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CAMPUS ACATLAN

PROPUESTA DE MATERIAL DE APOYO PARA EL
CURSO DE GRAMATICA I PG7.

**MEMORIA DE DESEMPEÑO
P R O F E S I O N A L**
QUE PARA OBTENER EL TITULO DE:
LICENCIADO EN ENSEÑANZA DE INGLES
P R E S E N T A :
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INTRODUCCION

El presente trabajo trata sobre la memoria de la experiencia que la investigadora obtuvo al impartir el curso de Gramática I PG7 durante los cursos sabatinos de inglés en el Centro de Idiomas Extranjeros (CIE) de la ENEP Acatlán, específicamente durante el Trimestre I / 96-II y el Trimestre II / 96-II.

1. CONTEXTUALIZACION

La ENEP Acatlán es una dependencia de la UNAM que ofrece 17 carreras y que cuenta con un Centro de Idiomas Extranjeros (CIE).

1.1 La Institución

El objetivo del Centro de Idiomas Extranjeros (CIE) de la ENEP Acatlán es impartir cursos de idiomas extranjeros para que los alumnos de licenciatura y posgrado de este plantel cumplan con los requisitos que les demandan sus carreras con respecto al idioma; ya sea para titulación o para que su inscripción a determinado semestre sea posible. Además, proporciona a la comunidad universitaria en general y a la comunidad circunvecina, un instrumento de investigación, cultura y trabajo profesional.

El CIE ofrece cursos de los idiomas alemán, chino, francés, griego, inglés, italiano, japonés, náhuatl, portugués, ruso y español para extranjeros.

El profesorado encargado de impartir los diferentes idiomas no necesariamente tiene que contar con un título de licenciatura como en otras áreas de enseñanza. La Comisión Técnica de Idiomas Extranjeros de la UNAM tiene a su cargo la aplicación de exámenes de dominio del idioma, metodología y práctica docente. Si el aspirante a profesor de cualquiera de los idiomas que se imparten en el CIE y en los otros planteles de la UNAM aprueba satisfactoriamente los exámenes mencionados, la Comisión emite una constancia que lo acredita para impartir el idioma en el que se especializa, y esto lo dispensa del requisito del título. También existen los cursos de Formación de Profesores que imparten en el CELE y en la Facultad de Estudios Superiores Campus Cuautitlán, cuyas constancias tienen la misma validez que la otorgada por la Comisión Técnica de Idiomas Extranjeros de la UNAM. Actualmente, el Departamento de Inglés del CIE,

también cuenta con la participación de profesores egresados de la Licenciatura en Enseñanza de Inglés que se imparte en la ENEP Acatlán.

Por otro lado, el cuerpo estudiantil del CIE se conforma de estudiantes universitarios y comunidad aledaña al plantel. Los objetivos que conllevan a estos dos grupos al estudio de una lengua extranjera son diversos, dadas las diferencias de edad y escolaridad. En consecuencia, se habla de la existencia de grupos heterogéneos en un gran número de casos.

1.2 Los Programas

Existen dos tipos de cursos que el Departamento de Inglés del CIE ofrece, el Plan Global (PG) y la Comprensión de Lectura (CL).

1.2.1 Plan Global

El programa de PG en 1996 se componía de cinco niveles enfocados al desarrollo de las siguientes habilidades: comprensión de lectura, comprensión auditiva, producción escrita y producción oral. Al aprobar el quinto nivel los alumnos obtenían una constancia de acreditación del idioma, misma que les es necesaria para cumplir con los requisitos que plantean distintos planes de estudios de las carreras que se imparten en este plantel. El Plan Global trabajó hasta 1997, con la serie de libros In Touch (1979) de Oscar Castro y Victoria Kimbrough y Life Styles (1981) de Francisco Lozano y Jane Sturtevant. Ambas publicaciones fueron editadas por el Instituto Mexicano Norteamericano de Relaciones Culturales, A.C. El temario de cada uno de los niveles se concretaba a los contenidos de los libros. Esta serie presenta la lengua meta en contextos que el alumno puede relacionar con sus propias vivencias. La práctica de las cuatro habilidades se presenta junto con las categorías gramaticales. La mayoría de las clases se impartían de lunes a viernes y tenían una duración de 60 minutos. Lo anterior indica un estudio aproximado de 60 horas al semestre.

1.2.2 Comprensión de Lectura

Por otro lado, el programa de CL se concentra en desarrollar en el alumno estrategias de lectura que le faciliten la comprensión de textos relacionados con su carrera que se encuentren en inglés. La duración del curso, en 1996, era de dos niveles. Los alumnos de CL trabajaban con los Manuales de Comprensión de Lectura I y II, ambos publicados por la UNAM. Los cursos tenían una duración aproximada de 56 horas al semestre.

1.2.3 Cursos Sabatinos

A partir de mayo de 1992, el CIE amplió sus horarios y se dio a la tarea de extender el trabajo de clases diarias a cursos sabatinos. El objetivo de los cursos sabatinos avanzados es proporcionar a los alumnos la oportunidad de continuar con el aprendizaje de inglés una vez que concluyen los niveles básicos y de esta manera, poseer conocimientos más elevados.

En 1996, período que se reporta en esta memoria, los niveles que el Departamento de Inglés ofrecía en los cursos sabatinos eran trece. Al primer nivel se le denominó Pre-One y fue especialmente diseñado para aquellos alumnos cuyos conocimientos del inglés son mínimos. Los niveles uno al seis correspondían a los cinco niveles que se ofrecían en las clases diarias. El séptimo nivel correspondía a la primera parte del curso de Gramática, y el octavo nivel a la segunda. A partir del noveno nivel, los cursos se especializaban en diferentes habilidades y quedaban como sigue: cursos de Pronunciación, Conversación, Redacción y por último, el curso TOEFL. En la siguiente tabla de equivalencias se muestra el número de niveles del Plan Global (clases diarias y cursos sabatinos) y en el caso de los cursos sabatinos, el nombre que recibía cada uno de los niveles avanzados así como el libro de texto o material utilizado.

Tabla 1. Plan Global: Cursos diarios y sabatinos

CLASE DIARIA SEM. 96-II	CURSO SABATINO TRIMESTRE I / 96-II
	Pre-One Material de apoyo especial
PG1 In Touch 1	PG 1 In Touch 1
PG2 In Touch 2	PG2 In Touch 2 (unidades 1 - 6)
PG3 In Touch 3	PG3 In Touch 2 (unidades 7-12)
PG4 Life Styles 1	PG4 In Touch 3
PG5 Life Styles 2	PG5 Life Styles 1
	PG6 Life Styles 2
	PG7 Curso de Gramática I Communicative Grammar Practice
	PG8 Curso de Gramática II Communicative Grammar Practice
	PG9 Curso de Pronunciación Material de apoyo especial
	PG11 Curso de Conversación Material de apoyo especial
	PG12 Curso de Redacción Material del apoyo especial
	PG13 TOEFL Material de apoyo especial

La programación de los cursos sabatinos no coincide con la fecha de inicio de cada semestre, sino con el calendario anual (enero-diciembre). Cada año, el CIE imparte cursos sabatinos en tres periodos. El primer trimestre comprende de enero a abril (Trimestre I), el segundo de abril a julio (Trimestre II) y el tercero de septiembre a diciembre (Trimestre III). Para identificar a qué semestre universitario corresponde cada trimestre, el Departamento de Inglés recurrió a la siguiente terminología, misma que se ejemplifica a continuación:

Tabla 2. Calendarización de los cursos regulares y los cursos sabatinos

Semestre Actual Clase Diaria	Curso Sabatino
(enero 1996) 96-II	Trimestre I / 96-II (*)
(abril 1996) 96-II	Trimestre II / 96-II (*)
(sept. 1996) 97-I	Trimestre III / 97-I
(enero 1997) 97-II	Trimestre I / 97-II
(abril 1997) 97-II	Trimestre II / 97-II
(sept. 1997) 98-I	Trimestre III / 98-I

* Estos trimestres corresponden al periodo reportado en esta memoria.

1.2.4 Curso de Gramática

El curso de Gramática PG7 fue diseñado originalmente para aquellos alumnos que habían terminado los primeros seis niveles de los cursos sabatinos y que deseaban continuar con el estudio del inglés. El Departamento de Inglés decidió insertar en este punto (1995), un curso que ayudara a los alumnos a pulir los problemas de tipo gramatical que de alguna manera podrían interferir con su aprendizaje en los niveles avanzados.

Desde un principio, el curso de Gramática se basó en los contenidos del libro Communicative Grammar Practice de Leo Jones (1992). Este libro comprende 32 unidades cuyos temas corresponden tanto a diferentes puntos gramaticales como a diversas funciones del inglés. Por ejemplo, la primera unidad del libro se llama "**Yes/No questions**" y pretende que el alumno practique la producción gramatical correcta y el uso apropiado de este tipo de preguntas tanto en su forma afirmativa como negativa, ej. **Are you feeling all right?** , **Can I help you?** , **Isn't that your brother?** , **Haven't you finished yet?** Otra unidad (19) del texto, "**Verbs + prepositions**", explica los significados de un mismo verbo cuando se acompaña de diferentes preposiciones, ej. **look for (try to find)**, **look after (take care of)**, **look at (observe)**. También se explican cuáles preposiciones se utilizan con diferentes verbos específicos, ej. **stare at**, **welcome someone to**, **introduce someone to someone else**, **share something with someone**. Por último, esta unidad trata el uso de diferentes preposiciones con un mismo verbo, dependiendo si éste se refiere a objetos o a personas. ej. **argue with someone vs.**

argue about something, speak to / with someone vs. speak about something, apologize to someone vs. apologize for doing something.

Cada unidad del libro comprende de cuatro a seis ejercicios enfocados al reforzamiento del punto gramatical o función que obedece al título de la misma. Algunos ejercicios refieren a los alumnos a las "Communication Activities" o "Actividades Comunicativas", que centran su atención en la práctica oral. Al final del libro existe una sección que se llama "Grammar Summaries" o "Resúmenes Gramaticales"; en ella, el alumno encuentra ejemplos de las diferentes categorías gramaticales tratadas en el libro y descripciones muy generales de su uso. El autor sugiere que si el alumno requiere de explicaciones más detalladas o más ejemplos, recurra a otras fuentes.

El primer temario que se utilizó en el Trimestre I / 95-II para el curso de Gramática, basado en el libro Communicative Grammar Practice quedó como se ve en la Tabla 3.

Tabla 3. Primer Temario del Curso de Gramática I (Trimestre I / 95-II)

Primer Sábado.	Bloque A: Units 1 - 5 Tense review Bloque B: Parts of speech.
Segundo Sábado.	Bloque A: Units 7 - 8 Articles Bloque B: Unit 6 Quantity
Tercer Sábado.	Bloque A: Unit 9 Comparisons Bloque B: Units 15 - 16 Prepositions
Cuarto Sábado.	Bloque A: Review of Comparisons and Prepositions Bloque B: Unit 13 Doing or to do? - I
Quinto Sábado.	Bloque A: Unit 14 Doing or to do? - II Bloque B: Units 23 - 24 The passive I - II
Sexto Sábado.	Bloque A: General Review Bloque B: Midterm Exam
Séptimo Sábado.	Bloque A: Unit 10 Request and obligation Bloque B: Unit 11 Ability
Octavo Sábado.	Bloque A: Unit 12 Advice and suggestions Bloque B: Unit 18 Possibility and probability
Noveno Sábado.	Bloque A: Unit 21 If... sentences - I Bloque B: Unit 22 If... sentences - II
Décimo Sábado.	Bloque A: Unit 27 Reported Speech: statements Bloque B: Unit 28 Reported Speech: questions and requests
Décimo Primer Sábado.	Bloque A: Unit 29 Relative clauses Bloque B: Unit 30 Joining sentences - I
Décimo Segundo Sábado.	Bloque A: Units 25 - 26 Prepositional phrases I - II Bloque B: Unit 19 Verbs + prepositions Unit 20 Phrasal verbs
Décimo Tercer Sábado.	Bloque A: General Review Bloque B: Final Exam

Ver Apéndice 1 para la traducción al español de los temas

La evaluación de este primer curso de Gramática la llevaron a cabo los profesores que impartieron el curso. Los alumnos eran evaluados a través de la aplicación de un

examen parcial y un final. Cada uno de los exámenes contenía cincuenta reactivos. El número de respuestas correctas que el alumno obtenía en cada examen, se sumaba y de esta forma se obtenía la calificación final con base en 100 puntos. El puntaje mínimo aprobatorio era de 70 puntos.

Una vez concluido el primer curso de Gramática, se observó que los resultados obtenidos en términos del número de alumnos aprobados no fueron satisfactorios. En ese momento se hizo evidente que el curso necesitaba reestructurarse. El equipo de profesores encargados de impartir el curso tuvo una sesión de retroalimentación y determinó que la reducción de los contenidos del curso de Gramática posiblemente resolvería, en parte, la situación anterior. Esta propuesta recibió el apoyo de la Jefatura del Departamento de Inglés. A raíz de ello, la primera modificación que sufrió el curso fue la división de los contenidos del temario en dos niveles. Así, el curso original de Gramática PG7 se transformó en dos: el curso de Gramática I ó PG7 y el curso de Gramática II ó PG8. El curso de Gramática II PG8 se impartió por primera vez en el Trimestre II / 95-II (abril 22 a julio 8 de 1995). El objetivo de esta división fue permitir al maestro dedicarle más tiempo-clase a cada uno de los puntos gramaticales que comprendía el temario. El supuesto era que al disminuir la carga de contenidos gramaticales beneficiaría al alumnado, ya que éste dedicaría más tiempo al aprendizaje de menos puntos gramaticales, lo que garantizaría una mejor competencia lingüística.

El segundo temario que se elaboró aparece en la Tabla 4, y se aplicó por primera vez en el Trimestre II / 95-II. Si se observan con detenimiento este segundo temario, se distinguirá que los contenidos disminuyeron con respecto al número de temas del primero. Once temas del curso original se integraron al curso de Gramática PG8 y una unidad se agregó al segundo temario. Por otra parte, la Jefatura del Departamento de Inglés agregó dos áreas de evaluación que el primer temario no consideraba: los Exámenes de Corrección de Errores (Error Correction Quizzes) (ECQ) y los Exámenes de Verbos Compuestos (Phrasal Verbs Tests).

Cada ECQ consiste en diez oraciones diferentes con tres errores de tipo gramatical insertados a propósito en cada una de ellas. Los errores gramaticales se limitan al número de temas vistos hasta cada fecha de entrega, es decir, solamente abarcan tres o cuatro temas. De esta manera, los alumnos se concentran únicamente en las estructuras recién estudiadas para la detección y corrección de los errores. Esta actividad no se realiza en el salón de clase. A los alumnos que integran el curso, se les entrega el ECQ para que lo resuelvan en sus hogares. Los estudiantes tienen la

obligación de devolverlo debidamente resuelto en la clase siguiente. En cada curso se elaboran cuatro diferentes ECQs. Cada uno tiene un valor de quince puntos. Los resultados que los alumnos obtienen en cada ECQ, se suman y se dividen entre cuatro para obtener un promedio final que se considera para la evaluación global. Estos ejercicios no requieren de tiempo de clase para su resolución, pero sí para su revisión. También implican más carga de trabajo para el alumno.

Tabla 4. Segundo Temario del Curso de Gramática I (Trimestre II / 95-II a la fecha)

Primer Sábado.	Bloque A: Course Introduction & Unit 1 Yes / No questions Bloque B: Unit 2 Wh- questions
Segundo Sábado.	Bloque A: Units 3-4 The past and the present perfect Bloque B: Unit 5 Past, present and future (Hand out ECQ # 1 & Phrasal Verbs Sheets)
Tercer Sábado.	Bloque A: Parts of speech (Collect ECQ # 1) Review Phrasal Verbs pg.1 Bloque B: Unit 6 Quantity
Cuarto Sábado.	Bloque A: Unit 7 Articles - I (Hand out ECQ # 2) Bloque B: Unit 8 Articles - II. Review Phrasals pg. 2
Quinto Sábado.	Bloque A: Unit 9 Comparisons (Collect ECQ # 2) Review Phrasal Verbs pg. 3 Bloque B: Unit 12 Advice and suggestions
Sexto Sábado.	Bloque A: General Review Bloque B: Midterm Exam
Séptimo Sábado.	Bloque A: Unit 10 Requests and obligation (Hand out ECQ # 3) Phrasal Test Bloque B: Unit 18 Possibility and probability
Octavo Sábado.	Bloque A: Unit 15 Prepositions - I (Collect ECQ # 3) Bloque B: Unit 16 Prepositions II. Review Phrasal Verbs pg. 4
Noveno Sábado.	Bloque A: Unit 13 Doing or to do? - I (Hand out ECQ # 4) Review Phrasal Verbs pg. 5 Bloque B: Unit 14 Doing or to do? - II
Décimo Sábado.	Bloque A: Unit 23 The passive - I (Collect ECQ # 4) Review Phrasal Verbs pg. 6 Bloque B: Unit 24 The passive - II
Décimo Primer Sábado.	Bloque A: U.32 Word order (Ex. 32.1-32.2) Phrasal Test 2 Bloque B: U. 32 Word order (Ex. 32.3 and 32.4)
Duodécimo Sábado.	Bloque A: General Review Bloque B: Final Exam

Ver Apéndice 2 para la traducción al español de los temas

Los Exámenes de Verbos Compuestos se llevan a cabo de la siguiente manera: al inicio del curso, a los alumnos se les entregan seis hojas con un promedio de doce Verbos Compuestos en cada una de ellas. Los alumnos tienen que memorizar el significado de cada uno de los Verbos Compuestos. A diferencia de los ECQs los contenidos de las hojas de los Verbos Compuestos son revisados en clase después de haber cubierto la categoría gramatical programada para ese bloque. Así, el tiempo que se le debería de dedicar a cubrir sólo la unidad que se especifica en el temario, es forzosamente reducido para poder abarcar la hoja de Verbos Compuestos que corresponda. En el salón se explica el significado de cada uno de los Verbos Compuestos y entre los alumnos y los profesores, se amplía el número de ejemplos que cada hoja incluye. Se trata de proveer al alumno de diferentes oraciones en donde cada uno de los Verbos Compuestos sea utilizado con diferentes tiempos verbales. Lo anterior obedece a que cada examen consiste en dos tipos de ejercicios:

1. Completar un párrafo.
2. Completar oraciones independientes.

En ambos ejercicios se requiere que el alumno seleccione el Verbo Compuesto correcto y que lo conjugue adecuadamente. El tiempo que se le dedica a cada hoja de Verbos Compuestos oscila entre los 30 y los 45 minutos de tiempo clase.

Al término de la primera mitad del curso, los alumnos presentan un examen sobre las tres primeras hojas. Al finalizar el curso los estudiantes presentan el segundo examen que se concreta a los contenidos de las últimas tres hojas. A cada uno de los exámenes se le conceden 30 minutos de tiempo clase para su resolución. Cada examen de Verbos Compuestos, contiene cinco reactivos con un valor de un punto cada uno. Para obtener el promedio de los dos exámenes, los profesores encargados de impartir el curso, suman los puntos de cada prueba y dividen entre dos. El resultado es considerado para la evaluación global del curso.

La forma de evaluación del curso después de que el temario se dividió y después de agregar los dos puntos anteriores quedó como sigue: examen parcial y examen final, 35 puntos cada uno. Cuatro ECQs (promediados), 15 puntos. Dos Exámenes de Verbos Compuestos (promediados), 15 puntos.

Esta memoria se basa en la experiencia de la investigadora con el curso de Gramática I PG7 en los Trimestres I y II / 96-II, en donde ya existía la reestructuración anterior (Temario 2) y la forma de evaluación descrita arriba.

