



Regular Verbs



Regular verbs in the simple past end in **-ed**. If the base form ends in **-e**, add only **-d**. If the base form ends in **-y** after a consonant, change the **y** to **i** and add **-ed**.

She **moved** back to Kenya.



She **planted** trees.



She **studied** biology.

LOS VERBOS REGULARES TERMINAN EN **ED**.
SHE MOVED BACK TO KENYA = ELLA SE MUDÓ A KENYA
SHE PLANTED TREES = ELLA PLANTÓ ÁRBOLES
SHE STUDIED BIOLOGY

Irregular Verbs

- To talk about what happened yesterday, we use the **PAST TENSE**.
- Irregular Verbs **CHANGE** completely example:
Go -> Went **Eat -> Ate** **Do -> Did**



go -> went



eat -> ate



do -> did

PARA HABLAR DE LO QUE PASÓ AYER UTILIZAMOS EL PASADO SIMPLE.

LOS VERBOS IRREGULARES CAMBIAN SU FORMA POR

COMPLETO. EJEMPLOS

GO-----WENT

GO= IR ---WENT= FUI/FUISTE, ETC

EAT---ATE

EAT=COMER---ATE=COMÍ, COMISTE, ETC

DO-----DID

DO=HACER --- DID =HICE, HICISTE, ETC

En el idioma inglés utilizamos 3 columnas de verbos, en la primera columna están los verbos en infinitivo, en la segunda columna están los verbos en simple past y en la tercera columna los verbos en past participle.

| INFINITIVE VERB | PAST SIMPLE VERB | PAST PARTICIPLE VERB |
|-----------------------|------------------|----------------------|
| BEGIN (COMENZAR) | BEGAN | BEGUN |
| WRITE (ESCRIBIR) | WROTE | WRITTEN |
| BE (SER/ESTAR) | WAS/WERE | BEEN |
| GO (IR) | WENT | GONE |
| INTRODUCE (PRESENTAR) | INTRODUCED | INTRODUCED |
| WALK (CAMINAR) | WALKED | WALKED |
| DO (HACER) | DID | DONE |
| SWIM | SWAM | SWUM |
| COOK | COOKED | COOKED |
| TAKE | TOOK | TAKEN |
| PLAY | PLAYED | PLAYED |
| HAVE | HAD | HAD |
| LIVE | LIVED | LIVED |
| DRINK | DRANK | DRUNK |
| TRY | TRIED | TRIED |
| WORK | WORKED | WORKED |



Activity 1: Put the verbs in the correct group: irregular verbs/ regular verbs. (coloca los verbos en el grupo correcto: verbos irregulares/verbos regulares)

| | | |
|--------|--------|--------|
| SWIM | WRITE | TRAVEL |
| CLEAN | COME | BE |
| LIVE | CHOOSE | LOOK |
| HAVE | LISTEN | COOK |
| ANSWER | DO | WORK |
| STUDY | BUY | WATCH |
| READ | STOP | PLAY |
| TRY | PAINT | GO |
| DRINK | ASK | GET |
| PUT | FIND | EAT |

| REGULAR VERBS | | | |
|-----------------|--|--|--|
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| IRREGULAR VERBS | | | |
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Activity 2: Complete with the verbs in past simple. (completar con los verbos en pasado simple)

The formal study of economics _____(BEGIN) when Adam Smith (1723–1790) _____(WRITE) and _____(PUBLISH) his famous book *The Wealth of Nations* in 1776. Many authors had written on economics in the centuries before Smith, but he _____(BE) the first to address the subject in a comprehensive way. In the first chapter, Smith _____(INTRODUCE) the concept of **division of labor**, which means that the way one produces a good or service is **divided** into a number of tasks that different workers perform, instead of all the tasks being done by the same person.

To illustrate division of labor, Smith counted how many tasks _____(GO) into making a pin: drawing out a piece of wire, cutting it to the right length, straightening it, putting a head on one end and a point on the other, and packaging pins for sale, to name just a few. Smith _____(COUNT) 18 distinct tasks that different people performed—all for a pin, believe it or not!

