

UNIDAD DE APRENDIZAJE: INGLES III

1.	Área de conocimientos	Ingeniería y Ciencias Físico Matemáticas. Ciencias Sociales y Administrativas. Ciencias Médico Biológicas.
2.	Nivel	3°
3.	Área de formación	Científica, Humanística y Tecnológica Básica
4.	Tipo de Espacio	Aula, Laboratorio y Otros ambientes de aprendizaje.
5.	Modalidad	Escolar, No escolarizada y Mixta
6.	Vigencia a partir de:	agosto 2009.

COMPETENCIA GENERAL

Satisface necesidades comunicativas en lengua inglesa, utilizando los tiempos presente, pasado y futuro simple, futuro idiomático, presente y pasado continuo y presente perfecto, así como el vocabulario y las expresiones pertinentes para describir experiencias, acontecimientos, aspiraciones, planes, logros y opiniones, en forma oral y escrita, en contextos sociales formales e informales

Competencias Particulares

1. Utiliza el tiempo pasado simple, así como el vocabulario y las expresiones cotidianas pertinentes para referirse a hábitos y hechos sucedidos en un tiempo determinado en el pasado.

2. Usa los tiempos pasado simple y continuo, así como el vocabulario y las expresiones cotidianas pertinentes para describir actividades recreativas desarrolladas en periodos vacacionales.

3. Emplea los tiempos presente continuo, futuro idiomático y futuro simple, así como el vocabulario y las expresiones cotidianas pertinentes para referirse a planes y compromisos personales y para hacer predicciones en los contextos académico y laboral.

4. Maneja los tiempos presente perfecto y pasado simple, así como vocabulario y las expresiones cotidianas pertinentes para explicar logros y experiencias propias y de otras personas.

Intercambia información personal sobre experiencias de la vida cotidiana en el pasado.

Intercambia información sobre actividades recreativas desarrolladas en periodos vacacionales utilizando el tiempo pasado continuo.

Emplea los tiempos presente continuo, futuro idiomático y futuro simple, así como el vocabulario y las expresiones cotidianas pertinentes para referirse a planes y compromisos personales y para hacer predicciones en los contextos académico y laboral.

Intercambia información sobre sus logros y experiencias personales utilizando los tiempos presente perfecto y pasado simple.

Narra las actividades y condiciones de vida de diferentes personas en distintos momentos en el pasado

Narra las actividades realizadas por dos personas que hayan viajado al extranjero en el mismo periodo vacacional, utilizando el tiempo pasado continuo.

Intercambia información personal sobre planes y expectativas para la vida laboral.

Expresa los logros y experiencias de un personaje de actualidad, utilizando los tiempos presente perfecto y pasado simple.

Narra las actividades y condiciones de vida de diferentes personas en distintos momentos en el pasado.

Redacta información sobre actividades recreativas en progreso interrumpidas por otra acción, utilizando los tiempos pasado continuo y pasado simple.

Instrucciones generales:

La guía de aprendizaje contiene las cuatro unidades que integran el programa de estudios vigente de la Unidad Aprendizaje de Inglés III, en ellas encontrarás lo visto en tus clases, por lo que se te sugiere que:

- Consultes otras referencias documentales.
- Realices lecturas diferentes a las propuestas

UNIDAD 1 DEL PROGRAMA: REMEMBRANZAS	
COMPETENCIA PARTICULAR: Utiliza el tiempo pasado simple, así como el vocabulario y las expresiones cotidianas pertinentes para referirse a hábitos y hechos sucedidos en un tiempo determinado en el pasado.	RAP 1. Intercambia información personal sobre experiencias de la vida cotidiana en el pasado.
UNIDAD 1 DEL PROGRAMA: REMEMBRANZAS	
COMPETENCIA PARTICULAR: Utiliza el tiempo pasado simple, así como el vocabulario y las expresiones cotidianas pertinentes para referirse a hábitos y hechos sucedidos en un tiempo determinado en el pasado.	RAP 2. Narra las actividades y condiciones de vida de diferentes personas en distintos momentos en el pasado.
UNIDAD 2 DEL PROGRAMA: VACACIONES Y EXPERIENCIAS PASADAS	
COMPETENCIA PARTICULAR: Usa los tiempos pasado simple y continuo, así como el vocabulario y las expresiones cotidianas pertinentes para describir actividades recreativas desarrolladas en periodos vacacionales.	RAP 1. Intercambia información sobre actividades recreativas desarrolladas en periodos vacacionales utilizando el tiempo pasado continuo.
UNIDAD 2 DEL PROGRAMA: VACACIONES Y EXPERIENCIAS PASADAS	
COMPETENCIA PARTICULAR: Usa los tiempos pasado simple y continuo, así como el vocabulario y las expresiones cotidianas pertinentes para describir actividades recreativas desarrolladas en periodos vacacionales.	RAP 2. Narra las actividades realizadas por dos personas que hayan viajado al extranjero en el mismo periodo vacacional, utilizando el tiempo pasado continuo.