2. PROBLEMA

La división de los contenidos del curso original de Gramática en dos, no resolvió el problema de aprovechamiento ya que los resultados no mejoraron. La falta de producción gramatical correcta por parte de los alumnos, tanto en forma escrita como oral, seguía siendo evidente. Lo único que se demostró fue que era obligatorio seguir buscando formas de alcanzar la meta establecida.

En el Trimestre I / 96-II, la investigadora impartió el curso de Gramática I PG7, y trató de determinar en el transcurso de ese Trimestre las posibles causas de los resultados no óptimos hasta entonces obtenidos. Las observaciones que hizo fueron las siguientes:

1. Los contenidos del temario modificado disminuyeron con respecto a los contenidos del libro de texto, ya que varios los pasaron al curso PG8. No obstante, se insertaron los ECQs y los Exámenes de Verbos Compuestos tanto en el curso PG7 como en el PG8. Por lo tanto, los contenidos del temario de PG7 continuaban siendo excesivos al modo de ver de la investigadora.
2. Durante el desarrollo del curso no era suficiente la práctica que los ejercicios del libro Communicative Grammar Practice proveían, ya que los alumnos a su cargo de ese Trimestre en particular externaron la necesidad de tener práctica adicional sobre los temas que eran expuestos en cada clase.
3. No existía ningún tipo de material de apoyo disponible que resolviera la carencia anterior.

Con referencia al primer punto, a la investigadora no le fue posible hacer nada al respecto, ya que la decisión de agregar al temario esos dos puntos de evaluación fue tomada por el Departamento de Inglés.

Con respecto a los dos puntos restantes, la investigadora, valiéndose de su experiencia y de las herramientas que hasta ese momento esa experiencia le había proporcionado, optó por abordar directamente la carencia de material de apoyo. En ese entonces, le pareció el problema más crítico y con mejores perspectivas de solución. Se creía que de alguna forma había que resolver la carencia de material de apoyo que complementara al libro de texto. De esta forma, se dio a la tarea en el transcurso del Trimestre II / 96-II, de proveer a los alumnos de PG7 de ejercicios adicionales que sirvieran de apoyo para los temas que eran expuestos en clase.

3. OBJETIVOS

La memoria que se presenta se basa en la experiencia obtenida en el curso de Gramática I PG7, Trimestres I y II / 96-II, que se impartió los sábados en el CIE de la ENEP Acatlán. Se detectó un problema de carencia de material de apoyo y se propuso resolverlo con base en una compilación de ejercicios adecuados a los propósitos del curso. Los objetivos planteados para resolver este problema se muestran a continuación.

3.1 Objetivo General

Presentar una colección de material de apoyo que sea apropiado al nivel y que comulgue con los contenidos del temario del curso de Gramática I PG7.

3.2 Objetivos Específicos

Ofrecer una compilación de ejercicios que:

1. Refuercen en el alumno la práctica de las estructuras gramaticales del libro Communicative Grammar Practice y cuya resolución no rebase el tiempo-clase estipulado para cada unidad.
2. Faciliten al alumno el aprendizaje de las categorías gramaticales en diferentes contextos y con distintas funciones.
3. Proporcionen al alumno una variedad de tipos de ejercicios, incluyendo los que integran los exámenes.
4. Promuevan el desarrollo activo de las diferentes habilidades dentro de un contexto comunicativo.

4. ANALISIS DEL PROBLEMA

El libro Communicative Grammar Practice contiene actividades y ejercicios diseñados para alumnos de nivel intermedio de inglés quienes todavía cometen muchos errores de tipo gramatical y encuentran difícil utilizar diferentes estructuras tanto en su producción oral como escrita. El libro cubre un gran número de las áreas problema de la gramática del inglés y al trabajar con él, el autor pronostica (1992:1) que los alumnos:

- mejorarán su precisión gramatical tanto en forma hablada como escrita.
- desarrollarán un sentido de precisión gramatical.
- aprenderán a corregir sus propios errores.
- harán uso del inglés de una manera más creativa en actividades y tareas comunicativas.
- extenderán su rango de expresión.

El autor define el libro como un curso práctico de gramática el cual permite al alumno darse cuenta de sus puntos gramaticales débiles y fuertes. La mayoría de los puntos gramaticales incluidos en el libro ya fueron estudiados por los alumnos en curso anteriores más elementales; por lo tanto, no se encuentra ningún tipo de presentación explícita de las estructuras en ninguna de las unidades.

La primera actividad de cada unidad generalmente establece la situación y da pauta a las actividades subsecuentes. Esto se logra a través de un diálogo corto, ejemplos ilustrados o un ejercicio práctico. Cualquier explicación gramatical debe surgir de las preguntas que los alumnos hagan o de los errores que cometan.

Los alumnos tienen que ser alentados a participar en dicho proceso, a preguntar cuando estén confundidos y a no ser estudiantes pasivos.

En vista de las metas comunicativas del libro Communicative Grammar Practice, los ejercicios de apoyo que se proponen deben basarse en el enfoque comunicativo.

4.1 El Enfoque Comunicativo

Como resultado del estudio de los procesos de enseñanza-aprendizaje de una lengua extranjera numerosos métodos de enseñanza han surgido. El enfoque que desde mediados de 1970 ha tenido mayor impulso es el Enfoque Comunicativo.

El Enfoque Comunicativo considera importantes tanto la estructura de una lengua (gramática y vocabulario), como sus funciones, y busca desarrollar la competencia comunicativa en el alumno. El alumno debe conocer las reglas gramaticales de la lengua, pero también tiene que ser capaz de aplicarlas en diferentes contextos y con diferentes objetivos. Si se considera a la comunicación como un proceso, entonces resulta insuficiente el sólo conocimiento de las formas, significados y funciones. Cuando nos comunicamos, utilizamos la lengua para cumplir con diferentes funciones, tales como el persuadir, discutir, convencer, etc. Estas funciones siempre se encuentran en un contexto social determinado. Los hablantes deben saber cómo aplicar las reglas de una lengua cuando interactúan con su interlocutor para lograr su objetivo (Larsen 1986).

Littlewood (1996) agrega que la combinación del aspecto funcional de una lengua con el tradicional punto de vista estructural, permite alcanzar una perspectiva comunicativa más completa. Lo anterior permitirá al profesor de lenguas darse cuenta de lo que los alumnos tienen que aprender para utilizar la lengua como un medio de comunicación. El mismo autor señala que dentro del Enfoque Comunicativo no es suficiente que los alumnos sepan cómo manejar las estructuras de la lengua meta, sino que deben desarrollar estrategias para relacionarlas con las funciones comunicativas de la misma en situaciones reales. Para alcanzar este objetivo los maestros tenemos que darles a los alumnos muchas oportunidades para que usen la lengua con propósitos comunicativos. También debemos preocuparnos por desarrollar en el alumno la habilidad de tomar parte en el proceso de la comunicación a través de la lengua, en vez de lograr el dominio de estructuras aisladas. Con respecto a este último punto, y aunque pareciera contradecirse, Littlewood señala que el dominio de las estructuras fuera de un contexto comunicativo representa un paso muy útil para lograr la competencia comunicativa en el alumno.

Por lo anterior, se puede afirmar que el aprendizaje de la gramática tiene un lugar esencial en el desarrollo de la competencia comunicativa en una L2.

4.2 El Aprendizaje de la Gramática

La gramática de una lengua puede abordarse de diferentes formas y con diferentes métodos de enseñanza. La manera en que algunos métodos de enseñanza-aprendizaje de una L2 propone la enseñanza de la gramática se describe a continuación (Larsen-Freeman 1986).

El método de Gramática-Traducción o Tradicional tenía como objetivo principal que los alumnos memorizaran las reglas gramaticales y el vocabulario de la lengua meta. Los alumnos traducían de una lengua a otra. La enseñanza de la gramática era deductiva y las reglas explícitas.

El objetivo del método Directo era que los alumnos se comunicaran y pensarán en la lengua meta. Ningún tipo de traducción era válido. La gramática se presentaba de manera inductiva.

El método Audiolingual, presentaba el vocabulario y la gramática de la lengua meta a través de diálogos que los alumnos memorizaban. Las reglas tenían que ser inferidas ya que no se daban explicaciones gramaticales explícitas.

Finalmente, el Enfoque Comunicativo, el que nos interesa en el presente trabajo, tiene como objetivo principal hacer que el alumno sea competente comunicativamente, es decir, que sea capaz de utilizar la lengua apropiadamente en diferentes contextos y con diferentes objetivos. La gramática se puede presentar explícita o implícitamente, pero siempre contextualizada.

La lengua bajo un enfoque comunicativo no puede ser considerada estática. Más bien es un medio dinámico de auto-expresión creado por los alumnos con la ayuda de los profesores. Si el profesor basa su actividad docente en estrategias de enseñanza que le han resultado eficaces en experiencias previas, entonces el libro de texto se convierte en un recurso para tener actividades a la mano (Savignon 1983).

M. Swain y M. Canale (1980) plantean una visión integrativa de la competencia comunicativa, contemplándola como una síntesis de principios gramaticales básicos, conocimiento del uso de la lengua en un contexto determinado, así como las estrategias que facilitarían la competencia.

El objetivo fundamental del aprendizaje de una lengua extranjera es la competencia comunicativa; es decir, la capacidad que posee una persona para comunicarse; saber qué decir, a quién, cuándo, dónde; y de qué manera (Cook 1991). La competencia comunicativa incluye el conocimiento que tiene el hablante de las reglas de una lengua, así como la habilidad para utilizarlas.

Dickins y Woods (1988) se inclinan por un enfoque de la enseñanza de la gramática y un diseño de actividades que enfatizan la construcción de la gramática como un todo, en la que los alumnos tengan que seleccionar qué formas y estructuras emplear de acuerdo con el contexto.

Van Patten (1995), después de haber examinado la enseñanza tradicional de la gramática de una lengua, llegó a la conclusión de que para que el alumno sea capaz de producir estructuras gramaticales correctas dentro de contextos comunicativos, primero es necesario proporcionarle un amplio y variado *input* lingüístico que contenga información o mensajes significativos que sea capaz de entender.

Close (1983:14) menciona la importancia del aspecto comunicativo que implica aprender una segunda lengua y se opone a permitir que un estudiante de L2 se exprese "libremente"

rompiendo con las reglas gramaticales de la lengua. Explica que si nuestro objetivo es establecer una comunicación entre el parlante y el oyente, el éxito de tal depende en gran medida de un "complejo conjunto de convenciones" que tiene que ser entendido por los interlocutores. Afirma que la comunicación puede tener lugar de manera más eficaz a través de una oración gramaticalmente correcta o a través de una serie de oraciones relacionadas lógicamente. Para que el estudiante de la L2 supere la problemática de no saber qué frases o palabras utilizar (factores lingüísticos), en determinados contextos, es necesario que el profesor promueva la práctica constante de estas frases ubicadas dentro de contextos apropiados, para que cuando llegue el momento de utilizarlos en conversaciones reales, el alumno haya adquirido el hábito de aplicarlos automáticamente.

Fotos y Ellis (1991) afirman que la instrucción formal de las reglas gramaticales ayuda a acelerar la adquisición de una L2, siempre y cuando los instrumentos que se utilicen permitan hacer uso de la lengua meta de forma controlada y planeada. Concluyen que sólo controlando de esta manera el uso de la L2, los alumnos serán capaces de utilizar el conocimiento lingüístico explícito que tienen de la misma y de generar situaciones comunicativas. De esta forma, la resolución de ejercicios gramaticales generará actos comunicativos que incrementarán su conocimiento sobre las reglas difíciles de la lengua meta.

Titone (1976:172) se refiere a la gramática " No como un conjunto de nociones teóricas o de reglas abstractas, sino como un sistema preciso de ordenamiento de los elementos del idioma, de modo de dar a las palabras un sentido cabal ". El autor afirma que si se admite a la gramática como un conjunto de conocimientos, entonces no puede ni debe constituir el primer paso en el aprendizaje de una lengua, sino que debe presentarse en un nivel avanzado en donde el estudiante prácticamente ha asimilado el idioma. El objetivo de la enseñanza de la gramática desde el punto de vista psicolingüístico de Titone, es crear en el alumno un "sentido lingüístico o gramatical" que le permita producir construcciones gramaticales correctas que le faciliten al oyente la interpretación de los mismos.

Se considera importante la inclusión en este trabajo del punto de vista de Titone con respecto a la enseñanza de la gramática porque sustenta el plan original de la Jefatura del Departamento de Inglés de insertar un curso especializado de Gramática, después de que los alumnos han estudiado inglés un mínimo de tres años. El nivel alcanzado permite que un manual facilite el dominio de las estructuras del programa del curso PG7, desarrollando en el alumnado ese "sentido lingüístico o gramatical" que les será necesario para poder expresarse correctamente.

La conveniencia de contar con un manual de ejercicios de apoyo para el curso de Gramática I PG7 permitiría eliminar las dificultades a las que se enfrenta el alumno cuando estudia de forma particular las estructuras gramaticales del inglés.

4.3 Criterios de Selección del Material Didáctico

Para preparar el manual de apoyo para el curso de Gramática I PG7, se tomaron en cuenta las características y las necesidades de la institución, la población de los cursos sabatinos, el programa de la materia y el libro Communicative Grammar Practice que se utiliza para este curso. Asimismo se consideraron las bases teóricas del Enfoque Comunicativo y de la enseñanza de la gramática dentro de este enfoque. En función de lo anterior, y del problema diagnosticado en el Trimestre I / 96-II, se establecieron los siguientes criterios para la selección del material de apoyo y la preparación del manual.

1. Los temas deben estar acordes con los contenidos del libro Communicative Grammar Practice.
2. Los temas y ejercicios deben apegarse a los objetivos del libro Communicative Grammar Practice.
3. Los ejercicios deben adaptarse, en caso de requerirse, a las necesidades de la población.
4. Los ejercicios deben incrementar el conocimiento sobre las reglas de las estructuras gramaticales del inglés.
5. Los ejercicios deben basarse en los principios del Enfoque Comunicativo.
6. Los ejercicios deben incluir una amplia gama de funciones comunicativas.
7. Los ejercicios deben propiciar la precisión en la producción de estructuras gramaticales. Para el desarrollo de la precisión, los ejercicios deben ser controlados.
8. Los ejercicios deben promover el desarrollo de las cuatro habilidades de la lengua.
9. Los ejercicios deben estar contextualizados. Sin embargo, se pueden incluir algunos ejercicios para la práctica mecánica de los aspectos formales de la lengua.
10. El número de ejercicios seleccionados para cada tema debe determinarse en función de su importancia en el programa.
11. Tanto el número como la extensión de los ejercicios debe conformarse a las restricciones de tiempo de la clase.
12. El nivel de dificultad de los ejercicios debe ser apropiado para los alumnos del curso de Gramática I.

13. Los ejercicios deben presentarse en una variedad de formatos. Algunos ejercicios deben estar modelados en los formatos de los exámenes que se aplican en el curso.
14. Los ejercicios deben tener instrucciones claras para su resolución.
15. Los ejercicios deben tener su correspondiente clave de respuestas.

5. PROPUESTA DE SOLUCION

A fin de ofrecer una solución al problema detectado en el curso de Gramática I PG7, se compiló un manual de ejercicios de apoyo para complementar los contenidos del libro Communicative Grammar Practice. El manual intitulado Supplementary Material to Communicative Grammar Practice by Leo Jones, se encuentra en el Apéndice 3.

Para su realización, se seleccionaron una serie de ejercicios de distintas fuentes. Cabe mencionar que algunos de los ejercicios que comprenden la versión final del manual de apoyo, no son los que originalmente se escogieron para tal propósito. Hubo una serie de factores como su extensión, objetivos, nivel de dificultad, entre otros, que obligaron a la investigadora a ser más crítica en su selección. Por consiguiente, el manual fue objeto de diversas modificaciones. La versión que se presenta en el Apéndice 3 es la definitiva y la que actualmente se utiliza en el curso de Gramática I PG7. A continuación, se discute y ejemplifica la manera en que el manual satisface los criterios establecidos (ver 4.3).

1. Los temas deben estar acordes con los contenidos del libro Communicative Grammar Practice.

El manual incluye 19 temas que coinciden con los 19 puntos gramaticales del libro Communicative Grammar Practice que aparecen en el temario del curso (Tabla 4). También se incluyó el tema Parts of Speech (Partes de la Oración), aunque éste no aparece en los contenidos del libro de texto, por considerarse importante para el curso.

2. Los temas y ejercicios deben apegarse a los objetivos del libro Communicative Grammar Practice.

El libro de texto pretende, de acuerdo con el autor, que el alumno mejore su precisión gramatical, desarrolle un sentido de precisión gramatical, aprenda a corregir sus propios errores, haga uso del inglés de una manera más creativa en actividades y tareas comunicativas y extienda su rango de expresión. El manual de apoyo que se conformó con la selección y adaptación de ejercicios de diferentes fuentes, tiene como objetivo reforzar las estructuras gramaticales del curso de Gramática I PG7, cumpliendo a su vez, con el logro de objetivos del libro Communicative Grammar Practice.

3. Los ejercicios deben ser adaptados, en caso de requerirse, a las necesidades de la población.

Los ejercicios elegidos para conformar el manual tuvieron que ser adaptados para que no se contrapusieran con los objetivos del libro de texto, ni con el tiempo establecido para su resolución, ni con el inglés americano que se practica en la escuela. Algunas modificaciones de los ejercicios seleccionados para la conformación del manual fueron:

- a) La reducción en la extensión de los ejercicios originales para evitar rebasar el tiempo-clase destinado para la resolución de los mismos. Ejemplos de lo anterior son: la unidad 1, página 1, ejercicios I y II; unidades 3 y 4, página 10, ejercicio VI; unidad 15, página 32, ejercicio I.
- b) La sustitución de: sustantivos propios por pronombres personales (unidad 15, pg. 32, ejercicio I); pronombres personales por sustantivos comunes (unidad 1, pg. 2, ejercicio II); equivalencias con respecto al vocabulario del inglés británico con el americano (unidades 3 y 4, pg. 10, ejercicio VI / unidad 6, pg. 18, ejercicios I, II y III); así como el nombre de algunos lugares (unidad 1, pg. 2, ejercicio III). Los cambios originados en estos ejercicios obedecen a cuestiones prácticas.
- c) Cambios en el objetivo y formato del ejercicio original, como se observa en un ejemplo en la Tabla 5.

Tabla 5. Comparación de ejercicios (ejemplo 1)

Fuente:	Manual:
<p>SCHRAMPFER, et al. <u>Workbook Vol. A</u> pgs. 2-3 Práctica 2.</p>	<p>Unidad 2, página 4, ejercicio I.</p>
<p>Directions: In the following dialogues, many of the verbs are in italics. Using the list of English verb tenses, write the names of the italicized verbs.</p> <p style="text-align: center;"> <i>Simple present</i> <i>present progressive</i> <i>present perfect</i> <i>Simple past</i> <i>past progressive</i> <i>past perfect</i> <i>Simple future</i> <i>future progressive</i> <i>future perfect</i> </p> <p>1. A: What <i>do you do</i> every morning? B: I <i>catch</i> a bus to school. Answer: simple present</p> <p>2. A: What <i>did you do</i> last night? B: Last night I <i>watched</i> a movie on television. Answer: simple past</p> <p>3. A: What <i>are you doing</i> right now? B: Right now I <i>am working</i> on English grammar. Answer: present progressive.</p>	<p>I. Complete the following questions correctly, then ask those same questions to your partner.</p> <p>1. What _____ every morning?</p> <p>2. What _____ last night?</p> <p>3. What _____ right now?</p>

- d) La elección de aquellos reactivos del ejercicio original para hacerlos concordar con los contenidos de la unidad. Un ejemplo en donde se llevó a cabo lo anterior es la unidad 2, páginas 4 y 5, ejercicios II y III.
- e) La omisión de partes de la oración claves que la fuente original incluía. Lo anterior tuvo el objeto de ampliar el número de respuestas aceptables para los reactivos o para limitarlas (ver Tabla 6).

