

# Unidad de aprendizaje

## INGLÉS 10

Programa educativo: **Licenciatura en Turismo**

Lugar donde se imparte: **Facultad de Turismo y Gastronomía**

Responsable de la elaboración:

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Fecha de elaboración: **Septiembre 2019**

# UNIT 1

**Competence:** Talking about unusual achievements and ways of succeeding in life.  
Commenting on Guinness record and outstanding people

## Use of language

**1.1 Review of present, and past simple tenses. Perfect and Continuous aspects in the present, and past.**

**1.2 Dates.**

**1.3 Numbers.**

**1.4 Definite and indefinite articles.**

**1.5 Zero article.**

**1.6 Vocabulary about verb – noun word combinations**

# 1.1 Review of present simple

We use the present simple to **express habits, facts, thoughts and feelings**. It is also used with **general statements** and actions that are repeated.

**Subject**



**Verb**  
*(infinitive without to)*



**Rest of the Sentence**



**If the subject is 3rd person singular, an "-s" is added to the verb.**

## Affirmative sentences



+

I **read** books.

You **read** books.

He **reads** books.

## Negative sentences



### Long forms

I **do not** clean the room.

You **do not** clean the room.

He **does not** clean the room.

### Contracted forms

I **don't** clean the room.

You **don't** clean the room.

He **doesn't** clean the room.

Always use the auxiliary **do** for negations and the **infinitive** of the verb.

## Questions sentences

You need the auxiliary **do/does** and the **infinitive** of the verb.

### Examples

**Do** I **play** football? → **Do** you **play** football?  
→ **Does** he **play** football?

**Does** Gillian  
usually meet clien  
ts so late at night?



## Exercises for the Present Simple

**Instruccions:** write interrogative, negative or affirmative in one of the sentences below

1. Every year his family \_\_\_\_\_ to Europe for two weeks. (go)
2. Tammy and Jen \_\_\_\_\_ a Pilates class on Wednesday mornings. (take)
3. \_\_\_\_\_ that airline \_\_\_\_\_ to Paris? (fly)
4. The semester \_\_\_\_\_ until the end of June. (not finish)
5. Tony usually \_\_\_\_\_ to call his mother in the mornings. (try)
6. \_\_\_\_\_ for your car expenses? (Who/pay)
7. The shops \_\_\_\_\_ until 21:00. (not close)
8. Gerard \_\_\_\_\_ the ball and \_\_\_\_\_ it into the net. (receive/kick)
9. \_\_\_\_\_ times a day \_\_\_\_\_ you \_\_\_\_\_ your dogs for a walk? (take)
10. \_\_\_\_\_ he always \_\_\_\_\_ his cell phone for long distance calls? (use)

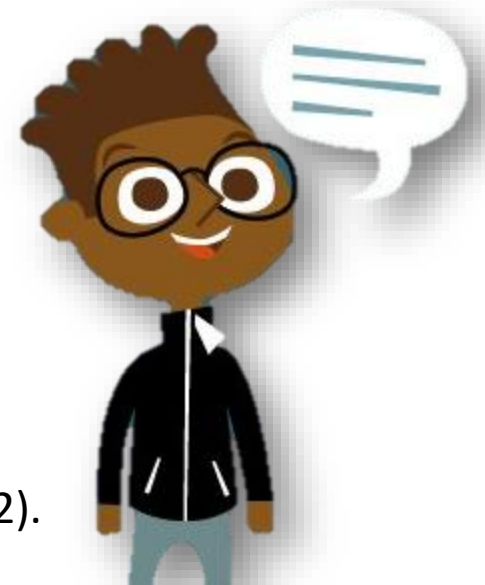
# 1.1 Review of past simple

Use the simple past to express the idea that an action started and finished at a specific time in the past.

Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

The simple past is formed using the **verb + ed**.

In addition, there are many verbs with **irregular past forms**.



Afirmative



You **called** Debbie.

Negative



You **didn't call** Debbie



Negative forms are made  
with did not or didn't.

