

Módulo III -Inglés
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Parte 1. Take a look around

Tema 1 → Wildlife

ÍNDICE

0. Introducción

1. Comparative and superlative
 - 1.1. Comparative form
 - 1.2. Superlative form
 - 1.2.1. La expresión superlativa
 - 1.3. Irregular adjectives
 - 1.4. Common English Mistakes - Comparatives and Superlatives
 2. Vocabulario: animals
-

0. Introducción

En este primer tema vamos a estudiar el comparativo y superlativo. Usamos los comparativos en inglés para hablar sobre semejanzas y diferencias de objetos, personas, lugares, etc. de cualquier elemento entre el que queramos establecer una relación de comparación. El superlativo, en cambio, se emplea para indicar un grado máximo de una determinada cualidad. Generalmente el tipo de palabra que transformamos para realizar una comparación es el adjetivo. Más alto, más guapo... Los adjetivos son palabras que expresan propiedades y características del nombre, ya sean físicas o de otra índole.

El título de esta parte número 1 es TAKE A LOOK AROUND y el nombre del tema 1 es *Wildlife* (vida salvaje), por lo que no cabe duda que el vocabulario de este tema será los animales. Así podremos decir:

Los perros son más grandes que los gatos / Dogs are bigger than cats
El perro es el animal más leal de todos los animales / The dog is the most loyal of all animals

1. 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**.

Uso	Grado	Adjetivo	Ejemplo
Describimos algo sin compararlo	Neutro	Normal, sin cambios	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

1.1. 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



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.cc.ca.us/eeslessons/comparative/cmadiqz1.htm>

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

Para hacer el comparativo de superioridad tenemos que tener en cuenta dos tipos de adjetivo, los adjetivos cortos (que tienen una sílaba y todos los acabados en -y) y los adjetivos largos (que tienen dos o más sílabas)

1. Estructura adjetivos cortos		
adjetivo (1 sílaba §)	-ER	THAN
adjetivo (2 sílabas, acaba en -y)	-IER	
Ejemplos		
Ej.1: Pau Gassol is taller than Pau Gassol		
Ej.2: The USA is bigger than England		
Ej.3: My sister is prettier 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**:

- Verbos de una sílaba que acaban en consonante-vocal-consonante
-Doblan la última consonante antes de añadir -ER big? **bigger**
- Verbos de una sílaba que acaban en -e muda
-Añaden tan sólo la -R large? **larger**
- 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 1

Write the comparative form: Ej: small – smaller

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

Actividad nº 2

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.

1.2. 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...)

Al igual que ocurrió con el comparativo de superioridad, para hacer el superlativo de superioridad tenemos que tener en cuenta dos tipos de adjetivo, los adjetivos cortos (que tienen una sílaba y todos los acabados en -y) y los adjetivos largos (que tienen dos o más sílabas)

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		
	adjetivo (1 sílaba §)	-EST
the	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

1.2.1. 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 3

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 4

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 5

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) _____.

-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.

1.3. 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	elder 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>

Actividad nº 6

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 7

Complete the sentences.

-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?

1.4. Common English Mistakes - Comparatives and Superlatives

En el siguiente enlace podrás ver un vídeo con los errores más comunes al formar el comparativo y el superlativo.

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

2. Vocabulario. Animals

Aprender los nombres de los animales en inglés es de gran utilidad. ¿Tienes curiosidad por conocer una lista de animales en inglés? Seguro que conoces bastantes palabras, pero habrá otras que te sorprenderán. ¿Y qué sonidos hacen? En este tema aprenderás también las onomatopeyas asociadas.

Empecemos por una primera clasificación del mundo animal:

- mamíferos – *mammals*
- reptiles – *reptiles*
- acuáticos – *aquatic*
- anfibios – *amphibians*
- pájaros – *birds*
- insectos – *insects*
- peces – *fish*
- animals – *animales*

Te presentamos una lista de animales en inglés junto con su onomatopeya. Si te has fijado, parece que los animales también saben idiomas, y en cada lengua, el sonido que hacen se expresa de una forma diferente. Obviamente esto es solo una percepción humana, pero es divertido conocer cómo varía cada sonido a través del mapa lingüístico.

Las onomatopeyas son la representación escrita de un sonido. Por ejemplo, el sonido “mú” de la vaca en español. ¿Qué dirá la vaca en inglés?

- *Dog* – Perro – Woof
- *Bird* – pájaro – tweet/cheep
- *Hen* -gallina – cluck cluck
- *Duck* – pato – quack
- *Horse* – caballo – neigh
- *Mouse* – ratón – squeak
- *Pig* – cerdo – oink
- *Raven* – cuervo – caw
- *Wolf* – lobo – howl
- *Turkey* – pavo – gobble
- *Bee* – abeja – buzz
- *Cat* – gato – meow
- *Cow* – vaca – moo
- *Frog* – rana – ribbit (USA)
- *Lion* – león – roar
- *Owl* – búho – hoo hoot
- *Pigeon* – paloma – coo
- *Sheep* – oveja – baa
- *Snake* – serpiente – hiss

En este caso se trata de animales para los que no hay un sonido identificado. Aquí van más nombres para completar la lista de animales en inglés.

- *Rabbit* – conejo
 - *Spider* – araña
 - *Whale* – ballena
 - *Bat* – murciélago
 - *Tiger* – tigre
 - *Snail* – caracol
 - *Monkey* – mono
 - *Butterfly* – mariposa
 - *Bear* -oso
 - *Emu* – emú
 - *Koala* – coala
- Tortoise* – tortuga
 - Donkey* – burro
 - Elephant* – elefante
 - Octopus* – pulpo
 - Gorilla* – gorila
 - Ant* – hormiga
 - Frog* -rana
 - Zebra* - cebra
 - Giraffe* – jirafa
 - Deer* -ciervo
 - Panda* -oso panda

Actividad nº 8

Complete the sentences with the correct animal.

dog	pig	snake	elephant	spider	monkey	frog	cat
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- I am pink and fat. I live in the farm and I eat everything. I do oink-oink. I am a _____
- I have eight legs and I eat insects and people don't like me. I am a _____
- I am brown and I like swinging in the trees. I love bananas. I am a _____
- I live in the streets or in houses. I am very loyal and I hate cats. I love barking at the mailman. I am a _____
- I am very big and grey. I live in Asia and Africa but you can find me in the zoo. I am an _____
- I am small but I can run very fast. I don't like cats. I love cheese. I am a _____
- I haven't got any legs and I am long. I eat small animals and I am poisonous. I am a _____
- I live in or on the water. I catch insects and I can jump. I am green too. I am a _____

Actividad nº 9

En el siguiente enlace encontrarás una sopa de letras sobre algunos animales de la lista. Luego comprueba tus respuestas.

<https://www.liveworksheets.com/w/en/science/1547341>

Soluciones a los ejercicios propuestos

Actividad nº 1

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

Actividad nº 2

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!

Actividad nº 3

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 4

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 5

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 6

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 7

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 8

- I am pink and fat. I live in the farm and I eat everything. I do oink-oink. I am a **pig**.
- I have eight legs and I eat insects and people don't like me. I am a **spider**.
- I am brown and I like swinging in the trees. I love bananas. I am a **monkey**.
- I live in the streets or in houses. I am very loyal and I hate cats. I love barking at the mailman. I am a **dog**.
- I am very big and grey. I live in Asia and Africa but you can find me in the zoo. I am an **elephant**.
- I am small but I can run very fast. I don't like cats. I love cheese. I am a **mouse**.
- I haven't got any legs and I am long. I eat small animals and I am poisonous. I am a **snake**.
- I live in or on the water. I catch insects and I can jump. I am green too. I am a **frog**.

Actividad nº 9

Las soluciones puedes comprobarlas al hacer la ficha.

Parte 1. Take a look around

Tema 2 → Yummy

ÍNDICE

0. Introducción
1. There was / there were
2. Used to
3. Imperatives
4. Vocabulario: describing food. Adjectives

0. Introducción

En este vamos a aprender a las expresiones que se utilizan diariamente para explicar si hay algo o que existe algo en algún lugar. Por ejemplo, en castellano, antes de hacer la compra en el supermercado, podemos preguntar ¿hay leche en la nevera? – “*Are there milk in the fridge?*”

Además, aprenderemos vocabulario relacionado con la comida y cómo describir diferentes tipos de platos, sabores, etc.

Pero antes de empezar con el tema vamos a repasar “*there is / there are*” ya visto en el módulo 1.

Recuerda

Usamos “*there is*” o “*there are*” para hablar de cosas que podemos ver y cosas que existen. Por un lado, se usa “*there is*” para **nombres contables en singular** y **nombres incontables**. Y por otro, usamos “*there are*” para **nombres contables en plural**.

→ **There are five people in the office.** (plural countable noun)

→ **There’s a television in the living room.** (singular countable noun)

→ **There’s some milk in the fridge.** (uncountable noun)

+	There is / There’s = Hay...	There are= Hay...
-	There is not / There isn’t= no hay...	There are not / There aren’t= no hay...
?	Is there...? = ¿hay...?	Are there...? = ¿hay...?
Short answer	Yes, there is / No, there isn’t	Yes, there are / No, there aren’t

RECUERDA que el artículo **a/an** en inglés se utiliza **SOLO** en singular para indicar que hay una unidad de algo, teniendo que poner “**a**” cuando la siguiente palabra empiece por consonante y “**an**” cuando la siguiente palabra empiece por vocal:

*There is **a** dog (hay un perro) / There is **an** apple (hay una manzana)*

1. There was / there were

Usamos “there was” o “there were” para hablar de cosas que podemos vimos y cosas que existían en el **PASADO**.

Al igual que ocurría en presente, se usa “there was” para **nombres contables en singular** y **nombres incontables**. Por otro, usamos “there were” para **nombres contables en plural**.

There was / there were. Affirmative form

- **There were five students at the bus stop this morning.** (plural countable noun)
- **Last night there was a bird on my window.** (singular countable noun)
- **There was some milk in the fridge last night.** (uncountable noun)

There was / there were. Negative form

- **There WEREN'T five students at the bus stop this morning.**
- **Last night there WASN'T a bird on my window.**
- **There WASN'T some milk in the fridge last night.**

Podemos usar la contracción wasn't o weren't pero también podemos no contraer el verbo to be + not.

- **There WERE NOT Astrology books at the library.**

There was / there were. Interrogative form

Como es habitual en inglés, para formar la interrogativa invertimos en orden entre there y el verbo to be.

- **WERE THERE five students at the bus stop this morning?**
- **Last night WAS THERE a bird on my window?**
- **WAS THERE some milk in the fridge last night?**

En el siguiente cuadro podrás ver la respuesta corta.

+	There was	There were
-	There is not / There isn't	There are not / There aren't
?	Is there...?	Are there...?
Short answer	Yes, there is / No, there isn't	Yes, there are / No, there aren't

Actividad nº 1

Completa con *there was* or *there were*.

1.a supermarket near my house.
2.two puppies in the basket.
3.many bottles of milk in the fridge.
4.only one pen on the table.
5.a lot of noise in the street.
6.eight children in the park.
7.a small shop between the bank and the church.
8.some crayons on the desk.
9.an old woman in the street.
10.a huge crocodile in the river.

Actividad nº 2

Transforma las siguientes oraciones a negativa.

1. There was a girl at the door.
.....
2. Cervantes was a famous writer.
.....
3. We were very happy yesterday.
.....
4. There were two children there.
.....
5. My grandmother was a doctor.
.....

Actividad nº 3

Esta foto fue tomada en 1896 en *Piccadilly Circus*, Londres. Mira la foto y escribe *There was/ There wasn't/There were/ There weren't*.



1.any skyscrapers.
2.hundreds of tourists
3.a double-decker bus
4.many horse-drawn carriages.
5.any traffic lights.
6.any zebra crossings.
7.some old buildings.
8.a lot of cars.
9.any telephone boxes.
10.some chimneys on the roofs of the buildings.

Actividad nº 4

Completa las oraciones. Usa las palabras del recuadro.

LANGUAGE FOCUS *there was, there were*
• *was, were*

3 Complete the sentences with the words.

There was There wasn't There were
There weren't was wasn't were weren't

- 1 many fans at the match on Saturday. Only five or six.
- 2 They don't like sport so they interested in the golf on TV last night.
- 3 My favourite football player at the World Cup Mesut Özil.
- 4 five hundred runners in the marathon.
- 5 a really exciting film at the cinema last week.
- 6 We very happy on our fantastic holiday in August.
- 7 a train station in this town 300 years ago.
- 8 James is ill, so he in the race.

Actividad nº 5

Completa las oraciones con *there was / there were / there wasn't / there weren't / was there...? / were there...?*

a Complete the sentences with *there was / there wasn't, there were / there weren't, or Was there / Were there ...?*



1
A 'Was there a supermarket in your town when you were a child?
B No, ²_____, ³_____ a bakery and a small store.
A ⁴_____ any Italian restaurants? I love pizza!
B No, ⁵_____, but ⁶_____ a cafe.
 And ⁷_____ two restaurants!



2
A We stayed in a great hotel in Spain. ⁸_____ a huge TV in our room!
B Wow! ⁹_____ a swimming pool?
A Yes, ¹⁰_____ two, and ¹¹_____ a fantastic gym.
B ¹²_____ a good restaurant in the hotel?
A Yes, the food was delicious!

2. Used to

La forma de pasado simple del verbo *to use* se usa para hablar de hábitos en el pasado pero que ya no siguen vigente, por ejemplo:

- **I used to love waking up early when I was younger** (pero ya no le gusta)
- **I used to travel a lot before I had children** (ahora ya no viaja tanto como antes de tener niños)

Como vemos, *used to* siempre va acompañado de otro verbo a continuación, que es el que aporta sentido léxico a la oración.

"Used to" lo traduciremos como *solía*. Veamos un ejemplo:

- **My brother used to have posters in his bedroom.** Mi hermano solía tener posters en un su cuarto.

En la siguiente tabla podemos ver las formas afirmativa, negativa e interrogativa y algunos ejemplos.