Tabla 6. Comparación de ejercicios (ejemplo 2)

Fuente:	Manual:
<p>SOARS, et al. <u>Headway Upper-Intermediate Book pg.14 Ej. 3</u></p> <p>4. Work in pairs. Complete the following questions, using either the <i>Present Perfect Simple</i> or <i>Continuous</i>. If both are possible, use the <i>Continuous</i>.</p> <p>a. How long _____ (know) the teacher?</p> <p>b. How long _____ (learn) English?</p> <p>c. How many other languages _____ (learn)?</p> <p>d. How long _____ (work) as a _____?</p> <p>e. How long _____ (live) in _____?</p> <p>f. How long _____ (have) your watch/car/ _____?</p> <p>g. _____ you _____ (see) any good films recently?</p>	<p>Unidades 3 y 4 página 4 ejercicio 3</p> <p>III. Complete the following questions, using either the <i>Present Perfect Simple</i> or <i>Continuous</i>. If both are possible, use the <i>Continuous</i>.</p> <p>1. How long _____ the teacher?</p> <p>2. How long _____ English?</p> <p>3. How many _____ ?</p> <p>4. How long _____ as a _____ ?</p> <p>5. How long _____ in _____ ?</p> <p>6. _____ you _____ any good films recently?</p>

4. Los ejercicios deben incrementar el conocimiento sobre las reglas de las estructuras gramaticales del inglés.

Los ejercicios que fueron seleccionados para la conformación del manual de apoyo ayudan a incrementar el conocimiento que los alumnos tienen de esa estructura en particular. Algunos ilustran el punto gramatical expuesto y ayudan a mecanizarlo, otros ejercicios requieren del conocimiento recién adquirido para ser favorablemente resueltos. De cualquier forma, el alumno es constantemente sometido a una evaluación sobre los conocimientos del punto estudiado. Esta retroalimentación es posible gracias al tiempo dedicado para resolver y revisar las respuestas de los ejercicios.

5. Los ejercicios deben basarse en los principios del Enfoque Comunicativo.

El manual de apoyo especialmente elaborado para el curso de Gramática I PG7 contiene un gran número de ejercicios en los que la gramática forma parte de un todo. La resolución de

estos ejercicios conforman textos completos, en el caso de los ejercicios escritos, o situaciones comunicativas reales, en el caso de los ejercicios que dan pauta para discusiones o la exposición de ideas personales entre los alumnos acerca de determinada situación.

Se espera que con la presentación del punto gramatical que el profesor ofrece en clase, los ejemplos que le siguen y la práctica adicional que el manual provee, los alumnos del curso PG7 sean capaces, al término del curso, de contar con elementos suficientes para saber aplicar la gramática del inglés en situaciones comunicativas.

6. Los ejercicios deben incluir una amplia gama de funciones comunicativas.

El libro de texto del curso de Gramática I persigue el reforzamiento de las estructuras gramaticales del inglés y al mismo tiempo, la aplicación de éstas en diferentes funciones comunicativas.

El manual que se elaboró, por lo tanto, no podía dejar de incluir ejercicios que apoyaran este supuesto. Por ejemplo, la unidad 12 (Consejos y sugerencias pg. 26) del material de apoyo contiene ejercicios que ejemplifican algunas de las funciones que se utilizan para dar o pedir consejos y sugerencias. Los alumnos tienen que identificarlas para después producirlas, ya sea en forma oral o escrita. El primer ejercicio proporciona al alumno una serie de ejemplos correctos cuya función es la de dar o pedir consejos, hacer sugerencias, o aconsejarle a alguien no hacer algo. Las oraciones, aunque independientes unas de otras, resultan significativas para el alumno. La tarea del alumno es identificar qué oración corresponde a qué función. El segundo ejercicio, obliga al alumno a hacer uso del conocimiento estructural de las mismas funciones al tener que identificar errores gramaticales en las oraciones que le fueron proporcionadas. Por último, el tercer ejercicio promueve la producción de estructuras gramaticales correctas dentro de un contexto comunicativo a partir de situaciones particulares y cumplir, a su vez, con una de las funciones requeridas.

Otra unidad en la que los alumnos tienen que cumplir con otra función comunicativa es la número 10 (Petición y obligación pg. 28). El primer ejercicio consta de cinco pequeños diálogos que los sitúan en diferentes lugares y situaciones. Cada diálogo requiere frases y registros específicos en donde peticiones o solicitudes son la función practicada. En el segundo ejercicio de la misma unidad los alumnos tienen que crear sus propios diálogos a partir de una situación dada. La producción por parte del alumno es libre; sin embargo, es necesario que cumpla con la función requerida para lograr el objetivo del ejercicio. Para ilustrar lo anterior, a continuación aparecen ejemplos de uno de los diálogos del primer ejercicio y una de las situaciones del segundo.

<p>Ejercicio I.</p> <p>WAITER: Good evening. Are you ready to order? CUSTOMER: No, we're not. Could _____? WAITER: Certainly.</p>	<p>Ejercicio II.</p> <p>You can't get your car started and you will soon be late for work. Your neighbor is backing out of his garage and waves at you. You shout at him to stop and ask him for help.</p>
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7. Los ejercicios deben propiciar la precisión en la producción de estructuras gramaticales. Para el desarrollo de la precisión, los ejercicios deben ser controlados.

Dada la naturaleza de este curso, la precisión es uno de los objetivos fundamentales. El manual cuenta con un gran número de ejercicios que buscan la precisión en la producción del alumno. A continuación se detallan algunos ejemplos.

La unidad 18 (Posibilidad y probabilidad pg. 30) del manual de apoyo, proporciona ejercicios controlados. En el primero, el alumno tiene que elegir el verbo modal correcto para reescribir oraciones y proporcionar el mismo significado que la oración original. En el segundo, el alumno tiene que relacionar los contenidos de dos columnas. Después deberá escribir la conclusión a la que lo orilla la situación descrita en las oraciones que unió con anterioridad. El tercer ejercicio de esta unidad, obliga al alumno a generar actos comunicativos reales basados en las reglas gramaticales recién practicadas.

Otro ejemplo de práctica controlada es el que se encuentra en las unidades 7 y 8 (Artículos pg. 22 ejercicio IV). En ese ejercicio en particular los alumnos tienen que escoger la palabra que mejor complementa las oraciones proporcionadas. Las opciones no pueden repetirse ni ser utilizadas para completar ninguna otra oración.

En las unidades 7 y 8 (Artículos pg. 21), también se observa otro ejercicio controlado. El ejercicio I consiste en quince oraciones independientes unas de otras. Cada una contiene uno o dos sustantivos. Uno de los sustantivos incluye el artículo determinado "the" y el otro no. Solamente una opción es correcta. El alumno tiene que hacer uso del conocimiento que posee sobre el uso de los artículos para poder elegir la respuesta correcta.

8. Los ejercicios deben promover el desarrollo de las cuatro habilidades de la lengua.

Aún cuando el objetivo del curso de Gramática I PG7 es el reforzar las estructuras gramaticales del inglés y se concentra en la producción escrita y en la lectura, explotar las cuatro habilidades de la lengua es posible. La forma de hacerlo depende, en parte, de cómo sean manejados los contenidos del manual de apoyo y de las estrategias de enseñanza que el profesor aplique.

El primer ejercicio de la unidad 16 del manual (Preposiciones pg. 34), es un ejemplo concreto en el que es posible integrarlas. El ejercicio consiste en observar en dónde están establecidos algunos lugares públicos en un mapa, para después contestar en forma escrita preguntas específicas acerca de ellos. Lo primero que tienen que realizar los alumnos es darse a la tarea de leer la información del mapa y las preguntas, así como de escribir las respuestas. Una vez resueltas, el profesor las revisa de forma oral y de esta forma asegura una producción oral por parte de los alumnos. Si el profesor considera que es necesario practicar más la última habilidad que se mencionó, entonces puede explotar los contenidos del mapa variando la forma de trabajo. En parejas, por ejemplo, puede promover la práctica oral y la comprensión auditiva haciendo que los alumnos escojan diferentes lugares del mismo mapa o incluso agregando algunos nuevos. Una vez realizado lo anterior, el profesor puede pedirles a los alumnos que se den las direcciones para llegar a alguno de esos lugares sin mencionar el nombre del mismo. Al final, cada alumno le tendría que preguntar a su interlocutor el nombre del sitio al que llegó. Si la respuesta no concuerda con el lugar que el primer interlocutor eligió, las instrucciones tendrían que ser repetidas nuevamente para asegurarse de que esta segunda vez nombre correctamente el sitio.

Los ejercicios en los que los alumnos tienen que completar oraciones o preguntas también promueven el uso de las cuatro habilidades. El ejercicio 1 de la unidad 13 (¿Gerundio o infinitivo? pg. 37) tiene por objeto que los alumnos escriban el complemento de oraciones incompletas. Aquí, los alumnos tienen que hacer uso de dos habilidades (producción escrita y comprensión de lectura) y del conocimiento de la regla gramatical sobre gerundios e infinitivos para contestar apropiadamente. Sin embargo, cada una de las preguntas se presta para discutir y exponer los puntos de vista de cada uno de los alumnos en forma oral. Esta se llevaría a cabo organizándolos en pequeños grupos. Cada integrante de cada grupo defendería sus ideas y trataría de convencer a los demás de que sus respuestas son las más adecuadas. Finalmente, tendrían que llegar a un acuerdo en el que sólo una respuesta por pregunta sería la acogida por todo el equipo. Los resultados podrían ser reportados de forma escrita u oral.

9. Los ejercicios deben estar contextualizados. Sin embargo, se pueden incluir algunos ejercicios para la práctica mecánica de los aspectos formales de la lengua.

Durante la compilación y adaptación de los ejercicios del manual de apoyo se trató de que los ejercicios fueran contextualizados, siempre que el punto gramatical lo permitiera. Para resolverlos los alumnos tienen que elegir la forma correcta de la estructura estudiada y aplicarla en situaciones específicas. Tienen que conocer qué forma se adecua mejor a las situaciones

impuestas. No se trata de que los alumnos produzcan oraciones siguiendo un modelo determinado.

La práctica adicional de cada tema pretende el logro de distintos objetivos, razón por la cual algunos ejercicios se sitúan en diferentes contextos funcionales y nocionales. Por ejemplo, la Unidad 1 del manual de apoyo (Preguntas para obtener respuestas con SI o NO pg.1) contiene ambos tipos de ejercicios. Los ejercicios I y II (pg.1), se concentran en el aspecto formal de la lengua, de manera específica en la producción de respuestas y preguntas. Los dos ejercicios contienen reactivos que no se relacionan ni entre ellos ni con alguna situación específica. Su objetivo es la práctica mecánica y aislada de los diferentes tipos de preguntas que se refuerzan a lo largo de la misma unidad. Los ejercicios III y IV (pg. 2), promueven el aprendizaje de este tipo de preguntas de manera más significativa. El ejercicio III, promueve el uso de las cuatro habilidades. Los alumnos combinan los conocimientos que poseen del idioma para obtener la información que necesitan y así poder establecer un contacto muy personal con sus compañeros de clase. El ejercicio IV continúa con la práctica de preguntas; sin embargo, señala el uso de la lengua sobre la forma.

10. El número de ejercicios seleccionados para cada tema debe determinarse en función de su importancia en el programa.

El número de ejercicios de cada unidad del manual varía, dependiendo del punto gramatical que se practica o del tiempo que requieren para su resolución. Así pues, las unidades del manual no contienen el mismo número de ejercicios, aunque sí se consideró el tiempo aproximado que los alumnos tomarían para resolverlos.

11. Tanto el número como la extensión de los ejercicios debe conformarse a las restricciones de tiempo de la clase.

Siempre se tuvo en mente que la resolución de los ejercicios del manual no rebasara el tiempo-clase estipulado; sin embargo, existen factores ajenos a la programación que pueden alterar los planes. Previendo lo anterior el manual cuenta con una clave de respuestas, para que en caso necesario, el alumno pueda terminar de contestarlos en casa.

12. El nivel de dificultad de los ejercicios debe ser apropiado para los alumnos del curso de Gramática I.

Los ejercicios seleccionados fueron elegidos en su mayoría, de libros diseñados especialmente para alumnos con un nivel intermedio-avanzado de inglés. Se concentran en las estructuras de la lengua y el objetivo principal es el de proporcionar una variedad de ejercicios

que ayuden al alumno a superar las dificultades a las que se enfrenta cuando tiene que atravesar la etapa intermedia del aprendizaje de una lengua.

- 13. Los ejercicios deben presentarse en una variedad de formatos. Algunos ejercicios deben estar modelados en los formatos de los exámenes que se aplican en el curso.**

Las unidades del manual contienen diferentes tipos de ejercicios. La variedad de formatos obedece a la necesidad de no acostumbrar a los alumnos a resolver solamente un mismo estilo de ejercicio, ya que éstos tienen que estar familiarizados con el tipo de ejercicios que contienen los exámenes, así como con ejercicios que les sirvan para aplicar las estructuras gramaticales del inglés en situaciones cotidianas y así desarrollar en ellos la competencia lingüística y comunicativa que tiene por objeto el curso. Para lograr lo anterior, algunos de los ejercicios hacen que los alumnos primero mecanicen y logren reconocer o producir de manera automática el punto gramatical que se presenta en ese momento. Otros ejercicios, todavía guiados, pero contextualizados, permiten una producción más libre por parte del alumno, y otras prácticas son abiertas. En estas últimas, el alumno hace uso de las estructuras como el camino más viable para lograr objetivos comunicativos reales y significativos.

- 14. Los ejercicios deben tener instrucciones claras para su resolución.**

Se procuró que los ejercicios del manual tuvieran instrucciones claras y concisas. De esta manera, se quiso evitar que la falta de claridad de las mismas formara parte de otro problema al que al alumno tuviera que enfrentarse.

- 15. Los ejercicios deben tener su correspondiente clave de respuestas.**

Tomando en cuenta la existencia de factores ajenos a la programación del curso que pudieran alterar los planes del mismo y del uso del material de apoyo dentro del salón de clase, el manual cuenta con una clave de respuestas. En caso de que el profesor no tuviera tiempo de llevar a cabo la práctica adicional que el manual provee en clase, éste lo puede asignar de tarea. El alumno, por su parte, con la ventaja de ya haber recibido la explicación relacionada con el tema, puede resolver los ejercicios en casa. El hecho de contar con la clave de respuestas, le permitirá detectar y corregir los errores que pudiera llegar a cometer.

CONCLUSIONES

El curso de Gramática I PG7, se instituyó para que los alumnos que terminaran los primeros seis niveles intermedios de inglés que ofrece el Departamento de Inglés del CIE Acatlán, tuvieran la oportunidad de continuar estudiando la lengua. Cuando la investigadora tuvo la oportunidad de impartir el curso por primera vez y detectó la falta de un material de apoyo para el mismo, por experiencia propia y porque así lo expresaron los alumnos en su momento, se dio a la tarea de compilar ejercicios que concordaran con los objetivos del curso y que a su vez suplieran la carencia de material adicional.

Para poder describir los beneficios de utilizar el manual de apoyo por primera vez durante el Trimestre II del semestre 96-II, es necesario recordar los cambios que sufrió el curso con anterioridad (ver 1.2.4). Estas modificaciones fueron impuestas por la Jefatura del Departamento de Inglés. El primer cambio ocurrido fue con respecto a los contenidos del temario, y el segundo con respecto a la forma de evaluación del curso. Aquí es importante resaltar que en el Trimestre I / 95-II, únicamente se consideraban dos exámenes para evaluar al alumno, que promediados arrojaban la calificación final. A partir del Trimestre II / 95-II, a diferencia del trimestre anterior, un 30% de la calificación global de los alumnos corresponde a los Exámenes de Verbos Compuestos y a los ECQs. Si consideramos el elevado porcentaje que les corresponde, observaremos que no es posible establecer una relación numérica que refleje cómo fueron beneficiados los alumnos en la evaluación global del curso después de utilizar por primera vez el manual. Para eso se tendría que realizar una evaluación exclusivamente de los contenidos del manual.

Lo que sí es posible describir es el aspecto cualitativo del aprovechamiento que los alumnos del Trimestre II / 96-II tuvieron al utilizar por primera vez el manual. El primer logro que se obtuvo al utilizar el manual de apoyo por primera vez, se observó en la aceptación que tuvieron del mismo los alumnos. El alumnado se mostró satisfecho de poder contar con ejercicios adicionales para reforzar lo que el libro de texto mostraba. Se apoyaron en él para ampliar los conocimientos que adquirirían después de recibir las explicaciones de cada uno de los temas. La investigadora observó que los alumnos se mostraban más interesados en poner en práctica las estructuras gramaticales que estudiaban. El hecho de resolver los ejercicios en clase, permitía que los alumnos interactuaran entre sí, lo que provocó que la dinámica del grupo mejorara. Aquellos ejercicios que se resolvían de manera individual, dieron lugar a que los alumnos que todavía tuvieran dudas acerca de la forma gramatical presentada hicieran extensiva su inquietud y así, todo el grupo resultaba beneficiado al tener que volver a escuchar la explicación pertinente.

Una sugerencia de parte de la investigadora para aquellos profesores que impartan el curso de Gramática I, es la de no considerar al manual de apoyo como el fin a lograr, sino como un recurso disponible que facilite su labor docente en el aula. No existe un material ideal para cada área de la enseñanza de lenguas; por tanto es imperativo que el profesorado combine las técnicas de enseñanza que le han resultado exitosas para la enseñanza de gramática con los recursos didácticos que se encuentren a la mano. El material que se seleccionó para la conformación del manual complementa el libro de texto, mas no lo reemplaza. Los profesores tienen absoluta libertad de emplear aquellas prácticas de cada una de las unidades del manual que consideren más apropiadas para facilitar el aprendizaje de los contenidos del curso; sin embargo, depende de su experiencia y del manejo que hagan del mismo el obtener mejores resultados.

Aunque el manual provee la práctica adicional que los alumnos solicitaban y que la investigadora también creía pertinente, se considera necesario contar con una retroalimentación directa, tanto de parte de los alumnos como de los profesores que han trabajado con este manual en semestres subsecuentes, para mejorarlo. El seguimiento de los resultados específicos que el uso del manual aporte servirán para mejorar la calidad del curso de Gramática I PG7.

