

UNIT TWO PART C

12-Visit	8-Pirates	1-Ancient	1-A	2-A
16-Independence	9-Attack	2-Conquest	2-A	6-A
17-Hotels	10-Defend	3-Explore	3-B	7-B
18-Natural	11-Number	4-Islands	4-B	8-A
19-Areas	12-Fortifications	5-Famous		
20-Restaurants	13-Entrance	6-Mountains		
21-Clubs	14-Cultural	7-Galleons		

IV-C

1-From Playa Hermosa, Hormigos, Papagayo, and Condasa.
10-Playa Langosta, Caletilla, Pichilligüe, Rodríguez Island.
9-It's a astonishing precipices.
8-Summer like, Tropical, Smooth golden sand.
7-1927, ROAD.
6-Independence, 1810.
5-San Diego Fort, 1616.
4-Pirates, Puerto Marqués.
3-The mid 1500's Philippine's and China, Silk, spices, silver, gold and pearls.
2-His conquest of Mexico City in 1521.
1-"In the place where the teeds were destroyed"

UNIDAD III.- CIENCIA Y TECNOLOGÍA

	NOTES
Yes/No Were you with your family? Was your house modern? Wasn't there any television?	For yes/no questions with be, a form of be appears in short answer: Yes (I, he, she, it) was.
Yes/No Did you work after school?	For Yes/No questions with did, a form of did appears in the question word, it is not the subject of the sentence.

3.1. PASADO SIMPLE

El tiempo pasado simple es aquel que expresa actividad que acabó ó terminó antes del tiempo presente. En oración afirmativa en pasado, el verbo regular terminará en **ed**.

Reglas para los verbos en pasado con terminación **ed**.

- Si la forma simple del verbo de una sílaba termina en consonante, la **y** cambia a **i** y se añade **ed**.

ex: try/tried carry/carried

- Si la forma simple del verbo de una sílaba termina en consonante después de vocal se escribe dos veces la consonante y se le añade **ed**.

Plan/Planned Stop/Stopped

* Las letras **W/Y** al final de la palabra son consideradas vocales no consonantes.

Row/Rowed Play/Played

- Las formas negativas/interrogativas incluyen el auxiliar **did +not** ó **didn't** con la excepción del verbo **be**.

Be → I **wasn't** interested in TV then.

There weren't any video games in the 1950's.

(?) Were there any video games in the 1950?

Other verbs → **We didn't have a dishwasher.**

Did we have a dish washer? = Yes, we had a dish washer.

Recuerde que la forma interrogativa en este tiempo **was/were (n't)** va antes del sujeto. Cabe mencionar que **was (to be)** es sólo para el singular en tanto que el **were** pertenece al plural.

UNIDAD III - CIENCIA Y TECNOLOGÍA

3.1. PASADO SIMPLE

El tiempo pasado simple es aquel que expresa actividad que se inició o terminó antes del tiempo presente. En oraciones afirmativas en pasado, el verbo regular terminará en *ed*.

Reglas para los verbos en pasado con terminación *ed*.

- Si la forma simple del verbo de una sílaba termina en consonante, se le añade *ed*.

ex: *try/tried* *carry/carried*

- Si la forma simple del verbo de una sílaba termina en consonante después de vocal se escribe dos veces la consonante y se le añade *ed*.

Plan/Planned Stop/Stopped

* Las letras *W/V* al final de las palabras son consideradas vocales no consonantes.

Row/Rowed Play/Played

- Las formas negativas/interrogativas incluyen el auxiliar *did* + *not* o *didn't* con la excepción del verbo *be*.

Be → *I wasn't interested in TV then.*

There weren't any video games in the 1950's.

(?) Were there any video games in the 1950's?

Other verbs → *We didn't have a dishwasher.*

Did we have a dish washer? = Yes, we had a dish washer.

Recuerde que la forma interrogativa en este tiempo *was/were* (n't) va antes del sujeto. Cabe mencionar que *was* (o *be*) es sólo para el singular en tanto que el *were* pertenece al plural.

plural.

