

CUADERNILLO DE INGLÉS IV

IV
SEMESTRE



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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 IV, 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. "CONDITIONS AND RESULTS"

➤ Aprendizaje Esperado:

Plantea situaciones de causa - efecto de su entorno, de manera oral y escrita, haciendo uso del cero y primer condicional, favoreciendo un comportamiento propositivo en beneficio de la sociedad y el entorno.

➤ Atributo (s):

3.2.- Toma decisiones a partir de la valoración de las consecuencias de distintos hábitos de consumo y conductas de riesgo. / 4.4.- Se comunica en una segunda lengua en situaciones cotidianas. / 4.5.- Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.

➤ Conocimiento (s):

Vocabulario: Fenómenos naturales y verdades universales. Actividades de causa-efecto en áreas personales, académicas y laborales. / Gramática: Zero conditional IF + simple present (affirmative, negative, question) / Gramática: First conditional IF + future WILL (affirmative, negative, question).

Lectura previa

Lee con mucha atención el siguiente texto:

ZERO CONDITIONAL

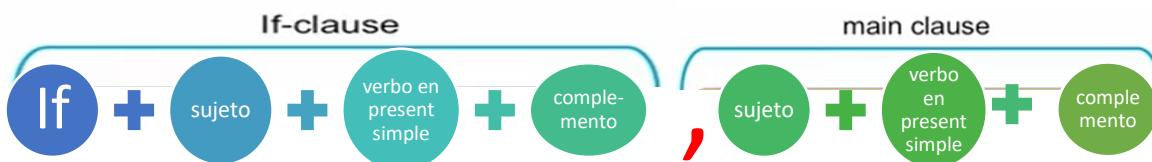
1. El zero conditional

En inglés existen varios tipos de condicionales, entre ellos, el **zero conditional**. Este tipo de condicional se usa en situaciones en las que si se cumple una condición, siempre se da un mismo resultado.



2. La estructura del zero conditional

Los condicionales son oraciones compuestas por dos frases. El zero conditional tiene la siguiente estructura:





If-clause

main clause

If + sujeto + present simple, sujeto + present simple

El orden de las dos frases que componen la estructura del condicional se puede cambiar.

Si empezamos por la condición (If), las separaremos con una coma.

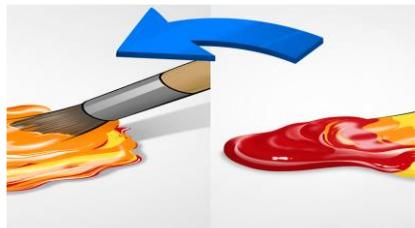
- If water reaches 100ºC, it boils.
 (Si el agua llega a 100ºC, hierve.)

Si empezamos con la frase que expresa el resultado, no hace falta poner la coma.

- Water boils if it reaches 100ºC.
 (El agua hierve si llega a los 100ºC.)

3. ¿Cómo se utiliza el zero conditional?

El **zero conditional** se utiliza para expresar **hechos** que siempre son **verdaderos** como, por ejemplo, hechos científicos, leyes científicas, verdades generales, etc.



You get orange if you mix red and yellow.
 (Obtienes naranja si mezclas rojo y amarillo.)
 Si mezclas rojo y amarillo, el resultado siempre será el mismo. Por lo tanto, este hecho es una verdad general.



If I eat peanuts, I get ill.
 (Si como cacahuetes, me pongo enfermo.)

Aunque enfermarse después de comer cacahuetes no es una verdad universal, para un determinado grupo de personas (alérgicas) es cierto que siempre que los coman provocará este mismo resultado.

Además de hechos verdaderos, el **zero conditional** también se puede utilizar para dar **instrucciones**. En este caso utilizaremos un imperativo para expresar la instrucción o advertencia.



If you feel sick, go to the doctor.
 (Si te encuentras mal, ve al médico.)



Don't open the door if someone knocks.
 (No abras la puerta si alguien toca)



Solo en este condicional podemos sustituir *if* por *when* sin alterar el sentido de la frase.

↻

If you heat ice, it melts. (<u><i>Si</i></u> calientas hielo, se derrite.)	When you heat ice, it melts. (<u><i>Cuando</i></u> calientas hielo, se derrite.)
---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

¡Recuerda! El **zero conditional** es un tipo de condicional que se utiliza para expresar una relación de causa-efecto en hechos que siempre son verdaderos (hechos científicos, hechos particulares, etc.) o para dar instrucciones.

STRUCTURE

IF + PRESENT SIMPLE, + PRESENT SIMPLE

USES	EXAMPLES
-Hechos verdaderos: leyes científicas, verdades generales... *Dar instrucciones	-If my dog sees the postman, he barks. (Si mi perro ve al cartero, ladra.) *If it rains, don't go to the playground. (Si llueve, no salgáis al patio.)

structure	
If-clause (present simple)	main clause (present simple)
affirmative	
If it rains ,	the road gets wet.
negative	
If I doesn't rain ,	the road doesn't get wet.

FORMA

NEGATIVA:

If-clause

main clause

Para hacer un condicional negativo debemos utilizar la siguiente estructura:

If + Sujeto+ Doesn't/ Don't + Verb + Complement, Sujeto + Doesn't/ Don't + Verb + Complement
 Ejemplo: **If it doesn't rain, the road doesn't get wet.** (Si no llueve, la carretera no se moja)

¡Recuerda! En el presente simple se usa el **doesn't** cuando el sujeto es **She, He o It**, y se usa **don't** cuando el sujeto es **I, You, We o They**.



LET'S PRACTICE

Deberás copiar las siguientes actividades en tu libreta y resolverlas ahí.

1. Read the following text and answer the questions. (Lee el siguiente texto y responde las preguntas.):

Read the story

Listen to my funny story!

If it rains, my roof leaks. If my roof leaks, the walls get wet. If the walls get wet, they get moldy. If they get moldy, I get sick. If I get sick, I go to the doctor. If I go to the doctor, he always says the same thing, "Fix your roof!".



Activity 1A.

How many cause-effect sentences are there in the story? Write down the sentences:

Example: 1. If it rains, my roofs leaks.

Activity 2A.

Now, complete the following chart identifying the cause clause/ condition and the effect/ result.

Number	Cause / Condition	Effect / Result
Example: 1.	If it rains,	my roofs leaks.



Activity 3A.

Match the columns to make logical sentences. (Une las columnas para hacer enunciados lógicos):

- | | |
|--------------------------------------|------------------------------|
| 1. You get pink _____ | a. If there is no air. |
| 2. If you add sugar, _____ | b. If you get a headache. |
| 3. If he comes home very late, _____ | c. If you mix red and white. |
| 4. Wood doesn't burn _____ | d. It scratches you. |
| 5. Take an aspirin _____ | e. It tastes sweet. |
| 6. If you pull a cat's tail, _____ | f. His mother gets angry. |

Writing activity

Activity 4A.

Write sentences about universal facts or general truths. Use the vocabulary from the box, and the structure of the zero conditional (Escribe enunciados acerca de hechos universales o verdades generales. Usa el vocabulario del cuadro y la estructura del cero condicional.):

Burn	Float	Boil	Melt	Mix
------	-------	------	------	-----

Example: if you throw a rock in the water, it sinks.



➤ **Aprendizaje Esperado:**

Plantea situaciones de causa - efecto de su entorno, de manera oral y escrita, haciendo uso del cero y primer condicional, favoreciendo un comportamiento propositivo en beneficio de la sociedad y el entorno.

➤ **Atributo (s):**

3.2.- Toma decisiones a partir de la valoración de las consecuencias de distintos hábitos de consumo y conductas de riesgo. / 4.4.- Se comunica en una segunda lengua en situaciones cotidianas. / 4.5.- Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.

➤ **Conocimiento (s):**

Vocabulario: Fenómenos naturales y verdades universales. Actividades de causa-efecto en áreas personales, académicas y laborales. / Gramática: Zero conditional IF + simple present (affirmative, negative, question) / Gramática: First conditional IF + future WILL (affirmative, negative, question).

Lectura previa

Lee con mucha atención el siguiente texto:

FIRST CONDITIONAL

1. El **first conditional**

En inglés existen varios tipos de condicionales, entre ellos, el **first conditional**. Este tipo de condicional se usa en situaciones en las que si se cumple una condición, es probable que se dé un resultado determinado.



If you don't put on repellent, you'll get bitten.

Si no te pones repelente te van a picar.



If you study hard, you'll get good marks.

Si estudias mucho, sacarás buenas notas.

2. ¿Cómo se utiliza el **first conditional**?

El **first conditional** se utiliza para expresar planes de futuro, amenazas, advertencias, promesas o para convencer a alguien acerca de algo.



If the weather is fine tomorrow, we will go cycling.

*Si mañana hace buen tiempo, iremos en bici.
Hay la posibilidad de que mañana haga buen tiempo. Si esta condición se cumple los dos chicos irán en bici.*



Your sister will go mad if you touch her things.

*Tu hermana se enfadará si tocas sus cosas.
Existe la posibilidad de que esta niña toque las cosas de su hermana. Si esto sucede el resultado será que su hermana se enfadará.*



Para la frase en futuro puede utilizarse el futuro simple con **will** y verbos modales como **can** y **might**, entre otros.

