

# CUADERNILLO DE INGLÉS II

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II

SEMESTRE

Nombre: \_\_\_\_\_

Grupo: \_\_\_\_\_



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## PRESENTACIÓN

Si una institución no se preocupa por las circunstancias que rodean a cada uno de sus estudiantes, la labor educativa no se cumple de forma adecuada; por ello, el material que ahora tienes entre tus manos, es el producto de todo un proceso de trabajo colaborativo, el cual fue desarrollado entre el Departamento de Docencia y Apoyo Académico de la Dirección General del Colegio de Bachilleres del Estado de Quintana Roo (COBAQROO) y los Docentes de cada uno de los planteles que forman parte de tan importante institución educativa para el estado.

Es por ello, que para nosotros el proceso de enseñanza-aprendizaje debe de atenderse sin importar las circunstancias, pues la innovación educativa no sólo se trata de implementar las diversas tecnologías que hoy en día existen, sino también, en crear estrategias para que tú, estudiante, no te quedes sin supervisión y acompañamiento pedagógico.

Para el COBAQROO representas una pieza fundamental, pues sin ti, nuestra labor simplemente no tendría sentido. Si bien es cierto, esta pandemia nos ha orillado a integrar otras formas de acompañamiento educativo, no quiere decir que se trate de un trabajo que quedará sobre el escritorio; es todo lo contrario: hemos tenido la posibilidad de descubrir el gran talento y entrega que hay en cada una de las personas que conforman la planta laboral de tu colegio.

Desde el aula virtual y los celulares que cada uno de tus docentes custodia para estar en contacto contigo, pasando por aquellas autoridades que te brindan acompañamiento en tu instancia educativa, hasta llegar a quienes nos hallamos en la Dirección General, nos mueve un solo objetivo: continuar enriqueciendo a la juventud quintanarroense, con base en una educación de calidad humana, cultural y académica. Nunca estuviste solo o sola, pues en estas páginas se anida el profesionalismo de quienes velan por tu formación educativa.

No bajes la guardia, continúa cuidándote, pues si hay salud todo lo demás será posible. No dejes de estar en contacto con cada uno de tus docentes, y también permite que tu familia te apoye en todo lo que pueda. En el Colegio de Bachilleres del Estado de Quintana Roo hay compromiso por ti y para ti. Te deseo el mejor de los éxitos en este nuevo semestre que ya has iniciado; y no lo olvides, un joven que piensa de manera crítica en el marco del respeto hacia sus semejantes, está destinado a crear grandes cosas para su sociedad y para sí mismo.

**M.T.E. Isaías Rodríguez González**  
Director General



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# INTRODUCCIÓN

A continuación, encontrarás dividido en cuatro bloques la asignatura de Inglés II, acordes al programa de estudios emitidos por la Dirección General de Bachillerato.

En cada bloque encontrarás una breve explicación de cada tema, posteriormente habrá una serie de actividades por cada bloque en el que podrás aplicar lo aprendido. Puedes leer la información las veces que requieras previo a las actividades.

Posteriormente tendrás una serie de evaluaciones que te permitirán autoevaluarte.

Te deseo éxito en este proceso de enseñanza – aprendizaje.



## BLOQUE I. "SIMILARITIES AND DIFERENCES"

### ➤ **Aprendizaje Esperado:**

Compara las características de personas, objetos y lugares de forma oral, considerando la fluidez, pronunciación dominio del tema y entonación, privilegiando al diálogo para la construcción de nuevos conocimientos.

Establece de forma escrita las diferencias y similitudes de lugares, personas y objetos, utilizando la gramática apropiada, coherencia y ortografía en un entorno de respeto y tolerancia hacia la diversidad de su contexto.

### ➤ **Atributo (s):**

4.4.- Se comunica en una segunda lengua en situaciones cotidianas. / 8.3.- Asume una actitud constructiva, congruente con los conocimientos y habilidades con los que cuenta dentro de distintos equipos de trabajo. / 10.2.- Dialoga y aprende de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de sus propias circunstancias en un contexto más amplio.

### ➤ **Conocimiento (s):**

Vocabulario: Características de personas, lugares y objetos. / Gramática: Adjetivos de igualdad de forma afirmativa y negativa "As...as". / Gramática: Comparativos "-er than, more than". / Gramática: Superlativos "The -est, the most". / Gramática: Adjetivos Irregulares.

### **Lectura previa**

Lee con mucha atención el siguiente texto:

#### **ADJECTIVES/ADJETIVOS**

Qualifying adjectives are the most common type of adjectives in English. These adjectives are used to describe living beings or things, are those words that describe or express the characteristics, features or properties of a noun.

*Los adjetivos calificativos son el tipo más común de adjetivos en inglés.*

*Estos adjetivos se utilizan para describir seres vivos o cosas, son aquellas palabras que describen o expresan las características, rasgos o propiedades de un sustantivo.*

Also, can tell us the shape, color, appearance, size, among other things.

*Además, puede indicarnos la forma, color, apariencia, tamaño, entre otras cosas.*

Los adjetivos calificativos acompañan al nombre para expresar cualidades o características propias de personas, animales, cosas o conceptos.

Generalmente preceden al nombre o sustantivo al que hacen referencia:

- **Beautiful** flower (**Hermosa** flor) / **Blue** moon (luna **azul**)

Podemos encontrar diferentes tipos de adjetivos calificativos:

- De tamaño (Big ➡ grande, **Small** ➡ **pequeño**, etc.)

- De personalidad (Lazy ➡ perezoso, **Honest** ➡ **honesto**, etc.)



- De apariencia (Beautiful ➡ hermoso, Ugly ➡ feo, etc.)
- De edad (Old ➡ viejo, Young ➡ joven, etc.)
- De temperatura (Hot ➡ caliente, Cold ➡ frío, etc.)
- De color (White ➡ blanco, blue ➡ azul, etc.)
- De circunstancia o condición (Open ➡ abierto, Healthy ➡ sano, etc.)
- De textura (Hard ➡ duro, Soft ➡ blando, etc.)
- De emoción (Happy ➡ alegre, Sad ➡ triste, etc.)

How are QUALIFYING ADJECTIVES used?

¿Cómo se utilizan los ADJETIVOS CALIFICATIVOS?

- Qualifying adjectives are always placed in front of a noun and do not accept gender or number inflection, so they retain their same form in all cases.  
*Los adjetivos calificativos siempre se colocan delante de un sustantivo y no aceptan inflexión de género o número, por lo que conservan su misma forma en todos los casos.*
- However, adjectives can also be placed after a verb, as long as it is the verb to be or another related to the five senses: look, feel, smell, taste, sound.  
*Sin embargo, los adjetivos también se pueden colocar después de un verbo, siempre que sea el verbo to be u otro relacionado con los cinco sentidos: mirar, sentir, oler, gustar, sonar.*
- Generally, the adjective order in English is:
  1. Quantity or number ➡ One, four, second, double...
  2. Quality or opinion ➡ Lovely, beautiful, amazing, useful...
  3. Size ➡ Tiny, big, huge, small...
  4. Age ➡ Old, young, modern, new...
  5. Shape ➡ Square, round, bright, soft...
  6. Color ➡ Pink, yellow, blue, white...
  7. Proper adjective (often nationality, other place of origin, or material) ➡ Italian, Spanish, French, Mexican, Plastic, glass, metallic, steel...
  8. Purpose or qualifier  
*Generalmente, el orden de los adjetivos en inglés es:*
    1. Cantidad o número
    2. Calidad u opinión
    3. Tamaño
    4. Edad
    5. Forma
    6. Color
    7. Adjetivo propio (a menudo nacionalidad, otro lugar de origen o material)
    8. Finalidad o calificativo





\*Examples:

There is a **red** ball on the table.

You have a **small** dog.

Mary is **happy** today.

This perfume smells **good**.

\* Ejemplos:

Hay una bola **roja** sobre la mesa.

Tienes un perro **pequeño**.

María está **feliz** hoy.

Este perfume huele **bien**.



I have an **amazing big new blue French** car.

### Two important rules are:

\* We always use qualifying adjectives before nouns.

\* Qualifying adjectives stay the same for singular and plural nouns.

Dos reglas importantes son:

\* Siempre usamos adjetivos calificativos antes de sustantivos.

\* Los adjetivos que califican son los mismos para sustantivos en singular y plural.

The **beautiful** houses (plural) Las casas **hermosas** (plural)

The **beautiful** house (singular) La casa **hermosa** (singular)

The **big** men (plural) Los hombres **grandes** (plural)

The **big** man (singular) El hombre **grande** (singular)

### **ADJETIVOS DELANTE DEL NOMBRE**

Cuando califican a un sustantivo (un objeto, una persona, un concepto, etc.)

- A blonde girl / Una chica rubia

A difficult problem / Un problema difícil



### **ADJETIVOS DESPUÉS DEL VERBO TO BE (is, are, am, was, were)**

- Helen is happy today / Helen está feliz hoy

- I'm thirsty / Estoy sediento



Los adjetivos sirven para describir tamaños, formas, colores, cantidades, etc.

- Big, short, red, yellow, little, enough, etc.

Carecen de plural.

- I have a big book / Tengo un libro grande

- I have two big books / Tengo dos libros grandes

Carecen de género

- A bad boy / Un chico malo

- A bad girl / Una chica mala

Lee con mucha atención el siguiente texto:

Al igual que en español, en inglés cuando queremos comparar dos cosas utilizamos los adjetivos y sus distintos grados: positivo, comparativo y superlativo.

- El **grado positivo** refiere la forma más simple:

A **sunny** day / Un día **soleado**

- El **grado comparativo** refiere una cualidad mayor de una cosa respecto de otra.

A **better** day / Un día **mejor**

- El **grado superlativo** refiere la cualidad en su mayor expresión:

Today is **the best** day of the year / Hoy es **el mejor** día del año

### **Lectura previa**

Lee con mucha atención el siguiente texto:

Al igual que en español, en inglés cuando queremos comparar dos cosas utilizamos los adjetivos y sus distintos grados: positivo, comparativo y superlativo.

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A **better** day / Un día **mejor**

- El **grado superlativo** refiere la cualidad en su mayor expresión:

Today is **the best** day of the year / Hoy es **el mejor** día del año

1. Deberás copiar las siguientes actividades en tu libreta y resolverlas ahí.
2. Complete the following chart with the comparative and superlative adjectives (Completa el siguiente cuadro con los adjetivos comparativos y superlativos):

**TEMA 1. COMPARATIVO “-er... than, more... than”.**

Comparar es observar diferencias entre dos objetos, animales o cosas. Esas diferencias se llaman **adjetivos** y son aquellas palabras que acompañan a los sustantivos para expresar una cualidad de los mismos.

Por ejemplo: Alumno alto. (El **adjetivo** aquí es **alto**).

La forma comparativa en inglés se identifica porque al adjetivo se le añade “*er... than*” (más...que). Si queremos decir: Christian es más alto que Freddy / Christian is taller *than* Freddy.

**✓ Adjetivos de una sílaba.**

| Adjetivo     | Comparativo |
|--------------|-------------|
| <b>tall</b>  | taller      |
| <b>fat</b>   | fatter      |
| <b>rich</b>  | richer      |
| <b>big</b>   | bigger      |
| <b>short</b> | shorter     |
| <b>sad</b>   | sadder      |
| <b>large</b> | larger      |
| <b>fast</b>  | faster      |
| <b>small</b> | smaller     |
| <b>high</b>  | higher      |

Si observas bien la tabla anterior podrás encontrar dos reglas para convertir los adjetivos a su forma comparativa:

- Adjetivos Cortos de una sílaba, terminados en una consonante y que les preceda una vocal; deben duplicar la última consonante y añadir “*er*”. Ejemplo: My school is bigger *than* yours.
- Adjetivos Cortos de una sílaba deben añadir “*er*” en su forma comparativa.  
Ejemplo: Your school is smaller *than* mine.



✓ Adjetivos de dos sílabas.

| Adjetivo        | Comparativo   |
|-----------------|---------------|
| <b>happy</b>    | happier       |
| <b>simple</b>   | simpler       |
| <b>busy</b>     | busier        |
| <b>tilted</b>   | more tilted   |
| <b>tangled</b>  | more tangled  |
| <b>peaceful</b> | more peaceful |
| <b>pleasant</b> | more pleasant |
| <b>careful</b>  | more careful  |
| <b>honest</b>   | more honest   |

Observando la tabla anterior podemos encontrar dos reglas para convertir los adjetivos de dos sílabas en su forma comparativa:

- a. Pueden formar el comparativo añadiendo “er”, como los adjetivos de una sílaba.

Ejemplo: The computer is simpler *than* the cell phone.

- b. Cuando un adjetivo de dos sílabas termina en “y”, hay que cambiarla por “i” y luego añadir “er”

Ejemplo: Peter is happier *than* Sonia.

- c. Colocando la palabra “more” antes del adjetivo, como ocurre con los adjetivos de tres sílabas.

Ejemplo: John is *more* honest *than* Robert.

✓ Adjetivos de tres sílabas.

| Adjetivo         | Comparativo    |
|------------------|----------------|
| <b>important</b> | more important |
| <b>expensive</b> | more expensive |

Como puedes apreciar los adjetivos de tres sílabas o más forman el comparativo colocando la palabra *more* antes del adjetivo. Ejemplo: English class is *more* important *than* Spanish.

✓ **Adjetivos irregulares o especiales.**

| Adjetivo | Comparativo     |
|----------|-----------------|
| good     | better          |
| well     | better          |
| bad      | worse           |
| little   | less            |
| many     | more            |
| much     | more            |
| far      | further/farther |

Estos adjetivos no siguen reglas. Cambian con la misma precisión con la cual se aprecian en la tabla.

