

República Bolivariana de Venezuela.
Unidad Educativa Nuestra Señora de Lourdes.
Puerto La Cruz, estado Anzoátegui.

Unidad Curricular: Lengua Extranjera Inglés.
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General Guide for English Studies

5th

Puerto La Cruz, abril de 2020.

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PRESENTACIÓN

A mis estimados estudiantes:

Es oportuno saludarles con alegría en virtud de que han logrado alcanzar el lapso final, etapa mágica en la vida adolescente donde se conjugan los sueños de la graduación y los proyectos inmediatos que consolidarán su carrera profesional a corto plazo.

Aunque las condiciones adversas que afronta la humanidad han afectado la tradición del conocido acto de promoción, sigue siendo un periodo maravilloso en sus vidas, puesto que también han logrado involucrarse mucho más con sus profesores (humanamente, socialmente), considerando que las relaciones se constituyen de manera virtual por el momento; nosotros, sus maestros, hemos también valorado mucho más el esfuerzo que realizan desde sus hogares para cumplir con las metas educativas planificadas.

Por ende, la Guía de Estudio que se presenta a continuación, está diseñada con el objeto de brindar un acercamiento a las teorías básicas de análisis de textos en inglés, cuyas características deseo mencionar: al transcurrir cada unidad curricular, encontrarán ejercicios de refuerzo que deben resolver para afianzar el aprendizaje adquirido; la unidad 5.1 se constituye en el dual teoría-práctica (la resolución de todos sus ejercicios es en sí la evaluación 1); para el resto de las unidades, se especifica la actividad que debe realizar, tanto en la guía como la actividad final por cada unidad, reflejada en el Plan de Evaluación.

Desde este momento, espero que podamos transitar juntos en el proceso de enseñanza-aprendizaje, ahora bajo la modalidad online, con el propósito de cumplir los requisitos académicos exigidos y, demás está decirles, contando con la asesoría y consejos de este servidor.

Prof. Luis Enrique Hurtado.

EFL. Teacher.

Unit: 5.1. Language structure: Parts of Speech.

Parts of Speech

There are eight parts of speech in English language: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence.



Parts of Speech



There are eight parts of speech:

Nouns	Adjectives	Pronouns	Interjections	Conjunctions	Prepositions	Adverbs	Verbs
Nouns are people, places, things, or ideas.	Adjectives describe nouns.	Pronouns take the place of a noun.	Interjections are exclamations expressing emotion.	Conjunctions are words that join words or groups of words	Prepositions show the relationship between a noun or pronoun and other words	Adverbs modify verbs, adjectives, or other adverbs. An adverb answers the questions of how, when, where, and to what extent.	Verbs express action or being.
Examples: <u>People</u> Boy, Girl, Man Women	Examples: blue, red, big, ugly, round, pretty	Examples: he, she, it, you, we, me, I, they	Examples: Oh! Wow! Yeah!	Examples: but or and	Examples: in, on, against, below	Examples: quickly, later, here, very	Examples: run, write, spin, chop
<u>Places</u> Bank, Park, shop							
<u>Things</u> dog, house, money, toy							
<u>Ideas</u> love, hate, bravery, courage							

Grammatical analysis.

Look at the following example made from an extract of the story:

Johnny Appleseed:

Many years ago in America there was a boy called Johnny. He loved flowers, animals and trees. Whenever he ate an apple he took out the apple seeds and **planted** them. People called him Johnny Appleseed.

<i>Nouns</i>	<i>Adjectives</i>	<i>Pronouns</i>	<i>Interjections</i>	<i>Conjunctions</i>	<i>Prepositions</i>	<i>Adverbs</i>	<i>Verbs</i>
Years, America, boy, Johnny, Flowers, animals, Trees, apple, seeds, people	Many, ago, Appleseed	He, them, him		And	In	There, whenever, out	Was, called, loved, ate, took, planted

EVALUATION 1.

GRAMMATICAL ANALYSIS. (20%)

Read the following extract of the story: *Hansel and Gretel*. Then, do the grammatical analysis by using your English dictionary.

