

REPORTER
 SOMEONE
 SUGAR BOWL
 WALLET
 YOUNG
 ADJECTIVES
 RIGHT
 SILLY
 SLOW
 YOUNG
 OTHER WORDS
 DAY-OFF
 STILL
 NOUNS
 BREEDING
 DANGER
 DISEASE
 ILLNESS
 SHOT
 STRAIN
 TREATMENT
 VACCINE
 ADJECTIVES
 CHEMICAL
 THICK
 OTHER WORDS
 AGAINST
 ABOVE
 BELOW
 KILL
 REMAINS
 PASTIME
 TABLET
 LIBRARY
 REVISTA
 HAD
 PATIENT
 GENTLE
 LIBRA
 DIRECTOR

REPORTERO
 ALGUIEN
 AZUCARERA
 CARTERA
 JOVEN
 CAUSAR
 CORRECTO
 TONTO (A)
 LENTO
 JOVEN
 VERBS
 ADVISED
 (TO) BRING
 FAILED
 FORGOT
 (TO) GET
 HOPES
 LOOKING UP
 (TO) PASS
 (TO) FAIL
 (TO) SELL
 (TO) SOLVE
 (TO) SPEND
 (TO) START READING
 (TO) STOP READING
 (TO) TELL
 TOLD
 TRYING
 WON
 (SPANISH) (SPANISH)
 N O U N S
 BANDAGE
 BOWL
 (A) COUSIN
 COUSIN
 DOWNTOWN
 EMPTY
 ENVELOPE
 GAUZE BANDAGE
 GUY
 HELP
 HELLO
 HOBBY
 HOMEWORK
 LIBRARY
 MAGAZINE
 NOBODY
 NURSE
 PATIENT
 PEOPLE
 FOUND
 PRINCIPAL

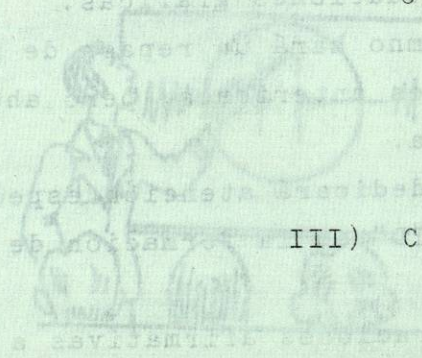
UNIT II



I) NEGATIVE FORM.



- (A) CO-ORDINATING CONJUNCTIONS
- (B) CORRELATIVE CONJUNCTIONS
- (C) SUBORDINATING CONJUNCTIONS



III) COMPREHENSION READING.

IV) REVIEW EXERCISES.

V) VOCABULARY

UNIDAD I I

- OBJETIVOS ESPECIFICOS -

WALLET
YOUNG

ADJECTIVES

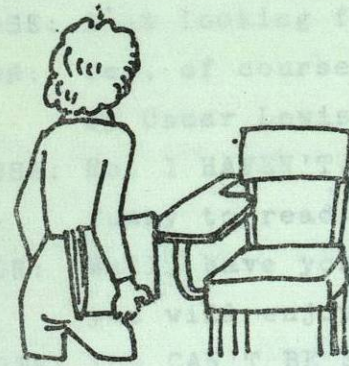
RIGHT

Al final de la unidad el alumno podrá cambiar oraciones de la forma afirmativa a la forma negativa. Reconocerá, distinguirá, y sabrá usar las conjunciones en inglés.

- 2.1.-USO DE "NOT".-Conocerá el uso de la partícula "NOT" así como la construcción negativa con los diferentes auxiliares, ejemplificándose al principio con situaciones gráficas.
- 2.2.-REPASO DE LOS AUXILIARES.-El alumno hará un repaso de los auxiliares estudiados en semestres anteriores, pero ahora con la nueva forma: la forma negativa.
- 2.3.-AUXILIARES DO - DOES - DID.- Se dedicará atención especial al uso de los auxiliares "DO-DOES-DID" en la formación de las oraciones negativas.
- 2.4.-EJERCICIOS.-El alumno cambiará oraciones afirmativas a la forma negativa.
- 2.5.-CONJUNCIONES.-El alumno conocerá la función y significado de las conjunciones en general en el cuadro que está al iniciarse este tema, donde se hace la clasificación correspondiente.
- 2.6.-PLANTEAMIENTO Y EJERCICIOS.-Gráficamente se hace un planteamiento de cada una de las conjunciones y en cada caso el alumno contestará una serie de reactivos para demostrar lo que ha aprendido al respecto.
- 2.7.-LECTURA DE COMPRESION.-El alumno comprenderá el texto titulado "Computers, Progress and You" en el cual se usa un vocabulario técnico-científico. El alumno responderá a las preguntas que se hacen al final del texto, para verificar su comprensión.
- 2.8.-REVIEW EXERCICES.-Estos ejercicios servirán para darnos cuenta del avance obtenido en los dos temas vistos: la forma negativa y las conjunciones.
- 2.9.-VOCABULARIO.- El vocabulario que está al final de la unidad deberá irse aprendiendo a lo largo del desarrollo de la misma.

