

Listening skills practice: Unusual British festivals – transcript

Transcript for **Unusual British festivals**

Hello. I'm going to talk about British festivals. I'm sure you've heard about the Notting Hill Carnival in London and the Edinburgh Festival, but today we're going to look at a lot more that you might not know about. Actually, a lot of these are not exactly festivals, but strange races or competitions. Some of them are ancient and some are modern.

So, let's start in January in the north of Scotland with the Burning of the Clavie. This is a whisky barrel which is set alight then carried through the streets as a bonfire. It's an ancient tradition which always takes place on 11th of January, the first day of the year, according to an older form of the calendar. The bonfire brings good luck for the coming year and people used to keep bits of burnt wood as protection against evil spirits. At the end of January, even further north, in the Shetland Islands, there's another fire festival, the Up Helly Aa. This seems like an ancient festival, but has actually only been going for about 130 years – well, it is fairly old, I suppose. People carry fire-lit torches and a Viking boat through the streets, then set fire to the boat. There's lots of dancing; it's good fun.

Now to the north of England. On Shrove Tuesday in February, otherwise known as Pancake Day, a special Pancake Bell is rung in Scarborough. Everyone goes down to the road next to the beach where they skip – yep, they jump over long ropes, up to fifteen people to one rope. And they have pancake races. This is quite common in the UK – running with a frying pan and tossing a pancake at the same time.

Another kind of race takes place in spring – cheese rolling. In Gloucestershire, in the south-west of England, round cheeses in round boxes are sent rolling down a hill and people run after them and try and catch them. The hill is very steep, so people often fall over – if you take part in this you need to be very fit and wear your oldest jeans. Nowadays this strange custom attracts visitors from all over the world, but the people from the local village are usually the ones who catch the cheese.

From people-racing, to animals, very tiny animals. World Championship Snail Racing takes place in a village in Norfolk. The snails have to race from an inner circle to an outer circle and the winner gets a lot of lettuce. There's a party and barbecue for the snail owners and observers. This custom began in the 1960s after a local man saw something similar in France. In the UK we don't eat snails, by the way.

More fun, in my opinion, are the onion-eating contest, also in Gloucestershire – a race to finish eating a raw onion – and the Black Pudding Throwing Championship, in Lancashire. Black puddings are like big sausages made mainly from dried blood. Contestants bowl three black puddings each at 21 Yorkshire puddings set on a six-metre platform; the winner is the one who knocks down the most. Another fun contest takes place in September at the Egremont Crab Fair in Cumbria in the north of England. The World Gurning Championship is a competition to pull the ugliest face. It sounds ridiculous but this is an ancient British tradition and the Crab Fair itself dates back to 1267. The man who won the title of best gurner the most in recent years had all his teeth taken out so he could make terrible faces more easily.

Finally, let's go back to the south of England. In Brighton there's a Burning the Clocks Festival to celebrate the winter solstice on December 21st. This custom started twenty years ago and is very popular. People make clock lanterns and time-themed figures of paper and wood, then walk through the town to the beach where the sculptures are set on fire and there's a massive firework display.

So, that's just a taste of a few of our old and more modern traditions. Would you like to take part in any of them?

Bloque 10. Unit 1.

The future

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0. Introduction

Vamos a comenzar el último módulo, al final del cual habrás conseguido tus objetivos. ¿Has pensado qué vas a hacer cuando acabes la ESPA? Seguro que tienes alguna idea. Por eso, esta primera unidad va a tratar sobre el uso y estructura del futuro en inglés. Siguiendo en la línea de mostrarte el mundo anglosajón, esta unidad te vamos a presentar a dos amigas: Karen y Marta.

Karen es de Albuquerque, en el estado de Nuevo México, Estados Unidos. Ha estudiado lengua y literatura española en la Universidad de Nuevo México y ha venido a España para perfeccionar su español y familiarizarse con la vida y costumbres de nuestro país. Para que te hagas una idea, Nuevo México es el quinto estado más grande de Estados Unidos (como sabes, el país es la unión de 50 estados más el estado asociado de Puerto Rico). La población de Nuevo México es una mezcla diversa, donde predominan comunidades y culturas de origen diverso: hispanos, anglosajones y por supuesto aborígenes (las personas que habitaban la zona ya antes del descubrimiento de América) que conviven en una sana integración de distintas culturas. Las ciudades más importantes del estado son: Albuquerque y Santa Fe, que es la capital.

Ahora vas a leer una conversación entre Karen Smith y su amiga española Marta. Karen ha decidido vivir en Toledo durante un año. Ha alquilado un pequeño apartamento en el casco antiguo y asiste a una escuela de español. Mediante esta escuela ha contactado con Marta, que estudia inglés y con la que queda dos o tres días a la semana. Un día hablan sólo en inglés y otro sólo en español. Así se ayudan mutuamente y perfeccionan el idioma al tiempo que se van haciendo amigas.

1. Grammar and reading

Read the following dialogue. All the phrases in bold have future meaning. In this unit you will study different ways to express future in English.

Karen: Hi Marta!

Marta: Hi Karen! What's up?

Karen: It's very hot today and I'm thirsty. **Shall we have** a beer?

Marta: A beer? No, thanks. I don't like beer, but **I will have** a coke.

Karen: Well, Marta, what are your plans for next year?

Marta: **I am going to study** at university.

Karen: Here in Toledo?

Marta: I don't know. **I will stay** here in Toledo or **I will go** to Madrid.

Karen: Oh, and **what are you going to study?**

Marta: **I am going to study** Medicine.

Karen: Is there a Medicine school in Toledo?

Marta: **There will be one soon.** What about you, Karen?

Karen: Me? Oh, **I will... I will be** a mother next year.

Marta: Really? You're joking!!

Karen: No, I'm not. I am pregnant and **I am going to have** a baby in 6 months.

Marta: Wow! Congratulations! That's very good news.

Karen: Thank you!

Marta: **Are you going to work?**

Karen: Of course! **I am going to be** a teacher back in the USA. **I will teach** Spanish or Spanish Literature, I'm not sure.

Marta: That's very interesting!

Karen: Well, and what are your plans for next weekend?

Marta: **I'm going** to a concert on Friday. Look! I have the tickets here.

Karen: **I'm visiting** a friend in Salamanca and **I'm going** by train.

Marta: **What time does it leave** from Toledo?

Karen: **It leaves** at 5 in the afternoon.

Marta: Ok, **I will go** to the station with you!

Karen: You are a very good friend, Marta (laughing)

Marta: And **you will be** an excellent mother! (laughing too)

1.1. The future: will

FUTURE WITH WILL

1. USE: The future with will is used to talk about:

- Decisions taken at the moment of speaking, in other words, spontaneous decisions.

Example: Oh, what a mess in here! Come on, **I'll help** you sort the files.

- Opinions, wishes, uncertainty and suppositions about the future.

Example: **You won't finish** it in just one day.

It will rain tomorrow anyway.

- Promises.

Example: **I will do** it tomorrow.

- Conditionals.

Example: If I need help, **I will tell** you.

2. FORM

(+) SUBJECT + WILL + VERB (bare infinitive) + COMPLEMENTS

Example: Paul will pass his English exam

(-) SUBJECT + WILL NOT + VERB (bare infinitive) + COMPLEMENTS

Example: Paul will not pass his English exam

(?) WILL + SUBJECT + VERB + COMPLEMENTS + ?

Example: Will Paul pass his English exam?

SHORT ANSWERS

(+) YES, + SUBJECT + WILL

Example: Yes, he will

(-) NO, + SUBJECT + WON'T

Example: No, he won't

3. SHORT FORMS

WILL = 'LL

WILL NOT = WON'T / 'LL NOT

4. TIME EXPRESSIONS

Time expressions go in the end of the sentence, they are complements.

Examples: Tonight, tomorrow, next Sunday, next weekend, next summer, next year, etc.

Para saber más

If you link here, you will find more information about will, as well as extra activities:

a) [Future: will](#)

<http://www.ompersonal.com.ar/ELEMENTARY/unit18/page2.htm>

b) [Online activity](#)

http://www.isabelperez.com/happy/tenses/exercises/will_2.htm

c) [Online activity](#)

http://www.isabelperez.com/happy/tenses/exercises/will_1.htm

Note

WILL, entre otros, pertenece al grupo de los verbos modales.

Características de los verbos modales:

- son verbos auxiliares (es decir, no pueden ir nunca solos)
- no tienen significado (por eso mismo no pueden ir nunca solos)
- siempre acompañan a un verbo principal (que será quien lleve el significado)
- son invariables (es decir, no añaden “-s” en 3ª persona de singular – he, etc.)
- siempre van seguidos de infinitivo sin “to”. Es decir,
 - no añade “-s” de 3ª persona singular
 - no añade “-ing”
 - no añade “-ed” de pasado si es regular
 - no se pone en pasado simple (segunda columna) si es irregular
 - no lleva “to” delante
 - tampoco va seguido nunca de “to”

1.2. The future: be going to

FUTURE WITH BE GOING TO

1. USE: We use **be going to** to talk about:

- Plans.

Example: **She is going to have a baby next winter**

- Intentions.

Example: **I am going to buy a car next year** (I am saving money to buy a new car)

- Predictions based on an evidence.

Example: **I am going to pass the exam** (I am studying a lot and I am sure of it)

2. FORM

(+) SUBJECT + AM/IS/ARE + GOING TO + VERB (bare infinitive) + COMPLEMENTS

Example: **Mary is going to have a baby**

(-) SUBJECT + AM NOT/ISN'T/AREN'T + GOING TO + VERB (bare infinitive) + COMPLEMENTS

Example: **Mary isn't going to have a baby**

(?) AM/IS/ARE + SUBJECT + GOING TO + VERB + COMPLEMENTS + ?

Example: **Is Mary going to have a baby?**

SHORT ANSWERS

(+) YES, + SUBJECT + AM/IS/ARE

Example: **Yes, she is**

(-) NO, + SUBJECT + AM NOT/ISN'T/AREN'T

Example: **No, she isn't**

3. SHORT FORMS

AM = 'M ARE = 'RE IS = 'S

AM NOT = 'M NOT ARE NOT = AREN'T IS NOT = ISN'T

4. TIME EXPRESSIONS

Time expressions go in the end of the sentence as they are complements.

Examples: Tonight, tomorrow, next Sunday, next weekend, next summer, next year, etc.

Para saber más

If you link here, you will find more information about will, as well as extra activities:

a) [Be going to. Exercise 1](#)

<http://a4esl.org/q/h/0101/sv-goingto.html>

b) [Be going to. Exercise 2](#)

<http://www.better-english.com/grammar/goingto4.htm>

c) [Be going to or will. Exercise 3](#)

<http://perso.wanadoo.es/autoenglish/gr.gowil.i.htm>

Actividad nº 1

Choose the best option, will or be going to

1. 'I haven't got my phone.' 'That's OK. _____ you mine.'

☐

I'll lend

☐

I'm going to lend

2. It's Julia's birthday next week, so _____ her some flowers.

☐

We'll buy

☐

We are going to buy

3. Will you lend me £10? I promise _____ it back to you tomorrow.

☐

I'll give

☐

I'm going to give

4. _____ a barbecue tomorrow. It's all planned, so I hope it won't rain.

☐

We'll have

☐

We're going to have

5. 'Jim's starting university tomorrow.' 'What _____ study?'

☐

will he

☐

is he going to

6. You _____ that film. It's very frightening. Let's choose another one.

☐

won't like

☐

aren't going to like

7. Do you think they _____ the presents we got for them?



will like



are going to like

8. Look! The coach _____! Run or we'll miss it.



will leave



is going to leave

Actividad nº 2

Fill in the gaps using *will* or *be going to*

1- A: Did you buy bread?

B: Oh, no! I forgot to buy it. I _____ go back to buy some.

2- A: Why have you put on your coat?

B: I _____ take dog out.

3- If I meet him, I _____ tell him the good news.

4- The phone is ringing. I _____ answer it.

5- I've bought a new book. Tonight I _____ stay at home and start reading it.

6- What _____ happen to her children if she doesn't find a job?

7- What _____ do tomorrow? _____ see the doctor?

8- I am so tired. I need some rest. I think I _____ take a week off.

9- A: Coffee or tea?

B: I _____ have coffee, please.

10- A: Where are you going?

B: I _____ do some shopping.

1.3. Present simple with future meaning

1. USE: The Present Simple with future meaning is used in the following situations:

- Official timetable.

Example: The train **leaves** at 11:00 am.

- Formal appointments.

Example: My appointment with the doctor **is** tomorrow

2. FORM

(+) SUBJECT + VERB (3rd person singular => -s/-es) + COMPLEMENTS

Example: The train leaves at 11:00 am.

(-) SUBJECT + DON'T/DOESN'T + VERB + COMPLEMENTS

Example: The train doesn't leave at 11:00 am.

(?) DO/DOES + SUBJECT + VERB + COMPLEMENTS + ?

Example: Does the train leave at 11:00 am.?

SHORT ANSWERS

(+) YES, + SUBJECT + DO/DOES

Example: Yes, it does

(-) NO, + SUBJECT + DON'T/DOESN'T

Example: No, it doesn't

3. SHORT FORMS

DO NOT = DON'T

DOES NOT = DOESN'T

4. TIME EXPRESSIONS

Time expressions go in the end of the sentence, they are complements.

Examples: Tonight, tomorrow, next Sunday, next weekend, next summer, next year, etc.

Note

Some verbs add -ES instead of -S when the subject is third person singular. This is due to phonetical reasons.

- a. DO, GO add -ES → She goes, He does
- b. Verbs ending in s or a sound similar to s add -ES
 - ss miss – missES → She missES, He passES.
 - sh wash – washES → He washES, She wishes
 - ch watch – watchES → She watchES, He catchES
- c. Verbs ending in consonant + y add -ies
 - Study – study + i + es → I study English, she studIES with me
 - Carry – carry + i + es → I carry boxes, he carrIES bags

1.4. Present continuous with future meaning

1. USE: We use the Present Continuous with future meaning in the following situations:

- Specific plans near in time.

Example: **I'm watching** a film in the cinema tonight

- Dates.

Example: **I am visiting** the doctor this evening at 8:00 pm.

2. FORM

(+) SUBJECT + AM/IS/ARE + VERB-ING + COMPLEMENTS

Example: Mary is going to a party tonight

(-) SUBJECT + AM NOT/ISN'T/AREN'T + VERB-ING + COMPLEMENTS

Example: Mary isn't going to a party tonight

(?) AM/IS/ARE + SUBJECT + VERB-ING + COMPLEMENTS + ?

Example: Is Mary going to a party tonight?

SHORT ANSWERS

(+) YES, + SUBJECT + AM/IS/ARE

Example: Yes, she is

(-) NO, + SUBJECT + AM NOT/ISN'T/AREN'T

Example: No, she isn't

3. SHORT FORMS

AM = 'M ARE = 'RE IS = 'S

AM NOT = 'M NOT ARE NOT = AREN'T IS NOT = ISN'T

4. TIME EXPRESSIONS

Time expressions go in the end of the sentence as they are complements.

Examples: Tonight, tomorrow, next Sunday, next weekend, next summer, next year, etc.

Note

Some verbs suffer changes when they add -ING.

a. When verbs end in silent *e*, the *e* drops out.

Come – Come + ING → He is comING by car

Smoke – Smoke + ING → She is smokING a cigar

Write – Write + ING → I am writING a postcard

b. Verbs ending in *consonant + vowel + consonant* double the last consonant.

Sit – SittING → She is sitting on a chair

Swim – SwimmING → I am swimming in the sea

WATCH OUT, verbs ending in -X don't double the last consonant.

Fix – Fixing → The mechanic is fixING my car

Mix – Mixing → The baby is mixING colours

c. One syllable verbs ending in -IE change -IE by -Y before adding -ING.

Lie – Lie + y + ING → I am not lyING to you!

Die - Die + y + ING → The fish is dyING out of water

Actividad nº 3

Complete the conversation with the verbs in the box in the Present Simple or Present Continuous. Some verbs are used twice. Both verbal tenses have future meaning.

The Big Day: take start leave go do depart get come

A Have you heard of Brad and Mimi?

B Brad and Mimi? What's happened?

A They _____ married on Saturday.

B You're joking. I didn't know that Mimi fancied Brad. When _____ the wedding _____ place?

A It _____ place on Saturday. Didn't you listen to me?

B Of course I did. But what time _____ it _____ ?

A The wedding ceremony _____ at 11 o'clock in the All Saints church.

B _____ you _____ ?

A Yes, I am. They've invited me.

B Do you think I could join you?

A Why not? I'm sure the church is going to be full. But I _____ early in the morning, because my dad _____ to work by car on Saturday and he can take me to the All Saints.

B If your dad doesn't mind...

A No problem. The more, the merrier, he always says. By the way, _____ you _____ anything tomorrow morning? We could buy some present for them.

B Good idea. We can get the bus to the Macy's Shopping Gallery. It _____ at 9.35.

A All right. See you at the bus stop. Bye.

B Bye-bye.

Actividad nº 4

Use the verbs in brackets to complete sentences in the present simple or continuous.

1. I _____ Peter tonight. He _____ us to a restaurant. (meet, take)

2. The ferry _____ at 9.00 from Dover and _____ at 10.45 in Calais. (leave, land)

3. My parents _____ their wedding anniversary next Sunday. They _____ to Paris. (celebrate, go)

4. I _____ a lecture this afternoon. And I _____ tomorrow either. (give, teach)

5. How _____ to the party tonight? _____ a bus? (get, catch)

2. Vocabulary

2.1. Interrogative pronouns

What Is an Interrogative Pronoun?

An **interrogative pronoun** is a pronoun which is used to make asking questions easy. There are several interrogative pronouns. Each one is used to ask a very specific question or indirect question. Once you are familiar with interrogative pronouns, you'll find that it's very easy to use them in a variety of situations.

The basic interrogative pronouns are **what**, **where**, **who**, **why**, **when**.

- **What** – Used to ask questions about people or objects. Examples:

What do you want for dinner?

What is your friend's name?

- **Where**– Used to ask questions about places. Examples:

Where do you live?

- **Who** – Used to ask questions about people. Examples:

Who was driving the car?

Who is going to take out the trash?

- **Why**– This interrogative pronoun is used to ask for reason. Examples:

Why didn't you come to the party?

- **When**– Used to ask questions about time. Examples:

When are you going to finish your exercise?

Other interrogative pronouns are: **which**, **whose**, **whom**, **how**, **how long**, **how often**, **how far**, **how much**, **how many**.

- **Which** – Used to ask questions about people or objects. Examples:

Which color do you prefer?

Which of these ladies is your mother?

- **Whom** – This interrogative pronoun is rarely seen these days, but when it shows up, it is used to ask questions about people. Examples:

Whom did you speak to?

Whom do you prefer to vote for?

Whom do you live with?

- **Whose** – Used to ask questions about people or objects, always related to possession. Examples:

Whose sweater is this?

Whose parents are those?

- **How-** It is used to ask for processes, states or the way to do things. Examples:
How is Susan after the accident?
How did you come here?
- **How long-** It is used to ask for periods of time. Examples:
How long have you lived in New York?
How long have you studied English?
- **How often-** It is used to ask for frequency. Examples:
How often do you travel abroad?
- **How far-** It is used to ask for distance. Examples:
How far is Cuenca from Madrid?
- **How much-** It is used to ask for quantity when we refer to uncountable nouns. Examples:
How much milk do you need?
- **How many-** It is used to ask for quantity when we refer to countable nouns. Examples:
How many students are there in this class?

Para saber más

La estructura de una pregunta, en general, sería la siguiente:

Pronombre Interrogativo	Auxiliar	Sujeto	Verbo	Complementos
What	are	you	doing	now?
Where	does	he	live?	
Why	did	she	break	the window?
When	will	you	come	back?
Who	can	open	this?	

Como ves, esta estructura sirve para cualquier tiempo verbal (presente, pasado, futuro) y para todos sujetos, incluso la 3ª persona de singular.

Imagen nº 1. Pronombres interrogativos. Autor: JCCM.

Fuente: materiales ESPAD JCCM

If you want to learn more about interrogative pronouns, press the following links

- [Interrogative pronouns](#)

<http://www.isabelperez.com/qwords.htm>

- [How much or how many](#)

<http://www.better-english.com/easier/much.htm>

- [Extra practice](#)

<https://www.englishgrammar.org/interrogative-pronouns-exercise/>

Actividad nº 5

Complete the next sentences with **who**, **whose**, **what** or **which**.

- a) ' _____ time is it?' 'It's half past three.'
- b) ' _____ jacket is this?' 'It's mine.'
- c) 'I've got chocolate ice cream and vanilla ice cream, _____ do you prefer?'
- d) ' _____ is that man with your wife?' 'It's her boss.'
- e) ' _____ did you say?' 'I didn't say anything.'

Actividad nº 6

Complete using **How much** or **How many**.

- a) _____ birds are there? There are two birds.
- b) _____ money is there? There are three thousand dollars.
- c) _____ dolphins are there? There are two dolphins.
- d) _____ pencils are there? There are thirteen pencils.
- e) _____ books are there? There are three books.
- f) _____ milk is there? There are four litres of milk.

Actividad nº 7

Choose the correct interrogative pronoun.

- a) _____ threw the football?

- ☐ Who
- ☐ What
- ☐ Which
- ☐ Whose

b) _____ would you prefer, coffee or tea?

- ☐ Who
- ☐ Whom
- ☐ Which
- ☐ Whose

c) _____ time do we need to be at the airport?

- ☐ Which
- ☐ What
- ☐ Whose
- ☐ Whom

d) _____ car is that?

- ☐ Whom
- ☐ Whose
- ☐ What
- ☐ Who

e) _____ is your sister's name?

- ☐ Who
- ☐ Whom
- ☐ What
- ☐ Whose

f) _____ did you tell?

- ☐ Whom
- ☐ What
- ☐ Whose
- ☐ Which

g) _____ of these books have you read?

- ☐ What
- ☐ Whom
- ☐ Whose
- ☐ Which

h) _____ wants ice cream?

- ☐ What
- ☐ Whom
- ☐ Who
- ☐ Which

2. Pronunciation

Sonido	Equivalente en castellano	Grafía en inglés	Algunos ejemplos
/ɑ/	Una "a" larga	a + r a final de sílaba a + l a final de sílaba	<i>Car, park, bar, far, bark</i> <i>Palm, balm,</i>
/æ/	Abre la boca para decir "e" y luego di "a"	Sílabas donde la única vocal es "a"	<i>Cat, pat, matt, hat, lap</i>
/ʌ/	Equivalente a nuestra "a"	Sílabas donde la única vocal es "u"	<i>Cut, but, plug,</i>
		En algunas ocasiones, sílabas a principio de palabra donde la única vocal es "o"	<i>Others, love</i>

Imagen nº 2. Phonetics. Author: JCCM

Fuente: materiales módulo 4 ESPAD

If you need help to identify these sounds, please click [here](http://s.mound.free.fr/skyblues67/sounds/phonetics1.htm)

<http://s.mound.free.fr/skyblues67/sounds/phonetics1.htm>

4. Listening and speaking

4.1. Festivities and traditions in English speaking countries

Listen to the following podcast about **unusual British festivities** and do the exercises. If you don't understand everything, take it easy! You can listen again and read the transcription at the same time.

- [Unusual British festivals](#)

Audio: ACING_4_Bloque_10_Tema_1_Audio_B2_British_festivals.mp3 (Portal de Educación de personas adultas)

- [Transcription unusual British festivities](#)

ACING_4_Bloque_10_Tema_1_Audio_B2_British_festivals_Transcription.pdf
(Portal de Educación de personas adultas)

Actividad Nº 8

Are these sentences true or false?

1. Many of these festivals are actually races or competitions.

☐ Verdadero ☐ Falso

2. The Burning of the Clavie brings good luck for the new year.

☐ Verdadero ☐ Falso

3. On Shrove Tuesday in Scarborough people dance with ropes.

☐ Verdadero ☐ Falso

4. Cheese rolling involves running away from a big, round cheese.

☐ Verdadero ☐ Falso

5. Snail racing started in the UK.

☐ Verdadero ☐ Falso

6. The competition to pull the ugliest face is an old tradition.

☐ Verdadero ☐ Falso

7. The Burning of the Clocks festival marks the summer solstice.

☐ Verdadero ☐ Falso

8. The Burning of the Clocks festival ends with people throwing water.

☐ Verdadero ☐ Falso

Actividad nº 9

1. The Clavie is ...

- ☐ a whisky container
- ☐ a wooden cross
- ☐ a bonfire made of things people don't need

2. In the Up Helly Aa festival, they burn ...

- ☐ a wooden man
- ☐ a Viking boat
- ☐ a line in the grass

3. During a pancake race, you have to ...

- ☐ eat as many pancakes as possible
- ☐ run as fast as possible while tossing a pancake in a pan
- ☐ run and jump over the ropes without dropping the pancake

4. Nowadays, the people who win the cheese rolling competition are usually...

- ☐ top athletes
- ☐ people from the village
- ☐ visitors from all over the world

5. The fastest snail in the Snail Racing is

- ☐ cooked with garlic and butter
- ☐ rescued from the barbecue
- ☐ given a prize of extra lettuce

6. Black pudding throwing is ...

- ☐ similar to pancake tossing
- ☐ Olympic sports like javelin and shotput
- ☐ bowling

7. To win the best gurner competition, one man ...

- ☐ had all his teeth removed
- ☐ grew a really long beard
- ☐ had a lot of facial piercings

8. The Burning of the Clocks festival is ...

- ☐ 2 years old
- ☐ 20 years old
- ☐ 200 years old

Curiosidad

Would you like to know more about festivities and traditions? Click on the following links.

- [Valentine's day](http://www.history.com/topics/valentines-day/history-of-valentines-day)

<http://www.history.com/topics/valentines-day/history-of-valentines-day>

- [Guy Fawkes day](http://www.history.com/news/guy-fawkes-day-a-brief-history)

<http://www.history.com/news/guy-fawkes-day-a-brief-history>

- [Thanksgiving day](https://www.timeanddate.com/holidays/us/thanksgiving-day)

<https://www.timeanddate.com/holidays/us/thanksgiving-day>

- [St. Patricks day](http://www.history.com/topics/st-patricks-day)

<http://www.history.com/topics/st-patricks-day>

- [April Fool's day](https://learnenglish.britishcouncil.org/en/magazine/april-fools-day)

<https://learnenglish.britishcouncil.org/en/magazine/april-fools-day>

SPEAKING

Which of these traditions would you like to take part in?

Do they remind you of any other festivals that you know about?

5. Writing

5.1. Writing a formal letter

Formal letters

Formal letters are business like and get quickly to the point. Formal letters are different to personal letters. You do not write in a chatty manner or use slang. For example, you would write a different letter to your Principal inviting him to your class JCSP graduation as you would to your friend.

Formal letters are usually written for some of the following:

- To apply for a job.
- To make a complaint.
- To order goods.
- To the editor of a newspaper.
- To ask for something – a form, an appointment.
- To ask for information.
- To make a booking for a holiday etc.
- To invite someone to an event or to visit such as a school open day or a JCSP celebration.

Points to note:

- * The **sender's address** (your address), is on the top right hand corner.
- * The **address of the company/person to whom the letter is being sent** is written on the left-hand side.
- * When you do not know the name of the person to whom you are writing, you may start with '**Dear Sir/Madam**'.
- * If you begin with 'Dear Sir/Madam', you end the letter with '**Yours faithfully**', and your full name.
- * If you know the name of the person you are sending the letter to e.g. **Dear Ms Smith**, you end the letter with '**Yours sincerely**' and your full name.
- * Remember to use **capital letters**, **full stops** and **commas**.
- * Use **paragraphs** in your letter – at least 3.

Useful phrases for the opening

- ♣ I would like to apply for one of the scholarships I saw advertised in your prospectus. [applying for a scholarship]
- ♣ I am looking for an outdoor work during the summer holidays and I would like to apply for the position of hotel lifeguard assistant which I saw advertised in my university's student newspaper. [applying for a job]

♣ I have seen your advertisement for the post / vacancy / job of... advertised in the local newspaper on 16 June. I am writing because I would like to apply for the job. [applying for a job]

♣ I am the secretary of my college Science Club. I saw your advertisement for the exhibition "The Next 100 Years" and I am interested in organising a group visit. I was wondering if I could ask you some questions about it. [requesting information]

♣ I am writing (in order) to complain about the advertisement for your new game. Having just played the game, I realise that the advertisement is misleading. [complaint letter]

♣ I am writing with regard to ... I am writing with reference to... I am writing in response to...

♣ Thank you for /your letter of 9 May... /for your letter regarding...

♣ In reply to your letter of 8 May, ...

Other useful phrases

Asking politely

♣ Could you tell me... ?

♣ I would be grateful if you could ...

♣ I would be interested in having more details about...

♣ I would like to know if/when/when/...

♣ I would like information on...

♣ Do you know if...?

Complaining

♣ I would like to complain about + noun or -ing

♣ ... is not what I expected / was expecting

♣ I am not satisfied with...

♣ I would be grateful if my money was refunded / if you could give me a refund

The end of your letter is as important as the beginning. You usually state what you would like the recipient to do, make a reference to a future event, offer to help...

♣ I look forward to hearing from you soon / I look forward to receiving your reply

♣ I look forward to receiving a full refund (in a complaint letter)

♣ I would like to know what you are going to do about this situation (in a complaint letter)

♣ I would like to thank you in advance for this information (in an enquiry letter -requesting information)

♣ If you require/Should you need further information, please do not hesitate to contact me/feel free to contact me.

OTHER THINGS TO CONSIDER

Range: It is important that you use grammatical expressions and vocabulary appropriate to the level of the exam. Even if there are no mistakes in your writing, you will not be able to get a good grade if you use only the language and vocabulary that you learnt at elementary level.

Formal language

- ♣ Use full verb forms and not contractions (do not instead of don't, would like instead of 'd like...)
- ♣ Formal vocabulary, usually not using phrasal verbs.
- ♣ More complex sentence structure.

Connectors: All good writing makes good use of connectors. You need to use some of the connectors that are more specific to formal language.

WRITE A FORMAL LETTER

You have bought a pair of trainers which are faulty – the sole of the trainer has become unglued after one day. In your copy, write a letter of complaint to the company/shop from which you bought it, giving all the details and asking them to replace or refund your money.

Ejemplo:



Imagen nº 3. Example of formal letter. Autor: JCSP Literacy Strategy

Fuente: [Letter Writing published by Junior Certificate School Programme Support Service](http://pdst.ie/sites/default/files/7590_Letter_Writing_Book.pdf) Licencia: Desconocida

http://pdst.ie/sites/default/files/7590_Letter_Writing_Book.pdf

Letter of complaint – faulty goods

Your address → 65 Roselawn Avenue,
Riverside,
Dublin 19.

The date → 1st June 2008

Mail Ordering Department, ← Department or person you are writing to
Unisport Ltd.,
26B Ardmore Industrial Estate, ← The address you are writing to
Hightown,
Co. Wicklow.

Dear Ms. Smith. ← The greeting

I wish to make a complaint about a tracksuit I bought by Mail Order from your company last month. It is a red tracksuit, small size, model number 324SR.
← In paragraph 1 give the reason you are writing

My son wore the tracksuit and I washed it according to the instructions on the label. When I took it out of the washing machine, the colour had faded and the tracksuit had shrunk. It no longer fits my son.
← In paragraph 2 give the detail of your complaint

I found this most unsatisfactory and I would like you to replace the tracksuit or let me have my money back. Please let me know as soon as possible what you intend to do about this matter.
← In the last paragraph say what you would like to happen

Yours sincerely, ← Use this ending if you know the person's name

Mary Black ← Your signature

Imagen nº 4. Letter of complaint. Autor: JCSP Literacy Strategy

Fuente: [Letter Writing published by Junior Certificate School Programme Support Service](http://pdst.ie/sites/default/files/7590_Letter_Writing_Book.pdf) Licencia: Desconocida

http://pdst.ie/sites/default/files/7590_Letter_Writing_Book.pdf

Soluciones a los ejercicios propuestos

Actividad nº 1

Choose the best option, will or be going to

1. 'I haven't got my phone.' 'That's OK. _____ you mine.'
- ☐ I'll lend
2. It's Julia's birthday next week, so _____ her some flowers.
- ☐ We are going to buy
3. Will you lend me £10? I promise _____ it back to you tomorrow.
- ☐ I'll give
4. _____ a barbecue tomorrow. It's all planned, so I hope it won't rain.
- ☐ We're going to have
5. 'Jim's starting university tomorrow.' 'What _____ study?'
- ☐ is he going to
6. You _____ that film. It's very frightening. Let's choose another one.
- ☐ won't like
7. Do you think they _____ the presents we got for them?
- ☐ will like
8. Look! The coach _____! Run or we'll miss it.
- ☐ is going to leave

Actividad nº 2

- 1- A: Did you buy bread?
B: Oh, no! I forgot to buy it. I will go back to buy some.
- 2- A: Why have you put on your coat?
B: I am going to take dog out.
- 3- If I meet him, I will tell him the good news.
- 4- The phone is ringing. I will answer it.
- 5- I've bought a new book. Tonight I am going to stay at home and start reading it.
- 6- What will happen to her children if she doesn't find a job?
- 7- What are you going to do tomorrow? Are you going to see the doctor?
- 8- I am so tired. I need some rest. I think I will take a week off.
- 9- A: Coffee or tea?
B: I will have coffee, please.
- 10- A: Where are you going?
B: I am going to do some shopping.

Actividad nº 3

A Have you heard of Brad and Mimi?

B Brad and Mimi? What's happened?

A They are getting married on Saturday.

B You're joking. I didn't know that Mimi fancied Brad. When does the wedding take place?

A It takes place on Saturday. Didn't you listen to me?

B Of course I did. But what time does it start ?

A The wedding ceremony starts at 11 o'clock in the All Saints church.

B Are you coming ?

A Yes, I am. They've invited me.

B Do you think I could join you?

