is near my house.

- a) where      b) which      c) what      d) whom

3.-Tomorrow is the day \_\_\_\_\_ we go swimming

- a) when      b) where      c) what      d) who

4.-I know a lady \_\_\_\_\_ speaks five languages

- a) what      b) who      c)when      d) that

5.-The man \_\_\_\_\_ you spoke to is my teacher.

- a) what      b) when      c) whom      d) who

6.-I have the same kind of car \_\_\_\_\_ I bought last year

- a) who      b) that      c) whom      d) whose

7.-That is the necklace \_\_\_\_\_ I want for my birthday.

- a) who      b) that      c) where      d) when

8.-Mr Peters \_\_\_\_\_ had seen the accident reported it the police.

- a) whom      b) who      c) when      d) where

9.-The tree \_\_\_\_\_ I planted in my garden is bearing fruit.

- a) that      b) what      c) where      d) when

10. - The man \_\_\_\_\_ laughed very loudly.

- a) What heard the joke      b) who heard the joke  
c) what said the new      d) who said the new.



11.-The two places \_\_\_\_\_ were Washington and New York.

- a) Where did he study
- b) which he visited
- c) Where he studied
- d) which did he visit

12.-She gave me a gift \_\_\_\_\_

- a) Which I gave you
- b) that I like very much
- c) Which did I give you
- d) that do I like very much

13.-What is the name of the place \_\_\_\_\_ last year?

- a) where did you go
- b) which did you visit
- c) where you went
- d) which you visited

14.-The ideas \_\_\_\_\_ are revolutionary.

- a) What does he think
- b) which he defends
- c) What he thinks
- d) which does he defend

15.-Will you tell me the exact time \_\_\_\_\_ the plane leaves.

- a) when
- b) where
- c) that
- d) who

16. - \_\_\_\_\_ he said I didn't hear.

- a) Whatever
- b) whomever
- c) whichever
- d) whoever



## Módulo 12

### Connecting words for noun clauses

#### Objetivo:

El estudiante formulará oraciones insertando las conjunciones **that** y **whether**.







En el módulo anterior, se mencionaron algunas palabras relativas que introducían cláusulas dependientes a una oración principal, éste para completar la idea.

Ahora veremos que la relación entre la idea principal y la idea subordinante pueden introducirse a través de una conjunción subordinante. Estas conjunciones unen dos cláusulas, pero no actúan como un elemento dentro de la misma, incluso la cláusula por si sola puede actuar como sujeto, objeto o complemento de la oración principal

Las principales conjunciones subordinantes son **that and whether or not**.

#### Subordinating conjunctions

#### Noun clauses

Subject position	Object position	complement
<b>that</b>		
<p>That you overslept is a poor excuse for tardiness</p> 	<p>I think that it is bad to come late</p> 	<p>It is a miracle that you are alive</p> 
<b>Whether ( or not)</b>		
<p>Whether (or not) you swept the garage is not evident</p> 	<p>I doubt whether the car will run again</p> 	<p>The question is whether we will hit the target in the center.</p> 

- ◆ Cuando los sujetos de la oración principal y el de la cláusula **whether** son los mismos, el sujeto puede ser sustituido por **to + verb**.



Ejemplo: I don't know whether I should go with you or not  
I don't know whether to go with you or not

- ◆ Algunos verbos siguen transformaciones pasivas: *think, suppose, relieve, fear, understand, expect, find out, discover, hear, judge, imagine, consider, assume, acknowledge.*

Ejemplo

Presente: Everybody knows that she wears a wing.  
She is known to wear a wing. (To + presente)

Pasado: Everybody knows that he left by plane.  
He is known to have left by plane. (To+ presente perfecto)

### ◆ **Nominalización: IT**

La nominalización con cláusulas sustantivas formadas por:

- Adjective + that (what, how much, how, where, whom, etc)
- Noun+ that
- Verb+ that

Ejemplos

#### **Adjective**

It seems obvious that the city police is an important unit of the municipal administration

It is amazing what firemen do to save human life and property.

It is important to her weight how much she eats.

#### **Noun**

It was a miracle that the shark didn't eat you.

It was a disgrace how he tore his clothes.

It seems a shame where he lives

#### **Verb**

It pleased me that you subscribe to Time magazine.

It worries me that the roof will leak.



