

Bloque 7. Unit 1.

London

ÍNDICE

- 0. Introduction
 - 1. Grammar
 - 1.1. Present Simple and Present Continuous
 - 1.2. Demonstrative adjectives and pronouns
 - 2. Reading and vocabulary
 - 2.1. Home
 - 2.2 Environment
 - 3. Pronunciation
 - 3.1. Contracted forms
 - 4. Listening and speaking
 - 4.1. Personal Information
 - 4.2. Daily routines
 - 5. Writing
 - 5.1. Descriptions: places
-

0. Introduction

Actividad de lectura

Life in the City is wonderful; there are shows, cinemas, theatres, museums (there are hundreds of places to visit), there is anything you think of in a big city like London. People in the city are wonderful, they are wherever you go and everyone seems to do whatever they like. That is the spirit of a city: freedom. London is the land of opportunities, in every sense; there are a lot of job offers (from waiters or receptionists to corporation managers). There are people from all around the world in London; some are there on holidays, and some go there to live.

London is a huge city, it is in the South of England and it is the biggest city in the UK. It usually rains a lot in winter but in summer the weather is nice and warm.

The City Centre is the most wonderful place, people go there only to have a walk along the streets and look at the shop windows.

Actividad 1

Answer the following questions about the text above:

- a) Which places can you visit in London?
- b) Which is the spirit of London?
- c) What's the weather like in London?
- d) What do people usually do in the City Centre in London?

Para saber más

Guías turísticas de Londres:

- [Londontown](http://www.londontown.com/) una de las más visitadas y muy útil
<http://www.londontown.com/>
- [Visitlondon](http://www.visitlondon.com/) página oficial de la oficina de turismo de Londres. Algunas partes son accesibles para lectores con nivel pre-intermedio.
<http://www.visitlondon.com/>
- [Londontourist](http://www.londontourist.org/)
<http://www.londontourist.org/>

Vida cultural y espectáculos de Londres:

- [Timeout london](http://www.timeout.com/london/)
<http://www.timeout.com/london/>
Si quieres ver una webquest sobre Londres pulsa en el siguiente enlace. Al igual que las cazas del tesoro (Treasure Hunts), las WebQuest son actividades combinadas bastante largas y complejas pues exigen una investigación en Internet buscando la información requerida, sin embargo puedes intentar realizarla o al menos realizar una parte:
- [Webquest London](http://www.isabelperez.com/webquest/marbella/welcome_to_london/index.html)
http://www.isabelperez.com/webquest/marbella/welcome_to_london/index.html

1. Grammar

1.1. Present Simple and Present Continuous

Present simple

FORM

(+) Subject + verb (-s 3rd person singular) + complements

Example: *I get up at 7:00 a.m.*

She gets up at 7:00 a.m.

(-) Subject + don't / doesn't + verb + complements

Example: *I don't get up at 7:00 a.m.*

She doesn't get up at 7:00 a.m.

(?) Do / does + subject + verb + complements + ?

Example: *Do you usually get up at 7:00 a.m.?*

Does she usually get up at 7:00 a.m.?

Short answers: (+) Yes, subject + do/does (-) No, subject + don't/doesn't

Example: *Yes, I do / No, I don't*

Yes, she does / No, she doesn't

USE

Habits and routines

General truths

Likes, dislikes, opinions, beliefs, preferences

Present continuous

FORM

(+) Subject + am/are/is + V-ing + complements

Example: *I am listening to the radio now*

She is listening to the radio now

(-) Subject + am not/aren't/isn't + V-ing + complements

Example: *I am not listening to the radio now*

She isn't listening to the radio now

(?) Am/is/are + subject + V-ing + complements + ?

Example: *Are you listening to the radio now?*

Is she listening to the radio now?

Short answers: (+) Yes, subject + am/is/are (-) No, subject + am not/aren't/isn't

Example: *Yes, I am/ No, I'm not*

Yes, she is/ No, she isn't

USE

Actions happening now

Temporary actions which include the present moment

Future meaning: plans and intentions

TIME EXPRESSIONS

ADVERBS OF FREQUENCY

- Before the main verb
- After the verb to be

Always, often, usually, sometimes, hardly ever, never...

OTHER TIME EXPRESSIONS

- Other expressions of frequency usually go at the end of the sentence

Examples:

Everyday / every night / every week / every year / every Tuesday

On Monday, On Tuesday, ATTENTION: AT weekends

In the morning, in the afternoon, in the evening. ATTENTION: AT night

In summer, in winter, in November, in May. ATTENTION: AT Christmas

Once a week, Twice a month, Three times a day

TIME EXPRESSIONS

Time expressions usually go at the end of the sentence

Examples:

Present meaning

Now, right now

At the moment, at this moment

This week, this month, this year

Future meaning

Tonight, tomorrow

Next weekend, next summer, next year, next Christmas

On December the 31st

SPELLING RULES FOR THE 3RD PERSON -S			SPELLING RULES FOR THE -ING FORM		
Infinitive	Third person	Spelling	Infinitive	-ing form	Spelling
Work	Works	add -s	Cook / study	Cooking / studying	Add -ing
Study	Studies	consonant + y = -ies			
Finish	Finishes	add -es after sh, ge, ch, x, ce, s	Live	Living	Cut the final -e and add -ing
Go/do	Goes/does	add -es after go and do	Run	Running	Double the final consonant and add -ing
Have	Has	change to s			

Para saber más

VERBOS QUE NO SE UTILIZAN EN PRESENTE CONTINUO

Hay dos grupos de verbos que normalmente no se utilizan en presente continuo porque expresan cosas generales, que no cambian de un momento para otro:

a. Verbos de preferencia Like / Love / Hate

“I don't like cheese”

“My sister loves Chinese food”

“They hate violence”

b. Verbos relacionados con el pensamiento Think / Believe / Understand

“I think England is a good place to live”

“Mario understands English, but he doesn't understand German”

“We don't believe in ghosts”

Actividad nº 2

1. Mary _____ six years old.

has

have

is

are

2. They never _____ wine.

drink

drinks

drank

drinking

3. Where _____ Gary and Cynthia live?

does

do

doing

done

4. The boy _____ hungry.

- has
- were
- is
- are

5. I _____ 20 years old.

- are
- has
- am
- have

Actividad nº 3

Complete each sentence with the correct form:

- a) I _____ (play) with my dog.
- b) She _____ (love) her mother.
- c) They _____ (be) happy.
- d) My English teacher _____ (be) nice.
- e) They _____ (burn) papers in the fire-place.
- f) My dog _____ (be) ten years old.
- g) _____ (have / he) got any sister ?
- h) He _____ (try) to catch his bus everyday.
- i) Oil _____ (be) a raw material.
- j) I _____ (play) with my sister.

Answer the following questions saying "yes".

- Do you play tennis? _____
- Does she play tennis? _____
- Is he a lawyer? _____
- Are you a teacher? _____
- Does he go to school? _____
- Is Marvin a doctor? _____

Answer the following questions saying "no"

Do you play tennis? _____

Does she play tennis? _____

Is he a lawyer? _____

Are you a teacher? _____

Does he go to school? _____

Is Marvin a doctor? _____

Write questions and negatives

+ Mary is at school

? _____

- _____

+ You are a very good student

? _____

- _____

+ Sam and Luise are students

? _____

- _____

+ Your parents are in London now

? _____

- _____



Actividad nº 4

Insert the adverb in brackets in the correct position

1 I'm late. (never)

2 They go out in the week. (seldom)

3 We don't see her. (often)

4 I take too long in the shower. (always)

5 Sam arrives on time. (usually)

6 Our class isn't clean. (always)

7 Do you go to the cinema on Fridays? (always)

8 Do you feel sad? (sometimes)

9 That dirty pig cleans his teeth. (never)

10 Our maths teacher smiles. (hardly ever)

Actividad nº 5

Write the correct form in present simple or continuous

- a) John _____ to Mary now (talk)
- b) I _____ television every night. (watch)
- c) The children usually _____ to bed at nine o'clock. (go)
- d) _____ a book at the moment?. (Richard read)
- e) They _____ to the theatre very often. (not go)
- f) I _____ at the moment. (not study)
- g) I _____ English, although I _____ at the moment. (not speak) / (study)
- h) I _____ in Valencia, though I _____ in Madrid at the moment. (live) / (stay)
- i) I _____ in a hotel at the moment, although I _____ my own apartment. (stay) / (have)
- j) She _____ from Chile, though she _____ in New York just now. (come) / (live)
- k) I _____ to a political party. (belong/negative)
- l) Hurry! The bus _____ (come) I don't want to miss it.
- m) The River Nile _____ into the Mediterranean. (flow)
- n) The river _____ very fast today - much faster than usual (flow)
- ñ) _____ in India? (ever/snow)
- o) We usually _____ vegetables in our garden but this year we _____ any. (grow)
- p) I cannot drive but I _____. (learn) My mother _____ me. (teach)
- q) You can _____ my umbrella. (borrow) I _____ at the moment. (need)
- r) I usually _____ parties but I _____ this one very much. (enjoy)
- s) George says he's 80 but I _____ him. (believe/negative)

- t) Ron is in London at the moment. He _____ at the Hilton Hotel. (stay)
- u) My parents _____ in Bristol. They were born there and have never lived anywhere else. Where _____ your parents _____? (live)
- v) What _____ your dad _____? (do)

EXTRA PRACTICE

En el siguiente enlace puedes practicar la 3ª persona singular del Presente Simple.

[Present Simple Verbs](#)

<http://a4esl.org/q/h/lb/psv.html>

En el siguiente enlace puedes practicar la forma negativa del Presente Simple.

[Present Simple Negative Verbs](#)

<http://a4esl.org/q/h/lb/psnv.html>

En el siguiente enlace puedes hacer un ejercicio sobre la posición de adverbios de frecuencia.

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

En el siguiente enlace puedes practicar el uso de adverbios de frecuencia según su significado.

[Adverbs of Frequency](#)

<http://esl.lbcc.ca.us/eeslessons/adverbfreq/adfreqz.htm>

En el siguiente enlace puedes hacer un ejercicio de elección múltiple sobre el Presente Simple.

[Present Simple](#)

http://www.englishclub.com/grammar/verb-tenses_present_quiz.htm

En el siguiente enlace puedes traducir unas oraciones de Presente Continuo al inglés.

Recuerda utilizar las fórmulas contraídas para la negación (isn't, aren't, I'm not).

[Aulafacil](#)

<http://www.aulafacil.com/CursoIngles/Ejercicios7.htm>

En el siguiente enlace puedes practicar la diferencia entre Presente Simple y Presente Continuo.

[Correct Form of the Verb](#)

<http://a4esl.org/q/j/dy/mc-verbform.html>

1.2. Demonstrative adjectives and pronouns

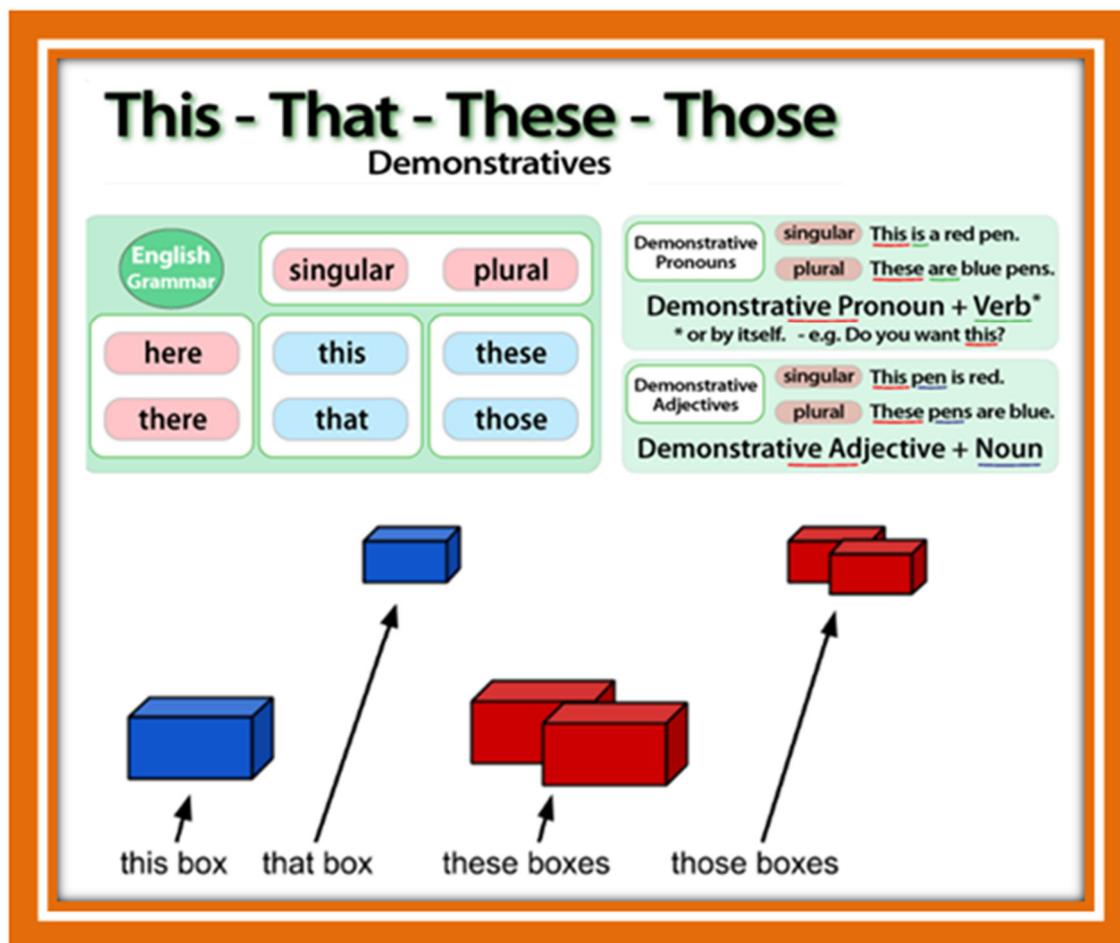


Imagen 1: Demostrativos Fuente: flickr Autor: Woodward English Licencia: Etiquetada para reutilización con modificaciones

https://www.grammar.cl/Notes/This_That_These_Those.htm

Los **adjetivos demostrativos** suelen acompañar a sustantivos. Es decir, van delante de ellos y los presentan.

"This woman is my wife"

"I want that T-shirt"

"These people want to see you" (Recuerda que PEOPLE es siempre plural)

"I don't like those clouds"

En ocasiones, pueden sustituir también a algún sustantivo (persona o cosa) que hayamos mencionado antes. En este caso, son pronombres demostrativos.

"This is my favourite book"

"That is horrible!"

"Which shoes do you prefer? These or those?"

Actividad nº 6

Complete the sentences with the correspondent demonstrative adjective or pronoun

1. Complete with This/These

- a) _____ pencil is no good.
- b) _____ is Michelle's pen.
- c) _____ computer is expensive.
- d) _____ girls are from my college.
- e) _____ bikes are mountain bikes.
- f) _____ is my newspaper.
- g) _____ shoes are too big.
- h) _____ book is very interesting.
- i) _____ house is the biggest in the street.
- j) _____ potatoes aren't cooked.

2. Complete with That/Those

- a) _____ desk is mine.
- b) _____ is a good answer.
- c) _____ questions are too difficult.
- d) _____ isn't a nice thing to say.
- e) _____ dogs bark all day.
- f) _____ dress is short.
- g) _____ birds sing in that tree every morning.
- h) _____ letter is for Jill.
- i) _____ windows are open.

Para saber más

En el siguiente enlace puedes practicar los pronombres demostrativos

Aulafacil

<http://www.aulafacil.com/cursos/l15426/idiomas/ingles/ingles-a1/adjetivos-y-pronombres-demostrativos-ejercicios>

En el siguiente enlace puedes practicar los pronombres demostrativos. En cada oración tienes cuatro opciones. Lee atentamente la oración y elige A, B, C o D. ¡¡Suerte!!

Demonstrative Pronouns

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

2. Reading and vocabulary

2.1. Home

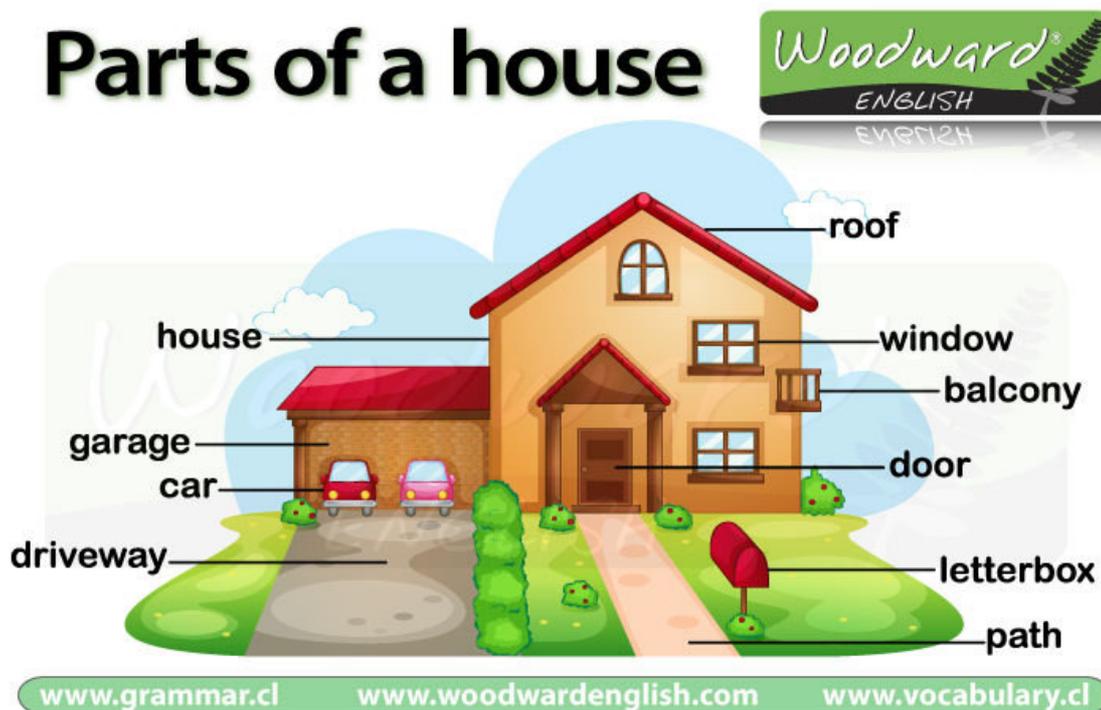


Imagen 2. Fuente: [flickr](https://www.flickr.com/photos/woodwardenglish/). Autor: Woodward English. Licencia: imagen etiquetada para uso no comercial
<https://www.woodwardenglish.com/parts-of-the-house-in-english/>

MY ROOM

My name is Luke. I want to tell you about my room. My room is quite big. When you go through the door you can see a chest of drawers and a bed on the left. Opposite the door there is a shelf, a desk and another chest of drawers. There is a comfortable armchair in the middle of the room.

A standing lamp is next to the bed, between the bed and the chest of drawers on the left. The stereo is on the chest of drawers next to the bed. The shelf on the left of the desk has a collection of books. There are books, pens and pieces of paper on my desk.

There is also my favourite possession - a computer! I love my PC because it's a great tool. I can find lots of information online. I can use my computer when learning English, for example.

On the right of the desk there is the other chest of drawer. There is a small TV on top of it. I keep my school things and some of my clothes in this chest of drawers.

Opposite the door there is a big window. It's above the desk. There are plants on the window sill!. Sometimes, I open the window and break a pot. Clean or a bit messy, I like my room very much.

Actividad nº 7

1. The room is not big

Verdadero Falso

2. There is one chest of drawers there

Verdadero Falso

3. The armchair is in the corner

Verdadero Falso

4. There are lots of things on the desk

Verdadero Falso

5. Luke's favourite thing is his PC

Verdadero Falso

6. He does not surf online

Verdadero Falso

7. His computer helps him to learn I.T.

Verdadero Falso

8. There is no TV in his room

Verdadero Falso

9. There are two windows there

Verdadero Falso

10. He does not like his room

Verdadero Falso

2.2 Environment

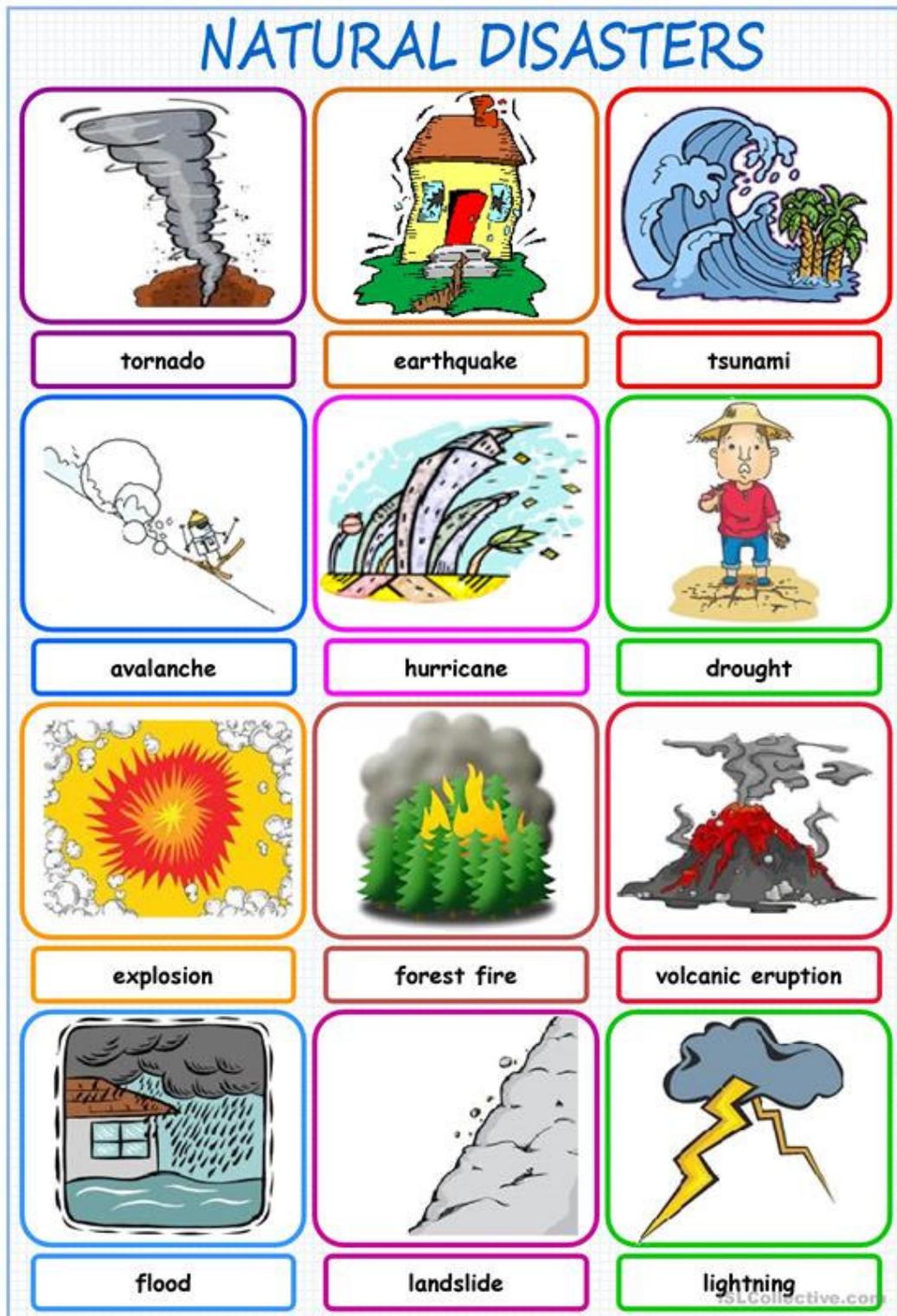


Imagen 3. Fuente: [islcollective](https://www.eslcollective.com) Author: kissnetothedit Licencia: iSLCollective Copyright license
https://www.eslprintables.com/vocabulary_worksheets/environment_and_nature/natural_disasters/Natural_Disasters_Picture_Dict_683061/

Actividad Nº 8

Complete the sentences with a word related to environmental disasters.

1. Last night _____ Maui erupted and the hot lava poured downhill. Since there are two villages located at the foot of the _____, the local population was evacuated.
2. The devastation caused by _____ Sandy, particularly in New York and New Jersey, is tragic, but the hurricane has at least put climate change back on the map.
3. After the harshest winter in decades, the Balkans region in the southeast of Europe is now facing its hottest summer and the worst _____ across the area in nearly 40 years.
4. A powerful _____ in Indonesia caused a _____ that killed at least 113 people.
5. A _____ caused by rains in southern China left 21 people missing today, adding to a growing death toll from China's worst _____ season in a decade.
6. This summer a dozen _____, which are more common in the US, have hit Europe. The twister which swept through Poland yesterday flattened more than 400 hectares of woodland in the area.
7. The US navy has been deployed to help avert a looming environmental _____ in the Gulf of Mexico.

3. Pronunciation

3.1. Contracted forms

Ahora que hemos repasado el **Presente Simple** y el **Presente Continuo** es conveniente recordar un aspecto de la pronunciación contraída de los siguientes verbos cuando funcionan como auxiliares: **To Be**, **Do / Does** y también **To Have**.

A la hora de utilizar estos verbos de forma escrita y en textos formales, encontrarás que estos verbos no se contraen:

"I am glad to see you"

"She does not want to divorce"

"We have met before"

Sin embargo, estas formas se contraen para hacer el lenguaje más fluido en textos más informales y sobre todo a la hora de hablar. Estas fórmulas contraídas ocurren tanto en verbos afirmativos o al utilizar auxiliares en la negación. Por tanto, es necesario que estudiemos estas formas para familiarizarnos con ellas, reconocerlas y poder utilizarlas en nuestras conversaciones.

To Be

Ej. 1: "She is nineteen years old" = *"She's nineteen (years old)"*

Ej. 2: "He is playing tennis" = *"He's playing tennis"*

Ej. 3: "We are not watching TV" = *"We aren't watching TV"*

Ej. 4: "I am not hungry" = *"I'm not hungry"*

OJO: Observa que el verbo To Be se contrae tanto si es verbo principal (Ejs. 1 y 4) como si es verbo auxiliar (Ej. 2 y 3). También se contrae en afirmativa (Ejs. 1 y 2) como en negativa (Ejs. 3 y 4). En su forma negativa, se contrae tanto con el sujeto (Ej. 4) como con el NOT (Ej 3).

Do / Does

“He does not like football” = *“He doesn’t like football”*

“I do not speak Japanese” = *“I don’t speak Japanese”*

El verbo Do / Does se contrae en la forma negativa junto con el NOT.

To have.

La forma contraída de este verbo se utiliza en el Presente Perfecto, que es un tiempo verbal que veremos más adelante. En cualquier caso, se contrae en forma negativa con el NOT.

“Mary has not phoned” = *“Mary hasn’t phoned”*

“I have not seen you before” = *“I haven’t seen you before”*

En el siguiente enlace puedes practicar la forma contraída del verbo TO BE. Ve a la parte “GRAMMAR – Verb To Be” y pulsa en PLAY ?

[GRAMMAR – Verb To Be](#)

<http://www.ompersonal.com.ar/ELEMENTARY/unit1/page2.htm>

En el siguiente enlace puedes practicar la pronunciación de las formas contraídas en negativa. Ve a la parte de “PRONUNCIATION – Negative contractions” y pulsa en PLAY?

[PRONUNCIATION – Negative contractions](#)

<http://www.ompersonal.com.ar/ELEMENTARY/unit17/page4.htm>

4. Listening and speaking

4.1. Personal Information

Listen to the next audio and do the exercises

Audio: ACING_3_Bloque_07_Tema_1_Audio_1_at_the_library.mp3 (Portal de Educación de personas adultas)

Actividad Nº 9

Circle the correct word to complete these sentences.

1. Lucy's surname is

More

Moor

Moore

2. She's in class

1B

1C

4B

3. Lucy is

13

14

15

4. The librarian asks for Lucy's

address

photo

passport

Actividad nº 10

Complete the gaps with one of the following words.

class photo spell surname old card

Lucy: Hello.

School librarian: Hello, what's your name?

Lucy: My name's Lucy.

School librarian: And what's your _____, Lucy?

Lucy: Moore.

School librarian: Can you _____ that?

Lucy: M-O-O-R-E.

School librarian: Thank you. What _____ are you in?

Lucy: Class 1B.

School librarian: Class 1B. And how are you, Lucy?

Lucy: I'm 13.

School librarian: Have you got a?

Lucy: Yes, here you are.

School librarian: Thank you ... OK, thank you, Lucy. Here's your school library.

Lucy: Thanks. Bye.

School librarian: Goodbye.

