

# MÓDULO 3

Inglés Segundo parcial



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## MÓDULO 3

### PARTE nº 2: BODY AND MIND

#### TEMA II: HEALTHY HABITS

##### Índice

1. Modal verbs
  - 1.1 Should
  - 1.2 Must
  - 1.3 Mustn't
  - 1.4 Prepositions of place
2. Vocabulary: Healthy habits
3. Reading
4. Writing tips 1 and 2
5. Speaking

## 1. MODAL VERBS

### 1.1. SHOULD

#### 1.1.1. Formación

Sujeto + should + verbo en infinitivo sin to (+ complementos)

Ejemplo:

Afirmativa	Negativa	Interrogativa
I should work	I should not work	Should I work...?
You should work	You should not work	Should you work...?
He should work	He should not work	Should he work...?
We should work	We should not work	Should we work...?
you should work	You should not work	Should you work...?
They should work	They should not work	Should they work...?

#### 1.1.2. Usos del modal "should"

- Para dar consejos. Se traduce por presente, pretérito imperfecto o condicional. Tiene menos fuerza impositiva que "must" y "have to":

I should study more. -Debería estudiar más. (sería mejor si...)

He should be at school before 9.00. -Deberías estar en el colegio antes de las 9.

You should go to the doctor. -Deberías ir al médico.

- Para expresar suposición o deducción:

It shouldn't be very expensive. -No debería ser muy caro.

He left two hours ago. He should be at home now. -Se fue hace 2 horas. Debería estar ya en casa.

- Para sugerencias en las oraciones interrogativas:

Should we call the police? -¿Deberíamos llamar a la policía?

**Actividad 1.** Fill in the blanks below to complete the sentences with *should* or *shouldn't*.

1. It's almost eight o'clock. You \_\_\_\_\_ go to work now.
2. A: \_\_\_\_\_ Alex cook dinner? B: Yes, he \_\_\_\_\_.
3. My friend \_\_\_\_\_ try to quit smoking.
4. We should stay at home. We \_\_\_\_\_ go out.
5. A: \_\_\_\_\_ they watch TV all day? B: No, they \_\_\_\_\_.
6. Stewart looks very sick. He \_\_\_\_\_ see a doctor.
7. You \_\_\_\_\_ drive a car without wearing your seatbelt.
8. What \_\_\_\_\_ we eat for dinner tonight?
9. There's a fire in the kitchen! What \_\_\_\_\_ we do?
10. Please be quiet! You \_\_\_\_\_ make so much noise in the library!
11. When \_\_\_\_\_ I take this medicine?
12. A: \_\_\_\_\_ I press the red button? B: No, you \_\_\_\_\_!
13. It's very late. We \_\_\_\_\_ go to bed.
14. How much money \_\_\_\_\_ I bring with me to the store?
15. You \_\_\_\_\_ cross the street until the light is green.

**Actividad 2.** Complete the sentences with *should* or *shouldn't*.

- 1 She (go) ..... to the university if she wants to be a doctor.
- 2 We (take) ..... an umbrella. It's going to rain.

- 3 The exam is going to start. You (be) ..... quiet.
- 4 Girls (walk) ..... alone at nights..
- 5 You (read) ..... the instructions before using it.
- 6 It's too hot. You (wear) ..... a T-shirt.
- 7 He's drunk. He (drink) ..... anymore.
- 8 John (finish) ..... his homework before playing the guitar.
- 9 (we / wear) ..... a tie?
- 10 You (watch) ..... TV so close. It can hurt your sight

## 1.2. MUST

"Must" es un verbo auxiliar modal. Se usa principalmente para indicar una obligación o prohibición ("deber hacer algo" o "no deber hacer algo").

### 1 Formación de "must".

Afirmativa	Interrogativa I must	Must I...?
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Como verbo auxiliar comparte las características de los modales (por ejemplo "should")

- Va seguido de un verbo en infinitivo sin "to".
- Se conjuga igual para todas las personas, singular y plural.
- La tercera persona del singular no lleva -s en el presente simple.
- No necesita añadir el auxiliar do/does para la forma interrogativa y negativa.
- No tiene tiempos compuestos ni progresivos.
- No tiene infinitivo.

### 2 Usos de "must"

- 1 Para expresar obligación, deber moral o consejo.

You must be back soon.	-Debes estar de vuelta pronto.
She must respect her parents.	-Debes respetar a tus padres.

-Diferencia con "have to": "must" se usa para dar órdenes o expresar una obligación moral de la persona que habla u ordena y "have to" indica que la obligación viene de normas externas, una tercera persona o de una circunstancia.

I must go to work.

-Tengo que ir a trabajar.

I have to do what my parents say.

-Tengo que hacer lo que mis padres dicen.

### 1.3 MUSTN'T

#### 1 Formación

"must not" (o "mustn't")

#### 2 Uso

Para expresar prohibición.

-Existe diferencia con la forma negativa "don't have to", que indica que algo no es necesario, es decir, que no existe obligación

You mustn't eat in class.

-No debes comer en clase (prohibición).

You don't have to come to visit me.

-No tienes por qué venir a visitarme.

- Con significado de deducción afirmativa. Sólo se utiliza "must".

He arrived late. He must be tired. -Él llegó tarde. Debe de estar cansado.

Look at that car. It must be expensive. -Mira ese coche. Tiene que ser caro.

Actividad nº 3:

Completa las frases con "MUST" (obligación/certeza) y uno de los verbos de la tabla.

Meet – be(4) – buy - phone - go – help - hurry
--

1. We \_\_\_\_\_ to the bank today. We haven't got any money.

2. She's a very interesting candidate. You \_\_\_\_\_ her.

3. I didn't phone Tim yesterday. I \_\_\_\_\_ him today.
4. This is an excellent book. The writer \_\_\_\_\_ very clever.
5. I have a very big problem. You \_\_\_\_\_ me.
6. We \_\_\_\_\_ some food. We haven't got anything for dinner.
7. In Spain, you \_\_\_\_\_ 18 to have a driving licence.
8. We \_\_\_\_\_ - we're late
9. You've been driving all day – You \_\_\_\_\_ exhausted!
10. Look at Peter's car. He \_\_\_\_\_ very rich.

Actividad nº 4:

Completa las frases con el modal "MUSTN'T" (prohibición) y uno de los verbos de la tabla.

Be(3) – show- tell- smoke- have- use – drive- forget
--

1. This secret is very important. You \_\_\_\_\_ anyone.
2. This is a public building. You \_\_\_\_\_ here.
3. This interview is very important. You \_\_\_\_\_ late.
4. You \_\_\_\_\_ my car without my permission.
5. I have two copies and I will send you one, but you \_\_\_\_\_ it to anybody.
6. We \_\_\_\_\_ children too soon because we're unemployed.
7. You \_\_\_\_\_ so fast!
8. Be happy. You \_\_\_\_\_ sad.
9. I must hurry. I \_\_\_\_\_ late.
10. You \_\_\_\_\_ to phone your mother.

#### 1.4 PREPOSITIONS OF PLACE

##### Prepositions of place

These prepositions are used to describe where something is:

(Preposiciones de lugar son palabras para describir donde está algo. Estas son las más comunes y las que debemos estudiar.)

on - encima de

under - debajo de

in – en

inside - adentro

outside - afuera

in front of – delante de

behind – detrás de, atrás de

next to - al lado de

between - entre (dos)

among - entre (varios)

across from - del otro lado de la calle (también se dice "opposite")

opposite – enfrente de, del otro lado (de la calle u otra cosa)

above – por encima de

below – por debajo de, abajo

around - alrededor de

on the right - a la derecha

on the left - a la izquierda

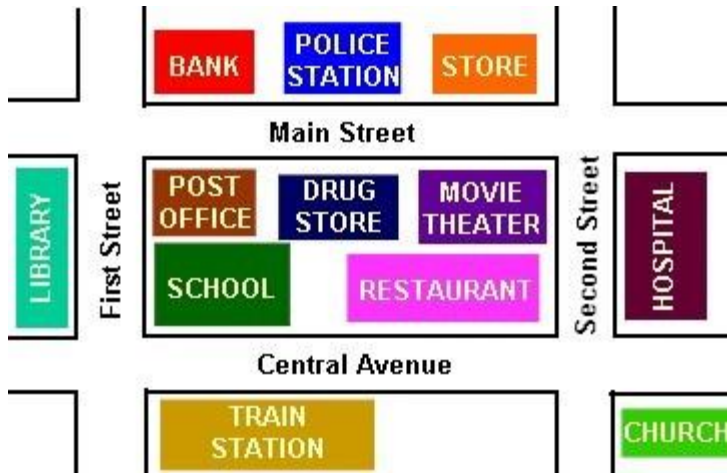
Actividad 5. LOOK THE MAP BEHIND AND CHOOSE THE CORRECT PREPOSITION:

Estudie las preposiciones del cuadro abajo y seleccione la preposición correcta en las oraciones según la posición en el mapa.

next to - al lado

between - entre

across from - del otro lado de la calle



1. The police station is \_\_\_\_\_ the bank and the store.
2. The drug store is \_\_\_\_\_ the police station.
3. The school is \_\_\_\_\_ the restaurant.
4. The train station \_\_\_\_\_ the school.
5. The drug store is \_\_\_\_\_ the movie theater and the post office.

