

# **PROPUESTA DIDÁCTICA**

**INGLES**

**MODULO VIII**



UNIVERSIDAD AUTONOMA DE NUEVO LEÓN  
PREPARATORIA N° 2

**WORKBOOK**  
MODULE VIII  
**MODULE VIII**

STUDENT'S NAME: \_\_\_\_\_

TEACHER'S NAME: \_\_\_\_\_

GROUP \_\_\_\_\_

NUMBER \_\_\_\_\_

SHIFT: \_\_\_\_\_

## GENERAL INFORMATION

READ CAREFULLY

PRESENT TENSE (TO BE)					
PRONOUN	IS, ARE or AM		CONTRACTION	NEGATIVE	NEG. CONT.
HE	IS		HE'S	IS NOT	ISN'T
SHE	IS		SHE'S	IS NOT	ISN'T
IT	IS		IT'S	IS NOT	ISN'T
I		AM	I'M	AM NOT	
YOU		ARE	YOU'RE	ARE NOT	AREN'T
WE		ARE	WE'RE	ARE NOT	AREN'T
THEY		ARE	THEY'RE	ARE NOT	AREN'T

1.- THE VERB TO BE HAS THREE FORMS IN THE PRESENT TENSE: IS, AM AND ARE

\* THE I PRONOUN HAS NO CONTRACTION IN THIS FORM

PAST TENSE (TO BE)					
PRONOUN	WAS or WERE		CONTRACTION	NEGATIVE	NEG. CONT.
HE	WAS		HE'S	WAS NOT	WASN'T
SHE	WAS		SHE'S	WAS NOT	WASN'T
IT	WAS		IT'S	WAS NOT	WASN'T
I	WAS			WAS NOT	WASN'T
YOU		WERE	YOU'RE	WERE NOT	WEREN'T
WE		WERE	WE'RE	WERE NOT	WEREN'T
THEY		WERE	THEY'RE	WERE NOT	WEREN'T

1.- THE VERB TO BE HAS TWO FORMS IN THE PAST TENSE: WAS AND WERE

2.- USE WAS WITH FIRST AND THIRD PERSON SINGULAR

\* THE I PRONOUN HAS NO CONTRACTION IN THIS FORM

PRESENT TENSE (HAVE)					
PRONOUN	HAVE OR HAS		CONTRACTION	NEGATIVE	NEG. CONT.
HE	HAS		HE'S	HAS NOT	HASN'T
SHE	HAS		SHE'S	HAS NOT	HASN'T
IT	HAS		IT'S	HAS NOT	HASN'T
I		HAVE	I'VE	HAVE NOT	HAVEN'T
YOU		HAVE	YOU'VE	HAVE NOT	HAVEN'T
WE		HAVE	WE'HAVE	HAVE NOT	HAVEN'T
THEY		HAVE	THEY'HAVE	HAVE NOT	HAVEN'T

THE VERB HAVE HAS TWO FORMS IN THE PRESENT TENSE. HAVE AND HAS

THIRD PERSON			
PRONOUN	VERB		COMPLEMENT
HE	WORKS		IN THE NEW PARK
SHE	WORKS		VERY HARD EVERYDAY
IT	WORKS		WITH BATTERIES
		WORK	IN SAHARIS
YOU		WORK	WITH MR. ROGERS
WE		WORK	HARD FOR THE MONEY
THEY		WORK	UNTIL 9 O'CLOCK

1.- THE -S FORM IS USED WITH THIRD PERSON SINGULAR SUBJECTS (HE, SHE, IT, TOM, SUSAN THE BOOK, ETC.) OTHERWISE, THE SIMPLE FORM IS USED.

2.-VERBS OTHER THAN BE HAVE TWO FORMS IN THE SIMPLE PRESENT TENSE: A SIMPLE FORM AND AN -S FORM.

3.- VERBS ENDING WITH S, CH, SH, X, O AND Z HAVE TO END WITH -ES.

## IRREGULAR VERBS

	1	2	3	4	5	6
	INFINITIVE	PRESENT TENSE	PAST TENSE	PAST PARTICIPLE	PRESENT PARTICIPLE	TRANSLATION
1	TO BE	AM, ARE, IS	WAS WERE	BEEN	BEING	SER ESTAR
2	TO BECOME	BECOME (S)	BECAME	BECOME	BECOMING	LLEGAR A SER
3	TO BEGIN	BEGIN (S)	BEGAN	BEGUN	BEGINNING	EMPEZAR
4	TO BEND	BEND (S)	BENT	BENT	BENDING	DOBLAR
5	TO BLOW	BLOW (S)	BLEW	BLOWN	BLOWING	SOPLAR
6	TO BREAK	BREAK (S)	BROKE	BROKEN	BREAKING	QUEBRAR
7	TO BRING	BRING (S)	BROUGHT	BROUGHT	BRINGING	TRAER
8	TO BUILD	BUILD (S)	BUILT	BUILT	BUILDING	CONSTRUIR
9	TO BUY	BUY (S)	BOUGHT	BOUGHT	BUYING	COMPRAR
10	TO CATCH	CATCH (ES)	CAUGHT	CAUGHT	CATCHING	CARGAR
11	TO CHOOSE	CHOOSE (S)	CHOSE	CHOSEN	CHOOSING	ESCOGER
12	TO COME	COME (S)	CAME	COME	COMING	VENIR
13	TO COST	COST (S)	COST	COST	COSTING	COSTAR
14	TO CUT	CUT (S)	CUT	CUT	CUTTING	CORTAR
15	TO DEAL	DEAL (S)	DEALT	DEALT	DEALING	NEGOCIAR
16	TO DO	DO (ES)	DID	DONE	DOING	HACER
17	TO DRAW	DRAW (S)	DREW	DRAWN	DRAWING	DIBUJAR
18	TO DREAM	DREAM (S)	DREAMT	DREAMT	DREAMING	SONAR
19	TO DRINK	DRINK (S)	DRANK	DRUNK	DRINKING	BEBER
20	TO DRIVE	DRIVE (S)	DROVE	DRIVEN	DRIVING	MANEJAR
21	TO EAT	EAT (S)	ATE	EATEN	EATING	COMER
22	TO FALL	FALL (S)	FELL	FALLEN	FALLING	CAER
23	TO FEED	FEED (S)	FED	FED	FEEDING	ALIMENTAR
24	TO FEEL	FEEL (S)	FELT	FELT	FEELING	SENTIR
25	TO FIGHT	FIGHT (S)	FOUGHT	FOUGHT	FIGHTING	PELEAR
26	TO FIND	FIND (S)	FOUND	FOUND	FINDING	ENCONTRAR
27	TO FLY	FLY (IES)	FLEW	FLOWN	FLYING	VOLAR
28	TO FORGET	FORGET (S)	FORGOT	FORGOTTEN (1)	FORGETTING	OLVIDAR
29	TO GET	GET (S)	GOT	GOTTEN (2)	GETTING	OBTENER
30	TO GIVE	GIVE (S)	GAVE	GIVEN	GIVING	DAR
31	TO GO	GO (ES)	WENT	GONE	GOING	IR
32	TO GROW	GROW (S)	GREW	GROWN	GROWING	CRECER
33	TO HAVE	HAVE, HAS	HAD	HAD	HAVING	TENER, HABER
34	TO HEAR	HEAR (S)	HEARD	HEARD	HEARING	OIR
35	TO HIDE	HIDE (S)	HID	HIDDEN	HIDING	ESCONDER
36	TO HIT	HIT (S)	HIT	HIT	HITTING	GOLPEAR
37	TO HOLD	HOLD (S)	HELD	HELD	HOLDING	SOSTENER
38	TO HURT	HURT (S)	HURT	HURT	HURTING	LASTIMAR
39	TO KEEP	KEEP (S)	KEPT	KEPT	KEEPING	GUARDAR
40	TO KNOW	KNOW (S)	KNEW	KNOWN	KNOWING	SABER
41	TO LEAD	LEAD (S)	LED	LED	LEADING	DIRIGIR
42	TO LEAVE	LEAVE (S)	LEFT	LEFT	LEAVING	SALIR DEJAR
43	TO LEND	LEND (S)	LENT	LENT	LENDING	PRESTAR
44	TO LET	LET (S)	LET	LET	LETTING	PERMITIR
45	TO LIE	LIE (S)	LAY	LAIN	LYING	YACER
46	TO LIE (3)	LIE (S)	LIED	LIED	LYING	MENTIR
47	TO LOSE	LOSE (S)	LOST	LOST	LOSING	PERDER
48	TO MAKE	MAKE (S)	MADE	MADE	MAKING	HACER
49	TO MEAN	MEAN (S)	MEANT	MEANT	MEANING	SIGNIFICAR
50	TO MEET	MEET (S)	MET	MET	MEETING	CONOCER
51	TO PAY	PAY (S)	PAID	PAID	PAYING	PAGAR
52	TO PUT	PUT (S)	PUT	PUT	PUTTING	PONER
53	TO READ	READ (S)	READ (4)	READ (4)	READING	LEER
54	TO RIDE	RIDE (S)	RODE	RIDDEN	RIDING	MONTAR
55	TO RING	RING (S)	RANG	RUNG	RINGING	TIMBRAR
56	TO RISE	RISE (S)	ROSE	RISEN	RISING	LEVANTAR
57	TO RUN	RUN (S)	RAN	RUN	RUNNING	CORRER
58	TO SAY	SAY (S)	SAID	SAID	SAYING	DECIR
59	TO SEE	SEE (S)	SAW	SEEN	SEEING	VER
60	TO SELL	SELL (S)	SOLD	SOLD	SELLING	VENDER

## IRREGULAR VERBS

	1	2		3	4	5	6
	INFINITIVE	PRESENT TENSE		PAST TENSE	PAST PARTICIPLE	PRESENT PARTICIPLE	TRANSLATION
61	TO SEND	SEND	(S)	SENT	SENT	SENDING	ENVIAR
62	TO SET	SET	(S)	SET	SET	SETTING	ESTABLECER
63	TO SHAKE	SHAKE	(S)	SHOOK	SHAKEN	SHAKING	SACUDIR,
64	TO SHOOT	SHOOT	(S)	SHOT	SHOT	SHOOTING	DISPARAR
65	TO SHOW	SHOW	(S)	SHOWED	SHOWN (5)	SHOWING	MOSTRAR
66	TO SHRINK	SHRINK	(S)	SHRANK (6)	SHRUNK	SHRINKING	ENCOGER
67	TO SING	SING	(S)	SANG	SUNG	SINGING	CANTAR
68	TO SINK	SINK	(S)	SANK (7)	SUNK	SINKING	HUNDIR
69	TO SIT	SIT	(S)	SAT	SAT	SITTING	SENTAR(SE)
70	TO SLEEP	SLEEP	(S)	SLEPT	SLEPT	SLEEPING	DORMIR
71	TO SPEAK	SPEAK	(S)	SPOKE	SPOKEN	SPEAKING	HABLAR
72	TO SPEND	SPEND	(S)	SPENT	SPENT	SPENDING	GASTAR
73	TO SPIN	SPIN	(S)	SPUN	SPUN	SPINNING	GIRAR
74	TO SPLIT	SPLIT	(S)	SPLIT	SPLIT	SPLITTING	DIVIDIR
75	TO SPREAD	SPREAD	(S)	SPREAD	SPREAD	SPREADING	EXTENDER
76	TO SPRING	SPRING	(S)	SPRANG (8)	SPRUNG	SPRINGING	BROTAR
77	TO STAND	STAND	(S)	STOOD	STOOD	STANDING	PARAR(SE)
78	TO STEAL	STEAL	(S)	STOLE	STOLEN	STEALING	ROBAR
79	TO SWEEP	SWEEP	(S)	SWEPT	SWEPT	SWEEPING	BARRER
80	TO SWIM	SWIM	(S)	SWAM	SWUM	SWIMMING	NADAR
81	TO TAKE	TAKE	(S)	TOOK	TAKEN	TAKING	TOMAR
82	TO TEACH	TEACH	(ES)	TAUGHT	TAUGHT	TEACHING	ENSEÑAR
83	TO TELL	TELL	(S)	TOLD	TOLD	TELLING	CONTAR
84	TO THINK	THINK	(S)	THOUGHT	THOUGHT	THINKING	PENSAR
85	TO THROW	THROW	(S)	THREW	THROWN	THROWING	ARROJAR
86	TO UNDERSTAND	UNDERSTAND	(S)	UNDERSTOOD	UNDERSTOOD	UNDERSTANDING	ENTENDER
87	TO WAKE	WAKE	(S)	WOKE (9)	WOKEN (10)	WAKING	DESPERTAR
88	TO WEAR	WEAR	(S)	WORE	WORN	WEARING	USAR (ROPA)
89	TO WIN	WIN	(S)	WON	WON	WINNING	GANAR
90	TO WITHDRAW	WITHDRAW	(S)	WITHDREW	WITHDRAWN	WITHDRAWING	RETIRAR
91	TO WRITE	WRITE	(S)	WROTE	WRITTEN	WRITING	ESCRIBIR

## REGULAR VERBS

	1	2		3	4	6	6
	INFINITIVE	PRESENT TENSE		PAST TENSE	PAST PARTICIPLE	PRESENT PARTICIPLE	TRANSLATION
1	TO ACCEPT	ACCEPT	(S)	ACCEPTED	ACCEPTED	ACCEPTING	ACEPTAR
2	TO ANSWER	ANSWER	(S)	ANSWERED	ANSWERED	ANSWERING	CONTESTAR
3	TO ARRIVE	ARRIVE	(S)	ARRIVED	ARRIVED	ARRIVING	EMPEZAR
4	TO ASK	ASK	(S)	ASKED	ASKED	ASKING	PREGUNTAR
5	TO BELONG	BELONG	(S)	BELONGED	BELONGED	BELONGING	PERTENECER
6	TO CHANGE	CHANGE	(S)	CHANGED	CHANGED	CHANGING	CAMBIAR
7	TO CLEAN	CLEAN	(S)	CLEANED	CLEANED	CLEANING	LIMPIAR, ASEAR
8	TO CLIMB	CLIMB	(S)	CLIMBED	CLIMBED	CLIMBING	ESCALAR
9	TO CLOSE	CLOSE	(S)	CLOSED	CLOSED	CLOSING	CERRAR
10	TO CONSIDER	CONSIDER	(S)	CONSIDERED	CONSIDERED	CONSIDERING	CONSIDERAR
11	TO COOK	COOK	(S)	COOKED	COOKED	COOKING	COCINAR
12	TO COUNT	COUNT	(S)	COUNTED	COUNTED	COUNTING	CONTAR
13	TO DANCE	DANCE	(S)	DANCED	DANCED	DANCING	BAILAR
14	TO DARE	DARE	(S)	DARED	DARED	DARING	ATREVERSE,
15	TO DATE	DATE	(S)	DATED	DATED	DATING	CITAR
16	TO DELIVER	DELIVER	(S)	DELIVERED	DELIVERED	DELIVERING	ENTREGAR
17	TO DRESS	DRESS	(ES)	DRESSED	DRESSED	DRESSING	VESTIR
18	TO END	END	(S)	ENDED	ENDED	ENDING	TERMINAR
19	TO ENJOY	ENJOY	(S)	ENJOYED	ENJOYED	ENJOYING	GOZAR
20	TO ERASE	ERASE	(S)	ERASED	ERASED	ERASING	BORRAR
21	TO EXPECT	EXPECT	(S)	EXPECTED	EXPECTED	EXPECTING	ESPERAR
22	TO FILL	FILL	(S)	FILLED	FILLED	FILLING	LLENAR
23	TO FINISH	FINISH	(ES)	FINISHED	FINISHED	FINISHING	TERMINAR
24	TO FOLLOW	FOLLOW	(S)	FOLLOWED	FOLLOWED	FOLLOWING	SEGUIR
25	TO HELP	HELP	(S)	HELPED	HELPED	HELPING	AYUDAR
26	TO HURRY	HURRY	(IES)	HURRIED	HURRIED	HURRYING	APRESURARSE
27	TO INTEND	INTEND	(S)	INTENDED	INTENDED	INTENDING	INTENTAR
28	TO JUMP	JUMP	(S)	JUMPED	JUMPED	JUMPING	SALTAR
29	TO LEARN	LEARN	(S)	LEARNED	LEARNED	LEARNING	APRENDER
30	TO LIKE	LIKE	(S)	LIKED	LIKED	LIKING	GUSTAR
31	TO LISTEN	LISTEN	(S)	LISTENED	LISTENED	LISTENING	ESCUCHAR
32	TO LIVE	LIVE	(S)	LIVED	LIVED	LIVING	VIVIR
33	TO LOOK	LOOK	(S)	LOOKED	LOOKED	LOOKING	MIRAR
34	TO LOVE	LOVE	(S)	LOVED	LOVED	LOVING	AMAR
35	TO MISS	MISS	(ES)	MISSED	MISSED	MISSING	EXTRANAR, PERDER
36	TO NAME	NAME	(S)	NAMED	NAMED	NAMING	NOMBRAR
37	TO NEED	NEED	(S)	NEEDED	NEEDED	NEEDING	NECESITAR
38	TO OPEN	OPEN	(S)	OPENED	OPENED	OPENING	ABRIR
39	TO ORDER	ORDER	(S)	ORDERED	ORDERED	ORDERING	ORDENAR
40	TO PLAN	PLAN	(S)	PLANNED	PLANNED	PLANNING	PLANEAR
41	TO PLANT	PLANT	(S)	PLANTED	PLANTED	PLANTING	PLANTAR
42	TO PLAY	PLAY	(S)	PLAYED	PLAYED	PLAYING	JUGAR
43	TO POINT	POINT	(S)	POINTED	POINTED	POINTING	SEÑALAR
44	TO PRACTICE	PRACTICE	(S)	PRACTICED	PRACTICED	PRACTICING	PRACTICAR
45	TO PUSH	PUSH	(ES)	PUSHED	PUSHED	PUSHING	EMPUJAR
46	TO RAIN	RAIN	(S)	RAINED	RAINED	RAINING	LLOVER
47	TO REMEMBER	REMEMBER	(S)	REMEMBERED	REMEMBERED	REMEMBERING	RECORDAR
48	TO RENT	RENT	(S)	RENTED	RENTED	RENTING	RENTAR
49	TO REPEAT	REPEAT	(S)	REPEATED	REPEATED	REPEATING	REPETIR
50	TO RESIST	RESIST	(S)	RESISTED	RESISTED	RESISTING	RESISTIR
51	TO SHOW (11)	SHOW	(S)	SHOWED	SHOWED	SHOWING	MOSTRAR
52	TO SMOKE	SMOKE	(S)	SMOKED	SMOKED	SMOKING	FUMAR
53	TO START	START	(S)	STARTED	STARTED	STARTING	EMPEZAR
54	TO STAY	STAY	(S)	STAYED	STAYED	STAYING	PERMANECER
55	TO STOP	STOP	(S)	STOPPED	STOPPED	STOPPING	PARAR, DETENER
56	TO STUDY	STUDY	(IES)	STUDIED	STUDIED	STUDYING	ESTUDIAR
57	TO TALK	TALK	(S)	TALKED	TALKED	TALKING	CONVERSAR
58	TO TRAVEL	TRAVEL	(S)	TRAVELED	TRAVELED	TRAVELING	VIAJAR
59	TO TRY	TRY	(ES)	TRIED	TRIED	TRYING	TRATAR
60	TO TURN	TURN	(S)	TURNED	TURNED	TURNING	VOLTEAR