4.2. Daily routines

Choose a card and talk to the rest of the class about the daily routine of that person

<p>job: pupil</p> <p>morning:</p> <ul style="list-style-type: none">• gets up - 6:50• goes to the bathroom• puts on his clothes• has breakfast• goes to school by bus• has seven lessons a day <p>afternoon:</p> <ul style="list-style-type: none">• has lunch at school (packed)• goes home - 3:45• relaxes for 25 minutes• does his homework - 4:15-5:15• goes to the sports centre (plays football) <p>evening:</p> <ul style="list-style-type: none">• has dinner - 7:00• watches TV• cleans his shoes• brushes his teeth• goes to bed - 9:30 <p>Jamie</p> 	<p>job: pupil</p> <p>morning:</p> <ul style="list-style-type: none">• gets up - 7:10• has a shower• gets dressed• has breakfast• makes her bed• her father drives her to school• has six lessons a day <p>afternoon:</p> <ul style="list-style-type: none">• has lunch at school canteen• goes home - 3:30• does her homework - 4:00-5:30• helps her mother with the cooking <p>evening:</p> <ul style="list-style-type: none">• has dinner - 6:30• tidies her room• brushes her teeth• reads a book• goes to sleep - 8:30 <p>Melanie</p> 	<p>job: shop assistant</p> <p>morning:</p> <ul style="list-style-type: none">• gets up - 6:00• feeds her cat• makes her breakfast• brushes teeth• tidies her room• has breakfast• leaves to work - 8:15 <p>afternoon:</p> <ul style="list-style-type: none">• finishes work - 5:00• goes shopping• has a light dinner at a café• goes to her aerobics lesson <p>evening:</p> <ul style="list-style-type: none">• arrives home - 8:00• calls her friends• has a shower• watches TV• goes to bed - 10:10 <p>Victoria</p> 
---	--	--

Imagen 4: Daily routines Fuente: pinterest Autor: kissnetothedit Licencia: Creative Commons

<https://www.pinterest.es/pin/562316703453110293/?lp=true>

Now it's your turn. Talk about your daily routine.

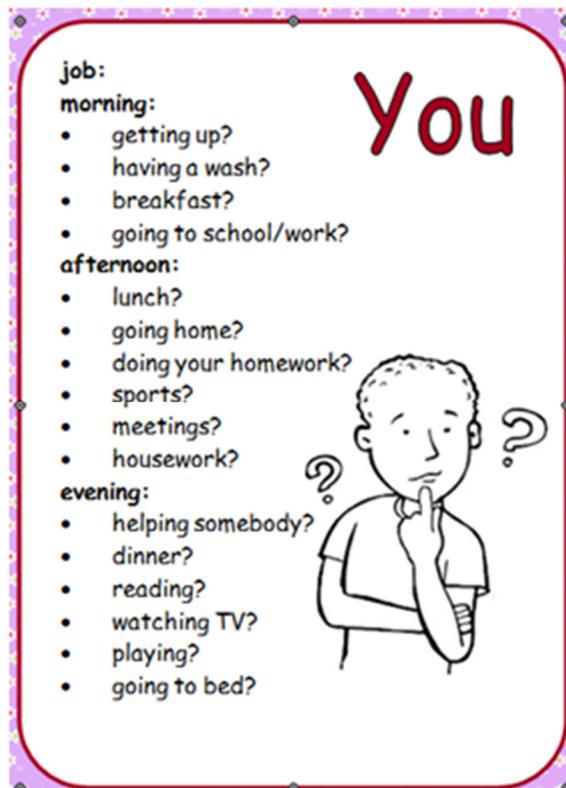


Imagen 5: My daily routine Fuente: [pinterest](https://www.pinterest.es/pin/562316703453110293/?lp=true) Autor: kissnetothedit Licencia: Creative Commons
<https://www.pinterest.es/pin/562316703453110293/?lp=true>

5. Writing

5.1. Descriptions: places

Ahora vamos a aprender a escribir descripciones físicas y psicológicas de lugares. Lee con cuidado las instrucciones y después estudia el ejemplo de la descripción de **Covent Garden**, un mercado en Londres.

1. Cuando describimos un lugar, queremos transmitir el ambiente de ese lugar.
2. Antes de empezar a escribir, piensa qué características del lugar quieres transmitir.
3. Escribe un título para tu redacción.
4. Es muy importante organizar estas ideas en párrafos de dos o tres líneas. Recuerda:
 - En la introducción presenta el lugar: dónde se encuentra, por qué lo conoces, etc.
 - Haz un párrafo para describir físicamente el lugar: población, monumentos, etc.
 - En otro párrafo descríbelo personalmente: cómo lo ves tú, qué te hace sentir, etc.
 - Finalmente haz un pequeño párrafo para la conclusión y acabar la redacción.
5. Es muy importante utilizar adjetivos para que la descripción sea más interesante.
6. Finalmente, revisa que no haya errores de gramática ni de ortografía.

EJEMPLO DE DESCRIPCIÓN DE UN LUGAR

Esquema	Modelo
Título	Covent Garden
Introducción Incluye nombre y situación del lugar.	Covent Garden is a big area in the centre of London with an important market <i>and</i> an opensquare .
Parte Central Describe las características físicas y lugares de interés. También describe el ambiente y la gente.	Covent Garden is an old market and is famous for the opera, <i>too</i> . Now, it has got shops, restaurants <i>and</i> a street market. People sell clothes, art, etc.
Utiliza adjetivos, tantos como puedas.	Covent Garden is <i>also</i> popular for its excellent street artists. They are from different countries and do interesting things. People love these street artists <i>and</i> they usually give them money.
Conclusión Conclusión general y opinión personal sobre el lugar.	I like this place a lot. You can go shopping, have a nice cup of tea at one of the charming cafés, and have a good time with the street artists. [108 words].

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

Observa los siguientes conectores para añadir ideas:

And: se sitúa entre oraciones.

Too: se coloca al final de la oración.

Also: es un adverbio y va al lado del verbo, con las mismas reglas que los adverbios de frecuencia, ¿recuerdas? ¡Claro! Detrás del verbo To Be y delante de todos los demás.

Soluciones a los ejercicios propuestos

Actividad nº 1

- a) You can visit cinemas, theatres, museums...
- b) The spirit of London is freedom.
- c) The weather in London is bad in winter because it usually rains, but in summer it is nice and warm.
- d) People usually have a walk along the streets and look at the shop windows.

Actividad nº 2

- 1. Mary _____ six years old.
 is
- 2. They never _____ wine.
 drink
- 3. Where _____ Gary and Cynthia live?
 do
- 4. The boy _____ hungry.
 is
- 5. I _____ 20 years old.
 am

Actividad nº 3

- a) I play (play) with my dog.
- b) She loves (love) her mother.
- c) They are (be) happy.
- d) My English teacher is (be) nice.
- e) They burn (burn) papers in the fire-place.
- f) My dog is (be) ten years old.
- g) Has he (have / he) got any sister ?
- h) He tries (try) to catch his bus everyday.
- i) Oil is (be) a raw material.
- j) I play (play) with my sister.

Answer the following questions saying "yes".

Do you play tennis? Yes, I do

Does she play tennis? Yes, she does

Is he a lawyer? Yes, he is

Are you a teacher? Yes, I am

Does he go to school? Yes, he does

Is Marvin a doctor? Yes, he is

Answer the following questions saying "no"

Do you play tennis? No, I don't

Does she play tennis? No, she doesn't

Is he a lawyer? No, he isn't

Are you a teacher? No, I'm not

Does he go to school? No, he doesn't

Is Marvin a doctor? No, he isn't

Write questions and negatives

+ Mary is at school

? Is Mary at school?

- Mary isn't at school

+ You are a very good student

? Are you a very good student?

- You aren't a very good student

+ Sam and Luise are students

? Are Sam and Luise students?

- Sam and Luise aren't students

+ Your parents are in London now

? Are your parents in London now?

- Your parents aren't in London now

Actividad nº 4

1 I'm late. (never)

I'm never late

2 They go out in the week. (seldom)

They seldom go out in the week

3 We don't see her. (often)

We don't often see her

4 I take too long in the shower. (always)

I always take too long in the shower

5 Sam arrives on time. (usually)

Sam usually arrives on time

6 Our class isn't clean. (always)

Our class isn't always clean

7 Do you go to the cinema on Fridays? (always)

Do you always go to the cinema on Fridays?

8 Do you feel sad? (sometimes)

Do you sometimes feel sad?

9 That dirty pig cleans his teeth. (never)

That dirty pig never cleans his teeth

10 Our maths teacher smiles. (hardly ever)

Our maths teacher hardly ever smiles

Actividad nº 5

Your smartphone could replace hotel Keys

(CNN) -- Got a smartphone? Never lose your hotel key, or even have to stop at the registration desk, again. That's the vision of a hotel chain that plans to send digital keys to guests' phones via an app instead of making them check in and get the traditional (and famously lose-able) plastic swipe cards. Arriving guests could bypass the front desk and go straight to their rooms.

Starwood Hotels & Resorts, which owns more than 1,150 hotels in nearly 100 countries, plans to debut the system in the next three months at two of its Aloft hotels -- in the Harlem neighborhood of New York City and Cupertino, California.

Cupertino is likely no accident -- being, of course, the home of Apple's headquarters. If all goes well, the company says it could have the feature in all of its hotels by next year.

A spokeswoman said the app will initially be compatible with recent iphone models (4S and newer) and newer Android phones. The app will use Bluetooth technology to unlock the room with a tap.

"We believe this will become the new standard for how people will want to enter a hotel," Frits van Paasschen, Starwood's CEO, told The Wall Street Journal. "It may be a novelty at first, but we think it will become table stakes for managing a hotel."

Starwood, a chain that's heavy on boutique hotels, has a history of tech innovation and employs its own digital team.

Just last year, the company launched a plan to develop solar power at its hotels, offered discounts during a "Cyber Monday" sale and premiered an iPad-specific mobile app. Starwood also announced Instagram integration on its websites, which lets visitors see images that guests have posted.

Actividad nº 6

1. Complete with This/These

- a) This pencil is no good.
- b) This is Michelle's pen.
- c) This computer is expensive.
- d) These girls are from my college.
- e) These bikes are mountain bikes.
- f) This is my newspaper.
- g) These shoes are too big.
- h) This book is very interesting.
- i) This house is the biggest in the street.
- j) These potatoes aren't cooked.

2. Complete with That/Those

- a) That desk is mine.
- b) That is a good answer.
- c) Those questions are too difficult.
- d) That isn't a nice thing to say.
- e) Those dogs bark all day.
- f) That dress is short.
- g) Those birds sing in that tree every morning.
- h) That letter is for Jill.
- i) Those windows are open.

Actividad nº 7

1. The room is not big

Falso - My room is quite big

2. There is one chest of drawers there

Verdadero - When you go through the door you can see a chest of drawers

3. The armchair is in the corner

Falso - There is a comfortable armchair in the middle of the room.

4. There are lots of things on the desk

Verdadero - There are books, pens and pieces of paper on my desk.

5. Luke's favourite thing is his PC

Verdadero - There is also my favourite possession - a computer!

6. He does not surf online

Falso - I can find lots of information online.

7. His computer helps him to learn I.T.

Falso - I can use my computer when learning English, for example.

8. There is no TV in his room

Falso - There is a small TV on top of it.

9. There are two windows there

Falso - Opposite the door there is a big window.

10. He does not like his room

Falso - I like my room very much.

Actividad nº 8

1. Last night volcano Maui erupted and the hot lava poured downhill. Since there are two villages located at the foot of the volcano , the local population was evacuated.

2. The devastation caused by storm Sandy, particularly in New York and New Jersey, is tragic, but the hurricane has at least put climate change back on the map.

3. After the harshest winter in decades, the Balkans region in the southeast of Europe is now facing its hottest summer and the worst drought across the area in nearly 40 years.

4. A powerful earthquake in Indonesia caused a tsunami that killed at least 113 people.

5. A landslide caused by rains in southern China left 21 people missing today, adding to a growing death toll from China's worst flood season in a decade.

6. This summer a dozen tornadoes , which are more common in the US, have hit Europe. The twister which swept through Poland yesterday flattened more than 400 hectares of woodland in the area.

7. The US navy has been deployed to help avert a looming environmental disaster in the Gulf of Mexico.

Actividad nº 9

1. Lucy's surname is

Moore

2. She's in class

1B

3. Lucy is

13

4. The librarian asks for Lucy's

photo

Actividad nº 10

Lucy: Hello.

School librarian: Hello, what's your name?

Lucy: My name's Lucy.

School librarian: And what's your surname , Lucy?

Lucy: Moore.

School librarian: Can you spell that?

Lucy: M-O-O-R-E.

School librarian: Thank you. What class are you in?

Lucy: Class 1B.

School librarian: Class 1B. And how old are you, Lucy?

Lucy: I'm 13.

School librarian: Have you got a photo ?

Lucy: Yes, here you are.

School librarian: Thank you ... OK, thank you, Lucy. Here's your school library card .

Lucy: Thanks. Bye.

School librarian: Goodbye.

Bloque 7. Unit 1.

English around the World

ÍNDICE

0. Introduction

1. Grammar

1.1. Expressing likes, dislikes and preferences

1.2. Ways to express your needs, desires and hopes.

1.3. Comparative and superlative

1.3.1. Comparative form

1.3.2. Superlative form

1.3.3. Irregular adjectives

1.3.4. Common English Mistakes - Comparatives and Superlatives

1.4. Relative pronouns

2. Reading and vocabulary

2.1. Reading

2.2. Family and friends

2.3. Jobs and occupations.

2.4. Free time activities, leisure and sports.

3. Pronunciation

4. Listening and speaking

5. Writing

6. Libros y escritores anglosajones actuales

0. Introduction



Imagen nº 1. People around a table. Fuente: Mapfre. Autor: Desconocido. Licencia: desconocida
<https://www.generacionyoung.com/lifestyle/3-recetas-faciles-y-sanas-para-invitar-a-tus-amigos/>

Look at the picture above. As you can see, there's a group of people gathered around a table. By their looks, we can see that they are not members of a family. It's not a business meeting either.

What do you think they all have in common? Actually, it's a very simple thing: everyone speaks English as a mother language, but only one of them was born in England. This is just an example of people who speak English as a mother language outside of England.

However, in the world there are many countries where English is spoken as an official language.

If you want to know more about these countries click on:
http://en.wikipedia.org/wiki/List_of_countries_where_English_is_an_official_language

1. Grammar

1.1. Expressing likes, dislikes and preferences

Cuando queremos expresar en inglés nuestras preferencias y hacer saber a los demás si algo nos gusta o no, debemos utilizar el **presente simple**. Como recordarás de la unidad anterior, son cosas que suceden de forma habitual.

Los verbos que expresan gustos y preferencias son principalmente los siguientes, dependiendo de lo mucho o poco que nos guste algo:

Grado de preferencia	Traducción	Verbo a utilizar	Seguido de	
I like	Encantar	Love	+	Sustantivo We love sports She likes cheese I hate John
I like	Gustar	Like		Pronombre We love them (sports) She likes it (cheese)
I like	No importar	Don't mind		I hate him (John)
I don't like	No gustar	Dislike		Verbo en -ING You love listening to music We don't mind walking
I don't like	Odiar	Hate		I hate swimming in the sea

Es muy simple, recuerda:

- a) los verbos que expresan preferencia (*like, hate*) siempre en **presente simple**
- b) los verbos detrás de ellos siempre acabados en **-ing**

- **I like playing tennis at school.**
- me gusta jugar tenis en la escuela.
- **He likes studying english everyday.**
- A èl le gusta estudiar Inglés todos los días.
- **We like reading good books.**
- Nos gusta leer buenos libros.

También podemos expresar dos ideas a un mismo tiempo:

- **I don't like French; I prefer English.**
- No me gusta el francés; prefiero el Inglés.
- **Mary doesn't like coffee; she prefers milk.**
- A Mary no le gusta el café; ella prefiere el té.
- **Peter doesn't like football; he prefers tennis.**
- A Peter no le gusta el football; èl prefiere el tenis.
- **The students don't like classes; they prefer holidays.**
- A los estudiantes no les gustan las clases; ellos prefieren las vacaciones.
- **Women don't like cars; they prefer clothes.**
- A las mujeres no les gustan los autos; ellas prefieren las ropas.

ACTIVITY: Answer these questions about you and about your brother or sister.

Examples:

- ***Do you like swimming? Yes, I do // No, I don't***
- ***Does your brother or sister like swimming? Yes, he/she does // No, he/she doesn't***

Do you like...

- Swimming?
- Going to a café?
- Playing with a pet?
- Watching TV?
- Playing football?
- Studying English
- Reading comics
- Listening to music
- Doing homework?
- Singing?
- Playing computers games?
- Living in a big city?
- Going to the zoo?
- Studying?
- Buying clothes?
- Going to the cinema?

Does your brother or sister like...?

- Going shopping?
- Cleaning the bed room?
- Visiting a museum?
- Fishing?
- Eating at a restaurant?
- Going to the cinema?
- Having a picnic?
- Running?
- Talking on the phone?
- Meeting friends?
- Cooking?
- Dancing?
- Playing handball?
- Getting up early?
- Talking on the phone?
- Going on holidays?
- Having parties?
- Playing tennis?
- Going to the park?
- Listening to the radio?
- Reading the newspaper?
- Going to the beach?
- Watching the news?
- Riding a bicycle?
- Skating?
- Making your bed?

Actividad nº 1

EXAMPLE:

1. **Peter** = orange juice / coke / tea

Peter likes orange juice but he prefers coke. He doesn't like tea

2. **Laura** = cake / biscuits / lollipops

3. **Kevin** = steak / hamburgers / pizza

4. **Carol** = coffee / tea / coke

5. **Tom and Jonathan** = fish / meat / soup

6. **We** = fruit / ice-cream / chocolates

7. **Pam and Sue** = yogurt / fruit / doughnuts

8. **Walter** = chicken / hot-dogs / meat

9. **Jack and I** = water / milk / coffee

10. **Maggie** = cookies / cake / pudding

1.2. Ways to express your needs, desires and hopes.

Por otra parte, podemos expresar nuestra necesidad, deseo o esperanza por algo o porque algo ocurra. Los verbos que expresan esto (*need, want, hope*) también van siempre en **presente simple**.

Traducción	Verbo a utilizar	Seguido de	
Necesitar	Need	+	<p>Sustantivo I need two books We want that house</p> <p>Pronombre I need them (two books) We want it (that house)</p> <p>To + infinitivo We want to buy that house I hope to see you</p>
Querer	Want		
Esperar con esperanza, desear	Hope		

Por tanto, recuerda:

- Los verbos que expresan deseo y necesidad (*need, want, hope*) siempre en **presente simple**
- Los verbos detrás de ellos siempre en **to + infinitivo**

Ten en cuenta que a la hora de hacer oraciones tenemos que seguir la estructura de siempre:

Estructura de la oración	
(+)	<p><u>Sujeto + verbo + complementos</u></p> <p>Ej.1: "We LOVE sports"</p> <p>Ej.2: "She LIKES these shoes. She likes them"</p> <p>Ej.3: "I HATE swimming in the sea"</p> <p>Ej. 4 "We WANT that house. I WANT it"</p> <p>Ej. 5 "They HOPE to see you soon"</p>
(-)	<p><u>Sujeto + Do/Does + NOT + verbo + complementos</u></p> <p>Ej.1: "We don't LOVE sports."</p> <p>Ej.2: "She doesn't LIKE these shoes. She doesn't LIKE them"</p> <p>Ej.3: "I don't HATE swimming in the sea"</p> <p>Ej. 4 "We don't WANT that house. We don't WANT it"</p> <p>Ej. 5 "They don't HOPE to see you soon"</p>

	<p><u>Aux + sujeto + verbo + complementos</u></p> <p>Ej.1: “Do you LOVE sports?”</p> <p>Ej.2: “Does she LIKE these shoes? Does she LIKE them?”</p> <p>Ej.3: “Do you HATE swimming in the sea?”</p> <p>Ej. 4 “Do you WANT that house. Do you WANT it?”</p> <p>Ej. 5 “Do they HOPE to see you soon?”</p>
---	---

1.3. Comparative and superlative

Cuando **comparamos**, nos fijamos en **cualidades que van expresadas por adjetivos** (nunca decimos “esta mesa es más mesa que aquella”. Por tanto, al comparar nos fijamos en los adjetivos, que sí se pueden graduar (alto, más alto que, el más alto). Veremos dos puntos dentro de la comparación:

- a) **Comparativo**: comparación entre dos cosas
- b) **Superlativo**: comparación de una cosa con respecto a varias

Antes de nada, debemos saber que los distintos grados que puede tener un adjetivo son tres: **neutro**, **comparativo** y **superlativo**. Imagina que estamos hablando de la casa de la foto:

Uso	Grado	Adjetivo	Ejemplo
Describimos algo sin compararlo	Neutro	Normal, sin cambios	Large, expensive A large house
Comparamos dos cosas entre sí	Comparativo	adj corto + -ER	Larg ER
		MORE + adj largo	MORE expensive
Comparamos algo con varias cosas	Superlativo	THE + adj corto + -EST	THE larg EST
		THE MOST + adj largo	THE MOST expensive

1.3.1. Comparative form

Cuando comparamos **dos objetos o personas** podemos encontrar los siguientes casos:

- La primera es menos... que la segunda (**A < B**)
- Ambas son iguales (**A = B**)
- La primera es más... que la segunda (**A > B**)

En los dos primeros casos utilizaremos el adjetivo en grado neutro como ahora veremos y no hay que hacerle ningún cambio. Veamos las estructuras de estos comparativos:



A) COMPARATIVO DE INFERIORIDAD

(A es MENOS... QUE B)

Estructura				
less	+	adjetivo	+	than
Ejemplos				
Ej.1: Nadal is less tall than Pau Gassol				
Ej.2: England is less big than the USA				
Ej.3: I am less pretty than my sister				
Ej.4: You are less intelligent than us				

B) COMPARATIVO DE IGUALDAD (A es IGUAL de ... QUE B)

Estructura				
(not) as	+	adjetivo	+	as
Ejemplos				
Ej.1: I am as tall as my twin brother				
Ej.2: England is not as big as the USA				
Ej.3: I am as pretty as my sister				
Ej.4: I am not as intelligent as Einstein				

Pulsa aquí para practicar el comparativo de igualdad.

<http://esl.lbcc.ca.us/eeslessons/comparative/cmadjqz1.htm>

C) COMPARATIVO DE SUPERIORIDAD (A es MÁS ... QUE B)

1. Estructura adjetivos cortos		
adjetivo (1 sílaba §)	-ER	THAN
adjetivo (2 sílabas, acaba en -y)	-IER	
Ejemplos		
Ej.1: Pau Gassol is tall ER than Pau Gassol		
Ej.2: The USA is big GER than England		
Ej.3: My sister is prett IER than me		
2. Estructura adjetivos largos		
MORE	adjetivo (2,3,4 sílabas)	THAN

Ejemplos

Ej.4: Mary is **more** tired **than** her brother

Ej.5: Helen is **more** beautiful **than** Susan

Ej.6: The white house is **more** expensive **than** the brown house

Ten en cuenta los siguientes cambios ortográficos:

- a. Verbos de una sílaba que acaban en consonante-vocal-consonante
-Doblan la última consonante antes de añadir –ER big ? **bigger**
- b. Verbos de una sílaba que acaban en –e muda
-Añaden tan sólo la –R large ? **larger**
- c. Verbos de una o dos sílabas que acaban en –y (detrás de consonante)
-Cambian la “y” por “i” antes de añadir –ER happy ? **happier**

Como acabas de ver en estos dos ejemplos, en Inglés **hay dos formas de marcar el grado comparativo** del adjetivo (**smaller – more** expensive); estas maneras dependen de la forma del adjetivo en cuestión.

Ahora practica lo aprendido y acierta la forma correcta del grado comparativo de estos adjetivos. Recuerda que al hablar del tamaño de los adjetivos estábamos hablando de las **sílabas al pronunciarlos** (y por la especial manera de escribir del inglés, puede no coincidir con lo que uno ve escrito)

Pulsa aquí y podrás hacer un ejercicio interactivo para empezar a practicar los comparativos.

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

Pulsa aquí para practicar los comparativos y elije la forma que corresponda a cada adjetivo.

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

Pulsa aquí para practicar 50 comparativos.

<http://english-zone.com/spelling/comp5.htm>

Pulsa aquí para practicar los comparativos y elije entre 4 la forma que corresponde a cada adjetivo.

<http://english-zone.com/grammar/compare1.html>

Pulsa aquí para recordar la gramática y encontrarás un ejercicio para practicar.

<http://fog.ccsf.cc.ca.us/%7Embibliow/comparative3-5.html>

Para saber más

Además con este mismo esquema se pueden hacer las expresiones comparativas con un sustantivo, veamos unos ejemplos:

- Women have more imagination than men.
- Hamilton has more money than Alonso
- I have got more brothers than you
- Mary has more problems than us

¡Cuidado! Estas expresiones de comparación con sustantivos funcionan para el comparativo de superioridad, en los de igualdad e inferioridad se complican porque habría que tener en cuenta si el sustantivo es contable o incontable.

Actividad Nº 2

Write the comparative form:

Ej: small - smaller

1. good - _____
2. larger - _____
3. funny - _____
4. narrow - _____
5. old - _____
6. new - _____
7. dark - _____
8. easy - _____
9. bad - _____
10. intelligent - _____

Actividad nº 3

Complete the sentences using comparative form.

Ej. My flat isn't very big.- I want a bigger flat.

1. My motorbike isn't very fast. I'd like _____.
2. My husband isn't very rich. I need _____.
3. Your computer is old now. You need _____.
4. His camera isn't very good. He needs _____.
5. It isn't very hot today. It was _____ yesterday.
6. This computer is _____ than your computer.
7. Lisa is _____ than George.

8. George is _____ than Lisa.
9. That car is _____ than this car.
10. Your car is _____ than this car.
11. This house is _____ than my house!

1.3.2. Superlative form

Utilizamos el **superlativo** cuando un objeto o persona destaca sobre un grupo de objetos o personas y por tanto se convierte en único. Podemos encontrar dos casos:

- a. Algo/alguien es el menos.... (**a < B, C, D, E**)
- b. Algo/alguien es el más... (**A > a, b, c, d**)

De nuevo, utilizaremos el grado neutro para el primer caso según la estructura:

A) SUPERLATIVO DE INFERIORIDAD

(A es EL / LA MENOS...)

Estructura		
The	least	adjetivo

Ejemplos
Ej.1: Nadal is less tall than Pau Gassol
Ej.2: England is less big than the USA
Ej.3: I am less pretty than my sister
Ej.4: You are less intelligent than us

B) SUPERLATIVO DE SUPERIORIDAD (A es el / la MÁS ...)

Estructura adjetivos cortos		
the	adjetivo (1 sílaba §)	-EST
	adjetivo (2 sílabas, acaba en -y)	-IEST

Ejemplos

Ej.1: Nadal is the strong**EST** tennis player **in the world**

Ej.2: England is the big**GEST** country **in the UK**

Ej.3: My sister is the prett**IEST** girl **in the family**

Estructura adjetivos largos

THE MOST

adjetivo
(2,3,4 sílabas)

Ejemplos

Ej.4: Mary is **the most** clever girl **in the class**

Ej.5: Helen is **the most** beautiful **of her sisters**

Ej.6: The white house is **the most** expensive **of the four houses**

Pulsa aquí para empezar a practicar los superlativos con un sencillo ejercicio.

http://ressources-cla.univ-fcomte.fr/english/grammar/02_comparatives_superlatives/02b_comparatives_superlatives/13.htm

Actividad nº 4

Complete the sentences using superlative form.

Lucy is (young) _____ in the class.

That car is (expensive) _____ in the market.

This house is (big) _____ in the neighbourhood.

Actividad nº 5

Complete the sentences using comparative or superlative form

William Shakespeare is (famous) _____ writer in England.

The elephant is (big) _____ than the lion.

Sergio is (old) _____ than Malcolm.

Our house is (old) _____ in the neighbourhood.

That book is (interesting) _____ than the newspaper.

This cake is (delicious) _____ than that one.

This is (bad) _____ programme in television history.

That picture is (clear) _____ than this one.

Actividad nº 6

Complete the sentences using comparative or superlative form:

Mary's car is (large) _____ than Max's car.

Mary's house is (tall) _____ of all the houses on the block.

Max is (old) _____ than John. Of the three students, Max is (old) _____ .

My hair is (long) _____ than your hair. Max's story is (long) _____ story I've ever heard.

Max is (wise) _____ than his brother. Max is (wise) _____ person I know.

Max is (thin) _____ than John. Of all the students in the class, Max is (thin) _____ .

My mother is (fat) _____ than your mother. Mary is (fat) _____ person I've ever seen.

This morning is (peaceful) _____ than yesterday morning.

Max's house in the mountains is _____ (peaceful) in the world.

Max is (careful) _____ than Mike. Of all the taxi drivers, Jack is (careful) _____ .

Max is (angry) _____ than Mary. Of all of John's victims, Max is (angry) _____ .

Mary is (busy) _____ than Max. Mary is _____ (busy) person I've ever met.

John is _____ (generous) than Jack.

John is _____ (generous) of all the people I know.

Health is _____ (important) than money.

Of all the people I know, Max is _____ (important)

My mother's cooking is _____ (bad) than your mother's cooking.

I like my grandmother food but it's sometimes _____ (salty) than my mother food.

1.3.3. Irregular adjectives

Algunos adjetivos forman el grado comparativo y superlativo de forma distinta y son excepciones a las reglas que hemos visto antes. Por eso es muy importante tener esto en cuenta y conocerlo para utilizarlos correctamente. Estos adjetivos son:

ADJETIVO	NEUTRO	COMPARATIVO	SUPERLATIVO
Bueno	good	better than	the best
Malo	bad	worse than	the worst
Viejo (edad)	old	Older than	the oldest
Viejo (orden familiar)	old	eldest than	the eldest
Lejos	far	farther than	the farthest
		further than	the furthest

Veamos ahora un diálogo en el que aparecen algunos ejemplos de estos comparativos y superlativos irregulares:

A.- In your opinion, who is the best singer in the World?

