



**CENTRO DE ESTUDIOS TECNOLÓGICOS INDUSTRIAL
Y DE SERVICIOS No. 1**

“Coronel Matilde Galicia Rioja”

**GUÍA EXTRAORDINARIO
INGLÉS V
TURNO MATUTINO**

Student's Name: _____.

Group: _____.

Semester: _____.

Exam Date: _____.

Hour: _____.

Period: _____.

Teacher's Name: _____.

PROPOSITO DE LA GUÍA DE ESTUDIO PARA LA ASIGNATURA DE INGLÉS V

Que el estudiante lea, comprenda, redacte, resuma y esquematice la información presentada en distintos tipos de textos escritos en inglés, en relación a los avances sociales, económicos, científicos y tecnológicos de la humanidad.

Estrategias de Lectura.

En términos generales y en especial, en el programa de Inglés V existen variedad de estrategias de lectura al igual que en el idioma Español. Sin embargo, en una segunda lengua como lo es Inglés, a través de dichas estrategias, se manipula la información y se obtiene lo solicitado en cualquier tipo de texto, llámese textos de Política, Economía, Arte, etc.

Skimming

Una de las estrategias más importantes del programa es skimming.

Skimming significa lectura rápida sin detenerse en palabras desconocidas. Dicha estrategia se utiliza para obtener una idea general del texto en cuestión y se utiliza cuando tenemos un tiempo corto para la resolución de algunas preguntas o reactivos.

Skim to identify the main points.-Before you read, skim each page to get an overview of the topic and main points:

1. Read the title, the captions and the introduction.
2. Read the first and last paragraphs.
3. Read the first sentence in each of the remaining paragraphs.
4. Note the key words.

It is used to quickly gather the most important information. Run your eyes over the text to capture the essence and the most important information.

Exercise: You have two minutes to skim text 1 to get an idea of the topic of each paragraph. Then complete each sentence with the correct paragraph number.

Public Enemy Number One

TEXT 1


1 John Dillinger was one of the most famous outlaws in American history. A bank robber, he was seen by many people as a modern day Robin Hood, who stole from the rich and gave to the poor. The government and the authorities saw it differently, however. To them he was a cold-hearted criminal who broke the law and stopped at nothing to get what he wanted.

2 John Herbert Dillinger was born in 1903 in Indiana to John Wilson Dillinger and Mary Ellen Dillinger. His father was a very strict man, but John was often in trouble at school because he used to fight with other children and steal from them. He eventually quit school and started working. He worked hard during the day, but went out all night to parties with his friends. His behavior became wilder and he found it difficult to keep a job for any length of time. He joined the US Navy, but left just a few months later.


3 Dillinger couldn't find a job and decided to plan a robbery with a friend. They went to a local store and stole \$120. A minister who knew them saw them leaving the store, and the police came to arrest them the next day. Dillinger was sentenced to 10-20 years in prison. He left prison after eight and a half years, and with no chance of finding a job, started to rob banks across the state of Indiana.

4 By this time, Dillinger and his gang were well-known across the US, both to the general public and the police. His robberies became legends and he was known as "Public Enemy Number One." In one of his most famous robberies, he pretended to be part of a film company that wanted to use the bank for a "bank robbery scene" in a movie. Everybody in the bank thought they were filming a movie and stood smiling as John and his gang carried out a real life robbery. He became a fugitive and went on the run from the police. After someone recognized him, he was arrested but he broke out of the prison.

5 By 1934, neither police detectives nor federal investigators knew where John Dillinger was or how to find him. However, they were contacted by a mysterious lady, who told them that she knew Dillinger's girlfriend. She said that Dillinger and his girlfriend were planning to go to the movies that evening. She said she would sit behind them in the movie theater and wear an orange dress (which would look red in the lights of the movie theater), so the police could find her easily. The police and federal agents went along to the theater that evening and found John Dillinger. Dillinger was shot and killed, and justice was finally done. The era of his sensational crimes was at an end.



| | |
|------------------|--|
| Name | John Herbert Dillinger, Jr. |
| Born | June 22, 1903 Indianapolis, Indiana, US |
| Died | July 22, 1934 (aged 31) Chicago, Illinois, US |
| Charge(s) | Bank robbery |
| Penalty | Imprisonment from 1924 to 1933 |
| Spouse | Beryl Hovious (divorced) |



Webipedia
the online encyclopedia

- a.Paragraph _____ tells how John Dillinger started robbing banks.
- b.Paragraph _____ tells who John Dillinger was and why people have different opinions of him.
- c.Paragraph _____ tells of John Dillinger´s background.
- d.Paragraph _____ tells how John Dillinger died.
- e.Paragraph _____ tells of his robberies and his time on the run.

Scanning

Scanning es una estrategia que se utiliza para obtener información más detallada acerca de un cierto texto. Prácticamente se “escanea” el texto de arriba abajo para encontrar información de una forma rápida. Es recomendable para obtener información de agendas, índices, programas y otro tipo de textos.

Scan to find information quickly:

- 1.Scan the article by looking quickly at the paragraphs.
- 2.Look for words or phrases that have to do with the information you want.

It is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need.

Exercise: Scan text 1^a to find the answers to these questions as quickly as you can.

A trip to Dubai

A trip to Dubai

Jason's dad took him along on a trip to Dubai. As the plane flew lower, Jason saw something on the southern coast. It looked like a huge sand drawing. "What is that, Dad?" asked Jason. "That's Palm Jumeirah. It's an island built by people. See how it is shaped like a palm tree?" said Dad. "Yes, I see!" cried Jason with excitement.

The airport was very busy. Jason felt more excited. He couldn't wait to look around the city. They got in a taxi and headed towards the coast. Jason saw skyscrapers everywhere. They were the tallest buildings he had ever seen. "Dubai used to be a small fishing village fifty years ago," explained the driver. "Now look at it. We've turned this desert area into one of the most popular touristic cities in the world." Jason pointed up ahead and cried, "look, Dad. Palm Jumeirah! It's even more amazing up close." The driver proudly smiled and said, "Welcome to Dubai, Little one."

1. What might you find along the coast of Dubai?

I. WRITE THE CORRECT WORD FOR EACH SENTENCE.

| | | | |
|-------------------|----------------------|----------------------|----------------|
| Amazing | villageisland | proudly | huge |
| Skyscraper | coast | airportdesert | tourist |

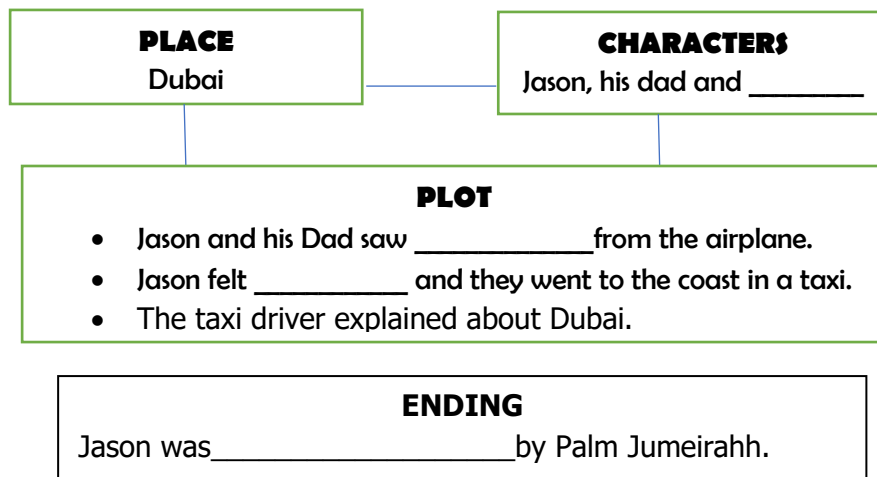
1. The Sahara _____ is in northern Africa.
2. _____ means extremely large in size or amount.
3. Everyone was impressed by his _____ love story.
4. During summer vacation, I traveled to a _____ by ferry.
5. Famous hotels are usually situated along the _____.
6. Many _____s from all over the world visits the Eiffel tower.
7. He _____ showed his parents the A's on his report card.

II. WRITE THE CORRECT PHRASE FOR EACH SENTENCE. CHANGE ITS FORM IF NECESSARY.

| | | |
|------------------------|--------------------|---------------------|
| With excitement | look around | take ~ along |
|------------------------|--------------------|---------------------|

1. He screamed _____ when the roller coaster went upside down.
2. She will _____ the school and have lunch with her friend.
3. I promise to _____ you _____ on my next trip.