UNIDAD 2 DEL PROGRAMA: VACACIONES Y EXPERIENCIAS PASADAS

COMPETENCIA PARTICULAR: Usa los tiempos pasado simple y continuo, así como el vocabulario y las expresiones cotidianas pertinentes para describir actividades recreativas desarrolladas en periodos vacacionales.

RAP 3. Redacta información sobre actividades recreativas en progreso interrumpidas por otra acción, utilizando los tiempos pasado continuo y pasado simple.

UNIDAD 3 DEL PROGRAMA: LA UNIVERSIDAD Y LA VIDA LABORAL

COMPETENCIA PARTICULAR: Emplea los tiempos presente continuo, futuro idiomático y futuro simple, así como el vocabulario y las expresiones cotidianas pertinentes para referirse a planes y compromisos personales y para hacer predicciones en los contextos académico y laboral.

RAP 1. Expresa planes y compromisos personales en el ámbito académico y las condiciones para llevarlos a cabo.

UNIDAD 3 DEL PROGRAMA: LA UNIVERSIDAD Y LA VIDA LABORAL

COMPETENCIA PARTICULAR: Emplea los tiempos presente continuo, futuro idiomático y futuro simple, así como el vocabulario y las expresiones cotidianas pertinentes para referirse a planes y compromisos personales y para hacer predicciones en los contextos académico y laboral.

RAP 2.- Intercambia información personal sobre planes y expectativas para la vida laboral.

UNIDAD 4 DEL PROGRAMA: LOGROS Y EXPERIENCIAS

COMPETENCIA PARTICULAR: Maneja los tiempos presente perfecto y pasado simple, así como vocabulario y las expresiones cotidianas pertinentes para explicar logros y experiencias propias y de otras personas.

RAP 1. Intercambia información sobre sus logros y experiencias personales utilizando los tiempos presente perfecto y pasado simple.

UNIDAD 4 DEL PROGRAMA: LOGROS Y EXPERIENCIAS

COMPETENCIA PARTICULAR: Maneja los tiempos presente perfecto y pasado simple, así como vocabulario y las expresiones cotidianas pertinentes para explicar logros y experiencias propias y de otras personas.

RAP 2. Expresa los logros y experiencias de un personaje de actualidad, utilizando los tiempos presente perfecto y pasado simple.

I. Past Simple

Forming the simple past tense

Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

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

With most verbs, the simple past is created simply by adding -ED. However, with some verbs, you need to change the ending a little.

Verb ending in...	How to make the simple past	Examples
e	Add -D	<i>Live - lived</i> <i>date - dated</i>
Consonant + y	Change y to i, then add -ED	<i>Try - tried</i> <i>cry - cried</i>
One vowel + one consonant (but NOT w or y)	Double the consonant, then add -ED	<i>tap - tapped</i> <i>commit - committed</i>
[anything else]	Add -ED	<i>boil - boiled</i> <i>fill - filled</i> <i>hand - handed</i>

Choose the correct past tense form for each verb

show a) showed b) showed c) showed

permit a) permitted b) permitted c) permitted

fail a) failed b) failed c) failed

bathe a) bathied b) bathed c) bathhed

rely a) relied b) relyed c) rellyed

play a) plaied b) played c) playyed

trap a) trapied b) trapped c) trapped

marry a) married b) marryed c) marryyed

share a) sharied b) shared c) sharred

Put the verb in brackets in the correct simple past form.

My grandfather had a very exciting life. When he was young, he _____(live) on a farm in the country. His parents_____ (raise) cattle, and he _____(look) after the cows.