Question



**Did** you **call** Debbie?



Questions are made with did





**Instruccions:** write the verb in past

1. I \_\_\_\_\_ (play) soccer after school last Friday.
2. I \_\_\_\_\_ (go) to the disco last weekend with my friends.
3. He \_\_\_\_\_ (see) a bird fly into the window.
4. They \_\_\_\_\_ (hear) the new baby cry when it woke up.
5. She \_\_\_\_\_ (listen) to the teacher in class.
6. We \_\_\_\_\_ (know) the old woman that used to live in the house across the street.
7. He \_\_\_\_\_ (take) the ball that did not belong to him.
8. \_\_\_\_\_ (you/do) your homework yesterday?



# 1.1 PRESENT PERFECT

The present perfect is formed using **has/have + past participle**. Questions are indicated by inverting the subject and *has/have*. Negatives are made with *not*.

We use the present perfect to say that an action **happened** at an **unspecified time before now**.

## Affirmative Sentences

I **have** talked to Peter.

She **has** gone to work.

We **have** been to London.

They **have** learned English

## Negative sentences

He **has** not played well

I **have** not eaten in 2 days

## Questions

**Have** I done?

**Have** you done?

**Has** he done?

**Have** we done?

**Have** you done?

**Have** they done?

**EXERCISES**

**Instruccions:** write interrogative, negative or affirmative in one of the sentences below (present perfect)

1. I (not / work) \_\_\_\_\_ today.
2. We (buy) \_\_\_\_\_ a new lamp.
3. We (not / plan) \_\_\_\_\_ our holiday yet.
4. Where (be / you) \_\_\_\_\_ ?
5. He (write) \_\_\_\_\_ five letters.
6. She (not / see) \_\_\_\_\_ him for a long time.
7. (be / you) \_\_\_\_\_ at school?
8. School (not / start) \_\_\_\_\_ yet.
9. (speak / he) \_\_\_\_\_ to his boss?
10. No, he (have / not) \_\_\_\_\_ the time yet.

# 1.1 PRESENT CONTINUOUS

The present continuous is formed using **am/is/are + present participle**. Questions are indicated by inverting the subject and *am/is/are*. Negatives are made with *not*.

## Affirmative sentences

I am singing

you are singing

he is singing

we are singing

you are singing

- Affirmative: You **are watching** TV.
- Negative: You **are not watching** TV.
- Question: **Are** you **watching** TV?

## Negative sentences

I am not singing

he is not singing

## Questions

Am I singing?

are you singing?

is he singing?

are we singing?

are you singing?

## EXERCISES

**Instruccions:** write interrogative, negative or affirmative in one of the sentences below (present continuos)

1. You \_\_\_\_\_ (use) my mobile phone!
2. My dad \_\_\_\_\_ (wash) his car.
3. It \_\_\_\_\_ (not rain) today.
4. Who \_\_\_\_\_ (she / chat) to now?
5. What \_\_\_\_\_ (you / do) at the moment?
6. We \_\_\_\_\_ (sit) on the train.
7. The students \_\_\_\_\_ (have) lunch in the canteen.
8. Are you making dinner?' 'Yes, I \_\_\_\_\_

# 1.2 DATES

## EXAMPLES

format	American: month-day-year
A	March the Fourteenth, 2016
B	March 14th, 2016
C	March 14, 2016
D	3/14/2016
E	3/14/16
F	03/14/16

The **month** comes **before** the **day**, which means you cannot use **of** and rarely use ordinal numbers (adding st, nd, rd, th).

Commas should also be used to separate the day and year, and again the name of the day should come at the beginning. The date should therefore be written:

The date can be written in abbreviated forms, either as a group of numbers (separated by hyphens, slashes or periods), or with the first few letters of the month. The date should be in **day – month – year** or **month – day – year** format depending on British or American use.

# YEARS

- When the year is a four digit number, read the first two digits as a whole number, then the second two digits as another whole number.
- There are a few exceptions to this rule. Years that are within the first 100 years of a new millenium can be read as whole numbers even though they have four digits, or they can be read as two two-digit numbers.
- New centuries are read as whole numbers of hundreds. We do not use the word "thousand", at least not for reading years within the past 1000 years.