3. La estructura del **first conditional**

El **first conditional** tiene la siguiente estructura:

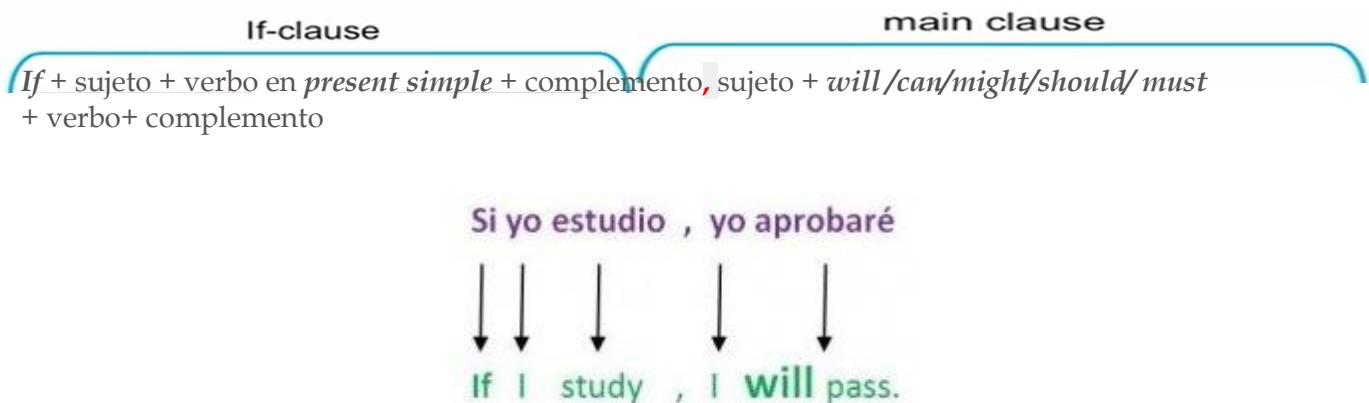
If + sujeto + present simple, sujeto + future simple

Para la frase del futuro utilizamos mayoritariamente el futuro simple con **will**, pero también se puede utilizar el futuro simple con un verbo modal: **can**, **might**, **should**, o **must**.

FIRST CONDITIONAL	
WILL	<p>If the weather is nice on Sunday, we 'll go on a picnic.</p> <p><i>Si el domingo hace buen tiempo, iremos de picnic.</i></p>
CAN	<p>If the meeting finishes early, we can go for a drink.</p> <p><i>Sí la reunión termina temprano, podemos ir a tomar algo.</i></p>
MIGHT	<p>If I have time this afternoon, I might wash my car.</p> <p><i>Si esta tarde tengo tiempo, puede que lave el coche.</i></p>
SHOULD	<p>If they invite you, you should go.</p> <p><i>Si te invitan, deberías ir.</i></p>
MUST	<p>If you have any problems, you must call me.</p> <p><i>Si tienes algún problema, debes llamarme.</i></p>

**AFIRMATIVA:**

Las primera condicional se forma con el presente simple en la 'if-clause' (frase con 'if') y el futuro simple en la 'main clause' (frase principal).



El orden de las dos frases que componen la estructura del condicional se puede cambiar. Si empezamos por la condición (**If**) las separaremos con una coma. Si empezamos con la frase que expresa el resultado no hace falta poner la **coma**.

If the plane is delayed, she will be late.

She will be late if the plane is delayed.

Si el avión se retrasa, ella llegará tarde.

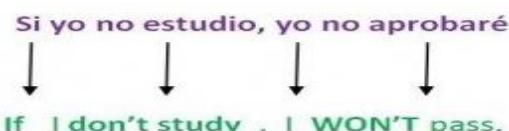
Elle llegará tarde si el avión se retrasa.

NEGATIVA:

Para hacer una condicional negativa sería negando los verbos normalmente.

If I don't win the lottery, I won't buy a house.

Si no gano la lotería, *no me compraré* una casa.



Como podemos ver en el ejemplo, simplemente negamos las frases. Recuerda que pueden estar las dos negadas o sólo una de ellas.

INTERROGATIVA:

Para hacer el primer condicional en forma interrogativa, lo único que tenemos que hacer es cambiar el orden de las oraciones. Primero la oración en futuro, después la coma y a continuación la frase con "if".

Will she stay at home, if I go? (*¿Se quedará ella en casa si yo me voy?*)

Will you do my homework, if I pay you? (*¿Harás mis deberes si te pago?*)

¡Recuerda! El **first conditional** es un tipo de condicional que se utiliza para expresar una relación de condición-resultado en situaciones particulares que se dan en un futuro (planes de futuro, amenazas, advertencias, promesas, convencer a alguien, etc.).



STRUCTURE

IF + PRESENT SIMPLE + FUTURE
SIMPLE

USES

Expresar planes de futuro, amenazas, advertencias, promesas o para convencer a alguien acerca de algo.

EXAMPLES

If I try hard, I'll succeed.
Si me esfuerzo, lo lograré.

FIRST CONDITIONAL

- | | |
|---|--------------------------------------------------------------|
| + | If I study , I will pass my exams. |
| - | If I don't study , I won't pass my exams. |
| ? | If I study , will I pass my exams? |
| | |
| + | If he studies , he will pass his exams. |
| - | If he doesn't study , he won't pass his exams. |
| ? | If he studies , will he pass his exams? |

Estructuras 1º Condicional



LET'S PRACTICE

Instrucciones

Activity 1B.

Unscramble the following sentences. (Ordena las siguientes oraciones):

Example: If / see / on / the / floor / I / pick / them / up / papers / will / I.

If I see papers on the floor, I will pick them up.

a) If / Perla / walk / needs to/ she / go out / will.

b) We / help / if / will / ask / you.

c) it / call / to / will / dog / come / the / you / If / you.

Reading activity

Activity 2B.

Read the conversation and fill in the gaps with the first conditional structure. Then answer the questions, circle the right answer. (Lee la conversación y completa los espacios con la estructura del primer condicional. Después contesta las preguntas, encierra en un círculo la respuesta correcta):

July: Mom! If I_____ you do the dishes, _____ you let me go to the party on Friday?

Mom: July, dear, you have to help with the dishes without condition!

July: Oh all right!_____ you let me go if I _____ my bed?

Mom: Honey, making your bed is your obligation.

July: Oh, mom! What do I have to do to be able to go to the party?

Mom: Mm... let me think. Let's make a deal: I will _____ you go to the party if you
_____ the carpets. But if you also cut the grass, I will _____ you there! What do you say?

July: Yes! You got a deal! Thanks mom, I love you!

Mom: I love you too, honey.

- | | | |
|-------------------------------------------------|------|-------|
| a) It's July obligation to do the dishes. | True | False |
| b) July has to make her bed. | True | False |
| c) She really wants to go to the party. | True | False |
| d) Mom gives July two conditions to let her go. | True | False |
| e) July is going to the party. | True | False |



➤ **Aprendizaje Esperado:**

Plantea situaciones de causa - efecto de su entorno, de manera oral y escrita, haciendo uso del cero y primer condicional, favoreciendo un comportamiento propositivo en beneficio de la sociedad y el entorno.

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Lectura previa

Lee con mucha atención el siguiente texto:

DIFERENCIAS ENTRE EL FIRST CONDITIONAL Y EL ZERO CONDITIONAL

El uso del condicional significa que una acción depende de otra. En general, las frases condicionales llevan la palabra "if" (si).

Lo que tienes que tener en cuenta es que el **first conditional** se utiliza en los casos en que es *muy probable* que la condición pasará, mientras que el **zero conditional** se usa cuando la *condición y el resultado siempre es verdad*, como por ejemplo los hechos científicos. Como ves, las funciones son completamente distintas aunque la estructura sea parecida.

Para que lo veas más claro, fíjate en la siguiente tabla:

Uso	Tipo de condicional	If clause... Condición / Causa	... Main clause Efecto / Resultado
Hechos generales	Condicional cero	<i>If + sujeto + verbo en presente + complemento,...</i> <i>If you sleep badly,</i> Si duermes mal,	... sujeto + verbo en presente o imperativo + complemento. ... <i>you feel tired.</i> te sientes cansado.
Una condición posible y su resultado probable	Primer condicional	<i>If + sujeto + verbo en presente + complemento,...</i> <i>If it rains tomorrow,</i> Si mañana llueve,	... sujeto + will + forma básica del verbo + complemento. <i>I will take an umbrella.</i> yo llevaré un paraguas.



LET'S PRACTICE

Instrucciones

Deberás copiar las siguientes actividades en tu libreta y resolverlas ahí.

Activity 1C.

Write the parts of the sentences in the correct place in the columns. Then write which type of conditional is (Escribe las partes de las oraciones en el lugar correcto en las columnas. Luego escribe qué tipo de condicional es).

Example: If it rains, my roofs leaks.

1. What will happen to us if we continue polluting the planet?
2. If you let me go to the party, I will clean the entire house!
3. If you heat a liquid to 100 degrees, it boils.
4. I might attend the conference if I get the money.
5. You can dance with Alice if you come to my party.

Number	If clause	Main clause	Type of conditional.
<i>Example:</i>	<i>If it rains,</i>	<i>my roofs leaks.</i>	<i>Zero conditional</i>

Activity 2C.

Read the following sentences. Write F for first conditional, or Z for Zero conditional. (Lee las siguientes oraciones. Escribe F para el primer condicional o Z para el cero condicional.):

- a) When we release chlorine compounds, we destroy the ozone layer _____
- b) If you don't study, you won't pass this subject. _____
- c) If you work hard, you succeed. _____
- d) If she doesn't answer this call, I won't call her again! _____
- e) I will give you a lift if you help me with my report. _____

**Writing activity****Activity 3C.**

Look at the situations below. Write a sentence about each using the Zero or First conditional. Look at the example. (Observa las situaciones siguientes. Escribe una oración sobre cada una usando el cero o primer condicional. Mira el ejemplo):

plants	exams	relationships	bullying	travel	environment
--------	-------	---------------	----------	--------	-------------

Example: If we don't study, we won't pass the final exams.



BLOQUE II. "UNREAL SITUATIONS"

➤ **Aprendizaje Esperado:**

Inventa situaciones de eventos imaginarios en contextos sociales, escolares y personales, de manera oral y escrita haciendo uso del segundo condicional, favoreciendo la toma de decisiones de manera consciente e informada asumiendo las consecuencias.

➤ **Atributo (s):**

3.2.- Toma decisiones a partir de la valoración de las consecuencias de distintos hábitos de consumo y conductas de riesgo. / 4.2.-Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue. / 4.4.- Se comunica en una segunda lengua en situaciones cotidianas. / 11.1.- Asume una actitud que favorece la solución de problemas ambientales en los ámbitos local, nacional e internacional.