	EXAMPLES	NOTES
Yes/No Questions.	Were you with your family? Was your house modern? Wasn't there any television?	For yes/no questions with <i>be</i> , a form of <i>be</i> appears in short answer: Yes(I,he, she,it) was. No (we, you, they) were not
Put/Put; let/let; Cost/Cost.		The past form of these verbs is the same as the simple form.
Yes/No Questions with <i>did</i> .	Did you work after school? Didn't your family have a computer?	For Yes/No questions with <i>did</i> , a form of <i>did</i> appears in short answer: Yes, I(he, she, it, we, your, they) did. Yes, I(he, she, it, we, you, they) didn't.
Information Questions	Where was your house? When did you come here?	In a Information Question, <i>was/were</i> or <i>did</i> appears after the question word, it is not the subject of the sentence.
Find/Found	Why didn't they have a radio? Who did he live with?	
Catch/Caught; Buy/Bought.		In this group, the simple form has different vowels. The past form ends in -ought or -ought.
Bring/Brought; Think/Thought; Teach/Taught;		Many verbs have a vowel in the past form that is different from the vowel in the simple form.
Eat/Ate; See/Saw. Get/Got; Take/Took.		Some verbs have vowel and consonant changes in the past tense.
Be/Was/Were; Do/Did; Hear/Heard; Loose/lost; Make/Made;		
Go/Went.		
Pay/Paid; Say/Said; Sell/Sold.		
Tell/Told; Give/Gave.		

NOTES	EXAMPLES	QUESTIONS
For yes/no questions with be a form of be appears in short answer: Yes (he, she, it) was. No (we, you, they) were not.	Were you with your family? Was your house modern? Wasn't there any television?	Yes/No Questions
For Yes/No questions with did, a form of did appears in short answer: Yes (he, she, it, we, you, they) did. Yes (he, she, it, we, you, they) didn't.	Did you work after school? Didn't your family have a computer? Did you go to the party?	Yes/No Questions with did.
In a Information Question, was/were or did appears after the question word, it is not the subject of the sentence.	Where was your house? When did you come here? Why didn't they have a radio? Who did he live with?	Information Questions

RESPUESTAS A LOS EJERCICIOS DE LA TERCERA UNIDAD SECCIÓN A.
Las formas del Pasado de los Verbos irregulares se pueden aprender en grupos:

EXAMPLES	NOTES
Put/Put; let/let, Cost/Cost.	The past form of this group of verbs is the same as the simple form.
Send/Sent, spend/spent.	In this group, the simple form of the verb changes its last letter in the past form.
Feel/Felt; keep/kept Leave/Left; Read/Read (Read). Meet/Met; Sleep/Slept.	In this group, the simple form of the verb has the /i/ sound (spelled ee or ea).
Begin/Began; Drink/Drank. Ring/Rang; Sing/Sang.	In this group, the simple form of the verb has the /f/ sound (i). The past form has the /y/ sound (a).
Find/Found	In this group, the simple form of the verb has the /ay/ sound (i). The past form has the /an/ sound (on).
Catch/Caught, Buy/Bought. Bring/Brought; Think/Thought. Teach/Taught;	In this group, the simple form has different vowels. The past form ends in -ought or angut.
Eat/Ate; See/Saw. Get/Got, Take/Took.	Many verbs have a vowel in the pasts form that is different from the vowel in the simple form.
Be/Was/Were; Do/Did; Hear/ Heard; Loose/lost; Make/Made; Go/Went. Pay/Paid; Say/Said; Sell/Sold. Tell/Told; Give/Gave.	Some verbs have vowel and consonant changes in the past tense.

Las formas del Pasado de los Verbos irregulares se pueden aprender en grupos:

NOTES	EXAMPLES
The past form of this group of verbs is the same as the simple form.	Put/Put; let/let; Cost/Cost.
In this group, the simple form of the verb changes its last letter in the past form.	Send/Sent; spend/spent.
In this group, the simple form of the verb has the same sound (spelled ee or ea).	Feel/Felt; keep/kept; Leave/Left; Read/Read (Read); Meet/Meet; Sleep/Slept.
In this group, the simple form of the verb has the /y/ sound (i). The past form has the /i/ sound (a).	Begin/Began; Drink/Drank; Ring/Rang; Sing/Sang.
In this group, the simple form of the verb has the /ay/ sound (i). The past form has the /aw/ sound (ou).	Find/Found.
In this group, the simple form has different vowels. The past form ends in -ought or anght.	Catch/Caught; Buy/Bought; Bring/Brought; Think/Thought; Teach/taught.
Many verbs have a vowel in the past form that is different from the vowel in the simple form.	Buy/Bought; See/Saw; Get/Got; Take/Took.
Some verbs have vowel and consonant changes in the past tense.	Be/Was/Were; Do/Did; Hear/Hear; Hear/Hear; Loose/Loose; Make/Made; Go/Went; Pay/Paid; Say/Said; Sell/Sold; Tell/Told; Give/Gave.