Hancock, M. & McDonald, A. (2009)

Written	Spoken
2014	twenty fourteen or two thousand fourteen
2008	two thousand eight
2000	two thousand
1944	nineteen forty-four
1908	nineteen o eight
1900	nineteen hundred
1600	sixteen hundred
1256	twelve fifty-six
1006	ten o six
866	eight hundred sixty-six or eight sixty-six
25	twenty-five
3000 BC	three thousand BC
3250 BC	thirty two fifty BC

# 1.3 NUMBERS

## CARDINAL AND ORDINAL NUMBERS

Number	Cardinal	Ordinal
1	one	first
2	two	second
3	three	third
4	four	fourth
5	five	fifth
6	six	sixth
7	seven	seventh
8	eight	eighth
9	nine	ninth
10	ten	tenth
11	eleven	eleventh
12	twelve	twelfth
13	thirteen	thirteenth
14	fourteen	fourteenth
15	fifteen	fifteenth
16	sixteen	sixteenth
17	seventeen	seventeenth
18	eighteen	eighteenth
19	nineteen	nineteenth
20	twenty	twentieth



# 1.3 NUMBERS

## CARDINAL AND ORDINAL NUMBERS

<b>21</b>	twenty-one	twenty-first
<b>22</b>	twenty-two	twenty-second
<b>23</b>	twenty-three	twenty-third
<b>24</b>	twenty-four	twenty-fourth
<b>25</b>	twenty-five	twenty-fifth
<b>26</b>	twenty-six	twenty-sixth
<b>27</b>	twenty-seven	twenty-seventh
<b>28</b>	twenty-eight	twenty-eighth
<b>29</b>	twenty-nine	twenty-ninth
<b>30</b>	thirty	thirtieth
<b>31</b>	thirty-one	thirty-first
<b>40</b>	forty	fortieth
<b>50</b>	fifty	fiftieth
<b>60</b>	sixty	sixtieth
<b>70</b>	seventy	seventieth
<b>80</b>	eighty	eightieth
<b>90</b>	ninety	ninetieth
<b>100</b>	one hundred	hundredth
<b>500</b>	five hundred	five hundredth

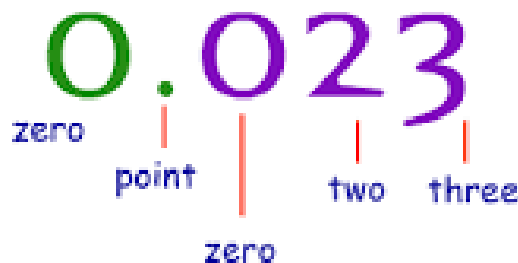
# 1.3 NUMBERS

**CARDINAL AND  
ORDINAL NUMBERS**

	Number	Cardinal	Ordinal
}	<b>1,000</b>	one thousand	thousandth
	<b>1,500</b>	one thousand five hundred, or fifteen hundred	one thousand five hundredth
	<b>100,000</b>	one hundred thousand	hundred thousandth
	<b>1,000,000</b>	one million	millionth

Written	Said
0.5	point five
0.25	point two five
0.73	point seven three
0.05	point zero five
0.6529	point six five two nine
2.95	two point nine five

an example of decimals



zero point zero two three

point zero two three

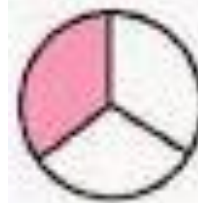
# READING DECIMALS

Read decimals aloud in English by pronouncing the decimal point as "point", then read each digit individually. Money is not read this way

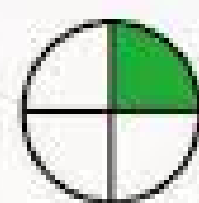
# READING FRACTIONS

Read fractions using the cardinal number for the numerator and the ordinal number for the denominator, making the ordinal number plural if the numerator is larger than 1. This applies to all numbers except for the number 2, which is read "half" when it is the denominator, and "halves" if there is more than one

Written	Said
$1/3$	one third
$3/4$	three fourths
$5/6$	five sixths
$1/2$	one half
$3/2$	three halves



**Third**



**Quarter**



**Sixth**



**Half**



**Eighth**

# PRONOUNCING PERCENTAGES



Percentages are easy to read aloud in English. Just say the number and then add the word "percent"

Written	Pronounced
5%	five percent
25%	twenty-five percent
36.25%	thirty-six point two five percent
100%	one hundred percent
400%	four hundred percent

# PRONOUNCING MEASUREMENTS

Just read out the number, followed by the unit of measurement, which will often be abbreviated in the written form.

