



Módulo 1 y 2 Attached Question or Tag Questions

Objetivo:



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

- **Función de los Tag questions**

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

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

Ejemplos:

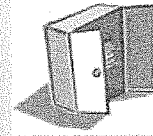
<ul style="list-style-type: none"> • Si la oración precedente es afirmativa, el tag question deberá ser negativo. 			
Affirmative	Tag question negative	affirmative answer	
↓	↓	↓	
<i>They are</i> butterflies,	<i>aren't they?</i>	Yes, they are	
<ul style="list-style-type: none"> • Si la oración precedente es negativa, el tag question deberá ser afirmativo. 			
Negative	affirmative	negative answer	
↓	↓	↓	
<i>Mr. Jones wasn't</i> at home this morning,	<i>was he?</i>	No, he wasn't	



- Formación del Tag Question en diferentes tiempos verbales

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

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



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



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



- **Pasado simple**

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

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



- **Presente simple**

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

Rabbits **run** very fast, **don't they?**
Yes, they do
Los conejos corren rápido, ¿verdad?



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



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





- **Verbos modales: can, could, should, would, may, might etc**
Cuando el verbo de mi oración es precedida por uno o mas auxiliares, el primer auxiliar se repite en el tag question

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



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



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

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



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



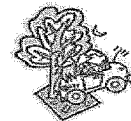
We **have** won the race, **haven't we?** Yes, we have



- **Use there is/ are/ was/ were/will be/ has/ have**
Cuando there se coloca antes del verbo TO BE, éste significa Haber y siempre se coloca antes de cualquier auxiliar.

There will , There are

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





Test 1

Choose the correct answer and complete the sentence

1.-The children _____ reading their books now, _____?

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

2.-There _____ five boxes here, _____?

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

3. - John lives in Canada, _____ he?

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

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

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

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

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

6.-Mary's never seen an elephant, _____?

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

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

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

8.-My grades have been satisfactory, _____?

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

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

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

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





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



Módulo 3 Expressions

Objetivo:

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

<ul style="list-style-type: none"> • Still (todavía o aún) <p>Indica que <u>la actividad no ha cambiado, es la misma previamente.</u></p> <p>En la forma afirmativa, still se coloca después del verbo To be y antes de otros verbos.</p> <p>He is still sick (<i>Todavía/aún está enfermo</i>)</p>  <p>He still works (<i>aún trabaja</i>)</p>  <p>En la forma negativa, still se coloca antes del verbo to be o de cualquier verbo.</p> <p>He still isn't well He still doesn't understand.</p>	<ul style="list-style-type: none"> • Anymore (Ya) <p>Indica que <u>la actividad que era previamente afirmativa, ahora cambia a negativa.</u></p> <p>Se coloca al final de la oración y siempre con oraciones en forma negativa.</p> <p>He isn't sick anymore (<i>ya no está enfermo</i>)</p>  <p>He doesn't work anymore (<i>ya no trabaja</i>)</p> 
<ul style="list-style-type: none"> • Already (ya) <p>Normalmente se refiere a periodos de tiempo cortos y se refiere a que <u>una actividad ya ha sido completada.</u></p> <p>I am hungry already (<i>ya tengo hambre</i>)</p>	<ul style="list-style-type: none"> • Yet (todavía o aún) <p>Normalmente se refiere a periodos de tiempo largos y se refiere a <u>una actividad que no ha sido completada</u></p> <p>Se coloca al final de la oración y en frases negativas e interrogativas</p>



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

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

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

He has **already** bought a car



I am not hungry **yet**.



(todavía **no** tengo hambre)

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

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





Módulo 4

Proper verbs and agent noun

Objetivo:

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

- **Prefijos y sufijos**

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

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

Ejemplo

Base: royal

Sufijo: royalty

Las derivaciones de los sufijos pueden cambiar de:

De un sustantivo a un adjetivo

Magic magical

De un adjetivo a un verbo

Sharp sharpen

De un sustantivo a un verbo

Sympathy sympathize

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

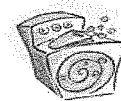
Make maker

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

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



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



Estos terminan en “er”



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

Estos terminan en "or"