III. FILLING THE CHART



IV. CHOOSE THE BEST ANSWERS ACCORDING TO THE STORY

1. What is the main idea of the story?
 - a. Taking a trip by airplane
 - b. Looking around and fishing in Dubai
 - c. Taking a taxi in Dubai
 - d. Visit a man-made island in Dubai
2. Palm Jumeirah is _____ built by people.

- a. A castle
 - b. A garden
 - c. A park
 - d. An island
3. The skyscrapers were the _____ buildings Jason had ever seen.
- a. Oldest
 - b. Most spacious
 - c. Tallest
 - d. Busiest
4. What was Dubai fifty years ago?
- a. A small fishing village
 - b. A famous village for palm trees
 - c. A popular tourist city
 - d. An island
5. What is NOT true about the story?
- a. Jason and his dad went to Dubai by plane.
 - b. Lots of palm trees are planted on Palm Jumeirah.
 - c. Jason and his Dad looked around Dubai in a taxi.
 - d. When Jason saw Palm Jumeirah up close, he was disappointed.

V. COMPLETE THE SUMMARY WITH THE CORRECT WORDS

| | | |
|--------------------|--------------------------------|--------------------|
| In a taxi | was proud of | took a trip |
| More amazed | a small fishing village | shaped like |

Jason and his dad _____ to Dubai. They saw Palm Jumeirah from the airplane. It was _____ a palm tree. When he got to the airport, Jason felt excited. They went to the coast_____. The driver told them that Dubai was _____fifty years ago and is one of the most popular tourist cities_____. He _____it. When Jason saw Palm Jumeirah up close, he was _____.

Identifying cognates

Los cognados son palabras similares en dos idiomas. En este caso: Inglés-Español. Ejemplo: university-universidad, organization-organización. Se le llama así a esta estrategia de lectura o “recognizing cognates”. Finalmente significan lo mismo: “identificando o reconociendo cognados”.

Cognates are especially common in scientific writing and they can help you understand a text. *When you see and unfamiliar Word in a text, check to see if it looks like a Word in your language.*

Exercise: Look at these words. Circle the cognates. Say what words are in your language.

| | | | | | | | |
|-------------|------------|--------|------------|----------|----------|------------|----------|
| organized | especially | study | someone | patient | almost | completely | person |
| respectful | prefer | common | understand | majority | probably | good | decisión |
| personality | type | class | friendly | active | sociable | nervous | people |

Exercise: Write the translations of these cognates:

1. Definable: _____.

2. Uncommon: _____.

3. Geologist: _____.

4. Patience: _____.

5. Immobile: _____.

Finding or getting the main idea

Esta estrategia de lectura también es una de las más utilizadas. Ahorra tiempo y es fácil aplicarla. Se refiere a obtener la idea principal de un texto. “Main” significa importante o principal.

The main idea of an article tells the topic of the article. The topic is what most of the sentences are about.

We can sometimes get the most important idea of a paragraph without skimming the whole paragraph, but just reading the first and the last sentences.

Exercise: Read the first and last sentences of each paragraph in text 2. Circle the statements below which you think best express the main ideas of each.

Paragraph 1

- a. There was a famous movie about Eva Perón.
- b. Eva Perón had some bad qualities.
- c. Eva Perón had both positive and negative qualities.

Paragraph 2

- a. People of Argentina were sad when Eva Perón died.
- b. People have romanticized Eva Perón so much that she is now more a myth than a real person.
- c. Today only older people remember Eva Perón.

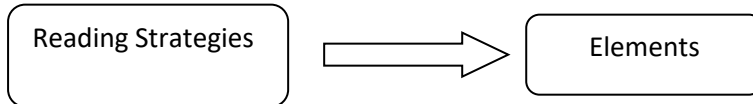
Eva Perón - Fact or Myth?

The Eva Perón portrayed in the movie *Evita* is a modern-day saint who dedicated her short life to helping the poor people in her country. But what was the real woman like? It is generally agreed that Eva Perón did have a genuine desire to help the poor. There are stories of her inviting street children into the presidential palace to give them baths and food, and to treat their illnesses. However, it cannot be denied that Eva Perón was also a fascist who admired Hitler, Mussolini, and Franco. She was vain and capricious, and she spent huge amounts of money on her appearance. She even changed her birth certificate to create a false identity for herself in order to hide her illegitimate birth. The real Eva Perón was not saintly or perfect, but human, with a mixture of good and bad qualities.

After her death, Eva Perón became a mythical heroine. The myth actually started with her death when Dr. Ara embalmed her to make her far more beautiful than she had been when she died. Then, three years after her death when Juan Perón was overthrown, Eva's body mysteriously disappeared. The dark years of the military government were upon Argentina, and the military did not want her tomb to become a symbol of Peronist support. But the people of Argentina romanticized the Perón years as a time of tranquility and happiness, remembering the Peróns as benevolent rulers, and the disappearance of Eva's body became a symbol for government repression and secrecy. When Eva's body reappeared in 1971, Eva was already a myth. There are stories that Isabel Perón, Juan Perón's third wife, sometimes lay on Eva's tomb, hoping that Eva's magical powers would pass into her body. Today, though younger generations do not remember Eva Perón herself, her myth lives on, and people still put flowers on her grave.



Por supuesto que existen más estrategias de lectura, tales como: drawing conclusions, summarizing, paragraphing, comparing and contrasting, guessing word meaning, predicting the topic, inferring meaning from context, etc. Así como también existen ciertos elementos (prefixes, suffixes, synonyms, etc) que se conjuntan para desarrollar la habilidad de manipular cualquier tipo de texto.



b) Tipos de lectura

Como ya vimos anteriormente, las estrategias de lectura más utilizadas o las más importantes, ahora veremos los tipos de lectura existentes. Éstas son: lectura crítica, lectura extensa y lectura intensa.

Lectura Crítica.-Su objetivo es evaluar el texto analizando la calidad literaria, la actitud del autor, etc.

Critical Reading.-Critical reading es reading for the purpose of evaluating the text, analyzing literary quality, the author's attitude, etc. It determines whether the text has useful information for you. An example would be when the teacher reads a paper exercise for students.

Lectura Extensa.-Es utilizada para obtener un entendimiento general de un tema en particular, asignatura, área e incluye textos extensos o largos. Generalmente se utiliza como lectura de placer o elección personal, es decir, puede ser un cuento, una novela, un libro de negocios, etc.

Extensive Reading.-Is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, for example, when reading a novel, as well as business books. Examples: the latest marketing strategy book, a novel you read before going to bed, magazine articles that interest you.

Lectura Intensiva.-Es utilizada en textos más cortos o de mediana extensión (en comparación a la lectura extensa) para extraer información específica, a detalle. El objetivo es obtener datos específicos de una situación específica. En este tipo de lectura es importante saber cada palabra, por ello se llama intensiva.

Intensive Reading.-Intensive reading is use on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number of fact. Examples: a bookkeeping report, an insurance claim, a contract.



c) Tipos de textos

También existen diferentes tipos de textos, tales como:

Texto argumentativo, texto instructivo, texto persuasivo, texto narrativo, texto informativo, texto descriptivo. Cada tipo de texto tiene una finalidad específica y características muy particulares.

Texto Argumentativo

El texto argumentativo su nombre lo indica, argumenta a favor o en contra de algunas ideas, opiniones o tesis. El término “argumentación” es utilizado para definir la operación de justificación de una opinión o tesis a través del razonamiento.

Argumentative text: An argumentative text is a text in which are given arguments for and against some idea, opinión or thesis. Argumentative texts not only give information but also present an argument with the PROS (supporting ideas) and CONS (opposing ideas) of an argumentative issue. The term “argumentation” is used to define the operation of justifying an opinión or thesis through the reasoning (or argument), with the aim of changing the views of other person or merely communicating own ideas.

Example of an argumentative text:

Higher Education – pros and contras

Do we need to go to the college or no? Education has traditionally been seen as an essential component of both individual and social well being. Today, when the cost of higher education keeps rising, many people question themselves is college important worth going to? Is it worth accumulation of the debt and a minimum of four years of lost earning potential? Is it the best investment that one can make? Is the higher education important?

Employers are seeking employees with higher education; therefore, higher education is a best investment because it can change lives and propose better future. What is higher education? Higher education is a center and key element of all civilization advancements. That is one of the primary definitions that come to mind when asked about higher education at a university. Another definition about higher education at a University is for oneself to learn who she or he really is in life. That person is also responsible for forming some kind of lifestyle according to what he or she has grasped from the university way of life.