Affirmative	Subject + used to + the base form of a verb → Some people used to think unicorns existed
Negative	Subject + did not/ didn't + use to (sin "d") + the base form of a verb → When he was a child, he didn't use to play football.
Question	Did + subject + use to (sin "d") + the base form of a verb? → Did you use to play tennis when you were a child?
Short answer	Yes, subject + did . No, subject + didn't .

Cabe destacar que esta expresión se usa solo para hablar de **hábitos en el pasado**. Un error muy común entre los estudiantes de inglés es el de trasladarla al presente:

- ~~*I am used to exercise every day*~~

En el presente podemos usar el adverbio de frecuencia "*usually*" o, simplemente, el presente simple:

- *I (usually) exercise every day*

Actividad nº 6

Haz oraciones usando *used to* como en el ejemplo. Los diferentes signos te indica qué forma tienes que usar. + afirmativa / -negativa / ? interrogativa

1. I / have short hair when I was a teenager.

I used to have short hair when I was a teenager.

+ 2. We / go to the same little café for lunch every day when I was a student.

- 3. She / love playing badminton before she hurt her shoulder.

? 4. He / walk along the beach every evening before bed.

+ 5. I / lose when I played chess with my father.

- 6. She / be able to dance very well.

? 7. My grandfather / drink a cup of coffee after dinner every night.

Actividad nº 7

Completa las oraciones con *used to* o *didn't use to*.

USED TO / DIDN'T USE TO

A. Complete the sentences with *used to* or *didn't use to*.

1. Women's clothes in the past _____ be uncomfortable.
2. My mum _____ put on high heels whenever she went out.
3. My granny _____ wear glasses but now she wears it all the time.
4. When I was at the sea side, I _____ to go swimming every morning.
5. My family was poor and we _____ have expensive clothes when we were young.
6. I _____ be slimmer when I was a kid.

3. Imperativo

El imperativo inglés es la forma verbal que se usa para dar instrucciones, advertir, exigir, animar, etc. Al no llevar marcas de persona o de tiempo, se trata de una forma verbal muy sencilla, pero también tiene sus trucos.

Para formar el imperativo tomamos la base del verbo, esto es, el imperativo **sin el to**. No va acompañado del sujeto, pero se entiende que se refiere siempre a la **segunda persona del singular y del plural**. Algunos ejemplos:

- *Go away!*
- *Shut up!*
- *Clean your mess!*
- *Wake up!*
-

Para dar órdenes negativas, utilizamos *do not* + el verbo en cuestión:

- *Don't go!*
- *Don't talk!*
- *Don't make a mess!*
- *Don't fall sleep!*
-

Como puedes ver, se trata de una de las formas verbales más sencillas.

Como es lógico, solo podemos dar instrucciones directas en segunda persona de singular (a otra persona) o de plural (a varias personas). Pero en ocasiones, es posible que quieras expresar una orden o un deseo referido a ti mismo o a terceras personas. En este caso, recurrimos a la forma *let* + pronombre + imperativo. Por ejemplo:

- *Let me go*
- *Let him/her/it go*
- *Let us go*
- *Let them go*

Recuerda que el pronombre solo debe ponerse si la orden se dirige a **primeras o terceras personas**, **nunca en la segunda**.

Ya sabes que en inglés usamos contracciones para hablar de forma coloquial; en algunos contextos, usar todas las palabras completas no suena natural. Así que te conviene tener en cuenta que hay dos formas del imperativo que se pueden contraer:

- La negativa: *do not — don't*
- La primera persona de plural: *let us — let's*. En la práctica, esta forma de imperativo se emplea con mucha frecuencia. Seguro que has oído frases del tipo: *Let's go to the beach!*

Actividad nº 8

Completa las siguiente fichas. Luego comprueba tus respuestas.

<https://www.liveworksheets.com/w/en/english-second-language-esl/369980>

<https://www.liveworksheets.com/w/en/english-second-language-esl/1732646>

4. Describigo food. Adjectives

La lista de **alimentos en inglés** es muy larga. No obstante, hay ciertas expresiones y cierto vocabulario en particular que puede ayudarte mucho.

Antes de entrar puramente en el vocabulario sobre alimentos en inglés, es importante tener en cuenta los horarios y cómo se denomina a cada comida que se realiza durante el día:

- *Breakfast* – desayuno
- *Lunch* – comida (a mediodía)
- *Dinner* – cena
- *Snack* – tentempié
- *Tea time* – la hora del té. En Inglaterra, a las 5 p.m.
- *Let's eat out tonight* – Vamos a cenar fuera
- *Would you like to join me for lunch* – ¿Cómemos juntos?
- *Would you like to come for a drink?* – ¿Quieres que tomemos algo?

Si te has añadido a la moda del *brunch* el fin de semana y te gusta tomar unos *benedict eggs* regados con mimosas, te habrás dado cuenta de que esta curiosa palabra se ha formado a partir de *breakfast* y *lunch*, siendo un agradable desayuno tardío o un almuerzo temprano: *Enjoy your brunch!*

- | | |
|---|---|
| <ul style="list-style-type: none"> • <i>French fries</i> – patatas fritas • <i>Mashed potatoes</i> – puré de patatas • <i>Sauce</i> – salsa • <i>Pork</i> – (carne de) cerdo • <i>Cheese</i> -queso • <i>Trout</i> – trucha • <i>Jam</i> – tarro de mermelada • <i>Cauliflower</i> – Coliflor • <i>Cucumber</i> – Pepino • <i>Spinachs</i> – Espinacas • <i>Potato</i> – Patata • <i>Tomato</i> – Tomate • <i>Corn</i> – Maiz • <i>Lemon</i> – Limón • <i>Peach</i> – Melocotón • <i>Pineapple</i> – Piña • <i>Banana</i> – Plátano • <i>Grapes</i> – Uvas • <i>Peanut</i> – Cacahuete • <i>Sugar</i> – Azucar • <i>Honey</i> – Miel • <i>Mayonnaise</i> – Mayonesa • <i>Flour</i> – Harina • <i>Yogurt</i> – Yogurt • <i>Tea</i> – Té • <i>Beer</i> – Cerveza • <i>Wáter</i> -Agua • <i>Vegetarian meal</i> – comida vegetariana • <i>Veggie</i> – vegetariano (slang) • | <ul style="list-style-type: none"> <i>Baked potatoes</i> – patatas al horno <i>Potato chips</i> – patatas (de bolsa) <i>Beef</i> – (carne de) ternera <i>Chicken</i> – pollo <i>Bread</i> -pan <i>Tuna</i> – atún <i>Ham</i> - Jamón <i>Broccoli</i> – Brocoli o brécol <i>Peas</i> – Guisantes <i>Pumpkin</i> – Calabaza <i>Lettuce</i> – Lechuga <i>Onion</i> – Cebolla <i>Strawberry</i> – Fresa <i>Apple</i> – Manzana <i>Orange</i> –Naranja <i>Pear</i> – Pera <i>Watermelon</i> – Sandía <i>Almond</i> – Almendra <i>Walnuts</i> – Nueces <i>Oil</i> - Aceite <i>Salt</i> - Sal <i>Ketchup</i> - Kétchup <i>Butter</i> - Mantequilla <i>Coffee</i> - Café <i>Juice</i> -Zumo <i>Wine</i> - Vino <i>Healthy food</i> – Comida sana <i>Vegan meal</i> – comida vegana <i>Nutritious</i> – nutritivo |
|---|---|

- *Packet of...* – paquete de...
- *Tin of ...*– lata de / conserva de...
- *Bottle of ...*– botella de...
-

¿Estás en una cena con amigos ingleses y no sabes describir cómo sabe lo que comes? Aquí tienes algunos adjetivos acerca de cómo puedes expresar a lo que sabe tu comida:

- | | |
|---|---|
| <ul style="list-style-type: none"> • <i>Tasty</i> – sabroso • <i>Salty</i> – salado • <i>Sour</i> – agrio • <i>Bitter</i> – amargo • <i>Sweet</i> – dulce • <i>Fruity</i> – afrutado • <i>Raw</i> – crudo • <i>Delicious / yummy</i> -delicioso | <ul style="list-style-type: none"> <i>Fresh</i> – fresco <i>Spicy</i> – picante <i>Salty</i> – salado <i>Crispy / crunchy</i> – crujiente <i>Sugary</i> – azucarado <i>Disgusting</i> – asqueroso <i>Tasteless</i> – insípido, sin sabor, soso |
|---|---|

Además, para describir los alimentos podemos usar también tanto los colores y los tamaños.

This fruit is long and yellow→ It is a banana

Sin embargo, debemos tener en cuenta que hay que seguir un orden en cuanto a los adjetivos. Este cuadro te ayudará para saber el orden.

Tipo de adjetivo	Ejemplos
1. Opinión	<i>Amazing, quiet, useful, etc.</i>
2. Tamaño	<i>Big, small, short, tall, etc.</i>
3. Forma	<i>Round, square, hexagonal, etc.</i>
4. Edad	<i>Old, new, modern, antique, etc.</i>
5. Color	<i>Gray, yellow, blue, etc.</i>
6. Nacionalidad	<i>Greek, Turkish, Chinese, etc.</i>
7. Material	<i>Leather, glass, steel, etc.</i>

These amazing, small, red, Spanish grapes are my favourite ones.

OJO!!!! Recuerda que los adjetivo en inglés no añaden -s o -es al formar el plural.

Actividad nº 9

Speaking. Describe los siguientes alimentos. Usa al menos tres adjetivos siguiendo el orden de la tabla.



Soluciones a los ejercicios propuestos

Actividad nº 1

- 1.
2. There was
3. There were
4. There were
5. There was
6. There was
7. There were
8. There was
9. There were
10. There was
11. There was

Actividad nº 2

1. There wasn't a girl at the door.
2. Cervantes wasn't a famous writer.
3. We weren't very happy yesterday.
4. There weren't two children there.
5. My grandmother wasn't a doctor.

Actividad nº 3

1. There weren't any skyscrapers.
2. There weren't hundreds of tourists
3. There wasn't a double-decker bus
4. There were any horse-drawn carriages.
5. There weren't any traffic lights.
6. There weren't any zebra crossings.
7. There were some old buildings.
8. There weren't a lot of cars.
9. There weren't any telephone boxes.
10. There were some chimneys on the roofs of the buildings.

Actividad nº 4

1. There weren't
2. Weren't
3. Was
4. There were
5. There was
6. Were
7. There was
8. Wasn't

Actividad nº 5

Conversation 1

2. There wasn't
3. There was
4. Were there
5. There weren't
6. There was
7. There were

Conversation 2

8. There was
9. Was there
10. There were
11. There was
12. Was there

Actividad nº 6

- + We used to the same little café for lunch every day when I was a student.
- She didn't use to love playing badminton before she hurt her shoulder.
- ? 4. Did he use to walk along the beach every evening before bed?
- + 5. I used to lose when I played chess with my father.
- 6. She didn't use to be able to dance very well.
- ? 7. Did my grandfather use to drink a cup of coffee after dinner every night?

Actividad nº 7

1. didn't use to
2. used to
3. didn't use to
4. used to
5. used to
6. used to

Actividad nº 8

Las soluciones puedes comprobarlas al hacer las fichas.

Actividad nº 9

Practica con tu compañero.

Parte 1. Take a look around

Tema 3 → Life events

ÍNDICE

- 0. Introducción
- 1. Past Simple
 - 1.1. Reglas ortográficas para formar -ed.
 - 1.2. Pronunciación -ed.
 - 1.3. Lista de verbos irregulares
 - 1.4. Usos del Past Simple
 - 1.5. Expresiones temporales
- 2. Vocabulario: life events. Action verbs

1. Introducción

En este tema vamos a repasar el **Past Simple** que ya vimos en el módulo 2. Los tiempos verbales en inglés y en español suelen corresponderse unos con los otros, pero existen algunas diferencias a la hora de usarlos.

2. Past Simple

Tal y como recordarás, cuando hablamos de pasado simple en inglés tenemos que tener en cuenta que hay dos tipos de verbos, los verbos regulares (aquellos que añaden -ed a la forma base del verbo) y los verbos irregulares (lista verbos).

En las siguientes tablas encontrarás un resumen de la formación del pasado simple en afirmativa, negativa e interrogativa.