One day Hansel and Gretel got lost in a dark forest. They were hungry. They were frightened. Then they saw a path. They followed the path. It led them to a house made of chocolate. Hansel and Gretel began to eat the chocolate.

A nice old woman lived in the house. She came out and saw Hansel and Gretel.

The nice old woman took the children inside the house. She gave them a meal. This made the children happy.

When Hansel and Gretel woke up in the morning something bad happened. The nice old woman turned into a scary old woman. She wanted to eat Hansel.

<i>Nouns</i>	<i>Adjectives</i>	<i>Pronouns</i>	<i>Interjections</i>	<i>Conjunctions</i>	<i>Prepositions</i>	<i>Adverbs</i>	<i>Verbs</i>

Unit: 5.2. Verb classifications.

Verbs.

A Verb is a word that denotes *Action or State / Condition or Possession* of the subject in the sentence. A verb describes what is done by the subject, or what is done to the subject, or simply what the subject is.

Classifications.

Regular verbs

LIST OF REGULAR AND IRREGULAR VERBS						
No.	REGULAR VERBS			IRREGULAR VERBS		
	PRESENT	PAST	PAST PARTICIPLE	PRESENT	PAST	PAST PARTICIPLE
1	Accept	Accepted	Accepted	Burn	Burnt/Burned	Burns
2	Achieve	Achieved	Achieved	Bust	Bust	Bust
3	Add	Added	Added	Dare	Dared/Durst	Dared
4	Allow	Allowed	Allowed	Dig	Dug	Dug
5	Boil	Boiled	Boiled	Do	Did	Done
6	Behave	Behaved	Behaved	Draw	Drew	Drawn
7	Brush	Brushed	Brushed	Drink	Drank	Drunk
8	Bury	Buried	Buried	Drive	Drove	Driven
9	Chew	Chewed	Chewed	Dwell	Dwelt	Dwelt
10	Clap	Clapped	Clapped	Eat	Ate	Eaten
11	Dance	Danced	Danced	Fall	Fell	Fallen
12	Destroy	Destroyed	Destroyed	Feed	Fed	Fed
13	Divide	Divide	Divide	Fight	Fought	Fought
14	Cycle	Cycled	Cycled	Find	Found	Found
15	Establish	Established	Established	Hide	Hid	Hidden
16	Exercise	Exercised	Execised	Hold	Held	Held
17	Hate	Hated	Hated	Keep	Kept	Kept
18	Hope	Hoped	Hoped	Lay	Laid	Laid
19	Kill	Killed	Killed	Pay	Paid	Paid

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Irregular verbs

Irregular verbs change their written forms from the base to PAST or PAST PARTICIPLE. Examples:

PRESENT	PAST	PAST PARTICIPLE
Buy	Bought	Bought
Drive	Drove	Driven
Feel	Felt	Felt

was, were: Past Simple tense of verb to be

FORM

<i>Positive</i>	<i>Negative</i>		<i>Question</i>
	<i>Long</i>	<i>Short</i>	
I was	I was not	I wasn't	Was I ... ?
You were	You were not	You weren't	Were you ... ?
She was	She was not	She wasn't	Was she ... ?
He was	He was not	He wasn't	Was he ... ?
It was	It was not	It wasn't	Was it ... ?
We were	We were not	We weren't	Were we ... ?
They were	They were not	They weren't	Were they ... ?

Compound verb

A **compound verb** is a **verb** that consists of more than one word. There are several types of **compound verbs** including: prepositional **verbs**, **phrasal verbs**, **verbs** with auxiliaries, and **compound** single-word **verbs**.

Prepositional verbs:

A **prepositional verb** is an idiomatic expression that combines a **verb** and a **preposition** to make a new **verb** with a distinct meaning. Some examples of **prepositional verbs** in English are: *care for*, *long for*, *apply for*, *approve of*, *add to*, *resort to*, *result in*, *count on*, *deal with*, *laugh at*, *knock at*,

listen to, consist of, beg for, look at, wait for, agree with, agree too, believe in, suffers from, remind of, worry about, charge with.

Examples:

- She is waiting for him.
- He is knocking at the door.
- She is listening to music.