Ejemplo: This course book is *better than* the last one.

¡Ahora vamos a poner en práctica el conocimiento!

**Actividad 1A.**

**Fill in the blanks with the right form of the adjectives in parentheses / Completa los espacios en blanco con la forma correcta de los adjetivos en parenthesis.**

Examples: Is your father older than your mother? (old)

The red pen is more expensive than the blue one. (expensive)

1. Is this cat \_\_\_\_\_ yours? (small)
2. Today, I am \_\_\_\_\_ yesterday. (happy)
3. She is \_\_\_\_\_ her brother. (intelligent)
4. They are \_\_\_\_\_ their parents. (tall)
5. Is this car \_\_\_\_\_ hers? (new)
6. Jon's car is \_\_\_\_\_ his wife's. (fast)
7. This work isn't \_\_\_\_\_ yours. (important)
8. It is still expensive, but at least \_\_\_\_\_ the last time. (cheap)



9. Cathy is \_\_\_\_\_ Mark. (young)
10. My girlfriend is \_\_\_\_\_ his. (beautiful)
11. Cathy is \_\_\_\_\_ her sister. (pretty)
12. Is Luis Miguel \_\_\_\_\_ Julio Iglesias? (handsome)
13. This exercise is \_\_\_\_\_ the last one. (easy)
14. Elisa is \_\_\_\_\_ George. (old)
15. Non-smokers usually live \_\_\_\_\_ smokers.

### Actividad 2A.

**Write the comparative form of these adjectives / Escribe la forma comparative de estos adjetivos.**

Examples: high higher

sunny sunnier

- |                 |                   |                 |
|-----------------|-------------------|-----------------|
| 1. Low _____    | Cool _____        | Cold _____      |
| 2. Nice _____   | Grey _____        | Wet _____       |
| 3. Easy _____   | Lazy _____        | Fast _____      |
| 4. Big _____    | Gentle _____      | Quiet _____     |
| 5. Fit _____    | Sweet _____       | Loud _____      |
| 6. Dark _____   | Long _____        | Expensive _____ |
| 7. Famous _____ | Popular _____     | Hard _____      |
| 8. Quiet _____  | Interesting _____ | Short _____     |

### Actividad 3A.

**There is a mistake in each sentence. Find and correct it / Hay un error en cada oración. Encuéntralo y corrígelo.**

**Example.** Today is cold than yesterday.

Today is colder than yesterday.

1. This job is gooder than my last one.
2. He is a badder manager than her.
3. I earn littler money than him.
4. He earns manyer money than me.
5. Do you want to go on to far education?

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## Actividad 4A.

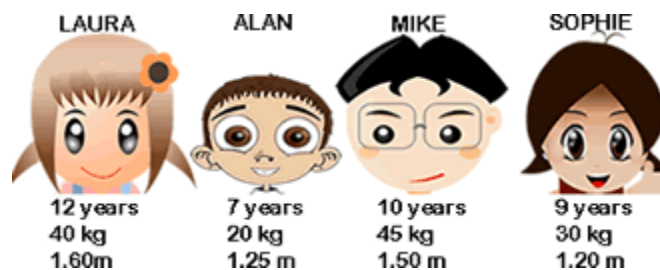
Maria is a foreign student in London. She is speaking about the problems of learning English /  
Maria es una estudiante extranjera en Londres. Ella está hablando acerca de los problemas para  
aprender inglés.

Complete what Maria says using comparatives of the adjectives in brackets; add *than* where  
necessary / Complete lo que Maria dice usando el comparativo de los adjetivos entre paréntesis;  
añade *than* donde sea necesario.

“Oh, why is English such a difficult language! I think it’s more difficult than (difficult) French.  
Sometimes I feel that my English is getting \_\_\_\_\_ (bad), not \_\_\_\_\_ (good)! When  
you first start learning English, it seems \_\_\_\_\_ (easy) other languages and the grammar looks  
\_\_\_\_\_ (simple). However, when you become \_\_\_\_\_ (advanced), it gets  
\_\_\_\_\_ (complicated). There are also so many words in English! The dictionary I bought when  
I first came to Britain is far too small. I’m already looking for something \_\_\_\_\_ (big) and  
\_\_\_\_\_ (comprehensive).

## Actividad 5A.

Look at the information given about Laura, Alan, Mike and Sophie and choose the correct  
comparative form / Mira la información proporcionada acerca de Laura, Alan, Mike y Sophie;  
selecciona la forma comparativa correcta.



- |                          |                 |                 |
|--------------------------|-----------------|-----------------|
| 1. Mike is _____ Laura.  | a. younger than | b. older than   |
| 2. Sophie is _____ Alan. | a. younger than | b. older than   |
| 3. Laura _____ Sophie.   | a. shorter than | b. taller than  |
| 4. Mike is _____ Laura.  | a. lighter than | b. heavier than |
| 5. Alan is _____ Sophie. | a. older than   | b. younger than |



- |                            |                 |                 |
|----------------------------|-----------------|-----------------|
| 6. Sophie is _____ Mike.   | a. shorter than | b. taller than  |
| 7. Alan is _____ Sophie.   | a. lighter than | b. heavier than |
| 8. Laura is _____ Mike.    | a. heavier than | b. lighter than |
| 9. Mike is _____ Sophie.   | a. taller than  | b. shorter than |
| 10. Sophie is _____ Laura. | a. heavier than | b. lighter than |
| 11. Alan is _____ Sophie.  | a. taller than  | b. shorter than |
| 12. Laura is _____ Alan.   | A. younger than | b. older than   |

**Actividad 6A. Look at these two restaurant ads. Then read the statements below, and decide if they are True (T) or False (F) / Mira los anuncios de estos dos restaurantes. Después lee las oraciones de abajo y decide si son Verdaderas o Falsas.**

|                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Luigi's</u><br/><u>Italian Restaurant</u><br/><b>Family-style eating since 1990</b><br/>Open Tuesday-Sunday, 12:00-9:00<br/>EARLY-BIRD SPECIAL<br/>(full dinner for \$10.95 if ordered before<br/>6:00)<br/>No reservation necessary<br/>No credit cards<br/>875 Orange St.</p> <hr/>  | <p><u>Antonio's</u><br/><u>Ristorante Italiano</u><br/><u>Established in 1990</u><br/><b>Relaxed dining in a romantic atmosphere</b><br/>open seven days a week-dinner only<br/>reservations suggested<br/><u>all credit cards accepted</u><br/>1273 Orange Street 453-3285<br/>one free beverage with this ad</p>  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- F   1. Luigi's is older than Antonio's.
2. Antonio's is more romantic than Luigi's.
3. Luigi's is probably less crowded.
4. Antonio's seems cheaper than Luigi's.
5. On Tuesdays, Luigi's has shorter business hours.



**TEMA 2. SUPERLATIVO “-The... est, the most”.**

Superlativo es un elemento de un grupo que se diferencia de los demás por poseer el extremo superior o inferior de una cualidad. Se construye con el **adjetivo** en grado comparativo de superioridad o en grado comparativo de inferioridad, precedido del artículo “*the*” y la terminación “*est*”.

Por ejemplo: Juan es el más alto del grupo. (El **adjetivo** aquí es **alto**) y (la superioridad “*el más alto*”). La forma superlativa en inglés se identifica porque al adjetivo se le antepone artículo “*the*” y se le añade “*est*”; es decir: “*The... est*” (*el más*). Si queremos decir: Christian es el más alto del grupo / Christian is *the tallest* in the group.

**✓ Adjetivos de una sílaba.**

| Adjetivo     | Superlativo         |
|--------------|---------------------|
| <b>tall</b>  | The <i>tallest</i>  |
| <b>fat</b>   | The <i>fattest</i>  |
| <b>rich</b>  | The <i>richest</i>  |
| <b>big</b>   | The <i>biggest</i>  |
| <b>short</b> | The <i>shortest</i> |
| <b>sad</b>   | The <i>saddest</i>  |
| <b>large</b> | The <i>largest</i>  |
| <b>fast</b>  | The <i>fastest</i>  |
| <b>small</b> | The <i>smallest</i> |
| <b>high</b>  | The <i>highest</i>  |

Si observas bien la tabla anterior podrás encontrar dos reglas para convertir los adjetivos a su forma superlativa:

- Adjetivos Cortos de una sílaba, terminados en una consonante y que les preceda una vocal; deben duplicar la última consonante, anteponer el artículo “*the*” y añadir “*est*”.

Ejemplo: My school is *the biggest* in this city.

- Adjetivos Cortos de una sílaba deben anteponer el artículo “*the*” y añadir “*est*” en su forma superlativa.

Ejemplo: Your school is *the smallest* in this town.



✓ Adjetivos de dos sílabas.

| Adjetivo | Comparativo              |
|----------|--------------------------|
| happy    | <i>The happiest</i>      |
| simple   | <i>The simplest</i>      |
| busy     | <i>The busiest</i>       |
| tilted   | <i>The most tilted</i>   |
| tangled  | <i>The most tangled</i>  |
| peaceful | <i>The most peaceful</i> |
| pleasant | <i>The most pleasant</i> |
| careful  | <i>The most careful</i>  |
| honest   | <i>The most honest</i>   |

Observando la tabla anterior podemos encontrar dos reglas para convertir los adjetivos de dos sílabas en su forma superlativa:

- a. Pueden formar el superlativo anteponiendo el artículo *“the”* y añadiendo *“est”*, como los adjetivos de una sílaba.

Ejemplo: The computer is *the simplest* tool to do my homework.

- b. Cuando un adjetivo de dos sílabas termina en *“y”*, hay que anteponer el artículo *“the”* y cambiar la letra *“y”* por *“i”* y luego añadir *“est”*

Ejemplo: Peter is *the happiest* in this classroom.

- c. Colocando las palabras *“the most”* antes del adjetivo, como ocurre con los adjetivos de tres sílabas.

Ejemplo: John is *the most* honest in our class.

✓ Adjetivos de tres sílabas.

| Adjetivo  | Comparativo               |
|-----------|---------------------------|
| important | <i>The most important</i> |
| expensive | <i>The most expensive</i> |

Como puedes apreciar los adjetivos de tres sílabas o más forman el superlativo colocando las palabras *the most* antes del adjetivo. Ejemplo: English class is *the most* important.



✓ **Adjetivos irregulares o especiales.**

| Adjetivo | Comparativo               |
|----------|---------------------------|
| good     | The best                  |
| well     | The best                  |
| bad      | The worst                 |
| little   | The least                 |
| many     | The most                  |
| much     | The most                  |
| far      | The furthest/The farthest |

Estos adjetivos no siguen reglas. Cambian con la misma precisión con la cual se aprecian en la tabla.

Ejemplo: This course book is *the best*.

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**Actividad 1B. Check the correct answers / Cheque las respuestas correctas.**

- Which word always goes before the superlative form of the adjective?  
\_\_\_\_\_ **a or an**          \_\_\_\_\_ *the*          \_\_\_\_\_ *most*
- Which letters do you add to the end of a short adjective to form the superlative?  
\_\_\_\_\_ **-er**          \_\_\_\_\_ **-est**
- Which words do you add before a long adjective?  
\_\_\_\_\_ **more or less**          \_\_\_\_\_ **most or least**

**Actividad 2B. Read this Mother's Day card written by a young child. Underline all the superlative adjectives. You have one example / Lee esta tarjeta del día de las madres escrita por un niño pequeño. Subraya todos los adjetivos en su forma superlativa. Tienes un ejemplo.**



Mom: You are the best mother in the whole wide world.

You are the smartest, the brightest, and the funniest of all moms I've ever known.

You are the nicest mom I've ever had.

You are the most wonderful and definitely the least mean.

No mom in the whole wide world is better than you.

You are the greatest mother of all.

I love you very, very much!

Happy Mother's Day!

Love,  
Erin

**Actividad 3B.** Read these sentences from Valentine's Day cards. Complete them with the superlative form of the adjectives in parentheses / Lee estas oraciones de tarjetas del día de San Valentín. Complétalas con la forma superlative de los adjetivos en parentesis.

**Example.** You are so good to me. I am the luckiest (lucky) person in the world.

1. The day we were married was \_\_\_\_\_ (happy) day of my life.
2. You are a terrific teacher. You are \_\_\_\_\_ (good) teacher in the school.
3. You make me feel warm even in \_\_\_\_\_ (cold) months of the year.
4. You are \_\_\_\_\_ (nice) cousin of all.
5. Grandma, you are \_\_\_\_\_ (wise) person in our family. Maybe that's why I love you the most.

**Actividad 4B.**

Read this paragraph from a student's essay. Find and correct five mistakes in the use of superlative adjectives. The first mistake is already corrected / Lee este párrafo del ensayo de un estudiante. Encuentra y corrige cinco errores en el uso de los adjetivos en su forma superlativa.