With a college education, you will probably make more money. According to the U.S. Bureau of Labor Statistics (BLS), the median weekly earnings in 2010 for high school graduates aged 25 and older was \$626, while the median for individuals aged 25 and older with bachelor's degrees was \$1,038. Pursuing higher education may help you to become more sensitive to cultural differences and be able to respect the beliefs of all types of people. After completing a college degree, you'll have a broader set of career options, which often leads to increased personal choice and freedom.



Exercise: Read the previous text and answer the following questions. Choose the correct letter.

1. The main idea of the text is:

- a. To show that it is not necessary to finish high education.
- b. To explain how you can make more money.
- c. To present the advantages of the higher education.

2. According to the author, is the high education obligatory?

- a. Yes.
- b. No.
- c. It's desirable.

3. The intention of the author is:

- a. To make you go to study more.
- b. To describe the pros and contras of the high education.
- c. To make you receive bigger salary after you finish your education..

Texto Persuasivo

El texto persuasivo se caracteriza por la intención del autor de convencer al lector a que realice una acción. El origen viene de la palabra “persuadir”, “convencer”. Un anuncio es un claro ejemplo de texto persuasivo ya que el propósito es hacer publicidad de un producto o servicio para obtener un beneficio ya sea económico o de

cualquier tipo. Una carta a un amigo con el fin de convencerlo de algo (vacaciones, ir al cine, etc).

Persuasive Text: A persuasive text is a text that really wants you to do something. An advertisement (ad, adds) might want you to buy something. You might write a letter to persuade a friend to go on holiday with you, or to try and get a cinema ticket.

Persuasive texts might use: repeated words, text in capital letters, exclamation marks, rhetorical questions (where no answer is needed), an emotional one-sided argument, humour.

Example of a persuasive text:



ADVERTISEMENT

BUY IT NOW!

The Yamaha Raptor 250 is severe lightest full-size sport All-terrain vehicle on the small business delivering, handling a great power to weight ratio. Plus you get aggressive 2012 Raptor styling, class unique five-speed manual transmission and low profile 19 inch rear tires for outstanding traction and performance.

The Raptor 250 is super light, but has a mighty punch. Featuring big Raptor styling in a sharp-handling package that's designed to take on whatever the path throws at it. The Raptor 250 is powered by an engine that is bigger than 249cc and comes easy along with other electric starting, Raptor-style head and taillights, a parking brake and high-performance suspension.

You'd be difficultly pressed to search for higher performance or a lot more fun in such an affordable package.

Texto Descriptivo

Su nombre lo indica, describe un lugar, una acción, un animal, una persona, un objeto. La descripción es utilizada en todas las formas de escritura para crear una impresión vívida de una persona, lugar, objetos o eventos. Los textos descriptivos usualmente: Hacen uso de adjetivos y adverbios, utilizan comparaciones para describir la figura o ilustración, emplean los cinco sentidos.


Descriptive Text: This text describes a particular place, thing or person. Example: A novel, a travel book, etc. Description is used in all forms of writing to create a vivid impression of a person, place, objects or events. Descriptive texts usually: make use of adjectives and adverbs, use comparisons to help picture it –something is like something, employ your five senses –how it feels, smells, looks, sounds and tastes.

Example: “*The morning air was crisp and Sharp as Peter walked down the road. The pavement was slippery and cold beneath his feet like a slimy wet fish*”.


Example of a descriptive text:

Playa del Carmen overview

This place, Playa, as locals call it, is located on Mexico's Yucatan Peninsula, about 64 kilometers south of Cancun. Discovered by those craving white beaches, gentle surf and outdoors activities, this once sleepy fishing village has reserved its small-town charm. Buildings are low-rise and the atmosphere is still authentic. When the sun goes down, the temperature goes up. Bars get full around midnight, and Av. Quintas transforms from a family-friendly pedestrian way to a burning hot spot.



West of downtown is a residential area where most of the native residents live. It does not accommodate tourists, but is where you will find more authentic, traditional Mexican cuisine. The local food options of Av. 30, between Calle 2 and Av. Constituyentes, and all the restaurants and bars between the 5th and the 30th along Calle 4, are appreciated among locals and tourists.



Exercise: Read the previous text and choose the best answer:

1.The word craving in the 1st paragraph means:

- a.applying for
- b.pleading
- c.desiring

2.The word appreciated in the 2nd paragraph means:

- a.valued
- b.used
- c.avoided

3.The intention of the autor is:

- a.To make you go to Playa del Carmen.
- b. To describe the beauties of Playa del Carmen.
- c. To make you go and visit the residential area of Playa del Carmen.

Texto Narrativo


El texto narrativo relata una historia, un evento, una fábula, etc. La sucesión de eventos se presenta en orden cronológico. El propósito principal del texto narrativo es entretener, mantener el interés del lector. También son escritos para enseñar, informar o cambiar actitudes hablando de un contexto social.

Narrative text type: Narration is the telling of a story; the succession of events is given in chronological order. The basic purpose of narrative is to entertain, to gain and hold a readers' interest. Yet narratives can also be written to teach or inform, to change attitudes or social. sub-types: detective fiction, historical narratives, memoirs, science fiction, fables and myths. The historical narrative is usually based on real events told in chronological sequential order. The narrator is involved with the story and expresses opinión.

Example of a narrative text:

The Duration of Life
Jacob & Wilhelm Grimm

When God had created the world and was about to fix the length of each creature's life, the ass came and asked, "Lord, how long shall I live?" "Thirty years," replied God; "does that content thee?" "Ah, Lord," answered the ass, "that is a long time. Think of my painful existence! To carry heavy burdens from morning to night, to drag sacks of corn to the mill, that others may eat bread, to be cheered and refreshed with nothing but blows and kicks. Relieve me of a portion of this long time." Then God had pity on him and relieved him of eighteen years.



The ass went away comforted, and the dog appeared. "How long wouldst thou like to live?" said God to him. "Thirty years are too many for the ass, but thou wilt be satisfied with that." "Lord," answered the dog, "is that thy wilt? Consider how I shall have to run, my feet will never hold out so long, and when I have once lost my voice for barking, and my teeth for biting, what will be left for me to do but run from one corner to another and growl?" God saw that he was right, and released him from twelve years of life.

Then came the monkey. "Thou wilt certainly live thirty years freely?" said the Lord to him. "Thou hast no need to work as the ass and the dog have to do, and wilt always enjoy thyself." "Ah! Lord," he answered, "it may seem as if that were the case, but it is quite different. When it rains porridge I have no spoon. I am always to play merry pranks, and make faces which force people to laugh, and if they give me an apple, and I bite into it, why it is sour! How often sadness hides itself behind mirth! I shall never be able to hold out for thirty years." God was gracious and took off ten.

At last man appeared, joyous, healthy and vigorous, and begged God to appoint his time for him. "Thirty years shalt thou live," said the Lord. "Is that enough for thee?" "What a short time," cried man, "when I have built my house and my fire burns on my own hearth; when I have planted trees which blossom and bear fruit, and am just intending to enjoy my life, I am to die! O Lord, lengthen my time." "I will add to it the ass's eighteen years," said God. "That is not enough," replied the man. "Thou shalt also have the dog's twelve years." "Still too little!" "Well, then," said God, "I will give thee the monkey's ten years also, but more thou shall not have." The man went away, but was not satisfied.

So man lives seventy years. The first thirty are his human years, which are soon gone; then is he healthy, merry, works with pleasure, and is glad of his life. Then follow the ass's eighteen years, when one burden after another is laid on him, he has to carry the corn which feeds others, and blows and kicks are the reward of his faithful services. Then come the dog's twelve years, when he lies in the corner, and growls and has no longer any teeth to bite with, and when this time is over, the monkey's ten years form the end. Then man is weak-headed and foolish, does silly things, and becomes the joke of the children.

Exercise: Read the previous text and answer the following questions:

1.- What was the decision of God, how long will the ass live?

- a. ten years.
- b. eighteen years.
- c. twelve years.

2.- The dog received.....years from God.

- a. twenty
- b. thirty
- c. forty

3.- Who received more year of life?

- a. the monkey
- b. the man
- c. the dog.

4.- Why the man wanted more years of life?

- a. to finish the obligations on the Earth
- b. to enjoy the life
- c. to help the others

5.- What is the moral of this fable?

- a. The fable describes what the real life of the man is during the years.
- b. The fable shows how God castigated the man for this greediness.
- c. The fable shows that one shouldn't carry the burden of the others.

