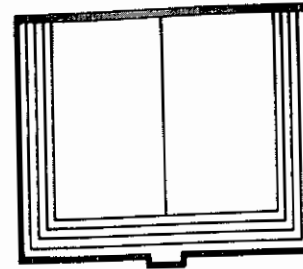




CVE
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PREPARATORIA

abierta

SEP

**Preparatoria
Abierta**

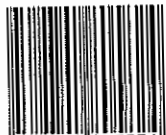
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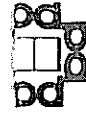


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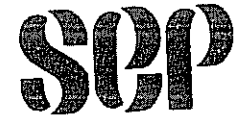


Inglés II

PREPARATORIA ABIERTA



Preparatoria Abierta



Inglés II

Segundo Semestre



El contenido académico de este texto es exclusiva responsabilidad del Instituto Tecnológico y de Estudios Superiores de Monterrey y su índice pertenece al programa correspondiente al plan de estudios del nivel medio superior, para la materia de:

INGLES

AUTORES: Ma. del Rosario ortega Argüelles

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COLABORO: Irma Hinojosa

La educación en una responsabilidad compartida y en consecuencia invitamos atentamente a toda persona interesada en colaborar para resolver la problemática educativa, a que remita sus comentarios, críticas y sugerencias con respecto a esta obra a la Dirección General del Bachillerato de la SEP.

Sus aportaciones serán apreciadas en todo lo que valen y permitirán perfeccionar y adecuar permanentemente estos materiales a las cambiantes condiciones de la época actual.

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DERECHOS RESERVADOS

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Introducción

Muy poco hay que agregar sobre lo ya dicho al presentar el primer volumen de este curso (Unidades I). Estas nuevas Unidades están estructuradas de manera igual a las anteriores, y valen para ellas todas las advertencias hechas en el primer volumen, así como los apéndices sobre fonética, ritmo y entonación. Hay solamente tres pequeñas variantes, todas en el Cuaderno de Trabajo: 1) Breves ejercicios de pronunciación, basados principalmente en la consulta a la representación fonética en el diccionario. 2) Algunos ejercicios, cuya ejecución no ofrece riesgo de error, para los cuales no se da respuesta, ni aun espacio para resolverlos. 3) Pequeñas lecturas para práctica de comprensión. Estas no están adaptadas totalmente al nivel de conocimiento que se supone ya alcanzado, sino que van un poco más allá, a un grado de dificultad superable, sin mayor problema, con la ayuda del diccionario. Después de cada lectura hay algunas preguntas que sirven para ejercitar la capacidad para tomar, de la misma lectura, los elementos necesarios para responder a ellas.

Para respetar el propósito inicial y básico de este curso, de proponer todos los patrones estructurales en función de su uso práctico, ha habido que presentar simultáneamente en algunos puntos varios patrones estructurales que responden a la misma función. Esto requiere del alumno un mayor grado de atención y de análisis para distinguirlos, y un esfuerzo mayor para estudiarlos como aparecen detallados en las secciones denominadas OBSERVE.

Como una ayuda adicional todos los patrones estructurales se presentan en forma esquematizada después del enunciado de presentación de cada estructura. El alumno **no deberá sentir** que tiene que memorizar como tales dichos esquemas estructurales. Se le dan para que pueda percibir de inmediato cuáles son los elementos básicos de la estructura, y cuáles de ellos son fijos (los presentados totalmente en mayúsculas), y cuáles son variables (los presentados con símbolos que representan una categoría de palabras o una subclase de palabras dentro de una categoría, o una función dentro de la oración). Cuando una persona aprende una lengua internaliza consciente o inconscientemente (con mayor frecuencia inconscientemente) los patrones estructurales en que se presenta dicha lengua, y así por ejemplo en español uno sabe que si alguien dice JUAN ES, debe seguir una expresión como INTELIGENTE, BUENO, CUIDADOSO, ETC., o DOCTOR, MI COMPAÑERO, UN NENE, ETC., o en algunos casos, muy limitados, porque la construcción no es muy natural, GOLPEADO EXPLOTADO, ATENDIDO, ETC., aunque no sepa que INTELIGENTE, BUENO y CUIDADOSO son ADJETIVOS; ni que DOCTOR, MI COMPAÑERO y UN NENE son PREDICADOS NOMINALES; y mucho menos que GOLPEADO, EXPLOTADO Y ATENDIDO son PARTICIPIOS PASADOS y que la construcción así formada es de VOZ PASIVA.

De nuevo la misma recomendación anterior, pero ahora aún con mayor insistencia: Practicar cuanto sea posible en el mismo texto, y en



cuantas oportunidades se presenten, sobre todo considerando que cada vez son más las estructuras oracionales y los vocablos que hay que confiar a la memoria, ya que si no están allí, no se podrá disponer de ellos para comprender lo que se lee o se escucha en inglés, o para expresarse en dicha lengua oralmente o por escrito. De nuevo también la recomendación de hacer cada ejercicio entendiendo perfectamente qué estructura o qué forma de vocabulario se está presentando para su práctica, a fin de aprovecharlos con un máximo de eficiencia.

La tarea de aprender un idioma es amplia, pero realizada sistemática y fielmente, afianzando debidamente cada etapa, puede lograrse con gran éxito. Ojalá que este nuevo volumen sea instrumento útil y adecuado a tal fin, para los alumnos que siguen este curso.

UNIDAD IX



Objetivos generales

Al terminar de estudiar esta unidad, el alumno:

1. Pronunciará correctamente la terminación **-ed**, que indica el pasado de los verbos regulares.
2. Formulará oraciones indicando que a un sujeto le correspondía o no una cualidad, clasificación o circunstancia en el pasado.
3. Estructurará preguntas averiguando si a un sujeto le correspondía o no una cualidad, clasificación o circunstancia en el pasado.
4. Formulará oraciones que expresen que una acción se estaba desarrollando o no, en un momento dado en el pasado.
5. Estructurará preguntas averiguando si una acción se estaba desarrollando en un momento dado en el pasado.
6. Contestará, en forma breve y completa, las preguntas formuladas según los objetivos anteriores.
7. Formulará oraciones indicando acción totalmente concluida en el pasado, utilizando verbos regulares.
8. Preguntará datos específicos sobre acciones que se estaban desarrollando en un momento dado en el pasado.
9. Reconocerá qué expresiones de tiempo corresponden a hechos en el pasado.



Introducción

Indicaciones para el manejo de esta unidad

SECCION DE CONVERSACION

Como en las unidades anteriores, se deberá repetir cada frase de la conversación procurando imitar la pronunciación propuesta como modelo y luego se memorizarán las oraciones con el fin de ir adquiriendo fluidez y naturalidad para hablar el inglés. Estas conversaciones son progresivamente más largas, así es que habrá que poner un mayor esfuerzo en su memorización, pero los resultados que se obtendrán justifican este esfuerzo.

SECCION DE PRONUNCIACION

En esta unidad se presentan las tres distintas formas en que se pronuncia el sufijo **-ed** indicador de pasado en los verbos. Es muy importante advertir que la vocal del sufijo solamente se pronuncia si el nombre del verbo termina en los sonidos [t] o [d]. El estudiante de habla hispana tiende a pronunciarlo en todos los casos, ya que le resultan difíciles grupos consonánticos finales como [pt], [kt], [ft], [st], etc. y [bd], [gd], [vd], [zd], etc., que resultan respectivamente de agregar el sonido [t] a una consonante sorda y el sonido [d] a un sonido vibrado. Si al llegar a esta unidad aún no se sabe cuáles son las consonantes sordas, habrá que recurrir al apéndice 1 del libro utilizado para el primer curso.

Al pronunciar las formas verbales hay que tener mucho cuidado de distinguir la forma de infinitivo de las formas que llevan sufijo y hay que pronunciar ambas cuidadosamente de modo que por la pronunciación se sepa de cuál se trata.

SECCION DE ESTRUCTURAS Y VOCABULARIO

Los esquemas estructurales que aparecen al iniciarse cada punto de estudio sirven para comprender qué elementos básicos integran cada tipo de frase y en qué orden deben ir. Es más útil que una vez comprendido el esquema se vea cómo queda aplicado en cada una de las oraciones de ejemplo, porque de esa manera se refuerza la comprensión de la estructura. Al principio de la unidad se da una clave de los símbolos empleados en ello.

Las estructuras de esta unidad, con las variantes necesarias para denotar tiempo pasado en las formas verbales, son en buena parte repeti-

ciones de las estudiadas en las unidades I a IV, VI y VII de este curso. En las que llevan una forma de **-TO BE-**, **WAS WERE**, sea como copulativo o como auxiliar, hay que cuidar la concordancia de persona y de tiempo, en las que llevan un verbo de acción, de actitud, etc. (**V-ed**) hay que cuidar solamente la concordancia de tiempo. Es preciso observar que la forma **V-ed** sólo aparece en frases afirmativas.

Es importante advertir que la forma **WAS/WERE + V-ing** se utiliza para señalar lo que está ocurriendo en un momento determinado del pasado y por consiguiente no puede normalmente usarse con verbos y situaciones que no admitan la idea de duración. Ejemplo la frase **I WAS ENTERING THE ROOM AT FIVE YESTERDAY**, que resulta ya forzada ya que **ENTER** es una acción de realización breve. La frase anterior quedaría mejor expresada utilizando el pasado concluido, **V-ed**, **I ENTERED THE ROOM AT FIVE YESTERDAY**. Por su parte, la forma **V-ed** servirá para acciones de rápida realización y para acciones que requieran más tiempo para realizarse, pero el énfasis no es nunca en su duración, sino en el hecho de que han concluido.



Clave de símbolos empleados en esta unidad

Adj	adjective (adjetivo).
C	circumstances of action - Adverbial phrases of place, manner and time (complementos circunstanciales de lugar, modo y tiempo).
Det	determiner — A, AN, THE.
PnPR'S	possessive of personal name as a point of reference (el posesivo de un nombre de persona como punto de referencia).
PossPR	possessive, point of reference (posesivo, punto de referencia).
Np	noun, plural (sustantivo plural).
Ns	noun, singular (sustantivo singular).
O	objects of verb (objetos o complementos directo e indirecto del verbo).
PLexpr	expression of place (circunstancial de lugar).
Pnp	personal name, plural (nombre de persona en plural).
qwOC	question word, asking about object or circumstance (pronombre interrogativo que pide complementos directo o indirecto o circunstancial).
qwS	question word asking about subject of sentence (pronombre interrogativo que pregunta por el sujeto de la oración).
S 1s	subject, first person singular (sujeto, primera persona del singular).
S 2s	subject, second person singular (sujeto, segunda persona del singular).
S 3s	subject, third person singular (sujeto, tercera persona del singular).
S p	subject, plural (sujeto, plural).
Spr 1s	subject pronoun, first person singular (pronombre nominativo, primera persona singular).
Spr 2s	subject pronoun, second person singular (pronombre nominativo, segunda persona singular).
Spr 3s	subject pronoun, third person singular (pronombre nominativo, tercera persona singular).
Spr p	Subject pronoun, plural (pronombre nominativo, plural).

T	Time expression (expresión de tiempo).
V-ed	past tense of regular verbs, preterit (tiempo pasado de los verbos regulares, pretérito).
V-ing	present participle (participio presente).
+	elemento de enlace.
/	puede usarse indistintamente en la estructura uno u otro de los elementos que aparecen separados por este símbolo.
()	el elemento que aparece dentro del paréntesis puede estar o no en la estructura.



Módulo 1

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Identificará la forma **was** en primera y tercera persona del singular y la forma **were** con todas las demás.
2. Formará oraciones empleando el tiempo pasado del verbo **to be** (**was, were**), en sus formas afirmativa, negativa, e interrogativa, para identificación, descripción y ubicación del sujeto.
3. De acuerdo al objetivo anterior, empleará la forma breve de respuesta afirmativa y negativa.
4. Reconocerá qué expresiones de tiempo requieren las oraciones con las formas **was** y **were**.

SECCION DE CONVERSACION

MEMORICE

BERTHA: Mmmm! That cake smells good. Is it for your sister's birthday?
 LAURA: No, her birthday was last week. It's for dinner. Alice and Ted Clark returned from Houston yesterday and I invited them for dinner tonight.
 BERTHA: Were they visiting Alice's parents in Houston?
 LAURA: Yes, they were. They stayed there for two weeks. Alice says her parents were delighted with the baby.
 BERTHA: How old is he now?
 LAURA: He's four months old. He was born in June.



INTONATION PATTERN

BERTHA: Mmmm! That cake smells good. Is it for your sister's birthday?
 LAURA: No, her birthday was last week. It's for dinner. Alice and Ted Clark returned from Houston yesterday and I invited them for dinner tonight.
 BERTHA: Were they visiting Alice's parents in Houston?
 LAURA: Yes, they were. They stayed there for two weeks. Alice says her parents were delighted with the baby.
 BERTHA: How old is he now?
 LAURA: He's four months old. He was born in June.

PRONUNCIACION DE LA TERMINACION DE PASADO -ED

[d]

PRONOUNCE



listen	listened
study	studied
enter	entered
receive	received
memorize	memorized
jam	jammed
rob	robbed
clog	clogged

OBSERVE

Cuando el nombre del verbo termina en sonido vibrado, para pronunciar el pasado en -ED se utiliza el sonido vibrado [d].

[t]



walk	walked
talk	talked
stop	stopped
jump	jumped
laugh	laughed
practice	practiced
match	matched
watch	watched
wash	washed
close	closed



OBSERVE

Cuando el nombre del verbo termina en sonido sordo, para pronunciar el pasado en -ED se utiliza el sonido sordo [t].

[t]

repeat	repeated
invent	invented
wait	waited
want	wanted
decide	decided
add	added
include	included
need	needed

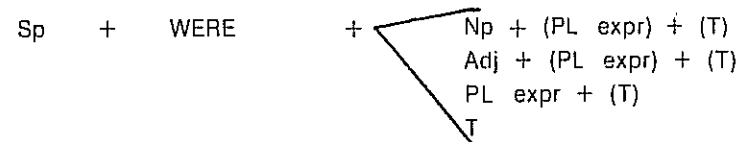
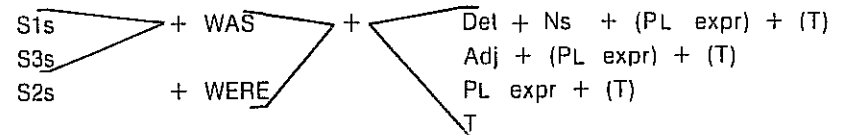
OBSERVE

Cuando el nombre del verbo termina en sonido [t] o en sonido [d], el pasado en -ED se pronuncia [ɪd].

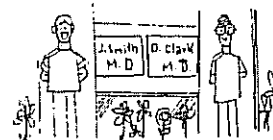


9.1. Para señalar identificación, descripción o ubicación en el pasado.

Esquemas estructurales:



We are doctors
now.



We were students
last winter.

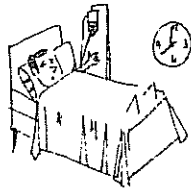




You are well now.



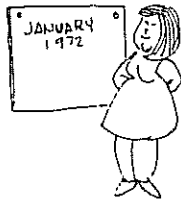
You were sick at 7 this morning.



I am slender now.



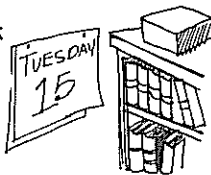
I was fat ten months ago.



The box is on the table now.



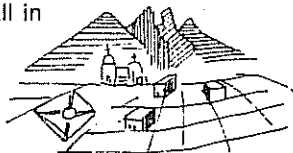
It was on the book case yesterday.



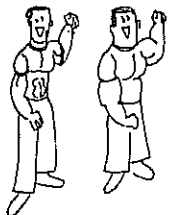
Monterrey is big now.



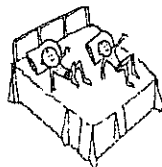
It was small in 1700.



The twins are tall and strong now.



They were tiny and weak babies at birth.



OBSERVE

You are well now.

I am slender now.

The box is on the table now.

Monterrey is big now.

We are doctors now.

The twins are tall and strong now.

You were sick at 7 this morning.

I was fat ten months ago.

It was on the bookcase yesterday.

It was small in 1700.

We were students last winter.

They were tiny and weak babies at birth.

Quando hay que señalar identificación, descripción o ubicación en el pasado, se utiliza **was** [waz] para el hablante y para tercera persona singular, y **were** [wer] para todos los demás casos.

EXPRESIONES QUE SEÑALAN TIEMPO EN EL PASADO

Today is Wednesday, February 16th.

This Monday, February 14 th.

This week is from February 13 to February 19.

This moth is February.

FEBRUARY						
S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Yesterday was Tuesday, February 15th.

Last Monday, February 7th.

Last week was from February 6 to February 12.

Last month was January.

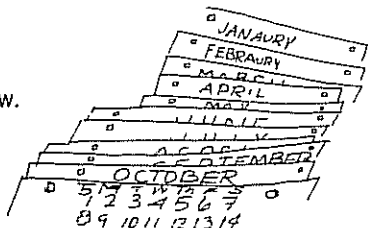
OBSERVE

Today señala el día dentro del cual se ubica el momento del habla, **yesterday** señala el día anterior a éste. Con **yesterday** siempre se utilizan las formas **was** y **were**.

La palabra **this** seguida de una expresión que señale un período determinado de tiempo, indica que el momento del habla se ubica en cualquier momento dentro de este período. La palabra **last** antepuesta a la expresión de tiempo, indica un tiempo anterior y concluido con relación al momento del habla. Con **last** siempre se utilizan las formas **was** y **were**.



It is October now.
I am slender.



I was fat in January,
I was fat ten months
ago.

OBSERVE

La palabra **ago** antecedida por una expresión que señala una determinada dimensión de tiempo, indica el lapso transcurrido desde un acontecimiento o un hecho en el pasado hasta el momento del habla. Con **ago** siempre se utilizan las formas **was** y **were**.

It is 12 noon now.



You were sick at 7
this morning.

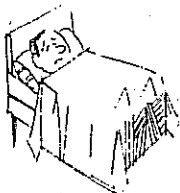
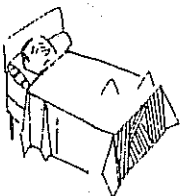
OBSERVE

Como **this** solamente hace referencia a que dentro del período de tiempo señalado por la expresión a la que antecede se encuentra el momento del habla, lo ocurrido antes de éste exige una concordancia con las formas **was** y **were**, lo que está en transcurso en el momento del habla exigirá concordancia con las formas **am**, **is**, y **are** y lo que está por suceder exigirá las formas de futuro del verbo **to be**.

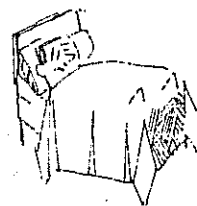
It is 7 a.m.
May 12 th.
John is sick
this morning.

It is 8 a.m.
May 12 th.
John is sick
this morning.

It is 9:40 a.m.
May 12 th.
John is sick
this morning.

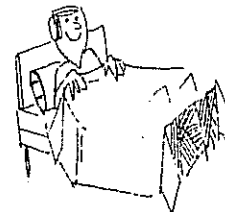


It is 10:30 a.m.
May 12 th.
John is sick
this morning.

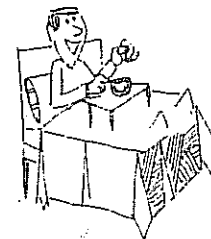


THIS MORNING

It is 11:20 a.m.
May 12 th.
John is well
this morning.



It is 12 noon.
May 12 th.
John is well
this noon.



It is 9 a.m.

John was sick at 8 a.m.

THIS NOON

It is 12 noon

John was sick at 8 a.m.
this morning.

IT WAS SMALL IN 1700.
THEY WERE TINY BABIES AT BIRTH.

Hay conceptos temporales que aunque pueden estar relacionados con el momento del habla, tienen base en convenciones histórico-culturales que es preciso conocer, para ubicarlos en el presente, en el pasado o en el futuro; igual ocurre con las etapas vitales de un determinado ser.

Para la cronología cristiana, el año 2,500 es futuro. Para otras cronologías es pasado. Para una niña "my wedding day" es futuro, para un abuelita "my wedding day" es pasado.

DIVISIONES DE TODAY Y YESTERDAY

this morning
this noon
this afternoon
this evening
tonight

yesterday morning
yesterday noon
yesterday afternoon
yesterday evening
last night



9.1.1. Complete con la forma **was** o **were** según corresponda.

The house was empty yesterday.
The Taylors were in Kansas in 1969.
My grandparents _____ happy at my wedding last June.
Mary _____ on television this afternoon. (It is 9 p.m. now)
Mrs. Lane _____ extremely beautiful ten years ago.
John _____ here last night.
Her children _____ happy at the park this morning. (It is 3 p.m. now)
The man _____ tired this evening, after work. (It is 11 p.m. now)
Charles and Peter _____ sick last week.
My sister _____ hungry at 11 this morning. (It is 1 p.m. now)
The cat _____ there ten minutes ago.
Her father _____ present at her birth.
We _____ nurses in that hospital last year.
You and I _____ on top of the mountain one hour ago.
Millie's dog _____ here yesterday morning.
The weather _____ cold last month.
Mr. Kent _____ a beautiful baby.
I _____ in China last year.
You and your family _____ enthusiastic over the idea yesterday.
The sky _____ gold and pink at sunset. (It is 10 p.m. now).
She _____ an actress in 1910.
He _____ president of our company three years ago.

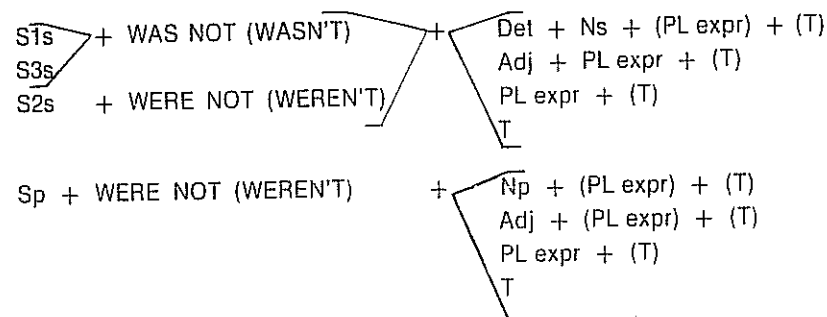
9.1.2. Complete. Escoja entre las formas **am**, **is**, **are**, **was** o **were** la que corresponda a la expresión de tiempo o a la situación dada.

Our Algebra teacher is here now.
The boys were tired last night.
Helen _____ at school yesterday evening.
They _____ at the club now.

The room _____ dark ten seconds ago.
They _____ right yesterday.
My sister _____ in Europe now.
Summers _____ never cold in Monterrey.
The coffee _____ good last night.
Helen and Alice _____ members of our club last year.
Mr. Coleman _____ in his office now.
The two boys _____ in Venezuela last Christmas.
The sun _____ bright today. Let's go on a picnic.
Isabella _____ Queen of Spain in 1492.
The day _____ cold. Take your coat.
Shakespeare's plays _____ interesting.
Don Lazaro Cardenas _____ President of Mexico in 1938.
Calculus _____ difficult.
Our lesson _____ easy yesterday.
Mr. Livingston's dogs _____ restless yesterday afternoon.
Her house _____ beautiful. She feels very happy in it.
You _____ short two years ago.

9.2. Para señalar que una determinada identificación, descripción o ubicación no corresponde al sujeto en el pasado.

Esquemas estructurales:





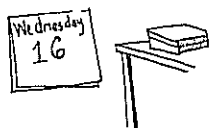
I am slender now.



You are well now.



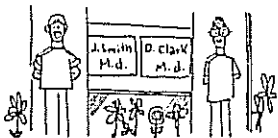
The box is on the table now.



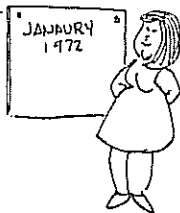
Monterrey is big now.



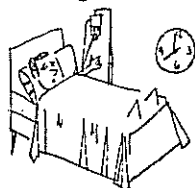
We are doctors now.



I was not slender
ten months ago.



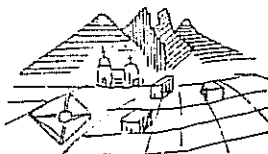
You were not well
at 7 this morning.



It was not on the table
yesterday.



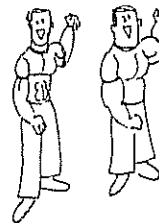
It was not big in 1700.



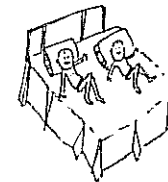
We were not doctors
last winter.



The twins are tall
and strong now.



They were not tall and
strong at birth.



OBSERVE

CONTRACCION

I **was not** slender ten months ago.
You **were not** well at 7 this morning.
The box **was not** on the table yesterday.
We **were not** doctors last winter.
They **were not** tall and strong at birth.

wasn't [wəznt]
weren't [weɪnt]
wasn't
weren't

Para negar que una determinada identificación, descripción o ubicación corresponda al sujeto en el pasado se inserta la forma negativa **not** inmediatamente después de las formas verbales **was** o **were** [wəz nɒt], [weɪ nɒt].

9.2.1. Niegue que la identificación, descripción o ubicación dada para el sujeto en presente, le corresponda en el tiempo pasado que se indica. Use los pronombres correspondientes.

The United States is a big country now.

It was not a big country
in 1750.

The car is in the garage now.

last night.

The plane is up high now.

ten minutes ago.

He is the president of the country now.

last year.

The sun is out now.

at 5:45 this morning.

The children are in school now.

last Saturday.



The water is cold now.

The papers are in the file.

John is in Alaska.

Our houses are clean now.

The congressmen are in session now.

I am nervous now.

You are tired now.

The cats are in the yard now.

Mr. Brown is in his office today.

Mark and you are parents.

The books are here.

We are hungry.

The door is open.

The classrooms are empty.

I am a bride.

_____ five minutes ago.

_____ day before yesterday.

_____ in 1969.

_____ early this morning.

_____ five minutes ago.

_____ before the accident.

_____ this morning.

_____ yesterday evening.

_____ yesterday.

_____ a year ago.

_____ yesterday morning.

_____ at 2 p.m. this afternoon.

_____ half an hour ago.

_____ last Monday.

_____ six months ago.

9.2.2. Complete. Elija entre las formas **am, is, are, was, were** y **'m not 's not, 're not, wasn't**, según lo pida el contexto.

Abraham Lincoln wasn't President of the United States in 1799

The sun _____ hot and bright.

Nezahualcoyotl _____ an Aztec king.

New York City _____ the capital of the State of New York.

Italy _____ a nation in the seventeenth century.

George Washington _____ President of the United States in 1793.

Mexico _____ in North America.

Rosario and Cordoba _____ cities in Argentina.

Copernicus and Galilei _____ astronomers.

Mercury _____ a metal.

Jose Marti _____ a poet and a soldier.

Christopher Columbus _____ in Yucatan in 1495.

They _____ my parents, they are my uncle and aunt.

I _____ Colombian, my country is Colombia.

Plautus _____ a Greek writer.

The Pyramids of the Sun and the Moon _____ Mayan ruins.

9.3. Para preguntar si corresponde al sujeto una identificación, descripción o ubicación en el pasado.

Esquemas estructurales:

WAS + $\begin{matrix} S1s \\ S3s \end{matrix}$ + $\begin{matrix} Det + Ns + (PL\ expr) + (T) \\ Adj + (PL\ expr) + (T) \\ PL\ expr + (T) \end{matrix}$ + ?

WERE + Sp + $\begin{matrix} Np + (PL\ expr) + (T) \\ Adj + (PL\ expr) + (T) \\ PL\ expr + (T) \end{matrix}$ + ?

YES, + Spr $\begin{matrix} 1s \\ 3s \end{matrix}$ + WAS

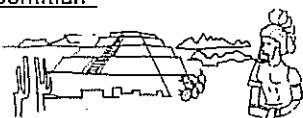
NO, + Spr $\begin{matrix} 1s \\ 3s \end{matrix}$ + WAS + NOT/N'T

YES, + Spr $\begin{matrix} 2s \\ p \end{matrix}$ + WERE

NO, + Spr $\begin{matrix} 2s \\ p \end{matrix}$ + WERE + NOT/N'T

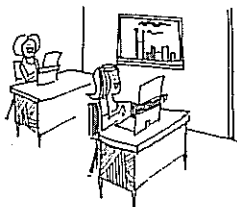


Was Cortez in Tenochtitlan
in 1521?



Yes, he was.

Were they nurses?



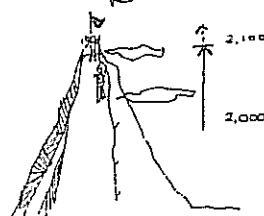
No, they weren't.

Were you in Mexico in May
1972?



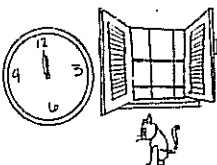
No, I wasn't.

Were we 2,000 feet above
sea level?



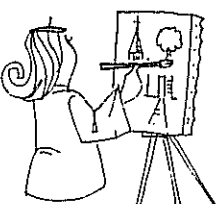
Yes, you were.

Was the cat in front of
the door at noon?



No, it wasn't.

Was she an artist?



Yes, she was.

OBSERVE

Para preguntar si una identificación, descripción o ubicación corresponde a un sujeto en el pasado, se antepone la forma **was** a los sujetos de primera y tercera personas del singular, y la forma **were** a todos los demás.

Was Cortez in Tenochtitlan in 1521?

Were they nurses?

Were you in Mexico in May 1972?

Yes, he was. [wəz]

Yes, you were. [wɛɪ]

Las respuestas afirmativas breves se inician con la palabra **yes** seguida de una pausa (una coma en la escritura), luego llevan el sujeto y la forma **was** o **were** que corresponda a éste.

No, I wasn't [wəznt] (No, I was not)

No, they weren't [wɛɪnt] (No, they were not)

Las respuestas negativas breves se inician con la palabra **no** seguida de una pausa (una coma en la escritura), luego llevan el sujeto y al final la forma **was** o **were** que corresponda al sujeto y la palabra **not** o su contracción **n't**.

9.3.1. Complete las respuestas breves.

Were you sleepy this morning? (one person) No, I wasn't

Was Henry in Boston two years ago? Yes, he was.

Was I rude to you? No, _____

Were the visitors happy during the tour? Yes, _____

Was your tea cold? Yes, _____

Were the children nervous yesterday morning? No, _____

Were your parents in Acapulco in the summer? Yes, _____

Were the planes high? No, _____

Was Cynthia in class at 9 this morning? No, _____

Was the dining room empty this morning? Yes, _____

Were the sandwiches good? No, _____

Was your record player out of order? No, _____



Were you and Tim in the accident last week? No, _____
Was her dress blue? Yes, _____
Were Mr. Brown and Mr. Peters at the bank? Yes, _____
Were we in the right line for the tickets? No, _____
Was your purse open? Yes, _____

9.3.2. Lo que se afirma en el presente, pregúntelo en pasado empleando la expresión de pasado **yesterday** y el pronombre correspondiente al sujeto.

Helen is in class now.	<u>Was she in class yesterday?</u>
I am tired.	<u>Were you tired yesterday?</u>
The telephones are busy.	_____
The drawer is empty.	_____
The twins are sick.	_____
The news is interesting.	_____
Dinner is delicious today.	_____
Their dogs are out.	_____
The classes are interesting today.	_____
We are nervous today.	_____
Pat is in Manhattan today.	_____
The weather report is good.	_____
The children are happy.	_____
I am interested in the program.	_____
We are worried about the storm.	_____
You are right in your answers.	_____
The steak is tender.	_____
I am disappointed today.	_____
The post office is closed.	_____
The exercises are long.	_____
Your parents are at a ranch.	_____
You are mistaken.	_____
We are late.	_____
The coffee is cold.	_____
The sun is bright.	_____
The dogs are sad.	_____
The concert is excellent.	_____

Módulo 2

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

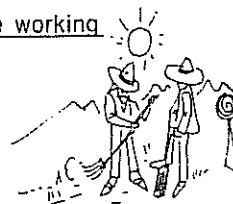
1. Formará oraciones empleando **was** y **were** con el verbo principal en su terminación **ing**, para indicar que una acción se estaba desarrollando en un momento dado.
2. De acuerdo al objetivo anterior utilizará las formas interrogativa y negativa.
3. De acuerdo a los objetivos uno y dos, empleará la forma breve de respuesta afirmativa y negativa.
4. Preguntará datos específicos sobre identificación, descripción ubicación, o sobre una actividad en desarrollo en un momento determinado, en tiempo pasado.
5. Estructurará oraciones indicando que la acción, actitud o carencia fue dada y concluida en el pasado.
6. Distinguirá entre una acción concluida (v-ed) y una acción que se esta desarrollando en un momento determinado en el pasado.
7. Reconocerá qué expresiones de tiempo requieren las oraciones con las formas **WAS/WERE** + V-ing o con la forma **V-ed**.

9.4. Para indicar que una acción se estaba desarrollando en un momento dado en el pasado.

Esquemas estructurales:

$$\begin{matrix} S1s \\ S3s \\ S2s \\ Sp \end{matrix} \left. \begin{matrix} + WAS \\ + WERE \end{matrix} \right\} + V\text{-ing} + (O) + (C)$$

They are working
now.



They were working
at 6 a.m.

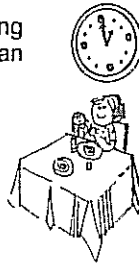




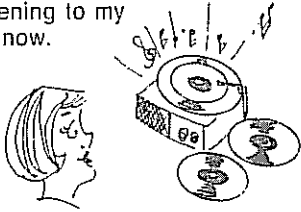
Mary is playing with her doll now.



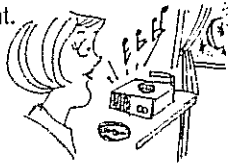
She was playing with her doll an hour ago.



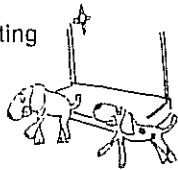
I am listening to my records now.



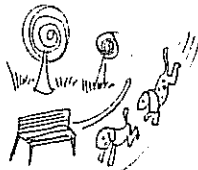
I was listening to my records at the same time last night.



Our dogs are resting



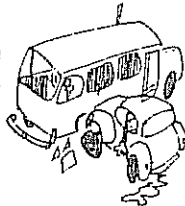
They were running in the park at 10.



You are driving too fast now.



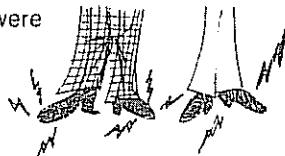
You were driving too fast at the time of the accident last week



We are barefoot now.



Our shoes were hurting us.



OBSERVE

They were working at 6 a.m.

She was playing with her doll an hour ago.

I was listening to my records at the same time last night.

Para señalar que una acción se estaba desarrollando en un momento dado en el pasado, se da el sujeto de la acción, luego se utiliza la forma **was** o **were** en concordancia con el sujeto, y por último el verbo indicador de la acción en su terminación **ing**. Los demás complementos, si los hay, ocupan su lugar acostumbrado.

9.4.1. Exprese acción en progreso, en presente o en pasado, según lo pida el contexto. Utilice los verbos que se dan en paréntesis.

Mark is sleeping now. He was tired. (sleep)

The children were returning together ten minutes ago. (return)

I _____ the situation to them now. (explain)

They _____ their room yesterday. (paint)

Shirley _____ a bath now. (take)

The planes _____ high last Sunday. (fly)

Our team _____ the game now. (win)

Mary _____ in the park with her boy friend yesterday evening. (walk)

I _____ for the contest last summer. (practice)

You _____ French in Paris last semester. (study)

A deer _____ water in that stream minutes ago. (drink)

Helen _____ dinner now. (cook)

We _____ cartoons before the football game yesterday. (watch)

It was beautiful, the wind _____ softly and the moon _____ (blow) (shine)

The woods _____ for three days last week. (burn)

It is autumn. The leaves _____ from the trees now. (fall)



9.5. Para preguntar si una determinada acción se estaba desarrollando en un momento dado en el pasado y para responder afirmativa o negativamente a la pregunta.

Esquemas estructurales:

WAS + $\begin{matrix} \triangle \\ S1s \\ S3s \end{matrix}$ + V-ing + (O) + (C) + ?
WERE + $\begin{matrix} \triangle \\ S2s \\ Sp \end{matrix}$

Short answer

YES, + Spr $\begin{matrix} \triangle \\ 1s \\ 3s \end{matrix}$ + WAS

YES, + Spr $\begin{matrix} \triangle \\ 2s \\ p \end{matrix}$ + WERE

NO, + Spr $\begin{matrix} \triangle \\ 1s \\ 3s \end{matrix}$ + WAS + NOT/N'T

NO, + Spr $\begin{matrix} \triangle \\ 2s \\ p \end{matrix}$ + WERE + NOT/N'T

Complete answer

YES, + Spr $\begin{matrix} \triangle \\ 1s \\ 3s \\ 2s \\ p \end{matrix}$ + WAS + V-ing + (O) + (C)
+ WERE

NO, + Spr $\begin{matrix} \triangle \\ 1s \\ 3s \\ 2s \\ p \end{matrix}$ + WAS + NOT/N'T + V-ing + (O) + (C)
+ WERE + NOT/N'T

John was reading. Was he reading in his library?



Yes, he was.

Yes, he was reading in his library.

You were singing. Were you singing at a theater?

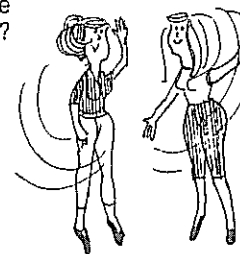


No, I wasn't.

No, I wasn't singing at a theater.



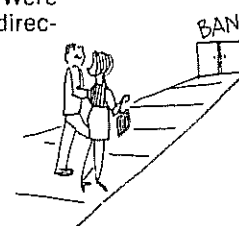
They were dancing. Were they dancing with boys?



No, they weren't.

No, they weren't dancing with boys.

We were walking. Were we walking in the direction of the bank?



Yes, you were.

Yes, you were walking in the direction of the bank.

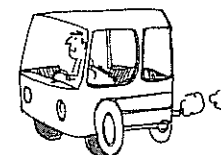
Deborah was cutting flowers. Was she cutting flowers for our table decoration?



Yes, she was.

Yes, she was cutting flowers for our table decoration.

The man was driving. Was he driving a taxi?



No, he wasn't.

No, he wasn't driving a taxi.



OBSERVE

Was he reading in his library?

Were you singing at a theater?

Were they dancing with boys?

Para preguntar sobre la actividad en desarrollo en un momento dado en el pasado con relación a un sujeto, se emplean las formas **was** o **were** (según el sujeto) luego éste, y a continuación el verbo indicador de la acción, dándole la terminación **-ing**. El resto de los elementos de la oración ocupan su posición normal.

Yes, he was.

No, I wasn't.

Yes, you were.

No, they weren't.

Yes, she was.

No, he wasn't.

Las respuestas breves, afirmativas y negativas, se estructuran igual que cuando se trata de identificación, descripción o ubicación en el pasado.

La frase negativa completa se estructura con el sujeto, la forma **was** o **were** que concuerde con él, la negación **not** (o su contracción **n't** integrada en una sola unidad con **was** o **were**), y en seguida el verbo indicador de la acción terminado en **-ing**. El resto de los elementos de la oración ocupan su posición normal. Ejemplo: I wasn't singing at a theater.

- 9.5.1. Complete las respuestas. Utilice la forma breve y la forma completa. En el caso de respuesta negativa, estructure una frase afirmativa que amplíe la respuesta usando como base el verbo entre paréntesis.

Was Peter eating breakfast?

Yes, he was.

He was eating breakfast.

Were they talking to Mary?

No, they weren't. (listen)

They were listening to Mary.

Were you cleaning your room?

Yes.

Were you dancing?

No, _____ (sing)

Was Helen typing?

No, _____ (read)

Was your mother writing letters?

Yes, _____

Was I interrupting them?

No, _____ (help)

_____ them.

Were you passing by the store? (plural)

No, _____ (go into)

Were they selling coffee?

Yes, _____

Were the children playing?

No, _____ (study)

Was your dog barking?

Yes, _____

Were we answering correctly?

Yes, _____

Was Theresa making a dress?

No, _____ (buy)

_____ it.

Were the doctors visiting their patients?

Yes, _____

Were you opening a new bank account?

Yes, _____

Were the plants growing rapidly?

No, _____ (will)

Was John copying poems?

No, _____ (read)

_____ them.



9.5.2. Lo que el hablante (solo o acompañado) niega de sí mismo, pregúntelo al oyente (solo o acompañado), y lo que se niega de una tercera persona singular, pregúntelo de la correspondiente tercera persona plural.

She was not playing the piano.

Were they playing the piano?

We were not attending the concert.

Were you attending the concert?

I was not eating apple pie.

It was not working properly.

He was not running to school.

We were not telling jokes.

She was not going to the store.

He was not living in Mexico.

I was not practicing the conversation.

We were not cleaning the rooms.

He was not speaking French.

It was not causing problems.

It was not fighting.

We were not cutting paper.

I was not sewing.

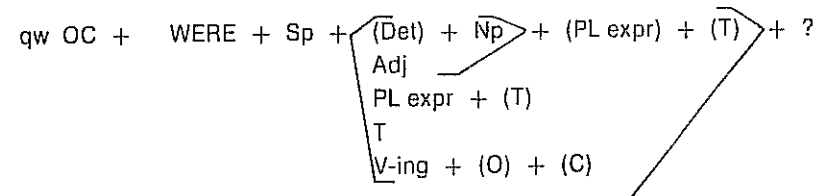
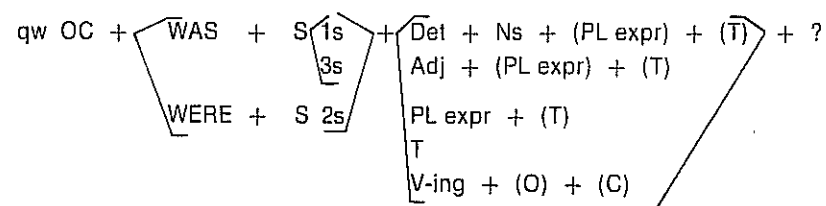
She was not watching television.

It was not cooling the rooms adequately.

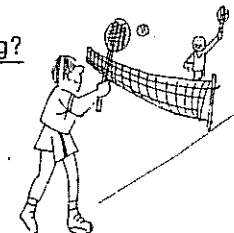
9.6. Para preguntar datos específicos sobre identificación, descripción, ubicación, o actividad en desarrollo en un momento determinado en tiempo pasado.

A. Cuando se trata de complementos o circunstancias.

Esquemas estructurales:



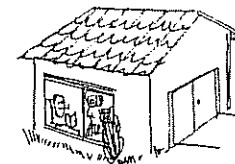
What were they playing?



Tennis.

They were playing tennis.

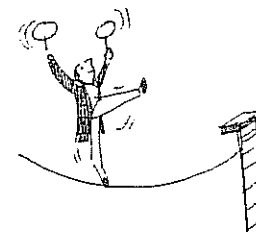
Where were your parents?



In the house.

My parents were in the house.

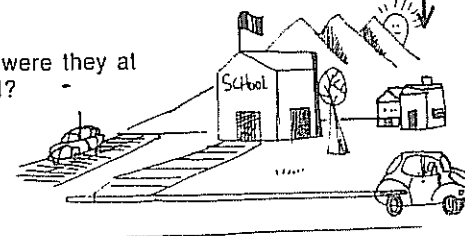
How was he walking?



Carefully.

He was walking carefully.

When were they at school?



In the evening.

They were at school in the evening.



Whom was she talking to?



To him.
She was talking to him.

What was your friend?



A mechanic.
My friend was a mechanic.

OBSERVE

Where were your parents?
When were they at school?
What was your friend?

In the house.
In the evening.
A mechanic.

Cuando se pide un dato específico de ubicación en el tiempo o en el espacio, de clasificación o de descripción de un sujeto, la pregunta se estructura con la palabra interrogativa que pide el dato en cuestión, luego la forma **was** o **were** que concuerde con el sujeto, y al final éste. Puede haber complementos, los cuales ocuparán su lugar normal en la oración.

What were they playing?
How was he walking?
Whom was she talking to?

Tennis.
Carefully.
To him.

Cuando se pide un dato específico de tiempo, lugar, modo, objeto directo, u objeto indirecto, que se relaciona con una acción que se estaba desarrollando en el pasado, el orden de estructuración de la pregunta es el mismo descrito en el párrafo anterior, excepto que después del sujeto va el verbo indicador de la acción terminado en **-ing**.

B. Cuando se trata del sujeto.

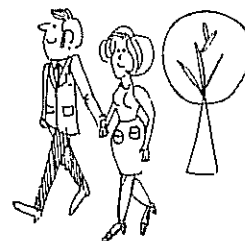
Esquemas estructurales:

qw S + WAS + $\left\{ \begin{array}{l} \text{Det + Ns} \\ \text{Adj} \\ \text{PL expr + (T)} \\ \text{T} \\ \text{V-ing + (O) + (C)} \end{array} \right\} + ?$

Caso especial:

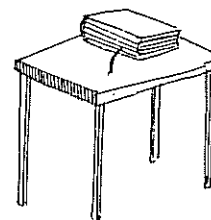
qw S + WERE + $\left\{ \begin{array}{l} \text{Det + Np} \\ \text{Pnp} \\ \text{Sprp} \end{array} \right\} + ?$

Who was tall?



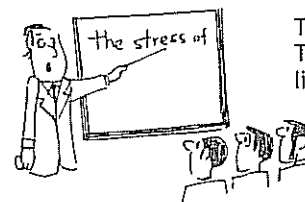
The boy.
The boy was tall.

What was on the table?



The book.
The book was on the table.

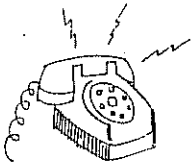
Who was listening?



The students.
The students were listening.



What was ringing?



The telephone.
The telephone was
ringing.

OBSERVE

Who was tall?

What was on the table?

The boy.

The book.

Cuando se pide identificación del sujeto al que se ubica, describe o clasifica en el pasado, se utiliza en primer término la palabra interrogativa **who** para personas o **what** para el resto de los seres, luego la forma **was** (**were** exclusivamente cuando le sigue un sustantivo o pronombre personal que señale plural, por ejemplo: Who **were** the witnesses?, Who **were** they?); en seguida vienen las palabras que describen, clasifican o ubican, y al final, ordenados normalmente, los otros complementos (si los hay).

Who was listening?

What was ringing?

The students.

The telephone.

Cuando se quiere identificar al sujeto al que se le atribuye una acción que se estaba desarrollando en el pasado, se utiliza primero la palabra interrogativa **who** o **what**, luego la forma **was** (**were** no ocurre normalmente en esta construcción), y en seguida el verbo indicador de la acción, terminado en **-ing**. Los otros complementos que hubiere van en su orden habitual.

- 9.6.1. Guiándose por las respuestas, escriba la palabra interrogativa que falta en cada pregunta, y también **was** o **were** según corresponda.

Where were the boys?

In New Orleans.

What was John?

A doctor.

Who was busy?

Dr. Brown and the nurses.

_____ they in class?

At 8.

_____ they listening to?	To Bob and me.
_____ she giving us?	Candy.
_____ beside the lamp?	A notebook and a pencil.
_____ the boys playing?	In the park.
_____ running?	John and I.
_____ the singer?	Enrico Caruso.
_____ the dogs.	Sick.
_____ blocking traffic?	An accident.
_____ the girls dancing?	Gracefully.
_____ the visitors here?	Last year.
_____ I placing the big books?	In Josephine's book case.
_____ looking at the films?	The scientists.
_____ Dr. Jenkins' book?	Interesting.
_____ the men instructing?	Us.
_____ you in 1960.	Babies.
_____ the flowers?	In the vase.
_____ Juan and Pedro working?	Efficiently.
_____ falling from the trees?	The leaves.
_____ late?	Mrs. Thompson.

- 9.6.2. Ordene las palabras para estructurar una pregunta con cada grupo.

your students
where
yesterday
were

Where were your students yesterday?

last year
John and Mary
were
what

at the base
training
Capt. Taylor
was
whom



was
last night
at the concert
who

questions

was
in class
who
this morning
answering

an hour ago
where
the planes
were
flying

he
when
manager of your
company
was

operating
was
how
the machine
last week

near the parking lot
growing
was
last June
what

last Saturday
how
the play
was

they
jokes
whom
telling
were
to

her friends
were
when
in Japan

the surprises
yesterday
were
at the party
what

driving
Mr. Mellon's car
was
an hour ago
who

in 1970
living
they
were
where

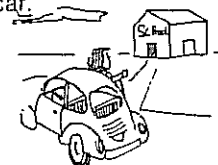
you
to them
were
the situation
explaining
how

9.7. Para indicar que la acción, actitud, carencia, etc., se ha dado y ha concluido en el pasado.

Esquema estructural:

S + V-ed + (O) + (C)

She always goes
to school by car.



She walked to
school this
morning.





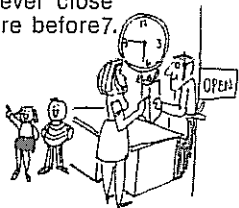
I usually dance
with James.



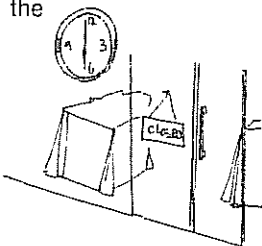
I danced with
Patrick last
Saturday.



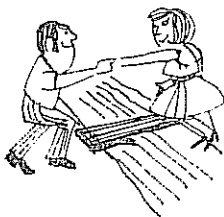
They never close
the store before 7.



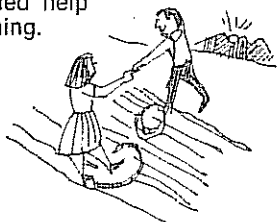
They closed the
store at 6
yesterday.



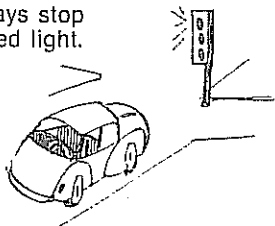
You often need
help.



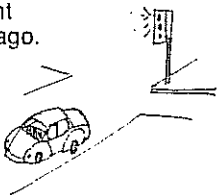
You needed help
this morning.



We always stop
at the red light.



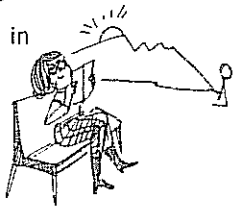
We stopped at
the red light
5 minutes ago.



Mary usually
studies in the
morning.



She studied in
the evening
yesterday.



OBSERVE

She **walked** to school this morning.
You **needed** help this morning.

Walk - Walked
Need - Needed

Para indicar que la acción, actitud, carencia, etc., se ha dado y concluido en el pasado, se expresa el sujeto y en seguida el verbo con la terminación **-ed**.

I **danced** with Patrick last Saturday.

Dance - Danced

Cuando el nombre del verbo tiene una e final, solamente se agrega una **d** para la terminación de pasado.

We **stopped** at the red light five minutes ago. Stop - Stopped

Si tiene una consonante final, precedida de una sola vocal, en monosílabo o sílaba acentuada, la consonante final se dobla.

She **studied** in the evening yesterday.

Study - Y > I - Studied

Si tiene una **y** final, precedida de consonante, la **y** se cambia a **i** antes de adquirir la terminación **-ed**.

A la terminación escrita **-ed** corresponden tres posibles pronunciaciones, como se ha visto en la sección de pronunciación.

Hay verbos irregulares en cuanto a la forma en que se indica el pasado. Algunos de ellos se estudiarán en la Unidad 12.

9.7.1. Complete con la forma adecuada del verbo entre paréntesis, para indicar que la acción, actitud, carencia, etc., a que se refiere, se ha dado y concluido en el pasado.

She **closed** her book ten minutes ago. (close)

We _____ the pictures at noon. (look at)

They _____ for a Japanese company last year. (work)

Mrs. Smith _____ the dishes this afternoon. (dry)

I _____ my hair differently today. (comb)

We _____ the song yesterday. (remember)

John _____ a piece of pie. (want)

You _____ the members of the Club last Saturday.
(telephone)



We _____ Florence in the summer. (visit)
General Bravo _____ is prisoners. (pardon)
The boys _____ for the bus for half an hour. (wait)
Ted and Agnes _____ tennis all afternoon. (play)
They _____ a football game yesterday
afternoon. (watch)
The scientists _____ the reactions of the animals. (observe)
Kathleen _____ German in Bonn last year. (study)
The baby _____ all morning. (cry)
We _____ the signs on the wall. (notice)
The machines _____ the bottles. (wash)
Mrs. Winters _____ a delicious meal. (cook)
Her dog _____ at my cat. (bark)
The sun _____ my skin last summer. (tan)

9.7.2. Vuelva a escribir cada frase de manera que corresponda a la nueva expresión de tiempo que se da para ella.

John kicks the ball.	<u>John kicked the ball</u> yesterday.
Mary laughs loudly.	<u>Mary laughed loudly</u> last night.
They talk to Helen.	_____ an hour ago.
We open the doors.	_____ early this morning.
Mr. Brown is entering room 101	_____ at 7 this morning.
We are washing clothes.	_____ last Monday.
She dries dishes with a dish towel.	_____ this afternoon. (It is 9 p.m. now.)
You attend class at 9.	_____ at 9 yesterday.
Sally looks at them carefully.	_____ ten minutes ago.

I like ice cream.	_____ in the past.
She stops her lesson at 3 every day.	_____ 3:30 yesterday afternoon.
I walk to school.	_____ yesterday morning.
You iron your clothes well.	_____ last Monday.
We visit them every winter.	_____ last winter.
They prefer the movies.	_____ last time.
He tries new models.	_____ last year.
I am typing my notes.	_____ few minutes ago.
He paints the doors of his house every summer.	_____ last summer.
We train our new secretaries.	_____ in 1972.
They trap bears.	_____ last winter.
Their baby is crying.	_____ all night last night.
I wait for a bus every noon.	_____ yesterday noon.



Respuestas a los ejercicios

MODULO 1

9.1.1.

The house was empty yesterday.
The Taylors were in Kansas in 1969.
My grandparents were happy at my wedding last June.
Mary was on televisión this afternoon. (It is 9 p.m. now)
Mrs. Lane was extremely beautiful ten years ago.
John was here last night.
Her children were happy at the park this morning. (It is 3 p.m. now)
The man was tired this evening, after work. (It is 11 p.m. now)
Charles and Peter were sick last week.
My sister was hungry at 11 this morning. (It is 1 p.m. now)
The cat was there ten minutes ago.
Her father was present at her birth.
We were nurses in that hospital last year.
You and I were on top of the mountain one hour ago.
Millie's dog was here yesterday morning.
The weather was cold last month.
Mr. Kent was a beautiful baby.
I was in China last year.
You and your family were enthusiastic over the idea yesterday.
The sky was gold and pink at sunset. (It is 10 p.m. now).
She was an actress in 1910.
He was president of our company three years ago.

9.1.2.

Our Algebra teacher is here now.
The boys were tired last night.
Helen was at school yesterday evening.
They are at the club now.
The room was dark ten seconds ago.
They were right yesterday.
My sister is in Europe now.

Summers are never cold in Monterrey.
The coffee was good last night.
Helen and Alice were members of our club last year.
Mr. Coleman is in his office now.
The two boys were in Venezuela last Christmas.
The sun is bright today. Let's go on a picnic.
Isabella was Queen of Spain in 1492.
The day is cold. Take your coat.
Shakespeare's plays are interesting.
Don Lazaro Cardenas was President of Mexico in 1938.
Calculus is difficult.
Our lesson was easy yesterday.
Mr. Livingston's dogs were restless yesterday afternoon.
Her house is beautiful. She feels very happy in it.
You were short two years ago.

9.2.1.

The United States is a big country now.	<u>It was not a big country</u> in 1750.
The car is in the garage now.	<u>It was not in the garage</u> last night.
The plane is up high now.	<u>It was not up high</u> ten minutes ago.
He is the president of the country now.	<u>He was not the president of the country</u> last year.
The sun is out now.	<u>It was not out</u> at 5:45 this morning.
The children are in school now.	<u>They were not in school</u> last Saturday.
The water is cold now.	<u>It was not cold</u> five minutes ago.
The papers are in the file.	<u>They were not in the file</u> day before yesterday.
John is in Alaska.	<u>He was not in Alaska</u> in 1969.



Our houses are clean now.

The congressmen are in session now.

I am nervous now.

You are tired now.

The cats are in the yard now.

Mr. Brown is in his office today.

Mark and you are parents.

The books are here.

We are hungry.

The door is open.

The classrooms are empty.

I am a bride.

They were not clean
early this morning.

They were not in session
five minutes ago.

I was not nervous
before the accident.

You were not tired
this morning.

They were not in the yard
yesterday evening.

He was not in his office
yesterday.

You were not parents
a year ago.

They were not here
yesterday morning.

We were not hungry
at 2 p.m. this afternoon.

It was not open
half an hour ago.

They were not empty
last Monday.

I was not a bride
six months ago.

9.2.2.

Abraham Lincoln wasn't President of the United States in 1799.

The sun is hot and bright.

Netzahualcoyotl wasn't an Aztec king.

New York City's not the capital of the State of New York.

Italy wasn't a nation in the seventeenth century.

George Washington was President of the United States in 1793.

Mexico is in North America.

Rosario and Cordoba are cities in Argentina.

Copernicus and Galilei were astronomers.

Mercury is a metal.

Jose Marti was a poet and a soldier.

Christopher Columbus wasn't in Yucatan in 1495.

They 're not my parents, they are my uncle and aunt.

I am Colombian, my country is Colombia.

Plautus wasn't a Greek writer.

The Pyramids of the Sun and the Moon 're not Mayan ruins.

9.3.1.

Were you sleepy this morning?

Was Henry in Boston two years ago?

Was I rude to you?

Were the visitors happy during the tour?

Was your tea cold?

Were the children nervous yesterday morning?

Were your parents in Acapulco in the summer?

Were the planes high?

Was Cynthia in class at 9 this morning?

Was the dining room empty this morning?

Were the sandwiches good?

Was your record player out of order?

Were you and Tim in the accident last week?

Was her dress blue?

Were Mr. Brown and Mr. Peters at the bank?

Were we in the right line for the tickets?

Was your purse open?

No, I wasn't (one person)

Yes, he was

No, you weren't

Yes, they were

Yes, it was

No, they weren't

Yes, they were

No, they weren't

No, she wasn't

Yes, it was

No, they weren't

No, it wasn't

No, we weren't

Yes, it was

Yes, they were

No, you weren't

(or we weren't)

Yes, it was

9.3.2.

Helen is in class now.

I am tired.

The telephones are busy.

The drawer is empty.

Was she in class yesterday?

were you tired yesterday?

Were they busy yesterday?

Was it empty yesterday?



The twins are sick.
The news is interesting.
Dinner is delicious today.
Their dogs are out.
The classes are interesting today.
We are nervous today.
Pat is in Manhattan today.

The weather report is good.
The children are happy.
I am interested in the program.

We are worried about the storm.

You are right in your answers.

The steak is tender.
I am disappointed today.
The post office is closed.
The exercises are long.
Your parents are at a ranch.
You are mistaken.

We are late.

The coffee is cold.
The sun is bright.
The dogs are sad.
The concert is excellent.

Were they sick yesterday?
Was it interesting yesterday?
Was it delicious yesterday?
Were they out yesterday?
Were they interesting yesterday?
Were you nervous yesterday?
Was he in Manhattan yesterday?
(or was she...)
Was it good yesterday?
Were they happy yesterday?
Were you interested in the
program yesterday?
Were you worried about the storm
yesterday?
Was I right in my answers
yesterday?
Was it tender yesterday?
Were you disappointed yesterday?
Was it closed yesterday?
Were they long yesterday?
Were they at a ranch yesterday?
Was I mistaken yesterday?
(or Were we...)
Were you late yesterday?
(or Were we...)
Was it cold yesterday?
Was it bright yesterday?
Were they sad yesterday?
Was it excellent yesterday?

MODULO 2

9.4.1.

Mark is sleeping now. He was tired. (sleep)
The children were returning together ten minutes ago. (return)
I am explaining the situation to them now. (explain)

They were painting their room yesterday. (paint)
Shirley is taking a bath now. (take)
The planes were flying high last Sunday. (fly)
Our team is winning the game now. (win)
Mary was walking in the park with her boy friend yesterday evening.
(walk)
I was practicing for the contest last summer. (practice)
You were studying French in Paris last semester. (study)
A deer was drinking water in that stream three minutes ago. (drink)
Helen is cooking dinner now. (cook)
We were watching cartoons before the football game yesterday
(watch)
It was beautiful, the wind was blowing softly and the moon was
shining (blow) (shine)
The woods were burning for three days last week. (burn)
It is autumn. The leaves are falling from the trees now. (fall)

9.5.1.

Was Peter eating breakfast? Yes, he was
He was eating breakfast.
Were they talking to Mary? No, They weren't (listen)
They were listening
to Mary.
Were you cleaning your room? Yes, I was
I was cleaning my room.
Were you dancing. No, I wasn't (or No, we
weren't) (sing)
I was singing. (or We were...)
Was Helen typing? No, she wasn't... (read)
She was reading.
Was your mother writing letters? Yes, she was.
She was writing letters.
Was I interrupting them? No, you weren't (help)
You were helping them



Were you passing by the store?
(plural)

No, we weren't (go into)
We were going into
the store.

Were they selling coffee?

Yes, they were.
They were selling
coffee

Were the children playing?

No, they weren't (study)
They were studying.

Was your dog barking?

Yes, It was.
Yes, it was barking.

Were we answering correctly?

Yes, we were. (or Yes,
you were)
Yes, we were
answering correctly.
(or Yes, you were...)

Was Theresa making a dress?

No, she wasn't (buy)
She was buying it.

Were the doctors visiting their
patients?

Yes, they were.
Yes, they were
visiting their patients.

Were you opening a new bank
account?

Yes, I was. (or Yes, we
were) Yes, I was
opening a new bank
account. (or. Yes, we
were...)

Were the plants growing rapidly?

No, they weren't (wilt)
They were wilting.

Was John copying poems?

No, he wasn't (read)
He was reading them.

9.5.2.

She was not playing the piano.
We were not attending the concert.
I was not eating apple pie.

Were they playing the piano?
Were you attending the concert?
Were you eating apple pie?

It was not working properly.
He was not running to school.
We were not telling jokes.
She was not going to the store.
He was not living in Mexico.
I was not practicing the conversa-
tion.

We were not cleaning the rooms.
He was not speaking French.
It was not causing problems.
It was not fighting.
We were not cutting paper.
I was not sewing.
She was not watching televisión.
It was not cooling the rooms ade-
quately

9.6.1.

Where were the boys?
What was John?
Who was busy?
When were they in class?
Whom were they listening to?
What was she giving us?
What was beside the lamp?
Where were the boys playing?
Who was running?
Who was the singer?
How were the dogs?
What was blocking traffic?
How were the girls dancing?
When were the visitors here?
Where was I placing the big books?
Who was looking at the films?
How was Dr. Jenkins' book?
Whom were the men instructing?
What were you in 1960?