2. Present perfect: El "Presente Perfecto" se utiliza para referirse a acciones que empezaron en el pasado y que continúan en el presente. En español equivale en la mayoría de sus usos al pretérito perfecto en español: *yo he comido, tú has comido, él ha comido*, etc.

El Present Perfect se utiliza para:

- Expresar una acción que se ha realizado en algún punto indeterminado del pasado que tiene un resultado en el presente. No es importante saber en qué momento exacto ocurrió la acción.
- Expresar experiencias.
- Referirse a una misma acción que ha tenido lugar en diferentes momentos del pasado, es decir, que ha ocurrido más de una vez.
- Acciones que empezaron en algún punto concreto del pasado y que continúan en el presente.

| | STRUCTURE | EXAMPLES |
|---------------|---|---|
| AFFIRMATIVE | Sujeto + have / has + verbo (past participle) + (compl.) | I have ridden a horse many times. <i>He montado a caballo muchas veces.</i> |
| NEGATIVE | Sujeto + have / has + verbo (past participle) + (compl.) | We haven't finished our homework. <i>No hemos terminado nuestros deberes.</i> |
| INTERROGATIVE | Have / Has + sujeto + verbo (past participle) + (compl.)? | Have you seen Joe? No, I haven't. <i>(tú) ¿Has visto a Joe? No.</i> |



- Se utiliza el auxiliar have / has + verbo en pasado participio (la tercer columna de la lista de verbos)
 - Usamos el present perfect para hablar de una acción que empezó en el pasado y continúa en el presente. For , since, already, just, son usados para indicar tiempo.
- **For: usamos for para hablar acerca de un período de tiempo: for two weeks (por dos semanas), for two years (por dos años)**
 E.g.: He has studied in Dublin **for** 3 years. (*EL HA ESTUDIADO EN DUBLÍN POR 3 AÑOS*)
 We worked **for** 2 hours. (*HEMOS TRABAJADO POR DOS HORAS*)
- **Since: usamos since para hablar acerca de un punto específico en el tiempo, o el momento en que la acción empezó: since last year (desde el año pasado) since 1969 (desde 1969)**
 E.g.: E.g.: We have learnt Spanish here since 2002. (hemos aprendido español aquí desde el 2002)
 I have loved you since the first time I met you. (te he amado desde la primera vez que te ví)
- **"Already": se refiere a algo que ha pasado antes o más pronto de lo que se esperaba y es traducido como "ya" en español. "Already" generalmente va entre el verbo auxiliar y el verbo.**
 E.g.: They have already finished their homework. (*Ya han acabado sus deberes.*)
- **"Just" se utiliza para acciones que han ocurrido hace poco tiempo y se traduce como "acabar de" o "justo". Al igual que con "already", "just" va antes del verbo o entre el auxiliar y el verbo en la frase.**
 E.g.: Beth has just moved to New York. (*Beth acaba de trasladarse a Nueva York*)

Activity 3: Complete with for or since. (Complete con for o Since)

- 1- Ellie has studied economy _____ two years.
- 2- Patricio has worked her _____ 2010.
- 3- They have lived in France _____ five years.
- 4- We have studied English _____ five years.
- 5- We have been friends _____ we first met.

Activity 4: complete with present perfect. (completa con presente perfecto)

- 1- She has _____ (write) a lot of novels
- 2- They have _____ (study) for the exam since last week.
- 3- I have _____ (watch) this film twice.
- 4- You have _____ (win) the prize two times.
- 5- I have never _____ (be) to Brazil.
- 6- My brother has _____ (live) in Australia since he was 20.



7- I´m so sorry about her. She has _____(have) a lot of problems all her life.

8- She has _____(work) here since she was 18 years old.

9- They have _____(be) married for 20 years.

