

IV. Write the verb in English. (Escribe la forma verbal en inglés).

11. James has been playing tennis (ha estado jugando) -to play-
12. We have worked a lot (hemos trabajado=to work)
13. They have studied the lesson (han estudiado =to study)
14. He has understood the class (ha comprendido = to understand)
15. Alicia has ridden a horse (ha montado = to ride).

V. Translate. Traduce:

16. I have already taken the medicine.
17. Frank had begun his homework before I did.
18. Andy had had a cup of coffee.
19. Nick said that the airplane had been crowded.
20. She has been living in Monterrey for 10 years.

2.10. Actividades.

Antes de solicitar el examen de la Unidad II, debes:

1. Resolver las prácticas de la Unidad y revisar tú mismo tus respuestas. Puedes pedirle a un compañero que sea tu corrector y tú le puedes corregir a él. Si tienes errores, repasa nuevamente el tema en el cual te equivocaste.
2. Asistir al laboratorio de idiomas a escuchar la Segunda Audición. Deberás llevar el libro, la traducción de la lección (práctica 2.1.1.), las prácticas contestadas y la credencial.
3. Saber perfectamente bien los objetivos de la Unidad y conocer el significado de todas las palabras de la Unidad II.

; BUENA SUERTE!

GOOD LUCK !

UNIDAD III

FORMAS DEL NEGATIVO, CONJUNCIONES Y VOCABULARIO.

TEMAS :

I. NEGATIVO.

II. CONJUNCIONES.

III. VOCABULARIO.

3.1. Reading: OBJETIVO: El alumno al terminar la Unidad Tres comprenderá el contenido de la lectura.
Programas de televisión.

TELEVISION PROGRAMS.

Whether a T.V. program is large or small, it begins with an idea. When someone working for a television company believes he has a good idea for a new program, he explains it to one of his superiors. If the idea sounds good, they tell it to the program director who represents the managers and owners of the television company. The television companies broadcast the network or National Programs.

If the network's program director likes the idea, one or more writers are selected to write the script. The producer selects the actors and other people to help him develop the program. He appoints a director, an assistant director, and men to operate the camera. A set designer prepares the area for the program. A group of people choose and buy costumes for the actors. Another group provides the correct amount of light. All these people study each page of the script. The set designer may suggest where the action should take place or if a rainstorm is better than a forest fire. If the producer agrees, the script is changed.

An actor may decide that he doesn't like some part of the script and again they have to change it. Sometimes so many changes are made that the writer cannot recognize his plan or story. Once that everyone accepts the changes they begin to do their individual job. The set designer makes a small model of the sets. The sets are easy to move and change. They are colorful even if the program is in black and white. A special script is necessary for the people who operate the lights.

Actors have to practice their parts. Cameramen watch the actor's rehearsal in order to decide where they should place their cameras at the time of the filming. For most shows three cameras are necessary. In addition to working with the actors, the cameramen must also work with the sound-boom operators, the people who record the sounds.

The actors practice and the set designer finishes his job; meanwhile, some people prepare music, costume -- people arrange the clothes, sound effect men create sounds and the art department prepares the cue cards. A cue card is 18 inches high and 24 inches long and it contains the first two or three words of a sentence. A card boy holds it out of the view of the camera so the actor can see it without moving his head or eyes. Often eighty or more people are needed to create a T.V. program. The last rehearsal is with costumes, music, sound effects and lightning. After this dress rehearsal, the program is ready to be broadcasted "live" or on film. Millions of people see it, but few can guess how much work has gone into its creation.

PRACTICA.

3.1.1 TRANSLATE THE READING: TELEVISION PROGRAMS. (Traduce la lectura: Programas de televisión).

Translate....

Si un programa de televisión es grande o pequeño, empieza con una idea. Cuando alguien trabaja para una compañía de televisión, cree que tiene una buena idea para un nuevo programa, he la explica a uno de sus superiores. Si la idea suena bien ellos le cuentan en el programa al director quien representa al jefe y dueños de la compañía de televisión. La compañía de televisión transmite en red o programas nacionales.

Si los programas de la red le gustan al director, una comisión de actores son seleccionados para escribir el libreto. El productor selecciona los actores y otra gente para ayudar a desarrollarlos. El designa un director, un asistente de director y los hombres para operar la cámara. Un grupo preparada para el programa. Un grupo de gente, regido y controlan distractores para los actores. Anote un grupo prevista de luces. Toda esa gente

Ex.