RESPUESTAS A LOS EJERCICIOS DE LA TERCERA UNIDAD, SECCIÓN A.

IV.

- 1-A
- 2-A
- 3-C
- 4-B

IV-E.

Las respuestas pueden ser muy variadas.

IV-F.

- 1-a-Hernán Cortés Noun.
- 1-b-Moved, Verb.
- 2- Comfortable, calm, Adjective.
- 3- Ceased Adverb.

IV-G,1

- 1- Harbor, Sea port.
- 2- Ships, Galleons.
- 3-Fortification, Fort.
- 4-Trade, Earter.
- 5-Goods, Cargo.
- 6-Precipices, Cliffs.

IV-G,2

During the time of the Aztec empire the Spanish "Conquistadores" established Acapulco as an ideal base from which to send expeditions toward the Philippines, where they could barter goods.

IV-H.1

ACAPULCO: In the place where the reeds were destroyed.
From the Nahuatl.
ACATL=reeds.
POLOA= to destroy.
CO= in the place.

IV-H.2

DATE	WHAT HAPPENED
1521	Hernán Cortés Moves to Acapulco to build ships
Mid 1500's	Becomes a bustling Sea Port
1616	The San Diego port is built.
1776	An earthquake destroys Acapulco and the fort.
1784	Acapulco is rebuilt.
1810	Trade is broken off due to the war of Independence
1927	A road is built linking the port with Mexico City
1938	Developers started building Hotels and encouraging travelers to come.

UNIT THEREE:

II-A.

- 1-A
- 2-A
- 3-B
- 4-A
- 5-B

II-B.

- 1-T 6-F
- 2-F 7-T
- 3-F 8-F
- 4-T 9-T
- 5-F 10-T

II-C.

- 1-B
- 2-A
- 3-A
- 4-C
- 5-C

II-D.

- 1-C
- 2-A
- 3-B
- 4-C
- 5-C

RESPUESTAS A LOS EJERCICIOS DE LA TERCERA UNIDAD, SECCIÓN A

IV-E. Las respuestas variables.

IV-F. 1-a-Hernán Cortés Noun.
1-b-Moved, Verb.
2-Comfortable, calm, Adjective.
3-Casual Advrb.

IV-G.1
1-Harbor, Sea port.
2-Ship, Gallions.
3-Fortification, Fort.
4-Trade, Barter.
5-Goods, Cargo.
6-Precipices, Cliffs.

IV-G.2
During the time of the Aztec empire the Spanish "Conquistadores" established Acapulco as an ideal base from which to send expeditions toward the Philippines where they could barter goods.

IV-H.1
ACAPULCO: In the place where the reefs were destroyed. From the Narrows. ACAPULCO=reefs. POLOA=to destroy. CO=in the place.

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II-A. 1-A 2-A 3-C 4-B

II-B. 1-C 2-A 3-B 4-C 5-C

II-C. 1-B 2-A 3-A 4-C 5-C

II-D. 1-T 2-F 3-F 4-T 5-F

II-E. 1-T 2-F 3-F 4-T 5-F

II-F. 1-T 2-F 3-F 4-T 5-F

II-G. 1-F 2-T

III-A. 1-Inviting 2-Won 3-Was 4-Helped 5-Used 6-Were 7-Bom 8-Did 9-Did you become 10-Meet

III-B. 1-Now tell us about yourself. 2-I wanted to be a mechanic like him. 3-I went to the local school and then to St. Andrews University. 4-his work was very similar to my own at that time. 5-Yes, he was older than me.