Actividad 6. Estudie las preposiciones del cuadro abajo y seleccione la preposición correcta según la posición en la foto. STUDY THE PREPOSITIONS BELOW AND PUT THEM IN THE CORRECT PLACE:

in front of - delante de      behind - atrás      between - entre      above - arriba  
 below – abajo      on the right of - a la derecha      on the left of- a la izquierda



1. The house is -----the car.
2. The dog is -----the sun.



3. The tree is -----the house.
4. The car is -----the house.
5. The sun is -----the dog.
6. The house -----the dog and the tree.
7. The dog is -----the house.

Prepositions of Place: at, in, on

In general, we use:

- **at** for a POINT
- **in** for an ENCLOSED SPACE
- **on** for a SURFACE

at POINT	in ENCLOSED SPACE	on SURFACE
at the corner	in the garden	on the wall
at the bus stop	in London	on the ceiling
at the door	in France	on the door
at the top of the page	in a box	on the cover
at the end of the road	in my pocket	on the floor
at the entrance	in my wallet	on the carpet

at the crossroads	in a building	on the menu
at the front desk	in a car	on a page

Look at these examples:

- Jane is waiting for you at the bus stop.
- The shop is at the end of the street.
- My plane stopped at Dubai and Hanoi and arrived in Bangkok two hours late.
- When will you arrive at the office?
- Do you work in an office?
- I have a meeting in New York.
- Do you live in Japan?
- Jupiter is in the Solar System.
- The author's name is on the cover of the book.
- There are no prices on this menu.
- You are standing on my foot.
- There was a "no smoking" sign on the wall.
- I live on the 7th floor at 21 Oxford Street in London.

Notice the use of the prepositions of place *at*, *in* and *on* in these standard expressions:

at	in	on
at home	in a car	on a bus
at work	in a taxi	on a train
at school	in a helicopter	on a plane

at university	in a boat	on a ship
at college	in a lift (elevator)	on a bicycle, on a motorbike
at the top	in the newspaper	on a horse, on an elephant
at the bottom	in the sky	on the radio, on television
at the side	in a row	on the left, on the right
at reception	in Oxford Street	on the way

#### Actividad 7. Prepositions Of Place

Write the most suitable preposition (a, b or c) in the blank:

- 1 Don't stand \_\_\_\_\_ the television. I can't see!  
a) on      b) in front of      c) above
- 2 Come and sit \_\_\_\_\_ me so that I can hear you better.  
a) beside      b) under      c) on
- 3 From the plane we could see people in the fields \_\_\_\_\_ us.  
a) Beside      b) below      c) above
- 4 You'll have to turn round to see it. It's \_\_\_\_\_ you.  
a) behind      b) in front of      c) over
- 5 The dead man was lying \_\_\_\_\_ the ground.  
a) behind      b) in front of      c) on
6. Careful you don't scratch the table! Better put a cloth \_\_\_\_\_ it.  
a) above      b) beside      c) over
7. It's dark where the road goes \_\_\_\_\_ a railway bridge.

- a) on      b) behind      c) under
8. He looked up at the ceiling \_\_\_\_\_ him.
- a) above      b) under      c) below
9. You can sit \_\_\_\_\_ that chair. Nobody is sitting there.
- a) in front of      b) on      c) above
10. The police car came first. The president was in the car \_\_\_\_\_ it.
- a) behind      b) on      c) under

## 2. VOCABULARIO: Healthy habits

### Useful Phrases

Think of some phrases you could use to describe a healthy lifestyle.

- Maintain a balanced diet
- Eat healthily
- Eat home-cooked meals
- Look after your personal hygiene
- Go to the dentist for a yearly checkup
- Maintain a healthy sleeping pattern
- Get a good night's rest
- Get regular physical exercise
- Get/keep fit
- Do some exercise
- Get in shape
- Avoid unhealthy habits
- Quit smoking
- Cut down on...(sugar, salt, red meat, junk food etc. etc.)
- Limit your (alcohol, salt, calorie etc. etc.) intake
- Take some time off

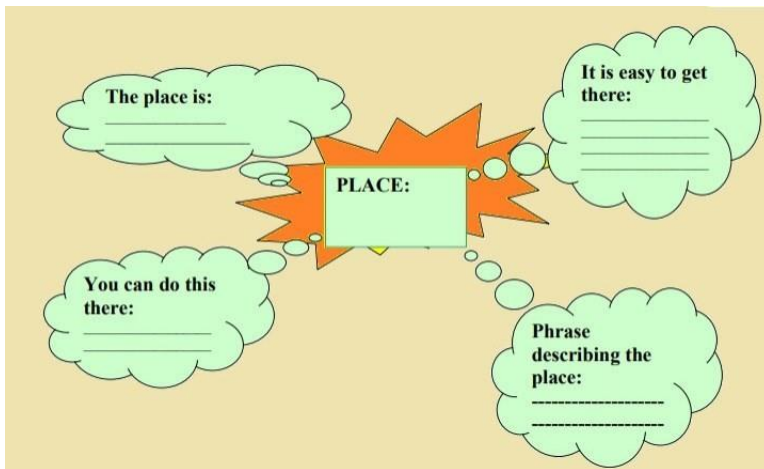
## 3. READING

Actividad 8. Read the text about computers and fill the blanks with the following words:

access      messages      games      search      download      music      update

It is difficult to understand our society if we don't consider computers. Thanks to computers, we can have \_\_\_\_\_ to information, we can interchange \_\_\_\_\_ and documents, we can play computer \_\_\_\_\_, we can write and save, we can solve mathematics, we can \_\_\_\_\_ things in the Internet, we can \_\_\_\_\_ files in order to watch TV and movies and to listen to \_\_\_\_\_, we can communicate with other people. As technology changes so much, computers can become obsolete quickly and we should \_\_\_\_\_ our devices and skills very quickly as well.

#### 4. WRITING



##### 1. Pre-writing

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

##### 2. Writing

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

##### 3. Post-writing

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

## Writing tips

### 1. Capital letters and punctuation.

In English we use capital letters for:

- Names of people
- Cities, countries, nationalities and languages
- Days of the week, months and festivals
- The first word of a sentence
- The pronoun I

We use ...

- A full stop (.) at the end of a sentence
- A question mark (?) at the end of a question
- An exclamation mark (!) at the end of a sentence to express strong feelings
- A comma (,) to separate items in a list

Actividad 9: Correct the sentences below.

1. bob marley was born in Jamaica in 1945
2. he grew up in a small village called nine miles
3. his favourite american singers were ray charles elvis presley and fats domino
4. do you know how many albums he sold
5. he died in miami in 1981
6. his music is fantastic

### 2. And, but, or, because and so.

We use *and* to link ideas.

I walked into a market and I saw everybody eating langos.

We use *but* to contrast different ideas.

There were other kinds of street food, but this was my favourite.

We use *or* to give different options.

You can eat just the langos or have it with sour cream, cheese and garlic.

We use *because* to give reasons.

I had meal called lam because I wanted to try ytraditional Lao fod.

Wer use so to show results

It come with two sauces, so it's very tasty!

Actividad 10. Complete the sentences below using those words.

1. Lisa didn't eat the fish \_\_\_\_\_ it was raw.
2. Would you like grilled steak \_\_\_\_\_ fried chicken?
3. My friends recommended the Japanese restaurant, \_\_\_\_\_ I didn't like the food.
4. Mrs Lee made a Chinese meal \_\_\_\_\_ it was delicious!
5. The bread wasn't fresh, \_\_\_\_\_ I didn't buy it.

5. SPEAKING: EXCUSE ME, SIR/MADAM. HOW DO I GET TO...?

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



\*Tu parte del diálogo en verde.

\*Las instrucciones del conserje en azul.

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

- Excuse me, sir. How do I get to the Public Library in Queensferry Street?
- Look at the map. Go out into Leamington Terrace and turn right.

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

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

Al llegar al punto deseado es conveniente localizarlo:

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

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

Example:

- Excuse me, sir. Is there any travel agency near here? - Oh yes of course; there is one in Melville Drive.
- How can I get there?
- Well, look at this map; we are here in Leamington Terrace; first go out into Leamington Terrace and turn left, and then left again.
- Into Bruntsfield Place?
- Yes, go straight ahead and when you get to Melville Drive, turn right. The travel agency is on your right, before the second crossing.