When he was eighteen, he went to College, where he_____ (study) History. He also_____ (play) the piano in a jazz band. When the war started, he_____ (try) to join the Air Force, but he (end) up in the Navy. In the Atlantic, a German torpedo_____ (rip) a hole in the side of his ship, and the ship sank. Only five men_____ (escape). They_____ (sail) in a lifeboat back to England. Then he met my grandmother, and they _____(marry) after only three weeks. He says now that he _____(want) to marry her very quickly in case he _____ (die) in the war.

Forming the Past Tense (Irregular Verbs)

IRREGULAR VERBS

Although many verbs in English form their past tense with -ED, some do not. These are called irregular verbs, and they include some of the most basic verbs in English. However, the only way to know how an irregular verb will change in the past tense is to learn all of the important verbs.

The three most important irregular verbs are:

BE, HAVE, and DO.

BE is the most difficult, because its forms are different depending on the subject:

Pronoun	Verb (Present)	Verb (Past)
I	am	was
You	are	were
He / She / It	is	was
We	are	were
You	are	were
They	are	were

Pronoun	Verb (Present)	Verb (Past)
I	have	had
You	have	had
He / She / It	has	had
We	have	had
You	have	had
They	have	had

Pronoun	Verb (Present)	Verb (Past)
I	do	did
You	do	did
He / She / It	does	did
We	do	did
You	do	did
They	do	did

Other irregular verbs fall into three main categories

Category	Examples
Verbs which don not change	put - put hit - hit fit - fit
Verbs which change the vowel	get - got sit - sat drink - drank
Verbs which change completely	catch - caught bring - brought teach - taught

Put the verb in brackets in the correct simple past form. Note that some of these verbs are **REGULAR** and some are **IRREGULAR**.

Emily Carr, British Columbia's most famous artist, _____ (be) born in 1871. Her parents _____ (die) when she was still a teenager. She _____ (study) art in San Francisco and Paris, but when she _____ (come) back to Victoria, she _____ (keep) a house called "The House of All Sorts", where she _____ (be) the landlady. Many years later, she _____ (begin) painting again. To find subjects for her paintings, she _____ (take) trips into the forests of British Columbia, and she often _____ (meet) with the First Nations people and _____ (paint) them too. Emily Carr also _____ (write) several books, and she _____ (win) the Governor General's Award for one of them.

Forming a negative

Negatives in the simple past are formed by adding didn't (informal) or did not (formal) before the simple form of the verb.

The verb BE is an exception to this; in the case of BE, we just add n't (informal) "was" (wasn't) or "were" (weren't) or not (formal) after "was" (was not) or "were" (were not)

Simple past	negative (Informal)	negative (Formal)
I had a house.	I didn't have a house.	I did not have a house.
You ate my breakfast.	You didn't eat my breakfast.	You did not eat my breakfast.
He was here last night.	He wasn't here last night.	He was not here last night.
They were in the park.	They weren't in the park.	They were not in the park.

Forming a yes/no question

Yes/no questions are also created using the auxiliary *did*.

This time, the auxiliary is placed before the subject.

The verb BE is an exception; in this case, we move BE before the subject.

Simple past statement	Yes/no question
He brought his friend.	Did he bring his friend?
They had a party.	Did they have a party?
You were here.	Were you here?
She was sick.	Was she sick?

Change each sentence into a **wh-** question in the past tense, using the question word in brackets. For example: **John lived in Victoria. (where): "Where did John live?"**

The dog was in the garden. (where)

_____?

She bought an old house. (what)

_____?

Jimmy studied for two days (how long)

_____?

Beavers were common on Vancouver Island. (where)

_____?

We travelled across Austria by bike. (how)

_____?

II. WH Question Words

To talk about certain types of questions.

(question word questions).

We often refer to them as **WH** words because they include the letters **WH** (for example **WHy, HoW**).

