I. HACER ADVERTENCIAS
- Para hacer advertencias se pueden emplear las siguientes expresiones.
- Look out!
- Be careful!
- Don´t (drink / touch) it!
- Don´t move!
- Danger!

II. RELACIONA LAS EXPRESIONES CON LOS DIBUJOS.

1. Don´t smoke!
2. Danger! It´s poison.
3. Pass with care!
4. Don´t drink and drive!
5. Beware of the dog!
6. Don´t eat here!
III. ORDENA DEL 1 AL 6 EL SIGUIENTE DIÁLOGO.

_____ Whose fault was the accident?
_____ We were having a cup of coffee in that cafe on the corner.
_____ Excuse me. I’m from the “Evening News”. Did you see the accident?
_____ I think it was the cyclist fault. He was turning right in front of the car.
3 ___ What were you doing when the accident happened?
_____ Yes, we did.

BLOQUE 2

IV. TIEMPOS PEFECTOS Y PASADOS SIMPLES EN ENUNCIADOS Y TEXTOS.

Simple Past Tense

El Pasado Simple es un tiempo verbal que se utiliza para describir acciones que han sucedido en un tiempo anterior y que ya han finalizado, por ejemplo:
She cleaned her house. Ella limpió su casa.
I broke the window. Yo rompí la ventana.

Para formar enunciados en Pasado en Inglés puedes utilizar las siguientes expresiones:
Yesterday, Last Monday, Last Friday, Last week, Last weekend, Last month, Last year, Last summer, etc.

Ejemplos: I went to Oaxaca last month. Did you play soccer yesterday?
Susan didn’t go to school last Monday because she was sick.
John bought a new car last year. Marie did not wash her car last weekend.
My dad ate a hamburger yesterday. I didn’t play soccer last weekend
They drank mineral water last Sunday. Did they drink mineral water last Sunday?

También puedes usar el verbo TO BE en enunciados en pasado.

Affirmative form:  
i was a good student
Susan was my best friend in high school
He was a scout
She was a pretty girl
We were near the lake
They were in Canada

Interrogative form:
Am I a good student?
Was Susan my best friend in high school?
Was he a scout?
Was she a pretty girl?
Were we near the lake?
Were they in Canada?

Negative form:
I was not a good student
Susan was not my teacher
Charly was not in France
She was not a singer
We weren’t classmates
They were not in the park

-2-
V. COMPLETA EL SIGUIENTE PÁRRAFO CON LAS PALABRAS ENCERRADAS.

WAS - WALKED - HAVE - I - LAST - FOR - RESTAURANT

A NICE EVENING.

_______ week, my friends and _______ decided to go out. It was Friday, so we ________ downtown and looked for a nice place to ________ dinner. We all stopped at a warm-looking and cozy _______ which announced a rock band playing that night. We entered and as we looked around, it appeared that it was not too crowded. We stayed anyway. The concert _______ fantastic! We danced _______ hours and had a lot of fun!

VI. COMPLETA LA SIGUIENTE TABLA DE VERBOS REGULARES E IRREGULARES.

<table>
<thead>
<tr>
<th>SPANISH</th>
<th>ENGLISH PRESENT</th>
<th>PAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISIT</td>
<td>VISITED</td>
<td></td>
</tr>
<tr>
<td>VIAJAR</td>
<td>TRAVELED</td>
<td></td>
</tr>
<tr>
<td>ESPERAR</td>
<td>WAIT</td>
<td>WORK</td>
</tr>
<tr>
<td>IR</td>
<td>GO</td>
<td></td>
</tr>
<tr>
<td>HACER</td>
<td>DID</td>
<td></td>
</tr>
<tr>
<td>JUGAR</td>
<td>PLAY</td>
<td></td>
</tr>
<tr>
<td>LLEGAR</td>
<td>ARRIVED</td>
<td></td>
</tr>
<tr>
<td>PLATICAR</td>
<td>TALK</td>
<td></td>
</tr>
<tr>
<td>TENER</td>
<td>ENJOY</td>
<td>ENJOYED</td>
</tr>
<tr>
<td>ARRIVE</td>
<td>ARRIVED</td>
<td></td>
</tr>
</tbody>
</table>

VII. DESPUÉS DE LEER EL TEXTO CONTESTA LAS PREGUNTAS.

MY TRIP TO THE UNITED KINGDOM.

