INGLÉS
MÓDULO IV

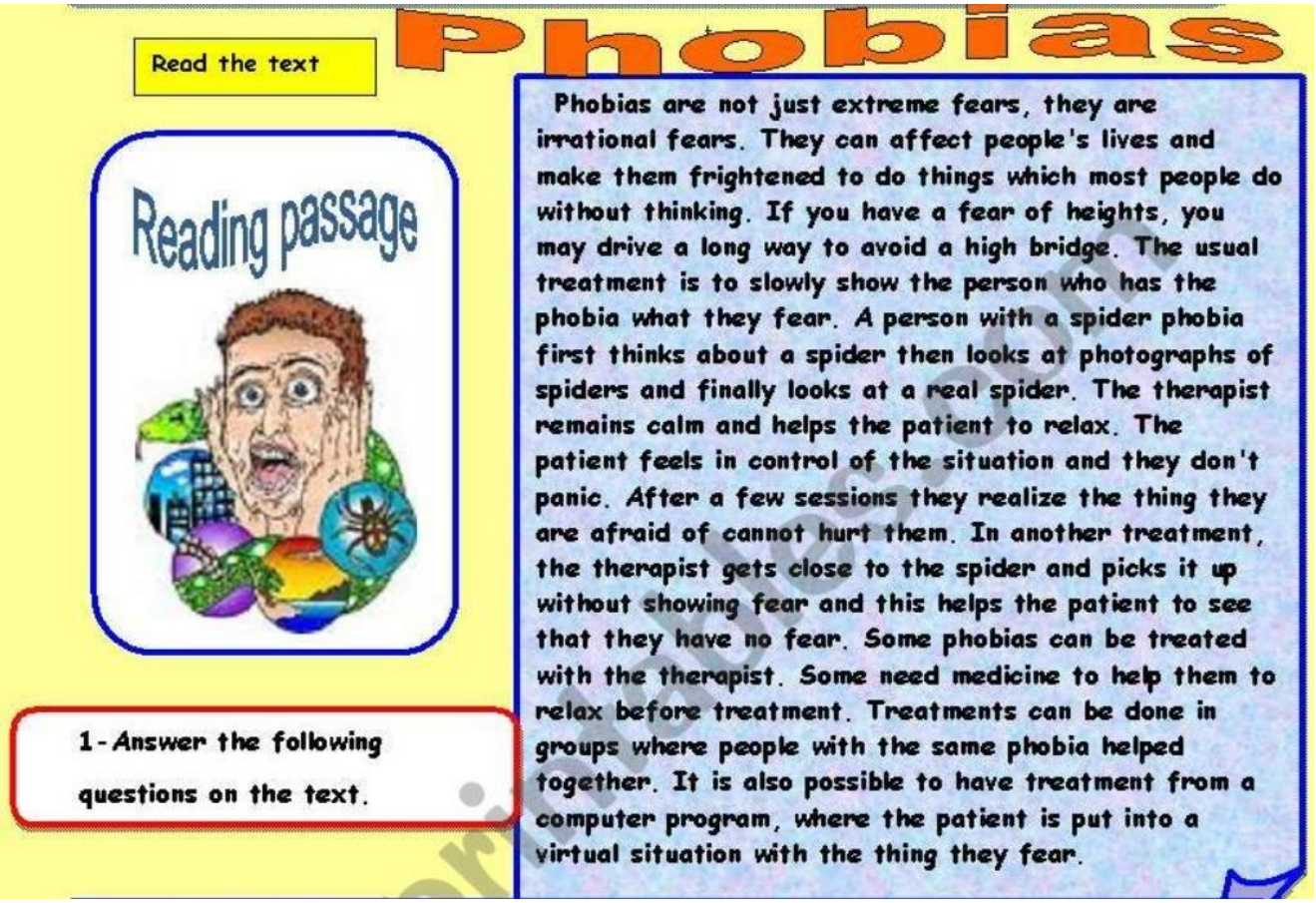
CEPA SAN BLAS (MANZANARES)

TEMA I: Overcome

Vocabulario: Fears and Phobias

Gramática: Present perfect

Introducción: En este tema vamos a ver los tipos y características de miedos y fobias, y los tiempos verbales que necesitamos para contar acciones ocurridas en el pasado más reciente. Aprenderemos a usar el Present Perfect. Una vez que sepamos utilizar este tiempo, será el momento de aprender a hacer una narración de hechos en el pasado más reciente y que aún tienen efecto en el momento en el que hablamos.



1. How is a phobia different from a fear?

2. What kind of things are people commonly afraid of?

3. How can phobias affect people’s lives?

4. How can we treat patients with phobias?

5. Why is it important for patients with phobias to relax?

Here you can see some types of fears and phobias to learn:

Arachnophobia	The fear of spiders
Ophidiophobia	The fear of snakes
Acrophobia	The fear of heights
Agoraphobia	The fear of open spaces
Cynophobia	The fear of dogs
Astraphobia	The fear of thunder/lightning
Claustrophobia	The fear of small spaces
Mysophobia	The fear of germs
Aerophobia	The fear of flying
Trypophobia	The fear of holes
Carcinophobia	The fear of cancer
Thanatophobia	The fear of death
Glossophobia	The fear of public speaking
Monophobia	The fear of being alone
Atychiphobia	The fear of failure
Ornithophobia	The fear of birds
Alektorophobia	The fear of chickens
Enochlophobia	The fear of crowds
Aphenphosmphobia	The fear of intimacy
Trypanophobia	The fear of needles

1. Look at the photos and describe how each person looks or feels. What sort of fear or phobia does each have? What about you? Do you fear anything?


A. _____


B. _____


C. _____


D. _____


E. _____

2. Complete the gaps below according to the phobias shown in the photos.

A. The man in picture A is afraid of _____. Whenever he has to travel by plane, his heart starts _____ really fast. He looks really _____ in the photo.
B. The woman is scared to _____ in the second photo. That's why she's _____. She _____ spiders. But, who wouldn't?
C. The lady standing on the chair is in _____ and her heart must be going _____.
D. The guy in picture D is shaking and his hands started _____ because he has a phobia of _____. He looks really f_____.
E. The guy in the green t-shirt feels _____ and can end up _____ if he stays in closed spaces for more than 5 minutes. He has _____.

Gramática: 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
I have walked
You have walked
He, she, it has walked
We have walked
You have walked
They have walked

Negative
I haven't walked
You haven't walked
He, she, it hasn't walked
We haven't walked
You haven't walked
They haven't walked

Interrogative
Have I walked?
Have you walked?
Has he, she, it walked?
Have we walked?
Have you 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! En castellano tenemos la forma verbal Pretérito perfecto compuesto, es muy parecida, pero es probable que su significado NO SIEMPRE sea el mismo.

EL "PRESENT PERFECT" SE UTILIZA PARA DESCRIBIR...
- Una acción o situación iniciada en el pasado y que continúa en el presente. I have lived in Bristol since 1984 (= todavía vivo allí.)
- Una acción realizada durante un periodo de tiempo aún no concluido. She has been to the cinema twice this week (= la semana todavía no ha terminado.)

- Una acción repetida en un periodo temporal inespecífico situado entre el pasado y el presente. We have visited Portugal several times.
- Una acción que ha concluido en un pasado muy reciente, lo que se indica mediante 'just'. I have just finished my work.
- Una acción para la cual no es importante el momento preciso en que aconteció. He has read *War and Peace*. (= lo relevante es el resultado de la acción)
- Nota: Cuando queremos dar o pedir información sobre cuándo, dónde o quién, empleamos el "simple past". Consulta cómo elegir entre el "simple past" y el "present perfect".

Ejemplos de...

ACCIONES INICIADAS EN EL PASADO Y QUE CONTINÚAN EN EL PRESENTE

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

CUANDO SE HACE REFERENCIA A UN PERIODO TEMPORAL INACABADO

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

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

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

ACCIONES CONCLUIDAS EN UN PASADO MUY RECIENTE (+JUST)

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

CUANDO LA DIMENSIÓN TEMPORAL NO ES RELEVANTE O CONOCIDA

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

PRESENT PERFECT + EVER, NEVER, ALREADY, YET

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

-EVER se utiliza:

EN PREGUNTAS

EJEMPLOS

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

EN PREGUNTAS NEGATIVAS

EJEMPLOS

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

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

EJEMPLOS

- Nobody has ever said that to me before.

• Nothing like this has ever happened to us.
CON "THE FIRST TIME"
EJEMPLOS
• It's the first time that I've ever eaten snails.
• This is the first time I've ever been to England.

-NEVER

"Never" significa nunca antes de ahora y equivale a "not (...) ever": I have never visited Berlin.
¡CUIDADO!: "Never" y "not" no deben usarse juntos.
• NO I haven't never been to Italy. Lo correcto es: I have never been to Italy.

-ALREADY

"Already" se refiere a una acción que ha ocurrido en un tiempo anterior al presente pero no especificado. Sugiere que no es necesario repetir la acción.
EJEMPLOS
• I've already drunk three coffees this morning. (= ¡y me estás ofreciendo otro!)
• Don't write to John, I've already done it.
"Already" se coloca antes del verbo principal (en "past participle"): I have already been to Tokyo.