## SOLUCIONES A LAS ACTIVIDADES

### Actividad 1

1 should	2 Should	3 should	4 shouldn't	5 Should, shouldn't
6 should	7 shouldn't	8 should	9 should	10 shouldn't
11 should	12 Should, shouldn't	13 should	14 should	15 shouldn't



### Actividad 2

- |                  |                    |                   |                  |
|------------------|--------------------|-------------------|------------------|
| 1 should go      | 2 should take      | 3 should be       | 4 shouldn't walk |
| 5 should read    | 6 shouldn't wear   | 7 shouldn't drink | 8 should finish  |
| 9 should we wear | 10 shouldn't watch |                   |                  |

### Actividad 3

- |            |             |              |           |             |
|------------|-------------|--------------|-----------|-------------|
| 1 must go  | 2 must meet | 3 must phone | 4 must be | 5 must help |
| 6 must buy | 7 must be   | 8 must hurry | 9 must be | 10 must be  |

### Actividad 4

- |                |                 |              |               |                   |
|----------------|-----------------|--------------|---------------|-------------------|
| 1 mustn't tell | 2 mustn't smoke | 3 mustn't be | 4 mustn't use | 5 mustn't show    |
| 6 mustn't have | 7 mustn't drive | 8 mustn't be | 9 mustn't be  | 10 mustn't forget |

### Actividad 5

- |           |               |           |               |           |
|-----------|---------------|-----------|---------------|-----------|
| 1 between | 2 across from | 3 next to | 4 across from | 5 between |
|-----------|---------------|-----------|---------------|-----------|

### Actividad 6

- |          |           |                   |               |
|----------|-----------|-------------------|---------------|
| 1 behind | 2 below   | 3 on the left of  | 4 in front of |
| 5 above  | 6 between | 7 on the right of |               |

### Actividad 7

- |     |     |     |     |     |     |     |     |    |      |
|-----|-----|-----|-----|-----|-----|-----|-----|----|------|
| 1 b | 2 a | 3 b | 4 a | 5 c | 6 c | 7 c | 8 a | 9b | 10 a |
|-----|-----|-----|-----|-----|-----|-----|-----|----|------|

### Actividad 8

- |            |            |          |          |
|------------|------------|----------|----------|
| 1 access   | 2 messages | 3 games  | 4 search |
| 5 download | 6 music    | 7 update |          |

### Actividad 9

- 1 Bob Marley was born in Jamaica in 1945.
- 2 He grew up in a small village called Nine Miles.
- 3 His favourite American singers were Ray Charles, Elvis Presley and Fats Domino.
- 4 Do you know many albums he sold?
- 5 He died in Miami in 1981.
- 6 His music is fantastic.

### Actividad 10

- |           |      |       |       |      |
|-----------|------|-------|-------|------|
| 1 because | 2 or | 3 but | 4 and | 5 so |
|-----------|------|-------|-------|------|

## MÓDULO 3

### PARTE Nº 2: BODY AND MIND

#### TEMA III. GET WELL

##### 1. Grammar:

###### 1.1 Have to / don't have to

2. Vocabulary: Illness
3. Reading: Conversation between a doctor and a patient
4. Writing tips 3 and 4

##### 1. GRAMÁTICA: HAVE TO / DON'T HAVE TO

###### Obligation, No obligation

To express obligation we usually use the modal verb *must*.

###### 1. Obligation

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

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

Examples: Do you have to wear a uniform at your school?

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

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

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

Examples: I must call my dad tonight.

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

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

###### 2. No obligation

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

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

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

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

Actividad nº1.

Complete these sentences with *mustn't* (prohibition) or *don't/doesn't have to* (lack of obligation).

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

Actividad nº 2

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

- 1.- At our school we \_\_\_\_\_ wear a uniform.
- 2.- You \_\_\_\_\_ cross the roads without looking. It's dangerous.
- 3.- You \_\_\_\_\_ turn on the central heating. It's automatic.
- 4.- The exams are next week. I \_\_\_\_\_ work harder.
- 5.- You \_\_\_\_\_ forget your umbrella. It's going to rain.
- 6.- Students \_\_\_\_\_ listen to the teacher or they won't understand.
- 7.- You \_\_\_\_\_ cross the road when the red light is showing.
- 8.- We \_\_\_\_\_ leave now or we'll miss the plane.
- 9.- Soldiers \_\_\_\_\_ obey orders.
- 10.- Sorry, I \_\_\_\_\_ go now. I don't want to be late.
- 11.- Shop assistants \_\_\_\_\_ deal with the public.
- 12.- You \_\_\_\_\_ come with us if you don't want to.
- 13.- I was late this morning because I \_\_\_\_\_ wait a long time for the bus.

- 14.- In Spain, teachers \_\_\_\_\_ wear uniforms.
- 15.- You \_\_\_\_\_ take food in your room.
- 16.- You \_\_\_\_\_ use the elevators in case of fire.
- 17.- I \_\_\_\_\_ wear glasses because I can't see very well.
- 18.- You \_\_\_\_\_ read this book. It's really good.
- 19.- You \_\_\_\_\_ go shopping today. We don't need anything.
- 20.- You \_\_\_\_\_ a mobile phone in class.
- 21.- We \_\_\_\_\_ feed the animals. It's forbidden.
- 22.- You \_\_\_\_\_ smoke on public places.
- 23.- My wife \_\_\_\_\_ go to work today. It's a holiday.
- 24.- You \_\_\_\_\_ shout. I can hear you.
- 25.- We \_\_\_\_\_ be quiet in the library.

#### Para saber más ONLINE ACTIVITIES

1. Visita el siguiente enlace para conocer la estructura de MUST.

<https://www.englishclub.com/grammar/verbs-modals-have-to-mustnot.htm>

2. Visita el siguiente enlace para empezar a practicar MUST.

<http://www.betterenglish.com/easier/must.htm>

3. Visita el siguiente enlace para seguir practicando MUST.

<http://www.aulafacil.com/cursos/l15482/idiomas/ingles/ingles-a1/verbos-modales-ii- must-ejercicios>

#### 2. VOCABULARY: ILLNESS

The most common ways to ask about someone's health are:

- How do you feel (today)?
- How are you feeling?
- Is everything okay?

They will most likely respond:

- I'm fine.
- I feel sick.
- Not so good.
- Not very well.

- I don't feel well.
- I'm sick.

When you see (or hear) that they are not well, then you can ask:

- What's the matter?
- What's wrong?

If the person wants to say what is wrong, they may give the reason they feel that way:

- I have ... (+ health condition)
- I've got ... (+ health condition)
- I have a headache
- I've got a sore throat.

ENGLISH  
VOCABULARY

# HOW DO YOU FEEL?



+ I feel ... -

How are you? How are you today? How do you feel? How do you feel today?	fine good great fantastic	sick awful terrible miserable	I'm sick. I feel sick. Not so good. Not very well.
--	------------------------------------	--	---



How do you feel?

What's the matter?

I'm sorry to hear that.



Not so good.

I have a headache.

*When you hear (or see) that someone is not well, then you can ask:*

What's the matter?

What's wrong?

*And the person who is sick or has a health problem may respond:*

I have ... (+ health problem)

I've got ... (+ health problem)

EXAMPLE: I have a sore throat.

www.grammar.cl
www.woodwardenglish.com
www.vocabulary.cl

### List of Health Problems

The following is a list of common health problems (ailments and illnesses) with the definition of each word or expression:

an allergy: a medical condition that causes you to react badly or feel sick when you eat or touch a particular substance.

asthma: a respiratory condition where spasms in the lungs cause difficulty in breathing. An asthmatic uses an inhaler to calm the spasms. a backache: a prolonged pain in the back.

a broken leg: when a bone in the leg is broken. A broken leg is put in a cast to help immobilize the leg so that it heals quicker. Other parts of the body with bones can also be broken, for example a broken arm, a broken wrist etc.

cancer: a serious disease caused by an uncontrolled division of abnormal cells that kill normal body cells in a part of the body.

a cold: a common viral infection which causes mucus to run from the nose, gives a sore throat and often includes sneezing.

a cough: the act of expelling air from the lungs with a sudden sharp sound.

diarrhoea: (America English: diarrhea) an illness in which faeces are discharged from the bowels frequently and in a liquid form. an earache: pain inside the ear.

a fever: an abnormally high body temperature, usually accompanied by shivering and a headache.

the flu: flu is the common name given for influenza. It is a contagious viral infection of the respiratory passages that causes fever and severe aching. a headache: a continuous pain in the head.

heartburn: a form of indigestion felt as a burning sensation in the chest. It is caused by acid regurgitation into the esophagus.

(the) measles: an infectious viral disease causing fever and a red rash on the skin. It typically occurs in childhood. a rash: a lot of small red spots on the skin that are usually itchy. a sore throat: a condition of pain in the throat, typically caused by inflammation of it.

a sprain: an injury to a joint in your body, especially your wrist or ankle, caused by suddenly twisting it.

a stomachache (US) - stomach ache (Brit): The pain in a person's belly. Notice how the word can be spelled together or as two words, depending on the country.

sunburn: when the skin becomes red with inflammation as a result of overexposure to the ultraviolet rays of the sun.

a toothache: the pain in a tooth or teeth.