APENDICES

APENDICE 1

Primer Temario del Curso de Gramática I (Trimestre I / 95-II)

Primer Sábado.	Bloque A: Unidades 1 - 5 Revisión de tiempos verbales Bloque B: Partes de la oración
Segundo Sábado.	Bloque A: Unidades 7 - 8 Artículos Bloque B: Unidad 6 Cuantificadores
Tercer Sábado.	Bloque A: Unidad 9 Comparativos Bloque B: Unidades 15 - 16 Preposiciones
Cuarto Sábado.	Bloque A: Revisión de Comparativos y preposiciones Bloque B: Unidad 13 ¿Gerundio o infinitivo? - I
Quinto Sábado.	Bloque A: Unidad 14 ¿Gerundio o infinitivo? - II Bloque B: Unidades 23 - 24 Voz pasiva I - II
Sexto Sábado.	Bloque A: Repaso general Bloque B: Examen parcial
Séptimo Sábado.	Bloque A: Unidad 10 Peticiones y obligación Bloque B: Unidad 11 Habilidad
Octavo Sábado.	Bloque A: Unidad 12 Consejos y sugerencias Bloque B: Unidad 18 Posibilidad y probabilidad
Noveno Sábado.	Bloque A: Unidad 21 Oraciones condicionales - I Bloque B: Unidad 22 Oraciones condicionales - II
Décimo Sábado.	Bloque A: Unidad 27 Habla referida: oraciones Bloque B: Unidad 28 Habla referida: preguntas y solicitudes
Décimo Primer Sábado.	Bloque A: Unidad 29 Oraciones relativas Bloque B: Unidad 30 Conjunciones - I
Décimo Segundo Sábado.	Bloque A: Unidades 25 - 26 Frases preposicionales I - II Bloque B: Unidad 19 Verbos + preposiciones Unidad 20 Frases verbales
Décimo Tercer Sábado.	Bloque A: Repaso general Bloque B: Examen final

APENDICE 2

Segundo Temario del Curso de Gramática (Trimestre II / 95-II a la fecha)

Primer Sábado.	Bloque A: Introducción al curso y Unidad 1 Preguntas para obtener respuestas con SÍ o NO. Bloque B: Unidad 2 Preguntas cuyas respuestas contienen información específica
Segundo Sábado.	Bloque A: Unidades 3 - 4 Pasado y presente perfecto en forma simple y continua Bloque B: Unidad 5 Pasado, presente y futuro (Entrega del ECQ # 1 y de las hojas de Verbos compuestos)
Tercer Sábado.	Bloque A: Partes de la oración (Recoger ECQ #1) Revisión de la pg. 1 de Verbos compuestos. Bloque B: Unidad 6 Cuantificadores
Cuarto Sábado.	Bloque A: Unidad 7 Artículos - I (Entrega del ECQ # 2) Bloque B: Unidad 8 Artículos - II Revisión pg. 2 de Verbos compuestos
Quinto Sábado.	Bloque A: Unidad 9 Comparativos (Recoger ECQ # 2) Revisión pg.3 de Verbos compuestos Bloque B: Unidad 12 Consejos y sugerencias
Sexto Sábado.	Bloque A: Repaso general Bloque B: Examen parcial
Séptimo Sábado.	Bloque A: Unidad 10 Peticiones y obligación (Entregar ECQ # 3) Primer examen de Verbos compuestos Bloque B: Unidad 18 Posibilidad y probabilidad
Octavo Sábado.	Bloque A: Unidad 15 Preposiciones - I (Recoger ECQ # 3) Bloque B: Unidad 16 Preposiciones - II Revisión pg. 4 Verbos compuestos
Noveno Sábado.	Bloque A: Unidad 13 ¿Gerundio o infinitivo? - I (Entregar ECQ # 4) Revisión pg. 5 Verbos compuestos Bloque B: Unidad 14 ¿Gerundio o infinitivo? - II
Décimo Sábado.	Bloque A: Unidad 23 Voz pasiva - I (Recoger ECQ # 4) Revisión pg. 6 Verbos compuestos Bloque B: Unidad 24 Voz pasiva - II
Décimo Primer Sábado.	Bloque A: Unidad 32 Sintáxis (ejercicios 32.1 y 32.2) Segundo examen de Verbos compuestos Bloque B: Unidad 32 Sintáxis (ejercicios 32.3 y 32.4)
Décimo Segundo Sábado.	Bloque A: Repaso general Bloque B: Examen final

GRAMMAR I WORKSHEETS

Supplementary Material to
Communicative Grammar Practice
by Leo Jones

RECOPILACION Y ADAPTACION DE MATERIALES
MARIA DEL ROSARIO HERNANDEZ COLO

U.N.A.M. CAMPUS ACATLAN

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¹ Refers to page 64 in JONES, L. Communicative...

² Refers to page 65 in JONES, L. Communicative...

YES / NO QUESTIONS

I. Answer the following questions.

- 1.- Did Mary go to the movies with her boyfriend? _____
- 2.- Do you usually enjoy your English class? _____
- 3.- Are your classmates answering the questions? _____
- 4.- Do children usually hate vegetables? _____
- 5.- Do your classmates like you? _____

II. Ask questions according to the following answers. Be careful with the tenses.

1. _____ ?
Yes, I take a shower every day.
2. _____ ?
No, they didn't forget the money.
3. _____ ?
Yes, the class began on time.
4. _____ ?
No, she didn't understand the question.
5. _____ ?
Yes, we study English very hard.
6. _____ ?
Yes, we made a lot of money last year.
7. _____ ?
Yes, the cat broke the lamp.
8. _____ ?
No, she didn't tell me the truth.
9. _____ ?
Yes, we get up very early.
10. _____ ?
Yes, they left at 9 o'clock.

III. Find someone who...

- 1.- has been to the United States.
- 2.- has been to Europe.
- 3.- grew up in another state or country.
- 4.- has lived in Mexico City all his / her life.
- 5.- is living with his / her parents.
- 6.- hasn't studied at Acatlán before this course.
- 7.- is attending high school or college.
- 8.- has never been married.
- 9.- graduated from high school or college in the last 5 years.
10. has been studying another language recently.
11. ate tacos yesterday.
12. has gone to a disco recently.
13. drank more than 3 cups of coffee this morning.
14. has missed several classes recently.
15. got to class late today.

IV. Sometimes in spoken English, the auxiliary and the subject YOU are dropped from a yes/no question. Notice the following examples:

a) Going to bed now? = Are you going to bed now?

b) Finish your work? = Did you finish your work?

c) Want to go to the movies with us? = Do you want to go to the movies with us?

Find the shortened questions in the following, and then give the complete question form.

1.- A: Need some help?

B: Thanks.

2.- A: Why do you keep looking out of the window? Expecting someone?

B: I'm waiting for the mail.

3.- A: You look tired.

B: I am.

A: Stay up late last night?

B: Yes.

4.- A: I'm looking forward to going to Colorado over spring vacation.

B: Ever been there before?

5.- A: Why are you pacing the floor? Nervous?

B: Who me?

6.- A: Want a cup of coffee?

B: Only if it's already made.

7.- A: Heard any news about your scholarship?

B: Not yet.

8.- A: Hungry?

B: Yeah. You?

WH- QUESTIONS

I. Complete the following questions correctly, then ask those same questions to your partner.

1. What _____ every morning ?
2. What _____ last night?
3. What _____ right now?
4. What were _____ at this exact time yesterday?
5. What have _____ been _____ for the past five minutes?
6. What _____ tomorrow morning?
7. What will _____ be _____ at this exact time tomorrow?
8. What had _____ by the time you got to class today?
9. How long have _____ in this booklet?

II. Make questions to fit the answers.

1. _____ ?
I'm going to the zoo tomorrow.
2. _____ ?
Yes, I'm going downtown later today.
3. _____ ?
I live in an apartment building.
4. _____ ?
Jack lives in that house.
5. _____ ?
Don can speak Arabic.
6. _____ ?
Olga arrived two weeks ago.
7. _____ ?
She is opening the window.
8. _____ ?
She opened her book.
9. _____ ?
Alex has a pen in his hand.
10. _____ ?
I would like an ice-cream cone.

III. Question Forms. Look at the advertisements and write questions to fit the answers.

Survival of the Fittest

<p>"Brilliant!" (Brian Henderson - The Mirror)</p>	<p>Starring Henry Johnson and Glenda Fields Music composed by David Williams Based on the novel by Lesley MacDonald Produced by Dino Valentino Directed by Michael Camp</p>	<p>At the ABC Cinema, Finchley Road</p> <p>Programmes 2:40 6:00 9:00</p> <p>Late show Saturday 11:15</p>
---	---	--

SECRETARY

Based in Madrid
\$25,000

Anderson International
is a large firm of accountants,
employing over 1300 people.

We are looking for an
experienced secretary, aged 25-40,
to work in our Madrid office.

He/she must be
bilingual in Spanish/English.

Please send c.v. to :
Personnel Dept.,
Anderson International
Picadilly, London.

1. _____
It is an adventure film.
2. _____
Henry Johnson and Glenda Fields.
3. _____
Michael Camp.
4. _____
He said it was brilliant.
5. _____
Kate Ellis.
6. _____
At the ABC, Finchley Road.
7. _____
Three.

8. _____

On Saturday at 11:15.

9. _____

For a secretary.

10. _____

\$25,000.

11. _____

It's a firm of accountants.

12. _____

Over 1,300 people.

13. _____

Someone with experience, between 25 and 40 years old.

14. _____

You should send your curriculum vitae to their personnel department.

IV. Questions with prepositions at the end. Make questions from the following statements, asking about the words in italics.

1. Who are you looking at?

I'm looking at *that man*.

2. _____

She's talking about *politics*.

3. _____

I'm waiting for *the mailman to arrive*.

4. _____

He works for *American Airlines*.

5. _____

I'm writing to *the President*.

6. _____

She was angry with *her husband*.

7. _____

The house belongs to *Mr. Crawford*.

8. _____

The letter's for *you*.

9. _____

I stayed with *some friends*.

V. Write an appropriate question.

EXAMPLE:

What time did you go to bed last night?

At midnight.

1. _____

Twice a week.

2. _____

Blue.

3. _____

Forty miles.

4. _____

Peter's.

5. _____

Air France.

6. _____

Five times.

7. _____

To Alice.

8. _____

\$150.- pesos a week.

9. _____

It was cold and rainy.

10. _____

It takes me 20 minutes.

11. _____

The Excelsior.

12. _____

Novels and short stories.

The Past & the Present Perfect Simple & Continuous

I. Compare the use of tenses in the following pairs of sentences. Say which tense is used and why.

a. She lived in New York for two years.

She has lived in New York for two years.

b. My husband always bought me flowers on my birthday.

My husband has always bought me flowers on my birthday.

c. Have you ever met anyone famous?

Did you meet anyone interesting at the party?

d. I've written a novel.

I've been writing a novel.

e. How long have you been smoking?

How many cigarettes have you had today?

f. What have you done to your eye? It's red.

What have you been doing since I last saw you?

II. In the following pair of sentences one of the tenses is wrong. Say which one, and why.

a. He has been to most countries in the world.

He has been to Venezuela last year.

b. My first job was in a factory. I did it for three months.

My first job was in a factory. I've done it for three months.

c. President Kennedy has been assassinated in Dallas.

President Kennedy was assassinated in Dallas.

d. He's broken his leg.

He's been breaking his leg.

e. Who's been eating my sandwich? It was here a minute ago.

Who's eaten my sandwich? It was here a minute ago.

f. I've been writing all morning.

I've been writing four letters.

III. Complete the following questions, using either the **Present Perfect Simple** or **Continuous**. If both are possible, use the **Continuous**.

1. How long _____ the teacher?
2. How long _____ English?
3. How many other languages _____?
4. How long _____ as a _____?
5. How long _____ in _____?
6. _____ you _____ any good films recently?

IV. Liza Field is a writer. Look at the chart of events in her life, and answer the questions. Pay attention to the use of tenses - **Present Perfect Simple**, **Present Perfect Continuous**, or **Past Simple**.

AGE

6	Wrote short stories about animals.
8	Collection of poems published; went to France and Germany.
9	Wrote her first novel (unpublished)
10	Mother died; went to Italy.
18	University
19	First marriage
21	<i>Mr. Bigwig</i> published (novel)
22	Birth of child
25	<i>Not the right time</i> published (novel)
26	Divorce; went to India and the Far East
29	<i>Hello, Henry</i> published (novel); went to America
34	Second marriage
37	Moved to present home in Arizona
38	Began her autobiography
40	(now) Still writing her autobiography

1. Has she had an interesting life? _____

Why? _____

2. How long has she been writing? _____

3. What kind of things has she written? _____

4. Which countries has she been to? _____

5. State when she wrote these things, and when she went to these countries, using time expressions such as the following:

At the age of six, _____

After the publication of _____

After her mother died, _____

While she was at university, _____

While she was in her mid-twenties, _____

6. How long did her first marriage last? _____
7. How long has she been married? _____
8. How long has she been living in Arizona? _____
9. How long has she been writing her autobiography? _____

V. Work in pairs. Answer the questions about yourselves.

- | | |
|---|---|
| 1. How long have you known your teacher? | 5. Have you bought a book this week? |
| 2. How long have you been learning English? | 6. How much money have you spent today? |
| 3. Have you learned any other languages? | 7. What's the weather been like recently? |
| 4. Have you seen any good films recently? | 8. Have you been abroad recently? |

VI. Underline the correct verb form.

1. The flight **lasted / was lasting** three hours.
2. It was 8:00 in the morning. A lot of people **stood / were standing** at the bus stop, waiting to go to work.
3. He **studied / was studying** the effects of radiation when he suddenly died.
4. When I woke up this morning it **rained / was raining**.
5. I **thought / was thinking** the play was extremely good.
6. A: What **did you do / were you doing** with that electric drill?
B: I was putting up some bookshelves in my bedroom.
7. A: What **did you do / were you doing** with that electric drill?
B: I put it back in its box in the tool cupboard.
8. A: What **did you do / were you doing** before you took this job?
B: Nothing, actually. I only left school a few months ago.
9. A: What **did you do / were you doing** in my bedroom just now?
B: The light was on, so I just went in to turn it off.
10. The poor guy **died / was dying**. All we could do was comfort him.
11. The poor guy **died / was dying** early next morning.

Past, Present and Future

I. Complete the sentences with the verbs in parentheses. Use any appropriate tense.

On June 20, I returned home. I _____ (1.be) away from home for two years. My family _____ (2.meet) me at the airport with kisses and tears. They _____ (3.miss) me as much as I had missed them. I _____ (4.be) very happy to see them again. When I _____ (5.get) the chance, I _____ (6. take) a long look at them. My little brother _____ (7.be) no longer little. He _____ (8.grow) at least a foot. He _____ (9.be) almost as tall as my father. My little sister _____ (10.wear) a green dress. She _____ (11. change) quite a bit, too, but she _____ (12. be, still) mischievous and inquisitive. My father _____ (13. gain) some weight, and his hair _____ (14. turn) a little bit grayer, but otherwise he was just as I had remembered him. My mother _____ (15. look) a little older, but not much. The wrinkles on her face _____ (16. be) smile wrinkles.

II. Complete the sentences with the verbs in parentheses. Use any appropriate tense.

- A: Alex, _____ (a. know) where Ms. Rodriguez is? I _____ (b.look) for her for the past hour.

B: She _____ (c.see) Mr. Frost at the moment about shipments of parts which we _____ (d.receive) earlier today. Some of the parts are missing.

A: Oh, oh. That _____ (e.sound) like trouble. Please tell Ms. Rodriguez to phone me when she _____ (f.have) some free time. I _____ (g.work) in my office all afternoon.
- A: What _____ (a.seem) to be the trouble, Ms. Jones?

B: I _____ (b.send) in my money for a subscription to your magazine, *Computer Data*, two months ago, but to date I _____ (c. receive, not) any issues.

A: I'm terribly sorry to hear that. Unfortunately, one of our main computers _____ (d. work, not) at the moment. However, our engineers _____ (e.work) very hard to fix it at the present time. We _____ (f.start) your new subscription as soon as possible.

B: Thank you

3. A: Where's Sonia? I _____ (a. see, not) her lately.

B: She _____ (b.hurt) her back while she _____ (c.play) volleyball last week in the game against South City College. Now she _____ (d.recuperate) at home.

A: What happened? How _____ (e. hurt) her back?

B: She _____ (f. try) to spike a ball when she _____ (g.collide) with another player and _____ (h. fall) to the floor. She _____ (i. land) hard and _____ (j. twist) her back.

A: God, that's too bad. I'm sorry to hear that. How's she doing?

B: Well, she's pretty uncomfortable. She _____ (k.wear) a special brace on her back for the last five days. Needless to say, she _____ (l.be, not) able to play volleyball since her injury. She probably _____ (m. be, not) able to play again for at least a month.

A: _____ (n. allow, her doctor) her to play in the national tournament at the end of the summer?

B: I think he will.

A: I hope so. I know how much she likes to compete in volleyball games. And the team really needs her.

4. A: Hi, Jim. How's it going?

B: Great

A: _____ (a. enjoy) the rock concert last night?

B: You bet. I had a terrific time.

A: Tell me about it. I _____ (b. go, never) to a rock concert.

B: Well, I _____ (c.go, never) to a rock concert before either, so I _____ (d. know, not) what to expect. I've been to symphony concerts lots of times, but never a rock concert. Ten minutes before the concert was supposed to start, hundreds of teenagers _____ (e. try, still) to find their seats. The place was a madhouse. I thought that things would settle down once the concert began. Boy, I was wrong! As soon as the lead singer _____ (f. appear) on the stage, everyone _____ (g. start) screaming at the top of their lungs. I couldn't hear myself think. But after a while things calmed down and the music was great. At one time during the concert, while the lead singer _____ (h. sing) a famous hit song, many people in the audience knew the song so well that they sang along with him. All in all, the concert _____ (i. be) a lot of fun, but very noisy.

A: It does sound like it was a lot of fun!

5. Mark Twain, the author of the *The Adventures of Tom Sawyer*, is one of America's best-loved storytellers. He _____ (a.grow up) in a small town on the Mississippi River. As a young boy, he greatly _____ (b.admire) the pilots of the riverboats and dreamed about being a riverboat pilot on the mighty river. He pursued his dream, and by the age of 22, he himself _____ (c. become) a riverboat pilot. Later in life, when he _____ (d. become) a writer, many of his stories _____ (e.contain) elements of his own experiences. He wrote many stories about life in Mississippi River before he _____ (f. die) in 1910 at the age of 74. Since his death, his boyhood home in Hannibal, Mississippi _____ (g. become) a favorite place for Americans to visit to learn about Twain and life on the Mississippi at the turn of the century.

III. Complete the sentences with the words in parentheses. Use any appropriate tense.

Almost every part of the world _____ (1.experience) an earthquake in recent years, and almost every part of the world _____ (2.experience) earthquakes in the years to come. Since the ancient Chinese _____ (3.begin) to keep records thousands of years ago, more than 13 million earthquakes _____ (4.occur) worldwide by some estimates.

What _____ (5.cause) earthquakes? Throughout time, different cultures _____ (6.develop) myths to explain these violent earth movements.

According to a Japanese myth, a playful catfish lives in the mud under the earth. Whenever it feels like playing, it _____ (7.wave) its fat tail around the mud. The result? Earthquakes.

From India comes the story of six strong elephants who _____ (8.hold) up the earth on their heads. Whenever one elephant _____ (9.move) its head, the earth trembles.

Nowadays, although scientists _____ (10.know) more about the causes of earthquakes, they still can't prevent the terrible damage.

One of the strongest quakes in this century _____ (11.happen) in Anchorage, Alaska, on March 24, 1964, at about six o'clock in the evening. When the earthquake _____ (12.strike) that evening, many families _____ (13.sit) down to eat dinner. People in the city suddenly _____ (14.find) themselves in the dark because most of the lights in the city went out when the earthquake occurred. Many people _____ (15.die) instantly when tall buildings _____ (16.collapse) and _____ (17.send) tons of brick and concrete crashing into the streets.

When _____ (18. occur, the next earthquake)? No one really knows for sure.

Interestingly enough, throughout history, animals _____ (19. help, often) people to predict earthquakes shortly before they happen. At present, some scientists _____ (20. study) catfish because catfish swim excitedly just before an earthquake. According to some studies, snakes, monkeys, and rodents also _____ (21. appear) to be sensitive to the approach of violent movement in the earth's surface. Some animals seem to know a great deal more than humans about when an earthquake will occur.

In recent years, scientists _____ (22. develop) many extremely sensitive instruments. Perhaps someday the instruments _____ (23. give) us a sufficiently early warning so that we can be waiting calmly in a safe place when the next earthquake _____ (24. strike).

IV. Find and correct the errors in the following sentences. All of the mistakes are in verb tense form.

1. I am studying here since last January.
2. As soon as I will graduate, I going to return to my hometown.
3. I want to get married, but I don't meet the right person yet.
4. I have been seeing the movie three times, and now I am wanting to see it again.
5. Last night, I have had dinner with two friends. I knew both of them for a long time.
6. I am not like my job at the restaurant. My brother wants me to change it. I thinking he is right.
7. Mr. Sellers was just getting off the plane when he feels a sharp pain in his chest.
8. So far this week, the teachers are giving us a lot of homework every day.
9. When I got home to my apartment last night, I use my key to open the door as usual. But the door didn't open. I trying my key again and again with no luck. So I am knocking on the door for my wife to let me in. Finally the door opens, but I don't saw my wife on the other side. I saw a stranger. I had been trying to get into the wrong apartment! I quickly apologizing and am went to my own apartment.