Question Word Function		Example
What what...for	asking for information about something asking for repetition or confirmation	What was his name? What? I didn't hear you. / You did what?
when	asking for a reason, asking why asking about time	What did you do that for? When were you leaving?
where	asking in or at what place or position	Where were your friends from?
which	asking about choice	Which colour did you want?
who	asking what or which person or people (subject) asking what or which person or people (object)	Who opened the door?
whom	asking about ownership	Whom did you see?
whose	asking for reason, asking what...for making a suggestion	Whose were those keys? Whose turn was it?
why	asking about manner	Why did you say that?
why don't	asking about condition or quality	Why didn't you go with him?
how		How did this work? How was your dinner?

how + adj/adv	asking about extent or degree	Example
how far	distance	How far is Pattaya from Bangkok?
how long	length (time or space)	How long will it take?
how many	quantity (countable)	How many cars are there?
how much	quantity (uncountable)	How much money do you have?
how old	age	How old are you?
how come (informal)	asking for reason, asking why	How come I can't see her?

Forming a WH- question

WH- questions (using words such as "what", "when", "where" etc.) are also created by putting the auxiliary did before the subject (or moving BE). Then, you add the WH- word at the beginning.

Statement	Yes/no question	WH- question
The hospital fell down.	Did the hospital fall down?	Why did the hospital fall down?
They lived in Canada.	Did they live in Canada?	Where did they live?
The bank was closed.	Was the bank closed?	Why was the bank closed?
They were cows.	Were they cows?	What were they?

III. Conjunctions and & but

Coordinating Conjunctions

A conjunction is a joiner; a word that connects (conjoins) parts of a sentence. The simple, little conjunctions are called coordinating conjunctions.

AND *joins two similar ideas together*

- a. To suggest that one idea is chronologically sequential to another:
"Ely sent in her applications **and** waited by the phone for a response."
- b. To suggest that one idea is the result of another:
"Willie heard the weather report **and** promptly boarded up his house."
- c. To suggest that one idea is in contrast to another (frequently replaced by but in this usage):
"Annie is brilliant **and** Abraham has a pleasant personality."
- d. To suggest an element of surprise (sometimes replaced by yet in this usage):
"Harrington is a rich city **and** suffers from many symptoms of urban blight."
- e. To suggest that one clause is dependent upon another, conditionally (usually the first clause is an imperative): "Use your credit cards frequently **and** you'll soon find yourself deep in debt."
- f. To suggest a kind of "comment" on the first clause:
"Charlie became addicted to gambling **and** that surprised no one who knew him."

BUT *joins two contrasting ideas*

- g. To suggest a contrast that is unexpected in light of the first clause:
"Mark lost a fortune in the stock market, **but** he still seems able to live quite comfortably."
- h. To suggest in an affirmative sense what the first part of the sentence implied in a negative way (sometimes replaced by on the contrary):
"The club never invested foolishly, **but** used the services of a sage investment counselor."
- i. To connect two ideas with the meaning of "with the exception of" (and then the second word takes over as subject):
"Everybody **but** Andrew is trying out for the team."

University Grammar of English by Randolph Quirk and Sidney Greenbaum. Longman Group: Essex, England. 1993.

IV. Adverbs of sequence

First, then, next, after that and finally

They show us the sequence of the actions.

Number the sentences below according to the right sequence.

- _____ Next a plant grows. It needs water and light.
- _____ After that bees come to the flower and the flower makes new seeds.
- _____ Finally, new plants, flowers and seeds grow again.
- _____ The seeds fall to the ground again and the wind takes the seeds to new soil.
- _____ First, seeds fall to the ground and their roots grow into the soil.
- _____ Then, a flower grows.

Put the sentences in the correct order of sequence

First, then, next, after that and finally

- _____ buy all of the ingredients from the supermarket.
- _____ chop the lettuce, tomatoes, onions and cucumber.
- _____ add some tuna and mix well.
- _____ grate some cheese and add a pinch of salt and pepper.
- _____ sprinkle some olive oil onto your salad and enjoy it.

Adverbs of Manner

- Some adverbs tell us how an action is or should be performed.
- Often these adverbs are formed by adding **-ly** to the end of an adjective.
- Adjectives ending **-l** add **-ly** ; careful-carefully.
- Adjectives ending **-y** change to **-ily** ; lucky-luckily
- Adjectives ending **-ble** change to **-bly** ; responsible-responsibly

Adjective	adverb
Anxious	anxiously
Bad	badly
Beautiful	beautifully
Capable	capably
Lucky	luckily
Quick	quickly
Weak	weakly

For example:

*The little girl speaks **anxiously**.* In this sentence *anxiously* modifies the verb *speak*.