## REGULAR VERBS

	1	2		3	4	5	6
	INFINITIVE	PRESENT TENSE		PAST TENSE	PAST PARTICIPLE	PRESENT PARTICIPLE	TRANSLATION
61	TO USE	USE	(S)	USED	USED	USING	USAR
62	TO VISIT	VISIT	(S)	VISITED	VISITED	VISITING	VISITAR
63	TO WAIT	WAIT	(S)	WAITED	WAITED	WAITING	ESPERAR
64	TO WALK	WALK	(S)	WALKED	WALKED	WALKING	CAMINAR
65	TO WANT	WANT	(S)	WANTED	WANTED	WANTING	QUERER
66	TO WASH	WASH	(ES)	WASHED	WASHED	WASHING	LAVAR
67	TO WISH	WISH	(ES)	WISHED	WISHED	WISHING	DESEAR
68	TO WORK	WORK	(S)	WORKED	WORKED	WORKING	TRABAJAR

- (1) FORGOT  
(2) GOT  
(3) It's a regular verb  
(4) It's pronounced /red/  
(5) SHOWED  
(6) SHRUNK  
(7) SUNK  
(8) SPRUNG  
(9) WAKED  
(10) WAKED, WOKE  
(11) It's also an irregular verb (see # 65 of the Irregular verbs)



## PRESENT PERFECT TENSE

Examples:

Subject		Auxiliary verb	Main verb	(Past participle)	Complement
Singular	Plural	(present tense)	Regular (col 4)	Irregular (col 4)	
Ramon		HAS (present)	VISITED		the museum.
The dog		HAS (present)		EATEN	the dog cookies.
	The students	HAVE (present)		FORGOTTEN	the message.
	Frank and Ann	HAVE (present)	REPAIRED		the car.

columns in the verb list

COMPLETE THE INFORMATION CORRECTLY ACCORDING TO THE EXAMPLES.

Write REGULAR or IRREGULAR

- . Their relatives \_\_\_\_\_ in an accident. (die) \_\_\_\_\_  
 . Camilo \_\_\_\_\_ to the concert with his grandfather. (come) \_\_\_\_\_  
 . We \_\_\_\_\_ Teresa because she is sick. (visit) \_\_\_\_\_  
 . George \_\_\_\_\_ to drive his father's car. (begin) \_\_\_\_\_  
 . The students \_\_\_\_\_ the dinner for the party. (cook) \_\_\_\_\_  
 . Johanna \_\_\_\_\_ that Marco is a very popular museum. (hear) \_\_\_\_\_  
 . Dr. López \_\_\_\_\_ many heart transplants. (do) \_\_\_\_\_  
 . Edna \_\_\_\_\_ natural juices all her life. (drink) \_\_\_\_\_  
 . The students \_\_\_\_\_ a reforestation campaign. (organize) \_\_\_\_\_  
 . Mariano \_\_\_\_\_ this love poem. (write) \_\_\_\_\_  
 . How long \_\_\_\_\_ you \_\_\_\_\_ in this school? (be) \_\_\_\_\_  
 . My teacher \_\_\_\_\_ to many countries. (travel) \_\_\_\_\_  
 . Robert \_\_\_\_\_ a new method for learning piano. (know) \_\_\_\_\_  
 . My grandparents \_\_\_\_\_ in Morelia since 1906. (live) \_\_\_\_\_  
 . Alice \_\_\_\_\_ piano lessons since 1990. (take) \_\_\_\_\_  
 . Frank \_\_\_\_\_ a new book. (issue) \_\_\_\_\_  
 . Anthony and Barbara \_\_\_\_\_ a TV movie. (see) \_\_\_\_\_  
 . Larry \_\_\_\_\_ the whole house. (paint) \_\_\_\_\_  
 . Ann and Louise \_\_\_\_\_ a piece of cake. (eat) \_\_\_\_\_  
 . David \_\_\_\_\_ the computer programs. (hide) \_\_\_\_\_  
 . I \_\_\_\_\_ two sentences today. (write) \_\_\_\_\_  
 . John \_\_\_\_\_ twice this afternoon. (call) \_\_\_\_\_  
 . Paul \_\_\_\_\_ four new books. (buy) \_\_\_\_\_  
 . Mike \_\_\_\_\_ all the questions. (answer) \_\_\_\_\_  
 . Dr. Smith \_\_\_\_\_ this machine for four days. (have) \_\_\_\_\_  
 . Sarah \_\_\_\_\_ many American movies since 1995. (see) \_\_\_\_\_  
 . Alice \_\_\_\_\_ a new song. (learn) \_\_\_\_\_  
 . We \_\_\_\_\_ for the exam. (study) \_\_\_\_\_  
 . Fido \_\_\_\_\_ many bones today. (eat) \_\_\_\_\_  
 . George \_\_\_\_\_ Paris twice this year. (visit) \_\_\_\_\_  
 . The boys \_\_\_\_\_ for a long time. (walk) \_\_\_\_\_

- 3. Mary \_\_\_\_\_ for the bus for a long time. (wait) \_\_\_\_\_
- 6. Ashley \_\_\_\_\_ enough money for a plane trip. (save) \_\_\_\_\_
- 4. Susan \_\_\_\_\_ hard all weekend. (work) \_\_\_\_\_
- 8. Rafael \_\_\_\_\_ a new car. (buy) \_\_\_\_\_
- 5. She \_\_\_\_\_ for ten hours. (sleep) \_\_\_\_\_
- 7. They \_\_\_\_\_ for many years. (practice) \_\_\_\_\_
- 9. He \_\_\_\_\_ to the radio for hours. (listen) \_\_\_\_\_
- 1. They \_\_\_\_\_ the lesson an hour ago. (start) \_\_\_\_\_
- 2. The police \_\_\_\_\_ in the accident. (help) \_\_\_\_\_
  
- 10. The children \_\_\_\_\_ television since nine o'clock. (watch) \_\_\_\_\_
- 11. Billy \_\_\_\_\_ eyeglasses since last year. (wear) \_\_\_\_\_
- 12. It \_\_\_\_\_ to rain. (start) \_\_\_\_\_
- 13. The girl \_\_\_\_\_ in "The Spring Festival." (dance) \_\_\_\_\_
- 14. We \_\_\_\_\_ for hours. (talk) \_\_\_\_\_
- 15. The teacher \_\_\_\_\_ the lesson. (repeat) \_\_\_\_\_
- 16. He \_\_\_\_\_ a letter to the manager. (write) \_\_\_\_\_
- 17. Liverpool \_\_\_\_\_ the whole summer stock. (change) \_\_\_\_\_
- 18. Your mother \_\_\_\_\_ a new story. (tell) \_\_\_\_\_
- 19. You \_\_\_\_\_ a lot of hats. (buy) \_\_\_\_\_
  
- 20. She \_\_\_\_\_ to get a driver's license. (practice) \_\_\_\_\_
- 21. Luke \_\_\_\_\_ his arm. (break) \_\_\_\_\_
- 22. The students \_\_\_\_\_ a new Literature essay. (write) \_\_\_\_\_
- 23. The cat \_\_\_\_\_ the food from the table. (steal) \_\_\_\_\_
- 24. Daniel \_\_\_\_\_ the Chinese vase. (break) \_\_\_\_\_
- 25. Laura \_\_\_\_\_ a new blouse for the party. (get) \_\_\_\_\_
- 26. Brandon \_\_\_\_\_ Nintendo for hours. (play) \_\_\_\_\_
- 27. Hilda \_\_\_\_\_ her English classes. (forget) \_\_\_\_\_
- 28. The father \_\_\_\_\_ the baby. (feed) \_\_\_\_\_
- 29. The architect \_\_\_\_\_ a new building. (build) \_\_\_\_\_

## PASSIVE PRESENT PERFECT TENSE

SUBJECT	VERB			COMPLEMENT
	Auxiliary verb	Auxiliary verb	Main verb	
dog	has (present) 2'	been (passive) 4'	cured (perfect) 4'	by the veterinarian.
Physics essays	have (present) 2'	been (passive) 4'	asked (perfect) 4'	by the doctor.

4th column in the verb list

## COMPLETE THE INFORMATION CORRECTLY ACCORDING TO THE EXAMPLES.

- The data \_\_\_\_\_ in the report. (omit)
- Pablo and Emilio \_\_\_\_\_ to plant some trees. (choose)
- Lorenzo and Susana \_\_\_\_\_ by the policeman. (see)
- The factory \_\_\_\_\_ by the Japanese. (buy)
- Commercial tours \_\_\_\_\_ by the travel agency. (organize)
- The material \_\_\_\_\_ by the students. (use)
- The package \_\_\_\_\_ to Chicago. (send)
- The computer problems \_\_\_\_\_ by the technician. (solve)
- The school team \_\_\_\_\_ to the Olympic Games. (invite)
- The letter \_\_\_\_\_ with a wrong address. (mail)
- The teachers \_\_\_\_\_ about the meeting. (inform)
- The poem \_\_\_\_\_ by Fred. (recite)
- The window \_\_\_\_\_ by the children. (break)
- Cellular phones \_\_\_\_\_ at lower prices. (sell)
- The lesson \_\_\_\_\_ by the students. (understand)
- The cars \_\_\_\_\_ by the boys. (clean)
- A mouse \_\_\_\_\_ by the cat. (catch)
- The lamp \_\_\_\_\_ by the electrician. (fix)
- The homework \_\_\_\_\_ by Peter. (do)
- The evidence \_\_\_\_\_ by Martin. (show)
- I \_\_\_\_\_ by the alarm clock. (wake)
- We \_\_\_\_\_ to work in the school project. (choose)
- Venezuela \_\_\_\_\_ for the "Miss Universe" contest. (select)
- Henry \_\_\_\_\_ by the police. (catch)
- "Titanic" \_\_\_\_\_ the greatest movie of all times. (consider)
- The birds \_\_\_\_\_ by the hunters. (shoot)
- The boy \_\_\_\_\_ by her mother. (lose)
- Mexico \_\_\_\_\_ by the Chinese investors. (find)
- Fred \_\_\_\_\_ the new vice-president. (elect)
- Martha finally \_\_\_\_\_ by her parents. (understand)
- The Algebra book \_\_\_\_\_ by the salesman. (sell)
- Alicia \_\_\_\_\_ to the park by her grandparents. (take)
- Joanne \_\_\_\_\_ in the "San Jose" hospital. (operate)
- The firemen \_\_\_\_\_ to extinguish a fire. (order)
- The government \_\_\_\_\_ for this accident. (blame)

- . The people \_\_\_\_\_ by the lawyer. (foolish)
- . Simon \_\_\_\_\_ to the Dallas airport. (take)
- . You \_\_\_\_\_ to "PC magazine." (subscribe)
- . Edison \_\_\_\_\_ for inventing the light bulb. (remember)
- . The Egyptians \_\_\_\_\_ for their cultural heritage. (know)
- . Napoleon \_\_\_\_\_ the greatest conqueror. (call)
- . They \_\_\_\_\_ the horses on the beach. (ride)
- . The doctor \_\_\_\_\_ by the insurance company. (pay)
- . The car \_\_\_\_\_ by the student. (crash)
- . The letter \_\_\_\_\_ by her sister. (read)
- . Caroline \_\_\_\_\_ from her job. (fire)
- . The school \_\_\_\_\_ a new computer. (give)
- . Ralph \_\_\_\_\_ in jailed for robbery. (lock)
- . The hospital \_\_\_\_\_ for the new patients. (refurbish)
- . Mr. Black \_\_\_\_\_ for this job. (need)
- . The class \_\_\_\_\_ by the new students. (explain)
- . She \_\_\_\_\_ by the model agency. (select)
- . The story \_\_\_\_\_ for the Literature contest. (elect)
- . The dishes \_\_\_\_\_ by the kids. (break)
- . Ms. Smith \_\_\_\_\_ to the exit. (escort)
- . The ladies \_\_\_\_\_ to the new restaurant. (invite)
- . The explanation \_\_\_\_\_ to the tourists. (give)
- . The magazines \_\_\_\_\_ by air mail. (send)
- . The news \_\_\_\_\_ to the world. (show)
- . The animals \_\_\_\_\_ from their cages. (release)

DICTIONARY SKILLS.

WRITE THE CORRECT ANSWER ON THE LINES.

**bakelite**

**ballyhoo**

**bal • co • ny** (bal ' ke - ni), n., [pl. -nies], [< It. < OHG. balcho: a beam], 1. a platform projecting from an upper story and enclosed by a railing. 2. in a theater, etc., a tier of seats projecting over the main floor.

- Guide words \_\_\_\_\_ - \_\_\_\_\_
- Syllable division \_\_\_\_\_
- Pronunciation \_\_\_\_\_
- Stress \_\_\_\_\_
- Part of speech \_\_\_\_\_
- Etymology \_\_\_\_\_
- First meaning \_\_\_\_\_
- Second meaning \_\_\_\_\_
- Third meaning \_\_\_\_\_

**circumference**

**claim**

**claim** (klám), v., [< L. clamare: cry out], 1. to demand, as rightfully belonging to one; assert one's right to. 2. to require; deserve: as, the problem claims our attention. 3. to assert; maintain.

- Guide words \_\_\_\_\_ - \_\_\_\_\_
- Syllable division \_\_\_\_\_
- Pronunciation \_\_\_\_\_
- Stress \_\_\_\_\_
- Part of speech \_\_\_\_\_
- Etymology \_\_\_\_\_
- First meaning \_\_\_\_\_
- Second meaning \_\_\_\_\_
- Third meaning \_\_\_\_\_

**deed**

**deform**

**def • e • cate** (def ' e - kat'), v., [< L. de-: from; + faex: dregs], 1. to excrete waste matter from the bowels.

- Guide words \_\_\_\_\_ - \_\_\_\_\_
- Syllable division \_\_\_\_\_
- Pronunciation \_\_\_\_\_
- Stress \_\_\_\_\_
- Part of speech \_\_\_\_\_
- Etymology \_\_\_\_\_
- First meaning \_\_\_\_\_
- Second meaning \_\_\_\_\_
- Third meaning \_\_\_\_\_

**falcon**

**fancy-free**

**fal • low** (fal ' o), adj., [< AS. fealh], 1. plowed but left unplanted. 2. untrained, inactive, as the mind.

- Guide words \_\_\_\_\_ - \_\_\_\_\_
- Syllable division \_\_\_\_\_
- Pronunciation \_\_\_\_\_
- Stress \_\_\_\_\_
- Part of speech \_\_\_\_\_
- Etymology \_\_\_\_\_
- First meaning \_\_\_\_\_
- Second meaning \_\_\_\_\_
- Third meaning \_\_\_\_\_

**gorilla**

**goshawk**

**go • ril • la** (ge - ril ' e), n., [< W. Afr.], 1. the largest and most powerful of the manlike apes, native to Africa. 2. a person regarded as like a gorilla.

- Guide words \_\_\_\_\_ - \_\_\_\_\_
- Syllable division \_\_\_\_\_
- Pronunciation \_\_\_\_\_
- Stress \_\_\_\_\_
- Part of speech \_\_\_\_\_
- Etymology \_\_\_\_\_
- First meaning \_\_\_\_\_
- Second meaning \_\_\_\_\_
- Third meaning \_\_\_\_\_

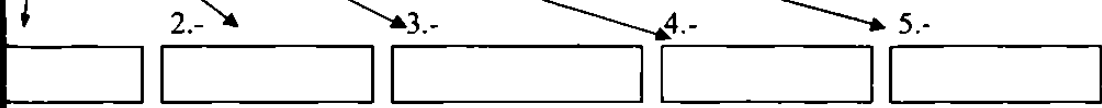
**FILL IN THE BOXES WITH THE CORRECT EXPRESSIONS. CHOOSE THEM FROM THE MAIN PAGES.**

Second meaning - Part of speech - Etymology - Guide word - Pronunciation

**lame**

**landlord**

**lame** (lám) , adj. , [< AS. lama] , 1. crippled; esp., unable to walk well because of a disable leg or foot. 2. stiff and painful. 3. poor, ineffectual: as a lame excuse.



**with meaning - Syllable division - First meaning - Part of speech - Third meaning**

measured

mega

**me · di · um** (me ' di -um), n., [pl. -diums, -dia], [< L. medius: middle]

1. a) something intermediate. b) a middle state or degree; mean. 2. an intervening thing through which a force acts. 3. any means, agency, etc.: as, a medium of communication. 4. any surrounding substance or environment. 5. one through whom messages are supposedly sent from the dead. 6. a liquid mixed with pigments.

	7.-	8.-	9.-	10.-
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## AUXILIARY OR MODAL VERBS

	Obligation	Prohibition		Certainty - Future	Possibility
Forced	Must	Mustn't	Affirmative	Will	Might
Moral	Should	Shouldn't	Negative	Won't	Might not

Examples:

Subject	Auxiliary verb (forced obligation)	Main verb (simple form)	Complement
Manuel	MUST	wash	the car.
Subject	Auxiliary verb (forced prohibition)	Main verb (simple form)	Complement
Rocio	MUSTN'T	clean	the house.
Subject	Auxiliary verb (moral obligation)	Main verb (simple form)	Complement
Salvador	SHOULD	speak	slowly.
Subject	Auxiliary verb (moral prohibition)	Main verb (simple form)	Complement
Lenna	shouldn't	visit	Egypt.
Subject	Auxiliary verb (aff. certainty)	Main verb (simple form)	Complement
John and Ann	WILL	plan	a party.
Subject	Auxiliary verb (neg. certainty)	Main verb (simple form)	Complement
Enrique	WON'T	eat	hamburgers.
Subject	Auxiliary verb (possibility)	Main verb (simple form)	Complement
Sara	MIGHT	study	Medicine.

