

Módulo IV -Inglés
CEPA ALTOMIRA



PARTE 1: THE WAY WE LIVE

Tema 1: Overcome

ÍNDICE

0. Introduction
 1. Fears and Phobias
 2. Grammar: The Present Perfect
 3. Vocabulary and Reading: Overcoming Fears and Phobias
 4. Writing. Narrative texts: A Spider Caused My Accident
 5. Listening and Speaking: YouTube videos to learn about phobias
-

0. Introduction

En este tema vamos a aprender palabras y expresiones relacionadas con los miedos y las fobias. También hablaremos de cómo se pueden superar los temores irracionales, paso a paso, a veces con ayuda de familiares, amigos y especialistas.

A continuación, aprenderemos a usar el **Present Perfect**. Una vez que sepamos utilizarlo, será el momento de escribir una **narración** sobre cómo hemos conseguido vencer un temor o una fobia y, por último, veremos un video de YouTube y hablaremos sobre distintos tipos de fobias.

1. Fears and Phobias

Aunque parezcan ser la misma cosa, los temores (miedos) y las fobias se distinguen entre sí por varias características:

Diferencias entre fobia y miedo 	
Miedo	Fobia
<ul style="list-style-type: none">• Es una emoción• Reaccionas luchando o huyendo• Te previene de un peligro y te predispone a hacerle frente• Es una estrategia para protegerte• Es un reto, te engrandece	<ul style="list-style-type: none">• Es un trastorno psicológico• La única reacción posible es la huida, la evitación• Es un peligro formado por un pensamiento distorsionado• Es un límite autoimpuesto• Te bloquea, te destruye

¿Te atreves a leer el siguiente texto en inglés? Haz la prueba y descubrirás información interesante sobre las diferencias entre miedo y fobia.

Fears and Phobias

Do you ever have strange dreams? We had the weirdest dream the other day. Do you want to hear about it? It was kind of scary.

We were trapped in a small glass elevator that was perched precariously atop a skyscraper. Just when we didn't think things could get any worse, we realized that the floor of the elevator was covered in spiders and snakes.

As we opened our mouths to scream, we woke up panting and sweating. Whew! We were glad that dream was over. It was like a nightmare compilation of some of our worst fears.

Are you afraid of any of the things in our dream, like enclosed spaces, heights, spiders, or snakes? If so, it's understandable. Those are some of the most commonly feared things amongst both children and adults.

Sometimes kids feel self-conscious about their fears. The world often places a high value on bravery and not being afraid. However, fear is a natural human emotion that we're all born with. In fact, fear works a bit like an instinct that helps to protect us from things that can harm us.

For example, it's perfectly normal to experience fear when you encounter a barking dog or a tornado. Sometimes, though, fears go beyond situations that would cause most, if not all, people to be afraid.

When people have intense fears of particular things or situations, we call these fears phobias. Objectively, the fears at issue aren't proportionate to the actual danger involved. However, people with phobias feel like the danger is heightened and very real because their fears are so strong.

Phobias can significantly impact everyday life and interfere with normal activities. When people have phobias, they will be afraid of the thing or situation at issue every time they face it. Moreover, people with phobias also frequently worry about and avoid things and situations related to their fears.

If you have a phobia of dogs, you might avoid going outside because you worry about running into a dog. Likewise, people with a phobia of enclosed spaces, such as elevators, might avoid going places where they would be forced to use an elevator.

When searching for the cause of phobias, the answer isn't always clear. Some people develop phobias as a result of a particular traumatic experience. For example, someone might develop a phobia of dogs if they've been bitten by a dog in the past.

In other cases, however, there's no clear past event that a person can point to as the source of a phobia. Some phobias are simply a result of particular personality traits, certain genetic factors you're born with, or a culmination of various past life experiences.

Phobias can be conquered with hard work. Usually, people overcome phobias by slowly facing their fears. This may take the form of confronting fears one small step at a time. A person who fears dogs may look at pictures of dogs before building up to petting a dog and finally walking or playing with a dog.

Professional help from a therapist may be necessary for particularly strong phobias. Relaxation techniques can be taught that will allow a person to control breathing and manage the physical effects of anxiety in order to prevent becoming overcome by fear as you seek to battle a phobia.

Experts estimate that about 5% of people in the United States have at least one phobia. Women are also slightly more likely than men to have phobias. Some common phobias you may have heard of include: claustrophobia (fear of enclosed places, like elevators, closets, tunnels, or airplanes); arachnophobia (fear of spiders); acrophobia (fear of heights); ophidiophobia (fear of snakes); or cynophobia (fear of dogs).

Actividad 1:

Use the information from the text to define the following words:

- a. fear –
- b. phobia –
- c. claustrophobia –
- d. arachnophobia –
- e. ophidiophobia –

2. Grammar: The Present Perfect

FORMACIÓN DEL "PRESENT PERFECT"

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

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

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

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

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

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

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

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

- Una acción o situación iniciada en el pasado y que continúa en el presente. **I have lived in Bristol since 1984** (= todavía vivo allí.)
- Una acción realizada durante un periodo de tiempo aún no concluido. **She has been to the cinema twice this week** (= la semana todavía no ha terminado.)
- Una acción repetida en un periodo temporal inespecífico situado entre el pasado y el presente. **We have visited Portugal several times.**
- Una acción que ha concluido en un pasado muy reciente, lo que se indica mediante '**just**'. **I have just finished my work.** (= acabo de terminar el trabajo)
- Una acción para la cual no es importante el momento preciso en que aconteció. **He has read 'War and Peace.** (= lo relevante es el resultado de la acción)

Nota: Cuando queremos dar o pedir información sobre cuándo, dónde o quién, empleamos el "simple past". Consulta cómo elegir entre el "simple past" y el "present perfect".

Ejemplos de...

ACCIONES INICIADAS EN EL PASADO Y QUE CONTINÚAN EN EL PRESENTE

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

CUANDO SE HACE REFERENCIA A UN PERIODO TEMPORAL INACABADO

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

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

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

ACCIONES CONCLUIDAS EN UN PASADO MUY RECIENTE (+JUST)

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

CUANDO LA DIMENSIÓN TEMPORAL NO ES RELEVANTE O CONOCIDA

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

PRESENT PERFECT + EVER, NEVER, ALREADY, YET EVER

EVER

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

"Ever" se utiliza:

✓ EN PREGUNTAS

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

✓ EN PREGUNTAS NEGATIVAS

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

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

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

✓ CON "THE FIRST TIME"

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

NEVER

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

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

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

ALREADY

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

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

"Already" se coloca antes del verbo principal (en "past participle"): I have already been to Tokyo.

YET

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

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

PRESENT PERFECT: FOR, SINCE

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

"FOR" + PERIODO DE TIEMPO

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

I have worked here for five years.

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

"SINCE" + MOMENTO CONCRETO

since this morning, since last week, since yesterday since I was a child, since Wednesday, since 2 o'clock

I have worked here since 1990.

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

Actividad 2:

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

Affirmative:

1. Brent (drive) George to work today.
2. They(work) all day and night.
3. We (see) the new bridge.
4. He(have) breakfast this morning.
5. Ann and Don (wash) the car.
6. Kathy (want) to go to Queensland for a long time.
7. Mel(give) up smoking.
8. I(forgot) that man's name.
9. They (lose) their keys.
10. Jack (be) to England.

Negative:

1. We (not/grow) carrots this year.
2. They (not/cut) the flowers.
3. The children (not/sleep) today.
4. Jo(not/take) the dog for a walk.
5. Ingrid (not/understand) what the teacher said.
6. I(not/throw) the rubbish away.
7. Harry (not/swim) at Bondi Beach.
8. They (not/spend) a lot of money at the market.
9. Ned (not/tell) his mother yet.
10. Heidi (not/teach) Spanish very long.

Interrogative:

1. you ever / be / to Canada
2. she ever/ see / the Queen of England
3. he ever / ride / a horse
4. you ever / read / Shakespeare
5. they ever / sing / in public
6. how many times / you / be / to Fiji
7. you / play / the piano recently

8. we / save / enough money to buy a car

9. he / hear / from Dean lately

10. Greg / have / a holiday recently

Mixed:

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

Actividad 3:

Choose the correct answer to complete each sentence.

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

Actividad 4

Complete the sentences with the correct Present Perfect form of the verbs in brackets:

1. Sophie and I _____(know) each other since we were at school together.
2. I _____(play) tennis since I was eight years old.
3. Alain _____(be) in hospital three times this year.
4. I _____(want) to be an actor for as long as I can remember.
5. My uncle _____(smoke) 40 cigarettes a day for 40 years – and he's a doctor!
6. You _____(have) that suit for more than ten years! Isn't it time to get a new one?
7. Since he finished university, my brother _____(work) in five different countries.
8. Zerrin _____(watch) that TV programme every week since it started.
9. I _____(never like) bananas. I think they're horrible!
10. What's the most interesting city you _____(ever visit)?

Para saber más: <https://www.perfect-english-grammar.com/present-perfect-exercises.html>

3. Vocabulary and Reading: Overcoming Fears and Phobias

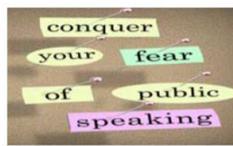
Actividad 5

Match the words and expressions to the pictures.

- “afraid of heights” “social phobia”
 terrified “fear of flying” “physical reaction” nightmare
 “closed in a small space” “heartbeat goes faster” “get over it” anxiety
 “spider phobia” “feel tight” strength panic sweating



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____



13 _____



14 _____



15 _____

Actividad 6

Match the words in Column A with the appropriate collocations in Column B.

Column A	Column B
1. afraid	a. attack
2. fear (verb)	b. of heights
3. a fear	c. moment
4. feeling	d. about the test
5. anxious	e. of spiders
6. panic	f. of failure
7. scared	g. being alone
8. scary	h. anxiety
9. phobia	i. movie
10. frightening	j. by the noise
11. terrified	k. away

Actividad 7

Write 5 sentences using some of the collocations above

1. _____
2. _____
3. _____
4. _____
5. _____

Actividad 8

**Read Martha's story of how she overcame her phobia.
Then answer the questions.**

When I was a little girl, I was terrified of spiders. I hated spiders no matter what size. If I saw one, I had to leave the room until someone took care of it. One day I decided to try to get over this fear. I'd heard that it was possible to desensitize your self to certain fears.

Even though I was terrified of spider when I was a kid, I loved the Itsy-Bitsy Spider song when I was little. It still holds sentimental value, so I decided to try singing the song. I started by looking at spider pictures and playing with spider toys. If I started to get scared, I started singing to ease my nerves, and it did help. Eventually I was able to watch videos and pictures of spiders without fear. Then I move onto looking at spiders in real life. I started small, just watching a spider spin a web or climb a wall. It was scary at first but singing and perseverance helped me get used to them. Eventually I was able to hold a small spider. I shook at first, but I started getting used to the spider. I started to think that spiders are in fact cool, and some are even cute.

Now I actually like spiders!

1. Martha's condition is called arachnophobia.

- a. true
- b. false
- c. sometimes

2. Martha found comfort in a

- a. poem
- b. riddle
- c. song

3. In Martha's opinion, the best way to get rid of fear is

- a. by radical changes
- b. she does not directly express her opinion in the text
- c. by taking one small step at a time

4. Now, she

- a. hates spiders
- b. thinks that some spiders are actually cute
- c. has a pet spider

Curiosidad

Salvador Dali was terrified of insects and had a particular phobia of grasshoppers, a fear he used to influence his work

In his day, Salvador Dali was one of the most celebrated artists in all of Europe. Similarly, these days, he is loved the world over, admired for his ingenuity and genius. But the painter and sculptor was not always so popular. As a child growing up in Catalonia, he was bullied by boys his own age. As well as calling him names, they would throw grasshoppers at him. This had a profound and long-lasting effect. From an early age, Dali suffered from an acute phobia of grasshoppers. Even as an older man, just the sound of the insects was enough to make him tremble, as several of his contemporaries observed.

As well as this unusual phobia, Dali also most likely suffered from Ekbom's Syndrome. This is a condition where the sufferer believes that bugs are crawling all over their body – sometimes they can see them, or sometimes they just feel them. But far from seeking treatment for his phobia, however, Dali embraced it. As with his fear of insects in general, the Spaniard used his crippling anxiety over grasshoppers to fuel his ground-breaking work. Above all, he used the insects as central motifs in many of his paintings, providing critics and art historians with a wealth of clues pointing to what was going on in his head at the time.

According to scholars, Dali used grasshoppers to signify decay and destruction. He would often paint the insects larger-than-life, exaggerating their legs and mouths. In some paintings, he even depicted grasshoppers devouring the main subjects of the work. At other times, they were used to symbolize fear in general or even the wider idea of decay. Likewise, ants in Dali's paintings are seen as representing the ideas of death and decay, though some critics also believe he used swarms of ants to represent lust and human sexual longing. Clearly, Dali's phobias were a creative boon, even if they did make his life hell at times.

4. Writing. Narrative texts: A Spider Caused My Accident

Ahora vamos a aprender a escribir **narraciones**. De hecho, vamos a contar un hecho que pasó por culpa de una fobia.

Para esto, lee con cuidado las instrucciones y después estudia el ejemplo.

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

Conectores de tiempo

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

EJEMPLO DE UNA NARRACIÓN DE HECHOS		
Esquema		Modelo
Título		A Spider Caused My Accident
Introducción Presenta la acción principal.	Párrafo 1	Last summer I lived one of the most difficult situations in my life. I had a car accident because of my arachnophobia.

<p>Parte Central</p> <p>Describe la situación. También describe la sucesión de hechos tal como pasaron.</p>	<p>Párrafo 2</p> <p>Descripción de la situación. Mientras estaba conduciendo, vi una araña en el coche.</p>	<p>It was 11:00am and I was driving with my husband. It was hot but we were having a very good time. Suddenly, we saw a spider in the car. At first, I thought it was just a shadow, but then, I knew it was a real spider. I got really scared!</p>
<p>Utiliza Past Simple, Past Continuous y Past Perfect.</p>	<p>Párrafo 3</p> <p>Sucesión de acciones para solucionar problema.</p>	<p>First, I screamed. Next, I tried to kill it, but it was out of my reach, so I decided to stop the car. However, I turned the steering wheel so much that we ended up in a ditch.</p>
<p>Conclusión</p> <p>Conclusión y opinión personal sobre los hechos.</p>	<p>Párrafo 4</p> <p>Conclusión y breve opinión personal</p>	<p>My husband pulled me out of the car and called for help. Finally, the ambulance arrived half an hour later. I think the spider has survived. What I did was really stupid!</p>

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

5. Listening and Speaking: YouTube videos to learn about phobias

Actividad 9

Watch the video and follow the transcript:

https://www.youtube.com/watch?v=JfXpl3Z_YAk



Transcript [Close]

Search in video

- 2:16 they add up to a big change.
- 2:19 That sounds reasonable, but it could take a very long time.
- 2:25 True, which is why he also mentioned a third technique.
- 2:31 It's called "flooding".
- 2:33 In this one, I would fully expose myself to spiders; such as putting my hand into a tank

English [Dropdown]

Then choose the correct option:

1. Why is he going to see a therapist?

He's afraid of heights

He's afraid of dentists

He's afraid of spiders

He loves spiders

2. What was the first thing that his therapist recommended?

To give up smoking

To join a support group

To start taking lessons

To start being supportive

3. How did the therapist suggest that he desensitizes himself to spiders?

By quickly exposing himself to spiders

By gradually exposing himself to spiders

By buying some spiders

4. What is "flooding"?

Partly exposing yourself to something

Staying away from something

Full exposure to something that you fear.

Getting counselling.

SPEAKING ACTIVITY

1. Which are, in your opinion, the most common phobias?

2. How do phobias affect people's everyday lives?

3. Do you think therapy can help people overcome their phobias?

4. Have you ever needed therapy to overcome a phobia? Or did you overcome a phobia by yourself?

Soluciones a las actividades propuestas

Actividad 1:

- a. fear – a natural human emotion that helps to protect us from things that can harm us.
- b. phobia – intense fears of particular things or situations
- c. claustrophobia – fear of enclosed places, like elevators, closets, tunnels, or airplanes
- d. arachnophobia – fear of spiders
- e. ophidiophobia – fear of snakes

Actividad 2:

Affirmative:

1. Brent **has driven** George to work today.
2. They **have worked** all day and night.
3. We **have seen** the new bridge.
4. He **has had** breakfast this morning.
5. Ann and Don **have washed** the car.
6. Kathy **has wanted** to go to Queensland for a long time.
7. Mel **has given** up smoking.
8. I **have forgotten** that man's name.
9. They **have lost** their keys.
10. Jack **has been** to England.

Negative:

1. We **haven't / have not grown** carrots this year.
2. They **haven't cut** the flowers.
3. The children **haven't slept** today.
4. Jo **hasn't / has not taken** the dog for a walk.
5. Ingrid **hasn't understood** what the teacher said.
6. I **haven't thrown** the rubbish away.
7. Harry **hasn't swum** at Bondi Beach.
8. They **haven't spent** a lot of money at the market.
9. Ned **hasn't told** his mother yet.
10. Heidi **hasn't taught** Spanish very long.

Interrogative:

1. **Have you ever been** to Canada?
2. **Has she ever seen** the Queen of England?

3. **Has he ever ridden** a horse?
4. **Have you ever read** Shakespeare?
5. **Have they ever sung** in public?
6. How many times **have you been** to Fiji?
7. **Have you played** the piano recently?
8. **Have you saved** enough money to buy a car?
9. **Have you heard** from Dean lately?
10. **Has Greg had** a holiday recently?

Mixed:

1. have spent
2. has forgotten
3. have not / haven't had
4. have (already) taken
5. has suffered
6. has x-rayed
7. have fallen off
8. have not / haven't sprained

Actividad 3:

Choose the correct answer to complete each sentence.

1a, 2a, 3b, 4b, 5b, 6b

Actividad 4:

1. Sophie and I **have known** each other since we were at school together.
2. I **have played** tennis since I was eight years old.
3. Alain **has been** in hospital three times this year.
4. I **have wanted** to be an actor for as long as I can remember.
5. My uncle **has smoked** 40 cigarettes a day for 40 years – and he's a doctor!
6. You **have had** that suit for more than ten years! Isn't it time to get a new one?
7. Since he finished university, my brother **has worked** in five different countries.
8. Zerrin **has watched** that TV programme every week since it started.
9. I **have never liked** bananas. I think they're horrible!
10. What's the most interesting city you **have ever visited**?