A Why not? I'm sure the church is going to be full. But I am leaving early in the morning, because my dad is going to work by car on Saturday and he can take me to the All Saints.

B If your dad doesn't mind...

A No problem. The more, the merrier, he always says. By the way, are you doing anything tomorrow morning? We could buy some present for them.

B Good idea. We can get the bus to the Macy's Shopping Gallery. It departs at 9.35.

A All right. See you at the bus stop. Bye.

B Bye-bye.

Actividad nº 4

1. I am meeting Peter tonight. He is taking us to a restaurant. (meet, take)
2. The ferry leaves at 9.00 from Dover and lands at 10.45 in Calais. (leave, land)
3. My parents are celebrating their wedding anniversary next Sunday. They are going to Paris. (celebrate, go)
4. I am not giving a lecture this afternoon. And I am not teaching tomorrow either. (give, teach)
5. How are you getting to the party tonight? Are you catching a bus? (get, catch)

Actividad nº 5

- a) ' What time is it?' 'It's half past three.'
- b) ' Whose jacket is this?' 'It's mine.'
- c) 'I've got chocolate ice cream and vanilla ice cream, which do you prefer?'
- d) ' Who is that man with your wife?' 'It's her boss.'
- e) ' What did you say?' 'I didn't say anything.'

Actividad nº 6

- a) How many birds are there? There are two birds.
- b) How much money is there? There are three thousand dollars.
- c) How many dolphins are there? There are two dolphins.
- d) How many pencils are there? There are thirteen pencils.
- e) How many books are there? There are three books.
- f) How much milk is there? There are four litres of milk.

Actividad nº 7

- a) _____ threw the football?
☐ Who
- b) _____ would you prefer, coffee or tea?
☐ Which
- c) _____ time do we need to be at the airport?
☐ What
- d) _____ car is that?
☐ Whose
- e) _____ is your sister's name?
☐ What

f) _____ did you tell?

☐ Whom

g) _____ of these books have you read?

☐ Which

h) _____ wants ice cream?

☐ Who

Actividad nº 8

Are these sentences true or false?

1. Many of these festivals are actually races or competitions.

☐ Verdadero

2. The Burning of the Clavie brings good luck for the new year.

☐ Verdadero

3. On Shrove Tuesday in Scarborough people dance with ropes.

☐ Falso

4. Cheese rolling involves running away from a big, round cheese.

☐ Falso

5. Snail racing started in the UK.

☐ Falso

6. The competition to pull the ugliest face is an old tradition.

☐ Verdadero

7. The Burning of the Clocks festival marks the summer solstice.

☐ Falso

8. The Burning of the Clocks festival ends with people throwing water.

☐ Falso

Actividad nº 9

1. The Clavie is ...

☐ a whisky container

2. In the Up Helly Aa festival, they burn ...

☐ a Viking boat

3. During a pancake race, you have to ...

☐ run as fast as possible while tossing a pancake in a pan

4. Nowadays, the people who win the cheese rolling competition are usually...

☐ people from the village

5. The fastest snail in the Snail Racing is

☐ given a prize of extra lettuce

6. Black pudding throwing is ...

☐ bowling

7. To win the best gurner competition, one man ...

☐ had all his teeth removed

8. The Burning of the Clocks festival is ...

☐ 20 years old

Bloque 10. Unit 2.

Tema 2. Job opportunities

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1.1.5. CAN (ability, informal permission, possibility)

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0. Introduction



Imagen nº 1. Jobs. Fuente: Materiales Virtuales de ESPA – LOE

¿Necesitas encontrar un trabajo? ¿Estás cansado del que tienes y quieres encontrar uno mejor? Manos a la obra: el primer sitio para buscar ofertas de trabajo es **el periódico** (real o digital). Santiago, quien quien nos va a guiar por toda esta Unidad, empieza su búsqueda. Lo primero es empezar a ver qué ofrecen. Vamos a realizar una

búsqueda distinta: empezaremos por mirar las **páginas de ofertas de trabajo de los periódicos ingleses**. Y lo primero que Santiago encuentra es este anuncio:

NEEDED: Full time secretary position available.

Applicants **must have** at least 2 years experience and **should be** able to type 60 words a minute. No computer skills required. Applicants **should have** perfect written and spoken German. **Must be** over 20. **Must have** driving licence. Apply in person at United Business Ltd., 17 Browning Street, Leeds. Salary: 12000,00£ per annum.

Visto así, seguro que entiendes poco. DON'T WORRY!!! No lo entiendes primero porque está en inglés (evidentemente), pero sobre todo porque **los anuncios de ofertas** suelen utilizar una **terminología particular y un estilo propio** en el que existe una evidente intención de **comunicar lo más posible en el mínimo espacio** (de hecho estos anuncios se contratan por el número de palabras). La característica principal de estos anuncios es que emplean un tipo de lenguaje muy especial, casi telegráfico, en el que en lugar de las oraciones completas nos encontramos lo sustancial de ellas:

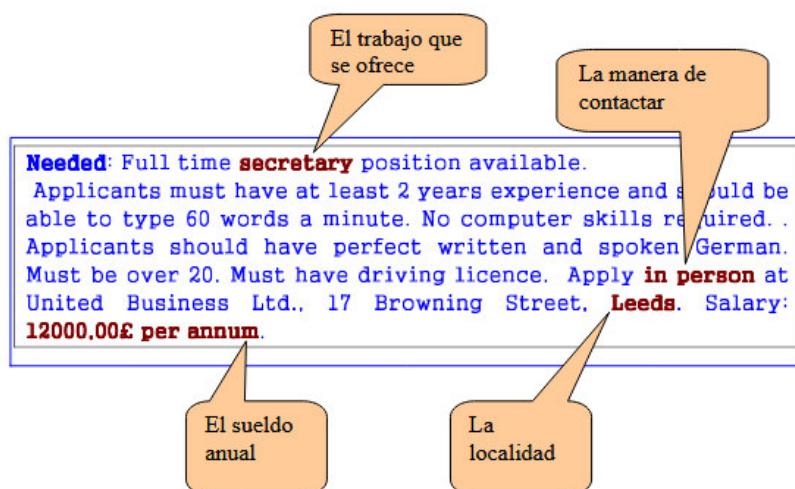
Needed: Full time secretary = we need a secretary to work full time.

Must be over 20 = he/she should be older than 20 (years old).

Antes de seguir, intenta comprender la idea general de este anuncio:

- ¿En qué consiste el trabajo?
- ¿Dónde se ofrece el trabajo?
- ¿Pone lo que se va a ganar?
- ¿Cómo se debe contactar con la empresa?

Solución:



Esta información es la que básicamente vamos a encontrar en los anuncios de trabajo, aunque no siempre encontramos ni todos estos elementos, ni el mismo orden (es el anunciante el que decide cuáles son los datos que quiere poner y cómo); por eso te ofrecemos ahora **distintos modelos** de anuncios para empezar a reconocer estos elementos en cada uno.

WAITER/ESS NEEDED – CENTRAL LONDON
Experience essential.
Part-time and full-time. Immediate start. Good tips
- Flexible
To apply for this job please call 01159826449



Imagen nº 2. Anuncios. Fuente: Materiales Virtuales de ESPA – LOE

THE CROWN EAST MARKHAM
REQUIRES BAR AND RESTAURANT
STAFF. No experience necessary but
preferred Must be 18 or over and have a
mature and responsible attitude
KITCHEN STAFF ALSO REQUIRED

PLEASE CALL 01777870870

Restaurant Manager

Salary:

£18000.00 per annum

Location:

Harrow Weald, London

Job Type:

Permanent

The right candidate must have previous restaurant and fine dining experience. *Ensure all functions are correctly prepared and set to standard. *Maintain the high level of service in Restaurant and banqueting operations. *Ensure all areas are staffed to maintain service levels yet stay within budgeted costs. Speak German.

Ya hemos dicho que el lenguaje y la forma de expresarse son especiales en estos anuncios: te vamos a ofrecer una **guía de vocabulario** de anuncios con la que podrás seguir recopilando la información, y que contiene una serie de términos específicos que se van a repetir recurrentemente en toda esta Unidad:

- **to need / needed**: necesitar / se necesita, se busca.
- **part-time / full time**: trabajo a tiempo parcial / trabajo a tiempo total
- **appointment / in person / phone / e-mail**: cita / en persona / llamada telefónica / correo electrónico.
- **to require / requirements**: requerir / requisitos
- **to apply / applicant**: solicitar / candidato
- **position / vacancy**: puesto laboral / puesto vacante
- **skill**: habilidad, competencia **contact**: ponerse en contacto

Tras ver estos cuatro anuncios Santiago ha decidido llamar al número 1; mira con atención la información del anuncio y deja el siguiente mensaje:

Audio: ACING_4_Bloque_10_Tema_2_Audio_1.mp3 (Portal de Educación de personas adultas)

Y ahora, vuelve a escuchar el audio pero con el texto delante:

“Hello, my name is Santiago Gómez and I am interested in the job offer, I’ve had some experience as a waiter, I can work full time or part time. My contact telephone number is 44-548- 761.... “

Para saber más

Páginas web de anuncios de trabajo del New York Times, del Chicago Tribune y del periódico inglés Financial Times:

<http://jobmarket.nytimes.com/pages/jobs/>

<http://www.chicagotribune.com/classified/jobs/>

<http://www.ft.com/jobsclassified>

Otros enlaces de interés

<http://wordreference.com/es/index.htm>

<http://dictionary.cambridge.org/>

1. Grammar

1.1. Modal Verbs

¿Cómo enterarse de las **condiciones** de los trabajos que ha encontrado? ¿Qué **requisitos** piden? Ésta es ahora la preocupación de Santiago: ya que sabe interpretar los datos básicos de una oferta o anuncio, tiene que enterarse bien de las **condiciones y requisitos**. Vamos a rescatar el primer anuncio que vio Santiago para buscar la manera en que se expresan las condiciones y requisitos:

NEEDED: Full time secretary position available.

Applicants **must have** at least 2 years experience and **should be** able to type 60 words a minute. No computer skills required. Applicants **should have** perfect written and spoken German. **Must be** over 20. **Must have** driving licence. Apply in person at United Business Ltd., 17 Browning Street, Leeds. Salary: 12000,00£ per annum.

Para hablar de los requisitos que se pide que cumplan los candidatos se han utilizado dos verbos modales que expresan obligación y deber:

- **Should** se suele interpretar y traducir como una recomendación (“deberías”)
- **Must** aporta un pequeño paso más adelante en la obligación, (“debes”)

Se llaman **verbos modales**, pues en realidad no aportan un verdadero significado, una verdadera acción, sino que **expresan un modo o manera de hacer una acción**, por eso tienen la particularidad de ir siempre acompañados de otro verbo (no pueden ir solos, salvo en las respuestas cortas, claro). En la unidad 1 vimos otro de los verbos modales (¿Te acuerdas? Claro, el futuro con “WILL”) y dábamos las características especiales que tienen este tipo de verbos. Vamos a recordarlas:

1.1.1. General characteristics of modal verbs

Son auxiliares (es decir, forman negativa, interrogativa y no pueden ir solos)

- **No tienen significado** (por eso mismo no pueden ir nunca solos)
- Siempre **acompañan a un verbo principal** (que será quien lleve el significado)
- **Son invariables** (es decir, no añaden “-s” en 3ª persona de singular – he, etc.)
- **No tienen tiempo verbal** (excepto “can” y su equivalente “could” en pasado)
- Siempre van **seguidos de infinitivo sin “to”**. Es decir,

NO añade “-s” de 3ª persona singular

NO añade “-ing”

NO añade “-ed” de pasado si es regular

NO se pone en **pasado simple** (segunda columna) si es irregular

NO lleva “to” delante

TAMPOCO va **seguido** nunca de “to”

Veamos también el esquema de lo que nunca hay que hacer:

MAL		BIEN	
SHOULD TO-MUST	plays	SHOULD MUST	play
	listening		listen
	waited		wait
	went		go
	to study		study

Recuerda que los verbos modales actúan como auxiliares a la hora de hacer negativas y preguntas. Por tanto, la estructura de la oración para todos ellos será la siguiente.

VERBOS MODALES		
Estructura del verbo	MODAL + infinitivo sin “TO” ? MUST HAVE, SHOULD BE * He / She / It no añaden –s ? She MUST HAVE, He SHOULD BE Recuerda que el verbo principal , que va en infinitivo sin “TO”, es el que lleva el significado	
Estructura de la oración	(+)	<u>Sujeto + MODAL + verbo principal + complementos</u> Ej.1: “You must have experience” (obligación) Ej.2: “Candidates should be over 20” (recomendación) Ej.3: “She can speak German” (habilidad) Ej.4: “You may get the job” (probabilidad)
	(–)	<u>Sujeto + MODAL + NOT + verbo principal + complementos</u> Ej.1: “You mustn’t have experience” (OJO: prohibición) Ej.2: “Candidates shouldn’t be over 20” (recomendación) Ej.3: “She can’t speak German” (no habilidad) Ej.4: “I may not get the job” (probabilidad)
	(?)	<u>WILL + MODAL + verbo principal + complementos + ?</u> Ej.1: “Must you have experience?” (obligación) Ej.2: “Should candidates be over 20?” (recomendación) Ej.3: “Can she speak German?” (habilidad) Ej.4: “May she get the job?” (probabilidad)

Veamos ahora los usos de estos verbos por separado.

1.1.2. MUST (obligation)

MUST” - OBLIGACIÓN		
Usos	Obligaciones Requisitos externos	“You must have a driving licence to work here” Debes tener carnet de conducir para trabajar aquí. - Si no lo tienes, no puedes trabajar
	Obligaciones que nos ponemos nosotros mismos	“I must study” “Debo estudiar”. - Es una obligación que me pongo yo mismo/a

¡¡¡OJo!!! La negativa de “MUST” no indica ausencia de obligación, o lo que es lo mismo, no niega la negación, no la quita. “MUSTN’T” se utiliza para hacer prohibiciones.

Pulsa aquí para conocer la estructura de “**MUST**”.

<http://www.englishclub.com/grammar/verbs-modals-have-to-must-not-2.htm>

Pulsa aquí para empezar a practicar “**MUST**”.

<http://www.better-english.com/easier/must.htm>

Pulsa aquí para empezar a practicar “**MUST**”. Cuidado, las oraciones 1, 4 y 8 aún no sabemos hacerlas, así que no te preocupes si lo intentas y no aciertas.

<http://www.aulafacil.com/CursoIngles/Ejercicios43.htm>

1.1.3. MUSTN'T (prohibition)

MUSTN'T - PROHIBICIÓN		
Usos	Prohibiciones de todo tipo, tanto normas oficiales como internas que nos ponemos nosotros mismos.	"You mustn't smoke in the office" Está prohibido fumar en la oficina. Si lo haces, incumples la norma, te metes en un lío.

"MUSTN'T" se utiliza mucho al hablar de las normas de tráfico. En la siguiente imagen puedes ver algunos ejemplos.



Imagen nº 3. Prohibitions. Fuente: Materiales Virtuales de ESPA – LOE

Pulsa aquí para conocer la estructura de "MUST NOT" (prohibición)
<http://www.englishclub.com/grammar/verbs-modals-have-to-must-not-3.htm>

1.1.4. SHOULD (advices and recommendations)

“SHOULD” – CONSEJO, RECOMENDACIONES		
Usos	Recomendaciones. Cosas que no es necesario tener, pero sí recomendable	“You should speak Japanese” Deberías hablar japonés - Si no hablas, no pasa nada.
	Consejos que damos para mejorar la situación de alguien	You are tired. “You should sleep” Estás cansado? Deberías irte a dormir You smoke a lot. “You shouldn’t smoke” Fumas demasiado? Deberías dejarlo.

Pulsa aquí para empezar a practicar “SHOULD”

<http://www.aulafacil.com/CursoIngles/Ejercicios45.htm>

Pulsa aquí para saber más sobre el uso de “SHOULD” y “SHOULDN’T” y practicar con un ejercicio.

<http://www.eclecticenglish.com/grammar/Should1A.html>

Pulsa aquí para hacer un ejercicio con “SHOULD”. Te darán una afirmación y tú tienes que dar un consejo, eligiendo entre los cuatro posibles. El vocabulario tal vez sea algo difícil, pero como está relacionado con el tema que estamos tratando, este ejercicio te será muy útil para aprender vocabulario con la ayuda de un diccionario. Puedes utilizar alguno que tengas en casa o uno en línea como los que te recomendamos en la unidad. ¡Ánimo y adelante!

<http://www.better-english.com/grammar/should1.htm>

Veamos ahora un ejemplo de la diferencia entre **SHOULD** y **HAVE**:

Candidates **should have** good ICT skills. Los candidatos deberían tener buenos conocimientos de informática, es decir, **sería muy recomendable** que tuvieran esos conocimientos.

Candidates **must have** good ICT skills. Los candidatos **deben / tienen que tener** esos conocimientos, se entiende que no se admite a nadie que no los tenga.

De lo que se extrae que las condiciones más estrictas de la oferta de trabajo son las que van con **must** (la edad y el carnet de conducir), mientras que las que van con **should** se podrían considerar más flexibles.

Ahora que conocemos estos dos verbos modales, vamos a pasar al siguiente: “CAN”

1.1.5. CAN (ability, informal permission, possibility)

“CAN” – HABILIDAD, PERMISO INFORMAL, POSIBILIDAD		
Usos	HABILIDAD: capacidades, facilidades o conocimientos que tenemos para hacer cosas.	<p>“Isabel can speak German” Lisa puede hablar alemán - Lo ha aprendido, es algo que sabe hacer.</p>
	PERMISO: pedir permiso para hacer cosas en un tono informal, si conocemos a la otra persona	<p>“Can I go home?” ¿Puedo irme a casa? Pides permiso “Sorry, you can’t go home now” Lo siento, no puedes irte a casa</p>
	POSIBILIDAD: además de saber hacer algo, puedes hacerlo	<p>“I don’t work on Sunday. I can go to your party” - No trabajo el domingo, puedo ir a tu fiesta “I can’t go out today. I’m very busy” - No puedo salir hoy, estoy muy ocupado/a</p>

Pulsa aquí para conocer la estructura y uso de “CAN”.

http://www.englishclub.com/grammar/verbs-modals_can_1.htm

Pulsa aquí para empezar a practicar el verbo “CAN”.

<http://perso.wanadoo.es/autoenglish/gr.can.i.htm>

Pulsa aquí para seguir practicando el verbo “CAN”. Completa las oraciones para que signifiquen lo que pone a la derecha.

<http://www.aulafacil.com/CursoIngles/Ejercicios42.htm>

Pulsa aquí para comprobar las respuestas del ejercicio anterior y escuchar la pronunciación.

http://www.aulafacil.com/CursoIngles/Sonido_eng_class42.htm

Pulsa aquí para practicar el verbo “CAN”. Une la pregunta con su respuesta correcta. Tienes que elegir entre cuatro posibilidades.

<http://www.better-english.com/grammar/can1.htm>

El próximo verbo que vamos a estudiar indica probabilidad: **“MAY”**

1.1.6. MAY (probability, formal permission)

“MAY” – PROBABILIDAD, PERMISO FORMAL		
Usos	PROBABILIDAD de que algo que no es seguro ocurra.	<p>“You may get the job”</p> <p>Puede que consigas el trabajo</p> <p>- No es seguro, pero puedes conseguirlo.</p>
	PERMISO: pedir permiso para hacer cosas en un tono formal, si no conocemos a la otra persona o no tenemos confianza con ella.	<p>“May I come in?”</p> <p>¿Puedo pasar? A una oficina, por ejemplo.</p> <p>“May I use the phone?”</p> <p>¿Puedo utilizar el teléfono? No tienes confianza, no sabes si te dejarán utilizarlo.</p>

También podemos utilizar **“MIGHT”** en estos casos, cuando la probabilidad sea más pequeña o cuando la situación sea mucho más formal. En realidad, se utiliza muy poco, casi nadie habla con ese tono tan formal y artificial hoy en día.

Pulsa aquí para empezar a practicar modales de probabilidad “MAY” “MIGHT”.

<http://www.aulafacil.com/CursoIngles/Ejercicios44.htm>

Pulsa aquí si quieres practicar más modales de probabilidad “CAN” indicaría mucha probabilidad, “MAY” algo neutro, es decir, ni sí ni no, “MIGHT” indicaría poca probabilidad y “COULD” es equivalente a “MIGHT” en este sentido.

<http://perso.wanadoo.es/autoenglish/gr.may.i.htm>

Actividad nº 1

Fill in the gaps with CAN / MUST / MUSTN'T

1. In France, you _____ ride a moped at the age of 14
2. You _____ be 18 to have a driving licence.
3. You _____ drive fast.
4. Young drivers _____ have an A-sticker on their cars.

Actividad nº 2

Fill in all the gaps using the correct modal verb.

1. Could you tell me the way to the nearest bank? (COULD / MUST)
2. We must hurry - we're late. (CAN / MUST)

3. You should give up smoking. It's bad for your health. (SHOULD / MUSTN'T)
4. "Matrix" is a wonderful film. You should watch it. (SHOULD / MUSTN'T)
5. Can you help me with this exercise? (MAY / CAN)
6. Stephen King's latest book is great! I must read it. (CAN / MUST)
7. Mary should respect her parents. (CAN / SHOULD)
8. Look at Peter's car. He must be very rich. (MUST / SHOULD)
9. You mustn't drive so fast - it's very dangerous. (MUSTN'T / SHOULD)
10. "Shall we phone Mary now?" --- "I don't know. It's early. She may not be home from work yet." (CAN / MAY)
11. We mustn't leave the door open - the rain will come in. (CAN / MUSTN'T)

Actividad nº 3

Fill in the gaps with COULD / MUST

1. According to the forecast on the TV, it _____ rain tomorrow.
2. _____ you help me, please ?
3. I don't really know. It _____ be the right answer, but I'm not sure. What should I do?
4. You _____ remember to do your homework !
5. They _____ not walk on the grass, it's forbidden !
6. They _____ walk on the grass, I don't care.
7. They _____ walk across the street on the pedestrian crossing !
8. Rosminet and Gizmo _____ help us a lot if we asked them.
9. This _____ be a great idea, but it's definitely not !
10. In French, we use sometimes this expression, saying 'this is a _____ ' !!!

Actividad nº 4

Fill in all the gaps using the correct modal verb

1. She looks pretty sick - I think she _____ go to a doctor. (can / should)
2. You've been driving all day - You _____ be exhausted! (must / should)
3. Hey I'm lost - _____ you help me? (Should / Can)
4. You have such a beautiful voice - You _____ sing for us! (should / can)
5. I know he speaks five languages, but _____ he speak Arabic? (should / can)
6. That looks very expensive. It have cost a fortune! (must / should)
7. I'm on my way. I _____ be there in about 10 minutes. (can / should)

1.2. Time connectors

Los **conectores de tiempo** son expresiones de tiempo que utilizamos para unir oraciones cuando contamos lo que hicimos ayer o durante unas vacaciones o incluso cuando “narramos” una divertida anécdota. **“Time connectors”** son las palabras encargadas de establecer el orden cronológico en el que ocurren las cosas.

Conectores de tiempo	Time connectors	Seguidos de	Ejemplos
En primer lugar	FIRST OF ALL	Oración (S+V+C)	First of all, my name is Ian
Primero, segundo, tercero	FIRST SECOND THIRD	Oración (S+V+C)	First, I phoned Lisa Second, I invited her Third, I said “I love you”
Antes de	BEFORE	Sustantivo Oración (S+V+C)	Before dinner Before I get the job...
Después de	AFTER	Sustantivo Oración (S+V+C)	After the film After you read the book...
Más tarde	LATER	Oración (S+V+C)	Later, I had breakfast
Seguidamente	NEXT	Oración (S+V+C)	Next, I invited her
Luego, después	THEN	Oración (S+V+C)	Then, I said “I love you”
Mientras	WHILE	Presente continuo Pasado continuo	While you are having lunch While you were sleeping
Cuando	WHEN	Presente simple Pasado simple	When you find the answer When you phoned me
Finalmente	FINALLY	Oración (S+V+C)	Finally, I said goodbye

!!!**OJO!!!** Ten mucho cuidado con la expresión española DESPUÉS, porque en inglés se puede decir de dos formas distintas. Mira estos ejemplos:

Yesterday I went to work and THEN I went home.

- Ayer fui a trabajar y después me fui a casa.

Como has visto, si sólo quieres decir “después”, tienes que utilizar “**THEN**” seguido de una oración (es decir S+V+C: sujeto, verbo y complementos)

Yesterday we watched a film on TV AFTER dinner.

- Ayer vimos una película en la tele después de la cena

Por el contrario, si quieres decir “después de” tienes que utilizar “**AFTER**” + el sustantivo directamente, sin más preposiciones. “AFTER” significa “después de”, igual que “BEFORE” significa “Antes de”.

“Después de” y “antes de” se utilizan muchas veces seguidos de un infinitivo:

- *Before having lunch, you must wash your hands.*

Antes de comer, debes lavarte las manos.

- *After having lunch, you must wash your teeth*

Después de comer, debes lavarte los dientes.

Actividad nº 5

Complete the following sentences using before - until - while - when.

- a) You will have arrived _____ we go to the cinema.
- b) First: The postman goes to that neighbourhood. Then: Your letter will arrive. Your letter will not arrive _____ the postman goes to that neighbourhood.
- c) I will love you _____ I die.
- d) Laura makes some mistakes _____ she writes.
- e) _____ I saw you, I was very happy.
- f) First: Mary washes the dishes. Then: She watches TV. Mary washes the dishes _____ she watches TV.
- g) Mike brushes his teeth _____ he goes to bed.
- h) First: Mike washes his hands. Then: He eats dinner. Mike washes his hands _____ he eats dinner.
- i) Lucy was at school _____ her mother had the accident.
- j) _____ you read the newspaper, I clean the house!

Actividad nº 6

Elige la opción más adecuada para responder o terminar cada oración.

Before going to bed

☐ Ann has beautiful dreams.

☐ Ann brushes her teeth.

While Donald takes a bath

☐ he takes a shower.

☐ he sings.

You have to wait three minutes

☐ until the tea is ready.

☐ while the tea is ready.

While I cook this cake

☐ you go to sleep.

☐ when you go to sleep.

We watch TV

☐ while the children sleep.

☐ the children sleep after.

Before going to the supermarket

☐ when I make a list.

☐ I make list.

Debbie usually plays cards

☐ she's in the beach.

☐ when she's in the beach.

Rob likes going to the club

☐ before he has some time.

☐ when he has some time.

2. Reading and vocabulary

Actividad nº 7

Read this text and answer the questions below:

Have you got a mobile phone? How long have you had it? Do you think a mobile phone is educational? How many hours a day do you use your mobile phone? Do you use it every day? Does a mobile phone make a person passive? Could you live without your mobile phone for a week? Have you ever used it at school or at work? Do you think mobile phones are good for young children?

They are simple questions but sometimes it is very difficult to answer them. Imagine that we have to answer them thinking in young people or teenagers. What do you think do kids need their own cell phones? What parents can do? What should they do?

Most [cell phone](#) companies design models especially for kids. But parents are usually the ones buying the phones, and paying the bill. According to a study, 56% of parents of children ages 8 to 12 have given their children a cell phone. The percentage goes up with age. The study, by ORC International for the National Consumers League (NCL), basically proves what many people already assumed: many kids, if not most, have their own cell phones.

According to a recent survey, 12 is the magic number. It is the most common age for kids to get their first cell phone. But 13% of children ages 6 to 10 already have one. That's more than one out of every 10 kids.

Pro-cell phone people, including many parents, note that cell phones help kids keep in touch with their friends and families. They believe that cell phones are an important tool in an emergency. Kids can stay connected with their parents at all times and it helps teach kids to be responsible. Some cell phones designed for kids can be controlled with settings that allow the phone to only be used in parent-approved ways. What's the harm in that?

But other people are worried about the health and safety effects of kids' cell phones. They believe that plugged-in kids could be missing out on other activities, such as playing outside or hanging out with friends, and that sending text messages while doing homework is bad for concentration. They say that kids are spending too much time texting instead of talking to each other. Another concern is cyberbullying, which is on the rise as more kids use e-mail and text messages to communicate. And some experts are concerned about possible health risks. They worry that radiation—or energy waves—released by cell phones could be harmful to young people. To be safe, many pediatricians advise limiting talk time.

Questions:

- 1- What is the most common age for kids to get their first cell phone?
- 2- What do pro-cell phone people think about mobile phones?
- 3- Why are people worried about effects of kids' cell phones?
- 4- What do many pediatricians advice?
- 5- According to some experts, what are the effects of radiation?

Actividad nº 8

Read the dialogues and answer the questions:

Dialogue 1. A Visit to London

A: What do you think I ought to see in London first?

B: Well, historical places, I think. You should go to Westminster Abbey, and if you can, go to the Houses of Parliament and the National Gallery.

A: And what about the British Museum?

B: I suppose you must go there. There you can find masterpieces of the World's best artists.

A: How can I get to the centre?

B: I think you can go by steamer down the Thames from Westminster to Tower Bridge. That's a very pleasant way to travel, and you can see London bridges and quite a number of buildings on the way.

Dialogues 2. Asking the Way

A: Does this bus go to the station?

B: No, you'll have to get off at the bank, and take 178.

A: Can you tell me where to get off?

B: It's the next stop.

A: Is this the right bus for the Town Hall?

B: No, you should have caught a 12. Get off at the bridge and get one there.

A: Could you tell me when we get there?

B: It's the next stop but one.

Dialogues 3. Shopping

Allan: Let's go shopping. I have got quite a number of things to buy, and I believe I can get them all in this shop. You see, I ought to buy a present for my friend. She has invited me to her birthday. What shall we look at first?

Ben: Gloves, I think. They must be on the ground floor. Yes, here we are, and I can see just the kind I want.

Allan: Well, that didn't take us long, now let's go up by the escalator to the third floor.

QUESTIONS:

1. Where can you find masterpieces of the World's best artists?
2. Can you see London bridges from the steamer?
3. Can you go to the bus station in bus number 178?

4. Can you take a bus at the bridge if you go to the Town Hall?
5. Whose is the birthday?
6. What are they going to buy her?

3. Pronunciación: Fonética - pronunciación de formas débiles – can y should

Si te has dado cuenta a lo largo de la explicación de los modales, hay unos símbolos al lado de ellos en la parte coloreada de los cuadros que van entre barras como éstas //. Son las transcripciones fonéticas de los modales. Es decir, cómo se pronuncian. En dos casos, “CAN” y “SHOULD” tienes dos posibilidades. ¿Recuerdas haberlas visto? Bueno, se trata de la forma fuerte y la débil, y las vamos a repetir ahora:

	Forma fuerte	Forma débil
CAN	Can fuerte	Can flojo
SHOULD	Should fuerte	Should flojo

En inglés se puede dar más fuerza a la hora de pronunciar unas palabras u otras dentro de la oración para resaltar su importancia dentro de la oración. Por eso hay dos formas de pronunciarlas. Si se acentúa mucho la palabra para que suene y resalte en la oración, se pronuncia la forma fuerte. Si por el contrario se quiere dar más importancia a otra palabra (como por ejemplo al verbo principal que va detrás del modal), entonces se pronuncia la forma débil.

No te preocupes si no lo entiendes muy bien. El inglés tiene mecanismos muy distintos al castellano y a menudo nos encontramos con características que no hacemos nosotros y nos resultan difíciles de comprender porque no les vemos utilidad en nuestro idioma o simplemente las hacemos sin darnos cuenta. A continuación tienes un ejemplo que te aclarará un poco las cosas.

A Can¹ I come in?

B Yes, you can². You can³ sit down here.

A Can⁴ I smoke?

B Sorry, you can't⁵ smoke in here, but you can⁶ smoke outside”.

1. Utilizamos la forma fuerte can fuerte porque estamos pidiendo permiso para entrar.
2. Volvemos a utilizar la forma fuerte can fuerte para conceder el permiso.
3. En este caso utilizamos la forma débil can flojo para resaltar la palabra que viene después “sentarse”.
4. También utilizamos la forma débil can flojo para resaltar lo que queremos hacer “fumar”.
5. Utilizamos la forma fuerte, en este caso la negativa can fuerte para dejar claro que no se da el permiso.

6. Volvemos a utilizar la forma fuerte can fuerte para que sepa que puede fumar fuera.

¿Estás temblando? No te preocupes. Queremos que conozcas la existencia de estas diferencias fonéticas, pero no te vamos a proponer ningún ejercicio en esta parte.

3. Listening and speaking

Listen to the next audio and fill in the gaps:

Audio: ACING_4_Bloque_10_Tema_2_Audio_careers.mp3 (Portal de Educación de personas adultas)

Actividad nº 9

Complete the following sentences:

Choosing a career _____ biggest decisions we make in life. It used to be that we _____ career. People _____ a job when they were 18, 19 or 20 and _____ career for life. Their career path _____ straightforward. Nowadays, it is normal for people to change careers, five, six, seven times. New technology and globalization means things change quickly. We need to study and _____ all the changes. I've had four different careers now. I like moving from _____ another. It means life _____ boring. It's much better to keep learning different things in different careers. I _____ what career I'll choose next. Perhaps one that doesn't _____

SPEAKING

STUDENT CAREERS SURVEY

Write five GOOD questions about careers in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1	STUDENT 2	STUDENT 3
QUESTION 1			
QUESTION 2			
QUESTION 3			
QUESTION 4			
QUESTION 5			

Actividad nº 10

A Job Opportunity

Listen and answer the questions:

Audio: ACING_4_Bloque_10_Tema_2_Audio_job2.mp3 (Portal de Educación de personas adultas)

1. Who needs a job?
2. Where is she?
3. Who is offering the job?
4. What is the position?
5. What is the pay?
6. What requirements are asked for?
7. What type of person is desired?
8. What can she earn besides the salary?

5. Writing

The world of work

Part I. Read the questionnaire carefully and answer the questions about yourself.