COMPLETE ACCORDING TO THE INFORMATION ABOVE.

- I \_\_\_\_\_ help mommy. (forced obligation)  
 Elena \_\_\_\_\_ sweep her bedroom in the morning. (moral obligation)  
 Sam and Luis \_\_\_\_\_ buy some chocolates. (aff. certainty - future)  
 Noelia \_\_\_\_\_ count the coins. (moral prohibition)  
 We \_\_\_\_\_ begin the exercise. (neg. certainty - future)  
 Ramiro \_\_\_\_\_ take out the garbage. (forced prohibition)  
 Rolando \_\_\_\_\_ win the battle. (possibility)  
 Lorena \_\_\_\_\_ write the exercise in her notebook. (aff. certainty - future)  
 We \_\_\_\_\_ start solving the problems. (forced obligation)  
 The students \_\_\_\_\_ remember the formulas (neg. certainty - future)  
 Claudia \_\_\_\_\_ sing more often. (moral obligation)



- Caesar \_\_\_\_\_ finish the homework. (possibility)
  - Mary and Joe \_\_\_\_\_ choose the right answers. (neg. certainty - future)
  - The teacher \_\_\_\_\_ remember the lesson. (forced obligation)
  - Mayra \_\_\_\_\_ send the package. (aff. certainty - future)
  - Gloria \_\_\_\_\_ go to the party. (moral prohibition)
  - Frank \_\_\_\_\_ go downtown with you. (neg. certainty - future)
  - My sister \_\_\_\_\_ practice dancing. (forced prohibition)
  - Emerson \_\_\_\_\_ go to the training session. (possibility)
  - Alfonso \_\_\_\_\_ find his pencil. (aff. certainty - future)
- 
- Lucca \_\_\_\_\_ become a teacher. (possibility)
  - Joaquin \_\_\_\_\_ help your brother. (aff. certainty - future)
  - Alice and Helen \_\_\_\_\_ finish the English course. (forced obligation)
  - Albert \_\_\_\_\_ travel to Europe. (forced prohibition)
  - Luis \_\_\_\_\_ visit the dentist. (moral obligation)
  - Santos \_\_\_\_\_ understand the lesson. (neg. certainty - future)
  - Mary \_\_\_\_\_ choose the dresses. (forced obligation)
  - Henry \_\_\_\_\_ eat two hamburgers. (aff. certainty - future)
  - Benito \_\_\_\_\_ eat meat during the Eastern. (neg. certainty - future)
  - Alvaro \_\_\_\_\_ send the letter. (moral prohibition)
- 
- Bertha \_\_\_\_\_ go to church on Monday. (neg. certainty - future)
  - Kevin \_\_\_\_\_ make some money. (forced prohibition)
  - Laura \_\_\_\_\_ do her homework. (aff. certainty - future)
  - Paola \_\_\_\_\_ read the book. (moral prohibition)
  - Leon \_\_\_\_\_ kill some persons. (possibility)
  - Raul \_\_\_\_\_ burn the trees. (neg. certainty - future)
  - Edgar \_\_\_\_\_ forget the problem. (moral obligation)
  - Patty \_\_\_\_\_ sleep for two days. (aff. certainty - future)
  - Juliet and Jane \_\_\_\_\_ forget the accident. (forced obligation)
  - Susy \_\_\_\_\_ act like a mad person. (possibility)
- 
- They \_\_\_\_\_ learn the words. (moral obligation)
  - Robert \_\_\_\_\_ hurt the animals. (neg. certainty - future)
  - The dog \_\_\_\_\_ eat dog cookies. (forced obligation)
  - Miguel \_\_\_\_\_ drink a lot of water. (aff. certainty - future)
  - Veronica \_\_\_\_\_ be a doctor. (possibility)
  - Silvia and Juany \_\_\_\_\_ learn the lesson. (forced prohibition)
  - Carlos \_\_\_\_\_ play volleyball. (aff. certainty - future)
  - Oscar \_\_\_\_\_ go to the disco. (neg. certainty - future)
  - John \_\_\_\_\_ meet Sam. (moral prohibition)
  - Israel \_\_\_\_\_ practice football. (forced obligation)
- 
- The dogs \_\_\_\_\_ be out of the house. (aff. certainty - future)
  - Oskar \_\_\_\_\_ flunk Physics. (possibility)
  - Rogelio and Leonor \_\_\_\_\_ dance all night long. (forced obligation)
  - Lilly \_\_\_\_\_ attend the school. (moral prohibition)
  - Javier \_\_\_\_\_ wear the uniform. (forced prohibition)

- Brand \_\_\_\_\_ clean the room. (neg. certainty - future)
- Vero \_\_\_\_\_ be a better student. (moral obligation)
- Zabat \_\_\_\_\_ go to the moon. (neg. certainty - future)
- Hector \_\_\_\_\_ study Chemistry. (forced obligation)
- I \_\_\_\_\_ work in a factory. (aff. certainty - future)
  
- Joan \_\_\_\_\_ forget her boyfriend. (forced obligation)
- Claudia \_\_\_\_\_ do her homework. (moral obligation)
- Diane \_\_\_\_\_ follow the dietary plan. (possibility)
- Sanjuanita \_\_\_\_\_ go to the supermarket. (neg. certainty - future)
- Ann \_\_\_\_\_ wash the clothes. (forced prohibition)
- My mother \_\_\_\_\_ make the cake. (aff. certainty - future)
- Julieta \_\_\_\_\_ be an actress. (neg. certainty - future)
- Dick \_\_\_\_\_ go to the hospital. (moral prohibition)
- Elizabeth \_\_\_\_\_ recite a poem. (aff. certainty - future)
- Peter \_\_\_\_\_ study for the test. (forced obligation)
  
- My nephew \_\_\_\_\_ finish the course. (neg. certainty - future)
- Betty \_\_\_\_\_ visit her grandparents. (forced obligation)
- Monica and Jesse \_\_\_\_\_ listen to the teacher. (aff. certainty - future)
- Fabiola \_\_\_\_\_ help cleaning the school. (moral prohibition)
- Alberto \_\_\_\_\_ sell the car. (possibility)
- Julia \_\_\_\_\_ solve the Math problems. (forced prohibition)
- Leslie \_\_\_\_\_ attend a high school. (neg. certainty - future)
- Salvador \_\_\_\_\_ pay for the food at the restaurant. (forced obligation)
- Ruben \_\_\_\_\_ ride a horse. (aff. certainty - future)
- Gandhi \_\_\_\_\_ plant some trees. (moral obligation)

CONNECTORS

CONNECTOR

and - so - because - but  
also - although - due to

FUNCTION

addition - contrast  
consequence - cause

WRITE THE CORRESPONDING ANSWER.

Function

- There are two students here, *but* only one teacher.
- He didn't come, *because* he is sick.
- Watermelon is sweet, *and* lemon is sour.
- Alice comes to the party, *but* her parents too.
- They will *also* go to the movies.
- Fred doesn't like sandwiches, *so* he will eat a hot dog.
- Although* I have a lot of work, I will go to the party.
- Due to* her headache, she won't go to the concert.
- I went to Argentina, *and* this year I will also go again.
- Nancy has blond hair, *but* Patty has black hair.

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- Paul writes a poem, *so* he will participate in a contest.
- Although* an Oxxo is nearer, the boys go to that store.
- The library is visited by the students *due to* the final exams.
- He is sick, *so* he didn't come.
- I would like to go to Europe, *but* I can't go this year.
- Louise *and* Lidia have read the lesson
- It has started to rain, *but* we have to go.
- the dog is angry *because* it is hungry.
- He is sick *due to* his carelessness.
- The store is open, *so* we are going to buy sodas.

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- The boys, the girls, *also* the teacher is here.
- The car broke, *so* he got late to work.
- He passed the exam *because* he studied.
- Cats *and* dogs are natural enemies.
- Bill is writing, *but* he needs more paper.
- Although* it is early Julian is here.
- She is working, *also* producing the movie.
- Timothy is home, *although* today is Saturday.
- Due to* the snow the traffic is heavy.
- This book is excellent, *but* it is very expensive.

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- Animals \_\_\_\_\_ humans must live in harmony. (addition)
- It's late \_\_\_\_\_ decided to stay here. (consequence)
- We have to study \_\_\_\_\_ we have an exam. (cause)
- Marianne loves Joe \_\_\_\_\_ he doesn't love her. (contrast)
- The hotel \_\_\_\_\_ the rooms are excellent. ( addition)

- 1. They studied \_\_\_\_\_ the exam is very hard. (contrast)
- 2. He is tired, \_\_\_\_\_ he is going to sleep. (consequence)
- 3. \_\_\_\_\_ they are minors, they went to the disco. (contrast)
- 4. George got divorced \_\_\_\_\_ he can't stand his wife. (cause)
- 5. Fido wants to run, \_\_\_\_\_ he is chained to the tree. (contrast)
- 6. Jim, Jack, \_\_\_\_\_ Louise are coming. (addition)
- 7. The music, the mood, \_\_\_\_\_ the stars were perfect. (addition)
- 8. \_\_\_\_\_ is late Wall Mart is still open. (contrast)
- 9. The weather is sunny, \_\_\_\_\_ you can go swimming. (consequence)
- 10. We studied the present perfect \_\_\_\_\_ the past perfect tense. (addition)
- 11. \_\_\_\_\_ many exercises the lesson is too long. (cause)
- 12. Paula \_\_\_\_\_ Sam are friends. (addition)
- 13. They got wet \_\_\_\_\_ the rain. (cause)
- 14. I need eyeglasses \_\_\_\_\_ I can't see. (cause)
- 15. She wanted to called a doctor \_\_\_\_\_ to the pain. (cause)
- 16. English \_\_\_\_\_ French are the most popular languages. (addition)
- 17. The lights are on \_\_\_\_\_ he is home. (cause)
- 18. If the boy came, the girls are here \_\_\_\_\_. (addition)
- 19. He is fat, \_\_\_\_\_ he must practice some exercise. (consequence)
- 20. \_\_\_\_\_ is April, it's cold outside. (contrast)
- 21. Alex wants to work, \_\_\_\_\_ he can't find a job. (contrast)
- 22. \_\_\_\_\_ the fire the house was destroyed. (cause)
- 23. They need food, \_\_\_\_\_ they are going to HEB.
- 24. He is in the hospital \_\_\_\_\_ he had an accident. (cause)
- 25. Birds, fish, \_\_\_\_\_ reptiles are cold blooded. (addition)

## GUESS MEANING.

## 11. CHOOSE THE ANSWER FROM THE BOX.

<b>men - contest - museum - report - capital - patient - find - happy</b> <b>gray - dehumidify - people - generic - effect - women - smoking</b>
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- 1. London is the \_\_\_\_\_ of England.
- 2. To remove moisture from the space is to \_\_\_\_\_ it.
- 3. Fred will go to the \_\_\_\_\_ to see some paintings.
- 4. Bill established the difference between cause and \_\_\_\_\_.
- 5. In most countries, only \_\_\_\_\_ take part in military combats.
- 6. Trousers are a type of men's dress; and skirts are the dress of \_\_\_\_\_.
- 7. John was a \_\_\_\_\_ at the Battle Creek Hospital.
- 8. My mother had black hair, but now it is \_\_\_\_\_.
- 9. Famous \_\_\_\_\_ can seldom conduct their lives in private.
- 10. You must \_\_\_\_\_ solutions to your problems.
- 11. Coke has become a \_\_\_\_\_ name for all cola drinks.
- 12. The advertisements show \_\_\_\_\_ groups drinking Coke.
- 13. \_\_\_\_\_ by pregnant women may result in fetal injury.
- 14. The student decided to participate in a Math \_\_\_\_\_.
- 15. They wrote a \_\_\_\_\_ on an investigation.

## CAUSE - EFFECT

Examples:

CAUSE VERBS	ACTIVE VOICE		
	CAUSE	VERB	EFFECT
CAUSE CAUSES (3 <sup>rd</sup> s)	Bacteria Fire	<i>cause</i> <i>causes</i>	diseases. forest destruction.
PRODUCE PRODUCES (3 <sup>rd</sup> s)	The cows The factory	<i>produce</i> <i>produces</i>	milk. electric devices.
LEAD TO LEADS TO (3 <sup>rd</sup> s)	Envy and ambition A poor harvest	<i>lead to</i> <i>leads to</i>	violence. starvation.
RESULT IN RESULTS IN (3 <sup>rd</sup> s)	Bad actions Narcotic misuse	<i>result in</i> <i>results in</i>	punishment. drug addiction.
EFFECT VERBS	PASSIVE VOICE		
	EFFECT	VERB	CAUSE
ARE CAUSED CAUSED (3 <sup>rd</sup> s)	Many traffic accidents Forest destruction	<i>are caused</i> <i>is caused</i>	by driving while drunk. by fire.
ARE PRODUCED PRODUCED (3 <sup>rd</sup> s)	Electric devices Milk	<i>are produced</i> <i>is produced</i>	by the factory by cows.
ARE DUE TO DUE TO (3 <sup>rd</sup> s)	Violent actions Starvation	<i>are due to</i> <i>is due to</i>	envy and ambition. a poor harvest.
RESULT FROM RESULTS FROM (3 <sup>rd</sup> s)	Some punishments Drug addiction	<i>result from</i> <i>results from</i>	bad actions. narcotic misuse.

1. OBSERVE THE VERBS CAREFULLY AND DECIDE IF THE UNDERLINED WORDS OR PHRASES

ARE CAUSE OR EFFECT. WRITE "C" OR "E" IN THE PARENTHESES.

1. Alcohol causes many car accidents. ( ) 11. Depression is caused by sad memories.
2. Flies are due to garbage. ( ) 12. The concert results in great success.
3. Smoking leads to death. ( ) 13. Studying leads to learning.
4. Punishment is due to misbehavior. ( ) 14. Obesity is due to overeating.
5. The factory produces delicious chocolates. ( ) 15. Drugs produce addiction.
6. Money results from hard working. ( ) 16. Lung cancer results from smoking cigarettes.
7. Dehydration is caused by not drinking water. ( ) 17. Contamination is caused by people.
8. Low grades result from laziness. ( ) 18. Robbery results in jail.
9. Milk is produced by cows and sheep. ( ) 19. Love leads to happiness.
10. Chocolate is produced by Nestle. ( ) 20. Coconut are produced by some tropical trees.
21. Smoking produces cancer. ( ) 31. Tiredness is caused by hard working.
22. Bulimia causes health complications. ( ) 32. Smoking can cause emphysema.
23. AIDS leads to death. ( ) 33. Skin burning is caused by the solar rays.
24. Fights are caused by insults. ( ) 34. This pill produces vomits.
25. Loneliness produces sadness. ( ) 35. Dancing a lot causes fatigue.
26. The strike results in a bone fracture. ( ) 36. Drug addiction leads to death.
27. Diseases are produced by some virus. ( ) 37. Friendship is produced by good communication.
28. Some headaches are due to stress. ( ) 38. Cholera produces diarrhea.
29. Alcoholism produces some illnesses. ( ) 39. Some medicines are produced by some plants.
30. An accident can lead to death. ( ) 40. Love results from friendship.

- 41.- **Problems are due to poor understanding.**  
 42.- Noise **produces headache.**  
 43.- **Caresses result from love.**  
 44.- **High temperatures lead to dehydration.**  
 45.- Pain is **caused by hurting the skin.**  
 46.- Drugs **result in addiction.**  
 47.- Noise **leads to irritation.**  
 48.- **Fame produces money.**  
 49.- **Effort results in success.**  
 50.- Love **causes pain.**
- 61.- **Success is produced by studying.**  
 62.- Love **results in understanding.**  
 63.- **Death produces sadness.**  
 64.- **Skin cancer is produced by the sun rays.**  
 65.- Friendship **results from confidence.**  
 66.- Driving carelessly **leads to an accident.**  
 67.- **Allergy is due to many factors.**  
 68.- Not eating **produces anemia.**  
 69.- Studying **leads to knowledge.**  
 70.- **Pollution is caused by the factories.**
- ( ) 51.- Rain **results from certain weather conditions.**  
 ( ) 52.- Studying **produces wisdom.**  
 ( ) 53.- **Mistrust is caused by falsehood.**  
 ( ) 54.- **War may lead to the death of civilization.**  
 ( ) 55.- **Love causes sadness.**  
 ( ) 56.- Learning **results from studying.**  
 ( ) 57.- **Helping people produces satisfaction.**  
 ( ) 58.- **A better comprehension results from love.**  
 ( ) 59.- The kiss **resulted in engagement.**  
 ( ) 60.- Food **produces energy.**
- ( ) 71.- Energy **produces light.**  
 ( ) 72.- **Dizziness is caused by this drug.**  
 ( ) 73.- **Fitness results from doing exercise.**  
 ( ) 74.- **Knowing how to do is due to experience.**  
 ( ) 75.- Butter **results from churning cream.**  
 ( ) 76.- Hurts **cause hate.**  
 ( ) 77.- **Doing good things leads to felicity.**  
 ( ) 78.- **War is caused by social differences.**  
 ( ) 79.- **Pollution is due to some natural factors.**  
 ( ) 80.- Flu **is produced by some virus.**

**PRESENT AND FUTURE CONDITIONAL.**

**PRESENT CONDITIONAL**

A*				B*			
If	Pronoun	Verb in simple form	Complement	Subject	Will	Verb in simple form	Complement
If	Simon	comes	early,	we	will	go	to the movies
If	animals	are	killed,	kids	will	miss	them

IF A AND B CAN BE EXCHANGED WITH EACH OTHER IN THE SAME SENTENCE

**FUTURE CONDITIONAL**

A*				B*			
If	Pronoun	Verb in past participle	Complement	Subject	Would	Verb in simple form	Complement
If	Frank	studied	Math,	He	would	pass	the course
If	she	worked	hard,	She	would	have	money.