10- We have just _____(arrive) to Paris.

ACTIVITY 5: put the sentences in the correct order. (pon las oraciones en el orden correcto)

1- HE/ HAS/ GONE/ALREADY/TO/ BED

2- HAVE/ THEY/ JUST/ MET

3- WE/ARRIVED/HAVE/JUST

4-SHE /ALREADY/FINISHED/HAS

5- I/ LEFT/ HAVE/ALREADY/THE HOUSE

3. SECOND CONDITIONAL. *El Segundo Condicional se utiliza para expresar situaciones imaginarias y sus resultados.* 1) analiza el cuadro 1. *Normalmente utilizamos las oraciones del segundo condicional para hablar acerca de situaciones imaginarias y de cómo serían diferentes. Por ejemplo: para situaciones imaginarias y sus consecuencias o resultados también para hablar de que haría si estuvieras en el lugar de otra persona, que es lo que vos harías distinto. Compara: Si la gente hiciera más ejercicio, (= la situación es imaginaria) ellos serían más saludables. (= la situación es hipotética). *Para hacer una oración condicional del segundo tipo, utiliza **IF + PASADO SIMPLE Y WOULD +INFINITIVO**. · La contracción de "would" es "'d". Analiza cuál de las dos partes se encuentra presente el "if" (si) o sea la condición en sí, para identificar más fácilmente que estructura y tiempo verbal debes usar para realizar los ejercicios y elegir el tiempo verbal correcto de cada una de las dos partes de la oración.

Práctica: 2) Une las dos mitades de las oraciones. Hay una para cada una del uno al cinco y del A a la E. Coloca las _____ letras al lado de las oraciones.

Práctica: 3) Completa las oraciones con la forma correcta de los verbos que están aquí debajo. Recuerda que tienes que conjugarlas en pasado simple.

Práctica 4) escribe oraciones usando el segundo condicional, ayúdate de las imágenes recuerda conjugar los verbos que están entre las barras y de agregar el "if" en donde corresponda.

Cuadro 2: Toma nota de que se puede utilizar el segundo condicional para dar consejos. Para expresar que harías poniéndote en el lugar de la otra persona (If I were you...)

Práctica: 5) Completa las oraciones para dar consejos usa: "If I Were you..." (Si yo fuera tu...).



Grammar

Second conditional

Talking about imaginary situations and their results

1 Look at the chart.

| If clause (simple past) | Result clause (would + infinitive) |
|--|------------------------------------|
| If people did more exercise, | they'd be healthier. |
| If people joined a sports club, | they'd make new friends. |

2 Match the sentences halves.

- If I lived in a cold country, **c**
- If students did more homework, _____
- If I had a lot of money, _____
- If we went to Rome, _____
- If people raised more money for charity, _____
 - they wouldn't have time to do sports.
 - we'd see a lot of famous buildings.
 - I'd go skiing on the weekends.
 - people in need would get more help.
 - I'd buy an expensive house.

3 Complete the sentences with the correct form of the verbs below.

become can go have live

- If you **became** a successful singer, you'd be rich and famous.
- If I _____ to college, I'd study music.
- If he _____ in Los Angeles, he'd have an apartment in Hollywood.
- If I _____ study another language, I'd choose Japanese.
- If I _____ a car, I'd drive to the beach every weekend.

4 Write sentences. Use the second conditional.

- she / have enough money / she / buy the shoes
If she had enough money, she would buy the shoes



- she / learn to drive / she / not take the bus



- he / do more exercise / he / be stronger



- we / drive less / we / have cleaner air



Take note!

If I were you, ...

- You can use the second conditional to give advice.
 If I were you, I'd do more exercise.

5 Complete the sentences giving advice. Use If I were you ...

- If I were you, I **'d buy some new shoes** . (buy some new shoes)
- If I were you, I _____ . (get a haircut)
- If _____ , I _____ . (apply to college)
- If _____ , I _____ . (not wear baggy clothes)

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