➤ **Conocimiento (s):**

Vocabulario: Verbos frecuentes en pasado simple (regulares e irregulares) para expresar diversas situaciones hipotéticas. Situaciones morales y decisiones éticas en su contexto familiar, social y escolar. / Gramática: Second conditional IF + simple past - would / should / could.

Lectura previa

Lee con mucha atención el siguiente texto:

SECOND CONDITIONAL

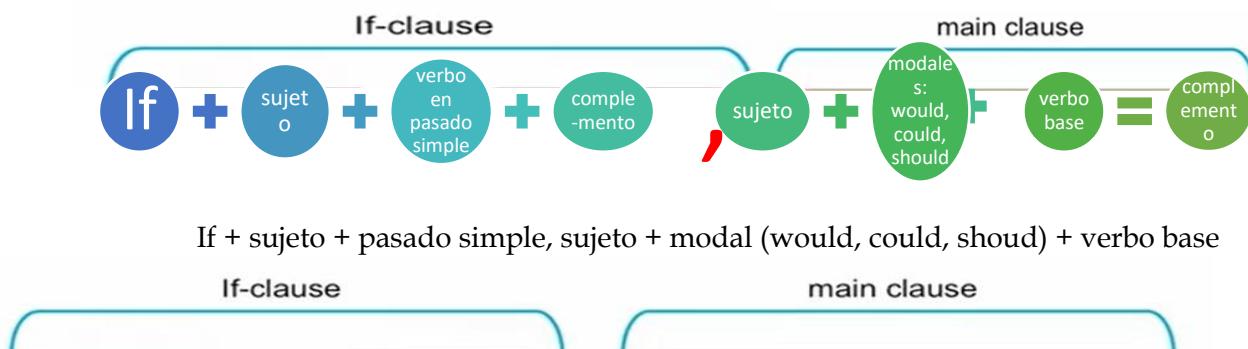
1. El segundo conditional

Como ya has estudiado en inglés existen varios tipos de condicionales, y en esta ocasión nos toca estudiar el **segundo conditional**. Este tipo de condicional se usa para hablar de situaciones irreales, imaginarias e improbables.



2. La estructura del segundo condicional

Recordemos que los condicionales son oraciones compuestas por dos frases. El segundo conditional tiene la siguiente estructura:



De igual forma es importante tener en cuenta que el orden de las cláusulas pueden invertirse.

Si empezamos por la condición (If), las separaremos con una coma.

If I were rich, I would buy a house.
 (Si yo fuese rico, yo compraría una casa.)

Si empezamos con la frase que expresa el resultado, no hace falta poner la coma.

I would buy a house if I were rich.
 (yo compraría una casa si yo fuese rico.)

3. ¿Cómo se usa el segundo conditional?

El **segundo conditional** se utiliza para expresar ideas con alto grado de improbabilidad. Es decir, cuando queremos hablar de situaciones **irreales** o cosas que **no creemos que sucederán**. Nosotros lo usamos para hablar sobre los posibles resultados de estas situaciones. Aquí hay algunos ejemplos:

If we all recycled more, there would be a lot less waste in the world.	Si todos reciclaríamos más, habría mucho menos desperdicio en el mundo.
If I lived by the sea, I'd go swimming every day.	Si viviera a la orilla del mar, yo iría a nadar todos los días.

Recuerda siempre que un enunciado condicional tiene dos partes. La parte donde esta **If** nos habla acerca de una situación **irreal** o **improbable**. La parte donde encontramos **would** nos habla acerca de los resultados posibles de la situación en cuestión.

*If I lived by the sea, ... (Esta es la situación imaginaria)
 ... I'd go swimming every day. (Este es el resultado de la situación imaginaria)*

Usamos el pasado simple en la parte de **If**, pero los enunciados en **segundo condicional** no son sobre el pasado. Usamos la **forma pasada** para mostrar que una situación no es real. La parte donde encontramos **would** nos indica el resultado de esa situación imaginaria.



A veces usamos **were** en vez de **was** en la parte **If** de un enunciado en segundo condicional. Eso quiere decir lo mismo, pero cuando usamos **were**, el enunciado suena mas **formal**.

If it were time to leave, I'd go.

We'd have lunch outside if it weren't raining.

STRUCTURE

IF + PAST SIMPLE , SUBJECT + MODAL VERB (WOULD, COULD) + COMPLEMENT

USES

*Situaciones hipoteticas / irreales

EXAMPLE

-If I won the lottery, I would travel around the world.



De igual forma, podremos encontrar al segundo condicional en las siguientes funciones:

1. comparing / contrasting If I wore these shoes, would they look better?
2. planning It would be wonderful if we went on holiday to Bali.
3. giving advice If you apologised to Michael, it might clear the air.
4. predicting If you went to bed earlier, you would feel better in the morning.
5. expressing an opinion If the Green Party came to power, it would be a disaster.
6. convincing You would be more popular if you weren't so aggressive.
7. refuting No, if you were more enthusiastic, the show would be brilliant.
8. wishing / dreaming I would earn more if I had a better job.
9. imagining / joking If you were a fish, what kind of fish would you be?
10. rationalising If she cheated on me, I would probably forgive her.

1. Al comparar/ al contrastar	Si yo usara estos zapatos, ¿se verían mejor?
2. Al planear	Sería maravilloso si fueramos de vacaciones a Bali.
3. Al dar consejo	Si te disculparas con Michale, podría calmar la situacion.
4. Al predecir	Si te fueras a la cama temprano, te sentirías mejor por la mañana.
5. Al expresar un aopinión	Si el Partido Verde llegara al poder, sería un desastre.
6. Al convencer	Serías mas popular si no fueras tan agresivo.
7. Al refutar	No, si fueras mas entusiasta, el show sería brillante.
8. Al desear/soñar	Yo ganaría mas si tuviera un mejor empleo.
9. Al imaginar/bromear	Si fueras un pez, ¿qué tipo de pez serías?
10. Al racionalizar	Si ella me engañara, probablemente la perdonaría.



FORMA NEGATIVA: Para hacer este condicional negativo debemos utilizar la siguiente estructura:

If + Sujeto + did not + Infinitive Verb + Complement	Sujeto + modal verb + not + Base form Verb + Complement
If I did not study hard	I would not pass my exam
If I didn't study hard	I wouldn't pass my exam
Si yo no studiara con empeño	Yo no pasaría el examen

¡Observa! En la cláusula **If** podemos usar la forma contraida (didn't) o formal (did not) en un enunciado negativo, pero el verbo siempre debe estar en su forma base. Por el otro lado, la cláusula de **would** puede contraerse en su forma negativa **wouldn't** o colocarse en la forma **would not**.

LET'S PRACTICE

Activity 1A

Lee el siguiente título del texto y contesta la siguiente pregunta. ¿De qué trataría el texto?

IF I COULD LIVE MY LIFE ALL OVER...

If I had to live my life all over again, I'd dare to make more mistake next time. I would relax. I would limber up. I would be sillier than I have been this trip. I would take fewer things seriously. I would take more chances.

I would take more trips. I would climb more mountains, swim more rivers. I would eat more ice cream and fewer beans. I would perhaps have more actual troubles, but I would have fewer imaginary ones...

...I would go to more dances. I would ride more merry-go-rounds. I would pick more daisies.

Abstract from Poem Attributed to Nadine Stair, 85 years old.



Activity 2A

Identifica cual es la cláusula de la situación imaginaria, subrayala con un color rojo y copiala en la linea siguiente. Recuerda que esta cláusa inicia con **IF**.

Activity 3A

Identifica cuales son la cláusulas de los posibles resultados de la situaciones imaginarias, subrayalas con un color azul y copialas en el siguiente cuadro. Recuerda que esta cláusula pude usar los modales **WOULD, COULD o MIGHT**.

1	<i>I'd dare to make more mistake next time.</i>
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	

Activity 4A

Lee la traducción del texto anterior y compara lo que se te pide.

SI PUDIERA VIVIR MI VIDA DE NUEVO POR COMPLETO...

Si yo tuviera que vivir mi vida de nuevo por completo, me atrevería a cometer más errores la proxima vez. Me relajaría. Me prepararía. Sería mas tonta de lo que he sido en este viaje. Tomaría pocas cosas en serio. Tomaría mas oportunidades.

Tomaría mas viajes. Escalaría mas montañas, nadaría mas ríos. Comería mas helados y menos frijoles. Tal vez tendría mas problemas reales, pero tendría menos imaginarios...

... Iría a mas bailes. Montaría mas carruseles. recogería más margaritas.



Abstractracto del poema atribuido a Nadine Stair, 85 years old.

Activity 5A

Revisa la siguiente lista de verbos en inglés remarcado en negritas y asignales la palabra equivalente del texto en español.

1	<i>I woud dare</i>	Me atrevería
2	<i>I'd relax</i>	
3	<i>I'd limber up</i>	
4	<i>I'd be</i>	
5	<i>I'd take</i>	
6	<i>I'd climb</i>	
7	<i>I'd swim</i>	
8	<i>I'd eat</i>	
9	<i>I'd have</i>	

Do you think you would regret so many things if you were her age? Crees que te lamentarías de tantas cosas si tuvieras su edad? Elige y encierra la respuesta que consideres.

- A) Yes, I would regret.
- B) No, I would not regret.

**Activity 6A**

Responde las siguientes preguntas a completándolas con los verbos e ideas correctas en inglés y español.

	ENGLISH	SPANISH
1	What would you do if you were the president of your country?	¿Qué harías si fueras el presidente de tu país?
	<i>I would...</i>	Yo ...
2	What would you ask if you had three wishes?	¿Qué pedirías si tuvieras tres deseos?
3	What would you do if you become invisible?	¿Qué harías si te volvieras invisible?
4	What powers would you have if you were a super hero?	¿Qué poderes tendrías si tu fueras un super heroe?



Activity 7A

Recuerda que los enunciados en segundo condicional para hablar de situaciones hipotéticas usan en la cláusula de IF verbos en su forma pasada. Por otro lado, en las cláusulas de los resultados después de los verbos modales (**would**, **could**, **might**) usamos verbos en su forma base. Revisa la lista siguiente de verbos y memorízalos.

