



**FACULTAD DE INGENIERÍA UNAM  
DIVISIÓN DE EDUCACIÓN CONTINUA**

## **INGLES INTERMEDIO 1.**

**INSTRUCTOR: LIC. DIANA ALICIA MONTIEL LIRA.**

**SECRETARIA DE GOBIERNO DEL DISTRITO  
FEDERAL.**

**DIRECCIÓN GENERAL DE PROTECCIÓN CIVIL.**

**FECHA DE IMPARTICION: DEL 23 DE SEPTIEMBRE AL 4 DE  
OCTUBRE DE 2002.**

**HORARIO DEL CURSO : DE LUNES A VIERNES DE 9 AM. A 11 AM.  
MARTES DE 11:30 AM. A 1.30 AM.**

**DURACIÓN DEL CURSO :20 HORAS.**

**PERIFÉRICO SUR #2769 COL. SAN JERÓNIMO LIDICE.**

**COORDINACIÓN DEL CURSO POR LA D.E.C.F.I.: LIC. MARIA  
JESENYA GOMEZ SANDOVAL.**

CI - 268

## **OBJETIVO:**

**AL TERMINO DE ESTE CURSO EL CAPACITADO SERA  
CAPAZ DE:**

- RELACIONAR, COMPARAR Y REFORZAR LOS CONOCIMIENTOS DEL CURSO ANTERIOR NIVEL 1 CON EL NIVEL 2.
- EXPRESAR SITUACIONES COTIDIANAS MEDIANTE EL PRESENTE SIMPLE.
- FORMAR ORACIONES EN PRESENTE SIMPLE EN SUS DIFERENTES FORMAS INTERROGATIVA, NEGATIVA Y AFIRMATIVA.
- OBTENER INFORMACIÓN PRECAUTORIA EN CUANTO A LA CONTAMINACIÓN AUDITIVA Y SUS CONSECUENCIAS.
- COMPRENDER Y EXPRESAR MEDIDAS PRECAUTORIAS PARA EVITAR INCENDIOS POR MEDIO DE UNA CONVERSACIÓN.
- FORMAR ORACIONES EN PRESENTE PROGRESIVO EN SUS DIFERENTES FORMAS; AFIRMATIVA, NEGATIVA E INTERROGATIVA.
- EXPRESAR SUS PROPIAS IDEAS ACERCA DE LA PREVENCIÓN DE ACCIDENTES Y DAR RECOMENDACIONES POR MEDIO DE UNA COMPOSICIÓN.
- DIFERENCIA ENTRE VERBOS, SUSTANTIVOS Y ADJETIVOS.

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## LESSON ONE

### AT THE RESTAURANT.

PART ONE: CONVERSATION:

MARK, GEORGE & KELLY ARE HAVING LUNCH AT A LOCAL RESTAURANT.

WAITER: ARE YOU READY TO ORDER?

MARK: YES, PLEASE. I'D LIKE A HAMBURGER WITH LETTUCE AND TOMATO AND A GLASS OF ORANGE JUICE.

WAITER: O.K. WHAT ABOUT YOU SIR?

GEORGE: I'D LIKE THE SAME BUT, COULD I HAVE SOME FRENCH FRIES TOO?

WAITER: OF COURSE, AND YOU MISS?

KELLY: WHAT KIND OF CAKES DO YOU HAVE?

WAITER: CHOCOLATE, STRAWBERRY AND 3 MILKS.

KELLY: I'D LIKE A PIECE OF CHOCOLATE CAKE AND A CUP OF COFFEE PLEASE.

WAITER: IS THAT ALL?

KELLY: YES, THANK YOU

WAITER: YOU'RE WELCOME.

MARK ORDERS: \_\_\_\_\_

GEORGE ORDERS: \_\_\_\_\_

KELLY ORDERS: \_\_\_\_\_

MAKE YOUR OWN MENU WITH THE NEXT VOCABULARY. YOU CAN PUT THE PRICES.

SOUP, CHICKEN, RICE, SPAGETTI, HAMBURGER, CHEESEBURGER, HOT DOG, ROAST BEEF, TUNA FISH, MIXED SALAD, CESAR, SALAD, TOMATOES, LETTUCE, ONION, PORK, BEEF, STEAK, FRENCH FRIES, CHIPS, POTATOES, SCRAMBLED EGGS, HAM, BACON, JUICE, TEA, COFFEE, SODA, MILKSHAKE, ORANGE, STRAWBERRY, BANANA, CHOCOLATE, CHAMOMILLA, LEMON, PINE APPLE, WATERMELON, MELON, GRAPEFRUIT, FRUIT, MILK, PIE, CAKE, ICE CREAM, SWEET ROLLS, SAUCE

MAKE YOUR OWN CONVERSATION AND PRACTICE IT WITH A PARTNER.