B.- No doubt, Madonna; she is the best. She's simply the best.

A.- Is she better than Beyoncé?

B.- Of course, much better than her. But I think Madonna is not a very good dancer.

A.- Oh, yes; she's much worse than Beyoncé or Christina Aguilera. And she is an awful actress, she must be the worst actress in Hollywood.

Pulsa aquí para seguir practicando los superlativos en un ejercicio interactivo.

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

La expresión superlativa

Recordarás, que al utilizar el superlativo, estamos distinguiendo un objeto o persona con respecto a un grupo de objetos o personas y lo estamos convirtiendo en único (El más grande... no hay ninguno más grande).

La expresión superlativa se utiliza para referirse precisamente a ese grupo y se coloca al final de la oración.

Ej.1: Spain is **the hottest** country in Europe.

Ej.2: She is **the nicest** of my sisters.

Ej.3: Mount Fuji is **the most beautiful** in the world.

Ej.4: Tom is **the most intelligent** of my children.

Ej.5: Las Sunday was **the best** day of my life.

Ej.6: That was **the best** moment of my holiday.

Como verás, es la misma para todo tipo de adjetivos ya sean cortos o largos. La única diferencia la marca el sustantivo que vaya detrás de la preposición:

- In + singular (in Europe, in the World)
- Of + plural (of my sisters, of my children)

También puedes encontrar otra distinción

- In + lugares físicos (in Spain, in the class, in my family)
- Of + momentos temporales (of my life, of my holiday)

Pulsa aquí para hacer un sencillo ejercicio interactivo de todas estas cuestiones.

<http://baladre.info/english/sedaviwebfront/compsupeasy2.htm>

Pulsa en el enlace para hacer otro ejercicio online. No hagas caso de la primera, porque tiene una estructura especial que no hemos visto (equivalente a “cuanto más..., más...”). Haz las otras y practica lo aprendido.

<http://a4esl.org/q/h/vm/compsup2.html>

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

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

Actividad nº 7

Choose the correct answer.

1.The _____ day of the week is Saturday.

- a) bestest
- b) best
- c) goodest

2.My cousin is _____ student in his class.

- a) the worst
- b) worse
- c) worst

3. Do you think volleyball is _____ than tennis?

- a) better
- b) best
- c) better than

4. Your football team is _____ than my football team.

- a) bad
- b) best
- c) worse

5. I think summer _____ than winter.

- a) is better
- b) the best
- c) worser

6. My _____ subject is Design and Technology.

- a) worst
- b) better than
- c) worser than

Actividad nº 8

Italian food is (good) _____ than American food.

My dog is (good) _____ dog in the world.

My mother's cooking is (bad) _____ than your mother's cooking.

Of all the students in the class, Max is (bad) _____.

My football team is (good) _____ yours.

Who is the (bad) _____ singer in the World?

1.3.4. Common English Mistakes - Comparatives and Superlatives



Video nº 1. Common English Mistakes - Comparatives and Superlatives. Fuente: **YouTube**

<https://www.youtube.com/watch?v=wSvBgtzG4eM>

1.4. Relative pronouns

Como hemos dicho, unen dos oraciones que tienen un elemento en común, es decir, se repite el mismo sustantivo (bien repitiendo la misma palabra o a través de un pronombre). Los pronombres de relativo sustituyen a este sustantivo que se repite, unen las dos oraciones tomando como elemento común dicho sustantivo y ocupan el lugar del punto. Mira atentamente los ejemplos y lo verás:

Ejemplo 1

“I know a man. **He** speaks five languages” = dos oraciones

“I know a man **who** speaks five languages” = 1 oración (**who** sustituye a “he”)

Ejemplo 2

“Lisa is wearing a dress. **It** is very beautiful” = dos oraciones

“Lisa is wearing a dress **that** is very beautiful” = 1 oración (**that** sustituye a “it”)

“Lisa is wearing a dress **which** is very beautiful” = 1 oración (**which** sustituye a “it”)

Ejemplo 3

“I saw a boy. **His** hair is red” = dos oraciones

“I saw a boy **whose** hair is red” = 1 oración (**whose** sustituye a “Her”)

Los pronombres de relativo que vamos a ver son:

Pronombre Relativo	Uso	Ejemplos
Who	Sólo para personas	A singer is a person who sings I know somebody who knows you Do you know anybody who speaks German? The people who work here are very nice
That	Para cosas y personas	A DVD is a machine that plays films She is the woman that knows you
Which	Sólo para cosas	Helen has a car which is very old I like films which are funny

OJO: Fíjate que los pronombres de relativo sustituyen a las palabras que van subrayadas. ¿Dónde van colocadas esas palabras? Exactamente, justo delante de ellos.

Pronombre Relativo	Uso	Ejemplos
Whose	Indica posesión	I know a man WHOSE wife is a famous doctor I saw a woman WHOSE dog is dangerous

OJO: En este caso el pronombre de relativo "**whose**" cumple una doble función:

- por una parte, se relaciona con el sustantivo que va delante (poseedor)
- por otra, acompaña al sustantivo que va detrás e indica la posesión de éste

Pulsa aquí para empezar a practicar los pronombres de relativo.

<http://www.smic.be/smic5022/relatives1.htm>

Pulsa aquí para practicar pronombres de relativo. Coloca las palabras en orden para formar una oración correcta. Tan sólo tienes que pinchar en la palabra.

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

Pulsa aquí para practicar pronombres de relativo. Une las dos oraciones con un pronombre de relativo y escríbela. Después, pulsa en "CHECK" para comprobar. Si quieres una pista, pulsa en "HINT" y te aparecerá una letra de la palabra que necesitas. Si no sabes la respuesta, pulsa en "SHOW ANSWER" para verla.

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

Actividad nº 9

Put in the relative who, that or which where necessary.

All those oranges _____ you have eaten were grown in Valencia.

A lawyer is someone _____ knows the law.

Don't believe anything _____ he tells you. He is a compulsive liar.

The Intercity _____ had the accident last Saturday had undergone a revision on the previous day.

Actividad nº 10

Put in the relative who or that where necessary.

This is the boy _____ had an accident.

Yesterday I saw a car _____ was really old.

Can I talk to the girl _____ is sitting on the bench?

She likes hamburgers _____ are hot.

Bill Clinton, _____ was President of the USA, has only one daughter.

2. Reading and vocabulary

2.1. Reading

THE RODRIGUEZ BROTHERS CIRCUS

The Rodriguez Brothers Circus is in town! Every year, the circus arrives and stays for a week. Then they go to the next town.

There are not many animals in the circus. People told the circus that they didn't like seeing animals performing. There is an elephant called Jacob and two old lions, Hattie and Meg.

Most of the performers are human! There is Leopold, The Strongest Man In The World. His father also worked in the circus, but Leopold is stronger than him, he has bigger arms and bigger legs too! Leopold performs his act every night for the town's people who come to watch.

Another performer is Clara. She says she has the longest hair in the world. It's about 4 metres long! She also has a daughter who works in the circus. Her name is Sue-Ellen.

Her hair is a lot shorter, but she wants to grow it as long as her mother's. Sue-Ellen helps look after the animals and she's also learning how to juggle.

The highlight of the circus are the three clowns, Pit, Pot and Pat. They all wear long red shoes, but Pat's shoes are the longest and sometimes, he falls over because they're so long! They perform for about twenty minutes and they are always the most popular act with the audience, especially the children. Many people think Pit, Pot and Pat are three brothers, but Pat is older than the other two - he's their father! He's the oldest clown in the country, but he has a lot of energy.

Tomorrow will be the longest day because the circus is leaving town and everything must be packed away into big trucks.

Actividad nº 11

1. The circus comes to the town twice a year.

Verdadero Falso

2. There are not many animals in the circus.

Verdadero Falso

3. People don't come to the circus because of the animals.

Verdadero Falso

4. Leopold and his father work in the circus together.

Verdadero Falso

5. Leopold's father is the strongest.

Verdadero Falso

6. Clara's hair is longer than her daughter's hair.

Verdadero Falso

7. Sue-Ellen wants to be a clown in the circus.

Verdadero Falso

8. Pit is the father of the other two clowns.

Verdadero Falso

9. The three clowns wear identical shoes.

Verdadero Falso

10. Everyone is very tired on the day that the circus leaves town.

Verdadero Falso

2.2. Family and friends



Imagen nº 2. La familia. Fuente: cannypic Autor: Desconocido. Licencia: Desconocida
<https://www.cannypic.com/es/free-vector/evening-time-nature-with-happy-family-173877>

FAMILY MEMBERS

FATHER /MOTHER (DAD/MUM) PARENTS	PADRE / MADRE (PAPÁ / MAMÁ) = PADRES
HUSBAND /WIFE	MARIDO / MUJER
SON / DAUGHTER	HIJO / HIJA
CHILDREN	HIJOS
BROTHER / SISTER	HERMANO / HERMANA
GRANDFATHER / GRANDMOTHER= GRANDPARENTS	ABUELO / ABUELA = ABUELOS
GRANDSON / GRANDDAUGHTER = GRANDCHILDREN	NIETO / NIETA = NIETOS
UNCLE / AUNT = COUSIN	TÍO / TÍA = PRIMO/A
NEPHEW / NIECE	SOBRINO / SOBRINA
FATHER-IN-LAW / MOTHER-IN-LAW	SUEGRO / SUEGRA
BROTHER-IN-LAW / SISTER-IN-LAW	CUÑADO / CUÑADA
SON-IN-LAW / DAUGHTER-IN-LAW	YERNO / NUERA
STEPFATHER / STEPMOTHER	PADRASTRO / MADASTRA
STEPBROTHER / STEPSISTER	HERMANASTRO / HERMANASTRA



Imagen nº 3. Friends. Fuente: freepik Autor: Desconocido. Licencia: Desconocido
https://image.freepik.com/foto-gratis/grupo-de-amigos-caminando-y-hablando_1139-258.jpg

FRIENDS

- **PENPAL (E-PAL)** - A person living so far and keeping up with you by exchanging of letters.
- **BEST FRIEND** - One person in your life who is like a brother or a sister.
- **ACQUAINTANCE** - A person you know a little about.
- **COLLEAGUE** - A person who Works with you
- **CLASSMATE** - Someone you study with
- **FAMILY FRIEND** - A friend who has a good relationship with your family.
- **FLATMATE** - The person whom share your room/flat with.
- **FRENNEMY** - The one who pretends to be a friend but is actually an enemy.

VERBS

- to make friends
- to keep in contact with someone
- to lose touch with someone
- to hang out with friends
- to fall out with friends = to argue with friends
- To trust a friend
- to stand up for a friend
- to have a good time with = have fun with
- like being with / enjoy being with
- to spend a lot of time with

- easy to get on with = there are no problems
- to make friends = to start a friendship
- to fall in love with = to realise that you love the person
- to break up / to split up = to end the relationship

Actividad nº 12

Write the members of the family

1. My mother's sister is my _____
2. My daughter's brother is my _____
3. My father's daughter is my _____
4. My mum and dad are my _____
5. My sister's son is my _____
6. My aunt's son or daughter is my _____
7. My father's brother is my _____
8. My mother's father is my _____
9. My daughter's son is my _____
10. My brother's daughter is my _____
11. If you are a male parent, you are a _____
12. If you are female parent, you are a _____
13. If one of your children is a boy, he is your _____
14. If one of your children is a girl, she is your _____
15. When a couple gets married, the man is the ____, and the woman is his _____
16. A _____ and _____ both have the same parents.
17. One collective word to describe brothers and sisters is _
18. My children's children are my _____
19. My children's son is my _____
20. My children's daughter is my _____
21. My grandfather/ grandmother's father is my _____
22. My husband's father is my _____
23. My wife's mother is my _____
24. My sister's husband is my _____
25. My brother's wife is my _____
26. My daughter's husband is my _____
27. My son's wife is my _____

Answer these questions about you

PERSONAL INFORMATION: FAMILY AND FRIENDS

- What's your mother's name?
- How old is your mother?
- Where is your mother from?
- How old is your sister or brother?
- Is your grandmother from Membrilla?
- What's your mother's favourite colour?
- What is your father's favourite sport?
- How old is your grandmother?
- Where is your uncle from?
- Are your friends from Ireland?
- What is your sister or brother interested in?
- Have you got a sister?
- Have you got a mobile-phone?
- Has your mother got a mobile phone?
- Has your father got a TV in her bedroom?
- Has your mother got a car?
- Has your mother got a brother?
- Has your mother got a sister?
- Has your father got a car?
- Has your father got a brother?
- Has your father got a sister?

PERSONAL INFORMATION: ABOUT YOUR BEST FRIEND

- What's your best friend's name?
- What's your best friend's family name?
- How old is your best friend?
- When is your best friend's birthday?
- Where is your best friend from?
- What nationality is your best friend?
- What language does your best friend's speak?
- What is his/her address?
- What's his/her favourite sport?
- What's his/her favourite food?
- What's his/her favourite TV programme?
- What's his/her favourite day of the week?
- What's his/her favourite hobby?
- What is he/she good at?
- What is he/she interested in?
- Is he/she good at French?
- Is he/she interested in basketball?

2.3. Jobs and occupations.



Imagen nº 3. Jobs and occupations Fuente: pngtree Autor: Desconocido Licencia: Desconocida
https://png.pngtree.com/element_origin_min_pic/16/09/11/0057d43b4dbf3f2.jpg

Actor/ actress	Cook	Fisherman	Judge	Politician	Shoemaker
Air hostess	Dentist	Gardener	Lawyer	Postman	Shop assistant
Architect	Doctor	Hairdresser	Nanny	Priest	Singer
Baker	Driver	Journalist	Nun	Reporter	Student
Bank clerk	Dustman	Librarian	Nurse	Sailor	Surgeon
Bookseller	Electrician	Lorry driver	Office worker	Salesman	Tailor
Builder	Engineer	Mechanic	Painter	Scientist	Taxi driver
Butcher	Factory worker	Miner	Pilot	Secretary	Vet
Caretaker	Farmer	Model	Plumber	Servant	Waiter/waitress
Chemist	Fireman	Monk	Policeman	Shepherd	Writer

Actividad nº 13

Match each explanation with the job or profession:

- _____ - a person you go to see when you are ill or have some type of health problem.
- _____ - a person that can fix problems you have with your teeth.
- _____ - a person that collects trash/rubbish from bins in the street.
- _____ - a person that works with electric circuits.
- _____ - a person that delivers mail to your house.
- _____ - they cut your hair or give it a new style.
- _____ - a person that works in the science industry. They do many experiments.
- _____ - a person that repairs machines, especially car motors.
- _____ - a person employed in an office who types letters, keeps records etc.
- _____ - a person that works in a food outlet, looking after customers and serving food.
- _____ - a person that works in a factory.
- _____ - a person that works on a farm, usually with animals.
- _____ - a person that puts out fires.
- _____ - a person that acts in a play or a movie
- _____ - a person that designs building and houses.
- _____ - a person that catches fish
- _____ - a person that paints pictures or the interior and exterior of buildings.
- _____ - a person that keeps gardens clean and tidy. They take care of the plants in the garden.
- _____ - a person that makes new reports in writing or through television.
- _____ - a qualified person that decides cases in a law court.
- _____ - a person who flies a plane.
- _____ - a person that works in a shop or store selling products.
- _____ - a person that drives buses.
- _____ - a person that defends people in court and gives legal advice.
- _____ - a person that works in a library.
- _____ - a person that prepared food for others, often in a restaurant or café.
- _____ - a qualified person that looks after sick animals.
- _____ - a (usually attractive) person that works in fashion, modeling clothes and accessories.
- _____ - they make bread and cakes and normally work in a bakery.
- _____ - a person trained to help a doctor look after the sick or injured.
- _____ - a qualified person that works with and dispenses medicine.
- _____ - a person that repairs your water systems or pipes.
- _____ - a member of the police force. They (try and) prevent crime.

2.4. Free time activities, leisure and sports.



Imagen nº 4. Free time activities. Fuente: Yting Autor: Desconocido. Licencia: Desconocida
<https://i.ytimg.com/vi/RI50I0GV3gE/maxresdefault.jpg>

FREE TIME ACTIVITIES AND LEISURE

What do you do in your free time?

Go to the cinema	Go out with friends	Play a musical instrument	Go to cultural events
Watch TV	Surf the internet	Read	Go to the park
Spend time with family	Play video games	Write	Listen to music
Gardening	Art and crafts	Cook	Go shopping

Importante

Answer these questions about your free time:

- What do you usually do in your free time?
- Do you play a musical instrument?
- Can you swim?
- How often do you go swimming in winter?
- Do you go cycling at the weekend?

- Have you got a computer? How often do you browse the web?
- Have you got an e-mail address?
- How often do you check your emails?
- Do you usually surf the net?
- Are you into music?
- How often do you go out with friends?
- Do you meet your friends every day?
- Where do you meet your friends? How often do you go out with friends? What do you like doing?
- Do you enjoy films? What sort of films do you prefer? Where do you usually watch films?
- Are you reading any interesting book at the moment? Which one? What is it about?
- How often do you eat in a fast food restaurant?
- How often do you play tennis? Do you play sports? When do you play sports?

TELEVISION PROGRAMMES

Cartoons "The Simpsons"	Comedy Programmes "La que se avecina"	Sport Programmes "Deportes 4"	Documentaries "Animals in Africa"
Game show "Pasapalabra"	Reality show "Gran Hermano"	Drama "Acacias 38"	Chat show "El Hormiguero"
Music programme "La Voz"	Soap opera "Acacias 38"	The News CLM Noticias	Weather forecast El tiempo Castilla-La Mancha

Importante

WHAT DO YOU THINK ABOUT...?

Interesting	Exciting	Terrible	Frightening	Educational
Unusual	Silly	Enjoyable	Boring	Amazing
Realistic	Disgusting	Special	Surprising	Funny
Popular	Entertaining	Serious	Violent	Sad

Examples:

- *What type of TV programmes do you like watching? Why? I like watching cartoons because they are enjoyable but I don't like watching game shows because they are boring.*
- *What's your favourite TV programme? Why? My favourite TV programme is "El Hormiguero". I like watching it because it's unusual and exciting.*
- *Do you like watching the news? Yes, I do. I think it's amazing. / No, I don't. I think it's boring.*
- *What do you think about sports programmes? I like sport programmes. I think they are exciting and amazing.*

Answer these questions about you:

- What TV programmes do you like watching? Why?
- What is your favourite TV programme?
- What are your favourite cartoons?
- How often do you watch cartoons?
- Where do you usually watch TV?
- Do you like watching the news?
- What do you think about sports programmes?
- Do you like watching dramas?
- What do you think about chat shows?
- Do you like watching reality shows?
- What do you think about music programmes?
- Do you like watching soap operas?
- What do you think about the weather forecast?

GOING TO THE CINEMA

Science Fiction	Action	Horror	Musical	Historical	Thriller
Romance/Romantic	Western	Animated	Drama	Musical	Adventure

- *What are your favourite type of films? Why? My favourite types of films are adventure films. I love watching them because they are unusual and exciting.*
- *What type of films do you like watching? Why? I like watching action films because they are exciting but I don't like watching musical films because they are silly.*

Importante

Now, answer these questions about you:

- What are your favourite type of films? Why?
- What type of films do you like watching? Why?
- How often do you go to the cinema?
- Where do you usually go to the cinema?
- Who do you usually go to the cinema with?
- How often do you go to the cinema with friends?
- Do you usually buy pop-corn and fizzy drinks?
- What's your favourite film? Why?

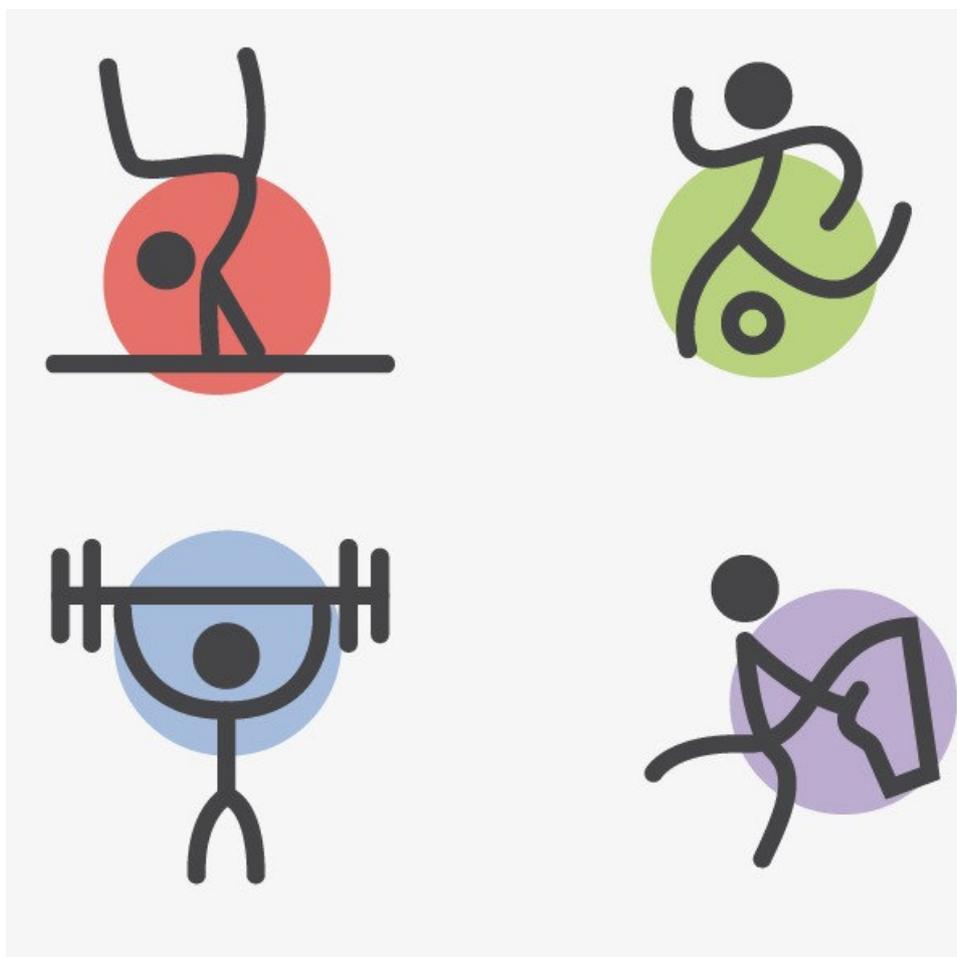


Imagen nº 5. Sports. Fuente: pngtree. Autor: Desconocido. Licencia: Desconocida
https://pt.pngtree.com/freepng/sports-logo_418206.html

SPORTS

Different Sports

Archery	Ice skating	Athletics	Judo	Bádminton	Karate	Baseball
Cycling	Rowing	Diving	Tennis	Fencing	Sailing	Horseshoe racing
Handball	Table tennis	Hang-gliding	Rugby	Hockey	Volleyball	Kayak
Football (US)	Water polo	Basketball	Horse riding	Canoeing	Golf	Scuba diving
Football (GB)	Martial arts	Bowling	Hurdles	Skiing	Ice hockey	Swimming
Skating	Weightlifting	Gymnastics	Motorcycling	Motor racing	Windsurfing	Wrestling

Extreme Sports

Bungee Jumping	Kitesurfing	Parachuting	Snowboarding	Waterskiing	Caving
Climbing	Mountain Biking	Paragliding	Skateboarding	Rock Climbing	Motocross

Actividad Nº 14

Describing Sports. Write the sports.

The sport of fighting with swords according to a set of rules, in order to score points against an opponent. _____

A game in which a ball is hit with the hand. _____

A game played between two teams of five players in which goals are scored by throwing a ball through a basket. _____

A ball game played between two teams of nine on a field with a diamond-shaped circuit of four bases. _____

A game played by two teams of eleven players with a round ball that may not be touched with the hands or arms except by the goalkeepers. The object of the game is to score goals by kicking or heading the ball into the opponents' goal. _____

A team game played with an oval ball that may be kicked, carried, and passed from hand to hand. Points are scored by grounding the ball behind the opponents' goal line or by kicking it between the two posts and over the crossbar of the opponents' goal. _____

The sport or activity of riding a bicycle. _____

The sport of shooting with a bow and arrows, especially at a target. _____

A game in which two or four players strike a ball with rackets over a net stretched across a court. _____

A game played between two teams of eleven players who use hooked sticks to drive a small hard ball toward goals at opposite ends of a field. _____

A sport played on an ice rink between two teams of six skaters, who attempt to drive a small rubber disk (the puck) into the opposing goal. _____

A game for two teams, usually of six players, in which a large ball is hit by hand over a high net, the aim being to score points by making the ball reach the ground on the opponent's side of the court. _____

A seven-a-side game played by swimmers in a pool, with a ball like a volleyball that is thrown into the opponent's net. _____

3. Pronunciation



Video nº 2. Pronunciation - -est endings. fuente: **Youtube**

<https://www.youtube.com/watch?v=UfV5Tq3YMGc>

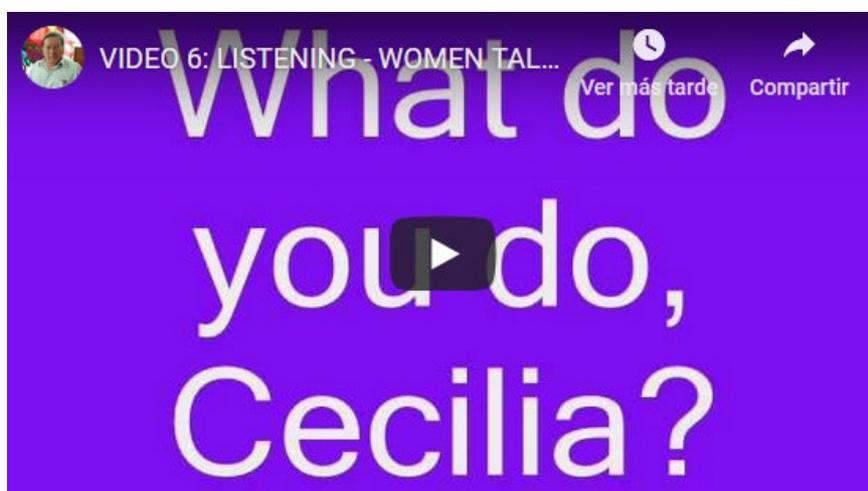
3. Listening and Speaking

SPEAKING

Sports Questions. Ask and answer:

- Are you good at sports?
- What sports are you good at?
- Do you play any sports?
- How often do you exercise?
- Are you a good baseball player?
- Do you know how to play tennis?
- What sports do you watch?
- Do you like watching car races?
- Do you like watching sports on TV?
- Which do you prefer, baseball or volleyball?
- What sports do you like watching live?

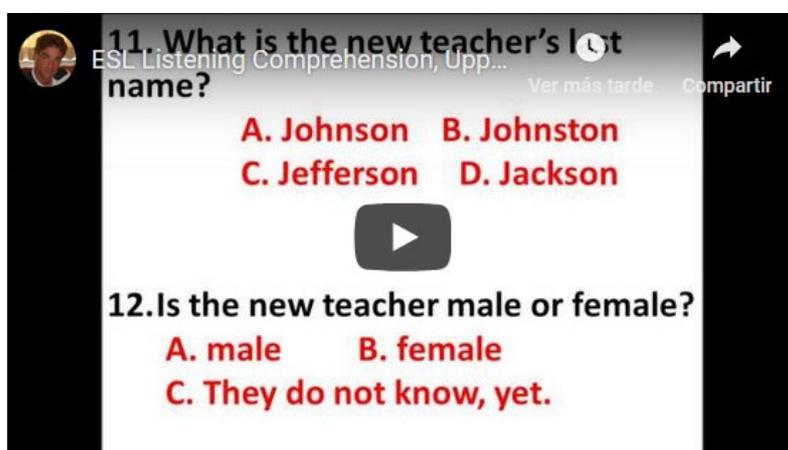
- What sports do you like watching on TV?
- What is the most popular sport in your country?
- What is your favourite team sport?
- What is your favourite indoor sport?
- What is your favourite outdoor sport?
- What do you think is the most popular sport in the world?
- What sport do you think is the most dangerous?
- What sport do you think is the most expensive?
- What new sports would you like to try?
- Does it bother you that people gamble on sporting events?



Video nº 3. Jobs and occupations. Fuente: **YouTube**

<https://www.youtube.com/watch?v=5xuzsBnPXIY>

Listen and repeat



Video nº 4. Listen and answer. Fuente: YouTube

<https://www.youtube.com/watch?v=Y7BdzHgBGIY>

5. Writing

Read this text about Mark's favourite place. Write a similar one about you.

How are you?

My name is Mark, I am 23 years old and I live in Brighton, a city in the south of England. It's my favourite city! My favourite place! Do you have a favourite place, a place with family, good weather, and fun things to do? I'm glad I do. Brighton is my favourite place for many reasons.

The first reason is my family. Over half of my family lives in Brighton, and I love my family.

The second reason for Brighton being my favourite place is the weather. Most of the year it is rainy here but, in summer, it is also sunny. In winter, it is neither cold nor hot. My favourite part of the year is summer, of course! I can spend more time with my friends and family doing outdoors activities. The weather is great!

The third reason for Brighton being my favourite place is the food. I love cooking with my aunt and my mother. My aunty and my mother are great cooks. They cook the best pancakes in the world! I love getting up early, sitting in the hot kitchen and having a great breakfast with pancakes and hot chocolate!

The fourth reason for Brighton being my favourite place is that there are a lot of things to do and places to visit and discover around the city. You can have fun and spend all your vacation time enjoying all the views and doing activities like sailing, going to the beach, going shopping to the shopping centres, visiting museums...