Parts of Speech

I. Find the subject (S), verb (V), and object of the verb (O) in each sentence.

1. The politician supported new taxes.
2. The mechanic repaired the engine.
3. Those boxes contain old photographs.
4. The teacher canceled the test.
5. An earthquake destroyed the village.
6. All birds have feathers.

II. Identify the adjectives (ADJ) and adverbs (ADV) in the following sentences.

1. A terrible fire spread rapidly through the old house.
2. A small child cried noisily in the third row of the theater.
3. The eager player waited impatiently for the start of the game.
4. An unusual large crowd came to the concert.
5. Arthur carefully repaired the antique vase with special glue.
6. On especially busy days, the telephone in the main office rings constantly.

III. Identify each underlined word as a NOUN, VERB, ADJECTIVE, ADVERB, or PREPOSITION.

1. Through the centuries, many people have confused whales with fish.
2. Whales are mammals, not fish. They breathe air and give live birth to their young.
3. Orca whales, which are black and white, are highly trainable. They are also called "killer whales", but trainers tell us that these whales are intelligent and sensitive. One time, a newly captured male orca refused to eat for a long time. Finally, he took a fish from the trainer. However, he didn't eat the fish immediately; he took it to another recently captured whale, a female who had also refused to eat, and shared it with her.
4. Some species of whales dive deeply beneath the surface of the ocean in order to feed and can stay under the water for more than an hour. All whales, however, must come to the surface for air.

5. Whales make the longest migrations known among mammals. Gray whales swim from the Pacific coast of Mexico, where they give birth in winter, to the icy Arctic for the summer.
6. Whales do not have vocal chords, but they can communicate with each other. They have a wide range of clicks, whistles and songs. When a whale is captured in a net, other whales gather around it and communicate through the net. They follow the captured whale for long distances.

IV. Find and correct the errors in pronoun usage in the following.

1. Some North American food is very good, but I don't like most of them.
2. When we were schoolgirls, my sister and me used to play badminton after school every day.
3. If you want to pass your exams, you had better study very hard for it.
4. The work had to be finished by my boss and I after the store had closed for the night.
5. A hippopotamus spends most of it's time in the water of rivers and lakes.
6. I studied English when I was in high school. But I haven't studied it since I graduated from high school ten years ago, so I've forgotten a lot of them.
7. I looked everywhere in my room for my keys, but I couldn't find it.
8. After work, Mr. Gray asked to speak to Tim and I about the company's new policies. He explained it to us and asked for ours opinions.
9. The first person I saw when I got off the plane was my sister. My father and her had come to the airport to greet me. My father was waiting for we in his car outside the airport.
10. A child should learn to respect other people. They need to learn how to treat other people nicely, including their playmates.

V. Read the following article, then answer the exercises.

PLEASE PASS THE GLABEAL

(1) Did you know there are many kinds of glabeals?. (2) Some glabeals are blob. (3) Some are glig. (4) The kind that grows around our house is blob glabeal. (5) But some glabeals often grow as glig as a man. (6) Some nerf that we sniggle comes from plants of the global family. (7) Wheat and rice are two of them. (8) We use wheat to make snerg. (9) We use both wheat and rice to make breakfast nerfs. (10) In some lands, people sniggle more rice than any other nerf. (11) Stugs, as well as people, get nerf from the glabeal family. (12) Cows pively sniggle hay. (13) Do you know what kind of glabeal horses pively like to sniggle?

Identify what Part of Speech a certain word is in a sentence. If they are modifying another word, identify it.

- 1.- In sentence 1, GLABEAL is a _____.
- 2.- In sentence 2, BLOB is a _____.
- 3.- In sentence 3, GLIG is modifying _____.
- 4.- In sentence 4, BLOB is modifying _____.
- 5.- In sentence 6, SNIGGLE is a _____.
- 6.- In sentence 8, SNERG is a _____.
- 7.- In sentence 9, NERFS is a _____.
- 8.- In sentence 11, STUGS is a _____.
- 9.- In sentence 12, PIVELY is a _____.
10. In sentence 13, PIVELY is modifying _____.

Read the article again and try to match the nonsense words with their real equivalent.

- | | |
|-------------|-------------|
| 1.- Sniggle | short |
| 2.- Nerfs | usually |
| 3.- Stugs | eat |
| 4.- Pively | animals |
| 5.- Blob | cereal |
| 6.- Glig | long / tall |

Quantity

I. Put in **much, many, few or little.**

- 1.- He isn't very popular. He has _____ friends.
- 2.- Ann is very busy these days. She has _____ free time.
- 3.- Did you take _____ photographs when you were on vacation?
- 4.- I'm not very busy today. I don't have _____ to do.
- 5.- The museum was very crowded. There were too _____ people.
- 6.- Most of the city is modern. There are _____ old buildings.
- 7.- The weather has been very dry recently. We've had _____ rain.

II. Put in **little, a little, few, a few.**

- 1.- We must be quick. We have _____ time.
- 2.- Listen carefully. I'm going to give you _____ advice.
- 3.- Do you mind if I ask you _____ questions?
- 4.- This town is not a very interesting place to visit, so _____ tourists come here.
- 5.- I don't think Jill would be a good teacher. She has _____ patience.
- 6.- "Would you like milk in your coffee?" "Yes, please. _____"
- 7.- This is a very boring place to live. There's _____ to do.
- 8.- "Have you ever been to Paris?" "Yes, I've been there _____ times."

III. Complete the sentences using **plenty (of)** + one of the following:

hotels money room time to learn things to see

- 1.-There's no need to hurry. We have _____.
- 2.-He doesn't have financial problems. He has _____.
- 3.-Come and sit with us. There's _____.
- 4.-She knows a lot but she still has _____.
- 5.-It's an interesting town to visit. There _____.
- 6.-I'm sure we'll find somewhere to stay. There _____.

IV. Complete the following sentences with **SOME** or **ANY**.

1. _____ people say that it is difficult to learn a language, but I've never had _____ problems.
2. Good morning. I'd like _____ new potatoes, please. Are there _____ peas yet, or is it too early?
3. Why don't you ask the bank to lend you _____ money?
4. Would you like _____ more wine? I don't want _____ more.
5. He never gives me _____ encouragement. I wish he would.
6. Could you give me _____ information about train times?
7. If you have _____ trouble, just give me a ring.
8. I tried to buy _____ boots, but I couldn't find _____.
9. I made this dress myself without _____ help at all.
10. Were you having _____ trouble with your car today? I saw you trying to fix it.

V. Complete the following sentences with a combination of:

some		one
any		body
no	+	thing
every		where

1. Put the picture _____ . I don't mind where.
2. Does _____ want a game of tennis?
3. What's that noise? Can you hear _____ screaming?
4. You look familiar. Haven't I seen you _____ before?
5. She left the room without saying _____.
6. Midas was a king in Greek mythology. _____ he touched turned to gold.
7. I must have asked fifteen people, but _____ knows the answer.
8. It was a wonderful party. _____ had a great time.
9. I put an advertisement in the paper, but _____ has phoned yet.
10. I haven't spoken to _____ for days.

VI. Complete the following sentences in an appropriate way.

1. John is a terrible cook. Everything _____
2. When I got home, I found the house had been burgled. Someone _____

3. Fiona, I love you. I've never met anyone _____
4. I asked lots of people the way, but no one _____
5. I'm going shopping. Does anyone _____?
6. There isn't much employment for _____
7. He couldn't give me much information _____
8. Very few experiments _____
9. Few people know _____
10. It's very quiet in my area. There aren't many _____

VII. If the given noun can be used to complete the sentences, write it in its correct form (singular or plural). If it cannot be used to complete the sentences write //.

- | | | |
|--|---|--|
| <p>1. Helen bought several...</p> <p>lamp lamps</p> <p>furniture //</p> <p>jewelry //</p> <p>necklace necklaces</p> | <p>2. Jack bought too much...</p> <p>shoe _____</p> <p>salt _____</p> <p>equipment _____</p> <p>tool _____</p> | <p>3. Sam bought a lot of ...</p> <p>stamp _____</p> <p>rice _____</p> <p>stuff _____</p> <p>thing _____</p> |
| <p>4. Al bought a couple of...</p> <p>bread _____</p> <p>loaf of bread _____</p> <p>honey _____</p> <p>jar of honey _____</p> | <p>5. I read a few...</p> <p>novel _____</p> <p>literature _____</p> <p>poem _____</p> <p>poetry _____</p> | <p>6. I bought some...</p> <p>orange juice _____</p> <p>light bulb _____</p> <p>hardware _____</p> <p>computer software _____</p> |
| <p>7. We need plenty of ...</p> <p>sleep _____</p> <p>information _____</p> <p>fact _____</p> <p>help _____</p> | <p>8. I saw both ...</p> <p>woman _____</p> <p>movie _____</p> <p>scene _____</p> <p>scenery _____</p> | <p>9. He has a number of...</p> <p>shirt _____</p> <p>homework _____</p> <p>pen _____</p> <p>chalk _____</p> |
| <p>10. I don't have a great deal of...</p> <p>patience _____</p> <p>wealth _____</p> <p>friend _____</p> <p>pencil _____</p> | <p>11. I need a little...</p> <p>luck _____</p> <p>money _____</p> <p>advice _____</p> <p>new hat _____</p> | <p>12. The author has many...</p> <p>idea _____</p> <p>theory _____</p> <p>hypothesis _____</p> <p>knowledge _____</p> |

ARTICLES

I. Choose the correct alternative to complete the sentences.

1. I'm afraid of **dogs** / **the dogs**.
2. Can you pass **the salt** / **salt**, please?
3. **Apples** / **The apples** are good for you.
4. Look at **apples** / **the apples** on that tree! They're very big.
5. **Women** / **The women** live longer than **men** / **the men**.
6. I don't drink **tea** / **the tea**. I don't like it.
7. We had a very nice meal. **Vegetables** / **The vegetables** were especially good.
8. **Life** / **The life** is strange sometimes. Some very strange things happen.
9. I like **sking** / **the sking** but I'm not very good at it.
10. Who are **people** / **the people** in this photograph?
11. What makes **people** / **the people** violent? What causes **aggression** / **the aggression**?
12. **All books** / **All the books** on the top shelf belong to me.
13. Don't stay in that hotel. It's noisy and **beds** / **the beds** are very uncomfortable.
14. A pacifist is somebody who is against **war** / **the war**.
15. **First World War** / **The First World War** lasted from 1914 until 1918.

II. Put **A** or **THE** into each gap only when necessary.

_____ (1) lovesick teenager, threatening to jump seventy feet from _____ (2) cliffs at _____ (3) beach hotel, was saved by _____ (4) human chain of _____ (5) policemen today.

_____ (6) eighteen-year old had driven from his home to convince his girlfriend of not to break off their three-month romance. He threatened to jump off _____ (7) balcony at her house, but when she dialled _____ (8) 911 he drove to _____ (9) edge of _____ (10) cliffs below _____ (11) Metropole Hotel.

_____ (12) police found him sitting on _____ (13) edge. They talked to him for twenty minutes in _____ (14) darkness, then hung together and grabbed him. He was later released after _____ (15) treatment by _____ (16) hospital doctor.

____(17) policeman said, "There was ____ (18) high wind, it was completely dark at about 2 a.m., and ____ (19) grass on ____ (20) cliff top was wet and slippery. It was ____ (21) brave rescue. It was ____ (22) case of ____ (23) unrequited love. The young man was upset after his romance broke up, but he has now recovered his senses."

III. Correct the mistakes in the following sentences.

1. Jane, has anyone ever told you that you have some lovely fingers?
2. I'm very interested in the history, especially the history of Western Europe.
3. What a lovely weather we're having! It's such a nice day!
4. We're trying to sell our house. People came to see it on Saturday, and they were very interested, but some people who saw it on Sunday morning were very rude and said they didn't like it at all.
5. Did you remember to buy a bread while you were out at some shops?
6. Crossing the English Channel can be quite unpleasant in the bad weather.
7. People who live on the floor above ours work in a government ministry.
8. What's the government going to do about the unemployment?

IV. Complete these sentences using one of the following. Use **the** where necessary.

basketball	questions	history	hotels	meat	lies
information	patience	people	water	grass	spiders

1. My favorite sport is _____.
2. _____ we were given wasn't correct.
3. Many people are afraid of _____.
4. A vegetarian is somebody who doesn't eat _____.
5. The exam wasn't very difficult. I answered all _____ without difficulty.
6. Do you know _____ who live next door?
7. _____ is the study of the past.
8. George always tells the truth. He never tells _____.
9. We couldn't find anywhere to stay in the town. All _____ were full.
10. _____ in the pool didn't look very clean, so we didn't go for a swim.
11. Don't sit on _____. It's wet after the rain.
12. You need _____ to teach young children.

V. Write a / an or the in these sentences where necessary.

1. Would you like apple? _____
2. How often do you go to dentist? _____
3. Could you close door, please? _____
4. I'm sorry. I didn't mean to do that. It was mistake. _____
5. Excuse me, where is bus station, please? _____
6. I have problem. Can you help me? _____
7. I'm going to post office. I won't be long. _____
8. There were no chairs, so we had to sit on floor. _____
9. Have you finished with book I lent you? _____
10. My sister has just got job in bank. _____
11. We live in small apartment near city center. _____
12. There's small supermarket at end of street I live in. _____

COMPARISON

I. Complete the sentences using a comparative form.

1. It's too noisy here. Can we go somewhere _____ ?
2. This coffee is very weak. I like it a bit _____.
3. The hotel was surprisingly big. I expected it to be _____.
4. The hotel was surprisingly cheap. I expected it to be _____.
5. The weather is too cold in this country. I'd like to live somewhere _____.
6. My job is a bit boring sometimes. I'd like to do something _____.
7. I was surprised how easy it was to use the computer. I thought it would be _____.
8. Your work isn't very good. I'm sure you can do _____.
9. Don't worry. The situation isn't so bad. It could be _____.
10. I was surprised we got here so quickly. I expected the journey to take _____.
11. You're talking very loud. Can you speak a bit _____ ?
12. You hardly ever phone me. Why don't you phone me _____ ?
13. You're standing too near the camera. Can you move a bit _____ away?
14. You were a bit depressed yesterday but you look _____ today.

II. Complete the sentences using the Reiterative form of comparisons.

1. It's becoming _____ to find a job. (hard)
2. That hole in your sweater is getting _____. (big)
3. My bags seemed to get _____ as I carried them. (heavy)
4. As I waited for my interview, I became _____. (nervous)
5. As the day went on, the weather got _____. (bad)
6. Traveling is becoming _____. (expensive)
7. Since she has been in the United States, her English has got _____. (good)
8. As the conversation went on, he became _____. (talkative)

III. Use the words in brackets to complete the sentences. Use **much / a bit / a lot / far = a lot / slightly = a little** + a comparative form. Use **than** when necessary.

- 1.- This bag is too small. I need something _____. (much / big)
- 2.- I enjoyed our visit to the museum. It was _____ I expected. (far / interesting)
- 3.- You're driving too fast! Could you drive _____ ? (a bit / slowly)
- 4.- I thought she was younger than me but in fact she's _____. (slightly / old)
- 5.- It's _____ to learn a foreign language in the country where it is spoken. (a lot / easy)

IV. Rewrite these sentences so that they have the same meaning.

- 1.- Jack is younger than he looks. Jack isn't _____.
- 2.- I didn't spend as much money as you. You _____.
- 3.- The station was nearer than I thought. The station wasn't _____.
- 4.- The meal didn't cost as much as I expected. The meal _____.
- 5.- I go out less than I used to. I don't _____.
- 6.- Her hair isn't as long as it used to be. She used to _____.
- 7.- I know them better than you do. You don't _____.
- 8.- There were fewer people at this meeting than at the last one. There weren't _____.

V. PAIR WORK. Take turns asking and answering these questions. If you agree on the answer, circle the word. If you don't agree, write your initials next to the answer you think is correct.

1. Which is taller, a giraffe or an elephant?
2. Is Mexico closer to the equator than Colombia?
3. Which has more sides, a pentagon or a hexagon?
4. Which weighs the most: the brain, the heart or the liver?
5. Is the population of Pakistan bigger than the population of Japan?
6. Which is the world's busiest port: Singapore, New York or Rotterdam?
7. Is the Renaissance or the Middle Ages older?
8. Which has the most calories: a glass of wine, a Coke, or a glass of beer?
9. Does a banana have fewer calories than an orange?
10. Which contains more caffeine, coffee or tea?
11. Does an egg have more calories than a tablespoon of sugar?
12. Which weighs more, gold or silver?
13. Is Venus closer to the Earth than Mars?
14. Which is bigger, the Earth or the Moon?
15. Is London an older capital city than Paris?

Advice & suggestions

I. Read the following sentences and decide whether you are:

- a) giving advice & making suggestions
- b) asking for advice
- c) advising someone not to do something

- 1.- If I were you, I wouldn't invite her. _____
- 2. Is it worth inviting him? _____
- 3. If I were you, I'd see the doctor. _____
- 4. I can't decide whether to invite him. _____
- 5. Do you think I ought to invite him? _____
- 6. It isn't a good idea to invite him. _____
- 7. Would it be a good idea to invite him? _____
- 8. My advice is to see the doctor. _____
- 9. It'd be better not to go to that party. _____
- 10. You'd better see the doctor. _____
- 11. Should I call her and tell her the truth? _____
- 12. Why don't you bake that delicious fruit cake? _____
- 13. I'm wondering whether to quit smoking. _____
- 14. You could take the subway. _____
- 15. You shouldn't eat that hamburger. _____

II. SPOT THE ERRORS

- 1. What should I doing? _____
- 2. Is it worth to do that? _____
- 3. I think you don't ought to do that. _____
- 4. If I were you, I'll call her. _____
- 5. Why you don't do that homework? _____
- 6. My advice is going to the movies. _____
- 7. You don't better eat that potato, it looks rotten. _____
- 8. Do you think should I look for the book? _____
- 9. I can't decide if to do that or not. _____
- 10. You'd better to sell your house. _____

III. Work in small groups. What advice would you give to the people who wrote the following letters to an advice column in a newspaper?

1. I have just lost my job at age 43. I have a wife and 6 children to support and there seems to be no chance of getting another job. We don't want to move away from our friends and relatives. The other problem is that I am in debt. - I owe the bank \$1,000.-. Can you give me any advice?

2. I am a housewife and a friend has just told me that my husband, Jim, is having an affair with his secretary. I'm worried because he often comes home late and says he has been working late at the office. Last weekend he said he had to go away to New York on business. I really don't know what to do: our two daughters are still in school and I don't want Jim to leave us, I just don't know what to do.

3. I am 55 years old and single. Now after all these years I have fallen in love. The girl I love is much younger than me - in fact she's 20 years old. She says she loves me, but my relatives say she is just after my money. Her parents don't approve of me and want her to forget me. I don't want to be lonely the rest of my life. What should I do?

4. I am 25 years old and have a great job in an advertising agency, working for a very nice boss. The chances for a promotion look really good, but before I get too old I want to see the world. What I dream of doing is taking a year off and sailing around the world alone. The problem is that my boss says he can't keep my job open for me. My boyfriend is against me going too - he says it's too dangerous. What do you think I should do?

Requests and obligation

I. Complete the polite requests in the following with your own words.

1. **WAITER:** Good evening. Are you ready to order?
CUSTOMER: No, we're not. Could?
WAITER: Certainly.