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

Ejemplos con la terminación ful, oso, ado, ada

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

- **Special difficulties**

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

Ejemplos:



	sacar brillo/ bolear	The boy shines shoes every day, doesn't he?	
rise	levantarse	A man usually rises to offer a seat to the ladies.	
raise	elevantar	Tom raises the window for his mother.	
	crecer, alimentar	The farmer raises corn in his field. He also raises chickens.	
	incrementar	The boss raises my salary every year	
lie	tumbarse, echarse	The boy lies on the floor doing his homework.	
lay	poner, colocar	The boy lays his book on the floor	
sit	sentarse	Mary sits at the table now	
set	poner, colocar	She set the dishes on the table	
draw	dibujar	Dick draws the teacher on the blackboard now.	
	tirar, arrastrar	An ox draws the plough through the fields	
	obtener (dinero)	I have to draw out money from the bank today.	
	atraer	The girl is beautiful. She draws attention	



Test 3

Choose the correct answer and complete the sentence

1.-Angel, please _____ down

- a) set b) lie c) lay d) sit

2. - Did you _____ your hand?

- a) lie b) lay c) rise d) raise

3. - The bird is _____ an egg in her nest

- a) laying b) putting c) sitting d) raising

4.-Ron _____ on the grass

- a) sets b) lies c) lays d) sits

5.-Mary, please _____ your shoes

- a) shine b) lie c) lay d) set

6.-She _____ the heavy bag on the sidewalk and called a taxi

- a) set b) lie c) lay d) sit

7.- Tom _____ his arms quickly

- a) lie b) lay c) rise d) raises



Módulo 5-8 Passive voice

Objetivo:

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

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

- **En la voz activa**

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

Ejemplo:

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



- **En la voz pasiva**

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

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

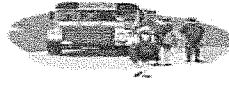
Sujeto	verbo	agente
↓	↓	↓
The Mona Lisa	was painted	by Leonardo da Vinci

- La forma verbal de la voz pasiva

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

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



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

- **Uso del Get en la voz pasiva**

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

He was hit - he got hit

It was broken - it got broken

The driver was paid- the driver got paid

They are being married- they are getting married



2.-Con algunos adjetivos



He was seasick- he got seasick

She was fat- she got fat

His mother was angry- his mother got angry



- **Especiales Dificultades con la Expresión “way”**

In this way: in this manner

In the way: obstructing

In the way: manner, following instructions

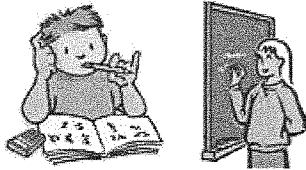
On the way: through the route taken

By the way: incidentally

In a way: to a certain extent

Ejemplos

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



Do the exercise in the way the teacher taught you.



I met John Brown on the way to the bank.



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



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





Test 4

Choose the correct answer and complete the sentence

- 1.-Are beavers _____ protected from extinction by the government now?
 a) being b) been c) going to d) able to
- 2.-Sugar _____ not _____ from honey
 a) is/ obtained b) does/ obtain c) is/ obtain d) does/ obtained
- 3.-The meal will _____ been _____ by dinner time
a) has/ prepared b) have/ prepared c) has/ preparing d) have/ preparing
- 4.-Boy scouts are _____ to recognize trees now
a) been taught b) being taught c) been teaching d) being teaching
- 5.- _____ the sweater be _____ in cold water?
a) didn't /shown b) may/ shown c) didn't/ to show d) may/ to show
- 6.- _____ would the ambassador rather be _____ to Mexico? Next month
a) how/ send b) how/ sent c) when/ send d) when/ sent
- 7.- _____ the building going _____ ? On Elm Street
a) How will/ to construct b) How are/ to be constructed
 c) where will/ to construct d) where are/ to be constructed
- 8.-The thief was _____ by the policemen
a) catch b) caught c) catches d) catching
- 9.-The china cups were _____
a) break b) broke c) breaking d) broken
- 10.-The book _____ be _____ when we get to the last page
a) will/ finish b) is going/ finish c) will/ finished d) is going/ finished



Módulo 9

Connectors: "and...too", "and...either" and "but"

Objetivo:

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

andtoo y and so.....

- El uso de "and.....too" en estructuras afirmativas.

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

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

and.....too

and so.....