WAITRESS: \_\_\_\_\_

YOU: \_\_\_\_\_

WAITRESS: \_\_\_\_\_

YOU: \_\_\_\_\_

WAITRESS: \_\_\_\_\_

YOU: \_\_\_\_\_

WAITRESS: \_\_\_\_\_

YOU: \_\_\_\_\_

## SIMPLE PRESENT.

AFFIRMATIVE:

I	LIKE	CAKES
YOU	LIKE	CAKES.
HE	LIKES	CAKES.
SHE	LIKES	CAKES.
IT	LIKES	CAKES.
WE	LIKE	CAKES.
THEY	LIKE	CAKES.

NEGATIVE:

I	DON'T	LIKE	CAKES.
YOU	DON'T	LIKE	CAKES.
HE	<b>DOESN'T</b>	LIKE	CAKES.
SHE	<b>DOESN'T</b>	LIKE	CAKES.
IT	<b>DOESN'T</b>	LIKE	CAKES.
WE	DON'T	LIKE	CAKES
THEY	DON'T	LIKE	CAKES.

INTERROGATIVE:

DO	I	LIKE	CAKES?
DO	YOU	LIKE	CAKES?
<b>DOES</b>	HE	LIKE	CAKES?
<b>DOES</b>	SHE	LIKE	CAKES?
<b>DOES</b>	IT	LIKE	CAKES?
DO	WE	LIKE	CAKES?
DO	THEY	LIKE	CAKES?

GET THE RULE OF THE SIMPLE PRESENT AND MAKE AN EXAMPLE.

AFFIRMATIVE:

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

EXAMPLE: \_\_\_\_\_

NEGATIVE:

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

EXAMPLE: \_\_\_\_\_

INTERROGATIVE:

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ ?

EXAMPLE: \_\_\_\_\_ ?

**CHANGE THE FOLLOWING SENTENCES FROM AFFIRMATIVE TO NEGATIVE.**

1.- I WORK ON THE TENTH FLOOR.

2.- GEORGE ALWAYS GOES TO THE MOVIES.

3.- SHE LIKES ICE CREAM VERY MUCH.

4.- WE COME TO SCHOOL BY BUS.

5.- I WALK TO SCHOOL EVERY DAY.

6.- YOU EAT LUNCH WITH ME VERY HAPPY.

7.- JOHN TAKES A FIRST AIDS COURSE.

8.- YOU AVOID ACCIDENTS AT WORK.

9.- THE SUPERVISOR CHECKS THE MAINTENANCE OF THE MACHINES.

10.- THE EMPLOYEE HANDLES THE MERCHANDISE WITH CAREFUL.

**NOTE: TO MAKE INFORMATION QUESTIONS YOU WILL NEED TO INCLUDE THE WORDS : WHERE, WHY, WHEN, HOW, OR WHAT. BEFORE THE AUXILIARY DO OR DOES. FOR EXAMPLE:**

- 1.- WHERE DOES HE WORK?
- 2.- WHY DO YOU PLAY?
- 3.- WHAT DOES SHE WANT?

**CHANGE THE FOLLOWING SENTENCES TO QUESTIONS BEGINNING WITH THE QUESTION WORD IN PARENTHESIS.**

- 1.- I WORK ON THE TENTH FLOOR. (WHERE)
- 2.- GEORGE ALWAYS GOES TO THE MOVIES. (WHERE)
- 3.- SHE LIKES ICE CREAM VERY MUCH. (WHAT)
- 4.- WE COME TO SCHOOL BY BUS. (HOW)
- 5.- I WALK TO SCHOOL EVERY DAY. (WHEN)
- 6.- YOU EAT LUNCH WITH ME VERY HAPPY. (HOW)
- 7.- JOHN TAKES A FIRST AIDS COURSE. (WHAT)
- 8.- YOU AVOID ACCIDENTS AT WORK. (WHERE)
- 9.- THE SUPERVISOR CHECKS THE MAINTENANCE OF THE MACHINES. (WHAT)
- 10.- THE EMPLOYEE HANDLES THE MERCHANDISE WITH CAREFUL. (WHAT)



## LESSON TWO.

### POLLUTION.

NOW A DAYS WE KNOW A LOT ABOUT CONTAMINATION FOR EXAMPLE: CONTAMINATED AIR, WATER AND SO ON. WE KNOW THAT SMOKING, CHEMICAL SUBSTANCES, AND DUST PARTICLES POLLUTE OUR ENVIRONMENT.