Actividad 5:

- 1 spider phobia
- 2 get over it
- 3 terrified
- 4 heartbeat goes faster
- 5 nightmares
- 6 closed in a small space
- 7 fear of flying
- 8 social phobia
- 9 physical reaction
- 10 afraid of heights
- 11 feel tight
- 12 strength
- 13 anxiety
- 14 sweating
- 15 panic

Actividades 6 y 7:

1. She was afraid of heights and avoided climbing tall buildings.

Match: afraid - of heights

2. I fear being alone.

Match: fear – being alone

3. The fear of failure held him back from pursuing his dreams. many people.

Match: a fear – of failure

4. Many students feel anxiety before exams.

Match: feel - anxiety

5. The student felt anxious about the upcoming test.

Match: anxious - about the test

6. A sudden panic attack can be a frightening experience.

Match: panic - attack

7. He was scared by the noise coming from the basement.

Match: scared - by the noise

8. The scary movie kept us on the edge of our seats.

Match: scary - movie

9. Her phobia of spiders made her avoid any place where they might be present.

Match: phobia - of spiders

10. The frightening moment occurred when the main character faced the villain.

Match: frightening - moment

11. She was terrified of the dark when she walked down the lane late at night.

Match: terrified - of the dark

Actividad 8:

1a, 2c, 3b, 4b

Actividad 9:

1. He's afraid of spiders.
2. To join a support group.
3. By gradually exposing himself to spiders.
4. Full exposure to something that you fear.

PARTE 1: THE WAY WE LIVE

Tema 2: Roots

ÍNDICE

- 0. Introduction
 - 1. Customs and Traditions
 - 2. Grammar: Present Perfect and Past Simple
 - 3. Vocabulary and Reading: A Very British Tradition
 - 4. Listening and Speaking: British Customs and Culture
-

0. Introduction

En este tema vamos a hablar de diferentes costumbres y tradiciones de Inglaterra y de otros países de habla inglesa. también, vamos a ver las diferencias entre el uso del **Present Perfect** y **el Past Simple**.

A continuación, nos centraremos en el vocabulario específico de ciertas tradiciones inglesas, y, por último,

1. Customs and Traditions

¿Qué te viene a la mente cuando piensas en la **cultura británica**? Lo más probable es que sea una serie de **estereotipos tradicionales**. Por una parte, quizá te imagines a James Bond pidiendo un sofisticado Martini, o a los famosos con más estilo que acuden a Wimbledon; por otra, puede que sonrías recordando los excéntricos embrollos causados por Mr. Bean. El Reino Unido es una tierra multinacional y multiétnica, llena de diversidad y de contrastes. Pero, aun así, difícilmente encontrarás a un británico al que no le encante una buena taza de té con una deliciosa galleta de chocolate.

Lee el siguiente texto para aprender más sobre las tradiciones británicas.

Diverse Society, Football and Food – Living in England

Where it is

England is perhaps the country most people first think of when they think of the United Kingdom. It borders both Scotland and Wales and almost 50 million people live in there, which is over 80% of the UK's total population.

Major cities include London (the capital), Birmingham, Sheffield, Leeds, Newcastle, and Manchester. London is one of the most well-known cities in the world and for many is representative of the whole of England, if not the whole of the UK. Other icons include football, actors Jude Law and Kate Winslet, Bridget Jones, pubs and beer. But for most these represent the whole of the UK, not just England.

Indistinct identity?

Many of the people we interviewed, either English by birth or now living here, commented that it was very difficult to distinguish between English and British culture and identity. People found that they often identify more with other things than with England as a country. These other things include: the place or region in which they live, whether it be a major city or one of the English counties such as Yorkshire, Devon or Northumberland; the UK as a whole; or the religious or ethnic community they are from.

Answer the following questions:

- What's the first country you think of when you think of the United Kingdom?
- What's the difference between England, the United Kingdom and Great Britain?
- Have you, or any of your classmates, ever visited any of the cities mentioned in the text?

2. Grammar: Present Perfect and Past Simple

Recuerda: Past Simple

Uso: el pasado simple se utiliza normalmente para referirnos a hechos que sucedieron en un momento concreto del pasado. Existen verbos regulares, a los que se añade **-ed** en el pasado, como *work* (*worked* en pasado) y otros irregulares, que es necesario aprender, como *go* (*went* en pasado).

• Afirmativa

Verbos regulares (*work*)

I	worked
You	worked
He / she / it	worked
We	worked
You	worked
They	worked

Ortografía de las formas de pasado regulares

- verbos acabados en "consonante + y" ⇒ **ied**:

study → studied

carry → carried

- verbos monosilábicos acabados en "vocal + consonante" ⇒ duplican la consonante (excepto "y" o "w")

stop → stopped

shop → shopped

Pronunciación de la terminación "-ed" de pasado

Se puede pronunciar como /t/, /d/ o /ɪd/, dependiendo del sonido en el que acabe el infinitivo:

/t/ → watched, stopped, shopped, washed, worked (cuando el verbo acaba en sonido sordo)

/d/ → lived, arrived, opened, called, changed (cuando el verbo acaba en sonido sonoro)

/ɪd/ → started, painted, mended, needed (solamente cuando el verbo acaba en sonido /t/ o /d/).

Verbos irregulares (go)

I went
 You went
 He / she / it went

We went
 You went
 They went

• **Negación**

Verbos regulares (work)

forma completa		forma contraída
I	did not work	I didn't work
You	did not work	You didn't work
He / she / it	did not work	He / she / it didn't work
We	did not work	We didn't work
You	did not work	You didn't work
They	did not work	They didn't work

Verbos irregulares (go)

forma completa		forma contraída
I	did not go	I didn't go
You	did not go	You didn't go
He / she / it	did not go	He / she / it didn't go
We	did not go	We didn't go
You	did not go	You didn't go
They	did not go	They didn't go

• **Interrogación**

Verbos regulares (work)

	respuesta breve +	respuesta breve -
Did I work?	Yes, I did	No, I didn't
Did you work?	Yes, you did	No, you didn't
Did he/she/it work?	Yes, he/she/it did	No, he/she/it didn't
Did we work?	Yes, we did	No, we didn't
Did you work?	Yes, you did	No, you didn't
Did they work?	Yes, they did	No, they didn't

Verbos irregulares (go)

	respuesta breve +	respuesta breve -
Did I go?	Yes, I did	No, I didn't
Did you go?	Yes, you did	No, you didn't
Did he/she/it go?	Yes, he/she/it did	No, he/she/it didn't
Did we go?	Yes, we did	No, we didn't
Did you go?	Yes, you did	No, you didn't
Did they go?	Yes, they did	No, they didn't

Present Perfect vs. Past Simple

What's the Difference? Present Perfect and Past Simple

Present Perfect Simple	Past Simple
Unfinished actions that started in the past and continue to the present: <ul style="list-style-type: none"> • I've known Julie for ten years (and I still know her). 	Finished actions: <ul style="list-style-type: none"> • I knew Julie for ten years (but then she moved away and we lost touch).
A finished action in someone's life (when the person is still alive: life experience): <ul style="list-style-type: none"> • My brother has been to Mexico three times. 	A finished action in someone's life (when the person is dead): <ul style="list-style-type: none"> • My great-grandmother went to Mexico three times.
A finished action with a result in the present: <ul style="list-style-type: none"> • I've lost my keys! (The result is that I can't get into my house now). 	A finished action with no result in the present: <ul style="list-style-type: none"> • I lost my keys yesterday. It was terrible! (Now there is no result. I got new keys yesterday).
With an unfinished time word (this week, this month, today): <ul style="list-style-type: none"> • I've seen John this week. 	With a finished time word (last week, last month, yesterday): <ul style="list-style-type: none"> • I saw John last week.

Remember:

1. We use the past simple for past events or actions which have no connection to the present.
2. We use the present perfect for actions which started in the past and are still happening now OR for finished actions which have a connection to the present.
3. We CAN'T use the present perfect with a finished time word: NOT: ~~I've been to the museum yesterday.~~

Actividad 1:

Complete the sentences with the verb in brackets in past simple or present perfect.

1. She loves Paris. She (be) there many times.
2. Bill (work) in that company for 3 years. (He still works there).
3. They (go) to London on holiday last summer.
4. I (read) that book. It's good.
5. His parents (be) here yesterday.
6. They (go) to Germany when he (be) only 4.

7. you (watch) a film last night?
8. I (have) some toast when I got up.
9. He (live) in Rome since he was a teenager.
10. The house looks different. you (paint) it?
11. I (not see) you in class last Friday.
12. Shakespeare (write) over one hundred sonnets.

Actividad 2

Say if the following sentences are right or wrong. Correct them if necessary.

1. Have you ever been to Thailand? _____
2. I've had sausages for lunch at half past one. _____
3. She's enjoyed herself at the party last night. _____
4. I've read that book but I didn't like it much. _____
5. Tom has left school one year ago. _____
6. My cousins have lived in Dublin since they've been children. _____
7. We have worked here for a year and a half. _____
8. My parents lived in Britain for a couple of years. _____
9. James has made a cake yesterday. _____
10. I've washed the car. It looks great now. _____

Actividad 3

Complete the sentences with a verb from the box in present perfect or past simple.

be – finish - stop – watch - not smoke – enjoy – win - live

1. She smoking two months ago.
2. She for two months.
3. you ever to Florence?
4. you that TV show last night?
5. They still live in that town. They there for ages.
6. A friend of mine the lottery three years ago.
7. When you your homework?
8. They themselves at the party last summer.

3. Vocabulary and Reading: A Very British Tradition

AFTERNOON TEA IN THE UK

In the UK, the word tea means many things. First off, it means a cuppa (a cup of tea). Secondly, it means a cuppa, with sandwiches and cakes. Or it can be a cuppa with a slice of jam and bread, or toast. In some areas, particularly in the North, tea means dinner, the main meal of the day, usually eaten at about 6pm. Afternoon tea means only one thing: tiny little sandwiches and cakes and fancy biscuits.

Popular sandwich fillings are tuna mayo, salmon and cucumber, cheese and tomato and ham salad. Afternoon tea is usually taken at around 4 or 5pm. It is not something that people do at home very much nowadays, because most people are still at work. If you want an afternoon tea, you go to a tea shop or a café. It is a special treat. Your delicacies will be served on a tiered cake server, with China cups, saucers and plates. In some places, you can order Champagne instead of tea. Having an afternoon tea with friends, or alone, is very a pleasant experience!



Actividad 4

True or false?

1. 'Cuppa' means many things.
2. 'Tea' is the word used for the main meal in the evening in certain areas of England.
3. Afternoon tea consists of sandwiches, cakes and fancy biscuits.
4. People invite their friends for afternoon tea.
5. People have afternoon tea at 6pm when they come home from work.
6. Afternoon tea is usually served in a stylish manner.
7. You must only drink tea when you have your afternoon tea.

Actividad 5

Match up the delicious cakes below with their descriptions by writing the letter in the box.

- a) An iced bun – circular or a finger bun.
- b) A strawberry tart – can be served with cream.
- c) Victoria sponge – filled with jam and cream
- d) Carrot cake – usually topped with butter icing.
- e) Battenberg cake – a tin loaf, with marzipan.
- f) Scone – served with butter, or cream and jam
- g) custard tart – custard filling, with nutmeg.
- h) Chelsea bun – swirly and spicy.
- i) Madeira cake – light, lemon sponge.
- j) Eccles cake. Filo pastry with currants.



Actividad 6

FESTIVALS AROUND THE YEAR


















Match the festivals to the pictures. Then read the definitions about some of them and write the name of the festival on the line.

- 1 Mardi Gras
- 2 Christmas
- 3 Halloween
- 4 Columbus Day
- 5 St Patrick's Day
- 6 Independence Day
- 7 Mother's Day
- 8 Thanksgiving
- 9 Easter
- 10 New Year's Day
- 11 April Fool's Day
- 12 New Year's Eve
- 13 Valentine's Day
- 14 Father's Day
- 15 Groundhog Day
- 16 May Day



People celebrate the arrival of spring by outdoor events on the first day of May:

The official US holiday that celebrates the 'nation's birth' with fireworks, outdoor meals, flags and speeches: _____

A popular carnival in the USA held in New Orleans during the week before the first day of Lent: _____

The tradition, giving cards and presents to fathers, began in America in the 20th century: _____

The day of love and romance in February, when people give cards, letters, flowers or small presents to each other: _____

The first day of the new year when people often make resolutions: _____

The national holiday in Ireland, when people celebrate the national saint of the country traditionally wearing a shamrock: _____

A special day in February, when a small animal comes out of its hole after its winter sleep and sees its own shadow, goes back down its hole, there will be six more weeks of winter: _____

A night in the end of October, when people once believed that ghosts could be seen. Now, it is the time to have parties and play 'trick or treat': _____

One of the most important holiday for many Americans by remembering the early days of Pilgrims in America with a traditional dinner: _____

Curiosidad

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

- Valentine's day
<http://www.history.com/topics/valentines-day/history-of-valentines-day>
- Guy Fawkes day
<http://www.history.com/news/guy-fawkes-day-a-brief-history>
- Thanksgiving day <https://www.timeanddate.com/holidays/us/thanksgiving-day>
- St. Patrick's day <http://www.history.com/topics/st-patricks-day>
- April Fool's day <https://learnenglish.britishcouncil.org/en/magazine/april-fools-day>

4. Listening and Speaking: British Customs and Culture

Watch the video and read the transcript:

<https://www.youtube.com/watch?v=wpjispHqHU9g&t=94s>



The image shows a YouTube video player. The video content is a street scene in a village, featuring traditional half-timbered houses and a street sign. The video player includes a play button, a progress bar at 0:17 / 4:55, and various control icons. A transcript overlay is visible on the right side of the player, titled 'Transcript' and containing a search bar and four entries with timestamps and text.

Timestamp	Text
0:06	Bowler hats, pointy umbrellas, Sunday roasts, cups of tea, football (NOT soccer!), quaint
0:16	houses in sleepy villages, the Royal Family...Brits, they're more than just good old fish n chips!
0:24	Rain or shine, and let's be honest, it's mostly rain...the Brits are famous for their obsession
0:31	with the weather. It is almost always the first topic of conversation once the awkward daily

Then answer the questions:

1. Which is every one's favourite topic of conversation in Britain?
2. What does a "cuppa" mean?
3. What alcoholic drink do British men prefer? What about British women?
4. What do the Brits think about their royal family?

SPEAKING ACTIVITY

Which of the British traditions would you like to take part in?

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

Soluciones a las actividades propuestas

Actividad 1:

1. She loves Paris. She has been there many times.
2. Bill has worked in that company for 3 years. (He still works there).
3. They went to London on holiday last summer.
4. I have read that book. It 's good.
5. His parents were here yesterday.
6. They went to Germany when he was only 4.
7. Did you watch any film last night?
8. I had a couple of toasts for breakfast this morning.
9. He has lived in Rome since he was a teenager.
10. The house looks different. Have you painted it?
11. I didn't see you in class last Friday.
12. Shakespeare wrote over one hundred sonnets.

Actividad 2

1. Right
2. Wrong. I had sausages for lunch at half past one.
3. Wrong. She enjoyed herself at the party last night.
4. Right
5. Wrong. Tom left school one year ago.
6. Wrong. My cousins have lived in Dublin since they were children.
7. Right.
8. Right.
9. Wrong. James made a cake yesterday.
10. Right.

Actividad 3

1. She stopped smoking two months ago.
2. She hasn't smoked for two months.
3. Have you ever been to Florence?
4. Did you watch that TV show last night?
5. They still live in that town. They have lived there for ages.
6. A friend of mine won the lottery three years ago.
7. When did you finish your homework?
8. They enjoyed themselves at the party last summer.

Actividad 4: 1f, 2t, 3t, 4f, 5f, 6t, 7f

Actividad 5

b	e
i	h
j	a
c	f
g	d

Actividad 6

KEY

Match the festivals to the pictures. Then read the definitions about some of them and write the name of the festival on the line.

- 1 Mardi Gras
- 2 Christmas
- 3 Halloween
- 4 Columbus Day
- 5 St Patrick's Day
- 6 Independence Day
- 7 Mother's Day
- 8 Thanksgiving
- 9 Easter
- 10 New Year's Day
- 11 April Fool's Day
- 12 New Year's Eve
- 13 Valentine's Day
- 14 Father's Day
- 15 Groundhog Day
- 16 May Day

People celebrate the arrival of spring by outdoor events on the first day of May: **May Day**

The official US holiday that celebrates the nation's birth with fireworks, outdoor meals, flags and speeches: **Independence Day**

A popular carnival in the USA held in New Orleans during the week before the first day of Lent: **Mardi Gras**

The tradition, giving cards and presents to fathers, began in America in the 20th century: **Father's Day**

The day of love and romance in February, when people give cards, letters, flowers or small presents to each other: **Valentine's Day**

The first day of the new year when people often make resolutions: **New Year's Day**

The national holiday in Ireland, when people celebrate the national saint of the country traditionally wearing a shamrock: **St Patrick's Day**

A special day in February, when a small animal comes out of its hole after its winter sleep and sees its own shadow, goes back down its hole, there will be six more weeks of winter: **Groundhog Day**

A night in the end of October, when people once believed that ghosts could be seen. Now, it is the time to have parties and play 'trick or treat': **Halloween**

One of the most important holiday for many Americans by remembering the early days of Pilgrims in America with a traditional dinner: **Thanksgiving**

PARTE 1: THE WAY WE LIVE

Tema 3: Going Global

ÍNDICE

- 0. Introduction
 - 1. Women and Gender Stereotypes
 - 2. Grammar
 - 2.1. Relative Pronouns
 - 2.2. Possessive Pronouns
 - 3. Vocabulary and Reading:
 - 4. Listening and Speaking:
-

0. Introduction

En este tema vamos a analizar los roles y estereotipos de género, y cómo han sido desafiados.

También vamos a aprender a utilizar los pronombres relativos y posesivos, para escribir textos coherentes y cohesivos en inglés.

A continuación, estudiaremos el vocabulario relacionado con el papel de las mujeres en distintas sociedades, y sus recientes desafíos.

Para acabar, escucharemos una de las canciones más representativas del feminismo, “Break the Chain”, compuesta e interpretada por Tena Clark, como punto de partida de un debate sobre el empoderamiento de la mujer.

1. Women and Gender Stereotypes

Cada día, las mujeres de todos los países del mundo sufren desigualdad y discriminación. Se enfrentan a situaciones de violencia, abusos y un trato desigual tanto en su hogar, como en su entorno de trabajo y sus comunidades solo por el hecho de ser mujeres.

La discriminación de las mujeres puede ser muy evidente en ciertas ocasiones, pero también puede ser más sutil y difícil de detectar.

Lee el siguiente texto para descubrir una de estas situaciones.

Wear High Heels or Go Home

When a London office worker was sent home from work without pay because she refused to wear **high-heeled shoes**, a row soon ignited over workplace **dress codes** that many considered **sexist**.

Nicola Thorp, a receptionist at the offices of finance company PwC, arrived for work wearing smart **flat shoes**. However, her supervisor told her to go out and buy a pair of high-heeled shoes or go home.

Ms Thorp explained that she needed to spend nine hours a day walking around the office and that high-heeled shoes were **uncomfortable**.

She also pointed out that the dress requirement was **unfair** as it did not apply to male colleagues. She asked how flat shoes would prevent her from doing her job.