1. Tell me about yourself. Describe your personality.
2. What are your strengths? Best skills?
3. What is your major weakness?
4. What are your career goals? Future plans?
5. What things are most important to you in a work situation?
6. What would be your dream job? Why?
7. What do you think, is the worst job in the world?
8. Would you describe yourself as a workaholic?
9. Where do you see yourself being in five years? Ten years?
10. When you were a child, what job did you want to have when you were older? Why?
11. What jobs in your country are considered to be good jobs? Why?
12. If you had a choice, would you prefer to work alone or as part of a team? Why?
14. What are your hobbies?
15. What salary are you expecting?

Part II. After you have answered the questions about you, interview a partner. When you have finished the oral practice, write a short paragraph about his/her answers on the interview.

Example:

I interviewed Leslie Adkins. She is 21 years old and lives in Toronto. She defines herself as a responsible and hard-working woman. She said she always studies hard and does her homework. She is good at computers and knows how to use Microsoft Excel. Her weakness is that she is talkative and likes to gossip. Furthermore, in the future she wants to study for a Masters degree. She plans to start her own business selling clothes. On the other hand, she wants a job near her home. And she wants to work with friendly people. In addition, she likes to work alone because she works harder alone. Her hobby is cheerleading. Finally, She expects a salary between \$1.200 and \$1500 per month.

Writing an application letter

The following application letter template lists the information you need to include in the letter you submit with your resume when applying for a job. Use the application template as a guideline to create customized letters to send to employers with your resume.

Contact Information

The first section of your letter should include information on how the employer can contact you. If you have contact information for the employer, include that. Otherwise, just list your information.

Your Personal Information

First Name Last Name

Street Address

City, State, Zip Code

Phone Number

Email Address

Date

Employer Contact Information (if you have it)

Name

Title

Company

Address

City, State, Zip Code

Salutation

Dear Mr./Ms. Last Name or Dear Hiring Manager:

Application Letter Content

Your application letter will let the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.

First Paragraph:

The first paragraph of your job application letter should include information on why you are writing. Mention the job you are applying for and where you found the position. If you have a contact at the company, include it.

Middle Paragraphs:

The next section of your cover letter should describe what you have to offer the company. Make strong connections between your abilities and the requirements listed in the job posting. Mention specifically how your skills and experience match the job. Expand on the information in your resume, don't just repeat it. Try to support each statement you make with a piece of evidence. Use several shorter paragraphs or bullets rather than one large block of text.

Final Paragraph:

Conclude your application letter by thanking the employer for considering you for the position. Include information on how you will follow-up. State that you will do so and indicate when (one week's time is typical). You may want to reduce the time between sending out your resume and follow up if you fax or email it.

Complimentary Close:

Sincerely,

Signature

Applying for a job: Letter format example

George Gilhooley

XYZ Company

87 Delaware Road

Hatfield, CA 08065

Dear Mr. Gilhooley,

I am writing to apply for the programmer position advertised in the Times Union. As requested, I am enclosing a completed job application, my certification, my resume and three references.

The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position include:

- I have successfully designed, developed, and supported live use applications**
- I strive for continued excellence**
- I provide exceptional contributions to customer service for all customers**

With a BS degree in Computer Programming, I have a full understanding of the full life cycle of a software development project. I also have experience in learning and excelling at new technologies as needed.

Please see my resume for additional information on my experience.

I can be reached anytime via email at john.donaldson@gmail.com or my cell phone, 909-555-5555.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Sincerely,

John Donaldson

6. Material adicional: ofertas de trabajo de páginas web

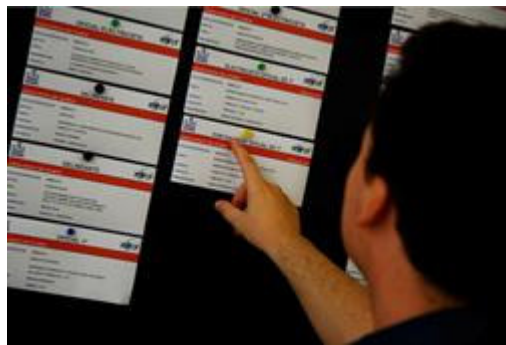


Imagen nº 4. Ofertas de trabajo. Fuente: Materiales Virtuales de ESPA – LOE

¿Y si uno no encuentra lo que busca en estos anuncios? Podemos hacer como Santiago, que prueba ahora con las ofertas que ofrecen **las agencias de colocación** (que también podemos encontrar en Internet). Estas ofertas son algo más **complejas**, pues **describen todos los aspectos que la componen**.

Santiago encuentra una web con ofertas de trabajo interesantes y las estudia para averiguar qué información dan.

Y este es uno de los ejemplos que encontré:

Commercial Administrator

Name of the company: Promosouth.

Place: Spain

Job: Commercial Administrator

Type: ICT and Communications

Department: Commercial Department

Vacancies: 1

Job Offer: Commercial Administrator.

Description: Dynamic International Company is looking for a young professional person to join the Department of Commercial Administration for the Office in Málaga.

Profile: Female, aged 22-29 years

Please send photo with your application and indicate mean of contact (phone, email, letter).

Interview plus computer based test.

Requirements:

Nationality: Spanish

Languages: High level of spoken and written Spanish and English

Experience: preferred but not obligatory

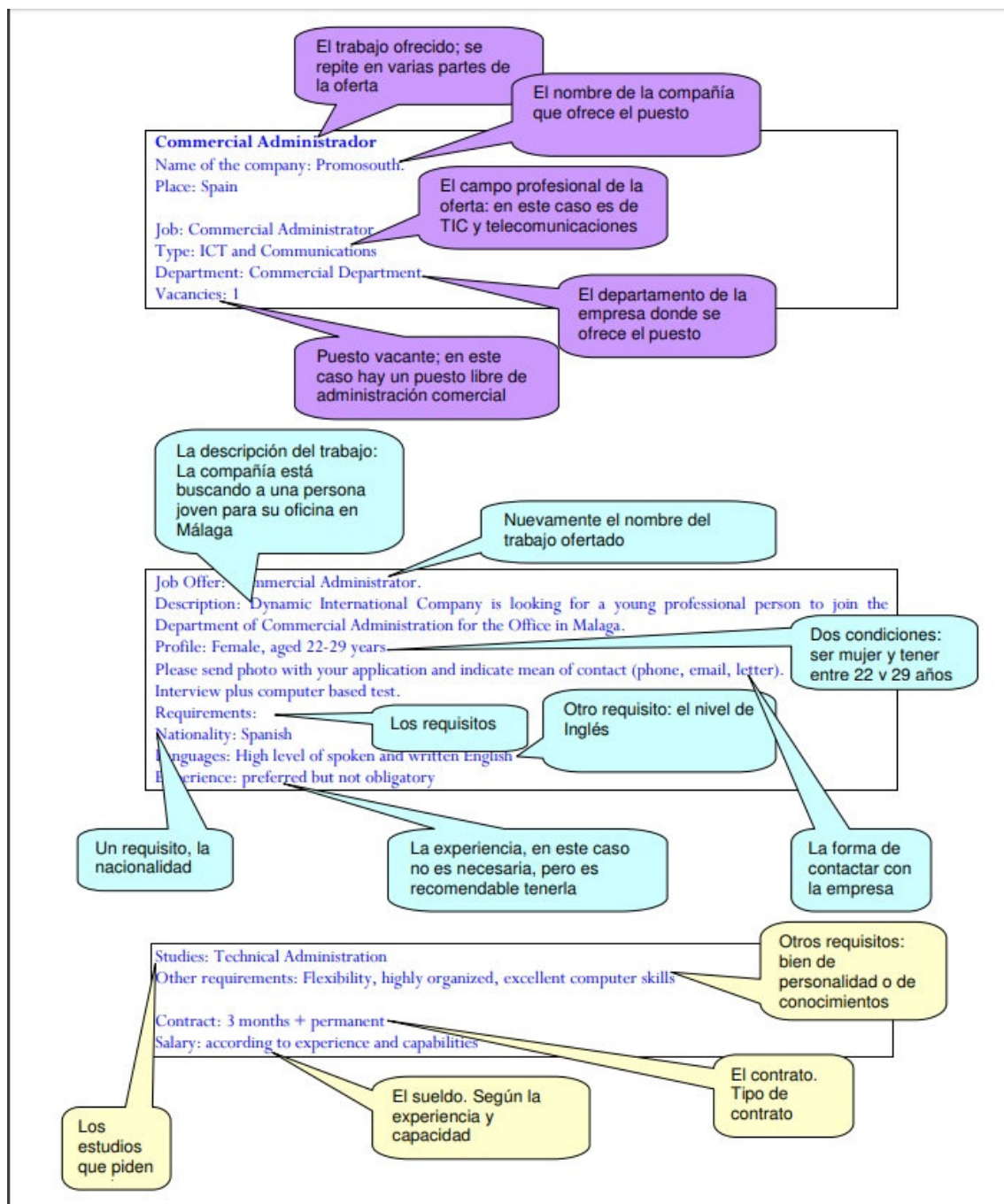
Studies: Technical Administration

Other requirements: Flexibility, highly organized, excellent computer skills

Contract: 3 months + permanent

Salary: according to experience and capabilities

Lo primero que haremos será mostrar el tipo de información que encontramos en estas ofertas. Observa el siguiente **esquema** con todos los elementos que componen esta **oferta de trabajo**.



Ya hemos aclarado la información de este tipo de ofertas de trabajo, y ahora debes ser capaz de poder hacer esta autoevaluación:

Ahora podemos **combinar** estos dos tipos de ofertas, los anuncios cortos de prensa y las ofertas largas y detalladas: veamos cómo se puede pasar una oferta larga a un anuncio. Lo principal es decidir **qué información es** la que consideramos más **importante** y **descartar los detalles** con poca importancia. Aquí tienes un ejemplo de cómo hemos convertido paso a paso la oferta de trabajo de Promosouth en un anuncio.

Commercial Administrator

Name of the company: Promosouth.

Place: Spain

Job: Commercial Administrator

Type: ICT and Communications

Department: Commercial Department

Vacancies: 1

Job Offer: Commercial Administrator.

Description: Dynamic International Company is looking for a young professional person to join the Department of Commercial Administration for the Office in Malaga.

Profile: Female, aged 22-29 years

Please send photo with your application and indicate mean of contact (phone, email, letter).

Interview plus computer based test.

Requirements:

Nationality: Spanish

Languages: High level of spoken and written English

Experience: preferred but not obligatory

Studies: Technical Administration

Other requirements: Flexibility, highly organized, excellent computer skills

Commercial Administrator

Name of the company: Promosouth.

Place: Spain

Job: Commercial Administrator

Type: ICT and Communications

Department: Commercial Department

Vacancies: 1

Job Offer: Commercial Administrator.

Description: Dynamic International Company is looking for a **young professional** person to join the Department of Commercial Administration for the **Office in Malaga**.

Profile: Female, aged 22-29 years

Please send photo with your application and indicate mean of contact (phone, email, letter).

Interview plus computer based test.

Requirements:

Nationality: Spanish

Languages: High level of **spoken and written English and Spanish**

Experience: preferred but not obligatory

Studies: Technical Administration

Other requirements: Flexibility, highly organized, excellent computer skills

Commercial Administrator

Name of the company: Promosouth.

Place: Spain

Job: Commercial Administrator

Type: ICT and Communications

Department: Commercial Department

Vacancies: 1

YOUNG PROFESSIONAL

Job: Office Commercial Administrator.

De **OFFICE IN SPAIN** National Company is looking for a **young professional** person to join the Department of Commercial Administration for the **Office in Malaga**.

Profile: Female, aged 22-29 years

Please send photo with your application and indicate **mean of contact** (phone, email, letter).

**NO EXPERIENCE
NECESSARY**

Computer based test.

**SPOKEN AND
WRITTEN ENGLISH
AND SPANISH**

Languages: High level of **spoken and written English and Spanish**

Experience: preferred but not obligatory

Studies: Technical Administration

Other requirements: Flexibility, highly organized, excellent computer skills



YOUNG PROFESSIONAL

OFFICE IN SPAIN

**SPOKEN AND
WRITTEN ENGLISH
AND SPANISH**

**NO EXPERIENCE
NECESSARY**

- **Young professionals needed. For office in Spain. Spoken and written Spanish and English required. No experience necessary.**

El esquema general de estas ofertas de trabajo es el siguiente:

Name of the job:

-Date / reference number / company.

Place of job:

-Town / region / country

Description of job:

-Job / category / Department / Description of offer:

-Description: responsibility / job requirements.

Candidates requirements:

-Studies / Experience / residence / other requirements.

Contract:

-Type / Duration / Timetable / Salary.

Y sobre los anuncios recuerda que no hay un modelo establecido, hay que decidir qué es lo más importante o llamativo de la oferta y resumirlo en el menor número de palabras. La persona que hace el anuncio siempre decide qué información poner.

Para saber más

Sitio web de ofertas de trabajo en España en inglés:

<http://www.infojobs.net/ofertas-trabajo/english>

Sitio web de ofertas en el Reino Unido:

<http://www.jobsearch.co.uk/>

<http://wordreference.com/es/index.htm>

<http://dictionary.cambridge.org/>

Soluciones a los ejercicios propuestos

Actividad nº 1

1. In France, you can ride a moped at the age of 14
2. You must be 18 to have a driving licence.
3. You mustn't drive fast.
4. Young drivers must have an A-sticker on their cars.

Actividad nº 2

1. Could you tell me the way to the nearest bank? (COULD / MUST)
2. We must hurry - we're late. (CAN / MUST)
3. You should give up smoking. It's bad for your health. (SHOULD / MUSTN'T)
4. "Matrix" is a wonderful film. You should watch it. (SHOULD / MUSTN'T)
5. Can you help me with this exercise? (MAY / CAN)
6. Stephen King's latest book is great! I must read it. (CAN / MUST)
7. Mary should respect her parents. (CAN / SHOULD)
8. Look at Peter's car. He must be very rich. (MUST / SHOULD)
9. You mustn't drive so fast - it's very dangerous. (MUSTN'T / SHOULD)
10. "Shall we phone Mary now?" --- "I don't know. It's early. She may not be home from work yet." (CAN / MAY)
11. We mustn't leave the door open - the rain will come in. (CAN / MUSTN'T)

Actividad nº 3

1. According to the forecast on the TV, it could rain tomorrow.
2. Could you help me, please ?
3. I don't really know. It could be the right answer, but I'm not sure. What should I do?
4. You must remember to do your homework !
5. They must not walk on the grass, it's forbidden !
6. They could walk on the grass, I don't care.
7. They must walk across the street on the pedestrian crossing !
8. Rosminet and Gizmo could help us a lot if we asked them.
9. This could be a great idea, but it's definitely not !
10. In French, we use sometimes this expression, saying 'this is a must ' !!!

Actividad nº 4

1. She looks pretty sick - I think she should go to a doctor. (can / should)
2. You've been driving all day - You must be exhausted! (must / should)
3. Hey I'm lost - can you help me? (Should / Can)
4. You have such a beautiful voice - You should sing for us! (should / can)
5. I know he speaks five languages, but can he speak Arabic? (should / can)
6. That looks very expensive. It must have cost a fortune! (must / should)
7. I'm on my way. I should be there in about 10 minutes. (can / should)

Actividad nº 5

- a) You will have arrived before we go to the cinema.
- b) First: The postman goes to that neighbourhood. Then: Your letter will arrive. Your letter will not arrive **before** the postman goes to that neighbourhood.
- c) I will love you until I die.
- d) Laura makes some mistakes when she writes.
- e) When I saw you, I was very happy.
- f) First: Mary washes the dishes. Then: She watches TV. Mary washes the dishes before she watches TV.
- g) Mike brushes his teeth when he goes to bed.
- h) First: Mike washes his hands. Then: He eats dinner. Mike washes his hands before he eats dinner.
- i) Lucy was at school when her mother had the accident.
- j) While you read the newspaper, I clean the house!

Actividad nº 6

Before going to bed

☐ Ann brushes her teeth.

While Donald takes a bath

☐ he sings.

You have to wait three minutes

☐ until the tea is ready.

While I cook this cake

☐ you go to sleep.

We watch TV

☐ while the children sleep.

Before going to the supermarket

☐ I make list.

Debbie usually plays cards

☐ when she's in the beach.

Rob likes going to the club

☐ when he has some time.

Actividad nº 7

1- What is the most common age for kids to get their first cell phone?

The most common age for kids to get their first cell phone is 12.

2- What do pro-cell phone people think about mobile phones?

They think that cell phones help kids keep in touch with their friends and families. They believe that cell phones are an important tool in an emergency. Kids can stay connected with their parents at all times and it helps teach kids to be responsible. Some cell phones designed for kids can be controlled with settings that allow the phone to only be used in parent-approved ways.

3- Why are people worried about effects of kids' cell phones?

They are worried about the health and safety effects of kids' cell phones because they believe that plugged-in kids could be missing out on other activities, such as playing outside or hanging out with friends, and that sending text messages while doing homework is bad for concentration. They say that kids are spending too much time texting instead of talking to each other. Another concern is cyberbullying, which is on the rise as more kids use e-mail and text messages to communicate.

4- What do many pediatricians advice?

They advise limiting talk time.

5- According to some experts, what are the effects of radiation?

They worry that radiation could be harmful to young people

Actividad nº 8

1. Where can you find masterpieces of the World's best artists?

In British Museum.

2. Can you see London bridges from the steamer?

Yes you can.

3. Can you go to the bus station in bus number 178?

Yes, you can.

4. Can you take a bus at the bridge if you go to the Town Hall?

Yes, you can.

5. Whose is the birthday?

It's Allan's friend birthday.

6. What are they going to buy her?

They are going to buy her a pair of gloves.

Actividad nº 9

Choosing a career is one of the biggest decisions we make in life. It used to be that we chose only one career. People would start a job when they were 18, 19 or 20 and stay in that same career for life. Their career path was quite straightforward. Nowadays, it is normal for people to change careers, five, six, seven times. New technology and globalization means things change quickly. We need to study and keep up with all the changes. I've had four different careers now. I like moving from one job to another. It means life never gets boring. It's much better to keep learning different things in different careers. I have no idea what career I'll choose next. Perhaps one that doesn't even exists today.

Actividad nº 10

1. Sue.
2. On a trip to Leeds.
3. A magazine - London Week.
4. A sales executive.
5. 14,000.
6. Sales people with up to two years experience.
7. Bright and enthusiastic.
8. A commission.

Bloque 11. Unit 3.

The Media

ÍNDICE

- 0. Introduction
 - 1. The British press
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 - 3. Vocabulary and reading: TICs
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-

0. Introduction

En este tema vamos a ver los tipos y características de la **prensa británica**, y los tiempos verbales que necesitamos para contar acciones ocurridas en el pasado. Repasaremos el **Past Simple** y el **Past Continuous** (que ya aprendimos en el Módulo 3), y aprenderemos a usar el **Present Perfect** y el **Past Perfect**. Una vez que sepamos utilizar esos tiempos, será el momento de aprender a hacer una **narración** de hechos en pasado, y por último veremos algunos de los recursos para aprender inglés que tenemos a nuestro alcance: la **radio**, los **podcasts** e **Internet**, así como vocabulario relacionado con las **TICs** (Tecnologías de la Información y Comunicación).

1. The British press


En esta unidad vamos a conocer los distintos medios de comunicación así como sus funciones primordiales (información, entretenimiento y aprendizaje).

La Prensa

Los británicos leen mucha prensa, más que los españoles. Por eso, lo primero que vamos a ver es la diferencia entre los dos tipos principales de prensa escrita que existen en el Reino Unido. Cuando se trata de periódicos (newspapers, papers), podemos diferenciar entre dos tipos de prensa (Press) en el Reino Unido. Por una parte existe la llamada, “Prensa Seria” llamada generalmente Broad sheets, que se ocupa de cuestiones generales de carácter nacional, local o internacional que intenta presentar las noticias desde el punto de vista mas independiente posible y huyendo de enfoques escandalosos. Por otro lado está la “Prensa Sensacionalista”, llamada Tabloids, la que explota temas de actualidad, enfocándolos desde un punto de vista muy popular y llamando la atención del lector con grandes titulares sobre escándalos, crímenes, personajes célebres, etc.

En realidad, estas palabras tienen que ver con el tamaño del periódico. Un Broad sheet, es un periódico de páginas muy grandes y un Tabloid, uno de un formato más pequeño en el que la información va “comprimida”. Por tanto, un periódico como The Times o The Guardian, que siempre ha sido considerado como prensa seria, se publicaría en hojas muy grandes, dobladas por la mitad y otro como The Sun o Daily Mirror, considerado como sensacionalista, en el más pequeño. Con el paso del tiempo y dado que las hojas grandes son más difíciles de manejar que las pequeñas, las publicaciones empezaron a adoptar todas el formato pequeño Tabloid, por ser mucho más cómodo. Desde entonces se prefiere usar el término “Compact” compacto, para el pequeño (usado ya casi por todos) y a los periódicos sensacionalistas se les conoce como “red-top”, porque es rojo el color que, por lo general, usan para sus titulares (Headlines).

Ahora vamos a ver un ejemplo de esta diferencia entre la prensa sensacionalista y la prensa seria; son dos artículos que tratan la misma cuestión y queremos que te fijas en los titulares.



The screenshot shows the homepage of The Sun newspaper. The navigation bar includes links for HOME, FOOTBALL, SPORT, TV & SHOWBIZ, NEWS, FABULOUS, and MORE. Below the navigation bar is a search bar with the text 'nhs nurses' and a red 'Search' button. Below the search bar, it says '803 search results for: 'nhs nurses''. The first search result is a headline: 'MONEY TALKS What is the NHS pay deal 2018 and which staff are in line for a raise?'. The headline is dated '21 March 2018'. Below the headline, it says 'MILLIONS of staff will see a surge in their pay packets as early as July. Here's what we know.' The image shows three NHS staff members in a hospital setting.



¿Te atreves a leer el siguiente texto en inglés? Haz la prueba y descubrirás las principales diferencias entre **broadsheet** y **tabloid**.

The Difference Between Broadsheet and Tabloid Newspapers

In the world of [print journalism](#), there are two main formats for newspapers -- **broadsheets** and **tabloids**. Strictly speaking, those terms refer to the size of such papers, but both formats also have colorful histories and associations. So what's the difference between broadsheets and tabloids?

Broadsheets

Broadsheet refers to the most common newspaper format, which, if you're measuring the front page, is typically around 15 inches wide to 20 or more inches long in the U.S. (sizes can vary around the world. Broadsheets are larger in some countries. Broadsheet papers are usually six columns across.

Historically, broadsheets developed in 18th century Britain after the government began to tax newspapers based on how many pages they had, making big papers with fewer pages cheaper to print.

But broadsheets also came to be associated with a high-minded approach to the dissemination of news, and with an upscale readership. Even today, broadsheet papers tend to employ a traditional approach to newsgathering that emphasizes in-depth coverage and a sober tone in articles and editorials. Broadsheet readers often tend to be fairly affluent and educated, with many of them living in the suburbs.

Many of the nation's most respected and influential newspapers -- The New York Times, The Washington Post, The Wall St. Journal, and so on -- are broadsheet papers.

However, in recent years many broadsheets have been reduced in size in order to cut printing costs.

For instance, The New York Times was narrowed by 1 1/2 inches in 2008. Other papers, including USA Today, The Los Angeles Times and The Washington Post, have also been trimmed in size.

Tabloids

In the technical sense, tabloid refers to a type of newspaper that typically measures 11 x 17 inches and is five columns across, narrower than a broadsheet newspaper. Since tabloids are smaller, their stories tend to be shorter than those found in broadsheets.

And while broadsheet readers tend to be upscale suburbanites, tabloid readers are often working-class residents of big cities. Indeed, many city dwellers prefer tabloids because they are easy to carry and read on the subway or bus.

One of the first tabloids in the U.S. was the New York Sun, started in 1833. It cost only a penny, was easy to carry and its crime reporting and illustrations proved popular with working-class readers.

Tabloids tend to be more irreverent and slangy in their writing style than their more serious broadsheet brothers. In a crime story, a broadsheet will refer to a police officer, while the tabloid will call him a cop. And while a broadsheet might spend dozens of column inches on "serious" news -- say, a major bill being debated in Congress -- a tabloid is more likely to zero in on a heinous sensational crime story or celebrity gossip.

In fact, the word tabloid has come to be associated with the kind of supermarket checkout aisle papers -- such as the National Enquirer -- that focus on splashy, lurid stories about celebrities.

But there's an important distinction to be made here.

True, there are the over-the-top tabloids like the Enquirer, but there are also the so-called respectable tabloids -- such as the New York Daily News, the Chicago Sun-Times, the Boston Herald and so on -- that do serious, hard-hitting journalism. In fact, the New York Daily News, the largest tabloid in the U.S., has won 10 Pulitzer Prizes, print journalism's highest honor.

In Britain, tabloid papers -- also known as the "red tops" for their front-page banners -- tend to be much more racy and sensationalistic than their American counterparts. Indeed, the unscrupulous reporting methods employed by some tabs led to the so-called phone-hacking scandal and the closing of the News of the World, one of Britain's biggest tabs. The scandal has led to calls for greater regulation of the press in Britain.

Actividad nº 1

There are two types of newspapers: broadsheets and tabloids.

Broadsheet newspapers are the large ones (The Times and The Guardian).

Tabloid newspapers are the small ones (The Sun and The Daily Mirror).

Write the next features in the correspondent column.

Use emotional language
Shorter sentences
Difficult vocabulary
Focus on politics and world events
Mix of fact and emotion
More fact than emotion
Longer sentences
Stories are mixed together
Events in major cities of the world
Less news. Stories about celebrities
Famous people, private lives and scandal
Easier vocabulary
Divided into clear sections

<u>TABLOID</u>	<u>BROADSHEET</u>

Para saber más

- Press on the following [link](https://www.newspapers.com/) to have access to different newspapers in the world.

<https://www.newspapers.com/>

- Press [here](http://www.onlinenewspapers.com/) to use a newspaper search engine to find online newspapers in the world and read their website.

<http://www.onlinenewspapers.com/>

2. Grammar: the past

En esta unidad vamos a repasar dos tiempos verbales que ya conoces: **Past Simple** y el **Past Continuous**. Como tal vez recordarás, son contenidos que vimos en el tema 3 del módulo anterior. Por eso, no vamos a entrar en detalle a ver las características de cada uno, sino que nos centraremos en ver su estructura y su uso. En cualquier caso, si necesitas repasar los cambios en la grafía de los verbos, las expresiones de tiempo, etc., puedes consultar la citada unidad 3 del módulo III. Sí que vamos a ver un poco más en profundidad el **Present Perfect** y el **Past Perfect**.

2.1. Review of the Simple Past and the Past Continuous

SIMPLE PAST (PASADO SIMPLE)

A la hora de hacer el **Pasado Simple** veíamos dos tipos de verbos:

- **Regulares** => forman su pasado añadiendo **-ED**, algunos con cambios. Ten en cuenta los cambios ortográficos que estudiamos en el módulo 3.

- **Irregulares** => tienen una forma distinta para el pasado que hay que estudiar. Corresponde a la **segunda columna** de la lista de verbos irregulares.

El auxiliar que empleábamos para preguntas y negativas era **DID**. Mira el siguiente esquema:

(+) Sujeto + verbo (-ed o 2ª columna) + complementos

(-) Sujeto + DIDN'T + verbo (infinitivo) + complementos

(?) DID + sujeto + verbo (infinitivo) + complementos + ?

El Pasado Simple se usa para expresar **acciones que ocurrieron en pasado**, es decir, que empezaron y acabaron en un momento pasado.

Ex.:

(+) I watched TV last night

(-) I didn't watch TV last night

(?) Did you watch TV last night?

Resumen en power point del Pasado Simple con las reglas básicas y ejemplos: ACING_4_Bloque_11_Tema_3_Resumen_Simple_Past.ppt (Portal de Educación de personas adultas)

Pulsa [aquí](#) para aprender la diferencia entre verbos regulares e irregulares y ver una lista de los 100 verbos básicos que necesitas conocer.

<http://www.ompersonal.com.ar/ELEMENTARY/unit16/page2.htm>

!!!ATENCIÓN!!! Recuerda que el verbo **TO BE** actúa como su propio auxiliar y no necesita el auxiliar DID.

PowerPoint con la estructura del verbo TO BE: ACING_4_Bloque_11_Tema_3_Resumen_verbo_to_be_en_pasado.ppt (Portal de Educación de personas adultas)

PAST CONTINUOUS (PASADO CONTINUO)

A la hora de hacer el **Pasado Continuo** veíamos que el auxiliar era **WAS / WERE** (es decir, el verbo TO BE en pasado) y escribíamos el verbo principal en **-ing** según la estructura: WAS / WERE + (verbo principal)-ING.

(+) Sujeto + was/were + verbo-ing + complementos

(-) Sujeto + wasn't/weren't + verbo-ing + complementos

(?) Was/were + sujeto + verbo-ing + complementos + ?

PowerPoint con las reglas básicas del Pasado Continuo: ACING_4_Bloque_11_Tema_3_Resumen_Past_Continuous.ppt (Portal de Educación de personas adultas)

El Pasado Continuo se utiliza para expresar acciones que estaban ocurriendo en un momento concreto del pasado. Es decir, cuando se podría pillar a alguien 'in fraganti', en pleno desarrollo de la actividad.

Ex.:

(+) I was watching TV at 8 o'clock in the evening

(-) I wasn't watching TV at 8 o'clock in the evening

(?) Were you watching TV at 8 o'clock in the evening?

RECUERDA QUE...

Repasa los cambios en la grafía de los verbos, expresiones de tiempo, etc. La explicación detallada la tienes en el punto "2.2. Pasado Continuo" del tema 3 del módulo III.

Actividad nº 2

Complete the sentences with one of the following verbs in Simple Past.

BUY GO SEND LOSE TAKE MEET

- a) Helen _____ a postcard from Ibiza to her parents.
- b) He _____ a new pair of shoes at my mum's shop.
- c) I _____ to London for the weekend.
- d) My grandfather _____ the bus to go to the football match.
- e) We _____ some friends at a fancy restaurant.
- f) I haven't got my credit card now because I _____ it when I was on holiday.

Actividad nº 3

Read the next letter and correct the mistakes. You have an example.

Dear Mary,

This is my second week travelling around Europe and I'm having a great time! The people here are very nice and the weather is good, even in Britain it was sunny and warm!

We went to London from New York and spent five days there. London is a great city! Unfortunately, we didn't see the British Museum, we didn't have time.

Then we took a train called Eurostar to Paris. We visited the Eiffel Tower and the Louvre, and we found a wonderful restaurant in the Latin Quarter, but I lost my ID somewhere, so I had to wait at the USA Embassy to get a new one. When I got my new ID we flew to Tenerife, where it was very, very hot. We stayed in a cozy hotel next to the beach, and spent two days there. I swam and sunbathed a lot!

Now we are in Italy, and Rome looks great too. I will write again next week to tell you about everything here.

*Love,
Susan*

Example:

Mary went to London from Washington.

Mary didn't go to London from Washington, she went from New York.

a) The weather was cold in London.

b) She spent a week in London.

c) They visited the British Museum.

d) They flew to Paris.

e) They stayed at a hotel in the Latin Quarter.

f) She lost her passport.

g) She visited museums in Tenerife.

Actividad nº 4

Write questions for the next answers. You have an example.

Example:

Where did you go yesterday?

I went to the cinema yesterday.

a) _____ ?

We arrived at 2 o'clock.

b) _____ ?

I had lunch at a restaurant yesterday.

c) _____ ?

Yes, I did. I really liked the party.

d) _____ ?

I bought a pair of jeans and a skirt.

e) _____ ?

I met my friends yesterday

Actividad nº 5

Complete the next sentences with the verb in Past Continuous.

a) While he _____ (talk) on the phone, I _____ (watch) TV.

b) I _____ (overtake) a lorry when I heard a noise.

c) We _____ (watch) a movie when the television went black.

d) While she _____ (pack) the bags, I _____ (look) for our passports.

e) We _____ (complain) about the weather when it stopped raining.

f) Sandra _____ (wash) the dishes when she broke a glass.

Actividad nº 6

Complete the next sentences using the verbs in Simple Past or Past Continuous.

a) While I _____, (drive) I _____ (have) an accident.

b) Kate _____ (have dinner) and then she _____ (do) her homework.

c) The thieves _____ (hide) in the kitchen when the police _____ (come) in.

d) Sam _____ (plan) a party and then he _____ (phone) his friends.

e) While we _____ (clean) the house, we _____ (break) some glasses.

f) Alan _____ (look) out of the window when he saw (see) a UFO.

2.2. Present Perfect

FORMACIÓN DEL "PRESENT PERFECT"

El **Present Perfect** de cualquier verbo está compuesto por dos elementos: la forma apropiada del verbo auxiliar **have** (en presente) y el **past participle** (participio) del verbo principal. La forma del past participle de un verbo regular es **raíz+ed**, e.g. *played, arrived, looked*. En cuanto a los verbos irregulares, consulta la tabla de verbos irregulares, el participio es la **tercera columna**.

(+) Sujeto + have/has + past participle + complementos

(-) Sujeto + haven't/hasn't + past participle + complementos

(?) Have/has + sujeto + past participle + complementos + ?

Affirmative	Negative	Interrogative
I have walked	I haven't walked	Have I walked?
You have walked	You haven't walked.	Have you walked?
He, she, it has walked	He, she, it hasn't walked	Has he, she, it walked?
We have walked	We haven't walked	Have we walked?
You have walked	You haven't walked	Have you walked?
They have walked	They haven't walked	Have they walked?

El **Present Perfect** se emplea para señalar un vínculo entre el presente y el pasado. El tiempo en que transcurre la acción es anterior al presente pero inespecífico y, a menudo, recae un mayor interés sobre el resultado que sobre la propia acción.

¡CUIDADO! Puede que, en tu idioma, exista un tiempo verbal con una estructura similar pero es probable que su significado NO sea el mismo.