-YET

"Yet" se utiliza en oraciones negativas e interrogativas, con el significado de *aún* o *todavía* en negativas y *ya* en interrogativas. Suele colocarse al final de la frase.
EJEMPLOS
• Have you met Judy yet?
• I haven't visited the Tate Gallery yet
• Has he arrived yet?
• They haven't eaten yet

PRESENT PERFECT: FOR, SINCE

Empleando el "present perfect" podemos definir un periodo de tiempo anterior al momento presente, considerando bien su duración, caso en el que utilizamos "for" + periodo temporal, o bien su inicio o punto de partida, caso en el que utilizamos "since" + momento concreto. "For" y "since" pueden asimismo emplearse con el "past perfect". "Since" admite únicamente tiempos verbales perfectos. "For" puede también emplearse con el "simple past".
"FOR" + PERIODO DE TIEMPO
for six years, for a week, for a month, for hours, for two hours
I have worked here for five years.
"SINCE" + MOMENTO CONCRETO
since this morning, since last week, since yesterday,
since I was a child, since Wednesday, since 2 o'clock
I have worked here since 1990.
"PRESENT PERFECT" CON "FOR"
• She has lived here for twenty years.
• We have taught at this school for a long time.
• Alice has been married for three months.
• They have been at the hotel for a week.
"PRESENT PERFECT" CON "SINCE"
• She has lived here since 1980.
• We have taught at this school since 1965.
• Alice has been married since March 2nd.
• They have been at the hotel since last Tuesday.

Actividad nº 1

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

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

Actividad nº 2

Choose the correct answer to complete each sentence.

1. … broken your leg?

a. How have you
b. You have

2. … taken my temperature?

a. Why has she
b. When did she

3. … have their injections?

a. When have they
b. When did they

4. Ted... the flu.

a. has he
b. hasn't had

5. You... the doctor.

a. already saw
b. have already seen

6. Jim and John... their flu shots yet.

a. have had
b. haven't had

Actividad nº 3

Choose the correct time expression to complete each sentence.

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

a. yesterday
b. yet

2. The patient took his medication ….

a. an hour ago
b. just

3. Have you … broken your arm?

a. ever
b. lately

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

a. yet
b. since Sunday

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

a. already
b. yet

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

a. for
b. since

TEMA II: Roots

Vocabulario: Customs and traditions

Gramática: Present Perfect and Past Simple

Introducción: Esta unidad está compuesta por vocabulario relacionado con las costumbres y tradiciones, típicas de cada país, y, en particular, vamos a ver algunos de los países anglosajones más famosos y sus festividades, y por último, sus similitudes con nuestras fiestas.

Every country and every nation has it's own traditions and customs. It's very important to know traditions and customs of different people. It will help you to know more about the history and life of different nations and countries. One cannot speak about England without speaking about its traditions and customs. They are very important in the life of English people. British people are proud of their traditions and carefully keep them up. There are six public holidays a year in G. B.. Christmas day is one of their favorite holidays. It's celebrated on the 25th of December. There are some traditions connected with it. One of them is to give presents to each other. It is not only children and members of the family. It's a tradition to give Christmas presents to the people you work with. Another tradition is to send Christmas cards. All these cards are brightly and coloured. Most of big cities of G. B., especially London, are decorated with coloured lights and Christmas trees. On Trafalgar Square, in the center of London stands a big Christmas tree. It is a gift from the people of Oslo. It is over 50 feet high. Many families celebrate Christmas Day in the open air near the Christmas tree in order to catch the spirit of Christmas. Children find Christmas presents in their stockings. The traditional English dinner on Christmas is turkey and pudding. Other great holidays are: Valentine's Day, April fools, Boxing Day, Father's day, Mother's day, Halloween and Easter (before Easter they usually celebrate St. Patrick's Day, an Irish festivity, too). In other English speaking countries like in the USA we can find very famous festivities like:

In January:
On the 1st of January — New Year's Day
the 15th of January — Martin Luther King Day

February:
the third Monday — Presidents Day
the 14th of February — St Valentine's Day
(depending on the date of Christian Lent)-- the Carnival of New Orleans 'Mardi Gras'

May:
the fourth Monday — Memorial Day

July:
the 4th of July — Independence Day

September:
the first Monday — Labour Day

October:

the 12th of October — Columbus Day
the 31st of October — Halloween

November:
the 11th of November — Veterans Day
the fourth Thursday — Thanksgiving Day

December:
the 25th of December — Christmas

Americans share three holidays with many countries: Easter Sunday, Christmas Day, and New Year's Day. Easter, which falls on a spring Sunday that varies from year to year, celebrates the Christian belief in the resurrection of Jesus Christ. For Christians, Easter is a day of religious services and the gathering of family. Many Americans follow the old tradition of colouring hardboiled eggs, hiding them and giving children baskets of candies with the form of a bunny. On the next day, Easter Monday, the president of the United States holds an annual Easter egg hunt in White House lawn for young children. Christmas day, December 25th Americans decorate houses and yards with lights, putting up Christmas trees, giving gifts, sending greeting cards or kissing under the mistletoe have become traditions even for many non-Christian Americans. New Year's Day, of course, is in January. The celebration of this holiday begins the night before, when Americans gather to wish each other a happy and prosperous coming year singing ***Auld Lang Syne* (*Old Long Since*)**

https://en.wikipedia.org/wiki/Auld_Lang_Syne https://www.youtube.com/watch?v=Z3sXVxqDbFk



Actividad 1. Relaciona las festividades con su descripción y su imagen:



Actividad 2. Completa este quiz sobre Reino Unido y EE.UU.:

British and American Culture QUIZ



Choose the word or phrase which best completes each sentence. Please circle the correct answer A, B, C or D. <u>Choose one answer only.</u>



1. The United Kingdom's flag is known as The Union _____.

a) John
b) Jack
c) Cross
d) White

2. Beatrix Potter is known _____.

a) as Harry Potter's aunt
b) for writing stories about Winnie the Pooh
c) for writing stories about Peter Rabbit
d) for writing Harry Potter books

3. Which part of England is Newcastle in?

a) the east
b) the south
c) the west
d) the north

4. The American flag has 13 stripes because

a) there were 13 original colonies
b) 13 people signed the constitution
c) 13 was a holy number for Puritans
d) 13 colonists survived in 1621

5. The Big Apple is a popular name for _____.

a) London
b) Boston
c) New York
d) Philadelphia



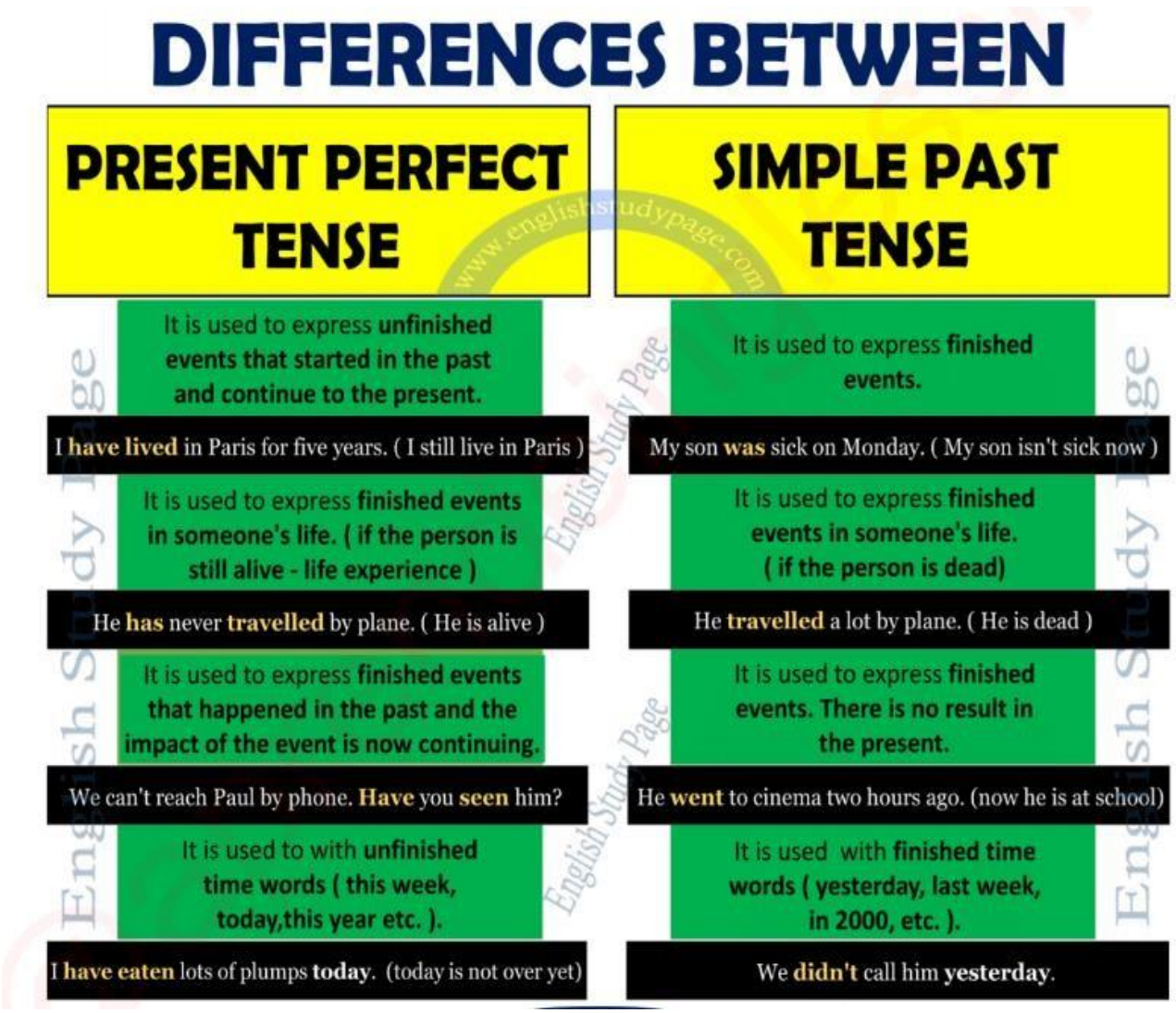
6. St. Patrick's Day, a popular Irish holiday is celebrated on _____.