Base form	Simple Past form	Meaning
take	took	Tomar, agarrar
buy	bought	comprar
have	had	tener
travel	traveled	viajar
go	went	ir
earn	earned	Ganar (por trabajo)
work	worked	trabajar
be	Was/were	Ser/estar
help	helped	ayudar

Activity 8A

Forma enunciados completos relacionando los siguientes elementos:

1. I would take you for a ride You might see that movie
2. I would buy an apartment If I bought a car.
3. If Peter had more time, He would travel more often
4. If you go to the cinema, If I had enough money.
5. he might earn more money If he worked harder.
6. If I were rich, He might go with you
7. if he didn't have to work. I would help people



SECOND CONDITIONAL

If clause and main clause

We use **if + past** to talk about an imaginary present or future situation (although the verb is in past, the meaning is present or future).

And we use **would + infinitive** to talk about the result or consequence of that imaginary situation.

- *If we **had** a mansion in the country, we'd **go** there every weekend.*
- *Would you **travel** around the world if you **won** the lottery?*

Comma

When the **if clause** comes first, we normally put a **comma** after it. We don't use a comma when the **main clause** comes first and the **if clause** comes second.

- *If I won the lottery, I'd buy a mansion.*
- *I'd buy a mansion if I won the lottery.*

Would

Would/wouldn't is the same for all persons.

- *I/you/he/she/it/we/they **would/wouldn't do** that if it was possible.*

Contracted forms are **wouldn't= would not** and '**d= would**

- *I'd never tell anyone if you told me your secret.*
- *I **wouldn't** tell anyone if you told me your secret.*

Could

We can often use **could + infinitive** instead of **would + infinitive** in the main clause.

- *If you spoke English, you **could get** a better job.*

was or were?

In the second conditional we can use **if I/he/she/it were** (more formal) instead of **if I/he/she/it was**.

- *If I **were/was** fit, I would run a marathon.*
- *We **wouldn't** have any problems **if he were/was** more reasonable.*



But we use **were** (NOT **was**) when we give advice with the expression **if I were you**.

- **If I were you**, I would stay home and rest.
- I wouldn't pay any attention to what he says **if I were you**.

"if" clause	main clause
If I won a million dollars,	... I would put the money in a bank. ... I could buy an airplane. ... I might give it all away.
main clause	"if" clause
I would put the money in a bank I could buy an airplane I might give it all away	... if I won a million dollars.

NOTES:

1. The second conditional is used to talk about future events that are hypothetical or improbable.
2. To form negative sentences, add 'not' after 'would', 'could' and 'might'.
Eg "I might not give it all away."

Exercise 1B

Complete the sentences below by making Second Conditional statements. Use your imagination!

1. If I had longer summer holidays, **I would travel more**.
2. If John did more exercise, _____
3. If Mrs. Smith spoke Chinese, _____
4. If I won a million dollars, _____
5. _____, you could live for 150 years.
6. _____, I might look for a new job.
7. _____, people would be very surprised.
8. _____, he would laugh.
9. If aliens landed on Earth, _____
10. If animals could talk, _____
11. If people lived on the moon, _____
12. If I spent all my money, _____



Exercise 2B

Answer the questions about you. Use the second conditional in your answers.

1. Who would you talk to if you could travel back in time?

2. Where would you go on holiday if you could travel anywhere?

3. What would you say if you met an alien from another planet?

4. How would you feel if you were the only person on earth?

5. What would you print if you had a 3D printer?

6. What would you buy if you were very, very rich?

7. What would you do if you could choose any job in the world?

8. Would you be happy if you had a pet dinosaur?



BLOQUE III. "LIFE EXPERIENCES"

APRENDIZAJE ESPERADO: Plantea experiencias pasadas con efecto en el presente de manera oral y escrita, utilizando el presente perfecto que le permita reflexionar sobre las consecuencias de sus actos como ser social en su contexto.

ATRIBUTO: 4.3 Identifica las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas. / 4.4 se comunica en una segunda lengua en situaciones cotidianas.

CONOCIMIENTOS: Vocabulario: verbos frecuentes en pasado participio (regulares e irregulares) / Actividades en contextos sociales, escolares y personales / Gramática: Presente perfecto (interrogativa, afirmativa y negativa) / Presente perfecto con los marcadores de tiempo "for" y "since" / Presente perfecto con los marcadores de tiempo "yet". "already", "ever", "never".

PRESENT PERFECT

*El presente perfecto se utiliza para referirse a acciones que empezaron en el pasado y que continúan en el presente. En español equivale en la mayoría de sus usos al pretérito perfecto: yo he comido, tú has comido, él ha comido, etc

* Está compuesto por dos elementos: la forma apropiada del verbo auxiliar to have (en presente, que puede ser **HAVE** o **HAS**) y el "past participle" del verbo principal.

* La forma del "past participle" de un **verbo regular** es raíz+**ed**, e.g. played, arrived, looked.

*En cuanto a los **verbos irregulares**, consulta la lista de verbos al final del bloque.

Subject	HAVE	Past Participle
I	have	arrived eaten
You	have	arrived eaten
He	has	arrived eaten
She	has	arrived eaten
It	has	arrived eaten
We	have	arrived eaten
They	have	arrived eaten





ACTIVITY 1. Underline The Correct Option (Subraya La Opción Correcta)

- A. Education has / have evolved a lot and now we can study online. **(EXAMPLE)**
- B. Jobs has / have transformed because now people can work from home.
- C. We has / have developed an addiction to our smartphones.
- D. We has / have invented a lot of instant things, like instant messaging.
- E. Teenagers has / have lived all their lives with computers and cell phones.
- F. The revolution in communication has / have had good and bad consequences.
- G. Technology has / have changed entertainment, too.
- H. The digital revolution has / have impacted our society for many years now.
- I. New ways of advertising has / have appeared since social media started.
- J. This digital revolution has / have changed the global economy since the last century.
- K. The productivity of many businesses has / have increased due to the appearance of the Internet.



ACTIVITY 2. Write Affirmative Sentences In Present Perfect Simple With Regular Verbs. (Escribe Oraciones Afirmativas En Presente Perfecto Con Verbos Regulares)

EXAMPLE: Bob / visit / his grandma = Bob **has played** on the computer. (have / has + verbo regular+ed)

A) Jimmy / play / on the computer

B) Sue and Walter / wash / their car

C) Andrew / repair / his bike

D) Phil / help / Anne with maths

E) Brad and Louise / watch / a film

F) Tamara / talk to / her best friend

G) Bridgette / paint / a picture

H) Tom and Alice / study / in COBACH

I) It / rain / a lot in Quintana Roo.

J) The girls / visit / the museums in Yucatán.



ACTIVITY 3. Put The Words In Order To Make Sentences. (Coloca Las Palabras En Orden Para Hacer Oraciones)

EXAMPLE:

- A) in the fields of communication and technology / a lot of changes / have happened

A lot of changes have happened in the fields of communication and technology

- B) our daily life / since we started using the internet / has changed completely
-

- C) a new level / we / of exchanging information / have reached
-

- D) some old people / to new technologies / have adapted / with a lot of difficulty
-

- E) advances in medicine / have benefited / all over the world / disabled people
-

- F) has affected / our ability to speak / texting / in person
-

- G) in the last century / our lifestyle / has improved
-



ACTIVITY 4. Complete The Sentences With The Past Participle Of The Irregular Verbs In Parentheses. (Completa Las Oraciones Con El Pasado Participio De Los Verbos Irregulares En Paréntesis)

- A. They _____ at the new restaurant. (to eat) = They have eaten at the new restaurant.
- B. The children _____ in the sea. (to swim)
- C. My father _____ the washing machine. (to sell)
- D. The teenagers _____ text messages. (to write)
- E. I _____ the party. (to leave)
- F. My mother _____ about the holiday. (to think)
- G. The cows _____ milk. (to give)
- H. We _____ the best photos. (to choose)
- I. You _____ the children to the zoo. (to take)



ACTIVITY 5. Mary Is 65 Years Old. She Has Had An Interesting Life. What Has She Done?



Have	be	all over the world	a lot of interesting
Do	write	things	
Travel	meet	many different jobs people 10 books	a lot of interesting married three times.

EXAMPLE: She has had many different jobs

1. _____
2. _____
3. _____
4. _____
5. _____

ACTIVITY 6. Complete These Sentences. Use The Underlined Verbs In Past Participle. Use The Present Perfect Structure. (Completa Las Oraciones. Usa Los Verbos Subrayados En Pasado Participio. Usa La Estructura Del Presente Perfecto)EXAMPLE: 1. Jane is in Brazil. She has been there since Monday.

2. I know Lisa. I _____ her for a long time.
3. Sarah and Andy are married. They _____ married since 1999.
4. Brian is sick. He _____ sick for the last few days.
5. We live on Main Street. We _____ there for a long time.
6. Catherine works in a bank. She _____ in a bank for five years,
7. Alan has a headache. He _____ a headache since he got up this morning.
8. I study English. I _____ English for six months.



Present Perfect - Negative Sentences

I	Have not = haven't	been abroad yet.
You	Have not = haven't	answered my question.
He	Has not = hasn't	been home for five years.
She	Has not = hasn't	found a new job.
It	Has not = hasn't	finished yet.
We	Have not = haven't	worked on a farm.
They	Have not = haven't	seen each other for ages.



Se utiliza la estructura: Sujeto + have/has + not (haven't / hasn't) + pasado participio + complemento.

ACTIVITY 7. Complete The Next Sentences With Haven'T / Hasn'T. (Completa Las Siguientes Oraciones Con Haven'T / Hasn'T)

- A. He ____ won the championship yet. EXAMPLE: He hasn't won the championship yet.
- B. She _____ been in an international competition yet.
- C. We _____ obtained a ticket to the Grand national races in USA yet.
- D. They _____ climbed a high mountain yet.
- E. You _____ participated in the Abu Dhabi races yet.
- F. She _____ become one of the most outstanding players in the North American league yet.
- G. I _____ joined the Olympic team yet.
- H. She _____ won a medal in the CONCACAF Women's World Cup yet.
- I. He _____ accepted a millionaire contract yet.