CHOOSE THE CORRECT OPTION.



The cheetah ran

Fast



The ant shouted

Adverbs of Manner ▼



The tortoise walked

Adverbs of Manner ▼



The music played

Adverbs of Manner ▼



The bird sang

Adverbs of Manner ▼



The elephant balanced

Adverbs of Manner ▼



She smiled

Adverbs of Manner ▼



A banana peels

Adverbs of Manner ▼



The little boy behaved

Adverbs of Manner ▼



He held his grandson

Adverbs of Manner ▼

V. Everyday activities
Those are common life activities



1. clean the apartment/
clean the house
2. sweep the floor
3. dust
4. vacuum
5. wash the dishes

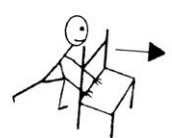
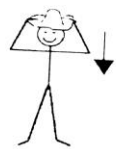
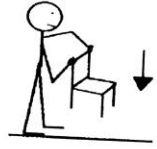
6. do the laundry
7. iron
8. feed the baby
9. feed the cat
10. walk the dog

11. watch TV
12. listen to the radio
13. listen to music
14. read
15. play

16. play basketball
17. play the guitar
18. practice the piano
19. study
20. exercise

Match the numbers to the pictures. Write the number next to the picture.

1. Paint the room.
2. Take a shower.
3. Have a party.
4. Make some tea.
5. Make a phone call.
6. Cry.
7. Write a letter.
8. Eat an egg.
9. Get out of the bed.
10. Brush your teeth.
11. Listen to the radio.
12. Drive a car.
13. Hit the door with your head.
14. Put down the chair.
15. Drink some milk.
16. Cut some fruit.
17. Hide under the table.
18. Put on the hat.
19. Point to the lamp.
20. Push the chair.



VI. Intensifiers

Quite, Very, Really

An adverb is used to modify verbs, can be intensifier. In the following examples, the intensifiers are in bold type.

e.g. I am very happy.

The film was **quite** good.

You did that **rather** well.

Must you leave **so** soon?

In these examples, **very** modifies the adjective happy, **quite** modifies the adjective good, **rather** modifies the adverb well, and **so** modifies the adverb soon.

Example

That is very interesting. (basic intensifier)

That is very, very interesting. (repetition to increase effect)

That is extremely interesting. (suggests extreme response)

That is amazingly interesting. (suggests being amazed)

That is scarily interesting. (suggests being scared)

That is quite interesting. (reducing intensity)

That is a bit interesting. (reducing intensity)

The following words are commonly used as intensifiers:

fairly

quite

rather

so

too

very

In addition, the word **really** is often used as an intensifier in informal English.

e.g. The film was **really** good.

You did that **really** well.

UNIDAD 2

VII. Used to

Talking about past

We use **USED TO** + an infinitive (smoke, run etc) when we want to say that something happened regularly in the past but that it doesn't happen any more.

Structure of Used to do

The structure is:

Form	Subject	auxiliary did	Not	main verb use	Infinitive
+	I			used	to do
-	They	did	not	use	to do
?	Did	she		use	to do?

We use the **used to do** expression to talk about:

- an activity that we did regularly in the past (like a habit)
- a situation that was true in the past.

Affirmative	Negative	Question
I used to do	I did not use to do	Did I use to do?
You used to do	You did not use to do	Did you use to do?
He/she/it used to do	He/she/it did not use to do	Did he/she/it use to do?
We used to do	We did not use to do	Did we use to do?
You used to do (pl.)	You did not use to do	Did you use to do?
They used to do	They did not use to do	Did they use to do?

Examples.

the past	the present
She used to work in a shop.	Now she works in a bank.
He used to watch a lot of TV.	Now he doesn't watch much TV.
They used to be married.	Now they are divorced.
There used to be a cinema here.	Now there is a supermarket here.
I didn't use to go swimming.	Now I go swimming.
Did you use to smoke?	

