

Bloque 11. Unit 3.

The Media

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0. Introduction

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

1. The British press

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

La Prensa

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

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

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



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



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

The Difference Between Broadsheet and Tabloid Newspapers

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

Broadsheets

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

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

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

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

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

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

Tabloids

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

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

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

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

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

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

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

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

Actividad nº 1

There are two types of newspapers: broadsheets and tabloids.

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

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

Write the next features in the correspondent column.

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

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

Para saber más

- Press on the following [link](#) to have access to different newspapers in the world.

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

- Press [here](#) to use a newspaper search engine to find online newspapers in the world and read their website.

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

2. Grammar: the past

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

2.1. Review of the Simple Past and the Past Continuous

SIMPLE PAST (PASADO SIMPLE)

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

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

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

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

- (+) Sujeto + verbo (-ed o 2ª columna) + complementos**
- (-) Sujeto + DIDN'T + verbo (infinitivo) + complementos**
- (?) DID + sujeto + verbo (infinitivo) + complementos + ?**

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

Ex.:

- (+) I watched TV last night**
- (-) I didn't watch TV last night**
- (?) Did you watch TV last night?**

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

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

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

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

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

PAST CONTINUOUS (PASADO CONTINUO)

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

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

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

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

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

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

Ex.:

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

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

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

RECUERDA QUE...

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

Actividad nº 2

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

BUY GO SEND LOSE TAKE MEET

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

Actividad nº 3

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

Dear Mary,

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

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

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

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

*Love,
Susan*

Example:

Mary went to London from Washington.

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

a) The weather was cold in London.

b) She spent a week in London.

c) They visited the British Museum.

d) They flew to Paris.

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

f) She lost her passport.

g) She visited museums in Tenerife.

Actividad nº 4

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

Example:

Where did you go yesterday?

I went to the cinema yesterday.

a) _____ ?

We arrived at 2 o'clock.

b) _____ ?

I had lunch at a restaurant yesterday.

c) _____ ?

Yes, I did. I really liked the party.

d) _____ ?

I bought a pair of jeans and a skirt.

e) _____ ?

I met my friends yesterday

Actividad nº 5

Complete the next sentences with the verb in Past Continuous.

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

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

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

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

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

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

Actividad nº 6

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

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

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

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

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

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

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

2.2. Present Perfect

FORMACIÓN DEL "PRESENT PERFECT"

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

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

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

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

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

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

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

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

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

Ejemplos de...

ACCIONES INICIADAS EN EL PASADO Y QUE CONTINÚAN EN EL PRESENTE

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

CUANDO SE HACE REFERENCIA A UN PERIODO TEMPORAL INACABADO

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

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

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

ACCIONES CONCLUIDAS EN UN PASADO MUY RECIENTE (+JUST)

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

CUANDO LA DIMENSIÓN TEMPORAL NO ES RELEVANTE O CONOCIDA

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

PRESENT PERFECT + EVER, NEVER, ALREADY, YET

EVER

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

"Ever" se utiliza:

- ✓ EN PREGUNTAS

EJEMPLOS

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

- ✓ EN PREGUNTAS NEGATIVAS

EJEMPLOS

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

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

EJEMPLOS

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

- ✓ CON "THE FIRST TIME"

EJEMPLOS

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

NEVER

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

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

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

ALREADY

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

EJEMPLOS

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

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

I have already been to Tokyo.

YET

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

EJEMPLOS

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

PRESENT PERFECT: FOR, SINCE

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

"FOR" + PERIODO DE TIEMPO

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

I have worked here for five years.

"SINCE" + MOMENTO CONCRETO

since this morning, since last week, since yesterday

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

I have worked here since 1990.

"PRESENT PERFECT" CON "FOR"

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

"PRESENT PERFECT" CON "SINCE"

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

Actividad nº 7

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

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

Actividad nº 8

Choose the correct answer to complete each sentence.

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

Actividad nº 9

Choose the correct time expression to complete each sentence.

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

a. yesterday

b. yet

2. The patient took his medication

a. an hour ago

b. just

3. Have you ... broken your arm?

a. ever

b. lately

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

a. yet

b. since Sunday

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

a. already

b. yet

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

a. for

b. since

Para saber más

If you want to practice Present Perfect, follow this [link](#) and do the activities.

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

2.3. Past Perfect

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

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

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

FORMACIÓN DEL PAST PERFECT

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

(+) Sujeto + had + past participle + complementos

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

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

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

PAST PERFECT + JUST

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

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

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

Para saber más

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

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

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

Actividad nº 10

Complete the sentences with the verb in past perfect.

Example:

(Peter arrived home) (I cooked dinner)

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

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

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

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

When they came to help ... _____.

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

When Michael phoned Emma ... _____.

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

I met Jacob the other day. _____.

Cuándo utilizar Simple Past, Past Continuous and Past Perfect.

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

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

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

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

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

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

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

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

RECUERDA QUE...