### 3. READING:

Actividad 3. Read a conversation between a patient and a doctor. Sasha does not feel well and goes to see the doctor.

Dr. Smith: Hello, Sasha. How are you feeling today?

Sasha: I don't feel well.

Dr. Smith: What's wrong? Can you tell me how you feel?

Sasha: Well, I have a terrible headache.

Dr. Smith: Hmm...Anything else? Does your throat hurt?

Sasha: Yes, it hurts a little. I have a cough too.

Dr. Smith: Do you have a fever?

Sasha: Yes, I have a low fever.

Dr. Smith: It sounds like you may have the flu.

Sasha: Oh, that's terrible.

Dr. Smith: Don't worry. I will give you some medicine and you will feel better soon.

Sasha: Okay. Can I go to work tomorrow?

Dr. Smith: No. Stay home tomorrow, get some rest, and drink plenty of juice and water.

Sasha: Thank you, Doctor.

Dr. Smith: Okay, take care of yourself and I hope you feel better soon.

Answer the questions.

1. How does Sasha feel today?
2. What are his symptoms?
3. What kind of illness does he have?
4. What does the doctor tell him?

#### 4. WRITING

Writing tips 3 and 4

##### 3. Order of adjectives and time expressions.

- Adjectives usually come before nouns or after the verb to be.

You'll have a great time! You won't be sorry.

- Time expressions usually come at the end of sentences, but can also come at the beginning.

Go to the market on Sunday.

At night, you can go dancing.

Actividad 4. Add the words in brackets to the sentences below.

1. I bought some souvenirs. (cheap, yesterday)

2. They will have an adventure. (next week, exciting)
3. Ed had a meal in a restaurant. (delicious, last night)
4. The tourists will learn about the Inca culture. (tomorrow, fascinating)

#### 4. Adjectives and adverbs.

We can use adjectives and adverbs to add more information to our writing and make it interesting.

E.g.: There was a car accident and an ambulance took the drivers to hospital.

There was a terrible car accident and an ambulance took the drivers to the hospital immediately.

### SOLUCIONES A LAS ACTIVIDADES

#### Actividad 1

- |                   |                  |            |                  |            |
|-------------------|------------------|------------|------------------|------------|
| 1 mustn't         | 2 don't have to  | 3 mustn't  | 4 mustn't        |            |
| 5 don't have to   | 6 don't have to  | 7 mustn't  | 8 mustn't        |            |
| 9 doesn't have to | 10 don't have to | 11 mustn't | 12 don't have to | 13 mustn't |

#### Actividad 2

- |                 |                  |                 |                  |            |            |
|-----------------|------------------|-----------------|------------------|------------|------------|
| 1 don't have to | 2 mustn't        | 3 don't have to | 4 must           | 5 mustn't  |            |
| 6 have to       | 7 mustn't        | 8 must          | 9 have to        | 10 must    |            |
| 11 have to      | 12 don't have to | 13 had to       | 14 don't have to | 15 mustn't |            |
| 16 mustn't      | 17 must          | 18 must         | 19 don't have to | 20 mustn't | 21 mustn't |

#### Actividad 3

- 1 He doesn't feel well.
- 2 He has a terrible headache, his throat hurts a little, he has a cough and he has low fever.
- 3 He has the flu.
- 4 The doctor tells him to stay home the next day, to get some rest and to drink plenty of juice and water.

#### Actividad 4

- 1 I bought some cheap souvenirs yesterday.
- 2 They will have an exciting adventure next week.
- 3 Ed had a delicious meal in a restaurant last night.
- 4 The tourists will learn about the fascinating Inca culture tomorrow.



## MÓDULO 3

### PARTE Nº 3: LOOKING FORWARD

#### TEMA I. LET'S CELEBRATE

##### 1. Grammar:

1.1 Present simple with future meaning

1.2 Present continuous with future meaning

1.3 Quantifiers (I)

##### 2. Vocabulary:

2.1 Festivities

2.2 Making arrangements

##### 3. Reading: Unusual British Festivals

##### 4. Writing tips 5 and 6

### 1. GRAMMAR

1.1 Present simple with future meaning

1. USE: The Present Simple with future meaning is used in the following situations:

- Official timetable.

Example: The train leaves at 11:00 am.

- Formal appointments.

Example: My appointment with the doctor is tomorrow

### 2. FORM

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

Example: The train leaves at 11:00 am.

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

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

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

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

### SHORT ANSWERS

(+) YES, + SUBJECT + DO/DOES

Example: Yes, it does

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

Example: No, it doesn't

#### SHORT FORMS

DO NOT = DON'T

DOES NOT = DOESN'T

### 3. TIME EXPRESSIONS

Time expressions go in the end of the sentence, they are complements.

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

#### Note

Some verbs add -ES instead of -S when the subject is third person singular. This is due to phonetical reasons.

a. DO, GO add -ES → She goes, He does

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

-sh wash – washES → He washES, She wishes

-ch watch – watchES → She watchES, He catchES

c. Verbs ending in consonant + y add -ies

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

#### 1.2 Present continuous with future meaning

1. USE: We use the Present Continuous with future meaning in the following situations:

- Specific plans near in time.

Example: I'm watching a film in the cinema tonight

- Future arrangements, plans that you have decided and organized with another person.

Example: I am visiting the doctor this evening at 8:00 pm.

I'm spending Christmas with mum and dad.

#### 2. FORM

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

Example: Mary is going to a party tonight

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

Example: Mary isn't going to a party tonight

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

Example: Is Mary going to a party tonight?

#### SHORT ANSWERS

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

Example: Yes, she is

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

Example: No, she isn't

#### 3. SHORT FORMS

AM = 'M      ARE = 'RE      IS = 'S

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

#### 4. TIME EXPRESSIONS

Time expressions go in the end of the sentence as they are complements.

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

#### Note

Some verbs suffer changes when they add -ING.

a. When verbs end in silent e, the e drops out. Come – Come + ING → He is comING by car

Smoke – Smoke + ING → She is smokING a cigar Write – Write + ING → I am writING a postcard

b. Verbs ending in consonant + vowel + consonant double the last consonant. Sit – SittING → She is sitting on a chair

Swim – SwimmING → I am swimming in the sea

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

Fix – Fixing → The mechanic is fixING my car Mix – Mixing → The baby is mixING colours

c. One syllable verbs ending in -IE change -IE by -Y before adding -ING. Lie – Lie + y + ING → I am not lyING to you!

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

Actividad 1. Say if the Present Continuous expresses a) an activity happening now or  
b) a planned future arrangement:

1- It's eight o'clock, Meg. Are you getting ready for school? a)

2- What time are Paul and Paula coming for dinner tonight? \_\_\_\_\_

- 3- Why are you laughing? \_\_\_\_\_
- 4 - Where's Jim? He's taking the dog out for a walk. \_\_\_\_\_
- 5 - What are you doing after school? \_\_\_\_\_
- 6 - Are you enjoying the lesson? \_\_\_\_\_
- 7 - She is working late next Friday? \_\_\_\_\_

Actividad 2. Use these words to write sentences. Use the present continuous.

- a. I – not – go out – tonight. I'm not going out tonight.
- b. I – meet – my friends – this evening. \_\_\_\_\_
- c. Tom – not – come – to the party on Thursday. \_\_\_\_\_
- d. My sister – get married – next December. \_\_
- e. I – not – go to London – tomorrow. \_\_\_\_\_
- f. I – stay at home – tonight. \_\_\_\_\_
- g. I – go to the theatre – on Monday. \_\_\_\_\_
- h. George – go to the dentist – on Friday. \_\_\_\_\_
- i. Alice – go on holiday – to Mexico. \_\_
- j. Bob – play football – on Saturday. \_\_

Actividad 3. Fill the gaps with the verbs in brackets using either the present simple or present continuous.

- 1 The train ..... at 9 at night. (arrive)
- 2 Giovanni ..... to spend the weekend with us. (come)
- 3 What time ..... you ..... to the doctor's on Wednesday? (go)
- 4 What time ..... the film .....? (start)
- 5 ..... the concert ..... at 7 or 8? (begin)

- 6 We ..... a dinner party on Friday and you're invited. (have)
- 7 Most shops in Spain ..... until 10 am. (open)
- 8 What time ..... the corner shop .....? (shut)
- 9 Where ..... you ..... in Bangkok? (stay)
- 10 My tai chi classes ..... next week. (start)
- 11 Our flight ..... in London at 4 o'clock in the afternoon. (land)
- 12 Everything's arranged. We..... house this Saturday. (move)
- 13 We..... at Lilith's Café this afternoon at four. (meet)
- 14 I'm sorry. I can't meet up this weekend. We..... to Wales. (go)
- 15 Our ferry ..... for Ibiza at 6 tomorrow morning. (depart)

Actividad nº 4

Complete the conversation with the verbs in the box in the Present Simple or Present Continuous. Some verbs are used twice. Both verbal tenses have future meaning.

The Big Day: take start leave go do depart get come

A Have you heard of Brad and Mimi?