Were they working properly?
Were they running to school?
Were you telling jokes?
Were they going to the store?
Were they living in Mexico?
Were you practicing the conversa-
tion?
Were you cleaning the rooms?
Were they speaking French?
Were they causing problems?
Were they fighting?
Were you cutting paper?
Were you sewing?
Were they watching television?
Were they cooling the rooms ade-
quately?

In New Orleans.
A doctor.
Dr. Brown and the nurses.
At 8.
To Bob and me.
Candy.
A notebook and a pencil.
In the park.
John and I.
Enrico Caruso.
Sick.
An accident.
Gracefully.
Last year.
In Josephine's bookcase.
The scientists.
Interesting.
Us.
Babies.



Where were the flowers? In the vase.
How were Juan and Pedro working? Efficiently.
What was falling from the trees? The leaves.
Who was late? Mrs. Thompson.

9.6.2.

your students
where
yesterday
were

Where were your students yesterday?

last year
John and Mary
were
what

What were John and Mary last year?

at the base
training
Capt. Taylor
was
whom

Whom was Capt. Taylor training at the base?

was
last night
at the concert
who

Who was at the concert last night?

questions
was
in class
who
this morning
answering

Who was answering the questions in class
this morning?

an hour ago
where
the planes
were
flying

Where were the planes flying an hour ago?

he
when
manager of your
company
was

When was he manager of your company?

operating
was
how
the machine
last week

How was the machine operating last week?

near the parking lot
growing
was
last June
what

What was growing near the parking lot last
June?

last Saturday
how
the play
was

How was the play last Saturday?

they
jokes
whom
telling
were
to

Whom were they telling jokes to? (or
To whom were they telling jokes?)

her friends
were
when
in Japan

When were her friends in Japan?

the surprises
yesterday
were
at the party
what

What were the surprises at the party yester-
day?

driving
Mr. Mellon's car
was
an hour ago
who

Who was driving Mr. Mellon's car an hour
ago?

in 1970
living
they
were
where

Where were they living in 1970?



you
to them
were
the situation
explaining
how

How were you explaining the situation to them?

9.7.1.

She closed her book ten minutes ago. (close)
We looked at the pictures at noon. (look at)
They worked for a Japanese company last year. (work)
Mrs. Smith dried the dishes this afternoon. (dry)
I combed my hair differently today. (comb)
We remembered the song yesterday. (remember)
John wanted a piece of pie. (want)
You telephoned the members of the Club last Saturday. (telephone)
We visited Florence in the summer. (visit)
General Bravo pardoned his prisoners. (pardon)
The boys waited for the bus for half an hour. (wait)
Ted and Agnes played tennis all afternoon. (play)
They watched a football game yesterday afternoon. (watch)
The scientists observed the reactions of the animals. (observe)
Kathleen studied German in Bonn last year. (study)
The baby cried all morning. (cry)
We noticed the signs on the wall. (notice)
The machines washed the bottles. (wash)
Mrs. Winters cooked a delicious meal. (cook)
Her dog barked at my cat. (bark)
The sun tanned my skin last summer. (tan)

9.7.2.

John kicks the ball. John kicked the ball yesterday
Mary laughs loudly. Mary laughed loudly last night.
They talk to Helen. They talked to Helen an hour ago.
We open the doors. We opened the doors early this morning.

Mr. Brown is entering Room 101.

We are washing clothes.

She dries dishes with a dish towel.

You attend class at 9.

Sally looks at them carefully.

I like ice cream.

She stops her lesson at 3 every day.

I walk to school.

You iron your clothes well.

We visit them every winter.

They prefer the movies.

He tries new models.

I am typing my notes.

He paints the doors of his house every summer.

We train our new secretaries.

They trap bears.

Their baby is crying.

I wait for a bus every noon.

*Mr. Brown entered room 101 at 7 this morning.

*We washed clothes last Monday.

She dried dishes with a dish towel this afternoon. (It is 9 p.m. now)

You attended class at 9 yesterday.

Sally looked at them carefully ten minutes ago.

I liked ice cream in the past.

She stopped her lesson at 3:30 yesterday afternoon.

I walked to school yesterday morning.

You ironed your clothes well last Monday.

We visited them last winter.

They preferred the movies last time.

He tried new models last year.

*I typed my notes a few minutes ago.

He painted the doors of his house last summer.

We trained our new secretaries in 1972.

They trapped bears last winter.

*Their baby cried all night last night.

I waited for the bus yesterday noon.

* Estas frases pueden ser también:

Mr. Brown was entering room 101 at 7 this morning.

We were washing clothes last Monday.

I was typing my notes a few minutes ago.

Their baby was crying all night last night.



Actividades complementarias

Ejercicios que debe realizar conforme aprenda las estructuras.

1. Formule frases que expresen realidades de una etapa pasada de su vida: características, ubicación, acciones que realizaba, etc. Indique el tiempo: época, año, etc.
2. Haga un recuerdo de la semana anterior de la fecha en que se encuentra y mencione qué acciones estaba realizando.
3. Si tiene una persona con quien practicar, hacer un ejercicio de preguntas y respuestas sobre características pasadas de personas que ambos conozcan o sobre ubicación de uno y otro en diferentes momentos del día anterior, y sobre las acciones que en esos momentos estaban realizando.
4. Formule por escrito frases que indiquen acciones concluidas en el pasado, y a continuación trate de pronunciar dichas frases correctamente, hasta lograrlo, poniendo especial cuidado en los formas verbales.
5. Elegir por lo menos quince de los nombres de acciones utilizadas en esta unidad, buscar su transcripción fonética, y luego decidir si para formar el correspondiente pasado debe utilizar el sonido [t], el sonido [d] o los sonidos [ɪd].

UNIDAD X



Objetivos generales

Al terminar de estudiar esta unidad, el alumno:

1. Distinguirá entre los sonidos [tʃ] y [j] pronunciándolos correctamente en las palabras estudiadas en esta unidad.
2. Estructurará en forma afirmativa, negativa o interrogativa, oraciones indicando que la acción se ha dado y ha concluido en el pasado.
3. Utilizará para las oraciones anteriores los verbos irregulares presentados en esta unidad y los regulares presentados anteriormente.
4. Memorizará los verbos señalados en letra negra en la lista dada al principio de esta unidad, en sus dos formas.
5. Responderá en forma breve a las preguntas de si una acción se ha dado y concluido en el pasado.
6. Formulará oraciones preguntando datos específicos sobre una acción dada y concluida en el pasado.



Introducción

Indicaciones para el manejo de esta unidad

SECCION DE CONVERSACION

No hay nuevas indicaciones, seguir practicando y memorizando.

SECCION DE PRONUNCIACION

Como el sonido [ʃ] normalmente escrito **sh**, no existe en palabras en español, el estudiante de habla hispana tiende a pronunciarlo igual que el sonido [tʃ] frecuentemente escrito **ch**, que sí existe. Es necesario hacer un esfuerzo especial para diferenciar ambos sonidos, y sobre todo para no pronunciar [tʃ] por [ʃ] en las palabras en que aparecen este último sonido.

SECCION DE ESTRUCTURAS Y VOCABULARIO

Las estructuras que corresponden a esta unidad son variantes de las ya vistas al estudiar las acciones habituales. Es necesario aprender estas variantes y aplicarlas siempre que la expresión de tiempo lo requiera. Es también necesario distinguir en las preguntas de datos específicos y entre las que se refieren al sujeto y las que se refieren a un complemento de la acción, que llevan estructuras diferentes.

Los verbos que forman su pasado de manera irregular son generalmente de uso muy frecuente, por lo tanto es indispensable aprenderlos de memoria en su forma de infinitivo y en su forma de pasado. El alumno no podrá limitarse a la práctica que ofrecen los ejercicios del libro y del cuaderno para memorizarlos. Tendrá que dividirlos en grupos de cinco a diez verbos y repetirlos varias veces aisladamente y en oraciones muy simples hasta que consiga producirlos automáticamente sin error. Los verbos irregulares que se presentan en esta unidad son los de más uso, por consiguiente es deseable aprenderlos todos, sin embargo, para facilitar un poco a los alumnos la preparación de sus exámenes, se ha señalado dentro de ellos los que serán materia de examen.

Es importante observar que las formas irregulares de pasado sólo aparecen en frases afirmativas, ya que las interrogativas y negativas, tanto de verbos irregulares como de verbos regulares, llevan DID y DIDN'T respectivamente, y toman su forma de infinitivo.

Al principio de esta unidad se da una clave de los símbolos empleados en las estructuras que aparecen en ella.

Clave de símbolos empleados en esta unidad

C	circumstances of action - adverbial phrases of place, manner, and time (complementos circunstanciales de lugar, modo y tiempo).
O	objects of verb (objetos o complementos directo e indirecto del verbo).
qWOC	question word asking about object or circumstance (pronombre interrogativo que pregunta por el sujeto de la oración).
qWS	question word asking about subject of sentence (pronombre interrogativo que pregunta por el sujeto en la oración).
S	subject (sujeto).
Spr	subject pronoun (pronombre nominativo).
V-ed	past tense of regular verbs, preterit. (tiempo pasado de los verbos regulares, pretérito).
Vinf	infinitive of verb (infinitivo verbal).
Virr. p	past tense of irregular verbs, preterit (tiempo pasado de los verbos irregulares, pretérito).
+	elemento de enlace.
/	puede usarse indistintamente en la estructura una u otra de los elementos que aparecen separados por este símbolo.
()	el elemento que aparece dentro del paréntesis puede estar o no en la estructura.



Módulo 3

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Conjugará correctamente en tiempo pasado los verbos regulares e irregulares presentados en este módulo.
2. Formulará oraciones empleando formas verbales que indiquen que una acción se ha dado y ha concluido en el pasado.
 - a. En forma afirmativa, con verbos irregulares.
 - b. En forma negativa, con verbos regulares e irregulares.
3. Memorizará la lista de verbos irregulares y sus conjugaciones que aparecen en el cuadro de OBSERVE, en la pág. 79.

SECCION DE CONVERSACION

MEMORICE

- Mr. Lee: Did you finish the sales reports?
Miss Young: Yes, I did. I finished them at 9:00 and I left them on Mr. Kent's desk for his signature.
Mr. Lee: Did he sign them?
Miss Young: Not yet. He went to a meeting out of town. He is due back at 11 this morning.
Mr. Lee: Were our total sales high this month?
Miss Young: No, they weren't. They were rather low. We lost two important accounts last month.
Mr. Lee: I hope we increase our sales next month.



INTONATION PATTERN

- Mr. Lee: Did you finish the sales reports?
Miss Young: Yes, I did. I finished them at 9:00 and I left them on Mr. Kent's desk for his signature.
Mr. Lee: Did he sign them?
Miss Young: Not yet. He went to a meeting out of town. He is due back at 11 this morning.
Mr. Lee: Were our total sales high this month?
Miss Young: No, they weren't. They were rather low. We lost two important accounts last month.
Mr. Lee: I hope we increase our sales next month.



PRONUNCIACION

[tʃ]



child
children
chicken
chose
each
teacher
chalk
chair
charm

chase
charge
charcoal
chew
chart

[ʃ]



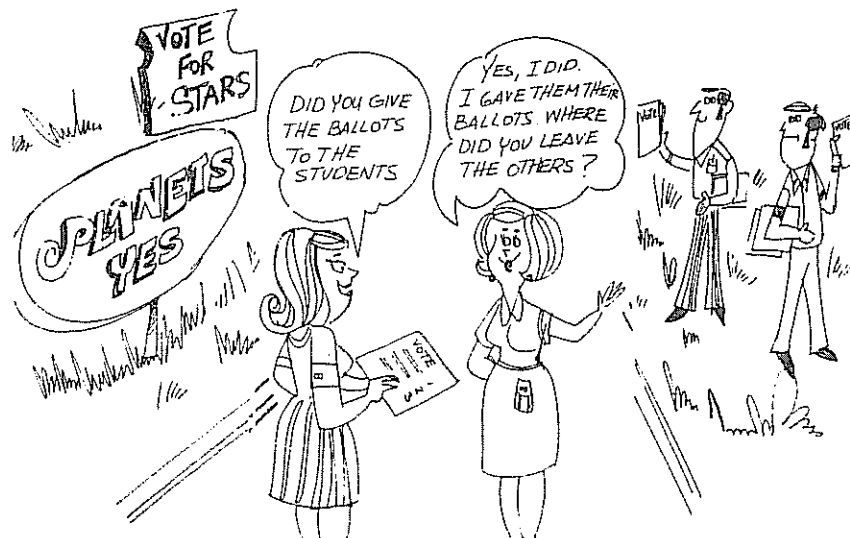
ship
sheep
she
short
Spanish
sharp
English
Washington
shop
shock
shoes
shine
shark
shame

The children chew gum.
The teacher teaches in Chile.
The chair is French.
The teacher eats chicken.
Charles is a charming teacher.

She likes the English ship.
She opens the shop.
She had a shock.
She likes short Spanish lessons.
She goes to the shoe-shop.

MINIMAL PAIRS

chip	ship
chop	shop
chin	shin
chose	shows
chew	shoe
cheap	sheep
cheer	sheer
choose	shoes

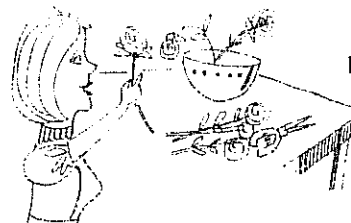


10.1. Para indicar que una acción, inclinación, etc., se ha dado y concluido en el pasado, cuando el nombre del verbo no admite la terminación de pasado -ed.

Esquema estructural:

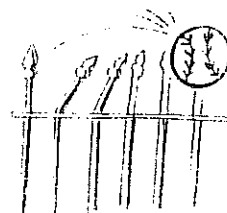
S + Virr.p + (O) + (C)

CUT



I cut six flowers five minutes ago.

BEND



The ball bent the rods.

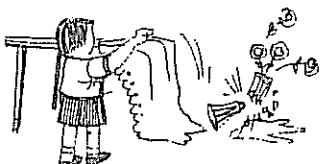


SHRINK



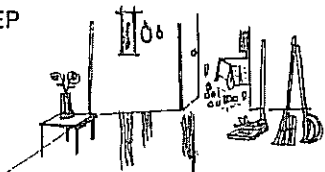
Your dress shrank.

BREAK



You broke the vase.

SWEEP



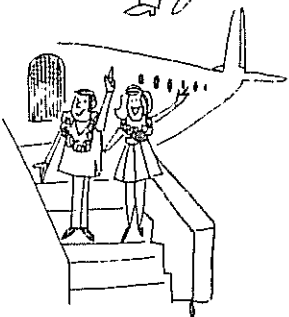
We swept the hall but not his room.

CATCH



They caught the thief.

GO



They went to Hawaii, they are returning now.

OBSERVE

cut (to cut)

I cut the flowers five minutes ago.

No hay diferencia entre el nombre del verbo y la forma empleada para indicar el pasado. Igual ocurre con los verbos siguientes:

beat	fit	let	set	wed
bet	hit	put	shed	wet
broadcast	hurt	quit	shut	
cost	knit	rid	spread	

bend (to bend)

The ball bent the rods.

La consonante final del nombre del verbo cambia para indicar el pasado. Igual ocurre con los verbos:

build	—	built	lend	—	lent	send	—	sent
have	—	had	make	—	made	spend	—	spent

la e es muda)

shrink (to shrink)

Your dress shrank. (shrank)

Hay un cambio vocálico interno en el nombre del verbo para indicar el pasado, igual ocurre con los verbos:

become	—	became	forgive	—	forgave	rise	—	rose
begin	—	began	freeze	—	froze	run	—	ran
blow	—	blew	get	—	got	see	—	saw
choose	—	chose	give	—	gave	shine	—	shone
come	—	came	grow	—	grew	sing	—	sang
draw	—	drew	hang	—	hung	sink	—	sank
drink	—	drank	hold	—	held	sit	—	sat
drive	—	drove	know	—	knew	swim	—	swam
fall	—	fell	lead	—	led	throw	—	threw
feed	—	fed	light	—	lit	wake	—	woke
fight	—	fought	meet	—	met	weave	—	wove
find	—	found	read	—	read	win	—	won
fly	—	flew	ride	—	rode	wind	—	wound
forget	—	forgot	ring	—	rang	write	—	wrote



break (to break) You **broke** the vase.

Hay un cambio vocálico interno y la adición al final de la e muda. En algunos casos en lugar de adición, hay pérdida de la e muda. En este grupo, además de **break**, están los siguientes verbos:

bite	—	bit	steal	—	stole
eat	—	ate	strike	—	struck
hide	—	hid	take	—	took
shake	—	shook	tear	—	tore
speak	—	spoke	wear	—	wore

sweep (to sweep) we **swept** the hall but not his room.

Hay un cambio vocálico interno en la forma escrita, en el sonido, o en ambos y la adición de una consonante, generalmente al final. En este grupo, además de **sweep**, están los siguientes verbos:

buy	—	bought	mean	—	meant
do	—	did	pay	—	paid
dream	—	dreamt	say	—	said
feel	—	felt	sell	—	sold
hear	—	heard	sleep	—	slept
keep	—	kept	stand	—	stood
lay	—	laid	tell	—	told
leave	—	left	understand	—	understood
lose	—	lost	weep	—	wept

catch (to catch) they **caught** the thief.

Hay al mismo tiempo cambio vocálico interno y consonántico final. En este caso, además del verbo **catch** están los verbos **bring**, **brought**, **seek-sought**, **teach-taught**, **think-thought**. En todos estos pasados la g y la h son mudas.

go (to go) they **went** to Hawaii, they are returning now.

Hay un cambio total del nombre del verbo a la forma de pasado. En este mismo caso está **be was/were**, visto en la unidad 11.

Estos verbos tienen también una forma de pasado en **-ed**.

Esta lista de pasados irregulares no es exhaustiva, pero sí están incluidos en ella la mayoría de los verbos de más uso.

Al igual que en el caso de los pasados en **-ed**, en estos no hay cambio en tercera persona singular.

Los verbos en letra negrita son los que generalmente ocurren con frecuencia, especialmente en pasado.

10.1.1. Lo que se niega del sujeto en el momento del habla, afirmese en pasado, según el tiempo que se indica.

They are not broadcasting the news They broadcast (ed) the news
now. ten minutes ago.

John is not hitting a home run now. yesterday.

My mother is not knitting me a sweater. last month.

We are not spreading butter on our bread. yesterday noon.

We are not building a new house. last year.

You are not making an important decision. last night.

She is not beginning her lesson now. yesterday.

Sylvia and Ann are not choosing new dresses. last summer.

Ted is not giving her flowers. last Saturday.

I am not lighting my blue candles. last night.

The star is not shining now. ten minutes ago.

They are not hiding in a cave. yesterday morning.

The earth is not shaking now. last spring.

He is not taking my car. three hours ago.



She is not buying candy.

yesterday afternoon.

They are not doing their work.

last month.

I am not feeling sick.

last night.

He is not telling us jokes.

yesterday.

We are not bringing food.

last time.

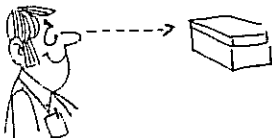
Helen is not teaching in New York.

in 1972.

We are not going to the market.

last Monday.

10.1.2. Complete. Gúlese por los dibujos. Se supone que todas las acciones representadas se han dado y concluido en el pasado.



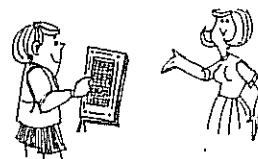
I saw the box last night.



Louise _____ milk this morning (It is 3 p.m.)



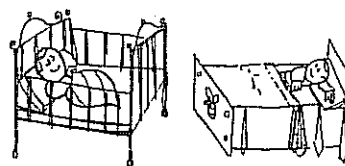
The boys _____ for two hours yesterday afternoon.



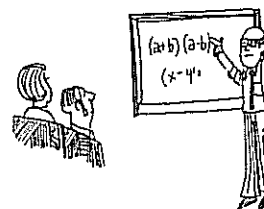
Tom _____ Alice a book ten minutes ago.



She _____ to him five minutes ago.



They _____ peacefully all night last night.



Mr. Taylor _____ us Algebra last semester.



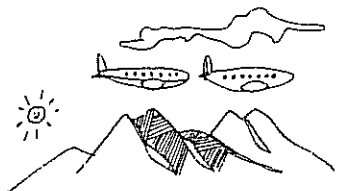
My aunt _____ a novel last week.



The monkey _____ bananas
this afternoon. (It is ten p.m.)



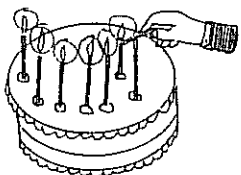
John _____ in the lake yes-
terday.



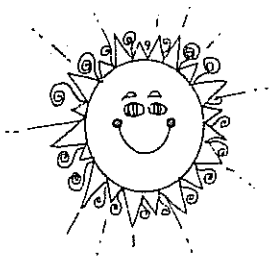
The planes _____ very high
yesterday afternoon.



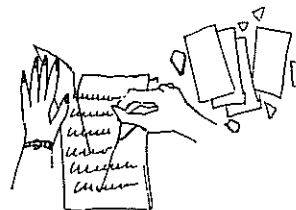
My mother _____ my father in
1958.



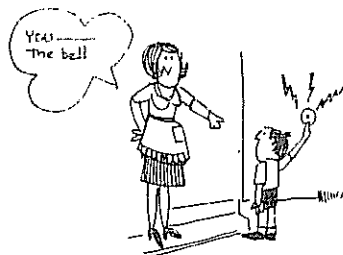
I _____ the candles on the
cake at the party yesterday.



The sun _____ brightly yes-
terday.



Susan _____ Jim's letters up
an hour ago.



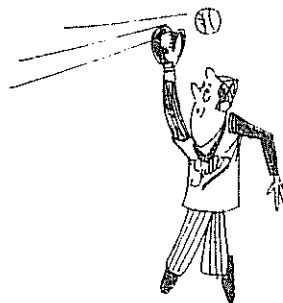
You _____ the bell three times
five seconds ago.

10.2. Para indicar que no se ha dado y concluido en el pasado una acción, actitud, etc.

Esquema estructural

S + DID NOT/NT + Vinf + (O) + (C)

CATCH



He **did not** catch the ball.
He **didn't** catch the ball.

HE DID NOT CATCH THE BALL.
HE DIDN'T CATCH THE BALL.

CLEAN



You **did not** clean the room.
You **didn't** clean the room.



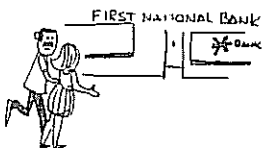
DRINK



They **did not drink** coffee this morning.

They **didn't drink** coffee this morning.

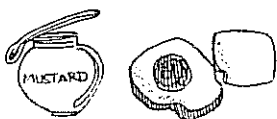
GO



He **did not go** with Mary to the movies.

He **didn't go** with Mary to the movies.

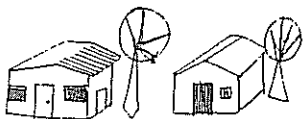
SPREAD



She **did not spread** mustard on.

She **didn't spread** mustard on.

CONSTRUCT



We **did not construct** an apartment house.

We **didn't construct** an apartment house.

BITE



The dog **did not bite** the child yesterday.

The dog **didn't bite** the child yesterday.

OBSERVE

He **did not catch** the ball.
You **did not clean** the room.

He **didn't catch** the ball.
You **didn't clean** the room.

Para indicar que no se ha dado una acción, actitud, etc, se dice el sujeto y luego entre éste y el nombre del verbo se inserta la expresión DID NOT [did nat] (contracción DIDN'T [dɪdnt].) El resto de la frase sigue el orden normal ya señalado. La forma DID es la que lleva la idea de pasado.

10.2.1. Niegue en la primera oración, con **yesterday**, lo que se afirma en la segunda, con **this morning, this noon, etc.**

I didn't go to the market yesterday.

I went to the market this morning.

We didn't look at the notes yesterday.

We looked at the notes this morning.

She watched T.V. this evening.

She wrote a letter to Jim this afternoon.

You made a dress this afternoon.

He slept late this morning.

They listened to the birds this noon.

I ate three hamburgers this noon.

He practiced English this evening.

They understood the problem this morning.

You gave us money this morning.

We worked this afternoon.

She told the truth this noon.

They copied the words this evening.

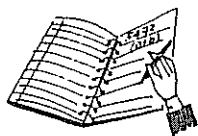


_____ We swam this morning.
 _____ He prepared the lesson this evening.
 _____ I completed the unit this afternoon.
 _____ They ran in the park this morning.
 _____ She had the book this evening.
 _____ We changed the oil this morning.
 _____ I saw Pat this noon.
 _____ They drank wine this evening.
 _____ We visited them this evening.
 _____ You spoke to me this noon.
 _____ I closed my account this morning.
 _____ She studied Algebra this evening.
 _____ They played tennis this afternoon.

10.2.2. Guiándose por los dibujos, complete cada frase.



I wrote a letter yesterday.



You didn't write a letter yesterday.



She _____ coffee last night.



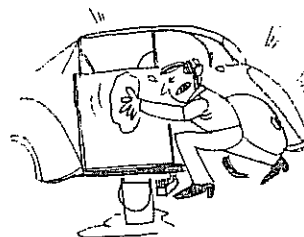
They _____ coffee last night.



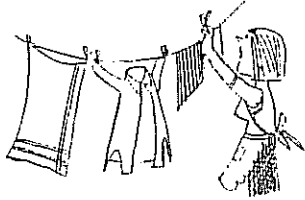
He _____ her a book yesterday.



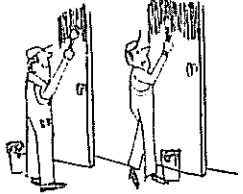
I _____ her a book yesterday.



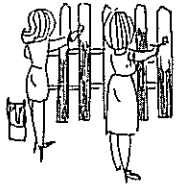
He _____ the car last Saturday.



She _____ the car last Saturday



They _____ the doors of our house last spring.



We _____ the doors of our house last spring.



She _____ at the Royal Theater last night.



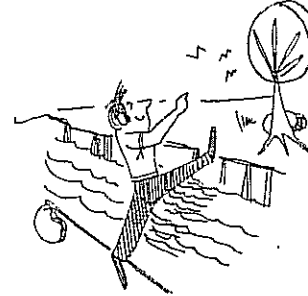
He _____ at the theater last night.



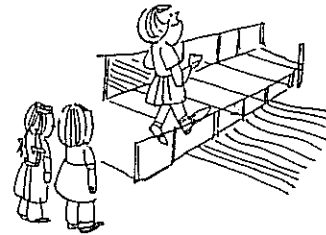
I _____ cake yesterday afternoon.



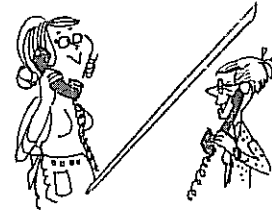
They _____ cake yesterday afternoon.



The boy _____ across the stream ten minutes ago.



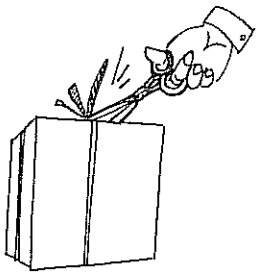
The girls _____ across the stream ten minutes ago.



She _____ her mother yesterday.



She _____ her mother yesterday.



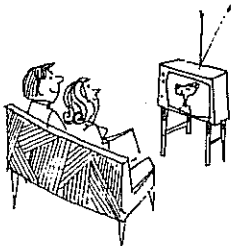
I _____ the ribbon five minutes ago.



The boy _____ the ribbon five minutes ago.



They _____ last night.



We _____ last night.

Módulo 4

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Formulará oraciones interrogativas que indiquen la acción que se ha dado y ha concluido en el pasado, utilizando verbos irregulares.
2. De acuerdo al objetivo anterior hará respuestas breves en las formas afirmativa y negativa.
3. Preguntará datos específicos sobre una acción que se ha dado y ha concluido en el pasado.

10.3. Para preguntar si una acción, inclinación, etc., se ha dado y concluido en el pasado, para dar la respuesta breve correspondiente.

Esquemas estructurales:

DID + S + Vinf + (O) + (C) + ?

YES, + Spr + DID

NO, + Spr + DID + NOT/N'T

PLAY

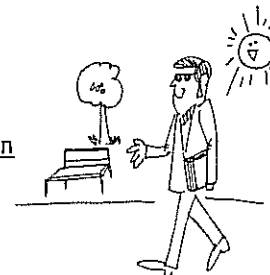
Did he play soccer yesterday morning?



Yes, he did.

STUDY

Did you study your lesson yesterday afternoon?

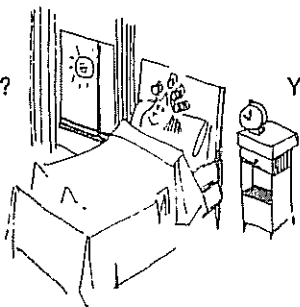


No, I didn't.



SLEEP

Did she sleep late yesterday?



Yes, she did.

RUN

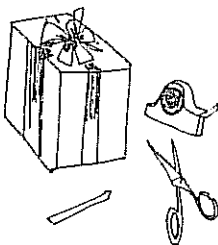
Did they run at the beach last Sunday?



No, they didn't.

WRAP

Did we wrap the present beautifully last week?



Yes, you did.

SIT

Did you sit by the window yesterday?



No, we didn't.

OBSERVE

Did he **play** soccer yesterday morning?

Yes, he did.

Did you **study** your lesson yesterday afternoon?

No, I didn't.

Did they **run** at the beach last Sunday?

No, they didn't.

Did we **wrap** the present beautifully last week?

Yes, you did.

Para preguntar si una acción, actitud, etc., se ha dado y concluido en el pasado se utiliza la forma **did**, luego el sujeto y en seguida el nombre del verbo de que se trate. El resto de la frase sigue el orden normal.

Yes, he **did**.

Yes, you **did**.

La respuesta afirmativa breve lleva la expresión afirmativa **yes** seguida de pausa (o coma en la escritura), el pronombre sujeto de que se trate, y la forma **did**.

No, I **didn't**.

No, they **didn't**.

La respuesta negativa breve lleva la expresión negativa **no** seguida de pausa (o coma en la escritura), el pronombre sujeto de que se trate, la forma **did** y la partícula negativa **not** y más comúnmente su contracción **n't**.

10.3.1. Conteste guiándose por los dibujos. (Todos representan la acción, actitud, etc. (en pasado). Siga los ejemplos.

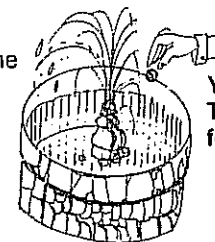
Did the girl want balloons?



No, she didn't.

She didn't want balloons.

Did they throw coins into the fountain?



Yes, they **did**.

They threw coins into the fountain.



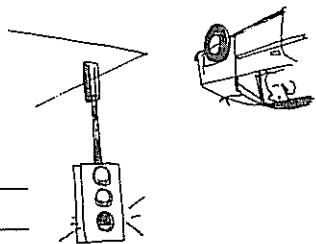
Did he go with Helen? _____
(with Helen)

Did you play ping-
pong? _____
(ping-pong)

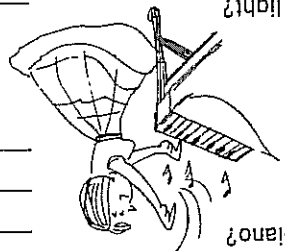
John didn't go with Mary.

I didn't play tennis.

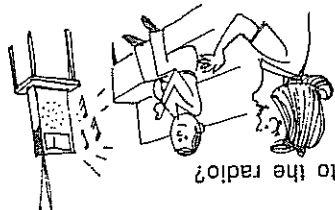
10.3.2. Lo que se niega en función del complemento dado dentro de la oración, pregúntelo en función del complemento que aparece entre paréntesis. Utilice pronombres en sustitución de los nombres. Observe que también se están usando las formas *was* y *were* + (V-ing).



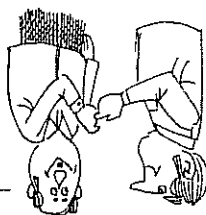
Did they stop at the red light?



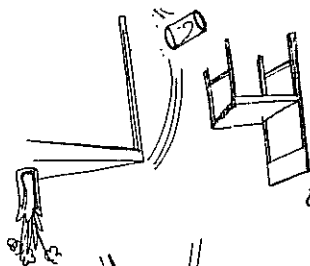
Did your sister play the piano?



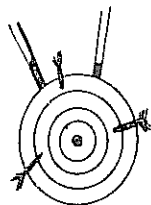
Did they listen to the radio?



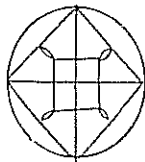
Did you visit Mary?



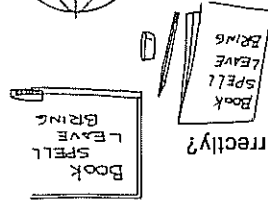
Did the glass break?



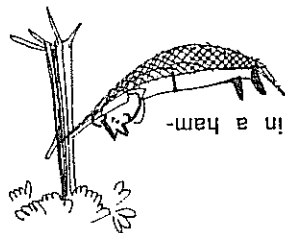
Did we hit the target?



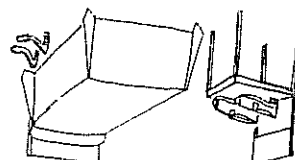
Did she draw a star inside a circle?



Did I copy the words correctly?



Did the man sleep in a hammock?



Did you put your shoes in the closet?



Was he in class yesterday?

- Jack wasn't in class this morning. _____ (yesterday)
- Mary didn't follow his advice. _____ (my advice)
- The elephants were not lifting the boys. _____ (the girls)
- Mr. Smith didn't answer their questions. _____ (our questions)
- The book didn't explain the problems. _____ (the theory)
- I wasn't studying Chemistry. _____ (Physics)
- The children weren't sick yesterday. _____ (last Monday)
- We didn't telephone the restaurant. _____ (the theater)
- The telephones weren't ringing at one. _____ (at two)
- She didn't read the novel. _____ (the poems)
- I didn't speak to Bob. _____ (to Ted)
- They weren't in Acapulco. _____ (Mazatlan)
- My aunt didn't have an emerald. _____ (an amethyst)
- Louise didn't dance with George. _____ (Charles)
- The cats weren't hungry yesterday. _____ (thirsty)
- I didn't write a letter to his company. _____ (my company)
- The girl didn't comb her hair this morning. _____ (last night)
- We didn't wait for the streetcar. _____ (the bus)
- You didn't understand his question. _____ (your question)
- Helen didn't walk to the bus stop. _____ (the station)
- I didn't know the gentlemen. _____ (the ladies)

10.3.3. Lo que se afirma de I pregúntelo de **you**, lo que se afirma de he pregúntelo de **she**, y lo que se afirma de **we** pregúntelo de **they**.

I telephoned the doctor immediately.

He visited New York in 1972.

We stayed home all day.

He waited for the bus.

I thought about the problem.

We worked for ten hours.

He lived in China last year.

We listened to his advice

He closed the windows.

I flew over the mountains.

He cried all morning.

We heard a sound.

I awoke early.

He played the guitar.

We remembered the dates.

He ate well.

I observed the situation.

We talked to the president.

He laughed happily.

We began lesson five.

He quit his new job.

I opened my book.

I studied Algebra.

Did you telephone the doctor immediately?

Did she visit New York in 1972?

Did they stay home all day?



- 10.3.4. Lo que se afirma como presente pregúntelo en pasado utilizando **yesterday** y el pronombre correspondiente al sujeto. Observe que también se están usando las formas **am, is, are, was y were**.

John sleeps well every day.

Did he sleep well yesterday?

My sister practices the piano every day.

Did she practice the piano yesterday?

The man is here now.

Was he here yesterday?

They work on a special project every morning.

You visit her every afternoon.

He closes the circuits every noon.

The boys study on Monday.

The children are happy.

The rain is heavy.

Tom plays with his cousins.

We watch T.V. every evening.

They open their store early every day.

Henry accompanies Martha every morning.

The baby cries every day.

The players are at the stadium.

Marie telephones Peter every noon.

His painting is at the museum.

The girls laugh at the clown every afternoon.

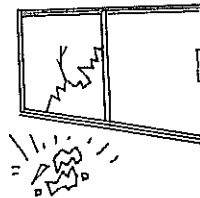
- 10.4. Para preguntar datos específicos sobre una acción, inclinación, etc., dada y concluida en el pasado.

A) Si se trata de un complemento o circunstancia.

Esquema estructural:

qwOC + DID + S + Vinf + (O) + (C) + ?

What did we break?



The window.

You broke the window.

Where did you go?



To church.

I went to church.

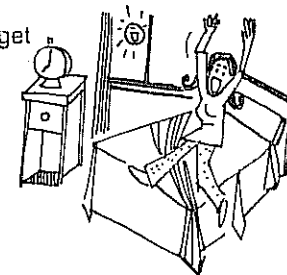
How did they talk?



Loudly.

They talked loudly.

At what time did she get up?

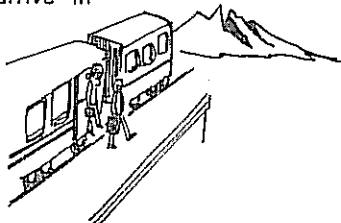


At 7 a.m.

She got up at 7 a.m.



When did you arrive in Monterrey?



In 1972.
We arrived in Monterrey in 1972.

Whom did he escort?



Mary.
He escorted Mary.

OBSERVE

What did we break?
Where did you go?
How did they talk?
At what time did she get up?
When did you arrive in Monterrey?
Whom did he escort?

The window.
To church.
Loudly.
At 7 a.m.
In 1972.
Mary.

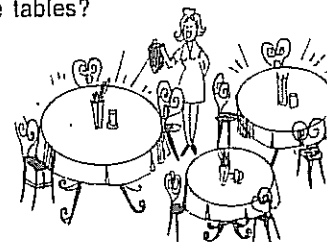
Para preguntar por el objeto, persona o cosa en que se completó o recayó la acción, inclinación, etc. o las circunstancias de modo, lugar o tiempo que la acompañaron en su realización en el pasado, se utiliza en primer término la palabra interrogativa que pide el dato que se desea, luego la forma **did** indicadora de pasado, en seguida el sujeto y a continuación el nombre de la acción, inclinación, etc., de que se trate. Si hay complementos, éstos ocuparán su lugar ordinario en la oración.

B) Si se trata del sujeto.

Esquema estructural:

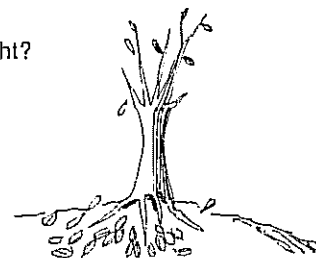
qwS + $\begin{matrix} \text{V-ed} \\ \text{Virr. p} \end{matrix}$ + (O) + (C) + ?

Who cleaned the tables?



The waitress.
The waitress cleaned the tables.

What fell overnight?



The leaves.
The leaves fell overnight.

OBSERVE

Who cleaned the tables?
What fell overnight?

The waitress.
The leaves.

Para preguntar por el sujeto al cual se atribuye en pasado la acción, inclinación, etc., se utiliza **who** (en el caso de personas) o **what** (en el caso de otros seres), luego el nombre de la acción, actividad anímica, etc., con la terminación indicadora de pasado **-ed** o con la forma especial indicadora de pasado que tome el verbo en cuestión, y por último los complementos que hubiere, según el orden estructural fijo.



10.4.1. Guiándose por las respuestas, complete las preguntas. Observe la inclusión de las formas **was** y **were**.

When did you live	_____ in Albany?	I lived in Albany in 1972.
How was the baby	_____ last night?	The baby was sick last night.
Where did she leave	_____ her car?	She left her car in the parking lot.
_____	_____ yesterday?	They brought candy yesterday.
_____	_____ Mary?	John was visiting Mary.
_____	_____ in class yesterday?	We saw Mary in class yesterday.
_____	_____ the boys?	The boys were at the beach.
_____	_____ the windows?	Ted and Bill washed the windows.
_____	_____ red and yellow?	The leaves turned red and yellow.
_____	_____ at the program?	They sang beautifully at the program.
_____	_____ for lunch?	We ate steak and potatoes for lunch.
_____	_____ arrive?	The books arrived last week.
_____	_____ the problem?	Her nervousness caused the problem.
_____	_____ the dishes?	I put the dishes on the table.
_____	_____ the traffic?	A parade was blocking the traffic.
_____	_____ this morning?	Henry telephoned Sylvia this morning.
_____	_____ Ann yesterday?	Helen called Ann yesterday.
_____	_____ the problem?	The boy solved the problem easily.
_____	_____ beside the telephone?	Mary's keys were beside the telephone.

_____ this morning?	We got up at seven o'clock this morning.
_____ the situation?	You and your friends understood the situation.
_____ here?	The dancers were here in May.
_____ on the floor?	John's picture crashed on the floor.

10.4.2. Ordene las palabras para estructurar una pregunta con cada grupo. Agregue **do, does, did, am, is, are, was** o **were** donde sea necesario.

at the library
with you
yesterday evening
studied
who

Who studied with you at the library yesterday evening?

break
an hour ago
they
what
in John's house

What did they break in John's house an hour ago?

you
now
languages
studying
where

Where are you studying languages now?

usually
the doctor
visit
at what time
his patients

At what time does the doctor usually visit his patients?

your dogs
excited
what
last night



sing
Jim's sister
how
at the concert
last Sunday

in the kitchen
Mrs. Taylor
what
preparing
yesterday afternoon

play
they
where
tennis
every Saturday

whom
sell
in 1972
ten cars to
Mr. Clark

the children
doing
what
last week

arrive
when
in Brazil
Charles

prepared
yesterday noon
delicious
sandwiches
for them
who

poems
read
when
in the library
he

the contestants
answering
in the program
the questions
how
last week

speak
at what time
on television
yesterday evening
the president

Mr. Stevens
teach
whom
in 1965

your books
leave
where
you and Bob
afternoon
every

escorted
Mary
who
to the concert
last night

your mother
giving
what
now
to the children



Respuestas a los ejercicios

MODULO 3

10.1.1.

They are not broadcasting the news now.

John is not hitting a home run now.

My mother is not knitting me a sweater.

We are not spreading butter on our bread.

We are not building a new house.

You are not making an important decision.

She is not beginning her lesson now.

Sylvia and Ann are not choosing new dresses.

Ted is not giving her flowers.

I am not lighting my blue candles.

The star is not shining now.

They are not hiding in a cave.

The earth is not shaking now.

He is not taking my car.

She is not buying candy.

They are not doing their work.

I am not feeling sick.

He is not telling us jokes.

We are not bringing food.

Helen is not teaching in New York.

We are not going to the market.

They broadcast(ed) the news ten minutes ago.

He hit a home run yesterday.

She knit(ted) me a sweater last month.

We spread butter on our bread yesterday noon.

We built a new house last year.

You made an important decision last night.

She began her lesson yesterday.

They chose new dresses last summer.

He gave her flowers last Saturday.

I lit (lighted) my blue candles last night.

The star shone ten minutes ago.

They hid in a cave yesterday morning.

The earth shook last spring.

He took my car three hours ago.

She bought candy yesterday afternoon.

They did their work last month.

I felt sick last night.

He told us jokes yesterday.

We brought food last time.

She taught in New York in 1972.

We went to the market last Monday.

10.1.2.

I saw the box last night.

Louise drank milk this morning. (It is 3 p.m.)

The boys ran for two hours yesterday afternoon.

Tom gave Alice a book ten minutes ago.

She spoke to him five minutes ago.

They slept peacefully all night last night.

Mr. Taylor taught us Algebra last semester.

My aunt read a novel last week.

The monkey ate bananas this afternoon. (It is ten p.m.)

John swam in the lake yesterday.

The planes flew very high yesterday afternoon.

My mother wed(ded) (or married) my father in 1958.

I lit (lighted) the candles on the cake at the party yesterday.

The sun shone brightly yesterday.

Susan tore Jim's letters up an hour ago.

You rang the bell three times five seconds ago.

10.2.1.

I didn't go to the market yesterday.

We didn't look at the notes yesterday.

She didn't watch T.V. yesterday.

She didn't write a letter to Jim yesterday.

You didn't make a dress yesterday.

He didn't sleep late yesterday.

They didn't listen to the birds yesterday.

I didn't eat three hamburgers yesterday.

He didn't practice English yesterday.

They didn't understand the problem yesterday.

You didn't give us money yesterday.

I went to the market this morning.

We looked at the notes this morning.

She watched T.V. this evening.

She wrote a letter to Jim this afternoon.

You made a dress this afternoon.

He slept late this morning.

They listened to the birds this noon.

I ate three hamburgers this noon.

He practiced English this evening.

They understood the problem this morning.

You gave us money this morning.



We didn't work yesterday.

She didn't tell the truth yesterday.

They didn't copy the words yesterday.

We didn't swim yesterday.

He didn't prepare the lesson yesterday.

I didn't complete the unit yesterday.

They didn't run in the park yesterday.

She didn't have the book yesterday.

We didn't change the oil yesterday.

I didn't see Pat yesterday.

They didn't drink wine yesterday.

We didn't visit them yesterday.

You didn't speak to me yesterday.

I didn't close my account yesterday.

She didn't study Algebra yesterday.

They didn't play tennis yesterday.

10.2.2.

I wrote a letter yesterday.

You didn't write a letter yesterday.

She drank coffee last night.

He gave her a book yesterday.

I didn't give her a book yesterday.

He washed the car last Saturday.

She didn't wash the car last Saturday.

They painted the doors of our house last spring.

We didn't paint the doors of our house last spring.

She sang at the Royal Theater last night.

He didn't sing at the theater last night.

I ate cake yesterday afternoon.

They didn't eat cake yesterday afternoon.

The boy jumped across the stream ten minutes ago.

We worked this afternoon.

She told the thruth this noon.

They copied the words this evening.

We swam this morning.

He prepared the lesson this evening.

I completed the unit this afternoon.

They ran in the park this morning.

She had the book this evening.

We changed the oil this morning.

I saw Pat this noon.

They drank wine this evening.

We visited them this evening.

You spoke to me this noon.

I closed my account this morning.

She studied Algebra this evening.

They played tennis this afternoon.

The girls didn't jump across the stream ten minutes ago.

She called or (telephoned) her mother yesterday.

She didn't call (or didn't telephon) her mother yesterday.

I cut the ribbon five minutes ago.

The boy didn't cut the ribbon five minutes ago.

They danced last night.

We didn't dance last night.

MODULO 4

10.3.1.

Did the girl want balloons?

No, she didn't.

She didn't want balloons.

Did they throw coins into the fountain?

Yes, they did.

They threw coins into the fountain.

Did you put your shoes in the closet?

No, I didn't.

I didn't put my shoes in the closet.

Did the man sleep in a hammock?

Yes, he did.

He slept in a hammock.

Did I copy the words correctly?

Yes, you did.

You copied the words correctly.

Did she draw a star inside a circle?

No, she didn't.

She didn't draw a star inside a circle.

Did we hit the target?

No, you didn't.

You didn't hit the target.

Did the glass break?

No, it didn't.

It didn't break.

Did you visit Mary?

No, I didn't.

I didn't visit Mary.

Did they listen to the radio?

Yes, they did.

They listened to the radio.

Did your sister play the piano?

Yes, she did.

She played the piano.

Did they stop at the red light?

No, they didn't.

They didn't stop at the red light.



10.3.2.

John didn't go with Mary.

I didn't play tennis.

Jack wasn't in class this morning.

Mary didn't follow his advice.

The elephants were not lifting the boys.

Mr. Smith didn't answer their questions.

The book didn't explain the problems.

I wasn't studying Chemistry.

The children weren't sick yesterday.

We didn't telephone the restaurant.

The telephones weren't ringing at one.

She didn't read the novel.

I didn't speak to Bob.

They weren't in Acapulco.

My aunt didn't have an emerald.

Louise didn't dance with George.

The cats weren't hungry yesterday.

I didn't write a letter to his company.

The girl didn't comb her hair this morning.

We didn't wait for the streetcar.

Did he go with Helen? (with Helen)

Did you play ping-pong (ping-pong)

Was he in class yesterday? (yesterday)

Did she follow my advice (my advice)

Were they lifting the girls? (the girls)

Did he answer our questions? (our questions)

Did it explain the theory? (the theory)

Were you studying Physics? (Physics)

Where they sick last Monday? (last Monday)

Did you telephone the theater? (the theater)

Were they ringing at two? (at two)

Did she read the poems? (the poems)

Did you speak to Ted? (to Ted)

Were they in Mazatlan? (Mazatlan)

Did she have an amethyst? (an amethyst)

Did she dance with Charles? (Charles)

were they thirsty yesterday? (thirsty)

Did you write a letter to my company? (my company)

Did she comb her hair last night? (last night)

Did you wait for the bus? (the bus)

You didn't understand his question.

Helen didn't walk to the bus stop.

I didn't know the gentlemen.

10.3.3.

I telephoned the doctor immediately

He visited New York in 1972.

We stayed home all day.

He waited for the bus.

I thought about the problem.

We worked for ten hours.

He lived in China last year.

We listened to his advice.

He closed the windows.

I flew over the mountains.

He cried all morning.

We heard a sound.

I awoke early.

He played the guitar.

We remembered the dates.

He ate well.

I observed the situation.

We talked to the president.

He laughed happily.

We began lesson five.

He quit his new job.

I opened my book.

I studied algebra.

Did I understand your questions? (your questions)

Did she walk to the station? (the station)

Did you know the ladies? (the ladies)

Did you telephone the doctor immediately?

Did she visit New York in 1972?

Did they stay home all day?

Did she wait for the bus?

Did you think about the problem?

Did they work for ten hours?

Did she live in China last year?

Did they listen to his advice?

Did she close the windows?

Did you fly over the mountains?

Did she cry all morning?

Did they hear a sound?

Did you awake early?

Did she play the guitar?

Did they remember the dates?

Did she eat well?

Did you observe the situation?

Did they talk to the president?

Did she laugh happily?

Did they begin lesson five?

Did she quit her new job?

Did you open your book?

Did you study algebra?



10.3.4.

John sleeps well every day.
My sister practices the piano every day.
The man is here now.
They work on a special project every morning.
You visit her every afternoon.
He closes the circuits every noon.
The boys study on Monday.
The children are happy.
The rain is heavy
Tom plays with his cousins.

We watch T.V. every evening.
They open their store early every day.
Henry accompanies Martha every morning.
The baby cries every day.
The players are at the stadium.
Marie telephones Peter every noon.
His painting is at the museum.
The girls laugh at the clown every afternoon.

10.4.1.

When did you live in Albany?
How was the baby last night?
Where did she her car?
leave
What did they bring yesterday?
Who was visiting Mary?
Whom did you see in class
yesterday?
Where were the boys?
Who washed the windows?
What turned red and yellow?

Did he sleep well yesterday?
Did she practice the piano yesterday?
Was he here yesterday?
Did they work on a special project yesterday?
Did you visit her yesterday?
Did he close the circuits yesterday?
Did they study yesterday?
Were they happy yesterday?
Was it heavy yesterday?
Did he play with his cousins yesterday?
Did we watch T.V. yesterday?
Did they open the store early yesterday?
Did he accompany Martha yesterday?
Did it cry yesterday?
Were they at the stadium yesterday?
Did she telephone Peter yesterday?
Was it at the museum yesterday?
Did they laugh at the clown yesterday?

I lived in Albany in 1972.
The baby was sick last night.
She left her car in the parking lot.
They brought candy yesterday.
John was visiting Mary.
We saw Mary in class yesterday.
The boys were at the beach.
Ted and Bill washed the windows.
The leaves turned red and yellow.

Who sang at the program?
beautifully
What did you eat for lunch?
When did the arrive?
books
What caused the problem?
Where did you put the dishes?
What was blocking the traffic?
Whom did Henry this morning?
telephone
Who called Ann yesterday?
How did the boy the problem?
solve
What was beside the
telephone?
At what time did this morning
you get up
Who understood the situation?
When were the here?
dancers
What crashed on the floor?

They sang beautifully at the program.
We ate steak and potatoes for lunch.
The books arrived last week.
Her nervousness caused the problem.
I put the dishes on the table.
A parade was blocking the traffic.
Henry telephoned Sylvia this morning.
Helen called Ann yesterday.
The boy solved the problem easily.
Mary's keys were beside the telephone.
We got up at seven o'clock this morning.
You and your friends understood the situation.
The dancers were here in May.
John's picture crashed on the floor.

10.4.2.

at the library
with you
yesterday evening
studied
who

Who studied with you at the library yesterday evening?

break
an hour ago
they
what
in John's house

What did they break in John's house an hour ago?

you
now
languages
studying
where

Where are you studying languages now?



usually
the doctor
visit
at what time
his patients

**At what time does the doctor usually visit
his patients?**

your dogs
excited
what
last night

What excited your dogs last night?

sing
Jim's sister
how
at the concert
last Sunday

**How did Jim's sister sing at the concert last
Sunday?**

In the kitchen
Mrs. Taylor
what
preparing
yesterday afternoon

**What was Mrs. Taylor preparing in the kitchen
yesterday afternoon?**

play
they
where
tennis
every Saturday

Where do they play tennis every Saturday?

whom
sell
in 1972
ten cars to
Mr. Clark

Whom did Mr. Clark sell ten cars to in 1972?

the children
doing
what
last week

What were the children doing last week?

arrive
when
in Brazil
Charles

**When did Charles arrive in Brazil? or
When does Charles arrive in Brazil?**

prepared
yesterday noon
delicious
sandwiches
for them
who

**Who prepared delicious sandwiches for them
yesterday noon?**

poems
read
when
in the library
he

**When does he read poems in the library? or
When did he read poems in the library?**

the contestants
answering
in the program
the questions
how
last week

**How were the contestants answering the questions
in the program last week?**

speak
at what time
on television
yesterday evening
the president

**At what time did the president speak on television
yesterday evening?**

Mr. Stevens
teach
whom
in 1965

Whom did Mr. Stevens teach in 1965?

your books
leave
where
you and Bob
afternoon
every

**Where do you and Bob leave your books every
afternoon?**



escorted
Mary
who
to the concert
last night

Who escorted Mary to the concert last night?

your mother
giving
what
now
to the children

What is your mother giving to the children now?

Actividades complementarias

Ejercicios que debe realizar conforme aprenda las estructuras.

1. Escoja de entre los verbos irregulares aquellos que se refieran a acciones que realice cotidianamente y estructure oraciones en que se diga cómo las realizó el día anterior, o la última vez que se realizaron.
2. Haga una lista de todas las cosas que tenía en proyecto a realizar dentro de la semana inmediatamente anterior, y que no realizó, e incluír las que otras personas indicaron que realizarían y tampoco realizaron.
3. Si tiene un compañero(a) u otra persona con quien practicar, hacerse mutuamente preguntas sobre hechos, inclinaciones, aptitudes y acciones en el pasado, tanto pidiendo datos específicos, como cuestionando la realización o no realización de un acto.
4. Busque la transcripción fonética de las palabras que da la unidad como práctica para los sonidos [tʃ] [ʃ], especialmente los que se presentan como pares de contraste mínimo. Lea con cuidado los sonidos que se están contrastando.



UNIDAD XI



Objetivos generales

Al terminar de estudiar esta unidad, el alumno:

1. Distinguirá entre los sonidos [e] y [ɛ]. Los pronunciará correctamente.
2. Estructurará oraciones, tanto afirmativas, como negativas e interrogativas, indicando cualidad, clasificación, circunstancia o acción correspondiente a un sujeto en el futuro.
3. Formulará oraciones preguntando datos específicos sobre un hecho o acción en tiempo futuro.
4. Responderá en forma breve a la pregunta de si una cualidad, una clasificación, una circunstancia o una acción le corresponderá a un sujeto en el futuro.
5. Reconocerá las expresiones de tiempo que señalan realización futura.
6. Aplicará las expresiones mencionadas anteriormente en la estructuración de oraciones.
7. Distinguirá entre los elementos que acompañan al infinitivo *be* y los que acompañan a cualquier otro infinitivo.



Introducción

Indicaciones para el manejo de esta unidad

SECCION DE CONVERSACION

No hay otra finalidad en esta sección que la de proporcionar al alumno una poca de práctica en el uso conversacional de la lengua. Para aprovechar esta práctica al máximo hay que repetir las frases una y otra vez, esforzándose en su pronunciación y entonación correctas, hasta memorizarlas.

SECCION DE PRONUNCIACION

Pronunciar alternadamente una palabra de cada una de las dos listas denominadas "MINIMAL PAIRS" para aprender a contrastar los sonidos e / ei y e. Pida a una persona que hable bien inglés que pronuncie para usted una y otra palabra, e imítela lo más fielmente posible, si no tiene la cinta grabada donde se reproducen estos sonidos. Si no puede recurrir a ninguno de los dos medios, estudie en el Apéndice 1 del libro del primer curso cómo se pronuncian uno y otro sonidos.

No olvide que el aprender los símbolos que representan cada diferente sonido le va a servir para poder eventualmente conocer la pronunciación correcta de cualquier palabra que consulte en un diccionario en que se use el alfabeto fonético internacional.

SECCION DE ESTRUCTURAS Y VOCABULARIO

Esta unidad se ocupa de las formas verbales de futuro y de las expresiones temporales que suelen acompañarlas, enfatizando especialmente dos formas verbales de futuro, con **be + GOING TO** y con **WILL**, que son las que se presentan para su aprendizaje, ya que las otras se presentan solamente para reconocerlas si se encuentran en la lectura o si se escuchan.

Esta unidad, como muchas de las anteriores, presenta las estructuras afirmativas como formas básicas y luego sucesivamente sus variantes negativas, interrogativas de pregunta total con sus respuestas breves, e interrogativas de dato específico.

Los esquemas estructurales sirven para ver cuál es, o cuáles son las variantes que se introducen para cada una de las modalidades. Siempre hay que observar que hay dos estructuras en las preguntas de dato específico, una cuando se pide sujeto y otra cuando se pide un complemento.

En esta unidad aparece de nuevo, como en la oración imperativa (petición de que se realice o no se realice algo), el infinitivo **to be**, que que corresponde a las formas conjugadas **am, is, are** (y también **was** y **were**, pero exclusivamente para situaciones de pasado). Se presenta primero por sí solo para oraciones de identificación, de descripción y de ubicación en el futuro, y luego en combinación con otros infinitivos, que se usan para indicar acción futura.

Hay que recordar que la base del éxito en inglés es la AUTOMATIZACIÓN de las estructuras. Conviene repetir, en múltiples oraciones, cada esquema de afirmación, hasta afianzarlo, luego cada esquema de negación, en seguida los de pregunta total, con **be** y con otros infinitivos, con sus respuestas breves, y por último los de pregunta de dato específico. Los esquemas son solamente guías, lo que importa son las oraciones que se estructuran sobre ellos, pero a fuerza de repetir las oraciones, el esquema se internaliza y queda disponible para usarlo siempre que se necesite una oración del mismo tipo.

Los ejercicios del libro y del cuaderno de trabajo están diseñados para proporcionar la práctica necesaria, pero el alumno tiene que medir el grado en que ha automatizado cada estructura, y si los ejercicios dados no son suficientes, deberá hacer otros por su cuenta, siempre apoyándose en el esquema correspondiente, hasta lograr la automatización total.

Hay que memorizar las expresiones de tiempo que acompañan al verbo en su forma de futuro. Al estudiar el vocabulario hay que distinguir cuáles formas temporales sólo pueden expresar idea de futuro y cuáles la expresan si la situación de que se trata es posterior al momento del habla (el **yo, aquí, ahora**, que sirven de punto de referencia para dicha situación).



Clave de símbolos empleados en esta unidad

Adj.	adjective (adjetivo)
be	AM, IS, ARE - WAS and WERE exclusively for past tense - (las formas am, is, are - was y were exclusivamente para pasado).
BE	infinitive of AM, IS, ARE, WAS, WERE (infinitivo de las formas am, is, are, was, were).
C	Circumstances of action - adverbial phrases of place, manner and time (complementos circunstanciales de lugar, modo y tiempo).
det	determiner (elemento determinativo).
N	noun (sustantivo).
O	objects of verb (objetos o complementos directo e indirecto del verbo).
PL expr	place expression (circunstancial de lugar).
qwOC	question word asking about object or circumstance (pronombre interrogativo que pide complementos directo o indirecto, o circunstancial).
qwS	question word asking for subject of sentence (pronombre interrogativo que pregunta por el sujeto de la oración).
S	subject (sujeto).
Spr	subject pronoun (pronombre nominativo).
Spr no3s	subject pronoun except third person singular (pronombre nominativo excepto tercera persona del singular).
Spr3s	subject pronoun third person singular (pronombre nominativo tercera persona del singular).

Módulo 5

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo el alumno:

1. Formará oraciones en tiempo futuro indicando que una cualidad, clasificación o circunstancia le corresponderá a un sujeto.
2. Reconocerá que las oraciones en las que utiliza la construcción **S+be+TO BE+Adj, PL expr etc.**, son equivalentes a las del objetivo anterior.
3. Formará oraciones indicando que una acción va a tener realidad en el futuro.
4. Reconocerá que las oraciones en las que se utiliza la construcción **S+be+TO+Vinf+(O)+(C)** son equivalentes a las del objetivo anterior.
5. Empleará el auxiliar **shall** como equivalente al auxiliar **will** en ciertos casos.
6. Identificará cuáles verbos significan traslación.
7. Distinguirá las expresiones de tiempo que exigen que la oración se estructure en futuro como: **tomorrow, next monday, next week, etc.; five minutes, two days, etc.; from now, from now on.**



SECCION DE CONVERSACION

MEMORICE

(Ring) (Telephone ringing)

Edna: Hello!

Marge: Hello, Edna?

Edna: Yes, this is Edna speaking.

Marge: This is Marge Kent.

Edna: Oh, how are you, Marge? How's everything?

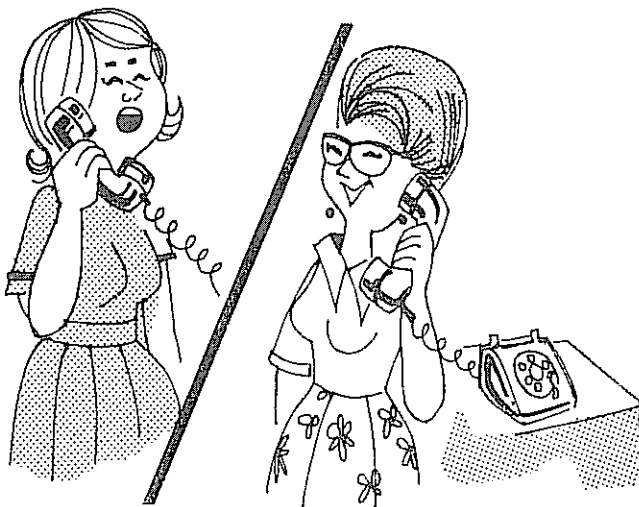
Marge: Just fine, thanks. Listen, we're going to celebrate our wedding anniversary next Wednesday, and we're going to have a party. We want you and Bob to come.

Edna: Bob's going to return from Atlanta Monday night, so I believe we can go; but I'll have to check with him. I'll let you know Tuesday afternoon. O.K.?