III-C. 1-E 2-D 3-F 4-C 5-B

V. 1-B 2-G 3-F 4-Y 5-A 6-E 7-D 8-C 9-H

II-D. 1-S 2-D 3-D 4-S 5-D

II-F. 1- Nuclear reactors
2- Conventional reactors
3- Scientist
4- It was for our work on Nuclear physics
5- Our work was theoretical But, other people use it to produce the next reactors.

II-G. 1-F 2-T

III-A. 1-Inviting 2-Won 3-Was 4-Helped 5-Used 6-Were 7-Bom 8-Did 9-Did you become 10-Meet

III-B. 1-Now tell us about yourself. 2-I wanted to be a mechanic like him. 3-I went to the local school and then to St. Andrews University. 4-his work was very similar to my own at that time. 5-Yes, he was older than me.

III-C. 1-E 2-D 3-F 4-C 5-B

V. 1-B 2-G 3-F 4-Y 5-A 6-E 7-D 8-C 9-H

PART B.

II. 1-F 2-T 3-F 4-T 5-F

III. 1-B 2-A 3-C 4-B 5-A 6-C 7-B 8-C

IV-A. 1-Discovered 2-Began 3-Were 4-Caused 5-Helped 6-Failed 7-Found 8-Didn't surprise 9-Wrote 10-Began 11-Found 12-Derived 13-Became

II-F.

1- Nuclear reactors
2- Conventional reactors
3- Scientist
4- It was for our work on Nuclear physics
5- Our work was theoretical But, other people use it to produce the new reactors.

II-D.

1-2
2-D
3-D
4-2
5-D

III-A.

1-Inviting 6-Were
2-Won 7-Born
3-Was 8-Did
4-Helped 9-Did you become
5-Used 10-Meet

III-C.

1-B
2-D
3-F
4-C
5-B

III-G.

1-F
2-T

III-B.

1-Now tell us about yourself.
2-I wanted to be a mechanic like him.
3-I went to the local school and then to St. Andrews University.
4-his work was very similar to my own at that time.
5-Yes, he was older than me.

V.

1-B 6-E
2-G 7-D
3-F 8-C
4-Y 9-H
5-A

PART B.

II.

1-F
2-T
3-F
4-T
5-F

III.

1-B
2-A
3-C
4-B
5-A
6-C
7-B
8-C

IV-A.

1-Discovered
2-Began
3-Wrote
4-Caused
5-Helped
6-Failed
7-Found
8-Didn't surprise
9-Wrote
10-Began
11-Found
12-Derived
13-Became

V-A.

1-D
2-F
3-E
4-B
5-A

V-B.

1-2
2-5
3-3
4-3
5-1

IV-D.

1-A
2-B
3-C
4-C

IV-C.

1-Loss of privacy
2-Loss of jobs
3-Dehumanization
4-Fear of the unknown
5-Lack of personal contact

PART C.

III.

1-F
2-T
3-T
4-F
5-F

IV-A.

1-Computers
2-Important
3-Part
4-Industry
5-Continue

6-Service
7-Assistance
8-Future
9-Different
10-Music

11-Operatore
12-Program
13-Specialist
14-Hardware
15-Software

16-Artist
17-Television
18-Canadians
19-Problems
20-Access

IV-B.

THE COMPUTER AGE.

It is hard to think of a career in which computers won't play an important part in the next ten years.

1- Computers are becoming more powerful, and less expensive.

2- Computers are becoming as important to a business as a phone or electricity.

3- The people who use computers are divided in three categories which are: Users, operators, and Speciallyists.

4- There are many problems related to the introduction of computers to the industry.

By understandings computers today, we can ensure that their effects in the future will continue to be beneficial to ourselves, for Canada, and for the world.

B-adv.	G-v	L-adj.	Q-n	V-adj.
C-n	H-adj.	M-adj.	R-n	W-adj.
D-adj.	I-n	N-adv.	S-n	
E-adv.	J-v	O-adj.	T-n	

1-2	V-B
2-3	
3-3	
4-3	
5-1	

1-D	V-A
2-F	
3-E	
4-B	
5-A	

1-Computers	6-Service	11-Operators	16-Artist
2-Important	7-Assistance	12-Program	17-Television
3-Part	8-Future	13-Specialist	18-Canadians
4-Industry	9-Different	14-Hardware	19-Problems
5-Continue	10-Music	15-Software	20-Access

1-F	III
2-T	
3-T	
4-F	
5-F	

THE COMPUTER AGE

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IV-B

IV-C.

