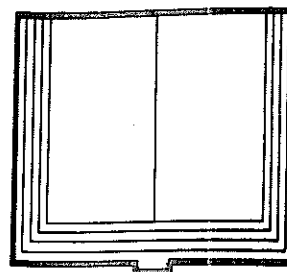




CVE
10



PREPARATORIA

abierta

SEP

**Preparatoria
Abierta**

Inglés I Libro
Primer semestre

SEP

SEP

ISBN 970-18-0580-1



9 789701 805800

Inglés I Libro
Primer semestre



Inglés I

PREPARATORIA ABIERTA



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:

INGLÉS I
UNIDADES I-VIII

AUTORES: Idolisa Salazar de Doria
Esperanza Tamez de Garza
Hazel Valdéz Von Nacher
Ma. del Rosario Ortega A.
Rosalina Resendez de V.
Sara Rodríguez de Villarreal

REVISÓ: Ma. del Rosario Argüelles

COLABORÓ: Irma Hinojosa

La educación es 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.

ISBN-970-18-0580-1

SEP, 1983
DERECHOS RESERVADOS



Indice

Introducción	13
UNIDAD I	
Objetivos generales	21
Introducción. Indicaciones para el manejo de esta unidad.	22
Clave de símbolos empleados en la Unidad I	24
Módulo 1	25
Objetivos específicos	25
Contenido: Sección de conversación. Saludos. Presentaciones. Identificación de objetos singulares. Contracción de IT IS - IT'S. Identificación de objetos que no tienen unidad.	26
Módulo 2	39
Objetivos específicos	39
Contenido: Pronunciación de los sonidos de plural [s], [z] e [ɪz]. Identificación de objetos plurales. Contracción de THEY ARE - THEY'RE. Identificación de objetos por número. Identificación de objetos masivos (los que no tienen unidad), en referencia cuantitativa.	40
Respuesta a los ejercicios	55
Actividades complementarias	64
UNIDAD II	
Objetivos generales	67
Introducción. Indicaciones para el manejo de esta unidad.	68
Clave de símbolos empleados en la Unidad II	69
Módulo 3	70
Objetivos específicos	70
Contenido: Sección de conversación. Pronunciación de los sonidos de posesión [s] [z] e [ɪz]. Identificación de objetos mediante interrogación total. Formas de respuesta. Numeración del 21 al 60. Decenas. Indicación de la hora.	72



Módulo 4	86
Objetivos específicos	86
Contenido: Identificación de personas. Relaciones de parentesco. Identificación por relaciones de parentesco. Identificación de personas por su posición en el diálogo. Identificación de personas y cosas indicando pertenencia	87
Respuesta a los ejercicios	108
Actividades complementarias	117
 UNIDAD III	
Objetivos generales	121
Introducción. Indicaciones para el manejo de esta unidad.	122
Clave de símbolos empleados en la Unidad III	123
Módulo 5	124
Objetivos específicos	124
Contenido: Sección de conversación. Ubicación de objetos. IN, ON, AT. Ubicación de objetos. BESIDE, OUTSIDE. Ubicación de objetos. IN FRONT OF, IN BACK OF (BEHIND). Ubicación de objetos. ABOVE, BELOW. Ubicación de objetos. OVER, UNDER.	125
Módulo 6	143
Objetivos específicos	143
Contenido: Ubicación de objetos. BETWEEN, AMONG. Ubicación de objetos. ACROSS, ALONG. Ubicación de objetos. NEAR, FAR FROM. Ubicación de objetos en relación con el hablante. Ubicación geográfica. Procedencia geográfica. Lugar de origen.	144
Respuesta a los ejercicios	159
Actividades complementarias	164
 UNIDAD IV	
Objetivos generales	167
Introducción. Indicaciones para el manejo de esta unidad.	168
Clave de símbolos empleados en la Unidad IV	169

Módulo 7	170
Objetivos específicos	170
Contenido: Sección de conversación. Pronunciación de formas interrogativas. Sonidos [h] y [hw]. Descripción señalando características o cualidades. Descripción señalando la característica color. Descripción señalando estado o condición.	172
Módulo 8	191
Objetivos específicos	191
Contenido: Clasificación de personas por su ocupación. Clasificación de personas por su nacionalidad, sexo, edad, etc. Clasificación no personalizada por origen geográfico.	192
Respuesta a los ejercicios	200
Actividades complementarias	208
 UNIDAD V	209
Objetivos generales	211
Introducción. Indicaciones para el manejo de esta unidad.	212
Clave de símbolos empleados en la Unidad V	213
Módulo 9	214
Objetivos específicos	214
Contenido: Sección de conversación. Para pedir que se realice un acto o se tome una actitud. Para pedir que no se realice un acto o no se tome una actitud.	215
Módulo 10	227
Objetivos específicos	227
Contenido: Para pedir la realización colectiva de un acto o la toma colectiva de una actitud en los que se incluye el hablante. Para pedir que no se realice un acto en forma colectiva o no se tome una actitud colectiva, incluyéndose el hablante. Para indicar el modo de realizar la acción.	228
Respuesta a los ejercicios	242
Actividades complementarias	250



UNIDAD VI

Objetivos generales	253
Introducción. Indicaciones para el manejo de esta unidad.	254
Clave de símbolos empleados en la Unidad VI	255
Módulo 11	256
Objetivos específicos	256
Contenido: Sección de conversación. Pronunciación de sonido [ɲ]. Para describir la acción en el momento en que está sucediendo. Para preguntar por la actividad de alguien o algo en el momento del habla. Interrogación total referida a la actividad en el momento de efectuarse. Formas de respuesta.	257
Módulo 12	270
Objetivos específicos	270
Contenido: Para indicar la acción de dirigirse a un lugar. Para indicar en quién o en qué se completa la acción. Para preguntar en quién o en qué se completa la acción y contestar a esa pregunta.	272
Respuesta a los ejercicios	287
Actividades complementarias	296

UNIDAD VII

Objetivos generales	299
Introducción. Indicaciones para el manejo de esta unidad.	300
Clave de símbolos empleados en la Unidad VII	301
Módulo 13	302
Objetivos específicos	302
Contenido: Sección de conversación. Pronunciación de los sonidos de las terceras personas del presente singular de los verbos [s] [z] e [ɪz]. Para indicar que una acción o un hecho se da habitual, permanente o periódicamente. Expresiones de tiempo que implican que la acción a la que se refieren se repite periódicamente. Palabras que señalan extensiones determinadas de tiempo. Algunas palabras que indican el grado de habitualidad o frecuencia de las acciones o hechos.	304

Módulo 14	322
Objetivos específicos	322
Contenido: Para expresar una inclinación habitual o circunstancial o indicar carencia. Para indicar que una acción, una inclinación o una carencia no se dan habitual, permanente o periódicamente. Para indicar que no se da un determinado grado de habitualidad o frecuencia.	323
Respuesta a los ejercicios	338
Actividades complementarias	349

UNIDAD VIII

Objetivos generales	353
Introducción. Indicaciones para el manejo de esta unidad.	354
Clave de símbolos empleados en la Unidad VIII	355
Módulo 15	356
Objetivos específicos	356
Contenido: Sección de conversación. Para preguntar si una acción, una inclinación, una posesión o una carencia se dan habitual, permanente o periódicamente. Formas de respuesta. Para preguntar con qué frecuencia se da una acción, una inclinación, una carencia o una circunstancia. Para preguntar si una acción, inclinación, carencia o circunstancia se da con una determinada frecuencia. Formas de respuesta.	359
Módulo 16	379
Objetivos específicos	379
Contenido: Para pedir información sobre un complemento o circunstancia de la acción o hecho a que hace referencia el verbo. Para preguntar quién ejecuta o a quién o a qué se atribuye la acción del verbo o el hecho a que se refiere el verbo.	381
Respuesta a los ejercicios	394
Actividades complementarias	410

APENDICES

Apéndice I. Alfabeto fonético y descripción de los sonidos.	413
---	-----



Apéndice II. Algunas indicaciones sobre acentuación, ritmo y entonación en inglés.	428
Apéndice III. Clave de símbolos y resumen de estructuras de las unidades I a VIII.	432

Introducción

Al poner en las manos de los estudiantes este libro, así como los demás que integran la serie, lo hacemos con el deseo y la esperanza de que les sea útil para la adquisición de la lengua inglesa. Si aprender una lengua es abrirse un campo riquísimo de posibilidades: de comunicación personal directa, de multiplicidad de lecturas (literarias y de información), de diferentes tipos de manifestaciones artísticas, de más amplias y seguramente mejores oportunidades de trabajo, esto es cierto, y especialmente aplicable en las circunstancias actuales, en el caso del inglés.

Con el fin de que puedan obtener de este texto el mayor fruto posible, queremos hacerles algunas consideraciones de tipo general sobre el inglés en comparación con el español, y algunas indicaciones específicas sobre la organización y manejo del texto y del curso.

1. EL INGLÉS Y EL ESPAÑOL SON LENGUAS DISTINTAS E INDEPENDIENTES UNA DE OTRA

Toda lengua es un sistema de símbolos orales utilizados por un determinado grupo social para expresar su visión y su comprensión del mundo y para comunicarse entre sí. Cada lengua tiene sus propios signos y sus propias características, que la constituyen en forma independiente y distinta de todas las demás lenguas. El inglés y el español son lenguas distintas e independientes una de la otra. Pretender aplicar a una de ellas exactamente las formas lingüísticas que funcionan para la otra, puede conducir a graves errores.

Por vía de ejemplo veamos lo que ocurre aun en casos de gran similitud, en todos los niveles de la lengua: sonidos, vocabulario, ritmo y entonación, estructuras.

a) **Sonidos.** Aunque para escribir el inglés y el español utilizamos prácticamente el mismo alfabeto, estamos ante dos realidades de sonidos totalmente diferentes (pese a la coincidencia en el caso de algunas consonantes). Bástenos recordar cómo pronuncia un turista común de habla inglesa la palabra naranja para tener plena conciencia de la diferencia en sonidos. Ni siquiera cuando las palabras se escriben igual en ambas lenguas, se pronuncian igual: Ej. radio en inglés ['rei-di-o], en español ['ra-jo]. Es importante también notar que hay ciertas combinaciones de sonidos que se dan en inglés y no en español, por ejemplo **st**, en **star**, que en español lleva una **e** de apoyo: estrella.

b) **Vocabulario.** A pesar de que por razones históricas y por influencias y préstamos mutuos, hay entre el inglés y el español un gran número de palabras muy similares, queda un vasto número de vocablos totalmente distintos entre una lengua y la otra. Pero aun en el caso de palabras muy similares, o hasta idénticas, es posible que no cubran exactamente el mismo campo de significado. De nuevo se puede utilizar el ejemplo de la



palabra radio que en español significa: 1. Recta que une el centro del círculo con un punto de su circunferencia, 2. hueso del brazo, 3. metal, 4. abreviatura de radiofonía, 5. aparato radiorreceptor; mientras que en inglés sólo cubre los significados 4 y 5, ya que para el 1 y el 2 existe la palabra **radius** y para el 3, la palabra **radium**. Por otra parte, la palabra **radio** es también verbo en inglés, y además, como la mayor parte de los sustantivos, puede tener, y de hecho tiene, función adjetiva.

c) **Ritmo y entonación.** El ritmo depende en buena parte, aunque no exclusivamente, del mayor o menor énfasis o fuerza con que se pronuncian algunas sílabas. En español, todas las sílabas, acentuadas e inacentuadas, tienen valor rítmico; en inglés todas las sílabas inacentuadas se agrupan en función de las acentuadas, y son éstas solamente las que tienen valor rítmico. Mientras más sílabas inacentuadas se agrupen en función de una que lleve acento primario (el más fuerte), más rápidamente se pronuncian y más indistintas son las vocales que les sirven de núcleo. En el Apéndice II de este texto hay un ejemplo de cómo se van agrupando las sílabas en función del acento primario de la sílaba que marca el ritmo de la frase. Tomemos solamente la última parte de este ejemplo: **He is an extraordinarily good doctor**, en que sólo se hace valer para el ritmo la sílaba inicial de **doctor**, mientras que en la frase equivalente de español: **Es un doctor extraordinariamente bueno**, se hacen valer los acentos de **doctor**, **extraordinariamente** y **bueno**, pero además todas las sílabas no acentuadas cuentan también, cada una por sí misma, y no agrupadas. En cuanto a entonación, en español hay tres tonos básicos, mientras que en inglés hay cuatro, y el tono general de la lengua española es más grave. Como un ejemplo veamos la frase de saludo para dar los buenos días; español: buenos días, inglés: **good morning** que representados más o menos como notas musicales quedarían así:



En español, en frase aseverativa, el tono sube en el primer acento y baja en el último, en inglés se mantiene a un nivel uniforme bajo (más alto sin embargo que en español), hasta la sílaba con acento primario que marca el ritmo de la frase, allí sube más que en español, y luego baja como en español.

d) **Estructuras.** Las del inglés son rígidas, es decir, cada clase de palabras ocupa un determinado lugar, y sólo ese, en un patrón estructural; las del español son flexibles. Por ejemplo, la frase **John is here**, puede tener alteraciones de entonación, si quiere dársele un distinto matiz de significado, pero **no puede alterarse en su estructura**; la frase correspondiente en español **Juan está aquí**, puede también ser **Aquí está Juan**, **Está aquí Juan**, **Juan aquí está**, en que las frases expresan matices distintos de significado, tanto por el orden de las palabras, cuanto por el énfasis que se dé a cada una al pronunciarlas, pero básicamente todas afirman lo mismo. Además, hay muchísimos casos en que a un mismo significado corresponden en cada lengua estructuras totalmente distintas. Por ejemplo,

una persona, para expresar que tiene la sensación de necesitar comer alimentos, en inglés dirá **I am hungry**, en español **Tengo hambre**, es decir, en inglés utilizará el pronombre, una forma del verbo **to be** y el adjetivo **hungry**, mientras que en español no utilizará el pronombre, y se servirá de una forma del verbo tener con el sustantivo hambre como complemento.

2. PARA APRENDER INGLÉS EFECTIVAMENTE ES NECESARIO EVITAR LA INTERFERENCIA DEL ESPAÑOL

Las diferencias entre el inglés y el español son lo suficientemente importantes para comprender que todo intento de utilizar el español como base para hacer construcciones en inglés (en sonidos, entonación y estructuras sintácticas sobre todo, no tanto en vocabulario), anulará o por lo menos retardará, el aprendizaje de esta lengua, y que es necesario hacer un esfuerzo para tratar de introducirse directamente en ella. Por tal razón, en este curso nos hemos propuesto que la adquisición de los patrones del inglés vaya respondiendo a situaciones concretas, de manera que el alumno aprenda a utilizarlos ante estímulos reales. Claro que no bastará tener la presentación de cada uno de los patrones, y entender en qué situación se usan, sino que será necesario repetirlos una y otra vez, hasta que se logre el proceso de automatización que requiere toda lengua. Para esto el alumno necesita estar firmemente persuadido de que "la práctica hace al maestro", y no sólo realizar fielmente los ejercicios del texto y del cuaderno de trabajo hasta donde su interés, su tiempo y sus circunstancias especiales lo permitan, sino además buscar cuantas oportunidades de práctica le sea posible.

3. ORGANIZACION Y MANEJO DEL CURSO Y DEL TEXTO

Este texto es la parte primordial y básica de un primer curso de inglés, que consta también de una parte oral que se dará por televisión para los alumnos de la Preparatoria Abierta o directamente en clase, por el maestro.

En esta parte oral, se dará naturalmente un énfasis mayor a la pronunciación y entonación, pero también de manera importante, se reforzarán los patrones estructurales y conversacionales del texto, dándoles mayor vitalidad. Como una ayuda, desgraciadamente muy limitada, para que el estudiante pueda trabajar un poco por su cuenta también en el aspecto oral, este texto lleva tres apéndices: el No. I con un alfabeto fonético del inglés y una breve descripción del sonido representado por cada símbolo; el No. II con algunas indicaciones sobre acentuación, ritmo y entonación en inglés; y el No. III presenta las claves de los símbolos usados en los esquemas estructurales; así como los resúmenes de las estructuras contenidas en las unidades que forman el texto.

Las ocho unidades de que consta el texto están constituidas siguiendo el mismo ordenamiento. Cada una de las cuales contiene:

A) Objetivos generales, cuya finalidad consiste en determinar lo que se pretende lograr con el estudio de cada una de ellas.



B) Indicaciones para el manejo de la unidad. Además, cada unidad contiene dos módulos, los cuales a su vez presentan la siguiente estructura:

- 1) Objetivos específicos, que desglosan los objetivos generales de la Unidad.
- 2) Contenido, cuyo desarrollo se refiere a la presentación del tema, en la forma siguiente:
 - a) Una breve conversación para memorizar.
 - b) La presentación y práctica, generalmente contrastada de sonidos (no en todas las unidades hay este punto).
 - c) La presentación y práctica de estructuras básicas, todas aproximadamente en la misma forma:
 - i) Ejemplos ilustrados en donde se encuentra aplicada la estructura en cuestión.
 - ii) Señalamiento de los elementos que integran la estructura.
 - iii) Ejercicios de aplicación, afianzamiento y autoevaluación. Cada estructura lleva el número de la unidad y el que le corresponde en el orden de presentación. Ej. 5.1 (Unidad 5, 1a. estructura) y cada ejercicio llevará los números de unidad y estructura, y el que le corresponda de orden, Ej. 5.1.1. (Unidad 5, 1a. estructura, ejercicio 1).
- 3) A cada unidad del texto corresponde también una serie de ejercicios de aplicación, afianzamiento y autoevaluación integrados en un Cuaderno de Trabajo que acompaña al texto. Estos ejercicios pueden ser iguales a los del texto, en cuyo caso llevarán exactamente los mismos números de identificación que ellos (Ej. 5.1.1.), o pueden ser especiales y sólo llevar el número de unidad y el de estructura (Ej. 5.1.).
- 4) Actividades complementarias, que le servirán de refuerzo en el aprendizaje de una unidad o un módulo específico.

Para un mayor aprovechamiento del curso y del texto se sugiere la siguiente metodología:

1o. **Para la conversación.** a) Estudiar los esquemas de entonación que se marcan en cada conversación, tratando de aplicar a ellos las indicaciones dadas en el apéndice sobre entonación. b) Si se cuenta con la ayuda de una persona que sepa pronunciar bien el inglés; pedirle que lea la conversación, y tratar de imitarla al reproducir los sonidos y la entonación. c) Escuchar atentamente los programas de televisión y repetir imitando la pronunciación y la entonación con la mayor fidelidad posible. Las conversaciones no se reproducen exactamente en las mismas situaciones en los programas de

televisión y en el texto, y en algunos casos se presentan con variantes, pero todas las frases de la conversación del texto son fielmente dichas en un momento u otro del programa y hay que reconocerlas y percibir cómo son enunciadas. d) Memorizar cada una de las conversaciones, con el fin de ir adquiriendo el ritmo y la entonación de la lengua.

2o. **Para los sonidos.** Cuando se trate de **contraste** entre dos sonidos, buscar en el diccionario la transcripción fonética de por lo menos las cuatro primeras palabras de cada grupo (todas, si es posible), consultar en la lista descriptiva de los sonidos cómo se pronuncian los que se están contrastando, y luego pronunciar alternadamente las palabras de uno y otro grupo, fijándose cómo difieren precisamente en esos sonidos.

Cuando se trate de palabras de una clase especial, como las interrogativas, buscarlas todas en el diccionario para conocer su transcripción fonética. Cuando se trate de terminaciones que indican posesión, plural, pasado, etc.; buscar en la lista descriptiva de sonidos cómo se pronuncia cada una de ellas, y luego decir las palabras que las llevan, cuidando bien de destacar cada terminación. Como en la conversación, si se cuenta con la ayuda de una persona que pronuncie bien el inglés, pedirle que lea las palabras de cada grupo, en el caso de los sonidos contrastados, que las lea alternadamente también. Luego repetirlas lo más fielmente posible. En todos los casos, escuchar y ver los programas de televisión, poniendo especial atención en la forma como se pronuncian las palabras de los ejercicios de pronunciación, y en general todas, y repetirlas con la mayor exactitud posible.

En todas las ocasiones en que se consulte una palabra en el diccionario, tratar de leer su transcripción fonética, para irse familiarizando con los símbolos y con los sonidos que representan. Buscar en el apéndice correspondiente los sonidos que no se conozcan.

3o. **Para el vocabulario.** A grandes rasgos podemos pensar en dos tipos de vocabulario. Uno, el de las palabras que utilizamos, sobre todo, considerando su función; y otro, el de las palabras que utilizamos, sobre todo, considerando su contenido. En la frase **It is a garden**, las tres primeras palabras están utilizadas por su función, y la última, **garden**, está utilizada por su contenido. Las del primer tipo son las que necesitamos aprender primero, porque constituyen, por así decirlo, los puntos de apoyo de la estructura de la lengua, y son, además, comparativamente muy reducidas en número. Las del segundo tipo, las de contenido, constituyen los núcleos de significado, y nos interesa aprenderlas conforme las vayamos necesitando según las realidades a que queramos referirnos al hablar. En otras palabras, utilizando la frase citada **It is a garden**, hay un número enorme de objetos que podríamos desear identificar o clasificar, pero siempre tendremos que emplear las palabras **It is a (...)** si el nombre del objeto es singular y no se inicia con sonido vocálico. Al comenzar nuestro estudio de la lengua, es lógico que debamos aprender muy bien las palabras que tienen forzosa-mente que formar parte de una estructura dada, y luego las demás. Nuestro texto tiene un número relativamente grande de palabras de este último tipo, básicamente empleadas para ejemplificar con cierta amplitud y para darle variedad a los ejercicios. Es claro que se irán aprendiendo primero



las que tienen mayor uso, y que además el alumno, por su cuenta, buscará en su diccionario y aprenderá las que él necesite utilizar para referirse a las realidades que lo rodean. El uso del diccionario es esencial y especialmente útil cuando se trata de palabras que utilizemos por su significado; el uso del texto es esencial y especialmente útil cuando se trata de palabras que utilizemos por su función. Todo alumno que tome este curso deberá tener y emplear un diccionario.

4o. **Para las estructuras.** a) Ver siempre primero por el enunciado de presentación, qué actividad básica se está sugiriendo: identificar, clasificar, describir, pedir, afirmar, negar, expresar emoción, etc. b) Estudiar los ejemplos para encontrar en ellos la actividad básica sugerida. c) Estudiar y analizar cuidadosamente la sección denominada "OBSERVE" y aprender el orden que deben llevar las palabras en la estructura que se está estudiando, el cual, por ser el inglés una lengua de estructuras rígidas, será invariable, salvo contados casos. d) Aplicar y afianzar estas estructuras, así como el vocabulario, tanto como sea posible, en los ejercicios, tratando siempre de vitalizarlos, de hacerlos vivos. e) Comparar las respuestas propias con las de las hojas de respuesta, corregir los errores cometidos y analizarlos para ver si no se han entendido las observaciones sobre la estructura, si ha sido un descuido o ha habido falta de práctica y tratar de poner el remedio adecuado. f) Hacer una autoevaluación del trabajo propio y del aprendizaje logrado.

Los ejercicios de las Hojas de Trabajo pueden realizarse de dos maneras: inmediatamente después del ejercicio correspondiente del texto, cuando coinciden exactamente, inmediatamente después de cada estructura, o al final de toda la Unidad. Las dos primeras formas suponen un mayor refuerzo inmediato; la última permite una mejor autoevaluación.

Cabe recomendar la realización de los ejercicios en forma tan repetitiva y tan completa como sea posible por el tiempo, o tan amplia como sea necesaria según los conocimientos previos. Mientras más se repitan, consciente y cuidadosamente las estructuras, mientras más las palabras y las estructuras se vayan haciendo familiares y se vayan automatizando por la práctica, tanto mejor, una vez más insistimos en que "la práctica hace al maestro" y para la adquisición de una lengua, es indispensable.

La tarea es pesada, se necesita trabajar mucho para obtener el máximo fruto, pero si se realiza con fidelidad el esfuerzo diario, entonces comparativamente pequeño, se llegará con más facilidad y aun con más efectividad, a los resultados apetecidos, así lo deseamos, y así lo esperamos al entregarles este libro.

UNIDAD I



Objetivos generales

Al terminar de estudiar esta unidad, el alumno:

1. Utilizará tanto las formas **It is...** y **They are...** con sus contracciones **It's...** y **they're...** en todas las estructuras de identificación.
2. Identificará por su nombre con una exactitud del 70%, los objetos que aparecen en la unidad.
3. Identificará si los objetos descritos en la unidad tienen número, y si tienen, cuándo es singular o plural.
4. Identificará qué objetos se refieren a unidades de peso, medida o volumen y cuáles son nombres de recipientes que pueden servir para cuantificar objetos masivos, como **box, cup, glass, spoon**, o palabras que indican porción, como **slice**, que también sirven para cuantificar objetos masivos.



Introducción

Indicaciones para el manejo de esta unidad

SECCION DE CONVERSACION

Si tiene la cinta grabada que reproduce oralmente la unidad, repita y memorice la conversación como allí se le indica. Si no la tiene, ni tiene un maestro o asesor que lo ayude en este punto, recurra a una persona que hable inglés y repita cada frase de la conversación imitando lo más fielmente posible su manera de pronunciar cada frase.

No separe las palabras, dígalas en frases. Agrúpelas en torno a las que llevan mayor fuerza según se indica en los patrones de entonación. Consulte el Apéndice II de este libro sobre el significado de las líneas que aparecen donde dice INTONATION PATTERN, en cada conversación.

SECCION DE PRONUNCIACION

Se ocupa de algunos sonidos o combinaciones de sonidos especialmente difíciles para el estudiante de habla hispana, o que ofrecen particularidades que hay que destacar. Apréndalos lo mejor posible, son clave para hablar bien el inglés.

En esta unidad, estudie los sonidos (s) y (z) y la combinación (iz). Busque en el Apéndice I, las indicaciones de cómo se pronuncian (s) y (z), y luego pronuncie las dos listas de palabras que llevan uno u otro sonido. Observe que pueden ir en posición inicial, intermedia y final.

Estudie las reglas que le dicen cómo pronunciar los plurales de las palabras, según si el sonido en que terminan es sordo o vibrado, o si además de sordo o vibrado es sibilante. Para mejor comprensión de lo que significan estos términos, consulte el Apéndice I. Pronuncie las tres listas de plurales que aparecen en la unidad, los que terminan en el sonido (s), los que terminan en el sonido [z] y los que terminan en los sonidos [iz]. Repita lo más fielmente posible la forma en que todas las palabras se pronuncian en la cinta grabada correspondiente, o como las pronuncie su maestro o asesor o quien le esté ayudando con la pronunciación. Si no tiene ninguna de estas formas de orientarse en la pronunciación, busque la pronunciación de cada palabra en un diccionario que tenga alfabeto fonético internacional, auxiliándose con el Apéndice I podrá interpretar los símbolos.

No sólo para la sección de pronunciación, sino para todo el libro, trate de imitar fielmente los modelos de pronunciación de que disponga.

SECCION DE ESTRUCTURAS Y VOCABULARIO

Recuerde que los puntos de estudio llevan dos números, separados por un punto. El primero es el de la unidad, y el segundo el de la secuencia de los puntos de estudio dentro de cada módulo.

Analice cuidadosamente lo que se le propone en cada punto de estudio y observe cómo se aplica en los ejemplos ilustrativos correspondientes. Lea y estudie cuidadosamente el cuadro denominado OBSERVE. Los esquemas estructurales le sirven para entender qué elementos está manejando y en qué orden.

Ya está listo para hacer los ejercicios. Recuerde que éstos llevan tres números, separados por puntos: el de la unidad, el de secuencia del punto de estudio y el de orden del ejercicio. Por ellos, los podrá localizar en las hojas de respuestas al final de la unidad.

Recuerde que no debe ver las respuestas sino hasta haber hecho el ejercicio.

Lea las instrucciones de cada ejercicio y analice qué debe precisamente ejercitar al hacerlo. **No haga los ejercicios mecánicamente.**

Si tiene mucha duda al hacer un ejercicio, y ya releyó las instrucciones, los ejemplos y la sección de "OBSERVE", resuelva sólo una parte pequeña del ejercicio y luego coteje sus respuestas con las hojas de respuestas. Si lo hizo bien, siga adelante, si no, observe cómo debió responder y vea en qué radica su error. Para esto, le sirve mucho entender cómo es la estructura oracional que se le propone en cada punto. Los esquemas estructurales de cada tipo de oración vienen dentro de la unidad, en la que se estudian específicamente, y al final, en el Apéndice III, en forma de resumen. También en este apéndice y en cada unidad la clave de los símbolos, que ha habido necesidad de emplear para abreviar, con traducción al español. Salvo indicación contraria, los ejercicios deben hacerse con el 100% de acierto o muy aproximadamente.

Procure hacer los ejercicios que se le sugieren y que aparecen aquí mismo, después del esquema estructural.

CUADERNO DE TRABAJO

Utilícelo para práctica extra y para autoevaluación.

NOTA: Estas indicaciones son en general válidas para todas las unidades de este libro y de los demás que le siguen en la Serie de Inglés para la Preparatoria Abierta. En cada unidad se harán indicaciones específicas si es necesario.



Clave de símbolos empleados en la Unidad 1

+ Símbolo de enlace

N — noun (nombre o sustantivo)

Ns — noun —singular (sustantivo singular)

Ns Init C — noun —singular, Initial consonant (sustantivo singular—
sonido consonante inicial)Ns Init V — noun —singular, Initial vowel (sustantivo singular—
sonido vocal inicial)

Nnc — noun non-count (sustantivo que carece de número)

UMs — unit of measure —singular, (unidad de medida —singular)

Np — noun —plural, (sustantivo plural)

UMp — unit of measure —plural, (unidad de medida —plural)

Módulo 1

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Utilizará la pregunta **What is it?** para pedir identificación de objetos en número singular como **banana**, **radio**, etc., y de objetos que carecen de número porque son masivos, como **water**, **sugar**, etc.

2. Estructurará oraciones de identificación de objetos en número singular cuyo nombre empiece con sonido consonante.

Esquema estructural: $\begin{matrix} \text{IT IS A} \\ \text{o IT'S A} \end{matrix} + \text{Ns Init C}$
(noun-singular, Initial consonant)

3. Estructurará oraciones de identificación de objetos en número singular cuyo nombre empiece con sonido vocal.

Esquema estructural: $\begin{matrix} \text{IT IS AN} \\ \text{o IT'S AN} \end{matrix} + \text{Ns Init V}$
(noun-singular, Initial vowel)

4. Estructurará oraciones de identificación de objetos masivos, que carecen de número.

Esquema estructural: $\begin{matrix} \text{IT IS} \\ \text{IT'S} \end{matrix} + \text{Nnc}$ (noun-non-count)

5. Estructurará oraciones de identificación de objetos masivos, que carecen de número, dándoles el de los recipientes que los contienen o el de la unidad de peso o medida que les corresponda.

Esquema estructural:

 $\text{IT IS A/AN} + \text{UMs}$ (unit of measure-singular) + $\text{OF} + \text{Nnc}$



SECCION DE CONVERSACION

SALUDOS

MEMORICE

Bob: Good morning, Helen.
Helen: Good morning, Bob.
Bob: How are you today?
Helen: I'm fine, thank you.

INTONATION PATTERN:

Good morning, Helen.
Good morning, Bob.
How are you today?
I'm fine, thank you.



Otros nombres para sustituir Bob: Tom, Peter, John, William.
Otros nombres para sustituir Helen: Ann, Alice, Rose, Louise.
Otros saludos: good afternoon, good evening.

PRESENTACIONES

MEMORICE

Mrs. Jackson: Hello, Bob.
Bob: Good afternoon, Mrs. Jackson. How are you?
Mrs. Jackson: I'm fine, Bob. How are you?
Bob: Just fine, thanks. Oh, this is my friend, Helen Gray.
Mrs. Jackson: Hello, Helen.
Helen: Hello, Ma'am.
Mrs. Jackson: Well, excuse me. I've got to go now. See you in class, Bob.
Helen: Good bye, Ma'am.
Bob: Good bye, Mrs. Jackson.



INTONATION PATTERN:

Mrs. Jackson: Hello, Bob.
Bob: Good afternoon, Mrs. Jackson. How are you?
Mrs. Jackson: I'm fine, Bob. How are you?
Bob: Just fine, thanks. Oh, this is my friend, Helen Gray.
Mrs. Jackson: Hello, Helen.
Helen: Hello, Ma'am.

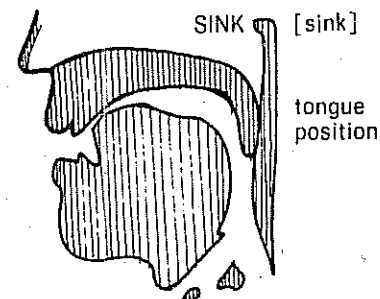
Mrs. Jackson: Well, excuse me. I've got to go now. See you in class, Bob.

Helen: Good bye, Ma'am.

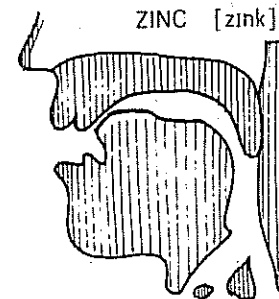
Bob: Good bye, Mrs. Jackson.

PRONUNCIACION

SOUNDS [s], [z]



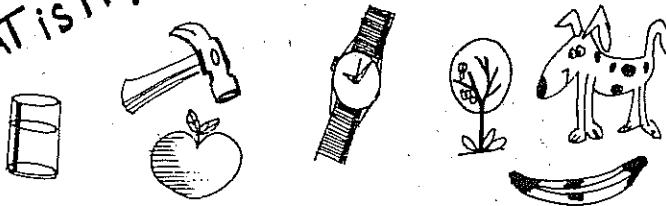
COMBINATION [iz]



	sink	Joseph	zinc	Rose
	sipper	prospect	zipper	easy
[s]	seven	nest	zebra	resist
	six	nurse	zero	reserve
	brass	past	Brazil	quiz



WHAT IS IT?



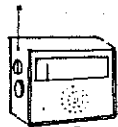
1.1. Identificación de objetos en número singular. Para preguntar qué es un objeto singular y para responder a dicha pregunta.

Si empieza con sonido consonante

Esquema estructural:

IT IS A + Ns Init C (noun singular initial consonant)

WHAT IS IT?



(RADIO)

It is a radio

It's a radio

What is it?



(sandwich)

It is a sandwich.
It's a sandwich.

What is it?



(banana)

It is a banana.
It's a banana.

What is it?



(dog)

It is a dog.
It's a dog.

What is it?



(tree)

It is a tree.
It's a tree.

What is it?



(book)

It is a book.
It's a book.

What is it?



(wrist watch)

It is a wrist watch.
It's a wrist watch.

What is it?



(hammer)

It is a hammer.
It's a hammer.

What is it?



(horse)

It is a horse.
It's a horse.

Si empieza con sonido vocal

Esquema estructural: IT IS AN + Ns Init. V (noun singular initial vowel)

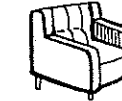
What is it?



(apple)

It is an apple.
It's an apple.

What is it?



(armchair)

It is an armchair.
It's an armchair.

What is it?



(iron)

It is an iron.
It's an iron.

What is it?



(orange)

It is an orange.
It's an orange.

What is it?



(onion)

It is an onion.
It's an onion.

What is it?



(eye)

It is an eye.
It's an eye.

What is it?



(ear)

It is an ear.
It's an ear.

What is it?



(eraser)

It is an eraser.
It's an eraser.

What is it?



(umbrella)

It is an umbrella.
It's an umbrella.



OBSERVE

It is a radio.
It is a hammer.
It is a university.
It is an apple.
It is an iron.
It is an umbrella.

1. Posición inicial de **it**. **It** nunca se omite.
2. Uso de **is** en seguida.
3. Al final el nombre de un objeto singular: **apple, book, horse, etc.**, precedido de **a** o **an**.
4. **A** y **an** tienen el mismo uso, son indicadores de número singular, pero ante sonido vocalico (no siempre ante letra vocal), **a** se convierte en **an**.

OBSERVE

It is a radio. It's a radio.
It is a boy. It's a boy.

It's es contracción de **It is**.
Ambas formas sirven para identificar el objeto. **It's** se prefiere al hablar y en escritos informales.

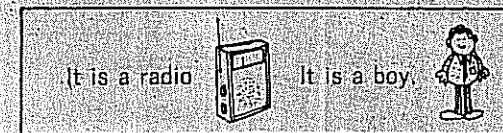
1.1.1. Complete

desk	It is a desk.	It's a desk.
table	It is a table.	It's a table.
eraser	It is an eraser.	It's an eraser.
picture	It is a	It's a
house	It is a	It's a
ash tray	It is an	
map	It is a	
bed	It is a	
lamp	It is a	
elephant	It is an	

1.1.2. Complete

It is <u>an</u> orange.	It is <u>a</u> chair.
It is <u>a</u> cup.	It is <u>a</u> bottle.
It is <u>a</u> university.	It is <u>a</u> airplane.
It is <u>a</u> egg.	It is <u>a</u> glass.
It is <u>a</u> radio.	It is <u>a</u> architect.
It is <u>a</u> club.	It is <u>a</u> girl.
It is <u>a</u> window.	It is <u>a</u> clock.
It is <u>a</u> policeman.	It is <u>a</u> bookcase.
It is <u>a</u> boy.	It is <u>a</u> check.

OBSERVE



Aunque ordinariamente **it** es referido a cosas, en casos de identificación se usa también para personas. No se debe omitir **it**.

1.1.3. Identifique los siguientes objetos:
utilizando el esquema estructural correspondiente.

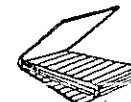
(Use el diccionario)

What is it?



It's a chair.

What is it?

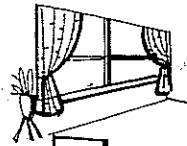


What is it?

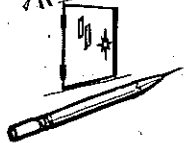




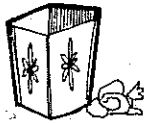
What is it?



What is it?



What is it?



What is it?

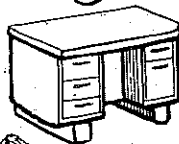
What is it?



What is it?



What is it?



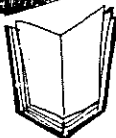
What is it?



What is it?



What is it?



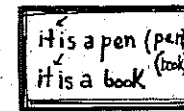
What is it?



What is it?



What is it?



What is it?



What is it?



What is it?



What is it?



What is it?



What is it?



What is it?



What is it?



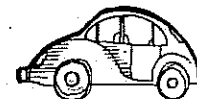
What is it?



What is it?



What is it?





What is it?



What is it?



What is it?



1.2. Identificación de objetos que carecen de número. Para preguntar qué es un objeto de tipo masivo (que no admite numeral) y para responder a esta pregunta.

Esquema estructural: **IT IS + Nnc** (noun non count)

WHAT IS IT?



(WATER)

IT IS WATER.

What is it?



(milk)

It is milk.

What is it?



(wine)

It is wine.

What is it?



(sugar)

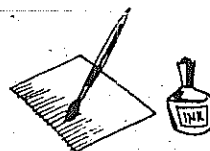
It is sugar.

Cuando se les da unidad de medida, peso, etc.

Esquema estructural:

IT IS A/AN + UMs (unit of measure - singular) + **OF + Nnc**

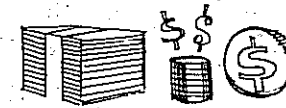
What is it?



(ink)

It is ink.

What is it?



(money)

It is money.

What is it?



(paint)

It is paint.

What is it?



(salt)

It is salt.

OBSERVE

It is a radio
It is an apple
It is water

No se usa a/an para objetos que carecen de número: water, milk, etc.

WHAT IS IT?:

It is water.

It is a glass of water.



It is milk.

It is a bottle of milk.



It is wine.

It is a bottle of wine.



It is sugar.

It is a spoon of sugar.



It is ink.

It is a bottle of ink.





37

**Módulo 2****OBJETIVOS ESPECIFICOS**

A) terminar de estudiar este módulo, el alumno:

1. Memorizará la pregunta **What are they?** para pedir identificación de objetos en número plural como **bananas, radios, etc.**
2. Estructurará oraciones de identificación de objetos en número plural, sean más de dos, sean un par, o sean objetos que constan de dos partes no independientes.

Esquema estructural: **THEY ARE**
THEY' RE } + Np. (noun plural)

3. Convertirá en plural los nombres en singular que admitan las terminaciones -s y -es. Memorizará las indicaciones que señalan cuándo se usa una u otra terminación, cuándo hay que cambiar -y final a -i antes de agregar -es. Pronunciará correctamente las terminaciones de plural y memorizará los símbolos que las representan.
4. Memorizará los sustantivos singulares **man, woman, child, tooth, foot, leaf, knife**, y sus correspondientes formas plurales **men, women, children, teeth, feet, leaves, y knives**. Formar correctamente el plural de otros sustantivos que terminen en -be y -b cambiando estas terminaciones a -ve y -v antes de agregar -s y -es, respectivamente.
5. Adjudicará a los singulares el numeral 1, y a los plurales el que les corresponda, hasta veinte.
6. Estructurará oraciones de identificación de objetos singulares o plurales incluyendo el numeral que les corresponda.

Esquemas estructurales: **IT IS**
IT'S } ONE + Ns

THEY ARE
THEY' RE } TWO (THREE, etc.) + Np

7. Memorizará la pregunta **How many?** para pedir la información del número de objetos de que se trate en un caso determinado.

8. Memorizará la pregunta **How many pairs?** para pedir información numérica de objetos que se dan por pares o que constan de dos partes que forman unidad.

9. Numerará por pares los objetos que se integran de dos en dos o que tienen dos partes que forman unidad, y estructurará oraciones de identificación incluyendo dicho número.

Esquemas estructurales:

IT IS
IT'S } A/ONE PAIR OF + Np

THEY ARE
THEY' RE } TWO (THREE, etc.) PAIRS OF + Np

10. Memorizará la pregunta **how much?** para pedir información de la cantidad de un objeto masivo de que se trate en un caso determinado.

11. Estructurará oraciones de identificación de objetos masivos indicando su cantidad, medida por unidades de peso o volumen, o según el número de recipientes que los contienen.

Esquemas estructurales:

IT IS
IT'S } A/ONE + UMs. + OF + Nnc

THEY ARE
THEY' RE } TWO (THREE, etc.) + Ump. + OF + Nnc
(Units of
measure—plural)

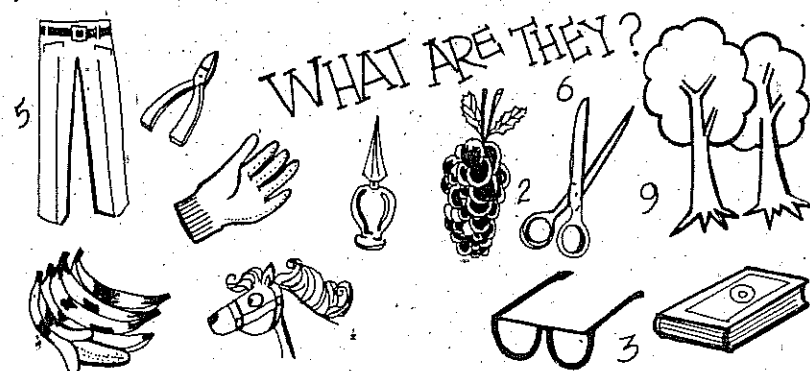


FORMACION DE PLURALES

Las palabras que terminan en los sonidos sordos, símbolos [p], [t], [k], [f] y [θ] toman [s] para la formación de su plural; las que terminan en los sonidos vibrados, símbolos [b], [d], [g], [v], [ð], [r], [l], [m], [n], [ŋ], [h], [j], [w], [Δ] y todas las vocales, toman [z] para la formación de su plural. Las sibilantes sordas [s], [ʃ] y [tʃ], y las vibradas [z], [ʒ] y [dʒ], toman [ɪz] para la formación de su plural.

Terminan en [s]	Terminan en [z]	Terminan en [ɪz]
sinks [sɪŋk] [sɪŋks]	eggs [eg] [egz]	roses [ro: z] [ro: zɪz]
checks	dogs	glasses
soups	clubs	nurses
stops	roads	prices
maps	needs	churches
lamps	pliers	oranges
clips	tweezers	lunches
roofs	birds	houses
rats	gloves	bookcases
elephants	onions	judges
architects	boys	wishes
desks	umbrellas	changes
months	radios	devices
grapes	ash trays	dressess
books	cities	horses
cigarettes	universities	quizzes
forks	cherries	brushes

Nota: Para la descripción de los diferentes sonidos sordos, vibrados y silbantes, ver el Apéndice 1.



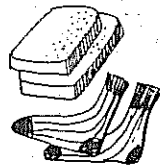
1.3 Identificación de objetos en número plural. Para preguntar qué son dos objetos o más, y para responder a esta pregunta.

Esquema estructural: **THEY ARE + Np (noun plural)**

WHAT ARE THEY?		(BOOKS)	THEY ARE BOOKS.
What are they?		(cats)	They are cats. They're cats.
What are they?		(glasses)	They are glasses. They're glasses.
What are they?		(brushes)	They are brushes. They're brushes.
What are they?		(bananas)	They are bananas. They're bananas.
What are they?		(eggs)	They are eggs. They're eggs.
What are they?		(bottles)	They are bottles. They're bottles.



What are they?



(slices
of bread)

They are slices
of bread.
They're slices
of bread.

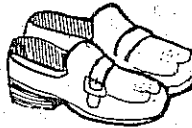
What are they?



(socks)

They are socks.
They're socks.

What are they?



(shoes)

They are shoes.
They're shoes.

What are they?



(earrings)

They are earrings.
They're earrings.

What are they?



(gloves)

They are gloves.
They're gloves.

What are they?



(pajamas)

They are pajamas.
They're pajamas.

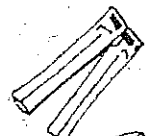
What are they?



(eyeglasses)

They are eyeglasses.
They're eyeglasses.

What are they?



(pants)

They are pants.
They're pants.

What are they?



(pliers)

They are pliers.
They're pliers.

OBSERVE

They are books
They are socks
They are pajamas

1. Posición inicial de **they** cuando se identifican objetos en plural. **They** nunca puede omitirse.
2. Uso de **are** en segunda.
3. Al final el nombre del objeto en plural, que comúnmente lleva la terminación **s** o **es** como señal de plural.
4. Algunos objetos como **socks**, **shoes**, etc., tienen número singular, pero normalmente se usan como pares. Otros, como **pajamas**, **eye-glasses**, etc., constan de dos partes que no son independientes.

OBSERVE

They are books.
They are

They're books.
They're

They're [ð eɪr] es contracción de **They are**, y se prefiere en la conversación.

1.3.1. Complete

desks	They are desks.	They're desks.
tables	They are tables.	
erasers	They are	
pictures	They are	
houses	They are	
ash trays	They are	
maps	They are	
beds	They are	
lamps	They are	
elephants	They are	
pajamas	They are	
pants	They are	

1.3.2. Complete

It is a	check.	They are	checks.
It is a	cup.	They are	cups.
It is a	rat.		rats.
It is an	architect.		architects.
	cat.		cats.
	roof.		roofs.
	radio.		radios.
	boy.		boys.



_____ egg.	_____ eggs.
_____ club.	_____ clubs.
_____ chair.	_____ chairs.
_____ bottle.	_____ bottles.
_____ house.	_____ houses.
_____ university.	_____ universities.
_____ orange.	_____ oranges.
_____ glass.	_____ glasses.
_____ bookcase.	_____ bookcases.

OBSERVE

It is a check	They are checks
It is a radio	They are radios
It is a nurse	They are nurses
It is an ash tray	They are ash trays
It is a university	They are universities
It is a glass	They are glasses

- La forma común de señalar el plural de los objetos es agregando una **s** o **es** al nombre del objeto en singular. Estas terminaciones se pronuncian [s], [z] o [iz], dependiendo del sonido final del objeto singular.
- Hay un cambio ortográfico de **y** a **i** cuando la palabra termina en **y** precedida de consonante, y en ese caso el plural se forma agregando **ies**.
- Igual ocurre con las palabras **tomato** y **potato**, que dan **tomatoes** y **potatoes**, el resto de las palabras terminadas en vocal forman su plural agregando **s** solamente.
- A/an** denotan unidad, en plural desaparecen.

1.3.3. Complete

Use **a, an, s** o **es** donde sea necesario.

It's _____ orange.	They're orange _____.
It's _____ cup of tea.	They're cup _____ of tea.
It's _____ city.	They're citi _____.
It's _____ apple.	They're apple _____.

It's _____ window.	They're window _____.
It's _____ shoe.	They're shoe _____.
It's _____ tree.	They're tree _____.
It's _____ flower.	They're flower _____.
It's _____ house.	They're house _____.
It's _____ water.	They're glass _____ of water.
It's _____ milk.	They're bottle _____ of milk.
It's _____ airplane.	They're airplane _____.
It's _____ fly.	They're fli _____.
It's _____ tray.	They're tray _____.
It's _____ sugar.	They're cup _____ of sugar.

WHAT IS IT?

(man)



It's a man.

(woman)



It's a woman.

(child)



It's a child.

(tooth)



It's a tooth.

(foot)



It's a foot.

(leaf)



It's a leaf.

(knife)



It's a knife.

WHAT ARE THEY?

(men)



They're men.

(women)



They're women.

(children)



They're children.

(teeth)



They're teeth.

(feet)



They're feet.

(leaves)



They're leaves.

(knives)



They're knives.



OBSERVE

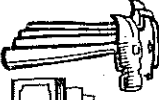
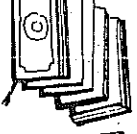
man	_____	men
woman	_____	women
tooth	_____	teeth
foot	_____	feet
child	_____	children
leaf	_____	leaves
knife	_____	knives

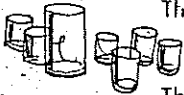
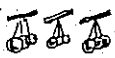
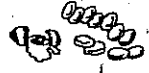
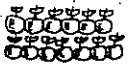
Los plurales irregulares pueden formarse mediante un cambio vocálico en el interior de la palabra: **man - men**; agregando un sufijo: **child - children**, o cambiando de consonante sorda a vibrada: **leaf - leaves**. (La **f** no produce vibración al ser pronunciada y por eso es una de las consonantes sordas.) Hay que notar también que en este caso se agrega **es** y no solamente **s**, a menos que termine en **e**. Esto en cuanto a la ortografía.

1.4. Identificación de objetos indicando su número.

Esquemas estructurales:

IT IS ONE + Ns THEY ARE TWO (THREE, etc.) + Np

What is it?	It's a house		It's one house.
What are they?	They're cats.		They're two cats.
What are they?	They're plates.		They're three plates.
What are they?	They're hammers.		They're four hammers.
What are they?	They're books.		They're five books.
What are they?	They're bananas.		They're six bananas.

What are they?	They're glasses.		They're seven glasses.
What are they?	They're slices of bread.		They're eight slices of bread.
What are they?	They're cherries.		They're nine cherries.
What are they?	They're forks.		They're ten forks.
What are they?	They're bottles.		They're eleven bottles.
What are they?	They're eggs.		They're twelve eggs.
What are they?	They're apples.		They're thirteen apples.
What are they?	They're pencils.		They're fourteen pencils.
What are they?	They're flowers.		They're fifteen flowers.
What are they?	They're screwdrivers.		They're sixteen screwdrivers.
What are they?	They're toothbrushes.		They're seventeen toothbrushes.
What are they?	They're grapes.		They're eighteen grapes.
What are they?	They're nails.		They're nineteen nails.



What are they? They're cigarettes.

They're **twenty** cigarettes.



OBSERVE

1. one	6. six	11. eleven	16. sixteen
2. two	7. seven	12. twelve	17. seventeen
3. three	8. eight	13. thirteen	18. eighteen
4. four	9. nine	14. fourteen	19. nineteen
5. five	10. ten	15. fifteen	20. twenty

How many houses?

One house.

How many eggs?

Twelve eggs.

How many screwdrivers?

Sixteen screwdrivers.

How many bananas?

Six bananas.

How many hammers?

Four hammers.

How many books?

Five books.

How many nails?

Nineteen nails.

OBSERVE

What? Screwdrivers.
How many? **Sixteen.**

What? House.
How many? **One.**

La pregunta para pedir número de unidades de un objeto es **How many?** **One** sólo se utiliza cuando se están especificando números, de otra manera se usa **a/an**.

1.4.1. Identifique los siguientes objetos. Al final indique su número.

What are they?

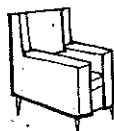


How many?

They're wastebaskets. **two**

They're two wastebaskets.

What is it?



It's an armchair. **one**

It's one armchair.

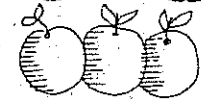
What are they?



What are they?



What are they?



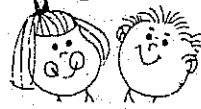
What is it?



What are they?



What are they?



What are they?



What is it?



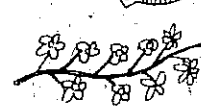
What are they?



What are they?



What are they?



What are they?



What are they?





What is it?



What are they?



What are they?



What are they?

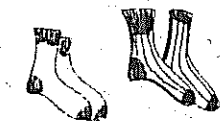


Cuando forman pares o tienen dos partes.

Esquemas estructurales: **IT IS A PAIR OF + Np**
THEY ARE TWO (THREE, etc.) PAIRS OF + Np

1.4.2. Complete

How many pairs?



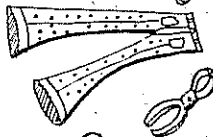
They are Two pairs of socks.



They are Two pairs of glasses.
(eyeglasses)



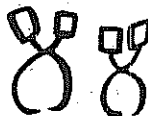
They are _____ pairs of scissors.



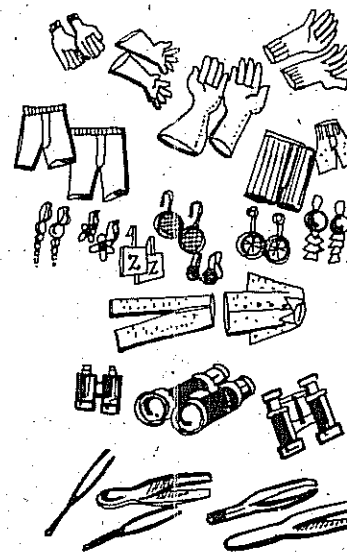
It is _____ pair of pants.



They are _____ pairs of pliers.



They are _____ pairs of tongs.



They are _____ pairs of gloves.

They are _____ pairs of shorts.

They are _____ pairs of earrings.

It is _____ pair of pajamas.

They are _____ pairs of binoculars.

They are _____ pairs of tweezers.

OBSERVE:

It is a pair of socks.
It is a pair of pajamas.

They are two pairs of socks.
They are four pairs of pajamas.

Se llama par (pair) al objeto compuesto de dos partes no independientes, y no sólo a la pareja de dos objetos.

1.4.3. Haga los cambios necesarios

Substituya

glasses
pair of glasses
apple
oranges
books
scissors
banana
child

They are glasses.

It's a pair of glasses.

It's an apple.

They're

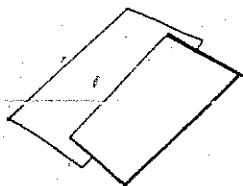


men
two men
cups of coffee
one house
five trees
pair of pants
hammers
twenty nails
woman
children
radios
tooth
water
feet
toothpaste
women
knife
three leaves
milk
bottle of milk
five bottles
airplane
pliers
pair of tongs
knives
teeth

1.5. Identificación de objetos masivos (los que carecen de número), indicando su cantidad.

Esquemas estructurales: IT IS A/ONE + UMs + OF + Nnc
 THEY ARE TWO (THREE, etc.) + UMP (unit
 of measure plural) + OF + Nnc

What is it?

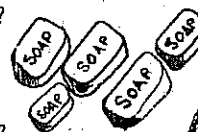


It's paper.

How much?

Two sheets.
They're two sheets
of paper.

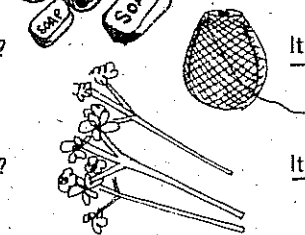
What is it?



It's soap.

Five bars.
They're five
bars of soap.

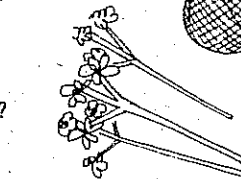
What is it?



It's string!

One ball.
It's one ball
of string.

What's it?



It's celery.

Three stalks.
They're three
stalks of celery.

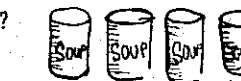
What is it?



It's ribbon.

One and a half yards.
They're one and half
yards of ribbon

What is it?



It's soup.

Four cans.
They're four cans
of soup.

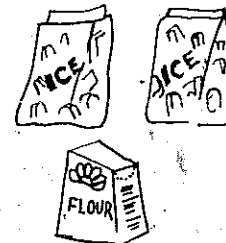
OBSERVE

What? How much?	Paper. Two sheets.	What? How much?	Soap. Five bars.
--------------------	-------------------------------------	--------------------	-----------------------------------

La pregunta para pedir cantidad de un objeto sin unidad es: **how much**. Esta cantidad, como se indicó en la Unidad 1, es medible por las unidades de peso o de volumen que alcancen los objetos masivos, o por el número de los recipientes que los contengan, o por las formas concretas que tomen en un determinado caso: **one pound of sugar, one pint of milk, two cans of juice, one sheet of paper**.

1.5.1. Identifique los siguientes objetos. Indique su cantidad al final.

What is it?



It's ice.

How much?
Two bags.

What is it?



What is it?    _____

What is it?  _____

What is it?  _____

What is it?  _____

What is it?  _____

What is it?  _____

What is it?  _____

What is it?  _____

What is it?  _____

Respuesta a los ejercicios

UNIDAD I — MODULO 1

1.1.1

desk	It is a desk.	It's a desk.
table	It is a table.	It's a table.
eraser	It is an eraser.	It's an eraser.
picture	It is a picture.	It's a picture.
house	It is a house.	It's a house.
ash tray	It is an ash tray.	It's an ash tray.
map	It is a map.	It's a map.
bed	It is a bed.	It's a bed.
lamp	It is a lamp.	It's a lamp.
elephant	It is an elephant.	It's an elephant.