## English System of Measurement



1 foot



1 inch



1 yard



1 cup



1 gallon

Written	Spoken
60m	sixty meters
25km/h	twenty-five kilometers per hour
11ft	eleven feet
2L	two liters
3tbsp	three tablespoons
1tsp	one teaspoon

# READING SUMS OF MONEY

To read a sum of money, first read the whole number, then add the currency name. If there is a decimal, follow with the decimal pronounced as a whole number, and if coinage has a name in the currency, add that word at the end. Note that normal decimals are not read in this way. These rules only apply to currency.

Written	Spoken
25\$	twenty-five dollars
52€	fifty-two euros
140£	one hundred and forty pounds
\$43.25	forty-three dollars and twenty-five cents (shortened to "forty-three twenty-five" in everyday speech)
€12.66	twelve euros sixty-six
£10.50	ten pounds fifty

# EXAMPLES

Written	Said
$3.04+2.02=5.06$	<i>Three point zero four plus two point zero two makes five point zero six.</i>
There is a 0% chance of rain.	<i>There is a zero percent chance of rain.</i>
The temperature is $-20^{\circ}\text{C}$ .	<i>The temperature is twenty degrees below zero.</i>
You can reach me at 0171 390 1062.	<i>You can reach me at zero one seven one, three nine zero, one zero six two</i>
I live at 4604 Smith Street.	<i>I live at forty-six o four Smith Street</i>
He became king in 1409.	<i>He became king in fourteen o nine.</i>
I waited until 4:05.	<i>I waited until four o five.</i>
The score was 4-0.	<i>The score was four nil.</i>



## 1.4 DEFINITE AND INDEFINITE ARTICLES.

In English there are three articles: *a*, *an*, and *the*. Articles are used before nouns or noun equivalents and are a type of adjective.

The definite article (*the*) is used before a noun to indicate that the identity of the noun is known to the reader.

The indefinite article (*a, an*) is used before a noun that is general or when its identity is not known. There are certain situations in which a noun takes no article.

## Definite article

**the** (before a singular or plural noun)

**Count nouns** - refers to items that can be counted and are either singular or plural

**Non-count nouns** - refers to items that are not counted and are always singular

## Indefinite article

**a** (before a singular noun beginning with a consonant sound)

**an** (before a singular noun beginning with a vowel sound)

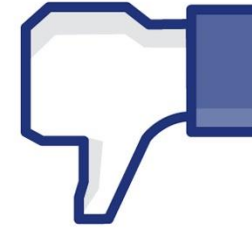
COUNT NOUNS	NON-COUNT NOUNS	
Rule #1 Specific identity not known	a, an	(no article)
Rule #2 Specific identity known	the	the
Rule #3 All things or things in general	(no article)	(no article)

# Examples

I do not want **a** gun in my house (any gun).

**The** gun is in his closet (implies there is a specific gun).

I am afraid of guns (all guns in general).



She sent me **a** postcard from Italy (an unspecific postcard - not a letter, not an e-mail).

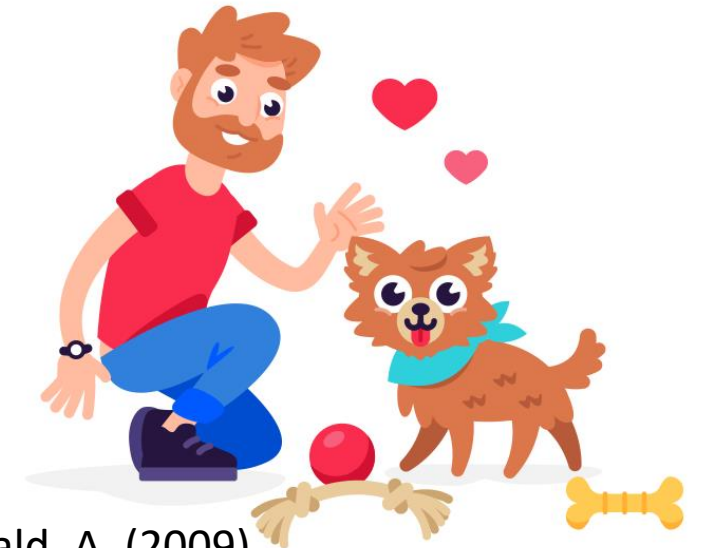
It's **the** postcard that I have in my office (one specific postcard).

