# UNIVERSIDAD DE JAÉN

**FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN DEPARTAMENTO DE FILOLOGÍA INGLESA**

## TESIS DOCTORAL

# LA ADQUISICIÓN DE LA INTERROGATIVA EN INGLÉS: ESTUDIO LONGITUDINAL SOBRE LA INCIDENCIA DE UNA INTERVENCIÓN EXPLÍCITA

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**UNIVERSIDAD DE JAÉN**

**RESUMEN DE LA TESIS DOCTORAL "LA ADQUISICIÓN DE LA INTERROGATIVA EN INGLÉS: ESTUDIO LONGITUDINAL SOBRE LA INCIDENCIA DE UNA INTERVENCIÓN EXPLÍCITA"**

El presente estudio tiene como objetivo primordial, entre otros, comprobar hasta qué punto una intervención explícita en la enseñanza de las estructuras interrogativas inglesas, dentro del ámbito de los parámetros de la competencia lingüística, propicia la adquisición de dichas estructuras y ayuda a solucionar posibles dificultades en estudiantes universitarios que realizan la titulación de Maestro en la especialidad de Lengua Extranjera (inglés).

Para llevar a cabo esta investigación, se ha partido de cuatro hipótesis:

- La instrucción formal es capaz de ejercer efectos positivos en el nivel de corrección gramatical con el que los sujetos producen interrogativas inglesas, tanto a nivel oral como escrito.

- Existe diferencia significativa, en cuanto al nivel de corrección gramatical, entre las producciones escritas y las orales, alcanzando los sujetos mayores porcentajes de acierto en las escritas, ya que tienen más tiempo de planificarlas.

- Una instrucción formal adecuada puede hacer que los sujetos eviten estructuras transitorias y aceleren su paso por la secuencia de adquisición de las interrogativas inglesas, alcanzando las estructuras de la lengua término objeto de estudio.

- Los efectos beneficiosos de la instrucción perduran y se mantienen con el paso del tiempo.

Los sujetos fueron divididos en grupo experimental (n=16) y grupo de control (n=20). El programa de intervención que recibió el grupo experimental consistió en una combinación de instrucción explícita en el uso de las estructuras interrogativas, ejemplos ilustrativos, práctica oral y escrita orientada hacia la producción de las mencionadas estructuras y feedback correctivo. El grupo de control no recibió instrucción alguna.

Se llevaron a cabo tres tests para medir la corrección gramatical de los sujetos y su evolución en la secuencia de desarrollo de las estructuras interrogativas inglesas: antes de la intervención (*pretest*), inmediatamente al finalizar el programa de instrucción (*posttest*) y transcurridos cuatro meses (*delayed posttest*). El análisis de las producciones orales y escritas de los sujetos indica que la intervención tuvo efectos positivos tanto en la corrección gramatical, como desde el punto de vista de la secuencia de adquisición, con una mejora significativa del grupo experimental con respecto al diagnóstico inicial y en comparación con el grupo de control. Mejora que, lo que es más relevante si cabe, mantiene a los cuatro

meses de la intervención, apoyando la idea de que los efectos positivos derivados del programa de instrucción no son temporales, sino que son duraderos.

**ABSTRACT**

The main purpose of this work is to study the effects of a specific type of explicit instruction, within the scope of linguistic competence, on the use of English questions by university learners of English as a foreign language. Subjects were divided into experimental group (n=16) and control group (n=20). The experimental group were instructed in the use of interrogative structures. The intervention consisted of a combination of explicit instruction, illustrative examples, output-oriented oral and written practice and corrective feedback. The control group did not receive any instruction. Tests were carried out before the intervention (pretest), immediately after the intervention (posttest) and four months after (delayed posttest) to measure the subjects' accuracy and developmental progress in the use of English interrogative structures. The analysis of the subjects' oral and written productions indicates that the intervention had positive effects in grammar accuracy and from the point of view of the sequence of acquisition, with a significant improvement of the experimental group with respect to their initial point before the treatment and in comparison with the control group. Improvement which, what is even more relevant, is maintained four months later, supporting the idea that the positive effects derived from the instruction are durable.

# LA ADQUISICIÓN DE LA INTERROGATIVA EN INGLÉS: ESTUDIO LONGITUDINAL SOBRE LA INCIDENCIA DE UNA INTERVENCIÓN EXPLÍCITA

JESÚS J. RISUEÑO MARTÍNEZ

UNIVERSIDAD DE JAÉN

*A Gloria, Jesús e Irene. Por tantos momentos irrecuperables que me he perdido.*

*Y al recién llegado, Javier.*

*Os quiero.*

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# INTRODUCCIÓN

## 1. JUSTIFICACIÓN

El presente estudio tiene como objetivo primordial, entre otros, comprobar hasta qué punto una intervención explícita en la enseñanza de las estructuras interrogativas inglesas, dentro del ámbito de los parámetros de la competencia lingüística, propicia la adquisición de dichas estructuras y ayuda a solucionar posibles dificultades en estudiantes universitarios que realizan la titulación de Maestro en la especialidad de Lengua Extranjera (inglés).

De acuerdo con los tipos de investigación descritos por Brown (1988), nuestro estudio es un trabajo de investigación primaria, ya que se deriva de fuentes primarias, nuestros propios estudiantes. Siguiendo con la clasificación de Brown (1988), es un estudio estadístico, ya que trata de fenómenos de grupo, así como de comportamientos individuales. Creemos que reúne las características que un estudio estadístico debe tener: es sistemático y lógico, con una estructura y unos procedimientos claros; tangible, ya que está basado en datos cuantificables del mundo real; replicable, porque consideramos que el método seguido es lo suficientemente claro como para que otros puedan llevarlo a cabo bajo las mismas condiciones; y, por último, creemos que con este estudio se reduce la confusión en esta área de investigación y se clarifica.

Entendemos que el tema no sólo es interesante desde el punto de vista investigativo, sino necesario por varias razones. En primer lugar, determinar el papel que la instrucción formal desempeña en la adquisición de una L2 ha sido y sigue siendo un tema de gran interés para los investigadores y, más concretamente, la comparación entre distintos tipos de instrucción. En este sentido, un gran número de estudios han intentado comprobar si la instrucción explícita, basada en un enfoque deductivo del aprendizaje, es más efectiva que la instrucción implícita, basada en un aprendizaje inductivo, o viceversa. Muchos de estos estudios han considerado también, además del tipo de instrucción, otros factores, como pueden ser el tratamiento de los errores que producen los aprendices y el tipo de práctica (orientada hacia la producción o hacia la comprensión), para determinar sus posibles efectos. Desde el punto de vista docente, los hallazgos que puedan derivarse de estos estudios serían obviamente de capital importancia, pero, desgraciadamente, los resultados son dispares y, por lo tanto, no hay un acuerdo generalizado, claro y único sobre el tema.

Por otra parte, la mayoría de estos estudios se enmarcan en contextos donde los aprendices tienen acceso o contacto con la L2 fuera del ámbito de clase, es decir, son aprendices de una "segunda lengua",

no de una "lengua extranjera"[1]. Por este motivo creemos necesarios más estudios con sujetos que reciben instrucción estrictamente formal, como es el caso de los nuestros.

La elección de la enseñanza/aprendizaje de las estructuras interrogativas para nuestra investigación ha venido motivada por varias razones. En primer lugar, tenemos que mencionar al Dr. Tejada Molina como impulsor principal. Él, a través de su curso de doctorado[2] "La Adquisición de las Interrogativas en Inglés", despertó nuestro interés por este tema y fue el origen de nuestro objeto de estudio. Otra de las razones por las que elegimos las mencionadas estructuras es por su obvia importancia dentro de lo que es la comunicación habitual en entornos conversacionales. En tercer lugar, por las deficiencias y lagunas que habíamos detectado en nuestros estudiantes con respecto al dominio y uso de estas estructuras a lo largo de nuestra práctica docente. Otra razón es porque son del tipo de estructuras gobernadas por reglas consideradas complejas, debido al gran número de procesamientos que requieren y, por tanto, como algunos autores afirman (Reber 1976, Krashen 1982, 1985), no se pueden enseñar explícitamente y sólo pueden aprenderse de forma inconsciente. Nuestra intención es comprobar de primera mano la validez de dicha afirmación. Además, estas estructuras tienen una secuencia de adquisición bastante definida por lo que respecta a los estadios de desarrollo (Pienemann y Johnston, 1987; Pienemann, Johnston y Brindley, 1988; Spada y Lightbown, 1993; Mackey y Philp, 1998; Mackey, 1999). Por último, son numerosos los estudios sobre la adquisición de estas estructuras en inglés como segunda lengua, pero no en inglés como lengua extranjera en el contexto formal de una clase (estos términos en el sentido restringido que comentamos en el apartado 0.3.1.).

El punto de partida de esta investigación se estableció en un estudio anterior (Risueño Martínez, 2001) donde, a partir de los datos recogidos mediante las pruebas diseñadas (pretest), se procedió a realizar un análisis descriptivo del nivel de adquisición de las interrogativas inglesas de nuestros sujetos, nuestro diagnóstico inicial en el presente trabajo. Este estudio sirvió, también, para comprobar la validez de las pruebas diseñadas y establecer unos criterios claros para el análisis de los datos.

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1 Véase el apartado 0.3.1. para la diferenciación de estos dos términos.

2 Programa de Doctorado Estudios Superiores de Filología Inglesa. Universidad de Jaén. Véase, también, Tejada Molina (2002), donde se realiza un análisis de la problemática de la adquisición de estas estructuras.

## 2. HIPÓTESIS

Para llevar a cabo nuestra investigación, partimos de cuatro hipótesis:

La instrucción formal es capaz de ejercer efectos positivos en el nivel de corrección gramatical con el que los sujetos producen interrogativas inglesas, tanto a nivel oral como escrito.

Existe diferencia significativa, en cuanto al nivel de corrección gramatical, entre las producciones escritas y las orales, alcanzando los sujetos mayores porcentajes de acierto en las escritas, ya que tienen más tiempo de planificarlas.

Una instrucción formal adecuada puede hacer que los sujetos eviten estructuras transitorias y aceleren su paso por la secuencia de adquisición de las interrogativas inglesas, alcanzando las estructuras de la lengua término objeto de estudio.

Los efectos beneficiosos de la instrucción perduran y se mantienen con el paso del tiempo.

## 3. ASPECTOS RELACIONADOS CON LA ADQUISICIÓN DE UNA L2

### 3.1. Segunda lengua y lengua extranjera

*Second Language Acquisition* (Adquisición[3] de Segundas Lenguas) podría definirse como el estudio de cómo las personas aprenden una lengua distinta a su lengua materna (primera lengua o L1). Para referirse a esta lengua que no es la materna se han empleado popularmente dos términos: segunda lengua y lengua extranjera. Muchas veces estos dos términos han sido utilizados sin distinción, pero muchos lingüistas sí que los diferencian. Así, Ellis (1994: 11) distingue entre adquisición de una segunda lengua y adquisición de una lengua extranjera:

> In the case of second language acquisition, the language plays an institutional and social role in the community (i.e. it functions as a recognized means of communication among members who speak some other language as their mother tongue). … In contrast, foreign language learning takes place in settings where the language plays no major role in the community and is primarily learnt only in the classroom.[4]

### 3.2. Competencia y actuación en la adquisición de segundas lenguas

Cuando se habla de adquisición del lenguaje, una cuestión esencial que podríamos plantearnos es *cuándo se puede decir que una lengua se ha adquirido*. Esta pregunta nos lleva directamente a la dicotomía que Chomsky (1965) establece entre competencia (*competence*) - actuación (*performance*). Podríamos definir la *competencia lingüística* como el conocimiento[5] de las reglas lingüísticas que gobiernan un lenguaje y que forman la gramática del hablante-oyente. *Actuación* sería el uso individual de esta gramática para comprender y producir lenguaje. Si se considera el lenguaje como un vehículo de comunicación, tendríamos entonces que concretar más y hablar de *competencia comunicativa*. En palabras de Hymes (1972) la competencia comunicativa *"enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts"*. La competencia comunicativa (Canale, 1983), o competencia lingüística (Bachman, 1990), engloba otras subcompetencias:

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3 Como comentaremos más adelante, Stephen Krashen (1985) considera adquisición (acquisition) y aprendizaje (learning) como dos términos distintos. Nosotros los utilizaremos indistintamente para referirnos a lo mismo.

4 De forma general, utilizaremos el término segunda lengua o L2 como forma neutral cubriendo ambos términos, salvo en casos concretos que diferenciemos entre segunda lengua y lengua extranjera (en los términos de Ellis, 1994).

5 Por conocimiento entendemos la capacidad real de generar oraciones nucleares y de transformarlas.

*Grammatical competence*, que engloba aspectos morfológicos, sintácticos, semánticos y fonológicos.

*Sociolinguistic competence*, en palabras de Savignon (1983: 37):

> … requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. Only in a full context of this kind can judgments be made on the appropriateness of a particular utterance.

*Discourse competence*, la capacidad de conectar frases y formar distintos tipos de discurso, tanto orales como escritos.

*Strategic competence*, el uso de estrategias comunicativas verbales y no verbales para compensar las rupturas en la comunicación que pudieran producirse.

Podríamos decir por lo tanto que el objetivo de una persona que estuviera aprendiendo una L2 sería alcanzar competencia comunicativa o lingüística.

### 3.3. Hábitos lingüísticos, input e interacción

En el proceso de adquisición de una L2 hay una serie de factores que intervienen. Tradicionalmente estos factores se han considerado de dos tipos: externos e internos. Factores externos serían, por ejemplo, el contexto donde tiene lugar el aprendizaje de la lengua (natural, educativo o una mezcla de ambos), el contexto social que rodea ese aprendizaje, el tipo de lenguaje al que se expone al aprendiz (*input*) y cómo este influye para la adquisición. Los procesos mentales que el aprendiz usa para manipular el input lingüístico y transformarlo en conocimiento serían los factores internos. Entre estos podríamos destacar la lengua materna del aprendiz, las estrategias de aprendizaje, las estrategias comunicativas que el aprendiz utiliza, la motivación, etc.

El modo de observar esos factores internos es estudiando el lenguaje que el aprendiz produce (*output*). En los años 70 se llevaron a cabo un gran número de estudios que analizaban los errores que los aprendices de una L2 cometían (*Error Analysis*)[6]. Se observó que algunos de los errores eran influenciados por la lengua materna y esto fue considerado como una evidencia del fenómeno de transferencia negativa o, en términos de Brown (1994), *"interlingual transfer"* or *"interference"*; es decir, los hábitos lingüísticos de la lengua materna provocan errores en la L2 . Sin embargo, se pone de manifiesto que otros errores eran similares a los que se encuentran en la adquisición de la L1, lo que demostraba que existía construcción creativa del lenguaje. La causa de estos errores no era por la interferencia de la lengua materna, sino que venían provocados por generalizaciones erróneas que los aprendices hacían dentro de la L2 una vez que habían empezado a adquirir partes del nuevo sistema lingüístico (utilizando otra vez la terminología de Brown, "*intralingual transfer*").

Los resultados del Análisis de Errores fueron utilizados para refutar las teorías conductistas sobre la adquisición de una segunda lengua, dominantes por aquella época y que se plasmaban en el método audio lingual. De acuerdo con dichas teorías, el aprendizaje se da a través de un proceso de formación de

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6 Para un análisis exhaustivo sobre el tema véase Corder (1981) y, en un entorno más cercano, Bueno González (1990).

hábitos. Los aprendices son expuestos a modelos lingüísticos (*input*) para su repetición o imitación, recibiendo refuerzos positivos cuando lo hacen correctamente. Como resultado, se forman hábitos lingüísticos correctos. Como la adquisición de una lengua se considera la adquisición de hábitos, se da por hecho que cuando una persona aprende una segunda lengua empieza con los hábitos asociados a su lengua materna. Estos hábitos pueden interferir con aquellos que se necesitan para la segunda lengua y, por lo tanto, los errores de los aprendices se producen por la interferencia de la L1.

El estudio de los errores que los aprendices cometen demuestra que, si bien es cierto que muchos errores se deben a la interferencia de la lengua materna, otros no son debidos a esta causa. Esto quiere decir que los aprendices son participantes activos y creativos en el proceso de aprendizaje.

La teoría *innatista* de Chomsky para la adquisición de la lengua materna surge en reacción al enfoque conductista del aprendizaje basado en la imitación y la formación de hábitos. Según Chomsky (1959), la mente de los niños no es una serie de espacios vacíos que se llenan simplemente imitando el lenguaje que escuchan. Por el contrario, él afirma que los niños tiene una habilidad innata para descubrir las reglas de un sistema lingüístico, una habilidad que él denomina Gramática Universal (*Universal Grammar*) y que consiste en un conjunto de principios comunes a todas las lenguas. Para activar esta habilidad, el aprendiz necesita ser expuesto a muestras de lenguaje natural. Las ideas de Chomsky para la adquisición de la lengua materna fueron llevadas a la adquisición de segundas lenguas. De acuerdo con los defensores de esta teoría, los aprendices de una segunda lengua construyen representaciones internas de la lengua que están aprendiendo. Estas representaciones internas se desarrollan en estadios predecibles, hasta que alcanzan por completo el sistema lingüístico que se está aprendiendo.

Esta teoría tiene en Stephen Krashen su referencia más influyente. El "modelo del monitor" de Krashen (1985) es en sí toda una teoría sobre la adquisición de segundas lenguas. Este modelo se basa en cinco hipótesis:

- The Acquisition-Learning Hypothesis
- The Natural Order Hypothesis
- The Monitor Hypothesis
- The Input Hypothesis
- The Affective Filter Hypothesis

La hipótesis central, y más conocida, es la Hipótesis del Input en la que Krashen afirma que el lenguaje se adquiere (proceso inconsciente) únicamente recibiendo un input comprensible. Aprendemos las reglas del lenguaje siguiendo un orden predecible y avanzamos en ese orden natural únicamente comprendiendo input que contenga estructuras que se encuentren un poco por encima de nuestro nivel de competencia. Es famosa la expresión de Krashen de *i + 1* refiriéndose al tipo de estructuras que debe tener el input que se presente al aprendiz, siendo i el estadio actual y 1 el siguiente estadio dentro del mencionado orden natural. Según Krashen, no es necesario producir lenguaje (*output*) para la adquisición de una lengua.

Otros autores como Hatch (1978) y Long (1985) coinciden con Krashen en que es necesario un input comprensible[7] para la adquisición del lenguaje, pero añaden otro ingrediente: la interacción. La idea central es que los aprendices adquieren una lengua aprendiendo a cómo comunicarse en ella.

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7 Véase Tejada Molina (1992) y Sánchez López (2000) en un entorno más cercano.

Interactuando con otros en conversaciones, los aprendices obtienen una especie de input "modificado" que lo hace comprensible para ellos. Puesto que el input comprensible contribuye a la adquisición, la interacción contribuye a la adquisición.

Estas tres perspectivas diferentes de cómo se adquiere una L2 nos lleva a un interrogante esencial cuando se trata de enseñar una lengua que no es la materna: ¿cuál es la más plausible? Lo cierto es que cada una de ellas explica diferentes aspectos del desarrollo del lenguaje. Los aspectos rutinarios y automatizados estarían acordes con el modelo conductista, mientras que la adquisición de la gramática lo estaría con la teoría innatista; el uso del lenguaje en comunicación necesita ser abordado desde la perspectiva de la interacción:

> Behaviourist explanations may explain routine aspects, while innatist explanations seem most plausible in explaining the acquisition of complex grammar. Interactionist explanations are necessary for understanding how children relate form and meaning in language, how they interact in conversations, and how they use language appropriately. Lightbown y Spada (1993: 16)

### 3.4. La interlengua

Como hemos visto, aprender una lengua no es sólo imitación y práctica. Un gran número de actos de habla producidos por los niños que están aprendiendo su lengua materna no son como los modelos que ellos han escuchado, más bien parecen estar basados en algún tipo de procesamiento y conocimiento internos. Por lo tanto, el lenguaje oral de los niños puede considerarse como un sistema en desarrollo con sus propias reglas y estrategias. La investigación en la adquisición de segundas lenguas ha demostrado que los aprendices tienen secuencias de desarrollo similares a las que existen en la adquisición de una L1. El análisis de los errores cometidos por los aprendices demostró que el fenómeno de transferencia de la lengua materna a la L2 no era la única fuente de error. Muchos errores se debían a los intentos de los aprendices para descubrir la estructura de la L2. Muchos estudios dieron evidencias también de que algunos errores cometidos por los aprendices de una L2 eran similares a los que cometían los aprendices de una L1. Como resultado, el lenguaje de los aprendices de segundas lenguas se consideró como un sistema en sí mismo y no como una versión incorrecta de la lengua que se está aprendiendo. El término más conocido que se utiliza para referirse a este sistema es *interlengua* (*interlanguage*).[8]

> ...: learners were looked on not as producers of malformed, imperfect language replete with mistakes, but as intelligent creative beings proceeding through logical, systematic stages of acquisition, creatively acting upon their linguistic environment as they encounter its forms and functions in meaningful contexts. By a gradual process of trial and error and hypothesis testing, learners slowly and tediously succeed in establishing closer and closer approximations to the system used by native speakers of the language. (Brown, 1994: 203)

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8 El término interlanguage es de Selinker (1972). Hemos utilizado el término interlengua que es una traducción literal del anterior y que es el más extendido.

Por lo tanto, podríamos definir el término interlengua como un sistema lingüístico aproximativo que está estructuralmente entre la L1 y la L2, un sistema que el aprendiz va construyendo en su proceso de adquisición. De acuerdo con esto, un aprendiz de una segunda lengua continuamente formula, consciente o inconscientemente, hipótesis sobre las reglas de la lengua que está aprendiendo. Éste verifica o comprueba esas hipótesis y las confirma si encuentra en el input evidencias que las apoyen, o las rechaza si recibe evidencias negativas (*hypothesis-testing*).

Investigaciones realizadas sobre el desarrollo de la interlengua han demostrado que en la adquisición de segundas lenguas (como en la adquisición de la lengua materna) algunos aspectos del lenguaje se adquieren antes que otros (*orden de adquisición*), y también que existen fases o estadios en el desarrollo de determinadas estructuras tales como las oraciones negativas, oraciones de relativo o en la formación de preguntas (*secuencia de adquisición*). Estos estadios de desarrollo son similares entre aprendices de diferentes contextos, con distinta formación e incluso diferente L1. Los aprendices utilizan sistemáticamente estructuras transitorias avanzando paso a paso por los diferentes estadios de la secuencia de desarrollo hasta que alcanzan la estructura de la L2.

En nuestro estudio tenemos evidencias de ello. Veremos cómo los sujetos utilizan estructuras interrogativas de transición que son claras muestras de sus estadios de desarrollo en la formación de preguntas.

### 3.5. Contextos de aprendizaje

Como se ha comentado anteriormente, hay ciertos factores -externos e internos- que entran en juego cuando se está aprendiendo una L2. Entre los factores externos que pueden afectar la adquisición de una segunda lengua, los contextos donde este proceso tiene lugar han atraído mucha atención por parte de los investigadores. La distinción más conocida es la establecida entre contextos educativos y contextos naturales. Hay otros términos para referirse a esta diferenciación, dependiendo del ámbito instructivo y de su grado de intervención: instruidos y no instruidos, tutorizados y no tutorizados. Klein (1986: 16-19) utiliza los términos espontáneo -*spontaneous learning*- y dirigido -*guided language learning*- para referirse a este tema. Klein define el primero como *"the acquisition of a second language in everyday communication, in a natural fashion, free from systematic guidance"* y se refiere al segundo como *"the learning that is open to systematic and intentional influence".*

Ha existido la creencia generalizada de que los contextos naturales están directamente relacionados con un aprendizaje no formal del lenguaje mientras que los contextos educativos se relacionan con un aprendizaje formal en clases prestando atención consciente a las reglas y principios del lenguaje. Esta consideración nos lleva a la famosa distinción de Krashen (1985) entre *adquisición* y *aprendizaje.* Para Krashen la adquisición es un proceso inconsciente, resultado de comprender el input recibido por medio de la comunicación (claramente correspondiéndose con el aprendizaje no formal); el aprendizaje, por el contrario, supone una atención consciente a las formas lingüísticas (y claramente se corresponde con el aprendizaje formal):

> "Acquisition" is a subconscious process identical in all important ways to the process children utilize in acquiring their first language, while 'learning' is a conscious process that results in 'knowing about' language. (Krashen, 1985: 1)

Pero, en contra de las afirmaciones de Krashen, podríamos argumentar que los aprendices "naturales" también pueden aprender conscientemente, prestando atención a determinados elementos del lenguaje deliberadamente, y, a la inversa, dependiendo del enfoque pedagógico que el profesor adopte en su clase, los aprendices "formales" pueden tener oportunidades para que se produzca la adquisición (en términos de Krashen).

Por lo tanto, podríamos decir que no existe una conexión necesaria entre el tipo de contexto y el tipo de aprendizaje. Los intercambios comunicativos y espontáneos son más característicos en las situaciones que se dan dentro de un contexto natural, pero esas situaciones también pueden ser "creadas" en la clase. Lo que se ha dado en llamar *instructed second language acquisition*, debido a la derivación de estudios sobre la adquisición de lenguas y sus implicaciones didácticas.

Ha habido también otra creencia generalizada de que los aprendices en contextos naturales alcanzan mayores niveles de competencia en la L2 que los aprendices en contextos educativos y que los aprendices naturales llegan a un uso semejante al de los hablantes nativos de esa lengua. Algunos estudios apoyan esta idea, pero otros no. Así, Ellis (1994: 216) dice: "*..., comparisons of the learning outcomes associated with each setting are of doubtful value".* Por lo tanto, en nuestra opinión, es mucho más beneficioso y rentable dirigir los esfuerzos a examinar qué factores, dentro de cada contexto, son importantes para que el proceso de adquisición de la L2 tenga éxito.

En este estudio centraremos nuestra atención en el contexto educativo, el contexto en el que el proceso de aprendizaje de una L2 es guiado o está influenciado de un modo u otro, ya que nuestra investigación se enmarca en él. Además, a cualquier profesor de lengua extranjera le interesa enormemente todo lo que pueda tener algún tipo de influencia en el proceso de enseñanza-aprendizaje que se da en sus clases y con sus alumnos y, de hecho, en no pocas ocasiones, existe la preocupación de si esa "influencia sistemática e intencional" (en palabras de Klein, 1986) tiene algún valor y ejerce en realidad una influencia verdadera. Por eso nos centraremos más concretamente en uno de los factores más relevantes y que más atención ha suscitado entre los investigadores: la instrucción formal.

## 4. ESTRUCTURA DEL TRABAJO

El presente estudio consta de seis capítulos principales más uno de carácter introductorio, en el que nos encontramos, donde se describe, como se ha visto, las razones que nos han llevado a realizar esta investigación, las hipótesis de partida y algunos términos que consideramos esenciales para situarnos en el campo de la adquisición de segundas lenguas.

En el capítulo 1º tratamos el papel que la instrucción formal tiene en la adquisición de otras lenguas distintas a la materna y revisaremos las principales líneas de investigación que se han venido desarrollando en esta área, ya que nuestro estudio versa sobre los efectos de un determinado tipo de instrucción explícita.

Los tres capítulos siguientes están dedicados al desarrollo del estudio. El segundo capítulo trata sobre el diseño y la metodología que hemos utilizado (sujetos, las pruebas diseñadas, programa de intervención, etc.). En el tercer capítulo se describen y analizan los resultados obtenidos en las distintas pruebas, con numerosos gráficos y tablas que facilitan la lectura de los mismos. A partir de los análisis llevados a cabo en el capítulo anterior, en el capítulo 4º se exponen, a modo de conclusiones, las impresiones generales emanadas de la realización de este trabajo, así como las posibles implicaciones que se puedan derivar de él.

El capítulo 5º presenta las numerosas referencias bibliográficas que se han consultado en este trabajo. Y, por último, el capítulo 6º lo componen cinco anexos donde se incluyen las pruebas diseñadas para la obtención de las muestras (Anexo 1), las actividades del programa de intervención (Anexo 2), una encuesta que fue realizada a los sujetos al terminar el programa de intervención (Anexo 3), las producciones que los sujetos realizan en todas las pruebas llevadas a cabo (Anexo 4) y estas mismas producciones organizadas por cada uno de los apartados de las pruebas 1 y 2 (Anexo 5).

**CAPÍTULO I.**

EL PAPEL DE LA INSTRUCCIÓN EN LA ADQUISICIÓN DE UNA L2

Como hemos mencionado anteriormente, los contextos educativos conllevan algún tipo de intervención o guía. Las cuestiones que en consecuencia surgen son si esa intervención tiene algún efecto en la adquisición de la L2 y, si hay un efecto, qué tipo de intervención es la mejor.

Algunos autores (Krashen, 1982; Swain, 1985; Prabhu, 1987) consideran que la forma más efectiva de desarrollar y lograr la adquisición de una L2 en el contexto formal de una clase es creando situaciones en las que los aprendices tengan oportunidades de comunicarse e intercambiar información sin que exista instrucción explícita, o lo que es lo mismo, que aprendan de forma natural. Desde esta perspectiva, la adquisición de una L2 es un proceso similar a la adquisición de una L1, es decir, los aprendices adquieren la competencia comunicativa simplemente por medio de la exposición al input lingüístico que se produce a su alrededor. La instrucción y la corrección del error no tienen ningún efecto en el desarrollo de la competencia en la L2 (Krashen y Terrell, 1983; Krashen, 1985; Schwartz, 1993). Esta posición se está debilitando, mientras que el papel de la instrucción formal en la adquisición de una lengua distinta a la materna se está fortaleciendo cada vez más. Como veremos más adelante, la mayoría de los estudios aquí presentados dan evidencias de que la exposición al lenguaje y los intercambios comunicativos no son suficientes para alcanzar niveles elevados de competencia lingüística y sociolingüística y que ciertas propiedades lingüísticas no se pueden adquirir si no se instruye a los aprendices en ellas y se corrigen los errores que éstos cometan.

Algunos investigadores, interesados en esta cuestión, han querido comprobar si únicamente la exposición a la L2 y tener oportunidades para la comunicación son suficientes para asegurar el desarrollo completo de la competencia lingüística. En esta línea, en un estudio publicado en 1992, Ellis investigó si la comunicación que tenía lugar en el contexto de una clase de segunda lengua aseguraba suficientemente el desarrollo de la competencia lingüística. La habilidad de dos estudiantes de inglés como segunda lengua para producir peticiones (*requests*) en inglés fue observada y seguida por un periodo de 15-21 meses. Los resultados indican que la clase no proporcionaba las condiciones necesarias para desarrollar completamente la competencia sociolingüística.

Trahey (1996) presenta los resultados de un estudio a largo plazo que indaga el papel del input lingüístico en la adquisición de la competencia lingüística. Para ello investigó el conocimiento que 52 estudiantes francófonos de inglés como segunda lengua tenían sobre las reglas de colocación del adverbio en este idioma. Un año antes, estos sujetos habían estado expuestos durante dos semanas a una enorme cantidad de input lingüístico sobre colocación del adverbio en inglés (estudio llevado a cabo por White, 1991). Inmediatamente después de la exposición al mencionado input lingüístico, se halló que, aunque los sujetos habían aprendido qué posiciones del adverbio eran gramaticales en inglés,

todavía seguían usando posiciones que no eran gramaticalmente correctas en inglés pero sí en su lengua materna, indicando un fenómeno de transferencia. En este artículo se informa sobre los resultados del test que se lleva a cabo un año después, los cuales revelan que el conocimiento de los sujetos sobre la colocación del adverbio no ha cambiado. Los sujetos continúan usando posiciones del adverbio gramaticalmente correctas e incorrectas, lo que demuestra que la exposición a un abundante input lingüístico sobre la colocación del adverbio no llevó al dominio de esta estructura. Analizando las posibles causas de estos resultados, Trahey (1996: 136) afirma:

> ..., perhaps positive or negative evidence alone is insufficient. Rather, some combination of the two may result in higher levels of success. … An incorporation of attention to structure within the context of the input flood may well have led to greater success.

Spada y Lightbown (1999) llevaron a cabo un estudio (test previo – intervención – test posterior) con 150 niños francófonos. La intervención consistió en dos semanas de actividades de clase en las que los sujetos eran expuestos a cientos de interrogativas en inglés. Los resultados demostraron que los estudiantes tendían a aceptar preguntas de estadios superiores (con inversión entre el sujeto y el verbo) si los sujetos eran pronombres pero no si eran sustantivos. Las autoras explican estos resultados sugiriendo que la instrucción explícita, incluyendo información metalingüística contrastiva, puede ser necesaria para ayudar a los estudiantes a avanzar más allá de las construcciones que parecen estar estables en su interlengua.

Según estos estudios, únicamente la exposición al input lingüístico no parece ser suficiente para la completa adquisición de la competencia lingüística en determinadas estructuras, apoyando la idea de que ciertas propiedades lingüísticas no se pueden adquirir sin la ayuda de la instrucción y la corrección de errores.

Los efectos de diferentes tipos de instrucción en la adquisición de muchos y variados aspectos de una L2 han sido estudiados con profusión por gran cantidad de investigadores. Larsen-Freeman y Long (1991) y Ellis (1994), en un análisis muy detallado y riguroso de la literatura sobre el tema, identifican cuatro áreas principales de investigación sobre el efecto de la instrucción:

a. los efectos de la instrucción en la competencia lingüística en general,

b. en la corrección gramatical,

c. en la secuencia de adquisición,

d. comprobar si los efectos de la instrucción perduran.

En la primera de las áreas, la competencia lingüística en general, los estudios revisados por Larsen-Freeman y Long (1991) y Ellis (1994) apoyan en su mayoría los efectos beneficiosos de la instrucción (Krashen, Seliger y Hartnett, 1974; Chihara y Oller, 1978; Weslander y Stephany, 1983) , demostrando que es más beneficiosa que meramente la exposición a la lengua, aunque la afirmación generalizada es que lo mejor es una combinación de las dos (Montgomery y Eisenstein, 1985; Spada, 1986). La limitación de estos estudios es que la mayoría son con sujetos que están aprendiendo la lengua en el contexto donde se habla, es decir, son aprendices de una segunda lengua en el sentido restringido que vimos en la introducción (segunda lengua / lengua extranjera como términos distintos). Por esta

razón hay que mirar los resultados de estos estudios con precaución, ya que la variable de la instrucción podía no estar aislada puesto que los sujetos tenían contacto con la L2 además de la instrucción recibida. Este factor puede desvirtuar las afirmaciones o generalizaciones que de la determinada intervención se puedan extraer. Por eso creemos necesarios más estudios en los que los sujetos sean aprendices totalmente inmersos en contextos de instrucción formal, es decir, que no tengan contacto con la L2 fuera del ámbito donde la están aprendiendo. De esta forma se podrá evaluar verdaderamente los efectos que un determinado tipo de intervención pueda tener.

En relación con la segunda área -los efectos de la instrucción en la corrección gramatical-, muchos estudios han investigado si la instrucción formal sobre algún rasgo lingüístico específico produce un incremento de la corrección gramatical a la hora de producir ese determinado rasgo. Los hallazgos en los análisis de Larsen-Freeman y Long (1991) y Ellis (1994) indican que en algunos casos la instrucción no funciona (Ellis, 1984), en otros los efectos son parciales (Schumann, 1978; Kadia, 1988), en otros sí que tiene efectos beneficiosos pero éstos no son duraderos (Lightbown et al., 1980) y, por fin, en otros la instrucción funciona y los efectos positivos duran después de un determinado periodo de tiempo (Harley, 1989; White et al., 1991). Ellis y Larsen-Freeman y Long llegan a la conclusión de que el éxito de la instrucción depende de la complejidad de la estructura sobre la que se esté enfocando y que la mejora en la corrección gramatical suele darse generalmente cuando se produce un determinado uso planificado del lenguaje, pero no así en un uso espontáneo.

En cuanto al tercer apartado, la influencia de la instrucción sobre la secuencia de adquisición, diferentes estudios han investigado si los aprendices formales (supuestamente con instrucción) manifiestan una secuencia de adquisición de determinadas estructuras sintácticas (negativas, interrogativas, oraciones de relativo) diferente a la de los aprendices naturales (supuestamente sin instrucción). Las evidencias apoyan la idea de que no hay diferencias substanciales y que ambos tipos de aprendices siguen unas secuencias similares (Fathman, 1978; Makino, 1980; Pica, 1983). También se ha investigado si la instrucción formal puede alterar la secuencia de adquisición y hacer que los aprendices adquieran las construcciones lingüísticas de la L2 inmediatamente evitando los estadios intermedios, es decir, las construcciones transitorias (Pienemann, 1984 y 1989). La opinión generalizada es que la instrucción formal no parece capaz de afectar las secuencias de adquisición, pero sí que tiene un efecto positivo acelerando el progreso por los estadios de las secuencias (Eckman et al., 1988).

Las conclusiones de las dos áreas de investigación anteriores apoyan la teoría de Manfred Pienemann (1989), basada en la conocida hipótesis de que no es posible instruir a un aprendiz de una L2 una estructura que no esté al alcance de su estadio de desarrollo en su interlengua. Esta hipótesis es conocida como The Teachability Hypothesis:

> The Teachability Hypothesis, (...), predicts that instruction can only promote language acquisition if the interlanguage is close to the point when the structure to be taught is acquired in the natural setting. (Pienemann, 1989: 60)

Pienemann basa esta hipótesis en un experimento diseñado para "violar" la secuencia de adquisición del orden canónico de la frase del alemán por medio de la instrucción. Para ello seleccionó diez sujetos italianos aprendices principiantes de alemán como segunda lengua que se encontraban entre

los estadios X y X+2 en dicha secuencia. Los sujetos fueron instruidos en una estructura del estadio X+3. Sólo los sujetos que se encontraban en el estadio X+2 lograron producir la estructura en cuestión después de la intervención.

Lo que Pienemann quería demostrar con este experimento era la hipótesis de que los estadios que componen las secuencias de adquisición están ordenados de forma jerárquica y no se puede avanzar de un estadio a otro si no se domina el anterior, ya que los procesamientos lingüísticos que caracterizan un estadio se necesitan para el estadio siguiente y así sucesivamente.

Según Pienemann, es una pérdida de tiempo intentar enseñar a un aprendiz que esté en el estadio X+1 (como él denomina los estadios) de una secuencia de adquisición una estructura que pertenezca al estadio X+3, ya que no la adquiriría puesto que para dominar el procesamiento lingüístico necesario en esta estructura necesitaría dominar el del estadio anterior X+2.

La última área de investigación identificada en las revisiones de Ellis (1994) y Larsen-Freeman y Long (1991) ha sido estudiar si los efectos beneficiosos de la instrucción, si es que los hay, son temporales o, por el contrario, duraderos. Este aspecto es de una importancia crucial, porque si los efectos positivos que pudieran derivarse de la instrucción sólo fueran temporales su utilidad sería muy limitada. De nuevo no hay resultados uniformes y concluyentes sobre el tema, ya que algunos estudios indican que los efectos son temporales (Lightbown et al., 1980; Pienemann, 1984; White, 1991) y otros, por el contrario, aportan evidencias de que los efectos son duraderos (Harley, 1989; White et al., 1991). La explicación podría estar en que para que los efectos de la instrucción en un determinado rasgo lingüístico perduren, los aprendices necesitan seguir teniendo acceso a un input que contenga ese rasgo. Pero la frecuencia  de un determinado rasgo en el input no parece ser la única explicación. Otro argumento que se ha aportado para intentar explicar esta disparidad en los resultados es el de la naturaleza del elemento lingüístico sobre el que se enfoca la instrucción. Algunos rasgos lingüísticos destacan o sobresalen más que otros y son más fáciles de percibir en la cadena oral. También, los aprendices pueden dar más importancia a unos elementos lingüísticos que a otros, o no considerar importantes algunos para sus necesidades de comunicación, lo cual influirá obviamente en la retención que los aprendices hagan de ellos.

Los estudios revisados por Ellis (1994) y Larsen-Freeman y Long (1991) nos dan el estado de la cuestión sobre el papel que la instrucción ha desempeñado en la adquisición de segundas lenguas hasta el año 1991, del que datan los últimos estudios analizados. Nuestra revisión de la bibliografía sobre el tema comienza a partir de estos autores y en ella hemos identificado un gran número de trabajos que podríamos clasificar, según el propósito de la investigación, en tres áreas principalmente:

- Los efectos de la instrucción en la corrección gramatical con la que los aprendices producen diferentes elementos lingüísticos de la L2.
- Los efectos de la instrucción en el desarrollo de las destrezas de la L2.
- Estudios que comparan diferentes tipos de instrucción.

## 1. LOS EFECTOS DE LA INSTRUCCIÓN EN LA CORRECCIÓN GRAMATICAL

En esta área los estudios van encaminados a comprobar los posibles efectos que un determinado tipo de instrucción tiene en la precisión o exactitud con que los sujetos producen determinadas estructuras gramaticales u otro tipo de aspectos lingüísticos, como pueden ser la pronunciación de determinados sonidos (Elliot, 1995) o la ortografía (Miele, 1998; Pérez Cañado, 2002). En algunos casos la instrucción va acompañada de algún ingrediente más, por ejemplo, la corrección de los errores que produzcan los sujetos -*feedback correctivo*- o evidencia negativa[9] (Carroll y Swain, 1993; Spada y Lightbown, 1993; Doughty y Varela, (1998); Izumi y Lakshmanan, 1998).

Doughty (1991) estudió los efectos de dos tipos de instrucción sobre las oraciones de relativo especificativas[10] en 20 sujetos de distintas L1 que estaban estudiando inglés como segunda lengua en un instituto en Filadelfia. La investigación siguió un diseño experimental con un grupo de control y dos experimentales, así como el uso de un test previo a la intervención y un test posterior a la misma. A los tres grupos se les presentaban textos que contenían oraciones de relativo del tipo *objeto de una preposición*. Además de la exposición a oraciones de relativo, cada uno de los dos grupos experimentales recibió un tipo distinto de instrucción: el grupo orientado hacia el significado recibía aclaraciones de las frases y repeticiones de las mismas dichas de otra forma desde el punto de vista semántico o léxico (*recasts*)[11]; el grupo orientado hacia la regla recibía la regla explícitamente y podía manipular las frases. Los tres grupos mejoraron en el uso de la estructura en cuestión, pero cada uno de los dos grupos experimentales superó al de control con diferencias significativas, lo que demuestra el efecto positivo de la instrucción. En cuanto a la comparación entre los dos grupos experimentales, ésta reveló que no había diferencias significativas entre los dos grupos, es decir, ambos tipos de instrucción fueron igual de efectivos.

Carroll y Swain (1993) llevaron a cabo un estudio para comprobar los efectos de distintos tipos de corrección de errores en las construcciones con doble objeto en inglés (*English Dative Alternation*)[12]. Más concretamente querían averiguar si la corrección puede ayudar a los aprendices a que aprendan las restricciones de una regla que tienden a hipergeneralizar (no todos los verbos ingleses permiten este tipo

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[9] Evidencia negativa (*negative evidence*) es dar información al sujeto de que su acto de habla es gramaticalmente incorrecto.

[10] Una oración de relativo especificativa es aquella que da información necesaria y esencial para clarificar el referente de su antecedente.

[11] Podríamos definir este tipo de corrección como la repetición o reformulación correcta por parte del profesor de un acto de habla incorrecto del aprendiz. Para referirnos a ella, utilizaremos el término en  inglés. En Nicholas et al. (2001) se ofrece un análisis exhaustivo sobre este tipo de tratamiento del error.

[12] Un ejemplo de este tipo de construcción es *Peter sent Mary a letter* (S-V-O-O). Este tipo de construcciones tienen otra alternativa sintácticamente diferente, pero manteniendo el mismo significado: *Peter sent a letter to Mary* (S-V-O-A).

de construcciones). 100 sujetos hablantes de español como L1 que aprendían inglés como segunda lengua (ESL) fueron divididos en cuatro grupos experimentales y uno de control. Los sujetos de los grupos experimentales fueron instruidos en este tipo de construcciones y cada uno de ellos recibía un tipo distinto de corrección cuando cometía errores. El grupo A recibió información metalingüística explícita. A los sujetos del grupo B se les decía que su respuesta estaba mal. Los sujetos del grupo C eran corregidos facilitándoles un modelo de la respuesta correcta que se les pedía. Por último, a los sujetos del grupo D se les preguntaba si estaban seguros de su respuesta cuando ésta era errónea. El grupo de control sólo recibió instrucción. Todos los grupos que recibieron corrección lo hicieron significativamente mejor que el grupo de control, apoyando los efectos positivos de la corrección para impedir que los aprendices generalizaran una regla a sus excepciones. Pero, a diferencia del estudio de Doughty (1991), los sujetos que recibieron información explícita sobre la regla (grupo A) fueron significativamente superiores al resto de los grupos.

Otro estudio que investiga el efecto de la instrucción y la corrección sobre la adquisición de una determinada estructura es el de Spada y Lightbown (1993). En este caso, las estructuras sobre las que recae la investigación son las preguntas en inglés con los auxiliares *can, be* y *do* en presente y los pronombres interrogativos *what, where* y *why*. Se investiga si la instrucción enfocada en la forma (*form-focused instruction*)[13] y la corrección (*corrective feedback*) tienen algún efecto en la adquisición de dichas estructuras. Los sujetos eran aprendices francófonos de inglés como segunda lengua con poca instrucción previa en inglés y con poco contacto con la L2 fuera de clase. Dos grupos experimentales recibieron aproximadamente 9 horas de instrucción y tratamiento correctivo mediante actividades que enfatizaban las preguntas en cuestión. Las actividades consistían en juegos de adivinar a través de preguntas, juzgar si diferentes preguntas estaban correctamente formadas y poner en orden la frase interrogativa. El grupo de control siguió con su marcha normal de clase. Con los datos recogidos a través de una tarea comunicativa oral se realizaron dos análisis: uno, para ver el grado de corrección gramatical; y otro, para determinar el estadio de desarrollo en la secuencia de adquisición de dichas estructuras. En relación a la corrección gramatical, todos los grupos (incluido el de control) obtuvieron una mayor proporción de preguntas correctas en los tests que se llevaron acabo después de la intervención con respecto al test anterior a ésta. El grupo de control empezó con un nivel de corrección superior al de los grupos experimentales, pero el progreso de éstos fue mayor entre el test anterior a la instrucción y el posterior.

El hecho de que el grupo de control lo hiciera igual o incluso, con frecuencia, mejor que los grupos experimentales sorprendió a las investigadoras. Los materiales de instrucción fueron llevados a cabo por los profesores que daban clase a los grupos experimentales. A la profesora del grupo de control no se le comunicó nada sobre el programa de instrucción, pero ésta hacía uso de la instrucción enfocada en la forma y de la corrección en su metodología diaria de clase. Las investigadoras no controlaron esta variable y este hecho le resta validez interna al estudio, ya que el grupo de control recibió también instrucción (aunque la instrucción no fuera exactamente igual a la del programa diseñado).

Pero lo que diferencia este estudio de los anteriores (en los que sólo se realizaba un test al terminar la instrucción) es que las investigadoras sí realizaron un seguimiento de los efectos positivos de

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[13] El término *form-focused instruction* se refiere al tipo de instrucción que se basa en enfocar la atención del aprendiz en determinadas propiedades lingüísticas formales llevando a cabo actividades comunicativas.

la instrucción transcurrido un periodo de tiempo para determinar si dichos efectos perduraban o, por el contrario, éstos desaparecían y eran sólo temporales. Para ello, realizaron, además del test inmediatamente posterior a la intervención, dos tests más, uno después de cinco semanas y otro a los cinco meses. El análisis de dichos tests reveló un aumento en la proporción de preguntas correctas con respecto a los resultados del primer test posterior a la intervención. Es decir, los efectos positivos de la instrucción, no sólo se mantuvieron con el transcurso del tiempo, sino que incluso aumentaron, con el hecho añadido de que los sujetos no recibieron clases de inglés durante ese periodo de tiempo, lo que resulta todavía más reseñable. Estos hallazgos apoyan la idea de que los efectos de la instrucción pueden ser duraderos.

En esta línea, y apoyando la idea de que ciertas propiedades lingüísticas no pueden ser aprendidas si no se instruye en ellas y se aplica algún tipo de corrección cuando se producen errores, se encuentra el estudio de Izumi y Lakshmanan (1998). Según este planteamiento, como el aprendiz de una L2 tiene una lengua materna, es posible que surja un problema de aprendizaje si éste transfiere una propiedad de su L1 a su gramática en desarrollo de la L2. Si no se da esta circunstancia o no es igual en la L2, puede ser necesario el uso de la evidencia negativa para la correcta adquisición de la L2. En su estudio, Izumi y Lakshmanan investigan el efecto de la instrucción y la evidencia negativa en la adquisición de la pasiva inglesa en aprendices japoneses de inglés como segunda lengua. En japonés existe la pasiva "directa" y la pasiva "indirecta", mientras que el inglés sólo tiene la pasiva directa[14]. Un aprendiz japonés de inglés puede asumir que, al igual que existen en su lengua materna estos dos tipos de construcciones, ocurre lo mismo en inglés. Los sujetos fueron divididos en dos grupos. El grupo experimental recibió instrucción explícita sobre la imposibilidad de la pasiva indirecta en inglés. El grupo de control no recibió instrucción alguna. Los resultados en el test realizado después de la instrucción demostraron una enorme mejora del grupo experimental, mientras que el grupo de control no progresó, demostrando la efectividad de la evidencia negativa.

Como vemos, además de la instrucción, el tratamiento de los errores que cometen los aprendices es un ingrediente fundamental en los estudios comentados. De hecho, se han venido desarrollando un gran número de estudios cuyo objetivo es examinar qué tipo de corrección es más efectivo para que los aprendices se den cuenta de que sus hipótesis sobre la lengua término son incorrectas y las modifiquen. En la descripción que Long y Robinson (1998) realizan de distintos procedimientos relacionados con la atención a la forma (*focus on form*) distinguen entre dos tipos de evidencia negativa: preventiva (*preemptive*), que incidiría en las reglas gramaticales, y reactiva (*reactive*) que sería propiamente la corrección de los errores. Ésta, a su vez, la dividen en dos categorías: explícita (corrección directa y abierta del error) e implícita (*recasts*).

Los beneficios de la evidencia negativa implícita (*recasts*) han sido defendidos basándose en las teorías de Schmidt (1990), quien sostiene que, para que un aprendiz pueda adquirir nuevos rasgos lingüísticos, éste tiene primero que percibirlos en el input. Como la evidencia negativa implícita supone una reacción inmediata a la producción errónea de un aprendiz, se supone que ésta facilitará la

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[14] Véase el estudio de Izumi y Lakshmanan (1998) para una completa descripción de los dos tipos de estructuras.

comparación entre la nueva forma lingüística correcta y la incorrecta, logrando así que el  aprendiz lo perciba (*Noticing Hypothesis*).

Además de los ya comentados, podemos destacar entre los estudios más recientes sobre la evidencia negativa implícita (*recasts*) los de Lister y Ranta (1997), Doughty y Varela (1998), Long, Inagaki y Ortega (1998), Mackey y Philp (1998), Mackey (1999) y Ayoun (2001).

En el estudio que Lister y Ranta (1997) llevan a cabo con estudiantes de francés en clases de inmersión, los investigadores llegan a la conclusión de que la forma de corrección que menos reparaciones inmediatas de errores produce en los sujetos son los *recasts*, siendo otros tipos de feedback correctivo más eficaces (feedback metalingüístico, clarificaciones, repeticiones).

Long *et al.* (1998) realizan dos estudios (uno con aprendices de japonés y otro con aprendices de español). En el estudio con aprendices de japonés no encuentran diferencias significativas entre el grupo de control y el experimental (que había recibido evidencia negativa implícita) en el uso de las construcciones de locativo y el orden de los adjetivos (las dos estructuras investigadas). En el estudio con sujetos aprendices de español, el uso de la evidencia negativa implícita probó ser eficaz sólo en una de las dos estructuras investigadas, la colocación del adverbio.

Mackey y Philp (1998) diseñaron un estudio longitudinal para probar la efectividad del uso intensivo de *recasts* en el desarrollo de las formas interrogativas. Los sujetos eran aprendices adultos de inglés como segunda lengua. Los resultados demuestran un mayor uso de formas interrogativas, pero sólo en las sujetos que tenían un nivel más avanzado. Además, el análisis de las respuestas de los sujetos ante los *recasts* demuestra unos resultados en la línea de los de Lister y Ranta (1997): poco efectivos para hacer que los sujetos modifiquen sus producciones (sólo un 5 %).

Más recientemente, Ayoun (2001), en un estudio sobre la efectividad de distintos tipos de feedback correctivo en la adquisición de la distinción de aspecto entre dos tiempos de pasado en francés, consigue resultados que apoyan parcialmente el uso de la evidencia negativa implícita. Para ello, estableció tres grupos: el grupo R (evidencia negativa implícita: *recasts*), el M (evidencia positiva: *modeling*) y el G (gramática: evidencia positiva explícita y feedback negativo). Los resultados muestran diferencias significativas a favor del grupo R en comparación con el G, pero no con respecto al grupo M, demostrando sólo de forma parcial que la evidencia negativa implícita es la forma más efectiva de corrección.

Dos estudios, Doughty y Varela (1998) y Mackey (1999), sí que parecen apoyar la efectividad de la evidencia negativa, además con un aspecto importante que hay que comentar: en los dos estudios, los efectos derivados de la intervención se mantienen con el paso del tiempo. En el primero de ellos, los sujetos (34 estudiantes de inglés como lengua extranjera) fueron divididos en dos grupos, uno que recibió instrucción enfocada en la forma y feedback correctivo (en la forma de *recasts*) sobre el uso del pasado y las estructuras condicionales y otro, el de control, que no recibió dicho tratamiento. Los resultados muestran diferencias significativas a favor del grupo experimental, resultados que se mantienen dos meses después.

En el caso de Mackey (1999), las estructuras objeto de estudio son las interrogativas inglesas. Los resultados de su estudio muestran que los sujetos que recibieron evidencia negativa implícita avanzaron más estadios en la secuencia de desarrollo de las interrogativas inglesas y produjeron un mayor número

de preguntas pertenecientes a los estadios 4º y 5º.[15] Un aspecto relevante en este estudio es que las diferencias significativas con respecto al test anterior a la intervención se produjeron en el postest 2 y el postest 3, pero no en el postest 1 (inmediatamente al finalizar la intervención), indicando que los efectos fueron mayores al cabo del tiempo.

Los resultados de estos estudios, como vemos, no son uniformes y, por tanto, no se puede llegar a conclusiones definitivas sobre si la evidencia negativa implícita, en forma de *recasts*, es la forma más efectiva de corrección de errores o si, por el contrario, otros tipos de feedback correctivo son más eficaces (Lister y Ranta, 1997). Parece difícil, por tanto, establecer si la evidencia negativa implícita es percibida por los aprendices como corrección de los errores que cometen.

Pero el efecto positivo de la evidencia negativa ha sido también cuestionado. Algunos investigadores incluso afirman que es mejor evitar la corrección, ya que, en su opinión, sólo produce cambios superficiales o temporales en la actuación del aprendiz, no en la competencia lingüística y, además, como algunos señalan, la corrección de errores puede tener una repercusión negativa, desde el punto de vista afectivo (Truscott, 1999).

Schwartz (1993) defiende que los datos negativos (evidencia negativa) y los datos explícitos (información explícita) dan como resultado un tipo de conocimiento que no puede ser equiparado con la competencia lingüística. Ella denomina ese tipo de conocimiento como conocimiento lingüístico aprendido (*learned linguistic knowledge*). Schwartz defiende la posición ejemplificada en el trabajo de Krashen (1985) con su diferenciación entre aprendizaje y adquisición. Según esta posición -*the zero interface position*-, la instrucción sólo produce "aprendizaje" y no "adquisición" y el conocimiento que resulta del aprendizaje sólo sirve para "monitorizar" la producción oral y no afecta la competencia lingüística. Sin embargo, Schwartz sí que parece dar un papel más importante a la evidencia negativa cuando afirma lo siguiente en sus conclusiones (1993: 160):

> ...; the interlanguage grammar may merely not be the exact replica of native-speaker competence... Therefore, to achieve nativelike linguistic behaviour, LLK (learned linguistic knowledge) will need to be created to supplement (or even override) competence in these specific areas.

Otros estudios que también aportan evidencias de que los efectos positivos de la instrucción pueden durar con el paso del tiempo son los de Toth (1999) y Pérez Cañado (2002). El primero de ellos (Toth, 1999) considera el papel que distintos factores -la instrucción, la exposición a un input rico en ejemplos que contengan el rasgo lingüístico que se investiga, la transferencia de la lengua materna y la Gramática Universal- pueden tener en el desarrollo del conocimiento morfosintáctico de la L2. En concreto, este estudio investiga la adquisición del morfema español *se* en aprendices adultos hablantes

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[15] Mackey adapta para su estudio la secuencia de desarrollo para la adquisición de las interrogativas inglesas desarrollada por Pienemann y Johnston (1987). Los estadios que propone Mackey son los siguientes:

- *Stage 2   SVO: canonical word order with question intonation*
- *Stage 3   Fronting: Wh/Do/Q-word*
- *Stage 4   PseudoIinversion:Y/N, Copula (in wh-questions)*
- *Stage 5   Do/Aux-second: Q-word + Aux/modal + subject*
- *Stage 6   Cancel Inversion (embedded questions), Negative Questions, Tag Questions*

Véase también las adaptaciones de Spada y Lightbown (1993) y Mackey y Philp (1988).

de inglés. Los sujetos eran 91 alumnos universitarios que componían el grupo experimental y 30 nativos de español que hacían de grupo de control. Los sujetos del grupo experimental recibieron instrucción comunicativa enfocada en la forma *se* durante una semana y fueron examinados antes, inmediatamente después del tratamiento y transcurridos 24 días desde el tratamiento. Las pruebas consistían en una tarea donde se juzgaba la corrección gramatical de oraciones y dos actividades de producción donde se utilizaba el morfema *se* con una variedad de clases de verbos. Los resultados demuestran que el input combinado con instrucción orientada a la forma e instrucción orientada al significado tuvo un gran impacto en la actuación de los sujetos y, por tanto, en el desarrollo de su interlengua. Este efecto se mantuvo, con cambios inapreciables, en el test que se llevó a cabo a los 24 días. El autor explica la posible razón de este efecto duradero en el hecho de que los sujetos, después del programa de intervención, siguieron expuestos a un input lingüístico, ya en sus clases ordinarias, en el que recibían evidencia positiva del uso de este morfema debido a la alta frecuencia con la que este morfema aparece en el discurso.

En Pérez Cañado (2002) lo que se investiga es si un programa de instrucción explícita y sistemática de ortografía inglesa mejora las habilidades ortográficas de estudiantes de 5º de Educación Primaria. El diseño del estudio es el de grupo de control pretest postest. La intervención con el grupo experimental consistió en la enseñanza explícita de la ortografía inglesa en sesiones de 15 a 20 minutos, dos días a la semana durante nueve meses. El grupo de control siguió el desarrollo ordinario de sus materiales curriculares en los que la ortografía no aparece como contenido específico. Los resultados indican que el grupo experimental sobrepasa al grupo de control de forma significativa en el desarrollo de habilidades de ortografía inglesa, confirmando la hipótesis central de este estudio. Un dato relevante es que esta diferencia significativa se mantiene en la prueba de seguimiento, llevada a cabo seis meses después de la intervención, lo que indica que los efectos derivados del programa de instrucción son duraderos.

El hecho de que el rasgo lingüístico sea sobresaliente o apreciable en el input parece ser la causa de que los efectos de la instrucción fueran prolongados en el estudio de Toth (1999) que se ha comentado. Nos hemos referido anteriormente, a raíz de las conclusiones a las que llegaban Elllis (1994) y Larsen-Freeman y Long (1991) en sus respectivos análisis, a que el éxito de la instrucción parecía depender de la complejidad del elemento lingüístico sobre el que se trate y de la relevancia que ese elemento tenga en el input; es decir, si se percibe fácilmente de forma espontánea o no. Se ha comentado que si la estructura de la L2 no es fácilmente apreciada y no se puede procesar espontáneamente del input recibido, la instrucción explícita y la evidencia negativa parecen ser necesarias para la adquisición de dicha estructura (Carroll y Swain, 1993; Izumi y Lakshmanan, 1998). De esto se deduce que cuando la estructura puede ser procesada simplemente a través de la exposición al input -porque el aprendiz la percibe fácilmente- la instrucción explícita será menos necesaria. La facilidad o dificultad para detectar y procesar determinada estructura parece, pues, depender, entre otros factores, de la complejidad de dicha estructura.

Pozo de la Viuda (1994) investiga la influencia que pueden tener los distintos grados de atención formal (a través de cuatro tareas) en el nivel de corrección de los posesivos y genitivos ingleses en sujetos españoles estudiantes de inglés. Los resultados muestran que los sujetos hacen un uso más correcto de los posesivos en la tarea más formal, mientras que en la otra estructura, los genitivos, el

comportamiento sigue la pauta contraria. Estos resultados indican que la atención a la forma produce efectos diferentes según actúe sobre formas regidas por reglas simples y transparentes (posesivos) o sobre formas con reglas complejas (genitivos).

En esta línea, de Graaff (1997), en un estudio con un idioma artificial (denominado Experanto), intentó comprobar la efectividad de la instrucción explícita y las posibles diferencias que pudieran existir dependiendo de la complejidad morfológica y sintáctica de las estructuras sobre las que se iba a enfocar la intervención. Se seleccionaron dos estructuras morfológicas (una simple y otra compleja) y dos sintácticas (una simple y otra compleja). 56 sujetos hablantes nativos de holandés fueron divididos en dos grupos de 28 respectivamente. Uno de los grupos recibió explicación explícita de las estructuras gramaticales, el otro, el grupo de instrucción implícita, fue expuesto a una serie de frases ejemplo que contenían las estructuras. Los resultados demuestran que los participantes en el grupo de instrucción explícita alcanzaron unas puntuaciones significativamente más altas que los del grupo de instrucción implícita. En relación al efecto diferencial de la instrucción explícita, dependiendo de que las estructuras sean simples o complejas, los resultados indican que la instrucción explícita es mucho más efectiva en la estructura sintáctica compleja que en la simple, pero no así en las estructuras morfológicas, ya que el efecto de la instrucción no fue mayor en la estructura compleja que en la simple . Tampoco pudo ser confirmado el efecto diferencial de la instrucción dependiendo de que las estructuras sean morfológicas o sintácticas.

Como vemos en los estudios que hemos comentado, la instrucción, o la instrucción combinada con la corrección de errores tiene efectos positivos en el nivel de corrección con que los aprendices producen determinados rasgos lingüísticos de una L2 y, por tanto, en la adquisición de los mismos. De hecho, la mayoría de los estudios que presentamos dan evidencias que apoyan los efectos beneficiosos de la instrucción o de la intervención llevada a cabo: Doughty (1991), Linnell (1991), Carroll y Swain (1993), Schneider (1993), Spada y Lightbown (1993), Elliot (1995), Kupferberg y Olshtain (1996), White et al. (1996), de Graff (1997), Jo (1997), Doughty y Varela (1998), Izumi y Lakshmanan (1998), Miele (1998), Mackey (1999), O'Riordan (1999), Toth (1999), Pérez Cañado (2002).

Además de los ya comentados de Long *et al.* (1998), Mackey y Philp (1998) y Ayoun (2001), hay otros tres estudios (Carney, 1995; Herman y Flanigan, 1995; Shiozawa y Simmons, 1995) que, aunque no confirman completamente el efecto positivo de la instrucción, sí que aportan evidencias parciales con resultados que, en algunos aspectos, apoyan el valor de la intervención.

Carney (1995) investiga el efecto de la instrucción formal en la habilidad de aprendices adultos de inglés como segunda lengua para producir oralmente preguntas Wh-. En una evaluación inicial de los sujetos establece dos grupos: un grupo que el denomina "*proficient*" (n=6), capaz de producir por escrito preguntas Wh- con inversión entre el sujeto y el verbo; y otro grupo, "*non-proficient*", que no había alcanzado este estadio. La comparación de los resultados entre el test anterior a la intervención y el posterior muestra que ningún grupo mejoró significativamente en la corrección gramatical de estas interrogativas. A pesar de este resultado desalentador, la instrucción fue efectiva incrementando la rapidez de los sujetos para producir oralmente este tipo de preguntas.

Herman y Flanigan (1995) aportan evidencias parciales en su estudio sobre el efecto de la instrucción formal en el uso del pasado y las formas de plural de los sustantivos en inglés. Los sujetos

eran 11 alumnos de escuela primaria. La instrucción resultó efectiva en el uso de las formas de plural, con diferencias significativas entre el grupo que había recibido instrucción durante dos semanas y el grupo de control. Sin embargo, no hubo diferencias significativas en el uso del pasado. Un dato relevante de este estudio es que el grupo experimental mantuvo el nivel alcanzado en el uso de las formas de plural después de un mes sin recibir instrucción, sugiriendo que la intervención tuvo un efecto beneficioso duradero.

Shiozawa y Simmons (1995) obtuvieron también resultados dispares. Después de recibir instrucción en el uso de los artículos en inglés los sujetos del grupo experimental aumentaron sus puntuaciones en pruebas lingüísticas, lo que demostraba que la instrucción había sido efectiva en aumentar el conocimiento de los sujetos del uso de los artículos. Sin embargo, éstos no fueron capaces de aplicar este conocimiento en la práctica, ya que en otra de las pruebas -producción escrita de un artículo periodístico- no mejoraron significativamente en el uso de los artículos.

Por último, sólo un estudio llega a la conclusión de que la instrucción no ha tenido ningún efecto significativo. Nos referimos al estudio de Stein (1997) en el que se investiga el efecto de la instrucción enfocada en la forma en la adquisición de los rasgos de concordancia en español en el contexto de una clase de inmersión lingüística de una escuela de primaria. En concreto, los rasgos de concordancia sobre los que se centra la instrucción son la concordancia en género y número entre el sustantivo y el adjetivo y la concordancia entre el sujeto y el verbo. Después de una intervención de seis semanas se realizaron dos tests, uno inmediatamente al finalizar el periodo de instrucción y otro a las seis semanas. Los resultados indican que la intervención no tuvo ninguna incidencia significativa en los sujetos.

En conclusión, basándonos en los resultados de los estudios presentados, se puede afirmar que hay muchas más evidencias, con diferencia,  que apoyan los efectos beneficiosos de la instrucción en la corrección gramatical y en la adquisición de determinados aspectos lingüísticos, no sólo en la producción, sino también en el reconocimiento y percepción de determinadas estructuras en el lenguaje que el aprendiz recibe. La instrucción, como único elemento de intervención o combinada con la corrección de errores, funciona y es positiva. Los hallazgos que se derivan de los resultados de los estudios realizados en esta área de investigación así lo corroboran.

## ESTUDIOS QUE INVESTIGAN EL EFECTO DE LA INSTRUCCIÓN EN LA CORRECCIÓN GRAMATICAL

| ESTUDIO | TÍTULO | DESCRIPCIÓN | RESULTADOS |
|---|---|---|---|
| Doughty (1991) | Second language instruction does make a difference: evidence from an empirical study of SL relativization | Investiga el efecto de la instrucción sobre las oraciones de relativo especificativas en 20 sujetos ESL | Los grupos que recibieron instrucción mejoraron enormemente en el uso de esta estructura en comparación con el grupo de control |
| Linnell (1991) | Instruction or interaction? A study of the acquisition of modals by beginning non-native speakers | La pregunta que se plantea este estudio es si la instrucción explícita tiene algún efecto diferencial en la adquisición de los modales ingleses o si la interacción es suficiente | Los resultados sugieren que la instrucción (una hora a la semana durante seis semanas) puede tener un efecto diferencial a nivel elemental. Además, la instrucción fue significativa con formas gramaticales más difíciles como los modales |
| Carroll y Swain (1993) | Explicit and implicit negative feedback: an empirical study of the learning of linguistic generalizations | Estudia el efecto de la instrucción y la corrección (*corrective feedback*) en construcciones con doble objeto en inglés (*English Dative Alternation*). 100 sujetos ESL | Diferencias significativas entre los grupos que recibieron instrucción + feedback y el grupo de control que no recibió feedback. El grupo que recibió feedback metalingüístico explícito fue superior a los otros grupos |
| Schneider (1993) | From grammatical competence to grammatically correct performance: an empirical study with regard to the English future tense system | Estudia si el conocimiento explícito o implícito de reglas gramaticales o competencia gramatical tiene alguna influencia directa en su aplicación correcta en la actuación gramatical | 93.3% de los alumnos dieron evidencias de transferencia de competencia a actuación utilizando el tiempo de futuro en inglés, sugiriendo que la práctica gramatical debería mantenerse en el enfoque comunicativo |
| Spada y Lightbown (1993) | Instruction and the development of questions in L2 classrooms | Investiga los efectos de la instrucción enfocada en la forma (*form-focused instruction*) y la corrección en la producción oral de construcciones interrogativas en 79 sujetos ESL | La instrucción enfocada en la forma y la retroalimentación correctiva dentro de un contexto de interacción comunicativa puede contribuir a un desarrollo de la L2 a corto y largo plazo |
| Pozo de la Viuda (1994) | Construcciones posesivas en la interlengua de estudiantes de inglés españoles: la adquisición de los posesivos y genitivos | Investiga los efectos de distintos grados de atención formal en el nivel de corrección de los posesivos y genitivos ingleses | Efectos diferentes dependiendo de la complejidad de las formas |

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|---|---|---|---|
| Carney (1995) | The effects of formal instruction on the oral production of WH questions by adult ESL students | Investiga el efecto de 8 sesiones de instrucción en la habilidad de aprendices adultos ESL para producir oralmente preguntas Wh- | No hay mejora en la corrección gramatical, pero la instrucción fue efectiva incrementando la predisposición oral de los sujetos para producir estas preguntas |
| Elliott (1995) | Foreign language phonology: field independence, attitude, and the success of formal instruction in Spanish pronunciation | Busca determinar la efectividad de suplementar los cursos de español de nivel intermedio con instrucción formal en pronunciación. 43 sujetos de español como lengua extranjera en el grupo experimental y 23 en grupo de control | Mejora significante en la pronunciación de la L2 en el grupo experimental |
| Herman y Flanigan (1995) | Adding grammar in a communicatively based ESL program for children: theory in practice | Alumnos de escuela primaria (n=11) fueron instruidos diariamente durante dos semanas en el uso del tiempo de pasado y las formas de plural de los nombres | Diferencia significativa entre estos alumnos y el grupo de control en la detección y corrección de las formas de plural. Sin embargo, no existe tal diferencia en un test similar para las formas de pasado |
| Shiozawa y Simmons (1995) | Do improved examination scores indicate acquired skills? A study in teaching the use of articles in journal writing through a continuous testing regimen | Investiga hasta qué grado se corresponde el uso de los artículos ingleses de los sujetos en artículos periodísticos escritos con sus resultados en pruebas lingüísticas. El grupo experimental fue instruido en el uso del artículo, el grupo de control no | Ningún grupo mostró ninguna mejora significativa en el uso de los artículos en las producciones escritas periodísticas; sin embargo, las puntuaciones del grupo experimental en las pruebas lingüísticas aumentaron. Los sujetos aumentaron su conocimiento por la instrucción, pero no lo aplicaban en la práctica |
| Kupferberg y Olshtain (1996) | Explicit contrastive instruction facilitates the acquisition of difficult L2 forms | Examina el efecto de exponer a los sujetos (hablantes de hebreo) a un input explícito donde destacan determinadas estructuras gramaticales inglesas en la adquisición de dichas estructuras | Un input contrastivo explícito facilita el que los aprendices perciban y adquieran formas difíciles de la L2 |
| White, Hirakawa y Takako (1996) | Effects of instruction on second language acquisition of the Japanese long-distance reflexive Zibun | Estudia si la instrucción sobre la propiedades del reflexivo japonés *zibun* lleva a su adquisición. Estudiantes de japonés de nivel intermedio bajo. Cuatro semanas de instrucción | Los resultados indican una mejora significativa después de la intervención. Alrededor de la mitad de los sujetos adquirieron con éxito las propiedades relevantes del reflexivo japonés |

| | | | |
|---|---|---|---|
| De Graaff (1997) | The Experanto experiment: effects of explicit instruction on second language acquisition | Investiga la interacción entre la presencia o ausencia de instrucción explícita y las variables complejidad y morfología/sintaxis en la adquisición de cuatro estructuras de un lenguaje artificial. | La instrucción explícita facilita la adquisición de la gramática, pero no hay evidencia de un efecto diferencial de la instrucción explícita dependiendo de las variables complejidad y morfología/sintaxis |
| Jo (1997) | Effects of instructional strategies on second language acquisition processes | Explora si la adquisición de las construcciones "*in-that-clause*" puede ser asistida por la instrucción formal | Las estrategias de instrucción explícitas y analíticas son efectivas para la enseñanza de las estructuras en cuestión |
| Lister y Ranta (1997) | Corrective feedback and learner uptake: negotiation of form in communicative classrooms | Estudia el papel de diferentes tipos de feedback correctivo en estudiantes de primaria | La evidencia negativa implícita (*recasts*) es la forma menos efectiva de corrección |
| Stein (1997) | Integrating language and content in an experiential setting: focus-on-Form in the Spanish partial immersion program | Investiga el efecto de la instrucción enfocada en la forma en la adquisición de rasgos de concordancia en español (nombre-adjetivo y sujeto-verbo) en el contexto de una clase de inmersión lingüística en una escuela primaria | Los resultados indican que no hay un efecto significativo de la instrucción |
| Doughty y Varela (1998) | Communicative focus on form | Investiga los efectos de la instrucción enfocada en la forma y la corrección de errores (*recasts*) en el tiempo de pasado y las formas condicionales inglesas. Estudiantes de inglés como lengua extranjera de nivel intermedio | Diferencias significativas entre el grupo experimental y el de control tanto a nivel oral como escrito. La mejora se mantiene después de dos meses |
| Izumi y Lakshmanan (1998) | Learnability, negative evidence and the L2 acquisition of the English passive | Estudio a pequeña escala que investiga los efectos de la instrucción formal y la evidencia negativa en la adquisición de la pasiva inglesa en aprendices japoneses ESL | El grupo experimental mejoró enormemente con respecto al grupo de control |
| Long, Inagaki y Ortega (1998) | The role of implicit negative feedback in SLA: models and recasts in Japanese and Spanish | Investigan el efecto de distintos tipos de corrección con aprendices de español y japonés | La intervención sólo fue efectiva en una de las cuatro estructuras investigadas |
| Mackey y Philp (1998) | Conversational interaction and second language development: recasts, responses and red herrings? | Investiga la efectividad del uso intensivo de *recasts* en el desarrollo de las formas interrogativas inglesas | Los resultados fueron significativos sólo en los sujetos que tenían un nivel más avanzado |

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| Miele (1998) | Orthography and English as a second language in a community college pre-academic program | 7 sujetos recibieron instrucción basada en reglas para incrementar su conocimiento del sistema ortográfico inglés | Los alumnos que tienen dificultad con la ortografía inglesa responden positivamente a la instrucción basada en reglas |
| Mackey (1999) | Input, interaction, and second language development: an empirical study of question formation in ESL | Estudia el efecto de la evidencia negativa implícita sobre la secuencia de adquisición de las interrogativas inglesas | Los sujetos que recibieron la intervención avanzaron más estadios en la secuencia y produjeron más preguntas de los estadios superiores. Los efectos de la intervención aumentaron con el paso del tiempo |
| O'Riordan (1999) | Strategic use of pedagogic grammar rules in micro-level editing | Investiga si el uso estratégico del conocimiento gramatical explícito tiene algún efecto en la corrección de errores así como qué tipo de errores responden mejor a este tipo de tratamiento. 12 sujetos hispano-hablantes ESL | El conocimiento explícito está directamente relacionado con el reconocimiento y corrección de errores. El conocimiento explícito es más efectivo tratando los errores morfológicos |
| Toth (1999) | The interaction of instruction and learner-internal factors in the acquisition of L2 morphosyntax | Considera el papel de la instrucción en la adquisición del morfema español *se* en 91 sujetos de habla inglesa. Los aprendices recibieron instrucción comunicativa enfocada en la forma durante una semana | Los resultados demuestran que muchos sujetos han añadido el morfema *se* a sus gramáticas pero que todavía aparecen errores derivados de la L1 y debidos a la hipergeneralización |
| Ayoun (2001) | The role of negative and positive feedback in the second language acquisition of the *Passé Composé* and *Imparfait* | Estudia la efectividad de distintos tipos de feedback correctivo en la adquisición de dos tiempos de pasado en francés | Los resultados apoyan parcialmente el uso de la evidencia negativa implícita |
| Pérez Cañado (2002) | The effects of explicit spelling instruction on the orthographic performance of Spanish students in the third cycle of Primary Education: diagnosis, development, and durability | Estudia la efectividad de un programa de instrucción explícita y sistemática de ortografía inglesa | El grupo experimental sobrepasa significativamente al de control. Las diferencias se mantienen transcurridos seis meses |

Tabla 1.1

## 2. LOS EFECTOS DE LA INSTRUCCIÓN EN EL DESARROLLO DE LAS DESTREZAS DE LA L2

La segunda área principal de investigación es comprobar los efectos de la instrucción formal sobre el desarrollo de las destrezas de la L2. Los investigadores estudian básicamente si la instrucción o determinadas estrategias didácticas mejoran las habilidades lingüísticas de los sujetos: la comprensión escrita (*reading*), la expresión escrita (*writing*), la comprensión oral (*listening*) y la expresión oral (*speaking*). Podríamos generalizar diciendo que lo que se investiga es si determinadas actuaciones didácticas basadas en la instrucción pueden lograr que los aprendices progresen en su dominio del idioma, tanto a nivel oral como escrito.

No hay duda en afirmar, examinando los resultados de los estudios presentados, que la instrucción parece tener efectos positivos en la adquisición de distintas habilidades lingüísticas orales y escritas. La inmensa mayoría de los estudios dan evidencias que apoyan los efectos beneficiosos de la instrucción (Pulliam, 1993; Sprayberry, 1993; Loucky, 1994; Viswat y Jackson, 1994; Moore, 1996; Joyce, 1997; Kasper, 1997; Williams y Sharp, 1997; Beaubien, 1998; Geiss y Mayer, 1998; Rosa y O'Neill, 1998; Yim, 1998; Molina Navarrete, 2001).

Los investigadores en esta área no sólo intentan comprobar la efectividad que determinadas estrategias didácticas pueden tener para "enseñar" las destrezas del lenguaje, desde el punto de vista del profesor, sino que también apuntan directamente al aprendiz como elemento activo y autónomo en su proceso de aprendizaje. Algunos estudios enfocan la instrucción en las estrategias de aprendizaje que los aprendices utilizan en la adquisición de las destrezas del lenguaje, bien para modificarlas o bien para mejorarlas. Dentro de esta línea podríamos citar los estudios de Viswat y Jackson (1994), Joyce (1997), Geiss y Mayer (1998) y Molina Navarrete (2001).

Viswat y Jackson (1994) investigaron los efectos de la instrucción explícita y la práctica en estrategias de aprendizaje para mejorar la comprensión oral de alumnos universitarios japoneses aprendices de inglés como segunda lengua. El grupo experimental recibió 9 semanas de instrucción explícita en las estrategias de predicción, reconocimiento de las palabras clave para la comprensión y auto-monitorización, así como práctica en ellas. Se realizaron dos pruebas, una previa al tratamiento y otra posterior, consistentes en un ejercicio de completar los espacios vacíos de un texto (*cloze test*). En el test posterior a la instrucción se les dijo a los sujetos del grupo experimental que utilizaran las técnicas de predicción y monitorización. Los resultados apoyan el uso de la instrucción en las estrategias de aprendizaje para mejorar la comprensión oral.

En la misma línea de investigación, la mejora de la comprensión oral mediante la instrucción explícita en estrategias de aprendizaje, se encuentra el estudio de Geiss y Mayer (1998). La intervención duró 15 semanas y consistió en instrucción formal en habilidades efectivas para la comprensión oral, incluyendo estrategias para el profesor (variar el hablante, utilizar grupos cooperativos, dar instrucciones claras, entre otras) y estrategias de aprendizaje para el alumno (trabajar en grupos cooperativos, bloquear distracciones externas, pedir aclaraciones, pensar y utilizar técnicas de auto-disciplina antes de responder), además de ciertos cambios en el aula como la disposición de los pupitres, la creación de un entorno visual-espacial favorecedor de la comprensión oral, equipo funcional para actividades de comprensión oral. Los resultados indican que los sujetos mejoraron sus habilidades de comprensión oral y aumentaron su comprensión del contenido.

Dentro del ámbito de la expresión escrita, otros dos estudios, Joyce (1997) y Kasper (1997), investigan la relación entre el uso de estrategias y la mejora en la expresión escrita. Joyce (1997) examina el efecto de distintas estrategias (autoedición, edición en parejas, charlas entre profesor y alumno para discutir técnicas de expresión escrita) en la mejora de la expresión escrita de 24 sujetos aprendices de inglés como segunda lengua. La estrategia más efectiva fue las charlas profesor-alumno, mejorando ostensiblemente las habilidades de expresión escrita de los sujetos. De las otras dos estrategias, la edición en parejas produjo avances mayores que la autoedición.

Kasper (1997) intenta clarificar la relación entre la metacognición -que incluye las estrategias utilizadas por el sujeto- y la mejora en la expresión escrita en sujetos aprendices de inglés como segunda lengua. Los resultados indican que hay una correlación positiva significativa entre el aumento metacognitivo de los alumnos de inglés como segunda lengua y su actuación real en una evaluación final de expresión escrita. Los resultados además sugieren que la instrucción diseñada para fortalecer los modelos metacognitivos de los alumnos y desarrollar su conocimiento de estrategias efectivas para la expresión escrita debería introducirse temprano como una parte integrante de la instrucción en la expresión escrita de inglés como L2.

En un entorno más cercano, Molina Navarrete (2001) intenta comprobar si un entrenamiento en estrategias de lectura podría ser eficaz para mejorar la comprensión lectora de alumnos universitarios de inglés para fines académicos. Se trata de dar a conocer a los sujetos las distintas estrategias de comprensión lectora y que éstos seleccionen aquellas que puedan resultarles útiles antes, durante y después de la lectura. Los sujetos realizaron pruebas similares antes y después de la instrucción y práctica en estrategias. Los resultados señalan que el conocimiento y uso de las estrategias de lectura es una ayuda eficaz para mejorar la comprensión lectora, ya que todos los sujetos mejoraron en mayor o menor medida. Cuando los sujetos son conscientes de dichas estrategias recurren a ellas y comprenden más de lo que leen.

Como vemos, no sólo pueden resultar eficaces las técnicas o estrategias didácticas que el profesor utilice para la enseñanza de determinadas habilidades lingüísticas, sino también las estrategias que el aprendiz ponga en funcionamiento a la hora de aprenderlas.

Hay dos estudios, Yim (1998) y Clark (1999), que establecen una relación directa entre gramática y habilidades lingüísticas, es decir, a mayor conocimiento gramatical, mayor dominio de las habilidades lingüísticas. Así, Yim (1998) examina si los aprendices de una L2 mejoran significativamente sus

habilidades lingüísticas (*listening, speaking, reading, writing*) después de ser instruidos en gramática. Los sujetos eran 247 estudiantes universitarios de inglés como segunda lengua. Los resultados sugieren que los sujetos mejoraron significativamente después de la instrucción formal, indicando que el conocimiento gramatical es un componente esencial en el dominio de las cuatro habilidades lingüísticas. El avance fue mayor en los sujetos que empezaron con un nivel más bajo que en los que se encontraban en niveles intermedios o avanzados.

Clark (1999) investiga la efectividad de un programa de instrucción gramatical para reducir los errores en la expresión escrita. Los sujetos eran 20 aprendices de inglés como segunda lengua de distintos fondos lingüísticos. Los objetivos del programa eran reducir los errores gramaticales en un 20 %, mejorar el conocimiento gramatical de los sujetos (medido en un test gramatical) y mejorar la calidad de la expresión escrita en un 20 %. El programa de intervención incluía la siguientes estrategias: lectura, producción, discusión y análisis de textos y responder a preguntas cognitivas de alto nivel para desarrollar el conocimiento gramatical de los sujetos. Los resultados indican que el primer objetivo no se cumplió, pero los otros dos sí, mejorando los sujetos su corrección gramatical y su fluidez en la expresión escrita.

Sólo hemos encontrado un estudio (King y Silver, 1993) con resultados totalmente desalentadores en el uso de la instrucción. La investigación se centraba en comprobar el efecto de la instrucción en el desarrollo de la competencia sociolingüística en inglés, más concretamente en las estrategias para rechazar algo o negarse a hacer algo (*refusal strategies*). Los sujetos eran 6 aprendices de inglés como L2, divididos en grupo experimental y de control. Los sujetos en el grupo experimental fueron instruidos en variables sociolingüísticas importantes a la hora de rechazar o negarse a algo en inglés americano. Se diseñaron cuestionarios para antes y después de la instrucción. Los resultados del cuestionario posterior a la intervención indican que la instrucción tuvo poco efecto. Además, dos semanas después de la instrucción a los sujetos se les llamó por teléfono para pedirles que realizaran una actividad que se sabía que no podrían realizar. Los datos de esta entrevista telefónica revelan que la intervención no tuvo ningún efecto. Hay un aspecto en este estudio, sin embargo, que hay que tener en cuenta, el reducido número de sujetos que lo componen, lo que hace difícil extraer conclusiones definitivas de sus resultados.

En otros casos el programa de instrucción diseñado no ha alcanzado completamente los objetivos propuestos, pero sí parcialmente, teniendo efectos positivos en parte de los aspectos sobre los que se enfocaba ( como ocurría en Clark, 1999). Es el caso de Bouton (1994). Este estudio investiga si la instrucción en reglas y modelos de implicatura[16] puede acelerar la adquisición de habilidades de interpretación. Los resultados muestran un efecto positivo de la instrucción en las implicaturas del tipo fórmula, pero no en las que no lo son.

A juzgar por los estudios revisados, la instrucción parece que funciona y tiene efectos positivos, tanto incrementando la corrección de los aprendices en determinadas estructuras gramaticales de la L2, como desarrollando sus habilidades o destrezas lingüísticas.

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[16] Proceso de hacer deducciones sobre el significado de un acto de habla en el contexto en el que ocurre.

**ESTUDIOS QUE INVESTIGAN EL EFECTO DE LA INSTRUCCIÓN EN EL DESARROLLO DE LAS DESTREZAS DEL LENGUAJE**

| ESTUDIO | TÍTULO | DESCRIPCIÓN | RESULTADOS |
|---|---|---|---|
| King y Silver (1993) | "Sticking points": effects of instruction on NNS refusal strategies | Investiga los efectos de la instrucción para desarrollar la competencia lingüística en hablantes no nativos. Seis sujetos ESL divididos en grupo experimental y grupo de control | Los resultados indican poco o ningún efecto |
| Pulliam (1993) | Using diverse texts to improve the reading proficiency of high school students of French | Investiga el uso de una variedad de materiales de lectura (comprensión escrita) para mejorar las habilidades de lectura en francés como L2. Test previo a la instrucción para evaluar las habilidades de lectura, 30 semanas de instrucción en la comprensión escrita y test posterior a la intervención | Los resultados sugieren que el método utilizado fue efectivo al mejorar las habilidades de lectura y las actitudes hacia ésta |
| Sprayberry (1993) | Using multimedia to improve the aural proficiency of high school students of Spanish | Estudia la efectividad de la instrucción por medio de recursos multimedia para mejorar la comprensión oral en aprendices de español | Los tests posteriores a la instrucción indican mejoras significativas |
| Bouton (1994) | Can NNS skill in interpreting implicature in American English be improved through explicit instruction? –A pilot study | El estudio investiga si la instrucción formal en reglas específicas y modelos de implicatura podría acelerar la adquisición de la habilidad para interpretarla. 14 sujetos internacionales en un curso académico de inglés | Los resultados sugieren que la instrucción formal puede ser efectiva cuando se enfoca en implicaturas que se aprenden como fórmulas memorizadas mientras que las formas que no son fórmulas parece más resistentes a la instrucción |

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| Loucky (1994) | Developing and testing vocabulary training methods and materials for Japanese college students studying English as a foreign language | Estudia la efectividad de varios métodos para enseñar vocabulario, comprensión lectora y comprensión oral. Alumnos japoneses ESL | Los métodos para enseñar vocabulario desarrollados para el estudio fueron efectivos para la enseñanza del uso y retención del vocabulario mejorando la comprensión lectora y oral cuanto más vocabulario se dominaba |
| Viswat y Jackson (1994) | The effect of strategies training on student errors on a listening cloze | Investiga los efectos de la instrucción explícita y la práctica en el aprendizaje de estrategias con respecto a los errores en una prueba de comprensión oral de completar huecos (cloze test). | Los resultados apoyan el uso de la instrucción en las estrategias de aprendizaje para mejorar la comprensión oral |
| Moore (1996) | Accelerating English language and academic achievement through an after-school enhancement program | Investiga la efectividad de un programa extraescolar para mejorar y acelerar el rendimiento académico y la competencia oral en inglés de niños con un nivel bajo de inglés. Una hora de instrucción académica a sujetos hispanos | Después de seis meses del programa de instrucción todos los niños del grupo experimental habían incrementado sus puntuaciones en tests de competencia oral y destrezas básicas |
| Joyce (1997) | Strategies for responding to the writing of ESL students | Evalúa el uso de técnica de enseñanza específicas para mejorar la expresión escrita de 24 sujetos ESL | Resultados positivos del programa diseñado |
| Kasper (1997) | Assessing the metacognitive growth of ESL student writers | Intenta clarificar la relación entre la metacognición y la producción escrita de inglés como segunda lengua | Hay una correlación positiva significativa entre el aumento metacognitivo de los alumnos de inglés como segunda lengua y su actuación real en una evaluación final de expresión escrita. |

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| Williams y Sharp (1997) | Improving student oral proficiency in foreign language through the increased use and assessment of oral activities | Estudia la efectividad de un programa de instrucción diseñado para mejorar las habilidades orales de la L2 en sujetos aprendices de español. Las intervenciones consistieron en un aumento de la práctica oral de español y reducir el uso de inglés en la clase, enseñanza de expresiones españolas y obligación en su uso y desanimar activamente el uso de inglés | Los procedimientos de instrucción redujeron la cantidad de inglés usado en la clase e incrementaron los niveles de competencia oral de español |
| Beaubien (1998) | The logical roots of argumentative writing: an adjunct to academic ESL/EFL writing students? | Investiga si la instrucción formal en la construcción lógica y silogística ayuda a los alumnos ESL/EFL en la creación de ensayos argumentativos | La instrucción tuvo efectos positivos estadísticamente significativos en las puntuaciones de expresión escrita en los alumnos que recibieron instrucción comparados con los que no la recibieron |
| Geiss y Mayer (1998) | Improving listening skills | Estudia los efectos de una intervención durante 15 semanas consistente en la instrucción en estrategias de comprensión oral efectivas | Las habilidades de comprensión oral de los sujetos mejoraron, así como su comprensión del contenido |
| Rosa y O'Neill (1998) | Explicitness, intake, and the issue of awareness | Investiga cómo lo que el sujeto logra retener del input recibido (*intake*) se ve afectado por el grado de conciencia y por las condiciones bajo las que una tarea de resolución de problemas se lleva a cabo. Los factores combinados son ± instrucción formal y ± directrices para buscar las reglas | Los grados de conciencia tuvieron un efecto diferencial en la retención. Cuanto más alto el grado de conciencia mayor el efecto sobre la retención |
| Yim (1998) | The role of grammar instruction in an ESL program | Examina si los aprendices de una L2 mejoran de modo significativo sus habilidades lingüísticas después de la instrucción formal | Los sujetos mejoraron significativamente después de la instrucción |

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| Clark (1999) | Grammar in context for ESL college students | Estudia la efectividad de un programa de instrucción gramatical diseñado para mejorar la expresión escrita | El primer objetivo no se cumplió. Los otros dos sí, mejorando los sujetos su corrección y fluidez gramatical en la expresión escrita |
| Molina Navarrete (2001) | Estrategias de lectura en alumnos universitarios de inglés para fines académicos | Estudia la efectividad de un programa de entrenamiento en estrategias de lectura | Los resultados indican que tras la intervención los sujetos eran lectores más eficientes |

Tabla 1.2.

## 3. ESTUDIOS QUE COMPARAN DIFERENTES TIPOS DE INSTRUCCIÓN

La tercera área de estudio ha sido investigar si un determinado tipo de instrucción funciona mejor que otro. Ésta es un área motivo de particular interés, ya que, dado que parece que la instrucción puede tener efectos beneficiosos, es de capital importancia saber qué tipo de instrucción es el que funciona mejor. Nos centraremos ahora en algunos de los estudios que han intentado responder a esta pregunta.

Por un lado, hay un número de estudios que investigan los efectos de la instrucción explícita en comparación con la instrucción implícita para determinar cuál es más efectiva de las dos. La instrucción explícita se basa en un enfoque deductivo del aprendizaje y, básicamente, consiste en presentar al aprendiz reglas de forma explícita que a continuación practica usándolas. Por el contrario, la instrucción implícita tiene un enfoque inductivo y consiste en presentar al aprendiz ejemplos que contengan determinada estructura para que él descubra las reglas que subyacen en ella (Ellis, 1994: 642).

En esta línea de investigación se encuentran los estudios de DeKeyser (1994 y 1995), House (1996), Robinson (1996 y 1997), Winitz (1996) y Nagata (1997). También tenemos que mencionar aquí los estudios de Doughty (1991) y de Graaff (1997) ya comentados anteriormente. Si recordamos, Doughty investigó el efecto de la instrucción en las adquisición de las oraciones de relativo especificativas. Un grupo recibió instrucción explícita, otro grupo implícita y el grupo de control no recibió ningún tipo de instrucción Los resultados demostraron que los grupos experimentales superaron al grupo de control de forma significativa y que no había diferencias significativas entre ambos, es decir, los dos tipos de instrucción resultaron igual de efectivos. De Graaff, sin embargo, sí encontró diferencias significativas a favor del grupo que recibió instrucción explícita.

Basándose en las aportaciones de la psicología cognitiva sobre el aprendizaje implícito y el aprendizaje explícito, ha existido la teoría de que ciertas estructuras gramaticales se aprenden mejor con un enfoque deductivo, mientras que otras parecen más sensibles a un acercamiento inductivo. Según Reber (1976), la instrucción explícita tiene efecto cuando el material que se aprende es "simple", pero no cuando éste es "complejo", en el sentido del número de variables que se aprenden y la relevancia que los elementos cruciales tengan en el input lingüístico. De Graaff (1997), en el estudio ya comentado, encuentra evidencias que apoyan parcialmente esta afirmación. Según los resultados de su estudio, la instrucción explícita fue más efectiva en la estructura sintáctica compleja que en la simple, pero no ocurrió lo mismo con las estructuras morfológicas, ya que el efecto de la instrucción explícita no fue mayor en la estructura compleja que en la simple.

DeKeyser (1994) llevó a cabo un estudio piloto para comprobar el efecto de la instrucción explícita (en comparación con la implícita) en diferentes tipos de reglas. Para ello utilizó un sistema lingüístico en miniatura creado especialmente para el estudio (implexan) que se asemejaba a un idioma natural y enfocó la instrucción en dos tipos de reglas: categóricas (que podríamos considerar simples) y prototípicas (complejas)[17]. Seis sujetos fueron divididos en dos grupos de tres cada uno. Todos los sujetos veían un dibujo con su frase correspondiente en la pantalla de un ordenador. El grupo de instrucción explícita recibía también las reglas gramaticales. Todos los sujetos recibieron una prueba de apreciación y otra de producción dos semanas después del tratamiento con las mismas frases que se utilizaron en las sesiones de aprendizaje. En la prueba de producción, los sujetos que recibieron explícitamente las reglas gramaticales aprendieron mejor las reglas categóricas que los que no las recibieron; sin embargo, en las reglas prototípicas los dos grupos lo hicieron igual de mal. En la prueba de apreciación tampoco hubo diferencia significativa entre los dos grupos. Finalmente, la hipótesis de que las reglas prototípicas son más difíciles de aprender que las reglas categóricas sólo se verifica parcialmente.

Este mismo autor llevó a cabo otro experimento (DeKeyser, 1995) en la misma línea que el anterior, pero esta vez con 61 sujetos. Dos hipótesis se comprobaban: el aprendizaje explícito-deductivo es mejor que el implícito-inductivo para aprender reglas categóricas y éste último es mejor que el anterior para las reglas prototípicas. Sólo la primera hipótesis pudo confirmarse de forma estadísticamente significativa. El grupo de aprendizaje implícito-inductivo no superó al de aprendizaje explícito-deductivo en las reglas prototípicas. Estos resultados apoyan la enseñanza explícita de reglas.

Otros investigadores han continuado esta línea de investigación y han intentado comprobar la afirmación de que las reglas consideradas complejas sólo pueden ser aprendidas inconscientemente (implícitamente), mientras que las reglas simples pueden aprenderse por medio de la instrucción explícita. Robinson (1996) diseñó un estudio encaminado a comprobar los efectos que dos tipos de instrucción, explícita e implícita, tenían en el aprendizaje de dos reglas: una regla para describir cómo formar oraciones "*pseudo-cleft*" de lugar (regla compleja), del tipo *Where Mary and John live is in Chicago not in New York* (Robinson, 1996: 34) y otra para describir el hecho de que se permite la inversión entre el sujeto y el verbo en oraciones donde los adverbiales de movimiento o lugar se sitúan al inicio de la oración (regla simple), por ejemplo, la oración *Into the house John ran/ran John* (Robinson, 1996: 34). Los resultados del test posterior a la intervención, una prueba consistente en juzgar si determinadas oraciones eran gramaticalmente correctas o no, demuestran que los sujetos que recibieron instrucción explícita en las reglas fueron superiores a los sujetos de aprendizaje implícito, tanto en la regla simple como en la regla compleja. Los resultados de este estudio no apoyan la afirmación anteriormente comentada de que las reglas complejas sólo pueden aprenderse inconscientemente; por el contrario, apoyan el papel de la instrucción formal explícita en ese tipo de reglas.

En otro estudio similar (Robinson, 1997), este mismo autor vuelve a aportar evidencias que apoyan la superioridad de la instrucción explícita sobre la implícita. En este caso la regla objeto de la

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[17] DeKeyser (1994:189) define las reglas categóricas (*categorical rules*) como "*rules that always apply when their structural description is met*" y las reglas prototípicas (*prototypical rules*) como "*rules whose likelihood of application depends on the similarity of a base form to a prototype*".

instrucción es una simplificación de los criterios que determinan las construcciones con doble objeto en inglés (*dative alternation*). La regla consiste en que los verbos con bases monosilábicas permiten la construcción con doble objeto, mientras que los verbos con dos sílabas en la base sólo permiten la construcción con el objeto con *to* (*to-object*). Para el estudio se utilizaron verbos artificiales creados para el propósito. Los resultados muestran que los sujetos que recibieron instrucción explícita fueron claramente superiores en corrección gramatical y en juzgar frases gramaticalmente incorrectas en comparación con los sujetos que recibieron instrucción implícita.

También investigando el efecto de estos dos tipos de instrucción sobre estructuras complejas cuyas reglas gramaticales no son fácilmente perceptibles simplemente con ejemplos, Nagata (1997) obtiene resultados similares a favor de la instrucción explícita.

Otro estudio que apoya el enfoque explícito, esta vez para el desarrollo de la competencia pragmática, es el de House (1996). House investigó el efecto que la instrucción explícita en las funciones y usos de rutinas conversacionales tenía en el desarrollo de la fluidez pragmática. Los sujetos eran 31 alumnos universitarios alemanes aprendices de inglés que fueron divididos en dos grupos. El grupo de instrucción explícita recibió información metapragmática explícita sobre las condiciones sociopragmáticas que gobiernan el uso de rutinas y sus funciones pragmáticas. El grupo de instrucción implícita no recibió tal información. Ambos grupos fueron expuestos a un input lingüístico rico en rutinas y tuvieron amplia práctica comunicativa. Los resultados de un análisis cualitativo de los datos recogidos muestran que ambos grupos mejoraron después del periodo de instrucción, pero el grupo de instrucción explícita fue superior en el uso de un repertorio de rutinas más variado y rico.

A juzgar por los resultados de los estudios comentados, el enfoque explícito o deductivo parece ser superior al enfoque implícito o inductivo, no sólo en estructuras gobernadas por reglas simples (como algunos autores concedían) sino también en estructuras consideradas complejas, lo que es aún más relevante. Ellis (1994: 643) llegaba a una conclusión similar:

> On balance, the available evidence indicates that an explicit presentation of rules supported by examples is the most effective way of presenting difficult new material.

En la otra cara de la moneda, Winitz (1996) aporta evidencias que apoyan la metodología implícita. Su estudio investiga si las metodologías de instrucción implícita y explícita en una L2 (en este caso español) dan lugar a diferencias en la identificación de oraciones gramaticalmente correctas. Los sujetos del estudio habían finalizado su primer semestre de español y pertenecían a clases con dos metodologías diferentes. En las clases que llevaban una metodología explícita, las reglas gramaticales se presentaban de forma explícita, mientras que los sujetos de las clases con metodología implícita eran instruidos en la comprensión de oraciones en español a través de dibujos y actividades de respuesta física total. Se utilizó una prueba en la que los sujetos tenían que juzgar si determinadas frases en español eran gramaticalmente correctas o no. Con esta prueba se intentaba determinar el conocimiento gramatical de los dos grupos. Los resultados de esta prueba demuestran que los sujetos que recibieron instrucción gramatical implícita alcanzaron puntuaciones significativamente más altas que los sujetos de las clases con instrucción gramatical explícita. No obstante, una objeción que podría hacerse a este estudio es el

tipo de prueba que se utilizó para medir el conocimiento gramatical de los sujetos, ya que, al estar basada en la comprensión, podría haber favorecido a los sujetos que recibieron instrucción implícita cuya metodología estaba enfocada en la comprensión del significado.

La segunda línea de investigación importante que hemos identificado intenta comprobar si la instrucción dirigida a los procesos que tienen lugar cuando el aprendiz de una L2 reestructura su sistema lingüístico en desarrollo para intentar acomodar lo que retiene del input lingüístico recibido (*intake*) es más efectiva que la instrucción explícita en alguna regla gramatical y la posterior producción de alguna determinada estructura o forma (*output*). En otras palabras, si una instrucción basada en la comprensión del input y enfocada a que el aprendiz realice conexiones entre la forma y el significado es más efectiva que un tipo de instrucción enfocada en la producción.

Los estudios de VanPatten y Cadierno (1993a y 1993b) son un punto de referencia en esta área de investigación. En VanPatten y Cadierno (1993a) los investigadores comparaban dos tipos de instrucción, una dirigida a manipular la producción de los aprendices y otra, basada en la comprensión, dirigida a cambiar la forma en la que los aprendices perciben y procesan el input lingüístico. Ellos llaman a la primera *instrucción tradicional* y a la segunda *processing instruction*[18]. Los autores intentan reflejar la diferencia entre ambos enfoques de la manera siguiente:

**Instrucción tradicional**

Input → intake → developing system → output
↑
focused practice

**Instrucción en procesamiento**

Input → intake → developing system → output
↑
processing mechanisms
↑
focused practice
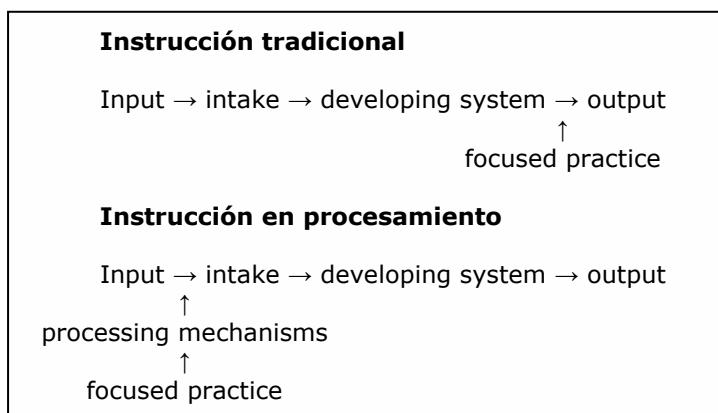
(VanPatten y Cadierno, 1993a: 46)

Los sujetos, aprendices universitarios de español, fueron divididos en tres grupos: instrucción tradicional, instrucción en procesamiento receptivo y grupo de control sin instrucción. El grupo de instrucción tradicional recibió explicaciones sobre la forma y posición de los pronombres objeto enclíticos del español y posteriormente practicaban por medio de actividades en las que tenían que producir frases con esos pronombres. El grupo de IPR fue instruido en cómo interpretar este tipo de estructuras para posteriormente realizar actividades de comprensión, en ningún momento producción. En la prueba de comprensión al finalizar el periodo de instrucción los sujetos que recibieron IPR obtuvieron resultados superiores a los sujetos que recibieron instrucción tradicional, lo cual puede no ser sorprendente, ya que

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[18] Se ha optado por traducir este término como *instrucción en procesamiento receptivo* (IPR). Creemos que la traducción refleja la esencia de este tipo de instrucción.

la prueba de comprensión favorecía al grupo de instrucción en procesamiento. Pero lo que sí es relevante es que no hubo diferencias significativas entre estos dos grupos en la prueba de producción (en teoría, más favorecedora del grupo de instrucción tradicional, ya que éste tuvo práctica en producción). En definitiva, la instrucción en procesamiento receptivo fue superior en comprensión e igual de efectiva en producción. Como los autores concluyen (VanPatten y Cadierno, 1993a: 54):

> Learners who received instruction that attempts to alter input processing receive a double bonus: better processing of input and knowledge that is apparently also available for production.

En otro estudio (réplica del anterior pero con más sujetos), VanPatten y Cadierno (1993b) obtienen los mismos resultados a favor de la instrucción en procesamiento receptivo: más efectiva en comprensión que la instrucción tradicional e igual de efectiva en producción.

En consonancia con los resultados de VanPatten y Cadierno (1993a y 1993b), Cadierno (1995) también obtiene resultados favorables para la instrucción en procesamiento. En este caso, las estructuras objeto de estudio son los verbos españoles en tiempo pretérito. Los resultados muestran que los sujetos que reciben instrucción en procesamiento mejoran significativamente en comprensión y producción, mientras que los del grupo de instrucción tradicional sólo mejoran en producción.

En esta misma línea y con resultados similares, Tanaka (1996) estudia los efectos de la instrucción en procesamiento en comparación con la práctica orientada a la producción en la adquisición de las oraciones de relativo inglesas. En la prueba de comprensión, los sujetos del grupo de instrucción en procesamiento obtuvieron mejores resultados que los del grupo orientado hacia la producción, al finalizar la intervención y, también, transcurridos dos meses. En la prueba de producción, ambos grupos mejoraron significativamente. El grupo orientado hacia la producción obtuvo resultados significativamente superiores a los del grupo de instrucción en procesamiento en el test llevado a cabo al finalizar la intervención, pero no en el test realizado a los dos meses. Estos resultados indican que la instrucción en procesamiento (junto con la instrucción explícita) da como resultado un aprendizaje duradero tanto en comprensión como en producción, mientras que la instrucción explícita acompañada de práctica en producción sólo es útil para la producción y sus efectos son temporales.

Motivados por comprobar si los resultados positivos de la instrucción en procesamiento receptivo del estudio de VanPatten y Cadierno (1993b) eran debidos a la explicación explícita que recibieron los sujetos o a las actividades de input lingüístico estructurado, VanPatten y Oikkenon (1996) llevaron a cabo un estudio en el que aislaron ambas variables, explicación explícita y práctica, entendida ésta última como actividades en las que se presenta a los sujetos un input estructurado con la intención de que les sea más fácil hacer conexiones entre el significado y la forma gramatical. En VanPatten y Cadierno (1993b) los sujetos del grupo de instrucción tradicional recibieron explicaciones gramaticales y los sujetos del grupo de IPR recibieron las mismas explicaciones más información sobre estrategias de procesamiento. Podríamos pensar, por lo tanto, que el grupo de instrucción en procesamiento tuvo ventaja, ya que pudo utilizar el conocimiento derivado de las explicaciones gramaticales para la prueba de producción y el derivado de las explicaciones sobre estrategias de procesamiento para la prueba de

comprensión. Sin embargo, los sujetos del grupo de instrucción tradicional sólo pudieron hacerlo en producción, ya que no recibieron información sobre estrategias de procesamiento.

Para intentar dilucidar esta cuestión, esta vez los investigadores dividen a los sujetos en tres grupos: uno que recibe IPR del mismo modo que en VanPatten y Cadierno (1993b), otro que recibe sólo explicación gramatical como en VanPatten y Cadierno (1993b), pero en esta ocasión sin práctica, y otro que recibe sólo las actividades de input estructurado (las mismas que el primer grupo) como en el mismo estudio pero esta vez sin información explícita. La estructura objeto de estudio es la misma que en VanPatten y Cadierno (1993b), los pronombres objeto enclíticos españoles. En la prueba de comprensión, los resultados muestran que entre el grupo de IPR y el grupo que sólo realizó las actividades de input estructurado no hubo diferencias significativas y que ambos grupos lo hicieron significativamente mejor que el grupo que sólo recibió explicación gramatical. En la prueba de producción, el grupo que mejoró más fue el que recibió IPR, seguido del grupo que recibió sólo las actividades y, por último, el grupo que recibió la explicación gramatical únicamente. A la luz de estos resultados, los autores concluyen que los efectos beneficiosos de la instrucción fueron debidos a las actividades de input estructurado y no a la explicación explícita que se les dio a los sujetos. Los dos grupos que obtuvieron resultados superiores tenían como único denominador común las actividades de input estructurado.

Otros estudios han investigado los efectos de estos dos tipos de instrucción gramatical explícita con resultados diferentes. DeKeyser y Sokalsky (1996) no encontraron diferencias significativas entre el grupo que recibió práctica en comprensión (IPR) y el grupo que la recibió en producción en la comprensión y producción de la misma estructura que VanPatten y Cadierno utilizaron en sus estudios, los pronombres objeto enclíticos españoles. Salaberry (1997), utilizando la misma estructura que los anteriores, tampoco encontró diferencias estadísticamente significativas entre los dos tipos de instrucción.

Tanto DeKeyser y Sokalsky (1996) como Salaberry (1997) sugirieron que los resultados de VanPatten y Cadierno (1993a) podían haberse visto afectados por dos problemas de validez interna: a) la instrucción que recibió el grupo de instrucción en procesamiento fue cualitativa y cuantitativamente distinta de la que recibió el grupo de instrucción tradicional y b) las actividades de práctica del grupo de IPR estaban enfocadas hacia el significado mientras que las del otro grupo lo estaban hacia la forma. Para controlar estos dos problemas, los investigadores de ambos estudios introdujeron modificaciones en el tipo de instrucción y el tipo de actividades del grupo que recibió instrucción en procesamiento receptivo, lo cual, según Allen (1998), desvirtúa la naturaleza de este tipo de instrucción y hace que estos dos estudios no sean verdaderas réplicas del estudio de VanPatten y Cadierno (1993a):

> DeKeyser and Sokalsky and Salaberry overlooked the fact that the very nature of PI (processing instruction) is qualitatively and quantitatively different from traditional EGI (explicit grammar instruction) and that PI includes both EGI and input-based practice. The different EGI is as much a part of the treatment as the different types of practice; together they make up the independent variable. (Allen, 1998: 71, 72)

Esta autora (Allen, 1998) llevó a cabo una réplica conceptual del estudio de VanPatten y Cadierno (1993a), pero con tres diferencias: la estructura gramatical -las oraciones causativas francesas-, la prueba de producción y un número mucho mayor de sujetos. Siguiendo el diseño de VanPatten y Cadierno (1993a), se dividieron los sujetos (n=179) en tres grupos. Un grupo recibió instrucción en procesamiento receptivo, otro instrucción tradicional y el último grupo no recibió ningún tipo de instrucción. Los resultados indican que los grupos que recibieron instrucción obtuvieron puntuaciones significativamente más altas que el grupo de control, tanto en la prueba de comprensión, como en la prueba de producción, en comparación con las pruebas previas a la intervención. En la prueba de comprensión no se encontraron diferencias significativas entre los grupos que recibieron ambos tipos de instrucción, mientras que en la prueba de producción, los sujetos que recibieron instrucción tradicional lo hicieron significativamente mejor que los sujetos que recibieron IPR. Como vemos, unos resultados totalmente diferentes a los de VanPatten y Cadierno (1993a y 1993b), Cadierno (1995) y Tanaka (1996). La conclusión a la que llega Allen es que quizás la instrucción en procesamiento es sólo eficaz con ciertas estructuras gramaticales.

Nagata (1998) obtiene resultados similares a los de Allen (1998) en un estudio para comprobar la efectividad de dos programas informáticos de instrucción en unas estructuras japonesas específicas (*honorífics*). Un programa (*input-focused*) consistía en instrucción gramatical explícita y ejercicios de comprensión, el otro programa (*output-focused*) proporcionaba la misma instrucción gramatical, pero con ejercicios de producción. Los sujetos que recibieron el programa orientado a la producción lo hicieron significativamente mejor que los sujetos que recibieron el programa orientado a la comprensión en la producción de las estructuras investigadas; no hubo diferencia significativa en la compresión de dichas estructuras.

Como vemos, los resultados de estos estudios apoyarían la Teoría del Output de Swain (1985, 1993, 1995). Según Swain -*Output Hypothesis*-, la producción (*output*) estimula la adquisición del lenguaje porque fuerza al aprendiz a procesar sintácticamente el lenguaje. Mientras que un aprendiz puede comprender un mensaje sin realizar un análisis sintáctico exhaustivo, en el proceso de producción sí que se ve obligado a prestar atención a las formas de lo que quiere expresar. En este proceso, según Swain, la producción puede hacer que el aprendiz reconozca los problemas de su interlengua y que busque soluciones a estos problemas (encontrar otra forma alternativa de decir lo que quiere expresar, formular y comprobar una hipótesis y modificarla según la retroalimentación que reciba):

> ... in producing the target language (vocally or subvocally) learners may notice a gap between what they *want* to say and what they *can* say, leading them to recognize what they do not know, or know only partially. In other words, under some circumstances, the activity of producing the target language may prompt second language learners to consciously recognize some of their  linguistic problems; it may bring to their attention something they need to discover about their L2. (Swain, 1995: 125-126)

Esta función de reconocimiento o percepción que Swain identifica en el *output* lo relaciona directamente con la hipótesis de Schmidt (1990) ya comentada anteriormente (*Noticing Hypothesis*), en

la que se le da una importancia fundamental a la percepción de los rasgos lingüísticos en el input para que se produzca adquisición. La Hipótesis del Output considera, pues, que un input comprensible puede no ser suficiente para la adquisición de determinados aspectos de la L2 y, por lo tanto, se hace necesario, además, un output comprensible por el que el aprendiz puede percibir dichos rasgos. No niega pues la importancia del input, sino que lo complementa y refuerza.

Más recientemente, otros estudios han intentado dilucidar esta cuestión y han sometido a prueba la teoría de Swain. Así, Izumi *et al.* (1999) investigan si el hecho de que los sujetos encuentren problemas durante la producción, hace que éstos presten mayor atención al input y consigan, por tanto, percibir y aprender una estructura gramatical determinada. Para ello, compararon las diferencias entre dos grupos de estudiantes de inglés como segunda lengua en la adquisición de las condicionales hipotéticas inglesas. En una primera fase, el grupo experimental tenía que reconstruir por escrito un texto lo más correctamente posible y, a continuación, se les presentaba el mismo texto. En la segunda fase, este grupo tenía que escribir un ensayo sobre un determinado tema y, posteriormente, les era entregado un modelo de ensayo. El grupo de control recibía el mismo input, pero sólo contestaban preguntas de comprensión, es decir, no tenían que producir nada. Los resultados indican que ambos grupos incrementaron su percepción de la estructura en cuestión, pero el grupo experimental demostró una mejora significativa sobre el de control en una prueba de producción realizada después de la intervención, apoyando la función de reconocimiento del output defendida por Swain.

Sin embargo, otro estudio, Izumi y Bigelow (2000), no obtiene resultados tan favorables como el anterior. Las estructuras objeto de estudio son las mismas, las condicionales hipotéticas inglesas, y los grupos recibieron el mismo tratamiento: uno, el experimental, orientado hacia la producción y el otro, el de control, hacia la comprensión. En este caso, aunque ambos grupos mejoraron después de la intervención, no se encontraron diferencias significativas entre ellos, lo que significa que fue la exposición al input lingüístico lo que produjo que ambos grupos aprendieran la estructura, ya que este era el denominador común de ambos grupos, y que tener oportunidades de producir no es un elemento diferenciador. Los autores llegan a la conclusión de que la producción (*output*) no siempre logra atraer la atención del aprendiz hacia la forma lingüística. Este hecho parece depender del aprendiz y de factores lingüísticos.

Por último, dos estudios más, (de la Fuente, 2002; Izumi, 2002), sí que parecen aportar evidencias que apoyan que la producción tiene un papel crucial en la adquisición. En el primero de ellos, de la Fuente (2002), la intervención está dirigida a la adquisición de vocabulario. La autora investiga los efectos diferenciales de tres condiciones: exposición al input, interacción sin oportunidades de producción e interacción más oportunidades de producción. Los resultados indican la superioridad de la interacción sobre meramente la exposición al input lingüístico, ya que los grupos que tenían la posibilidad de negociar el significado obtuvieron resultados significativamente superiores a los del grupo que sólo era expuesto al input. En relación al posible efecto diferenciador de la producción sobre la comprensión, los resultados indican que ambas variables son igual de efectivas en la comprensión de nuevo vocabulario, pero no en la producción de éste, ya que el grupo orientado hacia la producción obtuvo diferencias significativas sobre el que no tuvo oportunidades de producir.

Izumi (2002) obtiene resultados que también apoyan el papel del *output*, en este caso, en la adquisición de las oraciones de relativo inglesas. Se investiga si el hecho de producir las estructuras en cuestión hace que el aprendiz las perciba en el input y, por tanto, las aprenda y si ese aprendizaje es igual al que resultaría de exponer al aprendiz a un input en el que las estructuras estudiadas están resaltadas visualmente (*input enhancement*), pero sin producción. Los resultados indican que los sujetos que tuvieron oportunidades de producir sobrepasan a los sujetos que sólo hicieron actividades de comprensión. Además, los sujetos que sólo eran expuestos al input con las estructuras resaltadas (*input enhacement*) no mostraron avances significativos, lo que significa que el efecto de la producción (*output*) es superior al de la exposición a un input en el que se destaca visualmente determinadas estructuras lingüísticas.

Considerando los resultados de los estudios analizados, ninguna conclusión definitiva puede extraerse, pues hay cierta disparidad en ellos. Lo único cierto es que la explicación explícita de las reglas gramaticales acompañada de ejemplos que las ilustren parece funcionar y producir cambios en el sistema lingüístico en desarrollo del aprendiz, ya que este hecho sí es un factor común en estos estudios. La cuestión de si la instrucción acompañada de práctica orientada hacia la comprensión de un input deliberadamente estructurado -para facilitar que los aprendices establezcan relaciones entre la forma gramatical y su significado- es más efectiva que la instrucción acompañada de actividades para manipular la producción está todavía sin resolver. Harán falta más estudios en esta área de investigación para poder llegar a conclusiones definitivas.

Lo que sí parece cierto, a la luz de los resultados de los estudios analizados, es que el hecho de atraer o enfocar la atención de los aprendices, sea de la forma que sea, sobre las formas lingüísticas facilita el aprendizaje de la L2. Los aprendices a los que deliberadamente se les hace prestar atención sobre determinado rasgo lingüístico demuestran una mayor corrección en dicho rasgo que los que simplemente son expuestos a él a través del input lingüístico. Los resultados de estos estudios sugieren que el binomio atención a la forma – aprendizaje de la L2 es un campo de investigación muy fértil.