1.1.2

It is	an	orange.	It is	a	chair.
It is	a	cup.	It is	a	bottle.
It is	a	university.	It is	an	airplane.
It is	an	egg.	It is	a	glass.
It is	a	radio.	It is	an	architect.
It is	a	club.	It is	a	girl.
It is	a	window.	It is	a	clock.
It is	a	policeman.	It is	a	bookcase.
It is	a	boy.	It is	a	check.

1.1.3

What is it?	It's a chair.
What is it?	It's a notebook.
What is it?	It's a fork.
What is it?	It's a window.
What is it?	It's a door.
What is it?	It's a pencil.



What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?
What is it?

It's a wastebasket.
It's a map.
It's a key.
It's a desk.
It's a pen.
It's an eraser.
It's a book.
It's a ball.
It's a brush.
It's a chalkboard (blackboard).
It's a knife.
It's a lamp.
It's a picture.
It's a spoon.
It's a clock.
It's an apple.
It's a cup.
It's a blouse.
It's a table.
It's a cake.
It's a car.
It's a flower.
It's a bed.
It's a bus.

1.2.1

sand
rice
corn
wheat
dirt
coffee
tea
ice-cream
wood

It is sand.
It is rice.
It is corn.
It is wheat.
It is dirt.
It is coffee.
It is tea.
It is ice-cream.
It is wood.

It's sand.
It's rice.
It's corn.
It's wheat.
It's dirt.
It's coffee.
It's tea.
It's ice-cream.
It's wood.

cotton
toast
toothpaste
foam
cream
soap

It is cotton.
It is toast.
It is toothpaste.
It is foam.
It is cream.
It is soap.

It's cotton.
It's toast.
It's toothpaste.
It's foam.
It's cream.
It's soap.

1.2.2

water
glass of water
radio
apple
bottle of wine
tube of toothpaste
toothpaste
milk
bottle of milk
glass of wine
glass of tea
cup of tea
cup of chocolate
cup of coffee
coffee
can of coffee
can of tea
can of paint
fruit
orange
banana
mango
pear
dog
hammer
window
university

It's water.
It's a glass of water.
It's a radio.
It's an apple.
It's a bottle of wine.
It's a tube of toothpaste.
It's toothpaste.
It's milk.
It's a bottle of milk.
It's a glass of wine.
It's a glass of tea.
It's a cup of tea.
It's a cup of chocolate.
It's a cup of coffee.
It's coffee.
It's a can of coffee.
It's a can of tea.
It's a can of paint.
It's fruit.
It's an orange.
It's a banana.
It's a mango.
It's a pear.
It's a dog.
It's a hammer.
It's a window.
It's a university.



airplane
bread

It's an airplane.
It's bread.

UNIDAD 1 — MODULO 2

1.3.1

desks
tables
erasers
pictures
houses
ash trays
maps
beds
lamps
elephants
pajamas
pants

They are desks.

They are tables.

They are erasers.

They are pictures.

They are houses.

They are ash trays.

They are maps.

They are beds.

They are lamps.

They are elephants.

They are pajamas.

They are pants.

They're desks.

They're tables.

They're erasers.

They're pictures.

They're houses.

They're ash trays.

They're maps.

They're beds.

They're lamps.

They're elephants.

They're pajamas.

They're pants.

1.3.2

It is a check.
It is a cup.
It is a rat.
It is an architect.
It is a cat.
It is a roof.
It is a radio.
It is a boy.
It is an egg.
It is a club.
It is a chair.
It is a bottle.
It is a house.

They are checks.
They are cups.
They are rats.
They are architects.
They are cats.
They are roofs.
They are radios.
They are boys.
They are eggs.
They are clubs.
They are chairs.
They are bottles.
They are houses.

It is a university.
It is an orange.
It is a glass.
It is a bookcase.

They are universities.
They are oranges.
They are glasses.
They are bookcases.

1.3.3

It's an orange.
It's a cup of tea.
It's a city.
It's an apple.
It's a window.
It's a shoe.
It's a tree.
It's a flower.
It's a house.
It's water.
It's milk.
It's an airplane.
It's a fly.
It's a tray.
It's sugar.

They're orange s.
They're cup s of tea.
They're citi es.
They're apple s.
They're window s.
They're shoe s.
They're tree s.
They're flower s.
They're house s.
They're glass es of water.
They're bottle s of milk.
They're airplane s.
They're fli es.
They're tray s.
They're cup s of sugar.

1.4.1

What are they?

They're wastebaskets.
They're two wastebaskets.

How many?

two

What is it?

It's an armchair.
It's one armchair.

one

What are they?

They're trees.
They're five trees.

five



What are they?	<u>They're cups.</u> <u>They're three cups.</u>	<u>three</u>
What are they?	<u>They're apples.</u> <u>They're three apples.</u>	<u>three</u>
What is it?	<u>It's a horse.</u> <u>It's one horse.</u>	<u>one</u>
What are they?	<u>They're grapes.</u> <u>They're twelve grapes.</u>	<u>twelve</u>
What are they?	<u>They're children.</u> <u>They're two children.</u>	<u>two</u>
What are they?	<u>They're feet.</u> <u>They're four feet.</u>	<u>four</u>
What is it?	<u>It's a rooster (cock).</u> <u>It's one rooster (cock).</u>	<u>one</u>
What are they?	<u>They're shoes.</u> <u>They're three shoes.</u>	<u>three</u>
What are they?	<u>They're trays.</u> <u>They're two trays.</u>	<u>two</u>
What are they?	<u>They're flowers.</u> <u>They're nine flowers.</u>	<u>nine</u>
What are they?	<u>They're strawberries.</u> <u>They're five strawberries.</u>	<u>five</u>
What are they?	<u>They're dresses.</u> <u>They're three dresses.</u>	<u>three</u>
What is it?	<u>It's a truck.</u> <u>It's one truck.</u>	<u>one</u>
What are they?	<u>They're wrenches.</u> <u>They're four wrenches.</u>	<u>four</u>

What are they?	<u>They're socks.</u> <u>They're three socks.</u>	<u>three</u>
What are they?	<u>They're leaves.</u> <u>They're six leaves.</u>	<u>six</u>

1.4.2.

How many pairs?

They are	<u>two</u>	pairs of socks.
They are	<u>four</u>	pairs of glasses (eyeglasses)
They are	<u>five</u>	pairs of scissors.
It is	<u>one</u>	pair of pants.
They are	<u>three</u>	pairs of pliers.
They are	<u>two</u>	pairs of tongs.
They are	<u>four</u>	pairs of gloves.
They are	<u>seven</u>	pairs of earrings.
It is	<u>one</u>	pair of pajamas.
They are	<u>three</u>	pairs of binoculars.
They are	<u>five</u>	pairs of tweezers.

1.4.3.

glasses	<u>They are glasses.</u>
pair of glasses.	<u>It's a pair of glasses.</u>
apple	<u>It's an apple.</u>
oranges	<u>They're oranges.</u>
books	<u>They're books.</u>
scissors	<u>They're scissors.</u>
banana	<u>It's a banana.</u>



child	It's a child.
men	They're men.
two men	They're two men.
cups of coffee	They're cups of coffee.
one house	It's one house.
five trees	They're five trees.
pair of pants	It's a pair of pants.
hammers	They're hammers.
twenty nails	They're twenty nails.
woman	It's a woman.
children	They're children.
radios	They're radios.
tooth	It's a tooth.
water	It's water.
feet	They're feet.
toothpaste	It's toothpaste.
women	They're women.
knife	It's a knife.
three leaves	They're three leaves.
milk	It's milk.
bottle of milk	It's a bottle of milk.
five bottles	They're five bottles.
airplane	It's an airplane.
pliers	They're pliers.
pair of tongs	It's a pair of tongs.
knives	They're knives.
teeth	They're teeth.

1.5.1.

What is it?	It's ice.	two bags.
What is it?	It's flour.	one box.
What is it?	It's money.	three coins.
What is it?	It's wine.	three cups (goblets).
What is it?	It's honey.	one bottle.

What is it?
What is it?
What is it?
What is it?
What is it?
What is it?

It's paint.
It's salt.
It's orange juice.
It's ice-cream.
It's toothpaste.
It's perfume.

one can.
one spoon.
one glass.
one quart.
one tube.
one bottle.



Actividades complementarias

Ejercicios que debe realizar conforme aprenda las estructuras estudiadas en la Unidad I correspondientes a los módulos 1 y 2.

1. Identificar los objetos más importantes (individuales o sin unidad) que ve o que utiliza diariamente (si es necesario buscar sus nombres en el diccionario).
Repetir muchas veces mentalmente cada frase de identificación, y si le es posible practicar con otra persona, pedirle y darle la identificación de diferentes objetos singulares o sin unidad que les rodeen y que puedan de alguna manera señalar.
2. Buscar a su alrededor todos los objetos que forman par o que tienen dos partes unitarias, e identificarlas por nombre en inglés, dentro de la estructura correcta de identificación. (Si es necesario, valerse del diccionario para conocer los nombres de los objetos.)
Buscar también entre objetos que se ven o se utilizan diariamente, aquellos que se encuentren en número de dos o más, contarlos y también identificarlos por nombre, pero además por número, dentro de la estructura correcta de identificación. Como en el punto anterior, si es posible ejercitar dichas identificaciones con otras personas.

UNIDAD II



Objetivos generales

Al terminar de estudiar esta unidad, el alumno:

1. Formulará preguntas utilizando **Is it...** y **Are they...** según si el objeto no tiene número y si es singular o plural.
2. Elaborará preguntas utilizando tanto la forma afirmativa como la forma negativa.
3. Construirá oraciones de identificación de personas por nombre propio, por relación de parentesco.
4. Formulará oraciones de identificación de personas y objetos por relación de pertenencia.
5. Diferenciará los pronombres personales de los pronombres posesivos.
6. Pronunciará correctamente los indicadores de posesión 's o s' según el sonido final del nombre al que acompañan.



Introducción

Indicaciones para el manejo de esta unidad.

SECCION DE CONVERSACION

Las indicaciones de la Primera Unidad, son igualmente válidas para la Unidad II. Recuerde que es muy importante memorizar por frases para adquirir fluidez al hablar el inglés.

SECCION DE PRONUNCIACION

Las mismas reglas que se aplican para la pronunciación de las formas regulares de plural de las palabras, se aplican para la pronunciación de los indicadores de posesión 's y s'. Refuerce lo aprendido sobre sonidos sordos, vibrados, sordos-sibilantes y vibrados-sibilantes en la Unidad I. Si no tiene quien le ayude pronunciando los nombres de personas que aparecen en esta unidad, trate de recordar cómo ha oído por la radio, la televisión, o el cine, los nombres de artistas, cantantes, científicos, políticos, astronautas u otros personajes famosos, algunos de ellos coincidirán con los de esta unidad. También puede encontrar la pronunciación de nombres propios en los diccionarios, pero generalmente no en los de bolsillo.

Recuerde que no debe perder oportunidad de repetir imitando lo más fielmente posible lo que escuche leer del libro de texto, o en discos, en inglés, o en películas, o directamente a personas que hablen inglés.

SECCION DE ESTRUCTURAS Y VOCABULARIO

Cuanto se dijo para la Unidad I, es válido para ésta.

Cuando estudie el punto de **Identificación de personas por relaciones de parentesco** (2.7) y el de **Identificación de personas y cosas indicando pertenencia** (2.9), advierta que el primer elemento y el último de la estructura de identificación se refieren al mismo ser, que es al que se está identificando. Ej. **He is Mary's father**, en que **He** y **Mary's father** son la misma persona, y **They are my shoes**, en que **They** y **my shoes**, se refieren a los mismos objetos.

Advierta que la mayoría de las palabras que indican parentesco son, o exclusivamente masculinas o exclusivamente femeninas. No se puede usar el sustantivo masculino plural para incluir personas femeninas.

Clave de símbolos empleados en la Unidad II

Pn — personal name (nombre de persona)

Pnp — personal name —plural (nombres de persona)

PnPR — personal name as a point of reference (nombre de persona como punto de referencia)

PnPR'S — possessive of personal name as a point of reference (el posesivo del nombre de persona como punto de referencia)

Rel — relationship (parentesco)

Poss PR — possessive, point of reference (posesivo, punto de referencia)
= possessive pronouns
(pronombres posesivos)
my, your, his, her, its, our,
your, their

OP — object of possession (objeto que se posee)



Módulo 3

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Estructurará oraciones para preguntar si un objeto singular, masivo o plural le corresponde un determinado nombre.

Esquemas estructurales:

IS IT A/AN + Ns?
IS IT + Nnc?
ARE THEY + Np?

2. Estructurará oraciones para responder afirmativamente a las preguntas de si un objeto singular, masivo o plural, se identifica por un determinado nombre.

Esquemas estructurales:

- a) Respuesta brevisima: para todos los casos: **YES.**
b) Respuesta completa: **YES, IT IS A/AN + Ns**
YES, IT IS + Nnc or
YES, IT IS A + UM + OF + Nnc
YES, THEY ARE + Np
YES, THEY ARE TWO (THREE, etc.) + Np

- c) Respuesta breve: **YES, IT IS. (Para Ns. y Nnc)**
YES, THEY ARE.

3. Estructurará oraciones para responder negativamente a las preguntas de si un objeto singular, masivo o plural se identifica por un determinado nombre.

Esquemas estructurales:

- a) Respuesta brevisima: para todos los casos: **NO.**
b) Respuesta completa: **NO, IT IS NOT A/AN + Ns**
NO, IT IS NOT + Nnc
NO, THEY ARE NOT + Np

- c) Respuesta breve:

NO, IT'S NOT. (NO, IT ISN'T) para Ns y Nnc
NO, THEY'RE NOT. (NO, THEY AREN'T)— para Np.

4. Relacionará las estructuras anteriores con las formas de indicar cantidad o número o de señalar si un objeto consta de dos partes o se presenta en pares, si necesita agregar estos datos al formular su pregunta.

Esquemas estructurales:

IS IT ONE + Ns?
IS IT A/AN/ONE + UMs + OF + Nnc?
IS IT A/ONE PAIR OF + Np?
ARE THEY TWO (THREE, etc.) + UMp + OF + Nnc?
ARE THEY TWO (THREE, etc.) + PAIRS OF + Np?
ARE THEY TWO (THREE, etc.) + Np?

5. Memorizará los números del 21 al 60 y las decenas.
6. Memorizará la forma de pedir la hora:

WHAT TIME IS IT?

7. Estructurará oraciones informando la hora:

Esquema estructural:

IT IS + NUMBER + NUMBER
[hour(s)] [minute(s)]

IT IS + NUMBER + O'CLOCK
(hours)

8. Reconocerá los otros dos esquemas estructurales para informar la hora:

IT IS + NUMBER + PAST (AFTER) + NUMBER (hora ya dada)

IT IS + NUMBER + TO NUMBER
(minutes) (hours—siguiente hora)



SECCION DE CONVERSACION

MEMORICE

Diana: Hello, Rose!
Rose: Why!, Hello, Diana!
Diana: I had not seen you in years.
Is this your son?
Rose: Yes, he is my son Dick.
Dick, say hello to Mrs.
Spencer.
Dick: Hello, Mrs. Spencer!
Diana: How are you, young man?
Dick: Very well, thank you.
Diana: It was nice to see you. I have
to run now. Good-bye.
Rose: Good-bye, Diana.
Dick: Bye, Mrs. Spencer.



INTONATION PATTERN

Diana: Hello, Rose!
Rose: Why!, hello, Diana!
Diana: I have not seen you in years. Is this your son?
Rose: Yes, he is my son, Dick. Dick, say hello to Mrs. Spencer.
Dick: Hello, Mrs. Spencer.
Diana: How are you, young man?
Dick: Very well, thank you.
Diana: It was nice to see you. I have to run now. Goodbye.
Rose: Goodbye, Diana.
Dick: Bye, Mrs. Spencer.

PRONUNCIACION

[s]

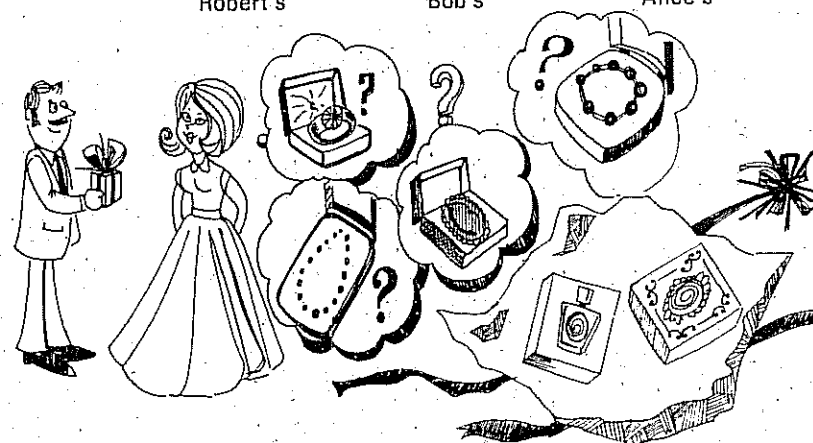
Jack's
Pete's
Mark's
Joseph's
Robert's

[z]

Peter's
Paul's
John's
Joe's
Bob's

[ɪz]

Louise's
Grace's
Charles'
Louis'
Alice's



2.1. Identificación de objetos mediante interrogación total. Para preguntar si un determinado nombre le corresponde a un determinado objeto, y para responder a esta pregunta.

Esquemas estructurales:

IS IT A/AN + Ns?

YES, IT IS A/AN + Ns

IS IT + Nnc?

YES, IT IS + Nnc

IT IS A/AN + UMs + OF + Nnc

ARE THEY + Np?

YES, THEY ARE + Np

THEY ARE TWO (THREE, etc.) + Np

IS IT A RING?

YES, IT IS A RING.

Is it perfume?

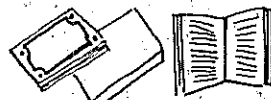


Yes, it is perfume.

It is a bottle of perfume.



Are they books?



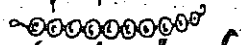
Yes, they are books.
They are three books.

Are they earrings?



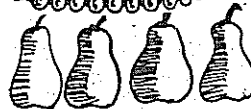
Yes, they are earrings.
It is a pair of earrings.

Is it a bracelet?



Yes, it is a bracelet.

Are they pears?



Yes, they are pears.
They are four pears.

Is it a pin?



Yes, it is a pin.

Are they pens?



Yes, they are pens.
They are three pens.

Is it a necklace.



Yes, it is a necklace.

OBSERVE

	is	it	a	ring	?
Yes,	it	is	a	ring	
	is	it		perfume	?
Yes,	it	is		perfume	
	are	they		books	?
Yes,	they	are		books	

1. Al Interrogar se coloca **is** y luego **it**, o **are** y luego **they**.
2. Si el nombre propuesto en la pregunta corresponde al objeto por el que se pregunta, la respuesta se inicia con **Yes**.

2.1.1. Complete

Is it _____?



Are they _____?



Is it _____?



Is it _____?



Are they _____?



Is it a _____?



Is it _____?



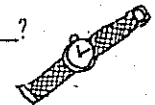
Are they _____?



Are they _____?



Is it a _____?



Is it a _____?



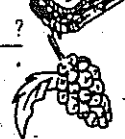
Is it a _____?



Are they _____?



Are they _____?



2.1.2. Complete

Is it a _____

pencil?

Yes, it's a pencil.

Is, it _____

ink?

Yes, it's ink.

Are they _____

erasers?

Yes, they're erasers.

key?

Yes,

light?

Yes,

milk?

Yes,

pens?

Yes,

notebook?

Yes,

apples?

Yes,

tea?

Yes,

scissors?

Yes,

pair of glasses?

Yes,

orange?

Yes,

five books?

Yes,

a pair of earrings?

Yes,

two bicycles?

Yes,

house?

Yes,

bananas?

Yes,



2.2. Identificación de objetos mediante interrogación total, respondiendo en forma negativa.

Esquemas estructurales:

IS IT A/AN + Ns? NO, IT IS NOT A/AN + Ns
IS IT + Nnc? NO, IT IS NOT + Nnc
ARE THEY + Np? NO, THEY ARE NOT + Np

IS IT A RING?



NO, IT IS NOT A RING.

Are they pens?



No, they are not pens.

Is it an umbrella?



No, it is not an umbrella.

Are they pears?



No, they are not pears.

Are they trees?



No, they are not trees.

Are they bracelets?



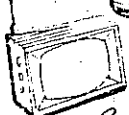
No, they are not bracelets.

Are they glasses?



No, they are not glasses.

Is it a radio?



No, it is not a radio.

Are they scissors?



No, they are not scissors.

OBSERVE

	is	it		a	ring	?
No,	it	is	not	a	ring	
	is	it			perfume	?
No,	it	is	not		perfume	
	are	they			books	?
No,	they	are	not		books	

Cuando el nombre propuesto en la pregunta no corresponde al objeto por el que se pregunta, la respuesta se inicia con **No**, se escribe luego una coma (al hablar se hace una pausa), en seguida **it** o **they**, según si es singular o plural, y de acuerdo con ello **is** o **are**, para completar con **not**, lo demás va en forma normal.

No, it is not
No, they are not

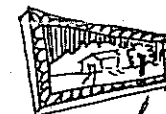
2.2.1. Complete

Is it a	necklace?	No,	it's not a necklace.
Is it	sugar?	No,	it's not sugar.
Are they	cigarettes?	No,	they're not cigarettes.
	two bracelets?	No,	
	perfume?	No,	
	pear?	No,	
	pins?	No,	
	ten trees?	No,	
	umbrella?	No,	
	radios?	No,	
	coffee?	No,	
	three cups of tea?	No,	
	rings?	No,	
	picture?	No,	
	maps?	No,	
	toothpaste?	No,	
	blackboard?	No,	
	lamps?	No,	

2.3. Respuesta afirmativa breve.

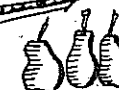
Esquemas estructurales: IS IT A/AN + Ns? YES, /YES, IT IS.
IS IT + Nnc? YES, /YES, IT IS.
ARE THEY + Np? YES, /YES, THEY ARE.

IS IT A PICTURE?



YES.
YES, IT IS

Are they pears?



Yes.
Yes, they are



Is it a book?



Yes.
Yes, it is.

Are they windows?



Yes.
Yes, they are.

Is it coffee?



Yes.
Yes, it is.

Are they scissors?



Yes.
Yes, they are.

OBSERVE

Is it a book? Yes. / Yes, it is.
Are they grapes? Yes. / Yes, they are.

La respuesta afirmativa breve puede ser solamente **yes**, pero hay otra forma más común que incluye también las palabras **it** o **they** e **is** o **are**, según se trate de un singular o un plural.

2.3.1. Complete

Is it a pen?	Yes, it is.	Are they pens?	Yes, they are.
Is it an umbrella?	Yes,	Is it milk?	Yes,
Are they erasers?	Yes,	Is it an iron?	Yes,
Is it a house?	Yes,	Are they horses?	Yes,
Are they trees?	Yes,	Is it wine?	Yes,
Are they pliers?	Yes,	Is it a key?	Yes,
Are they desks?	Yes,	Is it a cat?	Yes,
Is it tea?	Yes,	Are they grapes?	Yes,
Is it a sandwich?	Yes,	Are they pants?	Yes,
Are they tables?	Yes,	Is it a flower?	Yes,

2.4. Respuesta negativa breve.

Esquemas estructurales:

IS IT A/AN + Ns? NO./NO, IT'S NOT (IT ISN'T)
IS IT + Nnc? NO./NO, IT'S NOT (IT ISN'T)
ARE THEY + Np? NO./NO, THEY'RE NOT (THEY AREN'T)

Is it a door?



No.
No, it's not.

Are they oranges?



No.
No, they're not.

Is it an iron?



No.
No, it's not.

Are they forks?



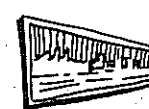
No.
No, they're not.

Is it water?



No.
No, it's not.

Are they houses?



No.
No, they're not.

OBSERVE

Is it a book? No. No, it's not.*
Are they grapes? No. No, they're not.*

La respuesta negativa breve puede ser solamente **no**, pero hay otra forma más común, que incluye también la contracción de las palabras **it** o **they** e **is** o **are** (**it's**, **they're**), según se trate de un singular o un plural.

* También son posibles las contracciones: **No, it isn't** y **No, they aren't**.

2.4.1. Complete

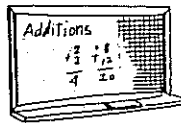
Is it a pencil?	No, it's not.	Are they chairs?	No, they're not.
Is it a lamp?	No,	Is it money?	No,
Are they knives?	No,	Are they eggs?	No,
Is it a bottle?	No,	Is it perfume?	No,
Are they glasses?	No,	Is it an onion?	No,
Are they lights?	No,	Is it a pin?	No,
Is it sugar?	No,	Are they apples?	No,



Are they hammers? No, _____
Are they nails? No, _____
Is it a map? No, _____
Is it a clock? No, _____
Is it chocolate? No, _____
Are they trays? No, _____

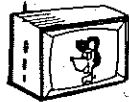
2.4.2. Complete

Is it a blackboard?



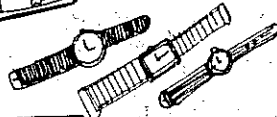
Yes, it is.

Is it a radio?



No, it's not.
It's a television set.

Are they wristwatches?



Is it an armchair?



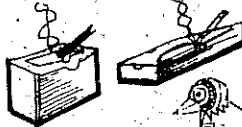
It's a table.

Are they ears?

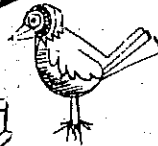


They're eyes.

Are they ash trays?



Is it an elephant?



It's a bird.

Are they beds?



They're armchairs.

Is it a wastebasket?



Are they brushes?



They're combs.

Is it a ball?



Is it water?



It's fruit.

Are they blouses?



Are they pijamas?



They're dresses.

Is it a flower?

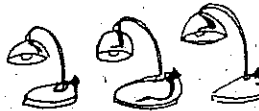


Are they dogs?



They're cats.

Are they lamps?

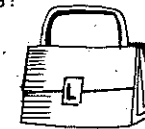


Are they wristwatches?



They're clocks.

Is it a bracelet?

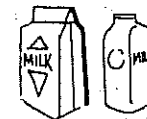


It's a handbag.

Are they wrenches?



Is it coffee?



It's milk.

Is it a bus?



It's a car.

Are they chickens?



Is it orange juice?



Is it a bed?



It's a typewriter.

Are they letters?



Is it an iron?





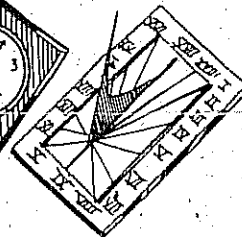
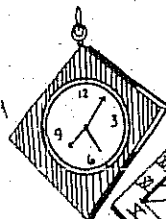
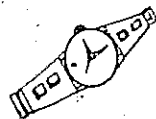
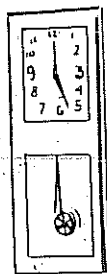
2.5. Los números en las horas. Las decenas.

21 twenty-one	41 forty-one
22 twenty-two	42 forty-two
23 twenty-three	43 forty-three
24 twenty-four	44 forty-four
25 twenty-five	45 forty-five
26 twenty-six	46 forty-six
27 twenty-seven	47 forty-seven
28 twenty-eight	48 forty-eight
29 twenty-nine	49 forty-nine
30 thirty	50 fifty
31 thirty-one	51 fifty-one
32 thirty-two	52 fifty-two
33 thirty-three	53 fifty-three
34 thirty-four	54 fifty-four
35 thirty-five	55 fifty-five
36 thirty-six	56 fifty-six
37 thirty-seven	57 fifty-seven
38 thirty-eight	58 fifty-eight
39 thirty-nine	59 fifty-nine
40 forty	60 sixty

OBSERVE

one, twenty-one, thirty-one, forty-one, etc.
two, twenty-two, thirty-two, forty-two, etc.

A partir del 20 se cuenta agregando los números del 1 al 9 a las decenas.
Las decenas restantes son: 70 (seventy), 80 (eighty), 90 (ninety)



INDICACION DE LA HORA

Esquema estructural: **IT IS + NUMBER + NUMBER.**
(hours) (minutes)

WHAT TIME IS IT?



IT'S NINE O'CLOCK
(9:00)

What time is it?



It's ten-five (10:05)
It's five after ten.
It's five past ten.

What time is it?



It's eleven-ten (11:10)
It's ten after eleven.
It's ten past eleven.

What time is it?



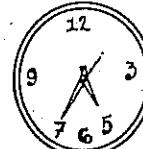
It's one-fifteen (1:15)
It's fifteen after one.
It's a quarter after one.
It's fifteen past one.
It's a quarter past one.

What time is it?



It's two-thirty (2:30)
It's half past two.

What time is it?



It's five-thirty-five (5:35)
It's twenty-five to six.

What time is it?



It's six-forty (6:40)
It's twenty to seven.



What time is it?



It's three-forty-five (3:45)
It's fifteen to four.
It's a quarter to four.

What time is it?



It's eleven-fifty-five (11:55)
It's five to twelve.

What time is it?



It's twelve-fifty-eight
(12:58)
It's two to one.

OBSERVE

It's 2:05	It's two-five
	It's five after (past) two
It's 8:40	It's eight-forty
	It's twenty to nine.

La forma más sencilla de indicar la hora es dando primero las horas y luego los minutos transcurridos. No se incluye la palabra **minutes**.

Normalmente se escribe la hora con números, especialmente si son más de dos. Si se escribe con palabras, estas llevan guiones entre sí.

Se puede también dar la hora diciendo primero los minutos transcurridos, luego las palabras **after** o **past** y al final las horas transcurridas; o primero los minutos faltantes para completar la hora siguiente, luego la palabra **to** y al final la hora que está por completarse.

Cuando se dan horas completas se dice al final **o'clock**.

2.5.1. Indique la hora con palabras

11:00 It's eleven o'clock.

4:25

10:15

6:10

8:17

12:30

2:00

5:15

1:30

7:15

9:22

8:20 It's eight-twenty.

3:25

11:05

4:35

7:47

5:55

3:02

12:44

6:11

4:00

1:58

2.5.2. Indique la hora con números

It's three-twenty 3:20

It's one-twenty

It's two-ten

It's ten to eleven

It's five forty-five

It's six-thirteen

It's eleven-fifteen

It's four-twenty-five

It's eight-fifty-five

It's a quarter to two

It's three o'clock

It's half past one

OBSERVE

$\frac{1}{4}$ a quarter = 15 minutes
 $\frac{1}{2}$ a half = 30 minutes



Módulo 4

OBJETIVOS ESPECIFICOS

Al concluir el estudio de este módulo, el alumno:

1. Memorizará oraciones pidiendo identificación de personas.

WHO AM I?	(si la persona es quien habla, el hablante)
WHO ARE WE?	(si se trata de la persona que habla, con alguien más) WHO' RE...
WHO ARE YOU?	(si la persona es a quien se habla, el oyente, esté solo o con alguien más) WHO' RE...
WHO IS HE?	(si se trata de una persona objeto del diálogo 3a. persona y es masculina) WHO' S...
WHO IS SHE?	(si se trata de una persona objeto del diálogo 3a. persona y es femenina) WHO' S...
WHO ARE THEY?	(si se trata de personas objeto del diálogo, 3as. personas) WHO' RE...

2. Estructurará oraciones dando identificación de personas por nombre.

NAME:	FIRST NAME (John, Peter, Mary, Ann, etc.)
	LAST NAME (Kent, Lee, Smith, Peters, etc.)
	TITLE (Mr. John Kent, Mrs. Lee, Dr. Smith, Fr. Peters, etc.)

Esquemas estructurales:

Si se trata del hablante: I AM + Pn (personal name)
I'M...

Si se trata del oyente: YOU ARE + Pn
YOU'RE...

Si se trata de una tercera persona masculina: HE IS + Pn (Masc.)
HE'S...

Si se trata de una tercera persona femenina: SHE IS + Pn (fem.)
SHE'S...

Si se trata del hablante con alguien más:

WE ARE + Pnp (Personal name plural)
WE' RE

Si se trata de terceras personas:

THEY ARE + Pnp
THEY'RE...

3. Estructurará oraciones pidiendo identificación más precisa de unas personas cuyos nombres conoce.

Esquemas estructurales:

WHO IS + Pn [masc.] ? WHO ARE + Pnp?
+ Pn [fem.] ?

4. Estructurará oraciones dando identificación de una o varias personas por su parentesco u otro tipo de relación social con otra persona o personas, que sirven de punto de referencia.

Se refieren a la misma persona o cosa - Mismo género y número

	Elemento identificador
I	AM + PnPR'S + Rel (personal name-point (relationship) of reference)'s
YOU	ARE
HE (or Pn masc.)	IS
SHE (or Pn fem.)	IS
WE	ARE
THEY (or Pnp)	ARE

El nombre de la persona o personas que sirven de punto de referencia va seguido de 'S, pero cuando dicho nombre termina en -S, solamente lleva el apóstrofo.

5. Pronunciará correctamente 'S o S' como [s], [z] o [ɪz], según las reglas ya vistas.

6. Estructurará oraciones dando identificación de una o varias personas o cosas por su relación de pertenencia o posesión con otro ser, que sirve de punto de referencia mediante el uso del pronombre posesivo que le corresponde.



Esquemas estructurales.

Se refieren a la misma persona o cosa - Mismo género y número

Elemento identificador		
I	AM	poss PR (Possessive-point of reference)
YOU	ARE	
HE (or Pn masc.)	IS	
SHE (or Pn fem.)	IS	
IT		
WE	ARE	
THEY (or Pnp)	ARE	

7. Memorizará los pronombres posesivos y su relación con el hablante (solo o acompañado), con el oyente (solo o acompañado) o con un tercero o terceros.

MY	(posesión de I)
OUR	(posesión de WE)
YOUR	(posesión de YOU)
HIS	(posesión de HE)
HER	(posesión de SHE)
ITS	(posesión de IT)
THEIR	(posesión de THEY)

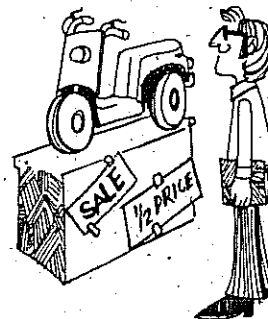
8. Estructurará oraciones preguntando si una determinada identificación le corresponde a una o varias personas o cosas.

Esquemas estructurales:

AM I	+	} Pn?	
ARE YOU	+		
IS HE	+	Pn	[masc.] ?
IS SHE	+	Pn	[fem.] ?
ARE WE	+	} Pnp?	
ARE YOU	+		
ARE THEY	+		

AM I	} +PnPR'S+	Rel
ARE YOU		
IS HE (or Pn [masc.])		OP
IS SHE (or Pn [fem.])	} +Poss PR+	Rel
IS IT		
ARE WE		OP
ARE THEY (or Pnp)		

9. Usará la forma PnPR'S no sólo para relaciones de parentesco o amistad, sino para indicar posesión de un objeto. Ej. *It is John's book.*



- 2.6. Para pedir y dar identificación de personas. Para preguntar quién es una persona.

Esquemas estructurales:

WHO	IS HE?	(one person masc.)
	IS SHE?	(one person fem.)
	ARE THEY?	(two persons or more, WHO'RE)

WHO'S...	HE IS+Pn	(personal name masc.)
	SHE IS+Pn	(fem.)
	THEY ARE+Pnp	(personal name plural)

WHO IS HE?



(John Smith)

HE IS JOHN SMITH.

Who is she?



(Mary Smith)

She is Mary Smith.

Who are they?



(John Smith)
(Mary Smith)

They are John and Mary Smith.



Who is he?



(Bob)

He is Bob.

Who is he?



(Dr. Brown)

He is Dr. Brown.

Who is she?



(Claudia)

She is Claudia.

Who are they?



(Mr. and
Mrs. Paul)

They are Mr. and
Mrs. Paul.

OBSERVE

Who is he? He is John Smith.

Who is she? She is Mary Smith.

Who are they? They are John and Mary Smith.

La pregunta en que se pide identificación de personas se inicia con la palabra **who** [hu].
Contracción de **who is** — **who's** [huz] de **who are** — **who're** [hu:r].

Si la persona de la que se habla es singular masculina, se indica por el pronombre **he**; si es singular femenina, por el pronombre **she**; si es plural, por el pronombre **they**.

Para identificar por nombre, se inicia la frase con el pronombre correspondiente, y luego se da el nombre: **he is John**, **he is Bob**, **she is Helen**, etc.

Los títulos que más comúnmente se anexan al nombre, anteponiéndolos, son: **Mr.** (pronunciado [mis-tər]), **Mrs.** (pronunciado [mis-iz]) y **Miss** (pronunciado [mis]), que indican respectivamente: varón, mujer casada y mujer soltera.

De los que indican profesiones el único que se utiliza es doctor, **Dr.**, y los que indican dignidades o cargos como **father**, **bishop**, **pope**, **king**, **queen**, **president**, **commissioner**, **sheriff**, etc. En ningún caso se usa el artículo **the** al utilizar el título más el nombre.

2.6.1. Complete

Who is he?



He is Peter Jones.

Who _____?



_____ Ann and Louise.

Who _____?



_____ Josephine.

Who _____?



_____ Father O'Brien.

Who _____?



_____ Dr. Johnson.

Who _____?



_____ Charles and Ann.

Who _____?



_____ Dr. and Mrs. Kent.

Who _____?



_____ Sheriff Jacobson.

Who _____?



_____ Queen Ann.

A cartoon illustration of three men's faces. The man on the left has a mustache and is looking slightly to the right. The man in the middle has a mustache and is looking forward. The man on the right has a mustache and is looking slightly to the left. They are all smiling and appear to be in a friendly conversation.



92

93



Who is Jack Clark?

He is Helen's, John's, Betty's and Julia's uncle.

He is Ann's and Charles' brother-in-law.

He is John Clark Sr.'s and Julia (Rogers) Clark's son.

Who is Dee (Clark) Russell?

She is Julia Russell's mother and Julia (Rogers) Clark's and John Clark Sr.'s daughter.
She is Helen's, John's and Betty's aunt.

Who are Jack, John, Julie, Laura and Dee Clark?

They are John Clark Sr.'s and Julia (Rogers) Clark's children.

Who is Ann (Jones) Clark?

She is John Clark Jr.'s wife.

She is Jack's, Julie's, Laura's and Dee's sister-in-law.

She is John Clark Sr.'s and Julia (Rogers) Clark's daughter-in-law.

Who is Julie Clark?

She is Jack's, John's, Laura's and Dee's sister.

She is Ann's and Charles' sister-in-law.

Who is Laura Clark?

She is Helen's, John's, Betty's and Julia's aunt.

She is John Clark Sr.'s and Julia (Rogers) Clark's daughter.

Who is Charles Russell?

He is Julia's father.

He is Dee's husband.

He is John Clark Sr.'s and Julia (Rogers) Clark's son-in-law.

Who are Dee and Charles Russell?

They are Julia's parents.

Who is John Clark Sr.?

He is Helen's, John's, Betty's, and Julia's grandfather.

He is Ann's and Charles' father-in-law.

Who is Julia (Rogers) Clark?

She is Helen's, John's, Betty's, and Julia's grandmother.

She is Ann's and Charles' mother-in-law.

Who are Mr. and Mrs. John Clark Sr.?

They are Ann's and Charles' parents-in-law.

OBSERVE

Relaciones de parentesco en línea horizontal, misma línea vertical: **brother** (hombre) **sister** (mujer)

En línea horizontal, diferente línea vertical: **cousin** (hombre o mujer)

En línea horizontal, parentesco político: **brother-in-law** (hombre) **sister-in-law** (mujer)

Relación de matrimonio: **husband** (hombre), **wife** (mujer)

En línea vertical. De ascendientes a descendientes:

Una generación: **parents** (hombre y mujer), **father** (hombre), **mother** (mujer).

Relación política: **parents-in-law**, **father-in-law**, **mother-in-law**

Dos generaciones: **grandparents** (hombre y mujer), **grandfather** (hombre), **grandmother** (mujer)

En línea vertical. De descendientes a ascendientes:

Una generación: **children** (hombre[s] y mujer[es]), **son** (hombre),

daughter (mujer). Relación política: **son-in-law** (hombre),

daughter-in-law (mujer)

Dos generaciones: **grandchild(ren)** (hombre[s] y mujer[es]),

grandson (hombre), **granddaughter** (mujer)

En línea vertical colateral. De ascendientes a descendientes:

Una generación: **uncle** (hombre), **aunt** (mujer)

Dos generaciones: **great-uncle** (hombre), **great-aunt** (mujer)

En línea vertical colateral. De descendientes a ascendientes:

Una generación: **nephew** (hombre), **niece** (mujer)

Dos generaciones: **great-nephew** (hombre), **great-niece** (mujer)

A partir de la segunda generación, en línea ascendente o descendente, se antepone la palabra **great** tantas veces como generaciones se estén indicando: **great-great-uncle**, **great-great-aunt**, **great-grandson**, etc.

OBSERVE

Helen's cousin

Jack's niece

Charles' parents-in-law

El nombre seguido de apóstrofo y **s** [o si el nombre termina en **s**, simplemente de apóstrofo], tiene el mismo valor que en español la preposición de seguida del nombre.

Observe el orden: Nombre + 's + relación de parentesco.



2.7.1. Identifique por la relación de parentesco (Guíese por el dibujo de la familia Clark)

Who is Helen Clark? (in relation to Jack Clark) She is Jack's niece
Who is John Clark III? (in relation to Helen) He is Helen's brother.
Who is Betty Clark? (in relation to Ann (J) Clark) _____
Who is Julia Russell? (in relation to Betty) _____
Who is Jack? (in relation to Ann) _____
Who is John Clark Jr.? (in relation to Helen) _____
Who is Ann? (in relation to Julie) _____
Who is Julie? (in relation to John Clark Sr.) _____
Who is Laura? (in relation to Betty) _____
Who is Dee? (in relation to Charles) _____
Who is John Clark Sr.? (in relation to Jack) _____
Who is Julia (R) Clark? (in relation to Jack) _____

2.7.2. Identifique, estableciendo la relación de parentesco

Louise is Mary's daughter. Who is Mary? She is Louise's mother.
Bill is Rose's brother. Who is Rose? She is Bill's sister.
David is Peter's uncle. Who is Peter? He is David's nephew.
Alice is Fred's wife. Who is Fred? _____
Bess and Jo are Bob's daughters. Who is Bob? _____
Gail is Daniel's grandmother. Who is Daniel? _____
Oscar is Debbie's uncle. Who is Debbie? _____
Tom is Robert's son. Who is Robert? _____
Tim is James' brother-in-law. Who is James? _____
Dan is Marie's brother-in-law. Who is Marie? _____
Joe and Dick are Alice's brothers. Who is Alice? _____
Jim is Josephine's father. Who is Josephine? _____
Aby is Myra's cousin. Who is Myra? _____
Peggy is Sarah's and Abraham's grandmother.
Who are Sarah and Abraham? _____
Paul is Leonard's nephew. Who is Leonard? _____
Richard is Kathleen's husband. Who is Kathleen? _____
Benjamin is Christine's husband. Who is Christine? _____
Joseph is Jacob's brother. Who is Jacob? _____

2.8. Identificación de personas por su posición en el diálogo.

Esquemas estructurales. Pregunta de identificación: **WHO AM I?**

Identificación del hablante	— I am	} + Pn PR'S + Rel
Identificación del oyente	— You are	
Identificación de la tercera persona. Masc.	— He is	
Identificación de la tercera persona. Fem.	— She is	} + Pn or Pnp
Identificación del hablante más otra persona	— We are	
Identificación del oyente más otra persona	— You are	
Identificación de terceras personas	— They are	

Am I	} + Pn PR'S + Rel?	Are we	} + Pn or Pnp?
Are you		Are you	
Is he		Are they	
Is she			



OBSERVE

I AM [aɪ æm]
El que habla se denomina a sí mismo siempre I
I va seguido de am
Contracción de I am I'm [aɪm]

OBSERVE

Afirmación: I am.
Pregunta: Am I?



OBSERVE

Are you ... ?

El que habla siempre denomina al oyente **you** en el acto de hablar.

Pregunta para identificación:
Who are you?

OBSERVE

Afirmación: **You are** [ju:ar]
you va seguido de **are**.
Contracción de **you are** - **you're** [jʊr]
En negación puede ser **you aren't**.



OBSERVE

We are ...

Cuando el hablante se denomina a sí mismo junto con alguien más, utiliza **we** en la denominación.

Cuando el hablante denomina a más de un oyente, o al oyente y a alguien más, utiliza **you** para denominarlos en el acto del habla.

OBSERVE

Afirmación: **We are** - **you are** [wi:ar] [ju:ar]

We y **you** seguidos de **are**

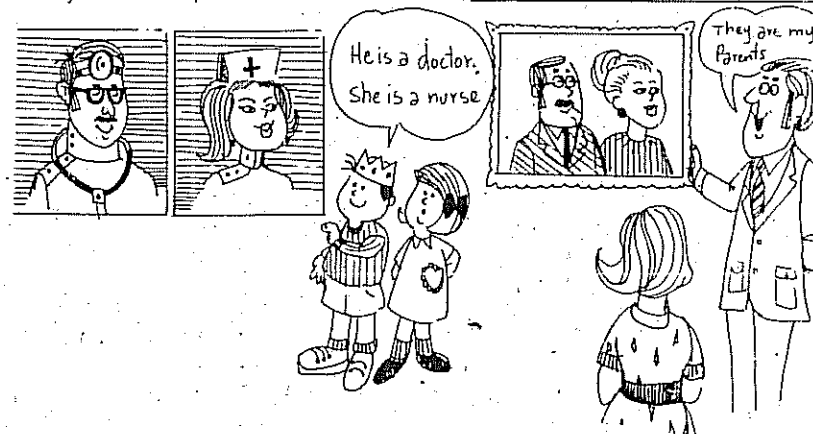
Pregunta: **Are we?** - **Are you?**

Contracción: **we are** - **we're** [wi:r] **you are** - **you're** [jʊr]

En negación puede ser **we aren't** y **you aren't**.

2.8.1. Complete las respuestas

Are you Helen's brothers?	Yes, <u>we are Helen's brothers.</u>
Are you Peter Johnson?	No, <u>I am Peter Williamson.</u>
Am I Mrs. Clark's granddaughter?	Yes, <u>you are Mrs. Clark's granddaughter.</u>
Are we Joe's and Ann's cousins?	No, <u>you are not Joe's and Ann's cousins.</u>
Are you Mary?	Yes, _____
Are we John's nieces?	Yes, _____
Are you Mr. and Mrs. Brown?	No, <u>Mr. and Mrs. West.</u>
Am I Mrs. Peters' nephew?	No, <u>niecé.</u>
Are you Bob's father?	Yes, _____
Are you sisters?	No, <u>cousins.</u>
Are we Mr. Kent's greatnephews?	Yes, _____
Are you Esther Jones?	No, <u>Stella Jones.</u>
Are you Alice's parents?	Yes, _____





OBSERVE

He, she, they, no son dialogantes, sino que de ellos se ocupa el diálogo.

Is he John Smith? — Yes, he is.

o el relato.

He is a boy, he is Mary's cousin.

OBSERVE:

Afirmación: he is [hi:z], she is [ʃi:z], they are [ðeɪ ər]
he, she van seguidos de is
they va seguido de are

Contracción: He is He's [hi:z]
She is She's [ʃi:z]
They are They're [ðeɪ ər]

En negación puede ser he (she) (it) isn't y
they aren't.

Pregunta: Is he? - Is she? - Are they?

2.8.2. Complete

I am John's brother.
We Helen and Bob.
You Helen's niece.
she Mrs. Brown?
I Bess' cousin?
You John's daughters.
they Mr. and Mrs. Taylor?
you Henry Bentley?
We Mr. and Mrs. Williams.
they Julia's aunts?
I Governor Peters.

He is Dr. Stillson.
They brothers.
you Mary's parents?
We uncle Harry and aunt Jo.
She my grandmother.
we Mr. Lee's nephews?
She Laura's cousin.
he Mr. West's son?
she Miss Trevor?
You Mike's sister in law.
you brother and sister?

2.8.3. Complete. Use contracciones.

Who is Bill? He's John's uncle.
Who are you? I'm Mathilda's cousin.

Who am I?	You're	uncle Julius.
Who's Miss Collins?		Mary's aunt.
Who're David and Al?		Mr. Johnson's sons.
Who're you?		Alice's parents.
Who's Paul?		Rose's and Betty's cousin.
Who're we?		Mr. and Mrs. Stewart.
Who's Dr. Helen Lee?		Bob's doctor.
Who are Lucy and Ann?		Mrs. Seymour's daughters.
Who am I?		Governor Corning's wife.
Who's Tom?		the Governor's son.
Who's Myra?		Liz' sister in law.
Who're you?		the President's aunt.
Who're Bill and Jo?		John's uncle and aunt.

2.9. Identificación de personas y cosas indicando pertenencia.

Esquemas estructurales:

I am	}	+ Poss. P.R. (possessive point of reference)	+ Rel. O.P. (objet of possession)
You are			
He (or Pn masc.) IS			
She (or Pn fem.)			
It is			
We are			
You are			
They are			



I HAVE A DOG.

I have a friend.

I have a family.

I have two cousins.

I have a sister.

I have two brothers.

I have an uncle.

I have two aunts.

IT IS MY DOG.

She is my friend.

It is my family.

They are my cousins.

She is my sister.

They are my brothers.

He is my uncle.

They are my aunts.



You have a baby. It is **your** baby.
You have a son. He is **your** son.
You have a husband. He is **your** husband.
You have a doctor. He is **your** doctor.
You have four aunts. They are **your** aunts.
You have a mother. She is **your** mother.
You have a family. It is **your** family.
You have brothers. They are **your** brothers.

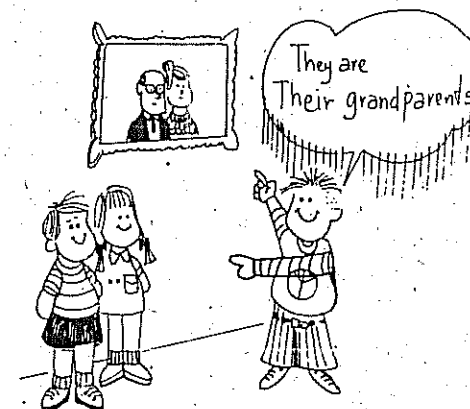
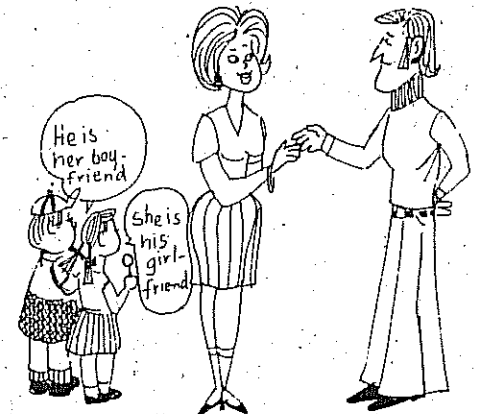


We have a baby. He is **our** baby.
We have a son. He is **our** son.
We have parents. They are **our** parents.
We have a home. It is **our** home.
We have friends. They are **our** friends.
We have sisters-in-law. They are **our** sisters-in-law.
We have a nephew. He is **our** nephew.
We have three nieces. They are **our** nieces.

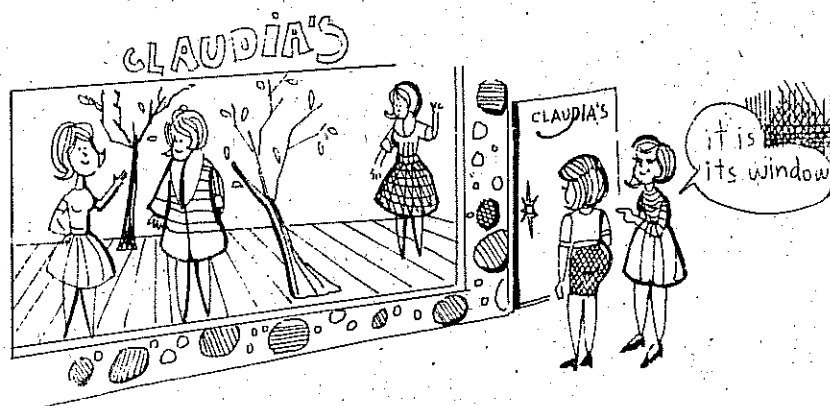
You have a son. He is **your** son.
You have a daughter. She is **your** daughter.
You have children. They are **your** children.
You have a family. It is **your** family.
You have an aunt. She is **your** aunt.
You have daughters. They are **your** daughters.
You have a house. It is **your** house.
You have friends. They are **your** friends.



She has a boy friend. He is **her** boy friend.
She has a father. He is **her** father.
She has a sister. She is **her** sister.
She has brothers. They are **her** brothers.
She has an uncle. He is **her** uncle.
She has two aunts. They are **her** aunts.
He has a girl friend. She is **his** girl friend.
He has cousins. They are **his** cousins.
He has a dog. It is **his** dog.
He has a car. It is **his** car.
He has three nieces. They are **his** nieces.
He has a brother. He is **his** brother.



They have grandparents. They are **their** grandparents.
They have a mother. She is **their** mother.
They have a cousin. He (or she) is **their** cousin.
They have a nurse. She (or he) is **their** nurse.
They have shoes. They are **their** shoes.



The store has a window. It It is its window.
The store has a door. It It is its door.
The store has mannequins. It They are its mannequins.
The dog has a kennel. It It is its kennel.
It is the dog's kennel.
The library has books. It They are its books.
The book has pages. It They are its pages.
The stores have windows. They They are their windows.

OBSERVE

I have a dog.	It is my dog.	I - my [maɪ]
You have a baby.	It is your baby.	you - your [jʊr]
We have a baby.	He is our baby.	we - our [aʊr]
You have a son.	He is your son.	(Pl.) you - your [jʊr]

my indica pertenencia del hablante en el diálogo.

our indica pertenencia del hablante en el diálogo también, pero junto con alguien más.

your indica pertenencia del oyente o de uno o más oyentes junto con alguien más.

Como las formas you - your son idénticas para singular y plural, el sentido tiene que determinarse por el contexto.

He has a girl friend.	She is his girl friend.	He - his [hɪz]
She has a boy friend.	He is her boy friend.	She - her [hɜːr]
They have grandparents.	They are their grandparents.	They - their [ðeɪr]

His indica pertenencia del ser masculino singular del que se ocupa el diálogo o el relato.

Her indica pertenencia del ser femenino singular del que se ocupa el diálogo o el relato.

Their indica pertenencia de seres de los que se ocupa el diálogo o el relato.

Have se usa con I, we, you, they.

Has se usa con he, she.

The store has window.
It has a window.

It is its window.

It - its [ɪts]

The tree has leaves.
It has leaves.

They are its leaves.

The dog has a kennel.
It has a kennel.

It is its kennel.

The baby has parents.
It has parents.

They are its parents.

Its indica pertenencia de un ser no personalizado del que se ocupa el diálogo o el relato.

Has se usa con it.

The children have grandparents.
They have grandparents.

They are their grandparents.

The stores have windows.
They have windows.

They are their windows.

they - their sirven para indicar seres no personalizados tomados en plural, de manera que en estas formas no hay distinción gramatical entre seres personalizados y no personalizados.

Para pedir identificación de seres no personalizados se usa **what**.

2.9.1. Complete

I have a mother. She is my mother.

I have a father. is father.

I have two brothers. are brothers.

I have a sister. is sister.

I have grandparents. are grandparents.

I have uncles. are uncles.

You have an aunt. is aunt.

You have five nieces. are nieces.



You have daughters. _____ are _____ daughters.
 You have parents. _____ are _____ parents.
 You have sisters. _____ are _____ sisters.
 We have friends. _____ are _____ friends.
 We have a doctor (Michael Brown). _____ is _____ doctor.
 We have a family. _____ is _____ family.
 We have cousins. _____ are _____ cousins.
 We have neighbors. _____ are _____ neighbors.
 He has a girl friend. _____ is _____ girl friend.
 He has classmates. _____ are _____ classmates.
 He has teachers. _____ are _____ teachers.
 He has a motorcycle. _____ is _____ motorcycle.
 He has a monkey. _____ is _____ monkey.
 She has five aunts. _____ are _____ aunts.
 She has a brother. _____ is _____ brother.
 She has two sisters. _____ are _____ sisters.
 She has a boy friend. _____ is _____ boy friend.
 She has a car. _____ is _____ car.
 It has a garage. _____ is _____ garage.
 It has ten windows. _____ are _____ windows.
 It has four doors. _____ are _____ doors.
 It has flowers. _____ are _____ flowers.
 It has four legs. _____ are _____ legs.
 They have a house. _____ is _____ house.
 They have leaves. _____ are _____ leaves.
 They have watches. _____ are _____ watches.
 They have a great-aunt. _____ is _____ great-aunt.
 They have three sons. _____ are _____ sons.

2.9.2. Complete

Is _____ she your sister?	No, she _____ is _____ my cousin.
Are _____ they Helen's sons?	Yes, they _____ are _____ her sons.
_____ it your dog?	Yes, it _____ dog.
_____ they Bob's friends?	No, they _____ uncles.
_____ it my cake?	Yes, it _____ cake.
_____ they our exams?	Yes, they _____ exams.

_____ you Henry's boss?
 _____ I your roommate?
 _____ we your classmates?
 _____ you Ann's cousin?
 _____ we your students?
 _____ it its key?
 _____ he our priest?
 _____ you my nurses?
 _____ she our Mayor?
 _____ they Alice's shoes?
 _____ it the dog's collar?

No, I _____ friend.
 Yes, you _____ roommate.
 Yes, you _____ classmates.
 No, I _____ sister.
 Yes, you _____ students.
 Yes, it _____ key.
 No, he _____ sheriff.
 Yes, we _____ nurses.
 No, she _____ Governor.
 Yes, they _____ shoes.
 Yes, it _____ collar.



Respuesta a los ejercicios

UNIDAD II — Módulo 3

2.1.1.

Is it a lamp ?
Is it water ?
Are they glasses ?
Is it money ?
Are they flowers ?
Is it a car ?
Are they chairs ?

Are they spoons ?
Is it a bottle ?
Is it a cake ?
Are they beds ?
Is it a wrist watch ?
Is it a sandwich ?
Are they grapes ?

2.1.2.

Is it a pencil?
Is it ink?
Are they erasers?
Is it a key?
Is it a light?
Is it milk?
Are they pens?
Is it a notebook?
Are they apples?
Is it tea?
Are they scissors?
Is it a pair of glasses?
Is it an orange?
Are they five books?
Is it a pair of earrings?
Are they two bicycles?
Is it a house?
Are they bananas?