And the fifth reason for Brighton being my favourite place is the beach. I love it more than any place in the world. I never get tired of looking at the beautiful, bright blue sea. Every time I feel sad, I go there to enjoy the cool breeze blowing against my hair, smell the fresh salty air, and hear the sound of waves crashing on the shore. Afterwards, I feel like my troubles have gone away. My friends and I also love going on picnics on the beach. We bring lots of food such as tuna sandwiches, juice and pizza. We play volley-ball in the sand and when we get tired, we jump in the sea. It is always a lot of fun.

For all these reasons, Brighton is my favourite place. If you don't have a favourite place, I think you should search for one. It's good a place where you can make special memories. When I grow up and have children, I hope that they can live in such a special place, too.

By the way, if you make pancakes at your special place, be sure to have a great hot chocolate cup!

Have you got a favourite place?

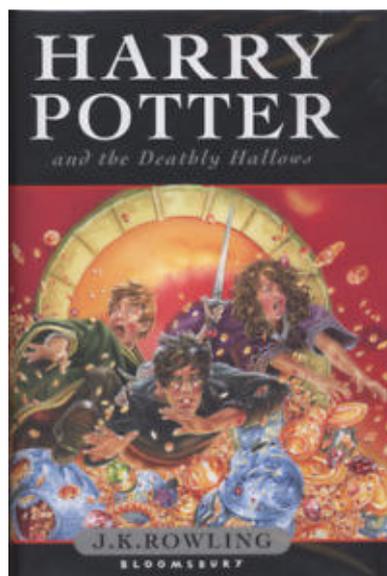
Mark

6. Libros y escritores anglosajones actuales



Antes de cerrar el tema, vamos a conocer algunos de los escritores anglosajones actuales más importantes. Para ello, hemos elegido a la autora británica que más libros ha vendido en los últimos años: J. K. Rowling.

Aprovecharemos también para ponerte un ejemplo de la versatilidad de información que podemos encontrar en Internet: en las páginas de la BBC dedicadas a entretenimiento podemos también encontrar ayuda para seleccionar un libro, con opiniones. Nosotros hemos seleccionado una opinión sobre el último libro de Harry Potter (pero como verás nos faltan algunas palabras)



In Entertainment today, we listen to a review of the _____ , and last, Harry Potter book - Harry Potter and the Deathly Hallows – which millions of children (and _____) rushed out to buy at midnight on the day it was published simultaneously in _____ [93] countries! It had a print run of 12 million in the US alone!

After _____ years of twists and turns in the life of the young wizard, Harry Potter, there's a final confrontation between Harry and a highly evil character. It's a dark rollercoaster ride, with Harry on the run most of the time. And if the sales figures are true – this is officially the _____ selling book in history!

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

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

Si quieres practicar más y ampliar tus conocimientos sobre el tema:

Ejercicio de listening adicional

Si te ha gustado el ejercicio anterior, te traemos otro libro, de estilo y temática totalmente distinto sobre el que la página de un periódico digital nos da información.

Audio: ACING_3_Bloque_07_Tema_2_Audio_1.mp3 (Portal de Educación de personas adultas)

Soluciones a los ejercicios propuestos

Actividad nº 1

2. Laura likes cakes but she prefers biscuits. She doesn't like lollipops
3. Kevin likes steaks but he prefers hamburgers. He doesn't like pizza.
4. Carol likes coffee but he prefers tea. He doesn't like coke
5. Tom and Jonathan like fish but they prefer meat. They don't like soup
6. We like fruit but we prefer ice-cream. We don't like chocolates
7. Pam and Sue like yogurt but they prefer fruit. They don't like doughnuts
8. Walter likes chicken but he prefers hot-dogs. He doesn't like meat
9. Jack and I like water but we prefer milk. We don't like coffee
10. Maggie likes cookies but he prefers cakes. She doesn't like pudding

Actividad nº 2

1. good - better
2. larger - larger
3. funny - funnier
4. narrow - narrower
5. old - older
6. new - newer
7. dark - darker
8. easy - easier
9. bad - worse
10. intelligent - more intelligent

Actividad nº 3

1. My motorbike isn't very fast. I'd like **to buy a better one**.
2. My husband isn't very rich. I need **to find a richer one**
3. Your computer is old now. You need **to buy a newer one**.
4. His camera isn't very good. He needs **a better one**.
5. It isn't very hot today. It was **hotter** yesterday.
6. This computer is **newer** than your computer.
7. Lisa is **older** than George.
8. George is **younger** than Lisa.
9. That car is **more expensive** than this car.
10. Your car is **faster** than this car.
11. This house is **bigger** than my house!

Answer the following questions saying "yes".

Do you play tennis? Yes, I do

Does she play tennis? Yes, she does

Is he a lawyer? Yes, he is

Are you a teacher? Yes, I am

Does he go to school? Yes, he does

Is Marvin a doctor? Yes, he is

Answer the following questions saying "no"

Do you play tennis? No, I don't

Does she play tennis? No, she doesn't

Is he a lawyer? No, he isn't

Are you a teacher? No, I'm not

Does he go to school? No, he doesn't

Is Marvin a doctor? No, he isn't

Write questions and negatives

+ Mary is at school

? Is Mary at school?

- Mary isn't at school

+ You are a very good student

? Are you a very good student?

- You aren't a very good student

+ Sam and Luise are students

? Are Sam and Luise students?

- Sam and Luise aren't students

+ Your parents are in London now

? Are your parents in London now?

- Your parents aren't in London now

Actividad nº 4

Lucy is (young) the youngest in the class.

That car is (expensive) the most expensive in the market.

This house is (big) the biggest in the neighbourhood.

Actividad nº 5

William Shakespeare is (famous) the most famous writer in England.

The elephant is (big) bigger than the lion.

Sergio is (old) older than Malcolm.

Our house is (old) the oldest in the neighbourhood.

That book is (interesting) more interesting than the newspaper.

This cake is (delicious) more delicious than that one.

This is (bad) the worst programme in television history.

That picture is (clear) clearer than this one.

Actividad nº 6

Mary's car is (large) larger than Max's car.

Mary's house is (tall) the tallest of all the houses on the block.

Max is (old) older than John. Of the three students, Max is (old) the oldest .

My hair is (long) longer than your hair. Max's story is (long) the longest story I've ever heard.

Max is (wise) wiser than his brother. Max is (wise) the wisest person I know.

Max is (thin) thinner than John. Of all the students in the class, Max is (thin) the thinnest

My mother is (fat) fatter than your mother. Mary is (fat) the fattest person I've ever seen.

This morning is (peaceful) more peaceful than yesterday morning.

Max's house in the mountains is the most peaceful (peaceful) in the world.

Max is (careful) more careful than Mike. Of all the taxi drivers, Jack is (careful) the most careful

Max is (angry) angrier than Mary. Of all of John's victims, Max is (angry) the angriest

Mary is (busy) busier than Max. Mary is the busiest (busy) person I've ever met.

John is more generous (generous) than Jack.

John is the most generous (generous) of all the people I know.

Health is more important (important) than money.

Of all the people I know, Max is the most important (important)

My mother's cooking is worse (bad) than your mother's cooking.

I like my grandmother food but it's sometimes saltier (salty) than my mother food.

Actividad nº 7

Choose the correct answer.

1. The **best** day of the week is Saturday.
2. My cousin is the **worst** student in his class.
3. Do you think volleyball is **better** than tennis?
4. Your football team is **worse** than my football team.
5. I think summer is **better** than Winter.
6. My **worst** subject is Design and Technology.

Actividad nº 8

Italian food is (good) better than American food.

My dog is (good) the best dog in the world.

My mother's cooking is (bad) worse than your mother's cooking.

Of all the students in the class, Max is (bad) the worst .

My football team is (good) better than yours.

Who is the (bad) worse singer in the World?

Actividad nº 9

All those oranges that you have eaten were grown in Valencia.

A lawyer is someone who knows the law.

Don't believe anything that he tells you. He is a compulsive liar.

The Intercity which had the accident last Saturday had undergone a revision on the previous day.

Actividad nº 10

This is the boy who had an accident.

Yesterday I saw a car that was really old.

Can I talk to the girl who is sitting on the bench?

She likes hamburgers that are hot.

Bill Clinton, who was President of the USA, has only one daughter.

Actividad nº 11

1. The circus comes to the town twice a year.

Falso

2. There are not many animals in the circus.

Verdadero

3. People don't come to the circus because of the animals.

Falso

4. Leopold and his father work in the circus together.

Falso

5. Leopold's father is the strongest.

Falso

6. Clara's hair is longer than her daughter's hair.

Verdadero

7. Sue-Ellen wants to be a clown in the circus.

Falso

8. Pit is the father of the other two clowns.

Falso

9. The three clowns wear identical shoes.

Falso

10. Everyone is very tired on the day that the circus leaves town.

Verdadero

Actividad nº 12

1. My mother's sister is my AUNT

2. My daughter's brother is my SON

3. My father's daughter is my SISTER

4. My mum and dad are my PARENTS

5. My sister's son is my NEPHEW

6. My aunt's son or daughter is my COUSIN

7. My father's brother is my UNCLE

8. My mother's father is my GRANDFATHER

9. My daughter's son is my GRANDSON

10. My brother's daughter is my NIECE

11. If you are a male parent, you are a FATHER

12. If you are female parent, you are a MOTHER

13. If one of your children is a boy, he is your SON

14. If one of your children is a girl, she is your DAUGHTER

15. When a couple gets married, the man is the HUSBAND , and the woman is his WIFE

16. A BROTHER and SISTER both have the same parents.

17. One collective word to describe brothers and sisters is SIBLINGS

18. My children's children are my GRANDCHILDREN

19. My children's son is my GRANDSON

20. My children's daughter is my GRANDDAUGHTER
21. My grandfather/ grandmother's father is my GREAT-GRANDFATHER
22. My husband's father is my FATHER-IN-LAW
23. My wife's mother is my MOTHER-IN-LAW
24. My sister's husband is my BROTHER-IN-LAW
25. My brother's wife is my SISTER-IN-LAW
26. My daughter's husband is my SON-IN-LAW
27. My son's wife is my DUGHTER-IN-LAW

Actividad nº 13

DOCTOR - a person you go to see when you are ill or have some type of health problem.

DENTIST - a person that can fix problems you have with your teeth.

DUSTMAN - a person that collects trash/rubbish from bins in the street.

ELECTRICIAN - a person that works with electric circuits.

POSTMAN - a person that delivers mail to your house.

HAIRDRESSER - they cut your hair or give it a new style.

SCIENTIST - a person that works in the science industry. They do many experiments.

MECHANIC - a person that repairs machines, especially car motors.

OFFICE WORKER - a person employed in an office who types letters, keeps records etc.

WAITER / WAITRESS - a person that works in a restaurant, looking after customers and serving food.

FACTORY WORKER - a person that works in a factory.

FARMER - a person that works on a farm, usually with animals.

FIREMAN - a person that puts out fires.

ACTOR / ACTRESS - a person that acts in a play or a movie

ARCHITECT - a person that designs building and houses.

FISHERMAN - a person that catches fish

PAINTER - a person that paints pictures or the interior and exterior of buildings.

GARDENER - a person that keeps gardens clean and tidy. They take care of the plants in the garden.

REPORTER - a person that makes new reports in writing or through television.

JUDGE - a qualified person that decides cases in a law court.

PILOT - a person who flies a plane.

SHOP ASSISTANT - a person that works in a shop or store selling products.

BUS DRIVER - a person that drives buses.

LAWYER - a person that defends people in court and gives legal advice.

LIBRARIAN - a person that works in a library.

COOK - a person that prepared food for others, often in a restaurant or café.

VET - a qualified person that looks after sick animals.

MODEL - a (usually attractive) person that works in fashion, modeling clothes and accessories.

BAKER - they make bread and cakes and normally work in a bakery.

NURSE - a person trained to help a doctor look after the sick or injured.

CHEMIST - a qualified person that works with and dispenses medicine.

PLUMBER - a person that repairs your water systems or pipes.

POLICEMAN / **POLICEWOMAN** - a member of the police force. They (try and) prevent crime.

Actividad nº 14

- The sport of fighting with swords according to a set of rules, in order to score points against an opponent. FENCING
- A game in which a ball is hit with the hand. HANDBALL
- A game played between two teams of five players in which goals are scored by throwing a ball through a basket. BASKETBALL
- A ball game played between two teams of nine on a field with a diamond-shaped circuit of four bases. BASEBALL
- A game played by two teams of eleven players with a round ball that may not be touched with the hands or arms except by the goalkeepers. The object of the game is to score goals by kicking or heading the ball into the opponents' goal. FOOTBALL
- A team game played with an oval ball that may be kicked, carried, and passed from hand to hand. Points are scored by grounding the ball behind the opponents' goal line or by kicking it between the two posts and over the crossbar of the opponents' goal. RUGBY
- The sport or activity of riding a bicycle. CYCLING
- The sport of shooting with a bow and arrows, especially at a target. ARCHERY
- A game in which two or four players strike a ball with rackets over a net stretched across a court. TENNIS
- A game played between two teams of eleven players who use hooked sticks to drive a small hard ball toward goals at opposite ends of a field. HOCKEY
- A sport played on an ice rink between two teams of six skaters, who attempt to drive a small rubber disk (the puck) into the opposing goal. ICE HOCKEY
- A game for two teams, usually of six players, in which a large ball is hit by hand over a high net, the aim being to score points by making the ball reach the ground on the opponent's side of the court. VOLLEYBALL
- A seven-a-side game played by swimmers in a pool, with a ball like a volleyball that is thrown into the opponent's net. WATER POLO

Bloque 8. Unit 3.

The past

ÍNDICE

0. Introducción
 1. Grammar
 - 1.1. Simple past
 - 1.2. Past Continuous
 - 1.3. Differences between Simple Past and Past Continuous
 2. Vocabulary: travelling and holidays
 3. Pronunciation: -ed and -ing
 4. Reading: your last holidays
 5. Listening and speaking: expressing opinion
 6. Writing: past events
-

0. Introducción

En este tema vamos a empezar a usar el **pasado**. ¿Recuerdas los tiempos verbales en presente que ya hemos visto, presente simple y presente continuo? En pasado también existe un **pasado simple** y otro **continuo**, que aprenderemos a utilizar. También hablaremos de viajes, vacaciones y de como expresar tu opinión.

1. Grammar

Antes de empezar a ver el **Pasado Simple** en profundidad, hemos de aclarar una cuestión en relación a los verbos. Hasta ahora hemos estado trabajando con tiempos presentes, y por tanto hemos manejado la **FORMA BASE** de los verbos. **La FORMA BASE es igual a decir INFINITIVO SIN TO**. Es decir,

- La forma base del verbo TO BE es BE;
- La forma base del verbo TO PLAY es PLAY;
- La forma base del verbo TO GO es GO.

A la hora de estudiar el Pasado Simple verás que hay dos tipos de verbos:

a.- **Regulares** añaden **-ED** a su forma base para hacer tanto su forma en pasado simple como para participio pasado. Son ejemplos de verbos regulares: PLAY, STUDY, WATCH, TRAVEL, NEED, WANT, etc.

b.- **Irregulares** tienen una forma distinta a la forma base tanto para pasado simple como para participio pasado que tendrás que estudiar. Ejemplos de verbos irregulares: BE, GO, DO, SEE, READ, EAT, WRITE, etc.

Conviene por tanto aclarar que los verbos (sean regulares o irregulares) tienen tres formas:

1.- Presente corresponde a la forma base (+s/-es para he/she/it). - Ej. I work at a factory. / She works at a hospital.

2.- Pasado sólo se utiliza en la afirmativa del pasado simple. - Ej. He studied at Osford. / They taught at Oxford.

3.- Participio pasado para los tiempos compuestos (presente perfecto, pasado perfecto, modales perfectos, etc.) - Ej. I have never been to Africa /Have you ever eaten snake?

Mira algunos ejemplos:

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
Be	was / were	been
Do	did	done
Have / has	had	had
Go	went	gone

[Para saber más](#)

Visita el siguiente enlace 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>

1.1. Simple past

SIMPLE PAST		
Verb structure	Regular verbs	They add –ed (see spelling changes below)
	Irregular verbs	Second column
Sentence structure	(+)	<p>Subject+ V-ed + Complements</p> <p>Ex.1: “I / He / She was here last summer”</p> <p>Ex.2: “We / You / They were in the same class at school”</p> <p>Ex.3: “I watched TV last night”</p> <p>Ex.4: “Pete played football last weekend”</p> <p>Ex.5: “They went to London two years ago”</p>
	(-)	<p>Subject+ DID + NOT + Verb in bare infinitive + Complements</p> <p>Ex.1: “I / he / she was not here last summer” or wasn’t</p> <p>Ex.2: “We / You / They were not at school yesterday” or weren’t</p> <p>Ex.3: “I did not watch TV last night” or “I didn’t...”</p> <p>Ex.4: “Pete didn’t play football last weekend” or “Tom didn’t...”</p> <p>Ex.5: “They did not go to London two years ago” o “They didn’t”</p>
	(?)	<p>DID + Subject+ Verb in bare infinitive +Complements+?</p> <p>Ex.1: “Was I / he / she here last summer?”</p> <p>Ex.2: “Were we / you / they here last summer?”</p> <p>Ex.3: “Did you watch TV last night?”</p> <p>Ex.4: “Did Pete play football last weekend?”</p> <p>Ex.5: “Did they go to London two years ago?”</p>

Auxiliary Verb	The verb TO BE is its own auxiliary verb	
	DID is the auxiliary verb for other verbs in all persons. o para he / she / it)	
Use	Finished actions in the past	Ex. "I lived in Manchester for 5 years"
	Short actions in the past	Ex. "The bomb exploded at 8:00am"
Time expressions	Time expressions go at the end of the sentence as they are complements.	<p>yesterday</p> <p>last night, last weekend, last Monday, last month, last year</p> <p>one day ago, two weeks ago, five minutes ago, half an hour ago</p> <p>In 1997, in the 19th century, in the past</p> <p>From 9 to 12, from Monday to Friday, from April to October</p> <p>For two years, for three weeks, for ten minutes</p>
		<p>Ten en cuenta que AGO se coloca detrás de una cantidad de tiempo determinada y significa 'HACE'. El esquema es el siguiente:</p> <p>Number + Period of Time + AGO</p> <p>Ten seconds ago = hace diez segundos</p> <p>Five hours ago = hace cinco meses</p> <p>Three months ago = hace tres meses</p> <p>Years ago = hace años</p>

!!!**MUCHO CUIDADO!!!** El verbo **TO BE** actúa como su propio auxiliar. Por tanto, es el único verbo que **no necesita de DID** para las preguntas y negativas, como puedes ver en todos los ejemplos 1 y 2 de la tabla. Además, es irregular y es el único verbo que distingue dos formas en pasado:

- **Was** para las personas del singular (I / He / She / It), excepto 'You'
- **Were** para todas las personas del plural (We / You / They)

CAMBIOS EN LA GRAFÍA DE VERBOS REGULARES

Algunos verbos regulares tienen que cambiar la grafía antes de añadir “-ed” para formar el pasado simple.

a. Los verbos que acaban en –E muda (que no suena) sólo añaden -d.

Wave – Wave + D → He waveD goobye

Smoke – Smoke + D → She smokeD a lot yesterday

b. Verbos de una sílaba que acaban en CVC, es decir, consonante + vocal+ consonante, doblan la última consonante.

Stop – StoppED → She stopPED to have coffee

Beg – BeggED → We beGGED pardon

c. Los verbos que acaban en –Y con una consonante delante, cambian la –Y por –I antes de añadir -ED.

Study – Study + I + ED → He studiED a lot for the exam

Carry – Carry + I + ED → I carriED all the heavy books

OJO, los verbos que acaban en –X no doblan la última consonante

Fix – Fixed → The mechanic fixED my car

Mix – MixED → Susan mixED blue and yellow

OJO, los verbos de dos sílabas que acaban en –L doblan la última consonante

Travel – Travelled → I travelLED to Dublin last year

Cancel – CancelLED → BA cancelLED our flight

Actividad nº 1

1. Fill in the gaps with the correct form of the verb in SIMPLE PAST.

- Lisa really _____ (like) eating chocolate ice-creams when she was a child.
- Last weekend I _____ (work) at the Barnabeez restaurant.
- My school friends and I _____ (go) to Malta last summer.
- I _____ (run) for one hour last night.
- Fred _____ (take) a lot of pictures on his holiday last summer.
- What _____ (you/get) for your birthday?

- g. They _____ (forget) the bread this morning!
- h. Alice _____ (play) tennis this morning.
- i. Where _____ (you/go) last weekend?
- j. I _____ (want) to buy that computer, but it was too expensive.
- k. Why _____ (they /come)?
- l. Paul and Jeannie _____ (stay) at home last night.
- m. Samantha _____ (drive) for an hour.
- n. She _____ (take) three books from the library last week.
- ñ. Lucy _____ (buy) a new dress yesterday.
- o. They _____ (watch) a movie last night.
- p. Ann _____ (go) to the supermarket last month.
- q. He _____ (study) all night but he didn't pass the exam.
- r. Sheila _____ (write) a letter to her mother yesterday.

2. Write the next sentences in negative.

- a. I did my homework last night.
I _____ my homework last night.
- b. My parents went to Italy for one month.
My parents _____ to Italy for one month.
- c. Tommy broke that vase two days ago.
Tommy _____ that vase two days ago.
- d. We gave mum a bunch of flowers for her birthday.
We _____ mum a bunch of flowers for her birthday.

3. Order the next words to form interrogative sentences.

- a. Susan / sing / on a TV programme?

- b. You / like / reggae music?

- c. They / drive / all the way to Sweden?

- d. Your children / ride / a horse on your last holiday?

4. Write the simple past of the next verbs:

work		miss		try		drink	
walk		cry		dance		drive	
copy		marry		happen		eat	
stay		mix		be		find	
plan		stop		build		get	
carry		play		buy		give	
enjoy		explain		come		go	
rob		travel		do		have	
know		read		say		see	
sell		take		tell		think	
write							

Actividades online.

1. Visita el siguiente enlace para practicar DO-DOES-DID

<http://a4esl.org/q/h/lb/dodoesdid.html>

2. Visita el siguiente enlace para practicar DON'T-DOESN'T-DIDN'T

<http://a4esl.org/q/h/lb/dontdoesnt.html>

3. Visita el siguiente enlace para ver y practicar la forma afirmativa del pasado simple

<http://www.learn-english-online.org/Lesson29/Course/Lesson29.htm>

4. Visita el siguiente enlace para ver y practicar la forma negativa del pasado simple

<http://www.learn-english-online.org/Lesson30/Course/Lesson30.htm>

5. Visita el siguiente enlace para ver y practicar la forma interrogativa del pasado simple

<http://www.learn-english-online.org/Lesson31/Course/Lesson31.htm>

6. Visita el siguiente enlace para practicar la forma en pasado al lado de cada verbo regular

<http://www.aulafacil.com/CursoIngles/Ejercicios9.htm>

7. - VERBOS IRREGULARES - Como hemos visto anteriormente, los verbos irregulares tienen una forma propia para pasado simple (2ª columna) y participio pasado (3ª

columna). Esos verbos tendrás que estudiarlos poco a poco y con constancia. Prueba con 5 ó 10 cada día hasta que acabes la lista que te indicábamos anteriormente. En cualquier caso, volvemos a adjuntar el enlace a continuación:

8. Visita el siguiente enlace para estudiar los verbos irregulares. Como consejo, ten abierta la lista que te facilitábamos en el enlace anterior para ir comprobando.

<http://www.eflnet.com/grammar/iverbs.htm>

9. Visita el siguiente enlace para practicar la forma en pasado de verbos irregulares. Rellena los huecos en las frases eligiendo el verbo que corresponda de la lista y escribiéndolo en pasado.

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

10. Visita el siguiente enlace para practicar la forma pasada de los verbos irregulares. Para cada verbo que te dan, escribe la forma correspondiente en pasado simple en el hueco y pulsa 'CHECK' para comprobar. Después, avanza hasta la siguiente pregunta pulsando la flecha.

<http://www.xtec.es/%7Eeromo2/englishgate/elementary/iv3.htm>

11. Visita el siguiente enlace para aprender y practicar el pasado

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

12. Visita el siguiente enlace para practicar el pasado simple. Rellena los huecos en las oraciones con la forma correcta del pasado simple. Ya sea afirmativa, negativa o interrogativa.

<http://www.aulafacil.com/CursoIngles/Ejercicios8.htm>

13. Visita el siguiente enlace para practicar el pasado simple. Elige la forma correcta de entre las opciones que se plantean. Recuerda lo que hemos visto y no te dejes engañar.

http://www.englishclub.com/grammar/verb-tenses_past_quiz.htm

14. Visita el siguiente enlace para practicar más pasado simple. Verás un texto en el que faltan verbos en pasado. Para cada oración, elige el verbo que corresponde entre las cuatro opciones que se plantean.

<http://www.better-english.com/grammar/pastsimple1.htm>

15. Visita el siguiente enlace para practicar el pasado simple. En el texto que te dan, faltan los verbos en pasado simple, tanto regulares como irregulares. Escribe los verbos entre paréntesis en la forma que corresponda del pasado simple.

<http://www.learn-english-online.org/Lesson29/TestIt/SimplePast.htm>

16. Visita el siguiente enlace para hacer un ejercicio como el anterior.

<http://www.better-english.com/grammar/pastsimple2.htm>

17. Visita el siguiente enlace para practicar preguntas y respuestas en pasado simple. Tendrás que elegir la respuesta correcta para cada pregunta. Comprueba en qué respuesta está la información que necesitas.

<http://www.better-english.com/grammar/pastsimple3.htm>

1.2. Past Continuous

The past continuous tense, also known as the past progressive tense, refers to a continuing action or state that was happening at some point in the past. The past continuous tense is formed by combining the past tense of to be (i.e., was/were) with the verb's present participle (-ing word).

There are many situations in which this verb tense might be used in a sentence. For example, it is often used to describe conditions that existed in the past.

Ex: The sun was shining every day that summer.

Ex: As I spoke, the children were laughing at my cleverness.

It can also be used to describe something that was happening continuously in the past when another action interrupted it.

Ex: The audience was applauding until he fell off the stage.

Ex: I was making dinner when she arrived.

The past continuous can shed light on what was happening at a precise time in the past.

Ex: At 6 o'clock, I was eating dinner.

It can also refer to a habitual action in the past.

Ex: She was talking constantly in class in those days.

One final caution: Though the irregularities are few, not every verb is suited to describing a continuous action. Certain verbs can't be used in the past continuous tense. One common example is the verb **to arrive**.

PAST CONTINUOUS		
Verb structure	Verb TO BE in the past (WAS / WERE) + main verb ending in -ing	
Sentence structure	(+)	S + was/were + V-ing + C Ex: I was running when I fell
	(-)	S + wasn't/weren't + V-ing + C Ex: It wasn't raining when I arrived
	(?)	Was/were + S + V-ing + C + ? Ex: Were you having lunch at 3:00?
Auxiliary verb	Verb TO BE	

Uses	Long actions interrupted by a short one	EX: The teacher was talking when a student's telephone rang
	Simultaneous actions in the past	EX: Paul was watching TV while Mary was reading a book and the children were playing with the dog
Time expressions	Time expressions go at the end of the sentence. They refer to specific moments in the past.	Examples: I was having a shower at 10:30PM Albert was driving at 8:00am this morning They were playing basketball at 12:00 last Sunday morning

- CAMBIOS EN LA GRAFÍA DEL VERBO - RECUERDA QUE...

Hay verbos que necesitan algunos cambios en su grafía antes de añadir la "-ING".

a. Los verbos que acaban en –E muda (que no suena) eliminan esta letra.

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. Verbos de una sílaba que acaban en CVC, es decir, consonante + vocal + consonante, doblan la última consonante.

Sit – SittING → She is **sittING** on a chair

Swim – SwimmING → I am **swimmING** in the sea

OJO, los verbos que acaban en –X no doblan la última consonante

Fix – Fixing → The mechanic is **fixING** my car

Mix – Mixing → The baby is **mixING** colours

c. Los verbos de una sola sílaba y que acaban en –IE, cambian estas letras por –Y antes de añadir la –ING. (Si no, quedaría muy raro)

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

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

d. Los verbos que acaban en –Y, ya sea precedida de vocal o consonante, añaden la –ING normalmente, sin hacer ningún cambio.

Study – Studying → I am **studying** English right now

Play – Playing → I am **playing** with my son

Actividad nº 2

1. Complete the sentences according to what Susan, Will and Christopher were doing at each moment. Aquí tienes todo lo que hicieron ayer Susan, Will y Christopher.

Example:

- Was Paul **chatting** to his wife at 8 am? **No, he wasn't. He was chatting to his wife at 9 am**

	Susan	Christopher	William
9:00 am	walk to work	drive to work	chat to his wife
12:30 am	chat to friends	read the newspaper	tell jokes
5:30 pm	work on a new project	study Japanese	go to the gym
7:00 pm	play a game with her children	watch TV	watch TV
9:30 pm	have something to eat	have a drink	have something to eat

a. _____ Christopher _____ the newspaper at 5.30 pm?

b. _____ Christopher and Susan _____ Japanese at 5.30 pm?

c. _____ Christopher _____ something to eat at 9.30 pm?

d. _____ Susan and William _____ a drink at 9.30 pm?

Para saber más

If want to continue practising the **Past Continuous** you can do the next exercises online.