ACTIVITY 8. Write Negative Sentences In Present Perfect. (Escribe Oraciones Negativas En Presente Perfecto)

EXAMPLE: Sarah / not / wash the dishes. = Sarah has not (hasn't) washed the dishes.

- A. Anita / not / clean the kitchen.

- B. Maureen and Gavin / not / water the plants.

- C. Joey / not / make his bed.

- D. David / not / buy milk.

- E. Lisa / not / be to the baker's.

- F. Alan and Jack / not / do their homework.

- G. Jane and Ben / not / tidy up their rooms.

- H. Alex / not / feed the hamster.

- I. Hazel / not / study many languages.

- J. We / not / receive the Player of the Year award.



INTERROGATIVE FORM

Cuando usamos el presente perfecto en interrogativo, empezamos con **have + el sujeto + el pasado participio**, la oración termina con un signo de interrogación (Have + subject + past participle + ...?). Recuerda que la tercera persona del singular usa **has**.

EXAMPLE: **Have you eaten Turkey? / Has Oscar eaten Turkey?**



ACTIVITY 9. Underline The Correct Option. (Subraya La Opción Correcta)

Example: Have / Has You Ever Sung In Public?

- A. Have / Has she ever called saying she is sick, but she isn't?
- B. Have / Has he ever told his teacher his dog ate his homework?
- C. Have / Has they ever danced hip hop?
- D. Have / Has you ever pretended you are from another city?
- E. Have / Has she ever faked an accent?
- F. Have / Has he ever sung in a karaoke?
- G. Have / Has your mother cooked a meal for a large meal?
- H. Have / Has the cat eaten many mice?

ACTIVITY 10. Complete With The Present Perfect Form Of The Verbs In Parentheses. (Completa Con La Forma Del Presente Perfecto De Los Verbos En Parentesis)

EXAMPLE: _____ you ever ____ (eat) something you don't like?
Have you ever eaten something you don't like?

- A. _____ he ever _____ (try) insects?
- B. _____ they ever _____ (sleep) at school?
- C. _____ she ever _____ (push) a door that opens by pulling?
- D. _____ you ever _____ (go) to the wrong classroom?
- E. _____ they ever _____ (get) a person confused with someone else?
- F. _____ you ever _____ (lock) yourself in a bathroom?
- G. _____ you ever _____ (sing) alone in the street?



- H. _____ he ever _____ (dance) in a park?
- I. _____ Alex ever _____ (play) invisible drums with his pencils?
- J. _____ they ever _____ (go) out to the supermarket in pajamas?
- K. _____ you ever _____ (sleep) in the school's library?
- L. _____ your sister _____ (arrive) at school without having slept at all?

ACTIVITY 11. Write Questions With Have You Ever And Answer Them. Use Affirmative Or Negative Sentences In Present Perfect. (Escribe Preguntas Con Have You Ever / Alguna Vez, Y Contestalas. Usa Oraciones En Afirmativo O Negativo En Presente Perfecto)

EXAMPLE:

EXPERIENCE: 1. RIDE A HORSE	QUESTION: HAVE YOU EVER <u>RIDDEN</u> A HORSE?	ANSWER: Yes, I have ridden a horse (or) No, I haven't ridden a horse
-----------------------------------	------------------------------------------------------	-------------------------------------------------------------------------------

EXPERIENCE	QUESTION	ANSWER
1. Break a bone.		
2. Drive a motorcycle		
3. Eat strange food		
4. Go hunting		
5. See a ghost		
6. Write a poem		
7. Win a prize		
8. Get lost		
9. Play on a sports team		

SINCE AND FOR



Note the difference between **since** and **for**.

since + point in time

five o'clock
yesterday
last summer
1996
he was a child



for + length of time

ten minutes
two days
three decades
many years
a long time

*Utilizamos "for", "since" para expresar una relación al tiempo. Usamos "for" y "since" en respuesta a la pregunta de "¿Cuánto tiempo...?".

* "For" significa "desde hace" o "durante" y se usa con un período de tiempo, por ejemplo: ten minutes, two hours, one day, a month, a year, a long time.

*"Since significa "desde" o "desde que" y se usa para señalar un momento concreto en el tiempo, por ejemplo: 10 o'clock, Tuesday, 2nd January, August, 200, we arrived, I was ten years old....



ACTIVITY 12. Complete The Sentences With Since Or For. (Completa Las Oraciones Con Since O For)

1. Nobody has seen him _____ last Friday.
2. It has been foggy _____ some days.
3. He has played _____ six o'clock.
4. They've lived in France _____ eight years.
5. The pilots have flown _____ two days.
6. We've had terrible weather _____ Saturday.
7. I've known Tom _____ 1990.
8. We have waited for the bus _____ half an hour.
9. She hasn't lost a match _____ April.
10. Things have changed _____ he became the headmaster.
11. The police have looked for him _____ a month.
12. I've worked _____ I was 13 years old.
13. Jane has been in Brazil _____ Monday.
14. Jane has been in Brazil _____ three days.
15. My aunt has lived in Australia _____ 15 years.
16. Jennifer is in her office. She has been there _____ 7:00.
17. Mexico has been an independent country _____ 1821.
18. The bus is late. We've been waiting _____ 20 minutes.
19. Nobody lives in those houses. They have been empty _____ many years.
20. Michael has been sick a long time. He has been in the hospital _____ October.



**ACTIVITY 13. Write Sentences About Yourself. Use Since Or For. Begin Your Sentences With:
(Escribe Oraciones Acerca De Ti. Usa Since O For. Empieza Tus Oraciones Con)**

I've lived - I've studied - I've known - I've had - I've been - I've enjoyed

EXAMPLE: I've lived in this town for 15 years.

1. _____
2. _____
3. _____
4. _____
5. _____

**ACTIVITY 14. Complete The Sentences With For Or Since In Present Perfect. (Completa Las
Oraciones Con For O Since En Presente Perfecto)**

**Example: 1. (Jane Is In Brazil - She Arrived There Three Days Ago) = Jane Has Been In Brazil For
Three Days.**

2. (Jack is here - he arrived on Tuesday)

Jack has _____

3. (It's raining - it started an hour ago)

It's been _____

4. (I know Sue - I met her in 2002)

I've _____

5. (Claire and Matthew are married - they got married six months ago)

Claire and Matthew have _____

6. (Liz is studying medicine at the university - she started three years ago)

Liz has _____

7. (David plays the piano - he started when he was seven years old)

David has _____



ALREADY / YET



*El significado de already es "ya" y expresa que una acción ocurrió mucho antes de lo esperado. Generalmente se utiliza en **oraciones positivas**. Con el Presente Perfecto, already usualmente va **después** del verbo auxiliar have o has y antes del participio del verbo. EXAMPLE: I have **already** eaten chinese food. (Yo **ya** he comido comida china)

*"Yet" se utiliza en oraciones **negativas e interrogativas**, Yet en una oración negativa significa "todavía" y en una pregunta significa "ya". Suele colocarse al final de la frase.

EXAMPLES: Have you met Judy yet? / I haven't visited the Tate Gallery yet.

ACTIVITY 15. Complete The Next Sentences By Using The Present Perfect Tense And Already. (Completa Las Siguientes Oraciones Usando El Presente Perfecto Y Already)

EXAMPLE: Karen _____ me an e-mail. (to send) = Karen has already sent an e-mail.

- 1) Dave and pat _____ the museum. (to visit)
- 2) I _____ at the pet shop. (to be)
- 3) Marcus _____ an accident. (to have)
- 4) They _____ without their computer. (to travel)
- 5) She _____ has lived here. (to live)
- 6) They _____ three letters. (to write)
- 7) I _____ before Summer. (to work)
- 8) He _____ his homework. (to finish)
- 9) We _____ to Canada for our vacations. (to be)
- 10) She _____ her homework. (to forget)



ACTIVITY 16. According To The Pictures, Write Sentences With Already In Present Perfect Tense.
(De A Cuerdo A Cada Imagen, Escribe Oraciones Con Already En El Tiempo De Presente Perfecto)

EXAMPLE: They have already washed the car.



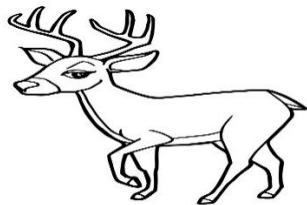
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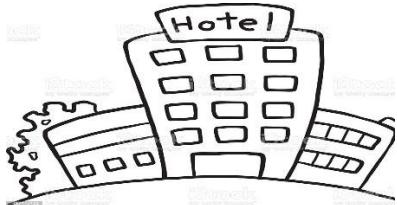
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ACTIVITY 17. Change The Affirmative Sentences To Negative Form And Add Yet. (Cambia Las Oraciones Afirmativas A La Forma Negativa Y Agrega Yet)

EXAMPLE: He has already played with a foreign team. = He hasn't played with a foreign team yet.

1. She has already joined the NBA.

2. You have already received the Player of the Year award.

3. I have already won a gold medal.

4. They have already become the best taekwondo practitioners in the world.

5. She has already participated in a sports TV show.

6. He has already become a professional welterweight boxer.

7. I have already played defense.

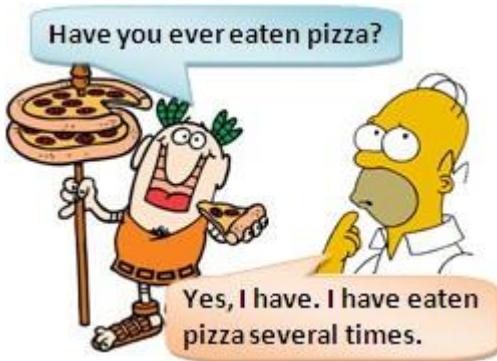
8. We have already eaten sushi.

9. My mom has already spoken with some tourists.

10. My teacher has already gone to Canada.



EVER / NEVER



*Los adverbios "ever" y "never" se refieren a un tiempo no identificado, anterior al presente (Have you ever visited Berlin?).