Yes, it's a pencil.
Yes, it's ink.
Yes, they're erasers.
Yes, it's a key.
Yes, it's a light.
Yes, it's milk.
Yes, they're pens.
Yes, it's a notebook.
Yes, they're apples.
Yes, it's tea.
Yes, they're scissors.
Yes, it's a pair of glasses.
Yes, it's an orange.
Yes, they're five books.
Yes, it's a pair of earrings.
Yes, they're two bicycles.
Yes, it's a house.
Yes, they're bananas.

2.2.1.

Is it a necklace?
Is it sugar?
Are they cigarettes?

No, it's not a necklace.
No, it's not sugar.
No, they're not cigarettes.

Are they two bracelets?

Is it perfume?

Is it a pear?

Are they pins?

Are they ten trees?

Is it an umbrella?

Are they radios?

Is it coffee?

Are they three cups of tea?

Are they rings?

Is it a picture?

Are they maps?

Is it toothpaste?

Is it a blackboard?

Are they lamps?

No, they're not two bracelets.

No, it's not perfume.

No, it's not a pear.

No, they're not pins.

No, they're not ten trees.

No, it's not an umbrella.

No, they're not radios.

No, it's not coffee.

No, they're not three cups of tea.

No, they're not rings.

No, it's not a picture.

No, they're not maps.

No, it's not toothpaste.

No, it's not a blackboard.

No, they're not lamps.

2.3.1.

Is it a pen? Yes, it is.
Is it an umbrella? Yes, it is.
Are they erasers? Yes, they are.
Is it a house? Yes, it is.
Are they trees? Yes, they are.
Are they pliers? Yes, they are.
Are they desks? Yes, they are.
Is it tea? Yes, it is.
Is it a sandwich? Yes, it is.
Are they tables? Yes, they are.

Are they pens? Yes, they are.
Is it milk? Yes, it is.
Is it an iron? Yes, it is.
Are they horses? Yes, they are.
Is it wine? Yes, it is.
Is it a key? Yes, it is.
Is it a cat? Yes, it is.
Are they grapes? Yes, they are.
Are they pants? Yes, they are.
Is it a flower? Yes, it is.

2.4.1.

Is it a pencil? No, it's not.
Is it a lamp? No, it's not.
Are they knives? No, they're not.
Is it a bottle? No, it's not.
Are they glasses? No, they're not.
Are they lights? No, they're not.
Is it sugar? No, it's not.

Are they chairs? No, they're not.
Is it money? No, it's not.
Are they eggs? No, they're not.
Is it perfume? No, it's not.
Is it an onion? No, it's not.
Is it a pin? No, it's not.
Are they apples? No, they're not.



Are they hammers? No, they're not. Is it a clock? No, it's not.
Are they nails? No, they're not. Is it chocolate? No, it's not.
Is it a map? No, it's not. Are they trays? No, they're not.

2.4.2.

Is it a blackboard? Yes, it is.
Is it a radio? No, it's not.
It's a television set.
Are they wristwatches? Yes, they are.
Is it an armchair? No, it's not.
It's a table.
Are they ears? No, they're not.
They're eyes.
Are they ash trays? Yes, they are.
Is it an elephant? No, it's not.
It's a bird.
Are they beds? No, they're not.
They're armchairs.
Is it a wastebasket? Yes, it is.
Are they brushes? No, they're not.
They're combs.
Is it a ball? Yes, it is.
Is it water? No, it's not.
It's fruit.
Are they blouses? Yes, they are.
Are they pajamas? No, they're not.
They're dresses.
Is it a flower? Yes, it is.
Are they dogs? No, they're not.
They're cats.
Are they lamps? Yes, they are.
Are they wristwatches? No, they're not.
They're clocks.

Is it a bracelet? No, it's not.
It's a handbag.
Are they wrenches? Yes, they are.
Is it coffee? No, it's not.
It's milk.
Is it a bus? No, it's not.
It's a car.
Are they chickens? Yes, they are.
Is it orange juice? Yes, it is.
Is it a bed? No, it's not.
It's a typewriter.
Are they letters? Yes, they are.
Is it an iron? Yes, it is.

2.5.1. Indique la hora con palabras

11:00	<u>It's eleven o'clock.</u>	8:20	<u>It's eight-twenty.</u>
4:25	<u>It's four-twenty-five.</u>	3:25	<u>It's three-twenty-five.</u>
10:15	<u>It's ten-fifteen.</u>	11:05	<u>It's eleven-five.</u>
6:10	<u>It's six-ten.</u>	4:35	<u>It's four-thirty-five.</u>
8:17	<u>It's eight-seventeen.</u>	7:47	<u>It's seven-forty-seven.</u>
12:30	<u>It's twelve-thirty.</u>	5:55	<u>It's five-fifty-five.</u>
2:00	<u>It's two o'clock.</u>	3:02	<u>It's three-two.</u>
5:15	<u>It's five-fifteen.</u>	12:44	<u>It's twelve-forty-four.</u>
1:30	<u>It's one-thirty.</u>	6:11	<u>It's six-eleven.</u>
7:15	<u>It's seven-fifteen.</u>	4:00	<u>It's four o'clock.</u>
9:22	<u>It's nine-twenty-two.</u>	1:58	<u>It's one-fifty-eight.</u>

2.5.2. Indique la hora con números

It's three-twenty	<u>3:20</u>	It's eleven-fifteen	<u>11:15</u>
It's one-twenty	<u>1:20</u>	It's four twenty-five	<u>4:25</u>
It's two-ten	<u>2:10</u>	It's-eight fifty-five	<u>8:55</u>
It's ten to eleven	<u>10:50</u>	It's a quarter to two	<u>1:45</u>
It's five-forty-five	<u>5:45</u>	It's three o'clock	<u>3:00</u>
It's six-thirteen	<u>6:13</u>	It's half past one	<u>1:30</u>



UNIDAD II — MODULO 4

2.6.1.

Who is he?
Who are they?
Who is she?
Who is he?
Who is she?
Who are they?
Who are they?
Who is he?
Who is she?
Who are they?
Who is he?
Who is he?
Who is she?
Who is he?
Who are they?

He is Peter Jones.
They are Ann and Louise.
She is Josephine.
He is Father O' Brien.
She is Dr. Johnson.
They are Charles and Ann.
They are Dr. and Mrs. Kent.
He is Sheriff Jacobson.
She is Queen Ann.
They are Joe, Bob and Al.
He is Dr. Peters.
He is Reverend Smith.
She is Miss Miller.
He is Mr. O' Malley.
They are Meg, Cindy and Gail.

2.7.1.

Who is Helen Clark? (in relation to Jack Clark) She is Jack's niece.
Who is John Clark III? (in relation to Helen) He is Helen's brother.
Who is Betty Clark?
(in relation to Ann (J) Clark) She is Ann's daughter.
Who is Julia Russell? (in relation to Betty) She is Betty's cousin.
Who is Jack? (in relation to Ann) He is Ann's brother in law
Who is John Clark Jr.? (in relation to Helen) He is Helen's father.
Who is Ann? (in relation to Julie) She is Julie's sister in law.
Who is Julie? (in relation to John Clark Sr.) She is John Clark Sr's daughter.
Who is Laura? (in relation to Betty) She's Betty's aunt.
Who is Dee? (in relation to Charles) She's Charles' wife.

Who is John Clark Sr.? (in relation to Jack)
Who is Julia (R) Clark? (in relation to Jack)

He's Jack's father.
She is Jack's mother.

2.7.2.

Louise is Mary's daughter. Who is Mary?
Bill is Rose's brother. Who is Rose?
David is Peter's uncle. Who is Peter?
Alice is Fred's wife. Who is Fred?
Bess and Jo are Bob's daughters. Who is Bob?
Gail is Daniel's grandmother. Who is Daniel?
Oscar is Debbie's uncle. Who is Debbie?
Tom is Robert's son. Who is Robert?
Tim is James' brother-in-law. Who is James?

She is Louise's mother.
She is Bill's sister.
He is David's nephew.
He is Alice's husband.
He is Bess' and Jo's father.
He is Gail's grandson.
She is Oscar's niece.
He is Tom's father.
He is Tim's brother-in-law.

Dan is Marie's brother-in-law. Who is Marie?

She is Dan's sister-in-law.

Joe and Dick are Alice's brothers. Who is Alice?

She is Joe's and Dick's sister.

Jim is Josephine's father. Who is Josephine?
Aby is Myra's cousin. Who is Myra?
Peggy is Sarah's and Abraham's grandmother.

She is Jim's daughter.
She is Aby's cousin.
They are Peggy's grand-children.

Who are Sarah and Abraham?

Paul is Leonard's nephew. Who is Leonard?
Richard is Kathleen's husband. Who is Kathleen?

He is Paul's uncle.

She is Richard's wife.

Benjamin is Christine's husband. Who is Christine?

She is Benjamin's wife.

Joseph is Jacob's brother. Who is Jacob?

He is Joseph's brother.



2.8.1.

Are you Helen's brothers?
Are you Peter Johnson?
Am I Mrs. Clark's grand-
daughter?
Are we Joe's and Ann's
cousins?
Are you Mary?
Are we John's nieces?
Are you Mr. and Mrs. Brown?
Am I Mrs. Peters' nephew?
Are you Bob's father?
Are you sisters?
Are we Mr. Kent's great-
nephews?
Are you Esther Jones?
Are you Alice's parents?

Yes, we are Helen's brothers.
No, I am Peter Williamson.
Yes, you are Mrs. Clark's grand-
daughter.
No, you are not Joe's and Ann's
cousins.
Yes, I am Mary.
Yes, you are John's nieces.
No, we are Mr. and Mrs. West.
No, you are Mrs. Peters' niece.
Yes, I am Bob's father.
No, we are cousins.
Yes, you are Mr. Kent's great-
nephews.
No, I am Stella Jones.
Yes, we are Alice's parents.

2.8.2.

I am John's brother.
We are Helen and Bob.
You are Helen's niece.
Is she Mrs. Brown?
Am I Bess' cousin?
You are John's daughters.
Are they Mr. and Mrs. Taylor?
Are you Henry Bentley?
We are Mr. and Mrs. Williams.
Are they Julia's aunts?
I am Governor Peters.

He is Dr. Stillson.
They are brothers.
Are you Mary's parents?
We are uncle Harry and aunt Jo.
She is my grandmother.
Are we Mr. Lee's nephews?
She is Laura's cousin.
Is he Mr. West's son?
Is she Miss Trevor?
You are Mike's sister in law.
Are you brother and sister?

2.8.3.

Who is Bill?
Who are you?
Who am I?

He's John's uncle.
I'm Mathilda's cousin.
You're Uncle Julius.

Who's Miss Collins?
Who're David and Al?
Who're you?
Who's Paul?
Who're we?
Who's Dr. Helen Lee?
Who are Lucy and Ann?
Who am I?
Who's Tom?
Who's Myra?
Who're you?
Who're Bill and Jo?

2.9.1.

I have a mother.
I have a father.
I have two brothers.
I have a sister.
I have grandparents.
I have uncles.
You have an aunt.
You have five nieces.
You have daughters.
You have parents.
You have sisters.
We have friends.
We have a doctor. (Michael Brown).
We have a family.
We have cousins.
We have neighbors.
He has a girl friend.
He has classmates.
He has teachers.
He has a motorcycle.
She has five aunts.
She has a brother.

She's Mary's aunt.
They're Mr. Johnson's sons.
We're Alice's parents.
He's Rose's and Betty's cousin.
You're Mr. and Mrs. Stewart.
She's Bob's doctor.
They're Mrs. Seymour's daughters.
You're Governor Corning's wife.
He's the Governor's son.
She's Liz' sister in law.
I'm the President's aunt.
They're John's uncle and aunt.

She is my mother.
He is my father.
They are my brothers.
She is my sister.
They are my grandparents.
They are my uncles.
She is your aunt.
They are your nieces.
They are your daughters.
They are your parents.
They are your sisters.
They are our friends.
He is our doctor.
It is our family.
They are our cousins.
They are our neighbors.
She is his girl friend.
They are his classmates.
They are his teachers.
It is his motorcycle.
It is his monkey.
They are her aunts.
He is her brother.



She has two sisters.
 She has a boy friend.
 She has a car.
 It has a garage.
 It has ten windows.
 It has four doors.
 It has flowers.
 It has four legs.
 They have a house.
 They have leaves.
 They have watches.
 They have a great-aunt.
 They have three sons.

They are her sisters.
 He is her boy friend.
 It is her car.
 It is its garage.
 They are its windows.
 They are its doors.
 They are its flowers.
 They are its legs.
 It is their house.
 They are their leaves.
 They are their watches.
 She is their great-aunt.
 They are their sons.

2.9.2.

Is she your sister?
 Are they Helen's sons?
 Is it your dog?
 Are they Bob's friends?
 Is it my cake?
 Are they our exams?
 Are you Henry's boss?
 Am I your roommate?
 Are we your classmates?
 Are you Ann's cousin?
 Are we your students?
 Is it its key?
 Is he our priest?
 Are you my nurses?
 Is she our Mayor?
 Are they Alice's shoes?
 Is it the dog's collar?

No, she is my cousin.
 Yes, they are her sons.
 Yes, it is our/my dog.
 No, they are his uncles.
 Yes, it is your cake.
 Yes, they are your/our exams.
 No, I am his friend.
 Yes, you are my roommate.
 Yes, you are our/my classmates.
 No, I am her sister.
 Yes, you are our/my students.
 Yes, it is its key.
 No, he is your/our sheriff.
 Yes, we are your nurses.
 No, she is our/your Governor.
 Yes, they are her shoes.
 Yes, it is its collar.

Actividades complementarias**EJERCICIOS QUE DEBE REALIZAR CONFORME APRENDA LAS ESTRUCTURAS**

1. Si tiene un compañero o compañera o alguien con quien pueda establecer un diálogo, hacer un ejercicio de preguntas y respuestas de identificación de objetos. Los objetos por los que se pregunte puedan ser de los que le rodean, tomados de una revista, o dibujarlos por usted mismo.
2. Identificar por su nombre a los personajes de una revista ilustrada, de un libro de historia, de periódico, etc., utilizando la estructura correcta de identificación.
3. Identificar a los miembros de su propia familia con relación a sí mismo o a sí misma.
4. Identificar los objetos que le rodean por relación de pertenencia.
5. Si es posible, practicar con otra persona las tres formas anteriores de identificación en un ejercicio de preguntas y respuestas.



UNIDAD III



Objetivos generales

Al terminar de estudiar esta unidad, el alumno:

1. Utilizará la palabra **Where** para estructurar preguntas pidiendo la ubicación de personas, animales y objetos.
2. Indicará la ubicación de cualquier objeto o persona por su posición con relación a otra.
3. Indicará la procedencia y la situación geográfica de las personas o cosas.
4. Relacionará estas estructuras con las de la Unidad II, para que pueda estructurar oraciones en que se pregunte si algo o alguien está en un determinado lugar, o procede de determinado lugar.
5. Identificará todas las preposiciones y adverbios de lugar en la estructuración de las oraciones.



Introducción

Indicaciones para el manejo de esta unidad.

SECCION DE CONVERSACION

Mismas indicaciones. NO OLVIDE TRATAR DE DAR A LAS FRASES LA ENTONACION CORRECTA.

SECCION DE PRONUNCIACION

Trate de familiarizarse cada vez más con las transcripciones fonéticas de las palabras en su diccionario. Sería deseable que buscara en él todas las palabras de ubicación que aparecen en esta unidad, y con la ayuda del Apéndice I interpretara cómo debe pronunciar los signos con que se representa la pronunciación de cada palabra.

SECCION DE ESTRUCTURAS Y VOCABULARIO

Esta unidad se caracteriza porque presenta muy pocas y muy sencillas estructuras. Su dificultad radica en la necesidad de memorizar las preposiciones y adverbios que indican lugar, y distinguir perfectamente lo que significa cada uno de ellos.

No deje en el libro las estructuras que va aprendiendo, aplíquelas a lo que le rodea. Si usa correctamente las estructuras, sus frases serán tan correctas como las de una persona que lleva muchos años de hablar inglés.

Clave de símbolos empleados en la Unidad III

* be-(am/is/are) Las formas del verbo TO BE en el presente.

S - subject $\left\{ \begin{array}{l} \text{Pn/Pnp} \\ \text{Spr} \left\{ \begin{array}{l} \text{PnPR'S} \\ \text{PossPR} \\ \text{A/AN/THE} \end{array} \right\} \end{array} \right\} \text{N}$

Sujeto: nombres propios, pronombres nominativos y nombres comunes con alguna forma determinativa.

Spr —Subject pronoun (sujeto nominativo) = I, you, he, she, it, we, you, they.

Det —determinar (A/AN, THE, / PnPR's, PossPR) (formas determinativas)

PL prep —place preposition or prepositional phrase of place (preposición de lugar)

Geo N —geographical name: City, State, Country, Continent (nombres geográficos)



Módulo 5

OBJETIVOS ESPECIFICOS

Al concluir el estudio de este módulo, el alumno:

1. Estructurará oraciones preguntando ubicación o localización de algo o de alguien:

Esquema estructural:

WHERE + be (AM/IS/ARE) + S (subject)?

Subject: Pn/Pnp
S Pr (subject Pronoun)
Det + N (determiner):
a/an, the, Poss. Pr, Pn, Pr's

2. Memorizará todas las preposiciones y frases preposicionales de lugar que se dan en este Módulo 5: **in, on, at, beside, outside, e inside: in front of, behind, above, below, over, y under.**

SECCION DE CONVERSACION

MEMORICE

Arthur: Where are the car keys?

Bertha: They're on the desk.

Arthur: I can't find them.

Bertha: Look under the dictionary.

Arthur: Here they are, I have them.



INTONATION PATTERN

Arthur: Where are the car keys?

Bertha: They're on the desk.

Arthur: I can't find them.

Bertha: Look under the dictionary.

Arthur: Here they are, I have them.



SECCION DE CONVERSACION

MEMORICE

Nancy: Hello, James.

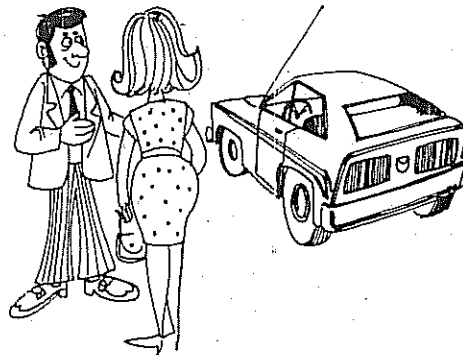
James: Hi, Nancy.

Nancy: This car is beautiful. Is it new?

James: No, it's not. My new car is at the dealers.
Where is yours?

Nancy: It's in the parking lot. Good-bye now. I have
a class at eight o'clock

James: Good-bye. See you later.



INTONATION PATTERN:

Nancy: Hello, James.

James: Hi, Nancy.

Nancy: This car is beautiful. Is it new?

James: No, it's not. My new car is at the dealers.
Where is yours?

Nancy: It's in the parking lot. Good-bye now. I have
a class at eight o'clock

James: Good-bye. See you later.



3.1. Para preguntar e indicar ubicación de objetos, in, on y at.

Esquemas estructurales:

WHERE + be (AM/IS/ARE) + S (subject)?

S + be + PL prep (place preposition) + { Det + N
in or prepositional Pn/Pnp en
on phrase of place algunos casos
at

Subject SPR. { (subject pronoun)
Det + (determiner) + N (noun)

Determiner { A/AN/THE
PnPR's
PossPR

WHERE IS THE BALL?



Where is the hand?



Where are the books?



IN THE BASKET.
THE BALL IS IN THE BASKET.
IT'S IN THE BASKET.



In the glove.
The hand is in the glove.
It's in the glove.



In the bookcase
The books are in the bookcase.
They're in the bookcase.



Where are the fish?



In the fish bowl.
The fish are in the fish bowl.
They're in the fish bowl.

Where is the money?



In the wallet.
The money is in the wallet.
It's in the wallet.

Where is the bread?



In the bread box.
The bread is in the bread box.
It's in the bread box.

OBSERVE

Where [hwe:r]

Where is the ball? in the basket
Where are the books? in the bookcase
Where is the money? in the wallet

Para pedir ubicación de algo o alguien se usa where.

In denota ubicación de un objeto dentro de otro, que lo contiene.

In precede al nombre del objeto continente (el que contiene al otro).

WHERE IS THE BALL?

IN THE BASKET. INSIDE THE BASKET.
THE BALL IS INSIDE THE BASKET.

Where is the bottle?

In the box. Inside the box.
The bottle is inside the box.

Where are the books?

In the briefcase. Inside the briefcase.
The books are inside the briefcase.

Where are the chairs?

In the house. Inside the house.
The chairs are inside the house.

Where is the money?

In the wallet. Inside the wallet.
The money is inside the wallet.

Where is the bread?

In the bread box. Inside the bread box.
The bread is inside the bread box.

OBSERVE

in the basket - inside the basket
in the bookcase - inside the bookcase
in the wallet - inside the wallet

In e inside son equivalentes.

WHERE IS THE TYPEWRITER?



ON THE DESK.
THE TYPEWRITER IS ON THE DESK.
IT'S ON THE DESK.

Where is the clock?



On the chest.
The clock is on the chest.
It's on the chest.

Where are the pictures?



On the wall.
The pictures are on the wall.
They're on the wall.

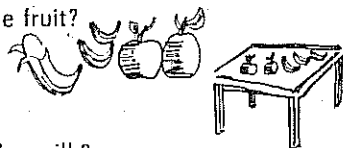
Where are the dresses?



On the bed.
The dresses are on the bed.
They're on the bed.

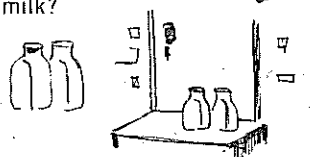


Where is the fruit?



On the table.
The fruit is on the table.
It's on the table.

Where is the milk?



On the doorstep.
The milk is on the doorstep.
It's on the doorstep.

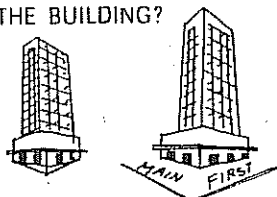
OBSERVE

Where is the typewriter? **on** the desk.
Where are the pictures? **on** the wall.
Where is the fruit? **on** the table.

On denota ubicación de un objeto sobre otro; en contacto con él.

On precede al nombre del objeto que sirve de base.

WHERE IS THE BUILDING?



AT THE CORNER OF MAIN AND
FIRST STREETS.
THE BUILDING IS AT THE CORNER
OF MAIN AND FIRST STREETS.
IT'S AT THE CORNER OF MAIN
AND FIRST STREETS.

Where is the lady?



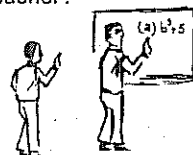
At the telephone.
The lady is at the telephone.
She's at the telephone.

Where is the boy?



At the door.
The boy is at the door.
He's at the door.

Where is the teacher?



At the blackboard.
The teacher is at the blackboard.
He's at the blackboard.

Where is the girl?



At her dressing table.
The girl is at her dressing table.
She's at her dressing table.

Where is the man?



At the window.
The man is at the window.
He's at the window.

OBSERVE

Where is the building? **at** the corner of
main and first streets.
Where is the lady? **at** the telephone.
Where is the boy? **at** the door.

At no denota que un objeto (persona o cosa) esté contenido en otro (como **in**), ni sostenido por otro (como **on**), sino que está simplemente allí, en un punto determinado.

At precede al nombre del objeto punto de ubicación.

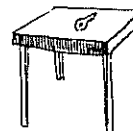
3.1.1. Complete.

Where are the flowers?



They're in the vase.

Where is the key?



It's on the table.



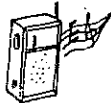
Where is the teacher?



He's _____ at the desk.



Where is the radio?



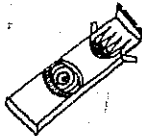
It's _____ the chest.



Where are the pencils?



They're _____ the box.



Where is the milk?



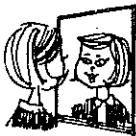
It's _____ the refrigerator.



Where is the girl?



She's _____ the mirror.



Where are the feet?



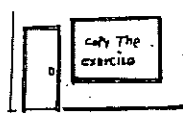
They're _____ the shoes.



Where is the blackboard?



It's _____ the wall.



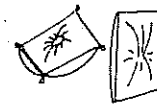
Where is the water?



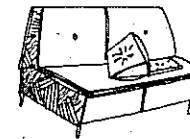
It's _____ the glass.



Where are the cushions?



They're _____ the sofa.



Where are the children?



They're _____ the table.



Where is the letter?



It's _____ the envelope.



Where is the lady?



She's _____ the bus stop.



Where is the baby?



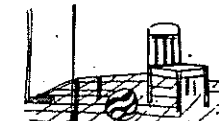
It's _____ the crib.



Where is the ball?



It's _____ the floor.



Where are the forks?



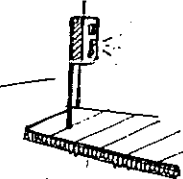
They're _____ the plates.

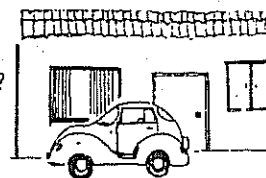
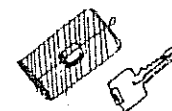
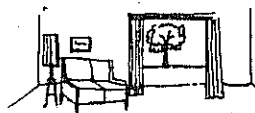
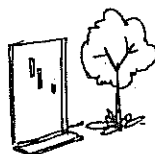
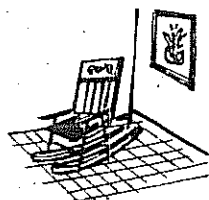


Where is the traffic light?



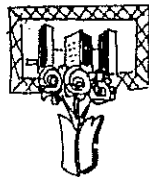
It's _____ the corner.







Where are the flowers?



They're **in front of** the picture.

Where are the bottles?



They're **behind** the cans.

Where is the bookcase?



It's **behind** the chairs.

OBSERVE

The car is **in front of** the house.

In front of indica ubicación de un objeto en relación frontal con otro.

The sofa is **behind** the table.

Behind indica ubicación de un objeto detrás de otro.

3.3.1. Complete.

Where is the girl?



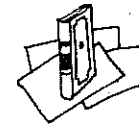
She's **in front of** the boy.

Where is the blouse?



It's **beside** the skirt.

Where are the papers?



They're _____ the book.

Where is the flower?



It's _____ the vase.

Where are the apples?



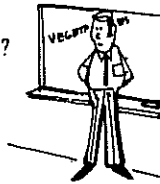
They're _____ the pineapple.

Where is the mouse?



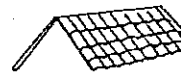
It's _____ the hole.

Where is the blackboard?



It's _____ the teacher.

Where is the roof?



It's _____ the house.

Where are the feet?



They're _____ the table.

Where is the car?



It's _____ the motor-cycle.



Where is the stool?



It's _____ the chest.

Where is the boy?



He's _____ the window.

Where is the clock?



It's _____ the black-board.

Where is the doll?



It's _____ the box.

Where is the key?



It's _____ the picture.

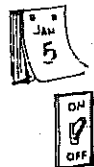
3.4. Para preguntar e indicar ubicación de objetos. Above, below.

Esquemas estructurales: WHERE + be + S?

S + be + PL prep
above
below

+ Det + N
+ Pn/Pnp

Where is the calendar?



It's above the switch.

Where is the keyhole?



It's below the doorknob.

Where is the doctor's office?



It's above the pharmacy.

Where is the soap?



It's below the faucets.

Where are the pliers?



They're below the hammer.

Where is Mary?



She's two steps above John.

OBSERVE

The calendar is **above** the switch.

Above indica ubicación de un objeto en nivel superior a otro.

The keyhole is **below** the doorknob.

Below indica ubicación de un objeto en nivel inferior a otro.

En algunos casos se mide numéricamente la distancia entre uno u otro objeto, entonces se indica el número y el tipo de unidad de medida inmediatamente antes de las palabras **below** o **above**:

Mary is **two steps above** John.

The temperature is **three degrees below** zero.

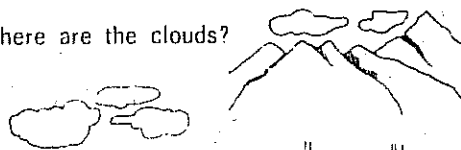
The city is **seventy feet above** sea level.



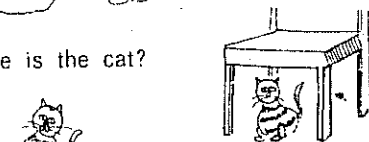
3.5. Para preguntar e indicar ubicación de objetos. Over, under.

Esquemas estructurales: **WHERE + be + S?**
S + be + PL prep { **+ Det + N**
over
under

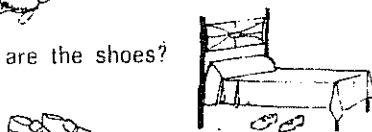
Where are the clouds? They're over the mountains.



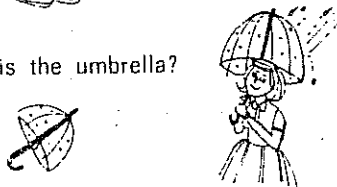
Where is the cat? It's under the chair.



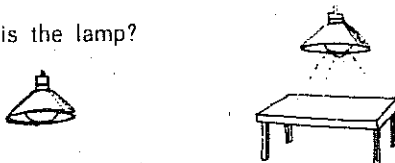
Where are the shoes? They're under the bed.



Where is the umbrella? It's over the girl.



Where is the lamp? It's over the table.



Where is the saucer? It's under the cup.



OBSERVE

The clouds are **over** the mountains.

Over indica ubicación de un objeto por encima de otro, sin contacto entre ambos generalmente.

The cat is **under** the chair.
The saucer is **under** the cup.

Under indica ubicación de un objeto por debajo de otro, con el cual puede estar en contacto o no.

OBSERVE

beside, outside, in front of, in back of or behind, above, below, over y under.

preceden al objeto con relación al cual se indica la ubicación:

beside the door, **outside** the house, **in front of** the house, **in back of** the table, **above** the switch, **below** the door knob, **over** the mountains, **under** the chair.

3.5.1. Conteste guiándose por los ejemplos.

The girl is in front of the boy.
Where is the boy?

The boy is **in front of** the girl.
or
The boy is **behind** the girl.

The lamp is over the table.
Where is the table?

The table is **under** the lamp.

John is beside Peter.
Where is Peter?

Peter is **beside** John.

The desk is in back of the bookcase.
Where is the bookcase?

The bookcase is **in front of** the desk.



The pen is not inside the box.
Where is it?

The calendar is below the clock.
Where is the clock?

John's sister is beside Helen.
Where is Helen?

Room 312 is above room 212.
Where is room 212?

The blanket is over our heads.
Where are our heads?

The milk is behind the wine.
Where is the wine?

The jet is above the clouds.
Where are the clouds?

The cake is under the cover.
Where is the cover?

The money is not inside the safe.
Where is it?

The saucer is over the cup.
Where is the cup?

The tree is beside the house.
Where is the house?

The girls are in front of the trees.
Where are the trees?

The lamp is beside the armchair.
Where is the armchair?

The fruit is not inside the
refrigerator. Where is it?

The pen is outside the box.

The clock is _____ the calendar.

Helen is _____ John's sister.

Room 212 is _____ room 312.

Our heads are _____ the blanket.

The wine is _____ the milk.

The clouds are _____ the jet.

The cover is _____ the cake.

The money is _____ the safe.

The cup is _____ the saucer.

The house is _____ the tree.

The trees are _____ the girls.

The armchair is _____ the lamp.

The fruit is _____ the refrigerator.

Módulo 6

OBJETIVOS ESPECIFICOS

Al concluir el estudio de este módulo, el alumno:

1. Memorizará todas las preposiciones y frases preposicionales de lugar que se dan en este Módulo 6: **between, among, across, along, near, far from**, y los adverbios de lugar **here** y **there**, con sus significados.

2. Estructurará oraciones indicando ubicación o localización de algo o de alguien:

Esquemas estructurales:

S + be + PL prep (place preposition) + $\left\{ \begin{array}{l} \text{Det + N} \\ \text{Pn o Pnp} \\ \text{(En algunos casos)} \end{array} \right.$
(or preposition
phrase of place)

Casos especiales:

BETWEEN requiere Det + N and Det + N, o Pn and Pn o Det

AMONG requiere Det + Np o Pnp (3 or +) (+ Np. (2))

S + be + IN + Geo N (geographical
name: city, state,
country, continent)

3. Estructurará oraciones indicando el origen o la procedencia geográfica de alguien o de algo.

Esquemas estructurales: **WHERE + be + FROM?**
S + be + FROM + GEO N



3.6. Para preguntar e indicar ubicación de objetos. Between, among.

Esquemas estructurales:

WHERE + be + S? S + be + PL prep + Det + Np (2)
between Det + N and Det + N
Pn/Pnp and Pn/Pnp

S + be + PL prep. + Det + Np (3 or more)
among + Pnp (3 or more)

Where is the child?



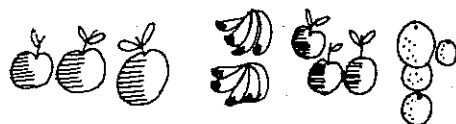
He's **between** his parents.

Where is the child?



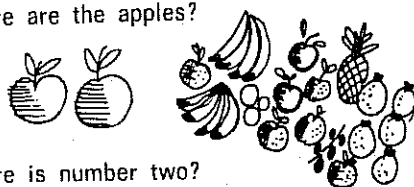
He's **among** his friends.

Where are the apples?



They're **between** the bananas and the oranges.

Where are the apples?



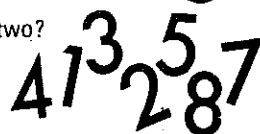
They're **among** the other fruit.

Where is number two?



It's **between** numbers one and three.

Where is number two?



It's **among** the other numbers.

OBSERVE

The child is **between** his parents.

Between indica ubicación de un objeto en medio de otros dos.

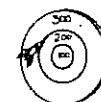
The child is **among** his friends.

Among indica ubicación de un objeto entre otros varios, sin precisar su posición con relación a ninguno de ellos.

Between y **among** preceden a los nombres de los objetos con relación a los cuales se hace la ubicación.

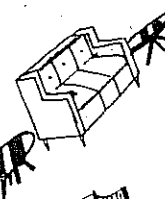
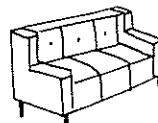
3.6.1. Complete. Use **between** o **among**.

Where is the dart?



It's **between** the two hundred and three hundred marks.

Where is the sofa?



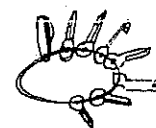
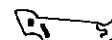
It's **between** the two tables.

Where is the dictionary?



It's **among** the other books.

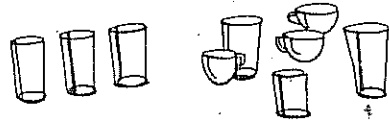
Where is the can opener?



It's **among** the keys.



Where are the glasses?



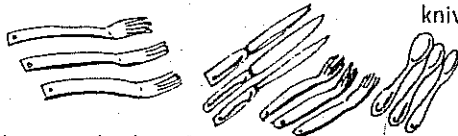
They're _____ the cups.

Where are the bees?



They're _____ the flowers.

Where are the forks?



They're _____ the
knives and the spoons.

Where is the lamp?



It's _____ the
two chairs.

Where is the nose?



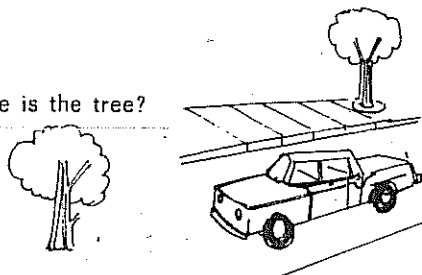
It's _____ the eyes.

3.7. Para preguntar e indicar ubicación de objetos. Across, along.

Esquemas estructurales:

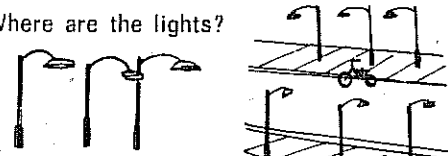
WHERE + be + S? S + be + PL prep + Det + N
across
along

Where is the tree?



It's across the street.

Where are the lights?



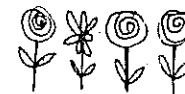
They are along the street.

Where is the chest?



It's across the room.

Where are the flowers?



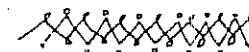
They're along the path.

Where is the door?



It's across the hall.

Where are the houses?



They are along the street.

OBSERVE

The tree is across the street.

Across indica ubicación de un objeto al otro lado de un espacio determinado.

The lights are along the street

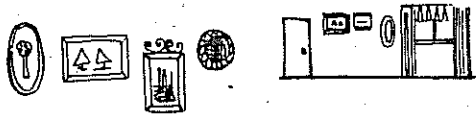
Along indica ubicación a lo largo de algo.

Across y along preceden los nombres de los objetos que sirven de base para indicar la ubicación.

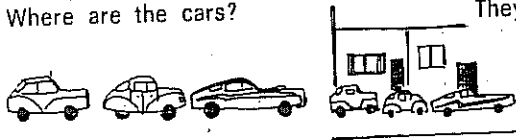


3.7.1. Complete. Use across o along.

Where are the pictures? They're _____ the wall.



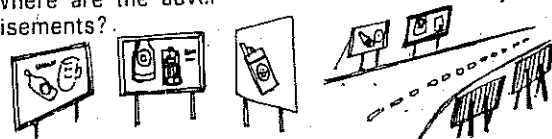
Where are the cars? They're _____ the curb.



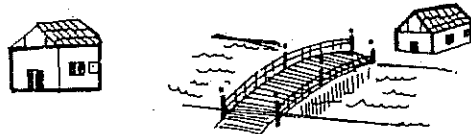
Where are the girls? They're _____ the ditch.



Where are the advertisements? They're _____ the road.



Where is the house? It's _____ the river.



3.8. Para preguntar e indicar ubicación de objetos. Near, far from.

Esquemas estructurales:

WHERE + be + S? S + be + PLprep
near
far
from

+ Det + N
+ Pn/Pnp

Where is the girl?



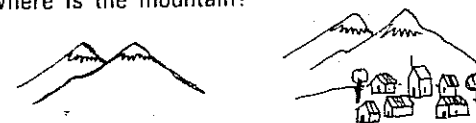
She's near the car.

Where is the boy?



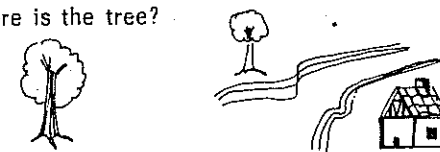
He's far from the car.

Where is the mountain?



It's near the town.

Where is the tree?



It's far from the house.

Where is the spoon?



It's near the cup.

Where is the ball?



It's far from the hole.



OBSERVE

The girl is **near** the car.

Near indica ubicación de un objeto en proximidad con otro, que sirve de punto de referencia.

The boy is **far from** the car.

Far from indica ubicación de un objeto en relación de lejanía con otro, que sirve de punto de referencia.

Near y **far from** son términos relativos. Por ejemplo, si se habla de dos ciudades, una que está a 100 km y otra que está a 700 km, de una tercera, se usará **near** con relación a la primera y **far from** para la otra, pero si se hace intervenir otra ciudad, que esté a 10 km de la que sirve de punto de referencia, para la distante 10 km se usará **near** y para la de 100 km se podrá usar **far from**.

Near y **far from** preceden al nombre de los objetos que sirven de base para indicar la ubicación.

3.8.1. Complete. Use **near** o **far from**.

Where is the lamp?



It's _____ the chair.

Where is the chest?



It's _____ the chair.

Where is the pen?



It's _____ the ink.

Where is the eraser?



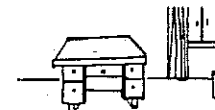
It's _____ the ink.

Where are the gloves?



They're _____ the purse.

Where is the wastebasket?



It's _____ the desk.

3.9. Para preguntar e indicar ubicación de objetos en relación con el hablante.

Esquemas estructurales:

WHERE + be + S?

S + be { + HERE (donde se encuentra el hablante)
+ THERE (donde NO se encuentra el hablante)

The book is here.
Where is the pen?



The pen is there.



I am here.
Where are you?



I am here.





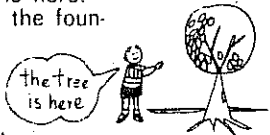
We are here.
Where are the girls?



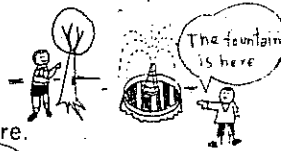
They are here.



The tree is here.
Where is the fountain?



The fountain is here.



You are here.
Where is the baby?



The baby is there.



You are there.
Where are the horses?



The horses are there.



OBSERVE

The book is **here**. I am **here**. You are **here**.

Here indica el lugar donde se encuentra el hablante. Es un concepto de extensión relativa, ya que puede abarcar únicamente el espacio reducido que ocupa físicamente el hablante, el ámbito de una habitación, de un edificio, de una zona, de una ciudad, de un país, de un continente, etc.

The pen is **there**. You are **there**.

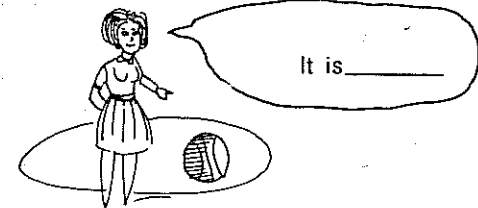
There indica el lugar donde no se encuentra el hablante. Puede ser el lugar donde se encuentre el oyente, pero no necesariamente.

The book is **here**.
I am **here**.
You are **there**.
The pen is **there**.

Se indica el objeto o la persona de cuya ubicación se trata, luego la forma que corresponda entre **am**, **is**, **are** y al final **here** o **there**.

3.9.1. Complete. Use **here** o **there**, el círculo señala la posición del hablante.

Where is the ball?



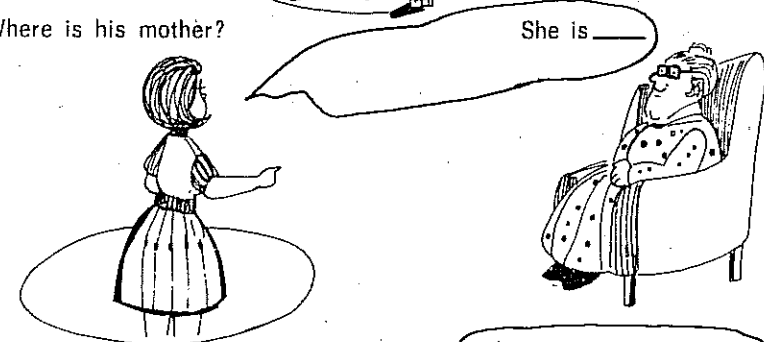
Where are the pencils.



Where are you?



Where is his mother?

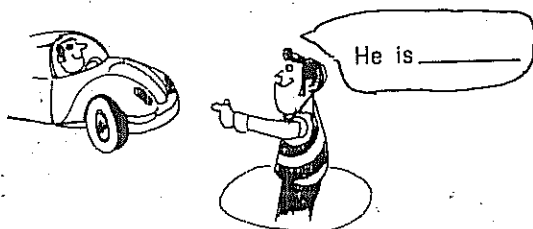


Where are the children?





Where is Mr. Brown?



3.9.2. Complete. Use **near**, **far from**, **here**, **there**. Use el negativo si es necesario.

The book is not **near** the pen.

The pictures are not **here**.

We are not **there**.

The store is not **far from** here.

Alice is not **here**.

The nurse is not **near** the doctor.

The elephant is not **there**.

The car is not **near** the curb.

America is not **near** Europe.

The Post Office is **there**.

The nails are not **far from** the hammer.

The tree is **here**.

The bicycle is not **near** John.

The cigarettes are **far from** the paper.

The cherries are not **there**.

It is **far from** the pen.

They _____.

We _____.

It _____ here.

She _____.

She _____ the doctor.

It _____.

It _____ the curb.

It _____ Europe.

It _____.

They _____ the hammer.

It _____.

It _____ John.

They _____ the paper.

They _____.

3.10. Para preguntar y dar ubicación geográfica.

Esquemas estructurales:

WHERE + be + S? S + be + IN + Geo. N

(geographical name - City, state, country and continent).

Where is he?

In Mexico.
He's in Mexico.



Where is she?

In England.
She's in England.



Where are they?

In Japan.
They're in Japan.



Where is he?

In Paris.
He's in Paris.



Where are they?

In South America.
They're in South America.



OBSERVE

In Mexico.
In Paris.
In South America.

Para indicar el lugar geográfico de donde se encuentra algo o alguien, se utiliza **in**, seguido del nombre del lugar en cuestión.



3.11. Para preguntar e indicar procedencia geográfica. Lugar de origen.

Esquemas estructurales:

WHERE + be + S + FROM? S + be + FROM + Geo N

WHERE IS THE GIRL FROM?

She's from Holland.



Where is your father from?

He's from Europe.



Where are the strawberries from?

They're from Guanajuato.



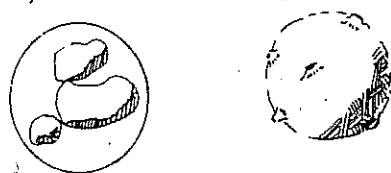
Where is your coat from?

It's from New York.



Where are the rocks from?

They're from the moon.



OBSERVE

Where is the girl from?

The girl is from Holland

Cuando a la palabra **where** se une la palabra **from** no se pregunta ya por ubicación, sino por procedencia u origen.

Where es seguida por la forma **am, is o are** que corresponde y a continuación va el nombre de la persona o cosa por cuyo origen se pregunta, al final la palabra **from**.

Al responder, la palabra **from** precede al nombre del lugar de origen, o procedencia.

3.11.1. Complete. Escoja entre **in** y **from** según se trate de indicar ubicación o procedencia.

Where is he from?

He is from Monterrey.



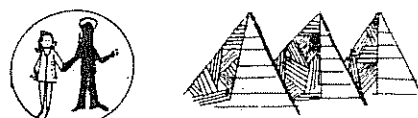
Where is she _____?

She is in Puerto Rico.



Where are they _____?

They're _____ Egypt.



Where is Ann _____?

She's _____ Rome.





Where is Sandro _____? He's _____ Pisa.



Where is Bob _____? He is _____ Alaska.



Where is Mary _____? She is _____ Australia.



Where is Dr. Clark _____? He's _____ Athens.



Where are they _____? They're _____ Moscow.



Where is he _____? He's _____ Burgos.



Where are they _____? They're _____ Africa.



Respuesta a los ejercicios

UNIDAD III — MODULO 5

3.1.1.

Where are the flowers?

Where is the key?

Where is the teacher?

Where is the radio?

Where are the pencils?

Where is the milk?

Where is the girl?

Where are the feet?

Where is the blackboard?

Where is the water?

Where are the cushions?

Where are the children?

Where is the letter?

Where is the lady?

Where is the baby?

Where is the ball?

Where are the forks?

Where is the traffic light?

Where is the rocking chair?

They're in the vase.

It's on the table.

He's at the desk.

It's on the chest.

They're in the box.

It's in the refrigerator.

She's at the mirror.

They're in the shoes.

It's on the wall.

It's in the glass.

They're on the sofa.

They're at the table.

It's in the envelope.

She's at the bus stop.

It's in the crib.

It's on the floor.

They're on the plates.

It's at the corner.

It's in the corner.

3.3.1.

Where is the girl?

Where is the blouse?

Where are the papers?

Where is the flower?

Where are the apples?

Where is the mouse?

Where is the blackboard?

She's in front of the boy.

It's beside the skirt.

They're under the book.

It's outside the vase.

They're in front of the pineapple.

It's outside the hole.

It's behind the teacher.



Where is the roof?
Where are the feet?
Where is the car?

It's over the house.
They're under the table.
It's behind the motorcycle

Where is the stool?
Where is the boy?
Where is the clock?
Where is the doll?
Where is the key?

It's beside the chest.
He's in front of the window.
It's above the blackboard.
It's outside the box.
It's below the picture.

3.5.1

The girl is in front of the boy.
Where is the boy?

The boy is in front of the girl.
or
The boy is behind the girl.

The lamp is over the table.
Where is the table?

The table is under the lamp.

John is beside Peter.
Where is Peter?

Peter is beside John.

The desk is behind the bookcase.
Where is the bookcase?

The bookcase is in front of the desk.

The pen is not inside the box.
Where is it?

The pen is outside the box.

The calendar is below the clock.
Where is the clock?

The clock is above the calendar.

John's sister is beside Helen.
Where is Helen?

Helen is beside John's sister.

Room 312 is above room 212.
Where is room 212?

Room 212 is below room 312.

The blanket is over our heads.
Where are our heads?

Our heads are under the blanket.

The milk is behind the wine.
Where is the wine?

The wine is in front of the milk.

The jet is above the clouds.
Where are the clouds?

The clouds are below the jet.

The cake is under the cover.
Where is the cover?

The cover is over the cake.

The money is not inside the safe.
Where is it?

The money is outside the safe.

The saucer is over the cup.
Where is the cup?

The cup is under the saucer.

The tree is beside the house.
Where is the house?

The house is beside the tree.

The girls are in front of the trees.
Where are the trees?

The trees are behind the girls.

The lamp is beside the armchair.
Where is the armchair?

The armchair is beside the lamp.

The fruit is not inside the refrigerator. Where is it?

The fruit is outside the refrigerator.

UNIDAD III MODULO 6

3.6.1.

Where is the dart?

It's between the two hundred and three hundred marks.
It's between the two tables.

Where is the sofa?

It's among the other books.

Where is the dictionary?

It's among the keys.

Where is the can opener?

They're among the cups.

Where are the glasses?

They're among the flowers.

Where are the bees?

They're between the knives and the spoons.

Where are the forks?

It's between the two chairs.

Where is the lamp?

It's between the eyes.

Where is the nose?



3.7.1.

Where are the pictures?
Where are the cars?
Where are the girls?
Where are the advertisements?
Where is the house?

They're along the wall.
They're along the curb.
They're across the ditch.
They're along the road.
It's across the river.

3.8.1.

Where is the lamp?
Where is the chest?
Where is the pen?
Where is the eraser?
Where are the gloves?
Where is the wastebasket?

It's near the chair.
It's far from the chair.
It's far from the ink.
It's near the ink.
They're near the purse.
It's far from the desk.

3.9.1.

Where is the ball?
Where are the pencils?
Where are you?
Where is the mother?
Where are the children?
Where is Mr. Brown?

It is here.
They are there.
We are here.
She is there.
They are here.
He is there.

3.9.2

The book is not near the pen.
The pictures are not here.
We are not there.
The store is not far from here.
Alice is not here.
The nurse is not near the doctor.

It is far from the pen.
They are there.
We are here.
It is near here.
She is there.
She is far from the doctor.

The elephant is not there.

The car is not near the curb.

America is not near Europe.

The Post Office is there.

The nails are not far from the hammer.

The tree is here.

The bicycle is not near John.

The cigarettes are far from

the paper.

The cherries are not there.

It is here.

It is far from the curb.

It is far from Europe.

It is not here.

They are near the hammer.

It is not there.

It is far from John.

They are not near the paper.

They are here.

3.11.1.

Where is he from?

Where is she from?

Where are they from?

Where is Ann from?

Where is Sandro from?

Where is Bob from?

Where is Mary from?

Where is Dr. Clark from?

Where are they from?

Where is he from?

Where are they from?

He is from Monterrey.

She is in Puerto Rico.

They're from Egypt.

She's in Rome.

He's in Pisa.

He is in Alaska.

She is from Australia.

He's in Athens.

They're in Moscow.

He's from Burgos.

They're from Africa.



Actividades complementarias

EJERCICIOS QUE DEBE REALIZAR CONFORME APRENDA LAS ESTRUCTURAS.

1. Señalar la ubicación de todos los objetos que le rodean, en relación a sí mismo o a sí misma; o a otros objetos.
2. Indicar la procedencia geográfica de sus amigos o de los miembros de su familia, o de personajes varios, indicar también en qué lugar se encuentran.
3. Indicar la procedencia de los objetos que le rodean.
4. Si le es posible practicar con otra persona todas las formas de indicar ubicación y la forma de indicar procedencia geográfica, con preguntas y respuestas.

UNIDAD IV



Objetivos generales

Al terminar de estudiar esta unidad, el alumno:

1. Utilizará las palabras **what... like/what color...** para estructurar preguntas pidiendo la descripción de cualquier ser.
2. Identificará que hay casos en que un mismo adjetivo puede estar nombrando una cualidad o característica y un estado o condición, según a qué o a quién se le adjudique, distinguiendo en cada caso si se trata de una u otra.
3. Reconocerá los nombres propios y los sustantivos de acuerdo a la clasificación dada en esta unidad.
4. Mencionará lo menos un 70% de las palabras que se estudiaron en esta unidad.
5. Pronunciará correctamente las formas interrogativas **what, who, where, where...from, what...like, how many, how much, when, whose, why, y which.**



Introducción

Indicaciones para el manejo de esta unidad.

SECCION DE CONVERSACION

No hay ninguna indicación especial, seguir las señaladas con anterioridad.

SECCION DE PRONUNCIACION

En esta unidad se le dan los diferentes pronombres y construcciones interrogativas, con los símbolos fonéticos que corresponden a su pronunciación. Si tiene quien los pronuncie para usted, observe cuidadosamente cómo dice cada uno de los sonidos (cada símbolo fonético corresponde a un sonido), si no, recurra al Apéndice del Libro, o a la guía de pronunciación de su diccionario, para saber cómo se pronuncia cada sonido. Repita cada palabra varias veces. Observe que aunque **who** y **whose** se escriben con **wh** iniciales como **what**, **where**, **when**, **why** y **which**, no llevan el sonido inicial simbolizado [hw], sino el sonido [h], seguido del sonido [u].

SECCION DE ESTRUCTURAS Y VOCABULARIO

Las estructuras de esta unidad son también pocas y simples, pero el vocabulario que es necesario memorizar, porque es esencial, el de los adjetivos, es amplio. Trate de memorizarlo por pares de palabras opuestas: **tall-short**, **beautiful-ugly**, etc., o aplicándolo a personas y cosas que vea diariamente: Ej. **My boss is tall**, **The sky is blue**, etc. Tal vez por este procedimiento también pueda memorizar un buen número de las palabras que indican **ocupación**. Es más importante que memorice los adjetivos que las palabras de ocupación, nacionalidad, etc. Lo que sí debe tener cuidado de no olvidar es la inclusión de **a/an** cuando clasifica a una persona por su ocupación, religión, etc.: **He's a lawyer**, **she's an architect**.

Muy importante es también que advierta la diferencia de las preguntas cuando se pide descripción por cualidades o características: **what...** **like**, y cuando se pide descripción por estado o condición: **how...**?

Clave de símbolos empleados en la Unidad IV

Adj —adjective (adjetivo)

Adj q —adjective indicating quality or characteristic. (adjetivo que indica cualidad o característica)

Adj col —adjective of color. (adjetivo que indica color)

Adj c —adjective indicating condition or state. (adjetivo que indica condición o estado)



Módulo 7

OBJETIVOS ESPECIFICOS

Al concluir el estudio de este módulo, el alumno:

1. Estructurará oraciones para preguntar cómo es algo o alguien, para pedir sus características o cualidades:

Esquema estructural: **WHAT + be + S + LIKE?**

2. Construirá oraciones para decir cómo es algo o alguien, para decir sus características o cualidades:

Esquema estructural: **S + be + Adj q** (Adjective indicating quality or characteristics).

3. Memorizará los adjetivos de cualidad o característica que se presentan en la Unidad. Forma invariable para singular y plural.

4. Estructurará oraciones para preguntar de qué color es algo (o alguien).

Esquema estructural: **WHAT COLOR + be + S?**

5. Elaborará oraciones para indicar el color de algo (o de alguien).

Esquema estructural: **S + be + Adj Col** (Adjective of color).

6. Memorizará los nombres de los colores que se dan en esta Unidad. Forma invariable para singular y plural.

7. Estructurará oraciones para preguntar cómo está algo o alguien, para pedir información sobre su estado o condición.

Esquema estructural: **HOW + be + S?**

8. Construirá oraciones para indicar cómo está algo o alguien, para describirlo por su estado o condición.

Esquema estructural: **S + be + Adj c** (adjective indicating condition)

9. Memorizará los adjetivos que indican estado o condición que se dan en esta Unidad. Misma forma para singular y plural.

10. Estructurará oraciones para preguntar si una cualidad o característica, un color, un estado o una condición le corresponden a un sujeto determinado.

Esquema estructural: **be + S + Adj** $\left\{ \begin{array}{l} q. \\ col? \\ c. \end{array} \right.$

Dará respuesta breve según esquemas ya estudiados en la Unidad II.



SECCION DE CONVERSACION

MEMORICE

Albert: Is that the new student?

Bill: Yes, he's my cousin.

Albert: Where is he from?

Bill: He's from France.

Albert: Is he your classmate?

Bill: No, he's my roommate.

INTONATION PATTERN:

Albert: Is that the new student?

Bill: Yes, he's my cousin.

Albert: Where is he from?

Bill: He's from France.

Albert: Is he your classmate?

Bill: No, he's my roommate.



PRONUNCIE

What [hwat]

How [hau]

Who [hu:]

When [hwen]

Where [hwe:r]

Whose [hu:z]

Where...from [hwe:r...frΔm]

Why [hwai]

What...like [hwat...laik]

Which [hwitʃ]

How many [hau 'men -i]

How much [hau mΔtʃ]



4.1. Para pedir y dar descripción señalando características o cualidades.
Preguntar o decir cómo es algo o alguien.

Esquemas estructurales:

WHAT + be + S + LIKE?

S + be + Adj.g.

WHAT IS HE LIKE?

IS HE TALL?

or

IS HE SHORT?



HE IS TALL.



What is she like?

Is she FAT?

or

is she thin?



She is thin.



What is he like?
Is he old?

or

is he young?



He is old.





What are they like?

Are they old?

or

are they new?

They are new.

What is it like?

Is it heavy?

or

is it light?

It is light.

OBSERVE

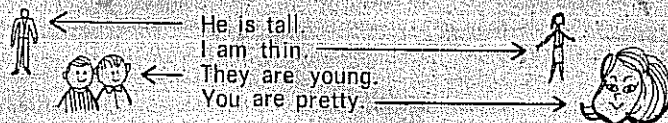
What is he like? [hwat...laik]

What are you like?

What are they like?

What am I like?