Test 7

Choose the correct answer and complete the sentence

1.-I don't remember \_\_\_\_\_ the party is going to be today

- a) that                      b) whether                      c) how                      d) if

2.-She hasn't decided \_\_\_\_\_ she will be married in June or July

- a) why                      b) that                      c) whether                      d) what

3.-Students understand \_\_\_\_\_ they will have to learn subordinating conjunctions

- a) that                      b) whether                      c) how                      d) which

4.-We never doubted \_\_\_\_\_ our team was going to win

- a) that                      b) whether                      c) if                      d) why

5.-It obvious \_\_\_\_\_ you have to study for your exams

- a) what                      b) that                      c) when                      d) why

6.-It is commendable \_\_\_\_\_ children respect their parents

- a) where                      b) that                      c) which                      d) why

7.-I'm sure \_\_\_\_\_

- a) that he did burn his finger                      c) that did you do it  
b) that he burned his finger                      d) that did you say that

8.-I don't remember \_\_\_\_\_

- a) where has James gone                      b) where James has gone  
c) what did James did                      d) what did James say

9.-I don't know \_\_\_\_\_

- a) when will people understand each other.  
b) when people will understand each other  
c) why don't people understand  
d) why isn't people happy

10.-I can't imagine \_\_\_\_\_

- a) why doesn't your father come  
b) why your father doesn't come  
c) what does he  
d) what is she wrong



## Módulo 13 y 14

### Connecting words for adverbial clauses

#### Objetivo:

El estudiante formará oraciones compuestas usando los diferentes grupos de conectores.

En este módulo, estudiaremos otros tipos de conectores

Connecting words conjunciones
<b>Connector of time:</b> before, after, since, while, when, as
<b>Connector of frequency:</b> as soon as, as often as
<b>Connector of place:</b> where, wherever
<b>Connector of cause:</b> because, since, as, for
<b>Connector of purpose:</b> in order that, so that
<b>Connector of unexpected results:</b> although, even though, unless, but.....anyway
<b>Connector of provision:</b> provided that
<b>Connector of condition:</b> if
<b>Connector of comparison.</b> as if, as though, as....as, whereas

#### Ejemplos

##### Time: when?

They stay in their room **while** I stay in mine



I studied in my room **until** John arrived



John arrived **before** the accident happened  
John left **after** the accident happened



Peter was crying **when** I arrived



Frequency: how soon?

As soon as he gave the explanation, Betsy understood it



Place: Where?

He wanted to stay **where** he had met a nice Mexican girl.



Cause: why?

Many things have happened **since** I got married

Jane arrived early **because** she has a car



**Because of + noun**

Bobby wants to stay **because of** his friends.



**Because of + ing**

Bobby wants to stay **because of** his breaking the piñata.

He has to study all night **as** he has an exam tomorrow  
He has to study all night **for** he has an exam tomorrow



Purpose: why?

During the war President Lincoln issued a proclamation **so that** slavery could be abolished in the Union.

Let's take the bus **so that** we can get to town early



We came to town **in order to** buy clothes.



**Illogical or unexpected results**

I won't go with you **unless** I have a vacation

Please stay for supper **even though** I don't have anything special

Mr .Brown left the house without a raincoat **in spite of** the rain.

**even though** he was sick.

**In spite of** his being sick.



He didn't feel like going to work **but** he went **anyway**





### Provision

**Provided** I have a vacation, I will go with you

### Condition

I asked him **if** he had changed the flat tire

There will be a parade **if** the weather is good.

### Comparison: how?

It smells **as if** you were preparing supper



She acted **as if** she had a stomach ache.

She acted **as though** her stomach ached

She felt **as sick as** she could be

**Whereas** yesterday I went to bed at eleven, today I'm going to bed at nine.

**Test 8****Choose the correct answer and complete the sentence**

1.-Please remind me to take my coat \_\_\_\_\_ I leave.

- a) until                      b) since                      c) after                      d) before

2.-Many things have happened \_\_\_\_\_ I got married.

- a) when                      b) while                      c) until                      d) since

3.-I`ll wait here \_\_\_\_\_ 9:00

- a) for                      b) until                      c) as soon as                      d) as often as

4.-Please, stay here \_\_\_\_\_ I come back.

- a) until                      b)as soon as                      c) while                      d) as often as

5.-She`s setting the table \_\_\_\_\_ I`m preparing lunch

- a) until                      b)as soon as                      c)while                      d) as often as

6.-We`re going to the circus \_\_\_\_\_ your father arrives.

- a) as soon as                      b) as often as                      c)while                      d) as often as

7.-I`ll work on my thesis \_\_\_\_\_ I finish it

- a) since                      b)until                      c)while                      d) before

8.-I see Peter \_\_\_\_\_ I can.

- a) after                      b) until                      c) whenever                      d) wherever

9.-I brush my teeth \_\_\_\_\_ I have my meals.

- a) after                      b) before                      c) while                      d) since

10.-You never appreciate what you have \_\_\_\_\_ you lose it.