She was given no explanation, and when she refused to buy high-heeled shoes, she was sent home without pay.

PwC later told the media that the dress code was not theirs and said it was set by the agency Portico, who supplied reception staff for their offices.

A spokesperson for Portico said that Ms Thorp had signed their appearance **guidelines**. However, he said they would **review** these as a result of what had happened.

They did this shortly afterwards and their new appearance guidelines allowed female employees to wear flat shoes if they preferred.

Meanwhile, Ms Thorp set up a petition demanding that **sexually discriminating** dress codes be made **illegal**.

Existing UK law allowed employers to demand that staff follow 'reasonable dress code **standards**'. They could also set different dress codes for men and women providing there was 'an equivalent level of smartness'.

Over 130,000 people signed, a sufficient number to require a debate in the parliament. This took place in March 2017.

MPs decided the UK government should change the law to prevent similar **demands** being made by employers in future. However, this was rejected by the government, which claimed that existing legislation was 'adequate'.

Answer the questions below:

1. Why was Ms. Thorp sent home?
2. Was her workplace dress code the same for men and women?
3. What did she do to change the situation?

2. Grammar

2.1. Relative Pronouns

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

Ejemplo 1

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

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

Ejemplo 2

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

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

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

Ejemplo 3

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

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

Los pronombres de relativo que vamos a ver son:

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

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

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

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

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

Pulsa aquí para empezar a practicar los pronombres de relativo.

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

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

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

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

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

Actividad 1

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

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

A lawyer is someone _____ knows the law.

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

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

Actividad 2

Put in the relative *who* or *that* where necessary.

This is the boy _____ had an accident.

Yesterday I saw a car _____ was really old.

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

She likes hamburgers _____ are hot.

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

2.2. Possessive Pronouns

Los pronombres posesivos sustituyen a un nombre, como cualquier pronombre, y en español son “mío, tuyo, suyo,…”

Subject	Object	Possessive adjective	Possessive pronoun
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	-
we	us	our	ours
they	them	their	theirs

Observa cómo se puede sustituir un “adjetivo posesivo + nombre” por uno de estos pronombres:

- *That's **her** book → That's **hers**.*
- ***My** bag is on the desk → **Mine** is on the desk.*
- *This is **his** pen. Where's **your** pen? → This is **his**. Where's **yours**?*
- *I think this is **their** money → I think this is **theirs**.*

Por supuesto, cuando se utilizan estos pronombres es porque ya antes se ha mencionado la cosa poseída o ésta es evidente por el contexto:

That's **mine** → el hablante señala algo o se refiere a alguna cosa ya mencionada.

Los pronombres posesivos se pueden usar con la preposición **of**:

*Susan is one of my friends. > Susan is a friend **of mine**.*

Pulsa aquí para empezar a practicar los pronombres posesivos:

<http://www.english-area.com/paginas/possessives.htm>

Para más explicaciones y ejercicios, pulsa aquí:

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/possessives-pronouns>

Actividad 3

Sustituye los pronombres personales entre paréntesis por los pronombres posesivos correspondientes:

1. These pencils are (you) _____.
2. The blue ball is (I) _____.
3. The blue car is (we) _____.
4. That diamond ring is (she) _____.
5. We met the famous singers Paul and Jane last night. This house is (they) _____.
6. The luggage on the counter is (he) _____.
7. The pictures on the wall near the pillar are (she) _____.
8. In our garden in the summerhouse is a bird. The nest is (it) _____.
9. This smelly good for nothing cat is (we) _____.
10. Honestly, this was not my fault. It was (you) _____.

Actividad 4

Pulsa en el enlace para realizar un ejercicio en línea. Al completar la ficha, comprueba tus respuestas pulsando el botón de "Finish":

<https://www.liveworksheets.com/w/en/english-second-language-esl/1707948>

Possessive adjectives and possessive pronouns

Possessive adjectives

The possessive adjectives in English (also called 'possessive determiners') are: **my, your, his, her, its, our** and **their**.

They say who something belongs to.

- I have a bag – this is **my** bag.
- **You** have a cat – that is **your** cat.
- **He** has a car – it is **his** car.
- **She** has a book – it is **her** book.
- **The dog** has a bed – it is **its** bed.
- **We** have a flat – it is **our** flat.
- **They** have a daughter – She is **their** daughter.

Possessive pronouns

Possessive pronouns also say who something belongs to, but they replace the noun. So, we use them alone. In this case, we don't use **'its'**.

In English, the possessive pronouns are **mine, yours, his, hers, ours** and **theirs**.

- I have a bag – this is **mine**.
- **You** have a cat – that cat is **yours**.
- **He** has a car – it is **his**.
- **She** has a book – it is **hers**.
- **We** have a flat – it is **ours**.
- **They** have a daughter – She is **theirs**.

Para practicar el uso de los adjetivos y pronombres posesivos, pulsa aquí:

<https://www.perfect-english-grammar.com/possessive-pronouns-and-possessive-adjectives-exercise-1.html>

3. Vocabulary and Reading:

Gender Roles in Different Countries

There are many different ways in which we classify women from men and the different gender roles each of them plays. In Europe, men used to wear stockings, perfume and silks. In Scotland men still do wear skirts, they are called kilts. In America today most people would look upon those people and call them weird because they are dressing like the other gender and that is typically not looked upon in our society.

Women are not regularly known for playing football, that is not normally know as something that occurs often. We always think of men that are the ones who can play football, but women are now starting to have their own league of football, called Ladies Football League.

In Belgium, boys are put in pink when they are born, and girls are put in blue. Pink is considered masculine and strong and blue is considered feminine and dainty. Which explains why boys in Belgium wear pink and not blue.

In Southern Vietnam the E De culture is mostly female-centric. The men do not own property and things are not passed down to the boys of the family but to the girls and the women own property. Men take the women's last name and move into the home with them.

On Valentine's Day in Japan, men do not buy women flowers or chocolates. Women are the ones who buy things for men, normally chocolates.

In different Arab countries, hand holding is very common among friends of the same gender. Men hold hands to show their friendship to each other and it is completely normal for them.

In America, they generally think that the skinnier the woman is the hotter and more attractive she is. But, in a small country in West Africa, Mauritania, obese women are actually more attractive. Being obese is a sign of wealth, and being thin is a sign of poverty and sickness.

On a group islands off the coast of Western Africa, women are the ones who propose to the men, and the men are not allowed to refuse.

Actividad 5

Match the words in the box with their definition, then use them to fill in the gaps:

<input type="radio"/> prejudice	1	the act or ability of perceiving
<input type="radio"/> stereotypes	2	distinction in favour of or against, a person or thing based on the group, or category to which they belong rather than on individual merit
<input type="radio"/> perception	3	an unfavourable opinion or feeling formed beforehand or without knowledge, thought, or reason.
<input type="radio"/> gender stereotypes	4	the action of degrading someone to the status of a mere object
<input type="radio"/> discrimination	5	overly simplified ways of thinking about a person, group, etc.
<input type="radio"/> objectification	6	generalised views or preconception about attributes, or characteristics possessed by women and men, or the roles performed by men and women

Despite increasing level of gender equality in modern society, _____ are still a major problem for most of the people. The _____ can be both negative (e.g., women are irrational) or seemingly benign (e.g., women are nurturing), in any case they are harmfully reflected in everyday life.

In the worst case, stereotypical _____ of gender roles can result in _____ at school or workplace (for example, based on a _____, a woman might be perceived as less suitable for high managerial positions than equally qualified man).

Another example of gender stereotype is an _____ (e.g. in media). An example of this practice is a sexist portrayal of both genders in advertisement.

Actividad extra:

Sigue el siguiente enlace para completar la actividad en línea. Al finalizar, comprueba tus respuestas.

<https://www.liveworksheets.com/w/en/english-second-language-esl/1942385>

Use the word given in capitals to form a word that fits the gap.

GENDER STEREOTYPES

Gender stereotyping presents a serious obstacle to the 1) _____ [ACHIEVE] of real gender equality and feeds into gender 2) _____ [DISCRIMINATE]. Gender stereotypes are 3) _____ [CONCEIVE] ideas whereby males and females are 4) _____ [ARBITRARY] assigned characteristics and roles determined and limited by their sex. Gender roles in society means how we are expected to act, speak, dress, groom, and conduct ourselves based upon our assigned sex. For example, girls and women are generally expected to dress in 5) _____ [TYPICAL] feminine ways and be polite, accommodating, and 6) _____ [NURTURE]. Men are generally expected to be strong, aggressive, and bold.

Every society, ethnic group, and culture has gender role 7) _____ [EXPECT], but they can be very 8) _____ [DIFFER] from group to group. They can also change in the same society over time. For example, pink used to be considered a masculine colour in the U.S. while blue was considered feminine.

Gender stereotypes

A stereotype is a widely accepted 9) _____ [JUDGE] or bias about a person or group — even though it is overly simplified and not always accurate. Stereotypes about gender can cause 10) _____ [EQUAL] and unfair 11) _____ [TREAT] because of a person's gender. This is called 12) _____ [SEX].

There are four 13) _____ [BASE] kinds of gender stereotypes:

- 14) _____ [PERSON] traits — For example, women are often expected to be accommodating and 15) _____ [EMOTION], while men are usually expected to be self-confident and aggressive.
- Domestic behaviours — For example, some people expect that women will take care of the children, cook, and clean the home, while men take care of finances, work on the car, and do the home repairs.
- Occupations — Some people are quick to assume that teachers and nurses are women, and that pilots, doctors, and engineers are men.
- Physical 16) _____ [APPEAR] — For example, women are expected to be thin and 17) _____ [GRACE], while men are expected to be tall and 18) _____ [MUSCLE]. Men and women are also expected to dress in ways that are 19) _____ [STEREOTYPE] to their gender (men wearing trousers and women wearing dresses).

Hyperfemininity is the exaggeration of stereotyped behaviour that is believed to be feminine. This may include being passive, naive, sexually 20) _____ [EXPERIENCE], soft, 21) _____ [FLIRT], graceful, nurturing, and accepting.

Hypermasculinity is the exaggeration of stereotyped behaviour that is believed to be masculine. They believe they are supposed to compete with other men and dominate feminine folks by being aggressive, 22) _____ [WORLD], sexually experienced, 23) _____ [SENSITIVE], physically imposing, 24) _____ [AMBITION], and demanding.

These exaggerated gender stereotypes can make 25) _____ [RELATION] between people difficult. People who are hyperfeminine are more likely to endure physical and emotional abuse from society, while, people who are hypermasculine are more likely to be physically and emotionally 26) _____ [ABUSE] within society.

Extreme gender stereotypes are 27) _____ [HARM] because they do not allow people to 28) _____ [FULL] express themselves and their emotions. For example, it is 29) _____ [DETRIMENT] to males to feel that they are not allowed to cry or express sensitive emotions. And it is harmful to females to feel that they are not allowed to be independent, smart or 30) _____ [ASSERT]. Breaking down gender stereotypes allows everyone to be their best selves.

Adapted from <https://www.plannedparenthood.org>

4. Listening and Speaking:

Listen to the song and fill in the gaps:

<https://www.youtube.com/watch?v=fL5N8rSy4CU>

I raise my arms to the sky
 On my knees I pray
 I'm not afraid anymore
 I will walk through that (1) _____
 Walk, dance, rise
 Walk, dance, rise

I can see a world where we all live
 Safe and free from all oppression
 No more rape or incest, or abuse
 (2) _____ are not a possession

You've never owned me,
 don't even know me
 I'm not invisible, I'm simply (3) _____
 I feel my heart for the first time racing
 I feel alive, I feel so (4) _____

CHORUS

I dance cause I love
 Dance cause I dream
 Dance cause I've had enough
 Dance to stop the screams
 Dance to (5) _____ the rules
 Dance to stop the pain
 Dance to turn it upside down
 It's time to break the chain, oh yeah
 Break the (6) _____
 Dance, rise
 Dance, rise

Alzo mis manos al cielo
 Rezo de rodillas
 Ya no tengo miedo
 Pasaré por esa puerta
 Anda, baila, alízate
 Anda, baila, alízate

Puedo ver un mundo donde todos vivimos
 A salvo y libres de toda opresión
 No más violaciones o incesto, o abuso
 Las mujeres no son un objeto

Nunca he sido de tu propiedad,
 ni me conoces
 No soy invisible, soy sencillamente maravillosa
 Por primera vez siento como mi corazón se acelera y me
 siento viva, me siento genial

Estribillo

Bailo porque amo
 Bailo porque sueño
 Bailo porque he tenido suficiente
 Bailo para parar los gritos
 Bailo para romper las reglas
 Bailo para parar el dolor
 Bailo para darle la vuelta
 Es hora de romper la cadena, oh sí
 Romper la cadena



In the middle of this madness, we will
 stand I know there is a better world
 Take your (7) _____ & your
 brothers by the hand
 Reach out to every woman & girl

This is my body, my body's holy
 No more excuses, no more abuses
 We are (8) _____, we are teachers,
 We are beautiful, beautiful creatures
(Chorus)

Sister won't you help me,
 sister won't you rise
 Dance, rise

This is my body, my body's holy
 No more excuses, no more abuses
 We are (8) _____, we are teachers,
 We are beautiful, beautiful creatures

(Chorus x2)

En medio de esta locura, nosotras
 estaremos juntas. Sé que hay un mundo
 mejor... Coge de las manos a tus
 hermanas y hermanos
 Tiende la mano a toda mujer y chica

Este es mi cuerpo, mi cuerpo es sagrado
 No más excusas, no más abusos
 Somos madres, somos profesoras,
 somos criaturas bellas, muy bellas
(Estribillo)

Hermana, ¿no me ayudas?
 ¿Acaso no te alizas?
 Baila, alízate

Este es mi cuerpo, mi cuerpo es sagrado
 No más excusas, no más abusos
 Somos madres, somos profesoras,
 somos criaturas bellas, muy bellas

("Break the Chain", Lyrics by Tena Clark, Music by Tena Clark/Tim Heintz)

Speaking

Explain the message of the song in your own words.

Respuestas a las actividades propuestas

Actividad 1

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

A lawyer is someone who knows the law.

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

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

Actividad 2

This is the boy who had an accident.

Yesterday I saw a car that was really old.

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

She likes hamburgers that are hot.

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

Actividad 3

- 1 Yours
- 2 Mine
- 3 Ours
- 4 Hers
- 5 Theirs
- 6 His
- 7 Hers
- 8 Its
- 9 Ours
- 10 Yours

Actividad 5

Definiciones: 3,5,1,6,2,4

Despite increasing level of gender equality in modern society, **stereotypes** are still a major problem for most of the people. The **gender stereotypes** can be both negative (e.g., women are irrational) or seemingly benign (e.g., women are nurturing), in any case they are harmfully reflected in everyday life.

In the worst case, stereotypical **perception** of gender roles can result in **discrimination** at school or workplace (for example, based on a **prejudice**, a woman might be perceived as less suitable for high managerial positions than equally qualified man).

Another example of gender stereotype is an **objectification** (e.g., in media). An example of this practice is a sexist portrayal of both genders in advertisement.

Listening

1. door
2. women
3. wonderful
4. amazing
5. break
6. chain
7. sister
8. mothers

PARTE 2: TRENDING NOW

Tema 1: Bargain

ÍNDICE

- 0. Introduction
 - 1. Shops
 - 2. Grammar: Infinitives and Gerunds
 - 3. Vocabulary: Shopping
 - 4. Writing: A Shopping List
 - 5. Listening and Speaking:
-

0. Introduction

En este tema vamos a hablar de compras: dónde ir, cómo hacer una lista de la compra y elegir los productos, cómo hablar con los dependientes, etc.

También aprenderemos a usar los verbos en infinitivo y en gerundio y, para terminar, escucharemos un texto relacionado con las compras.

Preparad las bolsas. ¡Nos vamos de compras!

1. Shops

A los británicos les gustan los supermercados. Sin embargo, la abundancia de grandes almacenes tiene muchos efectos negativos sobre la economía del país.

Lee el siguiente texto para descubrir por qué.

HOW SUPERMARKETS ARE CHANGING IN BRITAIN

The British love their supermarkets. And there are more and more of them every year. But is this a good thing?

Not necessarily. For a start, many small shops can't compete on price with superstores such as Tesco, Sainsbury's, Waitrose and Marks & Spencer. And they don't have as many products either. As a result, many local businesses have closed.



Supermarkets have a negative effect on local communities in other ways, too. Money spent in independent shops usually stays in the area. However, money spent at supermarkets is often put into the bank accounts of distant shareholders, some of whom don't even pay any tax in the UK!

Supermarkets are also bad for animal welfare. The UK has high standards in this field, but some supermarkets get their meat from abroad. And in many cases, this meat is produced under conditions that would be illegal in the UK. But once they've got the meat, supermarkets put a British flag on the product as the meat is packed there. Dishonest? Not exactly, but it isn't entirely true either!

Supermarkets have even had a negative effect on the British pub. Beer and wine is much cheaper in a supermarket. For example, supermarkets can sell a can of beer for 25p (about 30 cents), but the same beer will cost £2.50 (about €3) in a pub. These days, pubs are closing at the rate of 39 a week!

Supermarkets have a poor environmental record too. Many of them don't store food products themselves as storage space is expensive, so they get food producers to do it for them. This means that supermarket lorries have to make more trips to collect supplies. In fact, the average item of food from a supermarket travels over 1,000 kilometres: by lorry or plane from the producer to the store, and then by car from the store to the consumer.

Supermarkets also use a lot of plastic packaging, which isn't good for the environment either.



So, what can be done to help the "little guys"? Not much really. For one thing, supermarkets have a lot of power. Many political parties receive donations from supermarkets. And supermarkets often use their money to influence decisions.

Supermarkets are good news for shoppers looking for bargain, but they're definitely bad for local businesses, animals and the environment!

Think of your own shopping habits, then answer the following questions:

- Which supermarket do you shop at?
- Which local stores do you go to?
- What do you buy there?
- How has your local area changed over the years?

2. Grammar: Infinitives and Gerunds

A medida que mejore tu nivel de inglés y empieces a ser capaz de expresar ideas más complejas, será frecuente que las frases que construyas contengan un segundo verbo. Para este tienes dos posibilidades: ponerlo en infinitivo (el verbo precedido por "to") o en gerundio (es decir, el verbo terminado en "-ing"). Pero ¿cómo saber cuál hay que usar en cada ocasión?

Reglas

¿Por qué en inglés hay unos verbos que van seguidos por gerundio y otros por infinitivo? La respuesta corta es: nadie lo sabe; simplemente es así. Por supuesto, no es lo que prefieren oír la mayoría de quienes estudian esta lengua pero, ciertamente, cualquier buen libro de gramática incluye una larga [lista de los verbos que van](#)

seguidos por gerundio y los que van seguidos por infinitivo, así que... ¡no te queda otra que estudiártela!