Phrasal verbs:

A phrasal verb is a combination of a verb and one or two particles. The particles can be either prepositions or adverbs or both.

A phrasal verb consists of a verb and words such as '*up, on, in over, out, with, off, down, about, away, after*'.

Phrasal verb has a meaning that is different to its original verb:

- He *gives* some candies to his students.
{*give* = (verb) to transfer the possession of something to someone}.
- He is trying to *give up* smoking.
{*give up* = (ph. Verb) to cease something by making efforts}.
- They *called* their parents yesterday afternoon.
{*called* = (past. Verb) to contact someone by phone}.
- The game was *called off* due to bad weather.
{*called off* = (ph. Verb) to cancel something}.

Auxiliary verbs:

An auxiliary verb helps the main verb and it is also called a *helping verb*.



Auxiliary Verbs

An **auxiliary verb** helps the main verb and is also called a helping verb. That action happened in the past or is happening in the present or will happen in the future.

- | | | | | |
|---------|--------|----------|---------|--------------|
| • am | • been | • shall | • must | • ought to |
| • is | • be | • will | • can | • dare |
| • are | • has | • should | • could | • going to |
| • was | • have | • would | • does | • be able to |
| • were | • had | • may | • do | • have to |
| • being | • did | • might | • need | • had better |



Examples:

- He *is playing* football. {Present continuous tense}.
- The house *had been built*. {Past perfect tense}.
- *Do* I have a car? {Present simple tense}.

Compound single-word verbs:

Sometimes a single verb is a combination of multiple words. Both words might be verbs or one of the words might be a descriptor word. The words may run together as one word or they may be joined by a hyphen. For example:

- The Smiths usually hire Jessica to *babysit* their son on Saturday nights.
- Gerald really wants to *water-proof* the deck this weekend.
- The easiest meal idea is just to *stirfry* everything together.

The verb TO GET

TO GET can be used in a number of patterns and has a number of meanings:

- I got my passport last week. (to obtain)
- He gets \$1,000 a year from his father. (to receive)
- She got a new coat from Zappaloni in Rome. (to buy)

PRATICING. Read the story: 'The magic dress'. Then, Complete the chart with the required information (kinds of verbs). Follow the example.

The magic dress

Do you wish you could fly? What would it be like? Where would you go?

One day Becky **went** shopping. She stopped to look at some dresses. Becky saw a lovely dress with different coloured stripes, like a rainbow. It was just what she wanted. Becky had enough money so she decided to buy it. When she touched the dress, Becky felt a strange feeling of excitement, as if there was something very special about it.

Becky hurried home and tried the dress on. As she did so, she felt very odd. She started to float in the air and fly like a bird! The dress was magic! She flew up and up and up, high in the sky. She flew high above the clouds. When she looked down, everything looked smaller - the cars looked like beetles and the people looked as small as ants! Her house looked like a little box!

Becky flew over the sea. She waved to the people on boats below. They were very surprised! She waved to the whales. They blew water into the air at her. She waved to the dolphins. They jumped out of the water when they saw her.

Becky flew over the jungle. She waved to the tigers. They growled at her. She waved to the elephants. They lifted their trunks and trumpeted at her. She waved to the monkeys. They threw bananas at her. Becky flew over the snow and ice

Becky flew over the desert. It was very hot. She waved to the camels. She waved to the snakes. She waved to people in tents in the oasis.

Becky flew over the snow and ice. The bears and penguins were pleased to see her, but it was very cold.

Becky began to get tired so she flew home and landed in her garden. What an adventure! What a dress!

Regular Verb	Irregular Verb	Auxiliary Verb	Prepositional Verb	Phrasal Verb
	Went,			

EVALUATION 2.

AUDIOVISUAL PRESENTATION.

INSTRUCTIONS:

- 1) Prepare a PPTX presentation where you explain the kinds of verbs.
- 2) Create impressive flash cards or any other resource for your presentation.
- 3) Use different examples according to the kinds of verbs studied in this lesson.
- 4) Record your presentation.
- 5) Send your work at: lenriquehurtado@gmail.com.
- 6) If you have problems with e-mail access, send it by Whatsapp.