Getting postcards makes me want to travel (any postcard in general).

I have **a** dog (one dog).

**The** dog is very friendly (the dog that I have already mentioned).

Dogs make great pets (dogs in general).



# 1.5 ZERO ARTICLE

You should not use **the** or a **With** countless nouns, general or abstract and plural ideas (they have not been mentioned before and have not been modified afterwards).

## EXAMPLE

I like orange juice (sustantivo incontable) (Me gusta el zumo de naranja)

Give peace a chance (idea abstracta) (Da una oportunidad a la paz)

I hate wasps (no se ha mencionado antes y tampoco se ha modificado) (Odio las avispas)

You should not use them with most proper names.

## EXAMPLE

We live in France. (Nosotros vivimos en Francia)

I'll see you in January. (Te veré en enero)

You should not use them with meal names when they refer to routines.

EXAMPLE

It's time for lunch. (Es hora de comer)  
What's for dinner? (¿Qué hay para cenar)?

You should not use them with unique works and papers (you can also put definite article)

EXAMPLE

Jim is (the) chairman of the company. (Jim es el presidente de la empresa)

You should not use them with place prepositions when the place has a special role.

## EXAMPLE

Sally is in prison (es una reclusa)  
(Sally está en la cárcel)  
Sally is in the prison (no es una reclusa, ha ido a visitar a alguien o a trabajar allí) (Sally está en la cárcel)

You should not use them with the means of transport.

## EXAMPLE

*We went there by car.* (Fuimos allí en coche)  
Pero si utilizamos *in* o *on*: *We went there in a car / on a bus.* (Fuimos allí en coche / en bus)

# 1.6 VOCABULARY ABOUT VERB – NOUN WORD COMBINATIONS

Words can be combined to form compound nouns. These are very common, and new combinations are invented almost daily. They normally have two parts. The first part tells us what kind of object or person it is, or what its purpose is. The second part identifies the object or person in question. Compound nouns often have a meaning that is different, or more specific, than the two separate words.

<b>First part: type or purpose</b>	<b>Second part: what or who</b>	<b>Compound noun</b>
<b>police</b>	<b>man</b>	<b>policeman</b>
<b>boy</b>	<b>friend</b>	<b>boyfriend</b>
<b>water</b>	<b>tank</b>	<b>water tank</b>
<b>dining</b>	<b>table</b>	<b>dining-table</b>

You have noticed that the compound noun can be written either as a single word, as a word with a hyphen, or as two words. There are no clear rules about this. A good rule of thumb is to write the most common compound nouns as one word, and the others as two words.

The elements in a compound noun are very diverse parts of speech.

Compound elements	Examples
noun + noun	bedroom water tank motorcycle printer cartridge
noun + verb	rainfall haircut train-spotting
noun + adverb	hanger-on passer-by
verb + noun	washing machine driving licence swimming pool

Compound elements	Examples
verb + adverb	lookout take-off drawback
adverb + noun	onlooker bystander
adjective + verb	dry-cleaning public speaking
adjective + noun	greenhouse software redhead
adverb + verb	output overthrow upturn input



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## Guion explicativo

La presente unidad titulada **“Hablando de logros inusuales y formas de tener éxito en la vida. Comentando sobre el récord Guinness y personas destacadas”**. Por lo que esta diseñada con el tema en sus tres diferentes formas, Afirmativo, interrogativo y negativo para que le permita al lector conocer la estructura gramatical del tiempo, así como también se desarrollaron los temas que solicita la competencia.

También se incorporaron ejercicios con la finalidad de que el estudiante practique con el idioma inglés.

**Por su atención muchas gracias!**