**ESTUDIOS QUE COMPARAN DIFERENTES TIPOS DE INSTRUCCIÓN**

| ESTUDIO | TÍTULO | DESCRIPCIÓN | RESULTADOS |
|---|---|---|---|
| VanPatten y Cadierno (1993a) | Input processing and second language acquisition. A role for instruction | Investiga los efectos de dos tipos de instrucción en los pronombres objeto enclíticos españoles: instrucción explícita más producción e instrucción explícita más actividades orientadas hacia la comprensión de un input estructurado | Los resultados apoyan la perspectiva de la instrucción enfocada al procesamiento del input |
| VanPatten y Cadierno (1993b) | Explicit instruction and input processing | Réplica del estudio anterior, pero con más sujetos | Mismos resultados |
| DeKeyser (1994) | Implicit and explicit learning of L2 grammar: a pilot study | Estudio exploratorio en condiciones de laboratorio dirigido a clarificar el papel de la instrucción explícita en diferentes tipos de reglas gramaticales de una L2 | El aprendizaje explícito y deductivo es más efectivo que el implícito para reglas categóricas simples. No hay diferencias en las reglas prototípicas |
| Cadierno (1995) | Formal instruction from a processing perspective: an investigation into the Spanish past tense | Compara los efectos de la instrucción tradicional y la instrucción en procesamiento del input en la adquisición de la morfología de los verbos pretéritos españoles. | Mejoras significativas tanto en comprensión como en producción en los sujetos que recibieron instrucción en procesamiento, mientras que los sujetos de instrucción tradicional sólo mejoraron en producción |
| De Keyser (1995) | Learning second language grammar rules: an experiment with a miniature linguistic system | Investiga los efectos de la instrucción explícita y la instrucción implícita sobre el aprendizaje de reglas gramaticales de un sistema lingüístico artificial | La instrucción explícita es más efectiva que la implícita para la adquisición de regla categóricas |
| De Keyser y Sokalsky (1996) | The differential role of comprehension and production practice | En la línea de VanPatten y Cadierno (1993a). Compara la instrucción gramatical tradicional con la instrucción en procesamiento | No hay diferencias significativas entre los dos tipos de instrucción ni en comprensión ni en producción |

| | | | |
|---|---|---|---|
| House (1996) | Developing pragmatic fluency in English as a foreign language | Investiga si la fluidez pragmática se adquiere mejor exponiendo al input y con práctica comunicativa únicamente o si los aprendices se benefician más con instrucción explícita adicional en el uso de rutinas conversacionales | La instrucción explícita es más efectiva, incrementando la percepción de los sujetos de las funciones y distribuciones contextuales de las rutinas |
| Robinson (1996) | Learning simple and complex second language rules under implicit, incidental, rule-search, and instructed conditions | Compara los efectos de la instrucción explícita e implícita en el aprendizaje de reglas gramaticales simples y complejas del inglés | Los sujetos que recibieron instrucción explícita fueron superiores en ambas reglas a los sujetos que recibieron instrucción implícita |
| Tanaka (1996) | The comprehension and acquisition of relative clauses by Japanese High School students through formal instruction | Estudia los efectos de la instrucción en procesamiento en comparación con la práctica orientada a la producción en la adquisición de las oraciones de relativo inglesas | Resultados a favor de la instrucción en procesamiento |
| VanPatten y Oikkenon (1996) | Explanation versus structured input in processing instruction | Intentan determinar si los efectos beneficiosos de la instrucción en procesamiento en VanPatten y Cadierno (1993b) fueron debidos a la explicación explícita o a las actividades de input estructurado | Los efectos beneficiosos de la instrucción en procesamiento fueron debidos a las actividades de input estructurado |

| | | | |
|---|---|---|---|
| Winitz (1996) | Grammaticality judgment as a function of explicit and implicit instruction in Spanish | Investiga si las metodologías de instrucción explícita e implícita dan lugar a diferencias en la identificación de oraciones gramaticalmente correctas en español | Los sujetos que recibieron instrucción implícita consiguieron puntuaciones significativamente más altas en una prueba de juicio gramatical que los que recibieron instrucción explícita |
| Nagata (1997) | An experimental comparison of deductive and inductive feedback generated by a simple parser | Compara los efectos de un programa informático diseñado para analizar gramaticalmente estructuras japonesas. Dos variantes: explícita e implícita | La variante de instrucción explícita es más efectiva que la implícita para aprender estructuras relativamente complejas cuyas reglas gramaticales no sobresalen en los ejemplos |
| Robinson (1997) | Generalizability and automaticity of second language learning under implicit, incidental, enhanced, and instructed conditions | Investiga las diferencias entre la instrucción explícita y la instrucción implícita en las construcciones con doble objeto inglesas | Superioridad de la instrucción explícita en la corrección gramatical y en el reconocimiento de frases gramaticalmente incorrectas |
| Salaberry (1997) | The role of input and output practice in second language acquisition | Similar al estudio de DeKeyser y Sokalsky (1996) | Resultados similares |

| | | | |
|---|---|---|---|
| Allen (1998) | Form-meaning connections and the French causative: an experiment in processing instruction | xamina la posible generalización de los resultados de VanPatten y Cadierno (1993a) investigando los efectos de los mismos tipos de instrucción de este estudio en la habilidad de los aprendices para comprender y producir oraciones causativas francesas | La instrucción tradicional igual de efectiva que la instrucción en procesamiento en la comprensión de estas estructuras pero superior en la producción de las mismas |
| Nagata (1998) | Input Vs. Output Practice in Educational Software for Second Language Acquisition | Compara la efectividad de dos programas informáticos (instrucción explícita más práctica en comprensión y la misma instrucción mas práctica en producción) para la instrucción de unas estructuras japonesas. | El grupo que recibió instrucción explícita más ejercicios de producción significativamente mejor en producción e igual en comprensión que el grupo que recibió ejercicios de comprensión |
| Izumi y otros (1999) | Testing the output hypothesis: effects of output on noticing and second language acquisition | Examina si el tener conciencia de los problemas durante la producción hace que los aprendices presten más atención al input y, por tanto, perciban y aprendan una estructura específica | Resultados a favor del papel de la producción en la adquisición de la estructura investigada |
| Izumi y Bigelow (2000) | Does output promote noticing and second language acquisition? | Mismo propósito de investigación que el anterior | Tanto el grupo orientado a la producción como el orientado a la comprensión avanzan y no hay diferencias significativas entre ambos |
| De la Fuente (2002) | Negotiation and oral acquisition of L2 vocabulary: the roles of input and output in the receptive and productive acquisition of words | Estudia el papel de la comprensión y la producción en la adquisición de nuevo vocabulario de la L2 | La práctica orientada a la comprensión es igual de efectiva que la práctica orientada a la producción en la comprensión de nuevo vocabulario, pero esta última es más efectiva en la producción |
| Izumi (2002) | Output, input enhancement, and the Noticing Hypothesis: an experimental study on ESL relativization | Investiga los posibles efectos positivos de la producción y de la comprensión en la adquisición de las oraciones de relativo inglesas | La producción superior a la comprensión |

Tabla 1.3.

## 4. ESTUDIOS RELACIONADOS CON LA ADQUISICIÓN DE LA INTERROGACIÓN

El principal propósito de este capítulo ha sido dar una visión general del papel que la instrucción formal desempeña en la adquisición de una L2 a través del análisis de numerosos estudios relacionados con el tema. El criterio que se ha seguido a la hora de seleccionar los mencionados estudios ha sido que en ellos se lleve a cabo algún tipo de intervención o programa de instrucción, independientemente del tipo de estructura o rasgo lingüístico sobre el que se incida. Entre los trabajos que hemos comentado en el apartado anterior, hemos incluido algunos en los que las estructuras objeto de estudio eran las interrogativas (Pienemann y Johnston, 1987; Pienemann et al. 1988; Spada y Lightbown, 1993; Carney, 1995; Mackey y Philp, 1998; Mackey, 1999; Spada y Lightbown, 1999). No obstante, a lo largo de nuestra revisión bibliográfica, hemos encontrado, también, algunos estudios más que enfocan su atención en las estructuras interrogativas, pero éstos son de carácter descriptivo y no llevan a cabo ningún programa de instrucción, razón por la que no han sido incluidos en el apartado anterior. Sin embargo, consideramos que puede resultar de interés el mencionarlos para aquellos que estén interesados en el tema de la adquisición de la interrogación.

Larsen-Freeman y Long (1991) y Ellis (1994) son un excelente punto de partida para adentrarse en el estudio de la adquisición de la interrogación, ya que estos autores hacen referencia y analizan numerosos estudios que investigan sobre este tema, tanto en la adquisición de la L1 como de la L2. Por mencionar algunos, podríamos citar los estudios de Huang (1970), Butterworth (1972), Ravem (1974), Young (1974), Cazden et al. (1975), Cancino et al. (1978), Felix (1976) y (1981), Ellis (1984a).

Como ya se ha comentado, en nuestra revisión bibliográfica hemos encontrado otros estudios más recientes relacionados con la adquisición de la interrogación. El objetivo de estos estudios no es investigar un determinado tipo de instrucción, sino describir determinados aspectos relacionados con la adquisición de la interrogación en una L2. Entre estos estudios podríamos mencionar los de Torras i Cherta (1993), Myles, Mitchell y Hooper (1998), Park (2000) y Bley-Vroman (2002).

Torras i Cherta (1993) lleva a cabo un estudio descriptivo del nivel de adquisición de las estructuras interrogativas inglesas en estudiantes de 8º de E.G.B. desde la perspectiva de la secuencia de adquisición (en la línea de Risueño Martínez, 2001), tomando como referencia los estadios propuestos por Ellis (1984b) y Pienemann, Johnston y Brindley (1988).

En Myles et al. (1998) lo que se estudia es la relación entre el aprendizaje de fórmulas y la construcción creativa del lenguaje, a partir de un corpus de interrogativas francesas. Los sujetos del estudio son estudiantes principiantes ingleses de francés como lengua extranjera. La principal conclusión

de este estudio, en la línea de lo que más adelante comentaremos en este trabajo, es que las fórmulas memorizadas posteriormente se someten a análisis por parte de los sujetos y son la base de nuevas construcciones creativas.

Otro estudio que tiene las estructuras interrogativas como objeto de estudio, más concretamente las preguntas inglesas con el marcador *when*, es el de Park (2000). En este caso lo que se investiga es la razón por la que las preguntas introducidas por el marcador interrogativo *when* son unas de las últimas preguntas *wh-* que se adquieren y, por lo tanto, son producidas más tarde que otras introducidas por otros marcadores como *where, what, how*, etc., tanto en aprendices de inglés como L1 como en aprendices de inglés como L2. La explicación a este hecho, según este estudio, parece estar en la compleja interacción que se produce entre el marcador *when* y la variable "tiempo" (*tense*), a la que está íntimamente ligado.

El estudio más reciente que hemos encontrado relacionado con las estructuras interrogativas es el de Bley-Vroman (2002). En este trabajo se analiza el papel que tiene la frecuencia con la que determinadas construcciones lingüísticas aparecen en el input en relación a que el aprendiz las perciba más fácilmente y, por lo tanto, las adquiera. El argumento es sencillo: algo que no ocurra, o que ocurra raramente, es menos probable que sea percibido que algo que ocurra con frecuencia. En este estudio se hace referencia a otros anteriores, Bley-Vroman y Yoshinaga (2000) y Bley-Vroman (2001), en los que las estructuras objeto de atención son las preguntas *wh-* múltiples inglesas. En Bley-Vroman y Yoshinaga (2000), ante el hecho de que los sujetos del estudio (japoneses) consideraran incorrectas un determinado tipo de preguntas *wh-* múltiples (por ejemplo, *Who sat where?*), siendo correctas en inglés, se especuló con que la razón podría estar en que este tipo de estructuras ocurrían con poca frecuencia en el input. Esta explicación fue reforzada en Bley-Vroman (2001), tras analizar este tipo de estructuras en el *Bank of English* y descubrir que su frecuencia era muy escasa en comparación con otros tipos de preguntas *wh-* múltiples (por ejemplo, *Who saw what?*).

# CAPÍTULO II.
## MÉTODO

## 1. SUJETOS, ENTORNO ACADÉMICO Y VALIDEZ INTERNA

Los sujetos del presente estudio son 36 alumnos de Magisterio de la especialidad de Lengua Extranjera (Inglés) que cursan estudios en una escuela universitaria de Magisterio privada adscrita a la Universidad de Jaén[18]. La especialidad consta de tres cursos y en esta escuela hay una clase por curso. En la clase de 1º hay seis alumnos[19], en la de 2º diez y en la de 3º veinte. Así pues, esto nos da lo que son los tres grupos iniciales del estudio, respetando las clases: grupo 1º (n=6), grupo 2º (n=10) y grupo 3º (n=20).

Hablamos de tres grupos "iniciales" porque se parte de estos tres grupos al inicio del análisis para, a partir de los resultados en el pretest[20] , poder convertirlos en dos. Uno de los objetivos del primer análisis es demostrar que no existen diferencias significativas entre los tres grupos, con especial interés entre el grupo 1º y el 2º, ya que la intención es que estos dos grupos formen el grupo experimental (el que recibirá el programa de intervención) y mantener el grupo 3º como grupo de control.

|        | MUJERES | HOMBRES | TOTAL |
|--------|---------|---------|-------|
| G. 1º  | 3       | 3       | 6     |
| G. 2º  | 7       | 3       | 10    |
| G. 3º  | 15      | 5       | 20    |

Tabla 2.1. Distribución de los sujetos por sexo

Como podemos ver en la tabla, hay un total de 25 mujeres y 11 hombres. Las edades de los sujetos están comprendidas entre los 19 y los 27 años en la forma siguiente:

| EDAD    | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|---------|----|----|----|----|----|----|----|----|----|
| SUJETOS | 4  | 11 | 7  | 4  | 4  | 3  | 1  | 1  | 1  |

Tabla 2.2. Distribución de los sujetos por edad

Los sujetos empezaron su contacto formal con el inglés en la enseñanza primaria y llevaban hasta el momento del estudio una media de diez años estudiándolo como lengua extranjera, aunque su nivel,

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[18] Escuela Universitaria de Magisterio SAFA Úbeda, Jaén.

[19] Se utilizará el masculino incluyendo ambos géneros siempre que se generalice. Obviamente, el motivo no es sexista, sino simplemente por brevedad.

[20] Para referirnos a las distintas pruebas encaminadas a la obtención de las muestras, utilizaremos los términos ingleses *pretest* (antes de la intervención), *postest 1* (inmediatamente finalizada la intervención) y *postest 2* (transcurridos cuatro meses).

salvo contadas excepciones, podríamos considerarlo bajo. La procedencia de los sujetos abarca cuatro provincias andaluzas (Jaén, Córdoba, Sevilla y Cádiz), pero la mayoría (33), como podemos observar en el cuadro siguiente, procede de la provincia de Jaén.

| CIUDAD | Alcalá | Aldeaquemada | Baena | Baeza | Écija | Jaén | Jerez |
|--------|--------|--------------|-------|-------|-------|------|-------|
| SUJETOS | 2 | 1 | 1 | 2 | 1 | 4 | 1 |
| CIUDAD | Jódar | Linares | Peal de Becerro | Rus | Torreperogil | Úbeda | Vilches |
| SUJETOS | 1 | 7 | 1 | 1 | 1 | 12 | 1 |

Tabla 2.3. Distribución de los sujetos por ciudad de procedencia

Los sujetos del estudio no tienen prácticamente ningún contacto formal con el inglés fuera de clase. Sólo cuatro individuos asistían en el tiempo de la investigación a algún tipo de academia, de los cuales tres eran de los grupos 1º y 2º. Este dato es importante, ya que así, para el estudio longitudinal, podemos controlar el tiempo de exposición a la instrucción y la ausencia de influencias externas.

Otro factor que creíamos que había que tener en cuenta es si algún sujeto había estado en algún país de habla inglesa hasta el tiempo del estudio. Seis individuos habían realizado en alguna ocasión en su vida una estancia en el extranjero, pero por periodos relativamente cortos (el que más siete semanas). De esos seis, sólo uno era de los grupos 1º y 2º. Este dato nos asegura que son aprendices exclusivamente formales.

En ningún momento se les dijo a los sujetos que formaban parte de una investigación. Ellos creían que todo era parte del programa de estudios. Como los sujetos eran los propios alumnos del investigador, esto se hizo para evitar cualquier posible predisposición de éstos, tanto negativa como positiva, como podría haber ocurrido si hubieran sabido que eran motivo de observación (*subjects of research*).

En cuanto a las estructuras objeto de estudio, las preguntas Y*es/No* y W*h-,* en ningún momento habían sido trabajadas o explicadas formalmente por el investigador hasta el momento del estudio, si bien es cierto que 32 de los 36 sujetos declararon que habían trabajado en mayor o menor medida dichas estructuras en alguna ocasión durante sus años de estudio anteriores al inicio de la diplomatura[21]. La única exposición a estas estructuras que se había producido con el investigador hasta el momento del estudio había sido a través de los intercambios comunicativos típicos en la clase, preguntas que el profesor formula a los alumnos y las que éstos formulan al profesor o a sus compañeros. Dichas producciones no siempre eran correctas, ni siempre en inglés, aunque se les animaba y obligaba a que utilizaran la lengua extranjera objeto de estudio en la comunicación durante la clase. Como ya hemos comentado anteriormente, estos problemas en el uso de las interrogativas, observados como investigador en la acción, constituyeron uno de los motivos que nos han llevado a realizar un estudio en profundidad sobre dichas estructuras y a diseñar un programa de intervención.

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[21] En la diplomatura de Maestro en la especialidad de lengua extranjera, de la que formaban parte todos los sujetos, las asignaturas relacionadas con el inglés son impartidas por el propio investigador, por lo que el dato de que no recibieron ningún tipo de instrucción en esas estructuras hasta el momento del estudio es totalmente fiable.

## 2. MATERIALES

### 2.1. Pruebas para la extracción de las muestras

Los materiales utilizados en este estudio para la obtención de las muestras han sido desarrollados con la intención de crear contextos, obligatorios y no obligatorios, en los que aparezcan distintas formas interrogativas -las estructuras objeto de la investigación- y para que los sujetos tengan que utilizarlas, tanto de forma oral como por escrito. Para la obtención de las muestras orales se utilizaron tres pruebas diseñadas por el propio investigador: una entrevista guiada, preguntas inferidas de información en enunciados y un juego consistente en adivinar un objeto (*guessing game*). La primera y la última prueba ya han sido utilizadas, con distintas variantes, en otros estudios (Torrás i Cherta, 1993; Spada y Lightbown, 1993) y han resultado útiles para hacer que los sujetos produzcan construcciones interrogativas. Para obtener las producciones escritas de los sujetos se utilizaron las dos primeras pruebas (entrevista guiada y preguntas inferidas de información en enunciados). La tercera prueba (juego de adivinar), al ser necesario el intercambio comunicativo entre el sujeto y el investigador, no se realizó por escrito. En el diseño de las pruebas se ha cuidado mucho el vocabulario utilizado, siendo éste sencillo y de uso común en las clases con los sujetos (*face validity*).

La razón de utilizar las dos mismas pruebas, tanto para la producción oral como para la producción escrita, es sencilla: comprobar si, realizando las mismas pruebas, los sujetos obtienen resultados distintos dependiendo si las hacen oralmente o por escrito. Obviamente, al realizar las pruebas por escrito, desaparecen o se mitigan algunos factores que entran en juego cuando el sujeto las lleva a cabo oralmente (nervios, inhibición, presión) y, por el contrario, un factor que puede ser determinante gana en importancia. Nos referimos al tiempo de planificación. Teóricamente, cuando los sujetos están realizando las pruebas escritas, al no estar presionados por el tiempo ni la inmediatez de los intercambios orales, tienen más tiempo de pensar y planificar sus producciones. En términos de Krashen (1983) y según su hipótesis del monitor (*The Monitor Hypothesis*), podemos hacer uso de nuestro conocimiento consciente de la lengua término, derivado éste del aprendizaje (*acquisition vs learning*), para producir cambios en nuestras producciones lingüísticas, para corregirlas, en definitiva, para editarlas. Krashen afirma que para que el monitor pueda ser usado con éxito tienen que concurrir tres condiciones: que haya suficiente tiempo para poder ponerlo en funcionamiento, que el sujeto enfoque en la corrección y que conozca la regla correcta.

Aunque Krashen le da un valor muy limitado al monitor, la auto corrección, e incluso en muchas ocasiones lo considera un factor negativo, ya que dificulta la fluidez y produce rupturas en la

comunicación, ha habido investigadores que han querido establecer un fuerte vínculo entre el tiempo de planificación y la mejora en la producción lingüística. Autores como Kadia (1988), Crookes (1989), Foster y Skehan (1996), Mehnert (1998) dan evidencias de que existe una influencia positiva de la planificación sobre la producción en términos de fluidez, complejidad y corrección. En nuestro caso, queríamos comprobar de primera mano si el tener más tiempo para pensar y planificar, como es el caso de las pruebas escritas, tiene una influencia positiva en la producción de los sujetos en comparación con las pruebas orales.

### 2.1.1. Entrevista guiada

La primera de las pruebas consiste en una entrevista que cada sujeto tiene que realizar al investigador (véase Anexo 1). Dicha entrevista consta de diez apartados con ciertas guías o ayudas para que los sujetos sepan más o menos qué preguntar. Estos estímulos o *prompts* están en español para facilitar la comprensión de los sujetos y descartar así la posibilidad de que no hagan alguna pregunta por no entender lo que se les pide.

| |
|---|
| 1.  Algún dato personal (nombre, edad, procedencia, etc.). Empieza la pregunta con COULD YOU TELL ME WH…/HOW… |
| 2.  Algo sobre su familia |
| 3.  Hobbies, lo que le gusta |
| 4.  Algo sobre su pasado (verano pasado, fin de semana pasado, etc.) |
| 5.  ¿Tienes…? |
| 6.  Algo sobre su futuro |
| 7.  Alguna habilidad, algo que sepa hacer |
| 8.  DO YOU KNOW WH… |
| 9.  Comida |
| 10. Libre, lo que se te ocurra |

Tabla 2.4. Apartados en la entrevista guiada

Se pensó también que estos estímulos fueran lo suficientemente abiertos como para que los sujetos pudiesen formular cualquier tipo de pregunta, con distintos auxiliares, y no encauzarlos demasiado hacia un tipo específico de estructura. Obviamente cada apartado, exceptuando las dos libres, lleva asociadas unas determinadas estructuras. Si tomamos, por ejemplo, el apartado *"Algo sobre su futuro"*, las estructuras que podrían aparecer son principalmente *will, be going to* o *be + V-ing* (presente

continuo), tanto en preguntas Yes/No como en preguntas Wh-. Es decir, no se obliga al uso de sólo una determinada estructura, como sí es el caso en otra de las pruebas, como veremos más adelante.

En dos de los apartados, el 1º, *Algún dato personal,* y el 8º, *Libre*, se les da a los sujetos el inicio de la pregunta en inglés: *Could you tell me wh... / how ...?* y *Do you know wh...?*. El motivo es evidente. Se trata de forzar a los sujetos a producir dos preguntas indirectas (*embedded questions*), dado que en este tipo de interrogativas no se produce la inversión en la pregunta Wh-. Estas dos preguntas, junto con otras dos de la segunda prueba, son las cuatro preguntas indirectas que como mínimo iban a intentar formular cada uno de los sujetos. Decimos como mínimo, porque cada sujeto podría formular más a lo largo de las pruebas. Uno de los objetivos del diagnóstico inicial, como ya hemos comentado, es establecer aproximadamente el estadio de cada uno de los sujetos y de los grupos en general dentro de la secuencia de desarrollo para la formación de preguntas en inglés como segunda lengua (ESL) establecida por Pienemann, Johnston y Brindley (1988)[22]. Por eso tiene que haber contextos para la producción de preguntas que formen parte de dicha secuencia, y las preguntas indirectas sin inversión son producciones características del último estadio. Puede darse el caso de que algún sujeto haya alcanzado este estadio, pero espontáneamente no produzca ninguna pregunta que nos dé evidencia de ello. Al forzarlos de algún modo a producirlas, tendremos la prueba evidente de si lo han alcanzado o no.

| **Estadio 1** | Palabras sueltas o fragmentos de frase |
|---|---|
| **Estadio 2** | Preguntas Yes/no declarativas con entonación ascendente o sin algún elemento obligatorio (sujeto, auxiliar) |
| **Estadio 3** | *Fronting*: elemento interrogativo al inicio de la oración declarativa: |
| |    -   Wh- inicial, sin inversión o sin algún elemento obligatorio |
| |    -   DO inicial |
| |    -   Otro elemento inicial |
| **Estadio 4** | Pseudo-inversión: |
| |    -   Preguntas Yes/No: auxiliar (excepto *do*) o modal en posición inicial |
| |    -   Preguntas Wh-: la cópula y el sujeto se invierten |
| |    -   Inversión verbo léxico-sujeto |
| **Estadio 5** | Inversión en preguntas Wh-: do/auxiliar/modal detrás de Wh- y antes que el sujeto. |
| **Estadio 6** | Preguntas indirectas sin inversión |

Tabla 2.5. Estadios en la secuencia de adquisición (adaptada de Pienemann, Johnston y Brindley, 1988)

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[22] Los estadios que componen la secuencia propuesta por Pienemann, Johnston y Brindley (1988) son, en resumen, los siguientes:

- *Stage 1*    *Single words or formulae*
- *Stage 2*    *Declarative word order*
- *Stage 3*    *Fronting: Wh-fronting (no inversion), do-fronting, other-fronting*
- *Stage 4*    *Inversion in wh-questions (copula) and yes/no questions*
- *Stage 5*    *Inversion in wh-questions (do/auxiliaries)*
- *Stage 6*    *Complex questions (question tag, negative question, embedded question)*

### 2.1.2. Preguntas inferidas de información en enunciados

La segunda prueba que se ha diseñado consiste en formular la pregunta adecuada para una determinada respuesta que el sujeto recibe previamente. Es una actividad muy típica y tradicional que se utiliza para producir estructuras interrogativas. Para las pruebas orales se prepararon dos juegos de veinte tarjetas, uno para el pretest y postest 2 y otro para el postest 1 (véase Anexo 1), en las que aparece una frase en cada una de ellas. Cada frase tiene una parte que se resalta en mayúsculas y negrita para captar rápidamente la atención del sujeto. Esta parte resaltada es sobre lo que se tiene que hacer la pregunta. Si tomamos, por ejemplo, la tarjeta con la frase *"I've lived in London **FOR TWO YEARS**"*, la pregunta que el sujeto tendría que hacer es *"How long have you lived in London?"*. En cada uno de los juegos hay seis tarjetas con respuestas para preguntas Yes/No, doce para preguntas Wh- y dos en las que aparece el inicio de la pregunta (*embedded questions*). La razón de diseñar dos juegos de tarjetas es para evitar que los sujetos se acostumbren a las mismas preguntas y puedan llegar a aprendérselas. Para llevar a cabo esta prueba por escrito, todos los enunciados de las tarjetas se pasaron al formato que vemos en las tablas 2.6 y 2.7.

---

1. She smokes **FORTY** cigarettes a day
2. He's coming **NEXT WEEK**
3. **They went** TO NEW YORK
4. **I prefer** COFFEE AND TOAST **for breakfast**
5. I've lived in London **FOR TWO YEARS**
6. **MY FATHER** played the piano
7. The hotel was **HORRIBLE**
8. I'll give **MARY** the car
9. **YES, I CAN**. I can swim very well
10. I'm going to study English **BECAUSE I NEED IT TO GET A JOB**
11. **YES, I DID**. I passed my exam
12. **YES**, I'm a teacher
13. He goes to Madrid **ONCE A MONTH**
14. The video costs **£20**
15. **YES**, I have got a Ferrari
16. **NO**, I haven't seen Mary today
17. **NO**, there isn't any tea
18. The car is **MINE**
19. I like **ROCK AND HEAVY METAL**
       Tell me what...
20. **YES, I DO**. Peter works in a Bank
       Do you know where...

---

Tabla 2.6. Enunciados para la producción de preguntas (pretest y postest 2)

Si observamos los enunciados (tablas 2.6 y 2.7), comprobaremos que aparecen distintos tiempos verbales (y, por lo tanto, se requerirán distintos auxiliares) y diferentes elementos de la frase por los que realizar la pregunta. De este modo los sujetos tienen que utilizar marcadores Wh- diferentes y variados.

1. The book is **TOM'S**
2. **YES**, I smoke a lot
3. **NO**, I haven't eaten anything
4. There are **10** hotels in the town
5. He's going to the doctor **TOMORROW**
6. She was **IN MANCHESTER** last week
7. Peter is going to buy **A NEW HOUSE**
8. He lived in India **FOR FIVE YEARS**
9. **SHAKESPEARE** wrote "Hamlet"
10. My house is **BIG AND COMFORTABLE**
11. Tom is going to write **HIS FATHER** a letter
12. **YES, I WOULD**. I would marry her
13. I will go to London **TO VISIT A FRIEND**
14. **NO**, he didn't pass his driving test
15. **YES**, she is my girlfriend
16. I go to the doctor **EVERY MONTH**
17. He paid **£100** for the dinner
18. **NO**, he hasn't got any job
19. I'm coming **NEXT WEEK**
    Could you tell me when …
20. Yes, Peter lived in London **FOR A YEAR**
    Do you know how long …

Tabla 2.7. Enunciados para la producción de preguntas (postest 1)

La razón de esta actividad es crear contextos obligatorios para el uso de interrogativas específicas, con un tiempo verbal determinado -y, por lo tanto, con un auxiliar determinado- y, en su caso, un marcador Wh- específico. Al igual que hemos comentado con las preguntas indirectas sin inversión, es una forma de asegurarnos la aparición de dichas interrogativas, ya que de forma espontánea podrían no aparecer. Además, como veremos en el capítulo siguiente (estadios en la secuencia de desarrollo para la formación de preguntas), cada una de las preguntas que se obligan a producir en esta prueba son características de un estadio y la producción o no de estas preguntas nos servirá, junto con otro, como criterio diferenciador para considerar si un sujeto ha alcanzado un determinado estadio o no.

### 2.1.3. Juego de adivinar

La tercera prueba, utilizada sólo para la obtención de muestras orales, es un juego de adivinar -*guessing game*-. Este tipo de actividad con distintas variantes se ha utilizado en otros estudios sobre la interrogativa -Spada y Lightbown (1993), Mackey (1999). En nuestro caso, el juego consiste en adivinar un objeto que piensa el investigador en un máximo de cinco preguntas. Los sujetos formulan cinco preguntas del tipo que ellos quieran, Yes/No o Wh-, y se les responde dándoles la información requerida. Se les anima a que, aunque crean haber adivinado el objeto sin haber agotado las preguntas, intenten formular las cinco para asegurarse. Esto lo hacemos para que así haya un número de preguntas por sujeto más o menos homogéneo, ya que podría darse el caso de que un sujeto sólo formulase dos o tres preguntas y otro las cinco. Esto se cumplió en la inmensa mayoría de los casos, salvo alguna excepción (sólo dos sujetos formularon cuatro cada uno en el pretest).

## 2.2. Usos del lenguaje: + espontáneo / - espontáneo

El uso más o menos espontáneo que el sujeto pudiera hacer del lenguaje ha sido un criterio que se ha tenido en cuenta a la hora de decidir y diseñar el tipo de pruebas para extraer las muestras. Desde este punto de vista -de uso más espontáneo del lenguaje a menos espontáneo-, tendríamos en primer lugar el juego de adivinar. En esta prueba el sujeto tiene que decidir qué preguntar y cómo preguntarlo. En segundo lugar, y por tanto menos espontáneo, estaría la entrevista. Aquí el sujeto no tiene que decidir qué preguntar, ya que el tema le viene dado -exceptuando las dos libres (apartados 8 y 10)-, pero sí cómo formular la pregunta y qué estructura utilizar. Por último, el uso menos espontáneo del lenguaje se produce en la segunda prueba en la que el sujeto tiene que formular obligatoriamente una pregunta específica.

Otra cuestión que se ha tenido en cuenta a la hora de diseñar las pruebas ha sido el cariz comunicativo de éstas. Autores como Brumfit (1984) o Nunan (1989) han destacado el papel de las tareas comunicativas en el desarrollo de la L2, tanto a nivel de fluidez como de corrección gramatical. Nunan (1989: 10) definió este tipo de actividades como tareas que hacen que el aprendiz utilice la lengua término centrando su atención en el contenido más que en la forma:

(Communicative tasks) involve the learner in comprehending, manipulating, producing, or interacting in the target language, while their attention is principally focused on meaning rather than form.

Nobuyoshi y Ellis (1993: 204) dan las características que una actividad comunicativa debe tener (ya recogidas en Ellis, 1982):

1. there must be a communicative purpose (i.e. not just a linguistic goal),
2. there must be a focus on message rather than on the linguistic code,
3. there must be some kind of 'gap' (e.g. an information or opinion gap),
4. there must be opportunity for negotiation when performing the task,
5. the participants must choose the resources-verbal and non-verbal-required for performing the task (i.e. they are not supplied with the means for performing the task).

Si tenemos en cuenta estos criterios, podríamos decir que la prueba más comunicativa es el juego de adivinar, al reunir en gran medida todas las características. Verdaderamente, como Nunan y Ellis apuntan, los sujetos estaban más preocupados en descubrir el objeto que del lenguaje en sí.

La entrevista, como prueba oral, podríamos considerarla como una actividad comunicativa, aunque no tanto como el juego, por las razones anteriormente comentadas. La actividad de formular preguntas a respuestas dadas no es en absoluto comunicativa, pero ese no era el objetivo que perseguía, como ya hemos comentado.

Queríamos que estos ingredientes, más espontáneo – comunicativo / menos espontáneo – comunicativo estuvieran presentes y creemos que este objetivo se alcanza con el tipo de pruebas propuestas.

## 3. PROCEDIMIENTO: RECOGIDA DE DATOS

La extracción de las muestras, tanto orales como escritas, se llevó a cabo en tres momentos: uno para establecer el diagnóstico inicial antes de la intervención (pretest), otro, inmediatamente al finalizar el programa de instrucción, para evaluar el posible efecto de éste (postest 1) y, finalmente, una tercera vez, transcurridos cuatro meses, para evaluar si los posibles efectos positivos derivados de nuestra intervención habían perdurado (postest 2). En cada uno de los tests, el procedimiento que se siguió fue el mismo. Primero se realizaban las pruebas orales, de forma individual y dentro de la misma sesión. Normalmente se tardaba una media de quince a veinte minutos con cada sujeto. Cuando todos los sujetos finalizaban las pruebas orales se procedía a la realización de las pruebas escritas, esta vez conjuntamente, es decir, todos los sujetos de cada grupo a la vez. En las pruebas escritas no se impuso un límite de tiempo; cada sujeto invirtió el tiempo que necesitó para terminarlas, aunque nunca se excedió de cuarenta minutos.

El proceso de recogida de datos para el diagnóstico inicial (pretest) tuvo lugar en enero de 2001, inmediatamente después de las vacaciones de Navidad. A continuación se llevó a cabo el programa de intervención (ocho sesiones de 45 minutos a lo largo de una semana) e inmediatamente, al finalizar éste, se realizó el postest 1. A primeros de junio de 2001, es decir, a los cuatro meses del postest 1, se procedió a la realización del postest 2, pero esta vez sólo con el grupo experimental, ya que en esta ocasión lo único que nos interesaba era saber si este grupo mantenía los resultados obtenidos en el postest 1 y, por lo tanto, no nos era necesaria la comparación con el grupo de control. Todo este proceso se desarrolló durante las horas de clase que los sujetos tenían con el investigador, así como otras horas en las que los sujetos y el investigador estaban libres, pero siempre dentro de la jornada lectiva.

Hay que señalar que durante los cuatro meses que transcurrieron entre el postest 1 y el 2 el grupo experimental continuó con sus clases normales. En ningún momento se hizo atención explícita hacia las formas interrogativas, ni mención alguna al programa de intervención, ni al postest 2 -los sujetos no sabían que se les iba a administrar las pruebas otra vez más. La única exposición a estas estructuras durante estos cuatro meses fue en los intercambios comunicativos típicos de clase en los que pueda aparecer alguna pregunta, bien por parte del profesor, o bien por parte de los sujetos.

En el estudio de Spada & Lightbown (1993), los materiales de instrucción diseñados por las investigadoras fueron llevados a cabo por los mismos profesores que impartían clase a los grupos. Dos clases experimentales recibieron nueve horas de instrucción (*form-focused instruction*) en el uso de preguntas con los auxiliares *can*, *be* y *do* en presente y los pronombres interrogativos *what*, *where* y

*why*; corrigiéndose además los errores que los alumnos produjeron (*corrective feedback*). A la profesora que daba clase en el grupo de control no se le suministraron los materiales y ésta continuó con su programa de clase normal. Al analizar los resultados de las pruebas posteriores a la intervención, las investigadoras se sorprendieron al comprobar que el grupo de control alcanzó unos resultados iguales o, con frecuencia, incluso mejores que los grupos experimentales. Cuando estudiaron por qué se produjo esta situación, se dieron cuenta de que la profesora del grupo de control normalmente también realizaba este tipo de instrucción y, además, solía corregir los errores que producían los alumnos. Al no controlar esta variable, el grupo de control ya no resultaba válido para poder compararlo con los grupos experimentales, ya que también recibió instrucción. Este hecho le resta validez interna al estudio, pero a su vez apunta a la idoneidad de dicho tratamiento.

En nuestro caso, y para evitar posibles situaciones como la anteriormente descrita, las pruebas fueron llevadas a cabo, grabadas, transcritas y corregidas por el propio investigador. El proceso fue mucho más lento que si se hubiera utilizado a otras personas para este cometido, pero en contrapartida se aseguraba que no habría diferentes influencias que pudieran invalidar los datos.

En la parte oral, los sujetos eran conscientes de que estaban siendo grabados, lo cual, según algunos manifestaron, les incomodaba un poco y les ponía nerviosos (sobre todo la primera vez que realizaron las pruebas). Esta circunstancia pudo tener alguna influencia en ellos, aunque no consideramos que sea estimable. Precisamente, con el propósito de que se sintieran relajados y desinhibidos, se les comunicaba, previamente a la realización de las pruebas, que no iban a ser evaluados y que los resultados que pudieran tener no tendrían repercusión en su marcha académica. Además, por el mismo motivo, antes de empezar las pruebas se charlaba brevemente con ellos sobre cualquier cosa que no tuviera nada que ver con éstas. Obviamente, como hemos comentado, se trataba de contrarrestar la posible presión que pudieran sentir al estar a solas con su profesor y una grabadora.

El orden que se siguió para la realización de las pruebas orales fue el mismo en los tres momentos en que se llevó a cabo. Antes de realizar cada una de las pruebas, se le explicaba en español al sujeto en qué consistía la actividad -asegurándonos de que lo entendía perfectamente- y, a continuación, se procedía con ella. La primera prueba que se realizaba era la entrevista. Se indicaba a los sujetos que sólo podían formular una pregunta por cada apartado del tipo que quisieran, Yes/No o Wh-, y se les advertía que había dos apartados en los que aparecía el inicio de la pregunta que tenían que realizar. El investigador respondía a cada una de sus preguntas, dándoles la información que requerían. En ningún momento el investigador ayudó a los sujetos facilitándoles algún tipo de estructura que pudieran utilizar. Los sujetos eran animados a formular la pregunta aunque no la supieran.

A continuación, se realizaba la segunda prueba. El sujeto iba cogiendo una por una las tarjetas del montón e iba formulando las preguntas. En este caso no existía ningún tipo de respuesta por parte del investigador, ya que ésta le venía dada en la tarjeta. Lo mismo que en la prueba anterior, no existió ningún tipo de ayuda ni indicación alguna de si la pregunta era correcta o no. Al sujeto se le advertía que no podía estar demasiado tiempo pensando la pregunta y que intentara hacerlo más o menos rápido, aunque no se impuso un límite de tiempo. Si algún sujeto se bloqueaba en alguna tarjeta, la apartaba y continuaba con la siguiente para, al final, volver a retomarla e intentarlo de nuevo. Aunque no supiera la pregunta a realizar, se le animaba a que la hiciera y no la dejara sin formular.

Por último, se realizaba el juego de adivinar, ya descrito anteriormente, en el que los sujetos intentaban averiguar el objeto que pensaba el investigador. Hay que decir que esta prueba resultaba del agrado de los sujetos, como ellos mismos afirmaban, ya que muchos la veían como una especie de reto para intentar "vencer" al investigador.

Como ya hemos comentado anteriormente, una vez que todos los sujetos habían realizado de forma oral las tres pruebas, se procedía a la extracción de las producciones escritas.

En el diseño de la segunda prueba se tuvo muy en cuenta el vocabulario utilizado, siendo éste bastante elemental y accesible, dentro de las posibilidades de cualquier sujeto, asegurándonos, además, de que hubiera aparecido en clase. Así, evitábamos la posibilidad de que hubiera problemas de comprensión por parte de los sujetos, lo que podría haber impedido la correcta marcha de la prueba. En cualquier caso, si algún sujeto requería aclaración de alguna palabra o expresión de los enunciados, ésta se le facilitaba. Afortunadamente esto ocurrió en muy contadas ocasiones. La inmensa mayoría de los sujetos no necesitó ninguna aclaración, lo que corrobora su total comprensión de los enunciados.

En cuanto al juego, los objetos que los sujetos tenían que adivinar eran cosas tan cotidianas y cercanas a ellos como *blackboard, pencil, cupboard, car,* etc*.* En realidad lo que menos importaba, desde nuestro punto de vista, era el objeto o que los sujetos lo adivinasen, aunque la mayoría terminaba por adivinarlo. Evidentemente, lo importante para el investigador era que los sujetos hicieran las cinco preguntas, aunque el hecho de adivinar el objeto les producía satisfacción.

## 4. PROGRAMA DE INTERVENCIÓN

### 4.1. Descripción del programa

El programa de intervención que recibió el grupo experimental consistió en una combinación de cuatro elementos: instrucción, ejemplos, práctica y corrección de errores (*corrective feedback*). El término instrucción se considera (y se define) en este estudio desde un enfoque deductivo, es decir, presentación explícita de las reglas a los sujetos. Estas explicaciones explícitas estaban siempre acompañadas de numerosos ejemplos que ilustraban el aspecto o aspectos sobre los que se estaba incidiendo en ese momento. A lo largo de las explicaciones, los sujetos podían intervenir siempre que lo creyeran oportuno para aclarar o resolver cualquier tipo de duda.

El tercer elemento, la práctica, fue diseñada combinando dos tipos, pero ambos con un denominador común: la producción de estructuras interrogativas por parte de los sujetos. El primero de los dos tipos lo componen una serie de actividades escritas (véase Anexo 2), de claro corte gramatical y tradicional, como, por ejemplo, poner en orden las palabras para formar interrogativas (actividad 1), o, a partir de algunas palabras, formar la pregunta que se corresponda con la respuesta que ya viene dada (actividad 4). En total, se incluían 10 actividades de este tipo que los sujetos fueron realizando en distintos momentos, como se describirá más adelante. Algunas de estas actividades fueron diseñadas por el investigador, otras fueron adaptadas de dos conocidas gramáticas inglesas y otras tomadas tal cual de dichas gramáticas.[23]

El objetivo de estas actividades era que los sujetos empezaran a poner en práctica todo lo que se iba viendo en las explicaciones y que fueran manipulando las distintas estructuras interrogativas, con los procesamientos lingüísticos que éstas requieren, de una forma controlada. Obviamente, como se puede deducir viendo las distintas actividades, es una práctica claramente enfocada en la forma (*focus on form*). Las actividades escritas eran realizadas individualmente y, al finalizar cada una de ellas, se procedía a la corrección y puesta en común oral de las mismas (cuarto elemento del programa de intervención), aclarando cualquier posible duda y corrigiendo los errores.

El segundo tipo de práctica lo constituyó una serie de actividades comunicativas orales, con un enfoque mucho más orientado hacia el significado, hacia el contenido, aunque sin dejar de lado la forma (véase Anexo 2). Todas estas actividades tienen como característica común y primordial el *vacío de información* (*information gap activities*). Si se analizan detenidamente, se verá cómo cumplen en gran

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[23] Las gramáticas a las que nos referimos son *Oxford Practice Grammar, Oxford: Oxford University Press* y *English Grammar in Steps, London: Richmond.*

medida las características que Nobuyoshi y Ellis (1993: 204) indican que toda actividad comunicativa debe tener (apartado 2.2.2.).

La primera de estas actividades la llamamos "encuentra a alguien que tenga la misma tarjeta". Esta actividad, variante de la conocida actividad *find someone who ...*, consiste en repartir una serie de tarjetas entre los sujetos, basadas todas en el mismo grupo de elementos, pero que sólo coinciden de dos en dos, es decir, un sujeto sólo puede encontrar a otro con una tarjeta con los mismos elementos que la suya. Para nuestra actividad diseñamos 8 pares de tarjetas (el grupo experimental lo componen 16 sujetos) en las que aparecen 8 enunciados sobre los que los sujetos tienen que realizar las preguntas. Éstas pueden ser del tipo que el sujeto elija, ya que no hay una única posibilidad. Por ejemplo, si tomamos el enunciado *"You have got one brother"*, las posibles preguntas que un sujeto podría realizar serían *Have you got one brother?, Do you have a brother?, Have you a brother?, How many brothers have you got / do you have / have you?* (de hecho, todas estas producciones aparecieron).

Una vez repartidas las tarjetas aleatoriamente entre los sujetos, éstos tienen que ir buscando a alguien para realizarle las preguntas. En el momento en que alguna respuesta no coincide con la que el sujeto tiene en su tarjeta, éste para de hacer preguntas y busca a otro sujeto con el que empieza de nuevo, y así, de este modo, hasta que encuentra a su pareja, es decir, el que tiene la misma tarjeta que él.

Cuando la actividad descrita anteriormente finaliza, los sujetos se encuentran emparejados y esta circunstancia se puede aprovechar para realizar alguna actividad que requiera el trabajo en parejas. Así ocurrió cuando se llevó a cabo esta actividad y aprovechamos las parejas que resultaron para realizar la segunda actividad comunicativa oral. Esta actividad consiste en completar la información que falta en una tabla haciéndole preguntas al compañero. Para ello se diseñaron dos tablas, una para el sujeto A y otra para el sujeto B de cada pareja. Las tablas son iguales, pero la información que aparece en las dos primeras columnas no está completa: lo que le falta al sujeto A lo tiene el sujeto B y viceversa. Las otras dos columnas están completamente vacías. Una de ellas la tiene que rellenar cada sujeto con su propia información y la otra con la información que reciba del compañero. La actividad consiste en ir haciéndose preguntas uno a otro hasta completar todas las columnas. Al final los dos sujetos de cada pareja tienen que tener sus respectivas tablas exactamente igual.

La tercera actividad comunicativa oral la denominamos *"Haz la pregunta exacta"* (*Ask the right question*). Este conocido juego se desarrolla de la manera siguiente: los sujetos, sentados en parejas, reciben unas tarjetas -en nuestro caso, cinco cada uno- en las que aparecen una palabra, nombre propio o alguna expresión; se trata de ir cogiendo tarjetas una por una y de intentar realizar la pregunta exacta para que el compañero conteste lo que está escrito en la tarjeta, de manera exacta. Gana el que utilice menos preguntas.

Por último, la cuarta actividad comunicativa es una adaptación de un famoso juego televisivo de la BBC: *"Las veinte preguntas"* (*Twenty questions*). Se forman dos equipos -en nuestro caso, dos equipos de ocho- y cada equipo tiene que pensar en tres objetos, los que sean. Nosotros impusimos dos condiciones: los tres objetos debían estar en nuestra escuela de magisterio y los miembros del equipo tenían que saber sus nombres en inglés. Otra norma que se impuso fue que todos los componentes del equipo tenían que realizar preguntas. Una vez que los dos equipos ya tienen sus tres objetos, uno de ellos comienza el juego haciendo preguntas Yes/No. Si se adivina cualquiera de los tres objetos entre las

preguntas 1 a la 15, el equipo consigue dos puntos; si es entre las preguntas 16 a la 20, se consigue un punto y si se agotan las veinte preguntas y no se adivina cualquiera de los tres objetos, el equipo no obtiene ningún punto y comienza el turno del otro equipo.

El programa de intervención en su totalidad fue llevado a cabo por el investigador (como ya hemos comentado anteriormente, es una forma de asegurarnos la no existencia de posibles influencias externas que pudieran afectar al estudio) utilizando las horas lectivas que los sujetos tenían con él. Fue necesario hacer coincidir a los dos cursos que forman el grupo experimental (1º y 2º) para que el programa de intervención lo recibieran conjuntamente como un sólo grupo.[24] Mientras dicho programa se llevaba a cabo, el grupo de control continuaba con sus clases normales y no fue informado de que la intervención se estaba realizando.

### 4.2. Desarrollo del programa

El programa se desarrolló durante ocho sesiones de aproximadamente 45 minutos cada una. Estas ocho sesiones tuvieron lugar dentro de la misma semana, habiendo tres días con dos sesiones y dos con una sesión. Las explicaciones explícitas fueron en la lengua materna de los sujetos -español-, de este modo se aseguraba la completa comprensión por parte de los sujetos y descartábamos la posibilidad de que éstos no entendieran alguna explicación debido a la falta de comprensión de la lengua término. Todos los ejemplos ilustrativos se escribían en la pizarra y se leían en voz alta. El desarrollo de las ocho sesiones mencionadas es el que se detalla a continuación:

### 1ª SESIÓN

### - *Explicación*

1. Tipos de preguntas:

# Yes/No. Se espera una respuesta afirmativa o negativa

*Do you like swimming?*

*Have you got a pencil?*

*Are you going to buy a new car?*

*Did you go out yesterday?*

# WH-. Se espera determinado tipo de información en la respuesta: cuándo, cómo, quién, dónde...

*Where do you live?* ---} In London

*What did you do yesterday?* ---} I went to the cinema

*When are you going to buy a car?* ---} Next year

*How old are you?* ---} 23

2. Forma

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# Orden: (WH-) – Auxiliar – Sujeto – Verbo ...

*Do you like swimming?*

Aux S    V

*What do you like?*

Wh   Aux S     V

# En una pregunta, un verbo auxiliar aparece delante del sujeto. Los auxiliares pueden ser:

BE:

*Are you doing anything this afternoon?*

*What are you doing?*

HAVE:

*Have you ever been to London?*

*Where have you bought this car?*

DO:

*Do you work in an office?*

*When did he come?*

MODAL:

*Can you swim?*

*Would you like to come?*

*When will he come?*

*What should I do?*

# Cuando BE es el verbo principal, aparece delante del sujeto.

I am a student ---} *Are you a student?*

I was in the kitchen ---} *Were you in the kitchen?*

# Si hay más de un auxiliar, sólo el primero va delante del sujeto.

Peter has been writing a letter ---} *What has Peter been doing?*

    1    2                                    1           2

This time tomorrow we will be doing an exam ---} *What will we be doing*

                1  2                                1        2

*this time tomorrow?*


3.  Tiempos verbales: ejemplos

PRESENT SIMPLE

They live in London ---}          *Do they live in London?*

                                  *Where do they live?*

Peter works in an office ---}     *Does Peter work in an office?*

                                  *Where does Peter work?*

PRESENT CONTINUOUS

They are living in London ---}    *Are they living in London?*

                                  *Where are they living?*

Peter is working in an office ---} *Is he working in an office?*

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*Where is he working?*

PAST SIMPLE

They lived in London ---}      *Did they live in London?*

*Where did they live?*

She came yesterday? ---}      *Did she come yesterday?*

*When did she come?*

## 2ª SESIÓN

- Continúa explicación (tiempos verbales: ejemplos)

PAST CONTINUOUS

They were living in London ---}      *Were they living in London?*

*Where were they living?*

He was doing the shopping ---}      *Was he doing the shopping?*

*What was he doing?*

PRESENT PERFECT

They have lived in London ---}      *Have they lived in London?*

*Where have they lived?*

He has bought a new car ---}      *Has he bought a new car?*

*What has he bought?*

PAST PERFECT

They had lived in London? ---}      *Had they lived in London?*

*Where had they lived?*

He had eaten a sandwich ---}      *Had he eaten a sandwich?*

*What had he eaten?*

WILL

They will live in London ---}      *Will they live in London?*

*Where will they live?*

She will come tomorrow ---}      *Will she come tomorrow?*

*When will she come?*

BE GOING TO

They are going to live in London ---}      *Are they going to Live in London?*

*Where are they going to live?*

It is going to rain ---}      *Is it going to rain?*

*When is it going to rain?*

- Práctica

Actividad 1 ---} corrección y puesta en común

Actividad 2 ---} corrección y puesta en común

La actividad 2 la realizamos previamente a la explicación de los marcadores Wh- y, de esta forma, pudimos detectar las dudas que al respecto tenían los sujetos. Una vez puesta en común la actividad, hicimos énfasis en aquellos marcadores Wh- que planteaban problemas.

- Explicación

Marcadores Wh-: *who, what, which, whose, where, when, why, how, what time, what kind of, how often, how long, how many, how much, how far.*

## 3ª SESIÓN

- Práctica

Actividades 3, 4, 5, 6 ---} corrección y puesta en común de cada una de ellas

## 4ª SESIÓN

- Práctica

Actividad 7 ---} corrección y puesta en común

- Explicación

Who / what como sujeto y como objeto

*<u>John</u> gave <u>Mary</u> a book*

   1         2

1. *Who gave Mary the book?* ---} JOHN
2. *Who did John give the book?* ---} MARY

WHO y WHAT pueden ser el sujeto de una pregunta. El orden es entonces el mismo que en afirmativa (1). Pero también pueden ser el objeto. Entonces el orden es el de las interrogativas (2).

<u>Someone</u> rang you ---}     *Who rang you?*

You rang <u>someone</u> ---}     *Who did you ring?*

<u>Someone</u> is helping you ---}   *Who is helping you*

You are helping <u>someone</u> --}  *Who are you helping?*

<u>Something</u> happened ---}     *What happened?*

They did <u>something</u> ---}     *What did they do?*

- Práctica

Actividad 8 ---}           corrección y puesta en común

## 5ª SESIÓN

- Explicación

Preguntas indirectas

Is he a teacher? ---}           *Do you know if / whether he is a teacher?*

What does "pencil" mean? ---}     *Could you tell me what "pencil" means?*

What kind of music do you like? ---}  *Can you tell me what kind of music you like?*

\# Las preguntas indirectas son aquellas que aparecen introducidas por expresiones como *Can / could you tell me..., Do you know...* En este tipo de preguntas no se produce la inversión, como ocurre en las preguntas simples. Tampoco hay que utilizar el auxiliar *do*.

- Práctica

Actividades 9 y 10 ---}  corrección y puesta en común

**6ª SESIÓN**

- Práctica

Actividad comunicativa oral 1: "Encuentra a alguien que tenga la misma tarjeta"

Actividad comunicativa oral 2: "Completa la tabla"

**7ª SESIÓN**

- Práctica

Actividad comunicativa oral 3: "Haz la pregunta exacta"

Actividad comunicativa oral 1: "Encuentra a alguien que tenga la misma tarjeta"

**8ª SESIÓN**

- Práctica

Actividad comunicativa oral 4: "Las veinte preguntas"

En total, el tiempo dedicado a la práctica gramatical escrita fue de 160 minutos, incluido el tiempo dedicado a la corrección. La práctica oral abarcó 135 minutos.

Cabe comentar que, al finalizar el programa de intervención, se les pasó a los sujetos del grupo experimental un cuestionario anónimo (véase Anexo 3) con el simple y único propósito de recabar sus opiniones acerca de dicho programa. No lo presentamos, pues, desde un interés investigativo, sino desde la perspectiva de mostrar el grado de satisfacción de los sujetos sobre el programa. Los resultados son los siguientes:

En cuanto a la metodología en general (explicación y ejemplos junto con actividades prácticas), la consideras:

a. Nada adecuada

b. Poco adecuada

c. Muy adecuada 16/16 (100 %)

En general crees que ha sido:

a.  Nada útil

b.  Poco útil

c.  Muy útil 16/16 (100 %)

El tiempo empleado ha sido:

a.  Insuficiente

b.  Un poco justo 4/16 (25 %)

c.  Suficiente 12/16 (75 %)

Has aprendido:

a.  Poco 1/16 (6.25 %)

b.  Bastante 7/16 (43.75 %)

c.  Mucho 8/16 (50 %)

Ha sido ameno:

a.   No

b.   Regular 2/16 (12.5 %)

c.   Sí 14/16 (87.5 %)

Crees que las actividades han sido necesarias o con las explicaciones y los ejemplos hubiera bastado:

a.   Actividades no son necesarias

b.   Actividades poco necesarias

c.   Actividades muy necesarias 16/16 (100 %)

O al revés, crees que las explicaciones sobran y con los ejemplos y las actividades es suficiente:

a.   Explicaciones no son necesarias

b.   Explicaciones poco necesarias

c.   Explicaciones muy necesarias 16/16 (100 %)

Las actividades han sido:

a.   Demasiado pocas 3/16 (18.75 %)

b.   Suficientes 13/16 (81.25 %)

c.   Demasiadas

Con relación al contenido y dificultad, las actividades han estado:

a.   Mal secuenciadas

b.   Mejorable 2/16 (12.5 %)

c.   Bien secuenciadas 14/16 (87.5 %)

Consideras que la práctica escrita ha estado equilibrada con la práctica oral, no contando el número de actividades, sino en conjunto:

a.   No

b.   Regular 2/16 (12.5 %)

c.   Sí 14/16 (87.5 %)

# CAPÍTULO III.
RESULTADOS

## 1. CORRECCIÓN GRAMATICAL

Las puntuaciones que los sujetos obtienen se consideran en el total de las tres pruebas, es decir, cada sujeto tiene que formular un máximo de 35 preguntas en las pruebas orales (10 en la prueba 1, 20 en la prueba 2 y 5 en la prueba 3) y 30 en las escritas (prueba 1 y prueba 2). El porcentaje se obtiene dividiendo el total de aciertos por el total de preguntas. Así, por ejemplo, un sujeto que realice 15 preguntas correctas en las pruebas escritas tendrá un 50 % de acierto y con el mismo número de aciertos en las pruebas orales tendrá un 42.86 %. Se da el caso de que hay algunos sujetos que no realizan las 35 preguntas en alguno de los tests porque en alguna de las tres pruebas no hacen el total. Esto se resuelve de la siguiente forma: si la pregunta que no realiza el sujeto se encuentra en la primera o segunda prueba, ésta cuenta como pregunta incorrecta y, por lo tanto, se dividirá sobre el total, es decir, 35 o 30 (dependiendo de si son orales o escritas); si la pregunta que falta es en la tercera prueba, el juego, ésta no se cuenta y al sujeto se le dividirá por 34 (sólo se realiza oralmente). La razón de no considerarla en el juego es porque los sujetos en los que se dio este caso no necesitaron hacer la quinta pregunta, ya que adivinaron el objeto en la cuarta.

Los criterios que se han tenido en cuenta para considerar incorrectas las producciones de los sujetos han sido los siguientes:

a. Ausencia de inversión o auxiliar:

   *How many cost the video?   Who you prefer for president?   This car is yours?*

b. Wh incorrecto:

   *Who is the car?*

c. Concordancia S-V:

   *What is your hobbies?*

d. Verbo principal incorrecto:

   *Have you see Mary today?   Where does Peter works?*

e. Falta de adecuación al contexto obligatorio, aunque la pregunta esté formalmente correcta:

   *Where have you lived?* por *How long have you lived in London?*

f. Combinación de un patrón memorizado que ya contiene la inversión con el resto de la frase resultando en una desviación:

   *What do you like ...hobbies?   Do you like / be teacher?*

g. Tiempo verbal / auxiliar incorrecto:

   *What do you do last summer? Are you pass your exam?*

h. Las elípticas aparecen cuando el sujeto continúa o desarrolla un mismo tema. No se han considerado correctas en los casos en que la pregunta anterior de donde proceden sea incorrecta:

- *This object is in the house? -----  - In any special place?*  ---} MAL

- The object is for write? -----  - And to drawing?  ---} MAL

- *Is there in the house? -----  - In the kitchen?*  ---} BIEN

Creemos que estos criterios en su conjunto son bastante exigentes a la hora de decidir si una pregunta es correcta o no. Por poner un ejemplo, en el estudio de Spada y Lightbown (1993) el criterio de que la producción del sujeto sea correcta es únicamente que el marcador Wh- y el auxiliar estén bien colocados con relación al sujeto.

Teniendo en cuenta los mencionados criterios, a continuación vamos a analizar los resultados obtenidos por los sujetos de cada grupo en cada uno de los tests. Primeramente, vamos a establecer el punto de partida en el diagnóstico inicial. Posteriormente, evaluaremos los efectos de nuestro programa de intervención analizando los resultados obtenidos por los sujetos en el postest 1. Finalmente, expondremos las puntuaciones obtenidas por los sujetos del grupo experimental en el postest 2 y comprobaremos si mantienen los resultados alcanzados en las pruebas llevadas a cabo inmediatamente al finalizar la intervención.

### 1.1. Diagnóstico inicial (pretest)

Para nuestro estudio es importante obtener las medias de cada uno de los sujetos y de los grupos en el diagnóstico inicial (pretest) por dos razones. La primera es, ya lo hemos comentado, para averiguar si hay diferencias significativas entre los tres grupos, con especial interés entre los grupos 1º y 2º. Nuestra intención en este momento del estudio es demostrar estadísticamente la apreciación de que no hay diferencias substanciales entre estos dos grupos para así poder convertirlos en uno, el grupo experimental que recibirá el programa de instrucción. La segunda razón tiene como meta tener claro el punto de partida de nuestros sujetos antes de la intervención y, así, poder comparar los resultados con los que obtienen en las pruebas que realizan inmediatamente después de la intervención y, a su vez, transcurridos cuatro meses. De esta forma podremos comprobar si nuestro programa de instrucción habrá tenido alguna incidencia o no.

#### *1.1.1. Pruebas orales*

| SUJETOS | PREGUNTAS | | PUNTUACIÓN (%) |
|---------|-----------|--|----------------|
| S1 | 35 | | 28.57 |
| S2 | 35 | | 57.14 |
| S3 | 35 | | 74.29 |
| S4 | 35 | | 25.71 |
| S5 | 35 | | 34.29 |
| S6 | 35 | | 25.71 |
| **TOTAL** | **210** | MEDIA | 40.95 |
| | | DT | 20.18 |

Tabla 3.1.1. Grupo 1º

| SUJETOS | PREGUNTAS | | PUNTUACIÓN (%) |
|---|---|---|---|
| S7 | 35 | | 48.57 |
| S8 | 34 | | 76.47 |
| S9 | 35 | | 40 |
| S10 | 35 | | 45.71 |
| S11 | 34 | | 17.14 |
| S12 | 35 | | 37.14 |
| S13 | 35 | | 51.43 |
| S14 | 35 | | 40 |
| S15 | 35 | | 34.29 |
| S16 | 35 | | 17.14 |
| TOTAL | 348 | MEDIA | 40.79 |
| | | DT | 17.15 |

Tabla 3.1.2. Grupo 2º

| SUJETOS | PREGUNTAS | | PUNTUACIÓN (%) |
|---|---|---|---|
| S1 | 35 | | 48.57 |
| S2 | 35 | | 80 |
| S3 | 35 | | 51.43 |
| S4 | 35 | | 57.14 |
| S5 | 35 | | 31.43 |
| S6 | 34 | | 35.29 |
| S7 | 35 | | 45.71 |
| S8 | 35 | | 40 |
| S9 | 35 | | 85.71 |
| S10 | 35 | | 37.14 |
| S11 | 34 | | 68.57 |
| S12 | 35 | | 57.14 |
| S13 | 35 | | 42.86 |
| S14 | 35 | | 42.86 |
| S15 | 35 | | 42.86 |
| S16 | 34 | | 37.14 |
| S17 | 35 | | 48.57 |
| S18 | 35 | | 57.14 |
| S19 | 35 | | 42.86 |
| S20 | 35 | | 28.57 |
| TOTAL | 697 | MEDIA | 49.05 |
| | | DT | 15.10 |

Tabla 3.1.3. Grupo 3º

Como vemos por los resultados, el grupo más heterogéneo en las puntuaciones es el grupo 1º, donde la desviación típica alcanza la mitad de la media. Donde más homogéneos son los resultados es en el grupo 3º, con una desviación típica bastante inferior con respecto a la media. En general, como se puede apreciar, los resultados son bastante mediocres, no superando ningún grupo el 50%, lo cual confirma lo que intuíamos. Como hemos comentado con anterioridad, a lo largo de la marcha del curso habíamos apreciado constantes problemas en el uso de las interrogativas por parte de nuestros sujetos.

Pasemos ahora a comparar los resultados entre los grupos. Para ello utilizaremos el conocido *t-test de Student*. El t-test (como normalmente se conoce) compara las medias de dos grupos y confirma si son estadísticamente diferentes. La tabla 3.1.4. nos muestra la comparación entre los grupos 3º y 1º. La siguiente compara los grupos 3º y 2º y, por último, en la tabla 3.1.6. (la que más nos interesa) se comparan los grupos 1º y 2º.

| GRUPO | MEDIA | DT | N |
|:-----:|:-----:|:-----:|:-----:|
| 3º | 49.05 | 15.10 | 20 |
| 1º | 40.95 | 20.18 | 6 |

Tabla 3.1.4.

t = 1.07
p = .30
d = .46

No hay diferencia estadísticamente significativa entre estos dos grupos, ya que el valor p > .05.

| GRUPO | MEDIA | DT | N |
|:-----:|:-----:|:-----:|:-----:|
| 3º | 49.05 | 15.10 | 20 |
| 2º | 40.79 | 17.15 | 10 |

Tabla 3.1.5.

t = 1.35
p = .19, d = .51
p > .05 por lo que tampoco hay diferencia significativa entre estos dos grupos.

| GRUPO | MEDIA | DT | N |
|:-----:|:-----:|:-----:|:-----:|
| 1º | 40.95 | 20.18 | 6 |
| 2º | 40.79 | 17.15 | 10 |

Tabla 3.1.6.

t = 0.02
p = .99
d = .01

Decíamos que la tabla 3.1.6. era la que más nos interesaba porque nos permite ver que no hay diferencias estadísticamente significativas entre los grupos 1º y 2º (p > .05). Por lo tanto, a nivel oral no hay obstáculo para que estos dos grupos formen uno sólo. Veamos si ocurre lo mismo en las pruebas escritas.

### 1.1.2. Pruebas escritas

Corroborando nuestras expectativas, vemos como los tres grupos obtienen mejores resultados a nivel escrito que a nivel oral, superando los tres el 50 % de acierto. El grupo más heterogéneo vuelve a ser el grupo 1º, con una desviación típica mayor y el más homogéneo, de nuevo, es el grupo 3º, con una desviación típica bastante inferior al resto de los grupos.

| SUJETOS | PREGUNTAS | | PUNTUACIÓN (%) |
|---|---|---|---|
| S1 | 30 | | 46.67 |
| S2 | 30 | | 83.33 |
| S3 | 30 | | 80 |
| S4 | 30 | | 40 |
| S5 | 30 | | 63.33 |
| S6 | 30 | | 40 |
| TOTAL | 180 | MEDIA | 58.89 |
| | | DT | 19.62 |

Tabla 3.1.7. Grupo 1º

| SUJETOS | PREGUNTAS | | PUNTUACIÓN (%) |
|---|---|---|---|
| S7 | 30 | | 70 |
| S8 | 30 | | 70 |
| S9 | 30 | | 50 |
| S10 | 30 | | 70 |
| S11 | 28 | | 16.67 |
| S12 | 30 | | 66.67 |
| S13 | 30 | | 66.67 |
| S14 | 30 | | 63.33 |
| S15 | 30 | | 43.33 |
| S16 | 30 | | 40 |
| TOTAL | 298 | MEDIA | 55.67 |
| | | DT | 17.85 |

Tabla 3.1.8. Grupo 2º

| SUJETOS | PREGUNTAS | | PUNTUACIÓN (%) |
|---|---|---|---|
| S1 | 30 | | 53.33 |
| S2 | 29 | | 93.33 |
| S3 | 30 | | 80 |
| S4 | 30 | | 66.67 |
| S5 | 29 | | 43.33 |
| S6 | 29 | | 66.67 |
| S7 | 30 | | 90 |
| S8 | 30 | | 66.67 |
| S9 | 30 | | 86.67 |
| S10 | 29 | | 46.67 |
| S11 | 30 | | 66.67 |
| S12 | 30 | | 66.67 |
| S13 | 30 | | 63.33 |
| S14 | 30 | | 53.33 |
| S15 | 30 | | 46.67 |
| S16 | 30 | | 70 |
| S17 | 30 | | 66.67 |
| S18 | 30 | | 63.33 |
| S19 | 30 | | 66.67 |
| S20 | 30 | | 60 |
| TOTAL | 596 | MEDIA | 65.83 |
| | | DT | 13.76 |

Tabla 3.1.9. Grupo 3º

| GRUPO | MEDIA | DT | N |
|:---:|:---:|:---:|:---:|
| 3º | 65.83 | 13.76 | 20 |
| 1º | 58.89 | 19.62 | 6 |

Tabla 3.1.10.

t = .98
p = .34
d = .42

| GRUPO | MEDIA | DT | N |
|:---:|:---:|:---:|:---:|
| 3º | 65.83 | 13.76 | 20 |
| 2º | 55.67 | 17.85 | 10 |

Tabla 3.1.11.

t = 1.73
p = .10
d = .64

| GRUPO | MEDIA | DT | N |
|:---:|:---:|:---:|:---:|
| 1º | 58.89 | 19.62 | 6 |
| 2º | 55.67 | 17.85 | 10 |

Tabla 3.1.12.

t = .34
p = .74
d = .17

Comparando los resultados entre los grupos, observamos que no existen diferencias significativas entre ellos (valores p > .05), por lo que tampoco hay obstáculo en que los grupos 1º y 2º formen un solo grupo, que es lo que pretendíamos.

### 1.1.3. Grupo experimental / grupo de control

Uno de los objetivos del diagnóstico inicial era precisamente demostrar que no existían diferencias estadísticamente significativas entre los grupos 1º y 2º para así poder unir estos dos grupos en uno sólo. Este será el grupo experimental que recibirá el programa de intervención. El grupo de control será el que ahora denominamos grupo 3º. Este grupo no recibirá instrucción alguna y nos servirá para compararlo con el grupo experimental y así poder estimar si el programa de intervención ha tenido algún efecto (o no) y en qué medida. Compararemos las medias entre estos dos grupos al finalizar el programa de instrucción y veremos si existe diferencia significativa entre estos dos grupos. Por lo tanto, se hace totalmente necesario que ahora los comparemos para obtener el punto de partida de nuestro grupo experimental. Para ello, primeramente necesitaremos la media y la desviación típica de los grupos 1º y 2º en conjunto, tanto en las pruebas orales como en las escritas; posteriormente compararemos esta media con la del grupo 3º por medio del t-test. A partir de este momento pasaremos a denominar a los grupos 1º y 2º como **G1**, ya un sólo grupo, y al grupo 3º como **G2**.

Veamos los resultados en la siguientes tablas:

| GRUPO | MEDIA | DT | N |
|-------|-------|-------|-----|
| G1 | 40.85 | 17.67 | 16 |
| G2 | 49.05 | 15.10 | 20 |

Tabla 3.1.13. (Oral)

t = 1.50
p = .14
d = .50

| GRUPO | MEDIA | DT | N |
|-------|-------|-------|-----|
| G1 | 56.88 | 17.95 | 16 |
| G2 | 65.83 | 13.76 | 20 |

Tabla 3.1.14. (Esc.)

t = 1.70
p = .10
d = .57

Como se puede comprobar, no hay diferencia significativa entre ambos grupos ($p > .05$) ni a nivel oral ni a nivel escrito. Esto nos indica que ambos grupos parten desde el mismo nivel en el uso de las interrogativas inglesas antes de la intervención, aunque el grupo de control sobrepasa mínimamente al grupo experimental.

A continuación, vamos a analizar las diferencias habidas en los resultados, dependiendo de que las pruebas sean orales o escritas. Hay que recordar que en el test escrito no se realiza el juego (3ª prueba) y en el oral sí. Por tanto, las medias de los sujetos en el test oral que venimos utilizando hasta ahora no son válidas para compararlas con las obtenidas a nivel escrito, ya que incluyen el juego. Así, para obtener las medias de los sujetos en el test oral (y que éstas puedan ser equiparables con las del test escrito) desestimaremos las puntuaciones que cada uno de los sujetos obtiene en el juego y sacaremos la media con las dos primeras pruebas únicamente (las que son comunes en el test oral y en el escrito), es decir, dividiremos el total de aciertos por 30 (total de preguntas sin considerar el juego). Los resultados obtenidos son los siguientes:

| G1 | PRETEST | |
|---|---|---|
| | ORAL | ESCRITO |
| S1 | 33.33 | 46.67 |
| S2 | 53.33 | 83.33 |
| S3 | 73.33 | 80 |
| S4 | 26.67 | 40 |
| S5 | 36.67 | 63.33 |
| S6 | 30 | 40 |
| S7 | 56.67 | 70 |
| S8 | 80 | 70 |
| S9 | 46.67 | 50 |
| S10 | 50 | 70 |
| S11 | 20 | 16.67 |
| S12 | 33.33 | 66.67 |
| S13 | 46.67 | 66.67 |
| S14 | 40 | 63.33 |
| S15 | 30 | 43.33 |
| S16 | 13.33 | 40 |
| MEDIA | 41.88 | 56.88 |
| DT | 18.05 | 17.95 |

Tabla 3.1.15.

| G2 | PRETEST | |
|---|---|---|
| | ORAL | ESCRITO |
| S1 | 46.67 | 53.33 |
| S2 | 80 | 93.33 |
| S3 | 46.67 | 80 |
| S4 | 53.33 | 66.67 |
| S5 | 33.33 | 43.33 |
| S6 | 36.67 | 66.67 |
| S7 | 46.67 | 90 |
| S8 | 40 | 66.67 |
| S9 | 83.33 | 86.67 |
| S10 | 33.33 | 46.67 |
| S11 | 63.33 | 66.67 |
| S12 | 56.67 | 66.67 |
| S13 | 46.67 | 63.33 |
| S14 | 36.67 | 53.33 |
| S15 | 43.33 | 46.67 |
| S16 | 40 | 70 |
| S17 | 53.33 | 66.67 |
| S18 | 50 | 63.33 |
| S19 | 43.33 | 66.67 |
| S20 | 30 | 60 |
| MEDIA | 48.17 | 65.83 |
| DT | 14.20 | 13.76 |

Tabla 3.1.16.

Si examinamos las tablas 3.1.17. y 3.1.18., veremos como sí existen diferencias significativas en ambos grupos a favor de las pruebas escritas (p < .05). Parece ser, corroborando parcialmente nuestra hipótesis por ahora, que los sujetos, al tener más tiempo de planificar sus producciones (como es el caso cuando las hacen por escrito), mejoran en la corrección de su producción lingüística, es decir, como algunos autores defienden -Kadia (1988), Crookes (1989), Foster y Skehan (1996), Mehnert (1998)- existe una influencia positiva de la planificación sobre la producción lingüística.

| GRUPO G1 | MEDIA | DT | N |
|---|---|---|---|
| ORAL | 41.88 | 18.05 | 16 |
| ESCRITO | 56.88 | 17.95 | 16 |

Tabla 3.1.17.

t = 2.36
p = .03
d = .83

| GRUPO G2 | MEDIA | DT | N |
|---|---|---|---|
| ORAL | 48.17 | 14.20 | 20 |
| ESCRITO | 65.83 | 13.76 | 20 |

Tabla 3.1.18.

t = 4.00
p = .00
d = 1.26

### 1.2. Postest 1

Una vez finalizada la intervención con el grupo experimental, se procede a la recogida de datos nuevamente. Los porcentajes de acierto que los sujetos en cada grupo obtienen se exponen a continuación acompañados de los obtenidos en el pretest para ilustrar más claramente las diferencias. Como hicimos en el apartado anterior, primeramente analizaremos los resultados de las pruebas orales y a continuación los de las pruebas escritas. Estos análisis serán a dos niveles: por un lado compararemos los resultados que obtienen cada uno de los grupos en el postest 1 con los obtenidos en el pretest para ver si ha habido alguna mejora y existe diferencia significativa entre ambos momentos; por otro, compararemos los resultados del grupo experimental con los del grupo de control y veremos también si existe diferencia significativa entre ambos. Finalmente, analizaremos si existen nuevamente diferencias entre los resultados de la producción oral y los de la producción escrita en ambos grupos.

### 1.2.1. Pruebas orales

**GRUPO EXPERIMENTAL**

| SUJETOS | PREGUNTAS | | PUNTUACIÓN (%) | PRETEST |
|---|---|---|---|---|
| S1 | 35 | | 71.43 | 28.57 |
| S2 | 35 | | 88.57 | 57.14 |
| S3 | 35 | | 80 | 74.29 |
| S4 | 35 | | 45.71 | 25.71 |
| S5 | 35 | | 77.14 | 34.29 |
| S6 | 35 | | 62.86 | 25.71 |
| S7 | 35 | | 94.29 | 48.57 |
| S8 | 35 | | 80 | 76.47 |
| S9 | 35 | | 68.57 | 40 |
| S10 | 35 | | 82.86 | 45.71 |
| S11 | 35 | | 34.29 | 17.14 |
| S12 | 35 | | 74.29 | 37.14 |
| S13 | 35 | | 77.14 | 51.43 |
| S14 | 35 | | 88.57 | 40 |
| S15 | 35 | | 57.14 | 34.29 |
| S16 | 35 | | 65.71 | 17.14 |
| TOTAL | 560 | MEDIA | 71.79 | 40.85 |
| | | DT | 15.96 | 17.67 |

Tabla 3.1.19. G1

| GRUPO G1 | MEDIA | DT | N |
|---|---|---|---|
| PRETEST | 40.85 | 17.67 | 16 |
| POSTEST 1 | 71.79 | 15.96 | 16 |

Tabla 3.1.20.

t = 5.20
p = .00
d = 1.84

El grupo mejora ostensiblemente en comparación con el pretest, existiendo una diferencia estadísticamente significativa (p < .05) entre los resultados obtenidos por los sujetos en las pruebas administradas antes de la intervención y los que éstos obtienen ahora. La media del grupo se ha incrementado en un 30.94 % con respecto al pretest y los resultados son mucho más homogéneos. Todos los sujetos sin excepción aumentan sus porcentajes, desde un 3.5 % hasta un 48.6 %. Los progresos menores se dan en los sujetos que tenían los porcentajes más altos en el pretest (S3 y S8). El aumento en el porcentaje de acierto de algunos sujetos es espectacular (S1, S14 y S16 entre otros). De cuatro sujetos que estaban por encima del 50 % en el pretest se ha pasado a catorce en el postest 1.
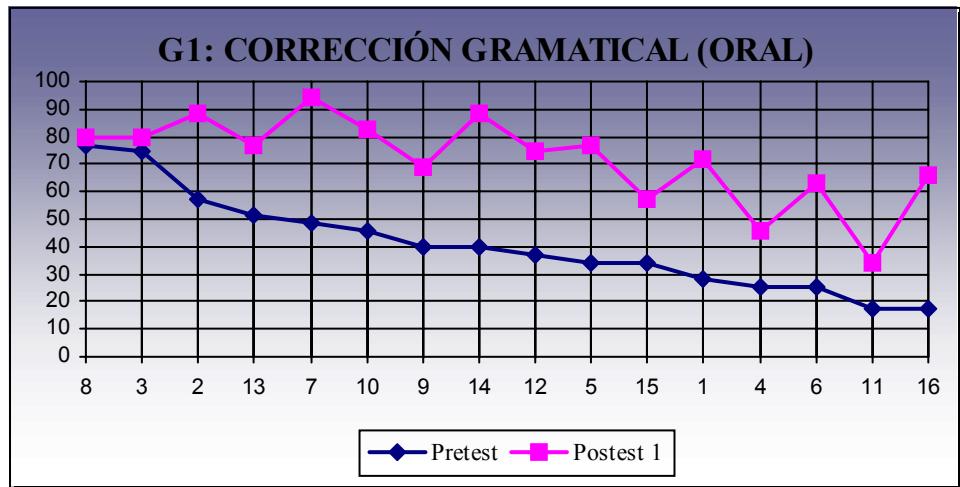
Gráfico 3.1.1.

**GRUPO DE CONTROL**

| SUJETOS | PREGUNTAS | | PUNTUACIÓN (%) | PRETEST |
|---|---|---|---|---|
| S1 | 35 | | 54.29 | 48.57 |
| S2 | 35 | | 85.71 | 80 |
| S3 | 35 | | 62.86 | 51.43 |
| S4 | 35 | | 60 | 57.14 |
| S5 | 35 | | 40 | 31.43 |
| S6 | 35 | | 45.71 | 35.29 |
| S7 | 35 | | 62.86 | 45.71 |
| S8 | 35 | | 42.86 | 40 |
| S9 | 35 | | 77.14 | 85.71 |
| S10 | 35 | | 48.57 | 37.14 |
| S11 | 35 | | 68.57 | 68.57 |
| S12 | 35 | | 54.29 | 57.14 |
| S13 | 35 | | 45.71 | 42.86 |
| S14 | 35 | | 45.71 | 42.86 |
| S15 | 35 | | 60 | 42.86 |
| S16 | 35 | | 62.86 | 37.14 |
| S17 | 35 | | 42.86 | 48.57 |
| S18 | 35 | | 51.43 | 57.14 |
| S19 | 35 | | 42.86 | 42.86 |
| S20 | 35 | | 34.29 | 28.57 |
| TOTAL | 700 | MEDIA | 54.43 | 49.05 |
| | | DT | 13.09 | 15.10 |

Tabla 3.1.21. G2

| GRUPO G2 | MEDIA | DT | N |
|---|---|---|---|
| PRETEST | 49.05 | 15.10 | 20 |
| POSTEST 1 | 54.43 | 13.09 | 20 |

Tabla 3.1.22

t = 1.20
p = .24
d = .38

Como podemos apreciar, el grupo de control incrementa ligeramente su media, aunque no lo suficiente para que haya diferencia estadísticamente significativa en comparación con los resultados obtenidos en el pretest. Este dato apoya la hipótesis de que la mejora significativa que se produce en el grupo experimental es debida al programa de instrucción, ya que el grupo de control no recibe dicho programa y éste es el elemento diferencial entre ambos grupos.
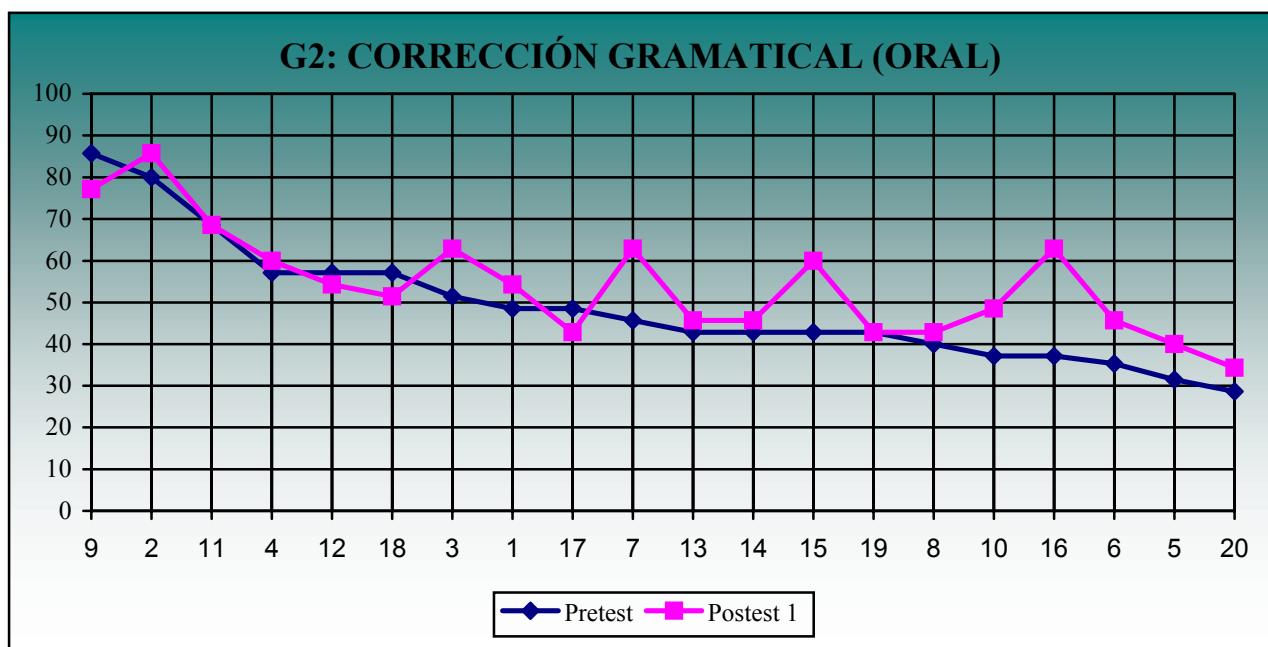


Gráfico 3.1.2.

Si recordamos, el grupo de control partía con una media ligeramente mayor que la del grupo experimental en el pretest, aunque no significativa. Ahora el grupo experimental sobrepasa al de control con una diferencia estadísticamente significativa ($p < .05$), lo cual apoya más, si cabe, lo comentado anteriormente.

| POSTEST 1 | MEDIA | DT | N |
|---|---|---|---|
| G1 | 71.79 | 15.96 | 16 |
| G2 | 54.43 | 13.09 | 20 |

Tabla 3.1.23

$t = 3.59$
$p = .00$
$d = 1.20$
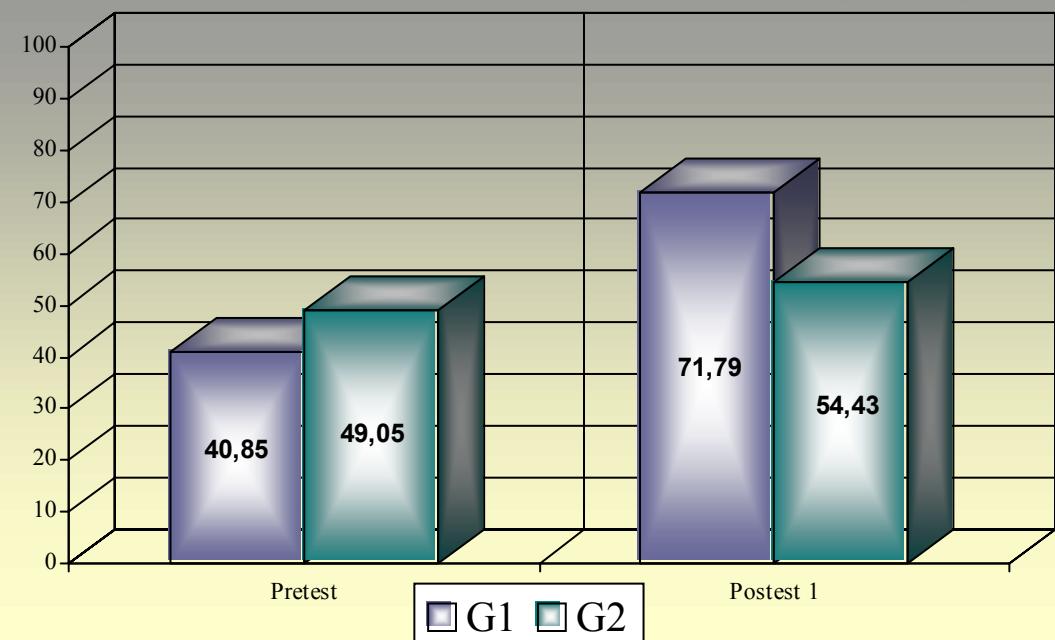
Gráfico 3.1.3.

### 1.2.2. Pruebas escritas

**GRUPO EXPERIMENTAL**

| SUJETOS | PREGUNTAS | | PUNTUACIÓN (%) | PRETEST |
|---|---|---|---|---|
| S1 | 30 | | 83.33 | 46.67 |
| S2 | 30 | | 96.67 | 83.33 |
| S3 | 30 | | 83.33 | 80 |
| S4 | 30 | | 66.67 | 40 |
| S5 | 30 | | 80 | 63.33 |
| S6 | 30 | | 73.33 | 40 |
| S7 | 30 | | 90 | 70 |
| S8 | 30 | | 100 | 70 |
| S9 | 30 | | 93.33 | 50 |
| S10 | 30 | | 90 | 70 |
| S11 | 30 | | 50 | 16.67 |
| S12 | 30 | | 100 | 66.67 |
| S13 | 30 | | 80 | 66.67 |
| S14 | 30 | | 96.67 | 63.33 |
| S15 | 30 | | 60 | 43.33 |
| S16 | 30 | | 76.67 | 40 |
| TOTAL | 480 | MEDIA | 82.5 | 56.88 |
| | | DT | 14.58 | 17.95 |

Tabla 3.1.24. G1

91

| GRUPO G1 | MEDIA | DT | N |
|---|---|---|---|
| PRETEST | 56.88 | 17.95 | 16 |
| POSTEST 1 | 82.5 | 14.58 | 16 |

Tabla 3.1.25.

t = 4.43
p = .00
d = 1.58

Después de la intervención la media del grupo experimental se ha incrementado en un 25.62 %, pasando de un 56.88. % a un 82.5 %. La diferencia es estadísticamente significativa (p = .00). Todos los sujetos del grupo aumentan sus porcentajes y ya no hay ninguno por debajo del 50 % (seis en el pretest). En general, los resultados son más homogéneos en comparación con los obtenidos en el pretest.
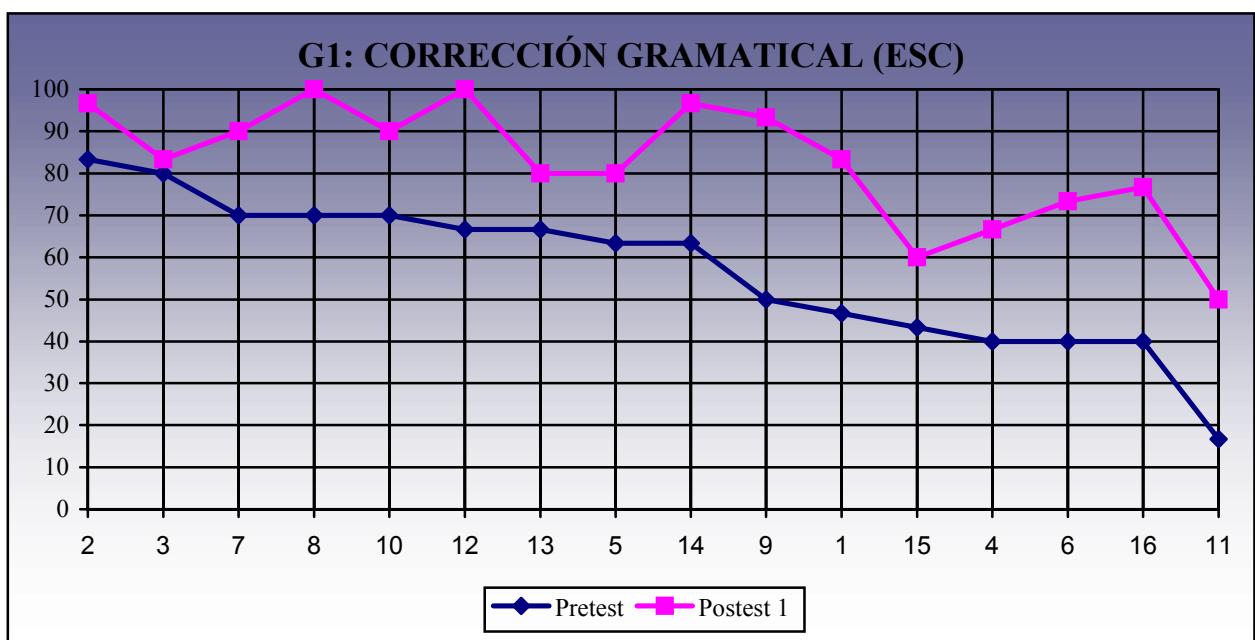


Gráfico 3.1.4.

**GRUPO DE CONTROL**

| SUJETOS | PREGUNTAS | | PUNTUACIÓN (%) | PRETEST |
|---|---|---|---|---|
| S1 | 28 | | 73.33 | 53.33 |
| S2 | 30 | | 86.67 | 93.33 |
| S3 | 30 | | 83.33 | 80 |
| S4 | 30 | | 76.67 | 66.67 |
| S5 | 30 | | 50 | 43.33 |
| S6 | 30 | | 60 | 66.67 |
| S7 | 30 | | 83.33 | 90 |
| S8 | 30 | | 60 | 66.67 |
| S9 | 30 | | 83.33 | 86.67 |
| S10 | 30 | | 73.33 | 46.67 |
| S11 | 30 | | 83.33 | 66.67 |
| S12 | 29 | | 63.33 | 66.67 |
| S13 | 30 | | 50 | 63.33 |
| S14 | 30 | | 53.33 | 53.33 |
| S15 | 30 | | 53.33 | 46.67 |
| S16 | 29 | | 70 | 70 |
| S17 | 30 | | 76.67 | 66.67 |
| S18 | 30 | | 73.33 | 63.33 |
| S19 | 30 | | 63.33 | 66.67 |
| S20 | 30 | | 56.67 | 60 |
| TOTAL | 596 | MEDIA | 68.67 | 65.83 |
| | | DT | 12.35 | 13.76 |

Tabla 3.1.26. G2

| GRUPO G2 | MEDIA | DT | N |
|---|---|---|---|
| PRETEST | 65.83 | 13.76 | 20 |
| POSTEST 1 | 68.67 | 12.35 | 20 |

Tabla 3.1.27.

$\underline{t}$ = .68
$\underline{p}$ = .50
$\underline{d}$ = .22



Gráfico 3.1.5.

93
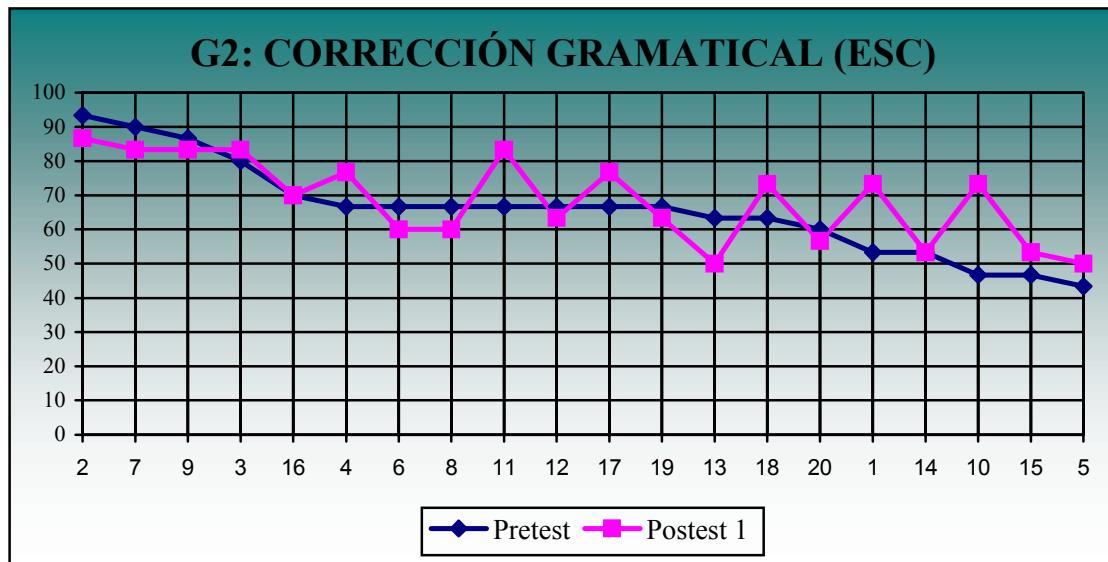
Como vemos, el grupo de control aumenta también la media, pero de una forma mucho menos acusada que el grupo experimental (sólo un 2.84 %), no existiendo diferencia significativa en comparación con los resultados obtenidos en el pretest (p > 0.5). Este hecho, como ocurría con las pruebas orales, confirma que la progresión experimentada por el grupo G1 a nivel escrito es debido al programa de instrucción.

Comparando los resultados entre los dos grupos, comprobamos cómo el grupo experimental sobrepasa con diferencia significativa (p = .00) al grupo de control -que partía con una ligera ventaja en el diagnóstico inicial.

| POSTEST 1 | MEDIA | DT | N |
|---|---|---|---|
| G1 | 82.5 | 14.58 | 16 |
| G2 | 68.67 | 12.35 | 20 |

Tabla 3.1.28

t = 3.08
p = .00
d = 1.03



Gráfico 3.1.6.

94
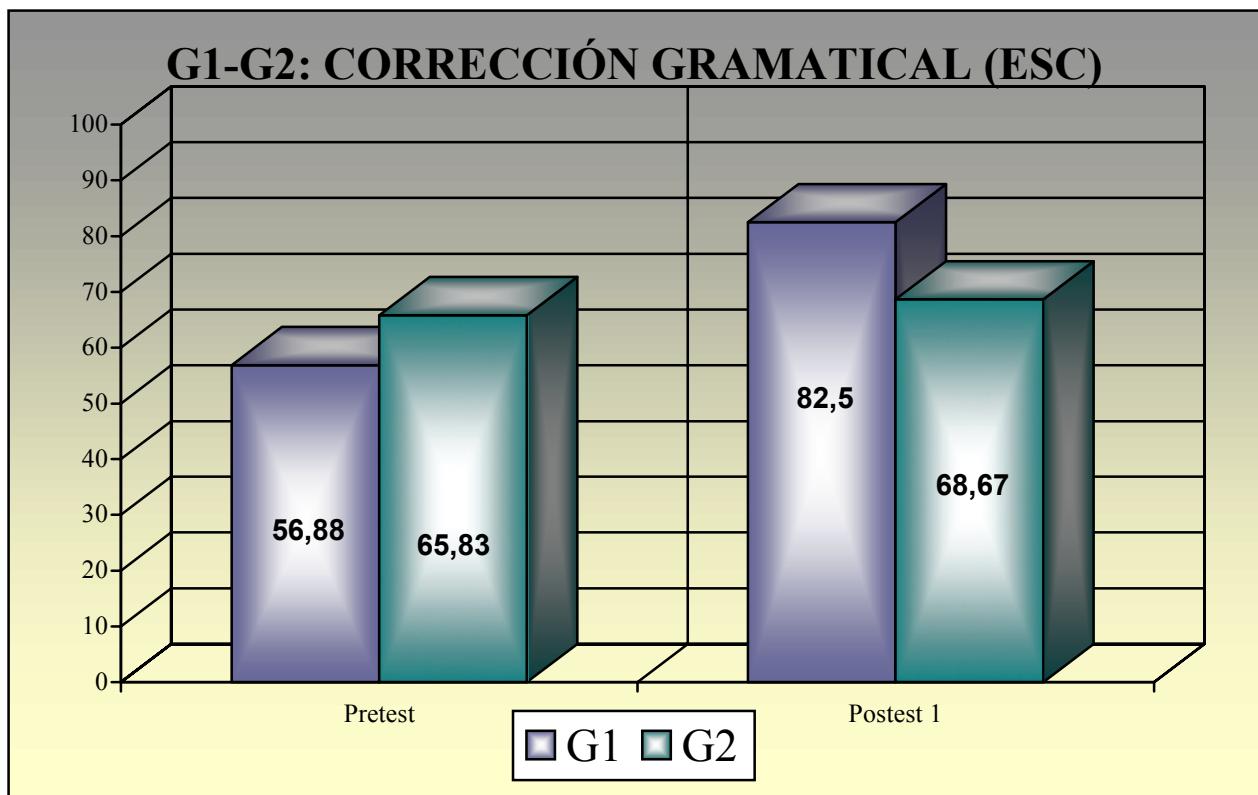
### 1.2.3. Diferencias oral–escrito

Al igual que hicimos en el pretest, hemos procedido a extraer las medias de los sujetos en el test oral sin tener en cuenta la 3ª prueba (el juego) para compararlas con las obtenidas en las pruebas escritas y determinar si, al igual que ocurría en el diagnóstico inicial, existen diferencias significativas entre ambas.

| G1 | POSTEST 1 | |
|---|---|---|
| | **ORAL** | **ESCRITO** |
| **S1** | 73.33 | 83.33 |
| **S2** | 90 | 96.67 |
| **S3** | 80 | 83.33 |
| **S4** | 43.33 | 66.67 |
| **S5** | 73.33 | 80 |
| **S6** | 63.33 | 73.33 |
| **S7** | 93.33 | 90 |
| **S8** | 86.67 | 100 |
| **S9** | 63.33 | 93.33 |
| **S10** | 83.33 | 90 |
| **S11** | 30 | 50 |
| **S12** | 76.67 | 100 |
| **S13** | 76.67 | 80 |
| **S14** | 86.67 | 96.67 |
| **S15** | 60 | 60 |
| **S16** | 60 | 76.67 |
| **MEDIA** | **71.25** | **82.5** |
| **DT** | **17.25** | **14.58** |

Tabla 3.1.29.

| G2 | POSTEST 1 | |
|---|---|---|
| | **ORAL** | **ESCRITO** |
| **S1** | 50 | 73.33 |
| **S2** | 86.67 | 86.67 |
| **S3** | 60 | 83.33 |
| **S4** | 60 | 76.67 |
| **S5** | 43.33 | 50 |
| **S6** | 43.33 | 60 |
| **S7** | 56.67 | 83.33 |
| **S8** | 50 | 60 |
| **S9** | 73.33 | 83.33 |
| **S10** | 50 | 73.33 |
| **S11** | 63.33 | 83.33 |
| **S12** | 56.67 | 63.33 |
| **S13** | 43.33 | 50 |
| **S14** | 43.33 | 53.33 |
| **S15** | 60 | 53.33 |
| **S16** | 56.67 | 70 |
| **S17** | 46.67 | 76.67 |
| **S18** | 46.67 | 73.33 |
| **S19** | 46.67 | 63.33 |
| **S20** | 30 | 56.67 |
| **MEDIA** | **53.33** | **68.67** |
| **DT** | **12.33** | **12.35** |

Tabla 3.1.30.

| GRUPO G1 | MEDIA | DT | N |
|---|---|---|---|
| ORAL | 71.25 | 17.25 | 16 |
| ESCRITO | 82.5 | 14.58 | 16 |

Tabla 3.1.31.

t = 1.99
p = .06
d = .71

| GRUPO G2 | MEDIA | DT | N |
|---|---|---|---|
| ORAL | 53.33 | 12.33 | 20 |
| ESCRITO | 68.67 | 12.35 | 20 |

Tabla 3.1.32

t = 3.93
p = .00
d = 1.24

Como podemos comprobar por las tablas 3.1.31. y 3.1.32., sigue habiendo diferencia significativa entre los resultados de las pruebas orales y los de las pruebas escritas a favor de éstas últimas en el grupo de control (p < .05). Sin embargo, en el grupo experimental la diferencia ya no es significativa, como ocurría antes de la intervención, aunque sigue habiendo una diferencia substancial prácticamente significativa (p = .055). Podemos concluir que, al igual que comentábamos en el pretest, cuando los sujetos tienen tiempo de monitorizar sus producciones mejoran la corrección gramatical de éstas.

### 1.3. Postest 2

Como ya se ha comentado, nuestra intención al realizar las pruebas otra vez (transcurridos cuatro meses) era únicamente comprobar si el grupo experimental seguía manteniendo los resultados alcanzados en el postest 1 al finalizar el programa de instrucción. Este aspecto es importante puesto que si la mejora alcanzada no se mantuviera y los efectos derivados de la instrucción fueran sólo temporales su utilidad sería muy limitada. Es por este motivo que no se consideró pertinente el llevar a cabo las pruebas de nuevo con el grupo de control.

Al igual que hicimos en el pretest, primero se presentarán los resultados de las pruebas orales y posteriormente los de las pruebas escritas. Finalmente, volveremos a analizar las posibles diferencias que puedan existir entre los resultados de ambos tests. Hay que recordar que estas pruebas las llevaron acabo sólo 14 sujetos de los 16 que comenzaron el estudio, ya que dos de ellos (S6 y S7) no se encontraban disponibles en el tiempo en que se realizó el postest 2.

### 1.3.1. Pruebas orales

Como podemos observar, no existe diferencia significativa entre la media obtenida en el postest 1 y la alcanzada en el postest 2 (p > .05) lo que significa que el grupo mantiene los resultados alcanzados tras el programa de instrucción (incluso aumenta la media ligeramente) y, por lo tanto, los efectos derivados de nuestra intervención no son temporales, sino que perduran con el paso del tiempo.

**GRUPO EXPERIMENTAL**

| SUJETOS | PREGUNTAS | | | PUNTUACIÓN (%) | POSTEST 1 | PRETEST |
|---|---|---|---|---|---|---|
| S1 | 35 | | | 80 | 71.43 | 28.57 |
| S2 | 35 | | | 85.71 | 88.57 | 57.14 |
| S3 | 35 | | | 82.86 | 80 | 74.29 |
| S4 | 35 | | | 88.57 | 45.71 | 25.71 |
| S5 | 35 | | | 77.14 | 77.14 | 34.29 |
| S6 | - | | | - | 62.86 | 25.71 |
| S7 | - | | | - | 94.29 | 48.57 |
| S8 | 35 | | | 88.57 | 80 | 76.47 |
| S9 | 35 | | | 65.71 | 68.57 | 40 |
| S10 | 35 | | | 91.43 | 82.86 | 45.71 |
| S11 | 35 | | | 22.86 | 34.29 | 17.14 |
| S12 | 35 | | | 91.43 | 74.29 | 37.14 |
| S13 | 35 | | | 80 | 77.14 | 51.43 |
| S14 | 35 | | | 88.57 | 88.57 | 40 |
| S15 | 35 | | | 74.29 | 57.14 | 34.29 |
| S16 | 35 | | | 71.43 | 65.71 | 17.14 |
| TOTAL | 490 | MEDIA | | 77.76 | 71.79 | 40.85 |
| | | DT | | 17.62 | 15.96 | 17.67 |

Tabla 3.1.33. G1

| GRUPO G1 | MEDIA | DT | N |
|---|---|---|---|
| POSTEST 1 | 71.79 | 15.96 | 16 |
| POSTEST 2 | 77.76 | 17.62 | 14 |

Tabla 3.1.3.

t = .97
p = .34
d = .36
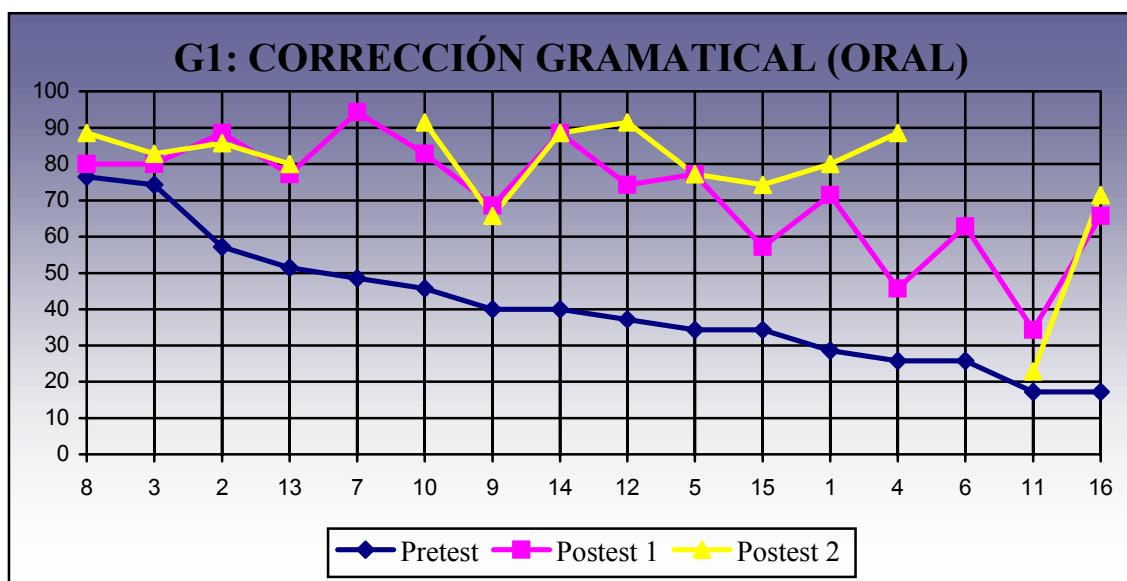


Gráfico 3.1.7.

97

En la tabla 3.1.34., la media que aparece en el postest 1 es teniendo en cuenta los 16 sujetos. Podría argumentarse que, al no estar los sujetos S6 y S7 en el postest 2 y sí en el postest 1, los resultados podrían estar desvirtuados, ya que este hecho podría tener alguna incidencia. Para asegurarnos e intentar ser más fiables, vamos a comparar de nuevo las medias, pero en este caso desestimando los porcentajes de estos dos sujetos en el postest 1. Los resultados son los siguientes:

| GRUPO G1 | MEDIA | DT | N |
|---|---|---|---|
| POSTEST 1 | 70.82 | 15.74 | 14 |
| POSTEST 2 | 77.76 | 17.62 | 14 |

Tabla 3.1.35

t = 1.10
p = .28
d = .42

Como vemos, la media del grupo sin considerar los porcentajes de los mencionados sujetos en el postest 1 incluso desciende ligeramente y sigue sin haber diferencia significativa entre ambas medias (p > .05) por lo que corroboramos, ahora con mayor fiabilidad, la conclusión de que los resultados (a nivel oral) se mantienen después de cuatro meses. Veamos a continuación si ocurre lo mismo en las pruebas escritas.

### 1.3.2. Pruebas escritas

Como hemos hecho en las pruebas orales, primero vamos a comparar las medias del postest 2 con las del postest 1 considerando todos los sujetos (16) en éste último (tabla 3.1.37.). A continuación, se volverán a comparar desestimando a los sujetos 6 y 7 en el postest 1 (tabla 3.1.38.).

Al igual que ocurría en las pruebas orales, después de cuatro meses, los sujetos siguen manteniendo, a nivel escrito, los resultados que obtuvieron inmediatamente al finalizar la intervención, ya que no hay diferencia significativa (valores p > .05).

**GRUPO EXPERIMENTAL**

| SUJETOS | PREGUNTAS | | PUNTUACIÓN (%) | POSTEST 1 | PRETEST |
|---|---|---|---|---|---|
| S1 | 29 | | 66.67 | 83.33 | 46.67 |
| S2 | 30 | | 96.67 | 96.67 | 83.33 |
| S3 | 30 | | 83.33 | 83.33 | 80 |
| S4 | 30 | | 63.33 | 66.67 | 40 |
| S5 | 30 | | 73.33 | 80 | 63.33 |
| S6 | - | | - | 73.33 | 40 |
| S7 | - | | - | 90 | 70 |
| S8 | 30 | | 93.33 | 100 | 70 |
| S9 | 30 | | 83.33 | 93.33 | 50 |
| S10 | 30 | | 93.33 | 90 | 70 |
| S11 | 27 | | 33.33 | 50 | 16.67 |
| S12 | 30 | | 90 | 100 | 66.67 |
| S13 | 30 | | 83.33 | 80 | 66.67 |
| S14 | 30 | | 96.67 | 96.67 | 63.33 |
| S15 | 30 | | 70 | 60 | 43.33 |
| S16 | 30 | | 76.67 | 76.67 | 40 |
| TOTAL | 416 | MEDIA | 78.81 | 82.5 | 56.88 |
| | | DT | 17.13 | 14.58 | 17.95 |

Tabla 3.1.36. G1

98

| GRUPO G1 | MEDIA | DT | N |
|---|---|---|---|
| POSTEST 1 | 82.5 | 14.58 | 16 |
| POSTEST 2 | 78.81 | 17.13 | 14 |

Tabla 3.1.37

t = .64
p = .53
d = .23

| GRUPO G1 | MEDIA | DT | N |
|---|---|---|---|
| POSTEST 1 | 82.62 | 15.31 | 14 |
| POSTEST 2 | 78.81 | 17.13 | 14 |

Tabla 3.1.38.

t = .62
p = .54
d = .23
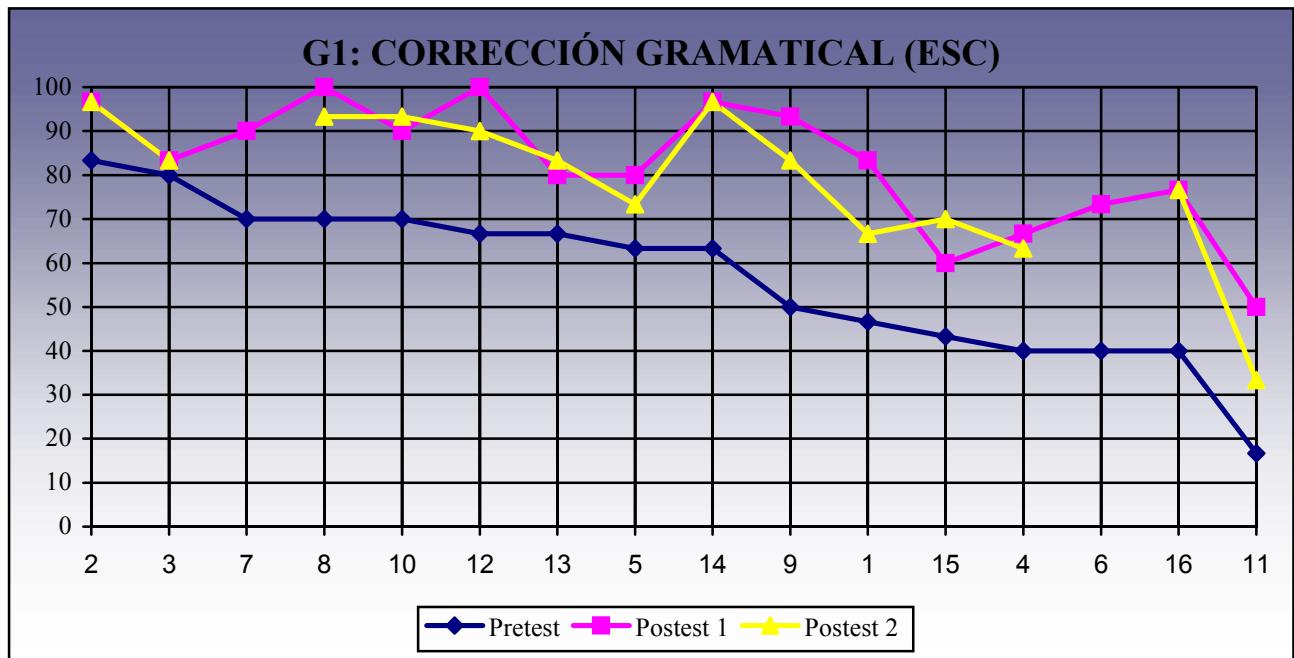


Gráfico 3.1.8.

### 1.3.3. Diferencias oral–escrito

| G1 | POSTEST 2 | |
|---|---|---|
| | ORAL | ESCRITO |
| S1 | 80 | 66.67 |
| S2 | 86.67 | 96.67 |
| S3 | 80 | 83.33 |
| S4 | 86.67 | 63.33 |
| S5 | 83.33 | 73.33 |
| S6 | - | - |
| S7 | - | - |
| S8 | 90 | 93.33 |
| S9 | 70 | 83.33 |
| S10 | 90 | 93.33 |
| S11 | 23.33 | 33.33 |
| S12 | 90 | 90 |
| S13 | 76.67 | 83.33 |
| S14 | 90 | 96.67 |
| S15 | 70 | 70 |
| S16 | 66.67 | 76.67 |
| MEDIA | 77.38 | 78.81 |
| DT | 17.55 | 17.13 |

Tabla 3.1.39.

En continuidad con lo realizado en el pretest y postest 1, se han extraído las medias de los sujetos en el test oral sin tener en cuenta la 3ª prueba (el juego) para compararlas con las obtenidas en las pruebas escritas y determinar si existen diferencias significativas entre ambas. Veamos los resultados en la siguiente tabla:

| GRUPO G1 | MEDIA | DT | N |
|---|---|---|---|
| ORAL | 77.38 | 17.55 | 14 |
| ESCRITO | 78.81 | 17.13 | 14 |

Tabla 3.1.40.

t = .22
p = .83
d = .08

Como vemos, no hay diferencia significativa (p > .05) entre los resultados que los sujetos obtienen en las pruebas orales y los de la producción escrita. Las medias se han equiparado y se confirma la tendencia que el grupo experimental inició en el postest 1, donde la diferencia, aunque todavía grande, ya no era significativa.

La lectura que hacemos de este hecho es positiva. Antes de la intervención, los sujetos necesitan tiempo para planificar sus producciones y conseguir así mayor grado de corrección gramatical -las pruebas escritas dan esta posibilidad, no tanto las orales; la diferencia que existe entre los resultados de

la producción oral con respecto a los de las pruebas escritas es muy significativa. Después del programa de instrucción aún sigue habiendo una diferencia acusada, pero ya no tan significativa y, transcurridos cuatro meses, en el postest 2, las medias casi se igualan, lo que indica que los sujetos son capaces de producir oralmente (en teoría, sin tener tanto tiempo de monitorizar lo que producen) con un nivel de corrección cercano al que tienen cuando lo hacen por escrito (teóricamente, con más tiempo de planificar). Esto podría ser una evidencia de que este tipo de instrucción formal favorece la adquisición, en nuestro caso, la adquisición de la interrogativa en inglés.

## 2. RESULTADOS POR PRUEBAS

A continuación, vamos a reflejar los porcentajes que los sujetos de cada grupo obtienen en cada una de las pruebas (orales y escritas) que componen los tests y, al mismo tiempo, se podrá observar cuál ha sido la evolución de los resultados globales en dichas pruebas.

## 2.1. Grupo experimental

**PRUEBA 1**

| G1 | PRETEST | | POSTEST 1 | | POSTEST 2 | |
|---|---|---|---|---|---|---|
| | **O** | **E** | **O** | **E** | **O** | **E** |
| **S1** | 60 | 70 | 80 | 70 | 80 | 70 |
| **S2** | 60 | 70 | 100 | 100 | 70 | 90 |
| **S3** | 80 | 80 | 80 | 80 | 80 | 80 |
| **S4** | 40 | 60 | 70 | 70 | 80 | 70 |
| **S5** | 40 | 40 | 80 | 80 | 80 | 60 |
| **S6** | 40 | 60 | 60 | 90 | - | - |
| **S7** | 50 | 60 | 90 | 100 | - | - |
| **S8** | 90 | 90 | 90 | 100 | 90 | 100 |
| **S9** | 60 | 80 | 70 | 100 | 70 | 90 |
| **S10** | 60 | 80 | 90 | 100 | 100 | 100 |
| **S11** | 50 | 50 | 70 | 80 | 40 | 60 |
| **S12** | 40 | 70 | 90 | 100 | 90 | 90 |
| **S13** | 60 | 90 | 80 | 80 | 80 | 80 |
| **S14** | 60 | 70 | 90 | 100 | 100 | 100 |
| **S15** | 60 | 70 | 80 | 70 | 70 | 70 |
| **S16** | 20 | 40 | 60 | 80 | 80 | 80 |
| **MEDIA** | 54.38 | 67.5 | 80 | 87.5 | 79.29 | 81.43 |
| **DT** | 16.72 | 15.28 | 11.55 | 12.38 | 14.92 | 14.06 |

Tabla 3.2.1.
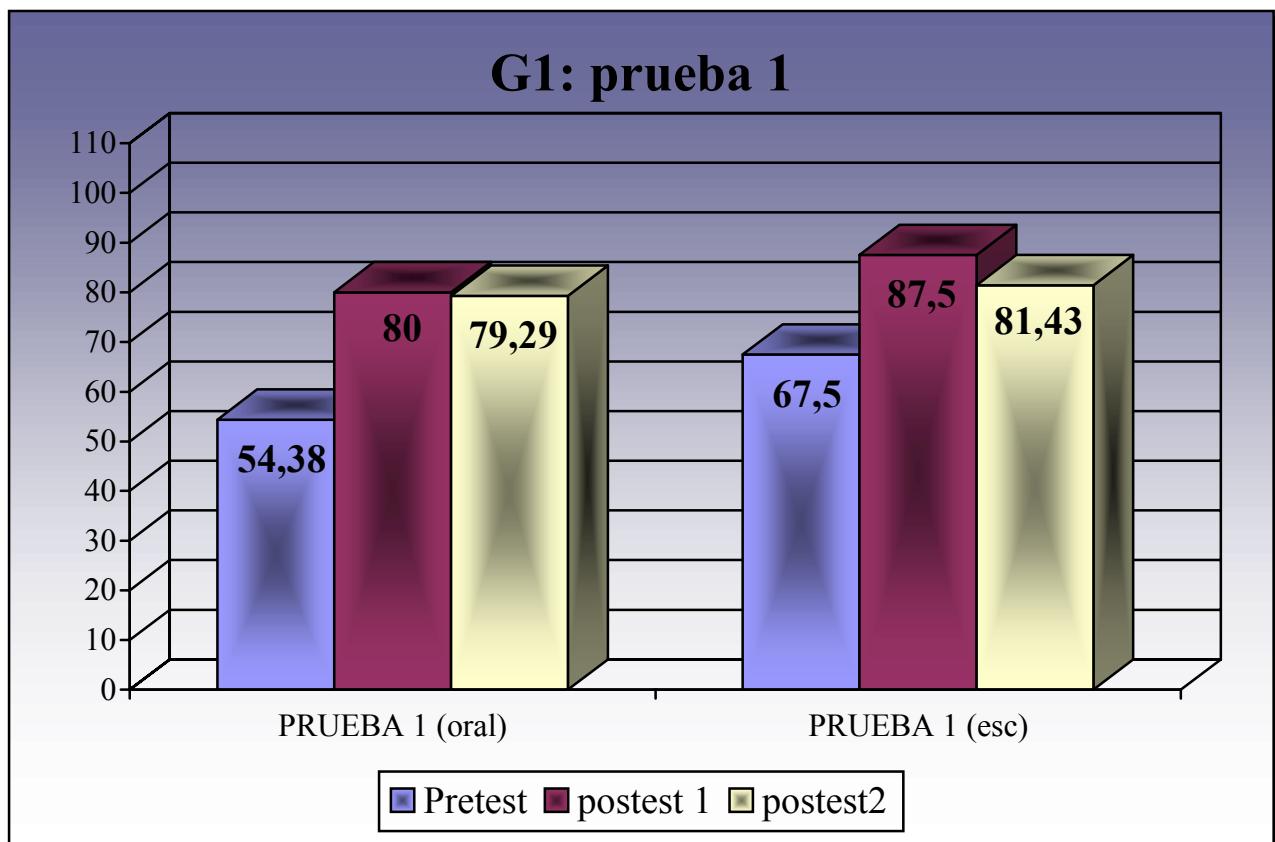


Gráfico 3.2.1.