a)April, 12th
g) March, 17th
c) November, 22nd
d) February, 19th

ESLprintables.com

Gramática: Present Perfect and Past Simple

Diferencia entre el PRESENT PERFECT y el PAST SIMPLE en inglés:
La mayor diferencia entre Presente Perfecto y Pasado Simple es que cuando utilizamos el PRESENT PERFECT hay alguna relevancia con el presente o alguna consecuencia en el presente. Ya vimos con más detalle en el anterior tema el uso del PRESENT PERFECT en profundidad. El contexto del PRESENT PERFECT es el presente. El contexto del PAST SIMPLE es el pasado y no hay vínculo con el presente. Se utiliza el PAST SIMPLE para acciones que han terminado en el pasado, incluso si han ocurrido en un pasado reciente. Por cierto, el PRESENT PERFECT se utiliza mucho más en el INGLÉS BRITÁNICO.
PASADO SIMPLE (EJEMPLOS):
•I had three exams last week (el uso del pasado simple significa que la semana ya terminó)
•Yesterday I saw a film (Ayer vi una película)
Compáralo con el PRESENTE PERFECTO:
•I have had three exams this week (el uso del presente perfecto implica que esta semana aún no ha terminado)
•I have seen a film today (He visto una pelicula hoy)



Actividad 1. Choose the correct verb form to complete the sentences:

Q1 - He ..... there when he was a child
a) has lived b) lived

Q2 - I ..... her since last year
a) haven't seen b) didn't see

Q3 - They ..... a few minutes ago
a) left b) have left

Q4 - She ..... unemployed since she left school
a) has not been b) was not

Q5 - They ..... the contract last week
a) finalised b) have finalised

Q6 - The film ..... yet
a) hasn't started b) didn't start

Q7 - She ..... ill since Thursday
a) was b) has been

Q8 - I ..... the project last night
a) have finished b) finished

Q9 – Look! Someone ..... their handbag in the room
a) left b) has left

Q10 - ..... to Rome?
a) Did you ever go b) Have you ever been

Q11 - I can't get into my house because I ..... my keys
a) lost b) have lost

Q12 - Nobody ..... the phone when it rang
a) answered b) has answered

Q13 - I ..... up smoking last year
a) gave b) have given

Q14 - You can't see her because she ..... home
a) has gone b) went

Q15 - ..... to the United States?
a) Did you ever go b) Have you ever been

Q16 - I never ..... my grandmother as she died before I was born
a) knew b) have known

Q17 - It's the first time I ..... caviar
a) ate b) have eaten

Q18 - The first time we ..... was just the other day
a) spoke b) have spoken

Q19 - It stinks in here; someone ..... smoking
a) was b) has been

Q20 - He's in hospital because he ..... his leg
a) has broken b) broke

Q21 - I've known her since we ..... at school together
a) were b) have been

Q22 - It's ages since we .....
a) spoke b) have spoken

Q23 - It's been ages since we ..... from Dave
a) have heard b) heard

Q24 - The last time I saw Fran ..... ages ago
a) was b) has been

Q25 - I ..... from her lately
a) haven't heard b) didn't hear

TEMA III: Going Global

Vocabulario: Across cultures, women in different cultures, stereotypes

Gramática: Relative pronouns and Possessive pronouns

Vocabulario

Este tema de candente actualidad se trata en la Carta de los Derechos Humanos, y en particular los estereotipos relacionados con la mujer:

Un estereotipo de género es una visión generalizada o una idea preconcebida sobre los atributos o las características, o los papeles que poseen o deberían poseer o desempeñar las mujeres y los hombres. Un estereotipo de género es perjudicial cuando limita la capacidad de las mujeres y los hombres para desarrollar sus capacidades personales, seguir sus carreras profesionales y/o tomar decisiones sobre sus vidas.

Ya sean abiertamente hostiles (como "las mujeres son irracionales") o aparentemente benignos ("las mujeres son cariñosas"), los estereotipos perjudiciales perpetúan las desigualdades. Por ejemplo, la visión tradicional de las mujeres como cuidadoras significa que las responsabilidades del cuidado de los niños suelen recaer exclusivamente en ellas.

Además, los estereotipos de género agravados y cruzados con otros estereotipos tienen un impacto negativo desproporcionado en ciertos grupos de mujeres, como las mujeres de grupos minoritarios o indígenas, las mujeres con discapacidades, las mujeres de grupos de castas inferiores o con un estatus económico más bajo, las mujeres migrantes, etc.

Los estereotipos de género se refieren a la práctica de atribuir a un individuo, mujer u hombre, atributos, características o roles específicos por la sola razón de su pertenencia al grupo social de mujeres u hombres. Los estereotipos de género son ilícitos cuando dan lugar a una o varias violaciones de los derechos humanos y las libertades fundamentales.

Los ejemplos incluyen:

No criminalizar la violación conyugal, percibiendo que las mujeres son propiedad sexual de los hombres; y No investigar, perseguir y condenar la violencia sexual contra las mujeres, creyendo que las víctimas de la violencia sexual estaban de acuerdo con los actos sexuales, ya que no se vestían ni se comportaban "modestamente".
Los estereotipos de género erróneos son una causa frecuente de discriminación contra las mujeres. Es un factor que contribuye a la violación de un amplio abanico de derechos, como el derecho a la salud, a un nivel de vida adecuado, a la educación, al matrimonio y a las relaciones familiares, al trabajo, a la libertad de expresión, a la libertad de movimiento, a la participación y representación políticas, a un recurso efectivo y a no sufrir violencia de género.

Actividad 1. Read the text and take note of all the words related to Women, culture, stereotypes. Later discuss the idea of the text with your classmates. Do you agree with the main idea of GENDER EQUALITY?

Gender stereotypes are prevalent across cultures and can be shaped by various factors such as social roles, intersectionality, and cultural values. Women have typically been stereotyped as more warm/communal (e.g., kind and nurturing), but less competent (e.g., intelligent and skillful) and agentic (e.g., ambitious, independent, and strong) than men. However, these stereotypes are not universal and can vary across different cultures. For instance, in some cultures, women are expected to be responsible for things that men are not, and there are more pressures put on girls and women to look and behave in certain ways. Hofstede's research revealed that cultures with high masculinity reported distinct gender roles, moralistic views of sexuality, and encouraged passive roles for women.

It is important to note that gender stereotypes can have negative consequences such as gender-based biases and discrimination. Therefore, it is crucial to challenge these stereotypes by promoting gender equality and diversity across all cultures.

| OHCHR
https://www.ohchr.org/es/search?f%5B0%5D=subject_taxonomy_term_name%3AMujeres

Gramática: Relative pronouns/ possessive pronouns

Relative pronouns
Los pronombres de relativo 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”)
“I know a man that speaks five languages” = 1 oración (that sustituye a “he”)
Ejemplo 2

“Lisa is wearing a dress. It is very beautiful” = dos oraciones
“Lisa is wearing a dress which is very beautiful” = 1 oración (which sustituye a “it”)
“Lisa is wearing a dress that is very beautiful” = 1 oración (that 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 “His”)

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

Actividad nº 1. Put in the relative *who, whose* 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 man _____ mother lives next door is a teacher.
-The Intercity _____ had the accident last Saturday had undergone a revision on the previous day.

Actividad nº 2. Put in the relative *who, that, whose* or *which* 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?
-They are the people _____ car was stolen last week.
-She likes hamburgers _____ are hot.
-Bill Clinton, _____ was President of the USA, has only one daughter.

Possessive Pronouns

Los possessive pronouns son un tipo de pronombres (palabra que sustituye a un nombre o sustantivo) que indican posesión, es decir, a quién pertenece algo. En español lo podemos traducir como *mío, tuyo, suyo, míos, tuyos, suyos,* etc.

No podemos confundirlos con los adjetivos posesivos, los determinantes que van acompañando a cada sustantivo determinando la posesión, el origen. Los pronombres posesivos SUSTITUYEN al nombre. (Ejemplo: My car=> It's mine)

Sujeto	Pronombre Posesivo
I	*Mine* (Mío)
You	*Yours* (Tuyo)
He	*His* (Suyo-de él)
She	*Hers* (Suyo- de ella)
It	*Its* (Suyo- neutro)
We	*Ours* (Nuestro/a)
You	*Yours* (Vuestro/a)
They	*Theirs* (De ellos)

Podemos ver en el cuadro que no van acompañando al sustantivo, como decíamos antes, directamente los sustituimos, ya que, anteriormente hemos hecho referencia al mismo, y para no repetirnos utilizamos el Possessive Pronoun. Aquí podemos ver la diferencia mucho más claramente, primera columna los pronombres personales sujeto, la segunda es el determinante o adjetivo posesivo y, por último tenemos el pronombre posesivo.