Para pedir la o las características o cualidades de una persona o cosa se utiliza la forma interrogativa **what**, en seguida la forma **am, is, o are** que corresponda a la persona o cosa por la cual se pregunta, el nombre o pronombre que señala a ésta, y al final la palabra **like**. **What...like** son invariables.



Para dar la o las características o cualidades de una persona o cosa se indica en primer término el nombre de la persona o cosa o los pronombres **I, you, he, she, it, we, you, they**, luego la forma **am, is o are** correspondiente, y al final la palabra, nunca pluralizada, que significa la cualidad o característica. Si son dos o más cualidades o características, las palabras que las indican se enlazan por **and**. Ej. **They are young and pretty**, primero la más permanente o la más larga.

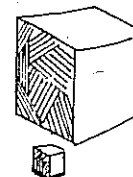
4.1.1. Complete.

What is it like?

Is it big?
(large)

or

is it small?
(little)



It is _____



What is the problem like?

Is it easy?

$$\frac{100-5}{150-x}$$

or

Is it difficult?

$$\int_d^c \frac{b}{a} \sqrt{b^2 - x^2} dy$$

It is _____

$$\frac{100-5}{150-x}$$

What is Bob like?

Is he weak?

or

is he strong?



He is _____

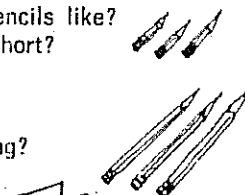


What are the pencils like?

Are they short?

or

are the long?



They are _____



What is it like?

Is it soft?

or

is it hard?



It is _____





What is your cousin like?
Is she beautiful?

or

is she ugly?



She is _____



What is Bob's music like?
Is it soft?

or

is it loud?



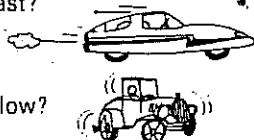
It is _____



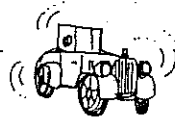
What is his car like?
Is it fast?

or

is it slow?



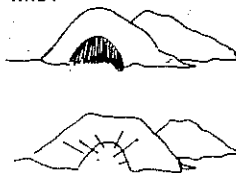
It is _____



What is a tunnel like?
Is it dark?

or

is it light?



It is _____



What is he like?
Is he good?

or

is he bad?



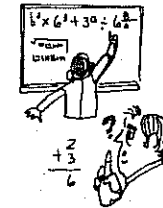
He is _____



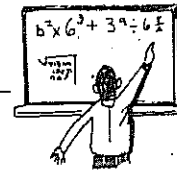
What is Johnny like?
Is he intelligent?

or

is he stupid?



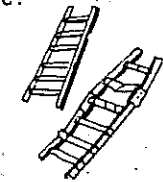
He is _____



What is your ladder like?
Is it safe?

or

is it dangerous?



It is _____



4.1.2. Complete.

My clock is square



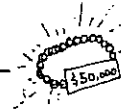
Mr. Benson is slow. _____



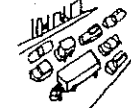
The cheese is triangular.



The necklace is _____



Lincoln Avenue is _____



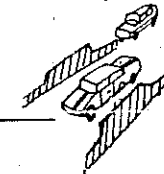
The room is _____



The matches are _____



The bridge is _____





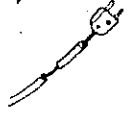
Are her hands ugly?
No, _____
They're _____



Is the violinist
good?
No, _____
He's _____



Is mountain climbing
easy?
No, _____
It's _____



Is the wire safe?
No, _____
It's _____



Are the socks dark
colored?
No, _____
They're colored.



Is the child stupid?
No, _____
He's _____



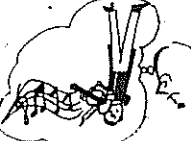
Are the suitcases
heavy?
No, _____
They're _____



Is Marie tall?
No, _____
She's _____



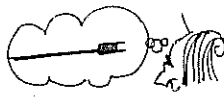
Are her hands ugly?



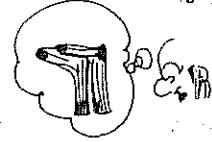
Is the violinist
good?



Is mountain climbing
easy?



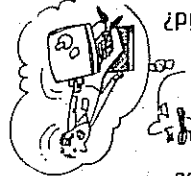
Is the wire safe?



Are the socks dark
colored?



Is the child stupid?



Are the suitcases
heavy?



Is Marie tall?



Is Don Quixote's
horse fat?
No, _____
It's _____



Is her watch cheap?
No, _____
It's _____



Are the books big?
No, _____
They're _____



Is your car new?
No, _____
It's _____



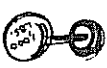
Is Miss Jones young?
No, she isn't.
She is old.



My dog is _____



The walnut is _____



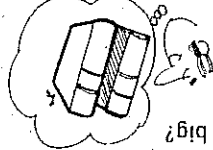
The weight is _____



Is Don Quixote's
horse fat?



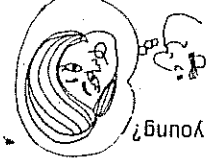
Is her watch cheap?



Are the books big?



Is your car new?



Is Miss Jones young?

4.1.3. Complete.



Mary is _____



The tray is _____



Mr. Smith is _____



Are the dresses long?



No, _____
They're _____



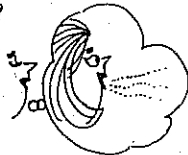
Is your mattress hard?



No, _____
It's _____



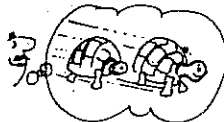
Is her voice soft?



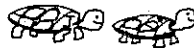
No, _____
It's _____



Are turtles fast?



No, _____
They're _____



Is the apple good?



No, _____
It's _____



4.2. Para pedir y dar descripción señalando la característica color.

Esquemas estructurales:

WHAT COLOR + be + S? S + be + Adj. col. (adjective of color)

What color is the sky?



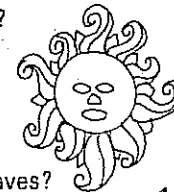
It's **blue**.
The sky is **blue**.

What color is our blood?



It's **red**.
Our blood is **red**.

What color is the sun?



It's **yellow**.
The sun is **yellow**.

What color are the leaves?



They're **green**.
The leaves are **green**.

What color is snow?



It's **white**.
Snow is **white**.

What color are violets?



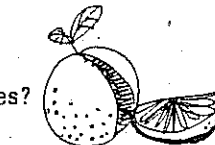
They're **purple**.
Violets are **purple**.

What color is the earth?



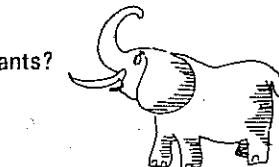
It's **brown**.
The earth is **brown**.

What color are oranges?



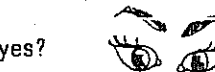
They're **orange**.
Oranges are **orange**.

What color are elephants?



They're **gray**.
Elephants are **gray**.

What color are her eyes?



They're **black**.
Her eyes are **black**.



What color are our nails?



They're **pink**.
Our nails are **pink**.

What color is his uniform?



It's **navy blue**.
His uniform is **navy blue**.

OBSERVE

The sky is **blue**.
The leaves are **green**.

El uso de las palabras que denotan color es idéntico al de las otras palabras que se utilizan para describir.

Forma invariable para preguntar:
What color, ?

También es invariable en plural o singular la indicación de color:

The **leaf** is **green**.
The **leaves** are **green**.

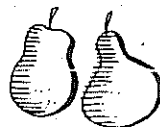
4.2.1. Conteste.

What color are bananas?



They're yellow.

What color are pears?



What color are swallows?



What color is blood?



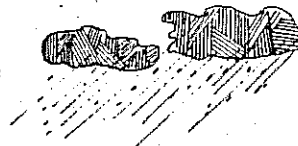
What color are the trunks of the trees?



What color are fifty peso bills?



What color are the clouds?



What color are Bill's shoes?



What color is milk?



What color are egg yolks?





4.2.2. Complete.

Escoja la palabra o palabras que indique(n) cualidad(es) o característica(s) inherente(s) al objeto descrito. Use **and** cuando sea necesario enlazar.

- Ice-cream is _____ (cold) (hot) (liquid)
 Our planet (the Earth) is _____ (round) (square) (oblong)
 Fire is _____ (bright) (big) (hot)
 Elephants are _____ (large) (heavy) (pink)
 Snow is _____ (white) (cold) (warm)
 Lemons are _____ (sweet) (sour)
 Our blood is _____ (red) (salty) (solid)
 Turtles are _____ (fast) (slow) (amphibious)
 Sugar is _____ (sweet) (sour) (green)
 The sun is _____ (blue) (hot) (round)
 Strawberries are _____ (red) (small) (salty)
 The sea is _____ (immense) (blue-green) (sweet)
 Gasoline is _____ (volatile) (inflammable) (red)

4.3. Para describir y preguntar por la salud o el estado emocional de una persona o de un animal.

Esquemas estructurales:

How + be + S? S + be + Adj. c. (adjective indicating condition)

How is THE BOY?

Is he happy?

or

is he sad?

He is happy.

How is your mother?
Is she tired?

or

is she rested?

She is tired.

How is the patient?
Is he better?

or

is he worse?

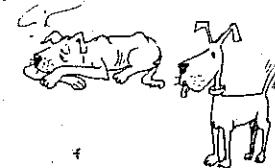
He is better.

How is the dog?
Is it ill?

or

is it well?

It is ill.





How are the children?
Are they good?



or

are they naughty?



They are good.



How is Timmy?
Is he sad?



or

is he gay?



He is sad.



OBSERVE

How is the patient? [hau]
How is your mother?
How is your dog?

Para pedir información sobre la salud o el estado emocional y físico de una persona o un animal se utiliza la forma interrogativa **how**, en seguida la forma **am**, **is** o **are** que corresponda a la persona o al animal, y al final el nombre o pronombre que los señala:

The patient is better.
My mother is worried.
My dog is nervous.

Para indicar el estado de salud o la condición física y emocional de una persona o un animal, se da primero su nombre, o el pronombre que convenga, luego las formas **am**, **is**, **are** que correspondan, y al final la palabra indicadora de estado o condición. Si se da de una referencia se utiliza **and** para enlazarlas. Ej. The patient is better and happy.

4.3.1. Complete

How is the boy?
Is he happy?



or

is he sad?



He is _____



How is John?
Is he ill?



or

is he well?



He is _____

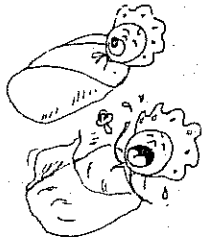




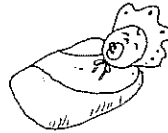
How is your baby?
Is it quiet?

or

is it restless?



It is _____



How are your pets?
Are they nervous?

or

are they calm?



They are _____



How are your parents?
Are they troubled?

or

are they pleased?



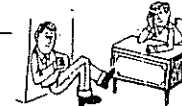
They are _____



The water is _____



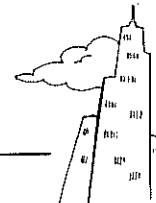
The boys are _____



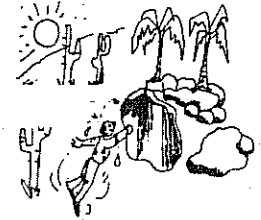
The windows are _____



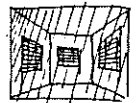
The building is _____



The man is _____



The room is _____



Mrs. Smith is _____



The wallet is _____



Comparación entre los dos tipos de descripción:

What is Johnny like?

He is **intelligent**.

How is he now?

He is **sick**.

What is the boy like?

He is **fat**.

How is he now?

He is **tired**.

What is the dog like?

It is **handsome**.

How is it now?

It is **fierce**.

What is coffee like?

It is **liquid**.

How is your coffee?

It is **strong and hot**.

What is Mrs. Peters like?

She is **beautiful**.

How is she now?

She is **sad**.

What is your father like?

He is **strong**.

How is he now?

He is **nervous**.



OBSERVE

What is the sun like? It is hot.

How is the water? It is hot.

En el primer caso, **hot** es una de las características que definen a **sun** como ser.

En el segundo caso, **hot** apunta hacia una condición circunstancial de **water** como ser.

El sol **es** caliente, por definición, el agua **está** caliente.

4.3.3. Guiándose por la respuesta, complete la pregunta.

How	is Bobby_____?	He is tired.
How	are the children_____?	They're happy.
What	are elephants like_____?	They're large and heavy.
	is Helen_____?	She's tall.
	are your grandparents_____?	They're old.
	is the coffee_____?	It's hot.
	is fire_____?	It's hot and bright.
	is the house_____?	It's old.
	is milk_____?	It's white and liquid.
	are the women_____?	They're sick and tired.
	is the lesson_____?	It's easy.
	are the girls_____?	They're beautiful.
	are you_____?	I'm fine.
	are Mary and Jo_____?	They're worried.
	are the dresses_____?	They're clean.
	are the coats_____?	They're modern.
	is cotton_____?	It's soft.
	is snow_____?	It's white.

Módulo 8

OBJETIVOS ESPECIFICOS

Al terminar este módulo, el alumno:

1. Estructurará oraciones preguntando qué clasificación le corresponde a una persona por su ocupación, nacionalidad, religión, nivel de edad, etc.

Esquema estructural: **WHAT + be + S?**

2. Construirá oraciones para indicar qué clasificación le corresponde a una persona.

Esquemas estructurales: **S (sing) + be + A/AN + N**

P (plural) + be + np Nombres o sustantivos que expresan ocupación, profesión, nacionalidad, religión, nivel de edad etc. Ejs. **carpenters, engineers, Colombians, Catholics, children, etc.**

3. Estructurará oraciones para clasificar algo o a alguien por origen geográfico.

Esquema estructural: **S + be + Adj (de nacionalidad)**

4. Escribirá correctamente por lo menos un 65% de las palabras que indican ocupación, profesión, nacionalidad, etc., de preferencia las más comunes que aparecen en este módulo.



4.4. Para pedir clasificación de personas por su ocupación.

Esquemas estructurales:

WHAT + be + S?

S (sing) + be + A/AN + Ns (carpenter, clerk, architect, doctor, etc.).

S (plural) + be + Np (carpenters, clerks, architects, doctors, etc.).

WHAT IS JOSEPH?



HE IS A CARPENTER.

What is Helen?



She is a housewife.

What is Bob?



He is a football player.

What are they?



They are dancers.

What is she?



She is an architect.

OBSERVE

What is Joseph?

What is he?

Para preguntar sobre la ocupación de una persona se utiliza la forma **what**, luego **am**, **is**, o **are** según por quien se pregunta, y al final el nombre de la persona sobre quien se pregunta, o un pronombre sustitutivo.

Joseph is a carpenter.

He is a carpenter.

Al responder se da primero el nombre de la persona, luego las formas correspondientes **am**, **is**, o **are** y al final la ocupación de la persona.

Joseph is a carpenter.

Ann is an architect.

We are dancers.

Siempre se utiliza **a/an** ante formas singulares.

4.4.1. Complete. Siga los ejemplos.

What is Mr. Jones?

He is a _____ lawyer.

What are Mr. Jones and

They are lawyers. _____

Mr. Simpson?

She is a _____ student.

What is Ann?

They are students. _____

What are Ann and Jim?

_____ doctor.

What is Helen Clark?

What are Helen Clark and

_____ dentist.

Elizabeth Rogers?

What is your uncle?

What are your uncle and

your cousin?

_____ clerk.

What is Mark?

What are Mark and Mr. Lewis?

What is Victor Brown?

_____ artist.

What are Victor and Mary

Brown?

What is Sophia?

_____ teacher.

What are Sophia and Ralph?



What is Mr. Lane?

What are Mr. Lane and Miss Peters?

What is Louise?

What are Louise and Frances?

What is Joe Miles?

What are Joe Miles and his brother?

What is Mrs. Armstrong?

What are Mrs. Armstrong and Mrs. Taylor?

What is John?

What is Alice?

What are John and Alice?

What is Mr. Johnson?

What are Mr. Johnson and his sons?

_____ secretary.

_____ nurse.

_____ mechanic.

_____ housewife.

_____ actor.

_____ actress.

_____ and _____

_____ farmer.

4.4.2. Complete

What is Mr. Davis?



He is a violinist.

What are Ann and Jo?



They are chemists.

What is he?



He is an editor.

What are they?



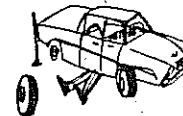
They are _____.

What is Mrs. Lane?



She is _____.

What is Mr. Clark?



He is _____.

What is Bob?



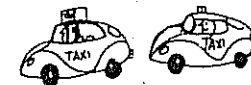
He is _____.

What is Louise?



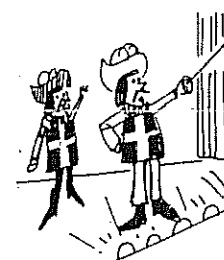
She is _____.

What are Mr. Smith and Mr. Simpson.



They are _____.

What are they?



They are _____.



4.5 Para pedir y dar clasificación de personas por su nacionalidad, sexo, edad, etc.

Esquemas estructurales:

WHAT + be + S?

S (sing) + be + A/AN + Ns (Mexican, woman, child, Catholic, etc.).

S (plural) + be + Np (Mexicans, women, children, Catholics, etc.).

What is Henry?



He is an Australian.

What is Alice?



She is a woman.

What is Bobby?



He is a baby.

What are they?



They are girls.

What is Peter?



He is a Christian.

OBSERVE

What is he?

He is an Australian.

He is a man.

He is an Anglican.

What are they?

They are Australians.

They are men.

They are Anglicans.

Para preguntar clasificación de personas, por nacionalidad, sexo, edad, etc., se usa la misma estructura que para pedir clasificación por ocupación.

Al responder se usa primero el nombre de la persona o el pronombre, luego am, is, o are y al final el dato pedido.

La forma singular siempre lleva antepuesta la palabra a o la palabra an.

Use mayúsculas para nacionalidades y religiones. Ej. He is an Australian. He is an Anglican.

4.5.1. Complete

What is María?



She is a Spaniard.

What are Arthur and Walter?



They are _____

What is Lupe?



She is _____

What are they?



They are _____



What are David and Sarah?



They are _____

What is your father?



He is _____

4.5.2. Complete

Is Juanito a Colombian?

No, he is Mexican.

Is Vincent a father?

No, _____ son.

Are they Roman Catholics?

No, _____ Baptists.

Are you a Spaniard?

No, _____ Portuguese.

Is Sato a Chinaman?

No, _____ Japanese.

Are they Englishmen?

No, _____ Americans.

Is Mrs. Rutherford a grandmother?

No, _____ great aunt.

Is Myriam a Jew?

No, _____ Christian.

Are your friends boys?

No, _____ girls.

Is your father an Italian?

No, _____ German.

Is your cousin a girl?

No, _____ boy.

4.6. Para dar clasificación por origen geográfico, que puede aplicarse a personas y a otros seres.

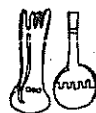
Esquema estructural: S + be + Adj of nationality.

JUANITO IS FROM MEXICO.



HE IS MEXICAN.

The vases are from Mexico.



They are Mexican.

The flowers are from Mexico.



They are Mexican.

The houses are in Mexico.



They are Mexican.

The volcano is in Mexico.



It is Mexican.

OBSERVE:

Juanito is a Mexican.

Juanito is Mexican.

The vases are Mexican.

The volcano is Mexican.

Cuando no se trata de individualizar a una persona, sino en general de indicar origen de una persona o cosa, clasificándola así, no se utiliza la forma a/an antepuesta a la que señala origen geográfico.

Cuando se trata de religión, ocurre algo similar:

He is a Catholic (individualización)

He is Catholic (clasificación)

4.6.1. Complete.

The boy is from Spain.

He is Spanish.

The dresses are from China.

They are _____

My car is from the United States.

It is _____

Their television set is from Japan.

It is _____

The books are from Germany.

They are _____

The singer is from Peru.

He is _____

The novelists are from Argentina.

They are _____

The river is in Brazil.

It is _____

The coffee is from Colombia.

It is _____

The oil is from Venezuela.

It is _____



Respuesta a los ejercicios

UNIDAD IV — MODULO 7

4.1.1.

- What is it like?
Is it big? (large)
or
is it small? (little) It is small
- What is the problem like?
Is it easy?
or
is it difficult? It is easy
- What is Bob like?
Is he weak?
or
is he strong? He is weak
- What are the pencils like?
Are they short?
or
are they long? They are long
- What is it like?
Is it soft?
or
is it hard? It is soft
- What is your cousin like?
Is she beautiful?
or
is she ugly? She is ugly
- What is Bob's music like?
Is it soft?
or
is it loud? It is soft
- What is his car like?
Is it fast?
or
is it slow? It is slow
- What is a tunnel like?
Is it dark?
or
is it light? It is dark

- What is he like?
Is he good?
or
is he bad? He is good

- What is Johnny like?
Is he intelligent?
or
is he stupid? He is intelligent

- What is your ladder like?
Is it safe?
or
is it dangerous? It is safe

4.1.2.

- My clock is square.
The cheese is triangular.
Lincoln Avenue is wide.
The matches are cheap.
Mr. Smith is fat.
The tray is round.
Mary is little.
(small)
- Mr. Benson is slow.
The necklace is expensive.
The room is dark.
The bridge is narrow.
The weight is heavy.
The walnut is hard.
My dog is thin.

4.1.3.

- Is Miss Jones young? No, she isn't.
She is old.
- Is your car new? No, it isn't.
It's old.
- Are the books big? No, they aren't.
They're small.
- Is her watch cheap? No, it isn't.
It's expensive.
- Is Don Quixote's horse fat? No, it isn't.
It's thin.



Is Marie tall?

No, she isn't.
She's short.

Are the suitcases heavy?

No, they aren't.
They're light.

Is the child dumb?

No, he isn't.
He's intelligent.

Are the socks dark colored?

No, they aren't.
They're light colored.

Is the wire safe?

No, it isn't.
It's dangerous.

Is mountain climbing easy?

No, it isn't.
It's difficult.

Is the violinist good?

No, he isn't.
He's bad.

Are her hands ugly?

No, they aren't.
They're beautiful.

Are the dresses long?

No, they aren't.
They're short.

Is your mattress hard?

No, it isn't.
It's soft.

Is her voice soft?

No, it isn't.
It's loud.

Are turtles fast?

No, they aren't.
They're slow.

Is the apple good?

No, it isn't.
It's bad.

4.2.1.

What color are bananas?

They're yellow.

What color are pears?

They're green.

What color are swallows?

They're dark blue.
(or gray)
(or brownish gray)

What color is blood?

It's red.

What color are the trunks of the trees?

They're brown.

What color are fifty peso bills?

They're blue.

What color are the clouds?

They're gray.

What color are Bill's shoes?

They're black.

What color is milk?

It's white.

What color are egg yolks?

They're yellow.

4-2.2.

Ice-cream is cold (cold) (hot) (liquid)

Our planet (the Earth) is round (round) (square) (oblong)

Fire is bright and hot (bright) (big) (hot)

Elephants are large and heavy (large) (heavy) (pink)

Snow is white and cold (white) (cold) (warm)

Lemons are sour (sweet) (sour)

Our blood is red and salty (red) (salty) (solid)

Turtles are amphibious and slow (fast) (slow) (amphibious)

Sugar is sweet (sweet) (sour) (green)

The sun is hot and round (blue) (hot) (round)

Strawberries are small and red (red) (small) (salty)

The sea is blue-green and immense (immense) (blue-green) (sweet)

Gasoline is inflammable and volatile (volatile) (inflammable) (red)

4.3.1.

How is the boy

Is he happy?

or

is he sad?

He is sad.

How is John?

Is he ill?

or

Is he well?

He is well.

How is your baby?

Is it quiet?

or

is it restless?

It is quiet.



How are your pets?
Are they nervous?
or
are they calm?

They are nervous.

How are your parents?
Are they troubled?
or
are they pleased?

They are pleased.

4.3.2.

Bill is hungry.
The dog is sick (thin).
The water is cold.
The boys are lazy.
The windows are closed.
The building is high.

They are busy.
Meg is sleepy.
The man is thirsty.
The room is dark.
Mrs. Smith is sad.
The wallet is empty.

4.3.3. (Este ejercicio es aceptable con 80% de respuestas correctas)

How is Bobby x ?
How are the children x ?
What are elephants like ?
What is Helen like ?
What are your grandparents like ?
How is the coffee x ?
What is fire like ?
How is the house x ?
What is milk like ?
How are the women x ?
How is the lesson x ?
What are the girls like ?
How are you x ?
How are Mary and Jo x ?
How are the dresses x ?

He is tired.
They're happy.
They're large and heavy.
She's tall.
They're old.
It's hot.
It's hot and bright.
It's old.
It's white and liquid.
They're sick and tired.
It's easy.
They're beautiful.
I'm fine.
They're worried.
They're clean.

What are the coats like ?
What is cotton like ?
What is snow like ?

They're modern.
It's soft.
It's white.

UNIDAD IV — MODULO 8

4.4.1.

What is Mr. Jones?
What are Mr. Jones and Mr. Simpson?
What is Ann?
What are Ann and Jim?
What is Helen Clark?
What are Helen Clark and Elizabeth Rogers?
What is your uncle?
What are your uncle and your cousin?
What is Mark?
What are Mark and Mr. Lewis?
What is Victor Brown?
What are Victor and Mary Brown?
What is Sophia?
What are Sophia and Ralph?
What is Mr. Lane?
What are Mr. Lane and Miss Peters?
What is Louise?
What are Louise and Frances?
What is Joe Miles?
What are Joe Miles and his brother?
What is Mrs. Armstrong?
What are Mrs. Armstrong and Mrs. Taylor?
What is John?
What is Alice?
What are John and Alice?
What is Mr. Johnson?
What are Mr. Johnson and his sons?

He is a lawyer.
They are lawyers.
She is a student.
They are students.
She is a doctor.
They are doctors.
He is a dentist.
They are dentists.
He is a clerk.
They are clerks.
He is an artist.
They are artists.
She is a teacher.
They are teachers.
He is a secretary.
They are secretaries.
She is a nurse.
They are nurses.
He is a mechanic.
They are mechanics.
She is a housewife.
They are housewives.
He is an actor.
She is an actress.
They are an actor and an actress.
He is a farmer.
They are farmers.



4.4.2.

What is Mr. Davis?
What are Ann and Jo?
What is he?
What are they?
What is Mrs. Lane?
What is Mr. Clark?
What is Bob?
What is Louise?
What are Mr. Smith and Mr. Simpson.
What are they?

He is a violinist.
They are chemists.
He is an editor.
They are students.
She is a maid.
He is a mechanic.
He is a baseball player.
She is a dentist.

They are taxi drivers.
They are actors.

4.5.1.

What is María?
What are Arthur and Walter?
What is Lupe?
What are they?
What are David and Sarah?
What is your father?

She is a Spaniard.
They are boys (children).
She is a Mexican.
They are children.
They are Jews.
He is a Mexican.

4.5.2.

Is Juanito a Colombian?
Is Vincent a father?
Are they Roman Catholics?
Are you a Spaniard?
Is Sato a Chinaman?
Are they Englishmen?
Is Mrs. Rutherford a grandmother?
Is Myriam a Jew?
Are your friends boys?
Is your father an Italian?
Is your cousin a girl?

No, he is a Mexican.
No, he is a son.
No, they are Baptists.
No, I am a Portuguese.
No, he is a Japanese.
No, they are Americans.
No, she is a great aunt.
No, she is a Christian.
No, they are girls.
No, he is a German.
No, he is a boy.

4.6.1.

The boy is from Spain.
The dresses are from China.
My car is from the United States.
Their television set is from Japan.
The books are from Germany.
The singer is from Peru.
The novelists are from Argentina.
The river is in Brazil.
The coffee is from Colombia.
The oil is from Venezuela.

He is Spanish.
They are Chinese
It is American.
It is Japanese.
They are German.
He is Peruvian.
They are Argentinian.
It is Brazilian.
It is Colombian.
It is Venezuelan.



Actividades complementarias

EJERCICIOS QUE DEBE REALIZAR CONFORME APRENDA LAS ESTRUCTURAS

1. Describir por sus características algunas de las personas y cosas que más le interesen.
2. Describir por su color algunos de los objetos a su alrededor.
3. Describir por su estado o condición de salud a las personas que lo rodean, describir por sus condiciones generales algunos de los objetos con los que tiene contacto: alimentos, sonidos, temperaturas, etc.
4. Clasificar a todas las personas que trate en su trabajo o a los vecinos con los que tenga relación, por su ocupación, nivel de edad, etc., clasificar a los personajes famosos que aparezcan en los periódicos por su nacionalidad, sexo y ocupación.
5. Si tiene oportunidad de practicar con otra persona, ejercitese en preguntas y respuestas usando todas estas estructuras de descripción y clasificación.

UNIDAD V



Objetivos generales

Al terminar de estudiar esta unidad, el alumno:

1. Formulará peticiones para realizar o no realizar acciones.
2. Indicará cómo deben realizarse las oraciones que se piden.
3. Distinguirá entre si los sonidos [i] e [i] y los pronunciará correctamente. Reconocerá sus símbolos fonéticos.
4. Utilizará la forma breve y amplia para responder a las preguntas señaladas en el objetivo anterior.
5. Estructurará oraciones preguntando en forma interrogativa.



Introducción

Indicaciones para el manejo de esta unidad.

SECCION DE CONVERSACION

Practicar y memorizar las frases de la conversación como se indicó para las unidades anteriores.

SECCION DE PRONUNCIACION

En esta unidad se presentan, en contraste, los sonidos [i] e [ɪ]. Busque en el Apéndice I o en la guía de pronunciación de su diccionario las indicaciones de cómo se pronuncian uno y otro y luego repita, contrastando una a una por el orden en que se encuentran en las respectivas columnas, las palabras que allí se dan y que sólo difieren en los sonidos contrastados. Es decir que, por ejemplo, la palabra **beat** y la palabra **bit** sólo difieren en que la primera lleva el sonido [i], [bit], y la segunda el sonido [ɪ], [bit].

SECCION DE ESTRUCTURAS Y VOCABULARIOS

Tampoco en esta unidad las estructuras son complejas en sí, pero están enriquecidas por todos los elementos de las unidades anteriores. Además, aquí se presentan los verbos por primera vez en el texto, ya que en las cuatro unidades anteriores sólo aparece **to be** (formas **am**, **is**, **are**), como elemento de enlace.

Aunque en las estructuras aparecen los complementos del verbo (directo, indirecto, circunstancial de lugar, de tiempo y de modo) como opcionales, casi todas las frases llevan alguno de ellos, especialmente el directo (en el que se completa inmediatamente la acción del verbo), el circunstancial de lugar y el de modo. Este último se estudia de manera especial al final de la unidad.

Lo más importante en esta unidad son las estructuras, pero habrá que memorizar el mayor número posible de verbos, por lo menos un 70%, y los adverbios, especialmente los que no se forman a partir del adjetivo correspondiente.

Clave de símbolos empleados en la Unidad V

() el elemento que aparece como parte de una estructura, es decir, después del símbolo + y aparece entre paréntesis, indica elemento opcional en la estructura, es decir, puede estar o no estar según la frase particular de que se trate.

Vinf — verb — infinitive
(verbo en infinitivo)

C — complements: objects or circumstances of verb	{	DO — direct object	
		IO — indirect object	
		PExpr expression of place { <table border="0"> <tr> <td>PLprep + Det + N</td> </tr> <tr> <td>HERE/THERE</td> </tr> <tr> <td>IN + Geo. N.</td> </tr> </table>	PLprep + Det + N
PLprep + Det + N			
HERE/THERE			
IN + Geo. N.			

T — time	{	Adverb — LY

complementos
del verbo:

{	Directo	{	adverbios terminados en LY y otros)
	Indirecto		
	Circunstancial de lugar		
	Circunstancial de tiempo		
	Circunstancial de modo		

BE — infinitive of AM/IS/ARE. (Infinitivo de las formas **am**, **is**, **are**)



Módulo 9

OBJETIVOS ESPECIFICOS

Al concluir el estudio de este módulo, el alumno:

1. Estructurará peticiones para que el oyente realice una acción.

Esquema estructural:

Vinf (verb-infinitive) + (C) (Complements objects or circumstances of verb optional)

o tome una actitud o una forma de ser, o esté en un lugar

DO — direct object

IO — Indirect object

PL expr — expression of place

T — Time

M — Manners

PLprep + Det + N

Here, There, in + Geo N

BE (infinitive of AM, IS, ARE)

+ Adj

PLexpr + (T) — optional

2. Elaborará peticiones para la realización colectiva de una acción, incluyéndose en ella el que habla:

Esquema estructural:

LET'S + Vinf + (C)

o para tomar una determinada actitud o ser de cierta forma, o estar en un lugar.

Esquema estructural:

LET'S + Be + { Adj
PLexpr 1 + (T)

3. Formará correctamente adverbios de modo agregando la terminación *ly* a los adjetivos correspondientes, y utilizará estos adverbios en cualesquiera de las estructuras de los cuatro puntos anteriores después del complemento directo y antes o después del de lugar. Memorizará los adverbios de modo que se formen a partir del adjetivo correspondiente.

SECCION DE CONVERSACION

MEMORICE

Laura: Hi!, James. I'm sorry. I'm not ready yet.

James: It's all right. Take your time.

Laura: Thank you. Please sit down. Do you want a magazine?

James: No, thank you. I'll listen to the radio.

Laura: O.K. Wait for me, then.



INTONATION PATTERN

Laura: Hi!, James. I'm sorry. I'm not ready yet. _

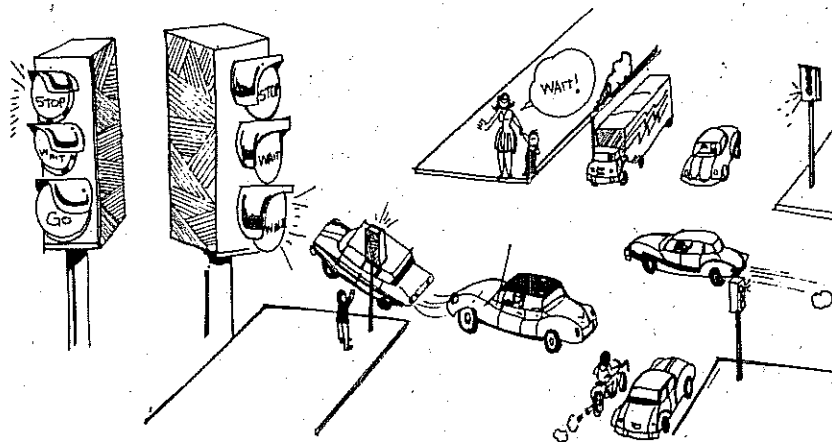
James: It's all right. Take your time. _

Laura: Thank you. Please sit down. _

Do you want a magazine? _

James: No, thank you. I'll listen to the radio. _

Laura: O. K. Wait for me, then. _



5.1. Para pedir al oyente (segunda persona verbal) que realice un acto, tome una actitud o forma de ser.
Esquemas estructurales:

Vinf + (C)
(verb - infinitive) [complements: objects or circumstances of verb]

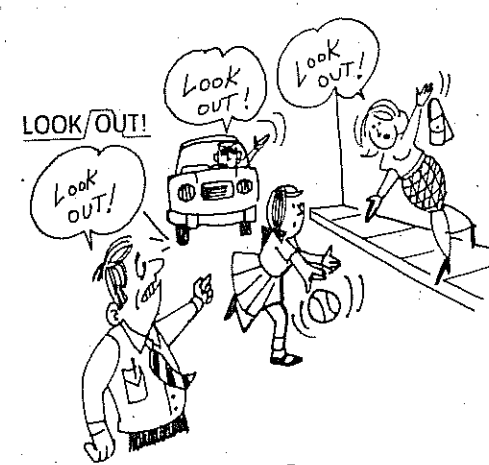
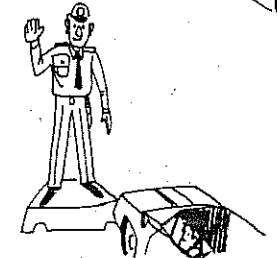
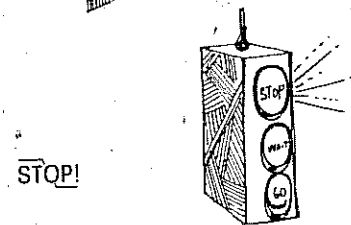
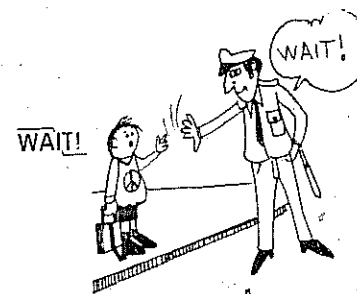
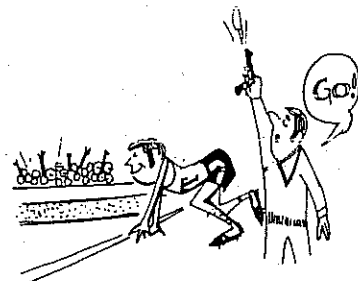
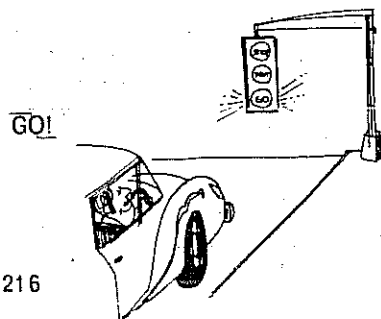
—optional—
DO (direct object)
IO (indirect object)

() — optional element

PLexpr { PLprep + Det + N
HERE, THERE
IN + Geo N
T (time)
M (manners)

BE [infinitive of AM/IS/ARE] { + Adj + (PLexpr.) + T
+ PLexpr + T

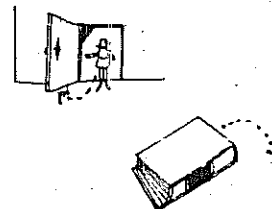
(PLEASE) + Vinf + (C) or Vinf (C), (PLEASE)
(PLEASE) + BE + Adj + (PLexpr) or BE + Adj + (PLexpr), (PLEASE)
PLexpr + (T) PLexpr

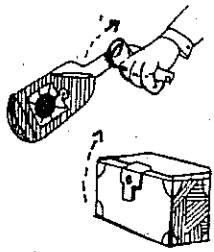


-

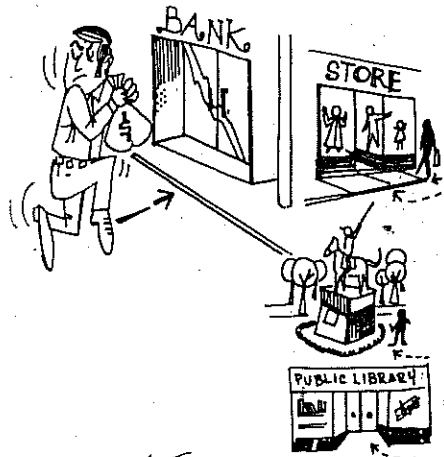
Ej: Mary, go to your room Go to your room, Mary.

Open _____





GO



Go to the bank

_____ to _____

_____ to _____

_____ to _____

PLAY

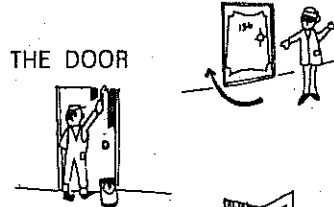


Play baseball.

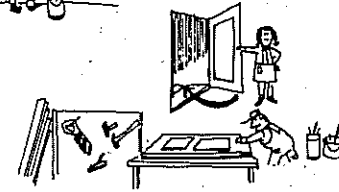
Play the violin.

5.1.3. Guiándose por los dibujos, complete cada una de las peticiones.

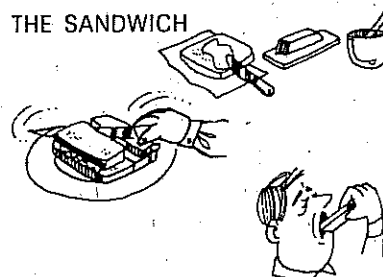
THE DOOR



Open the door.

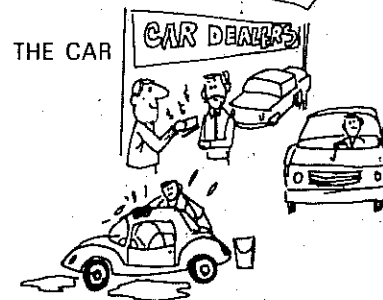


THE SANDWICH



Prepare the sandwich.
Make the sandwich.

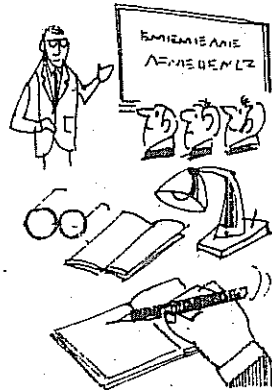
THE CAR



Buy the car.



THE LESSON



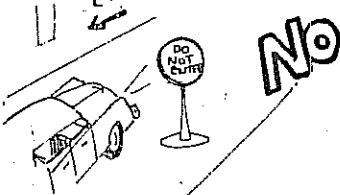
Teach the lesson.

5.2. Para pedir que el oyente (2a. persona del verbo) no realice un acto y no tome una actitud o forma de ser.

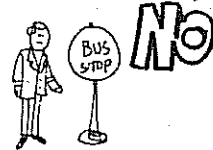
Esquemas estructurales:

(PLEASE) + DON'T + Vinf + (C) + (PLEASE)
+ Adj + (PExpr) + (T) + (PLEASE)
(PLEASE) + DON'T + BE + PExpr (T)
+ T

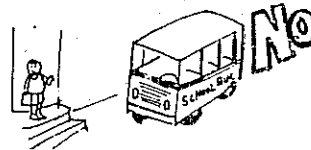
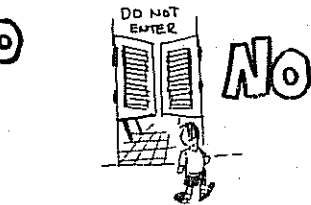
DO NOT ENTER.
DON'T ENTER.



DO NOT WAIT.
DON'T WAIT.



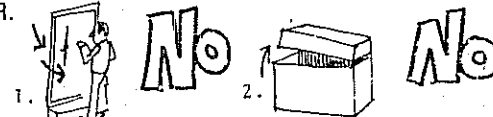
DO NOT COME IN.
DON'T COME IN.



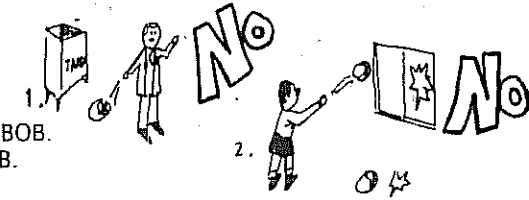
1. DO NOT OPEN THE DOOR.
DON'T OPEN THE DOOR.



2. DO NOT OPEN THE BOX.
DON'T OPEN THE BOX.



1. DO NOT THROW PAPERS
ON THE FLOOR.
DON'T THROW PAPERS ON
THE FLOOR.

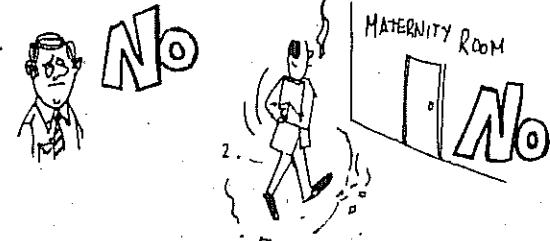


2. DO NOT THROW STONES, BOB.
DON'T THROW STONES, BOB.



1. PLEASE DO NOT BE SAD.
PLEASE DON'T BE SAD.

2. DO NOT BE NERVOUS,
PLEASE.
DON'T BE NERVOUS,
PLEASE.



OBSERVE

Do not enter.

Do not come in.

Do not throw stones, Bob.

Do not be sad, please.

Don't enter.

Don't come in.

Don't throw stones, Bob.

Don't be sad, please.

Para pedir que no se realice un acto o no se tome una actitud se antepone las palabras **do not** [du:nat], contracción **don't** [do:nt] al nombre del verbo.

El verbo puede ir acompañado de las palabras **in, for, at, etc.**, y de complementos.

Cuando se utiliza la forma **be**, esta va seguida de una palabra que indique estado, condición o lugar.

El nombre de la persona a quien se pide no realizar el acto o no tomar la actitud, se separa por una coma del de la frase, y puede anteponerse o posponerse a éste.

Asimismo, la forma de cortesía **please** se antepone o pospone a la frase en que se pide que no se realice el acto o no se tome la actitud de que se trate. Si **please** se pospone, va separado por una coma.

No confundir esta forma con el verbo **do**.



DO NOT READ



Do not read the book.
Don't read the book.



Módulo 10

OBJETIVOS ESPECIFICOS

Al concluir el estudio de este módulo, el alumno:

1. Estructurará peticiones para que el oyente **no** realice una acción.

Esquema estructural: **DON'T + Vinf + (C)**

o **no** tome una actitud o una forma de ser o no esté en algún lugar

Esquema estructural: **DON'T + BE + ^[Adj]_[PExpr] + (T)**

2. Elaborará peticiones para no realizar colectivamente una acción en la que se incluye el hablante.

Esquema estructural: **LET'S NOT + Vinf + (C)**

o para no tomar una determinada actitud o no ser de cierta forma, o no estar en un lugar.

Esquema estructural: **LET'S NOT + BE + ^[Adj]_[PExpr] + (T)**

3. Dará un tono de cortesía a todas sus peticiones, anteponiéndoles la palabra **Please**, o posponiéndosela, precedida por una coma.



5.3. Para pedir la realización colectiva de un acto o la toma colectiva de una actitud o forma de ser en los que se incluye el hablante.

Esquemas estructurales:

(PLEASE) + LET'S + Vinf + (C) + (PLEASE)

(PLEASE) + LET'S + BE + $\begin{cases} \text{Adj} + (\text{Plexpr}) + (\text{T}) \\ \text{Plexpr} + (\text{T}) \\ \text{T} \end{cases}$

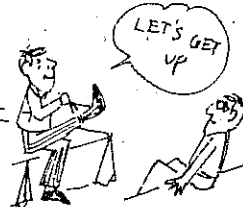
SIN INCLUIRSE EL HABLANTE

INCLUYENDOSE EL HABLANTE

GET UP.



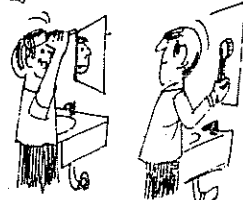
LET US GET UP.
LET'S GET UP.



Brush your hair



Let's brush our hair.



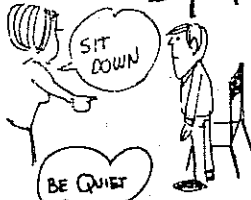
Stand up, please.



Let's stand up, please.



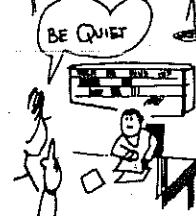
Sit down.



Let's sit down.



Be quiet.



Let's be quiet.



OBSERVE

Get up.

Let us get up.
Let's get up.

Be quiet.

Let us be quiet.
Let's be quiet.

Let us [let ʌ s] let's [lets] se antepone al nombre del verbo para indicar que el hablante se incluye al pedir acción colectiva o al pedir que se tome una actitud colectiva.

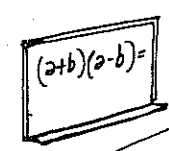
El nombre del verbo puede llevar diversos complementos.

5.3.1. Complete con el nombre de la acción representada en el dibujo.

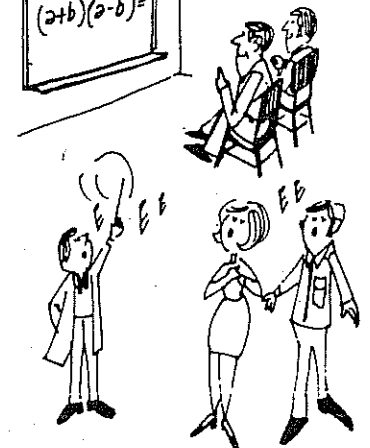
Let's eat.



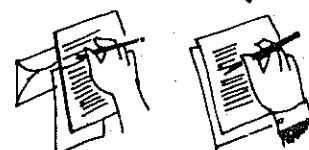
Let's study Algebra.



Let's _____



Let's _____ letters.



Wash the clothes.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There is no handwriting or other markings on the page.



5.4. Para pedir que no se realice un acto en forma colectiva o no se tome una actitud o forma de ser colectiva, incluyéndose el hablante.

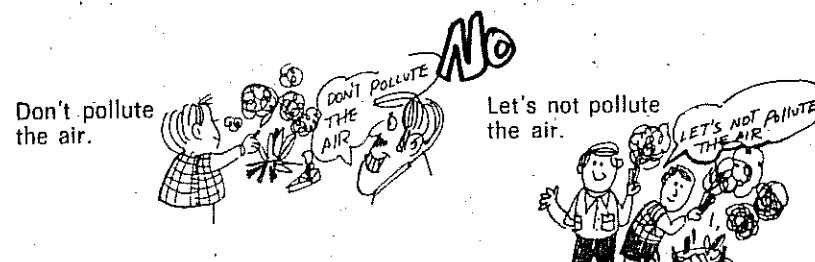
Esquemas estructurales:

(PLEASE) + LET IS NOT + Vinf + (C) + (PLEASE)

(PLEASE) + LET'S NOT + BE + { Adj + (PLepr) + (T)
PLepr + (T)
T

SIN INCLUIRSE EL HABLANTE

INCLUYENDOSE EL HABLANTE



OBSERVE

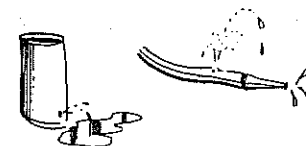
Let's smoke.

Let's not smoke.

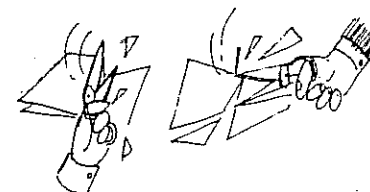
Para pedir que no se realice un acto en forma colectiva, o que no se tome una actitud en forma colectiva, incluyéndose el hablante, se inserta la partícula **not** después de **let's**.

5.4.1. Guiándose por el dibujo complete.

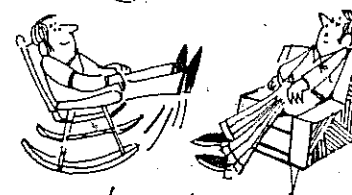
Let's not waste the water.



Let's not _____ the papers.



Let's not _____ lazy.



Let's not _____ in class.



A black and white line drawing showing two children. On the left, a girl with pigtails is seen from the back, opening a window. On the right, a boy is seen from the front, also opening a window. Both windows have multiple panes and are set into a wall.

Let's open the box.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Let's play the violin.

Let's be here.

Let's finish the exercise.

5.4.3. Las oraciones de la izquierda indican hechos. Haga la oración imperativa, pidiendo el cambio de dichos hechos.

You are angry.

We are noisy.

We are sad.

We are slow.

We are formal.

You are nervous.

You are bad.

You are sarcastic.

We are unhappy.

You are careless.

We are irresponsible.

We are foolish.

Don't be angry.

Let's not be noisy.

Let's not be sad.

5.5. Para indicar el modo como ha de realizarse la acción que se pide.

Esquemas estructurales:

(PLEASE) Vinf + (DO) + M(Adv. by) + (PLEASE)

(PLEASE) LET'S + Vinf + (DO) + M(Adv. by) + (PLEASE)

(PLEASE) DON'T + Vinf + (DO) + M(Adv. by) + (PLEASE)

(PLEASE) LET'S NOT + Vinf + (DO) + M(Adv. by) + (PLEASE)

BE FORMAL

SPEAK FORMALLY.



Be careful.

DRESS FORMALLY

Drive carefully.

Carry the dishes carefully.

Don't be slow.

Don't walk slowly.

Don't write slowly.

Let's be happy.

Let's sing happily.

Let's dance happily.



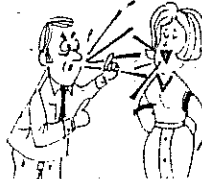


Let's not be loud.

Let's not play the piano **loudly**.

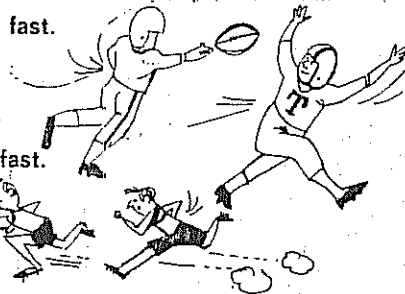


Let's not talk **loudly**.



Let's be **fast**.

Let's play **fast**.



Let's run **fast**.



OBSERVE

- | | |
|--------------------|-------------------------------|
| Be formal. | - Dress formally. |
| Be careful. | - Carry the dishes carefully. |
| Don't be slow. | - Don't walk slowly. |
| Let's not be loud. | - Let's not talk loudly. |

La palabra que describe el modo de la acción se pospone a la que nombra la acción: **dress formally**, y al o los objetos en que se completa la acción:

Carry the dishes carefully.

Las palabras descriptivas del modo de la acción suelen formarse agregando el sufijo **ly** a los correspondientes adjetivos utilizados para indicar el modo de ser o de estar de los objetos: formal - formally, careful - carefully, slow - slowly, loud - loudly, etc.

Si el adjetivo termina en **y** precedida de consonante, la **y** se cambia a **i** antes de agregar el sufijo: happy - happily. Si termina en **ble** se fusiona el sufijo con la terminación, y queda **able - ably**.

Let's be **fast**

Let's play **fast**.

Hay un número reducido de casos en que no se agrega sufijo. El caso de **well** es excepcional, porque se relaciona con **good**, pero no se forma a partir de dicho adjetivo. En el segundo curso se verán más ampliamente los casos especiales.

5.5.1. Complete las peticiones, indicando el modo en que han de realizarse. Guíese por los dibujos y por el objetivo entre paréntesis.

Don't answer incorrectly . (incorrect)

The Parthenon is in ~~Rome~~

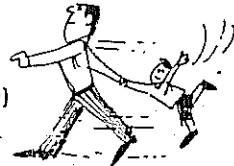
Come in _____ . (quiet)



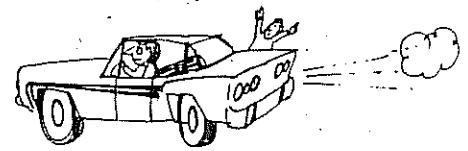
Let's swim _____ . (rapid)



Walk _____ , please. (slow)



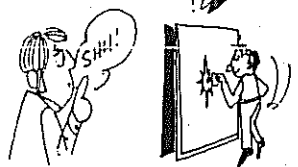
Don't drive _____ . (fast)



Step _____ on the rocks. (careful)

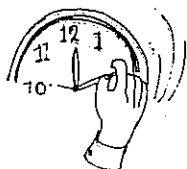


Open the door _____ . (quiet)





Move the hand _____ . (slow)



Form the pairs _____ . (correct)



Drink your milk _____ . (complete)



Don't sing _____ . (sad)



Let's draw the line _____ . (careful)



5.5.2. Expresa la misma idea valiéndose de la negación y la palabra descriptiva contraria.

Walk fast.

Let's answer correctly.

Speak carefully.

Dress formally.

Don't walk slowly.

Let's not answer incorrectly.

Don't speak carelessly.

Play the record softly.

Let's dance slowly.

Let's act sincerely.

Go happily.

Say the words loudly.

Express your opinion clearly.

Answer intelligently.

Let's act strongly.

Let's move calmly.

5.5.3. Guiándose por el adjetivo que indica cómo es el sujeto, diga cómo debe realizar la acción que se pide.

You are careful.

We are sincere.

You are quick.

You are loud.

We are formal.

You are wise.

We are intelligent.

You are quiet.

You are nice.

We are strong.

We are happy.

You are slow.

We are careful.

You are calm.

Work carefully.

Let's talk sincerely.

Walk

Speak

Let's speak.

Judge

Let's study

Do the work

Dress

Let's act

Let's sing

Eat your food

Let's move

You act



Respuesta a los ejercicios.

UNIDAD V MODULO 9

5.1.1.

your shoes - please - clean - Helen,
the desk - Mary, - clean - please
the car - please - Bob, - wash
please - the window - open - Ann,
the door - open - Mary, - please
close - the door - please - Charles,
children, - the book - close - please
Mr. Smith, - bring - the book - please
bring - Alice, - the pencil - please
please - the eraser - Tim, - bring
father, - the eraser - buy - please
please - the tickets - father, - buy
apples - please - buy - mother,
girls, - please - the apples - eat

Helen, please clean your shoes.
Mary, please clean the desk.
Bob, please wash the car.
Ann, please open the window.
Mary, please open the door.
Charles, please close the door.
Children, please close the book.
Mr. Smith, please bring the book.
Alice, please bring the pencil
Tim, please bring the eraser.
Father, please buy the eraser.
Father, please buy the tickets.
Mother, please buy apples.
Girls, please eat the apples.

5.1.2.

WAIT

OPEN

GO

PLAY

Wait for the bus.
Wait for the green light.
Wait for the school bus.
Open the door.
Open the book.
Open the bottle.
Open the box.
Go to the bank.
Go to the store.
Go to the park.
Go to the library.
Play baseball.
Play football.
Play the violin.
Play the piano.

5.1.3.

THE DOOR

THE SANDWICH

THE CAR

THE LESSON

5.2.1.

Go.
Wait for the bus, please.
Mary, open the door.
Stop.
Stop the car.
Go to China.
Visit the United States.
Open your books, please.
Play the guitar.
Play tennis.
Make the sandwiches.
Drive the car.
Read the note, please.
Bill, write the lesson.
Please come in.
Please eat your soup, Ann.
Eat cake.
Bring the records, please.
Buy the dress.
Copy the words.

Open the door.
Paint the door.
Close the door.
Make the door.
Prepare the sandwich.
Make the sandwich.
Cut the sandwich.
Eat the sandwich.
Buy the car.
Drive the car.
Wash the car.
Teach the lesson.
Read the lesson.
Write the lesson.

Don't go.
Don't wait for the bus, please.
Mary, don't open the door.
Don't stop.
Don't stop the car.
Don't go to China.
Don't visit the United States.
Don't open your books, please.
Don't play the guitar.
Don't play tennis.
Don't make the sandwiches.
Don't drive the car.
Don't read the note, please.
Bill, don't write the lesson.
Please don't come in.
Please don't eat your soup, Ann.
Don't eat cake.
Don't bring the records, please.
Don't buy the dress.
Don't copy the words.