**PRUEBA 2**

| G1 | PRETEST | | POSTEST 1 | | POSTEST 2 | |
|---|---|---|---|---|---|---|
| | O | E | O | E | O | E |
| S1 | 20 | 35 | 70 | 90 | 80 | 65 |
| S2 | 50 | 90 | 85 | 95 | 95 | 100 |
| S3 | 70 | 80 | 80 | 85 | 80 | 85 |
| S4 | 20 | 30 | 30 | 65 | 90 | 60 |
| S5 | 35 | 75 | 70 | 80 | 85 | 80 |
| S6 | 25 | 30 | 65 | 65 | - | - |
| S7 | 60 | 75 | 95 | 85 | - | - |
| S8 | 75 | 60 | 85 | 100 | 90 | 90 |
| S9 | 40 | 35 | 60 | 90 | 70 | 80 |
| S10 | 45 | 65 | 80 | 85 | 85 | 90 |
| S11 | 5 | 0 | 10 | 35 | 15 | 20 |
| S12 | 30 | 65 | 70 | 100 | 90 | 90 |
| S13 | 40 | 55 | 75 | 80 | 75 | 85 |
| S14 | 30 | 60 | 85 | 95 | 85 | 95 |
| S15 | 15 | 30 | 50 | 55 | 70 | 70 |
| S16 | 10 | 40 | 60 | 75 | 60 | 75 |
| **MEDIA** | **35.63** | **51.56** | **66.88** | **80** | **76.43** | **77.5** |
| **DT** | **20.56** | **23.99** | **21.9** | **17.61** | **20.14** | **20.07** |

Tabla 3.2.2.
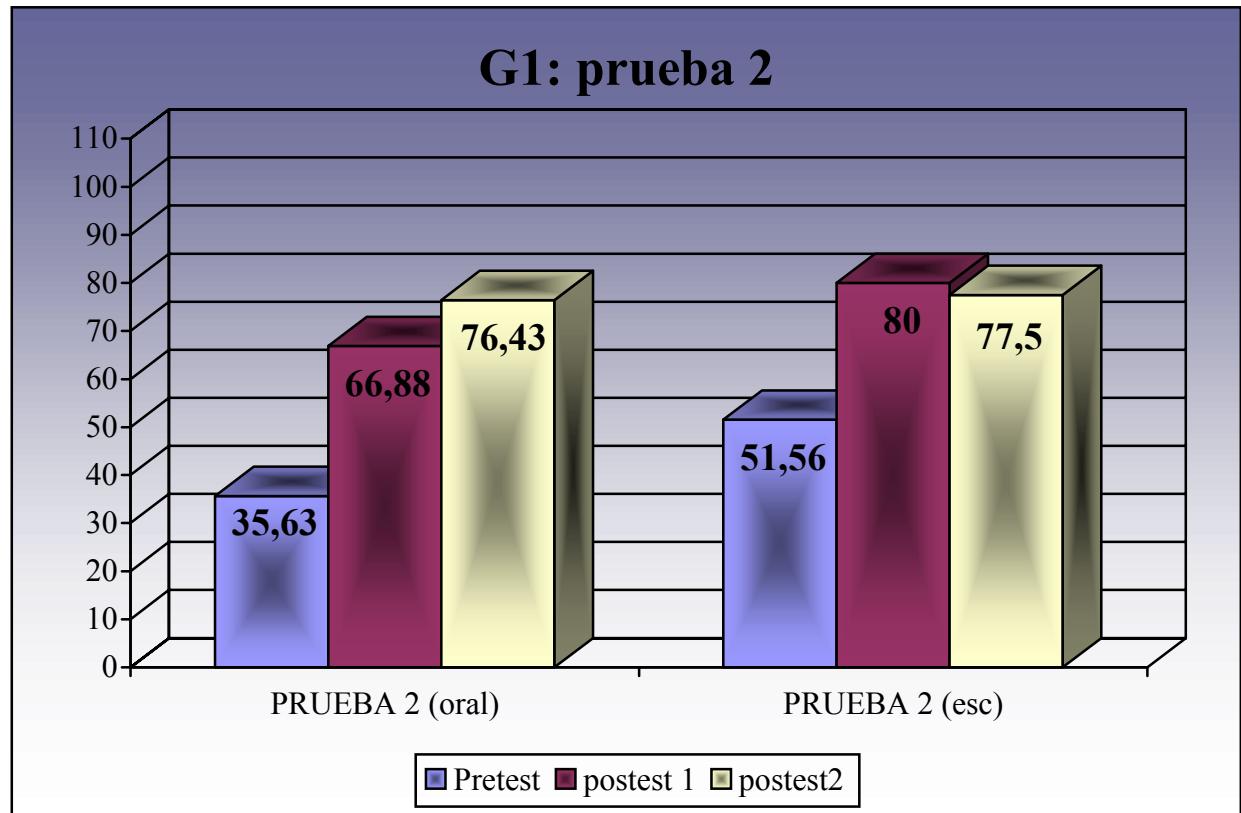


Gráfico 3.2.2.

**PRUEBA 3**

| G1 | PRETEST | POSTEST 1 | POSTEST 2 |
|---|---|---|---|
| S1 | 0 | 60 | 80 |
| S2 | 80 | 80 | 80 |
| S3 | 80 | 80 | 100 |
| S4 | 20 | 60 | 100 |
| S5 | 20 | 100 | 40 |
| S6 | 0 | 60 | - |
| S7 | 0 | 100 | - |
| S8 | 50 | 40 | 80 |
| S9 | 0 | 100 | 40 |
| S10 | 20 | 80 | 100 |
| S11 | 0 | 60 | 20 |
| S12 | 60 | 60 | 100 |
| S13 | 80 | 80 | 100 |
| S14 | 40 | 100 | 80 |
| S15 | 60 | 40 | 100 |
| S16 | 40 | 100 | 100 |
| MEDIA | 34.38 | 75 | 80 |
| DT | 30.98 | 21.29 | 27.17 |

Tabla 3.2.3.
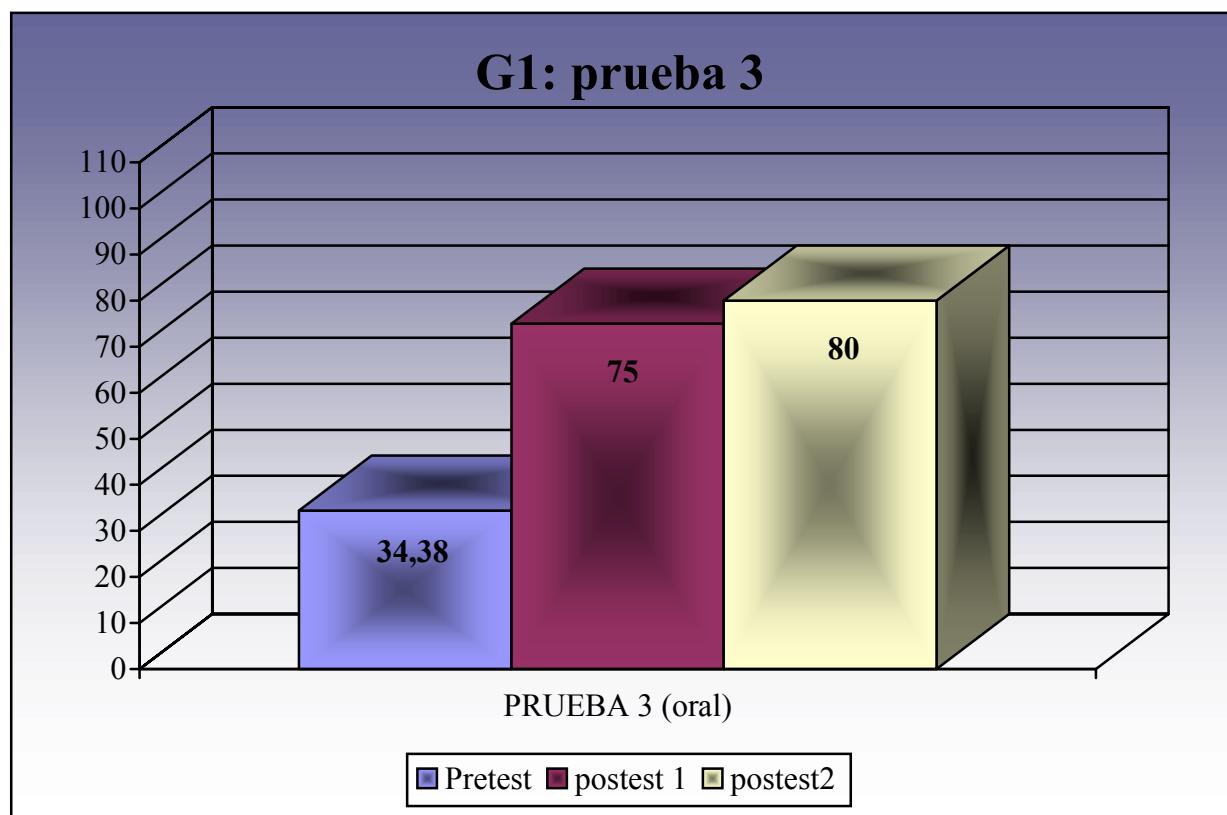


Gráfico 3.2.3.

Como podemos observar en las tablas y los gráficos, el grupo experimental aumenta en cada una de las pruebas, tanto a nivel oral como escrito, con respecto a los porcentajes obtenidos en el diagnóstico inicial antes de la intervención. Este aumento en el porcentaje va desde un 20 % en la prueba 2 oral (de un 67.5 % en el pretest a un 87.5 % en el postest 1) hasta un 45.62 % en la prueba 3 (comparando los resultados del pretest con los del postest 2). Donde se dan los resultados más homogéneos es en la prueba 1, con unas desviaciones típicas menores con respecto a las medias. La prueba donde los resultados son más dispares es la 3ª (el juego), con unas desviaciones típicas más elevadas.

## 2.2. Grupo de control

**PRUEBA 1**

| G2 | PRETEST | | POSTEST 1 | |
|---|---|---|---|---|
| | O | E | O | E |
| S1 | 60 | 60 | 70 | 80 |
| S2 | 80 | 80 | 90 | 80 |
| S3 | 70 | 70 | 50 | 70 |
| S4 | 70 | 70 | 80 | 70 |
| S5 | 50 | 40 | 70 | 70 |
| S6 | 70 | 70 | 90 | 70 |
| S7 | 60 | 90 | 70 | 80 |
| S8 | 60 | 70 | 80 | 70 |
| S9 | 70 | 70 | 80 | 80 |
| S10 | 50 | 50 | 80 | 70 |
| S11 | 60 | 50 | 70 | 80 |
| S12 | 80 | 70 | 80 | 60 |
| S13 | 60 | 70 | 80 | 70 |
| S14 | 40 | 50 | 70 | 60 |
| S15 | 60 | 70 | 70 | 80 |
| S16 | 50 | 70 | 80 | 80 |
| S17 | 80 | 80 | 50 | 80 |
| S18 | 70 | 80 | 60 | 80 |
| S19 | 50 | 70 | 50 | 80 |
| S20 | 70 | 70 | 50 | 30 |
| MEDIA | 63 | 67.5 | 71 | 72 |
| DT | 11.29 | 12.09 | 12.94 | 11.96 |

Tabla 3.2.4.
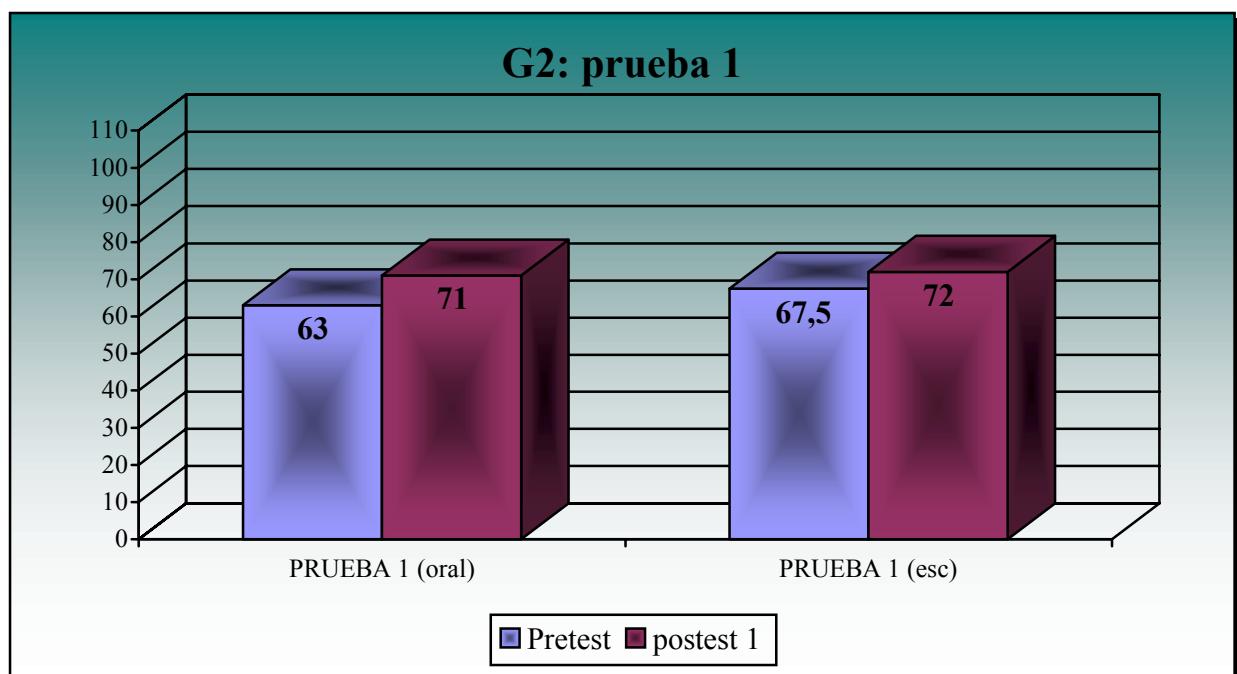


Gráfico 3.2.4.

**PRUEBA 2**

| G2 | PRETEST | | POSTEST 1 | |
|---|---|---|---|---|
| | O | E | O | E |
| S1 | 40 | 50 | 40 | 70 |
| S2 | 80 | 100 | 85 | 90 |
| S3 | 35 | 65 | 65 | 90 |
| S4 | 45 | 65 | 50 | 80 |
| S5 | 25 | 45 | 30 | 40 |
| S6 | 20 | 65 | 20 | 55 |
| S7 | 40 | 90 | 50 | 85 |
| S8 | 30 | 65 | 35 | 55 |
| S9 | 90 | 95 | 70 | 85 |
| S10 | 25 | 45 | 35 | 75 |
| S11 | 65 | 75 | 60 | 85 |
| S12 | 45 | 65 | 45 | 65 |
| S13 | 40 | 60 | 25 | 40 |
| S14 | 35 | 55 | 30 | 50 |
| S15 | 35 | 35 | 55 | 40 |
| S16 | 35 | 70 | 45 | 65 |
| S17 | 40 | 60 | 45 | 75 |
| S18 | 40 | 55 | 40 | 70 |
| S19 | 40 | 65 | 45 | 55 |
| S20 | 10 | 55 | 20 | 70 |
| MEDIA | 40.75 | 65 | 44.5 | 67 |
| DT | 18.78 | 17.09 | 16.77 | 16.65 |

Tabla 3.2.5.
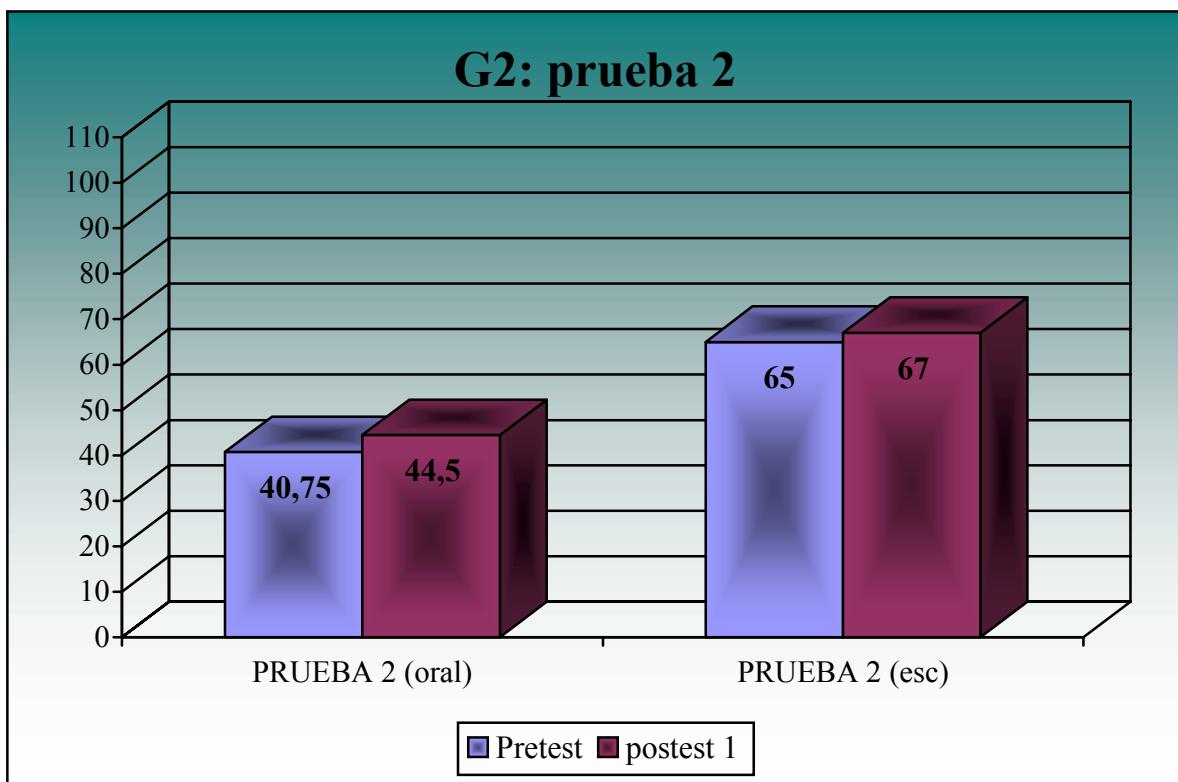


Gráfico 3.2.5.

**PRUEBA 3**

| G2 | PRETEST | POSTEST 1 |
|---|---|---|
| S1 | 60 | 80 |
| S2 | 80 | 80 |
| S3 | 80 | 80 |
| S4 | 80 | 60 |
| S5 | 20 | 20 |
| S6 | 25 | 60 |
| S7 | 40 | 100 |
| S8 | 40 | 0 |
| S9 | 100 | 100 |
| S10 | 60 | 40 |
| S11 | 100 | 100 |
| S12 | 60 | 40 |
| S13 | 20 | 60 |
| S14 | 80 | 60 |
| S15 | 40 | 60 |
| S16 | 20 | 100 |
| S17 | 20 | 20 |
| S18 | 100 | 80 |
| S19 | 40 | 20 |
| S20 | 20 | 60 |
| MEDIA | 54.25 | 61 |
| DT | 29.53 | 30.07 |

Tabla 3.2.6.
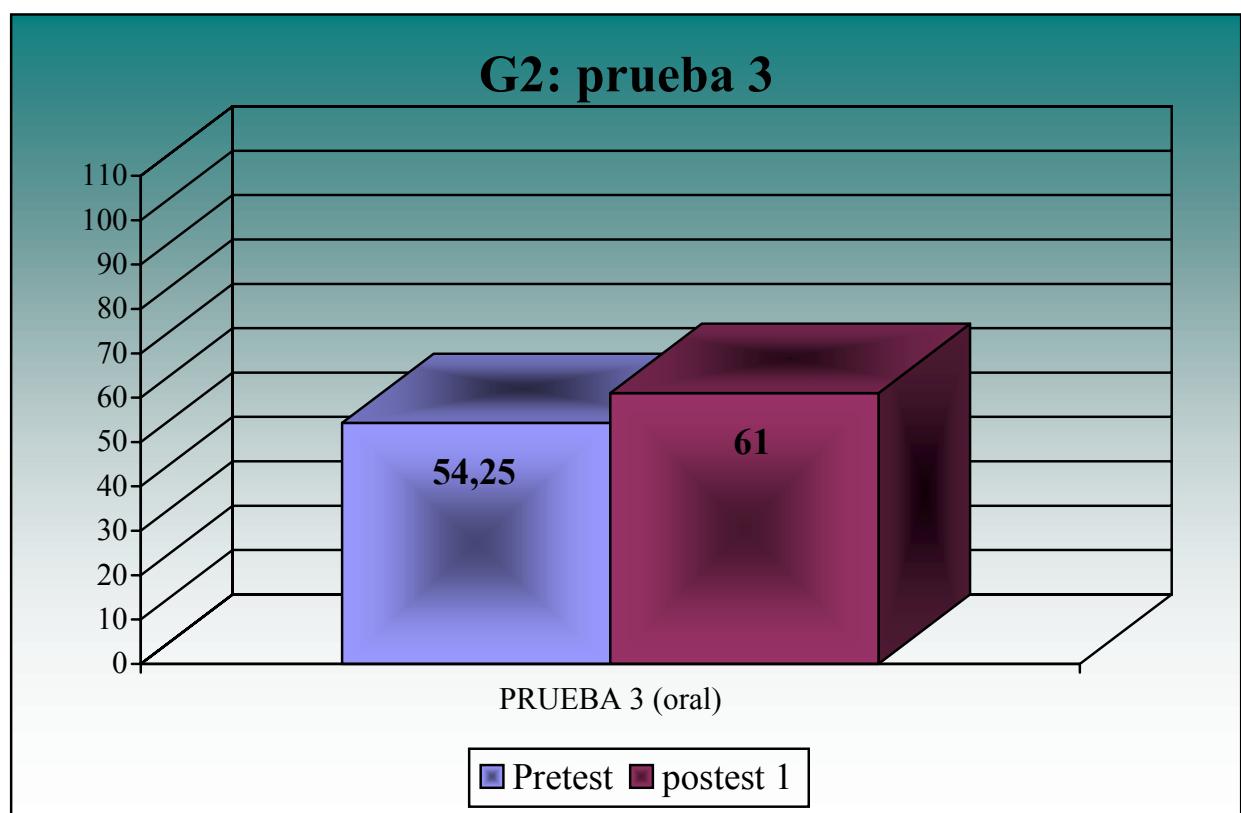


Gráfico 3.2.6.

El grupo de control también aumenta sus porcentajes en las pruebas con respecto al pretest, pero este aumento es insignificante en comparación con el grupo de control -un 8 % en la prueba que progresa más (prueba 1 oral). Como el grupo experimental, los resultados más homogéneos se producen en la 1ª prueba y los más heterogéneos en el juego, donde las desviaciones típicas son mayores con respecto a las medias.

## 3. ANÁLISIS DE LAS ESTRUCTURAS

### 3.1. Total de producciones interrogativas

El total de producciones interrogativas por parte de los sujetos a lo largo de los tres tests es de 5571 distribuidas de la siguiente forma:

| | | PRETEST | POST 1 | POST 2 | TOTAL1 | TOTAL2 | TOTAL3 |
|---|---|---|---|---|---|---|---|
| G1 | ORAL | 558 | 560 | 490 | 1608 | 2982 | 5571 |
| | ESC | 478 | 480 | 416 | 1374 | | |
| G2 | ORAL | 697 | 700 | - | 1397 | 2589 | |
| | ESC | 596 | 596 | - | 1192 | | |

Tabla 3.3.1. Total de producciones interrogativas

Por grupos, los sujetos del grupo G1 formularon un total de 2982 producciones de las cuales 1058 son preguntas Yes/No, 1552 son Wh- y 372 son preguntas indirectas. El grupo G2 realizó un total de 2589 preguntas, 1056 Yes/No, 1207 Wh- y 326 indirectas.

| | | | | PRETEST | POST 1 | POST 2 | TOTAL |
|---|---|---|---|---|---|---|---|
| G1 | Y/N | | ORAL | 234 | 195 | 178 | 1058 |
| | | | ESC | 160 | 155 | 136 | |
| | WH- | | ORAL | 259 | 297 | 256 | 1552 |
| | | | ESC | 255 | 259 | 226 | |
| | IND | | ORAL | 65 | 68 | 56 | 372 |
| | | | ESC | 63 | 66 | 54 | |
| G2 | Y/N | | ORAL | 326 | 294 | - | 1056 |
| | | | ESC | 218 | 218 | - | |
| | WH- | | ORAL | 291 | 325 | - | 1207 |
| | | | ESC | 296 | 295 | - | |
| | IND | | ORAL | 80 | 81 | - | 326 |
| | | | ESC | 82 | 83 | - | |

Tabla 3.3.2. Totales por tipos de preguntas

### 3.1.1. Gráficos

    a.   Pretest
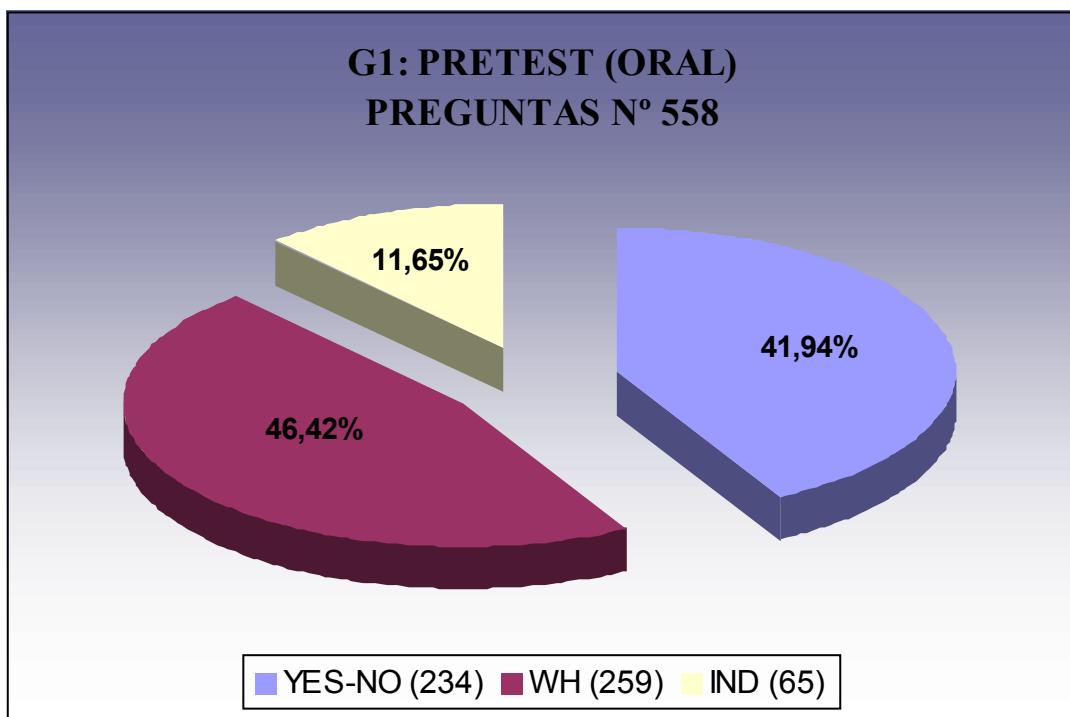


Gráfico 3.3.1.
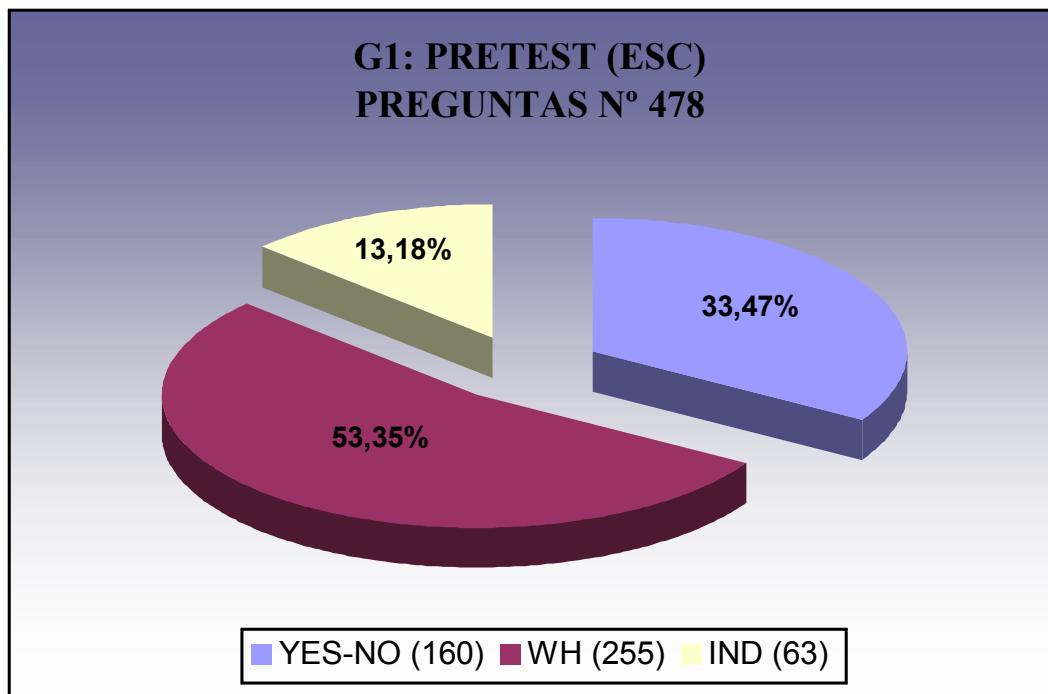


Gráfico 3.3.2.
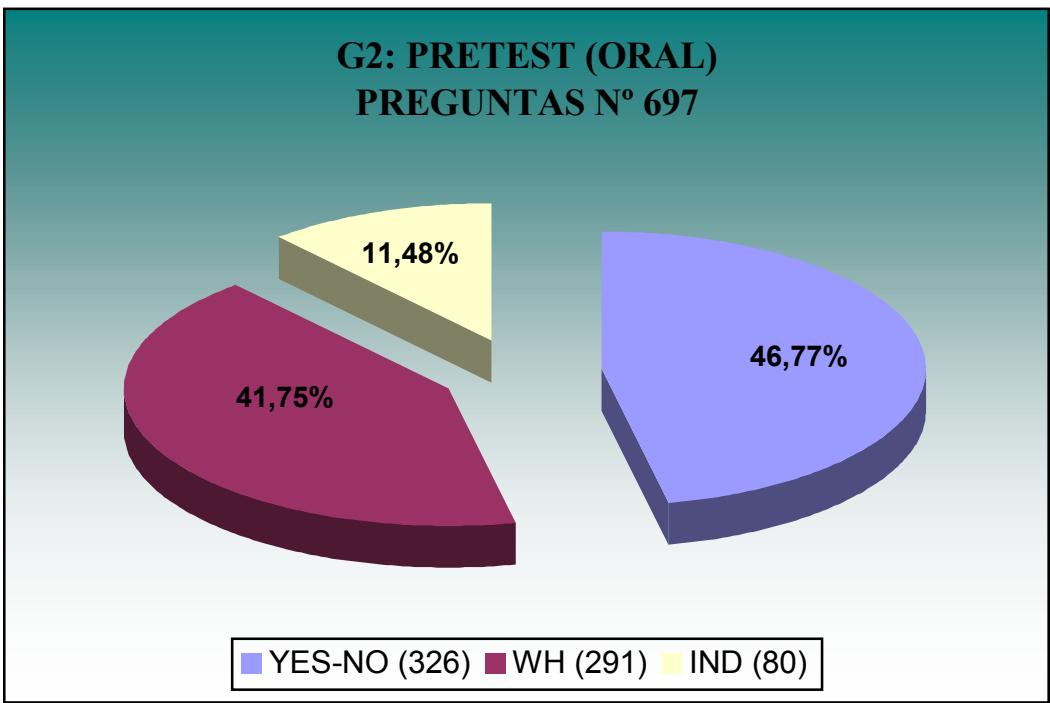
Gráfico 3.3.3.



Gráfico 3.3.4.

b. Postest 1



**G1: POSTEST 1 (ORAL)**
**PREGUNTAS Nº 560**

12,14%

34,82%

53,04%

YES-NO (195)  WH (297  IND (68)

Gráfico 3.3.5.



**G1: POSTEST 1 (ESC)**
**PREGUNTAS Nº 480**

13,75%

32,29%

53,96%

YES-NO (155  WH (259  IND (66)
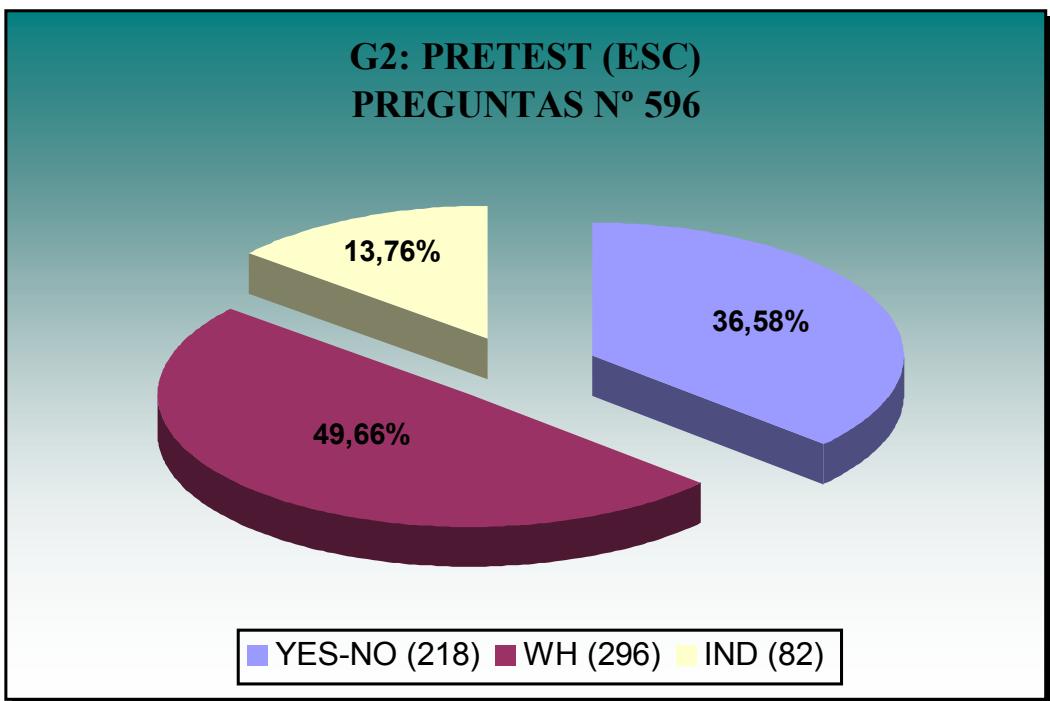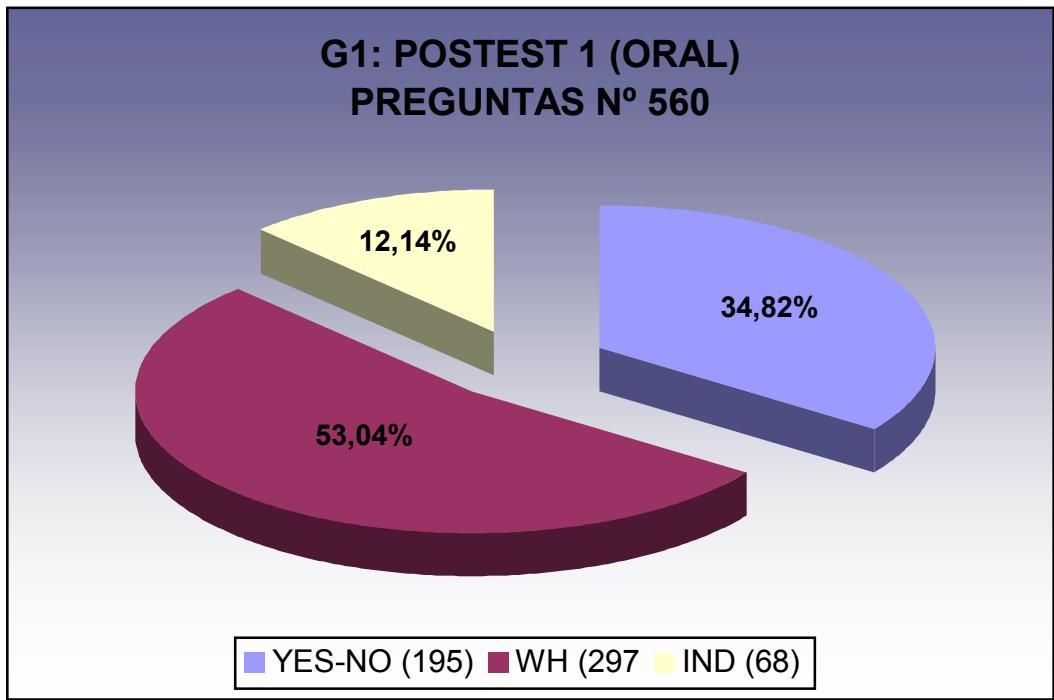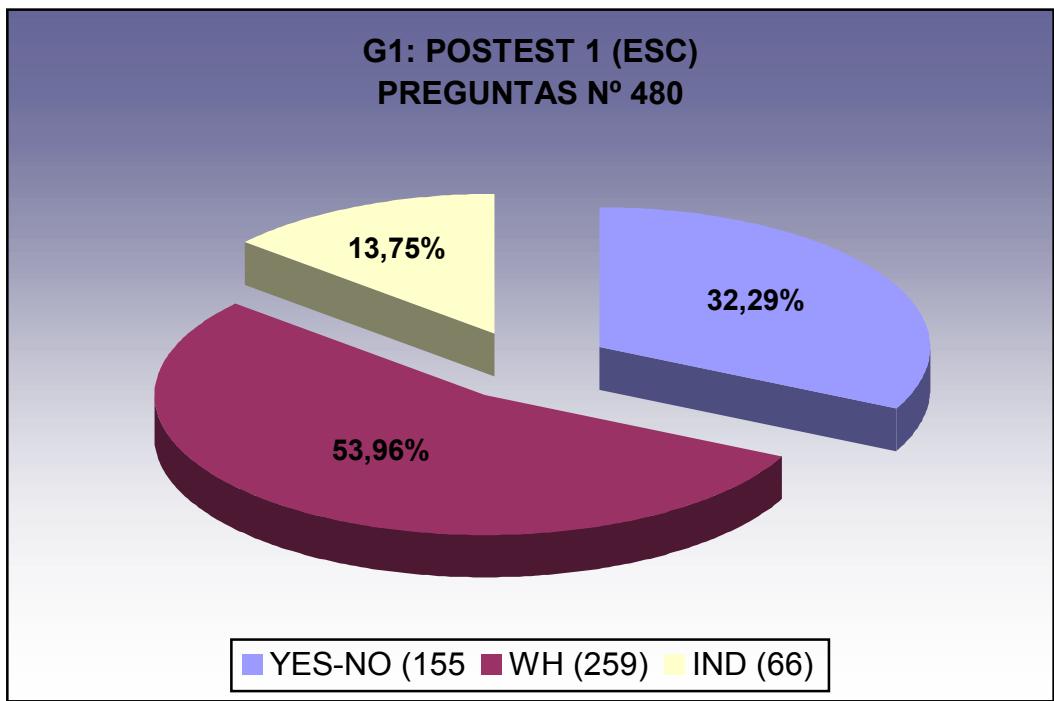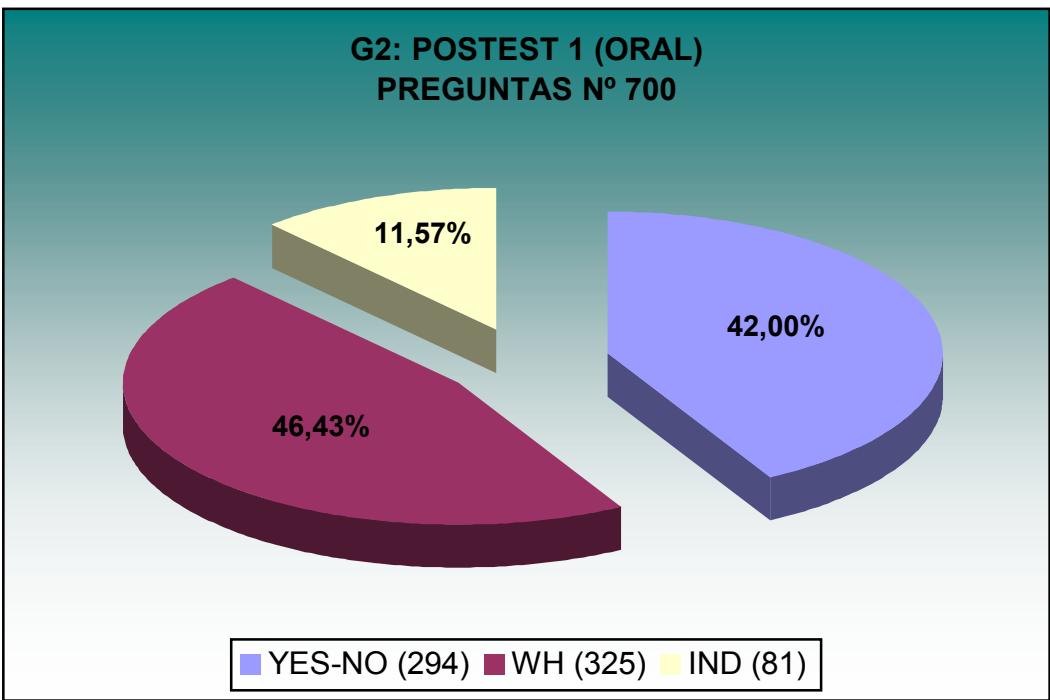
Gráfico 3.3.6.

Gráfico 3.3.7.



Gráfico 3.3.8.

c.  Postest 2



**G1: POSTEST 2 (ORAL)**
**PREGUNTAS Nº 490**

36,33%

52,24%

11,43%

YES-NO (178)  WH (256)  IND (56)

Gráfico 3.3.9.



**G1: POSTEST 2 (ESC)**
**PREGUNTAS Nº 416**

32,69%

54,33%

12,98%

YES-NO (136)  WH (226)  IND (54)
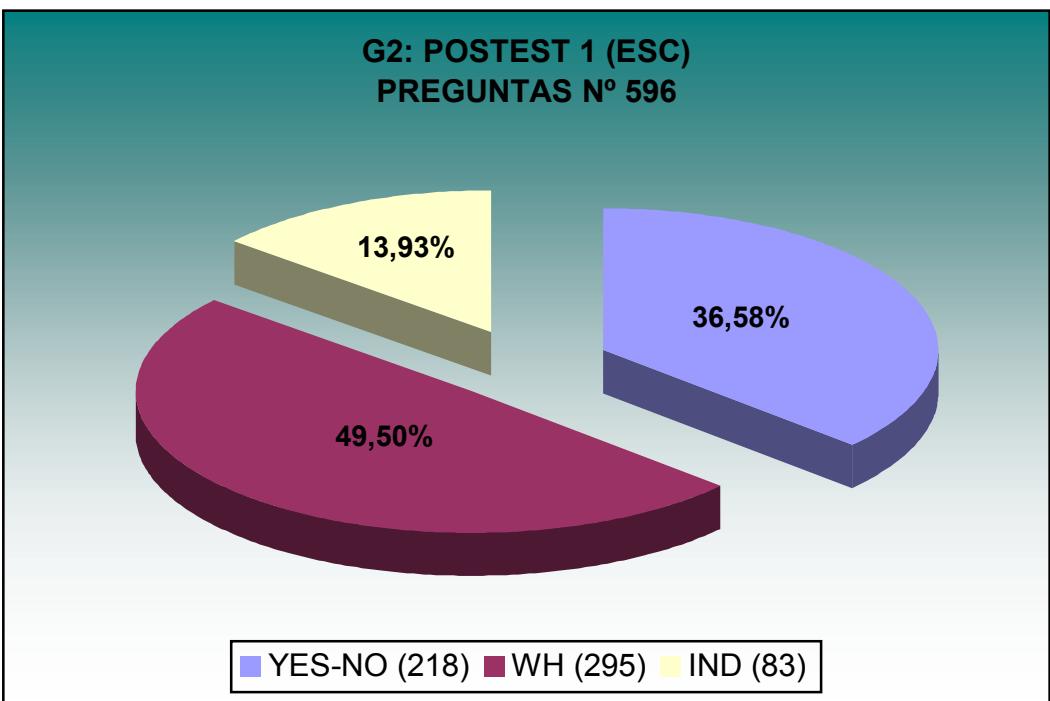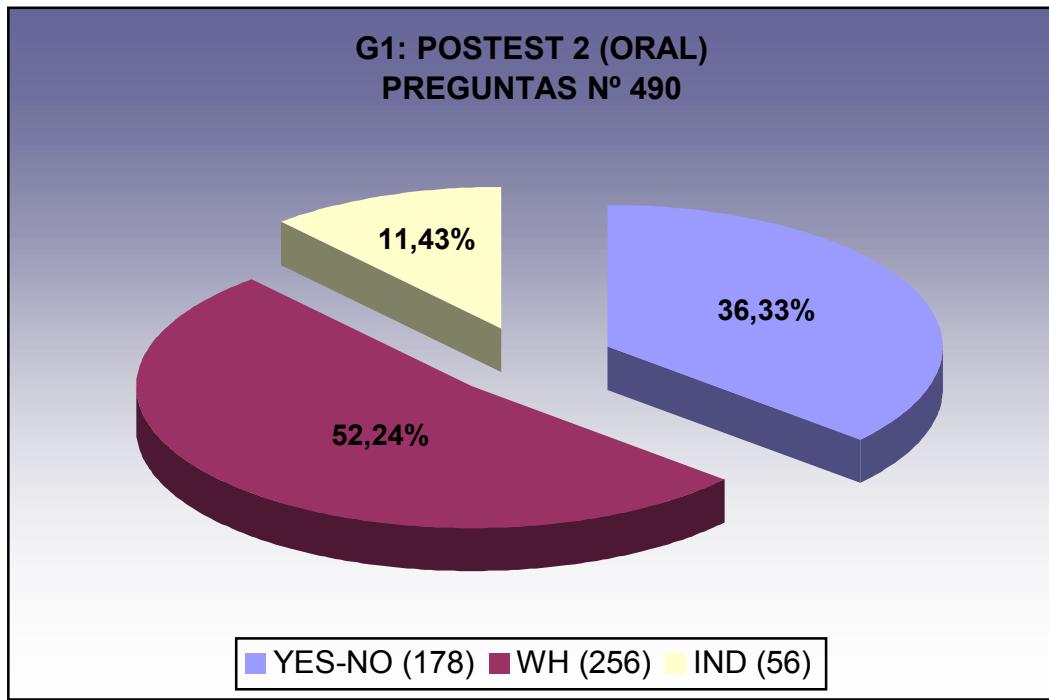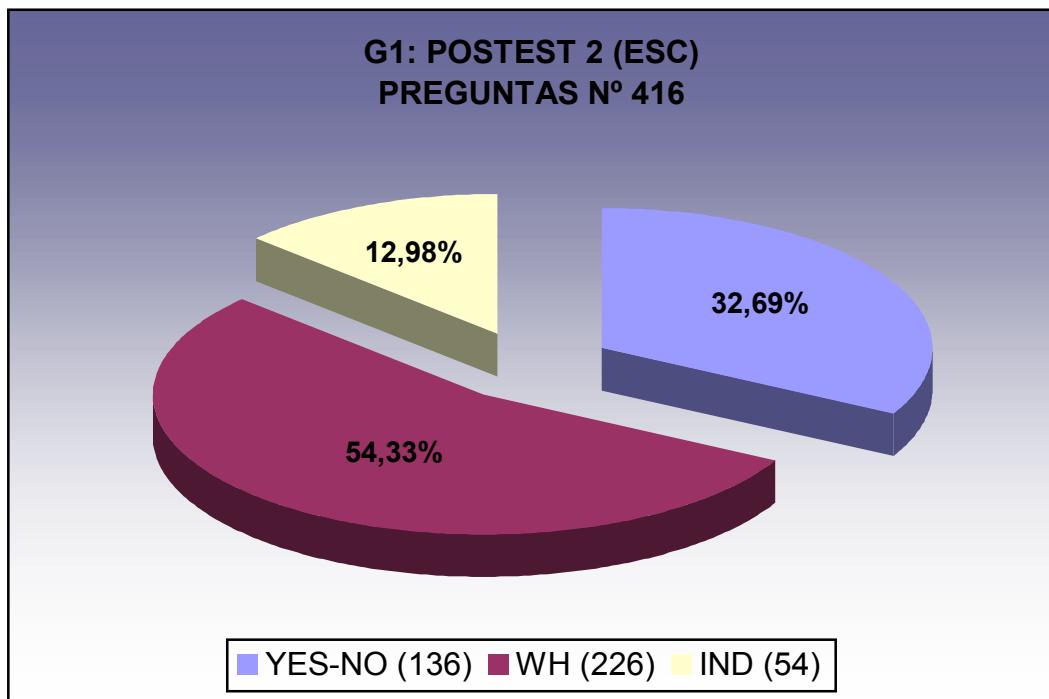
Gráfico 3.3.10.

### 3.2. Preguntas Yes/No

Las preguntas Yes/No que los sujetos formulan podríamos clasificarlas en cuatro categorías distintas:

I. Preguntas Yes/No elípticas

II. Preguntas Yes/No declarativas

III. Preguntas Yes/No con inversión entre sujeto y verbo (V-S)

IV. Preguntas Yes/No con el operador *DO* (DO-S-V)

### *3.2.1. Preguntas Yes/No elípticas (categoría I)*

El número de preguntas de este tipo es muy reducido y sólo aparecen en el pretest en las producciones orales: 7/234 (2.99 %) en el grupo G1 y 4/326 (1.23 %) en el G2. Este tipo de preguntas, proposicionalmente reducidas y con entonación ascendente como única marca de interrogación, aparece cuando el sujeto continúa o desarrolla un mismo tema. Este hecho hace que estas preguntas aparezcan en la tercera prueba -el juego- donde los sujetos tienen esa posibilidad, ya que en las dos primeras pruebas los sujetos sólo pueden formular una pregunta por cada apartado. Esta circunstancia explica también la razón de que este tipo de preguntas sólo aparezcan en las producciones orales, ya que esta prueba no se realiza por escrito.

G1S7PO[25]:   - *This object is in the house?*

                       - *In any special place?* ◄

                       - *For write? The object is for write?*

                       - *And to Drawing?* ◄

G1S11PO:   - *In the bedroom?*

                       - *In the bathroom?*

G1S12PO:   - *The headphones?*

G1S13PO:   - *More than / twenty six?*

G1S14PO:   - *In the … next to the blackboard or at the end of the class?*

G2S2PO:   - *A lot of?*

G2S3PO:   - *A car?*

G2S8PO:   - *In the kitchen?*

G2S17PO:   - *Plastic?*

---

[25] Las abreviaturas que se utilizan para referirnos a los sujetos son las siguientes:

▪ G: grupo. Así, G1 se refiere al grupo 1 y G2 al grupo 2.

▪ S: sujeto.

▪ P, P1, P2: pretest, postest 1 y postest 2 respectivamente.

▪ O, E: oral, escrito.

Así, G1S7PO quiere decir sujeto 7 del grupo G1, pretest oral.

### 3.2.2. Preguntas Yes/No declarativas (categoría II)

Esta categoría incluye construcciones interrogativas gramaticalmente incorrectas, que presentan un orden declarativo, sin inversión o sin algún elemento obligatorio (generalmente el sujeto). Los sujetos al realizarlas oralmente utilizan una entonación ascendente para indicar que son preguntas.

| | | PRETEST | POSTEST 1 | POSTEST 2 | TOTAL |
|---|---|---|---|---|---|
| G1 | O | 44 | 11 | 10 | 65 |
| | E | 4 | 0 | 0 | 4 |
| G2 | O | 42 | 36 | - | 78 |
| | E | 4 | 0 | - | 4 |

Tabla 3.3.3. Preguntas Yes/No declarativas

Observando la tabla 3.3.3., se pueden extraer dos conclusiones claras. Por un lado, este tipo de preguntas aparecen mayoritariamente en las producciones orales (65 el G1 y 78 el G2), mientras que su presencia por escrito es mínima (4 producciones ambos grupos). Esto es debido a que la mayoría de estas preguntas aparecen en el juego, que sólo se realizaba en las pruebas orales. Además, por escrito, los sujetos tienen más tiempo de planificar sus producciones y, por lo tanto, de monitorizar más la corrección gramatical de lo que producen. La segunda conclusión es el significativo descenso de este tipo de preguntas en las producciones orales del grupo G1 en el postest 1, de 44 preguntas se pasa a 11, consolidado en el postest 2, donde estas producciones incluso disminuyen a 10. En las pruebas escritas estas preguntas desaparecen. El grupo de control se mantiene relativamente estable (44 y 36) en las producciones orales, lo que apoya la convicción de que ese significativo descenso en el grupo G1 es debido a los efectos derivados de la intervención. Efectos que se mantienen el postest 2, indicando que éstos son duraderos a lo largo del tiempo. Más adelante, veremos un comportamiento similar de ambos grupos en este tipo de construcciones en las preguntas Wh-, con unos resultados similares a los observados en este apartado.

Los siguientes, son algunos ejemplos de construcciones interrogativas sin inversión que producen los sujetos:

G1S1PO: - *There is / some tea?*

G1S4PE: - *There is tea?*

G1S13P1O: - *It is … on your table?*

G2S1PO: - *This car is your?*

G2S5P1O: - *It's in the class?*

En las construcciones en las que falta un elemento obligatorio, éste es el sujeto en la inmensa mayoría de los casos:

G1S6PO: - *Is … is in front of you?*

G2S8PO: - *Is useful to cook?*

### 3.2.3. Preguntas Yes/No con inversión entre sujeto y verbo (categoría III)

En esta categoría se incluyen las preguntas que contemplan la inversión entre el sujeto y un operador (*be, have* o *modal*). Hemos dejado las preguntas con el operador *do* para la siguiente categoría (IV). En la segunda prueba se incluían una serie de preguntas obligatorias[26] que los sujetos debían formular pertenecientes a esta categoría:

a) Pretest y postest 2:

- *Have you got a car?*
- *Are you a teacher?*
- *Have you seen Mary today?*
- *Can you swim?*
- *Is there any tea?*

b) Postest 1:

- *Have you eaten anything?*
- *Would you marry her?*
- *Is she your girlfriend?*
- *Has he got a job?*

Además de estas estructuras, los sujetos utilizaron otras incluyendo otros auxiliares como *will, be, could* y *may*, aunque de una forma mucho más minoritaria.

Sólo hay un caso en el que se ha producido la inversión sujeto-verbo léxico. La presencia de estas formas en la literatura sobre la adquisición de la interrogación del inglés como L2 es muy escasa y nuestros sujetos están en consonancia con este comportamiento.

G2S20P1O:      *- Is going / to buy Peter / a new house?*

### 3.2.4. Preguntas Yes/No con el operador DO (categoría IV)

En esta categoría se incluyen todas las preguntas que los sujetos realizan introduciendo el operador *do/did* e invirtiéndolo con el sujeto. Lo mismo que en la categoría anterior, en la segunda prueba se exigía la producción de preguntas de este tipo:

a) Pretest y postest 2:

- *Did you pass your exam?*

b) Postest 1:

- *Do you smoke?*
- *Did he pass his driving test?*

En esta estructura se observa cómo los sujetos utilizan patrones memorizados (*language chunks*) que combinan con el resto de la pregunta. De éstos podríamos destacar *Do you like...?, Do you know ...?* y *Do you have ...?.* Estos patrones suelen ser pronunciados como una unidad, sin pausas o dudas,

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[26] El criterio para considerar que un sujeto formula la pregunta obligatoria es que ésta se corresponda con la respuesta de la tarjeta. Si tomamos como ejemplo la tarjeta *"The video costs **£20**"*, serían preguntas obligatorias *How much does the video cost?, How much does it cost?, How much money does the video cost?, How many pounds does the video cost?*. Es decir, todas aquellas preguntas cuya respuesta pudiera encajar con la estructura y el elemento por el que hay que preguntar de la respuesta. Hay casos en los que los sujetos formulan una pregunta gramaticalmente correcta cercana a esa respuesta. En estos casos, la pregunta se le considera gramaticalmente correcta, pero no como pregunta obligatoria. Por ejemplo, la pregunta: *What´s the price of the video?*.

mientras que el resto de los constituyentes de la pregunta necesitan de mayor planificación. Algunas veces esta combinación resulta correcta:

G1S11PO:     - *Do you like ... food?*

G2S1PO:      - *Have you … Do you have … a country house?*

Pero en otros casos la combinación tiene como resultado una pregunta gramaticalmente incorrecta:

G1S13PO:     - *Do you like / eat a lot?*

G2S9PO:      - *Do you know … do you know / make something / with wood?*

Como en la categoría anterior, aquí tenemos también un caso de inversión entre el sujeto y un verbo léxico:

G1S15P1O:    - *Did / pass / he / his driving test?*

### 3.2.5. Preguntas formalmente desviadas

Tanto en la categoría III como en la IV aparecen preguntas desviadas. La causa no es por la inversión, que sí se da, sino por los siguientes motivos:

a) Confusión del auxiliar

G1S1PO:      *Are you pass your exam?*

             *Do you can swim?*

b) Verbo principal incorrecto

G1S2PO:      *Did you passed your exam?*

G1S6P1O:     *Have you ate … anything?*

c) Concordancia S-V

G2S14PO:     *Do he go / to Madrid?*

G1S9P2O:     *Are the object in the class?*

|    |        | PRETEST | POSTEST 1 | POSTEST 2 | TOTAL |
|----|--------|---------|-----------|-----------|-------|
| **G1** | **Oral** | 18 | 8 | 4 | **30** |
|    | **Esc.** | 10 | 4 | 4 | **18** |
|    | **Total** | 28 | 12 | 8 | **48** |
| **G2** | **Oral** | 23 | 21 | - | **44** |
|    | **Esc.** | 4 | 7 | - | **11** |
|    | Total | 27 | 28 | - | **55** |

Tabla 3.3.4. Preguntas Yes/No desviadas

Como podemos ver en la tabla 3.3.4., el comportamiento que sigue el grupo experimental es similar al que encontrábamos con las preguntas declarativas, es decir, de claro descenso tras la intervención e incluso disminuyendo aún más en el postest 2, lo cual es un dato significativo que indica el incremento en el dominio de las estructuras interrogativas por parte del mencionado grupo. Sin embargo,

el número de preguntas desviadas -gramaticalmente incorrectas- permanece estable en el grupo de control.

### 3.2.6. Gráficos y tablas

a) *Pretest*



**Preguntas YES/NO (nº234) categorías**

IV Operador DO (58) 24,79%
I Elípticas (7) 2,99%
II Declarativas (44) 18,80%
III Inversión V-S (125) 53,42%
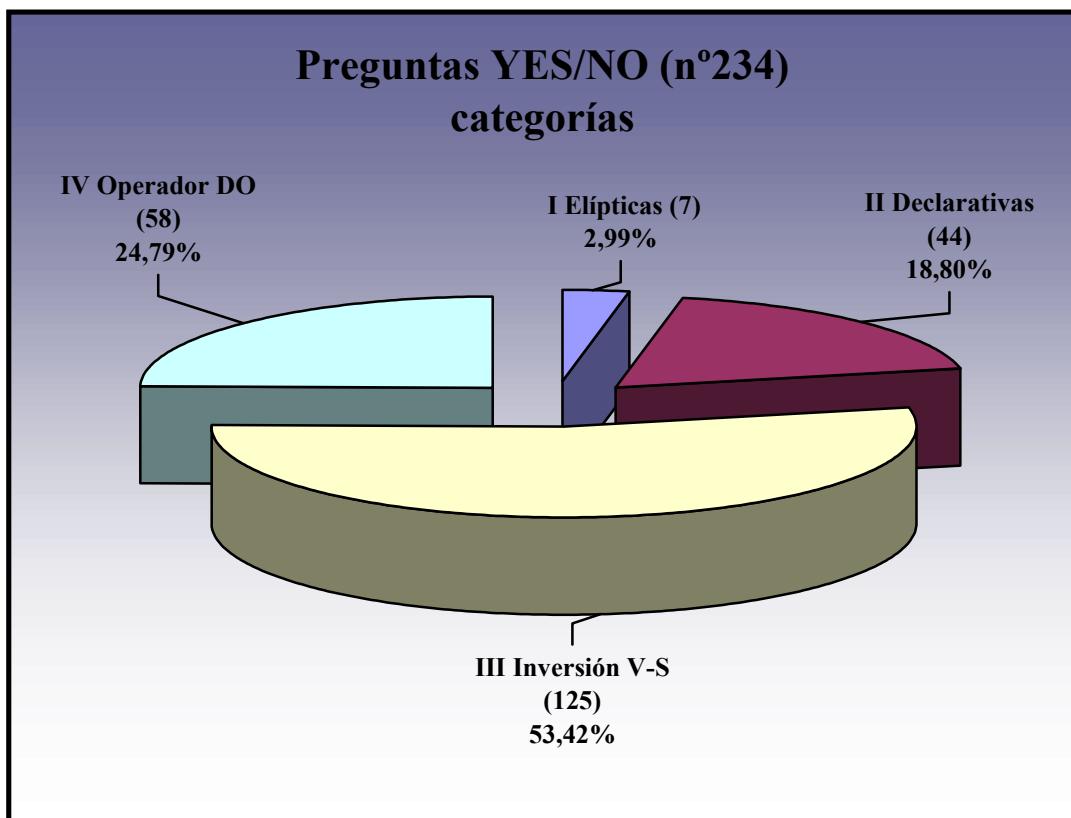
Gráfico 3.3.11. G1 pretest (oral)

| G1: PRETEST (ORAL) – PREGUNTAS YES/NO | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Estructuras▼ Sujetos► | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Total 234 |
| I ELÍPTICAS | | | | | | | 2 | | | | 2 | 1 | 1 | 1 | | | 7 |
| II DECLARATIVAS | 6 | | 1 | 2 | 4 | 6 | 2 | 1 | 5 | 2 | 3 | 4 | 2 | 3 | 1 | 2 | 44 |
| III INVERSION V-S | | | | | | | | | | | | | | | | | 125 |
| a) COPULA | 2 | 2 | 3 | | | | 1 | 3 | 2 | 1 | | 5 | 3 | 1 | 3 | 3 | 29 |
| b) HAVE-S-(GOT) | | 2 | 2 | 3 | 1 | 2 | 3 | 4 | 2 | 2 | 3 | 2 | | 1 | 1 | 2 | 30 |
| c) HAVE-S-Ved | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | | 2 | | | 1 | 1 | 17 |
| d) CAN-S-V | | 1 | 3 | | 1 | 1 | 1 | 2 | 2 | 1 | 1 | | | | 1 | 3 | 17 |
| e) BE-THERE | | 2 | 1 | | 1 | | | 1 | | 1 | | 1 | 2 | 1 | 1 | | 11 |
| f) WILL-S-V | | | 1 | | | | | 1 | | | | 1 | | | | | 3 |
| g) AUXILIAR BE | | 1 | | | | | | | | | | 2 | | 1 | | | 4 |
| h) WOULD-S-V | | | | | | | | | | | | | 1 | | | 1 | 2 |
| i) COULD-S-V | | | | | | | | | | 1 | | | | | | | 1 |
| DESVIACIONES | 1 | 1 | | | 1 | 2 | | | 1 | | 1 | | 1 | | | 3 | 11 |
| IV OPERADOR DO | | | | | | | | | | | | | | | | | 58 |
| a) DO YOU LIKE | 1 | 1 | 1 | 1 | 2 | | 1 | | 1 | | 4 | 1 | 2 | 1 | | 1 | 17 |
| b) DO-S-V | 4 | 2 | | 1 | 1 | | 1 | | 1 | 1 | 1 | 2 | 2 | 3 | | 2 | 21 |
| c) DID-S-V | | | 2 | | 1 | | 2 | 1 | 1 | 2 | | 2 | 1 | 1 | | | 13 |
| DESVIACIONES | 1 | 1 | | | 2 | | | | | | 1 | | 1 | 1 | | | 7 |
| TOTAL | 16 | 14 | 16 | 8 | 16 | 12 | 14 | 14 | 16 | 13 | 16 | 23 | 16 | 14 | 8 | 18 | 234 |

Tabla 3.3.5.
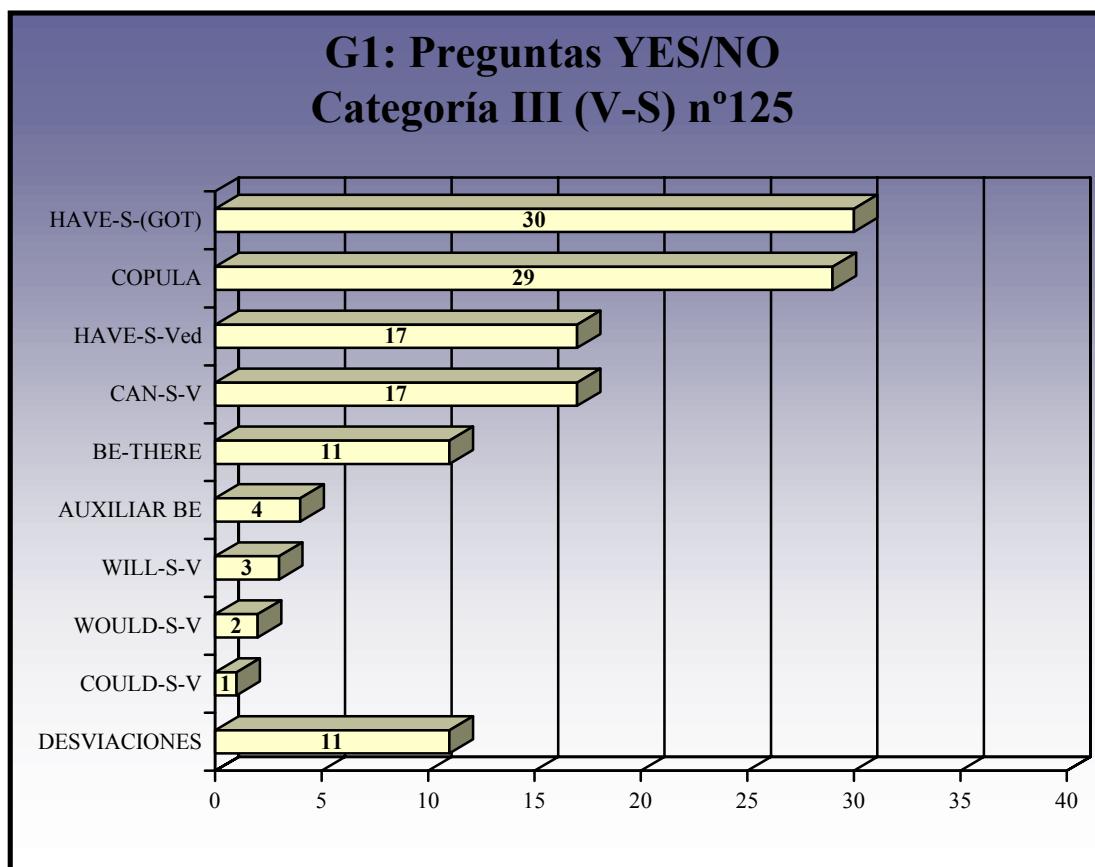


Gráfico 3.3.12. G1: pretest (oral)
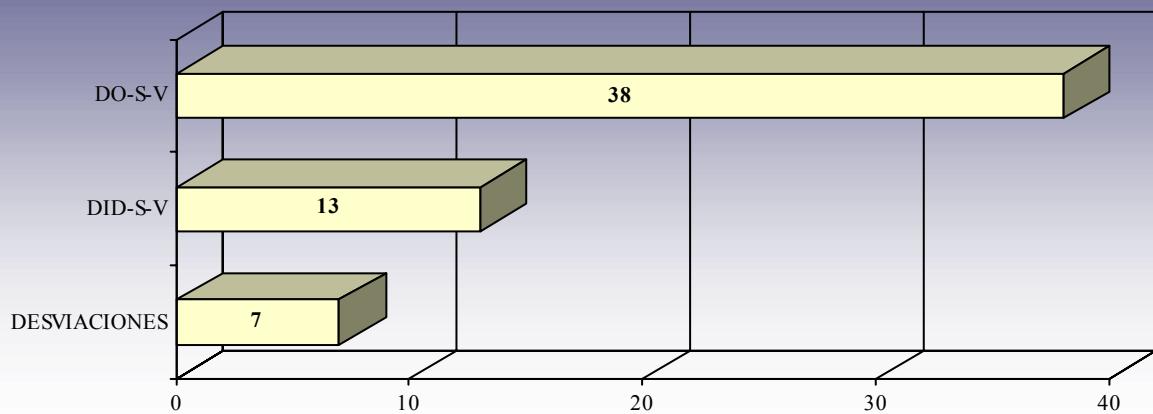
Gráfico 3.3.13. G1: pretest (oral)
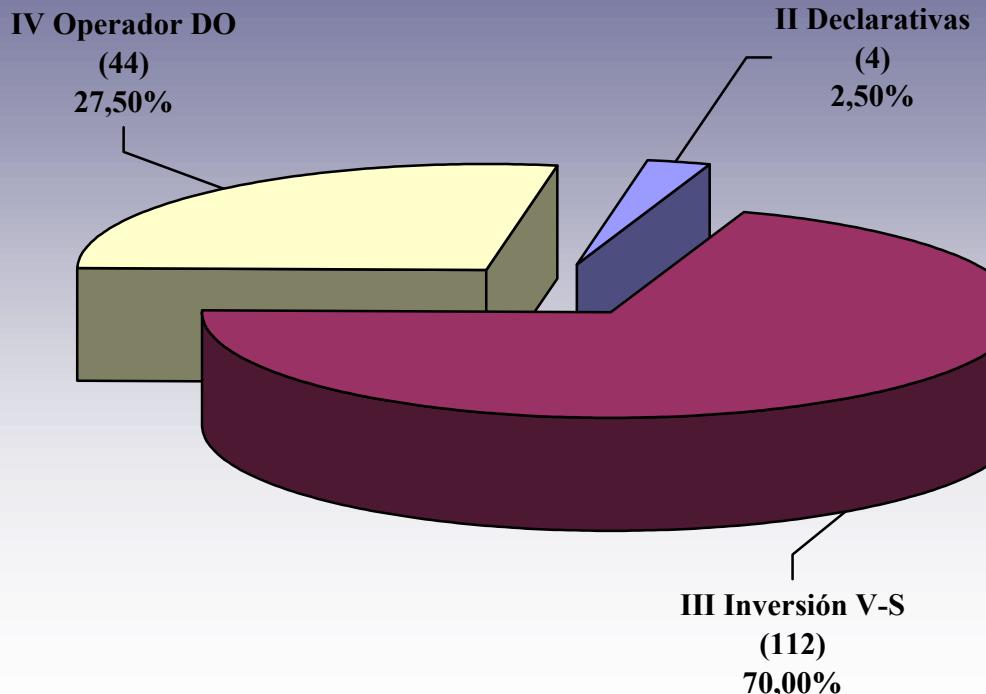


Gráfico 3.3.14. G1: pretest (escrito)

| Estructuras▼ Sujetos► | G1: PRETEST (ESC) – PREGUNTAS YES/NO | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **Total 160** |
| *I ELÍPTICAS* | | | | | | | | | | | | | | | | | |
| **II DECLARATIVAS** | 2 | | | 1 | | | | | | | | | | | | 1 | **4** |
| **III INVERSION V-S** | | | | | | | | | | | | | | | | | **112** |
| a) COPULA | 1 | 1 | 2 | 1 | 1 | | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | **20** |
| b) HAVE-S-(GOT) | | 2 | 2 | 3 | 3 | 2 | 2 | 4 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | **33** |
| c) HAVE-S-Ved | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 2 | | | 2 | | **14** |
| d) CAN-S-V | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | | 1 | 1 | 1 | | 1 | | | **15** |
| e) BE-THERE | | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | | 1 | | 1 | 1 | 1 | 1 | **13** |
| f) WILL-S-V | | | 1 | | | | | 1 | | | | | 1 | | | | **3** |
| g) AUXILIAR BE | | | | | | | | | 1 | 1 | | | | | | | **2** |
| h) WOULD-S-V | | | | | | | | 1 | | | | 1 | | | | | **2** |
| *i) COULD-S-V* | | | | | | | | | | | | | | | | | |
| DESVIACIONES | | | | 1 | 1 | 2 | | | | | | | 2 | | 1 | 3 | **10** |
| *IV OPERADOR DO* | | | | | | | | | | | | | | | | | **44** |
| a) DO YOU LIKE | | 1 | | 1 | 1 | | | | | 1 | 4 | 3 | 1 | 1 | | 1 | **14** |
| *b) DO-S-V* | 4 | | 1 | | | | 1 | | 1 | | 1 | 1 | 2 | 2 | | | **13** |
| *c) DID-S-V* | 3 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | **17** |
| *DESVIACIONES* | | | | | | | | | | | | | | | | | |
| *TOTAL* | 12 | 8 | 11 | 10 | 10 | 8 | 8 | 13 | 9 | 9 | 12 | 13 | 10 | 9 | 8 | 10 | **160** |

Tabla 3.3.6.

**G1: Preguntas YES/NO Categoría III (V-S) nº112**

| Categoría | Valor |
|---|---|
| HAVE-S-(GOT) | 33 |
| COPULA | 20 |
| HAVE-S-Ved | 14 |
| CAN-S-V | 15 |
| BE-THERE | 13 |
| AUXILIAR BE | 2 |
| WILL-S-V | 3 |
| WOULD-S-V | 2 |
| DESVIACIONES | 10 |
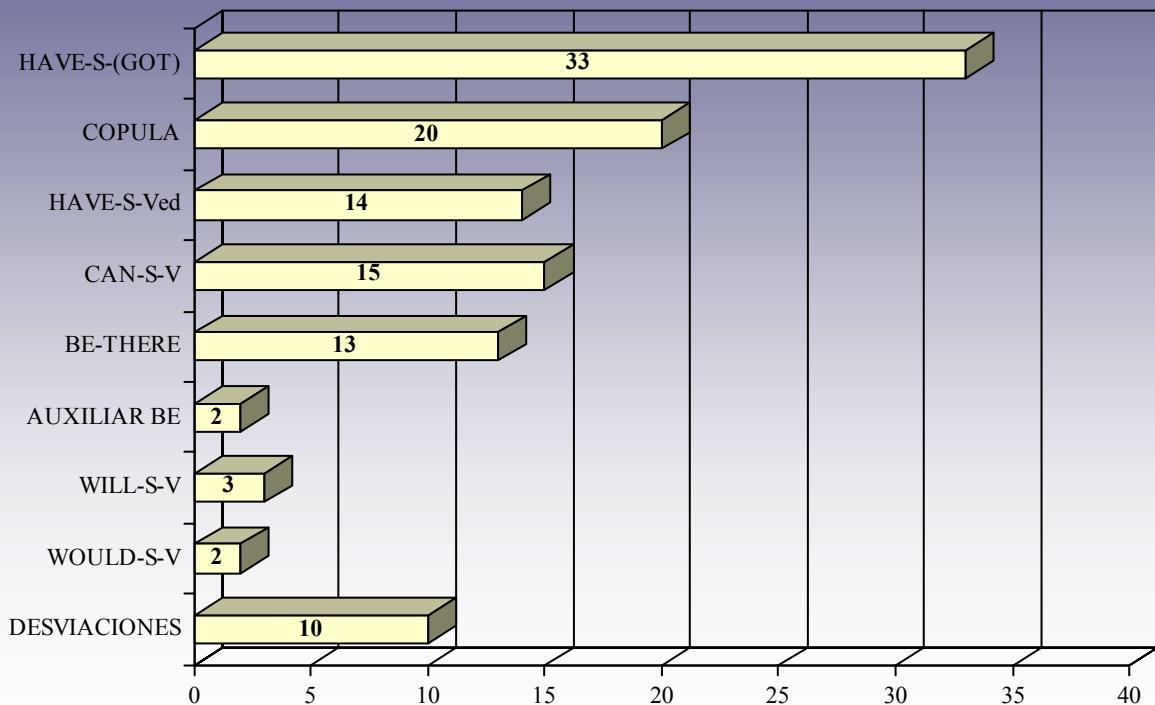
Gráfico 3.3.15. G1: pretest (escrito)



**G1: Preguntas YES/NO Categoría IV nº44**

| Categoría | Valor |
|---|---|
| DO-S-V | 27 |
| DID-S-V | 17 |
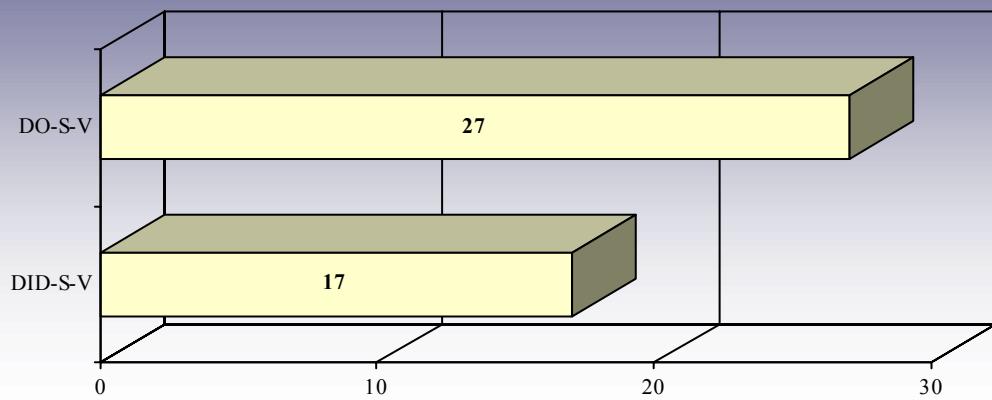
Gráfico 3.3.16. G1: pretest (escrito)

# Preguntas YES/NO (nº326)
## categorías

**IV Operador DO (79) 24,23%**

**I Elípticas (4) 1,23%**

**II Declarativas (42) 12,88%**

**III Inversión V-S (201) 61,66%**
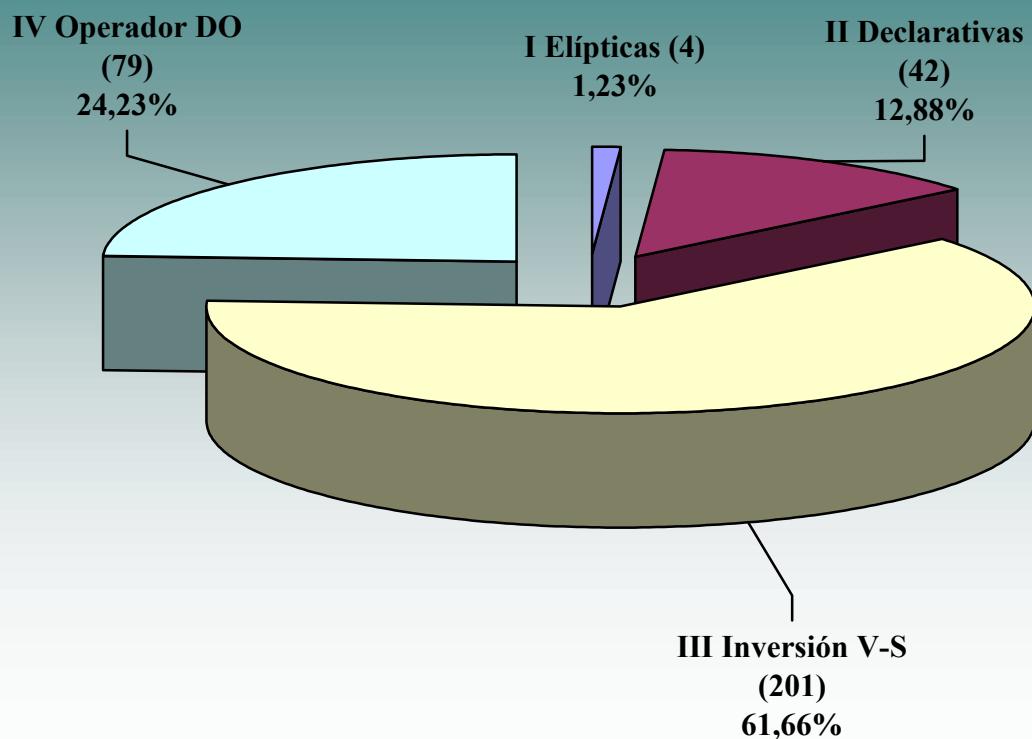
Gráfico 3.3.17. G2: pretest (oral)

| G2: PRETEST (ORAL) – PREGUNTAS YES/NO | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Estruct.▼ Sujetos► | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Total |
| I ELÍPTICAS | | 1 | 1 | | | | | 1 | | | | | | | | | 1 | | | | 4 |
| II DECLARATIVAS | 3 | | | 2 | 4 | 1 | 3 | 3 | | 5 | | | 3 | | 4 | 2 | 4 | 1 | 3 | 4 | 42 |
| III INVERSION V-S | | | | | | | | | | | | | | | | | | | | | 201 |
| a) COPULA | 2 | 2 | 1 | 1 | 1 | 2 | 3 | 1 | 1 | 1 | 2 | 2 | | 2 | 2 | 1 | 2 | 4 | 1 | 1 | 32 |
| b) HAVE-S-(GOT) | | 4 | 3 | 2 | 2 | 2 | 4 | 2 | 3 | 4 | 2 | 1 | 4 | 4 | | 3 | 3 | 4 | 2 | 1 | 50 |
| c) HAVE-S-Ved | | 1 | | 1 | | 3 | 1 | | 1 | 1 | 2 | 1 | 1 | 3 | 1 | 3 | 1 | 1 | 1 | 1 | 23 |
| d) CAN-S-V | 2 | 4 | 2 | 3 | 1 | | | 2 | 2 | 3 | 1 | 4 | 1 | 2 | 2 | | 3 | 2 | 1 | 1 | 36 |
| e) BE-THERE | 1 | 1 | 1 | 1 | | | | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 2 | | 15 |
| f) WILL-S-V | | | 2 | | | 1 | | 2 | | | 1 | 2 | | 2 | 1 | | | 1 | 1 | 1 | 14 |
| g) AUXILIAR BE | | | | | | 1 | | | | | 1 | 1 | 1 | | | 1 | | | | | 5 |
| h) WOULD-S-V | | | | | | | 1 | | | | | | | | | | | | | 2 | 3 |
| i) COULD-S-V | | | | 3 | | | | | | | | | | | | 1 | | | | | 4 |
| DESVIACIONES | 2 | | 1 | | 2 | 2 | 2 | 1 | | | | 1 | 1 | 2 | | 1 | | 2 | | 2 | 19 |
| IV OPERADOR DO | | | | | | | | | | | | | | | | | | | | | 79 |
| a) DO YOU LIKE | | | 1 | | 1 | 1 | 2 | 1 | | 3 | 2 | | 3 | | | 2 | 1 | | 1 | | 18 |
| b) DO-S-V | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 3 | 2 | | 3 | 3 | 1 | 1 | 3 | | 1 | 1 | 5 | 1 | 35 |
| c) DID-S-V | | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | | 2 | 2 | 1 | | | 1 | 2 | 1 | 2 | | 22 |
| DESVIACIONES | | | | | | 1 | | | | 1 | | | 1 | 1 | | | | | | | 4 |
| TOTAL | 13 | 15 | 15 | 12 | 16 | 17 | 20 | 19 | 11 | 18 | 17 | 18 | 18 | 18 | 14 | 16 | 18 | 18 | 19 | 14 | 326 |

Tabla 3.3.7.



Gráfico 3.3.18. G2: pretest (oral)

127

Gráfico 3.3.19. G2: pretest (oral)
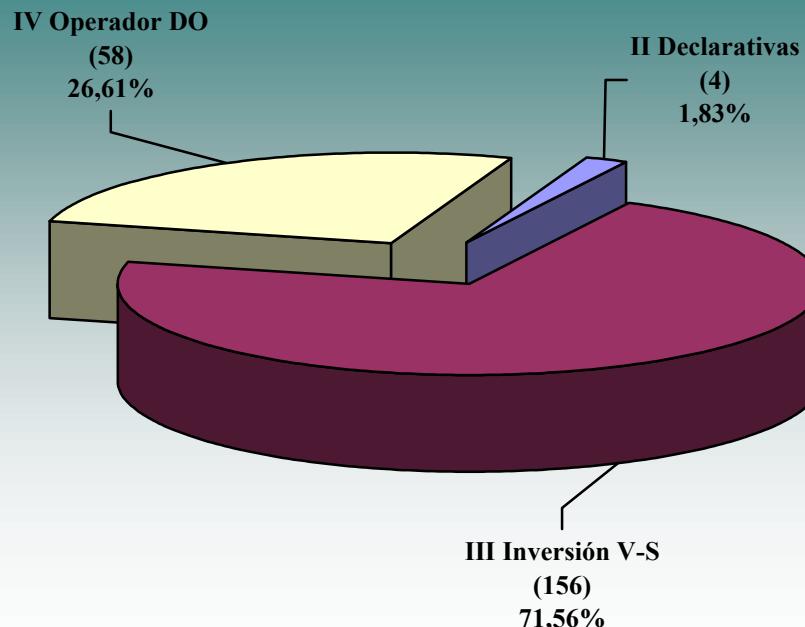


Gráfico 3.3.20. G2: pretest (escrito)

| G2: PRETEST (ESC) – PREGUNTAS YES/NO | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Estruct.▼ Sujetos► | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Total 218 |
| **I ELÍPTICAS** | | | | | | | | | | | | | | | | | | | | | |
| **II DECLARATIVAS** | 1 | | | | | | | | | | | | | | 2 | 1 | | | | | **4** |
| **III INVERSION V-S** | | | | | | | | | | | | | | | | | | | | | **156** |
| a) COPULA | 1 | 2 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 2 | 1 | 1 | 1 | 1 | 1 | 2 | **21** |
| b) HAVE-S-(GOT) | | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | | 3 | 2 | 3 | 2 | 2 | **46** |
| c) HAVE-S-Ved | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | 1 | 1 | 1 | 1 | 1 | **19** |
| d) CAN-S-V | 1 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 3 | 2 | 3 | 2 | 1 | 1 | **34** |
| e) BE-THERE | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | **20** |
| f) WILL-S-V | 1 | | 1 | | | 1 | | 1 | | 1 | 1 | 1 | | 1 | | 1 | | | | | **9** |
| g) AUXILIAR BE | | | | | | 1 | | | | | | | 1 | | | | | | | | **2** |
| h) WOULD-S-V | | | | | | | 1 | | | 1 | | | | | | | | | | | **2** |
| i) COULD-S-V | | | | | | | | | | | | | | | | 1 | | | | | **1** |
| DESVIACIONES | | | | | | | | | | | | | | 2 | | | | | | | **2** |
| **IV OPERADOR DO** | | | | | | | | | | | | | | | | | | | | | **58** |
| a) DO YOU LIKE | 1 | | 2 | 3 | 1 | 1 | 1 | 1 | | 2 | 2 | 1 | 1 | 2 | | 1 | 1 | | 1 | | **21** |
| b) DO-S-V | 2 | 1 | | 1 | | 1 | | 1 | | 1 | | 2 | | 1 | 1 | | | | 1 | 1 | **13** |
| c) DID-S-V | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | **22** |
| DESVIACIONES | | | | | | | | | | 1 | | | | | | | | 1 | | | **2** |
| **TOTAL** | 10 | 11 | 13 | 12 | 9 | 13 | 10 | 11 | 9 | 13 | 11 | 12 | 9 | 14 | 9 | 14 | 10 | 10 | 9 | 9 | **218** |

Tabla 3.3.8.

## G2: Preguntas YES/NO
## Categoría III (V-S) nº156

| | |
|---|---|
| HAVE-S-(GOT) | 46 |
| CAN-S-V | 34 |
| COPULA | 21 |
| HAVE-S-Ved | 19 |
| BE-THERE | 20 |
| WILL-S-V | 9 |
| AUXILIAR BE | 2 |
| COULD-S-V | 1 |
| WOULD-S-V | 2 |
| DESVIACIONES | 2 |
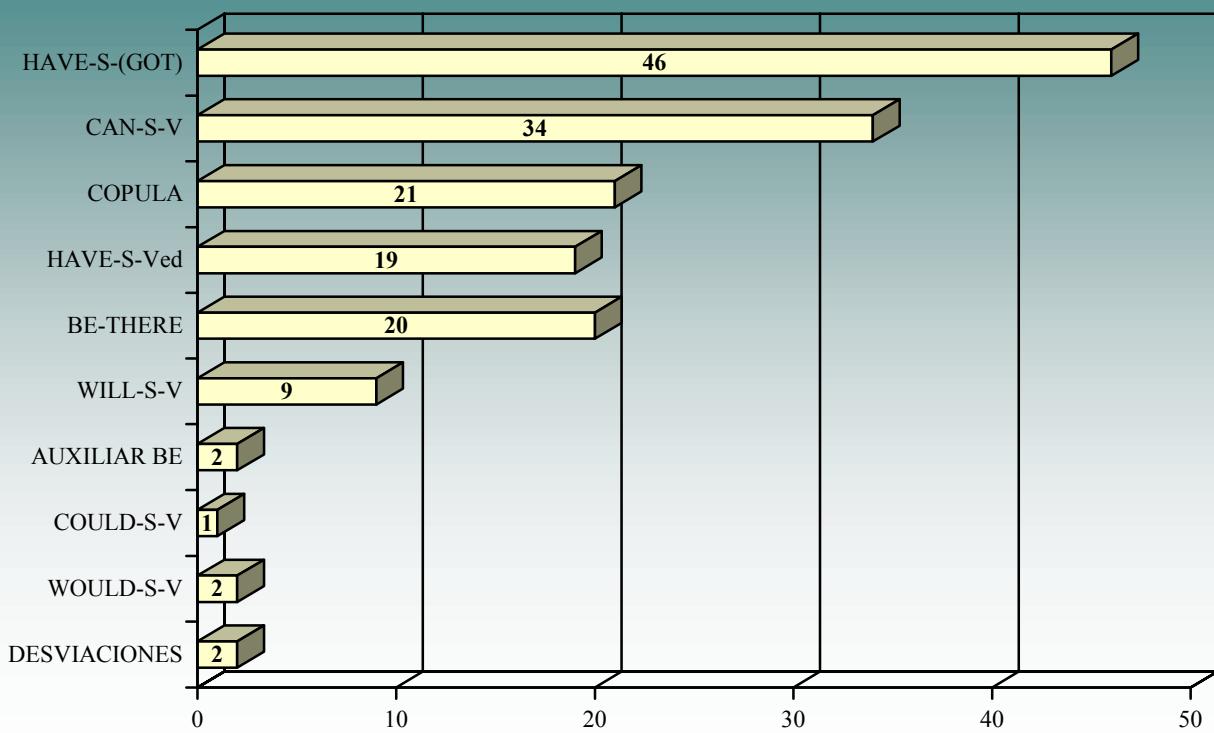
Gráfico 3.3.21. G2: pretest (escrito)



## G2: Preguntas YES/NO Categoría IV nº58

| | |
|---|---|
| DO-S-V | 34 |
| DID-S-V | 22 |
| DESVIACIONES | 2 |
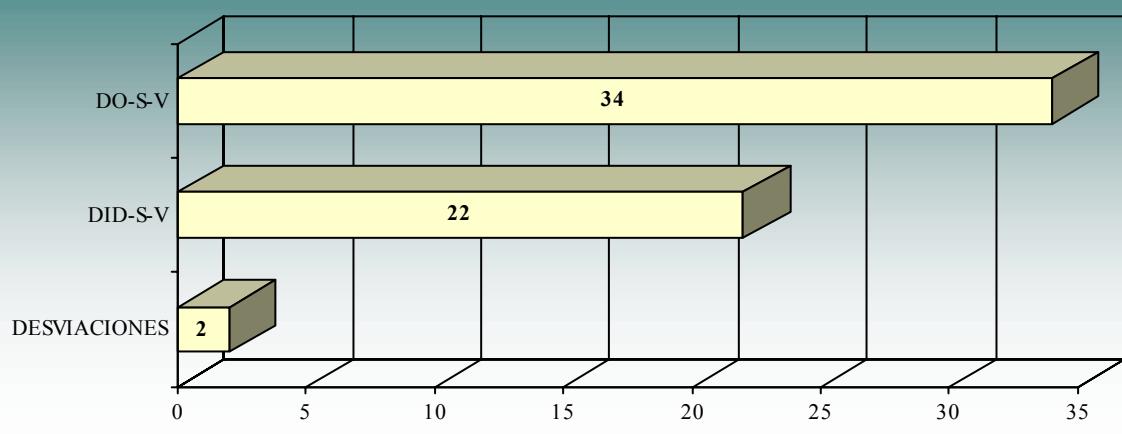
Gráfico 3.3.22. G2: pretest (escrito)

b) Postest 1



**Preguntas YES/NO (nº195)
categorías**

IV Operador DO
(45)
23,08%

II Declarativas
(11)
5,64%

III Inversión V-S
(139)
71,28%
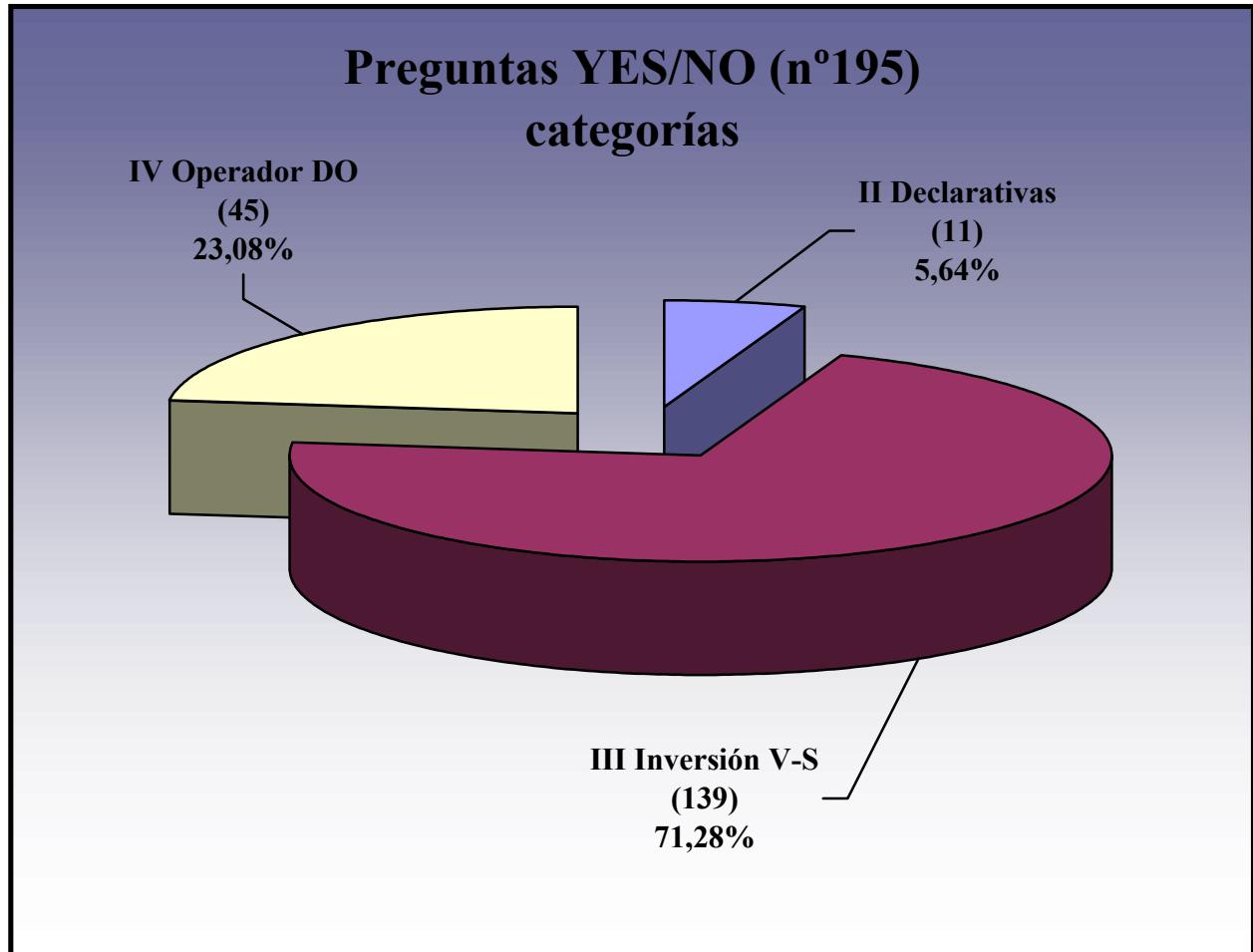
Gráfico 3.3.23. G1: postest 1 (oral)

| G1: POSTEST 1 (ORAL) – PREGUNTAS YES/NO | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Estructuras▼ Sujetos► | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Total 195 |
| **I ELÍPTICAS** | | | | | | | | | | | | | | | | | |
| **II DECLARATIVAS** | 1 | 1 | 1 | | | 1 | | 2 | | | 1 | | 1 | | 3 | | **11** |
| **III INVERSION V-S** | | | | | | | | | | | | | | | | | **139** |
| a) COPULA | 3 | 3 | 2 | 1 | 3 | 2 | 2 | 1 | 1 | 5 | 2 | 2 | 3 | 3 | 2 | 4 | **39** |
| b) HAVE-S-(GOT) | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 4 | 3 | 3 | 2 | 3 | 2 | **40** |
| c) HAVE-S-Ved | 1 | 2 | 1 | 1 | 1 | | 1 | 1 | | 2 | | 1 | 1 | 1 | | | **13** |
| d) CAN-S-V | 1 | 1 | 1 | | | 1 | | 1 | 3 | | | | 1 | | | 1 | **10** |
| e) BE-THERE | | | | | | | | | | | | | 1 | 1 | | | **2** |
| f) WILL-S-V | | 1 | 1 | 1 | | | | | | | | 1 | | | | | **4** |
| g) AUXILIAR BE | 1 | | | | | | 1 | | 1 | | | | | | 1 | | **4** |
| h) WOULD-S-V | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | **18** |
| i) COULD-S-V | | | | 1 | | | | | | | | | | | | | **1** |
| j) V(LEX)-S | | | | | | | | | | | | | | | 1 | | **1** |
| DESVIACIONES | | | 1 | | 1 | | | | 1 | | 1 | | | | | 3 | **7** |
| **IV OPERADOR DO** | | | | | | | | | | | | | | | | | **45** |
| a) DO YOU LIKE | | 1 | 1 | | 2 | | | | | | 1 | | 1 | 1 | | 1 | **8** |
| b) DO-S-V | 1 | 2 | 2 | | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | | **20** |
| c) DID-S-V | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | | 1 | **16** |
| DESVIACIONES | | | | 1 | | | | | | | | | | | | | **1** |
| **TOTAL** | 14 | 15 | 13 | 9 | 14 | 10 | 11 | 11 | 11 | 12 | 12 | 11 | 15 | 11 | 12 | 14 | **195** |

Tabla 3.3.9.

**G1: Preguntas YES/NO**
**Categoría III (V-S) nº139**

| | |
|---|---|
| HAVE-S-(GOT) | 40 |
| COPULA | 39 |
| HAVE-S-Ved | 13 |
| CAN-S-V | 10 |
| BE-THERE | 2 |
| AUXILIAR BE | 4 |
| WILL-S-V | 4 |
| WOULD-S-V | 18 |
| COULD-S-V | 1 |
| V(LEX)-S | 1 |
| DESVIACIONES | 7 |
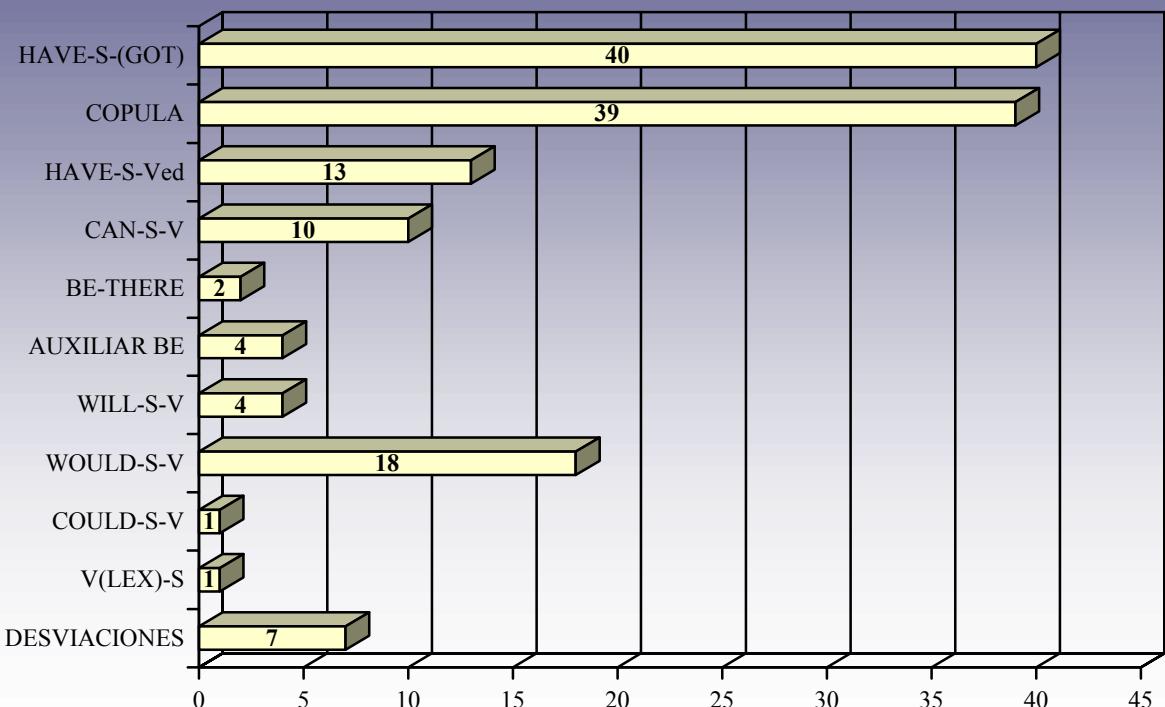
Gráfico 3.3.24. G1: postest 1 (oral)



**G1: Preguntas YES/NO Categoría IV nº45**

| | |
|---|---|
| DO-S-V | 28 |
| DID-S-V | 16 |
| DESVIACIONES | 1 |
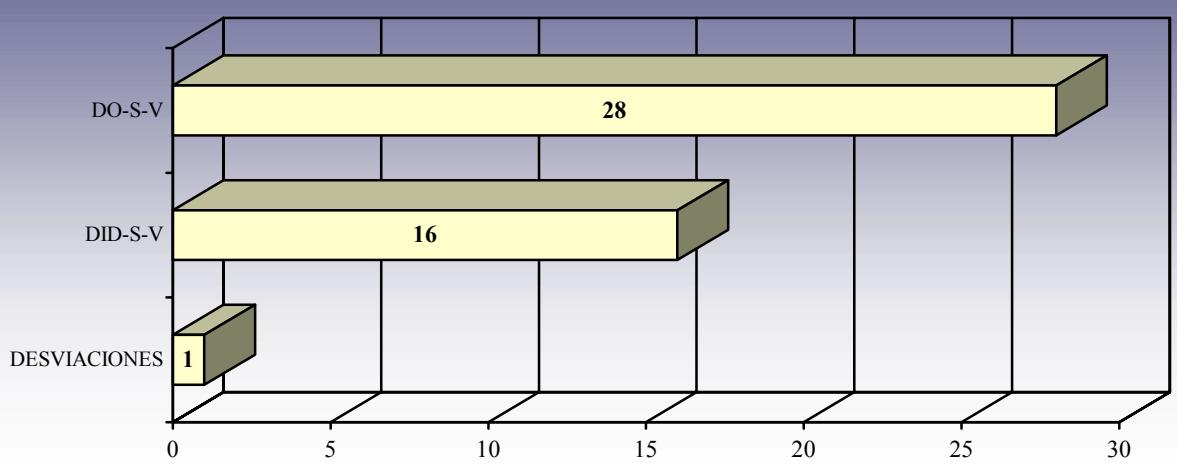
Gráfico 3.3.25. G1: postest 1 (oral)

**Preguntas YES/NO (nº155)**
**categorías**

IV Operador DO
(49)
31,61%

III Inversión V-S
(106)
68,39%
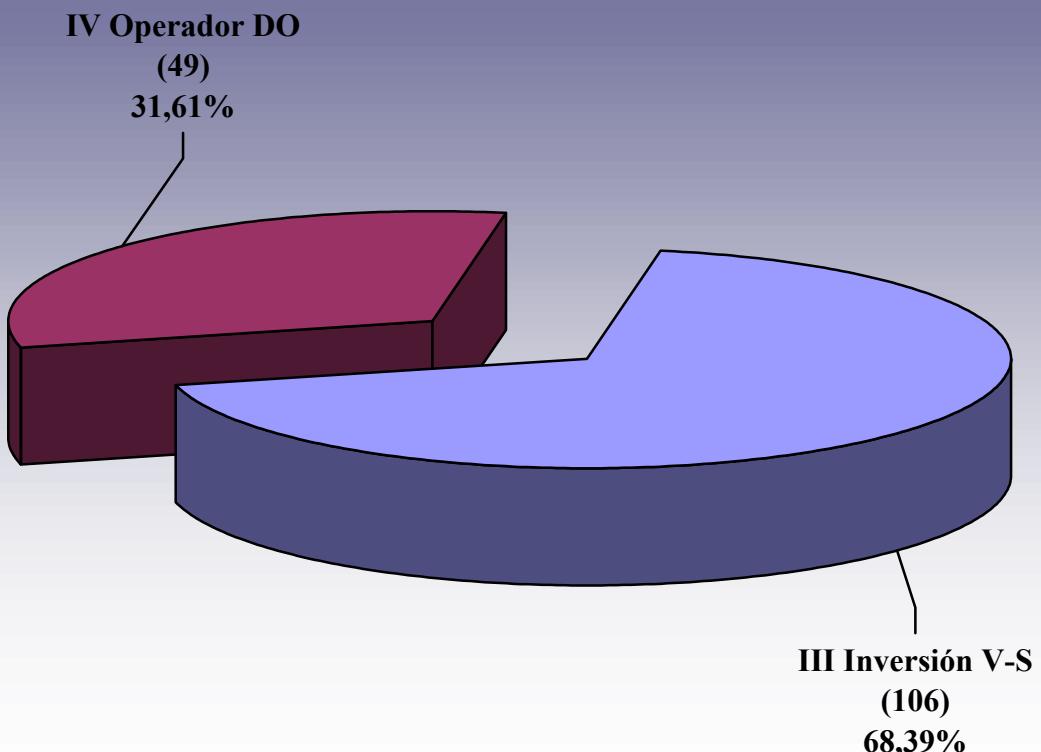
Gráfico 3.3.26. G1: postest 1 (escrito)

| G1: POSTEST 1 (ESC) – PREGUNTAS YES/NO | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Estructuras▼ Sujetos►** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **Total 155** |
| **I ELÍPTICAS** | | | | | | | | | | | | | | | | | |
| **II DECLARATIVAS** | | | | | | | | | | | | | | | | | |
| **III INVERSION V-S** | | | | | | | | | | | | | | | | | **106** |
| a) COPULA | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | **18** |
| b) HAVE-S-(GOT) | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 1 | **38** |
| c) HAVE-S-Ved | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | | 1 | 1 | 1 | **15** |
| d) CAN-S-V | 1 | 1 | 1 | | | 1 | | 1 | 1 | | | | 1 | | | | **7** |
| e) BE-THERE | | | | | | | | | | | | | | | | | |
| f) WILL-S-V | | | 1 | | | | | | 1 | | | 1 | | | | | **3** |
| g) AUXILIAR BE | | | | | | | | | | 1 | | | | | 1 | | **2** |
| h) WOULD-S-V | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | **18** |
| *i) COULD-S-V* | | | | | | | | | | | | | | | | | |
| j) V(LEX)-S | | | | | | | | | | | | | | | | | |
| k) MAY-S-V | | | | | | | | | 1 | | | | | | | | **1** |
| DESVIACIONES | | | | | | | | | | | 1 | | 1 | | | 2 | **4** |
| *IV OPERADOR DO* | | | | | | | | | | | | | | | | | **49** |
| a) DO YOU LIKE | | | 1 | 2 | 1 | | | | | | 2 | 1 | | 1 | 4 | 1 | **13** |
| *b) DO-S-V* | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | | 2 | 1 | 1 | | 1 | **18** |
| *c) DID-S-V* | 2 | 1 | 1 | | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | **18** |
| *DESVIACIONES* | | | | | | | | | | | | | | | | | |
| *TOTAL* | 9 | 10 | 11 | 8 | 10 | 9 | 9 | 9 | 11 | 9 | 9 | 11 | 10 | 8 | 12 | 10 | **155** |

Tabla 3.3.10.