B Brad and Mimi? What's happened?

A They \_\_\_\_\_ married on Saturday.

B You're joking. I didn't know that Mimi fancied Brad. When \_\_\_\_\_ the wedding \_\_\_\_\_ place?

A It \_\_\_\_\_ place on Saturday. Didn't you listen to me?

B Of course I did. But what time \_\_\_\_\_ it \_\_\_\_\_?

A The wedding ceremony \_\_\_\_\_ at 11 o'clock in the All Saints church.

B \_\_\_\_\_ you \_\_\_\_\_?

A Yes, I am. They've invited me. B Do you think I could join you?

A Why not? I'm sure the church is going to be full. But I \_\_\_\_\_ early in the morning, because my dad \_\_\_\_\_ to work by car on Saturday and he can take me to the All Saints. B If your dad doesn't mind...

A No problem. The more, the merrier, he always says. By the way, \_\_\_\_\_ you anything tomorrow morning? We could buy some presents for them.

B Good idea. We can get the bus to the Macy's Shopping Gallery. It \_\_\_\_\_ at 9.35.

A All right. See you at the bus stop. Bye.

B Bye-bye.

#### Actividad nº 5

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

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

Actividad 6. Now write some examples of your own.

1 .....

2 .....

3 .....

4 .....

### 1.3 Quantifiers



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

RECUERDA QUE...

Ya has visto estos contenidos en módulos anteriores: Módulo I: A / An

Módulo II: There is / There are Modulo II: How much / How many Modulo II: Some / any

Repasemos antes de empezar los sustantivos contables e incontables.

- a. Sustantivos contables se refieren a aquellas cosas que podemos contar de forma unitaria: mesas, naranjas, horas, personas, casas, etc.
- b. Sustantivos incontables son los que no podemos contar de forma unitaria, y por ello los tenemos que dividir en unidades más pequeñas para poderlos contar:
  - el tiempo cronológico lo dividimos en años, meses, semanas, días, horas, etc. No esperamos 'tiempos', sino durante horas.
  - el dinero lo dividimos en monedas según el país: euros, dólares, yenes, etc. No decimos tengo dos 'dineros', sino tengo dos euros.
  - los líquidos los dividimos en litros, vasos, etc. Cuando nos tomamos 'un zumo', nos referimos a 'un vaso de zumo'.

#### Actividad nº 7

Coloca las siguientes palabras en la columna correspondiente:

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

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

#### SOME, ANY, NO

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

SOME se utiliza en oraciones afirmativas:

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

ANY se utiliza en oraciones interrogativas:

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

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

- I don't want any sugar, thank you. - No quiero nada de azúcar, gracias.
- I don't need any time to think... - No necesito nada de tiempo para ...



- There weren't any people at the party. - No había ninguna persona en la fiesta.
- I don't have any apples. - No tengo ninguna manzana.

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

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

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

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

#### Actividad nº 8

Completa con SOME, ANY o NO:

1. There isn't ..... food in the fridge
2. My wallet is empty. I have got ..... money left.
3. I bought a kilo of apples and \_\_\_\_\_ cheese yesterday.
4. Is there.....sugar for the cake?
5. Would you like ..... tea?
6. I am very busy. I have ..... time to talk to you.

Para saber más ONLINE ACTIVITIES.

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

1. Visita el siguiente enlace para practicar There is, There are, There isn't much y There aren't many <http://www.better-english.com/easier/count3.htm>
2. Visita el siguiente enlace para practicar some y any <http://www.betterenglish.com/easier/someany.htm>
3. Visita el siguiente enlace para practicar some, any, someone, anything, etc.

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

## MUCH, MANY, A LOT OF

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

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

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

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

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

MUCH se utiliza para cosas incontables, generalmente en negativa:

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

### Actividad nº 9

Choose the best answer:

Opciones	
<u>could you lend me some?</u>	<u>much noise in the pub?</u>
<u>many questions.</u>	<u>much milk for the cake?</u>
<u>a lot of homework to do.</u>	<u>much tea?</u>
<u>many people in the street?</u>	<u>a lot of shops.</u>
<u>a lot of books and magazines</u>	<u>a lot of money to buy a house.</u>

- a. Do you need \_\_\_\_\_
- b. I haven't got much money, \_\_\_\_\_
- c. I have got \_\_\_\_\_

- d. Are there \_\_\_\_\_
- e. Is there \_\_\_\_\_
- f. Do you drink \_\_\_\_\_
- g. I like reading. I have got \_\_\_\_\_
- h. They didn't ask me \_\_\_\_\_
- i. It costs \_\_\_\_\_
- j. Madrid is a beautiful city, and it has got \_\_\_\_\_

Para saber más ONLINE ACTIVITIES

1. Visita el siguiente enlace para practicar There is, There are, There isn't much y There aren't many <http://www.better-english.com/easier/count3.htm>
2. Visita el siguiente enlace para practicar much y many <http://www.better-english.com/easier/much.htm>
3. Visita el siguiente enlace para practicar a lot of, not much y not many <http://www.better-english.com/easier/notmuch.htm>

2 and 3. VOCABULARY AND READING

2.1 Festivities

Read the presentation about unusual British festivals and do the exercises to practise and improve your reading skills.

1. Preparation: matching. Do this exercise before you read. Match the two parts of the phrase to make common festival activities. Write a–f next to the numbers 1–6.

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

Actividad 10. Preparation: matching. Do this exercise before you read. Match the two parts of the phrase to make common festival activities.

Write a–f next to the numbers 1–6.

- |                     |                           |
|---------------------|---------------------------|
| 1..... follow       | a. a firework display     |
| 2..... cook and eat | b. as a special character |
| 3..... watch        | c. your house or street   |

- |                       |                       |
|-----------------------|-----------------------|
| 4..... take part in a | d. ancient traditions |
| 5..... decorate       | e. competition        |
| 6..... dress up       | f. special food       |

Actividad 11. Check your understanding: true or false. Do this exercise while you read. Circle True or False for these sentences.

- |  |            |
|--|------------|
| 1. Many of these festivals are actually races or competitions.         | True False |
| 2. The Burning of the Clavie brings good luck for the new year.        | True False |
| 3. On Shrove Tuesday in Scarborough people dance with ropes.           | True False |
| 4. Cheese rolling involves running away from a big, round cheese.      | True False |
| 5. Snail racing started in the UK.                                     | True False |
| 6. The competition to pull the ugliest face is an old tradition.       | True False |
| 7. The Burning of the Clocks festival marks the summer solstice.       | True False |
| 8. The Burning of the Clocks festival ends with people throwing water. | True False |

Actividad 12. Check your understanding: multiple choice Do this exercise while you read. Circle the best phrase to complete these sentences.

1. The Clavie is a ... whisky container / a wooden cross / a bonfire made of things people don't need .
2. In the Up Helly Aa festival, they burn ... a wooden man / a Viking boat / a line in the grass
3. During a pancake race, you ... have to eat as many pancakes as possible / run as fast as possible while tossing a pancake in a pan / run and jump over the ropes without dropping the pancake .
4. Nowadays, the people who win the cheese rolling competition are usually ... top athletes / people from the village / visitors from all over the world .
5. The fastest snail in the Snail Racing is ... cooked with garlic and butter / rescued from the barbecue / given a prize of extra lettuce .
6. Black pudding throwing is similar to ... pancake tossing / Olympic sports like javelin and shotput / bowling .
7. To win the best gurner competition, one man ... had all his teeth removed / grew a really long beard / had a lot of facial piercings .
8. The Burning of the Clocks festival is ... 2 years old / 20 years old / 200 years old

## Unusual British festivals

I'm going to talk about British festivals. I'm sure you've heard about the Notting Hill Carnival in London and the Edinburgh Festival, but today we're going to look at a lot more that you might not know about. Actually, a lot of these are not exactly festivals, but strange races or competitions. Some of them are ancient and some are modern. So, let's start in January in the north of Scotland with the Burning of the Clavie. This is a whisky barrel which is set alight then carried through the streets as a bonfire. It's an ancient tradition which always takes place on 11th of January, the first day of the year, according to an older form of the calendar. The bonfire brings good luck for the coming year and people used to keep bits of burnt wood as protection against evil spirits. At the end of January, even further north, in the Shetland Islands, there's another fire festival, the Up Helly Aa. This seems like an ancient festival, but has actually only been going for about 130 years – well, it is fairly old, I suppose. People carry fire-lit torches and a Viking boat through the streets, then set fire to the boat. There's lots of dancing; it's good fun.

Now to the north of England. On Shrove Tuesday in February, otherwise known as Pancake Day, a special Pancake Bell is rung in Scarborough. Everyone goes down to the road next to the beach where they skip – yep, they jump over long ropes, up to fifteen people to one rope. And they have pancake races. This is quite common in the UK – running with a frying pan and tossing a pancake at the same time.