*"Ever" y "never" siempre se colocan antes del verbo principal (en "past participle").

*"Ever" se utiliza en preguntas. Ejemplo: Have you ever been to Izamal? (¿Alguna vez has estado en Izamal?)

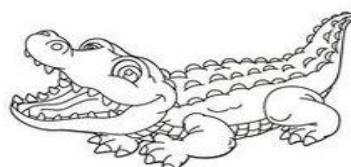
*"Never" significa nunca: (I have never visited Izamal)

¡CUIDADO!: "Never" y "not" no deben usarse juntos.
I haven't never been to Izamal. (X)

I have never been to Izamal. (CORRECT!)

ACTIVITY 18. Complete With The Present Perfect Form Of The Verbs In Parentheses And Answer The Questions. Try To Use Never For The Answers. (Completa Con El Presente Perfecto De Los Verbos En Paréntesis Y Contesta Las Preguntas. Trata De Usar "Never" En Las Respuestas)

1. Have you ever eaten crocodile? (eat)
No, I have never eaten crocodile.

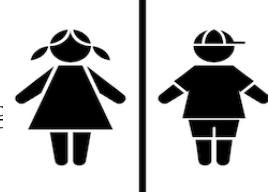


2. _____ you ever _____ at school? (sleep)

No, _____

3. _____ you ever _____ to the wrong bathroom? (get)

No, _____



4. _____ you ever _____ a person confused with someone else? (get)

No, _____



5. _____ you ever _____ your keys? (lose)



No, _____



ACTIVITY 19. Put The Words In Order To Make Questions. (Coloca Las Palabras En Orden Para Hacer Preguntas)

A. Without having studied / an Exam / ever started / have you / ?

B. A unique ringtone / for a special someone / ever set / have you / ?

C. So hard / laughed / that you spilled your drink / have you ever / ?

D. At the supermarket / a motorized cart / ever used / have you / ?

E. On a camping trip / gone / you ever / have / ?

F. Ever been caught / copying / an exam / have you / during / ?

G. You / on a bus / fallen asleep / have / ever / ?



REGULAR VERBS

INF. PRESENT TENSE	PAST TENSE	PAST PARTICIPLE	GERUND	SPANISH
to open	opened	opened	opening	abrir
to accept	accepted	accepted	accepting	aceptar
to love	loved	loved	loving	amor
to learn	learned	learned	learning	aprender
to hurry	hurried	hurried	hurrying	apresurarse
to dare	dared	dared	daring	atreverse
to help	helped	helped	helping	ayudar
to dance	danced	danced	dancing	bailar
to erase	erased	erased	erasing	borrar
to change	changed	changed	changing	cambiar
to walk	walked	walked	walking	caminar
to close	closed	closed	closing	cerrar
to date	dated	dated	dating	citar
to cook	cooked	cooked	cooking	cocinar
to consider	considered	considered	considering	considerar
to count	counted	counted	counting	contar
to answer	answered	answered	answering	contestar
to wish	wished	wished	wishing	desar
to start	started	started	starting	empezar
to push	pushed	pushed	pushing	empujar
to deliver	delivered	delivered	delivering	entregar
to listen	listened	listened	listening	escuchar
to expect	expected	expected	expecting	esperar (esperanza)
to wait	waited	waited	waiting	esperar (lugar)
to study	studied	studied	studying	estudiar
to miss	missed	missed	missing	extrañar
to smoke	smoked	smoked	smoking	fumar
to enjoy	enjoyed	enjoyed	enjoying	gozar
to like	liked	liked	liking	gustar
to talk	talked	talked	talking	hablar
to intend	intended	intended	intending	intentar
to play	played	played	playing	jugar
to wash	washed	washed	washing	lavar
to clean	cleaned	cleaned	cleaning	limpiar

INF. PRESENT TENSE	PAST TENSE	PAST PARTICIPLE	GERUND	SPANISH
to arrive	arrived	arrived	arriving	llegar
to fill	filled	filled	filling	llenar
to rain	rained	rained	raining	llover
to look	looked	looked	looking	mirar
to show	showed	showed	showing	mostrar
to need	needed	needed	needing	necesitar
to name	named	named	naming	nombrar
to order	ordered	ordered	ordering	ordenar
to stop	stopped	stopped	stopping	parar
to stay	stayed	stayed	staying	permanecer
to belong	belonged	belonged	belonging	pertenecer
to plan	planned	planned	planning	planear
to plant	planted	planted	planting	plantar
to practice	practiced	practiced	practicing	practicar
to ask	asked	asked	asking	preguntar
to want	wanted	wanted	wanting	querer
to remember	remembered	remembered	remembering	recordar
to rent	rented	rented	renting	rentar
to repeat	repeated	repeated	repeating	repetir
to resist	resisted	resisted	resisting	resistir
to jump	jumped	jumped	jumping	saltar
to follow	followed	followed	following	seguir
to point	pointed	pointed	pointing	señalar
to end	ended	ended	ending	terminar
to finish	finished	finished	finishing	terminar
to work	worked	worked	working	trabajar
to try	tried	tried	trying	tratar
to climb	climbed	climbed	climbing	trepar
to use	used	used	using	usar
to dress	dressed	dressed	dressing	vestir
to travel	travelled	travelled	traveling	viajar
to visit	visited	visited	visiting	visitarse
to live	lived	lived	living	vivir
to turn	turned	turned	turning	voltear



IRREGULAR VERBS

INF. PRESENT TENSE	PAST TENSE	PAST PARTICIPLE	GERUND	SPANISH
to sweep	swept	swept	sweeping	barrer
to drink	drank	drunk	drinking	beber
to ride	rode	ridden	riding	cabalgar (montar)
to fall	fell	fallen	falling	caer
to sing	sang	sung	singing	cantar
to set	set	set	setting	colocar
to eat	ate	eaten	eating	comer
to buy	bought	bought	buying	comprar
to meet	met	met	meeting	conocer (gente)
to know	knew	known	knowing	conocer, saber
to get	got	gotten	getting	conseguir
to build	built	built	building	construir
to cut	cut	cut	cutting	cortar
to run	ran	run	running	correr
to grow-up	grew-up	grown-up	growing-up	crecer
to give	gave	given	giving	dar
to tell	told	told	telling	decir
to wake-up	woke-up	woken-up	waking-up	despertar
to shoot	shot	shot	shooting	disparar
to sleep	slept	slept	sleeping	dormir
to begin	began	begun	beginning	empezar
to find	found	found	finding	encontrar
to teach	taught	taught	teaching	enseñar
to write	wrote	written	writing	escribir
to win	won	won	winning	ganar
to keep	kept	kept	keeping	conservar, guardar, mantener
to speak	spoke	spoken	speaking	hablar
to do	did	done	doing	hacer
to hurt	hurt	hurt	hurting	herir
to go	went	gone	going	ir
to read	read	read	reading	leer

INF. PRESENT TENSE	PAST TENSE	PAST PARTICIPLE	GERUND	SPANISH
to become	became	become	becoming	llegar a ser
to send	sent	sent	sending	mandar
to drive	drove	driven	driving	manejar
to swim	swam	swum	swimming	nadar
to hear	heard	heard	hearing	oir
to forget	forgot	forgotten	forgetting	olvidar
to pay	paid	paid	paying	pagar
to stand	stood	stood	standing	parsearse
to hit	hit	hit	hitting	pegar
to think	thought	thought	thinking	pensar
to lose	lost	lost	losing	perder
to let	let	let	letting	permitir
to put	put	put	putting	poner
to lend	lent	lent	lending	prestar
to steal	stole	stolen	stealing	robar
to break	broke	broken	breaking	romper
to shake	shook	shaken	shaking	sacudir
to leave	left	left	leaving	salir
to sit	sat	sat	sitting	sentarse
to feel	felt	felt	feeling	sentir
to be	was, were	been	being	ser, estar
to dream	dreamt	dreamt	dreaming	soñar
to hold	held	held	holding	sostener
to have-has	had	had	having	tener, haber
to throw	threw	thrown	throwing	tirar, aventar
to take	took	taken	taking	tomar, llevar
to bring	brought	brought	bringing	traer
to wear	wore	worn	wearing	usar
to sell	sold	sold	selling	vender
to come	came	come	coming	venir
to see	saw	seen	seeing	ver
to fly	flew	flown	flying	volar



BLOQUE IV. "LIKES AND DISLIKES"



APRENDIZAJE ESPERADO: Argumenta gustos y preferencias tanto propias como de otras personas de su contexto, de manera oral y escrita, haciendo uso de los verbos en infinitivo y gerundio respetando las demás opiniones.

ATRIBUTO: 4.3 Identifica las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas. / 4.4 se comunica en una segunda lengua en situaciones cotidianas.

CONOCIMIENTOS: Actividades de esparcimiento como música, programas de TV, cine, deportes, lugares turísticos entre otros de interés del estudiantado. / Expresiones para comunicar gustos y preferencias: "would rather", "would prefer", "would like", "I like", "I enjoy", "I love", "I hate". / Uso de verbos en infinitivo y gerundio para expresar gustos y preferencias.



Activity 1. COMPLETE THE NEXT CHART WITH YOUR OWN PREFERENCES. WRITE 2 PREFERENCES FOR EACH ONE. (Completa la siguiente tabla con tus propias preferencias. Escribe 2 preferencias por cada recuadro)

TV PROGRAM:	SPORTS:	KIND OF MUSIC:
_____	_____	_____
_____	_____	_____



FOOD:	DRINKS:	SINGER:

Se usa "to" + infinitivo después de ciertos verbos: We decided to leave.

Se usa GERUNDIOS (**verbo + ing**) después de ciertos verbos: I enjoy singing (**enjoy + singing**)

¡IMPORTANTE!