Call Mary.
Listen to Mr. Brown.
Come at 7:00, please.
Enter the room.
Make a pie.
Cut the flowers.
Write the answers.
Water the plants.
Bring the books to class.
Run.

5.2.2.

DO NOT EAT

DO NOT STEP

DO NOT READ

Don't call Mary.
Don't listen to Mr. Brown.
Don't come at 7:00, please.
Don't enter the room.
Don't make a pie.
Don't cut the flowers.
Don't write the answers.
Don't water the plants.
Don't bring the books to class.
Don't run.

Do not eat candy.

Don't eat candy.

Do not eat bread.

Don't eat bread.

Do not eat cake.

Don't eat cake.

Do not eat ice-cream.

Don't eat ice-cream.

Do not step on the grass.

Don't step on the grass.

Do not step on the flowers.

Don't step on the flowers.

Do not step on the wet cement.

Don't step on the wet cement.

Do not step on the chair.

Don't step on the chair.

Do not read the book.

Don't read the book.

Do not read the note.

Don't read the note.

Do not read the answers.

Don't read the answers.

Do not read the letter.

Don't read the letter.

UNIDAD V MODULO 10

5.3.1.

Let's eat.
Let's study Algebra.
Let's sing.
Let's write letters.
Let's go to school.
Let's play tennis.
Let's swim.
Let's wash the windows.
Let's dance.
Let's sweep the floor.
Let's paint the wall.

5.3.2.

Close the drawer, Bertha.
Please go away.
Wait for the children.
Take the pictures.
Help the doctor.
Hurry up, please.
Read the poem, Robert.
Work at home.
Play in the park.
Visit Merida.
Buy the fruit.
Stop here.
Listen to the music.
Clean the floor.
Run to the house.
Play the accordion.
Go to Spain.
Talk to Mary.
Finish the lesson.
Copy the words, please.

Let's close the drawer.
Please, lets go away.
Let's wait for the children.
Let's take the pictures.
Let's help the doctor.
Let's hurry up, please.
Let's read the poem.
Let's work at home.
Let's play in the park.
Let's visit Merida.
Let's buy the fruit.
Let's stop here.
Let's listen to the music.
Let's clean the floor.
Let's run to the house.
Let's play the accordion.
Let's go to Spain.
Let's talk to Mary.
Let's finish the lesson.
Let's copy the words, please.



Please go.
Prepare the sandwiches.
Sell the car.
Open the letters.
Get up.
Answer the questions.
Study English.
Paint the doors.
Make a dress.
Wash the clothes.

Please let's go.
Let's prepare the sandwiches.
Let's sell the car.
Let's open the letters.
Let's get up.
Let's answer the questions.
Let's study English.
Let's paint the doors.
Let's make a dress.
Let's wash the clothes.

5.4.1.

Let's not waste the water.
Let's not cut the papers.
Let's not be lazy.
Let's not smoke in class.
Let's not waste food.
Let's not eat chocolates.
Let's not write on the walls.
Let's not open the windows.
Let's not go to the beach.
Let's not make noise.
Let's not drink coffee.
Let's not play football.
Let's not read the books.

5.4.2.

Let's study in the garden.
Let's go to the movies.
Let's sing his song.
Let's copy the words.
Let's make a sandwich.
Let's hurry up.
Let's eat at twelve.
Let's sit under the tree.
Let's bring our records.
Let's drive Mr. Brown's car.

Let's not study in the garden.
Let's not go to the movies.
Let's not sing his song.
Let's not copy the words.
Let's not make a sandwich.
Let's not hurry up.
Let's not eat at twelve.
Let's not sit under the tree.
Let's not bring our records.
Let's not drive Mr. Brown's car.

Let's wash the sidewalk.
Let's brush the doll's hair.
Let's drink coffee.
Let's listen to the radio.
Let's go outside.
Let's visit Mr. and Mrs. Smith.
Let's walk along the street.
Let's run in the park.
Let's drive to the city.
Let's answer the questions.
Let's read the magazines.
Let's order the book.
Let's close the windows.
Let's check the numbers.
Let's go to a restaurant.
Let's open the box.
Let's play the violin.
Let's be here.
Let's finish the exercise.

5.4.3.

You are angry.
We are noisy
We are sad.
We are slow.
We are formal.
You are nervous.
You are bad.
You are sarcastic.
We are unhappy.
You are careless.
We are irresponsible.
We are foolish.

Let's not wash the sidewalk.
Let's not brush the doll's hair.
Let's not drink coffee.
Let's not listen to the radio.
Let's not go outside.
Let's not visit Mr. and Mrs. Smith.
Let's not walk along the street.
Let's not run in the park.
Let's not drive to the city.
Let's not answer the questions.
Let's not read the magazines.
Let's not order the book.
Let's not close the windows.
Let's not check the numbers.
Let's not go to a restaurant.
Let's not open the box.
Let's not play the violin.
Let's not be here.
Let's not finish the exercise.

Don't be angry.
Let's not be noisy.
Let's not be sad.
Let's not be slow.
Let's not be formal.
Don't be nervous.
Don't be bad.
Don't be sarcastic.
Let's not be unhappy.
Don't be careless.
Let's not be irresponsible.
Let's not be foolish.



5.5.1.

Don't answer incorrectly. (incorrect)
Come in quietly. (quiet)
Let's swim rapidly. (rapid)
Walk slowly please. (slow)
Don't drive fast. (fast)
Step carefully on the rocks. (careful)
Open the door quietly. (quiet)
Move the hand slowly. (slow)
Form the pairs correctly. (correct)
Drink your milk completely. (complete)
Don't sing sadly. (sad)
Let's draw the line carefully. (carefull)

5.5.2.

Walk fast.
Let's answer correctly.
Speak carefully.
Dress formally.
Play the record softly.
Let's dance slowly.
Let's act sincerely.
Go happily.
Say the words loudly.
Express your opinion clearly.

Answer intelligently.
Let's act strongly.
Let's move calmly.

Don't walk slowly.
Let's not answer incorrectly.
Don't speak carelessly.
Don't dress informally.
Don't play the record loudly.
Let's not dance fast.
Let's not act insincerely.
Don't go unhappily. (sadly)
Don't say the words softly.
Don't express your opinion un-
clearly.
Don't answer unintelligently.
Let's not act weakly.
Let's not move nervously.

5.5.3.

You are careful.
We are sincere.
You are quick.
You are loud.
We are formal.
You are wise.
We are intelligent.

Work carefully.
Let's talk sincerely.
Walk quickly.
Speak loudly.
Let's speak formally.
Judge wisely.
Let's study intelligently.

You are quiet.
You are nice.
We are strong.
We are happy.
You are slow.
We are careful.
You are calm.

Do the work quietly.
Dress nicely.
Let's act strongly.
Let's sing happily.
Eat your food slowly.
Let's move carefully.
You act calmly.



Actividades complementarias

EJERCICIOS QUE DEBE REALIZAR CONFORME APRENDA LAS ESTRUCTURAS

1. Imaginarse que se encuentra:
 - a. Ante una persona con autoridad, a quien le pide que le ponga remedio a todas las cosas que estén mal en la casa, en el centro de trabajo o de estudio, en la ciudad y en el país.
 - b. Ante un niño travieso, a quien le indica que no realice ciertas acciones.
2. Imaginarse que invita a una persona de la familia o a una amistad, a que realicen juntos algunas de las actividades cotidianas.
3. Si cuenta con la ayuda de otra persona para hacer esta práctica, hacer un ejercicio de darse mutuamente algunas órdenes sencillas y ejecutarlas realmente.

UNIDAD VI



Objetivos generales

Al terminar de estudiar esta unidad, el alumno:

1. Distinguirá los elementos verbales que expresen acción en desarrollo en el momento del habla.
2. Identificará las estructuras afirmativas y negativas que expresen acción en desarrollo en el momento del habla.
3. Estructurará oraciones preguntando qué acción se está desarrollando en el momento del habla.
4. Construirá oraciones interrogativas con verbos que expresen un desarrollo en el momento del habla.
5. Contestará en forma breve y amplia a las preguntas señaladas en el punto anterior.
6. Memorizará los pronombres que sirven de complemento al verbo.
7. Formulará oraciones preguntando en qué y en quién se completa la acción verbal.



Introducción

Indicaciones para el manejo de esta unidad.

SECCION DE CONVERSACION

No hay ninguna indicación adicional. Procure practicar cuanto sea posible.

SECCION DE PRONUNCIACION

El sonido que se presenta en esta unidad, simbolizado [ŋ], es la pronunciación normal de las combinaciones que aparecen escritas **ng** y **nk** [ŋ] y [ŋk] respectivamente, y desde luego en **todos** los participios presentes o activos de los verbos, forma V-ing. Este sonido no resulta difícil para los hispanohablantes, porque existe en el español, aunque no en posición final.

SECCION DE ESTRUCTURAS

También en esta unidad el énfasis más fuerte es en las formas verbales. Aquí se trata de una forma compuesta por **be (am/is/are)** y **V-ing** el participio verbal terminado en **-ing**. Tenga cuidado de manejar **siempre juntos** estos dos elementos, así se utilizan para expresar la acción en el momento en que está ocurriendo, en el momento del habla (es decir, en el aquí y ahora del yo). Gramaticalmente se conoce esta forma verbal como **presente progresivo** o **presente continuo**.

Aplique estas estructuras y las que ya aprendió a cuanto ve y hace. Los ejercicios del libro son para aprender. La aplicación tiene que hacerse sobre la realidad.

Clave de símbolos empleados en la Unidad VI

V-ing — present participle of verb (participio presente del verbo)

DO/IO — Direct and indirect objects Pn/Pnp
Det + N (objetos o complementos directo e indirecto)
Opr

OPr — object pronoun (pronombre acusativo y dativo)
direct and indirect

1s — 1st. person singular. (1a. persona singular, el hablante) -ME
2s — 2nd. person singular. (2a. persona singular, el oyente) -YOU
3s — 3rd. person singular. (3a. persona singular, el objeto del que se habla, la persona objeto del diálogo)(masc) -HIM
(fem) -HER
(neut) -IT

1p — 1st. person plural (1a. persona plural, el hablante con alguien más) -US
2p — 2nd. person plural (2a. persona plural, el oyente con alguien más) -YOU
3p — 3rd. person plural (3a. persona plural, más de un tercero) -THEM

Prn-proper noun (nombre propio) — **Pembert's Carter's, Wilson, Clark and Co.**
(business, restaurants, etc.)-



Módulo 11

OBJETIVOS ESPECIFICOS

Al concluir el estudio de este módulo, el alumno:

1. Pronunciará correctamente e identificará por símbolos el sonido [ŋ].
2. Doblará la consonante final antes de agregar la terminación **ing** a los verbos que terminan en una sola consonante precedida por una sola vocal, en monosílaba o sílaba acentuada final. Suprimirá la **-e** muda final de los verbos antes de agregar **-ing**.
3. Estructurará oraciones para expresar la acción del verbo en el momento en que está sucediendo (acción en progresión o desarrollo en el momento del habla, el presente).

Esquema estructural:

S + be + V-ing (present participle) + (C)

4. Construirá oraciones para preguntar qué actividad está desarrollando un sujeto determinado en el momento del habla, el presente.

Esquema estructural:

WHAT + be + S + DOING?

5. Elaborará oraciones para preguntar si un determinado sujeto está desarrollando una determinada acción en el momento del habla.

Esquema estructural:

be + S + V-ing + (C)?

6. Responderá afirmativa o negativamente a preguntas del tipo de la del punto 5.

Esquemas estructurales:

Respuesta completa afirmativa: **YES, + S + be + V-ing + (C)**

Respuesta completa negativa:

NO, + S + be + NOT + V-ing + (C)

Respuesta breve afirmativa: **YES, + Spr + be**

Respuesta breve negativa: **NO, + Spr + be + NOT (N'T)**

SECCION DE CONVERSACION

MEMORICE

Mary: Hello, David.

David: Hi, Mary.

Mary: What are you studying?

David: I'm studying English.

Mary: Is it easy?

David: No, it's difficult, I have to study.

INTONATION PATTERN

Mary: Hello, David.

David: Hi, Mary.

Mary: What are you studying?

David: I'm studying English.

Mary: Is it easy?

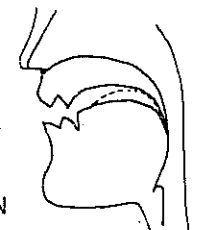
David: No, it's difficult, I have to study.



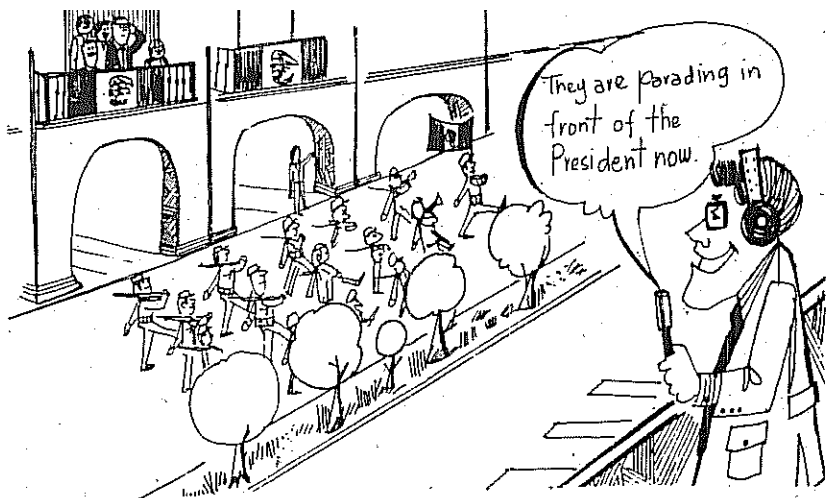
PRONUNCIE

SOUND- ng [ŋ]

TONGUE
POSITION



ring	hang	reading	learning	traveling	hoping
sing	gang	going	walking	working	giving
bring	long	writing	teaching	studying	drinking
sting	among	playing	living	driving	directing
strong	bank	swimming	buying	following	asking
song	sink	bringing	accepting	linking	covering



6.1. Para expresar la acción en el momento en que está sucediendo.

Esquema estructural:

S + be + Vinf (present participle of verb) + (C)

PETICION

Write on the blackboard.



DESCRIPCION DE LO QUE ESTA
SUCEDIENDO

You are writing on
the blackboard.



Tell the child a story.



You are telling the
child a story.



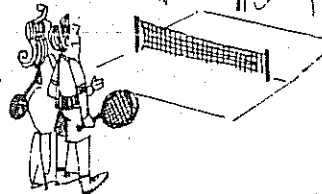
Answer the phone.



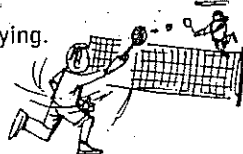
You are answering
the phone.



Let's play.



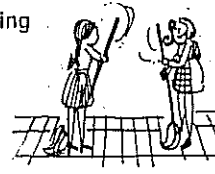
We are playing.



Let's sweep the floor.



We are sweeping
the floor.



Let's sit down.



We are sitting
down.



OBSERVE

Answer the phone.
Let's play

You are answering the phone.
We are playing.

Para indicar que la acción se está efectuando en el momento del habla, es decir, para describir la acción en el momento en que está ocurriendo, se usa un nombre o pronombre que sirve como sujeto, la forma am, is, o are que corresponda a este sujeto, y luego el nombre de la acción con el sufijo -ing.

write - writ - ing - writing

Si la letra final del nombre del verbo es una e muda, se pierde antes de agregar el sufijo.

sit - sit - t - ing - sitting

Si la letra final es una sola consonante y está precedida de una sola vocal, se dobla la consonante antes de agregar el sufijo. Esto ocurre en el caso de monosílabos, y de sílaba final acentuada.

Ej. begin - begin - n - ing - beginning

6.1.1. Siguiendo lo indicado en la petición, describa qué está haciendo el sujeto.

Study the lessons.

You are studying the lessons.

Let's call Helen.

We are calling Helen.

Let's learn the sounds.

We are _____ the sounds.

Take the car.

You are _____ the car.

Come in.

You are _____ in.

Let's begin the class.

We are _____ the class.



Give the boys the books.	You are _____ the boys the books.
Let's listen to the concert.	We are _____ to the concert.
Forget the problem.	You are _____ the problem.
Cut the flowers.	You are _____ the flowers.
Let's run.	We are _____
Let's work with the teacher.	We are _____ with the teacher.
Go to the market.	You are _____ to the market.
Let's walk to the park.	We are _____ to the park.
Let's sing happily.	We are _____ happily.
Listen carefully.	You are _____ carefully.
Let's read the newspaper.	We are _____ the newspaper.
Write to your family.	You are _____ to your family.

6.1.2. Indique en cada caso que la acción cuyo nombre aparece entre paréntesis está desarrollándose en el momento del habla.

Ann and Rose are working in the garden.	(work)
I _____ in the park.	(walk)
The student _____.	(practice)
Henry _____ a story to the children.	(tell)
She _____ a book.	(read)
Mr. Yates and Mrs. Johnson _____ history.	(teach)
My friend _____ Japanese.	(learn)
We _____ photographs.	(take)
You _____ carelessly.	(drive)
They _____ the course.	(begin)
Mary _____ the material.	(cut)
You _____ your books.	(forget)
We _____ now.	(run)
The clerks _____ the stores.	(open)
They _____ their friends.	(call)
Mrs. Peters _____ at the pictures.	(look)
The baby _____.	(cry)
You _____ to the music from Holland.	(listen)
He _____ the money to the milkman.	(give)
I _____ the melody now.	(hum)
The maid _____ the phone.	(answer)
Ann and Bertha _____ now.	(come)

We _____ to the park.	(go)
The children _____ ping-pong.	(play)
You _____ Algebra.	(study)
They _____ the museum.	(visit)
She _____ at the Metropolitan Opera House now.	(sing)
My mother _____ television now.	(watch)
We _____ for you.	(wait)

6.1.3. Guiándose por los dibujos, complete.

I am talking to you.

They are talking to Mary



I am holding the baby.

_____ the bottle.

He is waiting for the green light.

HE IS WAITING FOR THE GREEN LIGHT

_____ the green light.

We are washing the windows.

_____ the car.

She is jumping over the ball.

_____ over the box.



He is playing golf.



_____ chess.

You are working in the office.



_____ in the garden.

The girls are singing softly.



_____ loudly.

The parents are sitting on the sofa.

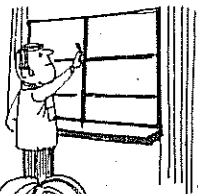


_____ on the floor.

6.2. Para preguntar por la actividad de alguien o algo en el momento del habla y para contestar a esta pregunta.

Esquemas estructurales: **WHAT + be + S + DOING?**
S + be + V-ing + (C).

What is he doing?



He is closing the window.

What is she doing?



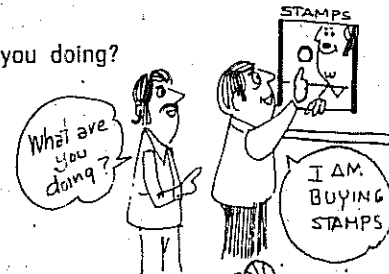
She is eating a hot-dog.

What is the dog doing?



It is jumping.

What are you doing?



I am buying stamps.

What are they doing?



They are playing basketball.

What is Mr. Brown doing?



He is resting.
He is sitting on the floor.
He is smoking.

OBSERVE

What is he doing?
What is it doing?
What are you doing?

Para preguntar sobre la actividad de alguien o algo en el momento del habla, se utiliza la forma interrogativa **what**, luego **am, is o are** en concordancia con el sujeto, por cuya actividad se pregunta, que sigue inmediatamente, y al final la forma **do** con el sufijo **ing**.

6.2.1. Guiándose por el dibujo, complete cada respuesta.

What are they doing?



_____ books.



What is she doing?



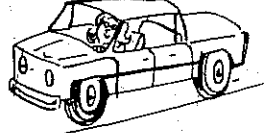
_____ the dishes.

What is he doing?



_____ the piano.

What is she doing?



_____ her car.

What are the horses
doing?



_____ over the field.

What are they doing?

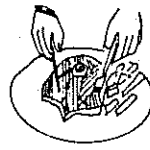


What are the parents
doing?



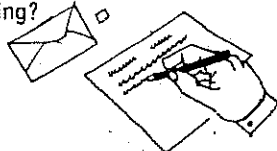
_____ on the sofa.

What is he doing?



_____ steak and
potatoes.

What are you doing?



_____ a letter.

What is Bob Davis doing?



What are they doing?



What is she doing?



_____ the paper.

What is the man doing?



_____ to the child.

6.3. Para preguntar si un determinado sujeto está desarrollando una determinada acción en el momento presente, al momento del habla. Para responder a esta pregunta.

Esquemas estructurales: be + S + V-ing + (C)?
Yes, + S + be + V-ing + (C)
Yes, + S + be.
No, + S + be + NOT + V-ing + (C)
No, + S + be + N'T.

Are they walking?



Yes, they are walking.
Yes, they're walking.
Yes, they are.

Is he working?



Yes, he is working.
Yes, he's working.
Yes, he is.

Are you sweeping
the floor?



No, I am not sweeping the floor.
No, I'm not sweeping the floor.
No, I'm not.
I'm making the beds.



Is she singing?



No, she is not singing.
No, she's not singing.
No, she's not.
She's listening.

Is the boy washing his hands?



Yes, he is washing his hands.
Yes, he's washing his hands.
Yes, he is.

Are you reading letters?



No, we are not reading letters.
No, we're not reading letters.
No, we're not.
We are writing letters.

OBSERVE

Are they walking?

Is he working?

La interrogación total sobre la actividad que se desarrolla en el momento del habla se estructura utilizando en primer término la forma **am, is o are** que corresponda al sujeto que efectúa la acción, en seguida este sujeto, y luego el verbo con el sufijo **-ing**, los demás elementos que complementan van al final.

Yes, they are walking.

Yes, he is working.

Si la respuesta es afirmativa, se utiliza la palabra **yes**, luego el sujeto y en seguida la forma **am, is o are** que le corresponde. No se altera el orden del resto de las palabras.

No, I am not sweeping the floor.

No, she is not singing.

Si la respuesta es negativa se dice primero **no**, luego se da el sujeto, con la forma **am, is o are** que le corresponda, y en seguida la palabra **not**. No se altera el orden del resto de las palabras.

Yes, they are walking.

Yes, he's working.

No, I'm not sweeping the floor.

No, she's not singing.

Yes, they are.

Yes, he is.

No, I'm not.

No, she's not.

Las contracciones y las respuestas cortas se usan como ya se vio en la Unidad 2, agregando las que corresponden a 1a. y 2a. personas:

(1a. p. sing.) Yes, I am. No, I'm not.

(1a. p. plural) Yes, we are. No, we're not (aren't)

(2a. p. sing.) Yes, you are. No, you're not (aren't)

(2a. p. plural)

6.3.1. Conteste, siga los ejemplos.

Is he thinking about the problem?



Yes, he is thinking about the problem.
Yes, he's thinking about the problem.
Yes, he is.

Is she preparing dinner?



No, she is not preparing dinner.
No, she's not preparing dinner.
No, she's not.
She's playing the piano.

Is she crossing the street?



Is mother reading Tom a story?



Are you standing up?



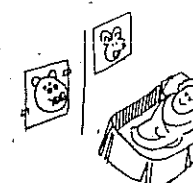
Is the man walking slowly?



Are they running?

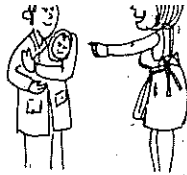


Is the baby sleeping?

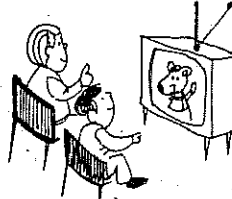




Is the woman holding the baby?



Are the children watching television?



Is your father smoking a cigarette?



Are you telephoning your girl friend?



Are you singing in French?



6.3.2. Cambie a pregunta y complete la contestación corta.

They are listening to the radio.

Are they listening to the radio?

Yes, they are.

Helen is dancing.

Is Helen dancing?

No, she's not.

Mrs. Brown is closing the door.

Yes, _____

You are smoking.

No, I _____

We are waiting for Tom.

Yes, _____

You are giving the present to mother.

Yes, we _____

You are coming in.

Yes, I _____

The boys are playing football.

No, _____

Mr. Peters is driving the bus.

No, _____

You are speaking loudly now.

No, I _____

They are studying mathematics.

Yes, _____

The audience is sitting down.

No, it _____

The children are eating slowly.

Yes, _____

He is calling my friends.

No, _____

I am answering correctly.

Yes, you _____



Módulo 12

OBJETIVOS ESPECIFICOS

Al concluir el estudio de este módulo, el alumno:

1. Estructurará oraciones para indicar el acto de estarse dirigiendo a un lugar y las formas específicas de trasladarse de un lugar a otro.

Esquema estructural:

S + be + V-ing + $\left\{ \begin{array}{l} \text{TO} \left\{ \begin{array}{l} + \text{Det} + \text{N} \\ + \text{School/class/church} \\ + \text{Geo} \quad \text{N} \\ + \text{Pr n} \quad (\text{Proper noun}) \text{ Names of restau-} \\ \quad \text{rants, shops, etc.} \end{array} \right. \\ \text{HERE/THERE/HOME/DOWNTOWN} \end{array} \right.$

* Verbos que suponen traslado de un lugar a otro.

2. Memorizará los verbos que significan trasladarse de un lugar a otro, que se dan en esta unidad: GO, COME, FLY, RIDE, RUN, SAIL, SKATE, SWIM, WALK.
3. Estructurará oraciones para preguntar en quién o en qué se completa la acción que se está desarrollando en el momento del habla:

Esquemas estructurales:

WHOM + be + V-ing? — si se pregunta por una persona.

WHAT + be + V-ing? — si se pregunta por otro ser.

4. Construirá oraciones indicando en quién o en qué se completa la acción que se está desarrollando en el momento presente.

Esquema estructural: S + be + V-ing + DO $\left\{ \begin{array}{l} \text{Pn/Pnp} \\ \text{Det} + \text{n} \\ \text{PnPR'S} + \text{Rel} \\ \text{Poss PR} \\ + \text{Rel} \\ + \text{Op} \end{array} \right.$

5. Memorizará los pronombres objetivos: ME, (1s) YOU (2 s/p) HIM (3s-masc), HER (3s-fem), IT (3s-neutro), US (1p), THEM (3p) IS (First Person singular) 2s+p + Second person Sing. + plural, 3s + THIRD o person, singular 1 p. =First person plural 3= THIRD person plural.

6. Usará normalmente las contracciones 'M, 'S, 'RE en las combinaciones que aparecen en los esquemas como be + V-ing.



6.4. Para expresar el acto de estarse dirigiendo a un lugar y las formas específicas de trasladarse de un lugar a otro.

Esquemas estructurales:

S + be + V-ing

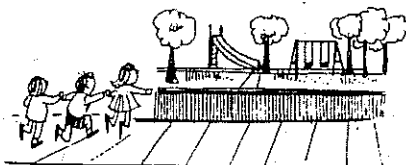
go
come
walk
drive
ride
fly
etc.

HERE/THERE
HOME/DOWNTOWN

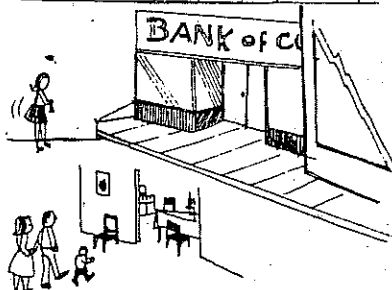
TO

+ Det + N
+ SCHOOL/CHURCH/CLASS
+ Geo N
+ Pr N (proper noun)
business — CARTER'S
restaurant — TOBY'S
etc.

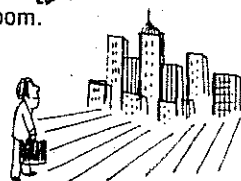
They are going to the park



Helen is going to the bank.



We are going to the dining room.



Bob is going to New York.



I am going to church.



Irene is going home.

OBSERVE

They are going to the park.
Bob is going to New York.

Going to precede el nombre de un lugar para indicar la acción de dirigirse a ese lugar.

Los nombres de ciudades, estados y países, ordinariamente no van precedidos por **the**. Algunas excepciones son: **the** United States, **the** Netherlands, **the** Soviet Union, etc.

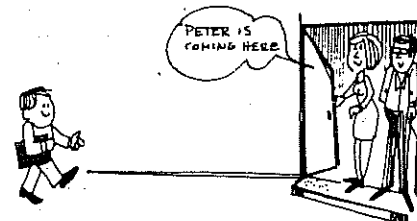
I am going to church.

En este contexto los nombres de lugar church, class y school, no van precedidos por **the**, que sí los precede en otros contextos: Ej. **The** church is at the corner, **The** school is old, etc.

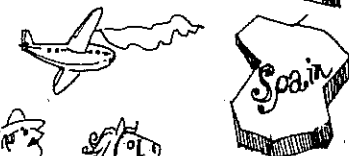
Irene is going home.

Ante los nombres de lugar, home y downtown, se omite el **to**.

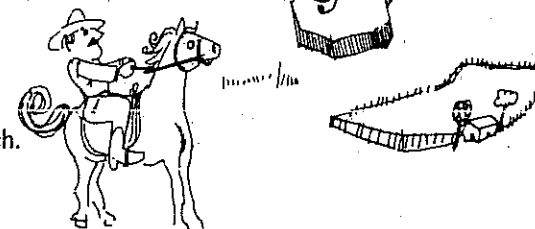
Peter is coming here.



They are flying to Spain.

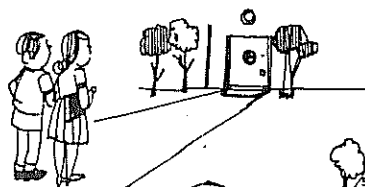


I am riding to the ranch.

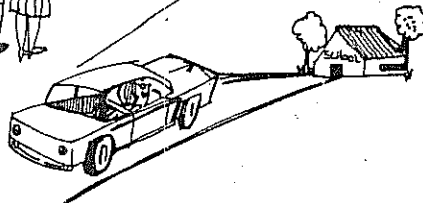




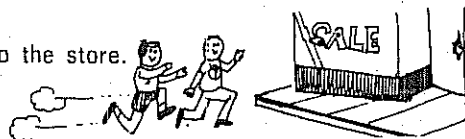
We are walking home.



She is driving to school.



The children are running to the store.



OBSERVE

Peter is **coming** here.
They are **flying to** Spain.
I am **riding to** the ranch.

Coming indica la acción de dirigirse al lugar de ubicación presente, pasada o futura del hablante. **Flying, riding, walking, etc.**, son formas específicas de dirigirse de un lugar a otro.

El uso y omisión de **to**, y el uso de **the** es igual que en el caso de **going**. Ante **here** y **there** también desaparece el **to**.

El uso de **to**, **the** o de **to**, o la omisión de ambas formas con verbos de movimiento se aplica a las formas de **imperativo** (Unidad 5) y a los otros tiempos y modos verbales que se verán en el futuro.

6.4.1. Complete

John and Peter are going to church.

Helen is going downtown.

I am going to the restaurant.

Alice coming theater.

The dogs going park.

Bob and I not going movies.

My mother going store.

They not coming bus station.

We going railroad station.

Your sisters going opera.

Marie going there.

The pilot and the stewardess not going airport.

You not going stadium.

Mr. and Mrs. Brown going drugstore.

The students not coming cafeteria.

Professor Peters going class now.

The boys coming here.

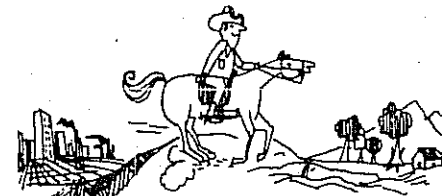
The nurse not going second floor.

6.4.2. Guiándose por la respuesta, complete la pregunta.

<u>Is</u>	<u>she</u>	<u>going</u>	<u>to the</u>	market?	Yes, she is.
<u>Are</u>	<u>you</u>	<u>coming</u>	<u>to</u>	school now?	No, I'm not.
<u> </u>	<u> </u>	<u>coming</u>	<u> </u>	home?	No, they're not.
<u> </u>	<u> </u>	<u>going</u>	<u> </u>	hospital?	Yes, he is.
<u> </u>	<u> </u>	<u>going</u>	<u> </u>	Kansas?	Yes, you (pl.) are.
<u> </u>	<u> </u>	<u>going</u>	<u> </u>	grocery store?	No, they're not.
<u> </u>	<u> </u>	<u>going</u>	<u> </u>	post office?	Yes, you (sing.) are.
<u> </u>	<u> </u>	<u>going</u>	<u> </u>	supermarket?	No, he's not.
<u> </u>	<u> </u>	<u>going</u>	<u> </u>	downtown?	No, they're not.
<u> </u>	<u> </u>	<u>coming</u>	<u> </u>	class?	Yes, I am.
<u> </u>	<u> </u>	<u>coming</u>	<u> </u>	office?	No, we're not.

6.4.3. Complete, guiándose por los dibujos, y señalando la forma específica que se emplea para dirigirse a cada lugar indicado.

He is to the country.





Helen is _____ to church.



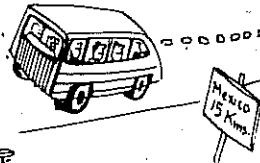
The astronauts are _____ to the moon.



They are _____ to the island.



The passengers are _____ to Mexico City.



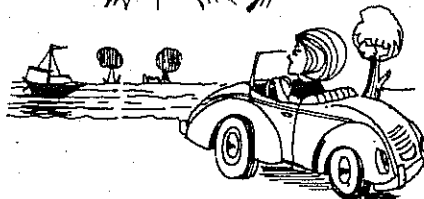
The girls are _____ to school.



My friends are _____ to the top of the mountain.



Mrs. Kent is _____ to the lake.



He is _____ to his seat.



The player is _____ to the 10 yard line.



6.5. Para indicar en quién o en qué se completa la acción.

Esquemas estructurales:

S + be + V-ing { + DO/IO
+ TO/Pr (object pronoun)

1s (1st person sing.) me
2s (2nd person sing.) you
3s (masc.) (3rd person sing. masc.) him
3s (fem.) (3rd person sing. fem.) her
3s (neuter) (3rd person sing. neuter) it

1p (1st person plural) us
2p (2nd person plural) you
3p (3rd person plural) them

What is John doing?



He is drawing Mary.
He is drawing **her**.



He is drawing Peter.
He is drawing **him**.



He is drawing the children.
He is drawing **them**.

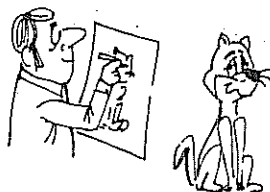




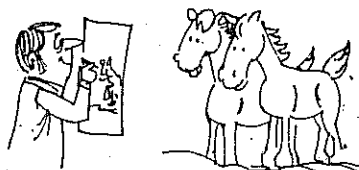
He is drawing the dancers.
He is drawing **them**.



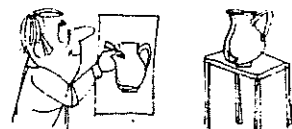
He is drawing the policemen.
He is drawing **them**.



He is drawing the cat.
He is drawing **it**.



He is drawing the horses.
He is drawing **them**.



He is drawing the pitcher.
He is drawing **it**.



He is drawing the flowers.
He is drawing **them**.

OBSERVE

He is drawing Mary. — He is drawing **her**.

Si la acción se completa en una persona femenina, la palabra que designa a ésta puede sustituirse por **her**.

He is drawing Peter. — He is drawing **him**.

Si la acción se completa en una persona masculina, la palabra que designa a ésta puede sustituirse por **him**.

He is drawing the children.
He is drawing the dancers. He is drawing **them**.
He is drawing the policemen.

Si la acción se completa en dos personas o más, la palabra que designa a éstas puede sustituirse por **them**.

He is drawing the cat. — He is drawing **it**.
He is drawing the pitcher. — He is drawing **it**.

Si la acción se completa en un animal, vegetal o mineral, o en un objeto abstracto, la palabra que designe a éste puede sustituirse por **it**.

He is drawing the horses. — He is drawing **them**.
He is drawing the flowers. — He is drawing **them**.

Si la acción se completa en más de un animal, vegetal o mineral, o en más de un objeto abstracto, la palabra que designe a éstos puede sustituirse por **them**.



He is drawing me.



He is drawing you.



He is drawing us.



He is drawing us.



He is drawing you.



He is drawing you.

OBSERVE

He is drawing me.

Si la acción se completa en el hablante, éste se designa me.

He is drawing you.

Si la acción se completa en el oyente, se designa a éste you.

He is drawing us.

Si la acción se completa en el hablante acompañado por el oyente o por un o unos terceros, o por ambos, todos juntos se designan us.

He is drawing you.

Si la acción se completa en el oyente, acompañado por un o unos terceros, todos juntos se designan you.

6.5.1. Complete usando me, you, him, her, it, us, you, them, según corresponda.

Are you looking at Mary?	Yes, I'm looking at <u>her</u>
Am I hurting you?	Yes, you're hurting <u>me</u>
Is the boy reading the book?	No, he's not reading <u>it</u>
Are you listening to me?	Yes, we're listening to _____
Is Helen hugging the baby?	Yes, she's hugging _____
Is Mrs. Brown buying the flowers?	No, she's not buying _____
Are They playing the guitar?	Yes, they're playing _____
Are we finishing the lessons?	Yes, we're finishing _____
Are the boys talking to the girls?	No, they're not talking to _____
Is the orchestra playing your song?	Yes, it's playing _____
Is my father arguing with your father?	No, he's not arguing with _____
Is the teacher reading to the students?	Yes, he's reading to _____
Are you writing to your boy friend?	Yes, I'm writing to _____
Are they bringing the cakes?	No, they're not bringing _____
Am I explaining the problem correctly?	Yes, you're explaining _____ correctly.



Are you selling the car to Mary
and Jo?

No, I'm not selling _____ to _____

Is the dog eating its food?

Yes, it's eating _____

6.5.2. Coloque en su debido orden las palabras de cada grupo para que
expresen un mensaje correcto.

me
describing
is
she

She is describing me.

writing
Henry
is
her

Henry is writing her.

to
we
it
listening
are

We are listening to it.

asking
are
they
him

them
Alice
reading
is

looking
they
at
are
you

it
I
bringing
am

visiting
mother
us
is

is
Mr. Brown
her
thanking

them
sending
the girls
are

buying
we
it
are

6.6. Para preguntar en quién o en qué se completa la acción y contestar a
la pregunta.

Esquemas estructurales: WHOM + be + V-ing + (C)

S + be + V-ing + $\begin{cases} DO / IO \\ O \text{ Pr} \end{cases}$

Whom are you writing?



I'm writing Helen.
I'm writing her.

What are you making?



We're making the sandwiches.
We're making them.

What is he painting?



He's painting the house.
He's painting it.



Whom is she kissing?



She's kissing her father.
She's kissing **him**.

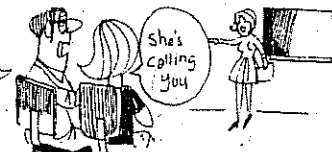
He's greeting **me**.

Whom is he greeting?



She's calling **you**.

Whom is the teacher calling?



OBSERVE

Whom are you writing? I'm writing **Helen**.
I'm writing **her**.

Whom se utiliza para preguntar en quién se completa la acción, y se antepone al resto de las palabras que forman la pregunta.

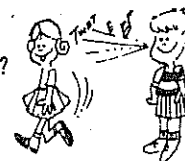
What is he painting? He's painting **the house**.
He's painting **it**.

What se utiliza para preguntar en qué se completa la acción, y se antepone al resto de las palabras que forman la pregunta.

Who(m) [hu:m]

6.6.1. Guiándose por los dibujos, complete con **me, you, him, her, it, us, you o them**.

Whom is the boy whistling at?



He's whistling at **her**.

Whom is the girl talking to?



She's talking to _____

What is the boy looking at?



He's looking at _____

Whom are you talking to, Ann?



Im' talking to _____

Whom is he smiling at?



He's smiling at _____

What is he reading?



He's reading _____

Whom is she paying?



She's paying _____



Whom is Mr. Brown teaching?



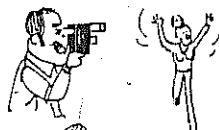
He's teaching _____

Whom are you drawing, Bob?



I'm drawing _____

Whom is he taking pictures of?



He's taking pictures of _____

Whom is she feeding?



She's feeding _____

6.6.2. Guiándose por la respuesta, complete la pregunta.

Whom are they visiting?	They're visiting Helen.
What is he directing?	He's directing the traffic.
_____ is Mrs. Peters calling?	She's calling the children.
_____ are they thanking?	They're thanking my uncle.
_____ is Alice learning?	She's learning the dance.
_____ are you answering?	I'm answering the telephone.
_____ is Mr. Bentley helping?	He's helping me.
_____ are they watching?	They're watching the students.
_____ is she singing for?	She's singing for her friends.
_____ are you playing?	We're playing a record from Japan.
_____ is she asking?	She's asking us.
_____ are you feeding?	I'm feeding the baby.
_____ are we listening to?	You're listening to the president of the club.
_____ is Marie talking to?	She's talking to Jerry.
_____ are you writing?	I'm writing my teacher.
_____ are they preparing?	They're preparing sandwiches.
_____ is the teacher answering?	He's answering Mike.

Respuesta a los ejercicios

UNIDAD VI — MODULO 11

6.1.1.

Study the lessons.	You are <u>studying</u> the lessons.
Let's call Helen.	We are <u>calling</u> Helen.
Let's learn the sounds.	We are <u>learning</u> the sounds.
Take the car.	You are <u>taking</u> the car.
Come in.	You are <u>coming</u> in.
Let's begin the class.	We are <u>beginning</u> the class.
Give the boys the books.	You are <u>giving</u> the boys the books.
Let's listen to the concert.	We are <u>listening</u> to the concert.
Forget the problem.	You are <u>forgetting</u> the problem.
Cut the flowers.	You are <u>cutting</u> the flowers.
Let's run.	We are <u>running</u> .
Let's work with the teacher.	We are <u>working</u> with the teacher.
Go to the market.	You are <u>going</u> to the market.
Let's walk to the park.	We are <u>walking</u> to the park.
Let's sing happily.	We are <u>singing</u> happily.
Listen carefully.	You are <u>listening</u> carefully.
Let's read the newspaper.	We are <u>reading</u> the newspaper.
Write to your family.	You are <u>writing</u> to your family.

6.1.2.

Ann and Rose <u>are working</u> in the garden.	(work)
I <u>am walking</u> in the park.	(walk)
The student <u>is practicing</u>	(practice)
Henry <u>is telling</u> a story to the children.	(tell)
She <u>is reading</u> a book.	(read)
Mr. Yates and Mrs. Johnson <u>are teaching</u> history.	(teach)
My friend <u>is learning</u> Japanese.	(learn)
We <u>are taking</u> photographs.	(take)
You <u>are driving</u> carelessly.	(drive)
They <u>are beginning</u> the course.	(begin)
Mary <u>is cutting</u> the material.	(cut)



You <u>are forgetting</u> your books.	(forget)
We <u>are running</u> now.	(run)
The clerks <u>are opening</u> the stores.	(open)
They <u>are calling</u> their friends.	(call)
Mrs. Peters <u>is looking</u> at the pictures.	(look)
The baby <u>is crying</u>	(cry)
You <u>are listening</u> to the music from Holland.	(listen)
He <u>is giving</u> the money to the milkman.	(give)
I <u>am humming</u> the melody now.	(hum)
The maid <u>is answering</u> the phone.	(answer)
Ann and Bertha <u>are coming</u> now.	(come)
We <u>are going</u> to the park.	(go)
The children <u>are playing</u> ping-pong.	(play)
You <u>are studying</u> Algebra.	(study)
They <u>are visiting</u> the museum.	(visit)
She <u>is singing</u> at the Metropolitan Opera House now.	(sing)
My mother <u>is watching</u> television now.	(watch)
We <u>are waiting</u> for you.	(wait)

6.1.3.

I am talking to you.	<u>They are talking</u> to Mary.
I am holding the baby.	<u>I am holding</u> the bottle.
He is waiting for the green light.	<u>We are waiting</u> for the green light.
We are washing the windows.	<u>He is washing</u> the car.
She is jumping over the ball.	<u>He is jumping</u> over the box.
He is playing golf.	<u>They are playing</u> chess.
You are working in the office.	<u>He is working</u> in the garden.
The girls are singing softly.	<u>The boys are singing</u> loudly.
The parents are sitting on the sofa.	<u>The children are sitting</u> on the floor.

6.2.1.

What are they doing?	<u>They are reading</u> books.
What is she doing?	<u>She is drying</u> the dishes.
What is he doing?	<u>He is playing</u> the piano.
What is she doing?	<u>She is driving</u> her car.
What are the horses doing?	<u>They are running</u> over the field.

What are they doing?
What are the parents doing?
What is he doing?
What are you doing?
What is Bob Davis doing?
What are they doing?
What is she doing?
What is the man doing?

6.3.1.

Is he thinking about the problem?

Is she preparing dinner?

Is she crossing the street?

Is mother reading Tom a story?

Are you standing up?

Is the man walking slowly?

Are they running?

They are dancing.
They are sitting on the sofa.
He is eating steak and potatoes.
I am writing a letter.
He is singing.
They are playing.
She is cutting the paper.
He is talking to the child.

Yes, he is thinking about the problem.
Yes, he's thinking about the problem.
Yes, he is.

No, she is not preparing dinner.
No, she's not preparing dinner.
No, she's not.
She's playing the piano.

Yes, she is crossing the street.
Yes, she's crossing the street.
Yes, she is.

Yes, she is reading Tom a story.
Yes, she's reading Tom a story.
Yes, she is.

No, I am not standing up.
No, I'm not standing up.
No, I'm not.
I'm sitting down.

Yes, he is walking slowly.
Yes, he's walking slowly.
Yes, he is.

No, they are not running.
No, they're not running.
No, they're not.
They're swimming.



Is the baby sleeping?	<u>Yes, it is sleeping.</u> <u>Yes, it's sleeping.</u> <u>Yes, it is.</u>
Is the woman holding the baby?	<u>No, she is not holding the baby.</u> <u>No, she's not holding the baby.</u> <u>No, she's not.</u> <u>The man is holding the baby.</u>
Are the children watching television?	<u>Yes, they are watching television.</u> <u>Yes, they're watching television.</u> <u>Yes, they are.</u>
Is your father smoking a cigarette?	<u>No, he is not smoking a cigarette.</u> <u>No, he's not smoking a cigarette.</u> <u>No, he's not.</u> <u>He's smoking a pipe.</u>
Are you telephoning your girl friend?	<u>Yes, I am telephoning my girl friend.</u> <u>Yes, I'm telephoning my girl friend.</u> <u>Yes, I am.</u>
Are you singing in French?	<u>Yes, we are singing in French.</u> <u>Yes, we're singing in French.</u> <u>Yes, we are.</u>
6.3.2.	<u>Are they listening to the radio?</u> <u>Yes, they are.</u>
They are listening to the radio.	
Helen is dancing.	<u>Is Helen dancing?</u> <u>No, she's not.</u>
Mrs. Brown is closing the door.	<u>Is Mrs. Brown closing the door?</u> <u>Yes, she is.</u>
You are smoking.	<u>Are you smoking?</u> <u>No, I'm not.</u>
We are waiting for Tom.	<u>Are we waiting for Tom?</u> <u>Yes, we are, or</u> <u>Yes, you are.</u>

You are giving the present to mother	<u>Are you giving the present to mother?</u> <u>Yes, we are.</u>
You are coming in.	<u>Are you coming in?</u> <u>Yes, I am. (or Yes, we are).</u>
The boys are playing football.	<u>Are the boys playing football?</u> <u>No, they're not.</u>
Mr. Peters is driving the bus.	<u>Is Mr. Peters driving the bus?</u> <u>No, he's not.</u>
You are speaking loudly now.	<u>Are you speaking loudly now?</u> <u>No, I'm not. (or No, we're not).</u>
They are studying mathematics.	<u>Are they studying mathematics?</u> <u>Yes, they are</u>
The audience is sitting down.	<u>Is the audience sitting down?</u> <u>No, it's not.</u>
The children are eating slowly.	<u>Are the children eating slowly?</u> <u>Yes, they are.</u>
He is calling my friends.	<u>Is he calling my friends?</u> <u>No, he's not.</u>
I am answering correctly.	<u>Am I answering correctly?</u> <u>Yes, you are.</u>

HOJA DE RESPUESTAS
UNIDAD VI MÓDULO 12

6.4.1.
John and Peter are going to church.
Helen is going to downtown.
I am going to the restaurant.
Alice is coming to the theater.
The dogs are going to the park.
Bob and I are not going to the movies.
My mother is going to the store.
They are not coming to the bus station.
We are going to the railroad station.
Your sisters are going to the opera.



Marie is going x there.

The pilot and the stewardess are not going to the airport.

You are not going to the stadium.

Mr. and Mrs. Brown are going to the drugstore.

The students are not coming to the cafeteria.

Professor Peters is going to class now.

The boys are coming x here.

The nurse is not going to the second floor.

6.4.2.

Is	she	going	to the	market?	Yes, she is.
Are	you	coming	to	school now?	No, I'm not.
Are	they	coming	x	home?	No, they're not.
Is	he	going	to the	hospital?	Yes, he is.
Are	we	going	to	Kansas?	Yes, you (plural) are.
Are	they	going	to the	grocery store?	No, they're not.
Am	I	going	to the	post office?	Yes, you (singular) are.
Is	he	going	to the	supermarket?	No, he's not.
Are	they	going	x	downtown?	No, they're not.
Are	you	coming	to	class?	Yes, I am.
Are	you	coming	to the	office?	No, we're not.

6.4.3.

He is riding to the country.

Helen is running to church.

The astronauts are flying to the moon.

They are swimming to the island.

The passengers are travelling to Mexico City.

The girls are cycling to school.

My friends are climbing to the top of the mountain.

Mrs. Kent is driving to the lake.

He is walking to his seat.

The player is running to the 10 yard line.

6.5.1.

Are you looking at Mary?

Am I hurting you?

Is the boy reading the book?

Are you listening to me?

Is Helen hugging the baby?

Is Mrs. Brown buying the flowers?

Are they playing the guitar?

Are we finishing the lessons?

Are the boys talking to the girls?

Is the orchestra playing your song?

Is my father arguing with your father?

Is the teacher reading to the students?

Are you writing to your boy friend?

Are they bringing the cakes?

Am I explaining the problem correctly? Yes, you're explaining it correctly.

Are you selling the car to Mary and Jo? No, I'm not selling it to them.

Is the dog eating its food?

Yes, I'm looking at her.

Yes, you're hurting me.

No, he's not reading it.

Yes, we're listening to you.

Yes, she's hugging it.

No, she's not buying them.

Yes, they're playing it.

Yes, we're finishing them.

No, they're not talking to them.

Yes, it's playing it.

No, he's not arguing with him.

Yes, he's reading to them.

Yes, I'm writing to him.

No, they're not bringing them.

Yes, you're explaining it correctly.

No, I'm not selling it to them.

Yes, it's eating it.

6.5.2.

me
describing
is
she

She is describing me.

writing
Henry
is
her

Henry is writing her.

to
we
it
listening
are

We are listening to it.

asking
are
they
him

They are asking him.

them
Alice
reading
is

Alice is reading them.

looking
they
at
are
you

They are looking at you.

it
I
bringing
am

I am bringing it.

visiting
mother
us
is

Mother is visiting us.



is
Mr. Brown Mr. Brown is thanking her.
her
thanking

them
sending The girls are sending them.
the girls
are

buying
we We are buying it.
it
are

Whom are we listening to?

Whom is Marie talking to?

Whom are you writing?

What are they preparing?

Whom is the teacher answering?

You're listening to the president of
the club.

She's talking to Jerry.

I'm writing my teacher.

They're preparing sandwiches.

He's answering Mike.

6.6.1.

Whom is the boy whistling at?

Whom is the girl talking to?

What is the boy looking at?

Whom are you talking to Ann?

Whom is he smiling at?

What is he reading?

Whom is she paying?

Whom is Mr. Brown teaching?

Whom are you drawing, Bob?

Whom is he taking pictures of?

Whom is she feeding?

He's whistling at her.

She's talking to him.

He's looking at them.

I'm talking to them.

He's smiling at me.

He's reading it.

She's paying him.

He's teaching them.

I'm drawing you.

He's taking pictures of her.

She's feeding her.

6.6.2.

Whom are they visiting?

What is he directing?

Whom is Mrs. Peters calling?

Whom are they thanking?

What is Alice learning?

What are you answering?

Whom is Mr. Bentley helping?

Whom are they watching?

Whom is she singing for?

What are you playing?

Whom is she asking?

Whom are you feeding?

They're visiting Helen.

He's directing the traffic.

She's calling the children.

They're thanking my uncle.

She's learning the dance.

I'm answering the telephone.

He's helping me.

They're watching the students.

She's singing for her friends.

We're playing a record from Japan.

She's asking us.

I'm feeding the baby.



Actividades complementarias

EJERCICIOS QUE DEBE REALIZAR CONFORME APRENDA LAS ESTRUCTURAS

1. Describir para sí mismo todas las acciones que va desarrollando desde el momento en que se levanta por la mañana hasta el momento de salir de su casa.
2. Observar a su alrededor cómo se están moviendo las personas de un lado a otro y describirlo mentalmente.
3. Si tiene la oportunidad de sostener un diálogo en inglés con otra persona puede repetir para ella las frases de los dos puntos anteriores, y posteriormente puede hacer con ella una práctica de preguntas y respuestas tanto del tipo en que se quiere saber si un sujeto está o no realizando determinada acción en el momento del habla, como del tipo en que se piden datos específicos sobre la acción que se está realizando. Pueden tomar como base lo que está ocurriendo a su alrededor, lo que está ocurriendo en un programa de televisión, o concretamente en los comerciales, etc.

UNIDAD VII



Objetivos generales

Al terminar de estudiar esta unidad, el alumno:

1. Formulará oraciones indicando acción habitual permanente en forma afirmativa y negativa.
2. Distinguirá cuando el sujeto de la acción es una tercera persona singular y cuando no es una tercera persona singular.
3. Usará correctamente las terminaciones de tercera persona singular en todos los verbos descritos de la unidad.
4. Pronunciará correctamente los sonidos que corresponden a las terminaciones de tercera persona singular de los verbos descritos en esta Unidad.
5. Reconocerá las expresiones de tiempo que impliquen acción habitual.
6. Señalará la frecuencia con que ocurre la acción habitual.
7. Identificará los verbos que expresen reacción afectiva o inclinación a un objeto, o indican posición o carencia de él.
8. Identificará los verbos que tienen la misma forma para acción habitual, y acción en desarrollo en el momento del habla.
9. Distinguirá entre las palabras de frecuencia de valor afirmativo y las de valor negativo.



Introducción

Indicaciones para el manejo de esta unidad.

SECCION DE CONVERSACION

La misma insistencia en que se repita cada frase lo más fielmente posible imitando los modelos que se tengan y se memorice la conversación para lograr ir teniendo mayor fluidez al hablar el inglés.

SECCION DE PRONUNCIACION

En esta unidad vuelven a estudiarse los sonidos [s], [z], e [ɪz], pero ahora como terminaciones indicadoras de tercera persona singular en los verbos. Las reglas de pronunciación son las mismas, y ésta es una buena ocasión de reforzarlas. Al practicar las formas verbales que se le dan en esta unidad, diga en contraste la forma sin alteraciones, (el nombre del verbo), y la forma de tercera persona, poniendo especial énfasis en el sonido [s], [z], o [ɪz], que distingue a una de otra, según el grupo de que se trate.

SECCION DE ESTRUCTURAS Y VOCABULARIO

A pesar de su aparente simplicidad, el manejo correcto de las formas de tercera persona y de los auxiliares para la construcción negativa (**does not / do not**) suelen ser escollos fuertes para el estudiante que aprende inglés, quizá porque no les da el énfasis necesario al estudiarlas. Atención especial a estos dos problemas, son básicos.

En esta unidad hay que memorizar varios grupos de palabras: expresiones de tiempo, adverbios indicadores de frecuencia, verbos de inclinación afectiva, posesión, carencia, percepción y existencia. Al estudiar los adverbios de frecuencia hay que aprender muy bien cuáles tienen sentido negativo, porque son de comportamiento especial.

Al dar los esquemas estructurales en esta unidad, ya no se destaca en forma especial la correspondencia del sujeto con las formas **am**, **is** o **are**, que se suponen ya bien automatizadas en el alumno; así es que simplemente se simbolizan **S+be**, en cambio, sí se destaca cuando se trata de tercera persona singular o de las otras personas cuando se manejan los demás verbos (de acción, de inclinación afectiva, de percepción, de carencia, etc.).

Claves de símbolos empleados en la Unidad VI

FW — frequency word. (adverbio indicador de frecuencia)

S(3s) — subject third person singular. (sujeto de tercera persona singular)

HE or Pn(masc) or Det+Ns(masc)
SHE or Pn(fem) or Det+Ns(fem)
IT or Nnc or Det+Ns(neut)

S(no 3s) Subject, not third person singular (sujeto que no es tercera persona singular)

I
YOU
WE
THEY or Pnp or (Det)+Np

V-name of verb. Simple, non-altered form. (Nombre del verbo. Forma simple).

Vs-verb -s/-es ending - (verbo en sus terminaciones -s/-es)



Módulo 13

OBJETIVOS ESPECIFICOS

Al concluir el estudio de este módulo, el alumno:

1. Estructurará oraciones para expresar que una acción o un hecho se da habitual, permanente o periódicamente, o para enunciar leyes científicas.

S (3s) + Vs (verb -s -es ending) + (C)

(third person singular)

he	or Pn (masc)	or Det + Ns (masc)
she	or Pn (fem)	or Det + Ns (fem)
it	or Nnc	or Det + Ns (neuter)

S (no 3s) + V (name of verb) + (c)

I

you

we

they or Pnp or (Det) + Np

2. Formará correctamente la tercera persona de los verbos, terminaciones S y ES (casos especiales DOES, GOES, HAS) y pronunciará dichas terminaciones [s], [z], o [ɪz] según corresponda.
3. Memorizará las expresiones que indican medida o período de tiempo: second, minute, hour, day, week, month, year, morning, noon, afternoon, evening, night.
4. Memorizará los días de la semana: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday; los meses del año: January, February, March, April, May, June, July, August, September, October, November, December, y las estaciones: spring, summer, autumn (fall), winter.
5. Utilizará la palabra every antepuesta a cualesquiera de las expresiones de tiempo del punto anterior, o a otras semejantes, para acciones que se dan repetidamente.