EL "PRESENT PERFECT" SE UTILIZA PARA DESCRIBIR...

- Una acción o situación iniciada en el pasado y que continúa en el presente. **I have lived in Bristol since 1984** (= todavía vivo allí.)
- Una acción realizada durante un periodo de tiempo aún no concluido. **She has been to the cinema twice this week** (= la semana todavía no ha terminado.)
- Una acción repetida en un periodo temporal inespecífico situado entre el pasado y el presente. **We have visited Portugal several times.**
- Una acción que ha concluido en un pasado muy reciente, lo que se indica mediante 'just'. **I have just finished my work.**
- Una acción para la cual no es importante el momento preciso en que aconteció. **He has read 'War and Peace.** (= lo relevante es el resultado de la acción)
- **Nota:** Cuando queremos dar o pedir información sobre cuándo, dónde o quién, empleamos el "simple past". Consulta cómo elegir entre el "simple past" y el "present perfect".

Ejemplos de...

ACCIONES INICIADAS EN EL PASADO Y QUE CONTINÚAN EN EL PRESENTE

- **They haven't lived here for years.**
- **She has worked in the bank for five years.**
- **We have had the same car for ten years.**
- **Have you played the piano since you were a child?**

CUANDO SE HACE REFERENCIA A UN PERIODO TEMPORAL INACABADO

- **I have worked hard this week.**
- **It has rained a lot this year.**
- **We haven't seen her today.**

ACCIONES REITERADAS EN UN PERIODO INESPECÍFICO, ENTRE EL PASADO Y EL PRESENTE.

- **They have seen that film six times**
- **It has happened several times already.**
- **She has visited them frequently.**
- **We have eaten at that restaurant many times.**

ACCIONES CONCLUIDAS EN UN PASADO MUY RECIENTE (+JUST)

- **Have you just finished work?**
- **I have just eaten.**
- **We have just seen her.**
- **Has he just left?**

CUANDO LA DIMENSIÓN TEMPORAL NO ES RELEVANTE O CONOCIDA

- **Someone has eaten my soup!**
- **Have you seen 'Gone with the Wind'?**
- **She's studied Japanese, Russian, and English.**

PRESENT PERFECT + EVER, NEVER, ALREADY, YET

EVER

Los adverbios "ever" y "never" se refieren a un tiempo no identificado, anterior al presente (Have you ever visited Berlin?). "Ever" y "never" siempre se colocan antes del verbo principal (en "past participle").

"Ever" se utiliza:

- ✓ EN PREGUNTAS

EJEMPLOS

- **Have you ever been to England?**
- **Has she ever met the Prime Minister?**

- ✓ EN PREGUNTAS NEGATIVAS

EJEMPLOS

- **Haven't they ever been to Europe?**
- **Haven't you ever eaten Chinese food?**

- ✓ EN ORACIONES NEGATIVAS CON "NOTHING+EVER" O "NOBODY+EVER"

EJEMPLOS

- **Nobody has ever said that to me before.**
- **Nothing like this has ever happened to us.**

- ✓ CON "THE FIRST TIME"

EJEMPLOS

- **It's the first time that I've ever eaten snails.**
- **This is the first time I've ever been to England.**

NEVER

"Never" significa nunca antes de ahora y equivale a "not (...) ever": (**I have never visited Berlin**)

¡CUIDADO!: "Never" y "not" no deben usarse juntos.

- **I haven't never been to Italy.**
- **I have never been to Italy.**

ALREADY

"Already" se refiere a una acción que ha ocurrido en un tiempo anterior al presente pero no especificado. Sugiere que no es necesario repetir la acción.

EJEMPLOS

- **I've already drunk three coffees this morning.** (= ¡y me estás ofreciendo otro!)
- **Don't write to John, I've already done it.**

"Already" se coloca antes del verbo principal (en "past participle"):

I have already been to Tokyo.

YET

"Yet" se utiliza en oraciones negativas e interrogativas, con el significado de (no) en el periodo temporal entre el pasado y el ahora, (no) hasta el momento presente, incluido éste. Suele colocarse al final de la frase.

EJEMPLOS

- **Have you met Judy yet?**
- **I haven't visited the Tate Gallery yet**
- **Has he arrived yet?**
- **They haven't eaten yet**

PRESENT PERFECT: FOR, SINCE

Empleando el "present perfect" podemos definir un periodo de tiempo anterior al momento presente, considerando bien su duración, caso en el que utilizamos **"for" + periodo temporal**, o bien su inicio o punto de partida, caso en el que utilizamos **"since" + momento concreto**. "For" y "since" pueden asimismo emplearse con el "past perfect". "Since" admite únicamente tiempos verbales perfectos. "For" puede también emplearse con el "simple past".

"FOR" + PERIODO DE TIEMPO

for six years, for a week, for a month, for hours, for two hours

I have worked here for five years.

"SINCE" + MOMENTO CONCRETO

since this morning, since last week, since yesterday

since I was a child, since Wednesday, since 2 o'clock

I have worked here since 1990.

"PRESENT PERFECT" CON "FOR"

- **She has lived here for twenty years.**
- **We have taught at this school for a long time.**
- **Alice has been married for three months.**
- **They have been at the hotel for a week.**

"PRESENT PERFECT" CON "SINCE"

- **She has lived here since 1980.**
- **We have taught at this school since 1965.**
- **Alice has been married since March 2nd.**
- **They have been at the hotel since last Tuesday.**

Actividad nº 7

Complete the sentences with the Present Perfect form of the verbs in brackets.

1. I _____ (spend) too much money today.
2. Tina _____ (forget) her backpack again.
3. I _____ (not have) a routine checkup yet.
4. Both doctors _____ already _____ (take) my blood pressure.
5. Christopher _____ (suffer) from allergies until this year.
6. The hospital _____ (x-ray) the patient's leg twice.
7. Rob and Fred _____ (fall off) their motorbikes many times.
8. Carol and I _____ (not sprain) our ankles.

Actividad nº 8

Choose the correct answer to complete each sentence.

1. ... broken your leg?
☐ a. How have you
☐ b. You have
2. ... taken my temperature?
☐ a. Why has she
☐ b. When did she
3. ... have their injections?
☐ a. When have they
☐ b. When did they
4. Ted... the flu.
☐ a. has he
☐ b. hasn't had
5. You... the doctor.
☐ a. already saw
☐ b. have already seen
6. Jim and John... their flu shots yet.
☐ a. have had
☐ b. haven't had

Actividad nº 9

Choose the correct time expression to complete each sentence.

1. Paula hasn't been to see the doctor She really needs a checkup.

- ☐ a. yesterday
- ☐ b. yet

2. The patient took his medication

- ☐ a. an hour ago
- ☐ b. just

3. Have you ... broken your arm?

- ☐ a. ever
- ☐ b. lately

4. We have been sick It's probably the flu.

- ☐ a. yet
- ☐ b. since Sunday

5. Wait a moment please! I have not finished the last exercise...

- ☐ a. already
- ☐ b. yet

6. We have not seen each other... Saturday

- ☐ a. for
- ☐ b. since

Para saber más

If you want to practice Present Perfect, follow this [link](http://www.isabelperez.com/happy/tenses/pres_perfect.htm) and do the activities.

http://www.isabelperez.com/happy/tenses/pres_perfect.htm

2.3. Past Perfect

El **Past Perfect** hace referencia a un tiempo anterior al pasado reciente. Se emplea para señalar que un evento ocurrió antes que otro en el pasado. No importa cuál de los eventos se mencione primero, porque el tiempo verbal deja claro el orden temporal en que acontecieron.

En estos ejemplos, el **Evento A** es el que primero ocurrió y el **Evento B** tuvo lugar a continuación, es el más reciente:

Evento A	Evento B
John had gone out	when I arrived in the office.
Evento A	Evento B
I had saved my document	before the computer crashed.
Evento B	Evento A
When they arrived	we had already started cooking.
Evento B	Evento A
He was very tired	because he hadn't slept well.

FORMACIÓN DEL PAST PERFECT

En inglés, el Past Perfect está compuesto por dos partes: el pasado del verbo to have (had) + el "past participle" del verbo principal.

(+) Sujeto + had + past participle + complementos

(-) Sujeto + hadn't + past participle + complementos

(?) Had + sujeto + past participle + complementos + ?

Affirmative	Negative	Interrogative
I had walked	I hadn't walked	Had I walked?
You had walked	You hadn't walked.	Had you walked?
He had walked	He hadn't walked	Had he walked?
she had walked	she hadn't walked	Had she walked?
it had walked	it hadn't walked	Had it walked?
We had walked	We hadn't walked	Had we walked?
You had walked	You hadn't walked	Had you walked?
They had walked	They hadn't walked	Had they walked?

PAST PERFECT + JUST

Just se utiliza con el Past Perfect para referirse a un evento acontecido muy poco antes de otro evento situado en el pasado, e.g.

- **The train had just left when I arrived at the station.**
- **She had just left the room when the police arrived.**
- **I had just put the washing out when it started to rain.**
-

PowerPoint con un resumen de las reglas básicas del Past Perfect: ACING_4_Bloque_11_Tema_3_Past_Perfect.ppt (Portal de Educación de personas adultas)

Para saber más

Actividades online. Pulsando en los enlaces aparecerán 2 series de varios ejercicios para practicar lo aprendido sobre el Past Perfect de forma progresiva. Al acabar, pulsa en "CHECK" para corregir la prueba.

[Link 1](http://www.ego4u.com/en/cram-up/tests/past-perfect-simple-1) <http://www.ego4u.com/en/cram-up/tests/past-perfect-simple-1>

[Link 2](http://www.ego4u.com/en/cram-up/tests/past-perfect-simple-2) <http://www.ego4u.com/en/cram-up/tests/past-perfect-simple-2>

Actividad nº 10

Complete the sentences with the verb in past perfect.

Example:

(Peter arrived home) (I cooked dinner)

When Peter arrived home ... *I had cooked dinner.*

a) (They bought a house) (The sales agent found a house for them)

When the sales agent found a house for them... _____.

b) (Paul cleaned the house) (His brother came to help)

When they came to help ... _____.

c) (Emma finished her homework) (Michael phoned her)

When Michael phoned Emma ... _____.

d) (I didn't see Jacob for a long time) (I met Jacob the other day)

I met Jacob the other day. _____.

Cuándo utilizar Simple Past, Past Continuous and Past Perfect.

A la hora de combinar los tres tiempos verbales en una narración de hechos, conviene que sepamos para qué se utiliza cada uno de ellos.

- El **Pasado Simple** se utiliza para la acción o los hechos concretos, ya sea una acción aislada o una sucesión de ellas.
- El **Pasado Continuo** se utiliza para describir la situación.

- El **Pasado Perfecto** nos remonta a acciones anteriores a otras del pasado.

Mira los siguientes ejemplos. Como verás, en ambos describimos la situación con el Pasado Continuo y la acción con el Pasado Simple:

Ej.1: **I was reading when I heard the shooting**

Ej. 2: **She was driving when she had the accident**

En el ejemplo 1, yo estaba leyendo (descripción de la situación) cuando oí el disparo (acción concreta) y me interrumpió.

En el ejemplo 2, una persona que estaba conduciendo (descripción de la situación) tuvo un accidente (acción concreta).

RECUERDA QUE...

Cuando tengas que combinar ambos tiempos verbales tienes que seguir este esquema:

WHEN + PASADO SIMPLE
WHILE + PASADO CONTINUO

Actividad nº 11

Vamos a comparar ahora estos dos tiempos verbales. Lee la siguiente anécdota, y elige la forma verbal correcta, Past Simple o Past Continuous.

Will _____ (drive) home from work when he _____ (have) the accident. He _____ (pay) attention and _____ (hit) a parked car. Fortunately, he _____ (be) hurt because he _____ (wear) his seat belt. He _____ (call) an ambulance with his mobile phone. The ambulance _____ (come) twenty minutes later, and _____ (take) him to the hospital.

Actividad nº 12

Vamos a comparar ahora Past Simple y Past Perfect. Completa estas oraciones con el verbo entre paréntesis en el tiempo que corresponda:

- a) Pedro _____ (be) hungry because he _____ (have) a very big lunch.
- b) The party _____ (finish) when we _____ (arrive). Everyone _____ (go) home.
- c) Lisa _____ (feel) tired because she _____ (have) much sleep the night before.
- d) I _____ (meet) an old school friend last week. I _____ (see) him for years.

Para saber más

Actividades online. Pulsando en los siguientes links aparecerán 2 ejercicios para practicar lo aprendido sobre la diferencia entre Past Simple y Past Continuous.

[Link 1](http://www.englishpage.com/verbpage/verbs3.htm) <http://www.englishpage.com/verbpage/verbs3.htm>

[Link 2](http://www.englishpage.com/verbpage/verbs4.htm) <http://www.englishpage.com/verbpage/verbs4.htm>

Actividades online. Pulsando sobre los siguientes enlaces aparecerán 3 ejercicios para practicar lo aprendido sobre la diferencia entre Past Simple y Perfect. Escribe la forma correcta de los verbos entre paréntesis en los huecos proporcionados. Luego pulsa en "CHECK" para comprobar tus respuestas.

[Link 3](http://www.ego4u.com/en/cram-up/grammar/simpas-pasper/exercises) <http://www.ego4u.com/en/cram-up/grammar/simpas-pasper/exercises>

[Link 4](http://perso.wanadoo.es/autoenglish/gr.pastperf.i.htm) <http://perso.wanadoo.es/autoenglish/gr.pastperf.i.htm>

[Link 5](http://www.englishpage.com/verbpage/verbs11.htm) <http://www.englishpage.com/verbpage/verbs11.htm>

3. Vocabulary and reading: TICs

COMPUTERS & the INTERNET

Questions: What is your favorite website? Why?

Actividad nº 13

Complete the 15 sentences with the following words.

attachment blog delete document download

e-book e-mail address file in-box keyboard

laptop link online password sign in

If you want to learn the pronunciation of these words listen:

Audio: ACING_4_Bloque_11_Tema_3_15-uk-computers.mp3 (Portal de Educación de personas adultas)

1. I can send you a message if you let me know your _____.
2. If you click on that _____, it will take you to a new website.
3. I sent you a message this morning. Did you check your _____?
4. How many hours a day are you _____?
5. I bring my _____ computer to work.
6. How do you upload and _____ files?
7. Be careful when you decide to open a _____. It may have a virus!
8. I write about my travel experiences on my own personal _____.
9. You can _____ any computer document or e-mail message that you don't want to keep.

10. Oh no! I just spilled my coffee on my computer _____! My boss will be really angry.
11. I almost never buy books at a book store anymore. I usually read _____.
12. You can _____ to your e-mail account with your username and password.
13. Our teacher sent us an e-mail with an attachment called homework.doc – ‘doc’ means _____.
14. My _____ is a secret. Only I know it.
15. I took a photo of our school yesterday, and sent it to you as an _____.

COMPUTERS

Question: What do you already know about Steve Jobs?

Read and listen to the article below and then answer the questions.

Audio: ACING_4_Bloque_11_Tema_3_who_was_steve_jobs_r.mp3 (Portal de Educación de personas adultas)

Who was Steve Jobs?

Do you have an iPad, iPod, iPhone, a smartwatch or a Mac computer? If you don't, you probably know someone who has one (or wants one)! Steve Jobs made the company – Apple – that created these things that are now such an important part of the lives of millions of people.

He was born on February 24, 1955, in San Francisco, California. When he was a boy, he had a special hobby: he liked to take apart televisions and put them back together again. He was a very good student in school and even skipped a grade. After he finished grade four, he went into grade six, and in 1972, when he was seventeen, he graduated from high school. He then began his studies in Reed College, in Portland, Oregon, but dropped out after six months.

Deciding to quit was not at all easy. It was difficult, but as Jobs later said, “I had no idea what I wanted to do with my life.” Two years later in 1974, he travelled to India, and while there he learned about Buddhism.

After Steve Jobs returned to the United States, he found a job as a video game designer at a company called Atari, and two years after that, in 1976, when he was only twenty-one years old, he created his own company – Apple Computer – with his friend, Steve Wozniak.

Steve Jobs later got married in 1991 and had four children. Unfortunately, doctors discovered that he had cancer in 2003 and in 2011 he died at the age of only 56.

Actividad nº 14

1. The article is about the Apple Computer company.

- ☐ (a) TRUE
- ☐ (b) FALSE
- ☐ (c) It doesn't say.

2. When was Steve Jobs born?

- ☐ (a) 1974
- ☐ (b) 1955
- ☐ (c) 1964

3. He made his own televisions as a boy because his family was poor.

- ☐ (a) TRUE
- ☐ (b) FALSE
- ☐ (c) It doesn't say.

4. In Paragraph 2, what does 'them' refer to?

- ☐ (a) hobbies
- ☐ (b) computers
- ☐ (c) televisions

5. Why didn't Steve Jobs study in grade five in school?

- ☐ (a) He studied very hard.
- ☐ (b) He thought it was too difficult.
- ☐ (c) He didn't know what to do with his life.

6. Steve Jobs never graduated from high school.

- ☐ (a) TRUE
- ☐ (b) FALSE
- ☐ (c) It doesn't say.

7. In Paragraph 2, what does 'it' mean?

- ☐ (a) deciding to quit college
- ☐ (b) travelling to India
- ☐ (c) studying at college

8. When did Steve Jobs make Apple Computer company?

- ☐ (a) 1976
- ☐ (b) 1974
- ☐ (c) 1975

9. What was the name of Steve Jobs' wife?

- ☐ (a) Atari
- ☐ (b) Steve
- ☐ (c) It doesn't say.

10. When did Steve Jobs die?

- ☐ (a) 2003
- ☐ (b) 1991
- ☐ (c) 2011

Curiosidad

The Origin of the Internet

The Internet started in the late 1960s as a project of the U.S. Department of Defence: the military wanted a communication network that would work even if parts of it broke down, things that usually happen during wartime! The military had many computers which were incompatible. This network had to work between different machines of different type.

In October 1969, two computers talked to each other across a telephone line: the name of this network was ARPAnet. As time passed, ARPAnet grew and connected many computers between each other.

A good analogy to the Internet is the Postal Service: The IP (Internet Protocol) is equivalent to putting a stamp on a letter: you always need a stamp to send a letter anywhere in the world. The internet is like the Postal Service: you send a letter and the service will redirect your letter using any available route to its destination.

By the 1980s, the Internet gained popularity among research organisations and universities which started to use it in order to exchange information and data.

The World Wide Web or WWW was created at CERN, a physics laboratory in Geneva, Switzerland. It was used as a tool to exchange and modify documents between scientists and other organisations.

Para saber más

Press [here](#) to see a list of vocabulary related to the Internet.

<http://www.lingolex.com/internetsp.htm>

4. Writing. Narrative texts: structure, time expressions and connectors.

Ahora vamos a aprender a escribir **narraciones** de hechos, para lo que utilizaremos los tiempos verbales que hemos visto en esta unidad. Este estilo se utiliza mucho a la hora de escribir noticias, que no son sino sucesiones de hechos. Lee con cuidado las instrucciones y después estudia el ejemplo de la narración de un rescate en una estación de esquí.

Cuando narramos una sucesión de hechos, queremos ser fieles a lo que pasó y hacer que la persona que lea nuestra redacción lo entienda como si lo hubiera visto.

- Antes de empezar a escribir, haz un esquema de los hechos que quieres reflejar y ordénalos tal y como ocurrieron en el tiempo.
- Escribe un título para tu redacción.
- Es muy importante organizar estas ideas en párrafos de dos o tres líneas. Recuerda:
 - o En la introducción presenta la situación: qué pasó, por qué estabas allí, etc.
 - o Haz un párrafo para describir la situación: usa el Pasado Continuo.
 - o En otro párrafo describe las acciones que se sucedieron: éstas irán en Pasado Simple y si hubiera alguna acción anterior a ellas, en Pasado Perfecto (recuerda: es el “pasado del pasado”).
 - o Finalmente haz un pequeño párrafo para la conclusión y acabar la redacción.
- Es muy importante utilizar conectores de tiempo para que el orden en el que ocurrieron los hechos quede bien claro.
- Finalmente, revisa que no haya errores de gramática ni de ortografía.

Conectores de tiempo

<ul style="list-style-type: none">• First... second... third...• in the first place... also... lastly• after• afterwards• as soon as• at first• at last	<ul style="list-style-type: none">• before• finally• later• next• soon• then
---	---

EJEMPLO DE UNA NARRACIÓN DE HECHOS		
Esquema		Modelo
Título		Rescue in the mountain
Introducción Presenta la acción principal.	Párrafo 1 Rescate en los Pirineos	Last winter I lived one of the most difficult situations in my life. I helped one person who had had an accident in the Pyrenees.
Parte Central Describe la situación. También describe la sucesión de hechos tal como sucedieron	Párrafo 2 Descripción de la situación. Esquiando en la nieve, mal tiempo. Una persona grita pidiendo ayuda.	It was 11:00am and I was skiing with my husband. It was snowing a lot but we were having a very good time. Suddenly, we heard a cry. At first, we thought it was the wind, but then, we knew someone was crying for help. We saw a man in the snow and he looked injured.
Utiliza Past Simple, Past Continuous y Past Perfect.	Párrafo 3 Sucesión de acciones para solucionar el problema.	First, we asked him if he was alright. Next, we tried to help him stand up, but he told us that he had fallen while he was skiing and he had broken his left leg.
Conclusión Conclusión y opinión personal sobre los hechos.	Párrafo 4 Conclusión y breve opinión personal	My husband stayed with him and I went to the village. Finally, the ambulance arrived half an hour later. I think we saved his life. [141 words]

Para que te resulte más fácil identificarlos, los verbos están escritos en **negrita** y los conectores en *cursiva*

Vamos a escribir nosotros nuestra narración de hechos. Siguiendo el esquema anterior, vamos a narrar en este caso una anécdota, fíjate en los hechos, facts, de la izquierda, y redacta la anécdota.

Esquema		
Título		
Introducción Presenta la acción principal.	Párrafo 1 - meet Brad Pitt in Barcelona	
Parte Central Describe la situación. También describe la sucesión de hechos tal como sucedieron	Párrafo 2 -shopping with a friend -walking down the street - a man wearing sunglasses - hiding from paparazzi	
Utiliza Past Simple, Past Continuous y Past Perfect.	Párrafo 3 - hide him inside a shop - paparazzi go away	
Conclusión Conclusión y opinión personal sobre los hechos.	Párrafo 4 - very nice - shop assistant amazed - best shopping time in my life	

Para saber más

If you press this [link](#) you will be able to practice narrative texts.

http://esl.about.com/library/writing/blwrite_narrative1.htm

5. Listening and speaking: radio and podcasts to learn English

A) Radio

Somos muchos los que al despertarnos ponemos la radio para estar al día de lo que ocurre en el mundo. Te presentamos un recurso muy útil para aprender inglés a través de la radio. Se trata de Voice of America (VOA), una emisora que ofrece una programación especial en inglés para estudiantes del idioma. En su página web, se explican los orígenes de lo que denominan Special English:

The roots of Special English

On October 19, 1959, the Voice of America broadcast the first Special English program. It was an experiment. We wanted to communicate by radio in clear and simple English with people whose native language was not English. Special English programs quickly became some of the most popular on VOA. They still are.

Special English continues to communicate with people who are not fluent in English.

Over the years, its role expanded.

It helps people learn American English while they learn about American life and stay informed about world news and science. It provides listeners with information they cannot find elsewhere.

Vocabulario

Whose: Indica posesión (cuyo, cuya)

To provide: Proporcionar

Fluent: Con soltura en el manejo del idioma

Elsewhere: En cualquier otro sitio

Actividad nº 15

According to the text, say if the next sentences are TRUE (T) or FALSE (F).

a. Special English is a language school.

☐

Verdadero

☐

Falso

b. The Voice of America broadcast the first Special English program on October 19, 1959.

☐

Verdadero

☐

Falso

c. Special English was a program for English native speakers.

☐ Verdadero ☐ Falso

d. Special English was very successful.

☐ Verdadero ☐ Falso

e. It only wants to communicate with people who are not fluent in English.

☐ Verdadero ☐ Falso

Ahora vamos a escuchar una grabación de esta emisora; es una noticia que habla de una herramienta llamada *Hubert* que sirve para que alumnos universitarios evalúen la práctica docente de sus profesores. Vamos a hacer primero unas preguntas sólo con la ayuda del audio. Después podrás leer el texto a la vez que escuchas la grabación si abres el apartado "notas".

Audio: ACING_4_Bloque_11_Tema_3_Hubert.mp3 (Portal de Educación de personas adultas)

Actividad nº 16

1. After talking with teachers, what did Viktor Nordmark and his friends find was the best way to improve teaching skills?

- ☐ Teachers giving detailed answers to open ended questions about their class
- ☐ Teachers talking with the school director about their performance in class
- ☐ Students giving teachers short, specific information about their class
- ☐ Students giving their teachers information about their class through chat windows.

2. Why did Nordmark and his friends decide to develop Hubert to improve teaching?

- ☐ The artificial intelligence program could provide teachers with more training
- ☐ Eventually they can replace teachers with artificial intelligence
- ☐ It would reach a large amount of people but still get detailed information from students.
- ☐ Hubert would not be boring for the students to talk to

3. What was an example of Hubert's limitations?

- ☐ Students can chat with Hubert as if it was a human
- ☐ Hubert only asks pre-establish questions
- ☐ If students respond with too little information, Hubert asks follow up questions
- ☐ Hubert evaluations happen whenever the teacher wants them too.

4. How does Nordmark and his co-founders plan to change Hubert in the future?

- ☐ They want to give teachers the ability to choose what questions Hubert asks
- ☐ They want to teach Hubert how to make his own categories
- ☐ They want Hubert to be more human like and include humor
- ☐ All of these are changes that Nordmark wants to make

Nota

Artificial intelligence, or AI, has slowly begun to influence higher education around the world. Now, one new AI tool could change the way university students evaluate their professors.

The tool is called Hubert. It is a teacher evaluation tool that appears as an AI-powered chatbot. Instead of filling out a form, students use a chat window to give feedback on the course and their professor. Afterwards, Hubert categorizes the students' comments for the professor to review.

The beta version of Hubert launched about seven months ago. It is free for educators to use. More than 600 teachers use it already.

Making evaluations easier, and more human

The goal of the new Hubert program is to improve education by giving teachers detailed, organized feedback from students.

Viktor Nordmark, from Sweden, started the company in 2015, with several friends. Before creating Hubert, the founders asked teachers what would improve their teaching skills. The answer, Nordmark said, was qualitative feedback from their students. In other words, teachers wanted students to write detailed answers to open-ended questions about their experiences in class.

Qualitative feedback is different from the survey responses students are often asked to provide at the end of a class. "This kind of data takes a lot of time for professors to collect and analyze," Nordmark said. And for the students, it can also be "really boring to fill out."

So Nordmark and his friends designed Hubert as a compromise between a traditional survey and a personal interview. "You can reach a really large crowd, but you can also get really qualitative data back," Nordmark said.

First, they ran a program to train Hubert to understand human conversation. Hubert learned different types of comments, and how to respond to them. Then Hubert learned how to organize the comments it received into categories.

Now, when Hubert receives comments from students, it compares them with the information already in its system to organize the data.

This idea, Nordmark says, is that Hubert will continue to get smarter as it receives more comments.

How it changes classrooms

What makes Hubert special is its similarity to communicating with a human. For some professors, this feature helps them receive higher-quality feedback.

"It allows students to zero in on things that are of interest to them... of concern to them, and a chance to say something good... they can essentially present what their concerns

are...and it's not threatening," said John Munro, an associate professor of business at the University of the Virgin Islands.

Munro believed traditional methods of evaluating professors were not very helpful. They happened only at the end of the course, and the questions were formed around a four-part ranking system based on traditional lecture classes. These kinds of surveys, Munro said, did not give him the right information to make effective changes in his classroom.

In contrast, professors can offer the Hubert evaluation anytime they want. The chatbot asks students four questions: What could the instructor do to improve the course? Is there anything the instructor should stop doing? What's working well? How has the class been over all?

Munro thinks the "chat" format of the evaluation helps get more information out of students.

"Everyone, both students and professors, are already comfortable with chats," Munro said.

If students respond with no information, Hubert knows to try again by asking follow-up questions. For example, if a student responds with "no," Hubert might ask, "Are you sure there is nothing that could be different?"

Hubert evaluations might also be helpful for English language learners. Samuel Adams is an instructional technology specialist in English language programs at Temple University in Philadelphia, Pennsylvania. He tested Hubert with his English teacher training course.

"On average, we get very little written feedback from language learners," Adams said.

Adams found that Hubert was effective in getting written feedback about his course. But it did have its limitations. Adams found that the pre-set interview questions made it impossible to get information about other parts of his teaching. And the feedback is also organized into pre-established categories.

An artificially human future

Nordmark says he and his co-founders have plans to make Hubert more flexible and accurate. They would like to give teachers the possibility of selecting their own evaluation questions. And they will teach Hubert to create its own categories, so that it can more correctly organize information. This feature would also allow Hubert to be used outside of education systems.

Its creators also want to make Hubert more human-like and possess qualities such as humor in the interviews.

Another goal is to let Hubert users share the information they are learning. If teachers are discovering strategies that work well in their classrooms, Nordmark wants to develop a way for them to share that advice with other Hubert users.

I'm Phil Dierking.

Phil Dierking reported this story for VOA Learning English. Kelly Jean Kelly was the editor.

Para saber más

If you want to practice more, this is the [link](https://learningenglish.voanews.com/) of VOA website.

<https://learningenglish.voanews.com/>

B) Podcasts

Un 'podcast' es un archivo de audio que puedes escuchar en tu ordenador, en tu reproductor de mp3 y en los teléfonos móviles de última generación. Son artículos que tratan sobre un tema concreto y que tienen fines didácticos. Hay una gran variedad de podcasts para aprender inglés. En estas páginas, encontrarás archivos sobre temas muy diversos, de forma que siempre habrá alguno que te llame la atención. Tienen la ventaja de que van asociados al texto. Además, algunos llevan preguntas de comprensión relacionadas. Se trata en definitiva de ejercicios de listening casi a la carta con los que podrás aprender y practicar.

Para escucharlos, tan sólo tienes que pulsar en "reproducir" o "play". También puedes descargarlos en tu ordenador y escucharlos cuando tú decidas. Para ello, tienes que pinchar en el enlace con el botón derecho de tu ratón y seleccionar "guardar destino como" o "save target as". El archivo se guardará en la carpeta de tu ordenador que tú prefieras. Es por tanto recomendable que crees una carpeta específica para ello. También puedes guardar las transcripciones (el texto escrito) y las preguntas relacionadas, que generalmente vienen en archivos de.pdf.

[Podcasts in English](https://www.podcastsinenglish.com/) <https://www.podcastsinenglish.com/>

[British Council](https://learnenglish.britishcouncil.org/es/learnenglish-podcasts) <https://learnenglish.britishcouncil.org/es/learnenglish-podcasts>

SPEAKING ACTIVITY

What are other ways you think artificial intelligence could be used in higher education?

Do you think we need to know much about computers?

What is the most impactful piece of technology in our lives?

How do computers affect our everyday life?

How effective is the use of computers to improve your English?

Soluciones a los ejercicios propuestos

Actividad nº 1

TABLOID	BROADSHEET
<u>Mix of fact and emotion</u>	<u>More fact than emotion</u>
<u>Shorter sentences</u>	<u>Longer sentences</u>
<u>Use emotional language</u>	<u>Difficult vocabulary</u>
<u>Stories are mixed together</u>	<u>Divided into clear sections</u>
<u>Less news. Stories about celebrities</u>	<u>Focus on politics and world events</u>
<u>Famous people, private lives and scandal</u>	<u>Events in major cities of the world</u>
<u>Easier vocabulary</u>	

Actividad nº 2

- Helen sent a postcard from Ibiza to her parents.
- He bought a new pair of shoes at my mum's shop.
- I went to London for the weekend.
- My grandfather took the bus to go to the football match.
- We met some friends at a fancy restaurant.
- I haven't got my credit card now because I lost it when I was on holiday.

Actividad nº 3

- The weather was cold in London.
The weather wasn't cold in London, it was sunny and warm.
- She spent a week in London.
She didn't spend a week in London, she spent five days.
- They visited the British Museum.
They didn't visit the British Museum, they didn't have time.
- They flew to Paris.
They didn't fly to Paris, they took a train.
- They stayed at a hotel in the Latin Quarter.
They didn't stay at a hotel in the Latin Quarter, they found a wonderful restaurant.
- She lost her passport.
She didn't lose her passport, she lost her ID.
- She visited museums in Tenerife.
She didn't visit museums in Tenerife, she swam and sunbathed.

Actividad nº 4

a) What time did you arrive?

We arrived at 2 o'clock.

b) Where did you have lunch yesterday?

I had lunch at a restaurant yesterday.

c) Did you like the party?

Yes, I did. I really liked the party.

d) What did you buy?

I bought a pair of jeans and a skirt.

e) Who did you meet yesterday?

I met my friends yesterday

Actividad nº 5

a) While he was talking (talk) on the phone, I was watching (watch) TV.

b) I was overtaking (overtake) a lorry when I heard a noise.

c) We were watching (watch) a movie when the television went black.

d) While she was packing (pack) the bags, I was looking (look) for our passports.

e) We were complaining (complain) about the weather when it stopped raining.

f) Sandra was washing (wash) the dishes when she broke a glass.

Actividad nº 6

a) While I was driving , (drive) I had (have) an accident.

b) Kate had dinner (have dinner) and then she did (do) her homework.

c) The thieves were hiding (hide) in the kitchen when the police came (come) in.

d) Sam planned (plan) a party and then he phoned (phone) his friends.

e) While we were cleaning (clean) the house, we broke (break) some glasses.

f) Alan was looking (look) out of the window when he saw (see) a UFO.