Sujeto	Adjetivo Posesivo	Pronombre Posesivo
I	*My* (Mi)	*Mine* (Mío/a)
You	*Your* (Tu)	*Yours* (Tuyo/a)
He	*His* (Su-de él)	*His* (Suyo/a-de él)
She	*Her* (Su- de ella)	*Hers* (Suyo/a- de ella)
It	*Its* (Su- neutro)	*Its* (Suyo- neutro)
We	*Our* (Nuestro/a)	*Ours* (Nuestro/a)
You	*Your* (Vuestro/a)	*Yours* (Vuestro/a)
They	*Their* (De ellos)	*Theirs* (De ellos)

Actividad 1. Choose the correct possessive pronouns in each sentence:

1. Junko has eaten her lunch already, but I'm saving _____ until later.
a) hers
b) her
c) my
d) mine

2. My telephone is out of order, but _____ is working.
a) your
b) our
c) his
d) their

3. These grammar books are different. _____ has 278 pages, but _____ has only 275.
a) Yours, mine
b) Your, my
c) Yours, my
d) Your, mine

4. We gave them _____ telephone number, and they gave us _____.
a) ours, their
b) our, their
c) ours, theirs

d) our, theirs

5. Jody has lost _____ book.
a) mine
b) her
c) hers
d) theirs

Parte 2. Trending Now

TEMA I: Bargains

Vocabulario: Shopping

Gramática: Infinitive and gerunds



Vocabulary: Shopping



Actividad nº 1

A. Questions: When was the last time you went shopping? What did you buy?

B. Complete the sentences with the words given below.

cash / cash register / customers / fitting room / medium / open / opening hours / pay / price / receipt / shopping cart / tax / try on / under / window-shop / on sale

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

Actividad nº 2

Answer these 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

Actividad nº 3

Complete the crossword with vocabulary related to SHOPPING.



Gramática: infinitive and gerunds

GERUNDS

In English, we can use the –ing form of a verb ('going', 'coming', 'sleeping') in different situations. For example, we use it as part of the continuous tenses 'I am sleeping'. But there are some other cases where we use it.

We use the gerund (verb-ing):

1. <u>After certain verbs</u>

- enjoy - I enjoy reading.
- fancy - I fancy seeing a film tonight.
- discuss - We discussed going on holiday together.
- dislike - I dislike waiting for buses.
- finish - We finished preparing for the meeting.
- mind - I don’t mind coming early.
- suggest - He suggested staying at the Grand Hotel.
- recommend - They recommended meeting earlier.

• keep - He kept working although he felt ill.
• avoid - She avoided talking to her boss.

2. Instead of a noun
• Smoking isn't allowed here
• Swimming is very good exercise.

3. After prepositions
• I drank a cup of coffee before leaving.
• It's a good idea to brush your teeth after eating.
*We also use the gerund after the preposition in phrasal verbs:
• I gave up smoking.

THE INFINITIVE (WITH *TO*)
We use the to + infinitive:
1. After certain verbs
• decide - He decided to leave early (affirmative) / He decided not to stay (negative).
• agree - She agreed to give a presentation at the meeting.
• ask* - I asked to leave early / I asked him to leave early.
• decide - We decided to go out for dinner.
• help* - He helped to clean the kitchen / He helped his flatmate to clean the kitchen.
• plan - She plans to buy a new flat next year.
• hope - I hope to pass the exam.
• learn - They are learning to sing.
• want* - I want to come to the party / I want him to come to the party.
• would like* - I would like to see her tonight / I would like you to see her tonight.
• promise - We promised not to be late.
*We can use an object before the infinitive with these verbs.
(Note that 'help' can also be followed by the infinitive without 'to' with no difference in meaning: 'I helped to carry it' = 'I helped carry it'.)

2. After many adjectives
• pleased - She's pleased to have a new job.
• happy - I'm happy to see you.
• right - She was right to leave early.
• wrong - They were wrong to spend so much money.
• careful - The teacher was careful to speak clearly.
• lucky - He was lucky to survive the crash.
• likely - It's likely to snow tonight.

3. To express purpose
We often use 'to + infinitive' to say why we do something.
• I came to London to study = (I came to London because I wanted to study).
• I went home to have lunch. NOT: I went home for have lunch.

Some verbs can take either the gerund or 'to + infinitive' with no change in meaning. For example:
• It started raining.
• It started to rain.
Here are some more verbs like this:
To + infinitive/ Gerund

-Continue: I continued to work. / I continued working.
-Begin: She began to sing. / She began singing.
-Prefer: I prefer to eat at home. / I prefer eating at home

Actividad: Put the verb into the correct form.

1. I don't fancy _____ (go) out tonight.
2. She avoided _____ (tell) him about her plans.
3. I would like _____ (come) to the party with you.
4. He enjoys _____ (have) a bath in the evening.
5. She kept _____ (talk) during the film.
6. I am learning _____ (speak) English.
7. Do you mind _____ (give) me a hand?
8. She helped me _____ (carry) my suitcases.
9. I've finished _____ (cook). Come and eat!
10. He decided _____ (study) biology.
11. I dislike _____ (wait).
12. He asked _____ (come) with us.
13. I promise _____ (help) you tomorrow.
14. We discussed _____ (go) to the cinema, but in the end, we stayed at home.
15. She agreed _____ (bring) the pudding.
16. I don't recommend _____ (take) the bus. It takes forever!
17. We hope _____ (visit) Amsterdam next month.
18. She suggested _____ (go) to the museum.
19. They plan _____ (start) college in the autumn.
20. I don't want _____ (leave) yet

TEMA II: Catwalk

Vocabulario: Fashion and clothes

Gramática: Passive (Present Simple)

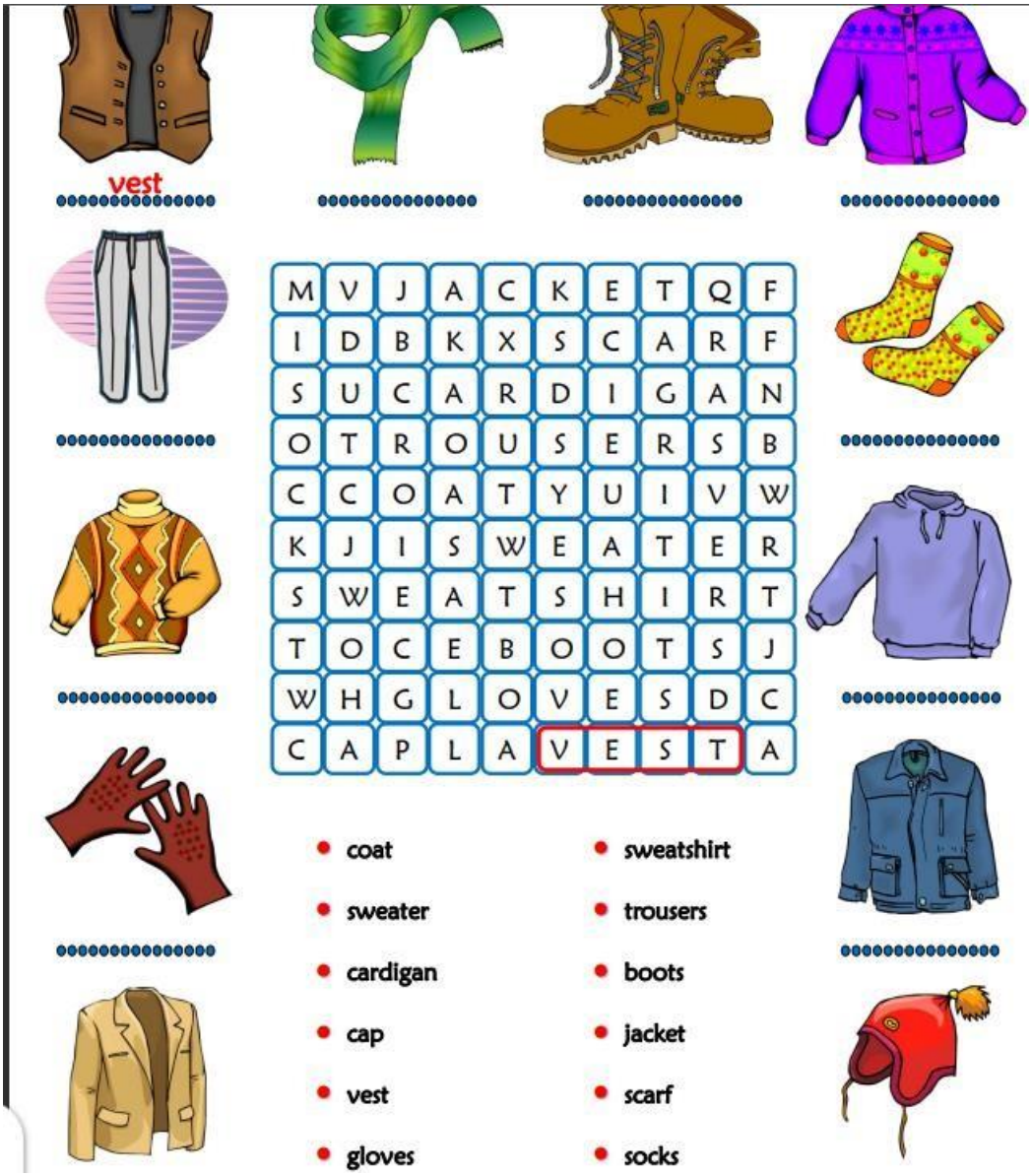
Introducción: This topic speaks about the world of fashion, the topic's name is Catwalk in Spanish means *Pasarela*. We are going to see some words related to fashion and clothes.