2.1

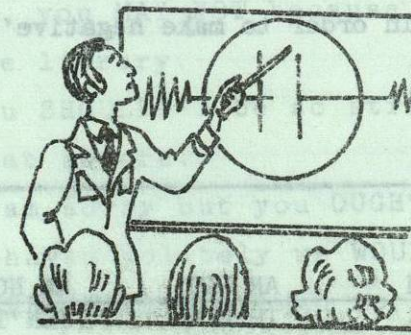
I am a student



I am not a student



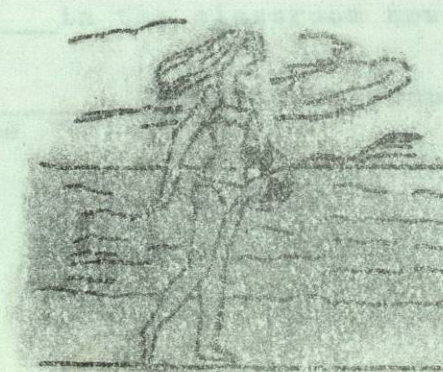
Mr Valenzuela has worked in the same school for 25 years. He hasn't worked in a factory. You must go to the dentist. You must not eat more candy.



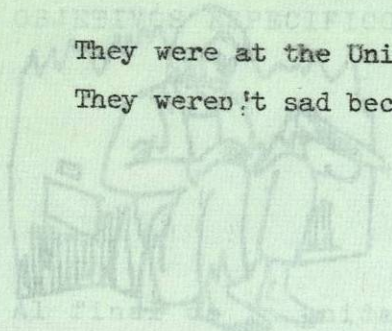
I	am	not	a	student
She	will	study	for	the
exams				



Richard She won't study during vacation



They were at the University Stadium
They weren't sad because the "Tigers" won.



2.2

OBSERVE :

We use "NOT" after these helping verbs in order to make negative - sentences.

MUST	MUST NOT	MUSTN'T			
CAN	CAN NOT	CAN'T			
COULD	COULD NOT	COULDN'T	AM	AM NOT	AM NOT
SHOULD	SHOULD NOT	SHOULDN'T	IS	IS NOT	ISN'T
WOULD	WOULD NOT	WOULDN'T	ARE	ARE NOT	AREN'T
WILL	WILL NOT	WON'T	WAS	WAS NOT	WASN'T
MIGHT	MIGHT NOT	MIGHT NOT	WERE	WERE NOT	WEREN'T
MAY	MAY NOT	MAY NOT	HAVE	HAVE NOT	HAVEN'T
SHALL	SHALL NOT	SHALL NOT	HAS	HAS NOT	HASN'T
UGHT	UGHT NOT	UGHT NOT	HAD	HAD NOT	HADN'T

NOTICE: The helping verbs **MAY, MIGHT, SHALL AND UGHT** do not form contractions

IN THE LIBRARY

(DIALOGUE)

ROSE: I am looking for a good book. Can you help me Don?
 DON: Yes, of course. Have you already read "The Children of Sanchez" by Oscar Lewis?
 ROSE: No, I HAVEN'T. I WON'T read that book now. I want something -- funny to read.
 DON: Well, have you read "Rabbit Hill" by Robert Lawson? I think -- you will enjoy it.
 ROSE: You CAN'T BE SURE. I HADN'T heard of it before. However -- I -- consider it MIGHT be interesting, it MIGHT NOT.
 DON: So, you AREN'T going to read an animal story.
 ROSE: Perhaps it ISN'T what I want. I AM NOT interested in animal -- stories now. I want something amusing to read. May I get in to choose the books you got in there?
 DON: No, you MAY NOT because I MUSN'T let anybody get right into -- the library.
 ROSE: You SHOULDN'T be so strict about that. You HADN'T been like -- that before.
 DON: I am sorry but you OUGHT NOT to be so rude either. If you had behaved politely we WOULDN'T have had any dissatisfaction. We WEREN'T kind enough to each other. Maybe I COULDN'T understand exactly what you wanted.
 ROSE: I am sorry. I WASN'T clear enough about what I want. My --- speech HASN'T gone straight to the point. Let's forget those -- books. Shall we go to the discotheque this evening?
 DON: No, we SHALL NOT. I want to take you to the movies.

EXERCISES

1 - WRITE THE NEGATIVE FORMS OF THE HELPING VERBS INDICATED, USE THE CONTRACTED FORMS WHENEVER IT IS POSSIBLE.