2. **JACK:** What's the trouble, officer?
OFFICER: You made an illegal U-turn.
JACK: I did?
OFFICER: Yes. May.....?
JACK: Certainly. It's in my wallet.
OFFICER: Would.....?

3. **MR. PENN:** Something's come up, and I can't meet with you Tuesday. Would you
mind?
MS. GRAY: Let me check my calendar.

4. **CLERK:** May.....?
CUSTOMER: Yes, please. I'd like.....
CLERK: Surely. What kind of slacks are you interested in?

5. **MOTHER:** The baby is trying to sleep. I want.....
SON: But Mom! I've been waiting all evening to watch this show!
MOTHER: Well, all right, but could.....
SON: Okay.

II. For the given situation, make up a short dialogue between two speakers.

EXAMPLE: You don't have enough money to go to a movie tonight. You
want to borrow some from your roommate.

Possible dialogue: **ME:** There's a movie I really want to see tonight, but I'm running a
little low on money right now. Could I borrow a few dollars? I'll
pay you back Friday.

MY ROOMMATE: Sure. No problem. How much do you need?

1.- Your roommate is making a sandwich and it looks delicious. You'd like to have one, but you
don't feel like going to the trouble of making one yourself.

2.- You're in a fast-food restaurant and want to sit down to eat your lunch. The only empty seat you can see is at a table where three people are eating and are having a lively conversation.

3.- A man and a woman are having dinner in a restaurant and discussing business. The man gets up and bumps the table, spilling a plate of food onto the woman's lap. He needs help from the waiter standing nearby.

4.- You can't get your car started and you will soon be late for work. Your neighbor is backing out of his garage and waves at you. You shout at him to stop and ask him for help.

Possibility and probability

1. Rewrite these sentences using a modal verb of deduction and the correct form of the verb. Add a reason to support your deduction.

EXAMPLE : I'm sure Amy likes animals very much

Amy must like animals very much. She's always had them around her.

1. I'm sure she doesn't like children very much.

2. I'm sure James is a famous actor.

3. Perhaps she has a farm.

4. I'm sure she didn't work very hard at school.

5. Perhaps James has won an Oscar.

6. I'm sure she had a lot of friends when she was young.

7. He probably didn't want her to marry Gerald.

8. He probably wanted her to marry someone famous.

9. I'm sure they're not very close to each other.

10. Perhaps she gets on better with her mother.

II. Reply to the sentences in column 1 using **must** or **can't** , and adding a reason from column 2.
Read the example before solving the exercise.

1	2
<u> C </u> 1. Is Jane married?	a) I saw her looking at wedding rings.
<u> </u> 2. I saw Alice in town yesterday.	b) I've just seen her playing tennis.
<u> </u> 3. I was served in a restaurant by Teresa.	c) She's only fifteen.
<u> </u> 4. Is Sheila thinking of moving?	d) There's a strong smell of paint coming from next door.
<u> </u> 5. Did Anita get engaged to Alan?	e) She went abroad last week.
<u> </u> 6. Has Pat hurt her leg?	f) She told me she didn't like him.
<u> </u> 7. Is Jenny going out with Tom?	g) She's a kindergarden teacher.
<u> </u> 8. Is Mary having her apartment decorated?	h) There's a "For Sale" sign outside her house.

1. **She can't be married. She's only fifteen.**

- 2.-
- 3.-
- 4.-
- 5.-
- 6.-
- 7.-
- 8.-

III. How could the following behavior be explained?

- 1. A boy and a girl are very much in love, so they decide to separate for six months.

- 2. A man idolizes a pop star. He dresses like him and behaves like him. Finally he shoots him dead.

- 3. A teenage boy and his father are in a car accident. The father dies, and the boy is seriously injured. Just as he is about to have an operation in the hospital, the doctor says, " I can't operate on this boy. He's my son".

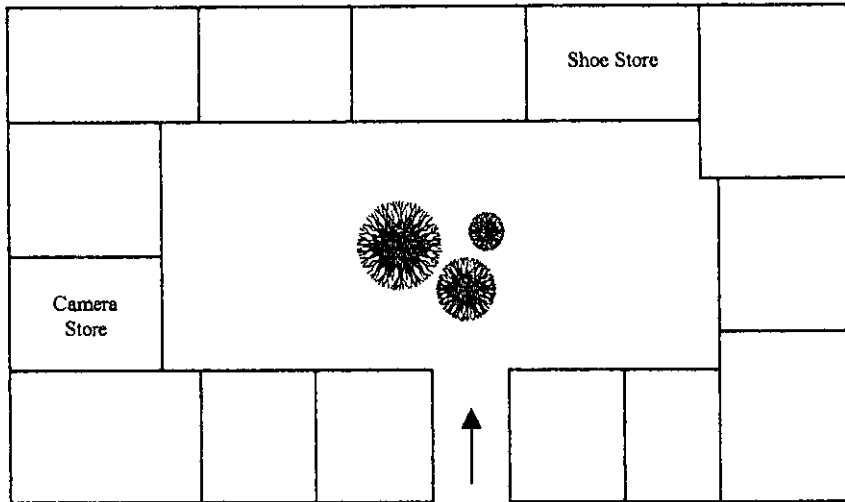
PREPOSITIONS I

I. Complete the following sentences with an appropriate preposition.

1. This book belongs _____ John.
2. We all went _____ a walk _____ the park.
3. We bought this car _____ August.
4. We plan to trade it _____ a new one _____ the spring.
5. He usually sits _____ this desk.
6. I make many mistakes _____ spelling.
7. We read _____ the accident _____ the newspaper _____ the morning.
8. She went _____ the corner store _____ some cigarettes.
9. John sits _____ front _____ me in class, and Helen sits _____ me.
10. Everyone laughed _____ William's story.
11. The woman smiled _____ me very pleasantly.
12. He thanked me _____ my interest _____ the matter.
13. They buy everything _____ credit.
14. Please pick _____ those papers which are _____ the floor _____ the window.
15. He never comes _____ class _____ time. He lives far away _____ the university.

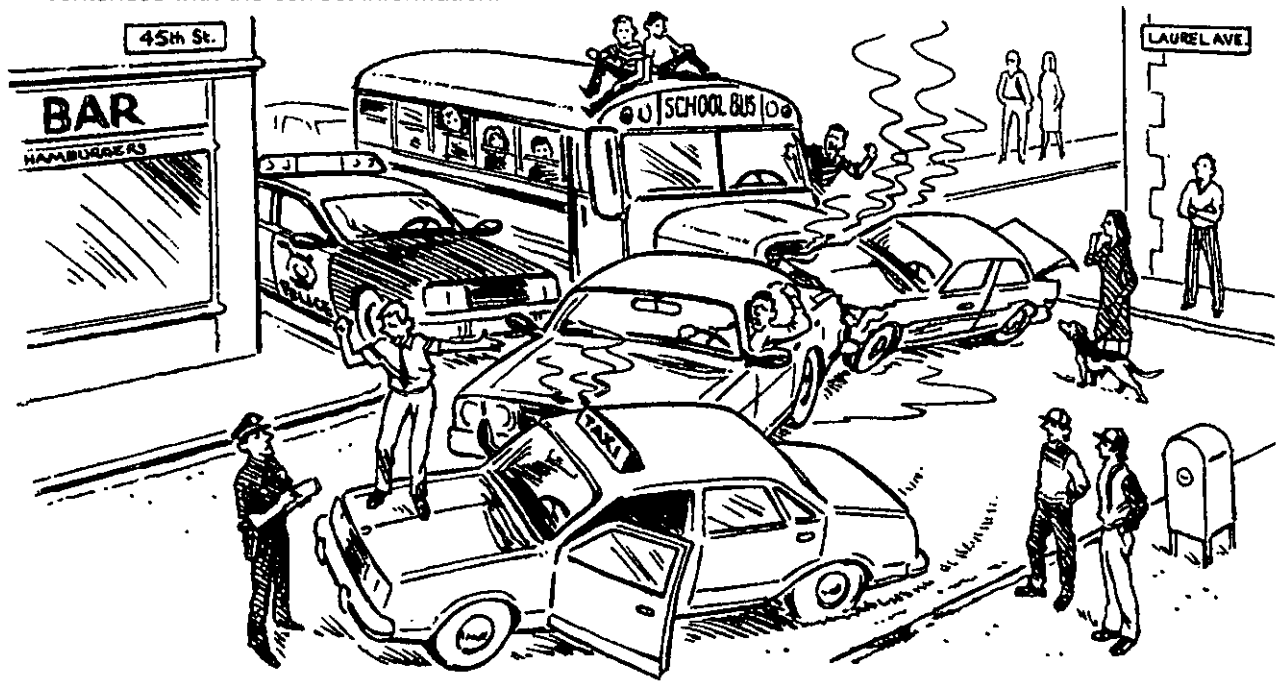
II. Read the description of the mall and write the names of the stores on the map you will find next page.

The jewelry store is next to the entrance, on the left. On the right side of the entrance there's a music store. The bookstore is opposite the entrance, between the women's boutique and the shoe store. The beauty salon is next to the jewelry store and opposite the women's boutique. The sporting goods store is in the corner next to the women's boutique. The drugstore is next to the beauty salon. The pizza restaurant and the camera store are between the sporting goods store and the drugstore (the camera store is next to the drugstore). The movie theater is opposite the pizza restaurant and the the camera store. The men's store is between the music store and the Mexican restaurant. The toy store is in the corner, next to the shoe store.



ENTER HERE

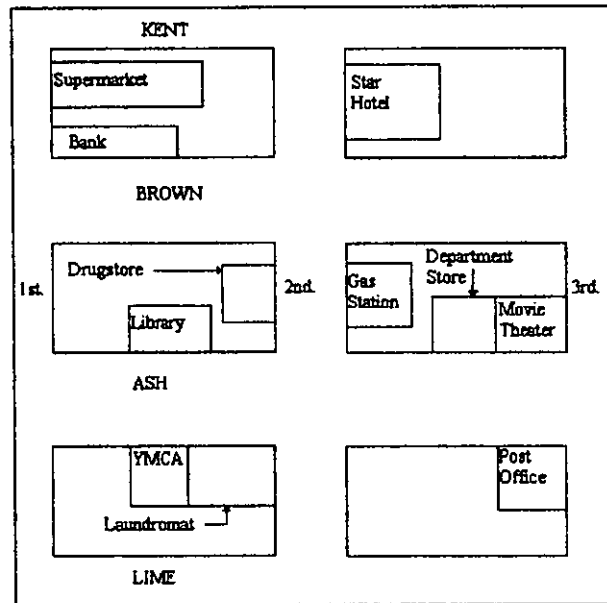
III. Look at the picture and read the description. There are five errors in the paragraph. Rewrite the sentences with the correct information.



There's an accident at the corner of 45th Street and Laurel Avenue. There are two cars between a bus and a taxi. The small car is in front of the bus and it is behind the big car. The taxi-driver is next to the taxi. There's a policeman behind the taxi. His police car is behind the bus. There are people in the bus. A woman and a dog are next to the big car. There are two little boys under the bus.

PREPOSITIONS II

I. Use the map to answer the questions.



1. Where's the nearest bank? How can I get there if I am at the movie theater?

2. Is there a post office near here? How can I get there if I am at the gas station?

3. I'm looking for a drugstore. How can I get there if I am at the supermarket?

4. Where's the Star Hotel? How can I get there from the YMCA?

5. Is there a department store around here? I'm on the corner of 1st Street and Kent.

II. Complete the sentences using one of the following adjectives + the correct preposition.

proud

annoyed

interested

afraid

different

1. What have I done wrong? Why are you _____ me?
2. Don't worry I'll look after you. There's nothing to be _____.
3. "Do you want to watch the news on T.V.?" "No, I'm not _____ the news."
4. Mrs. Davis is a very keen gardener. She's very _____ her garden and loves showing it to visitors.
5. I was surprised when I met her for the first time. She was _____ what I expected.

III. Put in the correct preposition.

1. We enjoyed our vacation, but we were a bit disappointed _____ the hotel.
2. Linda doesn't look very well. I'm worried _____ her.
3. Are you angry _____ what happened?
4. I'm sorry _____ what I said. I hope you're not angry _____ me.
5. My neighbors are furious _____ us _____ making so much noise last night.
6. I'm sorry _____ the smell of paint in this room. I've just decorated it.
7. The man we interviewed for the job was intelligent but we weren't very impressed _____ his appearance.
8. Are you still upset _____ what I said to you yesterday?
9. The letter I wrote was full _____ mistakes.
10. I hate to admit it, but I'm not very good _____ remembering names.

IV. Choose the correct preposition in the following sentences.

1. If you're worried about the problem, you should do something _____ it.

- a) for b) about c) against d) with

2. " Who is Tom Smith? " " I have no idea. I've never heard _____ him. "

- a) about b) from c) after d) of

3. " What time will you arrive? " " I don't know. It depends _____ the traffic."

- a) of b) for c) from d) on

4. Why were you so unfriendly _____ Sally?

- a) of b) for c) to d) with

5. I prefer tea _____ coffee.

- a) to b) than c) against d) over

DOING OR TO DO? I

I. Complete each sentence using your own ideas.

- 1.- Working in a coal mine is dangerous , but well paid.
- 2.- Finding a good job these days _____
- 3.- Living in a big city _____
- 4.- Taking regular exercise _____
- 5.- Traveling by air _____
- 6.- Being self-employed _____
- 7.- Learning a foreign language _____

II. Complete the following sentences using infinitives.

- 1.- It is easy to find cheap places to eat.
- 2.- How do you do. Pleased _____
- 3.- When you're old, it can be difficult _____
- 4.- I was surprised _____
- 5.- If you don't have much money, it's impossible _____
- 6.- It can be expensive _____
- 7.- When you travel abroad, it's important _____

III. Using your own words, complete the sentences using Gerund phrases as subjects.

Examples: ... isn't easy. --> *Climbing to the top of a mountain isn't easy.*

... is a demanding job --> *Managing a major corporation is a demanding job.*

1. _____ drives me crazy.
2. _____ can be difficult.
3. _____ turned out to be a mistake.
4. _____ has changed my life.
5. _____ requires great skill and concentration.
6. _____ is a complicated process.
7. _____ is very frustrating.
8. _____ was a real disappointment.
9. _____ looks easy.
10. _____ never works.

IV. Write the correct form of the verbs in ().

- 1.- When I'm tired, I enjoy _____ television. It's relaxing. (watch)
- 2.- It was a nice day, so we decided _____ for a walk. (go)
- 3.- I'm not in a hurry. I don't mind _____. (wait)
- 4.- I wish that dog would stop _____. It's driving me crazy. (bark)
- 5.- We were hungry, so I suggested _____ dinner early. (have)
- 6.- Hurry up! I don't want _____ the bus. (miss)
- 7.- They can't afford _____ out very often. (go)

V. Choose the best answer or answers. In some cases BOTH answers are correct.

1. John was trying **unlocking / to unlock** the door with the wrong key.
2. The audience began **clapping / to clap** before the curtain closed.
3. The soccer teams continued **playing / to play** even though it began to snow.
4. We like **eating / to eat** outside when the weather is warm and sunny.
5. We began **listening / to listen** to the news when we heard the Olympics mentioned.
6. I was just beginning **falling / to fall** asleep when the phone rang.
7. I really hate **being / to be** late for appointments.
8. The cake was starting **burning / to burn** when I took it out of the oven.
9. She's so impatient! She can't stand **waiting / to wait** in line for anything.
10. I prefer **riding / to ride** my bicycle to work because the automobile traffic is too heavy.
11. Lillian prefers **walking / to walk** to taking the bus.
12. Tim prefers **walking / to walk** than jog for exercise.
13. The baby loves **riding / to ride** in the car.
14. Near the end of the show, the audience began **stamping / to stamp** their feet on the floor.
15. My son sometimes forgets **turning off / to turn off** the stove when he finishes cooking.
16. Alex will never forget **taking / to take** his first helicopter ride.
17. I haven't been able to get in touch with Shannon. I tried **calling / to call** her. Then I tried **writing / to write** her a letter. I tried **leaving / to leave** a message with her brother when I talked to him. Nothing worked.

VI. Complete the sentences below using the Infinitive or the Gerund of the given verbs.

You don't have to use all the verbs.

change	hit	write	travel
say	pay	pick	watch
take	do	invite	buy
accept	raise	nag	peel
find	look	bring	

- Whenever we met, Jack avoided _____ at me.
- Most people enjoy _____ to different parts of the world.
- Marjorie needs _____ another job. Her present company is going out of business.
- May I change the TV channel, or do you want _____ more of this program?
- Joan is considering _____ her major from pre-med studies to psychology.
- Although Joe slammed on his brakes, he couldn't avoid _____ the small dog that suddenly darted out in front of his car.
- I hope _____ my autobiography before I die. Do you think anyone would read it?
- Joyce thanked us for _____ them to dinner and said that they wanted to have us over for dinner next week.
- If you delay _____ your bills, you will only incur more and more interest charges.
- My lawyer advised me not _____ anything further about the accident.
- A procrastinator is one who habitually postpones _____ things - especially tasks that are unpleasant.
- My mom asked me _____ up some eggs at the supermarket on my way home from work.

DOING OR TO DO? II

I. Write the correct form of the verbs in ().

- 1.- How old were you when you learned _____? (drive)
- 2.- I don't mind _____ home, but I'd rather take a taxi. (walk)
- 3.- I can't make a decision. I keep _____ my mind. (change)
- 4.- He had made his decision and refused _____ his mind. (change)
- 5.- It was a really good vacation. I really enjoyed _____ by the sea again. (be)
- 6.- Did I really tell you I was unhappy? I don't remember _____ that. (say)
- 7.- "Remember _____ Tom tomorrow." "OK. I won't forget." (phone)
- 8.- The water here is not very good. I'd avoid _____ it if I were you. (drink)
- 9.- I pretended _____ interested in the conversation, but it was very boring. (be)
- 10.- I got up and looked out of the window _____ what the weather was like. (see)
- 11.- I have a friend who claims _____ able to speak five languages. (be)
- 12.- I like _____ carefully about things before _____ a decision. (think, make)
- 13.- Steve used to be a football player. He had to stop _____ because of an injury. (play)
- 14.- After _____ by the police, the man admitted _____ the car but denied _____ at 100 miles an hour. (stop, steal, drive)

II. Complete the second sentence so that the meaning is similar to the first.

1. I was surprised I passed the exam. I didn't expect **to pass the exam.**
2. Did you manage to solve the problem? Did you succeed _____?
3. I don't read newspapers anymore. I've given up _____
4. I'd prefer not to go out tonight. I'd rather _____

5. He can't walk very well. He has difficulty _____
6. Shall I phone you this evening? Do you want _____
7. Nobody saw me come in. I came in without _____
8. They said I was a cheat. I was accused _____
9. It'll be good to see them again. I'm looking forward _____
10. What do you think I should do? What do you advise me _____?

III. Correct the errors in the following sentences.

1. Please promise not telling anybody my secret.
2. I would appreciate having heard from you soon.
3. Parents should never let very young children to stay at home alone.
4. Maria has never complained about have a handicap.
5. Mr. Lee didn't remember bring his passport when he went to the consulate.
6. Lillian deserves to be tell the truth about what happened last night.
7. Ali doesn't speak Spanish, and Juan doesn't know Arabic. But they communicate well by speak English when they be together.
8. I enjoyed to talk to her on the phone. I look forward to see her next week.
9. During a fire drill, everyone is required leaving the building.
10. Attend the premiere of the new musical play was a big thrill for me.
11. Don't keep to be asking me the same questions over and over.
12. I anticipate to arrive at the airport about 3:00 p.m.
13. Let me to help you carrying that table upstairs.
14. When I entered the room, I found my young son stand on the kitchen table.