IF A AND B CAN BE EXCHANGED WITH EACH OTHER IN THE SAME SENTENCE

**COMPLETE THE INFORMATION ACCORDING TO THE EXAMPLES.**

- If we receive some money, we \_\_\_\_\_ go to New York.
- I will play in the park, if I \_\_\_\_\_ my homework. (finish)
- If the course were not so very expensive, I \_\_\_\_\_ take it.
- If John has time, he \_\_\_\_\_ take a long vacation.
- If Sandra went to Chicago, she \_\_\_\_\_ travel by plane.
- Diane would be tired, if she \_\_\_\_\_ for three hours. (swim)
- Louis \_\_\_\_\_ rent a car, if he decides to go to Sweden.
- If my parents fly to Chicago, they will \_\_\_\_\_ to the lecture. (go)
- Charles \_\_\_\_\_ get better grades, if he studied harder.
- If Sally were sick, she \_\_\_\_\_ go to see the doctor.
  
- Samuel \_\_\_\_\_ see many famous museums, if he stopped in Spain.
- We \_\_\_\_\_ get a diploma, if we got good grades.
- If Hilda is in Paris, she \_\_\_\_\_ see the Eiffel Tower.
- Robert \_\_\_\_\_ fly to Acapulco, if he has time.
- If today were a holiday, all the family \_\_\_\_\_ go to the beach.
- If Albert \_\_\_\_\_ a lot, he will get fat. (eat)
- If he takes a bus to Manhattan, he \_\_\_\_\_ see the Empire State Building.
- If the girls went downtown, they would \_\_\_\_\_ some clothes. (buy)
- Martha \_\_\_\_\_ cross the Alps, if she goes to Italy.
- If everybody worked together, we \_\_\_\_\_ complete our task.
  
- The car will be painted, if I \_\_\_\_\_ money. (get)
- My mother \_\_\_\_\_ come, if she gets a vacation.
- I would finish the exam, if I \_\_\_\_\_ very much. (study)
- If we \_\_\_\_\_ the money, we would stay here. (have)



- Her wedding \_\_\_\_\_ appear on TV, if she gets married.
- If we \_\_\_\_\_ time, this exercise will be finished. (have)
- If we repaired the car, we \_\_\_\_\_ take a trip.
- The computer would start, if they \_\_\_\_\_ it. (fix)
- My wife \_\_\_\_\_ come, if she can find the keys.
- Hector \_\_\_\_\_ paint the fence, if he got the tools
  
- The class will start, if we \_\_\_\_\_ early. (arrive)
- Maribel \_\_\_\_\_ come, if she got invited.
- A lot of animals \_\_\_\_\_ survive, if we respect them.
- Daniel would run, if he \_\_\_\_\_ his tennis shoes. (find)
- The school will open, if the students \_\_\_\_\_ to classes. (come)
- The dishes \_\_\_\_\_ look clean, if they washed them.
- The plane \_\_\_\_\_ stay on ground, if it needs repairs.
- If we \_\_\_\_\_ the essay, we would learn the subject. (finish)
- Brandon would smile, if he \_\_\_\_\_ the prize. (win)
- The baby \_\_\_\_\_ walk, if he had one year.
  
- The air \_\_\_\_\_ flow, if you open the window.
- Raquel would come late, if she \_\_\_\_\_ to the party. (go)
- Our city would be better, if we \_\_\_\_\_ it clean. (keep)
- If we cooperated, Monterrey \_\_\_\_\_ look clean
- If he finds a place to park, Charles \_\_\_\_\_ come today.
- You would sing, if you \_\_\_\_\_ how. (know)
- The dog will play, if you \_\_\_\_\_ it a prize. (give)
- If it stopped raining, we \_\_\_\_\_ go out.
- The house would be finished, if the architect \_\_\_\_\_. (cooperate)
- The car \_\_\_\_\_ start, if you fill the tank.

**WOULD LIKE TO = GUSTARÍA  
( 'D LIKE TO)**

person	possessive adjectives				personal pronouns					
	My	name	is	Emerson	and	I'd	like	to	be	a policeman.
	Your	name	is	Juliet	and	you'd	like	to	work	at NASA.
	His	name	is	Raoul	and	he'd	like	to	go	to Russia.
	Her	name	is	Nubia	and	she'd	like	to	be	a singer.
	Its	name	is	Blacky	and	it'd	like	to	eat	meat.
	Our	names	are	Dora and Robert	and	we'd	like	to	study	engineering.
	Your	names	are	Oscar and Susy	and	you'd	like	to	take	an English course.
	Their	names	are	Juany and Carlos	and	they'd	like	to	swim	in the morning.

**COMPLETE ACCORDING TO THE INFORMATION IN THE BOX.**

- \_\_\_\_\_ name is Gabrielle and \_\_\_\_\_ like to swim in the sea. (3ª sf)
- \_\_\_\_\_ names are Myrna and Sylvia and \_\_\_\_\_ like to work in the school. (1ª p)
- \_\_\_\_\_ names are Emerson and Raoul and \_\_\_\_\_ like to be doctors. (2ª p)
- \_\_\_\_\_ name is Victor and \_\_\_\_\_ like to study to be an astronomer. (1ª s)
- \_\_\_\_\_ name is Pamela and \_\_\_\_\_ like to jump on the bed. (2ª s)
- \_\_\_\_\_ name is Juan and \_\_\_\_\_ like to be a chemist. (3ª sm)
- \_\_\_\_\_ name is Mary and \_\_\_\_\_ like to go to Africa (3ª sf)
- \_\_\_\_\_ names are Robert and Roger and \_\_\_\_\_ like to take a French course. (2ª p)
- \_\_\_\_\_ names are Carlos and Helen and \_\_\_\_\_ like to be singers. (3ª p)
- \_\_\_\_\_ name is George and \_\_\_\_\_ like to study Chinese. (3ª sm)
- \_\_\_\_\_ names are Julio and Karla and \_\_\_\_\_ like to take an English course. (3ª p)
- \_\_\_\_\_ name is Oskar and \_\_\_\_\_ like to be a historian. (3ª sm)
- \_\_\_\_\_ name is Rose and \_\_\_\_\_ like to go to France. (3ª sf)
- \_\_\_\_\_ name is Raoul and \_\_\_\_\_ like to be a painter. (1ª s)
- \_\_\_\_\_ name is Thalía and \_\_\_\_\_ like to be a singer. (3ª sf)
- \_\_\_\_\_ names are Juan and Pancho and \_\_\_\_\_ like to eat some hamburgers. (3ª p)
- \_\_\_\_\_ name is Ricky and \_\_\_\_\_ like to go to Europe. (3ª sm)
- \_\_\_\_\_ names are Pablo and Claudia and \_\_\_\_\_ like to be architects. (2ª p)
- \_\_\_\_\_ name is Grace and \_\_\_\_\_ like to be an actress. (2ª s)
- \_\_\_\_\_ name is Paco and \_\_\_\_\_ like to be a football player. (1ª s)
- \_\_\_\_\_ name is Arek and \_\_\_\_\_ like to be a ninja Master. (2ª s)
- \_\_\_\_\_ name is Ramiro and \_\_\_\_\_ like to be a lawyer. (1ª s)
- \_\_\_\_\_ names are Roman and Pablo and \_\_\_\_\_ like to take the bus. (1ª p)
- \_\_\_\_\_ name is Rocío and \_\_\_\_\_ like to be a secretary. (3ª sf)
- \_\_\_\_\_ name is Manuel and \_\_\_\_\_ like to run in the park. (3ª sm)
- \_\_\_\_\_ name is Gabby and \_\_\_\_\_ like to go to a party. (2ª s)
- \_\_\_\_\_ name is Raquel and \_\_\_\_\_ like to be in Mexico. (1ª s)
- \_\_\_\_\_ name is Norma and \_\_\_\_\_ like to play volleyball. (3ª sf)
- \_\_\_\_\_ names are Noel and Amanda and \_\_\_\_\_ like to go to the moon. (3ª p)

- \_\_\_\_\_ name is Rose and \_\_\_\_\_ like to study the lesson. (1<sup>a</sup> s)
- \_\_\_\_\_ name is Dogo and \_\_\_\_\_ like to play with the ball. (3<sup>a</sup> sn)
- \_\_\_\_\_ name is Vanessa and \_\_\_\_\_ like to go to the beach. (1<sup>a</sup> s)
- \_\_\_\_\_ name is Oswaldo and \_\_\_\_\_ like to be a teacher. (3<sup>a</sup> sm)
- \_\_\_\_\_ name is Mary and \_\_\_\_\_ like to be a dentist. (2<sup>a</sup> s)
- \_\_\_\_\_ names are Jesus and Miguel and \_\_\_\_\_ like to take a computation course. (1<sup>a</sup> p)
- \_\_\_\_\_ names are Gonzalo and Blanca and \_\_\_\_\_ like to go to the movies. (3<sup>a</sup> p)
- \_\_\_\_\_ name is Edith and \_\_\_\_\_ like to walk at night. (1<sup>a</sup> s)
- \_\_\_\_\_ name is Christopher and \_\_\_\_\_ like to be an engineer. (3<sup>a</sup> sm)
- \_\_\_\_\_ names are Louis and Bob and \_\_\_\_\_ like to listen to the music. (1<sup>a</sup> p)
- \_\_\_\_\_ name is Carlos and \_\_\_\_\_ like to fish in the river. (1<sup>a</sup> s)
- \_\_\_\_\_ names are Claudia and Martha and \_\_\_\_\_ to work in a store. (3<sup>a</sup> p)
- \_\_\_\_\_ name is Monica and \_\_\_\_\_ like to \_\_\_\_\_ an astronaut. (3<sup>a</sup> sf) (to be)
- \_\_\_\_\_ name is Luis and \_\_\_\_\_ like to \_\_\_\_\_ in Germany. (2<sup>a</sup> s) (to study)
- \_\_\_\_\_ name is Lauro and \_\_\_\_\_ a doctor. (3<sup>a</sup> sm) (to be)
- \_\_\_\_\_ name is Marcela and \_\_\_\_\_ like to \_\_\_\_\_ the lecture. (3<sup>a</sup> sf) (to attend)
- \_\_\_\_\_ name is Bere and \_\_\_\_\_ some coffee. (1<sup>a</sup> s) (to drink)
- \_\_\_\_\_ names are Eder and Sergio and \_\_\_\_\_ like to be farmers. (3<sup>a</sup> p)
- \_\_\_\_\_ names are Angie and Robert and \_\_\_\_\_ to Mexico. (1<sup>a</sup> p) (to go)
- \_\_\_\_\_ name is Brenda and \_\_\_\_\_ like to \_\_\_\_\_ a stylist. (3<sup>a</sup> sf) (to be)
- \_\_\_\_\_ name is John and \_\_\_\_\_ like \_\_\_\_\_ a sportsman. (2<sup>a</sup> s) (to be)
- \_\_\_\_\_ is Claudia and \_\_\_\_\_ to be a writer. (1<sup>a</sup> s)
- \_\_\_\_\_ name is Brad and \_\_\_\_\_ like to \_\_\_\_\_ to Paris. (3<sup>a</sup> sm) (to go)
- \_\_\_\_\_ are Peter and Barnie and \_\_\_\_\_ to sing in the park. (2<sup>a</sup> p)
- \_\_\_\_\_ names \_\_\_\_\_ Brit and Chris and \_\_\_\_\_ like to \_\_\_\_\_ in the party. (3<sup>a</sup> p) (to dance)
- \_\_\_\_\_ name is Brian and \_\_\_\_\_ like to be a singer. (2<sup>a</sup> s)
- \_\_\_\_\_ name is Betty and \_\_\_\_\_ a gymnast. (3<sup>a</sup> sf) (to be)
- \_\_\_\_\_ names are Fabiola and Gabby and \_\_\_\_\_ like to \_\_\_\_\_ Japan. (1<sup>a</sup> p) (to visit)
- \_\_\_\_\_ name \_\_\_\_\_ Myrna and \_\_\_\_\_ like \_\_\_\_\_ take a Spanish course. (1<sup>a</sup> s) (to take)
- \_\_\_\_\_ name is Nubia and \_\_\_\_\_ study Chemistry. (2<sup>a</sup> s) (to study)
- \_\_\_\_\_ name \_\_\_\_\_ Raoul and \_\_\_\_\_ like to \_\_\_\_\_ a mathematician. (3<sup>a</sup> sm) (to be)
- \_\_\_\_\_ is Jessica and \_\_\_\_\_ to buy a house. (2<sup>a</sup> s)
- \_\_\_\_\_ name is Gabrielle and \_\_\_\_\_ like to \_\_\_\_\_ in the park. (1<sup>a</sup> s) (to walk)
- \_\_\_\_\_ name is Jesus and \_\_\_\_\_ jeans. (3<sup>a</sup> sm) (to wear)
- \_\_\_\_\_ names \_\_\_\_\_ Alex and Iris and \_\_\_\_\_ like to \_\_\_\_\_ a cake. (1<sup>a</sup> p) (to make)
- \_\_\_\_\_ name is Laura and \_\_\_\_\_ like to \_\_\_\_\_ a dress. (3<sup>a</sup> sf) (to buy)
- \_\_\_\_\_ names \_\_\_\_\_ Juan and Joel and \_\_\_\_\_ to enjoy the music. (2<sup>a</sup> p)
- \_\_\_\_\_ names are Roy and Rosy and \_\_\_\_\_ like to \_\_\_\_\_ for a walking. (3<sup>a</sup> p) (to go)
- \_\_\_\_\_ name \_\_\_\_\_ Beto and \_\_\_\_\_ to the music. (1<sup>a</sup> s) (to listen)
- \_\_\_\_\_ name \_\_\_\_\_ Veronica and \_\_\_\_\_ like \_\_\_\_\_ the door. (3<sup>a</sup> sf) (to open)
- \_\_\_\_\_ names are Pablo and Carmen and \_\_\_\_\_ to eat a hamburger. (2<sup>a</sup> p)
- \_\_\_\_\_ name \_\_\_\_\_ Karla and \_\_\_\_\_ like to \_\_\_\_\_ in the garden. (2<sup>a</sup> s) (to play)
- \_\_\_\_\_ name is Jonathan and \_\_\_\_\_ like to \_\_\_\_\_ a fireman. (1<sup>a</sup> s) (to be)
- \_\_\_\_\_ names \_\_\_\_\_ Beto and Betty and \_\_\_\_\_ like \_\_\_\_\_ the fences. (3<sup>a</sup> p) (to jump)

name is Ricardo and \_\_\_\_\_ Physics. (3<sup>a</sup> sm) (to study)  
 name \_\_\_\_\_ Gloria and \_\_\_\_\_ in a factory. (3<sup>a</sup> sf) (to work)  
 name \_\_\_\_\_ Micho and \_\_\_\_\_ like to \_\_\_\_\_ some mice. (3<sup>a</sup> sn) (to catch)  
 names \_\_\_\_\_ Patty and Martha and \_\_\_\_\_ like to \_\_\_\_\_. (2<sup>a</sup> p) (to swim)  
 names \_\_\_\_\_ Robert and Saul and \_\_\_\_\_ like \_\_\_\_\_ hot dogs. (1<sup>a</sup> p) (to eat)  
 name is Carlos and \_\_\_\_\_ Criminology. (1<sup>a</sup> s) (to study)  
 name \_\_\_\_\_ María and \_\_\_\_\_ to be a doctor. (2<sup>a</sup> s)

name is Lupita and \_\_\_\_\_ a piece of cake. (3<sup>a</sup> sf) (to eat)  
 names \_\_\_\_\_ Gregory and Nancy and \_\_\_\_\_ like to \_\_\_\_\_ Arabia. (1<sup>a</sup> p) (to visit)  
 name \_\_\_\_\_ Beatrice and \_\_\_\_\_ like to \_\_\_\_\_ to Mexico City. (1<sup>a</sup> s) (to go)  
 names \_\_\_\_\_ Ann and Rosy and \_\_\_\_\_ like \_\_\_\_\_ a novel. (2<sup>a</sup> p) (to read)  
 \_\_\_\_\_ are Mary and Hector and \_\_\_\_\_ like \_\_\_\_\_ Biology. (3<sup>a</sup> p) (to study)  
 name \_\_\_\_\_ Fabiola and \_\_\_\_\_ like \_\_\_\_\_ a dancer. (1<sup>a</sup> s) (to dance)  
 name \_\_\_\_\_ Ted and \_\_\_\_\_ a book. (3<sup>a</sup> sm) (to write)  
 names \_\_\_\_\_ Tom and Alice and \_\_\_\_\_ like \_\_\_\_\_ water. (1<sup>a</sup> p) (to drink)  
 name \_\_\_\_\_ Andres and \_\_\_\_\_ to the library. (3<sup>a</sup> sm) (to go)  
 name \_\_\_\_\_ Dora and \_\_\_\_\_ like to \_\_\_\_\_ an English teacher. (3<sup>a</sup> sf) (to be)

**■ MATCH BOTH COLUMNS.**

- The laser light from the Macroplaza. ( )
- The hot climate of Mazatlán. ( )
- The flash of the camera, when taking a picture. ( )
- The stench from the WC. ( )
- The cold air when going to the mountain. ( )
  
- A hot summer breeze. ( )
- The thunder in a storm. ( )
- The flavor of a new bone. ( )
- A juicy piece of meat. ( )
- The music in the disco. ( )
  
- The pop of a cork from a champagne bottle. ( )
- The stench of a skunk. ( )
- The crash of a smashed window. ( )
- The softness of a baby's skin. ( )
- The splash of water on the face. ( )
  
- The cake in her mouth. ( )
- The moving sea in Can-Cun. ( )
- The stench of rotten garbage. ( )
- The perfume of a flower bouquet. ( )
- The big animals in the zoo. ( )
  
- The light from a flashlight. ( )
- The stench of rotten fish. ( )
- The crash of two cars. ( )
- The sound of rock music. ( )
- The light of sunset. ( )
  
- The flavor of fried chicken. ( )
- The cold wind in winter. ( )
- The explosion of dynamite. ( )
- A hot pepperoni pizza. ( )
- A burning coal. ( )

- a) Peter can feel...
- b) Mary can see...
- c) Charles can smell...

- a) A dog can taste...
- b) Humans can feel...
- c) Hannibal can hear...

- a) Alysson can feel...
- b) Lily can hear...
- c) Alberto can smell...

- a) Hilda can see...
- b) Miriam can taste...
- c) Will can smell...