Actividad nº 7

1. I have spent (spend) too much money today.

2. Tina has forgotten (forget) her backpack again.

3. I haven't had (not have) a routine checkup yet.

4. Both doctors have already taken (take) my blood pressure.

5. Christopher hasn't suffered (suffer) from allergies until this year.

6. The hospital has x-rayed (x-ray) the patient's leg twice.

7. Rob and Fred have fallen (fall off) their motorbikes many times.

8. Carol and I haven't sprained (not sprain) our ankles.

Actividad nº 8

1. ... broken your leg?
☒ a. How have you
2. ... taken my temperature?
☒ a. Why has she
3. ... have their injections?
☒ b. When did they
4. Ted... the flu.
☒ b. hasn't had
5. You... the doctor.
☒ b. have already seen
6. Jim and John... their flu shots yet.
☒ b. haven't had

Actividad nº 9

1. Paula hasn't been to see the doctor She really needs a checkup.
☐ b. yet
2. The patient took his medication
☐ a. an hour ago
3. Have you ... broken your arm?
☐ a. ever
4. We have been sick It's probably the flu.
☐ b. since Sunday
5. Wait a moment please! I have not finished the last exercise...
☐ b. yet
6. We have not seen each other... Saturday
☐ b. since

Actividad nº 10

a) (They bought a house) (The sales agent found a house for them)

When the sales agent found a house for them... they had bought a house.

b) (Paul cleaned the house) (His brother came to help)

When they came to help ... Paul had cleaned the house.

c) (Emma finished her homework) (Michael phoned her)

When Michael phoned Emma ... she had finished her homework.

d) (I didn't see Jacob for a long time) (I met Jacob the other day)

I met Jacob the other day. I hadn't seen him for a long time.

Actividad nº 11

Will was driving (drive) home from work when he had (have) the accident. He wasn't paying (pay) attention and hit (hit) a parked car. Fortunately, he wasn't (be) hurt because he was wearing (wear) his seat belt. He called (call) an ambulance with his mobile phone. The ambulance came (come) twenty minutes later, and took (take) him to the hospital.

Actividad nº 12

a) Pedro wasn't (be) hungry because he had had (have) a very big lunch.

b) The party had finished (finish) when we arrived (arrive). Everyone had gone (go) home.

c) Lisa felt (feel) tired because she hadn't had (have) much sleep the night before.

d) I met (meet) an old school friend last week. I hadn't seen (see) him for years.

Actividad nº 13

1. I can send you a message if you let me know your e-mail address.

2. If you click on that link, it will take you to a new website.

3. I sent you a message this morning. Did you check your in-box ?

4. How many hours a day are you online ?

5. I bring my laptop computer to work.

6. How do you upload and download files?

7. Be careful when you decide to open a file. It may have a virus!

8. I write about my travel experiences on my own personal blog.

9. You can delete any computer document or e-mail message that you don't want to keep.

10. Oh no! I just spilled my coffee on my computer keyboard ! My boss will be really angry.

11. I almost never buy books at a book store anymore. I usually read e-books.

12. You can sign in to your e-mail account with your username and password.

13. Our teacher sent us an e-mail with an attachment called homework.doc – ‘doc’ means document.

14. My password is a secret. Only I know it.

15. I took a photo of our school yesterday, and sent it to you as an attachment.

Actividad nº 14

1. The article is about the Apple Computer company.

☐ (b) FALSE

2. When was Steve Jobs born?

☐ (b) 1955

3. He made his own televisions as a boy because his family was poor.

☐ (b) FALSE

4. In Paragraph 2, what does ‘them’ refer to?

☐ (c) televisions

5. Why didn’t Steve Jobs study in grade five in school?

☐ (a) He studied very hard.

6. Steve Jobs never graduated from high school.

☐ (b) FALSE

7. In Paragraph 2, what does ‘it’ mean?

☐ (a) deciding to quit college

8. When did Steve Jobs make Apple Computer company?

☐ (a) 1976

9. What was the name of Steve Jobs’ wife?

☐ (c) It doesn’t say.

10. When did Steve Jobs die?

☐ (c) 2011

Actividad nº 15

According to the text, say if the next sentences are TRUE (T) or FALSE (F).

a. Special English is a language school.



Falso

b. The Voice of America broadcast the first Special English program on October 19, 1959.



Verdadero

c. Special English was a program for English native speakers.



Falso

d. Special English was very successful.



Verdadero

e. It only wants to communicate with people who are not fluent in English.



Falso

Actividad nº 16

1. After talking with teachers, what did Viktor Nordmark and his friends find was the best way to improve teaching skills?



Teachers giving detailed answers to open ended questions about their class

2. Why did Nordmark and his friends decide to develop Hubert to improve teaching?



It would reach a large amount of people but still get detailed information from students.

3. What was an example of Hubert's limitations?



Hubert only asks pre-establish questions

4. How does Nordmark and his co-founders plan to change Hubert in the future?



All of these are changes that Nordmark wants to make

Bloque 11. Unit 4.
The "if" generation

ÍNDICE

- 0. Introduction
 - 1. Grammar.
 - 1.1. Conditional sentences
 - 1.2. I wish...
 - 2. Vocabulary: linking words
 - 3. Reading: the "if" generation
 - 4. Listening: wishes and hypothetical situations.
 - 5. Writing: requests, offers and suggestions.
 - 6. Speaking: giving opinions.
-

0. Introduction

En este tema vamos a leer un texto muy interesante titulado *The "if" generation*. Aparece en el último apartado porque para entenderlo y poder hablar de ello, antes debes aprender a usar las oraciones condicionales y a expresar nuestra opinión. También veremos conectores que nos van a ser muy útiles para contrastar ideas, y por último aprenderemos a formular hipótesis y expresar deseos.

1. Grammar

La sección de gramática la hemos dividido en dos bloques:

- Oraciones condicionales. Me ayudarán a expresar condiciones, hipótesis, sugerencias y deseos. En el curriculum de ESPAD del módulo 4 sólo se incluye la condicional de primer tipo y de segundo tipo. Aunque en la teoría aparecerá la explicación de todas las condicionales, en los ejercicios sólo se practicarán las de tipo 1 y 2, que son de las que el alumno se tendrá que examinar.

- *I wish...* para expresar opinión, gustos, preferencias y deseos.

1.1. Conditional sentences

CONDITION + RESULT	
ZERO conditional	<p>If you stand in the rain, you get wet. If you heat ice, it melts.</p> <p>PRESENT SIMPLE + PRESENT SIMPLE</p> <p>USES: Facts which are generally true or scientific facts The condition always has the same result</p>
FIRST conditional	<p>If it rains, we will cancel the trip. If you study, you will pass the exam.</p> <p>PRESENT SIMPLE + WILL / WON'T + VERB</p> <p>USES: A possible situation in the future Predicting a likely result in the future (if the condition happens)</p>
SECOND conditional	<p>If I won the lottery, I would travel a lot. If they sold their house, they would be rich.</p> <p>PAST SIMPLE + WOULD + VERB</p> <p>USES: Hypothetical or unlikely situations Unreal or improbable situation now or in the future</p>
THIRD conditional	<p>If you had studied, you would have passed the exam. If I hadn't been sick, I would have gone to your party.</p> <p>PAST PERFECT + WOULD HAVE + PAST PARTICIPLE</p> <p>USES: The person is imagining a different past Imaginary situation that did not happen</p>

Los condicionales se emplean para especular acerca de lo que podría ocurrir, lo que puede haber ocurrido y lo que deseáramos que ocurriese. En inglés, la mayoría de las oraciones que emplean el tiempo verbal condicional contienen el término "if". Muchas de las construcciones condicionales del inglés se utilizan en oraciones que incluyen verbos en pasado. Este uso se denomina "el pasado irreal" porque empleamos un tiempo verbal de pasado pero no estamos refiriéndonos a algo que haya sucedido realmente. Hay cinco formas principales de construir oraciones condicionales en inglés. En todos los casos, se componen de una proposición o cláusula con "if" y una proposición principal. En muchas oraciones condicionales negativas existe una construcción alternativa equivalente que usa "unless" en lugar de "if".

CONDICIONAL TIPO CERO

El "**zero conditional**" se utiliza cuando el tiempo al que nos referimos es ahora o siempre y la situación es real y posible. Este tipo de condicional suele emplearse para hablar de hechos generales. El tiempo verbal de ambas proposiciones es el "simple present". En las oraciones condicionales de tipo 0, el término "if" puede normalmente sustituirse por "when" sin que cambie el significado.

EJEMPLOS

If you heat ice, it melts.

Ice melts if you heat it.

When you heat ice, it melts.

Ice melts when you heat it.

If it rains, the grass gets wet.

The grass gets wet if it rains.

When it rains, the grass gets wet.

The grass gets wet when it rains.

El condicional tipo cero suele también utilizarse para dar instrucciones y, en este caso, el verbo de la cláusula principal va en imperativo.

EJEMPLOS

If Bill phones, tell him to meet me at the cinema.

Ask Pete if you're not sure what to do.

If you want to come, call me before 5:00.

Meet me here if we get separated.

CONDICIONAL TIPO 1

El "**type 1 conditional**" se emplea para referirse al presente o futuro cuando la situación es real. El condicional tipo 1 se refiere a una condición posible y su resultado probable. En estas oraciones, la cláusula "if" adopta el "simple present" y la proposición principal el "simple future".

EJEMPLOS

If it rains, you will get wet.

You will get wet if it rains.

If Sally is late again I will be mad.

I will be mad if Sally is late again.

If you don't hurry, you will miss the bus.

You will miss the bus if you don't hurry.

CONDICIONAL TIPO 2

El "**type 2 conditional**" se utiliza para referirse a un tiempo que puede ser ahora o en cualquier momento y a una situación que no es real. Estas oraciones no aluden a hechos. El condicional tipo 2 se emplea para hacer referencia a una condición hipotética y su resultado probable. En estas oraciones, la proposición "if" adopta el "simple past" y la cláusula principal el "present conditional".

EJEMPLOS

If it rained, you would get wet.

You would get wet if it rained.

If you went to bed earlier you wouldn't be so tired.

You wouldn't be so tired if you went to bed earlier.

If she fell, she would hurt herself.

She would hurt herself if she fell.

Con el verbo "to be", es correcto y además muy habitual decir "if I were" en lugar de "if I was".

EJEMPLOS

If I were taller, I would buy this dress.

If I were 20, I would travel the world.

If I were you, I would give up smoking.

If I were a plant, I would love the rain.

En las oraciones condicionales de tipo 2 también pueden emplearse los modales en la proposición principal para expresar el grado de certeza, permiso o una recomendación sobre el resultado.

EJEMPLOS

We might buy a larger house if we had more money

He could go to the concert if you gave him your ticket.

If he called me, I couldn't hear.

CONDICIONAL TIPO 3

El "**type 3 conditional**" se emplea para referirse a un tiempo situado en el pasado y a una situación contraria a la realidad. Se basa en unos hechos que son opuestos a lo que se está expresando. El condicional tipo 3 se utiliza para hacer referencia a una condición del pasado que no es real, así como a su resultado probable en el pasado. En estas oraciones, la cláusula "if" adopta el "past perfect" y la proposición principal el "perfect conditional".

EJEMPLOS

If it had rained, you would have gotten wet.

You would have gotten wet if it had rained.

You would have passed your exam if you had worked harder.

If you had worked harder, you would have passed your exam.

I would have believed you if you hadn't lied to me before.

If you hadn't lied to me before, I would have believed you.

Actividad nº 1

Complete the Conditional Sentences (Type I) by putting the verbs into the correct form.

1. If you (SEND) _____ this letter now, she (RECEIVE) _____ it tomorrow.
2. If I (DO) _____ this test, I (IMPROVE) _____ my English.
3. If I (FIND) _____ your ring, I (GIVE) _____ it back to you.
4. Peggy (GO) _____ shopping if she (HAVE) _____ time in the afternoon.
5. Simon (GO) _____ to London next week if he (GET) _____ a cheap flight.
6. If her boyfriend (PHONE) _____ today, she (LEAVE) _____ him.
7. If they (STUDY) _____ harder, they (PASS) _____ the exam.
8. If it (RAIN) _____ tomorrow, I (HAVE) _____ to water the plants.
9. You (CAN) _____ able to sleep if you (WATCH) _____ this scary film.
10. Susan (MOVE) _____ into the new house if it (BE) _____ ready on time.

Actividad nº 2

Janine is a daydreamer. She imagines what would happen if she won the lottery. Complete the Conditional Sentences Type II.

1. If I (PLAY) _____ the lottery, I (HAVE) _____ a chance to hit the jackpot.
2. If I (HIT) _____ the jackpot, I (BE) _____ rich.
3. If I (BE) _____ rich, my life (CHANGE) _____ completely.
4. I (BUY) _____ a lonely island if I (FIND) _____ a nice one.
5. If I (OWN) _____ a lonely island, I (BUILD) _____ a huge house by the beach.
6. I (INVITE) _____ all my friends if I (HAVE) _____ a house by the beach.
7. I (PICK) _____ my friends up in my yacht if they (WANT) _____ to spend their holidays on my island.
8. We (HAVE) _____ great parties if my friends (COME) _____ to my island.
9. If we (LIKE) _____ to go shopping in a big city, we (CHARTER) _____ a helicopter.
10. But if my friends' holidays (BE) _____ over, I (FEEL) _____ very lonely on my lonely island.

Actividad nº 3

Complete the Conditional Sentences. Decide whether to use Type I or II.

1. If you (DO) _____ your homework now, we (GO) _____ to the cinema in the evening.
2. If we (ORDER) _____ the book now, we (HAVE) _____ it tomorrow.
3. If I (HAVE) _____ more money, I (BUY) _____ a bigger car.
4. If I (MEET) _____ my favourite movie star, I (ASK) _____ him for an autograph.
5. I (CALL) _____ you if I (NEED) _____ your help.
6. I (GO) _____ swimming if the weather (BE) _____ better.
7. If he (HAVE) _____ time tomorrow, we (MEET) _____ the day after.
8. If I (BE) _____ you, I (KNOW) _____ what to do.
9. If we (ORDER) _____ the tickets soon, there (BE) _____ any tickets left.
10. She (SAY) _____ that if she (BE) _____ your friend.

Actividad nº 4

Complete the conditional sentences (type I or II)

The Cat and the Mouse

Once upon a time the cat bit the mouse's tail off.

"Give me back my tail," said the mouse.

And the cat said, "Well, I (GIVE) _____ you back your tail if you (FETCH) _____ me some milk. But that's impossible to do for a little mouse like you."

The mouse, however, went to the cow.

"The cat (GIVE) _____ me back my tail if I (FETCH) _____ her some milk."

And the cow said, "Well, I (GIVE) _____ you milk if you (GET) _____ me some hay. But that's impossible to do for a little mouse like you."

The mouse, however, went to the farmer.

"The cat (GIVE) _____ me back my tail if the cow (GIVE) _____ me some milk. And the cow (GIVE) _____ me milk if I (GET) _____ her some hay."

And the farmer said, "Well, I (GIVE) _____ you hay if you (BRING) _____ me some meat. But that's impossible to do for a little mouse like you."

The mouse, however, went to the butcher.

"The cat (GIVE) _____ me back my tail if the cow (GIVE) gives me milk. And the cow (GIVE) _____ me milk if she (GET) _____ some hay. And the farmer (GIVE) _____ me hay if I (GET) _____ him some meat."

And the butcher said, "Well, I (GIVE) _____ you meat if you (MAKE) _____ the baker bake me a bread. But that's impossible to do for a little mouse like you."

The mouse, however, went to the baker. "The cat (GIVE) _____ me back my tail if I (FETCH) _____ her some milk. And the cow (NOT GIVE) _____ me milk if I (NOT GET) _____ her hay. And the farmer (GIVE) _____ me hay if the butcher

(HAVE) _____ some meat for him. And the butcher (NOT GIVE) _____ me meat if you (NOT BAKE) _____ him a bread."

And the baker said, "Well, I (GIVE) _____ you bread if you (PROMISE) _____ never to steal my corn or meal."

The mouse promised not to steal, and so the baker gave the mouse bread, the mouse gave the butcher bread. The butcher gave the mouse meat, the mouse gave the farmer meat. The farmer gave the mouse hay, the mouse gave the cow hay. The cow gave the mouse milk, the mouse gave the cat milk. And the cat gave the mouse her tail back.

But imagine what would have happened otherwise:

If the mouse had not promised never to steal corn or meal, the baker would not have given the mouse bread.

If the baker had not given the mouse bread, the butcher would have refused to give her meat for the farmer.

If the butcher had refused her any meat, the farmer would not have been willing to give the mouse hay.

If the farmer had not been willing to give the mouse hay, the mouse would not have received milk from the cow.

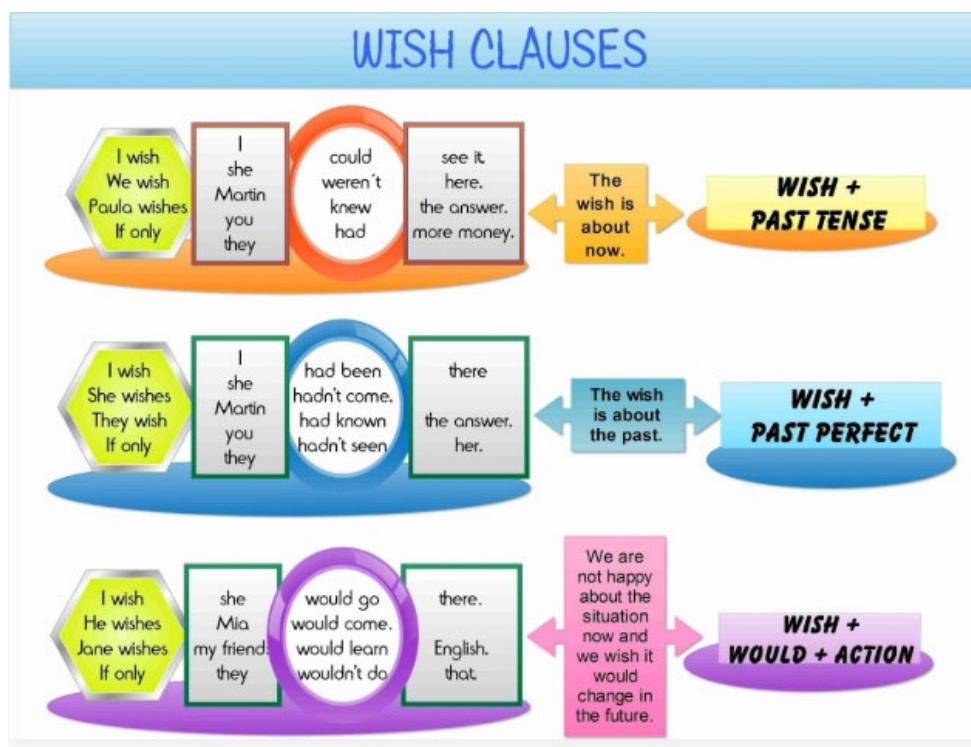
If the mouse had not received milk from the cow, she would not have got back her tail.

Para saber más

ONLINE ACTIVITIES:

- <https://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/1cond1.htm>
- <http://www.better-english.com/grammar/firstconditional2.htm>
- <http://perso.wanadoo.es/autoenglish/gr.con1.1.i.htm>

1.2. I wish ...



"I wish" y "If only" son utilizados para hablar de **deseos** y **arrepentimientos**. Los traduciríamos en español como "ojalá" o "qué mas quisiera".

También usamos estas expresiones para **lamentarnos** sobre algo que ha ocurrido en el pasado o que puede que ocurra en el futuro.

Si nos lamentamos o mostramos arrepentimiento sobre un suceso presente o futuro, entonces las expresiones "if only" y "I wish" van seguidas de el **pasado simple**.

- I wish I had a car to be able to accept that job.

- If only I had a car to be able to accept that job.

Ójala tuviera un coche para poder aceptar ese puesto de trabajo. No tengo un coche, por lo que me lamento ya que no puedo aceptar ese puesto de trabajo.

Si de lo que hablamos es de un suceso que ocurrió (o no llegó a ocurrir) en el pasado y que, por lo tanto, es imposible de modificar, las expresiones "if only" y "I wish" van seguidas del **pasado perfecto**.

- I wish I had left the house earlier.

- If only I had left the house earlier.

Ójalá hubiera salido antes de casa. Lo que queremos decir con estos ejemplos es que nos lamentamos, por ejemplo, hemos perdido el autobús porque hemos salido tarde de casa y ya no tiene solución.

Por último, tenemos que hablar del uso de "I wish" y "if only" para hablar de algo en el presente y que nos gustaría cambiar. Suele ser generalmente algo que nos molesta. En estos casos, la expresión "wish" va seguida del verbo modal "**would**". Sin embargo, no olvides que solo podemos usar "wish" + "would" para hablar de cosas que no podemos cambiar.

- I wish I wouldn't like chocolate cake so much.

Ojalá no me gustara tanto la tarta de chocolate. Me gustaría que no me gustara tanto la tarta de chocolate, pero es imposible cambiarlo.

Error común

Aunque hablemos de deseos sobre el pasado, **wish** siempre se mantiene en **presente simple**. No se dice **I wished he had come*, sino **I wish he had come**.

Actividad nº 5

Lee las siguientes situaciones, y expresa un deseo para cada una utilizando 'I wish...'

- a) I don't have any friends. I wish _____.
- b) I can't go to the party. I wish _____.
- c) My car doesn't work. I wish my car _____.
- d) She isn't at the beach. She likes the beach very much. She wishes _____.
- e) I don't have a computer. I wish _____.
- f) I'm not very strong. I wish _____.

Actividad nº 6

Fill the gaps using the verbs in brackets.

Regrets

- 1. I wish I (GET DRUNK) _____ and kissed Samantha.
- 2. I wish it (RAIN) _____ so much. The garden's turned to mud.
- 3. If only I (PARK) _____ there, I wouldn't have got a fine.

Wanting change

- 4. If only I (HAVE) _____ more time for my hobbies.
- 5. I wish it (RAIN) _____ more often in Valencia.
- 6. I wish I (HAVE) _____ to go to your nephew's wedding.

Complaints

7. I wish you (DRINK) _____ so much. You're a complete idiot when you're drunk.
8. If only it (RAIN) _____ The garden's as dry as a bone.
9. I wish Samantha (WASH) _____ her hair more often. It looks so greasy all the time.

Mixed

10. I wish you (BE) _____ so horrible to your brother. He's a really nice bloke.
11. I wish the council (DEMOLISH) _____ that beautiful old house. It was part of the town's heritage.
12. If only I (HAVE) _____ the money to go to Jon's wedding in The States.
13. I wish I (TELL) _____ her she'd put on weight. She hates me now.
14. I wish you (SPEAK) _____ to your mother like that.
15. If only we (BUY) _____ a Hewlett Packard printer. The cartridges are so expensive.
16. I wish Jorge (DRIVE) _____ so fast. It's only a matter of time before he kills someone.

Para saber más

ONLINE ACTIVITIES:

- <http://www.better-english.com/grammar/wishes.htm>
- <http://www.better-english.com/grammar/wish2.htm>
- <http://www.better-english.com/grammar/wish1.htm>

2. Vocabulary: linking words

En este apartado vamos a estudiar conectores de causa y resultado, contraste y finalidad.

Cause-and-Effect Linking Words

There are three main types of linking words: conjunctions, transitions, and prepositions.

1. Conjunctions

The most important conjunctions are **because**, **as**, **since**, and **so**. "Because", "as", and "since" introduce a cause; "so" introduces an effect. These are used to join two complete sentences (or independent clauses) together.

For example:

I stayed at home because it was raining.

Or:

It was raining, so I stayed at home. (use a comma before "so")

You can also reverse the order of the sentences with because, as, and since.

For example:

Because it was raining, I stayed at home. (use a comma between the first and second sentences)

Note that this is not possible with "so".

2. Transitions

The most important transitions are **therefore**, **consequently**, and **as a result**. All of these introduce an effect. These are used to join two complete sentences (or independent clauses) together.

For example:

It was raining; therefore, I stayed home.

Or:

It was raining. Consequently, I stayed at home.

3. Prepositions

The most important prepositions are **due to** and **because of**. Both of these introduce a cause in the form of a noun phrase.

For example:

I stayed at home due to the rain.

Or:

Because of the rain, I stayed at home.

Actividad nº 7

Link the following two sentences using "because":

Hemp is related to the marijuana plant.

It is illegal.

Link the following sentences using "as a result":

In the last ten years, many BC valleys have been clearcut.

142 species of salmon have become extinct.

Link the following sentences using "since":

Forestry is important to Canada.

It generates a lot of export income.

Link the following sentences using "therefore":

Some people believe marijuana should be legal.

Marijuana is less toxic than alcohol or tobacco.

Link the following sentences using "due to" (you will have to change one of the sentences into a noun phrase):

Many species in BC are threatened.

Logging is taking place.

Using linking words to show contrast

We use linking words to join ideas together when we're talking or writing. Sometimes we want to link two ideas that are different from each other (for example, one is a positive idea and one is a negative idea) or we want to link one idea to another one which is surprising or unexpected. We can use linking words like '**however**', '**although**' and '**despite**' to do this.

Although

We can use 'although' at the beginning or in the middle of a sentence. It is used in front of a clause (a clause has at least a subject and a verb that agrees with the subject).

Although the weather is bad, I love London.

I love London, although the weather is bad.

Despite / in spite of

We use 'despite' or 'in spite of' before a noun or a gerund. It can also go in the middle or at the beginning of a sentence. 'Despite' and 'in spite of' mean exactly the same thing. You can choose whichever one you like! If you want to use 'despite' or 'in spite of' before a clause, you need to add 'the fact that'.

I love London despite the bad weather.

I love London in spite of the bad weather.

Despite the bad weather, I love London.

In spite of the bad weather, I love London.

Despite the fact that the weather is bad, I love London.

In spite of the fact that the weather is bad, I love London.

I love London despite the fact that the weather is bad.

I love London in spite of the fact that the weather is bad.

But/ However

But is more informal than however. You can use however at the beginning of a sentence, but you can't use but at the beginning of a sentence (in written English).

We use 'although' and 'despite / in spite of' to connect two clauses in the same sentence. On the other hand, 'however' isn't used to connect two clauses. Instead, we usually put the two ideas in two separate sentences. We put 'however' in the second sentence, and we can put it at the beginning, at the end, or after the subject.

I love London. However, the weather is bad.

I love London. The weather, however, is bad.

I love London. The weather is bad, however.

I tried to lift the box, but it was too heavy for me.

While / Whereas / Unlike

These linking words are used to make contrasts. While and whereas are usually used between two complete phrases. Unlike is typically used with only a subject.

I like tennis, while my brother prefers bowling.

This cell phone plan costs \$0.05 per minute, whereas that one gives you up to 800 minutes per month for a fixed price.

His boss allows him to work from home, unlike mine.

She's very friendly, unlike her sister.

On the one hand ... on the other hand

We can use on the one hand and on the other hand when we contrast two different things or two different ways of thinking about something. We often use them to present a balanced argument in which both sides must be considered:

On the one hand, mobile phones are very useful and can save lives. On the other hand, people seem to use them for the most pointless and unnecessary calls.

We often use on the other hand on its own in the second part of a contrast, without on the one hand:

It's a chaotic and disorganised country, but on the other hand it's a very friendly and beautiful place. (Both things are true about the country.)

On the contrary

We can use on the contrary to emphasise that something is the opposite of something which has been mentioned. We often use it to state that an original statement was not true, and we often use it after a negative statement. On the contrary is much more common in writing than in informal speaking:

He didn't seem offended by her criticisms; on the contrary, he seemed to enjoy them. (It was not true that he was offended by the remarks – he enjoyed them.)

as opposed to + noun

Significa a diferencia de ...

As opposed to my sister, I don't smoke

instead of + noun

Significa en lugar de / en vez de

I want tea instead of coffee

Actividad nº 8

En el siguiente texto faltan conectores. Colócalos donde correspondan.

or although despite on the other hand on the one hand but

Maria Karpov joined London's lacrosse team yesterday. (1) _____ she was offered many positions, she decided to accept London's offer, (2) _____ the low salary. (3) _____, she could earn more money in other teams, but (4) _____, London's team is one of the best in the world. She knows that she must work hard (5) _____ she won't stay in the team. It is a lot of effort (6) _____ it's Maria's dream.

TO and FOR

The prepositions **to** and **for** are very easy to confuse! Here are some rules:

Don't say: "I'm studying every day for improve my English."

Say: "I'm studying every day to improve my English."

Use TO In These Cases:

Destination

"We're going to Paris."

What time it is

"It's a quarter to 2."

Distance

"It's about ten miles from my house to the university."

Comparing

"I prefer sleeping to working."

Giving

"I gave the book to my sister."

Motive/Reason – with verb

"I came here to see you."

Use **FOR In These Cases:**

Benefits

"Yogurt is good for your digestion."

Period of time

"We've lived here for 2 years."

Schedule

"I made an appointment for May 3."

Agree with

"Are you for or against the development of nuclear weapons?"

Doing something to help someone

"Could you carry these books for me?"

Motive/Reason – with noun

"Let's go out for a drink."

Function – with verb (-ing form)

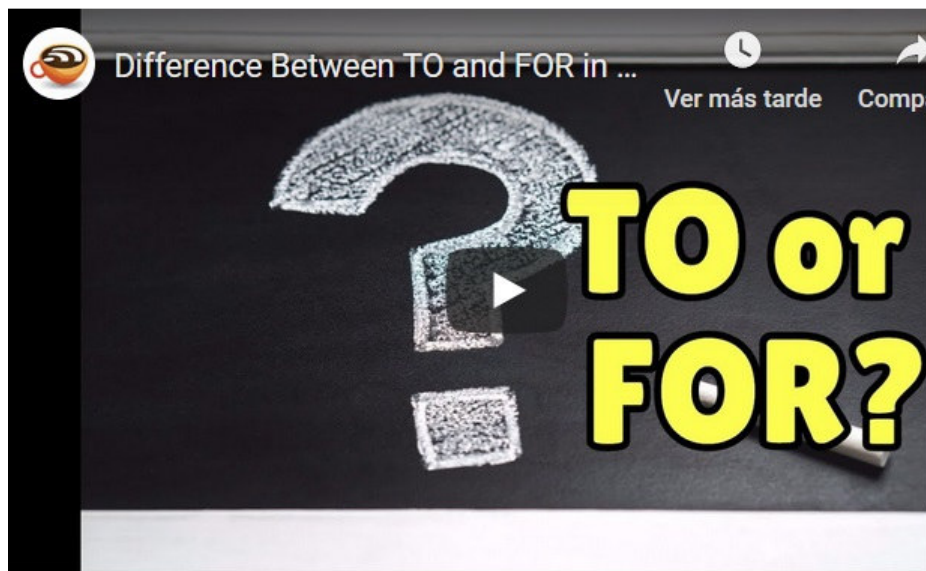
"A ladle is a big spoon used for serving soup."

As you can see, TO or FOR can be used for a motive/reason, but TO is always with a verb, and FOR is always with a noun. Here's a good example:

I came to New York to work.

I came to New York for a new job.

Watch the next video:



Vídeo nº 1. To or for. Fuente: youtube. Autor: desconocido. Licencia: desconocida
<https://www.youtube.com/watch?v=zTmTcEOQMFA>

Purpose

We use the following conjunctions to talk about purposes or goals. **So** and **so that** are more common than **so as** and **in order that**. **So as** is rather informal. **In order that** is more formal than the others.

Example: **I asked him to move so / so that/ so as / in order that / I could see the screen better.**

Para saber más

- In the next link you will find different videos about linking words. Press [here](#) to watch them.

https://www.youtube.com/results?search_query=anglo+link+linking+words

- [Here](#) you can practice linking words.

<https://www.english-in-chester.co.uk/e-learning/lesson/linking-words/>

- Continue practising in this [link](#).

<https://www.flo-joe.co.uk/cae/students/writing/linking/>

3. Reading: the "if" generation

Read the text aloud and then tell your classmates what you understood.

THE IF GENERATION

Nowadays, many people have issues with appreciating what they have; it is always the matter of 'If I were richer...', 'If I were younger...', 'If I were him...' etc. I don't have a problem with the fact that we want more from our lives; what annoys me is the fact that we keep saying what we would do 'IF' ...

When I was younger, I thought that if my parents had been richer I could have been more fortunate with my life. I was losing my time on thinking that if I had been born in the family of my cousin, I would have enjoyed private tennis lessons, skiing holidays in Austria or expensive, fashionable clothes. What I didn't take into consideration back then was the fact that I didn't really like sport, I absolutely hated skiing and expensive clothes often covered the lack of personality. In other words, I was jealous of the things that I didn't want in reality.

Nowadays I keep finding myself the new 'ifs' that can successfully keep me away from being happy. I think that if I had more time, I would start going to the gym; if I had more money, I would eat healthy etc. Result? An overweight 30-year-old woman, always complaining about how difficult life is.

But the problem of 'ifs' doesn't finish here. We tend to overuse the 1st conditional in quite straightforward situations. 'I'll visit you if I have time' usually means 'I won't visit you, I'm busy' or 'I will lend you the money if I can' equals: 'I will not lend you the money, don't put me in an uncomfortable situation'. Why do we choose to send confusing messages when we can simply say what we think? We have to be not only politically correct anymore, we must be socially correct too.

After reading the text, think about the following questions. Tell your classmates your opinion.

1. Is it difficult for you to make decisions? Do you often look for the opinions of other people before you decide on something?
2. Are you the kind of person that looks for excuses when it comes to doing things that need a lot of effort? (ex. giving up smoking, exercising regularly, learning a foreign language on a daily basis etc.)
3. Do you regret not doing something in the past because you know that if you had done it, your present life would be better?
4. How do you understand the quote by Sun Tzu : *Can you imagine what I would do if I could do all I can?*
5. Do you agree with the author's opinion that we are the 'IF' generation?
6. Do you find any similarities between your and the author's way of thinking?
7. Are you socially correct in the way it is described in the text?