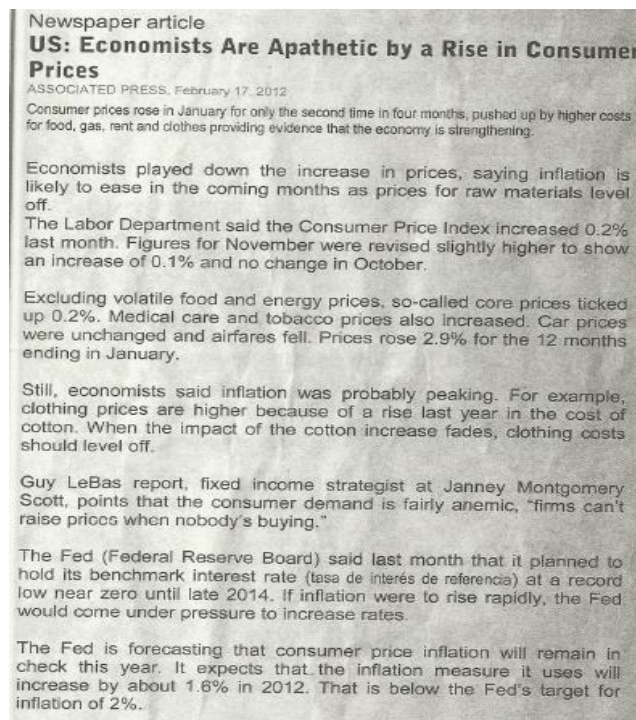
Texto Informativo

El texto informativo proporciona información acerca de un evento, tema en general. Advierte o dice acerca de algo. Un ejemplo es un artículo de periódico, un sitio de Internet proporciona información acerca de una película o algo interesante para el lector. Sus características principales son: dan información de una forma clara, dando la introducción al tema y su desarrollo, contiene temas de interés general o hechos, evita repeticiones.

Informative Text: An informative text is a text that gives you some information about some event, tries to advise or tell you about something. For example: a newspaper article might give you information about a health issue like giving up smoking. A website might give you information about a movie, band or something that you are interested in. Informative texts usually have the following characteristics:

- Give information in a clear way –introducing the subject and then developing it.
- Contain facts.
- Avoid repetition.

Example of an informative text:




Texto Instructivo

Un texto instructivo es aquel que te instruye o te dice como realizar algo. Por ejemplo, una receta de cocina te indica cómo preparar un pastel. Un manual de un dispositivo te muestra cómo utilizarlo.

Instructive Text: An instructive text is a text that instructs or tells you how to do something. A recipe wants to instruct you how to cook something. A leaflet with a piece of furniture wants to tell you how to put it together or take care of it. A manual of a device shows you how to use it. For example: *“Put all the ingredients into a bowl together and beat until fully mixed”*. Informative texts usually have the following characteristics:

1. Are written as though the reader is being spoken to (although the word “you” is not usually used).
2. Language is direct and unnecessary words are left out.
3. Often use “must” and “must not”.
4. Sometimes they use diagrams or pictures to help understanding.

Example of an instructive text:



You jump in your car headed for the airport to catch a plane destined for Washington. You get halfway there, and all of a sudden, your car begins to feel strange...it's not behaving like it should. You pull off to the side of the highway, and to your horror, you have a flat tire. Ok, no big deal, you have this nice cellular phone, I can call for help... Oh but where did you put it...rats... you left it on the bed while you was hastily packing for your trip. Now what do you have to do? You've never changed a tire in your life... you even don't know where to begin...

Well, lucky you...some days ago you have printed this instruction and put it in your car.

In this way, you'll be able to change that tire, and still make it to the airport just in time to catch your plane.

What do You Need

- Spare Tire, inflated properly
- Tools (jack, lug wrench)
- Some blocks or stone
- Gloves (optional)
- Flashlight (optional)

STEPS

Step 1: Choose your place well

- Pull off the road so that you are safely out of the flow of traffic.
- Turn on your hazard lights.

Step 2: Remove tools from vehicle

- Retrieve the tools listed above from the car and place them within reach.
- If desired, put on the gloves, and place a blocks under the tire opposite the flat.

Step 3: Loosen the lug nuts

- Remove the hubcap, if necessary.
- Using the lug wrench, begin to loosen the lug nuts.
- Do not remove the lug nuts, only loosen them.

Step 4: Jack up the vehicle

- Consult your owners' manual and find where the jack needs to be positioned.
- Position the jack under the car, and raise the jack until it contacts the frame.
- Make sure the jack is properly positioned.
- Extend the jack until the tire is about 6 inches off the ground.

Step 5: Remove the flat tire

- Remove the lug nuts from the bolts, and put them aside.
- Grab the wheel.
- Pull the wheel straight toward you, and off the car.

Step 6: Put on the spare tire

- Position the spare tire directly in front of the wheel well.
- Align the holes in the center of the spare tire with the bolts on the car.
- Lift the spare tire and position it on the bolts.
- Push the tire onto the car until it cannot go any farther.
- Place the lug nuts on the bolts and tighten them, but not too tight...just enough to hold the tire in place while you lower the car.

Step 7: Lower the vehicle

- Lower the car with the jack until the car is again resting on all four tires.
- Tighten the lug nuts, starting with one, then moving to the one opposite it, and so on...

Step 8: Put the tools away

- Place the flat tire where the spare was located.
- Replace the jack and lug wrench in their proper locations.
- Carefully inspect your work area and make sure that you're not leaving anything.
- You can continue on to your destination, and have the flat tire repaired.

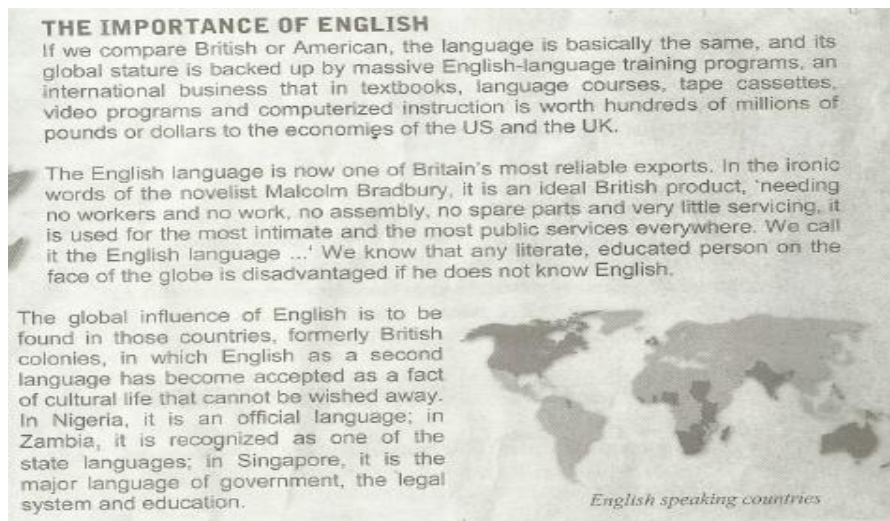
Congratulations! You've changed your tire!

TIGHTEN IN OPPOSITE PAIRS

Drawing conclusions

Básicamente esta estrategia de lectura se utiliza para graficar o esquematizar información. Esto puede ser a través de un mapa mental, conceptual, organizador gráfico, etc. El propósito de la misma es para verificar que realmente el alumno comprenda el texto, aprenda a manipular información en Inglés y desarrolle la capacidad de síntesis y análisis.

Exercise: Read the text and design a mind map (mapa conceptual) about it:



The Importance of English

Gramática

Reactivación de conocimientos previos, vistos en semestres anteriores.

PAST OF THE VERB TO BE

El pasado del verbo To be es WAS y WERE y significan: fue, era, estuvo, estaba. Para los pronombres I, HE, SHE, IT se utiliza WAS en afirmaciones y preguntas; para las negaciones WASN'T.

Para los pronombres YOU, WE, THEY, se utiliza WERE para afirmaciones y preguntas; y para las negaciones WEREN'T

Cuando hablamos en pasado vamos a ver ciertas expresiones de tiempo que aparecen con frecuencia, como *yesterday, last week, month, year, two days, weeks, years ago, in 1997, etc.*

| VERBO TO BE - PASADO SIMPLE | | |
|--|---|--|
| MODO AFIRMATIVO | MODO INTERROGATIVO | MODO NEGATIVO |
| I was Fui / era estuve / estaba | Was I? ¿fui? / ¿era? ¿estuve? ¿estaba? | I was not no fui / no era no estuve no estaba |
| You were Fuiste eras estuviste / estabas | Were you? ¿fuiste? / ¿eras? ¿estuviste? ¿estabas? | You were not no fuiste / no eras no estuviste no estabas |
| He was Fue / era estuvo / estaba | Was he? ¿fue? / ¿era? ¿estuvo? ¿estaba? | He was not no fue / no era no estuvo no estaba |
| She was Fue / era estuvo / estaba | Was she? ¿fue? / ¿era? ¿Estuvo? ¿Estaba? | She was not no fue / no era no estuvo no estaba |
| It was Fue / era estuvo / estaba | Was it? ¿fue? / ¿era? ¿estuvo? ¿Estaba? | It was not no fue / no era no estuvo no estaba |
| We were Fuimos / éramos estuvimos estábamos | Were we? ¿fuimos? / ¿éramos? ¿estuvimos? ¿estábamos? | We were not no fuimos / no éramos no estuvimos no estábamos |
| You were Fueron / eran estuvieron estaban | Were you? ¿fueron? / ¿eran? ¿estuvieron? ¿estaban? | You were not no fueron / no eran no estuvieron no estaban |
| They were Fueron / eran estuvieron estaban | Were they? ¿fueron? / ¿eran? ¿estuvieron? ¿estaban? | They were not no fueron / no eran no estuvieron / no estaban |

Completa:

Usaremos **WAS** con los pronombres ____, ____, ____, ____; mientras que **WERE** lo asociaremos con ____, ____ y ____.