**Ramadán in the ~~the~~ <sup>serious</sup>est (the most serious) time in Muslim culture. During Ramadan, we do not eat from sunup to sunset. This is difficult for everyone, but teenagers have the hardest time.**

**Right after Ramadan is the Eid al-Fitr. This holiday lasts three days, and it's the most happiest time of the year. The morning of Eid, my family gets up early and goes to the mosque. After we greet our neighbors by saying "Eid Mubarek" (Happy Eid), we go home. We eat the big breakfast you have ever seen. Our parents give us gifts, usually new clothes and money. One year, Eid came around the time I graduated from high school. That year, I got the mos beautiful clothes and the fatter envelope of money of all the children in my family. Eid Mela is part of Eid al.Fitr. On that day, we all go to a big park. Last year at Eid Mela. I had the better time of my life. I met my old high school friends, and we all ate junk food and showed off our new clothes.**

**Actividad 5B. Fill in the blanks with the right form of the adjectives in parentheses; use the superlative form / Complete los espacios en blanco con la forma correcta del adjetivo entre parentesis; usa la forma superlativa.**

**Example.** She is the best student.

1. Is your father \_\_\_\_\_ person in your family? (old)
2. This Is \_\_\_\_\_ cat I have ever seen in my life. (small)
3. Today, I am \_\_\_\_\_ man in the world. (happy)
4. She is \_\_\_\_\_ teacher here. (intelligent)
5. Those trees are \_\_\_\_\_ ones I have ever seen. (tall)
6. This is \_\_\_\_\_ car in this store. (powerful)
7. Jon's car is \_\_\_\_\_ one. (fast)
8. This work isn't \_\_\_\_\_ one. (important)
9. It is expensive, but at least \_\_\_\_\_ one. (beautiful)
10. Cathy is \_\_\_\_\_ girl in the classroom. (young)



11. My girlfriend is \_\_\_\_\_ one here. (beautiful)
12. Cathy is \_\_\_\_\_ girl at school. (pretty)
13. Banderas is \_\_\_\_\_ actor. (handsome)
14. This exercise is \_\_\_\_\_ one. (easy)
15. My house is \_\_\_\_\_ one in our neighborhood. (large)

#### Actividad 6B.

There is a mistake in each sentence. Find and correct it / Hay un error en cada oración. Encuéntralo y corrígelo.

Example: This hat is beautiful.

This hat is the most beautiful.

1. History is the goodest subject for me. \_\_\_\_\_
2. He is the worse manager in the world! \_\_\_\_\_
3. Pluto is the fareset planet from the Sun. \_\_\_\_\_
4. I earn the less money in my family. \_\_\_\_\_
5. Doctors get the morest money in my country. \_\_\_\_\_

Actividad 7B. How do you make the superlative of these adjectives? / ¿Cómo haces la forma superlativa de estos adjetivos?

- |                    |                 |                 |
|--------------------|-----------------|-----------------|
| 1. Light _____     | new _____       | cheap _____     |
| 2. Pretty _____    | important _____ | steep _____     |
| 3. Beautiful _____ | wide _____      | boring _____    |
| 4. Careful _____   | safe _____      | dangerous _____ |

Actividad 8B. Complete the sentences using *the* and superlatives of the adjectives in brackets / complete las oraciones usando el artículo *the* y la forma superlativa de los adjetivos entre paréntesis.

Example: What's the most precious (precious) metal in the world?

1. Who's \_\_\_\_\_ (good) footballer in Europe?
2. This was \_\_\_\_\_ (cheap) watch that they had in the shop.
3. I bought \_\_\_\_\_ (reliable) washing machine I could find.



4. This is one of \_\_\_\_\_ (expensive) restaurants in Milan.
5. The blue whale is \_\_\_\_\_ (large) of all the animals.
6. He's one of \_\_\_\_\_ (stupid) people I know.
7. \_\_\_\_\_ (old) university in the world is in Morocco.
8. I think that was one of \_\_\_\_\_ (bad) days of my life.
9. Sydney Opera House is one of \_\_\_\_\_ (famous) modern buildings in the world.
10. Swimming is \_\_\_\_\_ (exciting) exercise.

### TEMA 3. ADJETIVOS DE IGUALDAD "As...as"

El comparativo de igualdad utiliza la expresión "as...as" para decir que dos personas, cosas o animales son iguales de alguna manera, misma que se representa con un adjetivo.

Por ejemplo:

*The world's biggest bull is as big as a small elephant. (El toro más grande del mundo es tan grande como un pequeño elefante).*

*The weather this summer is as bad as last year. It hasn't stopped raining for weeks. (El clima de este verano es tan malo como el año pasado. No ha dejado de llover por semanas).*

*It's not as heavy as I thought it would be, actually. (Esto no es tan pesado como pensé que sería)*

Adjetivos de una sílaba.

| Adjetivo     | As...as     |
|--------------|-------------|
| <b>tall</b>  | As tall as  |
| <b>fat</b>   | As fat as   |
| <b>rich</b>  | As rich as  |
| <b>big</b>   | As big as   |
| <b>short</b> | As short as |
| <b>sad</b>   | As sad as   |
| <b>large</b> | As large as |
| <b>fast</b>  | As fast as  |
| <b>small</b> | As small as |
| <b>high</b>  | As high as  |



Si observas bien los ejemplos y la tabla anterior podrás encontrar lo siguiente:

- Los adjetivos se ubican en la parte de en medio de la expresión *as...as*
- Los adjetivos no cambian, sin importar si son de una, dos, tres o más sílabas, incluso si son irregulares o especiales.
- Las expresiones pueden ser afirmativas o negativas

✓ Adjetivos de dos sílabas.

| Adjetivo        | Comparativo           |
|-----------------|-----------------------|
| <b>happy</b>    | <i>As happy as</i>    |
| <b>simple</b>   | <i>As simple as</i>   |
| <b>busy</b>     | <i>As busy as</i>     |
| <b>tilted</b>   | <i>As tilted as</i>   |
| <b>tangled</b>  | <i>As tangled as</i>  |
| <b>peaceful</b> | <i>As peaceful as</i> |
| <b>pleasant</b> | <i>As pleasant as</i> |
| <b>careful</b>  | <i>As careful as</i>  |
| <b>honest</b>   | <i>As honest as</i>   |

✓ Adjetivos de tres sílabas.

| Adjetivo         | Comparativo            |
|------------------|------------------------|
| <b>important</b> | <i>As important as</i> |
| <b>expensive</b> | <i>As expensive as</i> |

✓ Adjetivos irregulares o especiales.

| Adjetivo      | Comparativo         |
|---------------|---------------------|
| <b>good</b>   | <i>As good as</i>   |
| <b>well</b>   | <i>As well as</i>   |
| <b>bad</b>    | <i>As bad as</i>    |
| <b>little</b> | <i>As Little as</i> |
| <b>many</b>   | <i>As many as</i>   |
| <b>much</b>   | <i>As much as</i>   |
| <b>far</b>    | <i>As far as</i>    |

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### Actividad 1C.

Complete the sentences using *as...as* and the adjectives in parentheses / Completa las oraciones usando *as...as* y los adjetivos entre paréntesis.

**Example.** Jill is almost as tall as his father. She is 1.64 cm and he is 1.66 cm. (tall)

1. I'm not \_\_\_\_\_ (clever) my brother. He's very intelligent.
2. The film wasn't \_\_\_\_\_ (interesting) I'd thought it would be.  
In fact, it was quite boring.
3. Going by train is almost \_\_\_\_\_ (cheap) taking the coach.  
They both cost around 5.
4. Are you \_\_\_\_\_ (old) Mike? No, I'm younger than he is.
5. Judith is \_\_\_\_\_ (short) Martin.
6. Today isn't \_\_\_\_\_ (cold) yesterday.
7. Was the exam \_\_\_\_\_ (difficult) you'd expected?
8. Japan isn't \_\_\_\_\_ (large) India.
9. India isn't \_\_\_\_\_ (industrialised) Japan.
10. A giraffe is \_\_\_\_\_ (tall) an elephant.
11. Iron isn't \_\_\_\_\_ (valuable) gold.
12. A gorilla isn't \_\_\_\_\_ (intelligent) a human.
13. A bicycle isn't \_\_\_\_\_ (expensive) car.
14. A train isn't \_\_\_\_\_ (fast) a plane.
15. My brother is \_\_\_\_\_ (sociable) me.



## Actividad 2C.

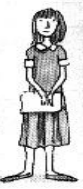
Look at the pictures and choose the correct option / Ve los dibujos y elige la opción correcta.



1. Remy \_\_\_\_\_ Diplo.      a. is as old as      b. isn't as old as
2. Duno \_\_\_\_\_ Remy.      a. isn't as old as      b. is as old as
3. Dino \_\_\_\_\_ Diplo.      a. is as fast as      b. isn't as fast as
4. Diplo \_\_\_\_\_ Remy.      a. isn't as fast as      b. is as fast as
5. Duno \_\_\_\_\_ Diplo.      a. is as big as      b. isn't as big as
6. Diplo \_\_\_\_\_ Remy.      a. isn't as dangerous as      b. is as dangerous as
7. Dino \_\_\_\_\_ Duno.      a. isn't as big as      b. is as big as
8. Remy \_\_\_\_\_ Diplo.      a. is as heavy as      b. isn't as heavy as
9. Duno \_\_\_\_\_ Dino.      a. is as heavy as      b. isn't as heavy as
10. Diplo \_\_\_\_\_ Dino.      a. isn't as fast as      b. is as fast as

## Actividad 3C.

True or False? Underline the correct option / ¿Verdadero o falso? Subraya la opción correcta.

|        |                                                                                     |                                                                                     |                                                                                     |                                                                                      |
|--------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|        |  |  |  |  |
|        | <b>Mike</b>                                                                         | <b>Pete</b>                                                                         | <b>Trig</b>                                                                         | <b>Kate</b>                                                                          |
| Age    | 12                                                                                  | 11                                                                                  | ?                                                                                   | 13                                                                                   |
| Weight | 56kg                                                                                | 40kg                                                                                | 54kg                                                                                | 35kg                                                                                 |
| Height | 1.51m                                                                               | 1.45m                                                                               | 0.50m                                                                               | 1.60m                                                                                |

1. Pete isn't as young as Mike.      True      False
2. Pete isn't as old as Mike.      True      False
3. Mike isn't as tall as Kate.      True      False
4. Pete isn't as heavy as Trig.      True      False
5. Kate isn't as tall as Pete.      True      False
6. Kate isn't as heavy as Mike.      True      False



## BLOQUE II. "OLD TIMES"

### ➤ Aprendizaje Esperado:

Analiza de manera escrita acciones propias y de otras personas ocurridas en el pasado utilizando la gramática apropiada, coherencia y ortografía con una actitud de respeto y reflexión sobre las consecuencias de sus actos.

### ➤ Atributo (s):

4.4.- Se comunica en una segunda lengua en situaciones cotidianas.

### Conocimiento (s):

Verbo "To be" en pasado (afirmativo, negativo e interrogativo), pasado simple (afirmativo, negativo e interrogativo), verbos regulares e irregulares, auxiliar Did, didn't.

### Lectura previa

#### Verbo to be (Pasado)

THE PAST TENSE OF BE: FORM/LA FORMA DEL PASADO SIMPLE DEL VERBO TO BE

Use was or were for affirmative statements. Use wasn't or weren't for negative statements./Usa "was" o "were" para oraciones afirmativas. Usa "wasn't" o "weren't" para oraciones negativas.

I **was** there yesterday.

They **were** there too.

She **wasn't** my teacher.

They **weren't** my classmates.

THE PAST TENSE OF BE: QUESTIONS/PREGUNTAS EN TIEMPO PASADO CON VERBO TO BE

Begin yes / no questions with Was or Were./Inicia preguntas "Sí" "No" con Was o Were.

**Was** your flight on time? **Were** you late?

Begin information questions with a question word followed by was or were./Inicia las preguntas con una palabra que denote pregunta seguida de Was o Were.

**How long was** the flight? **Where were** your passports?

Qué tal largo estuvo tu viaje?

Dónde estaban tus pasaportes?

Look at this information carefully.

|      |             |       |      |                |       |
|------|-------------|-------|------|----------------|-------|
| I    | <b>was</b>  |       | I    | <b>wasn't</b>  |       |
| You  | <b>were</b> |       | You  | <b>weren't</b> |       |
| He   | <b>was</b>  |       | He   | <b>wasn't</b>  |       |
| She  | <b>was</b>  | busy. | She  | <b>wasn't</b>  | busy. |
| It   | <b>was</b>  |       | It   | <b>wasn't</b>  |       |
| We   | <b>were</b> |       | We   | <b>weren't</b> |       |
| They | <b>were</b> |       | They | <b>weren't</b> |       |



Yes,

No,

|      |      |       |      |      |      |         |
|------|------|-------|------|------|------|---------|
| Was  | I    |       | I    | was  | I    | wasn't  |
| Were | you  |       | You  | were | You  | weren't |
| Was  | he   |       | He   | was  | He   | wasn't  |
| Was  | she  | busy? | She  | was  | She  | wasn't  |
| Was  | it   |       | It   | was  | It   | wasn't  |
| Were | we   |       | We   | were | We   | weren't |
| Were | they |       | They | were | They | weren't |

### Actividad 1

Fill in the blanks below to complete the sentences. Use the words in the above boxes. Completa los espacios en blanco. Usa las palabras del recuadro.

1. A: Were you at home yesterday? B: Yes, I was.
2. They \_\_\_\_\_ really happy after they won the football game.
3. My sister \_\_\_\_\_ a college student last year.
4. Thomas \_\_\_\_\_ on the train at three-thirty yesterday afternoon.
5. A: \_\_\_\_\_ Jennifer tired after she finished work? B: No, she \_\_\_\_\_.
6. My car broke down, so I \_\_\_\_\_ late for my appointment.
7. A: \_\_\_\_\_ Laura and Susan surprised? B: No, they \_\_\_\_\_.
8. The cookies \_\_\_\_\_ delicious, so I ate three of them.
9. A: \_\_\_\_\_ you at the library yesterday? B: No, I \_\_\_\_\_.
10. Many dinosaurs \_\_\_\_\_ really huge.
11. I \_\_\_\_\_ born in 1996. When \_\_\_\_\_ you born?
12. The movie we saw last night \_\_\_\_\_ very funny.
13. I \_\_\_\_\_ a waiter last year, but I changed my job in September.
14. My favorite program \_\_\_\_\_ on TV at eight o'clock last night.
15. My classmates \_\_\_\_\_ in class. They were outside.