Auxiliar positivo

Auxiliar positivo

Auxiliar positivo

Auxiliar positivo



Mary is hungry **and**

Alice is **too**

Mary is hungry **and so** is Alice

(María tiene hambre y Alicia también)



Observe como funciona con los tiempos verbales

- **Presente del verbo To be y presente continuo**

Auxiliary: Am, is, are

Ejemplo: The horse is big and the cow is too



- **Pasado del verbo To be y pasado continuo**

Auxiliary: Was/ were

Ejemplo: Angel was playing football and Andrea was too





- **Futuro simple**

Auxiliary: Will- will

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



- **Presente y pasado perfecto**

Auxiliary: Has/have- has/ have

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



- **Verbos modales**

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

Ejemplo: You can stay here and he can too

¡Importante!

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

- **Presente simple**

Auxiliary: do/ does

Ejemplo: My brother wears glasses and my boyfriend does too



- **Pasado simple**

Auxiliary: did

Ejemplo: Marina sang and Margarita did too





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

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

and ...either

and neither.....

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

Auxiliar negativo	Auxiliar negativo	Auxiliar negativo	Auxiliar positivo
↓	↓	↓	↓
Mary isn't hungry	and Alice isn't either	Mary isn't hungry	and neither is Alice
(Maria no tiene hambre y Alicia tampoco)			

Otros ejemplos:

Jake didn't go to work and Peter didn't either
Don doesn't play the piano and David doesn't either
Norma wasn't in school today and Olga wasn't either
Joyce can't walk and Morris can't either

either...or and either...nor

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

Ejemplo:

Alice is **either** sick **or** tired
(Alicia **o** está enferma **o** está cansada)



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

Ejemplo:

The girl is **neither** sick **nor** tired
(La niña **ni** está enferma **ni** está cansada)





but

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

Auxiliar positivo

Auxiliar negativo



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

Auxiliar negativo

Auxiliar positivo



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

Otros ejemplos:

John was here but Mary wasn't

Betty invited her but I didn't

She needs money but I don't

She will give a demonstration but I won't

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

This exercise is short but the other one isn't

He can't send a telegram but I can



Test 5

Choose the correct answer and complete the sentence

1. - She did her Christmas shopping early _____ I did _____

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

2.-He was watching TV _____ they ^{were} was _____

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

3. - Margarita sang _____ did Marina.

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

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

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

5.-David might not walk soon and _____ you

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

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

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

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

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



Módulo 10 y 11

Relative words

Objetivo:

El estudiante formulará oraciones usando las palabras relativas.

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

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

A mi cláusula principal se le añadirá una cláusula dependiente.

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

Ejemplo

Oración principal

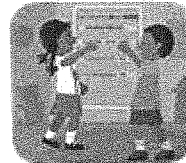
Jane is the girl

Oración dependiente

who sees Jerry now

Idea completa

Jane is the girl who sees Jerry now



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

Estas palabras relativas pueden ser los siguientes:

The relative pronouns are:

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

The relative Adverbs are:

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



The relative adjective is:

Whose (Personas, cuyo/cuya)

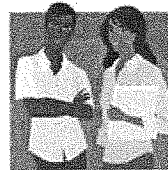
Adjetival clause

Adjetival clause

◆ Cláusulas adjetivas

Otros ejemplos

Frankfurt is the man that I talked to you about



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



En preguntas:

Is the man who flies that airplane an expert?

Do you know the costumer to whom I spoke?

Do you know the customer that I spoke to?

Noun clause

◆ Cláusulas sustantivas

Subject clauses

Como oraciones subjetivas

Ejemplo

What you ordered, has arrived



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



Whoever was here, left this room a mess.





Object clauses
Como oraciones objetivas

I saw *who was in the other room*

I know *what he has just finished*

I can imagine *for whom the flowers are*



¡importante!

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

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

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



Test 6

Choose the correct answer and complete the sentence

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

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

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

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

3.-Tomorrow is the day _____ we go swimming

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

4.-I know a lady _____ speaks five languages

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

5.-The man _____ you spoke to is my teacher.

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

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

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

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

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

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

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

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

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

10. - The man _____ laughed very loudly.

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



11.-The two places _____ were Washington and New York.

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

12.-She gave me a gift _____

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

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

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

14.-The ideas _____ are revolutionary.