- a) Frank can see...
- b) Gloria can smell...
- c) Blanca can hear...

- a) Sue can taste...
- b) Alma can hear...
- c) Betty can feel...

NEGATIVE PREFIXES	ROOT	SUFFIXES (ENDINGS)		EXAMPLE
		ADJECTIVE	VERB	
UN-	COMFORT	-ABLE		This chair is <i>UNCOMFORTABLE</i> .
DE-	MORAL		-IZE	Even though, Tim studied hard and got 50, he is not <i>DEMORALIZED</i> .

Write the prefix UN- and the suffix -ABLE. Then, match the words with their corresponding definitions.

1.- REASON _____	A) Not capable of being approached, inaccessible
2.- SOCI _____	B) Not capable of being mentioned, improper
3.- ACCOUNT _____	C) That can not be rationalized, immoderate
4.- MENTION _____	D) Not capable of being questioned or disputed
5.- AVAIL _____	E) That can not be printed, not fit to be printed
6.- QUESTION _____	F) Not capable of being explained
7.- APPROACH _____	G) That can not be denied or questioned
8.- SPEAK _____	H) That can not be used
9.- PRINT _____	I) That can not be social, avoiding association with others
10.- DENI _____	J) Not capable of being spoken, inexpressibly bad

Write the prefix DE- and the suffix -IZE. Then, match the words with their corresponding definitions.

1.- MONET _____	A) Make unnatural, to take citizenship away from
2.- VITAL _____	B) Free from military control
3.- ODOR _____	C) Break up the centralization of something
4.- NATIONAL _____	D) Kill, to lower the vitality
5.- HUMAN _____	E) Change nationality
6.- MOBIL _____	F) Deprive currency of its value, to stop using as money
7.- MILITAR _____	G) Remove the odor of
8.- CENTRAL _____	H) Take away human characteristics
9.- NATURAL _____	I) Remove the carbon
10.- CARBON _____	J) Dissolve an army

Fill in the blanks according to the meaning. Pick the words from the box.

UNREASONABLE	DEOXIDIZE	UNMENTIONABLE
UNPRINTABLE	DEMOBILIZED	DEODORIZED
DECENTRALIZED	UNACCOUNTABLE	DECOLORIZE
DEMILITARIZED	UNTOUCHABLE	UNAVAILABLE

His name in _____ in this house.	7.- _____ is to deprive a substance from oxygen.
We need to _____ these clothes.	8.- Listen to me. Don't be _____.
The war was over, so the army was _____.	9.- Laura _____ her room.
This article is not good. It is _____.	10.- Between the two Koreas, there is a _____ zone.
There's no explanation. Your action is _____.	11.- The shoes are not disposable. They are _____.
Several agencies are going to be _____.	12.- Be ware! Fire is _____.

**unaccountable (that can not be explained)**  
**unapproachable (that can not be approach, inaccessible)**  
**unavailable (that can not be used)**  
**unavoidable (that can not be avoided)**  
**undeniable (that can not be denied or questioned)**  
**unmentionable (that can not be mentioned, improper for polite conversation, unfit for mention)**  
**unmistakable (that can not be mistaken or misinterpreted, clear)**  
**unprintable (that can not be printed, not fit to be printed)**  
**unquestionable (that can not be question or disputed)**  
**unreasonable (that can not be rationalized, immoderate)**  
**unsearchable (that can not be investigated, mysterious)**  
**unspeakable (that can nor be spoken, inexpressibly bad)**  
**unsociable (that can not be social, avoiding association with others)**  
**unthinkable (that can not be thought or considered)**  
**untouchable (that can not be touch, out of reach)**  
**untransferable (that can not be transferred)**

**decentralize (to break up the centralization of something)**  
**demagnetize (to deprive of magnetism)**  
**demilitarize (to free from military control)**  
**demonetize (to deprive currency of its standard value, to stop using as money)**  
**demoralize (to corrupt the morals of, to lower the morale of)**  
**denaturalize (to make unnatural, to take citizenship away from)**  
**deodorize (to remove the odor of)**  
**devitalize (to kill, to lower the vitality)**  
**decarbonize (to remove the carbon)**  
**decolorize (to remove the color)**  
**dehumanize (to take away human characteristics)**  
**demobilize (to dissolve an army)**  
**denationalize (to change nationality)**  
**deoxidize (to deprive a substance from oxygen)**  
**desilverize (to remove the silver)**  
**desulphurize (to remove the sulphur)**

**1. READ THE FOLLOWING PARAGRAPHS.  
UNDERLINE THE MAIN IDEA AND ANSWER THE QUESTIONS**

“ \_\_\_\_\_ ”

The commercial integration of Latin America has become one of the most important themes in the economic agendas of the countries involved. There is hope that this process will increase earning power, sustain long-term growth and strengthen the region's position with the industrialized nations. Five centuries have passed since the continent was incorporated into the global economy, a century and a half of which it has been independent, so the concept that commercial integration remains a goal is cause of reflection.

- The Latin economy                      b) The five centuries                      c) The long-term growth and strengthen  
d) The hope for a goal                      e) The commercial integration of Latin America

According to the information:

What would be the title for this lesson? \_\_\_\_\_

Write the main idea.

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“ \_\_\_\_\_ ”

Professional cyclists during the Tour de France can consume close to 7,000 Kcal. in a single day, which requires the use of saline solutions and enriched nutritional supplements, since it is practically impossible to supply the body with so many calories in three or four meals, particularly when 70 percent of the cyclists' diet is made up of carbohydrates and only 10 percent fat. That is perhaps the main reason why there are virtually no chubby cyclists.

- a) Cyclists diet                      b) 7,000 Kcal. every day                      c) The Tour de France  
d) Chubby cyclists                      d) Carbohydrates and fat

According to the information:

What would be the title for this lesson? \_\_\_\_\_

Write the main idea.

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“ \_\_\_\_\_ ”

Nothing quite exemplifies the Mexican character as clearly as its agonizing mestizaje (blend of Indian and Spanish blood). While the inhabitants of some Latin American countries make no distinction between themselves and the Spaniards, in Mexico we refer to them as foreign conquerors. We never feel part of them, we deny that we are their children just as we feel ashamed of being Indian, of having dark skin.

a) Mexican example

b) Shame of being Indian

c) Agony of mestizaje

d) The Spaniards

e) Latin American countries

According to the information:

What would be the title for this lesson? \_\_\_\_\_

Write the main idea.

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PAST PERFECT TENSE

Examples:

Subject		Auxiliary verb	Main verb	(Past participle)	Complement
Singular	Plural	(past tense)	Regular	Irregular	
Ramon		HAD	VISITED		the museum.
The dog		HAD		EATEN	the dog cookies.
	The students	HAD		FORGOTTEN	the message.
	Frank and Ann	HAD	REPAIRED		the car.

1. COMPLETE THE INFORMATION CORRECTLY ACCORDING TO THE EXAMPLES.

Write REGULAR or IRREGULAR

- Anne \_\_\_\_\_ learned the lesson. \_\_\_\_\_
- Mario and Louise \_\_\_\_\_ drunk a glass of water. \_\_\_\_\_
- Frank \_\_\_\_\_ repeated the exercise. \_\_\_\_\_
- Jose \_\_\_\_\_ drawn a little house. \_\_\_\_\_
- Victor and Thelma \_\_\_\_\_ closed the door. \_\_\_\_\_
- Marie \_\_\_\_\_ swept the sidewalk. \_\_\_\_\_
- Jane \_\_\_\_\_ answered the questions. \_\_\_\_\_
- Juliet and Tom \_\_\_\_\_ run in the park. \_\_\_\_\_
- Laire and David \_\_\_\_\_ ordered the package. \_\_\_\_\_
- Mero \_\_\_\_\_ sung in the supermarket. \_\_\_\_\_
  
- You and Luis had \_\_\_\_\_ to smoke. (to start) \_\_\_\_\_
- Sergio had \_\_\_\_\_ Mexico City. (to visit) \_\_\_\_\_
- Cesar had \_\_\_\_\_ the plants. (to cut) \_\_\_\_\_
- Edro and she had \_\_\_\_\_ the house. (to paint) \_\_\_\_\_
- Romeo had \_\_\_\_\_ the blackboard. (to erase) \_\_\_\_\_
- Amanda and her sister had \_\_\_\_\_ the lesson. (to study) \_\_\_\_\_
- Elise had \_\_\_\_\_ the broom. (to lend) \_\_\_\_\_
- The teacher had \_\_\_\_\_ out the homework. (to point) \_\_\_\_\_
- The girls had \_\_\_\_\_ in the evening. (to arrive) \_\_\_\_\_
- Sandra had \_\_\_\_\_ a pizza. (to order) \_\_\_\_\_
  
- My father \_\_\_\_\_ my aunt. (to help) \_\_\_\_\_
- \_\_\_\_\_ for two months. (to rain) \_\_\_\_\_
- Adao \_\_\_\_\_ the soup. (to eat) \_\_\_\_\_
- The boys \_\_\_\_\_ the race. (to run) \_\_\_\_\_
- Tom and Jim \_\_\_\_\_ the homework. (to finish) \_\_\_\_\_
- Ermanda \_\_\_\_\_ her grandparents. (to visit) \_\_\_\_\_
- The duck \_\_\_\_\_ in the lake. (to swim) \_\_\_\_\_
- Patty and Mary \_\_\_\_\_ the windows. (to clean) \_\_\_\_\_
- Louis \_\_\_\_\_ the apartment. (to rent) \_\_\_\_\_
- Rose \_\_\_\_\_ Carlos. (to fight) \_\_\_\_\_
  
- Noelia had \_\_\_\_\_ the clothes. (to keep) \_\_\_\_\_
- Anthony \_\_\_\_\_ enjoyed the coke. \_\_\_\_\_
- Aaron and Priscilla \_\_\_\_\_ jeans. (to wear) \_\_\_\_\_

- Raul had \_\_\_\_\_ all night long. (to dance) \_\_\_\_\_
- Lucia \_\_\_\_\_ TV in the morning. (to watch) \_\_\_\_\_
- Carolina and the girls \_\_\_\_\_ visited the zoo. \_\_\_\_\_
- Sophie had \_\_\_\_\_ the mountain. (to climb) \_\_\_\_\_
- My sister \_\_\_\_\_ the telephone. (to answer) \_\_\_\_\_
- Dora and her brother had \_\_\_\_\_ a beautiful dog. (to find) \_\_\_\_\_
- Mario \_\_\_\_\_ your sister to do her homework. (to help) \_\_\_\_\_
- Josue and his sister \_\_\_\_\_ accepted the invitation. \_\_\_\_\_
- Mom had \_\_\_\_\_ my pie in the refrigerator. (to keep) \_\_\_\_\_
- The cat \_\_\_\_\_ my eyes. (to hurt) \_\_\_\_\_
- Juany had \_\_\_\_\_ a new house. (to buy) \_\_\_\_\_
- The birds \_\_\_\_\_ beautifully. (to sing) \_\_\_\_\_
- They \_\_\_\_\_ the lesson. (to read) \_\_\_\_\_
- Alberto had \_\_\_\_\_ the test. (to flunk) \_\_\_\_\_
- Carlos \_\_\_\_\_ increased his weight. \_\_\_\_\_
- The crew \_\_\_\_\_ football. (to practice) \_\_\_\_\_
- Michael had \_\_\_\_\_ the lottery. (to win) \_\_\_\_\_
- Ann and Gloria \_\_\_\_\_ the party. (to plan) \_\_\_\_\_
- David had \_\_\_\_\_ the problem. (to solve) \_\_\_\_\_
- Maribel \_\_\_\_\_ glasses. (to wear) \_\_\_\_\_
- The cat \_\_\_\_\_ jumped into the sofa. \_\_\_\_\_
- Lucy \_\_\_\_\_ for the tickets. (to pay) \_\_\_\_\_
- Nubia and Fabiola \_\_\_\_\_ to Mexico City. (to travel) \_\_\_\_\_
- Myrna had \_\_\_\_\_ her cats. (to feed) \_\_\_\_\_
- Steve and Sheila \_\_\_\_\_ a beautiful house. (to build) \_\_\_\_\_
- Hector \_\_\_\_\_ a famous singer. (to become) \_\_\_\_\_
- Monica and Julio had \_\_\_\_\_ a doggy. (to wish) \_\_\_\_\_
- Albert and Ruben \_\_\_\_\_ run in the morning. \_\_\_\_\_
- Kevin \_\_\_\_\_ a one-month vacation. (to take) \_\_\_\_\_
- Charlie and Tom had \_\_\_\_\_ a horse several times. (to ride) \_\_\_\_\_
- John and Mary \_\_\_\_\_ for a long time. (to talk) \_\_\_\_\_
- Poncho \_\_\_\_\_ lived in London. \_\_\_\_\_
- Avier \_\_\_\_\_ a good job. (to get) \_\_\_\_\_
- Sylvia had \_\_\_\_\_ some help. (to need) \_\_\_\_\_
- \_\_\_\_\_ mest \_\_\_\_\_ the animals. (to feed) \_\_\_\_\_
- \_\_\_\_\_ uanita \_\_\_\_\_ considered her options. \_\_\_\_\_
- Alice had \_\_\_\_\_ all day long. (to work) \_\_\_\_\_
- Gandhi \_\_\_\_\_ a little cat. (to help) \_\_\_\_\_
- Bernie \_\_\_\_\_ a girl. (to love) \_\_\_\_\_
- The boy had \_\_\_\_\_ the wedding ring. (to choose) \_\_\_\_\_
- Araceli and Albert \_\_\_\_\_ the house. (to leave) \_\_\_\_\_
- Diego had \_\_\_\_\_ in the field. (to play) \_\_\_\_\_
- The soldiers \_\_\_\_\_ their weapons. (to shoot) \_\_\_\_\_

1. Daniel \_\_\_\_\_ paid his debts. \_\_\_\_\_  
 2. Leobardo and Marie \_\_\_\_\_ the movie. (to see) \_\_\_\_\_  
 3. Francis \_\_\_\_\_ the grass. (to cut) \_\_\_\_\_  
 4. Fabiola and Pablo \_\_\_\_\_ the windows. (to break) \_\_\_\_\_  
 5. Elena \_\_\_\_\_ her money. (to lose) \_\_\_\_\_  
 6. Mary \_\_\_\_\_ a lemon juice. (to drink) \_\_\_\_\_  
 7. Osiel had \_\_\_\_\_ his telephone. (to sell) \_\_\_\_\_  
 8. Leslie \_\_\_\_\_ a fair tale. (to write) \_\_\_\_\_  
 9. The students \_\_\_\_\_ the exercises. (to repeat) \_\_\_\_\_  
 10. He \_\_\_\_\_ lost the game. \_\_\_\_\_  
 11. The girls \_\_\_\_\_ the wall. (to hit) \_\_\_\_\_  
 12. My uncle \_\_\_\_\_ his car. (to drive) \_\_\_\_\_  
 13. Laura and Karla had \_\_\_\_\_ a cake. (to make) \_\_\_\_\_  
 14. Aurora \_\_\_\_\_ a cigarette. (to smoke) \_\_\_\_\_  
 15. Danny had \_\_\_\_\_ to the airport. (to arrive) \_\_\_\_\_  
 16. My mother \_\_\_\_\_ rented a house. \_\_\_\_\_  
 17. Juliet \_\_\_\_\_ the dollars. (to change) \_\_\_\_\_  
 18. My grandmother \_\_\_\_\_ the trees. (to plant) \_\_\_\_\_  
 19. Robert \_\_\_\_\_ in Mississippi. (to be) \_\_\_\_\_  
 20. Lynda \_\_\_\_\_ her homework. (to do) \_\_\_\_\_  
 21. Xavier had \_\_\_\_\_ the words. (to understand) \_\_\_\_\_  
 22. Karla \_\_\_\_\_ her blouse. (to wash) \_\_\_\_\_  
 23. Alice and Helen \_\_\_\_\_ your money. (to spend) \_\_\_\_\_  
 24. They \_\_\_\_\_ the steps. (to follow) \_\_\_\_\_

PASSIVE PAST PERFECT TENSE

SUBJECT	VERB			COMPLEMENT
	Auxiliary verb	Auxiliary verb	Main verb	
Anna	had (past) 3 <sup>d</sup>	been (passive) 4 <sup>th</sup>	studied (perfect) 4 <sup>th</sup>	by the doctors.
Her exercises	had (past) 3	been (passive) 4 <sup>th</sup>	taught (perfect) 4 <sup>th</sup>	by the engineer.