## Actividad 2

Read the following questions and fill in the gaps/ Lee las siguientes preguntas y complete los espacios en blanco.

1. A: \_\_\_\_\_ you at home yesterday? B: Yes, I \_\_\_\_\_.
2. They \_\_\_\_\_ really happy after they won the football game.
3. My sister \_\_\_\_\_ a college student last year.
4. Thomas \_\_\_\_\_ on the train at three-thirty yesterday afternoon.
5. A: \_\_\_\_\_ Jennifer tired after she finished work? B: No, she \_\_\_\_\_.
6. My car broke down, so I \_\_\_\_\_ late for my appointment.
7. A: \_\_\_\_\_ Laura and Susan surprised? B: No, they \_\_\_\_\_.
8. The cookies \_\_\_\_\_ delicious, so I ate three of them.
9. A: \_\_\_\_\_ you at the library yesterday? B: No, I \_\_\_\_\_.
10. Many dinosaurs \_\_\_\_\_ really huge.
11. I \_\_\_\_\_ born in 1996. When \_\_\_\_\_ you born?
12. The movie we saw last night \_\_\_\_\_ very funny.
13. I \_\_\_\_\_ a waiter last year, but I changed my job in September.
14. My favorite program \_\_\_\_\_ on TV at eight o'clock last night.
15. My classmates \_\_\_\_\_ in class. They were outside.

## Actividad 3

Write the sentences below in the past simple. Follow the examples. Escribe las oraciones en pasado simple. Sigue el ejemplo.

1. I am late. I was late
2. Are they hungry? Were they hungry?
3. Thomas isn't at school. \_\_\_\_\_
4. Why is she late? \_\_\_\_\_
5. My brother is a doctor. \_\_\_\_\_
6. They aren't here. \_\_\_\_\_
7. Eva is a teacher. \_\_\_\_\_
8. Is Mr. Smith a taxi driver? \_\_\_\_\_
9. Where are your books? \_\_\_\_\_



10. Are you a student? \_\_\_\_\_
11. What is that? \_\_\_\_\_
12. Sue isn't tired. \_\_\_\_\_

### TEMA: PASADO SIMPLE/PASADO SIMPLE

HOW DO WE USE SIMPLE PAST?/ CÓMO USAMOS EL PASADO SIMPLE?

USE 1 Completed Action in the Past/Acciones completadas en el pasado.



Use the simple past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind./ Usa el pasado simple para expresar la idea de una acción que inició y terminó en un momento específico en el pasado. Algunas veces, el locutor podría no mencionar el momento específico, pero tiene un momento específico en mente.

Examples:

- I **saw** a movie yesterday.
- I **didn't see** a play yesterday.
- Last year, I **traveled** to Japan.
- Last year, I **didn't travel** to Korea.
- **Did** you **have** dinner last night?
- She **washed** her car.
- He **didn't wash** his car.

USE 2 A Series of Completed Actions/Una serie de acciones completadas.



We use the simple past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on./ Usamos el pasado simple para enlistar una serie de acciones completadas en el pasado. Estas acciones suceden 1ro, 2do, 3ro, 4to, etc.

Examples:

- I **finished** work, **walked** to the beach, and **found** a nice place to swim.
- He **arrived** from the airport at 8:00, **checked** into the hotel at 9:00, and **met** the others at 10:00.
- **Did** you **add** flour, **pour** in the milk, and then **add** the eggs?

**USE 3 Duration in the Past/ Duración en el pasado.**

The simple past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc./El pasado simple puede ser usado con una duración que inicia y termina en el pasado. Una duración es una acción más larga indicada por expresiones tales como: por dos años, por cinco minutos, todo el día, todo el año, etc.

**Examples:**

- I **lived** in Brazil for two years.
- Shauna **studied** Japanese for five years.
- They **sat** at the beach all day.
- They **did not stay** at the party the entire time.
- We **talked** on the phone for thirty minutes.
- A: How long **did** you **wait** for them?  
B: We **waited** for one hour.

**Habits in the Past/ Hábitos en el pasado**

The simple past can also be used to describe a habit which stopped in the past. It can have the same meaning as "[used to](#)." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

**Examples:**

- I **studied** French when I was a child.
- He **played** the violin.
- He **didn't play** the piano.
- **Did** you **play** a musical instrument when you were a kid?
- She **worked** at the movie theater after school.
- They never **went** to school, they always **skipped** class



## Regular Verbs/ Verbos Regulares

Add -ed to form the simple past tense. /Agrega -ed a la forma simple del tiempo pasado. If the verb ends in -e, just add -d. / Si el verbo termina en "e", solo se e agrega "d".

call → called

like → liked

I **called** my mother yesterday, but she wasn't at home.

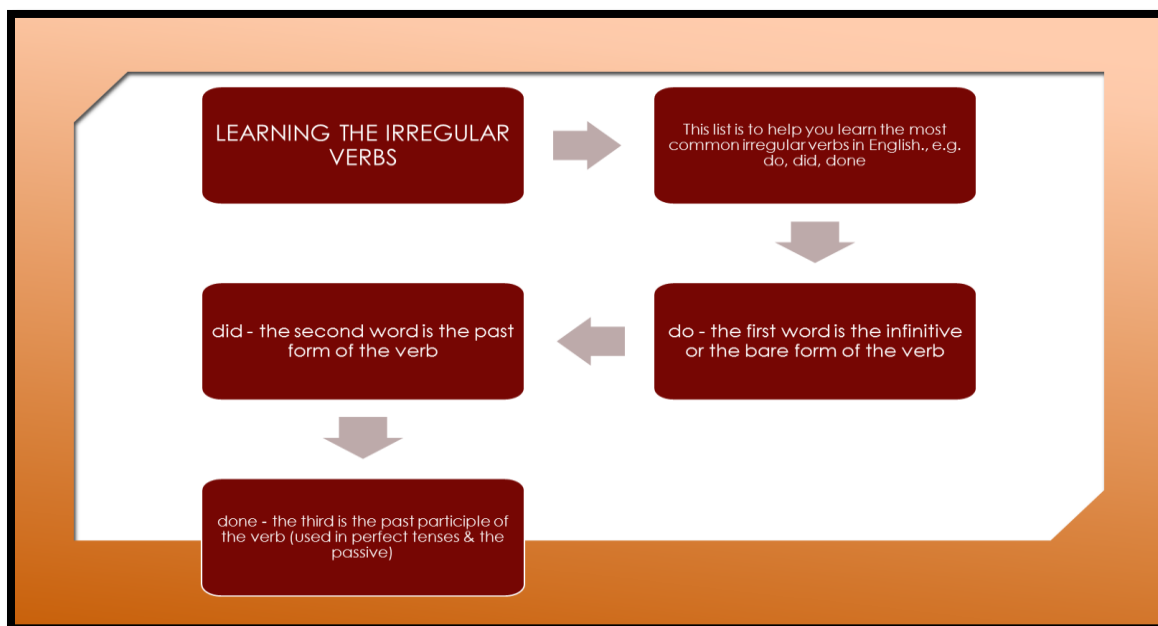
| Base form | past              |
|-----------|-------------------|
| clean     | clean <u>ed</u>   |
| climb     | climb <u>ed</u>   |
| close     | close <u>d</u>    |
| cook      | cook <u>ed</u>    |
| count     | count <u>ed</u>   |
| cry       | cri <u>ed</u>     |
| dance     | danc <u>ed</u>    |
| exercise  | exercis <u>ed</u> |
| jump      | jump <u>ed</u>    |
| like      | lik <u>ed</u>     |
| listen    | listen <u>ed</u>  |
| need      | need <u>ed</u>    |
| open      | open <u>ed</u>    |
| play      | play <u>ed</u>    |
| shop      | shop <u>ped</u>   |
| smile     | smil <u>ed</u>    |
| stop      | stop <u>ped</u>   |
| study     | stud <u>ied</u>   |
| talk      | talk <u>ed</u>    |
| use       | us <u>ed</u>      |
| visit     | visit <u>ed</u>   |
| wait      | wait <u>ed</u>    |
| walk      | walk <u>ed</u>    |





## Irregular Verbs/ Verbos Irregulares

Learn these irregular past tense forms./ Aprende estas formas de tiempo pasado irregular.



|                         |      |       |       |                   |
|-------------------------|------|-------|-------|-------------------|
| No change!<br>A - A - A | cost | cost  | cost  |                   |
|                         | cut  | cut   | cut   |                   |
|                         | let  | let   | let   |                   |
|                         | put  | put   | put   |                   |
|                         | read | read* | read* | *pronounced /red/ |



**One change**  
*Past form and past participle are the same A - B - B*

|       |       |       |            |            |            |
|-------|-------|-------|------------|------------|------------|
| build | built | built | bring      | brought    | brought    |
| feel  | felt  | felt  | buy        | bought     | bought     |
| get   | got   | got   | catch      | caught     | caught     |
| hear  | heard | heard | think      | thought    | thought    |
| keep  | kept  | kept  |            |            |            |
| lend  | lent  | lent  |            |            |            |
| lose  | lost  | lost  | find       | found      | found      |
| meet  | met   | met   | have       | had        | had        |
| send  | sent  | sent  | make       | made       | made       |
| sit   | sat   | sat   | pay        | paid       | paid       |
| sleep | slept | slept | say        | said       | said       |
| spend | spent | spent | sell       | sold       | sold       |
|       |       |       | tell       | told       | told       |
| win   | won   | won   | understand | understood | understood |

**All different A - B - C**

|        |        |           |       |          |         |
|--------|--------|-----------|-------|----------|---------|
|        |        |           | be    | was/were | been    |
|        |        |           | do    | did      | done    |
|        |        |           | go    | went     | gone    |
|        |        |           |       |          |         |
| begin  | began  | begun     | give  | gave     | given   |
| break  | broke  | broken    | grow  | grew     | grown   |
| choose | chose  | chosen    | know  | knew     | known   |
| drive  | drove  | driven    | ring  | rang     | rung    |
| drink  | drank  | drunk     | see   | saw      | seen    |
| eat    | ate    | eaten     | speak | spoke    | spoken  |
| fall   | fell   | fallen    | swim  | swam     | swum    |
| fly    | flew   | flown     | take  | took     | taken   |
| forget | forgot | forgotten | wake  | woke     | woken   |
|        |        |           | write | wrote    | written |



#### Actividad 4.

Complete the following table with the correct form of the verb./ Completa la siguiente tabla con la forma correcta del verbo.

| Infinitive | Past  | Infinitive | Past | Infinitive | Past |
|------------|-------|------------|------|------------|------|
| 1 begin    | began | 9 get      |      | 17 meet    |      |
| 2 buy      |       | 10 give    |      | 18 see     |      |
| 3 come     |       | 11 go      |      | 19 spend   |      |
| 4 do       |       | 12 gr      |      | 20 read    |      |
| 5 drive    |       | 13 have    |      | 21 say     |      |
| 6 eat      |       | 14 hear    |      | 22 take    |      |
| 7 fall     |       | 15 leave   |      | 23 win     |      |
| 8 fly      |       | 16 make    |      | 24 write   |      |

#### GRAMMAR. Auxiliar Did. Pasado.

|      |        |         |
|------|--------|---------|
| I    |        |         |
| You  |        |         |
| He   |        |         |
| She  | played | tennis. |
| It   |        |         |
| We   |        |         |
| They |        |         |

|      |        |      |         |
|------|--------|------|---------|
| I    |        |      |         |
| You  |        |      |         |
| He   |        |      |         |
| She  | didn't | play | tennis. |
| It   |        |      |         |
| We   |        |      |         |
| They |        |      |         |

didn't = did not

|     |                                           |      |         |
|-----|-------------------------------------------|------|---------|
| Did | I<br>you<br>he<br>she<br>it<br>we<br>they | play | tennis? |
|-----|-------------------------------------------|------|---------|

|      |      |      |         |
|------|------|------|---------|
| Yes, |      | No,  |         |
| I    |      | I    |         |
| you  |      | you  |         |
| he   |      | he   |         |
| she  | did. | she  | didn't. |
| it   |      | it   |         |
| we   |      | we   |         |
| they |      | they |         |



### Actividad 5. Rellena los espacios en blanco que hay debajo para completar las oraciones.

- Fill in the blanks below to complete the sentences. Study the boxes above.

1. I (wait) waited ten minutes for the bus.
2. He usually walks to work, but he (not / walk) \_\_\_\_\_ to work yesterday.
3. I was really (surprise) \_\_\_\_\_ when my friend (cook) \_\_\_\_\_ dinner.
4. A: \_\_\_\_\_ you (order) \_\_\_\_\_ your food? B: Yes, we \_\_\_\_\_.
5. My friends (not / play) \_\_\_\_\_ tennis last Tuesday.
6. Troy (want) \_\_\_\_\_ to (study) \_\_\_\_\_ for the final exam.
7. First, we (boil) \_\_\_\_\_ the water, and then we (pour) \_\_\_\_\_ it into a cup.
8. A: \_\_\_\_\_ they (laugh) \_\_\_\_\_ at your joke? B: No, they \_\_\_\_\_.
9. What time (do) \_\_\_\_\_ you (arrive) \_\_\_\_\_ at school this morning?
10. Neil Armstrong and Buzz Aldrin (land) \_\_\_\_\_ on the moon in July, 1969.