BUT MAYBE WE DON'T KNOW A LOT ABOUT POLLUTION FROM NOISE AND THE CONSEQUENCES THAT IT PROVOQUES. FOR INSTANCE THE PHYSICAL EFFECTS LIKE PARTIAL OR COMPLETE DEAFNESS AS A RESULT OF THE EXCESSIVE NOISE (AIRPORTS, FACTORIES, CARS, MACHINES).

MANY EXPERIMENTS HAVE PROVED THAT NOISY ACTIVITIES MAKE THE PEOPLE BEHAVE MORE IRRITABLY AND LESS COOPERATIVELY. IN EXTREME SITUATIONS MANY PEOPLE CAN'T WORK HARD, IT'S DIFFICULT TO CONCENTRATE AND THEY SUFFER FROM SEVERE ANXIETY AND INSTABILITY BESIDES SOME OTHER PSYCHOLOGICAL PROBLEMS.

BUT WHAT IS THE DIFFERENCE BETWEEN "SOUND" AND "NOISE". EASY, THE SOUND ARE THE DECIBELS OF SOUND THAT A PERSON CAN ENJOY AND CONTROL FOR EXAMPLE WHEN YOU LISTEN TO THE RADIO. BUT NOISE ARE THE DECIBELS OF SOUND THAT A PERSON CAN'T CONTROL AND BOTHER THEM. FOR EXAMPLE THE NOISE OF THE MACHINES IN A FACTORY. THIS IS THE NOISE POLLUTION THAT WE NEED TO CONTROL IN ORDER TO HELP PEOPLE LIVE AND WORK MORE HAPPILY.

### ANSWER TRUE OR FALSE.

- 1.- SMOKING,CHEMICAL SUSBSTANCES AND DUST PARTICLES ARE FACTOR OF POLLUTION\_\_\_\_\_.
- 2.- NOISE IS GOOD FOR HEALTH.\_\_\_\_\_.
- 3.- POPE CAN'T WORK HARD IN NOISY SITUATIONS.\_\_\_\_\_.
- 4.- ANXIETY AND INSTABILITY ARE PHISICAL PROBLEMS\_\_\_\_\_.
- 5.- "SOUND" AND "NOISE" IS THE SAME.\_\_\_\_\_.

## **NOUNS AND ADJECTIVES.**

**NOUNS:** ARE ANY PERSON, THING OR ANIMAL THAT WE ARE GOING TO TALK ABOUT.

**EXAMPLES:**

AIR, WATER, CHEMICAL SUBSTANCES, DUST PARTICLES,  
ENVIRONMENT, POLLUTION, NOISE,  
AIRPORTS, CARS, MACHINES.  
ETC.

**ADJECTIVES:** ARE WORDS THAT MAKE A DESCRIPTION OF THE NOUN  
**EXAMPLES:**

CONTAMINATED, EXCESSIVE, NOISY, HARD,  
DIFFICULT, SEVERE, BEAUTIFUL,  
GOOD, BAD, UGLY, TALL,  
ETC

**EXAMPLES OF USE:**

- MEXICO CITY IS BIG
- GUADALAJARA IS LITTLE.
- IS YOUR ENGLISH CLASS EASY?
- CARS AREN'T EXPENSIVE.
- FRANCE IS NOT A TROPICAL COUNTRY.

**NOUNS**

**ADJECTIVES**

WOUND (HERIDA)  
BANDAGE (VENDA)  
HELPER (AYUDANTE)  
ROPE (CUERDA)  
LIFESAVER (SALVAVIDAS)

DEEP (PROFUNDO)  
DIRTY (SUCIO)  
INTELLIGENT  
TIGHT (APRETADO)  
PROFESIONAL

**PUT THE FOLLOWING WORDS IN ORDER TO MAKE A SENTENCE.**

1.- MAN/ THE/ OF/ DEEP/ IS/ WOUND/ VERY.

2.- DON'T/ YOU/ PLASE/ DIRTY/ USE/ A/ BANDAGE.

3.- INTELLIGENT/ NEED/ WE/ AN/ HELPER.

4.- PULLS/ SHE/ TIGHT/ BOX/ ROPE/ THE / WITH/ A.

5.- WE/ PROFESSIONAL/ A/ NEED/ LIFESAVER.

LESSON THREE.