[Exercise 1](http://www.isabelperez.com/happy/tenses/exercises/past_cont_1.htm) http://www.isabelperez.com/happy/tenses/exercises/past_cont_1.htm

[Exercise 2](http://www.isabelperez.com/happy/tenses/exercises/past_cont_4.htm) http://www.isabelperez.com/happy/tenses/exercises/past_cont_4.htm

[Exercise 3](http://www.isabelperez.com/happy/tenses/exercises/past_cont_2.htm) http://www.isabelperez.com/happy/tenses/exercises/past_cont_2.htm

1.3. Differences between Simple Past and Past Continuous

Como has leído antes, el **Pasado Simple** se utiliza para expresar acciones que ocurrieron en pasado, es decir, que empezaron y acabaron en un momento pasado. En cambio, 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.

En ocasiones podemos combinar ambos tiempos, cuando una acción interrumpe otra más prolongada. La acción más prolongada, la que lleva un tiempo realizar, se expresa con Pasado Continuo y la más breve, la que 'corta' la otra, con Pasado Simple. En ocasiones la acción más prolongada se seguirá desarrollando y en otras no.

Mira los siguientes ejemplos:

Ej.1: I was reading when the phone rang

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

En el ejemplo 1, yo estaba leyendo (acción prolongada) cuando sonó el teléfono (acción breve) y me interrumpió, pero después seguí leyendo.

En el ejemplo 2, una persona que estaba conduciendo (acción prolongada) tuvo un accidente (acción breve), por lo que podemos deducir que no siguió conduciendo después.

Cuando tengas que combinar ambos tiempos verbales ten en cuenta lo siguiente:

WHEN + PASADO SIMPLE

When I arrived they were having lunch

(acción corta que interrumpe) (acción larga)

WHILE + PASADO CONTINUO

While I was walking in the park I saw my friends

(acción larga) (acción corta que interrumpe)

When introduce un Pasado Simple, algo que ocurre en un momento concreto.

While introduce un Pasado Continuo, algo que se desarrolla en el tiempo.

Actividad nº 3

1. Complete the next sentences with the verb in Past Simple or Past Continuous:

- What _____ you _____ (do) when the accident _____ (happen)?
- I _____ TV (watch) and suddenly I _____ (hear) all the noise.
- When my parents _____ (arrive) home, we _____ (chat) to our friends.
- When I _____ (wake up) this morning it _____ (rain) and my father _____ (sing) in the kitchen.
- I _____ (walk) home, whistling happily, when I _____ (see) two masked men run out of the bank.

Para saber más

Continue practicing doing the next exercises online:

[Exercise 1](http://a4esl.org/q/h/vm/pastpastcont.html) <http://a4esl.org/q/h/vm/pastpastcont.html>

[Exercise 2](https://www.englishpage.com/verbpage/verbs3.htm) <https://www.englishpage.com/verbpage/verbs3.htm>

[Exercise 3](https://www.englishpage.com/verbpage/verbs4.htm) <https://www.englishpage.com/verbpage/verbs4.htm>

[Exercise 4](http://www.isabelperez.com/happy/tenses/exercises/past_cont_3.htm) http://www.isabelperez.com/happy/tenses/exercises/past_cont_3.htm

[Exercise 5](http://www.isabelperez.com/happy/tenses/exercises/pastsimple_conti_2.htm) http://www.isabelperez.com/happy/tenses/exercises/pastsimple_conti_2.htm

2. Vocabulary: travelling and holidays

Actividad nº 4

1. Order the letters of the words below to form correct words related to holidays and trips. The first letter of each word is underlined.

1. We arrived at the _____ (tirpaor) and got on a plane.
2. Did you carry your _____ (eaggbag) onto the train?
3. When did you _____ (kchec-ni) at the hotel?
4. What do you know about the _____ (rultuce) of Japan?
5. Let's hurry! The airplane will _____ (tepadr) soon!
6. I want to buy some things at the _____ (ifgt psho).
7. He stayed at a very nice 5-star _____ (eholt).
8. Thomas really likes _____ (nteirnatiolna) travel.
9. When will you leave (elaev)?
10. Of course, we took a _____ (pam), so we didn't get lost.
11. Jenny had to show her _____ (ppoassrt) at the airport.
12. She wants to buy a _____ (osctarpd) and send it to her friend.

13. My father bought some _____ (siovuenrs) to remember his time in Paris.
14. I forgot to bring my train _____ (ckiett), so I couldn't get on the train.
15. There were many _____ (sstoiurt) taking pictures with their cameras.
16. We flew to New Zealand to _____ (tivsi) our relatives.

Actividad nº 5

Question: Which 4 words below are kinds of people? Listen to the words to learn how to pronounce them.

Audio: ACING_3_Bloque_08_Tema_3_Audio_Vocabulary.mp3 (Portal de Educación de personas adultas)

airport	entrance	
airport terminal	exchange rate	
arrive	exit	pickpocket
arrival	ferry	postcard
back pack	foreign currency	resort
baggage	gate number	sight
book	gift shop	sightsee
border	guide book	souvenir
budget	hostel	suitcase
check-in	hotel	sign
check-out	information desk	take photos
cruise ship	international	ticket
culture	jet lag	tourist
custom	landmark	tour group
customs	leave	tour guide
depart	lost-and-found	transportation
departure	location	travel agency
destination	luggage	trip
domestic	map	view
duty free	pack	visit
eco-tourism	passport	visa
embassy	phrase book	

Para saber más

Do the next exercises online to practice vocabulary related to holidays.

Exercise 1 <https://www.esolcourses.com/uk-english/beginners-grammar/question-words/lesson-10/picture-quiz.html>

Exercise 2 <https://www.esolcourses.com/uk-english/beginners-grammar/question-words/lesson-10/vocabulary.html>

Exercise 3 <https://www.esolcourses.com/uk-english/elementary-course/travel-and-holidays/travel-picture-quiz.html>

Exercise 4 <https://www.esolcourses.com/uk-english/elementary-course/travel-and-holidays/travel-picture-vocabulary.html>

3. Pronunciation: -ed and -ing

Ahora que hemos visto el **Pasado Simple** y el **Pasado Continuo** es el mejor momento para ver cómo se pronuncian los verbos después de haberles añadido la **-ED** en Pasado Simple y la **-ING** en Pasado Continuo. Empezaremos con la pronunciación de la **-ED** que es algo más compleja y dejaremos la **-ING** para el final por ser más sencilla.

Pronunciación de la -ED final en Pasado Simple

La pronunciación de la **-ED** en los pasados regulares varía dependiendo del último sonido que haya en el verbo regular antes de añadir la **-ED**.

- La **-ed** suena como **/ t /** cuando el último sonido que se oiga en la palabra sea un **sonido oclusivo** (que el aire salga de golpe) o un sonido parecido a la 's'
- La **-ed** suena como **/ d /** cuando el último sonido que se oiga en la palabra sea un **sonido más suave**, como cualquier **vocal** o una **consonante** en la que el aire no salga de golpe, como **/m/, /n/, /l/, /v/, /r/, /g/, /h/, etc.**
- La **-ed** suena como **/ id /** cuando el último sonido que se oiga en la palabra sea uno de los anteriores, es decir, **/t/ o /d/**

Hemos subrayado el último sonido de cada verbo para que te sea más sencillo identificarlos. Observa:

/t/	/d/	/id/
Stopp ED	Play ED	Need ED Create ED
Park ED	Studi ED	
Miss ED	Comb ED	
Wash ED	Travell ED	
Mix ED	Barr ED	

Pronunciación de la -ING final en Pasado Continuo

En el caso de la **-ING** no vamos a depender de nada, siempre se pronuncia igual.

En este caso, el símbolo fonético que vamos a utilizar es **/ ɪŋ /** y se pronuncia como una **/n/** algo más alargada, sin llegar a pronunciar claramente la **/g/**

Actividad nº 6

1. Put the next verb in the correspondent column according to the pronunciation of -ED

watched attacked helped pushed kissed liked talked closed
 smelled promised approved called smiled decided
 lived painted pointed waited started sounded

/t/	/d/	/ɪd/

Para saber más

Do the next exercise online

[Exercise 1](http://www.better-english.com/grammar/pastsimplepronunciation.htm) <http://www.better-english.com/grammar/pastsimplepronunciation.htm>

4. Reading: your last holidays

Question: When was the last time you traveled on holiday?

Read the article below and then answer the questions.

My Holiday in Vancouver

My summer holidays are often a little boring, but my summer holiday last year was great – my family and I got onto an airplane and flew to Vancouver! It was our first time to visit Canada. We got up very early almost every day and did lots of really fun and interesting things. On our first day, we visited Stanley Park and the Vancouver Art Gallery. Later in the week, we visited some museums and then got on a special boat to watch whales. It was fantastic! I took lots of photos. Of course, we also visited our cousins who live in Vancouver. One evening, they had a barbeque and we ate at **their** home. After we finished our food, we invited them to come to our home one day. Unfortunately, we didn't swim in the ocean because the water was too cold, but we did many other fun things. Finally, after two weeks, before we left Vancouver, my family and I went shopping and bought lots of souvenirs to help us remember our time in Canada. Maybe we can travel again during my next summer holiday. Maybe we can make plans to visit Japan or Brazil!

Actividad nº 7

1. What is the article about?

- (a) Vancouver
- (b) A person's holiday
- (c) Things to do in Canada

2. Who did the person travel with?

- (a) his friends
- (b) his cousins
- (c) his family

3. On his first day in Vancouver, he visited a park and some museums.

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

4. What did he probably take with him on a boat?

- (a) a camera
- (b) a sandwich to eat
- (c) a book

5. What does the word 'their' refer to?

- (a) food
- (b) the barbeque
- (c) his cousins

6. How does he describe the barbeque?

- (a) It was cold.
- (b) It was delicious.
- (c) He doesn't say.

7. Which of these things is most probably a 'souvenir'?

- (a) fruits and vegetables
- (b) a T-shirt with the word 'Vancouver' on it
- (c) a special boat to watch whales

8. He wants to go to another country next year.

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

5. Listening and speaking: expressing opinion

Some people think it's a good idea to travel on holiday. Other people think it's better to stay at home. Listen and complete the gaps.

Listen to the pronunciation of each vowel and practice.

Audio: ACING_3_Bloque_08_Tema_3_Audiotravel_write_opinion.mp3 (Portal de Educación de personas adultas)

Actividad nº 8

Some people believe it's a good idea to travel on holiday but other people think it's (1) _____ to stay at home. I (2) _____ that it's better to travel on holiday. In this (3) _____ I will give you three excellent reasons for my (4) _____. First of all, you can't learn many things when you just stay at home. For (5) _____, last year I (6) _____ to Iceland on holiday and I learned many things about Icelandic culture. Secondly, you might not make many new (7) _____ if you stay at home all the time. (8) _____, you will probably meet lots of new people when you travel. Last year, for example, I (9) _____ three new friends while I was in Iceland. (10) _____, when you stay at

home on holiday, you will probably feel very (11) _____. It's just not fun! On the other hand, travel is exciting! You never know what you will see or who you will meet! For all these (12) _____, I think it's better to travel on holiday. What do you think?

- **What do you think about travelling?**
- **Where in the world have you traveled to?**
- **When did you travel there?**

Now, read the sentences below. Express your opinions. Then, compare your answers with your classmates. Give reasons. Use these expressions to introduce your opinion:

I completely agree	In my opinion...
I mostly agree	From my point of view...
I'm not sure	In my view...
I mostly disagree	I think...
I disagree completely	I don't think

1. *Traveling is fun*
2. *Traveling is dangerous*
3. *Traveling is expensive*
4. *Traveling with a tour group is better than traveling by yourself*
5. *Traveling by air is dangerous*
6. *Stay at a hostel is better than staying at a hotel*

7. *Life would be impossible without airplanes*
8. *It would be great to have a job as a tour guide*
9. *Traveling is a great way to improve your English*
10. *It's fun to stay at a hotel*
11. *Everyone should travel so that they can learn about other cultures and people*
12. *You should learn the language of the country that you travel to*

6. Writing: past events

NARRATIVE WRITING: “Write a paragraph about some place you traveled to on holiday.”

Soluciones a los ejercicios propuestos

Actividad nº 1

1. Fill in the gaps with the correct form of the verb in SIMPLE PAST.

- a. Lisa really LIKED (like) eating chocolate ice-creams when she was a child.
- b. Last weekend I WORKED (work) at the Barnabeez restaurant.
- c. My school friends and I WENT (go) to Malta last summer.
- d. I RAN (run) for one hour last night.
- e. Fred TOOK (take) a lot of pictures on his holiday last summer.
- f. What DID YOU GET (you/get) for your birthday?
- g. They FORGOT (forget) the bread this morning!
- h. Alice PLAYED (play) tennis this morning.
- i. Where DID YOU GO (you/go) last weekend?
- j. I WANTED (want) to buy that computer, but it was too expensive.
- k. Why DID THEY COME (they /come)?
- l. Paul and Jeannie STAYED (stay) at home last night.
- m. Samantha DROVE (drive) for an hour.
- n. She TOOK (take) three books from the library last week.
- ñ. Lucy BOUGHT (buy) a new dress yesterday.
- o. They WATCHED (watch) a movie last night.
- p. Ann WENT (go) to the supermarket last month.
- q. He STUDIED (study) all night but he didn't pass the exam.
- r. Sheila WROTE (write) a letter to her mother yesterday.

2. Write the next sentences in negative.

- a. I did my homework last night.
I DIDN'T DO my homework last night.
- b. My parents went to Italy for one month.
My parents DIDN'T GO to Italy for one month.
- c. Tommy broke that vase two days ago.
Tommy DIDN'T BREAK that vase two days ago.
- d. We gave mum a bunch of flowers for her birthday.
We DIDN'T GIVE mum a bunch of flowers for her birthday.

3. Order the next words to form interrogative sentences.

- a. Susan / sing / on a TV programme?
Did Susan sing on a TV programme?

b. You / like / reggae music?

Did you like reggae music?

c. They / drive / all the way to Sweden?

Did they drive all the way to Sweden?

d. Your children / ride / a horse on your last holiday?

Did your children ride a horse on your last holiday?

4. Write the simple past of the next verbs:

work	<u>worked</u>	walk	<u>walked</u>	copy	<u>copied</u>	stay	<u>stayed</u>	plan	<u>planned</u>
carry	<u>carried</u>	enjoy	<u>enjoyed</u>	rob	<u>robbed</u>	miss	<u>missed</u>	cry	<u>cried</u>
marry	<u>married</u>	mix	<u>mixed</u>	stop	<u>stopped</u>	play	<u>played</u>	explain	<u>explained</u>
travel	<u>travelled</u>	try	<u>tried</u>	dance	<u>danced</u>	happen	<u>happened</u>	be	<u>was/were</u>
build	<u>built</u>	buy	<u>bought</u>	come	<u>came</u>	do	<u>did</u>	drink	<u>drank</u>
drive	<u>drove</u>	eat	<u>ate</u>	find	<u>found</u>	get	<u>got</u>	give	<u>gave</u>
go	<u>went</u>	have	<u>had</u>	know	<u>knew</u>	read	<u>read</u>	say	<u>said</u>
see	<u>saw</u>	sell	<u>sold</u>	take	<u>took</u>	tell	<u>told</u>	think	<u>thought</u>
write	<u>wrote</u>								

Actividad nº 2

a. Was Christopher reading the newspaper at 5.30 pm? No, he wasn't. He was reading the newspaper at 12.30

b. Were Christopher and Susan studying Japanese at 5.30 pm? No, they weren't. Christopher was studying Japanese and Susan was working on a new project at 5.30

c. Was Christopher having something to eat at 9.30 pm? No, he wasn't. He was having a drink at 9.30

d. Were Susan and William having a drink at 9.30 pm? No, they weren't. They were having something to eat

Actividad nº 3

- What were you doing (do) when the accident happened (happen)?
- I was watching TV (watch) and suddenly I heard (hear) all the noise.
- When my parents arrived (arrive) home, we were chatting (chat) to our friends.
- When I woke up (wake up) this morning it was raining (rain) and my father was singing (sing) in the kitchen.
- I was walking (walk) home, whistling happily, when I saw (see) two masked men run out of the bank.

Actividad nº 4

1. We arrived at the airport (tirpaor) and got on a plane.
2. Did you carry your baggage (eaggbag) onto the train?
3. When did you check-in (kchec-ni) at the hotel?
4. What do you know about the culture (rultuce) of Japan?
5. Let's hurry! The airplane will depart (tepadr) soon!
6. I want to buy some things at the gift shop (ifgt psho).
7. He stayed at a very nice 5-star hotel (eholt).
8. Thomas really likes international (nteirnatiolna) travel.
9. When will you leave (elaev)?
10. Of course, we took a map (pam), so we didn't get lost.
11. Jenny had to show her passport (ppoassrt) at the airport.
12. She wants to buy a postcard (osctarpd) and send it to her friend.
13. My father bought some souvenirs (siovuenrs) to remember his time in Paris.
14. I forgot to bring my train ticket (ckiett), so I couldn't get on the train.
15. There were many tourists (sstoiurt) taking pictures with their cameras.
16. We flew to New Zealand to visit (tivsi) our relatives.

Actividad nº 5

ANSWER: pickpocket ; tourist ; tour group ; tour guide

Actividad nº 6

/t/	/d/	/id/
<u>watched</u>	<u>closed</u>	<u>decided</u>
<u>attacked</u>	<u>smelled</u>	<u>pointed</u>
<u>helped</u>	<u>promised</u>	<u>pointed</u>
<u>pushed</u>	<u>approved</u>	<u>waited</u>
<u>kissed</u>	<u>called</u>	<u>started</u>
<u>liked</u>	<u>smiled</u>	<u>sounded</u>
<u>talked</u>	<u>lived</u>	

Actividad nº 7

1. What is the article about?

(b) A person's holiday

2. Who did the person travel with?

(c) his family

3. On his first day in Vancouver, he visited a park and some museums.

(b) FALSE

4. What did he probably take with him on a boat?

(a) a camera

5. What does the word 'their' refer to?

(c) his cousins

6. How does he describe the barbeque?

(c) He doesn't say.

7. Which of these things is most probably a 'souvenir'?

(b) a T-shirt with the word 'Vancouver' on it

8. He wants to go to another country next year.

(a) TRUE

Actividad nº 8

Some people believe it's a good idea to travel on holiday but other people think it's (1) BETTER to stay at home. I (2) BELIEVE that it's better to travel on holiday. In this (3) PARAGRAPH I will give you three excellent reasons for my (4) OPINION . First of all, you can't learn many things when you just stay at home. For (5) EXAMPLE , last year I (6) FLEW to Iceland on holiday and I learned many things about Icelandic culture. Secondly, you might not make many new (7) FRIENDS if you stay at home all the time. (8) HOWEVER , you will probably meet lots of new people when you travel. Last year, for example, I (9) MET three new friends while I was in Iceland. (10) FINALLY , when you stay at

home on holiday, you will probably feel very (11) BORED . It's just not fun! On the other hand, travel is exciting! You never know what you will see or who you will meet! For all these (12) REASONS , I think it's better to travel on holiday. What do you think?

Bloque 8. Unit 4.

Directions

ÍNDICE

0. Introducción
 1. Grammar: prepositions
 2. Vocabulary: means of transport
 3. Reading: asking for help and giving directions
 4. Listening: short and long vowels
 5. Writing: directions
 6. Speaking: Excuse me, sir/madam. How do I get to...?
-

0. Introducción

¿Cómo manejarse por una ciudad desconocida? ¿Cómo guiar a alguien en inglés por tu localidad? ¿Perdidos por la ciudad? Aprender a entender y dar indicaciones para localizar algún lugar sobre un mapa son los objetivos de esta unidad.

En este tema vamos a aprender lo todo lo que nos hace falta para movernos por una ciudad que no conocemos. Para ello, veremos cómo dar y entender indicaciones, para lo que repasaremos también las preposiciones de lugar. Además, trabajaremos la diferencia que existe en inglés entre las vocales largas y cortas, viendo la pronunciación de la “i” y la “u”.

1. Grammar: prepositions

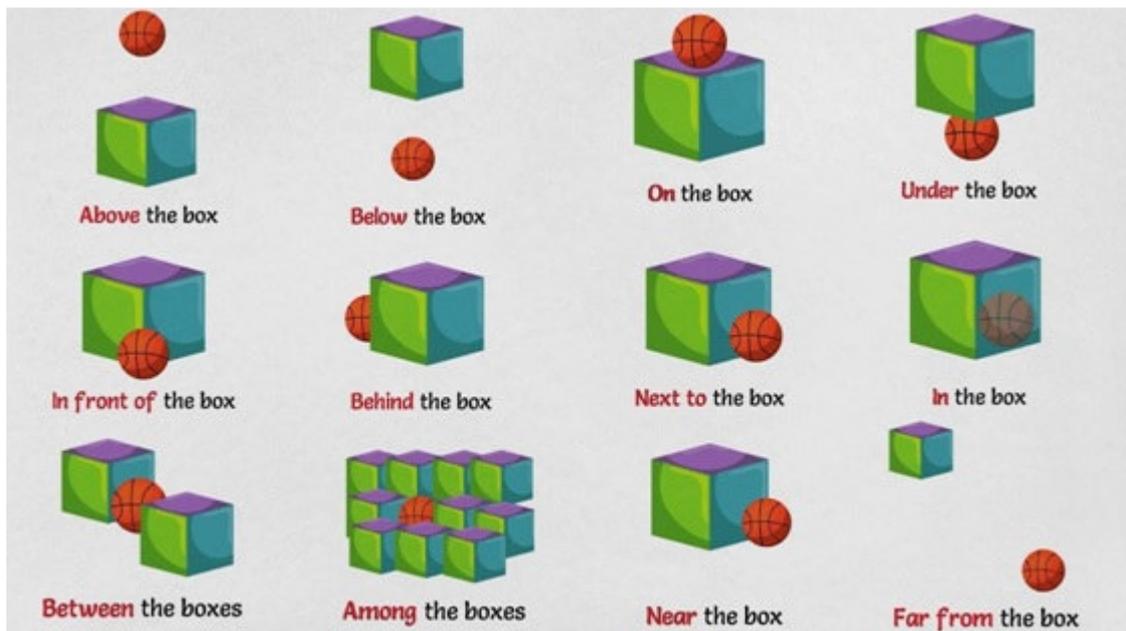
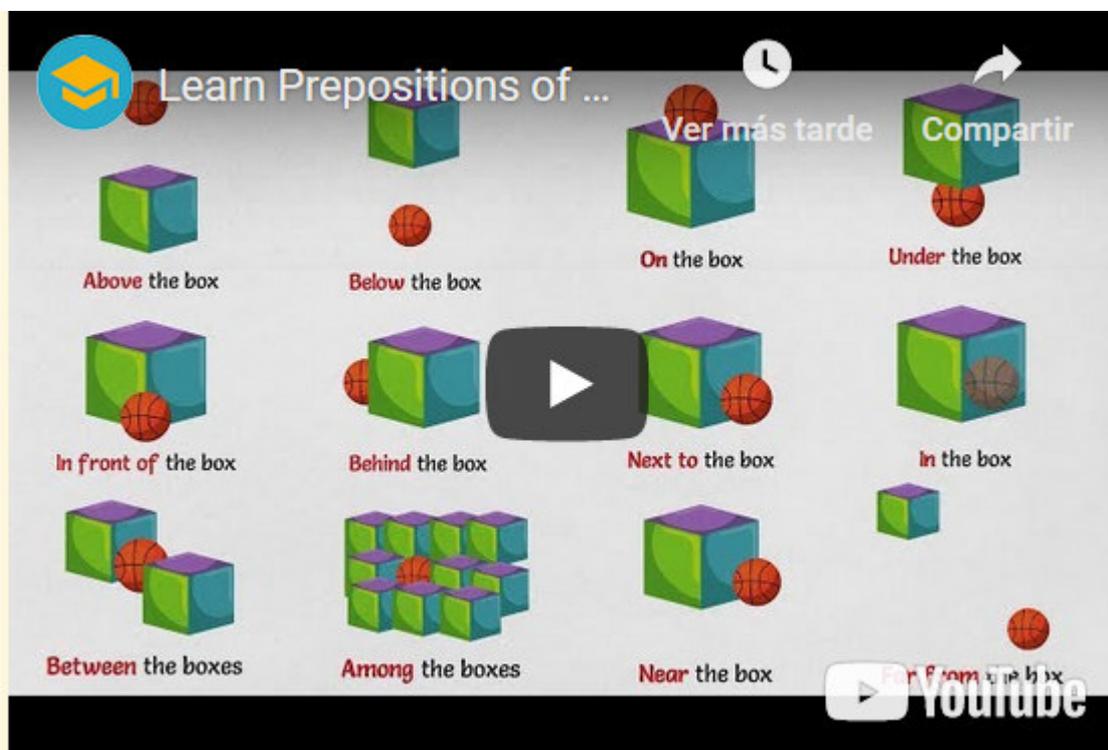


Imagen nº 1. Prepositions of place. Fuente: YouTube
<https://www.youtube.com/watch?v=-gyBjgBrj94>

Watch the next video and learn the **prepositions of place**.



Vídeo nº 1. Prepositions of place. Fuente: Youtube. Autor: desconocido. Licencia: desconocida
<https://www.youtube.com/watch?v=-gyBjgBrj94>

Pay attention to the difference between **AT, ON, IN**

AT

- Se utiliza para indicar puntos concretos (**at 21 High Street**). También para lugares especiales (**at home, at school**) en los que estamos habitualmente. Por último, para expresiones hechas (**at the beach**)

OJO: no se dice at my house, at the school

ON

- Se utiliza para indicar cosas que están justo encima de otras. Es decir, hay contacto directo. Ej. (**The book is on the table** → el libro está tocando la mesa)
- También cuando algo se encuentra sobre una línea (**on Oxford Street, on the coast**)
- Por último, a la hora de indicar 'lados': izquierda, derecha, etc.

Ej. (**on your right, on your left, on the other side**)

IN

- Se utiliza con ciudades, países, etc. (**in Cuenca, in Spain, in Africa**)
- También para indicar cosas que dentro de otras, envueltas por ellas. Ej. (**I am in the building; in the sea; in the ocean**)

Actividad nº 1

Vamos a practicar estas tres preposiciones. Completa estos ejemplos con "in", "on" o "at".

- a. What did you learn ___ school today?
- b. There is nothing ___ my pocket.
- c. I forgot my glasses ___ the table.
- d. I work ___ a very big office.
- e. I am usually at home ___ 5.30 pm.
- f. My flat is ___ the 1st floor.

ABOVE / OVER

- Se utiliza para indicar cosas que están encima de otras pero sin contacto directo.

Ej. (**The lamp is over the table** → la lámpara del techo no toca la mesa)

Ej. (**They live two floors above us** → dos pisos por encima, a otro nivel)

UNDER

- Se utiliza para indicar cosas que están debajo de otras. En ocasiones habrá contacto directo y en otras no.

Ej. (**The cat is under the chair** → debajo de la silla, sin tocarla)

Ej.2: (**The book is under the dictionary** → justo debajo del diccionario)

IN FRONT OF

- Ten mucho cuidado con la traducción de esta preposición.

NO SIGNIFICA ENFRENTE, como si dos personas se estuvieran mirando cara a cara, sino DELANTE DE, como si estuvieras en una fila, viendo la espalda de la persona que tienes delante de ti.

Ej. (**The reception desk is in front of you** → delante, lo estás viendo)

Ej. (**Ian is in front of me in the queue** → va delante de mí en la fila)

BEHIND

- Se utiliza para indicar cosas que están detrás de otras.

Ej. (**I am behind Ian in the queue** → voy detrás de Ian en la fila)

NEAR

- Indica cercanía, podemos decir que no hay contacto directo.

Ej. (**near the park** → cerca del parque, pero no a su lado)

BESIDE / NEXT TO

- Ambas indican proximidad, en este caso sí hay contacto directo.

Ej. (**next to the square** → está a su lado, no hay nada entre ellos)

BETWEEN

- Situamos algo entre dos cosas, no más.

Ej. (**The ball is between the squares** → solo hay dos cuadros)

AMONG

- En este caso, situamos una cosa entre más de dos cosas.

Ej. (**among many black balls** → muchas bolas negras rodean a la roja)

Actividad nº 2

Look at the map and complete the sentences with the next prepositions. You only need 6 prepositions.

Opposite **to the left** **at the left corner** **next to** **in front of** **between**
between **to the right** **behind**

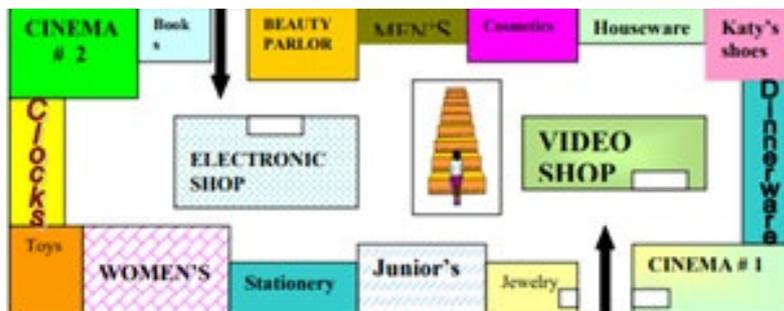


Imagen nº 2. Prepositions of place. Autor desconocido. Fuente: cyberlab Licencia: Creative Commons https://cyberlab.ucr.ac.cr/cyberlab/octavo/cyberlab_8th/quizzes/hpotatoe/Unit9_vocabulary_yourturn.htm

1. Cinema 1 is _____ of the mall.
2. Women's clothes is _____ the Toy's Store.
3. The stairs are _____ the Electronic Shop and the Video Shop.
4. The Clocks store is _____ Cinema 2 and the Toys Store.
5. The Beauty Parlor is _____ the Electronic Shop.
6. Junior 's wear is _____ the jewelry shop.