VERB WITH ING ENDING (GERUND) VERBOS CON TERMINACIÓN ING (GERUNDIO) ENJOY, DISLIKE, DON'T MIND MY MOM <u>ENJOYS WATCHING</u> SOAP OPERAS. (✓) MY MOM <u>ENJOYS TO WATCH</u> SOAP OPERAS. (x)	VERBS WITH GERUND(ING) AND INFITIVE (TO) VERBOS CON GERUNDIO(ING) E INFINITIVO (TO) LIKE, LOVE, HATE, CAN'T STAND. I LIKE <u>TO SING</u> IN PUBLIC. (✓) I <u>LIKE SINGING</u> IN PUBLIC. (x)
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ACTIVITY 2. PUT THE VERB IN THE RIGHT FORM, to OR -ing. (Coloca el verbo en la forma correcta, to o -ing)

1. I enjoy _____ . (dance) EXAMPLE: I enjoy dancing.
2. What do you want _____ tonight? (do)
3. Good bye! I hope _____ you again soon. (see)
4. I learned _____ when I was five years old. (swim)
5. Have you finished _____ the kitchen? (clean)
6. Where's Anna? I need _____ her something. (ask)
7. Do you enjoy _____ other countries? (visit)
8. I don't mind _____ early on weekends. (get up)





9. I'm tired! I want _____ to bed right now! (go)
10. I dislike _____ away from my family on my birthday. (be)
11. My mom loves _____ cakes and cookies. (bake)
12. They can't stand _____ to the gym after school. (go)

ACTIVITY 3. COMPLETE THE SENTENCES USING to..... or -ing. USE THE NEXT VERBS.

(Completa las oraciones usando el infinitivo TO.... o la terminación -ing. Usa los siguientes verbos)

**GO - GO - HELP - LOSE - RAIN - READ - SEE - SEND - WAIT -
WATCH**

EXAMPLE: Have you ever been to Australia? No, but I'd love to go in the future.

1. Jane had a lot to do, so I offered _____ her.
2. I'm surprised that you're here. I didn't expect _____ you.
3. Nicole has a lot of books. She enjoys_____.
4. This ring was my grandmother's. I'd hate _____ it.
5. Don't forget_____ us a postcard when you're on vacation.
6. I'm not going out until it stops_____.
7. What should we do this afternoon? Would you like _____ to the beach?
8. When I'm tired in the evening, I like _____ television.
9. "Do you want to go now?" "No, I'd prefer_____ a few minutes."



ACTIVITY 4. Complete The Sentences With The Verbs In Parentheses. Where There Are Two Grammatical Possibilities, Write Both. (Completa las oraciones con los verbos en paréntesis, si hay dos posibilidades, escribe ambas)

EXAMPLE: Gaby HATES TO WASTE - HATES WASTING time on weekends.
(waste/hate)

a) We _____ to the cinema on Saturdays. (like/go)

b) I _____ strawberry ice cream. (eat/love)

c) Allison _____ at the club. (dance / enjoy)

d) Boys _____ a soccer game. (lose / can't stand)

e) I _____ in the shower every day. (love/sing)

f) My parents _____ on vacations to Merida city. (go/like)

g) My best friend _____ in the mornings. (dislike/run)

h) Do you _____ sports on TV? (watch/enjoy)

i) She _____ the washing up. It's awful! (hate/do)

j) It's a complete waste of time but I _____ here. (be/don't mind)



ACTIVITY 5. Use The Information From Activity 1 To Write Complete Sentences In Infinitive Or Gerund. Use The Verbs In Parenthesis. (Usa La información de la actividad 1 para escribir oraciones completas en infinitivo o gerundio. Usa los verbos en paréntesis)

EXAMPLE: TV PROGRAM: THE SIMPSONS (HATE)



I hate **watching** the Simpsons program in the afternoons.

1. _____ (like)
2. _____ (don't mind)
3. _____ (love)
4. _____ (enjoy)

ACTIVITY 6. Complete The Answers To The Questions. Use Infinitive Or Gerund. (Completa las respuestas a cada pregunta. Usa infinitivo o gerundio)

1. Do you like getting up early?
2. Do you like eating healthy food?
3. What would you prefer to eat?
4. Do you like going to restaurants?
5. Have you got time to go to the supermarket?
6. Do you like taking the bus or the train?

1. Yes, I like to get up early.
2. Yes, I love _____
3. No, I'm hungry. I'd prefer _____ to a restaurant.
4. No, I don't like _____
5. No, but I'd love _____ one day.
6. Yes, I enjoy _____
7. I don't mind _____, but a taxi would be quicker.



ACTIVITY 7. COMPLETE THE CONVERSATION WITH THE VERBS IN PARENTHESIS. USE INFINITIVE OR GERUND FORMS. (Completa la conversación con los verbos en paréntesis. Usa las formas infinitivo o gerundio)

Q: What do you like _____ in your free time? (do)

A: I have a few hobbies. I like _____ in the mountains, I enjoy _____ and I love _____. (walk / read / cook)

Q: Why do you hate _____? (drive)

A: I don't _____ driving, I just don't enjoy it very much. (hate)

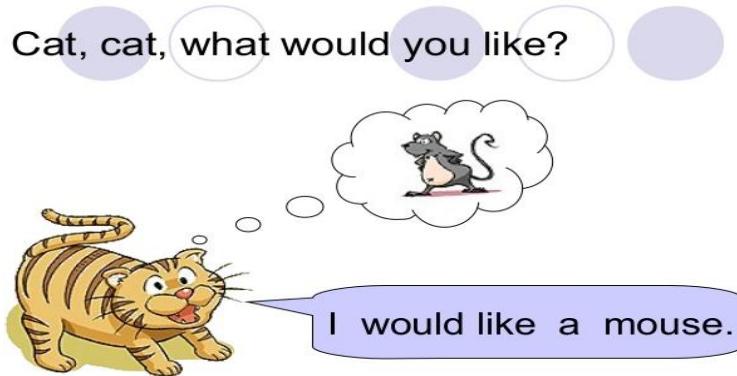
Q: Does your sister like _____ in the bookshop? (work)

A: I don't think she likes working there, but she definitely enjoys _____ a steady paycheck. (earn)

Q: Does Tom like _____? (cook)

A: Yeah, he enjoys cooking but he doesn't like _____ up after he's done. (clean)

MODALS OF PREFERENCE: WOULD LIKE / LOVE / PREFER + INFINITIVE.



*Se usa WOULD LIKE para peticiones de forma cortés y ofrecimientos, o para expresar algo que tú quieras hacer o tener.

*Sólo puedes usar el verbo en la forma INFINITIVA (no con terminación -ing) después de WOULD LIKE, WOULD LOVE, WOULD PREFER

EXAMPLES: She **would like** to watch a horror film = She'd like to watch a horror film (CONTRACTION)

They **wouldn't** love to eat onions and garlic. (NEGATIVE)



ACTIVITY 8: Put The Words In Order To Make Sentences And Questions. (Coloca Las Palabras En Orden Para Hacer Oraciones Y Preguntas)

EXAMPLE:

- a) tonight - eat - She - a - would - to - pizza - like

She would like to eat a pizza.

- b) sports - brother - have - car - love - my - would - to - a
-

- c) company - for - Ann - prefer - this - would - to - work
-

- d) me - on the trip - would you like - to take - What - ?
-

- e) like - she - would - to share a room - with - my cousin - ?
-

- f) to speak - would - my parents - to your mom - like
-

- g) my own pillow - wouldn't - to take - like - I
-



ACTIVITY 9. Read The Questions And Answer Them With Your Own Preferences. Use Would Or Wouldn't Like / Love / Prefer. (Lee Las Preguntas Y Contéstalas Con Tus Propias Preferencias. Usa Would O Wouldn't Like / Love / Prefer)

EXAMPLE: What would you like to eat? I would like to eat two panuchos and one salbute.

A. What would you like to watch on TV?

B. Where would you like to travel?

C. What would you like to wear in a party?

D. Who would you like to meet?

E. When would you like to go shopping?

F. What would you like to buy?



ACTIVITY 10. FIND AND CORRECT THE MISTAKE IN EACH SENTENCE. (Encuentra y corrige el error en cada oración)

EXAMPLE: My brother would likes a new job. My brother would like a new job.

- a. I'd like come back before dark.

- b. My soccer team woulds like to go on a trip.

- c. You would like to bring a bathing suit?

- d. They'd like to speaking to your parents.

- e. I not would like to go by bus.

- f. Alice would loves to take a long trip.

- g. Would you prefer to eating fish for lunch?



ACTIVITY 11: Look At The Next Chart And Write Complete Statements By Using The Modals Of Preference. (Mira La Siguiente tabla y escribe ORACIONES COMPLETAS usando los siguientes modales de preferencia)

WOULD LIKE / WOULD LOVE / WOULD PREFER.



DAISY							
JORDA N							

1. Daisy **would love to have** a dog to play with after school.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____



MODAL OF PREFERENCE: WOULD RATHER = WOULD PREFER



Ann likes to watch a horror film. So she says:

I'd rather watch a horror film. (= I would prefer to watch a horror film.)

I'd rather . . . = I would rather . . .

***Ambos: would rather y would prefer** se usan para hablar acerca de las preferencias.

***Would rather** es seguido por la forma simple del verbo (sin TO).

***Would prefer** es seguido por el infinitivo (TO) o gerundio (-ing).

EXAMPLES:

WOULD RATHER	WOULD PREFER
I'd rather stay here. (✓) (without TO after rather) I'd rather to stay here. (X) I would rather go to the cinema than go to dance	I would prefer to go out. = I would prefer going out.

ACTIVITY 12: UNDERLINE THE CORRECT OPTION. WHERE BOTH OPTIONS ARE POSSIBLE, UNDERLINE BOTH. (Subraya la opción correcta. Donde ambas opciones sean posibles, subraya ambas)

EXAMPLE: He wants to go to the party, but I'd rather (go / to go) to the movies.

- A. Would you prefer (eating / to eat) Italian or Chinese tonight?
- B. They'd like (try / to try) acupuncture.
- C. They like (relaxing / to relax) in the evenings.
- D. She enjoys (playing / to play) tennis.
- E. Lucia and Jaime don't want to eat junk food. They'd rather (to eat / eat) salad.