Esquemas estructurales:

S (3s) + Vs + } otros (c) + T — every second, every minute, every
S (no3s) + V + } Monday, etc.

6. Estructurará oraciones que expresan acción o hechos repetidos, indicando la frecuencia de dicha acción o hecho.

Esquemas estructurales:

S + be + FW (frequency word -always, never, etc.)

S (3s) + FW Vs + (C)

S (no 3s) + FW V + (C)

7. Memorizará los adverbios de frecuencia (FWs), con atención especial a la frecuencia que señala cada uno y si tienen sentido afirmativo o negativo. Sentido afirmativo: always, usually (generally), often (frequently), sometimes; sentido negativo: (seldom, rarely y never).



SECCION DE CONVERSACION

MEMORICE

Ralph: What do you do every morning?
Don: I usually wake up at seven.
Then I get up, take a bath, brush
my teeth and get dressed.

Ralph: At what time do you have breakfast?
Don: Usually, at seven-thirty.
My wife has it ready for me.

Ralph: What do you have for breakfast?
Don: Well, I generally have orange juice,
eggs, milk and toast.



INTONATION PATTERN

Ralph: What do you do every morning?

Don: I usually wake up at seven. Then I get up, take a bath,
brush my teeth and get dressed.

Ralph: At what time do you have breakfast?

Don: Usually, at seven thirty. My wife has it ready for me.

Ralph: What do you have for breakfast?

Don: Well, I generally have orange juice, eggs, milk and toast.

PRONUNCIACION

Tercera persona de los verbos. Sonidos [s], [z], [ɪz]

[s]

Speak	speaks
repeat	repeats
ask	asks
jump	jumps
laugh	laughs
wait	waits
work	works
take	takes

[z]

clog	clogs
rob	robs
read	reads
breathe	breathes
study	studies
roar	roars
tell	tells
jam	jams

tap
walk

taps
walks

learn
live

learns
lives

Si el verbo tiene un sonido
final sordo toma [s] para
la tercera persona singular.

Si el verbo tiene un sonido
final vibrado toma [z] para
la tercera persona singular

[ɪz]

close
watch
wash
judge
memorize
realize
wish
arrange
buzz
teach
nurse

closes
watches
washes
judges
memorizes
realizes
wishes
arranges
buzzes
teaches
nurses

Si el verbo tiene un sonido
final sibilante toma [ɪz] para
la tercera persona singular.



CLASS SCHEDULE						
Time	Mon	Tu	Wed	Th.	Fr.	Sat.
8	PH	PH	PH	PH	PH	Tennis
9	Eng.	Eng.	Lit.	Eng.	Eng.	Lang. LAB.
10	Lit.	X	Eng.	Lit.	Lit.	X
11	Hist.	Hist.	Hist.	X	X	



7.1. Para expresar que una acción o un hecho se da habitual, permanente o periódicamente. Para expresar leyes científicas y hechos naturales.

Esquemas estructurales:

S (3s) + Vs (verb -s -es ending) + (C)

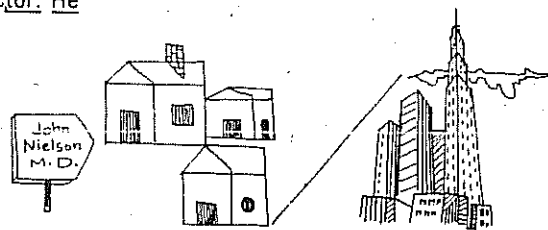
(third person singular)

he or Pn (masc) or Det + Ns (masc)
she or Pn (fem) or Det + Ns (fem)
it or Nnc or Det + Ns (neuter)

S (no 3s) + V (name of verb) + (c)

you
we
they or Pnp or (Det) + Np

John Nielson is a doctor. He lives in New York.



John Nielson speaks English, his cousin Brigitte speaks French. She lives in Paris.



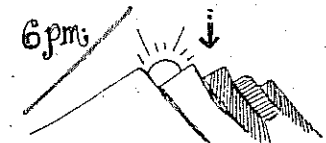
My dog watches the worm.



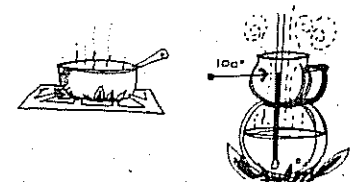
The sun rises in the east.



The sun sets in the west.



Water boils at 100° Centigrade.





OBSERVE

John Nielson lives in New York.
Brigitte speaks French.
The dog watches the worm.

He speaks English.
She lives in Paris.

Para indicar acción habitual, permanente, o periódica referida a una tercera persona singular, John, Brigitte, the dog, he, she, it, etc., se toma el nombre de la acción y se le agrega s; si termina en s, z, ch, sh, se le agrega es, y si termina en y precedida de consonante, la cambia a i, y toma es. Casos especiales: go- goes, do- does, have- has. En pronunciación los sonidos agregados son [s], [z], [iz].

Siempre se indica el nombre o pronombre correspondiente, luego la acción, y por último los elementos que completan dicha acción.

The sun rises in the east. It sets in the west.
Water boils at 100° Centigrade.

Cuando se trata de observaciones de hechos naturales y de leyes científicas basadas en ellos, en tercera persona sing. (pron. neutro it), la acción se expresa también con el nombre del verbo con la terminación s o es.

7.1.1. Complete cada frase con la forma correcta del verbo que se da entre paréntesis.

- | | |
|---|--------------|
| John <u>crosses</u> the streets carefully. | (cross) |
| Mary <u>has</u> two sisters. | (have) |
| He <u>studies</u> in Mexico. | (study) |
| My friend <u>sings</u> beautifully. | (sing) |
| Robert <u>swims</u> in the lake. | (swim) |
| She <u>drives</u> slowly. | (drive) |
| Mrs. Brown <u>buys</u> her dresses in that store. | (buy) |
| Water <u>freezes</u> at 0° Centigrade. | (freeze) |
| The earth <u>turns</u> on its axis. | (turn) |
| Louise <u>speaks</u> clearly. | (speak) |
| The door <u>leads</u> to the terrace. | (lead) |
| My sister <u>understands</u> Russian. | (understand) |
| Mr. Livingston <u>works</u> in Washington. | (work) |
| Mary <u>teaches</u> English. | (teach) |

John plays football with our team.
Gasoline explodes easily.
Helen walks rapidly.
Mrs. Smith dances gracefully.

(play)
(explode)
(walk)
(dance)

I am Mexican. I live in Mexico.
I speak Spanish.



We are Spanish. We live in Spain.
We speak Spanish.



You are Italian. You live in Italy.
You speak Italian.



You are Chinese. You live in China.
You speak Chinese.



They are Egyptian. They live in Egypt.
They speak Arabic.



They are eagles. They live in the mountains. They fly high.





OBSERVE

I live in Mexico. I speak Spanish.
We live in Spain. We speak Spanish.
You live in Italy. You speak Italian. (sing.)
You live in China. You speak Chinese. (plural)

Para indicar acción habitual, permanente o periódica referida a un hablante singular o plural; a un oyente, singular o plural; o a tercera persona plural, se toma el nombre de la acción y no se le hace ninguna modificación.

Siempre se indica el nombre o pronombre correspondiente, luego la acción, y por último los elementos que completan dicha acción.

Eagles live in the mountains. They fly high.

Las observaciones de hechos naturales y de leyes científicas basadas en ellos, pueden hacerse en tercera persona plural neutra (pronombre they).

7.1.2. Complete las frases de cada grupo con la forma correcta del verbo que corresponde a ese grupo.

STUDY

I study French.
Helen studies German.
Louise and Bob study Italian.
You study Latin.

LIVE

Ivan lives in Russia.
Pierre and Brigitte live in Paris.
Juanito lives in Mexico.
Sato lives in Japan.

DANCE

Valentina dances ballet.
Jose and Rocio dance the fandango.
My friends dance the samba.
You and I dance tangos.

WALK

We walk to school.
The boys walk to the beach.
Bob walks to church.
You walk home.

LISTEN

You listen to your parents.
They listen to the teacher.
We listen to the music.
She listens to the radio.

WRITE

He writes poems.
I write books.
You write letters.
Mrs. Brown writes songs.

SWIM

Whales swim in the ocean.
We swim in the pool.
Our ducks swim in the pond.
You and your friends swim in the river.

7.2. Expresiones de tiempo que implican que la acción a la que se refieren se repite periódicamente. Posición de las expresiones de tiempo al final de la oración.

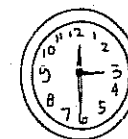
Esquemas estructurales:

S (3s) + Vs + (other C) + T
S (no 3s) + V + (other C) + T

Your heart beats every second.

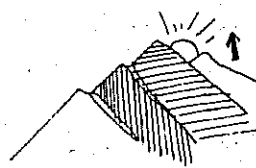


We inhale and exhale fifteen to twenty times every minute.

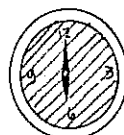




The sun rises **every** morning.



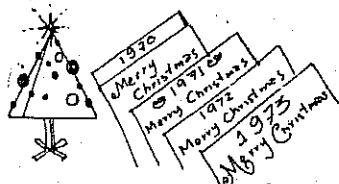
The sun sets **every** evening.



We have an exam **every** month,
except July and August.

EXAM Jan 31	EXAM Feb 28	EXAM Mar 31	EXAM Apr 30	EXAM May 31	EXAM June 30
VACATION: JULY - AUGUST		EXAM Sep 30	EXAM Oct 31	EXAM Nov 30	EXAM Dec 30

We celebrate Christmas **every** year.



OBSERVE

Your heart beats **every** second.
We inhale and exhale fifteen times **every** minute.
The sun rises **every** morning.
We celebrate Christmas **every** year.

La palabra **every** antepuesta a cualquier expresión que señale una determinada duración de tiempo, indica que la acción a la que se refiere el verbo ocurre siempre que se da dicha duración de tiempo: **second, minute, day, week, month, year, century, etc.**

La palabra **every** y las expresiones de duración de tiempo van después del verbo y también después de los demás complementos.

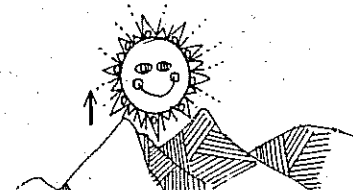
Palabras que señalan extensiones determinadas de tiempo:

minute	= 60 seconds
hour	= 60 minutes
day	= 24 hours
week	= 7 days

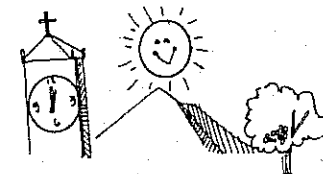
month = 28, 29, 30, 31 days
year = 365, 366 days or 12 months
decade = 10 years
century = 100 years
millenium = 1,000 years

A DAY - DIVISIONS OF THE DAY:

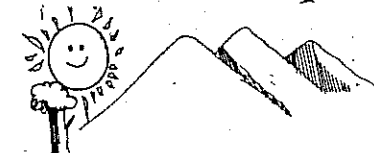
MORNING



NOON



AFTERNOON



EVENING*



NIGHT



* (Desde la puesta del sol hasta la hora de retirarse a dormir).



A week - the seven days of the week:

Sunday - Monday - Tuesday - Wednesday - Thursday - Friday - Saturday

S	M	T	W	Th	F	S
10	11	12	13	14	15	16

A month has 28, 29, 30 or 31 days.

The months of the year are:

January, February, March, April, May, June, July, August, September, October, November, December.

Thirty days have September, April, June and November.

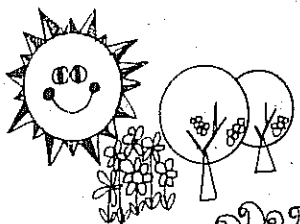
February has twenty-eight, except in leap year when it has twenty-nine. All the rest have thirty-one.

September

S	M	T	W	Th	F	S
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

A YEAR + — THE 4 SEASONS*

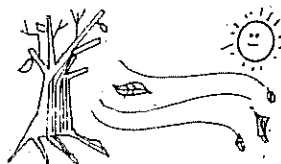
SPRING
March 22 to
June 21**



SUMMER
June 22 to
September 22



AUTUMN (FALL)
September 23 to
December 21



WINTER
December 22 to
March 21



* (Las fechas y las características ilustradas corresponden a la zona templada del hemisferio norte).

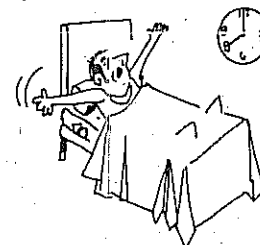
1 se lee first, 2 se lee second, 3 se lee third.

** (21 se lee twenty-first, 22 se lee twenty-second, 23 se lee twenty-third. Los demás días del mes se leen agregándoles la terminación -th)

7. 2.1. Complete. Use la forma modificada o sin modificar del verbo entre paréntesis, según corresponda.

- We swim in the lake every evening. (swim)
Helen studies here every day. (study)
I drink milk every morning. (drink)
They go to the movies every Saturday. (go)
Victor does the work every day. (do)
My friends have a party every week. (have)
The flowers bloom every spring. (bloom)
We have hot weather every summer. (have)
We have lunch every noon. (have)
He goes to Europe every autumn. (go)
His sister sleeps a class at 7:00 every day. (sleep)
You take seven hours every night. (take)
She celebrates medicine every three hours. (celebrate)
Mexicans sing their Independence Day every September. (sing)
Marian sings on television every night. (sing)

7.2.2. Guiándose por los dibujos, dé el nombre de la acción que se indica y luego complete cada frase correctamente.



James wakes up at 8 every day.

I wake up at 6:30 every day.

We wake up at 7 every day.



You get up at 9 every Sunday.

Susan gets up at 6 every day.

They _____ at 5 every day.



The children _____ their face every morning.

She _____ her face every morning.

You and Bob _____ your face every morning.



We _____ our teeth every morning.

The girl _____ her teeth every morning.

They _____ their teeth every morning.



I _____ my hair every day.

Alice and Ann _____ their hair every day.

Charles _____ his hair every day.



We _____ home every evening.

He _____ to the bus stop every morning.

They _____ to the park every noon.



You _____ soccer every Saturday.

We _____ baseball every month.

Marie _____ tennis every afternoon.



Bob _____ breakfast at 7 every morning.

The boys _____ lunch at 12 every day.

We _____ dinner at 6 p.m. every day.

7.3. Algunas palabras que indican el grado de habitualidad o frecuencia de las acciones o hechos y su colocación dentro de la oración.

Esquemas estructurales:

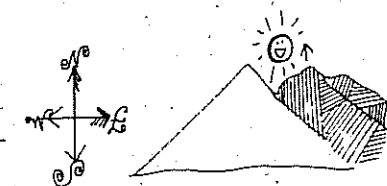
S + be + FW + $\begin{cases} \text{Adj.} + (\text{Plexpr.}) + (\text{T}) \\ \text{Plexpr.} + (\text{T}) \\ \text{T} \end{cases}$

S (3s) + FW + Vs + (C)

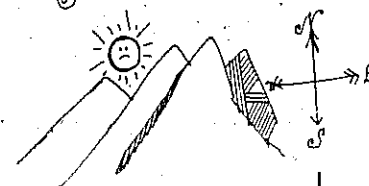
S (no 3s) + FW + V + (C)

FW (frequency word: always, usually (generally), often (frequently), sometimes, seldom (rarely), never).

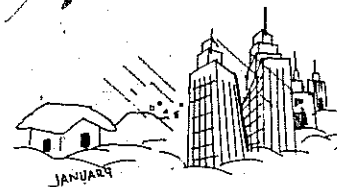
The sun always rises in the east.



The sun never rises in the west.



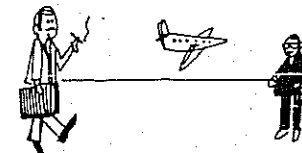
Winters are usually cold in New York.
generally



Winters are seldom cold in Yucatan.
rarely

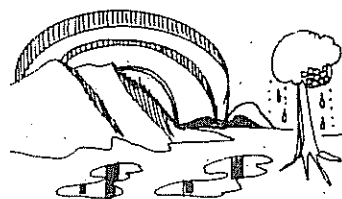


Businessmen often travel by plane.
frequently





We sometimes see the rainbow after the rain.



OBSERVE

The sun **always** rises in the east.
The sun **never** rises in the west.

Always expresa la máxima frecuencia, la totalidad de las veces. **Never** expresa la idea exactamente opuesta, ninguna vez. **Never** tiene valor negativo.

Winters are **usually** (**generally**) cold in New York.
Winters are **seldom** (**rarely**) cold in Yucatan.

Usually (**generally**) expresa un número alto de posibles frecuencias, **seldom** (**rarely**) expresa la idea opuesta, un número mínimo de posibles frecuencias. **Seldom** (**rarely**) tiene valor negativo.

Businessmen **often** (**frequently**) travel by plane.
Often (**frequently**) expresa una frecuencia mayor del 50% de las veces.

We **sometimes** see the rainbow after the rain.

Sometimes expresa una frecuencia menor del 50% de las veces.

The sun **always** rises in the east.
The sun **never** rises in the west.

Always, **never**, **usually**, (**generally**), **seldom**, **often** (**frequently**), **sometimes**, siempre preceden al nombre de la acción a la cual se refieren para indicar la frecuencia con que ocurre.

Winters are **usually** (**generally**) cold in New York.
Winters are **seldom** (**rarely**) cold in Yucatan.

Always, **never**, **usually** (**generally**), **seldom** (**rarely**), **often** (**frequently**), **sometimes**, siempre siguen a las formas **am**, **is**, **are** para indicar la frecuencia con que se dan las condiciones expresadas.

7.3.1. Vuelva a escribir cada frase, insertando la palabra indicadora de frecuencia en el lugar que le corresponde.

A.

They practice the exercise.	(always)
They always practice the exercise.	
Mary speaks to Peter.	(seldom)
They listen to the radio.	(usually)
Sylvia and Ann bring records.	(often)
You show pictures to them.	(sometimes)
We sing American songs.	(rarely)
I write letters to him.	(frequently)
Bob throws papers outside the wastebasket.	(never)

B.

You are happy.	(usually)
You are usually happy.	
They are here at 7.	(seldom)
Pat is busy at noon.	(rarely)
Marge and Lou are angry.	(sometimes)
The dog is in front of the house.	(never)
You are nervous.	(seldom)
Your house is clean.	(always)



Mr. Brown is in the office on Saturday. (often)

I am enthusiastic. (always)

C.

I study the lesson at home. (often)

You go to the movies. (seldom)

They eat at home. (rarely)

I am busy. (always)

We drink milk in the morning. (sometimes)

We walk in the park. (never)

They wake up at 6. (usually)

The patient gets up at 11. (frequently)

They read novels. (rarely)

We are at school at 7 p.m. (sometimes)

You eat fruit. (seldom)

Mr. and Mrs. Brown go to the theater. (never)

They are sick. (generally)

7.3.2.A) Complete con **always** o **never** según lo pida el contexto.

Kathleen _____ has coffee, milk, tea or chocolate for breakfast.

I _____ have soup for breakfast.

We _____ have breakfast in the evening.

The sun is _____ out at 3 a.m.

We _____ stop at the red light.

The teacher _____ hits his students.

Hens _____ fly high.

The earth is _____ in movement.

Our blood is _____ circulating.

Wars are _____ good.

7.3.2.B) Complete con **usually** o **seldom** según lo pida el contexto.

Our teachers are responsible. They are _____ late.

She is nice and friendly. She is _____ angry.

Students _____ have their final exams in May or June.

My father works hard. He is _____ tired at night.

Dogs _____ bark at strangers.

We _____ see comets.

Cigarettes are _____ harmful.

Our baby _____ sleeps ten hours a day.

Mary is intelligent and she studies hard. She _____ gets good grades.

He is not dependable. He is _____ on time.

7.3.2.C) Complete con **often** o **sometimes** según lo pida el contexto.

We go to the movies four times a week. We _____ go to the movies.

He visits them in July or in August. He _____ visits them.

Smog _____ causes respiratory problems (frequently).

We _____ have turkey for dinner (two or three times a year).

Commercials _____ interrupt television programs.

Monterrey _____ has temperatures of 0 degrees during the winter.

Spanish and Latin American singers _____ come to work in Mexico

Robert is not healthy. He is _____ sick.

Alice and Rose are _____ late for the 8 o'clock class. They live far from school and they are lazy.

My car is old. It _____ stops in the middle of the street.
(One or two times every month.)



Módulo 14

OBJETIVOS ESPECIFICOS

Al estudiar este módulo, el alumno:

1. Memorizará los verbos presentados en esta unidad que indican reacción afectiva o inclinación hacia un objeto, o señalan posesión o carencia de él: **love, like, enjoy, prefer, want, have, need, lack**, y también los que indican conocimiento o percepción: **know, see, remember**, que utilizan dichos verbos en los esquemas: **S (3s) + Vs + (C)** y **S (no 3s) + V + (C)** tanto para indicar el momento del habla, el momento presente (Now) como lo habitual o permanente (every, always, etc.).

2. Advertirá que las formas **am/is/are** también se usan tanto para indicar el momento del habla, como lo habitual o permanente y usarlos con expresiones de tiempo como **every day** y expresiones de tiempo como **now**.

3. Estructurará oraciones para indicar que no se da una acción, inclinación, percepción, carencia, etc., en forma permanente o periódica.

Esquemas estructurales:

S (3s) + DOES NOT (DOESN'T) + Vinf + (C)
S (no 3s) + DO NOT (DON'T) + Vinf + (C)

4. Elaborará oraciones indicando que una acción, inclinación, percepción, etc., no se da con una determinada frecuencia.

Esquemas estructurales:

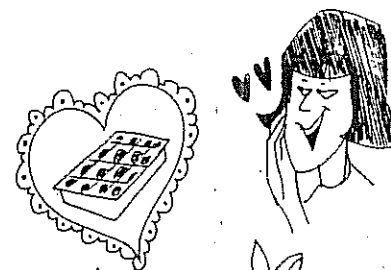
S (3s) + DOES NOT (DOESN'T)	$\left\{ \begin{array}{l} + \text{USUALLY} \\ + \text{ALWAYS} \\ + \text{OFTEN} \end{array} \right\} + \text{Vinf}$	$\left\{ \begin{array}{l} + (C) \\ + \text{Adj.} + (P\text{Expr}) \\ + P\text{Expr.} + (T) \\ + (T) \end{array} \right\}$
S (no 3s) + DO NOT (DON'T)		
S + be + NOT (N'T)		

5. Relacionará siempre la forma terminada en **s** o **es** del verbo con tercera persona singular y la forma no alterada con las demás personas.

- 7.4. Para expresar reacción afectiva o inclinación a un objeto o indicar posesión o carencia de él.

Esquema estructural: **S + V/Vs + (C)**

I love chocolates.



Rabbits like carrots.

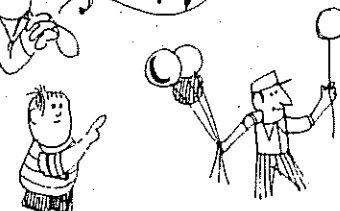


Mr. Baker enjoys music.



The man has four balloons.

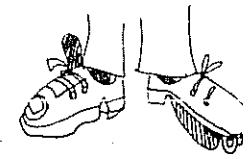
The child wants a balloon.



They prefer salad.

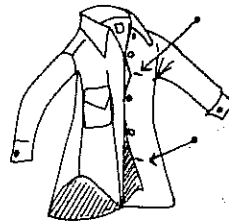


He needs shoes.





His shirt **lacks** two buttons.



OBSERVE

I **love** chocolates.

The child **wants** the balloon.

Para expresar una inclinación del sujeto hacia un objeto en el momento del habla, pero que no tiene duración específica, se usa el nombre del verbo sin alteraciones, excepto en el caso de tercera persona, en que el verbo lleva **s** o **es** (pronunciación [s], [z], [ɪz]).

Love, like, enjoy, want, prefer, indican diferentes grados de inclinación hacia un objeto. El nombre del objeto o el pronombre que lo sustituye siempre sigue al verbo.

The man **has** four balloons.

He **needs** shoes.

His shirt **lacks** two buttons.

Para expresar posesión o carencia de cualquier tipo en el sujeto, existente en el momento del habla, pero sin duración específica, se utiliza también el nombre del verbo sin alteraciones, excepto para tercera persona en que se le agrega **s** o **es** (pronunciación [s], [z], [ɪz]).

Need, lack indican diferentes tipos de carencia de algo. El nombre del objeto del que se carece, o el pronombre que lo sustituye siempre sigue al verbo.

7.4.1. Complete con el verbo en la forma correcta y el nombre del objeto representado.

WANT

Helen wants an apple.



The boys _____



I _____ the _____



We _____ the _____



The children _____ the _____



Mrs. Clark _____ her _____



She _____



They _____



You _____

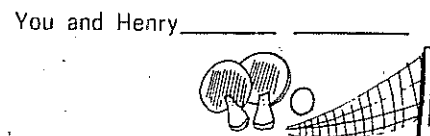
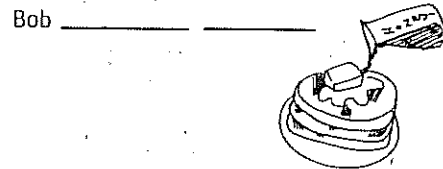


ENJOY

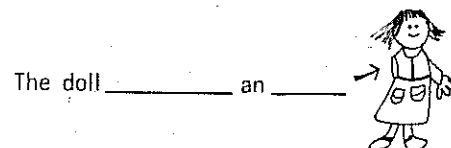
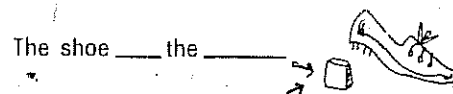
NEED



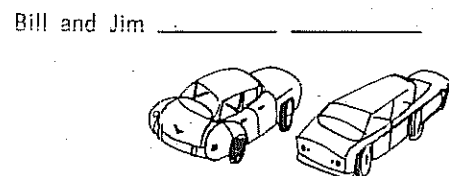
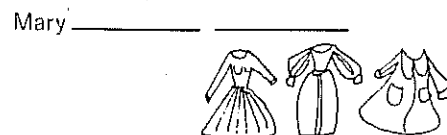
PREFER



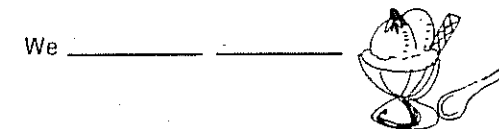
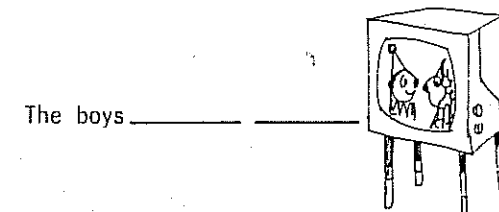
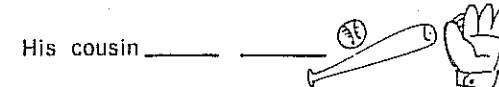
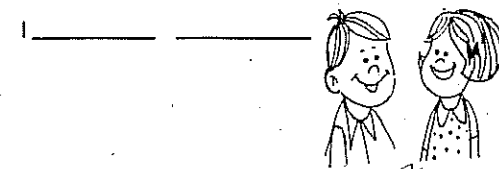
LACK



LOVE



LIKE



7.4.2. Ordene las palabras para formar una frase correcta, y luego vuelva a escribir la frase usando pronombres en lugar del sujeto y del objeto.

Mr. Brown likes the records.
likes - Mr. Brown - the records

Patricia loves her baby.
her baby - Patricia - loves

_____ prefers - the coach - football

_____ you - oranges - love - and Tom

_____ needs - Peter - paint

He likes them.

She loves it. (or him, or her)



doors - lacks - the house

like - and I - music - Helen

prefer - tennis - the boys

love - English - I

Mexican dances - likes - Alice

enjoy - and Jim - the opera - Pat

love - you - our parents - and me

the books - and Peter - you - need

prefers - Mr. Keaton - and Bob - you

and he - the candy - want - you

me - like - and Mrs. Brown - Mr.

cigars - enjoys - my father

7.5. Ejemplificación de casos en que se utiliza la misma forma verbal para indicar lo que ocurre habitual o periódicamente y lo que está ocurriendo en el momento del habla.

Esquemas estructurales:

S (3s) + Vs + (C)	{	+ every day (night, etc.)
		+ now
S (no 3s) + V + (C)	{	+ every day (night, etc.)
		+ now

He knows the answer,
every day.



He knows the answer
now.



She is here every evening.



She is here now.



I see him every Sunday.



I see him this
moment.



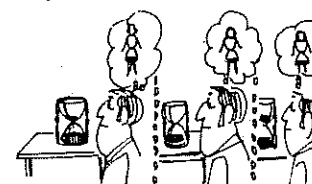
The birds want food
every day.



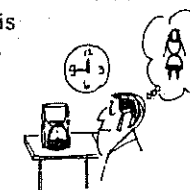
The birds want
food this minute.



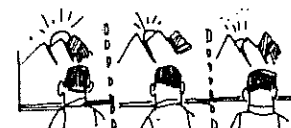
He remembers his aunt
Louise every morning.



He remembers his
aunt Louise now.



I like sunsets.



I like the sunset
in the picture.





OBSERVE:

He knows the answer every day. He knows the answer now.
She is here every evening. She is here now.
I see him every Sunday. I see him this moment.

Ciertos verbos no entran ordinariamente en la construcción **am, is o are** más el verbo con terminación **-ing**, porque ya en sí mismos, en su significado, llevan la idea de progresión o duración en el momento del habla. La idea contenida en **he knows the answer now** es exactamente la misma que **he is knowing the answer now**, excepto que esta última forma no se usa en la construcción inglesa normal.

7.5.1. Complete indicando la idea de que la acción se está desarrollando en el momento del habla. Utilice la forma que corresponda según la naturaleza del verbo que esté usando.

Bob **plays** every day. He **is playing** now. (play)
Ingrid always **understands**. She **understands** now. (understand)
We **are** here every morning. We **are** here this moment. (be)

The boys **arrive** at 7 every evening. They _____ now. (arrive)

You **read** the newspaper every evening. You _____ it now. (read)

The baby seldom **likes** his milk. He _____ his milk today. (like)

Our parents give us presents every Christmas. They _____ us presents now.

I want fruit every morning. I _____ fruit now.

You prepare sandwiches every noon. You _____ sandwiches this minute.

Alice knows the results every time. She _____ the results now.

We see our teachers every day. We _____ our teachers at this moment.

The children sing in school every morning. They _____ in school now.

You brush your teeth after every meal. You _____ your teeth now.

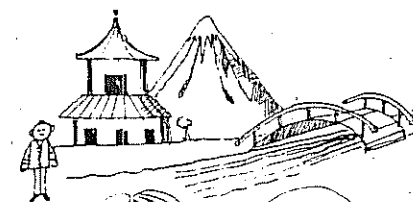
7.6. Para indicar que una acción, una inclinación, una percepción, una carencia, etc., no se dan habitual, permanente o periódicamente.

Esquemas estructurales:

S (3s) + **DOES NOT** + Vinf. + (C) S (3s) + **DOESN'T**...
S (no 3s) + **DO NOT** + Vinf. + (C) S (no 3s) + **DON'T**...

Sato **does not** live in the United States.

Sato **doesn't** live in the United States.



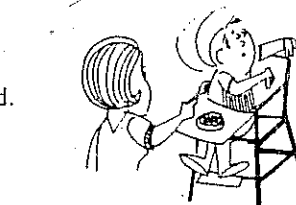
Ingrid **does not** speak English.
Ingrid **doesn't** speak English.



The sun **does not** rise at 12 noon.
The sun **doesn't** rise at 12 noon.



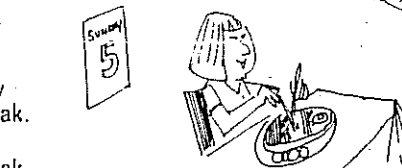
The child **does not** want the food.
The child **doesn't** want the food.



Mr. Brown **does not** enjoy the opera.
Mr. Brown **doesn't** enjoy the opera.



Alice **does not** eat chicken every Sunday. She sometimes eats steak.
Alice **doesn't** eat chicken every Sunday. She sometimes eats steak.





OBSERVE

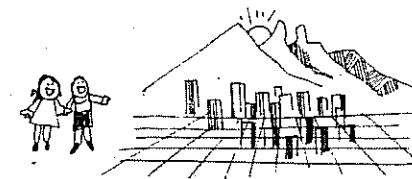
Sato **does not** (doesn't) live in the United States.
The child **does not** (doesn't) want the food.
Alice **does not** (doesn't) eat chicken every Sunday.

Para indicar que una acción, inclinación, sentimiento o carencia, referidos a una tercera persona singular, no se da habitual o periódicamente, se antepone la forma **does not** [dʌz.nat] (contracción **doesn't** [dʌznt]) al nombre del verbo, sin alteraciones.

7.6.1. Complete cada frase con la forma adecuada para indicar que no se da la acción, inclinación, sentimiento o carencia nombrados por el verbo entre paréntesis.

- Peter does not drive carefully. (drive)
My sister _____ his manners. (like)
He _____ the ladies. (help)
Mr. Brown _____ French. (teach)
Our friend _____ novels. (read)
Mrs. Simpson _____ fast. (run)
She _____ on television. (sing)
The boy _____ at 5 in the morning. (get up)
Pat _____ the piano. (play)
He _____ the class every day. (prepare)
Mother _____ tomatoes today. (need)
Dr. Hill _____ the hospital every day. (visit)
Teddy _____ cigars. (smoke)
Father O' Brien _____ in New York. (live)
The girl _____ her milk. (want)
His brother _____ money. (lack)

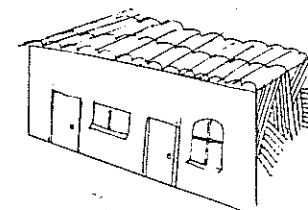
We do not live in Pisa.
We don't live in Pisa.



Cats do not bark.
Cats don't bark.



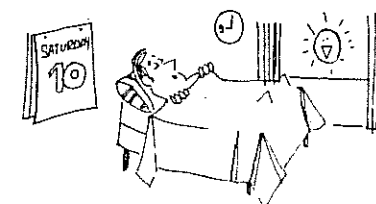
The doors do not need paint.
The doors don't need paint.



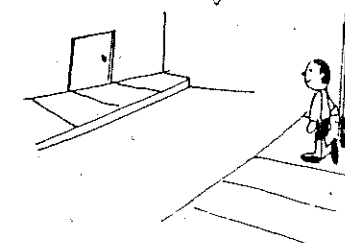
You do not eat breakfast at 7.
You don't eat breakfast at 7.



I do not go to school every day.
I don't go to school every day.



You do not cross in the middle of the street.
You don't cross in the middle of the street.





OBSERVE

We **do not** (don't) live in Pisa.
The cats **do not** (don't) bark.
You **do not** (don't) eat breakfast at 7.
I **do not** (don't) go to school every day.

Para indicar que una acción, inclinación, sentimiento o carencia referidos a un hablante o a un oyente, singulares o plurales, o a una tercera plural, no se da habitual o periódicamente, se antepone la forma **do not** [du nat], contracción **don't** [dɒnt], al nombre del verbo sin alteraciones.

7.6.2. Complete las frases de cada grupo con la forma adecuada para indicar que no se da la acción, la inclinación o la carencia nombrada por el verbo que corresponde a ese grupo.

- WALK He _____ in the park every day.
We _____ home at night.
Helen _____ to school every morning.
They _____ rapidly.
- CALL I _____ him every day.
Bob and Jim _____ their families every week.
He _____ his girl friend every Sunday.
We _____ home every month.
- LIKE Betty _____ fish.
They _____ football.
I _____ his music.
You _____ beer.
- KNOW We _____ the teacher.
Peter _____ their names.
The children _____ the song.
You and William _____ the answer.
- HELP They _____ the police.
Alice _____ Peter every day.
We _____ them at Christmas.
_____ Mary every summer.

SING

The child _____ loudly.
Alice _____ well.
You _____ with the boys.
Ted and I _____ every day.

PLAY

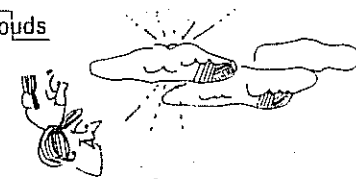
Bud _____ tennis.
The girls _____ cards.
His sister _____ the violin well.
Mrs. Clark and Mrs. Kent _____ ping-pong.

LACK

We _____ money.
You _____ talent.
Liz _____ beauty.
Pat _____ time.

7.7. Para indicar que no se da un determinado grado de frecuencia.

We do not always see the sun. The clouds sometimes cover it.



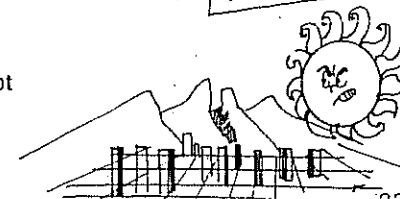
We are not always busy. We sometimes rest.



He does not usually get tens. He usually gets sevens.

December Grades		OCTOBER GRADES		JANUARY GRADES
Alg. 7	Lit. 7	Lit. 7		Lit. 7
Eng. 7	Biol. 10	Sec. 5. 7		Sci. 7
	Chem. 6	Hist. 7		
	Alg. 8			
		Alg. 7	Hist. II B	Eng. 10

The temperature in Monterrey is not usually zero degrees.





Marie does not **often** see her parents.
She sees them only at Christmas.



I am not **often** sad. I enjoy life.



OBSERVE

We do not **always** see the sun.
He does not **usually** get tens.

Para indicar que una acción, sentimiento, inclinación o carencia no se da con una determinada frecuencia se insertan las formas **do not (don't)** o **does not (doesn't)** antes de la palabra que marca la frecuencia, y después de ésta, el nombre del verbo.

We are not **always** busy.
The temperature in Monterrey is not **usually** below zero.
I am not **often** sad.

Cuando se trata de las formas **am, is, are** y se quiere indicar que la condición o situación dadas no ocurren con una determinada frecuencia, la palabra **not** va inmediatamente después de **am, is, are**, y en seguida la palabra señaladora de frecuencia.

Not always (We do not always...) (We are not always...)
Not usually (He does not usually...) (It is not usually...)
Not often (He does not often...) (I am not often...)

En este tipo de frase negativa solamente se utilizan las palabras que señalan una frecuencia mayor de 50% de las veces.

Always, usually, frequently, often, etc.

7.7.1. Complete la segunda frase de cada línea indicando que la acción, situación o inclinación de que se habla no ocurre con la frecuencia señalada.

I always want fruit. I don't always want candy.
Peter is usually in class at 8. He isn't usually home at 7:30.

Mother often drinks coffee.

She _____ often drink milk.

He always has bread for breakfast.

He _____ always have bread for lunch.

Helen often goes to New York in the summer.

She _____ often go to New York in the winter.

They are often home at 6:00 a.m.

They _____ often home at 10:00 a.m.

We usually take a bus.

We _____ usually take a taxi.

He always reads the newspaper in the morning.

He _____ always read the newspaper at night.

The boys are usually in the library at 11:00.

They _____ usually in the library at 8:00.

We always brush our teeth in the morning.

We _____ always brush our teeth at noon.

Mr. Clark's class is always interesting.

Mr. Simpson's class _____ always interesting.

Alice always arrives on time.

Her sister _____ always arrive on time.

You often go to the movies.

You _____ often go to the theater.

I am always active.

He _____ always active.

They usually work from Monday to Friday.

They _____ usually work on Saturday.

We always practice the exercises in the laboratory.

We _____ always practice the exercises in the classroom.

Bob and Tom are always good at sports.

They aren't always good at working.



Respuesta a los ejercicios

UNIDAD VII - Módulo 13

7.1.1.

John crosses the streets carefully.

Mary has two sisters.

He studies in Mexico.

My friend sings beautifully.

Robert swims in the lake.

She drives slowly.

Mrs. Brown buys her dresses in that store.

Water freezes at 0° Centigrade.

The earth turns on its axis.

Louise speaks clearly.

The door leads to the terrace.

My sister understands Russian.

Mr. Livingston works in Washington.

Mary teaches English.

John plays football with our team.

Gasoline explodes easily.

Helen walks rapidly.

Mrs. Smith dances gracefully.

(cross)

(have)

(study)

(sing)

(swim)

(drive)

(buy)

(freeze)

(turn)

(speak)

(lead)

(understand)

(work)

(teach)

(play)

(explode)

(walk)

(dance)

7.1.2.

STUDY

I study French.

Helen studies German.

Louise and Bob study Italian.

You study Latin.

LIVE

Ivan lives in Russia.

Pierre and Brigitte live in Paris.

Juanito lives in Mexico.

Sato lives in Japan.

DANCE

Valentina dances ballet.

Jose and Rocio dance the fandango.

My friends dance the samba.

You and I dance tangos.

WALK

We walk to school.

The boys walk to the beach.

Bob walks to church.

You walk home.

LISTEN

You listen to your parents.

They listen to the teacher.

We listen to the music.

She listens to the radio.

WRITE

He writes poems.

I write books.

You write letters.

Mrs. Brown writes songs.

SWIM

Whales swim in the ocean.

We swim in the pool.

Our ducks swim in the pond.

You and your friends swim in the river.

7.2.1.

We swim in the lake every evening.

(swim)

Helen studies here every day.

(study)

I drink milk every morning.

(drink)

They go to the movies every Saturday.

(go)

Victor does the work every day.

(do)

My friends have a party every week.

(have)

The flowers bloom every spring.

(bloom)

We have hot weather every summer.

(have)

We have lunch every noon.

(have)

He goes to Europe every autumn.

(go)

His sister has a class at 7:00 every day.

(have)

You sleep seven hours every night.

(sleep)

She takes medicine every three hours.

(take)

Mexicans celebrate their Independence Day every September.

(celebrate)

Marian sings on television every night.

(sing)

7.2.2.

James wakes up at 8 every day.

I wake up at 6:30 every day.

We wake up at 7 every day.



You get up at 9 every Sunday.
Susan gets up at 6 every day.
They get up at 5 every day.

The children wash their face every morning.
She washes her face every morning.
You and Bob wash your face every morning.

We brush our teeth every morning.
The girl brushes her teeth every morning.
They brush their teeth every morning.

I comb my hair every day.
Alice and Ann comb their hair every day.
Charles combs his hair every day.

We walk home every evening.
He walks to the bus stop every morning.
They walk to the park every noon.

You play soccer every Saturday.
We play baseball every month.
Marie plays tennis every afternoon.

Bob has breakfast at 7 every morning.
The boys have lunch at 12 every day.
We have dinner at 6 p.m. every day.

7.3.1.

A.

They practice the exercise. (always)
They always practice the exercise.

Mary speaks to Peter. (seldom)
Mary seldom speaks to Peter.

They listen to the radio. (usually)
They usually listen to the radio.

Sylvia and Ann bring records. (often)
Sylvia and Ann often bring records.

You show pictures to them. (sometimes)
You sometimes show pictures to them.

We sing American songs. (rarely)
We rarely sing American songs.

I write letters to him. (frequently)
I frequently write letters to him.

Bob throws papers outside the wastebasket. (never)
Bob never throws papers outside the wastebasket.

B.

You are happy. (usually)
You are usually happy.

They are here at 7. (seldom)
They are seldom here at 7.

Pat is busy at noon. (rarely)
Pat is rarely busy at noon.

Marge and Lou are angry. (sometimes)
Marge and Lou are sometimes angry.

The dog is in front of the house. (never)
The dog is never in front of the house.

You are nervous. (seldom)
You are seldom nervous.

Your house is clean. (always)
Your house is always clean.

Mr. Brown is in the office on Saturday. (often)
Mr. Brown is often in the office on Saturday.

I am enthusiastic. (always)
I am always enthusiastic.

C.

I study the lesson at home. (often)
I often study the lesson at home.

You go to the movies. (seldom)
You seldom go to the movies.

They eat at home. (rarely)
They rarely eat at home.



I am busy.	(always)
I am always busy.	
We drink milk in the morning.	(sometimes)
We sometimes drink milk in the morning.	
We walk in the park.	(never)
We never walk in the park.	
They wake up at 6.	(usually)
They usually wake up at 6.	
The patient gets up at 11.	(frequently)
The patient frequently gets up at 11.	
They read novels.	(rarely)
They rarely read novels.	
We are at school at 7 p.m.	(sometimes)
We are sometimes at school at 7 p.m.	
You eat fruit.	(seldom)
You seldom eat fruit.	
Mr. and Mrs. Brown go to the theater.	(never)
Mr. and Mrs. Brown never go to the theater.	
They are sick.	(generally)
They are generally sick.	

7.3.2.A)

Kathleen always has coffee, milk, tea or chocolate for breakfast.

I never have soup for breakfast.

We never have breakfast in the evening.

The sun is never out at 3 a.m.

We always stop at the red light.

The teacher never hits his students.

Hens never fly high.

The earth is always in movement.

Our blood is always circulating.

Wars are never good.

7.3.2.B)

Our teachers are responsible. They are seldom late.

She is nice and friendly. She is seldom angry.

Students usually have their final exams in May or June.

My father works hard. He is usually tired at night.

Dogs usually bark at strangers.

We seldom see comets.

Cigarettes are usually harmful.

Our baby usually sleeps ten hours a day.

Mary is intelligent and she studies hard. She usually gets good grades.

He is not dependable. He is seldom on time.

7.3.2.C)

We go to the movies four times a week. We often go to the movies.

He visits them in July or August. He sometimes visits them.

Smog often causes respiratory problems. (frequently)

We sometimes have turkey for dinner (two or three times a year)

Commercials often interrupt television programs.

Monterrey sometimes has temperatures of 0° degrees during the winter.

Spanish and Latin American singers often come to work in Mexico.

Robert is not healthy. He is often sick.

Alice and Rose are often late for the 8 o'clock class. They live far from school and they are lazy.

My car is old. It sometimes stops in the middle of the street.

(One or two times every month).



UNIDAD VII - Módulo 14

7.4.1.

WANT

Helen wants an apple.
The boys want bicycles.
I want the book.

ENJOY

We enjoy the movies.
The children enjoy the water.
Mrs. Clark enjoys her birds.

NEED

She needs onions.
They need forks.
You need eyeglasses.

PREFER

Bob prefers hot-cakes.
You and Henry prefer ping-pong.
Jo prefers eggs.

LACK

The shoe lacks a heel.
The doll lacks an arm.
We lack money (\$15 pesos).

LOVE

Mary loves dresses.
Bill and Jim love cars.
I love children.

LIKE

You like flowers.
His cousin likes baseball.
The boys like television.
We like ice-cream.

7.4.2.

Mr. Brown likes the records.
likes - Mr. Brown - the records.

He likes them.

Patricia loves her baby.
her baby - Patricia - loves

She loves it (or him, or her).

The coach prefers football.
prefers - the coach - football

He prefers it (or she...).

You and Tom love oranges.
you - oranges - love - and Tom

You love them (or you and he...).

Peter needs paint.
needs - Peter - paint

He needs it.

The house lacks doors.
doors - lacks - the house.

It lacks them.

Helen and I like music.
like - and I - music - Helen

We like it (or she and I...).

The boys prefer tennis.
prefer - tennis - the boys

They prefer it.

I love English.
love - English - I

I love it.

Alice likes Mexican dances.
Mexican dances - likes - Alice

She likes them.

Pat and Jim enjoy the opera.
enjoy - and Jim - the opera - Pat

They enjoy it.

Our parents love you and me.
love - you - our parents - and me

They love us.

You and Peter need the books.
the books - and Peter - you - need

You need them.

Mr. Keaton prefers you and Bob.
prefers - Mr. Keaton - and Bob - you

He prefers you (or you and him).

You and he want the candy.
and he - the candy - want - you

You want it.

Mr. and Mrs. Brown like me.
me - like - and Mrs. Brown - Mr.

They like me (or he and she...).

My father enjoys cigars.
cigars - enjoys - my father.

He enjoys them.



7.5.1.

Bob <u>plays</u> every day.	He <u>is playing</u> now. (play)
Ingrid always <u>understands</u> .	She <u>understands</u> now. (understand)
We <u>are</u> here every morning.	We <u>are</u> here this moment. (be)
The boys <u>arrive</u> at 7 every evening.	They <u>are arriving</u> now. (arrive)
You <u>read</u> the newspaper every evening.	You <u>are reading</u> it now. (read)
The baby seldom <u>likes</u> his milk.	He <u>likes</u> his milk today. (like)
Our parents give us presents every Christmas.	They <u>are giving</u> us presents now.
I want fruit every morning.	I <u>want</u> fruit now.
You prepare sandwiches every noon.	You <u>are preparing</u> sandwiches this minute.
Alice knows the results every time.	She <u>knows</u> the results now.
We see our teachers every day.	We <u>see</u> our teachers at this moment.
The children sing in school every morning.	They <u>are singing</u> in school now.
You brush your teeth after every meal.	You <u>are brushing</u> your teeth now.

7.6.1.

Peter <u>does not drive</u> carefully.	(drive)
My sister <u>does not like</u> his manners.	(like)
He <u>does not help</u> the ladies.	(help)
Mr. Brown <u>does not teach</u> French.	(teach)
Our friend <u>does not read</u> novels.	(read)
Mrs. Simpson <u>does not run</u> fast.	(run)
She <u>does not sing</u> on television.	(sing)
The boy <u>does not get up</u> at 5 in the morning.	(get up)
Pat <u>does not play</u> the piano.	(play)
He <u>does not prepare</u> the class every day.	(prepare)

Mother <u>does not need</u> tomatoes today.	(need)
Dr. Hill <u>does not visit</u> the hospital every day.	(visit)
Teddy <u>does not smoke</u> cigars.	(smoke)
Father O' Brien <u>does not live</u> in New York.	(live)
The girl <u>does not want</u> her milk.	(want)
His brother <u>does not lack</u> money.	(lack)

7.6.2.

WALK	He <u>doesn't walk</u> in the park every day.
	We <u>don't walk</u> home at night.
	Helen <u>doesn't walk</u> to school every morning.
	They <u>don't walk</u> rapidly.
CALL	I <u>don't call</u> him every day.
	Bob and Jim <u>don't call</u> their families every week.
	He <u>doesn't call</u> his girl friend every Sunday.
	We <u>don't call</u> home every month.
LIKE	Betty <u>doesn't like</u> fish.
	They <u>don't like</u> football.
	I <u>don't like</u> his music.
	You <u>don't like</u> beer.
KNOW	We <u>don't know</u> the teacher.
	Peter <u>doesn't know</u> their names.
	The children <u>don't know</u> the song.
	You and William <u>don't know</u> the answer.
HELP	They <u>don't help</u> the police.
	Alice <u>doesn't help</u> Peter every day.
	We <u>don't help</u> them at Christmas.
	I <u>don't help</u> Mary every summer.
SING	The child <u>doesn't sing</u> loudly.
	Alice <u>doesn't sing</u> well.
	You <u>don't sing</u> with the boys.
	Ted and I <u>don't sing</u> every day.
PLAY	Bud <u>doesn't play</u> tennis.
	The girls <u>don't play</u> cards.
	His sister <u>doesn't play</u> the violin well.
	Mrs. Clark and Mrs. Kent <u>don't play</u> ping-pong.
LACK	We <u>don't lack</u> money.
	You <u>don't lack</u> talent.
	Liz <u>doesn't lack</u> beauty.
	Pat <u>doesn't lack</u> time.



7.7.1.

I always want fruit.

Peter is usually in class at 8.

Mother often drinks coffee.

He always has bread for breakfast.

Helen often goes to New York in the summer.

They are often home at 6:00 a.m.

We usually take a bus.

He always reads the newspaper in the morning.

The boys are usually in the library at 11:00.

We always brush our teeth in the morning.

Mr. Clark's class is always interesting.

Alice always arrives on time.

You often go to the movies.

I am always active.

They usually work from Monday to Friday.

We always practice the exercises in the laboratory.

Bob and Tom are always good at sports.

I don't always want candy.

He isn't usually home at 7:30.

She doesn't often drink milk.

He doesn't always have bread for lunch.

She doesn't often go to New York in the winter.

They aren't often home at 10:00 a.m.

We don't usually take a taxi.

He doesn't always read the newspaper at night.

They aren't usually in the library at 8:00.

We don't always brush our teeth at noon.

Mr. Simpson's class isn't always interesting.

Her sister doesn't always arrive on time.

You don't often go to the theater.

He isn't always active.

They don't usually work on Saturday.

We don't always practice the exercises in the classroom.

They aren't always good at working.

Actividades complementarias

EJERCICIOS QUE DEBE REALIZAR CONFORME APRENDA LAS ESTRUCTURAS

1. Observar qué cosas ocurren regularmente a su alrededor y describirlas por escrito (incluir fenómenos naturales).
2. Hacer una lista de los actos que realiza en forma periódica y describirlas, indicando con qué periodicidad ocurren.
3. Observar las acciones de algunas personas que conoce bien y describirlas, indicando con qué frecuencia las realizan, o con qué frecuencia se les puede calificar o se puede calificar con un adverbio determinado lo que hacen.
4. Comentar con un amigo (si no es posible así, escribirlas todas) las cosas que, debiendo hacerse, no se hacen, que no debieron hacerse.



UNIDAD VIII



Objetivos generales

Al terminar de estudiar esta unidad, el alumno:

1. Formulará oraciones en que pregunten si se da acción o hecho en forma habitual o permanente.
2. Responderá en forma breve y amplia a las preguntas formuladas en el punto anterior.
3. Distinguirá entre el uso de la palabra **ever**, y las palabras **always**, **usually**, o **frequently**, y **sometimes** en pregunta.
4. Contestará a las preguntas formuladas con la palabra **ever**, indicando frecuencia.
5. Responderá en forma breve y amplia a las preguntas formuladas con **always**, **usually**, **often** o **frequently**, y **sometimes**.
6. Contestará en forma breve a las preguntas formuladas en esta unidad.



Introducción

Indicaciones para el manejo de esta unidad.

SECCION DE CONVERSACION

Practique y memorice las frases de la conversación de esta unidad como ha hecho con las de las precedentes.

SECCION DE PRONUNCIACION

En esta unidad no se presenta ningún nuevo sonido, siga practicando los anteriores y tratando de interpretar cada vez mejor los símbolos fonéticos que representan la pronunciación de las palabras que consulta en su diccionario. Poco a poco y con la práctica, se familiarizará totalmente con dichos símbolos y se le facilitará grandemente encontrar la pronunciación correcta de una palabra que nunca haya oído.

SECCION DE ESTRUCTURAS Y VOCABULARIO

Habrá notado que a medida que avanza en el curso las estructuras incluyen más elementos, aunque no se note mucho en los esquemas estructurales debido a los símbolos, que en algunos casos son muy amplios. La Unidad I, por ejemplo, tenía dos únicos sujetos, **it** y **they**, ni siquiera indicados con un símbolo, porque no hacía falta; pero a partir de la Unidad III, hubo que emplear el símbolo **S** para indicar al sujeto, que podía ser cualquier pronombre nominativo, cualquier nombre propio, o cualquier nombre común con una forma de determinación; y así como en el caso del sujeto, en el caso de las demás funciones dentro de la oración. Es necesario que siempre que ve un esquema estructural, analice qué tipo de palabras se emplean en cada uno de los elementos que lo integran, para que continuamente pueda enriquecer las nuevas oraciones que se le proponen con los elementos de las ya aprendidas.

Ponga el mayor empeño que le sea posible en aprender que **does** y **do** son indispensables cuando se trata de preguntas de acción habitual, periódica o permanente. Como no existen estas formas en español, el alumno que no pone especial esfuerzo en este punto, fácilmente se olvida de incluir **does** y **do** en su pregunta, con lo cual su estructura resulta totalmente incorrecta.

Clave de símbolos empleados en la Unidad VIII

FWaff — frequency word —affirmative (adverbio de frecuencia con valor afirmativo)
ALWAYS, USUALLY (GENERALLY), OFTEN (FREQUENTLY),
SOMETIMES

FW neg — frequency word —negative (adverbio de frecuencia con valor negativo)
SELDOM (RARELY), NEVER

qwOC — question word asking about object or circumstance. (pronombre interrogativo que pide complementos directo o indirecto, y circunstanciales)
WHAT, WHOM, WHERE, WHEN, AT WHAT TIME, HOW

qws — question word —subject (pronombre interrogativo de sujeto)
WHO, WHAT

**Módulo 15****OBJETIVOS ESPECIFICOS**

Al concluir el estudio de este módulo, el alumno:

1. Estructurará oraciones para preguntar si una acción, hecho, inclinación, percepción, carencia o posesión se dan habitual, permanente o periódicamente.

Esquemas estructurales:

$$\left. \begin{array}{l} \text{DOES} + \text{S (3s)} \\ \text{DO} + \text{S (no3s)} \end{array} \right\} + \text{Vinf} + (\text{C})?$$

2. Construirá oraciones respondiendo a la pregunta de si una acción, hecho, inclinación, percepción, etc., se da habitual, permanente o periódicamente.

Esquemas estructurales:

Respuesta breve:

Yes, + Spr (3s) + DOES
Yes, + Spr (no3s) + DO
No, + Spr (3s) + DOES NOT (DOESN'T)
No, + Spr (no3s) + DO NOT (DON'T)

Respuesta completa:

Yes, + S (3s) + Vs + (C)
Yes, + S (no3s) + V + (C)
No, + S (3s) + DOES NOT (DOESN'T) + Vinf + (C)
No, + S (no3s) + DO NOT (DON'T) + Vinf + (C)

Respuesta especial:

No, + dato real sobre lo que sí se da habitual, permanente o periódicamente

esquemas: S (3s) + Vs + (C) y S (no3s) + V + (C)

3. Elaborará oraciones preguntando si se da alguna vez una acción, inclinación, carencia, etc.

Esquemas estructurales:

$$\left. \begin{array}{l} \text{DOES} + \text{S (3s)} \\ \text{DO} + \text{S (no3s)} \end{array} \right\} + \text{EVER} + \text{Vinf} + (\text{C})$$

$$\text{be} + \text{S} + \text{EVER} \left\{ \begin{array}{l} + (\text{Adj}) + (\text{PExpr}) + (\text{T}) \\ + (\text{PExpr}) + (\text{T}) \end{array} \right\} ?$$

4. Estructurará dos tipos de respuestas breves a la pregunta de si alguna vez se da una acción, inclinación, etc.

Esquemas estructurales:

1er. tipo:

YES, + FWaff (frequency, word-affirmative)
NO, + FWneg (frequency, word-negative)

FWaff-ALWAYS, USUALLY (GENERALLY), OFTEN (FREQUENTLY).
SOMETIMES
FWneg-SELDOM (RARELY), NEVER

2o. tipo:

YES, + Spr (3s) + FWaff + DOES.