Unit: 5.3. Verb tenses. Conditionals.

Do you find English verbs confusing? Take a look at this chart of English verb tenses to help you understand when to use each one:

	Simple	Continuous	Perfect	Perfect Continuous
Present	Speak / speaks	am/is/are speaking	have/has spoken	have been speaking
Past	spoke	was/were speaking	had spoken	had been speaking
Future	will speak going to speak	will be speaking	will have spoken	will have been speaking

SUMMARY: Formulas:

- Present Simple:

Subject + **main verb** + **object**.
In present

- Present Continuous:

Subject + **TO BE like** + **main verb** + **object**.
Auxiliary in **finished in**
Present **-ING suffix**
(am – is – are)

- Present Perfect:

Subject + **Auxiliary verb** + **main verb** + **object**.
In present **in past**
(Have – has) **participle**

- Future Simple, Group B (Be + going to):

Subject + TO BE like + Auxiliary + main verb + object.
 Auxiliary in going to in present
 Present
 (am – is – are)

- Future Continuous:

Subject + Auxiliary + Auxiliary + main verb + object.
 Will Be finished in
 -ING suffix

- Future Perfect:

Subject + Auxiliary + Auxiliary + main verb + object.
 Will have in past
 participle

- Future Perfect Continuous:

Subject + Auxiliary + Auxiliary + Auxiliary + main verb + object.
 will have been finished in
 -ING suffix

For reinforcing this topic, check the examples below and detail each part (keep in mind the clue colors):

You / spend / too much money at the disco.

- ✓ You spend too much money at the disco. Present Simple
- ✓ You are spending too much money at the disco. Present Continuous
- ✓ You have spent too much money at the disco. Present Perfect
- ✓ You have been spending too much money at the disco. Present Perfect Continuous
- ✓ You spent too much money at the disco. Past Simple

- ✓ You were spending too much money at the disco. Past Continuous
- ✓ You had spent too much money at the disco. Past Perfect
- ✓ You had been spending too much money at the disco. Past Perfect Continuous
- ✓ You will spend too much money at the disco. Future Simple
- ✓ You are going to spend too much money at the disco. Future Simple
- ✓ You will be spending too much money at the disco. Future Continuous
- ✓ You will have spent too much money at the disco. Future Perfect
- ✓ You will have been spending too much money at the disco. Future Perfect Continuous

Conditional clauses

Conditional Sentences are also known as Conditional Clauses or If Clauses. They are used to express that the action in the main clause (without *if*) can only take place if a certain condition (in the clause with *if*) is fulfilled.

Types of conditional sentences:

ZERO CONDITIONAL

Structure

IF + Present Simple, Present Simple.

Usage

To talk about things that are always true, like a scientific fact

Examples

- If you freeze water, it turns into ice.
- And, if you heat water at 100 degrees, it boils.
- If students miss an exam, the professor fails them.
- If my wife has a cold, I usually catch it.
- I get tired if I work too much.
- If I'm late for dinner, they start eating without me.



First Conditional

Structure **IF + Simple Present, Simple Future**
(S + will/won't + V(bare form))

Usage To talk about possibilities in the present or in the future

- Examples**
- If it **rains**, I **will stay** at home.
 - If I **wake** up late, I **will miss** the bus.
 - And, if it's sunny, we'll **go** to the park.
 - If Juan **leaves**, Paula **will be** sad.
 - If I **find** your email, I **will send** you the picture.
 - If you **study** hard, you **will pass** your exams.



SECOND CONDITIONAL

Structure **IF+ Past Simple, Present Conditional**
(To be: use WERE) (would/wouldn't + Verb (bare form)).

Usage Imaginary situations in the present or future

- Examples**
- If I **won** a million dollars, I **would buy** a new car.
 - If I **were** you, I **would quit** smoking.
 - If I **were** the president, I **would lower** taxes.
 - They **would stay** longer if they **had** more time.
 - If I **won** a million dollars, I **could stop** working.
 - If I **had** more free time, I **could travel** around the world.