• **Verbos seguidos de to + infinitivo.**

afford	intend
agree	manage
aim	need (4)
arrange	offer
begin (1)	prepare
choose	promise
consent	refuse
continue (1)	regret (2)
dare (4)	remember (3)
decide	start (1)
demand	train
expect	volunteer
fail	want
hope	
plan	

(1) También pueden ir seguidos de un verbo acabado en *-ing*, sin cambio de significado.

(2) *Regret* puede ir acompañado de *-ing* o *to + infinitivo*, dependiendo del uso:

- *I regret to tell you that the trip has been cancelled.* (lamentarse de algo que vamos a hacer)
- *She regretted accepting that job.* (arrepentirse de algo ya hecho)

(3) *Remember* puede ir seguido de *-ing* o *to + infinitivo*, dependiendo del uso:

- *Remember to post that letter.* (primero se recuerda y luego se hace algo)
- *I remember telling her about it.* (primero se realiza una acción y luego se recuerda)

(4) *Need* y *dare* pueden utilizarse como verbos modales, en cuyo caso van seguidos de infinitivo sin *to* o como verbos normales, seguidos de *to + infinitivo*.

- *I need to tell you / I need tell you.* (La primera opción es la más usual en afirmativa)
- *How dare you do that? / How do you dare to do that?*

• **Verbos seguidos de objeto + to + infinitivo**

advise	persuade
allow	remind
ask	teach
cause	tell
enable	train
expect	trust
help	urge
invite	use
lead	warn
permit	

• **Verbos seguidos de objeto + infinitivo**

make, let, notice, feel, hear, overhear, see

Verbos + *-ing*

- Los siguientes **verbos** van seguidos de otro verbo acabado en *-ing*.

admit	keep
avoid	like
begin (1)	love
consider	mention
continue (1)	miss
delay	prefer
deny	postpone
detest	practise
dread	propose
dislike	recall
enjoy	recommend
envisage	regret (2)
finish	remember (3)
feel like	report
go	risk
hate	start (1)
imagine	stop
involve	suggest

(1) También pueden ir seguidos de *to + infinitivo*, sin cambio de significado.

(2) *Regret* puede ir acompañado de *-ing* o *to + infinitivo*, dependiendo del uso:

- *I regret to tell you that the trip has been cancelled.* (lamentarse de algo que vamos a hacer)

- *She regretted accepting that job.* (arrepentirse de algo ya hecho)

(3) *Remember* puede ir seguido de *-ing* o *to + infinitivo*, dependiendo del uso:

- *Remember to post that letter.* (primero se recuerda y luego se hace algo)

- *I remember telling her about it.* (primero se realiza una acción y luego se recuerda)

- **Expresiones** seguidas de un verbo acabado en *-ing*.

There's no point (= no sirve de nada, no tiene sentido)

It's no use / It's no good (= no sirve de nada)

It's not worth (= no merece la pena)

Have difficulty (= tener dificultad para)

Be used to (= estar acostumbrado a)

Look forward to (= esperar con impaciencia, desear)

Object to (= objetar)

Actividad 1

Fill in the gaps with the infinitive or the gerund form of the verb in brackets:

- 1.- My brother hates (tidy) his bedroom. It's a mess.
- 2.- We want (go) to a rock concert next Saturday.
- 3.-She doesn't mind (play) football, but she prefers basketball.
- 4.-Helen chose (stay) in Turkey and get a job there.
- 5.-The girls would like (participate) in the Carnival.
- 6.-Let me cook. I don't mind (make) dinner for all of us.
- 7.-My friend recommended me (visit) the National Gallery in London.
- 8.-Stephen promised (take) his daughter to the zoo next Sunday.

- 9.-The teacher won't allow you (use) a dictionary in the exam.
- 10.-I advised you (take) a taxi instead of (walk)
- 11.-Katherine appears (be) the most qualified person for the job.
- 12.-I hope (spend) next summer with my girlfriend in Ibiza.
- 13.-The Dutch man reported (see) a black woman (get) into the house.
- 14.-My cousin is thinking about (study) Law in Barcelona.
- 15.-Your uncle claimed (be) the winner of the television contest.
- 16.-They refused (talk) to the sales assistant..
- 17.-My mother dislikes (work) with figures.
- 18.-Yoana agreed (rent) a car in Berlin at Easter.
- 19.-Hector delayed (send) the application form on time.
- 20.-Don't hesitate (call) me if you are in trouble.
- 21.-I really appreciate (have) the opportunity to meet the Prime Minister.
- 22.-I think he deserves (receive) the award for his performance.
- 23.-Hillary tends (arrive) late on Friday mornings.
- 24.-Barbara imagined (lie) on a beach in the Caribbean.
- 25.-I'm going to leave after (eat).
- 26.-My boss decided (pay) me more money.
- 27.-I like (hang) out with my friends.
- 28.-My father offered me (drive) his car.
- 29.-The teacher warned the students (revise) for the next exam.
- 30.-Please avoid (drink.) alcohol before (go) to bed.
- 31.-My friend suggested me (buy) tickets for the Madonna concert.
- 32.-I hope (know) from you soon.
- 33.-I'm looking forward to (meet) you next week.
- 34.-My best friend told me (see) the new Woody Allen film.
- 35.-You can't learn any language without..... (make) mistakes.
- 36.-He should tell the truth instead of (lie) all the time.
- 37.-Do you mind (look) after my dog while I'm out?
- 38.-I can't stand (stay) at home all weekend.
- 39.-He used (play) tennis with his brother.
- 40.-I'm sorry but I forgot (buy) the newspaper.

Para más ejercicios sobre el uso del infinitivo o el gerundio, sigue el enlace:

https://www.english-grammar.at/online_exercises/gerund-infinitive/gerund-infinitive-index.htm

3. Vocabulary: Shopping

Listen to the next words and learn their pronunciation (use the webpage <https://howjsay.com/index?word> to learn the correct pronunciation):

- cash
- cashier
- customers
- fitting room
- medium
- on sale
- open
- pay
- price
- receipt
- sales tax
- shopping cart
- store hours
- window shop
- try on

Actividad 2:

1. How much does this sweater cost? What's the _____?
2. Should I buy a size small, _____, or large jacket. I don't know what size he wears.
3. Would you like to pay by _____ or by credit card?
4. Is the store _____ or closed?
5. (A) Where can I _____ this shirt? (B) You can try it on in the _____.
6. If you want to bring back that jacket and exchange it for a new one, you must have a _____.
7. I'm going to buy a lot of things, so I don't want a shopping basket. I need a _____.
8. That television is very expensive, so I'm going to wait for it to go _____.
9. There are too many people standing in line at that _____. Let's go to another one.
10. The table costs \$59, but don't forget that you also have to pay _____. That's an extra 10%.
11. That store is very popular. There are always very many _____ buying things.
12. Oh no! I almost walked out of the store and almost forgot to _____ for my things!
13. The _____ are from 9 am to 9 pm.
14. I don't have much money, but I still like to go to shopping malls and _____.

Actividad 3:

Answer these fourteen questions to score your vocabulary knowledge.

1. Which of the following things can an 'advertisement' do?

- a) put things in a bag for you
- b) tell you how much something costs
- c) spend a lot of money
- d) all of the above

2. If something you bought was a 'bargain', it wasn't ...

- a) expensive
- b) on sale
- c) big
- d) bought with cash

3. Which of the following things does a 'cashier' usually do?

- a) give away things for free
- b) browse
- c) go shopping
- d) take your money

4. A book costs \$5.99 and you pay \$6. What should you get?

- a) special offers
- b) change
- c) a clerk
- d) a cash register

5. Which of the following things can you do with a 'debit card'?

- a) find a clerk to help you
- b) find out someone's name
- c) buy a bag of apples
- d) find out the price of a sweater

6. What do you do when you 'exchange' a product?

- a) you replace it with another product
- b) you look at it very carefully
- c) you sell it to a customer
- d) you put it inside a box

7. Which of the following things do people usually do in a 'fitting room'?

- a) they look at bar codes
- b) they talk to other customers
- c) they try on clothes
- d) they buy things

8. Which of the following things do you do when you 'purchase' something?

- a) you return it
- b) you advertise it
- c) you sell it
- d) you buy it

9. When do people usually get a 'receipt'?

- a) before they buy a used car
- b) before they check out

- c) when they get a shopping basket
- d) after they buy something

10. Which of the following words is closest in meaning to 'shoplift'?

- a) steal
- b) break
- c) buy
- d) use

11. Which of the following things can you do with a 'shopping cart'?

- a) you can give it your credit card
- b) you can put things in it
- c) you can ask it to help you
- d) you can drive it

12. Which of the following things does 'store hours' mean?

- a) the time when the store is open
- b) the time when there is a sale
- c) the time when the store is closed
- d) the time when the store is very busy

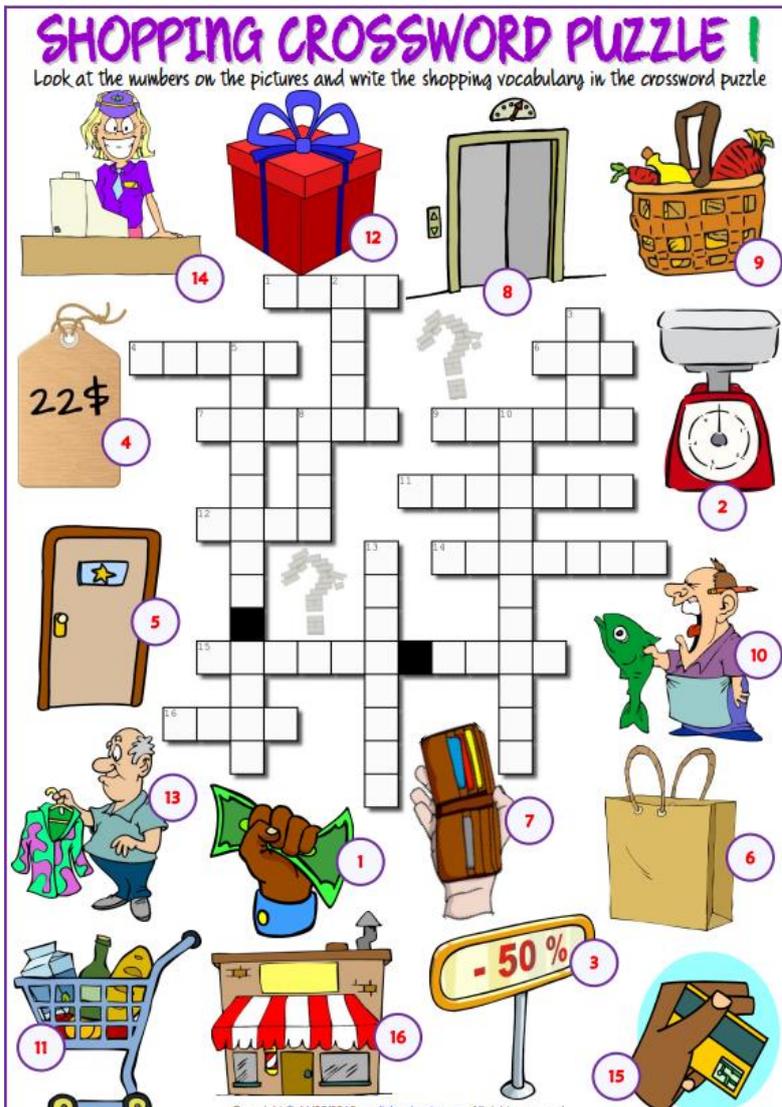
13. Which of the following things is an example 'weight'?

- a) 55 grams
- b) 14 kilograms
- c) 12 ounces
- d) all of the above

14. When they go 'window shopping', people usually ...

- a) buy windows
- b) spend a lot of money
- c) buy nothing
- d) none of the above

Actividad 4



4. Writing: A Shopping List

Read the conversation between Mum and Nancy.

Mum: Nancy, tomorrow is your birthday. I'm going to the supermarket to buy things for your birthday party.

Nancy: I want to eat sweets and chips. Susan will come. She likes to eat biscuits and apples.

Mum: How about Ian and Minnie?

Nancy: They like to eat chicken and sausages.

Mum: What do you want to drink?

Nancy: I like coke.

Mum: Coke is bad for your health. Let's buy orange juice and apple juice.

Nancy: Alright. Dad likes to drink green tea. Let's buy green tea for him.

Mum: You're such a good girl. Let's buy some ice cream.

Nancy: Thanks, Mum.

Fill in the shopping list for Mum.

Shopping list

– sweets

-
-
-
-
-
-
-
-
-
-

5. Listening and Speaking:

Completa las actividades de “listening” propuestas en el siguiente vídeo para mejorar tu comprensión auditiva:

<https://www.youtube.com/watch?v=wk3wosKOHVw>

Tras escuchar el artículo, contesta oralmente a las preguntas antes de hacerlo por escrito.

Respuestas a las actividades propuestas

Actividad 1

- 1.- My brother hates **tidying** his bedroom. It's a mess.
- 2.- We want **to go** to a rock concert next Saturday.
- 3.-She doesn't mind **playing** football, but she prefers basketball.
- 4.-Helen chose **to stay** in Turkey and get a job there.
- 5.-The girls would like **to participate** in the Carnival.
- 6.-Let me cook. I don't mind **making** dinner for all of us.
- 7.-My friend recommended me **visiting /to visit** the National Gallery in London.
- 8.-Stephen promised **to take** his daughter to the zoo next Sunday.
- 9.-The teacher won't allow you **to use** a dictionary in the exam.
- 10.-I advised you **to take** a taxi instead of walking
- 11.-Katherine appears **to be** the most qualified person for the job.
- 12.-I hope **to spend** next summer with my girlfriend in Ibiza.
- 13.-The Dutch man reported **seeing** a black woman getting into the house.
- 14.-My cousin is thinking about **studying** Law in Barcelona.
- 15.-Your uncle claimed **to be** the winner of the television contest.
- 16.-They refused **to talk** to the sales assistant.
- 17.-My mother dislikes **working** with figures.
- 18.-Yoana agreed **to rent** a car in Berlin at Easter.
- 19.-Hector delayed **sending** the application form on time.
- 20.-Don't hesitate **to call** me if you are in trouble.
- 21.-I really appreciate **having** the opportunity to meet the Prime Minister.
- 22.-I think he deserves **to receive** the award for his performance.
- 23.-Hillary tends **to arrive** late on Friday mornings.
- 24.-Barbara imagined **lying** on a beach in the Caribbean.
- 25.-I'm going **to leave** after eating.
- 26.-My boss decided **to pay** me more money.
- 27.-I like **hanging out** with my friends.
- 28.-My father offered me **to drive** his car.
- 29.-The teacher warned the students **to revise** for the next exam.
- 30.-Please avoid **drinking** alcohol before going to bed.
- 31.-My friend suggested me **buying** tickets for the Madonna concert.
- 32.-I hope **to know** from you soon.
- 33.-I'm looking forward to **meeting** you next week.
- 34.-My best friend told me **to see** the new Woody Allen film.
- 35.-You can't learn any language without **making** mistakes.
- 36.-He should tell the truth instead of **lying** all the time.
- 37.-Do you mind **looking** after my dog while I'm out?
- 38.-I can't stand **staying** at home all weekend.
- 39.-He used **to play** tennis with his brother.
- 40.-I'm sorry but I forgot **to buy** the newspaper.

Actividad 2

1. price
2. medium
3. cash
4. open
5. try on – fitting room

6. receipt
7. shopping cart
8. on sale
9. cashier
10. sales tax
11. customers
12. pay
13. store hours
14. window shop

Actividad 3:

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

Actividad 4

Across

1. cash
4. price
6. bag
7. wallet
9. basket
11. trolley
12. gift
14. cashier
15. credit card
16. shop

Down

2. scale
3. sale
5. changing room
8. lift
10. salesperson
13. customer

PARTE 2: TRENDING NOW

Tema 2: Catwalk

ÍNDICE

- 0. Introduction
 - 1. Fashion or Individuality
 - 2. Grammar: Passive Form – Present Simple
 - 3. Vocabulary: Fashion and Clothes
 - 4. Listening and Speaking
-

0. Introduction

En este tema nos centraremos en el vocabulario relacionado con la moda (y la ropa en general).

También aprenderemos a usar la voz pasiva con el verbo en presente simple.

Para terminar, escucharemos un diálogo sobre la moda, y contestaremos algunas preguntas.

1. Fashion or Individuality

A la mayoría de nosotros nos gusta vestir a la moda. Pero ¿es la moda un “uniforme” que nos impide ser originales?

Lee el siguiente artículo y reflexiona sobre las tendencias de la moda.

Read the text below and answer the questions that follow:

Fashion or Individuality?

I

We tend to think that we are individualistic when it comes to fashion. We dislike school uniforms, for example. We wear what we like. However, this individuality might be an illusion. Looking at people around us, we can see that most of them dress very similarly.

II

Undoubtedly, fashion has become a major force in our lives. Young people have even invented a phrase “fashion victim” for anyone who automatically follows the latest trends. But we are not all fashion victims? Doesn’t fashion dictate what to wear, which music to listen to, where to shop, what to eat, when to laugh, perhaps even how to think?

III

Teenagers are the most willing victims of all. Go to any club in the Western world and you will see masses of young people in blue jeans, sweatshirts, and baseball caps. Ask teenagers what music they listen to, or which TV shows movies they watch, and you will hear the same short list of whatever is “in” that month. When teenagers buy a new pair of jeans, they think they are exercising an individual choice. But surely, they are subconsciously aware that jeans are very much in fashion. Yet each and every one of these teenagers believes that he or she is a true individual, who is exercising his or her free choice. In fact, our choice is not free at all.

Activity 1

Questions

1. The following sentence was removed from paragraph I: “This is what is called the uniform of fashion”. Where in paragraph I does it belong?
 - a. after the first sentence.
 - b. After the second sentence.
 - c. After the third sentence.
 - d. At the end of the paragraph.

2. According to paragraph I, does the writer think that we are individualistic when it comes to fashion? Yes / No (circle the answer.)

Which word(s) helped you answer the question?

3. Complete the sentence according to paragraph II. Use **two** or **three** words.

The writer feels that people choose their clothes and TV programs because

_____.

4. Find a word in paragraph II that means “fashion” _____.
5. Find a word in paragraph III that means “has the knowledge of“ _____.
6. Circle the correct dictionary definition of the word “dress” as it used in line 3 (paragraph 1):
 - a. *nc.* an article of clothing with a top part and skirt, worn by a woman or a girl.
 - b. *nu.* clothing in general (for both men and women).
 - c. *v.* to put on clothes on (a person, doll).
 - d. *v.* to provide money for clothes for (a person).
 - e. *v.* to add sauce to (food).
 - f. *v.* to arrange articles for display in (a place) or on (a model).

2. Grammar: Passive Form – Present Simple

La **voz pasiva** se **utiliza principalmente** para **dar énfasis** a la acción en lugar de quién la realiza. En español tenemos varias formas de pasiva como vemos en el ejemplo. En inglés utilizaremos la **misma estructura** en ambos casos.