Another kind of race takes place in spring – cheese rolling. In Gloucestershire, in the south-west of England, round cheeses in round boxes are sent rolling down a hill and people run after them and try and catch them. The hill is very steep, so people often fall over – if you take part in this you need to be very fit and wear your oldest jeans. Nowadays this strange custom attracts visitors from all over the world, but the people from the local village are usually the ones who catch the cheese.

From people-racing, to animals, very tiny animals. World Championship Snail Racing takes place in a village in Norfolk. The snails have to race from an inner circle to an outer circle and the winner gets a lot of lettuce. There's a party and barbecue for the snail owners and observers. This custom began in the 1960s after a local man saw something similar in France. In the UK we don't eat snails, by the way.

More fun, in my opinion, are the onion-eating contest, also in Gloucestershire – a race to finish eating a raw onion – and the Black Pudding Throwing Championship, in Lancashire. Black puddings are like big sausages made mainly from dried blood. Contestants bowl three black puddings each at 21 Yorkshire puddings set on a sixmetre platform; the winner is the one who knocks down the most. Another fun contest takes place in September at the Egremont Crab Fair in Cumbria in the north of England. The World Gurning Championship is a competition to pull the ugliest face. It sounds ridiculous but this is an ancient British tradition and the Crab Fair itself dates back to 1267. The man who won the title of best gurner the most in recent years had all his teeth taken out so he could make terrible faces more easily.

Finally, let's go back to the south of England. In Brighton there's a Burning the Clocks Festival to celebrate the winter solstice on December 21st. This custom started twenty years ago and is very popular. People make clock lanterns and time-themed figures of paper and wood, then walk through the town to the beach where the sculptures are set on fire and there's a massive firework display

## 2.2 Making arrangements

Actividad 13. Put the phrases in the right group.

next week / when you are free / after work / next time you come / at the weekend / on Monday / yesterday / three days ago / tomorrow / in 2009 / last month / in October

In the past \_\_\_\_\_  
\_\_\_\_\_

In the future \_\_\_\_\_  
\_\_\_\_\_

In the past or future \_\_\_\_\_  
\_\_\_\_\_

Actividad 14. Complete the sentences.

get / Monday / I'm coming / the evening / at / week

Dear Nadia, \_\_\_\_\_ to the 'Teaching for Change' conference next \_\_\_\_\_. I'm glad you are going, too. I'm arriving on \_\_\_\_\_ afternoon. I'll text you when I \_\_\_\_\_ to the hotel. Perhaps we can meet in \_\_\_\_\_? Are you free to go out for a meal \_\_\_\_\_ about 7:30? Hope to see you soon. Lisa

Actividad 15. Match the endings of the sentences to the beginnings.

next Saturday. / convenient for you? / to seeing you tomorrow. / to meet? / free next Tuesday afternoon?

1. What time would you like \_\_\_\_\_
2. I look forward \_\_\_\_\_
3. I'm coming to London \_\_\_\_\_

4. When would be \_\_\_\_\_

5. Are you \_\_\_\_\_

#### 4. WRITING

Writing tips 5 and 6.

#### 5. The opening sentence.

The opening sentence presents the main idea of the paragraph.

Actividad 16. Read the text and choose a suitable opening sentence for the paragraph that follows.

It is certainly very big – only the tiger is bigger than the lion. Most lions live in Africa, but there are some in India too. Lions are between 1.5 and 2 metres long and weigh about 190 kilograms. They live for about 12 years. Lions usually live in a group with other lions. They can run very fast (80KM/ hour) and they hunt large animals, such as antelopes and zebras,

- a. You can often see a lion at the zoo.
- b. Many people call the lion “the king of the jungle”.
- c. A lion is an aggressive animal.

#### 6. The closing sentence.

The closing sentence summarises the main idea of the paragraph.

Actividad 17. Read the text and choose a suitable closing sentence for the paragraph that follows.

There many different aspects to driving an ambulance. Ambulance drivers have to drive fast and be responsible drivers. They have to be calm in emergencies. They haven't got regular working hours and sometimes have to work at night. They should also be good at working with people.

- a. Most ambulance drivers like their job.
- b. Not many people want to be ambulance drivers.
- c. Driving an ambulance is not a job for everyone.

## SOLUCIONES A LAS ACTIVIDADES

### Actividad 1

1 a      2 b      3 a      4 a      5b      6 a      7 b

### Actividad 2

b I'm meeting my friends this evening.      c Tom isn't coming to the party on Thursday.  
d My sister is getting married next December.      e I'm not going to London tomorrow.  
f I'm staying at home tonight.      g I'm going to the theatre on Monday.  
h George is going to the dentist on Friday.      i Alice is going on holiday to Mexico.  
j Bob is playing football on Saturday.

### Actividad 3

1 leaves      2 is coming      3 are .... going      4 does ... .... start      5 Does ... .... begin  
6 are having      7 don't open      8 does ... .. shut      9 are .. staying      10 start  
11 lands      12 are moving      13 are meeting      14 are going      15 departs

### Actividad 4

A are getting      B is ... taking      A is taking      B does .. start  
A starts      B are .. going      A am leaving, is coming  
A are .. doing      B departs

### Actividad 5

1 am meeting, is taking      2 leaves, lands      3 are celebrating, are going  
4 am giving, am teaching      5 are you getting, I'm catching

### Actividad 8

1 any      2 no      3 some      4 any      5 some      6 no

### Actividad 9

a. much milk for the cake      b. could you lend me some?  
c. a lot of homework to do.      d. many people in the street?  
e. much noise in the pub?      f. much tea?  
g. a lot of books and magazines.      h. many questions.  
i. a lot of money to buy a house.      j. a lot of shops.

### Actividad 10

1 d      2 f      3 a      4 e      5 c      6 b





## MÓDULO 3

### PARTE Nº 3: LOOKING FORWARD

#### TEMA II. ON BOARD

1. Grammar: Future be going to
2. Vocabulary: Travel accessories, holiday activities. Means of transport
3. Reading: A great summer vacation
4. Writing tips 7 and 8

#### 1. The future: be going to FUTURE WITH BE GOING TO

##### 1- USE:

We use be going to to talk about:

- Plans.

Example: She is going to have a baby next winter

- Intentions.

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

- Predictions based on an evidence.

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

##### 2- FORM

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

Example: Mary is going to have a baby

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

Example: Mary isn't going to have a baby

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

Example: Is Mary going to have a baby?

##### 3- SHORT ANSWERS

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

Example: Yes, she is

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

Example: No, she isn't



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

Actividad 3. Check your vocabulary: picture matching Write the correct word under the picture.

picnic	tent	campsite	hotel	ticket	airport
baggage	suitcase	caravan	map	passport	tourist





Actividad 4. Check your vocabulary: matching

Match the vocabulary with the correct definition and write a–l next to the numbers 1– 12.

1..... A person who is on holiday.	a. Ticket
2..... You put your clothes and things in this when you go on holiday.	b. Tent
3.....The place where you go to take a plane.	c. Campsite
4.....A place to go with your tent or caravan.	d. Hotel
5.....Look at this to help you find places. With this you won't get lost!	e. Tourist
6.....An official document with your photo. You need it to go to a different country.	f. Picnic
7.....When you eat outside, normally sitting on a blanket on the floor.	g. Baggage
8.....You need this paper to get on a train or enter a museum, for example.	h. Caravan
9.....A place to stay with lots of rooms.	i. Suitcase

10 If you go camping, you need a caravan or a _____ to sleep in.	j. Map
11.....A house with wheels!	k. Passport
12.....Suitcases or bags that you carry when you're travelling.	l. airport

Para saber más

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

<https://www.esolcourses.com/ukenglish/beginners-grammar/questionwords/lesson-10/picture-quiz.html>

<https://www.esolcourses.com/uk-english/beginners-grammar/questionwords/lesson-10/vocabulary.html>

<https://www.esolcourses.com/uk-english/elementary-course/travel-andholidays/travel-picture-quiz.html>

<https://www.esolcourses.com/uk-english/elementary-course/travel-andholidays/travel-picture-vocabulary.html>

3. READING

Actividad 5. Read the text and answer the questions

A great summer vacation

I just returned from the greatest summer vacation! It was so fantastic, I never wanted it to end. I spent eight days in Paris, France. My best friends, Henry and Steve, went with me. We had a beautiful hotel room in the Latin Quarter, and it wasn't even expensive. We had a balcony with a wonderful view.

We visited many famous tourist places. My favorite was the Louvre, a well-known museum. I was always interested in art, so that was a special treat for me. The museum is so huge, you could spend weeks there. Henry got tired walking around the museum and said "Enough! I need to take a break and rest."

We took lots of breaks and sat in cafes along the river Seine. The French food we ate was delicious. The wines were tasty, too. Steve's favorite part of the vacation was the hotel breakfast. He said he would be happy if he could eat croissants like those forever. We had so much fun that we're already talking about our next vacation! Did you understand the text? 1) What city did they go to for their summer.

- 1) What city did they go to for their summer vacation?
- 2) How long was the summer vacation?
- 3) What did their hotel room have?
- 4) Who got tired walking in the Louvre museum?
- 5) What did Steve enjoy the most?