Aprenderemos vocabulario relacionado con la moda, que incluye palabras como accesorio, boutique, pasarela, diseñador, elegancia, tela, prenda de vestir, alta costura, estilo, joyería, patrón, calidad, estilo, guardarropa, entre otros. Estas palabras reflejan elementos esenciales en el mundo de la moda y su influencia en el diseño, la belleza y el estilo personal.

1. **Accessory** /əkˈsɛsəri/- Accesorio
2. **Blouse** /blaʊs/- Blusa
3. **Cardigan** /ˈkɑːrdɪgən/- Cárdigan
4. **Catwalk** /ˈkætwɔːk/- Pasarela
5. **Chic** /ʃiːk/- Elegante
6. **Couture** /kuːˈtjʊr/- Alta costura

7. **Designer** /dɪˈzaɪnər/- Diseñador/a
8. **Dress** /drɛs/- Vestido
9. **Elegance** /ˈɛlɪgəns/- Elegancia
10. **Elegant** /ˈɛlɪgənt/- Elegante
11. **Fabric** /ˈfæbrɪk/- Tela
12. **Fashionable** /ˈfæʃənəbl/- De moda
13. **Fashionista** /ˌfæʃəˈnistə/- Fanático de la moda
14. **Garment** /ˈgɑːrmənt/- Prenda de vestir
15. **Glamorous** /ˈglæmərəs/- Glamoroso/a
16. **Haute Couture** /oʊt kuːˈtjʊr/- Alta costura
17. **Hat** /hæt/- Sombrero
18. **Iconic** /aɪˈkɑːnɪk/- Icónico/a
19. **Jacket** /ˈdʒækɪt/- Chaqueta
20. **Jewelry** /ˈdʒuːəlri/- Joyería
21. **Knitwear** /ˈnɪtˌwɛər/- Prendas de punto
22. **Label** /ˈleɪbəl/- Etiqueta
23. **Lingerie** /ˌlænʒəˈri/- Lencería
24. **Makeup** /ˈmeɪkʌp/- Maquillaje
25. **Mannequin** /ˈmænəkɪn/- Maniquí
26. **Necklace** /ˈnɛklɪs/- Collar
27. **Opulent** /ˈɑːpjələnt/- Opulento/a
28. **Pattern** /ˈpætərn/- Patrón
29. **Quality** /ˈkwɑːlɪti/- Calidad
30. **Runway** /ˈrʌnweɪ/- Pasarela
31. **Scarf** /skɑːrf/- Bufanda
32. **Style** /staɪl/- Estilo
33. **Tailor** /ˈteɪlər/- Sastre
34, **Trousers** /ˈtraʊzərz/- Pantalones
35. **Umbrella** /ʌmˈbrɛlə/- Paraguas
36. **Unique** /juˈniːk/- Único/a
37. **Vest** /vɛst/- Chaleco
38. **Vintage** /ˈvɪntɪdʒ/- ‘Vintage’, antiguo, retro
39. **Wallet** /ˈwɔlɪt/- Billetera
40. **Wardrobe** /ˈwɔːrˌdroʊb/- Armario-Guardarropa
41. **Xenial** /ˈziːniəl/- Acogedor/a
42. **Yoga pants** /ˈjoʊgə pænts/- Pantalones de yoga
43. **Young** /jʌŋ/- Joven
44. **Zebra print** /ˈziːbrə prɪnt/- Estampado de cebra
45. **Zipper** /ˈzɪpər/- Cremallera

Actividad 1. Find the words related to fashion and clothes in the puzzle:



Gramática: Passive (Present simple)

The passive voice

En inglés se utiliza mucho la voz pasiva, que se centra en el objeto de una acción (quién o qué recibe la acción que expresa el verbo). Oraciones tan sencillas y habituales como "Me dijeron la verdad", "Mañana inauguran el nuevo centro de adultos" o "En Estados Unidos se habla inglés" no utilizan la voz pasiva en castellano, pero para decirlas en inglés SÍ que necesitaremos conocer este tipo de estructura.

Estas son las características principales de voz activa y voz pasiva:

• En la voz activa nos centramos en la persona o cosa que realiza la acción del verbo.

o The police arrested the thieves. (La policía arrestó a los ladrones)

• En la voz pasiva nos centramos en la persona o cosa que recibe la acción del verbo.

o The thieves were arrested by the police. (Los ladrones fueron arrestados por la policía)

Por tanto,

• En la voz activa, el sujeto de la oración es la persona o cosa que realiza la acción del verbo. (The police)

• En la voz pasiva, el sujeto de la oración es la persona o cosa que recibe la acción del verbo. (The thieves)

En definitiva, se trata de convertir al objeto de una oración normal en el sujeto de la nueva oración. Es decir, el objeto de una oración activa es el Sujeto Pasivo de una oración pasiva.

VOZ ACTIVA	VOZ PASIVA
Objeto	Sujeto pasivo
People in Sheffield make knives	Knives are made in Sheffield
People in Scotland make whisky	Whisky is made in Scotland
Someone in Dublin makes black beer	Black beer is made in Dublin

Como ves, es muy sencillo. Vamos a transformar una oración en voz activa: lo que hay a la derecha del verbo (el objeto) pasa ahora a la izquierda del nuevo verbo (sujeto). Lo que en la activa está a la izquierda del verbo (sujeto), pasa a la derecha (complemento agente).

El verbo en activa se divide en dos en pasiva:

- el **auxiliar BE** hereda el mismo tiempo verbal.
- el verbo principal (el que da el significado), se pone en **participio pasado**.

make → is made manufactured → was manufactured

Ya tenemos la nueva oración en pasiva. ¿Ves qué fácil? Veamos el siguiente cuadro resumen de los elementos de la voz pasiva:

VOZ PASIVA

FORMA:

Estructura del verbo: **Verbo TO BE + PARTICIPIO PASADO del Verbo Principal**

Estructura de la oración:

(+) Sujeto Pasivo + BE + VPP + Complementos

Ej.1: **"Mary was injured in accident"**

Ej.2: **"My car will be repaired soon"**

Ej.3: **"The window was broken last night"**

Ej.4: **"The criminal will be taken to prison"**

(–) Sujeto Pasivo + BE + NOT + VPP + Complementos

Ej.1: **"Mary was not injured in the accident"**

Ej.2: **"My car will not be repaired soon"**

Ej.3: **"The window was not broken last night"**

Ej.4: **"The criminal will not be taken to prison"**

(?) BE + Sujeto Pasivo + VPP + Complementos + ?

Ej.1: **"Was Mary injured in the accident?"**

Ej.2: **"Will my car be repaired soon?"**

Ej.3: **"Was the window broken last night?"**

Ej.4: **"Will the criminal be taken to prison?"**

Actividad 1. Complete the next sentences using the verb in the passive voice and one of the following countries:

Africa *all over the world* *India* *Italy* *England* *China*

a) Roast beef and Yorkshire pudding _____ (eat) in _____.
b) Most of the world's silk _____ (make) in _____.
c) Lions _____ (find) in _____.
d) Tea _____ (grow) in _____.
e) Spaghetti _____ (make) in _____.
f) Hamburgers _____ (eat) _____

Actividad 2. Complete the next sentences using the verb in the passive voice. Look at the examples:

Cheese is made (make) from milk.
In the past, coal was mined (mine) in South Wales.

a) Service _____ (include) in the bill.
b) This book _____ (translate) from English into Spanish.
c) My parents _____ (invite) to Mary's wedding.
d) I work at a very big company. Two thousand people _____ (employ) there.
e) Paintings _____ (show) at museums.
f) Last holiday my camera _____ (steal).
g) Nobody _____ (not/injure) in the accident yesterday, so the ambulance _____ (not/need).

Actividad 3. Rewrite the next active sentences in the Passive.
Example: The NASA launches a new satellite today.
A new satellite is launched by the NASA today.

a) My dad bought a new car.
_____.

b) The school gives T-shirts for free.
_____.
c) Computers make everything you want.
_____.
d) Hospitals provide food for their patients.
_____.
e) Marathon athletes run 41 kilometres.
_____.

TEMA III: Artificial Intelligence

Vocabulario: Technology and devices

Gramática: Passive and Past Simple

Vocabulario: TICs (Computers and the Internet)

How do you call these gadgets in English?

notebook camcorder games console memory sticks pendrive / flashdrive
scanner e-reader printer headphone laptop earphone smartphone


1. _____


2. _____


3. _____


4. _____


5. _____


6. _____


7. _____


8. _____


9. _____


10. _____


11. _____


12. _____

ESLprintables.com

Actividad nº 1

Reading: TICs

Complete the text with the words below:

iPhone standard develop digital plastic posted innovation year registration technology traditional

Your smartphone could replace hotel keys

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

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

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

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

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

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

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

Actividad nº 2

Complete the 15 sentences with the following words:

attachment blog delete document download e-book e-mail address file in-box keyboard laptop link online password sign in

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

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

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

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

COMPUTERS

Question: What do you already know about Steve Jobs?