Marge: O.K. I hope you can come. Until Tuesday, then.

Edna: Until Tuesday. Good-bye.

Marge: Good-bye.



INTONATION PATTERN

Edna: Hello!

Marge: Hello, Edna?

Edna: Yes, this is Edna speaking.

Marge: This is Marge Kent.

Edna: Oh, how are you, Marge? How's everything?

Marge: Just fine, thanks. Listen, we're going to celebrate our wedding anniversary next Wednesday, and we're going to have a party. We want you and Bob to come.

Edna: Bob's going to return from Atlanta Monday night, so I believe we can go; but I'll have to check with him. I'll let you know Tuesday afternoon. O.K.?

Marge: O.K. I hope you can come. Until Tuesday, then.

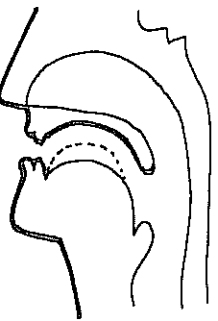

Edna: Until Tuesday. Good-bye.

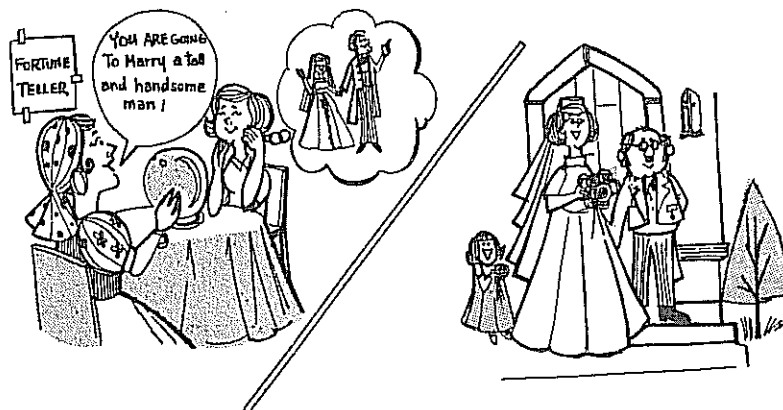
Marge: Good-bye.



PRONUNCIE

SONIDOS [e] y [ɛ]

		MINIMAL	PAIRS		
	[e] [ei]	flakes	flex		[ɛ]
		rake	wreck		
		late	let		
		hail	hell		
		paste	pest		
		base	Bess		
		fail	fell		
		fade	fed		
		taste	test		
		age	edge		
		date	debt		
		tale/lail	tell		
		sale/sail	sell		
		raid	red		
		gate	get		
		main	men		
		laid	led		
		aid	Ed		
great	date	made/maid	hair	check	dead
rain	bait	mate	bell	bend	tear (verb)
break	bake	tame	pet	nest	yes
steak	shape	crazy	breakfast	jell	sketch
rake	stake	lake	said	pen	den
cane	face	shake	friend	leg	flesh
lace	crane	pace	rent	guess	mess
same	cage	day	sled	kept	beg
vain	bale	raisin	steady	net	neck
trace	pain	yale	mend	hem	dense



11.1. Para señalar que un evento ocurrirá en el futuro con determinadas circunstancias o para indicar que una clasificación, ubicación, cualidad o condición le va a corresponder a algo o a alguien en el futuro.

Esquemas estructurales:

S + be + **GOING TO + BE** + (Det) + N + (T)
TO + (Adj + (PL expr) + (T))
PL expr + (T)
T

ANTICIPACION DEL HECHO

His birthday party is going to be tomorrow.
His birthday party is to be tomorrow.
His birthday party will be tomorrow.

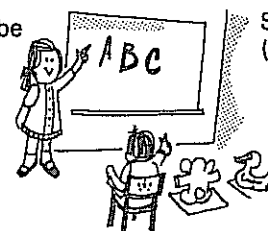


REALIZACION

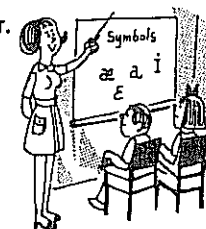
His birthday party is today.



She's going to be a teacher.
She's to be a teacher.
She will be a teacher.



She's a teacher. (15 years later)

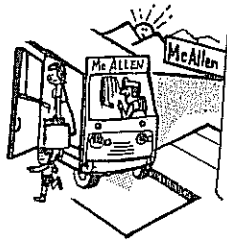




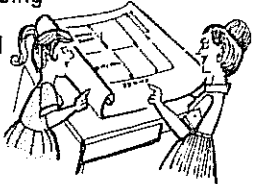
We're going to be in McAllen in six hours.
We're to be in McAllen in six hours.
We will be in McAllen in six hours.



We're in McAllen now.



Your house is going to be beautiful.
Your house will be beautiful.



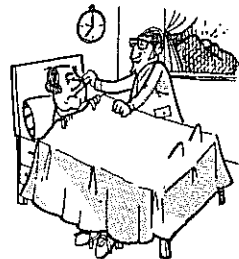
Your house is beautiful.



You're going to be sick this evening.
You will be sick this evening.



You are sick.



The crops are going to be ruined.
The crops will be ruined.



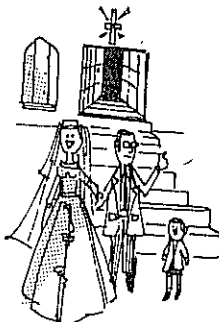
The crops are ruined.



She's going to be married next week.
She'll be married next week.



She's married now.



OBSERVE

His birthday party **is going to be*** tomorrow.

Si se quiere indicar que un evento ocurrirá en el futuro, se nombra en primer lugar el evento como sujeto, luego se da la forma **is** o **are** que le corresponda y en seguida, como fórmula fija, las palabras **going to be** y al último la expresión que señale el tiempo futuro de que se trate.

His birthday party **is to be** tomorrow.

Si en la fórmula anterior se omite la palabra **going**, la idea de posterioridad continúa, pero la frase adquiere un matiz de obligatoriedad y/o de seguridad que no conviene a todas las situaciones y que es más formal.

His birthday party **will be** tomorrow.

Otra forma de indicar la realización futura de un evento es empleando la palabra **will** (y en ocasiones también la palabra **shall**) seguida de **be** y la expresión de tiempo futuro de que se trate. La palabra **shall** tiene un matiz de mayor obligatoriedad, y se emplea exclusivamente en lenguaje formal para **I** y para **we**; ocasionalmente se llega a emplear la palabra **shall** también en las segundas y terceras personas.

Se prefiere el uso de **will be** al uso de **is/are + going to be** cuando se quiere dar un sentido de mayor determinación.

Las palabras **will** y **shall** forman parte de una categoría especial denominada en inglés MODAL VERBS, y algunas veces AUXILIARY VERBS.

She's **going to be** a teacher.
She's **to be** a teacher.

She **will be** a teacher.

We're **going to be** in McAllen in six hours.
We're **to be** in McAllen in six hours.

We **will (shall) be** in McAllen in six hours.

Your house **is going to be** beautiful.

Your house **will be** beautiful.

You're **going to be** sick this evening.

You **will be** sick this evening.

The crops **are going to be** ruined.

The crops **will be** ruined.

She's **going to be** married next week.

She'll **be** married next week.

* **to be** es la forma de infinitivo a la que corresponden **am, is, are, was, o were**. Nótese que en la combinación con **will** y **shall** desaparece la partícula **to**.



Para indicar que una clasificación, ubicación, cualidad o condición le va a corresponder a alguien o a algo en el futuro, se utiliza como sujeto el nombre o pronombre que señala a ese alguien o a ese algo, en seguida la forma **am, is o are** adecuada, a continuación las palabras **going to be** como fórmula fija, y por último las palabras que expresan clasificación, ubicación, cualidad o condición. Si se omite la palabra **going** en la fórmula anterior, se da el matiz de obligatoriedad y/o seguridad de que ya se habló.

Si se desea puede sustituirse **am, is o are + going to** por las palabras **will o shall**, obteniendo así los matices de significación ya mencionados.

You're going to be **sick** this evening.

The crops are going to be **ruined**.

She's going to be **married** next week.

Para indicar condición se puede utilizar un adjetivo como **sick o** participios como **ruined y married**. Si el participio es pasivo, como en los ejemplos anteriores, expresa la condición como resultante de una acción, como voz pasiva. Posteriormente se estudiará este tipo de frases con sentido pasivo.

Nota 1. En todos los casos en que aparecen **am, is o are** pueden usarse las contracciones correspondientes.

La contracción de **will** y de **shall** es **'ll**, pero generalmente se entiende **will** al usarse la contracción. Se usa preferentemente con pronombres.

Nota 2. Para los fines de esta unidad solamente se ejercitarán las formas de futuro **am/, is/are + going to be y will be**. Las otras dos quedan dadas únicamente con objeto de que el estudiante las conozca y pueda reconocerlas si las oye o si las ve escritas.

EXPRESIONES QUE PUEDEN SEÑALAR TIEMPO EN EL FUTURO.

Today is Wednesday,
August 15 th.

This Monday, August
13th.

This Week is from August
12 th. to August 18th.

This Month is August.

A U G U S T						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Tomorrow is going to be
Thursday, August 16th.

Next Monday August
20th.

Next Week is going to be
from August 19th, to
August 25th.

Next Month is going to
be September.

OBSERVE

Today señala el día dentro del cual se ubica el momento del habla, **tomorrow** señala el día siguiente a éste. Con **tomorrow** siempre hay que utilizar las formas **am, is o are**, más **going to**, más el nombre del verbo de que se trate, o una expresión equivalente como **will o shall** más el verbo de que se trate, u otra de las ya estudiadas.

Las divisiones de **tomorrow** son:

- tomorrow morning.
- tomorrow noon.
- tomorrow afternoon.
- tomorrow evening.
- tomorrow night.

La palabra **this** seguida de una expresión de tiempo indica que el momento del habla se ubica en cualquier punto dentro del período en el que está comprendida dicha expresión de tiempo, y dependiendo de la relación en que estén el momento del habla y dicha expresión de tiempo, puede requerir la utilización de formas de pasado, de presente o de futuro. Por ejemplo: **this evening** está comprendido en el período denominado **today**, si el momento del habla está ubicado a la 1:00 p.m. se tendrá que utilizar una forma de futuro, como en **you're going to be sick this evening**, pero si en ese mismo caso el momento del habla fuera 7:00 p.m. se emplearía una forma de presente: **you are sick this evening**.

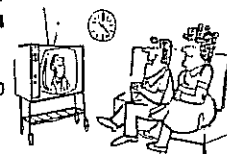
La palabra **next** antepuesta a una expresión de tiempo indica siempre un momento posterior a aquél en que se está hablando, y por lo tanto, con **next** siempre hay que utilizar alguna de las formas verbales de futuro de que ya hemos hablado. Sin embargo, cuando la palabra **next** va precedida por **the**: **the next** la relación no es con el momento del habla, sino con una fecha determinada. Lo anterior es frecuente en el relato: **The boy ran and played under the rain all that afternoon. The next day** he was feverish and his eyes were red and swollen.

La palabra **next** también se usa para indicar la posición de un objeto que sigue inmediatamente a otro en una serie de dos o más. Ejemplo: **Alice is next to me, bob is going to be the next in the line.**

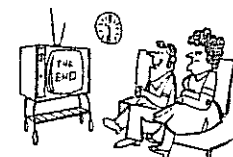
The program is going to
be over ten minutes from
now

The program is going to
be over in ten
minutes.

(The program will be...)



The program is over





OBSERVE

Una expresión que indique una cierta cantidad de tiempo: **two days, one week, five minutes, seven years, etc.**, seguida de las palabras **from now**, que hacen la relación con el momento del habla, exige la utilización de una forma verbal de futuro.

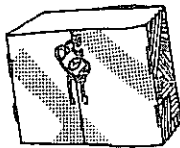
La palabra **in** seguida de una expresión que indique una cierta cantidad de tiempo: **in five hours, in twenty minutes, in a year, in two weeks**, reclama la utilización de una forma verbal de futuro, siempre que se esté haciendo la relación con el momento del habla, para empezar a contar a partir de él. De otra manera podría ser pasado, por ejemplo: He finished in two hours.

This door is going to be locked from **now on**.

(This door will be...)



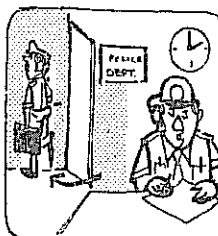
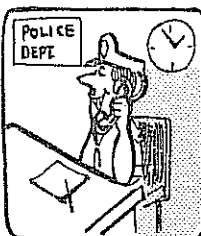
The door is locked



OBSERVE

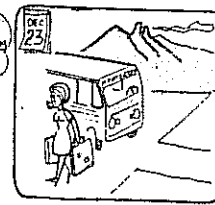
La expresión de tiempo **from now on**, que indica que una situación o un hecho se realiza a partir del momento del habla, requiere la utilización de una forma verbal de futuro, aunque con ciertos verbos se puede usar presente progresivo o habitual y con eso se da un matiz de energía.

Ej.: He stays here **from now on**.



OBSERVE

La palabra **until** denota que una situación se mantiene estable, o una acción continúa en progreso, hasta el tiempo señalado por la expresión que sigue a **until**: **until Monday, until noon, until the end of the year, etc.** Si este tiempo es posterior al momento del habla, se utiliza una forma verbal que indique futuro.



Alice is going to be in Monterrey **before** Christmas.

John is going to be in Monterrey **after** Christmas.

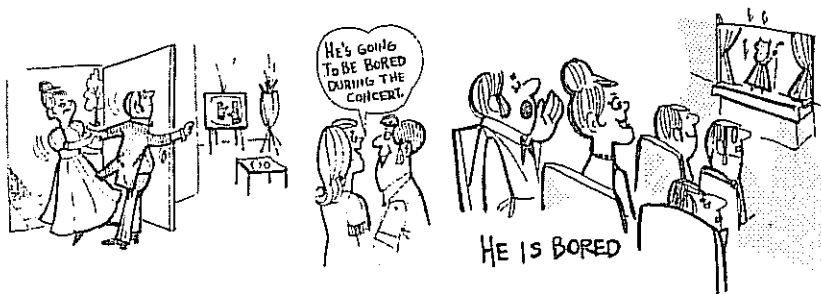
Alice is going to be in Monterrey **before** John. John is going to be in Monterrey **after** Alice.

(Alice will be... John will be...)

OBSERVE

La palabra **before** indica anterioridad y la palabra **after**, posterioridad, con relación a un tiempo dado. **Before**: before **Monday**, before **midnight**, before **the end of the month**, etc. **After**: after **Monday**, after **midnight**, after **the end of the month**, etc. Si el momento del habla es anterior en ambos casos debe utilizarse una forma verbal que indique futuro.

Las palabras **before** y **after** también se utilizan para indicar relación de orden espacial: I am **after** you in the line. You are **before** me in the line.

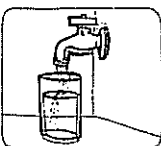


He is going to be bored
during the concert.
(He will be...)

He is bored.

OBSERVE

La palabra **during** seguida de una expresión que indique o implique una determinada cantidad de tiempo: **during the day, during the month, during the evening, during the concert, during the celebration, etc.**, señala que el hecho de que se esté hablando transcurre dentro del lapso señalado. Si el momento del habla es anterior a éste, se utilizará una forma verbal en futuro.



The glass is going to be
full soon.
(The glass will be...)

OBSERVE

La palabra **soon** indica un lapso corto entre un tiempo determinado y la realización de un hecho. Si el tiempo determinado es el momento del habla, será necesario utilizar una expresión verbal de futuro al estructurar la oración.

The project **is going to be** completed in the year 2000.
(The project **will be**...)

I **am going to be** present at your wedding. (I **will be**...)

OBSERVE

Como ya se dijo antes, hay conceptos temporales que, aunque pueden estar relacionados con el momento del habla, tienen base en convenciones histórico-culturales que es preciso conocer, para ubicarlos en el presente, en el pasado o en el futuro, e igual ocurre con las etapas vitales de un determinado ser. Para la cronología cristiana el año 2000 es futuro. Para otras cronologías no lo es. Si se está hablando a una persona no casada, his (or her) "wedding day" es futuro.

11.1.1. Complete las siguientes frases de manera que indiquen realización futura. Utilice las formas de futuro con **going to** y con **will**, use contracciones, especialmente con los pronombres.

1. Margaret's **going to be** in Mexico City in April.
2. Margaret **will be** in Mexico City in April.
3. The boys _____ tired after the game.
4. The boys _____ tired after the game.
5. We _____ married in the Cathedral.
6. We _____ married in the Cathedral.
7. I _____ a doctor next year.
8. I _____ a doctor next year.
9. Dinner _____ delicious tonight.
10. Dinner _____ delicious tonight.
11. Tom and Peter _____ in Europe at Christmas.
12. Tom and Peter _____ in Europe at Christmas.
13. Their wedding _____ here.
14. Their wedding _____ here.
15. Alice and Tim _____ cold. They didn't take their coats.
16. Alice and Tim _____ cold. They didn't take their coats.
17. You _____ nurses in three months.
18. You _____ nurses in three months.



19. They _____ in class at 7.
20. They _____ in class at 7.
21. Jerry _____ a graduate next year.
22. Jerry _____ a graduate next year.
23. The situation _____ dangerous for them.
24. The situation _____ dangerous for them.
25. Our problems _____ solved finally.
26. Our problems _____ solved finally.
27. The party _____ in her house.
28. The party _____ in her house.
29. You and I _____ cured with that medicine.
30. You and I _____ cured with that medicine.
31. Christmas _____ wonderful this year.
32. Christmas _____ wonderful this year.

11.2. Para indicar que una acción, inclinación, etc., va a tener realidad en el futuro.

Esquemas estructurales:

S + be + **GOING TO** + Vinf + (O) + (C)
WILL

S + **V/Vs** + (O) + Future time expression
be + V-ing

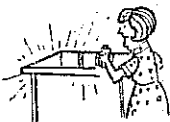
* Verbos que indican traslación.

ANTICIPACION DEL HECHO

She's going to clean the table.
She is to clean the table.
She will clean the table.



She cleaned the table.



We're going to go to the beach tomorrow.

We're going to the beach tomorrow. (or We go to the beach tomorrow).

We'll go to the beach tomorrow).



We are at the beach.



I'm going to cry chopping onions.
I'll cry chopping onions.



I'm crying chopping onions.



The roses are going to open tomorrow morning.

The roses will open tomorrow morning.



The roses opened.

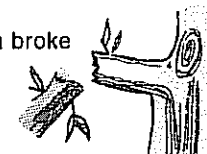


The branch is going to break.

The branch will break



The branch broke

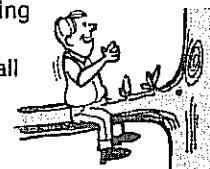


and

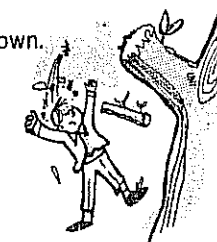
and

the boy is going to fall down.

the boy will fall down.

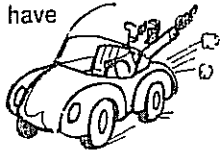


the boy fell down.





He's going to have
an accident.
He'll have an
accident.



He had an
accident



Your daughter is
going to love her
doll.

Your daughter will
love her doll.



Your daughter
loves her doll.



OBSERVE

She's going to clean
the table.

We're going to go to
the beach tomorrow.

I'm going to cry chopping
onions.

He's going to have
an accident.

Your daughter is
going to love her doll.

She will clean the
table.

We'll go to the beach
tomorrow.

I'll cry chopping onions.

He'll have an accident.

Your daughter will love
her doll.

Para indicar que una acción, inclinación, etc., va a tener realización en el futuro, se dice el nombre o pronombre que señala al sujeto de esa acción, inclinación, etc., luego la forma **am, is o are** que le corresponda, con las palabras **going to**, o en lugar de ello los verbos **will o shall** según el matiz que quiera dársele a la frase, y por último el nombre de la acción, inclinación, etc., de que se trate, con sus complementos si los tiene.

She's to clean the table.

Como antes se dijo, se puede suprimir la palabra **going to** de la fórmula de futuro, pero únicamente si se quiere dar el matiz especial de obligación y formalidad que suponen o requieren ciertas situaciones.

We're going to the beach tomorrow. We go to the beach tomorrow.

En algunos casos, especialmente cuando se trata de verbos que indican movimiento de un lugar a otro, como **go, sail, drive, ride, fly, leave**, etc., se puede usar dicho verbo con la terminación **-ing** inmediatamente después de la forma **am, is o are** que corresponda, o en su forma de presente habitual: **come-comes, go-goes, sail-sails**, etc. Si hay complementos se colocan en su posición normal. En estos dos casos no se puede omitir la expresión de tiempo futuro: **TOMORROW, NEXT WEEK, SOON**, etc.

11.2.1. Usando los verbos que aparecen entre paréntesis, complete las siguientes frases. Utilice la forma de futuro con **going to**, y donde se pueda también la fórmula **am/is/are + V-ing** y la de presente habitual **V-Vs**.

1. Alice **is going to come** home tomorrow. (come)
2. Alice **is coming** home tomorrow. (come)
3. Alice **comes** home tomorrow. (come)
4. We _____ in Guadalajara soon. (live)
5. They _____ our records this evening. (listen to)
6. I _____ for Europe next month. (leave)
7. I _____ for Europe next month. (leave)
8. I _____ for Europe next month. (leave)
9. Louise and Charles _____ their preparatory school in May. (finish)
10. John _____ them the truth. (tell)
11. You _____ your English sentences for one hour. (practice)
12. She _____ an airplane for her company. (buy)
13. The men _____ to the island in an hour. (sail)
14. The men _____ to the island in an hour. (sail)
15. The men _____ to the island in an hour. (sail)
16. The children _____ their milk immediately. (drink)
17. His colt _____ a race horse. (become)
18. My sisters _____ to New York tonight. (fly)
19. My sisters _____ to New York tonight. (fly)
20. My sisters _____ to New York tonight. (fly)
21. The teacher _____ the problem on television. (explain)



22. We _____ new clothes for our trip. (need)
23. His parents _____ a surprise for his birthday. (prepare)
24. Ted _____ by car this afternoon. (arrive)
25. Ted _____ by car this afternoon. (arrive)
26. Ted _____ by car this afternoon. (arrive)

11.2.2. Guiándose por los dibujos, complete. Todas las frases deben indicar realización futura. Utilice **going to**.

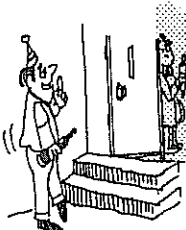
ANTICIPACION DEL HECHO

REALIZACION

The dog _____
_____ the child.



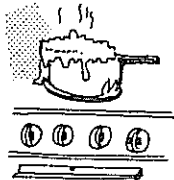
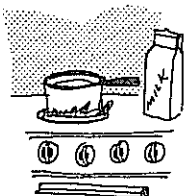
The man _____
_____ surprised.



The snow ball _____
_____ his
head.



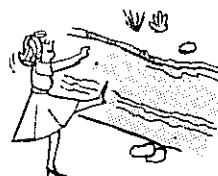
The milk _____
_____ over
the stove.



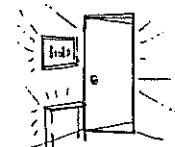
I _____
_____ my friend.



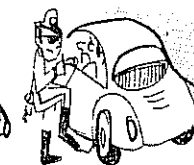
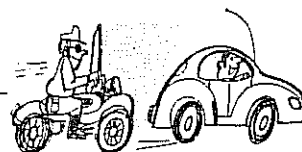
I _____
_____ across the
stream.



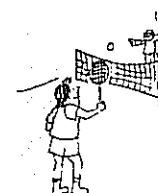
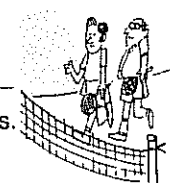
We _____
_____ the door.



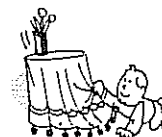
The policeman _____
_____ him.



Joe and Bob _____
_____ tennis.



The baby _____
_____ the tablecloth
and _____ the vase.





11.2.3. Usando los verbos que aparecen entre paréntesis, complete las siguientes frases de manera que indiquen realización futura. Utilice la forma de futuro con **will**.

1. She _____ carefully. She promised. (drive)
2. I _____ you the one hundred pesos tomorrow. (pay)
3. They _____ passes from now on. (request)
4. We _____ the job on time. (complete)
5. The children _____ their homework before dinner. (do)
6. They _____ the accident to the police. (report)
7. I _____ her the medicine in the morning. (give)
8. The acid _____ the metal at the edges. (corrode)
9. Henry _____ out of place at that meeting. (feel)
10. His restaurant _____ open to the public next week. (be)
11. Copies of the document _____ distributed to the members. (be)
12. John and his wife and daughter _____ at one p.m. tomorrow. (arrive)
13. We _____ our decision to the committee. (explain)
14. Paul and Louise _____ to Oaxaca on their honeymoon. (go)
15. The cost of living _____ in the next three years. (decrease)

Módulo 6

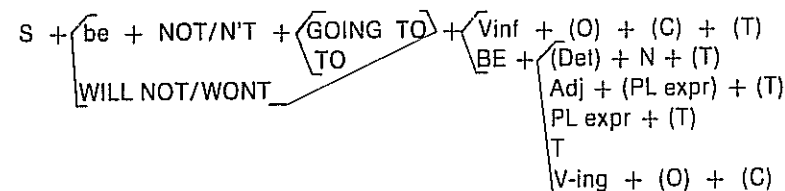
OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Formulará oraciones en tiempo futuro, indicando que una cualidad, clasificación o circunstancia no le corresponderá a un sujeto.
2. Formará oraciones indicando que una acción no va a realizarse en el futuro.
3. Estructurará oraciones en la forma interrogativa indicando si una cualidad, clasificación o circunstancia le corresponderá a un sujeto en el futuro.
4. Formulará oraciones en tiempo futuro, preguntando si va a realizarse una acción.
5. Responderá en forma breve a preguntas de los objetivos tres y cuatro.
6. Preguntará datos específicos, en tiempo futuro, sobre clasificación, descripción, ubicación o actividad referidas a un sujeto.
7. Preguntará a quién o a qué se atribuyó una clasificación descripción, ubicación o actividad futura.

11.3. Para indicar que no se va a realizar una acción en el futuro, o que a alguien o a algo no le va a corresponder una cualidad o condición, o que no tomara una determinada actitud, etc.

Esquemas estructurales:



S3s + DOES + NOT/N'T + Vinf* + (C) + Future time expression
Sno3s + DO

S + be + NOT/N'T + V-ing*

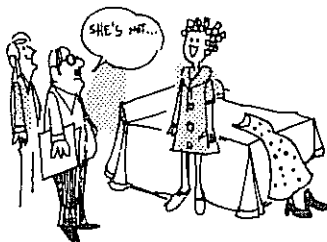
* Verbos que indican traslación.



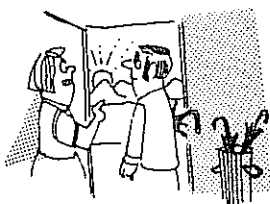
We are not going to go to school today.
We are not going to school today.
We will not (won't) go to school today.



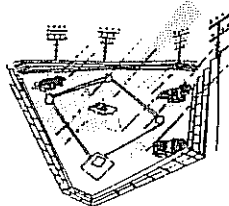
She is not going to be ready for the party in five minutes.
She will not (won't) be ready for the party in five minutes.



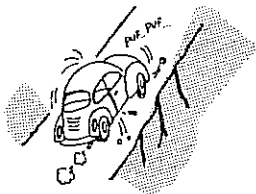
You are not going to need an umbrella today.
You will not (won't) need an umbrella today.



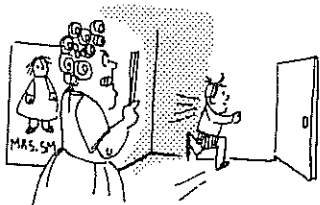
The ground is not going to be dry for the game this afternoon.
The ground will not (won't) be dry for the game this afternoon



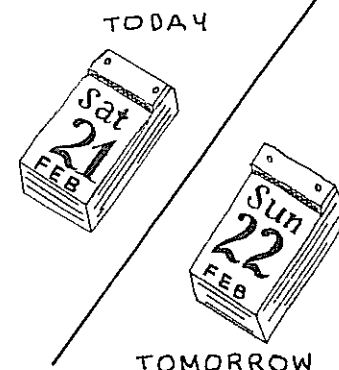
His car is not going to go up the hill.
His car will not (won't) go up the hill.



The lady is not going to catch the boy.
The lady will not (won't) catch the boy.



He does not go to school tomorrow.
He is not going to school tomorrow.



OBSERVE

We are not going to go to school today.
She is not going to be ready for the party in five minutes.
You are not going to need an umbrella today.

Para indicar la **no** realización de un acto en el futuro, o para señalar que a algo o a alguien **no** le corresponderá una determinada condición, cualidad, etc., en el futuro, se puede usar la fórmula con **going to**, interponiendo entre **am**, **is** o **are** según corresponda, y la expresión **going to**, la palabra **not**.

We will not go to school today. We won't go to school today.
She will not be ready... She won't be ready...

En lugar de la fórmula con **going to** se puede usar la fórmula de futuro con **will**, insertando la palabra **not** entre **will** y el verbo, o combinando **will** y **not** en la contracción **won't**. Dentro de la misma estructura se puede usar **shall** en lugar de **will**, en los casos que se ha dicho.

We are not going to school today.

Se puede usar, con el mismo sentido de no realización en el futuro, la forma negativa del presente progresivo, siempre que el contexto indique perfectamente que se trata de una situación futura.

También se pueden utilizar con estructura negativa las otras tres fórmulas que expresan futuro: **You are to be ready soon.** - **You are not to be ready soon.** **We leave at 5.** - **We don't leave at 5.** **We are leaving at 5.** - **We aren't leaving at 5.**



11.3.1. Lo que se afirma del sujeto en el pasado, nieguelo para realización en el tiempo futuro señalado. Use la fórmula con **going to**. Sustituya el sujeto con el pronombre correspondiente.

1. Sylvia went to Acapulco last month. She is not going to go to Acapulco next month.
2. We studied algebra last semester. next semester.
3. I entertained the visitors last week. next Sunday.
4. They worked until 8 p.m. tonight. tomorrow night.
5. They restricted the entrance last Christmas. next Christmas.
6. The children forgot their books today. tomorrow.
7. Charles drank heavily in the past. from now on.
8. The man brought fruit today. next Sunday.
9. Dr. Ann Saunders spent two weeks here last year. next year.
10. I bought a coat last winter. next winter.
11. We had lunch at home yesterday. tomorrow.
12. She danced with him last Saturday. next Saturday.
13. Tom and Bill fished in the lake last summer. next summer.
14. My car needed oil yesterday. in two months.
15. You were nervous last time. next time.
16. The President spoke on television last night. tonight.

17. Clare and Bob prepared dinner yesterday. tomorrow.
18. The soldiers guarded the gate last week. from now on.
19. They took their umbrellas this morning. this afternoon.
20. Our team lost the game last Saturday. tomorrow.
21. The market closed last Sunday. next Sunday.

11.3.2. Lo que el hablante afirma de sí mismo debe negarlo del oyente, utilizando la contracción **won't**.

1. I will arrive at 7:00. You won't arrive at 7:00
2. I will find several answers. You _____
3. I will clean the room. _____
4. I will buy flowers. _____
5. I will finish early. _____
6. I will try the recipe. _____
7. I will study for five hours. _____
8. I will wear a long dress. _____
9. I will play Bach. _____
10. I will translate the words. _____
11. I will work until noon. _____

11.3.3. Complete las siguientes oraciones para indicar que lo expresado por el verbo entre parentesis no tendrá realización en el futuro. Utilice la contracción **won't**.

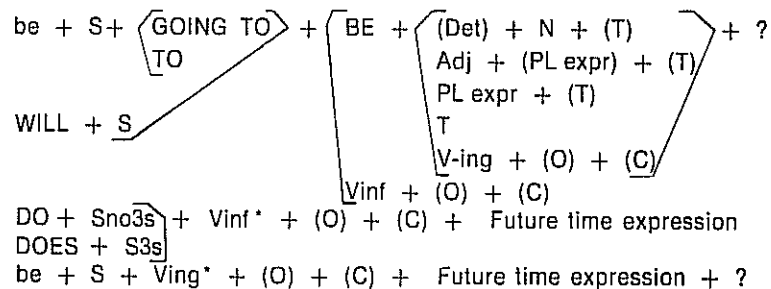
1. Alice and Dick _____ the exercise for me. (do)
2. I _____ them my secret. (tell)



3. Pat _____ his reasons. (explain)
4. Ginny _____ to Ted. (talk)
5. The girls _____ in that store. (buy)
6. I _____ nervous during the trip. (be)
7. His suitcase _____ here on time. (be)
8. We _____ confusion among the people. (create)
9. They _____ in the contest. (participate)
10. You _____ the house this summer. (paint)

11.4. Para preguntar si un evento ocurrirá con determinadas circunstancias de lugar, tiempo, etc.; o si a algo o a alguien le va a corresponder una clasificación, ubicación, cualidad o condición en el futuro; o si una acción, inclinación, etc., va a realizarse en el futuro, y para responder en forma breve a estas preguntas.

Esquemas estructurales:



YES, + Spr + be
NO, + Spr + be + NOT/N'T
YES, + Spr + WILL
NO, + Spr + WILL NOT/WON'T
YES, Spr no 3s + DO
NO, Spr no 3s + DO + NOT/N'T
YES, Spr 3s + DOES
NO, Spr 3s + DOES + NOT/N'T

* Verbos de translación.

Is the party going to be in the garden?
Will the party be in the garden?



Yes, it is, We're decorating it.
Yes, it will. We are decorating it.



Are we going to be in Monterrey in the morning?
Will we be in Monterrey in the morning?



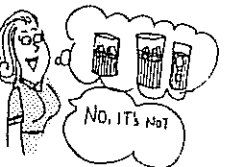
No, we're not. We are going to be in Monterrey in the evening.
No, we will not. We'll be in Monterrey in the evening.



Is tea going to be served hot?
Will tea be served hot?



No, it's not. It's going to be served cold.
No, it won't. It'll be served cold.



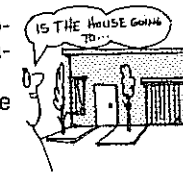
Are they going to wear dresses?
Will they wear dresses?



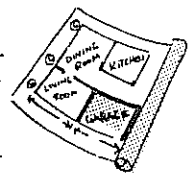
No, they're not. They're going to wear pant suits.
No, they won't. They'll wear pant suits.



Is the house going to have a garage?
Will the house have a garage?



Yes, it is, It's going to have a garage.
Yes, it will. It'll have a garage.





Are you going to finish your book soon?
Will you finish your book soon?



Yes, I am. I'm going to finish my book soon.
Yes, I will, I'll finish my book soon.



OBSERVE

Is the party going to be in the garden?	Yes, it is.
Will the party be in the garden?	Yes, it will.
Are we going to be in Monterrey in the morning?	No, we're not.
Will we be in Monterrey in the morning?	No, we will not.
Are they going to wear dresses?	No, they're not.
Will they wear dresses?	No, they won't.

Para preguntar si un evento ocurrirá con determinadas circunstancias de lugar, tiempo, etc.; o si a algo o a alguien le va a corresponder una clasificación, ubicación, cualidad o condición en el futuro, o si una acción, inclinación, etc., va a realizarse en el futuro, se inicia la frase con **am, is o are** (según corresponda) o con **will**, dependiendo de la fórmula de futuro que se esté empleando, y a continuación se nombra el sujeto. El resto de la frase es como ya se describió en las fórmulas para expresar futuro.

Si la fórmula de futuro que se está empleando es la de **am/is/are + going to**, la respuesta breve se estructura con las palabras **yes o no** (según si se desea responder afirmativa o negativamente), seguidas del pronombre que señala al sujeto correspondiente, y al final **am, is o are** en concordancia con dicho sujeto. Si la respuesta es negativa, se agregará la palabra **not**. En este caso **puede** usarse la contracción.

Si la fórmula de futuro que se está empleando es la de **will**, la respuesta breve se estructura con las palabras **yes o no**, (según si se desea responder afirmativa o negativamente), seguidas del pronombre que señala al sujeto correspondiente, y al final **will**. Si la respuesta es negativa, se agregará la palabra **not**. En este caso puede usarse la contracción **won't**. [wont].

NOTA: También se pueden utilizar las otras 3 formas de futuro ya explicadas, utilizando el esquema de interrogación que les corresponda.

11.4.1. Utilizando la fórmula **going to** complete las siguientes preguntas, de manera que expresen futuro utilice los verbos que aparecen entre paréntesis. Complete también las respuestas breves.

- _____ you _____ to class tomorrow? (come) Yes, _____
- _____ they _____ the concert this evening? (listen to) No, _____
- _____ we _____ the lesson today? (finish) Yes, _____
- _____ John _____ the records tomorrow evening? (bring) Yes, _____
- _____ You and I _____ classmates next semester? (be) Yes, _____
- _____ her sister _____ algebra in our school? (teach) No, _____
- _____ the factory _____ its work in the fall? (begin) No, _____
- _____ the program _____ short? (be) Yes, _____
- _____ you (pl.) _____ the uniforms next week? (distribute) No, _____
- _____ I _____ a bonus for my work? (receive) Yes, _____
- _____ our governments _____ peace? (promote) Yes, _____
- _____ Henry _____ his cousins next Sunday? (visit) No, _____
- _____ you _____ me tomorrow morning? (help) Yes, _____
- _____ they _____ doctors? (be) No, _____
- _____ your school _____ you a scholarship? (give) Yes, _____

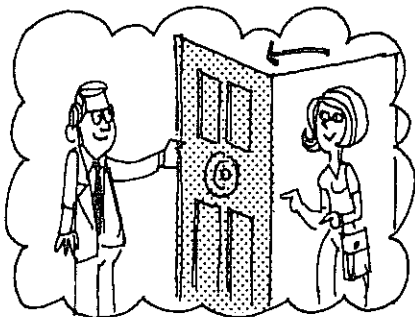


11.4.2. Utilizando la fórmula **going to** pregunte si van a tener realidad en el futuro las situaciones, circunstancias o acciones representadas en los dibujos. El nombre o pronombre dado corresponde al sujeto.



(the car)

Is the car going to hit the tree?



(Bob)

_____ the door?



(they)

_____ at Mary's birthday party?



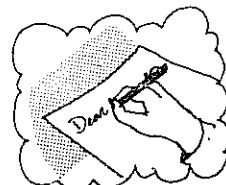
(you)

_____ the flowers?



(you and Al)

_____ milk with your sandwich?



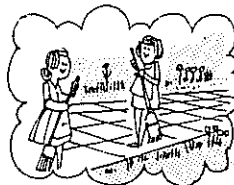
(she)

_____ a letter?



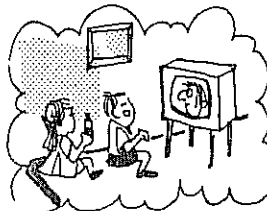
(Ann)

_____ Tim's letters up?



(we)

_____ the driveway tomorrow morning?



(the children)

_____ television this evening?



(John)

_____ a suit to
the party?



(the baby)

_____ happy with
his puppy.

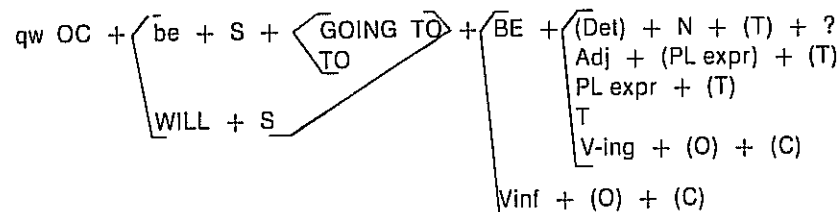
11.4.3. Complete las siguientes preguntas y respuestas, de manera que todas expresen futuro. Utilice la fórmula **going to** en la pregunta y en la contestación corta. Y **will** en el resto de la respuesta. El verbo correspondiente a la pregunta y a la respuesta aparece entre paréntesis.

1. **Are you going to wash** your clothes tomorrow? (wash). Yes, I am. I'll wash them in the morning.
2. **Is she going to copy** the words soon? (copy) No, she's not. She'll copy them next week.
3. _____ to Europe in the morning?
(fly) No, they _____. They _____ to Europe in the evening.
4. _____ early for class tomorrow? (be)
Yes, we _____. We _____ in class at 7 a.m.
5. _____ the car at the next corner?
(stop) No, I _____. I _____ the car at the park.
6. _____ your hair in five minutes?
(dry) No, it _____. It _____ my hair in ten minutes.

7. _____ the wounds with an antiseptic?
(disinfect) Yes, she _____. She _____ them with an antiseptic.
8. _____ their furniture before winter?
(paint) Yes, they _____. They _____ it before winter.
9. _____ lunch in a restaurant? (have)
No, I _____. I _____ lunch at home.
10. _____ flowers for his wife? (buy) Yes, he _____. He _____ flowers for his wife.
11. _____ two tons of bricks? (produce)
No, it _____. It _____ two tons of blocks.
12. _____ Mr. Simpson's account today?
(check) Yes, we _____. We _____ it this morning.

11.5. (A) para pedir información sobre un complemento o circunstancia de la acción o hecho o situación futuros a que hace referencia el verbo.

Esquemas estructurales:



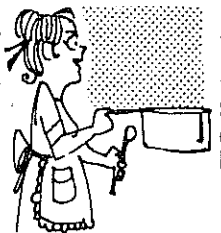
qw OC { + DO + S no 3s
DOES + S 3s } + Vinf* + (O) + (C) + ?

qw OC + be + V-ing* + (O) + (C) + ?

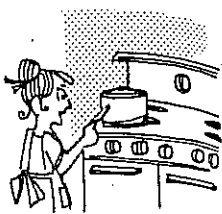
* Verbos de translación.



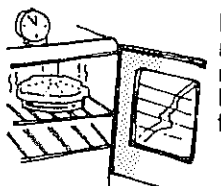
Mary is going to prepare dinner.
Where is she going to prepare dinner?
Where will she prepare dinner?



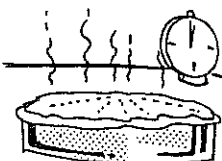
She's going to prepare dinner in the kitchen.
She'll prepare dinner in the kitchen.



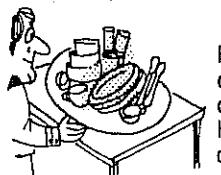
The pie is going to be ready.
When is it going to be ready?
When will it be ready?



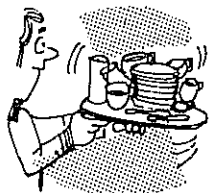
It's going to be ready in five minutes.
It'll be ready in five minutes.



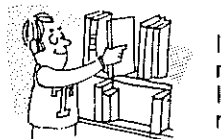
The man is going to carry the dishes.
How is he going to carry the dishes?
How will he carry the dishes?



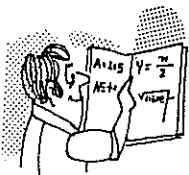
He's going to carry the dishes carefully.
He'll carry the dishes carefully.



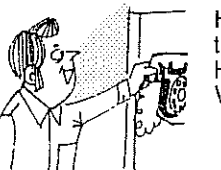
I'm going to study.
What are you going to study?
What will you study?



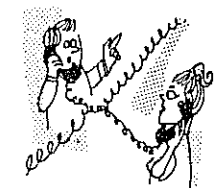
I'm going to study mathematics.
I'll study mathematics.



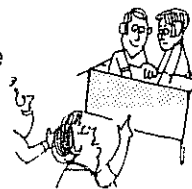
Ted is going to telephone.
Whom is he going to telephone?
Whom will he telephone?



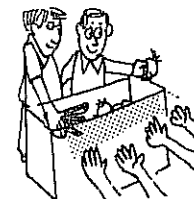
He's going to telephone Vivian.
He'll telephone Vivian.



We're going to give... What are you going to give?
What will you give?

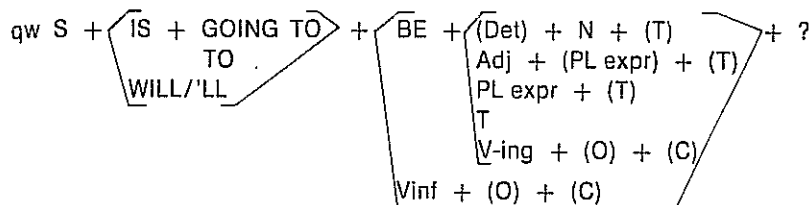


We're going to give fruit.
We'll give fruit.



11.5. (B) para preguntar a quién o a qué se atribuye una acción, hecho o situación que tendrán realidad en el futuro.

Esquemas estructurales:



qw S + Vs* + (O) + (C) + Future time expression + ?

qw S + IS + V-ing* + (O) + (C) + Future time expression + ?

Who's going to bring the records?
Who'll bring the records.



Jo's going to bring the records.
Jo'll bring the records.



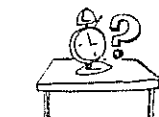
Who's going to be tired?
Who'll be tired?



We're going to be tired.
We'll be tired.



What's going to ring?
What will ring?



The alarm is going to ring.
The alarm will ring.



* Verbos de translación.



What's going to
be sold?
What will be
sold?



Christmas trees
are going to be
sold.
Christmas trees
will be sold.



OBSERVE

Where is she going to prepare dinner?	In the kitchen.
When is it going to be ready?	In five minutes.
How is he going to carry the dishes?	Carefully.
What are you going to study?	Mathematics.
Whom is he going to telephone?	Vivian.

Para pedir información sobre un complemento o circunstancia de una acción o hecho o situación futuros se da primero la palabra interrogativa que pida el dato en cuestión: **where, what, when, etc.**, en seguida **am, is o are** según corresponda al sujeto, después éste, y a continuación, **siempre**, las palabras **going to**, para terminar con el nombre del verbo y los complementos o circunstancias ya conocidos que tuviere.

Where will she prepare dinner?	In the kitchen.
When will it be ready?	In five minutes.

Si se prefiere, se puede usar **will** en la posición de **am, is o are** y omitir **going to**.

Who's going to bring the records?	Jo.
Who's going to be tired?	We.
What's going to ring?	The alarm.
What's going to be sold?	Christmas trees.

Para preguntar a quién o a qué se atribuye una acción, hecho o situación que tendrá realidad en el futuro, se utilizan las palabras interrogativas **who** y **what** respectivamente, seguidas de **is going to**, y a continuación el nombre del verbo de que se trate y los complementos que tuviere.

Who'll bring the records?	Jo.
What will ring?	The alarm.

Si se prefiere, se puede usar **will** (o **shall**) en lugar de **is going to**, conservando el resto de la frase como en el caso anterior.

NOTA: También se puede pedir información específica sobre un complemento o circunstancia de la acción, hecho o situación futuras, utilizando la palabra interrogativa y el esquema de interrogación que corresponde a las formas de futuro **AM/IS/ARE + V-ing, V-Vs y AM/IS/ARE + TO BE**.

11.5.1. Estructure una pregunta con cada uno de los grupos de palabras que se le dan a continuación.

1. Alice eat where going to dinner is

2. will my book when you bring

3. the violin tomorrow play is who going to

4. they to Michoacan how go will

5. visit tonight your parents whom going to are

6. in prices determine will the rise what

7. after you where go lunch will

8. going to Mary see is in Canada what

9. Unit 11 we when finish going to are

10. chemistry with you study will tomorrow who

11. the film develop you and Bob are how going to



11.5.2. Guiándose por la respuesta y usando el verbo que aparece entre paréntesis, complete cada pregunta. Utilice la fórmula **going to**, para indicar que se trata de realización en el futuro.

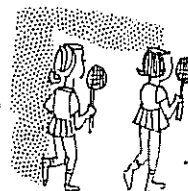
1. _____ the children. _____ breakfast?
(have) At 8:00 a.m.
2. _____ Mary _____ her studies? (finish)
At Lincoln University.
3. _____ you _____ the ship into the bottle?
(put) Slowly and carefully.
4. _____ we _____ to at school tomorrow?
(talk) To the algebra teacher.
5. _____ \$ 1,000 dollars? (cost) Mary's watch.
6. _____ they _____ Myra's concert?
(broadcast) Tomorrow night.
7. _____ the baby from the clinic? (bring) John.
8. _____ I _____ the tube? (find) In a hardware store.
9. _____ the teacher _____ tomorrow? (explain) The theory of relativity.
10. _____ at the party next Saturday? (sing) Laura and Patricia.
11. _____ Mrs. Smith _____ Billy's sweater?
(knit) Fast.
12. _____ they _____ near your house?
(build) A school.
13. _____ the doctor _____ next?
(operate on) Paul's sister.
14. _____ the city _____ one hundred years old? (be) Next year.
15. _____ oil? (need) My car.

11.5.3. La información que se da en la primera oración, pídala en la segunda con respecto al sujeto que aparece entre paréntesis. En ambas se trata de realización futura. Utilice la fórmula **will**.

1. Jane will go to the market at noon. (Alice) **Where will Alice go at noon?**
2. Bob will buy candy. (his brother) _____
3. We will work carefully. (you) _____
4. The books will arrive in two weeks. (the records) _____
5. I will telephone Mr. and Mrs. Parker. (they) _____
6. The President will speak tonight. (the treasurer) _____
7. Margaret will marry Ted. (Helen) _____
8. They will be in the office. (We) _____
9. The insurance company will close next Saturday. (the bank) _____
10. I will prepare a sandwich. (you) _____
11. The document will be in my briefcase. (the letters) _____
12. He will speak slowly. (she) _____

11.5.4. Guiándose por los dibujos, complete las preguntas y dé las respuestas de manera que indiquen realización futura. Use **going to**.

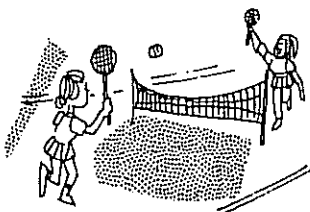
What are they going to do?



They are going to play tennis.

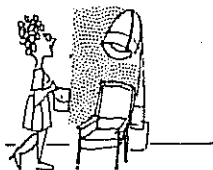


Where are they going to play tennis?

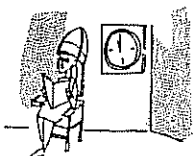


They are going to play tennis in the park.

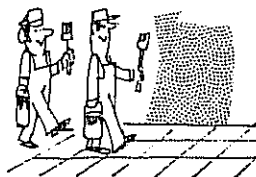
What _____ do?



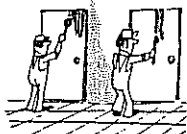
_____?



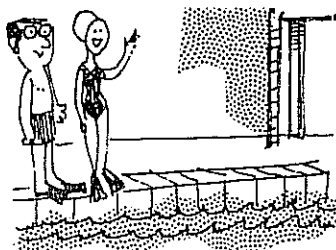
What _____ do?



_____?



What _____ do?



_____?



What _____ do?



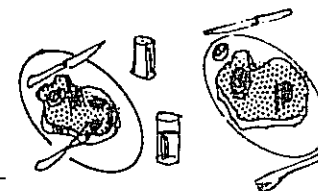
_____?



What _____ do?



_____?





Respuestas a los ejercicios

MODULO 5

11.1.1.

1. Margaret's going to be in Mexico City in April.
2. Margaret will be in Mexico City in April. (Margaret'll).
3. The boys're going to be tired after the game.
4. The boys will be tired after the game. (The boys'll).
5. We're going to be married in the Cathedral.
6. We'll be married in the Cathedral.
7. I'm going to be a doctor next year.
8. I'll be a doctor next year.
9. Dinner's going to be delicious tonight.
10. Dinner will be delicious tonight. (Dinner'll).
11. Tom and Peter are going to be in Europe at Christmas. (Tom and Peter're).
12. Tom and Peter will be in Europe at Christmas. (Tom and Peter'll).
13. Their wedding's going to be here.
14. Their wedding will be here. (Their wedding'll).
15. Alice and Tim are going to be cold. They didn't take their coats. (Alice and Tim're).
16. Alice and Tim will be cold. They didn't take their coats. (Alice and Tim'll).
17. You're going to be nurses in three months.
18. You'll be nurses in three months.
19. They're going to be in class at 7.
20. They'll be in class at 7.
21. Jerry's going to be a graduate next year.
22. Jerry'll be a graduate next year.
23. The situation's going to be dangerous for them.
24. The situation will be dangerous for them. (The situation'll).
25. Our problems're going to be solved finally.
26. Our problems will be solved finally. (Our problems'll).
27. The party's going to be in her house.
28. The party'll be in her house.
29. You and I are going to be cured with that medicine.
30. You and I'll be cured with that medicine.
31. Christmas is going to be wonderful this year.
32. Christmas will be wonderful this year. (Christmas'll).

11.2.1.

1. Alice is going to come home tomorrow.
2. Alice is coming home tomorrow.
3. Alice comes home tomorrow.
4. We are going to live in Guadalajara soon.
5. They are going to listen to our records this evening.
6. I am going to leave for Europe next month.
7. I am leaving for Europe next month.
8. I leave for Europe next month.
9. Louise and Charles are going to finish their preparatory school in May.
10. John is going to tell them the truth.
11. You are going to practice your English sentences for one hour.
12. She is going to buy an airplane for her company.
13. The men are going to sail to the island in an hour.
14. The men are sailing to the island in an hour.
15. The men sail to the island in an hour.
16. The children are going to drink their milk immediately.
17. His colt is going to become a race horse.
18. My sisters are going to fly to New York tonight.
19. My sisters are flying to New York tonight.
20. My sisters fly to New York tonight.
21. The teacher is going to explain the problem on television.
22. We are going to need new clothes for our trip.
23. His parents are going to prepare a surprise for his birthday.
24. Ted is going to arrive by car this afternoon.
25. Ted is arriving by car this afternoon.
26. Ted arrives by car this afternoon.

11.2.2.

1. The dog is going to bite the child.
2. The man is going to be surprised.
3. The snow ball is going to hit his head.
4. The milk is going to boil over the stove.
5. I am going to telephone my friend.
6. I am going to jump across the stream.
7. We are going to paint the door.
8. The policeman is going to stop him.
9. Joe and Bob are going to play tennis.
10. The baby is going to pull the tablecloth and break the vase.

11.2.3.

1. She will drive carefully. She promised.
2. I will pay you the one hundred pesos tomorrow.



3. They will request passes from now on.
4. We will complete the job on time.
5. The children will do their homework before dinner.
6. They will report the accident to the police.
7. I will give her the medicine in the morning.
8. The acid will corrode the metal at the edges.
9. Henry will feel out of place at that meeting.
10. His restaurant will be open to the public next week.
11. Copies of the document will be distributed to the members.
12. John and his wife and daughter will arrive at one p.m. tomorrow.
13. We will explain our decision to the committee.
14. Paul and Louise will go to Oaxaca on their honeymoon.
15. The cost of living will decrease in the next three years.

11.3.1.

MODULO 6

- | | |
|---|--|
| 1. Sylvia went to Acapulco last month. | <u>She is not going to go to Acapulco next month.</u> |
| 2. We studied algebra last semester. | <u>We are not going to study algebra next semester.</u> |
| 3. I entertained the visitors last week. | <u>I am not going to entertain the visitors next Sunday.</u> |
| 4. They worked until 8 p.m. tonight. | <u>They are not going to work until 8 p.m. tomorrow night.</u> |
| 5. They restricted the entrance last Christmas. | <u>They are not going to restrict the entrance next Christmas.</u> |
| 6. The children forgot their books today. | <u>They are not going to forget their books tomorrow.</u> |
| 7. Charles drank heavily in the past. | <u>He is not going to drink heavily from now on.</u> |
| 8. The man brought fruit today. | <u>He is not going to bring fruit next Sunday.</u> |
| 9. Dr. Ann Saunders spent two weeks here last year. | <u>She is not going to spend two weeks here next year.</u> |
| 10. I bought a coat last winter. | <u>I am not going to buy a coat next winter.</u> |
| 11. We had lunch at home yesterday. | <u>We are not going to have lunch at home tomorrow.</u> |
| 12. She danced with him last Saturday. | <u>She is not going to dance with him next Saturday.</u> |
| 13. Tom and Bill fished in the lake last summer. | <u>They are not going to fish in the lake next summer.</u> |

- | | |
|---|---|
| 14. My car needed oil yesterday. | <u>It is not going to need oil in two months.</u> |
| 15. You were nervous last time. | <u>You are not going to be nervous next time.</u> |
| 16. The President spoke on television last night. | <u>He is not going to speak on television tonight.</u> |
| 17. Clare and Bob prepared dinner yesterday. | <u>They are not going to prepare dinner tomorrow.</u> |
| 18. The soldiers guarded the gate last week. | <u>They are not going to guard the gate from now on.</u> |
| 19. They took their umbrellas this morning. | <u>They are not going to take their umbrellas this afternoon.</u> |
| 20. Our team lost the game last Saturday. | <u>It is not going to lose the game tomorrow.</u> |
| 21. The market closed last Sunday | <u>It is not going to close next Sunday.</u> |

11.3.2.

- | | |
|---------------------------------|--|
| 1. I will arrive at 7:00. | <u>You won't arrive at 7:00.</u> |
| 2. I will find several answers. | <u>You won't find several answers.</u> |
| 3. I will clean the room. | <u>You won't clean the room.</u> |
| 4. I will buy flowers. | <u>You won't buy flowers.</u> |
| 5. I will finish early. | <u>You won't finish early.</u> |
| 6. I will try the recipe. | <u>You won't try the recipe.</u> |
| 7. I will study for five hours. | <u>You won't study for five hours.</u> |
| 8. I will wear a long dress. | <u>You won't wear a long dress.</u> |
| 9. I will play Bach. | <u>You won't play Bach.</u> |
| 10. I will translate the words. | <u>You won't translate the words.</u> |
| 11. I will work until noon. | <u>You won't work until noon.</u> |

11.3.3.

1. Alice and Dick won't do the exercise for me.
2. I won't tell them my secret.
3. Pat won't explain his reasons.
4. Ginny won't talk to Ted.
5. The girls won't buy in that store.
6. I won't be nervous during the trip.
7. His suitcase won't be here on time.
8. We won't create confusion among the people.
9. They won't participate in the contest.
10. You won't paint the house this summer.



11.4.1.

- | | |
|---|--|
| 1. Are you <u>going to come</u> to class tomorrow? | Yes, <u>I am</u> . |
| 2. Are they <u>going to listen</u> to the concert this evening? | No, <u>they're not</u> . |
| 3. Are we <u>going to finish</u> the lesson today? | Yes, <u>we are</u> . (or <u>you are</u>). |
| 4. Is John <u>going to bring</u> the records tomorrow evening? | Yes, <u>he is</u> . |
| 5. Are you and I <u>going to be</u> classmates next semester? | Yes, <u>we are</u> . |
| 6. Is her sister <u>going to teach</u> algebra in our school? | No, <u>she's not</u> . |
| 7. Is the factory <u>going to begin</u> its work in the fall? | No, <u>it's not</u> . |
| 8. Is the program <u>going to be</u> short? | Yes, <u>it is</u> . |
| 9. Are you <u>going to distribute</u> the uniforms next week? | No, <u>we're not</u> . |
| 10. Am I <u>going to receive</u> a bonus for my work? | Yes, <u>you are</u> . |
| 11. Are our governments <u>going to promote</u> peace? | Yes, <u>they are</u> . |
| 12. Is Henry <u>going to visit</u> his cousins next Sunday? | No, <u>he's not</u> . |
| 13. Are you <u>going to help</u> me tomorrow morning? | Yes, <u>I am</u> . |
| 14. Are they <u>going to be</u> doctors? | No, <u>they're not</u> . |
| 15. Is your school <u>going to give you</u> a scholarship? | Yes, <u>it is</u> . |

11.4.2.

Is the car going to hit the tree?
Is Bob going to open the door?
Are they going to dance at Mary's birthday party?
Are you going to cut the flowers?
Are you and Al going to drink milk with your sandwich?
Is she going to write a letter?
Is Ann going to tear Tim's letter up?
Are we going sweep the driveway tomorrow morning?
Are the children going to watch television this evening?
Is John going to wear a suit to the party?
Is the baby going to be happy with his puppy?

11.4.3.

1. Are you going to wash your clothes tomorrow? Yes, I am. I'll wash them in the morning.
2. Is she going to copy the words soon? No, she's not. She'll copy them next week.
3. Are they going to fly to Europe in the morning? No, they're not. They'll fly to Europe in the evening.

4. Are you going to be early for class tomorrow? Yes, we are. We'll be in class at 7 a.m.
5. Are you going to stop the car at the next corner? No, I'm not. I'll stop the car at the park.
6. Is it going to dry your hair in five minutes? No, it's not. It'll dry my hair in ten minutes.
7. Is she going to disinfect the wounds with an antiseptic? Yes, she is. She'll disinfect them with an antiseptic.
8. Are they going to paint their furniture before winter? Yes, they are. They'll paint it before winter.
9. Are you going to have lunch in a restaurant? No, I'm not. I'll have lunch at home.
10. Is he going to buy flowers for his wife? Yes, he is. He'll buy flowers for his wife.
11. Is it going to produce two tons of bricks? No, it's not. It'll produce two tons of blocks.
12. Are you going to check Mr. Simpson's account today? Yes, we are. We'll check it this morning.

11.5.1.

1. Where is Alice going to eat dinner?
2. When will you bring my book?
3. Who is going to play the violin tomorrow?
4. How will they go to Michoacan?
5. Whom are your parents going to visit tonight?
6. What will determine the rise in prices?
7. Where will you go after lunch?
8. What is Mary going to see in Canada?
9. When are we going to finish Unit 11?
10. Who will study chemistry with you tomorrow?
11. How are you and Bob going to develop the film?

11.5.2.

1. When or (At what time) are the children going to have breakfast? At 8:00 a.m.
2. Where is Mary going to finish her studies? At Lincoln University.
3. How are you going to put the ship into the bottle? Slowly and carefully.
4. Whom are we going to talk to at school tomorrow? To the algebra teacher.
5. What is going to cost \$1,000 dollars? Mary's watch.
6. When are they going to broadcast Myra's concert? Tomorrow night.
7. Who is going to bring the baby from the clinic? John.
8. Where am I going to find the tube? In a hardware store.



9. What is the teacher going to explain tomorrow? The theory of relativity.
10. Who is going to sing at the party next Saturday? Laura and Patricia.
11. How is Mrs. Smith going to knit Billy's sweater? Fast.
12. What are they going to build near your house? A school.
13. Whom is the doctor going to operate on next? Paul's sister.
14. When is the city going to be one hundred years old? Next year.
15. What is going to need oil? My car.

11.5.3.