4th column in the verb list

VII. FILL THE INFORMATION CORRECTLY ACCORDING TO THE EXAMPLES.

- George looked when the tree \_\_\_\_\_ down. (blow)
- Those computers \_\_\_\_\_ by Mr. Douglas. (sell)
- The museum \_\_\_\_\_ by Paul, when I arrived. (visit)
- Our country \_\_\_\_\_ by General Porfirio Díaz. (govern)
- The farms \_\_\_\_\_ by the revolutionary people. (invade)
- In 1930, the revolutionary forces \_\_\_\_\_. (control)
- The lessons \_\_\_\_\_ very hard by the students. (study)
- Before the accident, the machine \_\_\_\_\_. (repair)
- Mary \_\_\_\_\_ by the storm. (frighten)
- When I was ten, the computer \_\_\_\_\_. (invent)
  
- The cake \_\_\_\_\_ by the children (eat)
- The birds \_\_\_\_\_ when the cat arrived. (go)
- The leaves \_\_\_\_\_ by the tree. (lose)
- The lesson \_\_\_\_\_ rapidly. (study)
- The assignment \_\_\_\_\_ by the police. (give)
- The baseball game \_\_\_\_\_ when we arrived. (start)
- Paul \_\_\_\_\_ by the ambassador. (receive)
- The dishes \_\_\_\_\_ by the dog when we opened the door. (break)
- The letter \_\_\_\_\_ to my grandparents. (send)
- A glass of milk \_\_\_\_\_ by 7 o'clock today. (drink)
  
- When they arrived the dinner \_\_\_\_\_. (serve)
- The movie \_\_\_\_\_ when we found the ticket. (start)
- The questions \_\_\_\_\_ already \_\_\_\_\_ by the patient. (answer)
- The exercises \_\_\_\_\_ when the bell rang. (complete)
- The luggage \_\_\_\_\_ in the taxi. (leave)
- The girl \_\_\_\_\_ by his boyfriend in the movie. (abandon)
- The red book \_\_\_\_\_ by Jeremy. (buy)
- The doors \_\_\_\_\_ for the people. (open)
- The little elephant \_\_\_\_\_ by the children. (hurt)
- A pound of meat \_\_\_\_\_ to the lions already. (take)
  
- The museum \_\_\_\_\_ by the students yesterday. (visit)
- The burglars \_\_\_\_\_ seen in the place of robbery. (see)
- The pencil \_\_\_\_\_ on the desk. (leave)

- The walls \_\_\_\_\_ by Mr. Jameson. (paint)  
 Madonna \_\_\_\_\_ by her fans (receive)  
 The solitude \_\_\_\_\_ by the noise. (interrupt)  
 The father \_\_\_\_\_ a plane ticket to the Vatican. (give)  
 The table \_\_\_\_\_ for the invited persons. (set)  
 The apartment \_\_\_\_\_ by the janitor. (rent)  
 My car \_\_\_\_\_ for vacation. (repair)
- The song \_\_\_\_\_ by the fans. (sing)  
 The answer \_\_\_\_\_ already \_\_\_\_\_. (tell)  
 The car \_\_\_\_\_ to the boy by his parent. (borrow)  
 The tape \_\_\_\_\_ for the studio. (record)  
 The old coat \_\_\_\_\_ by Mr. Jones who owns it. (leave)  
 The invitations \_\_\_\_\_ for the guests. (assign)  
 The toys \_\_\_\_\_ by the boys. (play)  
 The money \_\_\_\_\_ in the bank account. (save)  
 A lot of trees \_\_\_\_\_ to build the apartments. (cut)  
 The examination \_\_\_\_\_ until the end of the course. (cancel)
- The virus \_\_\_\_\_ in the computer files. (insert)  
 The car \_\_\_\_\_ to another person. (sell)  
 The Time \_\_\_\_\_ something useless until now. (consider)  
 The statements \_\_\_\_\_ as difficult by the students. (describe)  
 John's car \_\_\_\_\_ a classic by car magazines. (call)  
 This class \_\_\_\_\_ by professionals. (teach)  
 The opera \_\_\_\_\_ for this season. (change)  
 Money \_\_\_\_\_ by the employees. (earn)  
 The homework \_\_\_\_\_ by the students. (finish)  
 The sentences \_\_\_\_\_ for the exam. (copy)

**WILL- COMPLETE EVERY TABLE ACCORDING TO THE TEXT.**

Standard English is used in so many different situations ranging from casual telephone conversation to formal speeches - that it would be impossible to name a particular kind appropriate for each situation. But we can distinguish two varieties of standard English: formal and informal. Formal English like formal dress and formal manners is a language for special occasions. It is the language of all serious writings (sometimes referred to as "literary" English) like essays, reports, researches, literary books, etc. Informal English is the language most English speaking natives use most the time. It is the language of magazines, newspapers, vernacular books, etc.

<b>STANDARD ENGLISH</b>			
	<b>SITUATION</b>	<b>LANGUAGE</b>	<b>EXAMPLES</b>
<b>FORMAL</b>	1.-	"Literary" English	2.-
3.-	Casual telephone conversations	English speaking natives	4.-

The star-shaped Enneagram (εννεα [ennéa]: nine; γράμμα [grámma]: letter) groups human emotions and moods - negative and positive - into nine personality types. According to the Enneagram theory, personality develops, as a result of early childhood experiences and undesirable traits can be modified once they are understood through exploration and study. Three of these personalities are: the perfectionist who is conscious and rational, but critical and rigid. The romantic who is creative, on one hand, although melancholic and attracted by the unavailable, on the other hand. And the epicure who is sensual, cheery and childlike, but could be reluctant to commit.

<b>ENNEAGRAM</b>			
<b>PERSONALITY</b>		<b>CHARACTERISTICS</b>	
<b>CAUSE</b>	<b>TYPES</b>	<b>POSITIVE</b>	<b>NEGATIVE</b>
Early childhood experiences	5.-	conscious, rational	6.-
	Romantic	7.-	melancholic, attracted by the unavailable
	Epicure	8.-	reluctant to commit

In winter, the weather is cold and people must wear heavy clothing. In spring, the weather gets warm. It rains and flowers begin to grow. In summer, the sun shines again and the weather becomes hot. People go to the beach, swim and sit in the sun. In autumn, the days grow cool. The wind is strong, the leaves change color and fall from the trees. Next, winter comes again and there is more cold weather.

<b>WEATHER</b>				
<b>SEASONS</b>	9.-	Summer	Autumn	10.-
<b>WEATHER IS</b>	Warm	11.-	cool	cold
<b>WHAT HAPPENS</b>	it rains, flowers grow	sun shines, people go to the beach, swim and sits in the sun	12.-	wear heavy clothing



PRACTICING SENTENCE STRUCTURE

SUBJECT	VERB			COMPLEMENT
	Auxiliary verb	Auxiliary verb	Main verb	
Anna and Imelda			find (present) 2'	a pencil in the drawer.
Mr.			repeats (present) 2'	the oral drill.
En and Miguel			found (past) 3'	a ring in the river.
Grace			repeated (past) 3'	the lesson exercises.
John and Laura	have (present) 2'		found (perfect) 4'	a treasure in the beach.
	has (present) 2'		repeated (perfect) 4'	the French exercises
Treasure	has (present) 2'	Been (passive) 4'	found (perfect) 4'	by Margarita and Denise.
French exercises	have (present) 2'	Been (passive) 4'	repeated (perfect) 4'	by Esperanza.
En and Ruben	Must	(forced obligation)	understand 1'	the Math problems.
Andrea	mustn't	(forced prohibition)	close 1'	the windows.
En and Paloma	Should	(moral obligation)	buy 1'	some blue jeans.
En and Dania	shouldn't	(moral prohibition)	order 1'	a pizza.
En	Might	(possibility)	stay 1'	for two hours.
En and Saul	Will	(aff. certainty-future)	visit 1'	their grandparents.
Enira	won't	(neg. certainty-future)	remember 1'	the address.
Eno and Norma	had (past) 3'		worn (perfect) 4'	glasses.
En plane	had (past) 3'		landed (perfect) 4'	at the airport.
En sunglasses	had (past) 3'	Been (passive) 4'	worn (perfect) 4'	by Silvia and Alberto.
En The student	had (past) 3'	Been (passive) 4'	taught (perfect) 4'	By his teacher.

3rd, 4th columns in the verb list

EXERCISE 1: TASK: WRITE 10 SENTENCES IN PRESENT TENSE AND THEN CHANGE THEM ACCORDING TO THE EXAMPLES.

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EXERCISE 2: TASK: WRITE 10 SENTENCES IN PAST TENSE AND THEN CHANGE THEM ACCORDING TO THE EXAMPLES.

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**ASK: WRITE 10 SENTENCES IN PRESENT PERFECT TENSE AND THEN CHANGE THEM ACCORDING TO THE EXAMPLES.**

**ASK: WRITE 10 SENTENCES IN PRESENT PERFECT PASSIVE AND THEN CHANGE THEM ACCORDING TO THE EXAMPLES.**

**ASK: WRITE 10 SENTENCES USING THE MODAL AUXILIARIES ACCORDING TO THE EXAMPLES.**

**ASK: WRITE 10 SENTENCES IN PAST PERFECT AND THEN CHANGE THEM ACCORDING TO THE EXAMPLES.**

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**ASK: WRITE 10 SENTENCES IN PASSIVE PAST TENSE AND THEN CHANGE THEM ACCORDING TO THE EXAMPLES.**

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READ THE SENTENCE, GIVE IT A LOGICAL ORDER, WRITE IT ON THE LINE AND THEN UNDERLINE THE RIGHT NUMBER SEQUENCE FOR THE CORRECT ANSWER.

## PRESENT TENSE

A NEW	SALMA HAYEK	ACTS	MOVIE	THIS YEAR.
1	2	3	4	5

23451      23145      23415      31425      52431

AN OPERA ROCK.	SINGS	IN	THALIA	A
1	2	3	4	5

45321      42351      51324      32451      12543

CLASSROOM.	PACO	ALWAYS	IS	OUT OF THE
1	2	3	4	5

31245      24531      24351      51324      13245

A DOG EVERYDAY.	DOG FOOD	A LOT OF	EATS	
1	2	3	4	5

54321      31245      15432      43521      21345

ACTORS	PRACTICE	FOR	THE AUDITION	TODAY.
1	2	3	4	5

45321      23415      34125      52431      12345

# PAST TENSE

AN JORGE MARATHON. NOVA THE  
1 2 3 4 5

41325 24315 12345 21543 31425

ANG TODAY. NINE THE TELEPHONE TIMES  
1 2 3 4 5

51324 23154 32451 41325 41352

OR THIS BOOK. THE AUTHORS INTRODUCTION WROTE AN  
1 2 3 4 5

24531 13254 32514 54321 25413

U SAID TO MR. SMITH. "HELLO"  
1 2 3 4 5

12543 12534 12453 14253 53421

THE HOMEWORK I FOR FORGOT THIS CLASS.  
1 2 3 4 5

24351 15234 54213 31245 24135

## PRESENT PERFECT TENSE

WRITTEN I HAVE A POETRY BOOK.  
 1 2 3 4 5

54213 12345 45321 35124 23145

HAVE FLOWN WITH THE PAPERS THE WIND.  
 2 3 4 5

13254 53214 45123 23541 41235

MY MOTHER. MY BROTHER HAS A LETTER SENT  
 1 2 3 4 5

51234 32541 23541 43215 13452

HAVE CUBA. GONE MY WIFE AND I  
 2 3 4 5

43215 52413 32145 52314 25413

LIAN DOCTOR. TO THE SPOKEN HAS  
 1 2 3 4 5

23154 52413 41253 15432 31542

# PAST PERFECT TENSE

BYSSON AND I	MOVIES.	GONE	HAD	TO THE	
1	2	3	4	5	
	13254	14352	15243	13542	14532
THE STUDENTS	HAD	FOR THEIR ESSAY.	KNOWN	THE ORDER	
1	2	3	4	5	
	12453	15243	15234	54231	45231
L	HAD	THE MICE.	EATEN	SUSAN'S CAT	
1	2	3	4	5	
	53214	52413	51423	32541	25413
NO	LEARNED	SING CORRECTLY.	HAD	HOW TO	
1	2	3	4	5	
	23514	31254	43521	54213	14253
D	I	IN THE CITY.	THE ADDRESS	REMEMBERED	
1	2	3	4	5	
	21543	25431	52413	35214	15342

# PASSIVE PRESENT PERFECT TENSE

THE KIDS AND I	HAD	CALLED	BEEN	TO DINNER.
1	2	3	4	5
12435      12345      15432      13254      23541				
FOR THIS JOB.	CONSIDERED	BEEN	HAD	MANY DOCTORS
1	2	3	4	5
51234      52314      43251      32514      54321				
INSIDE THE STORE.	BEEN	YOU	HAD	FORGOTTEN
1	2	3	4	5
32145      31524      34251      21543      53421				
GET	TO DETROIT.	EXPECTED	CARLA HAD	BEEN
1	2	3	4	5
45312      43512      43251      42351      51234				
PHYSICS	BEEN	HAD	A HARD SUBJECT.	CONSIDERED
1	2	3	4	5

13254      15234      45231      23514      13254



## PASSIVE PAST PERFECT TENSE

CLEAN THE AIR.	BEEN	HAD	TREES AND PLANTS	GROWN TO
1	2	3	4	5

	25314	35214	52413	43251	45321
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HAD	THE FOOTBALL TEAM.	WE	SELECTED FOR	
1	2	3	4	5

	42153	45123	45213	23514	35241
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RANDOM	HAD	BEEN	WITH A NEW CAR.	SEEN
1	2	3	4	5

	35214	23145	12354	45321	15234
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FOUR SEMESTERS	TAUGHT.	HAD	MATHEMATICS	BEEN
1	2	3	4	5

	13254	14352	23541	45321	51234
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TWO HOURS	ASHLEY	WAITED.	HAD	BEEN
1	2	3	4	5

	12453	45213	54123	35214	23541
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USED TO / USE TO

TYPE	AUXILIARY VERB	SUBJECT	AUXILIARY VERB	MAIN VERB	COMPLEMENT
PL		Sara (singular)		used to	eat hamburgers.
PL		Ivan and Felipe (plural)		used to	eat hamburgers.
PL		Sara (singular)	didn't	use to	eat hamburgers.
PL		Ivan and Felipe (plural)	didn't	use to	eat hamburgers.
*	Did	Sara (singular)		use to	eat hamburgers?
*	Did	Ivan and Felipe (plural)		use to	eat hamburgers?

II.- ANSWER WITH USE OR USED TO.

- \_\_\_\_\_ Cecilia \_\_\_\_\_ send letters?
- Alejandra \_\_\_\_\_ clean her bedroom.
- Felipe and Imelda \_\_\_\_\_ to go to bed early.
- Esperanza \_\_\_\_\_ play football soccer. (Neg)
- Aan and Salvador \_\_\_\_\_ visit the park
- Did Ricardo \_\_\_\_\_ listen classical music?
- Luis and Erik \_\_\_\_\_ practice swimming.
- Gerardo \_\_\_\_\_ eat hot cakes. (Neg)
- Did Nancy and Isis \_\_\_\_\_ jump on the bed?
- Oswaldo used to \_\_\_\_\_ books. (to read)
- Pepe and Saul \_\_\_\_\_ work with his father. (Neg)
- George used to \_\_\_\_\_ candies. (to buy)
- Sergio and Selene \_\_\_\_\_ smoke in the morning.
- \_\_\_\_\_ Alex and I \_\_\_\_\_ travel to Mexico?
- Isis and Paloma \_\_\_\_\_ wash her car. (Neg)
- Mary and Lizeth \_\_\_\_\_ do gymnastics.
- Karina and Gabriela \_\_\_\_\_ draw on the walls.
- Gina used to \_\_\_\_\_ in the park. (to run)
- Hugo \_\_\_\_\_ teach English. (Neg)
- \_\_\_\_\_ Norma use to watch the birds?
- Lacy and Ruben \_\_\_\_\_ write novels.
- \_\_\_\_\_ Simon \_\_\_\_\_ read the Bible?
- Hazael \_\_\_\_\_ live in Morelia. (Neg)
- José and Maria used to \_\_\_\_\_ pizzas. (to eat)
- \_\_\_\_\_ Daniel \_\_\_\_\_ visit the museums?
- Carlos \_\_\_\_\_ climb the mountains.
- Erik and Lupe \_\_\_\_\_ to ride horses.
- Denisse and Sara used \_\_\_\_\_ people. (to meet)
- Javier \_\_\_\_\_ in the church. (to sing)
- Kathy used \_\_\_\_\_ spend a lot of money.

- 31.- Rubio \_\_\_\_\_ watch the animal in the zoo.
- 32.- \_\_\_\_\_ Paco \_\_\_\_\_ to eat potatoes?
- 33.- Janette \_\_\_\_\_ drive the car. (Neg)
- 34.- Rafa and Albert \_\_\_\_\_ live with my brother.
- 35.- \_\_\_\_\_ Miguel and you used to dance break dance?
- 36.- Laura and Marina \_\_\_\_\_ paint her house.
- 37.- Denisse used \_\_\_\_\_ with her family. (to travel)
- 38.- Kristian and Alex \_\_\_\_\_ visit his grandparents.
- 39.- Rocio used \_\_\_\_\_ sing in the bathroom.
- 40.- \_\_\_\_\_ Albert \_\_\_\_\_ to play tennis?
- 41.- Antonio used to \_\_\_\_\_ money. (to steal)
- 42.- Did Fabiola and Thelma \_\_\_\_\_ plant trees?
- 43.- Nelly \_\_\_\_\_ practice the piano. (Neg)
- 44.- Juan \_\_\_\_\_ write the sentences.
- 45.- Erik used to \_\_\_\_\_ in class. (to sleep)
- 46.- \_\_\_\_\_ Alice \_\_\_\_\_ help people?
- 47.- Brenda \_\_\_\_\_ to buy comics. (Neg)
- 48.- Beto \_\_\_\_\_ work in a pool. (Neg)
- 49.- Isis and Carlos \_\_\_\_\_ drink a lot of water.
- 50.- Santiago and Jose \_\_\_\_\_ dance in the school.
- 51.- Daniel \_\_\_\_\_ drive airplanes. (Neg)
- 52.- \_\_\_\_\_ Paco and Luis used to bring the cookies?
- 53.- Vanesa \_\_\_\_\_ dream awake. (Neg)
- 54.- Salvador used \_\_\_\_\_ finish his homework on time.
- 55.- \_\_\_\_\_ Toño \_\_\_\_\_ tell stories?
- 56.- The architect \_\_\_\_\_ houses. (to build)
- 57.- \_\_\_\_\_ Carlos used to win the lottery?
- 58.- Pera and Emilia \_\_\_\_\_ send home a lot of money.
- 59.- Marina and Lulu \_\_\_\_\_ rent a car in Monterrey.
- 60.- Karla used to \_\_\_\_\_ furniture. (to sell)

**THOR'S PURPOSE.**

**XII. CHOOSE AND UNDERLINE THE RIGHT ANSWER.**

Singapore is an independent state that deals with criminals in its own effective way. It should not be criticized; rather it should be urged to carry out the sentence on Fay, regardless of American bleeding hearts. The United States has no right to bully Singapore to treat a young vandal leniently just because he is American. What kind of example are we offering our children by disregarding discipline? Remember, liberty without discipline is anarchy.

- a) admiration      b) erudition      c) pity      d) concern      e) sadness

I think most commercials are irritating or insulting or dangerous. I believe they can be improved so that they will be not only less offensive to the public but also more effective as advertisement.

Decide if this article is "against" or "for")

- a) For irritating the public  
 Against improvement of TV commercials  
 Against bad usage of advertisement  
 Against less defensive to the public  
 For less effective advertisements

So I was there, digging, digging, digging. I was trying to get the ground already for rows of butter beans and green beans. As usual, the ground was full of weeds and roots. The sun was going down beyond the Ohio River and I still had a lot to do, if I was to get the seeds in before the night.