THIRD CONDITIONAL

Structure

IF + Past Perfect, Perfect Conditional

(Would/wouldn't + have + Past Participle)

Usage

Imaginary situations in the past

Examples

- If I **had got** a gold medal, I **would have been** happy.
- If I **had met** Susan last week, I **would have given** her the book.
- If the weather **had been** good, we **would have gone** water-skiing.
- If you **had got** (**gotten-US**) up earlier, you **would have caught** the earlier train.



Analyzing the **if** charts above, we will be able to form different if clauses by using the given information, as well:

If I / buy a car / travel to Maracaibo.

Zero Conditional: If I buy a car, I travel to Maracaibo .

First Conditional: If I buy a car, I will travel to Maracaibo .

Second Conditional: If I bought a car, I would travel to Maracaibo .

Third Conditional: If I had bought a car, I would have traveled to Maracaibo .

If Sara / play tennis / be famous.

Zero Conditional: If Sara plays tennis, she is famous .

First Conditional: If Sara plays tennis, she will be famous .

Second Conditional: If Sara played tennis, she would be famous .

Third Conditional: If Sara had played tennis, she would have been famous .

EVALUATION 3.

A HANDMADE POSTER (15%)

INSTRUCTIONS:

1) Using recycling papers, colors and many other resources, design a poster with the given information:

a. They / drive / four 5 hours.

b. Claudia / win the lottery / solve her mom's problems.

2) With information 'a', write the 13 different verb tenses (affirmative).

3) Using information 'b', write 4 sentences in conditional clauses (zero-third conditional).

4) Take a picture of you work and send it by e-mail or whatsapp.

5) Creativity is necessary and well-evaluated.

Unit: 5.4. True and false cognates (false friends).

English and Spanish share a great many words from common origins, such as *teléfono* and *telephone*, which make the learning of Spanish much easier than learning other languages. Words that have the same origin are called cognates.

Cognates may have evolved similar, different or even opposite meanings, but in most cases there are some similar sounds or letters in the words, in some cases appearing to be dissimilar. Some words sound similar, but do not come from the same root; these are called false cognates, while some are truly cognate but differ in meaning; these are called false friends.

Types of English-Spanish Cognates:

True Cognates		False Cognates	
<i>English term</i>	<i>Español</i>	<i>English term</i>	<i>Español</i>
Bible	Biblia	Carpet	Alfombra
Car	Carro	Embarrassed	Avergonzado
Day	Día	Grocery	Tienda de comestibles
Battery	Batería	Nude	Desnudo
Pyramid	Pirámide	Success	Éxito

If analyze the chart above, in translation process it is usually to find these kind of words which are similar in written, but they are totally different in meanings. They could represent a big problem if translator doesn't have enough experience in this job, or if texts and documents are specialized or technical ones, and translator doesn't have support resources available (dictionaries, web applications, specialized textbooks, and so on).

Take a look of the following sentences:

- *Actually*, the global warming has increasing several changes against the environment nowadays.

Traducción: *Realmente*, el calentamiento global ha incrementado varios cambios desfavorables al medio ambiente hoy en día.

Although the Spanish text in this translation keeps the original message, the term 'Realmente' is not exactly the correct meaning from 'Actually'; of course, it's just a simple example of many other cases where bad translations could make texts misunderstood or without any semantic sense. 'Actually' and 'Realmente' are examples of false cognates.

EVALUATION 4.

DIGITAL FLASHCARDS

INSTRUCTIONS:

- 1) Desing two (2) presentations on PPTX program:
 - a. A presentation with examples of true English-Spanish cognates.
 - b. A presentation with examples of false Englis-Spanish cognates.
- 2) Creativity and colorful presentations will get better marks.
- 3) When finish, save the PPTX presentation on your PC. Then, save it again in jpg format.
- 4) Choose the jpg flashcards and send them at: lenriquehurtado@gmail.com.
- 5) If you have problems with email access, send them by Whatsapp.

Unit: 5.5. Idiomatic Expressions.