AFFIRMATIVE FORM

PAST SIMPLE		Auxiliary: DO DID DONE																															
<p style="text-align: center;">Regular verbs (-ed)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 20%; text-align: center; border-bottom: 1px solid black;">BASE FORM</th> <th style="width: 20%; text-align: center; border-bottom: 1px solid black;">PAST FORM</th> <th style="width: 50%;"></th> </tr> </thead> <tbody> <tr> <td>TO</td> <td style="border: 1px solid black; text-align: center;">PLAY</td> <td style="border: 1px solid black; text-align: center;">PLAYED</td> <td>PLAYED</td> </tr> <tr> <td>TO</td> <td style="border: 1px solid black; text-align: center;">WALK</td> <td style="border: 1px solid black; text-align: center;">WALKED</td> <td>WALKED</td> </tr> <tr> <td>TO</td> <td style="border: 1px solid black; text-align: center;">STUDY</td> <td style="border: 1px solid black; text-align: center;">STUDIED</td> <td>STUDIED</td> </tr> </tbody> </table> <p>Affirmative: SUBJECT + BASE FORM -ed</p> <p>EX. I / you / he / she / it / we / they <u>played</u> football yesterday</p>		BASE FORM	PAST FORM		TO	PLAY	PLAYED	PLAYED	TO	WALK	WALKED	WALKED	TO	STUDY	STUDIED	STUDIED	<p style="text-align: center;">Irregular verbs (different ways)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 20%; text-align: center; border-bottom: 1px solid black;">BASE FORM</th> <th style="width: 20%; text-align: center; border-bottom: 1px solid black;">PAST FORM</th> <th style="width: 50%;"></th> </tr> </thead> <tbody> <tr> <td>TO</td> <td style="border: 1px solid black; text-align: center;">MAKE</td> <td style="border: 1px solid black; text-align: center;">MADE</td> <td>MADE</td> </tr> <tr> <td>TO</td> <td style="border: 1px solid black; text-align: center;">RING</td> <td style="border: 1px solid black; text-align: center;">RANG</td> <td>RUNG</td> </tr> <tr> <td>TO</td> <td style="border: 1px solid black; text-align: center;">GO</td> <td style="border: 1px solid black; text-align: center;">WENT</td> <td>GONE</td> </tr> </tbody> </table> <p>Affirmative: SUBJECT + 2nd FORM</p> <p>EX. I / you / he / she / it / we / they <u>went</u> to the cinema</p>		BASE FORM	PAST FORM		TO	MAKE	MADE	MADE	TO	RING	RANG	RUNG	TO	GO	WENT	GONE
	BASE FORM	PAST FORM																															
TO	PLAY	PLAYED	PLAYED																														
TO	WALK	WALKED	WALKED																														
TO	STUDY	STUDIED	STUDIED																														
	BASE FORM	PAST FORM																															
TO	MAKE	MADE	MADE																														
TO	RING	RANG	RUNG																														
TO	GO	WENT	GONE																														

NEGATIVE FORM

Negative: SUBJECT + DIDN'T + BASE FORM					
REGULAR VERBS:	EX.	I / you / he / she / it / we / they	<u>didn't</u>	<u>play</u>	football yesterday
IRREGULAR VERBS:	EX.	I / you / he / she / it / we / they	<u>didn't</u>	<u>go</u>	to the cinema last night

INTERROGATIVE FORM

(Yes / No quest.) Interrogative: DID + SUBJECT + BASE FORM ?					
REGULAR VERBS:	EX.	<u>Did</u> I / you / he / she / it / we / they	<u>play</u>	football yesterday ?	
IRREGULAR VERBS:	EX.	<u>Did</u> I / you / he / she / it / we / they	<u>go</u>	to the cinema last night ?	
(Wh- quest.) Interrogative: WH- WORD + DID + SUBJECT + BASE FORM ?					
REGULAR VERBS:	EX.	<u>What</u>	<u>did</u> I / you / he / she / it / we / they	<u>play</u>	yesterday ? <u>Football</u>
IRREGULAR VERBS:	EX.	<u>Where</u>	<u>did</u> I / you / he / she / it / we / they	<u>go</u>	last night ? <u>to the cinema</u>

1.1 Reglas ortográficas para formar -ed.

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

-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

-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

-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** o **-W** no doblan la última consonante.

Fix – Fixed → The mechanic fixED my car

Snow – snowed →It snowed yesterday

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

1.2. 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	
Park ED	Studi ED	
Miss ED	Comb ED	Need ED
Wash ED	Travell ED	Create ED
Mix ED	Barr ED	

1.3. Lista de verbos irregulares

Infinitive	Past Simple	Past Participle	Meaning in Spanish
be	was / were	been	ser / estar
become	became	become	Llegar a ser / convertirse
begin	began	begun	empezar
break	broke	broken	romper
buy	bought	bought	comprar
come	came	come	venir
do	did	done	hacer
drink	drank	drunk	beber
drive	drove	driven	conducir
eat	ate	eaten	comer
fall	fell	fallen	caer
feel	felt	felt	sentir
find	found	found	encontrar
fly	flew	flown	volar
forget	forgot	forgotten	olvidar
get	got	got (gotten in USA)	conseguir / alcanzar
give	gave	given	dar
go	went	gone	ir
have	had	had	tener
know	knew	known	saber / conocer
learn	learnt	learnt	aprender
leave	left	left	marcharse / abandonar un sitio
make	made	made	hacer (manual)
meet	met	met	encontrarse / reunirse
pay	paid	paid	pagar
put	put	put	poner
read	read (pronounced /red/)	read (pronounced /red/)	leer
run	ran	run	correr
say	said	said	decir

see	saw	seen	ver
send	sent	sent	enviar
sing	sang	sung	cantar
sit	sat	sat	sentarse
sleep	slept	slept	dormir
speak	spoke	spoken	hablar
steal	stole	stolen	robar
swim	swam	swum	nadar
take	took	taken	coger / tomar
teach	taught	taught	enseñar
tell	told	told	decir / contar
think	thought	thought	pensar
understand	understood	understood	entender
win	won	won	ganar
write	wrote	written	escribir

1.4. Usos del Past Simple

-El pasado simple se utiliza para hablar de una acción concreta que comenzó y acabó en el pasado. En este caso equivale al pretérito indefinido español.

Kate worked last Saturday

I didn't go to the party yesterday.

- Se usa el pasado simple para una serie de acciones en el pasado, es decir, acciones consecutivas en pasado.

I received the good news and immediately called my husband.

He studied for in the morning, worked all afternoon and I didn't return home until 10 p.m.

1.3 Expresiones temporales

Las siguientes expresiones temporales se utilizan en pasado simple:

yesterday

last night / last weekend / last Monday, lastmonth, last year

one day ago, two weeks ago, five minutesago, half an hour ago

In 1997, in the 19th century, in the past

Estas expresiones suelen ponerse en inglés al final de la oración en inglés.

Actividad nº 1

Completa los huecos según los siguientes verbos irregulares.

Infinitive	Past Simple	Past Participle
feel		
	gave	
		won
understand		
	stole	
		taken
become		
	broke	
		sent
come		
	forgot	
		learnt

Actividad nº 2

Completa las oraciones usando Past simple en la forma correcta.

1. On Saturday I _____ (play) computer games with my cousins.
2. My mum _____ (not cook) dinner last night.
3. I _____ (walk) to school because there weren't any buses.
4. They _____ (not dance) at the party.
5. My brother _____ (travel) to Ireland last summer.

Actividad nº 3

Ordena las palabras para formar oraciones interrogativas.

Ejemplo: night? / meet / Did / you / them / last / Did you meet them last night?

1. film? / like / you / Did / the / _____
2. a / have / time? / they / Did / good / _____
3. did / weekend? / the / What / do / we / at / _____
4. she / DVD? / Where / that / did / buy / _____
5. party / on / your / go / Saturday? / he / Did / to / _____
6. did / yesterday? / Who / you / see / _____

Actividad nº 4

Corrige las siguientes oraciones. Usa Past simple.

1. Did he went to school yesterday?
2. Why did you to go home early?
3. Where you did learn English?
4. Did she works today?
5. What do you this yesterday?

Actividad nº 5

Completa las oraciones con los verbos del cuadro.

be	meet	have	go	run	drink	sleep	swim	eat
----	------	------	----	-----	-------	-------	------	-----

1. I _____ a shower and some fruit for breakfast.
2. Then I _____ to the sports centre.
3. I _____ 500 meters in the swimming pool and then
4. I _____ 5 kilometers.
5. At lunchtime I _____ my friends in a café.
6. We _____ some pasta and _____ some juice.
7. After lunch I _____ for a few hours, I _____ tired!

2. Vocabulario. Life events. Actions

En este tema nos vamos a centrar en verbos que indican acción o movimiento para poder crear otras expresiones.

Go to the cinema / take / have a cup of coffee / do laundry

Estos verbos son aquellos que expresan una acción por sí mismos. Son los verbos más comunes y abundantes. La característica principal de estos verbos es que expresan **acciones que suelen relacionarse más con el movimiento o con actividades**. Por ejemplo:

- **Walk** the dog
- **Play** football, basketball, tennis, badminton with my friends / the flute, the clarinet
- **Watch** a horror film
- **Go** to the cinema, to the theatre, to the opera, to the gym, to a party
- **Run** a marathon, a race
- **Ride** a bike, a horse
- **Cook** a new recipe, a big cake, a Spanish omelette

Cuanto más verbos conozcamos, más eventos diarios podremos formar.

En la siguiente foto encontrarás verbos de acción y con ellos podrás formar oraciones para hablar de los eventos cotidianos.



Soluciones a los ejercicios propuestos

Actividad nº 1

Infinitive	Past Simple	Past Participle
feel	felt	felt
give	gave	given
win	won	won
understand	understood	understood
steal	stole	stolen
take	took	taken
become	became	become
break	broke	broken
send	sent	sent
come	came	come
forget	forgot	forgotten
learn	learnt	learnt

Actividad nº 2

1. On Saturday I **played** computer games with my cousins.
2. My mum **didn't cook** dinner last night.
3. I **walked** to school because there weren't any buses.
4. They **didn't dance** at the party.

5. My brother **travelled** to Ireland last summer.

Actividad nº 3

1. Did you like the film?
2. Did they have a good time?
3. What did we do at the weekend?
4. Where did she buy that DVD?
5. Did he go on to your party?
6. Who did you see yesterday?

Actividad nº 4

1. Did he ~~went~~ **go** to school yesterday?
2. Why did you ~~to~~ go home early?
3. Where **did** you learn English?
4. Did she ~~works~~ today?
5. What ~~de~~ **did** you do this yesterday?

Actividad nº 5

1. I had shower and some fruit for breakfast.
2. Then I **went** to the sports centre.
3. I **swam** 500 meters in the swimming pool and then
4. I **ran** 5 kilometers.
5. At lunchtime I **met** my friends in a café.
6. We **ate** some pasta and **drank** some juice.
7. After lunch I **slept** for a few hours, I **was** tired!

PARTE 2: BODY AND MIND

Tema 1: My Body

ÍNDICE

0. Introduction
 1. Vocabulary: Body Parts
 2. Physical Description
 3. Grammar: Can / Could
 4. Listening and Speaking
-

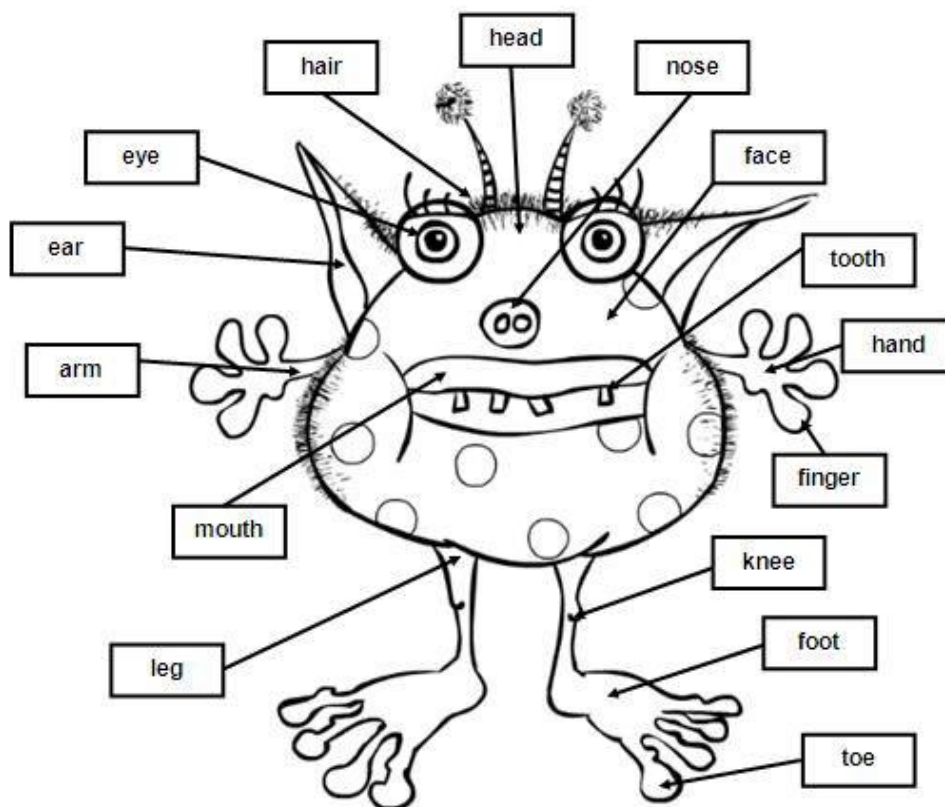
0. Introduction

En este tema vamos a estudiar las partes del cuerpo y cómo describir físicamente a personas.

También aprenderemos cómo usar los verbos modales “can” y “could”.

1. Vocabulary: Body Parts

The alien's body



Si quieres conocer más y escuchar la pronunciación de las partes del cuerpo, visualiza el siguiente vídeo:

<https://www.youtube.com/watch?v=PsRlh35ckg8>

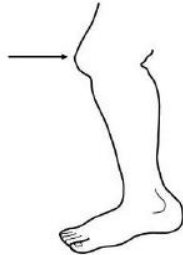


Actividad 1

Escribe qué parte del cuerpo señala cada dibujo:



1. _____



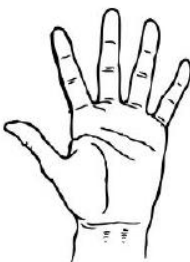
2. _____



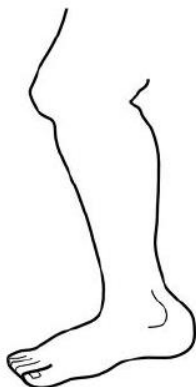
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Curiosidad

Cuando hablamos de las partes del cuerpo y de las prendas de vestir, se utilizan los adjetivos posesivos en vez del artículo.

- *You have **your** hair curly.*
- *Tienes el pelo rizado.*
- *I wash **my** face in the morning.*
- *Me lavo la cara por la mañana.*



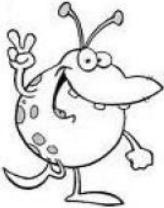
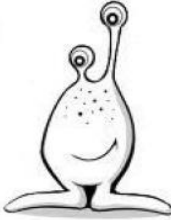



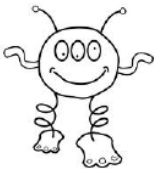





Actividad 2

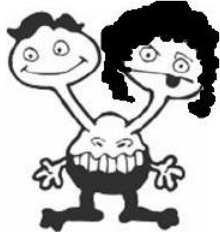










Match the vocabulary with the correct definition and write **a-j** next to the numbers **1-10**.