- a) Define a concept      b) Share punishment      c) Inform  
 d) Amuse and criticize      e) Entertain the reader

The resolution from this Hi8 camcorder exceeds the quality of live broadcasts – and it records with hi-fi stereo sound too. Physically, it is a tough mother: water-resistant, even buoyant should it land in the surf. If it lands on anything harder, double-wall construction makes it forgiving of impacts. At this price, you ought to get a color electronic viewfinder and you do.

- a) Amuse the reader      b) Make publicity      c) Share information  
 d) Define a concept      e) Criticize

You don't need to be a prophet to predict that Islam will at last triumph in Europe. Christianity is dying. The New Testament, The Koran, will displace the Gospels; Mahomet will slay Christ, and a muscular Allah will defeat an enfeebled Christian God. Islam is on the move and will conquer all the world.

- a) For Islam      b) Against Islam

## INVESTIGACIÓN

- 1 El cuestionario está diseñado para el alumno con el fin de investigar sus tipos de habilidades.
- 2 Este cuestionario es de Horwitz (1987: 1278). Adáptelo hasta donde sea necesario para un grupo de alumnos que conozca, y haga que lo completen. Comente sus hallazgos con otros compañeros.
- 3 Complete el cuestionario, está diseñado para descubrir estilos y preferencias de aprendizaje. Este cuestionario utiliza seis partes. Las seis categorías son las siguientes:
  - a. **Visuales.** Reaccionan ante las nuevas informaciones de manera visual y prefieren representar sus experiencias de manera visual, pictórica y gráfica. Se benefician mucho de la lectura y aprenden bien viendo palabras en libros, cuadernos de trabajo y en la pizarra. A menudo, pueden aprender por sí solos con libros y toman notas de las explicaciones para recordar las nuevas informaciones.
  - b. **Auditivos.** Estas personas aprenden mejor de las explicaciones orales y de escuchar palabras. Les beneficia escuchar cintas, enseñar a otros alumnos y conversar con sus compañeros y profesores.
  - c. **Cinestesicos.** Estas personas aprenden más cuando se implican físicamente en la experiencia. Recuerdan la nueva información cuando participan activamente en actividades, excursiones o juegos de roles.
  - d. **Táctiles.** Estas personas aprenden mejor cuando efectúan actividades «manuales». Les gusta manipular materiales, construir, arreglar o fabricar cosas o ensamblarlas.
  - e. **Sociales.** A estas personas les gusta la relación de grupo y aprenden mejor cuando trabajan con otros en clase. La interacción de grupo les ayuda a aprender y a comprender mejor el material nuevo.
  - f. **Individuales.** Estas personas prefieren trabajar solas. Pueden aprender nueva información por sí mismas y la recuerdan mejor si la han aprendido solos.

Primero, responda usted mismo el cuestionario y luego determine su preferencia de aprendizaje siguiendo las instrucciones que se dan para después del cuestionario. ¿Tiene algún estilo de aprendizaje primario? ¿Le sorprendieron los resultados? Compárelos con los de un compañero. Reparta el cuestionario a un grupo de alumnos que conozca. ¿Tienen los alumnos de este grupo alguna preferencia primaria por algún estilo de aprendizaje? ¿Tienen todos los alumnos la misma preferencia?

## Cuestionario sobre preferencias de estilo de aprendizaje perceptivo

Nombre \_\_\_\_\_ Alumno n° \_\_\_\_\_ Edad \_\_\_\_\_  
 País de origen \_\_\_\_\_ Lengua maternal \_\_\_\_\_  
 Hombre \_\_\_\_\_ Mujer \_\_\_\_\_ Años estudiando inglés \_\_\_\_\_

**Notas** Las personas aprenden de formas muy distintas. Por ejemplo, algunas aprenden sobre todo con sus ojos (visuales) o con sus oídos (auditivos), algunas personas prefieren aprender exponiéndose a experiencias o con tareas de "hacer" algo con las manos (cinestésicos o táctiles), algunas personas aprenden más cuando trabajan solas, mientras que otras prefieren trabajar en grupo.

Este cuestionario ha sido diseñado para ayudarte a identificar la(s) forma(s) en que aprendes mejor, la(s) forma(s) que prefieres para aprender.

Lee las frases de la página siguiente, una a una. Respóndelas APLICÁNDOLAS A TU ESTUDIO DEL INGLÉS. Decide si estás de acuerdo o en desacuerdo con cada una. Por ejemplo, si estás muy de acuerdo, señala:

	MUY DE ACUERDO
	DE ACUERDO
	INDECISO
	EN DESACUERDO
	MUY EN DESACUERDO

Por favor, responde a cada frase de prisa, sin pensarlas mucho. Trata de no cambiar las respuestas después de haberlas decidido. Utiliza un bolígrafo para señalar tus preferencias.

(continua)

M				M	
U			E	U	
Y			N	Y	
D	D		D	D	
E	E		E	E	
A		I	S	S	
C	A	N	A	A	
U	C	D	C	C	
E	U	E	U	U	
R	E	C	E	E	
D	R	I	R	R	
O	D	S	D	D	
	O	O	O	O	
					1. Cuando el profesor me da las instrucciones, las comprendo mejor.
					2. Prefiero aprender haciendo algo.
					3. Trabajo más cuando trabajo con los demás.
					4. Aprendo más cuando estudio en grupo.
					5. En clase, aprendo mejor cuando trabajo con los demás.
MA	A	I	D	MD	
					6. Aprendo mejor viendo lo que el profesor escribe en la pizarra.
					7. Cuando alguien me pide que haga algo en clase, aprendo mejor.
					8. Cuando hago cosas en clase, aprendo mejor.
					9. Me acuerdo más de las cosas que he oído en clase que de las que he leído.
					10. Cuando leo las instrucciones, las recuerdo mejor.
MA	A	I	D	MD	
					11. Aprendo más cuando me ponen un ejemplo.
					12. Comprendo mejor las instrucciones cuando las leo.
					13. Cuando estudio solo, me acuerdo mejor de las cosas.
					14. Aprendo mejor cuando hago algo para un proyecto de clase.
					15. Me encanta aprender haciendo experimentos.
MA	A	I	D	MD	
					16. Aprendo mejor cuando hago dibujos mientras estudio.
					17. Aprendo mejor cuando el profesor explica la teoría.
					18. Cuando trabajo solo, aprendo mejor.
					19. Comprendo mejor las cosas en clase cuando participo en juegos de roles.
					20. Aprendo mejor en clase cuando escucho a alguien.
MA	A	I	D	MD	
					21. Me encanta trabajar en una actividad con dos o tres compañeros.
					22. Cuando construyo algo, me acuerdo mejor de lo que he aprendido.
					23. Prefiero estudiar con otras personas.
					24. Aprendo mejor leyendo que escuchando a alguien.
					25. Me encanta hacer algo para un proyecto de clase.
MA	A	I	D	MD	
					26. Aprendo mejor en clase cuando puedo participar en actividades relacionadas.
					27. En clase, aprendo mejor cuando trabajo solo.
					28. Prefiero trabajar yo solo en proyectos.
					29. Aprendo mejor leyendo el libro de texto que escuchando las explicaciones del profesor.
					30. Prefiero trabajar yo solo.

**Instrucciones**

Este cuestionario hay 5 preguntas por cada estilo de aprendizaje. Las cuestiones se hallan agrupadas por estilos de aprendizaje en la parte inferior de la página. Cada pregunta que se contesta tiene un valor numérico

MA	A	I	D	MD
5	4	3	2	1

Replene los casilleros de cada grupo con el valor numérico de cada respuesta. Por ejemplo, si ha contestado «Muy de acuerdo» (MA) en la pregunta 6 (una pregunta visual), escriba un 5 (MA) en el casillero de la pregunta 6

Repase este proceso en todas las categorías. Cuando haya terminado, mire a la escala situada en la parte inferior de la página, le ayudará a determinar su(s) estilo(s) predominante(s) de aprendizaje, aquel(los) estilo(s) menos utilizados y aquel(los) estilo(s) que no cuentan. Si necesita ayuda, pídale al profesor.

<p><u>VISUAL</u></p> <p>11- .....</p> <p>14- .....</p> <p>16- .....</p> <p>22- .....</p> <p>25- .....</p> <p>TOTAL ..... x2 = ..... (Puntuación)</p>	<p><u>TÁCTIL</u></p> <p>11- .....</p> <p>14- .....</p> <p>16- .....</p> <p>22- .....</p> <p>25- .....</p> <p>TOTAL ..... x2 = ..... (Puntuación)</p>
<p><u>COGNITIVO</u></p> <p>3- .....</p> <p>4- .....</p> <p>5- .....</p> <p>21- .....</p> <p>23- .....</p> <p>TOTAL ..... x2 = ..... (Puntuación)</p>	<p><u>SOCIAL</u></p> <p>13- .....</p> <p>18- .....</p> <p>27- .....</p> <p>28- .....</p> <p>30- .....</p> <p>TOTAL ..... x2 = ..... (Puntuación)</p>
<p><u>ESTÉTICO</u></p> <p>13- .....</p> <p>18- .....</p> <p>27- .....</p> <p>28- .....</p> <p>30- .....</p> <p>TOTAL ..... x2 = ..... (Puntuación)</p>	<p><u>INDIVIDUAL</u></p> <p>11- .....</p> <p>14- .....</p> <p>16- .....</p> <p>22- .....</p> <p>25- .....</p> <p>TOTAL ..... x2 = ..... (Puntuación)</p>

Estilo predominante de aprendizaje	36-50
Estilo menos utilizado	25-37
Estilo que no cuenta	0-24

## **Los buenos estudiantes:**

- 1 Buscan su propia forma de aprendizaje.
- 2 Organizan la información que poseen sobre el idioma.
- 3 Son creativos y experimentan con el idioma.
- 4 Crean sus propias oportunidades y encuentran estrategias para tener práctica en el uso del idioma, tanto dentro como fuera del salón de clases.
- 5 Aprenden a vivir con la incertidumbre de no entender todo lo que les dicen o leen y a desarrollar estrategias para formarse las ideas del idioma que están aprendiendo, sin querer entender palabra por palabra.
- 6 Utilizan técnicas mnemónicas (rimas, asociaciones de palabras, etcétera) para recordar lo que han aprendido.
- 7 Analizan sus errores.
- 8 Utilizan sus conocimientos lingüísticos, incluyendo los de su primer idioma, para aprender un idioma extranjero.
- 9 Permiten que el contexto (conocimiento extralingüístico y conocimiento del mundo) los auxilie en la comprensión.
- 10 Aprenden a adivinar inteligentemente.
11. Aprenden trozos de lenguaje como un todo y aprenden rutinas formalizadas para que les ayuden a desempeñarse "más allá de su competencia".
- 12 Aprenden técnicas de producción (por ejemplo: técnicas para mantener la conversación).
- 13 Aprenden diferentes tipos de discurso, tanto oral como escrito, y aprenden a variar su lenguaje de acuerdo con la formalidad de la situación.



#### 4.6. RESULTADOS DE LA APLICACIÓN

En las siguientes paginas se muestran los resultados obtenidos al aplicar esta propuesta a los alumnos del módulo VIII en la materia de Inglés de la Preparatoria N° 2 de la UANL durante el período Febrero-Julio del 2001 en relación a los alumnos del mismo módulo de la fase anterior

Es bastante notoria la mejoría al observar las gráficas, en las cuales comparando los resultados obtenidos por los alumnos en ambas fases (2000-2001) y durante el mismo módulo, se observa una gran diferencia en los resultados obtenidos en los mismos, siendo un incremento bastante amplio (*variando de 59.20 a 70.39*) en el promedio de los resultados obtenidos por los alumnos en los exámenes indicativos durante las fases en las cuales se aplicó la propuesta, esto con respecto a la fases del semestre anterior en el mismo módulo.

Los exámenes indicativos consisten en una evaluación general que comprende todos los objetivos vistos en la materia durante el módulo, y éstos son aplicados por la Rectoría de la UANL.

**Promedios globales por asignatura**  
**Semestre febrero-julio del 2000**  
**Primera y Segunda fase**  
**Inglés**

<b>Módulo</b>	<b>Turno</b>	<b>Promedio 1a Fase</b>	<b>Promedio 2a Fase</b>	<b>Promedio por turno</b>	<b>Media Aritmética módulo*</b>	<b>Media Aritmética asignatura**</b>
Módulo V	Tercero	44.93	51.93	48.43	48.43	
Módulo VIII	Primero	61.92	67.62	64.77		
	Segundo	61.43	64.93	63.18		
	Tercero	46.9	53.97	50.18	59.2	

58.27

\* Media aritmética ponderada por módulo

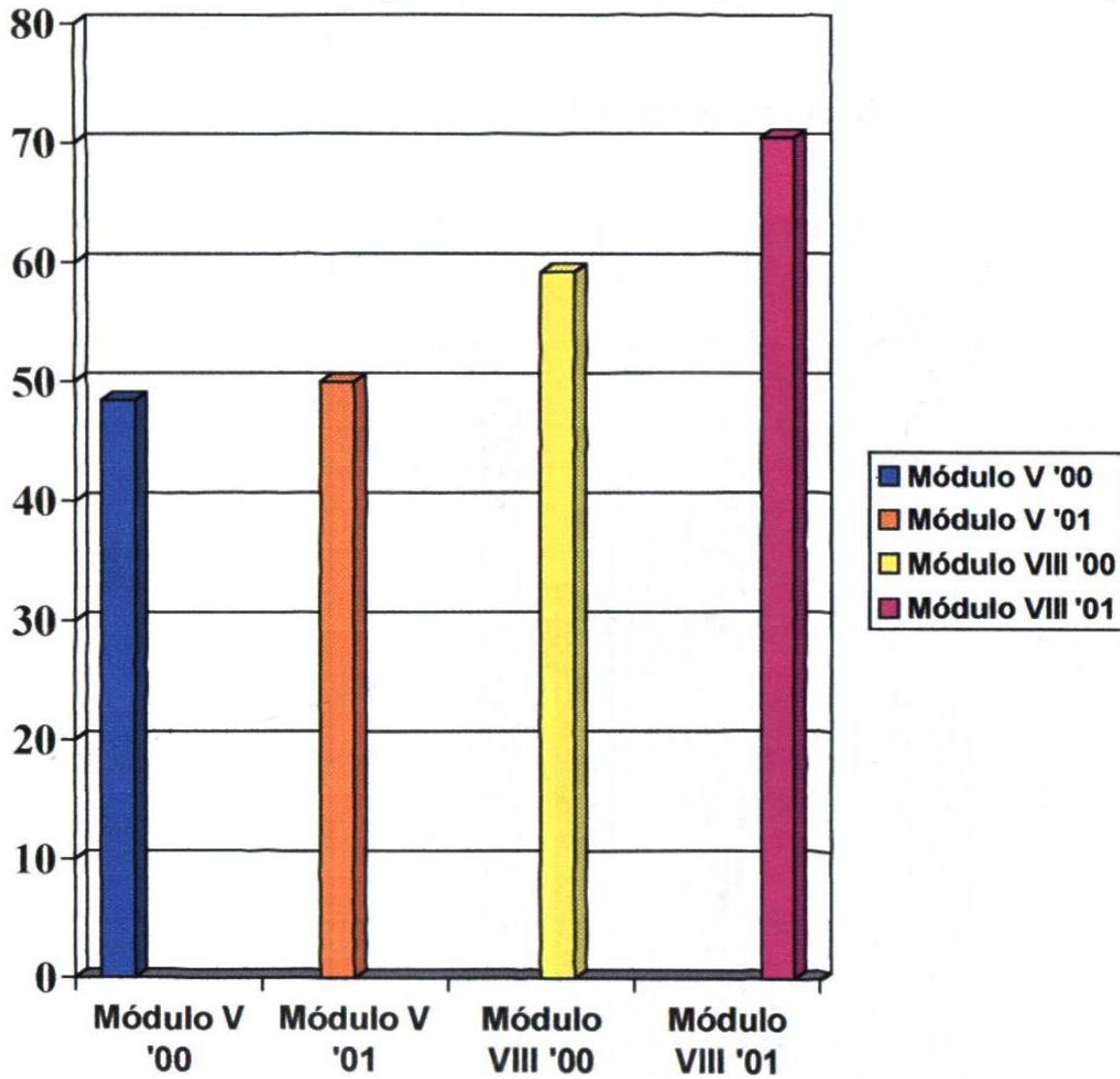
\* Media aritmética ponderada por asignatura

**Promedios globales por asignatura**  
**Semestre febrero-julio del 2001**  
**Primera y Segunda fase**  
**Inglés**

<b>Módulo</b>	<b>Turno</b>	<b>Promedio 1a Fase</b>	<b>Promedio 2a Fase</b>	<b>Promedio por turno</b>	<b>Media Aritmética módulo*</b>	<b>Media Aritmética asignatura**</b>
Módulo V	Tercero	48.23	51.7	49.96		
					49.96	
Módulo VIII	Primero	77.2	77.24	77.21		
	Segundo	73.26	75.68	74.47		
	Tercero	62.32	62.78	62.55		
					70.39	