My name is Juan and I’m from Spain. When I was a teenager I always wanted to go to the United Kingdom. In my English classes at school my teacher talked about the United Kingdom a lot. She talked about how beautiful the cities were and how friendly the people were in those days.

When I was 20, I worked at a travel agency and I saved enough money for a trip, and this summer I traveled around the United Kingdom for 3 weeks. The plane landed in London at about ten o’clock and everything looked so green. I collected my bags and waited for a taxi to take me to my hotel. After 20 minutes I arrived to my hotel close to the centre of London.

I had a great trip! London is beautiful. I went to see 3 shows in the West End, I also visited Buckingham Palace, and I walked a lot around the centre and by the river. I really enjoyed Manchester, Leeds and Edinburgh. The people were very nice and I was lucky because I managed to get tickets and watch a football game: Manchester United against Blackburn Rovers. The atmosphere was fantastic and I had the opportunity to admire this Mexican football player Javier Hernández, nicknamed “El Chicharito” by his Mexican fans.

The food was excellent! I enjoyed a lot of different dishes from all over the world. I want to go back again very soon.

The UK is awesome! -3-
* Where did Juan travel to?  
__________________________________________

*Where is he from?  
__________________________________________

*How old was Juan when he worked at a travel agency?  
__________________________________________

*What time did he land in London?  
__________________________________________

* How long did he stay in the UK?  
__________________________________________

---

**BLOQUE 3**

**VIII. UTILIZA DIVERSAS ESTRATEGIAS DE COMPRENSIÓN.**

El objetivo de la comprensión de lectura es extraer las ideas principales de textos en inglés, para lo cual no es necesario entender todas las palabras que aparecen en ellos. NO SE TRATA DE LEER EN VOZ ALTA NI DE TRADUCIR PALABRA POR PALABRA.

El uso de las estrategias siguientes te ayudará a comprender lo que leas.

LECTURA DE "OJEADA"

Es la que te permite determinar a primera vista si un texto es un anuncio comercial, un cartel, un menú, una página de diccionario, etc.  
Para identificar el tipo de texto de que se trata, observa: el título, la (s) ilustración (es), la distribución del texto (columnas, párrafos, listados, etc.), tipo y tamaño de letra, números y fechas.

RECONOCIMIENTO DE COGNADOS.

Los cognados son palabras iguales o parecidas al español como: hotel, office, information, coffee, etc.  
Para identificar el tipo de texto te ayudará a obtener una idea un poco más precisa del contenido del texto.  
Se trata de encontrar ciertos datos contenidos en el texto como nombres, fechas, lugares, precios, etc., que permitan al lector obtener la información que busca.

IX.- DESPUÉS DE LEER EL PÁRRAFO, ESCRIBE **F** SI EL ENUNCIADO ES FALSO Y **V** SI ES VERDADERO.

**The Mystery of the Mayas.**

The Mayas lived in southeast Mexico and Central America. They were farmers. They cultivated corn and sweet ´potatoes. They also built great cities with palace and enormous stone pyramids. They studied astronomy and mathematics.

In the 10TH Century the Mayas abandoned their beautiful cities.  
_____ The Mayas lived in big cities.  
_____ They were cattle raisers.  
_____ They left their cities in the 8TH Century.  
_____ Their buildings were made of stone.  
_____ They were great mathematicians.  

---

-4-
X. PARA ESTABLECER EL MOTIVO DE LA RAZÓN DE UNA QUEJA.