- | | | |
|---------|---|------------|
| 1..... | You use this part of the body to hear. | a. eyes |
| 2..... | You have ten of these, five on each hand. | b. ear |
| 3..... | You have two of these. You use them to walk. | c. head |
| 4..... | You use these to see. | d. throat |
| 5..... | You use this to talk, smile and eat. | e. foot |
| 6..... | The part of your body with your hair, eyes, mouth, nose and ears on. | f. fingers |
| 7..... | At the bottom of your leg, you have a _____. You wear a shoe on it. | g. mouth |
| 8..... | You have one _____ in the middle of your face. You use it to smell. | h. nose |
| 9..... | After your mouth, your food goes down your _____. Sometimes this part of the body hurts when you are ill. | i. arms |
| 10..... | You have two of these. They have your hands at the end. | j. legs |

2. Physical Description

Existe muchísimo vocabulario relacionado con las descripciones físicas, vamos a presentarte el principal:

<p>Height</p>	 <p>short / medium-sized / tall</p>		
<p>Weight</p>	 <p>thin</p>	 <p>fat</p>	 <p>well-built</p>
<p>Age</p>	 <p>young</p>	 <p>middle-aged</p>	 <p>old</p>
<p>Face</p>	 <p>round</p>	 <p>oval</p>	 <p>square</p>
<p>Eyes</p>	 <p>big</p>	 <p>small</p>	 <p>narrow</p>

Hair	 short straight / long curly	 bald		
Other physical characteristics	 moustache	 beard		
Character	 happy	 sad	 angry	
Complements	 glasses	 umbrella	 hat	 bag

Para preguntar cómo es alguien, usamos: **What is he / she like?**

Para responder, utilizaremos el verbo *have got* que hemos estudiado en este tema y, cuando hablemos de cómo son los ojos, el pelo, la cara... pondremos esa palabra delante, ya que son adjetivos. E.g. *It has got big, round, blue eyes.*

OJO: Con los complementos no usamos el verbo *have got*. Se utiliza **Wear** con **glasses** y **hat**; mientras que con **bag** y **umbrella** usamos **Carry**

Paul wears glasses and he carries an umbrella.

Actividad 3

Lee las descripciones y adivina a qué alien se refiere:



1. My name is Kork. I have four ears and one big eye. My hair is short. I am happy.
2. I am Rotter. I have two eyes and two mouths. I am sad because I am bald.
3. My name's Buzzy. I have a long nose and a round face. My hair is short, and I have got three eyes and mouths.
4. I'm Zorko. I have long straight hair and a long nose too. I am angry and I haven't got any arms.

Reading activity

My Classmates

Hi! my name's Mark. We've got a poster of my classmates on the wall. Take a look!

This is Paul. He is my best friend. He has got short, curly hair and big, blue eyes.

His favourite subject is History.

My friend Fiona has got long, red hair and freckles. She's got big, green eyes.

She likes French very much.

Danny has got short, fair hair and brown eyes. He is tall and he loves music.

Actividad 4

Answer the following questions:

1. Where is the poster?
2. What colour are Paul's eyes?
3. What's Fiona's hair like??
4. What colour is Danny's hair?
5. What does Danny love?

3. Grammar: Can / Could

Como ya sabéis del curso anterior, en inglés existe un grupo de verbos llamados modales (o defectivos) con el significado de **poder, deber, etc.** Estos verbos son muy usados en el lenguaje corriente y poseen, generalmente, el tiempo presente y a veces el tiempo pasado. Además, presentan una serie de características comunes que veremos a continuación.

Características de los verbos modales

Los verbos modales son verbos auxiliares (es decir, forman la negativa e interrogativa por sí solos.)

- **No tienen significado** (por eso mismo no pueden ir nunca solos)

- Siempre **acompañan a un verbo principal** (que será quien lleve el significado)

I can play / I can swim / He can speak Chinese.

- **Son invariables** (es decir, no añaden “-s” en 3ª persona de singular – he, etc.)

I can play tennis / He can play tennis

- **No tienen tiempo verbal** (excepto “can” y su equivalente “could” en pasado)

I can play tennis / He could play tennis when he was 18

- Siempre van **seguidos de infinitivo sin “to”**.

El verbo CAN: afirmativa, negativa, interrogativa

Can se usa para expresar las **habilidades** que se pueden adquirir a través del aprendizaje, lo que hemos aprendido a hacer, por eso va **seguido de un verbo**, es decir, de **una acción**, no de un sustantivo. Veamos los ejemplos:

I can understand German but I can't speak it (yo entiendo alemán, pero no lo hablo)

She can play chess (ella sabe jugar al ajedrez)

I can swim but I can't fly (yo puedo nadar, pero no puedo volar)

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

Por otra parte, para formar la negativa e interrogativa de **can** no utilizamos ningún auxiliar. Como hemos visto en el cuadro de los verbos modales, el verbo **CAN** se comportará en sus formas negativas e interrogativas de la misma forma que el verbo “**to be**” lo hacía. Por lo tanto, para formar la negativa añadiremos la partícula negativa **NOT**:

FORMA AFIRMATIVA	FORMA NEGATIVA	FORMA NEGATIVA CONTRAIDA
I can swim	I cannot swim	I can't swim
They can play football	They cannot play football	They can't play football

En cuanto a la forma interrogativa, invertiremos el orden de verbo y sujeto.

FORMA AFIRMATIVA	FORMA INTERROGATIVA	RESPUESTAS CORTAS	
I can swim	Can I swim?	Yes, I can	No, I can't
They can play football	Can they playfootball?	Yes, they can	No, they can't
We can swim in the sea	Can we swim in thesea?	Yes, we can	No, wecan't

Para practicar la pronunciación y algunos usos del CAN puedes hacer clic en lossiguientes enlaces:

- <http://www.ompersonal.com.ar/ELEMENTARY/unit12/page2.htm>
- http://www.aulafacil.com/CursoIngles/Sonido_eng_class42.htm

Actividad 5

Say what you can do or can't do. Write "I can" or "I can't" in the blanks.

- I _____ speak Chinese.
- I _____ sing very well.
- I _____ run 20 kilometres.
- I _____ ride a bicycle.
- I _____ play basket.
- I _____ swim.
- I _____ understand my teacher of English.
- I _____ dance "sevillanas".
- I _____ climb a tree.
- I _____ speak Spanish.
- I _____ fly.

12. I _____ play chess.
13. I _____ play the guitar.
14. I _____ make cookies.
15. I _____ skate.

Actividad 6

Write the following words in order:

1. milk can please I the have?

Can I have the milk, please?

2. school can't to she go.

3. languages can other speak she?

4. can't he letter a write.

5. you under can't water the run.

6. vegetarian she because meat eat she's can't a.

7. come on Sunday to they lunch can.

8. have we taxi a can?

9. speak can you English.

10. you can play the violin?

11. draw they can't well.

12. play I basketball can.

13. we can come house to your?

14. she sleep can't.

15. you cook can?

16. watch can television I?

Para practicar más, sigue el enlace: <https://www.grammarbank.com/can-cant-exercises.html>

El verbo COULD: afirmativa, negativa, interrogativa

El verbo modal '**could**' se utiliza para expresar **habilidad en pasado** y para expresar **cortesía**. Se suele traducir como 'podía', aunque en algunos casos se traduce como 'sabía'.

Yo **sabía** nadar cuando tenía cinco años.

I **could** swim when I was five.

(habilidad)

¿Podrías abrir la ventana?

Could you open the window?

(cortesía)

Los **aspectos importantes** que debemos tener en cuenta son los siguientes:

- El modal '**could**' es el **pasado de 'can'**. Al igual que con todos los modales se utiliza la **misma forma** para todas las personas, tanto singular como plural.
- Recuerda que al hacer **respuestas cortas** debemos contestar con el modal empleado (i.e. **Could you speak louder?** - Yes, I **could** / No, I **couldn't**)
- Los modales siempre van **seguidos** de otro **verbo sin** la preposición '**to**'.

FORMA AFIRMATIVA	FORMA NEGATIVA	FORMA NEGATIVA CONTRAIDA
I could swim	I could not swim	I couldn't swim
They could play football	They could not play football	They couldn't play football

En cuanto a la forma interrogativa, invertiremos el orden de verbo y sujeto.

FORMA AFIRMATIVA	FORMA INTERROGATIVA	RESPUESTAS CORTAS	
I could swim	Could I swim?	Yes, I could	No, I couldn't
They could play football	could they play football?	Yes, they could	No, they couldn't
We could swim in the sea	could we swim in the sea?	Yes, we could	No, we couldn't

Para más explicaciones, sigue el enlace:

<https://www.youtube.com/watch?v=kFT5ch9mros>

Actividad 7

Completa las oraciones con “could” o “couldn’t” (“could not”)

1. When I was five years old, I speak English (X)
2. When she was ten years old, she dance. (V)
3. I climb trees when I was 7 years old. (V)
4. What you do when you were seven?
5.he ride a bike when he was three?
6. When I was only one, I walk, but I climb trees.
7. When they were ten, theyuse a computer, but theytell the time.
8.they swim when were five?
9. My mother run when she was four.
10. your brother write his name when he was eight?

Actividad 8

Use **can**, **can't**, **could**, or **couldn't** to complete the sentences. Some of them have **two possible answers**.

1. When Mary was 15, she was a fast runner. She _____ run 200 meters in 30 seconds.
a. could b. can't c. can d. couldn't
2. I am sorry but I _____ come to your party next Friday.
a. can b. can't c. couldn't d. could
3. I am not in a hurry. I _____ wait for you if you need more time to study.
a. could b. can c. can't d. couldn't
4. I was very sick yesterday. I _____ eat anything.
a. can b. can't c. could d. couldn't
5. Please speak louder. I _____ hear you very well.
a. could b. couldn't c. can d. can't
6. I am very tired because I _____ sleep last night.
a. can't b. could c. can d. couldn't
7. John was a smart child. He _____ read when he was two.

- a. couldn't b. can c. could d. can't
8. It is sunny outside. _____ we go outside and play?
a. Could b. Couldn't c. Can d. Can't
9. It is cold in here. _____ you please shut the window?
a. Can't b. Could c. Couldn't d. Can
10. The lock was broken. I _____ open the door.
a. can b. can't c. could d. couldn't
11. I like math. I _____ solve math problems quickly.
a. could b. couldn't c. can d. can't
12. Tom is too small to play soccer. What _____ he do?
a. can't b. can c. could d. couldn't
13. The museum is closed. We _____ go today.
a. can b. could c. can't d. couldn't
14. When _____ he walk? (Answer: At 12 months.)
a. couldn't b. can c. could d. can't
15. I was so tired. I _____ have slept the whole day.
a. can b. can't c. could d. couldn't

Puedes practicar más siguiendo los enlaces:

<https://www.perfect-english-grammar.com/modal-verbs-of-ability-exercise-1.html>

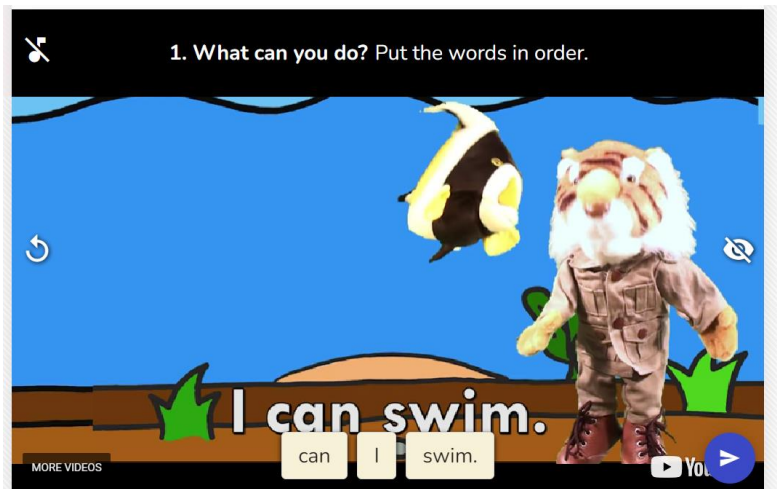
<https://agendaweb.org/exercises/verbs/modals/can-could-2>

4. Listening and Speaking

Listen to the dialogue between Tiger and his friends, and unmix the sentences:

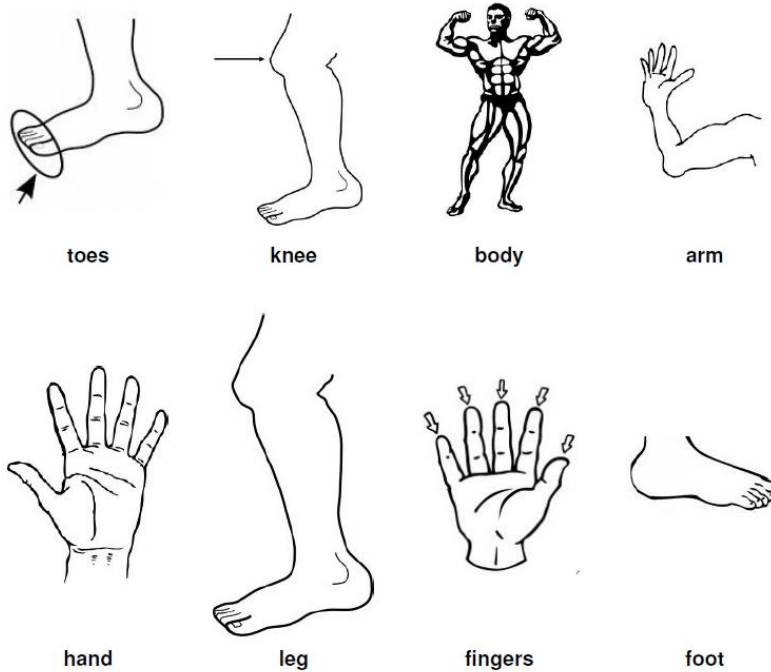
<https://www.youtube.com/watch?v=hA3ClzoslBo>

Then, make 3 sentences about what you can or can't do now, or you could or couldn't do in the past.