- a) since                      b)whatever                      c) as soon as                      d) until



## Módulo 15

### Uses of “so...that and such a.....that”

#### Objetivo:

El estudiante reconocerá y aplicará las expresiones so...that y such a.....that en oraciones compuestas.

#### La expresión so.....that se usa:

◆ **Con adjetivos como:** tall, good, sick, frightened, thirsty.  
**That** se puede omitir.

Ejemplo



The girl is so thirsty she drank 4 glasses of water.

◆ **Con adverbios como:** formally, fast, rapidly, carefully, etc.

Ejemplo

The boy drove so rapidly that he arrived in one hour.



◆ **Con palabras cuantitativas como:** much, many, little, few

Ejemplo

They had planted so few trees that they didn't have much fruit.



#### La expression such a.....that se usa:

**Con adjetivos seguidos por un sustantivo contable como:** tall building, good boy, sick man, frightened girl, etc.

Si se usa con sustantivos incontables como *water, coffee*, se omite “a”



## Ejemplos

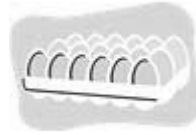
It is such good ink that I use it every day.



He was such a beautiful shirt she bought it



It was such a small box it could only hold 6 eggs.



He was such a poor man he couldn't buy any food.



**Test 9****Choose the correct answer and complete the sentence**

1.-It was \_\_\_\_\_ hot \_\_\_\_\_ the man took off his coat.

- a) so/ than                      b) such a/ than                      c) so/ that                      d) such a/ that

2.-The small car was \_\_\_\_\_ expensive \_\_\_\_\_ he couldn't buy it

- a) so/ than                      b) such a/ than                      c) so/ that                      d) such a/ that

3.-The lake was \_\_\_\_\_ wide that we can't swim across.

- a) such                      b) so                      c) since                      d) while

4.-They made \_\_\_\_\_ much noise \_\_\_\_\_ we didn't hear the telephone ring.

- a) so/ than                      b) such a/ than                      c) so/ that                      d) such a/ that

5.-It was \_\_\_\_\_ formal boy \_\_\_\_\_ he always wore a coat.

- a) so/ than                      b) such a/ than                      c) so/ that                      d) such a/ that

6. - They were \_\_\_\_\_ obedient boys \_\_\_\_\_ they went to bed at 9.

- a) such a/ that                      b) so/ that                      c) such/ that                      d) so/ than

7.-It was \_\_\_\_\_ interesting museum that it had many visitors.

- a) such a                      b) so a                      c) such an                      d) so an

8.-She was \_\_\_\_\_ nice girl \_\_\_\_\_ I invited her to the party.

- a) so/ that                      b) such a/ that                      c) so/than                      d) such a/ than

9.-The house has \_\_\_\_\_ many windows that it looks like a hotel

- a) such a                      b) as                      c) so                      d) still

10.-Mike is \_\_\_\_\_ careless \_\_\_\_\_ he fell into the water.

- a) so/ that                      b) such a/ that                      c) so/ than                      d) such a/ than



## Módulo 16

### Conjunctive adverbs

#### Objetivo:

El estudiante unirá oraciones independientes introduciendo correctamente las conjunciones que añaden, contrarían o dan resultado de información.

La función de estos adverbios es unir dos oraciones independientes.

- ◆ **Additional information:** beside, in addition, and, furthermore, also, similarly, moreover, likewise.

#### Ejemplo

He fed the animals on a farm, **besides** he operated a tractor



- ◆ **Contrary information:** but, however, on the other hand, in contrast, nevertheless, on the contrary, still, otherwise, yet



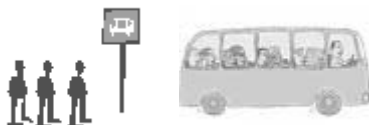
#### Ejemplo

He wanted to go to the mountains; **however**, they went to the beach

- ◆ **Result information:** therefore, consequently, so, hence, accordingly, thus.