YES, + Spr (no3s) + FWaff + DO.

YES, + Spr + FWaff + be.

NO, + Spr. (3s) + FWneg + DOES

NO, + Spr. (no3s) + FWneg + DO

NO, + Spr. + FWneg + be

5. Elaborará oraciones preguntando si una acción, hecho inclinación, etc., se da con una determinada frecuencia.

Esquemas estructurales: $\left. \begin{array}{l} \text{DOES} + \text{D (3s)} \\ \text{DO} + \text{S (no3s)} \end{array} \right\} + \text{FWaff} + \text{Vinf} + (\text{C})?$

$$\text{be} + \text{S} + \text{FWaff} \left\{ \begin{array}{l} + \text{Adj} + \text{PExpr} + (\text{T}) \\ + \text{PExpr} + (\text{T}) \\ + \text{T} \end{array} \right\} ?$$



6. Estructurará oraciones respondiendo a la pregunta de si una acción, hecho, inclinación, etc., se da con una determinada frecuencia, usando las respuestas breves ordinarias (puntos de estudio 6.3 y 8.2), y además los siguientes esquemas estructurales:

Respuesta breve incluyendo frecuencia:

YES, + Spr (3s) + FWaff + DOES

YES, + Spr (no3s) + FWaff + DO

YES, + Spr + FWaff + be

Respuesta completa incluyendo frecuencia:

Yes, + S (3s) FWaff + Vs + (C)

Yes, + S (no3s) + FWaff + V + (C)

Yes, + S + be + FWaff { + Adj + (PExpr) + (T)
+ PExpr + (T)
+ T

No + S (3s) + DOESN'T { + FWaff —except sometimes— + Vinf
No + S (no3s) + DON'T { + (C)

No, + S + Be + N'T + FWaff { + Adj + (PExpr) + (T)
(except sometimes) { + PExpr + (T)
+ T

SECCION DE CONVERSACION

MEMORICE

Arthur: Do you collect stamps?
Ted: Yes, that is my hobby. I have a fine collection.

Arthur: Do you think it's interesting?
Ted: Yes, I do. It's relaxing and enjoyable too.

INTONATION PATTERN

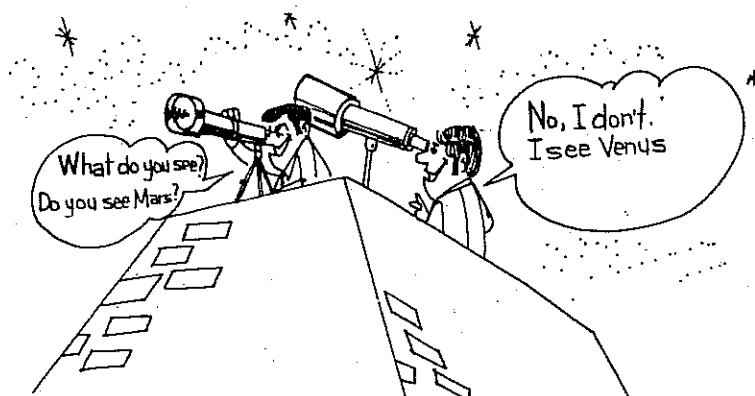
Arthur: Do you collect stamps?

Ted: Yes, that is my hobby. I have a fine collection.

Arthur: Do you think it's interesting?

Ted: Yes, I do. It's relaxing and enjoyable too.





8.1. Para preguntar si una acción, una inclinación, una posesión o una carencia se dan habitual, permanente o periódicamente y para responder a esta pregunta.

8.1.A. Para S(3s)

Esquemas estructurales:

DOES + S (3s) + Vinf + (C)? Yes, + Spr (3s) + **DOES**
No, + Spr (3s) + **DOESN'T**

YES, + S (3s) + Vs + (C)
(respuesta) (confirmación)

NO, + S (3s) + Vs + (C)
(respuesta) (información adicional de la realidad)

EAT Does he eat bread in the morning?

Yes, he does.

Yes, he eats bread in the morning.



PREFER Does Jo prefer apples?

No, she does not. No, she doesn't.

No, she prefers oranges.

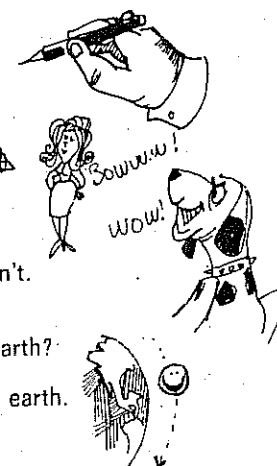


HAVE Does Jim have a pen?
Yes, he does.
Yes, he has a pen.

LIVE Does she live in New York?
No, she does not. No, she doesn't.
No, she lives in Paris

MEOW Does the dog meow?
No, it does not. No, it doesn't.
No, it barks.

REVOLVE Does the moon revolve around the earth?
Yes, it does.
Yes, it revolves around the earth.



OBSERVE

Does he eat bread in the morning?
Does she live in New York?
Does the dog meow?

Para preguntar sobre la habitualidad o permanencia de acciones, inclinaciones, carencias u otros hechos referidos a una tercera persona singular, se utiliza en primer término la palabra **does**, luego el nombre o pronombre que representa a la tercera persona, y por último el nombre del verbo de que se trate, con sus complementos si los tiene.

Yes, he **does**. [dʌz]
Yes, it **does**.

La respuesta afirmativa breve se estructura con la palabra **yes** seguida de una pausa (una coma al escribir), el pronombre correspondiente, y la forma **does**.

No, she **does not**. [dʌz-nat] Contracción: No, she **doesn't** [dʌznt]
No, it **does not**. Contracción: No, it **doesn't**.

La respuesta negativa breve se estructura con la palabra **no** seguida de una pausa (una coma al escribir), el pronombre correspondiente, la forma **does** y la palabra **not** o su contracción **n't**.



8.1A.1. Complete las respuestas breves.

Does your brother wake up at seven?	Yes, <u>he does.</u>
Does Helen eat at home?	No, <u>she doesn't.</u>
Does your cat drink milk?	Yes, <u>it does.</u>
Does Alice see him?	Yes, _____
Does the boy understand the problem?	No, _____
Does her father like chocolates?	No, _____
Does the rose need water?	Yes, _____
Does the secretary answer the telephone?	Yes, _____
Does Father Lane live in New York?	No, _____
Does the general understand your problem?	No, _____
Does her cake taste good?	Yes, _____
Does the pitcher have water in it?	No, _____
Does the girl know your cousin?	No, _____
Does the teacher remember its name?	Yes, _____
Does he study Chinese?	No, _____
Does it have four wheels?	No, _____
Does the answer correspond to the problem?	No, _____
Does Peter help his parents?	Yes, _____

8.1A.2. En este ejercicio, lo que se afirma de Mr. Brown pregúntelo de Mr. Kent.

Mr. Brown watches the football game.

Does Mr. Kent watch the football game?

Mr. Brown thanks his hostess.

Does Mr. Kent thank his hostess?

Mr. Brown pardons his enemies.

Mr. Brown calls his friends.

Mr. Brown welcomes his guests.

Mr. Brown meets Mr. Simpson every day.

Mr. Brown sleeps until seven in the morning.

Mr. Brown remembers the song.

Mr. Brown expects a visitor.

Mr. Brown tells the truth.

Mr. Brown goes home at 6.

Mr. Brown talks to them.

Mr. Brown likes tea.

Mr. Brown dresses elegantly.

Mr. Brown studies the possibilities.

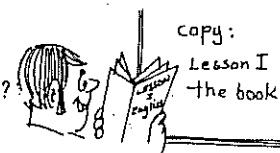
Mr. Brown drinks milk.

Mr. Brown swims beautifully.

8.1A.3. Complete la pregunta y dé la respuesta breve correspondiente.
Guíese por los dibujos.

STUDY

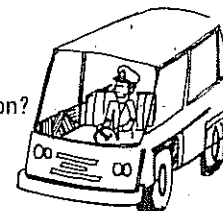
Does he study French?



No, he doesn't.

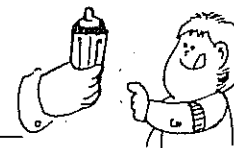
DRIVE

_____ a station wagon?



WANT

_____ milk?



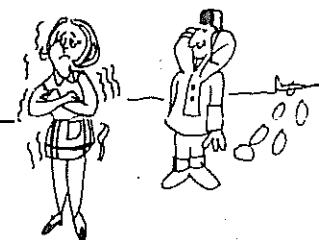
REACT

_____ to the music?



NEED

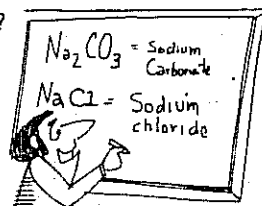
_____ a coat?





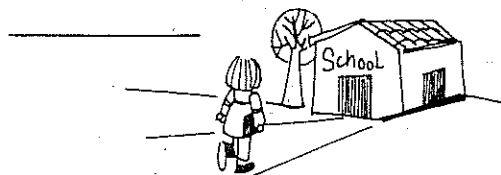
KNOW

_____ the answers?



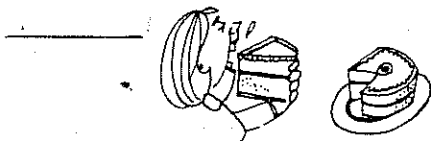
WALK

_____ to school every day?



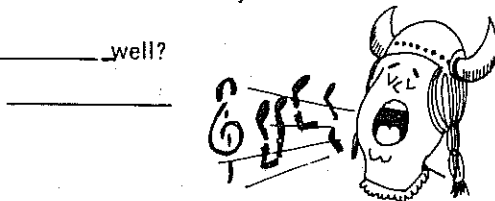
LIKE

_____ cake?



SING

_____ well?



SPEAK (HE)

_____ Italian?



HAVE

_____ a garden?



8.1B. Para S (no3s).

Esquemas estructurales:

DO + S (no3s) + Vinf + (C)? Yes, + Spr (no 3s) + **DO**
No, + Spr (no 3s) + **DON'T**

YES, (respuesta) + **S (no3s) + V + (C)** — confirmación
NO, (respuesta) + **S (no3s) + V + (C)** — información de la realidad

SEE

Do you see my hand?

No, I do not. No, I don't.

No, I don't see it.



BOTHER

Do I bother you?

No, you do not. No, you don't.

No, you don't bother me.



WANT

Do you want apples?

Yes, we do.

Yes, we want apples.



NEED

Do we need tickets?

Yes, you do.

Yes, you need tickets.



LIVE

Do they live in Spain?

No, they do not. No, they don't.

No, they live in Italy.



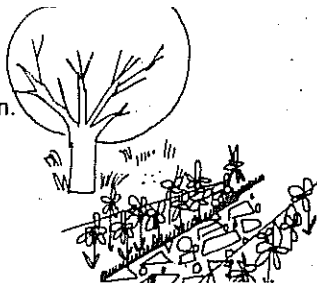


GROW

Do the flowers grow in the garden?

Yes, they do.

Yes, they grow in the garden.



OBSERVE

Do you see my hand?

Do I bother you?

Do we need tickets?

Do they live in Spain?

Para preguntar sobre la habitualidad o permanencia de acciones, inclinaciones, carencias, u otros hechos referidos a un hablante, solo o acompañado, a un oyente, solo o acompañado, o a más de un tercero, se utiliza en primer término la palabra **do**, luego el nombre o pronombre que representa al sujeto, y por último el nombre del verbo de que se trate, con sus complementos, si los tiene.

Yes, we **do**.

Yes, you **do**.

Yes, they **do**.

La respuesta afirmativa breve se estructura con la palabra **yes**, seguida de una pausa (una coma al escribir), el pronombre correspondiente, y la forma **do**.

No, I **do not**. [du nat] Contracción: No, I **don't**. [dɒnt]

No, you **do not**. Contracción: No, **you don't**.

No, they **do not**. Contracción: No, **they don't**.

La respuesta negativa breve se estructura con la palabra **no**, seguida de una pausa (una coma al escribir), el pronombre correspondiente, la forma **do** y la palabra **not** o su contracción **n't**.

8.1B.1. Complete las respuestas breves.

Do they talk in class?

No, they don't.

Do you ask questions?

Do the books give the answers?

Do you and Helen wake up at 5?

Do the students eat in the cafeteria?

Do we need the textbook for the class?

Do I speak your language correctly?

Do your friends read Spanish?

Do you study in the evening? (singular)

Do the girls brush their hair at night?

Do your sisters drink milk?

Do we lack blue paint?

Do the stores open at 9?

Do you like American songs?

Do you and your wife dance professionally?

Do you laugh at his jokes?

Do I have your test?

Yes, I do.

Yes, _____

No, _____

Yes, _____

No, _____

Yes, _____

Yes, _____

No, _____

No, _____

Yes, _____

No, _____

No, _____

No, _____

Yes, _____

Yes, _____

No, _____

8.1B.2. Complete las respuestas breves.

Does he drive his brother to school?

Do you sit in front of Alice?

Does water boil at 100° Centigrade?

Do you and Bob like apples?

Does she laugh loudly?

Do they snore?

Does March have thirty-one days?

Do we qualify for the scholarship?

Do the teachers teach well in your school?

Do I need a sweater for the excursion?

Does Peter understand the situation?

Do you and Louise sleep eight hours a day?

Do the children want candy?

Does he live in China?

Do you teach Chemistry?

Yes, _____

No, _____

Yes, _____

Yes, _____

No, _____

No, _____

Yes, _____

Yes, _____

Yes, _____

No, _____

Yes, _____

Yes, _____

Yes, _____

No, _____

No, _____



8.1 B.3. En este ejercicio lo que el hablante (solo o acompañado) afirma de sí mismo, lo pregunta del oyente (solo o acompañado).

He and I visit Mary every day.

Do you visit Mary every day?

I study the exercises.

Do you study the exercises?

The boys and I talk to our friends.

Do you talk to your friends?

We jump in the gymnasium.

I remember Pat.

We answer the questions in the workbook.

I like Mexican dances.

She and I play tennis.

I sleep all night.

I want potatoes.

We go to the bank every Monday.

I walk to work in the morning.

My cousin and I sing Italian songs.

8.1B.4. Resuma las dos preguntas en una sola.

Does Helen speak English?

Do Helen and Peter speak En-

Does Peter speak English?

glish? Do they speak English?

Does John live in New York?

Does James live in New York?

Does the boy play in the park?

Does the dog play in the park?

Does he understand the questions?

Does she understand the questions?

Does July have thirty-one days?

Does August have thirty-one days?

Does the book contain questions?

Does the workbook contain questions?

Does your baby sleep ten hours a day?

Does her baby sleep ten hours a day?

Does Helen brush her hair every night?

Does Ann brush her hair every night?

Does his book lack pages?

Does my book lack pages?

Does Mr. Lee close his store early?

Does Mr. Kent close his store early?

Does color affect people psychologically?

Does sound affect people psychologically?

8.1B.5. Vaya sustituyendo sucesivamente un sujeto por el que le sigue y haga los ajustes necesarios en la pregunta.

you

Do you remember the words?

Peter

Does Peter remember the words?

Irene and Henry

you and Bill

they

Do they pronounce correctly?

I

Eloise

You and I



your brother

Mike

you and Bob

we

the boys

Mr. Craig

you

you and your uncle

you

they

you and Helen

their mother

we

the children

Bobby

I

Does your brother drive fast?

Do the boys like soccer?

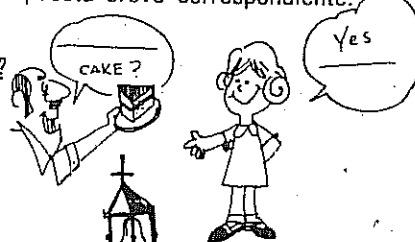
Do you visit London every year?

Do we have time for lunch now?

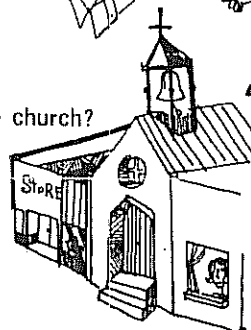
8.1B.6. Complete la pregunta y dé la respuesta breve correspondiente.
Guíese por los dibujos.

WANT

Do you want cake?
Yes, I do.



LIVE _____ beside the church?



SING _____ beautifully?

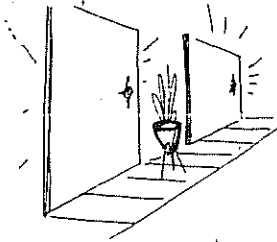
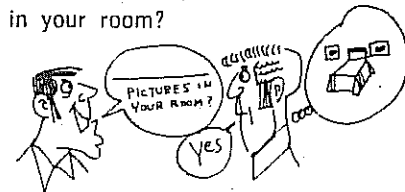
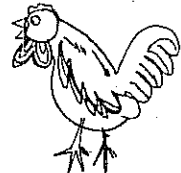
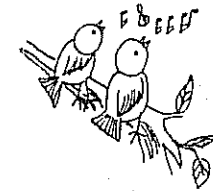
FLY _____ high?

PAY _____ in advance?

HAVE _____ pictures in your room?

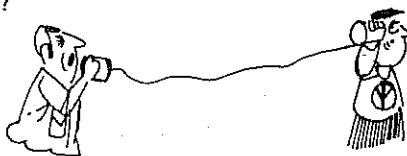
PLAY _____ chess?

NEED _____ paint?

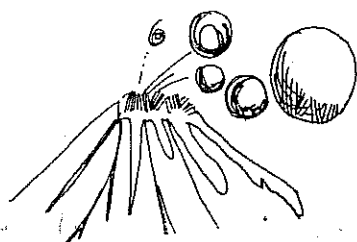




HEAR _____ me?



EJECT _____ lava and rocks?



8.2. Para preguntar si se da alguna vez una acción, una inclinación, una carencia, o una circunstancia, etc.

Esquemas estructurales:

DOES + S (3s) } + EVER + Vinf + (C)?
DO + S (no 3s)

be + S + EVER + { Adj + (Plexpr) + (T) } ?
Plexpr + (T)
T

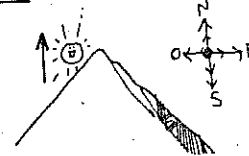
YES, + FWaff (frequency word affirmative)
always
usually (generally)
often (frequently)
sometimes

NO, + FWneg (frequency word negative)
seldom (rarely)
never

Yes, + Spr (3s) + FWaff + DOES
Yes, + Spr (no3s) + FWaff + DO
Yes, + Spr + FWaff + be
No, + Spr (3s) + FWneg + DOES
No, + Spr (no3s) + FWneg + DO
No, + Spr + FWneg + be

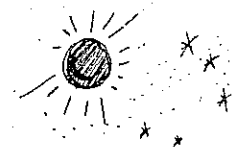
Does the sun EVER rise in the west?

No, never.
No, it never does.



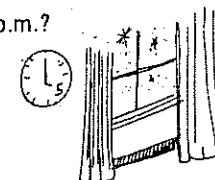
Do the stars ever appear in the middle of the day?

No, rarely (seldom)
No, they rarely (seldom) do.
[in total sun eclipses]



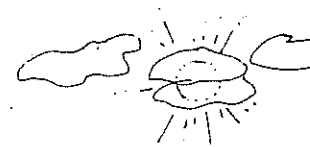
Are the stars ever out at 5 p.m.?

Yes, sometimes.
Yes, they sometimes are.



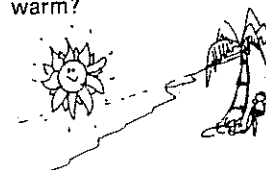
Do the clouds ever cover the sun?

Yes, often (frequently)
Yes, they often (frequently) do.



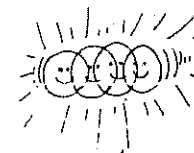
Are the tropics ever warm?

Yes, usually (generally)
Yes, they usually (generally) are.



Is the sun ever in movement?

Yes, always.
Yes, it always is.





OBSERVE

Does the sun ever rise in the west?
Do the stars ever appear in the middle of the day?
Are the stars ever out at 5 p.m.?
Is the sun ever in movement?

Para preguntar por la frecuencia con que se da una acción, una actitud, o un hecho cualquiera, se inserta la palabra **ever** inmediatamente después del sujeto de la oración interrogativa correspondiente.

No, never.

No, rarely (seldom).

Never y rarely o seldom, como tienen sentido negativo, no pueden combinarse con YES.

No, never.

No, rarely (seldom)

Yes, sometimes.

Yes, often (frequently)

Yes, usually (generally)

Yes, always.

No, it never does.

No, they rarely (seldom) do

Yes, they sometimes are.

Yes, they often (frequently) do.

Yes, they usually (generally) are.

Yes, it always is.

Hay dos posibles respuestas breves para las preguntas en que aparece **ever**: 1) No, seguido de **never** o **rarely (seldom)** o **yes**, seguido de **sometimes**, **often**, **usually** o **always**. 2) La respuesta breve afirmativa, con las palabras que indican frecuencia insertadas inmediatamente después del sujeto, excepto en el caso de **never**, **rarely** y **seldom** en que se sustituye **yes** por **no**.

8.2.1. Conteste. Utilice los dos tipos de respuesta breve, incluyendo la palabra indicadora de frecuencia que se da entre paréntesis.

Do you ever read the newspaper? Yes, always. (always)
Are they ever here in the morning? Yes, I always do. (sometimes)
Does the baby ever wake up at 5? _____ (always)
Do you ever ask him questions? _____ (often)

Do you and Bob ever walk in the park? _____ (frequently)
Do we ever pronounce your name correctly? _____ (seldom)
Is your sister ever in class at 7? _____ (usually)
Do they ever drink milk? _____ (generally)
Do I ever talk loudly? _____ (never)
Are you ever tired in the morning? _____ (sometimes)
Does the teacher ever arrive late? _____ (rarely)
Am I ever impatient with you? _____ (seldom)
Do Ann and Louise ever finish early? _____ (often)

8.3. Para preguntar si una acción, inclinación, carencia o circunstancia, se da con una determinada frecuencia y dar la respuesta correspondiente.

Esquemas estructurales:

DOES + S (3s) } + FWaff. + Vinf + (C)?
DO + S (no3s)

Respuestas breves
ordinarias (6.3 + 8.2)

be + S + FWaff + { Adj + (PLexpr) + (T) }
T PLexpr + (T) } ?

Yes, + Spr (3s) + FWaff + DOES

Yes, + Spr (no3s) + FWaff + DO

Yes, + Spr + FWaff + be

Yes, + S (3s) + FWaff + Vs + (C)

Yes, + S (no3s) + FWaff + V + (C)

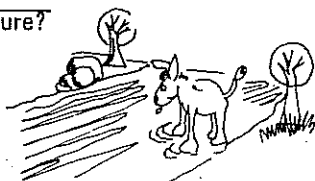
Yes, + S + be + FWaff + { Adj + (PLexpr) + (T) }
T PLexpr + (T) }

No, + S (3s) + DOESN'T. } FWaff(except sometimes) + Vinf + (C)
No, + S (no 3s) + DON'T

No, + S + be + N'T + FWaff(except sometimes) + { Adj + (PLexpr) + T }
T PLexpr + (T) }



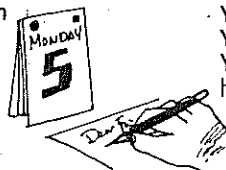
Is water always pure?



No, it is not.

No, it's not always pure.

Do you usually write to him on Monday?



Yes, I do.

Yes, I usually do.

Yes, I usually write to him on Monday.

Do Bob and Alice often dance together?



Yes, they do.

Yes, they often do.

Yes, they often dance together..

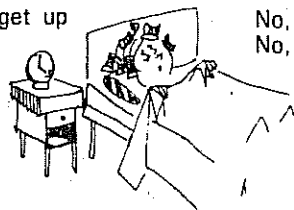
Are you often tired at night?



No, I am not.

No, I'm not often tired at night.

Does Mary sometimes get up at 5?



No, she does not.

No, she doesn't.

Are they sometimes dirty?



Yes, they are.

Yes, they sometimes are.

Yes, they're sometimes dirty.

OBSERVE

Is water always pure?

Do you usually write to him on Monday?

Para preguntar si una acción, inclinación, carencia o circunstancia se dan con una determinada frecuencia, se inserta la palabra indicadora de dicha frecuencia inmediatamente después del sujeto de la pregunta. Sólo se usan en pregunta **always**, **usually** (generally), **often** (frequently) y **sometimes**.

Is water always pure?

No, it is not.

Do you usually write to him on Monday?

Yes, I do.

Yes, I usually do.

Para este tipo de pregunta se utiliza la respuesta breve ordinaria. Si la respuesta breve es afirmativa, se le puede insertar la palabra indicadora de frecuencia después del sujeto. Cuando la palabra indicadora de frecuencia de la pregunta, es **sometimes**, se puede usar la respuesta breve negativa, pero no la completa.

Never y **seldom** (rarely) no se utilizan en oraciones interrogativas.

8.3.1. Vuelva a escribir cada pregunta insertando la palabra indicadora de frecuencia que se da entre paréntesis, y complete la respuesta breve. Si hay dos formas, úselas.

Does she prefer milk? (always)
Does she always prefer milk?

No, she doesn't.

Do you sing Mexican songs? (usually)
Do you usually sing Mexican songs?

Yes, I do.

Yes, I usually do.

Are they in class at 7? (sometimes)

Yes, _____

Yes, _____

Do they take a taxi to work? (often)

No, _____



Are you angry at him? (often)

No, _____

Is Patricia here at noon? (frequently)

Yes, _____

Yes, _____

Do I interrupt your conversations?

(often)

No, _____

Do the boys study in the summer?

(always)

No, _____

Is Mike home for Christmas?

(usually)

Yes, _____

Yes, _____

Does Susan brush her hair at night?

(always)

Yes, _____

Yes, _____

Is the weather cold in Monterrey?

(always)

No, _____

Do you prepare sandwiches for dinner?

(sometimes)

Yes, _____

Yes, _____

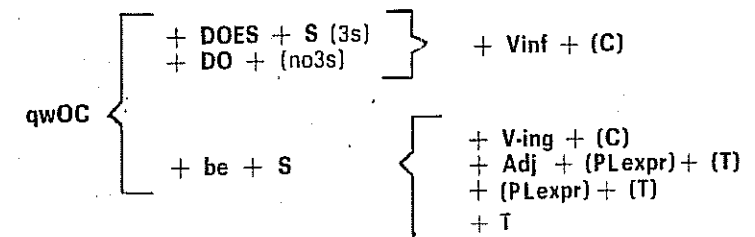
Módulo 16

OBJETIVOS ESPECIFICOS

Al concluir el estudio de este módulo, el alumno:

1. Estructurará oraciones preguntando por un complemento o circunstancia de la acción o hecho al que hace referencia el verbo, mediante la utilización de los pronombres interrogativos que piden el dato que se desea:

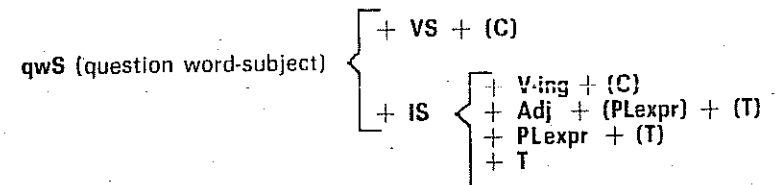
Esquema estructural:



qwOC (question word, asking about objects or circumstances of verb).

2. Memorizará qué dato pide cada uno de los pronombres interrogativos: **what**, **whom**, **where**, **when**, **at what time**, **how**. Recordará **what... like**, **what color...** y **what** (pidiendo identificación).
3. Construirá preguntas para saber quién ejecuta o a quién o a qué se atribuye la acción del verbo o el hecho a que se refiere el verbo. Utilizará para ello los pronombres que piden dicha información: **who**, cuando se trata de personas; **what**, cuando no se trata de personas.

Esquemas estructurales:

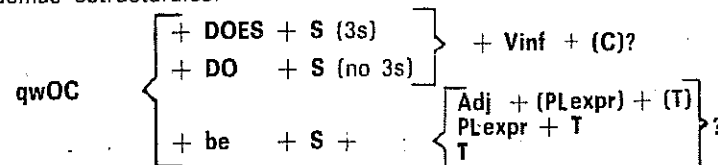




4. Memorizará que **who** pregunta por el sujeto cuando es persona y **what** cuando no es persona. No confundir la estructura que pide sujeto con las estructuras de identificación que también llevan **who** y **what** ni con la clasificación que lleva **what**.
5. Relacionará perfectamente, en una pregunta y su respuesta correspondiente, a qué elemento de la respuesta corresponde el pronombre interrogativo, y poder, teniendo la respuesta, formular la pregunta que le corresponde.
6. Relacionará siempre el verbo terminado en -s y es, y las formas **does** y **does not**, con la tercera persona singular en acciones habituales, permanentes o periódicas. Relacionará siempre el verbo sin alteraciones, y las formas **do** y **do not** con todas las demás personas gramaticales.
7. Relacionará siempre **I** con **am**, **he she, it** con **is**, **we, you, they**, con **are**.

- 8.4. Para pedir información sobre un complemento o circunstancia de la acción o hecho a que hace referencia el verbo.

Esquemas estructurales:



qwOC (question word asking about object or circumstance)

John eats.

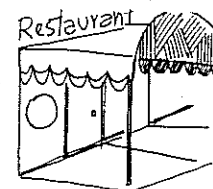
What does he eat?



He eats ham and eggs.

John eats ham and eggs.

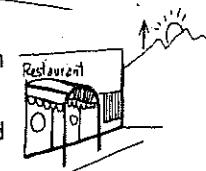
Where does he eat ham and eggs?



He eats ham and eggs in the restaurant.

John eats ham and eggs in the restaurant.

When does he eat ham and eggs in the restaurant?



He eats ham and eggs in the restaurant in the morning.

Mary telephones.

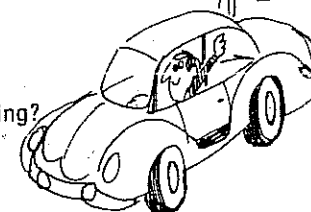
Whom does she telephone?



She telephones her father.

I am driving.

What are you driving?



I am driving my car.



I am driving my car.

How are you driving your car?



I am driving my car fast.

OBSERVE

What does he eat?

Ham and eggs.

Where does he eat ham and eggs?

In the restaurant.

When does he eat ham and eggs in the restaurant?

In the morning.

Whom does she telephone?

Her father.

What are you driving?

My car.

How are you driving your car?

Fast.

Las formas interrogativas **what, where, when, whom, how** antepuestas a las formas **do, does, am, is, are** en preguntas, sirven para pedir información sobre un complemento o circunstancia de la acción o hecho al que hace referencia el verbo.

En esta construcción **what** pregunta por el objeto en que se complementa el verbo cuando no es persona, **whom** pregunta por él cuando sí es persona.

Where pide información sobre las circunstancias de lugar donde se realiza la acción o hecho a que se refiere el verbo, **when** pide información sobre las de tiempo. **How** pregunta por la forma en que se realiza el hecho o la acción a que se refiere el verbo.

He eats ham and eggs in the restaurant in the morning.

She telephones her father.

I am driving my car fast.

El primer elemento después del verbo es el que indica el objeto en que se complementa el verbo: **ham and eggs, her father, my car.**

Las circunstancias de lugar y de tiempo siguen a la unidad **verbo complemento**, precisamente en ese orden. **In the restaurant in the morning.**

Si hay un elemento que indica el modo de realización de la acción o hechos a que se refiere el verbo, éste puede ir antes o después del elemento indicador de lugar.

When: [hwen]

Para preguntar por hora precisa se usa **at what time.**

8.4.1. Con base en la respuesta, escriba la palabra interrogativa que falta en la pregunta.

- _____ do you see?
- _____ are the boys?
- _____ does Bob answer?
- _____ are you and Mary here?
- _____ is he calling?
- _____ is your brother?
- _____ do you have Algebra?
- _____ does the teacher live?
- _____ do we need?
- _____ do you visit every day?
- _____ is the concert?
- _____ are the books?
- _____ do the children prefer?
- _____ do you want your coffee?
- _____ do they walk?
- _____ is he painting?
- _____ is he describing?
- _____ does Peter work?
- _____ do you finish?

I see a painting by Picasso.

They are in class.

Intelligently.

In the morning.

He is calling his friend Robert.

He is in Germany.

I have Algebra at 8.

He lives in Puebla.

We need coats, hats and gloves.

I visit my grandparents.

The concert is at 9 p.m.

They are on the table.

They prefer candy.

I want my coffee now.

They walk rapidly.

He is painting Mrs. Livingston.

He is describing a machine.

He works in a bank.

I finish at 10 a.m.

8.4.2. Ordene cada grupo de palabras para estructurar una pregunta. Agregue **do, does, am, is o are** en los casos en que haga falta.

the boys
now
are
where

Where are the boys now?

in school
you
what
in the morning
do

What do you do in school in the morning?

they
visiting
in New York
whom

Whom are they visiting in New York?



get up
when
and Bob
you

to school
take
what
every day
you and Ted

are
when
the children
in the park

play
John
tennis
how

eating
the men
what
in the restaurant

Bill
how
and Irene
are

listening to
we
whom
over the radio

the store
they
open
when

now
live
your parents
where

the questions
answer
how
he

in the afternoon
do
Peter
what

sing
where
American songs
Alice

talk to
whom
in class
they

depositing
where
your money
you

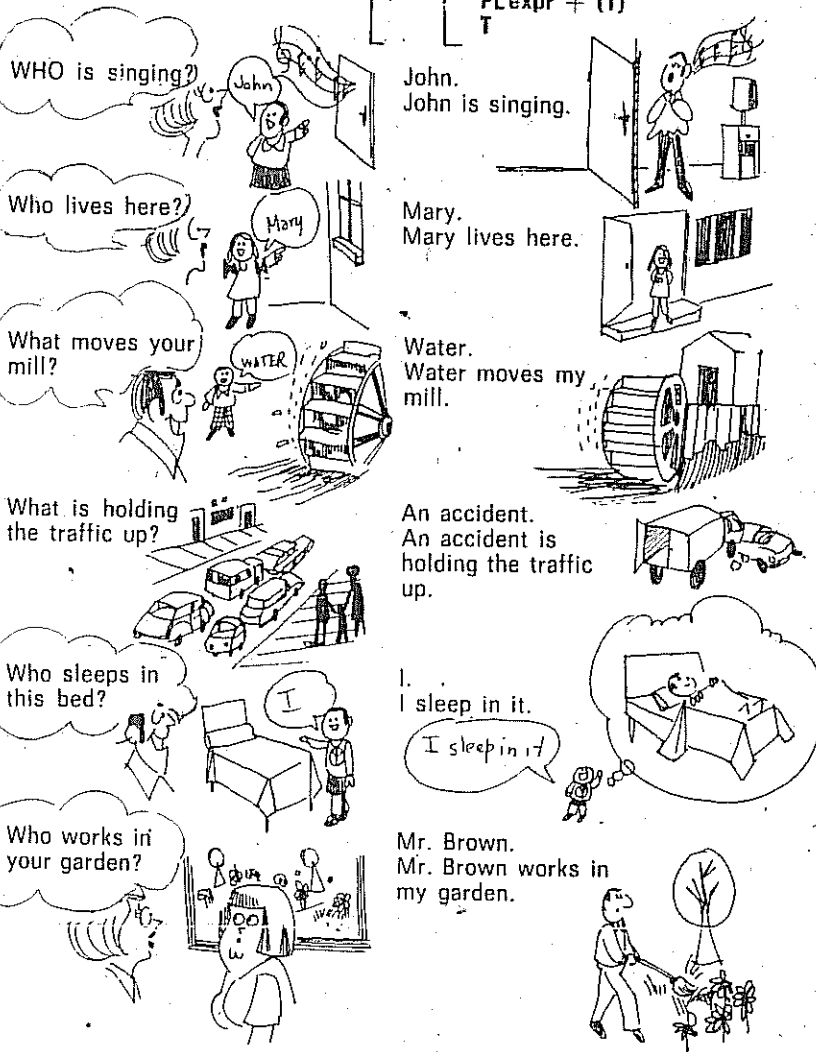
run
when
in the park
the boys



8.5. Para preguntar quién ejecuta o a quién o a qué se atribuye la acción del verbo o el hecho al que se refiere el verbo.

Esquemas estructurales:

qw-S (question word-subject) { + Vs + (C)
+ IS { + V-ing + (C)
+ Adj + (PExpr) + (T)
+ PExpr + (T)
+ T



OBSERVE

Who is singing?

Who lives here?

What moves your mill?

John is singing.

Mary lives here.

Water moves my mill.

Quando se quiere preguntar quién ejecuta o a quién o a qué se atribuye la acción del verbo o el hecho al que se refiere el verbo, se utilizan las formas interrogativas **who** (para personas) y **what** (para cualquier otro ser) en el lugar del sujeto, en una estructura exactamente igual a la de la frase aseverativa correspondiente (al final, en la escritura, se escribe el signo de interrogación).

Who is...? **Who** lives...? **Who** siempre concuerda con el verbo en tercera persona singular en este tipo de frase en que lo que se pregunta es el sujeto.

8.5.1. Complete la pregunta utilizando la forma interrogativa **who** o la forma interrogativa **what** según corresponda. Guíese por la contestación.

Who is studying in Germany?

My cousin Louise is studying in Germany.

Who manages her business?

Her brother manages her business.

What revolves around the earth?

The moon revolves around the earth.

_____ grows in your garden?

Daisies grow in my garden.

_____ combs her hair every night?

Margaret combs her hair every night.

_____ is taking dancing lessons?

We are taking dancing lessons.

_____ produces the noise?

The engine of his car produces the noise.

_____ melts above 0°centigrade?

Ice melts above 0°centigrade.

_____ cleans their house?

Mary and I clean their house.

_____ needs repairs?

Our garage needs repairs.

_____ supports you?

My father supports me.

_____ is on the table?

Two presents for Helen are on the table.

_____ teaches Latin?

Mr. Murphy teaches Latin.

_____ is preparing dinner?

My friends are preparing dinner.

_____ runs on electricity?

My drier runs on electricity.



8.5.2. Estructure una pregunta completa con cada grupo de palabras.

his food
the baby
gives
who

Who gives the baby his food?

the signals
transmits
what
to us

What transmits the signals to us?

every evening
you
visits
who

bothering
what
Mrs. Johnson
is

is
who
the door
opening

dollars
costs
what
one thousand

in school
sits
beside you
who

him
what
here
brings

English
who
them
teaches

causing
what
your headache
is

doesn't
every day
work
who

running
in the park
happily
is
who

8. 5. 3. Guiándose por las respuestas, complete las preguntas con la palabra interrogativa correspondiente. Agregue **do, does, am, is, o are** donde sea necesario para estructurar la pregunta.

Who _____ helps you in your office? Mr. Charles Kent helps me in my office.

What are _____ they reading? They are reading a history book.

What do _____ you play every Saturday? I play golf every Saturday.

_____ he go to Europe? He goes to Europe every summer.

_____ the girls eat on Sunday? They eat in the restaurant on Sunday.

_____ the students practicing? They are practicing tennis.

_____ lacks two buttons? My shirt lacks two buttons.

_____ John and Mary sing? They sing beautifully.

_____ the children run? They run in the park.

_____ not reading? Helen is not reading.

_____ he write letters to? He writes letters to his parents.

_____ you see them? We see them every month.

_____ speaks Italian? I speak Italian.

_____ illuminates the earth at night? The moon illuminates the earth at night.

_____ you remember? We remember her words.



- _____ they calling? They are calling their sisters.
- _____ Ann watch television? She watches television in the evening.
- _____ produces confusion? Noise and disorder produce confusion.
- _____ he studying English? He is studying English in New York.
- _____ I pronounce the words? You pronounce the words well.
- _____ the policeman directing? He is directing the traffic.
- _____ the girls brush their hair? They brush their hair at night.
- _____ you cash your checks? I cash my checks at the bank.
- _____ swims in the lake? The boys swim in the lake.
- _____ you eat fruit? We eat fruit in the morning.
- _____ they sit in the park? They sit on a bench in the park.
- _____ she speak? She speaks softly.
- _____ you and Alice like? We like Tom and Bob.

8. 5. 4. Estructure una pregunta con cada grupo de palabras. Agregue **do**, **does**, **am**, **is** o **are** en los casos en que sea necesario.

opening
you
what
now

What are you opening now?

answer
how
the questions
the students

French
studies
who
in your school

have
your car
you
where

stands
what
your house
in front of

Alice
to class
come
when

they
visit
whom
every year
in France

well
speaks
who
English

the piano
Marie Simpson
play
where

the interruption
causing
in the program
what

a vacation
when
have
they



8. 5. 5. A partir de la información contenida en cada pequeño párrafo, estructura las preguntas que quedan indicadas.

John Clark is a doctor. He lives in New York. He speaks English and Spanish well. He goes to the hospital at 7 every morning.

What is John Clark?

Where does he live?

What does he speak well?

How does he speak English and Spanish?

When does he go to the hospital?

Joan is Peter's daughter. She is always happy. She studies in Monterrey in the summer. She learns quickly. She speaks Spanish in class.

Who is Joan?

How is she always?

When does she study in Monterrey?

How does she learn?

What does she speak in class?

Where does she speak Spanish?

Mike and Peter are students. They get up at 6 every day. They go to school. They study languages all morning.

What _____

At what time _____

Where _____

What _____ all morning?

My father is a writer. He writes novels. He sells his novels throughout Latin America. His novels are interesting.

Who _____

What _____

Where _____

What _____ like?

My garden is beautiful. It has trees, flowers and a fountain. The children are playing in the garden now. They are running happily.

What _____

What _____

Where _____ now?

How _____

I write letters to my friends every week. They live in Argentina. They are doctors. They work in a big hospital in Buenos Aires. They come to Mexico every summer.

Whom _____ every week?

Where _____

What _____

Where _____

When _____

The lesson deals with the Second World War. We are studying it. We have a history test every Thursday. We are tired now.

What _____

Who _____

When _____

How _____ now?

John and Peter are having breakfast now. They are having bacon and eggs and coffee. The bacon and eggs are delicious, but the coffee is cold.

Who _____ now?

What _____

How _____

What _____



Respuesta a los ejercicios

UNIDAD VIII - Módulo 15

8.1 A.1.

Does your brother wake up at seven?	Yes, <u>he does.</u>
Does Helen eat at home?	No, <u>she doesn't.</u>
Does your cat drink milk?	Yes, <u>it does.</u>
Does Alice see him?	Yes, <u>she does.</u>
Does the boy understand the problem?	No, <u>he doesn't.</u>
Does her father like chocolates?	No, <u>he doesn't.</u>
Does the rose need water?	Yes, <u>it does.</u>
Does the secretary answer the telephone?	Yes, <u>she does (or he does).</u>
Does Father Lane live in New York?	No, <u>he doesn't.</u>
Does the general understand your problem?	No, <u>he doesn't (or she doesn't).</u>
Does her cake taste good?	Yes, <u>it does.</u>
Does the pitcher have water in it?	No, <u>it doesn't.</u>
Does the girl know your cousin?	No, <u>she doesn't.</u>
Does the teacher remember its name?	Yes, <u>he does (or she does).</u>
Does he study Chinese?	No, <u>he doesn't.</u>
Does it have four wheels?	No, <u>it doesn't.</u>
Does the answer correspond to the problem?	No, <u>it doesn't.</u>
Does Peter help his parents?	Yes, <u>he does.</u>

8.1 A.2.

Mr. Brown watches the football game.	<u>Does Mr. Kent watch the football game?</u>
Mr. Brown thanks his hostess.	<u>Does Mr. Kent thank his hostess?</u>
Mr. Brown pardons his enemies.	<u>Does Mr. Kent pardon his enemies?</u>
Mr. Brown calls his friends.	<u>Does Mr. Kent call his friends?</u>
Mr. Brown welcomes his guests.	<u>Does Mr. Kent welcome his guests?</u>
Mr. Brown meets Mr. Simpson every day.	<u>Does Mr. Kent meet Mr. Simpson every day?</u>
Mr. Brown sleeps until seven in the morning.	<u>Does Mr. Kent sleep until seven in the morning?</u>
Mr. Brown remembers the song.	<u>Does Mr. Kent remember the song?</u>
Mr. Brown expects a visitor.	<u>Does Mr. Kent expect a visitor?</u>
Mr. Brown tells the truth.	<u>Does Mr. Kent tell the truth?</u>
Mr. Brown goes home at 6.	<u>Does Mr. Kent go home at 6?</u>

Mr. Brown talks to them.	<u>Does Mr. Kent talk to them?</u>
Mr. Brown likes tea.	<u>Does Mr. Kent like tea?</u>
Mr. Brown dresses elegantly.	<u>Does Mr. Kent dress elegantly?</u>
Mr. Brown studies the possibilities.	<u>Does Mr. Kent study the possibilities?</u>
Mr. Brown drinks milk.	<u>Does Mr. Kent drink milk?</u>
Mr. Brown swims beautifully.	<u>Does Mr. Kent swim beautifully?</u>

8.1 A.3.

STUDY	<u>Does he study _____ French?</u> <u>No, he doesn't</u>
DRIVE	<u>Does he drive _____ a station wagon?</u> <u>Yes, he does.</u>
WANT	<u>Does he want _____ milk?</u> <u>Yes, he does.</u>
REACT	<u>Does it react _____ to the music?</u> <u>Yes, it does.</u>
NEED	<u>Does she need _____ a coat?</u> <u>Yes, she does.</u>
KNOW	<u>Does he know _____ the answers?</u> <u>Yes, he does.</u>
WALK	<u>Does she walk _____ to school every day?</u> <u>Yes, she does.</u>
LIKE	<u>Does she like _____ cake?</u> <u>Yes, she does.</u>
SING	<u>Does she sing _____ well?</u> <u>No, she doesn't.</u>
SPEAK (HE)	<u>Does he speak _____ Italian?</u> <u>No, he doesn't.</u>
HAVE	<u>Does it have _____ a garden?</u> <u>No, it doesn't.</u>



8.1B.1.

Do they talk in class?	No, <u>they don't.</u>
Do you ask questions?	Yes, <u>I do.</u>
Do the books give the answers?	Yes, <u>they do.</u>
Do you and Helen wake up at 5?	No, <u>we don't.</u>
Do the students eat in the cafeteria?	Yes, <u>they do.</u>
Do we need the textbook for the class?	No, <u>you don't. (or we don't).</u>
Do I speak your language correctly?	Yes, <u>you do.</u>
Do your friends read Spanish?	Yes, <u>they do.</u>
Do you study in the evening? (singular)	Yes, <u>I do.</u>
Do the girls brush their hair at night?	No, <u>they don't.</u>
Do your sisters drink milk?	Yes, <u>they do.</u>
Do we lack blue paint?	No, <u>we don't. (or you don't).</u>
Do the stores open at 9?	No, <u>they don't.</u>
Do you like American songs?	No, <u>I don't.</u>
Do you and your wife dance professionally?	Yes, <u>we do.</u>
Do you laugh at his jokes?	Yes, <u>I do. (or we do).</u>
Do I have your test?	No, <u>you don't.</u>

8.1B.2.

Does he drive his brother to school?	Yes, <u>he does.</u>
Do you sit in front of Alice?	No, <u>I don't.</u>
Does water boil at 100° Centigrade?	Yes, <u>it does.</u>
Do you and Bob like apples?	Yes, <u>we do.</u>
Does she laugh loudly?	No, <u>she doesn't.</u>
Do they snore?	No, <u>they don't.</u>
Does March have thirty-one days?	Yes, <u>it does.</u>
Do we qualify for the scholarship?	Yes, <u>you do. (or we do).</u>
Do the teachers teach well in your school?	Yes, <u>they do.</u>
Do I need a sweater for the excursion?	No, <u>you don't.</u>
Does Peter understand the situation?	Yes, <u>he does.</u>
Do you and Louise sleep eight hours a day?	Yes, <u>we do.</u>
Do the children want candy?	Yes, <u>they do.</u>
Does he live in China?	No, <u>he doesn't.</u>
Do you teach Chemistry?	No, <u>I don't.</u>

8.1B.3.

He and I visit Mary every day.	Do you visit Mary every day?
I study the exercises.	Do you study the exercises?
The boys and I talk to our friends.	Do you talk to your friends?
We jump in the gymnasium	Do you jump in the gymnasium?
I remember Pat.	Do you remember Pat?
We answer the questions in the workbook.	Do you answer the questions in the workbook?
I like Mexican dances.	Do you like Mexican dances?
She and I play tennis.	Do you play tennis?
I sleep all night.	Do you sleep all night?
I want potatoes.	Do you want potatoes?
We go to the bank every Monday.	Do you go to the bank every Monday?
I walk to work in the morning.	Do you walk to work in the morning?
My cousin and I sing Italian songs?	Do you sing Italian songs?

8.1B.4.

Does Helen speak English?	Do Helen and Peter speak English?
Does Peter speak English?	Do they speak English?
Does John live in New York?	Do John and James live in New York?
Does James live in New York?	Do they live in New York?
Does the boy play in the park?	Do the boy and the dog play in the park?
Does the dog play in the park?	Do they play in the park?
Does he understand the questions?	Do he and she understand the questions?
Does she understand the questions?	Do they understand the questions?
Does July have thirty-one days?	Do July and August have thirty-one days?
Does August have thirty-one days?	Do they have thirty-one days?
Does the book contain questions?	Do the book and the workbook contain questions?
Does the workbook contain questions?	Do they contain questions?
Does your baby sleep ten hours a day?	Do your baby and her baby sleep ten hours a day?
Does her baby sleep ten hours a day?	Do they sleep ten hours a day?



Does Helen brush her hair every night?
Does Ann brush her hair every night?
Do Helen and Ann brush their hair every night? Do they brush their hair every night?
Does his book lack pages?
Does my book lack pages?
Do his book and my book lack pages? Do they lack pages?
Does Mr. Lee close his store early?
Does Mr. Kent close his store early?
Do Mr. Lee and Mr. Kent close their stores early? Do they close their stores early?
Does color affect people psychologically?
Does sound affect people psychologically?
Do color and sound affect people psychologically? Do they affect people psychologically?

8.1B.5.

you
Peter
Irene and Henry
you and Bill

Do you remember the words?
Does Peter remember the words?
Do Irene and Henry remember the words?
Do you and Bill remember the words?

they
I
Eloise
You and I

Do they pronounce correctly?
Do I pronounce correctly?
Does Eloise pronounce correctly?
Do you and I pronounce correctly?

your brother
Mike
you and Bob
we

Does your brother drive fast?
Does Mike drive fast?
Do you and Bob drive fast?
Do we drive fast?

the boys
Mr. Craig
you
you and your uncle

Do the boys like soccer?
Does Mr. Craig like soccer?
Do you like soccer?
Do you and your uncle like soccer?

you
they
you and Helen
their mother

Do you visit London every year?
Do they visit London every year?
Do you and Helen visit London every year?
Does their mother visit London every year?

we
the children
Bobby

Do we have time for lunch now?
Do the children have time for lunch now?
Does Bobby have time for lunch now?
Do I have time for lunch now?

8.1B.6.

WANT

Do you want. cake?
Yes, I do.

LIVE

Does she live beside the church?
Yes, she does.

SING

Do they sing beautifully?
Yes, they do.

FLY

Does it fly. high?
No, it doesn't.

PAY

Do I pay in advance?
Yes, you do.

HAVE

Do you have pictures in your room?
Yes, I do.

PLAY

Do they play chess?
Yes, they do.

NEED

Do they need paint?
No, they don't.

HEAR

Do you hear me?
Yes, I do.

EJECT

Does it eject lava and rocks?
Yes it does.

8.2.1.

Do you ever read the newspaper?

Yes, always. (always)
Yes, I always do.

Are they ever here in the morning?

Yes, sometimes. (sometimes)
Yes, they sometimes are.

Does the baby ever wake up at 5?

Yes, always. (always)
Yes, it always does.

Do you ever ask him questions?

Yes, often. (often)
Yes, I often do.

Do you and Bob ever walk in the park?

Yes, frequently. (frequently)
Yes, we frequently do.

Do we ever pronounce your name correctly?

No, seldom. (seldom)
No, you seldom do.



Is your sister ever in class at 7? Yes, usually. (usually)
 Yes, she usually is.
 Do they ever drink milk? Yes, generally. (generally)
 Yes, they generally do.
 Do I ever talk loudly? No, never. (never)
 No, you never do.
 Are you ever tired in the morning? Yes, sometimes. (sometimes)
 Yes, I sometimes am.
 Does the teacher ever arrive late? No, rarely. (rarely)
 No, he (she) rarely does.
 Am I ever impatient with you? No, seldom. (seldom)
 No, you seldom are.
 Do Ann and Louise ever finish early? Yes, often. (often)
 Yes, they often do.

8.3.1.

Does she prefer milk? (always)
 Does she always prefer milk? No, she doesn't.
 Do you sing Mexican songs? (usually)
 Do you usually sing Mexican songs? Yes, I do.
 Yes, I usually do.
 Are they in class at 7. (sometimes)
 Are they sometimes in class at 7? Yes, they are.
 Yes, they sometimes are.
 Do they take a taxi to work? (often)
 Do they often take a taxi to work? No, they don't.
 Are you angry at him? (often)
 Are you often angry at him? No, I'm not.
 Is Patricia here at noon? (frequently)
 Is Patricia frequently here at noon? Yes, she is.
 Yes, she frequently is.
 Do I interrupt your conversations? (often)
 Do I often interrupt your conversations? No, you don't.
 Do the boys study in the summer? (always)
 Do the boys always study in the summer? No, they don't.

Is Mike home for Christmas? (usually)
 Is Mike usually home for Christmas? Yes, he is.
 Yes, he usually is.
 Does Susan brush her hair at night? (always)
 Does Susan always brush her hair at night? Yes, she does.
 Yes, she always does.
 Is the weather cold in Monterrey? (always)
 Is the weather always cold in Monterrey? No, it isn't.
 Do you prepare sandwiches for dinner. (sometimes)
 Yes, I do.
 Do you sometimes prepare sandwiches for dinner? Yes, I sometimes do.

UNIDAD VIII — MODULO 16

8.4.1.

What do you see? I see a painting by Picasso.
 Where are the boys? They are in class.
 How does Bob answer? Intelligently.
 When are you and Mary here? In the morning.
 Whom is he calling? He is calling his friend Robert.
 Where is your brother? He is in Germany.
 When do you have Algebra? I have Algebra at 8.
 Where does the teacher live? He lives in Puebla.
 What do we need? We need coats, hats and gloves.
 Whom do you visit every day? I visit my grandparents.
 When is the concert? The concert is at 9 p.m.
 Where are the books? They are on the table.
 What do the children prefer? They prefer candy.
 When do you want your coffee? I want my coffee now.
 How do they walk? They walk rapidly.
 Whom is he painting? He is painting Mrs. Livingston.
 What is he describing? He is describing a machine.
 Where does Peter work? He works in a bank.
 When do you finish? I finish at 10 a.m.



8.4.2.

the boys
now
are
where

Where are the boys now?

in school
you
what
in the morning
do

What do you do in school in the morning?

they
visiting
in New York
whom

Whom are they visiting in New York?

get up
when
and Bob
you

When do you and Bob get up?

to school
take
what
every day
you and Ted
are
when
the children
in the park

What do you and Ted take to school every day?

When are the children in the park?

play
John
tennis
how

How does John play tennis?

eating
the men
what
in the restaurant

What are the men eating in the restaurant?

Bill
how
and Irene
are

How are Bill and Irene?

listening to
we
whom
over the radio

Whom are we listening to over the radio??

the store
they
open
when

When do they open the store?

now
live
your parents
where

Where do your parents live now?

the questions
answer
how
he

How does he answer the questions?

in the afternoon
do
Peter
what

What does Peter do in the afternoon?

sing
where
American songs
Alice

Where does Alice sing American songs?

talk to
whom
in class
they

Whom do they talk to in class?

depositing
where
your money
you

Where are you depositing your money?

run
when
in the park
the boys

When do the boys run in the park?



8.5.1.

<u>Who</u> is studying in Germany?	My cousin Louise is studying in Germany.
<u>Who</u> manages her business?	Her brother manages her business.
<u>What</u> revolves around the earth?	The moon revolves around the earth.
<u>What</u> grows in your garden?	Daisies grow in my garden.
<u>Who</u> combs her hair every night?	Margaret combs her hair every night.
<u>Who</u> is taking dancing lessons?	We are taking dancing lessons.
<u>What</u> produces the noise?	The engine of his car produces the noise.
<u>What</u> melts above 0° Centigrade?	Ice melts above 0° Centigrade.
<u>Who</u> cleans their house?	Mary and I clean their house.
<u>What</u> needs repairs?	Our garage needs repairs.
<u>Who</u> supports you?	My father supports me.
<u>What</u> is on the table?	Two presents for Helen are on the table.
<u>Who</u> teaches Latin?	Mr. Murphy teaches Latin.
<u>Who</u> is preparing dinner?	My friends are preparing dinner.
<u>What</u> runs on electricity?	My drier runs on electricity.

8.5.2.

his food
the baby
gives
who

Who gives the baby his food?

the signals
transmits
what
to us

What transmits the signals to us?

every evening
you
visits
who

Who visits you every evening?

bothering
what
Mrs. Johnson
is

What is bothering Mrs. Johnson?

is
who
the door
opening

Who is opening the door?

dollars
costs
what
one thousand

What costs one thousand dollars?

in school
sits
beside you
who

Who sits beside you in school?

him
what
here
brings

What brings him here?

English
who
them
teaches

Who teaches them English?

causing
what
your headache
is

What is causing your headache?

doesn't
every day
work
who

Who doesn't work every day?

running
in the park
happily
is
who

Who is running happily in the park?



8.5.3.