- | | |
|--|---------------------------------------|
| 1. Jane will go to the market at noon. | <u>Where will Alice go at noon?</u> |
| 2. Bob will buy candy. | <u>What will his brother buy?</u> |
| 3. We will work carefully. | <u>How will you work?</u> |
| 4. The books will arrive in two weeks. | <u>When will the records arrive?</u> |
| 5. I will telephone Mr. and Mrs. Parker. | <u>Whom will they telephone?</u> |
| 6. The President will speak tonight. | <u>When will the treasurer speak?</u> |
| 7. Margaret will marry Ted. | <u>Whom will Helen marry?</u> |
| 8. They will be in the office. | <u>Where will we be?</u> |
| 9. The insurance company will close next Saturday. | <u>When will the bank close?</u> |
| 10. I will prepare a sandwich. | <u>What will you prepare?</u> |
| 11. The document will be in my briefcase. | <u>Where will the letters be?</u> |
| 12. He will speak slowly. | <u>How will she speak?</u> |

11.5.4.

What are they going to do?
Where are they going to play tennis?

What is she going to do?
When (or At what time) is she going to dry her hair?

What are they going to do?
What are they going to paint?
What are they going to do?
How are they going to swim?

What is she going to do?
What is she going to write? or
Whom is she going to write?
What are they going to do?
What are they going to eat?

They are going to play tennis.
They are going to play tennis in the park.
She is going to dry her hair.
She is going to dry her hair at twelve o'clock.
They are going to paint.
They are going to paint the doors.
They are going to swim.
They are going to swim fast. (or rapidly)-
She is going to write.
She is going to write a letter.
(or she is going to write Tim.)
They are going to eat.
They are going to eat steak.

Actividades complementarias

Ejercicios que debe realizar conforme aprenda las estructuras.

1. Hará una lista, en la cual mencione, dónde va a estar cada hora dentro de las siguientes veinticuatro horas.
2. Escriba cuáles son las cualidades o las características que cree que van a corresponderles a los miembros de su familia o de sus amistades más cercanas incluyéndose usted, como también indique qué ocupación o profesión futura tendrán.
3. Mencione por lo menos veinte actividades que piense realizar en un futuro inmediato y preguntar si una determinada persona va a realizarlos también.
4. Pregunte por datos específicos sobre las acciones que sabe que otras personas cercanas a usted van a realizar en un futuro inmediato, (tiempo, lugar, personas en las que van a recaer las acciones, etc.)
5. Tener una conversación o diálogo con alguna persona que hable inglés, utilizando las fórmulas, AM/IS/ARE + GOING TO o WILL, para todos los puntos mencionados anteriormente.



UNIDAD XII



Objetivos generales

Al terminar de estudiar esta unidad el alumno:

1. Distinguirá entre los sonidos [u] y [ʊ] [ju] y [ju] pronunciándolos correctamente en las palabras presentadas en esta unidad.
2. Formulará oraciones afirmativas y negativas que se refieran a realizar un acto o tomar una actitud con las siguientes características.
 - a. Potencialidad: formas **can**, **could** y **be able to**.
 - b. Autorización: formas **can** y **may**.
 - c. Posibilidad: formas **may** y **might**.
 - d. Deber o necesidad: formas **must** y **have to**.
 - e. Conveniencia: forma **should**.
 - f. Costumbre o hábito en el pasado: formas **would** y **used to**.
 - g. Preferencia: forma **would rather**.
3. Reconocerá las formas **may**, que indica deseo de realización de algo, **have got to**, que indica necesidad; **need not**, que indica no necesidad; **ought to** y **had better** que indican conveniencia.



Introducción

Indicaciones para el manejo de esta unidad.

SECCION DE CONVERSACION

Pronunciar las frases de la conversación lo más fielmente posible según los modelos que se tengan, y memorizarla bien.

SECCION DE PRONUNCIACION

Para el hispano hablante percibir el contraste entre u y v es muy difícil, por eso es necesario poner un interés especial en practicar alternadamente, siguiendo un modelo correcto de pronunciación, las dos listas de palabras que aparecen como MINIMAL PAIRS, y luego todas las demás, especialmente en las que aparecen las combinaciones [ju] y [vu]

SECCION DE ESTRUCTURAS Y VOCABULARIO

En esta unidad se presentan quince estructuras diferentes, todas con su correspondiente forma negativa. Once de ellas deben aprenderse para formar parte de la producción activa de la lengua y las otras cuatro son solamente para reconocerlas si se las encuentra en la lectura o se las escucha. Estas estructuras corresponden a ocho usos diferentes. A veces dos o más estructuras tienen el mismo uso, a veces una misma estructura sirve a dos o más usos diferentes.

Aunque cada estructura en sí no es complicada, su diversidad exige ir las afianzando de una en una, tanto en su forma afirmativa como en su forma negativa. Las dos estructuras más complicadas son en realidad estructuras ya vistas en detalle, pues su base son respectivamente los verbos **be** y **have** en su conjugación normal, en presente, pasado y futuro, nada más agregándoles **able to** al primero y **to** al segundo.

Es necesario memorizar, con su significado, las palabras base de cada estructura (modal or auxiliary verbs), con especial atención a los que tienen más de un significado y a los contextos que determinan cada diferente significado.

Clave de símbolos empleados en esta unidad

- Adj, etc. — adjective and other elements that accompany **be** as a linking verb (adjetivo y otros elementos que acompañan al verbo **be** como copulativo).
- be conj — all conjugated forms of BE (todas las formas conjugadas de **be**).
- C — Circumstances of action — adverbial phrases of place, manner and time (complementos circunstanciales de lugar, modo y tiempo).
- BE — infinitive of am, is are, was, were (infinitivo de las formas **am, is, are, was y were**).
- O — Objects of verb (objetos o complementos directo e indirecto del verbo).
- S — subject (sujeto).
- Vinf — infinitive of verb (infinitivo verbal).
- V-ing — present participle (participio presente).
- +
- / — puede usarse indistintamente en la estructura uno u otro de los elementos que aparecen separados por este símbolo.
- () — el elemento que aparece dentro del paréntesis puede estar o no en la estructura.



Módulo 7

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo el alumno:

1. Formulará oraciones afirmativas y negativas que indiquen potencialidad habilidad o capacidad de realizar una acción o formar una actitud.
2. Utilizará la forma CAN, para oraciones en presente, y la forma COULD para oraciones en pasado.
3. Reconocerá que agregando expresiones de tiempo que señalan futuro a las formas CAN y COULD, las oraciones adquieren idea de futuro.
4. Empleará la forma BE ABLE TO, para todos los tiempos, conjugados según convenga.
5. Utilizará la forma MAY, para indicar deseo de que se realice o no algo.
6. Formará oraciones indicando la posibilidad de que se realice o no algo.

SECCION DE CONVERSACION

MEMORICE

Pamela: Do you think it might rain today?

Susan: I don't know. The clouds seem threatening. You'd better take your umbrella.

Pamela: I can't, because I don't have an umbrella. I lost it two weeks ago. I'll wear my raincoat.

Susan: You could use my umbrella. Shall I bring it to you?

Pamela: Thank you. That won't be necessary. My raincoat will do. Would you like something from the grocery store? I'm going to stop there on my way back home.

Susan: No, thanks. I have all I need here. I hope you have a good day at the office.

Pamela: Good-bye, then.

Susan: Good-bye.



INTONATION PATTERN

Pamela: Do you think it might rain today?

Susan: I don't know. The clouds seem threatening.

You'd better take your umbrella.

Pamela: I can't, because I don't have an umbrella. I lost it two weeks ago.

I'll wear my raincoat.



Susan: You could use my umbrella. Shall I bring it to you?
Pamela: Thank you. That won't be necessary. My raincoat will do.
Would you like something from the grocery store?
I'm going to stop there on my way back home.
Susan: No, thanks. I have all I need here. I hope you have a good day
at the office.
Pamela: Good-bye, then.
Susan: Good-bye.

PRONUNCIACION

SONIDOS [u] y [ʊ]

Sonido [u]



MINIMAL

cooed*	[ku:d]	could	[kʊd]
fool	[fu:l]	full	[fʊl]
Luke	[luk]	look	[lʊk]
pool	[pu:l]	pull	[pʊl]
suit	[su:t]	soot	[su:t]
shoed	[ʃu:d]	should	[ʃʊd]
wood	[wu:d]	wood/would	[wʊd]

* En algunos casos hay también alargamiento de la vocal, es decir, hay dos diferencias.

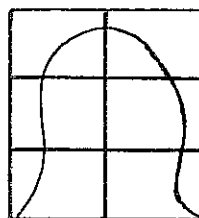
blue	roof	prove	bull	hook	tour
clue	too	cruise	bullet	nook	your
fluent	youth	juice	puss	rook	foot
ruin	rude	through	put	abjure	hood
loom	lure	tomb	book	allure	hoof
loop	chute	truth	brook	courier	stood
food	juke	two	cook	jury	wool
mood	move	stupor	crook	moor	bosom

Sonido [ʊ]



Sonidos [ju] y [jʊ]

Sonido [ju]

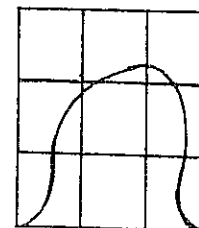


argue ['ar-gju]
accuse ['kju:z]
bugle ['bju-g l]
cube [kju:b]

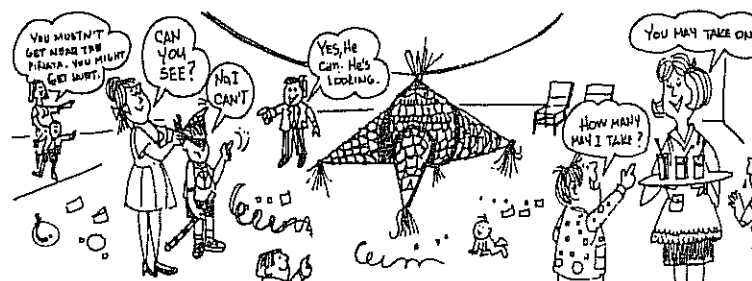


cute [kjʊt]
huge [hju:dʒ]
use [ju:z]
view [vju:]

Sonido [jʊ]



fury ['fju-ri]
mural ['mjʊ- l]
neuron ['nju- n]
your [jʊr]



12.1. Para indicar la potencialidad o no potencialidad de realización de un acto o evento o de que se dé una cualidad o condición.

Esquemas estructurales:

S + CAN + BE + Adj, etc.
COULD V-ing + (O) + (C)
Vinf + (O) + (C)

S + be conj + ABLE TO + Vinf + (O) + (C)

S + CANNOT/CAN'T + BE + Adj, etc.
COULD NOT/N'T V-ing + (O) + (C)
Vinf + (O) + (C)

S + be conj + NOT/N'T + BE ABLE TO + Vinf + (O) + (C)



My baby **can** walk. Her baby **can** only crawl.
My baby **is able to** walk. Her baby **is only able to** crawl.



The mice **can** run into the hole. The cat **cannot (can't)** run into the hole.
The mice **are able to** run into the hole.
The cat **is not able to** run into the hole.



I **cannot (can't)** read the last line.
I'm **not able to** read the last line.



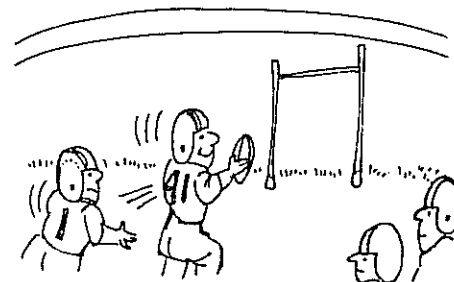
I **could** wear this dress ten years ago.
I **was able to** wear this dress ten years ago.
I **cannot (can't)** wear it now.
I'm **not able to** wear it now.



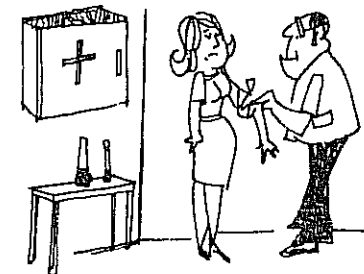
The policemen **could** catch the thief.
The policemen **were able to** catch the thief.
He is in jail now.



They **could not (couldn't)**, tackle him. He's running for the touchdown.
They **weren't able to** tackle him. He's running for the touchdown.



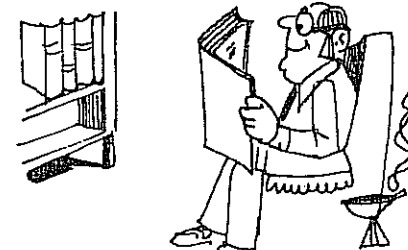
You **can** go to the office tomorrow.
You'll **be able to (You're going to be able to)** go to the office tomorrow.



We **can** have our meeting next Tuesday.
We **could** have our meeting next Tuesday.
We'll **be able to (We're going to be able to)** have our meeting next Tuesday.

JUNE						
S	M	T	W	TH	F	S
					X	2
3	X	5	X	X	X	9
10	11	12	13	14	15	16
X	X	19	20	21	22	23
24	25	26	27	28	29	30

I **cannot (can't)** finish my book in ten minutes.
I **could not (couldn't)** finish my book in ten minutes.
I **won't be able to (I'm not going to be able to)** finish my book in ten minutes.





OBSERVE

My baby can walk. [kae:n]	I cannot (can't) read the last line. [kaen at] [kae :nt]
I could wear this dress [kud] ten years ago.	They could not (couldn't) tackle him.
We can have our meeting next tuesday.	I cannot (can't) finish my book in ten minutes.
We could have our meeting next tuesday.	I could not (couldn't) [kud nat] [kudnt]
	finish my book in ten minutes.

Para indicar la potencialidad de realización de un acto o evento, o de que se dé una cualidad o condición, se expresa el sujeto, se agregan luego las formas **can** o **could** y en seguida el nombre del verbo de que se trate con sus complementos, si los tiene.

Para indicar la NO potencialidad de realización de un acto o evento, o de que se dé una cualidad o condición, se inserta la palabra **not** sin espacio intermedio después de **can**, o con un espacio después de **could**.

Contracciones: **can't** y **couldn't**.

CAN indica potencialidad en el momento del habla, sin señalar límites de iniciación o terminación de dicha potencialidad. Para que **can** indique, potencialidad en un futuro determinado es preciso utilizar una expresión de tiempo que señale ese futuro.

COULD indica potencialidad en un momento anterior al del habla. Si se le agrega una expresión que señale tiempo futuro, indica potencialidad futura, pero con un matiz de contingencia.

My baby can walk.	My baby is able to walk. ['ei-bəl] e]
They couldn't tackle him.	They weren't able to tackle him.
We can have our meeting next tuesday.	We'll be able to have our meeting next tuesday.
I couldn't finish my book in ten minutes.	I'm not going to be able to finish my book in ten minutes.

Can y **could** en general, con sujetos animados, son sustituibles por la forma de **to be** que corresponda al tiempo de la frase, más el adjetivo **able** seguido de la partícula **to**.

COMPLETE.

12.1.1. Expresa potencialidad de realización de las acciones indicadas por los verbos entre paréntesis. Use **can** o **could**.

- John _____ English. (speak)
- They _____ to the movies tomorrow. (go)
- Mary _____ the work on time for the convention next summer. (finish)
- Ted _____ all the words last night. (learn)
- I _____ her letter for you (translate)
- You _____ the museum next Sunday. (visit)
- We _____ only five hundred invitations yesterday. (address)
- Mr. Simpson _____ to you now. (talk)
- You and Mary _____ the records for the party tomorrow night. (bring)
- He ran fast and he _____ in ten minutes. (arrive)
- Martha _____ in French, Spanish and German. (sing)
- They helped us and we _____ the house rapidly. (build)
- Eagles _____ high. (fly)
- Our provisions _____ only two months. (last)
- I _____ the puzzle after two hours of work yesterday. (solve)

12.1.2. Lo que se afirma del sujeto de la primera oración debe negarse del sujeto de la segunda y luego afirmarse de este la potencialidad de la acción señalada por el verbo entre paréntesis. En la tercera oración debe usarse pronombre.

- Dogs can bark. Cats **cannot** bark. **They can** meow. (meow)
- Debbie can walk. Bobby _____ (crawl)



3. I could speak English as a child. Gian _____
_____ . (speak Italian)
4. We could finish by eight. Helen _____
_____ (finish by nine)
5. The girls can dance tomorrow. The boys _____
_____ . (sing)
6. Mrs. Kent can swim fast. Mrs. Lewis _____
_____ . (run)
7. William Shakespeare could write splendid plays. Miss Ethel Barrymore
_____ splendidly. (act)
8. My brother can draw well. My sister _____
_____ (paint)
9. They can grow flowers. Mrs. Lee _____
_____ them. (sell)
10. Liz can sweep the hall Rose _____
_____ it. (mop)
11. You can drive a car. I _____
a motorcycle. (ride)

12.1.3. Complete indicando potencialidad o no potencialidad de realización de las acciones representadas por cada dibujo.

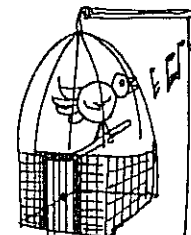
Thomas _____ the piano beautifully.



She _____ French.



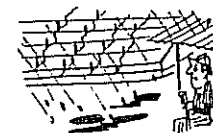
The bird _____ out.



She _____ the letters tomorrow.



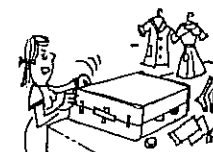
They _____ baseball yesterday.
The rain didn't let them.



The boy _____ well, He's not a
good diver.



She _____ all her clothes in her
suitcase.





I _____ well. My glasses are dirty.



You and Sylvia _____ tennis
or ping-pong before lunch, it is 8 a.m. now.



Mr. Wilson _____
simultaneously.



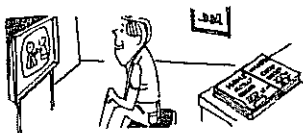
12.2. Para indicar si se concede o se tiene o no autorización para realizar un acto.

Esquemas estructurales:

S + **MAY** + BE + Adj., etc. [uso limitado]
CAN Vinf + (O) + (C)

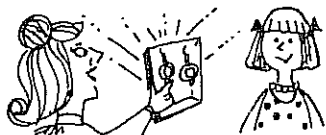
I finished my homework. I **may**
watch T.V. for an hour.

I finished my homework. I **can**
watch T.V. for an hour.



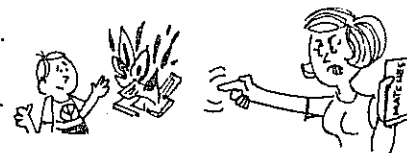
You **may** wear my earrings. They
look good with your dress; but
please be careful.

You **can** wear my earrings. They
look good with your dress; but
please be careful.



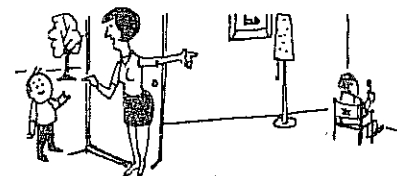
You **may not** play with matches.
They are dangerous.

You **cannot** play with matches.
They are dangerous.



He **may not** go out to play with you.
He is punished.

He **cannot** go out to play with you.
He is punished.



OBSERVE

I **may** watch T.V. for an hour. [mei] I **can** watch...

You **may** wear my earrings. You **can** wear...

Para indicar que se tiene o se concede autorización para realizar un acto, se expresa primero el sujeto que tiene o a quien se concede dicha autorización o permiso, luego la palabra **may** y en seguida el nombre del verbo de que se trate, con sus complementos, si los tiene.

You **may not** play with matches. You **cannot** play...
He **may not** go out to play with. He **cannot** go out to...

Para indicar que no se tiene o no se concede autorización para realizar un acto, se procede igual que en el caso anterior, pero insertando la palabra **not** entre **may** y el nombre del verbo.

Existe la contracción **mayn't** pero prácticamente no se usa.

En estas oraciones de autorización la palabra **may** está siendo cada vez más sustituida por la palabra **can**, hasta el punto en que **may** va quedando reservada para situaciones muy formales.

May (o can) indica autorización o permiso en el momento del habla pero sin señalar límites de iniciación o de terminación de dicha autorización o de dicho permiso. Si se quiere indicar que se tiene o concede la autorización o permiso para un futuro determinado, hay que señalarlo mediante una expresión de tiempo adecuada, o por el contexto. Valiéndose de **may** no se puede indicar permiso o autorización en el pasado, ni tampoco se puede valiéndose de **can**.



12.2.1. Guiándose por la primera oración, complete la segunda, de manera que indique que se tiene o se concede o no, autorización o permiso. Use **may** y **can**.

1. I have permission to go there. I may go there.
I can go there.

2. You have permission to visit them. You

3. You have permission to eat two apples.

4. We don't have permission to bring our dogs.

5. She has permission to be absent.

6. They don't have permission to sell beer.

7. Our company has permission to import works of art.

8. You have permission to leave the table.

9. I have permission to use the library.

10. John doesn't have permission to take the car today.

11. We have permission to enter Canada.

12. They don't have permission to open the boxes.

13. We have permission to work our mine.

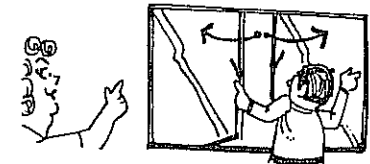
14. Bobby has permission to make his experiment.

15. You have permission to borrow the money.

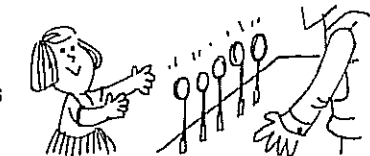
16. She doesn't have permission to publish his book.

12.2.2. Guiándose por los dibujos, complete las oraciones para indicar si se concede o no permiso o autorización. Use **may**.

You _____ the window.



You _____ two lollipops

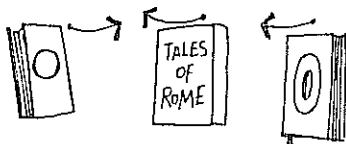


You _____ now. They are playing the national anthem.

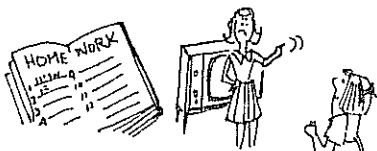




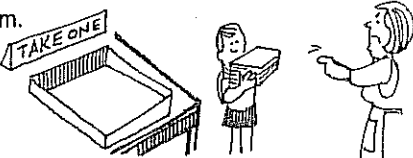
You _____ your books now.



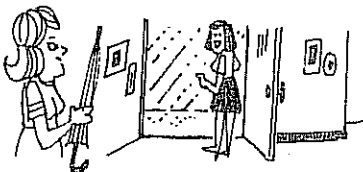
Your homework is unfinished. You
_____ television now.



You _____ all of them.
Take only one. Return the others.



You _____ my umbrella.



You _____ pictures. It is
forbidden.



You _____ Your passport
is in order.



The class is finished. You _____



12.3. Para expresar deseo de que se realice o no algo.

Esquemas estructurales:

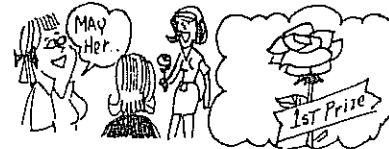
MAY + S + { BE + Adj., etc
Vinf + (O) + (C) }

MAY + S + NOT + { BE + Adj., etc
Vinf + (O) + (C) }

May you have a merry Christmas.



May her rose win the first prize.



May you get well soon.



May our party be a success.





OBSERVE

May you have a merry Christmas.

May her rose win the first prize.

Para expresar el deseo de que se realice algo, se usa la palabra **may** seguida del sujeto que ha de realizarlo y luego el nombre el verbo que señala el hecho por realizar. Al final van los complementos que tenga el verbo.

También se puede expresar el deseo de que algo no se realice valiéndose de la palabra **may**. Para ello se puede utilizar la estructura anterior, pero insertando la palabra **not** después del sujeto. Ej. **May he not cause you problems.**

El uso de **may** para expresar el deseo de que se realice o no se realice algo es **FORMAL** y **NO** se exigirá su conocimiento como materia de este curso. Se presenta únicamente para que el alumno pueda reconocer esta forma si la encuentra en sus lecturas o la escucha.

12.3.1. Expresa el deseo de que en el futuro dado sea realidad lo contrario de lo que se indica en cada oración. Utilice pronombres en sustitución de los sujetos.

- | | |
|--|---|
| 1. We didn't have a happy Christmas last year. | May we have a happy Christmas this year. |
| 2. Sylvia failed the exam last week. | May she pass the exam next week. (or May she not fail...) |
| 3. The baby cried last night. | May he not cry tonight. |
| 4. Tom was sick yesterday. | May he be well today. (or May he not be sick...) |
| 5. The secretaries didn't finish the work on time today. | _____ tomorrow. |
| 6. Our team lost the game yesterday. | _____ tomorrow. |
| 7. The war didn't end last month. | _____ this month. |
| 8. December was cold last year. | _____ this year. |

9. Grandmother didn't sleep well _____
_____ tonight.

10. The experiment was a failure _____
_____ tomorrow.

12.4. Para expresar que hay posibilidad de que ocurra o de que exista un hecho, pero no se da como cierto.

Esquemas estructurales:

S + **MAY** / **MIGHT** + BE + Adj., etc.
V-ing + (O) + (C)
Vinf + (O) + (C)

S + **MAY** / **MIGHT** + NOT + BE + Adj., etc.
V-ing + (O) + (C)
Vinf + (O) + (C)

Do not jump across the stream.
You **might** fall into the water.

Do not jump across the stream.
You **may** fall into the water.



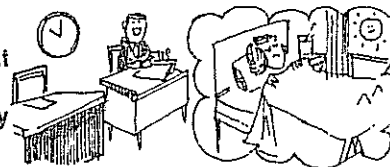
She took all the boxes. She **might** drop one or two.

She took all the boxes. She **may** drop one or two.



Liz didn't come today. She **might** be sick.

Liz didn't come today. She **may** be sick.



James and Tom are worried. They **might not** be able to play football today.

James and Tom are worried. They **may not** be able to play football today.





OBSERVE

You **might** fall into the water. [mailto] You **may** fall into the water.

Para expresar que hay posibilidad de que ocurra o de que exista un hecho, denotando incertidumbre, se utiliza el sujeto, al que se adjudica el hecho, luego la palabra **might** o la palabra **may** y en seguida el verbo que expresa el hecho de referencia, con sus complementos si los tiene.

They **might not** be able to play football today. They **may not** be able to play football today.

Para expresar que hay posibilidad de que NO ocurra o de que NO exista un hecho, denotando incertidumbre, se utiliza la misma construcción descrita en el párrafo anterior, pero insertando la palabra **not** inmediatamente después de las palabras **may** o **might**.

May y **might** indican generalmente un hecho futuro o coincidente con el momento del habla.

12.4.1. Guiándose por la información dada, complete las oraciones para indicar lo que puede ocurrir. Utilice el verbo dado entre paréntesis.

- John is driving very fast. (have) He **might have** an accident. (He may...)
- The two boys fell into the water. It was cold. (catch) They **might catch** a cold. (They may...)
- Alice writes slowly. (finish) _____ not _____ her work on time. (or _____).
- I have three pesos. (buy) _____ a sandwich. (or _____).
- You work hard and you do not eat well. (get) _____ sick. (or _____).
- John's work was excellent, (obtain) _____ a promotion in his job. (or _____).
- My dress is thin and the day is cold. (wear) _____ a coat. (or _____).

- The book has 500 pages. (read) I _____ not _____ it in time for the exam. (or _____ not _____ it).
- The medicine is two years old. (be) _____ bad now. (or _____).
- The children are going to play all afternoon. (be) _____ tired tonight. (or _____ ...)
- The bus is full. (stop) _____ not _____ at the corner. (or _____ not _____).
- Angela saw me fifteen years ago, for the last time. _____ (remember) _____ not _____ me. (or _____).



Módulo 6

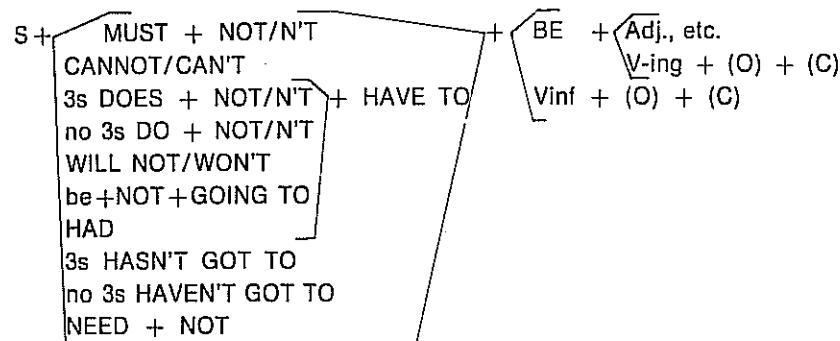
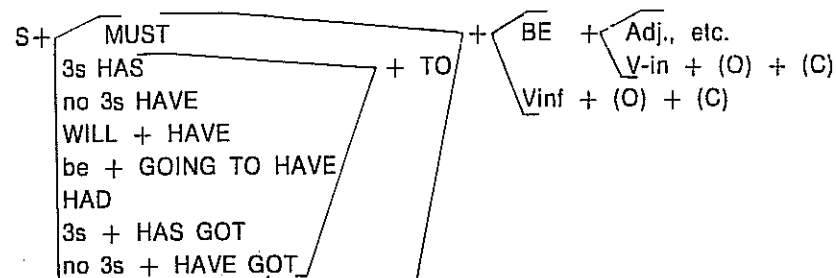
OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

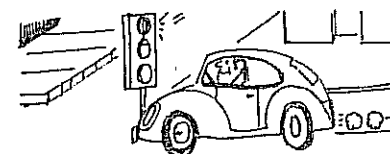
1. Formulará oraciones afirmativas indicando deber o necesidad de realizar algo.
2. Estructurará oraciones empleando las expresiones **MUST NOT**, **MUSTN'T** para indicar que algo no se debe de realizar.
3. Formulará oraciones indicando que no es necesario realizar algo.
4. Reconocerá las estructuras en que aparecen las formas **HAVE GOT TO**, que indica necesidad de que se realice algo, y **NEED NOT**, que indica necesidad de que no se realice algo.
5. Formulará oraciones empleando las expresiones **SHOULD** y **SHOULD NOT/N'T**, para indicar respectivamente la conveniencia o no conveniencia de realizar algo.
6. Reconocerá las estructuras en que aparecen las formas **OUGHT TO** y **HAD BETTER** y **OUGHT NOT TO** y **HAD BETTER NOT**, que indican respectivamente la conveniencia o no conveniencia de realizar algo.
7. Formulará oraciones afirmativas y negativas, empleando las expresiones **WOULD**, **USED TO** y **WOULD NOT/N'T**, **DIDN'T** para indicar costumbre o hábito de realizar algo en el pasado.
8. Formulará oraciones afirmativas y negativas utilizando la expresión **WOULD RATHER** o **WOULD RATHER NOT**, para indicar respectivamente la preferencia de realizar o no una acción.

12.5. Para indicar deber o necesidad de realizar o no realizar algo. Para indicar deber de no realizar algo.

Esquemas estructurales:



You **must** stop at the red light.
 You **have to** stop at the red light.
 You **have got to** stop at the red light.
 You've **got to stop** at the red light.

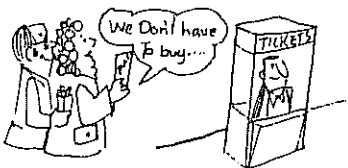


You **must not** pass on the right side.
 You **mustn't** pass on the right side.
 You **cannot** pass on the right side.
 You **can't** pass on the right side.





We **don't have to** buy tickets. I have a pass.
We **need not** buy tickets. I have a pass.



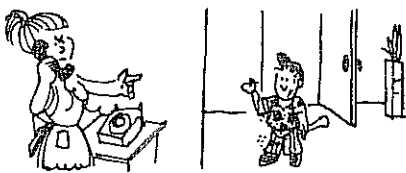
I **had to** walk two miles to obtain the gasoline.



Mother **didn't have to** prepare dinner. Father took us to a restaurant.



I'll **have to** bathe Tommy. He has mud all over him.
I'm **going to have to** bathe Tommy.



They **won't have to** get up early tomorrow. It is Sunday.
They're **not going to have to** get up early tomorrow.



OBSERVE

You **must** stop at the red light [mast]

You **have to** stop at the red light. ['haef.ta] He has to ['haes.ta]

You **have got to** stop at the red light You've [ju:v]

Para indicar obligatoriedad o necesidad se pueden utilizar las fórmulas de SUJETO + MUST, HAVE TO/HAS TO, HAVE GOT TO/HAS GOT TO + VERBO en infinitivo + COMPLEMENTOS (si los hay). La fórmula con **must** es la de más fuerza. Las otras dos indican el mismo grado de obligatoriedad o necesidad y en ellas se usan **has to** y **has got to** si el sujeto es tercera persona de singular, y **have to** y **have got to** si el sujeto es cualquiera de las otras personas.

You **must not** pass on the right side. You mustn't...

You **cannot** pass on the right side. You can't...

Para indicar prohibición u obligación de no realizar un acto o de no adoptar cierto comportamiento se utiliza la estructura descrita en primer término en el párrafo anterior, sólo insertando la palabra **not** entre la palabra **must** y el nombre del verbo. Con un sentido ligeramente menos imperativo puede utilizarse la forma **cannot** en lugar de **must not**.

We **don't have to** buy tickets He **doesn't have to**...

We **need not** buy tickets He **need not**...

Para indicar que no hay necesidad de realizar un acto o de adoptar una actitud, se usa la forma negativa de **have to**: **doesn't have to/don't have to** en la misma construcción descrita anteriormente, según sea tercera persona del singular o cualquiera de las otras, o la fórmula **need not** invariable para todas las personas.

I **had to** walk two miles to obtain Mother **didn't have to** prepare the gasoline. dinner.

Para indicar obligación o necesidad pasada de realizar un acto o de comportarse de cierto modo se utiliza la estructura descrita para **have to**, sólo cambiando **have** o **has** por **had**. Para indicar que no hubo necesidad en el pasado de realizar un acto o tomar una actitud, se utiliza la estructura descrita para la forma negativa de **have to** pero cambiando **don't** o **doesn't** por **didn't**.

I'll **have to** bathe Tommy They **won't have to** get up early tomorrow.

I'm **going to have to** bathe Tommy. They're **not going to have to** get up early tomorrow.



Para dar una idea más específica de obligación o necesidad futura de realizar algo o de ser o de comportarse de determinada manera se pueden utilizar las formas de futuro de **have to: will have to** ('I'll have to' y **will not have to** (won't have to), **am/is/are going to have to**).

- *NOTA: A veces las oraciones con **must**, y también con **must not**, indican una necesidad lógica o histórica por encadenamiento de circunstancias o hechos, y no una obligación atribuida al sujeto, por ejemplo:
he went to school with my husband; they were in the first grade twenty five years ago, he must be thirty-one or thirty-two years old. Desde luego que no siempre se expresan todos los pasos del razonamiento.

MUY IMPORTANTE: Las formas **have/has got/to**, y **need not** se presentan aquí al alumno para que se familiarice con ellas y pueda reconocerlas, pero no se exigirá su conocimiento como materia de este curso.

12.5.1. Complete utilizando **must** o **must not** según lo pida en contexto.

- We _____ disturb him. He had a hard day and he is resting now.
- You _____ be here before 8:00. The program will begin exactly at 8:00.
- We _____ pay our income tax every year.
- We _____ exceed the speed limit.
- I _____ watch my weight. I gained three pounds last month.
- You _____ neglect your health.
- This road is dangerous. We _____ drive carefully.
- You _____ be patient with him. His illness makes him irritable and unreasonable.
- They _____ leave him alone even for a short time. He needs constant care.
- I _____ forget my appointment, it's very important.
- She _____ go there alone. It's dangerous.
- They _____ board their train immediately. It leaves in three minutes.
- I _____ prepare a report for the stockholder's meeting today. I'll begin it at once.
- You _____ give your children a well-balanced diet.
- I _____ pay him today. He's going on his vacation this evening, and he needs his money.

12.5.2. Complete. Utilice la forma adecuada de **have to**, según el contexto. Donde se puede utilice también la forma **have got to**.

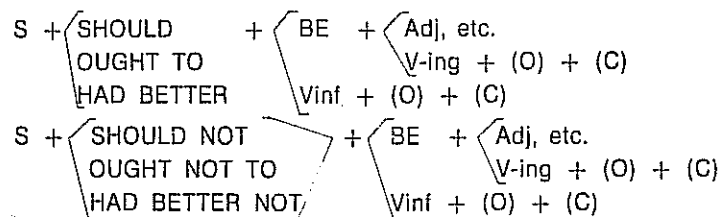
1. I **have to** buy a present for Alice tomorrow. (or I'll have to). (I'm going to have to).
2. I **have got to** buy a present for Alice tomorrow.
3. They _____ attend a meeting last night.
4. My brother _____ work in the laboratory from 9 to 11 every morning.
5. My brother _____ work in the laboratory from 9 to 11 every morning.
6. The children _____ request permission to go to the circus yesterday.
7. Al _____ bring the records for the party tomorrow night.
8. Al _____ bring the records for the party tomorrow night.
(or Al _____). (or Al _____).
9. We _____ clean the house rapidly today after Helen comes.
10. We _____ clean the house rapidly today after Helen comes.
(or We _____). (or We _____).
11. Mrs. Brown _____ have an operation last year.
12. The books _____ arrive at noon today. It's nine a.m.
13. The books _____ arrive at noon today. It's nine a.m. (or the books _____).
14. Babies _____ drink milk.
15. Babies _____ drink milk.
16. They _____ play an extra inning at the baseball game last Saturday.
17. Ted _____ practice five hours every day for the concert.
18. Ted _____ practice five hours every day for the concert.
19. The president of the company _____ give a report at the stockholders meeting in an hour.



20. The president of the company _____ give a report at the stockholders meeting in an hour. (or The President... _____ ...). (or The President... _____ ...).
21. We _____ go now.
22. We _____ go now.
23. I _____ do my homework before we go to the movies.
24. I _____ do my homework before we go to the movies. (or I' _____ ...) (or I' _____ ...).
25. You _____ give the baby his bottle in fifteen minutes.
26. You _____ give the baby his bottle in fifteen minutes. (or You' _____ ...) (or You' _____ ...).
27. The policemen _____ pursue the thief three blocks before they caught him.
28. Pat _____ telephone Mary now.
29. Pat _____ telephone Mary now.
30. Columbus _____ travel for 36 days after he left the Canary Islands before he reached America.

12.6. Para indicar conveniencia de realizar o no realizar algo.

Esquemas estructurales:



She has fever. She **should** stay in bed and rest.

She has fever. She **ought to** stay in bed and rest.

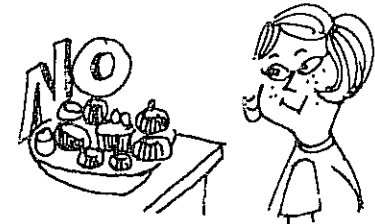
She has fever. She **had better** stay in bed and rest.



She **should not** eat chocolates. They ruin her complexion. She **shouldn't** eat chocolates.

She **ought not to** eat chocolates. They ruin her complexion.

She **had better not** eat chocolates. They ruin her complexion. She'd **better not**, eat chocolates.



OBSERVE

- | | |
|---|---|
| She should stay in bed and rest. | She should not eat chocolates. |
| She ought to stay in bed and rest. | She shouldn't ... [fudnt] |
| | She ought not to eat chocolates. |
| She had better stay in bed and rest. | She had better not eat chocolates. |
| She'd better . | She'd beter not ... |

Para indicar que se debe hacer algo porque es conveniente o apropiado se expresa el sujeto al que se refiere la acción, luego las fórmulas **should**, **ought to** o **had better**, aunque esta última tiene más el sentido de una recomendación y después el nombre de la acción de que se trate con las circunstancias y complementos que lleve.

Para indicar que no se debe hacer algo porque no es conveniente o apropiado, se utiliza la estructura descrita en el párrafo anterior, pero insertando la palabra **not** después de **should**, **ought to** o **better**.

En todos los casos anteriores se trata de situaciones habituales, o de situaciones que se dan en el momento del habla o posteriormente a éste, determinándose por el contexto de cuál de ellas se trata.

NOTA: Las formas **ought** y **had better**, se presentan aquí para que el alumno las conozca. No se exigirán como materia de este curso.

12.6.1. Guiándose por la frase de la izquierda, complete la de la derecha, empleando **ought to**.

- | | |
|--|---|
| 1. John should finish his work soon. | John ought to finish his work soon. |
| 2. You shouldn't have the record player up loud. Mr. Brown, our neighbour, died today. | You _____ have the record player up loud. Mr. Brown, our neighbour, died today. |



3. Your children should eat fruit. It is good for their health. Your children _____ eat fruit. It is good for their health.
4. We should get up early tomorrow. We are behind in our work. We _____ get up early tomorrow. We are behind in our work.
5. They should not eat that food. It is not clean. They _____ eat that food. It is not clean.
6. You shouldn't wear high heels. They are harmful. You _____ wear high heels. They are harmful.
7. I should take flowers to Mary. She loves them and she is sick today. I _____ take flowers to Mary. She loves them and she is sick today.
8. We should take Helen to the doctor. She is not well. We _____ take Helen to the doctor. She is not well.
9. Ted shouldn't lend his car to Bob. He drives carelessly. Ted _____ lend his car to Bob. He drives carelessly.
10. I shouldn't go out tonight. The wind is cold and my throat is sore. I _____ go out tonight. The wind is cold and my throat is sore.
11. Students should pay attention and take notes in class. Students _____ pay attention and take notes in class.
12. They should make a hotel reservation before they leave for Acapulco. They _____ make a hotel reservation before they leave for Acapulco.

12.6.2. Complete utilizando **should** o **should not** según corresponda.

You _____ wear a coat, it's cold outside.
They _____ give him the prize. He deserves it.
We _____ listen to her advice, it seems good.
Mark _____ go to work today. He is sick.
We _____ make noise. Her baby is sleeping.
You _____ send flowers to your mother-in-law. Today is her birthday.
Helen doesn't feel well. She _____ see a doctor.
We _____ tell her the truth. It's preferable.
Mary _____ talk to him frankly and settle the matter definitely.
Parents _____ always correct their children lovingly and firmly.

Liz _____ help her uncle and aunt. She has the time and money to do it.

He _____ discuss the matter so openly. It is confidential.

Henry _____ consult about his problem with a lawyer. He needs legal advice.

Your handwriting is terrible. You _____ always type your class reports.

They _____ interfere with his decision. They ought to respect it.

12.6.3. Complete utilizando **must** o **must not**, **should** o **should not** según sea más adecuado. Use las contracciones.

1. Your dress is yellow, you _____ wear brown accessories.
2. Parents _____ feed, protect and educate their children.
3. Bill _____ spend all his money. He _____ save part of it.
4. People _____ waste natural resources.
5. Mary _____ wear a sweater. The day is cold.
6. You _____ respect the rights of your neighbours.
7. Paul and Helen _____ study. They have an exam tomorrow.
8. You _____ pass on a curve.
9. Citizens _____ vote in government elections.
10. Her cousins _____ have the radio on at full volume.
11. We _____ pollute the air.
12. You _____ pay your debts immediately.
13. Your _____ shoes are dirty, Billy, you _____ clean them.
14. We _____ damage public property.

12.7. Para indicar costumbre en el pasado de realizar o no realizar un acto.

Esquemas estructurales:

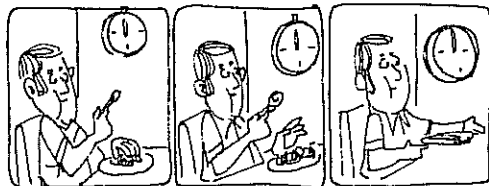
S + $\left\langle \begin{array}{c} \text{WOULD} \\ \text{USED TO} \end{array} \right\rangle + \left\langle \begin{array}{c} \text{BE} + \text{Adj, etc.} \\ \text{Vinf} + (\text{O}) + (\text{C}) \end{array} \right\rangle$

S + $\left\langle \begin{array}{c} \text{WOULD NOT} \\ \text{DID NOT (N'T) USE TO} \end{array} \right\rangle + \left\langle \begin{array}{c} \text{BE} + \text{Adj, etc.} \\ \text{Vinf} + (\text{O}) + (\text{C}) \end{array} \right\rangle$



John **would** eat lunch at noon every day.

John **used to** eat lunch at noon every day.



They **would** dance Spanish dances in our school programs.

They **used to** dance Spanish dances in our school programs.



OBSERVE

John **would** eat lunch at noon every day.

John **used to** eat lunch at noon every day.

Para indicar que una acción solía realizarse o que se acostumbraba tomar una determinada actitud se expresa el sujeto al que se atribuye la costumbre, luego las formas **would** o **used to** y al final la acción o actitud de que se trate, con los complementos que lleve.

Se pueden usar también las formas negativas para indicar que no se acostumbraba realizar algo. Ej. John **didn't use to** eat lunch at noon, he usually ate lunch at 1:00 p.m. John **wouldn't** eat at noon or John would never eat at noon.

12.7.1. Con la información parcial contenida en cada una de las oraciones complete ambas. La primera debe indicar costumbre de realizar una acción con **would**; la segunda, costumbre de no realizarla, con **didn't use to**. Utilice pronombres donde se pueda.

1. Mr. Brown **would come** on weekdays. **He didn't use to** come on Sunday.

2. We _____ the news in the evening. _____ listen to _____ at noon. 3. John _____ on Monday mornings. _____ be

tired on Friday nights. 4. The boys _____ Mrs. Brown every summer. _____ help _____ in winter. 5. My father _____ about baseball. _____ be enthusiastic about football. 6. The ladies _____ T. V. all afternoon. _____ watch _____ in the mornings. 7. Mary _____ with Pat. _____ dance with Peter. 8. His car _____ easily in hot weather. _____ start _____ in cold weather. 9. I _____ here every Monday, Wednesday and Friday. _____ be _____ on Tuesdays _____ or Thursdays. 10. They _____ Ted's conversation. _____ enjoy Mr. Smith's conversation. 11. They _____ to the beach during the weekends. _____ go _____ during weekdays.

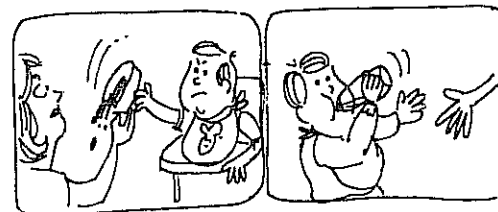
12.8. Para indicar si se prefiere o no se prefiere realizar una acción o tomar una actitud.

Esquemas estructurales:

S + WOULD RATHER + $\begin{cases} \text{BE} + \text{Adj, etc.} \\ \text{Vinf} + (\text{O}) + (\text{C}) \end{cases}$

S + WOULD RATHER NOT + $\begin{cases} \text{BE} + \text{Adj, etc.} \\ \text{Vinf} + (\text{O}) + (\text{C}) \end{cases}$

The baby **would rather** have milk.





I'd rather not jump across the stream. I'll cross by the bridge.



OBSERVE

The baby **would rather** have milk.

Para indicar que se prefiere realizar una acción o adoptar una actitud se expresa el sujeto a quien se atribuye la preferencia, luego las palabras **would rather** o su contracción **'d rather** y al final el nombre de la acción de que se trata, con sus complementos, si los tiene.

I'd rather not jump across the stream.

Para indicar que se prefiere no realizar una acción o adoptar una actitud se utiliza la misma estructura anterior, insertando la palabra **not** inmediatamente después de la palabra **rather**.

12.8.1. Estructure una oración con los elementos dados, indicando preferencia de realizar la acción de que se trata. Vuelva a estructurar la misma oración pero indicando preferencia de no realizar la acción en las nuevas circunstancias dadas.

1. study for the exam — he — tomorrow
He would rather study for the exam tomorrow.
2. today **He would rather not study for the exam today.**
3. dance with Peter — she — at the party
She would rather dance with Peter at the party.
4. with Charles **She would rather not dance with Charles at the party.**
5. eat ham and eggs — for breakfast — I

6. for lunch _____
7. study algebra — Tom and I — tonight

8. chemistry

9. play records — Mary — for them

10. the piano

11. visit Chicago — my parents — next fall

12. next winter

13. prepare dinner — for the children — you

14. for the adults

15. buy a sweater — for — my niece — I

16. a blouse

17. bring wine — for the celebration — the boys

18. whiskey

19. have a tricycle — for Christmas — Mary Ann



20. a doll

21. wear — contact lenses — Debbie

22. eyeglasses

23. go — by plane — to New York — we

24. by car

Respuestas a los ejercicios

MODULO 7

12.1.1.

1. John can speak English.
2. They can go to the movies tomorrow.
3. Mary can finish the work on time for the convention next summer.
4. Ted could learn all the words last night.
5. I can translate her letter for you.
6. You can visit the museum next Sunday.
7. We could address only five hundred invitations yesterday.
8. Mr. Simpson can talk to you now.
9. You and Mary can bring the records for the party tomorrow night.
10. He ran fast and he could arrive in ten minutes.
11. Martha can sing in French, Spanish and German.
12. They helped us and we could build the house rapidly.
13. Eagles can fly high.
14. Our provisions can last only two months.
15. I could solve the puzzle after two hours of work yesterday.

12.1.2.

1. Dogs can bark. Cats cannot bark. They can meow.
2. Debbie can walk. Bobby cannot walk. He can crawl.
3. I could speak English as a child. Gian could not speak English as a child. He could speak Italian.
4. We could finish by eight. Helen could not finish by eight. She could finish by nine.
5. The girls can dance tomorrow. The boys cannot dance tomorrow. They can sing tomorrow.
6. Mrs. Kent can swim fast. Mrs. Lewis cannot swim fast. She can run fast.
7. William Shakespeare could write splendid plays. Miss Ethel Barrymore could not write splendid plays. She could act splendidly.
8. My brother can draw well. My sister cannot draw well. She can paint well.
9. They can grow flowers. Mrs. Lee cannot grow flowers. She can sell them.
10. Liz can sweep the hall. Rose cannot sweep the hall. She can mop it.
11. You can drive a car. I cannot drive a car. I can ride a motorcycle.



12.1.3.

1. Thomas can play the piano beautifully.
2. She can speak French.
3. The bird cannot go out.
4. She can write (or type) the letters tomorrow.
5. They could not play baseball yesterday. The rain didn't let them.
6. The boy cannot dive well. He's not a good diver.
7. She could not put all her clothes in her suitcase.
8. I cannot see well. My glasses are dirty.
9. You and Sylvia can play tennis or ping-pong before lunch, it is 8 a.m. now.
10. Mr. Willson can translate simultaneously.

12.2.1.

1. I have permission to go there. I may go there. I can go there.
2. You have permission to visit them. You may visit them. You can visit them.
3. You have permission to eat two apples. You may eat two apples. You can eat two apples.
4. We don't have permission to bring our dogs. We may not bring our dogs. We cannot bring our dogs.
5. She has permission to be absent. She may be absent. She can be absent.
6. They don't have permission to sell beer. They may not sell beer. They cannot sell beer.
7. Our company has permission to import works of art. Our company may import works of art. Our company can import works of art.
8. You have permission to leave the table. You may leave the table. You can leave the table.
9. I have permission to use the library. I may use the library. I can use the library.
10. John doesn't have permission to take the car today. John may not take the car today. John cannot take the car today.
11. We have permission to enter Canada. We may enter Canada. We can enter Canada.
12. They don't have permission to open the boxes. They may not open the boxes. They cannot open the boxes.
13. We have permission to work our mine. We may work our mine. We can work mine.
14. Bobby has permission to make his experiment. Bobby may make his experiment. Bobby can make his experiment.
15. You have permission to borrow the money. You may borrow the money. You can borrow the money.
16. She doesn't have permission to publish his book. She may not publish his book. She cannot publish his book.

12.2.2.

1. You may open the window.
2. You may take two lillipops (or You may have...)
3. You may not (sit) down now. They are playing the national anthem.
4. You may open your books now.
5. Your homework is unfinished. You may not watch television now.
6. You may not take all of them. Take only one. Return the others.
7. You may take my umbrella. (or You may use...)
8. You may not take pictures. It is forbidden.
9. You may pass. Your passport is in order.
10. The class is finished. You may go. (or You may leave).

12.3.1.

1. We didn't have a happy Christmas last year. May we have a happy Christmas this year.
2. Sylvia failed the exam last week. May she pass the exam next week. (or May she not fail...)
3. The baby cried last night. May he not cry tonight.
4. Tom was sick yesterday. May he be well today. (or May he not be sick...)
5. The secretaries didn't finish the work on time today. May they finish the work on time tomorrow.
6. Our team lost the game yesterday. May our team win the game tomorrow.
7. The war didn't end last month. May it end this month.
8. December was cold last year. May it not be cold this year.
9. Grandmother didn't sleep well last night. May she sleep well tonight.
10. The experiment was a failure yesterday. May it be a success tomorrow.

12.4.1.

1. John is driving very fast. He might have an accident. (or He may...)
2. The two boys fell into the water. It was cold. They might catch a cold. (or They may...)
3. Alice writes slowly. She might not finish her work on time. (or She may not...)
4. I have three pesos. I might buy a sandwich. (or I may...)
5. You work hard and you do not eat well. You might get sick. (or You may...)
6. John's work was excellent. He might obtain a promotion in his job. (or He may...)
7. My dress is thin and the day is cold. I might wear a coat. (or I may...)



8. The book has 500 pages. I might not read it in time for the exam. (or I may not read it...)
9. The medicine is two years old. It might be bad now. (or It may be...)
10. The children are going to play all afternoon. They might be tired tonight. (or They may be...)
11. The bus is full. It might not stop at the corner. (It may not stop...)
12. Angela saw me fifteen years ago for the last time. She might not re-
member me. (or She may not remember me...)

12.5.1.

MODULO 8

We must not disturb him. He had a hard day and he is resting now.
You must be here before 8:00. The program will begin exactly at 8:00.
We must pay our income tax every year.
We must not exceed the speed limit.
I must watch my weight. I gained three pounds last month.
You must not neglect your health.
This road is dangerous. We must drive carefully.
You must be patient with him. His illness makes him irritable and unreasonable.
They must not leave him alone even for a short time. He needs constant care.
I must not forget my appointment, it's very important.
She must not go there alone. It's dangerous.
They must board their train immediately. It leaves in three minutes.
I must prepare a report for the stockholders' meeting today. I'll begin at once.
You must give your children a well-balanced diet.
I must pay him today. He's going on this vacation this evening and he needs his money:

12.5.2.

1. I have to buy a present for Alice tomorrow. (or I'll have to...) (or I'm going to have to...)
2. I have got to buy a present for Alice tomorrow.
3. They had to attend a meeting last night.
4. My brother has got to work in the laboratory from 9 to 11 every morning.
5. My brother has to work in the laboratory from 9 to 11 every morning.
6. The children had to request permission to go to the circus yesterday.
7. Al has got to bring the records for the party tomorrow night.
8. Al has to bring the records for the party tomorrow night. (or Al will have to...) (or Al is going to have to...)

9. We've got to clean the house rapidly today, after Helen comes.
10. We have to clean the house rapidly today, after Helen comes. (or We'll have to...) (or We're going to have to...)
11. Mrs. Brown had to have an operation last year.
12. The books have got to arrive at noon today. It's nine a.m.
13. The books have to arrive at noon today. It's nine a.m. (or The books will have to...)
14. Babies have got to drink milk.
15. Babies have to drink milk.
16. They had to play an extra inning at the baseball game last Saturday.
17. Ted has got to practice five hours every day for the concert.
18. Ted has to practice five hours every day for the concert.
19. The president of the company has got to give a report at the stockholders meeting in an hour.
20. The president of the company has to give a report at the stockholders meeting in an hour. (or The President... will have to...) (or The President... is going to have to...)
21. We've got to go now.
22. We have to go now.
23. I've got to do my homework before we go to the movies.
24. I have to do my homework before we go to the movies. (or I'll have to...) (or I'm going to have to...)
25. You've got to give the baby his bottle in fifteen minutes.
26. You have to give the baby his bottle in fifteen minutes. (or You'll have to...) (or You are going to have to...)
27. The policemen had to pursue the thief three blocks before they caught him.
28. Pat has got to telephone Mary now.
29. Pat has to telephone Mary now.
30. Columbus had to travel for 36 days after he left the Canary Islands before he reached America.

12.6.1

- | | |
|--|---|
| 1. John should finish his work soon. | John <u>ought to</u> finish his work soon. |
| 2. You shouldn't have the record player up loud. Mr. Brown, our neighbour, died today. | You <u>ought not to</u> have the record player up loud. Mr. Brown, our neighbour, died today. |
| 3. You children should eat fruit. It is good for their health. | Your children <u>ought to</u> eat fruit. It is good for their health. |
| 4. We should get up early tomorrow. We are behind in our work. | We <u>ought to</u> get up early tomorrow. We are behind in our work. |
| 5. They should not eat that food. It is not clean. | They <u>ought not to</u> eat that food. It is not clean. |



6. You shouldn't wear high heels. They are harmful.

7. I should take flowers to Mary. She loves them and she is sick today.

8. We should take Helen to the doctor. She is not well.

9. Ted shouldn't lend his car to Bob. He drives carelessly.

10. I shouldn't go out tonight. The wind is cold and my throat is sore.

11. Students should pay attention and take notes in class.

12. They should make a hotel reservation before they leave for Acapulco.

You ought not to wear high heels. They are harmful.

I ought to take flowers to Mary. She loves them and she is sick today.

We ought to take Helen to the doctor. She is not well.

Ted ought not to lend his car to Bob. He drives carelessly.

I ought not to go out tonight. The wind is cold and my throat is sore.

Students ought to pay attention and take notes in class.

They ought to make a hotel reservation before they leave for Acapulco.

12.6.2.

You should wear a coat, it's cold outside.

They should give him the prize. He deserves it.

We should listen to her advice, it seems good.

Mark should not go to work today. He is sick.

We should not make noise. Her baby is sleeping.

You should send flowers to your mother-in-law. Today is her birthday.

Helen doesn't feel well. She should see a doctor.

We should tell her the truth. It's preferable.

Mary should talk to him frankly and settle the matter definitely.

Parents should always correct their children lovingly and firmly.

Liz should help her uncle and aunt. She has the time and money to do it.

He should not discuss the matter so openly. It is confidential.

Henry should consult about his problem with a lawyer. He needs legal advice.

Your handwriting is terrible. You should always type your class reports.

They should not interfere with his decision. They ought to respect it.

12.6.3.

1. Your dress is yellow, you should wear brown accessories.

2. Parents must feed, protect and educate their children.

3. Bill should not spend all his money. He should save part of it.

4. People must not waste natural resources.

5. Mary should wear a sweater. The day is cold.

6. You must respect the rights of your neighbours.

7. Paul and Helen should study. They have an exam tomorrow.

8. You must not pass on a curve.

9. Citizens must vote in government elections.

10. Her cousins should not have the radio on at full volume.

11. We must not pollute the air.

12. You should pay your debts immediately.

13. Your shoes are dirty, Billy, you should clean them.

14. We must not damage public property.

12.7.1.

1. Mr. Brown would come on weekdays. He didn't use to come on Sunday.

2. We would listen to the news in the evening. We didn't use to listen to it at noon.

3. John would be tired on Monday mornings. He didn't use to be tired on Friday nights.

4. The boys would help Mrs. Brown every summer. They didn't use to help her in winter.

5. My father would be enthusiastic about baseball. He didn't use to be enthusiastic about football.

6. The ladies would watch T.V. all afternoon. They didn't use to watch it in the mornings.

7. Mary would dance with Pat. She didn't use to dance with Peter.

8. His car would start easily in hot weather. It didn't use to start easily in cold weather.

9. I would be here every Monday, Wednesday and Friday. I didn't use to be here on Tuesdays or Thursdays.

10. They would enjoy Ted's conversation. They didn't use to enjoy Mr. Smith's conversation.

11. They would go to the beach during the weekends. They didn't use to go there during weekdays.

12.8.1.

1. study for the exam - he - tomorrow. He would rather study for the exam tomorrow.

2. today. He would rather not study for the exam today.

3. dance with Peter - she - at the party. She would rather dance with Peter at the party.

4. with Charles. She would rather not dance with Charles at the party.



5. eat ham and eggs - for breakfast - I. I would rather eat ham and eggs for breakfast.
6. for lunch. I would rather not eat ham and eggs for lunch.
7. study algebra - Tom and I - tonight. Tom and I would rather study algebra tonight.
8. chemistry. Tom and I would rather not study chemistry tonight.
9. play records - Mary - for them. Mary would rather play records for them.
10. the piano. Mary would rather not play the piano for them.
11. visit Chicago - my parents - next fall. My parents would rather visit Chicago next fall.
12. next winter. My parents would rather not visit Chicago next winter.
13. prepare dinner for the children - you. You would rather prepare dinner for the children.
14. for the adults. You would rather not prepare dinner for the adults.
15. buy a sweater - for my niece - I. I would rather buy a sweater for my niece.
16. a blouse. I would rather not buy a blouse for my niece.
17. bring wine - for the celebration - the boys. The boys would rather bring wine for the celebration.
18. whiskey. The boys would rather not bring whiskey for the celebration.
19. have a tricycle - for Christmas - Mary Ann. Mary Ann would rather have a tricycle for Christmas.
20. a doll. Mary Ann would rather not have a doll for Christmas.
21. wear - contact lenses - Debbie. Debbie would rather wear contact lenses.
22. eyeglasses. Debbie would rather not wear eyeglasses.
23. go by plane - to New York - we. We would rather go by plane to New York.
24. by car. We would rather not go by car to New York.

Actividades complementarias

Ejercicios que debe realizar conforme aprenda las estructuras.

1. Trate de recordar y de escribir todas sus habilidades pasadas (hace siete o diez años) y sus habilidades presentes.
2. Haga una lista de actividades que le están permitidas, o las que permitiría usted a otras personas, cuando tuviese autoridad.
3. Exprese cinco deseos de bien para una persona de su amistad. Este ejercicio lo puede hacer con otra persona, en un intercambio de buenos deseos.
4. Exprese diez cosas que puede ser que realice el gobierno o una autoridad privada en el año próximo.
5. Enliste cinco cosas que debe hacer por obligación y cinco que le convendría hacer.
6. Indique cinco acciones que tenía costumbre de realizar alguna persona a la que ya no trata en el presente.
7. Señale todas las cosas que le gustaría estar haciendo en lugar de estudiar esta unidad.



UNIDAD XIII



Objetivos generales

Al terminar este módulo, el alumno:

1. Distinguirá entre los sonidos [w] y [hw]
2. Formulará oraciones interrogativas que se refieran a realizar un acto o tomar una actitud, con las siguientes características.
 - a. Potencialidad: Formas CAN, COULD y BE ABLE TO.
 - b. Autorización: Formas MAY y CAN.
 - c. Posibilidad: Formas MAY MIGHT y COULD.
 - d. Deber o necesidad: formas MUST y HAVE TO.
 - e. Conveniencia: Forma SHOULD.
 - f. Costumbre o hábito en el pasado: formas WOULD y USED TO.
 - g. Preferencia, forma WOULD RATHER.
3. Formulará oraciones con la forma SHALL, indicando que se pida opinión acerca de realizar un acto o tomar una actitud.
4. Formulará oraciones con las formas COULD y WOULD, y también MIGHT y WILL, para indicar deferencia al hacer una petición.
5. Reconocerá las formas HAVE GOT TO, que indican necesidad. y OUGHT TO, y HAD BETTER, que indican conveniencia.
6. Estructurará oraciones para preguntar a quién o a qué se atribuye potencialidad, permiso, obligación, conveniencia, posibilidad, costumbre o preferencia de realizar una acción o tomar una actitud.
7. Estructurará oraciones para preguntar sobre un complemento o circunstancia de la potencialidad, permiso, obligación, conveniencia, posibilidad, costumbre o preferencia de realizar una acción o tomar una actitud.