Put the verb "to be" into the simple past: was / were

- I _____ in Canada last summer holiday.
- My sister _____ with me.
- We _____ in Montreal.
- She _____ very happy.
- I _____ happy, too.
- I _____ an engineer.
- Last year I _____ a student in Massachusetts Institute of Technology.
- I _____ in love with a beautiful girl at that time. We _____ friends
- Now, I live in New York and I _____ married to her.
- And They _____ very happy!.

Build your own sentences using the past of the verb to be

Example: It / a / new / book It was a new book

- Paul / happy / last week _____.
- We (not) / in class/ on Monday _____.
- My sister and I / home / yesterday _____.
- The baby / not sleepy / last night _____.
- Apples/ in the kitchen / this morning _____.
- Jack / student / last semester _____.

PAST PROGRESSIVE

El Pasado Progresivo es un tiempo verbal que se usa para hablar acerca del desarrollo de una acción pasada que transcurrió en un tiempo determinado, cuyo fin no conocemos o carece de importancia. Para formar el pasado progresivo se debe usar el auxiliar "**was/were**", que es el pasado del verbo "To be". Además, debemos utilizar la base del verbo en infinitivo y agregarle la terminación "-ing", que corresponde a la terminación "ando, endo" en español. Regla general para aplicar el gerundio es añadir "ing" al final del verbo, pero existen algunos casos especiales en los cuales no se aplica dicha regla.

- Para los verbos que **terminan con la letra e**, se cambia la última letra por el gerundio "ing". por ejemplo: drive-driving; write-writing; live-living, come-coming, move-moving
- Para los verbos que **terminan en una vocal**
- seguida de **una doble consonante** o una **doble vocal seguida de una consonante**, añadimos "ing". Por ejemplo: cook-cooking; wait-waiting; count-counting; sleep-sleeping; think-thinking, etc.
- Para los verbos de una sola sílaba que **terminan en consonante y va precedida por una vocal**, se debe repetir o **duplicar la última consonante**, seguido después de "ing". Por ejemplo: swim-swimming; run-running; sit-sitting; put-putting; plan-planning; dig-digging; cut-cutting; shop-shopping; get-getting, etc
- **Los verbos que terminan en ie**, son **cambiados por "y"** seguido por "ing", mientras los verbos que terminan en **cualquier vocal** solo se añade ing. Por ejemplo: die-dying; lie-lying; go-going; see-seeing, do-doing, etc.

| • | Positive | Negative | Question |
|-------------------|--------------------|------------------------|--------------------|
| I / he / she / it | I was speaking. | I was not speaking. | Was I speaking? |
| you / we / they | You were speaking. | You were not speaking. | Were you speaking? |
| | | | |

Oraciones Afirmativas

SUBJECT + **To Be (Was-Were)** + **Verb + ing**
 Sujeto + Ser o Estar (Era-Estaba) + Verbo + ing

Alicia was running in the court football last weekend.

Oraciones Negativas

Pronombre + **wasn't/weren't** + **Verbo-ing** + Complemento + Time Expression
 Alina wasn't running in the court football last weekend.

Oraciones Interrogativas

Was/Were + Subject + verbo-ing + Complemento + Time expression + ?

Was Alina running in the court football last weekend?

Recordemos : Para I, HE, SHE, IT: was/wasn't y para YOU, WE, THEY: were/weren't.

Write sentences in past progressive.

1. he / the car / wash →
_____.
2. she / home / go →
_____.
3. they / not / the match / watch →
_____.
4. you / in the shop / work →
_____.
5. I / not / a magazine / read →
_____.

Write questions in past progressive.

1. she / on a chair / sit →
_____.
2. you / your bag / pack →
_____.
3. his head / ache →
_____.
4. we / tea / drink →
_____.
5. you / the bike / repair →
_____.

Write sentences in affirmative.

1. you / play / cards
_____.
2. Alice / walk / around the lake
_____.
3. Caron / listen / to the radio
_____.
4. we / read / a book about Australia
_____.
5. Linda / look for / her ring
_____.
6. Fiona and Sam / visit / the castle
_____.

7. Ben / wash / the car
_____.
8. Kim and I / wait / in the park
_____.
9. My sister / feed / the birds
_____.
10. Greg and Phil / count / their money
_____.

Negative Sentences. Write negative sentences in past progressive.

1. Sarah and Luke / not / work
_____.
2. Mister Miller / not / teach / chemistry
_____.
3. Barry / not / drive / a lorry
_____.
4. Mandy / not / have / lunch
_____.
5. Albert / not / play / tennis
_____.
6. Taylor and Bob / not / cycle / home
_____.
7. Annie / not / clean / the table
_____.
8. Benjamin / not / write / an e-mail
_____.
9. Jane / not / exercise / in the gym
_____.
10. Robert / not / buy / flowers
_____.

Questions. Write questions in past progressive.

1. Rachel / feed / the cat
_____.
2. the children / paint / a picture
_____.
3. Clark / repair / his computer
_____.
4. Hazel / swim / in the pool
_____.
5. Lucas / have / a shower
_____.

6. Jason and Aron / run / down the street
_____.
7. Betty / do / her homework
_____.
8. Cindy and James / make / dinner
_____.
9. Rebecca / watch / Star Trek
_____.
10. Anita and Linda / sit / in the kitchen
_____.

PAST SIMPLE = PASADO SIMPLE

Usamos el pasado simple para acciones realizadas en el pasado. En el pasado simple hay verbos regulares y verbos irregulares.

Para formar el pasado simple con verbos regulares, añadimos la "-ed" al final del verbo. La forma es la misma para todas las personas (I, you, he, she, it, we, they).
Ejemplos: Want – wanted; play – played; learn – learned; stay – stayed; etc.

Excepciones: Para verbos que terminan en una "e", sólo añadimos "-d". Ejemplos: dance – danced; live – lived; change – changed; believe – believed; etc.

Si el verbo termina en una vocal corta y una consonante (excepto "y" o "w"), doblamos la consonante final. Ejemplos: stop – stopped; commit – committed, etc.

Con verbos que terminan en una consonante y una "y", se cambia la "y" por una "i".
Ejemplos: study – studied; try – tried; cry – cried

Nota: Hay verbos irregulares en inglés, que no hay una regla establecida para formarlos. Existen tres verbos irregulares más comunes y los que actúan como verbos auxiliares: be – was/ were; do – did; have – had.

Para las oraciones en afirmativo el verbo va en **PASADO SIMPLE**.

La estructura es: [SUJETO] + [VERBO EN PASADO, + COMPLEMENTO] Ejemplo: I **ate** tacos; She **drove** a red car; We **danced** well

Para las preguntas lleva el auxiliar **DID**, el cual nos indica que la pregunta esta en pasado y el verbo se coloca en infinitivo.

La estructura es: **Did + [SUJETO] + [VERBO EN INFINITIVO] ?**

Ejemplos: **Did** You **eat** tacos?; **Did** She **drive** a red car?; **Did** We **dance** well?