**G1: Preguntas YES/NO
Categoría III (V-S) nº106**

| | |
|---|---|
| HAVE-S-(GOT) | 38 |
| COPULA | 18 |
| HAVE-S-Ved | 15 |
| CAN-S-V | 7 |
| BE-THERE | |
| AUXILIAR BE | 2 |
| WILL-S-V | 3 |
| WOULD-S-V | 18 |
| COULD-S-V | |
| V(LEX)-S | |
| MAY-S-V | 1 |
| DESVIACIONES | 4 |
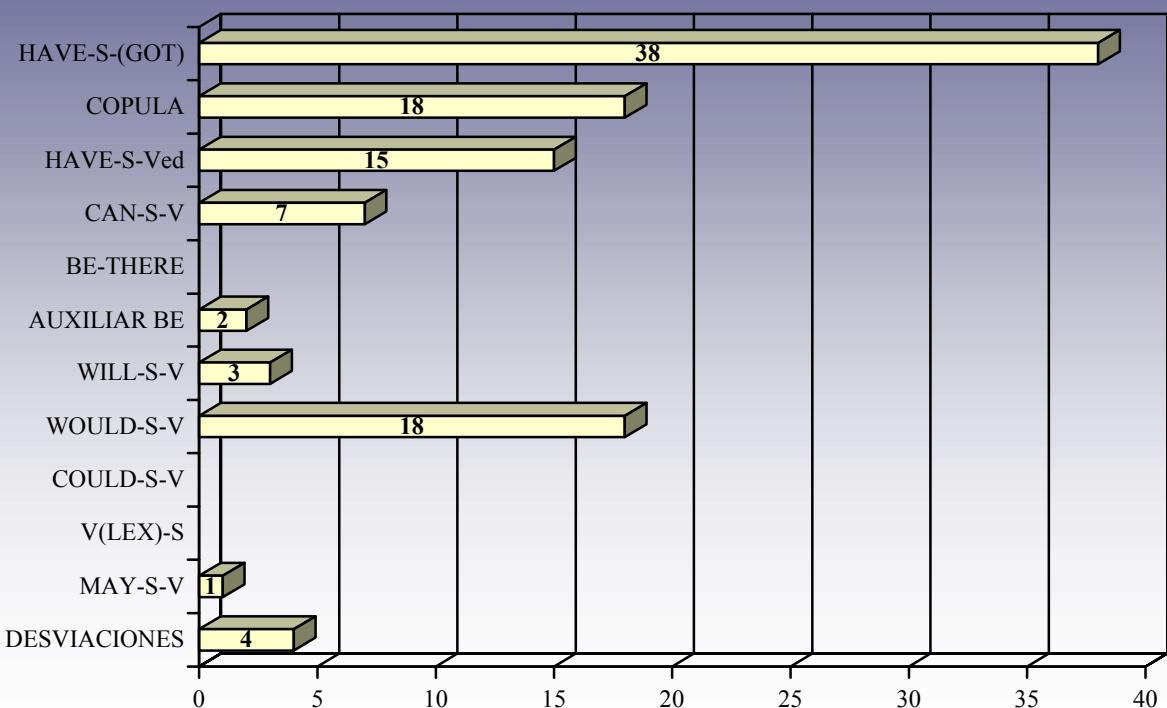
Gráfico 3.3.27. G1: postest 1 (escrito)



**G1: Preguntas YES/NO Categoría IV nº49**

| | |
|---|---|
| DO-S-V | 31 |
| DID-S-V | 18 |
| DESVIACIONES | |
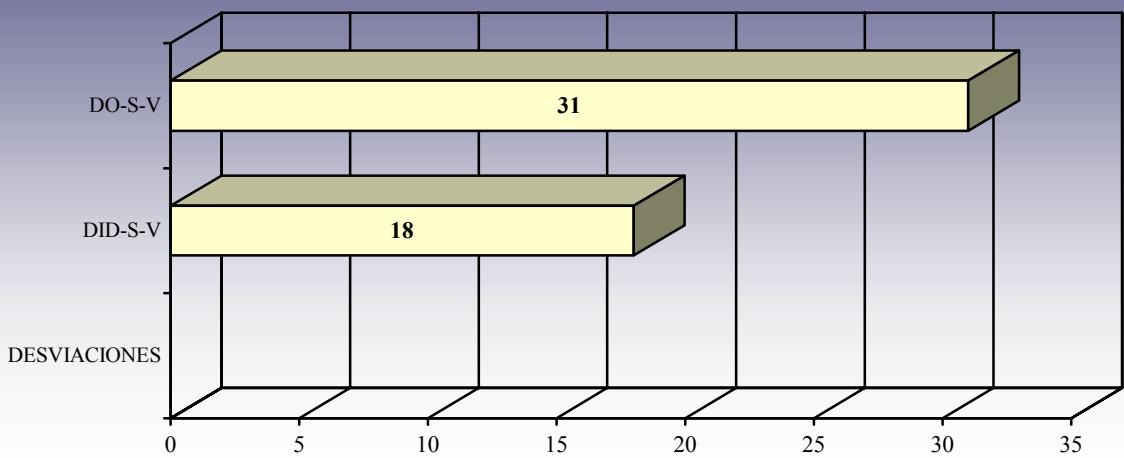
Gráfico 3.3.28. G1: postest 1 (escrito)

136

**Preguntas YES/NO (nº294) categorías**

IV Operador DO (87) 29,59%

II Declarativas (36) 12,24%

III Inversión V-S (171) 58,16%
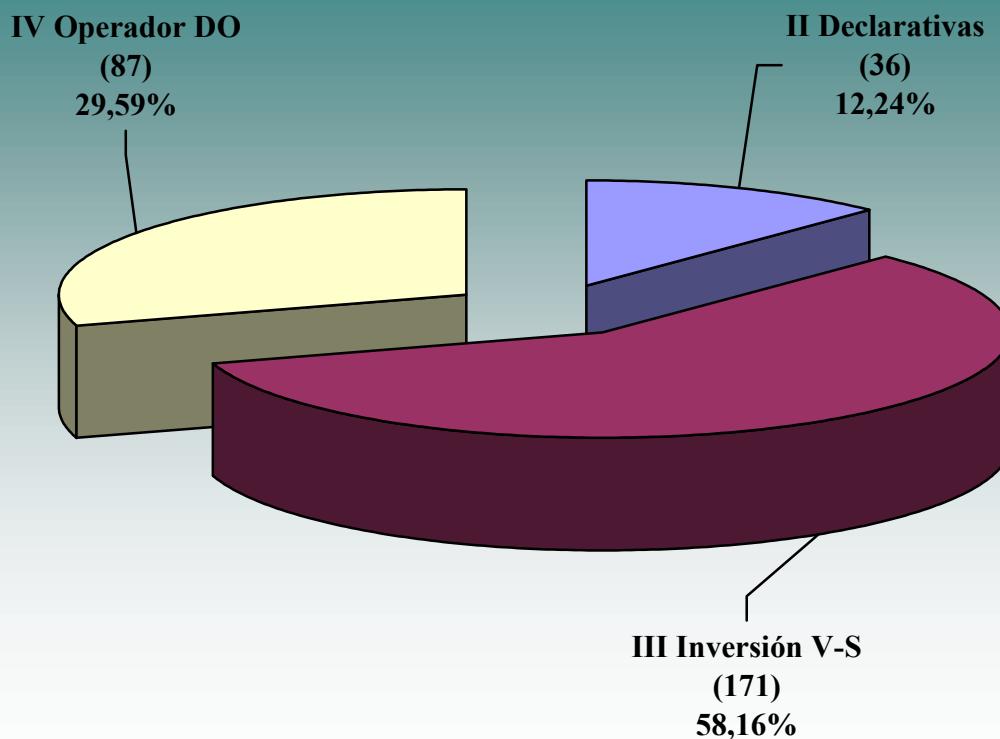
Gráfico 3.3.29. G2: postest 1 (oral)

| G2: POSTEST 1 (ORAL) – PREGUNTAS YES/NO | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Estruct.▼ Sujetos► | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Total 294 |
| I ELÍPTICAS | | | | | | | | | | | | | | | | | | | | | |
| II DECLARATIVAS | | 1 | 1 | 1 | 4 | 2 | | 5 | | 3 | | 3 | 2 | | 3 | | 3 | 1 | 4 | 3 | 36 |
| III INVERSION V-S | | | | | | | | | | | | | | | | | | | | | 171 |
| a) COPULA | 2 | 1 | 3 | 1 | 1 | 2 | 7 | | 4 | 2 | 4 | 1 | 4 | | 2 | 2 | 1 | 3 | 1 | | 41 |
| b) HAVE-S-(GOT) | 1 | 3 | 2 | 2 | 3 | | 1 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 3 | 2 | 2 | 1 | 2 | 40 |
| c) HAVE-S-Ved | | 2 | 1 | | | | 1 | 2 | 2 | 1 | 1 | | | 1 | 1 | 1 | 1 | | | | 14 |
| d) CAN-S-V | | 3 | | 2 | 1 | | 1 | 1 | | 1 | | 3 | | 2 | | 1 | 2 | 1 | | | 18 |
| e) BE-THERE | | 1 | | | | 1 | | | | 1 | 1 | | | | | 1 | | | | 1 | 6 |
| f) WILL-S-V | 3 | | 1 | | | | 1 | 2 | | 1 | 1 | 1 | | 2 | | 1 | | | | 1 | 14 |
| g) AUXILIAR BE | | | | | 3 | | | | | | | | | | | | | | | | 3 |
| h) WOULD-S-V | 1 | 1 | 1 | 1 | 2 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 19 |
| i) COULD-S-V | | 1 | | | | | | | | | | | | | | | | | | | 1 |
| j) V(LEX)-S | | | | | | | | | | | | | | | | | | | 1 | | 1 |
| DESVIACIONES | 2 | | 1 | 1 | 1 | 1 | | 2 | | | | 1 | | 1 | | | | 1 | 1 | 2 | 14 |
| IV OPERADOR DO | | | | | | | | | | | | | | | | | | | | | 87 |
| a) DO YOU LIKE | 1 | | 2 | 1 | 2 | 2 | 2 | 1 | | 2 | 2 | 2 | 2 | 3 | | 1 | | 1 | | | 24 |
| b) DO-S-V | 3 | 2 | 2 | 1 | 1 | 4 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 3 | 1 | 2 | 3 | 1 | 36 |
| c) DID-S-V | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | | 20 |
| DESVIACIONES | 1 | | | | 1 | 1 | | 2 | | | | | | | | | | 1 | | 1 | 7 |
| TOTAL | 15 | 16 | 15 | 11 | 17 | 17 | 16 | 20 | 12 | 18 | 15 | 16 | 13 | 16 | 11 | 15 | 13 | 12 | 13 | 13 | 294 |

Tabla 3.3.11.
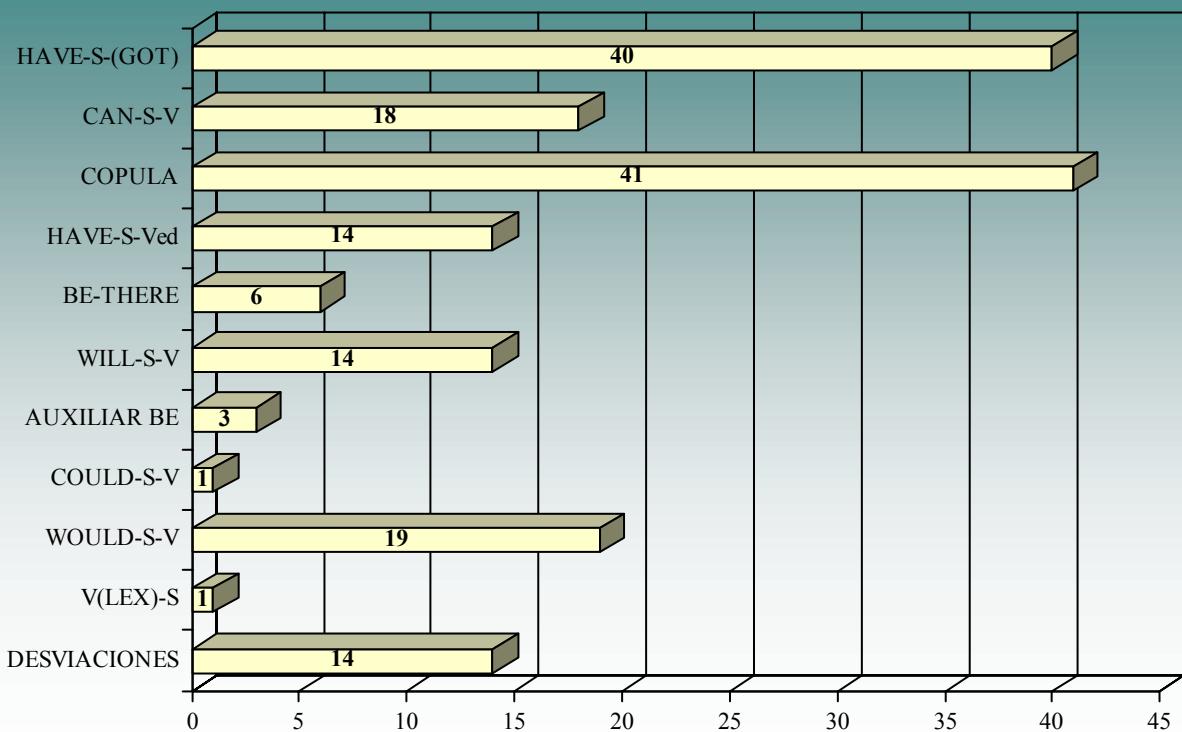
Gráfico 3.3.30. G2: postest 1 (oral)
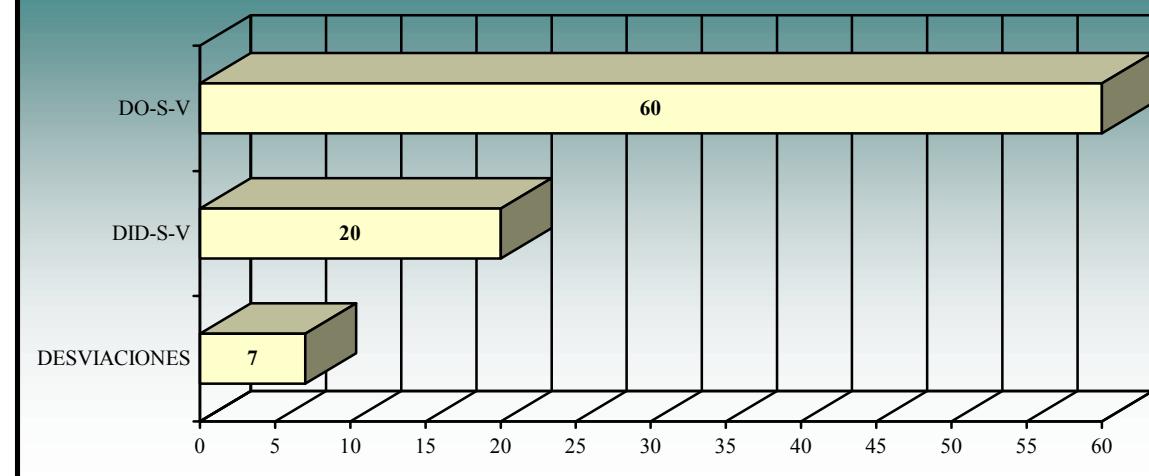


Gráfico 3.3.31. G2: postest 1 (oral)

**Preguntas YES/NO (nº218)
categorías**

IV Operador DO
(75)
34,40%
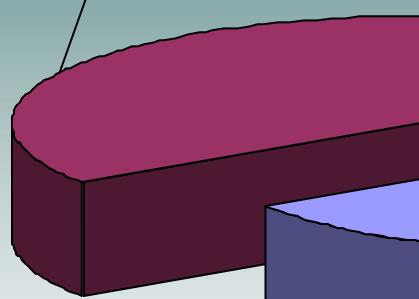
III Inversión V-S
(143)
65,60%

Gráfico 3.3.32. G2: postest 1 (escrito)

| G2: POSTEST 1 (ESC) – PREGUNTAS YES/NO | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Estruct.▼ Sujetos► | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Total 218 |
| **I ELÍPTICAS** | | | | | | | | | | | | | | | | | | | | | |
| **II DECLARATIVAS** | | | | | | | | | | | | | | | | | | | | | |
| **III INVERSION V-S** | | | | | | | | | | | | | | | | | | | | | **143** |
| a) COPULA | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | | 1 | 1 | 1 | 1 | 1 | 1 | **22** |
| b) HAVE-S-(GOT) | 3 | 3 | 3 | 2 | 4 | 1 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | **51** |
| c) HAVE-S-Ved | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | | 2 | | 2 | | 1 | | 1 | 1 | 1 | **19** |
| d) CAN-S-V | 1 | | | 2 | 1 | | 1 | | 1 | | 1 | 1 | | | 1 | 1 | 1 | 1 | | 1 | **13** |
| e) BE-THERE | | | | | | | | | | | | | | | | | | | | 1 | **1** |
| f) WILL-S-V | 1 | 1 | 1 | | | | | 1 | 1 | 1 | 1 | 1 | | 1 | | 1 | | | | | **10** |
| g) AUXILIAR BE | | | | | | | | | | | | | | | | | | | | | |
| h) WOULD-S-V | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | 1 | 1 | 1 | 1 | 1 | 1 | **20** |
| *i) COULD-S-V* | | 1 | | | | | | | | | | | | | | | | | | | **1** |
| j) V(LEX)-S | | | | | | | | | | | | | | | | | | | | | |
| DESVIACIONES | | | | | | | | 1 | | | 1 | | 2 | | | 1 | 1 | | | | **6** |
| **IV OPERADOR DO** | | | | | | | | | | | | | | | | | | | | | **75** |
| a) DO YOU LIKE | | 1 | 2 | 2 | 2 | | 2 | 1 | 2 | 2 | 3 | 2 | | 3 | | 1 | 1 | | | | **24** |
| *b) DO-S-V* | 1 | 1 | 2 | 1 | 1 | 5 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | **30** |
| *c) DID-S-V* | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | **20** |
| *DESVIACIONES* | | | | | | | | | | | | | | | 1 | | | | | | **1** |
| *TOTAL* | 10 | 12 | 13 | 11 | 13 | 10 | 12 | 11 | 11 | 13 | 13 | 11 | 9 | 12 | 8 | 13 | 10 | 9 | 8 | 9 | **218** |

Tabla 3.3.12.
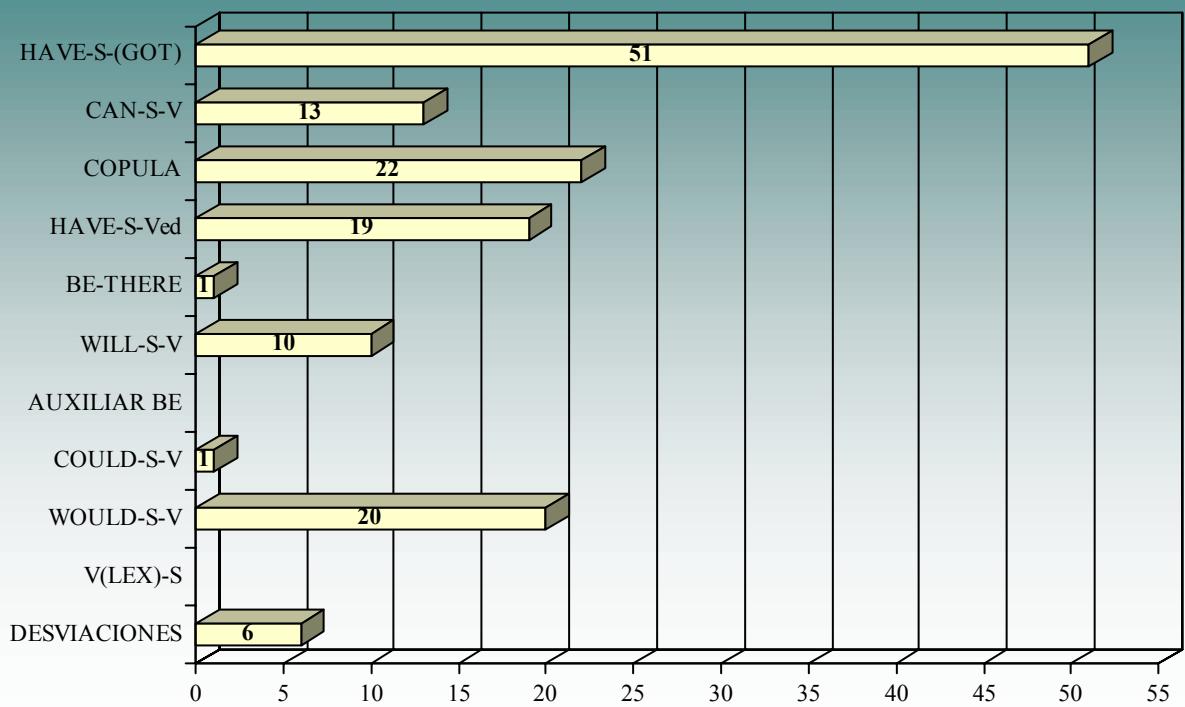
Gráfico 3.3.33. G2: postest 1 (escrito)
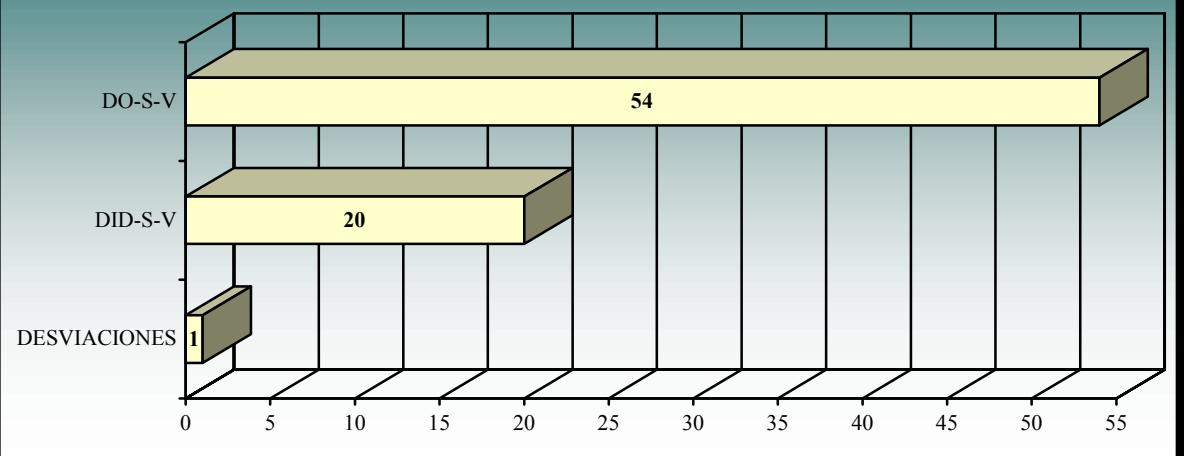


Gráfico 3.3.34. G2: postest 1 (escrito)

c) Postest 2

**Preguntas YES/NO (nº178)
categorías**

IV Operador DO
(39)
21,91%

II Declarativas
(10)
5,62%

III Inversión V-S
(129)
72,47%
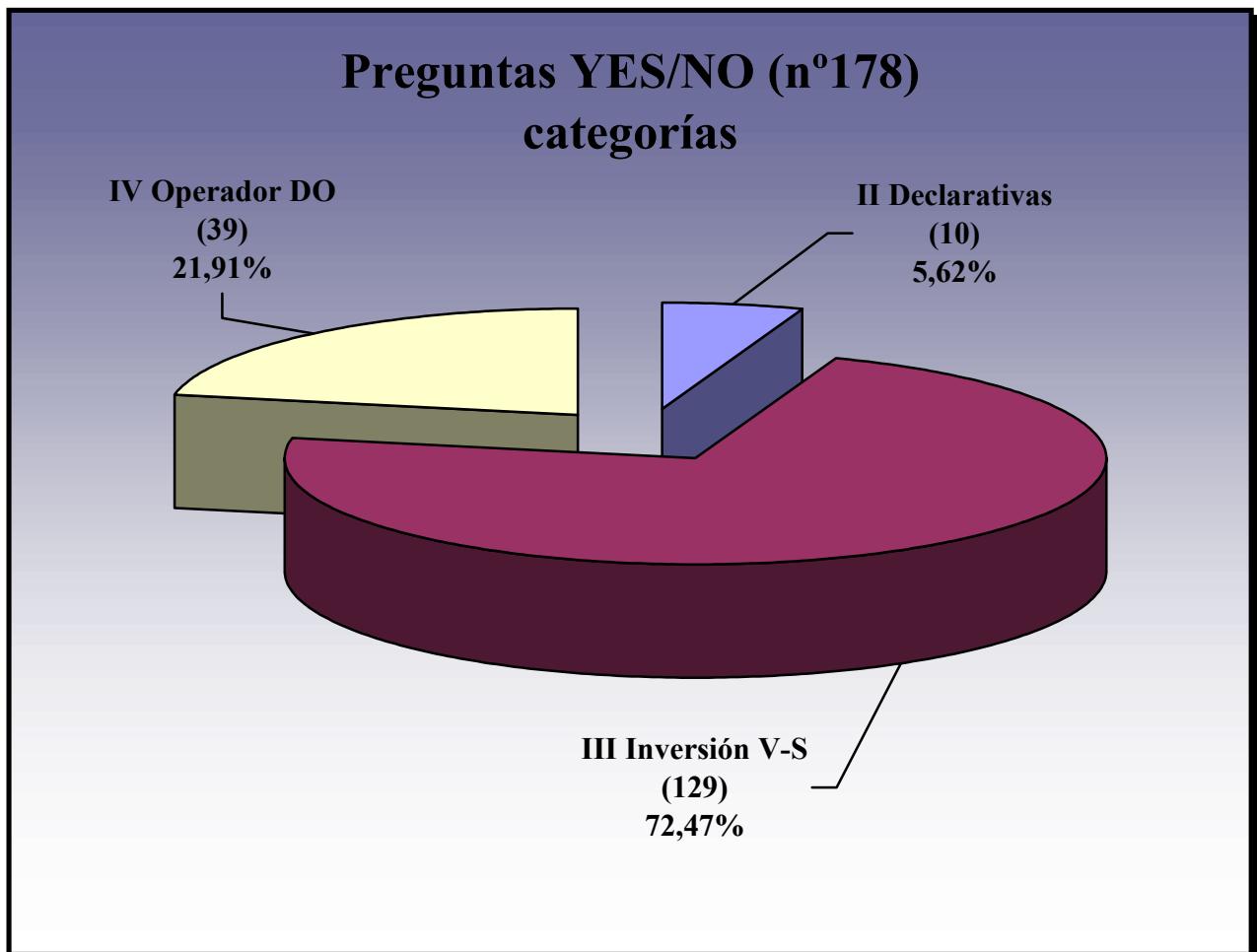
Gráfico 3.3.35. G1: postest 2 (oral)

| G1: POSTEST 2 (ORAL) – PREGUNTAS YES/NO | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Estructuras▼ Sujetos► | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Total 178 |
| **I ELÍPTICAS** | | | | | | - | - | | | | | | | | | | |
| **II DECLARATIVAS** | 1 | | | | 3 | - | - | 1 | 1 | | 4 | | | | | | **10** |
| **III INVERSION V-S** | | | | | | | | | | | | | | | | | **129** |
| a) COPULA | 3 | 1 | 2 | 2 | 1 | - | - | 2 | 2 | 4 | 1 | 3 | 3 | 3 | 3 | 2 | **32** |
| b) HAVE-S-(GOT) | 2 | 2 | 2 | 3 | 3 | - | - | 3 | 2 | 3 | 4 | 2 | 2 | 2 | 2 | 3 | **35** |
| c) HAVE-S-Ved | 1 | 1 | 1 | 1 | 1 | - | - | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | **13** |
| d) CAN-S-V | 2 | 1 | 2 | 2 | 2 | - | - | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | **23** |
| e) BE-THERE | 1 | 1 | 1 | 1 | 1 | - | - | 1 | 2 | 1 | | 1 | 1 | 1 | 1 | | **13** |
| f) WILL-S-V | | 1 | 1 | 1 | | - | - | | | | | 1 | | 1 | | | **5** |
| g) AUXILIAR BE | 1 | | | | | - | - | | | 1 | | | | | 2 | | **4** |
| h) WOULD-S-V | | | | | | - | - | | | | | | | | | | |
| i) COULD-S-V | | | | | | - | - | | | | | | | | | | |
| j) V(LEX)-S | | | | | | - | - | | | | | | | | | | |
| DESVIACIONES | | | | | | - | - | | 2 | | | | | | | 2 | **4** |
| **IV OPERADOR DO** | | | | | | | | | | | | | | | | | **39** |
| a) DO YOU LIKE | | | 1 | | 2 | - | - | | | | 4 | 3 | | 1 | 1 | 4 | **16** |
| b) DO-S-V | | | 1 | | 2 | - | - | | | | | 1 | 1 | 2 | | 1 | **8** |
| c) DID-S-V | 1 | 1 | 2 | 1 | 1 | - | - | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | **15** |
| DESVIACIONES | | | | | | - | - | | | | | | | | | | |
| **TOTAL** | 12 | 8 | 13 | 11 | 16 | - | - | 11 | 13 | 12 | 15 | 14 | 10 | 13 | 12 | 18 | **178** |

Tabla 3.3.13.
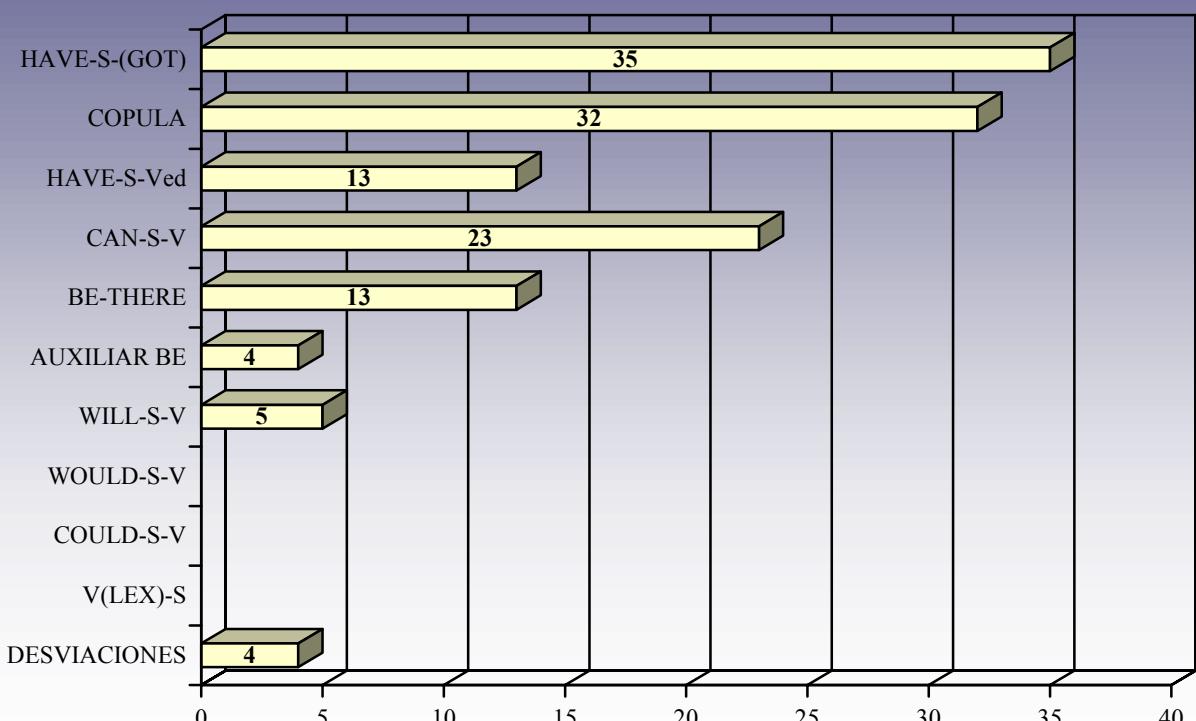
Gráfico 3.3.36. G1: postest 2 (oral)
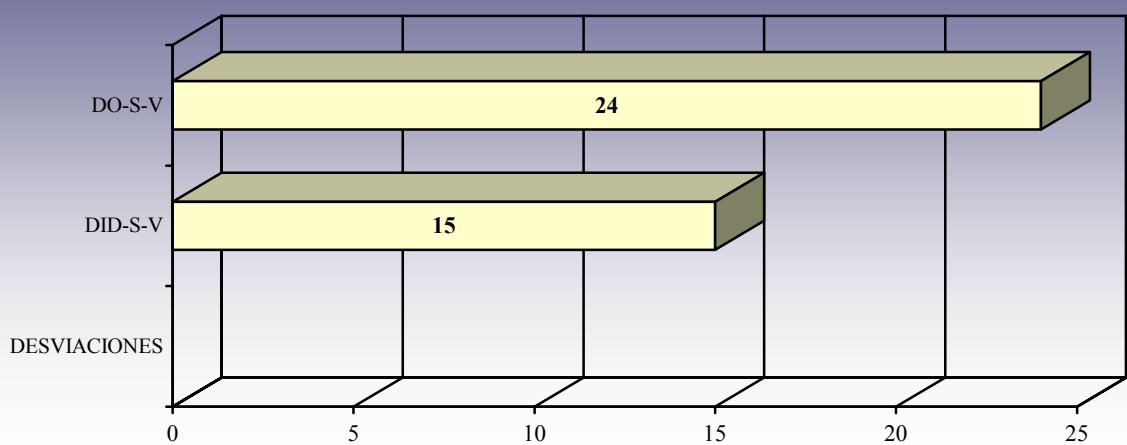


Gráfico 3.3.37. G1: postest 2 (oral)

**Preguntas YES/NO (nº136)**
**categorías**

IV Operador DO
(33)
24,26%

III Inversión V-S
(103)
75,74%
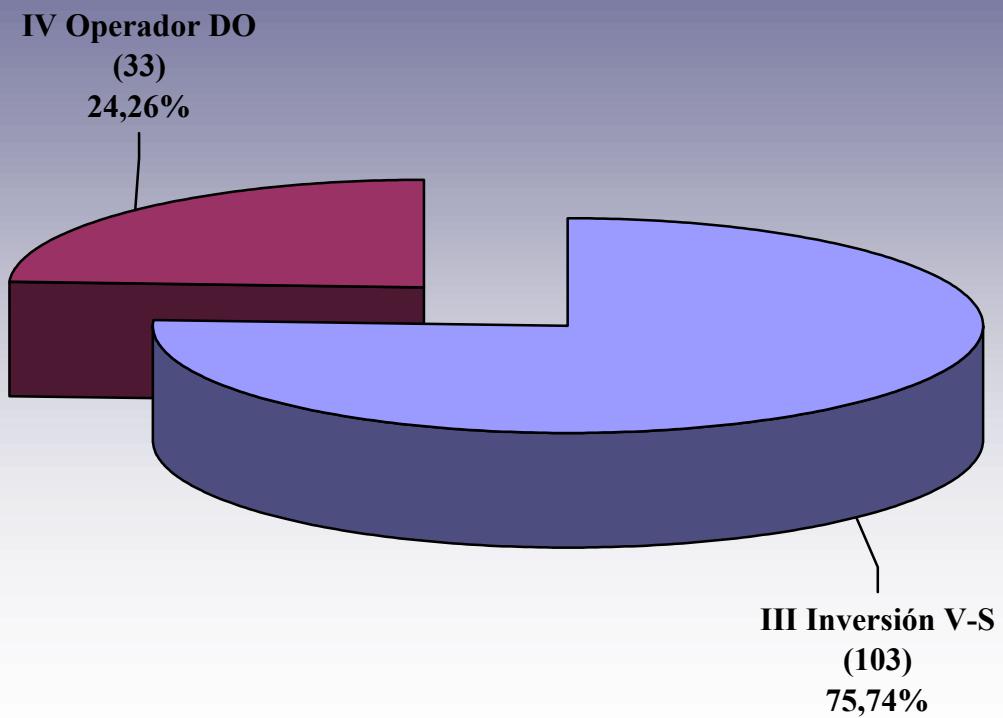
Gráfico 3.3.38. G1: postest 2 (escrito)

| G1: POSTEST 2 (ESC) – PREGUNTAS YES/NO | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Estructuras▼ Sujetos► | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Total 136 |
| I ELÍPTICAS | | | | | | - | - | | | | | | | | | | |
| II DECLARATIVAS | | | | | | - | - | | | | | | | | | | |
| III INVERSION V-S | | | | | | | | | | | | | | | | | 103 |
| a) COPULA | 1 | 1 | 1 | 1 | 1 | - | - | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| b) HAVE-S-(GOT) | 2 | 2 | 2 | 4 | 3 | - | - | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 33 |
| c) HAVE-S-Ved | 1 | 2 | 1 | 1 | 1 | - | - | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 16 |
| d) CAN-S-V | 2 | 1 | 2 | 1 | 1 | - | - | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| e) BE-THERE | 1 | 1 | 1 | | 1 | - | - | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 12 |
| f) WILL-S-V | | 1 | 1 | | | - | - | | | | | 1 | | | | | 3 |
| g) AUXILIAR BE | | | | | | - | - | | | 1 | | | | | | | 1 |
| h) WOULD-S-V | | | | | | - | - | | | | | 1 | | | | | 1 |
| i) COULD-S-V | | | | | | - | - | | | | | | | | | | |
| j) V(LEX)-S | | | | | | - | - | | | | | | | | | | |
| k) MAY-S-V | | | | | | - | - | | | | | | | | | | |
| DESVIACIONES | | | | 3 | | - | - | | | | | | | | | 1 | 4 |
| IV OPERADOR DO | | | | | | | | | | | | | | | | | 33 |
| a) DO YOU LIKE | | | 1 | | 2 | - | - | | | | 3 | 1 | | 1 | 1 | 2 | 11 |
| b) DO-S-V | | | | | 2 | - | - | | | | | 1 | 1 | 1 | | 2 | 7 |
| c) DID-S-V | 1 | 1 | 2 | 1 | 1 | - | - | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 15 |
| DESVIACIONES | | | | | | - | - | | | | | | | | | | |
| TOTAL | 8 | 9 | 11 | 11 | 12 | - | - | 8 | 8 | 10 | 10 | 11 | 9 | 9 | 8 | 12 | 136 |

Tabla 3.3.14.
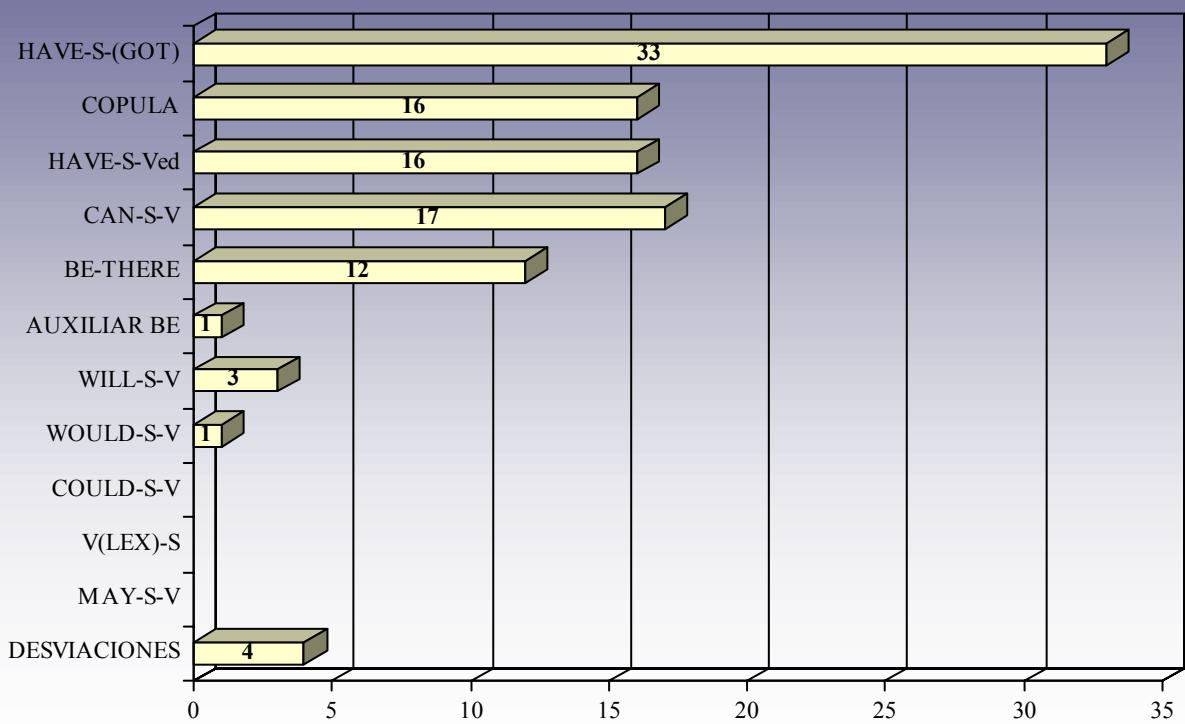
Gráfico 3.3.39. G1: postest 2 (escrito)
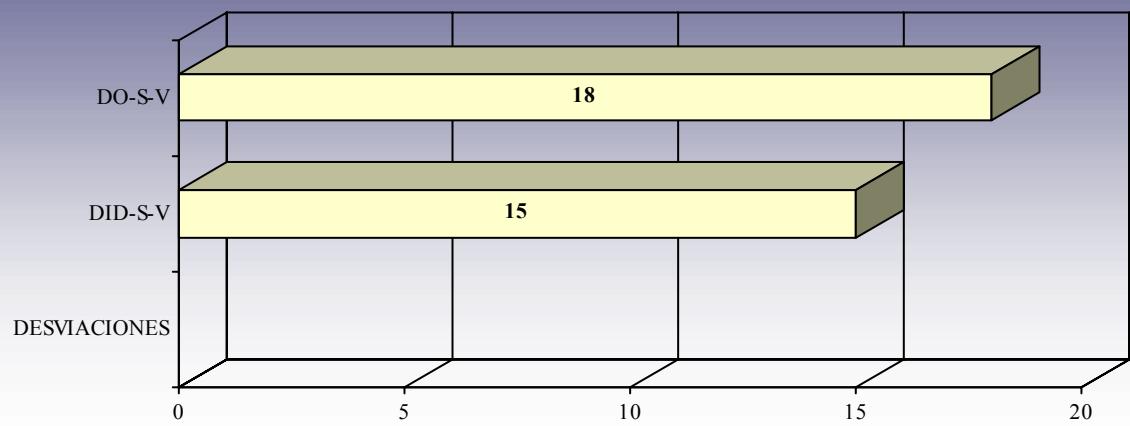


Gráfico 3.3.40. G1: postest 2 (escrito)

148

### 3.3. Preguntas Wh-

Al igual que con las preguntas Yes/No, podemos clasificar las preguntas Wh- en cuatro categorías distintas:

- Preguntas Wh- elípticas
- Preguntas Wh- sin inversión o sin auxiliar
- Preguntas Wh- con inversión entre sujeto y verbo (WH-V-S)
- Preguntas Wh- con el operador *DO* (WH-DO-S-V)

### *3.3.1. Preguntas Wh- elípticas (categoría I)*

Sólo un sujeto produce una pregunta elíptica (pretest oral) y ésta ocurre en la tercera prueba -el juego- continuando el tema que había introducido en la pregunta anterior:

G2S16PO:  - What / is it … use for?

- What / Which colour? ◄

### *3.3.2. Preguntas Wh- sin inversión o sin auxiliar (categoría II)*

En este tipo de preguntas el pronombre interrogativo se coloca al inicio de la producción lingüística -Wh- inicial- sin aplicar la regla de la inversión entre el sujeto y el verbo y sin introducir el auxiliar *do* cuando hace falta.

G1S1PO:  - How much cigarettes / she smokes / a day?

G2S1PO:  - What / what you have got?

G1S6P1O:  - Why … why you will go to London?

G2S5P1E:  - Where she was the last week?

En este grupo hemos incluido también las dos preguntas obligatorias de la segunda prueba *Who played the piano?* (pretest y postest 2) y *Who wrote "Hamlet"?* (postest 1), ya que mantiene el orden declarativo y no hay inversión ni introducción de ningún auxiliar.

Dentro de esta categoría se producen también preguntas en las que falta algún elemento obligatorio como el auxiliar o el sujeto, e incluso en algunos casos ambos:

G1S5PO:  - When / How many cigarettes … smoke today?

G2S5PO:  - What your favourite food?

G2S14P1E:  - How much paid for the dinner?

G1S11P2O:  - What prefer / in breakfast?

Se observa la presencia del patrón memorizado *What about + NP?*, que también hemos considerado oportuno incluirlo en esta categoría:

G2S2PO:  - What about your hobbies?

G2S4PO:  - What about your son / your children?

|    |   | PRETEST | POSTEST 1 | POSTEST 2 | TOTAL |
|----|---|---------|-----------|-----------|-------|
| **G1** | O | 58 | 34 | 23 | 115 |
|    | E | 37 | 25 | 18 | 80 |
| **G2** | O | 52 | 67 | - | 119 |
|    | E | 36 | 28 | - | 64 |

Tabla 3.3.15. Preguntas Wh- declarativas

El comportamiento de los sujetos de los dos grupos en este tipo de construcciones es similar al que indicábamos en el apartado 3.2.2. (preguntas Yes/No declarativas), es decir, reduciéndose progresivamente el número de preguntas, tanto orales como escritas, en el G1 y manteniéndose sin diferencias significativas en el grupo de control (véase tabla 3.3.15.).

### 3.3.3. Preguntas Wh- con inversión entre sujeto y verbo (categoría III)

Hemos incluido en esta categoría las construcciones interrogativas que contemplan la regla de la inversión entre el sujeto y la cópula y demás auxiliares exceptuando el operador *do* (categoría IV). La razón es porque con el operador *do* hay que introducirlo e invertirlo con el sujeto, lo cual supone una operación más dentro de la estructura de la producción lingüística que simplemente la inversión, como ocurre con la cópula y el resto de auxiliares.

En el pretest y postest 2 hay seis preguntas obligatorias (segunda prueba) que estarían dentro de esta categoría:

- dos con la cópula *be*

      *What was the hotel like?*

      *Whose is the car?*

- dos con *be* como auxiliar

      *When is he coming?*

      *Why are you going to study English?*

- una con el auxiliar *have* (present perfect)

      *How long have you lived in London?*

- una con el auxiliar *will*

      *Who will you give the car?*

En el postest 1 aparecen ocho preguntas obligatorias pertenecientes a esta categoría:

- tres con la cópula

      *Whose is the book?*

      *Where was she last week?*

      *What is your house like?*

- cuatro con el auxiliar *be*

      *How many hotels are there in the town?*

      *When is he going to the doctor?*

      *What is Peter going to buy?*

      *Who is Tom going to write a letter?*

- una con el auxiliar *will*

    *Why will you go to London?*

Independientemente de las preguntas obligatorias con la cópula, los sujetos de ambos grupos realizaron producciones creativas con esta estructura de las cuales la gran mayoría están construidas con el pronombre *what* y la forma de 3ª persona del singular de la cópula (*What's* o *What is*). La presencia de otros marcadores (*where, how*) y otras formas de la cópula (*are, was were*) es mucho menor. Este hecho hace pensar en el muy posible uso de los patrones lingüísticos *What's ...?, What is ...?, What is your ...?, What is your favourite ...?* que los sujetos tienen automatizados y que combinan con otros elementos lingüísticos nuevos para formular la pregunta. Además, el hecho de que, oralmente, los sujetos suelen producir estos patrones sin dudas o pausas que indiquen que están analizando la emisión lingüística y que éstas se producen posteriormente cuando se introducen los elementos nuevos que se combinan afianza más si cabe esta hipótesis.

    G1S9PO:          - What's your … your favourite meat?

    G1S15PO:        - What is …what is … what is for you the more interesting of English?

    G2S17PO:        - What is your … your … type of music or favourite type of music?

    G2S4P1O:        - What is / its use?

    G2S15P1O:      -What is your favourite / group of music?

También se observa la presencia de fórmulas memorizadas que ya contienen la inversión y que, por lo tanto, no pueden considerarse como aplicación creativa de la regla de la inversión. Estas fórmulas son emitidas oralmente sin pausas ni interrupciones. Además, se da el hecho en varios sujetos que producen estas fórmulas de que en otros contextos o intentando preguntar otra cosa no son capaces de aplicar la regla de la inversión, lo cual nos corrobora que son fórmulas memorizadas. Las siguientes son algunas de las más utilizadas:

What colour is it?

Where are you from?

How old are you?

How much is it?

How are you?

En alguna ocasión durante la realización de las pruebas orales pudimos observar cómo el sujeto hacía pausas y se auto corregía, evidenciando que estaba analizando el patrón lingüístico. Este es un fenómeno importante, ya que muestra cómo las fórmulas o los patrones lingüísticos automatizados pueden llevar a un uso creativo del lenguaje y así contribuir a la adquisición.

    G1S4PO: - What is ... what / what are the hobbies?

    G2S7PO: - What is your / its use?

Comentábamos, cuando analizábamos las preguntas Yes/No, que sólo habíamos encontrado dos casos de inversión entre el sujeto y un verbo léxico y que la presencia de estas formas en la literatura sobre la adquisición del inglés como L2 era muy escasa. Sin embargo, aquí sí que encontramos en 81 ocasiones la presencia de este comportamiento (46 en el grupo experimental y 35 en el de control). Hemos considerado oportuno incluirlo en esta categoría por el hecho de que se produce inversión (aunque de un modo incorrecto). Se da el caso de que la mayoría de estas producciones aparecen en

unos contextos determinados como son las preguntas obligatorias *How much does the video cost?* (pretest y postest 2) y *How much did he pay for the dinner?* (postest 1).

G1S2PO:          - How much ... cost the video?

G2S3PO:          - How much money costs this video?

G1S11P1E:       - How cost the dinner?

G2S5P1O:         - How many cost / cost the dinner?

La razón de este comportamiento en estas preguntas podría estar en un error influenciado por la lengua materna (L1) de los sujetos (*¿Cuanto cuesta el video?, ¿Cuánto costó la cena?*). Es decir, podría tratarse de un error de *interferencia*, o como lo denomina Brown (1994: 213), *negative interlingual transfer*:

> The beginning stages of learning a second language are characterized by a good deal of interlingual transfer from the native language, or, interference. In these early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw.

Aunque también tenemos ejemplos con otras preguntas:

G1S9PO:          - When ... when arrive your brother?

G1S1PE:          - How much times goes he to Madrid?

G1S3P1O:         - Who is going to write / Tom to?

G2S13P1O:       - What are going to / buy Peter?

### 3.3.4. Preguntas Wh- con el operador DO (categoría IV)

En esta categoría se incluyen 5 preguntas obligatorias en la segunda prueba del pretest y postest 2. Cuatro son en presente (*do/does*) y una en pasado (*did*):

- How many cigarettes does she smoke?
- What do you prefer for breakfast?
- How often does he go to Madrid?
- How much does the video cost?
- Where did they go?

En el postest 1 aparecen tres, una en presente y dos en pasado:

- How often do you go to the doctor?
- How long did he live in India?
- How much did he pay for the dinner?

Como vemos, sólo dos son con el sujeto *you* en las de presente. La razón era la de poder comprobar si los sujetos producían con consistencia este tipo de preguntas con el operador *do*, tanto con sujetos que requirieran la forma *do*, como con sujetos en 3ª persona del singular para la forma *does*. Asimismo, la elección de *how much, how many, how long* y *how often* para estas preguntas tampoco ha sido casual. Al igual que en otras ocasiones que ya hemos comentado anteriormente, en nuestra práctica docente habíamos detectado que los aprendices solían confundir *how much* y *how many*, así como ciertos

problemas con *how long* y *how often*. Queríamos, pues, comprobar el conocimiento de los sujetos de estas expresiones interrogativas.

Al igual que en la categoría anterior, los sujetos recombinan patrones lingüísticos memorizados con elementos nuevos que forman el resto de la pregunta. Unas veces esta combinación da lugar a emisiones correctas y otras a desviaciones. Los patrones más utilizados son *What do you...?, What (...) do you like?* y *What did you (do) …?*.

Ejemplos de patrones bien aplicados:

G1S7PO:           - **What do you do** in your free time?

G1S16PO:          - **What do you** … **what do you do** … in the weekend?

G1S6P1O:          - **What** food **do you like**?

G2S1PO: - What / **what did you do** / the last weekend?

En otros casos, sin embargo, la combinación del patrón memorizado con otras palabras resulta en una pregunta formalmente desviada:

G1S15PO:          - What … **what do you** colour is?

                  - **Where do you live** / your family?

G2S5PO:           - What … what do / what / **what do you** got?

### 3.3.5. Preguntas Wh- formalmente desviadas

Las desviaciones que aparecen en la categoría III y en la IV son debidas a los siguientes motivos:

Confusión del auxiliar

  G1S9PO:     - When you ... when you retire / what have you do?

  G1S1PO:     - Why do you going to study English?

Verbo principal incorrecto

  G1S5PE:     - *How long have you live in London?*

  G2S6P1O:    - *How many times / did he lived in India?*

Concordancia S-*V*

  G1S11P2O: - *What's yours abilities?*

  G2S7PO:     - *How often / do he go to Madrid?*

Palabra Wh- incorrecta

  G1S7PO:     - *Who is this car?*

  G1S4P1O:   - *What / did you / go in the past summer?*

Patrón memorizado mal aplicado

  G1S12PO:   - *What was the hotel?*

  G1S6PO:     - *What do you like … hobbies?*

Traducción literal de español a inglés resultando desviada (transferencia negativa)

  G1S3PE:     - *How was the hotel?*

### 3.3.6. Gráficos y tablas

a) Pretest

**Preguntas WH (nº259)
categorías**

IV WH operador
DO (79)
30,38%

II WH sin
inversión (58)
22,31%

III WH inversión
V-S (123)
47,31%

Gráfico 3.3.41. G1: pretest (oral)

| Estructuras▼ Sujetos► | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Total 260 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *I ELÍPTICAS* | | | | | | | | | | | | | | | | | |
| **II WH SIN AUX O SIN INV** | 4 | 5 | 1 | 7 | 3 | 10 | 2 | 1 | 2 | 4 | 8 | 3 | 2 | 1 | 2 | 3 | **58** |
| **III WH-V-S** | | | | | | | | | | | | | | | | | **123** |
| a) V(LEX)-S | 1 | 1 | 1 | 1 | 1 | 1 | | | 1 | 2 | 2 | | | 2 | 3 | 2 | **18** |
| b) COPULA | 2 | | 5 | 6 | 2 | | 3 | 1 | 3 | 2 | 3 | 1 | 3 | 1 | 9 | 2 | **43** |
| c) AUXILIAR BE | | 1 | 2 | | 1 | | 2 | 2 | 1 | | | | 1 | 1 | | 2 | **13** |
| d) AUXILIAR HAVE | | 1 | 1 | | | | 1 | 1 | | | | | | 1 | 1 | | **6** |
| e) WH-HAVE-S-(GOT) | | | | | | 1 | | | | | | | | | 1 | | **2** |
| f) WH-WILL-S-V | | | | | | | 1 | 1 | | 2 | | | 1 | | | | **5** |
| DESVIACIONES | 1 | 1 | 1 | 1 | 6 | 2 | 4 | 2 | 3 | 3 | 1 | 1 | 2 | 3 | 2 | 3 | **36** |
| *IV WH OPERADOR DO* | | | | | | | | | | | | | | | | | **79** |
| a) WH-DO-S-V | 5 | 5 | 3 | 3 | | 2 | 2 | 5 | 5 | 4 | | 2 | 4 | 5 | 3 | 1 | **49** |
| b) WH-DID-S-V | | 2 | 1 | 1 | 2 | 1 | | 2 | | 1 | | 1 | 2 | 1 | | | **14** |
| DESVIACIONES | 2 | 1 | | 4 | | 2 | 2 | 1 | | | | | | 2 | 2 | | **16** |
| *TOTAL* | 15 | 17 | 15 | 23 | 15 | 19 | 17 | 16 | 15 | 18 | 14 | 8 | 15 | 17 | 23 | 13 | **260** |

G1: PRETEST (ORAL) – PREGUNTAS WH-

Tabla 3.3.16.

**G1: Preguntas WH**
**Categoría III (WH-V-S) nº123**

| | |
|---|---|
| COPULA | 43 |
| INVERSION V(lex)-S | 18 |
| AUXILIAR BE | 13 |
| AUXILIAR HAVE | 6 |
| WH-WILL-S-V | 5 |
| WH-HAVE-S-(GOT) | 2 |
| DESVIACIONES | 36 |
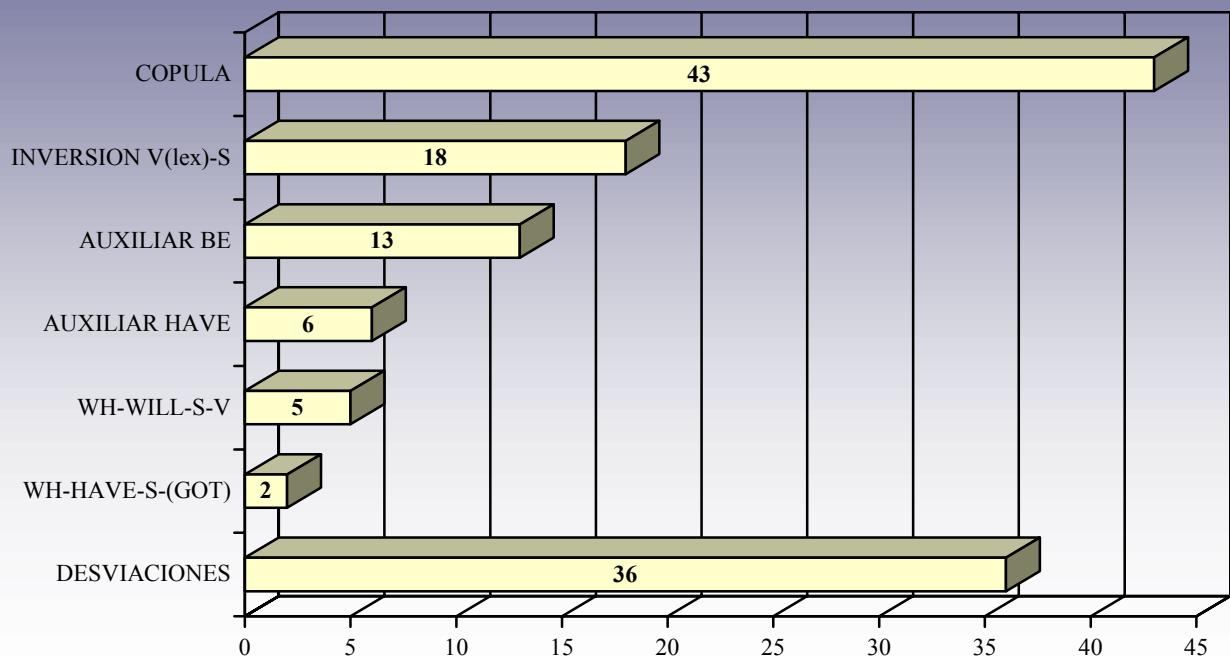
Gráfico 3.3.42. G1: pretest (oral)



**G1: Preguntas WH**
**Categoría IV (WH-DO-S-V) nº79**

| | |
|---|---|
| WH-DO-S-V | 49 |
| WH-DID-S-V | 14 |
| DESVIACIONES | 16 |
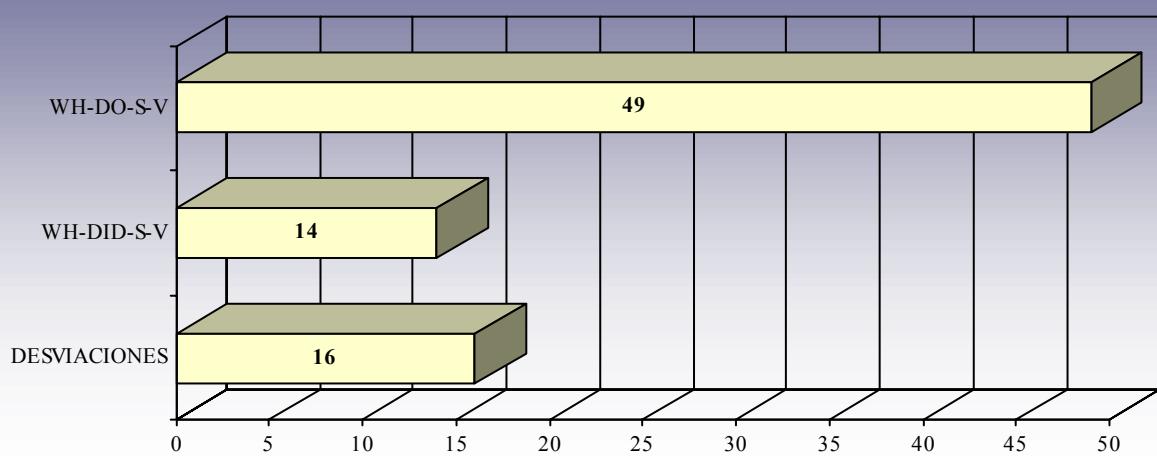
Gráfico 3.3.43. G1: pretest (oral)

155
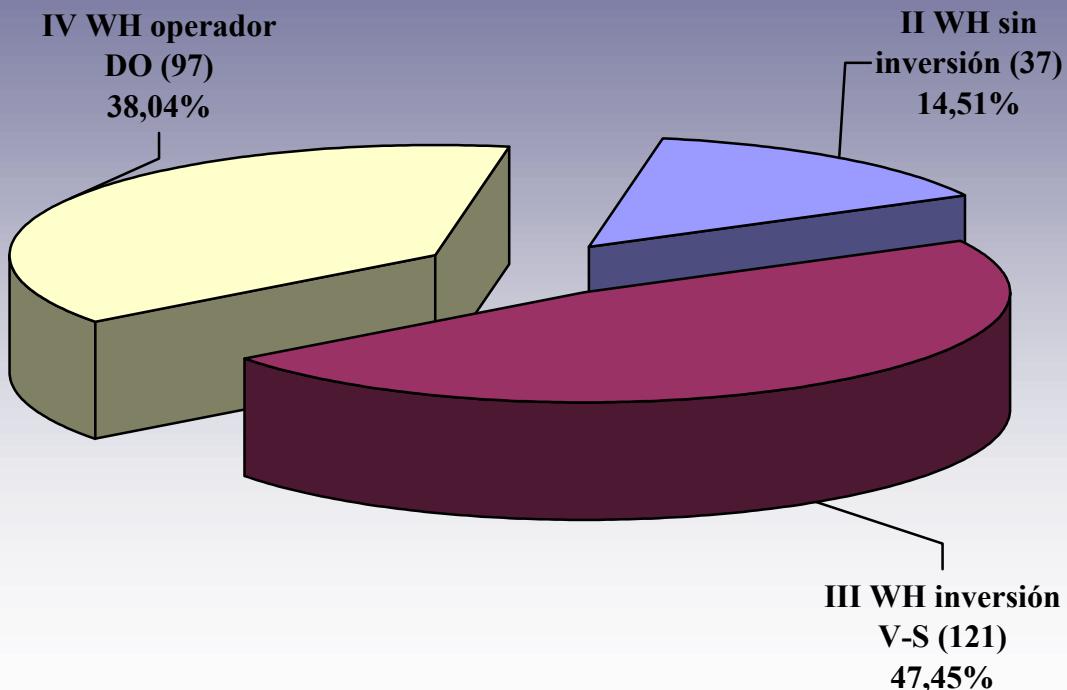
Gráfico 3.3.44. G1: pretest (escrito)

| G1: PRETEST (ESC) – PREGUNTAS WH- | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Estructuras▼ Sujetos► | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 255 |
| *I  ELÍPTICAS* | | | | | | | | | | | | | | | | | |
| **II   WH SIN AUX O SIN INV** | 4 | 2 | 2 | 7 | 3 | 7 | 1 | | 1 | 1 | 4 | 1 | 2 | 2 | | | **37** |
| **III   WH-V-S** | | | | | | | | | | | | | | | | | **121** |
| a) V(LEX)-S | 1 | | | | 1 | 1 | | | | 1 | 1 | | | | 4 | 2 | **11** |
| b) COPULA | 4 | 2 | 3 | 1 | 2 | 2 | 5 | 2 | 5 | 4 | 4 | 2 | 4 | 2 | 6 | 3 | **51** |
| c) AUXILIAR BE | | 2 | 2 | | 2 | 2 | 2 | 3 | | 2 | | 2 | 1 | 1 | | 3 | **22** |
| d) AUXILIAR HAVE | | 1 | 1 | | | | 1 | 1 | | | | 1 | 1 | 2 | | | **8** |
| e) WH-HAVE-S-(GOT) | | 2 | | | | | | | | | | 1 | | 1 | | | **4** |
| f) WH-WILL-S-V | 1 | 2 | 1 | | 1 | | | 1 | 2 | 2 | | 1 | 1 | | | 1 | **13** |
| g) WH-WOULD-S-V | | | | 1 | | | 1 | | | | | | | | | | **2** |
| DESVIACIONES | 1 | | | 1 | 1 | 1 | | | | 2 | | | | 2 | 2 | | **10** |
| *IV WH OPERADOR DO* | | | | | | | | | | | | | | | | | **97** |
| a) WH-DO-S-V | 2 | 5 | 4 | 2 | 5 | 3 | 5 | 3 | 5 | 4 | 2 | 3 | 5 | 6 | | 1 | **55** |
| b) WH-DID-S-V | | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 2 | | 1 | 2 | 3 | 2 | 2 | **27** |
| DESVIACIONES | 1 | | | 1 | | 1 | | 2 | 2 | | 2 | | | | 2 | 4 | **15** |
| *TOTAL* | 14 | 18 | 15 | 16 | 16 | 18 | 18 | 13 | 17 | 17 | 13 | 13 | 16 | 17 | 18 | 16 | **255** |

Tabla 3.3.17.
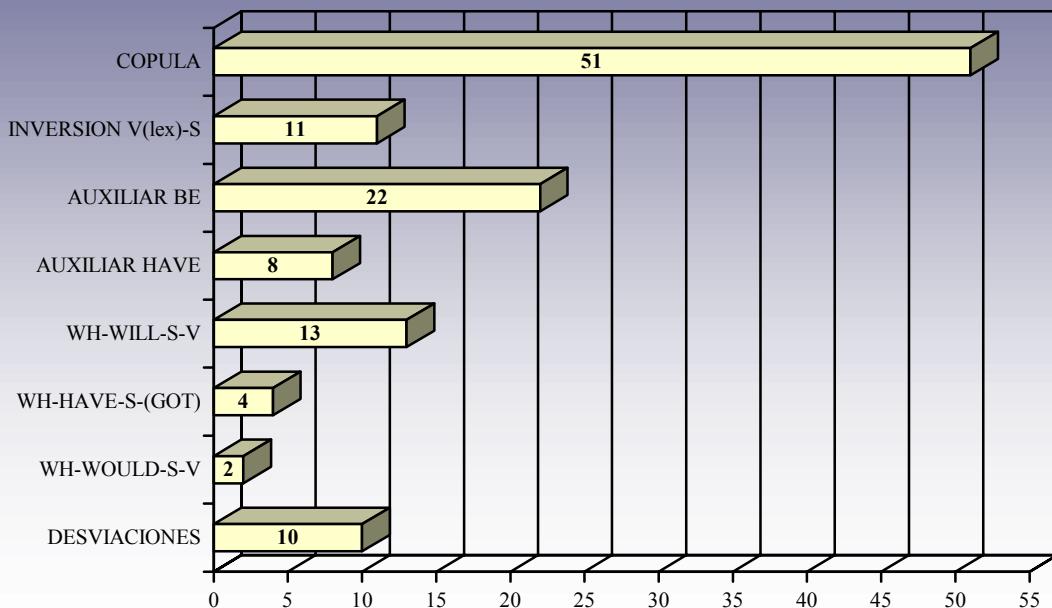
Gráfico 3.3.45. G1: pretest (escrito)
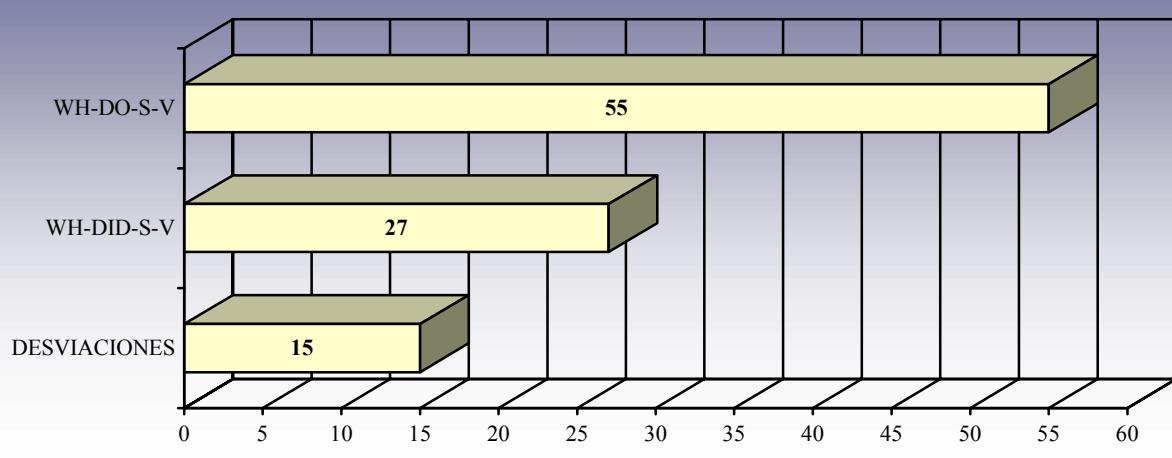


Gráfico 3.3.46. G1: pretest (escrito)
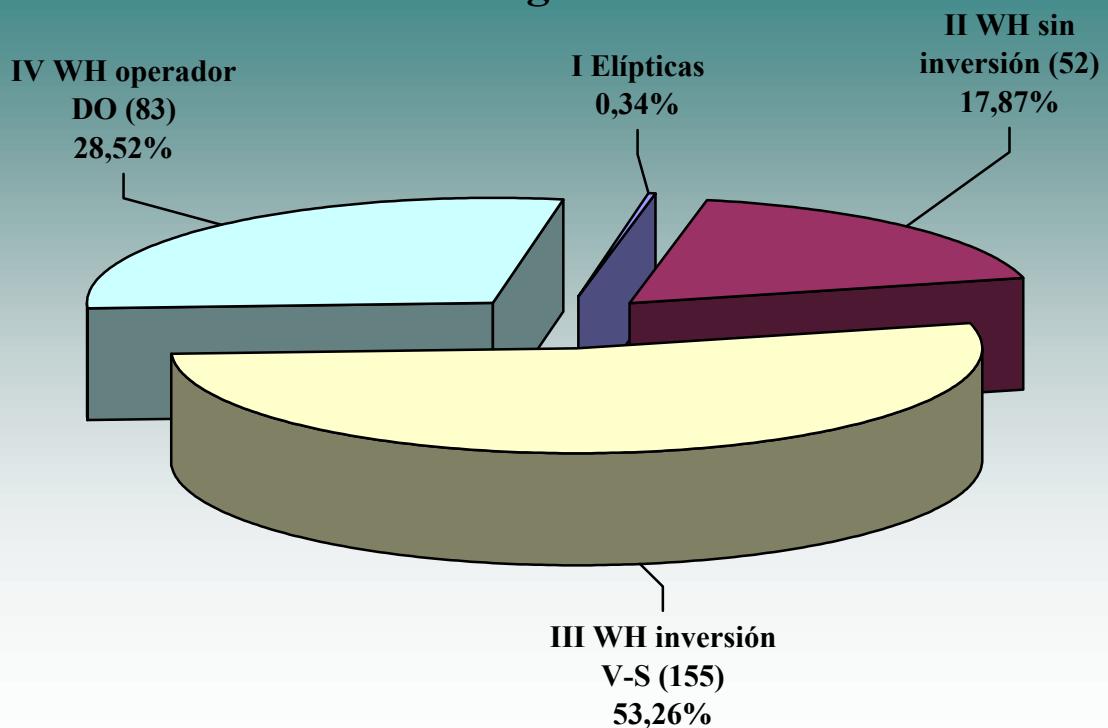
Gráfico 3.3.47. G2: pretest (oral)

| G2: PRETEST (ORAL) – PREGUNTAS WH- | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Estr.▼ Sujetos► | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Total 291 |
| I ELIPTICAS | | | | | | | | | | | | | | | | 1 | | | | | 1 |
| II WH SIN AUX O SIN INV | 2 | 3 | 3 | 4 | 5 | 2 | 1 | 4 | 2 | 6 | | 4 | | 4 | 3 | 1 | 2 | | 2 | 4 | 52 |
| III  WH-V-S | | | | | | | | | | | | | | | | | | | | | 155 |
| a) V(LEX)-S | 1 | | 1 | | 1 | | | | 1 | | | | | | 2 | 1 | 1 | 3 | | | 11 |
| b) COPULA | 4 | 4 | 6 | 3 | 3 | 2 | 2 | 1 | 5 | 2 | 4 | 4 | 4 | 1 | 1 | 1 | 2 | 4 | 1 | 10 | 64 |
| c) AUXILIAR BE | 2 | 2 | 2 | 3 | | | 2 | | 3 | | 1 | | 2 | 3 | 1 | 1 | 2 | | 2 | 1 | 27 |
| d) AUX.  HAVE | 1 | 1 | | 1 | | | | | 1 | | | 1 | 1 | 1 | | | | | 1 | | 8 |
| e) WH-HAVE-S-(GOT) | | | | | | 1 | | | | | | | 1 | | | | | | | | 2 |
| f) WH-WILL-S-V | | 1 | | | | | | | 1 | | 1 | | | | | 2 | 1 | 1 | | | 7 |
| g) WH-WOULD-S-V | | | | | | | | | 1 | | | | | | | | | | | | 1 |
| h) WH-BE-THERE | | | | | | | | | | | | 1 | | | | | | | | | 1 |
| i) WH-CAN-S-V | | | | | | | | | | | | | | | | | | 1 | | | 1 |
| DESVIACIONES | 2 | | 2 | | 3 | 3 | 1 | 3 | | 1 | 1 | 1 | 3 | 2 | 2 | 3 | 2 | | 3 | 1 | 33 |
| IV WH OPERADOR DO | | | | | | | | | | | | | | | | | | | | | 83 |
| a) WH-DO-S-V | 3 | 5 | 2 | 4 | | 3 | 2 | 2 | 5 | 2 | 4 | 2 | | 1 | 5 | 2 | 1 | 2 | 1 | 1 | 47 |
| b) WH-DID-S-V | 3 | | | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | | 24 |
| DESVIACIONES | | | | 2 | 2 | | 2 | 1 | | | | | 1 | | 1 | 1 | 1 | | 1 | | 12 |
| TOTAL | 18 | 16 | 16 | 19 | 15 | 13 | 11 | 12 | 20 | 13 | 13 | 13 | 13 | 13 | 17 | 14 | 13 | 13 | 12 | 17 | 291 |

Tabla 3.3.18.
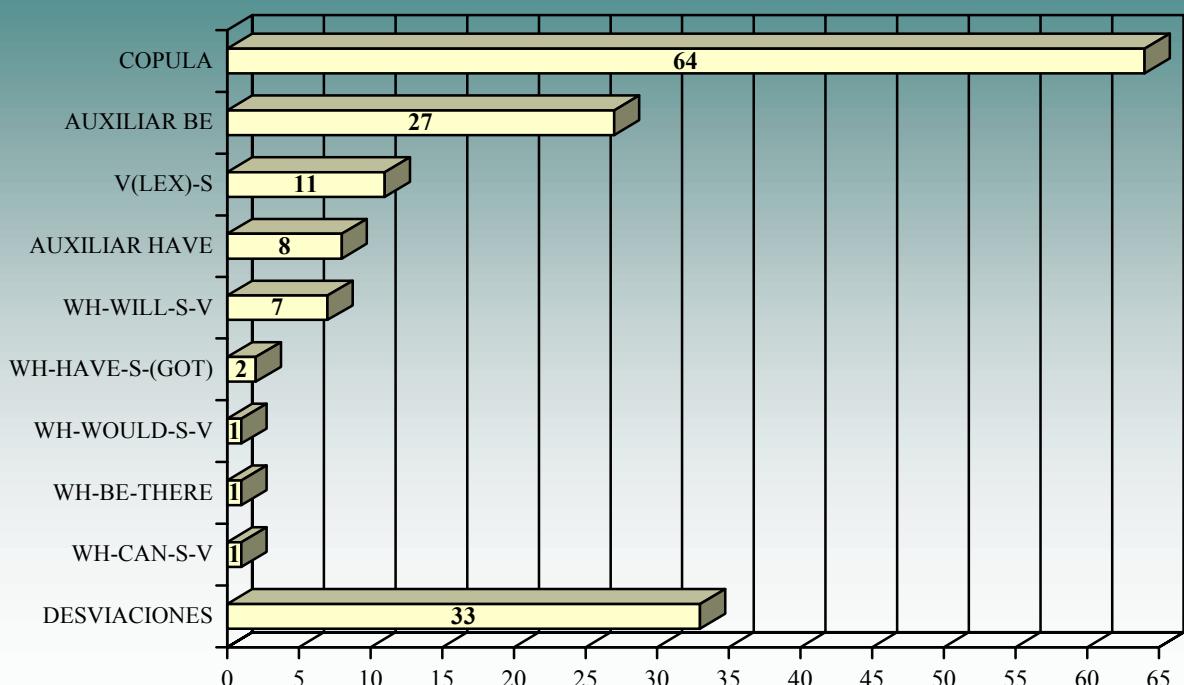
Gráfico 3.3.48. G2: pretest (oral)
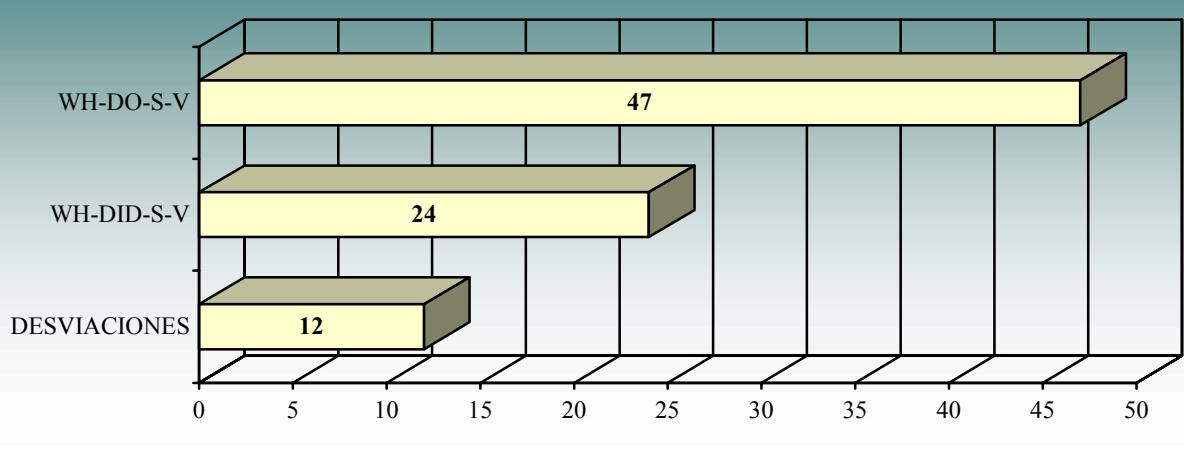


Gráfico 3.3.49. G2: pretest (oral)

**Preguntas WH (nº296) categorías**

IV WH operador DO (100) 33,78%

II WH sin inversión (36) 12,16%

III WH inversión V-S (160) 54,05%
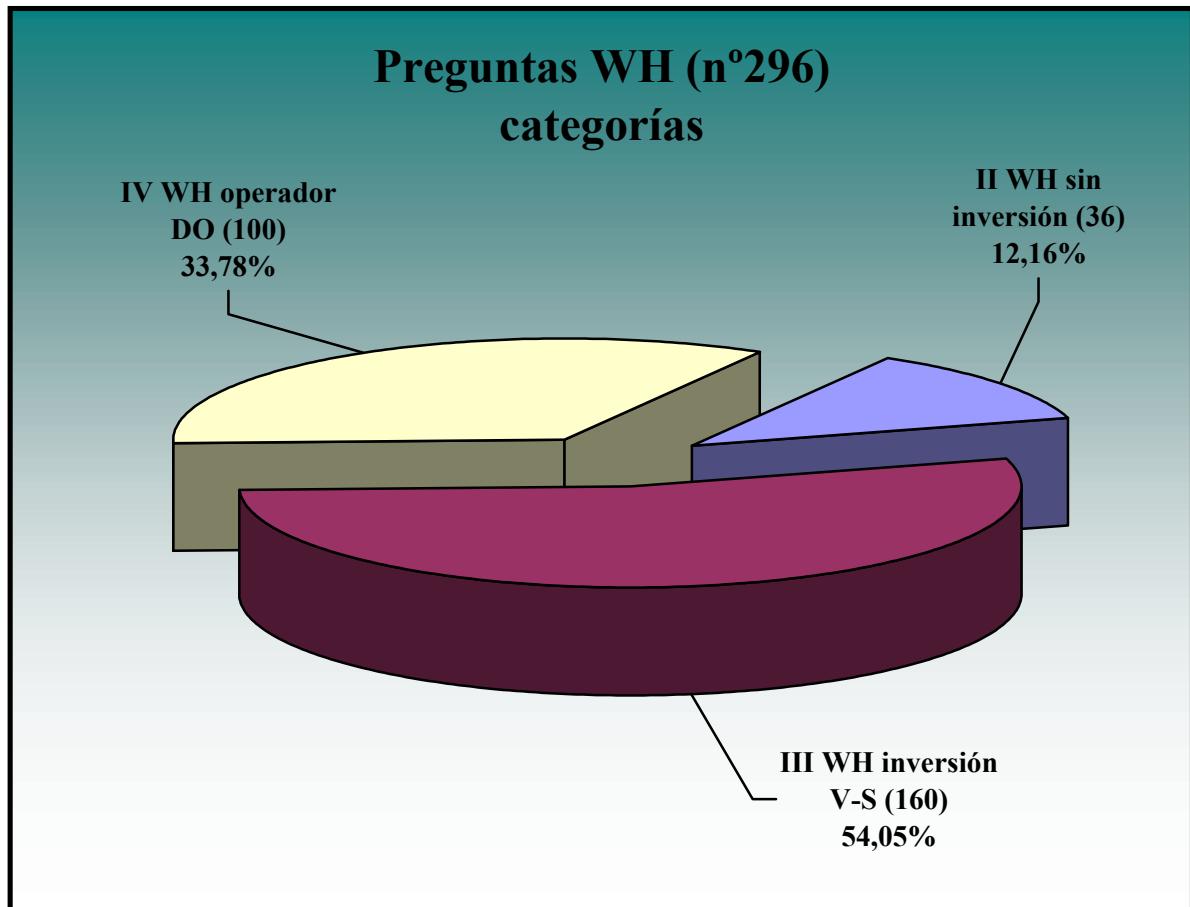
Gráfico 3.3.50. G2: pretest (escrito)

| G2: PRETEST (ESC) – PREGUNTAS WH- | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Estr.▼ Sujetos► | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Total 296 |
| *I ELIPTICAS* | | | | | | | | | | | | | | | | | | | | | |
| **II WH SIN AUX O SIN INV** | | 2 | 1 | 4 | 1 | 2 | 2 | 1 | 1 | 7 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | **36** |
| **III   WH-V-S** | | | | | | | | | | | | | | | | | | | | | **160** |
| a) V(LEX)-S | 1 | | | | 1 | | | 1 | | 1 | | | | 1 | 1 | | 1 | | 1 | | **8** |
| b) COPULA | 2 | 3 | 4 | 1 | 1 | 1 | 2 | 1 | 3 | 1 | 1 | 1 | 2 | 1 | 2 | | 1 | 3 | 3 | 6 | **39** |
| c) AUXILIAR BE | 1 | 2 | 2 | 4 | | 1 | 2 | 2 | 3 | | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | **34** |
| d) AUX.  HAVE | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | | | | | 1 | 1 | | | | 2 | 1 | **13** |
| e) WH-HAVE-S-(GOT) | | | | | | | 1 | | | | | | | 1 | | | | | 1 | | **3** |
| f) WH-WILL-S-V | 1 | 1 | 1 | | | 1 | 1 | | 1 | | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | **19** |
| g) WH-WOULD-S-V | | | | | | | | | 2 | | | | | | | | 2 | | | | **4** |
| h) WH-BE-THERE | | | | | | | | | | | | | | | | | 1 | | | | **1** |
| i) WH-CAN-S-V | | | | | | | | | | | | | | | | | | | | | |
| DESVIACIONES | 3 | | | 1 | 5 | 2 | 2 | 2 | | 2 | 3 | 2 | 3 | 1 | 4 | 3 | 3 | 2 | 1 | | **39** |
| **IV WH OPERADOR DO** | | | | | | | | | | | | | | | | | | | | | **100** |
| a) WH-DO-S-V | 4 | 4 | 3 | 2 | 4 | 5 | 4 | 3 | 4 | | 3 | 4 | 3 | 1 | 4 | 3 | 2 | 2 | 2 | 2 | **59** |
| b) WH-DID-S-V | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 3 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | **31** |
| DESVIACIONES | 1 | | | | 1 | | | | | | 1 | | | 2 | | 1 | | 2 | 1 | 1 | **10** |
| **TOTAL** | 16 | 14 | 13 | 14 | 16 | 13 | 16 | 14 | 17 | 12 | 14 | 14 | 17 | 12 | 17 | 12 | 16 | 16 | 17 | 16 | **296** |

Tabla 3.3.19.

# G2: Preguntas WH
## Categoría III (WH-V-S) nº160

| | |
|---|---|
| COPULA | 39 |
| AUXILIAR BE | 34 |
| V(LEX)-S | 8 |
| AUXILIAR HAVE | 13 |
| WH-WILL-S-V | 19 |
| WH-HAVE-S-(GOT) | 3 |
| WH-WOULD-S-V | 4 |
| WH-BE-THERE | 1 |
| WH-CAN-S-V | |
| DESVIACIONES | 39 |

0  5  10  15  20  25  30  35  40
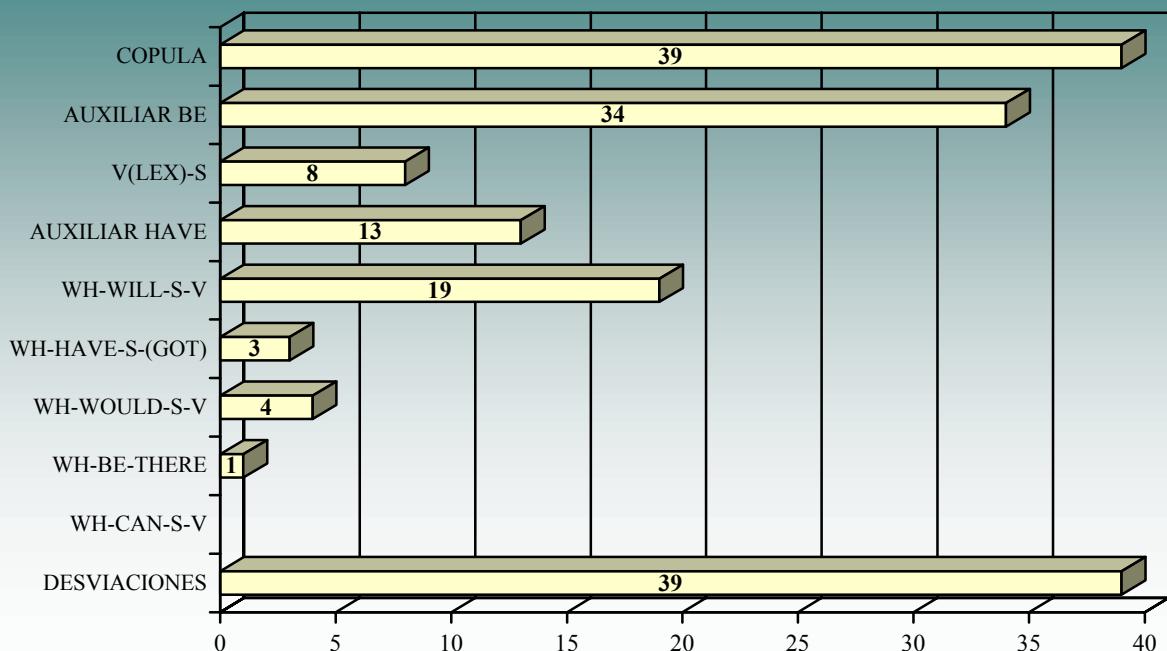
Gráfico 3.3.51. G2: pretest (escrito)

# G2: Preguntas WH
## Categoría IV (WH-DO-S-V) nº100

| | |
|---|---|
| WH-DO-S-V | 59 |
| WH-DID-S-V | 31 |
| DESVIACIONES | 10 |

0  5  10  15  20  25  30  35  40  45  50  55  60
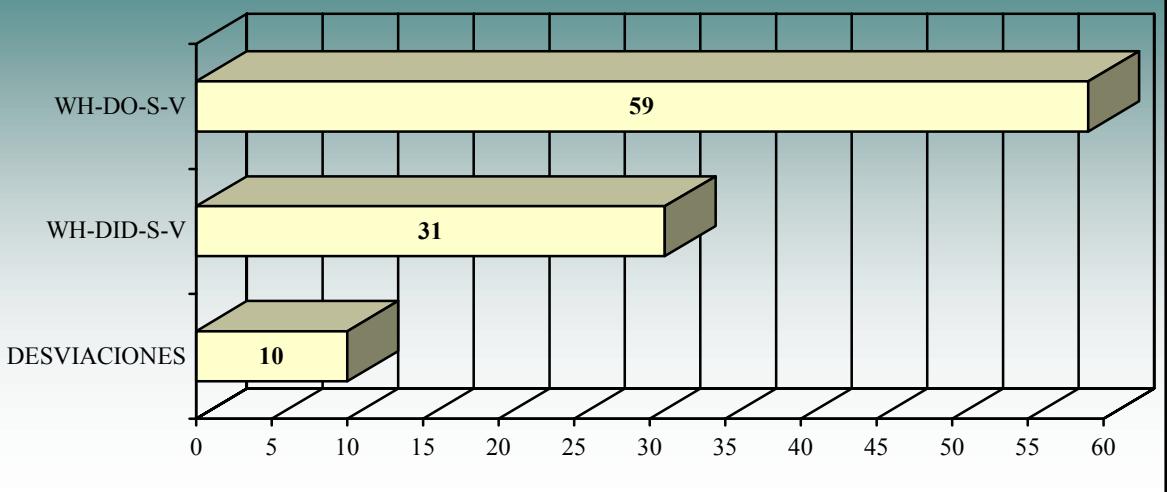
Gráfico 3.3.52. G2: pretest (escrito)

163
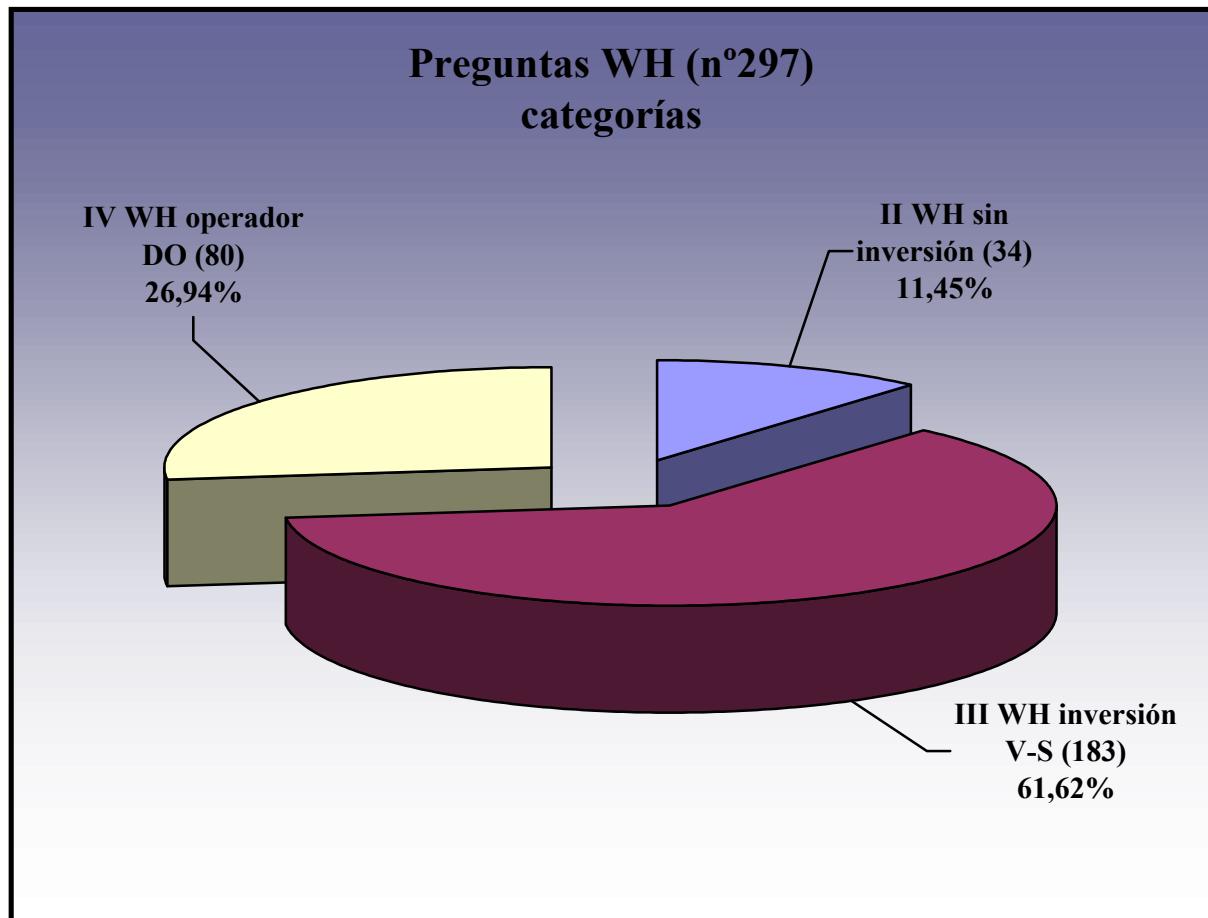
b) Postest 1



Gráfico 3.3.53. G1: postest 1 (oral)

| G1: POSTEST 1 (ORAL) – PREGUNTAS WH- | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Estructuras▼ Sujetos►** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **Total 297** |
| *I  ELÍPTICAS* | | | | | | | | | | | | | | | | | |
| **II  WH SIN AUX O SIN INV** | 3 | 1 | 2 | 3 | 1 | 5 | 1 | 3 | 1 | 2 | 4 | 1 | 2 | 1 | 2 | 2 | **34** |
| **III  WH-V-S** | | | | | | | | | | | | | | | | | **183** |
| a) V(LEX)-S | | | 1 | | | | | | | | | | | | 1 | | **2** |
| b) COPULA | 4 | 3 | 6 | 7 | 3 | 5 | 7 | 5 | 7 | 5 | 4 | 5 | 3 | 4 | 9 | 4 | **81** |
| c) AUXILIAR BE | 2 | 3 | 2 | | 3 | 3 | 3 | 3 | 4 | 4 | 2 | 2 | 3 | 4 | 1 | 3 | **42** |
| d) AUXILIAR HAVE | | | | | | | | | | 1 | | | | | 1 | | **2** |
| e) WH-HAVE-S-(GOT) | | 1 | | | | | | | 2 | | | 1 | | | | | **4** |
| f) WH-WILL-S-V | 2 | 1 | 1 | 1 | 1 | | 2 | 1 | | 1 | | 1 | 1 | 1 | 1 | 1 | **15** |
| g) WH-WOULD-S-V | | | | | | | | | | | | | | | | | |
| h) WH-BE-THERE | | 1 | 2 | | 1 | 1 | 1 | | | 1 | | 1 | | 1 | 1 | | **10** |
| i) WH-CAN-S-V | | | | | | | | | 1 | | | | | | | | **1** |
| DESVIACIONES | | 1 | 1 | 7 | 2 | 2 | | 1 | 2 | | 2 | 2 | 1 | 1 | 1 | 3 | **26** |
| *IV WH OPERADOR DO* | | | | | | | | | | | | | | | | | **80** |
| a) WH-DO-S-V | 3 | 2 | 1 | 1 | 4 | 2 | 4 | 3 | | 2 | 3 | 2 | 2 | 4 | 1 | 1 | **35** |
| b) WH-DID-S-V | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 2 | 3 | 2 | 1 | 3 | 4 | 4 | 1 | 2 | **35** |
| DESVIACIONES | | | | 2 | | 1 | | 1 | | 1 | 3 | 1 | | | | 1 | **10** |
| *TOTAL* | 16 | 16 | 18 | 22 | 17 | 20 | 20 | 19 | 20 | 19 | 19 | 19 | 16 | 20 | 19 | 17 | **297** |

Tabla 3.3.20.

165
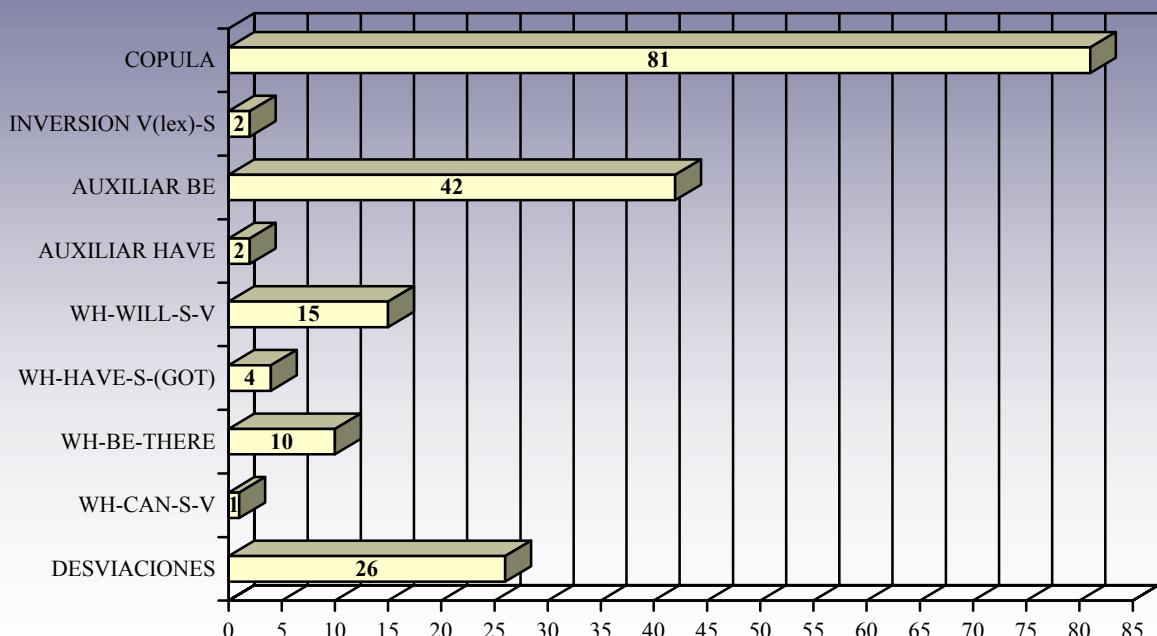
Gráfico 3.3.54. G1: postest 1 (oral)
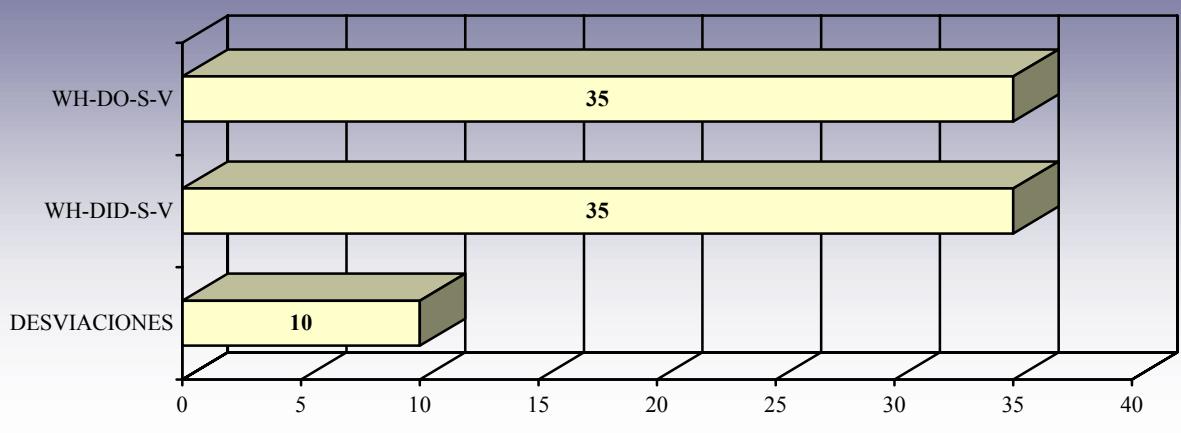


Gráfico 3.3.55. G1: postest 1 (oral)

**Preguntas WH (nº259)**
**categorías**

IV WH operador
DO (78)
30,12%

II WH sin
inversión (25)
9,65%

III WH inversión
V-S (156)
60,23%
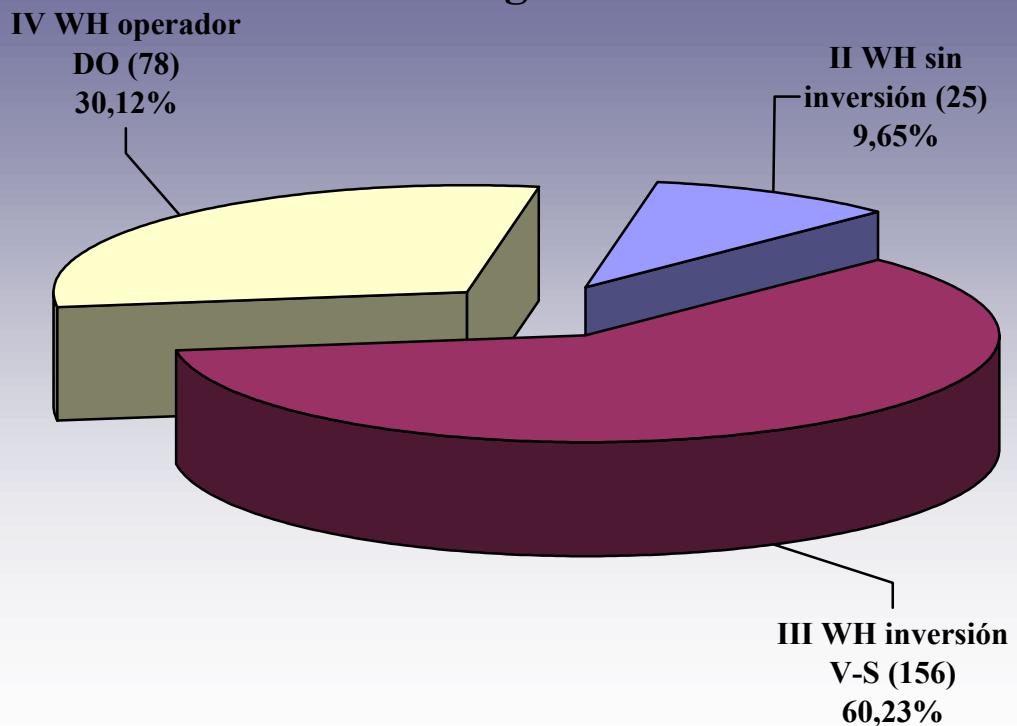
Gráfico 3.3.56. G1: postest 1 (escrito)

| G1: POSTEST 1 (ESC) – PREGUNTAS WH- | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Estructuras▼**<br>**Sujetos►** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **Total 259** |
| *I  ELÍPTICAS* | | | | | | | | | | | | | | | | | |
| **II   WH SIN AUX O SIN INV** | 1 | 2 | 1 | 1 | 1 | 6 | 1 | 1 | 1 | 4 | 2 | 1 | 1 | 1 | | 1 | **25** |
| **III   WH-V-S** | | | | | | | | | | | | | | | | | **156** |
| a) V(LEX)-S | | | 1 | | | | | | | | 1 | | | | 2 | | **4** |
| b) COPULA | 3 | 2 | 2 | 4 | 1 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 2 | **50** |
| c) AUXILIAR BE | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 4 | 2 | 3 | **43** |
| d) AUXILIAR HAVE | | | | | | | | | 1 | | | | | | 1 | | **2** |
| e) WH-HAVE-S-(GOT) | | 1 | | | | | 1 | | 1 | | | | | 1 | | 1 | **5** |
| f) WH-WILL-S-V | 2 | 1 | 1 | 2 | 1 | | 2 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 | 1 | **22** |
| g) WH-WOULD-S-V | | | | | | | | | | | | | | | | | |
| h) WH-BE-THERE | 1 | 1 | 1 | | | | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | **12** |
| DESVIACIONES | | | 1 | 3 | 4 | 1 | 2 | | | | 2 | | 1 | 1 | | 3 | **18** |
| *IV WH OPERADOR DO* | | | | | | | | | | | | | | | | | **78** |
| a) WH-DO-S-V | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 1 | 3 | 1 | 2 | 2 | 1 | | 1 | **33** |
| b) WH-DID-S-V | 3 | 3 | 3 | 3 | 3 | 1 | 1 | 3 | 2 | 3 | 2 | 3 | 3 | 4 | 3 | 3 | **43** |
| DESVIACIONES | 1 | | | 1 | | | | | | | | | | | | | **2** |
| *TOTAL* | 17 | 16 | 15 | 18 | 16 | 16 | 17 | 16 | 15 | 17 | 17 | 15 | 16 | 18 | 14 | 16 | **259** |

Tabla 3.3.21.
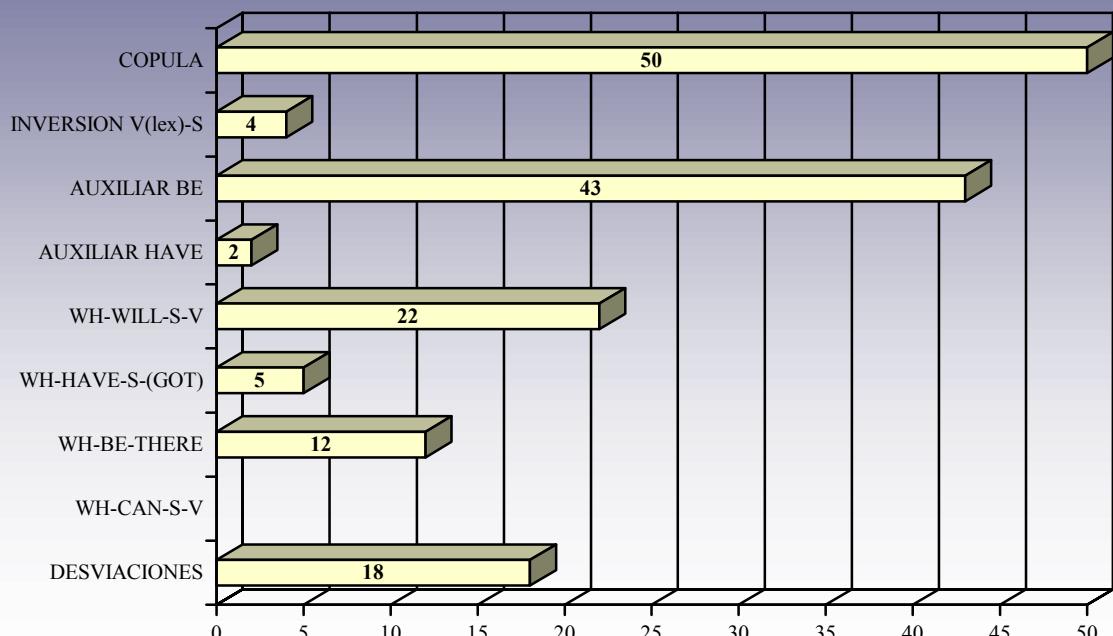
Gráfico 3.3.57. G1: postest 1 (escrito)
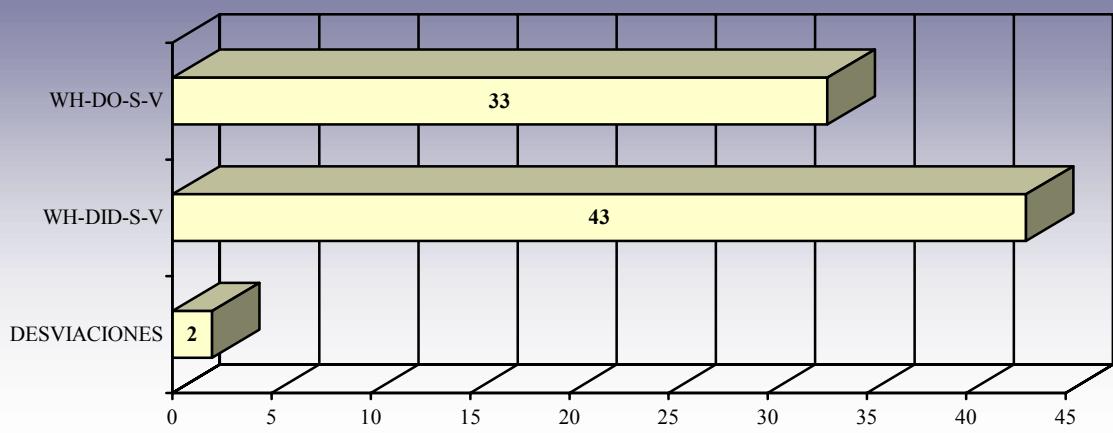


Gráfico 3.3.58. G1: postest 1 (escrito)

# Preguntas WH (nº325)
## categorías

**IV WH operador DO (66) 20,31%**

**II WH sin inversión (67) 20,62%**

**III WH inversión V-S (192) 59,08%**
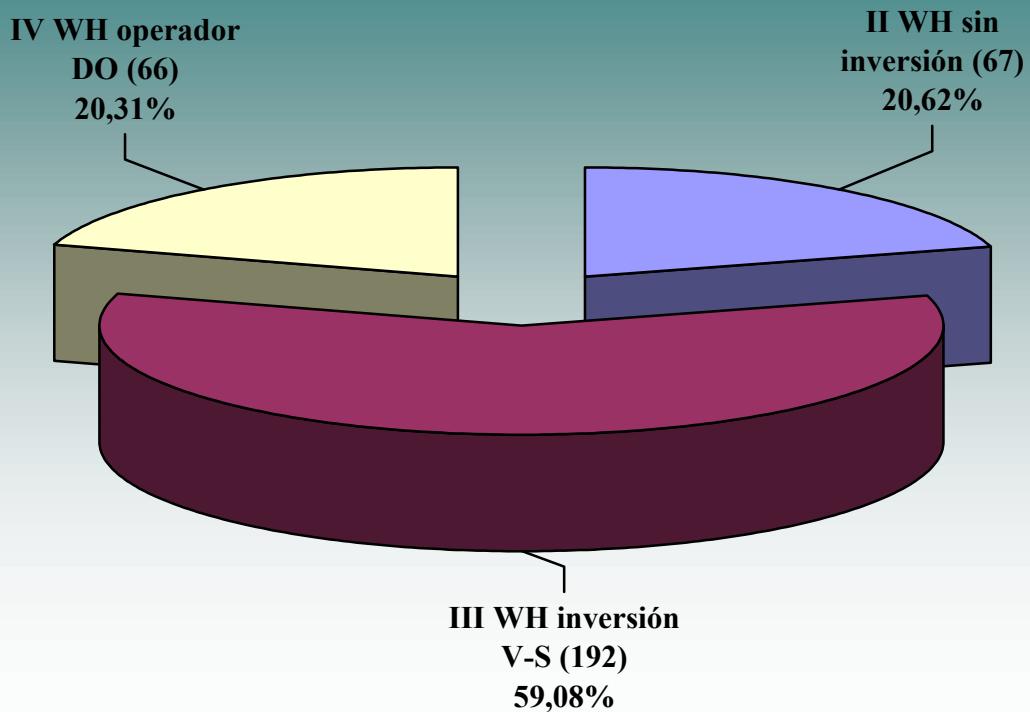
Gráfico 3.3.59. G2: postest 1 (oral)

| G2: POSTEST 1 (ORAL) – PREGUNTAS WH- | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Estr.▼ Sujetos► | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Total 325 |
| *I  ELÍPTICAS* | | | | | | | | | | | | | | | | | | | | | |
| **II WH SIN AUX O SIN INV** | 1 | 2 | 3 | 5 | 5 | 4 | 2 | 3 | 2 | 8 | 1 | 5 | 2 | 4 | 3 | 2 | 7 | 3 | 2 | 3 | **67** |
| **III   WH-V-S** | | | | | | | | | | | | | | | | | | | | | **192** |
| a) V(LEX)-S | | | | | 2 | | | | | | | 1 | 2 | 1 | | | | | 3 | | **9** |
| b) COPULA | 5 | 3 | 6 | 3 | 2 | 1 | 4 | 2 | 5 | 1 | 4 | 2 | 4 | 3 | 7 | 2 | 2 | 4 | 2 | 11 | **73** |
| c) AUXILIAR BE | 2 | 3 | 2 | 5 | | 1 | 2 | | 6 | 2 | 2 | 2 | 1 | 2 | 5 | 4 | | 1 | 2 | | **42** |
| d) AUX.  HAVE | | | | | | | | | 1 | | | | 1 | | | | | | | | **2** |
| e)      WH-HAVE-S-(GOT) | 1 | | | | | | 1 | | | | | 1 | | | | | 1 | | 1 | | **5** |
| f) WH-WILL-S-V | | 1 | 1 | | | 1 | | 1 | | | 1 | 1 | 1 | | | | 1 | 1 | 1 | | **10** |
| g) WH-WOULD-S-V | | | | | | | | | | | | | | | | | | | | | |
| h) WH-BE-THERE | 1 | 1 | | | 1 | | | 1 | | | 1 | | | | | | 1 | | 1 | | **7** |
| i) WH-CAN-S-V | | | | | | | | | | | | | | | | | | | | | |
| DESVIACIONES | 1 | | 2 | 2 | 2 | 1 | 3 | 2 | | 1 | 4 | 1 | 2 | 3 | 2 | 4 | 5 | 5 | 2 | 2 | **44** |
| *IV WH OPERADOR DO* | | | | | | | | | | | | | | | | | | | | | **66** |
| a) WH-DO-S-V | 2 | 1 | 2 | 2 | 1 | 5 | 1 | 3 | 2 | 1 | 1 | | 4 | | | | | 3 | 1 | | **29** |
| b) WH-DID-S-V | 2 | 3 | | 2 | 1 | 1 | 2 | | 1 | | 2 | 1 | 1 | 1 | 3 | 3 | 1 | 1 | 2 | | **27** |
| DESVIACIONES | 1 | 1 | | | 1 | | | | | | | 1 | | 1 | | 1 | | 1 | 1 | 2 | **10** |
| *TOTAL* | 16 | 15 | 16 | 19 | 14 | 14 | 15 | 11 | 19 | 13 | 16 | 15 | 18 | 15 | 20 | 16 | 18 | 19 | 18 | 18 | **325** |

Tabla 3.3.22.

171

# G2: Preguntas WH
## Categoría III (WH-V-S) nº192

| Categoría | Valor |
|---|---|
| COPULA | 73 |
| AUXILIAR BE | 42 |
| V(LEX)-S | 9 |
| AUXILIAR HAVE | 2 |
| WH-WILL-S-V | 10 |
| WH-HAVE-S-(GOT) | 5 |
| WH-WOULD-S-V | |
| WH-BE-THERE | 7 |
| WH-CAN-S-V | |
| DESVIACIONES | 44 |
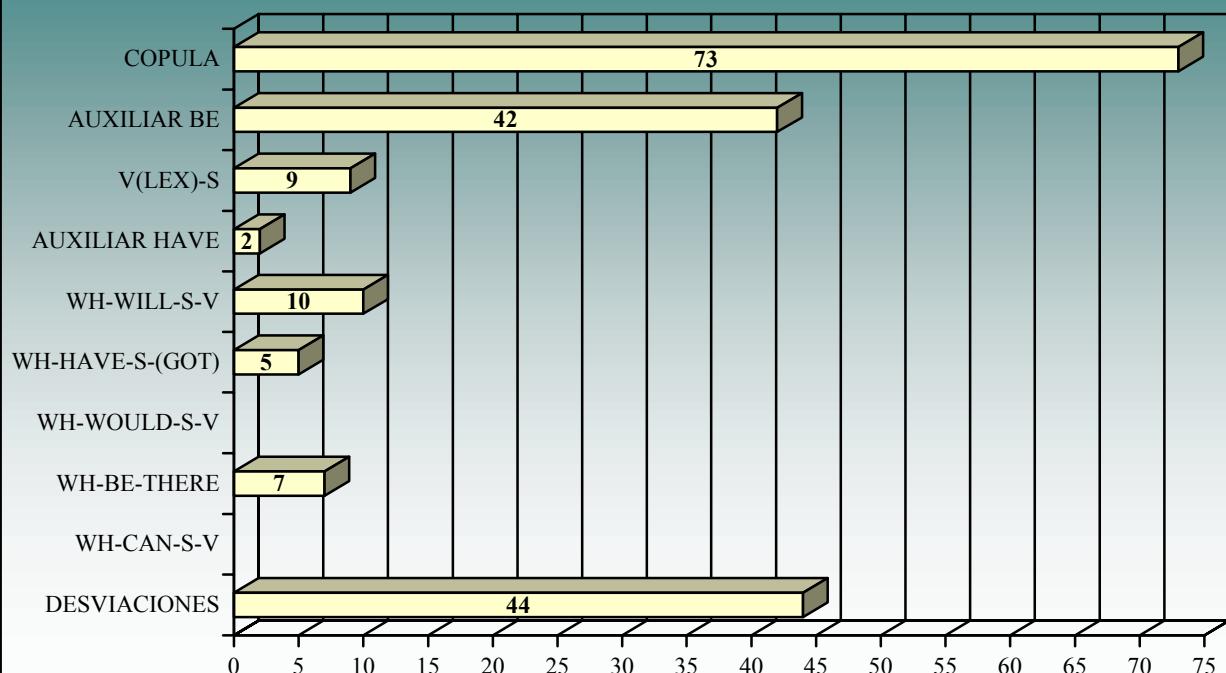
Gráfico 3.3.60. G2: postest 1 (oral)

# G2: Preguntas WH
## Categoría IV (WH-DO-S-V) nº66

| Categoría | Valor |
|---|---|
| WH-DO-S-V | 29 |
| WH-DID-S-V | 27 |
| DESVIACIONES | 10 |
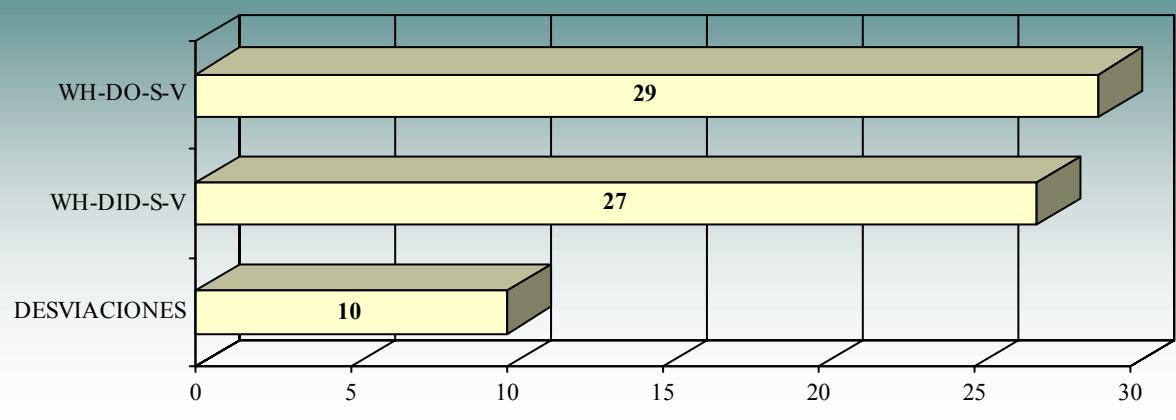
Gráfico 3.3.61. G2: postest 1 (oral)
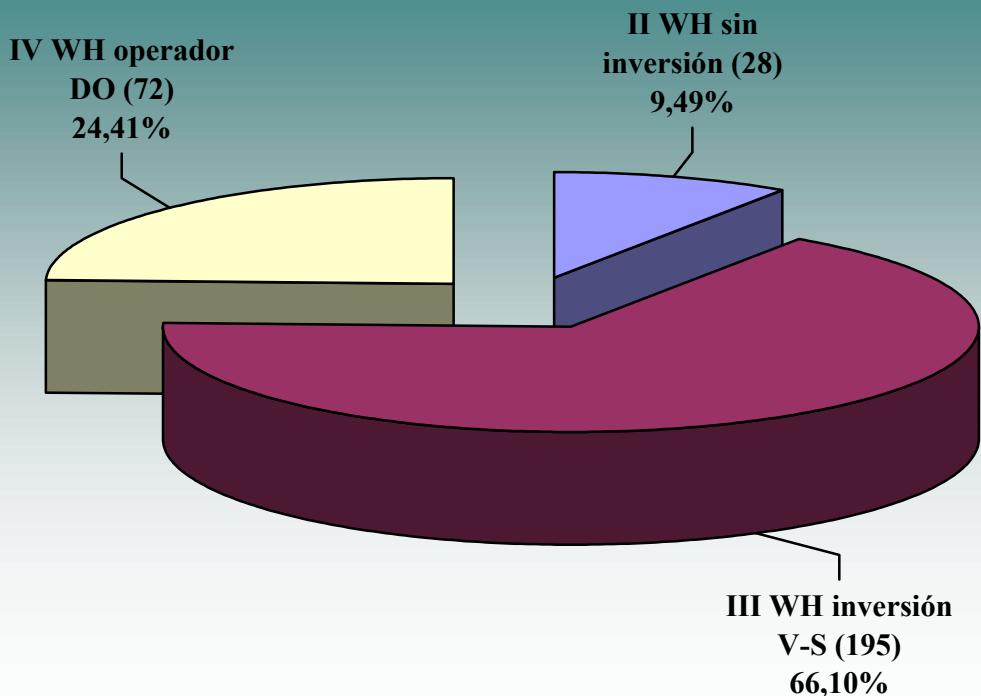
Gráfico 3.3.62. G2: postest 1 (escrito)

| G2: POSTEST 1 (ESC) –PREGUNTAS WH- | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Estr.▼ Sujetos► | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Total 295 |
| *I  ELÍPTICAS* | | | | | | | | | | | | | | | | | | | | | |
| **II WH SIN AUX O SIN INV** | 1 | 2 | 1 | 1 | 3 | 3 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | 2 | | 1 | 1 | 2 | 1 | | **28** |
| **III   WH-V-S** | | | | | | | | | | | | | | | | | | | | | **195** |
| a) V(LEX)-S | 1 | | | | 1 | 1 | | | | | | | 2 | | 1 | | | | 1 | | **7** |
| b) COPULA | 4 | 4 | 3 | 3 | | 1 | 3 | 2 | 4 | 3 | 4 | 3 | 2 | 3 | 6 | 4 | 2 | 3 | | 3 | **57** |
| c) AUXILIAR BE | 3 | 3 | 3 | 3 | | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 4 | 3 | 2 | 3 | **55** |
| d) AUX.  HAVE | | | | | | | | | 1 | | | 2 | | 1 | | | | | | | **4** |
| e) WH-HAVE-S-(GOT) | | | | | | | 1 | 1 | | | | 1 | | | | | | | 1 | | **4** |
| f) WH-WILL-S-V | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | 1 | 2 | 2 | 1 | 1 | **18** |
| g) WH-WOULD-S-V | | | | | | | | | | | | | | | | | | | | | |
| h) WH-BE-THERE | 1 | 1 | 1 | | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | | 1 | 1 | 1 | 1 | | **15** |
| i) WH-CAN-S-V | | | | | | | | | | | | | | | | | | | 1 | | **1** |
| DESVIACIONES | 2 | | | 3 | 3 | 1 | 1 | 3 | | 1 | | 1 | 3 | 3 | 3 | 1 | 1 | 1 | 5 | 2 | **34** |
| *IV WH OPERADOR DO* | | | | | | | | | | | | | | | | | | | | | **72** |
| a) WH-DO-S-V | | 1 | 1 | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 1 | 1 | 3 | 1 | 3 | | 2 | 2 | 3 | 1 | **30** |
| b) WH-DID-S-V | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | | 2 | | 2 | 1 | 3 | 3 | 2 | 3 | **39** |
| DESVIACIONES | | | | 1 | | | | | | | | 1 | | | | 1 | | | | | **3** |
| *TOTAL* | 15 | 14 | 13 | 15 | 13 | 16 | 14 | 15 | 15 | 13 | 13 | 14 | 17 | 14 | 18 | 12 | 16 | 17 | 18 | 13 | **295** |

Tabla 3.3.23.
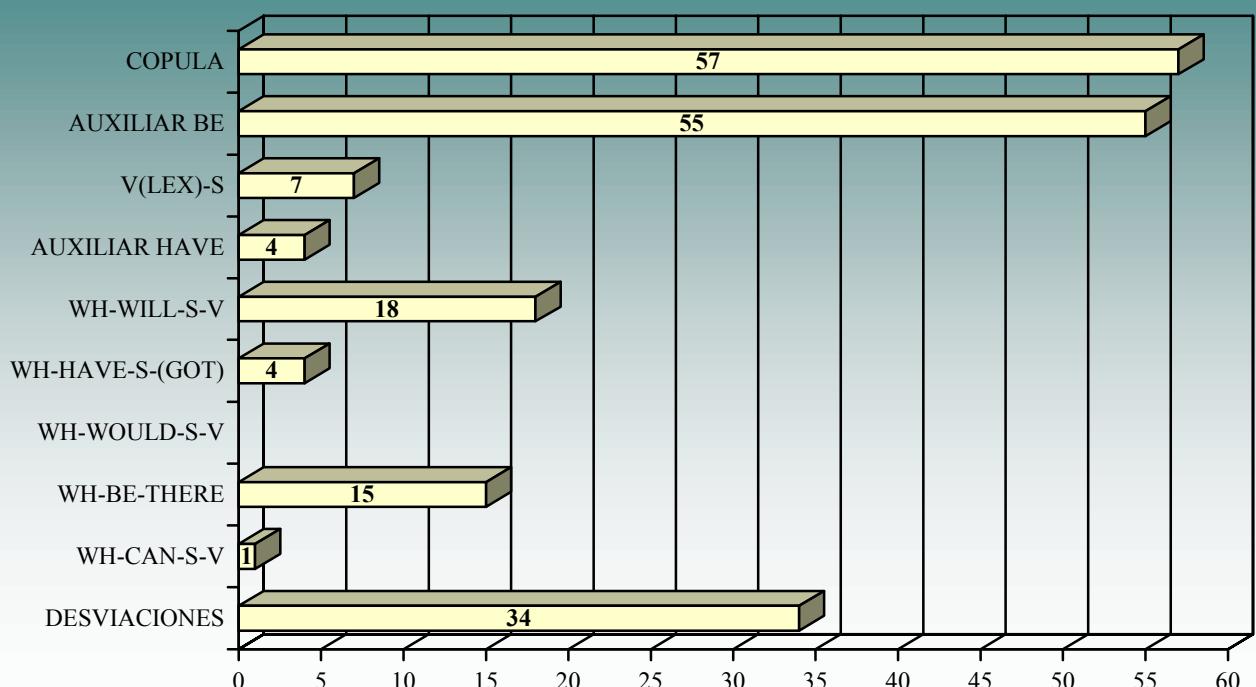
Gráfico 3.3.63. G2: postest 1 (escrito)
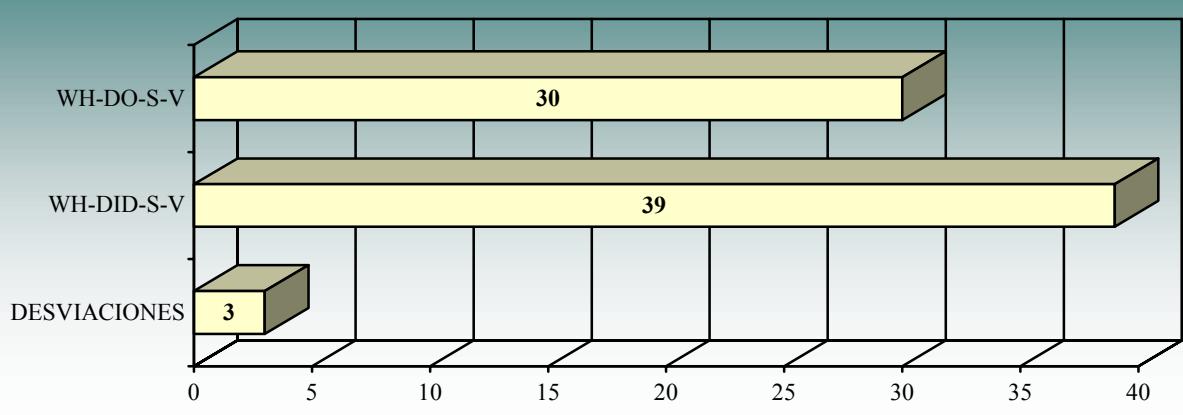


Gráfico 3.3.64. G2: postest 1 (escrito)

c) Postest 2

**Preguntas WH (nº256)**
**categorías**

IV WH operador
DO (97)
37,89%

II WH sin
inversión (23)
8,98%

III WH inversión
V-S (136)
53,13%
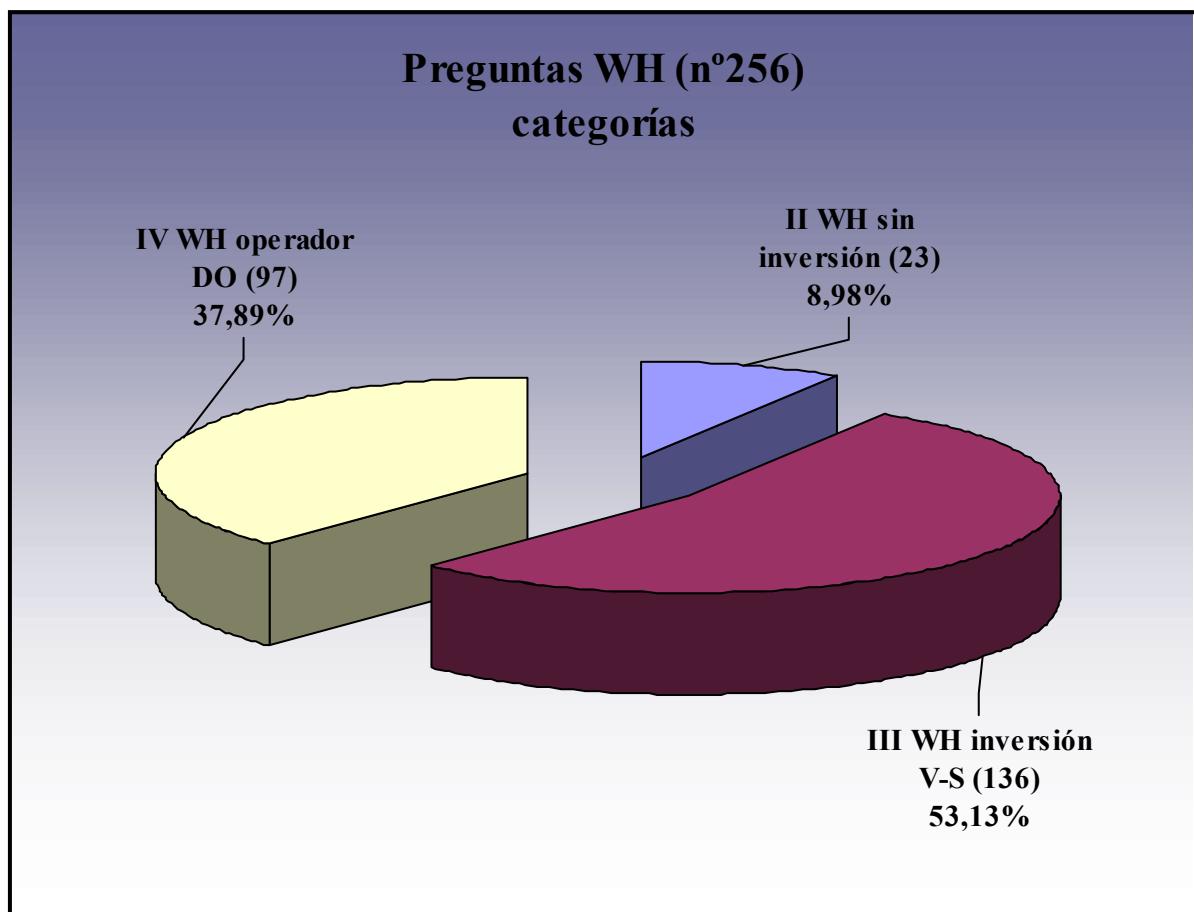
Gráfico 3.3.65. G1: postest 2 (oral)

| Estructuras▼ Sujetos► | G1: POSTEST 2 (ORAL) – PREGUNTAS WH- |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Total 256 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **I  ELÍPTICAS** | | | | | | - | - | | | | | | | | | | |
| **II   WH SIN AUX O SIN INV** | 2 | 1 | 1 | 1 | 1 | - | - | 2 | 2 | | 7 | 1 | 2 | 1 | 1 | 1 | **23** |
| **III   WH-V-S** | | | | | | | | | | | | | | | | | **136** |
| a) V(LEX)-S | | | 2 | | 1 | - | - | | | 2 | | | 1 | | | | **6** |
| b) COPULA | 2 | 6 | 3 | 5 | 3 | - | - | 2 | 4 | 3 | 2 | 3 | 6 | 4 | 6 | 1 | **50** |
| c) AUXILIAR BE | 4 | 3 | 3 | 2 | 2 | - | - | 1 | 1 | 3 | | 2 | 2 | 2 | 2 | 1 | **28** |
| d) AUXILIAR HAVE | 1 | 1 | 1 | 1 | 1 | - | - | 1 | | 1 | | 1 | 1 | 1 | 1 | | **11** |
| e) WH-HAVE-S-(GOT) | | 1 | | 1 | | - | - | 1 | 1 | | | 1 | | | | | **5** |
| f) WH-WILL-S-V | 2 | 2 | | 1 | 2 | - | - | 2 | 1 | 1 | | | 2 | 1 | 2 | 1 | **17** |
| g) WH-BE-THERE | | | 1 | | | - | - | | | | | | | 1 | | | **2** |
| h) WH-CAN-S-V | | 1 | | | | - | - | | | 1 | | | | | | | **2** |
| DESVIACIONES | 1 | | 1 | 3 | | - | - | 1 | 1 | | 4 | 1 | | 2 | | 1 | **15** |
| **IV WH OPERADOR DO** | | | | | | | | | | | | | | | | | **97** |
| a) WH-DO-S-V | 5 | 6 | 5 | 5 | 3 | - | - | 9 | 6 | 7 | | 6 | 6 | 3 | 2 | 4 | **67** |
| b) WH-DID-S-V | 2 | 2 | 1 | 1 | 2 | - | - | 1 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 3 | **26** |
| DESVIACIONES | | | | | | - | - | | | | | | | | 3 | 1 | **4** |
| **TOTAL** | 19 | 23 | 18 | 20 | 15 | - | - | 20 | 18 | 19 | 16 | 17 | 21 | 18 | 19 | 13 | **256** |

Tabla 3.3.24.
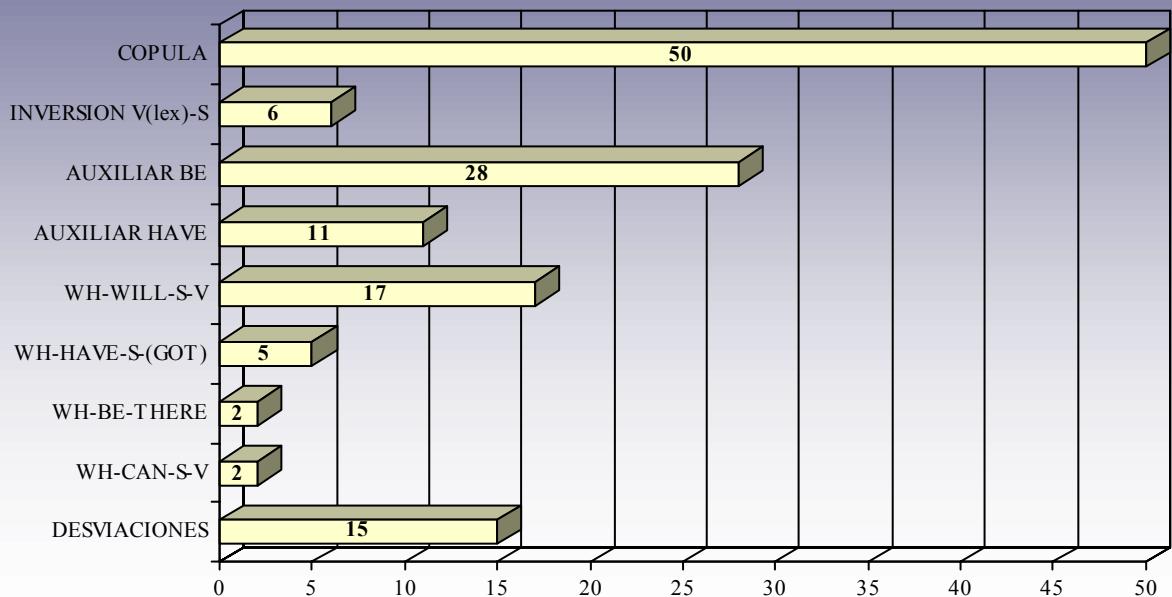
Gráfico 3.3.66. G1: postest 2 (oral)
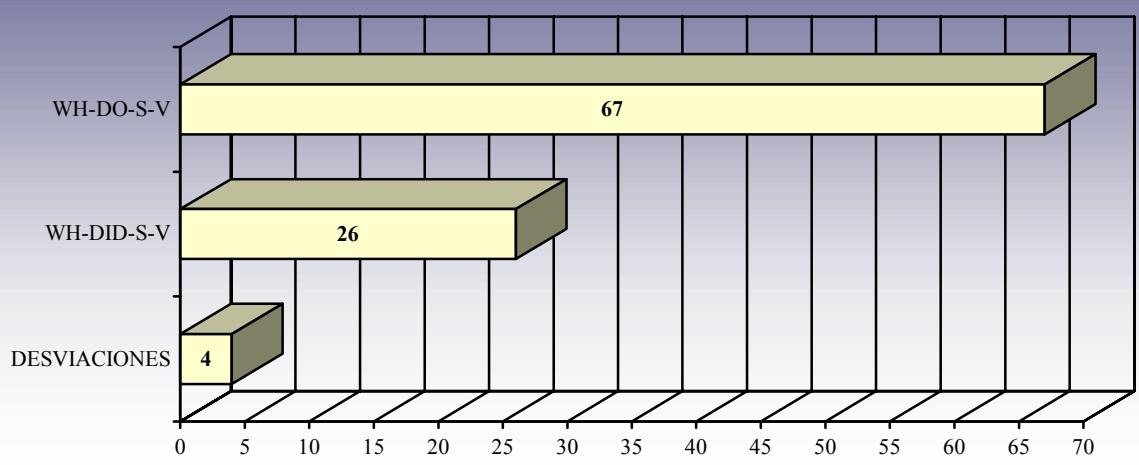


Gráfico 3.3.67. G1: postest 2 (oral)
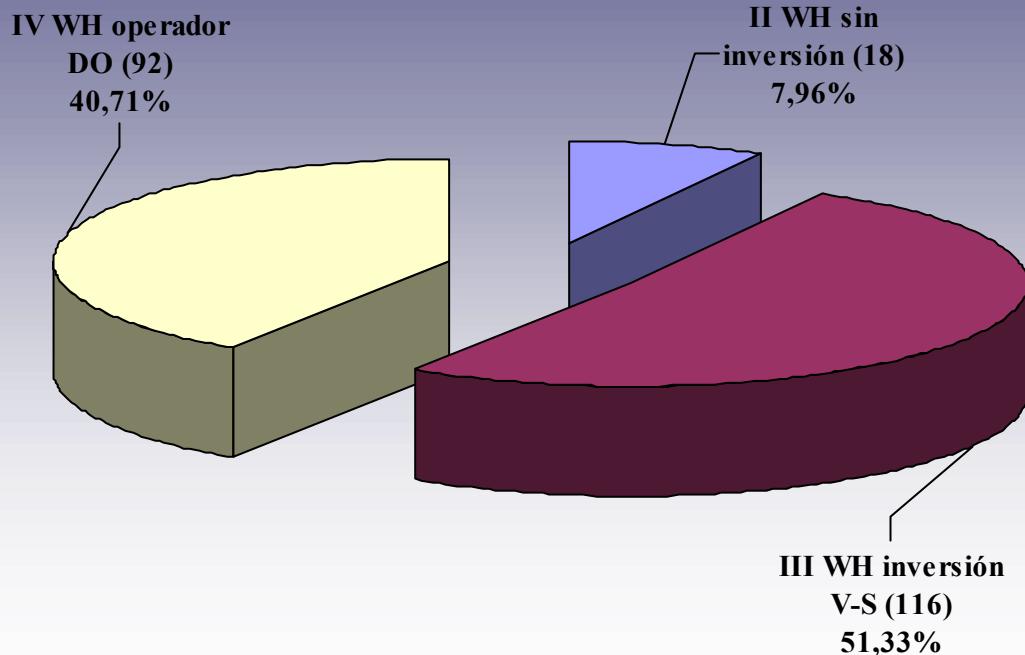
Gráfico 3.3.68. G1: postest 2 (escrito)

| G2: PRETEST (ORAL) – PREGUNTAS YES/NO | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Estruct.▼ Sujetos► | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Total 226 |
| *I ELÍPTICAS* | | | | | | - | - | | | | | | | | | | |
| **II WH SIN AUX O SIN INV** | 2 | 1 | 1 | 2 | 2 | - | - | 1 | 1 | 1 | 4 | 1 | 1 | 1 | | | **18** |
| **III WH-V-S** | | | | | | | | | | | | | | | | | **116** |
| a) V (LEX)-S | | | 1 | | 1 | - | - | | | | 1 | | | 1 | | 1 | **5** |
| b) COPULA | 2 | 2 | 2 | 4 | 2 | - | - | 1 | 5 | 1 | 6 | 2 | 4 | 4 | 5 | 1 | **41** |
| c) AUXILIAR BE | 1 | 2 | 2 | | 2 | - | - | 2 | 2 | 3 | | 2 | 2 | 2 | 1 | 2 | **23** |
| d) AUXILIAR HAVE | 1 | 1 | 1 | | 1 | - | - | 1 | | 1 | | 1 | 1 | 1 | 1 | 1 | **11** |
| e) WH-HAVE-S-(GOT) | 1 | 1 | | | | - | - | 2 | | | | 1 | | | | | **5** |
| f) WH-WILL-S-V | 2 | 1 | 1 | 2 | 1 | - | - | 2 | 2 | 1 | | 1 | 2 | 2 | 2 | 1 | **20** |
| g) WH-WOULD-S-V | | | | | | | | | | | | | | | | | |
| h) WH-BE-THERE | | | | | | | | | | | | | | | | | |
| i) WH-CAN-S-V | | 1 | | | | - | - | | | | | | | | | | **1** |
| DESVIACIONES | 1 | | 1 | | | - | - | 1 | | 1 | 2 | 1 | | | 2 | 1 | **10** |
| *IV WH OPERADOR DO* | | | | | | | | | | | | | | | | | **92** |
| a) WH-DO-S-V | 5 | 6 | 5 | 5 | 3 | - | - | 6 | 4 | 6 | | 4 | 5 | 4 | 2 | 3 | **58** |
| b) WH-DID-S-V | 2 | 2 | 1 | 1 | 2 | - | - | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | **26** |
| DESVIACIONES | 1 | | | 1 | | - | - | | | | | | | | 3 | 3 | **8** |
| *TOTAL* | 18 | 17 | 15 | 15 | 14 | - | - | 18 | 17 | 16 | 15 | 15 | 17 | 17 | 18 | 14 | **226** |

Tabla 3.3.25.