Para saber mas

If you want extra practice press the following links and do the exercises.

- <http://a4esl.org/q/h/lb/inonat.html>
- <http://a4esl.org/q/j/ni/fb-prepositions.html>
- <https://www.ego4u.com/en/cram-up/grammar/prepositions/exercises?07>
- http://www.1-language.com/englishcourse/unit6_grammar_exs.htm
- <https://www.lewolang.com/gramatica-inglesa/38/prepositions-of-place>
- <https://www.perfect-english-grammar.com/prepositions-of-place-exercise-1.html>

2. Vocabulary: means of transport

Listen to the next means of transport a learn the pronunciation and the meaning of the words.

Audio: ACING_3_Bloque_08_Tema_4_Audio_1_transport.mp3 (Portal de Educación de personas adultas)



Imagen nº 3. Means of transport. Autor: desconocido. Licencia: Desconocida

Fuente: www.allthingstopics.com/transportation.html

Actividad nº 3

Do the next crossword to review means of transport.

Imagen nº 4. Crossword. Autor: desconocido. Fuente: [Allthingstopics](https://www.allthingstopics.com/transportation.html) Licencia: desconocida
<https://www.allthingstopics.com/transportation.html>

ACROSS

- 1. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 11. _____
- 14. _____

DOWN

- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 8. _____
- 10. _____
- 12. _____

Para saber más

Here you have extra practice.

<https://www.learnenglish.de/vocabulary/transport.html>

3. Reading: asking for help and giving directions

Read the following directions to get to the two new restaurants that have just opened in town: **Rosetto's** and **Manny's**. Start where indicated by letters **A** or **B**.

How can I get to...?

A. It's easy to get to the Italian Restaurant. In the corner, turn right. Pass the bank and cross the street. Go straight ahead one more block. When you reach the corner, exactly at the Bookstore, turn left. Walk one more block. Go pass a Café. When you reach the corner, you can see the Italian Restaurant. You can't miss it. Rosetto's Italian restaurant is in the right corner of the next block, right in front of a Bilingual School. Friends told me that the Raviolis are awesome.

B. You can't miss the opening of the new Mexican Restaurant. Walk north for two blocks on West Street. On the corner of West Street and Clark Avenue, turn left. Go straight ahead. Go past the post office. Cross the street and pass the gas station. Manny's is next to the movie theatre, right in front of the Bakery. It's in the corner of Clark Avenue and Madison Street. I've heard that they serve delicious Tacos.



Imagen nº 5. Giving directions. Autor: desconocido. Fuente: Cyberlab Licencia: Creative Commons https://cyberlab.ucr.ac.cr/cyberlab/booklets_students/booklet_8th/unit9_8th_booklet.pdf

RULES

Excuse me, where's the post office?	How can I get to the bank, please?
<ul style="list-style-type: none"> ■ It's on Main Street. ■ It's on the corner of Clark Avenue and Boulevard Street. ■ It's across from the post office. ■ It's crossing Madison Avenue. 	<ul style="list-style-type: none"> ■ Go straight ahead and turn right. The bank is next to a shoe shop. ■ Turn left and walk three blocks. The bank is in front of the bookstore. ■ Take the right turning, go straight ahead; then turn left. The bank is across from the church.
Excuse me, could you tell me where the hospital is?	
<p>☞ Sure. Walk three blocks. Then, turn right. In the next corner, turn left. It's opposite the park.</p>	

Imagen nº 6. Giving directions. Autor: desconocido. Fuente: Cyberlab Licencia: Creative Commons https://cyberlab.ucr.ac.cr/cyberlab/booklets_students/booklet_8th/unit9_8th_booklet.pdf

Actividad nº 4

Look at the diagram and choose the correct answer.

- BAKERY**
- POLICE STATION**
- MUSEUM**
- BANK**
- SAN PEDRO**
- ROAD**
- SCHOOL**
- PARK**
- CHURCH**
- LIBRARY**

1. Could you tell me where the church is? It's _____ the library.
2. Where is the bank, please? It's _____ the library.
3. Is there a park near here? Yes. It's _____ the school and church.
4. Excuse me, could you tell me where the police station is? Sure. It's _____ the park.

4. Listening: short and long vowels

1 i: need	2 ɪ thin	3 e went	4 æ cat	13 eɪ pay	14 ɔɪ noise	15 aɪ time
5 ə alive	6 ɜ: third	7 ʌ fun	8 ɑ: glass	16 əʊ no	17 aʊ round	
9 u: few	10 ʊ put	11 ɔ: talk	12 ɒ rob	18 ɪə beer	19 eə care	

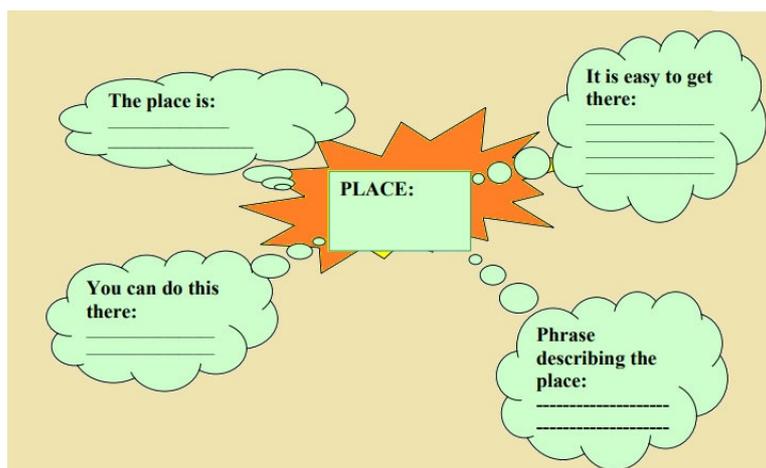
Listen to the pronunciation of each vowel and practice.

Audio: ACING_3_Bloque_08_Tema_4_Audio_2_vowels.mp3 (Portal de Educación de personas adultas)

Vowel Phonemes		
Lips loosely spread. Tongue lax with less tension than / i: / (short vowel)	/ ɪ /	pit
Lips loosely spread and slightly wider apart than / ɪ / (short vowel)	/ e /	pet
Lips neutrally open and slightly wider apart than / e / (short vowel)	/ æ /	pat
Open lip-rounding, wide open jaws, back of tongue low. (short vowel)	/ ɒ /	pot
Lips neutrally open. Open jaws. Centralized quality. (short vowel)	/ ʌ /	luck
Lips loose, but closely rounded. Tongue not as tense as in / u: / (short vowel)	/ ʊ /	good
Lips in neutral position. Centralized. Tongue slightly higher than in / ʌ / (short vowel)	/ ə /	ago

Lips spread. Tongue tense (front raised) with sides touching upper molars. (long vowel)	/i:/	meat
Lips neutrally open and jaws far apart. Centre to back of tongue fully open. (long vowel)	/ɑ:/	car
Medium lip rounding. Tongue drawn back making no contact with upper molars. (long vowel)	/ɔ:/	door
Lips neutrally spread. Tongue slightly higher than /ə/ (no firm contact with upper molars) (long vowel)	/ɜ:/	girl
Lips closely rounded. Back of tongue high. Tense compared with /ʊ/ (long vowel)	/u:/	too

5. Writing: directions



1. Pre-writing

- Brainstorm ideas about a place you've been to lately and enjoyed.
- Brainstorm descriptions of the place. Write things that attracted you.
- Brainstorm directions on how to get there.

2. Writing

- Write a paragraph of the place you visited.
- Use the phrase describing the place in your topic sentence.
- Give descriptions of the place on your supporting details. Then write about the things you can do there and the directions on how to get there.
- Conclude with a sentence that restates why you should visit the place and that it is easy to get there.

3. Post-writing

- Draw a city map on the location of the place you just wrote about. Share the information with a classmate and explain where the place is by showing your map.

6. Speaking: Excuse me, sir/madam. How do I get to...?

A continuación te presentamos un mapa del centro de Edimburgo. Como verás el punto de partida de los itinerarios es un hotel que está en **Leamington Terrace**. Imagina que tú estás en ese hotel y quieres llegar a una Biblioteca Pública que sabes está en la calle Queensferry (marcado en rojo en el mapa); el conserje del hotel te va a guiar con la ayuda del mapa. Lo único que tienes que hacer es seguir el itinerario que te da y que está marcado en amarillo. Para que te entiendas mejor, nuestras aclaraciones van en negro.

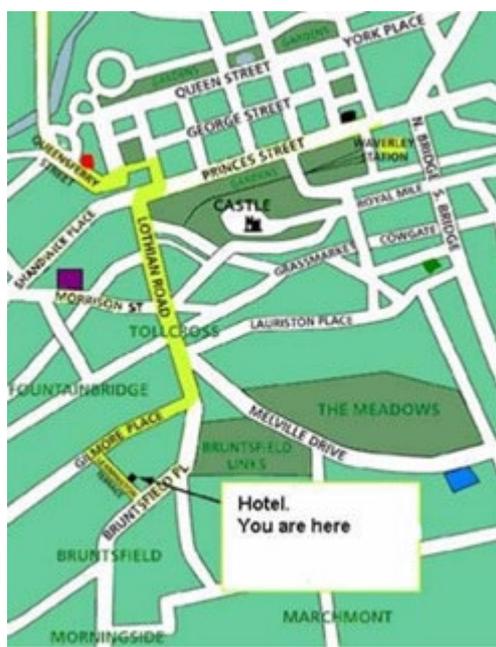


Imagen nº 7. Autor: JCCM. Fuente: antiguos materiales de ESPAD

*Tu parte del diálogo en verde.

*Las instrucciones del conserje en azul.

La primera indicación imprescindible si salimos de un edificio es el primer giro, derecha o izquierda.

- Excuse me, sir. How do I get to the Public Library in Queensferry Street?

- Look at the map. Go out into Leamington Terrace and turn right.

Si utilizamos los puntos de referencia como los nombres de las calles facilitamos mucho el seguimiento del itinerario.

- Then, take the first turning on the right, which is Gilmore Place.

- Go straight ahead and turn left at the end, into Lothian Road. Then, go straight ahead and turn right at the end, which is Princess Street. Take the first turning on the left and then the first turning left again, into Queensferry Street.

Al llegar al punto deseado es conveniente localizarlo:

- The Public Library is on your right, after the first corner

EXERCISE: Work with a partner. Student A asks student B how to arrive in the **castle**. Then swap roles. Student B asks student A how to arrive in **Waverley Station**.

Example:

- Excuse me, sir. Is there any travel agency near here?

- Oh yes of course; there is one in Melville Drive.

- How can I get there?

- Well, look at this map; we are here in Leamington Terrace; first go out into Leamington Terrace and turn left, and then left again.

- Into Bruntsfield Place?

- Yes, go straight ahead and when you get to Melville Drive, turn right. The travel agency is on your right, before the second crossing.

Soluciones a los ejercicios propuestos

Actividad nº 1

- a. What did you learn at school today?
- b. There is nothing in my pocket.
- c. I forgot my glasses on the table.
- d. I work in a very big office.
- e. I am usually at home at 5.30 pm.
- f. My flat is on the 1st floor.

Actividad nº 2

1. Cinema 1 is to the right of the mall.
2. Women's clothes is next to the Toy's Store.
3. The stairs are between the Electronic Shop and the Video Shop.
4. The Clocks store is between Cinema 2 and the Toys Store.
5. The Beauty Parlor is opposite the Electronic Shop.
6. Junior 's wear is to the left of the jewelry shop.

Actividad nº 3

ACROSS

1. School bus
6. Sail boat
7. Van
8. Car
9. Bus
11. Ambulance
14. Motorcycle

DOWN

2. Bicycle
3. Scooter
4. Train
5. Police car
8. Cruise ship
10. Truck
12. Airliner

Actividad nº 4

1. Could you tell me where the church is? It's NEXT TO the library.
2. Where is the bank, please? It's OPPOSITE the library.
3. Is there a park near here? Yes. It's BETWEEN the school and church.
4. Excuse me, could you tell me where the police station is? Sure. It's OPPOSITE the park.

Bloque 9. Unit 5.

Regulations

ÍNDICE

- 0. Introduction
 - 1. Grammar
 - 1.1. Modal Verbs: obligation and prohibition
 - 1.2. Quantifiers
 - 2. Vocabulary: health and medicine
 - 3. Speaking and Reading: environmental issues
 - 4. Listening: school subjects and education
 - 5. Writing: formal letters
-

0. Introduction

En este tema vamos a aprender a usar matices como la obligación, la falta de obligación o la prohibición, para lo que usaremos verbos modales. Además vamos a ver cómo se expresa la cantidad, repasando contenidos que ya conocemos (some, any y no) y ampliándolos. Añadiremos vocabulario relacionado con cuestiones de salud, medio ambiente, tiempo atmosférico y estudios. Todo ello a través de las cuatro destrezas básicas: reading, listening, writing and speaking, además de ejercicios de gramática y vocabulario.

1. Grammar

Antes de entrar en materia, vamos a conocer algunas de las normas británicas relativas a pubs (public houses). Lee el siguiente texto con atención:

Age Restrictions

In Britain, if you want to go to a pub, you **don't have to** be over 18 years old. You can go to a pub with the permission of the owner. However, to buy or consume alcohol in a pub you **have to** be at least 18 years old. Some city pubs, clubs and bars, set their own entry age, usually 21 years old. Under 16's can go into pubs (with the permission of the manager) but they **have to** be with an adult (a person at least 18 years old).

- 16 and 17 year olds can drink alcohol (beer, cider or wine) with a table meal and of course, they **have to** be accompanied by an adult. Only the adult can buy alcohol.
- Under age people **mustn't** buy alcohol, it is illegal.

Drunkenness

People who are drunk **mustn't** buy alcohol. The pub **mustn't** sell alcohol to them. It is also illegal to drink alcohol in some designated areas, such as city centres.

Drink Driving

It is well known that drivers in Britain **mustn't** drink alcohol. Most people do not drink any alcohol if they are driving. Some pubs offer free, non-alcoholic drinks to 'designated drivers'.

Smoking

Since July 1st 2007, you **mustn't** smoke in any pubs, bars or restaurants. Some pubs have special smoking areas outside which **have to** meet strict guidelines on enclosures. People under 18 **mustn't** buy tobacco and people under 16 **mustn't** smoke, it is illegal too.

Adapted from http://www.pubs.com/pub_history.cfm

Actividad nº 1

Read the text and say if the next sentences are true or false.

a. You have to be 18 years old to go into a pub in Britain.

Verdadero Falso

b. You can buy or consume alcohol in a pub if you are less than 18 years old.

Verdadero Falso

c. Under 16's can go into pubs with an adult.

Verdadero Falso

d. 16's and 17's mustn't drink any alcohol.

Verdadero Falso

e. Drivers mustn't drink alcohol.

Verdadero Falso

f. People under 18 mustn't smoke.

Verdadero Falso

Para saber mas

If want to know more things about British public houses, click the following [link](#).

<https://en.wikipedia.org/wiki/Pub>

1.1. Modal Verbs: obligation and prohibition

The **modal verbs** include **can, must, may, might, will, would, should**. They are used with other verbs to express ability, obligation, possibility, and so on.

Modal verbs are unlike other verbs.

1. They do not change their form (spelling)
2. They have no infinitive or participle (past/present).
3. Modals are auxiliary verbs. They do not need an additional auxiliary in negatives or questions. For example: **Must I come?** or: **He shouldn't smoke.**

Prohibition, Obligation, No obligation

To express prohibition, obligation and no obligation we usually use **modal verbs**.

1. Obligation

Have to and **must** are both used to express obligation. There is a slight difference between the way they are used.

- **Have to** shows us that the obligation comes from somebody else. It's a law or a rule and the speaker can't change it.

Do you have to wear a uniform at your school?

John can't come because **he has to work** tomorrow.

In Britain **you have to buy** a TV licence every year.

- **Must** shows us that the obligation comes from the speaker. It isn't a law or a rule.

I must call my dad tonight.

You must hand in your homework on Tuesday or your mark will be zero.

You must come and visit us the next time you come to London.

2. Prohibition

Mustn't is used to show that something is prohibited – it is not allowed.

You mustn't speak when the teacher is speaking.

3. No obligation

We use **don't have to** to show that there is no obligation. You can do something if you want to but it's not compulsory.

You don't have to wear a tie in our office. You can wear a tie if you want to but it's OK if you don't.

It'll be nice if you do but **you don't have to come** with me if you don't want to.

You don't have to dress up for the party. Wear whatever you feel comfortable in.

Actividad nº 2

Complete these sentences with mustn't or don't/doesn't have to.

1. It is forbidden. You _____ do that.
2. You _____ ask my permission. You can do what you want.
3. You _____ speak to the driver when the bus is moving. It's dangerous.
4. You _____ park here. There is a double yellow line.
5. Pay me back when you can. You _____ do it immediately.
6. It's optional. We _____ go if you don't want to.
7. I'll tell you a secret. You _____ tell anybody else. Promise?
8. Be on time. You _____ be late or we will leave without you.
9. He's a millionaire. He _____ work but he does because he enjoys it.
10. I like Saturdays because I _____ go to work.
11. This is very important. You _____ forget what I said.
12. It's very informal here. You _____ wear a tie unless you want to.
13. In athletics, you _____ start before the gun is fired.

Actividad nº 3

Complete these sentences with must, mustn't or the correct or the correct form of have to.

- 1.- At our school we _____ wear a uniform.
- 2.- You _____ cross the roads without looking. It's dangerous.
- 3.- You _____ turn on the central heating. It's automatic.
- 4.- The exams are next week. I _____ work harder.
- 5.- You _____ forget your umbrella. It's going to rain.
- 6.- Students _____ listen to the teacher or they won't understand.
- 7.- You _____ cross the road when the red light is showing.

- 8.- We _____ leave now or we'll miss the plane.
- 9.- Soldiers _____ obey orders.
- 10.- Sorry, I _____ go now. I don't want to be late.
- 11.- Shop assistants _____ deal with the public.
- 12.- You _____ come with us if you don't want to.
- 13.- I was late this morning because I _____ wait a long time for the bus.
- 14.- In Spain, teachers _____ wear uniforms.
- 15.- You _____ take food in your room.
- 16.- You _____ use the elevators in case of fire.
- 17.- I _____ wear glasses because I can't see very well.
- 18.- You _____ read this book. It's really good.
- 19.- You _____ go shopping today. We don't need anything.
- 20.- You _____ a mobile phone in class.
- 21.- We _____ feed the animals. It's forbidden.
- 22.- We _____ book the tickets before it's too late.
- 23.- In Spain, teachers _____ work on Saturdays.
- 24.- In Britain you _____ drive on the left.
- 25.- Every player in a football team _____ have a number.
- 26.- You _____ forget his birthday again.
- 27.- Doctors sometimes _____ work at the weekend.
- 28.- Nowadays in Spain pupils _____ learn Latin at school.
- 29.- You _____ smoke on public places.
- 30.- My wife _____ go to work today. It's a holiday.
- 31.- You _____ shout. I can hear you.
- 32.- We _____ be quiet in the library.
- 33.- You _____ use a computer on the plane.
- 34.- She _____ come to the dentist's with me.

[Para saber más](#)

ONLINE ACTIVITIES

1. Visita el siguiente enlace para conocer la estructura de MUST.
<https://www.englishclub.com/grammar/verbs-modals-have-to-must-not.htm>
2. Visita el siguiente enlace para empezar a practicar MUST.
<http://www.better-english.com/easier/must.htm>
3. Visita el siguiente enlace para seguir practicando MUST.
<http://www.aulafacil.com/cursos/115482/idiomas/ingles/ingles-a1/verbos-modales-ii-must-ejercicios>

4. Visita el siguiente enlace para practicar la diferencia entre MUST – HAVE TO.

<https://www.englishpage.com/modals/interactivemodal2.htm>

5. Visita el siguiente enlace para practicar HAVE TO en distintos tiempos verbales.

<https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-27303.php>

6. Visita el siguiente enlace para practicar la diferencia entre MUSTN'T – DON'T HAVE TO.

<http://www.better-english.com/easier/must2.htm>

7. Visita el siguiente enlace para practicar la diferencia entre MUSTN'T – DON'T HAVE TO.

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

8. Visita el siguiente enlace para practicar MUST y HAVE TO.

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

1.2. Quantifiers



Imagen nº 1. Fuente: Materiales ESPA-LOE

There are some books and **there is a** computer on the desk. **There is an** armchair behind the desk, and **there is a** woman cleaning it. **There is a** picture above the armchair, but **there aren't any** photographs. **There are no** CDs, but **there are a lot of** files on a bookshelf. **How many plants are there** in the office?

RECUERDA QUE...

Ya has visto estos contenidos en módulos anteriores:

Módulo I: A / An

Módulo II: There is / There are

Modulo II: How much / How many

Modulo II: Some / any

Repasemos antes de empezar los sustantivos contables e incontables.

a. **Sustantivos contables** se refieren a aquellas cosas que podemos contar de forma unitaria: mesas, naranjas, horas, personas, casas, etc.

b. **Sustantivos incontables** son los que no podemos contar de forma unitaria, y por ello los tenemos que dividir en unidades más pequeñas para poderlos contar:

- el tiempo cronológico lo dividimos en años, meses, semanas, días, horas, etc. No esperamos 'tiempos', sino durante horas.
- el dinero lo dividimos en monedas según el país: euros, dólares, yenes, etc. No decimos tengo dos 'dineros', sino tengo dos euros.
- los líquidos los dividimos en litros, vasos, etc. Cuando nos tomamos 'un zumo', nos referimos a 'un vaso de zumo'.

Actividad nº 4

Coloca las siguientes palabras en la columna correspondiente:

beef lamb egg burger milk coffee watermelon pineapple bread
 cocoa orange apple pasta potato crisp cheese cereal tea
 butter rice banana meat tuna sugar

COUNTABLE	UNCOUNTABLE	OPCIONES
		beff/egg/butter
		rice/lamb/burger
		watermelon/meat/milk
		tuna/bread/pineapple
		coffee/orange/sugar
		apple/cocoa/tea
		pasta/potato
		crisp/cheese
		cereal/banana

SOME, ANY, NO

SOME y **ANY** son cuantificadores que se utilizan para indicar cantidades indeterminadas, es decir, que no podemos medir sino decir de forma aproximada (algo de, algunos, algunas, etc.). Van siempre delante de los sustantivos a los que acompañan, ya sean contables o incontables.

SOME se utiliza en oraciones afirmativas:

- **I want some sugar - Quiero algo de azúcar**
- **I need some time to think - Necesito algo de tiempo para pensar**
- **There were some people at the party - Había algunas personas en la fiesta**
- **I have some apples - Tengo algunas manzanas**

ANY se utiliza en oraciones interrogativas:

- **Do you need any time to think? - ¿Necesitas algo de tiempo para pensar?**
- **Were there any people at the party? - ¿Había alguna persona en la fiesta?**
- **Do you have any apples? - ¿Tienes alguna manzana?**

ANY se utiliza también en oraciones negativas con el verbo en negativa:

- **I don't want any sugar, thank you. - No quiero nada de azúcar, gracias.**
- **I don't need any time to think... - No necesito nada de tiempo para ...**
- **There weren't any people at the party. - No había ninguna persona en la fiesta.**
- **I don't have any apples. - No tengo ninguna manzana.**

NO se utiliza en oraciones negativas cuando el verbo va en afirmativa:

- **I want no sugar, thank you - No quiero azúcar, gracias.**
- **I need no time to think - No necesito tiempo para pensar.**
- **There were no people in church - No había nadie en la iglesia.**
- **I have no apples - No tengo manzanas.**

!!!**¡OJO!!!** Cuando hacemos preguntas y esperamos un "Sí" por respuesta, podemos utilizar **SOME**:

- **Do you want some water? ¿Quieres algo de agua?** (Vemos que la persona está sedienta)
- **Do you need some time to think? ¿Necesitas algo de tiempo para pensar?** (Vemos que la persona está indecisa)

Actividad nº 5

Completa con SOME, ANY o NO:

- There isn't _____ food in the fridge.
- My wallet is empty. I have got _____ money left.
- I bought a kilo of apples and _____ cheese yesterday.
- Is there _____ sugar for the cake?
- Would you like _____ tea?
- I'm very busy. I have _____ time to talk to you.

Para saber más

ONLINE ACTIVITIES.

Pulsando aquí aparecerán 3 ejercicios para que repases lo que sabes sobre SOME, ANY, NO.

1. Visita el siguiente enlace para practicar There is, There are, There isn't much y There aren't many

<http://www.better-english.com/easier/count3.htm>

2. Visita el siguiente enlace para practicar some y any

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

3. Visita el siguiente enlace para practicar some, any, someone, anything, etc.

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

MUCH, MANY, A LOT OF

Siguiendo en la línea de lo que comentábamos al principio sobre sustantivos contables e incontables, veremos ahora el uso de estos tres cuantificadores, que sirven para indicar una cantidad grande pero indeterminada de algo, es decir mucho, muchos, muchas, etc.

A LOT OF se utiliza para cosas contables e incontables, generalmente en afirmativa:

- **There are a lot of students at school - Hay muchos alumnos en el colegio**
- **I have a lot of problems - Tengo muchos problemas**
- **I spent a lot of money yesterday - Gasté mucho dinero ayer**
- **There is a lot of water in the sea - Hay mucha agua en el mar**

MANY se utiliza para cosas contables, en afirmativa, negativa o interrogativa:

- **There are many people at the party - Hay muchos alumnos en la fiesta**
- **I don't have many problems - No tengo muchos problemas**
- **Do you have many brothers? - ¿Tienes muchos hermanos?**

MUCH se utiliza para cosas incontables, generalmente en negativa:

- **I don't have much time - No tengo mucho tiempo**
- **I didn't spend much money yesterday - No gasté mucho dinero ayer**

Actividad nº 6

Choose the best answer:

Opciones	
<u>could you lend me some?</u>	<u>much noise in the pub?</u>
<u>many questions.</u>	<u>much milk for the cake?</u>
<u>a lot of homework to do.</u>	<u>much tea?</u>
<u>many people in the street?</u>	<u>a lot of shops.</u>
<u>a lot of books and magazines</u>	<u>a lot of money to buy a house.</u>

- a. Do you need _____
- b. I haven't got much money, _____
- c. I have got _____
- d. Are there _____
- e. Is there _____
- f. Do you drink _____
- g. I like reading. I have got _____
- h. They didn't ask me _____
- i. It costs j. Madrid is a beautiful city, and it has got _____

Para saber más

ONLINE ACTIVITIES

1. Visita el siguiente enlace para practicar **There is, There are, There isn't much y There aren't many**

<http://www.better-english.com/easier/count3.htm>

2. Visita el siguiente enlace para practicar **much y many**

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

3. Visita el siguiente enlace para practicar **a lot of, not much y not many**

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

2. Vocabulary: health and medicine

accident	cold	home remedy	relax
ambulance	contagious	illness	runny nose
aspirin	cough	infection	sneeze
bandage	dentist	insomnia	sore
bleed	diabetes	insurance	sickness
blood	diet	medical	sprain
blood pressure	disease	nurse	stitches
bone	doctor	operation	stomachache
broken	emergency	operate	stress
bruise	exercise	overweight	sunburn
burn	fever	pain	temperature
cancer	first aid	patient	thermometer
cavity	flu	phobia	toothache
check-up	headache	pill	underweight
clinic	heart attack	prescription	virus
			vitamin
			weight
			x-ray

Listen to the words and learn their pronunciation

Health and medicine

Audio: ACING_3_Bloque_09_Tema_5_Audio_1.mp3 (Portal de Educación de personas adultas)

Actividad nº 7

Answer these fourteen questions to score your vocabulary knowledge.

1. Which of the following things can an 'ambulance' do?

- a) help you to fall asleep
- b) help you to lose weight
- c) make you sick
- d) take you to a hospital

2. In which of the following situations should you use a 'bandage'?

- a) when you can't sleep well
- b) when you don't eat enough
- c) when you are afraid of something
- d) when you cut your finger

3. In which of the following situations might you get a 'bruise'?

- a) when get too close to a fire
- b) when you have a cold
- c) when somebody hits you
- d) when you have to pay the doctor

4. Which of the following things can be 'contagious'?

- a) an ache
- b) a clinic
- c) a flu
- d) a sprain

5. How does your body feel if you have 'fever'?

- a) too hot
- b) hungry
- c) too heavy
- d) healthy

6. Which of the following words best describes a 'flu'?

- a) diet
- b) illness
- c) clinic
- d) insurance

7. Which of the following things can a 'home remedy' do?

- a) help you to relax
- b) take you home
- c) help you to feel better
- d) make you afraid

8. Which of the following activities CAN'T you do if you have 'insomnia'?

- a) sleep
- b) breathe well
- c) lose weight
- d) exercise

9. Who is the best person to see if you need an 'operation'?

- a) a friend
- b) a patient
- c) a dentist
- d) a surgeon

10. Which of the following things should you do if you are 'overweight'?

- a) go on a diet
- b) eat more food
- c) try to relax
- d) get an x-ray

11. Which of the following words best describes a 'pill'?

- a) dangerous
- b) small
- c) painful
- d) hot

12. What should you take if you get a 'prescription'?

- a) a virus
- b) a home remedy
- c) medicine
- d) an x-ray

13. In which of the following situations do most people feel 'stress'?

- a) when they take a test
- b) when they sleep
- c) when they watch too much TV
- d) when they sneeze

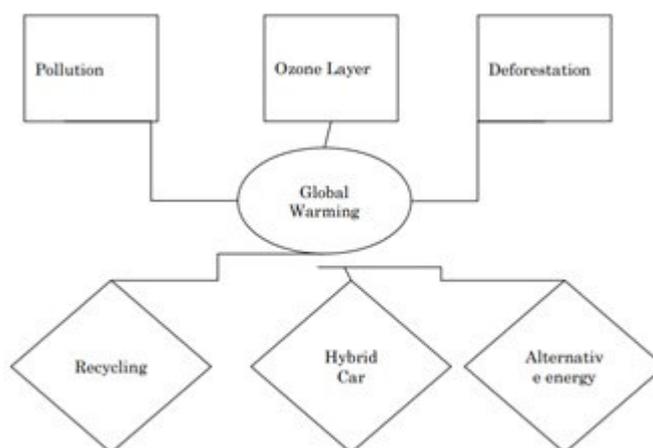
14. When do many people use a ‘thermometer’?