Choose the right option for each sentence:

-
1. I used to collect hobbies
 shells at the seaside when I was a kid.
 albums
-
2. My favorite pet was a cat
 comic called Felix. I used to play with it in our garden.
 kid
-
3. We used to go to school
 camp during summer vacations. There were so many trees!!
 an attic
-
4. Our neighbors had a great painting
 summer camp in their backyard. We used to sleep in it.
 tree house

VIII. Connectors: however, but, nevertheless, yet, although, even though, though.

- Some connectors have got similar meanings but are followed by different structures. *Despite* and *in spite of* are followed by a noun phrase or a gerund.

We did not wear coats *despite* the cold weather.

I tried to look happy *in spite of* feeling terrible.

Even though and *although* are followed by a clause.

My car constantly needs repairs even though it's new.

My cousin and I aren't very close, although we're the same age.

• **Choose the correct connector.**

1. We're studying now there's an interesting film on TV.
2. I'd like to talk to you I know you're busy.
3. her efforts, she failed the exam.
4. we were having difficulties, we felt optimistic.
5. We didn't win the game all all our hard work.

• **Connectors are usually written in specific places in a sentence:**

At the beginning of a sentence: *in addition, furthermore, moreover, however, nevertheless, on the one hand, on the other hand.*

Either at the beginning or in the middle: *despite, in spite of, although, even though.*

Only in the middle of a sentence: and, but, also, as well as

Rewrite the following sentences using the connector in brackets.

1. Isabel apologised several times. Nevertheless, Pau wouldn't speak to her. (but)

2. We decided to walk even though it was raining. (in spite of)

3. Roger works very hard to help his parents. He's also a good student. (In addition) (Two different sentences)

4. I'm keen on Ice cream. In addition, I'm keen on chocolate. (as well as)

5. You're late again. Furthermore, you haven't brought your books. (and)

6. On the one hand, I'd love to come. On the other hand, I really haven't got the time. (However)

7. Rome is a great place to visit, but it has got terrible traffic problems. (despite)

IX. Past Continuous

Indicates that an action in the past was interrupted.

FORM

[was/were + present participle]

Use the Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Simple Past. Remember this can be a real interruption or just an interruption in time.

Examples:

- I **was having** dinner when she phoned.
- When the phone rang, she **was driving**.
- While we **were having** a party, it started to rain.
- What **was she doing** when the earthquake started?
- I **was listening** to the radio, so I didn't hear the bell.
- You **were not listening** to him when he told you to turn the oven off.
- While Danny **was sleeping** last night, someone stole his bike.
- Anny **was waiting** for us at the airport when we got off the plane.
- While I **was answering** the email, the computer suddenly went off.
- A: What **was she doing** when she broke her arm?
B: She **was skateboarding**.

You can also use a specific time as an interruption.

Examples:

- Last night at 6 PM, I **was eating** dinner.
- At midnight, we **were still driving** through the desert.
- Yesterday at this time, I **was sitting** at my desk at work.

IMPORTANT

In the Simple Past, a specific time is used to show when an action began or finished. In the Past Continuous, a specific time only interrupts the action.

Examples:

- Last night at 6 PM, I **ate** dinner.
I started eating at 6 PM.
- Last night at 6 PM, I **was eating** dinner.
I started earlier; and at 6 PM, I was in the process of eating dinner.

While vs. When

Clauses are groups of words which have meaning, but are often not complete sentences. Some clauses begin with the word "when" such as "when she called" or "when it bit me." Other clauses begin with "while" such as "while she was sleeping" and "while he was surfing." When you talk about things in the past, "when" is most often followed by the verb tense Simple Past, whereas "while" is usually followed by Past Continuous. "While" expresses the idea of "during that time." Study the examples below. They have similar meanings, but they emphasize different parts of the sentence.

Examples:

- I was studying when she called.
- While I was studying, she called.

Using the words in parentheses, complete the text below with the appropriate tenses,

1. A: What (you, do) when the accident occurred?

B: I (try) to change a light bulb that had burnt out.

2. After I (find) the wallet full of money, I (go, immediately) to the police and (turn) it in.

3. The doctor (say) that Tom (be) too sick to go to work and that he (need) to stay at home for a couple of days.

4. Sebastian (arrive) at Susan's house a little before 9:00 PM, but she (be, not) there. She (study, at the library) for her final examination in French.

5. Sandy is in the living room watching television. At this time yesterday, she (watch, also) television. That's all she ever does!

6. A: I (call) you last night after dinner, but you (be, not) there. Where were you?

B: I (work) out at the fitness center.