4. Listening: wishes and hypothetical situations.

Watch the next video up to minute 3:



Vídeo nº 2. What would you do if you won the lottery? Autor: desconocido.

Fuente: youtube. Licencia: desconocida

<https://www.youtube.com/watch?v=ORK8x43fGWQ>

Actividad nº 8

1. What would Halina do if she won the lottery?
2. How much would she like to win?
3. Why do they use second conditional when they talk about what she would do if she won the lottery?

Now you can continue watching the video up to the end if you want to. Enjoy it!

5. Writing: requests, offers and suggestions.

Read the different ways to express requests, offers and suggestions in English:



Actividad Nº 9

MAKE OFFERS USING THE WORDS GIVEN

- 1- COOK THE DINNER. (SHALL) _____
- 2- CLEAN THE FLOOR (CAN) _____
- 3- CUP OF COFFEE (WOULD) _____
- 4- DO THE SHOPPING (WILL) _____
- 5- SOME SANDWICHES (WOULD) _____
- 6- HELP YOU WITH YOUR HOMEWORK (CAN) _____

MAKE SUGGESTIONS USING THE WORDS GIVEN

1. INVITE OUR FRIENDS TO THE PARTY. (HOW) _____
- 2- WATCH A VIDEO (WE) _____
- 3- GO TO THE BEACH (LET'S) _____
4. MAKE A CAKE IN THE AFTERNOON (WHAT) _____
- 5- CALL TOM (CAN) _____
- 6- HAVE A COFFEE (SHALL) _____

MAKE REQUESTS USING THE WORDS GIVEN

- 1- SEND THIS E-MAIL (COULD) _____
- 2-TURN ON THE LIGHTS (MAY) _____
- 3-WASH THE DISHES (CAN) _____
- 4- CLOSE THE WINDOW. IT IS COLD HERE (WILL) _____
- 5-BUY SOME BISCUITS (CAN) _____
- 6- HELP YOU (MAY) _____

COMPLETE THE DIALOGUE

- A-I'M HUNGRY. LET'S _____ (HAVE) A PIZZA
- B. OK
- A-WOULD YOU LIKE ME _____ (MAKE) IT?
- B. NO, OF COURSE NOT. I WILL _____ (ORDER) ONE FROM THE TAKEAWAY.WHAT WOULD _____ (LIKE) TO DRINK?
- A- COKE, PLEASE. HOW _____ (LAY) THE TABLE?
- B-I WILL _____ (HELP) YOU.
- A-WHAT _____ (HAVE) ICE-CREAM FOR DESSERT?
- B- THAT WOULD BE GREAT.
- A-WHY _____ (BUY) SOME AFTER DINNER?
- B.OK
- A- THE PIZZA HAS JUST ARRIVED. LET'S _____ (SIT) AT THE TABLE.

NOW WRITE A SIMILAR DIALOGUE ABOUT DOING HOUSEWORK.

6. Speaking: giving opinions.

GIVING OPINIONS

- | | |
|---|--|
| 1. Giving your opinion neutrally | I think...
I feel that...
In my opinion...
As far as I'm concerned...
As I see it...
In my view...
I tend to think that |
| 2. Asking someone's opinion | What do you think?
What's your view?
How do you see the situation?
What's your opinion?
What are your ideas?
Do you have any thoughts on that?
How do you feel about that? |
| 3. Agreeing with an opinion | Of course.
You're absolutely right.
Yes, I agree.
I think so too.
That's a good point.
Exactly.
I don't think so either.
So do I.
That's true.
Neither do I. |
| 4. Disagreeing with an opinion | That's different.
I don't agree with you.
However...
That's not entirely true.
On the contrary...
I'm sorry to disagree with you, but...
Yes, but don't you think...
That's not the same thing at all.
I'm afraid I have to disagree.
I'm not so sure about that.
I must take issue with you on that.
It's unjustifiable to say that... |

Look at the pictures and answer the questions using the expressions to give opinions.

1. Who do the suitcases belong to – a woman or a man? What makes you think so?
2. What things have they packed?
3. Where are they going to spend their holiday? Why do you think so?
4. What type of holiday are they going to have?
5. What is the weather going to be like? Why do you think so?
6. What are they going to do there? Make a guess?
7. What kind of person are they? Justify your opinion.



Imagen nº 1. Autor: desconocido. Fuente: islcollective. Licencia: Creative Commons

https://en.islcollective.com/resources/printables/worksheets_doc_docx/holiday_suitcase_1/travel-travel-holidays/56913

GIVING YOUR OPINION

In your opinion, what causes global warming?

- a) Is it caused by human activities? Pollution from factories, transportation (vehicles), burning coal, etc.
- b) Is it natural? Part of the earth's natural cycle of cooling and warming
- c) Deforestation? Cutting trees means less oxygen to circulate the globe

Soluciones a los ejercicios propuestos

Actividad nº 1

1. If you (SEND) send this letter now, she (RECEIVE) will receive it tomorrow.
2. If I (DO) do this test, I (IMPROVE) will improve my English.
3. If I (FIND) find your ring, I (GIVE) will give it back to you.
4. Peggy (GO) will go shopping if she (HAVE) has time in the afternoon.
5. Simon (GO) will go to London next week if he (GET) gets a cheap flight.
6. If her boyfriend (PHONE) does not phone today, she (LEAVE) will leave him.
7. If they (STUDY) do not study harder, they (PASS) will not pass the exam.
8. If it (RAIN) rains tomorrow, I (HAVE) will not have to water the plants.
9. You (CAN) will not be able to sleep if you (WATCH) watch this scary film.
10. Susan (MOVE) will not move into the new house if it (BE) is not ready on time.

Actividad nº 2

1. If I (PLAY) played the lottery, I (HAVE) would have a chance to hit the jackpot.
2. If I (HIT) hit the jackpot, I (BE) would be rich.
3. If I (BE) were rich, my life (CHANGE) would change completely.
4. I (BUY) would buy a lonely island if I (FIND) found a nice one.
5. If I (OWN) owned a lonely island, I (BUILD) would build a huge house by the beach.
6. I (INVITE) would invite all my friends if I (HAVE) had a house by the beach.
7. I (PICK) would pick my friends up in my yacht if they (WANT) wanted to spend their holidays on my island.
8. We (HAVE) would have great parties if my friends (COME) came to my island.
9. If we (LIKE) liked to go shopping in a big city, we (CHARTER) would charter a helicopter.
10. But if my friends' holidays (BE) were over, I (FEEL) would feel very lonely on my lonely island.

Actividad nº 3

1. If you (DO) do your homework now, we (GO) will go to the cinema in the evening.
2. If we (ORDER) order the book now, we (HAVE) will have it tomorrow.
3. If I (HAVE) had more money, I (BUY) would buy a bigger car.
4. If I (MEET) met my favourite movie star, I (ASK) would ask him for an autograph.
5. I (CALL) will call you if I (NEED) need your help.
6. I (GO) would go swimming if the weather (BE) were better.
7. If he (HAVE) doesn't have time tomorrow, we (MEET) will meet the day after.
8. If I (BE) were you, I (KNOW) wouldn't know what to do.

9. If we (ORDER) don't order the tickets soon, there (BE) won't be any tickets left.

10. She (SAY) would not say that if she (BE) were your friend.

Actividad nº 4

The Cat and the Mouse

Once upon a time the cat bit the mouse's tail off.

"Give me back my tail," said the mouse.

And the cat said, "Well, I (GIVE) would give you back your tail if you (FETCH) fetched me some milk. But that's impossible to do for a little mouse like you."

The mouse, however, went to the cow.

"The cat (GIVE) will give me back my tail if I (FETCH) fetch her some milk."

And the cow said, "Well, I (GIVE) would give you milk if you (GET) got me some hay. But that's impossible to do for a little mouse like you."

The mouse, however, went to the farmer.

"The cat (GIVE) will give me back my tail if the cow (GIVE) gives me some milk. And the cow (GIVE) will give me milk if I (GET) get her some hay."

And the farmer said, "Well, I (GIVE) would give you hay if you (BRING) brought me some meat. But that's impossible to do for a little mouse like you."

The mouse, however, went to the butcher.

"The cat (GIVE) will give me back my tail if the cow (GIVE) gives me milk. And the cow (GIVE) will give me milk if she (GET) gets some hay. And the farmer (GIVE) will give me hay if I (GET) get him some meat."

And the butcher said, "Well, I (GIVE) would give you meat if you (MAKE) made the baker bake me a bread. But that's impossible to do for a little mouse like you."

The mouse, however, went to the baker. "The cat (GIVE) will give me back my tail if I (FETCH) fetch her some milk. And the cow (NOT GIVE) will not give me milk if I (NOT GET) don't get her hay. And the farmer (GIVE) will give me hay if the butcher (HAVE) has some meat for him. And the butcher (NOT GIVE) will not give me meat if you (NOT BAKE) do not bake him a bread."

And the baker said, "Well, I (GIVE) will give you bread if you (PROMISE) promise never to steal my corn or meal."

The mouse promised not to steal, and so the baker gave the mouse bread, the mouse gave the butcher bread. The butcher gave the mouse meat, the mouse gave the farmer meat. The farmer gave the mouse hay, the mouse gave the cow hay. The cow gave the mouse milk, the mouse gave the cat milk. And the cat gave the mouse her tail back.

But imagine what would have happened otherwise:

If the mouse had not promised never to steal corn or meal, the baker would not have given the mouse bread.

If the baker had not given the mouse bread, the butcher would have refused to give her meat for the farmer.

If the butcher had refused her any meat, the farmer would not have been willing to give the mouse hay.

If the farmer had not been willing to give the mouse hay, the mouse would not have received milk from the cow.

If the mouse had not received milk from the cow, she would not have got back her tail.

Actividad nº 5

- a) I don't have any friends. I wish I had friends.
- b) I can't go to the party. I wish I could go to the party.
- c) My car doesn't work. I wish my car worked.
- d) She isn't at the beach. She likes the beach very much. She wishes she were/was at the beach.
- e) I don't have a computer. I wish I had a computer.
- f) I'm not very strong. I wish I was/were stronger.

Actividad nº 6

Regrets

- 1. I wish I (GET DRUNK) hadn't got drunk and kissed Samantha.
- 2. I wish it (RAIN) hadn't rained so much. The garden's turned to mud.
- 3. If only I (PARK) hadn't parked there, I wouldn't have got a fine.

Wanting change

- 4. If only I (HAVE) had more time for my hobbies.
- 5. I wish it (RAIN) rained more often in Valencia.
- 6. I wish I (HAVE) didn't have to go to your nephew's wedding.

Complaints

- 7. I wish you (DRINK) wouldn't drink so much. You're a complete idiot when you're drunk.
- 8. If only it (RAIN) would rain. The garden's as dry as a bone.
- 9. I wish Samantha (WASH) would wash her hair more often. It looks so greasy all the time.

Mixed

10. I wish you (BE) weren't so horrible to your brother. He's a really nice bloke.
11. I wish the council (DEMOLISH) hadn't demolished that beautiful old house. It was part of the town's heritage.
12. If only I (HAVE) had the money to go to Jon's wedding in The States.
13. I wish I (TELL) hadn't told her she'd put on weight. She hates me now.
14. I wish you (SPEAK) wouldn't speak to your mother like that.
15. If only we (BUY) hadn't bought a Hewlett Packard printer. The cartridges are so expensive.
16. I wish Jorge (DRIVE) wouldn't drive so fast. It's only a matter of time before he kills someone.

Actividad nº 7

Link the following two sentences using "because":

Hemp is related to the marijuana plant.

It is illegal.

Hemp is illegal because it is related to the marijuana plant.

Link the following sentences using "as a result":

In the last ten years, many BC valleys have been clearcut.

142 species of salmon have become extinct.

In the last ten years, many BC valleys have been clearcut; as a result, 142 species of salmon have become extinct.

Link the following sentences using "since":

Forestry is important to Canada.

It generates a lot of export income.

Forestry is important to Canada since it generates a lot of export income.

Link the following sentences using "therefore":

Some people believe marijuana should be legal.

Marijuana is less toxic than alcohol or tobacco.

Marijuana is less toxic than alcohol or tobacco; therefore, some people believe marijuana should be legal.

Link the following sentences using "due to" (you will have to change one of the sentences into a noun phrase):

Many species in BC are threatened.

Logging is taking place.

Many species in BC are threatened due to logging.

Actividad nº 8

1. What would Halina do if she won the lottery?

She would donate money to help other people. She would travel.

2. How much would she like to win?

One billion dollars.

3. Why do they use second conditional when they talk about what she would do if she won the lottery?

Because they talk about a hypothetical situation.

Actividad nº 9

MAKE OFFERS USING THE WORDS GIVEN

1- COOK THE DINNER. (SHALL) Shall we cook the dinner?

2- CLEAN THE FLOOR (CAN) Can I clean the floor?

3- CUP OF COFFEE (WOULD) Would you like a cup of coffee?

4- DO THE SHOPPING (WILL) Will I do the shopping?

5- SOME SANDWICHES (WOULD) Would you like some sandwiches?

6- HELP YOU WITH YOUR HOMEWORK (CAN) Can I help you with your homework?

MAKE SUGGESTIONS USING THE WORDS GIVEN

1. INVITE OUR FRIENDS TO THE PARTY. (HOW) How about inviting our friends to the party?

2- WATCH A VIDEO (WE) We could watch a video.

3- GO TO THE BEACH (LET'S) Let's go to the beach.

4. MAKE A CAKE IN THE AFTERNOON (WHAT) What about making a cake in the afternoon?

5- CALL TOM (CAN) We can call Tom.

6- HAVE A COFFEE (SHALL) Shall we have a coffee?

MAKE REQUESTS USING THE WORDS GIVEN

1- SEND THIS E-MAIL (COULD) Could you send this e-mail?

2- TURN ON THE LIGHTS (MAY) May you turn on the lights?

3- WASH THE DISHES (CAN) Can you wash the dishes?

4- CLOSE THE WINDOW. IT IS COLD HERE (WILL) Will you close the window?

5- BUY SOME BISCUITS (CAN) Can you buy some biscuits?

6- HELP YOU (MAY) May I help you?

COMPLETE THE DIALOGUE

A- I'M HUNGRY. LET'S have (HAVE) A PIZZA

B. OK

A- WOULD YOU LIKE ME to make (MAKE) IT?

B. NO, OF COURSE NOT. I WILL order (ORDER) ONE FROM THE TAKEAWAY. WHAT WOULD you like (LIKE) TO DRINK?

A- COKE, PLEASE. HOW about laying (LAY) THE TABLE?

B-I WILL help (HELP) YOU.

A-WHAT about having (HAVE) ICE-CREAM FOR DESSERT?

B- THAT WOULD BE GREAT.

A-WHY don't we buy (BUY) SOME AFTER DINNER?

B.OK

A- THE PIZZA HAS JUST ARRIVED. LET'S sit (SIT) AT THE TABLE.

NOW WRITE A SIMILAR DIALOGUE ABOUT DOING HOUSEWORK.

Bloque 12. Unit 5.

Unit 5. Made in

ÍNDICE

- 0. Introduction
 - 1. Grammar
 - 1.1. Object pronouns
 - 1.2. The passive voice
 - 2. Reading and vocabulary: a job interview.
 - 3. Listening and speaking: a job interview
 - 4. Writing: writing a formal letter to apply for a job
-

0. Introduction

En este tema vamos a aprender a usar los pronombres personales objeto y la voz pasiva, que, a diferencia del castellano, se utiliza con mucha frecuencia en inglés. Y, además de las oraciones pasivas, vamos a trabajar dos cosas que resultan imprescindibles a la hora de buscar trabajo: cómo escribir una carta de presentación para acompañar nuestro CV (que aprendimos a redactar en el Módulo 3), y cómo hacer una entrevista de trabajo. Vamos a empezar leyendo el siguiente texto:

MADE IN...

It is well known that wine, cheese, olive oil, honey and even knives are some of the most representative products of Castilla - La Mancha. What are the most important and typical products of the British Isles? Do you know any of them? Pay attention and you will be surprised by this information.

- Knives are manufactured in Sheffield, because the materials that are needed for the industry are near this area.
- Sheep have always been bred in the area of Yorkshire. Still today, wool is produced there and it is used to make clothes.
- Whisky is the most famous product of Scotland. Whisky is manufactured all over the country by all kinds of distilleries and then it is taken to different countries in the world.
- Scotland was also famous because a lot of ships were made in Glasgow. Nowadays, the production has been reduced because of foreign competition.
- The area of South Wales was very busy during the 1970s and 1980s because coal was mined here. However, coal mining was stopped in the 1990s.
- Fancy a beer? If you like black beer, then go to Ireland. Black beer is produced in Dublin and then it is sold in the United Kingdom and Europe.

Actividad nº 1

Where are the products in the text made? Complete the sentences with the correct information.

- a) Knives, cheese, olive oil and honey are made _____.
- b) Knives are manufactured _____.
- c) (A lot of) _____ were made in Glasgow.
- d) Wool is produced _____.
- e) _____ is taken to different countries of the world.
- f) _____ was mined in South Wales.
- g) _____ was stopped in the 1990s.
- h) Black beer is produced _____.
- i) _____ is sold in the United Kingdom and Europe.

1. Grammar

Made in...

En el apartado gramatical de esta unidad vamos a ver:

- **Pronombres personales objeto.**

- **La voz pasiva**, opuesta a la voz activa. ¿Conoces la diferencia entre ambas?

- En la voz activa nos centramos en la persona o cosa que realiza la acción del verbo.
- En la voz pasiva nos centramos en la persona o cosa que recibe la acción del verbo.

1.1. Object pronouns

Como ya sabes, los pronombres son palabras que sustituyen a los nombres. Generalmente los utilizamos como sujetos de la oración (conoces los pronombres personales cuando realizan función de sujeto, son las primeras cosas que uno aprende cuando empieza a prender un idioma:

I – You – He – She...): I like apples ; You are happy ; They are speaking, etc.

Ahora vamos a ver la forma que tienen esos pronombres cuando realizan otra función distinta a la de sujeto. Cuando queremos referirnos a cualquier persona que no hace la función de sujeto y queremos utilizar el pronombre en lugar de su nombre debemos usar los pronombres en función de objeto.

Podemos poner unos sencillos ejemplos en español para que lo entiendas:

Yo le regalé un libro en Navidad

Mi padre me regaló a mí un CD.

En este caso, tanto **me** como **le** son una variante de YO y de ÉL; la variante que se utiliza en castellano para la función objeto.

En este cuadro puedes ver las dos formas que tienen los pronombres personales:

I	Me
You	You
He	Him
She	Her
It	It
We	Us
You	You
They	Them

Sabemos que la mayor complicación de esta cuestión es precisamente su parecido con otros pronombres y adjetivos (los posesivos). Por ello, tenemos que aprender a diferenciarlos:

- los pronombres personales (sean sujeto u objeto) sustituyen a un nombre (sustantivo) y van solos:

o **She is very beautiful** (pronombre personal sujeto)

o **Simon likes her** (pronombre personal objeto)

- los adjetivos posesivos acompañan a un sustantivo y no pueden ir solos:

o **Simon likes my sister** (adjetivo posesivo, no puede ir sin "sister")

Vamos a ver cómo se usan correctamente estos pronombres personales según una sencilla estrategia:

- **Si el pronombre está delante del verbo, es un pronombre sujeto.**

- **Si el pronombre está detrás del verbo, es un pronombre objeto.**

Example: She loves you (she es un pronombre sujeto y you aquí actúa como pronombre objeto)

Example: Louise phoned John yesterday - She phoned him yesterday (she sustituye a Louise, sujeto; him sustituye a John, objeto)

Example: Steve invited Sue to a party last week - He invited her to a party last week (he sustituye a Steve, sujeto; her sustituye a Sue, objeto)

Actividad nº 2

Change the nouns in bold by pronouns. You have an example:

Example: I like **John**. I like him.

a) We work with **Peter and Susan** . We work with _____.

b) Tell **my sister** the truth. Tell _____ the truth.

c) I will give **my father** a present. I will give _____ a present.

d) I travelled to London with **my cat** . I travelled to London with _____.

e) They gave **my husband and me** a present. They gave _____ a present.

Actividad nº 3

Complete the questions with an object pronoun.

Example: I like those girls. → Do you like **them**?

- a) I like those girls. → Do you like _____?
- b) I like that man. → Do you like _____?
- c) I like those people. → Do you like _____?
- d) I like Tom's wife. → Do you like _____?
- e) I like his friends. → Do you like _____?
- f) I like the woman in the green coat. → Do you like _____?
- g) I like Mr. Brown. → Do you like _____?
- h) I like those students. → Do you like _____?

Para saber más

Press the link [pronouns](#) and watch the video about pronouns un English. Then do the different quizzes. Good luck!

<http://www.bbc.co.uk/skillswise/video/pronouns>

1.2. The passive voice

En inglés se utiliza mucho la voz pasiva, que se centra en el objeto de una acción (quién o qué recibe la acción que expresa el verbo). Oraciones tan sencillas y habituales como “Me dijeron la verdad”, “Mañana inauguran el nuevo centro de adultos” o “En Estados Unidos se habla inglés” no utilizan la voz pasiva en castellano, pero para decirlas en inglés Sí que necesitaremos conocer este tipo de estructura.

Como decíamos al principio de esta unidad, éstas son las características principales de voz activa y voz pasiva:

- En la **voz activa** nos centramos en la persona o cosa que realiza la acción del verbo.
 - **The police arrested the thieves.** (La policía arrestó a los ladrones)
- En la **voz pasiva** nos centramos en la persona o cosa que recibe la acción del verbo.
 - **The thieves were arrested by the police.** (Los ladrones fueron arrestados por la policía)

Por tanto,

- En la voz activa, el sujeto de la oración es la persona o cosa que realiza la acción del verbo. (The police)
- En la voz pasiva, el sujeto de la oración es la persona o cosa que recibe la acción del verbo. (The thieves)

En definitiva, se trata de convertir al objeto de una oración normal en el sujeto de la nueva oración. Es decir, el objeto de una oración activa es el Sujeto Pasivo de una oración pasiva.

Mira:

VOZ ACTIVA	VOZ PASIVA
Objeto	Sujeto pasivo
People in Sheffield make knives	Knives are made in Sheffield
People in Scotland make whisky	Whisky is made in Scotland
Someone in Dublin makes black beer	Black beer is made in Dublin

Como ves, es muy sencillo. Vamos a transformar una oración en voz activa: lo que hay a la derecha del verbo (el objeto) pasa ahora a la izquierda del nuevo verbo (sujeto). Lo que en la activa está a la izquierda del verbo (sujeto), pasa a la derecha (complemento agente).

El verbo en activa se divide en dos en pasiva:

- el **auxiliar BE** hereda el mismo tiempo verbal.
- el verbo principal (el que da el significado), se pone en **participio pasado**.

make → is made manufactured → was manufactured

Ya tenemos la nueva oración en pasiva. ¿Ves qué fácil? Veamos el siguiente cuadro resumen de los elementos de la voz pasiva:

VOZ PASIVA

FORMA:

Estructura del verbo: Verbo TO BE + PARTICIPIO PASADO del Verbo Principal

Estructura de la oración:

(+) Sujeto Pasivo + BE + VPP + Complementos

Ej.1: "Mary was injured in accident"

Ej.2: "My car will be repaired soon"

Ej.3: "The window was broken last night"

Ej.4: "The criminal will be taken to prison"

(-) Sujeto Pasivo + BE + NOT + VPP + Complementos

Ej.1: "Mary was not injured in the accident"

Ej.2: "My car will not be repaired soon"

Ej.3: "The window was not broken last night"

Ej.4: "The criminal will not be taken to prison"

(?) BE + Sujeto Pasivo + VPP + Complementos + ?

Ej.1: "Was Mary injured in the accident?"

Ej.2: "Will my car be repaired soon?"

Ej.3: "Was the window broken last night?"

Ej.4: "Will the criminal be taken to prison?"

USOS:

Nos centramos en el objeto de la acción y NO en el sujeto del verbo porque:

- no conocemos el sujeto: **She was attacked yesterday**
- el sujeto de la acción no es importante: **This book was borrowed from the library**

EXPRESIONES DE TIEMPO:

- Las expresiones de tiempo se colocan al final de la oración, en el lugar de los complementos.
- En las oraciones pasivas, las expresiones de tiempo son las propias de cada tiempo verbal (que va expresado en el auxiliar TO BE), por tanto, utilizaremos las mismas que usaríamos en oraciones activas, propias de cada caso.

She was attacked yesterday

You will be operated next week

Ahora vamos a practicar un poco. Empezaremos con ejercicios en los que te familiarizarás con el verbo en voz pasiva (recuerda: verbo TO BE + participio de la acción verbal). Presta especial atención a dos cosas:

- El tiempo verbal de la oración (pasado, presente o futuro)
- La concordancia del verbo TO BE con el sujeto (singular o plural y persona)

Actividad nº 4

Complete the next sentences using the verb in the passive voice and one of the following countries:

Africa all over the world India Italy England China

- a) Roast beef and Yorkshire pudding _____ (eat) in _____.
- b) Most of the world's silk _____ (make) in _____.
- c) Lions _____ (find) in _____.
- d) Tea _____ (grow) in _____.
- e) Spaghetti _____ (make) in _____.
- f) Hamburguers _____ (eat) in _____.

Actividad nº 5

Complete the next sentences using the verb in the passive voice and one of the following complements:

William Shakespeare **Jonas Salk** **the Chinese** **Pablo**
Picasso **Uruguay** **Marconi** **the Mayans** **Isaac Newton**

- a) Hamlet _____ (write) by _____.
- b) Paper _____ (make) first by _____.
- c) The radio _____ (invent) by _____.
- d) The laws of gravity _____ (discover) by _____.
- e) The Polio vaccine _____ (discover) by v .
- f) Guernica _____ (paint) by _____.
- g) Chichen Itza _____ (build) by _____.
- h) The first World Cup _____ (win) by _____.

Actividad nº 6

Complete the next sentences using the verb in the passive voice. Look at the examples:

Cheese **is made** (make) from milk.

In the past, coal **was mined** (mine) in South Wales.

- a) Service _____ (include) in the bill.
- b) This book _____ (translate) from English into Spanish.
- c) My parents _____ (invite) to Mary's wedding.
- d) I work at a very big company. Two thousand people _____ (employ) there.
- e) Paintings _____ (show) at museums.
- f) Last holiday my camera _____ (steal).
- g) Nobody _____ (injure) in the accident yesterday, so the ambulance _____ (need).

Actividad nº 7

Rewrite the next active sentences in the Passive.

Example:

The NASA built a new satellite.

A new satellite was built by the NASA.

- a) My dad bought a new car.

_____.

- b) The school gives t-shirts for free.

_____.

c) Computers make everything you want.

d) Hospitals provide food for their patients.

e) Marathon athletes run 41 kilometres.

f) Lorca wrote Bodas de sangre and Poeta en Nueva York.

Para saber más

- Press [here](#) if you want to see all verbal tenses in active and passive voice.
- <http://www.edufind.com/english/grammar/Pass4.cfm>

ONLINE ACTIVITIES

- [Exercise 1](#) :
<http://www.edu.ge.ch/cptic/prospective/projets/anglais/exercises/passive1.htm>
- [Exercise 2](#): <http://perso.wanadoo.es/autoenglish/gr.pas2.i.htm>
- [Exercise 3](#): <http://perso.wanadoo.es/autoenglish/gr.pas.i.htm>
- [Exercise 4](#): <http://www.isabelperez.com/hotpot/passivemobiles.htm>
- [Exercise 5](#): <http://www.isabelperez.com/hotpot/dogphone.htm>
- [Exercise 6](#): http://www.isabelperez.com/hotpot/valentine_cl.htm

2. Reading and vocabulary: a job interview

¿Sabes cómo es una entrevista de trabajo? ¿Has tenido ya alguna experiencia? Lo que no habrás tenido con seguridad es una entrevista de trabajo en inglés. Lo que planteamos en esta parte de la unidad es que aprendas a manejarte de una manera básica en una entrevista de trabajo y poner así en práctica lo que hemos aprendido en esta unidad. Iremos por partes.

Como sabes, la búsqueda de empleo es una labor que requiere tiempo. Primero hemos de sembrar para acabar recogiendo nuestros frutos. Por tanto, desde que enviamos nuestras candidaturas hasta que nos llaman para una entrevista de trabajo ha de pasar un tiempo.

Antes de continuar, veamos unas recomendaciones generales relativas a entrevistas de trabajo para personas que no hablan inglés como idioma materno. Si te das cuenta, son los mismos consejos que debes seguir a la hora de aprender inglés, sobre todo a la hora de practicarlo, ya sea por escrito o de forma oral. Lee con atención el siguiente texto, hemos resaltado los aspectos más importantes en negrita.

Detail is given a lot of importance in an English interview. As a non-native speaker of English, you might be shy about saying complicated things. However, this is absolutely necessary because the employer is looking for an **employee** who **knows his or her job**. If you provide detail, the interviewer will know that you feel comfortable in that job. **Don't worry about making mistakes in English**. In any case, **you should use simple grammar and provide detailed information about your experience**.

En general, la entrevista de trabajo se desarrollará según los bloques de contenidos que tuvimos en cuenta a la hora de realizar nuestro CV. Se puede decir que la entrevista es un repaso de nuestro CV comentado con el entrevistador. A continuación te sugerimos algunas estructuras y expresiones útiles a la hora de comentar los citados bloques:

personal details

nationality, age etc.

Useful expressions: I am... I live...

profile

a few lines summarising who you are, what you're good at, why you are special

Useful expressions: I am good at... I can...

education

schools, university, other training and qualifications

Useful expressions: I went to secondary school at

professional experience

previous jobs and what your position was

Useful expressions: I worked in for ... months/years

additional skills

other things you can do, such as languages, computer skills etc.

Useful expressions: I can speak English I can type I can drive

interests

do you like reading, dancing, football, etc?

Useful expressions: I like... I prefer...

referees

former employers other people who confirm that you are a good candidate

Useful expressions: For further information, please phone...

Actividad nº 8

JOBS and WORK

Complete the paragraph by choosing the correct words.

For most people, a job means they get up at 7:00 am and drive to work by 8:30 or 9:00 am. Later, they (1) _____ lunch at noon, and then they start work again (2) _____ 1:00 pm. Finally, they finish work at about 5:00 pm and then go home and have dinner with (3) _____ family. That kind of job is okay for most people, but my job (4) _____ special and I love it! I'm a commercial airline pilot. That means I (5) _____ drive to work, I fly! In fact, I fly to many different destinations in the world and I have friends in many countries. Usually, I (6) _____ between countries in Asia, North America and South America. It's not surprising, then, that my best friend lives in Japan and we stay in touch by Facebook and e-mail – when I'm (7) _____ Tokyo, he always (8) _____ me to have dinner with him and his family. In fact, my favorite food is sushi. Another good friend of mine – Gustavo – lives in Brasilia. That's the capital city of Brazil. Gustavo and I love to watch football games together when I visit. (9) _____ my job perfect? No, it's not. Because I fly across many different time zones, I sometimes go to bed at 2:00 am. At other times, I go to bed at 2:00 pm. That kind of schedule (10) _____ easy. In addition, my job often separates me from my wife and two children. They live in New York and often I am many thousands of miles away. Sometimes I miss them very much. However, I think I have (11) _____ job. And my kids think it's great that I (12) _____, "Hello" in eighteen different languages: "Ni hao," "Anyoung haseyo," "Konnichiwa," "Bonjour,"

1. (A) having (B) have (C) had (D) has	4. (A) is (B) are (C) does (D) has	7. (A) in (B) at (C) on (D) to	10. (A) doesn't (B) don't (C) isn't (D) not
2. (A) in (B) to (C) on (D) at	5. (A) no (B) not (C) isn't (D) don't	8. (A) is inviting (B) inviting (C) invites (D) invite	11. (A) exciting (B) an exciting (C) excited (D) an excited
3. (A) their (B) there (C) they're (D) they	6. (A) flying (B) fly (C) flies (D) flew	9. (A) Has (B) Do (C) Is (D) Does	12. (A) says (B) am saying (C) say (D) can say

You can listen and check. My job is special

Audio: ACING_4_Bloque_12_Tema_5_reading_my_job_is_special.mp3 (Portal de Educación de personas adultas)

VOCABULARY

Here you have a list of words related to job interviews. Read their definitions and try to remember as many words as possible.

Application

A verbal or written request for assistance or employment or admission to a school

Apply

To submit an application for a job.

Co-Worker

A fellow worker; associate.

Employ

The state of being employed or having a job

Employment

The occupation for which you are paid

Experience

The accumulation of knowledge or skill that results from direct participation in events or activities

Field

a particular kind of commercial enterprise

Improve

to make better

Organization

a group of people who work together

Qualification

an attribute that must be met or complied with and that fits a person for something

Success

an event that accomplishes its intended purpose

Resume

a summary of your academic and work history

Interview

a conference (usually with someone important)

Proficiency

knowledge and skill

Skills

Proficiency acquired through training or experience

Strengths

skills that you are good at, or qualities that you have that are good

weakness

a flaw or weak point

Goals

things you want to accomplish

team

A group of people working together.

hobbies

an activity done for pleasure in one's spare time.

salary

the money paid for employee services

describe

to say or write down how something or someone looks; to use adjectives in writing

leader

a person who rules or guides or inspires others

problem-solver

someone who solves problems

problem

a source of difficulty

leader

a person who rules or guides or inspires others

career

the particular occupation for which you are trained

occupation

Job

profession

an occupation requiring special education (especially in the liberal arts or sciences)

effective

able to accomplish a purpose

excel

to do well; to be better or greater than others

practiced

having or showing knowledge and skill and aptitude

aptitude

a natural talent or ability; quickness in learning

versatile

(used of persons) having many skills

Actividad nº 9

1) Write the correct word according to the definition.