P A S S I V E V O I C E I

I. Change the active sentences to passive. Keep the same tense. Include **BY** only if necessary.

1. People grow rice in India.

2. My aunt made this rug.

3. They are fixing my car today.

4. They speak French in Quebec.

5. Mr. Eads designed that bridge in the 1870s.

6. Someone invented the wheel thousands of years ago.

7. Did Thomas Edison invent the telephone?

8. They are going to build a new hospital just outside of town.

9. How do people make candles?

10. Very few people watch that TV show.

11. Look! Someone is feeding the seals.

II. Rewrite these sentences (write a passive sentence).

1. Somebody cleans the room every day. _____

2. They cancelled all flights because of fog. _____

3. People don't use this road very often. _____

4. Somebody accused me of stealing money. I _____

5. How do people learn languages? _____

6. People advised us not to go alone. _____

III. Complete the sentences using one of these verbs in the correct form:

cause damage hold include invite make translate write show overtake

- 1.- Many accidents _____ by dangerous driving.
- 2.- Cheese _____ from milk.
- 3.- The roof of the building _____ in a storm a few days ago.
- 4.- There's no need to leave a tip. Service _____ in the bill.
- 5.- You _____ to the wedding. Why didn't you go?
- 6.- A movie theater is a place where films _____.
- 7.- In the U.S.A , elections for President _____ every four years.
- 8.- Originally the book _____ in Spanish. A few years ago it _____ into English.
- 9.- We were driving along quite fast but we _____ by lots of other cars.

IV. Put the verb into the correct form, **simple present** or **past, active** or **passive**.

- 1.- It's a big factory. Five hundred people _____ (employ) there.
- 2.- Water _____ (cover) most of the Earth's surface.
3. Most of the Earth's surface _____ (cover) by water.
- 4.- The park gates _____ (lock) at 6:30 p.m. every evening.
- 5.- The letter _____ (post) a week ago and it _____ (arrive) yesterday.
- 6.- The boat _____ (sink) quickly but fortunately everybody _____ (rescue).
- 7.- Ron's parents _____ (die) when he was very young. He and his sister _____ (bring up) by their grandparents.
- 8.- I was born in London but I _____ (grow) up in the north of England.
- 9.- While I was on holiday, my camera _____ (steal) from my hotel room.
10. While I was on holiday, my camera _____ (disappear) from my hotel room.
11. Why _____ (Sue / resign) from her job? Didn't she enjoy it?
12. Why _____ (Bill / fire) from his job? What did he do wrong?
13. The company is not independent. It _____ (own) by a much larger company.
14. I saw an accident last night. Somebody _____ (call) an ambulance but nobody _____ (injure) so the ambulance _____ (not / need).
15. Where _____ (these photographs / take)? In London?
_____ (you / take) them?

PASSIVE VOICE II

I. Complete these sentences with one of the following verbs in the correct form. Sometimes you need 'have' ('might have', 'could have', etc).

carry cause do make repair send spend wake up

1. The situation is serious. Something must _____ before it's too late.
2. I haven't received the letter. It might _____ to the wrong address.
3. A decision will not _____ until the next meeting.
4. I told the hotel receptionist that I wanted to _____ at 6:30 the next morning.
5. Do you think that less money should _____ on armaments?
6. This road is in very bad condition. It should _____ a long time ago.
7. The injured man couldn't walk and had to _____.
8. It's not certain how the fire started but it might _____ by electrical fault.

II. Read these newspaper reports and put the verbs into the most suitable form.

SHOP ROBBERY. Yesterday a shop assistant (1) _____ (force) to hand over \$45,000.- after (2) _____ (threaten) by a man with a knife. The man escaped in a car which (3) _____ (steal) earlier in the day. The car (4) _____ (later / find) in a parking lot where it (5) _____ (abandon) by the thief. A man (6) _____ (arrest) in connection with the robbery and (7) _____ (question) by the police.

ROAD DELAYS. Repair work started yesterday on Oak Avenue. The avenue (1) _____ (resurface) and there will be long delays. Drivers (2) _____ (ask) to use an alternative route if possible. The work (3) _____ (expect) to last two weeks. Next Sunday the road (4) _____ (close) and traffic (5) _____ (divert).

ACCIDENT. A woman (1) _____ (take) to hospital after her car crashed with a truck near Austin yesterday. She (2) _____ (allow) home later after treatment. The road (3) _____ (block) for an hour after the accident and traffic had to (4) _____ (divert). A police officer said afterwards: 'The woman was lucky. She could (5) _____ (kill).

III. Find and correct the errors in the following sentences.

1.- The children were frightening by the thunder and lightning.

2.- Two people got hurted in the accident and were took to the hospital by an ambulance.

3.- The movie was so bored that we fell asleep after an hour.

4.- The students helped by the clear explanation that the teacher gave.

5.- The winner of the race hasn't been announcing yet.

6.- If you are interesting in modern art, you should see the new exhibit at the museum.

7.- Progress is been made every day.

8.- When, where and by whom has the automobile invented?

9.- My brother and I have always been interesting in learning more about our family history.

10. I am not agree with you, and I don't think you'll ever be convince me.

11. Each assembly kit is accompany by detailed instructions.

12. Arthur was giving an award by the city for all of his efforts in crime prevention.

13. It was late, and I was getting very worry about my son.

14. The problem was very puzzled. I couldn't figure it out.

15. Many strange things were happened last night.

WORD ORDER I

I. Put the adjectives in parentheses in the correct position.

1. a beautiful table (wooden/round) A beautiful round wooden table.
2. an unusual ring (gold) _____
3. a new pullover (nice) _____
4. a new pullover (green) _____
5. an old house (beautiful) _____
6. black gloves (leather) _____
7. an American film (old) _____
8. a long face (thin) _____
9. big clouds (black) _____
10. a sunny day (lovely) _____
11. a wide avenue (long) _____
12. a metal box (black / small) _____
13. a big cat (fat / black) _____
14. a little village (old / lovely) _____
15. long hair (black / beautiful) _____
16. an old painting (interesting / French) _____
17. an enormous umbrella (red / yellow) _____

II. Mrs. Jones' house has been broken in. Lots of her most precious things have been stolen.
You'll get the list of things she has lost.

1.- English / an / writing / antique / desk / oak

2.- eighteenth century / jar / silver / Bavarian / one / beer

3.- clock / delightful / silver / small / French / Louis XV / a

4.- Italian / a pair of / pistols / antique / duelling

5.- tiger / looking / a / rug / dirty / skin

6.- statue / tiny / stone / green / Colombian / a

7.- rectangular / old / deep / trunk / ugly / an

8.- two pairs of / striped / silk / pajamas / blue and white

III. Complete each sentence with a verb (in the correct form) and an adjective from the lists.

feel look seem
smell sound taste

awful fine interesting
nice upset wet

1. Ann _____ this morning. Do you know what was wrong?
2. I can't eat this. I've just tried it and it _____
3. I wasn't very well yesterday but I _____ today.
4. What beautiful flowers! They _____ too.
5. You _____. Have you been out in the rain?
6. Jim was telling me about his new job. It _____ quite _____, much better than his old job.

IV. Choose the correct word.

1. This tea tastes a bit **strange** / **strangely**.
2. I always feel **happy** / **happily** when the sun is shining.
3. The children were playing **happy** / **happily** in the garden.
4. The man became **violent** / **violently** when the manager restaurant asked him to leave.
5. You look **terrible!** / **terribly!** Are you all right?
6. There's no point in doing a job if you don't do it **proper** / **properly**.

WORD ORDER II

I. Complete the sentences with adverbs. The first letter(s) of each adverb are given.

1. We didn't go out because it was raining **h**_____.
2. Our team lost the game because we played very **ba**_____.
3. I didn't have any difficulty finding a place to live. I found an apartment quiet **ea**_____.
4. We had to wait for a long time but we didn't complain. We waited **pa**_____.
5. Nobody knew George was coming to see us. He arrived **unex**_____.
6. Mike keeps in shape by playing tennis **reg**_____.

II. Complete each sentence using a word from the list. Sometimes you need the adjective and sometimes the adverb.

- | | | | |
|----------------------|---------------------|-----------------------|--------------------|
| careful(ly) | complete(ly) | continuous(ly) | perfect(ly) |
| financial(ly) | fluent(ly) | happy/happily | nervous(ly) |
| | | | special(ly) |

1. Our holiday was too short. The time passed very **quickly**.
2. Tom doesn't take risks when he's driving. He's always _____.
3. Sue works _____. She never seems to stop.
4. Alice and Stan are very _____ married.
5. Monica's English is very _____ although she makes a lot of mistakes.
6. I cooked this meal _____ for you, so I hope you like it.
7. Everything was very quiet. There was _____ silence.
8. I tried on the shoes and they fit me _____.
9. Do you usually feel _____ before examinations?
10. I'd like to buy a car but it's _____ impossible for me at the moment.

I. Choose two words (one from each list) to complete each sentence.

- | | | | |
|-------------------|----------------------|----------------|-----------------|
| absolutely | reasonably | cheap | enormous |
| unusually | badly | planned | changed |
| seriously | unnecessarily | ill | quiet |
| completely | slightly | damaged | long |

1. I thought the restaurant would be expensive but it was reasonably cheap.
2. George's mother is _____ in hospital.

ESTA TESIS NO DEBE SALIR DE LA BIBLIOTECA

3. What a big house! It's _____
4. It wasn't a serious accident. The car was only _____
5. The children are normally very lively but they're _____ today.
6. When I returned home after 20 years, everything had _____
7. The film was _____. It could have been much shorter.
8. A lot went wrong during our holiday because it was _____

1. Complete the sentences with one of the following words:

terribly seriously colorful serious safe selfishly
sudden colorfully angrily badly badly

1. The driver of the bus was _____ injured.
2. The driver of the car had _____ injuries.
3. I think you behaved very _____.
4. Rose is _____ upset about losing her job.
5. There was a _____ change in the weather.
6. Everybody at the party was _____ dressed.
7. Linda likes wearing _____ clothes.
8. She fell and hurt herself quite _____.
9. He says he didn't do well at school because he was _____ taught.
10. Don't go up that ladder. It doesn't look _____.
11. He looked at me _____ when I interrupted him.

**ANSWER KEY TO SUPPLEMENTARY MATERIAL TO
COMMUNICATIVE GRAMMAR PRACTICE**
by Leo Jones

UNIT 1. YES / NO QUESTIONS

Exercise I (p. 1)

- | | | |
|------------------------------------|---------------------------------------|-------------------------------------|
| 1. Yes, she did // No, she didn't. | 3. Yes, they are. // No, they aren't. | 5. Yes, they do. // No, they don't. |
| 2. Yes, I do. // No, I don't. | 4. Yes, they do. // No, they don't. | |

Exercise II (p. 1)

- | | |
|-------------------------------------|---|
| 1. Do you take a shower every day? | 6. Did you make a lot of money last year? |
| 2. Did they forget the money? | 7. Did the cat break the lamp? |
| 3. Did the class begin on time? | 8. Did she tell you the truth? |
| 4. Did she understand the question? | 9. Do you get up early? |
| 5. Do we study English very hard? | 10. Did they leave at 9 o'clock? |

Exercise IV (p. 2)

- | | |
|-------------------------------------|--|
| 1. Do you need some help? | 5. Are you nervous? |
| 2. Are you expecting someone? | 6. Do you want a cup of coffee? |
| 3. Did you stay up late last night? | 7. Have you heard any news about your scholarship? |
| 4. Have you ever been there before? | 8. A: Are you hungry? // B: Are you? |

UNIT 2. WH- QUESTIONS

Exercise I Some answers may vary. (p. 4)

- | | | |
|------------------|-----------------|---------------------|
| 1. do you do | 4. you doing | 7. you // doing |
| 2. did you do | 5. you // doing | 8. you done |
| 3. are you doing | 6. will you do | 9. you been working |

Exercise II Some answers may vary. (p. 4)

- | | |
|--|--------------------------------------|
| 1. Where are you going tomorrow? | 6. When did Olga arrive? |
| 2. Are you going downtown later today? | 7. What is she doing? |
| 3. Where do you live? | 8. What did she open? |
| 4. Who lives in that house? | 9. What does Alex have in his hand? |
| 5. Who can speak Arabic? | 10. What would you like for dessert? |

Exercise III (p.5)

- | | |
|--|---|
| 1. What kind of film is "Survival of the Fittest"? | 8. When is there a late night show? |
| 2. Who is on it? | 9. What's Anderson International advertising for? |
| 3. Who is it directed by? | 10. What's the salary? |
| 4. What did Brian Henderson say about it? | 11. What kind of company is Anderson International? |
| 5. Who said "This is a film you mustn't miss"? | 12. How many people does it employ? |
| 6. Where is it on? | 13. What kind of person are they looking for? |
| 7. How many times a day is it on? | 14. What should you do if you're interested in the job? |

Exercise IV (p. 6)

- | | | |
|-------------------------------|----------------------------------|---------------------------|
| 2. What is she talking about? | 5. Who are you writing to? | 8. Who is the letter for? |
| 3. What are you waiting for? | 6. Who was she angry with? | 9. Who did you stay with? |
| 4. Who does he work for? | 7. Who does the house belong to? | |

ANSWER KEY...

Exercise V (p. 7)

Accept correct and logical questions.

UNITS 3 & 4. THE PAST AND THE PRESENT PERFECT (SIMPLE AND CONTINUOUS)

Exercise I (p. 8)

Use your own criteria.

Exercise II (p. 8)

- | | |
|---|---|
| a. He has been to Venezuela last year. | d. He's been breaking his leg. |
| b. My first job was in a factory. I've done it for three months . | e. Who's been eating my sandwich? It was here a ... |
| c. President Kennedy has been assassinated in Dallas. | f. I've been writing four letters. |

Exercise III (p. 9)

Sample Answers.

- | | | |
|---------------------------|--|-------------------------------------|
| 1. have you known | 3. Have you learned | 5. have you been living in the city |
| 2. have you been studying | 4. have you been working as a receptionist | 6. Have you seen |

Exercise IV (p. 9)

Sample Answers.

1. Yes. She's been to a lot of places, and done a lot of things in her life.
2. She has been writing for 34 years.
3. She's written short stories, poems and novels.
4. She's been to France, Germany, Italy, India, the Far East and America.
5. At the age of six, she wrote some short stories about animals.
After the publication of her collection of poems she went to France and Germany.
After her mother died, she went to Italy.
While she was at university, she got married for the first time.
While she was in her mid-twenties, her second novel was published.
6. It lasted for seven years.
7. She has been married for six years.
8. She has been living there for three years.
9. She has been writing her autobiography for two years.

Exercise V (p.10)

Answers may vary according to each student.

Exercise VI (p. 10)

- | | | | |
|------------------|-------------------|-------------------|---------------|
| 1. lasted | 4. was raining | 7. did you do | 10. was dying |
| 2. were standing | 5. thought | 8. were you doing | 11. died |
| 3. was studying | 6. were you doing | 9. were you doing | |

UNIT 5. PAST, PRESENT AND FUTURE

Exercise I (p.11)

- | | | | |
|-----------|---------|-----------------|----------------|
| 1. was | 5. got | 9. is | 13. gained |
| 2. met | 6. took | 10. was wearing | 14. has turned |
| 3. missed | 7. was | 11. has changed | 15. looks |
| 4. was | 8. grew | 12. is still | 16. are |

ANSWER KEY...

Exercise II (p. 11)

- | | | | |
|----------------------|----------------------|------------------------|--------------------------|
| 1. a. do you know | c. is seeing | e. sounds g. will work | |
| b. have been looking | d. received | f. has | |
| | | | |
| 2. a. seems | c. haven't received | e. are working | |
| b. sent | d. isn't working | f. will start | |
| | | | |
| 3. a. haven't seen | e. did she hurt | i. landed | m. won't be |
| b. hurt | f. tried | j. twisted | n. Will her doctor allow |
| c. was playing | g. collided | k. has been wearing | |
| d. is recuperating | h. fell | l. hasn't been | |
| | | | |
| 4. a. Did you enjoy | d. didn't know | g. started | |
| b. have never gone | e. were still trying | h. was singing | |
| c. had never gone | f. appeared | i. was | |
| | | | |
| 5. a. grew up | c. became | e. contained | g. became |
| b. admired | d. became | f. died | |

Exercise III (p. 13)

- | | | | |
|--------------------|--------------|----------------------------|--------------------|
| 1. has experienced | 7. waves | 13. had sat | 19. often help |
| 2. will experience | 8. hold | 14. found | 20. are studying |
| 3. began | 9. moves | 15. died | 21. appear |
| 4. have occurred | 10. know | 16. collapsed | 22. have developed |
| 5. causes | 11. happened | 17. sent | 23. will give |
| 6. have developed | 12. struck | 18. will the next... occur | 24. strikes |

Exercise IV (p. 14)

1. I have been studying here since last January.
2. As soon as I graduate, I'm going to return to my hometown.
3. I want to get married, but I haven't met the right person yet.
4. I have seen the movie three times, and now I want to see it again.
5. Last night, I had dinner with two friends. I have known both of them for a long time.
6. I don't like my job at the restaurant. My brother wants me to change it. I think he is right.
7. Mr. Sellers was just getting off the plane when he felt a sharp pain in his chest.
8. So far this week, the teachers have given us a lot of homework every day.
9. When I got home to my apartment last night. I used my key to open the door as usual. But the door didn't open. I tried my key again and again with no luck. So I knocked on the door for my life to let me in. Finally the door opened, but I didn't see my wife on the other side. I saw a stranger. I had tried to get into the wrong apartment!! I quickly apologized and went to my own apartment.

PARTS OF SPEECH

Exercise I (p. 15)

SUBJECT	VERB	OBJECT
1. politician...	supported...	taxes...
2. mechanic...	repaired...	engine...
3. boxes...	contain...	photographs...
4. teacher...	canceled...	test...
5. earthquake...	destroyed...	village...
6. birds...	have...	feathers...

ANSWER KEY...

Exercise II (p. 15)

- | | | |
|----------------------|--------------------|------------------------------------|
| 1. terrible - adj. | rapidly - adv. | old - adj. |
| 2. small - adj. | noisily - adv. | third - adj. |
| 3. eager - adj. | impatiently - adv. | |
| 4. unusually - adv. | large - adj. | |
| 5. carefully - adv. | antique - adj. | special - adj. |
| 6. especially - adv. | busy - adj. | main - adj. constantly - adv. |

Exercise III (p.15)

Use your own criteria.

Exercise IV (p. 16)

- | | |
|--|--|
| 1. ... but I don't like most of it. | 7. ... but I couldn't find them. |
| 2. ... my sister and I used to play... | 8. ...Tim and me about.... explained them.... asked for our... |
| 3. ... study very hard for them. | 9. My father and she had come.... was waiting for us... |
| 4. ... by my boss and me after... | 10. Use masculine, feminine or plural nouns. |
| 5. ... most of its time... | 11. ... because theirs was in the garage... |
| 6. ... so I've forgotten a lot of it. | |

Exercise V (p. 17)

- | | | | | |
|---------|--------------|-------------|-------------|--------------------------------|
| 1. noun | 2. Adjective | 3. Glabeals | 4. Glabeals | 5. verb |
| 6. noun | 7. noun | 8. noun | 9. adverb | 10. sniggle (frequency adverb) |

UNIT 6. QUANTITY

Exercise I (p. 18)

1. few 2. little 3. many 4. much 5. many 6. few 7. Little

Exercise II (p. 18)

1. little 2. a little 3. a few 4. few 5. little 6. A little 7. Little 8. a few

Exercise III (p. 18)

- | | | |
|--------------------|--------------------|--------------------------------|
| 1. plenty of time | 3. plenty of room | 5. are plenty of things to see |
| 2. plenty of money | 4. plenty to learn | 6. are plenty of hotels |

Exercise IV (p. 19)

- | | | | | |
|---------------|---------------|--------|---------------|----------|
| 1. Some - any | 3. some | 5. any | 7. any | 9. any |
| 2. some - any | 4. some - any | 6. any | 8. some - any | 10. some |

Exercise V (p. 19)

- | | | | | |
|-------------|--------------|---------------|--------------|-------------|
| 1. anywhere | 3. someone | 5. anything | 7. Nobody | 9. no one |
| 2. anyone | 4. somewhere | 6. Everything | 8. Everybody | 10. anybody |

Exercise VI (p. 19)

Sample answers.