### GRAMMAR. Auxiliar Did en negativo.

|      |     |         |
|------|-----|---------|
| I    |     |         |
| You  |     |         |
| He   |     |         |
| She  | ate | dinner. |
| It   |     |         |
| We   |     |         |
| They |     |         |

|      |        |     |         |
|------|--------|-----|---------|
| I    |        |     |         |
| You  |        |     |         |
| He   |        |     |         |
| She  | didn't | eat | dinner. |
| It   |        |     |         |
| We   |        |     |         |
| They |        |     |         |

didn't = did not

| Did | I<br>you<br>he<br>she<br>it<br>we<br>they |     |         |
|-----|-------------------------------------------|-----|---------|
|     |                                           | eat | dinner? |

| Yes,                                      | No,                                       |
|-------------------------------------------|-------------------------------------------|
| I<br>you<br>he<br>she<br>it<br>we<br>they | I<br>you<br>he<br>she<br>it<br>we<br>they |
| did.                                      | didn't.                                   |



### Actividad 6. Rellena los espacios en blanco para completar

- Fill in the blanks below to complete the sentences. Study the boxes above.

1. I (eat) ate dinner at six o'clock yesterday.
2. A: \_\_\_\_\_ Helen (drive) \_\_\_\_\_ to work? B: Yes, she \_\_\_\_\_.
3. My neighbor (buy) \_\_\_\_\_ a new car last week.
4. They (go) \_\_\_\_\_ to Italy on their last summer holiday.
5. A: \_\_\_\_\_ they (swim) \_\_\_\_\_ at the beach? B: No, they \_\_\_\_\_.
6. My family and I (see) \_\_\_\_\_ a comedy movie last night.
7. First, we (do) \_\_\_\_\_ exercise, and then we (drink) \_\_\_\_\_ some water.
8. Suddenly, the animal jumped and (bite) \_\_\_\_\_ my hand.
9. What time (do) \_\_\_\_\_ you (get up) \_\_\_\_\_ this morning?
10. The Wright brothers (fly) \_\_\_\_\_ the first airplane in 1903.



## BLOQUE III. RULES AND OBLIGATIONS

- **Aprendizaje Esperado:** Plantea textos para indicar obligación, órdenes, instrucciones, prohibición, permiso, sugerencias y/o recomendaciones de manera escrita utilizando la gramática apropiada, coherencia y ortografía, fomentando una comunicación asertiva y empática en los espacios en que se desenvuelve.
- **Atributo (s):** 4.4 Se comunica en una segunda lengua en situaciones cotidianas.
- **Conocimiento (s):** Verbos Imperativos, Verbos Modales: Should, must, can, have to/ has to, may (afirmativo, negativo e interrogativo).
- **Lectura Previa.**



## TEMA 1. IMPERATIVO

En Inglés, se utiliza el imperativo para dar órdenes, comandos y direcciones.

La forma típica (estructura) de una oración imperativa en inglés usa el verbo base sin sujeto. De hecho, muchas oraciones imperativas consisten en nada más que el verbo. Mira los siguientes ejemplos:

**Verb**

Stop!



Please sit here



La puntuación final suele ser un punto / punto (.) o un signo de exclamación (!).

Las oraciones imperativas pueden estar en forma positiva o negativa y pueden referirse al tiempo presente o futuro.

### ¿Cómo usamos una oración imperativa?

Aunque usamos oraciones imperativas para dar órdenes directas, también podemos usarlas para dar instrucciones de manera más cortés que una orden directa. Instrucciones como esta son bastante comunes, por ejemplo, en una guía de usuario para explicar cómo operar una máquina. Los imperativos también se pueden usar con palabras como "por favor" o "amablemente" para agregar cortesía.

Mira estos ejemplos positivos y negativos. algunos de ellos se refieren al tiempo presente, otros al tiempo futuro y otros a ambos:

| Contexto / ejemplo           | Positive                                                                                                                                                | Negative                                                                                |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Army (ejército)              | <b>Shoot!</b> (¡dispara!)                                                                                                                               | <b>Don't move!</b> (¡No te muevas!)                                                     |
| User guide (guía de usuario) | <b>Remove</b> the packaging. <b>Open</b> the blue box and <b>connect</b> the two wires. (Retire el empaque. Abra la caja azul y conecte los dos cables) | <b>Do not dispose</b> of batteries in the trash. (No deseche las baterías en la basura) |
| School (escuela)             | Now <b>wash</b> your hands! (¡Ahora lava tus                                                                                                            | <b>Don't forget</b> your                                                                |



|                  |                                                                                                                                          |                                                               |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
|                  | manos!)                                                                                                                                  | homework.(No olvides tu tarea)                                |
| Airplane (Avión) | Please <b>remain seated</b> until the seatbelt sign is off. (Permanezca sentado hasta que se apague la señal del cinturón de seguridad.) | <b>Do not smoke</b> in the toilets.<br>(No fume en los baños) |

### Estructura Gramatical

Las frases imperativas se construyen de manera diferente a las afirmativas: no se utiliza un sujeto porque se supone que el sujeto es siempre “you” (tú) y el verbo principal va en la forma infinitiva.

#### 1. El imperativo afirmativo

**Verbo** + nombre, adjetivo...

Ejemplos:

**Do** your homework!(¡Haz la tarea!)

**Wash** your hands!(¡Lávate las manos!)

**Tell** me the truth!(¡Dime la verdad!)

#### 2. El imperativo negativo

**Verbo auxiliar (to do)** + auxiliar negativo (**not**) + **verbo** + nombre, adjetivo...

Ejemplos:

**Do not lie** to me!(¡No me mientas!)

**Do not wash** in the washing machine.(No lo lave en la lavadora.)

**Don't hit** your sister!(¡No le pegues a tu

hermana!)

🙄 Nota: Si queremos incluirnos a nosotros mismos, usamos “let 's”.

Ejemplos:

**Let's go**!(¡Nos vamos!)

**Let's not fight**.(No nos peleemos.)





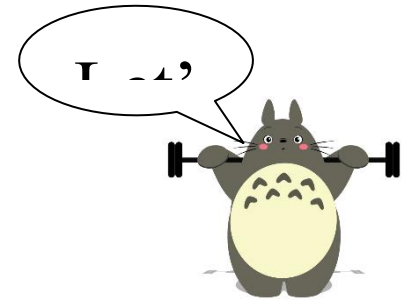


| IMPERATIVES                                                |                                                                                                                                                                |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FUNCTION                                                   | EXAMPLE                                                                                                                                                        |
| Giving a direct order or command / Dando una orden directa | <b>Wake up!</b> / ¡Levántate!                                                                                                                                  |
| Giving a warning or prohibition/ Dando una advertencia     | <b>Watch out!</b> / ¡Cuidado!<br><b>Don't touch me!</b> / ¡No me toques!                                                                                       |
| Giving an advice / Dando un consejo                        | <b>Don't panic.</b> / No te asustes<br><b>Don't eat too much.</b> / No comas mucho                                                                             |
| Giving an instruction / Dando una instrucción.             | <b>Go straight ahead then turn left.</b> / Siga derecho y gire a la izquierda<br><b>Take the pill after a meal.</b> / Tome la pastilla después de la comida    |
| Givng a request / Haciendo una solicitud                   | <b>Please don't go.</b> / Por favor no vayas.<br><b>Please reconsider.</b> / Por favor reconsideralo<br><b>Let me alone, please.</b> / Déjame solo, por favor. |



## Imperative verbs

Los Verbos imperativos son aquellos que te indican qué hacer. Se colocan al inicio de la oración, lo que los cambia en comandos o acciones que deben hacerse.



### Actividad 1A

**Look for the meaning in Spanish of each verb.** / Busca en tu diccionario el significado de cada verbo.

| Verb  | Spanish | Verb    | Spanish | Verb  | Spanish |
|-------|---------|---------|---------|-------|---------|
| add   |         | explain |         | open  |         |
| bake  |         | fill    |         | play  |         |
| bring |         | fold    |         | put   |         |
| buy   |         | go      |         | serve |         |
| close |         | hold    |         | sit   |         |
| chop  |         | jump    |         | slice |         |
| catch |         | listen  |         | stop  |         |
| draw  |         | mix     |         | turn  |         |
| drink |         | move    |         | use   |         |

### Actividad 2A

**Write the words in the correct order.** / Escribe las palabras en el orden correcto para formar una frase.

Example: hands / your / wash / ! Wash your hands!

- lie / me / ! / don't / to \_\_\_\_\_
- go / cinema / ! / the / let's / to \_\_\_\_\_
- TV / ! / don't / watch \_\_\_\_\_
- play / football / ! / let's \_\_\_\_\_
- clean / bedroom / ! / your \_\_\_\_\_



### Actividad 3A

Put the words in brackets into the gaps. Mind the positive or the negative forms. Then translate the sentence in Spanish / Coloca las palabras entre paréntesis en los espacios. Selecciona si es una oración positiva o negativa. Después traduce cada oración a español.

Example: \_\_\_\_\_ your books. (to open)  
Open your books. Abre tus libros.

1. \_\_\_\_\_ upstairs. (to go) \_\_\_\_\_
2. \_\_\_\_\_ in this lake. (not/to swim) \_\_\_\_\_
3. \_\_\_\_\_ your homework. (to do) \_\_\_\_\_
4. \_\_\_\_\_ football in the yard. (not/to play) \_\_\_\_\_
5. \_\_\_\_\_ your teeth. (to brush) \_\_\_\_\_
6. \_\_\_\_\_ during the lesson. (not/to talk) \_\_\_\_\_
7. \_\_\_\_\_ the animals in the zoo. (not/to feed) \_\_\_\_\_
8. \_\_\_\_\_ the instructions. (to read) \_\_\_\_\_
9. \_\_\_\_\_ late for school. (not/to be) \_\_\_\_\_
10. \_\_\_\_\_ your mobiles. (to switch off) \_\_\_\_\_

### Actividad 4A

Choose the correct word to complete each sentence. Elige la palabra para completar la frase:

don't / listen / let's / wash / do / close

Example: Wash your hands before you eat!

1. \_\_\_\_\_ your homework, please.
2. \_\_\_\_\_ go for a walk!
3. It's cold in here. \_\_\_\_\_ the window.
4. \_\_\_\_\_ put your feet on the sofa!
5. \_\_\_\_\_ to your teacher!



## Actividad 5A

**Fill in the gaps with the correct verb from the line below, some can use it more than once /** Llena los espacios con el verbo correcto de la línea de abajo. Algunos pueden usarse más de una vez.

lock / turn on / watch / go / be / bring / drinks / open / turn off

Hello Anna, I have to go now, here are the keys for the house, do not \_\_\_\_\_ the door to any body please, you can \_\_\_\_\_ TV until late if you wish but remember to \_\_\_\_\_ all the lights and \_\_\_\_\_ the alarm before you \_\_\_\_\_ to bed. Make sure my son Todd is asleep before you \_\_\_\_\_ to bed, and \_\_\_\_\_ the doors, we will \_\_\_\_\_ back by two in the morning. Ahh, and I forgot, Todd's milk is inside the refrigerator in a small bottle, he always \_\_\_\_\_ it before falling asleep, \_\_\_\_\_ a good girl and don't \_\_\_\_\_ any people in the house. I will see you at two.



## TEMA 2. MODAL VERBS

Los modal verbs, o verbos modales, son aquellos verbos en inglés que ayudan a que una oración tenga un mejor significado gracias a su función. Puedes utilizarlos cuando quieras darle otro significado a una oración. Por ejemplo, si quieres pedir permiso para hablar o para saber si podrían venir a buscarte.

Entonces, estos verbos que sirven como verbos auxiliares, buscan darle un significado específico a ciertas acciones

Los verbos modales son verbos auxiliares que no pueden funcionar como un verbo principal, a diferencia de los verbos auxiliares “be”, “do” y “have” que sí pueden funcionar como un verbo principal.

Los verbos modales expresan modalidad, habilidad, posibilidad, necesidad u otra condición.

**Como verbos complementarios que son, los verbos modales no funcionan sin otro verbo.** Este otro verbo siempre **va después del verbo modal y está en la forma base** (el infinitivo sin “to”). No se conjugan los verbos modales y no tienen tiempo.

### Lista de modal verbs más comunes

- **Can**  
Su significado dependerá de lo que quieras decir. Puedes usarlo para expresar alguna **posibilidad** o **petición**, o para decir que estás **habilitado** o **capacitado** para algo.
- **Could**  
Este modal verb viene a ser la forma en pasado de “can”. Su significado es el mismo, pero el tiempo verbal **expresa algo que ya sucedió**, o también es utilizado para brindar alternativas.
- **May**  
Es una variación del verbo “can”, pero es un verbo modal más formal. Si quieres **pedir permiso**, esta es una buena forma. Con él puedes contar o establecer una **posibilidad**.
- **Might**  
Para **sugerencias** o **posibilidades**, este verbo lo expresa claramente. Su uso depende del contexto, siendo mucho más flexible que “may”.
- **Must / Have to**  
Expresan **necesidad** o una **sugerencia contundente**. Además, implica que puedes llegar a suponer referente a algo.
- **Should**  
Se utiliza más a la hora de **dar consejos**, hacer o **pedir sugerencias, opiniones y acciones**, o para generar cierto nivel de expectativa ante algo futuro.

Ahora que conoces estos verbos modales, veamos su traducción y cómo puedes utilizarlos:



### 1. Can

Este verbo puede tener diversas traducciones, dependiendo de su contexto, pero las más comunes son puedes, pueden, puedo, sé, sabe, sabes. Un ejemplo de esto lo vemos en las siguientes frases:

1. Forgive me, can you tell me what time is?  
Disculpa, ¿puedes decirme qué hora es?
2. I can cook pizza.  
Yo sé cocinar pizza

3. He can't speak of my nervousness

No puedo hablar de mi nerviosismo.

### 2. Could

Este verbo (pasado de “can”) puede traducirse como podía o podías. Igualmente, establece posibilidad como podríamos. Algunos ejemplos:

1. We could meet up today.  
Podríamos encontrarnos hoy.
2. Could you call your mom, please?

¿Podrías llamar a tu mamá, por favor?