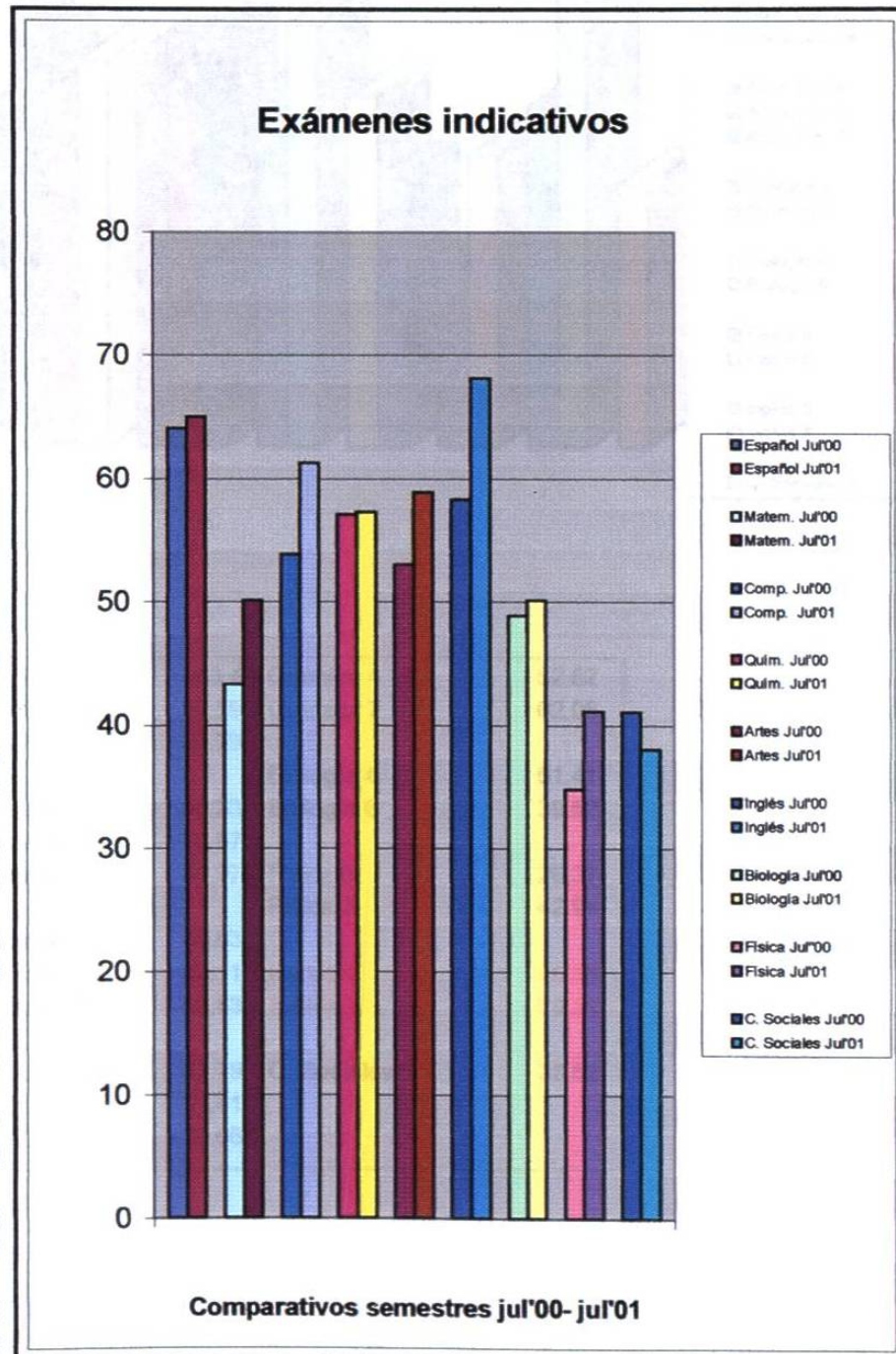
68.12

## Promedios por asignatura Inglés

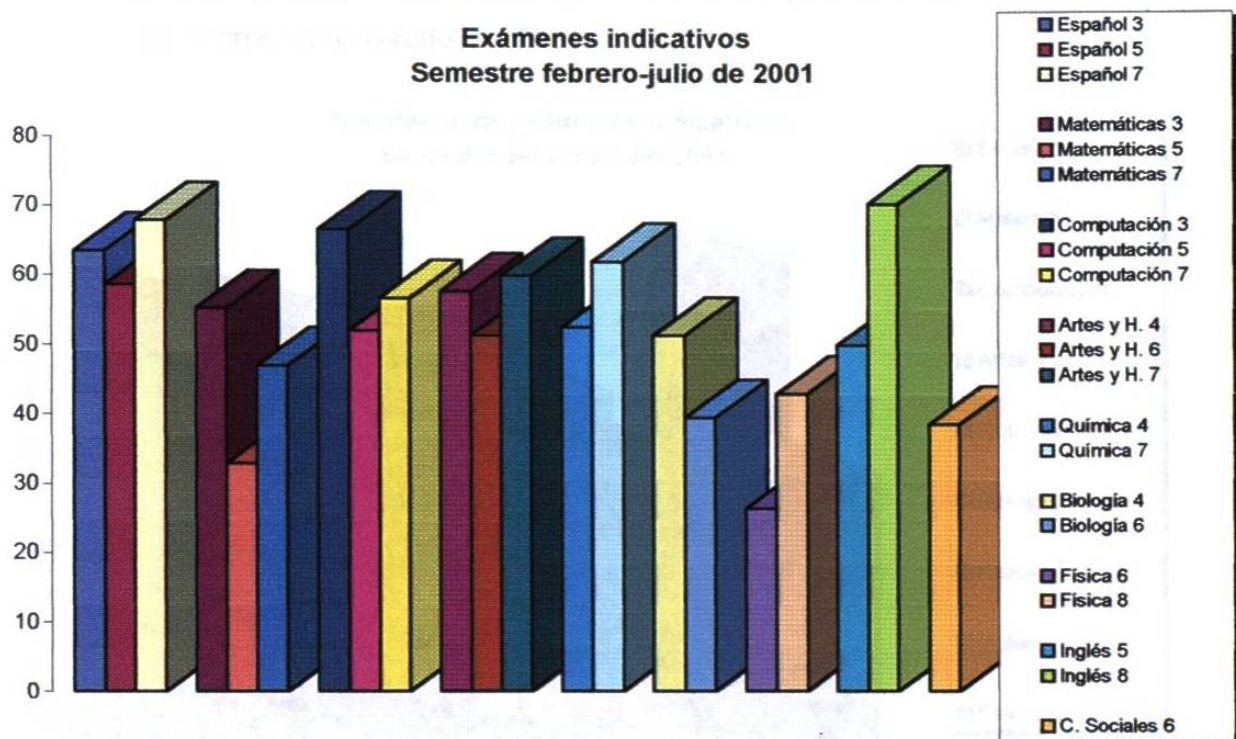


**COMPARATIVO DEL PROMEDIO ENTRE EL PERIODO FEBRERO-AGOSTO DEL 2000 Y EL PERIODO FEBRERO-AGOSTO DEL 2001 EN EL ÁREA DE INGLÉS EN EL MÓDULO V Y EL MÓDULO VIII EN LA PREPARATORIA N° 2 DE LA UANL**

Español Jul '00	64.06
Español Jul '01	64.97
Matem. Jul '00	43.25
Matem. Jul '01	50.1
Comp. Jul '00	53.85
Comp. Jul '01	61.24
Quím. Jul '00	57.05
Quím. Jul '01	57.26
Artes Jul '00	53
Artes Jul '01	58.86
<b>Inglés Jul '00</b>	<b>58.27</b>
<b>Inglés Jul '01</b>	<b>68.12</b>
Biología Jul '00	48.87
Biología Jul '01	50.12
Física Jul '00	34.8
Física Jul '01	41.09
C. Soc. Jul '00	41.06
C. Soc. Jul '01	38.52



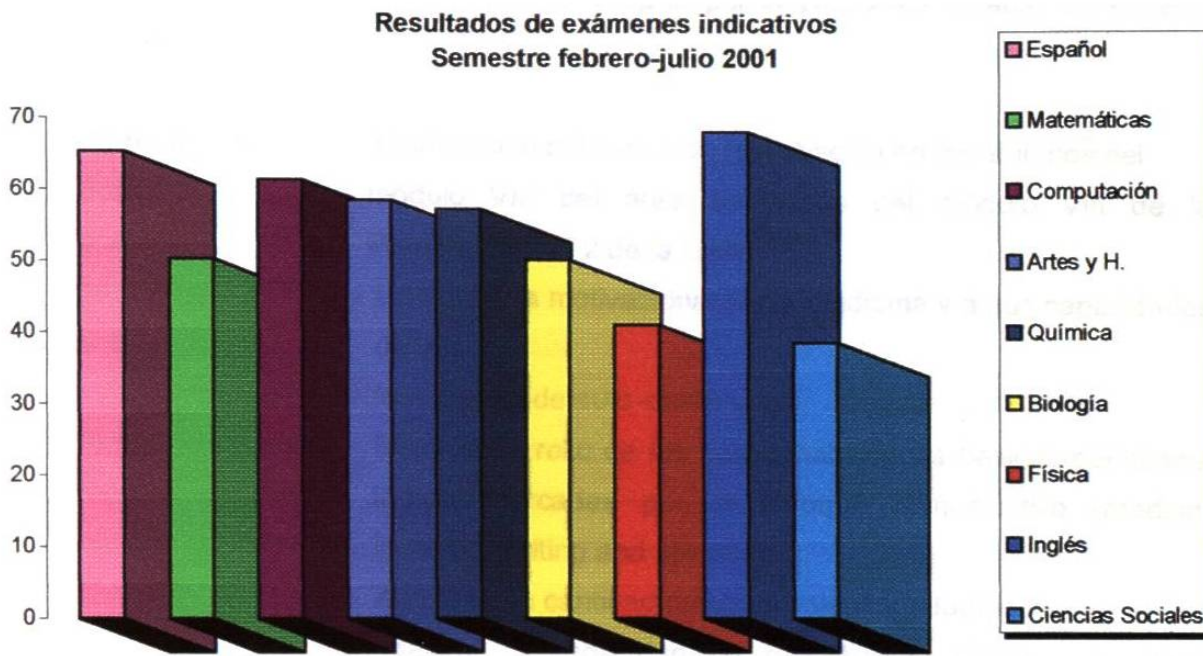
Exámenes indicativos  
Semestre febrero-julio de 2001



Español 3	63.4	Química 4	52.62
Español 5	58.59	Química 7	62.06
Español 7	67.79		
		Biología 4	51.41
Matemáticas 3	55.23	Biología 6	39.52
Matemáticas 5	32.97		
Matemáticas 7	46.97	Física 6	26.37
		Física 8	42.94
Computación 3	66.63	Inglés 5	49.96
Computación 5	52.11	Inglés 8	70.39
Computación 7	56.83		
Artes y H. 4	57.79	C. Sociales 6	38.52
Artes y H. 6	51.41		
Artes y H. 7	60.06		



**Promedio global del Área de Inglés Módulo V y Módulo VIII durante el semestre febrero-julio del 2001**



Español	65.15	Biología	50.12
Matemáticas	50.1	Física	41.09
Computación	61.24	<b>Inglés</b>	<b>68.12</b>
Artes y H.	58.46	Ciencias Sociales	38.52
Química	57.26		

#### 4.7. EXPECTATIVAS DE LA APLICACIÓN

Las siguientes son las expectativas a lograr por la propuesta establecida en este trabajo:

- A) Alumnos.-**
- Disminución del índice de reprobación en los alumnos del módulo VIII del área de Inglés del módulo VIII de la Preparatoria N° 2 de la UANL.
  - Una mejoría motivacional hacia el idioma y a sus capacidades de uso.
  - Incremento de auto confianza.
  - Mejor desarrollo de las cuatro habilidades básicas del idioma inglés, marcadas por el enfoque comunicativo (reading, listening, writing and speaking).
  - Aumentar la cantidad de conocimientos adquiridos.
  - Mejorar la capacidad de relación del alumno con otras personas de su mismo grupo, y con otras comunidades que dominen el idioma Inglés.
  - Mejoría en el nivel de estructuración de conocimientos del idioma Inglés
- B) Maestros.-**
- Aumento de calificaciones aprobatorias y de promedio grupal.
  - Mayor aceptación por parte del alumno.
  - Producción de nuevos aprendizajes.
  - Mejor dominio de la materia.
  - Aumento de motivación y actitud.
  - Mejoría en la capacidad de transmisión de ideas.
  - Aumento en su integración con los demás profesores y alumnos.
  - Disminución de la deserción escolar.

intencionada del maestro o asesor, lo que llevará a una mayor actividad y autonomía en proporción directa a la actividad y competencia del alumno.

Y, aunque el límite (aún entre los mismos autores), para los términos hetero aprendizaje, enseñanza individualizada y auto aprendizaje parecen estar muy delimitados, es en la realidad educativa donde estos términos no encuentran realmente definidas todas y cada una de sus fronteras. Y a pesar de esto es necesario aclarar, que existen personas idealistas que consideran la existencia del auto aprendizaje de manera absoluta.

Por las ideas anteriormente mencionadas, es claro que no existe el absolutismo a su máximo nivel en el autoaprendizaje, ni tampoco la hetero educación absoluta, lo cual no implica en ninguna manera que estos conceptos sean opuestos entre sí, al contrario, ya que ambos persiguen una misma finalidad: proporcionar al individuo los medios necesarios para alcanzar el pleno desarrollo.

Si, a primera vista, el trabajo individualizado ofrece a la pedagogía posibilidades interesantes para la instrucción y la educación de los niños, su adopción no deja de plantear muchas preguntas.

Más aún, el auto aprendizaje y el trabajo individualizado debe presentarse como una respuesta pedagógica a la necesidad sentida, incluso por los maestros más conservadores, y reactivada por las conclusiones de la psicología moderna y de la Escuela Nueva, de comprometer a fondo a los niños en su propia educación, actuando para que no trabajen exclusivamente con una mínima parte de su proceso de pensamiento. Conforme a las leyes de la educación funcional de este mismo autor, un trabajo escolar solamente puede ser fecundo en el plano del desarrollo mental, cuando implica de parte del que lo realiza un alto grado de participación personal y su composición ofrece posibilidades de ejercitar el juicio y el razonamiento de otra forma más que por una simple imitación.



El aprendizaje autónomo, asociado a la pedagogía basada en problemas, materializado en un proyecto, se revela como la mejor manera para aprender una lengua extranjera. Afirmándose con esto, que la confrontación a un problema real es condición imprescindible para un aprendizaje autónomo.

Es importante tener como referencia las experiencias de otros países en torno a la educación y sobre todo las que tienen que ver con las universidades. Mientras que en Europa se asiste al surgimiento de centros de recursos, a los advenimientos de formaciones de profesores y a la efervescencia de publicaciones de métodos, otros continentes apenas exploran la autonomía como alternativa pedagógica. Algunos la experimentan y otros continúan con las tecnologías heredadas de las escuelas jesuitas del siglo XVI en las cuales predomina el aprendizaje hetero dirigido, en el momento en que la autonomía experimenta su apogeo.

Considero que la meta de la educación lingüística es la de ayudar a los alumnos a que se conviertan en usuarios de la lengua, eficientes, creativos y críticos ya sean niños que se encuentren aprendiendo su lengua materna o adultos en proceso de aprender una segunda lengua. Dicho de otra manera, todos los maestros de lengua (*language educators*) quieren que sus estudiantes puedan utilizar el lenguaje para mejorarse a sí mismos y para mejorar el mundo en el que viven. Éste es un trabajo importante y difícil. La noción idealizada del lenguaje que es objeto de estudio en la lingüística teórica, al encontrarse más allá de la enseñanza y del aprendizaje, no tiene ningún papel en el quehacer educativo. Lo que es innato florecerá en su momento adecuado si se dan las condiciones necesarias de exposición en el medio ambiente y los procesos naturales de maduración. Si esto contiene una base gramatical especificable y se activan parámetros capaces de ser descritos o si sólo contienen procesos cognoscitivos generales o instrucciones genéticas amplias es de poca consecuencia para el lingüista educativo.

La tarea de promover el uso crítico y expresivo del lenguaje (en pensamiento y en acción) se mantiene esencialmente sin alteración, independientemente de la

especificación genética que podrá eventualmente ser señalada en el estudio de la gramática universal. La maestra, el padre de familia y el alumno saben que la tarea es larga y ardua, sea la gramática innata o no.

El lenguaje puede ser definido de muy diversas maneras, dependiendo de qué aspectos de sus muchas funciones o manifestaciones queramos subrayar. Pero para nuestros propósitos educativos, el aprendizaje del lenguaje puede ser definido como el proceso a través del cual aprendemos a utilizar símbolos comunicables en pensamiento, acción e interacción. Tal definición, vaga como debe serlo por necesidad, subraya los contextos cognoscitivos, críticos, utilitarios y sociales del uso lingüístico real y, por lo mismo, es totalmente diferente de la definición abstracta e idealizada que es utilizada por los lingüistas teóricos arriba mencionados.

Si queremos mejorar la enseñanza de la lengua tanto para los futuros maestros como para los alumnos en las escuelas, es inútil buscar en las versiones tradicionales de la lingüística teórica. Éstas definen a la lengua de manera estrecha como un sistema de estructuras sintácticas, considerando la base lingüística como una idealización del lenguaje alejada del lenguaje que la gente y las sociedades reales usan con propósitos concretos y en contextos específicos. Si bien tal definición podrá ser apropiada para determinados lingüistas teóricos, no es adecuada para los educadores. Claramente no es representativo del campo educativo sugerir, como lo hacen a veces los lingüistas teóricos, que el ámbito de estudio lingüístico no es más que una abstracción conceptual que no tiene nada que ofrecer a los temas sociales o críticos. Este extraordinario alejamiento, exhibido particularmente por los lingüistas que siguen la tradición chomskyana, muestra un desprecio por la relevancia práctica no igualado en otras áreas científicas, desde la astrofísica hasta la zoología, y no le hace ningún favor a la lingüística como campo de estudio fructífero que puede contribuir a la mejora de la educación y de la condición humana en general.

Se necesita con urgencia un nuevo campo, la lingüística educativa, y que este campo de estudio debe ser iniciado con la definición del lenguaje como un bien

cognoscitivo, creativo, crítico y social. Además de establecer una nueva definición del lenguaje, la lingüística educativa debe lograr una unidad orgánica entre la investigación, la práctica y la teoría, en lugar de continuar asumiendo que estas actividades científicas pueden y deben ser llevadas a cabo por diferentes profesionales que trabajen en relativo aislamiento el uno del otro.

El ámbito de acción de la lingüística educativa incluye tanto la investigación de patrones de uso lingüístico en instituciones educativas como las prácticas pedagógicas en las clases de lenguaje. Adicionalmente, la lingüística educativa, investiga el potencial para la enseñanza de la lengua a través del currículo.

La lingüística educativa comienza en la formación de los maestros, donde en el pasado la enseñanza de la lingüística y de gramática no se han dirigido a los temas que enfatiza la nueva y necesitada definición del lenguaje. Adicionalmente la lingüística educativa señala una serie de temas que se pueden investigar en la escuela y que requerirán un plan de investigación concertado y sistemático a lo largo de muchos años y en muchos entornos sociales diferentes. Para que tal programa de investigación se cumpla, aquéllos que apoyen la lingüística educativa deberán desarrollar su teoría, basada en la actividad práctica, utilizando el tipo de investigación que sea instigada por la práctica, y publicando con vigor el mensaje de que, al contrario de lo que promulgan otros lingüistas, la lingüística puede tener y tiene un papel muy directo y productivo que ejercer en la sociedad moderna, y particularmente en la educación.

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