Para las negaciones se utiliza el auxiliar **DIDN'T** y el verbo en infinitivo

Estructura: [SUJETO] + **did + not/ didn't + [VERBO EN INFINITIVO]**

Ejemplos: I **didn't eat** tacos; She **didn't drive** a red car; We **didn't dance** well

| SIMPLE PAST TENSE (Pasado Simple) | | | | | |
|-----------------------------------|------------------|-----------------------|--------------------|--------------------------|---------------------|
| MODO AFIRMATIVO | | MODO INTERROGATIVO | | MODO NEGATIVO | |
| I played | Yo jugué | Did I play? | ¿Jugué yo? | I did not play | Yo no jugué |
| You played | Tú jugaste | Did you play? | ¿Jugaste tú? | You did not play | Tú no jugaste |
| He played | Él jugó | Did he play? | ¿Jugó él? | He did not play | Él no jugó |
| She played | Ella jugó | Did she play? | ¿Jugó ella? | She did not play | Ella no jugó |
| It played | Él/Ella jugó | Did it play? | ¿Jugó él / ella? | It did not play | Él / Ella no jugó |
| We played | Nosotros jugamos | Did we play? | ¿Jugamos nosotros? | We did not play | Nosotros no jugamos |
| You played | Ustedes jugaron | Did you play? | ¿Jugaron ustedes? | You did not play | Ustedes no jugaron |
| They played | Ellos jugaron | Did they play? | ¿Jugaron ellos? | They did not play | Ellos no jugaron |

Complete the table in simple past.

| Affirmative | Negative | Interrogative |
|------------------|-----------------|-----------------|
| He wrote a book. | | |
| | He did not sing | |
| | | Was she pretty? |

Put the sentences into simple past.

- We move to a new house. → _____.
- They bring a sandwich. → _____.
- He doesn't do the homework. → _____.
- They sell cars. → _____.
- Does he visit his friends? → _____.
- Janet / miss / the bus → _____.
- she / tidy / her room → _____.
- Nancy / watch / not / television → _____.
- she / read / a book → _____.

Complete the statements in past simple.

- He (walk) _____ to school yesterday.
- They (do) _____ their homework last night.
- You (are) _____ lazy last week.

4. That woman (buy) _____ a new book this morning.
5. The janitor (clean) _____ the blackboard yesterday.
6. My mother (cook) _____ food yesterday.
7. This morning my teacher (teach) _____ English.
8. I (am) _____ hungry yesterday.
9. The gardener (cut) _____ the trees last month.
10. She (drink) _____ milk this morning.
11. Last month the man (ride) _____ a horse.
12. Sandra (go) _____ to Hong Kong last year.
13. The birds (fly) _____ in the sky this morning.
14. I (know) _____ Tom's house last year.
15. The joiner (make) _____ tables and chairs yesterday.
16. The farmer (grow) _____ rice last year.
17. Two weeks ago the boy (has) _____ a new bicycle.
18. He (feel) _____ happy yesterday.
19. We (work) _____ hard last week.
20. The students (meet) _____ in the hall last week.

PASSIVE VOICE

La voz pasiva es aquella en que la acción recae sobre el sujeto. En inglés esta voz se forma con el auxiliar **TO BE** y el pasado participio del verbo principal. Observa los siguientes ejemplos:

The letter **was received** by the doctor.

Coffee **was first introduced** to the country of Colombia in the early 1800s.

After the fermentation, the coffee beans **are washed** with water to remove vegetative matter

Nearly 75% of the production **is exported**

AFFIRMATIVE

NEGATIVE

INTERROGATIVE

3er personal singular

Coffee is cultivated

Coffee is not cultivated in Japan Is Coffee cultivated in England?

In Chiapas and Veracruz.

Ceramic and glass are produced in Puebla

Plastic flowers are not used in elegant restaurants

Are flowers cultivated in cold places?

Cómo hacemos una oración pasiva?

El factor importante en crear una oración pasiva es el **participio pasado** del verbo

El participio pasado y la forma del pasado simple de los **verbos regulares** son iguales, pero los **verbos irregulares** pueden ser diferentes.

Por ejemplo:

Verbos regulares

| Verbo Presente | Pasado | Participio |
|-----------------------|---------------|-------------------|
| work | worked | worked |
| help | helped | helped |
| bake | baked | baked |

Verbos irregulares

| Verbo Presente | Pasado | Participio |
|-----------------------|---------------|-------------------|
| bite | bit | bitten |
| draw | drew | drawn |

come

came

come

Ejemplos:

Presente de la voz pasiva:

Mailmen are often bitten by dogs.



(Los carteros son mordidos con frecuencia)

Pasado de la voz pasiva:

My brother was bitten by a big dog last week.

(Mi hermano fue mordido por un perro grande la semana pasada.)

Completa las siguientes oraciones utilizando la voz pasiva

1. A recipe for this type of frozen meat _____ by my father. (bring)
2. A type of paper _____ by the Chinese many centuries ago.
(invent)
3. By the 1200s, a second type of paper _____ in Germany.
(discover)
4. By the seventeenth century, cream _____ in the recipes for
desserts. (use)
5. First, the waffles _____ into a cone shape. (twist)
6. Fruit and ice _____ to make a refreshing treat. (combine)
7. Ice cream _____ (sell) at the 1904 World's Fair in St.
Louis.
8. Ice cream _____ (serve) by the President's wife in the
White House in the early 1800s.
9. In addition to fruit and ice, milk _____ (use) in this second
recipe.
10. Not enough dishes _____ (bring) by the ice cream
vendor.

11. Recipes for ice cream _____ (bring) to America by European immigrants.
12. The first public ice cream shop _____ (open) in 1832 by a former White House cook.
13. The ice cream cone _____ (create) many years later, in 1904.
14. The ice cream vendor talked with the waffle-maker and an agreement _____ (make).
15. The people at the World's Fair _____ (delight) by this delicious combination.
16. The waffles _____ (use) as serving dishes for the ice cream.
17. Then, the ice cream _____ (place) inside the cone.
18. This frozen dessert _____ (call)
19. This frozen dessert _____ (think) to have been developed by the Chinese but recent research shows that it was first made in India.
20. This recipe _____ (introduce) to Europe by the famous explorer Marco Polo.

Lee el siguiente texto, observa las oraciones subrayadas en el primer párrafo, se encuentran en “Voz Pasiva”, busca ejemplos similares en los siguientes párrafos y subráyalos.

Wastewater

During the natural cycle of water, from the mountaintops down into the oceans, humans capture and divert a lot of the water for agriculture, industrial and municipal use. After the water is used, it is returned to the environment in a different condition, usually as dirty water (wastewater). Depending on where you live, dirty water can be thrown away into gutters, on the land, on flowers and grasses, down into the kitchen drains, bathroom drains or flushed down the toilets. It is never returned in the same way that it was withdrawn.



We depend on fresh water a wide range of reasons, but unless we revolutionize the way we deal with dirty water, our needs for fresh water will not be met in the near future.

Why are we producing so much dirty water? The reason is a combination of factors: population growth, urbanization, industrialization and food production.

What is wastewater?

In simple terms, wastewater is all the dirty water from municipal sources (poop, urine and faecal sludge). This includes black water, gray water and yellow water. All dirty water from all the schools, restaurants, commercial establishments, hospitals, farms, floodwater and all the possible dirty water you can think of is considered wastewater. Some wastewater contain hazardous dissolved toxins and chemicals, while others contain particles, sediments and suspended matter of all sizes.

Agriculture (irrigation, livestock watering and cleaning, aquaculture) uses about 69% to 90% of global fresh water use, and the bulk of it is returned to the soil, waterways or discharged with added nutrients and contaminants. ¹

Types of wastewater: Wastewater comes in three main types namely Blackwater, Graywater and Yellow water.

Blackwater

This is wastewater that originates from toilet fixtures, dishwashers and food preparation sinks. It is made up of all the things that you can imagine going down the toilets, bath and sink drains. They include poop, urine, toilet paper and wipes; body cleaning liquids, anal cleansing water and so on. They are known to be highly contaminated with dissolved chemicals, particulate matter and is very pathogenic.

Graywater

This is wastewater that originates from non-toilet and food fixtures such as bathroom sinks, laundry machines, spas, bathtubs and so on. Technically it is sewage that does not contain poop or urine. Graywater is treated very differently from Blackwater and is usually suitable for re-use.

Yellow water

This is basically urine collected with specific channels and not contaminated with either blackwater or graywater.

Wastewater is also generated from agricultural facilities. Water used for cleaning in animal farms, washing harvested produce and cleaning farm equipment.

How is wastewater harmful?

In certain parts of the world, especially in developing countries, wastewater is pumped directly into the sea or into fresh water bodies without any form of treatment. In other parts of developed countries, lack of adequate wastewater treatment infrastructure, maintenance and outdated systems heavily compromise wastewater treatment efforts. The effects of this (either treated or partly treated) can be classified in the following:

Water pollution:

Fresh water bodies and marine waters into which wastewater is discharged may be polluted and rendered unsafe for human use. Depending on what is discharged, aquatic life may be harmed too.