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

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

Who was Steve Jobs?

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

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

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

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

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

1. The article is about the Apple Computer company.

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

2. When was Steve Jobs born?

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

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

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

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

(a) hobbies

(b) computers
(c) televisions

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

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

6. Steve Jobs never graduated from high school.

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

Curiosidad

The Origin of the Internet
The Internet started in the late 1960s as a project of the U.S. Department of Defence:
the military wanted a communication network that would work even if parts of it broke down, things that usually happen during wartime! The military had many computers which were incompatible. This network had to work between different machines of different type.
In October 1969, two computers talked to each other across a telephone line: the name of this network was ARPAnet. As time passed, ARPAnet grew and connected many computers between each other.
A good analogy to the Internet is the Postal Service: The IP (Internet Protocol) is equivalent to putting a stamp on a letter: you always need a stamp to send a letter anywhere in the world. The internet is like the Postal Service: you send a letter and the service will redirect your letter using any available route to its destination. By the 1980s, the Internet gained popularity among research organisations and universities which started to use it in order to exchange information and data.
The World Wide Web or WWW was created at CERN, a physics laboratory in
Geneva, Switzerland. It was used as a tool to exchange and modify documents between scientists and other organisations.

Gramática: Passive (in the Past)

Como ya vimos en la anterior unidad, la pasiva se usa en inglés principalmente para:

1. Describir un proceso.
2. Cuando una acción es más importante que quien la hace.
3. Cuando no sabemos, o no queremos decir, quién hace la acción de nuestra frase.

Example: The car was repaired in 1 hour – El coche se reparó en una hora

USOS:

Nos centramos en el objeto de la acción y NO en el sujeto del verbo porque:

- no conocemos el sujeto: **She was attacked yesterday**
- el sujeto de la acción no es importante: **This book was borrowed from the library**

EXPRESIONES DE TIEMPO:

- Las expresiones de tiempo se colocan al final de la oración, en el lugar de los complementos.
- En las oraciones pasivas, las expresiones de tiempo son las propias de cada tiempo verbal (que va expresado en el auxiliar TO BE), por tanto, utilizaremos las mismas que usaríamos en oraciones activas, propias de cada caso.

She was attacked yesterday

You will be operated next week

Ahora vamos a practicar un poco. Empezaremos con ejercicios en los que te familiarizarás con el verbo en voz pasiva (recuerda: verbo TO BE + participio de la acción verbal). Presta especial atención a dos cosas:

- El tiempo verbal de la oración (pasado, presente o futuro)
- La concordancia del verbo TO BE con el sujeto (singular o plural y persona)

Actividad 1. Complete the next sentences using the verb in the passive voice and one of the following complements:

William Shakespeare *Jonas Salk* *the Chinese* *Pablo Picasso Uruguay* *Marconi* *the Mayans* *Isaac Newton*

a) Hamlet _____ (write) by _____.
b) Paper _____ (make) first by _____.
c) The radio _____ (invent) by _____.
d) The laws of gravity _____ (discover) by _____.
e) The Polio vaccine _____ (discover) by _____.
f) Guernica _____ (paint) by _____.
g) Chichen Itza _____ (build) by _____.
h) The first World Cup _____ (win) by _____

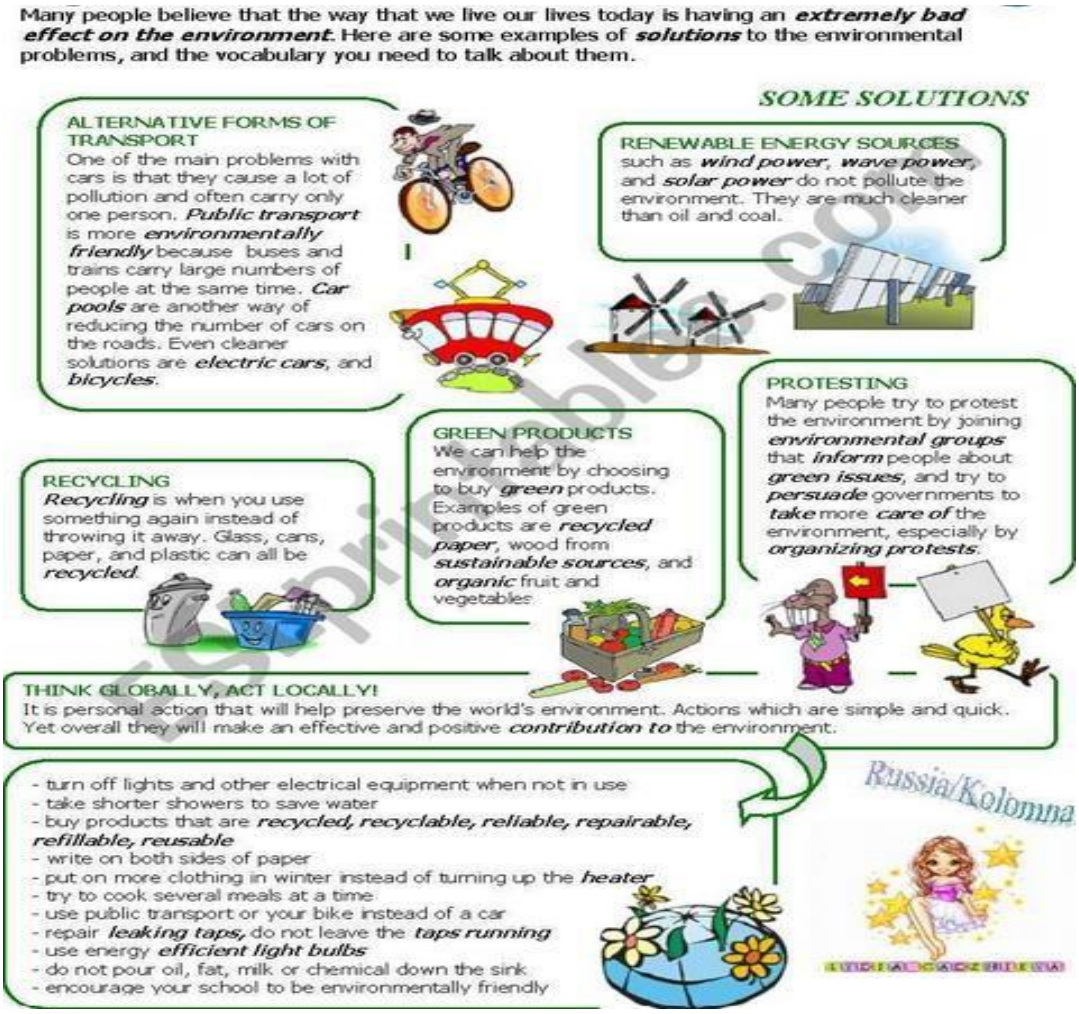
Parte 3. Mother Nature

TEMA I: Stories in Nature

Vocabulario: Environment and Urban Life

Gramática: First Conditional

Vocabulario: Environment and urban life (Medioambiente y vida urbana)



READING: How much do you know about the Environmental Problems that face the world today? Read the next text and answer the questions.

Global Warming

Scientists say the temperature of the earth could rise by 3ºC over the next 50 years. This may cause drought in some parts of the world, and floods in others, as ice at the North and South poles begins to melt and sea levels rise. Global warming is caused by the greenhouse effect. Normally, heat from the sun warms the earth and then escapes back into space. But carbon dioxide and other gases in the atmosphere trap the sun's heat, and this is slowly making the earth warmer.

The Ozone Layer

The Ozone layer is a layer of gas high above the surface of the earth that helps to protect it from the sun's ultraviolet radiation, which can damage our skins and cause cancer. Scientists have recently discovered holes in the Ozone Layer, caused by substances called CFCs (clorofluorocarbons) CFCs are used in refrigerators, aerosol cans and in the manufacture of some plastic products. Some companies now make aerosols that do not contain CFCs, and these are often marked "Ozone Friendly"

Deforestation

Rainforests help to control global warming because the absorb carbon dioxide. In recent years, large area have been destroyed, as the trees are cut down for wood or burned to clear the land for farming. The burning releases large amounts of carbon dioxide into the atmosphere. Many rainforests grow on poor soils, and when they are cut down or burned, the soil is washed a way in the tropical rains, so that the area may turn to desert. Manyplant and animal species that live there could become extinct.

Pollution

Factories, power stations and motor vehicles pump large quantities of carbon dioxide and other gases into the air. This is a major cause of the greenhouse effect. A lot of petrol contains lead, which is very poisonous and can cause brain damage in children. Most cars use unleaded petrol today and hybrid cars use batteries and petrol to use less petrol. Some poisonous gases dissolve in water in the atmosphere and then fall to the earth as acid rain. Acid rain also damages trees and buildings, and can kill fish in lakes and rivers. Rivers can also be polluted by industrial waste from factories and chemical fertilizers and pesticides used by farmers.