#### 4. WRITING

Writing tips 7 and 8

##### 7. The body of a paragraph.

The body of a paragraph gives information which supports the main idea introduced in the opening sentence.

Actividad 6.

Read the opening sentence below and tick the sentences that support the main idea.

Josh makes friends easily.

- \_\_\_ 1. He is comfortable with strangers.
- \_\_\_ 2. He gets bored easily.
- 3. He always finds something to talk about.
- 4. He loves finding out about other people.
- 5. He enjoys hanging out with his close friends.

##### 8. Because, since, so and therefore.

We use *because* and *since* to give reasons.

Examples: The car wasn't popular because it was expensive.

Americans went to cinemas in the summer since they had air conditioning.

We use *so* and *therefore* to show a result.

Examples: Air conditioning made life easier in hot areas, so more people moved there.

Therefore, air conditioning was an important factor in US geography.

Actividad 7. Complete the paragraph with *because*, *since*, *so* or *therefore*.

Many people use saccharin instead of sugar \_\_\_\_\_ they have got health problems. For example, people who have got diabetes mustn't eat sugar. \_\_\_\_\_ saccharin is an ideal solution for them. Saccharin was invented by accident. Scientist Constantin Fahlberg came home after work and ate some bread. He was surprised \_\_\_\_\_ the bread was very sweet. He didn't wash his hands before eating, \_\_\_\_\_ he understood that the sweet flavour came from a substance in his lab. And that's how saccharin was born.

## SOLUCIONES A LAS ACTIVIDADES

### Actividad 1

- b. I'm not going to watch TV in the morning.                      c. I'm going to ride a bicycle this afternoon.  
d. I'm going to buy some books tomorrow evening.                e. Are you going to invite John to your party?  
f. I'm going to meet my friends these evening.                      g. I'm not going to stay at home.  
h. He is not going to have lunch with me.                            i. Tom is going to visit me again.  
j. My friends are going to stay here for a long time.

### Actividad 2

- |              |             |             |                 |
|--------------|-------------|-------------|-----------------|
| 1 airport    | 2 baggage   | 3 check-in  | 4 culture       |
| 5 depart     | 6 gift shop | 7 hotel     | 8 international |
| 9 leave      | 10 map      | 11 passport | 12 postcard     |
| 13 souvenirs | 14 ticket   | 15 tourists | 16 visit        |

### Actividad 3

- |         |          |          |          |
|---------|----------|----------|----------|
| airport | caravan  | baggage  | suitcase |
| tent    | campsite | picnic   | hotel    |
| tourist | ticket   | passport | map      |

### Actividad 4

- 1 e    2 i    3 l    4 c    5 j    6 k    7 f    8 a    9 d    10 b    11 h    12 g

### Actividad 5

- 1 They went to Paris.                      2 It was eight days.                      3 It had a balcony with a wonderful view.  
4 Henry did.                                      5 The hotel breakfast.

### Actividad 6

Numbers 1, 3 and 4.

### Actividad 7

- 1 because/since                                  2 Therefore                                  3 because/since                                  4 so



## MÓDULO 3

### PARTE Nº 3: LOOKING FORWARD

#### TEMA III. BE GREEN

1. Gramática: 1.1 Future will / won't  
1.2 Quantifiers (II)
2. Vocabulario: Vocabulary related to the environment, pollution and environment issues
3. Reading. Environmental problems
4. Writing tips 9 and 10

#### 1. GRAMÁTICA: FUTURE WILL / WON'T

##### FUTURE WITH WILL

1. USE: The future with will is used to talk about:

- Decisions taken at the moment of speaking, in other words, spontaneous decisions.

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

- Opinions, wishes, uncertainty and suppositions about the future.

Example: You won't finish it in just one day. It will rain tomorrow anyway.

- Promises.

Example: I will do it tomorrow.

- Conditionals.

Example: If I need help, I will tell you.

#### 2. FORM

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

Example: Paul will pass his English exam

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

Example: Paul will not pass his English exam

(?) WILL + SUBJECT + VERB + COMPLEMENTS?

Example: Will Paul pass his English exam?

#### SHORT ANSWERS

(+) YES, + SUBJECT + WILL                      Example: Yes, he will

(-) NO, + SUBJECT + WON'T                      Example: No, he won't

### 3. SHORT FORMS

WILL = 'LL

WILL NOT = WON'T / 'LL NOT

### 4. TIME EXPRESSIONS

Time expressions go in the end of the sentence, they are complements.

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

#### Para saber más

If you link here, you will find more information about will, as well as extra activities:

- a) Future: will <http://www.ompersonal.com.ar/ELEMENTARY/unit18/page2.htm>
- b) Online activity [http://www.isabelperez.com/happy/tenses/exercises/will\\_2.ht](http://www.isabelperez.com/happy/tenses/exercises/will_2.ht)
- c) Online activity [http://www.isabelperez.com/happy/tenses/exercises/will\\_1.htm](http://www.isabelperez.com/happy/tenses/exercises/will_1.htm)

#### Note

WILL, entre otros, pertenece al grupo de los verbos modales.

Características de los verbos modales:

- son verbos auxiliares (es decir, no pueden ir nunca solos)
- no tienen significado (por eso mismo no pueden ir nunca solos)
- siempre acompañan a un verbo principal (que será quien lleve el significado)
- son invariables (es decir, no añaden “-s” en 3ª persona de singular – he, etc.)
- siempre van seguidos de infinitivo sin “to”. Es decir,
- no añade “-s” de 3ª persona singular
- no añade “-ing”
- no añade “-ed” de pasado si es regular
- no se pone en pasado simple (segunda columna) si es irregular
- no lleva “to” delante
- tampoco va seguido nunca de “to”

#### Actividad nº 1

Choose the best option, *will* or *be going to*

1. 'I haven't got my phone.' 'That's OK. \_\_\_\_\_ you mine.  
I'll lend / I'm going to lend
2. It's Julia's birthday next week, so \_\_\_\_\_ her some flowers.  
We'll buy / We are going to buy
3. Will you lend me £10? I promise \_\_\_\_\_ it back to you tomorrow.  
I'll give / I'm going to give
4. \_\_\_\_\_ a barbecue tomorrow. It's all planned, so I hope it won't rain.  
We'll have / We're going to have
5. 'Jim's starting university tomorrow.' 'What \_\_\_\_\_ study?'  
will he / is he going to
6. You \_\_\_\_\_ that film. It's very frightening. Let's choose another one.  
won't like / aren't going to like
7. Do you think they \_\_\_\_\_ the presents we got for them?  
will like / are going to like
8. Look! The coach \_\_\_\_\_! Run or we'll miss it.  
will leave / is going to leave

### Actividad nº 2

Fill in the gaps using will or be going to

- 1- A: Did you buy bread?  
B: Oh, no! I forgot to buy it. I \_\_\_\_\_ go back to buy some.
- 2- A: Why have you put on your coat?  
B: I \_\_\_\_\_ take dog out.
- 3- If I meet him \_\_\_\_\_ tell him the good news.

4- The phone is ringing. I \_\_\_\_\_ answer it.

5- I've got a new book. Tonight I \_\_\_\_\_ stay at home and start reading it.

6- What \_\_\_\_\_ happen to her children if she doesn't find a job?

7- What \_\_\_\_\_ do tomorrow? \_\_\_\_\_ see the doctor?

8- I am so tired. I need some rest. I think I \_\_\_\_\_ take a week off. 9-

A: Coffee or tea?

B: I \_\_\_\_\_ have coffee, please.

10- A: Where are you going?

B: I \_\_\_\_\_ do some shopping.

Actividad 3. Underline the right form of the verb.

- a. *We'll go / We are going* to the theatre tonight. We've got the tickets.
- b. What *will you do / are you doing* tomorrow evening? Nothing, I'm free.
- c. *I'll go / I'm going* away tomorrow morning. My train is at 8.43.
- d. I'm sure *he'll lend / he's lending* you some money. He's very rich.
- e. Why are you putting on your coat? *I'll go out / I'm going out*.
- f. Do you think Claire *will phone / is phoning* us tonight?
- g. She can't meet us on Saturday. *She'll work / She's working*.

## 1.2 Grammar: quantifiers

Quantifiers are words which show how many things or how much of something we are talking about. They are:

much   many   (a)little   (a)few   a lot (of)   some   any   no   none   both  
all   either   neither   each   every   (the) other(s)   another

Basic uses of "some" and "any"

### SOME

1. Affirmatives: There are some people waiting outside.
2. Questions + "yes": Would you like some orange juice?
3. Requests: May I have some tea?
4. (=certain): Some people believe everything
5. Some=several: I haven't phoned my uncle for some years.

## ANY

1. Negatives: I don't want any sugar.
2. Uncertain questions: Do you have any money on you?
3. With "hardly", etc.: There's hardly any rain.
4. With "at all": I haven't any idea at all.
5. After "if": Buy some apples if you see any.
6. Any=it doesn't matter who or which (cualquiera): Any fool knows the right answer.