Answer the following questions;

1. Where is thrown dirty water?

2. How is classified the wastewater and why?

3. Where is originated Graywater?

Complete these sentences using the verbs in parentheses (Passive Voice: Affirmative, Interrogative and Negative)

Affirmative

1. Computers _____ at every level in computation. (use)
2. Spanish _____ in Europe and Latin America. (Speak)
3. The Robots _____ by the computers. (control)
4. Many shoes _____ in México. (do)
5. Many Animals species _____ by worlwide fund for nature. (protect)

Interrogative

1. _____ coffee _____ in Colombia? (cultivate)
2. _____ English Books _____ in English classes? (read)
3. _____ Kangaroos _____ in Australia? (find)
4. _____ Kimonos _____ in Japan? (use)
5. _____ exercise _____ by you? (answer)

Negative

1. Computers _____ by Silvester Stallone.
(invented)
2. American Football _____ usually _____ by women. (play)
3. The Crocodiles _____ by the men. (domesticate)
4. The Coats _____ in hot days. (use)
5. The Paella and Fabada _____ in Mexicans Restaurants (serve)

PAST PERFECT

Structure: Had + Past Participle

| | | AFFIRMATIVE | | NEGATIVE | | INTERROGATIVE |
|-------------|--|---------------------|--|------------------|--|------------------|
| | | | | | | |
| I | | I had understood | | You had not gone | | Had you visited? |
| You | | | | | | |
| He | | | | He had not gone | | Had she visited? |
| She | | She had understood | | | | |
| It | | | | | | |
| We | | | | We had not gone | | Had we visited? |
| You | | | | | | |
| They | | They had understood | | | | |

The past perfect in English is used in three principal ways:

- I. To indicate that an action occurred *before* another action in the past: *They had left when we arrived.*
- II. In indirect speech for a verb appearing in the past tense, the past perfect tense or the present perfect tense in direct speech: *He said he had finished.*
- III. In subordinate clauses in some conditional sentences: *If I had known that, I would have studied more.*

Complete next sentences with the correct auxiliary and appropriate verb (past perfect)

1. I _____ with her when they arrived at home (speak)
2. She _____ the homework when the teacher arrived.
(finish)
3. The Aztecs _____ when the foreign men came to México.
(develop)
4. The Police asked the man if he _____ the jewels
(take)
5. The teachers asked the students if they _____ the class.
(understand)

Change next sentences to negative form

1. The Aztecs had seen horses before they encountered Cortes` s men.

2. I had seen you before, but I don` t remember the place.

3. Teachers had been very patient with pupils.

4. We had bought something like it.

5. Students had worked in it.



IV- Complete these sentences with an appropriate verb from the box.use the past perfect.

| | | | | | | |
|------------|--------------|--------------|--------------|---------------|-------------|------------|
| Eat | Speak | Smoke | Drink | Listen | Ride | Get |
|------------|--------------|--------------|--------------|---------------|-------------|------------|

1. When Columbus discovered America in 1492, Europeans _____ never _____ tobacco, _____ never _____ coffee and _____ never _____ potatoes, and _____ never _____ about other continent.

Naturally, when Columbus came to America, the local inhabitants _____ never _____ Spanish. Of course Mexican _____ never _____ wine. And _____ never _____ horses. But the most important Mexican _____

Never _____ many diseases.

| Tipo de condicional | USO | Estructura | Ejemplo |
|--|---|---|--|
| Zero Conditional  | Verdades universales | If + present simple, ... present simple | <i>If water boils, it evaporates</i> |
| First Conditional  | Hablar de situaciones reales o posibles. | If + present simple, ... will + infinitive | <i>If you come for the weekend, we will go to the cinema</i> |
| Second Conditional  | A) Situaciones del futuro que no es tan probable que ocurran B) Situaciones en el presente imposibles. | If + past simple, ...would + infinitive | <i>If I won the lottery, I would spend my life travelling</i> |
| Third Conditional  | Hablar del pasado describiendo una situación que no sucedió y sus posibles consecuencias. | If + past perfect, ...would + have + past participle | <i>If I had woken up earlier, I would have arrived on time</i> |

Complete the sentences with the second conditional.

- If I _____ wings, I would fly every day.
- We would feel very lonely if we _____ any friends.
- I _____ the homework if you helped me.
- Would you live with your mother if you _____ older?
- If Penny visits me at the weekend, we _____ play video games.
- I would be in panic if I _____ a snake.

7. What _____ if you win the lottery?
8. If I _____ you; I would help your mother.
9. If the weather _____ cold tomorrow, we won't go walking.
10. My son _____ get a bike if he gets good grades at school.
11. My parents will let me drive the car if I _____ have an accident.

Choose second or third conditional.

1. If I _____ (to study), I _____ (to pass) the exams.
2. If the sun _____ (to shine), we _____ (to walk) to the town.
3. If he _____ (to have) a temperature, he _____ (to see) the doctor.
4. If my friends _____ (to come), I _____ (to be) very happy.
5. If she _____ (to earn) a lot of money, she _____ (to fly) to New York.
6. If we _____ (to travel) to London, we _____ (to visit) the museums.
7. If you _____ (to wear) sandals in the mountains, you _____ (to slip) on the rocks.
8. If Rita _____ (to forget) her homework, the teacher _____ (to give) her a low mark.
9. If they _____ (to go) to the disco, they _____ (to listen) to loud music.
10. If you _____ (to wait) a minute, I _____ (to ask) my parents.

Complete the sentences, use the right conditional and the verbs in brackets

1. If I _____ wings, I would fly every day. (have)
2. We would feel very lonely if we _____ any friends. (not have)
3. I _____ the homework if you helped me. (finish)
4. Would you live with your mother if you _____ older? (be)
5. If Penny visits me at the weekend, we _____ video games. (play)
6. I would be in panic if I _____ a snake. (see)
7. What _____ if you win the lottery? (buy)
8. If I _____ you; I would help your mother. (be)
9. If the weather _____ cold tomorrow, we won't go walking. (be)
10. My son _____ a bike if he gets good grades at school. (Get)
11. My parents will let me drive the car if I _____ have an accident. (not have)

Complete the sentences with the Second conditional

1. If I _____ (to study), I _____ (to pass) the exams.
2. If the sun _____ (to shine), we _____ (to walk) to the town.
3. If he _____ (to have) a temperature, he _____ (to see) the doctor.
4. If my friends _____ (to come), I _____ (to be) very happy.
5. If she _____ (to earn) a lot of money, she _____ (to fly) to New York.

Complete the sentences with the third conditional

6. If you _____ (to wear) sandals in the mountains, you _____ (to slip) on the rocks.

7. If Rita _____ (to forget) her homework, the teacher _____ (to give) her a low mark.

8. If they _____ (to go) to the disco, they _____ (to listen) to loud music.

9. If you _____ (to wait) a minute, I _____ (to ask) my parents.

10. If we _____ (to travel) to London, we _____ (to visit) the museums.

Irregular verbs

| INFINITIVO | PASADO SIMPLE | PARTICIOPIO PASADO | TRADUCCIÓN |
|-----------------|---------------|--------------------|----------------------------|
| Arise | Arose | Arisen | <i>Surgir, Levantarse</i> |
| Awake | Awoke | Awoken | <i>Despertarse</i> |
| Be/ am, are, is | Was / Were | Been | <i>Ser / Estar</i> |
| Bear | Bore | Borne / Born | <i>Soportar, dar a luz</i> |
| Beat | Beat | Beaten | <i>Golpear</i> |
| Become | Became | Become | <i>Llegar a Ser</i> |
| Begin | Began | Begun | <i>Empezar</i> |
| Bend | Bent | Bent | <i>Doblar</i> |
| Bet | Bet | Bet | <i>Apostar</i> |
| Bind | Bound | Bound | <i>Atar, encuadernar</i> |
| Bid | Bid | Bid | <i>Pujar</i> |
| Bite | Bit | Bitten | <i>Morder</i> |
| Bleed | Bled | Bled | <i>Sangrar</i> |
| Blow | Blew | Blown | <i>Soplar</i> |
| Break | Broke | Broken | <i>Romper</i> |
| Breed | Bred | Bred | <i>Criar</i> |
| Bring | Brought | Brought | <i>Traer Llevar</i> |
| Broadcast | Broadcast | Broadcast | <i>Radiar</i> |