Hay diferentes motivos por los que se puede realizar alguna queja. Generalmente es por un mal servicio. En Inglés puedes utilizar alas siguientes expresiones para formular tus quejas:

I’d like to complain about.... (me gustaría hacer una queja por.....) I want to complain about.... (me quiero quejar por....)

I’d like to complain about the bad service. The service was awful! Your service was disgusting!

I waited too much for the service. (esperé mucho por el servicio)

I want to talk to the cook. (deseo hablar con el cocinero). At a restaurant.

I hope this never happen again! I am angry about the bad service!

XI. DESPUÉS DE LEER LA CARTA, SUBRAYA LA RESPUESTA CORRECTA.

Dear Sir:
I’d like to complain about the poor service in the post office lately. Yesterday I waited 30 minutes in line to buy a stamp. And then the clerk was very angry when I tried to buy a 40 cent stamp with a twenty dollar bill. Doesn’t the post office train its staff on how to be polite?

Respectfully yours,
John Smith.

Where was Mr. Smith yesterday?
a) In the clerk’s office. b) In the post office. c) In the complaint office. d) In the market

-How long did he wait in line?
a) Half an hour. b) An hour. c) Five minutes. d) Forty minutes.

-What did he want to buy?
a) A post card. b) a CD. c) An envelope. d) A stamp.

-How much did he pay?
a) 20 dollars b) 12 dollars c) 30 cents. d) 40 cents.

-Why was he complaining? Becasue of the.......
a) Poor service b) He paid $20 c) The clerk was polite d) The good service
XII. UTILIZA ESTRATEGÍAS PARA REPARAR UNA COMUNICACIÓN FALLIDA.

Existen verbos regulares e irregulares. Pero no hay reglas para poder diferenciarlos. Por lo que tienes que memorizarlos.

Para formar el pasado de los **Verbos Regulares** tenemos que agregarles la terminación ED.

### Regular Verbs

Examples: *(Trabajar)* Work- worked *(Visitar)* Visit- visited *(Viajar)* Travel-traveled *(Disfrutar)* Enjoy-enjoyed

(Caminar)Walk-walked *(Platicar)* Talk-talked *(Necesitar)* Need-needed *(Jugar)* Play-played *(Cocinar)* Cook-cooked

(querer)Want-wanted *(Amar)* Love- loved *(Gustar)* Like-liked *(Esperar)* Wait-waited *(Aprender)* Learn-learned

No existen reglas para formar el pasado de los **Verbos Irregulares**. Unos de los verbos irregulares más comunes son:

### Irregular Verbs

Examples: *(Ser o Estar)* Be-Was/Were *(Ir)* Go-went *(Hacer)* Do-did *(Escribir)* Write-wrote *(Venir)* Come-came

(Hablar)Speak-spoke *(Beber o tomar)* Drink-drank *(dormir)* Sleep-slept *(Decir)* Tell-told *(Dar)* Give-gave

(correr) Ran-run *(Leer)* Read-read *(Cortar)* Cut-cut *(Gastar)* Spend-spent *(Entrar)* Come in-came in

XIII. LEE EL SIGUIENTE PÁRRAFO Y ESCRIBE SOBRE LA LÍNEA LA FORMA CORRECTA DEL VERBO EN PARÉNTESIS.

In the year 122 AD, the Roman Emperor Hadrian *(visit)_______* his provinces in Britain. On his visit, the Roman soldiers *(tell)_________* him that Pictish tribes from Britain’s north *(attack)_______* them. So Hadrian *(give)_______* the order to build a protective wall across one of the narrowest parts of the country. Today Hadrian’s Wall *(be)_______* the most popular tourist attraction in northern England.

Fecha de entrega: ____________________________

(Para ser llenado por el alumno)

Elaboró la guía:

_________________________

Profr. Pedro Carreño Avendaño

**Director del Plantel**

________________________

Profr. José Guadalupe Oaxaca Sánchez

Sello de la Escuela

Supervisora de Zona Secundaria General 67

________________________

Profr. Norma Angélica Aguirre Alquicira

Sello de la Supervisión