### 3. May

Sus traducciones son puede, puede que, puedes o puedo. Se utiliza de la siguiente forma:

1. May I speak now?  
¿Puedo hablar ahora?
2. We may go to the college tomorrow.

Puede que vayamos mañana a la universidad.

### 4. Might

También es una variación o sinónimo del verbo “may”, y su uso va a variar en el contexto.

Esencialmente, sus traducciones son puede que, podría o podrías.

1. He might come tonight.  
Puede que él venga esta noche.
2. You might as well try to open and get in the car  
Podrías intentar abrirlo y subir al coche.

### 5. Must / have to

Su traducción literal sería necesito o tengo qué. Sin embargo, dependerá mucho del verbo que acompañe ya que puede implicar suposiciones, como puedes ver aquí:

1. You must be joking.  
Debes estar bromeando.
2. Maybe, she must have done something.  
Quizás, ella debió hacer algo.
3. You have to do your homework  
Tú tienes que hacer tu tarea
4. She has to go to the school

Tú tienes que ir a la escuela

### 6. Should



La traducción más común para este verbo modal es debería o deberías. Algunos ejemplos de cómo se utiliza:

1. You should listen to me.

Deberías escucharme.

Should she doesn't back?

¿Ella no debería volver?

### Estructura gramatical

#### Affirmative form

| Sujeto + | Verbo modal+   | Verbo principal + | Complemento +  | Spanish                                 |
|----------|----------------|-------------------|----------------|-----------------------------------------|
| María    | <b>can</b>     | play              | the piano      | <i>Maria puede tocar el piano.</i>      |
| Joe      | <b>could</b>   | speak             | Spanish        | <i>Joe podría hablar Español.</i>       |
| You      | <b>may</b>     | leave             | if you like    | <i>Tú puedes irte si quieres.</i>       |
| It       | <b>might</b>   | rain              | tomorrow       | <i>Puede que llueva mañana.</i>         |
| You      | <b>must</b>    | read              | this book      | <i>Tú debes leer este libro.</i>        |
| They     | <b>have to</b> | listen            | to the teacher | <i>Ellos deben escuchar al maestro.</i> |
| She      | <b>has to</b>  | write             | a letter       | <i>Ella debe escribir una carta.</i>    |
| I        | <b>should</b>  | call              | my parents     | <i>Yo debería llamar a mis padres.</i>  |

Recuerda que con los pronombres

- ❑ I, you, we, they ⇒ se utiliza **have to / don't have to**

Ej: *They have to study today*

*You don't have to study today.*

- ❑ He, she, it ⇒ se utiliza **has to/ doesn't have to**

Ej: *María (she) has to study today*

*Jose (he) doesn't have to study today*





## Negative form

| Sujeto + | Verbo modal +  | NOT<br>(negación) | Verbo principal | Complemento    |
|----------|----------------|-------------------|-----------------|----------------|
| María    | <b>can</b>     | <b>not</b>        | play            | the piano      |
| Joe      | <b>could</b>   | <b>not</b>        | speak           | Spanish        |
| You      | <b>may</b>     | <b>not</b>        | leave           | if you like    |
| It       | <b>might</b>   | <b>not</b>        | rain            | tomorrow       |
| You      | <b>must</b>    | <b>not</b>        | read            | this book      |
| They     | <b>don't</b>   | <b>have to</b>    | listen          | to the teacher |
| She      | <b>doesn't</b> | <b>have to</b>    | write           | a letter       |
| I        | <b>should</b>  | <b>not</b>        | call            | my parents     |

## Interrogative form

| Verbo modal + | Sujeto+ | Have/H<br>Has to | Verbo principal | Complemento    | Question mark(?) |
|---------------|---------|------------------|-----------------|----------------|------------------|
| <b>Can</b>    | María   |                  | play            | the piano      | ?                |
| <b>Could</b>  | Joe     |                  | speak           | Spanish        | ?                |
| <b>May</b>    | I       |                  | leave           | if I like      | ?                |
| <b>Might</b>  | It      |                  | rain            | tomorrow       | ?                |
| <b>Must</b>   | You     |                  | read            | this book      | ?                |
| <b>Do</b>     | they    | <b>have to</b>   | listen          | to the teacher | ?                |
| <b>Does</b>   | She     | <b>have to</b>   | write           | a letter       | ?                |
| <b>Should</b> | I       |                  | call            | my parents     | ?                |



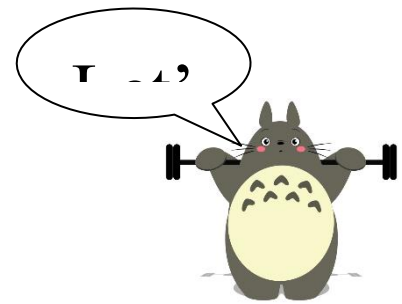


## Modals of Ability 1

Cuando hablamos de capacidad, nos referimos a dos cosas.

Primero, nos referimos a la habilidad general. Esto es algo que una vez que has aprendido puedes hacer en cualquier momento que quieras, como saber leer o nadar o hablar un idioma, por ejemplo.

El otro tipo de habilidad es la habilidad específica. Esto significa algo que puede o no puede hacer en una situación en particular. Por ejemplo, poder levantar algo pesado o encontrar un lugar que esté buscando.



### Activity 1B.

**Put in 'can', 'can't', 'could' or 'couldn't'.** / Escribe 'can', 'can't', 'could' or 'couldn't'.

1. \_\_\_\_\_ you swim when you were 10?
2. We \_\_\_\_\_ get to the meeting on time yesterday, because the train was delayed by one hour.
3. He's amazing, he \_\_\_\_\_ speak five languages, including Chinese.
4. I \_\_\_\_\_ drive a car until I was 34. Then I moved to the countryside, so I had to learn..
5. I looked everywhere for my glasses but I \_\_\_\_\_ find them anywhere.
6. She's seven years old, but she \_\_\_\_\_ read yet. Her parents are getting her extra lessons.
7. I read the book three times, but I \_\_\_\_\_ understand it.
8. James \_\_\_\_\_ speak Japanese when he lived in Japan, but he's forgotten most of it now.
9. I \_\_\_\_\_ understand the chapter we had to read for homework. It was so difficult.
10. I \_\_\_\_\_ lift this box - it's too heavy! Would you help me?
11. Lucy \_\_\_\_\_ make it to our meeting after all. She's stuck in traffic.
12. John \_\_\_\_\_ play tennis really well. He's the champion of his club.
13. Unfortunately, I really \_\_\_\_\_ sing at all. No-one in my family is musical either..
14. Julian \_\_\_\_\_ play excellent golf when he was only ten.
15. My grandmother \_\_\_\_\_ use a computer until last month. Since then she's been taking lessons at the library.



## Activity 2B

### Modals of Possibility

**Complete the sentence with may or might and the verb in brackets./Completa las oraciones con "may" o "might".**

1. I \_\_\_\_\_ not discuss salaries of my workmates. It is personal information.
2. \_\_\_\_\_ I give some advice?
3. He said they \_\_\_\_\_ be interested in it.
4. You \_\_\_\_\_ not touch the glass.
5. They \_\_\_\_\_ be eating out.
6. \_\_\_\_\_ I help you with your luggage, madam?
7. You \_\_\_\_\_ not smoke in a lift.
8. We thought we \_\_\_\_\_ go together.
9. My car doesn't start so I \_\_\_\_\_ go on foot.
10. He wasn't there last night. He \_\_\_\_\_ be busy.

## Activity 3B

### Modals of Obligation

**Choose the right modal have to or / has to don't/doesn't have to / Escoge el modal correcto have to or has to/ don't/ doesn't have to.**

1. I \_\_\_\_\_ (have to/has to) wash the car.
2. You \_\_\_\_\_ (have to/has to) go to school.
3. My mum \_\_\_\_\_ (have to/has to) cook lunch.
4. We \_\_\_\_\_ (have to/has to) walk the dog.
5. You \_\_\_\_\_ (don't have to/ doesn't have to) study.
6. He \_\_\_\_\_ (don't have to/ doesn't have to) help me.
7. They \_\_\_\_\_ (don't have to/ doesn't have to) come.
8. \_\_\_\_\_ (Do you have to/ have you to) call now?
9. \_\_\_\_\_ (Has he to/ Does he have to) run?
10. \_\_\_\_\_ (Have they to/ Do they have to) dance?



### Activity 4B

**Fill in with must or mustn't /** Llena los espacios con must o mustn't

1. You \_\_\_\_\_ eat vegetables
2. People \_\_\_\_\_ smoke.
3. You \_\_\_\_\_ be late for school.
4. We \_\_\_\_\_ be kind to others.
5. He \_\_\_\_\_ stop drinking beer.
6. We \_\_\_\_\_ drive too fast.
7. You \_\_\_\_\_ pollute the water.
8. We \_\_\_\_\_ visit our family.
9. You \_\_\_\_\_ chew gum in class.
10. She \_\_\_\_\_ clean her room.

### Activity 5B

**Choose the right modal verb(must / must not / should / should not) /** escoge el verbo modal correcto.

1. You \_\_\_\_\_ bring your passport to travel to another country.
2. You \_\_\_\_\_ bring a camera on your trip.
3. You \_\_\_\_\_ bring plants, food, or animals to other countries.
4. You \_\_\_\_\_ go through customs when you enter a new country.
5. You \_\_\_\_\_ have a ticket to go on an airplane.
6. You \_\_\_\_\_ bring a bathing suit if you are going to a place with a beach.
7. To be safe, you \_\_\_\_\_ take a lot of cash with you.
8. You \_\_\_\_\_ research the places you plan to visit.
9. You \_\_\_\_\_ check in with the airline before you get on the airplane.
10. You \_\_\_\_\_ arrive at least 3 hours early for your flight.



## CHECK YOUR ANSWERS

## TEMA 1. IMPERATIVO

## Activity 1A

Look for the meaning in Spanish of each verb. / Busca en tu diccionario el significado de cada verbo.

| Verb  | Spanish        | Verb    | Spanish         | Verb  | Spanish         |
|-------|----------------|---------|-----------------|-------|-----------------|
| add   | <i>agregar</i> | explain | <i>explicar</i> | open  | <i>abrir</i>    |
| bake  | <i>hornear</i> | fill    | <i>llenar</i>   | play  | <i>jugar</i>    |
| bring | <i>traer</i>   | fold    | <i>doblar</i>   | put   | <i>poner</i>    |
| buy   | <i>comprar</i> | go      | <i>ir</i>       | serve | <i>servir</i>   |
| close | <i>cerrar</i>  | hold    | <i>sostener</i> | sit   | <i>sentarse</i> |
| chop  | <i>picar</i>   | jump    | <i>brincar</i>  | slice | <i>rebanar</i>  |
| catch | <i>cachar</i>  | listen  | <i>escuchar</i> | stop  | <i>detener</i>  |
| draw  | <i>dibujar</i> | mix     | <i>mezclar</i>  | turn  | <i>girar</i>    |
| drink | <i>beber</i>   | move    | <i>mover</i>    | use   | <i>usar</i>     |

## Activity 2A.

- lie / me / ! / don't / to *Don't lie to me*
- go / cinema / ! / the / let's / to *Let's go to the cinema!*
- TV / ! / don't / watch *Don't watch TV!*
- play / football / ! / let's *Let's play football!*
- clean / bedroom / ! / your *Clean your bedroom!*

## Activity 3A.

- Go* upstairs. (to go) *Sube las escaleras*
- Don't swim* in this lake. (not/to swim) *No nadar en éste lago*
- Do* your homework. (to do) *Has tu tarea*
- Don't play* football in the yard. (not/to play) *No jugar football en el patio*
- Brush* your teeth. (to brush) *Cepilla tus dientes*
- Don't talk* during the lesson. (not/to talk) *No hablar durante la lección*
- Don't feed* the animals in the zoo. (not/to feed) *No alimentar a los animales en el zoológico*
- Read* the instructions. (to read) *Lee las instrucciones*
- Don't be* late for school. (not/to be) *No llegar tarde a la escuela*
- Switch off* your mobiles. (to switch off) *Apaga tus móviles*



## Activity 4A.

1. Do your homework, please.
2. Let's go for a walk!
3. It's cold in here. Close the window.
4. Don't put your feet on the sofa!
5. Listen to your teacher!

## Activity 5A.

Hello Anna, I have to go now, here are the keys for the house, do not open the door to any body please, you can watch TV until late if you wish but remember to turn off all the lights and turn on the alarm before you go to bed. Make sure my son Todd is asleep before you go to bed, and lock the doors, we will be back by two in the morning. Ahh, and I forgot, Todd's milk is inside the refrigerator in a small bottle, he always drinks it before falling asleep, be a good girl and don't bring any people in the house. I will see you at two.