Introducción

Indicaciones para el manejo de esta unidad.

SECCION DE CONVERSACION

Las mismas indicaciones anteriores.

SECCION DE PRONUNCIACION

En esta unidad se trata de aprender a pronunciar los sonidos [w] y [hw]. Para ello resulta conveniente utilizar las listas tituladas MINIMAL PAIRS en la forma ya dicha.

SECCION DE ESTRUCTURAS Y VOCABULARIO

Para esta unidad resulta válido cuanto se dijo para la anterior, ya que excepto por la estructura en que aparece SHALL, todas las demás son variantes interrogativas de las de la Unidad XII, preguntas totales con su correspondiente respuesta breve y preguntas de dato específico.

El alumno tendrá muy en cuenta que en todas las estructuras interrogativas debe aparecer sólo un elemento verbal antes del sujeto, y si la forma verbal es compuesta, los demás elementos deberán ir inmediatamente después del sujeto. Cuando lo que se pregunta es el sujeto, todos los elementos verbales van juntos después del pronombre interrogativo.

Los llamados verbos modales o auxiliares (modal or auxiliary verbs): CAN, COULD, MAY, MIGHT, MUST, SHOULD, SHALL, WOULD, WILL, OUGHT TO, HAD BETTER y HAVE GOT TO tienen la posibilidad de estructurarse en pregunta y en negación como **be** sin necesidad de auxiliares. Las formas USED TO y HAVE TO sí necesitan auxiliares.

Clave de símbolos empleados en esta unidad

Adj, etc.	adjective and other elements that accompany BE as a linking verb (adjetivo y otros elementos que acompañan al verbo be como copulativo).
be conj.	all conjugated forms of BE. (todas las formas conjugadas de be).
BE	infinitive of AM, IS, ARE, WAS, WERE. (infinitivo de las formas am, is, are, was y were.)
C	circumstances of action - adverbial phrases of place, manner and time. (complementos circunstanciales de lugar, modo y tiempo)
Conj 3s.	third person singular form of verb. (forma de tercera persona singular del verbo).
do	auxiliary forms DO, DOES, DID. (formas auxiliares do , does , did .)
O	objects of verb (objetos o complementos directo e indirecto del verbo).
qwOC	question word asking about object or circumstance (pronombre interrogativo que pide complementos directo o indirecto, o circunstancial).
qwS	question word asking for subject of sentence, (pronombre interrogativo que pregunta por el sujeto de la oración).
S	subject (sujeto).
Spr	subject pronoun. (pronombre nominativo).
Spr no 3s	subject pronoun except third person singular, (pronombre nominativo excepto tercera persona del singular).
Spr 3s	subject pronoun third person singular (pronombre nominativo tercera persona singular).
Vinf	infinitive of verb. (infinitivo verbal).
V-ing	present participle. (participio presente).
+	elemento de enlace
/	puede usarse indistintamente en la estructura uno u otro de los elementos que aparecen separados por este símbolo.
()	el elemento que aparece dentro del paréntesis puede estar o no en la estructura.



Módulo 9

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Formará oraciones interrogativas que indiquen potencialidad, habilidad o capacidad de realizar una acción o tomar una actitud.
2. Utilizará el auxiliar CAN para oraciones en presente y COULD para oraciones en pasado.
3. Reconocerá que agregando expresiones de tiempo que señalan futuro a oraciones con CAN y COULD, éstos adquieren idea de futuro.
4. Formará oraciones empleando los auxiliares MAY o CAN, para pedir autorización de realizar un acto o tomar una actitud.
5. Utilizará la forma de respuesta breve afirmativa o negativa a las preguntas del objetivo anterior.
6. Formulará oraciones preguntando sobre la posibilidad de que se realice algo.
7. Formulará oraciones preguntando sobre deber o necesidad de realizar algo.
8. Reconocerá la expresión HAVE GOT TO en la estructuración de oraciones interrogativas.
9. Responderá a las preguntas de los objetivos 1, 4, 6 y 7, empleando la forma de respuesta breve afirmativa y negativa.

SECCION DE CONVERSACION

MEMORICE

- William: What shall I buy Helen for her birthday?
 Charles: You could buy her a bottle of perfume.
 William: I can't give her perfume again. I gave her a bottle for Christmas.
 Charles: Well, what about some earrings, or a ring, or maybe a pair of gloves?
 William: She might like a pair of red earrings. Where shall I look for them?
 Charles: You may try the store at the corner. They sell beautiful jewelry. How much can you spend?
 William: Not much, but I want something good. Could you help me select the earrings?
 Charles: I'll be glad to. Let's go.



INTONATION PATTERN

- William: What shall I buy Helen for her birthday?
 Charles: You could buy her a bottle of perfume.
 William: I can't give her perfume again. I gave her a bottle for Christmas.
 Charles: Well, what about some earrings, or a ring, or maybe a pair of gloves?
 William: She might like a pair of red earrings. Where shall I look for them?
 Charles: You may try the store at the corner. They sell beautiful jewelry. How much can you spend?
 William: Not much, but I want something good. Could you help me select the earrings?
 Charles: I'll be glad to. Let's go.



PRONUNCIACION

SONIDOS [w] y [hw]

Sonido [w]

Sonido [hw]

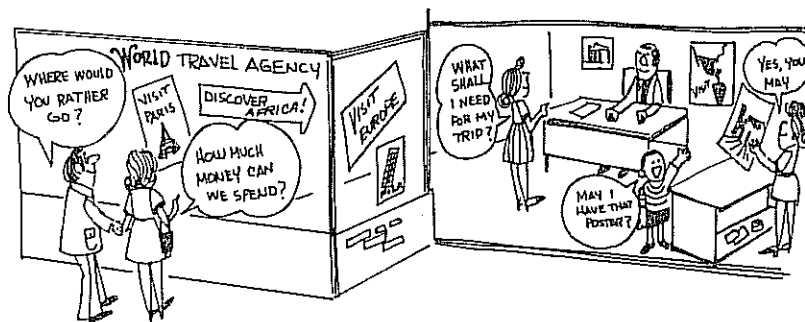
MINIMAL PAIRS



y	[wai]	why	[hwai]
way	[wei]	whey	[hwei]
wine	[wain]	whine	[hwain]
were	[wɛr]	whir	[hwɛr]
wear	[we:r]	where	[hwe:r]
wail	[weil]	whale	[hweil]
weather	[we ð ar]	wheather	[hwe ð ar]



watch	sweep	quest	wheel	whiff	wish
with	thwart	queen	wheeze	while	whisk
wove	tweed	quote	whelm	whim	whisper
wound	twist	squad	when	whimper	whistle
dwell	twelve	square	whetstone	whip	white
swamp	quiet	squeeze	which	whirl	whoop



13.1 Para preguntar sobre potencialidad de realizar un acto o de tomar una actitud. Para dar respuesta breve a las preguntas anteriores.

Esquemas estructurales:

CAN + S + BE + Adj, etc. + ?
COULD + S + BE + V-ing + (O) + (C) + ?
Vinf + (O) + (C)

YES, + Spr + CAN
COULD

NO, + Spr + CANNOT/CAN'T
COULD NOT/COULDN'T

be [conj]

1st. element + S + (additional elements) + ABLE TO +

+ BE + Adj., etc. + ?
Vinf + (O) + (C)

YES, + Spr + be [conj] + ABLE TO
1st. element.

NO, + Spr + be [conj]
1st. element + NOT/N'T + (additional elements) +
+ ABLE TO



Can Nino juggle seven balls?
(Can't...)



Yes, he **can**.

Yes, he **is**.

Yes, he's **able to**.

Is Nino **able to** juggle seven balls? (Isn't...)

Can you juggle seven balls?
(Can't...)



No, I **cannot**.
(**can't**)

No, I'm **not**.

No, I'm **not**
able to.

Are you **able to** juggle balls?
(Aren't...)

Could Ann type correctly last year?
(Couldn't...)



Yes, she **could**.

Yes, she **was**.

Yes, she **was**
able to.

Was Ann **able to** type correctly last year?
(Wasn't...)

Could Ann type correctly two years ago?
(Couldn't...)



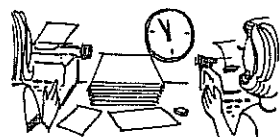
No, she **could not** (**couldn't**)

No, she **wasn't**.

No, she **wasn't**
able to.

Was Ann **able to** type correctly two years ago?
(Wasn't...)

Can they finish the letters by this afternoon? (Can't...)



Yes, they **can**.

Could they finish the letters by this afternoon? (Couldn't...)

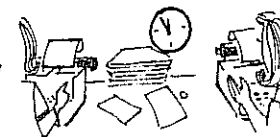
Yes, they **could**.

Will they **be able to** finish the letters by 5 this afternoon?
(Won't...)

Yes, they **will**.

Yes, they'll **be able to**.

Will they **be able to** finish the letters by 12 noon?
(Won't...)



Can they finish the letters by 12 noon? (**Can't**...)

Could they finish the letters by 12 noon? (**Couldn't**...)

No, they **won't**.
No, they **won't**
be able to.

No, they **can't**.

No, they **couldn't**.

OBSERVE

Can nino juggle seven balls?

Yes, he **can**.

Can you juggle seven balls?

No, I **cannot** (**can't**).

Could Ann type correctly last year?

Yes, she **could**.

Could Ann type correctly two years ago?

No, she **could not**. (**couldn't**).

Can they finish the letters by this afternoon?

Yes, they **can**.

Could they finish the letters by this afternoon?

Yes, they **could**.

Can they finish the letters by 12 noon?

No, they **can't**.

Could they finish the letters by 12 noon?

No, they **couldn't**.

Para preguntar sobre potencialidad de realización de una acción en el momento del habla o con anterioridad a éste, se utilizan respectivamente las formas **can** y **could**, en seguida se expresa el sujeto a quien se atribuye la potencialidad y por último el verbo que señala la acción de que se trata, con sus complementos, si los tiene. Estas mismas formas **can** y **could** también pueden utilizarse para preguntar sobre potencialidad de realización de un acto en el futuro, en cuyo caso habrá que expresar el tiempo.

Will they **be able to** finish the Letters by 5 this afternoon?

Yes, they **will**.

Will they **be able to** finish the letters by 12 noon?

Yes, they'll **be able to**.

No, they **won't**.

No, they **won't be able to**.



Cuando se trata de sujetos animados, **can** y **could** también son sustituibles en pregunta por las formas de **to be** que correspondan al tiempo de la frase, seguidas del sujeto y luego del adjetivo **able** y la partícula **to**.

En las respuestas breves afirmativas se utiliza la palabra **yes**, luego el pronombre correspondiente al sujeto y al final **can** o **could** según el tiempo de la frase. Si se está sustituyendo por formas de **to be**, después de **yes** va el pronombre correspondiente al sujeto y luego la forma de **to be** que convenga a la frase. Hay otra respuesta breve dentro de este segundo caso, en que después de la forma de **to be** se agregan las palabras **able to**.

La respuesta breve negativa es en todo igual a la anterior, excepto que se agrega la palabra **not** después de **can** o **could** o de las formas de **to be** que se estén usando. Puede también usarse la contracción de **not**: **n't**.

Las preguntas pueden hacerse negativas agregando **NOT** después del sujeto o su contracción **n't** a **can**, **could**, **am**, **is**, **are**, **will**, **am** no lleva contracción; la pregunta negativa es entonces: **am I not**; **will** se convierte en **won't** al hacer la contracción.

13.1.1. Complete las respuestas breves, según corresponda.

- Can Peter come today? No, _____
- Could they guess the truth? Yes, _____
- Are your friends able to speak German? No, _____
- Will they be able to send money to us? No, _____
- Could Ted explain the problem? Yes, _____
- Is Debbie able to read fast? Yes, _____
- Can't you see them tonight? Yes, _____
- Were Tim and Ann able to solve the puzzle? No, _____
- Can Sylvia draw well? No, _____
- Couldn't Pat obtain the job? Yes, _____

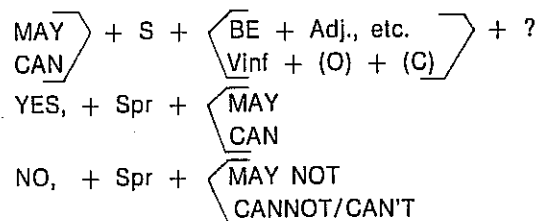
3.1.2. Lo que se afirma de **I** pregúntelo de **they**. Lo que se afirma de **you** pregúntelo de **he**.

- I can play tennis. _____
- You could jump high. _____
- I was able to answer ten questions. _____

- You will be able to buy two tickets. _____
- You can paint beautifully. _____
- I could finish my assignment. _____
- You are going to be able to go tomorrow. _____
- I am able to type rapidly. _____
- I can understand her. _____
- You could obtain good results. _____

13.2. Para preguntar si se tiene o no autorización para realizar un acto, tomar una actitud, etc. Para responder brevemente a tal pregunta.

Esquemas estructurales:



May I leave the table?
(May I not...)

Can I leave the table?
(Can't...)



Yes, you **may**.

Yes, you **can**.

Yes, you **may**.

May Johnny come out to
play with me? (May
Johnny not...)

Can Johnny come out to
play with me? (Can't...)



No, he **may not**.

No, he **can't**.

No, he **may not**.



OBSERVE

May I leave the table? Yes, you **may**.

May Johnny come out to play with me? No, he **may not**.

Para preguntar si se tiene autorización para realizar una acción o tomar una actitud, se utilizan las mismas estructuras ya descritas para **can** y **could**, nada más sustituyendo estas palabras por **may**. Con **may** no es común utilizar la contracción **n't**.

Puede hacerse pregunta negativa utilizando la palabra **not** después del sujeto o después de **can** si se utiliza la contracción.

13.2.1. Complete las siguientes preguntas con la forma **may** y el sujeto y verbo entre paréntesis. Complete también las respuestas breves.

_____ before the class is over? (leave - they)
No, _____

_____ your pen? (I - borrow)
Yes, _____

_____ here? (smoke - we)
No, _____

_____ until the end of the show? (her children - stay)
No, _____

_____ a piece of candy? (have - I)
Yes, _____

_____ his father's car? (take - John)
Yes, _____

_____ your sister's ring? (she - wear)
No, _____

_____ the baby his bottle? (give - I)
Yes, _____

_____ you after midnight? (we - call)
Yes, _____
_____ alone? (go - we)
No, _____

13.3. Para preguntar sobre posibilidad de un acto o tomar una actitud.
Para responder brevemente.

Esquemas estructurales:

MAY } + S + { BE + Adj., etc. + ?
MIGHT }
COULD }

YES, + Spr + { MAY
MIGHT
COULD } + (BE)

NO, + Spr + { MAY NOT
MIGHT NOT
COULD NOT/COULDN'T } + (BE)*

* Cuando aparece **be** en la pregunta

Might he be asleep?

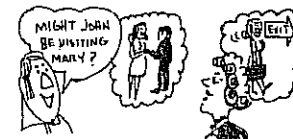
May he be asleep?

Could he be asleep?

Might John be visiting Mary?

May John be visiting Mary?

Could John be visiting Mary?



Yes, he **might**.
Yes, he **might be**.

Yes, he **may**.
Yes, he **may be**.

Yes, he **could**.
Yes, he **could be**.

No, he **might not**.
No, he **might not be**.

No, he **may not**.
No, he **may not be**.

No he, **couldn't**.
No, he **couldn't be**.
She's not in the city.



OBSERVE

Might he be asleep?
May he be asleep?
Could he be asleep?
Might John be visiting Mary?
May John be visiting Mary?
Could John be visiting Mary?

Yes, he **might**.
Yes, he **may**.
Yes, he **could**.
No, he **might not**.
No, he **may not**.
No, he **couldn't**.

Para preguntar sobre posibilidad de realización de una acción se utilizan indistintamente las palabras **might**, **may** o **could** (que en este contexto indica posibilidad), en seguida el sujeto al que se refiere la posibilidad y finalmente el verbo con los complementos que tenga.

Las respuestas breves se estructuran de la misma manera que se describió para **could** y **may** en los usos anteriores.

Las respuestas negativas breves son poco usadas, sobre todo las dos primeras, con **may** y **might**.

Las preguntas pueden hacerse negativas, agregando **not** después del sujeto, en el caso de **could** puede usarse la contracción inmediatamente después de **could**.

Cuando en la pregunta aparece **be**, son más naturalmente usadas las respuestas breves que incluyen **be** al final.

13.3.1. Estructure las siguientes preguntas con los elementos entre paréntesis y el sujeto del cual se trate. Complete la respuesta breve.

John is absent. _____? (be - might - sick)

Yes, _____

The baby is crying. _____? (be - might - hungry)

No, _____

Marge is cleaning her guest room. _____?
(expecting - be - company - could)

Yes, _____

They're going to go to Italy. _____?
(Florence - visit - might)

No, _____

Ann is working rapidly. _____?
(soon - finish - might)

Yes, _____

This orange smells strange. _____?
(might - rotten - be)

No, _____

She is buying an evening dress. _____?
(going - could - to dance - be)

Yes, _____

Tim is coughing and sneezing. _____?
(have - a cold- might)

Yes, _____

He doesn't answer the phone. _____?
(be - asleep - could)

No, _____

Ted is admiring a beautiful watch. _____?
(buy - might - it)

No, _____

13.4. Para preguntar si hay deber o necesidad de realizar algo.

Esquemas estructurales:

MUST + S
HAS + S3s + GOT TO
HAVE + S3s + GOT TO
DO + S + HAVE TO
WILL + S
be + S + GOING TO

+ { BE + { Adj, etc.
V-ing + (O) + (C)
Vinf + (O) + (C) } + ?

YES, Spr + { MUST
DO
WILL (HAVE TO)
BE + GOING TO (HAVE TO)

YES, + { Spr 3s + { HAS TO
HAS GOT TO
Spr no 3s + { HAVE TO
HAVE GOT TO

NO, Spr + { MUST + NOT
DO + NOT/N'T + (HAVE TO)
WILL NOT/WON'T + (HAVE TO)
be + NOT/N'T + GOING TO + (HAVE TO)

NO, + { Spr3s + HAS + NOT/N'T + { TO
GOT TO
Spr no 3s + HAVE + NOT/NT + { TO
GOT TO



Must they wear coats to the party? (Mustn't...)

Do they **have to** wear coats to the party? (Don't...)

Have they **got to** wear coats to the party? (Haven't...)



Yes, they **must**.
Yes, they **do**.

Yes, they **have to**.

Yes, they **have**.
Yes, they've **got**.

Must we have an invitation for the lecture? (Mustn't...)

Do we **have to** have an invitation for the lecture? (Don't...)

Have we **got to** have an invitation for the lecture? (Haven't...)



No.

No, you **don't** have to have one.

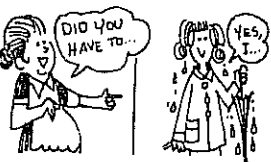
No, you **don't**.

No, you **don't** have to.

No, you **haven't**.

No, you **haven't** got to.

Did you **have to** use your umbrella? (Didn't...)



Yes, I **did**.

Yes, I **had to**.

Did he **have to** use crutches? (Didn't...)



No he **didn't**.

No, he **didn't** have to.

Will Mr. Brown **have to** do the housework? (Won't...)

Is Mr. Brown **going to** have to do the housework? (Isn't...)



Yes, he **will**.

Yes, he **will** have to.

Yes, he **is**.

Yes, he's **going to** have to.

Will we **have to** paint the door? (Won't...)

Are we **going to** have to paint the door? (Won't...)



No, you (or we) **won't**.

No, we **won't** have to.

No, you (or we) **aren't**.

No, we **aren't** going to have to.

OBSERVE

Must they wear coats to the party?

Yes, they **must**.

Must we have an invitation for the lecture?

No, you **don't** have to have one.*

Para preguntar si es obligatorio hacer algo, o si debe hacerse porque es conveniente, se anteponen respectivamente las palabras **must** o **should** al sujeto de que se trate, y en seguida del sujeto se expresa el verbo correspondiente acompañado de sus complementos, si los tiene. La respuesta breve afirmativa se estructura con la palabra **yes**, seguida de una coma (una pausa al hablar), luego el pronombre que sustituye al sujeto y al final las palabras **must** o **should** según el caso. La respuesta negativa breve se estructura con la palabra **no** seguida de una coma (una pausa al hablar), luego el pronombre que sustituye al sujeto y al final **must** o **should** según convenga, más la palabra **not** o su contracción **n't**.

Have they **got to** wear coats to the party?

Yes, they **have**.

Yes, they have **got to**.

Have we **got to** have an invitation for the lecture?

No, you **haven't**.

No, you **haven't** got to.

Otro modo de preguntar sobre la obligatoriedad de una acción es utilizando la palabra **have** (has si es tercera persona singular) seguida del sujeto de que se trate y luego de las palabras **got to** como fórmula fija, y al último el verbo y sus complementos. Las respuestas breves se inician como las del caso anterior, pero después del pronombre llevan las palabras **have/has** o **have got to/ve got to/has got to/s got to** para la afirmativa, y **have not/has not (n't)** o **haven't got/hasn't got to** para la negativa.

* La respuesta para esta pregunta no puede ser **must not** porque equivaldría a prohibición. La respuesta propuesta aquí es sólo una de las formas posibles de contestar a esta pregunta.



Do they **have to** wear coats to the party?

Do we **have to** have an invitation for the party?

Did you **have to** use your umbrella?

Did he **have to** use crutches?

Will Mr. Brown **have to** do the housework?

Is Mr. Brown **going to have to** do the housework?

Will we **have to** paint the door?

Are we **going to have to** paint the door?

Yes, they **do**.

Yes, they **have to**.

No, you **don't**.

No, you **don't have to**.

Yes, I **did**.

Yes, I **had to**.

No, he **didn't**.

No, he **didn't have to**.

Yes, he **will**.

Yes, he **will have to**.

Yes, he **is**.

Yes, he **is going to have to**.

No, we (you) **won't**.

No, we (you) **won't have to**.

No, we **aren't**.

No, we **aren't going to have to**.

Para preguntar si hay obligación o necesidad de hacer algo, también se pueden usar las formas interrogativas de **have** como se ha visto al estructurar oraciones en presente habitual, pasado y futuro, nada más agregándole la partícula **to**. Hay dos tipos de respuestas breves para las preguntas con **have to**, la primera es la respuesta breve ordinaria para acciones habituales, pasadas o futuras; la otra es ampliando las anteriores con la forma conjugada de **have to** que corresponda (en la afirmativa se omiten las formas de **do**): **yes, I have to; no, she didn't have to; no, we aren't going to have to**.

Se pueden hacer preguntas negativas con la palabra **not** después del sujeto o formando una unidad con el auxiliar, excepto con **am**: **don't, doesn't didn't, isn't y aren't**; **won't** es forma especial; con **am** no puede hacerse la contracción.

13.4.1. Estructure una pregunta con cada grupo de palabras y dé luego la respuesta breve sugerida.

they — her complaints — must — listen to — ?

_____ Yes, _____

now — got — Helen — to go — has — ?

_____ No, _____

hide — must — the truth — them — Dr. Kent — from — ?

_____ No, _____

prepare — must — immediately — I — the report — ?

_____ Yes, _____

got — have — your friends — to buy — a new car — ?

_____ No, _____

you — sing. — to leave — have — before noon — got — ?

_____ Yes, _____

clean — the stove — I — today — must — ?

_____ Yes, _____

John — there — be — next Monday — must — ?

_____ Yes, _____

has Mr. Lee — tomorrow — them — to visit — got — ?

_____ No, _____

to answer — we — his letters — got — have — ?

_____ Yes, _____



13.4.2. A partir de la oración interrogativa dada, vaya estructurando nuevas oraciones con las modificaciones sugeridas. Utilice formas de **have to**.

Does John have to play tennis today?

1. (you) _____ ?
2. (yesterday) _____ ?
3. (tomorrow) _____ ?
(or _____ ...)
(or _____ ...)
Are you going to have to come next week?
4. (I) _____ ?
5. (they) _____ ?
6. (last night) _____ ?
Did the child have to wait for the teacher?
7. (tomorrow) _____ ?
(or _____ ...)
8. (his mother) _____ .
(or _____ ...)
9. (now) _____ ?
Will she have to buy new shoes for Johnny?
10. (a week ago) _____ ?
11. (you) _____ ?
12. (today) _____ ?
(or _____ ...)
(or _____ ...)
(or _____ ...)
Do I have to give the money to them?
13. (Mark) _____
14. (last Monday) _____
15. (in twenty-four hours) _____
(or _____ ...) (or _____ ...)

Módulo 10

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo el alumno:

1. Formulará oraciones interrogativas, utilizando la expresión **should**, para indicar la conveniencia de realizar una acción o tomar una actitud.
2. Reconocerá las formas **ought to** y **had better**, en la estructuración de oraciones interrogativas que indiquen conveniencia de realizar una acción.
3. Formulará oraciones interrogativas, empleando la expresión **did use to**, para indicar costumbre de realizar o no una acción o de tomar o no una actitud en el pasado.
4. Formulará oraciones interrogativas, empleando la expresión **would rather**, para indicar preferencia de realizar o no una acción o de tomar o no una actitud.
5. Reconocerá la construcción **S + WOULD/'D RATHER** para responder a la pregunta de si prefiere realizar una acción o tomar una actitud.
6. Formulará oraciones pidiendo opinión para realizar una acción o tomar una actitud.
7. Estructurará oraciones para preguntar a quién o a qué se atribuyó potencialidad, permiso, obligación, conveniencia, posibilidad, costumbre o preferencia de realizar una acción o de tomar una actitud.
8. Responderá a las preguntas de los objetivos, utilizando la forma de respuesta breve afirmativa o negativa.



13.5. Para preguntar si debe realizar algo que es conveniente.

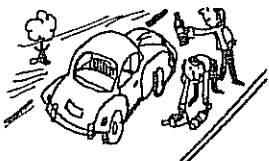
Esquemas estructurales:

SHOULD + S + BE + Adj, etc + ?
 OUGHT + S + TO V-ing + (O) + (C) + ?
 HAD + S + BETTER Vinf + (O) + (C) + ?

YES, + Spr + SHOULD
OUGHT TO
HAD BETTER

NO, + Spr + SHOULD + NOT/N'T
OUGHT + NOT + TO
HAD BETTER + NOT

Should they remove the
bottles from the road?
(Shouldn't...)



Yes, they should.

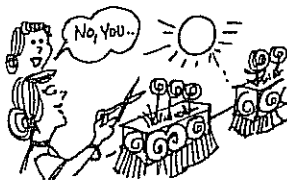
Ought they to remove the
bottles from the road? (Ought
they not to...)

Yes, they ought
to.

Had they better remove the
bottles from the road?
(Hadh't...)

Yes, they'd bet-
ter.

Should I cut the flowers at
noon? (Shouldn't...)



No, you shouldn't.

Ought I to cut the flowers at
noon? (Ought I not to...)

No, you ought
not to.

Had I better cut the flowers at
noon? (Hadh't...)

No, you'd better
not.

OBSERVE

Should they remove the bottles from the
road?

Yes, they should.

Should I cut the flowers at noon?

No, you shouldn't.

Para preguntar si debe hacerse algo porque es conveniente se ante-
tepone **should** al sujeto del que se trate. Después de éste va el nom-
bre del verbo correspondiente, con sus complementos si los tiene.

La respuesta breve afirmativa se estructura con la palabra **yes** se-
guida de una coma (una pausa al hablar), luego el pronombre que
sustituye al sujeto y al final la palabra **should**. La respuesta negati-
va breve se estructura con la palabra **no** seguida de una coma (una
pausa al hablar), luego el pronombre que sustituye al sujeto, y al fi-
nal la palabra **should** seguida de la palabra **not**, o la contracción de
ambas **shouldn't**.

Ought they to remove the bottles from the
road?

Yes, they ought to.

Ought I to cut the flowers at noon?

No, you ought not to.

Had they better remove the bottles from the
road?

Yes, they'd better.

Had I better cut the flowers at noon?

No, you'd better not.

Otras dos formas para preguntar si algo debe hacerse porque es
conveniente son la que utiliza la palabra **ought** más el sujeto, más la
palabra **to** y luego el nombre del verbo con sus complementos, y
la que utiliza la palabra **had**, más el sujeto, más la palabra **better**,
y luego el nombre del verbo con sus complementos. Las respuestas
breves se inician como en el caso de **should**, y después del pronomi-
bre sujeto llevan **ought to** o **had'd**, **better**, si es una afirmación y
ought not to o **had'd** **better not**, si es una negación.

Se pueden hacer preguntas negativas con la palabra **not** o su con-
tracción **n't**, en seguida de **should** o **had**.

13.5.1. Complete la pregunta con las palabras entre paréntesis en su or-
den y forma debidos. Dé las respuestas breves sugeridas.

_____ French? (study - John - should)

Yes, _____

_____ class early? (we - leave - had better)

No, _____



- _____ Mary? (they - ought to - visit)
Yes, _____
- _____ those three pairs? (she - had better - buy)
No, _____
- _____ a plan? (ought to - prepare - we)
Yes, _____
- _____ on our idea? (should - insist - we)
No, _____
- _____ in that company? (ought to - they - invest)
No, _____
- _____ the amount? (I - reduce - had better)
Yes, _____
- _____ exercises five and six? (you [sing] - should - copy)
Yes, _____
- _____ for that course? (Peter - enroll - should)
No, _____

13.6. Para preguntar sobre costumbre en el pasado de realizar una acción o tomar una actitud. Para responder brevemente.

Esquemas estructurales:

DID + S + USE TO + { BE + Adj, etc.
Vinf + (O) + (C) } + ?

YES, + Spr + { DID
USED TO }

NO, + Spr + DID + NOT/N'T + (USE TO)

Did she use to jump rope?



Yes, she **did**.

Yes, she **used to**.

Did they use to drive to school?



No, they **didn't**.

No, they **didn't use to**.

OBSERVE

Did she use to jump rope?

Yes, she **did**.

Yes, she **used to**.

Did they use to drive to school?

No, they **didn't**.

No, they **didn't use to**.

Para preguntar si había la costumbre de realizar un acto o tomar una actitud en el pasado, se utiliza la forma **did**, luego se indica el sujeto al que corresponde la acción, en seguida se agregan las palabras **use to** y al final el nombre de la acción de que se trate, con sus complementos, si los tiene. Las respuestas breves pueden ser las normales para preguntas en que aparece **did**, o pueden ser, para afirmar: las palabras **used to** después de **yes**, y el pronombre sujeto correspondiente, y para negar las palabras **didn't use to** después de **no**, y el pronombre correspondiente.

Puede hacerse la pregunta negativa empleando **didn't** en lugar de **did**.

13.6.1. Ordene los elementos de cada grupo para formar una pregunta. Complete la respuesta breve correspondiente.

use - did - her brothers - her - help - to - ?

Yes, _____

to - you - use - and Ann - did - with them - dance - ?

No, _____



visit - didn't - regularly - them - use to - Helen - ?

Yes, _____

he - use to - flowers - bring - did - to us - ?

Yes, _____

there - go - we - use to - every week - didn't - ?

Yes, _____

knit - your mother - all your sweaters - did - use to - ?

No, _____

use to - Mrs. Lee - coffee - did - drink - at five - ?

No, _____

did - use to - be - with him - his teacher - patient - ?

Yes, _____

John - did - beautifully - use to - sing - ?

No, _____

frequently - they - did - come - use to - ?

No, _____

13.7. Para preguntar sobre preferencia de realizar una acción o tomar una actitud. Para responder brevemente.

Esquemas estructurales:

WOULD + S + RATHER + $\left\{ \begin{array}{l} \text{Vinf} + \left\{ \begin{array}{l} (O) + (C) \text{ or } \text{Vinf} + (O) + (C) \\ O + (C) \text{ or } O + (C) \\ (O) + C \text{ or } (O) + C \end{array} \right\} + ? \\ \text{BE} + \text{Adj, etc. or Adj, etc.} \end{array} \right.$

S + WOULD/'D + RATHER + $\left\{ \begin{array}{l} \text{Vinf} + (O) + (C) \\ \text{BE} + \text{Adj, etc.} \end{array} \right.$

WOULD + S + RATHER + $\left\{ \begin{array}{l} \text{Vinf} + (O) + (C) \\ \text{BE} + \text{Adj, etc.} \end{array} \right.$ + ?

YES, + Spr + WOULD

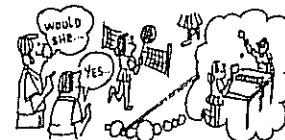
NO, + Spr + WOULD + NOT/N'T

Would you rather play ping-pong or tennis?



I'd rather play ping-pong.

Would she rather play ping-pong?



Yes, she would.

Would she rather play tennis?



No, she wouldn't.

OBSERVE

Would you rather play ping-pong or tennis?

I'd rather play ping-pong.

Would she rather play ping-pong?

Yes, she would.

Would she rather play tennis?

No, she wouldn't.

Cuando se quiere preguntar sobre la preferencia de realizar o no determinada acción o de tomar una determinada actitud, se emplea en primer término la palabra **would**, luego el sujeto del cual se trate, después la palabra **rather** y por último el nombre de la acción sobre la cual se está preguntando, con sus complementos. Las alternativas sobre las cuales se ha de expresar la preferencia pueden ser expresadas o tácitas; si expresan, van separadas por la partícula **or**. Si se expresan estas alternativas, no hay respuesta breve, porque al contestar hay que optar por una alternativa. La respuesta afirmativa breve se estructura con la palabra **would** después del sujeto; la negativa, con **wouldn't**, y se emplean cuando sólo se expresa una de las alternativas.

Puede hacerse la pregunta negativa empleando **not** después de **rather**, o la contracción **n't** después de **would**.



13.7.1. Guiándose por la respuesta complete la pregunta. Se trata de indicar preferencia.

_____ or Los Angeles?
I'd rather visit San Francisco.

_____ listen to Mary Davis? Yes, they would.

_____ stay home? No, he wouldn't.

_____ come next week? Yes, we would.

_____ or coffee? He would rather have milk.

_____ go to the movies? No, she wouldn't.

_____ drive my car? Yes, I would.

_____ dance with Ann? No, he wouldn't.

_____ or a ring? She would rather buy a watch.

_____ eat now? Yes, we would.

13.7.2. Lo que se asevera en la primera oración, pregúntelo con relación a los sujetos, complementos o circunstancias dadas para la segunda. Utilice pronombres donde sea posible.

1. John could swim two hundred meters in three minutes last year. **Can he swim two hundred meters in three minutes now?**
2. I must buy an algebra book today. **Must you buy a chemistry book tomorrow?**
3. Helen may visit Alice tomorrow. _____ a week from tomorrow?
4. The day might be cold today. _____ tomorrow?
5. The painters should do the work before the end of the month. _____ you _____ ?

6. You may stay up late. _____ he _____ ?
7. The boys can do problems 16 and 17 today. _____ 18 and 19 tomorrow?
8. Maud could finish the painting on time for the exhibit. _____ the annual fair?
9. We must lend the money to Mrs. Peters. _____ to her brother?
10. The newspapers might arrive today. _____ the magazines _____ ?
11. Their niece can go to the party tomorrow. _____ on the excursion next Saturday?
12. Cinderella could wear size 5 shoes. _____ size 10 dresses?
13. They should hold a reception for the Representatives. _____ for the Ambassadors?
14. Wendy must mail the reports this morning. _____ the letters this afternoon?
15. My friend can play popular music. _____ classical music?
16. Tom may use his father's car tonight. _____ tomorrow night?
17. She can open his letters in his absence. _____ answer _____ absence?
18. Mr. Smith could prepare the report for the board meeting tomorrow. _____ for the stockholders next week? (or Can he...)



19. The experiment may not be successful this time. _____
_____ next time?
20. I could complete the first part last Monday. _____
_____ the second part last Tuesday?
21. The children would rather eat ice-cream. _____ you and Louis _____
_____ eat fruit?
22. Ted has got to go to Denver next week. _____
_____ Dallas next month?
23. They ought to clean the tables. _____
_____ the chair?
24. Mrs. Peters had better give the money to the cashier. _____
_____ the papers to the secretary?
25. I ought to read a poem for my literature class. _____
memorize _____ ?
26. You had better copy all the words. _____
_____ the exercises?
27. We have got to present the project to the authorities. _____
_____ the budget to them?
28. Your friends would rather not go to Europe this summer. _____ you _____
_____ to Europe _____

13.7.3. Con las palabras que se le dan entre paréntesis. Termine de estructurar la pregunta, y luego complete la respuesta corta.

1. (Mary - speak - can) Can Mary speak English? Yes, she can.
2. (have - you - would rather) Would you rather have ice-cream? No, we wouldn't.

3. (she - have - to arrive) Does she have to arrive from Paris today? Yes, she does.
4. (ought to - leave - Ted) _____ before eight? Yes, _____.
5. (your friends - have got to - take) _____ an exam this afternoon? No, _____.
6. (the Browns - might - sell) _____ their house? Yes, _____.
7. (had better - confirm - I) _____ the reservation? Yes, _____.
8. (complete - will be able to - Mark) _____ the work in time? No, _____.
9. (bring - must - we) _____ the money for the taxes? Yes, _____.
10. (you - can - bake) _____ a cake for her birthday? No, _____.
11. (the students - answer - have to) _____ the questions? No, _____.
12. (listen to - could - the children) _____ the singers last night? No, _____.
13. (be - would rather - he) _____ at the beach now? Yes, _____.
14. (use - may - I) _____ your car? Yes, _____.
15. [be] able to - the man - fix) _____ the radio? No, _____.
16. (stay - must - we) _____ until the end of the concert? Yes, _____.
17. (give - should - we) _____ assistance to them? Yes, _____.



18. (they - had better - wash) _____ the clothes today?
No, _____.
19. (wear - we - may) _____ our new clothes?
Yes, _____.
20. (they - might - go) _____ to the movies tonight?
Yes, _____.
21. (have to - Ted and Ann - visit) _____
_____ their cousins? No, _____.
22. (you - should - paint) _____ the fence this week?
Yes, _____.
23. (the boys - can - come) _____ after dinner?
No, _____.

13.8. Para pedir opinión o asentimiento para realizar una acción.

Esquema estructural:

SHALL + S + { BE + Adj., etc
Vinf + (O) + (C) } + ?

Shall I wear my hair high up?



Shall we leave now? Our friends are waiting for us.



OBSERVE

Shall I wear my hair high up?

Shall we leave now?

Para pedir una opinión sobre la conveniencia de realizar una acción, o de realizarla de cierto modo, o para pedir el asentimiento de alguien más con relación a dicha acción, se utiliza la palabra **shall** en una estructura de pregunta como las ya descritas para **can**, **could**, **may**, etc.

Generalmente es el hablante, solo o acompañado, el que usa esta construcción.

13.8.1. Complete la segunda oración pidiendo opinión o consentimiento para realizar la acción nombrada por el verbo entre paréntesis. Use el sujeto indicado también entre paréntesis.

1. My dress is red and white. (buy) (I) **Shall I buy** red shoes?
2. The concert is next week. (get) (we) **Shall we get** the tickets today?
3. The room is full of smoke. (open) (I) _____ a window?
4. Susan is going to have a baby next month. (give) (we) _____
_____ her a baby shower?
5. It is time for your mother's medicine. (give) (I) _____
it to her?
6. The day is cold. (wear) (we) _____ sweaters to the picnic?
7. Mrs. Smith has to go downtown. (offer) (we) _____
her a ride?
8. Your radio is out of order. (take) (I) _____ it to
the radio repairman?
9. Bob's family is not in town. (ask) (we) _____
him to spend Christmas with us?
10. He has to carry twenty boxes. (help) (we) _____
him with twelve?
11. The doctor told me the truth. (tell) (I) _____
it to Jennie?
12. Your plants need water. (water) (I) _____ them?



13.9. Para indicar deferencia al pedir la realización de un acto.

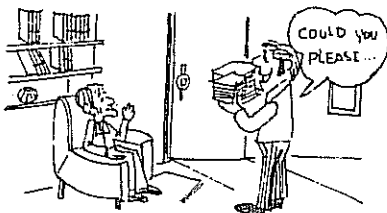
WILL/WON'T
COULD(N'T)
WOULD(N'T)
MIGHT

+

S + (PLEASE) + { BE + Adj., etc.
Vinf + (O) + (C)

Could you please open the door for me? (Couldn't...)

Would you please open the door for me? (Wouldn't...)



Could you please give this letter to the President? (Couldn't...)

Would you please give this letter to the President? (Wouldn't...)



OBSERVE

Could you please open the door for me? (Couldn't...)

Would you please open the door for me? (Wouldn't...)

Para indicar deferencia al pedir la realización de un acto se utilizan las formas **could** o **would** en una estructura de pregunta como las ya descritas para **can**, **may**, **must**, etc. Si se usa la forma interrogativa negativa, se aumenta el matiz de deferencia.

Es también posible utilizar otras formas para indicar mayor respeto y cortesía, como **might** y **will**:

Might you please open the door for me?

Will you please open the door for me? (Won't...)

e inclusive **can**, pero mucho dependerá de la entonación que se le dé a la frase para indicar el matiz de respeto.

13.9.1. Ordene las palabras de cada grupo para estructurar una petición que indique deferencia.

1. drive - to the airport - please - me - you - could _____
2. to me - would - please - you - the words - dictate _____
3. her - change - give - for a dollar - could - you _____
4. Miss Smith, - please - a letter - you - would - take _____
5. us - Father, - please - lend - could - the car - you - this evening _____
6. could - please - open - a window - you _____
7. at the corner - stop - you - please - would - the car _____
8. Marge's - could - us - tell - you - address _____
9. you - please - my expense - account - might - authorize _____
10. permission - you - please - me - will - grant _____



13.10 A. Para preguntar a quién o a qué se atribuye potencialidad, permiso, obligación, conveniencia, posibilidad, costumbre o preferencia de realizar un acto.

Esquemas estructurales:

qw S +	CAN COULD MAY MIGHT MUST SHOULD OUGHT TO HAD BETTER USED TO WOULD RATHER HAS GOT TO be [conj.] + ABLE TO HAVE TO [conj. 3s]	+ { BE + { Adj., etc. + ? V-ing + (O) + (C) Vinf + (O) + (C)
--------	---	--

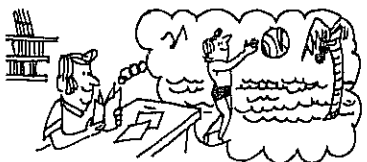
Who could jump across the stream?
Who was able to jump across the stream? Mary.



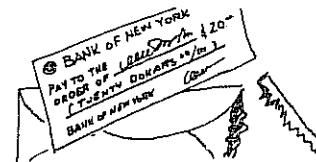
Who must come by 9 a.m. every day?
Who has to come by 9 a.m. every day?
Who has got to come by 9 a.m. every day? The mailman.



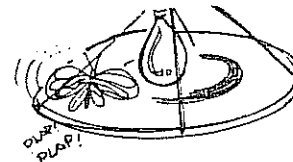
Who would rather be at the beach? Johnny.



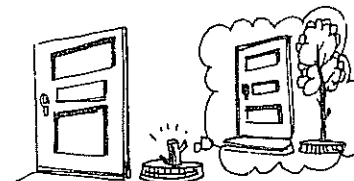
What should arrive in the mail today?
What ought to arrive in the mail today?
What had better arrive in the mail today? A check.



What might cause the noise?
What may cause the noise?
A moth.



What used to be beside the door?
A tree.



OBSERVE

Who could jump across the stream?
Who must come at 9 a.m. every day?
What should arrive in the mail today?
What might (may) cause the noise?
Who would rather be at the beach?
What ought to arrive in the mail today?
What had better arrive in the mail today?
What used to be beside the door?

Para preguntar a quién o a qué se atribuye potencialidad, autorización, deber, posibilidad, costumbre o preferencia de realizar un acto se utiliza en primer término la palabra **who** (para personas) o **what** (para los demás seres), después las formas simples **can**, **could**, **may**, **must**, **should** o **might**, o las compuestas **would rather**, **ought to**, **had better** o **used to**, según la posición que se esté tomando frente a la realización del acto de que se trate, y al final el verbo que nombra dicho acto, con sus complementos.

Who was able to jump across the stream?
Who has to come by 9 a.m. every day?

Cuando se utilizan formas de **to be** o de **have** para expresar potencialidad o deber, éstas tienen que ser las que corresponden a tercera persona singular: **is**, **was**, **has**, a menos que se trate de formas que no tienen forma especial para tercera, como **will be able** o **had**.



13.10. B. Para pedir información sobre un complemento o circunstancia de la potencialidad, autorización, deber, posibilidad, costumbre o preferencia de realizar un acto.

Esquemas estructurales:

qw OC + $\left\{ \begin{array}{l} \text{CAN} \\ \text{COULD} \\ \text{MAY} \\ \text{MIGHT} \\ \text{MUST} \\ \text{SHOULD} \\ \text{SHALL} \end{array} \right\} + S + \left\{ \begin{array}{l} \text{BE} + \left\{ \begin{array}{l} \text{Adj., etc.} \\ \text{V-ing} + (O) + (C) \end{array} \right\} + ? \\ \text{Vinf} + (O) + (C) \end{array} \right\}$

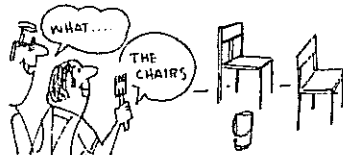
qw OC + $\left\{ \begin{array}{l} \text{OUGHT} + S + \text{TO} \\ \text{HAD} + S + \text{BETTER} \\ \text{WOULD} + S + \text{RATHER} \\ \text{HAS} + \text{S3s} + \text{GOT TO} \\ \text{HAVE} + \text{Sno3s} \end{array} \right\} + \left\{ \begin{array}{l} \text{BE} + \left\{ \begin{array}{l} \text{Adj., etc.} \\ \text{V-ing} + (O) + (C) \end{array} \right\} + ? \\ \text{Vinf} + (O) + (C) \end{array} \right\}$

qw OC + $\left\{ \begin{array}{l} \text{be [conj.]} \\ \text{1st. element} \\ \text{do} + S \\ \text{WILL} + S \\ \text{be} + S + \text{GOING TO} \\ \text{DID} + S + \text{USE TO} \end{array} \right\} + S + \left\{ \begin{array}{l} \text{additional} \\ \text{elements} \end{array} \right\} + \left\{ \begin{array}{l} \text{ABLE TO} \\ \text{HAVE TO} \end{array} \right\} + \left\{ \begin{array}{l} \text{BE} + \text{Adj., etc.} \\ \text{Vinf} + (O) + (C) \end{array} \right\}$

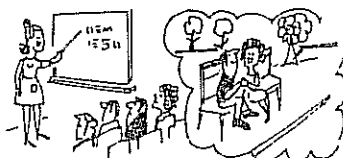
When can Ed visit Louise? This evening.



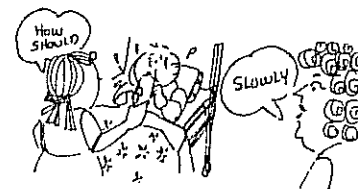
What do you have to paint? The chairs.



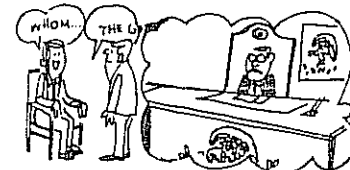
Where would they rather be? in the park.



How should the baby drink his milk? Slowly.



Whom have I got to interview? The Governor.



What might she buy? A handbag.



Where may we put our umbrellas? In the umbrella stand.



When must you take the exam? Next Monday.





How ought he to carry the dishes?
Carefully.



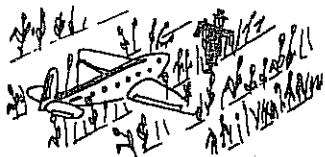
Whom had we better see? The
principal.



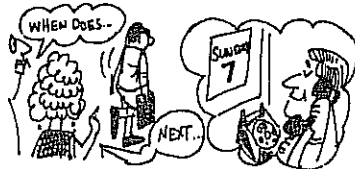
What could you prepare for dinner?
Steak and salad.



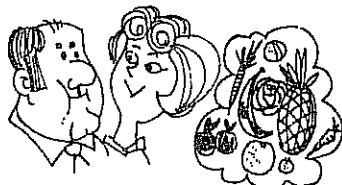
Where were they able to land? On
a corn field.



When does he have to phone his
family? Next Sunday morning.



What shall I eat? Fruit and vege-
tables.



OBSERVE

When can ed visit Louise?
How should the baby drink his milk?
What might she buy?
Where may we put our umbrellas?
When must you take the exam?
What could you prepare for dinner?
What shall I eat?

Para pedir información sobre un complemento o circunstancia de la potencialidad, autorización, deber, posibilidad, o conveniencia de realizar un acto, se dice la palabra interrogativa que pregunta el dato deseado, y luego las palabras **can, could, may, might, shall, should** o **must** según la posición que se esté tomando frente a la realización del acto, en seguida el sujeto de la acción, y al final el nombre de la acción, con los complementos que tenga.

Where would they rather be?
How ought he to carry the dishes?
Whom had we better see?
Whom have I got to interview?
Where were they able to land?

Si las expresiones que se utilizan para indicar preferencia, potencialidad, deber, conveniencia, etc., son compuestas de dos o más elementos, se utiliza la estructura descrita en el párrafo anterior, pero sólo el primer elemento va antes del sujeto, el otro, o los otros dos, van inmediatamente después del sujeto. Si el sujeto es tercera persona singular se dirá **has got to** en lugar de **have got to**. En el caso de formas de **to be able to** habrá que cuidar la concordancia de **am, is, are, was** o **were** con el sujeto: where **am I** able to land?, where **are you** able to land, where **is he** able to land?, where **was she** able to land?

What do you have to paint?
When does he have to phone his family?

Cuando para expresar deber o necesidad de realizar un acto se utilizan formas de **have to**, las preguntas de información sobre complementos o circunstancias de dicho acto se estructuran como ya se vio para acciones habituales o permanentes, terminadas en el pasado o futuras. Debe tenerse siempre cuidado de no omitir la partícula **to** después de **have**: what did you **have to** paint?, what will you **have to** paint, what are you **going to have to** paint, etc.



13.10. A-B.1. Estructure una pregunta con cada uno de los siguientes grupos de palabras.

1. do - shall - what - I

_____ ?

2. he - rather - whom - listen to - would

_____ ?

3. have to - what - bring - you - do

_____ ?

4. tomorrow - come - ought to - who

_____ ?

5. now - might - Ann and Bob - be - where

_____ ?

6. the bill - when - pay - you - must

_____ ?

7. finish - they - able to - were - how

_____ ?

8. dinner - where - we - have - can

_____ ?

9. better - they - complete - when - had - the work

_____ ?

10. play - has - John - got to - when

_____ ?

11. I - whom - talk to - can

_____ ?

12. she - what - prepare - to - ought

_____ ?

13. find - the prize - could - who

_____ ?

14. contribute - he - does - how much - have to

_____ ?

15. arrive - what - by air freight - should - today

_____ ?

16. train - how - they - shall - for the race

_____ ?

17. the problem - cause - can - what

_____ ?

18. bring - you - how many - will - be able to

_____ ?

19. the plane - who - pilot - has to

_____ ?

20. play - Ann and Bob - tennis - would - where - rather

_____ ?



13.10. A-B.2. Guiándose por la respuesta, escriba lo que falta a la pregunta.

1. **Who can** play the piano? My sister can play the piano.
2. **When was he able to** win the contest? He was able to win the contest last spring.
3. _____ buy? They should buy a new car.
4. _____ break with the impact? The fence might break with the impact.
5. _____ visit today? I must visit Mr. Brown, a customer.
6. _____ sing? Ann and I would rather sing at the Metropolitan Opera House.
7. _____ open the boxes? They ought to open the boxes carefully.
8. _____ carve the wood? I have to carve the wood slowly.
9. _____ see with the binoculars? I could see two ships with the binoculars.
10. _____ go to the party? John may go to the party.
11. _____ imitate? He is able to imitate his brother.
12. _____ copy? You are going to copy the words.
13. _____ leave? You and Helen should leave at noon.
14. _____ put the boxes? They may put the boxes in the closet.
15. _____ operate on? The doctor has got to operate on Mrs. Simpson.
16. _____ stay? She had better stay in her apartment.
17. _____ come? The children will be able to come next Saturday?

18. _____ take the exam? They've got to take the exam at the National University.
19. _____ dance? Ted would rather dance slowly.
20. _____ visit you? My parents can visit me in December.
21. _____ in today's mail? An invitation to Ann's wedding could arrive in today's mail.
22. _____ deliver the records? The store should deliver the records this afternoon.

13.10. A-B.3. Desglose cada una de las siguientes aseveraciones en tantas preguntas como permitan los elementos de que se componen

Mary might finish the dress quickly.

Mary. — (she might) finish the dress. — dress. — quickly.

1. **Who might finish the dress quickly?**
2. **What might Mary do quickly?**
3. **What might Mary finish quickly?**
4. **How might Mary finish the dress?**

Her parents can come today.

Her parents. — (they can) come today. — today.

5. **Who can come today?**
6. **What can her parents do today?**
7. **When can her parents come?**

The play has to be interesting.

The play. — interesting.

8. **What has to be interesting?**
9. **How does the play have to be?**

Ann should reduce.

Ann. — (she should) reduce.

10. _____
11. _____



You and I must study algebra in the library tonight.

You and I. — (you and I must) study algebra in the library tonight. — algebra. — in the library. — tonight.

12. _____

13. _____

14. _____

15. _____

16. _____

The children may go to the park at five.

The children. — (the children may) go to the park at five. — to the park. — at five.

17. _____

18. _____

19. _____

20. _____

The secretary has got to correct the copy rapidly.

The secretary. — (the secretary has got to) correct the copy rapidly. — the copy. — rapidly.

21. _____

22. _____

23. _____

24. _____

The boxes ought to arrive this morning.

The boxes. — this morning.

25. _____

26. _____

The alarm clock must ring loudly.

The alarm clock. — (the alarm clock must) ring loudly. — loudly.

27. _____

28. _____

29. _____



Respuestas a los ejercicios

13.1

Can Peter come today? No, he can't. (cannot)
 Could they guess the truth? Yes, they could.
 Are your friends able to speak German? No, they aren't (are not)/No, they are not able to.
 Will they be able to send money to us? No, they won't (will not)/No, they will not be able to.
 Could Ted explain the problem? Yes, he could.
 Is Debbie able to read fast? Yes, she is./Yes, she is able to.
 Can't you see them tonight? Yes, I can.
 Were Tim and Ann able to solve the puzzle? No, they weren't (were not) No, they were not able to.
 Can Sylvia draw well? No, she can't. (cannot)
 Couldn't Pat obtain the job? Yes, he could.

13.1.2.

I can play tennis. Can they play tennis?
 You could jump high. Could he jump high?
 I was able to answer ten questions. Were they able to answer ten questions?
 You will be able to buy two tickets. Will he be able to buy two tickets?
 You can paint beautifully. Can he paint beautifully?
 I could finish my assignment. Could they finish their assignments?
 You are going to be able to go tomorrow. Is he going to be able to go tomorrow.
 I am able to type rapidly. Are they able to type rapidly?
 I can understand her. Can they understand her?
 You could obtain good results. Could he obtain good results?

13.2.1.

May they leave before the class is over? No, they may not.
May I borrow your pen? Yes, you may.
May we smoke here? No, you (we) may not.
May her children stay until the end of the show? No, they may not.
May I have a piece of candy? Yes, you may.
May John take his father's car? Yes, he may.

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May she wear your sister's ring? No, she may not.
May I give the baby his bottle? Yes, you may.
May we call you after midnight? Yes, you may.
May we go alone? No, you may not.

13.3.1.

John is absent. Might he be sick? Yes, he might be.
 The baby is crying. Might he (she) (it) be hungry? No, he might not be.
 Marge is cleaning her guest room. Could she be expecting company?
 Yes, she could.
 They're going to go to Italy. Might they visit Florence? No, they might not.
 Ann is working rapidly. Might she finish soon? Yes, she might.
 This orange smells strange. Might it be rotten? No, it might not be.
 She is buying an evening dress. Could she be going to a dance? Yes, she could be.
 Tim is coughing and sneezing. Might he have a cold? Yes, he might.
 He doesn't answer the phone. Could he be asleep? No, he couldn't be.
 Ted is admiring a beautiful watch. Might he buy it? No, he might not.

13.4.1.

Must they listen to her complaints? Yes, they must.
Has Helen got to go now? No, she hasn't,
 No, she hasn't got to.
Must Dr. Kent hide the truth from them? No, he mustn't./No, he need not.
 No, he doesn't have to.
Must I prepare the report immediately? Yes, you must.
Have your friends got to buy a new car? No, they haven't,
 No, they haven't got to.
Have you got to leave before noon? Yes, I have, Yes, I have got to,
 Yes, I've got to.
Must I clean the stove today? Yes, you must.
Must John be there next Monday? Yes, he must.
 Yes, he has, Yes, he has got to,
 No, he hasn't got to.
Has Mr. Lee got to visit them tomorrow? Yes, we have, Yes, we have got to.
Have we got to answer his letters? Yes, we've got to.

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13.4.2.

- Does John have to play tennis today?
- (you) Do you have to play tennis today?
 - (yesterday) Did you have to play tennis yesterday?
 - (tomorrow) Do you have to play tennis tomorrow?
(or Will you have to...) (or Are you going to have to...)
Are you going to have to come next week?
 - (I) Am I going to have to come next week?
 - (they) Are they going to have to come next week?
 - (last night) Did they have to come last night?
Did the child have to wait for the teacher?
 - (tomorrow) Will the child have to wait for the teacher tomorrow?
(or Is he (she) going to have to...)
 - (his mother) Will his mother have to wait for the teacher tomorrow?
(Is his mother going to have to...)
 - (now) Does his mother have to wait for the teacher now?
Will she have to buy new shoes for Johnny?
 - (a week ago) Did she have to buy new shoes for Johnny a week ago?
 - (you) Did you have to buy new shoes for Johnny a week ago?
 - (today) Do you have to buy new shoes for Johnny today?
(or Will you have to...) (or are you going to have to...) (or Did you have to...)
Do I have to give the money to them?
 - (Mark) Does Mark have to give the money to them?
 - (last Monday) Did he have to give the money to them last Monday?
 - (in twenty-four hours) Is he going to have to give the money to them in twenty-four hours?
(or Will he have to...) (or Does he have to...)

MODULO 10

13.5.1.

Should John study French? Yes, he should.
Had we better leave class early? No, we'd better not. (No, we had better not)
Ought they to visit Mary? Yes, they ought to.
Had she better buy those three pairs? No, she'd better not. (No, she had better not.)
Ought we to prepare a plan? Yes, we ought to.
Should we insist on our idea? No, we should not (shouldn't).
Ought they to invest in that company? No, they ought not to.
Had I better reduce the amount? Yes, you'd better. (Yes, you had better).
Should you copy exercises five and six? Yes, I should.
Should Peter enroll for that course? No, he should not. (shouldn't)

13.6.1.

Did her brothers use to help her? Yes, they did. (Yes, they used to)
Did you and Ann use to dance with them? No, we didn't. (No, we didn't use to)
Didn't they use to visit Helen regularly? Yes, they did. (Yes, they used to).
Did he use to bring flowers to us? Yes, he did. (Yes, he used to).
Didn't we use to go there every week? Yes, we did. (Yes, we used to).
Did your mother use to knit all your sweaters? No, she didn't. (No, she didn't use to).
Did Mrs. Lee use to drink coffee at five? No, she didn't. (No, she didn't use to).
Did his teacher use to be patient with him? Yes, he (she) did. (Yes, he (she) used to).
Did John use to sing beautifully? No, he didn't. (No, he didn't use to).
Did they use to come frequently? No, they didn't. (No, they didn't use to).

13.7.1.

Would you rather visit San Francisco or Los Angeles? I'd rather visit San Francisco.
Would they rather listen to Mary Davis? Yes, they would.
Would he rather stay home? No, he wouldn't.
Would you rather come next week? Yes, we would.
Would he rather have milk or coffee? He would rather have milk.
Would she rather go to the movies? No, she wouldn't.
Would you rather drive my car? Yes, I would.
Would he rather dance with Ann? No, he wouldn't.
Would she rather buy a watch or a ring? She would rather buy a watch.
Would you rather eat now? Yes, we would.



13.7.2.

1. John could swim two hundred meters in three minutes last year.
Can he swim two hundred meters in three minutes now?
2. I must buy an algebra book today.
Must you buy a chemistry book tomorrow?
3. Helen may visit Alice tomorrow.
May she visit her a week from tomorrow?
4. The day might be cold today.
Might the day be cold tomorrow?
5. The painters should do the work before the end of the month.
Should you do the work before the end of the month?
6. You may stay up late.
May he stay up late?
7. The boys can do problems 16 and 17 today.
Can they do problems 18 and 19 tomorrow?
8. Maud could finish the painting on time for the exhibit.
Could she finish it on time for the annual fair? (or Can she...)
9. We must lend the money to Mrs. Peters.
Must we lend it to her brother?
10. The newspapers might arrive today.
Might the magazines arrive today?
11. Their niece can go to the party tomorrow.
Can she go on the excursion next Saturday?
12. Cinderella could wear size 5 shoes.
Could she wear size 10 dresses?
13. They should hold a reception for the Representatives.
Should they hold a reception for the Ambassadors?
14. Wendy must mail the reports this morning.
Must she mail the letters this afternoon?
15. My friend can play popular music.
Can he (she) play classical music?
16. Tom may use his father's car tonight.
Can he use it tomorrow night?
17. She can open his letters in his absence.
Can she answer his letters in his absence?
18. Mr. Smith could prepare the report for the board meeting tomorrow.
Could he prepare the report for the stockholders next week? (or Can he...)
19. The experiment may not be successful this time.
May it be successful next time?
20. I could complete the first part last Monday.
Could you complete the second part last Tuesday?
21. The children would rather eat ice-cream.
Would you and Louis rather eat fruit?
22. Ted has got to go to Denver next week.
Has he got to go to Dallas next month?
23. They ought to clean the tables.
Ought they to clean the chairs?
24. Mrs. Peters had better give the money to the cashier.
Had she better give the papers to the secretary?
25. I ought to read a poem for my literature class.
Ought you to memorize it?

26. You had better copy all the words.
Had I better copy the exercises?
27. We have got to present the project to the authorities.
Have we got to present the budget to them?
28. Your friends would rather not go to Europe this summer.
Would you rather go to Europe this summer?

13.7.3.