7. When I (walk) into the busy office, the secretary (talk) on the phone with a customer, several clerks (work, busily) at their desks, and two managers (discuss, quietly) methods to improve customer service.

8. I (watch) a mystery movie on TV when the electricity went out. Now I am never going to find out how the movie ends.
9. Sharon (be) in the room when John told me what happened, but she didn't hear anything because she (listen, not) .
10. It's strange that you (call) because I (think, just) about you.
11. The Titanic (cross) the Atlantic when it (strike) an iceberg.
12. When I entered the bazaar, a couple of merchants (bargain, busily) and (try) to sell their goods to naive tourists who (hunt) for souvenirs. Some young boys (lead) their donkeys through the narrow streets on their way home. A couple of men (argue) over the price of a leather belt. I (walk) over to a man who (sell) fruit and (buy) a banana.
13. The firemen (rescue) the old woman who (be) trapped on the third floor of the burning building.
14. She was so annoying! She (leave, always) her dirty dishes in the sink. I think she (expect, actually) me to do them for her.
15. Samantha (live) in Berlin for more than two years. In fact, she (live) there when the Berlin Wall came down.

X. COMPARATIVE ADJECTIVES

- Use the comparative form of adjectives with than to compare two things or people.

<i>Adjective</i>	<i>Comparative</i>
One syllable warm cold	Add -er warmer than colder than
One syllable, end with vowel + consonant hot big	Double the consonant and add -er hotter than bigger than
two syllables, ends with y empty busy	change y to i and add -er emptier than busier than
Two syllables or more Historical Beautiful	more + adjective more historical than more beautiful than
Irregular Good Bad	better than worse than

Note: Use the word than when you say both things that you are comparing.

Which is bigger, France or Spain?

France is bigger.

France is bigger than Spain.

Write the comparative forms of the following adjectives.

small _____ few _____ long _____
big _____ cold _____ high _____

Use the adjectives in last exercise and the fact file to complete the text.

Area	Canada 9,970,610km ²	Mexico 1,965,375km ²
Population	26 million	97 million
Inhabitants per km	3	50
Political divisions	10 provinces, 2 territories	32 states
Climate	long, cold winters	varies by region
Highest mountain	Mount Logan(5,951m)	Pico de Orizaba(5,610m)

Canada

Canada is the second biggest country in the world. It is _____ than Mexico but its population is _____. Canada is divided into provinces and territories and Mexico is divided into states.

There are _____ political divisions in Canada than in Mexico. Canada's climate helps to explain why there aren't as many inhabitants. The winters are _____ and _____ than in Mexico. In addition, a lot of the land is not good for agriculture or other uses because there is too much water. Like Mexico, there are some beautiful mountains, for example, Mount Logan, which is only a little _____ than the Pico de Orizaba.

Compare different states in Mexico. Use the following adjectives in comparative form.

Beautiful, modern, cold, cheap, small, hot, interesting, expensive, industrialized

Tabasco is smaller than Nuevo Leon.

XI. Superlative adjectives

➤ Use the and the superlative forms of adjectives to compare three or more things or people

Adjective	Superlative
one syllable slow clean	Add -est the slowest the cleanest
one syllable, ends with vowel + consonant hot big	double the consonant and add -est the hottest the biggest
one syllable, ends with y hungry busy	change y to i and add -est the hungriest the busiest
two syllables or more expensive famous	The most + adjective The most expensive The most famous
irregular good bad	The best The worst

Write the superlative forms of these adjectives.

important _____
interesting _____
hot _____
delicious _____
exciting _____

tall _____
pretty _____
young _____
good _____
bad _____

Complete the questions with the superlative form of the adjectives in parentheses and answer them according to your own opinion.

1. Which is _____ (comfortable) movie theater in this city?

2. Which is _____ (expensive) restaurant in your city?

3. Which is _____ (exciting) place in your city?

4. Which is _____ (beautiful) city in Mexico?

5. Which is _____ (populated) state in Mexico?

Complete the text with the superlative form of the adjectives in the box.

tall - populated - good - intelligent - loud - big - long - bad - dangerous - heavy

1.

The _____ woman in the world measures 2.31 meters.