3.2. FORMAS DEL NEGATIVO. OBJETIVO: El alumno conocerá, aplicará y traducirá las formas del negativo en inglés.

A. Con verbos auxiliares.

En español, para construir una oración negativa anteponemos la negación NO a cualquier verbo. En inglés si -- hay un verbo auxiliar, se le agrega la negación NOT, o bien, se usa la contracción.

Observa cuáles son los verbos auxiliares en inglés:

TO BE	TO HAVE = HABER	OTROS AUXILIARES
AM	HAVE	CAN-COULD = PODER
IS	HAS	MIGHT = POSIBILIDAD
ARE	HAD	MUST-SHOULD = DEBER
WAS		WOULD = CONDICIONAL
WERE		MAY = PERMISO
		WILL = FUTURO
		SHALL = FUTURO (POCO USUAL)
		OUGHT = DEBER (POCO USUAL)

Aprende las formas del negativo de los auxiliares.

Ahora aprende las formas negativas y sus contracciones.

TO BE	TO HAVE = HABER	OTROS AUXILIARES
AM NOT		HAVE NOT - HAVEN'T
IS NOT	- ISN'T	HAS NOT - HASN'T
ARE NOT	- AREN'T	HAD NOT - HADN'T
WAS NOT	- WASN'T	
WERE NOT	- WEREN'T	
		CANNOT - CAN'T
		COULD NOT - COULDN'T
		- MIGHT NOT - MIGHT NOT
		MUST NOT - MUSTN'T
		SHOULD NOT - SHOULDN'T
		WOULD NOT - WOULDN'T
		- MAY NOT - MAY NOT
		WILL NOT - WON'T
		- SHALL NOT - SHALL NOT
		- OUGHT NOT - OUGHT NOT

NOTA: El verbo TO HAVE significa TENER o HABER; solamente cuando se usa con la forma de HABER se le puede -- agregar NOT.

Ejemplos. (Examples).

The traffic on Juarez Avenue IS NOT heavy.

The students ARE NOT in class.

I AM NOT studying Algebra.

Sonia IS NOT dancing; she is walking.

We ARE NOT twenty people.

Einstein WAS NOT a musician.

Yesterday WAS NOT sunny.

My sister CAN'T go to her office.

The fish MUSTN'T eat.

Frank WILL NOT (WON'T) record the songs.

The sheep HASN'T run.

John and Paul HADN'T been in their seats for a long time.

John y Paul NO HABIAN estado en sus asientos por mucho tiempo.

PRACTICAS.

3.2.1. Change the following statements to negative. (Cambia las siguientes afirmaciones al negativo):

- Ex. 1. Jim is tall. I'm not tall (isn't)
2. Alex and Max are behaving well. Alex and Max aren't behaving well
3. Summer was rainy. Summer wasn't rainy
4. Roses were blooming. Roses weren't blooming (weren't)
- DIC. 5. The boys can play baseball. The boys can't play baseball
6. I will stand up. I won't stand up (won't)
7. She has been sleeping. She hasn't been sleeping (hasn't)
8. We could go to New York. We couldn't go to New York (couldn't)
9. They must bring their books to the library. They mustn't bring their books to the library (mustn't)
10. You may go to the movies. You may not go to the movies (may not)

3.2.2. WRITE THE FIVE NEGATIVE FORMS OF TO BE. Escribe las 5 formas negativas del verbo TO BE.

1. I 2. Is not 3. Are not 4. Am not 5. Was not

3.2.3. WRITE THE THREE NEGATIVE FORMS OF TO HAVE. Escribe las 3 formas del negativo del verbo TO HAVE = HABER.

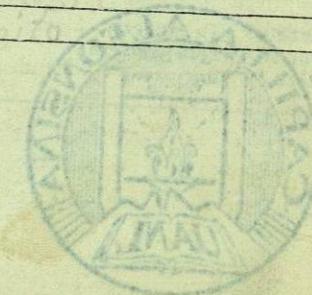
1. Have not 2. Has not 3. Had not

3.2.4. WRITE THE NEGATIVE FORM OF THE FOLLOWING AUXILIARIES. Escribe los negativos de los siguientes verbos auxiliares.

1. Can Can not 2. Could Could not 3. Must Must not
4. May May not 5. Might Might not 6. Ought Ought not
7. Should Should not 8. Will Will not 9. Shall Shall not