## TEMA 2. MODAL VERBS

| Activity 1A |             |             |              |
|-------------|-------------|-------------|--------------|
| 1. could    | 5. couldn't | 9. couldn't | 13. can't    |
| 2. couldn't | 6. can't    | 10. can't   | 14. could    |
| 3. can      | 7. couldn't | 11. can't   | 15. couldn't |
| 4. couldn't | 8. could    | 12. can     |              |

| Activity 2B |          |          |          |           |
|-------------|----------|----------|----------|-----------|
| 1. may      | 3. might | 5. might | 7. may   | 9. may    |
| 2. May      | 4. may   | 6. May   | 8. might | 10. might |



Activity 3B

|            |            |                    |                   |                     |
|------------|------------|--------------------|-------------------|---------------------|
| 1. have to | 3. has to  | 5. don't have to   | 7. don't have to  | 9. Does he have to  |
| 2. have to | 4. have to | 6. doesn't have to | 8. Do you have to | 10. Do they have to |

Activity 4B.

|           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|
| 1. must   | 3. musn't | 5. must   | 7. musn't | 9. musn't |
| 2. musn't | 4. must   | 6. musn't | 8. must   | 10. must  |

Activity 5B

|           |             |           |               |            |
|-----------|-------------|-----------|---------------|------------|
| 1. must   | 3. must not | 5. must   | 7. should not | 9. must    |
| 2. should | 4. must     | 6. should | 8. should     | 10. should |



## BLOQUE IV. Plans and predictions

### Actividad 1

- **Aprendizaje Esperado:** Plantea de manera escrita predicción de sucesos utilizando la gramática apropiada, coherencia y ortografía, favoreciendo la toma de decisiones.
- **Atributo (s):** 4.4 Se comunica en una segunda lengua en situaciones cotidianas.
- **c Futuro simple "will"** (afirmativo, interrogativo y negativo). Futuro idiomático "going to" (Afirmativo, negativo e interrogativo).
- **Lectura Previa:**

### TEMA 1. FUTURO SIMPLE "WILL"

El tiempo futuro simple a menudo se llama "tiempo will" porque hacemos el futuro simple con la el modal auxiliar **"will"**. Expresa una decisión espontánea, una suposición con respecto al futuro o una acción en el futuro que no puede ser influenciada.

Dado que **will** se clasifica como un verbo modal (como can, would, could, should) tiene las mismas características:

- No cambia en tercera persona (es decir, "He" / él, "She" / ella, "it" / eso)
- Siempre se combina con otro verbo en la forma base (es decir, sin 'to')
- No lo usamos con 'Hacer' en preguntas o negativas.

Examples of Will:

**I will go to the cinema tonight.** / Esta noche iré al cine.

**He will play tennis tomorrow.** / Mañana jugará tenis

**She will be happy with her exam results.** / Ella estará feliz con los resultados de su examen.

**They will take the bus to the South next week.** / Tomarán el autobús hacia el sur la próxima semana.

- **When to use WILL** / Cuando utilizar WILL

Usamos WILL en las siguientes circunstancias:

#### 1. Para acciones que decidimos hacer en el momento. (Decisiones rápidas)

Es cuando tomas una decisión en ese momento, de forma espontánea.

**I'll call a taxi for you.** / Llamaré un taxi por ti.

**I think we'll go right now. (I just decided this right now)** / Creo que nos iremos ahora mismo. (Acabo de decidir esto ahora mismo)

**Which one? Um, I will have the chicken sandwich please.** / ¿Cuál? Um, quiero el sándwich de pollo por favor.



2. Cuando pensamos o creemos algo sobre el futuro. (Predicción)

Esto puede basarse en juicios u opiniones personales.

**The President will not be re-elected at the next election.** /El presidente no será reelegido en las próximas elecciones.

**I think it will rain later so take an umbrella with you.** /Creo que lloverá más tarde, así que llévate un paraguas.

**I think you will find the movie interesting.** / Creo que la película le resultará interesante.

3. Para hacer una oferta, una promesa o una amenaza.

**You look tired. I'll finish the dishes for you.** Te ves cansado. Terminaré los platos por ti.

**I will do my best to help you.** Haré lo mejor para ayudarte.

**If you say anything I will kill you!** ¡Si dices algo te mataré!

**I will have it ready by tomorrow.** Lo tendré listo para mañana.

**I'll drive you to work if you want.** Te llevaré al trabajo si quieres.

**Don't worry, I won't tell anyone. (won't = will not)** No se preocupe, no se lo diré a nadie. (no = no lo haré)

4. Por un hábito que es un comportamiento predecible

**My daughter will fall asleep as soon as she is put into bed.** Mi hija se dormirá tan pronto como se acueste.

**He will give up if he starts losing. He always does that.** Se rendirá si empieza a perder. Siempre hace eso.

- Oraciones **negativas** con WILL

En negativo, agregamos NOT al final de WILL y no al verbo principal. (will not = won't)

Ejemplos:

**I will not be in the office tomorrow. (correct)**

No estaré en la oficina mañana. (correcto)

**I will be not in the office tomorrow. (Incorrect)**

No estaré en la oficina mañana. (Incorrecto)

**They will not stay here. (correct)**

No se quedarán aquí. (correcto)

**They will stay not here. (Incorrect)**

No se quedarán aquí. (Incorrecto)

- **Contracciones**

Es posible usar contracciones tanto en oraciones positivas como negativas.

Con **contracciones positivas**, WILL se convierte en 'LL y se une al sujeto:





| Positive Contraction |         |
|----------------------|---------|
| <b>I will</b>        | I'll    |
| <b>You will</b>      | you'll  |
| <b>He will</b>       | he'll   |
| <b>She will</b>      | she'll  |
| <b>It will</b>       | it'll   |
| <b>We will</b>       | we'll   |
| <b>They will</b>     | they'll |

Con **oraciones negativas**, **will not** se convierte en **won't**:

| Negative Contraction |            |
|----------------------|------------|
| <b>I will not</b>    | I won't    |
| <b>You will not</b>  | you won't  |
| <b>He will not</b>   | he won't   |
| <b>She will not</b>  | she won't  |
| <b>It will not</b>   | it won't   |
| <b>We will not</b>   | we won't   |
| <b>They will not</b> | they won't |

### Estructura gramatical

#### 1. Affirmative Sentences (Frases afirmativas)

**Sujeto + will + verbo principal + complemento**

**Ejemplos:**

- **I will [I'll] call you tonight.**(Te llamaré esta noche.)
- **She will [She'll] arrive late.**(Llegará tarde.)
- **They will [They'll] be happy to see you.**(Estarán felices de verte.)



## 2. Negative Sentences (Frases negativas)

**Sujeto + will + not + verbo principal + complemento**

**Ejemplos:**

**I will not [won't] call you tonight.**(No te llamaré esta noche.)

**She will not [won't] arrive late.**(No llegará tarde.)

**They will not [won't] be happy to see you.**(No estarán felices de verte.)

## 3. Interrogative Sentences (Frases interrogativas)

**Will + sujeto + verbo principal?**

**Ejemplos:**

**Will you call me tonight?**(¿Me llamarás esta noche?)

**Will she arrive late?**(¿Llegará tarde?)

**Will they be happy to see you?**(¿Estarán felices de verte?)

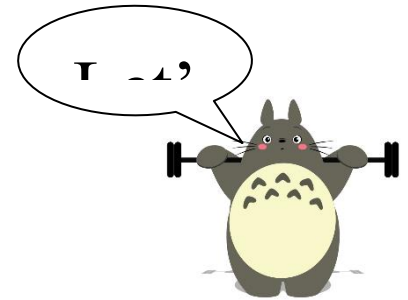


## Future Simple

### Activity 1A

Write positive sentences in Simple Future.

1. We (help) will help you.
2. I (get) \_\_\_\_\_ you a drink.
3. I think our team (win) \_\_\_\_\_ the match.
4. Maybe she (do) \_\_\_\_\_ a language course in Malta.
5. I (buy) \_\_\_\_\_ the tickets.
6. Perhaps she (do) \_\_\_\_\_ this for you.
7. Maybe we (stay) \_\_\_\_\_ at home.
8. She hopes that he (cook) \_\_\_\_\_ dinner tonight.
9. I'm sure they (understand) \_\_\_\_\_ your problem.
10. They (go / probably) \_\_\_\_\_ to the party.



### Activity 2A

Write negative sentences in Simple future.

1. (I / answer / the question) \_\_\_\_\_ I won't answer the questions
2. (she / read / the book) \_\_\_\_\_
3. (they / drink / beer) \_\_\_\_\_
4. (we / send / the postcard) \_\_\_\_\_
5. (Vanessa / catch / the ball) \_\_\_\_\_
6. (James / open / the door) \_\_\_\_\_
7. (we / listen / to the radio) \_\_\_\_\_
8. (they / eat / fish) \_\_\_\_\_
9. (she / give / him / the apple) \_\_\_\_\_
10. (the computer / crash) \_\_\_\_\_

### Activity 3A

Write questions in a simple future.

1. (you / ask / him) \_\_\_\_\_ Will you ask him?
2. (Jenny / lock / the door) \_\_\_\_\_
3. (it / rain) \_\_\_\_\_
4. (the teacher / test / our English) \_\_\_\_\_
5. (what / they / eat) \_\_\_\_\_
6. (when / she / be / back) \_\_\_\_\_
7. (who / drive / us / into town) \_\_\_\_\_
8. (where / we / meet) \_\_\_\_\_
9. (when / I / be / famous) \_\_\_\_\_
10. (what / you / do) \_\_\_\_\_



## TEMA 2. FUTURE "GOING TO"

La estructura BE GOING TO se utiliza normalmente para indicar el futuro en inglés. Usamos esta estructura:

### 1. Cuando ya nos hemos decidido o tenemos la intención de hacer algo en el futuro. (Plan previo)

La decisión se ha tomado antes del momento de hablar.

**I'm going to India next year /** Me voy a la India el año que viene.

**We talked about it yesterday and I'm going to quit my job tomorrow./** Lo hablamos ayer y mañana dejaré mi trabajo.

### 2. Cuando hay señales claras de que algo va a suceder. (Evidencia)

Es probable que algo suceda según la evidencia o la experiencia que tenga.

**It's so cold! I think it is going to snow /** ¡Es muy frío! Creo que va a nevar

### 3. Cuando algo está por suceder:

**Get back! The bomb is going to explode./** ¡Regresa! La bomba va a explotar.

### **Estructura gramatical**

#### 1. Affirmative Sentences (Frases afirmativas)

**Sujeto + verbo auxiliar (to be) + "going to" + verbo principal + complemento**

Ejemplos:

**I am going to call you tonight.**(Voy a llamarte esta noche.)

**She is going to arrive late.**(Ella va a llegar tarde.)

**They are going to be happy to see you.**(Van a estar felices de verte.)

#### 2. Negative Sentences (Frases negativas)

**Sujeto + verbo auxiliar (to be) + "not" + "going to" + verbo principal + complemento.**

Ejemplos:

**I am not going to call you tonight.**(No voy a llamarte esta noche.)

**She is not going to arrive late.**(Ella no va a llegar tarde.)

**They are not going to be happy to see you.**(No van a estar felices de verte.)



### 3. Interrogative Sentences (Frases interrogativas)

**Verbo auxiliar (to be) + sujeto + "going to" + verbo principal + complemento?**

Ejemplos:

**Are you going to call me tonight?** (¿Vas a llamarme esta noche?)

**Is she going to arrive late?** (¿Va a llegar tarde?)

**Are they going to be happy to see you?** (¿Van a estar felices de verte?)

Recuerda que el verbo "TO BE" se conjuga de la siguiente manera: I  
**am**

you **are**  
He **is**  
She **is**  
It **is**  
We **are**  
You **are**  
They **are**



Las formas "will" y "going to" se utilizan para expresar el futuro. La diferencia entre "going to" y "will" es el sentido de planificación y probabilidad de que suceda una acción. En general, se usa **"going to" para planes concretos, cuando estamos seguros de que algo va a suceder.**

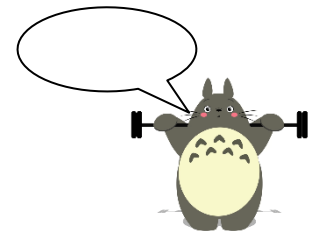
### Future "Going to"

Cuando hablamos de capacidad, nos referimos a dos cosas.

#### Activity 1B

**Put in the verbs in brackets into the gaps and form sentences. Use going to-future.**/ Utiliza los verbos en paréntesis para formar las oraciones usando el going to- futuro.

1. He is going to phone his friend. (to phone)
2. We \_\_\_\_\_ a new computer game. (to play)
3. My sister \_\_\_\_\_ TV. (to watch)
4. You \_\_\_\_\_ a picnic next Tuesday. (to have)
5. Jane \_\_\_\_\_ to the office. (to go)
6. They \_\_\_\_\_ to the bus stop this afternoon. (to walk)
7. His brother \_\_\_\_\_ a letter to his uncle today. (to write)
8. She \_\_\_\_\_ her aunt. (to visit)
9. I \_\_\_\_\_ my homework after school. (to do)
10. Sophie and Nick \_\_\_\_\_ their friends. (to meet)





## Activity 2B

**The following people do not intend to do the following actions. Write negative sentences in going to future.** / Las siguientes personas no tienen la intención de realizar las siguientes acciones. Escribe oraciones negativas con futuro going to

1. (I / sell / my car) I am going to sell my car
2. (he / help / us) \_\_\_\_\_
3. (they / study / harder) \_\_\_\_\_
4. (we / cook / dinner tonight) \_\_\_\_\_
5. (I / celebrate / my birthday this year) \_\_\_\_\_
6. (she / clean / her room) \_\_\_\_\_
7. (they / move / house) \_\_\_\_\_
8. (she / stay / with Amy) \_\_\_\_\_
9. (they / change / their clothes) \_\_\_\_\_
10. (we / get up early / next Sunday) \_\_\_\_\_

## Activity 3B

**Write questions in going to future.** / Escribe las preguntas con las palabras dadas.

1. (he / cook dinner / tonight) Is he going to cook dinner tonight?
2. (you / run / in the race) \_\_\_\_\_
3. (they / climb / that mountain) \_\_\_\_\_
4. (she / exercise / at the gym / in the afternoon) \_\_\_\_\_
5. (you / carry / that heavy box) \_\_\_\_\_
6. (computer / crash) \_\_\_\_\_
7. (we / eat / fish / tonight) \_\_\_\_\_
8. (he / play football / tomorrow) \_\_\_\_\_
9. (Lucy / call / a taxi) \_\_\_\_\_
10. (you / sing / a song / for us) \_\_\_\_\_



### Activity 4B

**Choose will or going to / Escoge will o going to**

1.-Have you got any plans for tomorrow?