Se venden electrodomésticos en esta tienda.

Los electrodomésticos son vendidos a plazos.

La voz pasiva se suele utilizar cuando **se desconoce la persona** que realiza la acción. También se utiliza para **evitar nombrar quién** hace la acción, bien porque no es importante o porque no te interesa.

Se venden electrodomésticos en esta tienda (por los vendedores).

* En este ejemplo no decimos quién los vende. En este caso no es importante, puesto que se sobreentiende que son los vendedores de la tienda.

FORMA

► **AFIRMATIVA:** Para formar frases en afirmativa debemos utilizar el verbo **'to be'** seguido de un participio de pasado.

Sujeto + **am / is / are** + **participio** + resto de frase

Se venden electrodomésticos en esta tienda. / Los electrodomésticos son vendidos en esta tienda.

Appliances are sold in this shop.

* Recuerda que el participio de los verbos corresponde con la tercera columna de los verbos irregulares (en los verbos regulares es igual al pasado).

► **NEGATIVA:** Para formar la negativa debemos negar el verbo 'to be'.

Sujeto + **'m not / isn't / aren't** + **participio** + resto de frase

No se venden electrodomésticos en esta tienda.

Appliances aren't sold in this shop.

* Podemos encontrar la forma **completa** (i.e. *is not*) o la forma **contraída** (i.e. *isn't*). Sin embargo, la forma contraída es la más común.

► **INTERROGATIVA:** Para la **formación de preguntas** necesitamos **invertir** el verbo 'to be', tal y como vemos en el ejemplo.

am / is / are + sujeto + **participio** + resto de frase

¿Se venden electrodomésticos en esta tienda?

Are appliances sold in this shop?

► **RESPUESTAS CORTAS:** Las respuestas cortas son **muy comunes**, porque cuando hablamos **evitamos repetir** la pregunta completa. Utilizamos el verbo 'to be' para formar la respuesta corta.

Is the desk made of wood?

Yes, it is. / No, it isn't.

Are appliances sold in this shop?

Yes, they are. / No, they aren't.

¿CÓMO PONGO LOS SUJETOS?

Aunque es opcional (y rara vez se pone), si queremos incluir el sujeto que tenía la frase en voz activa debemos pasarlo al final precedido de **'by'**. Vemos un ejemplo de una frase activa pasada a pasiva.

Los fabricantes hacen camisetas de algodón.

The manufacturers make t-shirts of cotton.

Las camisetas se hacen de algodón (por los fabricantes)

T-shirts are made of cotton (by the manufacturers).

Debemos tener en cuenta que si es un pronombre debemos buscar la forma correspondiente.

Ellos hacen camisetas de algodón.

They make t-shirts of cotton.

Se hacen camisetas de algodón (por ellos)

T-shirts are made of cotton (by them).

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

- Debemos conocer las formas del verbo 'to be', como hacer la negativa y la interrogativa con este verbo básico.
- Es importante notar que en **español existen dos formas** de hacer frases en pasiva. En inglés la estructura es siempre la misma.
- Recuerda qué son **los participios** (la tercera columna de los verbos). Normalmente encontraremos que el participio de los verbos coincide con la forma de pasado (verbos regulares); work - worked - **worked**. Sin embargo, los verbos irregulares tienen una forma diferente para el participio; go - went - **gone**.
- Aunque en español sólo los objetos directos de un verbo activo pueden convertirse en sujetos de una estructura pasiva, en inglés lo pueden hacer tanto los objetos directos como los indirectos.

John me cuenta un chiste.

John tells me a joke.

Un chiste me es contado por John.

A joke is told to me by John.

I am told a joke by John. (sin equivalente en español)

Para más explicaciones, sigue el enlace:

<https://englishpost.org/voz-pasiva-presente-simple-ingles/>

Actividad 2

Complete the sentences with the present simple passive of the verbs in brackets.

- 1 This room _____ (USE) by teachers.
- 2 Cheese _____ (MAKE) from milk.
- 3 He _____ (KNOW) as a great painter.
- 4 The names of the players _____ (WRITE) on their lockers.
- 5 The biology teacher _____ (CALL) Sonia.
- 6 The festival _____ (HOLD) in the second week of January every year.
- 7 This game _____ (PLAY) differently in Australia.
- 8 His books _____ (LIKE) by young people.
- 9 It _____ (SAY) that she is rich.
- 10 How many languages _____ (SPEAK) on Earth?
- 11 Lincoln's biography _____ (READ) by children all around the world.
- 12 A rise in temperatures _____ (EXPECT).
- 13 How many people _____ (KILL) by sharks each year?
- 14 Sunday _____ (FOLLOW) by Monday.
- 15 Breakfast _____ (SERVE) at eight o'clock.
- 16 Traditional Japanese houses _____ (BUILD) of wood and they catch fire easily.
- 17 The accommodation and even the drinks _____ (INCLUDE) in the price.
- 18 A lot of their time _____ (SPEND) on part-time jobs.
- 19 A lot of tobacco _____ (GROW) in North Carolina.
- 20 She _____ (LOVE) by everybody.
- 21 I'll show you how this game _____ (PLAY).
- 22 This knife _____ (USE) to cut meat.
- 23 Both French and English _____ (SPEAK) in Canada.
- 24 Foreign books _____ (SELL) in the shop.
- 25 The Olympic Games _____ (HOLD) every four years.
- 26 The book _____ (WRITE) in Spanish.
- 27 Not much money _____ (REQUIRE).
- 28 These shoes _____ (MAKE) in Italy.

29 The children _____ (CALL) Tom and Mary.

30 He _____ (KNOW) as a great pianist.

Actividad 3

Change the following sentences to passive.

1 They open the door every morning.

2 My brother uses this bike.

3 Summer follows spring.

4 Many people use English.

5 A lot of people love mystery novels.

6 They call this tea green tea.

7 They make wine from grapes.

8 They sell flowers here.

9 Many people like this song.

10 They hold the meeting twice a month.

11 Bees make honey.

12 They consider Tom a good teacher.

13 They serve breakfast between 7 and 9.

14 They hold meetings every week.

15 My father uses this car.

Inglés Módulo 4. Parte 2: Trending now. Tema 2: Catwalk

16 Little children like the elephant.

17 We eat this dish without bread.

18 They speak English almost everywhere.

19 We call our galaxy the Milky Way.

20 Electricity drives this machine.

21 The pigs eat all the apples.

22 Mr White teaches French.

23 Everybody likes her.

24 His family supports him.

25 We celebrate Christmas in December.

26 They make paper from wood.

27 We call New York the Big Apple.

28 They deliver letters every day.

29 They make these cameras in Japan.

30 Hindus consider cows sacred.

Para practicar más, pulsa en los siguientes enlaces:

<https://www.ego4u.com/en/cram-up/grammar/passive/exercises?simple-present>

<https://www.perfect-english-grammar.com/passive-exercise-1.html>

<https://engelsklasklokaal.nl/en/english-grammar-exercises/passive/simple-present-passive/>

<https://www.engblocks.com/grammar/exercises/passive-voice/rewrite-the-sentences-using-present-simple-passive-exercise-2/>

3. Vocabulary: Fashion and Clothes

How can you talk about fashion and style in English? What fashion vocabulary do you need to talk about how a person looks – and their personal style?

Get these fashion words and phrases – and learn other synonyms for style.

The difference between fashion and style

Fashion is a trend that changes quickly. Something that is in fashion today will be out of fashion in a few weeks. But style is something that is personal to you – and it doesn't change quickly.

Here are some useful ways to talk about fashion:

fashionable = someone who wears the newest clothes

“That style of jeans isn't very fashionable.” (Opposite – unfashionable / out of fashion)

in = if something is “in”, it's fashionable

“Are skinny jeans still in?”

a la mode = a French phrase to mean fashionable

“Vintage fashion is very a la mode at the moment.”

trendy (noun = trend) = fashionable

“All her daughters are very trendy.”

the latest (from the catwalk / runway) = the most recent fashion (from the fashion shows, and modelled on the catwalk / runway)

“I like keeping up with the latest fashions.”

all the rage = currently very fashionable

“It's all the rage to wear your trousers very low on your waist.”

fashion victim = someone who follows fashion but doesn't think about if it looks good on them

“Why did she get those boots? They're horrible! I think she's a bit of a fashion victim.”

Synonyms for style

Here are some ways you can talk about a person's style:

stylish = with style

“He wore a very stylish waistcoat.”

chic = elegant

“Parisian women always look so chic.”

You can describe men as “**debonair**” or “**dapper**”.

“I saw a very debonair man in the street.”

“Who’s that dapper gentleman over there?” (“Dapper” tends to be used for older men.)

classy = showing sophisticated taste (not just for clothes)

“She always wears classy jewellery – nothing you can find in the usual high street jewellers.”

snazzy = stylish

“I like your new shoes. Very snazzy!”

a snappy dresser = a person who dresses with great attention to detail and who looks good

“Colin is a very snappy dresser. He always looks very well presented.”

have a sense of style = know what makes you look good and stylish

“Carla has such a good sense of style. She always looks fabulous.”

a style icon = someone who is well known for their sense of style (and who people want to copy)

“Audrey Hepburn is a style icon for millions of women.”

to scrub up well = to look good when you make an effort with smart clothes

“I think we’ve scrubbed up pretty well for the wedding!”

Types of style

formal / informal

“He always wears formal clothes to work. He’s always in a suit.”

smart casual = the clothes you can wear which are half way between formal and casual

“The invitation says ‘smart casual’ so you don’t need to wear a suit.”

leisure wear = clothes like tracksuits that you wear to be comfortable at home

“We’re always in our ‘leisure wear’ on Sundays.”

vintage = clothes from more than 30 years ago

“If you keep that leather jacket for another few years, it will be vintage!”

(An alternative to vintage is “**retro**”.)

Expressions with “rag”

“Rag” is a slang term for “clothing” and there are a few English expressions where we use “rag”. For example:

the rag trade = the clothing industry

“Her grandparents worked in the rag trade in East London.”

from rags to riches = a type of story where someone goes from being poor to very rich

“Her new book is a typical rags to riches story.”

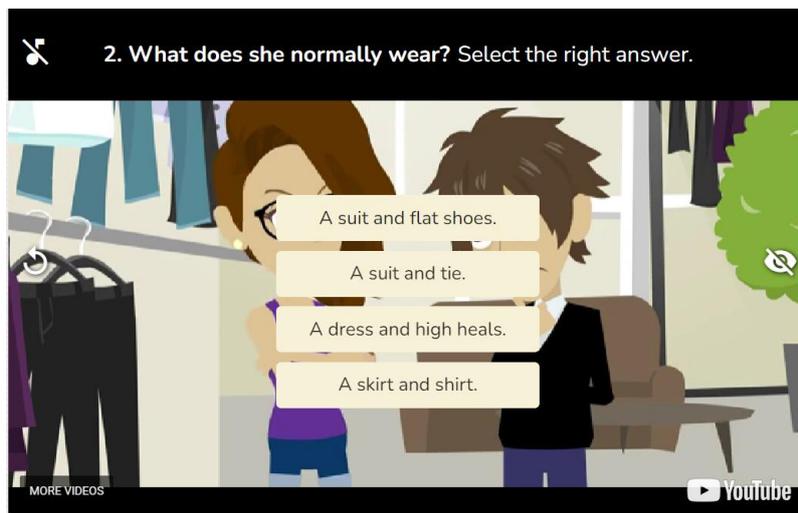
glad rags = your best clothes

“Look at this photo of us in our glad rags!”

4. Listening and Speaking

Escucha el diálogo entre dos amigos y contesta las preguntas (el vídeo se parará para darte tiempo de contestar)

<https://en.islcollective.com/english-esl-video-lessons/vocabulary-practice/general-vocabulary-practice/clothes-and-fashion/vocabulary-tutorial-clothes-and-fashion/398622>



Speaking activity

Selecciona 5 oraciones (ejemplos) dentro de la sección de “vocabulary”. Léelas en voz alta y grábate. Intercambia las grabaciones con un compañero de clase.

Respuestas a las actividades propuestas

Actividad 1

1. d
2. no – “illusion”, “similarity”
3. of the fashion / they follow trends
4. trend(s)
5. (are) aware
6. c

Actividad 2

- 1 This room **IS USED** by teachers.
- 2 Cheese **IS MADE** from milk.
- 3 He **IS KNOWN** as a great painter.
- 4 The names of the players **ARE WRITTEN** on their lockers.
- 5 The biology teacher **IS CALLED** Sonia.
- 6 The festival **IS HELD** in the second week of January every year.
- 7 This game **IS PLAYED** differently in Australia.
- 8 His books **ARE LIKED** by young people.
- 9 It **IS SAID** that she is rich.
- 10 How many languages **ARE SPOKEN** on Earth?
- 11 Lincoln's biography **IS READ** by children all around the world.
- 12 A rise in temperatures **IS EXPECTED**.
- 13 How many people **ARE KILLED** by sharks each year?
- 14 Sunday **IS FOLLOWED** by Monday.
- 15 Breakfast **IS SERVED** at eight o'clock.
- 16 Traditional Japanese houses **ARE BUILT** of wood and they catch fire easily.
- 17 The accommodation and even the drinks **ARE INCLUDED** in the price.
- 18 A lot of their time **IS SPENT** on part-time jobs.
- 19 A lot of tobacco **IS GROWN** in North Carolina.
- 20 She **IS LOVED** by everybody.
- 21 I'll show you how this game **IS PLAYED**.
- 22 This knife **IS USED** to cut meat.
- 23 Both French and English **ARE SPOKEN** in Canada.
- 24 Foreign books **ARE SOLD** in the shop.
- 25 The Olympic Games **ARE HELD** every four years.
- 26 The book **IS WRITTEN** in Spanish.
- 27 Not much money **IS REQUIRED**.
- 28 These shoes **ARE MADE** in Italy.

29 The children **ARE CALLED** Tom and Mary.

30 He **IS KNOWN** as a great pianist.

Actividad 3

1 They open the door every morning. **The door is opened every morning.**

2 My brother uses this bike. **This bike is used by my brother.**

3 Summer follows spring. **Spring is followed by summer.**

4 Many people use English. **English is used by many people.**

5 A lot of people love mystery novels. **Mystery novels are loved by a lot of people.**

6 They call this tea green tea. **This tea is called green tea.**

7 They make wine from grapes. **Wine is made from grapes.**

8 They sell flowers here. **Flowers are sold here.**

9 Many people like this song. **This song is liked by many people.**

10 They hold the meeting twice a month. **The meeting is held twice a month.**

11 Bees make honey. **Honey is made by bees.**

12 They consider Tom a good teacher. **Tom is considered a good teacher.**

13 They serve breakfast between 7 and 9. **Breakfast is served between 7 and 9.**

14 They hold meetings every week. **Meetings are held every week.**

15 My father uses this car. **This car is used by my father.**

16 Little children like the elephant. **The elephant is liked by little children.**

17 We eat this dish without bread. **This dish is eaten without bread.**

18 They speak English almost everywhere. **English is spoken almost everywhere.**

19 We call our galaxy the Milky Way. **Our galaxy is called the Milky Way.**

20 Electricity drives this machine. **This machine is driven by electricity.**

21 The pigs eat all the apples. **All the apples are eaten by the pigs.**

22 Mr White teaches French. **French is taught by Mr White.**

23 Everybody likes her. **She is liked by everybody.**

24 His family supports him. **He is supported by his family.**

25 We celebrate Christmas in December. **Christmas is celebrated in December.**

26 They make paper from wood. **Paper is made from wood.**

27 We call New York the Big Apple. **New York is called the Big Apple.**

28 They deliver letters every day. **Letters are delivered every day.**

29 They make these cameras in Japan. **These cameras are made in Japan.**

30 Hindus consider cows sacred. **Cows are considered sacred by Hindus.**

PARTE 2: TRENDING NOW

Tema 2: Artificial Intelligence

ÍNDICE

- 0. Introduction
 - 1. Humans and Machines
 - 2. Grammar: Passive Form – Past Simple
 - 3. Vocabulary: Technology and Devices
 - 4. Listening and Speaking
-

0. Introduction

Hoy en día se habla cada vez más de la inteligencia artificial y de sus ventajas y peligros para la vida humana. En este tema vamos a analizar algunos de sus aspectos.

Asimismo, seguiremos estudiando la voz pasiva en inglés, esta vez con verbos en **Past Simple** y, como siempre, mejoraremos nuestra comprensión auditiva y nuestra expresión oral a través de actividades de listening y speaking.

1. Humans and Machines

La **inteligencia artificial (IA)** es la base a partir de la cual se imitan los procesos de inteligencia humana mediante la creación y la aplicación de algoritmos creados en un entorno dinámico de computación. O bien, dicho de forma sencilla, la IA consiste en intentar que los ordenadores piensen y actúen como los humanos.

¿Quieres saber más sobre sus ventajas y desventajas? Lee el siguiente fragmento de un informe del Parlamento europeo.

Puedes leer el texto integral pinchando aquí:

<https://www.europarl.europa.eu/news/en/headlines/society/20200918STO87404/artificial-intelligence-threats-and-opportunities>

Artificial intelligence: threats and opportunities

Europe's growth and wealth are closely connected to how it will make use of data and connected technologies. AI can make a big difference to our lives – for better or worse. In June 2023, The European Parliament adopted its negotiating position on the *AI Act* – the world's first set of comprehensive rules to manage AI risks. Below are some key opportunities and threats connected to future applications of AI.

Advantages of AI

EU countries are already strong in digital industry and business-to-business applications. With a high-quality digital infrastructure and a regulatory framework that protects privacy and freedom of speech, the EU could become a global leader in the data economy and its applications.

Benefits of AI for people

AI could help **people** with improved health care, safer cars and other transport systems, tailored, cheaper and longer-lasting products and services. It can also facilitate access to information, education and training. The need for distance learning became more important because of the Covid-19 pandemic. AI can also make workplace safer as robots can be used for dangerous parts of jobs, and open new job positions as AI-driven industries grow and change.

Opportunities of artificial intelligence for businesses

For **businesses**, AI can enable the development of a new generation of products and services, including in sectors where European companies already have strong positions: green and circular economy, machinery, farming, healthcare, fashion, tourism. It can boost sales, improve machine maintenance, increase production output and quality, improve customer service, as well as save energy.

AI opportunities in public services

AI used in **public services** can reduce costs and offer new possibilities in public transport, education, energy and waste management and could also improve the sustainability of products. In this way AI could contribute to achieving the goals of the EU Green Deal.

Threats and challenges of AI

The increasing reliance on AI systems also poses potential risks.

Underuse and overuse of AI

Underuse of AI is considered as a major threat: missed opportunities for the EU could mean poor implementation of major programmes, such as the EU Green Deal, losing competitive advantage towards other parts of the world, economic stagnation and poorer possibilities for people. Underuse could derive from public and business' mistrust in AI, poor infrastructure, lack of initiative, low investments, or, since AI's machine learning is dependent on data, from fragmented digital markets.