- a) things you want to accomplish _____
- b) an activity done for pleasure in one's spare time _____
- c) A verbal or written request for assistance or employment or admission to a school _____
- d) a natural talent or ability; quickness in learning _____
- e) someone who solves problems _____

Actividad nº 10

Match the words to their definitions.

- | | |
|-----------------|--|
| 1. Organization | ___ . a conference (usually with someone important) |
| 2. Employ | ___ . having or showing knowledge and skill and aptitude |
| 3. effective | ___ . a group of people who work together |
| 4. Interview | ___ . The state of being employed or having a job |
| 5. practiced | ___ . able to accomplish a purpose |

Actividad nº 11

A) a person who rules or guides or inspires others

- ☐ resume
- ☐ leader
- ☐ excel
- ☐ career

B) a source of difficulty

- ☐ resume
- ☐ improve
- ☐ weakness
- ☐ problem

C) A fellow worker; associate.

- ☐ effective
- ☐ problem-solver
- ☐ versatile
- ☐ Co-Worker

D) (used of persons) having many skills

- ☐ versatile
- ☐ employment
- ☐ effective
- ☐ describe

E) to make better

- ☐ weakness
- ☐ problem
- ☐ improve
- ☐ Co-Worker

Actividad nº 12

Say if the following sentences are true or false.

a particular kind of commercial enterprise → Field

- ☐ Verdadero ☐ Falso

The accumulation of knowledge or skill that results from direct participation in events or activities → Experience

- ☐ Verdadero ☐ Falso

the money paid for employee services → salary

- ☐ Verdadero ☐ Falso

a summary of your academic and work history → Resume

- ☐ Verdadero ☐ Falso

To submit an application for a job. → Apply

- ☐ Verdadero ☐ Falso

Para saber más

Actividades online. Pulsando aquí aparecerán 2 actividades para practicar la mecánica de las entrevistas de trabajo.

Empezamos por el más sencillo, en este ejercicio de comprensión tienes una entrevista de trabajo y sólo tienes que contestar correctamente a las preguntas sobre el diálogo.

Ejercicio 1 <http://a4esl.org/q/h/9704/js-job.html>

Aquí tenemos todo el proceso de la entrevista de trabajo con listening de audio y ejercicios sobre los audios (son varias páginas).

Ejercicio 2 <http://www.carolinebrownlisteninglessons.com/interview/menu.php>

3. Listening and speaking: a job interview

LISTENING PRACTICE

JOB INTERVIEW

A job interview

Audio: ACING_4_Bloque_12_Tema_5_listen-job_interview.mp3 (Portal de Educación de personas adultas)

Actividad nº 13

Listen to the questions carefully and choose the best sentences to respond.

Question 1

- ☐ a) John Smith.
- ☐ b) John.
- ☐ c) I'm sorry, I don't know your name.

Question 2

- ☐ a) J-O-H-N. 10.
- ☐ b) J-O-H-N S-M-I-T-H
- ☐ c) S-M-I-T-H

Question 3

- ☐ a) I'm here for an interview.
- ☐ b) I got here an hour ago.
- ☐ c) I'm 25 years old and single.

Question 4

- ☐ a) I can start the job tomorrow.
- ☐ b) Yes, I want this job.
- ☐ c) I'm interested in banking.

Question 5



a) I worked at First National Bank.



b) I liked it.



c) I quit my last job.

Question 6

- ☐ a) Last year.
- ☐ b) I had to move to a new city.
- ☐ c) It was my first job.

Question 7

- ☐ a) It's almost three o'clock.
- ☐ b) Well, it's twenty-five years old.
- ☐ c) I like your company.

Question 8

- ☐ a) Four thousand dollars per month.
- ☐ b) I was thinking about lunch.
- ☐ c) A good salary is important.

Question 9

- ☐ a) Three languages.
- ☐ b) I'm not a talkative person.
- ☐ c) I'm speaking English.

Question 10

- ☐ a) I always get up early.
- ☐ b) I have lots of free time.
- ☐ c) I like to read and cook.

Question 11

- ☐ a) That's a personal question.
- ☐ b) Of course, it's very important.
- ☐ c) I finished college two years ago.

Question 12

- ☐ a) I'm happy to start work next week.
- ☐ b) I really need a job.
- ☐ c) That's no problem.

Question 13

- ☐ a) I used a street map.
- ☐ b) My friend told me about it.
- ☐ c) Last week.

Question 14

- ☐
- a) I can use a computer.
- ☐ b) Three.
- ☐ c) Yes, I do.

Question 15

- ☐ a) Right away.
- ☐ b) I work very hard.
- ☐ c) I think you should.

Question 16

- ☐ a) Tomorrow at nine o'clock.
- ☐ b) Thank you for your time.
- ☐ c) When will the job start?

Actividad nº 14

Listen again and fill in the missing words.

1. What's your first _____?
2. How do you spell your _____?
3. Tell me about _____.
4. Why _____ this job?
5. What _____ your _____ job?
6. Why _____ your last job?
7. What do you know about our _____?
8. What kind of _____ are you thinking about?
9. How many _____ can you speak ?
10. What _____ do you have in your free time?
11. Tell me about your _____.
12. How do you feel about working on _____?

13. How did you _____ about this job?

14. What special _____ do you have?

15. Why should we _____ you?

16. Do you have any _____ for me?

SPEAKING

Ask the questions to your classmates or someone you know if you don't attend lessons.

4. Writing: writing a formal letter to apply for a job

En esta unidad vamos a aprender a escribir **cartas formales** para utilizarlas en nuestra búsqueda de empleo. ¿Recuerdas el **CV**? Es el documento en el que reflejamos nuestras experiencias laborales y formativas cuando estamos buscando trabajo. Vimos este tipo de documentos en el módulo III.

Ahora vamos a aprender a escribir cartas formales. En concreto, cartas de acompañamiento, que son las que adjuntamos a los CV's cuando los enviamos a una empresa para buscar trabajo. Lee con cuidado las instrucciones y después estudia el ejemplo.

Cuando escribimos una carta de acompañamiento, queremos causar una buena impresión a la persona que va a leer la carta, y posiblemente a hacernos una entrevista de trabajo.

- En la parte superior derecha escribimos nuestros datos:

- Dirección (en inglés el número se pone delante del nombre de la calle)
- Teléfono
- Correo electrónico
- Fecha (la fecha en inglés con ordinales: 1st, 2nd, 23rd, 14th, etc.)

- A continuación, los datos del destinatario:

- Nombre
- Puesto que ocupa en la empresa
- Dirección

- Al igual que hemos visto en anteriores redacciones, es muy importante organizar las ideas en párrafos de dos o tres líneas, siendo claro y conciso.

- Recuerda:

- En el saludo utilizamos *Dear Sir/Madam* si no conocemos el nombre de la persona a la que nos dirigimos, o *Dear Mr/Ms X* si conocemos el apellido. Observa que *Dear* no tiene género, por tanto se puede utilizar con nombres de mujer o de hombre por igual. Además, vale para saludos formales (cuando utilizamos el apellido o *Sir/Madam*) o para cartas informales (cuando escribimos el nombre de la persona *Dear Marta*).
- Haz un párrafo para explicar el motivo de la carta.
- En otro párrafo argumenta por qué eres el candidato idóneo para el puesto. No te extiendas: dirige la atención al CV que envías con la carta.

- Utiliza un párrafo aparte para indicar los documentos que adjuntas, así como la disponibilidad para ampliar información, por ejemplo en una entrevista.
 - Antes de firmar, escribe *Yours sincerely*, que es una manera formal de despedir la carta. Si te parece demasiado formal, escribe sólo *Sincerely*.
 - Finalmente firma la carta y escribe tu nombre.
- Es muy importante utilizar las fórmulas que te indicamos para que tu carta parezca natural.
- Por último, revisa que no haya errores de gramática ni de ortografía.

EJEMPLO DE CARTA FORMAL

Esquema	Modelo
Datos del Remitente	Mary Olsen 39 Bristol Road Tel.: +34 666-777-888 Email: maryolsen@goldmail.com March 15th, 2009
Datos del Destinatario	Mr Peter Maxwell Editor of "The Literary Review" Saludo Dear Mr Maxwell
Párrafo 1. Motivo de la carta: respuesta a un anuncio de oferta de empleo	I read your advertisement in the newspaper for the post of Editor's Assistant and I am very interested in it. I have worked as a secretary for three years and I think the post you offer is a good opportunity for me to do something more important.
Párrafo 2. Defensa de nuestra candidatura: explica las cualidades que tienes y di por qué eres la persona idónea para el puesto.	As you will see in my CV, I have finished Secondary School and I can speak English. I am a hard working and well organised worker. I can use a word processor and my spelling is very good. In my present job I have to do many different things and I am willing to learn. In my opinion, I am the person you need for the job.
Párrafo 3. Documentos adjuntos: CV, disponible para entrevista.	My CV and references are attached to this letter. I am available for interview at anytime. I look forward to hearing from you.
Despedida	Yours sincerely
Firma	Mary Olsen

Actividad nº 15

1. Lisa Goldstein ha escrito el borrador de una carta de presentación para Mrs. Linda Jones, directora de Recursos Humanos (Human Resources Manager) de SoftLab, para solicitar un empleo como gerente en el Departamento de Informática. Lee y ordena correctamente las partes de su carta:

- a. As you will see in my CV, I have finished Secondary School and I can speak English and French.
- b. I look forward to hearing from you.
- c. I read your advertisement in the newspaper for the post of Manager in the IT Department and I am very interested in it.
- d. I can use a word processor and the most common software.
- e. My CV and references are attached to this letter.
- f. In my present job I have to do many different things and I am willing to learn.
- g. I have worked as a manager in a postal service company for five years and I think the post you offer is a good opportunity for me to do something more important.
- h. In my opinion, I am the person you need for the job.
- i. I am a hard working and I work well with a team.
- j. I am available for interview in the mornings.

Actividad nº 16

Ya tenemos la carta, pero como verás nos faltan algunos elementos para terminar la carta. Complétala con todo lo que falta, inventándote los datos que sean necesarios.

Lisa Goldstein

Linda Jones

Human Resources Manager of "SoftLab"

Dear _____

I read your advertisement in the newspaper for the post of Manager in the IT Department and I am very interested in it. I have worked as a manager in a postal service company for five years and I think the post you offer is a good opportunity for me to do something more important.

As you will see in my CV, I have finished Secondary School and I can speak English and French. I am a hard working and I work well with a team. I can use a word processor and the most common software. In my present job I have to do many different things and I am willing to learn. In my opinion, I am the person you need for the job. My CV and references are attached to this letter. I am available for interview at anytime. I look forward to hearing from you.

Soluciones a los ejercicios propuestos

Actividad nº 1

- a) Knives, cheese, olive oil and honey are made in Castilla La Mancha
- b) Knives are manufactured in Sheffield.
- c) (A lot of) Ships were made in Glasgow.
- d) Wool is produced in Yorkshire.
- e) Whisky is taken to different countries of the world..
- f) Coal was mined in South Wales.
- g) Coal mining was stopped in the 1990s.
- h) Black beer is produced in Dublin.
- i) Black beer is sold in the United Kingdom and Europe.

Actividad nº 2

- a) We work with **Peter and Susan** . We work with them.
- b) Tell **my sister** the truth. Tell her the truth.
- c) I will give **my father** a present. I will give him a present.
- d) I travelled to London with **my cat** . I travelled to London with it.
- e) They gave **my husband and me** a present. They gave us a present.

Actividad nº 3

- a) I like those girls. → Do you like them ?
- b) I like that man. → Do you like him ?
- c) I like those people. → Do you like them ?
- d) I like Tom's wife. → Do you like her ?
- e) I like his friends. → Do you like them ?
- f) I like the woman in the green coat. → Do you like her ?
- g) I like Mr. Brown. → Do you like him ?
- h) I like those students. → Do you like them ?

Actividad nº 4

- a) Roast beef and Yorkshire pudding are eaten (eat) in England.
- b) Most of the world's silk is made (make) in India.
- c) Lions are found (find) in Africa.
- d) Tea is grown (grow) in China.
- e) Spaghetti is made (make) in Italy.
- f) Hamburguers are eaten (eat) in all over the world .

Actividad nº 5

- a) Hamlet was written (write) by William Shakespeare.
- b) Paper was made (make) first by the Chinese.
- c) The radio was invented (invent) by Marconi.
- d) The laws of gravity were discovered (discover) by Isaac Newton.
- e) The Polio vaccine was discovered (discover) by Jonas Salk .
- f) Guernica was painted (paint) by Pablo Picasso.
- g) Chichen Itza was built (build) by the Mayans.
- h) The first World Cup was won (win) by Uruguay.

Actividad nº 6

- a) Service is included (include) in the bill.
- b) This book is translated (translate) from English into Spanish.
- c) My parents are invited (invite) to Mary's wedding.
- d) I work at a very big company. Two thousand people are employed (employ) there.
- e) Paintings are shown (show) at museums.
- f) Last holiday my camera was stolen (steal).
- g) Nobody was injured (injure) in the accident yesterday, so the ambulance wasn't needed (need).

Actividad nº 7

- a) My dad bought a new car.
A new car was bought by my dad.
- b) The school gives t-shirts for free.
T-shirts are given for free by the school.
- c) Computers make everything you want.
Everything you want is done by computers.
- d) Hospitals provide food for their patients.
Food is provided by hospitals to their patients.

e) Marathon athletes run 41 kilometres.

41 kilometres are run by marathon athletes.

f) Lorca wrote Bodas de sangre and Poeta en Nueva York.

Bodas de sangre and Poeta en Nueva York were written by Lorca.

Actividad nº 8

For most people, a job means they get up at 7:00 am and drive to work by 8:30 or 9:00 am. Later, they (1) have lunch at noon, and then they start work again (2) at 1:00 pm. Finally, they finish work at about 5:00 pm and then go home and have dinner with (3) their family. That kind of job is okay for most people, but my job (4) is special and I love it! I'm a commercial airline pilot. That means I (5) don't drive to work, I fly! In fact, I fly to many different destinations in the world and I have friends in many countries. Usually, I (6) fly between countries in Asia, North America and South America. It's not surprising, then, that my best friend lives in Japan and we stay in touch by Facebook and e-mail – when I'm (7) in Tokyo, he always (8) invites me to have dinner with him and his family. In fact, my favorite food is sushi. Another good friend of mine – Gustavo – lives in Brasilia. That's the capital city of Brazil. Gustavo and I love to watch football games together when I visit. (9) Is my job perfect? No, it's not. Because I fly across many different time zones, I sometimes go to bed at 2:00 am. At other times, I go to bed at 2:00 pm. That kind of schedule (10) isn't easy. In addition, my job often separates me from my wife and two children. They live in New York and often I am many thousands of miles away. Sometimes I miss them very much. However, I think I have (11) an exciting job. And my kids think it's great that I (12) can say , "Hello" in eighteen different languages: "Ni hao," "Anyoung haseyo," "Konnichiwa," "Bonjour,"

Actividad nº 9

a) things you want to accomplish GOALS

b) an activity done for pleasure in one's spare time HOBBY

c) A verbal or written request for assistance or employment or admission to a school APPLICATION

d) a natural talent or ability; quickness in learning APTITUDE

e) someone who solves problems PROBLEM-SOLVER

Actividad nº 10

- | | |
|-----------------|---|
| 1. Organization | 4. a conference (usually with someone important) |
| 2. Employ | 3. having or showing knowledge and skill and aptitude |
| 3. effective | 1. a group of people who work together |
| 4. Interview | 2. The state of being employed or having a job |
| 5. practiced | 5. able to accomplish a purpose |

Actividad nº 11

A) a person who rules or guides or inspires others

☐ leader

B) a source of difficulty

☐ problem

C) A fellow worker; associate.

☐ Co-Worker

D) (used of persons) having many skills

☐ versatile

E) to make better

☐ improve

Actividad nº 12

Say if the following sentences are true or false.

a particular kind of commercial enterprise → Field

☐ Verdadero

The accumulation of knowledge or skill that results from direct participation in events or activities → Experience

☐ Verdadero

the money paid for employee services → salary

☐ Verdadero

a summary of your academic and work history → Resume

☐ Falso

To submit an application for a job. → Apply

☐ Verdadero

Actividad nº 13

Listen to the questions carefully and choose the best sentences to respond.

Question 1

☐ b) John.

Question 2

☐ c) S-M-I-T-H

Question 3

- ☐ c) I'm 25 years old and single.

Question 4

- ☐ c) I'm interested in banking.

Question 5

- ☐ a) I worked at First National Bank.

Question 6

- ☐ b) I had to move to a new city.

Question 7

- ☐ b) Well, it's twenty-five years old.

Question 8

- ☐ a) Four thousand dollars per month.

Question 9

- ☐ a) Three languages.

Question 10

- ☐ c) I like to read and cook.

Question 11

- ☐ c) I finished college two years ago.

Question 12

- ☐ c) That's no problem.

Question 13

- ☐ b) My friend told me about it.

Question 14

- ☐ a) I can use a computer.

Question 15

- ☐ b) I work very hard.

Question 16

- ☐ c) When will the job start?

Actividad nº 14

Listen again and fill in the missing words.

1. What's your first name ?
2. How do you spell your last name ?
3. Tell me about yourself.
4. Why do you want this job?
5. What was your last job?
6. Why did you leave your last job?
7. What do you know about our company ?
8. What kind of salary are you thinking about?
9. How many languages can you speak ?
10. What hobbies do you have in your free time?
11. Tell me about your education.
12. How do you feel about working on weekends ?
13. How did you find out about this job?
14. What special skills do you have?
15. Why should we hire you?
16. Do you have any questions for me?

Actividad nº 15

Lisa Goldstein ha escrito el borrador de una carta de presentación para Mrs. Linda Jones, directora de Recursos Humanos (Human Resources Manager) de SoftLab, para solicitar un empleo como gerente en el Departamento de Informática. Lee y ordena correctamente las partes de su carta:

- c. I read your advertisement in the newspaper for the post of Manager in the IT Department and I am very interested in it. a. As you will see in my CV, I have finished Secondary School and I can speak English and French.
- g. I have worked as a manager in a postal service company for five years and I think the post you offer is a good opportunity for me to do something more important.
- a. As you will see in my CV, I have finished Secondary School and I can speak English and French.
- i. I am a hard working and I work well with a team.
- d. I can use a word processor and the most common software.
- f. In my present job I have to do many different things and I am willing to learn.
- h. In my opinion, I am the person you need for the job.
- e. My CV and references are attached to this letter.
- j. I am available for interview in the mornings. b. I look forward to hearing from you.

Actividad nº 16

Lisa Goldstein

Address

Telephone number

Email

Date

Linda Jones

Human Resources Manager of "SoftLab"

Dear Mrs Jones

I read your advertisement in the newspaper for the post of Manager in the IT Department and I am very interested in it. I have worked as a manager in a postal service company for five years and I think the post you offer is a good opportunity for me to do something more important.

As you will see in my CV, I have finished Secondary School and I can speak English and French. I am a hard working and I work well with a team. I can use a word processor and the most common software. In my present job I have to do many different things and I am willing to learn. In my opinion, I am the person you need for the job. My CV and references are attached to this letter. I am available for interview at anytime. I look forward to hearing from you.

Yours sincerely

Lisa Goldstein

Bloque 12. Unit 6.

Unit 6. The USA vs the UK

ÍNDICE

- 0. Introduction
 - 1. Grammar: reported speech
 - 2. Vocabulary: social functions.
 - 3. Reading: cultural stereotypes, UK and USA
 - 4. Listening: British and American English.
 - 5. Speaking: non verbal language
 - 6. Writing: news reporting.
-

0. Introduction

Ya estamos en el último tema del curso, y en esta ocasión vamos a hablar de la cultura de los dos países de habla inglesa más representativos, the USA and the UK, seguro que te resultará muy interesante. Además, aprenderemos a 'recontar' lo que alguien ha dicho, es decir, a usar el estilo indirecto, y por último veremos que, a pesar de hablar inglés tanto en EEUU como en el Reino Unido, hay algunas diferencias entre ambos lugares.

1. Grammar: reported speech

Reported speech - statements

When we report someone's words we can do it in two ways. We can use **direct speech** with quotation marks ("**I work in a bank**"), or we can use **reported speech** (**He said he worked in a bank.**)

How to use Reported Speech

If you have a sentence in Direct Speech, try to follow our 5 steps to put the sentence into Reported Speech..

1. Define the type of the sentence (statement, questions, command)
2. What tense is used in the introductory sentence?
3. Do you have to change the person (pronoun)?
4. Do you have to backshift the tenses?
5. Do you have to change expressions of time and place?

Mind the type of sentences when you use Reported Speech: Statements, Questions, Commands, Requests

The introductory sentence

If you use Reported Speech there are mostly two main differences.

The introductory sentence in Reported Speech can be in the Present or in the Past.

If the introductory sentence is in the Simple Present, there is no backshift of tenses.

Direct Speech:

Susan: "Mary works in an office."

Reported Speech:

Introductory sentence in the **Simple Present** → **Susan says (that)* Mary works in an office.**

Introductory sentence in the **Simple Past** → **Susan said (that)* Mary worked in an office.**

In reported speech the **tenses**, **word-order**, **time and place expressions** and **pronouns** may be different from those in the original sentence.

"I live in Italy". She said. → She said that he lived in Italy.

"They will help you". She said. → She said that they would help me.

"We live here". They said → They said that they lived there.

Backshift of tenses

If there is backshift of tenses in Reported Speech, the tenses are shifted the following way.

VERBAL TENSES

<i>TENSE</i>	<i>DIRECT SPEECH</i>	<i>REPORTED SPEECH</i>
PRESENT SIMPLE	We eat healthy food	She said that they ate healthy food
PRESENT CONTINUOUS	We are eating healthy food	She said that they were eating healthy food
PRESENT PERFECT SIMPLE	We have eaten healthy food	She said that they had eaten healthy food
PRESENT PERFECT CONTINUOUS	We have been eating healthy food	She said that they had been eating healthy food
PAST SIMPLE	We ate healthy food	She said that they had eaten healthy food
PAST CONTINUOUS	We were eating healthy food	She said that they had been eating healthy food
PAST PERFECT SIMPLE	We had eaten healthy food	She said that they had eaten healthy food
PAST PERFECT CONTINUOUS	We had been eating healthy food	She said that they had been eating healthy food
FUTURE SIMPLE	We will eat healthy food	She said that they would eat healthy food

Change of persons/pronouns

If there is a pronoun in Direct Speech, it has possibly to be changed in Reported Speech, depending on the situation.

Direct Speech → **Susan: "I work in an office."**

Reported Speech → **Susan said (that)* she worked in an office.**

Here I is changed to she.

PRONOUNS (It depends on the person who the message is referred to)

Direct Speech	Reported Speech	Direct Speech	Reported Speech
I	He, she	Me	Him, her
We	They	Us	Them
You	He, she, they	You	Him, Her, them
My	His, her	Mine	His, hers
Our	Their	Ours	Theirs
Your	His, her, their	Yours	His, hers, theirs

Conversion of expressions of time and place

If there is an expression of time/place in the sentence, it may be changed, depending on the situation.

TIME AND PLACE EXPRESSIONS

Direct Speech	Reported Speech
today	that day
now	then / at the moment
yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year
tomorrow	the next day the following day
here	there
this	that
these	those
ago	previously / before
tonight	that night

Additional information

In some cases backshift of tenses is not necessary, e.g. when statements are still true. Backshift of tenses is never wrong.

John: "My brother is at Leipzig university."

John said (that) his brother was at Leipzig university. or

John said (that) his brother is at Leipzig university.

or when you use general statements.

Mandy: "The sun rises in the east."

Mandy said (that) the sun rose in the east. or

Mandy said (that) the sun rises in the east.

* The word that is optional, that is the reason why we put it in brackets.

Reported speech - commands and requests

There is no backshift of tenses with commands/requests in Reported Speech. You only have to change the person and shift expressions of time/place described before.

Form

affirmative commands → to + infinitive

negative commands → not + to + infinitive

1.1. Affirmative commands

Direct Speech → **Dad: "Do your homework."**

Reported Speech → **Dad told me to do my homework.**

1.2. Negative commands

Direct Speech → **Teacher: "Don't talk to your friend."**

Reported Speech → **The teacher told me not to talk to my friend.**

1.3. The introductory sentence in commands

The word tell in introductory sentences in Reported Commands can be substituted with other words, e.g. advise, ask

There is no backshift of tenses, no matter which tense is used in the introductory sentence.

Direct Speech

Dad: **"Do your homework."**

Reported Speech

Dad tells me to do my homework.

Dad told me to do my homework.

Suggestions

Direct Speech

Father: **"Let's watch a film."**

Reported Speech

Father suggested watching a film.

Father suggested that they should watch a film

Reported Questions

If you use a question in Reported Speech, follow the steps described before (changing of the person, backshift of tenses, shifting of expressions of time/place).

In Reported speech the question becomes a statement. Mind the word order: subject – verb

1. The introductory sentence in Reported Questions

1.1. The introductory sentence is in the Simple Present

If the introductory sentence is in the Simple Present, there is no backshift of tenses.

Direct Speech → **Susan: "Does Mary work in an office?"**

Reported Speech → **Susan asks if/whether Mary works in an office.**

The introductory sentence: Susan asks ... → is in the Simple Present. There is no backshift of tenses. The auxiliary do is dropped in the Reported speech.

1.2. The introductory sentence in the Simple Past

If the introductory sentence is in the Simple Past, there is usually backshift of tenses.

Direct Speech → **Susan: "Does Mary work in an office?"**

Reported Speech → **Susan asked if/whether Mary worked in an office.**

The introductory sentence: Susan asked... → is in the Simple Past. There is backshift of tenses.

1.3. Types of introductory sentences

The word ask in introductory sentences in Reported Questions can be substituted with other words, e.g. want to know, wonder

2. Questions with and without question words.

Questions can be formed with or without question words.

If there is a question without a question word in Direct Speech, use whether or **if** in Reported Speech.

Peter: “Do you play football?” → Peter asked me whether (if) I played football.

If there is a question with a question word in Direct Speech, use this **question word** in Reported Speech.

Peter: “When do you play football?” → Peter asked me when I played football.

Para saber más

You can watch this video if you need more about reported speech.



Vídeo nº 1. Reported speech. Fuente: youtube. Autor: desconocido. Licencia: desconocida.

<https://www.youtube.com/watch?v=vNEqCiU8qIs>

Actividad nº 1

Change these sentences from direct speech into reported speech:

1. “He works in a bank”

She said (that) _____ .

2. “We went out last night”

She told me (that) _____ .

3. “I’m coming!”

She said (that) _____ .

4. “I was waiting for the bus when he arrived”

She told me (that) _____ .

5. “ I’d never been there before”

She said (that) _____ .

6. "I didn't go to the party"

She told me (that) _____ .

7. "Lucy'll come later"

She said (that) _____ .

8. "He hasn't eaten breakfast"

She told me (that) _____ .

9. "I can help you tomorrow"

She said (that) _____ .

10. "You should go to bed early"

She told me (that) _____ .

11. "I don't like chocolate" He said (that)

_____ .

12. "I won't see you tomorrow"

She said (that) _____ .

13. "She's living in Paris for a few months"

She said (that) _____ .

14. "I visited my parents at the weekend"

She told me (that) _____ .

15. "She hasn't eaten sushi before"

She said (that) _____ .

16. "I hadn't travelled by underground before I came to London"

She said (that) _____ .

17. "They would help if they could"

She said (that) _____ .

18. "I'll do the washing-up later"

She told me (that) _____ .

19. "He could read when he was three"

She said (that) _____ .

20. "I was sleeping when Julie called"

She said (that) _____ .

Actividad nº 2

Write these sentences as reported questions using the words given.

1. "Where is he?"

She asked me _____

2. "What are you doing?"

She asked me _____

3. "Why did you go out last night?"

She asked me _____

4. "Who was that beautiful woman?"

She asked me _____

5. "How is your mother?"

She asked me _____

6. "What are you going to do at the weekend?"

She asked me _____

7. "Where will you live after graduation?"

She asked me _____

8. "What were you doing when I saw you?"

She asked me _____

9. "How was the journey?"

She asked me _____

10. "How often do you go to the cinema?"

She asked me _____

11. "Do you live in London?"

She asked me _____

12. "Did he arrive on time?"

She asked me _____

13. "Have you been to Paris?"

She asked me _____

14. "Can you help me?"

She asked me _____

15. "Are you working tonight?"

She asked me _____

16. "Will you come later?"

She asked me _____

17. "Do you like coffee?"

She asked me _____

18. "Is this the road to the station?"

She asked me _____

19. "Did you do your homework?"

She asked me _____

20. "Have you studied reported speech before?"

She asked me _____

Actividad nº 3

COMMANDS, REQUESTS AND ADVICE

Rewrite these sentences in reported speech.

1. "Please help me carry this"

She asked me _____.

2. "Please come early"

She asked me _____.

3. "Please buy some milk"

She asked me _____.

4. "Could you please open the window?"

She asked me _____.

5. "Could you bring the book tonight?"

She asked me _____.

6. "Can you help me with my homework, please?"

She asked me _____.

7. "Would you bring me a cup of coffee, please?"

She asked me to _____.

8. "Would you mind passing the salt?"

She asked me _____.

9. "Would you mind lending me a pencil?"

She asked me _____.

10. "I was wondering if you could possibly tell me the time?"

She asked me to _____.

11. "Do your homework!"

She told me told me _____.

12. "Go to bed!"

She told me _____.

13. "Don't be late!"

She told me _____.

14. "Don't smoke!"

She told me _____.

15. "Tidy your room!"

She told me _____.

16. "Wait here!"

She told me _____.

17. "Don't do that!"

She told me _____.

18. "Eat your dinner!"

She told me _____.

19. "Don't make a mess!"

She told me _____.

20. "Do the washing-up!"

She told me _____.

Para saber más

ONLINE ACTIVITIES

Link 1: <https://www.ego4u.com/en/cram-up/grammar/reported-speech>

Link 2: <https://www.ego4u.com/en/cram-up/grammar/reported-speech/exercises?10>

Link 3: https://www.englisch-hilfen.de/en/exercises_list/reported.htm

2. Vocabulary: social functions

In the classroom, students have opportunities to perform some linguistic functions like asking permission, asking for information and making a request. However, these are not the only uses of English in daily life. To enable students to use English effectively for social communication, we need to have them practise performing other functions in English. Some commonly used functions are greeting, asking for clarifications, apologising and giving a description. In this unit, we will introduce a few activities to help students develop their skills in performing these language functions.

GREETING / SALUDOS		
Hello!		How do you do?
	How do you do?	
Good morning!		I'm fine, and you?
Good afternoon!		Fine, thanks
	How are you?	
Good evening!		Very well, thanks



Imagen nº 1. Greetings. Fuente: antiguos materiales EDPAD. Autor: desconocido.
Licencia: desconocida.

FAREWELL / DESPEDIDAS		
Goodbye!	Bye!	See you soon
Bye, bye!	See you again	See you later

Imagen nº 2. Farewell. Fuente: antiguos materiales EDPAD. Autor: desconocido. Licencia: desconocida.

APOLOGISE / DISCULPAS

Pardon?	(queremos que nos repitan algo que no hemos oído o no hemos entendido)
Excuse me!	(pedimos permiso para pasar o queremos llamar la atención de alguien)
I'm sorry / Sorry!	(pedimos disculpas por algo que hemos hecho mal)



Imagen nº 3. Apologise. Fuente: antiguos materiales EDPAD. Autor: desconocido.

Licencia: desconocida.

SHOW INTEREST / MOSTRAR INTERÉS

Really? Oh, I see! I know what you mean

Imagen nº 1. Showing interest. Fuente: antiguos materiales EDPAD. Autor: desconocido.

Licencia: desconocida.

Actividad nº 4

Write the sentences of the following dialogue in the correct order:

- a) How do you do, Martin?
- b) Did you phone Laurie?
- c) Good morning, Mrs. Brown. How do you do?
- d) Oh, I see. I'll phone him right now. See you later, Mrs. Brown.
- e) Nevermind, Martin. Could you phone him this afternoon, please? I want him to come as soon as possible.
- f) Thanks, Martin. See you.
- g) No, sorry, I'm afraid I forgot.
- h) These are the candidates' CVs, Mrs. Brown.

Actividad nº 5

Watch the following video and fill in the gaps.



Vídeo nº 2. Apologising. Fuente: youtube. Autor: desconocido. Licencia: desconocida

https://www.youtube.com/watch?v=Z2sjBh_veJo

Christina: Hey, Ravi! Why didn't you turn up at my place last evening? Everyone was waiting for you to show up, you know! In fact, we waited till 9:00 p.m. to start!

Ravi: _____, Tina — I just couldn't get away from the office!

Christina: Well, since you didn't call to say you weren't coming, we didn't know for sure!

Ravi: I know, Tina — it was really rude of me not to call — : _____, please?

Christina: It wasn't just me, you know — Suzie came only to meet you, and I had a real problem with the seating arrangement at dinner!

Ravi: : _____, dear — I just hope I can make up for it soon!

Christina: _____, but you better not repeat this — I don't know if I can take it one more time!

Ravi: Please let it pass this time — I promise this will never happen again!

Christina: All right, all right — _____! Now buy me an ice cream, or I'll tell everyone about this!

Ravi: Really? Now who's being mean? Ha ha!

Para saber más

If you need more information about social functions, press the following links, read the information and do the exercises.

Link 1: <https://www.ego4u.com/en/cram-up/vocabulary/people>

Link 2: <http://www.ompersonal.com.ar/ELEMENTARY/unit1/page6.htm>

Link 3: <http://www.ompersonal.com.ar/omexpress/idioma/saludosyexpresiones.htm>

Link 4: <http://www.ompersonal.com.ar/omexpress/idioma/frasescorrientes.htm>

3. Reading: cultural stereotypes, UK and USA

THE U.S.A: A SPANISH VIEW

Here is a list of cultural stereotypes, which Spaniards between the ages of 15 and 21 who have never been to the U.S. or who have never had any American friends, probably have about Americans.