| | | | |
|------------------|-------------------------|-------------------------|--------------------|
| Build | Built | Built | <i>Edificar</i> |
| Burn | Burnt /Burned | Burnt / Burned | <i>Quemar</i> |
| Burst | Burst | Burst | <i>Reventar</i> |
| Buy | Bought | Bought | <i>Comprar</i> |
| Cast | Cast | Cast | <i>Arrojar</i> |
| Catch | Caught | Caught | <i>Coger</i> |
| Come | Came | Come | <i>Venir</i> |
| Cost | Cost | Cost | <i>Costar</i> |
| Cut | Cut | Cut | <i>Cortar</i> |
| Choose | Chose | Chosen | <i>Elegir</i> |
| Cling | Clung | Clung | <i>Agarrarse</i> |
| Creep | Crept | Crept | <i>Arrastrarse</i> |
| Deal | Dealt | Dealt | <i>Tratar</i> |
| Dig | Dug | Dug | <i>Cavar</i> |
| Do (Does) | Did | Done | <i>Hacer</i> |
| Draw | Drew | Drawn | <i>Dibujar</i> |
| Dream | Dreamt / Dreamed | Dreamt / Dreamed | <i>Soñar</i> |
| Drink | Drank | Drunk | <i>Beber</i> |
| Drive | Drove | Driven | <i>Conducir</i> |
| Eat | Ate | Eaten | <i>Comer</i> |
| Fall | Fell | Fallen | <i>Caer</i> |
| Feed | Fed | Fed | <i>Alimentar</i> |
| Feel | Felt | Felt | <i>Sentir</i> |
| Fight | Fought | Fought | <i>Luchar</i> |
| Find | Found | Found | <i>Encontrar</i> |
| Flee | Fled | Fled | <i>Huir</i> |
| Fly | Flew | Flown | <i>Volar</i> |
| Forbid | Forbade | Forbidden | <i>Prohibir</i> |
| Forget | Forgot | Forgotten | <i>Olvidar</i> |
| Forgive | Forgave | Forgiven | <i>Perdonar</i> |
| Freeze | Froze | Frozen | <i>Helar</i> |
| Get | Got | Got / Gotten | <i>Obtener</i> |
| Give | Gave | Given | <i>Dar</i> |
| Go (Goes) | Went | Gone | <i>Ir</i> |
| Grow | Grew | Grown | <i>Crecer</i> |
| Grind | Ground | Ground | <i>Moler</i> |
| Hang | Hung | Hung | <i>Colgar</i> |

| | | | |
|-----------------|-------------------------|-------------------------|-------------------------|
| Have | Had | Had | <i>Haber o Tener</i> |
| Hear | Heard | Heard | <i>Oir</i> |
| Hide | Hid | Hidden | <i>Ocultar</i> |
| Hit | Hit | Hit | <i>Golpear</i> |
| Hold | Held | Held | <i>Agarrar Celebrar</i> |
| Hurt | Hurt | Hurt | <i>Herir</i> |
| Keep | Kept | Kept | <i>Conservar</i> |
| Know | Knew | Known | <i>Saber Conocer</i> |
| Kneel | Knelt | Knelt | <i>Arrodillarse</i> |
| Knit | Knit | Knit | <i>Hacer punto</i> |
| Lay | Laid | Laid | <i>Poner</i> |
| Lead | Led | Led | <i>Conducir</i> |
| Lean | Leant | Leant | <i>Apoyarse</i> |
| Leap | Leapt | Leapt | <i>Brincar</i> |
| Learn | Learnt / Learned | Learnt / Learned | <i>Aprender</i> |
| Leave | Left | Left | <i>Dejar</i> |
| Lend | Lent | Lent | <i>Prestar</i> |
| Let | Let | Let | <i>Permitir</i> |
| Lie | Lay | Lain | <i>Echarse</i> |
| Light | Lit | Lit | <i>Encender</i> |
| Lose | Lost | Lost | <i>Perder</i> |
| Make | Made | Made | <i>Hacer</i> |
| Mean | Meant | Meant | <i>Significar</i> |
| Meet | Met | Met | <i>Encontrar</i> |
| Mistake | Mistook | Mistaken | <i>Equivocar</i> |
| Overcome | Overcame | Overcome | <i>Vencer</i> |
| Pay | Paid | Paid | <i>Pagar</i> |
| Put | Put | Put | <i>Poner</i> |
| Read | Read | Read | <i>Leer</i> |
| Ride | Rode | Ridden | <i>Montar</i> |
| Ring | Rang | Rung | <i>Llamar</i> |
| Rise | Rose | Risen | <i>Levantarse</i> |
| Run | Ran | Run | <i>Correr</i> |
| Say | Said | Said | <i>Decir</i> |
| See | Saw | Seen | <i>Ver</i> |
| Seek | Sought | Sought | <i>Buscar</i> |
| Sell | Sold | Sold | <i>Vender</i> |

| | | | |
|---------------|-------------------------|-------------------------|--------------------------------|
| Send | Sent | Sent | <i>Enviar</i> |
| Set | Set | Set | <i>Poner(se)</i> |
| Sew | Sewed | Sewed / Sewn | <i>Coser</i> |
| Shake | Shook | Shaken | <i>Sacudir</i> |
| Shear | Shore | Shorn | <i>Esquilar</i> |
| Shine | Shone | Shone | <i>Brillar</i> |
| Shoot | Shot | Shot | <i>Disparar</i> |
| Show | Showed | Shown | <i>Mostrar</i> |
| Shrink | Shrank | Shrunk | <i>Encogerse</i> |
| Shut | Shut | Shut | <i>Cerrar</i> |
| Sing | Sang | Sung | <i>Cantar</i> |
| Sink | Sank | Sunk | <i>Hundir</i> |
| Sit | Sat | Sat | <i>Sentarse</i> |
| Sleep | Slept | Slept | <i>Dormir</i> |
| Slide | Slid | Slid | <i>Resbalar</i> |
| Smell | Smelt | Smelt | <i>Oler</i> |
| Sow | Sowed | Sowed / Sown | <i>Sembrar</i> |
| Speak | Spoke | Spoken | <i>Hablar</i> |
| Speed | Sped | Sped | <i>Acelerar</i> |
| Spell | Spelt | Spelt | <i>Deletrear</i> |
| Spend | Spent | Spent | <i>Gastar</i> |
| Spill | Spilt / Spilled | Spilt / Spilled | <i>Derramar</i> |
| Spin | Spun | Spun | <i>Hilar</i> |
| Spit | Spat | Spat | <i>Escupir</i> |
| Split | Split | Split | <i>Hender / partir / rajar</i> |
| Spoil | Spoilt / Spoiled | Spoilt / Spoiled | <i>Estropear</i> |
| Spread | Spread | Spread | <i>Extender</i> |
| Spring | Sprang | Sprung | <i>Saltar</i> |
| Stand | Stood | Stood | <i>Estar en pie</i> |
| Steal | Stole | Stolen | <i>Robar</i> |
| Stick | Stuck | Stuck | <i>Pegar Engomar</i> |
| Sting | Stung | Stung | <i>Picar</i> |
| Stink | Stank/Stunk | Stunk | <i>Apestar</i> |
| Stride | Strode | Stridden | <i>Dar zancadas</i> |
| Strike | Struck | Struck | <i>Golpear</i> |
| Swear | Swore | Sworn | <i>Jurar</i> |
| Sweat | Sweat | Sweat | <i>Sudar</i> |

| | | | |
|-------------------|-------------------|-------------------|----------------------|
| Sweep | Swept | Swept | <i>Barrer</i> |
| Swell | Swelled | Swollen | <i>Hinchar</i> |
| Swim | Swam | Swum | <i>Nadar</i> |
| Swing | Swung | Swung | <i>Columpiarse</i> |
| Take | Took | Taken | <i>Coger</i> |
| Teach | Taught | Taught | <i>Enseñar</i> |
| Tear | Tore | Torn | <i>Rasgar</i> |
| Tell | Told | Told | <i>Decir</i> |
| Think | Thought | Thought | <i>Pensar</i> |
| Throw | Threw | Thrown | <i>Arrojar Tirar</i> |
| Thrust | Thrust | Thrust | <i>Introducir</i> |
| Tread | Trod | Trodden | <i>Pisar, hollar</i> |
| Understand | Understood | Understood | <i>Entender</i> |
| Undergo | Underwent | Undergone | <i>Sufrir</i> |
| Undertake | Undertook | Undertaken | <i>Emprender</i> |
| Wake | Woke | Woken | <i>Despertarse</i> |
| Wear | Wore | Worn | <i>Llevar puesto</i> |
| Weave | Wove | Woven | <i>Tejer</i> |
| Weep | Wept | Wept | <i>Llorar</i> |
| Wet | Wet | Wet | <i>Mojar</i> |
| Win | Won | Won | <i>Ganar</i> |
| Wind | Wound | Wound | <i>Enrollar</i> |
| Withdraw | Withdrew | Withdrawn | <i>Retirarse</i> |
| Wring | Wrung | Wrung | <i>Torcer</i> |
| Write | Wrote | Written | <i>Escribir</i> |

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