Respuestas a las actividades propuestas

Actividad 1



Actividad 2

1b, 2f, 3j, 4a, 5g, 6c, 7e, 8h, 9d, 10i

Actividad 3

2 – 4 – 1 – 3

Actividad 4

1. It is on the wall.
2. They are blue
3. It is long and red.
4. It is fair.
5. He loves music

Actividad 6

2. She can't go to school.
3. Can she speak other languages?
4. He can't write a letter.

5. You can't run under the water.
6. She can't eat meat because she's a vegetarian.
7. They can come to lunch on Sunday.
8. Can we have a taxi?
9. You can speak English.
10. Can you play the violin?
11. They can't draw well.
12. I can play basketball.
13. Can we come to your house?
14. She can't sleep.
15. Can you cook?
16. Can I watch television?

Actividad 7

1. When I was five years old, I **couldn't** speak English (X)
2. When she was ten years old, she **could** dance. (V)
3. I **could** climb trees when I was 7 years old. (V)
4. What **could** you do when you were seven?
5. **Could** he ride a bike when he was three?
6. When I was only one, I **could** walk but I **couldn't** climb trees.
7. When they were ten, they **couldn't** use a computer, but they **could** tell the time.
8. **Could** they swim when they were five?
9. My mother **could** run when she was four.
10. **Could** your brother write his name when he was eight?

Actividad 8

- 1a, 2b, 3b, 4d, 5c, 6d, 7c, 8c / a, 9d / b, 10d, 11c, 12c / b, 13c, 14c, 15c

PARTE 2: BODY AND MIND

Tema 2: Healthier Future

ÍNDICE

0. Introduction
 1. Vocabulary: Healthy Habits
 2. Grammar: Should / Must / Mustn't
 3. Listening and Speaking
-

0. Introduction

En este tema vamos a aprender el vocabulario necesario para hablar de **hábitos saludables**. Para poder hacerlo, estudiaremos también los verbos modales **should / shouldn't, must / mustn't** que se usan para dar consejos y para expresar obligaciones y prohibiciones.

1. Vocabulary: Healthy Habits

A **healthy lifestyle** involves a combination of good physical, mental and social **well-being**. Being in good health encompasses so much more than what we often take it to mean; free from illnesses and diseases...

To **keep healthy**, here are some things you can do:

- **Exercise** regularly
- Eat a **balanced diet**
- Have a happy and **positive attitude**
- Have a good **sleep schedule**

Actividad 1

Clasifica los siguientes hábitos en **saludables (healthy)** y **no saludables (unhealthy)**:



Healthy habits	Unhealthy habits

Para aprender la pronunciación y la traducción de estas expresiones, mira el vídeo:

<https://www.youtube.com/watch?v=jnK5JR9DKeM>



Actividad 2

HOW HEALTHY ARE YOU?

Answer the questions to know how healthy you are:

	YES	NO
1 – Do you have breakfast every morning?	0	1
2 – Do you drink mainly water?	0	1
3 – Do you drink soda every day?	1	0
4 – Do you smoke?	1	0
5 – Do you eat fruit and vegetables every day?	0	1
6 – Do you drink alcohol every week?	1	0
7 – Do you sleep at least 8 hours per night?	0	1
8 – Do you practice any physical activity?	0	1
9 – Do you sometimes take drugs?	1	0

Para practicar la comprensión auditiva y la expresión escrita, sigue el enlace:

<https://www.liveworksheets.com/w/en/english-second-language-esl/2095474>

2. Grammar: Should / Must / Mustn't

Modal Verbs

¿Cómo enterarse de las **condiciones** de los trabajos que ha encontrado? ¿Qué **requisitos** piden? Ésta es ahora la preocupación de Santiago: ya que sabe interpretar los datos básicos de una oferta o anuncio, tiene que enterarse bien de las **condiciones y requisitos**.

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

Se llaman **verbos modales**, pues en realidad no aportan un verdadero significado, una verdadera acción, sino que **expresan un modo o manera de hacer una acción**, por eso tienen la particularidad de ir siempre acompañados de otro verbo (no pueden ir solos, salvo en las respuestas cortas, claro). En el tema anterior vimos otros de los verbos modales (CAN y COULD) y dábamos las características especiales que tienen este tipo de verbos. Vamos a recordarlas:

General characteristics of modal verbs

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

- **No tienen significado** (por eso mismo no pueden ir nunca solos)
- Siempre **acompañan a un verbo principal** (que será quien lleve el significado)
- **Son invariables** (es decir, no añaden “-s” en 3ª persona de singular – he, etc.)

- **No tienen tiempo verbal** (excepto “can” y su equivalente “could” en pasado)
- Siempre van **seguidos de infinitivo sin “to”**. Es decir,
NO añade “-s” de 3ª persona singular
NO añade “-ing”
NO añade “-ed” de pasado si es regular
NO se pone en **pasado simple** (segunda columna) si es irregular
NO lleva “to” delante
TAMPOCO va **seguido** nunca de “to”

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

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

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

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

MUST (obligation)

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

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

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

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

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

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

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

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

MUSTN’T (prohibition)

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

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



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

SHOULD (advices and recommendations)

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

Pulsa aquí para empezar a practicar “SHOULD”
<http://www.aulafacil.com/CursosIngles/Ejercicios45.htm>

Pulsa aquí para saber más sobre el uso de “SHOULD” y “SHOULDN’T” y practicar con un ejercicio. <http://www.eclecticenglish.com/grammar/Should1A.html>


Pulsa aquí para hacer un ejercicio con “SHOULD”. Te darán una afirmación y tú tienes que dar un consejo, eligiendo entre los cuatro posibles. Puedes utilizar un diccionario que tengas en casa o uno en línea. ¡Ánimo y adelante!

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


Actividad 3

Choose the right option. **Can, Must, Should**


1. Steven ... play the drums really well.
a) Can't
b) Can
c) must




8. This is dangerous. They ... sit down.
a) Can
b) should
c) mustn't




15. ... you drive a tractor?
No, because I'm 16!
a) Can
b) Must
c) Should




2. You ... be quiet because dad is taking a nap.
a) Can't
b) must
c) shouldn't




9. Sam ... protect his skin with some sun cream.
a) should
b) must
c) Can




16. He ... make you an amazing tattoo now.
a) Can
b) must
c) shouldn't




3. Arthur ... go shopping. His fridge is empty!
a) Can
b) must
c) shouldn't




10. My sister Amanda ... bake delicious biscuits.
a) Can
b) must
c) should




17. You ... take your umbrella in trip to London.
a) Can
b) must
c) should




4. Tim ... eat two ice creams. It's not a good idea.
a) mustn't
b) Can't
c) shouldn't




11. Your cousin ... surf very well. And you?
a) Can
b) must
c) should




18. Drivers ... stop because the kids are crossing.
a) Can
b) must
c) should




5. You ... eat much fast food every day.
a) Can't
b) mustn't
c) shouldn't




12. Remember that you ... take a selfie in class.
a) Can't
b) mustn't
c) shouldn't




19. Ben, you ... drive if you are drunk. It's illegal!
a) Can't
b) mustn't
c) shouldn't




6. You ... be afraid, Peter.
a) Can't
b) mustn't
c) shouldn't




13. Sheila ... play the bassoon at all!
a) Can't
b) mustn't
c) shouldn't




20. My neighbour ... be on a diet. She's too fat!
a) Can
b) must
c) should



7. Wow! Nadia ... speak eight languages.
a) Can
b) must
c) should



14. Freddy sleep. He has a very important exam.
a) Can't
b) mustn't
c) shouldn't



21. You ... see well, Samuel. Wear your glasses!
a) Can
b) Can't
c) should



Para más explicaciones y ejercicios, sigue los enlaces:

<https://www.liveworksheets.com/w/en/english-second-language-esl/180908>

<https://www.liveworksheets.com/w/en/english-second-language-esl/240208>

3. Listening and Speaking

Watch the YouTube video and **answer** the following **questions** (orally)

<https://www.youtube.com/watch?v=xdLUrJgDhj8>



Good and Bad Habits | Everyday English

1. What are the situations in our life often a result of?
2. Why is exercise good?
3. What does the expression, “you are what you eat” mean?
4. What kind of people are the least popular at work?
5. What is a negative effect of using your phone in bed?
6. On average, how many extra hours of sleep can you get without your phone?

Respuestas a las actividades propuestas

Actividad 1

Healthy habits	Unhealthy habits
wash my face brush my teeth do sports exercise run dance eat healthy food eat vegetables eat fruit drink water read a book take a shower sleep well	eat junk food watch TV play videogames

Actividad 2

Results

- 0 – 3 Congratulations! You live pretty healthy. Keep on the good work!
- 4 – 6 Your lifestyle is not very good for your health. Try to improve a few things.
- 7 – 9 Your habits are not good enough to live well. You absolutely have to change things before you get too old ☹

Actividad 3

- 1b, 2b, 3b, 4c, 5c, 6c, 7a,
8b, 9a, 10a, 11a, 12b, 13a, 14c,
15a, 16a, 17c, 18b, 19b, 20c, 21b

PARTE 2: BODY AND MIND

Tema 3: Get Well!

ÍNDICE

- 0. Introduction
 - 1. Vocabulary: Illness
 - 2. Grammar: Have to / Don't have to
 - 3. Listening and Speaking
-

0. Introduction

Este tema se centra en el vocabulario que empleamos para hablar de la salud y la enfermedad.

Además, añadiremos otro verbo modal a nuestro repertorio (HAVE TO), un modal que se usa para expresar **obligación** (en su forma afirmativa), o la **ausencia de obligación** (en forma negativa).

1. Vocabulary: Illness

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

Para escuchar la pronunciación de las palabras y expresiones relacionadas con la salud y la enfermedad, y para aprender nuevas palabras, mira el siguiente video:

<https://www.youtube.com/watch?v=Zm1KKcgQ7DM>



Health Problems - English Vocabulary - Health Issues in English

Para practicar el uso de estas palabras, pincha aquí:

<https://www.liveworksheets.com/w/en/english-second-language-esl/1605870>

Reading activity

Read the text and answer the questions

FEELING ILL

Mrs. Wellington: Take a seat doctor Cooper.

Dr. Cooper: Thank you, Mrs. Wellington. Hello, Sarah! You don't look very well. What's the matter with you?

Sarah: I feel awful, doctor!

Mrs. Wellington: She's got temperature and a terrible headache. And a cough too.

Dr. Cooper: Open your mouth, please. Let me see your throat. Good. Have you got any pain I your back?

Sarah: No pain, doctor.

Dr. Cooper: Now breathe deeply, Sarah ... again That's all right.

Mrs. Wellington: What's the problem with her, Dr. Cooper? Is it serious?

Dr. Cooper: Not very serious, Mrs. Wellington. She's got a flu. It's worse in summer, Sarah. You must stay in bed. Don't go out and don't forget to take these medicines: aspirin 3 tablets a day and a cough mixture after meals.

.....

Sophia: How do you feel today, Sarah?

Sarah: I feel better thanks. The temperature is not so high.

Sophia: How about your appetite? Is it better or worse?

Sarah: Better, of course. I'm feeling quite hungry today...

Sophia: Great! I wish you a quick recovery, Sarah. See you tomorrow.

Sarah: See you. And thanks a lot for your visit.

1. What is the matter with Sarah?
2. Who comes to see her?
3. What medicines must she take?
4. Who visits her some days later?
5. How does she feel then?

2. Grammar: Have to / Don't have to

Vamos a comenzar dando una traducción general: **Have to** y **Has to** significan **tener que**. Por otro lado, las expresiones negativas **Don't have to** y **Doesn't have to** se traducen **no tener que**. Ejemplos:

- She **has to** come home before 11 pm. / Ella **tiene que** venir a casa antes de las 11 pm.
- We **don't have to** send emails. / No **tenemos que** enviar correos electrónicos.

Existen algunas pequeñas aclaraciones muy importantes sobre este tema que vamos a exponer a continuación.

Forma

- **has to / doesn't have to** se usan para la tercera persona singular (él, ella)
- **have to / don't have to** se usan para todas las demás personas

Usos

Cuando usamos esta forma en afirmativo, existen dos posibles sentidos: obligación y necesidad.

Obligación

- For this job you **have to** wear a uniform. / Para este trabajo usted **tiene que** usar un uniforme.
- He **has to** be at work at 8 am every day. / Él **tiene que** estar en el trabajo a las 8 am todos los días.

Necesidad

Existen otras situaciones donde no está implicada una obligación, sino más bien una necesidad de hacer algo. Observa los siguientes ejemplos:

- I **have to** study for tomorrow's literature exam. / **Tengo que** estudiar para el examen de literatura mañana.
- She **has to** call the doctor tonight. / Ella **tiene que** llamar al doctor esta noche.

En los ejemplos podemos observar claramente que hablamos de obligaciones: usar uniforme en la primera oración y estar en la oficina a una hora específica en la segunda.

Forma negativa – ausencia de obligación

Las expresiones Have to y Has to al ser usadas en su **forma negativa**, implican la ausencia de necesidad u obligación. Observa los siguientes ejemplos para que sea más claro:

- I **don't have to** wear a uniform for my job because I am a lawyer. / *No tengo que (no estoy obligado/a a) usar un uniforme para mi trabajo porque soy abogado/a.*
- You **don't have to** come to the meeting; it is not mandatory. / *No tienes que (no tienes la necesidad o la obligación de) venir a la reunión; no es obligatorio.*

Comparación entre MUST y HAVE TO

1. Obligation

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

o **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.

o **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.

Remember!