1. (Mary — speak — can) **Can Mary speak English? Yes, she can.**
2. (have — you — would rather) **Would you rather have ice-cream? No, we wouldn't.**
3. (she — have to — arrive) **Does she have to arrive from Paris today? Yes, she does.**
4. (ought to — leave — Ted) **Ought Ted to leave before eight? Yes, he ought to.**
5. (your friends — have got to — take) **Have your friends got to take an exam this afternoon? No, they haven't. No, they haven't got to.**
6. (the Browns — might — sell) **Might the Browns sell their house? Yes, they might.**
7. (had better — confirm — I) **Had I better confirm the reservation? Yes, you'd better.**
8. (complete — will be able to — Mark) **Will Mark be able to complete the work in time? No, he won't./ No, he won't be able to.**
9. (bring — must — we) **Must we bring the money for the taxes? Yes, you must.**
10. (you — can — bake) **Can you bake a cake for her birthday? No, I can't.**
11. (the students — answer — have to) **Do the students have to answer the questions? No, they don't.**
12. (listen to — could — the children) **Could the children listen to the singers last night? No, they couldn't.**
13. (be — would rather — he) **Would he rather be at the beach now? Yes, he would.**
14. (use — may — I) **May I use your car? Yes, you may.**
15. [be] able to — the man — fix) **Is the man able to fix the radio? No, he isn't.**
16. (stay — must — we) **Must we stay until the end of the concert? Yes, you (we) must.**
17. (give — should — we) **Should we give assistance to them? Yes, you (we) should.**
18. (they — had better — wash) **Had they better wash the clothes today? No, they'd better not.**
19. (wear — we — may) **May we wear our new clothes? Yes, you (we) may.**
20. (they — might — go) **Might they go to the movies tonight? Yes, they might.**



21. (have to — Ted and Ann — visit) Do Ted and Ann have to visit their cousins? No, they don't.
22. (you — should — paint) Should you paint the fence? Yes, I (we) should.
23. (the boys — can come) Can the boys come after dinner? No, they cant.

13.8.1.

1. My dress is red and white. (buy) (I) Shall I buy red shoes?
2. The concert is next week. (get) (we) Shall we get the tickets today?
3. The room is full of smoke. (open) (I) Shall I open a window?
4. Susan is going to have a baby next month. (give) (we) Shall we give her a baby shower?
5. It is time for your mother's medicine. (give) (I) Shall I give it to her?
6. The day is cold. (wear) (we) Shall we wear sweaters to the picnic?
7. Mrs. Smith has to go downtown. (offer) (we) Shall we offer her a ride?
8. Your radio is out of order. (take) (I) Shall I take it to the radio repairman?
9. Bob's family is not in town. (ask) (we) Shall we ask him to spend Christmas with us?
10. He has to carry twenty boxes. (help) (we) Shall we help him with twelve?
11. The doctor told me the truth. (tell) (I) Shall I tell it to Jennie?
12. Your plants need water. (water) (I) Shall I water them?

13.9.1.

1. drive — to the airport — please — me — you — could. Could you please drive me to the airport?
2. to me — would — please — you — the words — dictate. Would you please dictate words to me?
3. her — change — give — for a dollar — could — you. Could you give her change for a dollar?
4. Miss Smith, — please — a letter — you — would — take. Miss Smith, would you please take a letter?
5. us — father, — please — lend — could — the car — you this evening. Father, could you please lend us the car this evening?
6. could — please — open — a window — you. Could you please open a window?
7. at the corner — stop — you — please — would — the car. Would you please stop the car at the corner?
8. Marge's — could — us — tell — you — address. Could you tell us Marge's address?
9. you — please — my expense account — might — authorize. Might you please authorize my expense account?
10. Permission — you — please — me — will — grant. Will you please grant me permission?

13.10. A-B.1.

1. do — shall — what — I. What shall I do?
2. he — rather — whom — listen to — would. Whom would he rather listen to?
3. have to — what — bring — you — do What do you have to bring?
4. tomorrow — come — ought to — who. Who ought to come tomorrow?
5. now — might — Ann and Bob — be — where. Where might Ann and Bob be now?
6. the bill — when — pay — you — must. When must you pay the bill?
7. finish — they — able to — were how. How were they able to finish?
8. dinner — where — we — have — can. Where can we have dinner?
9. better — they — complete — when — had — the work. When had they better complete the work?
10. play — has — John — got to — when. When has John got to play?
11. I — whom — talk to — can. Whom can I talk to?
12. she — what — prepare — to — ought. What ought she to prepare?
13. find — the prize — could — who. Who could find the prize?
14. contribute — he — does — how much — have to. How much does he have to contribute?
15. arrive — what — by air freight. — should — today. What should arrive by air freight today?
16. train — how they — shall — for the race. How shall they train for the race?
17. the problem — cause — can — what. What can cause the problem?
18. bring — you — how many — will — be able to. How many will you be able to bring?
19. the plane — who — pilot — has to — . Who has to pilot the plane?
20. play — Ann and Bob — tennis — would — where — rather. Where would Ann and Bob rather play tennis?

13.10. A-B.2.

1. Who can play the piano? My sister can play the piano.
2. When was he able to win the contest? He was able to win the contest last spring.
3. What should they buy? They should buy a new car.
4. What might break with the impact? The fence might break with the impact.
5. Whom must you visit today? I must visit Mr. Brown, a customer.
6. Where would Ann and you rather sing? Ann and I would rather sing at the Metropolitan Opera House.
7. How ought they to open the boxes? They ought to open the boxes carefully.



8. How do you have to carve the wood? I have to carve the wood slowly.
9. What could you see with the binoculars? I could see two ships with the binoculars.
10. Who may go to the party? John may go to the party.
11. Whom is he able to imitate? He is able to imitate his brother.
12. What am I going to copy? You are going to copy the words.
13. At what time (or When) should Helen and I leave? You and Helen should leave at noon.
14. Where may they put the boxes? They may put the boxes in the closet.
15. Whom has the doctor got to operate on? The doctor has got to operate on Mrs Simpson.
16. Where had she better stay? She had better stay in her apartment.
17. When will the children be able to come? The children will be able to come next Saturday.
18. Where have they got to take the exam? They've got to take the exam at the National University.
19. How would Ted rather dance? Ted would rather dance slowly.
20. When can your parents visit you? My parents can visit me in December.
21. What could arrive in today's mail? An invitation to Ann's wedding could arrive in today's mail.
22. When should the store deliver the records? The store should deliver the records this afternoon.

13.10.A-B.3.

Mary might finish the dress quickly.

1. Who might finish the dress quickly? Mary.
2. What might Mary do quickly? (She might) finish the dress.
3. What might Mary finish quickly? The dress.
4. How might Mary finish the dress? Quickly.

Her parents can come today.

5. Who can come today? Her parents.
6. What can her parents do today? (They can) come today.
7. When can her parents come? Today.

The play has to be interesting.

8. What has to be interesting? The play.
9. How does the play have to be? interesting

Ann should reduce.

10. Who should reduce? Ann.
11. What should Ann do? (She should) reduce.

You and I must study algebra at the library tonight.

12. Who must study algebra in the library tonight? You and I.
 13. What must you and I do tonight? (You and I must) study algebra in the library tonight.
 14. Where must you and I study algebra tonight? In the library.
 15. When must you and I study algebra in the library? Tonight.
- The children may go to the park at five.
16. Who may go to the park at five? The children.
 17. What may the children do at five? (They may) go to the park at five.
 18. Where may the children go at five? To the park.
 19. When (at what time) may the children go to the park? At five.

The secretary has got to correct the copy rapidly.

20. Who has got to correct the copy rapidly? The secretary.
21. What has the secretary got to do? (She's got to) correct the copy rapidly.
22. What has the secretary got to correct rapidly? The copy.
23. How has the secretary got to correct the copy? Rapidly.

The boxes ought to arrive this morning.

24. What ought to arrive this morning? The boxes.
25. When ought the boxes to arrive? This morning.

The alarm clock must ring loudly.

26. What must ring loudly? The alarm clock.
27. What must the alarm clock do? (It must) ring loudly.
28. How must the alarm clock ring? Loudly.



Actividades complementarias

Ejercicios que debe realizar conforme aprenda las estructuras.

1. Enlistar todas las habilidades propias, presentes o pasadas en frases completas. En la misma escribir las habilidades que poseen o poseyeron personajes famosos de la vida nacional e internacional, contemporáneos o del pasado.
2. Imagine y escriba usted, que se necesita pasar a algún lugar y pedir la autorización correspondiente. Pedir autorización para dejar la mesa, pedirla también cuando se desea usar un objeto que pertenece a otra persona.
3. Imagine y escriba cinco cosas que podrían ocurrir u ocurrirle con cierta probabilidad.
4. Haga una lista de cinco cosas que tiene obligación de hacer como ciudadano y como miembro de una familia y de un centro de trabajo, y otras cinco que convendría que hiciera.
5. Recuerde y exprese las cosas más importantes que acostumbraba hacer en su infancia, asimismo, las cosas más importantes que solía hacer alguna persona con la que tuvo relación cercana en el pasado.
6. Imagine lo que algunas de las personas a quienes ve todos los días, desearían hacer en lugar de lo que hacen normalmente.
7. Imagine también que está en una reunión y pide asentimiento para hacer algunas cosas, por ejemplo: abrir una ventana, traerle algo a alguien, etc.
8. Imagine que está ante altos dignatarios del gobierno o de la iglesia, o ante algunas otras personas de respeto, y le van a pedir a usted que realice varias acciones.
9. Pida datos de tiempo lugar y modo sobre por lo menos una oración de cada grupo de las ocho anteriores.

UNIDAD XIV



Objetivos generales

Al terminar de estudiar esta unidad, el alumno:

1. Pronunciará correctamente los sonidos [b] y [v] y las palabras escritas con **b** en que esta letra no se pronuncia.
2. Estructurará en su orden debido dentro de la oración los elementos que indican en qué y en quién, dónde, cuándo y cómo se completa la acción del verbo (complementos directo e indirecto, y circunstanciales de lugar, tiempo y modo).
3. Formará oraciones en que se pregunte en qué o en quién se completa la acción del verbo.
4. Reconocerá las preposiciones que integran expresiones de lugar, tiempo y modo y otras circunstancias.
5. Distinguirá las formas interrogativas **how far** y **how long**.



Introducción

Instrucciones para el manejo de esta unidad.

SECCION DE CONVERSACION

Siguen valiendo las mismas recomendaciones anteriores.

SECCION DE PRONUNCIACION

Los sonidos que se presentan en esta unidad son fáciles de identificar por su escritura, ya que el sonido [b] corresponde a la escritura **b**, salvo que en unos cuantos casos no se pronuncia, y el sonido [v] corresponde a la escritura [v]. Sin embargo, como en español en la práctica no se hace ninguna diferencia entre la **b** y la **v**, hay que poner especial empeño en pronunciarlas correctamente, sobre todo la **v** que es la que no pronunciamos en español.

SECCION DE ESTRUCTURAS Y VOCABULARIO

En esta unidad se trata del orden en que se integran los complementos directo, indirecto y circunstanciales que, como en todas las estructuras del inglés, es rígido, es decir, cada elemento tiene su lugar preciso y definido. Sin embargo, hay dos variantes, una libre, que depende del estilo personal y de cómo se presente la frase misma, la de intercambiar de posición el complemento de lugar y el de modo; y otra limitada a ciertos verbos, la de anteponer el complemento indirecto, sin preposición, al complemento directo.

Como hay que memorizar qué verbos exigen que el complemento indirecto vaya precedido por **to** y qué verbos exigen que vaya precedido por **for**, hay que repetir muchas veces cada verbo con la preposición que le corresponde y también estructurar frases sencillas en que aparezca cada verbo con sus complementos directo e indirecto y la preposición que debe llevar. Conviene observar que muchos de los verbos que requieren **to** antes del indirecto son verbos que se refieren a alguna forma de comunicación verbal. Una vez que se han memorizado los verbos que llevan **to** y los que llevan **for** hay que tomar de ellos los que admiten la inversión del complemento indirecto con el directo, y practicarlos ampliamente en los dos tipos de estructuras, especialmente la de inversión, que es la más común en inglés.

En el libro se presentan las preposiciones por grupos según su uso. Tal vez algunos alumnos las podrán recordar mejor listándolas por orden alfabético y cada una con las diferentes acepciones con que se han presentado en este curso y en el anterior, que de ninguna manera son todas las que tienen.

Clave de símbolos empleados en esta unidad

be	AM, IS, ARE forms (formas am, is, are).
C	circumstances of action — adverbial phrases of place, manner and time (complementos circunstanciales de lugar, modo y tiempo).
do	Auxiliary forms DO, DOES, DID (formas auxiliares do, does, did)
D.O	direct object (complemento directo)
D.O.pr	direct object pronoun (pronombre acusativo)
I.O.	indirect object (pronombre indirecto)
I.O.pr	indirect object pronoun (pronombre dativo)
M	adverbial expression of manner (complemento circunstancial de modo)
PLexpr	adverbial expression of place (complemento circunstancial de lugar)
S	subject (sujeto)
T	adverbial expression of time (complemento circunstancial de tiempo)
V [conj]	all conjugated forms of VERB: V/vs, be + V-ing, V-ed, Will + Vinf, CAN MAY, etc., + Vinf (todas las formas conjugadas del verbo en todos los tiempos)
Vinf	infinitive of verb (infinitivo verbal)
+	elemento de enlace
/	puede usarse en la estructura uno u otro de los elementos que aparecen separados por este símbolo
()	el elemento que aparece dentro del paréntesis puede estar o no estar en la estructura.



Módulo 11

OBJETIVOS ESPECIFICOS

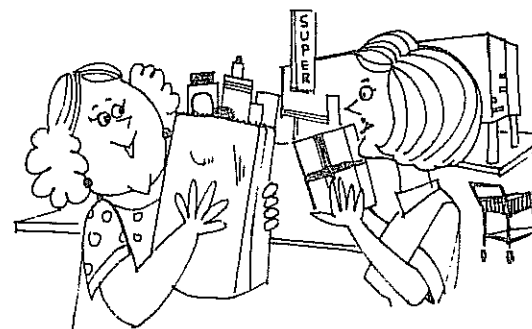
Al terminar de estudiar este módulo, el alumno:

1. Estructurará oraciones en las que el verbo vaya seguido del complemento directo en primer lugar y en segundo lugar el complemento indirecto, unidas con la preposición **to**.
2. Formulará oraciones en las que verbo vaya seguido del complemento directo en primer lugar y en segundo lugar el complemento indirecto, unidos con la preposición **for**.
3. Distinguirá cuáles verbos requieren **to** y cuáles exigen **for**, como enlaces entre los complementos directo e indirecto.
4. Estructurará oraciones en las que el verbo sea seguido del complemento indirecto primero y después del directo.
5. Reconocerá que las oraciones en las que se emplea el verbo ASK — ASK FOR solamente pueden estructurarse colocando el complemento indirecto antes que el directo.
6. Indicará cuáles de los verbos a que se refiere el objetivo 3 pueden estar seguidos del complemento indirecto (sin preposición), antes que el directo.
7. Estructurará oraciones con complemento indirecto, en las que se pregunte en qué se completa directamente la acción del verbo.
8. Formulará oraciones con complemento directo, en las que se pregunte en quién se completa indirectamente la acción del verbo, empleando las preposiciones **to** o **for**, al principio o al final de la oración.

SECCION DE CONVERSACION

MEMORICE

- Anna: I completely forgot I had to buy a present for Jack's birthday, and it is too late now to go to the gift shop.
- Bertha: When is Jack's birthday?
- Anna: It's Thursday next week. We're planning to give him a surprise party at my house.
- Bertha: I love surprise parties. Can I help you prepare it?
- Anna: Thank you. We have almost everything ready. Wednesday I'll bake a big birthday cake and everybody is going to bring a surprise dish the day of the party.
- Bertha: I'm sure it's going to be a very nice party.
- Anna: I hope so, and I hope you'll join us. It'll begin at eight.



INTONATION PATTERN

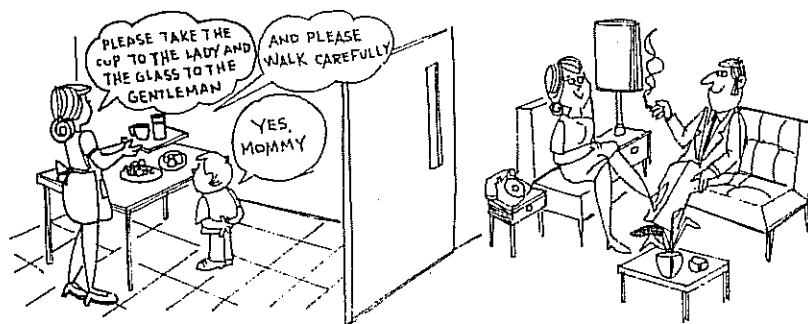
- Anna: I completely forgot I had to buy a present for Jack's birthday, and it is too late now to go to the gift shop.
- Bertha: When is Jack's birthday?
- Anna: It's Thursday next week. We're planning to give him a surprise party at my house.
- Bertha: I love surprise parties. Can I help you prepare it?



Anna: Thank you. We have almost everything ready. Wednesday, I'll bake a big birthday cake and everybody is going to bring a surprise dish the day of the party.

Bertha: I'm sure it's going to be a very nice party.

Anna: I hope so, and I hope you'll join us. It'll begin at eight.



PRONUNCIACION

SONIDO [b]
(sordo)

SONIDO [v]
(vibrado)

MINIMAL PAIRS



bale [beil'']
bail
ballet [bael'eil]
bane [bein]
base [beis]
bass
bent [bent']
berry ['beri']
best [best]
by [bai]
boat [bot]
bow [baw']

vale [veil]
veil
valet [vael'at]
vain
vane [vein]
vein
vase [veis]
vent [vent]
very [ver'i]
vest [vest]
vie [vai]
vote [vot]
vow [vau]



baby	bead	bias	vacant	velvet	vital
back	bear	Bible	vacuum	vendor	vitriify
bacon	beast	binary	vague	venom	vocal
bad	beauty	biology	van	venture	vogue
bag	beef	black	valid	verdict	void
bail	beer	bleed	vanish	veto	volume
bake	before	blot	vapor	vice	vowel
balm	beg	boss	varnish	village	voyage
ban	begin	break	vary	vinegar	vulcanize
bay	belief	but	vast	virtue	vulgar

b — not pronounced: climb, debt, subtle.

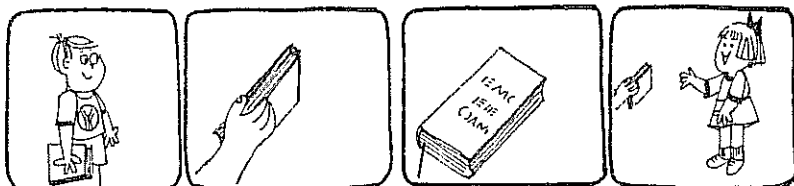


14.1. Para indicar en el orden correcto en qué y en quién se completa una acción, cuando se dan ambos elementos juntos.

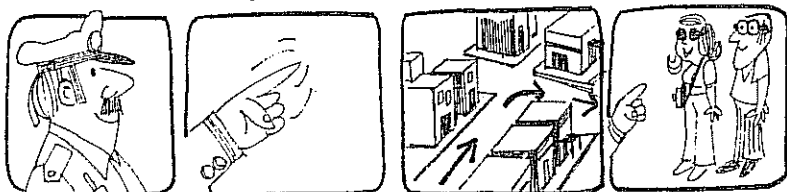
Esquemas estructurales:

S + V [conj.] + D.O./D.O.pr. + **TO FOR** + I.O./I.O.pr. + (C)

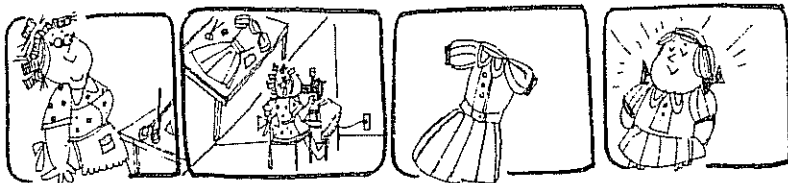
Also negative, interrogative and imperative sentences.



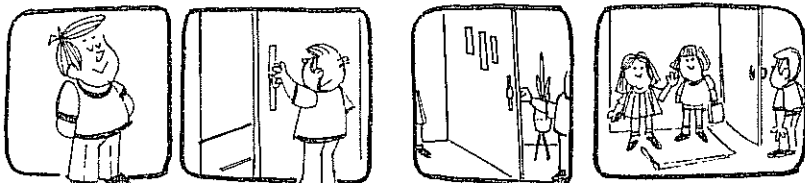
John He is giving a book to Mary to her



The policeman He is pointing out the way to the tourists to them



Mrs. Clark She made a dress for my niece for her.



Bobby He opened the door for his sisters. for them.

OBSERVE

Who?		what?	to/for whom?	
John	is giving	a book	to	Mary
Bobby	opened	the door	for	his sisters

En el orden natural de estructuración de las oraciones, el complemento de la acción que responde a la pregunta **what** antecede al que responde a la pregunta **to whom** o **for whom**. Ocasionalmente en lugar de que el complemento directo sea una cosa, es una persona y entonces la pregunta es **whom** y no **what** pero no lleva ni **to** ni **for**.

John	is giving	a book	to Mary
He	is giving	it	to her
Bobby	opened	the door	for his sisters.
He	opened	it	for them.

Se pueden sustituir por pronombres tanto el complemento que responde a la pregunta **what** como el que responde a la pregunta **to whom** o **for whom**, en el mismo orden en que aparecen los sustantivos a los cuales sustituyen.

John **is giving** a book **to** Mary.

The policeman **is pointing out** the way to the tourists.

Mrs. Clark **made** a dress for my niece.

Bobby **opened** the door **for** this sisters.

El nombre del complemento que responde a la pregunta **whom** (es decir el nombre del destinatario o receptor de la acción del verbo) va precedido por **to** o **for** según lo exija el verbo correspondiente.

No hay ninguna regla para determinar cuáles verbos exigen **to** y cuáles **for**, es preciso aprenderlo por el uso. A continuación damos una lista de algunos de los más comunes que exigen **to** y algunos de los más comunes que exigen **for**.

Exigen **to**: announce, bring, confess, declare, describe, explain, give, indicate, introduce, lend, mention, pass, propose, prove, quote, read, recommend, repeat, report, return, reveal, say, sell, show, sing, speak, teach, tell, throw, write. Algunas veces estos verbos admiten **for**, pero con un sentido diferente: Indican **por causa de** o **en lugar de**.

Exigen **for**: answer, buy, cash, change, do, get, make, open, prescribe, translate.



14.1.A.1. Lea varias veces las dos listas anteriores de verbos, tratando de memorizarlas, especialmente la segunda, luego, ya sin ver las listas, complete el siguiente ejercicio con **to** o **for**.

1. He never refuses to do a favor _____ me.
2. He is going to make an exception _____ Mrs. Kent.
3. Alice didn't explain the situation _____ us.
4. Cheryl described her new project _____ her uncle William.
5. Who will announce the news _____ the people?
6. Can you cash this check _____ me?
7. You have to tell the truth _____ your associates.
8. Will they lend the money _____ our country?
9. She's going to get the contract _____ our company.
10. Are they going to introduce Mr. Brown _____ you?
11. He proved his theory _____ the group of scientists.
12. Please bring those dishes _____ me.
13. Dr. Taylor prescribed an excellent medicine _____ my child.
14. Does he recommend that procedure _____ the executive secretary?
15. Are they going to change the shoes _____ Mary?
16. We don't want to repeat our request _____ them.
17. Who is going to translate the poem _____ Helen?
18. Did he quote my exact word _____ you?
19. My father got a new opportunity _____ Billy.
20. I will buy a beautiful present _____ Linda.

14.1.A.2. Complete, estructurando en su debido orden los elementos que se le dan entre paréntesis y agregando **to** o **for** según convenga.

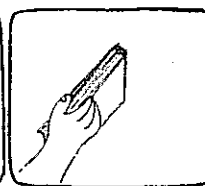
1. Marge confessed _____ (us-her mistake).
2. Will you open _____ ? (him — the safe).
3. Who revealed _____ ? (the formula — them).
4. Don't mention _____ (it — Mary).
5. Please answer _____ (Billy — the questions).

6. You have to speak _____ (Dr. Stock — German).
7. He didn't return _____ (us — it).
8. Don't show _____ (Deborah — these documents).
9. He proposed _____ (them — a new contract).
10. Please say _____ (hello — Jennifer).
11. Mrs. Stockwell taught _____ (Billy — algebra).
12. Debbie translated _____ (her boss — the letters).
13. He's going to report _____
_____ (the police — the accident).
14. Dr. Graham indicated _____ (us — the solution).
15. Please pass _____ (Jimmy — the salt).
16. He didn't describe _____
(his friends — his operation).
17. Who threw _____ (the ball — Alice).
18. I'm going to sell _____ (her — some earrings).
19. Did he sing _____ ? (his
girl friend — that song).
20. Mrs. Smith read _____ (John's letter — me).

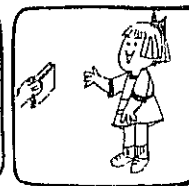
B Esquemas estructurales: S + V [conj.] + I.O./I.O.pr D.O.
Also negative, interrogative and imperative sentences.



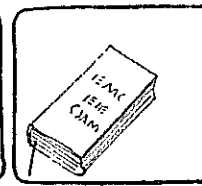
John
He



is giving
is giving



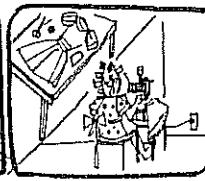
Mary
her



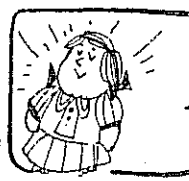
a book.
a book.



Mrs. Clark
She



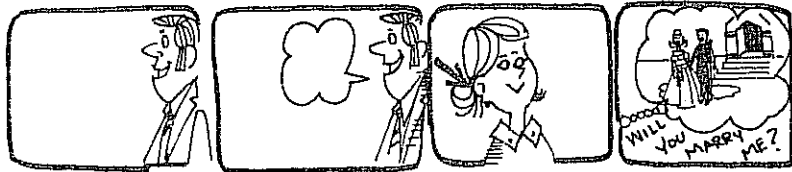
made
made



my niece
her



a dress.
a dress.



Mark is asking Louise an important question.
He is asking her an important question.

OBSERVE

Who?		whom?	what?
John Mrs. Clark	is giving made	Mary my niece	a book. a dress.

Cuando se altera el orden natural de estructuración de las oraciones y se antepone el complemento de la acción que responde a la pregunta WHOM al que responde a la pregunta **what**, se omiten las palabras **to** y **for**.

No todos los verbos admiten tal alteración estructural. De los dados en las dos listas anteriores, los siguientes admiten inversión de complementos: bring, buy, get, give, make, pass, read, sell, show, sing, send, teach, tell, throw, write.

Who? whom? what?
Mark is asking Louise an important question.

El verbo ASK sólo admite la construcción con el elemento que responde a la pregunta WHOM en primer término.*

John is giving **Mary** a book.

He is giving **her** a book.

Mrs. Clark made **my niece** a dress.

She made **her** a dress.

Cuando se altera el orden estructural de los complementos que responden a las preguntas WHAT y WHOM, solamente puede sustituirse por pronombre el que responde a WHOM, es decir, el tradicionalmente llamado complemento indirecto (indirect object).

* Igual ocurre con el conjunto ASK FOR que tiene diferente significado que ASK solo.

14.1.B.1. Vuelva a escribir las siguientes frases, invirtiendo el orden de los dos últimos complementos y sustituyendo por pronombres donde sea posible.

- Please give the chocolates to Mrs. Lee. **Please give her the chocolates.**
- Mother sent a letter to my sister and me. **She sent us a letter.**
- You didn't pass the sugar to Jimmy. _____
- They sold that car to my cousin Ruth. _____
- Did you bring the documents to Brother Silas? _____
- We made a few sandwiches for the children. _____
- Janice sang a love song to the other students. _____
- Mr. Kent wrote a letter of complaint to the company. _____
- Louise bought a gift for her father. _____
- Partick always tells interesting stories to us. _____
- Peter threw a ball to Marie. _____
- Did you lend your jacket to your sister? _____
- Will you get a taxicab for Mr. and Mrs. Brown? _____
- I'm showing the report to the stockholders. _____
- The man gave a balloon to the little boy. _____
- Bill read a love poem to his girl friend. _____
- The nurse is going to give vitamins to the two old women. _____

14.1A.B.2. Ordene las palabras de cada grupo para estructurar una oración. Si es necesario, pero solamente en ese caso, agregue **to** o **for**.

- them — he — algebra — teaches. _____
- me — the question — answer — please. _____



3. make — he — the table — didn't — us. _____
4. explain — they — the girls — the situation — did — ? _____
5. his wife — something — said — her. _____
6. her — lend — you — your necklace — didn't — ? _____
7. Louise — have to — I — a check — cash. _____
8. buy — the sweater — Linda — she — did — where — ? _____
9. the people — does — how — the president — the situation — describe — ? _____
10. the news — who — the happy parents — announced — ? _____
11. the glasses — you — change — am — I — going to. _____
12. me — gossip — don't — please — repeat. _____
13. him — my parents — introduce — she — going to — is. _____
14. have to — we — Mr. Dale — translate — this letter. _____

14.2. Para preguntar en qué o en quién se completa la acción cuando ambos elementos se conjuntan.

Esquemas estructurales:

WHAT + $\left\{ \begin{array}{l} \text{do [conj.]} \\ \text{WILL} \\ \text{CAN, etc.} \\ \text{be + S} \end{array} \right\} + S + \left\{ \begin{array}{l} \text{GOING TO} \\ \text{V-ing.} \end{array} \right\} + \text{Vinf} + \left\{ \begin{array}{l} \text{TO} \\ \text{FOR} \end{array} \right\} + \text{I.O./I.O. pr} + (\text{C}) + ?$

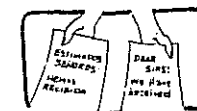
TO
FOR + WHOM + $\left\{ \begin{array}{l} \text{do [conj.]} \\ \text{WILL} \\ \text{CAN, etc.} \\ \text{be + S} \end{array} \right\} + S + \left\{ \begin{array}{l} \text{GOING TO} \\ \text{V-ing} \end{array} \right\} + \text{Vinf} + \text{D.O.} + (\text{C}) + ?$

WHOM + $\left\{ \begin{array}{l} \text{do [conj.]} \\ \text{WILL} \\ \text{CAN, etc.} \\ \text{be + S} \end{array} \right\} + S + \left\{ \begin{array}{l} \text{GOING TO} \\ \text{V-ing} \end{array} \right\} + \text{Vinf} + \text{D.O.} + (\text{C}) + ?$

What did his secretary translate for him?



She translated a letter for him.



To whom did she teach the symbols?

Whom did she teach the symbols to?



She taught the symbols to the students.

She taught the students the symbols.



For whom is he cashing the check?

Whom is he cashing the check for?



He is cashing the check for the boy.





OBSERVE

What did Paul read (to) you?

He read **some poems** to me.

He read **me some poems**.

She translated **a letter** for him.

What did his secretary
translate for him?

Cuando se quiere preguntar el complemento directo de un verbo se usa la palabra **what** antepuesta al resto de los elementos de la oración en la forma usual de pregunta cuando se pide un complemento. En algunos casos el complemento directo puede ser de persona y responder a la pregunta **whom**, que entonces no lleva ni **to** ni **for**.

Cuando el verbo admite la forma alterada de estructuración, puede omitirse la preposición **to** o la preposición **FOR** que preceden al complemento que sí aparece, que es el indirecto.

To **whom** did she teach the symbols?

Whom did she teach the symbols **to**?

she taught the symbols **to the students**.
she taught **the students** the symbols.

For **whom** is he cashing the check?

Whom is he cashing the check **for**?

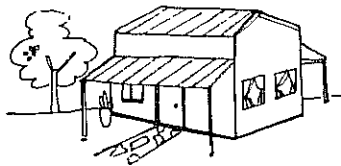
He is cashing the check **for the boy**.

Cuando se quiere preguntar el complemento indirecto de un verbo se usa la palabra **whom** precedida por **to** o **for** según corresponda a dicho verbo, y seguida por el resto de los elementos de la oración en la forma usual de pregunta cuando se pide un complemento. También se pueden dejar las preposiciones **to** o **for** para el final de la oración. Esta última construcción es informal.

A veces cuando el verbo admite la forma alterada de construcción, puede suprimirse **to** o **for**.

14.2.1. Guiándose por los dibujos complete la pregunta y dé la respuesta correspondiente. Use las estructuras formal e informal de pregunta.

1. _____ did he describe to John?



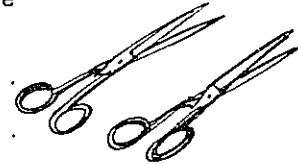
2. _____ did they propose the
plan?



3. _____ is Alice answering the
question?



4. _____ did you lend to the
girls?



6. _____ was she reading to
them?

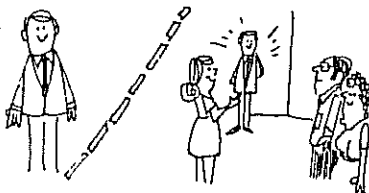


6. _____ are you giving
the information?

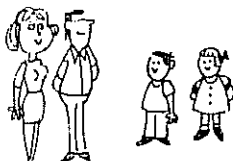




7. _____ did Mary introduce
to her parents?



8. _____ did Mr. Brown
get a visa?



9. _____ is she going to buy
for you?



10. _____ is he returning the
hammer?



11. _____ did she say
"Goodbye"?



12. _____ did the teacher ask
a question?



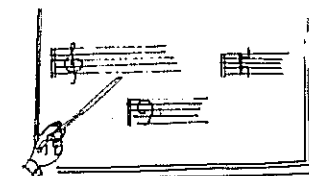
13. _____ did the doctor
prescribe medicine?



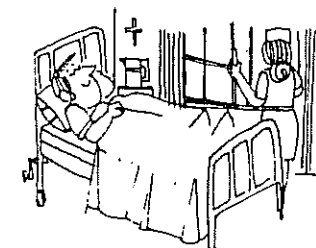
14. _____ could I make
for Bob?



15. _____ is he teaching to
them?



16. _____ did the nurse open
the window?





Módulo 12

Al terminar de estudiar este módulo el alumno:

1. Estructurará oraciones en el orden lógico, con adverbios de tiempo y lugar
2. Reconocerá las preposiciones IN, ON, AT, BY, FOR, FROM... TO, en expresiones de lugar.
3. Identificará la expresión HOW FAR para preguntar distancia.
4. Reconocerá las preposiciones IN, ON, AT, FROM... TO, UNTIL (TILL), FOR, BY, en expresiones de tiempo.
5. Indicará la expresión HOW LONG, para preguntar duración.
6. Estructurará en el orden lógico dentro de la oración el o los adverbios de modo.
7. Distinguirá las preposiciones BY, IN, WITH, WITHOUT, en expresiones de modo.
8. Identificará las preposiciones FOR, OF y ABOUT que expresan otras circunstancias de la acción que no son de lugar, de tiempo, ni de modo.

14.3. Para estructurar oraciones en que se expresa el tiempo y el lugar de realización de un acto, cuando se desea dar ambos datos.

Esquemas estructurales:

S + V [conj.] + $\left\{ \begin{array}{l} \text{D.O./D.O.pr} + \left\{ \begin{array}{l} \text{TO} \\ \text{FOR} \end{array} \right\} + \text{I.O./I.O.pr} \\ \text{I.O./I.O.pr} + \text{DO} \end{array} \right\} + \text{Plexpr} + \text{T.}$

Also: negative, interrogative and imperative sentences

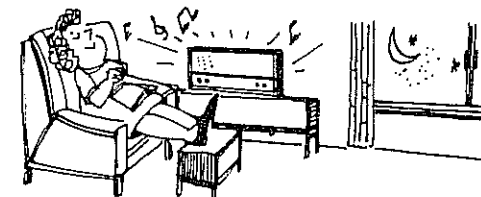
We arrived at church at 9.00 a.m.



They danced at a nightclub from 11 to 1 last night.
(...From 11 until 1...)

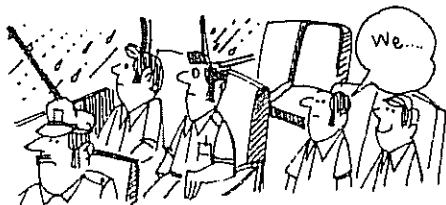


I usually listen to the radio at home in the evening.

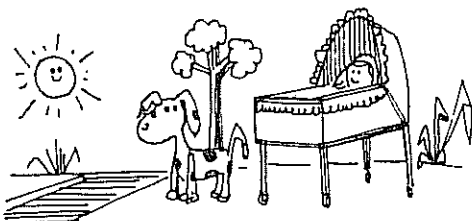




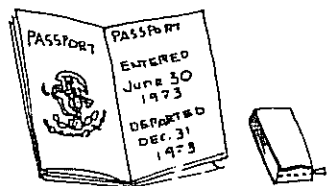
We won't arrive in Madrid by nine.



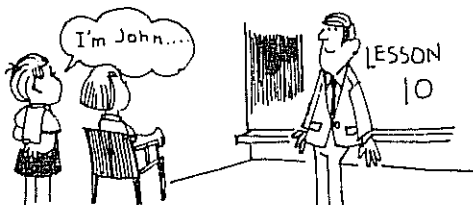
The dog stood by the baby all afternoon.



He stayed in Canada for six months in 1973



I spoke English to the teacher in class yesterday.



OBSERVE

WHO/ WHAT		WHAT	(TO) WHOM	WHERE	WHEN
I	spoke	English	to the teacher	in class	at 9:00 yesterday
I	usually listen to	the radio		at home	in the evening
The dog	stood			by the baby	all afternoon.

Como se mencionó en la Unidad 9, el elemento que indica lugar de existencia o de desarrollo de la acción (pregunta **where**), **siempre** precede al que indica tiempo (pregunta **when**). Ambos van después del complemento directo y el indirecto, o del indirecto y el directo en construcción alterada.

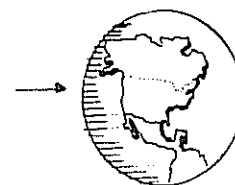
Este es el orden natural y común en una oración. Por razones de estilo, si la frase es muy larga y hay demasiados complementos, es común desplazar el complemento de tiempo a posición inicial. Posteriormente se verán algunos casos en que se altera este orden natural.

Si hay dos complementos de la misma clase (at 9:00 yesterday), el orden en que se colocan entre sí es indiferente: I spoke english to the teacher at 9:00 yesterday or I spoke english to the teacher yesterday at 9:00.

En unidades anteriores se vieron ya muchas preposiciones que introducen elementos de lugar, y muchas expresiones que señalan tiempo. En seguida veremos algunas preposiciones más que introducen elementos de lugar y otras que introducen elementos de tiempo, y algunas que ya habíamos visto, pero ahora en nuevas construcciones.

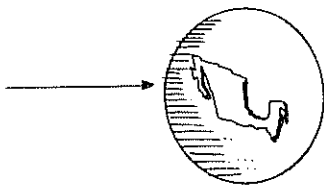
1. IN, ON, AT en expresiones de lugar:

She lives in north America.

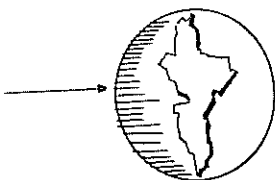




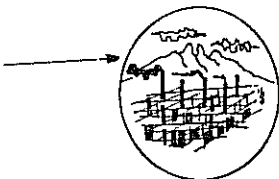
She lives in Mexico



She lives in Nuevo Leon

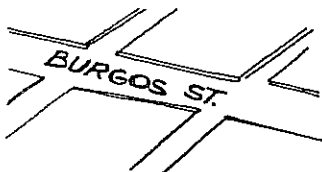


She lives in Monterrey



Cuando se trata de ubicación en **continente, país, estado o ciudad** se utiliza la preposición **in** antes del nombre geográfico correspondiente. Igual ocurre cuando se usa el verbo **arrive**. Ej. we won't arrive in Madrid by nine.

She lives **on** Burgos St.



Cuando se trata de ubicación en una **calle, avenida, etc.**, se utiliza la preposición **on** antes del nombre correspondiente.

She lives **at** 1623 Burgos St.

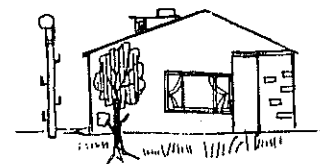
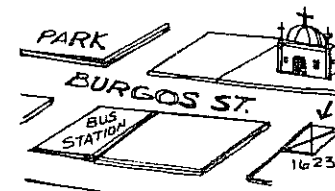
Cuando se trata de ubicación exacta con el número de una casa o edificio o con el nombre del edificio o lugar: **church, bus station, park, etc.**, o aun de actividades como **the contest, the game, etc.**, se usa la preposición **at** antepuesta a ellas. En todos los casos menos en el primero, se puede usar **in**.

En este contexto, el verbo **ARRIVE** exige la preposición **AT**. Ej. WE ARRIVED **AT** CHURCH AT 9:00 a.m.

2. **BY** en expresiones de lugar.

He is walking **by** the bank.

There's a tree **by** the window.

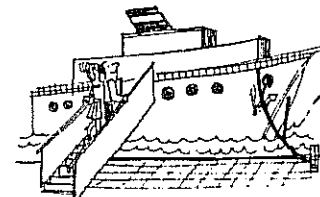


Con verbo dinámico **by** significa a lo largo del lugar cuyo nombre precede; con verbo estático, significa **junto** a dicho lugar.

3. **FOR** en expresiones de lugar.

He is leaving **for** Europe.

He is sailing **for** Europe.



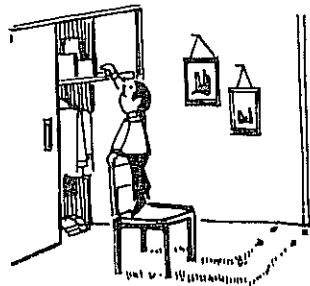


Después de los verbos que señalan dirección: **head**, o acto de partida: **leave, set out, start**, cuando se quiere denotar lugar de destino, se usa la preposición **for** antepuesta al nombre de dicho lugar de destino.

Después de los verbos de forma específica de dirigirse a un lugar: **sail, fly**, cuando se quiere denotar lugar de destino, el uso de la preposición **for** alterna con el uso de la preposición **to** como se vio en la Unidad VI.

4. FROM — TO en expresiones de lugar.

Bobby dragged the chair **from** the corner **to** the closet. He left the marks on the rug.

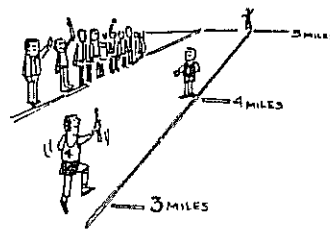


From indica en general origen o procedencia. **to** indica en general destino o dirección. Ambas, combinadas con expresiones de lugar, denotan respectivamente el punto de iniciación y el de terminación de un movimiento.

5. FOR en expresiones de distancia.

Pregunta **How far...?**

Every man has to run **for** a mile.



Cuando se quiere cuantificar la distancia recorrida ejecutando un determinado movimiento: **walk, run, swim, drive, etc.**, la preposición **for** precede a las palabras que indican el número y la unidad de medida empleada: ej. 2 miles, 1 block, etc.

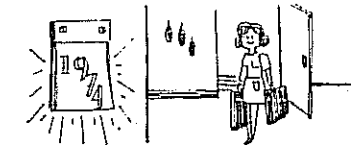
En esta construcción **for** puede omitirse. Para preguntar distancia se emplea la expresión **how far...?** Ej. **How far** did you walk? I walked **for** two miles.

6. IN, ON, AT en expresiones de tiempo.



Man stepped on the moon for the first time **in** the twentieth century.

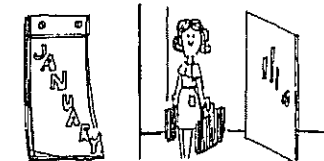
Helen arrived **in** 1974.



Helen arrived **in** the winter. (or **in** winter)



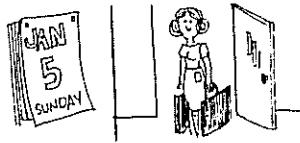
Helen arrived **in** January.



Cuando se sitúa un suceso o una acción en un siglo, año, estación o mes, la preposición **in** antecede a la palabra o palabras que los nombran. También se dice: **In** the morning, **in** the afternoon, **in** the evening, e **in** the past, **in** the present, **in** the future.



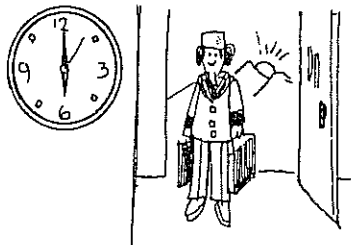
Helen arrived **(on)** Sunday.
Helen arrived **(on)** January 5th.



Cuando se sitúa la acción o suceso en un día preciso de la semana, o en una fecha precisa, la preposición **on** antecede a la palabra o expresión que los señala, aunque es posible emplearlos también sin la preposición.

También se usa **on** en otras construcciones en que aparece la palabra **day** como: **on** a cold day, **on** a windy day, etc.

Helen arrived **at** 6:00 a.m.
Helen arrived **at** dawn.



Cuando se sitúa la acción o suceso en una hora o un momento preciso del día, la preposición **at** antecede a la palabra o expresión que los señala.

Las palabras siguientes:

Dawn, daybreak, sunrise

Noon

Dusk, twilight, sunset

Night

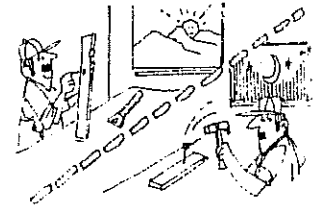


Señalan momentos de desarrollo del día, y por eso también van precedidos por **at**.

7. FROM — TO/FROM — UNTIL (TILL) en expresiones de tiempo.

He works **from** morning **to** (until/till) night.

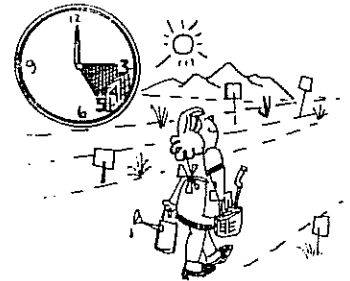
Pregunta **how long** ... ?



Cuando se quiere indicar el punto de iniciación y el de terminación de una actividad o de un hecho se utiliza la preposición **from** ante las palabras que indican la hora o el momento de iniciación, y las preposiciones **to**, **until** o **till** ante las que indican la hora o momento de terminación.

8. FOR en expresiones de tiempo.
Pregunta **how long** ... ?

I worked in the garden **for** two hours.
(From 4 to 6).



Cuando se quiere indicar la duración de un hecho o actividad, se antepone la preposición **for** a la expresión numérica de tiempo que la engloba. En esta construcción **for** puede suprimirse sin que se altere el sentido. Cuando se quiere expresar duración y no se trata de expresiones numéricas, sino de divisiones de tiempo como MORNING, AFTERNOON, EVENING, NIGHT, DAY, WEEK, MONTH etc. se emplea la palabra **all** antepuesta a la que corresponda de ellas. Ej. He worked here **all** day.

Para este caso y el del inciso 8, que implican duración, la pregunta es **how long** ... ?



9. BY en expresiones de tiempo.
I'll finish my book by nine.



Cuando se quiere indicar el tiempo límite para que se realice una actividad, se antepone la preposición **by** a la palabra que lo señala.

- 14.3.1. Complete las oraciones con los grupos de palabras que aparecen entre paréntesis, estructurados en su debido orden.

1. John visited _____
(near your house — yesterday — a museum — early)
2. Are you going to see _____
(this afternoon — at the park — at five — Mary — ?)
3. Will you and James finish _____
(by Wednesday — the work — for them — ?)
4. Helen is going to give _____
(the reports — tomorrow — me before nine — in class)
5. Who won _____
(last night — in the contest — the prize — at the radio station — ?)
6. John and Pat sang _____
(at the party — beautiful songs — last night
— in Bob's house)
7. Does he work _____
(? — every day — from 8 — in that office — to 2)
8. They always start _____
(fields — the work — at dawn)
9. Margaret is going to live _____
(until June — at 125 Sunset Boulevard — from March)
10. The guard stood _____
(yesterday evening — by the gate — for two hours)

11. They will remain _____
(for a week — in Mexico City — next summer)
12. My brother will talk _____
(Friday next week — to Louise — at the meeting — at 8)
13. I left _____
(in my room — yesterday — Pat's book somewhere)
14. Mother made _____
(for us — last Sunday — sandwiches — at noon)
15. They drove _____
(to Guatemala — in a week — from Canada)

- 14.3.2. Guiándose por el contexto complete con **in, on, at, by, for, from**.

1. We visited them _____ 1971.
2. John is going to be here _____ three hours. _____
8 _____ II.
3. My birthday is _____ September 23rd.
4. She saw a pear tree _____ the front door.
5. Henry will come _____ March or _____ June.
6. The class begins _____ 9:00 a.m.
7. The girls worked on the problem _____ two hours. (They
employed two hours to solve the problem).
8. My sister always comes _____ the summer.
9. Are you going to see him _____ Saturday.
10. Please be here _____ noon.
11. Don't wander alone _____ night. It is dangerous.
12. How long does it take to go _____ Montreal _____
Quebec City?
13. All the documents have to be ready _____ 12:00 noon. That
is the limit.
14. He had to walk _____ five miles.
15. Columbus discovered America _____ the XV Century.
15. Columbus discovered America _____ the XV Century.



14.4. Para estructurar oraciones en que aparece un complemento que indica el modo como se efectúa la acción, cuando hay otros complementos.

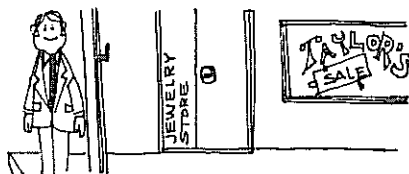
Esquemas estructurales:

TO
S + V [conj.] + D.O./D.O.pr. + FOR + I.O./I.O.pr + PExpr + M + T
I.O./I.O.pr + DO M + PExpr

She used to sit **comfortably** in front of the fireplace on winter nights.



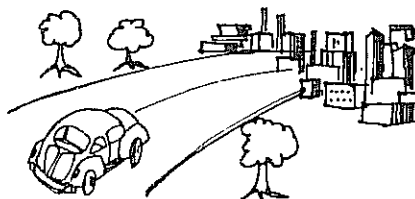
He waited for her at the corner **patiently** yesterday.



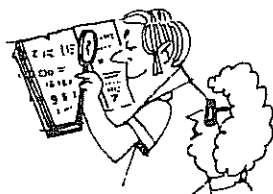
I walked **happily with Pat** in the park yesterday afternoon.



Are they going to go downtown **by car**?



They examined the documents **carefully** at the museum yesterday.



OBSERVE

She used to sit	How Comfortably	Where In front of the fireplace
On winter nights	When	
He waited for her	Where At the corner	How Patiently
	When Yesterday	
I walked happily	How With pat	Where In the park
	With Whom	When Yesterday Afternoon

Los adverbios de modo (-ly) y las construcciones con preposición que suponen también modalidades de la acción como **compañía, instrumento, medio**, etc., van **después** de los complementos directo e indirecto, **antes o después** del de lugar* y **antes** del de tiempo, como se vio en su oportunidad.

Si se encuentran dos complementos de modo juntos, el orden en que se coloquen depende del sentido y del estilo, aunque es común anteponer el más breve.

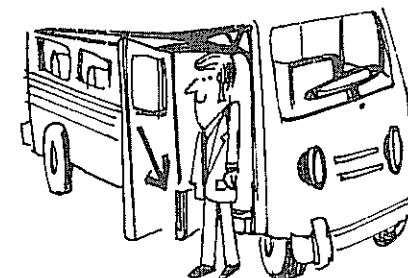
Para conseguir una frase más equilibrada es posible cambiar el orden normal establecido. En ocasión posterior se verán ejemplos de esto.

* Si los complementos de modo y de lugar son iguales, es indiferente cuál va primero, pero si uno de ellos tiene más estrecha unidad con el verbo, o con el complemento directo o indirecto, o es sensiblemente más breve, se coloca en primera posición. También puede ocurrir que el complemento de lugar forme unidad con el de tiempo, en cuyo caso el de modo precederá a ambos.

A continuación veremos algunas preposiciones que introducen expresiones de modo.

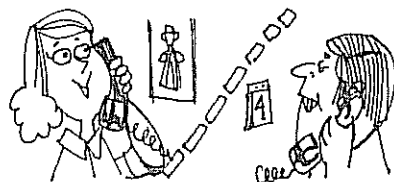
1. BY en expresiones de modo.
Pregunta **how**...?

He arrived **by bus**.



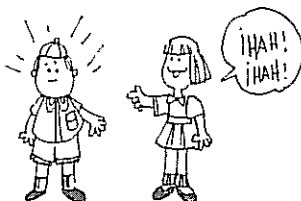


I talked to him **by** telephone.



Para indicar medio o instrumento se utiliza la preposición **by** antepuesto a la palabra que señala dicho medio: **by train, by boat, by plane, by telephone, by chance.**

She hurt him **by** laughing.



Cuando el medio es una acción, se usa la forma de gerundio de dicha acción después de **by**.

They pay him **by** the hour.

	M	T	W	T	F	S
	8hrs	8hrs	8hrs	10hrs	10hrs	
SUNDAY						Total 44 hrs.
\$2.00 Dls. Per Hour \$88.						

Para indicar que la acción del verbo está en función de una unidad de medida, a la palabra o palabras que señalan ésta se le antepone la preposición **by**.

2. **IN** en expresiones de modo.

He was dressed **in** rags.



She spoke **in** a loud voice.

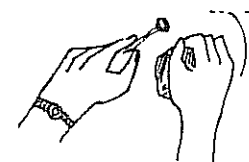


Para indicar forma, estado o condición, se puede usar la preposición **IN** antepuesta al sustantivo que exprese dicha forma, estado o condición y al adjetivo o los adjetivos que lo acompañan.

3. **WITH — WITHOUT** en expresiones de modo.

Preguntas: **WITH WHOM, WITH WHAT...?** o **WHOM... WITH/WHAT... WITH...?**

She is hitting the nail **with** a stone.



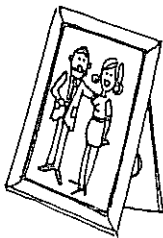
He is riding **without** using his hands.





Para indicar el instrumento que se usa o del que se prescinde, se usa la preposición **with** o la preposición **without** respectivamente, antes de la palabra que nombra dicho instrumento.

Mary is **with** Paul in this picture.



I want my coffee **without** sugar, thank you.

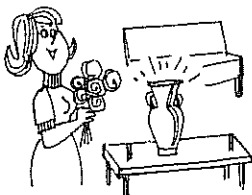


With o **without** en su caso, antecede a nombres de personas o de cosas para indicar compañía o falta de dicha compañía.

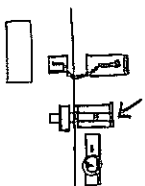
Las siguientes preposiciones no indican modo, sino otras circunstancias.

1. FOR

These flowers are **for** the center table.



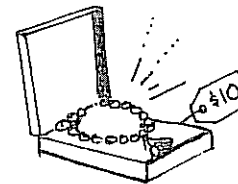
This lock is **for** special protection.



For se usa para indicar destino o razón de algo.

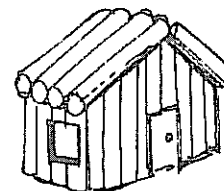
I bought it **for** ten dollars.

For también se usa para indicar compensación o equivalencia.



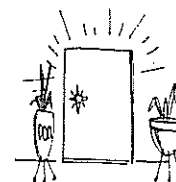
2. OF

It's made **of** logs.



Of indica materia base.

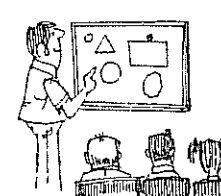
I painted the door **of** my room.



Of indica una relación de pertenencia o correspondencia de un objeto con otro.

3. ABOUT

He is talking **about** geometrical figures.



About señala asunto o materia tema.



14.4.1. Ordene las palabras de cada grupo para formar una oración.

1. yesterday — understood in class — I — everything — perfectly.

_____.

2. in bright colors — she — always — her daughter — dresses — colors.

_____.

3. at seven — brought — John — roses — this morning — for the altar.

_____.

4. carefully — have to — we — on — that table place — the glasses.

_____.

5. Tom — with the ball — ran — rapidly — yesterday — to the ten yard line.

_____.

6. Will — my brother — by plane — arrive — next Sunday — from London.

_____.

7. firmly — now — act — you — with John — have to.

_____.

8. made — a lot of money — by working hard — of — in their — youth they.

_____.

9. pay — the personnel — they — by the week — at your factory — do — ?

_____.

10. goes — with Robert — to the movies — every Saturday evening — Helen.

_____.

11. these words — cannot — I — on — the blackboard — quickly — copy.

_____.

12. destroyed — with their — bombs — they — many buildings — during the war.

_____.

13. took — we — Dr. Smith's course — last year — by correspondence.

_____.

14. you — by telegram — did — this morning — inform — they.

_____.

15. beautifully last night — Mary — at the party — sang.

_____.

14.4.2. Complete con las preposiciones **by, in, with, without, for, of, about**.

1. Wear this bandage _____ protection.

2. I wrote the letter _____ Ted's pen.

3. He made a living _____ selling lottery tickets.

4. Lewis is coming _____ his friends. (They will accompany him).

5. We don't work _____ the hour.

6. Her wedding dress was made _____ silk and lace.

7. She argued _____ a soft tone.

8. Her little boy came _____ shoes. He lost them.

9. The brakes _____ his car failed. Fortunately, he could stop the car.



10. We communicate _____ letter.
11. I kept asking _____ the situation.
12. We need a new shade _____ that lamp.
13. He alarmed them _____ crying.
14. He painted her portrait _____ a modernistic style.
15. I finished _____ his help. He helped me all morning.
16. Did you buy these bedspreads _____ the children's beds?
17. She receives his letters _____ airmail.
18. Please prepare mine _____ salt. I cannot have salt in my food.
19. They are people _____ need. Help them, please.
20. You won't get any results _____ insisting. He is stubborn.

Respuestas a los ejercicios

MODULO 12

14.1.A.1.

1. He never refuses to do a favor **for** me.
2. He is going to make an exception **for** Mrs. Kent.
3. Alice didn't explain the situation **to** us.
4. Cheryl described her new project **to** her uncle William.
5. Who will announce the news **to** the people?
6. Can you cash this check **for** me?
7. You have to tell the truth **to** your associates.
8. Will they lend the money **to** our country?
9. She's going to get the contract **for** our company.
10. Are they going to introduce Mr. Brown **to** you?
11. He proved his theory **to** the group of scientists.
12. Please bring those dishes **to** me.
13. Dr. Taylor prescribed an excellent medicine **for** my child.
14. Does he recommend that procedure **to** the executive secretary?
15. Are they going to change the shoes **for** Mary?
16. We don't want to repeat our request **to** them.
17. Who is going to translate the poem **for** Helen?
18. Did he quote my exact words **to** you?
19. My father got a new opportunity **for** Billy.
20. I will buy a beautiful present **for** Linda.

14.1.A.2.

1. Marge confessed her mistake **to** us.
2. Will you open the safe **for** him?
3. Who revealed the formula **to** them?
4. Don't mention it **to** Mary.
5. Please answer the questions **for** Billy.
6. You have to speak German **to** Dr. Stock.
7. He didn't return it **to** us.
8. Don't show these documents **to** Deborah.



9. He proposed a new contract to them.
10. Please say hello to Jennifer.
11. Mrs. Stockwell taught algebra to Billy.
12. Debbie translated the letters for her boss.
13. He's going to report the accident to the police.
14. Dr. Graham indicated the solution to us.
15. Please pass the salt to Jimmy.
16. He didn't describe his operation to his friends.
17. Who threw the ball to Alice?
18. I'm going to sell some earrings to her.
19. Did he sing that song to his girl friend?
20. Mrs. Smith read John's letter to me.

14.1.B.1.

1. Please give the chocolates to Mrs. Lee. Please give her the chocolates.
2. Mother sent a letter to my sister and me. She sent us a letter.
3. You didn't pass the sugar to Jimmy. You didn't pass him the sugar.
4. They sold that car to my cousin Ruth. They sold her that car.
5. Did you bring the documents to Brother Silas? Did you bring him the documents?
6. We made a few sandwiches for the children. We made them a few sandwiches.
7. Janice sang a love song to the other students. She sang them a love song.
8. Mr. Kent wrote a letter of complaint to the company. He wrote it a letter of complaint. (or He wrote them...)
9. Louise bought a gift for her father. She bought him a gift.
10. Patrick always tells interesting stories to us. He always tells us interesting stories.
11. Peter threw a ball to Mary. He threw her a ball.
12. Did you lend your jacket to your sister? Did you lend her your jacket?
13. Will you get a taxicab for Mr. and Mrs. Brown? Will you get them a taxicab?
14. I'm showing the report to the stockholders. I'm showing them the report.
15. The man gave a balloon to the little boy. He gave him a balloon.
16. Bill read a love poem to his girl friend. He read her a love poem.
17. The nurse is going to give vitamins to the two old women. She is going to give them vitamins.

14.1.A.B.1.

1. He teaches them algebra.
2. Please answer the question for me.
3. He didn't make us the table.
4. Did they explain the situation to the girls?
5. He said something to his wife.
6. Didn't you lend her your necklace?
7. I have to cash a check for Louise.
8. Where did she buy Linda the sweater?
9. How does the president describe the situation to the people?
10. Who announced the news to the happy parents?
11. I am going to change the glasses for you.
12. Please don't repeat gossip to me.
13. She is going to introduce him to my parents.
14. We have to translate this letter for Mr. Dale.

14.2.1.

1. What did he describe to John? He described the house to John. (or ...a house...)
2. To whom did they propose the plan? Whom did they propose the plan to? They proposed the plan to the policeman.
3. For whom is Alice answering the question? Whom is Alice answering the question for? Alice is answering the question for the children.
4. What did you lend to the girls? I lent two pairs of scissors to the girls. (or ...the girls two pairs of scissors).
5. What was she reading to them? She was reading a novel to them. (or ...them a novel).
6. To whom are you giving the information? Whom are you giving the information to? I am (we are) giving the information to the detective. (or ...the detective the information).
7. Whom did Mary introduce to her parents? Mary introduced him to her parents.
8. For whom did Mr. Brown get a visa? Whom did Mr. Brown get a visa for? Mr. Brown got a visa for them.
9. What is she going to buy for you? She is going to buy a doll for me. (or ...me a doll).
10. To whom is he returning the hammer? Whom is he returning the hammer to? He is returning the hammer to her.



11. To whom did she say "Goodbye"? Whom did she say "Goodbye" to?
to me.
12. Whom did the teacher ask a question? He asked her a question.
13. For whom did the doctor prescribe medicine? Whom did the doctor
prescribe medicine for? The doctor prescribed medicine for the baby.
14. What could I make for Bob? You could make a cake for Bob. (or
... Bob a cake).
What is he teaching to them? He is teaching music to them (or ...
them music).
16. For whom did the nurse open the window? Whom did the nurse open
the window for? The nurse opened the window for the patient.

14.3.1.