2. The _____ applause ever received was by Placido Domingo.

The public applauded for one hour and 20 minutes after his performance of Othello in Vienna.

3. The _____ woman weighed 544 kilos in 1987. Later, in 1994,
she lost weight and went down to 128 kilos

4. The _____ human feet in the world measure 47 centimetres.

5. The _____ hurricane to date is Wilma.
6. The _____ mammal is the blue whale. Its “songs” can be heard 850 kilometres away.
7. The _____ city is Tokyo. It has about 27 million inhabitants.
8. The _____ insect is the Anopheles mosquito, which infects two million people a year with malaria.
9. The _____ animal is Koko, a gorilla in San Francisco zoo. Her trainer has taught her over 1,000 signals to communicate with, and she understands 2,000 words.
10. The _____ soccer player in history to date is Pelé.

XII. Be going to for future Talking about plans

Use a form of the verb Be (am, is or are) + going to + the base form of the verb to talk about future plans.

- Be going to is used to predict events in the near future, where there is evidence that they will probably happen:

It's going to rain this afternoon.(The sky is cloudy)

- It's also used to talk about definite plans in the near future:

I'm going to do my homework tonight .

AFFIRMATIVE:

To make affirmative form we use the verb to be + going to+ the infinitive of the action verb:

I am going to have a party.

I'm going to have a party.

He is going to sell his house.

He's going to sell his house.

She is going to buy a car.

She's going to buy a car.

You are going to have a party.

You're going to have a party.

They are going to have a party.

They're going to have a party

We are going to play soccer tomorrow.

We're going to play soccer tomorrow.

NEGATIVE

To make the negative form we use the verb to be + not + going to + the infinitive of the action verb:

I am not /'m not going to have a party

You / We / They are not / aren't going to have a party

He / she is not / isn't going to have a party

YES/ NO QUESTIONS

To make the interrogative form, we invert the subject and the verb to be:

Am I going to have a party?

Yes, I am / no, I am not.

Are you/we/they going to have a party?

Yes, you/ we/ they are / No, you/we/ they aren't

Is he/she going to have a party?

Yes, he/she/it/is. / No, he/she

Complete the sentences.

What is _____ going to _____ next vacation?

She' _____ going _____ a photo.

He is _____ be ready in a minute.

They' _____ going to _____ tennis.

I _____ going to sleep late.

Read the text and write about your plans for your next vacation.

You can use the text as a model.

I am going to talk to Robert Bolton. He is an expert on water pollution.

He replied to my letter last week and I am going to see him next Friday.



Underline the correct word to complete each sentence.

He are / is / am gong to quit / retire his job next year.

The are/ is / am going to travel / travels by bus tomorrow.

Complete the sentences with the correct form of be going to and the words in parentheses.

What are you going to do during the summer vacation? (you / do)

I _____ my car. (not / change)

_____ then before or after dinner? (we / call)

I _____ you again before I leave. (see)

I'm going to leave the city.

He's going to travel by plane.

She's going to work next Saturday.

They're going to play soccer.

You're going to plant a garden.

I _____ quit my job.

We _____ build a house.

He _____ live in the city.

We are _____ retire at age 65.

Where _____ they _____ go?

_____ you _____ change your lifestyle? Yes, I am / No, I'm not

Complete the sentences with the correct form of be going to and the words in parentheses.

Example: What are they going to do during the summer vacation. (they / do)

She _____ her office. (not / change)

_____ them before or after dinner? (we / call)

I _____ you again before leave. (see)

USE GOING TO FOR FUTURE EVENTS TO WRITE SENTENCES ABOUT YOUR PLANS. USE CONTRACTIONS WHEN POSSIBLE.

On Saturday morning, I'm going to go to the park.



Present continuous for future

You can use the present continuous to talk about future plans.
am / is / are + base form of the verb + -ing + future time marker.

Examples:

I am calling her back tonight.

The flight is leaving tomorrow morning.

When are you meeting?

We're meeting at 7:00.

Complete the sentences with the present continuous for the future. Use the verbs: buy, go, have, meet, take, visit. Use contractions when possible.

I _____ a dinner with my boyfriend tonight.

He _____ a taxi to the airport tomorrow night.

They _____ a friend for lunch this afternoon.

We _____ a new car this weekend.

They _____ their grandparents in Florida next week.