3.2.5. Translate. (Traduce):

1. He hadn't forgotten to put on his shoes. He hadn't forgotten to put on his shoes.
2. You weren't staring. You weren't staring.
3. The baby wasn't two years old. The baby wasn't two years old.
4. His family isn't Jewish. His family isn't Jewish.
5. Presidents can't rest. Presidents can't rest.
6. There isn't respect for old people. There isn't respect for old people.
7. I won't live in a country without freedom. I won't live in a country without freedom.
8. There weren't many visitors at the gallery. There weren't many visitors at the gallery.
9. Ann hasn't enjoyed the party. Ann hasn't enjoyed the party.
10. Frankenstein was not pretty. Frankenstein was not pretty.



TEXAS LIBRARY

B. Con otros verbos.

Si el verbo contenido en la oración no es AUXILIAR, entonces se recurre a otras palabras para expresar el negativo; éstas pueden ser: DO, DOES, DID + NOT o su contracción antes del verbo, el cual deberá estar en el infinitivo simple.

Observa:

FORMA COMPLETA.

DO NOT
DOES NOT
DID NOT

CONTRACCION.

DON'T
DOESN'T + INFINITIVO SIMPLE (Verbo sin la partícula TO).
DIDN'T

TIEMPO	FORMA VERBAL	AUXILIAR	CAMBIOS EN EL VERBO	EJEMPLOS
PRESENTE	FORMA SIMPLE VERBO + s	DO NOT DOES NOT	NINGUNO PIERDE LA "S"	I DRINK = I DON'T DRINK SHE PLAYS = SHE DOESN'T PLAY
PASADO	REGULAR -ED IRREGULAR	DID NOT DID NOT	PIERDE LA ED CAMBIA A PRESENTE	I WORKED = I DIDN'T WORK I SAW = I DIDN'T SEE

Observa la conjugación de un verbo en presente en su forma afirmativa y negativa:

TO START = EMPEZAR

AFIRMATIVA

I start = Yo empiezo
You start = Tu empiezas
We start = Nosotros empezamos
They start = Ellos empiezan

He starts = El empieza
She starts = Ella empieza
It starts = Empieza

NEGATIVA

I DON'T start	= Yo no empiezo
YOU DON'T start	= Tú no empiezas
WE DON'T start	= Nosotros no empezamos
THEY DON'T start	= Ellos no empiezan
HE DOESN'T start	= El no empieza
SHE DOESN'T start	= Ella no empieza
IT DOESN'T start	= No empieza



LIBRO ALQUILADO

Ejemplo de verbo irregular en pasado:

TO SEE = VER (Infinitivo)

SAW = VIO (Pasado)

Afirmativa

I saw	= Ví
You saw	= Viste
He saw	= Vió
She saw	= Vió
It saw	= Vió
We saw	= Vimos
They saw	= Vieron

Negativa

I DIDN'T see	= No ví
You DIDN'T see	= No viste
He DIDN'T see	= No vió
She DIDN'T see	= No vió
It DIDN'T see	= No vió
We DIDN'T see	= No vimos
They DIDN'T see	= No vieron

Ejemplo de verbo regular en pasado:

TO TRAVEL = VIAJAR (Infinitivo) TRAVELED = VIAJE (pasado)

I traveled	= Viajé
You traveled	= Viajaste
He traveled	= Viajó
She traveled	= Viajó
It traveled	= Viajó
We traveled	= Viajamos
You traveled	= Viajaron
They traveled	= Viajaron

I DIDN'T travel	= No viajé
You DIDN'T travel	= No viajaste
He DIDN'T travel	= No viajó
She DIDN'T travel	= No viajó
It DIDN'T travel	= No viajó
We DIDN'T travel	= No viajamos
You DIDN'T travel	= No viajaron
They DIDN'T travel	= No viajaron

NOTA: Despues de los auxiliares DON'T, DOESN'T, DIDN'T, el verbo debe ir en INFINITIVO SIMPLE.
Ejemplos:

Practice reading the following examples. (Practica leyendo los siguientes ejemplos):

1. (AF): The producer DECIDES the program.
(NEG): The producer DOESN'T DECIDE the program.
El productor no decide el programa.
2. (AF): We WANTED a special script.
(NEG): We DIDN'T want a special script.
(Nosotros) No deseábamos un argumento especial.