- a) when they take a vitamin pill
- b) when they have a fever
- c) when they relax
- d) when they eat dinner

3. Speaking and Reading: environmental issues

SPEAKING: Can you talk about Environmental issues in English?

Try to explain the terms in the diagram below. Why are the words divided into two groups –those in squares and those in diamonds?



READING: How much do you know Environmental Problems that face the world today? Read the next text and answer the questions.

Global Warming

Scientists say the temperature of the earth could rise by 3°C over the next 50 years. This may cause drought in some parts of the world, and floods in others, as ice at the North and South poles begins to melt and sea levels rise. Global warming is caused by the greenhouse effect. Normally, heat from the sun warms the earth and then escapes back into space. But carbon dioxide and other gases in the atmosphere trap the sun’s heat, and this is slowly making the earth warmer.

The Ozone Layer

The Ozone layer is a layer of gas high above the surface of the earth that helps to protect it from the sun’s ultraviolet radiation, which can damage our skins and cause cancer. Scientists have recently discovered holes in the Ozone Layer, caused by substances called CFCs (clorofluorocarbons) CFCs are used in refrigerators, aerosol cans and in the manufacture of some plastic products. Some companies now make aerosols that do not contain CFCs, and these are often marked “Ozone Friendly”

Deforestation

Rainforests help to control global warming because they absorb carbon dioxide. In recent years, large areas have been destroyed, as the trees are cut down for wood or burned to clear the land for farming. The burning releases large amounts of carbon dioxide into the atmosphere. Many rainforests grow on poor soils, and when they are cut down or burned, the soil is washed away in the tropical rains, so that the area may turn to desert. Many plant and animal species that live there could become extinct.

Pollution

Factories, power stations and motor vehicles pump large quantities of carbon dioxide and other gases into the air. This is a major cause of the greenhouse effect. A lot of petrol contains lead, which is very poisonous and can cause brain damage in children. Most cars use unleaded petrol today and hybrid cars use batteries and petrol to use less petrol. Some poisonous gases dissolve in water in the atmosphere and then fall to the earth as acid rain. Acid rain also damages trees and buildings, and can kill fish in lakes and rivers. Rivers can also be polluted by industrial waste from factories and chemical fertilizers and pesticides used by farmers.

Alternative Energy

Most of the energy we use today comes from coal, oil and gas. But these will not last for ever, and burning them is slowly harming the atmosphere. We need to look for other ways of supplying energy. Solar Power is a way of using the sun's energy as heat or to make electricity. We can also use wind-power by building modern windmills that spin in the wind. There are several types of water-power: river water in mountainous areas can be used to generate hydroelectric power, and we can also create electricity from sea water flowing in and out with the tides.

Recycling

Recycling is the processing of used objects and materials so that they can be used again. About 60% of rubbish from homes and factories contain materials that could be recycled. Recycling saves energy and raw materials, and also reduces damage to the countryside. Glass, paper and aluminium cans can all be recycled very easily. Many towns have special bins for bottles and cans where people can leave their empty bottles and cans for recycling. A lot of paper bags, writing paper and greeting cards are now produced on recycled paper.

Actividad nº 8

A partir del párrafo anterior, complete las palabras que faltan

1. What are CFCs and how do they affect the environment?

2. What alternative forms of energy are mentioned in the text? _____, _____ and _____

3. What is the Ozone Layer? What does it do?

4. How are forests good for the environment?

5. What is acid rain?

6. What is recycling? How does it help the environment? _____

4. Listening: stress, rhythm and intonation.

Listen to the pronunciation of the next school subjects:

School subjects

Audio: ACING_3_Bloque_09_Tema_5_School_Subjects.mp3 (Portal de Educación de personas adultas)

Maths	Science	Chemistry	Religious studies		Handicrafts
Language	Physics	Natural Science	History	Physical Education (PE)	Art
Literature	Biology	Geography	Information Technology (IT)	Cookery domestic/food science	Music

Actividad nº 9

Now match the school subjects and the questions.

1. Foreign languages		a) What's 15 times 99?
2. Geography		b) Who wrote Macbeth?
3. History		c) How do you say "Thank you" in German?
4. Literature		d) How do you select a program?
5. Maths		e) When did Queen Victoria die?
6. Physical Education		f) How many metres is one lap of an athletics track?
7. Science		g) Who painted "Three Musicians"?
8. Information Technology		h) What's the capital of Sweden?
9. Art		i) What's the chemical symbol of water?

Actividad nº 10

Listen and fill in the gaps.

Education

Audio: ACING_3_Bloque_09_Tema_5_education.mp3 (Portal de Educación de personas adultas)

_____ is one of the most important things in our lives. Don't you agree? It can make the difference between _____ and _____. An education can bring us _____ and make us rich. In rich countries, people are lucky to have good _____. Children start _____ from a very young age. They can further their education and go to _____ education or _____. In Japan, there are even _____ schools for babies to learn _____. It's a shame that in many rich countries, many children don't want to learn. Perhaps schools need to find better ways to _____ so children want to learn. It's sad that in many parts of the world, children want to learn but can't. Make sure you never stop learning. Education is the _____ to a better future.

Actividad nº 11

Listen and fill in the gaps.

Studying

Audio: ACING_3_Bloque_09_Tema_5_studying.mp3 (Portal de Educación de personas adultas)

Love it or hate it, _____ is one of the most important things we do in life. We all _____ school around the age of four and then it's study, study, study. Some of us are _____ at it and like it. Some people even become _____ learners and study into their _____ age. I know one woman who's over _____ and is doing her fifth Master's _____. Other people hate studying. Many people _____ school at the age of 15 or 16 and get a _____. They like the idea of getting _____ and not having _____. The truth is, however, studying is one of the _____ ways to make sure you do well in _____. The more you study, the more _____ you have and the better job you can get. I really think everyone would love studying if they studied something interesting.

5. Writing: formal letters

What is a formal letter?

The formal letter is a standard genre in professional and academic settings. While the function and purpose of the document may change based on the circumstances in which you are writing, many of the formatting and organizational conventions will be consistent. Be sure to read your assignment prompt carefully to determine the larger goal of the letter. In some cases, your purpose will be to inform or persuade, to apply for a job/position, or to introduce another document (or set of documents).

How should the letter be organized?

Typically, formal letters follow a consistent set of genre expectations. Again, be sure to note any specific request made by your teacher in the letter assignment. Common formal letter conventions include (see an example below):

- Sender's address
- Reference
- Date
- Recipient's name and address
- Greeting
- Subject
- Main body
- Closing
- Signature
- Your name
- Enclosure (if applicable)

Your tone should be formal and appropriate for the audience to which you are writing.

Examples of assignments that might use the formal letter format include:

- Job application cover letter (w/ Resume)
- Graduate school cover letter (w/ CV)
- Letter to the Editor
- Reflective letter
- Project proposal...

Layout of formal letters

Letters are made up of different parts:

1. The Greeting

If you know the name of the person you are writing to, begin:

- Dear Mr Jones, (to a man)
- Dear Mrs Jones, (to a married woman)
- Dear Ms Jones, (to a woman)
- Dear Miss Jones (not used much these days)

If you don't know the name of the person you are writing to, begin:

- Dear Sir, (to a man)
- Dear Madam, (to a woman)
- Dear Sir or Madam, (when you don't know which)

2. The opening paragraph

This paragraph (1 or 2 sentences) contains a clear statement of your reason for writing. Some typical openings are:

- I am writing in/with reference to.....
- I am writing in response to....
- I am writing to complain about...

3. The body of the letter

The body can contain 1-3 paragraphs, very rarely would it contain 4 or more paragraphs. The body contains all relevant information.

4. Signalling the end

The final sentence or paragraph often indicates that the letter is going to finish. Some typical sentences are:

- I look forward to receiving your reply
- Thanking you in advance for your consideration
- I look forward to hearing from you
- Please find enclosed a copy of my CV for your perusal

5. The closing

This phrase puts an end to the letter. If you know the name of the person you are writing to, end with

- Yours sincerely,

if you don't know the name of the person you are writing to, end with

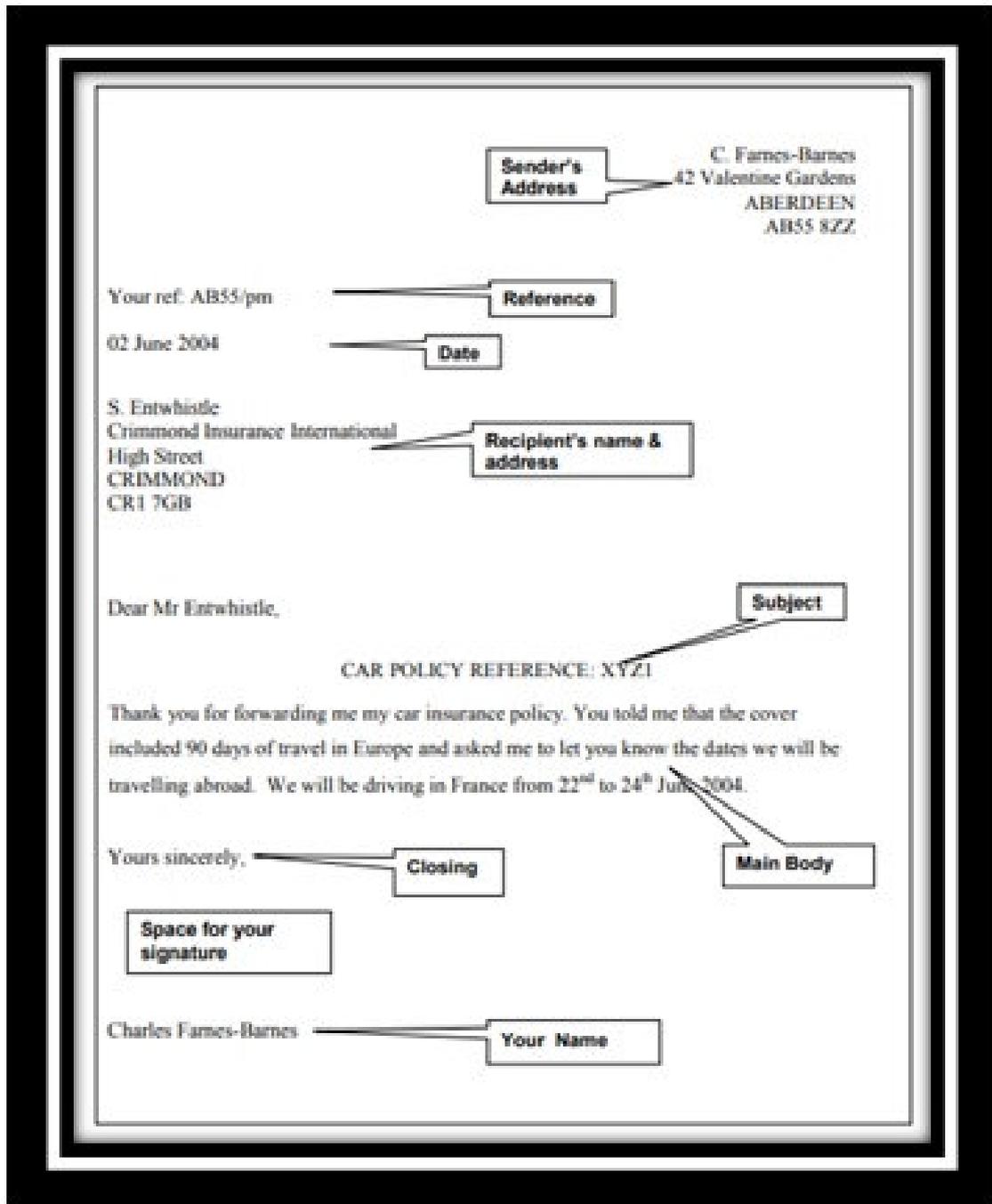
- Yours faithfully,

6. The signature

In a formal letter it is common to print your name under your signature.

Example of formal letter

Formal letters



An example of formal letter

Imagen nº 2. Example of formal letter. Author: unknown

Write a formal letter:

You are keen to study English in Canada. Read the advertisement on the Rockland School Of English and the notes that you've written. Then write a letter to Ms Peabody at the Rockland School asking for details about the school. The letter should be between 150 and 180 words. Do not write any addresses.

Writing a formal letter

**Summer language courses in Ottawa
at the Rockland School of English**

Our well-equipped school offers English language courses in this beautiful city. The school offers a full day study programme and organises a full range of sporting and social activities as well as excursions.

The Rockland School is conveniently situated for the amenities in Ottawa. Accommodation can be arranged with families carefully selected by the school or directly on campus.

Contact Ms Peabody for further details

Imagen nº 3. Formal letters. Author: unknown

Writing plan

- Mention that you saw the advertisement and that you want to attend a course.
- Ask for more information and prices
- Questions:
 - students: how many?
 - staff: qualified teachers (native tongue / bilingual / etc)
 - resources at school: (self access computer rooms / libraries / language laboratory /etc)
 - sports and social programmes (what is offered) + accommodation included in price?
 - amenities in the city (discothèques / cinemas / internet cafés / theatres / etc)
- End the letter in an appropriate manner
- **Layout**
 - Start the letter by using an appropriate greeting. Do you know the name of the person you are writing to?
 - Opening paragraph: you should give a clear statement of your reason for writing. (you want more details and information regarding the language course)
 - Body of the letter: it can contain 1-3 paragraphs. Here you state everything you have to say and ask all questions
 - Signalling the end: use an appropriate phrase. Do you want that person to contact you, to write to you, etc.
 - The closing: use an appropriate ending
 - The signature: write your signature
- **Language Notes**

Some expressions that can be used when asking for information:

- I would particularly like to know...
- I would be interested in having more details about...
- Could you tell me something about...?
- Does the school organise...?
- I would be (most) grateful if....
- Use formal conjunctions: furthermore / moreover / in order to / therefore / nevertheless
- Do not use object pronouns in place of noun phrases

Ejercicio resuelto

Robert Black
42 Valentine Gardens
ABERDEEN
AB55 8ZZ

02 June 2018

Ms. Peabody

Rockland School of English

High Street

OTTAWA

CR1 7GB

Dear Ms Peabody,

I am writing in reference to the advertisement I saw about the language courses you offer abroad. I would like to attend a course for the first two weeks in July and need more detailed information.

I would particularly like to know how many students attend the school, and how many students there are in a class. I would also like to know something more specific about the resources the school has. Is there a language laboratory and a library where I could study in the evenings? Do students have free access to internet? Are students permitted to use all the learning facilities available even on weekends? Moreover, are all the teachers on staff qualified native tongue speakers?

Furthermore, I would like to receive more details of the social and sports programmes you offer. I am keen on football and tennis. Are these activities part of your sports programme? If so, are they included in the price of the course? Could you tell me about the cost of accommodation and what it includes?

Finally, could you tell me what amenities there are near the school? For instance, is there an Internet café and a theatre within walking distance of the school?

I look forward to receiving your reply.

Yours sincerely,

Robert Black

Soluciones a los ejercicios propuestos

Actividad nº 1

- a. You have to be 18 years old to go into a pub in Britain.
 Falso
- b. You can buy or consume alcohol in a pub if you are less than 18 years old.
 Falso
- c. Under 16's can go into pubs with an adult.
 Verdadero
- d. 16's and 17's mustn't drink any alcohol.
 Falso
- e. Drivers mustn't drink alcohol.
 Verdadero
- f. People under 18 mustn't smoke.
 Verdadero

Actividad nº 2

1. It is forbidden. You mustn't do that.
2. You don't have to ask my permission. You can do what you want.
3. You mustn't speak to the driver when the bus is moving. It's dangerous.
4. You mustn't park here. There is a double yellow line.
5. Pay me back when you can. You don't have to do it immediately.
6. It's optional. We don't have to go if you don't want to.
7. I'll tell you a secret. You mustn't tell anybody else. Promise?
8. Be on time. You mustn't be late or we will leave without you.
9. He's a millionaire. He doesn't have to work but he does because he enjoys it.
10. I like Saturdays because I don't have to go to work.
11. This is very important. You mustn't forget what I said.
12. It's very infomal here. You don't have to wear a tie unless you want to.
13. In athletics, you mustn't start before the gun is fired.

Actividad nº 3

- 1.- At our school we have to wear a uniform.
- 2.- You mustn't cross the roads without looking. It's dangerous.
- 3.- You don't have to turn on the central heating. It's automatic.
- 4.- The exams are next week. I must work harder.
- 5.- You don't have to forget your umbrella. It's going to rain.
- 6.- Students must listen to the teacher or they won't understand.
- 7.- You mustn't cross the road when the red light is showing.
- 8.- We must leave now or we'll miss the plane.
- 9.- Soldiers have to obey orders.
- 10.- Sorry, I must go now. I don't want to be late.
- 11.- Shop assistants have to deal with the public.
- 12.- You don't have to come with us if you don't want to.
- 13.- I was late this morning because I had to wait a long time for the bus.
- 14.- In Spain, teachers don't have to wear uniforms.
- 15.- You mustn't take food in your room.
- 16.- You mustn't use the elevators in case of fire.
- 17.- I have to wear glasses because I can't see very well.
- 18.- You must read this book. It's really good.
- 19.- You don't have to go shopping today. We don't need anything.
- 20.- You mustn't a mobile phone in class.
- 21.- We mustn't feed the animals. It's forbidden.
- 22.- We must book the tickets before it's too late.
- 23.- In Spain, teachers don't have to work on Saturdays.
- 24.- In Britain you must drive on the left.
- 25.- Every player in a football team has to have a number.
- 26.- You mustn't forget his birthday again.
- 27.- Doctors sometimes have to work at the weekend.
- 28.- Nowadays in Spain pupils don't have to learn Latin at school.
- 29.- You mustn't smoke on public places.
- 30.- My wife doesn't have to go to work today. It's a holiday.
- 31.- You don't have to shout. I can hear you.
- 32.- We have to be quiet in the library.
- 33.- You mustn't use a computer on the plane.
- 34.- She doesn't have to come to the dentist's with me.

Actividad nº 4

COUNTABLE	UNCOUNTABLE		OPCIONES
<u>egg</u>	<u>beef</u>	<u>butter</u>	beff/egg/butter
<u>burger</u>	<u>lamb</u>	<u>rice</u>	rice/lamb/burger
<u>watermelon</u>	<u>milk</u>	<u>meat</u>	watermelon/meat/milk
<u>pineapple</u>	<u>bread</u>	<u>tuna</u>	tuna/bread/pineapple
<u>orange</u>	<u>coffee</u>	<u>sugar</u>	coffee/orange/sugar
<u>apple</u>	<u>cocoa</u>	<u>tea</u>	apple/cocoa/tea
<u>potato</u>	<u>pasta</u>		pasta/potato
<u>crisp</u>	<u>cheese</u>		crisp/cheese
<u>banana</u>	<u>cereal</u>		cereal/banana

Actividad nº 5

- There isn't any food in the fridge.
- My wallet is empty. I have got no money left.
- I bought a kilo of apples and some cheese yesterday.
- Is there any sugar for the cake?
- Would you like some tea?
- I'm very busy. I have no time to talk to you.

Actividad nº 6

- Do you need much milk for the cake?
- I haven't got much money, could you lend me some?
- I have got a lot of homework to do.
- Are there many people in the street?
- Is there much noise in the pub?
- Do you drink much tea?
- I like reading. I have got a lot of books and magazines.
- They didn't ask me many questions.
- It costs a lot of money to buy a house.
- Madrid is a beautiful city, and it has got a lot of shops.

Actividad nº 7

1. Which of the following things can an 'ambulance' do?
 d) take you to a hospital
2. In which of the following situations should you use a 'bandage'?
 d) when you cut your finger
3. In which of the following situations might you get a 'bruise'?
 c) when somebody hits you
4. Which of the following things can be 'contagious'?
 c) a flu
5. How does your body feel if you have 'fever'?
 a) too hot
6. Which of the following words best describes a 'flu'?
 b) illness
7. Which of the following things can a 'home remedy' do?
 c) help you to feel better
8. Which of the following activities CAN'T you do if you have 'insomnia'?
 a) sleep
9. Who is the best person to see if you need an 'operation'?
 d) a surgeon
10. Which of the following things should you do if you are 'overweight'?
 a) go on a diet
11. Which of the following words best describes a 'pill'?
 b) small
12. What should you take if you get a 'prescription'?
 c) medicine
13. In which of the following situations do most people feel 'stress'?
 a) when they take a test
14. When do many people use a 'thermometer'?
 b) when they have a fever

Actividad nº 8

1. **What are CFCs and how do they affect the environment?** Clorofluorocarbons
2. **What alternative forms of energy are mentioned in the text?** Solar Power , wind-power and water-power
3. **What is the Ozone Layer? What does it do?** The Ozone layer is a layer of gas high above the surface of the earth that helps to protect it from the sun's ultraviolet radiation
4. **How are forests good for the environment?** Rainforests help to control global warming
5. **What is acid rain?** Poisonous gases dissolved in water in the atmosphere
6. **What is recycling? How does it help the environment?** Recycling is the processing of used objects and materials so that they can be used again

Actividad nº 9

1. Foreign languages	C	a) What's 15 times 99?
2. Geography	H	b) Who wrote Macbeth?
3. History	E	c) How do you say "Thank you" in German?
4. Literature	B	d) How do you select a program?
5. Maths	A	e) When did Queen Victoria die?
6. Physical Education	F	f) How many metres is one lap of an athletics track?
7. Science	I	g) Who painted "Three Musicians"?
8. Information Technology	D	h) What's the capital of Sweden?
9. Art	G	i) What's the chemical symbol of water?

Actividad nº 10

Education is one of the most important things in our lives. Don't you agree? It can make the difference between success and failure. An education can bring us knowledge and make us rich. In rich countries, people are lucky to have good schools. Children start learning from a very young age. They can further their education and go to higher education or university. In Japan, there are even private schools for babies to learn English. It's a shame that in many rich countries, many children don't want to learn. Perhaps schools need to find better ways to teach so children want to learn. It's sad that in many parts of the world, children want to learn but can't. Make sure you never stop learning. Education is the key to a better future.

Actividad nº 11

Love it or hate it, studying is one of the most important things we do in life. We all start school around the age of four and then it's study, study, study. Some of us are good at it and like it. Some people even become lifelong learners and study into their old age. I know one woman who's over seventy and is doing her fifth Master's degree. Other people hate studying. Many people leave school at the age of 15 or 16 and get a job. They like the idea of getting money and not having homework. The truth is, however, studying is one of the best ways to make sure you do well in life. The more you study, the more qualifications you have and the better job you can get. I really think everyone would love studying if they studied something interesting.

Bloque 9. Unit 6.

How much is too much?

ÍNDICE

0. Introduction
 1. Grammar: quantifiers.
 2. Vocabulary: shopping
 3. Reading: TICs
 4. Listening: stress, rhythm and intonation.
 5. Speaking: showing interest.
 6. Writing: CV
-

0. Introduction

It's hard to say how much is too much. It varies from person to person.

Es difícil decir cuánto es demasiado. En este tema vas a aprender a utilizar los cuantificadores en inglés. También aprenderás vocabulario relacionado con hacer la compra y el uso de las TICs, que cada vez más se utilizan para hacer la compra diaria. Como es importante la entonación que empleamos a la hora de comunicarnos, también tendrás unos consejos a seguir en cuanto a acento, ritmo y entonación, así como estrategias para continuar el discurso. Finalmente te enseñaremos a redactar en inglés tu curriculum vitae.

2. We can also use **no** in place of not a/an: **I'm not an expert. = I'm no expert.**
3. None stands on its own as a pronoun: **We have no bananas. We have none. I've seen none of them = I've seen no one.**
4. We do not use no of. Instead we use **none of** or **none** on its own. **None of the films that are shown in town look very interesting.**

Much, many, (a) few, (a) little, a lot (of)

Basic uses of "much" and "many"

We use **much** with singular uncountable nouns: **much money.**

We use **many** with plural countable nouns: **many trees.**

1. in negative statements: **There isn't much space in this flat. There aren't many pandas in China.**
2. in questions: **Is there much demand for silk stoking? Will there be many guests at the party?**
3. in formal statements: **Much money is spent for shopping. Many teachers retire early.**
4. in time references: **I've lived here for many years.**
5. with "as...as" **Take as much as you like.**
6. not much/not many to begin a sentence: **Not many know about this. Not much happens around here in winter.**

Basic uses of "a lot of" (lots of)

We use **a lot of** with plural countable or singular uncountable nouns: **a lot of books.**

1. in the affirmative sentences: **She spends a lot of money on clothes. There were such a lot of people in the shops.**
 2. in negative statements for emphasis: **I haven't got a lot of time for people like him.**
- If we use a quantifier on its own (not in front of a noun or pronoun) we do not use of: **Did you buy any fruit? – Yes, I bought a lot/lots. (Not a lot of)**

Basic uses of "little/a little" and "few/a few"

We use **few** and **a few** with plural countable nouns: **a few friends, few friends.**

We use **little** and **a little** with uncountable nouns: **a little time, little time.**

1. A little means “some but not much”, “a small quantity”: **He knows a little French.**
2. A few – “a small number” **We are going away for a few days.**

Compare: **I've got a little money** (=some, but not much)

I've got little money (= nearly no)

I've got a few friends (=some, but not many)

I've got few friends (=nearly no)

We sometimes use "only" with **a few** and **a little**: **I've got only a little time.**

Both, all, each, every

Basic uses of “both” and “all”

1. We use **both** and **both the** in exactly the same way to refer to two particular people or things (plural countable nouns):

Both children /both the children are in bed.

2. We use **all+noun** to refer to things in general (=the whole number or amount): **All children like to play** (plural countables). **All advice is useless** (uncountable nouns).

3. **All the** refers to particular people or things: **All the children in our street like to play** (=all the+ plural countable nouns) **All the advice you gave me was useless** (=all the+ uncountable noun)

Three basic positions of “both” and “all” in affirmative sentences

1. After be when it is the only verb in a sentence: **The girls are both ready** (=Both girls/Both the girls are ready) **The girls are all ready** (=All the girls are ready)

2. After auxiliaries or the first auxiliary when there is more than one: **The boys can both speak French** (=Both boys/Both the boys can speak French) **The committee should all have resigned** (=All the committee should have resigned)

3. Before the main verb when there is only one verb: **The girls both left early** (=Both girls/Both the girls left early) **The girls all left early** (=All the girls left early)

We/you/they both = both of us/you/them

We/you/they both ready = both of us/you/them are ready

We/they all = All of us/them

We/they all left early = All of us/them left early

Us both/all = to both/all of us

He gave us both/all some money = He gave some money to both/all of us

In negative sentences:

Both → neither **Both the girls left early = Neither of the girls left early**

All → none **All the girls left early = None of the girls left early**

Each, every

Basic uses of “each” and “every”

1. We often use **each** and **every** to refer to two people or things. Each suggests ‘one by one’, ‘separately’; every suggests ‘all together’:

My wife and I each ordered avocado to start with.

Each child at the party had a piece of cake (Every is possible)

Every child in the world loves ice-cream

2. We must use **every** after nearly and after not: **Nearly every shop is shut today.**

3. We cannot use of after every and we cannot use every at the end of a sentence: **Each of the child received a present. They received a present each.**

Another, (the) other(s), either, neither, all, (a/the) whole

Basic uses

1. **Another** doesn't refer to anything in particular. It can mean:

-'different': **Come another day.** (= any other day, no particular day)

-'additional': **We need another day to finish this.** (= one more day, no particular day)

2. We can contrast **some** and **other(s)** when we talk about things in general:

Some holidays are cheap and other holidays are expensive.

Some holidays are cheap and others are expensive. (= holidays in general)

3. We can contrast **one** with **the other** or **the others** when referring to particular things:

This one is mine and the other one is yours. (Or:... the other is yours)

This one is mine and the other ones are yours. (Or:... the others are yours)

4. We can use **the other(s)** to refer to people as well:

John went cycling and the other boy/the other boys went with him. John went cycling and the others went with him.

5. **The other day** can mean 'a few days ago'; **the next day** refers to the following day:

I met your father in the street the other day. (= a few days ago)

We spent our first night in Cairo and the next day we went to Alexandria.

'Either' and 'neither' + singular nouns

Either and **neither** refer to two people, things, etc. only. Either means 'one or the other':

Which pot will I use? - Either (of them). It doesn't matter which.