1-Law enforcement, health care, education, music.
2-Users, operators, specialists.

ADVANTAGES DISADVANTAGES

1-Filing 1-Loss of privacy
2-Information storage 2-Loss of jobs
3-Easy access to data 3-Dehumanization
4-Entertainment 4-Fear of the unknown
5-Communications 5-Lack of personal contact

There are many more answers that the student can provide.

IV-D.

- 1-A
- 2-B
- 3-C
- 4-C

IV-E.

1. Obviously, the careers which will require the most knowledge of computers are those within the computer industry itself. But, as computers continue to become less expensive and more powerful, their use will spread to every other industry and service.
2. Soon, people will no more think about running a business without computers assistance than they would consider running a business without a phone or electric lights. Therefore, even if your plans for the future do not include getting a job in the computer industry, the knowledge about computers which you will obtain from this book will help you in any other type of career you eventually choose.
3. An example of a user is someone who uses a word processor to type office correspondence.
4. The loss of privacy because of easy access to data banks, loss of jobs through automation, the dehumanization or lack of personal contact, and fear of the unknown are just a few of the problems that can be directly related to the coming of the computer.
5. 1-users 2-operators 3-Specialist.

IV-F.

A-v	F-n	K-n	P-v	U-n
B-adv.	G-v	L-adj.	Q-n	V-adj.
C-n	H-adj.	M-adj.	R-n	W-adj.
D-adj.	I-n	N-adv.	S-n	
E-adv.	J-v	O-adj.	T-n	

IV-D.

- 1-A
- 2-B
- 3-C
- 4-C

1-Law enforcement, health care, education, music.	1-Filing
2-Users, operators, specialists.	2-Information storage
ADVANTAGES	3-Easy access to data
DISADVANTAGES	4-Entertainment
1-Loss of privacy	2-Communications
2-Loss of jobs	3-Lack of personal contact
3-Dehumanization	4-Fear of the unknown
4-Fear of the unknown	
3-Lack of personal contact	
There are many more answers that the student can provide.	

IV-E.

1. Obviously, the careers which will require the most knowledge of computers are those within the computer industry itself. But, as computers continue to become less expensive and more powerful, their use will spread to every other industry and service.

2. Soon, people will no more think about running a business without computers assistance than they would consider running a business without a phone or electric lights. Therefore, even if your plans for the future do not include getting a job in the computer industry, the knowledge about computers which you will obtain from this book will help you in any other type of career you eventually choose.

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2. 1-users 2-operators 3-specialist

IV-F.

A-v	F-n	K-n	P-v	U-n
B-adv.	G-v	L-adj.	O-n	V-adj.
C-n	H-adj.	M-adj.	R-n	W-adj.
D-adj.	I-n	N-adv.	S-n	
E-adv.	J-v	O-adj.	T-n	

IV-F.a.

- It is hard to think of a career in which computers won't play an important part in the next ten years.
- But, as computers continue to become less expensive and more powerful, their use will spread to every other industry and service.
- Soon, people will no more think about running a business without computers than they would consider running a business without a phone or electric lights.
- By understanding computers today, we can ensure that their effects in the future will continue to be beneficial for ourselves, for Canadá, and for the world.

III.

- 1-1
- 2-1
- 3-2
- 4-3
- 5-7
- 6-7
- 7-7

III. Hacer una lista de 5 sustantivos, 5 adjetivos, 5 verbos, y 5 adverbios que aparezcan en la página: 88-89. Lectura An Uneasy Peace: 1945 to the Present.

POSSESSIVE ADJECTIVES		
SINGULAR	I am Natalie	My Name is Natalie
	You are Nancy.	Your name is Nancy.
	He is Han.	His name is Han.
PLURAL	She is Mei.	Her name is Mei.
	It is Lukas the dog.	Its name is Lukas.
	We are Ali and Mohammed.	Our name are Ali and Mohamed.
	You are Isabelle and Pierre.	Your names are Isabelle and Pierre
	They are Danielle and Ben.	Their names are Daniela and Ben.