- Yes, \_\_\_\_\_ visit my grandparents.  
a) I am going to                      b) I will

2. Why is she learning Spanish?

- She \_\_\_\_\_ travel to Spain.  
a) is going to      b) will

3. We are thirsty.

- Wait here. I \_\_\_\_\_ will get some water.  
a) am going to                      b) will

4. Meat or fish?

- I \_\_\_\_\_ have some fish, please.  
a) am going to                      b) will

5. What do you want the keys for?

- I \_\_\_\_\_ close the door.

6. If you don't take a taxi,

- you \_\_\_\_\_ arrive on time.  
a) are going to      b) will

7. Why do you want so many oranges?

- I \_\_\_\_\_ make an orange juice.  
a) am going to      b) will

8. Oh! I haven't got enough money to pay!

- Don't worry. I \_\_\_\_\_ lend you some.  
a) am going to      b) will

9. We need one more player.

- \_\_\_\_\_ you play with us tomorrow?  
a) Are you going to      b) will

10- Why are you switching on the TV?

- I \_\_\_\_\_ watch a football match.  
a) am going to      b) will



## CHECK YOUR ANSWERS

### TEMA . FUTURO SIMPLE

#### Activity 1A

Write positive sentences in Simple Future.

1. will help
2. will get
3. will win
4. will do.
5. will buy
6. will do
7. will stay
8. will cook.
9. will understand.

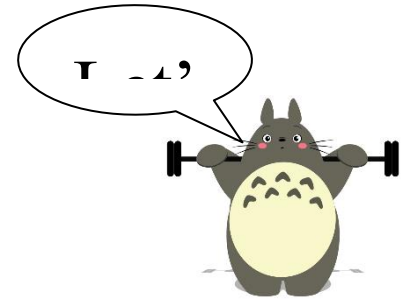
will probably go.

#### Activity 2A

Write negative sentences in Simple future.

1. I won't answer the questions\_\_\_\_\_
2. She won't read the book.
3. They won't drink beer.
4. We won't send the postcard.
5. Vanessa won't catch the ball.
6. James won't open the door.
7. We won't listen to the radio.
8. They won't eat fish.
9. She won't give him the apple.

The computer won't work







### Activity 3A

Write questions in a simple future.

1. Will you ask him?
2. Will Jenny lock the door?
3. Will it rain?
4. Will the teacher test our English?
5. What will they eat?
6. When will she be back?
7. Who will drive us into town?
8. Where will we meet?
9. When will I be famous?
10. What will you do?



## TEMA 2. GOING TO

### Activity 1B

1. is going to phone.
2. are going to play.
3. is going to watch.
4. are going to have
5. is going to go
6. are going to walk.
7. is going to write.
8. is going to visit
9. am going to do

are going to meet

### Activity 2B

1. I am not going to sell my car.
2. He is not going to help us.
3. They are not going to study harder.
4. We are not going to cook dinner tonight.
5. I am not going to celebrate my birthday
6. She is not going to clean her room.
7. They are not going to move house.
8. She is not going to stay with Amy.
9. They are not going to change their clothes.

We are not going to get up early next Sunday.

### Activity 3B

1. Is he going to cook dinner tonight?
2. Are you going to run in the race?
3. Are they going to climb that mountain?
4. Is she going to exercise at the gym in the afternoon?
5. Are you going to carry that heavy box?
6. Is the computer going to crash?
7. Are we going to eat fish tonight?
8. Is he going to play football tomorrow?
9. Is Lucy going to call a taxi?

Are you going to sing a song for

### Activity 4B

1. am going to
2. is going to
3. will
4. will
5. am going to
6. won't
7. am going to
8. will
9. Will am g

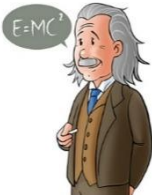


# INSTRUMENTOS PARA EVALUACIÓN

En esta sección se colocarán todos los instrumentos que servirán para realizar la evaluación de las actividades.

## INSTRUMENTO 1 AUTOEVALUACIÓN BLOQUE 1

Rellena los espacios en el recuadro con la información correspondiente a cada categoría. Realízalo sin revisar tus notas, y luego compara. Realízalo las veces que te sea necesario.

| ADJECTIVE<br>GRADO POSITIVO          | PICTURE                                                                             | COMPARATIVE FORM<br>GRADO COMPARATIVO | SUPERLATIVE FORM<br>GRADO<br>SUPERLATIVO |
|--------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------|
| <i>Example:</i><br><br><b>Clever</b> |    | Cleverer than                         | The cleverest                            |
| <b>Young</b>                         |                                                                                     |                                       |                                          |
|                                      |  |                                       |                                          |
| <b>Small</b>                         |                                                                                     |                                       |                                          |
| <b>Expensive</b>                     |                                                                                     |                                       |                                          |
|                                      |  |                                       |                                          |



## INSTRUMENTO 2 AUTOEVALUACIÓN BLOQUE 1

Con el siguiente ejercicio comprobarás cuanto has aprendido de los temas.

**Complete the sentences using the correct form of the adjectives in parentheses. Add "than", "the" or "as" where necessary.**

**Examples:**

A mile is longer than a kilometre (long)

Today isn't as sunny as yesterday. (sunny)

What's the best holiday you've ever had? (good)

1. Baseball is \_\_\_\_\_ sport in the USA. (popular)
2. She's much \_\_\_\_\_ her brother. (serious)
3. He wasn't as \_\_\_\_\_ he usually is. (friendly)
4. That was \_\_\_\_\_ film I've ever seen. (good)
5. He's much \_\_\_\_\_ any of his brothers. (generous)
6. You aren't as \_\_\_\_\_ you think you are. (clever)
7. Where's \_\_\_\_\_ place in the world? (hot)
8. Debbie is far \_\_\_\_\_ she used to be. (self-confident)
9. My brother is one of \_\_\_\_\_ people I know. (strange)
10. Which is \_\_\_\_\_ building in the world? (tall)
11. Our holiday was much \_\_\_\_\_ we'd expected. (cheap)
12. That was one of \_\_\_\_\_ times of my life. (enjoyable)

## INSTRUMENTO 3 AUTOEVALUACIÓN BLOQUE 2

1. We \_\_\_\_\_ to Vancouver on holiday.
  - a. goed
  - b. went
  - c. did go
2. \_\_\_\_\_ by plane?
  - a. Went you
  - b. Did you went
  - c. Did you go



3. Jack \_\_\_\_\_ with us.
  - a. didn't came
  - b. didn't come
  - c. wasn't come
  
4. The car suddenly \_\_\_\_\_.
  - a. did stop
  - b. stopped
  - c. stoped
  
5. When she arrived he \_\_\_\_\_ at home.
  - a. weren't
  - b. didn't was
  - c. wasn't
  
6. The pólice \_\_\_\_\_ the robber.
  - a. catched
  - b. was catch
  - c. caught
  
7. I \_\_\_\_\_ a black shirt for a gala.
  - a. did choose
  - b. chose
  - c. choosed
  
8. The meeting \_\_\_\_\_ well.
  - a. were not
  - b. didn't went
  - c. didn't go
  
9. Manchester United \_\_\_\_\_ the final.
  - a. losed
  - b. lost
  - c. did lose
  
10. How much \_\_\_\_\_ for the car?
  - a. did you pay
  - b. did you payed
  - c. payed you



## INSTRUMENTO 4 AUTOEVALUACIÓN BLOQUE 2

Read the sentences and choose the correct answer.

1. **My classmate and I ... our teacher a question about the test.**  
a) ask  
b) asked  
c) was asking
2. **John wanted to ... work yesterday but he was sick.**  
a) go to  
b) went  
c) go
3. **They ... to the park because they were very tired.**  
a) no walk  
b) not walk  
c) didn't walk
4. **(A) Did you talk to your boss?  
(B) Yes, I ....**  
a) talked  
b) did  
c) was
5. **He ... twenty minutes for the bus yesterday.**  
a) waits  
b) waited  
c) was wait
6. **(A) ... they fix their bicycles?  
(B) Yes, they ....**  
a) Did / did  
b) Were / did  
c) Did / fixed
7. **Where ... you go to school when you were young?**  
a) did  
b) does  
c) were
8. **They ... go camping in a park when they were children.**  
a) didn't like  
b) liked  
c) liked to
9. **I had to ... dinner last night, so I couldn't watch the TV program.**  
a) cook  
b) cooking  
c) cooked
10. **(A) Did you ... the book?  
(B) No, I ....**  
a) finish / not finish  
b) finishing / wasn't  
c) finish / didn't
11. **Why ... you wash the dirty dishes last week?**  
a) didn't  
b) not  
c) weren't
12. **He ... see a dentist yesterday because he had a toothache.**  
a) want  
b) wanted to  
c) wants to
13. **I ... at the library very late last night.**  
a) did stayed  
b) stayed  
c) was stayed
14. **Mr. Johnson ... for help when he fell in the water.**  
a) was shout  
b) shouts  
c) shouted
15. **She didn't answer the phone because she ... hear it ring.**  
a) didn't  
b) weren't  
c) wasn't
16. **I ... tennis yesterday because I don't know how to play tennis.**  
a) didn't played  
b) not played  
c) didn't play



### INSTRUMENTO 5 AUTOEVALUACIÓN BLOQUE 3

Con el siguiente ejercicio comprobarás cuánto has aprendido de los 2 temas.

Instruction 1: Choose the correct answer

1. How can I lose weight, Doctor ?

Don't \_\_\_\_\_ candy, and get more exercise.

- a) Eat                              b) Eating                              c) to eat

2. Please \_\_\_\_\_ me a glass of water. Ok! is that all ?

Ok! is that all ?

- a) bring                              b) to bring                              c) brings

3. What did you say ? I can't hear you.

Please \_\_\_\_\_ the radio off for a minute.

- a) turn                              b) to turn                              c) turning

4. Where's Dad ? He's taking a nap.

Please \_\_\_\_\_ him up.

- a) not to wake                              b) not wake                              c) don't wake

5. Shh ! The baby is sleeping.

\_\_\_\_\_ off your shoes and don't make any noise.

- a) take                              b) to take                              c) taking



## INSTRUMENTO 6 AUTOEVALUACIÓN BLOQUE 3

1. Nadal \_\_\_\_ play tennis very well.  
a) can                              b) must                              c) should
  
2. If you go to Egypt, you \_\_\_\_ take a camera.  
a) can                              b) should                              c) must
  
3. You \_\_\_\_ talk loudly in the library.  
a) couldn't                              b) mustn't                              c) might
  
4. I \_\_\_\_ speak English when I was younger.  
a) mustn't                              b) shouldn't                              c) couldn't
  
5. Excuse me. \_\_\_\_\_ I use this computer?  
a) Could                              b) Might                              c) May
  
6. You \_\_\_\_ be over sixteen to drive a motorbike.  
a) must                              b) could                              c) might
  
7. It's quite late. My parents \_\_\_\_ be sleeping. I suppose.  
a) can                              b) should                              c) might





8. You \_\_\_ eat so many cakes. Sugar is bad for you.

- a) shouldn't                      b) couldn't                      c) might not

9. They \_\_\_\_\_ write a test.

- a) has to                      b) have to                      c) might not

10. She \_\_\_\_\_ clean her desk.

- a) has to                      b) have to                      c) might not

### CLAVE DE RESPUESTAS INSTRUMENTO 5 AUTOEVALUACIÓN BLOQUE 3

|      |      |      |      |      |
|------|------|------|------|------|
| 1. a | 2. a | 3. a | 4. c | 5. a |
|------|------|------|------|------|

Instruction 2.

|      |      |      |      |       |
|------|------|------|------|-------|
| 1. a | 2. b | 3. b | 4. c | 5. c  |
| 6. a | 7. c | 8. a | 9. b | 10. a |

**INSTRUMENTO 7. AUTOEVALUACIÓN BLOQUE 4.**

Con el siguiente ejercicio comprobarás cuánto has aprendido de los 2 temas.

**Put in the verbs in brackets into the gap. Use will-future or going to-future.** / Escribe los verbos en paréntesis en los espacios. usa el futuro con Will o el futuro con Going to.

1. What are your plans for the weekend? I \_\_\_\_\_ to Cancun. (to travel)
2. Doris is always late. I'm sure she \_\_\_\_\_ late tomorrow, too. (to be)
3. Would you like tea or coffee? I \_\_\_\_\_ coffee. (to have)
4. Watch out! You \_\_\_\_\_ yourself. (to hurt)
5. The friends \_\_\_\_\_ tonight. They are grounded. (to stay in)
6. It's starting to rain. I \_\_\_\_\_ the umbrella. (to put up)
7. Look! They \_\_\_\_\_ the car. (to wash)
8. I don't think they \_\_\_\_\_ their holidays by the sea again. (to spend)
9. If you don't stop bullying her, I \_\_\_\_\_ the teacher. (to tell)
10. It's 5 o'clock already. We \_\_\_\_\_ the bus. (to miss)



### **CLAVE DE RESPUESTAS INSTRUMENTO 7 AUTOEVALUACIÓN BLOQUE 4**

1. What are your plans for the weekend? I am going to travel to Cancun.
2. Doris is always late. I'm sure she is going to be late tomorrow, too.
3. Would you like tea or coffee? I will have coffee.
4. Watch out! You are going to hurt yourself.
5. The friends are going to stay in tonight. They are grounded.
6. It's starting to rain. I will put up the umbrella.
7. Look! They are going to wash the car.
8. I don't think they will spend their holidays by the sea again.
9. If you don't stop bullying her, I will tell the teacher.
10. It's 5 o'clock already. We are going to miss the bus.



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