3. (AF): They SUGGEST the cameramen how to do their work.
 (NEG): They DON'T SUGGEST the cameramen how to do their work.
 Ellos no sugieren a los camarógrafos cómo hacer su trabajo.
4. (AF): The entire group STUDIES each page.
 (NEG): The entire group DOESN'T STUDY each page.
 El grupo entero no estudia cada página.
5. (AF): They GAVE me a lot of responsibility.
 (NEG): They DIDN'T GIVE me a lot of responsibility.
 (Ellos) No me dieron mucha responsabilidad.
6. (AF): The men PAINTED the sets.
 (NEG): The men DIDN'T PAINT the sets.
 Los hombres no pintaron los escenarios.
7. (AF): The designer MAKES a small model.
 (NEG): The designer DOESN'T MAKE a small model.
 El diseñador no hace un pequeño modelo.
8. (AF): The producer AGREES to change the script.
 (NEG): The producer DOESN'T AGREE to change the script.
 El productor no está de acuerdo en cambiar el argumento.
9. (AF): People WORK in the same field.
 (NEG): People DON'T WORK in the same field.
 La gente no trabaja en el mismo campo.
10. (AF): He WROTE a very nice poem.
 (NEG): He DIDN'T WRITE a very nice poem.
 (El) No escribió un poema bonito.

PRACTICAS.

3.2.6. Change to negative. (Cambia al negativo):

1. They paint flowers on a ceiling. _____
2. It begins with an idea. _____
3. The producer appoints a director. _____
4. The stairs look real. _____
5. He moved from his place. _____
6. He made a small model of sets. _____
7. She changed her dress. _____
8. We ate an apple. _____
9. He followed the instructions. _____
10. Fresh flowers give a special effect. _____
11. We will enjoy the program. _____
12. The doors are painted green. _____
13. I feel fine today. _____
14. They see a nice program. _____
15. Susan reads the script. _____
16. It can be obtained from sound effects. _____
17. He holds the cue cards. _____
18. Men create motor noises. _____
19. I am a dancer. _____
20. She understood all the words. _____

3.2.7. CHANGE TO NEGATIVE. (Cambia al negativo):

1. I cry _____
2. He speaks _____
3. We came _____
4. They can read _____
5. She drives _____
6. We will go _____
7. I am here _____
8. You practiced _____
9. She spoke _____
10. I went _____

3.2.8. Translate (Traduce):

1. The filming day didn't arrive.
2. Many people didn't see the program.
3. Some people didn't guess how much work has been done.
4. Cameramen didn't watch the practices.
5. He doesn't sing songs in the program.
6. Costume people don't arrange special clothing.
7. They don't stop for lunch.
8. The dancers didn't dance many hours.
9. John doesn't like to film.
10. We don't understand many words.

3.3 CONJUNCIONES. El alumno conocerá el significado de las conjunciones en inglés:

Las conjunciones son palabras que sirven para unir elementos de la frase: pueden tener una función doble: unir sustantivos o verbos o bien, servir de unión de dos o más oraciones.

A. Temporales.

Las conjunciones temporales son las que se relacionan con expresiones de tiempo. Obsévalas y aprende su significado:

INGLÉS:	ESPAÑOL:
WHEN	CUANDO
WHILE	MIENTRAS
BEFORE	ANTES (DE)
AFTER	DESPUES (DE)
UNTIL	HASTA
WHENEVER	SIEMPRE QUE (Y CUANDO)
MEANWHILE	MIENTRAS TANTO

Examples (Ejemplos):

Alma drinks beer WHEN she eats lunch.

I studied my lesson WHILE you were playing chess.

Aztecs lived happily BEFORE the spaniards came.

I will skate AFTER I learn how.

They drove UNTIL they got tired.

Luisa wants to visit Paris BEFORE she goes to Japan.

Andres is going to watch T.V. UNTIL midnight.

We are going to play backgammon WHEN you leave.

PRACTICAS.

3.3.1. Write the time expressions in English. (Escribe las conjunciones temporales en inglés):

1. They organize the program While you play.
2. MIENTRAS TANTO the men made many changes.