<u>Who</u>	helps you in your office?	Mr. Charles Kent helps me in my office.
<u>What are</u>	they reading?	They are reading a history book.
<u>What do</u>	you play every Saturday?	I play golf every Saturday.
<u>When does</u>	he go to Europe?	He goes to Europe every summer.
<u>Where do</u>	the girls eat on Sunday?	They eat in the restaurant on Sunday.
<u>What are</u>	the students practicing?	They are practicing tennis.
<u>What</u>	lacks two buttons?	My shirt lacks two buttons.
<u>How do</u>	John and Mary sing?	They sing beautifully.
<u>Where do</u>	the children run?	They run in the park.
<u>Who is</u>	not reading?	Helen is not reading.
<u>Whom does</u>	he write letters to?	He writes letters to his parents.
<u>When do</u>	you see them?	We see them every month.
<u>Who</u>	speaks Italian?	I speak Italian.
<u>What</u>	illuminates the earth at night?	The moon illuminates the earth at night.
<u>What do</u>	you remember?	We remember her words.
<u>Whom are</u>	they calling?	They are calling their sisters.
<u>When does</u>	Ann watch television?	She watches television in the evening.
<u>What</u>	produces confusion?	Noise and disorder produce confusion.
<u>Where is</u>	he studying English?	He is studying English in New York.
<u>How do</u>	I pronounce the words?	You pronounce the words well.
<u>What is</u>	the policeman directing?	He is directing the traffic.
<u>When do</u>	the girls brush their hair?	They brush their hair at night.
<u>Where do</u>	you cash your checks?	I cash my checks at the bank.
<u>Who</u>	swims in the lake?	The boys swim in the lake.
<u>When do</u>	you eat fruit?	We eat fruit in the morning.
<u>Where do</u>	they sit in the park?	They sit on a bench in the park.
<u>How does</u>	she speak?	She speaks softly.
<u>Whom do</u>	you and Alice like?	We like Tom and Bob.

8.5.4.

opening
you
what
now

answer
how
the questions
the students

French
studies
who
in your school

have
your car
you
where

stands
what
your house
in front of

Alice
to, class
come
when

they
visit
whom
every year
in France

well
speaks
who
English

the piano
Marie Simpson
play
where
the interruption
causing
in the program
what

What are you opening now?

How do the students answer the questions?

Who studies French in your school?

Where do you have your car?

What stands in front of your house?

When does Alice come to class?

Whom do they visit in France every year?

Who speaks English well?

Where does Mary Simpson play the piano?

What is causing the interruption in the program?



a vacation
when
have
they

When do they have a vacation?

8.5.5.

John Clark is a doctor. He lives in New York. He speaks English and Spanish well. He goes to the hospital at 7 every morning.

What is John Clark?

Where does he live?

What does he speak well?

How does he speak English and Spanish?

When does he go to the hospital?

Joan is Peter's daughter. She is always happy. She studies in Monterrey in the summer. She learns quickly. She speaks Spanish in class.

Who is Joan?

How is she always?

When does she study in Monterrey?

How does she learn?

What does she speak in class?

Where does she speak Spanish?

Mike and Peter are students. They get up at 6 every day. They go to school. They study languages all morning.

What are Mike and Peter?

At what time do they get up every day?

Where do they go?

What do they study all morning?

My father is a writer. He writes novels. He sells his novels throughout Latin America. His novels are interesting.

Who writes novels?

What is your father? (or What does he sell throughout Latin America?)

Where does he sell his novels?

What are his novels like?

My garden is beautiful. It has trees, flowers and a fountain. The children are playing in the garden now. They are running happily.

What is your garden like?

What does your garden have?

Where are the children now?

How are they running?

I write letters to my friends every week. They live in Argentina. They are doctors. They work in a big hospital in Buenos Aires. They come to Mexico every summer.

Whom do you write letters to every week?

Where do they live?

What are they?

Where do they work?

When do you write letters to your friends?

When do they come to Mexico?

The lesson deals with the Second World War. We are studying it. We have a history test every Thursday. We are tired now.

What deals with the Second World War?

Who is studying it?

When do you have a history test?

How are you now?

John and Peter are having breakfast now. They are having bacon and eggs and coffee. The bacon and eggs are delicious, but the coffee is cold.

Who is having breakfast now?

What are they having?

How are the bacon and eggs? (or How are the bacon and eggs and the coffee?)

What is cold?



Actividades complementarias

EJERCICIOS QUE DEBE REALIZAR CONFORME APRENDA LAS ESTRUCTURAS

1. Buscar en un diccionario cuando menos quince de los verbos de esta unidad, que por su transcripción fonética vea cuál es el último sonido que contienen y agregarles la terminación correspondiente. Deberá recordar que la base para tal clasificación será la sonoridad o falta de sonoridad de la pronunciación que terminan en su forma simple (nombre del verbo).
2. Si tiene manera de practicar con otra persona, hacer con ella un ejercicio de preguntas y respuestas sobre las actividades, actitudes, carencias, etc., de personas que ambos conocen, de personajes famosos, etc., tanto habituales como que estén en desarrollo en el momento del habla.

APENDICES



Apéndice I

Alfabeto fonético y descripción de los sonidos

Hemos dicho en la introducción a este texto que si bien el inglés y el español utilizan básicamente el mismo alfabeto para su escritura, los sonidos representados por las letras son diferentes para cada lengua en la mayor parte de los casos, y no sólo eso, en inglés, un mismo sonido puede ser representado por diferentes letras o combinaciones de letras, y a la vez, una misma letra puede representar varios sonidos diferentes.

Lo anterior hace indispensable la utilización de un alfabeto fonético en que cada símbolo represente un sonido y sólo ése, y gran parte de los diccionarios ingleses, no sólo los bilingües, dan la simbolización fonética de cada palabra, ya que los mismos hablantes nativos del inglés consultan la estructura fonética de algunas palabras difíciles o poco usuales, para saber cómo se pronuncian.

Hay diferentes alfabetos fonéticos para el inglés, y no todos los diccionarios coinciden en el uso de uno mismo. Ante la imposibilidad de darlos todos, en seguida anotamos uno que reproduce, con ligeras variantes, el de la I.P.A. (International Phonetics Association), que nos ha parecido el más a propósito para nuestro curso. Cada alumno podrá consultar en su diccionario las palabras clave que damos y hacer las adaptaciones necesarias para que pueda utilizar todas las indicaciones en que nos valemos de símbolos fonéticos.

En seguida del alfabeto fonético con sus palabras clave, damos una explicación de cómo se producen aproximadamente los diferentes sonidos del inglés, como una ayuda adicional para los alumnos de este curso. Esta explicación toma los sonidos por grupos que tienen las mismas características, y no en el orden alfabético, por lo cual, en la lista alfabética se indica el número de localización de cada sonido en la lista descriptiva. Por ejemplo, el sonido a aparece así: a (8), lo cual quiere decir que hay siete sonidos descritos antes que a, y que éste ocupa el octavo lugar.



ALFABETO FONETICO

a (8) car [kar]	ks (30) box [baks]
* æ (5) at [æt]	kw (30) quart [kwɔrt]
ai (8) i [ai]	l (22) milk [milk]
au (8) out [aut]	m (23) me [mi:]
* ʌ (7) one [wʌn]	n (24) no [nɔ:]
* ʌɪ (14) surf [sʌɪf]	* ŋ (25) ink [ɪŋk], sing [siŋg]
* ɒ (6) seven ['sev ʌn]	
b (27) bat [bæt]	* ɔ (13) saw [sɔ:]
d (29) do [du:]	o (12) window ['wɪn·do]
dʒ (42) joke [dʒok]	* oɪ (13) oil [ɔɪl]
* ɔ (36) they [ðei]	or (17) or [ɔr]
e (3) eight [eit]	p (26) pen [pen]
* ɛ (4) ten [ten]	r (21) ear [i:r]
ei (3) day [dei]	s (37) school [sku:l]
e:r (16) care [ke:r]	* ʃ (39) she [ʃi:]
f (33) rough [rʌf]	t (28) two [tu:]
g (31) go [go:]	* θ (35) three [θri:]
	* tʃ (41) check [tʃɛk]
h (32) he [hi:]	u (9) soup [sup]
hw (32) why [hwai]	* ʊ (10) put [pʊt]
i (1) eve [i:v]	* ur (18) sure [ʃur]
* i (2) it [ɪt]	v (34) love [lʌv]
* ir (15) fear [fir]	w (20) we [wi]
j (19) yes [jes]	z (38) rose [ro:z]
ju (19) view [vju:]	* ʒ (40) usual ['ju·ʒuəl]
k (30) can [kæn]	

(') Indica acento primario (el más fuerte), y se coloca antes de la sílaba acentuada. Ej. administer [æd'mɪn-ɪs-tər].

(.) Indica acento secundario (el que sigue al más fuerte en intensidad), y se coloca antes de la sílaba acentuada. Ej. administration [æd'mɪn-ɪ'streɪ·ʃən].

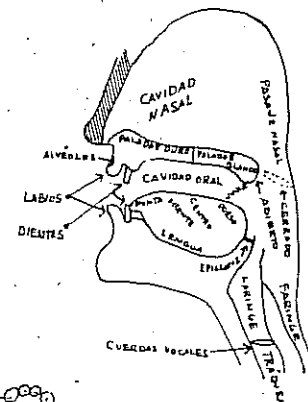
(-) Indica separación de sílabas, como en los ejemplos anteriores.

(:) Indica tensión y por consiguiente alargamiento de la vocal, como en go [go:].

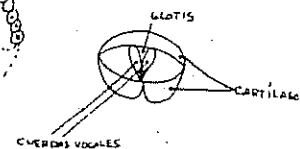
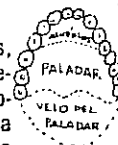
* Símbolos no comunes a los del alfabeto general, colocados según su parecido con éstos.

DESCRIPCION DE CADA UNO DE
LOS SONIDOS

Antes de iniciar la descripción propiamente dicha de los sonidos del inglés, le presentamos un dibujo donde se muestran, con sus nombres, los diversos órganos y elementos que intervienen en el proceso del habla. Mediante el estudio de este dibujo y de los nombres que en él aparecen, podrá interpretar debidamente nuestras indicaciones de cómo se pronuncia cada sonido, con el auxilio adicional de los dibujos para cada sonido.



En el proceso del habla en inglés, al igual que en español, el aire procedente de los pulmones se altera o modula de cuatro formas diferentes para producir el sonido: 1) Por roce con las cuerdas vocales, que se estiran y tensan dejando una pequeña abertura. La mayor tensión de las cuerdas vocales determina que los sonidos sean vibrados o sonoros; la falta de tensión de las cuerdas vocales determina que los sonidos sean sordos. 2) Por cierre primero, acumulamiento de presión del aire después, y finalmente expulsión del aire. 3) Por estrechamiento y fricción en las aberturas de salida del aire. 4) Por cambios de forma y amplitud en las cavidades faríngeas, oral y nasal (garganta, boca y nariz).



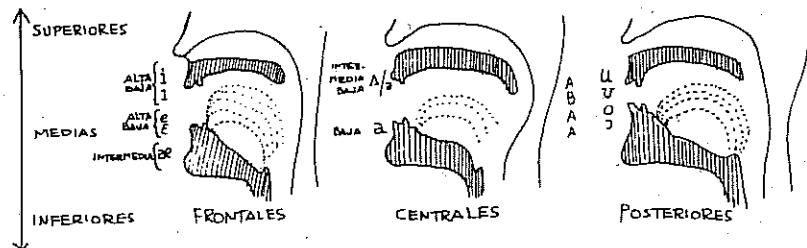
A.—SONIDOS VOCALES

Se caracterizan esencialmente porque sirven de base para la formación de sílabas. Todas las vocales son vibradas, es decir, se producen con vibración de las cuerdas vocales. Su calidad depende de la altura y posición de la lengua y de las modificaciones que tienen las cajas de resonancia (cavidades oral y nasal), al cambiar de posición la lengua y los labios. En inglés se cierra el pasaje nasal para pronunciar las vocales.

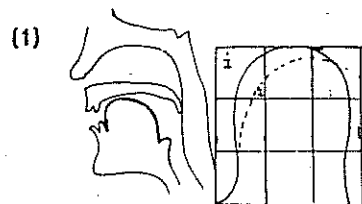
Hay vocales que se pronuncian tensando los músculos de la lengua y la laringe, se les llama tensas, y suelen aparecer señaladas con (:) en los diccionarios. Esta tensión da como resultado que el sonido se prolongue y adquiera calidad de diptongo.



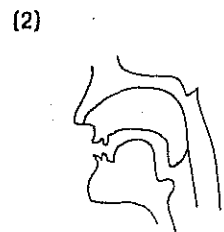
Se clasifican como frontales, centrales y posteriores, y como superiores, medias e inferiores.



1o. Vocales frontales



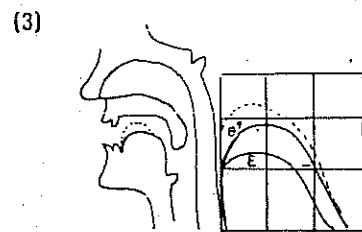
[i] Superior-alta. Tensa. (Simbolizada a veces [iy] por su calidad diptongada). Lengua alta en contacto lateral con los molares casi hasta el frente de la boca. Labios distendidos como en una amplia sonrisa.



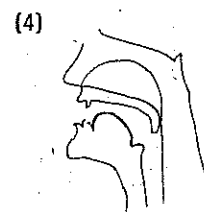
[ɪ] Superior-baja. Relajada. Tiene variantes más centrales. Lengua menos alta que para [i], pero con igual contacto lateral con los molares. Arco de la lengua ligeramente más atrás. Labios un poco más recogidos que para [i].

Palabras para contrastar:

[i] e [ɪ]: beat [bit] bit [bit].



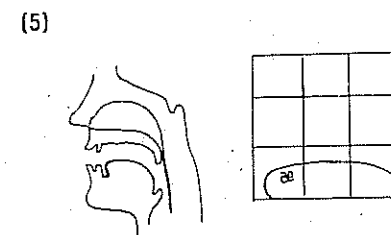
[e] Media-alta. Tensa. Normalmente la lengua se desliza de la posición media alta a la posición superior, adquiriendo calidad diptongada, a veces simbolizada [ey]. El sonido sin diptongar se da en sílabas no acentuadas. Lengua en contacto con molares superiores. Labios sin redondear.



[ɛ] Media-baja. Relajada. El arco de la lengua más atrás que para [e]. Igual contacto de la lengua con los molares superiores. Labios sin redondear.

Palabras para contrastar:

[e] y [ɛ]: bait/bet [bet]/[bet].

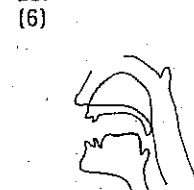


[æ] Inferior-media. Relajada. Se rompe el contacto lateral de la lengua con las muelas superiores. La lengua casi plana toca la encía inferior con su punta. Los labios están distendidos, sin redondear.

Palabras para contrastar todas las vocales frontales:

beat/bit/bait/bet/bat [bit]
[bit] [bet] [bet] [bet].

2o. Vocales centrales



[ə] Media-intermedia. Relajada. La lengua descansa casi inerte en posición media central, y tiene un ligero arco en el centro. Labios en posición neutra o ligeramente redondeados. Aparece exclusivamente en sílaba no acentuada.

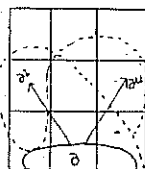


[ʌ] Media-baja, casi posterior. Relajada. La lengua se arquea más hacia atrás que para [ə]. Labios sin redondear. Aparece en monosílabos y sílabas acentuadas.

[ə] y [ʌ] no se dan en contraste, puesto que una va en sílaba acentuada y la otra no, pero podemos percibir la diferencia valiéndonos de permit (verbo) y permit (sustantivo) que se pronuncian [pə'mit] y [pʌ'mit].



(8)



- [a] Inferior-baja (tanto como se pueda). Relajada. Ligeramente hacia el frente de la parte central. Se da sin diptongar en relativamente pocos casos.

Palabras para contrastar:

[ə], [ʌ] y [a]: permit/permit (1a. sílaba)/par
[pər]/[pʌr]/[par].

- [ai] El diptongo [ai] se inicia con la lengua en posición de [a], se acentúa y valora este sonido, y luego se eleva la lengua hacia el frente para pronunciar [i].

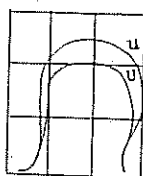
- [au] El diptongo [au] se inicia igual que el anterior, pero el arco de la lengua se eleva hacia atrás, a la posición de [u].

Palabras para contrastar:

[a], [ai] y [au]: bah/by/bow
[ba:]/[bai]/[bau].

3o. Vocales posteriores

(9)



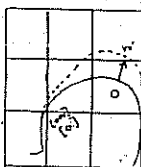
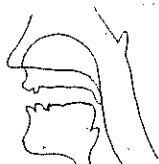
- [u] Superior-alta. Tensa. El arco de la lengua lo más alto posible en la cavidad oral. Labios completamente redondeados. Comúnmente tiene calidad de diptongo, y a veces se simboliza [uw].

- [ʊ] Superior-baja. Relajada. El punto más alto del arco de la lengua está ligeramente por debajo de la posición para [u]. Labios redondeados.

Palabras para contrastar:

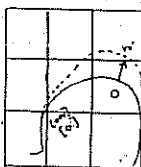
[u] y [ʊ]: pool/pull [pul]/[pʊl].

(10)

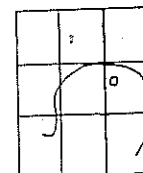


- [o:] Media-alta. Tensa. Fuerte calidad de diptongo. La lengua se eleva de la posición media a la superior baja y suele simbolizarse [ow]. Los labios están menos redondeados que para los dos sonidos anteriores.

(11)



(12)



- [ɔ] Básicamente el mismo sonido anterior, pero sin calidad diptongada. No se da comúnmente en sílabas que lleven acento primario o secundario.

Palabras para contrastar:

[o:] y [ɔ]: pole/poll [po:l]/[pɔl]

(13)



- [ɔ] Inferior-alta. Tensa. El arco de la lengua hacia atrás y en el lugar inmediatamente anterior al más bajo. Labios menos redondeados que [o].

- [ɔi] Para [ɔi] la lengua se eleva de su posición baja posterior a la posición superior frontal. Se acentúa y prolonga [ɔ] y luego se dice [i].

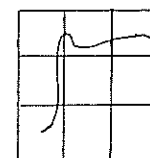
Palabras para contrastar:

[ɔ] y [ɔi]: pall/poil [pɔl]/[pɔil].

B.—SONIDOS DE CALIDAD VOCALICA

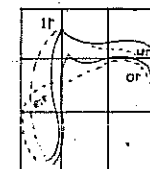
Sin fricción, y con pasaje del aire relativamente libre. Pasaje nasal cerrado. Son todos vibrados (hay vibración de las cuerdas vocales).

(14)



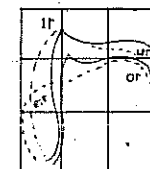
- [ɪ] Se da en la parte media-central de la cavidad oral. Arqueado el centro de la lengua, la punta vuelta hacia el paladar duro. A veces, el frente de la lengua es arquea y eleva hacia el paladar, mientras la punta se baja.

(15)



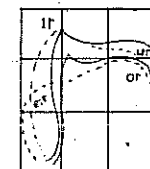
- [ɪr] Se combinan en una unidad los sonidos [ɪ] y [r].

(16)



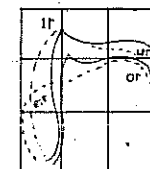
- [e:r] Se combinan en una unidad los sonidos [e:] y [r].

(17)



- [or] Se combinan en una unidad los sonidos [o] y [r].

(18)



- [ʊr] Se combinan en una unidad los sonidos [ʊ] y [r].



Palabras para contrastar:

[ʌɪ]	per/purr	[pʌɪ]
[ɪr]	peer	[pɪr]
[e:r]	pair/pear/pare	[pe:r]
[or]	por (ter)	[por tɔr]
[ʊr]	poor	[pʊr]

C.—CONSONANTES

Se caracterizan por no poder ser núcleos silábicos. Se definen por su punto de articulación, que es el de mayor cerramiento a la salida del aire. En la producción de todas las consonantes hay algún grado de cerramiento.

10. **Consonantes con salida continua del aire.** Su punto de articulación fluctúa un poco de acuerdo con la cualidad de la vocal a la que acompañan, vibradas.

(19)



[j] PREPALATAL O FRONTO PALATAL. Siempre más alta que la vocal o vocales a las que acompaña. Se colocan los labios en posición similar a la [i] con la punta de la lengua más alta y más adelante, ligeramente contra los incisivos inferiores.

Ejemplos: use [ju:z], you [ju:], view [vju:].

(20)

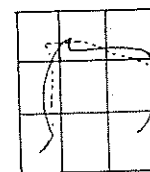
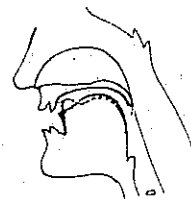


[w] DORSO-VELAR BILABIAL. El dorso de la lengua se coloca en el velo del paladar y de allí a la posición de la vocal siguiente, que siempre afecta el punto de iniciación de [w]. En ocasiones este sonido se produce con cierta fricción.

Es muda ante consonante y alarga la vocal anterior.

Ejemplos: win [wɪn], queen [kwi:n], one [wʌn].

(21)



[r] ALVEOLAR RETROFLEJA. Resonante*. Los lados de la lengua presionan contra los lados del paladar y los molares superiores. El ápice de la lengua, vuelto hacia atrás, se eleva hacia los alveolos, sin contacto con ellos; o puede elevarse el frente de la lengua y la punta dirigirse hacia abajo. La lengua no debe vibrar. Los labios están ligeramente redondeados. Alarga la vocal anterior, y se ensordece en contacto con una consonante sorda. Puede producirse con cierta fricción.

Ejemplos: ring [rɪŋ], carry ['kæri].

(22)



[l] APICO-ALVEOLAR O APICO-DENTAL. Resonante*. Generalmente hay contacto entre la punta de la lengua (ápice) y los alveolos, o entre la punta de la lengua y los dientes. A veces es dorso-velar lateral, sin tocar propiamente el velo del paladar. Siempre hay una oclusión central para que el aire escape por los lados de la lengua. Los labios están entreabiertos, relajados.

Alarga la vocal anterior, y se ensordece en contacto con una sorda. Puede producirse con cierta fricción. En ciertos casos, como en la palabra little [lɪ] se aproxima más a ser una vocal.

Ejemplos: leave [li:v], roll [ro:l].

* Los sonidos resonantes se producen sin fricción o explosión audible. Su cualidad depende de la alteración que sufran las cavidades, que se afectan unas a otras.



20. **Consonantes nasales.** Se producen bajando el velo del paladar y dejando salir el aire modulado, sin interrupción, por el pasaje nasal. Son resonantes y vibradas.

(23)



[m] **BILABIAL NASAL.** El pasaje oral se cierra totalmente al unirse los dos labios. La lengua está en contacto con los dientes inferiores.

Ejemplos: some [sʌm].

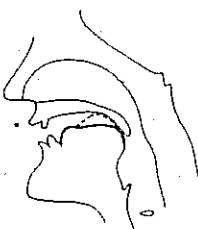
(24)



[n] **APICO-ALVEOLAR NASAL.** Oclusión del pasaje oral por contacto de la punta de la lengua con los alveolos. Los lados de la lengua presionan los molares superiores. Labios abiertos. El sonido [n] no es dental. La lengua no toca los incisivos superiores sino los alveolos.

Ejemplos: no [nɔː], envy [ɛnvi].

(25)



[ŋ] **DORSO-PALATAL O DORSO-VELAR NASAL.** Oclusión del pasaje oral por contacto del dorso de la lengua con parte del paladar duro y parte del velo del paladar. No hay resonancia en la cavidad oral. Labios abiertos. Rango de producción de más al frente con las vocales frontales a más atrás con las vocales posteriores. En la escritura aparece como n (con k en la misma sílaba o g en la siguiente), o como ng.

Ejemplos: ink [ɪŋk], angry [æŋɡri], sing [sɪŋ].

30. **Consonantes oclusivas.** Se detiene la salida del aire totalmente por un momento, el aire se acumula con cierta presión, y luego se deja escapar produciendo una ligera explosión.

(26)

SORDA.

[p] **BILABIAL.** Sonido sordo. La oclusión se produce al poner en contacto los dos labios. Hay aspiración, excepto después de s.

Ejemplos: pin [pin], happy [ˈhæpi].

(27)

VIBRADA



[b] **BILABIAL.** Articulación idéntica a la de [p], excepto que hay vibración de las cuerdas vocales y no hay aspiración.

Ejemplo: beet [bit], cupboard [ˈkʌbəd].

Palabras para contraste:

pill / bill [pil] / [bil].

(28)

SORDA

[t] **APICO-ALVEOLAR.** Sonido sordo. La punta de la lengua en contacto con los alveolos y los lados de la lengua en contacto con los molares superiores producen la oclusión. Al bajarse la lengua se produce la explosión por la salida del aire. Hay aspiración.

Ejemplos: tatter [ˈtætər], asked (-ed) [æskt].

(29)

VIBRADA



[d] **APICO-ALVEOLAR.** Igual articulación que para [t]. Es sonora y no tiene aspiración marcada.

Ejemplos: add [æd], lived (-ed) [lɪvd]; [t] y [d] no son dentales. La lengua no toca los incisivos sino los alveolos.

Palabras para contraste:

time/dime/ [taɪm]/[daɪm].

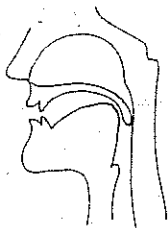


(30)
SORDA

[k] DORSO-PALATAL O DORSO-VELAR. Sonido sordo. El dorso de la lengua en contacto con el velo del paladar levantado. Se separan ambos después de acumulado el aire, y se produce la explosión. Se pronuncia hacia el frente con vocales frontales y hacia atrás con vocales posteriores.

Ejemplos: kill (vocal frontal) [kɪl], call (vocal posterior) [kɔːl]; [kw] quart [kwɔːt]; [ks] box [baks].

(31)
VIBRADA



[g] DORSO-PALATAL O DORSO-VELAR. Igual articulación que [k], pero con sonoridad y sin aspiración.

Ejemplos: gill (vocal frontal) [gɪl], gall (vocal posterior) [gɔːl].

Palabras para contraste:

coat/goat, [kot]/[got].

40. **Consonantes fricativas.** Se producen restringiendo o constriñendo en algún punto la salida del aire, que así causa fricción al escapar.

(32)



[h] GLOTTAL FRICATIVA CONTINUA. Sorda o vibrada según el contexto. Se produce fricción en una pequeña abertura en las cuerdas vocales, y de allí el aire fluye ya continuamente. Se inicia con una especie de aspiración o susurro ante vocal, [ɪ] o [w]. No se pronuncia en algunas palabras como heir, honor, hour, John, exhibit, etc.

[hw] Se confunde con [w]: which [whɪtʃ], witch [wɪtʃ].

Ejemplos: hitch [hɪtʃ] y which [whɪtʃ].

(33)
SORDA



[f] LABIODENTAL. Sorda. Ligero contacto de los dientes superiores con el labio inferior. La abertura para el paso del aire es amplia de lado a lado y poco profunda. Es fuerte y acorta la vocal acentuada anterior.

Ejemplos: far [fɑː], photo [ˈfoʊ to], enough [ɪˈnʌf].

(34)
VIBRADA

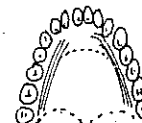
[v] LABIODENTAL. Igual articulación que [f], pero es sonora, es más débil y alarga la vocal acentuada anterior.

Ejemplos: vain [veɪn], of [ʌv].

Palabras para contraste:

fine/vine, [faɪn]/[vaɪn].

(35)
SORDA



[θ] INTERDENTAL. Sorda. Contacto de la punta de la lengua con los dientes superiores y de los lados de la lengua con los molares superiores. Abertura de salida del aire también más amplia de lado a lado que honda. [θ] es fuerte y acorta la vocal acentuada anterior.

Ejemplo: month [mʌnθ].

(36)
VIBRADA



[ð] INTERDENTAL. Igual articulación que para [θ], pero es sonora, es débil y alarga la vocal acentuada anterior.

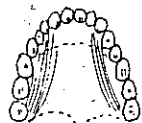
Ejemplo: this [ðɪs].

Palabras para contraste:

thigh/thy, [θaɪ]/[ðaɪ].

(37)
SORDA
SIBILANTE

[s] APICO-ALVEOLAR SIBILANTE. Sorda. La punta de la lengua no entra en contacto propiamente con los alveolos. Se forma una estrecha acanaladura a lo largo



de la línea media del frente de la lengua, mientras que los lados de la lengua están en contacto con los molares superiores. El aire hace fricción al salir entre los incisivos superiores e inferiores y contra el borde cortante de éstos. Los labios se abren y distienden un poco. A veces no es la punta de la lengua sino el frente el que se eleva a los alveolos, en cuyo caso la lengua se baja a posición detrás de los dientes incisivos inferiores. Es fuerte y acorta la vocal acentuada anterior.

Ejemplos: assist [ə'sist], cent [sent].

(38)
SORDA
SIBILANTE

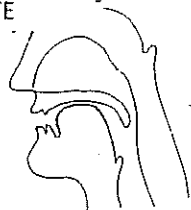


[z] APICO-ALVEOLAR SIBILANTE. Igual articulación que [s], pero es sonora, más débil que [s] y alarga la vocal acentuada anterior.

Ejemplos: realize ['ri·ə'laiz], rose [ro:z]

Palabras para contraste:
sip/zip [sip]/[zip]

(39)
SORDA
SIBILANTE



[ʃ] FRONTO-PALATAL SIBILANTE. Sorda. La fricción para la salida del aire se produce entre la lengua y las encías superiores. La lengua sin tocar los incisivos superiores y vuelta hacia el punto inmediatamente siguiente a los alveolos. Por los lados toca las caras interiores de los molares superiores. La abertura para la salida del aire es más profunda que amplía de lado a lado, labios salientes. Es fuerte y acorta la vocal acentuada anterior.

Ejemplo: she [ʃi:], sugar [ʃʊg·ə], action [æk·ʃən]

(40)
SORDA
SIBILANTE

[ʒ] FRONTO-PALATAL SIBILANTE. Igual articulación que [ʃ], pero sonora, más débil y produce alargamiento de la vocal acentuada anterior. [ʒ] aparece dentro de palabra y ocasionalmente al final.

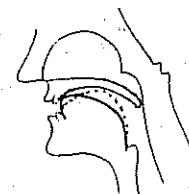
Ejemplo: rouge [ru:ʒ].

Palabras para contraste:

Aleutian/allusion, [əlu:'ʃən]/[ə'lu.ʒən].

50. Consonantes africadas. Se combina oclusión momentánea y leve fricción.

(41)
SORDA
SIBILANTE



[tʃ] APICO-ALVEOLAR SIBILANTE. Sorda. La punta de la lengua en contacto con los alvéolos, los lados con los molares superiores; se eleva la lengua casi hasta el paladar y se deja salir el aire con fricción entre la lengua y las encías superiores. No hay explosión. Sólo puede prolongarse la segunda parte de este sonido. [t] es fuerte y acorta la vocal anterior.

Ejemplos: chin [tʃɪn], question ['kwes-tʃən], venture ['ven-tʃər].

(42)
VIBRADA
SIBILANTE

[dʒ] APICO-ALVEOLAR SIBILANTE. Igual articulación que para [tʃ], pero [dʒ] es sonora, débil, y alarga la vocal anterior.

Ejemplos: judge [dʒʌdʒ].

Palabras para contraste
etch/edge, [etʃ]/[edʒ].



Apéndice II

Algunas indicaciones sobre

acentuación, ritmo y entonación en inglés

En la frase inglesa hay cuatro acentos, que se denominan primario, secundario, terciario y débil, pero no se simbolizan gráficamente, excepto en transcripciones fonéticas. En la palabra aislada solamente puede haber tres, que tampoco se señalan gráficamente. Aunque algunos diccionarios utilizan estos tres acentos en las transcripciones fonéticas de las palabras, lo más común es que sólo marquen la diferencia entre el acento principal o primario, fuerte, y un segundo acento más débil. El primero, el fuerte, simbolizado por (') y el segundo por (.) antepuestos en ambos casos a la sílaba acentuada.

Dentro de la frase, las palabras que normalmente llevan el acento fuerte son sustantivos, adjetivos, verbos y adverbios.

El acento primario, o fuerte, hace que la sílaba sobre la que recae se haga más enfática y se alargue ligeramente, y es muy importante para el ritmo de la frase, ya que éste depende de la recurrencia, a intervalos regulares, de acentos fuertes. En la necesidad de que las sílabas fuertes ocurran a intervalos regulares, es decir, que haya igual tiempo entre un acento y otro, radica una característica importante del inglés: que todas las sílabas que van entre dos de acento primario, o desde el inicio de la frase hasta el acento primario correspondiente, sin importar su número, se dicen como en un solo bloque, dándoles mayor rapidez que a las acentuadas e inclusive, para los oídos no acostumbrados al inglés, produciendo un efecto de amontonamiento.

En el ejemplo siguiente, todas las sílabas que aparecen antes de la inicial de **doctor**, que es la que lleva el acento primario, se pronuncian en el mismo tiempo en todas las frases, independientemente de su número:

He is a **doctor**.

He is a good **doctor**.

He is a very good **doctor**.

He is an extraordinarily good **doctor**.

Toda frase debe tener un acento primario. Si en una frase hay dos o más acentos primarios, habrá una pausa, señalada ortográficamente o no, entre un acento primario y otro, por ejemplo:

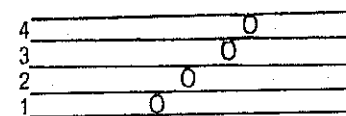
a) ... office
... to the office
He is going to the office
He is going to the office to see them

b) ... doctor
... is a doctor
... in the clinic is a doctor
The beautiful girl in the clinic is a doctor

Se utilizan las mismas indicaciones para señalar el ritmo y la entonación, y ambos se marcan en la sílaba inicial de la frase, en la que lleva el acento más fuerte, y al final. La más importante es la que precede al silencio final.

Hay que advertir que la entonación no es rígida, sino que la afectan las circunstancias individuales con que se pronuncia cada frase, pero básicamente hay dos patrones de entonación: el de elevación-descenso y el de elevación sostenida. Cuando las frases terminan en tono más bajo, disminuye la intensidad de la sílaba final y se hace más lenta; cuando terminan en tono más alto, aumenta ligeramente la intensidad y la lentitud es media. Si la frase sigue en igual tono, se está indicando que hay continuidad, que la frase no ha terminado, y en ese caso la sílaba final no cambia de velocidad.

Hay cuatro tonos básicos en inglés. Los vamos a numerar del 1 al 4, de más bajo a más alto, así:

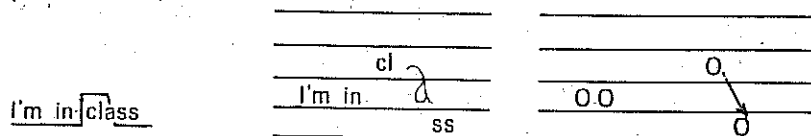


y los vamos a marcar con líneas, así:

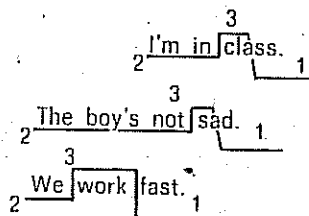
I'm a student.
I'm a student.
I'm a student.



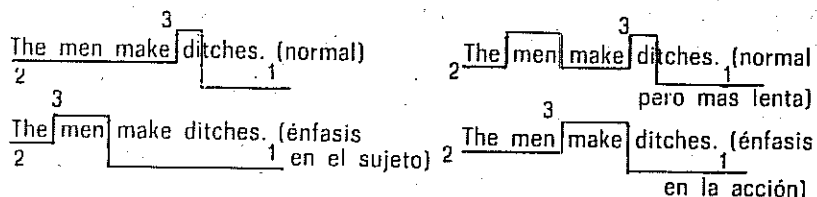
Cuando el cambio de entonación no se da de una sílaba a otra, sino en la misma sílaba, se utilizó una línea diagonal en lugar de una vertical para indicarlo, así:



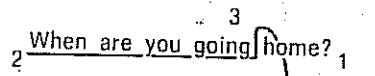
La entonación normal de frase aseverativa es de elevación-descenso, 2-3-1, así:



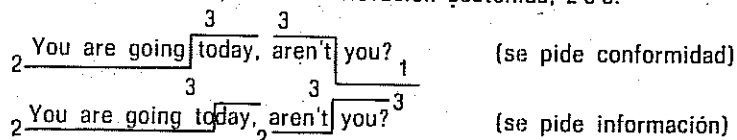
El énfasis puede recaer en distintos elementos de la frase, pero la entonación se mantiene igual:



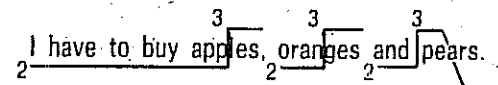
También para frase interrogativa en que se pide un dato se usa la entonación de elevación-descenso 2-3-1.



Hay otro tipo de preguntas, que se inician como aseveraciones y se concluyen como formas de interrogación total. En ellas se usa también la entonación 2-3-1, si se pide conformidad con lo aseverado. Si se pide información, la entonación es de elevación sostenida, 2-3-3.



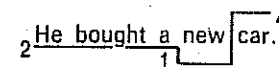
Si hay una enumeración, todos sus elementos se dan con elevación sostenida, menos el último, en que se da elevación-descenso.



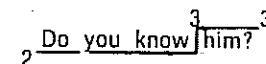
Para indicar excitación puede usarse la entonación elevación-descenso 4-2.

Fire!

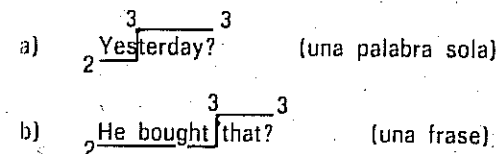
Para indicar consternación, o sorpresa es común utilizar la entonación 2-1-4, en que la elevación sostenida, después del mayor descenso, hace destacar la idea de que algo se sale de lo esperado.



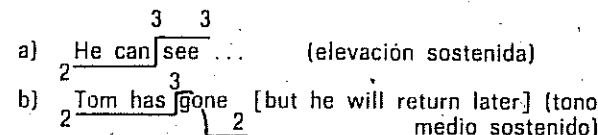
Para preguntar, si es interrogación total, se usa elevación sostenida 2-3-3.



e igual si se utiliza estructura afirmativa para preguntar:



Para indicar que al concluir lo enunciado no se ha terminado lo que se quiere decir, puede utilizarse la entonación de elevación sostenida 2-3-3, o una de tono medio sostenido al final 2-3-2.





Apéndice III

Clave de símbolos y resumen de estructuras de las unidades I a VIII

Clave de símbolos:

+ Símbolo de enlace.

() Indica elemento opcional.

El elemento que aparece como parte de una estructura, es decir, después del símbolo + y aparece entre paréntesis (), es un elemento opcional en la estructura, o sea que puede estar o no estar según la frase particular de que se trate.

Adj — adjective (adjetivo).

Adj.c — adjective indicating condition or state (adjetivo que indica condición o estado).

Adj.col — adjective of color (adjetivo que indica color).

Adj.q — adjective indicating quality or characteristic (adjetivo que indica cualidad o característica).

BE — infinitive of AM/IS/ARE (infinitivo de las formas AM/IS/ARE).

be — means AM/IS/ARE (significa las formas AM/IS/ARE).

C — complements: objects or circumstances of verb:

DO — direct object

IO — indirect object

PLexpr — expression of place:

PLprep + Det + N

HERE/THERE

IN + Geo. N.

T — time

M — manner:

Adverb — LY

Other adverbs.

Complementos del verbo:

Directo

Indirecto

Circunstancial de lugar

Circunstancial de tiempo

Circunstancial de modo — adverbios terminados en LY y otros.

Det. — determiner or determinative (A/AN, THE, PNPR'S, PossPR) (formas determinativas).

DO/IO — direct and indirect objects:

Ph/Pnp

Det + N (objetos directo e indirecto)

Opr

FW — frequency word (adverbio indicador de frecuencia).

FWaff — frequency word — affirmative (adverbio de frecuencia con valor afirmativo):

ALWAYS, USUALLY (GENERALLY), OFTEN (FREQUENTLY),
SOMETIMES.

FWneg — frequency word — negative (adverbio de frecuencia con valor negativo).

SELDOM (RARELY), NEVER

Geo N — geographical name: CITY, STATE, COUNTRY, CONTINENT:
(nombres geográficos).

IO — indirect object (objeto indirecto).

M — manner (circunstancial de modo).

N — noun (nombre o sustantivo).

Nnc — noun non-count (sustantivo que carece de número).

Np. — noun — plural (sustantivo plural).

Ns — noun — singular (sustantivo singular).

Nslnit C — noun singular. Initial consonant (sustantivo singular, sonido consonante inicial).

Nslnit V — noun — singular. Initial vowel (sustantivo singular, sonido vocal inicial).

OP — Object of possession (objeto que se posee).

Opr — object pronoun direct and indirect (pronombre acusativo y dativo):
ME (1s), YOU (2s), HIM (3s. masc.), HER (3s. fem.), IT (3s. neut),
US (1p), YOU (2p), THEM (3p).

PLexpr — expression of place (Circunstancial de lugar):

PLprep + Det + N

HERE/THERE

HOME/DOWNTOWN

IN/TO + Geo N

Pr N — proper noun (Pembert's, Wilson, Clark & Co., etc.).



PLprep — place preposition or prepositional phrase of place (preposición de lugar) — IN, ON, AT, BESIDE, etc.

Pn — personal name (nombre de persona).

Pnp — personal names — plural (nombres de personas).

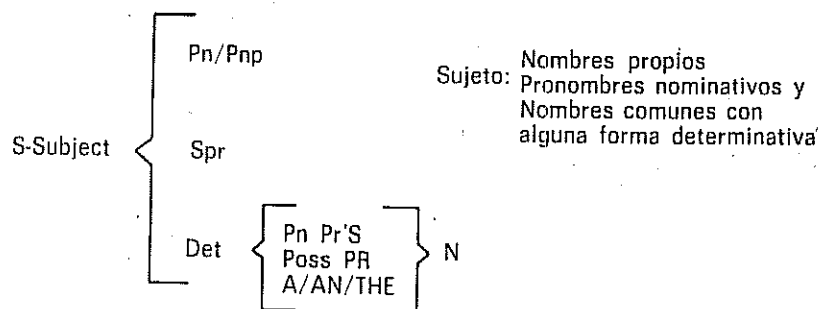
PnPR — Personal names as a point of reference (nombre de persona como punto de referencia).

PnPR'S — possessive of personal name as a point of reference (el posesivo del nombre de persona como punto de referencia).

Poss PR — possessive, point of reference (posesivo, punto de referencia).
Possessive pronouns (pronombres posesivos):

MY (1s), YOUR (2s), HIS (3s masc), HER (3s fem), ITS (3s neut), OUR (1p), YOUR (2p), THEIR (3p).

PrN — Proper noun (nombre propio): Pembert's, Wilson, Clark and Co., etc.



qwOC — question word asking about object or circumstance (pronombre interrogativo que pide complementos directo e indirecto, y circunstanciales).

qws — question word — subject (pronombre interrogativo de sujeto).

Rel — relationship (parentesco u otro tipo de relación social).

S(3s) — subject third person singular (sujeto de tercera persona singular).
HE or Pn (masc) or Det + Ns (masc)
SHE or Pn (fem) or Det + Ns (fem)
IT or Nnc or Det + Ns (neut)

S (no 3s) — subject, except third person singular (sujeto que no es tercera persona singular):

YOU
WE
THEY or Pnp or (Det) + Np

Spr — subject pronoun (pronombre nominativo) — I, YOU, HE, SHE, IT, WE, YOU, THEY.

T — time (circunstancial de tiempo).

UMp — unit of measure — plural (unidad de medida — plural).

UMps — unit of measure — singular (unidad de medida — singular).

V — name of verb, simple, non-altered forms (nombre del verbo, forma simple sin alteraciones).

Vs — verb — s/es ending (verbo en sus terminaciones s/es).

Vinf — verb — Infinitive (verbo en infinitivo).

V-ing — present participle of verb (participio presente del verbo).

1s — 1st. person singular (1a. persona singular, el hablante).

2s — 2nd. person singular (2a. persona singular, el oyente)

3s — 3rd. person singular — masculine, feminine or neuter (3a. persona singular — masculina, femenina o neutra — o sea, el objeto del que se habla, la persona objeto en el diálogo).

1p — 1st. person plural (1a. persona plural, el hablante con alguien o algo más).

2p — 2nd. person plural (2a. persona plural, el oyente con alguien o algo más).

3p — 3rd. person plural (3a. persona plural, o sea más de un tercero).

RESUMEN DE ESTRUCTURAS

UNIDAD I

- (1) WHAT IS IT?
- (2) IT IS (IT'S) A + Ns/Init C
- (3) IT IS (IT'S) AN + Ns/Init V
- (4) IT IS (IT'S) + Nnc
- (5) IT IS (IT'S) + A/AN + UMs + OF + Nnc
- (6) IT IS (IT'S) ONE + Ns
- (7) IT IS (IT'S) A/ONE + PAIR OF + Np



- (8) WHAT ARE THEY?
- (9) THEY ARE (THEY'RE) + Np
- (10) THEY ARE (THEY'RE) + TWO (THREE, ETC.) + Np
- (11) THEY ARE (THEY'RE) + TWO (THREE, ETC.) + PAIRS OF + Np
- (12) THEY ARE (THEY'RE) + TWO (THREE, ETC.) + Ump + OF + Nnc
- (13) HOW MANY?
- (14) HOW MUCH?

UNIDAD II

- (15) IS IT A/AN + Ns?
- (16) YES, IT IS A/AN + Ns (YES, IT'S A/AN...)
- (17) NO, IT IS NOT A/AN + Ns (NO, IT'S NOT A/AN...)
- (18) YES, IT IS
- (19) NO, IT'S NOT (NO, IT ISN'T)
- (20) IS IT + Nnc?
- (21) YES, IT IS + Nnc (YES, IT'S...)
- (22) YES, IT IS A/AN + UMs + OF + Nnc (YES, IT'S...)
- (23) NO, IT IS NOT + Nnc (NO, IT'S NOT...)
- (24) YES, IT IS
- (25) NO, IT'S NOT (NO, IT ISN'T)
- (26) ARE THEY + Np?
- (27) YES, THEY ARE + Np
- (28) YES, THEY ARE + TWO (THREE, ETC.) + Np
- (29) NO, THEY ARE NOT + Np (NO, THEY'RE NOT...)
- (30) YES, THEY ARE
- (31) NO, THEY'RE NOT (NO, THEY AREN'T)
- (32) WHAT TIME IS IT?
- (33) IT IS + NUMBER + NUMBER
[hour(s)] [minute(s)]
- (34) WHO AM I?
- (35) YOU ARE
- (36) YOU ARE $\left\{ \begin{array}{l} + Pn \\ + PnPR'S + Rel \\ + PossPR + Rel \\ OP \end{array} \right.$
- (37) WHO ARE YOU? (2s) (WHO'RE...)
- (38) I AM $\left\{ \begin{array}{l} + Pn \\ + PnPR'S + Rel \\ + PossP/R + Rel \end{array} \right.$ (I'M...)
- (39) WHO IS HE? (WHO'S...)
WHO IS SHE? (WHO'S...)

- (40) HE IS + Pn (masc) (HE'S...)
SHE IS + Pn (fem) (SHE'S...)
- (41) WHO IS $\left\{ \begin{array}{l} HE? (WHO'S...) \\ Pn (masc)? \end{array} \right.$
- (42) HE IS $\left\{ \begin{array}{l} + PnPR'S + Rel (sing masc) (HE'S...) \\ or Pn (masc) + PossPR + Rel (sing masc) \end{array} \right.$
- (43) WHO IS $\left\{ \begin{array}{l} SHE? (WHO'S...) \\ Pn (fem)? \end{array} \right.$
- (44) SHE IS $\left\{ \begin{array}{l} + PnPR'S + Rel (sing fem) (SHE'S...) \\ or Pn (fem) + PossPR + Rel (sing fem) \end{array} \right.$
- (45) WHO ARE WE? (WHO'RE...)
- (46) YOU (or WE) ARE $\left\{ \begin{array}{l} + Pn/p (YOU'RE...) (WE'RE...) \\ + PnPR'S + Rel (plural) \\ + PossPR + Rel (plural) \end{array} \right.$
- (47) WHO ARE YOU? (2p) (WHO'RE...)
- (48) WE ARE $\left\{ \begin{array}{l} + Pnp (WE'RE...) \\ + PnPR'S + Rel (plural) \\ + PossPR + Rel (plural) \end{array} \right.$
- (49) WHO ARE THEY? (WHO'RE...)
THEY ARE + Pnp (THEY'RE...)
- (50) WHO ARE $\left\{ \begin{array}{l} THEY? (WHO'RE...) \\ Pnp? \end{array} \right.$
- (51) THEY (or Pnp) ARE $\left\{ \begin{array}{l} + PnPR'S + Rel (plural) (THEY'RE...) \\ + PossPR + Rel (plural) \end{array} \right.$
- (52) WHAT IS IT?
IT IS $\left\{ \begin{array}{l} + A/AN + Ns (IT'S...) \\ + PnPR'S + OP (singular) \\ + PossPR \end{array} \right.$
- (53) WHAT ARE THEY?
THEY ARE $\left\{ \begin{array}{l} + Np (THEY'RE...) \\ + PnPR'S + O.P. (plural) \\ + PossPR \end{array} \right.$



(54) AM I. $\left\{ \begin{array}{l} + \text{Pn} \\ + \text{PnPR'S} + \text{Rel (sing)}? \\ + \text{PossPR} + \text{Rel (sing)}? \end{array} \right\}$ YES, YOU ARE. NO, YOU'RE NOT.
YES, I AM. NO, I'M NOT.

(55) IS HE $\left\{ \begin{array}{l} + \text{Pn (masc)} \\ + \text{PnPR'S} + \text{Rel (masc sing)}? \\ + \text{PossPR} + \text{Rel (masc sing)}? \end{array} \right\}$ YES, HE IS. NO, HE'S NOT.

(56) S SHE $\left\{ \begin{array}{l} + \text{Pn (fem)} \\ + \text{PnPR'S} + \text{Rel (fem sing)}? \\ + \text{PossPR} + \text{Rel (fem sing)}? \end{array} \right\}$ YES, SHE IS. NO, SHE'S NOT.
WE + Pnp YES, WE ARE. NO, WE'RE NOT.

(57) ARE YOU (2p) + PnPR'S + Rel (pl)? YES, YOU ARE. NO, YOU'RE NOT.
THEY + PossPR + Rel (pl)? YES, THEY ARE. NO, THEY'RE NOT.

(58) IS IT + PossPR + OP (sing)?

(59) ARE THEY + PossPR + OP (plural)?

UNIDAD III

(60) WHERE + be + S?

(61) S + be + Plprep $\left\{ \begin{array}{l} + \text{Det} + \text{N} \\ + \text{Pn/Pnp (en algunos casos)} \end{array} \right\}$

(62) S + be + BETWEEN $\left\{ \begin{array}{l} + \text{Det} + \text{Np (2)} \\ + \text{Det} + \text{N AND Det} + \text{N} \\ + \text{Pn/Pnp AND Pn/Pnp} \end{array} \right\}$

(63) S + be + AMONG $\left\{ \begin{array}{l} + \text{Det} + \text{Np (3 or more) (3 o más)} \\ + \text{Pnp (3 or more) (3 o más)} \end{array} \right\}$

(64) S + be $\left\{ \begin{array}{l} + \text{HERE} \\ + \text{THERE} \end{array} \right\}$

(65) S + be + IN + Geo N

(66) WHERE + be + S + FROM?

(67) S + be + FROM + Geo N

UNIDAD IV

(68) WHAT + be + S + LIKE?

(69) S + be + Adj q

(70) WHAT COLOR + be + S?

(71) S + be + Adj col

(72) HOW + be + S?

(73) S + be + Adj c

(74) WHAT + be + S (person)?

(75) S (sing) + be + A/AN + Ns (carpenter, clerk, architect, doctor, etc.) (Mexican, woman, child, Catholic, etc.)

(76) S (plural) + be + Np (carpenters, clerks, architects, doctors, etc.) (Mexicans, women, children, Catholics, etc.)

(77) S + be + Adjective of nationality, religion, etc.

UNIDAD V

(78) (PLEASE) + Vinf + (C) + (PLEASE)

(79) (PLEASE) + BE $\left\{ \begin{array}{l} + \text{Adj} + (\text{PExpr} + \text{T}) \\ + \text{PExpr} + \text{T} \end{array} \right\}$ + PLEASE

(80) (PLEASE) + DON'T $\left\{ \begin{array}{l} + \text{Vinf} + (\text{C}) + (PLEASE) \\ + \text{BE} + \text{Adj} + \text{PExpr} + \text{T} + (PLEASE) \\ + \text{PExpr} + \text{T} \end{array} \right\}$

(81) (PLEASE) + LET'S $\left\{ \begin{array}{l} + \text{Vinf} + (\text{C}) + (PLEASE) \\ + \text{BE} + \left\{ \begin{array}{l} + \text{Adj} + (\text{PExpr} + \text{T}) \\ + \text{PExpr} + \text{T} \end{array} \right\} \end{array} \right\}$ + (PLEASE)

(82) (PLEASE) + LET'S NOT $\left\{ \begin{array}{l} + \text{Vinf} + (\text{C}) + (PLEASE) \\ + \text{BE} + \text{Adj} + (\text{PExpr} + \text{T}) \\ + \text{PExpr} + \text{T} \end{array} \right\}$ + (PLEASE)

(83) (PLEASE) + Vinf + (DO) + M + (PLEASE)

(PLEASE) + DON'T + Vinf + (DO) + M + (PLEASE)

(PLEASE) + LET'S + Vinf + (DO) + M + (PLEASE)

(PLEASE) + LET'S NOT + Vinf + (DO) + M + (PLEASE)



UNIDAD VI

(84) WHAT + be + S + DOING?

(85) S + be + V-ing + (C)

(86) be + S + V-ing + (C)?

(87) YES, + S + be + V-ing + (C)

(88) NO, + S + be + NOT + V-ing + (C)

(89) YES, + Spr + be

(90) NO, + Spr + be + N'T

(91) S + be + V-ing
go
walk
run
etc.

{	+ TO	+ Det + N
		+ SCHOOL, CHURCH, CLASS
		+ Geo N
		+ PrN — Pembert's, Wilson, Clark and Co., etc.
{	+ HERE/THERE	
		+ HOME/DOWNTOWN

(92) WHOM + be + S + V-ing + (C)?

(93) S + be + V-ing

{	+ DO/IO
	+ Opr

UNIDAD VII

(94) S (3s) + Vs + (C)

(95) S (no3s) + V + (C)

(96) S (3s) + Vs + (other C) + T — every day, every night, etc.

(97) S (no3s) + V + (other C) + T — every day, every night, etc.

(98) S (3s) + FW + Vs + (C)

(99) S (no3s) + FW + V + (C)

(100) S + be + FW

{	+ Adj + (PExpr) + (T)
	+ PExpr + (T)
	+ T

(101) S (3s) + DOES NOT (DOESN'T) + Vinf + (C)

(102) S (no3s) + DO NOT (DON'T) + Vinf + (C)

(103) S (3s) + Vs + (other C) + EVERY DAY (night, etc.)
S (no3s) + V + (other C) + NOW

know
be
see
etc.

UNIDAD VIII

(104) DOES + S (3s) + Vinf + (C)?

(105) YES, + Spr (3s) + DOES

(106) NO, + Spr (3s) + DOESN'T

(107) YES, — respuesta — + S (3s) + VS + (C) — confirmación —

(108) NO, — respuesta — + S (3s) + Vs + (C) — información adicional de la realidad —

(109) DO + S (no3s) + Vinf + (C)?

(110) YES, + Spr (no3s) + DO

(111) NO, + Spr (no3s) + DON'T

(112) YES, — respuesta — + S (no 3s) + V + (C) — confirmación —

(113) NO, — respuesta — + S (no3s) + V + (C) — información de la realidad —

(114) DOES + S (3s)
DO + S (no3s)

{	EVER	+ Vinf + (C)?

(115) be + S + EVER

{	+ Adj + (PExpr) + (T)
	+ PExpr + (T)
	+ T

?

(116) YES, + FWaff
NO, + FWneg

(117) YES, + Spr (3s) + FWaff + DOES
YES, + Spr (no3s) + FWaff + DO
YES, + Spr + FWaff + be

(118) NO, + Spr (3s) + FWneg + DOES
NO, + Spr (no3s) + FWneg + DO
NO, + Spr + FWneg + be

(119) DOES + S (3s)
DO + S (no3s)

{	+ FWaff + Vinf + (C)?

be + Spr + FWaff

{	+ Adj + (PExpr) + (T)
	+ PExpr + (T)
	+ T



(120) YES, + Spr (3s) + DOES
YES, + Spr (no3s) + DO
YES, + Spr + be

YES, + Spr (3s) + FWaff + DOES
YES, + Spr (no3s) + FWaff + DO
YES, + Spr + FWaff + be

NO, + Spr (3s) + DOES NOT
NO, + Spr (no3s) + DO NOT
NO, + Spr + be + N'T

(121) YES, + S (3s) + FWaff + Vs + (C)
YES, + S (no3s) + FWaff + V + (C)

YES, + S + be + FWaff $\left\{ \begin{array}{l} + \text{Adj} + (\text{PExpr}) + (\text{T}) \\ + \text{PExpr} + (\text{T}) \\ + \text{T} \end{array} \right.$

(122) NO, + S (3s) + DOES NOT (DOESN'T)
NO, + S (no3s) + DO NOT (DON'T)

NO, + S + be NOT (N'T) + FWaff $\left\{ \begin{array}{l} + \text{Adj} + (\text{PExpr}) + (\text{T}) \\ + \text{PExpr} + (\text{T}) \\ + \text{T} \end{array} \right.$
—except sometimes—

(123) qwOC $\left\{ \begin{array}{l} + \text{DOES} \\ + \text{DO} \end{array} \right\} + \text{Vinf} + (\text{C})$
 $\left\{ \begin{array}{l} + \text{be} + \text{S} \left\{ \begin{array}{l} + \text{V-ing} + (\text{C}) \\ + \text{Adj} + (\text{PExpr}) + (\text{T}) \\ + \text{PExpr} + (\text{T}) \\ + \text{T} \end{array} \right\} \\ + \text{V-ing} + (\text{C}) \\ + \text{Adj} + (\text{PExpr}) + (\text{T}) \\ + \text{PExpr} + (\text{T}) \\ + \text{T} \end{array} \right\} ?$

(124) qws $\left\{ \begin{array}{l} + \text{Vs} + (\text{C}) \\ + \text{IS} \left\{ \begin{array}{l} + \text{V-ing} + (\text{C}) \\ + \text{Adj} + (\text{PExpr}) + (\text{T}) \\ + \text{PExpr} + (\text{T}) \\ + \text{T} \end{array} \right\} \end{array} \right\} ?$