Must/Have to, Mustn't/Don't have to

<p>MUST</p> <p><u>Usage</u></p> <ul style="list-style-type: none">Express personal obligationExpress what the speaker thinks is necessaryExpress subjective obligation  <p><u>Examples</u></p> <ul style="list-style-type: none"><i>You must work hard.</i><i>All passengers must wear seat belts.</i>	<p>HAVE TO</p> <p><u>Usage</u></p> <ul style="list-style-type: none">Express impersonal obligationThe subject is obliged or forced to act by a separate, external power (for example, the Law or school rules)Express objective obligation  <p><u>Examples</u></p> <ul style="list-style-type: none"><i>I have to leave early today.</i><i>You will have to pay for the excess.</i>
<p>MUSTN'T</p> <p><u>Usage</u></p> <ul style="list-style-type: none">It is prohibited; it is not allowed. It is important that you do NOT do something. The prohibition can be subjective (the speaker's opinion) or objective.  <p><u>Examples</u></p> <ul style="list-style-type: none"><i>Children mustn't talk to strangers.</i><i>Cars mustn't park in front of the entrance.</i>	<p>DON'T HAVE TO</p> <p><u>Usage</u></p> <ul style="list-style-type: none">There is no obligation; you are not required to do something, especially if you don't want to.  <p><u>Examples</u></p> <ul style="list-style-type: none"><i>You don't have to make excuses for her.</i><i>You don't have to whisper, no one can hear us.</i>

Actividad 1

Complete the following sentences with have/has to or don't doesn't have to:

- a) James is a smart guy, he _____ (study) a lot!
- b) Lorenz and Susan live in a really old house, they _____ (buy) a new one.
- c) Do you really _____ (speak) so fast? I _____ (write down) every single word!

- d) No, you _____ (write down) every word I say, just the most important ideas!
- e) Oh, look at the time I _____ (run) or a I'll lose the train!
- f) You _____ (run), the train is going to be delayed.
- g) She has a wonderful hair but she _____ (wash) it every day.
- h) We can share a taxi if you want to. You _____ (walk) home
- i) Do we _____ (go) now or can we wait for my sister?
- j) We _____ (wait) for your sister, she has the keys!

Actividad 2

Complete the sentences with the appropriate forms of *must* or *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.
35.- At a restaurant you _____ pay the bill but you _____ eat everything.

Puedes hacer ejercicios en línea sobre el uso de MUST y HAVE TO pinchando aquí: <https://test-english.com/grammar-points/a2/have-to-dont-have-to-must-mustnt/> o aquí: <https://www.grammarbank.com/must-have-to-exercise.html>

3. Listening and Speaking

Watch the video and answer the questions:

<https://en.islcollective.com/english-esl-video-lessons/vocabulary-practice/general-vocabulary-practice/talking-about-illness/155996>

1. What does the question mean? (WHAT'S THE MATTER?) Select the right answer.

what's the matter?

How are you?

What is your problem?

Can I help you?

YouTube

Respuestas a las actividades propuestas

Reading activity

1. She feels awful. She's got temperature, a terrible headache and a cough.
2. Dr. Cooper comes to see her.
3. She must take 3 aspirins a day and a cough mixture after meals.
4. Her friend Sophia visits her some days later.
5. She feels better.

Actividad 1

- a) James is a smart guy, he **doesn't have to study** a lot!
- b) Lorenz and Susan live in a really old house, they **have to buy** a new one.
- c) Do you really **have to speak** so fast? I **have to write down** every single word!
- d) No, you **don't have to write down** every word I say, just the most important ideas!
- e) Oh, look at the time I **have to run** or a I'll lose the train!
- f) You **don't have to run**, the train is going to be delayed.
- g) She has a wonderful hair but she **has to wash** it every day.
- h) We can share a taxi if you want to. You **don't have to walk** home
- i) Do we **have to go** now or can we wait for my sister?
- j) We **have to wait** for your sister, she has the keys!

Actividad 2

1.- have to 2.- mustn't 3.- don't have 4.- must 5.- don't have to 6.- must 7.- mustn't
8.- must 9.- have to 10.- must 11.- have to 12.- don't have to 13.- had to 14.- don't have
15.- mustn't 16.- mustn't 17.- have to 18.- must 19.- don't have 20.- mustn't 21.- mustn'
t 22.- must 23.- don't have to 24.- must 25.- hast to 26.- mustn't 27.- have to 28.- don't
have to 29.- mustn't 30.- doesn't have to 31.- don't have to 32.- have to 33.- mustn't 34.-
doesn't have to 35.- have to / don't have to

Parte 3. Looking forward

1. Tema 1 → Let's celebrate!
-

ÍNDICE

0. Introducción
 1. Present simple with future meaning
 - 1.1. Forma
 - 1.2. Usos
 - 1.3. Expresiones temporales
 2. Present continuous with future meaning
 - 2.1. Forma
 - 2.2. Usos
 - 2.3. Expresiones temporales
 3. Vocabulario: festivities and making arrangements
-

0. Introducción

¿Has pensado qué vas a hacer cuando acabes la ESPA? Seguro que tienes algunos planes. Por eso, esta primera unidad va a tratar sobre el uso y estructura del futuro en inglés. Siguiendo en la línea de mostrarte el mundo anglosajón, esta unidad te vamos a presentar a dos amigas: Karen y Marta.

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

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

Actividad nº1

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

Karen: Hi Marta!

Marta: Hi Karen! What's up?

Karen: It's very hot today and I'm thirsty. **Shall we have** a beer? Marta: A beer? No, thanks. I don't like beer, but **I will have** a coke. Karen: Well, Marta, what are your plans for next year?

Marta: **I am going to study** at university. Karen: Here in Toledo?

Marta: I don't know. **I will stay** here in Toledo or **I will go** to Madrid. Karen: Oh, and **what are you going to study?**

Marta: **I am going to study** Medicine. Karen: Is there a Medicine school in Toledo?

Marta: **There will be one soon.** What about you, Karen? Karen: Me? Oh, **I will... I will be** a mother next year.

Marta: Really? You're joking!!

Karen: No, I'm not. I am pregnant and **I am going to have** a baby in 6 months. Marta: Wow! Congratulations! That's very good news.

Karen: Thank you!

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

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

Marta: That's very interesting!

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

Marta: **I'm going** to a concert on Friday. Look! I have the tickets here. Karen: **I'm visiting** a friend in Salamanca and **I'm going** by train.

Marta: **What time does it leave** from Toledo? Karen: **It leaves** at 5 in the afternoon.

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

Karen: You are a very good friend, Marta (laughing) Marta: And **you will be** an excellent mother! (laughing too)

1. Present simple with future meaning

1.1 Form

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

Example: The train leaves at 11:00 am.

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

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

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

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

Short answers

(+) YES, + SUBJECT + DO/DOES

Example: Yes, it does

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

Example: No, it doesn't

Short forms

DO NOT= DON'T

DOES NOT = DOESN'T

1.2. Usos

El presente simple con valor de futuro se usa para situaciones que **esperamos que ocurran con seguridad**, ya que son hechos fijos o siguen algún tipo de horario o programa que son inalterables.

Para evitar confusiones con el uso normal del presente simple (situaciones habituales), este uso tiene que ir **acompañado de alguna expresión que indique futuro**.

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

No se utiliza para planes, sino para actividades programadas con horario definido, y tampoco se puede usar para acontecimientos que están fuera de nuestro control (por ejemplo, para hablar del clima).

1.3. Expresiones temporales

Como ya hemos visto en otras ocasiones, estas expresiones temporales suelen ir en inglés final de la oración.

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

Recuerda

Recuerda que hemos de añadir al verbo **-s** o **-es** a la tercera persona del singular (he / she / it) cuando formamos la afirmativa.

- a. DO, GO add –ES → She goes, He does

- b. Verbs ending in s or a sound similar to s add -ES
–ss miss – missES → She missES, He passES.

-sh wash – washES → He washES, She wishes

-ch watch – watchES → She watchES, He catchES

c. Verbs ending in consonant + y add -ies

Study – study + i + es → I study English, she studIES with me
Carry – carry + i + es → I carry boxes, he carrIES bags

2. Present continuous with future meaning

2.1 Form

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

Example: Mary is going to a party tonight

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

Example: Mary isn't going to a party tonight

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

Example: Is Mary going to a party tonight?

Short answers

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

Example: Yes, she is

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

Example: No, she isn't

Short forms

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

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

2.2. Usos

El presente continuo se usa para **planes futuros que son muy probables** (ya hemos concertado la cita, comprado los billetes, etc.).

Al igual que en el caso anterior, para evitar confusiones con el uso normal debe ir **acompañado de alguna expresión de futuro**. Tampoco puede usarse para acontecimientos fuera de nuestro control.

Example: I'm meeting Martha **tomorrow evening**

2.3 Expresiones temporales

Usaremos las mismas expresiones de tiempo que en el *Present Simple* ya que ambos tiempos tienen valor de futuro.

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

Recuerda

Recuerda que algunos verbos sufren cambios al añadir -ing a la forma base del verbo.

- a. When verbs end in silent e, the e drops out. Come – Come + ING → He is comING by car
Smoke – Smoke + ING → She is smokING a cigar
Write – Write + ING → I am writING a postcard

- b. Verbs ending in *consonant + vowel + consonant* double the last consonant. Sit – SittING → She is sitting on a chair
Swim – SwimmING → I am swimming in the sea

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

Fix – Fixing → The mechanic is fixING my car

Mix – Mixing → The baby is mixING colours

- c. One syllable verbs ending in -IE change -IE by -Y before adding -ING. Lie – Lie + y + ING → I am not lyING to you!
Die - Die + y + ING → The fish is dyING out of water

Actividad nº 2

Tom wants you to visit him but you are very busy. Look at your diary for the next few days and explain to him why you can't come.

MONDAY Volleyball 7.30
TUESDAY Work late (till 9 pm)
WEDNESDAY Theatre (with mother)
THURSDAY Meet Julia 8pm

Tom: Can you come on Monday evening?

You: Sorry but **I am playing volleyball**

Tom: What about Tuesday evening then?

You: No, not Tuesday I _____ 1

Tom: And Wednesday evening?

You: _____ 2

Tom: Well, are you free on Thursday?

You: I am afraid not. _____ 3

Actividad nº 3

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

1. I _____ Peter tonight. He _____ us to a restaurant. (meet, take)
2. The ferry _____ at 9.00 from Dover and _____ at 10.45 in Calais. (leave, land)
3. My parents _____ their wedding anniversary next Sunday. They _____ to Paris. (celebrate, go)
4. I _____ a lecture this afternoon. And I _____ tomorrow either. (give, teach)
5. How _____ to the party tonight? _____ a bus? (get, catch)

Actividad nº 4

Complete the sentences using Present Simple or Present Continuous.

1. **I am going** (go) to the theatre this evening.
2. **Does the film begin** (the film / begin) at 3.30 or 4.30?
3. We _____ (have) a party next Saturday. Would you like to come?
4. The art exhibition _____ (open) on 3 May and _____ (finish) on 15 July.
5. I _____ (not / go) out this evening. I _____ (stay) at home.
6. “ _____ (you / do) anything tomorrow morning?” “No, I am free.

Why?"

7. We _____ (go) to a concert tonight. It _____ (begin) at 7.30.
8. *You are on the train to London and you ask another passenger:*
9. Excuse me. What time _____ (this train / get) to London?

3. Vocabulario: festivities and making arrangements

Cuando hablamos de eventos lo primero que se nos viene a la cabeza son celebraciones y fiestas. Veamos cómo se dicen algunas de ellas en inglés.

Birthday-Cumpleaños

Wedding- Boda

Party- Fiesta

Carnival – carnaval

Christmas Eve – Nochebuena

New Year's Eve – Nochevieja

Mother's Day – día de la Madre

Valentine's Day – día de San Valentín

Anniversary- Aniversario

Funeral-Funeral

Easter – Semana Santa / Pascua

Christmas Day – Día de Navidad

New Year's Day – día de Año Nuevo

Father's Day – día del Padre

En esta lista encontrará más vocabulario relacionado con las festividades.

Amusement - entretenimiento

Competition - competencia

Celebration – celebración

Decoration – decoración

Exhibit - exposición

Exhibition – exposición

Folklore – folklore

Fireworks - fuegos artificiales

Performance – actuación

Picnic – picnic

Spectacle – espectáculo

Tradition – tradición

Costumes – disfraces

Stall- puesto / caseta

Opera – ópera

Orchestra- orquesta

Audience - audiencia

Culture - cultura

Concert - concierto

Entertainment - entretenimiento

Event - evento

Festivity - festividad

Fair - feria

Parade - desfile

Performance art - arte de la performance

Show - espectáculo

Theater - teatro

Workshop – taller

Crowd- multitud

Theme park- parque temático

Play – obra de teatro

Curiosidad

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

- Valentine's day

<https://www.history.com/topics/valentines-day/history-of-valentines-day-2>

- Guy Fawkes day
<https://www.history.com/news/guy-fawkes-day-a-brief-history>
- Thanksgiving day
<https://www.timeanddate.com/holidays/us/thanksgiving-day>
- St. Patricks day
<https://www.history.com/topics/st-patricks-day>
- April Fool's day
<https://learnenglish.britishcouncil.org/general-english/magazine-zone/april-fools-day>

Actividad nº 5

Read the description and complete with the suitable festivity.

1. The annual festival of the Christian church commemorating Jesus' birth.

2. It is celebrated annually on 14th February. _____
3. The act of ceremony of marrying. _____
4. The day before Christmas Day. _____
5. It is a holiday honoring one's father. _____

Actividad nº 6

Match the words with their definitions:

1. event		a. a public procession in honour of an event, person, etc.
2. gather		b. a habitual practice, a tradition
3. wrap		c. something that occurs in a certain place during a particular time
4. parade		d. an explosive device for producing a display of light or a loud noise
5. fireworks		e. to enclose within a covering, as of paper
6. custom		f. clothing for a particular occasion such as a party:
7. costume		g. to bring or come together into one group

Actividad nº 7

Fill in the gaps with words from the box:

carnival – ceremonies – origin – event – hold – religious –
seasons – gather – wrapped – culture – parade – fireworks –
historical – custom – recipes – celebrations – decorations –
costume

1. Rio has the most famous _____ in the world.
2. When the festival starts, people _____ in the town square.
3. We have parties and other _____ throughout the festival.
4. Some of the religious _____ in our festivals are very old.
5. Our annual festival lets us show visitors our local _____.
6. You can learn about the _____ of the festival at the local museum.
7. In our summer festival it is a _____ to visit our friends.
8. In November I joined a course to learn how to make Christmas _____.
9. Over two thousand people took part in the _____.
10. When it gets dark, we set off the _____.
11. Our festivals help us to remember famous _____ events.
12. During the festival, we _____ a huge open-air concert.
13. There are many traditional _____ which people use to make special food.
14. The festival starts with an opening _____ where people walk through the streets.
15. Festivals with a _____ meaning are very important in our country.
16. We have four festivals, one in each of the four _____.
17. The dancers in the festival wore traditional _____.
18. She _____ the present and tied it with ribbon.