Neither means 'not one and not the other':

Which pot will I use? - Neither (of them). Use this frying pan.

All (the), (a/the) whole

1. We use **the whole** and **a whole** with singular countable nouns:

He ate the whole loaf. He swallowed a whole banana. The whole film was boring.

We do not use the whole with plurals or uncountable nouns. (Not 'the whole books/bread')

2. Some nouns combine only with **all**:

He spent all the money. She's 90 and she's still got all her teeth.

Some nouns combine only with **whole**:

You must tell me the whole truth. I'd like to know the whole history of the whole

Some nouns combine with **all** or **whole**:

I've waited all my life/ty whole life for such a moment as this.

3. We also use **all** and **a/the whole** with time references: all day, a/the whole night

Whole is stronger than all and also combines with words like hour and century

a/the whole hour, a/the whole century.

All compared with **everyone/everybody** and **everything**

1. We rarely use **all** on its own to mean 'everyone/everybody':

Everyone/Everybody wanted Marilyn's autograph. (Not *All wanted*).

2. **All** means 'everyone/everybody' when we use other words with it:

All of us/We all agreed to sign the contract. All those who were present were in favor. (= Everyone/Everybody agreed to sign. Everyone/Everybody present was in favor.

3. We often use **all** and **everything** with other words to refer to things:

All/Everything I have belongs to you. He taught me all/everything I know.

But note: **He gave me everything.**

Quantifiers + countable/uncountable nouns

Some quantifiers combine with countable nouns; some with uncountable and some with both kinds:

Only with uncountable nouns How much...?	With uncountable and countable nouns How much...? and How many?	Only with countable nouns How many...?
	no/none	
a little	not any	a few
a bit (of)	some (any)	several
a great deal of	a lot of	a number (of)
a large amount of	plenty of	a large number of
	lots of	a great number of

Actividad nº 1

Fill in with a, an, some, any.

- I need _____ oil for the salad.
- I want _____ fish and _____ glass of wine for lunch.
- There isn't _____ milk for the breakfast. But there is A cup of coffee.
- She wants _____ cheese and ham for the sandwich.
- He always has _____ bread and _____ butter for the breakfast.
- There isn't _____ cereal in the supermarket.
- My friend likes to eat _____ apple in the morning.

Actividad nº 2

Fill in: much, many, lots of, a lot of, little, most, a little, little, a few, few. There may be different options.

- It seems we have had _____ , _____ , _____ assignments in English this year.
- How _____ do we have to read this week?
- _____ , _____ , _____ Americans don't like George Bush
- There aren't _____ books in the library.
- I think he drank _____ , _____ , _____ wine last night.
- I have had _____ headaches already because of the stress.

7. I didn't use _____, _____, _____ fertilizer last spring, that's why we had so many weeds.
8. It has rained very _____ this summer, that's why the grass is so brown.
9. _____ people know as _____ about computers as Jack does.
10. I'm having _____, _____, _____, _____ trouble passing my driving test.
11. I do have _____ friends but not _____.
12. How _____ juice is left in the bottle?
13. John had _____ money with him so he couldn't even buy a bus ticket.
14. _____ time and money is spent on education in Great Britain.
15. I know _____ Spanish so I am going to have a problem when I get there.
16. _____ of the children in our block have got roller skates.
17. Football is the only subject I know very _____ of. It doesn't interest me that _____.
18. _____ people can live without money. We simply need it.
19. There are _____ leftovers for you in the refrigerator.
20. Is she already gone? – I'm only _____ minutes late.
21. There is _____ doubt that Anne will win the contest.
22. There is not very _____ dancing going on at the party.
23. _____ people in the city ride a bike to work because you are simply faster.
24. London has _____ beautiful buildings.

[Para saber mas](#)

If you want extra practice press the following links and do the exercises.

- <https://agendaweb.org/grammar/quantifiers-worksheets-resources.html>
- <https://www.grammarbank.com/quantifiers-exercises.html>

2. Vocabulary: shopping

Listen to the next words and learn their pronunciation:

Audio: ACING_3_Bloque_09_Tema_6_Audio_1_shopping.mp3 (Portal de Educación de personas adultas)

C cash n.	O on sale phr.	S sales tax n.
cashier n.	open adj., v.	shopping cart n.
customers n.		store hours n.
F fitting room n.	P pay v.	T try on v.
	price n	
M medium adj., n.	R receipt n.	W window shop v.

Actividad nº 3

Questions: When was the last time you went shopping? What did you buy?

Complete the 15 sentences with the words on the left.

1. How much does this sweater cost? What's the _____?
2. Should I buy a size small, _____, or large jacket. I don't know what size he wears.
3. Would you like to pay by _____ or by credit card?
4. Is the store _____ or closed?
5. (A) Where can I _____ this shirt? (B) You can try it on in the _____.
6. If you want to bring back that jacket and exchange it for a new one, you must have a _____.
7. I'm going to buy a lot of things, so I don't want a shopping basket. I need a _____.
8. That television is very expensive, so I'm going to wait for it to go _____.
9. There are too many people standing in line at that _____. Let's go to another one.
10. The table costs \$59, but don't forget that you also have to pay _____. That's an extra 10%.
11. That store is very popular. There are always very many _____ buying things.
12. Oh no! I almost walked out of the store and almost forgot to _____ for my things!
13. The _____ are from 9 am to 9 pm.
14. I don't have much money, but I still like to go to shopping malls and _____.

Actividad nº 4

Answer these fourteen questions to score your vocabulary knowledge.

1. Which of the following things can an 'advertisement' do?

- a) put things in a bag for you
- b) tell you how much something costs
- c) spend a lot of money
- d) all of the above

2. If something you bought was a 'bargain', it wasn't ...

- a) expensive
- b) on sale
- c) big
- d) bought with cash

3. Which of the following things does a 'cashier' usually do?

- a) give away things for free
- b) browse
- c) go shopping
- d) take your money

4. A book costs \$5.99 and you pay \$6. What should you get?

- a) special offers
- b) change
- c) a clerk
- d) a cash register

5. Which of the following things can you do with a 'debit card'?

- a) find a clerk to help you
- b) find out someone's name
- c) buy a bag of apples
- d) find out the price of a sweater

6. What do you do when you 'exchange' a product?

- a) you replace it with another product
- b) you look at it very carefully
- c) you sell it to a customer
- d) you put it inside a box

7. Which of the following things do people usually do in a 'fitting room'?

- a) they look at bar codes
- b) they talk to other customers
- c) they try on clothes
- d) they buy things

8. Which of the following things do you do when you 'purchase' something?

- a) you return it
- b) you advertise it
- c) you sell it
- d) you buy it

9. When do people usually get a 'receipt'?

- a) before they buy a used car
- b) before they check out
- c) when they get a shopping basket
- d) after they buy something

10. Which of the following words is closest in meaning to 'shoplift'?

- a) steal
- b) break
- c) buy
- d) use

11. Which of the following things can you do with a 'shopping cart'?

- a) you can give it your credit card
- b) you can put things in it
- c) you can ask it to help you
- d) you can drive it

12. Which of the following things does 'store hours' mean?

- a) the time when the store is open
- b) the time when there is a sale
- c) the time when the store is closed
- d) the time when the store is very busy

13. Which of the following things is an example 'weight'?

- a) 55 grams
- b) 14 kilograms
- c) 12 ounces
- d) all of the above

14. When they go 'window shopping', people usually

- a) buy windows
- b) spend a lot of money
- c) buy nothing
- d) none of the above

Actividad nº 5

Complete the crossword with vocabulary related to SHOPPING.



3. Reading: TICs

Actividad nº 6

Complete the text with the words from the box:

iPhone **standard** **develop** **digital** **plastic** **posted**
innovation **year** **Registration** **technology** **traditional**

Your smartphone could replace hotel Keys

(CNN) -- Got a smartphone? Never lose your hotel key, or even have to stop at the _____ desk, again. That's the vision of a hotel chain that plans to send **d**_____ keys to guests' phones via an app instead of making them check in and get the _____ (and famously lose-able) **p**_____ swipe cards. Arriving guests could bypass the front desk and go straight to their rooms.

Starwood Hotels & Resorts, which owns more than 1,150 hotels in nearly 100 countries, plans to debut the system in the next three months at two of its Aloft hotels -- in the Harlem neighborhood of New York City and Cupertino, California.

Cupertino is likely no accident -- being, of course, the home of Apple's headquarters. If all goes well, the company says it could have the feature in all of its hotels by next _____ .

A spokeswoman said the app will initially be compatible with recent _____ models (4S and newer) and newer Android phones. The app will use Bluetooth _____ to unlock the room with a tap.

"We believe this will become the new _____ for how people will want to enter a hotel," Frits van Paasschen, Starwood's CEO, told The Wall Street Journal. "It may be a novelty at first, but we think it will become table stakes for managing a hotel."

Starwood, a chain that's heavy on boutique hotels, has a history of tech _____ and employs its own digital team.

Just last year, the company launched a plan to _____ solar power at its hotels, offered discounts during a "Cyber Monday" sale and premiered an iPad-specific mobile app. Starwood also announced Instagram integration on its websites, which lets visitors see images that guests have _____ .

THE FUTURE OF READING

ELECTRONIC BOOKS

Electronic books, or e-books, provide a new, cool, environmentally-friendly, and inexpensive way to read. Differing from their paper cousins only in the binding, e-books are stored and used as computer files rather than as ink on paper.

One arena that might soon see the leap to e-book use is the classroom. Students would take their handheld e-book readers to the electronic bookstore, load their texts, carry the lot in their bookbag, and not notice the extra weight of a dozen full-length texts.

E-books can be purchased directly on the Internet from hundreds of publishers or retail e-bookstores. In either case, pay with your credit or debit card, then download it directly as with a free book, or wait for it to arrive as an e-mail attachment, a disk or a CD.

E-books can be viewed on a computer screen or using a book reader. About the size of a large trade paperback, these handheld e-book readers have high-resolution, easy-to-read screens, and a computer or telephone connector to obtain files. Better yet, they have enough memory to store many book files at once.

Few conventional bookstores carry e-books yet, but it's a simple matter for a savvy person to find them. The best bet is an Internet search engine, directory, or specialty information centre. There, locate e-books by author, subject, genre, ISBN, or title. The online versions of some giant bookstore chains also have searchable e-book sections.

E-publishers and many of their authors have web pages. These have further information, plot summaries, reviews, pictures, and other good stuff. They usually provide several chapters to read free so you can try-before-you-buy, just as in a paper bookstore. If you read a book and like it, you could always write a review and send it to the author. Maybe it'll get published on the net with your name and web site attached.

A few big-name authors such as Stephen King, Anne Rice, Frederic Forsyth, Diana Gableton, and Colleen McCullough, as well as some large paper houses like Simon and Schuster have already put a toe in the e-book waters, and the field gets more crowded all the time.

If you love paper books to death and just can't imagine reading any other way, don't panic. So far, e-books are an alternative to the traditional ones. They haven't replaced them ... yet. However, you don't have to be much of a prophet to note that since distributing books electronically is easier, faster, cheaper, and offers greater variety, we should soon see a lot more of them.

Some promise to make the experience better than paper with multimedia readers. Others produce audio versions where the author reads it to you. Ah, indulgence.

Keep in mind, you take the same chances buying an electronic book as a paper one. Maybe you won't like it after all. But the majority of electronic publishers screen their books carefully, insist on professional editing, and publish only the best. If you read an excerpt first and buy only from reputable publishers, you won't often be disappointed.

THE FUTURE OF READING

Electronic Books

by Rick Sutcliffe

Actividad nº 7

Answer the questions about the text.

1. What's the difference between traditional books and e-books?
2. Where can we buy e-books?
3. What are the advantages of e-books comparatively to printed books?
4. Explain the meaning of the expression "put a toe in the e-book waters".
5. Is it possible to read some chapters of an e-book before you buy it? Quote from the text.

4. Listening: stress, rhythm and intonation.

Watch the next video about stress, rhythm and intonation. You can use subtitles if you want to.



Video N° 1. Stress and intonation in English. Fuente: youtube. Autor: desconocido. Licencia: desconocida https://www.youtube.com/watch?time_continue=2&v=klapQVNq3D4

Actividad nº 8

Now answer the following questions:

1. What is a stress-timed language?
2. What are the main features of stressed sounds?
3. Which words do we stress on a sentence?
4. Which words are normally unstressed?
5. What is intonation?

Para saber más

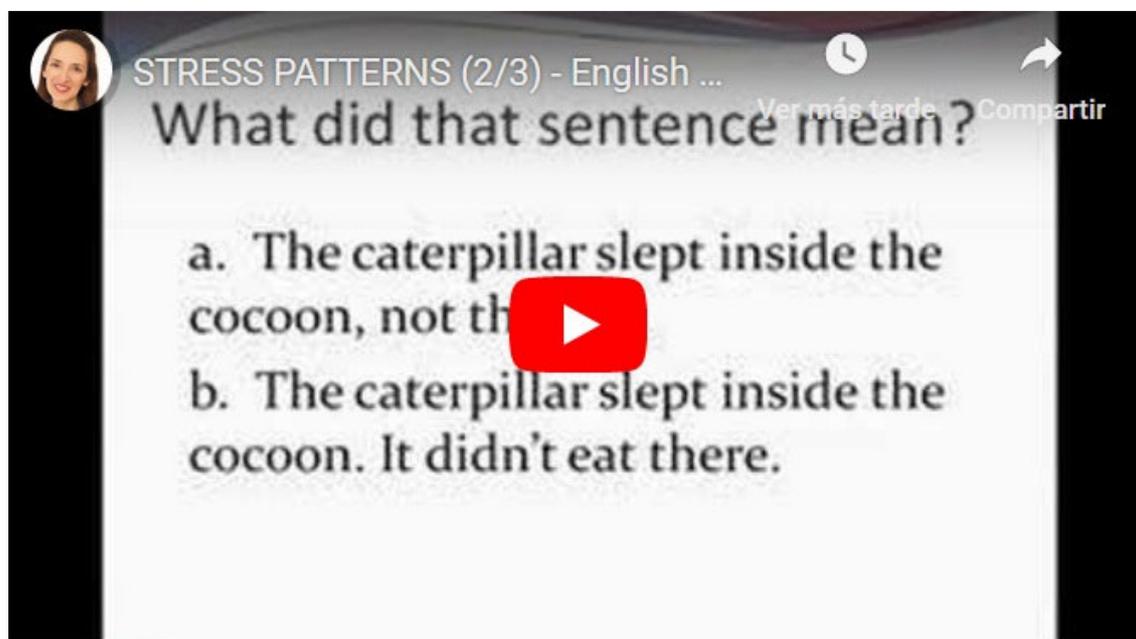
If you want to learn more about stress, rhythm and intonation, watch the next videos.



Video Nº 2. STRESS PATTERNS (1/3) - English Pronunciation.

Fuente: [youtube](https://www.youtube.com/watch?v=Wbs5aoqFtVQ). Autor: desconocido. Licencia: desconocida

<https://www.youtube.com/watch?v=Wbs5aoqFtVQ>



Video Nº 3. STRESS PATTERNS (2/3) - English Pronunciation.

Fuente: [youtube](https://www.youtube.com/watch?v=-toSnwSqqz0). Autor: desconocido. Licencia: desconocida

<https://www.youtube.com/watch?v=-toSnwSqqz0>

5. Speaking: showing interest.

It is very important to show that you are interested in what your partner is saying. Use these expressions to show you are interested. **Remember!** when we are very interested or surprised our voice is higher and louder.

Normal response

Uh-huh.

That's interesting.

Oh, I see.

Right.

Stronger response

Really?

Wow! That's amazing!

That's incredible!

No way!

You're joking!

Another way to show interest:

Sentence

I'm going to see the new James Bond film next week.

I try to go to the gym at least twice a week to keep fit.

Last week I was in Thailand for a work conference.

I went to see my grandmother in the country last weekend.

My boss told me today she was giving me a big pay rise.

Did you know that she's getting married next week?

I'm going to start working on that new project in India next month.

Showing interest

Are you?

Do you?

Were you?

Did you?

Wow!

Really?

That's interesting.

Do you understand?

When you are speaking to someone it is important that you understand each other. If you don't understand something, ask your partner to explain what they mean. If they don't understand you, explain what you mean. Use these expressions to help you.

When you don't understand

I don't understand.

Could you repeat that?

Could you say that again?

What do you mean, exactly?

I'm not sure what you mean.

Can you explain that?

Explain what you mean

What I mean is ...

In other words ...

Actividad Nº 9

Look at the sentences below. Answer showing interest. Choose the best option.

1: I'm going to the theatre next week to see a play my brother recommended.

Did you?

Are you?

2: I really enjoy going to my dance class every week.

Are you?

Do you?

3: The party was great but I think I ate something that made me ill. I was in bed until yesterday.

Were you?

Do you?

4: I found out today that I'm going to win a prize for a short story I submitted to a competition in a national newspaper.

Wow!

Do you?

5: Did you hear that she got engaged, changed her job and moved house all in one week?

Did you?

Really?

6: Did you know that if you sign up for a subscription for at least 12 months then you get a 25 percent discount?

That's interesting.

Are you?

Pair Work . Student A reads the first conversation below, and Student B shows interest or surprise. Change roles for the second conversation.

Conversation 1

A: I went to Fiji on vacation last year. It really changed my perspective on life.

B: (Show interest.)

A: Yeah, most of the native Fijians live together in small villages.

B: (Show interest.)

A: Yeah, and most of them don't work. Instead, they just sit around and talk most of the day.

B: (Show interest or surprise.)

A: It's true. They get fruit and vegetables from the village garden, and they get fish from the sea. They say they don't really need anything else.

B: (Show interest.)

A: So I decided to quit my job and move to Fiji.

B: (Show interest or surprise.)

A: But then I changed my mind.

B: (Show interest.)

A: Yeah, I decided I would miss my favorite TV shows too much.

B: (Show surprise.)

Conversation 2

B: There was a very strong earthquake a few

years ago when I was living abroad.

A: (Show interest.)

B: Yeah, it happened in the middle of the night. I thought I was going to die.

A: (Show surprise.)

B: Yeah! The whole building shook and everything fell off the walls.

A: (Show interest or surprise.)

B: Yeah, it was pretty scary. All my furniture got knocked over, and everything fell out of the kitchen cabinets.

A: (Show interest or surprise.)

B: And I had an aquarium on the floor, and the water and fish hit the ceiling and came down on the other side of the room.

A: (Show surprise.)

B: I thought the building would break apart. You could actually hear the concrete and steel screaming as the building shook.

A: (Show surprise.)

B: Yeah. But then it was over. I'll never take mother nature for granted again.

6. Writing: CV

¿Has visto alguna vez un modelo de curriculum vitae? ¿Sabrías rellenar el tuyo en Inglés? ¿Sabes lo que es un resume? Pues manos a la obra que son muchas cosas nuevas y muy útiles (no sólo en sentido del aprendizaje lingüístico).

Vamos a empezar por las definiciones:

- un **currículum vitae (CV)** es un documento en el que cada persona refleja el conjunto de experiencias (laborales, educacionales) que ha tenido en su vida. Se aplica comúnmente en la búsqueda de empleo.

- un **résumé** (que curiosamente es una palabra francesa) consiste en un resumen de una o dos páginas en el que se destacan las experiencias y cualidades más relevantes de una persona destaca en relación con el trabajo concreto que pretende conseguir. Existe solamente en los países de habla inglesa y suele acompañar al CV.

A résumé is a summary typically limited to one or two pages highlighting only those experiences and credentials that the author considers most relevant to the desired position.

¿La diferencia entre ambos? El CV es un documento más rígido y suele consistir en un listado de datos, mientras que el resume es más flexible y el texto suele estar escrito en frases, más parecido a una carta de presentación.

europass Curriculum vitae

PERSONAL INFORMATION **Betty Smith**
32 Reading rd, Birmingham B26 3QJ United Kingdom
+44 7123456789 +44 20123456789
smith@hotmail.com
www.myhomepage.com
AOL Messenger betty.smith Google Talk bsmith
Gender Female | Date of birth 1 March 1975 | Nationality English

JOB APPLIED FOR European project manager

WORK EXPERIENCE

August 2002 – Present **Independent consultant**
British Council
123, Bd Ney, 75023 Paris (France)
Evaluation of European Commission youth training support measures for youth national agencies and young people

March 2002 – July 2002 **Internship**
European Commission, Youth Unit, DG Education and Culture
200, Rue de la Loi, 1049 Brussels (Belgium)
– evaluating youth training programmes for SALTO UK and the partnership between the Council of Europe and European Commission
– organizing and running a 2 day workshop on non-formal education for Action 5 large scale projects focusing on quality, assessment and recognition
– contributing to the steering group on training and developing action plans on training for the next 3 years. Working on the Users Guide for training and the support measures
Business or sector European institution

Oct 2001 – Feb 2002 **Researcher / Independent Consultant**
Council of Europe, Budapest (Hungary)
Working in a research team carrying out in-depth qualitative evaluation of the 2 year Advanced Training of Trainers in Europe using participant observations, in-depth interviews and focus groups. Work carried out in training courses in Strasbourg, Slovenia and Budapest.

EDUCATION AND TRAINING

1997–2001 **PhD - Thesis Title: 'Young People in the Construction of the Virtual University', Empirical research on e-learning** **ISCED 6**
Brunel University, London United Kingdom

1993–1997 **Bachelor of Science in Sociology and Psychology**
Brunel University, London United Kingdom
– sociology of risk
– sociology of scientific knowledge / information society
– anthropology
– E-learning and Psychology
– research methods

El que vemos en el dibujo es un modelo del Curriculum Vitae Europeo, que es con el que vamos a trabajar como modelo.

He aquí un ejemplo real de las recomendaciones básicas para confeccionar un CV (o un resume) por bloques, así como la explicación de cómo organizar la información que vamos a poner y cada uno de estos elementos en inglés:

personal details: nationality, age etc.

profile: a few lines summarising who you are, what you're good at, why you are special

education: schools, university, other training and qualifications

professional experience: previous jobs and what your position was

additional skills: other things you can do, such as languages, computer skills, etc.

interests: do you like reading, dancing, football, etc?

referees: former employers other people who confirm that you are a good candidate

Soluciones a los ejercicios propuestos

Actividad nº 1

1. I need SOME oil for the salad.
2. I want SOME fish and A glass of wine for lunch.
3. There isn't ANY milk for the breakfast. But there is A cup of coffee.
4. She wants SOME cheese and ham for the sandwich.
5. He always has SOME bread and SOME butter for the breakfast.
6. There isn't ANY cereal in the supermarket.
7. My friend likes to eat AN apple in the morning.

Actividad nº 2

1. It seems we have had a lot of , many , lots of assignments in English this year.
2. How much do we have to read this week?
3. Most , Many , A lot of Americans don't like George Bush
4. There aren't many books in the library.
5. I think he drank a lot of , lots of , much wine last night.
6. I have had a few headaches already because of the stress.
7. I didn't use much , a lot of , lots of fertilizer last spring, that's why we had so many weeds.
8. It has rained very little this summer, that's why the grass is so brown.
9. Few people know as much about computers as Jack does.
10. I'm having a lot of , much , lots of , little trouble passing my driving test.
11. I do have a few friends but not many .
12. How much juice is left in the bottle?
13. John had little money with him so he couldn't even buy a bus ticket.
14. Much time and money is spent on education in Great Britain.
15. I know little Spanish so I am going to have a problem when I get there.
16. Most of the children in our block have got roller skates.
17. Football is the only subject I know very little of. It doesn't interest me that much .
18. Few people can live without money. We simply need it.
19. There are a few leftovers for you in the refrigerator.
20. Is she already gone? – I'm only a few minutes late.
21. There is little doubt that Anne will win the contest.
22. There is not very much dancing going on at the party.
23. Most people in the city ride a bike to work because you are simply faster.
24. London has many beautiful buildings.

Actividad nº 3

1. How much does this sweater cost? What's the price ?
2. Should I buy a size small, medium , or large jacket. I don't know what size he wears.
3. Would you like to pay by cash or by credit card?
4. Is the store open or closed?
5. (A) Where can I try on this shirt? (B) You can try it on in the fitting room .
6. If you want to bring back that jacket and exchange it for a new one, you must have a receipt .
7. I'm going to buy a lot of things, so I don't want a shopping basket. I need a shopping cart .
8. That television is very expensive, so I'm going to wait for it to go on sale .
9. There are too many people standing in line at that cashier . Let's go to another one.
10. The table costs \$59, but don't forget that you also have to pay sales tax . That's an extra 10%.
11. That store is very popular. There are always very many customers buying things.
12. Oh no! I almost walked out of the store and almost forgot to pay for my things!
13. The store hours are from 9 am to 9 pm.
14. I don't have much money, but I still like to go to shopping malls and window shop .

Actividad nº 4

- 1. Which of the following things can an 'advertisement' do?**
 - b) tell you how much something costs
- 2. If something you bought was a 'bargain', it wasn't ...**
 - a) expensive
- 3. Which of the following things does a 'cashier' usually do?**
 - d) take your money
- 4. A book costs \$5.99 and you pay \$6. What should you get?**
 - b) change
- 5. Which of the following things can you do with a 'debit card'?**
 - c) buy a bag of apples
- 6. What do you do when you 'exchange' a product?**
 - a) you replace it with another product
- 7. Which of the following things do people usually do in a 'fitting room'?**
 - c) they try on clothes
- 8. Which of the following things do you do when you 'purchase' something?**
 - d) you buy it
- 9. When do people usually get a 'receipt'?**
 - d) after they buy something

10. Which of the following words is closest in meaning to 'shoplift'?

a) steal

11. Which of the following things can you do with a 'shopping cart'?

b) you can put things in it

12. Which of the following things does 'store hours' mean?

a) the time when the store is open

13. Which of the following things is an example 'weight'?

d) all of the above

14. When they go 'window shopping', people usually

c) buy nothing

Actividad nº 5

1. Supermarket	10. Sales tax
2. Purchase	11. Barcode
3. Receipt	12. Large
4. Price	13. Bargain
5. Fitting room	14. Shopper
6. Buy	15. Storehours
7. Product	16. Pay
8. Pricetag	17. Toy
9. Cash	18. Kilogram

Actividad nº 6

Your smartphone could replace hotel Keys

(CNN) -- Got a smartphone? Never lose your hotel key, or even have to stop at the registration desk, again. That's the vision of a hotel chain that plans to send digital keys to guests' phones via an app instead of making them check in and get the traditional (and famously lose-able) plastic swipe cards. Arriving guests could bypass the front desk and go straight to their rooms.

Starwood Hotels & Resorts, which owns more than 1,150 hotels in nearly 100 countries, plans to debut the system in the next three months at two of its Aloft hotels -- in the Harlem neighborhood of New York City and Cupertino, California.

Cupertino is likely no accident -- being, of course, the home of Apple's headquarters. If all goes well, the company says it could have the feature in all of its hotels by next year.

A spokeswoman said the app will initially be compatible with recent iphone models (4S and newer) and newer Android phones. The app will use Bluetooth technology to unlock the room with a tap.

"We believe this will become the new **standard** for how people will want to enter a hotel," Frits van Paasschen, Starwood's CEO, told The Wall Street Journal. "It may be a novelty at first, but we think it will become table stakes for managing a hotel."

Starwood, a chain that's heavy on boutique hotels, has a history of tech **innovation** and employs its own digital team.

Just last year, the company launched a plan to **develop** solar power at its hotels, offered discounts during a "Cyber Monday" sale and premiered an iPad-specific mobile app. Starwood also **announced** Instagram integration on its websites, which lets visitors see images that guests have **posted**.

Actividad nº 7

1. What's the difference between traditional books and e-books? E-books provide a new, cool, environmentally-friendly, and inexpensive way to read. Differing from their paper cousins only in the binding, e-books are stored and used as computer files rather than as ink on paper.

2. Where can we buy e-books? E-books can be purchased directly on the Internet from hundreds of publishers or retail e-bookstores.

3. What are the advantages of e-books comparatively to printed books? e-book readers have high-resolution, easy-to-read screens, and a computer or telephone connector to obtain files. Better yet, they have enough memory to store many book files at once. Distributing books electronically is easier, faster, cheaper, and offers greater variety.

4. Explain the meaning of the expression "put a toe in the e-book waters". It means to start very carefully to do or become involved in something that you are not experienced at, in this case in the e-book industry.

5. Is it possible to read some chapters of an e-book before you buy it? Quote from the text. They usually provide several chapters to read free so you can try-before-you-buy, just as in a paper bookstore. If you read an excerpt first and buy only from reputable publishers, you won't often be disappointed.

Actividad nº 8

1. What is a stress-timed language? Stressed sounds take a bit longer to say.

2. What are the main features of stressed sounds? They are louder, longer and at a higher pitch.

3. Which words do we stress on a sentence? Content words (nouns, verbs, adverbs and adjectives).

4. Which words are normally unstressed? Function words (prepositions, articles...).

5. What is intonation? It's the melody of our speech.

Actividad nº 9

Look at the sentences below. Answer showing interest. Choose the best option.

1: I'm going to the theatre next week to see a play my brother recommended.

Are you?

2: I really enjoy going to my dance class every week.

Do you?

3: The party was great but I think I ate something that made me ill. I was in bed until yesterday.

Were you?

4: I found out today that I'm going to win a prize for a short story I submitted to a competition in a national newspaper.

Wow!

5: Did you hear that she got engaged, changed her job and moved house all in one week?

Really?

6: Did you know that if you sign up for a subscription for at least 12 months then you get a 25 percent discount?

That's interesting.