Overuse can also be problematic: investing in AI applications that prove not to be useful or applying AI to tasks for which it is not suited, for example using it to explain complex societal issues.

Liability: who is responsible for damage caused by AI?

An important challenge is to determine who is responsible for damage caused by an AI-operated device or service: in an accident involving a self-driving car. Should the damage be covered by the owner, the car manufacturer or the programmer?

If the producer was absolutely free of accountability, there might be no incentive to provide good product or service and it could damage people's trust in the technology; but regulations could also be too strict and stifle innovation.

AI impact on jobs

Use of AI in the workplace is expected to result in the elimination of a large number of jobs. Though AI is also expected to create and make better jobs, education and training will have a crucial role in preventing long-term unemployment and ensure a skilled workforce.

Speaking activity

What do you think? Shall we trust AI, or ban it?

2. Grammar: Passive Form – Past Simple

La **voz pasiva** se **utiliza principalmente** para **dar énfasis** a la acción en lugar de quién la realiza. En español tenemos varias formas de pasiva como vemos en el ejemplo. En inglés utilizaremos la **misma estructura** en ambos casos.



*Los postres **estaban hechos**.
Se **limpió** la casa hoy.*

La voz pasiva se suele utilizar cuando **se desconoce quien** realiza la acción. También se utiliza para **evitar nombrar quién** hace la acción, bien porque no es importante o porque no te interesa.

*Los postres **estaban hechos (por el cocinero)**.*

* En este ejemplo no decimos la persona que hace los postres. En este caso no es importante, puesto que se sobreentiende que es el cocinero.

FORMA

► **AFIRMATIVA:** Para formar frases en afirmativa debemos utilizar el verbo 'to be' en pasado seguido de un participio.

Sujeto + **was / were** + **participio** + resto de frase

*Se **limpió** la casa hoy.
The house **was cleaned** today.
Los postres **estaban hechos**.
The desserts **were made**.*

* Recuerda que el participio de los verbos corresponde con la tercera columna de los verbos irregulares (en los verbos regulares es igual al pasado).

► **NEGATIVA:** Para formar la negativa debemos negar el verbo 'to be' en pasado.

Sujeto + **wasn't / weren't** + **participio** + resto de frase

*No se limpió la casa hoy.
The house wasn't cleaned today.
Los postres no estaban hechos.
The desserts weren't made.*

* Podemos encontrar la forma **completa** (l.e. *was not*) o la forma **contraída** (l.e. *wasn't*). Sin embargo, la forma contraída es la más común.

► **INTERROGATIVA:** Para la **formación de preguntas** necesitamos **invertir** el verbo 'to be', tal y como vemos en el ejemplo.

was / were + sujeto + participio + resto de frase

*¿Se limpió la casa hoy?
Was the house cleaned today?
¿Estaban los postres hechos?
Were the desserts made?*

► **RESPUESTAS CORTAS:** Las respuestas cortas son **muy comunes**, porque cuando hablamos **evitamos repetir** la pregunta completa. Utilizamos el verbo 'to be' en pasado para formar la respuesta corta.

*Was the house cleaned today?
Yes, it was. / No, it wasn't.
Were the desserts made?
Yes, they were. / No, they weren't.*

¿CÓMO PONGO LOS SUJETOS?

Aunque es opcional (y rara vez se pone), si queremos incluir el sujeto que tenía la frase en voz activa debemos pasarlo al final precedido de **'by'**. Vemos un ejemplo de una frase activa pasada a pasiva.

*John limpió la casa hoy.
John cleaned the house today.
La casa fue limpiada (por John).
The house was cleaned (by John).*

Debemos tener en cuenta que si es un pronombre debemos buscar la forma correspondiente.

*Él limpió la casa.
He cleaned the house.
La casa fue limpiada (por él).
The house was cleaned (by him).*

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

- Debemos conocer las formas del verbo 'to be' en pasado; cómo hacer la negativa y la interrogativa con este verbo básico.

- Es importante notar que en **español existen dos formas** de hacer frases en pasiva. En inglés la estructura es siempre la misma.
- Recuerda qué son **los participios**. Normalmente encontraremos que el participio de los verbos coincide con la forma de pasado (verbos regulares); work - worked - **worked**. Sin embargo, los verbos irregulares tienen una forma diferente para el participio; go - went - **gone**.
- Aunque en español sólo los objetos directos de un verbo activo pueden convertirse en sujetos de una estructura pasiva, en inglés lo pueden hacer tanto los objetos directos como los indirectos.

John me contó un chiste.

John told me a joke.

Un chiste me fue contado por John.

A joke was told to me by John.

I was told a joke by John. (sin equivalente en español)

Para más explicaciones, sigue el enlace:

<https://www.englishreservoir.com/es/gramatica-esencial/todas-formas-pasivas/pasado-simple/>

Actividad 1

Fill each blank with the correct form of the past simple passive.

Mobile phones _____ (**develop**) throughout the 20th century. In 1908, an American power company claimed that they had created a wireless phone. The company _____ (**accuse**) of fraud, but later the accusation _____ (**drop**).

In 1949, an American company called AT&T _____ (**start**) in St. Louis, Missouri. There were about 5,000 customers and about 30,000 calls _____ (**make**) per week.

At this time, the phones were still not *mobile*, so the equipment for making these calls _____ (**measure**) at about 35 kg and had to stay in your house.

Later, several other wireless networks _____ (**begin**) in Europe, but they weren't compatible with American networks. Service _____ (**add**) throughout the rest of Europe shortly afterwards.

The idea of cellular towers _____ (**introduce**) next. At first, each mobile phone _____ (**limit**) to service by only one cell tower. Then as new technology _____ (**create**), people _____ (**allow**) to transfer their service from tower to tower.

In 1973, the first hand-held, truly mobile cellular phone _____ (**invent**). Since then, the technology has grown faster and faster until today, mobile phones are so common that nobody thinks about them twice.

Actividad 2

Change the description from the past simple active voice into the passive voice. For example:

Active: The dog bit the man. (Past Simple)

Passive: The man was bitten by the dog. (Past Simple Passive)



1. The cat chased the mouse.

The mouse _____

2. The goose fed the panda.

The panda _____

3. The man gave the panther a pair of smelly shoes.

The panther _____

4. The cat woke the woman up.

The woman _____

5. The police caught the escaped prisoners.

The escaped prisoners _____

6. Barbie destroyed Ken's clothes.

Ken's clothes _____

7. The fishermen caught Dory in their net.

Dory _____

8. The T Rex carried the minions on its back.

The minions _____

9. The crabs injured the bird.

The bird _____

10. The green chick ate the worm.

The worm _____

Para más ejercicios, sigue los enlaces:

<https://www.perfect-english-grammar.com/passive-exercise-2.html>

https://www.englisch-hilfen.de/en/exercises/active_passive/sentences_simple_past.htm

<https://www.ego4u.com/en/cram-up/grammar/passive/exercises?simple-past>

3. Vocabulary: Technology and Devices

Do these exercises to help you learn words for technology.

Actividad 3

Write the correct words in the boxes below the pictures.

laptop, Wi-Fi, computer, touchscreen, game, text message, email, mouse, mobile, keyboard, website, screen

Actividad 4

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

- | | |
|--|-------------|
| 1..... An electronic machine. You use it for going on the internet, storing information and playing games. | a. laptop |
| 2..... An electronic letter. | b. game |
| 3..... You can play this on the computer for fun. | c. keyboard |
| 4..... You use this to write on a computer. It has letters or characters on. | d. mobile |
| 5..... A computer that you can travel with. | e. email |
| 6..... Your personal telephone. | f. screen |
| 7..... You use this to move and click on a computer. | g. computer |
| 8..... The part of your computer where you see the pictures or words. | h. website |
| 9..... Google, YouTube and Wikipedia are types of ... | i. Wi-Fi |
| 10..... Internet connection without wires or cables. | j. mouse |

Para aprender más palabras relacionadas con las nuevas tecnologías, sigue el enlace:

<https://www.fluentu.com/blog/business-english/information-technology-vocabulary/>

4. Listening and Speaking

Speaking activity

Which of the things in the vocabulary exercises above do you most use?

Listening activity

Sigue el enlace para escuchar un diálogo entre dos amigos sobre los teléfonos móviles, y contestar las preguntas.

<https://en.islcollective.com/english-esl-video-lessons/vocabulary-practice/general-vocabulary-practice/past-simple-tense/vocabulary-tutorial-technology-vocabulary/401067>



Talking about Technology | Comparing the Past and the Present | How to Talk about Mobile Phones

Respuestas a las actividades propuestas

Actividad 1

Mobile phones **were developed** throughout the 20th century. In 1908, an American power company claimed that they had created a wireless phone. The company **was accused** of fraud, but later the accusation **were dropped**.

In 1949, an American company called AT&T **was started** in St. Louis, Missouri. There were about 5,000 customers and about 30,000 calls **were made** per week.

At this time, the phones were still not *mobile*, so the equipment for making these calls **was measured** at about 35 kg and had to stay in your house.

Later, several other wireless networks **were begun** in Europe, but they weren't compatible with American networks. Service **was added** throughout the rest of Europe shortly afterwards.

The idea of cellular towers **was introduced** next. At first, each mobile phone **was limited** to service by only one cell tower. Then as new technology **was created**, people **were allowed** to transfer their service from tower to tower.

In 1973, the first hand-held, truly mobile cellular phone **was invented**. Since then, the technology has grown faster and faster until today, mobile phones are so common that nobody thinks about them twice.

Actividad 2

1. The mouse **was chased by the cat**.
2. The panda **was fed by the goose**.
3. The panther **was given a pair of smelly shoes (by the man)**.
4. The woman **was woken up by the cat**.
5. The escaped prisoners **were caught by the police**.
6. Ken's clothes **were destroyed by Barbie**.
7. Dory **was caught in the net by the fishermen**.
8. The minions **were carried by the T Rex**.
9. The bird **was injured by the crabs**.
10. The worm **was eaten by the green chick**.

Actividad 3

			
computer	laptop	mouse	mobile
			
keyboard	text message	game	screen
			
touchscreen	website	email	Wi-Fi

Actividad 4

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

PARTE 3: MOTHER NATURE

Tema 1: Stories in Nature

ÍNDICE

- 0. Introduction
 - 1. City or Country Life? – Reading, Listening and Speaking
 - 2. Grammar: First Conditional
 - 3. Vocabulary: Environment and Urban Life
-

0. Introduction

El vocabulario relacionado con **el medio ambiente** y con **la vida urbana** nos ayudará, a lo largo de este tema, a expresar nuestras preferencias por la vida en la ciudad o en el campo.

En la sección de gramática estudiaremos las **oraciones condicionales** para poder expresar condiciones, hipótesis, sugerencias y deseos. En el currículo de ESPAD del módulo 4 sólo se incluye la **condicional de primer tipo y de segundo tipo**. Aunque en la teoría aparecerá la explicación de todas las condicionales, en los ejercicios sólo se practicarán las de tipo 1 y 2, que son de las que el alumno se tendrá que examinar.

1. City or Country Life? – Reading, Listening and Speaking

Reading comprehension and speaking activity

Are you a city or country person?

<https://learnenglish.britishcouncil.org/learning-hub/are-you-city-or-country-person>



Transcript

Jonathan: Looking at this nice view behind me you'll probably guess that I'm a city person, and you would be right. I was born in a city, and I've lived most of my life in a city, I live in a city now, so it's what I know. But having said that, I think I am kind of curious about living in the countryside. I've never done it, but especially when I get stressed or tired of traffic and pollution and crowded places and stuff like that, I often wonder what it would be like to live in the countryside. Yeah, I'm kind of curious.

Jo B: I've lived in cities before, but now I live in the country, and I think I'm more of a country person. I like to see lots of sky, I like to be able to have a view of lots of sky. That's what I missed when I was living in the city. And I love the fact I can hang my washing up right, right here, and it just dries in the breeze and in the sunshine.

Jo G: Errr, I'm a city person, definitely. I like the activity, people walking past, beautiful buildings. I like to watch the world go by.

Joanne: So I think I'm more of a countryside person, really. When I was younger, I used to prefer the city, but now I've been living in the countryside about ten years, and I love the peace and quiet here.

Kirk: I usually think of myself as a country person because I like going to the country, I grew up in the country in a small town in a rural place.

Jonathan: So, I think I am a city person but maybe want to be a countryside person.

Kirk: I'd say I'm either a peri-urban person or a country person at heart.

City or country living: which is right for you? In this video, members of the LearnEnglish team tell us whether they prefer living in the city or the country, and why.

There are many differences between city and country life, but what's good for one person might not be so important for another. What's more, we don't always have a choice about where we live, and what's good for you today might not be what you need tomorrow. **What do you think?**

2. Grammar: First Conditional

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

Los **condicionales** se emplean para especular acerca de lo que podría ocurrir, lo que puede haber ocurrido y lo que desearíamos que ocurriese.

En inglés, la mayoría de las oraciones condicionales contienen el término "if". Muchas de las construcciones condicionales del inglés se utilizan en oraciones que incluyen verbos en pasado. Este uso se denomina "**el pasado irreal**" porque empleamos un tiempo verbal de pasado, pero no estamos refiriéndonos a algo que haya sucedido realmente.

Hay cinco formas principales de construir oraciones condicionales en inglés. En todos los casos, se componen de una **proposición o cláusula con "if"** y una **proposición principal**.

En muchas oraciones condicionales negativas existe una construcción alternativa equivalente que usa "**unless**" en lugar de "if".

CONDICIONAL TIPO CERO

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

EJEMPLOS

If you heat ice, it melts.
Ice melts if you heat it.
When you heat ice, it melts.

*Ice melts when you heat it.
If it rains, the grass gets wet.
The grass gets wet if it rains.
When it rains, the grass gets wet.
The grass gets wet when it rains.*

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

EJEMPLOS

*If Bill phones, tell him to meet me at the cinema.
Ask Pete if you're not sure what to do.
If you want to come, call me before 5:00.
Meet me here if we get separated.*

CONDICIONAL TIPO 1

El **"type 1 conditional"** se emplea para referirse al presente o futuro cuando la situación es real. El condicional tipo 1 se refiere a una **condición posible** y su **resultado probable**.

En estas oraciones, la cláusula "if" adopta el **"simple present"** y la proposición principal el **"simple future"**.

EJEMPLOS

*If it rains, you will get wet.
You will get wet if it rains.
If Sally is late again I will be mad.
I will be mad if Sally is late again.
If you don't hurry, you will miss the bus.
You will miss the bus if you don't hurry.*

Actividad 1

Complete the Conditional Sentences (Type I) by putting the verbs into the correct form.

1. If you (SEND) _____ this letter now, she (RECEIVE) _____ it tomorrow.
2. If I (DO) _____ this test, I (IMPROVE) _____ my English.
3. If I (FIND) _____ your ring, I (GIVE) _____ it back to you.
4. Peggy (GO) _____ shopping if she (HAVE) _____ time in the afternoon.
5. Simon (GO) _____ to London next week if he (GET) _____ a cheap flight.
6. If her boyfriend (NOT PHONE) _____ today, she (LEAVE) _____ him.
7. If they (STUDY) _____ harder, they (PASS) _____ the exam.
8. If it (NOT RAIN) _____ tomorrow, I (HAVE) _____ to water the plants.

9. You (NOT BE) _____ able to sleep if you (WATCH) _____ this scary film.
10. Susan (MOVE) _____ into the new house if it (BE) _____ ready on time.

Actividad 2

Put the verb into the correct first conditional form.

1. If you _____ (BUY) a new car, what _____ you _____ (DO) with the old one?
2. If you _____ (DO) this, you _____ (REGRET) it for the rest of your life.
3. The neighbors _____ (CALL) the police if you _____ (NOT TURN) the music down.
4. If you _____ (COME) to my house, I _____ (TELL) you the story in detail.
5. If I _____ (NOT FAIL), I _____ (GET) my driving license before New Year.
6. Tom _____ (LOSE) his job if he _____ (KEEP) showing up late for work.
7. If you _____ (SEE) Mary, _____ you _____ (TELL) her I'm looking for her?
8. John _____ (BE) cold if he _____ (NOT WEAR) a heavier coat.
9. If I _____ (TELL) you what needs to be done, _____ you _____ (DO) it?
10. Jack _____ (BE) very hurt if you _____ (NOT COME) to his party.
11. If I _____ (TELL) you something, _____ you _____ (PROMISE) not to tell anyone else?
12. People _____ (LAUGH) at you if you _____ (DO) something as stupid as that.
13. What time _____ we _____ (REACH) Akita if we _____ (TAKE) the 9:30 train?
14. If you _____ (GIVE) it a try, you _____ (FIND) this game very exciting.
15. Gordon _____ (HURT) himself if he _____ (NOT BE) a little more careful.
16. Who _____ (TAKE CARE) of the dog if we _____ (GO) to Spain?

Para más ejercicios de „first conditional“, sigue los enlaces:

<https://www.perfect-english-grammar.com/first-conditional-exercise-1.html>

<https://agendaweb.org/verbs/conditional-first-exercises.html>

3. Vocabulary: Environment and Urban Life

Environmental Issues

There are a number of serious **environmental** problems being covered by the media at the moment but the one I'd like to talk about is the **deforestation** of vast areas of rainforest to grow palm oil. I'm not sure when it started to become a concern to **environmentalist**, but I know that they're increasingly worried about it.

This **land clearance** is on a huge scale and the forest is often just burned down. This sends large amounts of **greenhouse gas** emissions into the atmosphere which contribute to **global warming** and **climate change**. This affects everyone on the planet.

Just as important is the effect on the native **wildlife**. Deforestation to grow palm oil in Borneo and Sumatra destroys the natural **habitat** of orangutans as well as many other animals. In fact, a third of all mammal species in Indonesia are thought to be critically **endangered** because of this type of unsustainable development.

Furthermore, the oil palm plantations that replace the rich vegetation of the rainforest support very low levels of **biodiversity** and create a totally a different **ecosystem**. I don't fully understand why the loss of biodiversity is such a problem, but I did read somewhere that it means that our food crops are more vulnerable to pest and diseases. This could lead to serious food shortages in the future.

I think that the palm oil industry and its associated problems are going to be difficult to change. Perhaps it's consumers who can have the biggest impact by refusing to buy products containing palm oil which is in around 40-50% of common household products in many developed countries. In the UK, there's already one major food retailer that has promised to ban palm oil in its own products. This I really encouraging, and I hope other companies will do the same soon.