Example:

Louis CAN'T write a letter in English.
can

- 1.- It _____ ready for the competition.
is
- 2.- Richard _____ stay in Canada next December.
will
- 3.- I _____ in the classroom now.
am
- 4.- The players _____ practicing properly last training.
were

5.- Norma _____ traveled to Chicago many times.

has

6.- They _____ to buy this new book.

ought

7.- I _____ visit my relatives in Mexico City.

shall

8.- The teachers _____ understood the new program.

have

9.- The inflation _____ increase a 5% monthly.

may

10.- Paul Mc Cartney _____ sung that song before.

had

11.- The teacher _____ come this week.

might

12.- It _____ very cold last night

was

13.- He _____ park his car in that street.

would

14.- The workers _____ get late to their jobs.

should

15.- Hellen _____ get any good blouse.

could

16.- The data _____ correct.

are

17.- You _____ go to the movies during exam periods.

must

II. TRANSLATE

1.- Miguel de la Madrid is not in his office.

2.- This horse will not win the race.

3.- The "Tigers" team could not win the prize.

4.- The books are not in the library.

5.- I am not your Chemistry teacher.

6.- The dog must not run in the garden.

7.- Albert was not in the park yesterday.

8.- The students had not forgotten the answers.

9.- You ought not to forget checking up the oil level.

10.- They were not studying 3 hours long.

11.- She would not like to see you in the classroom.

12.- Your father may not work next holiday.

13.- Some students should not complain about exams.

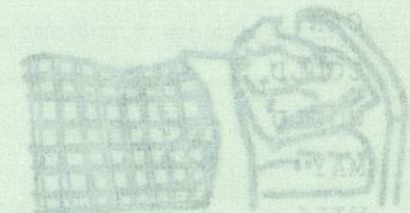
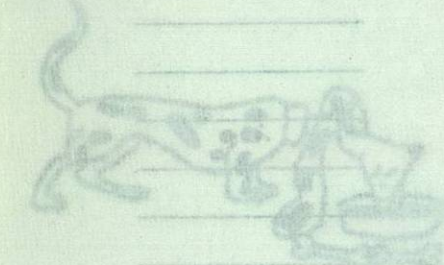
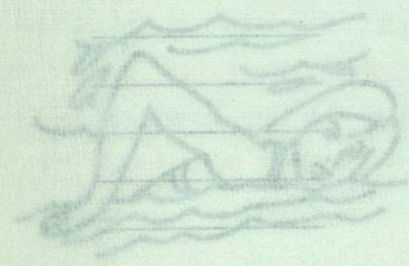
14.- The books had not been sold yet.

15.- We shall draw a beautiful picture.

16.- They might arrive on time. They might not.

17.- She has not seen that film.

18.- Jane and Louis have not understood the topic.



III. WRITE THE NEGATIVE FORMS. COMPLETE THE SECOND COLUMN WITH --

THE CONTRACTED FORM, WHENEVER IT IS POSSIBLE.

HELPING VERB	NEGATIVE (NON CONTRACTED)	NEGATIVE (CONTRACTED)
CAN		
SHOULD		
WOULD		
MUST		
WILL		
UGHT		
SHALL		
MAY		
MIGHT		
COULD		
UGHT		
SHALL		
WILL		
MAY		
WOULD		
SHOULD		
MUST		
MIGHT		
CAN		
COULD		
WOULD		
MAY		
WILL		
SHALL		
UGHT		
CAN		
MUST		
MIGHT		
COULD		
WERE		
AM		
HAS		
IS		
HAD		
WAS		
ARE		
HAVE		
AM		
HAVE		
IS		
HAS		

ARE		
HAD		
WERE		
WAS		

2.3 NEGATIVE FORM WITH THE AUXILIARIES DO-DOES-DID

Mike runs



JOHN DOES NOT RUN



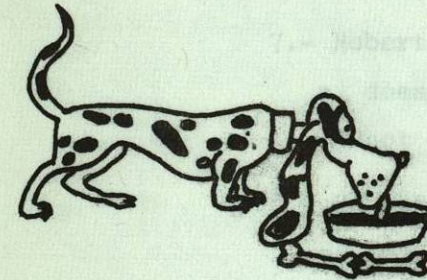
Alice swims



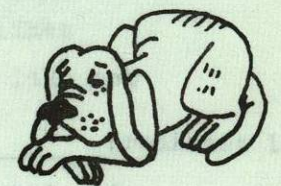
JOAN DOES NOT SWIM



Fido eats



PATAN DOES NOT EAT



OBSERVE:

WE MAKE PRESENT TENSE NEGATIVE SENTENCES USING THE EXPRESSION "DOES NOT" (DOESN'T) WITH THE PRONOUNS HE, SHE IT.