Alternative Energy

Most of the energy we use today comes from coal, oil and gas. But these will not last for ever, and burning them is slowly harming the atmosphere. We need to look for other ways of supplying energy. Solar Power is a way of using the sun's energy as heat or to make electricity. We can also use wind-power by building modern windmills that spin in the wind. There are several types of water-power: river water in mountainous areas can be used to generate hydroelectric power, and we can also create electricity from sea water flowing in and out with the tides.

Recycling

Recycling is the processing of used objects and materials so that they can be used again. About 60% of rubbish from homes and factories contain materials that could be recycled. Recycling saves energy and raw materials, and also reduces damage tothe countryside. Glass, paper and aluminium cans can all be recycled very easily. Many towns have special bins for bottles and cans where people can leave their empty bottles and cans for recycling. A lot of paper bags, writing paper and greeting cards are now produced on recycled paper.

<u>Actividad nº 1</u>

A partir del texto anterior, responda las siguientes preguntas.

1. What are CFCs and how do they affect the environment?

_____

2. What alternative forms of energy are mentioned in the text?

_____, _____ and _____

3. What is the Ozone Layer? What does it do?

_____

4. How are forests good for the environment?

_____

5. What is acid rain?

_____

6. What is recycling? How does it help the environment?

_____

Gramática: The First Conditional

La sección de gramática la hemos dividido en dos bloques:

- Oraciones condicionales. Me ayudarán a expresar condiciones, hipótesis, sugerencias y deseos. En el curriculum de ESPAD del módulo 4 solo 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 solo se practicarán las de tipo 1 y 2, que son de las que el alumno se tendrá que examinar.
- I wish... para expresar opinión, gustos, preferencias y deseos.

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 que emplean el tiempo verbal condicional contienen el término "if". Muchas de

las construcciones condicionales del inglés se utilizan en oraciones que incluyen verbos en pasado. Este uso se denomina "el pasado irreal" porque empleamos un tiempo verbal de pasado pero no estamos refiriéndonos a algo que haya sucedido realmente. Hay cinco formas principales de construir oraciones condicionales en inglés. En todos los casos, se componen de una proposición o cláusula con "if" y una proposición principal. En muchas oraciones condicionales negativas existe una construcción alternativa equivalente que usa "unless" en lugar de "if".

CONDICIONAL TIPO CERO

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

EJEMPLOS

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

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

EJEMPLOS

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

CONDICIONAL TIPO 1

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

EJEMPLOS

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

Actividad nº 1

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

1. If you (SEND) _____ this letter now, she (RECEIVE) _____ it tomorrow.
2. If I(DO) _____ this test, I (IMPROVE) _____ my English.
3. If I (FIND) _____ your ring, I (GIVE) _____ it back to you.
4. Peggy (GO) _____ shopping if she (HAVE) _____ time in the afternoon.
5. Simon (GO) _____ to London next week if he (GET) _____ a cheap flight.
6. If her boyfriend (PHONE) _____ today, she (LEAVE) _____ him.
7. If they (STUDY) _____ harder, they (PASS) _____ the exam.
8. If it (RAIN) _____ tomorrow, I (HAVE) _____ to water the plants.
9. You (CAN) _____ able to sleep if you (WATCH) _____ this scary film.
10. Susan (MOVE) _____ into the new house if it (BE) _____ ready on time.

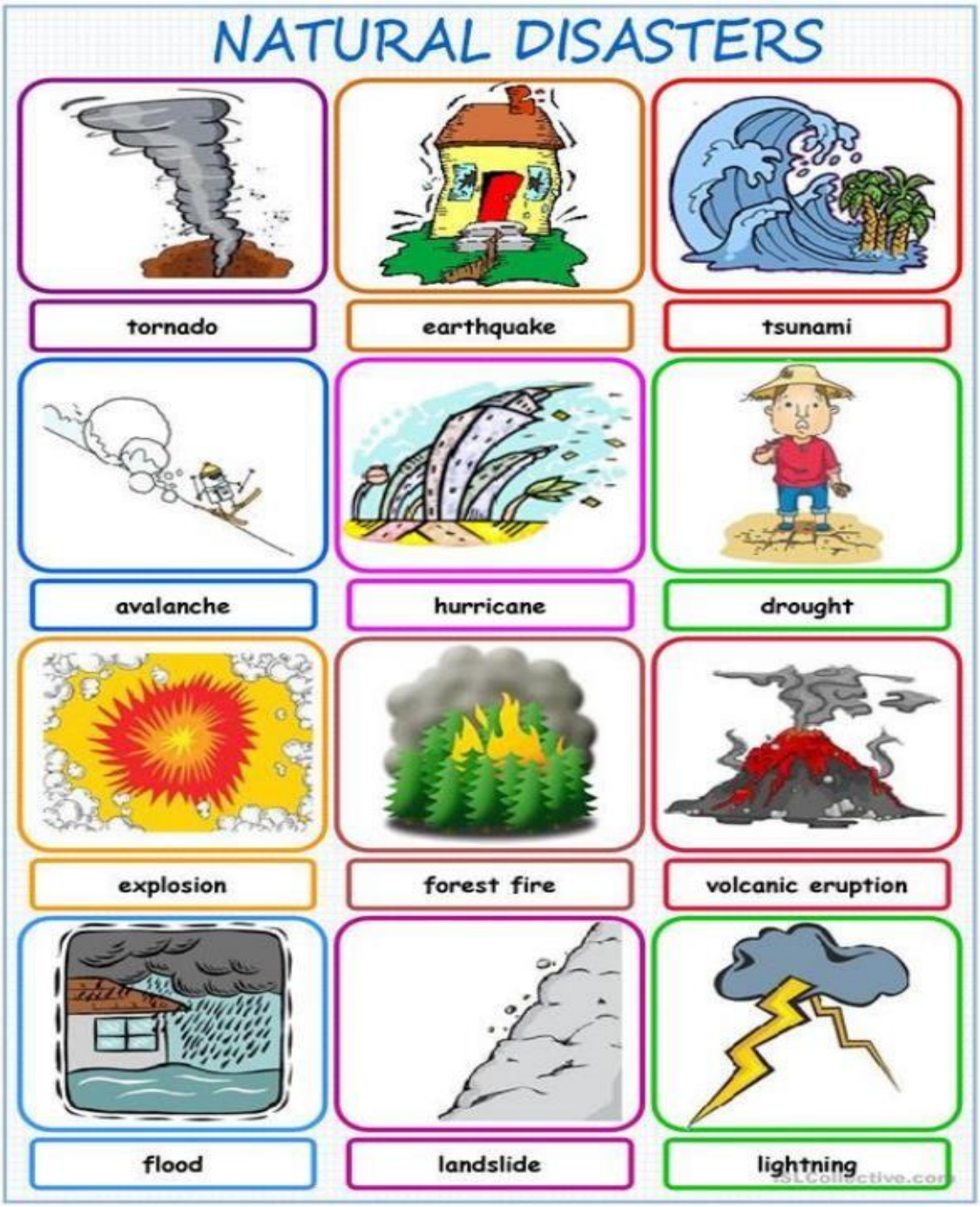
TEMA II: Extreme Climate

Vocabulario: Natural disasters

Gramática: Second Conditional

Introducción: En esta unidad vamos a encontrar elementos relacionados con los desastres naturales, las vicisitudes del medioambiente y la naturaleza relacionados con la unidad anterior. Podemos encontrar vocabulario como terremoto, inundación, tornado, etc.

A natural disaster is the highly harmful impact on a society or community following a natural hazard event. Some examples of natural hazard events include: flooding, drought, earthquake, tropical cyclone, lightning, tsunami, volcanic activity, wildfire.A natural disaster can cause loss of life or damage property, and typically leaves economic damage in its wake. The severity of the damage depends on the affected population's resilience and on the infrastructure available.Scholars have been saying that the term *natural disaster* is unsuitable and should be abandoned. Instead, the simpler term *disaster* could be used, while also specifying the category (or type) of hazard. A disaster is a result of a natural or human-made hazard impacting a vulnerable community. It is the combination of the hazard along with exposure of a vulnerable society that results in a disaster.



Actividad 1. 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.

Gramática: The 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".

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.

Actividad 1. 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.