**KELLY AND GEORGE ARE AT A RESTAURANT  
TALKING ABOUT THE PREVENTIVE MEASURES  
THEY HAVE TO TAKE TO PREVENT FIRE.**

KELLY: I AM THINKING ABOUT A POSSIBLE FIRE IN THE OFFICE.

GEORGE: PLEASE KELLY DON'T TELL ME THAT YOU ARE THINKING ABOUT THOSE TRAGIC THINGS.

KELLY: THEY ARE NOT TRAGIC, A FIRE IS A POSSIBLE ACCIDENT IN OUR WORKING CENTER BUT WE CAN TAKE PREVENTIVE MEASURES TO AVOID IT. DON'T YOU THINK SO?.

GEORGE: YES. YOU ARE RIGHT. BUT WHAT CAN WE DO?

KELLY: EASY. JUST TAKE SOME PRECAUTIONS. FOR EXAMPLE WHEN YOU ARE USING FLAMMABLE MATERIAL, LIKE ALCOHOL OR GASOLINE, JUST DON'T SMOKE.

GEORGE: YES, OF COURSE I HAVE ANOTHER IDEA. WHEN YOU ARE LEAVING YOUR JOB, TURN OFF ALL YOUR ELECTRICAL DEVICES AND UNPLUG THEM

KELLY: THAT'S A VERY GOOD ONE. WHEN YOU ARE SMOKING STAY AWAY FROM PAPER OR CLOTHES.

GEORGE: WHILE YOU ARE CLEANING YOUR WORK CENTER DON'T USE WATER OR CLEANING PRODUCTS NEAR THE SOCKET.

KELLY: OR WHEN YOU ARE MAKING A CONNECTION OF THREE OR MORE DEVICES, USE DIFFERENT SOCKETS. BUT, WHAT ARE YOU DOING GEORGE?

GEORGE: I AM MAKING A LIST OF PREVENTIVE MESURES AND LATER I AM SENDING IT TO MY WORKMATES BY E-MAIL.

KELLY: WOW!!!! THAT IS THE BEST IDEA OF THEM ALL. TELL EVERYBODY ABOUT IT.

**LOOK AT THE FOLLOWING SENTENCES AND GET THE GRAMMATICAL RULE.**

- I AM THINKING ABOUT A POSSIBLE FIRE IN THE OFFICE.
- YOU ARE THINKING ABOUT THOSE TRAGIC THINGS.
- YOU ARE USING FLAMMABLE MATERIAL
- YOU ARE LEAVING YOUR JOB.
- WHEN YOU ARE SMOKING STAY AWAY FROM PAPER AND CLOTHES
- YOU ARE CLEANING YOUR WORK CENTER
- WHEN YOU ARE MAKING A CONNECTION
- WHAT ARE YOU DOING GEORGE?
- I AM MAKING A LIST.
- I AM SENDING TO MY WORKMATES.

**PRESENT PROGRESSIVE.**

PRESENT PROGRESSIVE TENSE DESCRIBES ACTIONS THAT ARE HAPPENING NOW.

GET THE RULE OF THE PRESENT PROGRESSIVE AND MAKE AN EXAMPLE.

AFFIRMATIVE:

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

EXAMPLE: \_\_\_\_\_

NEGATIVE:

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

EXAMPLE: \_\_\_\_\_

INTERROGATIVE:

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

EXAMPLE: \_\_\_\_\_ ?

**CHANGE THE FOLLOWING SENTENCES TO PRESENT PROGRESIVE AFFIRMATIVE.**

1.- LOOK! THAT MAN WEARS A STRANGE COAT.

2.- I TEACH ENGLISH AT UNAM.

3.- WE PRACTICE EXCERCISE AT HOME.

4.- THE TELEPHONE RINGS SOFTLY.

5.- SOMEONE KNOCKS AT THE DOOR.

**CHANGE THE FOLLOWING SENTENCES TO PRESENT PROGRESIVE NEGATIVE.**

1.- YOU STUDY VERY HARD.

2.- MY WATCH WORKS FINE.

3.- I LIVE WITH MY PARENTS.

4.- SHE WORKS ON THE FISIRST FLOOR.

5.- WE TAKE FRENCH CLASSES.



WITH YOUR OWN WORDS AND THE GRAMMATICAL EXPRESIONS LEARNED  
DURING THIS COURSE MAKE A COMPOSITION ABOUT THE  
RECOMMENDATIONS YOU CAN DO TO AVOID WORK ACCIDENTS O  
SOLUTIONS OR ANY TOPIC RELATED.