# G1: Preguntas WH
## Categoría III (WH-V-S) nº116



| | |
|---|---|
| COPULA | 41 |
| INVERSION V(lex)-S | 5 |
| AUXILIAR BE | 23 |
| AUXILIAR HAVE | 11 |
| WH-WILL-S-V | 20 |
| WH-HAVE-S-(GOT) | 5 |
| WH-BE-THERE | |
| WH-CAN-S-V | 1 |
| DESVIACIONES | 10 |
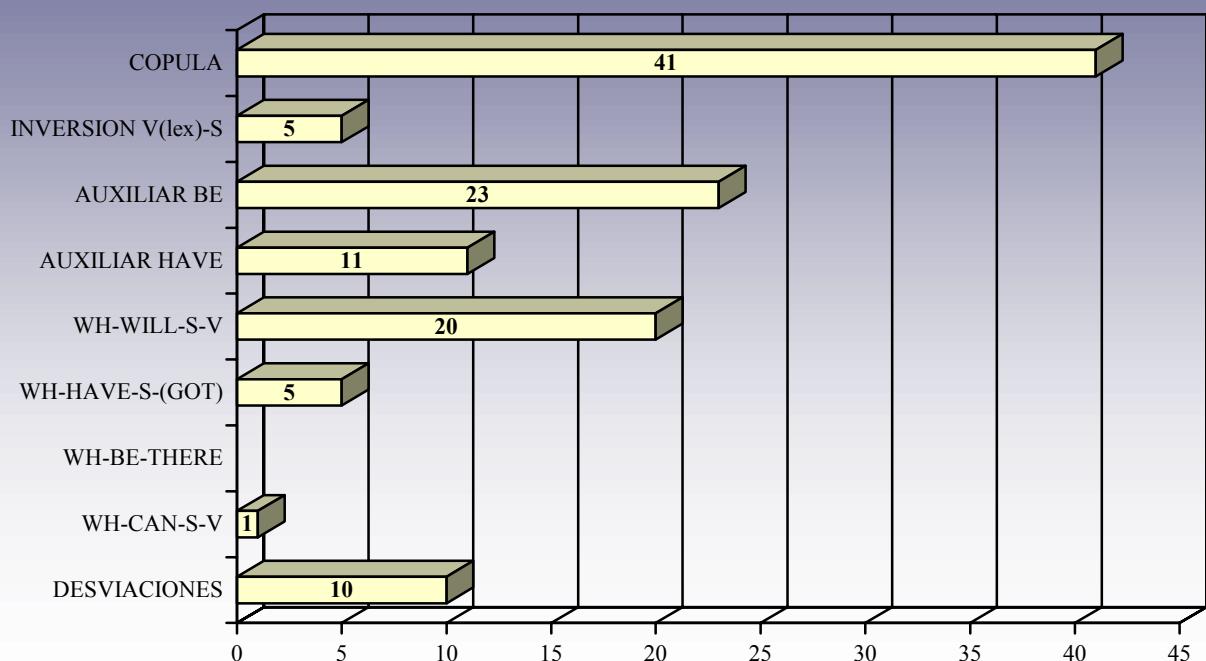
Gráfico 3.3.69. G1: postest 2 (escrito)

# G1: Preguntas WH
## Categoría IV (WH-DO-S-V) nº92



| | |
|---|---|
| WH-DO-S-V | 58 |
| WH-DID-S-V | 26 |
| DESVIACIONES | 8 |
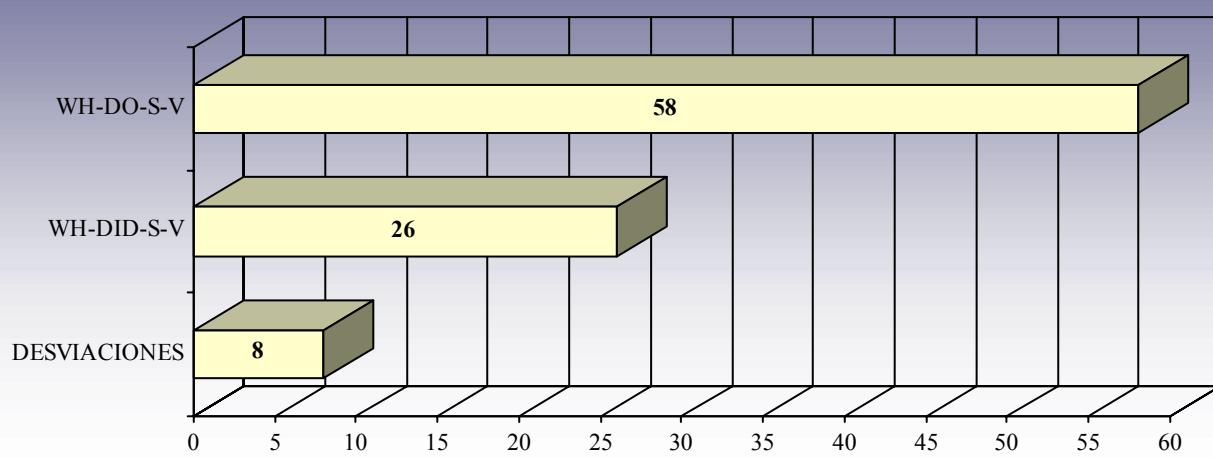
Gráfico 3.3.70. G1: postest 2 (escrito)

### 3.4. Preguntas indirectas (embedded Wh- questions)

Este tipo de construcción nos era de especial interés, como ya hemos comentado con anterioridad, ya que pertenece al último estadio en la secuencia de desarrollo para la formación de preguntas en inglés como segunda lengua (ESL) establecida por Pienemann, Johnston y Brindley (1988), tomada como referencia para estudiar a nuestros sujetos. Como ya se ha mencionado anteriormente, hay dos preguntas en la primera prueba -la entrevista- que son los apartados 1 y 8; y dos en la segunda prueba: preguntas 19 y 20 (véase Anexo 1). De esta forma nos asegurábamos la presencia de este tipo de construcciones, ya que de forma espontánea podrían no haber aparecido.

En este tipo de estructuras se requiere no aplicar las reglas de la inversión que sí se aplican en las preguntas simples. Así, el auxiliar se mantiene en el mismo lugar que está en la afirmativa (*Could you tell me how old you are?*) y del mismo modo, *do* no se introduce (*Do you know where Peter works?*). El fenómeno más usual cuando los aprendices no saben esto es que apliquen las reglas de la inversión (si las dominan), como hacen en las demás preguntas; o también puede ocurrir lo contrario, que produzcan preguntas indirectas en apariencia correctas pero debido precisamente a que no controlan las reglas de la inversión. Nosotros tenemos evidencias de ambos comportamientos en nuestros sujetos.

Para reconocerle a un sujeto que produce con consistencia este tipo de construcciones hemos tomado como criterio la emisión correcta de al menos tres de las cuatro preguntas obligatorias, tanto a nivel oral como escrito.

### 3.4.1. Diagnóstico inicial (pretest)

El número total de preguntas indirectas orales que producen los sujetos del grupo experimental es de 65 (64 de las 4 preguntas obligatorias más 1 espontánea) y de ellas sólo aparecen 9 bien construidas (13.85 %). Por escrito, producen 63, ya que un sujeto (S11) sólo realiza tres de las cuatro preguntas con un 11.11 % de acierto (7/63). Nadie consigue producir correctamente al menos tres de las cuatro preguntas obligatorias, ni a nivel oral ni por escrito.

El grupo de control produce 80 preguntas indirectas orales (las correspondientes a las obligatorias) con un 12.5 % de acierto (10/80). En las pruebas escritas, los sujetos del grupo G2 realizan 82 producciones (80 obligatorias más 2 espontáneas) de las cuales 11 son correctas (13.41 %).

Aunque hay un sujeto (S9) que produce oralmente tres preguntas correctas, por escrito, éste no es capaz de formular nada más que una correctamente, por lo que no cumpliría el criterio establecido:

G2S9PO:    - Do you know / why "Úbeda" / is called like that?

- Do you know / where Peter / works?

- Tell me what you like.

| | G1 | G2 |
|---|---|---|
| **ORAL** | 9/65 (13.85 %) | 10/80 (12.5 %) |
| **ESCRITO** | 7/63 (11.11 %) | 11/82 (13.41 %) |

Tabla 3.3.26. Resultados preguntas indirectas (pretest)

La razón por la que los sujetos fallan al producir este tipo de preguntas es mayoritariamente la aplicación de la inversión en la pregunta Wh-:

> G1S9PO:  - Do you know what's the meaning of / software?
>
> G2S7PO:  - Do you know where / does Peter work?

Encontramos también preguntas en las que no se aplica la regla de la inversión, pero que no son correctas porque contienen algún error en la pregunta subordinada, como por ejemplo la –s de 3ª persona del singular o la omisión de algún elemento obligatorio:

> G1S13PO:  - Do you know / where work / where Peter work?
>
> G2S14PO:  - Do you know / who sing today?
>
> G1S5PO:  - Do you know where / the football match yesterday?

También hemos podido encontrar ejemplos de inversión del verbo léxico con el sujeto:

> G1S1PO:  - Do you know where works Peter?
>
> G2S13PO:  - Do you know / where are / where are working Peter?

En definitiva, podemos decir que ningún sujeto domina este tipo de construcciones al inicio del estudio, demostrando claramente que no han alcanzado el último estadio de adquisición de la interrogativa en inglés. En la literatura sobre la adquisición del inglés como L2 se habla sobre la inviolabilidad de la secuencia de adquisición, es decir, que no se alcanza un estadio si no se domina el anterior. Los sujetos de nuestro estudio, como veremos en el apartado relativo a la secuencia de adquisición, dan evidencia de este comportamiento, ya que hay muchos que no han alcanzado el estadio anterior al de las preguntas indirectas donde se dominan las reglas de la inversión y de la inserción del operador *do*. Es lógico, pues, que no dominen este tipo de construcciones.

### 3.4.2. Postest 1

Tras la intervención, en la que específicamente se incluía un apartado relacionado con este tipo de construcciones, los resultados son los siguientes:

|  | G1 | G2 |
|---|---|---|
| **ORAL** | 27/68 (39.71%) | 5/81 (6.17 %) |
| **ESCRITO** | 43/66 (65.15 %) | 1/79 (1.27 %) |

Tabla 3.3.27. Resultados preguntas indirectas (postest 1)

Como podemos apreciar en la tabla 3.3.32., se produce un incremento significativo en el porcentaje de acierto en el grupo experimental. En las producciones orales se pasa de un 13.85 % en el pretest a un 39.71 %. Por escrito la diferencia es aún mayor -de un 11.11 % a un 65.15 %. El hecho de que el grupo de control no aumente en el porcentaje de acierto (incluso éste disminuye de forma significativa) con respecto al pretest nos lleva a la conclusión de que estas diferencias entre los dos

grupos son debidas a los efectos derivados de la intervención que, como ya se ha comentado, incidía, entre otros aspectos, en este tipo de construcciones de manera específica.

Observamos también la aparición de más preguntas espontáneas en el grupo experimental (4 en las pruebas orales y 2 en las escritas), dato también destacable que indica el hecho de que los sujetos, tras la intervención, son conscientes de la existencia de este tipo de construcciones y comienzan a usarlas:

G1S8P1O:    - Can you tell me / what you did / last summer?

G1S12P1O:   - Could you tell me what / what / what kind of food you like?

G1S6P1E:    - Can you tell me what you will do in some years?

En el grupo experimental aparecen cuatro sujetos que realizan oralmente cuatro preguntas indirectas correctas y un sujeto que realiza tres (S2, S8, S12, S14 y S7 respectivamente). Por escrito, encontramos un sujeto que realiza cinco producciones correctas (S8), siete con cuatro producciones correctas (S2, S7, S9, S10, S12, S14, S16) y uno que realiza tres (S6). De todos estos sujetos, cinco cumplen el criterio de asignación, tanto a nivel oral como escrito: S2, S7, S8, S12 y S14. Hay que recordar que en el diagnóstico inicial no había ningún sujeto que cumpliera este criterio.

### 3.4.3. Postest 2

Primeramente, hay que tener en cuenta dos aspectos: sólo el grupo experimental realizó el postest 2, como ya se ha comentado con anterioridad; en segundo lugar, de los 16 sujetos que comenzaron el estudio en el grupo experimental, sólo 14 llevaron a cabo el postest 2 debido a la imposibilidad de realizar las pruebas de dos sujetos (S6 y S7), por lo tanto el número de producciones es inferior. Dicho esto, pasemos a comentar los resultados obtenidos por el grupo experimental:

|  | G1 | G2 |
|---|---|---|
| ORAL | 29/56 (51.79 %) | - |
| ESCRITO | 28/54 (51.85 %) | - |

Tabla 3.3.28. Resultados preguntas indirectas (postest 2)

A nivel oral, se produce un incremento significativo en el porcentaje de acierto con respecto al postest 1 (de 39.71 % a 51.79 %). Sin embargo, en las pruebas escritas el porcentaje desciende de un 65.15 % a un 51.85 %, aunque sigue habiendo una diferencia significativa con respecto a los resultados obtenidos antes de la intervención (11.11 %). Por lo tanto, podemos decir que el grupo mantiene relativamente el nivel alcanzado tras la intervención en el manejo de este tipo de estructuras aún habiendo transcurrido cuatro meses sin haber estado en contacto con ellas.

Gráfico 3.2.71. G1

Otro dato que cabe comentar es la poca presencia de preguntas espontáneas (sólo dos en las producciones escritas). A diferencia del postest 1 en el que estas estructuras estaban más recientes tras la intervención, parece que al transcurrir el tiempo los sujetos han sido menos propensos a utilizarlas y se han limitado sólo a los contextos obligatorios.

Encontramos cuatro sujetos que producen oralmente cuatro preguntas correctas (S8, S12, S14, S16) y dos que realizan tres (S4, S10). En las pruebas escritas hay dos sujetos que logran realizar cuatro preguntas correctamente (S14, S16) y cuatro que realizan tres (S2, S8, S10, S12). Por lo tanto, hay cinco sujetos que cumplen el criterio de asignación: S8, S10, S12, S14 y S16. Se mantienen desde el postest 1 los sujetos 8, 12 y 14 (el S7 no pudo realizar el postest 2 y el S2 sólo cumple el criterio a nivel escrito) y se añaden, en esta ocasión, los sujetos 10 y 16.

## 4. SECUENCIA DE ADQUISICIÓN: ESTADIOS DE DESARROLLO

La investigación en la adquisición del lenguaje ha demostrado que existen importantes similitudes entre las personas que aprenden una lengua materna (L1) y las que aprenden una segunda (L2) (Fathman, 1978; Makino, 1980; Pica, 1983). Uno de los hallazgos más sorprendentes ha sido que, tanto en la adquisición de una L1 como en la de una L2, los aprendices siguen unas secuencias o fases en el desarrollo de determinadas estructuras (*developmental sequences*). Parece que ciertos rasgos del lenguaje aparecen antes en el desarrollo de la interlengua de los aprendices que otros que se adquieren más tarde y, aunque parece ser que la lengua materna puede tener alguna influencia en dichas secuencias, muchos aspectos de esas fases de desarrollo son esencialmente similares en aprendices que tienen diferentes lenguas maternas.

En el caso de la adquisición de la interrogación los estudios realizados (Felix, 1976; Ravem, 1974; Cancino et al., 1978; Pienemann et al., 1988) muestran la existencia de una secuencia que los aprendices siguen hasta que dominan todas las estructuras interrogativas. Esta secuencia está constituida por estadios en los que son características ciertas estructuras transitorias, formas lingüísticas que los aprendices utilizan mientras están aprendiendo las formas interrogativas hasta que, en la fase final, las dominan. La explicación se debe a que el aprendiz acomoda en sus esquemas previos cognitivos los nuevos conocimientos que va adquiriendo, como recoge Ellis (1997: 23):

> It is clear that this occurs because learners reorganize their existing knowledge in order to accommodate new knowledge. … This kind of reorganization, which is believed to be prevalent in L2 acquisition, is referred to as **restructuring**.

Estos estadios no son discretos, sino que se pasa de uno a otro de forma gradual y solapada. Los aprendices producen enunciados cuyas estructuras interrogativas pertenecen a diferentes estadios correlativos. Nuestros sujetos dan evidencia de este comportamiento, llamando poderosamente la atención la presencia de casos en que los enunciados pertenecen a más de dos estadios, produciendo estructuras que los situarían a medio camino entre dos o más estadios, con emisiones lingüísticas correctas y desviadas de uno y otro. Por eso es fácil encontrar sujetos que no han alcanzado un determinado estadio completamente y ya están produciendo del siguiente.

Para nuestro estudio hemos adaptado la secuencia de desarrollo para la formación de preguntas en inglés como segunda lengua desarrollada por Pienemann, Johnston y Brindley (1988)[27]. Nuestra secuencia consta de los siguientes estadios:

**Estadio 1º**   Palabras sueltas o fragmentos de frase.

**Estadio 2º**   Preguntas Yes/no declarativas con entonación ascendente o sin algún elemento obligatorio (sujeto, auxiliar): *I can write with this thing? Is in the class?*
En este estadio las preguntas presentan el orden canónico de las oraciones declarativas con la entonación ascendente como única marca interrogativa. También hemos incluido en este estadio las preguntas Yes/No que carecen de algún elemento obligatorio como es el auxiliar o el sujeto.

**Estadio 3º**   *Fronting*: marcador interrogativo al inicio de la oración declarativa:
Este estadio implica una mayor dificultad a la hora de procesar las estructuras interrogativas, ya que supone identificar un elemento y colocarlo en una posición prominente al inicio de la emisión lingüística con orden declarativo. Las producciones características de este estadio presentan tres variantes:
- Wh- inicial, sin inversión o sin algún elemento obligatorio: *How much cigarettes she smokes a day?*
- *Do* inicial: *Do you like to be a teacher?*
- Otro elemento inicial: *Are you pass your exam?*

**Estadio 4º**   Pseudo-inversión:
- Preguntas Yes/No: auxiliar (excepto *do*) o modal en posición inicial: *Have you seen Mary today?*
- Preguntas Wh-: la cópula y el sujeto se invierten: *What is your favourite food?*
- Inversión verbo léxico-sujeto: *How much cost the video?*

Este estadio supone un paso substancial en la complejidad de las estructuras, ya que implica la ruptura del orden canónico y el desplazamiento de un elemento a una posición prominente: el auxiliar o modal se sitúa al inicio en las preguntas Yes/No; la cópula y el sujeto invierten la posición en las preguntas Wh-. Por el hecho de que también se rompe el orden canónico y hay dos elementos que invierten su posición, hemos incluido en este estadio las preguntas en las que los sujetos invierten un verbo léxico con el sujeto. Este tipo de construcciones, aun siendo defectuosas, introducen respecto a los estadios anteriores la novedad de la inversión.

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[27] Véase nota 5 en el capítulo 2 (apartado 2.2.1.1.).

**Estadio 5º**   Inversión en preguntas Wh-: *do*/auxiliar/modal detrás de Wh- y antes que el sujeto: *What do you prefer for breakfast?*

En este estadio se generaliza la inversión en las preguntas Wh- con todos los auxiliares. El auxiliar se coloca detrás de la forma Wh- y antes que el sujeto.

**Estadio 6º**   Preguntas indirectas sin inversión: *Do you know where Meter Works?*

Ya comentamos en el apartado de las preguntas indirectas (3.3.4.), que este tipo de construcciones requieren la no aplicación de las reglas de la inversión características de los estadios anteriores, manteniendo el auxiliar en el mismo lugar que está en la afirmativa y no introduciendo el operador *do*.

Como vemos, cada estadio no sólo refleja la aplicación de unos determinados procesamientos lingüísticos, sino que incluye los procesos aplicados en el anterior y, a su vez, conlleva un grado de complejidad superior en cuanto a las operaciones estructurales a realizar.

Como ya se ha comentado anteriormente, en las pruebas diseñadas para el estudio se incluyen una serie de preguntas obligatorias (20 en la segunda prueba y 2 en la primera) con el fin de que los sujetos produzcan construcciones características de distintos estadios. La distribución de estas preguntas, teniendo en cuenta los estadios, la podemos ver en las tablas 3.4.1. y 3.4.2.

Los criterios seguidos para establecer si un sujeto ha alcanzado un determinado estadio (concretamente los estadios 4º, 5º y 6º) son los siguientes:

- al menos dos producciones de estructuras distintas dentro de un estadio
- un mínimo de preguntas obligatorias:
  o estadio 4º ---} 4
  o estadio 5º ---} 5
  o estadio 6º ---} al menos 3 de las 4 preguntas obligatorias

| PRETEST y POSTEST 2 | |
|---|---|
| **Estadio 3** | *Did you pass your exam?*<br>*Who played the piano?* |
| **Estadio 4** | *Can you swim?*<br>*Are you a teacher?*<br>*Have you got a car?*<br>*Have you seen Mary today?*<br>*Is there any tea?*<br>*What was the hotel like?*<br>*Whose is the car?* |
| **Estadio 5** | *How many cigarettes does she smoke?*<br>*When is he coming?*<br>*Where did they go?*<br>*What do you prefer for breakfast?*<br>*Who will you give the car?*<br>*Why are you going to study English?*<br>*How often does he go to Madrid?*<br>*How long have you lived in London?*<br>*How much does the video cost?* |
| **Estadio 6** | *Tell me what kind of music you like*<br>*Do you know where Peter works?*<br>*Do you know wh- …?* (libre)<br>*Could you tell me wh- …?* (dato personal entrevistador) |

Tabla 3.4.1.

| POSTEST 1 | |
|---|---|
| **Estadio 3** | *Do you smoke?*<br>*Did he pass his driving test?*<br>*Who wrote "Hamlet"?* |
| **Estadio 4** | *Have you eaten something?*<br>*Is she your girlfriend?*<br>*Has he got a job?*<br>*Would you marry her?*<br>*Whose is the book?*<br>*Where was she last week?*<br>*What is your house like?* |
| **Estadio 5** | *How many hotels are there in the town?*<br>*When is he going to the doctor?*<br>*What is Peter going to buy?*<br>*How long did he live in India?*<br>*Who is Tom going to write a letter?*<br>*Why will you go to London?*<br>*How often do you go to the doctor?*<br>*How much did he pay for the dinner?* |
| **Estadio 6** | *Could you tell me when you are coming?*<br>*Do you know how long Peter lived in London?*<br>*Do you know wh- …?* (libre)<br>*Could you tell me wh- …?* (dato personal entrevistador) |

Tabla 3.4.2.

En los estudios sobre la adquisición de la interrogación se tiene como criterio generalizado para reconocer a un sujeto un determinado estadio la producción de al menos dos estructuras diferentes características de ese estadio. En nuestra opinión, considerar sólo este factor no sería del todo realista, pues un sujeto podría producir dos emisiones distintas características de un estadio, digamos por ejemplo *Have you got ...?* y *What's your ...?*, estructuras características del estadio 4º, y en realidad no dominar las estrategias de procesamiento lingüístico necesarias de este estadio, ya que podría tratarse de patrones memorizados combinados con elementos nuevos. Al incluir el segundo criterio creemos que somos más exigentes aún, pero a la vez más fiables, puesto que proporcionamos a los sujetos contextos obligatorios para producir preguntas de un determinado estadio, con lo que podremos comprobar con mayor fiabilidad si lo ha alcanzado o no. De esta manera, intentamos evitar situaciones como la descrita anteriormente. De hecho, si sólo hubiéramos considerado el primer criterio, en nuestro estudio habríamos tenido desde el diagnóstico inicial más sujetos en los estadios 4º y 5º de los que en realidad tenemos. Un análisis cualitativo de sus producciones constata el uso de patrones memorizados y revela su incapacidad de producir estructuras correctas de esos estadios en otros contextos, por lo que hubiera sido engañoso adjudicarles dichos estadios.

De todos modos, el asignar un determinado estadio a un sujeto es una tarea arriesgada y difícil. La inmensa mayoría de los sujetos realizan producciones correctas e incorrectas de distintos estadios. Unas veces realizan correctamente una pregunta y en la siguiente prueba la misma la producen mal (especialmente los sujetos del grupo de control). Los criterios de asignación marcados, aun siendo un factor que da mayor fiabilidad a la hora de adjudicar un determinado estadio, son, al fin y al cabo, una convención, con el riesgo que ya hemos comentado del primero de ellos y el nivel de exigencia del segundo: hay sujetos que producen, por ejemplo, tres preguntas obligatorias del 4º estadio y con estructuras distintas y no se les reconoce este estadio porque tendrían que haber formulado cuatro preguntas obligatorias como mínimo y, por lo tanto, se les reconoce el estadio 3º (el mismo que a otros sujetos que no son capaces de realizar ninguna obligatoria del mencionado estadio). Por tales razones, hay que ver los datos que aportamos desde la luz de estas observaciones; aunque, a nuestro juicio, no por eso pierden objetividad y fiabilidad.

A continuación se analizan las estructuras interrogativas[28] de los sujetos de este estudio teniendo en cuenta los estadios mencionados anteriormente. Cada una de las preguntas de cada sujeto ha sido analizada y asignada a su estadio correspondiente según los criterios marcados. Comenzaremos con el grupo experimental y, posteriormente, reflejaremos los resultados del grupo de control. En cada uno de ellos, primero veremos la evolución de los sujetos desde el diagnóstico inicial y, a continuación, el número de preguntas totales asignadas a cada uno de los estadios  en cada uno de los tests (ambos análisis tanto a nivel oral como escrito).

### 4.1. Número de sujetos por estadio

Como hemos comentado anteriormente, en cada uno de los tests, se procedió al análisis de las producciones interrogativas de cada uno de los sujetos asignándolas a cada uno de los estadios. A continuación, cada uno de los sujetos fue clasificado reconociéndole un determinado estadio en función

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[28] En la clasificación no se han considerado las preguntas elípticas (12 en total en el pretest) que produjeron los sujetos, entendiendo que son constructos forzados o limitados discursivamente por el texto.

de los dos criterios de asignación ya mencionados. Un ejemplo de cómo se procedió podrían ilustrarlo estos dos sujetos del grupo G1 en el pretest:

**G1S1PO**

**Estadio 2**     (6)

1. *There is / some tea?*
2. *Is in the class?*
3. *Is made of metal?*
4. *I can write with this thing?*
5. *There are many colours of this thing?*
6. *Is made of wood?*

**Estadio 3**     (11)

7. *Do you have childrens?*
8. *Do you know / how / swallow things?*
9. *Do you like to be a teacher?*
10. *Do you can swim?*
11. *Do you have  a car?*
12. *Does your father play the piano?*
13. *Are you pass your exam?*
14. *How much cigarettes / she smokes / a day?*
15. *Where they went?*
16. *How many times / he goes to Madrid?*
17. *When he come?*

**Estadio 4**     (7)     2 Obligatorias

18. *Have you seen Mary today?*
19. *Are you a teacher?*
20. *Are you the owner of the car?*
21. *What is your favourite sport?*
22. *What is your favourite food?*
23. *How much / how many cost the video?*
24. *How was the hotel?*

**Estadio 5**     (7)     1 Ob

25. *How much / how much brothers do you have?*
26. *What do you do last weekend?*
27. *What do you want / what do you want ... to do next year?*
28. *Where do you live?*
29. *What do you prefer / for breakfast / coffee or toasts?*

*30. Why do you going to study English?*

*31. What do you do with the car?*

**Estadio 6**     (4)     0/4

*32. Could you tell me what is your age?*

*33. Do you know / what is / my name?*

*34. Do you know where works Peter?*

*35. Tell me what / is your favourite music*

### COMENTARIOS

- Wh- (...) do you (7): las desviaciones apoyan la idea de que está usando un patrón memorizado que combina con otros elementos, unas veces bien y otras no (*Why do you going to study English?, What do you do last weekend?).*

- El uso de fórmulas y la mínima presencia de preguntas obligatorias nos lleva a concluir que NO es capaz de aplicar las estrategias de procesamiento lingüístico para la interrogación de los estadios 4º y 5º. TAMPOCO estadio 6º: 0/4

**G1S8**

**Estadio 2**     (1)

*It's an umbrella?*

**Estadio 3**     (1)

*Did you pass your exam?*

**Estadio 4**     (15)     5 Ob

*Are you married?*

*Have you / any hobbies?*

*Have you got any pet?*

*In the future / in your future ... will you stay in SAFA?*

*Can you play the guitar?*

*Have you got ... any son or daughter?*

*You are / are you / a teacher?*

*Can you / can you swim very well?*

*Have you a Ferrari?*

*Is / is there ... is there any tea?*

*Have you seen / Mary today?*

*Is it in the class?*

*How was the hotel?*

*Who is his / is the car?*

*What's colour is it?*

**Estadio 5**        **(**12)    9 Ob

*Where do you go / where did you go / the last summer?*

*What's kind of / food or meals ... do you like?*

*Why / are you going to study English?*

*How much ... how does the video cost?*

*How long / have you lived in London?*

*When / is he coming?*

*How many / cigarettes / does she smoke a day?*

*Where ... where they / where did they / go to?*

*How often / does he go to Madrid?*

*What do you prefer for breakfast?*

*Who will you give the car?*

*What do you use?*


**Estadio 6**        (4)

*Could you tell me ... where do you come from?*

*Do you know / what ... what you ... what you are going to eat / today?*

*Do you know where Peter works?*

*Tell me what / kind / of music do you like?*


**COMENTARIOS**

- Bien en los contextos obligatorios y no obligatorios. Distintos tipos de construcciones y 5 y 9 obligatorias en estadios 4º y 5º respectivamente ---} ESTADIO 5º. NO estadio 6º: 2 de 4 y del mismo tipo.

### 4.1.1. Pruebas orales

En el diagnóstico inicial, los sujetos de ambos grupos producen estructuras interrogativas orales que reflejan los estadios intermedios de la secuencia de adquisición, con un gran número de fórmulas y patrones lingüísticos memorizados. Si observamos la tabla 3.4.4., veremos que en el grupo experimental trece de los dieciséis sujetos (81.25 %) se encuentran en los estadios 3º y 4º. Sólo hay tres sujetos (18.75 %) que han alcanzado el estadio 5º con cierta consistencia y ninguno es capaz de realizar al menos tres preguntas indirectas correctamente. El análisis del grupo de control, como podemos ver en la tabla 3.4.6., no es muy diferente: dieciséis sujetos en los estadios intermedios (80 %), tres en el estadio 5º (15 %) y uno (5 %) que logra producir tres preguntas indirectas correctas y, por lo tanto, lo situamos en el estadio 6º.

| G1 ORAL | PRETEST | POSTEST 1 | POSTEST 2 |
|---|---|---|---|
| S1 | E3 | E5 | E5 |
| S2 | E4 | E5 y E6 | E5 |
| S3 | E5 | E5 | E5 |
| S4 | E3 | E4 | E5 y E6 |
| S5 | E3 | E5 | E5 |
| S6 | E3 | E5 | - |
| S7 | E5 | E5 y E6 | - |
| S8 | E5 | E5 y E6 | E5 y E6 |
| S9 | E4 | E5 | E5 |
| S10 | E4 | E5 | E5 y E6 |
| S11 | E3 | E3 | E3 |
| S12 | E3 | E5 y E6 | E5 y E6 |
| S13 | E3 | E5 | E5 |
| S14 | E3 | E5 y E6 | E5 y E6 |
| S15 | E3 | E4 | E5 |
| S16 | E3 | E5 | E5 y E6 |

Tabla 3.4.3.

| G1 (ORAL) | HASTA ESTADIO 3º | ESTADIO 4º | ESTADIO 5º | ESTADIO 6º |
|---|---|---|---|---|
| PRETEST (n16) | 10 (62.5 %) | 3 (18.75 %) | 3 (18.75 %) | 0 |
| POSTEST 1 (n16) | 1 (6.25 %) | 2 (12.5 %) | 8 (50 %) | 5 (31.25 %) |
| POSTEST 2 (n14) | 1 (7.14 %) | 0 | 7 (50 %) | 6 (42.86 %) |

Tabla 3.4.4.

**G1: número de sujetos por estadio (oral)**
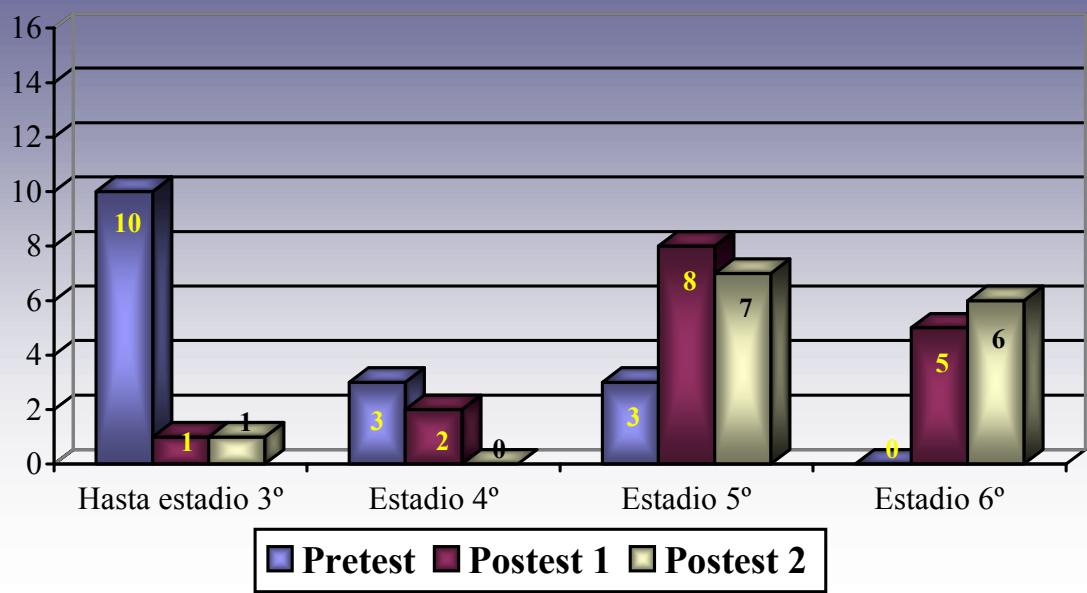
Gráfico 3.4.1.

| G2 ORAL | PRETEST | POSTEST 1 |
|---|---|---|
| S1 | E5 | E3 |
| S2 | E5 | E5 y E6 |
| S3 | E3 | E4 |
| S4 | E4 | E5 |
| S5 | E3 | E3 |
| S6 | E3 | E3 |
| S7 | E4 | E3 |
| S8 | E3 | E3 |
| S9 | E5 y E6 | E5 |
| S10 | E4 | E4 |
| S11 | E5 | E5 |
| S12 | E4 | E3 |
| S13 | E4 | E3 |
| S14 | E4 | E3 |
| S15 | E3 | E4 |
| S16 | E4 | E4 |
| S17 | E4 | E4 |
| S18 | E4 | E3 |
| S19 | E4 | E5 |
| S20 | E3 | E3 |

Tabla 3.4.5.

| G2 (ORAL) | HASTA ESTADIO 3º | ESTADIO 4º | ESTADIO 5º | ESTADIO 6º |
|---|---|---|---|---|
| **PRETEST** (n20) | 6 (30 %) | 10 (50 %) | 3 (15 %) | 1 (5 %) |
| **POSTEST 1** (n20) | 10 (50 %) | 5 (25 %) | 4 (20 %) | 1 (5 %) |

Tabla 3.4.6.
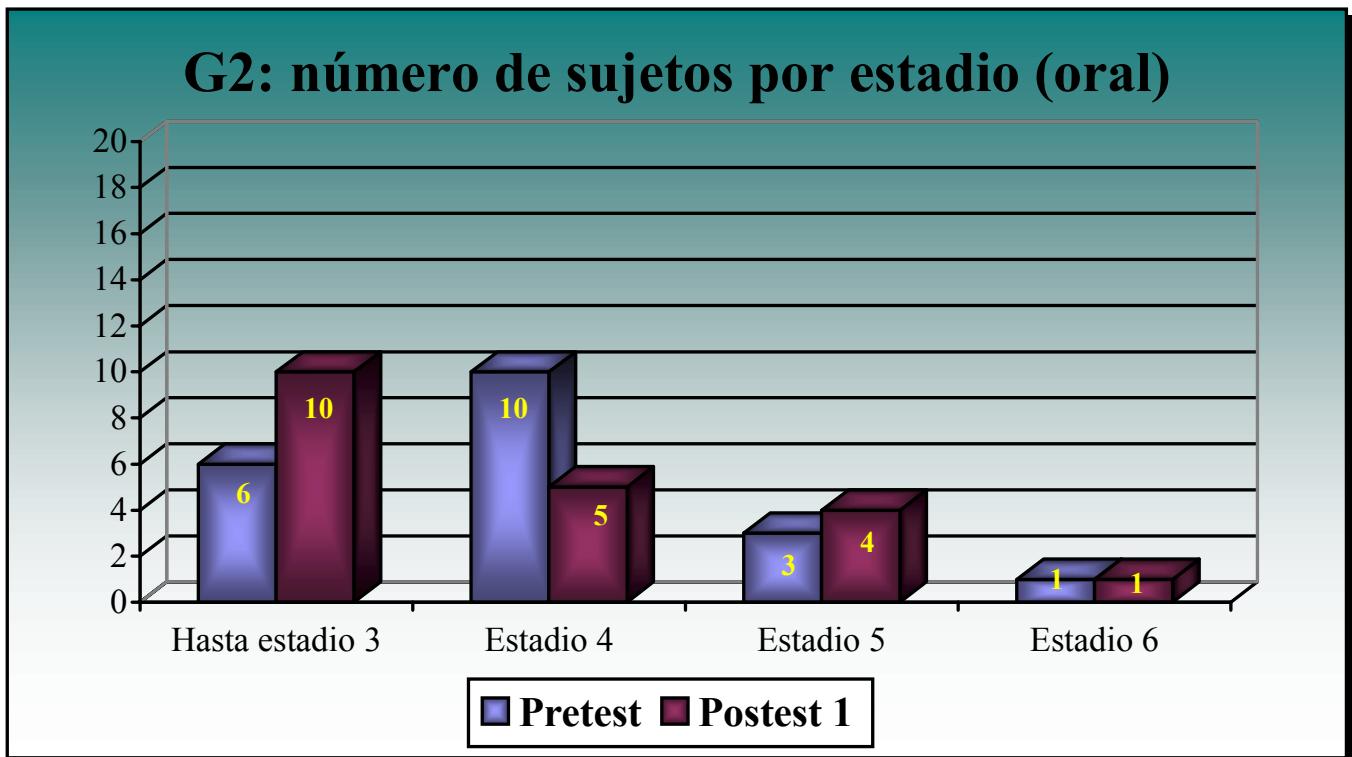


Gráfico 3.4.2.

Tras el programa de instrucción, el panorama en el grupo experimental cambia de forma bastante acusada. A excepción de dos sujetos que se mantienen en el mismo estadio (S3 y S11), el resto de los sujetos avanza en la secuencia. Encontramos seis casos en los que el sujeto avanza dos estadios: cinco sujetos (S1, S5, S6, S13 y S16) pasan del estadio 3º a producir correctamente estructuras características de los estadios 4º y 5º, por lo que les asignamos este último, y un sujeto (S2) pasa del estadio 4º al 6º. Dos sujetos (S12 y S14) avanzan tres estadios, pasando del 3º al 6º, produciendo con consistencia estructuras correctas que pertenecen a los mencionados estadios.

Globalmente, ha habido un desplazamiento de los sujetos hacia los estadios superiores de la secuencia: de trece sujetos que estaban en los estadios intermedios (81.25 %) hemos pasado sólo a tres (18.75 %) y de tres en el estadio 5º (18.75 %) a ocho (50 %); así mismo, aparecen cinco sujetos que son capaces de producir correctamente tres o más preguntas indirectas (algunos incluso producen más de forma espontánea) que son estructuras características del estadio 6º. Como dato reseñable hay que

mencionar que nueve sujetos abandonen el estadio 3º, consecuencia directa de la mejora en la corrección gramatical de sus producciones.

En el grupo de control, sin embargo, no ocurre lo mismo. Si observamos los datos en las tablas 3.4.5. y 3.4.6., veremos como no se produce un avance generalizado y los resultados no son nada reseñables. Hay cinco sujetos (S2, S3, S4, S15 y S19) que avanzan un estadio, ocho se mantienen igual (S5, S6, S8, S10, S11, S16, S17 y S20) y, lo más destacable, siete retroceden en la secuencia (S1, S7, S9, S12, S13, S14 y S18). El número de sujetos que se encontraban en los estadios intermedios (E3 y E4) en el diagnóstico inicial (80 %) no varía substancialmente en el postest 1 (75 %), aunque sí aumenta el número de sujetos en el estadio 3º (de un 30 % a un 50 %), por lo que podríamos decir que el grupo empeora globalmente.

Como vemos, estos datos apoyan parcialmente nuestra hipótesis de partida: la instrucción formal puede hacer posible que los sujetos aceleren su paso por la secuencia de adquisición de las interrogativas inglesas, alcanzando las estructuras de la lengua término; lo que corrobora los resultados obtenidos en otros estudios sobre el tema (Eckman et al., 1988, Spada y Lightbown, 1993).

Dicho esto, hay que traer a colación el factor *duración* (como comentábamos en el apartado de corrección gramatical). Habría que señalar que si estos resultados positivos, derivados del programa de intervención, fueran sólo pasajeros, no serían de gran utilidad. Si un programa de intervención logra producir cambios en la interlengua de los sujetos haciendo que éstos progresen, lo apropiado es que estos cambios perduren con el paso del tiempo. En nuestro caso, los efectos derivados de la intervención se mantienen transcurridos cuatro meses. En el postest 2 todos los sujetos permanecen estables o progresan en la secuencia (los sujetos 10, 15 y 16 avanzan un estadio y el sujeto 4 dos), con la excepción del sujeto 2 que retrocede al estadio 5º. Ninguno vuelve al estadio del diagnóstico inicial, a excepción de los sujetos 3 y 11 que se mantienen en el estadio desde el principio. El caso del sujeto 5 no es especialmente preocupante, ya que está en los últimos estadios de la secuencia desde el principio. Sin embargo, el sujeto 11 parece que, a diferencia del resto de sus compañeros, no ha sido tan permeable al programa de intervención, ya que no ha progresado nada en la secuencia, aunque sí se ha producido en él una mejora cualitativa en el tipo de producciones que utiliza y, también, progresa algo en corrección gramatical. Es posible que, como señala Ellis (1997: 86), el tipo de instrucción utilizado en este estudio no se haya adaptado al estilo de aprendizaje de este sujeto:

> (...) the same instructional option is not equally effective for all L2 learners. Individual differences to do with such factors as learning style and language aptitude are likely to influence which options works best.

O, de acuerdo con la hipótesis de Pienemann (1989), *The Teachability Hypothesis*, es también posible que las estructuras objeto de instrucción no estuvieran al alcance del estadio de desarrollo de la interlengua de dicho sujeto y, por lo tanto, no pudo adquirirlas.
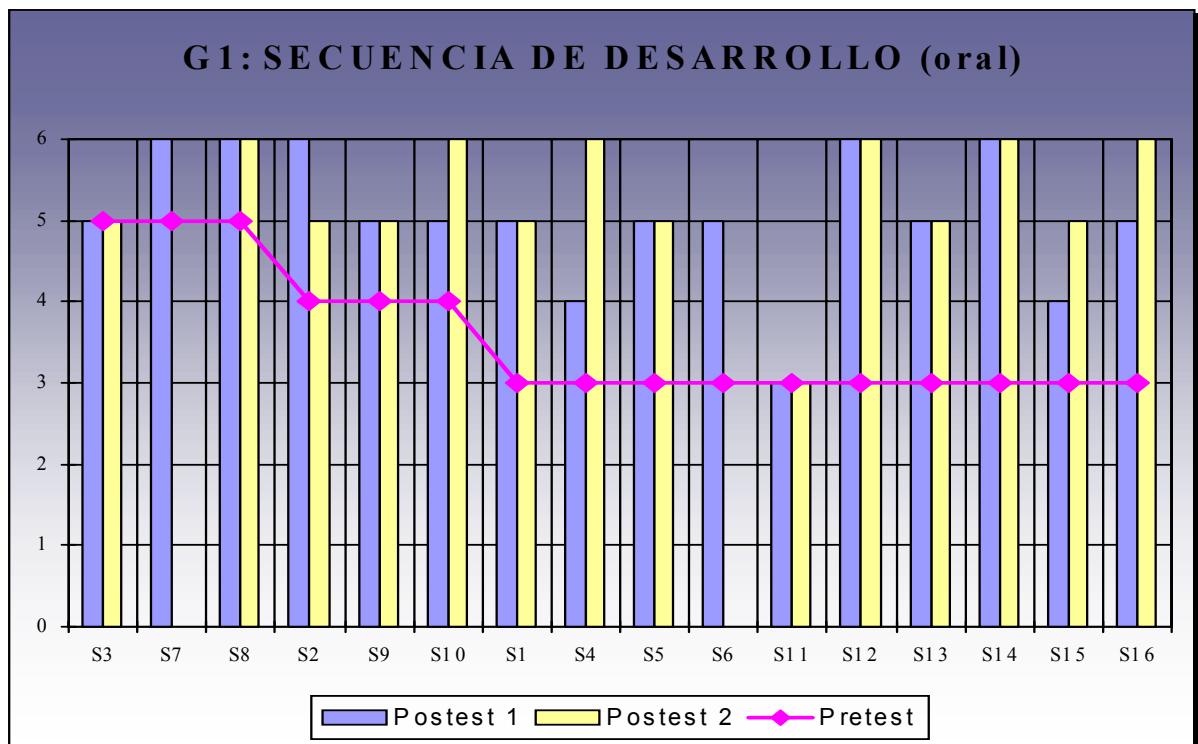
Gráfico 3.4.3.
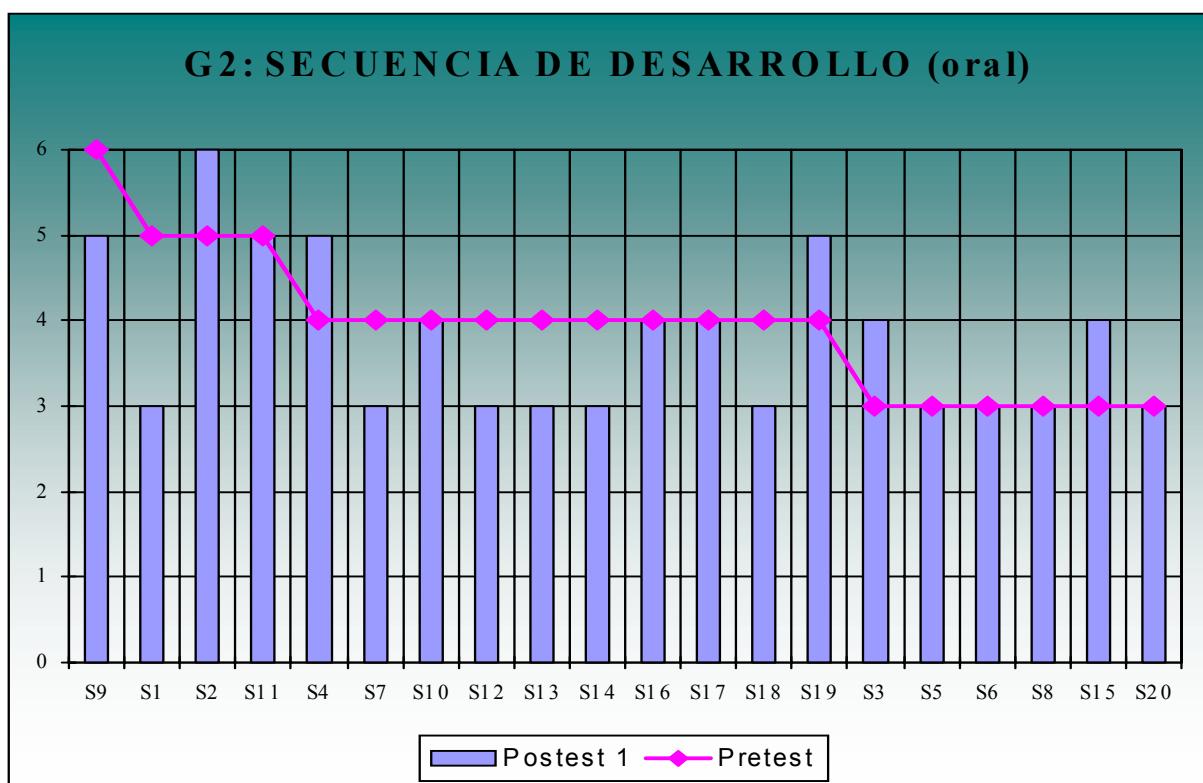


Gráfico 3.4.4.

### 4.1.2. Pruebas escritas

En el diagnóstico inicial, los sujetos de ambos grupos producen estructuras en las pruebas escritas que los situarían, de forma global, en estadios más avanzados de la secuencia en comparación con las pruebas orales. En el grupo experimental, siete sujetos (43.75 %) se encuentran en los estadios 3º y 4º y nueve sujetos (56.25 %) logran cumplir los criterios que los sitúan en el estadio 5º. No hay ningún sujeto capaz de producir, al menos, tres preguntas indirectas correctas.

En el grupo de control, la situación inicial es mejor. Encontramos sólo a cuatro sujetos (20 %) en los estadios intermedios, catorce (70 %) cuyas producciones interrogativas los situarían en el estadio 5º y dos sujetos (10 %) que cumplen los criterios de asignación del estadio 6º.

Como podemos comprobar, desde el punto de vista de la secuencia de adquisición, ambos grupos se encuentran más avanzados a nivel escrito que a nivel oral, especialmente el grupo de control. Esto está en consonancia con lo que comentábamos en el apartado de corrección gramatical en relación a las diferencias observadas entre los resultados obtenidos por los sujetos en las pruebas orales y en las escritas. De nuevo, el hecho de que los sujetos dispongan de más tiempo para planificar sus producciones hace que éstas mejoren.

Después de la intervención, los resultados son similares a los detectados en las pruebas orales: el grupo experimental progresa ostensiblemente y el grupo de control incluso empeora.

En relación al grupo experimental, a excepción de cuatro sujetos que mantienen el estadio (S3, S5 y S13 el estadio 5º y S11 el estadio 3º), el resto avanza en la secuencia. Los casos más destacables son tres sujetos que avanzan dos estadios (del estadio 3º al 5º el sujeto 4 y del estadio 4º al 6º los sujetos 6 y 9) y uno que avanza tres (el sujeto 16 pasa del estadio 3º al 6º).

En un análisis general del grupo, al igual que ocurría en las pruebas orales, vemos que se ha producido un desplazamiento de los sujetos hacia los estadios superiores de la secuencia. Cuatro sujetos abandonan el estadio 3º, lo cual es destacable, permaneciendo en el mencionado estadio sólo un sujeto, S11, como ocurría en las pruebas orales. Ahora encontramos catorce sujetos en los estadios superiores: cinco en el estadio 5º (31.25 %) y nueve (56.25 %) en el estadio 6º (no había ninguno en el pretest).

Con el grupo de control se puede hacer un análisis de los resultados similar al que realizábamos en las pruebas orales: globalmente, el grupo experimenta un retroceso. Encontramos tres sujetos (S10, S15 y S20) que avanzan un estadio con respecto al pretest, diez sujetos permanecen estables y siete retroceden en la secuencia (dos de ellos, S13 y S14, retroceden dos estadios). El número de sujetos que se encontraban en los estadios 4º y 5º en el diagnóstico inicial (15 % y 70 % respectivamente) no varía en el postest 1, aunque sí aumenta el número de sujetos en el estadio 3º (de un 5 % a un 15 %) y desparecen los dos sujetos que estaban en el estadio 6º.

Al igual que ocurría en las pruebas orales, a la luz de estos datos, se puede concluir que el programa de intervención también ha tenido efectos positivos en las producciones escritas de los sujetos del grupo experimental haciendo que éstos aceleren su paso por la secuencia y que alcancen niveles con estructuras de los estadios superiores, corroborando, ahora plenamente, nuestra hipótesis de partida.

El análisis de los resultados obtenidos por el grupo experimental en las pruebas escritas del postest 2 muestra que los efectos derivados de la intervención también se mantienen, como ocurría en las pruebas orales. Todos los sujetos permanecen estables, a excepción del sujeto 9 que retrocede del

estadio 6º al 5º y el sujeto 15 que avanza del estadio 4º al 5º. Se mantienen en los mismos estadios desde el diagnóstico inicial los sujetos 11 (estadio 3º), 3, 5 y 13 (estadio 5º). Como datos destacables en el grupo experimental, hay que señalar el hecho de que nueve sujetos que estaban en el estadio 3º en el diagnóstico inicial, con un gran número de construcciones gramaticalmente incorrectas, hayan concluido en los estadios 5º o 6º; y también que de todos los sujetos que avanzaron en la secuencia después de la intervención ninguno haya retrocedido al estadio inicial en el que se encontraba al inicio del estudio.

| G1 ESCRITO | PRETEST | POSTEST 1 | POSTEST 2 |
|---|---|---|---|
| S1 | E3 | E5 | E5 |
| S2 | E5 | E5 y E6 | E5 y E6 |
| S3 | E5 | E5 | E5 |
| S4 | E3 | E5 | E5 |
| S5 | E5 | E5 | E5 |
| S6 | E4 | E5 y E6 | - |
| S7 | E5 | E5 y E6 | - |
| S8 | E5 | E5 y E6 | E5 y E6 |
| S9 | E4 | E5 y E6 | E5 |
| S10 | E5 | E5 y E6 | E5 y E6 |
| S11 | E3 | E3 | E3 |
| S12 | E5 | E5 y E6 | E5 y E6 |
| S13 | E5 | E5 | E5 |
| S14 | E5 | E5 y E6 | E5 y E6 |
| S15 | E3 | E4 | E5 |
| S16 | E3 | E5 y E6 | E5 y E6 |

Tabla 3.4.7.

| G1 (ESCRITO) | HASTA ESTADIO 3 | ESTADIO 4 | ESTADIO 5 | ESTADIO 6 |
|---|---|---|---|---|
| **PRETEST** (n16) | 5 (31.25 %) | 2 (12.5 %) | 9 (56.25 %) | 0 |
| **POSTEST 1** (n16) | 1 (6.25 %) | 1 (6.25 %) | 5 (31.25 %) | 9 (56.25 %) |
| **POSTEST 2** (n14) | 1 (7.14 %) | 0 | 7 (50 %) | 6 (42.86 %) |

Tabla 3.4.8.
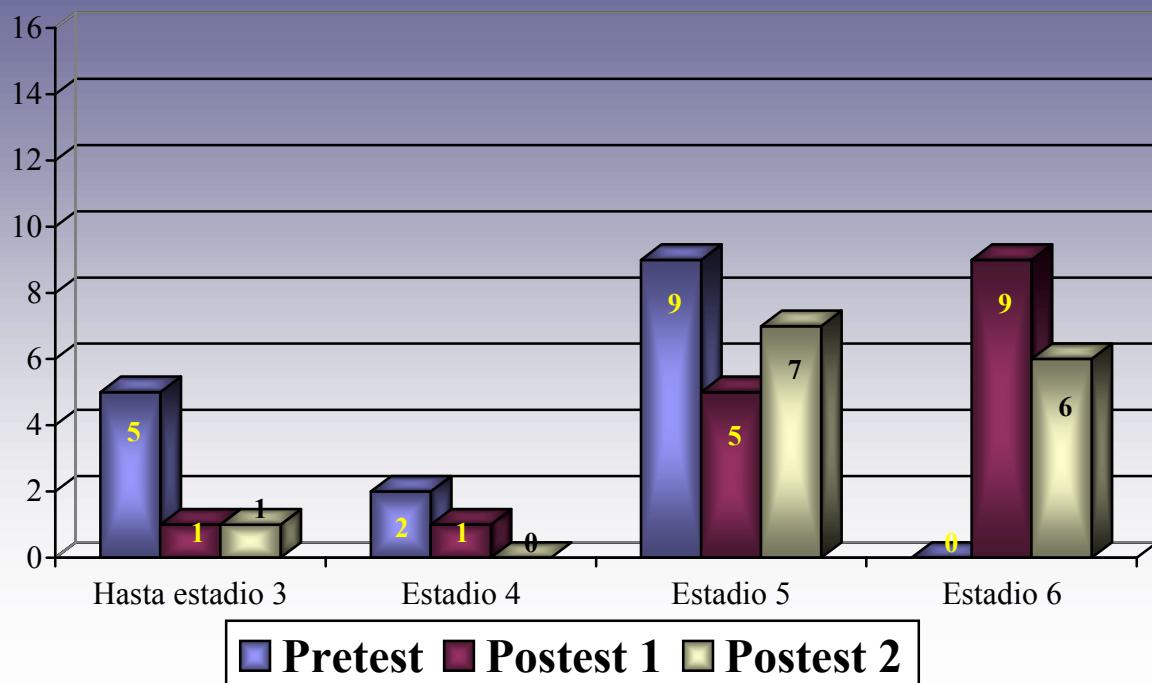
Gráfico 3.4.5.

| G2 ESCRITO | PRETEST | POSTEST 1 |
|---|---|---|
| S1 | E5 | E5 |
| S2 | E5 y E6 | E5 |
| S3 | E5 | E5 |
| S4 | E5 | E5 |
| S5 | E4 | E3 |
| S6 | E5 | E4 |
| S7 | E5 y E6 | E5 |
| S8 | E5 | E4 |
| S9 | E5 | E5 |
| S10 | E4 | E5 |
| S11 | E5 | E5 |
| S12 | E5 | E5 |
| S13 | E5 | E3 |
| S14 | E5 | E3 |
| S15 | E3 | E4 |
| S16 | E5 | E5 |
| S17 | E5 | E5 |
| S18 | E5 | E5 |
| S19 | E5 | E5 |
| S20 | E4 | E5 |

Tabla 3.4.9.

| G2 (ESCRITO) | HASTA ESTADIO 3 | ESTADIO 4 | ESTADIO 5 | ESTADIO 6 |
|---|---|---|---|---|
| PRETEST (n20) | 1 (5 %) | 3 (15 %) | 14 (70 %) | 2 (10 %) |
| POSTEST 1 (n20) | 3 (15 %) | 3 (15 %) | 14 (70 %) | 0 |

Tabla 3.4.10.
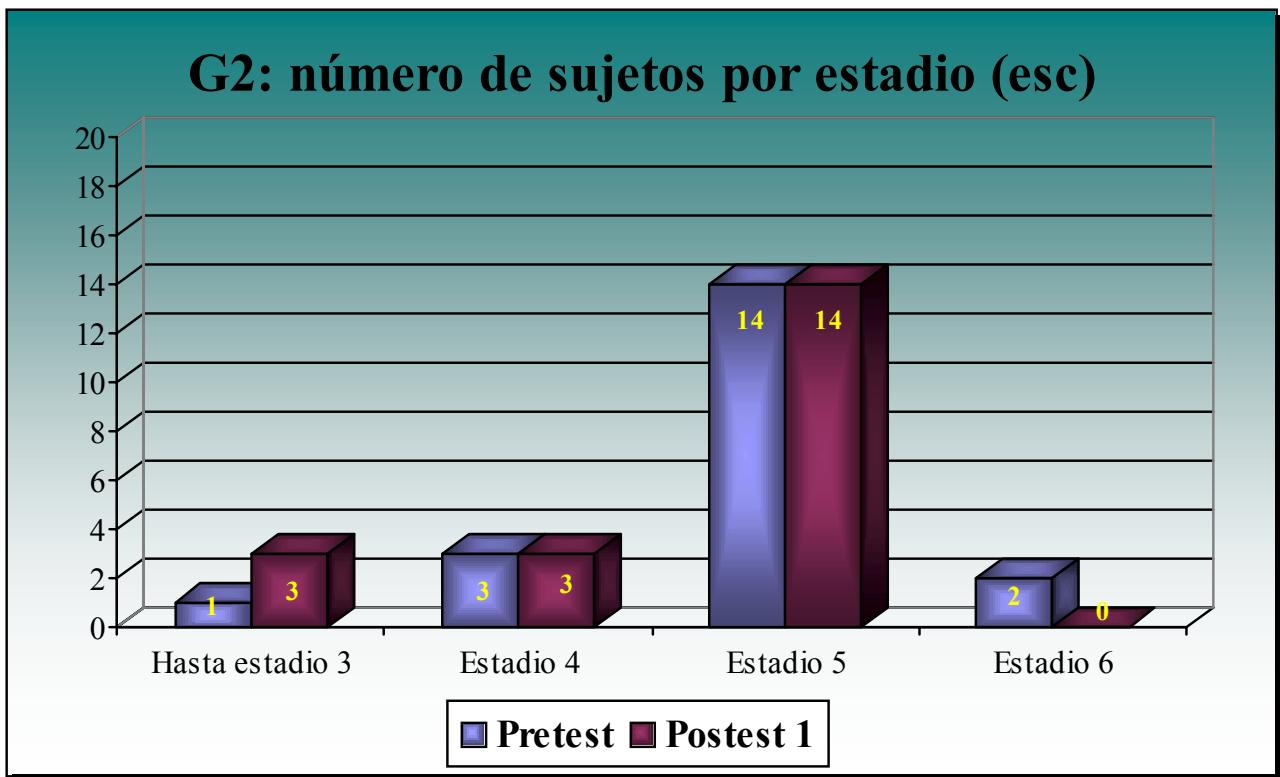


Gráfico 3.4.6.

Gráfico 3.4.7.
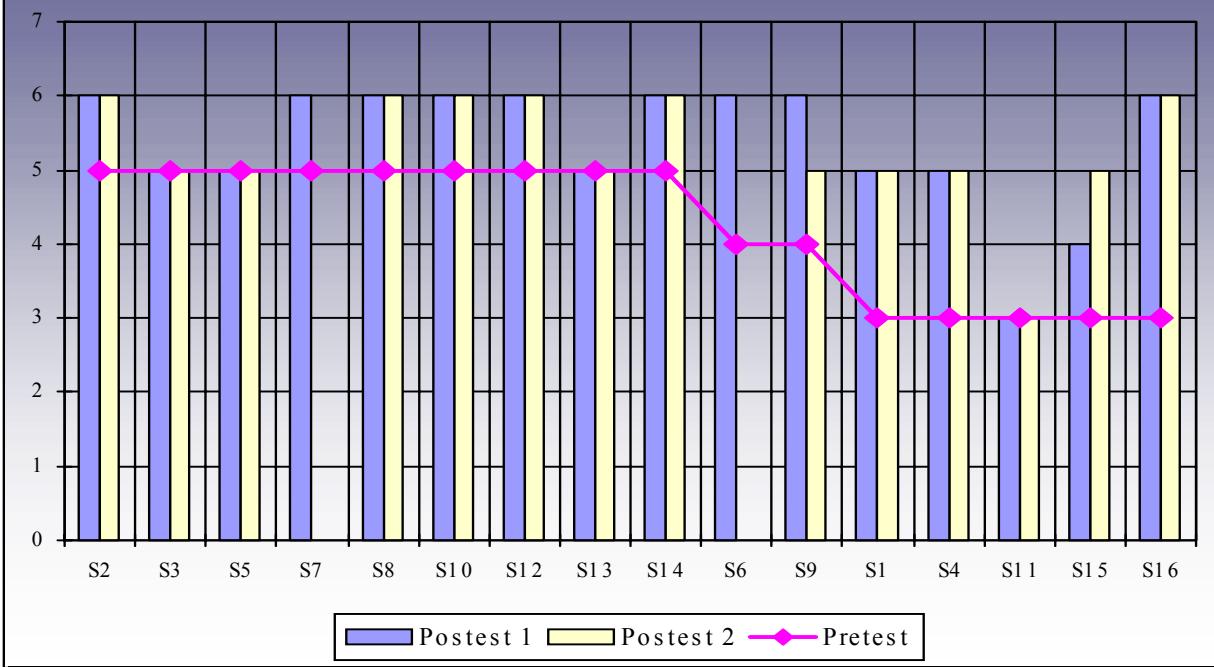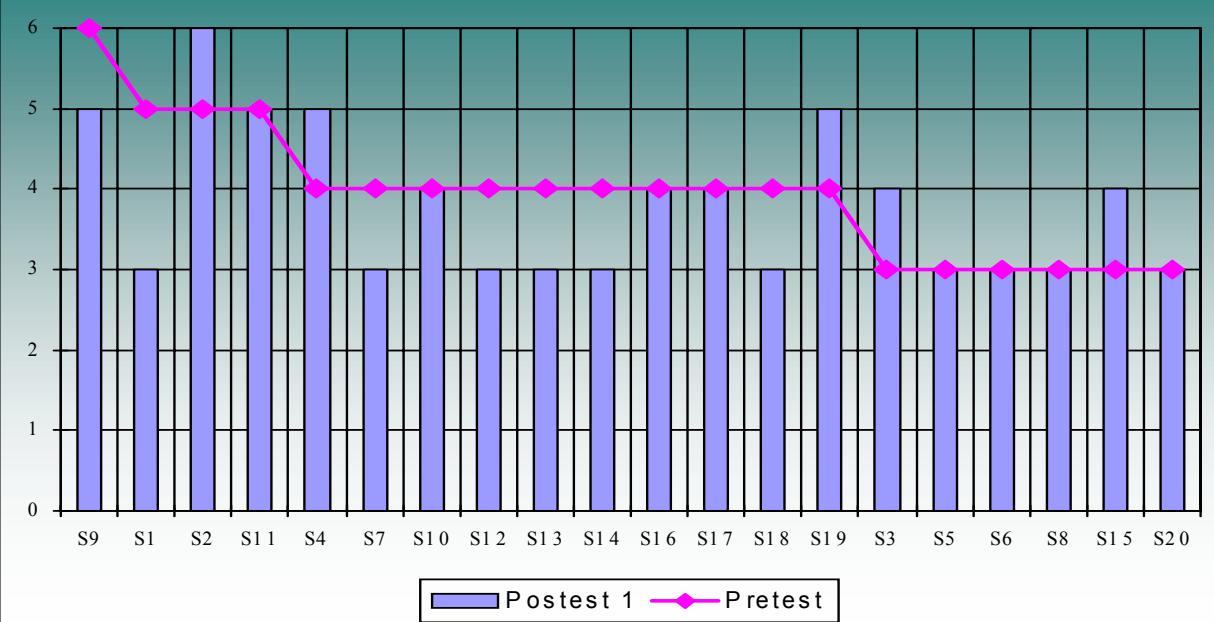


Gráfico 3.4.8.

### 4.2. Número de preguntas por estadio

A continuación, vamos a reflejar el total de preguntas por estadio que los dos grupos producen en cada uno de los tests, tanto en las pruebas orales como en las escritas. Los porcentajes que se indican se calculan sobre el total de preguntas, incluidas las indirectas y las elípticas.

| ORAL | | | Estadio 2 | Estadio 3 | Estadio 4 | Estadio 5 | Estadio 6 |
|------|---|---|-----------|-----------|-----------|-----------|-----------|
| G1 | | Pretest | 44 (7.89 %) | 119 (21.33 %) | 209 (37.46 %) | 114 (20.43 %) | 65 (11.65 %) |
| | | Postest 1 | 11 (1.96 %) | 81 (14.46 %) | 237 (42.32 %) | 163 (29.11 %) | 68 (12.14 %) |
| | | Postest 2 | 10 (2.04 %) | 65 (13.27 %) | 195 (39.78 %) | 164 (33.47 %) | 56 (11.43 %) |
| G2 | | Pretest | 42 (6.03 %) | 133 (19.08 %) | 297 (42.61 %) | 140 (20.09 %) | 80 (11.48 %) |
| | | Postest 1 | 37 (5.29 %) | 156 (22.29 %) | 278 (39.71 %) | 148 (21.14 %) | 81 (11.57 %) |

Tabla 3.4.11.

| ESCRITO | | | Estadio 2 | Estadio 3 | Estadio 4 | Estadio 5 | Estadio 6 |
|---------|---|---|-----------|-----------|-----------|-----------|-----------|
| G1 | | Pretest | 4 (0.84 %) | 84 (17.57 %) | 174 (36.40 %) | 153 (32.01 %) | 63 (13.18 %) |
| | | Postest 1 | 0 | 78 (16.25 %) | 171 (35.63 %) | 165 (34.38 %) | 66 (13.75 %) |
| | | Postest 2 | 0 | 52 (12.5 %) | 158 (37.98 %) | 152 (36.54 %) | 54 (12.98 %) |
| G2 | | Pretest | 4 (0.67 %) | 94 (15.77 %) | 228 (38.26 %) | 188 (31.54 %) | 82 13.76 %) |
| | | Postest 1 | 0 | 102 (17.11 %) | 232 (38.93 %) | 179 (30.03 %) | 83 (13.93 %) |

Tabla 3.4.12.
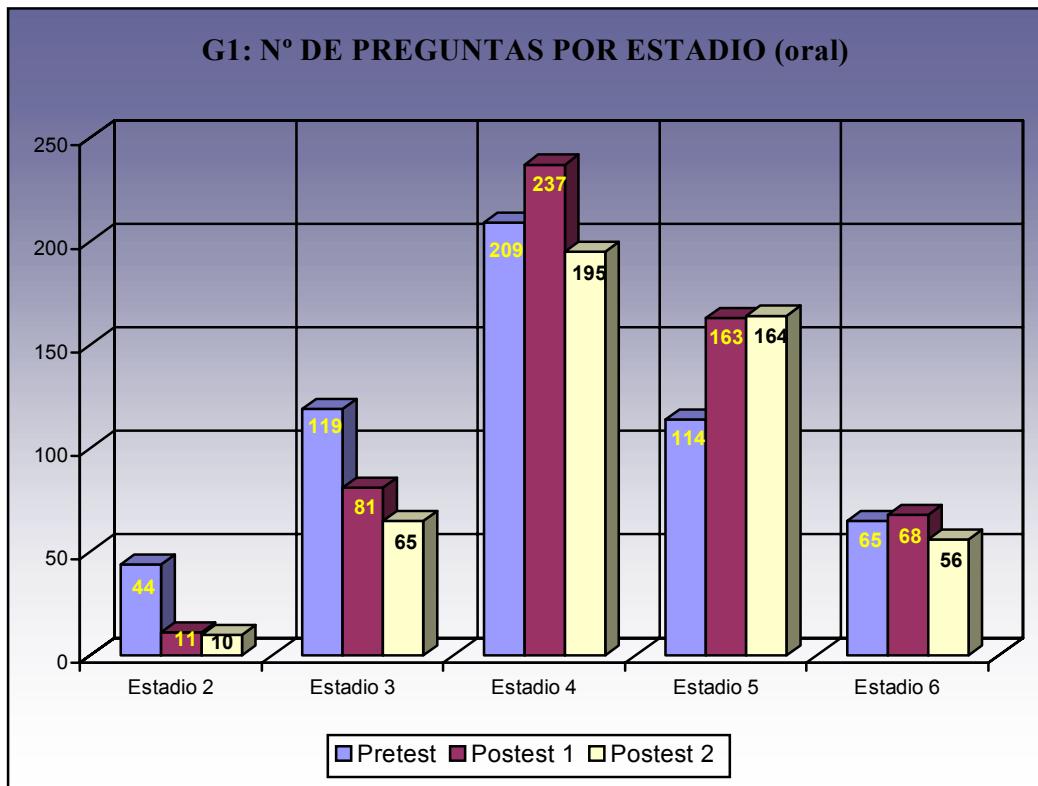
Gráfico 3.4.9.
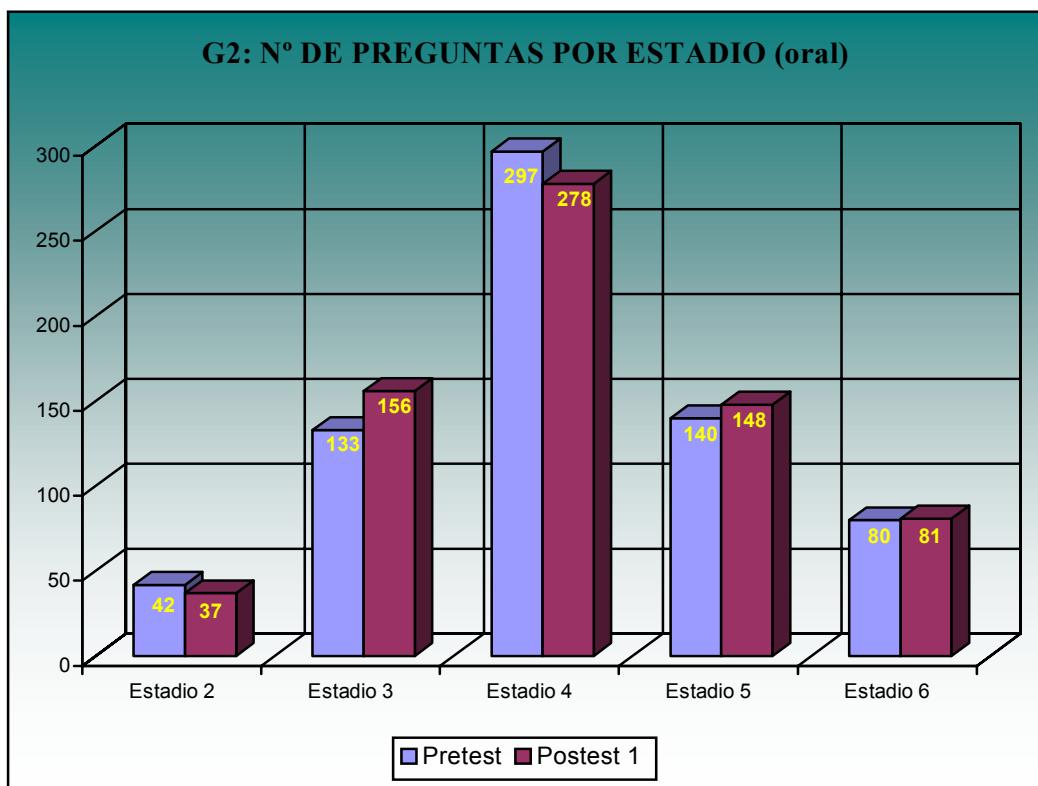


Gráfico 3.4.10.
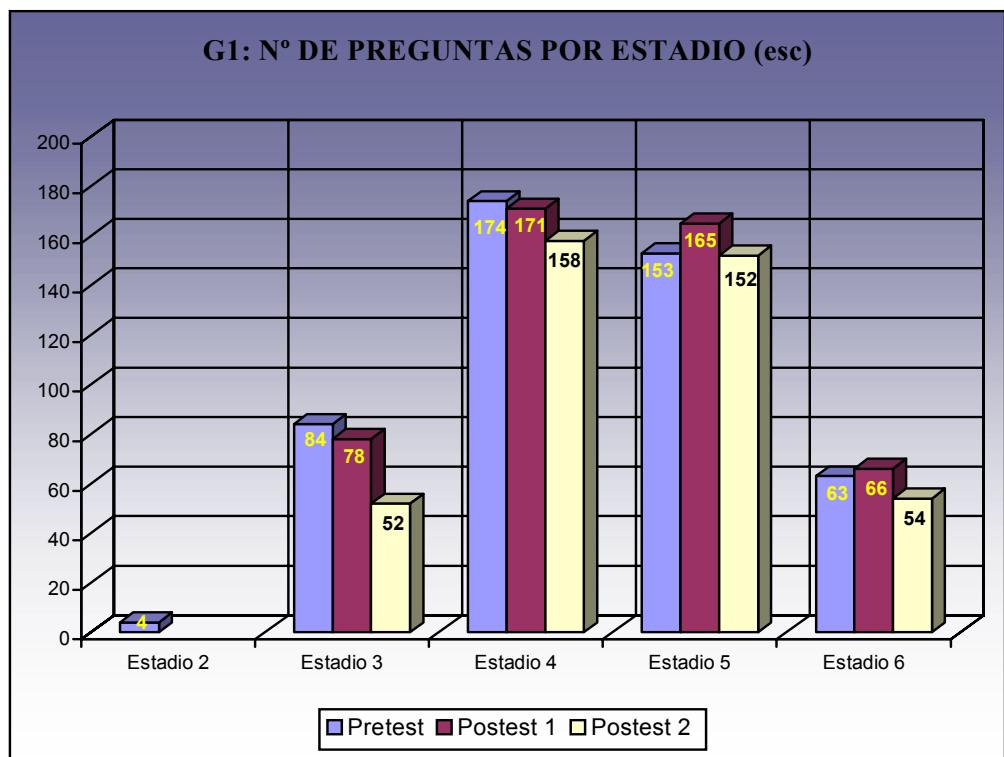
Gráfico 3.4.11.
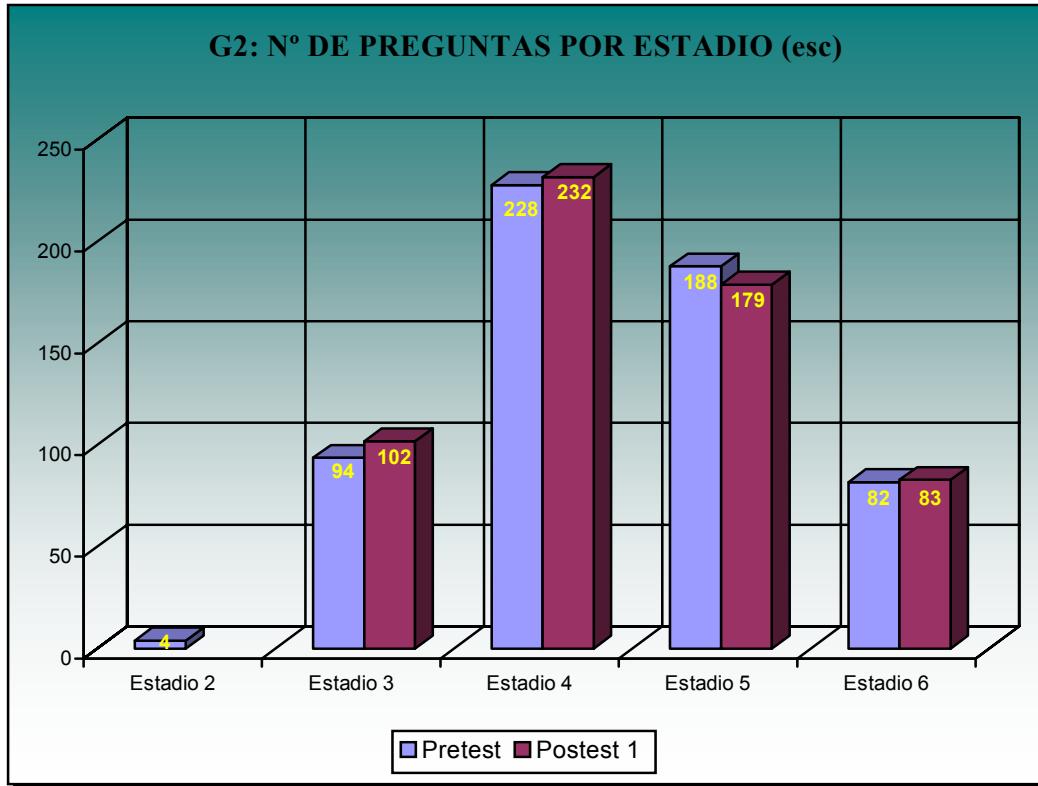


Gráfico 3.4.12.

En el grupo experimental, se produce tras la intervención un incremento en el número de preguntas características de los estadios superiores, tanto en las pruebas orales como escritas, tendencia que continúa en el postest 2. En la faceta oral, las preguntas agramaticales, pertenecientes a los estadios iniciales (estadios 2º y 3º), se reducen de un 29.21 % en el diagnóstico inicial a un 16.43 % en el postest 1 y a un 15.31 % en el postest 2. Ello supone un incremento sensible del porcentaje de preguntas de los estadios 4º y 5º (de un 57.89 % en el pretest a un 71.43 % y 73.27 % en el postest 1 y 2 respectivamente). En las pruebas escritas, desaparecen las preguntas del estadio 2º y descienden también ligeramente las del estadio 3º (de un 17.57 % a un 16.25 %), aumentando el porcentaje de preguntas de los estadios 4º y 5º. Esta situación se vuelve a repetir en el postest 2: desciende el porcentaje de preguntas del estadio 3º y aumenta el de los estadios 4º y 5º con respecto al postest 1, incluso de forma más acusada.

Estos datos no hacen sino corroborar lo que ya venimos tratando a lo largo de este capítulo: después de la intervención, los sujetos del grupo experimental mejoran substancialmente la calidad y variedad de sus producciones interrogativas; mejora que, lo que es aún más importante si cabe, mantienen transcurridos cuatro meses desde dicha intervención.

En el grupo de control no ocurre lo mismo, sino todo lo contrario. El porcentaje de preguntas de los estadios iniciales aumenta ligeramente en el postest 1 con respecto al diagnóstico inicial (de un 25.11 % a un 27.58 %) y el de los estadios 4º y 5º desciende en conjunto (62.7 % / 60.85 %). En el plano escrito ocurre algo similar: aunque desaparecen las preguntas agramaticales del estadio 2º, lo que puede considerarse positivo, aumenta el porcentaje de preguntas del estadio 3º (15.77 % / 17.11 %) y disminuye mínimamente el de los estadios 4º y 5º (69.8 % / 68.96 %). Podríamos decir, en conclusión, que el grupo de control se mantiene en el postest 1 en niveles similares a los del diagnóstico inicial, o incluso ligeramente peores en alguno de los casos.

No todos los sujetos realizan producciones de cada uno de los estadios, como podemos ver en la tabla siguiente:

| | | | ORAL | | | | | ESCRITO | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | E 2 | E 3 | E 4 | E 5 | E 6 | E 2 | E 3 | E 4 | E 5 | E 6 |
| | Pretest | 16 | 16 | 16 | 15 | 16 | 3 | 16 | 16 | 16 | 16 |
| G1 | Postest 1 | 8 | 16 | 16 | 16 | 16 | 0 | 16 | 16 | 16 | 16 |
| | Postest 2 | 5 | 16 | 16 | 16 | 16 | 0 | 16 | 16 | 16 | 16 |
| G2 | Pretest | 14 | 20 | 20 | 20 | 20 | 3 | 20 | 20 | 20 | 20 |
| | Postest 1 | 14 | 20 | 20 | 20 | 20 | 0 | 20 | 20 | 20 | 20 |

Tabla 3.4.13.

Al inicio de este apartado habíamos comentado que la transición entre estadios es difusa y que el paso de uno a otro se hace de forma gradual, siendo normal que un mismo sujeto realice producciones que pertenezcan a varios estadios. Como podemos ver, este comportamiento se da en todos nuestro sujetos. Cada uno de ellos hace preguntas que pertenecen a 3 ó 4 estadios y éstos son siempre

correlativos, es decir, no hay ningún sujeto que realice producciones de varios de ellos saltándose alguno intermedio, por ejemplo estadios 2º, 3º y 5º o estadios 2º y 4º. La información desprendida del estudio de nuestros sujetos apoya la hipótesis, generalmente aceptada, de la inviolabilidad de la secuencia de adquisición: los aprendices pasan de un estadio al siguiente gradualmente sin pasar por alto ninguno intermedio.

# CAPÍTULO IV.
CONCLUSIONES

El docente que se plantea investigar sobre algo, se pregunta en primer lugar por dónde empezar, de dónde extraer el interrogante (*research question*) que será el embrión del futuro trabajo. Seliger y Shohamy (1989) identifican tres posibles fuentes de las que obtener la pregunta general de la investigación:

- la experiencia y los intereses del investigador
- otras investigaciones
- otras fuentes al margen del campo de la adquisición de una segunda lengua.

En nuestro caso, como ya hemos comentado, ha sido la primera de estas fuentes, en consonancia con lo que apuntan Seliger y Shohamy (1989: 46, 47):

> Questions for research can derive from everyday experience with language learning. Curiosity can be aroused by something observed in a personal language learning experience which leads to further questioning and perhaps to the development of original research from this questioning.

Haremos una primera referencia al grupo de informantes con quienes se ha llevado a cabo este trabajo. A pesar de los numerosos cursos de vida escolar de nuestros sujetos -escuela primaria, secundaria y bachillerato- en los que, sin duda nos consta, ha habido contacto formal con el inglés y de que a muchos de ellos, la mayoría, se les había explicado explícitamente la formación de estructuras interrogativas durante dicho tiempo, habíamos detectado en ellos ciertos problemas de comunicación a la hora de formular preguntas, tanto en las preguntas *Yes/No* como en las *Wh-*. No hay que olvidar que nuestros sujetos están realizando sus estudios universitarios de Maestro de la especialidad de Lengua Extranjera (inglés). En un futuro próximo serán ellos los que estén dando clases de inglés como lengua extranjera a otros alumnos y, si el idioma que debería utilizarse en dichas clases es el inglés tanto como fuera posible, no podíamos evitar el hacernos las siguientes preguntas: ¿cuántas veces tendrá que preguntar algo un profesor de inglés a sus alumnos a lo largo de sus horas de clase? ¿Cuántas preguntas realizará un profesor de inglés durante un curso académico? No queríamos pues dejar de lado esta cuestión y decidimos, ahora creemos que acertadamente, diseñar un estudio para explorar el nivel de adquisición de las estructuras interrogativas en inglés de nuestros sujetos y, en su caso, aplicar un programa de intervención para intentar mejorar su dominio en el uso de dichas estructuras, tanto a nivel oral como escrito.

Bien es cierto que las intuiciones pueden ser el germen de una futura investigación, pero no son suficientes. Así lo indican Seliger y Shohamy (1989: 9, 10):

> While common sense, intuition, and introspection about experience are useful, they are of limited value unless used appropriately. … The conclusions of common sense might become the starting point for scientific research but should not become the end point.

Es ahora, finalizada esta fase de investigación, cuando podemos disponer de datos fiables y cuantificables, apoyados estadísticamente, que nos permiten presentar afirmaciones o derivar conclusiones. Nuestra intuición, a modo de hipótesis de partida, era cierta, pero ahora se puede decir que la hemos corroborado.

Como ya comentamos en la introducción, el inicio de esta investigación se estableció en un estudio anterior (Risueño Martínez, 2001). En ese estudio se comprobó la validez de las pruebas diseñadas y se establecieron unos criterios claros para el análisis de los datos. La conclusión a la que llegamos en el mencionado estudio fue que ambos aspectos se habían cubierto completamente, por lo que se han mantenido en este estudio.

Las pruebas han resultado válidas para lo que queríamos: hacer que los sujetos produjeran distintos tipos de estructuras interrogativas, tanto preguntas *Yes/No* como preguntas *Wh-*; y a partir de ese corpus, reflejar las construcciones características de los diferentes estadios en la secuencia de adquisición, poner de manifiesto las posibles lagunas que pudieran tener nuestros sujetos y comprobar su evolución en los sucesivos tests. Para ello, creemos que ha sido acertada la combinación de contextos obligatorios en lo referente a producción de determinadas preguntas, con otros no obligatorios, donde los sujetos pueden hacer el tipo de preguntas que quieran (o puedan). También lo consideramos así respecto a la combinación de situaciones que favorecen un uso más espontáneo y comunicativo del lenguaje con otras más "guiadas" en grados, a veces, elevados y, por lo tanto, menos favorecedoras de un uso libre y espontáneo del lenguaje.

En cuanto a los tres conjuntos de criterios establecidos  -corrección gramatical, clasificación de determinadas producciones como desviaciones y adjudicación de un determinado estadio- consideramos que son claros, concretos y bastante exigentes en comparación con otros trabajos relacionados con el tema -por ejemplo el de Spada y Lightbown (1993).

## 1. REVISIÓN BIBLIOGRÁFICA

A través de una revisión y consulta de material bibliográfico especializado sobre el tema, hemos intentado ofrecer una visión general del papel que la instrucción formal (o determinadas intervenciones didácticas) tiene en la adquisición de una L2, así como de las principales líneas de investigación que se han venido desarrollando en los últimos tiempos. Del análisis de los numerosos estudios presentados en este trabajo se pueden extraer las siguientes conclusiones:

- La mera exposición al lenguaje y los intercambios comunicativos no son suficientes para alcanzar niveles elevados de competencia lingüística y sociolingüística. Ciertas propiedades lingüísticas no se pueden adquirir si no se instruye a los aprendices en ellas y se corrigen los errores que éstos cometan.
- La instrucción (como único ingrediente o combinada con retroalimentación correctiva) funciona y parece producir cambios en el sistema lingüístico en desarrollo de los aprendices.
- El hecho de atraer o enfocar la atención de los aprendices, sea de la forma que sea, sobre las formas lingüísticas facilita el aprendizaje de la L2.
- La corrección de los errores que cometen los aprendices tiene efectos beneficiosos, pero no está claro qué tipo de corrección es la más efectiva.
- Los efectos positivos derivados de la instrucción pueden ser duraderos. Numerosos estudios (incluido el nuestro) aportan evidencias de ello.
- La instrucción funciona en el desarrollo de las habilidades del lenguaje, tanto a nivel oral (*speaking, listening*) como escrito (*writing, reading*).
- La instrucción dirigida a las estrategias que los aprendices emplean en su proceso de aprendizaje hace que éstos sean conscientes de ellas y las empleen, mejorando sus habilidades lingüísticas.
- El enfoque explícito o deductivo parece ser superior al implícito o inductivo. Las evidencias aportadas por numerosos estudios así lo indican.
- No está claro qué tipo de práctica combinada con la instrucción es la más efectiva. Hay estudios que apoyan la práctica orientada hacia la producción (*output oriented*), pero también hay otros que obtienen resultados contrarios, es decir, que dan evidencias de que la práctica orientada hacia la comprensión de un input deliberadamente estructurado es más efectiva.

## 2. COMPROBACIÓN DE HIPÓTESIS

En este apartado vamos a comprobar hasta qué punto se han cumplido las hipótesis que planteábamos al inicio del estudio. Para ello, tendremos en cuenta los resultados más relevantes obtenidos en los distintos análisis.

### Hipótesis 1

La instrucción formal es capaz de ejercer efectos positivos en el nivel de corrección gramatical con el que los sujetos producen interrogativas inglesas, tanto a nivel oral como escrito.

En el diagnóstico inicial los resultados obtenidos por ambos grupos a nivel oral fueron mediocres, no alcanzando ninguno el 50 % de acierto. A nivel escrito, los resultados fueron algo mejores, con diferencias significativas en ambos grupos en comparación con los resultados de las pruebas orales y superando el grupo de control al experimental en los porcentajes de acierto.

Tras la intervención, la media del grupo experimental es significativamente mayor en comparación con la obtenida por este mismo grupo en el pretest, tanto a nivel oral como escrito. El grupo experimental, además, supera al de control (que partía con una ligera ventaja, tanto a nivel oral como escrito) de forma significativa en las pruebas orales y en las escritas. El grupo de control se mantiene en niveles similares a los del pretest, por lo que la mejora experimentada por el grupo que recibe el tratamiento es sólo achacable a los efectos derivados de éste. Validamos, por tanto, la primera de nuestras hipótesis.

### Hipótesis 2

Existe diferencia significativa, en cuanto al nivel de corrección gramatical, entre las producciones escritas y las orales, alcanzando los sujetos mayores porcentajes de acierto en las escritas, ya que tienen más tiempo de planificarlas.

En el pretest, los dos grupos obtienen porcentajes significativamente mayores en las pruebas escritas en comparación con las orales. Después del programa de intervención, la diferencia a favor de las pruebas escritas se reduce en el grupo experimental y ya no es significativa, aunque todavía es muy acusada. En el grupo de control, la diferencia significativa entre las medias de las pruebas escritas y las orales se mantiene. En la prueba de seguimiento (postest 2), llevada a cabo con el grupo experimental, la diferencia entre ambas medias se reduce todavía más y éstas son prácticamente iguales, confirmando la tendencia iniciada por este grupo en el postest 1. Esto significa que los sujetos son capaces de

producir oralmente (en teoría, con menos tiempo de planificación y, por tanto, de monitorizar lo que producen) prácticamente al mismo nivel que por escrito (teóricamente, con más tiempo para planificar). Este hecho podría ser una evidencia en contra de la afirmación que algunos autores defienden (Krashen, 1985; Schwartz, 1993) de que la instrucción explícita da como resultado un conocimiento aprendido, no equiparable con la competencia lingüística, que sólo sirve para monitorizar lo que se produce. Siguiendo la dicotomía de estos autores, parece que en nuestros sujetos ese conocimiento aprendido (learned knowledge), resultado de nuestro programa de instrucción explícita, ha pasado a ser conocimiento adquirido (acquired knowledge).

Podemos concluir, por tanto, que nuestra segunda hipótesis se valida sólo en el diagnóstico inicial en ambos grupos. Tras la intervención, se valida en el grupo de control, pero no en el experimental.

### Hipótesis 3

La instrucción formal puede hacer posible que los sujetos eviten estructuras transitorias y aceleren su paso por la secuencia de adquisición de las interrogativas inglesas, alcanzando las estructuras de la lengua término objeto de estudio.

En el diagnóstico inicial, los sujetos de ambos grupos producían oralmente estructuras interrogativas características de los estadios intermedios de la secuencia de adquisición (estadios 3 y 4). Un 81.25 % de los sujetos del grupo experimental y un 80 % de los del grupo de control se encontraban en estos estadios. En cuanto a la escritura, las producciones de los sujetos de ambos grupos reflejaban que estaban más avanzados: un 56.25 % de los sujetos del grupo experimental se encontraban en el estadio 5, por un 70 % de los del grupo de control. Tras el programa de intervención, los análisis de las producciones orales del grupo experimental indican que, a excepción de dos sujetos que se mantienen en el mismo estadio que tenían en el pretest, el resto avanza en la secuencia de adquisición, con casos en los que incluso progresan dos estadios. En las pruebas escritas cuatro sujetos se mantienen, mientras que los demás avanzan uno, dos o, incluso, tres estadios. En un análisis global de este grupo podemos concluir que se produce un desplazamiento hacia los estadios superiores de la secuencia, tanto a nivel oral como escrito. El grupo de control, por el contrario, se mantiene estable o, incluso, experimenta un ligero retroceso en la secuencia, tanto en las producciones orales como en las escritas, confirmado que los avances del grupo experimental son debidos al programa de instrucción.

Estos resultados permiten corroborar la hipótesis de que la instrucción formal puede hacer posible que los aprendices aceleren su paso por la secuencia de adquisición de las interrogativas inglesas.

### Hipótesis 4

Los efectos beneficiosos de la instrucción perduran y se mantienen con el paso del tiempo.

Podemos concluir que los resultados derivados del análisis de la prueba de seguimiento (postest 2) dan evidencias que permiten validar totalmente esta hipótesis. En corrección gramatical, los resultados se mantienen en niveles similares a los del postest 1, sin que existan diferencias significativas. Transcurridos cuatro meses, los sujetos obtienen porcentajes de acierto similares a los conseguidos inmediatamente al finalizar la intervención, tanto a nivel oral como escrito (la media de las pruebas orales incluso aumenta ligeramente). Desde el punto de vista de la secuencia de adquisición ocurre algo similar: los sujetos se mantienen prácticamente en los mismos estadios alcanzados tras la intervención,

en las pruebas orales y en las escritas. Como dato reseñable hay que decir que de todos los sujetos que avanzaron en la secuencia después de la intervención ninguno ha retrocedido al estadio inicial en el que se encontraba al inicio del estudio.

Este estudio aporta evidencias de que los efectos positivos derivados de la instrucción formal pueden ser duraderos y, en este sentido, está en la línea de otros estudios como los de Spada y Lightbown (1993), Doughty y Varela (1998), Toth (1999) o Pérez Cañado (2002).

**3. OTRAS CONSIDERACIONES DE INTERÉS: LAS FÓRMULAS Y LA INTERLENGUA**

Del análisis de nuestro corpus de producciones interrogativas podemos extraer otros puntos que comentar:

- En el diagnóstico inicial, antes de llevar a cabo el programa de intervención, los sujetos de ambos grupos producían, especialmente a nivel oral, estructuras que reflejaban los estadios intermedios de la secuencia de desarrollo para la formación de preguntas que hemos adaptado de Pienemann, Johnston y Brindley (1988), con un gran número de fórmulas y patrones lingüísticos memorizados. En los tests posteriores a la intervención, este comportamiento se mantiene en el grupo de control, y en el grupo experimental, aunque se sigue produciendo este hecho, ya no se da de forma tan acusada como ocurría en el pretest (debido precisamente al mayor dominio de las estructuras interrogativas por parte de los sujetos de este grupo).

En este sentido, el uso de fórmulas nos lleva a pensar que los sujetos han memorizado paquetes lingüísticos, algunos cerrados o fijos como *How old are you?* o *Where are you from?* (*routine formulas*); pero otros parecen ser la base de un uso creativo del lenguaje o aplicación de reglas, como en *Do you like ...?, What is your ...?, What do you ...?,* que los sujetos combinan con diferentes elementos para formular distintas preguntas (*patterns*), lo que demuestra la asimilación de estas fórmulas abiertas y la aplicación de una estrategia combinatoria, respaldando la hipótesis de que este tipo de construcciones se someten posteriormente al análisis (Wong-Fillmore, 1976; Ellis, 1984; Weinert, 1995; Myles *et al.*, 1998; Bardovi-Harlig, 2002):

**- Do you like + NP**

*Do you like sports?*
*Do you like / coffee?*
*Do you like your job?*

**- Do you like + V**

*Do you like being with you family?*
*Do you like / to be a teacher?*
*Do you like / eat a lot?*

**- What is your favourite + N**

*What is your favourite food?*

*What is your favourite sport?*

**- What is your + NP**

*What is your … your ideal life?*

*What is your / profession?*

*What is your … your … type of music or favourite type of music?*

Los siguientes ejemplos pueden servirnos como evidencias claras de que el sujeto procede al análisis de los paquetes lingüísticos memorizados:

What is … what / what are the hobbies?

What is your name / his name of your father?

About your … How do you do / how / did you do the last / Saturday?

What is your / its use?

What do you do / what do you do … what do you do … what do you know / to do?

Esto apoya el valor didáctico del lenguaje de fórmulas (formulaic language). Los aprendices utilizan patrones lingüísticos y fórmulas como una estrategia para simplificar la complejidad de crear lenguaje y como un medio para poder comunicarse. Así lo apunta Ellis (1994: 86, 87):

> Learners, like native speakers, learn formulas because it reduces the learning burden while maximizing communicative ability…. A number of researchers have suggested that formulaic speech serves as the basis for subsequent creative speech when the learner comes to realize that utterances initially understood and used as wholes consist of discrete constituents which can be combined with other constituents in a variety of rule-bound ways.

Klein (1986) señala que los aprendices de una segunda lengua tienen que afrontar cuatro tareas cuando están aprendiéndola:

*1.* Tienen que analizar las unidades que aparecen dentro de la cadena oral (*Analysis)*.

*2.* Tienen que intentar unir y combinar esas unidades para poder producir emisiones lingüísticas (*Synthesis*).

*3.* Tienen que integrar esas unidades dentro de un contexto informativo (*Embedding*).

*4.* Y, por último, -la fase de ajuste- tienen que hacer coincidir su variedad individual con el modelo de la L2 (*Matching*).

Como se puede observar, Klein está enfatizando dos aspectos: input e interacción. Un input comprensible debe ser analizable para que pueda promover los procesos de análisis y síntesis (*analysis / synthesis*). Y también debe haber interacción para que los aprendices puedan comprobar las hipótesis que continuamente están formulando (*embedding / matching*).

Por lo tanto, en nuestro trabajo didáctico como profesores de lengua extranjera deberíamos facilitar situaciones en la clase en las que se produzca un input comprensible y a la vez promover la

interacción para que los aprendices puedan resolver estos cuatro conflictos. Las fórmulas pueden ayudar a alcanzar este objetivo. Como Tejada Molina (1993: 16) dice:

> ..., el lenguaje de fórmulas abiertas sería un fiel reflejo no sólo de los procesos de análisis y síntesis de elementos léxicos, sino de los de inserción y ajuste. Entendemos que las fórmulas abiertas se encuentran a mitad de camino entre los procesos de análisis y de síntesis, de ahí una vez más la idoneidad de su utilización como recurso didáctico. Al memorizarlas y hacer uso de esta modalidad verbal, el discente no sólo dispone de un material asumido que le permite efectuar sus análisis y llegar al descubrimiento de clases de palabras y morfemas, sino que le permiten dominar unos patrones de producción que le facilitan la integración de elementos.

Las fórmulas son, por lo tanto, una buena herramienta en el aprendizaje de una lengua. Pueden utilizarse como una estrategia comunicativa, permiten a los aprendices entrar en comunicación. También pueden ser una estrategia productiva, ya que permiten tener fluidez en la producción. Y finalmente, como estrategia de aprendizaje, las fórmulas pueden servir para analizar el lenguaje. Los aprendices analizan patrones memorizados y derivan reglas de ellos utilizándolas de forma productiva. En nuestros sujetos tenemos evidencias de este fenómeno cuando utilizan, por ejemplo, *Do you like* + X? o *What do you* + X? en las que X es el elemento utilizado productivamente. Parece, pues, sensato aprovechar un recurso tan valioso en nuestra práctica docente en la clase, como así lo afirma Tejada Molina (1993: 17):

> De ahí que nuestra propuesta, al tratar de unidades básicas de referencia, opte por la inclusión en el diseño curricular de **frases léxicas**. Su valor radica en su asimilación y en la capacitación inmediata para la comunicación.

- Otro aspecto que comentar derivado del análisis de nuestro corpus es la importancia de la teoría de la *interlengua* (*interlanguage theory*). El hecho de que el lenguaje que los aprendices producen se considere un sistema con estructuras transitorias aproximativas y no una versión incorrecta de la lengua que se está aprendiendo es de una relevancia capital desde el punto de vista pedagógico. Saber más sobre el desarrollo del lenguaje del aprendiz ayuda a los profesores a mejorar en sus procedimientos didácticos, por ejemplo, con secuenciaciones de contenidos más apropiadas, con técnicas que produzcan mejores resultados o con una visión mucho más positiva y beneficiosa de los errores que producen los aprendices.

La progresión no siempre se puede medir comparando lo que el aprendiz produce en relación con lo que le ha sido enseñado. Los errores son una parte integrante del proceso de enseñanza-aprendizaje. Algunas veces el hecho de que se produzcan más   errores intralingüísticos es en realidad una indicación de progresión. Si tomamos algunas producciones interrogativas de nuestros sujetos, por ejemplo, *How often / do he go to Madrid?, How old are you?* y *Do you like / Italian food?*, podríamos pensar que la primera es un uso incorrecto, un "mal" uso de la lengua que se está aprendiendo y que la segunda y la tercera son correctas. Por lo tanto, la conclusión podría ser que los productores de estas dos interrogativas correctas están más avanzados en el uso de la formación de preguntas en inglés que el primer sujeto. Pero la realidad, desde la perspectiva de la secuencia de adquisición de la interrogación en

inglés, es diferente. La primera pregunta pertenece a un estadio de desarrollo más avanzado que las otras dos (estadio 5). *How old are you?* (estadio 4) *y Do you like / Italian food?* (estadio 3) son producciones que reflejan un  aprendizaje memorístico, son fórmulas o patrones memorizados. En la pregunta *How often / do he go to Madrid?*, aun siendo gramaticalmente incorrecta, se aprecia un entendimiento emergente de las reglas que subyacen la formación de preguntas en inglés.

La interlengua es un sistema lingüístico que está en constante desarrollo y, en consecuencia, fluctuando. Por lo tanto, se puede afirmar que el aprendizaje de una lengua no es un proceso lineal.

## 4.4. LIMITACIONES Y SUGERENCIAS PARA FUTURAS INVESTIGACIONES

En este trabajo se ha llevado a cabo un estudio sobre los efectos de una intervención explícita en la enseñanza de las estructuras interrogativas inglesas con la intención de ayudar a la adquisición de dichas estructuras y a solucionar posibles dificultades en estudiantes universitarios que realizan estudios de Maestro en la especialidad de Lengua Extranjera (inglés). Nuestro fin al exponer este estudio es que pueda ser de utilidad, si es el caso, a cualquiera que sienta interés por él en su totalidad o en cualquiera de las partes que lo configuran.

Somos conscientes de las limitaciones que presenta este trabajo. Una de ellas, tal vez la mayor, es el número de sujetos utilizados, 36. A pesar de que el número de producciones que componen nuestro corpus es bastante considerable (5571), lo que nos permite tener una mayor fiabilidad y confianza a la hora de extraer conclusiones con respecto a la producción de nuestros sujetos, hay que reconocer que el número de participantes es una muestra pequeña que hace difícil y arriesgado el generalizar nuestros principales hallazgos. Por dicho motivo, una de las principales sugerencias de este estudio para futuras investigaciones es el utilizar un número de sujetos mucho mayor y comprobar si se dan resultados similares a los expuestos en este trabajo.

Otro aspecto que cabría comentar es el tipo de sujetos utilizados, alumnos universitarios de magisterio. Sería interesante llevar a cabo otros estudios con sujetos de otros niveles educativos (secundaria, bachillerato) y comprobar si un programa de instrucción como el diseñado en este estudio también resulta eficaz en ellos para mejorar su nivel de adquisición de las estructuras interrogativas inglesas.

En este estudio, la prueba de seguimiento se ha llevado a cabo a los cuatro meses de la intervención. Creemos que es un periodo de tiempo suficiente para estimar si los efectos derivados del programa de instrucción son duraderos o, por el contrario, transitorios. Sin embargo, consideramos que sería interesante el dejar transcurrir más tiempo, incluso algún periodo vacacional como podrían ser las vacaciones de verano, para comprobar si los mencionados efectos derivados de la instrucción continúan siendo vigentes o desaparecen, debido a que en estos espacios de tiempo los alumnos no suelen estar expuestos a la lengua término y, por tanto, no tendrían acceso a las estructuras interrogativas a través del input lingüístico.

Como hemos comentado anteriormente, creemos que las pruebas diseñadas para la extracción de las muestras han resultado válidas para hacer que los sujetos produzcan distintos tipos de estructuras interrogativas. No obstante, una futura línea de investigación atractiva podría ser el comprobar los

efectos de un programa de instrucción explícita y sistemática, como el de este trabajo, utilizando otros tipos de pruebas para la recogida de datos o a través de las interacciones espontáneas (o inducidas) que pudieran surgir en la marcha diaria de clase.

A lo largo de la elaboración de este trabajo y, sobre todo, a partir de los hallazgos derivados del estudio y análisis de la bibliografía sobre el tema de la instrucción formal, ha ido surgiendo la idea, o más bien diríamos la intención, de comprobar de primera mano los efectos diferenciales que podrían existir dependiendo de si se utiliza un enfoque explícito (como es el caso de este trabajo) o implícito en la enseñanza de las estructuras interrogativas. En otras palabras, desarrollar un estudio que compare qué tipo de instrucción es mejor para la adquisición de dichas estructuras. De particular interés, también, sería el dilucidar qué tipo de práctica es más efectiva: una práctica encaminada a hacer que los sujetos produzcan las estructuras interrogativas (como se ha hecho en este estudio) o una práctica consistente en presentar a los sujetos un input deliberadamente estructurado que contenga numerosos ejemplos de estas estructuras para que ellos realicen conexiones entre la forma y el significado (en la línea de los estudios de VanPatten y Cadierno, 1993a y 1993b; Allen, 1998; etc.). Este último campo de investigación promete ser atractivo y de gran interés, ya que, como hemos podido comprobar anteriormente, no hay todavía un acuerdo generalizado, claro y único sobre esta cuestión.

Por último, nuestro programa de instrucción, con los diferentes elementos que lo componen, ha probado ser efectivo para mejorar el dominio de las estructuras interrogativas inglesas en nuestros sujetos, pero, como resulta obvio, podría ser utilizado con otro tipo de estructuras o elementos lingüísticos para comprobar su efectividad.

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**ANEXOS**

**ANEXO 1**

**PRUEBA 1: ENTREVISTA**

Eres estudiante de inglés y vas a entrevistar a una persona que habla ese idioma. Vas a hacerle diez preguntas. Antes de hacer las preguntas, preséntate dando tu nombre. Aquí tienes unas pistas para ayudarte a hacer las preguntas. Haz sólo una pregunta por cada categoría. Lo que está en mayúscula y negrita te indica la forma de empezar la pregunta.

| |
|---|
| **1**<br>**Algún dato personal** (nombre, edad, procedencia, etc.). Empieza la pregunta con **COULD YOU TELL ME WH …/HOW …** |
| **2**<br>Algo sobre su familia |
| **3**<br>Hobbies, lo que le gusta |
| **4**<br>Algo sobre su pasado (verano pasado, fin de semana pasado, etc.) |
| **5**<br>¿Tienes…? |
| **6**<br>Algo sobre su futuro |
| **7**<br>Alguna habilidad, algo que sepa hacer |
| **8**<br>**DO YOU KNOW WH …** |
| **9**<br>Comida |
| **10**<br>Libre, lo que se te ocurra |

**PRUEBA 2 (pretest y postest 2)**

1

She smokes **FORTY** cigarettes a day

2

He's coming **NEXT WEEK**

3

They went **TO NEW YORK**

4

I prefer **COFFEE AND TOAST** for breakfast

5

I've lived in London **FOR TWO YEARS**

6

**MY FATHER** played the piano

7

The hotel was **HORRIBLE**

8

I'll give **MARY** the car

9

**YES, I CAN**. I can swim very well

10

*I'm going to study English **BECAUSE  I NEED***
***IT TO GET A JOB***

*11*

***YES, I DID**. I passed my exam*

*12*

***YES**, I'm a teacher*

*13*

*He goes to Madrid **ONCE A MONTH***

*14*

*The video costs **£20***

*15*

***YES**, I have got a Ferrari*

*16*

***NO**, I haven't seen Mary today*

*17*

| |
|---|
| **NO**, there isn't any tea |

*18*

| |
|---|
| The car is **MINE** |

*19*

| |
|---|
| I like **ROCK AND HEAVY METAL**<br><br>Tell me what ... |

*20*

| |
|---|
| **YES, I DO**. Peter works in a Bank<br><br>Do you know where ... |

**PRUEBA 2 (postest 1)**

1
The book is **TOM'S**

2
**YES**, I smoke a lot

3
**NO**, I haven' eaten anything

4
There are **10** hotels in the town

5
He's going to the doctor **TOMORROW**

6
She was IN **MANCHESTER** last week

7
Peter is going to buy **A NEW HOUSE**

8
He lived in India for **FIVE YEARS**

9
**SHAKESPEARE** wrote "Hamlet"

10
My house is **BIG AND COMFORTABLE**

11
Tom is going to write **HIS FATHER** a setter

12
**YES, I WOULD**. I would marry her

13
I will go to London **TO VISIT A FRIEND**

14
**NO**, he didn't pass his driving test

15
**YES**, she is my girlfriend

16
I go to the doctor **EVERY MONTH**

17
He paid **£100** for the dinner

**18**

| |
|---|
| **NO**, he hasn't got any job |

**19**

| |
|---|
| I`m coming **NEXT WEEK**<br>Could you tell me when... |

**20**

| |
|---|
| Yes, Peter lived in London **FOR A YEAR**<br>Do you know how long... |

**ANEXO 2**

**ACTIVIDADES GRAMATICALES**

ACTIVIDAD 1

**ORDENA CADA UNA DE LAS SIGUIENTES INTERROGATIVAS**

1. job learning for English your you are?
2. tennis often play how she does?
3. do doing what at you like weekend the?
4. weekend do what you would to this like?
5. doctor why you to going are the?
6. much put my coffee sugar how did in you?
7. phoned doing John when what you were?
8. sandwiches make are you to going the?
9. radio listening does enjoy to mother the your?
10. here how you lived long have?
11. holidays you go next will on year?
12. the what car is like?
13. on house have the beach a you got?
14. guitar you without play can the hands?
15. you read kind books what do of?