Key definitions

environment – the natural world, as a whole or in a particular geographical area, especially as affected by human activity.

environmental – relating to the natural world and concerning the impact of human activity on its condition.

environmentalist – a person who chooses a lifestyle that is designed to minimise their impact on the natural environment and who campaigns for environmental issues.

deforestation – the cutting down or burning of all the trees in an area.

land clearance – the process of removing vegetation to create new areas of land suitable for farming.

greenhouse gas – a gas in the atmosphere, such as carbon dioxide, that absorbs radiation and gives off heat.

greenhouse effect – the gradual warming of the surface of the Earth due to greenhouse gases being trapped in the atmosphere above the Earth.

global warming – a gradual increase in world temperatures caused by polluting gases, such as carbon dioxide, which are collecting in the air around the Earth and preventing heat from escaping into space.

climate change – a change in global or regional temperature patterns.

wildlife – animals that live in the wild in natural conditions. Birds, fish and insects are often included in the definition.

habitat – the natural home or environment of an animal, plant or other organism.

to endanger – to expose something to harm or destruction.

biodiversity – the variety of animal and plant life found in a particular place.

ecosystem – all the living things in an environment and the complex relationship between each of them and that environment.

Actividad 3

Fill in the gaps with the suitable word or expression from the list above:

1. Coral reefs have a delicately balanced _____ which can be seriously damaged by overfishing.
2. It is important to preserve _____ in order to protect our ecosystems.
3. Every evening, a wide variety of _____ came to the waterhole to drink.
4. _____ has led to the melting of the polar ice caps.
5. It's not too late to reverse the effects of _____ but we must act right now.
6. _____ leaves the soil bare and at risk of serious erosion.
7. The _____ is believed by many to be responsible for climate change.
8. _____ contribute to the problem of global warming.
9. _____ results in the loss of habitat for millions of species, leads to soil erosion and, according to scientists, is a major cause of climate change.
10. A survey revealed a number of _____ issues concerning the development of the land for housing, most notably, that it was the habitat of a rare breed of frog.
11. Picking up litter is a simple way to help protect the _____.
12. The loss of their natural _____ through deforestation is a serious threat to the orangutan in Borneo.
13. Plans to build a new road alongside the lake drew fierce oppositions from _____.

Urban Life and the Environment

In today's rapidly urbanizing world, more people are living in cities than ever before. While urban life offers many opportunities and conveniences, it also presents significant challenges for the environment.

Cities are known for their bustling streets, towering skyscrapers, and vibrant cultures. They are centres of commerce, education, and innovation, attracting people from all walks of life. However, this concentrated urbanization places enormous stress on the environment.

One of the primary environmental issues in cities is air pollution. The high density of vehicles, industrial activities, and energy consumption in urban areas contributes to poor air quality. Smog, caused by the release of pollutants, can have serious health consequences for urban dwellers.

Another concern is the lack of green spaces in many cities. As concrete jungles expand, greenery is often sacrificed for more buildings and infrastructure. Parks and green areas are essential for urban residents' physical and mental well-being, as they provide a respite from the hustle and bustle of city life.

Urbanization also generates a significant amount of waste. The consumption-driven lifestyle in cities leads to the production of vast quantities of garbage, putting a strain on waste management systems. Recycling and waste reduction initiatives are crucial to mitigate this issue.

Noise pollution is yet another challenge faced by urban inhabitants. Constant traffic, construction, and industrial activities contribute to high noise levels, impacting people's sleep, concentration, and overall quality of life.

To address these environmental issues, many cities are adopting sustainable practices. They are investing in public transportation to reduce the number of private vehicles on the road.

Initiatives to increase green spaces and promote recycling are also gaining traction. Additionally, urban planning that prioritizes environmental sustainability is becoming more prevalent.

Actividad 4

Une las palabras con sus definiciones:

1. Urbanization		a. Areas within a city that are covered with grass, trees, and other vegetation.
2. Smog		b. Excessive noise that disrupts the natural environment and affects human health.
3. Green spaces		c. The process of increasing the number of people living in cities and towns.
4. Recycling		d. The practice of converting waste materials into reusable materials.
5. Noise pollution		e. Air pollution caused by the combination of smoke and fog.

Actividad 5

Rellena los huecos con palabras adecuadas sacadas de la lectura

a. _____ is a major concern in densely populated urban areas due to industrial activities and vehicle emissions.

b. Many cities are trying to combat pollution by promoting _____ practices.

c. People in urban environments often suffer from _____ caused by constant construction and traffic noise.

d. _____ are essential for urban residents to relax and connect with nature.

e. Rapid _____ is changing the landscape of cities around the world.

Actividad 6

Responde las siguientes preguntas

1. What are the primary environmental challenges mentioned in the text that urban areas face?
2. Why are green spaces important in cities, and how do they benefit residents?
3. What initiatives are cities taking to address environmental issues caused by urbanization?
4. How can individuals contribute to making urban life more environmentally friendly?
5. Do you think urbanization is an inevitable trend, and if so, how can it be balanced with environmental sustainability?

- Organised poaching is **endangering** the survival of the African rhino.

Respuestas a las actividades propuestas

Actividad 1

1. If you **send** this letter now, she **will receive** it tomorrow.
2. If I **do** this test, I **will improve** my English.
3. If I **find** your ring, I **will give** it back to you.
4. Peggy **will go** shopping if she **has** time in the afternoon.
5. Simon **will go** to London next week if he **gets** a cheap flight.
6. If her boyfriend **doesn't phone** today, she **will leave** him.
7. If they **study** harder, they **will pass** the exam.
8. If it **doesn't rain** tomorrow, I **will have** to water the plants.
9. You **won't be** able to sleep if you **watch** this scary film.
10. Susan **will move** into the new house if it **is** ready on time.

Actividad 2

1. If you **BUY** a new car, what **WILL YOU DO** with the old one?
2. If you **DO** this, you **WILL REGRET** it for the rest of your life.
3. The neighbors **WILL CALL** the police if you **DON'T TURN** the music down.
4. If you **COME** to my house, I **WILL TELL** you the story in detail.
5. If I **DON'T FAIL**, I **WILL GET** my driving license before New Year.
6. Tom **WILL LOSE** his job if he **KEEPS** showing up late for work.
7. If you **SEE** Mary, **WILL** you **TELL** her I'm looking for her?
8. John **WILL BE** cold if he **DOESN'T WEAR** a heavier coat.
9. If I **TELL** you what needs to be done, **WILL** you **DO** it?
10. Jack **WILL BE** very hurt if you **DON'T COME** to his party.
11. If I **TELL** you something, **WILL** you **PROMISE** not to tell anyone else?
12. People **WILL LAUGH** at you if you **DO** something as stupid as that.
13. What time **WILL** we **REACH** Akita if we **TAKE** the 9:30 train?
14. If you **GIVE** it a try, you **WILL FIND** this game very exciting.
15. Gordon **WILL HURT** himself if he **ISN'T** a little more careful.
16. Who **WILL TAKE CARE** of the dog if we **GO** to Spain?

Actividad 3

1. Coral reefs have a delicately balanced **ecosystem** which can be seriously damaged by overfishing.
2. It is important to preserve **biodiversity** in order to protect our ecosystems.
3. Every evening, a wide variety of **wildlife** came to the waterhole to drink.
4. **Climate change** has led to the melting of the polar ice caps.
5. It's not too late to reverse the effects of **global warming** but we must act right now.
6. **Land clearance** leaves the soil bare and at risk of serious erosion.
7. The **greenhouse effect** is believed by many to be responsible for climate change.
8. **Greenhouse gases** contribute to the problem of global warming.
9. **Deforestation** results in the loss of habitat for millions of species, leads to soil erosion and, according to scientists, is a major cause of climate change.
10. A survey revealed a number of **environmental** issues concerning the development of the land for housing, most notably, that it was the habitat of a rare breed of frog.
11. Picking up litter is a simple way to help protect the **environment**.
12. The loss of their natural **habitat** through deforestation is a serious threat to the orangutan in Borneo.
13. Plans to build a new road alongside the lake drew fierce oppositions from **environmentalists**.

Actividad 4

1c, 2e, 3a, 4d, 5e

Actividad 6

- a. pollution
- b. sustainable
- c. noise pollution
- d. green areas
- e. urbanization

PARTE 3: MOTHER NATURE

Tema 2: Extreme Climate

ÍNDICE

- 0. Introduction
 - 1. Grammar: Second Conditional
 - 2. Vocabulary: Natural Disasters
 - 3. Natural Disasters – Listening and Speaking
-

0. Introduction

En este tema vamos a profundizar en la explicación de las **oraciones condicionales** del tema anterior, pero debemos recordar que para el examen solamente hay que saber las del tipo 1 y 2. Aquí nos centraremos en los ejercicios del **tipo 2**.

Además, nos acercaremos a las consecuencias del cambio climático: los **desastres naturales**.

1. Grammar: Second Conditional

CONDICIONAL TIPO 2

El "**type 2 conditional**" se utiliza para referirse a un tiempo que puede ser ahora o en cualquier momento y a una situación que no es real. Estas oraciones no aluden a hechos. El condicional tipo 2 se emplea para hacer referencia a una **condición hipotética** y su **resultado probable**. En estas oraciones, la **proposición "if"** adopta el "**simple past**" y la **cláusula principal** el "**present conditional**" ("would" + 1st form).

EJEMPLOS

*If it rained, you would get wet.
You would get wet if it rained.
If you went to bed earlier, you wouldn't be so tired.
You wouldn't be so tired if you went to bed earlier.
If she fell, she would hurt herself.
She would hurt herself if she fell.*

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

EJEMPLOS

*If I were taller, I would buy this dress.
If I were 20, I would travel the world.
If I were you, I would give up smoking.
If I were a plant, I would love the rain.*

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

EJEMPLOS

*We might buy a larger house if we had more money.
He could go to the concert if you gave him your ticket.
If he called me, I couldn't hear.*

CONDICIONAL TIPO 3

El **"type 3 conditional"** se emplea para referirse a un tiempo situado en el pasado y a una situación contraria a la realidad. Se basa en unos hechos que son opuestos a lo que se está expresando. El condicional tipo 3 se utiliza para hacer referencia a una **condición del pasado que no es real**, así como a su resultado probable en el pasado. En estas oraciones, la **cláusula "if"** adopta el **"past perfect"** y la **proposición principal** el **"perfect conditional"** ("would have + 3rd form).

EJEMPLOS

*If it had rained, you would have gotten wet.
You would have gotten wet if it had rained.
You would have passed your exam if you had worked harder.
If you had worked harder, you would have passed your exam.
I would have believed you if you hadn't lied to me before.
If you hadn't lied to me before, I would have believed you.*

Actividad 1

Janine is a daydreamer. She imagines what would happen if she won the lottery. Complete the Conditional Sentences Type II.

1. If I (PLAY) _____ the lottery, I (HAVE) _____ a chance to hit the jackpot.
2. If I (HIT) _____ the jackpot, I (BE) _____ rich.
3. If I (BE) _____ rich, my life (CHANGE) _____ completely.
4. I (BUY) _____ a lonely island if I (FIND) _____ a nice one.
5. If I (OWN) _____ a lonely island, I (BUILD) _____ a huge house by the beach.
6. I (INVITE) _____ all my friends if I (HAVE) _____ a house by the beach.
7. I (PICK) _____ my friends up in my yacht if they (WANT) _____ to spend their holidays on my island.
8. We (HAVE) _____ great parties if my friends (COME) _____ to my island.
9. If we (LIKE) _____ to go shopping in a big city, we (CHARTER) _____ a helicopter.
10. But if my friends' holidays (BE) _____ over, I (FEEL) _____ very lonely on my lonely island.

Actividad 2

Complete the sentences with the correct form of the verb in brackets.

- 1 Tom _____ (DO) that if you pay him to do it.
- 2 If he is absent, we _____ (NOT HAVE) an English test.
- 3 If I _____ (BE) you, I would trust her.
- 4 If you don't start at once, you _____ (BE) late.
- 5 If today were Sunday, I _____ (GO) fishing.
- 6 If I _____ (HAVE) time, I would study French.
- 7 Will I get to the station if I _____ (TAKE) this road?
- 8 If I were rich, I _____ (GO) abroad.
- 9 It _____ (BE) nice if it stopped raining.
- 10 If you were me, what _____ you _____ (DO)?
- 11 If you follow this street, you _____ (GET) to the station.
- 12 What _____ (HAPPEN) if the earth stopped turning?
- 13 Mary will get fired if she _____ (NOT DO) it.
- 14 Would it help if Tom _____ (GO) with you?
- 15 They _____ (KILL) me if they found out.
- 16 The patient _____ (BE) grateful if you make a donation.
- 17 If you _____ (NOT MOVE) immediately, you will be arrested.
- 18 If he _____ (FIND OUT), he will be very angry.
- 19 What _____ Tom _____ (SAY) if he were here?
- 20 If it _____ (RAIN) tomorrow, the tour will be cancelled.
- 21 Tom will do it if no one _____ (STOP) him.
- 22 If dogs _____ (CAN) talk, what would they say?

Actividad 3

Complete the Conditional Sentences. Decide whether to use Type I or II.

1. If you (DO) _____ your homework now, we (GO) _____ to the cinema in the evening.
2. If we (ORDER) _____ the book now, we (HAVE) _____ it tomorrow.
3. If I (HAVE) _____ more money, I (BUY) _____ a bigger car.

4. If I (MEET) _____ my favourite movie star, I (ASK) _____ him for an autograph.
5. I (CALL) _____ you if I (NEED) _____ your help.
6. I (GO) _____ swimming if the weather (BE) _____ better.
7. If he (HAVE) _____ time tomorrow, we (MEET) _____ the day after.
8. If I (BE) _____ you, I (KNOW) _____ what to do.
9. If we (ORDER) _____ the tickets soon, there (BE) _____ any tickets left.
10. She (SAY) _____ that if she (BE) _____ your friend.

Actividad 4

Complete the conditional sentences (type I or II)

The Cat and the Mouse

Once upon a time the cat bit the mouse's tail off.

"Give me back my tail," said the mouse.

And the cat said, "Well, I (GIVE) _____ you back your tail if you (FETCH) _____ me some milk. But that's impossible to do for a little mouse like you."

The mouse, however, went to the cow.

"The cat (GIVE) _____ me back my tail if I (FETCH) _____ her some milk."

And the cow said, "Well, I (GIVE) _____ you milk if you (GET) _____ me some hay. But that's impossible to do for a little mouse like you."

The mouse, however, went to the farmer.

"The cat (GIVE) _____ me back my tail if the cow (GIVE) _____ me some milk. And the cow (GIVE) _____ me milk if I (GET) _____ her some hay."

And the farmer said, "Well, I (GIVE) _____ you hay if you (BRING) _____ me some meat. But that's impossible to do for a little mouse like you."

The mouse, however, went to the butcher.

"The cat (GIVE) _____ me back my tail if the cow (GIVE) gives me milk. And the cow (GIVE) _____ me milk if she (GET) _____ some hay. And the farmer (GIVE) _____ me hay if I (GET) _____ him some meat."

And the butcher said, "Well, I (GIVE) _____ you meat if you (MAKE) _____ the baker bake me a bread. But that's impossible to do for a little mouse like you."

The mouse, however, went to the baker. "The cat (GIVE) _____ me back my tail if I (FETCH) _____ her some milk. And the cow (NOT GIVE) _____ me milk if I (NOT GET) _____ her hay. And the farmer (GIVE) _____ me hay if the butcher (HAVE) _____ some meat for him. And the butcher (NOT GIVE) _____ me meat if you (NOT BAKE) _____ him a bread."

And the baker said, "Well, I (GIVE) _____ you bread if you (PROMISE) _____ never to steal my corn or meal."

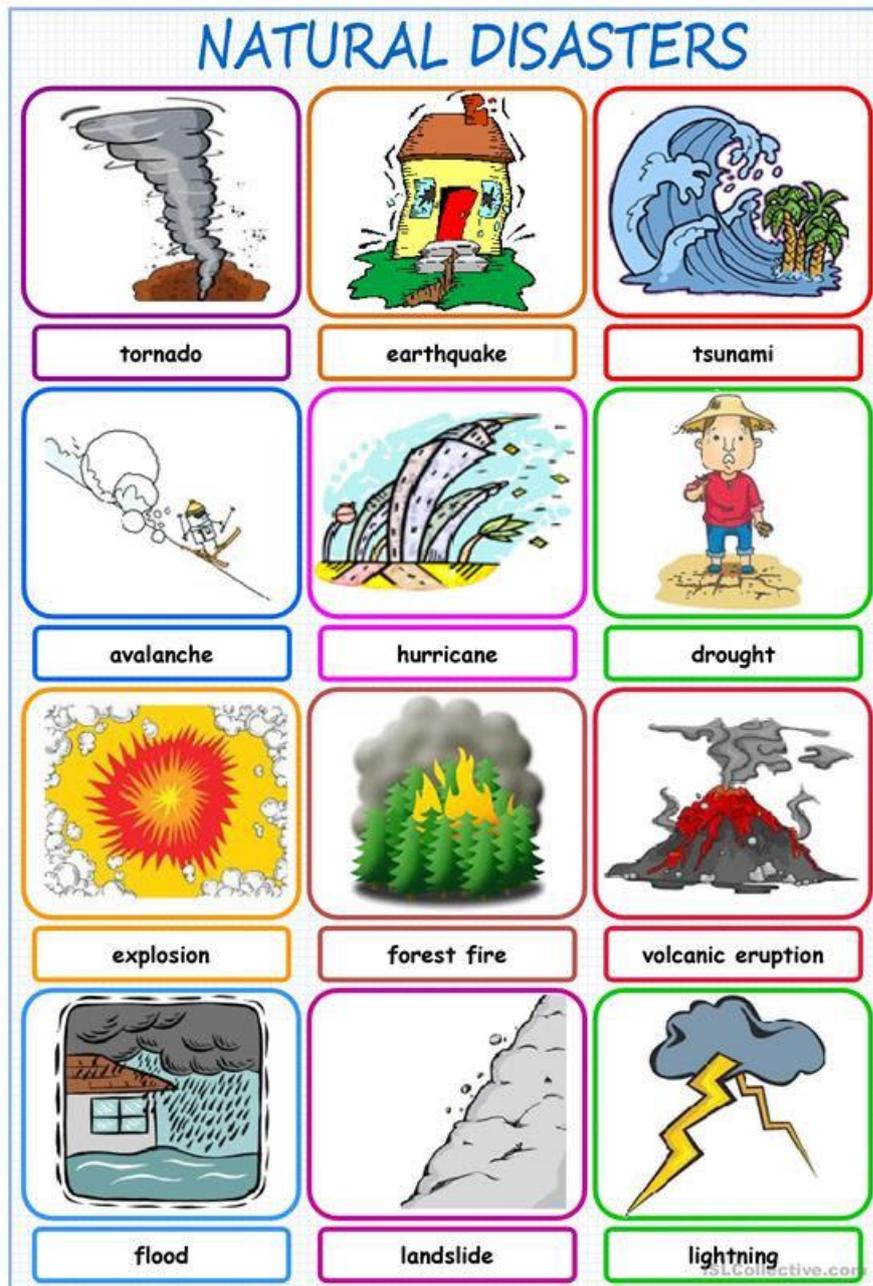
The mouse promised not to steal, and so the baker gave the mouse bread, the mouse gave the butcher bread. The butcher gave the mouse meat, the mouse gave the farmer meat. The farmer gave the mouse hay, the mouse gave the cow hay. The cow gave the mouse milk, the mouse gave the cat milk. And the cat gave the mouse her tail back.