Idioms



An **idiom** is an expression that takes on a figurative **meaning** when certain words are combined, which is different from the literal **definition** of the individual words. Examples of idiomatic expressions are the following:

1. *'Kill two birds with one stone'*. When you apply a literal translation as a procedure, you get in Spanish: "Asesinar dos pájaros con una piedra"; but, is this sentence really understood by Spanish speakers?

The true is each country has its own cultural system where people have grown up sharing customs, and ways for communication related to their natural social environment, and of course, language acquires its proper meaning which is semantically functional in social context. In the case of Venezuela, the best translation for the expression above is: "Matar dos pájaros de un tiro".

2. 'Costs an arm and a leg' ... By translating each word, it says: "Cuesta un brazo y una pierna". For Spanish speakers, its best connotation could be: "Cuesta un ojo de la cara", because semantically this translation functions correctly in natural context.

Another aspect you should consider is the mental design that bad translations produce in people's imagination and, obviously, keeping in mind that idiomatic expressions have their abstract meanings related to social connotations instead of a grammatically structured correspondence. Look at the following example:

<p>Idiom: It's raining cats and dogs.</p> <p style="text-align: center;">↓ ↓ ↓ ↓ ↓</p> <p>L.T.</p> <p>S.Sp. Están lloviendo gatos y perros.</p> <p>Abs. Th. → </p> <p><u>Connotative meaning:</u> The rain is so hard.</p> <p>L.T.S.Sp.: Literal translation for Spanish speakers. Abs.Th.: Abstract thinking.</p>	<p>Frase: Está cayendo un palo de agua</p> <p style="text-align: center;">↓ ↓ ↓ ↓ ↓ ↓</p> <p>L.T.</p> <p>N.Sp. It's raining a trunk of water</p> <p>Abs. Th. → </p> <p><u>Connotative meaning:</u> Lluve demasiado fuerte.</p> <p>L.T.N.Sp. Literal translation for Native speakers. Abs.Th. Abstract thinking.</p>
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Take a look of some other examples and their translations into Spanish:

- Easy as pie / Pan comido.
- There's always room for one more / Donde comen dos, comen tres.
- Drown ones sorrows / Ahoga las penas.
- To kick the bucket / Estirar la pata.
- Every cloud has a silver lining / No hay mal que por bien no venga.

EVALUATION 5.

TABLE OF ENGLISH-SPANISH IDIOMS

Instructions:

1. Design a table on Word or PowerPoint of two columns.
2. In column 1, organize ten (10) different idiomatic expressions in English.
3. In column 2, write the equivalent meaning in español.
4. The idiomatic expressions you choose must be different from the examples on this lesson.
5. Send your table by whatsapp.

Model of table:

Idiomatic Expressions	
English	Spanish
It's raining cats and dogs.	Está cayendo un palo de agua.

Reading: The Story of Louis Braille.