ACTIVIDAD 2

**RELACIONA CADA UNA DE LAS PALABRAS O EXPRESIONES INTERROGATIVAS CON SU POSIBLE RESPUESTA**

| | |
|---|---|
| 1. who | a) yesterday |
| 2. what | b) Peter |
| 3. which | c) yours |
| 4. whose | d) at three o'clock |
| 5. where | e) 4 cars |
| 6. when | f) because ... |
| 7. why | g) in the garden |
| 8. how | h) the black one |

| 9. what time | i) every week |
|---|---|
| 10. what kind of | j) horror films |
| 11. how often | k) a car |
| 12. how long | l) a lot of money |
| 13. how many | m) fine |
| 14. how much | n) for 2 years |

ACTIVIDAD 3

**COMPLETA LAS PREGUNTAS CON LAS SIGUIENTES PALABRAS O EXPRESIONES: *who, what, whose, where, when, what time, what colour, what kind, how often, how far, how long, how many***

1. _____ is Melbourne? ---} In Australia
2. _____ is the greek flag? ---} Blue and white
3. _____ was the first President of the USA? ---} George Washington
4. _____ did the Second World War end? ---} In 1945
5. _____ inches are there in a foot? ---} Twelve
6. _____ do banks open in England? ---} Half past nine
7. _____ is a foal? ---} A young horse
8. _____ is it from San Francisco to Los Angeles? ---} About 400 miles
9. _____ home is 10 Downing Street? ---} The Prime Minister's
10. _____ are the Olympic Games held? ---} Every four years
11. _____ of food is Cheddar? ---} Cheese
12. _____ is a game of rugby? ---} 80 minutes

ACTIVIDAD 4

**HAZ LAS PREGUNTAS PARA COMPLETAR EL DIÁLOGO**

*Do you believe in ghosts?*      *Yes, I do.*
1. (you / ever see / a ghost)?
   ................................................................
   Yes, I have. I saw one on the stairs in my house.
2. (you / be / afraid)?
   ................................................................
   Yes, I was. I was very frightened.
3. (you / can / describe / it)?
   ................................................................
   Yes, I can. It was a woman with long grey hair.
4. (you / know / her)?
   ................................................................
   No, I didn't.

5. (the ghost / speak / to you)?

   ......................................................

   No, it didn't. It just looked at me.

6. (you / see / it again)?

   ......................................................

   No, I haven't. I only saw it once.

7. (you / would / like / to see it again)?

   ......................................................

   No, I wouldn't.


## ACTIVIDAD 5

**HAZ LAS PREGUNTAS PARA COMPLETAR EL DIÁLOGO**

1. Where ...........................................................?

   I come from Tokyo.

2. Why ........................................... to England?

   I've come to learn English.

3. When ...............................................................?

   I arrived last week.

4. What ............................................... in Tokyo?

   I'm an engineering student.

5. How long ........................................ in England?

   I'm staying for three months.

6. Who ................................................. in England?

   I don't know anyone.


## ACTIVIDAD 6

**HAZ LAS PREGUNTAS PARA COMPLETAR EL DIÁLOGO**

   *Have you done this kind of work before?*

   *No, I haven't done this kind of work before.*

1. ...........................................................................

   I went to Croft Park School.

2. ...........................................................................

   I left school three years ago.

3. ...........................................................................

   My best subject was music

4. ...........................................................................

   Yes, I passed my maths exam.

5. ...................................................................

My hobbies are <u>music and computers</u>.

6. ...................................................................

I live in <u>Middleton</u>.

7. ...................................................................

<u>Yes</u>, I've got a car.

8. ...................................................................

<u>Yes</u>, I would like to work evenings.

ACTIVIDAD 7

**WAYNE LIVINGSTONE, EL JOVEN ACTOR DE TV, ESTA SIENDO ENTREVISTADO. ESCRIBE LAS PREGUNTAS DEL ENTREVISTADOR**

*Do you enjoy acting?*
*W. Yes, I enjoy acting very much.*

1. How long .................................................................?

   W.  I don't know how long the program will continue.

2. ...................................................................

   W.  I'm not going to tell you. How much money I earn is my business.

3. ...................................................................

   W.  I started acting when I was twelve.

4. ...................................................................

   W.  Yes, my parents are proud of me.

5. ...................................................................

   W.  Yes, I've got a girlfriend.

6. ...................................................................

   W.  Karen. Her name is Karen.

7. ...................................................................

   W.  She lives in Fulham.

8. ...................................................................

   W.  I've known her for a year.

9. ...................................................................

   W.  I don't know if we're going to get married.

10. ...................................................................

   W.  What a question! No, I've never taken drugs.

ACTIVIDAD 8

**HAZ PREGUNTAS CON *WHO* O *WHAT***

Something has happened. ---} *What has happened?*

I invited someone to tea. ---} *Who have you invited?*

1. Somebody is having a party. ---}
2. I was laughing at something. ---}
3. I've learnt something. ---}
4. We should do something. ---}
5. Someone is looking for you. ---}
6. I'm looking for someone. ---}
7. Jill is planning something. ---}
8. Somebody has moved in next door. ---}
9. Something is worrying me. ---}
10. I want to meet someone. ---}

ACTIVIDAD 9

**EMPIEZA LAS PREGUNTAS CON *DO YOU KNOW* O *COULD YOU TELL ME***

What does "computer" mean? ---} *Do you know what "computer" means?*

1. What did Mary buy? ---}
2. Who was John Lennon? ---}
3. Was Columbus Spanish? ---}
4. What does a speologist do? ---}
5. Where is the hospital? ---}
6. Where can I find a chemist's? ---}
7. How long have you been working here? ---}
8. Is there any sugar? ---}
9. Did you go to Scotland last year? ---}
10. Does he usually have his lunch here? ---}

ACTIVIDAD 10

**HAZ PREGUNTAS CUYA RESPUESTA SEA LO QUE ESTA SUBRAYADO Y EN NEGRITA**

1. He has stayed at the hotel **for a week**.
2. This is **Peter's**.
3. It cost **20£**.
4. He goes to London **every month**.
5. **My cousin** came yesterday.

6. The train leaves **at 8.00**.
7. She is living **in Ubeda** at the moment.
8. We saw **the king** yesterday.
9. I'm reading this book **because it is interesting**.
10. My town is **big and very busy**.
11. I prefer **the blue one**.
12. **Yes, he has**. He has two children.
13. **No**, I haven't got any pets.
14. **Yes**, they are from Spain.
15. **Yes, I will**. I'll marry her.
16. **No**, she's not going to come.
17. **Yes, they do**. They live in Manchester.
18. **No, I didn't**, I didn't buy the ticket. I forgot.
19. Yes, they come **from Australia**. ---} Do you know ...
20. She speaks Spanish **very well**. ---} Can you tell me ...

**ACTIVIDADES COMUNICATIVAS ORALES**

- ACTIVIDAD 1: ENCUENTRA A ALGUIEN QUE TENGA LA MISMA TARJETA

- Pareja 1

> You like sports
> You went to London last summer
> You have got two brothers
> You have been studying English for 5 years
> Your favourite actor is Alfredo Landa
> Next weekend you are going to stay at home
> You work in a bank
> You are living in Ubeda at the moment

> Next weekend you are going to stay at home
> You are living in Ubeda at the moment
> You have been studying English for 5 years
> You have got two brothers
> You like sports
> You went to London last summer
> You work in a bank
> Your favourite actor is Alfredo Landa

- Pareja 2

> Next weekend you are going to stay at home
> You are living in Ubeda at the moment
> You have been studying English for 5 years
> You have got two brothers
> You like reading
> You went to London last summer
> You work in a bank
> Your favourite actor is Alfredo Landa

> Your favourite actor is Alfredo Landa
> You work in a bank
> You went to London last summer
> You like reading
> You have got two brothers
> You have been studying English for 5 years
> You are living in Ubeda at the moment
> Next weekend you are going to stay at home

- Pareja 3

> Your favourite actor is Alfredo Landa
> You work in a bank
> You went to Scotland last summer
> You like sports
> You have got two brothers
> You have been studying English for 5 years
> You are living in Ubeda at the moment
> Next weekend you are going to stay at home

> Next weekend you are going to stay at home
> You are living in Ubeda at the moment
> You have been studying English for 5 years
> You have got two brothers
> You like sports
> You went to Scotland last summer
> You work in a bank
> Your favourite actor is Alfredo Landa

- Pareja 4

> Next weekend you are going to stay at home
> You are living in Ubeda at the moment
> You have been studying English for 5 years
> You have got two brothers
> You like reading
> You went to Scotland last summer
> You work in a bank
> Your favourite actor is Alfredo Landa

> Your favourite actor is Alfredo Landa
> You work in a bank
> You went to Scotland last summer
> You like reading
> You have got two brothers
> You have been studying English for 5 years
> You are living in Ubeda at the moment
> Next weekend you are going to stay at home

- Pareja 5

> Your favourite actor is Alfredo Landa
> You work in a bank
> You went to London last summer
> You like sports
> You have got one brother
> You have been studying English for 5 years
> You are living in Ubeda at the moment
> Next weekend you are going to stay at home

> Next weekend you are going to stay at home
> You are living in Ubeda at the moment
> You have been studying English for 5 years
> You have got one brother
> You like sports
> You went to London last summer
> You work in a bank
> Your favourite actor is Alfredo Landa

- Pareja 6

> Next weekend you are going to stay at home
> You are living in Ubeda at the moment
> You have been studying English for 5 years
> You have got one brother
> You like reading
> You went to London last summer
> You work in a bank
> Your favourite actor is Alfredo Landa

> Your favourite actor is Alfredo Landa
> You work in a bank
> You went to London last summer
> You like reading
> You have got one brother
> You have been studying English for 5 years
> You are living in Ubeda at the moment
> Next weekend you are going to stay at home

- Pareja 7

> Your favourite actor is Alfredo Landa
> You work in a bank
> You went to London last summer
> You like sports
> You have got two brothers
> You have been studying English for 7 years
> You are living in Ubeda at the moment
> Next weekend you are going to stay at home

> Next weekend you are going to stay at home
> You are living in Ubeda at the moment
> You have been studying English for 7 years
> You have got two brothers
> You like sports
> You went to London last summer
> You work in a bank
> Your favourite actor is Alfredo Landa

- Pareja 8

> Next weekend you are going to stay at home
> You are living in Ubeda at the moment
> You have been studying English for 7 years
> You have got two brothers
> You like reading
> You went to London last summer
> You work in a bank
> Your favourite actor is Alfredo Landa

> Your favourite actor is Alfredo Landa
> You work in a bank
> You went to London last summer
> You like reading
> You have got two brothers
> You have been studying English for 7 years
> You are living in Ubeda at the moment
> Next weekend you are going to stay at home

- ACTIVIDAD 2: COMPLETA LA TABLA

| | **PETER** | MARY | YOU | YOUR PARTNER |
|---|---|---|---|---|
| FROM? | Manchester | | | |
| AGE | | 20 | | |
| HOBBIES / SPARE TIME | Painting | | | |
| FOOD LIKES | | Fruit and fish | | |
| WENT ON HOLIDAYS LAST XMAS?    WHERE? | Yes Dublin | | | |
| PETS?    WHAT? | | Yes. A dog | | |
| DRIVE A CAR? | Yes | | | |
| DO NEXT SUMMER? | | Visit a friend in Canada | | |

(Tabla A)

| | **PETER** | MARY | YOU | YOUR PARTNER |
|---|---|---|---|---|
| FROM? | | Glasgow | | |
| AGE | 26 | | | |
| HOBBIES / SPARE TIME | | Reading & listening to music | | |
| FOOD LIKES | Vegetables & fish | | | |
| WENT ON HOLIDAYS LAST XMAS?   WHERE? | | No | | |
| PETS?      WHAT? | No | | | |
| DRIVE A CAR? | | Yes | | |
| DO NEXT SUMMER? | Do a course in London | | | |

(Tabla B)

- ACTIVIDAD 3: HAZ LA PREGUNTA EXACTA

| **A CD** | **A PLATE** | **BY BUS** | **TUESDAY** |
|---|---|---|---|

| **MADONNA** | **SEPTEMBER** | **A NEWSPAPER** | **A CAR** |
|---|---|---|---|

| **IN THE GREENGROCER'S** | **RONALD REAGAN** |
|---|---|
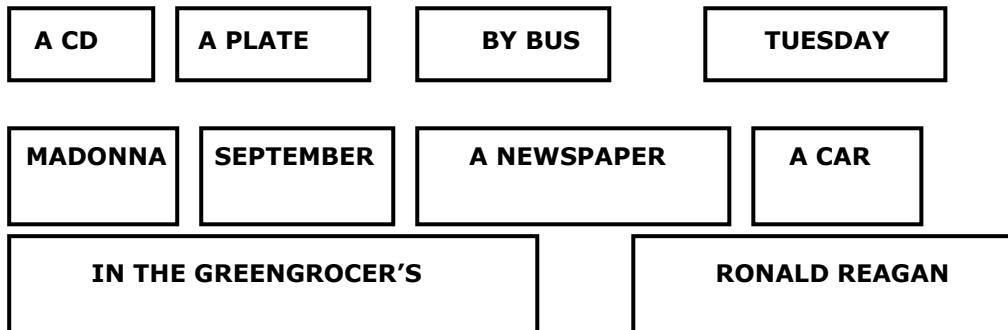
**ANEXO 3**

# CUESTIONARIO DE SATISFACCIÓN

- En cuanto a la metodología en general (explicación y ejemplos junto con actividades prácticas), la consideras:

  a) Nada adecuada          b) Poco adecuada          c) Muy adecuada

  Comentarios:

- En general, crees que ha sido:

  a) Nada útil          b) Poco útil          c) Muy útil

  Comentarios:

- El tiempo empleado ha sido:

  a) Insuficiente          b) Un poco justo          c) Suficiente

  Comentarios:

- Has aprendido:

  a) Poco          b) Bastante          c) Mucho

  Comentarios:

- ¿Ha sido ameno?

  a) No          b) Regular          c) Sí

  Comentarios:

- ¿Crees que las actividades han sido necesarias o con las explicaciones y los ejemplos hubiera bastado?

  a) Actividades no son necesarias
  b) Actividades poco necesarias
  c) Actividades muy necesarias

  Comentarios:

- O al contrario, ¿crees que las explicaciones sobran y con los ejemplos y las actividades es suficiente?

    a) Explicaciones no son necesarias
    b) Explicaciones poco necesarias
    c) Explicaciones muy necesarias

    Comentarios:

- Las actividades han sido:
-
    a) Demasiado pocas      b) Demasiadas c) Suficientes

    Comentarios:

- Con relación al contenido y dificultad, las actividades han estado:

    a) Mal secuenciadas        b) Mejorable          c) Bien secuenciadas

    Comentarios:

- ¿Consideras que la práctica escrita ha estado equilibrada con la práctica oral (no contando el número de actividades sino en conjunto)?

    a) No                      b) Regular            c) Sí

    Comentarios:

Thank you very much

**ANEXO 4**

**CORPUS**

Las abreviaturas que se utilizan para referirnos a los sujetos son las siguientes:

- G: grupo. Así, G1 se refiere al grupo 1 y G2 al grupo 2.

- S: sujeto.

- P, P1, P2: pretest, postest 1 y postest 2 respectivamente.

- O, E: oral, escrito.

Así, G1S7PO quiere decir sujeto 7 del grupo G1, pretest oral.

Para la trascripción de las producciones orales de los sujetos se han utilizado las siguientes convenciones:

- / Pausa corta

- ... Pausa larga

- /, ... seguido de minúscula quiere decir que, tras la pausa, el sujeto continúa con la misma pregunta

- /, ... seguido de mayúscula quiere decir que, tras la pausa, el sujeto cambia de pregunta

- Las palabras entrecomilladas son transcripciones literales de lo que el sujeto produce. Unas veces son palabras de la L1, otras son palabras inventadas adaptadas a la L2

Las producciones escritas están transcritas tal y como los sujetos las realizaron, incluidos los errores que éstos cometieron.

*Se adjuntan cuatro plantillas con los apartados de las dos primeras pruebas (dos para el pretest y postest 2 y otras dos para el postest 1) para una mayor comodidad en la lectura de las trascripciones.

**GRUPO 1 (G1)**          Grupos 1º (n=6) y 2º (n=10) por este orden

**G1S1PO**
*Prueba 1*

1.  Could you tell me what is your age?

2.  How much / how much brothers do you have?

3.  What is your favourite sport?

4.  What do you do last weekend?

5.  Do you have "childrens"?

6.  What do you want / what do you want … to do next year?

7.  Do you know / how / swallow things?

8.  Do you know / what is / my name?

9.  What is your favourite food?

10. Do you like to be a teacher?


*Prueba 3*

1.  Is in the class?

2.  Is made of metal?

3.  I can write with this thing?

4.  There are many colours of this thing?

5.  Is made of wood?

1. How much cigarettes / she smokes / a day?

2. When he come?

3. Where they went?

4. What do you prefer / for breakfast / coffee or toast?

5. Where do you live?

6. Does your father play the piano?

7. How was the hotel?

8. What do you do with the car?

9. Do you can swim?

10. Why do you going to study English?

11. Are you pass your exam?

12. Are you a teacher?

13. How many times / he goes to Madrid?

14. How much / how many cost the video?

15. Do you have a car?

16. Have you seen Mary today?

17. There is / some tea?

18. Are you the owner / of the car?

19. Tell me what / is your favourite music

20. Do you know where works Peter?

**G1S2PO**

1. Could you tell me / what / "no" / Who / How old are you?

2. Are you family?

3. What are / what hobbies / do you like?

4. Where did you go … on holidays / on last holidays?

5. Have you … have you got a / a house?

6. What think … what do you think / about / younger people?

7. What do you do / what do you do … what do you do … What do you know to do?

8. Do you know … do you know … do you know … do you know … who … play the piano?

9. What food do you like?

10. Do you / practise English / in your house?

*Prueba 3*

1. Is it in the class?

2. Do you use / for write?

3. Are there … several colours?

4. Is it … is it made … of wood?

5. Is it dirty for children?

1.  How / how many cigarettes / she smoke / a day?

2.  When / when is / he coming?

3.  Where do you / where did you go / where did / they go?

4.  What / what do you prefer for breakfast?

5.  How long / how long have you / lived in London?

6.  Who played / the piano?

7.  What / the hotel like?

8.  Who … who will give the car?

9.  Can you / can you swim?

10. Why are you go / to study English?

11. Did you "passed" your exam?

12. Do you like your job?

13. How long … does he go to Madrid?

14. How much … cost the video?

15. Have you got a Ferrari?

16. Have you / have you seen / Mary today?

17. Is there / any tea?

18. Whose / whose the car is?

19. Tell me / tell me what / what music do you like

20. Do you know where … where / do you Peter works?

**G1S3PO**

*Prueba 1*

1. Could you tell me what's your name?

2. How … Is your family a complete family?

3. What's your favourite / activity in your free time?

4. Have you / ever gone / in holidays / all last years?

5. Have you got a / house / an old house?

6. What's your … What do you / what do you want to do in the future?

7. Can you / play an instrument or / paint or …?

8. Do you know why is the reason / of your … your like teaching?

9. Do you like / modern fast food or traditional food?

10. What's your opinion about / I don't know / the elections in U.S?

*Prueba 3*

1. How is the visual aspect of the object?

2. What's the / the use of this object?

3. Can you buy / it in a / music / shop?

4. Is it so … cheap or expensive?

5. Is electric or acoustic?

*Prueba 2*

1. How many cigarettes … does she / smoke a day?

2. When is he coming?

3. Where did they go?

4. What's your prefer / food for breakfast?

5. How long have you lived in London?

6. Did your father play the piano?

7. How was / the hotel?

8. Will you give me / will you give Mary the car?

9. Can you swim very well?

10. Why are you going to Study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often / does he / go to Madrid?

14. How much cost the video?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose the car?

19. Tell me what kind of music do you like

20. Do you know where Peter works?

**G1S4PO**

*Prueba 1*

1. Could you tell me / what / is / the name?

2. Is / is you … Have you got children?

3. What is … what / what are the hobbies?

4. What / was the holiday in the summer / in the past summer?

5. Have you / you got … a car?

6. What / is / the planning / for the future?

7. What is / the better of ability?

8. Do you know … what … do you know / what occur in the past month / in the "SAFA"?[1]

9. What's … What did / you like / the eat?

10. How do you think / that / the … the course / our course?

*Prueba 3*

1. Where is … where is?

2. What is / the colour?

3. What utility has?

4. Who "utilis" normally?

5. Is / the material is write the teacher?

---

[1] SAFA es el nombre de la escuela de magisterio.

1. How much / smoke cigarettes / a day?

2. When / do / you / go / when do you come / he … when do he come?

3. Where … do / they / go?

4. What do you / do prefer / for breakfast?

5. How long do you live / in London?

6. Who / played the piano?

7. How / the hotel was?

8. What's … what … what / you / give the car?

9. Do you like the swimming?

10. Why … do you go to study English?

11. Do you … pass the exam?

12. What is the / "profess" … profession?

13. How often do you / go to Madrid?

14. How cost … the video?

15. Have / you got a Ferrari?

16. Have you seen … have you seen / Mary today?

17. There is … there is … there is tea?

18. Who is / the car?

19. Tell me / what / is / the music like

20. Do you know / where … Peter … works?

**G1S5PO**

*Prueba 1*

1. Could you tell me ... how / how old are you?

2. What / what son ... What / does / son ... What is / How many/ how many son have got / you?

3. Do you like tennis?

4. Can you tell me / where / where did / to the family in this summer?

5. Have got ... "The Mayor of Casterbridge" / a book?

6. What is / you think about / his / his children / at the school in / in this future?

7. Do you play the piano?

8. Do you know where / the football match yesterday?

9. What is / the food / that you like?

10. Do you like / to be teacher?

*Prueba 3*

1. Is a ... electric machine?

2. It is ... paper?

3. What colour / is it?

4. It is big?

5. We / does we / usual / work?

1.  When / how many cigarettes ... smoke today?

2.  When ... when was / when / when are he coming ...?

3.  Where ... where did they / they go?

4.  What / his prefer / what is you prefer/ for breakfast?

5.  Have you / have you lived in London?

6.  What / what did / your father play the piano?

7.  What did / what / what was the hotel?

8.  Who will / give the car?

9.  Can / you / swimming / in the beach?

10. Why / are you going to study English?

11. Did you / pass your exam?

12. Do you / a teacher?

13. How many / go to Madrid?

14. How much the video / how much cost the video?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Who / is the car?

19. Tell me what ... you like

20. Do you know where ... where / does Peter works?

**G1S6PO**

*Prueba 1*

1. Could you tell me ... where do you from?

2. How many / brothers / and sisters / have you?

3. What do you like ... hobbies?

4. What do you do the last summer?

5. Are you have / children?

6. In some years ... what ... would like ... what / you / will do / in some years?

7. Have you / any / anything / that ... you ... that you can do?

8. Do you know / why ... do you know why / we / we are / free today?

9. What food / do you like?

10. Do you like ... what music / do you like?

*Prueba 3*

1. What colour is?

2. Is big or small?

3. Is / for write?

4. Is ... is in front of you?

5. You can / buy / in a library?

*Prueba 2*

1. How many cigarettes / she smoke?

2. When ... when / she come?

3. Where / did they went –no- where did they / go?

4. What you / prefer / for breakfast?

5. How many years / you are living / in London?

6. Who / play / the piano?

7. How / was / the hotel?

8. Who / you / will give the car?

9. Can you swim?

10. Why ... you are / studying English?

11. Are you pass / your exam?

12. You work here?

13. How often ... she goes to Madrid?

14. How many money / cost / the video?

15. Have you got / any car?

16. Have you seen Mary?

17. There are / tea?

18. Who are the car?

19. Tell me what / music do you like

20. Do you know / where Peter works?

**G1S7PO**

*Prueba 1*

1.  Could you tell me / what is / what is your surname?

2.  How many years / are you / marry?

3.  What / what are your hobbies / your / sport or ...?

4.  Last summer / did you go out of / Spain?

5.  Have you got pets?

6.  Do you expect ... do you expect that / your wife and you ... we are together very years?

7.  What do you do ... about / work / what do you like ... do you like doing anything?

8.  Do you know / why the man ... want to go out of the ... to the moon?

9.  What food do you like?

10. How old are you?

*Prueba 3*

1.  This object is in the house?

2.  In any special place?

3.  And in the school is / typical / where ... typical where ... where in the school?

4.  For write? The object is for write?

5.  And to drawing?

1. How many cigarettes / she smokes a day?

2. When / when ... when is he coming?

3. Where ... where did / they ... when / where did they we go?

4. What / do you like for breakfast?

5. How long / have you lived in London?

6. What ... what's your father play?

7. What ... what / was the hotel?

8. Who ... who ... who would you ...who ... who will you give the car?

9. Can you sing / swim?

10. Why /why are you going to study English?

11. Did you pass / your exam?

12. Are you a teacher?

13. How many times ... did he stayed in Madrid?

14. How... how ... how many ... how much is it?

15. Have you got a car?

16. Have you seen Mary today?

17. Have you got tea?

18. Who is this car?

19. Tell me what music do you like

20. Do you know / where / Peter work?

**G1S8PO**

*Prueba 1*

1. Could you tell me ...Where do you come from?

2. Are you married?

3. Have you / any hobbies?

4. Where do you go / where did you go / the last summer?

5. Have you got any pet?

6. In the future / in your future ... will you stay in "SAFA"?

7. Can you play the guitar?

8. Do you know / what ... what you ... what you are going to eat / today?

9. What kind of / food or meals ... do you like?

10. Have you got ... any son or daughter?

*Prueba 3*

1. Is it in the class?

2. What colour is it?

3. What do you use?

4. It's an umbrella?

1. How many / cigarettes / does she smoke a day?

2. When / is he coming?

3. Where ... Where they / where did they / go to?

4. What do you prefer for breakfast?

5. How long / have you lived in London?

6. Did your father ... Who did play the piano?

7. How was the hotel?

8. Who will you give the car?

9. Can you / can you swim very well?

10. Why / are you going to study English?

11. Did you pass your exam?

12. You are / are you / a teacher?

13. How often / does he go to Madrid?

14. How much ... how does the video cost?

15. Have you a Ferrari?

16. Have you seen / Mary today?

17. Is / is there ... is there any tea?

18. Who is his / is the car ...?

19. Tell me what / kind / of music do you like

20. Do you know where Peter works?

**G1S9PO**

*Prueba 1*

1. Could you tell me / how old are you?

2. Are you married?

3. What do you do in your free time?

4. When you are / a student / when ... when ... when pass your years of student? When study? ...

   In what place?

5. Have you got car?

6. When you ... when you retire / what have you do?

7. When you play with / your son and daughter / what kind of plays / do you do with them?

8. Do you know what's the meaning of / software?

9. What's your ... your favourite meat?

10. Do you like football?

*Prueba 3*

1. The object is big or small?

2. This object is in this classroom?

3. You usually use this object?

4. You use that when you play?

5. Is a ball?

1. How much cigarettes ... do you smoke in a day?

2. When ... when arrive your brother?

3. Did you visit any ... any foreign country?

4. What do you prefer to / for breakfast?

5. How may time have you got here?

6. Have your / father any / skill?

7. How is the hotel?

8. Who have the car?

9. Can you swim?

10. Why are you studying English?

11. Do you pass / your exam?

12. Are you teacher?

13. How many times ... how many times do you visit Madrid?

14. What is the price of the video?

15. Have you got a car?

16. Have you seen ... Mary today?

17. Can you lend me a ... any / can you lend me ... tea?

18. Whose is the car?

19. Tell me ... what are your ... your / preference in music

20. Do you know where / where is Peter work?

**G1S10PO**

*Prueba 1*

1. Could you tell me / what's your name?

2. What your / what your ... your wife's name?

3. What sort of books / of books do you read?

4. What did you do / last / last weekend?

5. Have you got a car?

6. How do you / how ... how will you / how will you see ... in twenty years?

7. Do / do you know to / to cook / paella?

8. Do you know ... do you know what's ... the "Infanta Elena's" ... son name?

9. What is your favourite food?

10. What do you usually do in your free time?

*Prueba 3*

1. What's / your object use for?

2. Is / it is a / a bottle?

3. More or less / how much cost it?

4. It is a pencil?

5. Could he be / of some different colours?

1. How many cigarettes ... does she / does she smoke a day?

2. When Justin are going to come here?

3. When they did / did go ... in holidays / last holidays?

4. What your prefer / your prefer / for breakfast?

5. Have you / have you ... have you lived in London?

6. Did your father play any instrument last month?

7. What was / the hotel like?

8. What will you give Mary tomorrow?

9. Can you swim?

10. What are you ... what are you going to start / to study English?

11. Did you pass / your exam?

12. Are you / are you a teacher?

13. How often / how often does he go to Madrid / a month?

14. How much cost the video?

15. Have you got / have you got / got a car?

16. Have you / have you / have you seen / Mary today?

17. Is there any tea in this room?

18. Who is this car?

19. Tell me what's / what's kind of music do you like

20. Do you / do you know where ... do you know where ... do you know where ... does Peter work?

**G1S11PO**

*Prueba 1*

1. Could you tell me / who / is ... the English teacher?

2. Have you brother or sister?

3. Do you like music?

4. What ... what the "pasat" / the summer?

5. Have you ... cat or dog?

6. What ... what / what have a future ...?

7.

8. Do you know London... do you know what  / is / what is / London?

9. Do you like ... food?

10. Where are you from?

*Prueba 3*

1. Is the class?

2. Is the house?

3. In the bedroom?

4. In the bath room?

5. Is a ... a cloth?

*Prueba 2*

1. What / cigarettes smoke a day?

2. Where / when ... come ... when come to Toni ...?

3. Where / when... when you ... when you "pasat" the summer?

4. Do you like / milk?

5. Where are you from now?

6. What / profession my father?

7. How was / a hotel?

8. Do you give Mary the car?

9. Can you play swimming?

10. How ... how ... how ... why I / study English?

11. Do you "pasat" the exam?

12. What profession me?

13. When ... when go to Madrid?

14. What cost / a video?

15. Have you / have you got a car?

16. Have you see Mary?

17. Do you like a coffee?

18. What is the car?

19. Tell me what ... a music / what a music / what a music like

20. Do you know where ... the place?

**G1S12PO**

*Prueba 1*

1. Could you tell me how many brothers have you got?

2. Are you married?

3. You like swimming?

4. Have you ever been in "Malaga"?

5. Have you got any broth / have you got / any children?

6. Are you going / are you going / this / this night to the cinema?

7. You like / do you like write / poems?

8. Do you know where ... the "People" / the pub "People"?

9. You like eat/ meat?

10. You like be a teacher?

*Prueba 3*

1. Is it in class?

2. Is it near?

3. Is it small or big?

4. This thing ... serve / for writing for / for what?

5. The headphones?

1. How many cigarettes / do you smoke during the day?

2. Is he coming?

3. Where did / where did they go?

4. What you / what you prefer for breakfast?

5. Did you live in London?

6. Does / does / does your father / play piano ... play some instrument?

7. What was the hotel?

8. Will you give me the car?

9. Do you know / do you know swimming?

10. Why / why you do study English?

11. Did you pass / the exam?

12. What do you like?

13. How many time ... did he go to / he goes to Madrid?

14. What is the cost / the cost of / of video?

15. Have you got a car?

16. Have you seen Mary today?

17. Is there any / any tea?

18. Is this car yours?

19. Tell me / what music do you like

20. Do you know where Peter work / where... do you know where / Peter works?

**G1S13PO**

*Prueba 1*

1. Could you tell me... where / do you / do you born?

2. How many ... sons do you have?

3. Do you like ... sport in general?

4. What did you / did you do last / summer?

5. Do you have ... a lot of dreams?

6. In the future ... do you ... would you like / go ... go on ... teaching?

7. What is ... the thing / that do you / do you do better?

8. Do you know / what I do here?

9. Do you like / eat a lot?

10. What is  your ... your ideal life?

*Prueba 3*

1. Is it in this classroom?

2. Is it for ... for write?

3. Is there a lot / here?

4. More than / 26?

5. Is the computer?

*Prueba 2*

1. How many cigarettes / does she smoke?

2. When ... does he came / come?

3. Where did they ... go?

4. What do you prefer for breakfast?

5. Where are you living?

6. Your father play any instrument?

7. How was the hotel?

8. Who / will you / give the car?

9. Do you come ... do you can swimming?

10. Why ... why / are you going / to beginning study / English?

11. Did you pass your exam?

12. Do you have a ... are you a teacher?

13. How many times he goes to Madrid?

14. How much the video / cost?

15. Do you have a car?

16. Have do you see / to Mary today?

17. There is any tea / is there any tea?

18. Who is the own / of this car?

19. Tell me what ... what kind of music do you have

20. Do you know / where work / where Peter work?

**G1S14PO**

*Prueba 1*

1. Could you tell me ... what the name of your wife?

2. Your children study in "Ubeda"?

3. What hobby do you practise?

4. Where did you go the last / summer?

5. Do you have many / CDs?

6. What do you happen the last year ... the next year?

7. Do you play basketball?

8. Do you know ... what happen in the ... in the door in the "SAFA" the ... last Wednesday?

9. Do you like / coffee?

10. What do you think ... of the "ETA"?

*Prueba 3*

1. The object is in the class?

2. In the ...  next to the blackboard or at the end of the class?

3. It's small?

4. What's the colour of the / of the...?

5. It is used / is it used for / speak with it?

1. How many cigarettes / smoke / of a day?

2. When is he coming?

3. Where did they went?

4. What do you breakfast ... What do you usually breakfast?

5. How many time ... how many time have you lived in London?

6. What instrument / play ... play your father?

7. How / were the hotel / how was the hotel?

8. Who is the car?

9. Do you can swim?

10. Why ... do you study English?

11. Do you pass your exam ... Did you pass your exam?

12. Are you a teacher?

13. How many times ... how many times / do you go to Madrid / does / does he go to Madrid?

14. How many "pences" / how many "pences" cost the video?

15. Have you got a Ferrari?

16. Do you / see / Mary / everyday / today?

17. Is there / any tea?

18. Who is the car?

19. Tell me what / type of music do you like

20. Do you know where / Peter ... do you know where's / where Peter's work / job?

**G1S15PO**

*Prueba 1*

1. Could you tell me  where are you from?

2. Where do you live / your family?

3. What are / your hobbies?

4. Where you went / on holidays / the last / the last summer?

5. Have you / have you got any family / in ... in any / other place?

6. Which / are your / "expectatives" ... about your / career?

7. What is ... your better / ability?

8. Do you know / what is ... is make / "puenting"?

9. What is / your food / favourite?

10. What is ... What is ... what is for you the more interesting of English?

*Prueba 3*

1. Is / is a object / for ...Is a object ... of use in class?

2. Is it something for ... for to write?

3. Is / is it / something ... for to write in the blackboard?

4. What ... what do you colour is?

5. Is it ... a computer?

1. How much ... cigarettes / smoke he / a one / a one day?

2. When ... when do you / go / to come / when do you go to come / he?

3. Where went they / of ... this summer?

4. What is / your breakfast / favourite?

5. How long / have / you lived / in London?

6. What was / the / hobby of / your father?

7. How was the hotel ... where / where you / you passed / in the winter?

8. What do you have / give her?

9. Can you / practise ... the / swimming?

10. Why ... why you / chosen / study English?

11. What / what was your exam / of English?

12. What is your / profession?

13. How often / do you go / to Madrid?

14. How much ... cost the video?

15. What ... What type of car ... What type of car ... have you?

16. Have you seen ... Mary today?

17. Is ... Is there / any tea in the kitchen?

18. Is this ... Who is ... this / yellow car?

19. Tell me / what / is your group... favourite

20. Do you know / where ... do you work Peter?

**G1S16PO**

*Prueba 1*

1. Could you tell me / what is your name?

2. Is you married?

3. Would you like / to play / basket?

4. What do you ... What do you do ... in the weekend?

5. Have you ... a cat?

6. What / do you ... What are you / are you going / to finish / of teacher?

7. Can you / say ... how ... to have / the / of / of  meat?

8. Do you know / what is / is "meteorito"?

9. What you / hate ... meat?

10. Do you smoke?

*Prueba 3*

1. Is it here?

2. Is in / near for me?

3. Can I / look ...?

4. Is it / in the table?

5. Can I ... put off?

*Prueba 2*

1. How smoke she / cigarettes / the day?

2. Which ...is / is he coming?

3. Where / you was?

4. What ... is your preferred ... meat?

5. Do you live in London?

6. Your father played the piano?

7. How was ... in the hotel?

8. What / are you / give the car?

9. Can you / swimming?

10. Why ... are you studying English?

11. Was / you do ... in the exam?

12. Are you teacher?

13. Where ... he / he go to Madrid?

14. How much ... is cost the video?

15. Have you / the car?

16. Have you / seen / Mary / today?

17. Do you like tea?

18. Of which / is the car?

19. Tell me what ... what you / you like the music

20. Do you know where ... do ... Peter?

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**GRUPO 2 (G2)**        Grupo 3º (n=20)


**G2S1PO**

*Prueba 1*

1. Could you tell me ...how old are you?

2. How many ... what is ... the work of your father?

3. What is your / your hobbies?

4. What / what did you do / the last weekend?

5. Have you ...do you have ... a country house?

6. What do / what do you want about the future?

7. Can you tell me something that you ... that you know to do?

8. Do you know / who is the winner of / president of US?

9. What is your favourite food?

10. Who you prefer / for president?


*Prueba 3*

1. Is it in this room?

2. Is big?

3. What is the colour?

4. What is the function?

5. Is a car?

1. How many ... cigarettes / does she smoke?

2. When / is he coming?

3. Where / did the went / "no" / they go?

4. What do you prefer for breakfast?

5. Where ... have you lived?

6. What play your / what did you play / your father?

7. How was the hotel?

8. Do you want / give / give the car?

9. Can you swim?

10. Why ... are you going to study English?

11. Have you pass the exam?

12. Are you a teacher?

13. Does ...Do you go?

14. How many cost the video?

15. What / what you have a got / have got?

16. Have you see / Mary today?

17. Is there any tea?

18. This car is your?

19. Tell me what do you like

20. Where / does Peter works?

**G2S2PO**

*Prueba 1*

1. Could you tell me / what's your name?

2. Can you tell me something about your family?

3. What about your hobbies?

4. Now can you tell me / something about your / your last / summer for example?

5. Have you got / any / strange dream?

6. What about your future? / Have you got any / future plans?

7. Have you got any / special ability?

8. Do you know ... do you know where / I born?

9. The food / What is your favourite food?

10. Are you / happy more or less / with our class?

*Prueba 3*

1. What is / the use of this thing?

2. It's made of ... What material?

3. Can you see / this object?

4. A lot of?

5. Do you know that you have / a bigger / "x" object than me?

1. How many cigarettes / how many cigarettes / does he smoke?

2. Where is / where is he coming? ... when is he coming?

3. When / when ... where / do they go?

4. What do you prefer / for breakfast?

5. How long have you lived in London?

6. Who ... Who did play the piano?

7. What was the hotel like?

8. Who ... who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often ... does he go to Madrid?

14. How much ... how much / does / the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose / is the car?

19. Tell me / Tell me what do you prefer / no / tell me what do you like / no / tell me what music do you prefer

20. Do you know where ... Peter works? / do you know ... where does Peter work?

**G2S3PO**

*Prueba 1*

1. Could you tell me … could you tell me where are you from?

2. Have you brothers?

3. Can you play the guitar?

4. Where were you the last week?

5. Have you any money?

6. Will you go the next week to "Linares"?

7. Do you know speak English?

8. Do you know / what colour is it?

9. Do you / do you like the spaghettis?

10. How are you?

*Prueba 3*

1. Is it here?

2. What colour is it?

3. What is its form?

4. What is its use?

5. A car?

1. How she ... How ... How many cigarettes smoke / a day?

2. When is he coming?

3. Did they go to New York?

4. What do you prefer for breakfast?

5. How many time ... is you in London?

6. Who played the piano?

7. How is this hotel?

8. Will you give ... to Mary the car?

9. Can you see / can you swim?

10. Why are / why are you studying English?

11. Did you pass your exam?

12. What are you?

13. When does he ... when does he go to Madrid?

14. How much money costs this video?

15. Have you a / Ferrari / Have you got a Ferrari?

16. Have you / have you see Mary today?

17. Is there any tea?

18. Whose this car / this car?

19. Tell me what about your / your hobbies

20. Do you know where is / is Peter working?

**G2S4PO**

*Prueba 1*

1. Could you tell me / how old / are you?

2. What about your son / your children?

3. You like antiquities?

4. What did you do / last / Christmas?

5. Have you got any dog? / any pet?

6. What are you going to do/ next / weekend?

7. Can you play the piano for example?

8. Do you know / what's colour of / the ... the sky today?

9. What's your favourite meat?

10. What do you think about Christmas?

*Prueba 3*

1. Can we see it now?

2. What colour is it?

3. What is its function?

4. It's small or big?

5. Is it the watch?

1. How many cigarettes / she smokes?

2. What is he going to do?

3. What / what did they go?

4. What do you prefer / milk or coffee / for breakfast?

5. How many years have you lived in London?

6. What did your father do yesterday?

7. What about the hotel?

8. What are you going to do with your car?

9. Can you swim?

10. Why do you study English?

11. Did you do your exam?

12. You work? / Do you work?

13. How / How does he usually goes to Madrid?

14. How much does / this video cost?

15. Have you got any car?

16. Have you seen Mary / this morning?

17. Is there any tea?

18. What's ... Whose this car?

19. Tell me what is your favourite kind of music

20. Do you know where is Peter's work?

**G2S5PO**

*Prueba 1*

1. Could tell me / what is your you name?

2. Could you tell me about your family?

3. What are your hobbies?

4. Could you tell me / about / your ... the past / holidays?

5. Have you got ... pet?

6. Could you tell me / something about your future?

7. Do you know ... do you know do / something special?

8. Do you know what the ...the weather ... have today?

9. What your favourite food?

10. Do you like / travel?

*Prueba 3*

1. What is the use?

2. Is big?

3. The object / going to ... to ground?

4. Is ... run very / "deprisa"?

5. Is the ... the train?

*Prueba 2*

1. How many / cigarettes she smokes?

2. When ... when he go coming ... to Madrid?

3. Where did they went?

4. What's prefer ... to breakfast?

5. Where did he live?

6. What's your father play?

7. How was the hotel?

8. Who you give  the car?

9. Can I swim?

10. What ... what do / what / what do you got?

11. Did you / pass the exam?

12. Are you teacher?

13. What is the ... what is the "frequence" / he goes to Madrid?

14. How cost the video?

15. Have you got a car?

16. Did you see / did you have seen ... Mary?

17. Are there any tea?

18. Why is the car?

19. Tell me what / type of music

20. Do you know / where / where Peter works?

**G2S6PO**

*Prueba 1*

1. Could you tell me / what's your name?

2. Do you like being with your family?

3. What kind of hobbies do you practise?

4. What did you do in your / in your last holidays?

5. Have you any brother or sister?

6. What do you think about your future?

7. Have you ... Do you have ... do you have play football?

8. Do you know ... Do you know what's the weather?

9. What kind of food do you like?

10. Have you ... have you liked my interview?

*Prueba 3*

1. What material has it?

2. What colour usually has?

3. Is a table?

4. What's more or less your / his ... your weight?

1.  How many cigarettes/ are you smoke?

2.  When ... when he is coming?

3.  When did you do?

4.  Do you prefer coffee or toast?

5.  Have you lived in London?

6.  Has your father played the piano?

7.  When was the hotel?

8.  Will you give / will you give Mary the car?

9.  Do you know swim?

10. Am I / am I going to study English?

11. Have you pass your exam?

12. Am I a teacher?

13. Did you go to Madrid?

14. What's the price of the video?

15. Have you got a car?

16. Are you married?

17. Are there tea?

18. Who is this car?

19. Tell me what's the best group of heavy metal

20. Do you know where / Peter works?

**G2S7PO**


*Prueba 1*

1. Could you tell me / what's your name?

2. Have you got / any brother / or sister?

3. Do you like / play the piano?

4. Where … where were you / the last summer?

5. Have you got a horse?

6. Would you like … to have one … son or daughter?

7. Do you know … do … aerobics?

8. Do you know what / what is my / my age?

9. Do you / do you like "tortellini a la casanova"?

10. It is / is it a joke?


*Prueba 3*

1. The object is big or small?

2. Do you use / that object in your life?

3. What is your / its use?

4. It is / of colours?

5. It is a pen?

1. How many cigarettes / do she smoke? / does she smoke?

2. Is he / come the next week?

3. Where did they go / the last year?

4. What do / you prefer for breakfast?

5. How many time do you live in London?

6. Did your father play / any / instrument?

7. How / was the hotel?

8. What are you doing?

9. Do you can swim?

10. Why / are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often / do he go to Madrid?

14. How much ... how much the video cost?

15. Have you got a / car?

16. Have you seen Mary ... today?

17. Have you got / tea?

18. Is the car mine?

19. Tell me what / kind of music do you like

20. Do you know where / does Peter work?

**G2S8PO**

*Prueba 1*

1. Could you tell me / how are you?

2. Tell me about your family / What … Have you got any child?

3. Do you like painting?

4. About your … how do you do / how / did you do the last / Saturday?

5. Have you got … a car?

6. About your future / Do you like … Will you … will you study English a lot of years?

7. Do you … Can you / repair the car?

8. Do you know / what is / "espina bífida"?

9. What's your favourite food?

10. Do you know / what is the … the "bases psicopedagógicas"?

*Prueba 3*

1. What is made of?

2. Do you usually … is there in the house?

3. In the kitchen?

4. Is useful to cook?

5. Is round?

1. How often do you smoke?

2. What ... What is coming / "no" / What he coming?

3. Did you / did they / go to New York?

4. What do you prefer for breakfast?

5. How often ... what have ... How many time do you live in London?

6. What's your father play ... play?

7. What ... was / was it the hotel?

8. Will you give Mary the car?

9. Do you / can you swim / well?

10. What are going to do?

11. Did you pass your exam?

12. Do you ... Are you a teacher?

13. Do you go to Madrid ... everyday?

14. How much the video cost?

15. Do you have a Ferrari?

16. Have you see Mary today?

17. There are / there is any tea?

18. Who is this car?

19. Tell me what your / favourite music

20. Do you know where / Peter / works?

**G2S9PO**

*Prueba 1*

1. Could you tell me what's your name, please?

2. Have you got any children?

3. What do you like in you spare time?

4. What did you do last weekend?

5. Have you got / any favourite food?

6. What are you going to do next week?

7. Do you know … do you know / make something / with wood?

8. Do you know / why "Ubeda" / is called like that?

9. What your favourite / meal / breakfast / lunch …?

10. What would you like to do in the future?

*Prueba 3*

1. Can I touch it?

2. What colour is it?

3. Is it in the school?

4. Does the teacher work with it?

5. What is it like?

1.  How many cigarettes does she smoke?

2.  When is he coming?

3.  Where did they go?

4.  What do you prefer for breakfast?

5.  How / many years / how long have you lived in London?

6.  Who played the piano?

7.  What was the hotel / like?

8.  What will I give to Mary?

9.  Can you swim?

10. Why am I going to study English?

11. Did you pass your exam?

12. What do you do?

13. How often does he go to Madrid?

14. How much is this video?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is this car?

19. Tell me what you like

20. Do you know / where Peter / works?

**G2S10PO**

*Prueba 1*

1. Could you tell me / how old are you?

2. Have you got any son?

3. Do you like sports?

4. In the last summer / what did you do?

5. Have you got any car?

6. You … if you … if you are / a student / for example / you / will / study more?

7. What do you know do … in other abilities?

8. Do you know what is this?

9. Do you like / spaghettis?

10. What's the time is it?

*Prueba 3*

1. Is big or small?

2. Is useful in the class?

3. Is a … Have I / got / this thing?

4. Can you write / with / it?

5. Can / it … be of different colours?

*Prueba 2*

1. What cigarettes / what / cigarettes / he smokes a day?

2. When / he / arrive here?

3. Where / they / went?

4. Do you like coffee / and / do you like coffee or / toast?

5. Do you … Have do you live … Has / has lived in London?

6. Someone / do someone play the piano?

7. How … was the hotel?

8. Whose will give / the car?

9. Can you / swim?

10. Why you … going to study English?

11. What … How do you do / your exam?

12. Are you teacher?

13. How … how time / you go / to Madrid / or he goes to Madrid?

14. How cost / the video?

15. Have you got a car?

16. Have you / seen Mary today?

17. There / there is any tea?

18. What is the car?

19. Tell me what … do you like

20. Do you know where Peter works?

**G2S11PO**

*Prueba 1*

1. Could you tell me / what's your name, please?

2. What are the names of your parents?

3. Do you like classic music?

4. Where were you in your … the last summer?

5. Have you got any children?

6. Will you stay … in "SAFA"?

7. Do you know play the piano?

8. Do you know what kind of food / do you usually / does someone eat in New York?

9.

10. Do you like your work?

*Prueba 3*

1. What is / its use?

2. Is it here in the class?

3. How many colours / are there?

4. Do / do children use it?

5. Do you / usually / use / in the blackboard?

1. How many / cigarettes / does she smoke?

2. Is he … is he coming next week?

3. Where did they go / last week?

4. What do you prefer for breakfast?

5. Have you / have you lived in London?

6. Did your father play the piano?

7. How was / the hotel?

8. Who will you give / the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often do you go to Madrid?

14. How many / the video / how many does the video cost?

15. Have you got a Ferrari?

16. Have you seen to Mary today?

17. Is there any tea?

18. Whose is this car?

19. Tell me what do you like

20. Do you know where does Peter work?

**G2S12PO**


*Prueba 1*

1.  Could you tell me … where do you live?

2.  How many sons do you have?

3.  Can you play / football?

4.  Where do you go / where did you go / the last / weekend?

5.  Do you have a car?

6.  Will you / have / a big house?

7.  Can you / swim?

8.  Do you know / where / where is … the … "El Egido"?

9.  What is your favourite food?

10. How old are you?


*Prueba 3*

1.  Is it here?

2.  What is made of?

3.  What is … usual .. the use?

4.  Have it / colours?

5.  Do you have one?

1. How many cigarettes / he smoke a day?

2. Is he / is he coming the next week?

3. Did they go to New York?

4. Do you prefer / coffee and toast or cereals?

5. How long / have you lived / in London?

6. Can you / can your father play the piano?

7. What / the hotel like / what is the hotel like?

8. Will you give … the car / will you give / the car to Mary?

9. Can you swim?

10. Why do you / why … do you study English?

11. Do you pass / did you pass the exam?

12. Are you a teacher?

13. How many times / he go / to Madrid?

14. How much / the video cost?

15. Have you got a Ferrari?

16. Have you seen / the Mary today?

17. Have you got / no / Is there any tea?

18. Who is the car?

19. Tell me what / do you / you like rock and Heavy metal

20. Do you know where / Peter works?

**G2S13PO**

*Prueba 1*

1. Could you tell me … what is your name?

2. How many / brothers and sisters have you got?

3. Do you like play / football?

4. What / what did you / what did you go last summer?

5. Have you got car / a car?

6. What are you going to / to do / the next summer?

7. Have you got / a special ability?

8. Do you know what is the new / president of the United States?

9. What is your … Do you like rice?

10. Do you like to go to "Linares"?

*Prueba 3*

1. Are the object in the class?

2. Is in this class?

3. Is useful for write something?

4. What is the colour?

5. Is large or small?

*Prueba 2*

1. How many cigarettes … how many cigarettes … is she smoke?

2. When are / when is … when are he coming / here?

3. When … when did they / go?

4. What is your favourite breakfast?

5. How many time are you … have you lived in / in London?

6. Did your father usually / to play the piano?

7. How was the / the hotel?

8. Where is the car?

9. Can you swim?

10. When … Where is he … Why are you going to study English?

11. Did / did you pass your exam?

12. Are you working?

13. Do you / do you go usually to Madrid?

14. How much is it?

15. Have you a car?

16. Have you seen Mary today?

17. Are / is there / any tea?

18. Have you this car?

19. Tell me what is the your favourite music / kind of music

20. Do you know / where are / where are working Peter?

**G2S14PO**

*Prueba 1*

1. Could you tell me how old are you?

2. Have you got / any brother?

3. What your favourite hobby?

4. What … Where have you / have you bee … the next … the past … week?

5. Have you / have you got / any animal?

6. Do you like … Will you … will you go / to London?

7. Have you … any ability?

8. Do you know / who sing today?

9. What your favourite food?

10. What … what your / favourite films?

*Prueba 3*

1. What is it used?

2. What is it made of?

3. What colour is it?

4. Is it small or big?

5. Can you / play / with / it?

*Prueba 2*

1. Does she smoke?

2. Have he / come?

3. Where do they / went / where did they go?

4. Do you prefer … What do you prefer?

5. Have you lived / in London?

6. Have your father / play?

7. Who was the hotel?

8. Will you be?

9. Can you / swim?

10. Where are you going?

11. Have you passed / the exam?

12. Are you teacher?

13. Do he go / to Madrid?

14. How many … this video?

15. Have you got a Ferrari?

16. Have you … have you seen … have you seen Mary?

17. Is there … any tea?

18. Who / is the car?

19. Tell me what / do you like

20. Do you know where … do work … Peter?

**G2S15PO**

*Prueba 1*

1. Could you tell me where do you live?

2. What about your family?

3. What your favourite hobby?

4. Where did you go / in your last holiday?

5. Do you have / two / sons?

6. Will you go this summer holidays / to holidays?

7. What thing do you like doing?

8. Do you know where / do I live?

9. What your favourite food?

10. Can you tell me about your favourite films?

*Prueba 3*

1. Is this object here?

2. I use this object usually?

3. I have this object now?

4. What is this object for?

5. Is TV?

*Prueba 2*

1. How many cigarettes do you smoke a day?

2. Where / does he come?

3. Where did they go?

4. What do you prefer / prefer for breakfast?

5. Have you lived in London?

6. What play your father?

7. How is the / hotel?

8. What do you will / give Mary?

9. Can you swim?

10. Why … why do / you do … why are you going to study English?

11. Do you pass / your exam?

12. Are you a teacher?

13. How do you / usually go to Madrid?

14. How many cost the video?

15. Do you have got a Ferrari?

16. You would have … have see Mary today?

17. Is there any tea?

18. Who is this car?

19. Tell me what do you like

20. Do you know … where Peter / where Peter works?

**G2S16PO**

*Prueba 1*

1. Could you tell me how old are you?

2. Have you got / any children?

3. Do you like play tennis?

4. Have you / been in the country the last summer?

5. Have you got any dog?

6. Are you going / to go to the cinema tomorrow?

7.

8. Do you know what time is it?

9. Do you like the fish?

10. How are you?

*Prueba 3*

1. What / is it … use for?

2. What / Which colour?

3. You use for use in class?

4. Is use for children / in the school?

5. What is it … made of?

1. How many cigarettes … you … smoke … a day?

2. Where will he come … When will he come?

3. Where … where did they go?

4. What do you prefer / for breakfast?

5. Have you been in London?

6. Could you play the piano?

7. How was the hotel?

8. When … when …. will / you give / the car / to Mary?

9. Can you swimming?

10. Why … don't you go to study English?

11. Did you / pass your exam?

12. Are you teacher?

13. How / times / a month … he … does he go to Madrid?

14. How mon… how money / cost the video?

15. Have you got a Ferrari?

16. Have you / seen / Mary today?

17. Is there any tea?

18. Who is the car?

19. Tell me what do you like

20. Do you know / where … does Peter work?

**G2S17PO**

*Prueba 1*

1. Could you tell me who … could you tell me what your name?

2. Are you married?

3. Can you tell me about your hobbies?

4. Did you / did you go to / to Amsterdam the / last year?

5. Have you got / any children?

6. What are you doing … this / summer?

7. Can you / can you cook a / cake?

8. Do you know what is … what is … what is a bubble?

9. Do you like … "paella"?

10. What is your … your … type of music or favourite type of music?

*Prueba 3*

1. Which is the use / of the object?

2. This object is / made of / wood?

3. Plastic?

4. The object is for / write / on blackboard?

5. The children / use / the object with / frequency?

1. How many cigarettes / she smoke?

2. When are / he coming?

3. Where did you go?

4. What do you prefer for breakfast?

5. How many / time / do you live / in London?

6. Does your father / play the piano?

7. How / how was the hotel?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often / how often he go to Madrid?

14. How / how much … how much cost the video?

15. Have you got a Ferrari?

16. Have you seen / Mary today?

17. Have you got any tea?

18. This is your car?

19. Tell me what kind of music … do you like

20. Do you know where / works Peter?

**G2S18PO**

*Prueba 1*

1. Could you tell me … where are you from?

2. Have you got any brothers?

3. What are your hobbies?

4. And about the last summer / What / what did you do last summer?

5. Have you got / have you got a car?

6. And about your future / What / what will you / you do / the next / the next / two years?

7. Do you know swimming?

8. Do you know / for example … what is my name?

9. What is your favourite food?

10. What is your … dream?

*Prueba 3*

1. What is the use of this thing?

2. Have you got this thing?

3. Where can you / have / this thing?

4. Is it small?

5. Is it a good thing for the / healthy?

1.  How / cigarettes / how your … how cigarettes smoke she?

2.  Is / he / come next week?

3.  Where / where / did they go?

4.  What do you prefer for breakfast?

5.  Have you lived in London?

6.  Can your father play the piano?

7.  Was the hotel horrible?

8.  Will you give / the car to Mary?

9.  Can you swim?

10. Why do you go to study English?

11. Did you / pass the exam?

12. Are you a teacher?

13. How … When … What / what time go he to Madrid?

14. How cost this video?

15. Have you got a Ferrari?

16. Have you / see / to Mary today?

17. Is there any tea?

18. This car / is belong / to you?

19. Tell me / what are / your / favourite music

20. Do you know where … Peter works?

**G2S19PO**

*Prueba 1*

1. Could you tell me … where do you live?

2. How / how children have you got?

3. Do you play basketball or football?

4. Did you … did you watch a film the last weekend?

5. Have you got a car?

6. What have you going to do the last year / the next year?

7. Do you know / do you know paint a / a picture?

8. Do you know what was the / the result of the match of yesterday?

9. Do you like / Italian food?

10. Do you think that we are going to be a good teacher?

*Prueba 3*

1. The object / we / we need in / in the school?

2. Is … … What colour is it?

3. Are there in / in our house?

4. We can use it / everyday?

5. Is very expensive?

1. Does / does she smoke?

2. When is he going / to come?

3. Where / did they go?

4. What / do you prefer to have breakfast?

5. Where / where have you lived?

6. Your / your … Does your father play the piano?

7. What about the hotel?

8. Who are you … who are you going to give … …Will you give the car to Mary?

9. Can you swim?

10. Why are / why are you studying English?

11. Did you pass your exam?

12. Are you a teacher?

13. How … how / long / does he go to Madrid?

14. How much the video cost?

15. Have you got a car?

16. Have you seen Mary?

17. Is there any tea?

18. Who is this car?

19. Tell me what / about your … your favourite group of music

20. Do you know where / Peter work?

**G2S20PO**

*Prueba 1*

1. Could you tell me … where from you?

2. What is your name / his name of your father?

3. What is your favourite hobby?

4. This summer / what / was your favourite beach?

5. Have / have you dog?

6. Will you … was tomorrow?

7. What is your favourite ability?

8. Do you know / what is my favourite animal?

9. What is your favourite / food?

10. What is / your favourite person?

*Prueba 3*

1. Where is this object?

2. This object is it of / wood material?

3. It is big?

4. What is your use?

5. It is here?

*Prueba 2*

1. Why this person smoke?

2. How often … how often … how often … is he coming … my house?

3. Where … where are / where are / they … where they go this past summer?

4. Do you prefer / "donuts" / and other / breakfast?

5. Where are you lived?

6. Who is this person?

7. What is / this hotel?

8. Will / you / give Mary / your car?

9. Can you / go / with me / this evening to the cinema?

10. Why you / study in this language?

11. Have you pass / this exam?

12. Are you teacher?

13. How often / do you travel / Madrid?

14. How much this video cost?

15. Would you like to / travel / London?

16. Have you / seen / Mary today?

17. Would you like / to drink / tea?

18. This car is your?

19. Tell me what / music do you like?

20. Do you know where / is Peter?

**PRETEST (ESCRITO)**

**G1 (N=16)**

**G1S1PE**

*Prueba 1*

1. Could you tell me where you from?

2. Do you have children?

3. What is your favourite sport?

4. Did you go to Ibiza last summer?

5. Do you have a car?

6. What do you will do next year?

7. Do you know how to swallow things?

8. Do you know what is the meaning of cod?

9. What is your favourite food?

10. What do you think about Diego?

*Prueba 2*

1.  How many cigarettes she smokes a day?

2.  When he's comming?

3.  Did they go to New York?

4.  What do you prefer for breakfast: milk and biscuits or coffee and toast?

5.  How much time have you live in London?

6.  Who has played the piano?

7.  How was the hotel?

8.  What will you do with the car?

9.  Can you swim?

10. Why you going to study english?

11. Did you pass your exam?

12. Are you a teacher?

13. How much times goes he to Madrid?

14. How much is the video?

15. Do you have a car?

16. Have you seen Mary today?

17. There is some tea?

18. You are the owner of this car?

19. Tell me what is the music that you like

20. Do you know where works Peter?

**G1S2PE**

*Prueba 1*

1. Could you tell me how old are you?

2. How many children have you got?

3. What hobbies have you got?

4. What did you do last summer?

5. Have you got a car?

6. Where will you go in 2005 on holidays?

7. What hability you know to do?

8. Do you know when is the exam?

9. What food do you prefer?

10. Do you like watching football?

1. How many cigarettes does she smoke a day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you lived in London?

6. Who played the piano?

7. What was the hotel like?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you teacher?

13. How often does he go to Madrid?

14. How much does the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what kind of music do you like?

20. Do you know where does Peter work?

**G1S3PE**

*Prueba 1*

1. Could you tell me where are you from?

2. Is your family all complete?

3. How do you like to spend your free time?

4. Where did you go last summer?

5. Have you got any children?

6. Will you continue teaching in the future?

7. Can you play any instrument?

8. Do you know why are you teaching?

9. Do you prefer traditional food or modern fast food?

10. What's your opinion about USA's elections?

1. How many cigarettes does she smoke a day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you lived in London?

6. Who played the piano?

7. How was the hotel?

8. Who will give you the car to?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much costs the video?

15. Have you gat a car?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what kind of music do you like?

20. Do you know where Peter works?

**G1S4PE**

*Prueba 1*

1. Could you tell me what is your name?

2. Have you got children?

3. What are your favourite hobbies?

4. Were you the past summer in the beach?

5. Have you got a car?

6. What you think in the future?

7. What your best hability?

8. Do you know what occurred in the SAFA the past Monday?

9. What you better food?

10. Do you like football?

1. How many cigarettes she smoke a day?

2. When he go?

3. Where did you go?

4. What do you prefer for breakfast?

5. How long you are live in London?

6. Who did you play the piano?

7. How did the hotel is?

8. What would Mary give?

9. Can I swim?

10. Why do you go to study English?

11. Did you pass the exam?

12. Is you a teacher?

13. How often did he go to Madrid?

14. How much the video costs?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. There is tea?

18. Who is the car?

19. Tell me what type of music you like?

20. Do you know where do you work?

**G1S5PE**

*Prueba 1*

1. Could you tell me what's your name?

2. Have you got childrens?

3. Do you like play tennis?

4. Where did you go to the holiday?

5. Have you got the book?

6. What you think about his children in the future?

7. Could you speaking in German?

8. Do you know where play Real Madrid the next weekend?

9. What the food like?

10. When do we go to England?

1. How many cigarettes does she smoke a day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you live in London?

6. Who the piano played?

7. What was the hotel?

8. Who will you give the car?

9. Can you swim very well?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much does the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what do you like

20. Do you know where does Peter work?

**G1S6PE**

*Prueba 1*

1. Could you tell me where do you from?

2. How many brothers or sisters are you?

3. What do you like in your free time?

4. What do you do the last summer?

5. Have you got any children?

6. What you would like in a some years?

7. Can you tell me anything that you can do very well?

8. Do you know why we are only three persons in class?

9. What food do you like?

10. What music do you like or do you prefer?

*Prueba 2*

1. How many cigarettes she smokes?

2. When he come?

3. Where did they go?

4. What you prefer for breakfast?

5. How many time are you living in London?

6. Who did play the piano?

7. How was the hotel?

8. Who you will give the car?

9. Can you swim?

10. Why are you studying English?

11. Are you pass your exam?

12. Are you work here?

13. When he go to Madrid?

14. How many money costs the video?

15. Have you got any car?

16. Have you seen Mary?

17. Is there tea?

18. How is the car?

19. Tell me what music do you like

20. Do you know where Peter works?

**G1S7PE**

*Prueba 1*

1. Could you tell me what are your surname?

2. How long is your wife and you married?

3. What would you like to do in your free time?

4. What did you do the last summer?

5. Have you got pets?

6. Do you think that your marriage during much time?

7. What are your habilities?

8. Do you know why the man want to travel around the universe?

9. What food do you like?

10. How old are you?

1. How many cigarettes a day does she smoke?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How many years have you lived in London?

6. Who played the piano?

7. How was the hotel?

8. Who give you the car to?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How many times does he go to Madrid?

14. How much does the video cost?

15. Have you got a car?

16. Have you seen Mary today?

17. Is there any tea?

18. Who is the car to?

19. Tell me what music do you like

20. Do you know where does Peter work?

**G1S8PE**

*Prueba 1*

1. Could you tell me how old are you?

2. Are you married?

3. Have you any hobby?

4. Where did you go the last summer?

5. Have you got any pet?

6. In your future, will you stay at SAFA?

7. Can you play any music instrument?

8. Do you know what you are going to eat today?

9. What kind of meal do you like?

10. Have you got any son or daughter?

1. How many cigarettes does she smoke a day?

2. When is he coming?

3. Where did they went in summer?

4. Would you prefer for breakfast?

5. How long have you lived in London?

6. Who was the piano played?

7. How was the hotel?

8. Who will you give the car?

9. Can you swim very well?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How does the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. How is the car to?

19. Tell me what kind of music do you like

20. Do you know where does Peter work?

**G1S9PE**

*Prueba 1*

1. Could you tell me how old are you?

2. Are you married?

3. What do you do in your free time?

4. Where did you go in the last holiday?

5. Have you got any son?

6. What will you do when you retire?

7. Have you got any skill?

8. Do you know when did your father born?

9. What's your prefer meal?

10. What's the meaning of software?

*Prueba 2*

1. How much cigarettes do you smoke in a day?

2. When will he arrive?

3. When did they go in summer?

4. What do you prefer American or Spanish breakfast?

5. How many time did you live in London?

6. Who did the piano play?

7. What was your room in the hotel?

8. Who have the car?

9. Do you know swim?

10. Why are you matriculate in teacher training of English?

11. Did you pass to other course?

12. Are you teaching English?

13. How much times do you visit Madrid?

14. How many pounds does the video cost?

15. Have you got a car?

16. Have you seen Mary?

17. Is there a bit of tea?

18. Whose is this car?

19. Tell me what is your prefer music?

20. Do you know where is working Peter?

**G1S10PE**

*Prueba 1*

1. Could you tell me where are you from?

2. What's your wife's name?

3. Do you like swimming?

4. Where did you go last summer?

5. Have you got a car?

6. How will you see in ten years?

7. Are you able to fix a car?

8. Do you know who is the king of Spain?

9. What's your favourite food?

10. What do you usually do in your free time?

1. How many cigarettes does she smoke a day?

2. When's he coming here?

3. Where did they go to holiday?

4. What do you prefer for breakfast?

5. How many time has you lived in London?

6. Who did play the piano?

7. How was the hotel?

8. What will you give Mary?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. What's the price of the video?

15. Have you got a car?

16. Have you seen Mary today?

17. Is there any tea?

18. Who's this car?

19. Tell me what sort of music do you like?

20. Do you know where does Peter work?

**G1S11PE**

1. —

2. Have you got brother or sister?

3. Do you like listen to music?

4. What you did past summer?

5. Have you got a car?

6. Is your future be teacher?

7. Do you play tennis?

8. Do you know who is she?

9. Do you like cakes?

10. Where are you from?

1. How old are you?

2. Where do you arrive?

3. Where do you go?

4. What do you go to take?

5. What time do you go to be?

6. Who is he?

7. How are you?

8. What your name?

9. Can you play football?

10. Why you are bored?

11. Did you go to London?

12. Do you like coffee?

13. What time you was?

14. What cost this shoes?

15. Have you got a brother?

16. Is it a car?

17. Do you like cars?

18. —

19. Tell me what you type of music prefer?

20. Do you know where is the supermarket?

**G1S12PE**

*Prueba1*

1. Could you tell me what is your telephone number?

2. How many children have you got?

3. Do you like tennis?

4. Have you ever been in Paris?

5. Have you got any sisters?

6. Would you like going to the pub?

7. Do you like singing?

8. Do you know where is the cinema?

9. Do you eat meat?

10. Do you like listening music?

*Prueba 2*

1.  How many cigarettes does she smoke?

2.  When is Peter coming at home?

3.  Where did they go?

4.  What do you prefer for breakfast?

5.  How many years have you lived in London?

6.  How did play the piano?

7.  How was the hotel?

8.  Who will you give the car?

9.  Can you swim well?

10. Why are you studying English?

11. Did you pass the exam?

12. Are you a teacher?

13. How many times does he go to Madrid?

14. How cost this?

15. Have you got any car?

16. Have you seen Mary?

17. Is there any tea?

18. Who is this car?

19. Tell me what sort of music do you like?

20. Do you know where does Peter work?

**G1S13PE**

*Prueba 1*

1.  Could you tell me how old are you?

2.  How many brothers and sisters do you have?

3.  What do you like to do in your free time?

4.  What did you do last summer?

5.  Have you got a cigarette?

6.  Will you go on teaching in this school?

7.  Which is the thing you do better?

8.  Do you know where I live?

9.  Do you like cooking?

10. Are you happy in your day life?

1. How many cigarettes does she smoke a day?

2. When does he come?

3. Where did they go?

4. What do you prefer for breakfast?

5. How many years have you lived in London?

6. Who did play the piano?

7. How was the hotel?

8. Who will you give the car?

9. Can you swimming?

10. Why are you going to study English?

11. Did you pass your exam?

12. Do you work in a school?

13. How many times he go to Madrid?

14. How much is the video?

15. Do you have car?

16. Have do you seen Mary today?

17. Is there any tea?

18. Who is the owner's car?

19. Tell me what kind of music do you like?

20. Do you know where Peter work?

**G1S14PE**

*Prueba 1*

1. Could you tell me where do you from?

2. How many children have you got?

3. Do you like football?

4. Where did you go the last summer?

5. Do you have a bingo in your house?

6. What do you do the next weekend?

7. Are you a good basketball player?

8. Do you know what happen the last wednesday in SAFA?

9. What do you eat at breakfast?

10. Where is the city of your dream?

*Prueba 2*

1. How many cigarettes does she smoke of a day?

2. When is he come?

3. Where did they go?

4. What do you eat for breakfast?

5. How many times did you live in London?

6. Who played the piano?

7. How was the hotel?

8. Who gives the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How many times does he go to Madrid?

14. How many pounds does the video cost?

15. Have you got a Ferrari?

16. Do you see Mary today?

17. Is there any tea?

18. Who is the car?

19. Tell me what type of music do you like?

20. Do you know where is the Peter's work?

**G1S15PE**

*Prueba 1*

1. Could you tell me what is your name?

2. Where do you live your family?

3. What is your hobby favourit?

4. Where did you go the last summer of holidays?

5. Have you got any idea about other idiom?

6. Which are your expectatives professionals for the next the future?

7. What is the better ability that you know to do?

8. Do you know what are the costumbers more typicals of the English?

9. What is your food favourite?

10. Have you visited any time England?

1. How often smokes she cigarettes?

2. When do you go to come he of holiday?

3. Where did they go of travel?

4. What is your breakfast favourit?

5. How long have you been in London?

6. What was to play your father?

7. How was the hotel?

8. What have you give to her?

9. Can you swimming with facility?

10. Why have you chosen to study English?

11. Did you pass your exam with facility?

12. Are you a teacher qualificied?

13. How often goes he to Madrid?

14. How much did cost the video?

15. Is this the car that you bought?

16. Have you seen Mary today?

17. Is there any tea in the kitchen?

18. Who is this car that is in this street?

19. Tell me what is your group favourite of music?

20. Do you know where is Peter working?

**G1S16PE**

*Prueba 1*

1. Could you tell me what's your name?

2. Is you married?

3. Do you like to play basket?

4. What did you do the weekend?

5. Have you cat?

6. What are you going finish of be a teacher?

7. You know to cook?

8. Do you know what is meteorito?

9. What is your meat that hate?

10. What do the book like you?

1. What do she do?

2. When is he coming?

3. Where do you went?

4. What do you prefer for breakfast?

5. How much did you live in London?

6.  Which do you played the piano?

7. How was the hotel?

8. Who will you give the car?

9. Can you swimming?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How much do he goes to Madrid?

14. How much cost the video?

15. Have you a car?

16. Have you see to Mary today?

17. Is there tea?

18. Which is the car?

19. Tell me what is you like music?

20. Do you know where do you do?

**G2 (N=20)**

**G2S1PE**

*Prueba 1*

1. Could you tell me how old are you?

2. How many sisters do you have?

3. What is your favority hobby?

4. What did you do the last weekend?

5. Do you have a black car?

6. Will you buy a house in Madrid?

7. Do you know play the piano?

8. Do you know who is the president of USA?

9. What are your favourite food?

10. Do you like your job?

1. How many cigarettes does she smoke a day?

2. When will does he come?

3. Where did they go?

4. What do you prefer for breakfast?

5. How many time have you lived in London?

6. What do your father do?

7. How was the hotel?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How many time does he go to Madrid?

14. How many cost the video?

15. You have got a car?

16. Have you seen Mary today?

17. Is there any tea?

18. Who is the car?

19. Tell me what are your favourite music?

20. Do you know where does Peter work?

**G2S2PE**

*Prueba 1*

1. Could you tell me what's your name?

2. Do you know telling me anything about your family?

3. What about your hobbies?

4. Can you tell me anything about your past, for example about your last summer?

5. Have you got any impossible dream in mind?

6. —

7. Have you got any special hability?

8. Do you know where I was the last summer?

9. What is your favourite food?

10. Are you happy and satisfied with our class?

1. How many cigarettes does she smoke a day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you lived in London?

6. Who played the piano?

7. What was the hotel like?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much does the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what kind of music you prefer?

20. Do you know where Peter works?

**G2S3PE**

*Prueba 1*

1. Could you tell me where are you from?

2. Have you brothers?

3. Do you like go to the cinema?

4. Did you go to Madrid last week?

5. Have you any money?

6. Will you go to London next year?

7. Can you play the guitar?

8. Do you know what is my name?

9. Do you like coffe?

10. How are you?

*Prueba 2*

1. How many cigarettes does she smoke a day?

2. When is he coming? Where did they go?

3. What do you prefer for breakfast?

4. How much time have you lived in London?

5. Who played the piano?

6. What is the hotel like?

7. Whom will you give the car?

8. Can you swim?

9. Why are you going to study English?

10. Did you pass your exam?

11. Are you a teacher?

12. How often does he go to Madrid?

13. How much is it?

14. Have you got a Ferrari?

15. Have you seen Mary today?

16. Is there any tea?

17. Whose is it?

18. Tell me what about your prefer music?

19. Do you know where is Peter working?

**G2S4PE**

*Prueba 1*

1. Could you tell me where are you from?

2. Have you got any brother or sister?

3. Do you like antiquities?

4. What were you doing yesterday afternoon?

5. Have you got any pets?

6. What are you going to go next summer?

7. Can you play the piano?

8. Do you know what is your great-grandmother's name?

9. What is your favourite meal?

10. Do you like living in a big city?

1. How many cigarettes does she smoke a day?

2. When is he coming here?

3. Where did they go last Xmas?

4. Do you like orange juice for breakfast?

5. How many years have you lived in London?

6. Which person played the piano?

7. What about the hotel?

8. What are you going to do with your car?

9. Can you swim?

10. Why are you going to study English?

11. Did you do your exam?

12. Do you work?

13. How often does he go to Madrid?

14. How much the video cost?

15. Have you got any car?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose this car?

19. Tell me what is your favourite kind of music?

20. Do you know where does Peter work?

**G2S5PE**

*Prueba 1*

1. Could you tell me what is your age?

2. Have you got children?

3. What is your hobbies?

4. Where did you go the last holiday?

5. Have you got a pet?

6. What is your objectives for the future?

7. —

8. Do you know where is the Quesada street?

9. What is your favourite food?

10. Do you like travel?

*Prueba 2*

1. How many cigarettes a day do you smoke?

2. When does he come?

3. Where did they go?

4. What do you have for breakfast?

5. How many time had you live in London?

6. Who did play the piano?

7. How was the hotel?

8. Who's you will the car?

9. Can you swim?

10. Why do you going to study English?

11. Did you pass the exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How many costs the video?

15. Have you got a car?

16. Have you seen Mary today?

17. Is there any tea?

18. Who is the car?

19. Tell me what type of music do you like

20. Do you know where does Peter work?

**G2S6PE**

*Prueba 1*

1.  —

2.  Do you like to stand with your family?

3.  Which hobbies do you like?

4.  Did you go out last weekend?

5.  Have you got a girlfriend?

6.  Are you going to study next years?

7.  Do you know play the guitar?

8.  Do you know why are you famous?

9.  Which kind of food do you prefer?

10. Have you enjoyed with my interview?

1. How many cigarettes does she smoke for a day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How much time have you live in London?

6. Who did play the piano?

7. What was the hotel like?

8. Will I give the car to Mary?

9. Can you swim?

10. Why will you study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much the video costs?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Who is the car?

19. Tell me what kind of music do you like

20. Do you know where Peter works?

**G2S7PE**

*Prueba 1*

1. Could you tell me what your name is?

2. How many brothers and sisters have you got?

3. What about your hobbies?

4. Where were you last weekend?

5. Have you got any daughter or son?

6. Would you like go to USA next year?

7. Can you speak Spanish?

8. Do you know where Madrid is?

9. Do you like Italian food?

10. Where are you from?

1.  How many cigarettes does she smoke in a day?

2.  When is he coming?

3.  Where did they go last week?

4.  What do you prefer for breakfast?

5.  How long have you lived in London?

6.  Who played the piano?

7.  How was the hotel?

8.  Who will you give the car?

9.  Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much does the video cost?

15. Have you got a car?

16. Have you seen Mary today?

17. Is there any tea?

18. Who is the car?

19. Tell me what kind of music you like?

20. Do you know where Peter works?

**G2S8PE**

*Prueba 1*

1. Could you tell me how are you?

2. Have you got any children?

3. Do you like painting?

4. What did you do last Saturday?

5. Have you got a car?

6. Will you study English in the future?

7. Can you speak French?

8. Do you know what is Espina Bífida?

9. What is your favourite food?

10. Do you know what is Bases Psicopedagógicas?

1. How many cigarettes does she smoke a day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How many years have you lived in London?

6. What did your father play?

7. How was the hotel?

8. Whose will give Mary the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass the exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much the video cost?

15. Do you have a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Who is the car?

19. Tell me what your favourite music

20. Do you know where does Peter work?

**G2S9PE**

*Prueba 1*

1. Could you tell me what is your name?

2. Have you got any children?

3. What are you doing on your free time?

4. What did you do last weekend?

5. Have you got a car?

6. What would you like to become?

7. Can you sing?

8. Do you know what is the capital city of Spain?

9. What kind of food do you like?

10. What would you do in a date?

*Prueba 2*

1. How many cigarettes does she smoke per day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you lived in London?

6. Who played the piano?

7. What was the hotel like?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much is the video?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what kind of music do you like?

20. Do you know where Peter works?

**G2S10PE**

*Prueba 1*

1. Could you tell me what about your life?

2. Have you got a son?

3. Do you like sport?

4. What did you do in the last summer?

5. Have you got a car?

6. Would you like study in the futuro?

7. What you know do?

8. Do you know where are the books?

9. Do you like spaghetti?

10. What's the time is it?

1. How many cigarette she smoke?

2. When he arrives here?

3. Where they went?

4. Do you prefer coffee or toasts?

5. Where you have live?

6. Who played the piano?

7. How are the hotel?

8. Will you give the car to Mary?

9. Can you swim?

10. —

11. Did you the exam?

12. Are you a teacher?

13. What time he goes to Madrid?

14. How many cost the video?

15. Have you got a car?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is this car?

19. Tell me what do you like

20. Do you know where Peter works?

**G2S11PE**

*Prueba 1*

1. Could you tell me what's your name?

2. What are your parent's name?

3. Do you like play football?

4. What did you do last summer?

5. Have you got any children?

6. Will you stay in SAFA next year?

7. Can you play the piano?

8. Do you know who is my sister?

9. Do you know what kind of food do Americans eat?

10. Do you like your job?

*Prueba 2*

1. How many cigarettes does she smoke?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you live in London?

6. Who played the piano?

7. How was the hotel?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How does the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what kind of music do you like?

20. Do you know where does Peter work?

**G2S12PE**

*Prueba 1*

1. Could you tell me where are you from?

2. How many brothers and sisters do you have?

3. Do you like play tennis or football?

4. Where did you go last summer?

5. Have you got a dog?

6. Will you go to Mars?

7. Can you play the piano?

8. Do you know where is Acapulco?

9. Do you prefer meat or fish?

10. Where do you live?

*Prueba 2*

1. How many cigarettes does she smoke?

2. When will he come?

3. Where did they go?

4. Do you prefer cereals or coffee and toast for breakfast?

5. How time have you lived in London?

6. Who played the piano?

7. What is the hotel like?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass the exam?

12. Are you a teacher?

13. How many times does he go to Madrid?

14. How much the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Who is the car?

19. Tell me what do you think about rock and heavy metal?

20. Do you know where does Peter work?

**G2S13PE**

*Prueba 1*

1. Could you tell me what is your name?

2. How many brothers and sisters have you got?

3. What is your favourite hobby?

4. Where did you go the last summer?

5. Have you got a car?

6. When are you going to go the next weekend?

7. Have you got an special ability?

8. Do you know what is the new president of USA?

9. What is your favourite food?

10. Do you like to go to Linares?

1. How many cigarettes does she smoke?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you lived in London?

6. Who play the piano?

7. How was the hotel?

8. Who will you give the car?

9. Can you swim?

10. Why are you studying English?

11. Did you pass your exam?

12. Are you working?

13. How many times does he go to Madrid?

14. How much the video is?

15. Have you a car?

16. Have you seen Mary?

17. Is there any tea?

18. Who is the car?

19. Tell me what is your favourite kind of music

20. Do you know where are Peter working?

**G2S14PE**

*Prueba 1*

1. Could you tell me what's your name?

2. Have you got brothers or sister?

3. What's your favourite hobby?

4. Have you be in London the past week?

5. Have you got a dog?

6. Will you go to the city the next week?

7. Do you know dance the rock and roll?

8. Do you know who play in the Betis team?

9. Do you like pizza?

10. Do you like play the guitar?

*Prueba 2*

1. How many cigarettes she smokes?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you lived in London?

6. Who did you play the piano?

7. How was the hotel?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you teacher?

13. How long do he go to Madrid?

14. How many cost it?

15. Have you got a Ferrari?

16. Have you see Mary today?

17. Is there any tea?

18. Is the car your?

19. Tell me what do you like?

20. Do you know where does Peter work?

**G2S15PE**

*Prueba 1*

1. Could you tell me where do you live?

2. What's your family?

3. What's your favourite hobbies?

4. Where did you go on your last holidays?

5. Do you have a car?

6. What're you going to do this weekend?

7. Can you tell me about something that you know to do well?

8. Do you know where I live?

9. What's your favourite food?

10. Can you tell me about your favourite film?

*Prueba 2*

1. How many cigarettes do you smoke usually?

2. When does he come?

3. Where did he go?

4. What do you prefer for breakfast?

5. What time have you lived in London?

6. Who play the piano?

7. How was the hotel?

8. What will you give Mary?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass the exam?

12. Are you a teacher?

13. How many times does he go to Madrid?

14. How many cost the video?

15. You have got a Ferrari?

16. You have seen Mary?

17. Is there any tea?

18. Who is this car?

19. Tell me what music do you like

20. Do you know where does Peter work?

**G2S16PE**

*Prueba 1*

1. Could you tell me how old are you?

2. Have you got any children?

3. You like to play piano?

4. Did you go to country last summer?

5. Have you got a dog?

6. Will you buy a new car?

7. Can you ride in horse?

8. Do you know what time is it?

9. Do you like tea?

10. Could you tell me something about your life?

1. How many cigarettes does she smoke a day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How time have you lived in London?

6. Who played the piano?

7. How was the hotel?

8. Whom will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you teacher?

13. How time a month does he go to Madrid?

14. How much money does the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whom is the car?

19. Tell me what music do you like?

20. Do you know where does Peter work?

**G2S17PE**

*Prueba 1*

1.  Could you tell me where are you from?

2.  How many members are there in your family?

3.  Can you tell me something about your hobbies?

4.  What did you do last summer?

5.  Have you got any pet?

6.  What will you do when you have 50 years old?

7.  Can you cook a cake?

8.  Do you know why is so difficult this life?

9.  Do you like to eat in a luxurious restaurant?

10. What would you do if you have a lot of money?

*Prueba 2*

1. How many cigarettes does she smoke a day?

2. When are he coming?

3. Where did they go?

4. What would you prefer for breakfast?

5. How many time have you lived in London?

6. Who did play the piano?

7. How was the hotel?

8. Who will you give the car?

9. Can you swim very well?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. Howe many times does he go to Madrid?

14. How much cost the video?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what kind the music do you like?

20. Do you know where does Peter work?

**G2S18PE**

*Prueba 1*

1. Could you tell me where are you from?

2. Have you got any brother or sister?

3. What are your hobbies?

4. What did you do the last weekend?

5. Have you got a car?

6. What will you do the next summer?

7. Can you play the piano?

8. Do you know what is my name?

9. What is your favourite food?

10. What is your dream?

*Prueba 2*

1. How many cigarettes does she smoke during a day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How time have you lived in London?

6. Did it played by who?

7. How like was the hotel?

8. What will you give to Mary?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How time does he go to Madrid?

14. How does it cost?

15. Have you got a Ferrari?

16. Have you seen to Mary today?

17. Is there any tea?

18. Who the car belong to?

19. Tell me what music do you like?

20. Do you know where does Peter work?

**G2S19PE**

*Prueba 1*

1. Could you tell me where do you live?

2. How many brothers have you got?

3. What are your hobbies?

4. Where have you been the last summer?

5. Have you got a car?

6. What are you going to do the next year?

7. Do you play the guitar?

8. Do you know where is the hospital?

9. Do you like Italian Food?

10. How old are you?

*Prueba 2*

1.  How many cigarettes does she smoke?

2.  When is he going to coming?

3.  Where did they go?

4.  What do you prefer to have breakfast?

5.  How long have you lived in London?

6.  Who did played the piano?

7.  What about the hotel?

8.  Who will you give the car?

9.  Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How frequency do you go to Madrid?

14. How much cost the video?

15. Have you got a Ferrari?

16. Have you seen Mary?

17. Is there any tea?

18. Whose is this car?

19. Tell me what do you like classic music or pop?

20. Do you know where is the supermarket?

**G2S20PE**

*Prueba 1*

1. Could you tell me what is your name?

2. Could you tell me what is the favourite person in your family?

3. What is your favourite hobby or ability?

4. Where were you the past summer?

5. Have you dogs?

6. Where will you be tomorrow?

7. What is your favourite ability?

8. Do you know what is my favourite animal?

9. What is your favourite food?

10. What is your favourite beach?

*Prueba 2*

1. Why do she smoke?

2. When is he coming?

3. Where did they go?

4. Do you prefer coffee and toast or another breakfast?

5. How long have I lived in London?

6. Who did play the piano?

7. What was the hotel?

8. Who will give the car Mary?

9. Can you swim?

10. Why do you study English?

11. Did you pass your exam?

12. Are you teacher?

13. How often does he go to Madrid?

14. How much this video?

15. Have you a Ferrari?

16. Have you seen Mary today?

17. Is there some tea?

18. Is this your car?

19. Tell me what is your favourite music?

20. Do you know where Peter work?

**G1 (N=16)**

**G1S1P1O**

*Prueba 1*

1. Could you tell me / where you come?

2. Where is the ... What is your wife's name?

3. What do you do in your spare time?

4. Did you go to the beach / last summer?

5. Have you a dog?

6. What will you do / next summer?

7. Can you swallow things?

8. Do you know who is "Eladio"?

9. What kind  of / what kind of food do you like?

10. What is your house like?

*Prueba 3*

1. Is the object in the class?

2. Did the object / appear in the / twenty questions game?

3. Could you tell me / what is / the / object's colour?

4. If you want / you can write in the object?

5. Is the object a blackboard?

*Prueba 2*

1. Whose / is the book?

2. Do you smoke?

3. Have you / eaten something?

4. How many hotels / there are in the town?

5. When / is he going to the doctor?

6. Where she was last week?

7. Is Peter going to buy a new house?

8. How long ... did he / live in India?

9. Who / did write Hamlet?

10. What is your house like?

11. What is / Tom going to write?

12. Would you / marry her?

13. Why will you go to London?

14. Did he / pass his driving test?

15. Is she your girlfriend?

16. What ... How often do you  go to the doctor?

17. How much money / did / he / pay / for the dinner?

18. Has he got a job?

19. Could you tell me when you are coming?

20. Do you know how long he have lived in London?

**G1S2P1O**

*Prueba 1*

1. Could you tell me / tell me / where you are from?

2. How many children / have you got?

3. Do you like … reading books?

4. Where … where … What / did you do … next week … last weekend?

5. Have you got a car?

6. Will you / will you have more / more children?

7. Can you / can you swim?

8. Do you know who … do you know what … what you buy … to a wife for … "día de los enamorados?

9. What food do you like?

10. Have you ever been to England?

*Prueba 3*

1. Is it in the school?

2. Are round?

3. What colour is it?

4. Are they / in the class?

5. Do you use / for paint / for write?

1. Whose is the book?

2. Do you smoke a lot?

3. Have you eaten anything?

4. How many hotels / are there in the town?

5. When is he going to the doctor?

6. When / when was she … she … last week?

7. What is Peter going to buy?

8. How long / did / he live in India?

9. Who wrote Hamlet?

10. What / what is / your house / like?

11. Who is Tom going to write a letter?

12. Would you like / get married?

13. When will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often … do you go to the doctor?

17. How much money … did he pay for the dinner?

18. Has he / has he got any job?

19. Could you tell me when / when you are coming?

20. Do you know how long / Peter lived in London?

**G1S3P1O**

*Prueba 1*

1. Could you tell me where are you from?

2. Is your family from here?

3. What's your favourite activity during your free time?

4. Do you remember any exciting activity during your last holidays?

5. Have you got any children?

6. Will you / go on holidays next summer?

7. Can you / cook very well?

8. Do you know / what's the best band in the rock history?

9. Do you like seafood?

10. What's your opinion about the situation in / in Ulster?

*Prueba 3*

1. How is the external aspect of the object?

2. What is the use of this object?

3. Is very usually / to see in places like this?

4. What's the colour of the object?

5. How many of them are there / here?

*Prueba 2*

1.  Whose / is the book?

2.  Do you smoke very much?

3.  Have you / eaten anything?

4.  How many hotels are there in the town?

5.  When is he going to the doctor?

6.  Where she were last week?

7.  What is going Peter … what is Peter going to buy?

8.  How long / did he live in India?

9.  Who wrote Hamlet?

10. How is your house?

11. Who is going to write / Tom to?

12. Would you marry her?

13. Why / will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often / do you go to the doctor?

17. How much / did he pay for / the dinner?

18. Has he / got any job?

19. Could you tell me / when are you coming?

20. Do you know how long … Peter lived in London?

**G1S4P1O**

*Prueba 1*

1.  Could you tell me what is the name?

2.  How many … children are you?

3.  What / are / the favourite / hobbies?

4.  What / did you / go in the past summer?

5.  Have you got / a car?

6.  What / will / you do in the future?

7.  What / is / your best ability?

8.  Do you know what … do you know what the weather is?

9.  What is the favourite eat / the favourite food?

10. What do you think / about / my pronunciation?

*Prueba 3*

1.  Where is it?

2.  What / colour is it?

3.  What shape is it?

4.  What does utility it?

5.  Do you "utilis" everyday?

1. Who is the book?

2. Are you smoke?

3. Have you / have you / eaten / anything?

4. How many / are / hotels in the town?

5. When … are / he going / to the doctor?

6. Where is … she last week?

7. What … are Peter going to buy?

8. How long did he live / in India?

9. Who did / write Hamlet?

10. How is / how is the house?

11. What / are Tom … going to write a letter?

12. Would you marry her?

13. Will you / go to London?

14. Did he / pass his driving test?

15. Is she / your girlfriend?

16. How often … you go to the doctor?

17. How much / did pay for the dinner?

18. Has he / any / job?

19. Could you tell me when / you come?

20. Do you know / how long / did / Peter live?

**G1S5P1O**

*Prueba 1*

1. Could you tell me / what is your name / what / is your name?

2. Have you got any family?

3. What / what do you like?

4. Where did you go the last summer?

5. Have you got a car?

6. Will / will you go / the last summer … the next summer… Where / where will you go?

7. Do you make … a chair / a chair?

8. Do you know / what … (no) who / who is the … who is the / new teacher of "didáctica general"?

9. Do you like … "paella"?

10. Do you like … to go / go to buy?

*Prueba 3*

1. Is the object in the class?

2. What colour / is the object?

3. Where / do … we put the object?

4. Is the object big?

5. Could we … walk with / with it?

*Prueba 2*

1.  Whose / is the book?

2.  Do you smoke a lot?

3.  Have you / have you / eaten anything?

4.  How many hotels .. are there in the town?

5.  When / is / he going to the doctor?

6.  Where / where was / she last week?

7.  What / is Peter going to buy?

8.  How / how long … did he / does he live / in India?

9.  Who … who did … who did / wrote Shakespeare / Hamlet?

10. What is / your house?

11. Who / is Tom going to write a letter?

12. Would you like / would you / marry her?

13. What will you go to London?

14. Did he pass his driving test?

15. Is she / your girlfriend?

16. How often / do you go to the doctor?

17. How many … pounds / did he / pay for the dinner?

18. Has he got any job?

19. Could you tell me / when … I coming?

20. Do you know / how long / Peter live / in London?

**G1S6P1O**

1. Could you tell me … where do you come from?

2. How many brothers / are you?

3. What are your hobbies?

4. The last / summer … what … what did you do?

5. Have you got / any pets?

6. What … you will do … in some years?

7. Can you drive / a car?

8. Do you know / when finish the (no) the class finish?

9. What food do you like?

10. How old are you?

*Prueba 3*

1. Can you tell me … what is his use?

2. This object …  What colour is it?

3. Is it / small or big?

4. You can put / this / object / in the corridor?

5. What material is it?

*Prueba 2*

1. Whose / whose is the book?

2. Do you smoke?

3. Have you ate ... anything?

4. How many hotels / are there in the town?

5. When is he going / to the doctor?

6. When did you / you are ... Where did she is ... she is ... where did she is the last week?

7. What ... is Peter going to buy?

8. How long ... he / lived in India?

9. Who wrote Hamlet?

10. How is your house?

11. Who ... is Tom going to write / a letter?

12. Would you ... marry her?

13. Why ... why you will go to London?

14. Did he pass ... his driving test?

15. Is she / your girlfriend?

16. How often / do you go to the doctor?

17. How many money ... how much money ... he ... paid ... how much money he paid for the dinner?

18. Has he got any job?

19. Do you know how long ... Peter lived in London?

20. Could you tell me ... where are you coming?

**G1S7P1O**

*Prueba 1*

1. Could you tell me / how … how long you teach?

2. Have you got … children?

3. What are your hobbies?

4. What did you do / last / Christmas?

5. Have you got pets?

6. What do you expect … What will you do the next summer?

7. What … what do you like doing?

8. Do you know … what … who discovered America?

9. What kind of food do you like?

10. What are your sons' names?

*Prueba 3*

1. Where is it?

2. What / kind / of material / is it?

3. Is / is it very big?

4. What is … Is it used / for put anything?

5. Would it be / a shelf?

1. Whose is this book?

2. Do you smoke?

3. Have you eaten anything?

4. How many hotels are there in the town?

5. When / is he going to the doctor?

6. Where was / she … last week?

7. What is Peter going to buy?

8. How long … how long … did he live in India?

9. Who wrote Hamlet?

10. What is your house / like

11. Who … who is / Tom going to write / a letter?

12. Would you … would you marry her?

13. Why / will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often / do you / go to the doctor?

17. How much does / the dinner cost?

18. Has he got any job?

19. Could you tell me when / you / you are coming?

20. Do you know how long / how long Peter … lived in London?

**G1S8P1O**

*Prueba 1*

1. Could you tell me what your name is?

2. Have you got / any / children?

3. What kind of hobbies do you like?

4. Could you tell me / what you did / last summer?

5. Have you got any pets?

6. What / you will do in your future?

7. Can you play any sport?

8. Do you know what you eat today?

9. What kind of food do you like?

10. How old are you?

*Prueba 3*

1. Is an object?

2. Where is … where is / it?

3. What shape is it?

4. Is clothes?

5. What do you use / it?

*Prueba 2*

1. Whose is the book?

2. Do you smoke?

3. Have you eaten anything?

4. How many hotels … there are in the town?

5. When is he going to the doctor?

6. Where was she last week?

7. What is Peter going to buy?

8. How long did he live in India?

9. Who wrote Hamlet?

10. What's your house is?

11. Who / is / Tom going to write a letter?

12. Would you marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much money / did he pay for the diner?

18. Has he got any job?

19. Could you tell me / when … when he's coming?

20. Do you know how long Peter lived in London?

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**G1S9P1O**

*Prueba 1*

1. Could you tell me how often … eat food?

2. How many sons have you got?

3. What is your "prefer" hobbies?

4. When you are young … how many girlfriends have you got?

5. Have you got a car?

6. Are you going to do / any different this / the next weekend?

7. Can you cook a good "paella"?

8. Do you know when / the penicillin discovered?

9. What is your "prefer" food?

10. What is your wife's name?

*Prueba 3*

1. Where is / this object?

2. Can you play with it?

3. What is it like?

4. Can you paint with it?

5. What kind of play … can you do with it?

420

*Prueba 2*

1. Whose / is the book?

2. Do you smoke?

3. Have you / have / you eat anything?

4. How many hotels are in the town?

5. When is he going to the doctor?

6. How often … When … when did she go to Manchester?

7. What is Peter going to buy?

8. How long did he / live in India?

9. Who wrote Hamlet?

10. What is your house like?

11. Who is Tom going to write a letter?

12. Would you marry with her?

13. What will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often are you going to the doctor?

17. How many money … did he pay / for the dinner?

18. Has he got any job?

19. Could you tell me when are he coming?

20. Do you know / how long … has Peter lived in London?

**G1S10P1O**

*Prueba 1*

1. Could you tell me how many children have you got?

2. Are you married?

3. Are you interested in pop music?

4. Where did you go last summer?

5. Have you got a car?

6. When are you / are you going to retire?

7. Are you capable of giving up smoking?

8. Do you know what my name is?

9. What kind of / of food do you like?

10. Have you / have you ever been in / in Edinburgh?

*Prueba 3*

1. What do you use for?

2. What kind of material is it?

3. How / how tall is it?

4. What is it like?

5. Is it a blackboard?

1. Whose is the book?

2. Do you smoke a lot?

3. Have you eaten something?

4. How many hotels are / are there in the town?

5. When is he going to / to the doctor?

6. When she was in Manchester?

7. What's Peter going to buy?

8. How many time … have he lived in India?

9. Who wrote Hamlet?

10. What's your house / like?

11. Who's Tom going to write?

12. Would you like to marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much money / did / did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when … I coming?

20. Do you know how / how long / Peter lives in London?

**G1S11P1O**

*Prueba 1*

1. Could you tell me what your name?

2. Have you got any children?

3. What are your hobbies?

4. Where ... where do you go ... the past summer?

5. Have you got a car?

6. What is the future?

7. What are your abilities?

8. Do you know / who is / Ronald Reagan?

9. Do you like potatoes?

10. Where do you live?

*Prueba 3*

1. Is the object in the class?

2. What the material the / object?

3. What's the colour?

4. Is the ... is use for the children?

5. Is the ... is the object in the house?

1. Who is the book?

2. Are you smoke?

3. Have you got anything?

4. How much / hotels / in the town?

5. Where does he go tomorrow?

6. Where does she go last week?

7. Who is Peter / buying?

8. Where did he live?

9. Who wrote Hamlet?

10. How is your house?

11. Who is Tom ... having ... at the moment?

12. Would you like / marry her?

13. Where does she go ... the next summer?

14. Does he pass the test?

15. Do you know her?

16. How often / does he go / doctor?

17. How much the dinner?

18. Have you got any job?

19. Could you tell me when ... does she / arrive?

20. Do you know how long Peter lived in London?

**G1S12P1O**

*Prueba 1*

1. Could you tell me ... could you tell me what age are you?

2. Have you got any sister?

3. What are your hobbies?

4. What did you do / the last / weekend?

5. Have you got a car?

6. Will you go ... the next summer / to London?

7. Do you know / cooking?

8. Do you know where the library is?

9. Could you tell me what / what / what kind of food you like?

10. How many children have you got?

*Prueba 3*

1. Is it an object?

2. Is it near us?

3. What do you use it?

4. What / shape?

5. What ...what colour is it?

1.  Who is the book?

2.  Do you smoke / a lot?

3.  Have you eaten anything?

4.  How many hotels / are there in the town?

5.  When is he going tomorrow?

6.  Where was / where was / she ... she?

7.  What is Peter / going to buy?

8.  How long / how long / does he live in India?

9.  What / what novel / does Shakespeare write / did Shakespeare write?

10. What / what is your house like?

11. What / what is / Tom going / to write?

12. Would you / would you marry her?

13. Will you go ... Why / will you go to London?

14. Did he pass / his driving test?

15. Who is she?

16. How often .. do you go to the doctor?

17. How much ... did / he pay / for the dinner?

18. Has he got / any job?

19. Could you tell me when ... you are coming?

20. Do you know how long / Peter lived in London?

**G1S13P1O**

*Prueba 1*

1. Could you tell me how old are you?

2. Have you got / any brother and sister?

3. What do you like in you spare time?

4. Where did you go last summer?

5. Have you got  a car?

6. Where / will you go the last summer?

7. Do you know / swimming?

8. Do you know what time is it?

9. What is your favourite food?

10. Do you like your job?

*Prueba 3*

1. Can I see it?

2. Is there a lot here?

3. Is it an object / or a person?

4. Is it big or small?

5. It is ... on your table?

1. Whose is the book?

2. Do you / do you smoke?

3. Have you eaten / anything?

4. How many hotels / there are in the town?

5. When ... when is he going to the doctor?

6. Where / did she go last week?

7. What … What is Peter going to buy?

8. How long ... did he live / in India?

9. Who / who did write / hamlet (no) ... Who wrote Hamlet?

10. What is your house / like?

11. Who is Tom going to write a letter?

12. Would you marry / marry her?

13. What will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How many pounds / did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when / I coming?

20. Do you know how long / did Peter live in London?

**G1S14P1O**

*Prueba 1*

1. Could you tell me how many children ... you have?

2. What is the name of your wife?

3. What do you like ... what do you like to do / in the weekends?

4. Where did you go / the / last summer?

5. Have you got ... two cars?

6. Where are you going / the next summer?

7. Do you like sports?

8. Do you know ... who ... my father is?

9. What type / what type of / of food do you like?

10. How many years ... do you stay in SAFA?

*Prueba 3*

1. Is the object in / in the SAFA?

2. Is there anything in this class?

3. What is the colour of the object?

4. What is the use of this object?

5. Is the object big or small?

*Prueba 2*

1.  Whose is the book?

2.  Do you smoke?

3.  Have you eaten anything?

4.  How many hotels / are there / in this town?

5.  When are you going to the doctor?

6.  Where ... Where did you go / the last / week?

7.  What is Peter going to buy?

8.  How long ... did he live in India?

9.  Who ... who did ... who wrote Hamlet?

10. How is your house?

11. Who / is Tom going / going to write a letter?

12. Would you marry her or with her?

13. Why ... why will you go to London?

14. Did he / pass / his driving test?

15. Is she my girlfriend?

16. How often ... do you go to the doctor?

17. How many pounds ... did he pay for the dinner?

18. Has he got / any job?

19. Could you tell me when ... when you are coming?

20. Do you know how long ... Peter lived in London?

**G1S15P1O**

*Prueba 1*

1. Could you tell me / how old are you?

2. Where are you from?

3. Which is your favourite / hobby?

4. Where did you go … the last / holidays?

5. Have you got / any brother?

6. Are you going … to "excursion" the / the next summer?

7. Which is your better ability?

8. Do you know which is / the / better / actor of London?

9. Which is / your favourite / food?

10. Which is / your sport favourite?

*Prueba 3*

1. Is it / something for / for writing?

2. What colour / it is / is it?

3. It is big or small?

4. It is in the class?

5. It is / a pencil?

*Prueba 2*

1. Whose / is / the book?

2. Do you / smoke?

3. Have you got … anything / today?

4. How many … hotels / are there in the town?

5. Where … where was / he going / to go / tomorrow?

6. Where was she … the last week?

7. What is going to buy Peter?

8. How long … has / he lived / in India?

9. Who … who did write / Shakespeare?

10. What is your house like?

11. What / are / Tom going /now?

12. Would you marry / with her?

13. Where will you go / tomorrow?

14. Did / pass / he / his driving test?

15. Is she / your girlfriend?

16. Where do you go … every month?

17. How much … how much did pay / for the dinner?

18. Has he / any job?

19. Could you tell me … when / you are coming?

20. Do you know / how long … Peter / lived in London?

**G1S16P1O**

*Prueba 1*

1.  Could you tell me / what … you … what you are name?

2.  Have you brothers?

3.  What is the / "prefer" sport?

4.  What / did you go / at next summer / last summer?

5.  Are you a car?

6.  What are you going to … have / of the future?

7.  What do you know … about "informatic"?

8.  Do you know when … you go to cinema?

9.  Do you like potatoes?

10. Would you like … go / a moon?

*Prueba 3*

1.  Is it … a object?

2.  Can I … see?

3.  Is it / in / on the table?

4.  Is it big?

5.  What colour is it?

*Prueba 2*

1. Who is the book?

2. Are you smoke?

3. Have you / got eaten?

4. How many … are they / in the hotels / in the town?

5. When / is he going to the doctor?

6. Where … was she / last / last week?

7. What / is Peter going to buy?

8. How long … did he live in India?

9. Who wrote Hamlet?

10. What / is your house?

11. Who is going to … is going Tom  to write a letter?

12. Would you marry her?

13. Why … why will / you go to London?

14. Did he pass his driving test?

15. Is she / your girlfriend?

16. When you go to the doctor?

17. How much … did he pay / for the dinner?

18. Has he got / some job?

19. Could you tell me when / I coming?

20. Do you know how long / Peter lived in London?

**G2 (N=20)**

**G2S1P1O**

*Prueba 1*

1. Could you tell me how old are you?

2. How many / brothers have you?

3. What is your favourite hobby?

4. Where / did you go / the last summer?

5. Have you got ... a "moto"?

6. Will you go ... the next weekend / to the country?

7. Do you know play the guitar?

8. Do you know who is the president of USA?

9. What is your favourite food?

10. Do you like your / your job?

*Prueba 3*

1. What is the use?

2. Do you use frequently?

3. Is it very big?

4. What is the colour?

*5.* Can it use for / write?

*Prueba 2*

1. What is the book?

2. Do you smoke?

3. Have you eat / something?

4. How many hotels ... are therein this town?

5. Will he go ... ?

6. Where / where did she ... where did she be the last week?

7. What / is Peter going to buy?

8. Where did he live ... How long did he live / in India?

9. Who did write Hamlet?

10. How is your house?

11. What / what's Tom ... Who is Tom going to write a letter?

12. Would you marry her?

13. Will you go to London?

14. Did he pass / his driving test?

15. Is she your girlfriend?

16. When do you go to the doctor?

17. How many / does he pay for the dinner?

18. Do you / do you have got any job?

19. Could you tell me when you ... when are you coming?

20. Do you know how long / did Peter live in London?

**G2S2P1O**

*Prueba 1*

1. Could you tell me what's your name?

2. Could you tell me anything about your family?

3. What about your hobbies?

4. What did you do / the last / weekend?

5. Have you got … a car?

6. Can you tell me any future plans?

7. Have you got / any strange ability?

8. Do you know … do you know where I come from?

9. What is your favourite food?

10. Have you noticed anything … innovate / in this school?

*Prueba 3*

1. Can you tell me the use of this thing?

2. Is small, big?

3. Is there / anyone / one / of this things here?

4. Can you tell me the colour?

5. Do you know that I / do you know that sometimes / I have some problem to use it?

*Prueba 2*

1.  Whose is this book?

2.  Do you smoke a lot?

3.  Have you eaten anything?

4.  How many hotels / are there in the town?

5.  When is he going to the doctor?

6.  Where … where was she last week?

7.  What / is / Peter going to buy?

8.  How long … how long did he live in India?

9.  Who did write Hamlet?

10. What is your house … what does your house like?

11. Who / who is Tom going to write a letter?

12. Would you like marry her?

13. What … For what … With which purpose will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often / do you go to the doctor?

17. How much did he pay for the dinner?

18. Has he got any job?

19. Could you tell me / when … you're coming?

20. Do you know / How long … do you know how long Peter lived in London?

**G2S3P1O**

*Prueba 1*

1. Could you tell me how old are you?

2. What's the name of your mother?

3. Do you like play the guitar?

4. Were you / were you / stay here / in Úbeda last week?

5. Have you any money?

6. Will you go to Linares the next week?

7. Do you know speak English very well?

8. Do you know who are my?

9. Do you like lasagne?

10. How are you?

*Prueba 3*

1. Is it here / in the classroom?

2. What is / its use?

3. Is a pencil?

4. Is it very big?

5. What colour is it?

*Prueba 2*

1. Whose is this book?

2. Do you smoke much?

3. Have you eaten something?

4. How many hotels there is in your town?

5. When is he going to the doctor?

6. Was she … When was she … Where was she the last week?

7. What is Peter / going to buy?

8. How many time does he live in India?

9. Who wrote Hamlet?

10. How is your house?

11. Who is Tom write / a letter?

12. Would you marry / marry with her?

13. Why will you go to London?

14. Did he pass his / driving test?

15. Who is she … Is she your girlfriend?

16. How often do you go to the doctor?

17. How much money … how much money … pay for the dinner?

18. Has he got / any job?

19. Could you tell me when … when / are you coming here?

20. Do you know how long … did Peter live in London?

**G2S4P1O**

*Prueba 1*

1. Could you tell me how old are you?

2. What are your parents' name?

3. Do you like antiquities?

4. What about your last Christmas?

5. Have you got any pets?

6. What are you going to do / the next / weekend?

7. Can you play / the piano?

8. Do you know what is … my name?

9. What's your / favourite meal?

10. What do you think about … smoking cigarettes?

*Prueba 3*

1. What is its colour?

2. What about its function?

3. Can we see / see it / now?

4. Where you can use it?

5. It is a board?

*Prueba 2*

1. Whose this book?

2. Do you smoke?

3. Have you eat anything before?

4. How many hotels are in the town?

5. When is he going to the doctor?

6. Where did she … Where she was last week?

7. What is Peter going to buy?

8. How many years / did he live in India?

9. Do you know who's the author of Hamlet?

10. What is / the main characteristic of your house?

11. Who is / who's person are / is going / Tom to write a letter?

12. Would you like to get married with her?

13. Why are you going to go / to London?

14. Did he pass his driving test?

15. Is she / your girlfriend?

16. How often / do you go to the doctor?

17. How many pounds did he / pay for the dinner?

18. Has he got / any job?

19. Could you tell me … when are you coming here?

20. Do you know how long / did Peter live in London?

**G2S5P1O**

*Prueba 1*

1. Could you tell me what your age?

2. Have you got any brother and sister?

3. Do you like music?

4. Where did you go / the last / holiday?

5. Have you got any cat?

6. Have you any … any project / for the future?

7. Can you play / the piano?

8. Do you know / what … what's the weather?

9. Do you like / Italian / food?

10. Would you like / meet a famous person?

*Prueba 3*

1. It's in the class?

2. What is your use?

3. It's green?

4. It's big?

5. It's the blackboard?

*Prueba 2*

1. Who is the book?

2. Do you smoke?

3. Have you eat anything?

4. How many hotels / are in the town / are there in the town?

5. When he going / to the doctor?

6. Where / did she … where was she / the last week?

7. What Peter / go / to buy?

8. How many time / he lived in India?

9. Whose wrote Hamlet?

10. How is your house?

11. Who is going to write / a letter / Tom?

12. Would you like / marry her?

13. Why / you will go to London?

14. Did he pass his driving test?

15. Is she / your girlfriend?

16. How often / do you go to the doctor?

17. How many cost / cost the dinner?

18. Does / does he / got any job?

19. Could you tell me / when .. you will coming?

20. Do you know how long / Peter / did live in London?

**G2S6P1O**

*Prueba 1*

1. Could you tell me what's your name?

2. How many brothers do you have?

3. What do you / what kind of hobbies do you like?

4. What did you do / last / last … holidays?

5. Do you have a cigarette?

6. What do you think about your future?

7. Do you play football?

8. Do you know why / I'm here?

9. What kind of food / do you like?

10. Do you like cinema?

*Prueba 3*

1. Is the object here?

2. What kind of material / is / is made?

3. Are there / many objects / here?

4. Do you / use / it usually?

5. Is a big object?

*Prueba 2*

1. What the title of / the book?

2. Do you smoke?

3. Have you eat / have you / have you ate / something?

4. How many hotels there are in your town?

5. He's going to the doctor tomorrow?

6. Did she was / in Manchester / last week?

7. Is Peter going to buy a new house?

8. How many times / did he lived in India?

9. Who wrote Hamlet?

10. How is your / your house?

11. Is Tom going to write a letter to his father?

12. Do you like marry with her?

13. Why are you going / to go / to London?

14. Did he / did he pass / the driving test?

15. Is she your friend?

16. How do you usually / go to the doctor?

17. What was the cost of the dinner?

18. Is he working / now?

19. Could you tell me / when / are you / are you coming?

20. Do you know how / long / how long / did Peter live in London?

**G2S7P1O**

*Prueba 1*

1. Could you tell me where are you from?

2. Are you married?

3. Do you like ... drive?

4. Where / were you / the last summer?

5. Have you got a horse?

6. Will you go to Italy next summer?

7. Can you swim?

8. Do you know what is / my favourite colour?

9. Do you like / "tortilla de Patatas"?

10. How is your / son?

*Prueba 3*

1. This thing ... Is this thing in this classroom?

2. Is it near of me?

3. Is it near of the door?

4. What colour is it?

5. Is it useful for / for write?

*Prueba 2*

1. Who is / the book / of?

2. Do you smoke?

3. Have you eaten?

4. How many hotels / there are in the town?

5. When / is / he going to the doctor?

6. Where was she / last week?

7. What is going Peter to buy?

8. How many / time / did he live in India?

9. Who wrote Hamlet?

10. How is your house?

11. What / is Tom going to write?

12. Would you like / marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she / your / girlfriend?

16. How often do you go to the doctor?

17. How much / did he pay for the dinner?

18. Is he a doctor?

19. Could you tell me / when / when are you coming?

20. Do you know how long did Peter live / in London?

**G2S8P1O**

*Prueba 1*

1. Could you tell me / how are you?

2. How many children have you got?

3. Do you like / the Beatles?

4. In the summer / have you ever been in France?

5. Have you got ... a dictionary of French?

6. Will you go to / New York?

7. Can you / paint?

8. Do you know / why is ... "espina Bífida"?

9. What is your / prefer food?

10. What / what is your prefer / your favourite music?

*Prueba 3*

1. Is in the class?

2. Is made of / plastic?

3. Is useful to / write?

4. Is / little?

5. Is / usual / in the house?

*Prueba 2*

1. Who is the book?

2. Do you smoke?

3. Have you eaten anything?

4. How many hotels there are in the town?

5. Are he going to the doctor tomorrow?

6. Did you ... Does she ... was in Manchester?

7. What ... What Peter is going to do?

8. How many years do you live In India?

9. Who wrote Hamlet?

10. How is your / house?

11. Are Tom going to write his father a letter?

12. Would you marry / with her?

13. Will you go to London?

14. Did he pass / his driving test?

15. Does she / your girlfriend?

16. How often do you go to the doctor?

17. How much / does / he pay / for the dinner?

18. Has he got any job?

19. Could you tell me when ... are you coming?

20. Do you know how long does Peter live in London?

**G2S9P1O**

*Prueba 1*

1. Could you tell me what's your name, please?

2. Are you married?

3. What do you like / to do / in you spare time?

4. Have you had a good childhood?

5. Have you got a car?

6. Tomorrow what are you going to do?

7. Have you got any other abilities?

8. Do you know what's the / capital city of / Northern Ireland?

9. What's your favourite food?

10. What are you going to do next summer?

*Prueba 3*

1. Is it here in the classroom?

2. What colour is it?

3. What is it made of?

4. What is it like?

5. Is it a blackboard?

*Prueba 2*

1. Whose this book?

2. Do you smoke?

3. Have you eaten / anything?

4. How many hotels are there in the town?

5. Where is he going tomorrow?

6. Where was she / last week?

7. What is Peter going to buy?

8. How long / has he lived in India?

9. What Shakespeare wrote?

10. What's your house like?

11. Who is Tom going to write?

12. Would you marry her?

13. Why will you go to London?

14. Did he pass / his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much does he / did he pay / for the dinner?

18. Has he got any job?

19. Could you tell me / when … are you coming?

20. Do you know how long / did he live in India?

**G2S10P1O**

*Prueba 1*

1. Could you tell me where you from?

2. Have you got any brother or sister?

3. Do you like … do you like / football match?

4. Did you / go / to the beach / last summer?

5. Have got a / a pet?

6. Will you do / the exam / on April?

7. What do you do / in your free time?

8. Do you know what is this?

9. Do you like spaghetti?

10. What the time is it?

*Prueba 3*

1. It is here / in this classroom?

2. Can I / use it?

3. Is it / only here / or / I / can / have it?

4. I … It / it is small?

5. It / is / in the / wall?

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1. Who is the book?