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

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

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

16. - _____ he said I didn't hear.

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



Módulo 12 Connecting words for noun clauses

Objetivo:

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







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

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

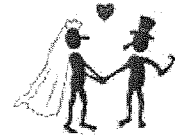
Las principales conjunciones subordinantes son **that and whether or not**.

Subordinating conjunctions

Noun clauses

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

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



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

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

Ejemplo

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

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

- **Nominalización: IT**

La nominalización con cláusulas sustantivas formadas por:

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

Noun+ that

Verb+ that

Ejemplos

Adjective

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

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

It is important to her weight how much she eats.

Noun

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

It was a disgrace how he tore his clothes.

It seems a shame where he lives

Verb

It pleased me that you subscribe to Time magazine.

It worries me that the roof will leak.

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

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

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

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

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

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

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

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

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

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

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

6.-It is commendable _____ children respect their parents

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

7.-I'm sure _____

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

8.-I don't remember _____

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

9.-I don't know _____

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

10.-I can't imagine _____

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



Módulo 13 y 14
Connecting words for adverbial clauses

Objetivo:

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

En este módulo, estudiaremos otros tipos de conectores

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

Ejemplos

Time: when?

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



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



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



Peter was crying **when** I arrived



Frequency: how soon?

As soon as he gave the explanation, Betsy understood it



Place: Where?

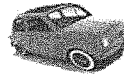
He wanted to stay **where** he had met a nice Mexican girl.



Cause: why?

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

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



Because of + noun

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

Because of + ing

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



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



Purpose: why?

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

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



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



Illogical or unexpected results

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

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

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

even though he was sick.

In spite of his being sick.



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



Provision

Provided I have a vacation, I will go with you

Condition

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

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

Comparison: how?

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



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

She acted **as though** her stomach ached

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

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



Test 8

Choose the correct answer and complete the sentence

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

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

2.-Many things have happened _____ I got married.

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

3.-I'll wait here _____ 9:00

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

4.-Please, stay here _____ I come back.

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

5.-She's setting the table _____ I'm preparing lunch

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

6.-We're going to the circus _____ your father arrives.

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

7.-I'll work on my thesis _____ I finish it

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

8.-I see Peter _____ I can.

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

9.-I brush my teeth _____ I have my meals.

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

10.-You never appreciate what you have _____ you lose it.

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



Módulo 15 Uses of “so...that and such a.....that”

Objetivo:

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

La expresión so.....that se usa:

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

Ejemplo

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



- Con adverbios como: formally, fast, rapidly, carefully, etc.

Ejemplo

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



- Con palabras cuantitativas como: much, many, little, few

Ejemplo

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



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



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

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

Ejemplos

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



He was such a beautiful shirt she bought it



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



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





Test 9

Choose the correct answer and complete the sentence

- 1.-It was _____ hot _____ the man took off his coat.
a) so/ than b) such a/ than c) so/ that d) such a/ that
- 2.-The small car was _____ expensive _____ he couldn't buy it
a) so/ than b) such a/ than c) so/ that d) such a/ that
- 3.-The lake was _____ wide that we can't swim across.
a) such b) so c) since d) while
- 4.-They made _____ much noise _____ we didn't hear the telephone ring.
a) so/ than b) such a/ than c) so/ that d) such a/ that
- 5.-It was _____ formal boy _____ he always wore a coat.
a) so/ than b) such a/ than c) so/ that d) such a/ that
6. - They were _____ obedient boys _____ they went to bed at 9.
a) such a/ that b) so/ that c) such/ that b) so/ than
- 7.-It was _____ interesting museum that it had many visitors.
 a) such a b) so a c) such an d) so an
- 8.-She was _____ nice girl _____ I invited her to the party.
a) so/ that b) such a/ that c) so/than d) such a/ than
- 9.-The house has _____ many windows that it looks like a hotel
a) such a b) as c) so d) still
- 10.-Mike is _____ careless _____ he fell into the water.
 a) so/ that b) such a/ that c) so/ than d) such a/ than



Módulo 16

Conjunctive adverbs

Objetivo:

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

La función de estos adverbios es unir dos oraciones independientes.

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

Ejemplo

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



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



Ejemplo

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

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

Ejemplo

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





Evaluation partial 10

Choose the correct answer and complete the sentence

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