1. John visited a museum near your house early yesterday?
2. Are you going to see Mary at the park at five this afternoon? (or
... this afternoon at five).
3. Will you and James finish the work for them by Wednesday?
4. Helen is going to give me the reports in class before nine tomorrow.
(or ... tomorrow before nine).
5. Who won the prize in the contest at the radio station last night?
6. John and Pat sang beautiful songs at the party in Bob's house last
night.
7. Does he work in that office from 8 to 2 every day?
8. They always start the work in the fields at dawn.
9. Margaret is going to live at 126 Sunset Boulevard from March until
June.
10. The guard stood by the gate for two hours yesterday evening. (or
... yesterday evening for two hours).
11. They will remain in Mexico City for a week next summer.
or ... Friday next week at 8).
12. My brother will talk to Louise at the meeting at 8 Friday next week.
13. I left Pat's book somewhere in my room yesterday. (or ... in my room
somewhere ...).
14. Mother made sandwiches for us at noon last Sunday. (or ... last Sun-
day at noon).
15. They drove from Canada to Guatemala in a week.

14.3.2.

1. We visited them in 1971.
2. John is going to be here for three hours, from 8 to 11.
3. My birthday is on September 23rd.

4. She saw a pear tree by the front door.
5. Henry will come in March or in June.
6. The class begins at 9:00 a.m.
7. The girls worked on the problem for two hours. (They employed two
hours to solve the problem).
8. My sister always comes in the summer.
9. Are you going to see him on Saturday?
10. Please be here at noon.
11. Don't wander alone at night. It is dangerous.
12. How does it take to go from Montreal to Quebec City?
13. All the documents have to be ready by 12 noon. That is the limit.
14. He had to walk for five miles.
15. Columbus discovered America in the XV Century.
16. Does Bessy live on Ohio Street?

14.4.1.

1. I understood everything perfectly in class yesterday. (or ... in class
perfectly ...).
2. She always dresses her daughter in bright colors.
3. John brought roses for the altar at seven this morning. (or ... this
morning at seven).
4. We have to place the glasses carefully on that table. or ... on that
table carefully).
5. Tom ran with the ball to the ten yard line rapidly yesterday. (or ... to
the ten yard line ... or ... rapidly with the ball ... or ... with the ball
rapidly).
6. My brother will arrive by plane from London next Sunday. (or ... from
London by plane ...).
7. You have to act firmly with John now.
8. They made a lot of money by working hard in their youth.
9. Do they pay the personnel by the week at your factory?
10. Helen goes with Robert to the movies every Saturday evening. (or
to the movies with Robert ...).
11. I cannot copy these words quickly on the blackboard.
12. They destroyed many buildings with their bombs during the war.
13. We took Dr. Smith's course by correspondence last year.
14. Did they inform you by telegram this morning?
15. Mary sang beautifully at the party last night.



14.4.2.

1. Wear this bandage for protection.
2. I wrote the letter with Ted's pen.
3. He made a living by selling lottery tickets.
4. Lewis is coming with his friends. (They will accompany him).
5. We don't work by the hour.
6. Her wedding dress was made of silk and lace.
7. She argued in a soft tone.
8. Her little boy came without shoes. He lost them.
9. The brakes of his car failed. Fortunately, he could stop the car.
10. We communicate by letter.
11. I kept asking about the situation.
12. We need a new shade for that lamp.
13. He alarmed them by crying.
14. He painted her portrait in a modernistic style.
15. I finished with his help. He helped me all morning.
16. Did you buy these bedspreads for the children's beds?
17. She receives his letters by airmail.
18. Please prepare mine without salt. I cannot have salt in my food.
19. They are people in need. Help them, please.
20. You won't get any results by insisting. He is stubborn.

Actividades complementarias

Ejercicios que debe realizar conforme aprenda las estructuras.

1. Hacer por su cuenta una oración con cada uno de los verbos presentados en el punto 14.1, que corresponda a su propia experiencia vital. Luego que invierta el orden de los complementos directo e indirecto en aquellos casos en que se pueda, teniendo cuidado de omitir la preposición.
2. Hacer por lo menos cinco preguntas con TO WHOM y otras cinco con FOR WHOM, también en situaciones dentro de su experiencia, y luego formularlas de nuevo en la preposición al final.
3. Estructurar cinco oraciones que lleven complementos de lugar, modo y tiempo, relacionadas con su trabajo o estudio.
4. Hacer una lista, formando una oración con cada una de las preposiciones presentadas en esta unidad, expresando lugar, tiempo y modo.



UNIDAD XV



Objetivos generales

Al terminar de estudiar esta unidad el alumno:

1. Pronunciará correctamente, diferenciándolos, los sonidos [a] y [Λ].
2. Determinará los objetos a los que se refiere el sustantivo:
 - a) Por su proximidad o lejanía con respecto al hablante. Formas **this, that, these, those.**
 - b) Por el grado en que alcanzan la totalidad. Formas **all, both, whole, no, every, each.**
 - c) Por la cantidad o el número en que aparecen. Formas **most, many, a lot of, some, any, a few, a little, numerous, several, various, one, two, three, etc., a/one, two, three, etc., dozen, hundred, thousand, million.**
 - d) Por su orden de colocación. Formas **first, second, third, etc., preceding, following, present, past, next, last.**
 - e) Por exclusión o alternancia con respecto a otro o a otros objetos presentes o conocidos. Formas **another, other, others.**



Introducción

Instrucciones para el manejo de esta unidad.

SECCION DE CONVERSACION

Mismas indicaciones anteriores.

SECCION DE PRONUNCIACION

En esta unidad nos encontramos con el sonido vocal más frecuente en inglés, en sus dos variantes a en sílaba no acentuada y en monosílabo o sílaba acentuada. Se pronuncia en posición media, neutral: ni arriba ni abajo, ni al frente ni en la parte posterior de la cavidad bucal, con la lengua y los labios relajados. El alumno deberá repetir cuidadosamente las palabras homógrafas en que aparecen uno y otro para aprender a diferenciarlos.

SECCION DE VOCABULARIO Y ESTRUCTURAS

Todas las estructuras de esta unidad son estructuras no oracionales. Están constituidas para uno o más determinantes y un sustantivo núcleo, expreso o sobreentendido, y en conjunto funcionan como sujetos de oración, o como complementos directos, indirectos o circunstanciales. Es importante observar cuidadosamente cómo se integra cada conjunto, especialmente si lleva sustantivo singular, plural o masivo. En esta unidad no solamente son importantes las estructuras, sino el vocabulario. Hay que conocer el significado y el uso de los determinantes aquí presentados.

Clave de símbolos empleados en esta unidad

C	circumstances of action — adverbial phrases of place, manner and time (complementos circunstanciales de lugar, modo y tiempo).
det.	determiner (determinativo)
D.O.	direct object (complemento directo)
I.O.	indirect object (complemento indirecto)
N	noun (sustantivo)
Nnc	noun non-count (sustantivo masivo —que no admite numerales—)
Np	noun plural (sustantivo plural)
Ns	noun singular (sustantivo singular)
prep.	preposition (preposición)
S	subject (sujeto)
+	elemento de enlace
/	puede usarse en la estructura uno u otro de los elementos que aparecen separados por este símbolo.
()	el elemento que aparece dentro del paréntesis puede estar o no estar en la estructura.
=	los elementos que aparecen a ambos lados de este símbolo son equivalentes.



Módulo 13

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo el alumno:

1. Determinará los objetos a que se refiere el sustantivo en función de su proximidad o lejanía con respecto al hablante.
2. Estructurará oraciones señalando el grado de totalidad que alcanzan los objetos a que se refiere el sujeto.
3. Reconocerá que las expresiones **most, many, a lot of, some, any, a few, a little**, determinan la cantidad o el número en el objeto a que se refiere el sujeto.

SECCION DE CONVERSACION

MEMORICE

- Mr. Brown: Good morning, Miss Davis, what can I do for you?
- Miss Davis: Good morning, Mr. Brown. I want to buy some good coffee. Is this a good brand?
- Mr. Brown: Both, that can and the other can near the corner contain excellent coffee imported from Mexico. Those other two cans with the blue and white the red and white labels come from Colombia, and as you know, Colombian coffee is of the best quality too.
- Miss Davis: I'll take this first can, then. I plan to have a Mexican dinner, so I'll serve Mexican coffee.
- Mr. Brown: You made a good choice. What else can I do for you?
- Miss Davis: Let's see... No, every item on my list is checked. I have all I need, thank you.
- Mr. Brown: Next week we are going to receive several new products imported from Latin America. Come again then, you might be interested in at least a couple of them.
- Miss Davis: All right, I'll come next week. Meanwhile, thank you for your help, and good-bye.
- Mr. Brown: Good-bye, Miss Davis, and thank you. I hope your party is a success.

INTONATION PATTERN

- Mr. Brown: Good morning, Miss Davis, what can I do for you?
- Miss Davis: Good morning, Mr. Brown. I want to buy some good coffee.
Is this a good brand?



- Mr. Brown: Both that can and the other can near the corner contain excellent coffee imported from Mexico. Those other two cans with the blue and with the red and white labels come from Colombia, and as you know, Colombian coffee is of the best quality too.
- Miss Davis: I'll take this first can, then. I plan to have a Mexican dinner, so I'll serve Mexican coffee.
- Mr. Brown: You made a good choice. What else can I do for you?
- Miss Davis: Let's see... No, every item on my list is checked. I have all I need, thank you.
- Mr. Brown: Next week we are going to receive several new products imported from Latin America. Come again then, you might be interested in at least a couple of them.
- Miss Davis: All right, I'll come next week. Meanwhile, thank you for your help, and good-bye.
- Mr. Brown: Good-bye, Miss Davis, and thank you. I hope your party is a success.

PRONUNCIACION

Sonido [ə]



Sonido [ʌ]



Estos sonidos no se dan en pares mínimos. En la forma más cercana en que se les puede contrastar es con homógrafos que cambian de acento para denotar distinta función gramatical, y que al hacerlo, cambian también de pronunciación.

concert ['kən·sərt](s)	(s)	concert [kəən·sʌrt]	(s)
desert ['dez·ərt]	(s)	desert [dɪ'zʌrt]	(s)
perfect [pə'r'fekt]	(u)	perfect ['pʌr·fɪkt]	(a)
permit [pə'r'mit]	(u)	permit ['pʌr·mit]	(s)
subject [sə'b'dʒekt]	(u)	subject ['sʌb·dʒekt]	(s)

En las siguientes palabras aparecen subrayadas las sílabas acentuadas, el sonido [ə] va en las no acentuadas.

En las siguientes palabras la sílaba acentuada lleva el sonido [ʌ] igualmente los monosílabos. Todos los monosílabos con U interconsonántica son con [ʌ].

afford	agreeable	able	become	blood	touch
again	crucible	apple	buffalo	bird	tough
ahead	octopus	basal	bucket	birth	bun
alive	quorum	carol	discuss	herb	dust
alga	temporal	basin	hungry	urge	gulf
collect	animal	graceful	hurry	urn	hung
caress	cardinal	tearful	money	verb	much
sofa	minimal	after	perfect	term	pump
zebra	manure	dollar	sulphate	tern	such

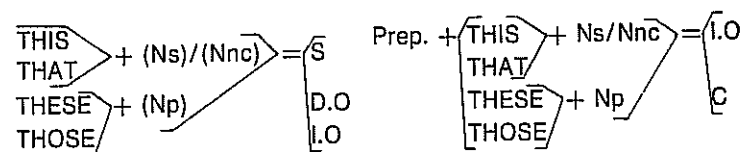
Palabras que tienen el sonido [ʌ] en la sílaba acentuada y el sonido [ə] en la otra.

alert	duster	knuckle	onion	plumber	southern
dubbe	hunter	number	other	runner	ulcer
color	jumper	occur	person	servant	versus



15.1. Para determinar un objeto en función de su proximidad o lejanía con respecto al hablante o a los hablantes.

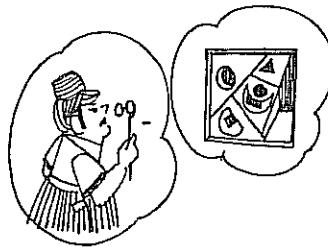
Esquemas estructurales:



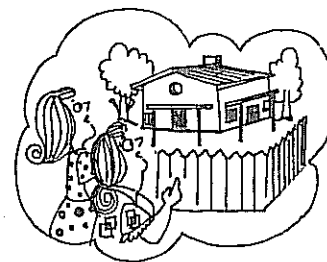
This drawing is beautiful.
This is beautiful.



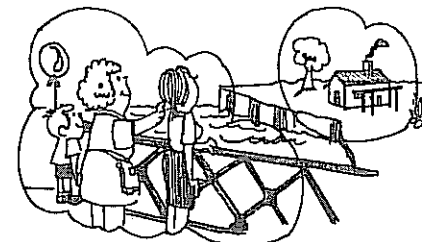
That drawing is ugly.
That is ugly.



Ann lives in this house.



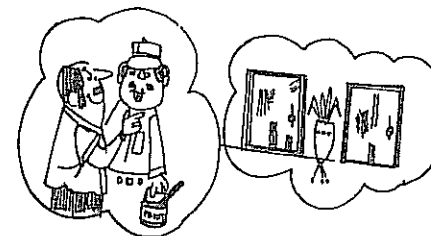
We live in that house.



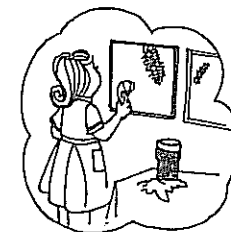
These grapes are delicious.
These are delicious.



Those doors need paint.
Those need paint.

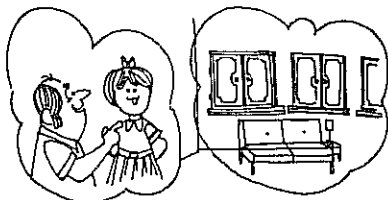


I'm going to clean these windows.
I'm going to clean these.





Please open those
windows.
Please open those.



OBSERVE

This drawing is beautiful.

(1 objeto. —singular o masivo—
Cerca del hablante)

That drawing is ugly.

(1 objeto. —singular o masivo—
Lejos del hablante)

These grapes are delicious.

(Más de 1 objeto. Cerca del ha-
blante)

Please open **those** windows.

(Más de 1 objeto. Lejos del ha-
blante)

Se puede determinar uno o más objetos en función de su proximidad o lejanía con respecto al hablante, valiéndose de las palabras **this**, **that**, **these** y **those** según se acaba de indicar, más el nombre del objeto por determinar.

This is good.

That is bad.

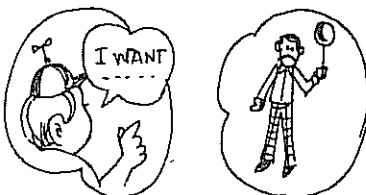
These are delicious.

Please open **those**.

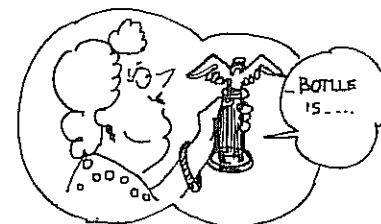
Cuando se ha dicho ya el nombre del objeto por determinar, o de otra manera se señala o queda indicado por el contexto, puede suprimirse, en cuyo caso **this**, **that**, **these** y **those** no sólo determinan, sino que absorben la función del sustantivo que nombra al objeto.

15.1.1. Guiándose por los dibujos complete cada oración con **this**, **that**, **these** o **those** según corresponda.

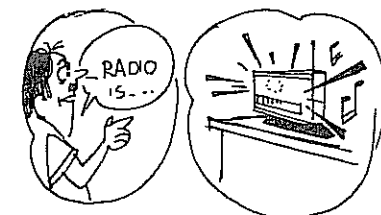
I want _____ balloon.



_____ bottle is beautiful.



_____ radio is up loud.



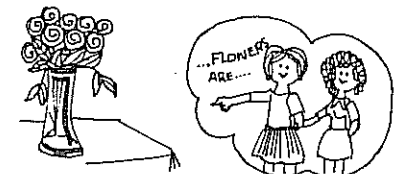
_____ dresses are for Helen.



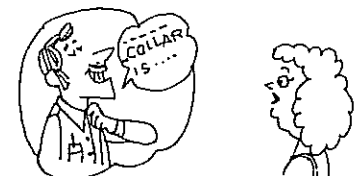
Please give me _____ boots.



_____ flowers are for Betsy.



_____ collar is tight.

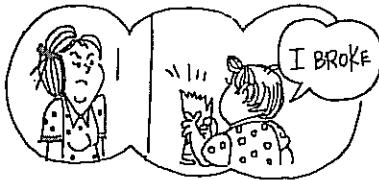




Please take _____ books
to Mrs. Simpson.



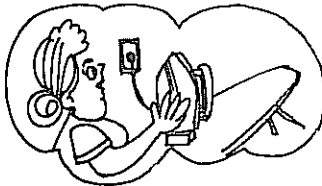
I broke _____ vase. I am
sorry.



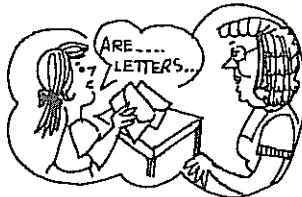
I need _____ nails. Please
hand them to me.



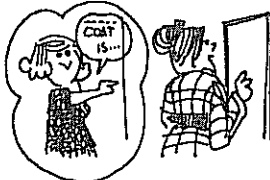
_____ iron isn't hot.



Are _____ letters for Bob?



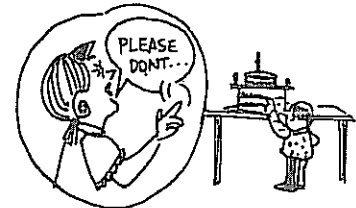
_____ coat is elegant.
Aren't you going to buy it?



Please don't touch _____
cakes. They're for Pat's birthday.



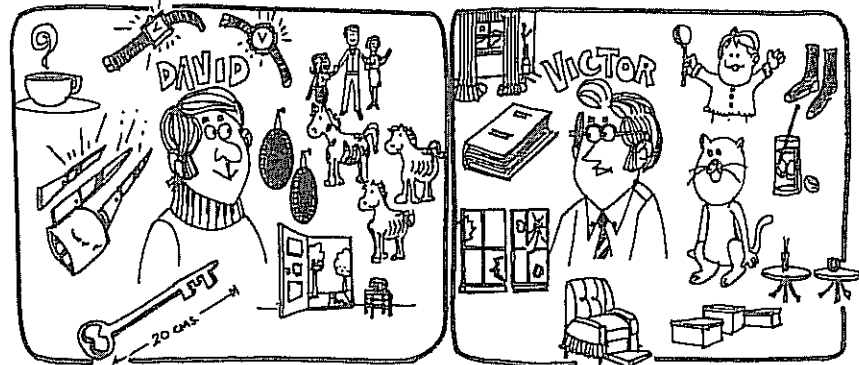
Is _____ the material for
your new dress?



_____ pencils are for
Louise. Please give them to her.



15.1.2. En el siguiente ejercicio se supone que David y Víctor tienen cerca de sí los seres representados en los dibujos que los rodean y que ellos están lejos entre sí. Cada quien va a describir a uno de los seres representados ya sea a su alrededor o alrededor del otro y tendrá que señalarlo con **this**, **that**, **these** o **those** y con el nombre que le corresponde.





1. Víctor: _____ is hot.))
2. David: _____ are expensive.
3. Víctor: _____ is oper.
4. Víctor: _____ is tall and thin. _____
_____ are short.
5. David: _____ is big.
6. Víctor: _____ are oval.
7. Víctor: _____ is thick.
8. Víctor: _____ are round.
9. David: _____ is soft.
10. Víctor: _____ is fat.
11. David: _____ are broken.
12. Víctor: _____ are square.
13. David: _____ are sharp.
14. Víctor: _____ is happy.
15. David: _____ is comfortable.
16. Víctor: _____ are black.
17. Víctor: _____ are thin.
18. David: _____ is cold.
19. David: _____ are long.

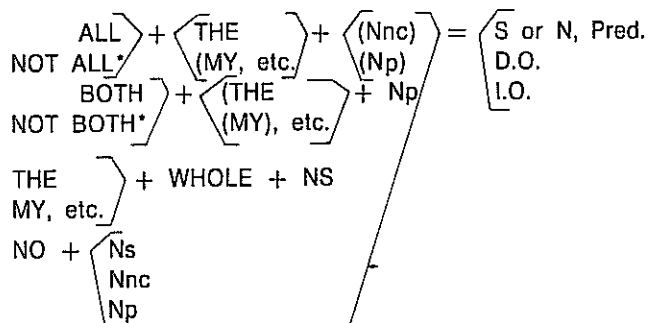
15.1.3. Complete usando **this, that, these, those**. En cada caso se supone que hay dos juegos del mismo objeto. Uno cerca y otro lejos del hablante, en el tiempo o en el espacio.

1. These forks are for the salad. **Those** are for the cake.
2. That money is Jane's. _____ is Ted's.
3. These tomatoes are ripe. _____ are green.
4. Those houses are new. _____ are old.
5. This is the beginning. _____ is the end.
6. That was not there last night. _____ was.
7. These books arrived yesterday. _____ didn't.
8. That story was not convincing. _____ story is convincing.
9. That copy is uncomplete. _____ isn't.
10. Those records are for the party. _____ aren't.
11. This material is heavy _____ material is light.

15.2. Para determinar un objeto por cantidad o número.

A) all, both, whole, no.

Esquemas estructurales:





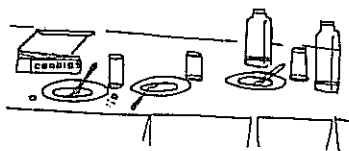
Prep. ALL + $\left\{ \begin{array}{c} \text{THE} \\ \text{MY, etc.} \end{array} \right\} + \left\{ \begin{array}{c} \text{Nnc} \\ \text{Np} \end{array} \right\} = \left\{ \begin{array}{c} \text{I.O.} \\ \text{C} \end{array} \right\}$

BOTH + $\left\{ \begin{array}{c} \text{(THE)} \\ \text{(MY), etc.} \end{array} \right\} + \text{Np}$

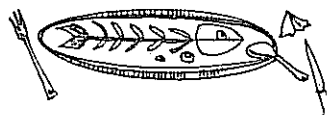
THE $\left\{ \begin{array}{c} \text{MY, etc.} \end{array} \right\} + \text{WHOLE} + \text{Ns}$

NO + $\left\{ \begin{array}{c} \text{Ns} \\ \text{Nnc} \\ \text{No} \end{array} \right\}$

They ate **all** the cookies and drank **all** the milk.
No cookies and **no** milk were left.



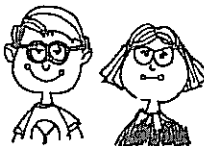
He ate the **whole** fish.
No fish was left.



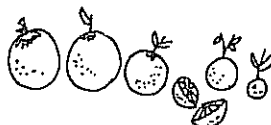
Linda took **both** apples. **No** apples were left.



Both the boy and the girl wear glasses. **Both** wear glasses.



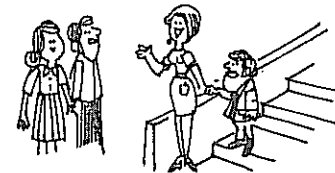
Not all the oranges are big. **Not all** are big.



Not all of the water here is hot.



They are **not both** tall, only the girls is.



OBSERVE

They ate **all** the cookies and drank **all** the milk.

Cuando se trata de objetos en plural o de objetos que no tienen unidad, y se quiere indicar totalidad, se emplea la palabra **all** antepuesta al nombre del objeto, pero éste a su vez va precedido por **the, a, my, John's this, etc.**, excepto cuando se trata de generalizaciones.

Cuando se trata de periodos de tiempo en singular se usa **ALL**, pero sin **THE**, Ej. **ALL DAY, ALL WEEK, ALL YEAR, etc.**

He ate the **whole** fish.

Cuando se trata de objetos singulares, para indicar totalidad se emplea la palabra **whole** antepuesta al nombre del objeto. A la palabra **whole** le preceden **the, a, my, John's, this, etc.**

Linda took **both** apples.

Both the boy and the girl wear glasses.

Cuando la totalidad la constituyen dos objetos se expresa con la palabra **both** en la misma estructuración que **all**.

Not all the oranges are big.

Not all the water is hot.

They are **not both** tall.

Para negar la totalidad se antepone **not** a **all** o a **both**. También puede anteponerse a **whole**, pero no es común usarla así.

No cookies and **no** milk were left.

No fish was left.

Para indicar la ausencia total de un objeto, singular, plural o sin unidad, se antepone la palabra **no** directamente al sustantivo que nombra al objeto, sin otros determinantes que le precedan.

Both wear glasses.

Not all are big.

Both y **all** pueden también usarse sin el nombre del objeto al que se refieren, como **this, that, etc.**

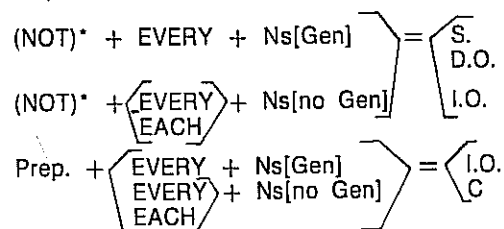


15.2.A-1. Guiándose por el contexto complete con **all**, **not all**, **whole**, **both** y **no**.

1. _____ Jack and Mary are nuclear physicists.
2. _____ the children left early. Jimmie and Billy stayed until 11 p.m.
3. Please don't eat the _____ cake.
4. Janice could find _____ tickets for today's concert. All were sold.
5. _____ the juice is for Helen and you, two glasses are for me.
6. Mark had five pencils. He lent three to Lois and two to Mary. He has _____ pencils now.
7. The two packages are on top of the bookcase. _____ are for Jimmie.
8. We ate the _____ box of chocolates that same afternoon.
9. I believe _____ the guests will arrive soon.
10. Unfortunately I have _____ time to go to the movies with you and Paul tonight. I have to work.
11. Take _____ your raincoat and your umbrella. The rain is heavy.
12. Are you going to order a _____ pizza?
13. _____ apples are spoiled. Please throw the two into the wastebasket.
14. _____ the girls are here, but three of the boys are not.
15. We heard _____ sound from the students. They worked quietly.

B) EVERY, EACH.

Esquemas estructurales:

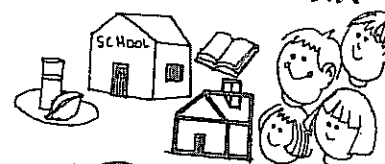


* Only in subject position.

Every child needs a father and a mother.
Not every child has a father and a mother.



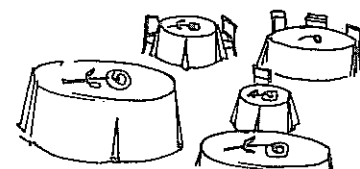
Every child should have food, shelter and education.



She lit **every** candle.
She lit **each** candle.



Every table has a rose.
Each table has a rose.
Each has a rose.
Not every table has chairs.



OBSERVE

Every child needs a father and a mother.

Para referirse a cada uno de los miembros que componen un total en una generalización se emplea la palabra **every** y en seguida el sustantivo que nombra dicho miembro, **siempre en singular**.

She lit **every** candle.
She lit **each** candle.

Cuando no se trata de una generalización, se pueden usar casi indistintamente **EVERY** o **EACH** para referirse a cada uno de los miembros que componen un total, y el sustantivo que nombra dicho miembro es también **siempre singular** y va después de **every** o **each**. Hay casos en que el estilo o la costumbre determinan el uso de **EVERY** con preferencia a **EACH**. La práctica dirá cuáles son estos casos.

Not every child has a father and a mother.

Not every table has chairs.

Para indicar que no están comprendidos todos los miembros de un total, sea en una generalización, o en una situación concreta, se antepone la palabra **not** a la palabra **every**.

No se usa ningún otro determinativo antes de **every** o **each**.



15.2-B.1. Complete con **every**, **not every** o **each**, según el contexto y según la realidad, donde se pueda utilizar indistintamente **every** o **each**, prefiera **each**.

- _____ man has the right to life and to freedom.
- _____ lamp should have a shade. Here are the twenty-four shades for the twenty-four lamps.
- _____ person wants to marry.
- _____ public official should have a spirit of service to the people.
- I brought a present for _____ one of your children: a book for Dennis, a doll for Laura, and marbles for Teddy.
- _____ time he comes to the city, he visits us. He never fails.
- I put the files in order. _____ letter is in its place now.
- _____ woman, man and child should strive for his own betterment.
- Unfortunately, _____ student passed the course.
- _____ person should have his passport in his hand.
- _____ citizen should vote in government elections.
- Mary, please put a spoonful of mayonnaise on _____ salad plate.
- _____ guest at Cind's party brought a present. Laura and her sister will bring their present tomorrow.
- That's an exclusive store, but _____ dress in the store is expensive.
- _____ good deed always finds its reward.

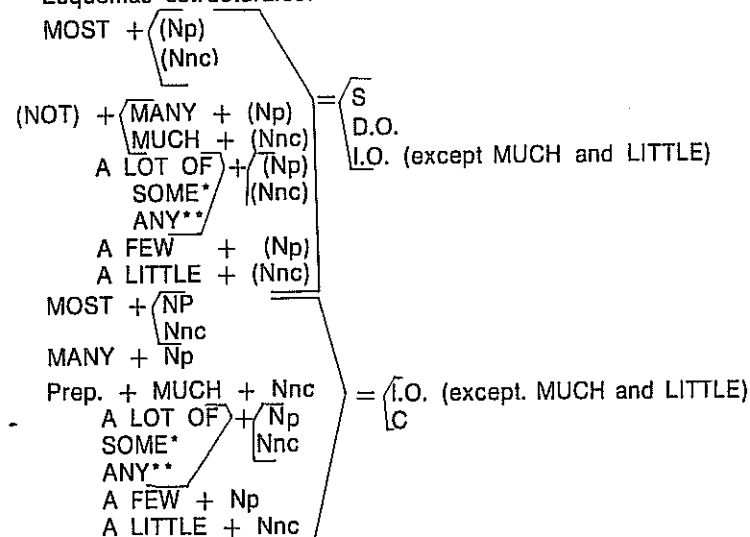
15.2A-B.1. Complete con **all**, **both**, **whole**, **no**, **every**, **each**, **not all**, **not both**, **not every**, según corresponda.

- _____ the books arrived yesterday. Five will arrive today.
- I know _____ your father and your mother.
- Please cut the _____ cake. I want to give a piece to _____ child.
- _____ flower could survive the intense heat. _____ withered and died: roses, daisies, lilies.
- _____ person has the responsibility to fight contamination.

- The Pope invited _____ Christians to work for peace.
- Do you see _____ girl with a flower in her hand?
- _____ the cars continued in the race. Three had to stop for repairs.
- _____ legs are broken. His right leg is only sprained.
- She spent the _____ afternoon working in the kitchen, but her dinner party was a success.
- Hold the baby with _____ hands.
- _____ planet in our solar system can be inhabited.
- _____ creature is part of the beauty of the _____ creation.
- _____ visitors are allowed in that section of the hospital. Only authorized personnel can go in.
- Please raise _____ feet. I have to clean the floor under them.
- Copy _____ word carefully, then use _____ the words in sentences.
- I can find _____ mistakes in her letter. To me it is perfect.

C) Most, many, much, a lot of, some, any, a few, a little.

Esquemas estructurales:



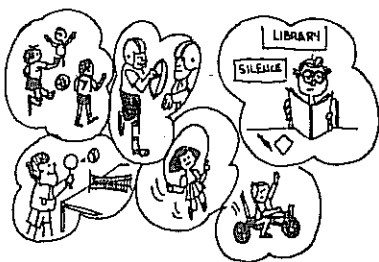
* In affirmative or interrogative sentences.

** In interrogative or negative sentences.

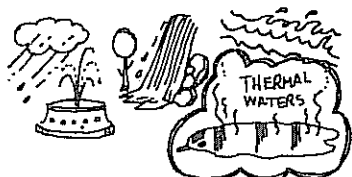


Most children would rather play than study.

Most would rather be outdoors than indoors, reading or studying.



Most water in its natural form is cold.
Most is cold.



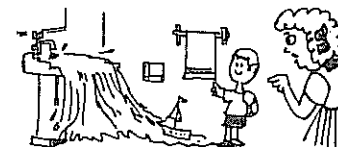
Many children play baseball and football. (A lot of children...)
Many play baseball and football
A lot play baseball and football.
A few children play chess.
A few play chess.



I see **many** girls in that class.
(I see **a lot of** girls...)
I see only **a few** boys in that class.
Not many boys are in that class.



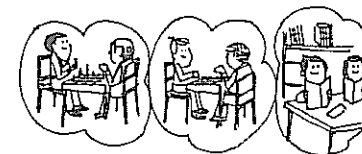
Turn off that faucet. You are wasting **a lot of** water.



This bottle doesn't contain **much** perfume.
This bottle doesn't contain **much**.
This bottle contains **a little** perfume.
This bottle contains **a little**.
Not much perfume is in the bottle.



Do you see **some (any)** boys and girls?
I see some boys. **Some** are playing and some are studying.
I **don't** see **any** girls.
I **don't** see **any**.



Do you want **some (any)** coffee or **some (any)** milk?

I **don't** want **any** coffee but I want some milk.





OBSERVE

Most children would rather play than study.

Most water is cold.

Cuando se quiere indicar que se abarca la casi totalidad de objetos dentro de una categoría general, se antepone la palabra **most** al **nombre plural** correspondiente. Si se trata de indicar la casi totalidad de la masa de un objeto sin unidad, tomado también en su generalidad, al nombre de éste se le antepone igualmente la palabra **most**. Cuando no se trata de generalizaciones, sino de grupos o cantidades concretos, se utiliza **most of**. Esto se estudiará en detalle en una unidad posterior.

Many, children play baseball and **Not many** boys are in that class.
football.

A lot of children play baseball
and football.

A few children play chess.

Cuando no se trata de la casi totalidad, sino simplemente de un gran número, al **nombre plural** de los objetos correspondientes se anteponen las formas **many** o **a lot of**. Si se quiere indicar que no se trata de una gran cantidad se puede usar la forma negativa **not many**, o la expresión **a few**, aunque **a few** denota más precisamente número pequeño, mientras que **not many** solamente niega que el número sea grande. **many**, **not many**, **a lot of**, **a few** se pueden usar cuando se trata de generalizaciones y cuando se trata de grupos concretos.
You are wasting a lot of water.

Cuando se trata de un objeto sin unidad, para indicar gran cantidad de él se antepone a su nombre la expresión **a lot of**. Es posible emplear también la palabra **much**, pero su uso en frase afirmativa supone limitaciones que solamente la práctica va haciendo conocer.

This bottle doesn't contain **much** perfume.

This bottle contains **a little** perfume.

La expresión **not much** niega que sea grande la cantidad del objeto del que se habla. La expresión **a little** afirma que dicha cantidad es pequeña.

Do you see **some (any)** boys and girls?

I see **some** boys.

I don't see **any** girls.

Do you want **some (any)** coffee or **some (any)** milk?

I don't want **any** coffee but I want **some** milk.

Cuando se quiere indicar una cantidad imprecisa, generalmente mayor de dos, se utiliza la palabra **SOME** antepuesta al sustantivo plural

correspondiente. La palabra **some** no puede usarse dentro de una oración con sentido negativo.

Cuando se quiere indicar ausencia total de un objeto se utiliza una frase **con sentido negativo** y la palabra **any**.

Tanto **some** como **any** se utilizan también cuando se trata de objetos que no tienen unidad.

En la forma interrogativa es indistinto el uso de **some** y de **any**.

Most would rather be outdoors than indoors, reading or studying.

Most is cold.

Many (a lot) play baseball and football. **a few** play chess.

This bottle doesn't contain **much**.

This bottle contains **a little**.

Some are playing and **some** are studying.

I don't see **any** girls.

Todas las palabras cuantificadoras de este grupo pueden usarse sin el nombre del objeto, cuando éste ya queda implícito, y así absorben su función, es decir, actúan simultáneamente como adjetivos y sustantivos. Para este uso a **a lot of** se le suprime la partícula **of**.

15.2-C.1. Complete con **most**, **many**, **much**, **a few**, **a little**, según corresponda.

- _____ Mexicans speak Chinese.
- _____ men and women marry, a few remain single.
- I have to hurry, I don't have _____ time to finish the exercise.
- _____ countries are poor, _____ are rich.
- The plants need only _____ water today. I watered them well yesterday.
- _____ Mexicans are descendants of both the Spanish and the Indians.
- _____ children in the world die of hunger.
- Not _____ people had television sets in 1940.
- The City of Los Angeles has _____ Mexicans and Mexican-Americans.
- Only _____ Latin American cities have over one million people.



11. _____ countries have a lot of illiterates.
12. Please give me _____ water to take an analgesic.
13. He doesn't have _____ money. He cannot pay for a big wedding reception.
14. _____ parents love their children.
15. We didn't bring _____ food. We cannot waste any of it.
16. _____ athletes are young.
17. Irene wants _____ cream in her coffee.
18. Don't use _____ salt in your food. Salt is bad for your blood pressure.

15.2C.2. Complete con a lot of, many y much. Utilice a lot of para las frases afirmativas y many y much para las negativas.

1. He doesn't eat _____ fruit.
2. They invited _____ people to Christine's birthday party.
3. _____ secretaries applied for the position.
4. That job didn't require _____ effort.
5. We don't need _____ paper. We're only going to write two letters.
6. They didn't have _____ opportunities to score in the game.
7. That house is big. It has to have _____ furniture.
8. I cannot buy _____ things. I don't have _____ money.
9. He found _____ bottles in the cellar.

15.2C.3. Complete con some o any.

1. Ted has _____ pencils in that drawer.
2. We couldn't visit _____ museums.
3. Ann and Marge want _____ lemonade.
4. I am sorry. I didn't prepare _____ salad.
5. I'll have _____ fruit, please.

6. _____ children do not believe in Santa Claus.
7. He took _____ papers from the desk, but he didn't take _____ money.
8. Bill doesn't have _____ winter boots, but he will buy a pair tomorrow.
9. _____ policemen participated in the investigation.



Modulo 14

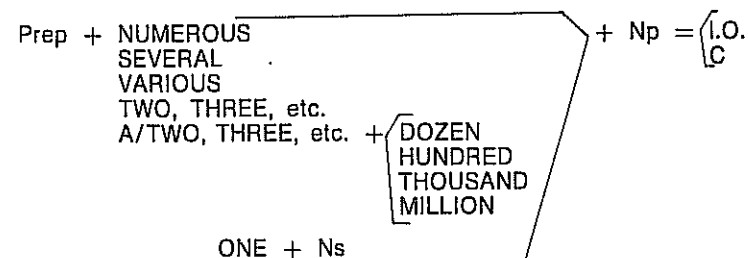
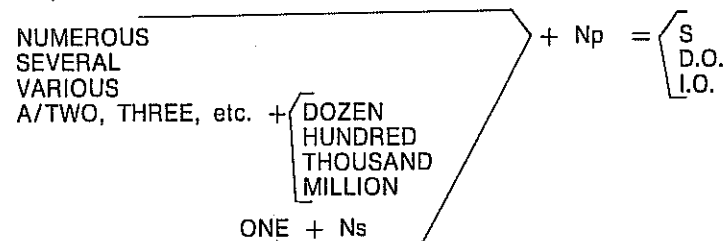
OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo el alumno:

1. Determinará la cantidad o el número en que aparecen los objetos a que se refiere el sujeto utilizando las expresiones: SEVERAL, VARIOUS, ONE, TWO, THREE, ETC., A/ONE, TWO, THREE, ETC. + DOZEN, HUNDRED, THOUSAND, MILLION.
2. Señalará el orden de colocación de los objetos, empleando las expresiones:
FIRST, SECOND, THIRD, etc.; PRECEDING, FOLLOWING, PRESENT, PAST, NEXT, LAST.
3. Empleará las expresiones ANOTHER, OTHER, OTHERS, THE OTHER, THE OTHERS, para determinar exclusión o alternancia de un objeto con respecto a otro u otros ya mencionados.

D) Numerous, several, various, one, two, three, etc., a dozen, a hundred, a thousand, a million, a billion.

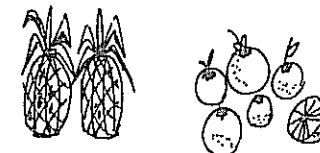
Esquemas estructurales:



They have **numerous** flowers in their garden.



I bought two pineapples and **several** oranges.





They have **various** kinds of bananas.



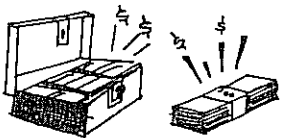
We have ten fingers and **ten** toes.



We need a **dozen** eggs for the omelet.



I have a **thousand** pesos here.
I have a **thousand** here.



OBSERVE

They have **numerous** flowers in their garden.

I bought two pineapples and **several** oranges.

Tanto **numerous** como **several** indican cantidades imprecisas. La primera señala un gran número, la segunda uno pequeño, que normalmente es más de tres o cuatro. They have **various** kinds of bananas.

Various apunta a la vez a número y diversidad. En cuanto a número, se acerca más al sentido de **several** que al de **numerous**.

Numerous, **several** y **various** acompañan siempre a un sustantivo plural.

I bought **two** pineapples and **several** oranges.

We have **ten** fingers and **ten** toes.

Para indicar número exacto se utilizan los numerales cardinales antepuestos al sustantivo. Si se posponen indican orden, como en **chapter ten**. Excepto **one**, todos acompañan a sustantivos en plural. We need a **dozen** eggs for the omelet.

I have a **thousand** pesos here.

I have a **thousand** here.

Las unidades de medida **dozen**, **hundred**, **thousand**, **million**, **billion** no se pluralizan. Van precedidas del artículo A o de una palabra cuantificadora: **many**, **several**, **two**, **three**, etc.

Todas estas palabras se pueden usar sin expresar el sustantivo al que se refieren, si ya está entendido.

15.2D.1. Complete con **numerous**, **several**, **various**, **one**, **two**, **three**, etc., a **dozen**, a **hundred**, a **thousand**, a **million** or a **billion**.

1. A yard has _____ feet.
2. A foot has _____ inches.
3. This book has _____ exercises.
4. We have _____ eyes.
5. The year has _____ seasons.
6. We have _____ bones in our body.
7. Our body has _____ kinds of tissues.
8. I bought _____ roses, one for each one of my twelve nieces.



9. A century has _____ years; a millennium has _____.
10. Helen prepared _____ pies for the party. She expects fifteen guests.
11. He uses _____ materials in his designs.
12. A meter has _____ centimeters and _____ millimeters.
13. Mexico has _____ volcanoes.

15.3. Para determinar un objeto por su orden de colocación en el tiempo o en el espacio.

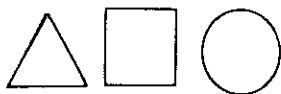
Esquemas estructurales:

det + { FIRST, SECOND, THIRD, etc.
PRECEDING
FOLLOWING } + N = S
D.O.
I.O.

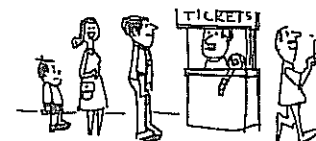
(det) + { PRESENT
PAST
LAST }

Prep + { del
(det) } + { FIRST, SECOND, THIRD, etc.
PRECEDING
FOLLOWING
PRESENT
PAST
LAST } + N = { I.O.
C }

The first figure is a triangle;
the second, a square; the
third, a circle.



Jimmie is the last person in
the line.



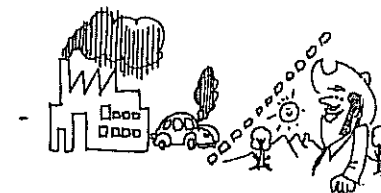
The first six persons are boys;
the next person, the seventh,
is a girl.



The present month is May.
The preceding month was
April; the following, June,



Our present life style is bad
for the environment. Past
generations lived in harmony with
nature.





OBSERVE

The **first** figure is a triangle; the **second**, a square, the **third**, a circle. The **seventh** is a girl.

Para indicar el orden de colocación de los objetos se utilizan los números ordinales: **first, second, third, fourth**, etc. (1st., 2nd., 3rd., 4th, etc.). Generalmente precedidas por **THE** u otros determinativos. A partir de **third**, todos los numerales ordinales se forman agregando **th** a los correspondientes cardinales, excepto aquellos en que se repitan **first, second y third**, como en **twenty-third y fifth (5th), eighth (8th), ninth (9th), twelfth (12th)**. Los terminados en **y** la cambian por **ie** antes de agregar el sufijo **th**; ejemplo **twentieth**. Los ordinales preceden a los cardinales.

Jimmie is the **last** person in the line.
The **next** person, the seventh, is a girl.

Last señala al ser que ocupa el último lugar en una serie dada; **next** al que ocupa el siguiente lugar con relación a un punto de referencia dado. Esto es en función espacial, en función temporal ya se vio al estudiar el futuro.

Cuando **next y last** no van en función del momento del habla, comúnmente llevan **the** u otro determinativo.

The **present** month is May. The **preceding** month was April. The **following**, June.

Present, en función temporal, significa el lapso en transcurso en el momento del habla; **preceding** significa el anterior a éste y **following** el siguiente. Estas dos últimas palabras van precedidas por **the** u otro determinativo.

Our **present** life style is bad for the environment. **Past** generations lived in harmony with nature.

PRESENT señala también lo que está aquí en el momento del habla, y así tiene un valor espacial y no sólo uno temporal, **PAST** lo transcurrido a lo pasado con relación al momento del habla. Las palabras **PRESENT y PAST** pueden no llevar determinativo.

Todas estas palabras se pueden usar sin ir acompañadas del sustantivo al cual hacen referencia.

15.3.1. Complete con el ordinal adecuado, o con las palabras **next, last, preceding, following, present, past, first, second, third, etc.** Antepóngales **the** si es necesario.

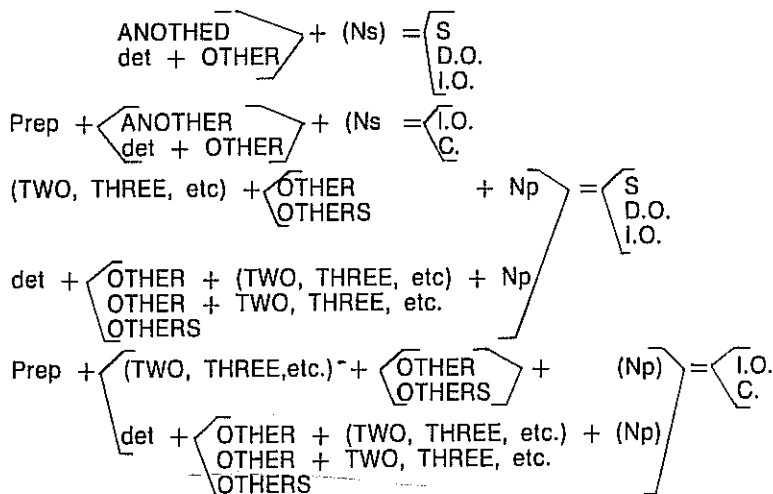
1. Tuesday is _____ day of the week. Monday is _____

2. The present month is October, _____ month is November.

3. John arrived late that evening: _____ morning he visited us.
4. _____ man who walked on the Moon was Neil Armstrong.
5. Columbus made his _____ voyage to America in 1492.
6. Juan O'Donojú was _____ Viceroy of New Spain.
7. Thomas Jefferson was _____ President of the United States _____ President was John Adams.
8. We all got together this Christmas, only John and I were here _____ Christmas.
9. _____ President of the United States after John F. Kennedy was Lyndon B. Johnson.
10. In this paragraph we are discussing intonation, in _____ paragraph we are going to discuss rhythm.
11. _____ two Units were Units 15 and 16.
12. Guatemala, New Spain and Perú had _____ three universities in American.
13. Wednesday is _____ day of the week.

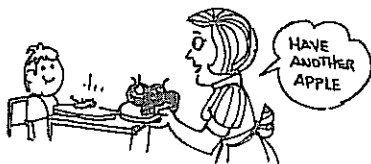
15.4. Para señalar objetos indicando exclusión o alternancia.

Esquemas estructurales:





Have **another** apple.
Have **another**.



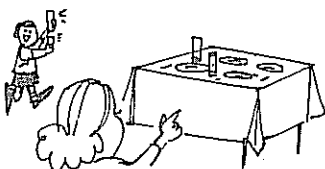
Please give me **the other** shoe.
Please give me **the other**.



Don't cut any **other** flowers. I
have all I need.
Don't cut any **others**. I have all
I need.



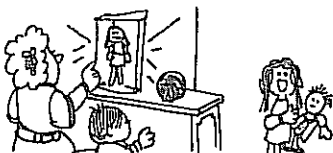
I put two glasses on the table.
Please put on the **other** glas-
ses.
Please put on the **other** two
glasses.
I put two glasses on the table.
Please put on **the others**.
please put on **the other two**.



I don't like these shoes. I want
to see **some others**.



She loves her old doll. She
won't have **those other** dolls.



OBSERVE

Have **another** apple.

Have **another**.

Cuando se trata de indicar un objeto excluyéndolo o diferencián-
dolo de otro presente o conocido, pero sin precisar cuál de varios es
el primero, se usa la palabra **another** antepuesta al nombre del objeto
excluido o diferenciado aunque también puede ir sola si el nombre
del objeto está sobreentendido en cuyo caso absorbe la función sus-
tantiva.

Please give me **the other** shoe.

Please give me **the other**.

Cuando se trata de indicar el segundo elemento de un par cono-
cido, o el elemento que se toma aparte de un grupo, se usa **the other**
antepuesto al sustantivo que nombra al objeto del que se trata. Este
puede suprimirse si está sobreentendido.

Don't cut any **other** flowers.

Don't cut, any **others**.

Cuando se trata de indicar varios objetos no precisados, excluyen-
dolos o diferenciándolos de otro u otros presentes o conocidos, se
usa la palabra **other** antepuesta al nombre en plural del objeto del
cual se trata. Si éste se suprime, por quedar sobreentendido; se
debe usar la palabra **others**, para indicar el plural, puesto que no
está el sustantivo para indicarlo. Cuando se usa un número se ante-
pone a **other** u **others** según el caso.

I put two glasses on the table. Please put on **the other** glasses.

Please put on **the other** two glasses.

Please put on **the others**. Please put on **the other two**.

Cuando se trata de indicar los elementos que quedan de un grupo
conocido se usa **the other** antepuesto al nombre en plural del objeto
del que se trate. Si se especifica el número, siempre mayor de uno,
éste va entre **the other** y el nombre del objeto.

Si se suprime el nombre del objeto, por quedar sobreentendido, se
debe usar **the others** por la razón ya dada, pero si se menciona el
número, sigue usándose **the other** aunque no se mencione el sus-
tantivo plural.

I want to see **some others**.

She won't have **those other** dolls.

Las palabras **other** y **others** pueden ir determinadas por otras pa-
labras distintas de **the** como **some**, **any**, **this**, **that**, **these**, **those**, **sev-**
eral, **my**, etc.

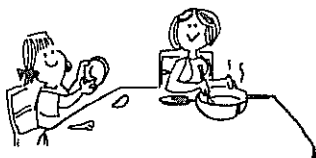


17.4.1. Guiándose por el contexto y los dibujos complete con **an-**
other, other, others, the other, the others.

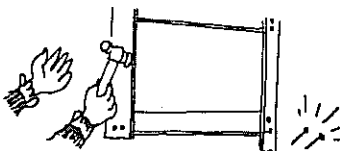
This book is torn, I want _____
book, please.



Please give me _____ bowl of
soup.



She needs _____ two nails.



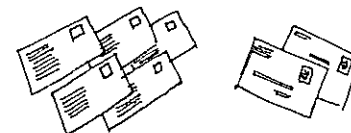
These tomatoes are not good.
Please give me two _____



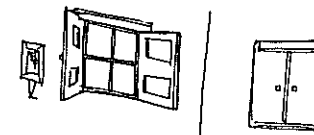
Some boys are playing football,
_____ are resting, a few
_____ are studying.



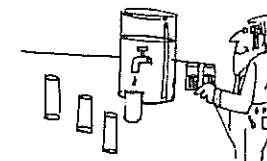
Do you have five _____ stamps?
I need to send these five postcards
also.



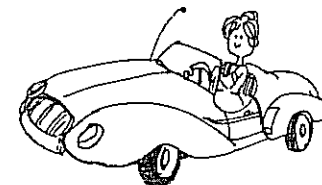
Please close _____
window.



I have to fill these _____
four glasses.



Margaret bought _____
car. It's beautiful.



These ash trays are for Mr. Brown
and Mr. Smith, I'll bring _____ for
the boys.





15.4.2 Vuelva a escribir las siguientes oraciones suponiendo que el sustantivo subrayado está sobreentendido, y suprimiéndolo.

1. Please study the other chapters. _____
2. Mary has another pencil. _____
3. We heard the other programs. _____
4. The other two lawyers arrived on time. _____
5. Do you expect a few other guests? _____
6. Study another lesson. _____
7. The other verbs are difficult. _____
8. Two boys came at 6:00 and two other boys came at 10:00 _____
9. I see some other people. _____
10. Please address those other envelopes. _____
11. He criticized the other artists. _____
12. Do you need other books? _____
13. I visited the other two museums. _____
14. Mark lent me another camera. _____
15. Charge the other three dresses. _____
16. Does he understand the other problem? _____
17. Please prepare another sandwich. _____
18. Helen classified the other insects. _____
19. Did you listen to other singers? _____
20. Other films are more interesting. _____

Respuestas a los ejercicios

MODULO 13

15.1.1.

1. I want that balloon.
2. This bottle is beautiful.
3. That radio is loud.
4. These dresses are for Helen.
5. Please give me those boots.
6. Those flowers are for Betsy.
7. This collar is tight.
8. Please take these books to Mrs. Simpson.
9. I broke this vase. I am sorry.
10. I need those nails. Please hand them to me.
11. This iron isn't hot.
12. Are these letters for Bob?
13. That coat is elegant. Aren't you going to buy it?
14. Please don't touch those cakes. They're for Pat's birthday party.
15. Is that the material for your new dress?
16. These pencils are for Louise. Please give them to her.

15.1.2.

1. Victor: That coffee is hot.
2. David: These watches are expensive.
3. Victor: That door is open.
4. Victor: That man (boy) is tall and thin. Those girls (women) are short.
5. David: This key is big.
6. Victor: Those frames are oval.
7. Victor: This book is thick.
8. Victor: These tables are round.
9. David: This pillow is soft.
10. Victor: This cat is fat.
11. David: Those windows are broken.
12. Victor: These boxes are square.
13. David: These knives are sharp.



14. Victor: This baby is happy.
15. David: That armchair is comfortable.
16. Victor: These socks are black.
17. Victor: Those horses are thin.
18. David: That lemonade is cold.
19. David: Those curtains are long.

15.1.3.

1. These forks are for the salad. Those are for the cake.
2. That money is Jane's. This is Ted's.
3. These tomatoes are ripe. Those are green.
4. Those houses are new. These are old.
5. This is the beginning. That is the end.
6. That was not there last night. This was.
7. These books arrived yesterday. Those didn't.
8. That story was not convincing. This story is convincing.
9. That copy is incomplete. This isn't.
10. Those records are for the party. These aren't.
11. This material is heavy. That material is light.

15.2A.1.

1. Both Jack and Mary are nuclear physicists.
2. Not all the children left early. Jimmie and Billy stayed until 11 p.m.
3. Please don't eat the whole cake.
4. Janice could find no tickets for today's concert. All were sold.
5. Not all the juice is for Helen and you, two glasses are for me.
6. Mark had five pencils. He lent three to Lois and two to Mary. He has no pencils now.
7. The two packages are on top of the bookcase. Both are for Jimmie.
8. We ate the whole box of chocolates that same afternoon.
9. I believe all the guests will arrive soon.
10. Unfortunately I have no time to go to the movies with you and Paul tonight. I have to work.
11. Take both your raincoat and your umbrella. The rain is heavy.
12. Are you going to order a whole pizza?
13. Both apples are spoiled. Please throw the two into the wastebasket.
14. All the girls are here, but three of the boys are not.
15. We heard no sound from the students. They worked quietly.

15.2B.1.

1. Every man has the right to life and to freedom.
2. Each lamp should have a shade. Here are the twenty-four shades for the twenty-four lamps.
3. Not every person wants to marry.
4. Every public official should have a spirit of service to the people.
5. I brought a present for each one of your children: a book for Dennis, a doll for Laura, and marbles for Teddy.
6. Each time he comes to the city, he visits us. He never fails.
7. I put the files in order. Each letter is in its place now.
8. Every woman, man and child should strive for his own betterment.
9. Unfortunately, not every student passed the course.
10. Each person should have his passport in his hand.
11. Every citizen should vote in government elections.
12. Mary, please put a spoonful of mayonnaise on each salad plate.
13. Not every guest to Cindy's party brought a present. Laura and her sister will bring their present tomorrow.
14. That's an exclusive store, but not every dress in the store is expensive.
15. Every good deed always finds its reward.

15.2A-B.1.

1. Not all the books arrived yesterday. Five will arrive today.
2. I know both your father and your mother.
3. Please cut the whole cake. I want to give a piece to each child.
4. No flower could survive the intense heat. All withered and died: roses, daisies, lilies.
5. Every person has the responsibility to fight contamination.
6. The Pope invited all Christians to work for peace.
7. Do you see each girl with a flower in her hand?
8. Not all the cars continued in the race. Three had to stop for repairs.
9. Not both legs are broken. His right leg is only sprained.
10. She spent the whole afternoon working in the kitchen, but her dinner party was a success.
11. Hold the baby with both hands.
12. Not every planet in our solar system can be inhabited.
13. Every creature is part of the beauty of the whole creation.
14. No visitors are allowed in that section of the hospital. Only authorized personnel can go in.



15. Please raise both feet. I have to clean the floor under them.
16. Copy each word carefully, then use all the words in sentences.
17. I can find no mistakes in her letter. To me it is perfect.

15.2C.1.

1. A few Mexicans speak Chinese.
2. Most men and women marry, a few remain single.
3. I have to hurry, I don't have much time to finish the exercise.
4. Many countries are poor, a few are rich.
5. The plants need only a little water today. I watered them well yesterday.
6. Most Mexicans are descendants of both the Spanish and the Indians.
7. Many children in the world die of hunger.
8. Not many people had television sets in 1940.
9. The city of Los Angeles has many Mexicans and Mexican-Americans.
10. Only a few Latin American cities have over one million people.
11. Many countries have a lot of illiterates.
12. Please give me a little water to take an analgesic.
13. He doesn't have much money. He cannot pay for a big wedding reception.
14. Most parents love their children.
15. We didn't bring much food. We cannot waste any of it.
16. Most athletes are young.
17. Irene wants a little cream in her coffee.
18. Don't use much salt in your food. Salt is bad for your blood pressure.

15.2C.2.

1. He doesn't eat much fruit.
2. They invited a lot of people to Christine's birthday party.
3. A lot of secretaries applied for the position.
4. That job didn't require much effort.
5. We don't need much paper. We're only going to write two letters.
6. They didn't have many opportunities to score in the game.
7. That house is big. It has to have a lot of furniture.
8. I cannot buy many things. I don't have much money.
9. He found a lot of bottles in the cellar.

15.2C.3.

1. Ted has some pencils in that drawer.
2. We couldn't visit any museums.
3. Ann and Marge want some lemonade.
4. I am sorry. I didn't prepare any salad.
5. I'll have some fruit, please.
6. Some children do not believe in Santa Claus.
7. He took some papers from the desk, but he didn't take any money.
8. Bill doesn't have any winter boots, but he will buy a pair tomorrow.
9. Some policemen participated in the investigation.

MODULO 14

15.2D.1.

1. A yard has three feet.
2. A foot has twelve inches.
3. This book has numerous exercises.
4. We have two eyes.
5. The year has four seasons.
6. We have numerous bones in our body.
7. Our body has various kinds of tissues.
8. I bought a dozen (twelve) roses, one for each one of my twelve nieces.
9. A century has a hundred years a millennium has a thousand.
10. Helen prepared several pies for the party. She expects fifteen guests.
11. He uses various materials in his designs.
12. A meter has a hundred centimeters and a thousand millimeters.
13. Mexico has several volcanoes.

15.3.1.

1. Tuesday is the third day of the week. Monday is the second.
2. The present month is October the following month is November.
3. John arrived late that evening; the next morning he visited us.
4. The first man who walked on the Moon was Neil Armstrong.
5. Columbus made his first voyage to America in 1492.
6. Juan O'Donojú was the last Viceroy of New Spain.
7. Thomas Jefferson was the third President of the United States. The second President was John Adams.



8. We all got together this Christmas, only John and I were last Christmas.
9. The next President of the United States after John F. Kennedy was Lyndon B. Johnson.
10. In this paragraph we are discussing intonation, in the following (next) paragraph we are going to discuss rhythm.
11. The preceding two Units were Units 13 and 14.
12. Guatemala, New Spain and Perú had the first three universities in America.
13. Wednesday is the fourth day of the week.

15.4.1.

1. This book is torn, I want the other book, please.
2. Please give me another bowl of soup.
3. She needs the other two nails.
4. These tomatoes are not good. Please give me two others.
5. Some boys are playing football, others are resting, a few others are studying.
6. Do you have five other stamps? I need to send these five postcards also.
7. Please close the other window.
8. I have to fill these other four glasses.
9. Margaret bought another car. It's beautiful.
10. These ash trays are for Mr. Brown and Mr. Smith.
I'll bring others for the boys.

15.4.2.

1. Please study the other chapters. Please study the others.
2. Mary has another pencil. Mary has another.
3. We heard the other programs. We heard the others.
4. The other two lawyers arrived on time. The other two arrived on time.
5. Do you expect a few other guests? Do you expect a few others?
6. Study another lesson. Study another.
7. The other verbs are difficult. The others are difficult.
8. Two boys came at 6:00, and two other boys came at 10:00. Two boys came at 6:00 and two others came at 10:00.
9. I see some other people. I see some others.

10. Please address those others envelopes. Please address those others.
11. He criticized the other artists. He criticized the others.
12. Do you need other books? Do you need others?
13. I visited the other two museums. I visited the other two.
14. Mark lent me another camera. Mark lent me another.
15. Charge the other dresses. Charge the other three.
16. Does he understand the other problem? Does he understand the other
17. Please prepare another sandwich. Please prepare another.
18. Helen classified the other insects. Helen classified the others.
19. Did you listen to other singers? Did you listen to others?
20. Other films are more interesting. Others are more interesting.



Actividades complementarias

Ejercicios que debe realizar conforme aprenda las estructuras.

1. Desde el lugar donde se ubica para estudiar o trabajar, señalando con los demostrativos **this, that, these y those**, todos los objetos que le rodean.
2. Utilice **all** refiriéndose a los miembros de su hogar o de su trabajo, **both** refiriéndose a sus padres, a una pareja de amigos, **whole** con relación a su jornada de trabajo, o al día de descanso. No hablando de una actividad que es imposible al hombre realizar.
3. Hacer una generalización con **every** y utilizar **each**, para hablar de objetos que tienen una característica de medida o de composición común.
4. Cuantifique las cosas que posee utilizando **many, much, a lot of, some, any, a few, a little, numerous, several, various**. Luego cuantifique algunas de ellas utilizando el número preciso.
5. Donde encuentre filas de personas, determinarlas por su orden, de colocación usando numerales ordinales y las palabras **next, last, preceding, following**. Utilice **present** y **past** con relación a quien ostente y quien antes ostentara un campeonato en algún deporte.
6. Diga tres cosas que le correspondan a ud. y tres que correspondan a otras personas utilizando **other** y **the other**, o los plurales correspondientes.