F. Silvia doesn't want to damage the environment. She prefers (to use / use) a bike rather than a car.

G. Thomas doesn't like coffee. He prefers (to drink / drink) tea.

H. I want healthy teeth. I would rather (not eat / don't eat a lot of sugar).

I. Pedro is trying to lose weight. He'd rather (to go / go) to the fruit stand.

ACTIVITY 13: Answer These Questions About Yourself. Use I'd Rather . . . Than. (Contesta Estas Preguntas Acerca De Ti Mismo. Usa I'D Rather..... Than)

EXAMPLE: 1. Which would you prefer to be - a bus driver or an airplane pilot?

I'd rather be a bus driver than an airplane pilot.

2. Which would you prefer to be - a journalist or a school teacher?

3. Where would you prefer to live - in a big city or a small town?



4. Which would you prefer to have - a small house or a big one?

5. Which would you prefer to study - electronics or philosophy?

6. Which would you prefer to watch - a soccer game or a movie?

7. Would you rather wear jeans or pants to a party with friends?

8. Would you rather walk to school or ride a bike?

9. Would you prefer a tamal or eggs for breakfast?

10. Where would you rather go this weekend, to the movies or to a party?



ACTIVITY 14. Complete The Conversations With The Next Verbs. (Completa Las Conversaciones Con Los Siguientes Verbos)

RATHER WRITE - PREFER TO EAT - RATHER GO - TO WRITE - PREFER - WRITE

CONVERSATION 1.

John: Let's go out tonight.



C I N E M A
PRODUCTIONS

Mary: That's a good idea.

John: How about going to a film? There's a new film out with Tom Han

Mary: I'd _____ out for dinner. I'm hungry!

John: Okay. Which restaurant would you _____?

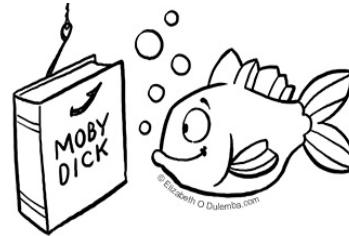
Mary: I'd _____ at Johnny's. They serve great steaks.

CONVERSATION 2.

Sue: I'm not sure which topic to choose for my essay.

Debby: Well, what are your choices?

Sue: I can write about the economy or about a book.



Debby: Which would you rather _____ about?

Sue: I'd prefer _____ about a book.

Debby: How about Moby Dick?

Sue: No, I'd _____ about Timothy's Gift.



ACTIVITY 15. Look At The Pictures And Write Complete Sentences According To Your Preferences. Use Would Rather Or Would Prefer. (Mira Las Siguientes Imágenes Y Escribe Oraciones Completas De Acuerdo A Tus Preferencias. Usa Would Rather O Would Prefer)



EXAMPLE: I would prefer to dance romantic music with my girlfriend.



Hobbies





INSTRUMENTOS PARA EVALUACIÓN

INSTRUMENTO 1 AUTOEVALUACIÓN BLOQUE 1

Complete the sentences using the correct form of the verbs in parentheses. (Completa los enunciados usando la forma correcta de los verbos en paréntesis.):

- a) If we (heat) _____ water at 100°C, it (boil) _____.
- b) If we (not litter) _____, we (not, pollute) _____ the environment.
- c) If Jane (mix) _____ green with orange, she (get) _____ brown.

INSTRUMENTO 2 AUTOEVALUACIÓN BLOQUE 1

Complete the sentences using the correct form of the verbs in parentheses. (Completa los enunciados usando la forma correcta de los verbos en paréntesis.):

- a) I _____ (not, make) it if the meeting _____ (be) on Monday.
- b) If you _____ (miss) the bus, you _____ (take) a taxi.
- c) If you _____ (give) me the money, I _____ (buy) a car.

INSTRUMENTO 3 AUTOEVALUACIÓN BLOQUE 2

Match the beginnings of the sentences to the correct endings, to make logical conditional sentences.

Write the letter beside the number.

1.	If I were taller,	a.	...if I thought he really loved me.
2.	I'd buy a new computer...	b.	...you lost your job?
3.	How would you feel if...	c.	...if you apologized.
4.	If you could visit any country in the world,	d.	... I'd come to the party with you.
5.	He'd be really upset...	e.	...if he knew about the theft.
6.	I'd marry him tomorrow...	f.	... I wouldn't have to wear high heeled shoes.
7.	I'd forgive you...	g.	...if I had enough money.
8.	If I didn't feel so ill,	h.	... where would you go?



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

I. Choose the 5 words which complete the sentence.

EJEMPLO:

If people , be fewer wars.

more	would	there	tolerant	wouldn't	were	are
------	-------	-------	----------	----------	------	-----

R= If people were more tolerant, there would be fewer wars:

Si la gente fuera más tolerante, habrían menos guerras.

1. marry him, would you say?

he	to	if	would	asked	asks	you
----	----	----	-------	-------	------	-----

R= _____

2. How would we keep in touch ... ?

to	didn't	we	have	if	did	computers
----	--------	----	------	----	-----	-----------

R= _____

3. if the pay was lower than it is?

leave	you	left	job	your	if	would
-------	-----	------	-----	------	----	-------

R= _____

4. If she ..., ... going out with

he	beautiful	wouldn't	isn't	weren't	being	be
----	-----------	----------	-------	---------	-------	----

R= _____

5. If you ..., ... be able to communicate.

speak	spoke	speaking	couldn't	wouldn't	we	English
-------	-------	----------	----------	----------	----	---------

R= _____



INSTRUMENTO 4 AUTOEVALUACIÓN BLOQUE 3

For Each Line In The Text, Put The Verb In Parentheses Into The Present Perfect Tense. (Por Cada Línea En El Texto, Coloca El Verbo En Presente Perfecto)

Jack _____ (be) my friend for over 20 years. We _____ (know) each other since we were children. Recently, he and his family _____ (move) to a house on the same street as me, and now our children play together almost every day. For the last ten years, Jack and I _____ (play) for the same hockey team every Saturday. Jack is a better player than I am, but in the last few months he _____ (have) some trouble with his left knee, and he _____ (find) it hard to play a full game. He _____ (see) the doctor several times about his knee, but the doctor doesn't know what is causing his pain. Jack _____ (decide) to take a break from hockey for a while, so that his knee can recover. It's going to be lonely on the team without him!

INSTRUMENTO 5 AUTOEVALUACIÓN BLOQUE 4

Complete The Sentences With The Verb In Parenthesis. Sometimes You Need To. (Completa las oraciones con el verbo dentro de los paréntesis. Algunas veces necesitarás escribir TO)

1. I'd rather stay home tonight. I'd prefer not to go out. (STAY / GO)
2. Should we walk home, or would you rather _____ a taxi? (TAKE)
3. Do you want me to come with you, or would you prefer _____ alone? (BE)
4. Mary doesn't want to go to college. She'd rather _____ a job. (GET)
5. "Can I help you with your suitcase?" "No, thank you. I'd rather _____ it myself.
(CARRY)
6. I'd rather not _____ him. I'd prefer _____ him a letter. (CALL/ WRITE)
7. I'd rather _____ vegetables than eat candy to have a healthy weight. (EAT)



8. Susan would prefer _____. She doesn't like to walk. (**DRIVE**)
9. Pedro would rather _____ a high-paying job than a relaxed lifestyle. He loves money. (**HAVE**)
10. Wou



Would you prefer _____ spaghetti or tacos for dinner? (EAT)

- Instrumento de Evaluación Bloque 1. Rúbrica para evaluar el writing activity.

RASGOS A EVALUAR	ÓPTIMO 4	SUFICIENTE 3	AVANZADO 2	BÁSICO 1	INSUFICIENTE 0
1. Contiene buena calidad en la presentación (limpieza, ortografía, claridad en la redacción y expresión de las ideas) y fue entregado en el tiempo establecido.					
2. Redacta de manera detallada y solicitada los enunciados, incluyendo el if clause y un main clause.					
3. Redacta en la forma solicitada los enunciados (Habilidad para usar correctamente la gramática y estructuras de oraciones)					
4. Señala claramente la condición y la consecuencia o resultado que se obtuvo, pues redacta correctamente el if clause y el main clause usando el presente simple.					
5. Presenta la habilidad para usar vocabulario y frases en contexto, pues emplea apropiadamente el vocabulario proporcionado para escribir acerca de hechos o verdades generales.					
RANGOS Optimo – 20 puntos Suficiente – de 16 a 19 puntos Avanzado – de 11 a 15 puntos Básico – de 6 a 10 puntos Insuficiente – menos de 5 puntos			RANGO OBTENIDO y OBSERVACIONES:		



BLOQUE 2

- Instrumento de Evaluación 1. Rúbrica para evaluar el writing activity.

RASGOS A EVALUAR	ÓPTIMO 4	SUFICIENTE 3	AVANZADO 2	BÁSICO 1	INSUFICIENTE 0
1. Contiene buena calidad en la presentación (<i>limpieza, ortografía, claridad en la redacción y expresión de las ideas</i>) y fue entregado en el tiempo establecido.					
2. Redacta de manera detallada y solicitada los enunciados, incluyendo el <i>if clause</i> y un <i>main clause</i> .					
3. Redacta en la forma solicitada los enunciados (<i>Habilidad para usar correctamente la gramática y estructuras de oraciones</i>)					
4. Señala claramente la condición y la consecuencia o resultado que se obtuvo, pues redacta correctamente el <i>if clause</i> y el <i>main clause</i> usando los modales mas el verbo base de un verbo.					
5. Presenta la habilidad para usar vocabulario y frases en contexto, pues emplea apropiadamente el vocabulario proporcionado para escribir acerca de situaciones imaginarias o hipotéticas.					
RANGOS <i>Optimo – 20 puntos</i> <i>Suficiente – de 16 a 19 puntos</i> <i>Avanzado – de 11a 15 puntos</i> <i>Básico – de 6 a 10 puntos</i> <i>Insuficiente – menos de 5 puntos</i>			RANGO OBTENIDO y OBSERVACIONES:		



MATERIAL SUGERIDO PARA CONSULTA

- ❖ Dobie, Robert. All things Grammar.com. Everything from A to Z. Recuperado de: www.allthingsgrammar.com
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