Para más ejercicios, sigue los enlaces:

<https://www.perfect-english-grammar.com/second-conditional-exercise-1.html>

<https://agendaweb.org/verbs/conditional-second-exercises.html>

2. Vocabulary: Natural Disasters



Actividad 5

Complete the sentences with a word related to environmental disasters.

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

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

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

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

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

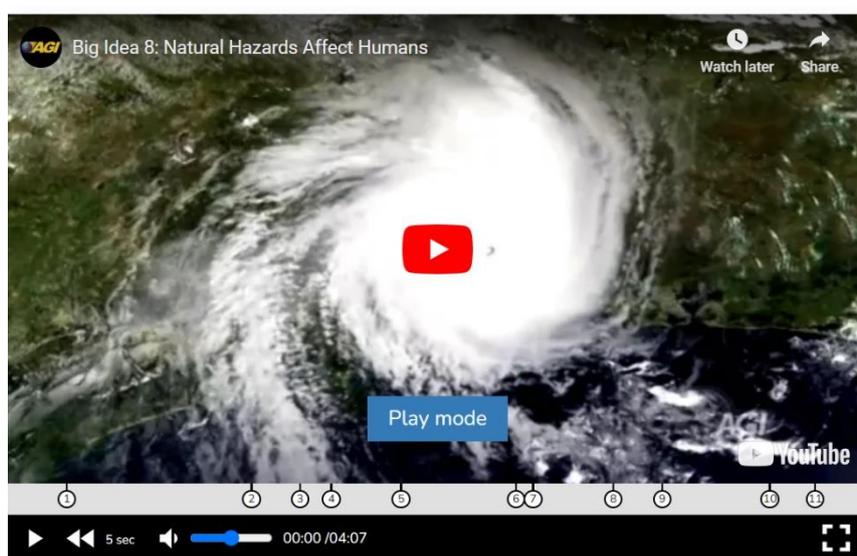
6. This summer a dozen _____, which are more common in the US, have hit Europe. The twister which swept through Poland yesterday flattened more than 400 hectares of woodland in the area.

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

3. Natural Disasters – Listening and Speaking

Watch the video and answer the questions (orally):

<https://en.islcollective.com/english-esl-video-lessons/listening-comprehension/deep-listening-focus-on-meaning/natural-disasters/82296>



Respuestas a las actividades propuestas

Actividad 1

1. If I (PLAY) **played** the lottery, I (HAVE) **would have** a chance to hit the jackpot.
2. If I (HIT) **hit** the jackpot, I (BE) **would be** rich.
3. If I (BE) **were** rich, my life (CHANGE) **would change** completely.
4. I (BUY) **would buy** a lonely island if I (FIND) **found** a nice one.
5. If I (OWN) **owned** a lonely island, I (BUILD) **would build** a huge house by the beach.
6. I (INVITE) **would invite** all my friends if I (HAVE) **had** a house by the beach.
7. I (PICK) **would pick** my friends up in my yacht if they (WANT) **wanted** to spend their holidays on my island.
8. We (HAVE) **would have** great parties if my friends (COME) **came** to my island.
9. If we (LIKE) **liked** to go shopping in a big city, we (CHARTER) **would charter** a helicopter.
10. But if my friends' holidays (BE) **were** over, I (FEEL) **would feel** very lonely on my lonely island.

Actividad 2

1. Tom **WILL DO** that if you pay him to do it.
2. If he is absent, we **WON'T HAVE** an English test.
3. If I **WERE** you, I would trust her.
4. If you don't start at once, you **WILL BE** late.
5. If today were Sunday, I **WOULD GO** fishing.
6. If I **HAD** time, I would study French.
7. Will I get to the station if I **TAKE** this road?
8. If I were rich, I **WOULD GO** abroad.
9. It **WOULD BE** nice if it stopped raining.
10. If you were me, what **WOULD** you **DO**?
11. If you follow this street, you **WILL GET** to the station.
12. What **WOULD HAPPEN** if the earth stopped turning?
13. Mary will get fired if she **DOESN'T DO** it.
14. Would it help if Tom **WENT** with you?
15. They **WOULD KILL** me if they found out.
16. The patient **WILL BE** grateful if you make a donation.
17. If you **DON'T MOVE** immediately, you will be arrested.
18. If he **FINDS OUT**, he will be very angry.

- 19 What **WOULD** Tom **SAY** if he were here?
- 20 If it **RAINS** tomorrow, the tour will be cancelled.
- 21 Tom will do it if no one **STOPS** him.
- 22 If dogs **COULD** talk, what would they say?

Actividad 3

1. If you (DO) **do** your homework now, we (GO) **will go** to the cinema in the evening.
2. If we (ORDER) **order** the book now, we (HAVE) **will have** it tomorrow.
3. If I (HAVE) **had** more money, I (BUY) **would buy** a bigger car.
4. If I (MEET) **met** my favourite movie star, I (ASK) **would ask** him for an autograph.
5. I (CALL) **will call** you if I (NEED) **need** your help.
6. I (GO) **would go** swimming if the weather (BE) **were** better.
7. If he (HAVE) **doesn't have** time tomorrow, we (MEET) **will meet** the day after.
8. If I (BE) **were** you, I (KNOW) **wouldn't know** what to do.
9. If we (ORDER) **don't order** the tickets soon, there (BE) **won't be** any tickets left.
10. She (SAY) **would not say** that if she (BE) **were** your friend.

Actividad 4

The Cat and the Mouse

Once upon a time the cat bit the mouse's tail off.

"Give me back my tail," said the mouse.

And the cat said, "Well, I (GIVE) **would give** you back your tail if you (FETCH) **fetch** me some milk. But that's impossible to do for a little mouse like you."

The mouse, however, went to the cow.

"The cat (GIVE) **will give** me back my tail if I (FETCH) **fetch** her some milk."

And the cow said, "Well, I (GIVE) **would give** you milk if you (GET) **got** me some hay. But that's impossible to do for a little mouse like you."

The mouse, however, went to the farmer.

"The cat (GIVE) **will give** me back my tail if the cow (GIVE) **gives** me some milk. And the cow (GIVE) **will give** me milk if I (GET) **get** her some hay."

And the farmer said, "Well, I (GIVE) **would give** you hay if you (BRING) **brought** me some meat. But that's impossible to do for a little mouse like you."

The mouse, however, went to the butcher.

"The cat (GIVE) **will give** me back my tail if the cow (GIVE) **gives** me milk. And the cow (GIVE) **will give** me milk if she (GET) **gets** some hay. And the farmer (GIVE) **will give** me hay if I (GET) **get** him some meat."

And the butcher said, "Well, I (GIVE) **would give** you meat if you (MAKE) **made** the baker bake me a bread. But that's impossible to do for a little mouse like you."

The mouse, however, went to the baker. "The cat (GIVE) **will give** me back my tail if I (FETCH) **fetch** her some milk. And the cow (NOT GIVE) **will not give** me milk if I (NOT GET) **don't get** her hay. And the farmer (GIVE) **will give** me hay if the butcher (HAVE) **has** some meat for him. And the butcher (NOT GIVE) **will not give** me meat if you (NOT BAKE) **do not bake** him a bread."

And the baker said, "Well, I (GIVE) **will give** you bread if you (PROMISE) **promise** never to steal my corn or meal."

The mouse promised not to steal, and so the baker gave the mouse bread, the mouse gave the butcher bread. The butcher gave the mouse meat, the mouse gave the farmer meat. The farmer gave the mouse hay, the mouse gave the cow hay. The cow gave the mouse milk, the mouse gave the cat milk. And the cat gave the mouse her tail back.

Actividad 5

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

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

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

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

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

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

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

PARTE 3: MOTHER NATURE

Tema 3: The 3 R's (Reduce, Reuse, Recycle)

ÍNDICE

0. Introduction
 1. Vocabulary and Reading: The 3 R's – Materials and Recycling
 2. Grammar: First and Second Conditional
 3. The 3R's – Listening and Speaking
-

0. Introduction

En esta unidad vamos a poner en práctica los conocimientos adquiridos en los dos temas anteriores ya que mezclaremos **los dos tipos de condicional** que entran en el examen.

Aprenderemos también el vocabulario necesario a la hora de poder entender un tema tan importante hoy en día como es el asunto del reciclaje.

1. Vocabulary and Reading: The 3 R's – Materials and Recycling

Activity 1

Match the words with the definitions.

a. to reduce		to put something in the bin
b. to reuse		a small plastic or cardboard container for food or drinks
c. to recycle		to make the amount of something smaller
d. to throw away		to change material into something we can use again
e. a carton		material which covers the things we buy
f. packaging		to use again and again

In today's world, environmental conservation has become increasingly crucial. It's essential to adopt sustainable practices that minimize waste and protect our planet for future generations. The 3 R's—Reduce, Reuse, and Recycle—offer a practical framework to address these environmental challenges.

1.Reduce: The first "R" encourages us to reduce our consumption of resources and products. By being mindful of our needs and making conscious choices, we can significantly decrease our environmental footprint. For example, we can reduce energy consumption by using energy-efficient appliances and turning off lights when not in use. We can also reduce water wastage by fixing leaks and using water-saving fixtures.

2.Reuse: The second "R" emphasizes the importance of reusing items whenever possible. Rather than discarding products after a single use, consider their potential for

further utility. Reusable shopping bags, water bottles, and containers can help reduce the need for disposable alternatives. Repairing and refurbishing items, such as clothing and electronics, instead of throwing them away, can also contribute to waste reduction.

3. Recycle: The final "R" encourages us to recycle materials that can be transformed into new products. Recycling paper, glass, plastic, and metal conserves valuable resources and reduces the amount of waste sent to landfills. Recycling not only helps protect the environment but also conserves energy compared to manufacturing new materials from scratch.

These three principles, when combined, form a powerful strategy for environmental conservation. They not only reduce the depletion of natural resources but also decrease pollution and landfill waste.

Questions for Discussion:

1. Why is it important to practice the 3 R's (Reduce, Reuse, and Recycle) in our daily lives?
2. How can reducing our consumption of resources benefit the environment and society as a whole?
3. What are some practical ways to reduce energy consumption in our homes?
4. Give examples of items that can be reused and explain why reusing them is beneficial.
5. How does recycling contribute to conserving natural resources, and what materials are commonly recycled in your community?
6. Are there any challenges or obstacles to implementing the 3 R's in your area, and how can they be overcome?

Actividad 2

Complete the sentences with the words in the box.

new – throw – bag – trees – paper – tidy – plastic
--

- a. We need to _____ away less rubbish.
- b. We can use less paper and save _____.
- c. We can take our own _____ to the shop.
- d. We can reuse _____ bags.
- e. We can use coloured _____ from presents again and again.
- f. We can make _____ things from old things.
- g. We can use empty boxes to keep things _____.

Actividad 3

Where does it go? Write these words in the correct group.

glass bottles	plastic packaging	jars
paper	yoghurt cartons	newspapers
empty milk cartons	broken mirrors	old notebooks
paper and card	glass	plastic and packaging
	<i>glass bottles</i>	

Actividad extra:

<https://www.liveworksheets.com/w/en/english-second-language-esl/1787232>

2. Grammar: First and Second Conditional

¡Recuerda!

FIRST CONDITIONAL

test-english.com

Use the **first conditional** to talk about something that might happen in the future if a condition exists.

If clause (condition)	comma	main clause (result)
If a condition exists	,	the result will be true.
present (simple, continuous or perfect)		future (any type), imperative, modal

→ If you **study**, you **will pass** the exam.

→ If he **doesn't call**, you **should tell** me immediately.

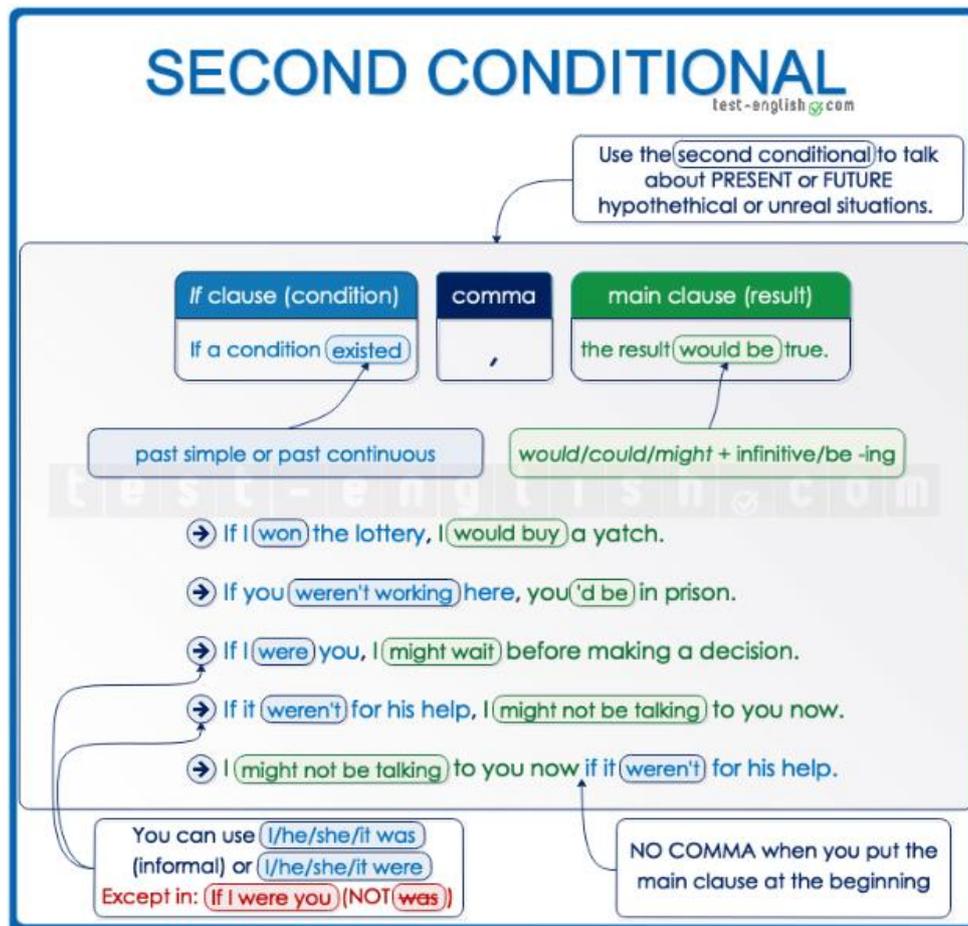
→ If you **have come** to class, the exam **is going to be** easy.

→ If we **win**, we **will be celebrating** soon.

→ We **will be celebrating** soon if we **win**.

NO COMMA when you put the main clause at the beginning

Do NOT use **will** in the IF clause: *I'll help you if you need me* (NOT-if you will need me)



Actividad 4: Cambio de tipo 1 a tipo 2

Toma las siguientes oraciones condicionales tipo 1 y conviértelas en oraciones condicionales tipo 2. Usa la estructura adecuada para cada tipo.

1. If she studies hard, she will pass the exam.

Tipo 2: If she...

2. If he comes to the party, I will be happy.

Tipo 2: If he...

3. If they finish their work on time, they will go on vacation.

Tipo 2: If they...

4. If it rains tomorrow, the picnic will be cancelled.

Tipo 2: If...

5. If you call me later, I will answer your questions.

Tipo 2: If...

6. If she visits Paris, she will see the Eiffel Tower.

Tipo 2: If...

7. If he studies more, he will improve his grades.

Tipo 2: If...

8. If they arrive early, we will have dinner together.

Tipo 2: If...

Actividad 5: Cambio de tipo 2 a tipo 1

Toma las siguientes oraciones condicionales tipo 2 y conviértelas en oraciones condicionales tipo 1. Utiliza la estructura adecuada para cada tipo y el verbo en la forma correcta.

1. If I had more free time, I would travel.

Tipo 1: If...

2. If he won the lottery, he would buy a new house.

Tipo 1: If

3. If she spoke French fluently, she would apply for the job.

Tipo 1: If

4. If they had enough money, they would start a business.

Tipo 1: If

5. If it snowed tomorrow, they would cancel the event.

Tipo 1: If

6. If I lived in a bigger city, I would have more opportunities.

Tipo 1: If

7. If she found the key, she would unlock the door.

Tipo 1: If

8. If they had better grades, they would get into a prestigious university.

Tipo 1: If

Para más ejercicios, sigue los enlaces:

<https://elt.oup.com/student/grammarfriends/level06/tests/test2?cc=global&selLanguage=en>

<https://agendaweb.org/exercises/verbs/conditional/first-second>

<https://www.perfect-english-grammar.com/conditional-exercises.html>

3. The 3R's – Listening and Speaking

Watch the video and answer the questions (orally) to improve your listening comprehension and your oral expression:

<https://en.islcollective.com/english-esl-video-lessons/listening-comprehension/deep-listening-focus-on-meaning/the-3-rs-reduce-reuse-recycle/605665>



Respuestas a las actividades propuestas

Actividad 1

a. to reduce	d	to put something in the bin
b. to reuse	e	a small plastic or cardboard container for food or drinks
c. to recycle	a	to make the amount of something smaller
d. to throw away	b	to change material into something we can use again
e. a carton	f	material which covers the things we buy
f. packaging	c	to use again and again

Actividad 2

- We need to **throw** away less rubbish.
- We can use less paper and save **trees**.
- We can take our own **bag** to the shop.
- We can reuse **plastic** bags.
- We can use coloured **paper** from presents again and again.
- We can make **new** things from old things.
- We can use empty boxes to keep things **tidy**.

Actividad 3

glass-bottles	plastic packaging	jars
paper	yoghurt cartons	newspapers
empty milk cartons	broken mirrors	old notebooks
paper and card	glass	plastic and packaging
paper newspapers old notebooks	<i>glass bottles</i> jars broken mirrors	plastic packaging yoghurt cartons empty milk cartons

Actividad 4

- If she **studied** hard, she **would pass** the exam.
- If he **came** to the party, I **would be** happy.
- If they **finished** their work on time, they **would go** on vacation.
- If it **rained** tomorrow, the picnic **would be** cancelled.
- If you **called** me later, I **would answer** your questions.

6. If she **visited** Paris, she **would see** the Eiffel Tower.

7. If he **studied** more, he **would improve** his grades.

8. If they **arrived** early, we **would have** dinner together.

Actividad 5

1. If I **have** more free time, I **will travel**.

2. If he **wins** the lottery, he **will buy** a new house.

3. If she **speaks** French fluently, she **will apply** for the job.

4. If they **have** enough money, they **will start** a business.

5. If it **snows** tomorrow, they **will cancel** the event.

6. If I **live** in a bigger city, I **will have** more opportunities.

7. If she **finds** the key, she **will unlock** the door.

8. If they **have** better grades, they **will get** into a prestigious university.