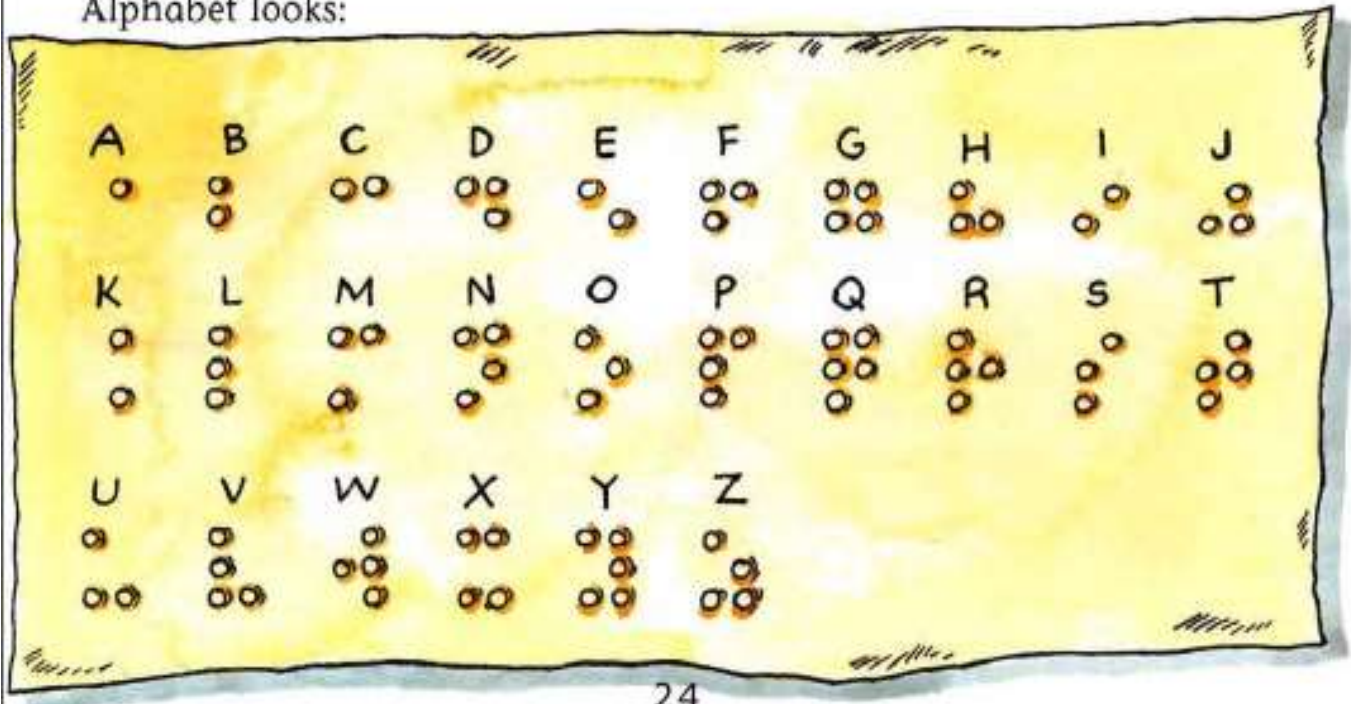
Two hundred years ago a little boy was born in France. His name was Louis Braille. He was a lovely baby.

When he was three something sad happened. Louis went **blind**. He could not see all the lovely colours and beautiful things around him.

Louis was a kind boy. When Louis got older he wanted to help other blind people. He wanted to help them to read.

Louis worked very hard. He made a special alphabet which blind people could feel with their fingers. Each letter was made with a number of dots. The dots were **raised** up like small **bumps** on the paper so that people could feel them.

The alphabet that Louis invented is called 'Braille'. Today many blind people use 'Braille' to help them to read. This is how the Braille Alphabet looks:



EVALUATION 6.

TRANSLATION.

Translate into Spanish language the text: *The Story of Louis Braille.*



INSTRUCCIONES GENERALES:

- Estudia cuidadosamente cada una de los contenidos de esta guía.
- Realiza los ejercicios de cada parte a medida que estudias la teoría.
- Al finalizar cada unidad, ve al Plan de Evaluación, chequea la estrategia de evaluación asignada y presenta tu actividad en fecha pautada.
- Cualquier duda o pregunta puedes realizarla a tu profesor a través de las redes sociales o vía telefónica disponible para tal fin, en el periodo académico regular: lunes a viernes.
- Las fechas de entrega de tus trabajos son reguladas por el Departamento de Evaluación; favor estar pendiente del Blog de la institución.

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5to AÑO
LAPSO III- 2020

FECHA	UNIDAD DE APRENDIZAJE	TEMA	ACTIVIDAD	PONDERACIÓN
01-05-2020	5.1	Parts of Speech.	Grammatical Analysis	20%
08-05-2020	5.2	Verb Classifications. Compound Verbs.	Audiovisual presentation	20%
15-05-2020	5.3	Verb Tenses. Conditional Clauses.	A handmade poster	20%
22-05-2020	5.4	English-Spanish Cognates.	Digital flashcards	20%
29-05-2020	5.5	Idiomatic Expressions.	English-Spanish idioms table	10%
03-06-2020	-	Reading: The Story of Luis Braille	English-Spanish Translation	10%

LO VAS A LOGRAR

ILUSIÓN
ESFUERZO
PERSEVERANCIA



NO TE RINDAS!