- | | |
|--|--|
| 1. Everything he cooks, tastes terrible! | 6. ... school leavers. |
| 2. Someone got in while I was out. | 7. ... about the topic. |
| 3. like you! | 8. ... have been done to find out the cause. |
| 4. ... could tell me how to get there. | 9. ... the answer to that question. |
| 5. Does anyone want to come with me? | 10. There aren't many shops around. |

ANSWER KEY...

Exercise VII (p. 20)

- | | | | |
|---|---|------------------------------------|---|
| 2. //
salt
equipment
// | 5. novels
//
poems
// | 8. women
movies
scenes
// | 11. luck
money
advice
// |
| 3. stamps
rice
stuff
things | 6. orange juice
light bulbs
hardware
computer software | 9. shirts
//
pens
// | 12. ideas
theories
hypotheses
// |
| 4. //
loaves of bread
//
jars of honey | 7. sleep
information
facts
help | 10. patience
wealth
//
// | |

UNITS 7 & 8. ARTICLES

Exercise I (p. 21)

- | | | | | |
|-------------|---------------|-------------------|-------------------------|--------------------------|
| 1. dogs | 4. the apples | 7. The vegetables | 10. the people | 13. the beds |
| 2. the salt | 5. Women/men | 8. Life | 11. people / aggression | 14. war |
| 3. Apples | 6. Tea | 9. skiing | 12. All the books | 15. The First World War. |

Exercise II (p. 21)

- | | | | |
|------------|------------|-------------|-------------|
| 1. A | 7. the | 13. the | 19. the |
| 2. the | 8. nothing | 14. the | 20. the |
| 3. a | 9. the | 15. nothing | 21. a |
| 4. a | 10. the | 16. a | 22. a |
| 5. nothing | 11. the | 17. A | 23. nothing |
| 6. The | 12. The | 18. a | |

Exercise III (p. 22)

- | | |
|----------------------------------|-------------------------------------|
| 1. you have lovely fingers? | 5. to buy some bread / at the shops |
| 2. interested in history | 6. in bad weather |
| 3. What lovely weather | 7. The people who live... |
| 4. ...Some people came to see... | 8. ... about unemployment |

Exercise IV (p. 22)

- | | | |
|--------------------|------------------|---------------|
| 1. basketball | 5. the questions | 9. the hotels |
| 2. The information | 6. the people | 10. The water |
| 3. spiders | 7. History | 11. the grass |
| 4. meat | 8. lies | 12. patience |

Exercise V (p. 23)

- | | | |
|----------------|--------------------|--|
| 1. an apple | 5. the bus station | 9. the book |
| 2. the dentist | 6. a problem | 10. a job in a bank |
| 3. the door | 7. the post office | 11. a small apartment near the city center |
| 4. a mistake | 8. the floor | 12. a small supermarket at the end of the street |

ANSWER KEY...

UNIT 9. COMPARISON

Exercise I (p. 24)

- | | | | |
|-------------------|---------------------|------------------|-------------|
| 1. quieter | 5. warmer | 9. worse | 13. further |
| 2. stronger | 6. more interesting | 10. longer | 14. happier |
| 3. smaller | 7. more difficult | 11. more quietly | |
| 4. more expensive | 8. better | 12. more often | |

Exercise II (p. 24)

- | | | | |
|----------------------|--------------------------|----------------------------|----------------------------|
| 1. harder and harder | 3. heavier and heavier | 5. worse and worse | 7. better and better |
| 2. bigger and bigger | 4. more and more nervous | 6. more and more expensive | 8. more and more talkative |

Exercise III (p. 24)

- | | | |
|------------------------------|----------------------|-----------------|
| 1. much bigger | 3. a bit more slowly | 5. a lot easier |
| 2. far more interesting than | 4. slightly older | |

Exercise IV (p. 25)

- | | |
|--|---|
| 1. Jack isn't as old as he looks | 5. I don't go out as much / often as I used to. |
| 2. You spent more money than me. | 6. She used to have longer hair. |
| 3. The station wasn't as far as I thought. | 7. You don't know them as well as I do. |
| 4. The meal cost less than I expected. | 8. There weren't as many people at this meeting as at the last one. |

Exercise V (p. 25)

- | | | |
|---|--|---|
| 1. A giraffe | 6. Rotterdam | 12. Gold |
| 2. No | 7. The Middle Ages | 13. Yes |
| 3. A hexagon | 8. Beer (150 cal.) | 14. The Earth |
| 4. The liver | 9. No | 15. No. Paris dates from the 5th. century |
| 5. No. (Japan 120 million,
Pakistan 97 million) | 10. Coffee | B.C. London from the 1st. cenury B.C. |
| | 11. Yes. (an egg=80 cal./ sugar=45 cal.) | |

UNIT 12. ADVICE & SUGGESTIONS

Exercise I (p. 26)

- | | | | | |
|------|------|------|-------|-------|
| 1. c | 4. b | 7. b | 10. a | 13. b |
| 2. b | 5. b | 8. a | 11. b | 14. a |
| 3. a | 6. c | 9. c | 12. a | 15. c |

Exercise II (p. 26)

- | | |
|---------------------------------------|--|
| 1. What should I do? | 6. My advice is to go to the movies. |
| 2. Is it worth doing that? | 7. You'd better not eat that potato. |
| 3. I think you don't have to do that. | 8. Do you think I should look for the book? |
| 4. If I were you, I'd call her. | 9. I can't decide whether to do that or not. |
| 5. Why don't you do that homework? | 10. You'd better sell your house. |

Exercise III (p. 27)

Open answers.

ANSWER KEY...

UNIT 10. REQUESTS AND OBLIGATION

Exercise I (p. 28)

Sample answers.

1. Could you come back later?
2. May I see your driving license? / Would you show it to me, please?
3. Would you mind putting the appointment off for Thursday?
4. May I help you? / I'd like to buy a pair of slacks.
5. I want you to turn off the T.V. / ..., but could you turn the volume down?

Exercise II (p. 28)

Open answers.

UNIT 18. POSSIBILITY AND PROBABILITY

Exercise I (p. 30)

Sample answers

1. She must not like children very much. She always hits them.
2. He must be a famous actor. People recognize him everywhere he goes.
3. She may have a farm. She sells cattle.
4. She must not have worked hard at school. Her grades were extremely low.
5. He may have won an Oscar. He made an extraordinary picture.
6. She must have had a lot of friends when she was young. She still sees many of them.
7. He might not have wanted her to marry... As far as I know, he's always been in love with her.
8. He may have wanted her to marry someone famous. He always expressed his feelings about it.
9. They must not be very close to each other. They never call each other.
10. She might get on better with her mother. They are very much in touch lately.

Exercise II (p. 31)

2. (e) You can't have seen Alice in town yesterday. She went abroad last week.
3. (g) You can't have been served by Tessa. She's a kindergarden teacher.
4. (h) Sheila must be thinking of moving. There's a "For Sale" sign outside her house.
5. (a) Anita must have got engaged to Alan. I saw her looking at wedding rings yesterday.
6. (b) Pat can't have hurt her leg. I've just seen her playing tennis.
7. (f) Jenny can't be going out with Tom. She told me she didn't like it.
8. (d) Mary must be having her apartment decorated. There's a strong smell of paint coming from...

Exercise III (p. 31)

Sample answers

1. They might want to see if their relationship will last.
2. He must be mentally disturbed
3. The doctor must be his mother.

UNIT 15. PREPOSITIONS I

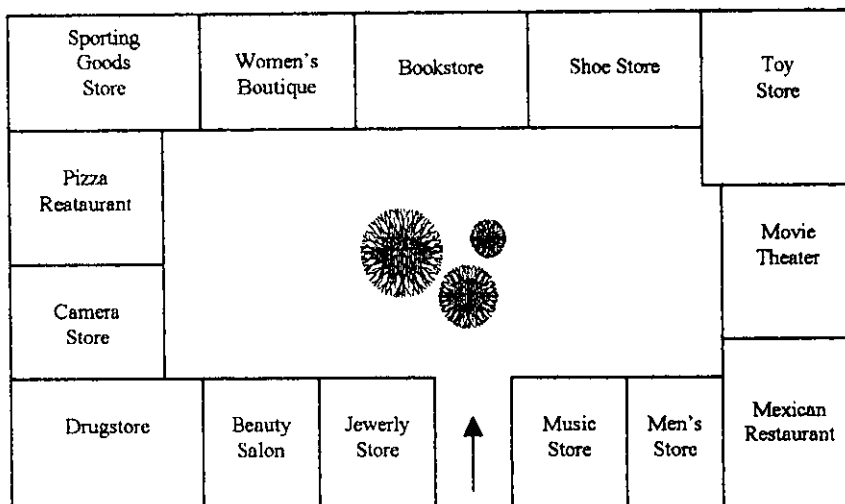
Exercise I (p. 32)

Some answers may vary.

- | | | | | |
|-------------|-------------|-------------------------|--------------|--------------------|
| 1. to | 4. for / in | 7. about / in / in | 10. at | 13. by |
| 2. for / to | 5. at | 8. to / for | 11. at | 14. up / on / by |
| 3. in | 6. in | 9. in front of / behind | 12. for / in | 15. to / on / from |

ANSWER KEY...

Exercise II (p.32)



Exercise III (p. 33)

.... The taxi-driver is on the taxi. There's a policeman in front of the taxi. His police car is next to the bus. There are people in the bus. A woman and a dog are next to the small car. There are two little boys on the bus.

UNIT 16. PREPOSITIONS II

Exercise I (p. 34)

Accept logical and correct answers.

Exercise II (p. 35)

1. annoyed with 2. afraid of 3. interested in 4. proud of 5. different from

Exercise III (p. 35)

- | | |
|-----------------------------------|------------------------|
| 1. disappointed with | 6. sorry about |
| 2. worried about | 7. impressed by / with |
| 3. angry about | 8. upset about |
| 4. sorry about / for — angry with | 9. full of |
| 5. furious with us for | 10. good at |

Exercise IV (p. 36)

1. If you're worried about the problem, you should do something **ABOUT** it.
2. "I have no idea. I've never heard **ABOUT** him.
3. " I don't know. It depends **ON** the traffic."
4. Why were you so unfriendly **TO** Sally?
5. I prefer tea **TO** coffee.

UNIT 13. DOING OR TO DO? - I

Exercises I - II and III (p. 37)

Accept logical and correct answers.

ANSWER KEY...

Exercise IV (p. 38)

1. watching 2. to go 3. waiting 4. barking 5. having 6. to miss 7. to go

Exercise V (p. 38)

1. to unlock 2. both 3. both 4. both 5. both
6. to fall 7. both 8. to burn 9. waiting 10. both
11. walking 12. to walk 13. both 14. both 15. to turn off
16. taking 17. calling / writing / leaving

Exercise VI (p. 39)

1. looking 2. traveling 3. to find
4. to watch 5. changing 6. hitting
7. to write 8. inviting 9. paying
10. to say 11. doing 12. to pick

UNIT 14. DOING OR TO DO?- II

Exercise I (p. 40)

1. to drive? 2. walking 3. changing 4. to change 5. being
6. saying 7. to phone 8. drinking 9. to be 10. to see
11. to be 12. to think / making 13. playing 14. being stopped / stealing / driving

Exercise II (p. 40)

Answers may vary.

2. in solving the problem? 3. reading newspapers.
4. not go out tonight / stay at home tonight.
5. walking / in walking.
6. me to phone you this evening?
7. anybody seeing me / being seen.
8. of being a cheat / of cheating.
9. to seeing them again.
10. to do?

Exercise III (p. 41)

1. Please promise not to tell anybody my secret.
2. I would appreciate hearing from you soon.
3. Parents should never let very young children stay at home alone.
4. Maria has never complained about having a handicap.
5. Mr. Lee didn't remember to bring his passport when he went to the consulate.
6. Lillian deserves to be told the truth about what happened last night.
7. ... But they communicate well by speaking English when they are together.
8. I enjoyed talking to her on the phone. I look forward seeing her next week.
9.... everyone is required to leave the building.
10. Attending the premiere of the new musical...
11. Don't keep asking me the same questions over....
12. I anticipate arriving at the airport about...
13. Let me help you carry that table upstairs.
14. ... I found my young son standing on the kitchen table

ANSWER KEY...

UNIT 23. THE PASSIVE - I

Exercise I (p. 42)

1. Rice is grown in India.
2. This rug was made by my aunt.
3. My car is being fixed today.
4. French is spoken in Quebec.
5. That bridge was designed by Mr. Eads...
6. The wheel was invented thousands of years ago.
7. Was the telephone invented by Thomas Edison?
8. A new hospital is going to be built just...
9. How are candles made?
10. That TV show is watched by very few people.
11. Look! The seals are being fed.

Exercise II (p. 42)

1. The room is cleaned every day.
2. All flights were cancelled because of fog.
3. This road isn't used very often
4. I was accused of stealing money
5. How are languages learned?
6. We were advised not to go alone

Exercise III (p. 43)

1. are caused
2. is made
3. is included
4. is included
5. were invited
6. are shown
7. are held
8. was written / was translated
9. were overtaken

Exercise IV (p. 43)

1. are employed
2. covers
3. is covered
4. are locked
5. was posted / arrived
6. sank / was rescued
7. died / were brought up
8. grew
9. was stolen
10. disappeared
11. did Sue resign
12. was Bill fired
13. is owned
14. called / was injured / wasn't needed
15. were these photographs taken

UNIT 24. THE PASSIVE - II

Exercise I (p. 44)

1. be done
2. have been sent
3. be made
4. be woken up
5. be spent
6. have been repaired
7. be carried
8. have been caused

Exercise II (p. 44)

SHOP ROBBERY

1. was forced
2. being threatened
3. had been stolen
4. was later found
5. had been abandoned
6. has been arrested
7. is being questioned

ROAD DELAYS

1. is being resurfaced
2. are asked / are being asked / have been asked
3. is expected
4. will be closed
5. will be diverted

ACCIDENT

1. was taken
2. was allowed
3. was blocked
4. be diverted
5. have been killed

Exercise III (p.45)

1. The children were frightened by the thunder and the lightning.
2. Two people got hurt in the accident and were taken to the hospital by...
3. The movie was so boring that we fell asleep...
4. The students were helped by the clear explanation...
5. The winner of the race hasn't been announced yet.
6. If you are interested in modern art.... It is fascinating.
7. Progress is being made every day.

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CREDITS

Unit 1. YES / NO QUESTIONS

Exercise I	DAVALOS, A. <u>English 2</u> , p. 81	Exercise D
Exercise II	DAVALOS, A. <u>English 2</u> , p. 83	Exercise G (1 - 5)
	p. 73	Exercise C (6 - 10)
Exercise III	SCHEUER, et al. <u>Transition Book 2</u>	p. 24
Exercise IV	SCHRAMPFER, et al. <u>Workbook Vol. A</u>	pp. 150 - 151 Practice 21

Unit 2. WH-QUESTIONS

Exercise I	SCHRAMPFER, et al. <u>Workbook Vol. A</u>	pp. 2 - 3 Practice 2
Exercise II	SCHRAMPFER, et al. <u>Workbook Vol. A</u>	p. 145 Practice 15
Exercise III	SOARS, et al. <u>Headway Upper-Intermediate Workbook</u>	pp. 20 - 21 Ex. 1
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Units 3 & 4. THE PAST AND THE PRESENT PERFECT SIMPLE AND CONTINUOUS

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Exercise II	SOARS, et al. <u>Headway Upper-Intermediate Book</u>	p. 19 Ex. 5
Exercise III	SOARS, et al. <u>Headway Upper-Intermediate Book</u>	p. 14 Ex. 3
Exercise IV	SOARS, et al. <u>Headway Upper-Intermediate Workbook</u>	pp. 11-12 Ex. 1
Exercise V	SOARS, et al. <u>Headway Upper-Intermediate Workbook</u>	p. 13 Ex. 5
Exercise VI	SOARS, et al. <u>Headway Upper-Intermediate Workbook</u>	p. 30 Ex. 1

Unit 5. PAST, PRESENT AND FUTURE

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Exercise III	SCHRAMPFER, et al. <u>Workbook Vol. A</u>	pp. 37 - 38 Practice 43
Exercise IV	SCHRAMPFER, et al. <u>Workbook Vol. A</u>	pp. 38 - 39 Practice 44

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Exercise I	SCHRAMPFER, et al. <u>Workbook Vol. A</u>	p. 137 Practice 1
Exercise II	SCHRAMPFER, et al. <u>Workbook Vol. A</u>	p. 138 Practice 5
Exercise III	SCHRAMPFER, et al. <u>Workbook Vol. A</u>	p. 141 Practice 10
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Exercise III	MURPHY, R. <u>English Grammar in Use</u>	p. 173 Ex. 86.2

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Exercise IV	SOARS, et al. <u>Headway Upper-Intermediate Workbook</u> p. 35 Ex. 1
	SOARS, et al. <u>Headway Upper-Intermediate Book</u> p. 54 Ex. 1
Exercise V	SOARS, et al. <u>Headway Upper-Intermediate Book</u> p. 54 Ex. 2
	SOARS, et al. <u>Headway Upper-Intermediate Workbook</u> p. 35 Ex. 2
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Exercise VII	SCHRAMPFER, et al. <u>Workbook Vol. B</u> p. 167 Practice 16

Units 7 & 8. ARTICLES I - II

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Exercise III	SOARS, et al. <u>Headway Upper-Intermediate Workbook</u> p. 71 Ex. 4
Exercise IV	MURPHY, R. <u>English Grammar in Use</u> p. 149 Ex. 74.2
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Unit 9. COMPARISON

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Exercise III	MURPHY, R. <u>English Grammar in Use</u> p. 211 Ex. 105.1
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Unit 12. ADVICE AND SUGGESTIONS

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Unit 15. PREPOSITIONS - I

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- Exercise I RICHARDS, J. Interchange I Workbook p. 29
Exercise II MURPHY, R. English Grammar in Use p. 259 Ex. 129.2 and p. 261 Ex. 130.2
Exercise III MURPHY, R. English Grammar in Use p. 259 Ex. 129.3 and p. 261 Ex. 130.3
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Unit 13. DOING OR TO DO? - I

- Exercises I - II SOARS, et al. Headway Upper-Intermediate Book p. 27 Ex. 2 and 3
Exercise III SCHRAMPFER, et al. Workbook Vol. A p. 115 Practice 14
Exercise IV MURPHY, R. English Grammar in Use p. 107 Ex. 53.3
Exercise V SCHRAMPFER, et al. Workbook Vol. A pp. 109 -110 Practice 7
Exercise VI SCHRAMPFER, et al. Workbook Vol. A pp. 106 -107 Practice 4

Unit 14. DOING OR TO DO? - II

- Exercise I MURPHY, R. English Grammar in Use p. 296 Ex. 23
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- Exercise I SCHRAMPFER, et al. Workbook Vol. A p. 79 Practice 7
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- Exercise I MURPHY, R. English Grammar in Use p. 85 Ex. 42.2
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- Exercise I MURPHY, R. English Grammar in Use p. 197 Ex. 98.1
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- Exercise I MURPHY, R. English Grammar in Use p. 199 Ex. 99.1
Exercise II MURPHY, R. English Grammar in Use p. 199 Ex. 99.3
Exercise III MURPHY, R. English Grammar in Use p. 199 Ex. 99.4
Exercise IV MURPHY, R. English Grammar in Use p. 199 Ex. 99.2

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