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

WHEN + PASADO SIMPLE
WHILE + PASADO CONTINUO

Actividad nº 11

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

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

Actividad nº 12

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

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

Para saber más

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

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

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

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

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

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

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

3. Vocabulary and reading: TICs

COMPUTERS & the INTERNET

Questions: What is your favorite website? Why?

Actividad nº 13

Complete the 15 sentences with the following words.

attachment blog delete document download

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

laptop link online password sign in

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

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

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

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

COMPUTERS

Question: What do you already know about Steve Jobs?

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

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

Who was Steve Jobs?

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

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

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

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

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

Actividad nº 14

1. The article is about the Apple Computer company.

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

2. When was Steve Jobs born?

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

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

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

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

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

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

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

6. Steve Jobs never graduated from high school.

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

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

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

8. When did Steve Jobs make Apple Computer company?

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

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

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

10. When did Steve Jobs die?

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

Curiosidad

The Origin of the Internet

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

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

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

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

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

Para saber más

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

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

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

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

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

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

Conectores de tiempo

• First... second... third...	• before
• in the first place... also... lastly	• finally
• after	• later
• afterwards	• next
• as soon as	• soon
• at first	• then
• at last	

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

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

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

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

Para saber más

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

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

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

A) Radio

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

The roots of Special English

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

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

Over the years, its role expanded.

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

Vocabulario

Whose: Indica posesión (cuyo, cuya)

To provide: Proporcionar

Fluent: Con soltura en el manejo del idioma

Elsewhere: En cualquier otro sitio

Actividad nº 15

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

a. Special English is a language school.

Verdadero Falso

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

Verdadero Falso

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

Verdadero Falso

d. Special English was very successful.

Verdadero Falso

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

Verdadero Falso

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

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

Actividad nº 16

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

Teachers giving detailed answers to open ended questions about their class

Teachers talking with the school director about their performance in class

Students giving teachers short, specific information about their class

Students giving their teachers information about their class through chat windows.

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

The artificial intelligence program could provide teachers with more training

Eventually they can replace teachers with artificial intelligence

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

Hubert would not be boring for the students to talk to

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

Students can chat with Hubert as if it was a human

Hubert only asks pre-establish questions

If students respond with too little information, Hubert asks follow up questions

Hubert evaluations happen whenever the teacher wants them too.

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

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

Nota

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

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

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

Making evaluations easier, and more human

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

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

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

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

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

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

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

How it changes classrooms

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

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

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

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

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

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

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

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

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

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

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

An artificially human future

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

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

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

I'm Phil Dierking.

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

[Para saber más](#)

If you want to practice more, this is the [link](#) of VOA website.

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

B) Podcasts

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

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

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

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

SPEAKING ACTIVITY

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

Do you think we need to know much about computers?

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

How do computers affect our everyday life?

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

Soluciones a los ejercicios propuestos

Actividad nº 1

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

Actividad nº 2

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

Actividad nº 3

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

Actividad nº 4

a) What time did you arrive?

We arrived at 2 o'clock.

b) Where did you have lunch yesterday?

I had lunch at a restaurant yesterday.

c) Did you like the party?

Yes, I did. I really liked the party.

d) What did you buy?

I bought a pair of jeans and a skirt.

e) Who did you meet yesterday?

I met my friends yesterday

Actividad nº 5

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

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

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

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

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

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

Actividad nº 6

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

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

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

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

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

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

Actividad nº 7

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

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

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

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

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

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

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

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

Actividad nº 8

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

Actividad nº 9

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

Actividad nº 10

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

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

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

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

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

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

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

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

Actividad nº 11

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

Actividad nº 12

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

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

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

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

Actividad nº 13

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

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

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

4. How many hours a day are you online ?

5. I bring my laptop computer to work.

6. How do you upload and download files?

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

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

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

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

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

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

13. Our teacher sent us an e-mail with an attachment called homework.doc – ‘doc’ means document.
14. My password is a secret. Only I know it.
15. I took a photo of our school yesterday, and sent it to you as an attachment.

Actividad nº 14

1. The article is about the Apple Computer company.
- (b) FALSE
2. When was Steve Jobs born?
- (b) 1955
3. He made his own televisions as a boy because his family was poor.
- (b) FALSE
4. In Paragraph 2, what does ‘them’ refer to?
- (c) televisions
5. Why didn’t Steve Jobs study in grade five in school?
- (a) He studied very hard.
6. Steve Jobs never graduated from high school.
- (b) FALSE
7. In Paragraph 2, what does ‘it’ mean?
- (a) deciding to quit college
8. When did Steve Jobs make Apple Computer company?
- (a) 1976
9. What was the name of Steve Jobs’ wife?
- (c) It doesn’t say.
10. When did Steve Jobs die?
- (c) 2011

Actividad nº 15

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

a. Special English is a language school.

Falso

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

Verdadero

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

Falso

d. Special English was very successful.

Verdadero

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

Falso

Actividad nº 16

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

Teachers giving detailed answers to open ended questions about their class

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

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

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

Hubert only asks pre-establish questions

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

All of these are changes that Nordmark wants to make