Actividad nº 8

Complete the following worksheet. Then, check your answers.

<https://www.liveworksheets.com/w/en/english-second-language-esl/209162>

Soluciones a los ejercicios propuestos

Actividad nº 1

Reading

Actividad nº 2

1. I'm working late / I am working late / I am working till 9 o'clock.
2. I am going to the theatre with my mother / I'm going...
3. I am meeting Julia / I'm meeting Julia

Actividad nº 3

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

Actividad nº 4

3. Are having / 're having
4. opens... finishes
5. am not going / 'm not going...am staying / 'm staying
6. Are you doing
7. Are going / 'm going...begins
8. does this train get

Actividad nº 5

1. Christmas
2. Valentine's Day
3. Wedding
4. Christmas Eve
5. Father's Day

Actividad nº 6

a4, b6, c1, d5, e3, f7, g2

Actividad nº 7

1. Rio has the most famous carnival in the world.
2. When the festival starts, people gather in the town square.
3. We have parties and other celebrations throughout the festival.
4. Some of the religious ceremonies in our festivals are very old.
5. Our annual festival lets us show visitors our local culture.
6. You can learn about the origin of the festival at the local museum.
7. In our summer festival it is a custom to visit our friends.
8. In November I joined a course to learn how to make Christmas decorations.
9. Over two thousand people took part in the event.
10. When it gets dark, we set off the fireworks.
11. Our festivals help us to remember famous historical events.
12. During the festival, we hold a huge open-air concert.
13. There are many traditional recipes which people use to make special food.
14. The festival starts with an opening parade where people walk through the streets.
15. Festivals with a religious meaning are very important in our country.
16. We have four festivals, one in each of the four seasons.
17. The dancers in the festival wore traditional costume.
18. She wrapped the present and tied it with ribbon.

Actividad nº 8

Las soluciones puedes comprobarlas al hacer la ficha.

Parte 3. Looking forward

Tema 2 → On board

ÍNDICE

- 0. Introducción
 - 1. Be going to
 - 1.4. Forma
 - 1.5. Usos
 - 1.6. Expresiones temporales
 - 2. Vocabulario: Travel accessories. Holiday activities
-

0. Introducción

En inglés se usan varias formas cuando hablamos de futuro. *Going to* es una de ellas y se utiliza para hablar de algo que sabemos que pasará en el futuro, que son planes o intenciones. También cuando se habla de algo que ya se ha decidido hacer.

En cuanto al vocabulario, en este tema aprenderemos palabras relacionadas con los viajes y actividades que hacemos cuando vamos de vacaciones.

1. Be going to

1. Form

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

Example: Mary is going to have a baby

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

Example: Mary isn't going to have a baby

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

Example: Is Mary going to have a baby?

Short answers

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

Example: Yes, she is

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

Example: No, she isn't

Short forms

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

2. Usos

Usamos el *be going to* para predicciones basadas en la evidencia.

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

También lo usamos para hablar de planes.

Example: She is going to have a baby next winter

Se usa para hablar de intenciones.

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

1.3 Expresiones temporales

Usaremos las mismas expresiones de tiempo que en el *Present Simple y Continuous (with future meaning)* ya que seguimos hablando del futuro.

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

Actividad nº 1

Complete the sentences with the words in the box.

Going	are	go	not	to	is
-------	-----	----	-----	----	----

- a) Whenyou going to have dinner?
- b) Tomorrow my friends are goinghave a party.
- c) Whatyour friend going to do tonight?
- d) Where are the children going to.....?
- e) They'reto visit their grandparents on Saturday.
- f) I'mgoing to eat in a restaurant because I haven't got any money.

Actividad nº 2

Make questions using the words given and the form BE GOING TO+V.

- a) When/she/go/ to the beach?
- b) When/he/play/ football?
- c) How/they/travel/to Ibiza?

- d) What places/you/visit/this summer?
- e) How long/you/stay/ in Madrid?
- f) Who/we/go/with?

Actividad nº 3

Complete these sentences with the appropriate form of BE GOING TO.

- a) What(you do) tomorrow?
- b) I(visit) my uncle.
- c) She(not go) to their party because they didn't invite her.
- d) When(he do) his homework?
- e) Tomorrow they(eat) in a restaurant.
- f)(we have) an exam next week?
- g) Where(they go)?
- h) They(not see) a film tonight.
- i) My parents(eat) fish tonight.
- j) What(your best friend study)?
- k) He(study) maths.
- l) What(she watch) tonight?
- m) She(watch) a comedy.
- n)(you study) English next year?

Actividad nº 4

Translate into Spanish.

- a) Are you going to go to the supermarket?
.....
- b) What are your friends going to do?
.....
- c) In the summer I'm going to eat ice cream
.....
- d) Are you going to ski in the winter?
.....
- e) We aren't going to visit our grandparents in the autumn
.....
- f) Sue isn't going to eat pizza
.....

2. Vocabulario: Travel accessories. Holiday activities

Reading comprehension

Read the following text and then decide if the four statements are true or false:

Male' International Airport

Though Male' is the capital of Maldives, it is too small to have an airport. Therefore, your flight to Maldives would land on the neighbouring island called Hulhule', which looks more like an aircraft carrier from the air, with the only runway in the world that begins and ends in water.

The island of Hulhule' is just over a kilometre from Male' and for years the island served as the holiday destination for the Sultans (kings who ruled before the country changed into a Republic in the early 1950s).

The Maldivian weather is sunny, and the temperature is usually between 28 - 31 degrees Celsius. If you are not used to continuous exposure to sunlight, it is advisable to apply skin lotions on your body to protect it from ultra-violet rays.

Once you have gone through Customs and Immigration and collected your luggage, you could either meet your holiday representative if you have already arranged your travel plans through a travel agent (advisable), or you could book a hotel resort through the Maldives Tourism Promotion Board's Counter. Also, if you want to exchange your currency, there is a foreign currency exchange counter to assist you.

1. There is no airport in Male'. Yes / No
2. In Hulhule planes land in the ocean. Yes / No.
3. Once you arrive at the airport you will go through immigration control. Yes / No
4. You must exchange currency before you reach the Maldives. Yes / No

Which of the items below would you take with you on a camping, beach or sightseeing holiday?

Actividad nº 5

a backpack	a beach towel	a first-aid kit	a guidebook
a kite	a penknife	a plug adapter	a sleeping bag
a snorkel	a torch	flip-flops	sun cream

A camping holiday: _____

A beach holiday: _____

A sightseeing trip: _____

Actividad nº 6

Match the words on the left with the definitions on the right:

- | | |
|------------------|--|
| 1. a voyage | a journey on a ship for pleasure |
| 2. a trek | a journey or trip for pleasure in which you visit different places |
| 3. a cruise | a long journey, especially by ship |
| 4. a tour | a long walk in the mountains or countryside |
| 5. an expedition | an organised journey by a group of people for a particular purpose |
| 6. an outing | a trip/visit for pleasure or education which usually lasts less than a day |

Now complete the sentences with words from above:

1. We are going on an _____ to Mount Everest next year.
2. Travis was exhausted after the _____ in the forest.
3. James and Maria spent their honeymoon on a Caribbean _____.
4. Dianne's children are going on a school _____ to the British Museum.
5. Columbus' most famous _____ took place in 1492 when he discovered the Americas.
6. Mario took us on a guided _____ of Rome.

Actividad nº 7

Choose the best answer:

1. Which of the following things is an example of 'baggage'?

- a) a suitcase
- b) an airport
- c) a ticket
- d) a train

2. A 'border' is a line on a map that separates two

- a) countries
- b) people
- c) hotels
- d) lakes

3. At which of the following places can you 'check-in'?

- a) a cruise ship
- b) an airport
- c) a hotel
- d) all of the above

4. Which of the following words means 'depart'?

- a) stand
- b) leave
- c) sit
- d) arrive

5. The opposite of a 'domestic' flight is an ... flight.

- a) intelligent
- b) interesting
- c) inexpensive
- d) international

6. Your 'destination' means the place that you

- a) like
- b) don't like
- c) travelled from
- d) are traveling to

7. The opposite of an 'entrance' is an

- a) embassy
- b) airport
- c) exit
- d) arrival

8. A '... book' can give you useful information when you travel.

- a) guide
- b) cook
- c) comic
- d) telephone

9. Many people will probably want to... when they see a 'landmark'.

- a) eat something
- b) run away
- c) take a picture
- d) get on a train

10. Which of the following words means 'location'?

- a) name
- b) price
- c) place
- d) time

11. What can a 'passport' allow you to do?

- a) buy a ticket
- b) travel to another country
- c) say "Hello" in French
- d) buy lunch

12. At which of the following places might you 'sightsee'?

- a) Egypt
- b) your hotel room
- c) an airport
- d) the Pacific Ocean

13. Which of the following things is a good example of a 'souvenir'?

- a) an elephant
- b) a man with a camera
- c) a nice hotel room
- d) a T-shirt that says "Hawaii"


14. When a person travels for fun, he or she is a

- a) tour guide
- b) tourist
- c) tour group
- d) all of the above

Writing activity: a postcard using “be going to”

Read Marisa’s postcard to her pen friend Elizabeth from England. Complete the postcard with the *be going to* form of the verbs from the box.

see - visit - buy - write - go - have - come - be (2)

<p>Dear Lisa,</p> <p>I’m on holiday with my cousin in Paris. It is fantastic! We here again. You know I a fashion designer and Heidi a model. Tomorrow we a fashion show!! Then we some clothes! In the evening we to the opera. I can’t write any more because we lunch now. I to you every week and practice my English because I London soon. I know there are also great fashion shows there!</p> <p>Love, Marisa</p>	 <p>Elizabeth Willis</p> <hr/> <p>45 Featherstone Street</p> <hr/> <p>London EC1 7SY</p> <hr/> <p>United Kingdom</p> <hr/>
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Soluciones a los ejercicios propuestos

Actividad nº 1

- a) When **are** you going to have dinner?
- b) Tomorrow my friends are going **to** have a party.
- c) What **is** your friend going to do tonight?
- d) Where are the children going to **go**?
- e) They're **going** to visit their grandparents on Saturday.
- f) I'm **not** going to eat in a restaurant because I haven't got any money.

Actividad nº 2

- a) When **is she going to go** to the beach?
- b) When **is he going to play** football?
- c) How **are they going to travel** to Ibiza?
- d) What places **are you going to visit** this summer?
- e) How long **are you going to stay** in Madrid?
- f) Who **are we going to go** with?

Actividad nº 3

- a) What **are you going to do** (you do) tomorrow?
- b) I **am going to visit** (visit) my uncle.
- c) She **isn't going to go** (not go) to their party because they didn't invite her.
- d) When **is he going to do** (he do) his homework?
- e) Tomorrow they **are going to eat** (eat) in a restaurant.
- f) **Are we going to have** (we have) an exam next week?
- g) Where **are they going to go** (they go)?
- h) They **aren't going to see** (not see) a film tonight.
- i) My parents **are going to eat** (eat) fish tonight.
- j) What **is your best friend going to study** (your best friend study)?
- k) He **is going to study** (study) maths.
- l) What **is she going to watch** (she watch) tonight?
- m) **She is going to watch** (watch) a comedy.
- n) **Are you going to study** (you study) English next year?

Actividad nº 4

- g) Are you going to go to the supermarket? **¿Vas a ir tú al supermercado?**
- h) What are your friends going to do? **¿Qué van a hacer tus amigos?**
- i) In the summer I'm going to eat ice cream. **En verano voy a comer helado**
- j) Are you going to ski in the winter? **¿Vas a esquiar en invierno?**
- k) We aren't going to visit our grandparents in the autumn. **Nosotros no vamos a visitar a nuestros abuelos en otoño.**
- l) Sue isn't going to eat pizza. **Sue no va a comer pizza.**

Reading comprehension

1. Yes, 2. No, 3. Yes, 4. No

Actividad nº 5

A camping holiday: a sleeping bag, a torch, a penknife, a first-aid kit

A beach holiday: sun cream, a beach towel, flip-flops, a kite, a snorkel

A sightseeing trip: a guidebook, a plug adapter, a backpack

Actividad nº 6

- 1. a voyage → a long journey, especially by ship
- 2. a trek → a long walk in the mountains or countryside
- 3. a cruise → a journey on a ship for pleasure
- 4. a tour → a journey or trip for pleasure in which you visit different places
- 5. an expedition → an organised journey by a group of people for a particular purpose
- 6. an outing → a trip/visit for pleasure or education which usually lasts less than a day

- 1. expedition
- 2. trek
- 3. cruise
- 4. outing
- 5. voyage
- 6. tour

Actividad nº 7

- | | |
|------|-------|
| 1. A | 8. A |
| 2. A | 9. C |
| 3. D | 10. C |
| 4. B | 11. B |
| 5. D | 12. A |
| 6. D | 13. D |
| 7. C | 14. B |

Writing activity: a postcard using “be going to”

Dear Lisa,

I'm on holiday with my cousin in Paris. It is fantastic! We **are going to come** here again. You know I **am going to be** a fashion designer and Heidi **is going to be** a model. Tomorrow we **are going to see** a fashion show! Then we **are going to buy** some clothes! In the evening we **are going to go** to the opera. I can't write anymore because we **are going to have** lunch now. I **am going to write** to you every week and practise my English because I **am going to visit** London soon. I know there are also great fashion shows there!