2. Do you smoke?

3. Have you eaten something?

4. Are there hotels / in the town?

5. What / what he / what he's going / tomorrow?

6. When / she was in Manchester?

7. What / buy Peter … What / is he going to buy?

8. How long / he lived in India?

9. Who / wrote Hamlet?

10. What / what / like … What does look like?

11. What is / Tom doing?

12. Would you like / to marry her?

13. Why you will / to London?

14. Does she pass / the / exam?

15. Is / is she your girlfriend?

16. When / you … when you are going to the doctor?

17. Who paid the dinner?

18. Has / have you … has he got / any job?

19. Could you tell me when … when … you / when / you / will arrive?

20. Do you know how long … how long Peter live in London?

**G2S11P1O**

*Prueba 1*

1. Could you tell me where are you from?

2. What are the names of your children?

3. Do you like / pop music?

4. Where were you / in your last / summer?

5. Have you got any car?

6. Will you have / more children / in your future?

7. Do you know / play the piano?

8. Do you know … what / what kind of music do you like / your children?

9. Do you like rice?

10. What's your favourite colour?

*Prueba 3*

1. Is it in the class?

2. What is its use?

3. Is it on the / left?

4. Are there any dictionary / inside?

5. Is it the cupboard?

*Prueba 2*

1. Whose this book?

2. Do you smoke?

3. Have you eaten / something?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where were she / last week?

7. What is Peter going to buy?

8. How often … have he lived in India?

9. What did / Shakespeare write?

10. How is your / house?

11. Who is / Tom to write a letter?

12. Would you like to get married with her?

13. Why will you go to London?

14. Did he / pass his driving test?

15. Is she / your girlfriend?

16. How often do you go to the doctor?

17. How many pounds / did he / pay / for the dinner?

18. Has he got any job?

19. Could you tell me when are you go / when are you coming?

20. Do you know how long have you / have Peter lived in London?

**G2S12P1O**

*Prueba 1*

1. Could you tell me … where do you live?

2. How many / sons have you got?

3. Do you like fish?

4. Where did you go / last weekend?

5. Have you got … a … a big house?

6. Will you go to the moon?

7. Can you / can you speak French?

8. Do you know where / where is … Mexico?

9. Do you like chocolate?

10. How old are you?

*Prueba 3*

1. Is here?

2. Can you write in this?

3. In another class / is?

4. Is in / the wall?

5. Can we sit / in this?

*Prueba 2*

1. Who is the book?

2. Do you smoke a lot?

3. Have you / have you eat anything?

4. How many hotels has / in the town?

5. When is he going to the doctor?

6. Where did she / where did she / was in / last week?

7. What is Peter going to / buy?

8. How long / he lived in India?

9. Who wrote Hamlet?

10. What is your house like?

11. Who / Tom is write a letter?

12. Would you marry her?

13. Where / why will you go to London?

14. Did he pass his driving test?

15. Is she your friend?

16. How many times / you go to the doctor?

17. How much / cost the dinner?

18. He has any job?

19. Could you tell me when … when  are you come the next week?

20. Do you know how long / did Peter live in London?

**G2S13P1O**

*Prueba 1*

1. Could you tell me what is your name?

2. How often do you see your family?

3. Do you like / do you like football?

4. Where did you go / the last summer?

5. Have you got a ... a house in the country?

6. What are you going to do in the ... in the next summer?

7. Are you ... good with / with tools?

8. Do you know / what is the leader of the / the football league?

9. What kind of food do you like?

10. What do you think about ... the Balcanes syndrome?

*Prueba 3*

1. Is the object in the class?

2. Is a big object or a small object?

3. Is the object on the table?

4. The name of the object is large or small?

5. What is the colour of the object that is / in this class?

*Prueba 2*

1. How / is the book of?

2. Do you like cigarettes?

3. Do you / do you have anything today?

4. How many hotels ... are in the / the town?

5. When has to / to go to the doctor?

6. When she .. when ... when was she ... when was she in Manchester?

7. What are going to / buy Peter?

8. How many time have you / lived in India?

9. Who is the / writer of Hamlet?

10. How is your house?

11. Who is this letter for?

12. Would you like to / to marry with ...Mary?

13. Why will you go to London?

14. Did he pass ... his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How cost the dinner to him?

18. Have you got a job?

19. Could you tell me when ... when are you coming?

20. Do you know how long ... have been living / Peter in London?

**G2S14P1O**

1. Could you tell me / what your name?

2. Have you / any brothers?

3. Do you like football?

4. Have you / have you been in London?

5. Have you got / any animals?

6. Will you go … to Madrid?

7. Do you know / play the piano?

8. Do you know / who / is Madonna?

9. Do you like … fish?

10. Do you like … the music?

*Prueba 3*

1. What / what colour is it?

2. What made / is it?

3. Can you write / here / in the object?

4. Who use it?

5. Can you / put / in … the wall?

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*Prueba 2*

1. Who is the book?

2. Do you smoke … a lot?

3. Have you / eat / something?

4. How much …hotels / in your town?

5. When / when is he going … to the doctor?

6. Where / was she … the last week?

7. What is / Peter / going / to buy?

8. How long … have / he live?

9. Who write … who did write … Shakespeare?

10. How is your house?

11. What … what / Tom / going to write / his father?

12. Do you … would you like … marry her?

13. Will you go / to London?

14. Did he pass … his driving test?

15. Who is she?

16. How / how long … do you go / to the doctor?

17. How many / did he pay?

18. Has he got / any job?

19. Could you tell me when … can I coming?

20. Do you know how long / did Peter live / in London?

**G2S15P1O**

*Prueba 1*

1. Could you tell me / why are you here?

2. What about your parents?

3. What is your favourite hobby?

4. Where did you go in your last summer?

5. Do you have a car?

6. Where are you going tomorrow?

7. You told me that you like doing things with your hands, isn't it?

8. Do you know what's the time?

9. What is your favourite food?

10. What is your favourite / group of music?

*Prueba 3*

1. Is the object here?

2. What colour is it?

3. What is it used for?

4. Is has four / legs?

5. Everybody has / this object?

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1.  Whose / is this book?

2.  Do you smoke?

3.  Have you ... have you / eaten anything?

4.  How many / hotels / are in the town?

5.  Where are you going to do tomorrow?

6.  Where did ... What ... Where was she last week?

7.  What is / Peter going to buy?

8.  How long / did he / live in India?

9.  Who is Hamlet's writer?

10. How is your house?

11. What is Tom doing tomorrow?

12. Would you like / to marry / with her?

13. Why / are you going to London?

14. Did he pass / his driving test?

15. Is she / your girlfriend?

16. How often do you go to the doctor?

17. How many the dinner cost?

18. Has he got / any job?

19. Could you tell me when ... does he come / coming?

20. Do you know how long ... does / Peter live ... in London?

**G2S16P1O**

*Prueba 1*

1. Could you tell me where are you from?

2. Have you got any / grandmother or grandfather?

3. Do you often / often / play cards?

4. Did you / watch on TV ... the football match yesterday?

5. Have you got any problem with your pupils?

6. Will you visit your family ... the next weekend?

7. Can you play tennis?

8. Do you know / who is Silvio Rodriguez?

9. Do you  prefer / to have ... wine or beer / at lunch?

10. Why / do you wear glasses?

*Prrueba 3*

1. What / is it used for?

2. What is it made of?

3. What colour is it?

4. Is it very big?

5. Is there something here?

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*Prueba 2*

1. Who is the book?

2. Do you smoke?

3. Have / have you / eaten anything?

4. How hotels / are there in the town?

5. When is he going to the doctor?

6. Where / where / was ... she last week?

7. What is / is Peter / going to do?

8. How long ... how long / did he live / in India?

9. —

10. How is / your house?

11. Whom is ... going to write a letter?

12. Would you like / marry / with / her?

13. What ... what ... do you ... what will you go to England?

14. Did / he / pass his driving test?

15. Who is she... Is she your girlfriend?

16. How long / do you go to the doctor?

17. How / many ... how many ... does the dinner cost?

18. Has / he got any job?

19. Could you tell me when ... when ... when are you coming?

20. Do you know / how long / how long ... did / Peter live in London?

**G2S17P1O**

*Prueba 1*

1. Could you tell me … when were you born?

2. How many children have you got?

3. Do you like … practise / some sport?

4. What did you / did you do / last weekend?

5. Have you got … some … some books?

6. What are … what you doing / the next summer?

7. Can you play / the guitar?

8. Do you know / what are you doing tomorrow?

9. Can you cook a … a cake?

10. How / how many often / do you play tennis?

*Prueba 3*

1. The object / is / is in here?

2. Which is / the use?

3. The object / can … can / can / have something?

4. Which material / are made?

5. The object / have got / four legs?

*Prueba 2*

1. Whom is the book?

2. Do you smoke?

3. Have you eaten something?

4. How many hotels / are there in the town?

5. When are he going / to the doctor?

6. When she was … when … when was she / in Manchester?

7. What are he going / to buy?

8. How many times / he /he lives in India?

9. Who wrote Hamlet?

10. How … how is your house?

11. Who … who are / Tom / write … who are Tom / to write / a letter?

12. Would you / would you / marry her?

13. Why … why will you go to London?

14. Did he / pass / his driving test?

15. Is / is she your girlfriend?

16. How many often / he go to the doctor?

17. How many paid … for the dinner?

18. Has he got / some job?

19. Could you tell me when / are you coming?

20. Do you know how long / did / did he live in London?

**G2S18P1O**

*Prueba 1*

1. Could you tell me / where are you from?

2. What is / your / mother's name?

3. What / do you do in your free time?

4. What did you do the last summer?

5. Have you got … a house / in Ubeda?

6. What do you like / doing in a future?

7. Do you / play the piano?

8. Do you know … where are … Aguilar?

9. What is / your favourite food?

10. How … daughter have you got?

*Prueba 3*

1. Is the object here?

2. Is it very big / or / is it / very / small?

3. Can I see the object?

4. What is the use of the object?

5. I can write with the object in the blackboard?

*Prueba 2*

1. Who / who is the book belong?

2. Do you smoke?

3. Have you / ate / eat anything?

4. How much / hotels / are in the town?

5. Where are / he going / where are he going tomorrow?

6. Where / was she / the last week?

7. What / what is Peter going to buy?

8. How days he / did he live in India?

9. Who wrote Hamlet?

10. How is your house?

11. What are he … what are he doing?

12. Do you / would / marry her?

13. Why will you go to London?

14. Did he pass / his driving test?

15. Is she your / girlfriend?

16. How … When do you go to the doctor?

17. How / how much / he … how much he paid?

18. Has he got any / job?

19. Could you tell me when … you / are / coming … when are you coming?

20. Do you know how long … is Peter live in London?

**G2S19P1O**

*Prueba 1*

1. Could you tell me how old are you?

2. How / many children have you got?

3. What are your hobbies?

4. What did you do the last / weekend?

5. Have you got / a computer?

6. What are you going to do the next / summer?

7. Do you know play the guitar?

8. Do you know … do you know when is / my date of birthday?

9. What are your favourite food?

10. Do you like read?

*Prueba 3*

1. What is his / its use?

2. It has four / legs?

3. It has a lot of variety of colours?

4. It could be in the / "salon"?

5. We can write in the / in the surface?

*Prueba 2*

1.  Who is this book?

2.  Do you smoke / a lot?

3.  Have you / have you … have you eat / yet?

4.  How many hotels are there in this town?

5.  When are / is he going to the doctor?

6.  Where … Where did … Where did she was the last week?

7.  What is / is going to Peter buy?

8.  How long … did he live in India?

9.  Who did wrote / Hamlet?

10. What about your house?

11. What is going to do Tom?

12. Would you like / to marry with he / with she?

13. Why … why will you go to London?

14. Did he pas / the / his driving test?

15. Is she your girlfriend?

16. How many times / does he / do you go to the doctor?

17. How much cost / cost the dinner?

18. Does he work?

19. Could you tell me when are going to coming?

20. Do you know how long … does Peter live in London?

**G2S20P1O**

*Prueba 1*

1. Could you tell me what is / the name of your father?

2. What is your favourite / person in your family?

3. What is your favourite / hobby?

4. Where … do you / did you / did the past summer?

5. Have you dog?

6. Where are … where … where are / will you be tomorrow?

7. Can you swimming?

8. Do you know / where / is the people today?

9. What is your favourite food?

10. What is your favourite / pupil?

*Prueba 3*

1. What is / its use?

2. Is here?

3. Is … What is his material?

4. What is the colour?

5. Is the board?

1. Who is this book?

2. Do you smoke?

3. Have / you / eat anything?

4. Are there / any hotels in this town?

5. Where … where is / he?

6. Where is / where was / she / the last week?

7. Is going / to buy Peter / a new house?

8. How long / he lived in India?

9. Who did / write Hamlet?

10. What is your house?

11. What / do / he does / Tom?

12. Would you like … marry?

13. Will Peter / go to London / for any special thing?

14. Do you pass / do he pass / this exam?

15. Who is / who is / this girl?

16. Is usually that you / visit the doctor?

17. How much this / the dinner?

18. Has he / any job?

19. Could you tell / me when … are you / coming?

20. Do you know how long … Peter / lived in London?

# POSTEST 1 (ESCRITO)

**G1 (N=16)**

**G1S1P1E**

*Prueba 1*

1. Could you tell me who is Eladio?

2. How long did you marry with your wife?

3. What do you do in your spare time?

4. Did you go on holidays last Christmas?

5. Have you got a dog?

6. What will you do next year?

7. Can you play the guitar without hands?

8. Do you know who is Tito Blas?

9. What kind of food do you like?

10. What's your house like?

1.   Whose is this book?

2.   Do you smoke?

3.   Have you eaten something?

4.   How many hotels are there in the town?

5.   When is he going to the doctor?

6.   Where did she last week?

7.   What's Peter going to buy?

8.   How long did he live in India?

9.   Who wrote Hamlet?

10. What is your house like?

11. What is Tom going to do?

12. Would you marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much did he pay for the dinner?

18. Has he got a job?

19. Could you tell me when you are coming?

20. Do you know how long Peter lived in London?

**G1S2P1E**

*Prueba 1*

1. Could you tell me where you come from?

2. How many children have you got?

3. Which hobbies do you like practising?

4. What did you do last weekend?

5. Have you got a car?

6. Do you want to have more children?

7. Can you swim?

8. Do you know when the exam is?

9. What food do you hate?

10. Have you ever been to Greece?

1.   Whose the book is?

2.   Do you smoke a lot?

3.   Have you eaten anything?

4.   How many hotels are there in the town?

5.   When is he going to the doctor?

6.   Where was she last week?

7.   What is Peter going to buy?

8.   How long did he live in India?

9.   Who wrote Hamlet?

10. What is your house like?

11. Who is tom going to write a letter?

12. Would you marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much money did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when you are coming?

20. Do you know how long Peter lived in London?

**G1S3P1E**

*Prueba 1*

1. Could you tell me where are you from?

2. Is your family from here?

3. How do you like to spend your free time?

4. What did you do on summer of 68?

5. Have you got any children?

6. Will you go on holidays next summer?

7. Can you play a guitar like Angus Young of AC/DC?

8. Do you know where is Curro?

9. Do you like seafood?

10. What do you think about the inner capacity of Tamara?

*Prueba 2*

1. Whose is the book?

2. Do you smoke very much?

3. Have you eaten anything?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where was she last week?

7. What is Peter going to buy?

8. How long did he live in India?

9. Who wrote Hamlet?

10. How is your house like?

11. Who is going to write Tom?

12. Would you marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when is he coming?

20. Do you know how long Peter lived in London?

**G1S4P1E**

*Prueba 1*

1. Could you tell me what you are name?

2. How many do you children have?

3. What is your favourite hobby?

4. Where were you in the past summer?

5. Have you got a car?

6. What will you do in the future?

7. What is your best hability?

8. Do you know what did happen in the past Monday?

9. Do you like Paella?

10. What is your opinion about this?

1.  Who the book is?

2.  Do you like to smoke?

3.  Have you eaten?

4.  How many are the hotels in the town?

5.  When do you go to the doctor?

6.  Where did she leave last week?

7.  What is Peter going to buy?

8.  How long did he live in India?

9.  Who did write Hamlet?

10. How are your house?

11. Who is Tom going to write a letter?

12. Would you marry her?

13. Who will you visit in London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when you are coming?

20. Do you know how long Peter lived in London?

**G1S5P1E**

*Prueba 1*

1. Could you tell me what's your name?

2. Have you got any son?

3. What do you like?

4. Where did you go to the last summer?

5. Have you got a car?

6. Where will you go to the next summer?

7. Do you make a cupboard?

8. Do you know who is the new teacher of Didáctica General?

9. Do you like paella?

10. What do you drink when you go out with your friends?

*Prueba 2*

1. Who is the book?

2. Do you smoke a lot?

3. Have you eaten anything?

4. How many are there hotels in the town?

5. When is he going to the doctor?

6. Where was she last week?

7. What is Peter going to buy?

8. How long did he live in India?

9. Who wrote Hamlet?

10. What is your house?

11. Who is Tom going to write a letter?

12. Would you marry her?

13. What will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when you are coming?

20. Do you know how long Peter lived in London?

*Prueba 1*

1. Could you tell me where do you come from?

2. Have you got any brother or sister?

3. What are your hobbies?

4. What did you do the last summer?

5. Have you got pets?

6. Can you tell me what you will do in some years?

7. Can you drive a car?

8. Do you know when the class finishes?

9. What kind of food do you like?

10. How old are you?

1.  Whose is the book?

2.  Do you smoke?

3.  Have you eaten anything?

4.  How many hotels there are in the town?

5.  When is he going to the doctor?

6.  Where she was last week?

7.  What is Peter going to buy?

8.  How long he lived in India?

9.  Who wrote Hamlet?

10. How is your house?

11. Who is Tom going to write a letter?

12. Would you marry her?

13. Why you will go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much money he paid for the dinner?

18. Has he got any job?

19. Could you tell me when are you coming?

20. Do you know how long Peter lived in London?

*Prueba 1*

1. Could you tell me how old you are?

2. How many children have you got?

3. What are your hobbies?

4. Did you go anywhere last summer?

5. Have you got pets?

6. What will you do next summer?

7. Do you cook?

8. Do you know why you are teaching English?

9. What kind of food do you like?

10. What are your surnames?

*Prueba 2*

1. Who is the book?

2. Do you smoke?

3. Have you eaten anything?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where was she last week?

7. What is Peter going to buy?

8. How long did he live in India?

9. Who wrote Hamlet?

10. What is your house?

11. Who is Tom going to write a letter?

12. Would you marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much does the dinner cost?

18. Has he got any job?

19. Could you tell me when you are coming?

20. Do you know how long Peter lived in London?

**G1S8P1E**

*Prueba 1*

1. Could you tell me what your name is?

2. Are you married?

3. What kind of hobbies do you like?

4. What did you do last summer?

5. Have you got any pets?

6. Do you know what you will do in your future?

7. Can you play tennis?

8. Do you know what you eat today?

9. What kind of food do you like?

10. How old are you?

1. Whose is the book?

2. Do you smoke a lot?

3. Have you eaten anything?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where was she last week?

7. What is Peter going to buy?

8. How long did he live in India?

9. Who wrote Hamlet?

10. What is your house like?

11. Who is Tom going to write a letter?

12. Would you marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much money did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when you are coming?

20. Do you know how long Peter lived in London?

**G1S9P1E**

*Prueba 1*

1. Could you tell me who your father is?

2. How many sons have you got?

3. What are your hobbies?

4. Did you go to the beach the last summer?

5. Have you got a car?

6. Will you go to Manchester the next week?

7. Can you cook a good paella?

8. Do you know what a second language is?

9. What is your prefer food?

10. May I go to the bathroom?

*Prueba 2*

1. Whose is the book?

2. Do you smoke?

3. Have you eaten anything?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where did she go the last week?

7. What is Peter going to buy?

8. How long has he lived in India?

9. Who wrote Hamlet?

10. What's your house like?

11. Who is Tom going to write a letter?

12. Would you marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How many pound did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when you are coming?

20. Do you know how long Peter lived in London?

**G1S10P1E**


*Prueba 1*


1. Could you tell me how old you are?

2. Have you got any brother or sister?

3. What do you tend to do in your spare time?

4. What did you do last weekend?

5. Have you got a ship?

6. Where are you going to go next summer?

7. Are you able to drink ten lagers in a couple of minutes?

8. Do you know what my name is?

9. What kind of food do you like?

10. When is the next interview going to be?

1. Whose is the book?

2. Do you smoke a lot?

3. Have you eaten something?

4. How many hotels are there in the town?

5. When he is going to the doctor?

6. Where was she last week?

7. What Peter is going to buy?

8. How many years did he live in India?

9. Who wrote Hamlet?

10. What is your house like?

11. Who Tom is going to write?

12. Would you marry her?

13. What will you go to London for?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when you're coming?

20. Do you know how long Peter lived in London?

**G1S11P1E**

*Prueba 1*

1. Could you tell me who is she?

2. Have you got any children?

3. What are your hobbies?

4. What did you do the past summer?

5. Have you got a car?

6. What will you do in the future?

7. What are your abilities?

8. Do you know who is Ronald Reagan?

9. Do you like potatoes?

10. Where are you from?

*Prueba 2*

1. Who is the book?

2. Do you like smoke?

3. Have you eaten anything?

4. How much any hotels in the town?

5. When will he go to the doctor?

6. When will she go Manchester?

7. What will Peter buy?

8. How long did he live in India?

9. Who wrote Hamlet?

10. How is my house?

11. What is Tom doing?

12. Would you marry her?

13. What will I do the next summer?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How cost the dinner?

18. Has he got any job?

19. Could you tell me when will you come?

20. Do you know how long did Peter live in London?

**G1S12P1E**

1. Could you tell me where you are form?

2. Have you got any brothers?

3. What are your hobbies?

4. What did you do last summer?

5. Have you got a car?

6. Will you go to London on holiday?

7. Do you like cooking?

8. Do you know where the library is?

9. What sort of food do you like?

10. Do you want to go out this evening?

*Prueba 2*

1. Whose is the book?

2. Do you smoke?

3. Have you eaten a sandwich?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where was she last week?

7. What is Peter going to buy?

8. How long did he live in India?

9. Who wrote Hamlet?

10. What is your house like?

11. Who is Tom going to write a letter?

12. Would you like to marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when you are coming?

20. Do you know how long Peter lived in London?

**G1S13P1E**

*Prueba 1*

1. Could you tell me what is your name?

2. Have you got any brothers or sisters?

3. What do you like to do in your spare time?

4. Where did you go last summer?

5. Have you got a Ferrari?

6. Where will you go on holidays?

7. Can you drive a car?

8. Do you know what time is it?

9. What is your favourite food?

10. Would you like cooking for me?

*Prueba 2*

1. Whose is the book?

2. Do you smoke?

3. Have you eat anything?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where was she last week?

7. What is Peter going to buy?

8. How long did he live in India?

9. Who wrote Hamlet?

10. What is your house like?

11. Who is Tom going to write a letter?

12. Would you marry her?

13. What will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How many pounds did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when are you coming?

20. Do you know how long did Peter live in London?

**G1S14P1E**

*Prueba 1*

1. Could you tell me who your wife is?

2. How many brothers have you got?

3. Do you like basketball?

4. Where did you go the last summer?

5. Have you got two cars?

6. Where are you going the next weekend?

7. What is your favourite ability?

8. Do you know when the class finishes?

9. What did you eat yesterday?

10. Where are you from?

*Prueba 2*

1. Whose is the book?

2. Do you smoke?

3. Have you eaten anything?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where was she the last week?

7. What is Peter going to buy?

8. How long did he live in India?

9. Who wrote Hamlet?

10. How is your house?

11. Who is Tom going to write a letter?

12. Would you marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she you girlfriend?

16. How often do you go to the doctor?

17. How many pounds did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when you are coming?

20. Do you know how long Peter lived in London?

**G1S15P1E**

*Prueba 1*

1. Could you tell me how old are you?

2. Have you got any brother?

3. Which is you favourite hobby?

4. Where did you go the last summer on holidays?

5. Have you got any animal in your house?

6. Are you going to study in the future other idioms?

7. Do you like play the sports?

8. Do you know which is the better actor of London?

9. Do you like the vegetables?

10. Do you like to go the cinema?

*Prueba 2*

1. Whose is this book?

2. Do you like to smoke?

3. Have you eaten anything?

4. How many hotels are there in the town?

5. Where is he going tomorrow?

6. Where was she the last week?

7. What is going to buy Peter?

8. How long has he lived in India?

9. What did Shakespeare write?

10. What is your house like?

11. Who is going to write Tom?

12. Would you marry with her?

13. Where will you go tomorrow?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often are you going to the doctor?

17. How much did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when you are to coming?

20. Do you know how long Peter has lived in London?

**G1S16P1E**

*Prueba 1*

1. Could you tell me what your name is?

2. How many brothers have you got?

3. Do you like to play tennis?

4. Where did you go the last summer?

5. Are you car?

6. What will you go to have tomorrow?

7. Do you know to write?

8. Do you know what metheorito is?

9. What is your favourite food?

10. Would you like to go a moon?

*Prueba 2*

1. Who is the book?

2. Are you smoke?

3. Have you eaten anything?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. How often was she last week?

7. What is Peter going to buy?

8. How long did he live in India?

9. Who wrote Hamlet?

10. How is your house?

11. Who is Tom going to write a letter?

12. Would you like to marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. When do you go to the doctor?

17. How much did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when you are coming?

20. Do you know how long Peter lived in London?

**G2 (N=20)**

**G2S1P1E**

*Prueba 1*

1. —

2. Have you got any brother?

3. What are your favourite hobby?

4. What did you do the last summer?

5. Have you got a car?

6. Will you go to holiday the next summer?

7. Can you do puenting?

8. Do you know who writes "El Quijote"?

9. What is your favourite food?

10. How old are you?

*Prueba 2*

1. Who is the book?

2. Do you smoke?

3. Have you eaten?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where was she the last week?

7. What is Peter going to buy?

8. How long did he live in India?

9. Who did write Hamlet?

10. What is your house like?

11. Whom is Tom going to write a letter?

12. Would you marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. —

17. How much cost the dinner?

18. Has he got any job?

19. Could you tell me when are you coming?

20. Do you know how long did Peter live in London?

**G2S2P1E**

*Prueba 1*

1. Could you tell me what is your name?

2. Are you married?

3. Do you like reading in your free time?

4. Could you tell me about your last holiday?

5. Have you got any child?

6. Will you go on holidays the next summer?

7. Have you got any strange ability?

8. Do you know what are my future plans?

9. What is your favourite food?

10. What about your professional life?

*Prueba 2*

1. Whose is the book?

2. Do you smoke a lot?

3. Have you eaten anything?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where was she last week?

7. What is Peter going to buy?

8. How long did he live in India?

9. Who wrote Hamlet?

10. What is your house like?

11. Whom is Tom going to write a letter?

12. Would you marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when are you coming?

20. Do you know how long did Peter live in London?

**G2S3P1E**

*Prueba 1*

1.  Could you tell me how old are you?

2.  Have you any brother?

3.  Do you like to play the guitar?

4.  Where did you go the last summer?

5.  Have you any friend in this city?

6.  Will you go to visit your parents?

7.  Do you know speak French?

8.  Do you know who am I?

9.  Do you like the potatoes?

10. Would you like to spend a night with a famous person?

*Prueba 2*

1. Whose is the book?

2. Do you smoke much?

3. Have you eaten anything?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where was she the last week?

7. What is Peter going to write?

8. How many years did he live in India?

9. Who wrote Hamlet?

10. What is your house like?

11. Whom is Tom going to write a letter?

12. Would you marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when are you coming?

20. Do you know how long did Peter live in London?

**G2S4P1E**

*Prueba 1*

1. Could you tell me how old are you?

2. What are your parent's name?

3. Do you like Italian food?

4. Where did you go last summer?

5. Have you got any pet?

6. Where are you going to do the next summer?

7. Can you speak German?

8. Do you know what is the colour of Santiago's white horse?

9. Do you like eating fruit?

10. Can you cook?

*Prueba 2*

1. Whose is the book?

2. Do you smoke?

3. Have you eaten before?

4. How many hotels are in the town?

5. When is he going to the doctor?

6. Where was she last week?

7. What kind of thing is Peter going to buy?

8. How many years did he live in India?

9. Who wrote Hamlet?

10. How is your house?

11. Whom is Tom going to write a letter?

12. Would you marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much did the dinner cost?

18. Has he got any job?

19. Could you tell me when are you coming?

20. Do you know how long did Peter live in London?

**G2S5P1E**

*Prueba 1*

1. Could you tell me what is your age?

2. Have you got any brothers or sisters?

3. Do you like music?

4. Where did you go the last holidays?

5. Have you got cats?

6. Have you got any project for the future?

7. Can you play the piano?

8. Do you know what is the weather that made today?

9. Do you like Italian food?

10. Would you like meet a famous person?

*Prueba 2*

1. Who's the book?

2. Do you smoke a lot?

3. Have you eaten anything?

4. How many hotels are there in the town?

5. When does he go to the doctor?

6. Where she was the last week?

7. What Peter goes to buy?

8. How many years he live in India?

9. Who's wrote Hamlet?

10. How is your house?

11. Who's Peter goes to write a letter?

12. Would you like marry her?

13. Why do you will go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How many cost the dinner?

18. Has he got any job?

19. Could you tell me when you are come?

20. Do you know how long did Peter live in London?

**G2S6P1E**

*Prueba 1*

1. Could you tell me what's your name?

2. How many brothers or sisters do you have?

3. What kind of hobbies do you like?

4. What did you do last Xmas?

5. Do you have something to tell us?

6. What are you going to do when you're sixty?

7. Do you know sing?

8. Do you know why are you famous?

9. Do you prefer meat or fish?

10. Do you want to add something?

*Prueba 2*

1. Whom the book is?

2. Do you smoke?

3. Have you eaten something?

4. How many hotels there're in the town?

5. When is he going to the doctor?

6. Where did she stay last week?

7. What is going to buy Peter?

8. How long did he live in India?

9. Who wrote Hamlet?

10. How is your house?

11. What is Peter going to do?

12. Would you marry with her?

13. Why will you go to London?

14. Did he pass the driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. What was the cost of the dinner?

18. Has he got some job?

19. Could you tell me when are you coming?

20. Do you know how long did Peter live in London?

**G2S7P1E**

*Prueba 1*

1. Could you tell me what is your name?

2. How many brothers or sisters have you got?

3. Do you like collecting stamps?

4. Were you in Italy last summer?

5. Have you got a swimming-pool in your house?

6. Where will you go next month?

7. Can you speak German?

8. Do you know what is my mother's name?

9. Do you like Chinese food?

10. Have you got family in Linares?

*Prueba 2*

1. Whose is the book?

2. Do you smoke?

3. Have you eaten anything?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where was she last week?

7. What is he going to buy?

8. How long did he live in India?

9. Who wrote Hamlet?

10. What is your house like?

11. Whom is Tom going to write a letter?

12. Would you like to marry her?

13. What will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when are you coming?

20. Do you know how long did Peter live in London?

**G2S8P1E**

*Prueba 1*

1. Could you tell me how are you?

2. How many children have you got?

3. Do you like the Beatles?

4. What did you do last Sunday?

5. Have you got a diccionary of French?

6. Will you go to New York?

7. Can you painting?

8. Do you know why is Espina Bífida?

9. What is your favourite food?

10. Have you ever been in France?

*Prueba 2*

1. Who is the book?

2. Do you smoke?

3. Have you eaten anything?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where was she last week?

7. What is Peter going to buy?

8. How long was he live in India?

9. Who wrote Hamlet?

10. How is your house?

11. What is Tom going to do?

12. Would you marry her?

13. What will you do?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. When do you go to the doctor?

17. How much paid for the dinner?

18. Has he got a job?

19. Could you tell me when are you coming?

20. Do you know how long was Peter live in London?

**G2S9P1E**

*Prueba 1*

1. Could you tell me where do you live?

2. What's your father's name?

3. Do you like swimming?

4. What did you do last summer?

5. Have you got any pet?

6. Will you buy the brown house?

7. Can you speak Italian?

8. Do you know where does Madonna live?

9. Do you like meat?

10. How often do you watch television?

1. Whose is the book?

2. Do you smoke?

3. Have you eaten anything?

4. How many hotels are there in the town?

5. When's he going to the doctor?

6. Where was she last week?

7. What's he going to buy?

8. How long has he lived in India?

9. Who wrote Hamlet?

10. What's your house like?

11. Whom is Tom going to write a letter?

12. Would you marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she you girlfriend?

16. How often do you go to the doctor?

17. How much did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when are you coming?

20. Do you know how long has Peter lived in London?

**G2S10P1E**

*Prueba 1*

1. Could you tell me where are you from?

2. Have you got any brother or sister?

3. Do you like sports?

4. Did you go the beach the last summer?

5. Have you got any car?

6. Will you do the exam in April?

7. Do you know play football?

8. Do you know what is this?

9. Do you like spaghetti?

10. What time is it?

1.  Who is the book?

2.  Do you smoke?

3.  Have you eaten something?

4.  How many hotels are there in the town?

5.  When is he going to the doctor?

6.  Where was she last week?

7.  What is Peter going to buy?

8.  How long did he live in India?

9.  Who wrote Hamlet?

10. What is your house like?

11. Whom is Tom going to write a letter?

12. Would you like marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much cost the dinner?

18. Has he got any job?

19. Could you tell me when are you going here?

20. Do you know how long did he live in London?

**G2S11P1E**

*Prueba 1*

1. Could you tell me how are you?

2. Have you got any children?

3. Do you like pop music?

4. Where were you in your last summer?

5. Have you got any car?

6. Will you stay in SAFA?

7. Can you skate?

8. Do you know where is Alicia from?

9. Do you like Italian food?

10. Do you like to dance?

1. Whose is the book?

2. Do you smoke a lot?

3. Have you eating anything?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where was she last week?

7. What is Peter going to buy?

8. How long did he live in India?

9. Who wrote Hamlet?

10. What is your house like?

11. Whom is Tom going to write a letter?

12. Would you marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when are you coming?

20. Do you know how long did Peter live in London?

**G2S12P1E**

*Prueba 1*

1. Could you tell me how many years have you got?

2. —

3. Do you like fish?

4. Where have you gone the last summer?

5. Have you got a Jaguar?

6. Will you go to the moon?

7. Can you swim?

8. Do you know where is Madagascar?

9. Do you like chocolat?

10. What's the time?

*Prueba 2*

1. Whose is the book?

2. Do you smoke?

3. Have you eaten something?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where did she was last week?

7. What is Peter going to buy?

8. How long has he lived in India?

9. Who wrote Hamlet?

10. What is your house like?

11. Whose is Peter going to write a letter?

12. Would you marry her?

13. Why will you go to London?

14. Has she passed his driving test?

15. Is she you girlfriend?

16. How many times do you go to the doctor?

17. How many pounds has he paid for the dinner?

18. Has he got any job?

19. Could you tell me when are you coming?

20. Do you know how long has Peter lived in London?

**G2S13P1E**

*Prueba 1*

1. Could you tell me where are you come from?

2. How often do you see your family?

3. What kind of sport do you practise in the weekend?

4. Where did you go the last summer?

5. Have you got a computer in your house?

6. What are you going to do in the next summer?

7. Do you know play the guitar?

8. Do you know what is the new president of USA?

9. What is you favourite food?

10. Are you happy in your job?

1. Who is the book?

2. Do you smoke?

3. Have you eat today?

4. How many hotels are in the town?

5. When is he going to go to the doctor?

6. Where was she the last week?

7. What are going to buy Peter?

8. How many time he had been lived in India?

9. Who wrote Hamlet?

10. How is your house?

11. Who are going to write Peter a letter to?

12. Would you married her?

13. Why are you going to go to London?

14. Did he pass his exam?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much money did he pay for the dinner?

18. Has he a job?

19. Could you tell me when are you going to come?

20. Do you know how long have been lived Peter in London?

**G2S14P1E**

*Prueba 1*

1.  Could you tell me what is your name?

2.  Have you got any brothers?

3.  Do you like football?

4.  Have you been in London the past week?

5.  Have you got any animals?

6.  Will you go to America?

7.  Do you know swim?

8.  Do you know who is Peter?

9.  Do you like the pizza?

10. Where are you from?

1. Who is the book?

2. Do you smoke?

3. Have you eaten anything?

4. How many hotels are there?

5. When is he going to the doctor?

6. Where was she last week?

7. What is he going to buy?

8. How long had he lived in India?

9. Who wrote Hamlet?

10. How is your house?

11. Who is Tom going to write a letter?

12. Do you like marry her?

13. What will you go to London?

14. Did he pass his driving test?

15. Who is she?

16. When do you go to the doctor?

17. How much paid for the dinner?

18. Has he got any job?

19. Could you tell me when are you coming?

20. Do you know how long had Peter lived in London?

**G2S15P1E**

*Prueba 1*

1. Could you tell me what's your name?

2. Can you speak about your family?

3. What's your favourite hobbie?

4. Where did you go in your last holidays?

5. Have you got a car?

6. What are you going to do tomorrow?

7. What thing do you do better?

8. Do you know something about computers?

9. What's your favourite food?

10. What do you prefer, Italian food or Spanish food?

*Prueba 2*

1. Whose is this book?

2. Do you smoke?

3. Did you have eaten anything?

4. How many hotels are in the town?

5. What is he going to do tomorrow?

6. Where was she last week?

7. What are he going to buy?

8. How long did he live in India?

9. Who was Hamlet author's?

10. How is your house?

11. Who is Tom's letter for?

12. Would you like marry her?

13. Why are you going to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How many pounds did cost the dinner?

18. Has he got any job?

19. Could you tell me when are you going to come?

20. Do you know how long did Peter live in London?

**G2S16P1E**

*Prueba 1*

1. Could you tell me where are you from?

2. Have you got any grandmother or grandfather?

3. Do you often play cards?

4. Have you been to a football match recently?

5. Have you got any dog or cat?

6. Will you go to visit your family?

7. Can you play piano?

8. Do you know who is Ismael Serrano?

9. Do you like tea?

10. How are you?

*Prueba 2*

1. Whose is the book?

2. Do you smoke?

3. Have you eat anything?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where was she last week?

7. What is going Peter to buy?

8. —

9. Who did write Hamlet?

10. What is your house like?

11. Whom is Tom going to write a letter?

12. Would you marry her?

13. Why will you got to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How long do you go to the doctor?

17. How much money did he pay?

18. Has he got any job?

19. Could you tell me when are you coming?

20. Do you know how long did Peter live in London?

**G2S17P1E**

*Prueba 1*

1. Could you tell me when was you born?

2. Have you got any son?

3. What do you like to do in your free time?

4. What did you do the last weekend?

5. Have you got any pet?

6. What will you do the next summer?

7. Can you play the guitar?

8. Do you know where did he live Shakespeare?

9. Do you like orange juice?

10. When are you going to visit Grecia?

*Prueba 2*

1. Who is the book?

2. Do you smoke?

3. Have you eating something?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where was she the last week?

7. What is Peter going to buy?

8. How long did he live in India?

9. Who wrote Hamlet?

10. What is your house like?

11. Whom is Tom going to write a letter?

12. Would you like marry her?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much did he pay fort the dinner?

18. Has he got any job?

19. Could you tell me when are you going here?

20. Do you know how long did he live in London?

**G2S18P1E**

*Prueba 1*

1. Could you tell me what is your mother's name?

2. Have you got any son?

3. What are your hobbies?

4. What did you do the last weekend?

5. Have you got a big house?

6. What will you do the next Sunday?

7. Can you play the piano?

8. Do you know what is my town's name?

9. What is your favourite food?

10. What do you think about your job?

*Prueba 2*

1. Who this book belong to?

2. Do you smoke a lot?

3. Have you eaten anything?

4. How many hotels are there?

5. When is he going to the doctor?

6. Where was she last week?

7. What is Peter going to buy?

8. How long did he live in India?

9. Who wrote Hamlet?

10. How is your house like?

11. Who is Tom going to write?

12. Would you marry her?

13. What will you do in London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How much do you go to the doctor?

17. How much did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when are you coming?

20. Do you know how long did Peter live in London?

**G2S19P1E**

*Prueba 1*

1. Could you tell me how old are you?

2. How many children have you got?

3. What do you usually do in your free time?

4. What did you do the last weekend?

5. Have you got a car?

6. Where will you go the next summer?

7. Do you play the piano?

8. Do you know when is the exam?

9. What do you prefer meat or fish?

10. What can you do with 100£?

*Prueba 2*

1. Who is this book?

2. Do you smoke a lot?

3. Have you eaten something?

4. How many hotels are there in the town?

5. When is he going to the doctor?

6. Where was she in Manchester last week?

7. What is Peter going to buy?

8. How long did Peter live in India?

9. Who wrote Hamlet?

10. How is your house?

11. Who is Tom write a letter?

12. Would you like marry her?

13. What will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How many times do you go to the doctor?

17. How much cost the dinner?

18. Has he got any job?

19. Could you tell me when are you going to coming?

20. Do you know how long was Peter live in London?

**G2S20P1E**

*Prueba 1*

1. Could you tell me what is your name?

2. Could you tell me what is the name of your father?

3. What is your favourite hobbies?

4. Could you tell me where were you the pass summer?

5. Have you two cars?

6. Could you tell me where will you be the next day?

7. Can you swim?

8. Do you know who is Elvis?

9. What is your favourite food?

10. Could you tell me who is your favourite girl or boy of this class?

1. Who is this book?

2. Do you smoke?

3. Have you eaten anything?

4. Are there any hotels in this town?

5. When is he going to the doctor?

6. Where was she the last week?

7. What is Peter going to buy?

8. How long did he live in India?

9. Who did Hamlet write?

10. What is your house?

11. Who is Tom going to write?

12. Would you marry with she?

13. Why will you go to London?

14. Did he pass his driving test?

15. Is she your girlfriend?

16. How often do you go to the doctor?

17. How much did he pay for the dinner?

18. Has he got any job?

19. Could you tell me when are you coming?

20. Do you know how long did Peter live in London

**POSTEST 2 (ORAL)**

**G1 (N=14)**

**G1S1P2O**

*Prueba 1*

1. Could you tell me … what is your name?

2. How many / brothers / do you have?

3. What is your favourite sport?

4. Where did you go last summer?

5. Have you got a car?

6. What will you do next year?

7. Can you play the guitar without hands?

8. Do you know what age is Eladio?

9. What kind of food do you like?

10. Are you going / to continue teaching English?

*Prueba 3*

1. Is the object in the class?

2. What colour is the object / made of?

3. You can / write in this object?

4. What material / is the object made of?

5. Is the / is the object cheap or expensive?

1.  How much cigarettes / she smokes / a day?

2.  When … when is … when is he coming?

3.  Where did / they go?

4.  What kind of food / do you prefer / for breakfast?

5.  How long have you lived / in London?

6.  Who did play the piano?

7.  How was the hotel?

8.  Who will you give the car?

9.  Can you swim / very well?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often … does he go / to Madrid?

14. How much / the video cost … How much / does the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what kind of music do you like?

20. Do you know / where Peter works?

**G1S2P2O**

*Prueba 1*

1. Could you tell me where you from?

2. How many children do you / have you got?

3. What hobbies do you like?

4. Where did you go / the last summer?

5. Have you got a computer / in your home?

6. Will you buy a / a house?

7. What ability … What can you do?

8. Do you know where / did Mozart … was Mozart born?

9. What / what food / do you hate?

10. When will the marks … put on the table?

*Prueba 3*

1. What shape is it?

2. What is made of?

3. Where is it?

4. What colour is it?

5. What is the use?

1. How many cigarettes / does she smoke / a day?

2. When is he coming?

3. Where did / they / they go?

4. What do you prefer for breakfast?

5. How long have you lived / in London?

6. Who played the piano?

7. What was the hotel like?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you teacher?

13. How often / does he go to Madrid?

14. How much the video cost … how much does the video cost?

15. Have you got a Ferrari?

16. Have you seen / Mary today?

17. Is there some tea?

18. Whose is the car?

19. Tell me what type of music do you like?

20. Do you know where / Peter works?

**G1S3P2O**

*Prueba 1*

1. Could you tell me where are you from?

2. How old is / how old are your / children?

3. What kind of things do you like to do in your free time?

4. Did you go on holidays last summer?

5. Have you got / any pet?

6. Will you go to … England again?

7. Can you swim?

8. Do you know who is "Billy Wilder"?

9. Do you like Chinese food?

10. What do you think about … the situation / the "globalization"?

*Prueba 3*

1. Is the object in this class?

2. What colour is it?

3. How many / of / them are here?

4. What kind of material are they made of?

5. Do they … Do you usually use them?

1. How many cigarettes / does she smoke?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you lived in London?

6. Who played the piano?

7. How was the hotel?

8. Whom will give you the car to?

9. Can you swim very well?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often / does he go to Madrid?

14. How much cost the video?

15. Have you got a Ferrari?

16. Have you / have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what kind of music do you like?

20. Do you know where Peter works?

**G1S4P2O**

*Prueba 1*

1. Could you tell me / when the "notes" are?

2. Have you got brothers?

3. What is your favourite / hobbies / what are your favourite hobbies?

4. Were / you the past summer in the beach?

5. Have you got / a car?

6. Will you travel / the next year?

7. What is / your / best / ability?

8. Do you know / where is / the "Carrefour"?

9. What / type / of meal do you prefer?

10. Why … What / have / you this / to do this?

*Prueba 3*

1. What colour is it?

2. Where / is … where is the object?

3. What / type / of material / is it?

4. What "form" / has it?

5. Can you / do / a lot of things / with this object?

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1. How … how many … how many cigarettes / does she smoke?

2. When … is he coming?

3. Where / did they go?

4. What / do you prefer / for breakfast?

5. How long / did you … How long / have … have you lived in London?

6. Who played the piano?

7. How was / the hotel?

8. Who … will / who … will you give?

9. Can / you / swim?

10. Why / are you going to study English?

11. Did you pass the exam?

12. Are / you a teacher?

13. How often / does / he go to Madrid?

14. How much / does / the video cost?

15. Have you got a Ferrari?

16. Have / you / seen Mary today?

17. Is … Is there any tea?

18. Who … is / the car?

19. Tell me / what you like

20. Do you know where Peter works?

**G1S5P2O**

*Prueba 1*

1. Could you tell me what is your name?

2. Have you got any sons?

3. Do you like coffee?

4. Where did you go / the last summer?

5. Have you got a car?

6. Where will you  go / the next week?

7. Do you make / an armchair?

8. Do you know what is the day … of the qualifications?

9. Do you like spaghettis?

10. Do you think … I passed my exam?

*Prueba 3*

1. Where … where … The object / is here?

2. What colour / what colour is it?

3. Can I / play with it?

4. Is very big?

5. It is a machine?

*Prueba 2*

1. How much cigarettes does she smoke?

2. When / does / when / is / he coming?

3. Where did / they go?

4. What / what do you prefer for breakfast?

5. How long have you lived in London?

6. Who did play the piano?

7. What was the hotel?

8. Who / will you give the car?

9. Can you / swim very well?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often / does / he go to Madrid?

14. How much cost the video?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what / I like / Tell me what you like

20. Do you know where / Peter … works?

**G1S8P2O**

*Prueba 1*

1. Could you tell me / how old you are?

2. How many brothers and sisters have you got?

3. What kind of / hobbies do you like?

4. What do you do / last weekend?

5. Have you got / any pets?

6. What will you do in … in summer?

7. Can you play the guitar?

8. Do you know where / you live in the future?

9. What kind of / of meal / of food / do you like?

10. Have you got a car?

*Prueba 3*

1. Is it in the class?

2. What do you use it for?

3. What colour is it?

4. What kind of things … do you put on it?

5. Is a bag?

*Prueba 2*

1. How many / cigarettes / does she smoke a day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have / you lived in London?

6. Who played the piano?

7. How was the hotel?

8. Who will you give the car?

9. Can you swim very well?

10. Why you are going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much / does the video cost?

15. Have you got a Ferrari?

16. Have you / have you seen Mary today?

17. Is / there any tea?

18. Who … whose is the car?

19. Tell me what kind of music do you like / no / you like

20. Do you know where Peter works?

**G1S9P2O**

*Prueba 1*

1. Could you tell me / how boys you have got?

2. Are you married?

3. How many hobbies have you got?

4. Where did you go the last summer?

5. Have you got car?

6. When you / was / when you will be sixteen … what do you do?

7. What is your "prefer" ability?

8. Do you know / where  Canada is?

9. What's your "prefer" meal?

10. How many people / was pass the exam of didactics of second year?

*Prueba 3*

1. Are the object in the class?

2. Are there many objects in the class?

3. Are the object black?

4. Can you see through / this object?

5. Is the window?

1. How much cigarettes do you smoke a day?

2. When does he / when is he coming?

3. Where did they go?

4. What do you prefer to / for breakfast?

5. How long time do you live in London?

6. Who played the piano?

7. What's the hotel like?

8. Who … who will you give the car?

9. Can you swim?

10. Why are you study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How many pounds does the video cost?

15. Have you got a car?

16. Have you seen Mary?

17. Is there any tea?

18. Whose is the car?

19. Tell me what are your favourite music

20. Do you know where works Peter?

**G1S10P2O**

*Prueba 1*

1. Could you tell me what your name is?

2. Have you got any / any brothers and sisters?

3. Are you interested in politics?

4. What did you do last weekend?

5. Have you got / a bicycle?

6. What are you going to / to do / next summer?

7. Are you capable of / of jumping / jumping fences?

8. Do you know what my name is?

9. What do you usually eat / on Sundays?

10. What do you think about / terrorism in Spain?

*Prueba 3*

1. What do you use it for?

2. What is it like?

3. Is it / very / very expensive?

4. Where can I buy it?

5. Is it a bag?

1. How many cigarettes does she smoke per day?

2. When is he / when is he going to come?

3. Where did they go?

4. What do you prefer / to eat for breakfast?

5. How long have you / have you lived in London?

6. What did you father / play?

7. What was the hotel like?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your / your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. What does / what does / the video / cost?

15. Have you got a Ferrari?

16. Have you / have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what kind of music do you like

20. Do you know where … where Peter works?

**G1S11P2O**

*Prueba 1*

1. Could you tell me / who is your brothers?

2. Have you got any brothers or sisters?

3. Do you like play tennis?

4. What did you the / last summer?

5. Have you / got / any dog?

6. Do you like … to go to New York / in the future?

7. What's yours abilities?

8. Do you know who is George Bush?

9. Do you like potatoes?

10. Where are you from?

*Prueba 3*

1. Is the class?

2. Is / is use the pupils?

3. How is the colour?

4. Is the table?

5. Is use normally?

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1. What she smokes / the cigarettes / a day?

2. When … when he come?

3. When / are they / the last summer?

4. What prefer / in breakfast?

5. Where did you live?

6. What the father played?

7. How is the hotel?

8. What … what Mary / give / in birthday?

9. Can you swim?

10. Why / you … going to study English?

11. Did you / pass my exam?

12. Is the / father a teacher?

13. When he goes to Madrid?

14. What cost / the video?

15. Have you got a car?

16. Have you / Mary today?

17. Do you like tea?

18. Who is the car?

19. Tell me what … the music like

20. Do you know where's / Peter / works?

**G1S12P2O**

*Prueba 1*

1. Could you tell me what your name  is?

2. How many children have you got?

3. What are your hobbies?

4. Where did you go last / last summer?

5. Have you got a car?

6. Will you / will you go / to "Cazorla" / next year?

7. Do you know sing songs?

8. Do you know where "Los Monteros" is?

9. Do you like meat?

10. Do you like tea?

*Prueba 3*

1. Is it in the class?

2. Is it near / near us?

3. What do you use it for?

4. What colour / is it?

5. Do you like it?

1. How many cigarettes … does she smoke?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you lived / in London?

6. Who played the piano?

7. What was the hotel like?

8. Who do you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often / does he go to Madrid?

14. How much does the video cost?

15. Have you got a Ferrari?

16. Have you seen … have you seen Mary?

17. Is there any tea?

18. Who is the car?

19. Tell me what kind of music you like

20. Do you know where Peter works?

**G1S13P2O**

*Prueba 1*

1. Could you tell me … how old are you?

2. Do you have a wife?

3. What do you like to do in you spare time?

4. Where did you go last weekend?

5. Have you got a big house?

6. Where will you go next summer?

7. What is the thing / that you know to do better?

8. Do you know what time is it?

9. What kind of food / do you like?

10. What kind of films do you like?

*Prueba 3*

1. Is it here?

2. Is it big or small?

3. Where is it?

4. What colour is it?

5. What is / its utility?

1. How many cigarettes / does she smoke a day?

2. When / is he coming?

3. Where did they go?

4. What do you prefer / for breakfast?

5. How long / have you lived in London?

6. Who did play the piano?

7. What was the hotel?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass / your maths exam?

12. Are you a teacher?

13. How often / does he go to Madrid?

14. How much / the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what kind of music do you like

20. Do you know where Peter work?

**G1S14P2O**

*Prueba 1*

1. Could you tell me … how … could you tell me how many … children you have got?

2. Where does your family live?

3. Do you like swimming?

4. Where did you go the last summer?

5. Have you got … a car?

6. Will you go / to the beach / this summer?

7. Do you speak English?

8. Do you know / who the president of Spain is?

9. Do you eat / at breakfast / meat?

10. What's your opinion of the ETA?

*Prueba 3*

1. What's the colour of the object?

2. Where is situated?

3. Is the object on the / on the table?

4. Is it on the floor?

5. How many are there in the class?

1. How many cigarettes / is she smoke?

2. When is he coming?

3. Where / did they go?

4. What do you prefer / for breakfast?

5. How long / did you / have you lived in London?

6. Who … who … who played the piano?

7. How was the hotel?

8. Will you give the car … Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often is he go to Madrid … how often does he go to Madrid?

14. How / how many cost the video?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose / is the car?

19. Tell me what … music you like?

20. Do you know where / Peter works?

**G1S15P2O**

*Prueba 1*

1. Could you tell me / what's your name?

2. Where do you live / your family?

3. What is / your favourite / hobby?

4. What did you do / the / the last summer?

5. Have you got / any animals?

6. What / will you do / the / the next Christmas?

7. What is your / better ability?

8. Do you know … who … who written Hamlet?

9. Do you like the vegetables?

10. What is / your favourite for TV?

*Prueba 3*

1. Is it big?

2. What colour / is it?

3. Is it / used / for listen?

4. Is it used / for write?

5. Is it / a / figure?

*Prueba 2*

1. How many cigarettes … she / she smoke?

2. When … when is … when is he …he coming here?

3. Where … where did you go / where did they go?

4. What do you prefer / for breakfast?

5. How long / have you lived / in London?

6. What did you play / your father?

7. What … what was / the hotel like?

8. What … what … what will you give to Mary?

9. Can you … can you swim?

10. Why … why are … you going / to study English?

11. Did you pass the exam?

12. Are you / a teacher?

13. How often … does he go to Madrid?

14. How many … how much / do you cost the video?

15. Have you got / any car?

16. Have you seen / Mary / today?

17. Is there any tea?

18. Whose / is / that / that car?

19. Tell me / what … is your / type of music?

20. Do you know where … does Peter … do?

**G1S16P2O**

*Prueba 1*

1. Could you tell me … what's your name/ is / what is / what your name is?

2. Have you got / sons?

3. Do you like / basket?

4. What did you / go last summer?

5. Have you / got / a car?

6. Where going / to the … February?

7. Do you know cooking?

8. Do you know what … Do you know where the moon is?

9. Do you like fish?

10. Do you like to use computers?

*Prueba 3*

1. Is it in the class?

2. Can I / sit down?

3. Can I see it?

4. Can I look / through?

5. Can you write?

*Prueba 2*

1. How much … does she smoke?

2. When … when is / he coming?

3. Where / did you / go / where did / they / go?

4. Do you  / like / for breakfast?

5. How long / did you live / in London?

6. Who did you play the piano?

7. How … how / was / the hotel?

8. Who / will … will you give the car?

9. Can you swimming / very well?

10. Why … why do you go to study English?

11. Did you pass your exam?

12. Are you teacher?

13. When / does / he go to Madrid?

14. How much … how much / does cost / does the video cost?

15. Have you got a Ferrari?

16. Have you seen / Mary today?

17. Are they... are is / some tea?

18. Whose is the car?

19. Tell me what I like

20. Do you know where / Peter works?

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**G1 (N=14)**

**G1S1P2E**

*Prueba 1*

1. —

2. How much brothers have you got?

3. What do you do in your spare time?

4. Where did you go last summer?

5. Have you got a car?

6. What will you do next year?

7. Can you play the guitar without hands?

8. Do you know what is the meaning of the word food?

9. What kind of food do you prefer?

10. How old is Eladio?

*Prueba 2*

1. How much cigarettes does she smoke a day?

2. When he's coming?

3. Where did they go?

4. What kind of food do you prefer for breakfast?

5. How long have you lived in London?

6. Who has played the piano?

7. How was the hotel?

8. Who will you give the car?

9. Can you swim very well?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How does the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what is your favourite kind of music?

20. Do you know where works Peter?

**G1S2P2E**

*Prueba 1*

1. Could you tell me where do you come from?

2. How many children have you got?

3. What do you like doing?

4. Where did you go last summer?

5. Have you got a house or flat?

6. Will you buy a new car?

7. What can you do?

8. Do you know where Mozart was born?

9. What food do you hate?

10. Have I passed this exam?

*Prueba 2*

1. How many cigarettes does she smoke a day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you lived in London?

6. Who played the piano?

7. What was the hotel like?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you teacher?

13. How often does he go to Madrid?

14. How much money does the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there some tea?

18. Whose is the car?

19. Tell me what kind of music you like?

20. Do you know where Peter works?

**G1S3P2E**

*Prueba 1*

1. Could you tell me where do you live?

2. How old is your grandfather?

3. What kind of things do you like to do in your free time?

4. Did you go on holidays last Christmas?

5. Have you got a car?

6. Will you go to Paris?

7. Can you swim very well?

8. Do you know where is Berlin?

9. Do you like fast food?

10. What do you think about the last film of Bigas Luna?

1.  How many cigarettes does she smoke?

2.  When is he coming?

3.  Where did they go?

4.  What do you prefer for breakfast?

5.  How long have you lived in London?

6.  Who played the piano?

7.  How was the hotel?

8.  Who will you give the car?

9.  Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much costs the video?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what kind of music do you like?

20. Do you know where Peter works?

**G1S4P2E**

*Prueba 1*

1. Do you know when the califications are?

2. Have you got any brothers?

3. What is your favourite hobby?

4. Were you stay in the beach the past summer?

5. Have you got a car?

6. Will you are the next year here?

7. What is your best ability?

8. Do you know where is the Carrefour?

9. What is your favourite meal?

10. Why do you have to do this exam?

1. How many cigarettes does she smoke?

2. When will he come?

3. Where did they go?

4. What do you prefer for breakfast?

5. Had you live in London?

6. Who the piano played?

7. How did the hotel is?

8. Who will you give the car?

9. Can you swim?

10. Why do you go to study English?

11. Did you pass the exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Have you tea?

18. Whose is the car?

19. Tell me what is do you like?

20. Do you know where Peter works?

*Prueba 1*

1. Could you tell me what is your name?

2. Have you got any son?

3. Do you like play tennis?

4. Where did you go the last summer?

5. Have you got a car?

6. Where will you go the next week?

7. Do you know make a wardrobe?

8. Do you know what is the day of my notes?

9. Do you like eggs?

10. Do you think that I'll pass my exam?

1.  How much cigarettes does she smoke?

2.  When is he coming?

3.  Where did they go?

4.  What do you prefer for breakfast?

5.  How long have you lived in London?

6.  Who played the piano?

7.  What was the hotel?

8.  Who will give the car?

9.  Can you swim very well?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much cost the video?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what you like?

20. Do you know where Peter works?

**G1S8P2E**

*Prueba 1*

1. Could you tell me how old you are?

2. How many brothers and sisters have you got?

3. What kind of hobbies do you like?

4. What did you do last weekend?

5. Have you got any pets?

6. What will you do this summer?

7. Can you play the guitar?

8. Do you know where you will live in the future?

9. What kind of food do you like?

10. How many cars have you got?

1. How many cigarettes does she smoke a day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you lived in London?

6. Who played the piano?

7. How was the hotel?

8. Who will you give the car?

9. Can you swim very well?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much does the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what kind of music do you like?

20. Do you know where Peter works?

**G1S9P2E**

*Prueba 1*

1. Could you tell me how many children you have got?

2. Are you married?

3. What are your hobbies?

4. Where did you go the last summer?

5. Have you got a dog?

6. When you'll are sixty, what will you do?

7. What's your best ability?

8. Do you know where is the teacher of English?

9. What's your prefer food?

10. Can you tell me if the war will finished any day?

1.  How many cigarettes does she smoke?

2.  When is he coming?

3.  Where did they go?

4.  What do you prefer for breakfast?

5.  How much time did you live in London?

6.  Who played the piano?

7.  What was the hotel like?

8.  Who will you give the car?

9.  Can you swim?

10. Why are you studying English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How many pounds does the video cost?

15. Have you got a car?

16. Have you seen Mary?

17. Is there any tea?

18. Whose is the car?

19. Tell me what is your favourite music?

20. Do you know where works Peter?

**G1S10P2E**

*Prueba 1*

1. Could you tell me what your name is?

2. Have you got any brother or sister?

3. Are you interested in politics?

4. What did you do last weekend?

5. Have you got a bicycle?

6. What are you going to do this summer?

7. Are you capable of running a hundred metres in nine seconds?

8. Do you know what my name is?

9. What do you usually eat on Sundays?

10. What do you usually cook on Sundays?

1. How many cigarettes does she smoke a day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you lived in London?

6. Who played the piano?

7. What was the hotel like?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much does the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Who is the car?

19. Tell me what kind of music do you like?

20. Do you know where Peter works?

**G1S11P2E**

*Prueba 1*

1. —

2. Who is the brother?

3. Do you like music?

4. What did you have the last summer?

5. Have you got any car?

6. What is your future?

7. What your abilities?

8. Do you know who is Roger Rabbit?

9. Do you like the potatoes?

10. Where are you from?

1.  How old are you?

2.  When he come to New York?

3.  Where did you go the last summer?

4.  What you prefer for breakfast?

5.  Have you lived in London?

6.  Who is he?

7.  How is the hotel?

8.  Who is she?

9.  Can you play the piano?

10. —

11. Did you pass the exam?

12. Do you like bread?

13. When he goes to Madrid?

14. What cost the video?

15. Have you got a car?

16. Have you seen Mary?

17. Is she your sister?

18. Who is the car?

19. —

20. Do you know where Peter works?

**G1S12P2E**

*Prueba 1*

1. Could you tell me what your name is?

2. How many brothers have you got?

3. What are your hobbies?

4. Where did you go last year?

5. Have you got a car?

6. Will you go to the beach next summer?

7. Do you know play the guitar?

8. Do you know where Andres is?

9. Do you like meat?

10. Would you go to the cinema?

1. How many cigarettes does she smoke?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you lived in London?

6. Who played the piano?

7. What was the hotel like?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much does the video cost?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Who is the car?

19. Tell me what kind of music do you like?

20. Do you know where Peter works?

**G1S13P2E**

*Prueba 1*

1. Could you tell me what's your name?

2. Have you got any brothers or sisters?

3. What do you like to do in your spare time?

4. Where did you go yesterday?

5. Have you got a big house?

6. Where will you go next summer?

7. Do you know to ride a horse?

8. Do you know what time is it?

9. What is your favourite food?

10. What is the weather like?

1. How many cigarettes does she smoke a day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you lived in London?

6. Who did play the piano?

7. What was the hotel like?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much does the video cost?

15. Have you got a car?

16. Have you seen Mary?

17. Is there some tea for me?

18. Whose is the car?

19. Tell me what kind of music do you like?

20. Do you know where does Peter work?

**G1S14P2E**

*Prueba 1*

1. Could you tell me how many children you have got?

2. Where does your family live?

3. Do you like basketball?

4. Where did you go the last summer?

5. Have you got a video?

6. Where will you go this summer?

7. Do you speak English?

8. Do you know who the president of Spain is?

9. What is your favourite food?

10. What's your opinion of the ETA?

1. How many cigarettes does she smoke a day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you lived in London?

6. Who played the piano?

7. What was the hotel like?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How many cost the video?

15. Have you got a Ferrari?

16. Have you seen Mary today?

17. Is there any tea?

18. Whose is the car?

19. Tell me what type of music you like?

20. Do you know where Peter works?

**G1S15P2E**

*Prueba 1*

1. Could you tell me what's your name?

2. Where do you live your family?

3. What's your favourite hobby?

4. What did you do the last summer?

5. Have you got any animal?

6. What will you do the next Christmas?

7. What's your better ability?

8. Do you know who written Hamlet?

9. Do you like the vegetables?

10. What's your music favourite?

1. How many cigarettes does she smoke a day?

2. When is he coming to Ubeda?

3. Where did they go on holidays?

4. What's your favourite breakfast?

5. How long have you lived in London?

6. What did you play your father?

7. How was the hotel like?

8. Who will you give the car?

9. Can you swim good?

10. Why are you study English?

11. Did you pass your exam?

12. Are you a teacher?

13. How often does he go to Madrid?

14. How much did cost the video?

15. Have you got any car?

16. Have you seen to Mary today?

17. Is there any tea?

18. Whose is that car?

19. Tell me what is your favourite group of music?

20. Do you know where does Peter work?

**G1S16P2E**

*Prueba 1*

2. Could you tell me where the chair is?

3. Are you married?

4. Do you like football?

5. What did you go the last summer?

6. Have you got a car?

7. What do you do the next summer?

8. Do you know cooking?

9. Do you know what the moon is?

10. Do you like fish?

11. Do you know to use the computer?

*Prueba 2*

1. How much do cigarette smoke she a day?

2. When is he coming?

3. Where did they go?

4. What do you prefer for breakfast?

5. How long have you lived in London?

6. Who do the piano played?

7. When was the hotel?

8. Who will you give the car?

9. Can you swim?

10. Why are you going to study English?

11. Did you pass your exam?

12. Are you a teacher?

13. When do he go to Madrid?

14. How much does the video cost?

15. Have you got a Ferrari?

16. Have you seen to Mary today?

17. Is there some tea?

18. Which is the car?

19. Tell me what you like?

20. Do you know where Peter works?

**ANEXO 5**

**PRODUCCIONES DE LOS SUJETOS POR APARTADOS (Pruebas 1 y 2)**

*1. Prueba 1*

| 1. Algún dato personal |
|---|

**Pretest (oral)**

**G1**

1.  Could you tell me what is your age?
2.  Could you tell me / what / "no" / Who / How old are you?
3.  Could you tell me what's your name?
4.  Could you tell me / what / is / the name?
5.  Could you tell me ... how / how old are you?
6.  Could you tell me ... where do you from?
7.  Could you tell me / what is / what is your surname?
8.  Could you tell me ...Where do you come from?
9.  Could you tell me / how old are you?
10. Could you tell me / what's your name?
11. Could you tell me / who / is ... the English teacher?
12. Could you tell me how many brothers have you got?
13. Could you tell me... where / do you / do you born?
14. Could you tell me ... what the name of your wife?
15. Could you tell me  where are you from?
16. Could you tell me / what is your name?

**G2**

1.  Could you tell me ...how old are you?
2.  Could you tell me / what's your name?
3.  Could you tell me ...  could you tell me where are you from?
4.  Could you tell me / how old / are you?
5.  Could tell me / what is your you name?
6.  Could you tell me / what's your name?
7.  Could you tell me / what's your name?
8.  Could you tell me / how are you?
9.  Could you tell me what's your name, please?

10. Could you tell me what's your name, please?

11. Could you tell me / what's your name, please?

12. Could you tell me … where do you live?

13. Could you tell me … what is your name?

14. Could you tell me how old are you?

15. Could you tell me where do you live?

16. Could you tell me how old are you?

17. Could you tell me who … could you tell me what your name?

18. Could you tell me … where are you from?

19. Could you tell me … where do you live?

20. Could you tell me … where from you?


**Pretest (escrito)**

**G1**
1.  Could you tell me where you from?

2.  Could you tell me how old are you?

3.  Could you tell me where are you from?

4.  Could you tell me what is your name?

5.  Could you tell me what's your name?

6.  Could you tell me where do you from?

7.  Could you tell me what are your surname?

8.  Could you tell me how old are you?

9.  Could you tell me how old are you?

10. Could you tell me where are you from?

11. —

12. Could you tell me what is your telephone number?

13. Could you tell me how old are you?

14. Could you tell me where do you from?

15. Could you tell me what is your name?

16. Could you tell me what's your name?

**G2**
1.  Could you tell me how old are you?

2.  Could you tell me what's your name?

3.  Could you tell me where are you from?

4.  Could you tell me where are you from?

5.  Could you tell me what is your age?

6.  —

7.  Could you tell me what your name is?

8.  Could you tell me how are you?

9.  Could you tell me what is your name?

10. Could you tell me what about your life?

11. Could you tell me what's your name?

12. Could you tell me where are you from?

13. Could you tell me what is your name?

14. Could you tell me what's your name?

15. Could you tell me where do you live?

16. Could you tell me how old are you?

17. Could you tell me where are you from?

18. Could you tell me where are you from?

19. Could you tell me where do you live?

20. Could you tell me what is your name?

**Postest 1 (oral)**

**G1**

1. Could you tell me / where you come?

2. Could you tell me / tell me / where you are from?

3. Could you tell me where are you from?

4. Could you tell me what is the name?

5. Could you tell me / what is your name / what / is your name?

6. Could you tell me … where do you come from?

7. Could you tell me / how ... how long you teach?

8. Could you tell me what your name is?

9. Could you tell me how often … eat food?

10. Could you tell me how many children have you got?

11. Could you tell me what your name?

12. Could you tell me ... could you tell me what age are you?

13. Could you tell me how old are you?

14. Could you tell me how many children ... you have?

15. Could you tell me / how old are you?

16. Could you tell me / what … you … what you are name?

**G2**

1. Could you tell me how old are you?

2. Could you tell me what's your name?

3. Could you tell me how old are you?

4. Could you tell me how old are you?

5. Could you tell me what your age?

6. Could you tell me what's your name?

7. Could you tell me where are you from?

8. Could you tell me / how are you?

9. Could you tell me what's your name, please?

10. Could you tell me where you from?

11. Could you tell me where are you from?

12. Could you tell me … where do you live?

13. Could you tell me what is your name?

14. Could you tell me / what your name?

15. Could you tell me / why are you here?

16. Could you tell me where are you from?

17. Could you tell me … when were you born?

18. Could you tell me / where are you from?

19. Could you tell me how old are you?

20. Could you tell me what is / the name of your father?

**Postest 1 (escrito)**

**G1**

1.  Could you tell me who is Eladio?

2.  Could you tell me where you come from?

3.  Could you tell me where are you from?

4.  Could you tell me what you are name?

5.  Could you tell me what's your name?

6.  Could you tell me where do you come from?

7.  Could you tell me how old you are?

8.  Could you tell me what your name is?

9.  Could you tell me who your father is?

10. Could you tell me how old you are?

11. Could you tell me who is she?

12. Could you tell me where you are form?

13. Could you tell me what is your name?

14. Could you tell me who your wife is?

15. Could you tell me how old are you?

16. Could you tell me what your name is?

**G2**

1.  —

2.  Could you tell me what is your name?

3.  Could you tell me how old are you?

4.  Could you tell me how old are you?

5.  Could you tell me what is your age?

6.  Could you tell me what's your name?

7.  Could you tell me what is your name?

8.  Could you tell me how are you?

9.  Could you tell me where do you live?

10. Could you tell me where are you from?

11. Could you tell me how are you?

12. Could you tell me how many years have you got?

13. Could you tell me where are you come from?

14. Could you tell me what is your name?

15. Could you tell me what's your name?

16. Could you tell me where are you from?

17. Could you tell me when was you born?

18. Could you tell me what is your mother's name?

19. Could you tell me how old are you?

20. Could you tell me what is your name?

**Postest 2 (oral)**

**G1**

1. Could you tell me … what is your name?

2. Could you tell me where you from?

3. Could you tell me where are you from?

4. Could you tell me / when the "notes" are?

5. Could you tell me what is your name?

6. —

7. —

8. Could you tell me / how old you are?

9. Could you tell me / how boys you have got?

10. Could you tell me what your name is?

11. Could you tell me / who is your brothers?

12. Could you tell me what your name  is?

13. Could you tell me … how old are you?

14. Could you tell me … how … could you tell me how many … children you have got?

15. Could you tell me / what's your name?

16. Could you tell me … what's your name/ is / what is / what your name is?

**Postest 2 (escrito)**

**G1**

1. —

2. Could you tell me where do you come from?

3. Could you tell me where do you live?

4. Do you know when the califications are?

5. Could you tell me what is your name?

6. —

7. —

8.  Could you tell me how old you are?
9.  Could you tell me how many children you have got?
10. Could you tell me what your name is?
11. —
12. Could you tell me what your name is?
13. Could you tell me what's your name?
14. Could you tell me how many children you have got?
15. Could you tell me what's your name?
16. Could you tell me where the chair is?

| 2. Algo sobre su familia |
|---|

**Pretest (oral)**

**G1**

1.  How much / how much brothers do you have?
2.  Are you family?
3.  How … Is your family a complete family?
4.  Is / is you … Have you got children?
5.  What / what son ... What / does / son ... What is / How many/ how many son have got / you?
6.  How many / brothers / and sisters / have you?
7.  How many years / are you / marry?
8.  Could you tell me ...Where do you come from?
9.  Are you married?
10. What your / what your ... your wife's name?
11. Have you brother or sister?
12. Are you married?
13. How many ... sons do you have?
14. Your children study in "Ubeda"?
15. Where do you live / your family?
16. Is you married?

**G2**

1.  How many ... what is ... the work of your father?
2.  Can you tell me something about your family?
3.  Have you brothers?
4.  What about your son / your children?
5.  Could you tell me about your family?
6.  Do you like being with your family?
7.  Have you got / any brother / or sister?
8.  Tell me about your family / What ... Have you got any child?
9.  Have you got any children?
10. Have you got any son?

11. What are the names of your parents?

12. How many sons do you have?

13. How many / brothers and sisters have you got?

14. Have you got / any brother?

15. What about your family?

16. Have you got / any children?

17. Are you married?

18. Have you got any brothers?

19. How / how children have you got?

20. What is your name / his name of your father?

**Pretest (escrito)**

**G1**

1. Do you have children?

2. How many children have you got?

3. Is your family all complete?

4. Have you got children?

5. Have you got childrens?

6. How many brothers or sisters are you?

7. How long is your wife and you married?

8. Are you married?

9. Are you married?

10. What's your wife's name?

11. Have you got brother or sister?

12. How many children have you got?

13. How many brothers and sisters do you have?

14. How many children have you got?

15. Where do you live your family?

16. Is you married?

**G2**

1. How many sisters do you have?

2. Do you know telling me anything about your family?

3. Have you brothers?

4. Have you got any brother or sister?

5. Have you got children?

6. Do you like to stand with your family?

7. How many brothers and sisters have you got?

8. Have you got any children?

9. Have you got any children?

10. Have you got a son?

11. What are your parent's name?

12. How many brothers and sisters do you have?

13. How many brothers and sisters have you got?

14. Have you got brothers or sister?

15. What's your family?

16. Have you got any children?

17. How many members are there in your family?

18. Have you got any brother or sister?

19. How many brothers have you got?

20. Could you tell me what is the favourite person in your family?


**Postest 1 (oral)**

**G1**

1. Where is the ... What is your wife's name?

2. How many children / have you got?

3. Is your family from here?

4. How many … children are you?

5. Have you got any family?

6. How many brothers / are you?

7. Have you got … children?

8. Have you got / any / children?

9. How many sons have you got?

10. Are you married?

11. Have you got any children?

12. Have you got any sister?

13. Have you got / any brother and sister?

14. What is the name of your wife?

15. Where are you from?

16. Have you brothers?

**G2**

1. How many / brothers have you?

2. Could you tell me anything about your family?

3. What's the name of your mother?

4. What are your parents' name?

5. Have you got any brother and sister?

6. How many brothers do you have?

7. Are you married?

8. How many children have you got?

9. Are you married?

10. Have you got any brother or sister?

11. What are the names of your children?

12. How many / sons have you got?

13. How often do you see your family?

14. Have you / any brothers?

15. What about your parents?

16. Have you got any / grandmother or grandfather?

17. How many children have you got?

18. What is / your / mother's name?

19. How / many children have you got?

20. What is your favourite / person in your family?

**Postest 1 (escrito)**

**G1**

1. How long did you marry with your wife?

2. How many children have you got?

3. Is your family from here?

4. How many do you children have?

5. Have you got any son?

6. Have you got any brother or sister?

7. How many children have you got?

8. Are you married?

9. How many sons have you got?

10. Have you got any brother or sister?

11. Have you got any children?

12. Have you got any brothers?

13. Have you got any brothers or sisters?

14. How many brothers have you got?

15. Have you got any brother?

16. How many brothers have you got?

**G2**

1. Have you got any brother?

2. Are you married?

3. Have you any brother?

4. What are your parent's name?

5. Have you got any brothers or sisters?

6. How many brothers or sisters do you have?

7. How many brothers or sisters have you got?

8. How many children have you got?

9. What's your father's name?

10. Have you got any brother or sister?

11. Have you got any children?

12. —

13. How often do you see your family?

14. Have you got any brothers?

15. Can you speak about your family?

16. Have you got any grandmother or grandfather?

17. Have you got any son?

18. Have you got any son?

19. How many children have you got?

20. Could you tell me what is the name of your father?


**Postest 2 (oral)**

**G1**

1. How many / brothers / do you have?

2. How many children do you / have you got?

3. How old is / how old are your / children?

4. Have you got brothers?

5. Have you got any sons?

6. —

7. —

8. How many brothers and sisters have you got?

9. Are you married?

10. Have you got any / any brothers and sisters?

11. Have you got any brothers or sisters?

12. How many children have you got?

13. Do you have a wife?

14. Where does your family live?

15. Where do you live / your family?

16. Have you got / sons?


**Postest 2 (escrito)**

**G1**

1. How much brothers have you got?

2. How many children have you got?

3. How old is your grandfather?

4. Have you got any brothers?

5. Have you got any son?

6. —

7. —

8. How many brothers and sisters have you got?

9. Are you married?

10. Have you got any brother or sister?

11. Who is the brother?

12. How many brothers have you got?

13. Have you got any brothers or sisters?

14. Where does your family live?

15. Where do you live your family?

16. Are you married?

| 3. Hobbies, lo que le gusta |
|---|

**Pretest (oral)**

**G1**

1. What is your favourite sport?
2. What are / what hobbies / do you like?
3. What's your favourite / activity in your free time?
4. What is … what / what are the hobbies?
5. Do you like tennis?
6. What do you like ... hobbies?
7. What / what are your hobbies / your / sport or ...?
8. Have you / any hobbies?
9. What do you do in your free time?
10. What sort of books / of books do you read?
11. Do you like music?
12. You like swimming?
13. Do you like ... sport in general?
14. What hobby do you practise?
15. What are / your hobbies?
16. Would you like / to play / basket?

**G2**

1. What is your / your hobbies?
2. What about your hobbies?
3. Can you play the guitar?
4. You like antiquities?
5. What are your hobbies?
6. What kind of hobbies do you practise?
7. Do you like / play the piano?
8. Do you like painting?
9. What do you like in you spare time?
10. Do you like sports?
11. Do you like classic music?
12. Can you play / football?

13. Do you like play / football?

14. What your favourite hobby?

15. What your favourite hobby?

16. Do you like play tennis?

17. Can you tell me about your hobbies?

18. What are your hobbies?

19. Do you play basketball or football?

20. What is your favourite hobby?


**Pretest (escrito)**

**G1**

1. What is your favourite sport?

2. What hobbies have you got?

3. How do you like to spend your free time?

4. What are your favourite hobbies?

5. Do you like play tennis?

6. What do you like in your free time?

7. What would you like to do in your free time?

8. Have you any hobby?

9. What do you do in your free time?

10. Do you like swimming?

11. Do you like listen to music?

12. Do you like tennis?

13. What do you like to do in your free time?

14. Do you like football?

15. What is your hobby favourit?

16. Do you like to play basket?

**G2**

1. What is your favority hobby?

2. What about your hobbies?

3. Do you like go to the cinema?

4. Do you like antiquities?

5. What is your hobbies?

6. Which hobbies do you like?

7. What about your hobbies?

8. Do you like painting?

9. What are you doing on your free time?

10. Do you like sport?

11. Do you like play football?

12. Do you like play tennis or football?

13. What is your favourite hobby?

14. What's your favourite hobby?

15. What's your favourite hobbies?

16. You like to play piano?

17. Can you tell me something about your hobbies?

18. What are your hobbies?

19. What are your hobbies?

20. What is your favourite hobby or ability?


**Postest 1 (oral)**

**G1**

1. What do you do in your spare time?

2. Do you like … reading books?

3. What's your favourite activity during your free time?

4. What / are / the favourite / hobbies?

5. What / what do you like?

6. What are your hobbies?

7. What are your hobbies?

8. What kind of hobbies do you like?

9. What is your "prefer" hobbies?

10. Are you interested in pop music?

11. What are your hobbies?

12. What are your hobbies?

13. What do you like in you spare time?

14. What do you like … what do you like to do / in the weekends?

15. Which is your favourite / hobby?

16. What is the / "prefer" sport?

**G2**

1. What is your favourite hobby?

2. What about your hobbies?

3. Do you like play the guitar?

4. Do you like antiquities?

5. Do you like music?

6. What do you / what kind of hobbies do you like?

7. Do you like … drive?

8. Do you like / the Beatles?

9. What do you like / to do / in you spare time?

10. Do you like … do you like / football match?

11. Do you like / pop music?

12. Do you like fish?

13. Do you like / do you like football?

14. Do you like football?

15. What is your favourite hobby?

16. Do you often / often / play cards?

17. Do you like … practise / some sport?

18. What / do you do in your free time?

19. What are your hobbies?

20. What is your favourite / hobby?


**Postest 1 (escrito)**

**G1**

1. What do you do in your spare time?

2. Which hobbies do you like practising?

3. How do you like to spend your free time?

4. What is your favourite hobby?

5. What do you like?

6. What are your hobbies?

7. What are your hobbies?

8. What kind of hobbies do you like?

9. What are your hobbies?

10. What do you tend to do in your spare time?

11. What are your hobbies?

12. What are your hobbies?

13. What do you like to do in your spare time?

14. Do you like basketball?

15. Which is you favourite hobby?

16. Do you like to play tennis?

**G2**

1. What are your favourite hobby?

2. Do you like reading in your free time?

3. Do you like to play the guitar?

4. Do you like Italian food?

5. Do you like music?

6. What kind of hobbies do you like?

7. Do you like collecting stamps?

8. Do you like the Beatles?

9. Do you like swimming?

10. Do you like sports?

11. Do you like pop music?

12. Do you like fish?

13. What kind of sport do you practise in the weekend?

14. Do you like football?

15. What's your favourite hobbie?

16. Do you often play cards?

17. What do you like to do in your free time?

18. What are your hobbies?

19. What do you usually do in your free time?

20. What is your favourite hobbies?

**Postest 2 (oral)**

**G1**

1. What is your favourite sport?

2. What hobbies do you like?

3. What kind of things do you like to do in your free time?

4. What is your favourite / hobbies / what are your favourite hobbies?

5. Do you like coffee?

6. —

7. —

8. What kind of / hobbies do you like?

9. How many hobbies have you got?

10. Are you interested in politics?

11. Do you like play tennis?

12. What are your hobbies?

13. What do you like to do in you spare time?

14. Do you like swimming?

15. What is / your favourite / hobby?

16. Do you like / basket?

**Postest 2 (escrito)**

**G1**

1. What do you do in your spare time?

2. What do you like doing?

3. What kind of things do you like to do in your free time?

4. What is your favourite hobby?

5. Do you like play tennis?

6. —

7. —

8. What kind of hobbies do you like?

9. What are your hobbies?

10. Are you interested in politics?

11. Do you like music?

12. What are your hobbies?

13. What do you like to do in your spare time?

14. Do you like basketball?

15. What's your favourite hobby?

16. Do you like football?

| 4. Algo sobre su pasado |
|---|

**Pretest (oral)**

**G1**

1. What do you do last weekend?
2. Where did you go … on holidays / on last holidays?
3. Have you / ever gone / in holidays / all last years?
4. What / was the holiday in the summer / in the past summer?
5. Can you tell me / where / where did / to the family in this summer?
6. What do you do the last summer?
7. Last summer / did you go out of / Spain?
8. Where do you go / where did you go / the last summer?
9. When you are / a student / when ... when ... when pass your years of student? When study? ... In what place?
10. What did you do / last / last weekend?
11. What ... what the "pasat" / the summer?
12. Have you ever been in "Malaga"?
13. What did you / did you do last / summer?
14. Where did you go the last / summer?
15. Where you went / on holidays / the last / the last summer?
16. What do you ... What do you do ... in the weekend?

**G2**

1. What / what did you do / the last weekend?
2. Now can you tell me / something about your / your last / summer for example?
3. Where were you the last week?
4. What did you do / last / Christmas?
5. Could you tell me / about / your ... the past / holidays?
6. What did you do in your / in your last holidays?
7. Where ... where were you / the last summer?
8. About your ... how do you do / how / did you do the last / Saturday?
9. What did you do last weekend?
10. In the last summer / what did you do?
11. Where were you in your … the last summer?

12. Where do you go / where did you go / the last / weekend?

13. What / what did you / what did you go last summer?

14. What … Where have you / have you bee … the next … the past … week?

15. Where did you go / in your last holiday?

16. Have you / been in the country the last summer?

17. Did you / did you go to / to Amsterdam the / last year?

18. And about the last summer / What / what did you do last summer?

19. Did you … did you watch a film the last weekend?

20. This summer / what / was your favourite beach?


**Pretest (escrito)**

**G1**

1. Did you go to Ibiza last summer?

2. What did you do last summer?

3. Where did you go last summer?

4. Were you the past summer in the beach?

5. Where did you go to the holiday?

6. What do you do the last summer?

7. What did you do the last summer?

8. Where did you go the last summer?

9. Where did you go in the last holiday?

10. Where did you go last summer?

11. What you did past summer?

12. Have you ever been in Paris?

13. What did you do last summer?

14. Where did you go the last summer?

15. Where did you go the last summer of holidays?

16. What did you do the weekend?

**G2**

1. What did you do the last weekend?

2. Can you tell me anything about your past, for example about your last summer?

3. Did you go to Madrid last week?

4. What were you doing yesterday afternoon?

5. Where did you go the last holiday?

6. Did you go out last weekend?

7. Where were you last weekend?

8. What did you do last Saturday?

9. What did you do last weekend?

10. What did you do in the last summer?

11. What did you do last summer?

12. Where did you go last summer?

13. Where did you go the last summer?

14. Have you be in London the past week?

15. Where did you go on your last holidays?

16. Did you go to country last summer?

17. What did you do last summer?

18. What did you do the last weekend?

19. Where have you been the last summer?

20. Where were you the past summer?


**Postest 1 (oral)**

**G1**

1.  Did you go to the beach / last summer?

2.  Where … where … What / did you do … next week … last weekend?

3.  Do you remember any exciting activity during your last holidays?

4.  What / did you / go in the past summer?

5.  Where did you go the last summer?

6.  The last / summer … what … what did you do?

7.  What did you do / last / Christmas?

8.  Could you tell me / what you did / last summer?

9.  When you are young … how many girlfriends have you got?

10. Where did you go last summer?

11. Where … where do you go … the past summer?

12. What did you do / the last / weekend?

13. Where did you go last summer?

14. Where did you go / the / last summer?

15. Where did you go … the last / holidays?

16. What / did you go / at next summer / last summer?

**G2**

1.  Where / did you go / the last summer?

2.  What did you do / the last / weekend?

3.  Were you / were you / stay here / in Úbeda last week?

4.  What about your last Christmas?

5.  Where did you go / the last / holiday?

6.  What did you do / last / last … holidays?

7.  Where / were you / the last summer?

8.  In the summer / have you ever been in France?

9.  Have you had a good childhood?

10. Did you / go / to the beach / last summer?

11. Where were you / in your last / summer?

12. Where did you go / last weekend?

13. Where did you go / the last summer?

14. Have you / have you been in London?

15. Where did you go in your last summer?

16. Did you / watch on TV ... the football match yesterday?

17. What did you / did you do / last weekend?

18. What did you do the last summer?

19. What did you do the last / weekend?

20. Where ... do you / did you / did the past summer?


**Postest 1 (escrito)**

**G1**

1. Did you go on holidays last Christmas?

2. What did you do last weekend?

3. What did you do on summer of 68?

4. Where were you in the past summer?

5. Where did you go to the last summer?

6. What did you do the last summer?

7. Did you go anywhere last summer?

8. What did you do last summer?

9. Did you go to the beach the last summer?

10. What did you do last weekend?

11. What did you do the past summer?

12. What did you do last summer?

13. Where did you go last summer?

14. Where did you go the last summer?

15. Where did you go the last summer on holidays?

16. Where did you go the last summer?

**G2**

1. What did you do the last summer?

2. Could you tell me about your last holiday?

3. Where did you go the last summer?

4. Where did you go last summer?

5. Where did you go the last holidays?

6. What did you do last Xmas?

7. Were you in Italy last summer?

8. What did you do last Sunday?

9. What did you do last summer?

10. Did you go the beach the last summer?

11. Where were you in your last summer?

12. Where have you gone the last summer?

13. Where did you go the last summer?

14. Have you been in London the past week?

15. Where did you go in your last holidays?

16. Have you been to a football match recently?

17. What did you do the last weekend?

18. What did you do the last weekend?

19. What did you do the last weekend?

20. Could you tell me where were you the pass summer?


**Postest 2 (oral)**

**G1**

1. Where did you go last summer?

2. Where did you go / the last summer?

3. Did you go on holidays last summer?

4. Were / you the past summer in the beach?

5. Where did you go / the last summer?

6. —

7. —

8. What do you do / last weekend?

9. Where did you go the last summer?

10. What did you do last weekend?

11. What did you the / last summer?

12. Where did you go last / last summer?

13. Where did you go last weekend?

14. Where did you go the last summer?

15. What did you do / the / the last summer?

16. What did you / go last summer?


**Postest 2 (escrito)**

**G1**

1. Where did you go last summer?

2. Where did you go last summer?

3. Did you go on holidays last Christmas?

4. Were you stay in the beach the past summer?

5. Where did you go the last summer?

6. —

7. —

8. What did you do last weekend?

9. Where did you go the last summer?

10. What did you do last weekend?

11. What did you have the last summer?

12. Where did you go last year?

13. Where did you go yesterday?

14. Where did you go the last summer?

15. What did you do the last summer?

16. What did you go the last summer?

| 5. ¿Tienes …? |
|---|

**Pretest (oral)**

**G1**

1.  Do you have childrens?
2.  Have you … have you got a / a house?
3.  Have you got a / house / an old house?
4.  Have you / you got … a car?
5.  Have got … "The Mayor of Casterbridge" / a book?
6.  Are you have / children?
7.  Have you got pets?
8.  Have you got any pet?
9.  Have you got car?
10. Have you got a car?
11. Have you … cat or dog?
12. Have you got any broth / have you got / any children?
13. Do you have … a lot of dreams?
14. Do you have many / CDs?
15. Have you / have you got any family / in … in any / other place?
16. Have you … a cat?

**G2**

1.  Have you …do you have … a country house?
2.  Have you got / any / strange dream?
3.  Have you any money?
4.  Have you got any dog? / any pet?
5.  Have you got … pet?
6.  Have you any brother or sister?
7.  Have you got a horse?
8.  Have you got … a car?
9.  Have you got / any favourite food?
10. Have you got any car?
11. Have you got any children?
12. Do you have a car?

13. Have you got car / a car?

14. Have you / have you got / any animal?

15. Do you have / two / sons?

16. Have you got any dog?

17. Have you got / any children?

18. Have you got / have you got a car?

19. Have you got a car?

20. Have / have you dog?

**Pretest (escrito)**

**G1**

1. Do you have a car?

2. Have you got a car?

3. Have you got any children?

4. Have you got a car?

5. Have you got the book?

6. Have you got any children?

7. Have you got pets?

8. Have you got any pet?

9. Have you got any son?

10. Have you got a car?

11. Have you got a car?

12. Have you got any sisters?

13. Have you got a cigarette?

14. Do you have a bingo in your house?

15. Have you got any idea about other idiom?

16. Have you cat?

**G2**

1. Do you have a black car?

2. Have you got any impossible dream in mind?

3. Have you any money?

4. Have you got any pets?

5. Have you got a pet?

6. Have you got a girlfriend?

7. Have you got any daughter or son?

8. Have you got a car?

9. Have you got a car?

10. Have you got a car?

11. Have you got any children?

12. Have you got a dog?

13. Have you got a car?

14. Have you got a dog?

15. Do you have a car?

16. Have you got a dog?

17. Have you got any pet?

18. Have you got a car?

19. Have you got a car?

20. Have you dogs?

**Postest 1 (oral)**

**G1**

1.  Have you a dog?

2.  Have you got a car?

3.  Have you got any children?

4.  Have you got / a car?

5.  Have you got a car?

6.  Have you got / any pets?

7.  Have you got pets?

8.  Have you got any pets?

9.  Have you got a car?

10. Have you got a car?

11. Have you got a car?

12. Have you got a car?

13. Have you got  a car?

14. Have you got ... two cars?

15. Have you got / any brother?

16. Are you a car?

**G2**

1.  Have you got ... a "moto"?

2.  Have you got … a car?

3.  Have you any money?

4.  Have you got any pets?

5.  Have you got any cat?

6.  Do you have a cigarette?

7.  Have you got a horse?

8.  Have you got ... a dictionary of French?

9.  Have you got a car?

10. Have got a / a pet?

11. Have you got any car?

12. Have you got … a … a big house?

13. Have you got a … a house in the country?

14. Have you got / any animals?

15. Do you have a car?

16. Have you got any problem with your pupils?

17. Have you got … some … some books?

18. Have you got … a house / in Ubeda?

19. Have you got / a computer?

20. Have you dog?

**Postest 1 (escrito)**

**G1**

1. Have you got a dog?

2. Have you got a car?

3. Have you got any children?

4. Have you got a car?

5. Have you got a car?

6. Have you got pets?

7. Have you got pets?

8. Have you got any pets?

9. Have you got a car?

10. Have you got a ship?

11. Have you got a car?

12. Have you got a car?

13. Have you got a Ferrari?

14. Have you got two cars?

15. Have you got any animal in your house?

16. Are you car?

**G2**

1. Have you got a car?

2. Have you got any child?

3. Have you any friend in this city?

4. Have you got any pet?

5. Have you got cats?

6. Do you have something to tell us?

7. Have you got a swimming-pool in your house?

8. Have you got a diccionary of French?

9. Have you got any pet?

10. Have you got any car?

11. Have you got any car?

12. Have you got a Jaguar?

13. Have you got a computer in your house?

14. Have you got any animals?

15. Have you got a car?

16. Have you got any dog or cat?

17. Have you got any pet?

18. Have you got a big house?

19. Have you got a car?

20. Have you two cars?

**Postest 2 (oral)**

**G1**

1. Have you got a car?

2. Have you got a computer / in your home?

3. Have you got / any pet?

4. Have you got / a car?

5. Have you got a car?

6. —

7. —

8. Have you got / any pets?

9. Have you got car?

10. Have you got / a bicycle?

11. Have you / got / any dog?

12. Have you got a car?

13. Have you got a big house?

14. Have you got … a car?

15. Have you got / any animals?

16. Have you / got / a car?

**Postest 2 (escrito)**

**G1**

1. Have you got a car?

2. Have you got a house or flat?

3. Have you got a car?

4. Have you got a car?

5. Have you got a car?

6. —

7. —

8. Have you got any pets?

9. Have you got a dog?

10. Have you got a bicycle?

11. Have you got any car?

12. Have you got a car?

13. Have you got a big house?

14. Have you got a video?

15. Have you got any animal?

16. Have you got a car?

| **6. Algo sobre su futuro** |
|---|

**Pretest (oral)**

**G1**

1. What do you want / what do you want … to do next year?
2. What think … what do you think / about / younger people?
3. What's your … What do you / what do you want to do in the future?
4. What / is / the planning / for the future?
5. What is / you think about / his / his children / at the school in / in this future?
6. In some years ... what ... would like ... what / you / will do / in some years?
7. Do you expect ... do you expect that / your wife and you ... we are together very years?
8. In the future / in your future ... will you stay in "SAFA"?
9. When you ... when you retire / what have you do?
10. How do you / how ... how will you / how will you see ... in twenty years?
11. What ... what / what have a future ...?
12. Are you going / are you going / this / this night to the cinema?
13. In the future ... do you ... would you like / go ... go on ... teaching?
14. What do you happen the last year ... the next year?
15. Which / are your / "expectatives" ... about your / career?
16. What / do you ... What are you / are you going / to finish / of teacher?

**G2**

1. What do / what do you want about the future?
2. What about your future? / Have you got any / future plans?
3. Will you go the next week to "Linares"?
4. What are you going to do/ next / weekend?
5. Could you tell me / something about your future?
6. What do you think about your future?
7. Would you like ... to have one ... son or daughter?
8. About your future / Do you like ... Will you ... will you study English a lot of years?
9. What are you going to do next week?
10. You … if you … if you are / a student / for example / you / will / study more?
11. Will you stay … in "SAFA"?
12. Will you / have / a big house?

13. What are you going to / to do / the next summer?

14. Do you like … Will you … will you go / to London?

15. Will you go this summer holidays / to holidays?

16. Are you going / to go to the cinema tomorrow?

17. What are you doing … this / summer?

18. And about your future / What / what will you / you do / the next / the next / two years?

19. What have you going to do the last year / the next year?

20. Will you … was tomorrow?

**Pretest (escrito)**

**G1**

1. What do you will do next year?

2. Where will you go in 2005 on holidays?

3. Will you continue teaching in the future?

4. What you think in the future?

5. What you think about his children in the future?

6. What you would like in a some years?

7. Do you think that your marriage during much time?

8. In your future, will you stay at SAFA?

9. What will you do when you retire?

10. How will you see in ten years?

11. Is your future be teacher?

12. Would you like going to the pub?

13. Will you go on teaching in this school?

14. What do you do the next weekend?

15. Which are your expectatives professionals for the next the future?

16. What are you going finish of be a teacher?

**G2**

1. Will you buy a house in Madrid?

2. —

3. Will you go to London next year?

4. What are you going to go next summer?

5. What is your objectives for the future?

6. Are you going to study next years?

7. Would you like go to USA next year?

8. Will you study English in the future?

9. What would you like to become?

10. Would you like study in the futuro?

11. Will you stay in SAFA next year?

12. Will you go to Mars?

13. When are you going to go the next weekend?

14. Will you go to the city the next week?

15. What're you going to do this weekend?

16. Will you buy a new car?

17. What will you do when you have 50 years old?

18. What will you do the next summer?

19. What are you going to do the next year?

20. Where will you be tomorrow?


**Postest 1 (oral)**

**G1**

1. What will you do / next summer?

2. Will you / will you have more / more children?

3. Will you / go on holidays next summer?

4. What / will / you do in the future?

5. Will / will you go / the last summer … the next summer… Where / where will you go?

6. What … you will do … in some years?

7. What do you expect … What will you do the next summer?

8. What / you will do in your future?

9. Are you going to do / any different this / the next weekend?

10. When are you / are you going to retire?

11. What is the future?

12. Will you go … the next summer / to London?

13. Where / will you go the last summer?

14. Where are you going / the next summer?

15. Are you going … to "excursion" the / the next summer?

16. What are you going to … have / of the future?

**G2**

1. Will you go … the next weekend / to the country?

2. Can you tell me any future plans?

3. Will you go to Linares the next week?

4. What are you going to do / the next / weekend?

5. Have you any … any project / for the future?

6. What do you think about your future?

7. Will you go to Italy next summer?

8. Will you go to / New York?

9. Tomorrow what are you going to do?

10. Will you do / the exam / on April?

11. Will you have / more children / in your future?

12. Will you go to the moon?

13. What are you going to do in the ... in the next summer?

14. Will you go ... to Madrid?

15. Where are you going tomorrow?

16. Will you visit your family ... the next weekend?

17. What are … what you doing / the next summer?

18. What do you like / doing in a future?

19. What are you going to do the next / summer?

20. Where are … where … where are / will you be tomorrow?

**Postest 1 (escrito)**

**G1**

1. What will you do next year?

2. Do you want to have more children?

3. Will you go on holidays next summer?

4. What will you do in the future?

5. Where will you go to the next summer?

6. Can you tell me what you will do in some years?

7. What will you do next summer?

8. Do you know what you will do in your future?

9. Will you go to Manchester the next week?

10. Where are you going to go next summer?

11. What will you do in the future?

12. Will you go to London on holiday?

13. Where will you go on holidays?

14. Where are you going the next weekend?

15. Are you going to study in the future other idioms?

16. What will you go to have tomorrow?

**G2**

1. Will you go to holiday the next summer?

2. Will you go on holidays the next summer?

3. Will you go to visit your parents?

4. Where are you going to do the next summer?

5. Have you got any project for the future?

6. What are you going to do when you're sixty?

7. Where will you go next month?

8. Will you go to New York?

9. Will you buy the brown house?

10. Will you do the exam in April?

11. Will you stay in SAFA?

12. Will you go to the moon?

13. What are you going to do in the next summer?

14. Will you go to America?

15. What are you going to do tomorrow?

16. Will you go to visit your family?

17. What will you do the next summer?

18. What will you do the next Sunday?

19. Where will you go the next summer?

20. Could you tell me where will you be the next day?

**Postest 2 (oral)**

**G1**

1. What will you do next year?

2. Will you buy a / a house?

3. Will you go to … England again?

4. Will you travel / the next year?

5. Where will you  go / the next week?

6. —

7. —

8. What will you do in … in summer?

9. When you / was / when you will be sixteen … what do you do?

10. What are you going to / to do / next summer?

11. Do you like … to go to New York / in the future?

12. Will you / will you go / to "Cazorla" / next year?

13. Where will you go next summer?

14. Will you go / to the beach / this summer?

15. What / will you do / the / the next Christmas?

16. Where going / to the … February?

**Postest 2 (escrito)**

**G1**

1. What will you do next year?

2. Will you buy a new car?

3. Will you go to Paris?

4. Will you are the next year here?

5. Where will you go the next week?

6. —

7. —

8. What will you do this summer?

9. When you'll are sixty, what will you do?

10. What are you going to do this summer?

11. What is your future?

12. Will you go to the beach next summer?

13. Where will you go next summer?

14. Where will you go this summer?

15. What will you do the next Christmas?

16. What do you do the next summer?

| 7. Alguna habilidad, algo que sepa hacer |
|---|

**Pretest (oral)**

**G1**

1.  Do you know / how / swallow things?
2.  What do you do / what do you do … what do you do … What do you know to do?
3.  Can you / play an instrument or / paint or …?
4.  What is / the better of ability?
5.  Do you play the piano?
6.  Have you / any / anything / that … you … that you can do?
7.  What do you do … about / work / what do you like … do you like doing anything?
8.  Can you play the guitar?
9.  When you play with / your son and daughter / what kind of plays / do you do with them?
10. Do / do you know to / to cook / paella?
11. —
12. You like / do you like write / poems?
13. What is … the thing / that do you / do you do better?
14. Do you play basketball?
15. What is … your better / ability?
16. Can you / say … how … to have / the / of / of  meat?

**G2**

1.  Can you tell me something that you … that you know to do?
2.  Have you got any / special ability?
3.  Do you know speak English?
4.  Can you play the piano for example?
5.  Do you know … do you know do / something special?
6.  Have you … Do you have … do you have play football?
7.  Do you know … do … aerobics?
8.  Do you … Can you / repair the car?
9.  Do you know … do you know / make something / with wood?
10. What do you know do … in other abilities?
11. Do you know play the piano?
12. Can you / swim?

13. Have you got / a special ability?

14. Have you … any ability?

15. What thing do you like doing?

16. —

17. Can you / can you cook a / cake?

18. Do you know swimming?

19. Do you know / do you know paint a / a picture?

20. What is your favourite ability?


**Pretest (escrito)**

**G1**

1. Do you know how to swallow things?

2. What hability you know to do?

3. Can you play any instrument?

4. What your best hability?

5. Could you speaking in German?

6. Can you tell me anything that you can do very well?

7. What are your habilities?

8. Can you play any music instrument?

9. Have you got any skill?

10. Are you able to fix a car?

11. Do you play tennis?

12. Do you like singing?

13. Which is the thing you do better?

14. Are you a good basketball player?

15. What is the better ability that you know to do?

16. You know to cook?

**G2**

1. Do you know play the piano?

2. Have you got any special hability?

3. Can you play the guitar?

4. Can you play the piano?

5. —

6. Do you know play the guitar?

7. Can you speak Spanish?

8. Can you speak French?

9. Can you sing?

10. What you know do?

11. Can you play the piano?

12. Can you play the piano?

13. Have you got an special ability?

14. Do you know dance the rock and roll?

15. Can you tell me about something that you know to do well?

16. Can you ride in horse?

17. Can you cook a cake?

18. Can you play the piano?

19. Do you play the guitar?

20. What is your favourite ability?

**Postest 1 (oral)**

**G1**

1. Can you swallow things?

2. Can you / can you swim?

3. Can you / cook very well?

4. What / is / your best ability?

5. Do you make … a chair / a chair?

6. Can you drive / a car?

7. What … what do you like doing?

8. Can you play any sport?

9. Can you cook a good "paella"?

10. Are you capable of giving up smoking?

11. What are your abilities?

12. Do you know / cooking?

13. Do you know / swimming?

14. Do you like sports?

15. Which is your better ability?

16. What do you know … about "informatic"?

**G2**

1. Do you know play the guitar?

2. Have you got / any strange ability?

3. Do you know speak English very well?

4. Can you play / the piano?

5. Can you play / the piano?

6. Do you play football?

7. Can you swim?

8. Can you / paint?

9. Have you got any other abilities?

10. What do you do / in your free time?

11. Do you know / play the piano?

12. Can you / can you speak French?

13. Are you ... good with / with tools?

14. Do you know / play the piano?

15. You told me that you like doing things with your hands, isn't it?

16. Can you play tennis?

17. Can you play / the guitar?

18. Do you / play the piano?

19. Do you know play the guitar?

20. Can you swimming?

**Postest 1 (escrito)**

**G1**

1. Can you play the guitar without hands?

2. Can you swim?

3. Can you play a guitar like Angus Young of AC/DC?

4. What is your best hability?

5. Do you make a cupboard?

6. Can you drive a car?

7. Do you cook?

8. Can you play tennis?

9. Can you cook a good paella?

10. Are you able to drink ten lagers in a couple of minutes?

11. What are your abilities?

12. Do you like cooking?

13. Can you drive a car?

14. What is your favourite ability?

15. Do you like play the sports?

16. Do you know to write?

**G2**

1. Can you do puenting?

2. Have you got any strange ability?

3. Do you know speak French?

4. Can you speak German?

5. Can you play the piano?

6. Do you know sing?

7. Can you speak German?

8. Can you painting?

9. Can you speak Italian?

10. Do you know play football?

11. Can you skate?

12. Can you swim?

13. Do you know play the guitar?

14. Do you know swim?

15. What thing do you do better?

16. Can you play piano?

17. Can you play the guitar?

18. Can you play the piano?

19. Do you play the piano?

20. Can you swim?

**Postest 2 (oral)**

**G1**

1. Can you play the guitar without hands?

2. What ability … What can you do?

3. Can you swim?

4. What is / your / best / ability?

5. Do you make / an armchair?

6. —

7. —

8. Can you play the guitar?

9. What is your "prefer" ability?

10. Are you capable of / of jumping / jumping fences?

11. What's yours abilities?

12. Do you know sing songs?

13. What is the thing / that you know to do better?

14. Do you speak English?

15. What is your / better ability?

16. Do you know cooking?

**Postest 2 (escrito)**

**G1**

1. Can you play the guitar without hands?

2. What can you do?

3. Can you swim very well?

4. What is your best ability?

5. Do you know make a wardrobe?

6. —

7. —

8. Can you play the guitar?

9. What's your best ability?

10. Are you capable of running a hundred metres in nine seconds?

11. What your abilities?

12. Do you know play the guitar?

13. Do you know to ride a horse?

14. Do you speak English?

15. What's your better ability?

16. Do you know cooking?

| 8. Do you know wh- ... |
|---|

**Pretest (oral)**

**G1**

1. Do you know / what is / my name?
2. Do you know … do you know … do you know … do you know … who … play the piano?
3. Do you know why is the reason / of your … your like teaching?
4. Do you know … what … do you know / what occur in the past month / in the "SAFA"?
5. Do you know where / the football match yesterday?
6. Do you know / why ... do you know why / we / we are / free today?
7. Do you know / why the man ... want to go out of the ... to the moon?
8. Do you know / what ... what you ... what you are going to eat / today?
9. Do you know what's the meaning of / software?
10. Do you know ... do you know what's ... the "Infanta Elena's" ... son name?
11. Do you know London... do you know what  / is / what is / London?
12. Do you know where ... the "People" / the pub "People"?
13. Do you know / what I do here?
14. Do you know ... what happen in the ... in the door in the "SAFA" the ... last Wednesday?
15. Do you know / what is ... is make / "puenting"?
16. Do you know / what is / is "meteorito"?

**G2**

1. Do you know / who is the winner of / president of US?
2. Do you know ... do you know where / I born?
3. Do you know / what colour is it?
4. Do you know / what's colour of / the ... the sky today?
5. Do you know what the ...the weather ... have today?
6. Do you know ... Do you know what's the weather?
7. Do you know what / what is my / my age?
8. Do you know / what is / "espina bífida"?
9. Do you know / why "Ubeda" / is called like that?
10. Do you know what is this?
11. Do you know what kind of food / do you usually / does someone eat in New York?
12. Do you know / where / where is … the … "El Egido"?

13. Do you know what is the new / president of the United States?

14. Do you know / who sing today?

15. Do you know where / do I live?

16. Do you know what time is it?

17. Do you know what is … what is … what is a bubble?

18. Do you know / for example … what is my name?

19. Do you know what was the / the result of the match of yesterday?

20. Do you know / what is my favourite animal?

**Pretest (escrito)**

**G1**

1. Do you know what is the meaning of cod?

2. Do you know when is the exam?

3. Do you know why are you teaching?

4. Do you know what occurred in the SAFA the past Monday?

5. Do you know where play Real Madrid the next weekend?

6. Do you know why we are only three persons in class?

7. Do you know why the man want to travel around the universe?

8. Do you know what you are going to eat today?

9. Do you know when did your father born?

10. Do you know who is the king of Spain?

11. Do you know who is she?

12. Do you know where is the cinema?

13. Do you know where I live?

14. Do you know what happen the last wednesday in SAFA?

15. Do you know what are the costumbers more typicals of the English?

16. Do you know what is meteorito?

**G2**

1. Do you know who is the president of USA?

2. Do you know where I was the last summer?

3. Do you know what is my name?

4. Do you know what is your great-grandmother's name?

5. Do you know where is the Quesada street?

6. Do you know why are you famous?

7. Do you know where Madrid is?

8. Do you know what is Espina Bífida?

9. Do you know what is the capital city of Spain?

10. Do you know where are the books?

11. Do you know who is my sister?

12. Do you know where is Acapulco?

13. Do you know what is the new president of USA?

14. Do you know who play in the Betis team?

15. Do you know where I live?

16. Do you know what time is it?

17. Do you know why is so difficult this life?

18. Do you know what is my name?

19. Do you know where is the hospital?

20. Do you know what is my favourite animal?

**Postest 1 (oral)**

**G1**

1. Do you know who is "Eladio"?

2. Do you know who … do you know what … what you buy … to a wife for … "día de los enamorados?

3. Do you know / what's the best band in the rock history?

4. Do you know what … do you know what the weather is?

5. Do you know / what … (no) who / who is the … who is the / new teacher of "didáctica general"?

6. Do you know / when finish the (no) the class finish?

7. Do you know … what … who discovered America?

8. Do you know what you eat today?

9. Do you know when / the penicillin discovered?

10. Do you know what my name is?

11. Do you know / who is / Ronald Reagan?

12. Do you know where the library is?

13. Do you know what time is it?

14. Do you know ... who ... my father is?

15. Do you know which is / the / better / actor of London?

16. Do you know when … you go to cinema?

**G2**

1. Do you know who is the president of USA?

2. Do you know … do you know where I come from?

3. Do you know who are my?

4. Do you know what is … my name?

5. Do you know / what … what's the weather?

6. Do you know why / I'm here?

7. Do you know what is / my favourite colour?

8. Do you know / why is ... "espina Bífida"?

9. Do you know what's the / capital city of / Northern Ireland?

10. Do you know what is this?

11. Do you know … what / what kind of music do you like / your children?

12. Do you know where / where is … Mexico?

13. Do you know / what is the leader of the / the football league?

14. Do you know / who / is Madonna?

15. Do you know what's the time?

16. Do you know / who is Silvio Rodriguez?

17. Do you know / what are you doing tomorrow?

18. Do you know … where are … Aguilar?

19. Do you know … do you know when is / my date of birthday?

20. Do you know / where / is the people today?


**Postest 1 (escrito)**

**G1**

1. Do you know who is Tito Blas?

2. Do you know when the exam is?

3. Do you know where is Curro?

4. Do you know what did happen in the past Monday?

5. Do you know who is the new teacher of Didáctica General?

6. Do you know when the class finishes?

7. Do you know why you are teaching English?

8. Do you know what you eat today?

9. Do you know what a second language is?

10. Do you know what my name is?

11. Do you know who is Ronald Reagan?

12. Do you know where the library is?

13. Do you know what time is it?

14. Do you know when the class finishes?

15. Do you know which is the better actor of London?

16. Do you know what metheorito is?

**G2**

1. Do you know who writes "El Quijote"?

2. Do you know what are my future plans?

3. Do you know who am I?

4. Do you know what is the colour of Santiago's white horse?

5. Do you know what is the weather that made today?

6. Do you know why are you famous?

7. Do you know what is my mother's name?

8. Do you know why is Espina Bífida?

9. Do you know where does Madonna live?

10. Do you know what is this?

11. Do you know where is Alicia from?

12. Do you know where is Madagascar?

13. Do you know what is the new president of USA?

14. Do you know who is Peter?

15. Do you know something about computers?

16. Do you know who is Ismael Serrano?

17. Do you know where did he live Shakespeare?

18. Do you know what is my town's name?

19. Do you know when is the exam?

20. Do you know who is Elvis?

**Postest 2 (oral)**

**G1**

1. Do you know what age is Eladio?

2. Do you know where / did Mozart … was Mozart born?

3. Do you know who is "Billy Wilder"?

4. Do you know / where is / the "Carrefour"?

5. Do you know what is the day … of the qualifications?

6. —

7. —

8. Do you know where / you live in the future?

9. Do you know / where  Canada is?

10. Do you know what my name is?

11. Do you know who is George Bush?

12. Do you know where "Los Monteros" is?

13. Do you know what time is it?

14. Do you know / who the president of Spain is?

15. Do you know … who … who written Hamlet?

16. Do you know what … Do you know where the moon is?

**Postest 2 (escrito)**

**G1**

1. Do you know what is the meaning of the word food?

2. Do you know where Mozart was born?

3. Do you know where is Berlin?

4. Do you know where is the Carrefour?

5. Do you know what is the day of my notes?

6. —

7. —

8. Do you know where you will live in the future?

9. Do you know where is the teacher of English?

10. Do you know what my name is?

11. Do you know who is Roger Rabbit?

12. Do you know where Andres is?

13. Do you know what time is it?

14. Do you know who the president of Spain is?

15. Do you know who written Hamlet?

16. Do you know what the moon is?

| 9. Comida |
| --- |
| **Pretest (oral)** |
| **G1** |
| 1. What is your favourite food? |
| 2. What food do you like? |
| 3. Do you like / modern fast food or traditional food? |
| 4. What's … What did / you like / the eat? |
| 5. What is / the food / that you like? |
| 6. What food / do you like? |
| 7. What food do you like? |
| 8. What kind of / food or meals ... do you like? |
| 9. What's your ... your favourite meat? |
| 10. What is your favourite food? |
| 11. Do you like ... food? |
| 12. You like eat/ meat? |
| 13. Do you like / eat a lot? |
| 14. Do you like / coffee? |
| 15. What is / your food / favourite? |
| 16. What you / hate ... meat? |
| **G2** |
| 1. What is your favourite food? |
| 2. The food / What is your favourite food? |
| 3. Do you / do you like the spaghettis? |
| 4. What's your favourite meat? |
| 5. What your favourite food? |
| 6. What kind of food do you like? |
| 7. Do you / do you like "tortellini a la casanova"? |
| 8. What's your favourite food? |
| 9. What your favourite / meal / breakfast / lunch …? |
| 10. Do you like / spaghettis? |
| 11. — |
| 12. What is your favourite food? |

13. What is your … Do you like rice?

14. What your favourite food?

15. What your favourite food?

16. Do you like the fish?

17. Do you like … "paella"?

18. What is your favourite food?

19. Do you like / Italian food?

20. What is your favourite / food?

**Pretest (escrito)**

**G1**

1. What is your favourite food?

2. What food do you prefer?

3. Do you prefer traditional food or modern fast food?

4. What you better food?

5. What the food like?

6. What food do you like?

7. What food do you like?

8. What kind of meal do you like?

9. What's your prefer meal?

10. What's your favourite food?

11. Do you like cakes?

12. Do you eat meat?

13. Do you like cooking?

14. What do you eat at breakfast?

15. What is your food favourite?

16. What is your meat that hate?

**G2**

1. What are your favourite food?

2. What is your favourite food?

3. Do you like coffe?

4. What is your favourite meal?

5. What is your favourite food?

6. Which kind of food do you prefer?

7. Do you like Italian food?

8. What is your favourite food?

9. What kind of food do you like?

10. Do you like spaghetti?

11. Do you know what kind of food do Americans eat?

12. Do you prefer meat or fish?

13. What is your favourite food?

14. Do you like pizza?

15. What's your favourite food?

16. Do you like tea?

17. Do you like to eat in a luxurious restaurant?

18. What is your favourite food?

19. Do you like Italian Food?

20. What is your favourite food?

**Postest 1 (oral)**

**G1**

1. What kind  of / what kind of food do you like?

2. What food do you like?

3. Do you like seafood?

4. What is the favourite eat / the favourite food?

5. Do you like … "paella"?

6. What food do you like?

7. What kind of food do you like?

8. What kind of food do you like?

9. What is your "prefer" food?

10. What kind of / of food do you like?

11. Do you like potatoes?

12. Could you tell me what / what / what kind of food you like?

13. What is your favourite food?

14. What type / what type of / of food do you like?

15. Which is / your favourite / food?

16. Do you like potatoes?

**G2**

1. What is your favourite food?

2. What is your favourite food?

3. Do you like lasagne?

4. What's your / favourite meal?

5. Do you like / Italian / food?

6. What kind of food / do you like?

7. Do you like / "tortilla de Patatas"?

8. What is your / prefer food?

9. What's your favourite food?

10. Do you like spaghetti?

11. Do you like rice?

12. Do you like chocolate?

13. What kind of food do you like?

14. Do you like … fish?

15. What is your favourite food?

16. Do you  prefer / to have ... wine or beer / at lunch?

17. Can you cook a … a cake?

18. What is / your favourite food?

19. What are your favourite food?

20. What is your favourite food?


**Postest 1 (escrito)**

**G1**

1.   What kind of food do you like?

2.   What food do you hate?

3.   Do you like seafood?

4.   Do you like Paella?

5.   Do you like paella?

6.   What kind of food do you like?

7.   What kind of food do you like?

8.   What kind of food do you like?

9.   What is your prefer food?

10.  What kind of food do you like?

11.  Do you like potatoes?

12.  What sort of food do you like?

13.  What is your favourite food?

14.  What did you eat yesterday?

15.  Do you like the vegetables?

16.  What is your favourite food?

**G2**

1.   What is your favourite food?

2.   What is your favourite food?

3.   Do you like the potatoes?

4.   Do you like eating fruit?

5.   Do you like Italian food?

6.   Do you prefer meat or fish?

7.   Do you like Chinese food?

8.   What is your favourite food?

9.   Do you like meat?

10.  Do you like spaghetti?

11.  Do you like Italian food?

12.  Do you like chocolat?

13. What is you favourite food?

14. Do you like the pizza?

15. What's your favourite food?

16. Do you like tea?

17. Do you like orange juice?

18. What is your favourite food?

19. What do you prefer meat or fish?

20. What is your favourite food?

**Postest 2 (oral)**

**G1**

1. What kind of food do you like?

2. What / what food / do you hate?

3. Do you like Chinese food?

4. What / type / of meal do you prefer?

5. Do you like spaghettis?

6. —

7. —

8. What kind of / of meal / of food / do you like?

9. What's your "prefer" meal?

10. What do you usually eat / on Sundays?

11. Do you like potatoes?

12. Do you like meat?

13. What kind of food / do you like?

14. Do you eat / at breakfast / meat?

15. Do you like the vegetables?

16. Do you like fish?

**Postest 2 (escrito)**

**G1**

1. What kind of food do you prefer?

2. What food do you hate?

3. Do you like fast food?

4. What is your favourite meal?

5. Do you like eggs?

6. —

7. —

8. What kind of food do you like?

9. What's your prefer food?

10. What do you usually eat on Sundays?

11. Do you like the potatoes?

12. Do you like meat?

13. What is your favourite food?

14. What is your favourite food?

15. Do you like the vegetables?

16. Do you like fish?

| **10. Libre** |
|---|
| **Pretest (oral)**<br><br>**G1**<br><br>1.  Do you like to be a teacher?<br><br>2.  Do you / practise English / in your house?<br><br>3.  What's your opinion about / I don't know / the elections in U.S?<br><br>4.  How do you think / that / the … the course / our course?<br><br>5.  Do you like / to be teacher?<br><br>6.  Do you like … what music / do you like?<br><br>7.  How old are you?<br><br>8.  Have you got … any son or daughter?<br><br>9.  Do you like football?<br><br>10. What do you usually do in your free time?<br><br>11. Where are you from?<br><br>12. You like be a teacher?<br><br>13. What is  your … your ideal life?<br><br>14. What do you think … of the "ETA"?<br><br>15. What is … What is … what is for you the more interesting of English?<br><br>16. Do you smoke?<br><br>**G2**<br><br>1.  Who you prefer / for president?<br><br>2.  Are you / happy more or less / with our class?<br><br>3.  How are you?<br><br>4.  What do you think about Christmas?<br><br>5.  Do you like / travel?<br><br>6.  Have you … have you liked my interview?<br><br>7.  It is / is it a joke?<br><br>8.  Do you know / what is the … the "bases psicopedagógicas"?<br><br>9.  What would you like to do in the future?<br><br>10. What's the time is it?<br><br>11. Do you like your work?<br><br>12. How old are you? |

13. Do you like to go to "Linares"?

14. What … what your / favourite films?

15. Can you tell me about your favourite films?

16. How are you?

17. What is your … your … type of music or favourite type of music?

18. What is your … dream?

19. Do you think that we are going to be a good teacher?

20. What is / your favourite person?

**Pretest (escrito)**

**G1**

1. What do you think about Diego?

2. Do you like watching football?

3. What's your opinion about USA's elections?

4. Do you like football?

5. When do we go to England?

6. What music do you like or do you prefer?

7. How old are you?

8. Have you got any son or daughter?

9. What's the meaning of software?

10. What do you usually do in your free time?

11. Where are you from?

12. Do you like listening music?

13. Are you happy in your day life?

14. Where is the city of your dream?

15. Have you visited any time England?

16. What do the book like you?

**G2**

1. Do you like your job?

2. Are you happy and satisfied with our class?

3. How are you?

4. Do you like living in a big city?

5. Do you like travel?

6. Have you enjoyed with my interview?

7. Where are you from?

8. Do you know what is Bases Psicopedagógicas?

9. What would you do in a date?

10. What's the time is it?

11. Do you like your job?

12. Where do you live?

13. Do you like to go to Linares?

14. Do you like play the guitar?

15. Can you tell me about your favourite film?

16. Could you tell me something about your life?

17. What would you do if you have a lot of money?

18. What is your dream?

19. How old are you?

20. What is your favourite beach?

**Postest 1 (oral)**

**G1**

1. What is your house like?

2. Have you ever been to England?

3. What's your opinion about the situation in / in Ulster?

4. What do you think / about / my pronunciation?

5. Do you like … to go / go to buy?

6. How old are you?

7. What are your sons' names?

8. How old are you?

9. What is your wife's name?

10. Have you / have you ever been in / in Edinburgh?

11. Where do you live?

12. How many children have you got?

13. Do you like your job?

14. How many years … do you stay in SAFA?

15. Which is / your sport favourite?

16. Would you like … go / a moon?

**G2**

1. Do you like your / your job?

2. Have you noticed anything … innovate / in this school?

3. How are you?

4. What do you think about … smoking cigarettes?

5. Would you like / meet a famous person?

6. Do you like cinema?

7. How is your / son?

8. What / what is your prefer / your favourite music?

9. What are you going to do next summer?

10. What the time is it?

11. What's your favourite colour?

12. How old are you?

13. What do you think about … the Balcanes syndrome?

14. Do you like … the music?

15. What is your favourite / group of music?

16. Why / do you wear glasses?

17. How / how many often / do you play tennis?

18. How … daughter have you got?

19. Do you like read?

20. What is your favourite / pupil?


**Postest 1 (escrito)**

**G1**

1. What's your house like?

2. Have you ever been to Greece?

3. What do you think about the inner capacity of Tamara?

4. What is your opinion about this?

5. What do you drink when you go out with your friends?

6. How old are you?

7. What are your surnames?

8. How old are you?

9. May I go to the bathroom?

10. When is the next interview going to be?

11. Where are you from?

12. Do you want to go out this evening?

13. Would you like cooking for me?

14. Where are you from?

15. Do you like to go the cinema?

16. Would you like to go a moon?

**G2**

1. How old are you?

2. What about your professional life?

3. Would you like to spend a night with a famous person?

4. Can you cook?

5. Would you like meet a famous person?

6. Do you want to add something?

7. Have you got family in Linares?

8. Have you ever been in France?

9. How often do you watch television?

10. What time is it?

11. Do you like to dance?

12. What's the time?

13. Are you happy in your job?

14. Where are you from?

15. What do you prefer, Italian food or Spanish food?

16. How are you?

17. When are you going to visit Grecia?

18. What do you think about your job?

19. What can you do with 100£?

20. Could you tell me who is your favourite girl or boy of this class?


**Postest 2 (oral)**

**G1**

1. Are you going / to continue teaching English?

2. When will the marks … put on the table?

3. What do you think about … the situation / the "globalization"?

4. Why … What / have / you this / to do this?

5. Do you think … I passed my exam?

6. —

7. —

8. Have you got a car?

9. How many people / was pass the exam of didactics of second year?

10. What do you think about / terrorism in Spain?

11. Where are you from?

12. Do you like tea?

13. What kind of films do you like?

14. What's your opinion of the ETA?

15. What is / your favourite for TV?

16. Do you like to use computers?


**Postest 2 (escrito)**

**G1**

1. How old is Eladio?

2. Have I passed this exam?

3. What do you think about the last film of Bigas Luna?

4. Why do you have to do this exam?

5. Do you think that I'll pass my exam?

6. —

7. —

8. How many cars have you got?

9. Can you tell me if the war will finished any day?

10. What do you usually cook on Sundays?

11. Where are you from?

12. Would you go to the cinema?

13. What is the weather like?

14. What's your opinion of the ETA?

15. What's your music favourite?

16. Do you know to use the computer?

*2. Prueba 2*

*2.1. Pretest y postest 2*

| 1. She smokes FORTY cigarettes a day |
|---|
| **Pretest (oral)** <br> **G1** <br> 1. How much cigarettes / she smokes / a day? <br> 2. How / how many cigarettes / she smoke / a day? <br> 3. How many cigarettes … does she / smoke a day? <br> 4. How much / smoke cigarettes / a day? <br> 5. When / how many cigarettes … smoke today? <br> 6. How many cigarettes / she smoke? <br> 7. How many cigarettes / she smokes a day? <br> 8. How many / cigarettes / does she smoke a day? <br> 9. How much cigarettes … do you smoke in a day? <br> 10. How many cigarettes … does she / does she smoke a day? <br> 11. What / cigarettes smoke a day? <br> 12. How many cigarettes / do you smoke during the day? <br> 13. How many cigarettes / does she smoke? <br> 14. How many cigarettes / smoke / of a day? <br> 15. How much … cigarettes / smoke he / a one / a one day? <br> 16. How smoke she / cigarettes / the day? <br> **G2** <br> 1. How many … cigarettes / does she smoke? <br> 2. How many cigarettes / how many cigarettes / does he smoke? <br> 3. How she … How … How many cigarettes smoke / a day? <br> 4. How many cigarettes / she smokes? <br> 5. How many / cigarettes she smokes? <br> 6. How many cigarettes/ are you smoke? <br> 7. How many cigarettes / do she smoke? / does she smoke? <br> 8. How often do you smoke? |

9. How many cigarettes does she smoke?

10. What cigarettes / what / cigarettes / he smokes a day?

11. How many / cigarettes / does she smoke?

12. How many cigarettes / he smoke a day?

13. How many cigarettes … how many cigarettes … is she smoke?

14. Does she smoke?

15. How many cigarettes do you smoke a day?

16. How many cigarettes … you … smoke … a day?

17. How many cigarettes / she smoke?

18. How / cigarettes / how your … how cigarettes smoke she?

19. Does / does she smoke?

20. Why this person smoke?


**Pretest (escrito)**

**G1**

1. How many cigarettes she smokes a day?

2. How many cigarettes does she smoke a day?

3. How many cigarettes does she smoke a day?

4. How many cigarettes she smoke a day?

5. How many cigarettes does she smoke a day?

6. How many cigarettes she smokes?

7. How many cigarettes a day does she smoke?

8. How many cigarettes does she smoke a day?

9. How much cigarettes do you smoke in a day?

10. How many cigarettes does she smoke a day?

11. How old are you?

12. How many cigarettes does she smoke?

13. How many cigarettes does she smoke a day?

14. How many cigarettes does she smoke of a day?

15. How often smokes she cigarettes?

16. What do she do?

**G2**

1. How many cigarettes does she smoke a day?

2. How many cigarettes does she smoke a day?

3. How many cigarettes does she smoke a day?

4. How many cigarettes does she smoke a day?

5. How many cigarettes a day do you smoke?

6. How many cigarettes does she smoke for a day?

7. How many cigarettes does she smoke in a day?

8. How many cigarettes does she smoke a day?

9. How many cigarettes does she smoke per day?

10. How many cigarette she smoke?

11. How many cigarettes does she smoke?

12. How many cigarettes does she smoke?

13. How many cigarettes does she smoke?

14. How many cigarettes she smokes?

15. How many cigarettes do you smoke usually?

16. How many cigarettes does she smoke a day?

17. How many cigarettes does she smoke a day?

18. How many cigarettes does she smoke during a day?

19. How many cigarettes does she smoke?

20. Why do she smoke?


**Postest 2 (oral)**

**G1**

1. How much cigarettes / she smokes / a day?

2. How many cigarettes / does she smoke / a day?

3. How many cigarettes / does she smoke?

4. How … how many … how many cigarettes / does she smoke?

5. How much cigarettes does she smoke?

6. —

7. —

8. How many / cigarettes / does she smoke a day?

9. How much cigarettes do you smoke a day?

10. How many cigarettes does she smoke per day?

11. What she smokes / the cigarettes / a day?

12. How many cigarettes … does she smoke?

13. How many cigarettes / does she smoke a day?

14. How many cigarettes / is she smoke?

15. How many cigarettes … she / she smoke?

16. How much … does she smoke?


**Postest 2 (escrito)**

**G1**

1. How much cigarettes does she smoke a day?

2. How many cigarettes does she smoke a day?

3. How many cigarettes does she smoke?

4. How many cigarettes does she smoke?

5. How much cigarettes does she smoke?

6. —

7. —

8. How many cigarettes does she smoke a day?

9. How many cigarettes does she smoke?

10. How many cigarettes does she smoke a day?

11. How old are you?

12. How many cigarettes does she smoke?

13. How many cigarettes does she smoke a day?

14. How many cigarettes does she smoke a day?

15. How many cigarettes does she smoke a day?

16. How much do cigarette smoke she a day?

| 2. He's coming NEXT WEEK |
|---|

**Pretest (oral)**

**G1**

1. When he come?
2. When / when is / he coming?
3. When is he coming?
4. When / do / you / go / when do you come / he … when do he come?
5. When … when was / when / when are he coming …?
6. When … when / she come?
7. When / when … when is he coming?
8. When / is he coming?
9. When … when arrive your brother?
10. When Justin are going to come here?
11. Where / when … come … when come to Toni …?
12. Is he coming?
13. When … does he came / come?
14. When is he coming?
15. When … when do you / go / to come / when do you go to come / he?
16. Which …is / is he coming?