Physical Appearance and Dress

- Most Americans are very tall with blue eyes and blond hair.
- All American men are as handsome as movie stars.
- American women are fit and slim.
- Americans wear very bright colours and mixed patterns. They have no sense of style.
- The typical American "native dress" is jeans, cowboy boots and a cowboy hat.

Work and Leisure

- Americans spend almost all day at work; they have very little free time.
- Although they are extremely punctual and efficient in their jobs, Americans don't consider their work important; family comes first.
- The first two things an American wants to discuss are salary and age.
- The two favourite leisure-time activities in the U.S. are movies and rodeos.
- Young people can't drink or go to discos.

Home Life

- Most Americans live either in skyscrapers or on farms.
- Americans divorce repeatedly and have very complicated lives.
- In marriages in the U.S., the wife always dominates.
- In big cities everyone has a large car like a Cadillac, but in villages people usually travel on horseback.
- American cities are so dangerous that American men either know kung-fu or carry a gun.

Food

- Americans eat almost nothing but hamburgers, hot dogs, popcorn and Coke.
- Americans generally eat fast food Monday through Saturday, but never on Sunday.
- American men are always drinking beer, even at breakfast.
- American breakfasts are huge. A typical one might consist of eggs, toast, bacon and pancakes with peanut butter.

Do you agree with this information? Of course it's not true!

Cultural British Stereotypes and How to Deal With Them

All over the globe people tend to have similar preconceived notions of what a standard British civilian looks, walks, talks and acts like. Some of the British stereotypes, I can confirm, are quite accurate whilst others can be pretty hilarious but also a little unfair.

Every culture has their own stereotypes and of course it's unfair to judge and categorise everyone from Britain into certain categories, but it's also quite nice to prepare yourself for how a typical British person behaves so that you know not only what you're in for, but also how to respectfully behave when you're surrounded by the British culture.

Here's a guide to the most common cultural British stereotypes, both fact and fiction.

Stiff upper lip

This term comes from the idea that an emotional or upset person has a quivering upper lip, so a stiff upper lip refers to the concept that the British are quite reserved and keep their emotions and feelings to themselves. Whilst the times are changing and this is becoming less and less true, compared to other cultures around the world, the British are still quite closed off emotionally and it really takes a lot of time, trust and hard work to be able to break down those walls.

Sarcastic humour

Irony and heavy sarcasm are the bedrock of British humour. Being able to tell when your British friends are being sarcastic from when they're trying to have a serious conversation takes some serious skill and even after years of living in the U.K, it's likely that you'll still often get it wrong. At least there are a lot of hilarious and sometimes awkward conversations to be had in the meantime though...

Queuing

The British are undoubtedly the best queuers in the world. They have it nailed down to a respectable art form and few things offend Brits more than seeing someone jump the queue they're standing in. It's all about fairness and waiting your turn, which leads us on to...

Manners

Whilst the Brits are not quite as chivalrous as some of their European neighbours, their polite manners are indeed very likeable. You will rarely be kept waiting for an 'excuse me', 'sorry', 'please' or 'thank you'.

Hate of confrontation

British folk spend a lot of time and effort avoiding any possible awkward or confronting moments in social situations, most probably due to the previous point on manners and politeness. Because of this, they have mastered the art of small talk, something you'll probably want to practice yourself.

Talking about the weather

It's possibly the most spoken of topic in the country. If you ever find yourself in an awkward situation or have absolutely nothing to say, fear no more as you can get at least 10 minutes worth of quality conversation out of the current weather patterns. Keep an eye on the daily forecast for emergency conversations.

Apologising

The British have a need to apologise for absolutely any situation, saying 'Sorry, I don't smoke' when asked for a lighter being a classic example. There are also so many different uses for the word 'sorry' in the U.K that apart from the obvious meaning of 'I apologise', sorry can also refer to "Hello", "I didn't hear you", "I heard you but I'm annoyed at what you said", or "You're in my way". It's easy to get caught in the Sorry trap so be sure to keep a strong head and think before you start throwing the word around yourself, or you may slowly drive yourself mad or self-combust in a passive-aggressive fit.

Complaining

The Brits are often, somewhat unfairly, accused of being huge complainers. When you set aside weather and football conversations, complaining is actually down to a minimum and in fact, like every other culture in the world, there are equally as many enthusiastic and positive Brits as there are negative and whiney ones. It completely depends on the person that you talk to.

Drinking

The drinking culture in the U.K is huge and most social occasions are centred around alcoholic beverages. The Brits are absolutely spoilt for choice when it comes to pubs and with the long winters and wet summers, it's easy to see why this is such a popular pastime.

Tea

Britain is the nation of tea drinkers. In many workplaces it's considered outrageous to get up and make yourself a cup of tea without offering a round to everyone within earreach. Tea drinking is serious business in Britain and it won't take long for you to work out how to brew the perfect cuppa with just the right amount of water to milk ratio.

Football

We've all seen an article, news story, film or documentary about football hooligans in the U.K before and probably vowed to never attend a football match again. Whilst this is a very popular sport in Britain, these days it's mostly quite tame, although you do still get the outsiders who are always ready to cause some trouble. If you're not going to the games, keep on top of your football stats if you want to earn some bonus conversation points down and the pub.

Terrible food and wine

The traditional British dishes of fish and chips or bangers and mash don't really stand out as some of the best in the way of culinary sophistication. However, the British food scene is picking up spectacularly and London is really leading the charge. In fact, 2 London restaurants made the Top 10 in the world list in 2014, so there is definitely big progress in the foodie world. When it comes to wine, however, you'll just have to rely on the imports.

The posh British life

When many foreigners picture a British person, they see posh accents, large manor homes, top hats and tails. "Why golly gosh, this is absolute utter incongruous pish posh my dear boy!" That's only for the very wealthy aristocrats who live in West London and were raised by nannies. Wait, is that just more stereotyping?

So are the stereotypes true?

Stereotype is the perfect word for it. Yes, you'll come across a lot of these personalities and probably quite often, but there are also so many people who don't fit into these categories, just like everywhere in the world.

It's not that these are the majority, but those Brits who fit the stereotypes tend to be the extreme ones and thus they'll be the ones that you'll probably notice most.

How do you deal with stereotypes?

If you can't beat them, join them. If you want to move to the UK, it will take some adjustment no matter where you're from. Embrace the cultural differences and make the most of them.

You don't need to be judgmental, that's the beauty of being a true expat – you are lucky enough to be able to completely immerse yourself in a new culture, learn everything about it and take the best bits and apply them to your own way of living. Plus, it's always nice to pick up some polite British manners and let's be honest, we could all learn to queue a little better.

When all else fails, discuss the weather over a hot cup of tea.

Actividad nº 6

Seguro que has entendido los textos sobre los prejuicios acerca de los americanos y los británicos, pero ¿y el resto de nacionalidades? A todos nos afectan las ideas preconcebidas. ¿Sabrías unir cada nacionalidad con el estereotipo que se tiene sobre ella? Busca en el diccionario los adjetivos que no conozcas seguro que te llevas alguna sorpresa.

a. Finnish	_____ . uncontrolled
b. Austrian	_____ . serious
c. Belgian	_____ . noisy
d. German	_____ . quiet
e. Greek	_____ . impatient
f. Italian	_____ . gluttonous
g. Spanish	_____ . miser
h. Dutchman	_____ . disorganized

Curiosidad

Money in the United States. Press this [link](http://a4esl.org/q/h/9901/nr-usmoney.html) (<http://a4esl.org/q/h/9901/nr-usmoney.html>) if you are interested in this topic.

In this [link](https://www.earthcam.com/usa/newyork/timesquare/index.php?cam=tstwo_hd) (https://www.earthcam.com/usa/newyork/timesquare/index.php?cam=tstwo_hd) you can see what is happening right now in Times Square in New York.

4. Listening: British and American English.

A question from Brittney in the United States of America:

I am an American college student who is contemplating applying for work in the United Kingdom after I graduate, and I was wondering how big the language barrier would be in my prospective move from America to the United Kingdom.

I know there are similarities, but I also know that there are many more differences. Any tips would be appreciated!

Listen to Alex Gooch answer here:

Audio:

ACING_4_Bloque_12_Tema_6_Audio_British_and_American_English.mp3
(Portal de Educación de personas adultas)

Alex Gooch answers:

Hi Brittney. You're right, there are many well-known differences between British and American English, but these differences won't cause you any serious problems if you come and work in Britain.

First, there are a few noticeable GRAMMAR differences between British and American English: I'll talk about the two most important ones.

First of all, when Americans make sentences using '**just**', '**already**' or '**yet**', they normally use the past simple tense, while in Britain, we use the present perfect.

So an American, for example, might say:

"I already had lunch."

"She didn't arrive yet."

And a British person would say:

"I've already had lunch." - That's **"I have already had lunch."**

Or... **"She hasn't arrived yet."**

Also, in Britain we often use '**have got**' or '**has got**' when we talk about possession, while Americans generally just use '**have**' or '**has**'.

So, for example, in American English we might say:

"I have a new car."

In British English it's more normal to say:

"I've got a new car."

The meaning's the same, there's just a small grammatical difference that you might notice.

There are these and a few other very small differences, but to be honest, these differences almost never make it difficult for us to understand each other.

On the other hand, the differences in VOCABULARY between American English and British English are stronger than the grammatical differences, but again, these very rarely cause serious problems.

A lot of the words which are different are informal or slang words...

For example, I think many Americans would be unfamiliar with the British slang word '**naff**', which means 'un-cool' or 'poor-quality'.

On the other hand, a Brit (a British person) might be very confused by a sentence like:

"The café is kitty-corner to the pharmacy."

This means that the café is diagonally opposite to the pharmacy, but we don't have the word 'kitty-corner' in British English.

Another example would be telling the time...

If we want to describe **2:45** in Britain, we might say:

"Quarter to three", or **3:15** would be **"Quarter past three"**.

On the other hand, in America, these might be:

"Quarter of three" for **2:45**, or **"Quarter after three"** for **3:15**.

It's another small difference, but it's one that's not going to cause serious problems - it's quite easy to get used to.

There are also some differences in SPELLING which I should mention.

One example of this is the verb **'to practise'**:

In British English, this is spelt with an 'S', so that's

P-R-A-C-T-I-S-E.

In American English, it's spelt with two 'C's, so in American English it's

P-R-A-C-T-I-C-E.

And there are lots of other examples of slight difference of spelling, but about 99% of the time, British and American people can understand each other without any trouble at all. In Britain we watch lots of American films and TV programs, and we listen to lots of American music, so American English is generally very familiar to us.

This is probably not quite so true for an American coming to Britain. Americans, I think, don't watch quite so much British TV or British movies.

I should also point out that regional English can be an important thing to think about. Not everyone in Britain talks like James Bond. There are some regional accents in Britain which you don't hear so often in the movies, and these might be a bit more difficult to get used to.

However, I'd like to finish by saying that many, many Americans live and work in Britain, and they don't have any serious language problems at all. So, Brittney, my advice to you is: don't worry about the language, you'll be fine!

Alex Gooch has been an English teacher for ten years. He has taught in Poland and Switzerland, and more recently he's been teaching in various universities in the UK.

Below are some examples of Spelling and Vocabulary differences.

British spelling	American spelling
Colour	Color
Labour	Labor
Favourite	Favorite
Centre	Center
Theatre	Theater
Socialise	Socialize
Apologise	Apologize
Analyse	Analyze
Travelling	Traveling
Defence	Defense
Licence	License
Programme	Program
Grey	Gray
Tyre	Tire
Aeroplane	Airplane

British Word	American Word
Petrol	Gasoline
Car park	Parking lot
Lift	Elevator
Biscuits	Cookies
The Bill (in a restaurant)	The Check
Motorway	Freeway
Flat	Apartment
Return Ticket	Round Trip
Lorry	Truck
Railway	Railroad
Ground Floor	First Floor
Sweets	Candy
Chips	French Fries
Mobile Phone	Cellphone
Underground	Subway
Chemist	Drugstore
Tap	Faucet
Lawyer	Attorney
Rubbish	Garbage
Dustbin	Trash can
Secondary School	High School
Cupboard	Closet
Nappy	Diaper
Angry	Mad
Mad	Crazy
Toilet	Restroom
Post code	Zip code
Autumn	The Fall
Football	Soccer
Anti clockwise	Counter clockwise
Zip	Zipper

British	American
Have a Bath	Take a Bath
Have a Holiday	Take a Vacation
Have a Break	Take a Break
Have a Look	Take a Look
Have a Rest	Take a Rest

Actividad nº 7

Before you watch

Can you tell the difference? Put the words in the box under the correct heading.

Sidewalk Movie Portion of French Fries Lift Packet of chips
Can of fizzy drink Pants Trousers Portion of chips Elevator
Pavement Film Packet of crisps Can of soda

American English	British English

Now read the transcript or watch the video to find out if you are right.

Press this [link](#) to watch the video.

<https://learnenglish.britishcouncil.org/en/node/1726>

You can read the transcription here.

Man: Hey! Nice pants!

Woman: Excuse me?

Man: I said nice pants.

Woman: You can't see my pants, can you?

Man: Of course I can.

Woman: How can you see my pants?

Man: They're on your legs!

Woman: Ha. You haven't been to America recently, have you?

Man: Oh I, er, have actually. I've just got back from LA! That's 'Los Angeles' by the way ...

Woman: I know.

Man: Yeah, I picked up some of the American words, and now I forget which ones to use! So confusing!

Woman: We call these 'trousers' in Britain.

Man: Of course we do ... you know there are so many things though. It's like a completely different language sometimes!

Woman: Really?

Man: Yeah!

Woman: Would you like a crisp?

Man: Crisps? In the States, they're 'chips'!

Woman: Oh. So if I want to order our chips in America, what do I ask for?

Man: French fries!

Woman: I see.

Man: And you know what that is, don't you?

Woman: A fizzy drink.

Man: That's a 'soda'!

Woman: Hmm ...

Man: You know the lift over there?

Woman: Yeah?

Man: That's an 'elevator'.

Woman: Oh really?

Man: You know in the States, you don't go to watch a film ...

Woman: You watch a 'movie'!

Man: Exactly! And you don't walk on the pavement ...

Woman: You walk on the 'sidewalk'!

Man: You got it!

Woman: I've watched a lot of films ... oops ... movies!

Para saber más

Listen to this [audio](http://www.manythings.org/listen/americanbritish.html) (http://www.manythings.org/listen/americanbritish.html) to learn more about the differences between British and American English.

Now listen to the next famous song by Ella Fitzgerald.



Vídeo nº 3. Let's call the whole thing off. Fuente: youtube. Autor: desconocido. Licencia: desconocida

https://www.youtube.com/watch?time_continue=1&v=yQWbqeYsqp8

Let's Call The Whole Thing Off. Ella Fitzgerald

Things have come to a pretty pass
Our romance is growing flat
For you like this and the other
While I go for this and that
Goodness knows what the end will be
Oh, I don't know where I'm at
It looks as if we two will never be one
Something must be done
You say either and I say either
You say neither and I say neither
Either, either, neither, neither
Let's call the whole thing off
You like potato and I like potahto
You like tomato and I like tomahto
Potato, potahto, tomato, tomahto
Let's call the whole thing off
But, oh, if we call the whole thing off
Then we must part
And, oh, if we ever part, then that might break my heart
So if you like pajamas and I like pajahmas
I'll wear pajamas and give up pajahmas
For we know we need each other so we
Better call the whole thing off
Let's call the whole thing off
You say laughter and I say larfter
You say after and I say arfter
Laughter, larfter, after, arfter
Let's call the whole thing off

You like vanilla and I like vanella
You sarsaparilla, and I sarsapirella
Vanilla, vanella, chocolate, strawberry
Let's call the whole thing off
But, oh, if we call the whole thing off, then we must part
And, oh, if we ever part, then that might break my heart
So if you go for oysters and I go for ersters
I'll order oysters and cancel the ersters
For we know we need each other so we
Better call the calling off
Let's call the whole thing off
I say father, and you say pater
I saw mother and you say mater
Pater, mater, uncle, auntie
Let's call the whole thing off
I like bananas and you like banahnahs
I say Havana and I get Havahnah
Bananas, banahnahs, Havana, Havahnah
Go your way, I'll go mine
So if I go for scallops and you go for lobsters
So, all right, no contest, we'll order lobseter
For we know we need each other so we
Better call the calling off
Let's call the whole thing off

Autores de la canción:

Ira Gershwin / George Gershwin

5. Speaking: non verbal language

Interpersonal communication is much more than the explicit meaning of words, the information or message conveyed. It also includes implicit messages, whether intentional or not, which are expressed through non-verbal behaviours.

Non-verbal communication includes facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics) and the physical distance between the communicators (proxemics).

These non-verbal signals can give clues and additional information and meaning over and above spoken (verbal) communication.

Non-verbal communication helps people to:

- Reinforce or modify what is said in words. For example, people may nod their heads vigorously when saying "Yes" to emphasise that they agree with the other person, but a shrug of the shoulders and a sad expression when saying "I'm fine thanks," may imply that things are not really fine at all!
- Convey information about their emotional state.
- Define or reinforce the relationship between people.
- Provide feedback to the other person.
- Regulate the flow of communication. For example by signalling to others that they have finished speaking or wish to say something.

The Cultural Context

The good news is that most of us learn to interpret non-verbal communication as we grow up and develop. It is a normal part of how we communicate with other people, and most of us both use it and interpret it quite unconsciously.

This can make it harder to interpret consciously. However, if you stop thinking about it, you will probably find that you have a very good idea of what someone meant.

The bad news is that non-verbal communication can be very culture-specific.

Examples of culture-specific non-verbal communication

- The popular stereotype of Italians, involving big gestures, lots of hand-waving, and plenty of loud and excited shouting, may be a stereotype, but it exists for a reason. In the Italian culture, excitement is shown a lot more obviously than in the UK, for example, and non-verbal communication tends to be a lot more obvious. This can make it much harder for Italians to interpret non-verbal communication in the UK or USA, where it is more subtle. However, even in Italy, there are geographical variations.
- The thumbs-up gesture, which generally signals approval in English-speaking countries, is considered offensive in other countries, including apparently Greece, Italy and some parts of the Middle East.
- Making an OK gesture with thumb and forefinger. Making a circle with your thumb and forefinger like this means OK in Western cultures. It is used in particular by divers in this way. In Japan, however, it is reputedly the sign for money, and in Arabic countries, it is a threat.

It's worth being careful how you use gestures and body language!

Learning the Language

Many popular books on non-verbal communication present the topic as if it were a language that can be learned, the implication being that if the meaning of every nod, eye movement, and gesture were known, the real feelings and intentions of a person would be understood.

This, of course, is absolutely true.

Unfortunately interpreting non-verbal communication is not that simple. As covered on our Interpersonal Communication page, non-verbal communication is not a language with a fixed meaning. It is influenced and driven by the context in which it occurs. This includes both the place and the people concerned, as well as the culture.

For example, a nod of the head between colleagues in a committee meeting may mean something very different from when the same action is used to acknowledge someone across a crowded room, and again when two people are having a social conversation.

Interpersonal communication is further complicated in that it is usually not possible to interpret a gesture or expression accurately on its own. Non-verbal communication consists of a complete package of expressions, hand and eye movements, postures, and gestures which should be interpreted along with speech (verbal communication).

The Importance of Non-verbal Communication

When we communicate, non-verbal cues can be as important, or in some cases even more important, than what we say.

Non-verbal communication can have a great impact on the listener and the outcome of the communication.

Types of Non-Verbal Communication

The types of interpersonal communication that are not expressed verbally (with speech) are called non-verbal communications. There are many different types of non-verbal communication. They include:

- Body Movements (Kinesics), for example, hand gestures or nodding or shaking the head;
- Posture, or how you stand or sit, whether your arms are crossed, and so on;
- Eye Contact, where the amount of eye contact often determines the level of trust and trustworthiness;
- Para-language, or aspects of the voice apart from speech, such as pitch, tone, and speed of speaking;
- Closeness or Personal Space (Proxemics), which determines the level of intimacy;
- Facial Expressions, including smiling, frowning and even blinking; and
- Physiological Changes, for example, sweating or blinking more when nervous.

Nonverbal Activity: Wordless Acting

1. Separate students into groups of two.
2. Determine one student in each group as student A, and one as student B.
3. Give each student a copy of the following script.
4. Student A will read his/her lines out loud, but student B will communicate his/her lines in a nonverbal way.
5. Provide B with a secret emotional distraction that is written on a piece of paper. For example, student B may be in a rush, may be really bored, or maybe feeling guilty.
6. After the dialogue, ask each student A to guess what emotion was affecting the student's partner student B.

Dialogue:

A: Have you seen my book? I can't remember where I put it.

B: Which one?

A: The murder mystery. The one you borrowed.

B: Is this it?

A: No. It's the one you borrowed.

B: I did not!

A: Maybe it's under the chair. Can you look?

B: OK--just give me a minute.

A: How long are you going to be?

B: Geez, why so impatient? I hate when you get bossy.

A: Forget it. I'll find it myself.

B: Wait—I found it!

Nonverbal Activity 2: We Have to Move Now!

- Cut several strips of paper.
- On each strip of paper, write down a mood or a disposition like guilty, happy, suspicious, paranoid, insulted, or insecure.
- Fold the strips of paper and put them into a bowl. They will be prompts.
- Have each student take a prompt from the bowl and read the same sentence to the class, expressing the mood they've picked.
- Students will read the sentence: **"We all need to gather our possessions and move to another building as soon as possible!"**
- Students should guess the emotion of the reader. Each student should write down assumptions they make about each "speaking" student as they read their prompts.

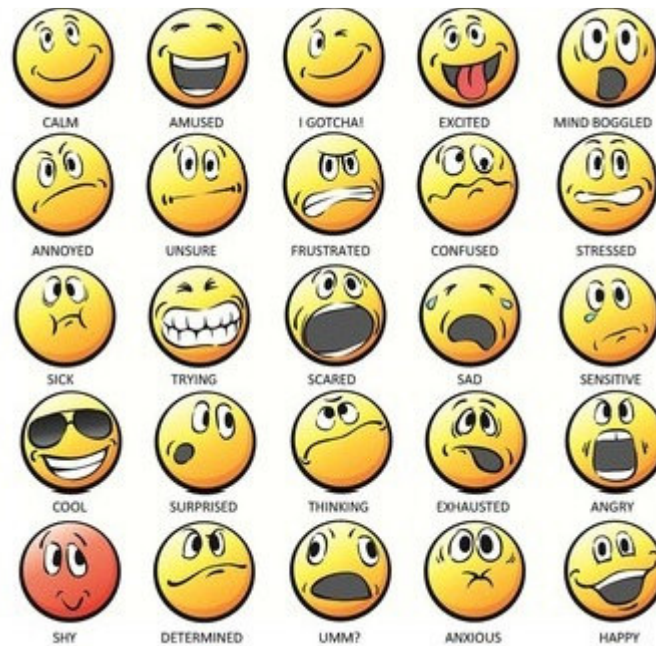


Imagen nº 5. Fuente: teacherspayteachers Autor: desconocido. Licencia: desconocida
<http://www.teacherspayteachers.com/>

Product Description

This Emotions chart can be printed small for student personal reference. Great for working with students who need to gauge their emotional responses. The chart can also be printed in poster format and laminated for durability and used to learn types of emotions.

6. Writing: news reporting.

A news report is similar to a news article. It is the basic facts of a story that is currently happening or that just happened. Writing a news report is easy if you report on the subject, conduct good interviews, and write in a style that is clear, concise, and active.

When you write a **news report**, remember to cover the 5 W's:

- **What's happening?**
- **Who is involved?**
- **Where is this happening?**
- **When is it happening?**
- **Why is it happening?**

And be:

- **Clear** - use simple language
- **Concise** - keep sentences short
- **Correct** - check your facts, grammar and punctuation

EXAMPLE:

News Report

October 9, 1908

TORONTO DAILY MAIL

Actor's coffin finds its way home nine years after death

(CHARLOTTETOWN, PRINCE EDWARD ISLAND) Nine years after the death of the famous Canadian actor, Charles Coghlan returned on the waves in his coffin to his native Prince Edward Island.

A barnacle-covered, water-logged box was discovered early yesterday morning by fishermen in the Gulf of St. Lawrence just off the north coast of Prince Edward Island. When they opened the box, they saw that it was a coffin with the body of a middle-aged man inside. A silver plate in the coffin gave the name of Charles Coghlan, and the date of his death: November 27, 1899.

The fishermen believed that they knew the deceased, who was born nearby and, until his death, had a summer home in a nearby village. They immediately contacted the local authorities.

The authorities confirmed that the body that the fishermen had found was that of famous Canadian actor Charles Coghlan, who had died nine years earlier and had been buried in a cemetery thousands of miles away in Galveston, Texas.

Puzzled, the local authorities telegraphed the police in Galveston, Texas. They learned that on September 8, 1900, one year after Mr. Coghlan's burial, a huge hurricane had struck Galveston, Texas. Six thousand people died and there was much damage to property. Apparently, the huge storm had turned the city's cemeteries into rivers. Coffins were washed into the Gulf of Mexico and out to sea.

It is believed that the coffin carrying Mr. Coghlan's body was caught by the West Indian Current and carried east to the Gulf Stream. Then the Gulf Stream probably took Mr. Coghlan's coffin northward at a rate of about seventy miles a day. The coffin drifted as far north as Newfoundland before it was blown toward Prince Edward Island by a storm.

Mr. David Martin, a spokesman for Mr. Coghlan's family, said that the family intends to hold a second funeral for Mr. Coghlan to bury him in the cemetery of the local village. "It is obvious that Charles Coghlan's soul could not rest until his body reached his native soil," Mr. Martin said.

Charles Francis Coghlan was born on Prince Edward Island in 1841. His talents as an actor took him to London, England, in 1860, where he became a famous Shakespearean actor. He was appearing in a play in Galveston, Texas, in November 1899, where he died, and was buried there until the force of a hurricane took his body home to its final resting place.

(from Grade 9 English Unit *Mystery and the Unexplained*, Toronto District School Board)

headline gives the main idea of the report

Who

What happened

When

Where

Why/How

background information not necessary to the report, but adds detail

direct quotations from involved parties

69

Now it's your turn:

1. Look at this information about a new study into children and their use of mobile phones.

Mobile phone child health risk investigation

A major investigation into whether mobile phones and other wireless technologies affect children's mental development is getting under way.

The study - funded by the government and industry - will track 2,500 11- and 12-year-olds from September.

It will look at their cognitive ability - thinking skills, memory and attention - and then repeat the tests in 2017.

The researchers say "very little" is known about what impact these technologies have on children.

The World Health Organization has said research in this area is of the "highest priority".

More than 160 secondary schools in the outer London area will receive invitations to enrol pupils into the study.

Much of the research into mobile phone use has focused on adults and in particular, the risk of brain cancer. No evidence of harm has been established to date.

Nonetheless, NHS advice is that children under the age of 16 should use mobile phones only for essential purposes and, where possible, with hands-free kits.

Informed choices

The theory has been put forward that children's brains may be more susceptible because they are still developing.

This research - led by Imperial College London - will put that idea to the test by asking children and their parents about their use of mobile phones and wireless devices, such as tablets, as well as analysing data from operators.

The 11-12 age group is particularly important as many children get mobiles at that age to coincide with starting secondary school. Some 70% of that age group now own a mobile.

Lead investigator Dr Mireille Toledano said: "The advice to parents is based on the precautionary principle given in absence of available evidence and not because we have evidence of any harmful effects.

"As mobile phones are a new and widespread technology central to our lives, carrying out the study is important in order to provide the evidence base with which to inform policy and through which parents and their children can make informed life choices."

The researchers will now be writing to 160 secondary schools in the outer London area asking pupils to take part.

2. Pick out what you think are the most important points and then write a short script (of no more than five sentences) explaining what the story is about.

3. When you've done that write a headline - just one short sentence explaining what the story is about.

Para saber más

If you need more information about reporting news, press this [link](#).

<https://www.wikihow.com/Write-a-News-Report>

Soluciones a los ejercicios propuestos

Actividad nº 1

1. "He works in a bank"

She said (that) he worked in a bank .

2. "We went out last night"

She told me (that) they went (had gone) out last night (the night before) .

3. "I'm coming!"

She said (that) she was coming .

4. "I was waiting for the bus when he arrived"

She told me (that) she had been waiting for the bus when he arrived .

5. "I'd never been there before"

She said (that) she had never been there before .

6. "I didn't go to the party"

She told me (that) she didn't go (hadn't gone) to the party .

7. "Lucy'll come later"

She said (that) Lucy would come later .

8. "He hasn't eaten breakfast"

She told me (that) he hadn't eaten breakfast .

9. "I can help you tomorrow"

She said (that) she could help me tomorrow .

10. "You should go to bed early"

She told me (that) I should go to bed early .

11. "I don't like chocolate" He said (that) he didn't like chocolate .

12. "I won't see you tomorrow"

She said (that) she wouldn't see me tomorrow .

13. "She's living in Paris for a few months"

She said (that) she was living in Paris for a few months .

14. "I visited my parents at the weekend"

She told me (that) she visited (had visited) her parents at the weekend .

15. "She hasn't eaten sushi before"

She said (that) she hadn't eaten sushi before .

16. "I hadn't travelled by underground before I came to London"

She said (that) she hadn't travelled by underground before she came to London .

17. "They would help if they could"

She said (that) they would help if they could .

18. "I'll do the washing-up later"

She told me (that) she would do the washing-up later .

19. "He could read when he was three"

She said (that) he could read when he was three .

20. "I was sleeping when Julie called"

She said (that) she had been sleeping when Julie called .

Actividad nº 2

1. She asked me where he was .

2. She asked me what I was doing .

3. She asked me why I went (had gone) out last night .

4. She asked me who that beautiful woman was .

5. She asked me how my mother was .

6. She asked me what I was going to do at the weekend .

7. She asked me where I would live after graduation .

8. She asked me what I had been doing when she saw (had seen) me .

9. She asked me how the journey was (had been) .

10. She asked me how often I went to the cinema .

11. She asked me if I lived in London .

12. She asked me if he arrived (had arrived) on time .

13. She asked me if I had been to Paris .

14. She asked me if I could help her .

15. She asked me if I was working tonight (that night) .

16. She asked me if I would come later .

17. She asked me if I liked coffee .

18. She asked me if this was the road to the station .

19. She asked me if I did (had done) my homework .

20. She asked me if I had studied

Actividad nº 3

1. "Please help me carry this"

She asked me to help her carry that.

2. "Please come early"

She asked me to come early.

3. "Please buy some milk"

She asked me to buy some milk.

4. "Could you please open the window?"

She asked me to open the window.

5. "Could you bring the book tonight?"

She asked me to bring the book tonight (that night).

6. "Can you help me with my homework, please?"

She asked me to help her with her homework.

7. "Would you bring me a cup of coffee, please?"

She asked me to bring her a cup of coffee.

8. "Would you mind passing the salt?"

She asked me to pass the salt.

9. "Would you mind lending me a pencil?"

She asked me to lend her a pencil.

10. "I was wondering if you could possibly tell me the time?"

She asked me to tell her the time.

11. "Do your homework!"

She told me told me to do my homework.

12. "Go to bed!"

She told me to go to bed.

13. "Don't be late!"

She told me not to be late.

14. "Don't smoke!"

She told me not to smoke.

15. "Tidy your room!"

She told me to tidy my room.

16. "Wait here!"

She told me to wait here (there).

17. "Don't do that!"

She told me not to do that.

18. "Eat your dinner!"

She told me to eat my dinner.

19. "Don't make a mess!"

She told me not to make a mess.

20. "Do the washing-up!"

She told me to do the washing-up.

Actividad nº 4

- c) Good morning, Mrs. Brown. How do you do?
a) How do you do, Martin?
h) These are the candidates' CVs, Mrs. Brown.
b) Did you phone Laurie?
g) No, sorry, I'm afraid I forgot.
e) Nevermind, Martin. Could you phone him this afternoon, please? I want him to come as soon as possible.
d) Oh, I see. I'll phone him right now. See you later, Mrs. Brown.
f) Thanks, Martin. See you.

Actividad nº 5

Christina: Hey, Ravi! Why didn't you turn up at my place last evening? Everyone was waiting for you to show up, you know! In fact, we waited till 9:00 p.m. to start!

Ravi: I'm so sorry , Tina — I just couldn't get away from the office!

Christina: Well, since you didn't call to say you weren't coming, we didn't know for sure!

Ravi: I know, Tina — it was really rude of me not to call — can you forgive me , please?

Christina: It wasn't just me, you know — Suzie came only to meet you, and I had a real problem with the seating arrangement at dinner!

Ravi: My sincere apologies once again , dear — I just hope I can make up for it soon!

Christina: It's okay , but you better not repeat this — I don't know if I can take it one more time!

Ravi: Please let it pass this time — I promise this will never happen again!

Christina: All right, all right — you're forgiven ! Now buy me an ice cream, or I'll tell everyone about this!

Ravi: Really? Now who's being mean? Ha ha!

Actividad nº 6

- | | |
|-------------|-------------------------|
| a. Finnish | <u>f</u> . uncontrolled |
| b. Austrian | <u>d</u> . serious |
| c. Belgian | <u>g</u> . noisy |
| d. German | <u>a</u> . quiet |
| e. Greek | <u>b</u> . impatient |
| f. Italian | <u>c</u> . gluttonous |
| g. Spanish | <u>h</u> . miser |
| h. Dutchman | <u>e</u> . disorganized |

Actividad nº 7

American English	British English
<u>Sidewalk</u>	<u>Pavement</u>
<u>Packet of chips</u>	<u>Packet of crisps</u>
<u>Pants</u>	<u>Trousers</u>
<u>Portion of french fries</u>	<u>Portion of chips</u>
<u>Elevator</u>	<u>Lift</u>
<u>Movie</u>	<u>Film</u>
<u>Can of soda</u>	<u>Can of fizzy drink</u>