TEMA III: The 3 R'S (Reduce, Reuse, Recycle)

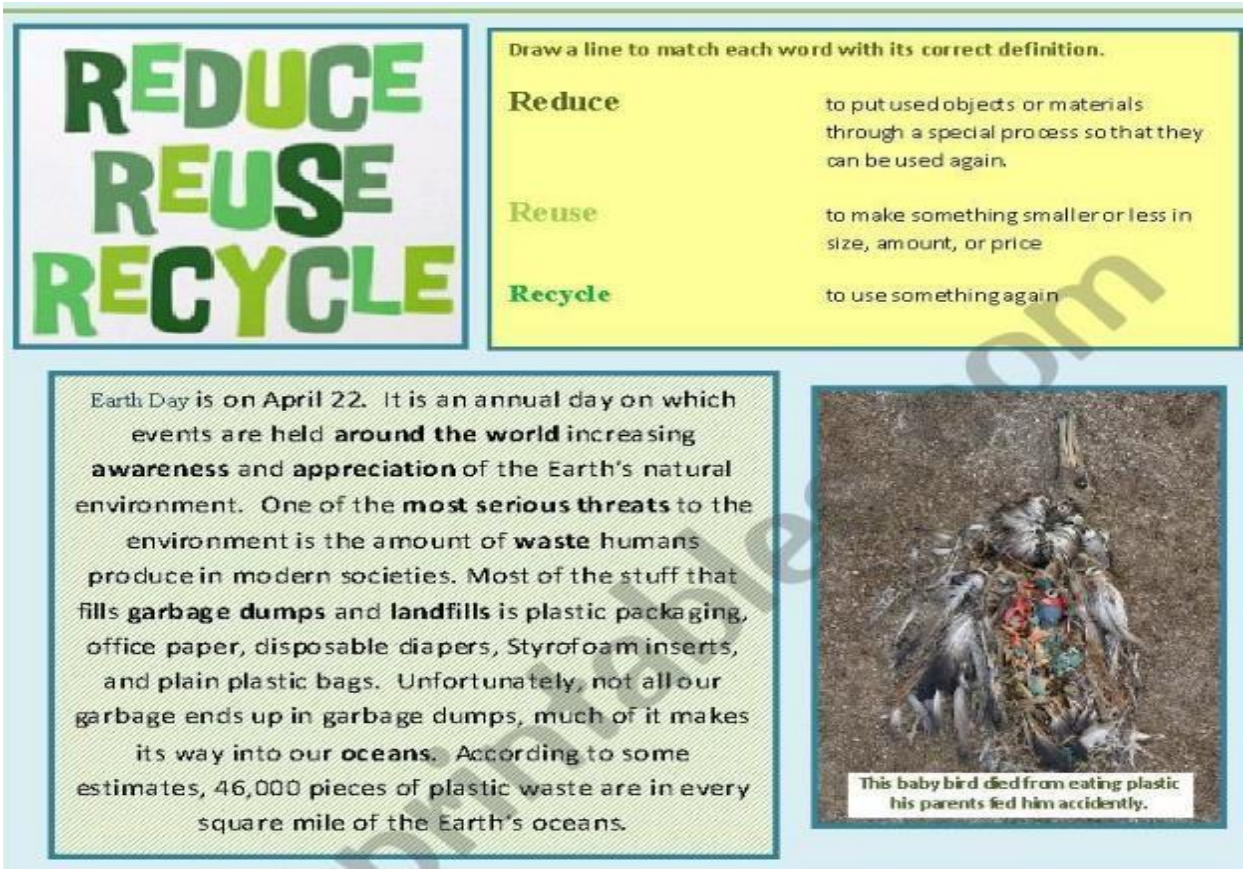
Vocabulario: Materials and recycling

Gramática: First and Second Conditionals

Introducción: En esta última unidad veremos, como reza su nombre, las 3 'erres', que se refieren a reusar, reciclar y reducir. Aparte, en la parte de gramática, haremos un repaso de las oraciones condicionales.

Vocabulario: Materials and recycling





Reduce – Reuse-- Recycle

They are commonly called the “three R’s” of waste management, this waste hierarchy is the guidance suggested for creating a sustainable life. You might be wondering how to incorporate these principles into your daily life.

They are not that hard to implement. All you need is to bring a small change in your daily lifestyle to reduce waste so that less amount of it goes to the landfill, which can reduce your carbon footprint.

By refusing to buy items you don’t need, reusing them more than once, and disposing of those that are no longer in use at appropriate recycling centers, you contribute towards a healthier planet.

Here you can find some pieces of advice:

1.Print on both sides of the paper to reduce their wastage.

2.Use electronic mail to reach out to people instead of sending paper mail.

3.Remove your name from the mailing lists that you no longer want to receive.

4.Use cloth napkins instead of paper napkins.

5.Avoid using disposable plates, spoons, glasses, cups, and napkins. They result in a large amount of waste.

6.Avoid buying items that are over-packaged with foil, paper, and plastic. This excess packaging goes to waste.

7.Buy durable goods that have an extended warranty. They generally run longer and save landfill space.

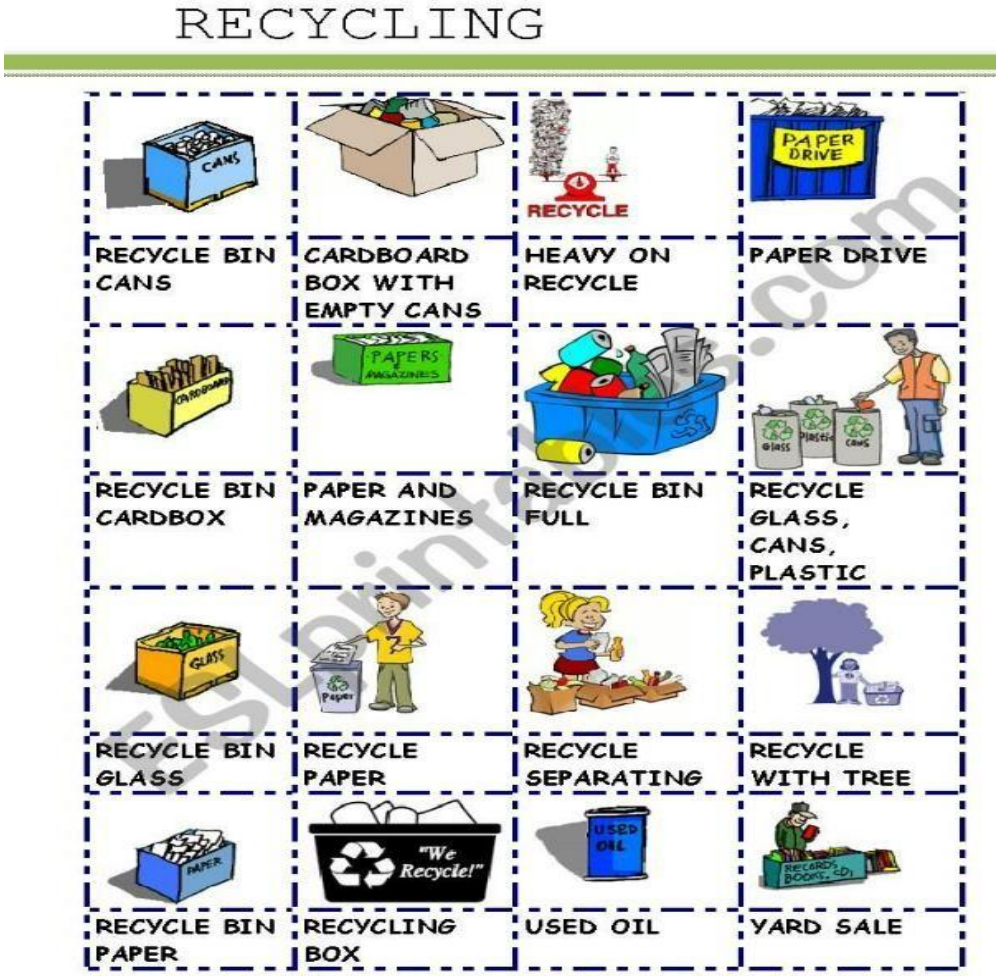
8.Use refillable pens instead of buying too many.

9.Purchase multi-tasking products that perform different kinds of jobs at a go.

10.Something with no valid purpose or real use adds to your waste. If you’re not using any item for long, it’s time to put it away.

What do you think of this list? Is it helpful? May it contribute to improve our Planet sustainability?? Explain your reasons.

(this text has been taken from the web: The Three R's: "Reduce, Reuse, Recycle" Waste Hierarchy To Enjoy Trash Free Life - Conserve Energy Future (conserve-energyfuture.com)



Gramática: First and Second Conditional review

En esta última unidad vamos a repasar todos los tipos de condicionales, incluidas la 0 y la de tipo 3. Aunque no entran dentro de la evaluación, el saber no ocupa lugar, y si más adelante estáis interesadas/os en realizar el acceso a universidad o Grado medio/superior ya tendréis una base con la que trabajar. Ahora veamos cómo serían las oraciones de condicional tipo III:

CONDICIONAL TIPO 3

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

EJEMPLOS

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

Actividad 1. First conditional. Completa las oraciones siguientes.

If it _____(rain), we_____ (stay) at home.
If you_____(not/know) the way, I_____(pick) you up.
My mum _____(bake) a cake if you_____ (come) to see us.

Actividad 2. Second conditional. Completa las oraciones siguientes.

If you _____(study) harder, you_____ (get) better marks in your tests.
If I _____(be) rich, I _____(travel) around the world.
She_____ (come) to the market with us if she_____ (not/have) to work.

Actividad 3. Third conditional. Completa las frases.

If you_____ (help) us, we _____(finish) the work in next to no time.
I _____(call) you earlier if I _____(not/lose) your phone number.
They_____ (not/go) to the theatre by car if the weather_____ (be) better.

Actividad 4. Oraciones condicionales, ejercicio mixto.

Completa las oraciones siguientes conjugando los verbos en los tiempos que corresponda según el tipo de condicional.

If I_____ (have) a compass, I would give it to you.
If he hadn’t been ill, he_____ (run) the marathon.
If you go to Ireland, you_____ (need) a raincoat.
We_____ (not/miss) the train if we had got up earlier.
If we lived in the country, the kids_____ (play) outside all day long.
If they_____ (not/eat) that much, they wouldn’t have got a stomach ache.
I will not be able to write you if you_____ (not/give) me your address.