**G2**

1. When / is he coming?
2. Where is / where is he coming? … when is he coming?
3. When is he coming?
4. What is he going to do?
5. When … when he go coming … to Madrid?
6. When … when he is coming?
7. Is he / come the next week?
8. What … What is coming / "no" / What he coming?
9. When is he coming?
10. When / he / arrive here?
11. Is he … is he coming next week?
12. Is he / is he coming the next week?

13. When are / when is … when are he coming / here?

14. Have he / come?

15. Where / does he come?

16. Where will he come … When will he come?

17. When are / he coming?

18. Is / he / come next week?

19. When is he going / to come?

20. How often … how often … how often … is he coming … my house?

**Pretest (escrito)**

**G1**

1. When he's comming?

2. When is he coming?

3. When is he coming?

4. When he go?

5. When is he coming?

6. When he come?

7. When is he coming?

8. When is he coming?

9. When will he arrive?

10. When's he coming here?

11. Where do you arrive?

12. When is Peter coming at home?

13. When does he come?

14. When is he come?

15. When do you go to come he of holiday?

16. When is he coming?

**G2**

1. When will does he come?

2. When is he coming?

3. When is he coming?

4. When is he coming here?

5. When does he come?

6. When is he coming?

7. When is he coming?

8. When is he coming?

9. When is he coming?

10. When he arrives here?

11. When is he coming?

12. When will he come?

13. When is he coming?

14. When is he coming?

15. When does he come?

16. When is he coming?

17. When are he coming?

18. When is he coming?

19. When is he going to coming?

20. When is he coming?

## Postest 2 (oral)
**G1**

1. When … when is … when is he coming?

2. When is he coming?

3. When is he coming?

4. When … is he coming?

5. When / does / when / is / he coming?

6. —

7. —

8. When is he coming?

9. When does he / when is he coming?

10. When is he / when is he going to come?

11. When … when he come?

12. When is he coming?

13. When / is he coming?

14. When is he coming?

15. When … when is … when is he …he coming here?

16. When … when is / he coming?

## Postest 2 (escrito)
**G1**

1. When he's coming?

2. When is he coming?

3. When is he coming?

4. When will he come?

5. When is he coming?

6. —

7. —

8. When is he coming?

9. When is he coming?

10. When is he coming?

11. When he come to New York?

12. When is he coming?

13. When is he coming?

14. When is he coming?

15. When is he coming to Ubeda?

| 3. They went TO NEW YORK |
|---|

**Pretest (oral)**

**G1**

1. Where they went?
2. Where do you / where did you go / where did / they go?
3. Where did they go?
4. Where … do / they / go?
5. Where ... where did they / they go?
6. Where / did they went –no- where did they / go?
7. Where ... where did / they ... when / where did they we go?
8. Where ... Where they / where did they / go to?
9. Did you visit any ... any foreign country?
10. When they did / did go ... in holidays / last holidays?
11. Where / when... when you ... when you "pasat" the summer?
12. Where did / where did they go?
13. Where did they ... go?
14. Where did they went?
15. Where went they / of ... this summer?
16. Where / you was?

**G2**

1. Where / did the went / "no" / they go?
2. When / when ... where / do they go?
3. Did they go to New York?
4. What / what did they go?
5. Where did they went?
6. When did you do?
7. Where did they go / the last year?
8. Did you / did they / go to New York?
9. Where did they go?
10. Where / they / went?
11. Where did they go / last week?
12. Did they go to New York?

13. When … when did they / go?

14. Where do they  / went / where did they go?

15. Where did they go?

16. Where … where did they go?

17. Where did you go?

18. Where / where / did they go?

19. Where / did they go?

20. Where … where are / where are / they … where they go this past summer?


**Pretest (escrito)**

**G1**

1. Did they go to New York?

2. Where did they go?

3. Where did they go?

4. Where did you go?

5. Where did they go?

6. Where did they go?

7. Where did they go?

8. Where did they went in summer?

9. When did they go in summer?

10. Where did they go to holiday?

11. Where do you go?

12. Where did they go?

13. Where did they go?

14. Where did they go?

15. Where did they go of travel?

16. Where do you went?

**G2**

1. Where did they go?

2. Where did they go?

3. Where did they go?

4. Where did they go last Xmas?

5. Where did they go?

6. Where did they go?

7. Where did they go last week?

8. Where did they go?

9. Where did they go?

10. Where they went?

11. Where did they go?

12. Where did they go?

13. Where did they go?
14. Where did they go?
15. Where did he go?
16. Where did they go?
17. Where did they go?
18. Where did they go?
19. Where did they go?
20. Where did they go?


**Postest 2 (oral)**

**G1**

1. Where did / they go?
2. Where did / they / they go?
3. Where did they go?
4. Where / did they go?
5. Where did / they go?
6. —
7. —
8. Where did they go?
9. Where did they go?
10. Where did they go?
11. When / are they / the last summer?
12. Where did they go?
13. Where did they go?
14. Where / did they go?
15. Where … where did you go / where did they go?
16. Where / did you / go / where did / they / go?


**Postest 2 (escrito)**

**G1**

1. Where did they go?
2. Where did they go?
3. Where did they go?
4. Where did they go?
5. Where did they go?
6. —
7. —
8. Where did they go?
9. Where did they go?

10. Where did they go?

11. Where did you go the last summer?

12. Where did they go?

13. Where did they go?

14. Where did they go?

15. Where did they go on holidays?

16. Where did they go?

| 4. I prefer COFFEE AND TOAST for breakfast |
|---|

**Pretest (oral)**

**G1**

1. What do you prefer / for breakfast / coffee or toast?
2. What / what do you prefer for breakfast?
3. What's your prefer / food for breakfast?
4. What do you / do prefer / for breakfast?
5. What / his prefer / what is you prefer/ for breakfast?
6. What you / prefer / for breakfast?
7. What / do you like for breakfast?
8. What do you prefer for breakfast?
9. What do you prefer to / for breakfast?
10. What your prefer / your prefer / for breakfast?
11. Do you like / milk?
12. What you / what you prefer for breakfast?
13. What do you prefer for breakfast?
14. What do you breakfast ... What do you usually breakfast?
15. What is / your breakfast / favourite?
16. What ... is your preferred ... meat?

**G2**

1. What do you prefer for breakfast?
2. What do you prefer / for breakfast?
3. What do you prefer for breakfast?
4. What do you prefer / milk or coffee / for breakfast?
5. What's prefer ... to breakfast?
6. Do you prefer coffee or toast?
7. What do / you prefer for breakfast?
8. What do you prefer for breakfast?
9. What do you prefer for breakfast?
10. Do you like coffee / and / do you like coffee or / toast?
11. What do you prefer for breakfast?
12. Do you prefer / coffee and toast or cereals?

13. What is your favourite breakfast?

14. Do you prefer … What do you prefer?

15. What do you prefer / prefer for breakfast?

16. What do you prefer / for breakfast?

17. What do you prefer for breakfast?

18. What do you prefer for breakfast?

19. What / do you prefer to have breakfast?

20. Do you prefer / "donuts" / and other / breakfast?

**Pretest (escrito)**

**G1**

1. What do you prefer for breakfast: milk and biscuits or coffee and toast?

2. What do you prefer for breakfast?

3. What do you prefer for breakfast?

4. What do you prefer for breakfast?

5. What do you prefer for breakfast?

6. What you prefer for breakfast?

7. What do you prefer for breakfast?

8. Would you prefer for breakfast?

9. What do you prefer American or Spanish breakfast?

10. What do you prefer for breakfast?

11. What do you go to take?

12. What do you prefer for breakfast?

13. What do you prefer for breakfast?

14. What do you eat for breakfast?

15. What is your breakfast favourit?

16. What do you prefer for breakfast?

**G2**

1. What do you prefer for breakfast?

2. What do you prefer for breakfast?

3. What do you prefer for breakfast?

4. Do you like orange juice for breakfast?

5. What do you have for breakfast?

6. What do you prefer for breakfast?

7. What do you prefer for breakfast?

8. What do you prefer for breakfast?

9. What do you prefer for breakfast?

10. Do you prefer coffee or toasts?

11. What do you prefer for breakfast?

12. Do you prefer cereals or coffee and toast for breakfast?

13. What do you prefer for breakfast?

14. What do you prefer for breakfast?

15. What do you prefer for breakfast?

16. What do you prefer for breakfast?

17. What would you prefer for breakfast?

18. What do you prefer for breakfast?

19. What do you prefer to have breakfast?

20. Do you prefer coffee and toast or another breakfast?

## Postest 2 (oral)

**G1**

1. What kind of food / do you prefer / for breakfast?

2. What do you prefer for breakfast?

3. What do you prefer for breakfast?

4. What / do you prefer / for breakfast?

5. What / what do you prefer for breakfast?

6. —

7. —

8. What do you prefer for breakfast?

9. What do you prefer to / for breakfast?

10. What do you prefer / to eat for breakfast?

11. What prefer / in breakfast?

12. What do you prefer for breakfast?

13. What do you prefer / for breakfast?

14. What do you prefer / for breakfast?

15. What do you prefer / for breakfast?

16. Do you  / like / for breakfast?

## Postest 2 (escrito)

**G1**

1. What kind of food do you prefer for breakfast?

2. What do you prefer for breakfast?

3. What do you prefer for breakfast?

4. What do you prefer for breakfast?

5. What do you prefer for breakfast?

6. —

7. —

8. What do you prefer for breakfast?

9. What do you prefer for breakfast?

10. What do you prefer for breakfast?

11. What you prefer for breakfast?

12. What do you prefer for breakfast?

13. What do you prefer for breakfast?

14. What do you prefer for breakfast?

15. What's your favourite breakfast?

**16.** What do you prefer for breakfast?

| 5. I've lived in London FOR TWO YEARS |
|---|

**Pretest (oral)**

**G1**

1.  Where do you live?
2.  How long / how long have you / lived in London?
3.  How long have you lived in London?
4.  How long do you live / in London?
5.  Have you / have you lived in London?
6.  How many years / you are living / in London?
7.  How long / have you lived in London?
8.  How long / have you lived in London?
9.  How may time have you got here?
10. Have you / have you ... have you lived in London?
11. Where are you from now?
12. Did you live in London?
13. Where are you living?
14. How many time ... how many time have you lived in London?
15. How long / have / you lived / in London?
16. Do you live in London?

**G2**

1.  Where ... have you lived?
2.  How long have you lived in London?
3.  How many time ... is you in London?
4.  How many years have you lived in London?
5.  Where did he live?
6.  Have you lived in London?
7.  How many time do you live in London?
8.  How often ... what have ... How many time do you live in London?
9.  How / many years / how long have you lived in London?
10. Do you … Have do you live … Has / has lived in London?
11. Have you / have you lived in London?
12. How long / have you lived / in London?

13. How many time are you … have you lived in / in London?

14. Have you lived / in London?

15. Have you lived in London?

16. Have you been in London?

17. How many / time / do you live / in London?

18. Have you lived in London?

19. Where / where have you lived?

20. Where are you lived?

**Pretest (escrito)**

**G1**

1. How much time have you live in London?

2. How long have you lived in London?

3. How long have you lived in London?

4. How long you are live in London?

5. How long have you live in London?

6. How many time are you living in London?

7. How many years have you lived in London?

8. How long have you lived in London?

9. How many time did you live in London?

10. How many time has you lived in London?

11. What time do you go to be?

12. How many years have you lived in London?

13. How many years have you lived in London?

14. How many times did you live in London?

15. How long have you been in London?

16. How much did you live in London?

**G2**

1. How many time have you lived in London?

2. How long have you lived in London?

3. How much time have you lived in London?

4. How many years have you lived in London?

5. How many time had you live in London?

6. How much time have you live in London?

7. How long have you lived in London?

8. How many years have you lived in London?

9. How long have you lived in London?

10. Where you have live?

11. How long have you live in London?

12. How time have you lived in London?

13. How long have you lived in London?

14. How long have you lived in London?

15. What time have you lived in London?

16. How time have you lived in London?

17. How many time have you lived in London?

18. How time have you lived in London?

19. How long have you lived in London?

20. How long have I lived in London?

## Postest 2 (oral)
**G1**

1. How long have you lived / in London?

2. How long have you lived / in London?

3. How long have you lived in London?

4. How long / did you … How long / have … have you lived in London?

5. How long have you lived in London?

6. —

7. —

8. How long have / you lived in London?

9. How long time do you live in London?

10. How long have you / have you lived in London?

11. Where did you live?

12. How long have you lived / in London?

13. How long / have you lived in London?

14. How long / did you / have you lived in London?

15. How long / have you lived / in London?

16. How long / did you live / in London?

## Postest 2 (escrito)
**G1**

1. How long have you lived in London?

2. How long have you lived in London?

3. How long have you lived in London?

4. Had you live in London?

5. How long have you lived in London?

6. —

7. —

8. How long have you lived in London?

9. How much time did you live in London?

10. How long have you lived in London?

11. Have you lived in London?

12. How long have you lived in London?

13. How long have you lived in London?

14. How long have you lived in London?

15. How long have you lived in London?

16. How long have you lived in London?

| 6. MY FATHER played the piano |
|---|

**Pretest (oral)**

**G1**

1.  Does your father play the piano?
2.  Who played / the piano?
3.  Did your father play the piano?
4.  Who / played the piano?
5.  What / what did / your father play the piano?
6.  Who / play / the piano?
7.  What ... what's your father play?
8.  Did your father ... Who did play the piano?
9.  Have your / father any / skill?
10. Did your father play any instrument last month?
11. What / profession my father?
12. Does / does / does your father / play piano ... play some instrument?
13. Your father play any instrument?
14. What instrument / play ... play your father?
15. What was / the / hobby of / your father?
16. Your father played the piano?

**G2**

1.  What play your / what did you play / your father?
2.  Who ... Who did play the piano?
3.  Who played the piano?
4.  What did your father do yesterday?
5.  What's your father play?
6.  Has your father played the piano?
7.  Did your father play / any / instrument?
8.  What's your father play ... play?
9.  Who played the piano?
10. Someone / do someone play the piano?
11. Did your father play the piano?

12. Can you / can your father play the piano?

13. Did your father usually / to play the piano?

14. Have your father / play?

15. What play your father?

16. Could you play the piano?

17. Does your father / play the piano?

18. Can your father play the piano?

19. Your / your … Does your father play the piano?

20. Who is this person?


**Pretest (escrito)**

**G1**

1. Who has played the piano?

2. Who played the piano?

3. Who played the piano?

4. Who did you play the piano?

5. Who the piano played?

6. Who did play the piano?

7. Who played the piano?

8. Who was the piano played?

9. Who did the piano play?

10. Who did play the piano?

11. Who is he?

12. How did play the piano?

13. Who did play the piano?

14. Who played the piano?

15. What was to play your father?

16. Which do you played the piano?

**G2**

1. What do your father do?

2. Who played the piano?

3. Who played the piano?

4. Which person played the piano?

5. Who did play the piano?

6. Who did play the piano?

7. Who played the piano?

8. What did your father play?

9. Who played the piano?

10. Who played the piano?

11. Who played the piano?

12. Who played the piano?

13. Who play the piano?

14. Who did you play the piano?

15. Who play the piano?

16. Who played the piano?

17. Who did play the piano?

18. Did it played by who?

19. Who did played the piano?

20. Who did play the piano?


**Postest 2 (oral)**

**G1**

1. Who did play the piano?

2. Who played the piano?

3. Who played the piano?

4. Who played the piano?

5. Who did play the piano?

6. —

7. —

8. Who played the piano?

9. Who played the piano?

10. What did you father / play?

11. What the father played?

12. Who played the piano?

13. Who did play the piano?

14. Who … who … who played the piano?

15. What did you play / your father?

16. Who did you play the piano?


**Postest 2 (escrito)**

**G1**

1. Who has played the piano?

2. Who played the piano?

3. Who played the piano?

4. Who the piano played?

5. Who played the piano?

6. —

7. —

8. Who played the piano?

9. Who played the piano?

10. Who played the piano?

11. Who is he?

12. Who played the piano?

13. Who did play the piano?

14. Who played the piano?

15. What did you play your father?

16. Who do the piano played?

| 7. The hotel was HORRIBLE |
|---|

**Pretest (oral)**

**G1**

1. How was the hotel?
2. What / the hotel like?
3. How was / the hotel?
4. How / the hotel was?
5. What did / what / what was the hotel?
6. How / was / the hotel?
7. What ... what / was the hotel?
8. How was the hotel?
9. How is the hotel?
10. What was / the hotel like?
11. How was / a hotel?
12. What was the hotel?
13. How was the hotel?
14. How / were the hotel / how was the hotel?
15. How was the hotel ... where / where you / you passed / in the winter?
16. How was ... in the hotel?

**G2**

1. How was the hotel?
2. What was the hotel like?
3. How is this hotel?
4. What about the hotel?
5. How was the hotel?
6. When was the hotel?
7. How / was the hotel?
8. What ... was / was it the hotel?
9. What was the hotel / like?
10. How … was the hotel?
11. How was / the hotel?
12. What / the hotel like / what is the hotel like?

13. How was the / the hotel?

14. Who was the hotel?

15. How is the / hotel?

16. How was the hotel?

17. How / how was the hotel?

18. Was the hotel horrible?

19. What about the hotel?

20. What is / this hotel?

**Pretest (escrito)**

**G1**

1. How was the hotel?

2. What was the hotel like?

3. How was the hotel?

4. How did the hotel is?

5. What was the hotel?

6. How was the hotel?

7. How was the hotel?

8. How was the hotel?

9. What was your room in the hotel?

10. How was the hotel?

11. How are you?

12. How was the hotel?

13. How was the hotel?

14. How was the hotel?

15. How was the hotel?

16. How was the hotel?

**G2**

1. How was the hotel?

2. What was the hotel like?

3. What is the hotel like?

4. What about the hotel?

5. How was the hotel?

6. What was the hotel like?

7. How was the hotel?

8. How was the hotel?

9. What was the hotel like?

10. How are the hotel?

11. How was the hotel?

12. What is the hotel like?

13. How was the hotel?

14. How was the hotel?

15. How was the hotel?

16. How was the hotel?

17. How was the hotel?

18. How like was the hotel?

19. What about the hotel?

20. What was the hotel?

**Postest 2 (oral)**

**G1**

1. How was the hotel?

2. What was the hotel like?

3. How was the hotel?

4. How was / the hotel?

5. What was the hotel?

6. —

7. —

8. How was the hotel?

9. What's the hotel like?

10. What was the hotel like?

11. How is the hotel?

12. What was the hotel like?

13. What was the hotel?

14. How was the hotel?

15. What … what was / the hotel like?

16. How … how / was / the hotel?

**Postest 2 (escrito)**

**G1**

1. How was the hotel?

2. What was the hotel like?

3. How was the hotel?

4. How did the hotel is?

5. What was the hotel?

6. —

7. —

8. How was the hotel?

9. What was the hotel like?

10. What was the hotel like?

11. How is the hotel?

12. What was the hotel like?

13. What was the hotel like?

14. What was the hotel like?

15. How was the hotel like?

16. When was the hotel?

| 8. I'll give MARY the car |
|---|

**Pretest (oral)**

**G1**

1. What do you do with the car?
2. Who … who will give the car?
3. Will you give me / will you give Mary the car?
4. What's … what … what / you / give the car?
5. Who will / give the car?
6. Who / you / will give the car?
7. Who ... who ... who would you ...who ... who will you give the car?
8. Who will you give the car?
9. Who have the car?
10. What will you give Mary tomorrow?
11. Do you give Mary the car?
12. Will you give me the car?
13. Who / will you / give the car?
14. Who is the car?
15. What do you have / give her?
16. What / are you / give the car?

**G2**

1. Do you want / give / give the car?
2. Who ... who will you give the car?
3. Will you give ... to Mary the car?
4. What are you going to do with your car?
5. Who you give  the car?
6. Will you give / will you give Mary the car?
7. What are you doing?
8. Will you give Mary the car?
9. What will I give to Mary?
10. Whose will give / the car?
11. Who will you give / the car?
12. Will you give … the car / will you give / the car to Mary?

13. Where is the car?

14. Will you be?

15. What do you will / give Mary?

16. When … when …. will / you give / the car / to Mary?

17. Who will you give the car?

18. Will you give / the car to Mary?

19. Who are you … who are you going to give … …Will you give the car to Mary?

20. Will / you / give Mary / your car?

**Pretest (escrito)**

**G1**

1. What will you do with the car?

2. Who will you give the car?

3. Who will give you the car to?

4. What would Mary give?

5. Who will you give the car?

6. Who you will give the car?

7. Who give you the car to?

8. Who will you give the car?

9. Who have the car?

10. What will you give Mary?

11. What your name?

12. Who will you give the car?

13. Who will you give the car?

14. Who gives the car?

15. What have you give to her?

16. Who will you give the car?

**G2**

1. Who will you give the car?

2. Who will you give the car?

3. Whom will you give the car?

4. What are you going to do with your car?

5. Who's you will the car?

6. Will I give the car to Mary?

7. Who will you give the car?

8. Whose will give Mary the car?

9. Who will you give the car?

10. Will you give the car to Mary?

11. Who will you give the car?

12. Who will you give the car?

13. Who will you give the car?
14. Who will you give the car?
15. What will you give Mary?
16. Whom will you give the car?
17. Who will you give the car?
18. What will you give to Mary?
19. Who will you give the car?
20. Who will give the car Mary?

**Postest 2 (oral)**

**G1**

1. Who will you give the car?
2. Who will you give the car?
3. Whom will give you the car to?
4. Who … will / who … will you give?
5. Who / will you give the car?
6. —
7. —
8. Who will you give the car?
9. Who … who will you give the car?
10. Who will you give the car?
11. What … what Mary / give / in birthday?
12. Who do you give the car?
13. Who will you give the car?
14. Will you give the car … Who will you give the car?
15. What … what … what will you give to Mary?
16. Who / will … will you give the car?

**Postest 2 (escrito)**

**G1**

1. Who will you give the car?
2. Who will you give the car?
3. Who will you give the car?
4. Who will you give the car?
5. Who will give the car?
6. —
7. —
8. Who will you give the car?
9. Who will you give the car?
10. Who will you give the car?

11. Who is she?

12. Who will you give the car?

13. Who will you give the car?

14. Who will you give the car?

15. Who will you give the car?

16. Who will you give the car?

| 9. YES, I CAN. I can swim very well |
|---|
| **Pretest (oral)**<br><br>**G1**<br>1. Do you can swim?<br>2. Can you / can you swim?<br>3. Can you swim very well?<br>4. Do you like the swimming?<br>5. Who will / give the car?<br>6. Can you swim?<br>7. Can you sing / swim?<br>8. Can you / can you swim very well?<br>9. Can you swim?<br>10. Can you swim?<br>11. Can you play swimming?<br>12. Do you know / do you know swimming?<br>13. Do you come ... do you can swimming?<br>14. Do you can swim?<br>15. Can you / practise ... the / swimming?<br>16. Can you / swimming?<br><br>**G2**<br>1. Can you swim?<br>2. Can you swim?<br>3. Can you see / can you swim?<br>4. Can you swim?<br>5. Can I swim?<br>6. Do you know swim?<br>7. Do you can swim?<br>8. Do you / can you swim / well?<br>9. Can you swim?<br>10. Can you / swim?<br>11. Can you swim?<br>12. Can you swim? |

13. Can you swim?

14. Can you / swim?

15. Can you swim?

16. Can you swimming?

17. Can you swim?

18. Can you swim?

19. Can you swim?

20. Can you / go / with me / this evening to the cinema?

**Pretest (escrito)**

**G1**

1. Can you swim?

2. Can you swim?

3. Can you swim?

4. Can I swim?

5. Can you swim very well?

6. Can you swim?

7. Can you swim?

8. Can you swim very well?

9. Do you know swim?

10. Can you swim?

11. Can you play football?

12. Can you swim well?

13. Can you swimming?

14. Can you swim?

15. Can you swimming with facility?

16. Can you swimming?

**G2**

1. Can you swim?

2. Can you swim?

3. Can you swim?

4. Can you swim?

5. Can you swim?

6. Can you swim?

7. Can you swim?

8. Can you swim?

9. Can you swim?

10. Can you swim?

11. Can you swim?

12. Can you swim?

13. Can you swim?

14. Can you swim?

15. Can you swim?

16. Can you swim?

17. Can you swim very well?

18. Can you swim?

19. Can you swim?

20. Can you swim?

**Postest 2 (oral)**

**G1**

1. Can you swim / very well?

2. Can you swim?

3. Can you swim very well?

4. Can / you / swim?

5. Can you / swim very well?

6. —

7. —

8. Can you swim very well?

9. Can you swim?

10. Can you swim?

11. Can you swim?

12. Can you swim?

13. Can you swim?

14. Can you swim?

15. Can you … can you swim?

16. Can you swimming / very well?

**Postest 2 (escrito)**

**G1**

1. Can you swim very well?

2. Can you swim?

3. Can you swim?

4. Can you swim?

5. Can you swim very well?

6. —

7. —

8. Can you swim very well?

9. Can you swim?

10. Can you swim?

11. Can you play the piano?

12. Can you swim?

13. Can you swim?

14. Can you swim?

15. Can you swim good?

16. Can you swim?

| 10. I'm going to study English BECAUSE I NEED IT TO GET A JOB |
| --- |

**Pretest (oral)**

**G1**

1.  Why do you going to study English?

2.  Why are you go / to study English?

3.  Why are you going to Study English?

4.  Why … do you go to study English?

5.  Why / are you going to study English?

6.  Why ... you are / studying English?

7.  Why /why are you going to study English?

8.  Why / are you going to study English?

9.  Why are you studying English?

10. What are you ... what are you going to start / to study English?

11. How ... how ... how ... why I / study English?

12. Why / why you do study English?

13. Why ... why / are you going / to beginning study / English?

14. Why ... do you study English?

15. Why ... why you / chosen / study English?

16. Why ... are you studying English?

**G2**

1.  Why ... are you going to study English?

2.  Why are you going to study English?

3.  Why are / why are you studying English?

4.  Why do you study English?

5.  What ... what do / what / what do you got?

6.  Am I / am I going to study English?

7.  Why / are you going to study English?

8.  What are going to do?

9.  Why am I going to study English?

10. Why you … going to study English?

11. Why are you going to study English?

12. Why do you / why … do you study English?

13. When … Where is he … Why are you going to study English?

14. Where are you going?

15. Why … why do / you do … why are you going to study English?

16. Why … don't you go to study English?

17. Why are you going to study English?

18. Why do you go to study English?

19. Why are / why are you studying English?

20. Why you / study in this language?


**Pretest (escrito)**

**G1**

1. Why you going to study english?

2. Why are you going to study English?

3. Why are you going to study English?

4. Why do you go to study English?

5. Why are you going to study English?

6. Why are you studying English?

7. Why are you going to study English?

8. Why are you going to study English?

9. Why are you matriculate in teacher training of English?

10. Why are you going to study English?

11. Why you are bored?

12. Why are you studying English?

13. Why are you going to study English?

14. Why are you going to study English?

15. Why have you chosen to study English?

16. Why are you going to study English?

**G2**

1. Why are you going to study English?

2. Why are you going to study English?

3. Why are you going to study English?

4. Why are you going to study English?

5. Why do you going to study English?

6. Why will you study English?

7. Why are you going to study English?

8. Why are you going to study English?

9. Why are you going to study English?

10. —

11. Why are you going to study English?

12. Why are you going to study English?

13. Why are you studying English?
14. Why are you going to study English?
15. Why are you going to study English?
16. Why are you going to study English?
17. Why are you going to study English?
18. Why are you going to study English?
19. Why are you going to study English?
20. Why do you study English?

**Postest 2 (oral)**

**G1**

1. Why are you going to study English?
2. Why are you going to study English?
3. Why are you going to study English?
4. Why / are you going to study English?
5. Why are you going to study English?
6. —
7. —
8. Why are you going to study English?
9. Why are you study English?
10. Why are you going to study English?
11. Why / you … going to study English?
12. Why are you going to study English?
13. Why are you going to study English?
14. Why are you going to study English?
15. Why … why are … you going / to study English?
16. Why … why do you go to study English?

**Postest 2 (escrito)**

**G1**

1. Why are you going to study English?
2. Why are you going to study English?
3. Why are you going to study English?
4. Why do you go to study English?
5. Why are you going to study English?
6. —
7. —
8. Why are you going to study English?
9. Why are you studying English?
10. Why are you going to study English?

11. —
12. Why are you going to study English?
13. Why are you going to study English?
14. Why are you going to study English?
15. Why are you study English?
16. Why are you going to study English?

| 11. YES, I DID. I passed my exam |
|---|

**Pretest (oral)**

**G1**

1.  Are you pass your exam?
2.  Did you "passed" your exam?
3.  Did you pass your exam?
4.  Do you … pass the exam?
5.  Did you / pass your exam?
6.  Are you pass / your exam?
7.  Did you pass / your exam?
8.  Did you pass your exam?
9.  Do you pass / your exam?
10. Did you pass / your exam?
11. Do you "pasat" the exam?
12. Did you pass / the exam?
13. Did you pass your exam?
14. Do you pass your exam … Did you pass your exam?
15. What / what was your exam / of English?
16. Was / you do … in the exam?

**G2**

1.  Have you pass the exam?
2.  Did you pass your exam?
3.  Did you pass your exam?
4.  Did you do your exam?
5.  Did you / pass the exam?
6.  Have you pass your exam?
7.  Did you pass your exam?
8.  Did you pass your exam?
9.  Did you pass your exam?
10. What … How do you do / your exam?
11. Did you pass your exam?
12. Do you pass / did you pass the exam?

13. Did / did you pass your exam?

14. Have you passed / the exam?

15. Do you pass / your exam?

16. Did you / pass your exam?

17. Did you pass your exam?

18. Did you / pass the exam?

19. Did you pass your exam?

20. Have you pass / this exam?

**Pretest (escrito)**

**G1**

1. Did you pass your exam?

2. Did you pass your exam?

3. Did you pass your exam?

4. Did you pass the exam?

5. Did you pass your exam?

6. Are you pass your exam?

7. Did you pass your exam?

8. Did you pass your exam?

9. Did you pass to other course?

10. Did you pass your exam?

11. Did you go to London?

12. Did you pass the exam?

13. Did you pass your exam?

14. Did you pass your exam?

15. Did you pass your exam with facility?

16. Did you pass your exam?

**G2**

1. Did you pass your exam?

2. Did you pass your exam?

3. Did you pass your exam?

4. Did you do your exam?

5. Did you pass the exam?

6. Did you pass your exam?

7. Did you pass your exam?

8. Did you pass the exam?

9. Did you pass your exam?

10. Did you the exam?

11. Did you pass your exam?

12. Did you pass the exam?

13. Did you pass your exam?

14. Did you pass your exam?

15. Did you pass the exam?

16. Did you pass your exam?

17. Did you pass your exam?

18. Did you pass your exam?

19. Did you pass your exam?

20. Did you pass your exam?

**Postest 2 (oral)**

**G1**

1. Did you pass your exam?
2. Did you pass your exam?
3. Did you pass your exam?
4. Did you pass the exam?
5. Did you pass your exam?
6. —
7. —
8. Did you pass your exam?
9. Did you pass your exam?
10. Did you pass your / your exam?
11. Did you / pass my exam?
12. Did you pass your exam?
13. Did you pass your exam?
14. Did you pass your exam?
15. Did you pass the exam?
16. Did you pass your exam?

**Postest 2 (escrito)**

**G1**

1. Did you pass your exam?
2. Did you pass your exam?
3. Did you pass your exam?
4. Did you pass the exam?
5. Did you pass your exam?
6. —
7. —
8. Did you pass your exam?
9. Did you pass your exam?

10. Did you pass your exam?

11. Did you pass the exam?

12. Did you pass your exam?

13. Did you pass your exam?

14. Did you pass your exam?

15. Did you pass your exam?

16. Did you pass your exam?

| 12. YES, I'm a teacher |
|---|

**Pretest (oral)**

**G1**

1.  Are you a teacher?
2.  Do you like your job?
3.  Are you a teacher?
4.  What is the / "profess" … profession?
5.  Do you / a teacher?
6.  You work here?
7.  Are you a teacher?
8.  You are / are you / a teacher?
9.  Are you teacher?
10. Are you / are you a teacher?
11. What profession me?
12. What do you like?
13. Do you have a … are you a teacher?
14. Are you a teacher?
15. What is your / profession?
16. Are you teacher?

**G2**

1.  Are you a teacher?
2.  Are you a teacher?
3.  What are you?
4.  You work? / Do you work?
5.  Are you teacher?
6.  Am I a teacher?
7.  Are you a teacher?
8.  Do you … Are you a teacher?
9.  What do you do?
10. Are you teacher?
11. Are you a teacher?
12. Are you a teacher?

13. Are you working?

14. Are you teacher?

15. Are you a teacher?

16. Are you teacher?

17. Are you a teacher?

18. Are you a teacher?

19. Are you a teacher?

20. Are you teacher?

**Pretest (escrito)**

**G1**

1. Are you a teacher?

2. Are you teacher?

3. Are you a teacher?

4. Is you a teacher?

5. Are you a teacher?

6. Are you work here?

7. Are you a teacher?

8. Are you a teacher?

9. Are you teaching English?

10. Are you a teacher?

11. Do you like coffee?

12. Are you a teacher?

13. Do you work in a school?

14. Are you a teacher?

15. Are you a teacher qualificied?

16. Are you a teacher?

**G2**

1. Are you a teacher?

2. Are you a teacher?

3. Are you a teacher?

4. Do you work?

5. Are you a teacher?

6. Are you a teacher?

7. Are you a teacher?

8. Are you a teacher?

9. Are you a teacher?

10. Are you a teacher?

11. Are you a teacher?

12. Are you a teacher?

13. Are you working?

14. Are you teacher?

15. Are you a teacher?

16. Are you teacher?

17. Are you a teacher?

18. Are you a teacher?

19. Are you a teacher?

20. Are you teacher?

**Postest 2 (oral)**

**G1**

1. Are you a teacher?

2. Are you teacher?

3. Are you a teacher?

4. Are / you a teacher?

5. Are you a teacher?

6. —

7. —

8. Are you a teacher?

9. Are you a teacher?

10. Are you a teacher?

11. Is the / father a teacher?

12. Are you a teacher?

13. Are you a teacher?

14. Are you a teacher?

15. Are you / a teacher?

16. Are you teacher?

**Postest 2 (escrito)**

**G1**

1. Are you a teacher?

2. Are you teacher?

3. Are you a teacher?

4. Are you a teacher?

5. Are you a teacher?

**6. —**

**7. —**

8. Are you a teacher?

9. Are you a teacher?

10. Are you a teacher?

11. Do you like bread?

12. Are you a teacher?

13. Are you a teacher?

14. Are you a teacher?

15. Are you a teacher?

16. Are you a teacher?

| 13. He goes to Madrid ONCE A MONTH |
|---|

**Pretest (oral)**

**G1**

1.  How many times / he goes to Madrid?
2.  How long … does he go to Madrid?
3.  How often / does he / go to Madrid?
4.  How often do you / go to Madrid?
5.  How many / go to Madrid?
6.  How often … she goes to Madrid?
7.  How many times … did he stayed in Madrid?
8.  How often / does he go to Madrid?
9.  How many times … how many times do you visit Madrid?
10. How often / how often does he go to Madrid / a month?
11. When … when go to Madrid?
12. How many time … did he go to / he goes to Madrid?
13. How many times he goes to Madrid?
14. How many times … how many times / do you go to Madrid / does / does he go to Madrid?
15. How often / do you go / to Madrid?
16. Where … he / he go to Madrid?

**G2**

1.  Does …Do you go?
2.  How often … does he go to Madrid?
3.  When does he … when does he go to Madrid?
4.  How / How does he usually goes to Madrid?
5.  What is the … what is the "frequence" / he goes to Madrid?
6.  Did you go to Madrid?
7.  How often / do he go to Madrid?
8.  Do you go to Madrid … everyday?
9.  How often does he go to Madrid?
10. How … how time / you go / to Madrid / or he goes to Madrid?
11. How often do you go to Madrid?
12. How many times / he go / to Madrid?

13. Do you / do you go usually to Madrid?

14. Do he go / to Madrid?

15. How do you / usually go to Madrid?

16. How / times / a month … he … does he go to Madrid?

17. How often / how often he go to Madrid?

18. How … When … What / what time go he to Madrid?

19. How … how / long / does he go to Madrid?

20. How often / do you travel / Madrid?

**Pretest (escrito)**

**G1**

1. How much times goes he to Madrid?

2. How often does he go to Madrid?

3. How often does he go to Madrid?

4. How often did he go to Madrid?

5. How often does he go to Madrid?

6. When he go to Madrid?

7. How many times does he go to Madrid?

8. How often does he go to Madrid?

9. How much times do you visit Madrid?

10. How often does he go to Madrid?

11. What time you was?

12. How many times does he go to Madrid?

13. How many times he go to Madrid?

14. How many times does he go to Madrid?

15. How often goes he to Madrid?

16. How much do he goes to Madrid?

**G2**

1. How many time does he go to Madrid?

2. How often does he go to Madrid?

3. How often does he go to Madrid?

4. How often does he go to Madrid?

5. How often does he go to Madrid?

6. How often does he go to Madrid?

7. How often does he go to Madrid?

8. How often does he go to Madrid?

9. How often does he go to Madrid?

10. What time he goes to Madrid?

11. How often does he go to Madrid?

12. How many times does he go to Madrid?

13. How many times does he go to Madrid?

14. How long do he go to Madrid?

15. How many times does he go to Madrid?

16. How time a month does he go to Madrid?

17. Howe many times does he go to Madrid?

18. How time does he go to Madrid?

19. How frequency do you go to Madrid?

20. How often does he go to Madrid?

**Postest 2 (oral)**

**G1**

1. How often … does he go / to Madrid?

2. How often / does he go to Madrid?

3. How often / does he go to Madrid?

4. How often / does / he go to Madrid?

5. How often / does / he go to Madrid?

6. —

7. —

8. How often does he go to Madrid?

9. How often does he go to Madrid?

10. How often does he go to Madrid?

11. When he goes to Madrid?

12. How often / does he go to Madrid?

13. How often / does he go to Madrid?

14. How often is he go to Madrid … how often does he go to Madrid?

15. How often … does he go to Madrid?

16. When / does / he go to Madrid?

**Postest 2 (escrito)**

**G1**

1. How often does he go to Madrid?

2. How often does he go to Madrid?

3. How often does he go to Madrid?

4. How often does he go to Madrid?

5. How often does he go to Madrid?

6. —

7. —

8. How often does he go to Madrid?

9. How often does he go to Madrid?

10. How often does he go to Madrid?

11. When he goes to Madrid?

12. How often does he go to Madrid?

13. How often does he go to Madrid?

14. How often does he go to Madrid?

15. How often does he go to Madrid?

16. When do he go to Madrid?

| 14. The video costs £20 |
|---|

**Pretest (oral)**

**G1**

1. How much / how many cost the video?
2. How much … cost the video?
3. How much cost the video?
4. How cost … the video?
5. How much the video / how much cost the video?
6. How many money / cost / the video?
7. How… how … how many … how much is it?
8. How much … how does the video cost?
9. What is the price of the video?
10. How much cost the video?
11. What cost / a video?
12. What is the cost / the cost of / of video?
13. How much the video / cost?
14. How many "pences" / how many "pences" cost the video?
15. How much … cost the video?
16. How much … is cost the video?

**G2**

1. How many cost the video?
2. How much … how much / does / the video cost?
3. How much money costs this video?
4. How much does / this video cost?
5. How cost the video?
6. What's the price of the video?
7. How much … how much the video cost?
8. How much the video cost?
9. How much is this video?
10. How cost / the video?
11. How many / the video / how many does the video cost?
12. How much / the video cost?

13. How much is it?

14. How many … this video?

15. How many cost the video?

16. How mon… how money / cost the video?

17. How / how much … how much cost the video?

18. How cost this video?

19. How much the video cost?

20. How much this video cost?


**Pretest (escrito)**

**G1**

1. How much is the video?

2. How much does the video cost?

3. How much costs the video?

4. How much the video costs?

5. How much does the video cost?

6. How many money costs the video?

7. How much does the video cost?

8. How does the video cost?

9. How many pounds does the video cost?

10. What's the price of the video?

11. What cost this shoes?

12. How cost this?

13. How much is the video?

14. How many pounds does the video cost?

15. How much did cost the video?

16. How much cost the video?

**G2**

1. How many cost the video?

2. How much does the video cost?

3. How much is it?

4. How much the video cost?

5. How many costs the video?

6. How much the video costs?

7. How much does the video cost?

8. How much the video cost?

9. How much is the video?

10. How many cost the video?

11. How does the video cost?

12. How much the video cost?

13. How much the video is?

14. How many cost it?

15. How many cost the video?

16. How much money does the video cost?

17. How much cost the video?

18. How does it cost?

19. How much cost the video?

20. How much this video?

**Postest 2 (oral)**

**G1**

1. How much / the video cost … How much / does the video cost?

2. How much the video cost … how much does the video cost?

3. How much cost the video?

4. How much / does / the video cost?

5. How much cost the video?

6. —

7. —

8. How much / does the video cost?

9. How many pounds does the video cost?

10. What does / what does / the video / cost?

11. What cost / the video?

12. How much does the video cost?

13. How much / the video cost?

14. How / how many cost the video?

15. How many … how much / do you cost the video?

16. How much … how much / does cost / does the video cost?

**Postest 2 (escrito)**

**G1**

1. How does the video cost?

2. How much money does the video cost?

3. How much costs the video?

4. How much the video cost?

5. How much cost the video?

6. —

7. —

8. How much does the video cost?

9. How many pounds does the video cost?

10. How much does the video cost?

11. What cost the video?

12. How much does the video cost?

13. How much does the video cost?

14. How many cost the video?

15. How much did cost the video?

16. How much does the video cost?

| 15. YES, I have got a Ferrari |
|---|

**Pretest (oral)**

**G1**

1. Do you have a car?
2. Have you got a Ferrari?
3. How much cost the video?
4. Have / you got a Ferrari?
5. Have you got a Ferrari?
6. Have you got / any car?
7. Have you got a car?
8. Have you a Ferrari?
9. Have you got a car?
10. Have you got / have you got / got a car?
11. Have you / have you got a car?
12. Have you got a car?
13. Do you have a car?
14. Have you got a Ferrari?
15. What ... What type of car ... What type of car ... have you?
16. Have you / the car?

**G2**

1. What / what you have a got / have got?
2. Have you got a Ferrari?
3. Have you a / Ferrari / Have you got a Ferrari?
4. Have you got any car?
5. Have you got a car?
6. Have you got a car?
7. Have you got a / car?
8. Do you have a Ferrari?
9. Have you got a Ferrari?
10. Have you got a car?
11. Have you got a Ferrari?
12. Have you got a Ferrari?

13. Have you a car?

14. Have you got a Ferrari?

15. Do you have got a Ferrari?

16. Have you got a Ferrari?

17. Have you got a Ferrari?

18. Have you got a Ferrari?

19. Have you got a car?

20. Would you like to / travel / London?

**Pretest (escrito)**

**G1**

1. Do you have a car?

2. Have you got a Ferrari?

3. Have you gat a car?

4. Have you got a Ferrari?

5. Have you got a Ferrari?

6. Have you got any car?

7. Have you got a car?

8. Have you got a Ferrari?

9. Have you got a car?

10. Have you got a car?

11. Have you got a brother?

12. Have you got any car?

13. Do you have car?

14. Have you got a Ferrari?

15. Is this the car that you bought?

16. Have you a car?

**G2**

1. You have got a car?

2. Have you got a Ferrari?

3. Have you got a Ferrari?

4. Have you got any car?

5. Have you got a car?

6. Have you got a Ferrari?

7. Have you got a car?

8. Do you have a Ferrari?

9. Have you got a Ferrari?

10. Have you got a car?

11. Have you got a Ferrari?

12. Have you got a Ferrari?

13. Have you a car?

14. Have you got a Ferrari?

15. You have got a Ferrari?

16. Have you got a Ferrari?

17. Have you got a Ferrari?

18. Have you got a Ferrari?

19. Have you got a Ferrari?

20. Have you a Ferrari?

**Postest 2 (oral)**

**G1**

1. Have you got a Ferrari?

2. Have you got a Ferrari?

3. Have you got a Ferrari?

4. Have you got a Ferrari?

5. Have you got a Ferrari?

6. —

7. —

8. Have you got a Ferrari?

9. Have you got a car?

10. Have you got a Ferrari?

11. Have you got a car?

12. Have you got a Ferrari?

13. Have you got a Ferrari?

14. Have you got a Ferrari?

15. Have you got / any car?

16. Have you got a Ferrari?

**Postest 2 (escrito)**

**G1**

1. Have you got a Ferrari?

2. Have you got a Ferrari?

3. Have you got a Ferrari?

4. Have you got a Ferrari?

5. Have you got a Ferrari?

6. —

7. —

8. Have you got a Ferrari?

9. Have you got a car?

10. Have you got a Ferrari?

11. Have you got a car?

12. Have you got a Ferrari?

13. Have you got a car?

14. Have you got a Ferrari?

15. Have you got any car?

16. Have you got a Ferrari?

| 16. NO, I haven't seen Mary today |
|---|

**Pretest (oral)**

**G1**

1. Have you seen Mary today?
2. Have you / have you seen / Mary today?
3. Have you seen Mary today?
4. Have you seen … have you seen / Mary today?
5. Have you seen Mary today?
6. Have you seen Mary?
7. Have you seen Mary today?
8. Have you seen / Mary today?
9. Have you seen ... Mary today?
10. Have you / have you / have you seen / Mary today?
11. Have you see Mary?
12. Have you seen Mary today?
13. Have do you see / to Mary today?
14. Do you / see / Mary / everyday / today?
15. Have you seen ... Mary today?
16. Have you / seen / Mary / today?

**G2**

1. Have you see / Mary today?
2. Have you seen Mary today?
3. Have you / have you see Mary today?
4. Have you seen Mary / this morning?
5. Did you see / did you have seen ... Mary?
6. Are you married?
7. Have you seen Mary ... today?
8. Have you see Mary today?
9. Have you seen Mary today?
10. Have you / seen Mary today?
11. Have you seen to Mary today?
12. Have you seen / the Mary today?

13. Have you seen Mary today?

14. Have you … have you seen … have you seen Mary?

15. You would have … have see Mary today?

16. Have you / seen / Mary today?

17. Have you seen / Mary today?

18. Have you / see / to Mary today?

19. Have you seen Mary?

20. Have you / seen / Mary today?


**Pretest (escrito)**

**G1**

1. Have you seen Mary today?

2. Have you seen Mary today?

3. Have you seen Mary today?

4. Have you seen Mary today?

5. Have you seen Mary today?

6. Have you seen Mary?

7. Have you seen Mary today?

8. Have you seen Mary today?

9. Have you seen Mary?

10. Have you seen Mary today?

11. Is it a car?

12. Have you seen Mary?

13. Have do you seen Mary today?

14. Do you see Mary today?

15. Have you seen Mary today?

16. Have you see to Mary today?

**G2**

1. Have you seen Mary today?

2. Have you seen Mary today?

3. Have you seen Mary today?

4. Have you seen Mary today?

5. Have you seen Mary today?

6. Have you seen Mary today?

7. Have you seen Mary today?

8. Have you seen Mary today?

9. Have you seen Mary today?

10. Have you seen Mary today?

11. Have you seen Mary today?

12. Have you seen Mary today?

13. Have you seen Mary?

14. Have you see Mary today?

15. You have seen Mary?

16. Have you seen Mary today?

17. Have you seen Mary today?

18. Have you seen Mary today?

19. Have you seen Mary?

20. Have you seen Mary today?

**Postest 2 (oral)**

**G1**

1. Have you seen Mary today?

2. Have you seen / Mary today?

3. Have you / have you seen Mary today?

4. Have / you / seen Mary today?

5. Have you seen Mary today?

6. —

7. —

8. Have you / have you seen Mary today?

9. Have you seen Mary?

10. Have you / have you seen Mary today?

11. Have you / Mary today?

12. Have you seen … have you seen Mary?

13. Have you seen Mary today?

14. Have you seen Mary today?

15. Have you seen / Mary / today?

16. Have you seen / Mary today?

**Postest 2 (escrito)**

**G1**

1. Have you seen Mary today?

2. Have you seen Mary today?

3. Have you seen Mary today?

4. Have you seen Mary today?

5. Have you seen Mary today?

6. —

7. —

8. Have you seen Mary today?

9. Have you seen Mary?

10. Have you seen Mary today?

11. Have you seen Mary?

12. Have you seen Mary today?

13. Have you seen Mary?

14. Have you seen Mary today?

15. Have you seen to Mary today?

16. Have you seen to Mary today?

| 17. No, there isn't any tea |
|---|

**Pretest (oral)**

**G1**

1. There is / some tea?
2. Is there / any tea?
3. Is there any tea?
4. There is … there is … there is tea?
5. Is there any tea?
6. There are / tea?
7. Have you got tea?
8. Is / is there ... is there any tea?
9. Can you lend me a ... any / can you lend me ... tea?
10. Is there any tea in this room?
11. Do you like a coffee?
12. Is there any / any tea?
13. There is any tea / is there any tea?
14. Is there / any tea?
15. Is ... Is there / any tea in the kitchen?
16. Do you like tea?

**G2**

1. Is there any tea?
2. Is there any tea?
3. Is there any tea?
4. Is there any tea?
5. Are there any tea?
6. Are there tea?
7. Have you got / tea?
8. There are / there is any tea?
9. Is there any tea?
10. There / there is any tea?
11. Is there any tea?
12. Have you got / no / Is there any tea?

13. Are / is there / any tea?

14. Is there … any tea?

15. Is there any tea?

16. Is there any tea?

17. Have you got any tea?

18. Is there any tea?

19. Is there any tea?

20. Would you like / to drink / tea?

**Pretest (escrito)**

**G1**

1. There is some tea?

2. Is there any tea?

3. Is there any tea?

4. There is tea?

5. Is there any tea?

6. Is there tea?

7. Is there any tea?

8. Is there any tea?

9. Is there a bit of tea?

10. Is there any tea?

11. Do you like cars?

12. Is there any tea?

13. Is there any tea?

14. Is there any tea?

15. Is there any tea in the kitchen?

16. Is there tea?

**G2**

1. Is there any tea?

2. Is there any tea?

3. Is there any tea?

4. Is there any tea?

5. Is there any tea?

6. Is there any tea?

7. Is there any tea?

8. Is there any tea?

9. Is there any tea?

10. Is there any tea?

11. Is there any tea?

12. Is there any tea?

13. Is there any tea?

14. Is there any tea?

15. Is there any tea?

16. Is there any tea?

17. Is there any tea?

18. Is there any tea?

19. Is there any tea?

20. Is there some tea?

**Postest 2 (oral)**

**G1**

1. Is there any tea?

2. Is there some tea?

3. Is there any tea?

4. Is … Is there any tea?

5. —

6. —

7. Is / there any tea?

8. Is there any tea?

9. Is there any tea?

10. Do you like tea?

11. Is there any tea?

12. Is there any tea?

13. Is there any tea?

14. Is there any tea?

15. Are they... are is / some tea?

**Postest 2 (escrito)**

**G1**

1. Is there any tea?

2. Is there some tea?

3. Is there any tea?

4. Have you tea?

5. Is there any tea?

6. —

7. —

8. Is there any tea?

9. Is there any tea?

10. Is there any tea?

11. Is she your sister?

12. Is there any tea?

13. Is there some tea for me?

14. Is there any tea?

15. Is there any tea?

16. Is there some tea?

| 18. The car is MINE |
|---|

**Pretest (oral)**

**G1**

1. Are you the owner / of the car?
2. Whose / whose the car is?
3. Whose the car?
4. Who is / the car?
5. Who / is the car?
6. Who are the car?
7. Who is this car?
8. Who is his / is the car ...?
9. Whose is the car?
10. Who is this car?
11. What is the car?
12. Is this car yours?
13. Who is the own / of this car?
14. Who is the car?
15. Is this ... Who is ... this / yellow car?
16. Of which / is the car?


**G2**

1. This car is your?
2. Whose / is the car?
3. Whose this car / this car?
4. What's ... Whose this car?
5. Why is the car?
6. Who is this car?
7. Is the car mine?
8. Who is this car?
9. Whose is this car?
10. What is the car?
11. Whose is this car?

12. Who is the car?

13. Have you this car?

14. Who / is the car?

15. Who is this car?

16. Who is the car?

17. This is your car?

18. This car / is belong / to you?

19. Who is this car?

20. This car is your?


**Pretest (escrito)**

**G1**

1.  You are the owner of this car?

2.  Whose is the car?

3.  Whose is the car?

4.  Who is the car?

5.  Whose is the car?

6.  How is the car?

7.  Who is the car to?

8.  How is the car to?

9.  Whose is this car?

10. Who's this car?

11. —

12. Who is this car?

13. Who is the owner's car?

14. Who is the car?

15. Who is this car that is in this street?

16. Which is the car?

**G2**

1.  Who is the car?

2.  Whose is the car?

3.  Whose is it?

4.  Whose this car?

5.  Who is the car?

6.  Who is the car?

7.  Who is the car?

8.  Who is the car?

9.  Whose is the car?

10. Whose is this car?

11. Whose is the car?

12. Who is the car?

13. Who is the car?

14. Is the car your?

15. Who is this car?

16. Whom is the car?

17. Whose is the car?

18. Who the car belong to?

19. Whose is this car?

20. Is this your car?

**Postest 2 (oral)**

**G1**

   1.  Whose is the car?

   2.  Whose is the car?

   3.  Whose is the car?

   4.  Who … is / the car?

   5.  Whose is the car?

   6.  —

   7.  —

   8.  Who … whose is the car?

   9.  Whose is the car?

  10.  Whose is the car?

  11.  Who is the car?

  12.  Who is the car?

  13.  Whose is the car?

  14.  Whose / is the car?

  15.  Whose / is / that / that car?

  16.  Whose is the car?

**Postest 2 (escrito)**

**G1**

   1.  Whose is the car?

   2.  Whose is the car?

   3.  Whose is the car?

   4.  Whose is the car?

   5.  Whose is the car?

   6.  —

   7.  —

   8.  Whose is the car?

   9.  Whose is the car?

10. Who is the car?

11. Who is the car?

12. Who is the car?

13. Whose is the car?

14. Whose is the car?

15. Whose is that car?

16. Which is the car?

| 19. I like ROCK AND HEAVY METAL |
|---|
| **Tell me what...** |

**Pretest (oral)**

**G1**

1. Tell me what / is your favourite music
2. Tell me / tell me what / what music do you like
3. Tell me what kind of music do you like
4. Tell me / what / is / the music like
5. Tell me what ... you like
6. Tell me what / music do you like
7. Tell me what music do you like
8. Tell me what / kind / of music do you like
9. Tell me ... what are your ... your / preference in music
10. Tell me what's / what's kind of music do you like
11. Tell me what ... a music / what a music / what a music like
12. Tell me / what music do you like
13. Tell me what ... what kind of music do you have
14. Tell me what / type of music do you like
15. Tell me / what / is your group... favourite
16. Tell me what ... what you / you like the music

**G2**

1. Tell me what do you like
2. Tell me what do you prefer / tell me what do you like / no / tell me what music do you prefer
3. Tell me what about your / your hobbies
4. Tell me what is your favourite kind of music
5. Tell me what / type of music
6. Tell me what's the best group of heavy metal
7. Tell me what / kind of music do you like
8. Tell me what your / favourite music
9. Tell me what you like
10. Tell me what ... do you like
11. Tell me what do you like

12. Tell me what / do you / you like rock and Heavy metal

13. Tell me what is the your favourite music / kind of music

14. Tell me what / do you like

15. Tell me what do you like

16. Tell me what do you like

17. Tell me what kind of music … do you like

18. Tell me / what are / your / favourite music

19. Tell me what / about your … your favourite group of music

20. Tell me what / music do you like

**Pretest (escrito)**

**G1**

1. Tell me what is the music that you like

2. Tell me what kind of music do you like?

3. Tell me what kind of music do you like?

4. Tell me what type of music you like?

5. Tell me what do you like

6. Tell me what music do you like

7. Tell me what music do you like

8. Tell me what kind of music do you like

9. Tell me what is your prefer music?

10. Tell me what sort of music do you like?

11. Tell me what you type of music prefer?

12. Tell me what sort of music do you like?

13. Tell me what kind of music do you like?

14. Tell me what type of music do you like?

15. Tell me what is your group favourite of music?

16. Tell me what is you like music?

**G2**

1. Tell me what are your favourite music?

2. Tell me what kind of music you prefer?

3. Tell me what about your prefer music?

4. Tell me what is your favourite kind of music?

5. Tell me what type of music do you like

6. Tell me what kind of music do you like

7. Tell me what kind of music you like?

8. Tell me what your favourite music

9. Tell me what kind of music do you like?

10. Tell me what do you like

11. Tell me what kind of music do you like?

12. Tell me what do you think about rock and heavy metal?

13. Tell me what is your favourite kind of music

14. Tell me what do you like?

15. Tell me what music do you like

16. Tell me what music do you like?

17. Tell me what kind the music do you like?

18. Tell me what music do you like?

19. Tell me what do you like classic music or pop?

20. Tell me what is your favourite music?


**Postest 2 (oral)**

**G1**

1. Tell me what kind of music do you like?

2. Tell me what type of music do you like?

3. Tell me what kind of music do you like?

4. Tell me / what you like

5. Tell me what / I like / Tell me what you like

6. —

7. —

8. Tell me what kind of music do you like / no / you like

9. Tell me what are your favourite music

10. Tell me what kind of music do you like

11. Tell me what … the music like

12. Tell me what kind of music you like

13. Tell me what kind of music do you like

14. Tell me what … music you like?

15. Tell me / what … is your / type of music?

16. Tell me what I like


**Postest 2 (escrito)**

**G1**

1. Tell me what is your favourite kind of music?

2. Tell me what kind of music you like?

3. Tell me what kind of music do you like?

4. Tell me what is do you like?

5. Tell me what you like?

6. —

7. —

8. Tell me what kind of music do you like?

9. Tell me what is your favourite music?

10. Tell me what kind of music do you like?

11. —

12. Tell me what kind of music do you like?

13. Tell me what kind of music do you like?

14. Tell me what type of music you like?

15. Tell me what is your favourite group of music?

16. Tell me what you like?

| 20. YES, I DO. Peter works in a bank |
|---|
| **Do you know where …** |

**Pretest (oral)**

**G1**

1. Do you know where works Peter?
2. Do you know where … where / do you Peter works?
3. Do you know where Peter works?
4. Do you know / where … Peter … works?
5. Do you know where ... where / does Peter works?
6. Do you know / where Peter works?
7. Do you know / where / Peter work?
8. Do you know where Peter works?
9. Do you know where / where is Peter work?
10. Do you / do you know where ... do you know where ... do you know where ... does Peter work?
11. Do you know where ... the place?
12. Do you know where Peter work / where... do you know where / Peter works?
13. Do you know / where work / where Peter work?
14. Do you know where / Peter ... do you know where's / where Peter's work / job?
15. Do you know / where ... do you work Peter?
16. Do you know where ... do ... Peter?

**G2**

1. Where / does Peter works?
2. Do you know where ... Peter works? / do you know ... where does Peter work?
3. Do you know where is / is Peter working?
4. Do you know where is Peter's work?
5. Do you know / where / where Peter works?
6. Do you know where / Peter works?
7. Do you know where / does Peter work?
8. Do you know where / Peter / works?
9. Do you know / where Peter / works?
10. Do you know where Peter works?
11. Do you know where does Peter work?

12. Do you know where / Peter works?

13. Do you know / where are / where are working Peter?

14. Do you know where … do work … Peter?

15. Do you know … where Peter / where Peter works?

16. Do you know / where … does Peter work?

17. Do you know where / works Peter?

18. Do you know where … Peter works?

19. Do you know where / Peter work?

20. Do you know where / is Peter?

**Pretest (escrito)**
**G1**

1. Do you know where works Peter?

2. Do you know where does Peter work?

3. Do you know where Peter works?

4. Do you know where do you work?

5. Do you know where does Peter work?

6. Do you know where Peter works?

7. Do you know where does Peter work?

8. Do you know where does Peter work?

9. Do you know where is working Peter?

10. Do you know where does Peter work?

11. Do you know where is the supermarket?

12. Do you know where does Peter work?

13. Do you know where Peter work?

14. Do you know where is the Peter's work?

15. Do you know where is Peter working?

16. Do you know where do you do?

**G2**

1. Do you know where does Peter work?

2. Do you know where Peter works?

3. Do you know where is Peter working?

4. Do you know where does Peter work?

5. Do you know where does Peter work?

6. Do you know where Peter works?

7. Do you know where Peter works?

8. Do you know where does Peter work?

9. Do you know where Peter works?

10. Do you know where Peter works?

11. Do you know where does Peter work?

12. Do you know where does Peter work?

13. Do you know where are Peter working?

14. Do you know where does Peter work?

15. Do you know where does Peter work?

16. Do you know where does Peter work?

17. Do you know where does Peter work?

18. Do you know where does Peter work?

19. Do you know where is the supermarket?

20. Do you know where Peter work?


**Postest 2 (oral)**

**G1**

1. Do you know / where Peter works?

2. Do you know where / Peter works?

3. Do you know where Peter works?

4. Do you know where Peter works?

5. Do you know where / Peter … works?

6. —

7. —

8. Do you know where Peter works?

9. Do you know where works Peter?

10. Do you know where … where Peter works?

11. Do you know where's / Peter / works?

12. Do you know where Peter works?

13. Do you know where Peter work?

14. Do you know where / Peter works?

15. Do you know where … does Peter … do?

16. Do you know where / Peter works?


**Postest 2 (escrito)**

**G1**

1. Do you know where works Peter?

2. Do you know where Peter works?

3. Do you know where Peter works?

4. Do you know where Peter works?

5. Do you know where Peter works?

6. —

7. —

8. Do you know where Peter works?

9. Do you know where works Peter?

10. Do you know where Peter works?

11. Do you know where Peter works?

12. Do you know where Peter works?

13. Do you know where does Peter work?

14. Do you know where Peter works?

15. Do you know where does Peter work?

16. Do you know where Peter works?

*2.2. Postest 1*

| 1. The book is TOM'S |
|---|
| **Postest 1 (oral)** |
| **G1** |
|    1.  Whose / is the book? |
|    2.  Whose is the book? |
|    3.  Whose / is the book? |
|    4.  Who is the book? |
|    5.  Whose / is the book? |
|    6.  Whose / whose is the book? |
|    7.  Whose is this book? |
|    8.  Whose is the book? |
|    9.  Whose / is the book? |
|   10. Whose is the book? |
|   11. Who is the book? |
|   12. Who is the book? |
|   13. Whose is the book? |
|   14. Whose is the book? |
|   15. Whose / is / the book? |
|   16. Who is the book? |
| **G2** |
|    1.  What is the book? |
|    2.  Whose is this book? |
|    3.  Whose is this book? |
|    4.  Whose this book? |
|    5.  Who is the book? |
|    6.  What the title of / the book? |
|    7.  Who is / the book / of? |
|    8.  Who is the book? |
|    9.  Whose this book? |

10. Who is the book?

11. Whose this book?

12. Who is the book?

13. How / is the book of?

14. Who is the book?

15. Whose / is this book?

16. Who is the book?

17. Whom is the book?

18. Who / who is the book belong?

19. Who is this book?

20. Who is this book?

**Postest 1 (escrito)**

**G1**

1. Whose is this book?

2. Whose the book is?

3. Whose is the book?

4. Who the book is?

5. Who is the book?

6. Whose is the book?

7. Who is the book?

8. Whose is the book?

9. Whose is the book?

10. Whose is the book?

11. Who is the book?

12. Whose is the book?

13. Whose is the book?

14. Whose is the book?

15. Whose is this book?

16. Who is the book?

**G2**

1. Who is the book?

2. Whose is the book?

3. Whose is the book?

4. Whose is the book?

5. Who's the book?

6. Whom the book is?

7. Whose is the book?

8. Who is the book?

9. Whose is the book?

10. Who is the book?

11. Whose is the book?

12. Whose is the book?

13. Who is the book?

14. Who is the book?

15. Whose is this book?

16. Whose is the book?

17. Who is the book?

18. Who this book belong to?

19. Who is this book?

20. Who is this book?

| 2. YES, I smoke a lot |
|---|
| **Postest 1 (oral)** |

**G1**

1. Do you smoke?
2. Do you smoke a lot?
3. Do you smoke very much?
4. Are you smoke?
5. Do you smoke a lot?
6. Do you smoke?
7. Do you smoke?
8. Do you smoke?
9. Do you smoke?
10. Do you smoke a lot?
11. Are you smoke?
12. Do you smoke / a lot?
13. Do you / do you smoke?
14. Do you smoke?
15. Do you / smoke?
16. Are you smoke?

**G2**

1. Do you smoke?
2. Do you smoke a lot?
3. Do you smoke much?
4. Do you smoke?
5. Do you smoke?
6. Do you smoke?
7. Do you smoke?
8. Do you smoke?
9. Do you smoke?
10. Do you smoke?
11. Do you smoke?
12. Do you smoke a lot?

13. Do you like cigarettes?

14. Do you smoke … a lot?

15. Do you smoke?

16. Do you smoke?

17. Do you smoke?

18. Do you smoke?

19. Do you smoke / a lot?

20. Do you smoke?

**Postest 1 (escrito)**

**G1**

1. Do you smoke?

2. Do you smoke a lot?

3. Do you smoke very much?

4. Do you like to smoke?

5. Do you smoke a lot?

6. Do you smoke?

7. Do you smoke?

8. Do you smoke a lot?

9. Do you smoke?

10. Do you smoke a lot?

11. Do you like smoke?

12. Do you smoke?

13. Do you smoke?

14. Do you smoke?

15. Do you like to smoke?

16. Are you smoke?

**G2**

1. Do you smoke?

2. Do you smoke a lot?

3. Do you smoke much?

4. Do you smoke?

5. Do you smoke a lot?

6. Do you smoke?

7. Do you smoke?

8. Do you smoke?

9. Do you smoke?

10. Do you smoke?

11. Do you smoke a lot?

12. Do you smoke?

13. Do you smoke?

14. Do you smoke?

15. Do you smoke?

16. Do you smoke?

17. Do you smoke?

18. Do you smoke a lot?

19. Do you smoke a lot?

20. Do you smoke?

| 3. NO, I haven't eaten anything |
|---|

**Postest 1 (oral)**

**G1**

1. Have you / eaten something?
2. Have you eaten anything?
3. Have you / eaten anything?
4. Have you / have you / eaten / anything?
5. Have you / have you / eaten anything?
6. Have you ate ... anything?
7. Have you eaten anything?
8. Have you eaten anything?
9. Have you / have / you eat anything?
10. Have you eaten something?
11. Have you got anything?
12. Have you eaten anything?
13. Have you eaten / anything?
14. Have you eaten anything?
15. Have you got … anything / today?
16. Have you / got eaten?

**G2**

1. Have you eat / something?
2. Have you eaten anything?
3. Have you eaten something?
4. Have you eat anything before?
5. Have you eat anything?
6. Have you eat / have you / have you ate / something?
7. Have you eaten?
8. Have you eaten anything?
9. Have you eaten / anything?
10. Have you eaten something?
11. Have you eaten / something?
12. Have you / have you eat anything?

13. Do you / do you have anything today?

14. Have you / eat / something?

15. Have you ... have you / eaten anything?

16. Have / have you / eaten anything?

17. Have you eaten something?

18. Have you / ate / eat anything?

19. Have you / have you … have you eat / yet?

20. Have / you / eat anything?


**Postest 1 (escrito)**

**G1**

1. Have you eaten something?

2. Have you eaten anything?

3. Have you eaten anything?

4. Have you eaten?

5. Have you eaten anything?

6. Have you eaten anything?

7. Have you eaten anything?

8. Have you eaten anything?

9. Have you eaten anything?

10. Have you eaten something?

11. Have you eaten anything?

12. Have you eaten a sandwich?

13. Have you eat anything?

14. Have you eaten anything?

15. Have you eaten anything?

16. Have you eaten anything?

**G2**

1. Have you eaten?

2. Have you eaten anything?

3. Have you eaten anything?

4. Have you eaten before?

5. Have you eaten anything?

6. Have you eaten something?

7. Have you eaten anything?

8. Have you eaten anything?

9. Have you eaten anything?

10. Have you eaten something?

11. Have you eating anything?

12. Have you eaten something?

13. Have you eat today?

14. Have you eaten anything?

15. Did you have eaten anything?

16. Have you eat anything?

17. Have you eating something?

18. Have you eaten anything?

19. Have you eaten something?

20. Have you eaten anything?

| 4. There are 10 hotels in the town |
|---|

**Postest 1 (oral)**

**G1**

1. How many hotels / there are in the town?
2. How many hotels / are there in the town?
3. How many hotels are there in the town?
4. How many / are / hotels in the town?
5. How many hotels .. are there in the town?
6. How many hotels / are there in the town?
7. How many hotels are there in the town?
8. How many hotels … there are in the town?
9. How many hotels are in the town?
10. How many hotels are / are there in the town?
11. How much / hotels / in the town?
12. How many hotels / are there in the town?
13. How many hotels / there are in the town?
14. How many hotels / are there / in this town?
15. How many … hotels / are there in the town?
16. How many … are they / in the hotels / in the town?

**G2**

1. How many hotels … are therein this town?
2. How many hotels / are there in the town?
3. How many hotels there is in your town?
4. How many hotels are in the town?
5. How many hotels / are in the town / are there in the town?
6. How many hotels there are in your town?
7. How many hotels / there are in the town?
8. How many hotels there are in the town?
9. How many hotels are there in the town?
10. Are there hotels / in the town?
11. How many hotels are there in the town?
12. How many hotels has / in the town?

13. How many hotels ... are in the / the town?

14. How much ...hotels / in your town?

15. How many / hotels / are in the town?

16. How hotels / are there in the town?

17. How many hotels / are there in the town?

18. How much / hotels / are in the town?

19. How many hotels are there in this town?

20. Are there / any hotels in this town?

**Postest 1 (escrito)**

**G1**

1. How many hotels are there in the town?

2. How many hotels are there in the town?

3. How many hotels are there in the town?

4. How many are the hotels in the town?

5. How many are there hotels in the town?

6. How many hotels there are in the town?

7. How many hotels are there in the town?

8. How many hotels are there in the town?

9. How many hotels are there in the town?

10. How many hotels are there in the town?

11. How much any hotels in the town?

12. How many hotels are there in the town?

13. How many hotels are there in the town?

14. How many hotels are there in the town?

15. How many hotels are there in the town?

16. How many hotels are there in the town?

**G2**

1. How many hotels are there in the town?

2. How many hotels are there in the town?

3. How many hotels are there in the town?

4. How many hotels are in the town?

5. How many hotels are there in the town?

6. How many hotels there're in the town?

7. How many hotels are there in the town?

8. How many hotels are there in the town?

9. How many hotels are there in the town?

10. How many hotels are there in the town?

11. How many hotels are there in the town?

12. How many hotels are there in the town?

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13. How many hotels are in the town?

14. How many hotels are there?

15. How many hotels are in the town?

16. How many hotels are there in the town?

17. How many hotels are there in the town?

18. How many hotels are there?

19. How many hotels are there in the town?

20. Are there any hotels in this town?

| 5. He's going to the doctor TOMORROW |
|---|

**Postest 1 (oral)**

**G1**

1.  When / is he going to the doctor?
2.  When is he going to the doctor?
3.  When is he going to the doctor?
4.  When … are / he going / to the doctor?
5.  When / is / he going to the doctor?
6.  When is he going / to the doctor?
7.  When / is he going to the doctor?
8.  When is he going to the doctor?
9.  When is he going to the doctor?
10. When is he going to / to the doctor?
11. Where does he go tomorrow?
12. When is he going tomorrow?
13. When … when is he going to the doctor?
14. When are you going to the doctor?
15. Where … where was / he going / to go / tomorrow?
16. When / is he going to the doctor?

**G2**

1.  Will he go … ?
2.  When is he going to the doctor?
3.  When is he going to the doctor?
4.  When is he going to the doctor?
5.  When he going / to the doctor?
6.  He's going to the doctor tomorrow?
7.  When / is / he going to the doctor?
8.  Are he going to the doctor tomorrow?
9.  Where is he going tomorrow?
10. What / what he / what he's going / tomorrow?
11. When is he going to the doctor?
12. When is he going to the doctor?

13. When has to / to go to the doctor?

14. When / when is he going … to the doctor?

15. Where are you going to do tomorrow?

16. When is he going to the doctor?

17. When are he going / to the doctor?

18. Where are / he going / where are he going tomorrow?

19. When are / is he going to the doctor?

20. Where … where is / he?

**Postest 1 (escrito)**

**G1**

1. When is he going to the doctor?

2. When is he going to the doctor?

3. When is he going to the doctor?

4. When do you go to the doctor?

5. When is he going to the doctor?

6. When is he going to the doctor?

7. When is he going to the doctor?

8. When is he going to the doctor?

9. When is he going to the doctor?

10. When he is going to the doctor?

11. When will he go to the doctor?

12. When is he going to the doctor?

13. When is he going to the doctor?

14. When is he going to the doctor?

15. Where is he going tomorrow?

16. When is he going to the doctor?

**G2**

1. When is he going to the doctor?

2. When is he going to the doctor?

3. When is he going to the doctor?

4. When is he going to the doctor?

5. When does he go to the doctor?

6. When is he going to the doctor?

7. When is he going to the doctor?

8. When is he going to the doctor?

9. When's he going to the doctor?

10. When is he going to the doctor?

11. When is he going to the doctor?

12. When is he going to the doctor?

13. When is he going to go to the doctor?

14. When is he going to the doctor?

15. What is he going to do tomorrow?

16. When is he going to the doctor?

17. When is he going to the doctor?

18. When is he going to the doctor?

19. When is he going to the doctor?

20. When is he going to the doctor?

| 6. She was IN MANCHESTER last web |
|---|

**Postest 1 (oral)**

**G1**

1. Where she was last week?
2. When / when was she … she … last week?
3. Where she were last week?
4. Where is … she last week?
5. Where / where was / she last week?
6. When did you / you are ... Where did she is ... she is ... where did she is the last week?
7. Where was / she … last week?
8. Where was she last week?
9. How often … When … when did she go to Manchester?
10. When she was in Manchester?
11. Where does she go last week?
12. Where was / where was / she … she?
13. Where / did she go last week?
14. Where ... Where did you go / the last / week?
15. Where was she … the last week?
16. Where … was she / last / last week?

**G2**

1. Where / where did she ... where did she be the last week?
2. Where … where was she last week?
3. Was she … When was she … Where was she the last week?
4. Where did she … Where she was last week?
5. Where / did she … where was she / the last week?
6. Did she was / in Manchester / last week?
7. Where was she / last week?
8. Did you ... Does she ... was in Manchester?
9. Where was she / last week?
10. When / she was in Manchester?
11. Where were she / last week?
12. Where did she / where did she / was in / last week?

13. When she .. when ... when was she ... when was she in Manchester?

14. Where / was she … the last week?

15. Where did ... What ... Where was she last week?

16. Where / where / was ... she last week?

17. When she was … when … when was she / in Manchester?

18. Where / was she / the last week?

19. Where … Where did … Where did she was the last week?

20. Where is / where was / she / the last week?


**Postest 1 (escrito)**

**G1**

1. Where did she last week?

2. Where was she last week?

3. Where was she last week?

4. Where did she leave last week?

5. Where was she last week?

6. Where she was last week?

7. Where was she last week?

8. Where was she last week?

9. Where did she go the last week?

10. Where was she last week?

11. When will she go Manchester?

12. Where was she last week?

13. Where was she last week?

14. Where was she the last week?

15. Where was she the last week?

16. How often was she last week?

**G2**

1. Where was she the last week?

2. Where was she last week?

3. Where was she the last week?

4. Where was she last week?

5. Where she was the last week?

6. Where did she stay last week?

7. Where was she last week?

8. Where was she last week?

9. Where was she last week?

10. Where was she last week?

11. Where was she last week?

12. Where did she was last week?

13. Where was she the last week?

14. Where was she last week?

15. Where was she last week?

16. Where was she last week?

17. Where was she the last week?

18. Where was she last week?

19. Where was she in Manchester last week?

20. Where was she the last week?

| 7. Peter is going to buy A NEW HOUSE |
|---|

**Postest 1 (oral)**

**G1**

1. Is Peter going to buy a new house?
2. What is Peter going to buy?
3. What is going Peter … what is Peter going to buy?
4. What … are Peter going to buy?
5. What / is Peter going to buy?
6. What … is Peter going to buy?
7. What is Peter going to buy?
8. What is Peter going to buy?
9. What is Peter going to buy?
10. What's Peter going to buy?
11. Who is Peter / buying?
12. What is Peter / going to buy?
13. What… What is Peter going to buy?
14. What is Peter going to buy?
15. What is going to buy Peter?
16. What / is Peter going to buy?

**G2**

1. What / is Peter going to buy?
2. What / is / Peter going to buy?
3. What is Peter / going to buy?
4. What is Peter going to buy?
5. What Peter / go / to buy?
6. Is Peter going to buy a new house?
7. What is going Peter to buy?
8. What … What Peter is going to do?
9. What is Peter going to buy?
10. What / buy Peter … What / is he going to buy?
11. What is Peter going to buy?
12. What is Peter going to / buy?

13. What are going to / buy Peter?

14. What is / Peter / going / to buy?

15. What is / Peter going to buy?

16. What is / is Peter / going to do?

17. What are he going / to buy?

18. What / what is Peter going to buy?

19. What is / is going to Peter buy?

20. Is going / to buy Peter / a new house?

**Postest 1 (escrito)**

**G1**

1. What's Peter going to buy?

2. What is Peter going to buy?

3. What is Peter going to buy?

4. What is Peter going to buy?

5. What is Peter going to buy?

6. What is Peter going to buy?

7. What is Peter going to buy?

8. What is Peter going to buy?

9. What is Peter going to buy?

10. What Peter is going to buy?

11. What will Peter buy?

12. What is Peter going to buy?

13. What is Peter going to buy?

14. What is Peter going to buy?

15. What is going to buy Peter?

16. What is Peter going to buy?

**G2**

1. What is Peter going to buy?

2. What is Peter going to buy?

3. What is Peter going to write?

4. What kind of thing is Peter going to buy?

5. What Peter goes to buy?

6. What is going to buy Peter?

7. What is he going to buy?

8. What is Peter going to buy?

9. What's he going to buy?

10. What is Peter going to buy?

11. What is Peter going to buy?

12. What is Peter going to buy?

13. What are going to buy Peter?

14. What is he going to buy?

15. What are he going to buy?

16. What is going Peter to buy?

17. What is Peter going to buy?

18. What is Peter going to buy?

19. What is Peter going to buy?

20. What is Peter going to buy?

| 8. He lived in India FOR FIVE YEARS |
|---|

**Postest 1 (oral)**

**G1**

1. How long ... did he / live in India?

2. How long / did / he live in India?

3. How long / did he live in India?

4. How long did he live / in India?

5. How / how long … did he / does he live / in India?

6. How long ... he / lived in India?

7. How long … how long … did he live in India?

8. How long did he live in India?

9. How long did he / live in India?

10. How many time … have he lived in India?

11. Where did he live?

12. How long / how long / does he live in India?

13. How long ... did he live / in India?

14. How long ... did he live in India?

15. How long … has / he lived / in India?

16. How long … did he live in India?

**G2**

1. Where did he live ... How long did he live / in India?

2. How long … how long did he live in India?

3. How many time does he live in India?

4. How many years / did he live in India?

5. How many time / he lived in India?

6. How many times / did he lived in India?

7. How many / time / did he live in India?

8. How many years do you live In India?

9. How long / has he lived in India?

10. How long / he lived in India?

11. How often … have he lived in India?

12. How long / he lived in India?

13. How many time have you / lived in India?

14. How long … have / he live?

15. How long / did he / live in India?

16. How long … how long / did he live / in India?

17. How many times / he /he lives in India?

18. How days he / did he live in India?

19. How long … did he live in India?

20. How long / he lived in India?

**Postest 1 (escrito)**

**G1**

1. How long did he live in India?
2. How long did he live in India?
3. How long did he live in India?
4. How long did he live in India?
5. How long did he live in India?
6. How long he lived in India?
7. How long did he live in India?
8. How long did he live in India?
9. How long has he lived in India?
10. How many years did he live in India?
11. How long did he live in India?
12. How long did he live in India?
13. How long did he live in India?
14. How long did he live in India?
15. How long has he lived in India?
16. How long did he live in India?

**G2**

1. How long did he live in India?
2. How long did he live in India?
3. How many years did he live in India?
4. How many years did he live in India?
5. How many years he live in India?
6. How long did he live in India?
7. How long did he live in India?
8. How long was he live in India?
9. How long has he lived in India?
10. How long did he live in India?
11. How long did he live in India?

12. How long has he lived in India?

13. How many time he had been lived in India?

14. How long had he lived in India?

15. How long did he live in India?

16. —

17. How long did he live in India?

18. How long did he live in India?

19. How long did Peter live in India?

20. How long did he live in India?

| 9. SHAKESPEARE wrote "Hamlet" |
|---|
| **Postest 1 (oral)** |
| **G1** |
| 1. Who / did write Hamlet? |
| 2. Who wrote Hamlet? |
| 3. Who wrote Hamlet? |
| 4. Who did / write Hamlet? |
| 5. Who … who did … who did / wrote Shakespeare / Hamlet? |
| 6. Who wrote Hamlet? |
| 7. Who wrote Hamlet? |
| 8. Who wrote Hamlet? |
| 9. Who wrote Hamlet? |
| 10. Who wrote Hamlet? |
| 11. Who wrote Hamlet? |
| 12. What / what novel / does Shakespeare write / did Shakespeare write? |
| 13. Who / who did write / hamlet (no) ... Who wrote Hamlet? |
| 14. Who ... who did ... who wrote Hamlet? |
| 15. Who … who did write / Shakespeare? |
| 16. Who wrote Hamlet? |
| **G2** |
| 1. Who did write Hamlet? |
| 2. Who did write Hamlet? |
| 3. Who wrote Hamlet? |
| 4. Do you know who's the author of Hamlet? |
| 5. Whose wrote Hamlet? |
| 6. Who wrote Hamlet? |
| 7. Who wrote Hamlet? |
| 8. Who wrote Hamlet? |
| 9. What Shakespeare wrote? |
| 10. Who / wrote Hamlet? |
| 11. What did / Shakespeare write? |
| 12. Who wrote Hamlet? |

13. Who is the / writer of Hamlet?

14. Who write … who did write … Shakespeare?

15. Who is Hamlet's writer?

16. —

17. Who wrote Hamlet?

18. Who wrote Hamlet?

19. Who did wrote / Hamlet?

20. Who did / write Hamlet?


**Postest 1 (escrito)**

**G1**

1. Who wrote Hamlet?

2. Who wrote Hamlet?

3. Who wrote Hamlet?

4. Who did write Hamlet?

5. Who wrote Hamlet?

6. Who wrote Hamlet?

7. Who wrote Hamlet?

8. Who wrote Hamlet?

9. Who wrote Hamlet?

10. Who wrote Hamlet?

11. Who wrote Hamlet?

12. Who wrote Hamlet?

13. Who wrote Hamlet?

14. Who wrote Hamlet?

15. What did Shakespeare write?

16. Who wrote Hamlet?

**G2**

1. Who did write Hamlet?

2. Who wrote Hamlet?

3. Who wrote Hamlet?

4. Who wrote Hamlet?

5. Who's wrote Hamlet?

6. Who wrote Hamlet?

7. Who wrote Hamlet?

8. Who wrote Hamlet?

9. Who wrote Hamlet?

10. Who wrote Hamlet?

11. Who wrote Hamlet?

12. Who wrote Hamlet?

13. Who wrote Hamlet?

14. Who wrote Hamlet?

15. Who was Hamlet author's?

16. Who did write Hamlet?

17. Who wrote Hamlet?

18. Who wrote Hamlet?

19. Who wrote Hamlet?

20. Who did Hamlet write?

| 10. My house is BIG AND COMFORTABLE |
|---|

**Postest 1 (oral)**

**G1**

1.  What is your house like?
2.  What / what is / your house / like?
3.  How is your house?
4.  How is / how is the house?
5.  What is / your house?
6.  How is your house?
7.  What is your house / like
8.  What's your house is?
9.  What is your house like?
10. What's your house / like?
11. How is your house?
12. What / what is your house like?
13. What is your house / like?
14. How is your house?
15. What is your house like?
16. What / is your house?

**G2**

1.  How is your house?
2.  What is your house … what does your house like?
3.  How is your house?
4.  What is / the main characteristic of your house?
5.  How is your house?
6.  How is your / your house?
7.  How is your house?
8.  How is your / house?
9.  What's your house like?
10. What / what / like … What does look like?
11. How is your / house?
12. What is your house like?

13. How is your house?

14. How is your house?

15. How is your house?

16. How is / your house?

17. How … how is your house?

18. How is your house?

19. What about your house?

20. What is your house?


**Postest 1 (escrito)**

**G1**

1. What is your house like?

2. What is your house like?

3. How is your house like?

4. How are your house?

5. What is your house?

6. How is your house?

7. What is your house?

8. What is your house like?

9. What's your house like?

10. What is your house like?

11. How is my house?

12. What is your house like?

13. What is your house like?

14. How is your house?

15. What is your house like?

16. How is your house?

**G2**

1. What is your house like?

2. What is your house like?

3. What is your house like?

4. How is your house?

5. How is your house?

6. How is your house?

7. What is your house like?

8. How is your house?

9. What's your house like?

10. What is your house like?

11. What is your house like?

12. What is your house like?

13. How is your house?

14. How is your house?

15. How is your house?

16. What is your house like?

17. What is your house like?

18. How is your house like?

19. How is your house?

20. What is your house?

| 11. Tom is going to write HIS FATHER a letter |
|---|

**Postest 1 (oral)**

**G1**

1. What is / Tom going to write?
2. Who is Tom going to write a letter?
3. Who is going to write / Tom to?
4. What / are Tom … going to write a letter?
5. Who / is Tom going to write a letter?
6. Who ... is Tom going to write / a letter?
7. Who … who is / Tom going to write / a letter?
8. Who / is / Tom going to write a letter?
9. Who is Tom going to write a letter?
10. Who's Tom going to write?
11. Who is Tom ... having ... at the moment?
12. What / what is / Tom going / to write?
13. Who is Tom going to write a letter?
14. Who / is Tom going / going to write a letter?
15. What / are / Tom going /now?
16. Who is going to … is going Tom  to write a letter?

**G2**

1. What / what's Tom ... Who is Tom going to write a letter?
2. Who / who is Tom going to write a letter?
3. Who is Tom write / a letter?
4. Who is / who's person are / is going / Tom to write a letter?
5. Who is going to write / a letter / Tom?
6. Is Tom going to write a letter to his father?
7. What / is Tom going to write?
8. Are Tom going to write his father a letter?
9. Who is Tom going to write?
10. What is / Tom doing?
11. Who is / Tom to write a letter?
12. Who / Tom is write a letter?

13. Who is this letter for?

14. What … what / Tom / going to write / his father?

15. What is Tom doing tomorrow?

16. Whom is … going to write a letter?

17. Who … who are / Tom / write … who are Tom / to write / a letter?

18. What are he … what are he doing?

19. What is going to do Tom?

20. What / do / he does / Tom?

**Postest 1 (escrito)**

**G1**

1. What is Tom going to do?

2. Who is tom going to write a letter?

3. Who is going to write Tom?

4. Who is Tom going to write a letter?

5. Who is Tom going to write a letter?

6. Who is Tom going to write a letter?

7. Who is Tom going to write a letter?

8. Who is Tom going to write a letter?

9. Who is Tom going to write a letter?

10. Who Tom is going to write?

11. What is Tom doing?

12. Who is Tom going to write a letter?

13. Who is Tom going to write a letter?

14. Who is Tom going to write a letter?

15. Who is going to write Tom?

16. Who is Tom going to write a letter?

**G2**

1. Whom is Tom going to write a letter?

2. Whom is Tom going to write a letter?

3. Whom is Tom going to write a letter?

4. Whom is Tom going to write a letter?

5. Who's Peter goes to write a letter?

6. What is Peter going to do?

7. Whom is Tom going to write a letter?

8. What is Tom going to do?

9. Whom is Tom going to write a letter?

10. Whom is Tom going to write a letter?

11. Whom is Tom going to write a letter?

12. Whose is Peter going to write a letter?

13. Who are going to write Peter a letter to?

14. Who is Tom going to write a letter?

15. Who is Tom's letter for?

16. Whom is Tom going to write a letter?

17. Whom is Tom going to write a letter?

18. Who is Tom going to write?

19. Who is Tom write a letter?

20. Who is Tom going to write?

| 12. YES, IWOULD. I would marry her |
|---|

**Postest 1 (oral)**

**G1**

1. Would you / marry her?
2. Would you like / get married?
3. Would you marry her?
4. Would you marry her?
5. Would you like / would you / marry her?
6. Would you ... marry her?
7. Would you … would you marry her?
8. Would you marry her?
9. Would you marry with her?
10. Would you like to marry her?
11. Would you like / marry her?
12. Would you / would you marry her?
13. Would you marry / marry her?
14. Would you marry her or with her?
15. Would you marry / with her?
16. Would you marry her?

**G2**

1. Would you marry her?
2. Would you like marry her?
3. Would you marry / marry with her?
4. Would you like to get married with her?
5. Would you like / marry her?
6. Do you like marry with her?
7. Would you like / marry her?
8. Would you marry / with her?
9. Would you marry her?
10. Would you like / to marry her?
11. Would you like to get married with her?
12. Would you marry her?

13. Would you like to / to marry with ...Mary?

14. Do you … would you like … marry her?

15. Would you like / to marry / with her?

16. Would you like / marry / with / her?

17. Would you / would you / marry her?

18. Do you / would / marry her?

19. Would you like / to marry with he / with she?

20. Would you like … marry?


**Postest 1 (escrito)**

**G1**

1. Would you marry her?

2. Would you marry her?

3. Would you marry her?

4. Would you marry her?

5. Would you marry her?

6. Would you marry her?

7. Would you marry her?

8. Would you marry her?

9. Would you marry her?

10. Would you marry her?

11. Would you marry her?

12. Would you like to marry her?

13. Would you marry her?

14. Would you marry her?

15. Would you marry with her?

16. Would you like to marry her?

**G2**

1. Would you marry her?

2. Would you marry her?

3. Would you marry her?

4. Would you marry her?

5. Would you like marry her?

6. Would you marry with her?

7. Would you like to marry her?

8. Would you marry her?

9. Would you marry her?

10. Would you like marry her?

11. Would you marry her?

12. Would you marry her?

13. Would you married her?

14. Do you like marry her?

15. Would you like marry her?

16. Would you marry her?

17. Would you like marry her?

18. Would you marry her?

19. Would you like marry her?

20. Would you marry with she?

| 13. I will go to London TO VISIT A FRIEND |
|---|

**Postest 1 (oral)**

**G1**

1. Why will you go to London?
2. When will you go to London?
3. Why / will you go to London?
4. Will you / go to London?
5. What will you go to London?
6. Why ... why you will go to London?
7. Why / will you go to London?
8. Why will you go to London?
9. What will you go to London?
10. Why will you go to London?
11. Where does she go ... the next summer?
12. Will you go ... Why / will you go to London?
13. What will you go to London?
14. Why ... why will you go to London?
15. Where will you go / tomorrow?
16. Why … why will / you go to London?

**G2**

1. Will you go to London?
2. What … For what … With which purpose will you go to London?
3. Why will you go to London?
4. Why are you going to go / to London?
5. Why / you will go to London?
6. Why are you going / to go / to London?
7. Why will you go to London?
8. Will you go to London?
9. Why will you go to London?
10. Why you will / to London?
11. Why will you go to London?
12. Where / why will you go to London?

13. Why will you go to London?

14. Will you go / to London?

15. Why / are you going to London?

16. What ... what ... do you ... what will you go to England?

17. Why … why will you go to London?

18. Why will you go to London?

19. Why … why will you go to London?

20. Will Peter / go to London / for any special thing?


**Postest 1 (escrito)**

**G1**

1. Why will you go to London?

2. Why will you go to London?

3. Why will you go to London?

4. Who will you visit in London?

5. What will you go to London?

6. Why you will go to London?

7. Why will you go to London?

8. Why will you go to London?

9. Why will you go to London?

10. What will you go to London for?

11. What will I do the next summer?

12. Why will you go to London?

13. What will you go to London?

14. Why will you go to London?

15. Where will you go tomorrow?

16. Why will you go to London?

**G2**

1. Why will you go to London?

2. Why will you go to London?

3. Why will you go to London?

4. Why will you go to London?

5. Why do you will go to London?

6. Why will you go to London?

7. What will you go to London?

8. What will you do?

9. Why will you go to London?

10. Why will you go to London?

11. Why will you go to London?

12. Why will you go to London?

13. Why are you going to go to London?

14. What will you go to London?

15. Why are you going to London?

16. Why will you got to London?

17. Why will you go to London?

18. What will you do in London?

19. What will you go to London?

20. Why will you go to London?

| 14. NO, he didn't pass his driving test |
|---|

**Postest 1 (oral)**

**G1**

1. Did he / pass his driving test?
2. Did he pass his driving test?
3. Did he pass his driving test?
4. Did he / pass his driving test?
5. Did he pass his driving test?
6. Did he pass ... his driving test?
7. Did he pass his driving test?
8. Did he pass his driving test?
9. Did he pass his driving test?
10. Did he pass his driving test?
11. Does he pass the test?
12. Did he pass / his driving test?
13. Did he pass his driving test?
14. Did he / pass / his driving test?
15. Did / pass / he / his driving test?
16. Did he pass his driving test?

**G2**

1. Did he pass / his driving test?
2. Did he pass his driving test?
3. Did he pass his / driving test?
4. Did he pass his driving test?
5. Did he pass his driving test?
6. Did he / did he pass / the driving test?
7. Did he pass his driving test?
8. Did he pass / his driving test?
9. Did he pass / his driving test?
10. Does she pass / the / exam?
11. Did he / pass his driving test?
12. Did he pass his driving test?

13. Did he pass ... his driving test?

14. Did he pass … his driving test?

15. Did he pass / his driving test?

16. Did / he / pass his driving test?

17. Did he / pass / his driving test?

18. Did he pass / his driving test?

19. Did he pas / the / his driving test?

20. Do you pass / do he pass / this exam?

**Postest 1 (escrito)**

**G1**

1.  Did he pass his driving test?

2.  Did he pass his driving test?

3.  Did he pass his driving test?

4.  Did he pass his driving test?

5.  Did he pass his driving test?

6.  Did he pass his driving test?

7.  Did he pass his driving test?

8.  Did he pass his driving test?

9.  Did he pass his driving test?

10. Did he pass his driving test?

11. Did he pass his driving test?

12. Did he pass his driving test?

13. Did he pass his driving test?

14. Did he pass his driving test?

15. Did he pass his driving test?

16. Did he pass his driving test?

**G2**

1.  Did he pass his driving test?

2.  Did he pass his driving test?

3.  Did he pass his driving test?

4.  Did he pass his driving test?

5.  Did he pass his driving test?

6.  Did he pass the driving test?

7.  Did he pass his driving test?

8.  Did he pass his driving test?

9.  Did he pass his driving test?

10. Did he pass his driving test?

11. Did he pass his driving test?

12. Has she passed his driving test?

13. Did he pass his exam?
14. Did he pass his driving test?
15. Did he pass his driving test?
16. Did he pass his driving test?
17. Did he pass his driving test?
18. Did he pass his driving test?
19. Did he pass his driving test?
20. Did he pass his driving test?

| 15. YES, she is my girlfriend |
|---|

**Postest 1 (oral)**

**G1**

1. Is she your girlfriend?
2. Is she your girlfriend?
3. Is she your girlfriend?
4. Is she / your girlfriend?
5. Is she / your girlfriend?
6. Is she / your girlfriend?
7. Is she your girlfriend?
8. Is she your girlfriend?
9. Is she your girlfriend?
10. Is she your girlfriend?
11. Do you know her?
12. Who is she?
13. Is she your girlfriend?
14. Is she my girlfriend?
15. Is she / your girlfriend?
16. Did he pass his driving test?

**G2**

1. Is she your girlfriend?
2. Is she your girlfriend?
3. Who is she … Is she your girlfriend?
4. Is she / your girlfriend?
5. Is she / your girlfriend?
6. Is she your friend?
7. Is she / your / girlfriend?
8. Does she / your girlfriend?
9. Is she your girlfriend?
10. Is / is she your girlfriend?
11. Is she / your girlfriend?
12. Is she your friend?

13. Is she your girlfriend?

14. Who is she?

15. Is she / your girlfriend?

16. Who is she... Is she your girlfriend?

17. Is / is she your girlfriend?

18. Is she your / girlfriend?

19. Is she your girlfriend?

20. Who is / who is / this girl?

**Postest 1 (escrito)**

**G1**

1. Is she your girlfriend?

2. Is she your girlfriend?

3. Is she your girlfriend?

4. Is she your girlfriend?

5. Is she your girlfriend?

6. Is she your girlfriend?

7. Is she your girlfriend?

8. Is she your girlfriend?

9. Is she your girlfriend?

10. Is she your girlfriend?

11. Is she your girlfriend?

12. Is she your girlfriend?

13. Is she your girlfriend?

14. Is she your girlfriend?

15. Is she your girlfriend?

16. Is she your girlfriend?

**G2**

1. Is she your girlfriend?

2. Is she your girlfriend?

3. Is she your girlfriend?

4. Is she your girlfriend?

5. Is she your girlfriend?

6. Is she your girlfriend?

7. Is she your girlfriend?

8. Is she your girlfriend?

9. Is she you girlfriend?

10. Is she your girlfriend?

11. Is she your girlfriend?

12. Is she your girlfriend?

13. Is she your girlfriend?

14. Who is she?

15. Is she your girlfriend?

16. Is she your girlfriend?

17. Is she your girlfriend?

18. Is she your girlfriend?

19. Is she your girlfriend?

20. Is she your girlfriend?

| 16. I go to the doctor EVERY MONTH |
|---|

**Postest 1 (oral)**

**G1**

1. What … How often do you  go to the doctor?
2. How often … do you go to the doctor?
3. How often / do you go to the doctor?
4. How often … you go to the doctor?
5. How often / do you go to the doctor?
6. How often / do you go to the doctor?
7. How often / do you / go to the doctor?
8. How often do you go to the doctor?
9. How often are you going to the doctor?
10. How often do you go to the doctor?
11. How often / does he go / doctor?
12. How often .. do you go to the doctor?
13. How often do you go to the doctor?
14. How often … do you go to the doctor?
15. Where do you go … every month?
16. When you go to the doctor?

**G2**

1. When do you go to the doctor?
2. How often / do you go to the doctor?
3. How often do you go to the doctor?
4. How often / do you go to the doctor?
5. How often / do you go to the doctor?
6. How do you usually / go to the doctor?
7. How often do you go to the doctor?
8. How often do you go to the doctor?
9. How often do you go to the doctor?
10. When / you … when you are going to the doctor?
11. How often do you go to the doctor?
12. How many times / you go to the doctor?

13. How often do you go to the doctor?

14. How / how long … do you go / to the doctor?

15. How often do you go to the doctor?

16. How long / do you go to the doctor?

17. How many often / he go to the doctor?

18. How … When do you go to the doctor?

19. How many times / does he / do you go to the doctor?

20. Is usually that you / visit the doctor?


**Postest 1 (escrito)**

**G1**

1. How often do you go to the doctor?
2. How often do you go to the doctor?
3. How often do you go to the doctor?
4. How often do you go to the doctor?
5. How often do you go to the doctor?
6. How often do you go to the doctor?
7. How often do you go to the doctor?
8. How often do you go to the doctor?
9. How often do you go to the doctor?
10. How often do you go to the doctor?
11. How often do you go to the doctor?
12. How often do you go to the doctor?
13. How often do you go to the doctor?
14. How often do you go to the doctor?
15. How often are you going to the doctor?
16. When do you go to the doctor?

**G2**

1. —
2. How often do you go to the doctor?
3. How often do you go to the doctor?
4. How often do you go to the doctor?
5. How often do you go to the doctor?
6. How often do you go to the doctor?
7. How often do you go to the doctor?
8. When do you go to the doctor?
9. How often do you go to the doctor?
10. How often do you go to the doctor?
11. How often do you go to the doctor?
12. How many times do you go to the doctor?

13. How often do you go to the doctor?

14. When do you go to the doctor?

15. How often do you go to the doctor?

16. How long do you go to the doctor?

17. How often do you go to the doctor?

18. How much do you go to the doctor?

19. How many times do you go to the doctor?

20. How often do you go to the doctor?

| **17. He paid £100 for the dinner** |
|---|

**Postest 1 (oral)**

**G1**

1. How much money / did / he / pay / for the dinner?

2. How much money … did he pay for the dinner?

3. How much / did he pay for / the dinner?

4. How much / did pay for the dinner?

5. How many … pounds / did he / pay for the dinner?

6. How many money … how much money … he … paid … how much money he paid for the dinner?

7. How much does / the dinner cost?

8. How much money / did he pay for the diner?

9. How many money … did he pay / for the dinner?

10. How much money / did / did he pay for the dinner?

11. How much the dinner?

12. How often .. do you go to the doctor?

13. How many pounds / did he pay for the dinner?

14. How many pounds … did he pay for the dinner?

15. How much … how much did pay / for the dinner?

16. How much … did he pay / for the dinner?

**G2**

1. How many / does he pay for the dinner?

2. How much did he pay for the dinner?

3. How much money … how much money … pay for the dinner?

4. How many pounds did he / pay for the dinner?

5. How many cost / cost the dinner?

6. What was the cost of the dinner?

7. How much / did he pay for the dinner?

8. How much / does / he pay / for the dinner?

9. How much does he / did he pay / for the dinner?

10. Who paid the dinner?

11. How many pounds / did he / pay / for the dinner?

12. How much / cost the dinner?

13. How cost the dinner to him?

14. How many / did he pay?

15. How many the dinner cost?

16. How / many … how many … does the dinner cost?

17. How many paid … for the dinner?

18. How / how much / he … how much he paid?

19. How much cost / cost the dinner?

20. How much this / the dinner?


**Postest 1 (escrito)**

**G1**

1. How much did he pay for the dinner?
2. How much money did he pay for the dinner?
3. How much did he pay for the dinner?
4. How much did he pay for the dinner?
5. How much did he pay for the dinner?
6. How much money he paid for the dinner?
7. How much does the dinner cost?
8. How much money did he pay for the dinner?
9. How many pound did he pay for the dinner?
10. How much did he pay for the dinner?
11. How cost the dinner?
12. How much did he pay for the dinner?
13. How many pounds did he pay for the dinner?
14. How many pounds did he pay for the dinner?
15. How much did he pay for the dinner?
16. How much did he pay for the dinner?

**G2**

1. How much cost the dinner?
2. How much did he pay for the dinner?
3. How much did he pay for the dinner?
4. How much did the dinner cost?
5. How many cost the dinner?
6. What was the cost of the dinner?
7. How much did he pay for the dinner?
8. How much paid for the dinner?
9. How much did he pay for the dinner?
10. How much cost the dinner?
11. How much did he pay for the dinner?

12. How many pounds has he paid for the dinner?

13. How much money did he pay for the dinner?

14. How much paid for the dinner?

15. How much paid for the dinner?

16. How much money did he pay?

17. How much did he pay fort the dinner?

18. How much did he pay for the dinner?

19. How much cost the dinner?

20. How much did he pay for the dinner?

| 18. NO, he hasn't got any job |
|---|

**Postest 1 (oral)**

**G1**

1.  Has he got a job?
2.  Has he / has he got any job?
3.  Has he / got any job?
4.  Has he / any / job?
5.  Has he got any job?
6.  Has he got any job?
7.  Has he got any job?
8.  Has he got any job?
9.  Has he got any job?
10. Has he got any job?
11. Have you got any job?
12. Has he got / any job?
13. Has he got any job?
14. Has he got / any job?
15. Has he / any job?
16. Has he got / some job?

**G2**

1.  Do you / do you have got any job?
2.  Has he got any job?
3.  Has he got / any job?
4.  Has he got / any job?
5.  Does / does he / got any job?
6.  Is he working / now?
7.  Is he a doctor?
8.  Has he got any job?
9.  Has he got any job?
10. Has / have you … has he got / any job?
11. Has he got any job?
12. He has any job?

13. Have you got a job?
14. Has he got / any job?
15. Has he got / any job?
16. Has / he got any job?
17. Has he got / some job?
18. Has he got any / job?
19. Does he work?
20. Has he / any job?

**Postest 1 (escrito)**
**G1**

1. Has he got a job?
2. Has he got any job?
3. Has he got any job?
4. Has he got any job?
5. Has he got any job?
6. Has he got any job?
7. Has he got any job?
8. Has he got any job?
9. Has he got any job?
10. Has he got any job?
11. Has he got any job?
12. Has he got any job?
13. Has he got any job?
14. Has he got any job?
15. Has he got any job?
16. Has he got any job?

**G2**

1. Has he got any job?
2. Has he got any job?
3. Has he got any job?
4. Has he got any job?
5. Has he got any job?
6. Has he got some job?
7. Has he got any job?
8. Has he got a job?
9. Has he got any job?
10. Has he got any job?
11. Has he got any job?
12. Has he got any job?

13. Has he a job?

14. Has he got any job?

15. Has he got any job?

16. Has he got any job?

17. Has he got any job?

18. Has he got any job?

19. Has he got any job?

20. Has he got any job?

| 19. I'm coming NEXT WEEK |
|---|
| **Could you tell me when …** |

**Postest 1 (oral)**

**G1**

1. Could you tell me when you are coming?
2. Could you tell me when / when you are coming?
3. Could you tell me / when are you coming?
4. Could you tell me when / you come?
5. Could you tell me / when … I coming?
6. Do you know how long … Peter lived in London?
7. Could you tell me when / you / you are coming?
8. Could you tell me / when … when he's coming?
9. Could you tell me when are he coming?
10. Could you tell me when … I coming?
11. Could you tell me when … does she / arrive?
12. Could you tell me when … you are coming?
13. Could you tell me when / I coming?
14. Could you tell me when … when you are coming?
15. Could you tell me … when / you are coming?
16. Could you tell me when / I coming?

**G2**

1. Could you tell me when you … when are you coming?
2. Could you tell me / when … you're coming?
3. Could you tell me when … when / are you coming here?
4. Could you tell me … when are you coming here?
5. Could you tell me / when .. you will coming?
6. Could you tell me / when / are you / are you coming?
7. Could you tell me / when / when are you coming?
8. Could you tell me when … are you coming?
9. Could you tell me / when … are you coming?
10. Could you tell me when … when … you / when / you / will arrive?
11. Could you tell me when are you go / when are you coming?

12. Could you tell me when … when  are you come the next week?

13. Could you tell me when ... when are you coming?

14. Could you tell me when … can I coming?

15. Could you tell me when ... does he come / coming?

16. Could you tell me when ... when ... when are you coming?

17. Could you tell me when / are you coming?

18. Could you tell me when … you / are / coming … when are you coming?

19. Could you tell me when are going to coming?

20. Could you tell / me when … are you / coming?


**Postest 1 (escrito)**

**G1**

1. Could you tell me when you are coming?

2. Could you tell me when you are coming?

3. Could you tell me when is he coming?

4. Could you tell me when you are coming?

5. Could you tell me when you are coming?

6. Could you tell me when are you coming?

7. Could you tell me when you are coming?

8. Could you tell me when you are coming?

9. Could you tell me when you are coming?

10. Could you tell me when you're coming?

11. Could you tell me when will you come?

12. Could you tell me when you are coming?

13. Could you tell me when are you coming?

14. Could you tell me when you are coming?

15. Could you tell me when you are to coming?

16. Could you tell me when you are coming?

**G2**

1. Could you tell me when are you coming?

2. Could you tell me when are you coming?

3. Could you tell me when are you coming?

4. Could you tell me when are you coming?

5. Could you tell me when you are come?

6. Could you tell me when are you coming?

7. Could you tell me when are you coming?

8. Could you tell me when are you coming?

9. Could you tell me when are you coming?

10. Could you tell me when are you going here?

11. Could you tell me when are you coming?

12. Could you tell me when are you coming?

13. Could you tell me when are you going to come?

14. Could you tell me when are you coming?

15. Could you tell me when are you going to come?

16. Could you tell me when are you coming?

17. Could you tell me when are you going here?

18. Could you tell me when are you coming?

19. Could you tell me when are you going to coming?

20. Could you tell me when are you coming?

| 20. Yes, Peter lived in London FOR A YEAR |
| --- |
| **Do you know how long …** |

**Postest 1 (oral)**

**G1**

1. Do you know how long he have lived in London?
2. Do you know how long / Peter lived in London?
3. Do you know how long … Peter lived in London?
4. Do you know / how long / did / Peter live?
5. Do you know / how long / Peter live / in London?
6. Could you tell me ... where are you coming?
7. Do you know how long / how long Peter … lived in London?
8. Do you know how long Peter lived in London?
9. Do you know / how long … has Peter lived in London?
10. Do you know how / how long / Peter lives in London?
11. Do you know how long Peter lived in London?
12. Do you know how long / Peter lived in London?
13. Do you know how long / did Peter live in London?
14. Do you know how long ... Peter lived in London?
15. Do you know / how long … Peter / lived in London?
16. Do you know how long / Peter lived in London?

**G2**

1. Do you know how long / did Peter live in London?
2. Do you know / How long … do you know how long Peter lived in London?
3. Do you know how long … did Peter live in London?
4. Do you know how long / did Peter live in London?
5. Do you know how long / Peter / did live in London?
6. Do you know how / long / how long / did Peter live in London?
7. Do you know how long did Peter live / in London?
8. Do you know how long does Peter live in London?
9. Do you know how long / did he live in India?
10. Do you know how long … how long Peter live in London?
11. Do you know how long have you / have Peter lived in London?

12. Do you know how long / did Peter live in London?

13. Do you know how long … have been living / Peter in London?

14. Do you know how long / did Peter live / in London?

15. Do you know how long … does / Peter live … in London?

16. Do you know / how long / how long … did / Peter live in London?

17. Do you know how long / did / did he live in London?

18. Do you know how long … is Peter live in London?

19. Do you know how long … does Peter live in London?

20. Do you know how long … Peter / lived in London?


**Postest 1 (escrito)**

**G1**

1. Do you know how long Peter lived in London?
2. Do you know how long Peter lived in London?
3. Do you know how long Peter lived in London?
4. Do you know how long Peter lived in London?
5. Do you know how long Peter lived in London?
6. Do you know how long Peter lived in London?
7. Do you know how long Peter lived in London?
8. Do you know how long Peter lived in London?
9. Do you know how long Peter lived in London?
10. Do you know how long Peter lived in London?
11. Do you know how long did Peter live in London?
12. Do you know how long Peter lived in London?
13. Do you know how long did Peter live in London?
14. Do you know how long Peter lived in London?
15. Do you know how long Peter has lived in London?
16. Do you know how long Peter lived in London?

**G2**

1. Do you know how long did Peter live in London?
2. Do you know how long did Peter live in London?
3. Do you know how long did Peter live in London?
4. Do you know how long did Peter live in London?
5. Do you know how long did Peter live in London?
6. Do you know how long did Peter live in London?
7. Do you know how long did Peter live in London?
8. Do you know how long was Peter live in London?
9. Do you know how long has Peter lived in London?
10. Do you know how long did he live in London?
11. Do you know how long did Peter live in London?

12. Do you know how long has Peter lived in London?

13. Do you know how long have been lived Peter in London?

14. Do you know how long had Peter lived in London?

15. Do you know how long did Peter live in London?

16. Do you know how long did Peter live in London?

17. Do you know how long did he live in London?

18. Do you know how long did Peter live in London?

19. Do you know how long was Peter live in London?

20. Do you know how long did Peter live in London