UNIDAD XVI



Objetivos generales

Al terminar de estudiar esta unidad el alumno:

1. Pronunciará correctamente, distinguiendo los sonidos [ð], y [ae] y los diptongos [ai] y [au].
2. Determinará y calificará los objetos anteponiendo a los sustantivos que los nombran uno o varios determinativos: **partitivos y múltiples, demostrativos y posesivos, ordinales y otros indicadores de secuencia, cardinales y otros indicadores de cantidad o número**, en el orden preciso en que deben aparecer, más un adjetivo calificativo inmediatamente antes del sustantivo.
3. Especificará los objetos anteponiendo a los sustantivos que los nombran en un sustantivo o un gerundio que indiquen su función o uso.
4. Calificará los objetos anteponiendo a los sustantivos que los nombran dos o más adjetivos de la misma o de diferente categoría.
5. Valiéndose del copulativo **be** (formas **am, is, are, was, were**) enlazará a un sujeto una característica expresada con un participio activo o pasivo. Utilizará esta estructura en forma afirmativa, negativa o imperativa.
6. Expresará cualidades que correspondan a un ser en determinadas fases de su comportamiento, usando verbos que funcionen como copulativos: **look, become, continue**, etc.
7. Particularizará o especificará a un ser posponiendo al sustantivo que lo nombra frases adjetivas introducidas por preposiciones de lugar, procedencia, compañía, etc.
8. Particularizará a un ser por la acción que está desarrollando (utilizando un participio activo) o por la acción cuyo efecto recibe (utilizando un participio pasivo).



Introducción

SECCION DE CONVERSACION

No hay ningún cambio sobre lo dicho anteriormente.

SECCION DE PRONUNCIACION

El sonido que puede presentar alguna dificultad porque no existe en la integración de palabras en español es el sonido ae. Para diferenciarlo del sonido a y afianzar la pronunciación de ambos hay que practicar las dos listas denominadas MINIMAL PAIRS repitiendo alternadamente una palabra de cada uno como ya se ha indicado para otras unidades.

SECCION DE ESTRUCTURAS Y VOCABULARIO

Sólo dos estructuras de esta unidad son oracionales, las demás están constituidas por un sustantivo núcleo y uno o varios determinativos y/o uno o varios adjetivos calificativos o expresiones con valor de adjetivo calificativo o especificativo. En esta acumulación de determinativos o calificativos lo que importa observar y afianzar es el orden en que se estructuran según su clase o categoría. Claro que esto supone un esfuerzo considerable y tal vez consultas frecuentes al diccionario para conocer la categoría de los diferentes adjetivos a través de su significado, pero el resultado serán frases bien estructuradas y eso es lo que se busca. La adjetivación en inglés es compleja para el hispano hablante, es importante sobre todo que advierta que cuando varios adjetivos de diferente categoría califican a un sustantivo, no lo hacen cada uno independientemente, sino recibiendo una modificación del adjetivo o adjetivos que los preceden, y por eso es tan importante el orden en que van todos esos adjetivos, por ejemplo, en la expresión *The big white enamel box*, *big* modifica a *white* *enamel box*, *white* a *enamel box* y *enamel* a *box*.

Clave de símbolos empleados en esta unidad

Adj.	adjective (adjetivo calificativo)
C	circumstances of action — adverbial phrases of place, manner, and time (complementos circunstanciales de lugar, modo y tiempo)
det	determiner (determinativo)
D.O.	direct object (complemento directo)
Geo.N.	geographical name (nombre geográfico)
gV-ing	gerund (gerundio)
I.O.	indirect object (complemento indirecto)
LV	linking verb (verbo copulativo) be not included
N	noun (sustantivo)
Opr	object pronoun (pronombre dativo o acusativo)
Pn	personal name (nombre propio de persona)
prep	preposition (preposición)
PrN	proper noun (nombre propio) personal name not included
S	subject (sujeto)
V-ed	past participle, regular and irregular (participio pasado, regular e irregular)
-en	present participle (participio presente)
V-ing	present participle (participio presente)
+	elemento de enlace
/	puede usarse en la estructura uno u otro de los elementos que aparecen separados por este símbolo
()	el elemento que aparece dentro del paréntesis puede estar o no estar en la estructura
=	los elementos que aparecen a ambos lados de este símbolo son equivalentes



Módulo 15

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo el alumno:

- Determinará los objetos nombrados por el sustantivo mediante el uso de las siguientes clases de palabras:
 - Múltiplos y partitivos: ALL, BOTH, HALF, DOUBLE, TRIPLE, etc.
 - Demostrativos: THIS, THAT, THESE, THOSE, y posesivos: MY, YOUR, etc., JOHN'S, ANN'S, etc.
 - Artículos definidos THE artículos indefinidos A AN
 - Ordinales: FIRST, SECOND, etc. y otros indicadores de secuencia: NEXT, LAST, PRECEDING, FOLLOWING, PRESENT, PAST, etc.
 - Cardinales: ONE, TWO, etc. y otros indicadores de cantidad o número: SEVERAL, FEW, LITTLE, MANY (y su variante MANY A), MOST, MUCH, NUMEROUS, SOME, ANY, ONLY, etc., y los especificará mediante el uso de un adjetivo calificativo.
- Pedirá particularización de un objeto, utilizando el pronombre interrogativo WHICH.
- Adjetivará un sustantivo anteponiéndole otro que indique de qué está hecho o cuál es su función o uso.
- Utilizará un gerundio como adjetivo para indicar cuál es la función o uso del sustantivo al que precede.

SECCION DE CONVERSACION

MEMORICE

- Peggy: Hi, Laura where are you going?
 Laura: I'm going home. I feel tired.
 Peggy: Aren't you coming to Dr. Benson's lecture?
 Laura: The subject of his talk seems interesting, but I always find him very boring.
 Peggy: Really? I'm never bored when I attend his lectures. It is early yet. Don't you want to join me for some apple pie and vanilla ice-cream?
 Laura: I'll accept the pie, but with a good hot cup of black coffee instead.
 Peggy: Is the restaurant at the corner all right with you?
 Laura: Yes, it's fine. Let's go.



INTONATION PATTERN

- Peggy: Hi, Laura, where are you going?
 Laura: I'm going home. I feel tired.
 Peggy: Aren't you coming to Dr. Benson's lecture?
 Laura: The subject of his talk seems interesting, but I always find him very boring.
 Peggy: Really? I'm never bored when I attend his lectures. It's early yet. Don't you want to join me for some apple pie and vanilla ice-cream?
 Laura: I'll accept the pie, but with a good hot cup of black coffee instead.
 Peggy: Is the restaurant at the corner all right with you?
 Laura: Yes, it's fine. Let's go.



PRONUNCIACION

sonido [a]



cob	[kab]	cab	[kaeb]
cod	[kad]	cad	[kaed]
cop	[kap]	cap	[kaep]
cot	[kat]	cat	[kaet]
not	[nat]	gnat	[naet]
pop	[pap]	pap	[paep]
rock	[rak]	rack	[raek]
sock	[sak]	sack	[saek]
sop	[sap]	sap	[saep]
top	[tap]	tap	[taep]

sonido [ae]



are	far	star	body	ad	band	past	ban
car	harbor	father	lot	act	fat	rank	ran
darling	ma	wasp	trot	after	nag	task	span

Diptongo [ai]



MINIMAL PAIRS

bind	[baɪnd]	bound	[baʊnd]
by	[baɪ]	bough/bow	[baʊ]
file	[faɪl]	foul/fowl	[faʊl]
grind	[graɪnd]	ground	[graʊnd]
mice	[maɪs]	mouse	[maʊs]
pride	[praɪd]	proud	[praʊd]
rind	[raɪnd]	round	[raʊnd]
sire	[saɪr]	sour	[saʊr]
tight	[taɪt]	tout	[taʊt]
wind	[waɪnd](v)	wound	[waʊnd](v)

Diptongo [au]



die	spy	light	guide	about	mount	allow	out
tie	kind	might	ride	account	ounce	brow	powder
fly	sign	slight	kite	blouse	sound	cow	town

CONTRASTE DE LOS CUATRO SONIDOS

spot	—	[spat]	spat	—	[spaet]	spite	—	[spait]	spout	—	[spaut]
don	—	[dan]	Dan	—	[daen]	dine	—	[dain]	down	—	[daun]



16.1. Para particularizar a un ser agregando a su nombre una cualidad o característica que le corresponda y mediante indicación de cantidad, orden de colocación, nexos de posesión, etc.

Esquemas estructurales:

WHICH + N + ?

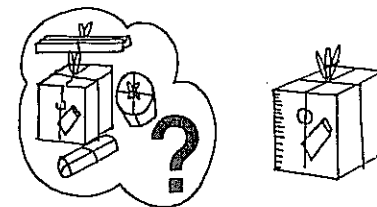
Det. + Adj. + N = $\begin{cases} S \\ D. O. \\ I. O. \end{cases}$

Prep. + Det. + Adj. + N = $\begin{cases} I. O. \\ C \end{cases}$

Orden de los determinantes:

- ALL, HALF, DOUBLE class + THE, THAT, MY, JOHN'S class + (FIRST, NEXT class).
- THE, THAT, MY, JOHN'S class + FIRST, NEXT class + (ONE, SEVERAL class).

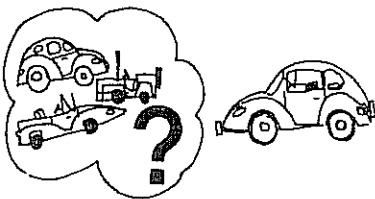
That package belong to me.
Which package?
The square package.





A car is blocking the traffic.
Which car?

A compact car.



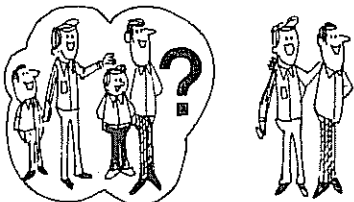
A pair of shoes is under the bed.
Which shoes?

Jane's black shoes.



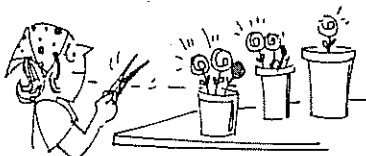
Two boys are Mexican.
Which boys?

The two tall boys.



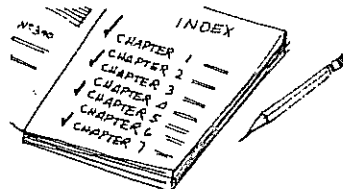
I have to give Mary a few roses.
Which roses?

My last five white roses.



We have to study several chapters.
Which chapters?

All the odd-numbered chapters.



OBSERVE

The square package.

A compact car.

Jane's black shoes.

La palabra, simple o compuesta que especifica a un sustantivo, le precede. A su vez, normalmente va precedida por determinantes como **that, this, the, a**, etc. INDICADORES DE POSESION, INDICADORES DE ORDEN DE COLOCACION (FIRST, SECOND, NEXT, PRECEDING, FOLLOWING, etc.). INDICADORES DE CANTIDAD (ONE, FIVE, A FEW, MANY, A LITTLE, SEVERAL, SOME, etc.) Y OTROS.

The two tall boys.

Si hay un determinante como THE, y un INDICADOR DE CANTIDAD, THE precede.

My last five white roses.

Si hay un INDICADOR DE ORDEN DE COLOCACION y un INDICADOR DE CANTIDAD, el primero precede al segundo, y a su vez es precedido por THE o un posesivo, u otro determinante de este tipo que hubiere.

All the odd-numbered chapters.

Si aparece el cuantitativo ALL, éste precede a todos los demás. Lo mismo ocurre con los adjetivos múltiples, partitivos y distributivos: DOUBLE, TRIPLE, HALF, BOTH, etc.

Normalmente WHICH, y a veces WHAT seguido de sustantivo, piden particularización o especificación: WHICH PACKAGE WHAT CAR?

ORDEN DE LOS DETERMINANTES [Det.]

ALL, HALF, DOUBLE class	THE, THAT, MY, JOHN'S class	FIRST, NEXT class	ONE, SEVERAL class
ALL BOTH HALF DOUBLE TRIPLE, etc.	A/AN THE THIS THAT THESE THOSE MY YOUR, etc. JOHN'S	FIRST SECOND, etc. NEXT LAST PRECEDING FOLLOWING PRESENT PAST	ONE TWO, etc. SEVERAL FEW LITTLE MANY MANY A ... MOST MUCH NUMEROUS also

NOTA: Excepción los demostrativos, ningún adjetivo tiene terminación o forma especial para el plural y ninguno, sin excepción, tiene terminación o forma especial para el femenino. No todos los elementos de una clase de determinantes pueden combinarse con todos los determinantes de otro grupo.

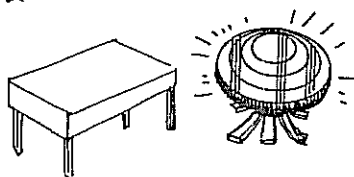


16.1.1. Guiándose por los dibujos, complete.

The tall boy is near the window.



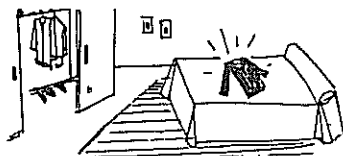
_____ table is pretty.



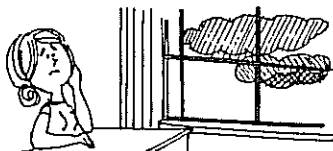
_____ woman is wearing a dress.



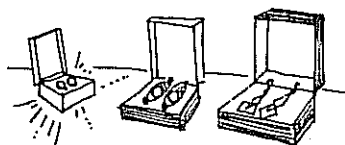
_____ sweater is on the bed.



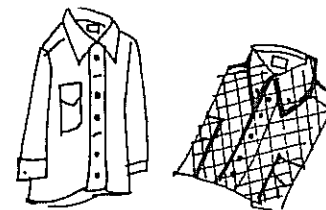
_____ day is depressing for me.



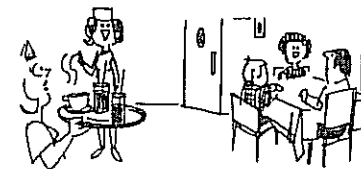
_____ earrings are expensive.



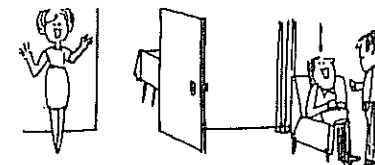
_____ shirt lacks two buttons.



_____ tea is for the lady, the lemonade is for the gentleman, the iced tea is for the child.



Mary is standing near _____ door.



Don't touch _____ bottle.



16.1.2. Complete las oraciones con las palabras dadas entre paréntesis, colocadas en su orden debido.

- _____ are in the parking lot. (blue — three — cars — the)
- She ruined _____ (pair of shoes — good — only — my).
- They collected _____ needed for the orphanage. (amount — the — double).
- _____ are a symbol for them now. (two — tall — the — trees).



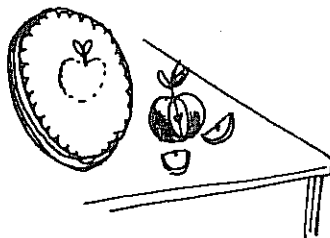
5. They were absent _____ (preceding — month — half — the).
 6. _____ fell on the floor. (water — hot — a little).
 7. _____ are for Mrs. Simpson. (packages — first — these — five).
 8. They're going to be filming in Baja California _____ until the end of the year. (months — all — following — the).
 9. Martha _____ won a scholarship to study modeling. (beautiful — Gerry's — cousin).
 10. _____ demand all his time. (important — his — enterprises — several).
 11. _____ are visiting Mexico this year. (numerous — American — tourists).
 12. _____ will have a special prize. (five — the — all — next — numbers).
 13. Algebra was _____ (difficult — first — subject — my).
 14. We have to use _____ of apples we used for the first pie. (number — double — the).
 15. May _____ disappear in the near future. (present — your — difficulties — all).
- 16.2. Para especificar a un ser anteponiendo a su nombre un sustantivo que señala de qué está hecho, para qué sirve, etc.

Esquemas estructurales:

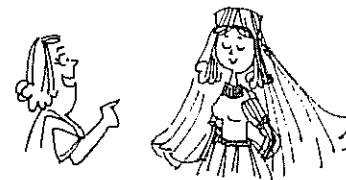
$$(\text{Det.}) + N [\text{Adj.}] + N = \begin{cases} S \\ D. O. \\ I. O. \end{cases}$$

$$\text{Prep.} + (\text{Det.}) + N [\text{Adj.}] + = \begin{cases} I. O. \\ C \end{cases}$$

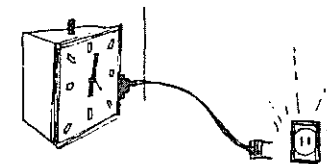
One of mother's delicious **apple** pies is on the table.



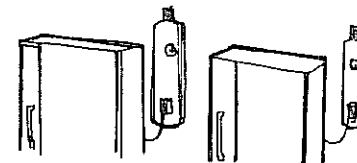
Your **wedding** dress is beautiful.



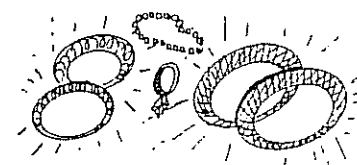
That **wall** clock is unplugged.



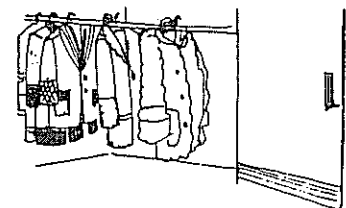
He bought their last two **gas** refrigerators.



The four pretty **gold** bracelets are for your sisters.



All her heavy **winter** clothes are in her closet.



OBSERVE

One of mother's delicious **apple** pies is on the table.
Your **wedding** dress is beautiful.
He bought their last two **gas** refrigerators.

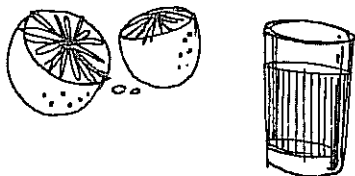
Los sustantivos que especifican a otro sustantivo lo preceden inmediatamente y **nunca** van en su forma plural.

La unidad formada por ambos sustantivos, el especificante y el especificado, puede ir modificada por adjetivos calificativos y determinativos, en el orden ya indicado.

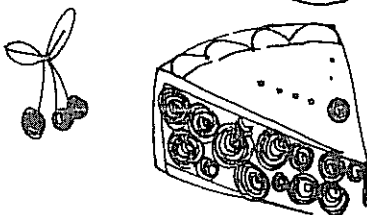


16.2.1. Guiándose por el dibujo, complete.

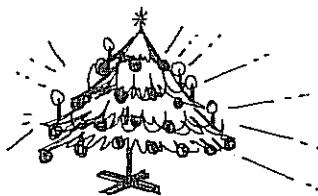
1. I want a glass of orange juice.



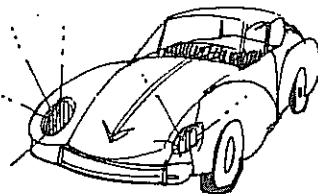
2. Please have a piece of _____



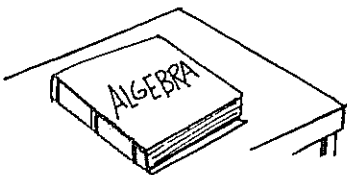
3. Your _____ is beautiful this year.



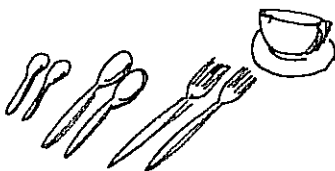
4. He didn't turn off his _____



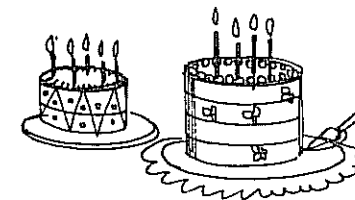
5. Where is her _____
It's on the table.



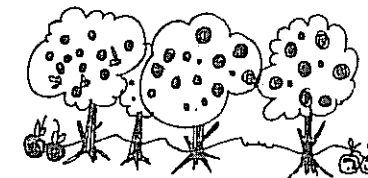
6. Please give me the _____
They are between the teaspoons and the forks.



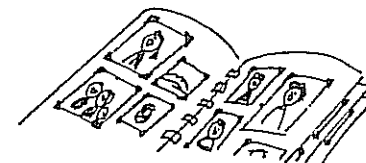
7. Children usually love _____



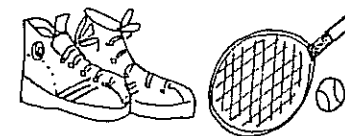
8. All the _____ are loaded with fruit.



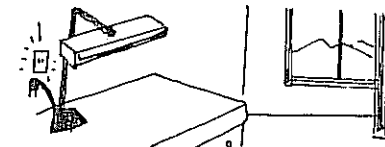
9. She has many photos in her _____



10. I need a pair of _____



11. The _____ is unplugged. Please plug it in.



16.2.2. Complete cada oración con las palabras que aparecen entre paréntesis, estructuradas en su debido orden.

- Mrs. Smith made _____ dress. (beautiful — Lisa's — party).
- I'm going to lend you _____ forks. (twenty — salad — silver).
- I can't find _____ card. (Christmas — brother's — my).



4. Our company bought _____ trucks.
(modern — five — delivery).
5. Jack went to _____ station.
(gas — new — the).
6. _____ cabinets need paint.
(old — all — kitchen — the).
7. _____ kittens are playing happily.
(baby — the — four).
8. Please buy _____ cups for me. (blue —
a — paper — dozen).
9. They are installing _____ frames for
the paintings. (metal — three — big).
10. _____ teacher is leaving
the school, and we are very sad. (piano — excellent — Sylvia's).
11. We used _____ cubes. (the — ice —
small — all).
12. _____ fair is going to be in Africa.
(world's — next — the).
13. Do you have _____ tickets? (theater —
five — our).
14. _____ dishes were piled
up in the kitchen sink. (breakfast — all — dirty — their).
15. _____ lessons are going to be long
and difficult. (two — our — chemistry — next).

16.3. Para especificar a un ser anteponiendo a su nombre un gerundio que señala la acción para la que sirve.

Esquemas estructurales:

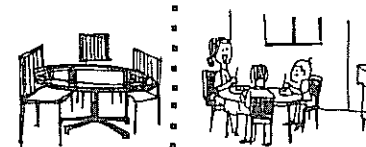
(Det.) + g V-ing. + N = $\begin{cases} S \\ D. O. \end{cases}$

Prep. + (Det.) + g V-ing. + N = C

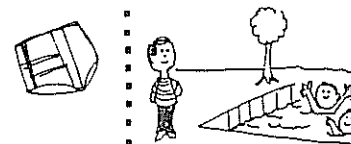
I have a new pair of riding boots.



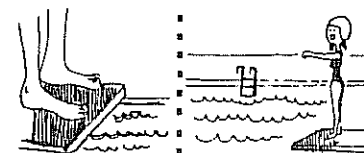
They are in the **dinning** room.



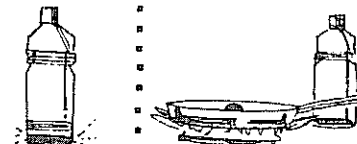
John forgot his **swimming** trunks.



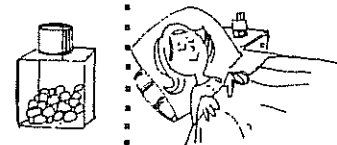
She is standing at the **diving** board.



I'll have to open a new bottle of **cooking** oil.



She always uses **sleeping** pills and I don't like it.



OBSERVE

I have a new pair of **riding** boots.
John forgot his **swimming** trunks.

(Of boots for riding).
(His trunks for swimming).

Los gerundios (V-ing), señalan la acción para la que sirve el objeto nombrado por el sustantivo al que preceden. Al igual que en el caso anterior, la unidad formada por el gerundio especificante y el sustantivo especificado, puede ir modificada por adjetivos calificativos y determinativos, en el orden ya indicado.



16.3.1. Guiándose por la acción representada en los dibujos, complete.

1. They are taking _____ lessons.



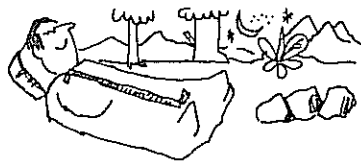
2. This _____ fountain is out of order.



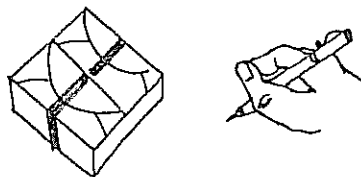
3. Our _____ shoes are black.



4. His _____ bag is warm and comfortable.



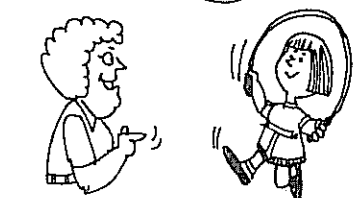
5. I need a box of _____ paper. I only have the envelopes.



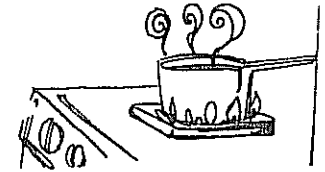
6. Mrs. Brown was always in her _____ chair.



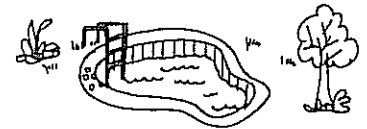
7. Little Marie has a _____ rope.



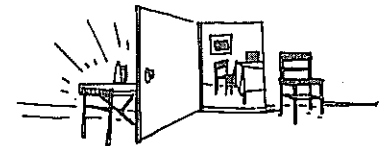
8. The water is now at the _____ temperature.



9. Their new house has a small _____ pool.



10. Her _____ board is behind the door.





Módulo 16

OBJETIVOS ESPECIFICOS

Al terminar el estudio de este módulo, el alumno:

1. Especificará al sustantivo anteponiéndole más de una cualidad o característica, ya sea de la misma o de diferente categoría.
2. Por medio del copulativo **be** (formas **am, is, are, was, were**) enlazará a un sujeto características activas o pasivas expresadas con los correspondientes participios activos o pasivos.
3. Expresará cualidades que corresponden a un ser en determinadas fases o áreas de su comportamiento, usando los verbos **appear, feel, look, seem, smell, taste** [Look class]; **become, get, grow, turn** [become class]; **continue, keep, lie, stand, stay, remain** [Continue class], que actúan como copulativos en inglés (linking verbs).

Also **NEGATIVE, INTERROGATIVE and IMPERATIVE SENTENCES.**

4. Particularizará o especificará a un ser posponiendo al sustantivo que lo nombra una frase determinativa introducida por una preposición de lugar, procedencia, compañía, etc.
5. Señalará a un ser por la acción que está desarrollando.
6. Especificará a un ser por la acción cuyo efecto recibe.

16.4. Para especificar a un ser señalándole más de una cualidad o característica.

A. Si dichas cualidades o características son de la misma categoría.

Esquemas estructurales:

$$(\text{Det.}) + \text{Adj.} + \begin{matrix} \text{AND} \\ \text{BUT} \end{matrix} + \text{Adj.} + \text{N} = \begin{matrix} \text{S} \\ \text{D. O.} \\ \text{I. O.} \end{matrix}$$

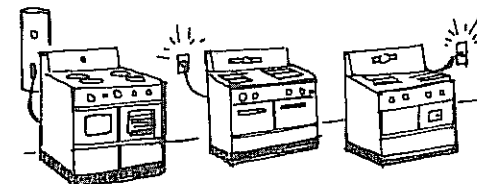
$$\text{Prep.} + \text{Det.} + \text{Adj.} + \begin{matrix} \text{AND} \\ \text{BUT} \end{matrix} + \text{Adj.} + \text{N} = \begin{matrix} \text{I. O.} \\ \text{C} \end{matrix}$$

Three beautiful and graceful girls danced at the program last night.

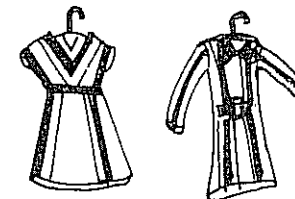


Three beautiful, graceful girls danced at the program last night.

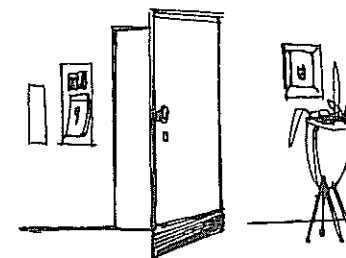
They sell gas and electric stoves.



I have two black and white dresses.



They built a tall but narrow, door.



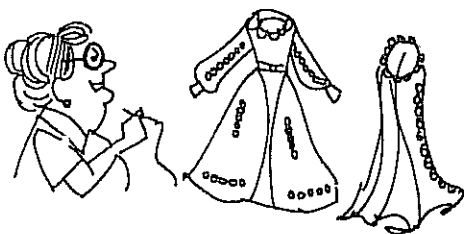


B. Si dichas cualidades o características son de diferente categoría.

(Det.) + $\frac{\text{Adj.}}{\text{gral. description}}$ + $\frac{\text{Adj.}}{\text{size}}$ + $\frac{\text{Adj.}}{\text{age}}$ + $\frac{\text{Adj.}}{\text{shape}}$ + $\frac{\text{Adj.}}{\text{color}}$ + $\frac{\text{Adj.}}{\text{origin}}$ +
+ $\frac{\text{Adj.}}{\text{material or composition}}$ + $\frac{\text{Adj.}}{\text{operation}}$ + $\frac{\text{Adj.}}{\text{power}}$ + $\frac{\text{Adj.}}{\text{purpose}}$ + N = $\begin{cases} S \\ D. O. \\ I. O. \end{cases}$

Prep. + (Det.) + $\frac{\text{Adj.}}{\text{gral. description}}$ + $\frac{\text{Adj.}}{\text{size}}$ + $\frac{\text{Adj.}}{\text{age}}$ + $\frac{\text{Adj.}}{\text{shape}}$ + $\frac{\text{Adj.}}{\text{color}}$ +
+ $\frac{\text{Adj.}}{\text{origin}}$ + $\frac{\text{Adj.}}{\text{material or composition}}$ + $\frac{\text{Adj.}}{\text{operation}}$ + $\frac{\text{Adj.}}{\text{power}}$ + $\frac{\text{Adj.}}{\text{purpose}}$ + N = $\begin{cases} I. O. \\ C \end{cases}$

Mrs. Lee made a beautiful
pearl-white wedding dress for
Lois.



My brother brought me three
pretty round Mexican ceramic
flower pots.



Three

pretty

round

Mexican

ceramic

flower pots

OBSERVE

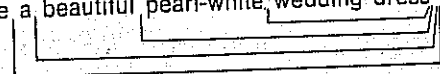
Three beautiful and graceful girls danced at the program last night.
Three beautiful, graceful girls.
They sell gas and electric stoves.
I have two black and white dresses.

Cuando dos o más palabras descriptivas de la misma categoría (apariencia, forma, color, etc.) especifican a un sustantivo, cada una lo hace independientemente y se enlazan con la conjunción **and** y por comas, o solamente por comas y sin orden fijo, ya que depende del estilo personal de cada quien.

They built a tall but narrow door.

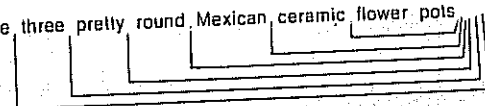
Cuando se trata de adjetivos de valor con signo diferente, es decir, que uno se considera una cualidad positiva y el otro una cualidad negativa, el enlace se hace con la conjunción adversativa **but**.

Mrs. Lee made a beautiful pearl-white wedding dress for Lois.



- ... wedding dress
- ... pearl-white wedding dress
- ... beautiful pearl-white wedding dress
- ... a beautiful pearl-white wedding dress

My brother brought me three pretty round Mexican ceramic flower pots.



- ... flower pots
- ... ceramic flower pots
- ... Mexican ceramic flower pots
- ... round Mexican ceramic flower pots
- ... pretty round Mexican ceramic flower pots
- ... three pretty round Mexican ceramic flower pots

Cuando hay adjetivos de diferente categoría cada uno, que denotan tamaño, edad, temperatura, forma, color, origen, material, forma de operación, energía motora, o finalidad, se anteponen al sustantivo al que especifican precisamente en el orden en que los acabamos de detallar, y no actúan en forma independiente uno de otro, sino que cada uno modifica a la unidad formada por el o los adjetivos siguientes y el sustantivo especificado. Todos ellos son anteceditos por los adjetivos descriptivos generales que no caben dentro de las categorías antes detalladas, y los determinativos. Nótese que no hay comas entre un adjetivo y otro. Si hay sustantivos usados con función adje-



tiva, éstos tampoco van separados por comas entre sí, ni del resto. Si hay varios, y pertenecen a distinta categoría, cada uno modificará al o los siguientes, y al sustantivo final que se está especificando.

Normalmente no se utilizan más de tres o cuatro elementos adjetivos para especificar a un sustantivo. En algunos casos los adjetivos que indican tamaño, edad, temperatura, forma o color, se anteponen a los adjetivos descriptivos no categorizados, entonces se separan de ellos por una coma.

16.4.1. Complete cada frase con los elementos adjetivos que se dan bajo la línea, acomodándolos en su debido orden, utilice **but** y **and** en los casos en que sea necesario. Use comas también donde se necesite.

1. _____ tables are for the main store.
new — coffee — white — the
2. I need _____ frames for a present.
silver — small — two — picture
3. She prefers _____ coat.
old — sport — her — red
4. Dr. Taylor performed _____ operations
yesterday.
difficult — three — heart
5. The young man was _____.
truthful — disrespectful
6. Alice bought _____ dress.
and white — velvet — a — long — pink
7. Please bring me _____ dictionary.
thick — English-Spanish — your — large
8. I'm going to install _____ heater
in this room.
big — gas — automatic — a
9. Mrs. Wilson always gives us _____
pies for _____ sale.
pecan — five — home-made — delicious
Christmas — pie — our
10. Margaret is _____.
conceited — beautiful — vain

11. She gave us _____ roses
pink — the — red — all — white
of her garden for the table decoration.
12. We saw _____ brushes in
the box.
small — many — medium — cleaning — big
13. John and Bill met _____
girls at the party yesterday.
attractive — two — friendly — young
14. I heard _____ concert on
the radio last night.
magnificent — piano — extraordinary — an

16.4.2. De la columna de la derecha escoja el o los elementos adjetivos que completen correctamente cada frase.

- | | |
|---|--|
| 1. Jane has a _____ wood-
en box. | fragrant white
beautiful hand-
carved |
| 2. We are admiring a _____
_____ girl. | colorful glass
warm woolen
young dancing
curious |
| 3. Ted brought Mary a dozen _____
_____ garden roses. | shiny
warm woolen
baby pretty pink
unusual |
| 4. I would like a box of those _____
_____ Christmas ornaments. | soft romantic
ugly round
kitchen |
| 5. We need a _____ blanket. | pretty pink
soft rubber
sunny, bright
cold and strong |
| 6. She prefers _____ music. | |
| 7. Two _____ suits
of armours were standing at both sides of the door. | |
| 8. A _____ crowd was
looking at the _____ artifact. | |
| 9. The _____ dress is for
your baby girl. | |
| 10. I have to face the _____
_____ wind now. It's time to leave. | |



11. Bill likes the _____ atmosphere of our living room.
12. He's going to get rid of that _____ table.
13. Bobby's _____ ball _____ is under the _____ sink.

16.5. Para indicar características activas o pasivas de un sujeto mediante el uso de participios verbales que actúan como adjetivos. Participio activo V-ing. Participio pasivo V-ed/en.

S + be + $\begin{cases} \text{V-ing} \\ \text{V-ed} \\ \text{V-en} \end{cases}$ [función adjetiva]

Also INTERROGATIVE, NEGATIVE AND IMPERATIVE SENTENCES.

The lecturer is **interesting**.

The audience is **interested**.



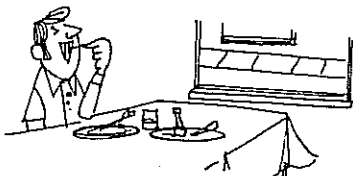
The clown is **amusing**.

The children are **amused**.



The meal was **satisfying**.

The man is **satisfied**.



OBSERVE

The lecturer is **interesting**. (interest)
The clown is **amusing**. (amuse)
The meal was **satisfying**. (satisfy)

El participio activo (V-ing) usado como adjetivo indica que el ser nombrado por el sustantivo al que se refiere produce la acción designada por el verbo del cual se forma dicho participio. Así, en los ejemplos anteriores, **the lecturer interests the audience, the clown amuses the children, the meal satisfied the man.**

The audience is **interested**.
The children are **amused**.
The man is **satisfied**.

El participio pasivo (V-ed/en)* usado como adjetivo indica que el ser nombrado por el sustantivo al que se refiere recibe el efecto de la acción designada por el verbo del cual se forma dicho participio. Así, en los ejemplos anteriores: **the lecturer interests the audience, the audience is interested by the lecturer; the clown amuses the children, the children are amused by the clown; the meal satisfied the man, the man was satisfied by the meal.**

* En su oportunidad se estudiarán ampliamente los participios pasivos. En los verbos regulares (V-ed) se forman igual que el pasado; en los irregulares (V-en) hay que consultar el diccionario.

16.5.1. A partir del hecho dado, estructure dos oraciones, una con el participio activo y otra con el pasivo.

1. The results of the contest frustrated the students. a) **The results of the contest were frustrating.** b) **The students were frustrated.**
2. The mother always surprises her children. a) _____ b) _____
3. The wild cat frightened us. a) _____ b) _____
4. The news shocked the people. a) _____ b) _____
5. Their irresponsibility discourages their teachers. a) _____ b) _____
6. Beauty and love inspire the poet. a) _____ b) _____
7. His attitude displeases her. a) _____ b) _____



8. Long lectures bore Bill. a) _____
b) _____
9. His words always convince them. a) _____
b) _____
10. The delegate's speech astonished me. a) _____
b) _____
11. That situation depresses us. a) _____
b) _____

16.6. Para expresar cualidades que corresponden a un ser en determinadas fases de su comportamiento.

ALSO INTERROGATIVE, NEGATIVE
AND IMPERATIVE SENTENCES.

S + LV [Conj.] + Adj.
LOOK class
BECOME class
CONTINUE class

LOOK CLASS
APPEAR
FEEL
LOOK
SEEM
SMELL
TASTE

CONTINUE CLASS
CONTINUE
KEEP
LIE
STAND
STAY
REMAIN

BECOME CLASS
BECOME
GET
GROW
TURN

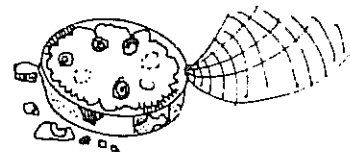
Hmmm! The pie **looks** good.



Hmmm! It **smells** delicious.



It **became** stale.



Ughh! It **tastes** awful



OBSERVE

The pie **looks** good.
It **smells** delicious.
It **became** stale

Algunos verbos que se refieren a los sentidos como **appear**, **look**, **seem** (vista), **feel** (tacto), **smell** (olfato), **sound** (oido), **taste** (gusto), otros que denotan cambio como **become**, **get**, **grow**, **turn** o permanencia como **continue**, **keep**, **lie**, **stay**, **remain**, **stand**, y otros, de tipos similares se usan para expresar cualidades que corresponden a un sujeto en determinadas fases de su comportamiento. En la frase The pie **is** good, el adjetivo **good** señala la naturaleza total de **pie**, en la frase The pie **looks** good, el adjetivo **good** señala solamente la forma en que se presenta a la vista el objeto denominado **pie**.

16.6.1. Vuelva a escribir cada frase sustituyendo con la palabra que aparece entre paréntesis el elemento correspondiente.

The ice-cream looks good.

1. (is) The ice-cream is good.
2. (John) _____
3. (seems) _____
4. (intelligent) _____
5. (quiet) _____
6. (they) _____



7. (remained) _____
8. (keep) _____
9. (silent) _____
10. (turned) _____
11. (Mary) _____
12. (impatient) _____
13. (we) _____
14. (he) _____
15. (grew) _____
16. (sounds) _____
17. (interesting) _____
18. (it) _____
19. (attractive) _____
20. (delicious) _____
21. (taste) _____

16.7. Para especificar a un ser señalando su ubicación, origen, compañía, etc.

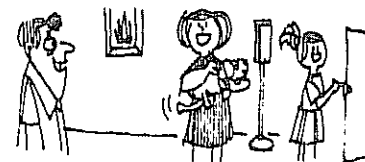
Det. + (Adj.) + N + Prep. + $\left\{ \begin{array}{l} \text{Det. + N} \\ \text{Geo N} \\ \text{Pn} \\ \text{Pr N} \\ \text{O Pr} \end{array} \right\} = \left\{ \begin{array}{l} \text{S} \\ \text{D. O.} \\ \text{I. O.} \end{array} \right.$

Prep. + Det. + (Adj.) + N + Prep. + $\left\{ \begin{array}{l} \text{Det. + N} \\ \text{Geo N} \\ \text{Pn} \\ \text{Pr N} \\ \text{O Pr} \end{array} \right\} = \left\{ \begin{array}{l} \text{I. O.} \\ \text{C} \end{array} \right.$

The boy near the window is Betsy's brother.



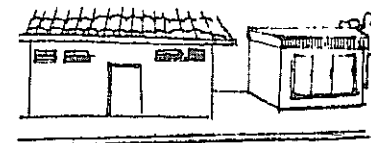
John is looking at the girl with the dog in her arms.



The mantillas from Spain are beautiful.



We visited the house of the small windows.



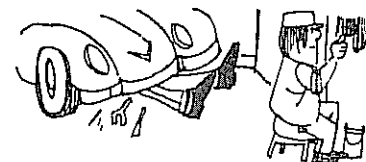
OBSERVE

The boy near the window is Betsy's brother.
John is looking at the girl with the dog in her arms.

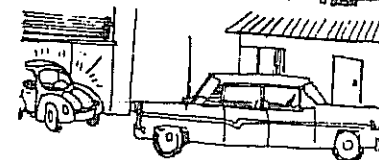
Otra forma de especificar a un sustantivo es indicando la ubicación, origen, compañía, etc., del ser nombrado por ese sustantivo, mediante grupos de palabras precedidos por una preposición que indica lugar, procedencia, compañía, etc. Estos grupos SIEMPRE siguen al sustantivo al cual especifican.

16.7.1. Guiándose por los dibujos y por la preposición dada entre paréntesis, complete.

1. The man under the car
is a (under)
mechanic.

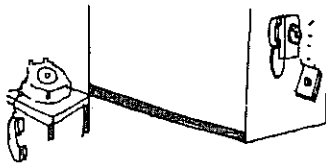


2. The car _____
is small. (in)





3. The telephone _____
is off the hook. (on)



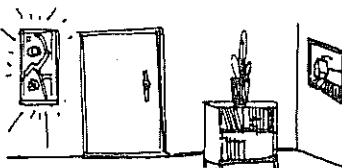
4. The coat _____ is
expensive. (in)



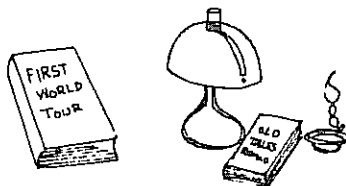
5. The dress _____ is
for Helen. The dress with-
out the pockets is for
Marcia. (with)



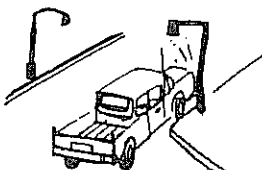
6. The painting _____
is abstract. (beside)



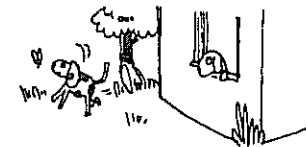
7. I need the book _____
_____ (between)



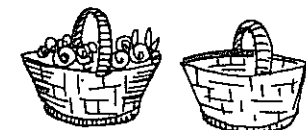
8. The truck hit the light
pole _____ (at)



9. The dog _____
is happy. (outside)



10. Please take the basket
_____ (with)

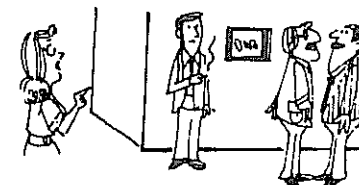


16.8.A. Para especificar a un ser por la acción que está desarrollando.

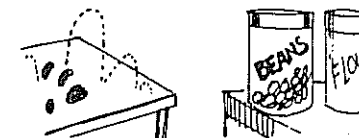
(Det.) + (Adj.) + $\left[\begin{array}{l} N + V\text{-ing} + C \\ \pm V\text{-ing} + N \end{array} \right] = S$
= D. O.
= I. O.

Prep. + (Det.) + (Adj.) + $\left[\begin{array}{l} N + V\text{-ing} + C \\ V\text{-ing} + N \end{array} \right] = I. O.$
= C

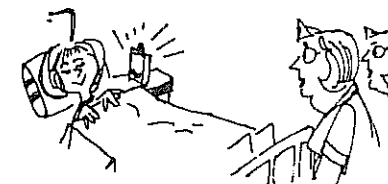
I talked to the man **standing**
alone.



Mexican **jumping** beans are a
tourist attraction.

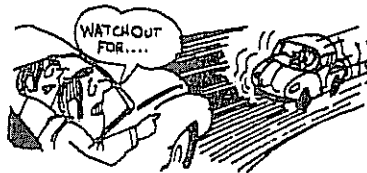


The sleeping pills were for the
girl **sleeping** there.





Watch out for the car coming toward us. It seems to be out of control.



OBSERVE

I talked to the man standing alone. (I talked to the man who (that) is standing alone).
Complemento

Mexican jumping beans are a tourist attraction. (The Mexican beans which [that] jump are...).

The sleeping pills were for the girl sleeping there.

Complemento

(The pills for sleeping were for the girl who is sleeping there).

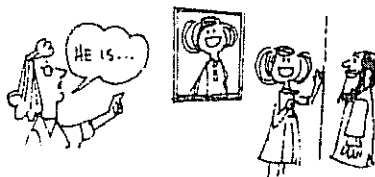
Para especificar a un sustantivo se puede usar el participio activo del verbo que señala la acción que está desarrollando el ser nombrado por dicho sustantivo. El participio activo se reconoce porque puede sustituirse por una frase de relativo con **who**, **which** o **that** como sujeto. El participio activo especificante puede ir inmediatamente antes o después del sustantivo especificado, según que tenga complemento o no. Si lo tiene, va pospuesto al sustantivo.

16.8.B. Para especificar a un ser por la acción cuyo efecto recibe.

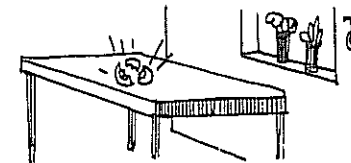
(Det.) + (Adj.) + $\left\{ \begin{array}{l} N + V\text{-ed} \\ V\text{-ed} + N \end{array} \right\} + C = S$
= D. O.
= I. O.

Prep. + (Det.) + (Adj.) + $\left\{ \begin{array}{l} N + V\text{-ed} \\ V\text{-ed} + N \end{array} \right\} + C = S. O.$
= C

He is talking to the girl portrayed in that painting.



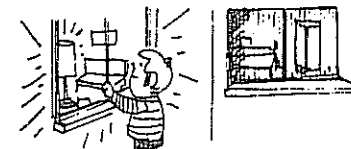
The broken dish is on the table.



Debbie's drawing is beside the drawing selected for the first prize.



The lighted window attracted the attention of the child.



OBSERVE

He is talking to the girl portrayed in that painting.

Complemento del participio

The broken dish is on the table.

Para especificar a un sustantivo se puede usar el participio pasivo del verbo que señala la acción que se produce sobre el ser nombrado por dicho sustantivo. El participio pasivo especificante puede ir inmediatamente antes o después del sustantivo especificado, según si dicho participio tiene o no complementos. Si los tiene, va pospuesto al sustantivo.

16.8A-B.1. Según la información dada en la primera oración, complete la segunda.

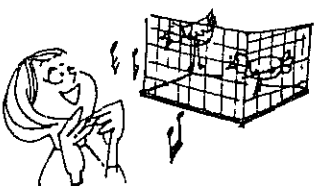
- The girls were dancing. The **dancing girls** entertained the audience.
- The children were bored. The _____ were yarning.
- The meat is frozen. I have to take the _____ out of the refrigerator.



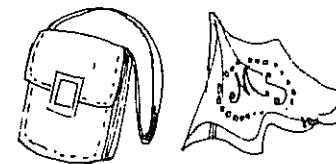
4. The candle was burning. The _____ illuminated the scene softly.
5. The tables were painted yesterday. The _____ yesterday are wet. Don't touch them.
6. The papers were left on the desk. The _____ on the desk are important.
7. The boys are printing the school newspaper. We can see the _____ the school newspaper.
8. The door swings. The _____ is not working well.
9. The ship is sinking. The _____ is old and useless.
10. Louise and Sylvia are girls who work. Louise and Sylvia are _____.
11. Lizzie has a doll that talks. Lizzie has a _____.
12. The liquid is cleaning the spots. The _____ is working effectively on the spots.
13. The trio sings. The _____ pleased the audience.
14. We enclose the check. The _____ is to pay for the merchandise.
15. The man is wandering around the place. The _____ around the place might frighten Ann and the children.
16. The light of the sun blinds. Don't look at the _____ of the sun.

16.8A-B.2. Guiándose por el dibujo, complete cada frase con el participio activo o pasivo del verbo entre paréntesis, según corresponde y con el sustantivo que debe ser modificado por él.

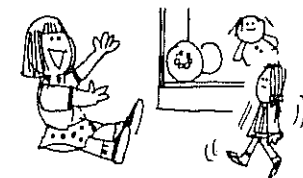
Mrs. Smith loves to listen to her _____ . (sing)



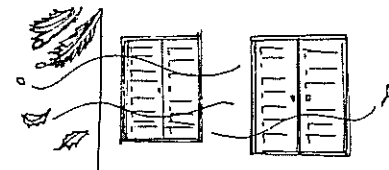
The _____ with her initials was near her purse. (embroider)



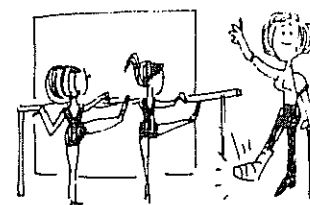
My little daughter has a _____ . (walk)



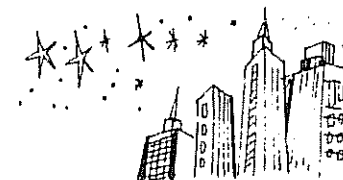
The _____ prevented the wind from coming in. (close)



The girl's _____ cannot dance now. (dance)



I like to look at the _____ . (shine)

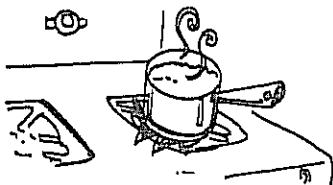


We don't know the _____ with John. (dance)





The _____
on the stove is for the nurse.
(boil)



Please call the _____
_____ on the wall. (draw)



The _____
began to yell. (frighten)



16.8.3. Conteste las preguntas utilizando en su debido orden las palabras dadas entre paréntesis.

- Which car did he buy? (compact — the — near the corner — blue)
He bought the blue compact car near the corner.
- What type do you need? (with a metal case — semi-automatic — ordinary) **I need the ordinary semi-automatic type with a metal case.**
- Which dog is barking? (black — small — outside the room — the)

- What typewriter did you order? (portable — new — electric — a)

- In what contest did they participate? (spelling — a — national) _____
- Which machine is operating? (old — Mrs. Brown's — washing) _____

- Which dress is Sylvia going to wear? (silk — yellow — her — evening)

- Which radio is John's? (transistor — on the shelf — pocket-size — the)

- Which girl was elected queen? (tall — wearing the red coat — beautiful — dark-haired) _____
- How many new bicycles did they bring? (green — new — two) _____
- Which boy cried? (sitting beside the window — the — frightened)

- Which dictionary do you want? (English-Spanish — the — large)

- How much water do they need? (boiling — two — of — gallons)

- Which house are they going to rent? (at the corner — beautiful — modern — the) _____
- Which lights did they buy for the Christmas tree? (flashing — small)

- Which shoes belong to Lucy? (dancing — red — the — leather)

- Which doll did Charles give to you? (with the lace costume — small — Mexican) _____
- Which books did they sell? (chemistry — the — all — thick) _____
- Which tablecloth is for Louise? (round — big — damask — the)

- How many onions do we need for the soup? (big — three — chopped)



21. Which letters did she burn? (her previous boyfriend's — love — all)
-

Respuestas a los ejercicios

MODULO 15

16.1.1.

1. The tall boy is near the window.
2. The round table is pretty.
3. The fat woman is wearing a short dress.
4. The black sweater is on the bed.
5. A cloudy day is depressing for me.
6. The small earrings are expensive.
7. The white shirt lacks two buttons.
8. The hot tea is for the lady, the lemonade is for the gentleman, the iced tea is for the child.
9. Mary is standing near the open door.
10. Don't touch that broken bottle.

16.1.2.

1. The three blue cars are in the parking lot.
2. She ruined my only good pair of shoes.
3. They collected double the amount needed for the orphanage.
4. The two tall trees are a symbol for them now.
5. They were absent half the preceding month.
6. A little hot water fell on the floor.
7. These first five packages are for Mrs. Simpson.
8. They're going to be filming in Baja California all the following months until the end of the year.
9. Martha, Gerry's beautiful cousin won a scholarship to study modeling.
10. His several important enterprises demand all his time.
11. Numerous American tourists are visiting Mexico this year.
12. All the five next numbers will have a special prize.
13. Algebra was my first difficult subject.
14. We have to use double the number of apples we used for the first pie.
15. May all your present difficulties disappear in the near future.

16.2.1.

1. I want a glass of orange juice.
2. Please have a piece of cherry pie.
3. Your Christmas tree is beautiful this year.
4. He didn't turn off his car lights.
5. Where is her algebra book? It's on the table.
6. Please give me the soup spoons. (tablespoons) They are between the tea spoons and the forks.
7. Children usually love birthday cakes.
8. All the apple trees are loaded with fruit.
9. She has many photos in her photo album.
10. I need a pair of tennis shoes.
11. The desk lamp is unplugged. Please plug it in.



16.2.2.

1. Mrs. Smith made Lisa's beautiful party dress.
2. I'm going to lend you twenty silver salad forks.
3. I can't find my brother's Christmas card.
4. Our company bought five modern delivery trucks.
5. Jack went to the new gas station.
6. All the old kitchen cabinets need paint.
7. The four baby kittens are playing happily.
8. Please buy a dozen blue paper cups for me.
9. They are installing three big metal frames for the painting.
10. Sylvia's excellent piano teacher is leaving the school, and we are very sad.
11. We used all the small ice cubes.
12. The next world's fair is going to be in Africa.
13. Do you have our five theater tickets?
14. All their dirty breakfast dishes were piled up in the kitchen sink.
15. Our next two chemistry lessons are going to be long and difficult.

MODULO 16

16.3.1.

1. They are taking driving lessons.
2. This drinking fountain is out of order.
3. Our dancing shoes are black.
4. His sleeping bag is warm and comfortable.
5. I need a box of writing paper. I only have the envelopes.
6. Mrs. Brown was always in her rocking chair.
7. Little Marie has a jumping rope.
8. The water is now at the boiling temperature.
9. Their newhouse has a small swimming pool.
10. Her ironing board is behind the door.

16.4.1.

1. The new white coffee tables are for the main store.
2. I need two small silver picture frames for a present.
3. She prefers her old red sport coat.
4. Dr. Taylor performed three difficult heart operations yesterday.
5. The young man was disrespectful but truthful. (or truthful but disrespectful.)
6. Alice bought a long pink and white velvet dress.
7. Please bring me your large, thick English-Spanish dictionary.
8. I'm going to install a big automatic gas heater in this room.
9. Mrs. Wilson always gives us five delicious home-made pecan pies for our Christmas pie sale.
10. Margaret is beautiful but vain and conceited. (or conceited and vain) (or ...but beautiful).
11. She gave us all the pink, red and white roses of her garden for the table decoration. (Pink, red, white pueden ir en cualquier otro orden).
12. We saw many small, medium and big cleaning brushes in the box. (small, medium, big pueden ir en otro orden, aunque normalmente la alternativa sería orden descendente: big, medium, small).
13. John and Bill met two friendly, attractive young girls at the party yesterday. (or attractive, friendly...).

14. I heard an extraordinary and magnificent piano concert on the radio last night.

16.4.2.

1. Jane has a beautiful hand-carved wooden box.
2. We are admiring a young dancing girl.
3. Ted brought Mary a dozen fragrant white garden roses.
4. I would like a box of those colorful glass Christmas ornaments.
5. We need a warm woolen blanket.
6. She prefers soft romantic music.
7. Two shiny suits of armour were standing at both sides of the door.
8. A curious crowd was looking at the unusual artifact.
9. The pretty pink dress is for your baby girl.
10. I have to face the cold and strong wind now. It's time to leave.
11. Bill like the sunny, bright atmosphere of our living room.
12. Please try to get rid of that ugly round table.
13. Bobby's soft rubber ball is under the kitchen sink.

16.5.1.

1. The results of the contest frustrated the students. a) The results of the contest were frustrating. b) The students were frustrated.
2. The mother always surprises her children. a) The mother is surprising. b) The children are surprised.
3. The wild cat frightened us. a) The wild cat was frightening. b) We were frightened.
4. The news shocked the people. a) The news were shocking. b) The people were shocked.
5. Their irresponsibility discourages their teachers. a) Their irresponsibility is discouraging. b) Their teachers are discouraged.
6. Beauty and love inspire the poet. a) Beauty and love are inspiring. b) The poet is inspired.
7. His attitude displeases her. a) His attitude is displeasing. b) She is displeasing.
8. Long lectures bore Bill. a) Long lecture are boring. b) Bill is bored.
9. His words always convince them. a) His words are convincing. They are convinced.
10. The delegate's speech astonished me. a) The delegate's speech was astonishing. b) I was astonished.
11. That situation depresses us. a) That situation is depressing. b) We are depressed.

16.6.1.

- The ice-cream looks good.
1. The ice-cream is good
 3. John is good.
 3. John seems good.
 4. John seems intelligent.
 5. John seems quiet.
 6. They seem quiet.
 7. They remained quiet.



8. They keep quiet.
9. They keep silent.
10. They turned silent.
11. Mary turned silent.
12. Mary turned impatient.
13. We turned impatient.
14. He turned impatient.
15. He grew impatient.
16. He sounds impatient.
17. He sounds interesting.
18. It sounds interesting.
19. It sounds attractive.
20. It sounds delicious.
21. It tastes delicious.

16.7.1.

1. The man under the car is a mechanic.
2. The car in the garage is small.
3. The telephone on the table is off the hook.
4. The coat in the closet is expensive.
5. The dress with the pockets is for Helen, the dress without the pockets is for Marcia.
6. The painting beside the door is abstract.
7. I need the book between the lamp and the ashtray.
8. The truck hit the light pole at the corner.
9. The dog outside the house is happy.
10. Please take the basket with the flowers.

16.8.A-B.1.

1. The girls were dancing. The dancing girls entertained the audience.
2. The children were bored. The bored children were yawning.
3. The meat is frozen. I have to take the frozen meat out of the refrigerator.
4. The candle was burning. The burning candle illuminated the scene softly.
5. The tables were painted yesterday. The tables painted yesterday are wet. Don't touch them.
6. The papers were left on the desk. The papers left on the desk are important.
7. The boys are printing the school newspaper. We can see the boys printing the school newspaper.
8. The door swings. The swinging door is not working well.
9. The ship is sinking. The sinking ship is old and useless.
10. Louise and Sylvia are girls who work. Louise and Sylvia are working girls.
11. Lizzie has a doll that talks. Lizzie has a talking doll.
12. The liquid is cleaning the spots. The cleaning liquid is working effectively on the spots.
13. The trio sings. The singing trio pleased the audience.
14. We enclose the check. The enclosed check is to pay for the merchandise.

15. The man is wandering around the place. The man wandering around the place might frighten Ann and the children.
16. The light of the sun blinds. Don't look at the blinding light of the sun.

16.8.A-B.2.

1. Mrs. Smith loves to listen to her singing birds.
2. The handkerchief embroidered with her initials was near her purse.
3. My little daughter has a walking doll.
4. The closed windows prevented the wind from coming in.
5. The girl's dancing teacher cannot dance now.
6. I like to look at the shining stars.
7. We don't know the girl dancing with John.
8. The water boiling on the stove is for the nurse.
9. Please call the girl drawing on the wall.
10. The frightened girl began to yell.

16.8.3.

1. Which car did he buy? He bought the blue compact car near the corner.
2. What type do you need? I need the ordinary semi-automatic type with a metal case.
3. Which dog is barking? The small black dog outside the room is barking.
4. What typewriter did you order? I ordered a new portable electric typewriter.
5. In what contest did they participate? They participated in a national spelling contest.
6. Which machine is operating? Mrs. Brown's old washing machine is operating.
7. Which dress is Sylvia going to wear? She is going to wear her yellow silk evening dress.
8. Which radio is John's? The pocket size transistor radio on the shelf is John's.
9. Which girl was elected queen? The beautiful tall dark-haired girl wearing the red coat was elected queen.
10. How many new bicycles did they bring? They brought two new green bicycles.
11. Which boy cried? The frightened boy sitting beside the window cried.
12. Which dictionary do you want? I want the large English-Spanish dictionary.
13. How much water do they need? They need two gallons of boiling water.
14. Which house are they going to rent? They are going to rent the beautiful modern house at the corner.
15. Which lights did they buy for the Christmas tree? They bought small flashing lights for the Christmas tree.
16. Which shoes belong to Lucy? The red leather shoes belong to Lucy.
17. Which doll did Charles give you? Charles gave me the small Mexican doll with the lace costume.
18. Which books did they sell? They sold all the thick chemistry books.



19. Which tablecloth is for Louise? The big round damask tablecloth is for Louise.
20. How many onions do we need for the soup? We need three big chopped onions for the soup.
21. Which letters did she burn? She burned all her previous boyfriend's love letters.

Actividades complementarias

Ejercicios que debe realizar conforme aprenda las estructuras.

1. Determine y especifique por posesión, tamaño y color, diez objetos de los que le rodean.
2. Determine y especifique por cantidad, por cualidad o condición general y por material de que están hechos otros diez objetos.
3. Escriba el nombre de tres productos comerciales como SLEEPING BAGS, que esté formado por el gerundio que indica la finalidad para que sirven.
4. Encuentre tres situaciones en las cuales produce en otros la acción de verbos como INTEREST, SURPRISE, etc., y haga las oraciones correspondientes desde su punto de vista y desde el punto de vista del receptor de la acción.
5. Especifique cinco objetos usando frases con preposición.