#### Ejemplo

Jack would take the 8 o'clock bus; **consequently**, he always left at 7: 30



**Evaluation partial 10****Choose the correct answer and complete the sentence**

- 1.-He drove very well \_\_\_\_\_ we arrived fast  
a) consequently      b) besides      c) however      d) furthermore
- 2.-He doesn't like final examinations; \_\_\_\_\_ he always gets good grades.  
a) furthermore      b) nevertheless      c) as a result      d) so
- 3.-Mr.Peter can speak three or four foreign languages; \_\_\_\_\_ he has no trouble travelling.  
a) so      b) furthermore      c) but      d) otherwise
- 4.-He drank many cups of strong coffee last night; \_\_\_\_\_ he couldn't sleep  
a) in addition      b) so      c) however      d) beside
- 5.-He can't find his umbrella anywhere; \_\_\_\_\_ he doesn't have a raincoat. He'll get wet for sure  
a) beside      b) nevertheless      c) so      d) thus
6. - She wants to lose weight; \_\_\_\_\_ she's eating too much  
a) but      b) therefore      c) consequently      d) in addition
- 7.-The local bank was robbed; \_\_\_\_\_ several people were hurt  
a) but      b) on the other hand      c) also      d) consequently
- 8.-He`s lazy and won't look for a job \_\_\_\_\_ he won't be able to pay the rent.  
a) however      b) so      c) on the contrary      d) moreover
- 9.-I forgot my umbrella; \_\_\_\_\_ my raincoat protected me nicely  
a) beside      b) so      c) furthermore      d) but
- 10.-She`s taking her medicine regularly; \_\_\_\_\_ she will soon feel like she was before.  
a) and      b) in addition      c) however      d) therefore



## Two -word verbs

### Objetivo:

Formulará oraciones con two word verbs

En inglés existen algunas combinaciones de verbo más preposición o verbo más adverbio, las cuales funcionan como una unidad para expresar un significado especial.

<b>look up</b>	to investigate
<b>turn on</b>	to connect
<b>talk about</b>	to discuss
<b>hand out</b>	to distribute
<b>look for</b>	to try to find
<b>pick out</b>	to choose
<b>show up</b>	to appear
<b>bring up</b>	to raise
<b>find out</b>	to discover
<b>think over</b>	to consider
<b>look up</b>	to search
<b>point out</b>	to indicate
<b>call off</b>	to cancel
<b>run out of</b>	to exhaust
<b>take in</b>	to include
<b>stand for</b>	to represent
<b>hand out</b>	to distribute
<b>look for</b>	to try to find
<b>pick out</b>	to choose

Ejemplos:

There are many words to look up (to investigate) in the dictionary.

Will you please turn on (connect) the light?

Have father and his friends talked about (discussed) many things?

Can you me hand out (distribute) the invitations?

Don't pick out (choose) any tomatoes with blemishes!

I looked for (tried to find) my keys everywhere; I don't know where I put them.

Did Hank finally show up? Yes, he appeared around midnight.

Did your uncle bring up? Yes, I became an orphan when I was three. My uncle raised me.

Did your guests bring up the question of Watergate? Yes, one of the guests raised the question.





Did Americans find out the truth about the matter? Yes, they discovered what had happened at Watergate.

Did they think over what they should do? Yes, they considered that constitutional laws are above any man.

I looked up the girl's address last week.

I will be glad to point out (to indicate) the correct highway.

The president said that he would call off (cancel) the meeting.

We ran out of (exhausted) gasoline on our trip to the country.

On my summer vacation I'm going to take in (to include) all the sights of Acapulco.

What do the letters FBI stand for (represent)?

### **Combinations called Two Word verbs**

#### ◆ Para vehículos pequeños

Get in- entrar

Get out of- salir

#### Ejemplos

The four children are getting in their mother's car now

They are getting out of the car at home now

#### ◆ Para vehículos grandes

Get on- subir

Get off- bajar

#### Ejemplos

He is getting on the plane now

He will get off the plane.



Test 11

Choose the correct answer and complete the sentence

1.-I \_\_\_\_\_ up the new words in the dictionary

- a) showed                      b) brought                      c) looked                      d) took

2.-I will turn \_\_\_\_\_ the TV as soon as finish studying.

- a) on                              b) off                              c) in                              d) with

3.-They should talk \_\_\_\_\_ the subject tomorrow.

- a) in                              b) on                              c) about                              d) of

4.-The private detective looked \_\_\_\_\_ the bank theft

- a) in                              b) into                              c) up                              d) at

5.-Must she \_\_\_\_\_ up the company?

- a) look                              b) show                              c) bring                              d) call

6.-My mother \_\_\_\_\_ out the candy to all the children

- a) point                              b) hand                              c) find                              d) run

7.-Can he \_\_\_\_\_ the criminal? Yes, he can

- a) point                              b) hand                              c) find                              d) run

8.-Did you \_\_\_\_\_ your engagement? No, I didn't

- a) call off                              b) hand out                              c) find out                              d) turn on

9.-What does R.C.CH. \_\_\_\_\_ for?

- a) look                              b) talk                              c) stand                              d) hand



10.-Did you \_\_\_\_\_ of all your money when you went shopping? Yes, unfortunately

- a) hand out            b)run out            c)find out            d) point out

11.-My grandmother will \_\_\_\_\_ out the candy

- a) show            b) turn            c) hand            d) bring

12. - Are you looking \_\_\_\_\_ your keys?

- a) up            b) on            c) out            d) for

13.-Did you look \_\_\_\_\_ the money you lost?

- a) up            b) on            c) out            d) for