Parte 3. Looking forward

Tema 3 → Be green

ÍNDICE

- 0. Introducción
 - 1. Simple Future (Will)
 - 1.1. Forma
 - 1.2. Usos
 - 1.3. Expresiones temporales
 - 2. Vocabulario: Pollution and environmental issues
-

0. Introducción

Como se mencionó anteriormente, cuando hablamos del futuro se pueden usar varios tiempos verbales. En el tema 1 aprendimos cómo usar el **Present Simple y Continuo** con valor de futuro. En el tema 2 aprendimos que cuando hablamos de planes futuros o intenciones y que predicciones basadas en lo que es evidente usamos **Be going to**. Pues bien, en este último tema vamos a aprender cómo usar el **Simple Future**, o lo que es lo mismo, el futuro con **Will**.

Además, ya sea en un ámbito cotidiano o por motivos laborales, el tema del medio ambiente es uno de los más candentes actualmente. Por ello, en este tema aprenderemos vocabulario relacionado con la contaminación, energías renovables y otros aspectos de la naturaleza.

1. Simple Future (Will)

1.1. Form

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

Example: Paul will pass his English exam

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

Example: Paul will not pass his English exam

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

Example: Will Paul pass his English exam?

Short answers

(+) YES, + SUBJECT + WILL

Example: Yes, he will

(-) NO, + SUBJECT + WON'T

Example: No, he won't

Short forms

WILL = 'LL

WILL NOT = WON'T / 'LL NOT

1.2. Usos

Usaremos el future simple cuando tomamos una decisión en el momento de hablar, es decir, situaciones espontaneas.

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

También usaremos el futuro simple cuando hablamos de predicciones futura PERO basadas en nuestra opinión personal. Podemos encontrar verbos que expresan opinión como *think, hope, expect, imagine, etc.*

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

It will rain tomorrow anyway.

Cuando hacemos promesas también usaremos el futuro simple.

Example: I will do it tomorrow.

1.3 Expresiones temporales

Usaremos las mismas expresiones de tiempo que usábamos en el *Present Simple, Continuous (with future meaning)* y *be going to* ya que seguimos hablando del futuro.

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

Actividad nº 1

Complete using the verbs in brackets to make NEGATIVE sentences.

1. Jack...won't go..... to the cinema. (go)
2. Sandy..... a novel. (write)
3. I..... a famous singer. (become)
4. My friends..... an exam next week. (have)
5. Jane.....to school tomorrow. (go)
6. In 2100 robots..... the housework. (do)
7. Dad.....home at 4 o'clock. (be)
8. Mom..... the clothes. (iron)

Actividad nº 2

Complete the sentences with will ('ll) or won't (will not).

1. Don't drink coffee before you go to bed. You _____ sleep.
2. "Are you ready yet?" "Not yet. I _____ be ready in five minutes."
3. I'm going away for a few days. I'm leaving tonight, so I _____ be at home tomorrow.
4. It _____ rain, so you don't need to take an umbrella.
5. It's Bill's birthday next Monday. He _____ be 25.
6. I'm sorry I am late. It _____ happen again.

Actividad nº 3

Order to make INTERROGATIVE I sentences.

1. tonight / go out / will / you / ? Will you go out tonight?
2. Ben / to the beach / go / will / ?

3. in June / work / they / will / ?

4. next week / will / it / be cold / ?

5. by car / she / travel / will / ?

6. live / in Mars / will / people / ?

Actividad nº 4

Complete the sentences. Use will ('ll) +one of these verbs.

carry	do	eat	send	show	sit	stay
-------	----	-----	------	------	-----	------

1. My bag is very heavy. I _____ it for you.
2. Enjoy your holidays. Thank you. I _____ you a postcard.
3. I don't want this banana. Well, I'm hungry. I _____ it.
4. Do you want a chair? NO, it's OK. I _____ on the floor.
5. Did you phone Jenny? Oh no, I forget. I _____ it now.
6. Are you coming with me? No, I don't think so. I _____ here.
7. How do you use this camera? Give it to me and I _____ you.

Actividad nº 5

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

1- A: Did you buy bread?

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

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

B: I _____ take dog out.

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

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

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

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

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

9- A: Coffee or tea?

B: I _____ have coffee, please.

10- A: Where are you going?

B: I _____ do some shopping.

Actividad nº 6

Complete the conversations. Use the correct form of *will* or *going to*.

1 A: 'I've decided to go to university.'

B: 'Really? Which subject (you /study)?'

2 A: 'Do you think that computers (control) our lives in the future?'

B: 'No, of course not!'

3 A: 'Why are you wearing a tracksuit?'

B: 'I (play) tennis in the park with David.'

4 A: 'It's very cold in here.'

B: 'Yes, you're right. I (close) the window.'

5 A: 'That woman looks very pale.'

B: 'Yes, I think she (faint).'

Para más ejercicios sobre el uso del futuro con "Will" y "be going to", sigue los enlaces:

<https://www.perfect-english-grammar.com/will-or-be-going-to.html>

<https://test-english.com/grammar-points/a2/will-vs-be-going-to/>

<https://agendaweb.org/verbs/future-simple-exercises.html>


2. Vocabulario: Pollution and environmental issues

Actividad nº 7

Read the texts below, then complete the chart.


ENVIRONMENTAL PROBLEMS

Many people believe that the way we live our lives today is having an extremely bad effect on the environment. Here are some examples of environmental problems and the vocabulary we need to talk about them.




CARS

The biggest **polluter** today is the car. **Exhaust fumes** are the main cause of bad **air quality**, which can make people feel ill and have difficulty breathing. This problem is especially bad in some cities, where, on days when there is not much wind, a brown layer of **smog** hangs in the air. The number of cars is increasing every year. Governments then built new roads to try to improve the situation, but this mean that they **cut down the trees** and **destroy more of the countryside**.




POLLUTION

Pollution is damage to the air, sea, rivers or land caused by chemicals, waste and harmful gases. **Pollutants** include **toxic waste**, **pesticides** and **fertilizers**.



THE GREENHOUSE EFFECT

The **greenhouse effect** is caused by harmful gases known as greenhouse gases. These gases are produced when we burn fuels, especially coal burned in power stations to make electricity. These gases go up into the Earth's atmosphere and stop heat from leaving the Earth.



GLOBAL WARMING


Because the heat cannot escape, the Earth is getting warmer. This is known as **GLOBAL WARMING**. Global warming may cause of the **ice** at the North Pole and South Pole to **melt** and **sea levels** to **rise**, leading to serious flooding in many parts of the world. In other places temperature will rise and there will be less rain, turning more of the land into **desert**.

ACID RAIN

Acid rain is rain that is harmful to the environment because it connects **acids** from factory smoke. **Acid rain causes damage** to trees, rivers and buildings.


HOLES IN THE OZONE LAYER

The **ozone layer** is a layer of gases that protects us from the **ultraviolet light** from the sun, which can have a **harmful effect** on animals, and **causes skin cancer** in humans. The ozone layer is being damage by chemicals and when the holes appear in the ozone layer, harmful light from the sun reaches the Earth.




THE DESTRUCTION OF HABITATS

All over the world, wildlife is being **threatened** because **habitats** and **woodlands** are being destroyed. **Rainforests** are being cut down so that people can use the land to grow crops. Many **species** of animals have become **extinct** and many more are **endangered**.



SAVE OUR PLANET



ENVIRONMENTAL SOLUTIONS

Many people believe that the way we live our lives today is **having an extremely bad effect** on the environment. Here are some examples of solutions and the vocabulary we need to talk about them.

ALTERNATIVE FORMS OF TRANSPORT

One of the main problems with cars is that they cause a lot of **pollution** and often **carry** only one person. **Public transport** is more **environmentally friendly** because **buses** and **trains** carry large numbers of people at the same time. **Car pools** are another way of reducing a number of cars on the roads. Even cleaner solutions are **electric cars** and **bicycles**.



RENEWABLE ENERGY SOURCES

Many countries now are choosing to use **renewable sources** for their energy needs. **Solar energy** from the sun, **wind power** from turbines, **hydroelectric energy** from rivers and sea water do not pollute the environment. They are much cleaner than **oil** and **coal**. Countries like Iceland and Costa Rica are leading the way, with Iceland getting 100% of its energy from these renewable sources.

RECYCLING

Recycling is when you use something again instead of **throwing it away**. Glass, cans, paper and plastic can all be **recycled**. Recycling saves energy and also **reduces damage** to the countryside. Many towns have **special bins** 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. Even more effective than recycling is choosing products that use a minimum of plastic and paper packaging.



GREEN PRODUCTS

We can **save** the environment by choosing to buy **green products**. Examples of green products are **recycled paper**, **wood** from sustainable sources and **organic fruit and vegetables**.



THINK GLOBALLY, ACT LOCALLY

It is **personal action** that will help preserve **our** environment. Actions which are simple and quick.

PROTESTING

Many people try to protest the environment by joining **environmental groups** that inform people about **green issues** and try to ask governments to **take more care** of the environment, especially by **organizing protests**.



- **Turn off** lights and other **electrical equipment** when not in use
- Do not pour oil, fat, milk or chemical down the sink
- Use public transport or your bike instead of a car
- Buy products that are **recycled, reusable, reliable**
- Take shorter showers to **save** water
- Write on both sides of paper
- Put on more clothing in winter instead of turning up the **heater**
- Try to cook several meals at a time
- Use energy **efficient** light bulbs

SAVE OUR PLANET



problem	(possible) solution
car pollution	
	recycling
	solar energy
destruction of habitats	
greenhouse effect	

Actividad nº 8

Complete the 15 sentences with the words on the left.



- C** climate change *n.*
- D** deforestation *n.*
- disposable *adj.*
- E** environmentalist *n.*
- extinct *adj.*
- F** fossil fuel *n.*
- G** garbage *n.*
- H** habitat *n.*
- P** plastic *adj., n.*
- pollution *n.*
- protect *v.*
- protest *n., v.*
- R** recycle *v.*
- S** sea level *n.*
- W** wildlife *n.*

1. You can recycle old newspapers. You can use them again to make new paper.
2. _____ is something you throw away.
3. Many things are made from _____; for example, toys, bags, and water bottles.
4. Coal and oil are _____s.
5. Air _____ can make it difficult to breathe.
6. I want to _____ the environment. I want to keep it safe.
7. _____ happens when too many trees are cut down.
8. A rise in _____ happens when lots of ice melts because of warmer temperatures.
9. _____s want to protect the environment.
10. Deforestation will cause many animals to lose their _____s, the places where they live.
11. There are many kinds of _____ that live in the Amazon Forest.
12. When a kind of animal loses loses its habitat because of deforestation, it may become _____.
13. Air pollution causes _____ which can result in global warming and stronger storms.
14. This plastic drinking straw is _____. I will use it once and then throw it away.
15. When you disagree with an organization or a government, you might want to _____.

Soluciones a los ejercicios propuestos

Actividad nº 1

1. Jack... **won't go**..... to the cinema. (go)
2. Sandy..... **won't write**... a novel. (write)
3. I... **won't become** a famous singer. (become)
4. My friends... **won't have**..... an exam next week. (have)
5. Jane... **won't go**.....to school tomorrow. (go)
6. In 2100 robots... **won't do**..... the housework. (do)
7. Dad... **won't be**.....home at 4 o'clock. (be)
8. Mom... **won't iron**..... the clothes. (iron)

Actividad nº 2

7. Don't drink coffee before you go to bed. You **won't** sleep.
8. "Are you ready yet?" "Not yet. I **will** be ready in five minutes."
9. I'm going away for a few days. I'm leaving tonight, so I **won't** be at home tomorrow.
10. It **won't** rain, so you don't need to take an umbrella.
11. It's Bill's birthday next Monday. He **will** be 25.
12. I'm sorry I am late. It **won't** happen again.

Actividad nº 3

1. Will you go out tonight?
2. Will Ben go to the beach?
3. Will they work in June?
4. Will it be cold next week?
5. Will she travel by car?
6. Will people live in Mars?

Actividad nº 4

1. My bag is very heavy. I **will carry** _____ it for you.
2. Enjoy your holidays. Thank you. I **will send** _____ you a postcard.

3. I don't want this banana. Well, I'm hungry. I **will eat** it.
4. Do you want a chair? NO, it's OK. I **will sit** on the floor.
5. Did you phone Jenny? Oh no, I forget. I **will do** it now.
6. Are you coming with me? No, I don't think so. I **will stay** here.
7. How do you use this camera? Give it to me and I **will show** you.

Actividad nº 5

Fill in the gaps using will or be going to.

1- A: Did you buy bread?

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

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

B: I **am going to** take dog out.

3- The phone is ringing. I **will** answer it.

4- I've bought a new book. Tonight I **am going to** stay at home and start reading it.

5- What **will** happen to her children if she doesn't find a job?

7-What **are you going to** do tomorrow? **Are you going to** see the doctor?

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

9- A: Coffee or tea?

B: I **will** have coffee, please.

10- A: Where are you going?

B: I **am going to** do some shopping.

Actividad nº 6

1 A: 'I've decided to go to university.'

B: 'Really? Which subject **are you going to study?**'

2 A: 'Do you think that computers **will control** our lives in the future?'

B: 'No, of course not!'

3 A: 'Why are you wearing a tracksuit?'

B: 'I **am going to play** tennis in the park with David.'

4 A: 'It's very cold in here.'

B: 'Yes, you're right. I **will close** the window.'

5 A: 'That woman looks very pale.'

B: 'Yes, I think she **will faint**.'

Actividad nº 7

problem	(possible) solution
car pollution	public transport / electric cars
pollution / destruction of habitats	recycling
global warming	solar energy
destruction of habitats	recycling / renewable energy sources
greenhouse effect	renewable energy / recycling / green products

Actividad nº 8

1. recycle
2. Garbage
3. plastic
4. fossil fuel(s)
5. pollution
6. protect
7. Deforestation
8. sea level
9. Environmentalist(s)
10. habitat(s)
11. wildlife
12. extinct
13. climate change
14. disposable
15. protest