General statements: We always use zero in general statements. Beans are good for you.

## NOT.....ANY, NO, NONE

1. We can use *no* when we mean *not any*. We use an affirmative verb with *no*:  
There aren't any buses after midnight. = There are no buses after midnight.  
There aren't any plates left. = There are no plates.
2. We can also use *no* in place of *not a/an*:  
I'm not an expert. = I'm no expert.
3. *None* stands on its own as a pronoun:  
We have no bananas. We have none. I've seen none of them = I've seen no one.
4. We do not use *no of*. Instead we use *none of* or *none* on its own:  
None of the films that are shown in town look very interesting.

## MUCH, MANY, (A) FEW, (A) LITTLE, A LOT (OF)

### Basic uses of "much" and "many"

We use *much* with singular uncountable nouns: much money.

We use *many* with plural countable nouns: many trees.

1. In negative statements: There isn't much space in this flat. There aren't many pandas in China.
2. In questions: Is there much demand for silk stoking? Will there be many guests at the party?
3. In formal statements: Much money is spent for shopping. Many teachers retire early.
4. in time references: I've lived here for many years.
5. with "as...as": Take as much as you like.

6. not much/not many to begin a sentence: Not many know about this. Not much happens around here in winter.

Basic uses of "a lot of" (lots of)

We use *a lot of* with plural countable or singular uncountable nouns: a lot of books.

1. in the affirmative sentences: She spends a lot of money on clothes. There were such a lot of people in the shops.

2. in negative statements for emphasis: I haven't got a lot of time for people like him.

If we use a quantifier on its own (not in front of a noun or pronoun) we do not use of: Did you buy any fruit? – Yes, I bought a lot/lots. (Not a lot of)

Basic uses of "little/a little" and "few/a few"

We use *few* and *a few* with plural countable nouns: a few friends, few friends.

We use *little* and *a little* with uncountable nouns: a little time, little time.

1. A little means "some but not much", "a small quantity": He knows a little French.

2. A few – "a small number" We are going away for a few days.

Compare: I've got a little money (=some, but not much)

I've got little money (=nearly no)

I've got a few friends (=some, but not many)

I've got few friends (=nearly no)

We sometimes use "only" with a few and a little: I've got only a little time.

BOTH, ALL, EACH, EVERY

Basic uses of "both" and "all"

1. We use *both* and *both the* in exactly the same way to refer to two particular people or things (plural countable nouns): Both children /both the children are in bed.

2. We use *all+noun* to refer to things in general (=the whole number or amount): All children like to play (plural countables). All advice is useless (uncountable nouns).

3. *All the* refers to particular people or things: All the children in our street like to play (=all the+ plural countable nouns) All the advice you gave me was useless (=all the+ uncountable noun)

### Three basic positions of “both” and “all” in affirmative sentences

1. After be when it is the only verb in a sentence: The girls are both ready (=Both girls/Both the girls are ready) The girls are all ready (=All the girls are ready)
2. After auxiliaries or the first auxiliary when there is more than one: The boys can both speak French (=Both boys/Both the boys can speak French) The committee should all have resigned (=All the committee should have resigned)
3. Before the main verb when there is only one verb: The girls both left early (=Both girls/Both the girls left early) The girls all left early (=All the girls left early)

We/you/they both = both of us/you/them

We/you/they both ready = both of us/you/them are ready

We/they all = All of us/them

We/they all left early = All of us/them left early

Us both/all = to both/all of us

He gave us both/all some money = He gave some money to both/all of us

In negative sentences:

Both → neither Both the girls left early = Neither of the girls left early

All → none All the girls left early = None of the girls left early

### EACH, EVERY

#### Basic uses of “each” and “every”

1. We often use each and every to refer to two people or things. Each suggests ‘one by one’, ‘separately’; every suggests ‘all together’: My wife and I each ordered avocado to start with.

Each child at the party had a piece of cake (Every is possible)

Every child in the world loves ice-cream

2. We must use every after nearly and after not: Nearly every shop is shut today.
3. We cannot use of after every and we cannot use every at the end of a sentence: Each of the child received a present. They received a present each.

### ANOTHER, (THE) OTHER(S), EITHER, NEITHER, ALL, (A/THE) WHOLE

#### Basic uses

1. *Another* doesn't refer to anything in particular. It can mean:

-'different': Come another day. (= any other day, no particular day)

-'additional': We need another day to finish this. (= one more day, no particular day)

2. We can contrast *some* and *other(s)* when we talk about things in general: Some holidays are cheap and other holidays are expensive. (= holidays in general)

3. We can contrast *one* with *the other* or *the others* when referring to particular things:

This one is mine and the other one is yours. (Or:... the other is yours) This one is mine and the other ones are yours. (Or:... the others are yours)

4. We can use *the other(s)* to refer to people as well: John went cycling and the other boy/the other boys went with him. John went cycling and the others went with him.

5. *The other day* can mean 'a few days ago'; *the next day* refers to the following day:

I met your father in the street the other day. (= a few days ago)

We spent our first night in Cairo and the next day we went to Alexandria.

'Either' and 'neither' + singular nouns

*Either* and *neither* refer to two people, things, etc. only. *Either* means 'one or the other':

Which pot will I use? - *Either* (of them). It doesn't matter which.

*Neither* means 'not one and not the other':

Which pot will I use? - *Neither* (of them). Use this frying pan.

*All (the), (a/the) whole*

1. We use *the whole* and *a whole* with singular countable nouns:

He ate the whole loaf. He swallowed a whole banana. The whole film was boring.

We do not use *the whole* with plurals or uncountable nouns. (Not 'the whole books/bread')

2. Some nouns combine only with *all*:

He spent all the money. She's 90 and she's still got all her teeth.

Some nouns combine only with *whole*: You must tell me the whole truth. I'd like to know the whole history of the whole

Some nouns combine with *all* or *whole*: I've waited all my life/ty whole life for such a moment as this.

3. We also use *all* and *a/the whole* with time references: all day, a/the whole night

*Whole* is stronger than *all* and also combines with words like hour and century: a/the whole hour, a/the whole century.

*All* compared with *everyone/everybody* and *everything*



1. We rarely use *all* on its own to mean 'everyone/everybody':

Everyone/Everybody wanted Marilyn's autograph. (Not \*All wanted\*).

2. *All* means 'everyone/everybody' when we use other words with it:

All of us/We all agreed to sign the contract. All those who were present were in favor. (= Everyone/Everybody agreed to sign. Everyone/Everybody present was in favor.

3. We often use *all* and *everything* with other words to refer to things:

All/Everything I have belongs to you. He taught me all/everything I know. But note: He gave me everything.

Quantifiers + countable/uncountable nouns

Some quantifiers combine with countable nouns; some with uncountable and some with both kinds:

Only with uncountable nouns	With uncountable and countable nouns	Only With countable nouns
How much ...?	no/none	How many ...?
a little	some	a few
a bit (of)	any	several
a great deal of	a lot (of)	a number (of)
a large amount of	lots (of)	a large number of
	plenty of	a great number of

Actividad nº 4

Fill in with *a, an, some, any*.

1. I need \_\_\_\_\_ oil for the salad.
2. I want \_\_\_\_\_ fish and \_\_\_\_\_ glass of wine for lunch.
3. There isn't \_\_\_\_\_ milk for the breakfast. But there is A cup of coffee.
4. She wants \_\_\_\_\_ cheese and ham for the sandwich.
5. He always has \_\_\_\_\_ bread and \_\_\_\_\_ butter for the breakfast.
6. There isn't \_\_\_\_\_ cereal in the supermarket.
7. My friend likes to eat \_\_\_\_\_ apple in the morning.

Actividad nº 5

Fill in: *much, many, lots of, a lot of, little, most, a little, little, a few, few*. There may be different options.

1. It seems we have had \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ assignments in English this year.
2. How \_\_\_\_\_ do we have to read this week?
3. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Americans don't like Trump.
4. There aren't \_\_\_\_\_ books in the library.
5. I think he drank \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ wine last night.
6. I have had \_\_\_\_\_ headaches already because of the stress.
7. I didn't use \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ fertilizer last spring, that's why we had so many weeds.
8. It has rained very \_\_\_\_\_ this summer, that's why the grass is so brown.
9. \_\_\_\_\_ people know as \_\_\_\_\_ about computers as Jack does.
10. I'm having \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ trouble passing my driving test.
11. I do have \_\_\_\_\_ friends but not \_\_\_\_\_.
12. How \_\_\_\_\_ juice is left in the bottle?
13. John had \_\_\_\_\_ money with him so he couldn't even buy a bus ticket.
14. \_\_\_\_\_ time and money is spent on education in Great Britain.
15. I know \_\_\_\_\_ Spanish so I am going to have a problem when I get there.
16. \_\_\_\_\_ of the children in our block have got roller skates.
17. Football is the only subject I know very \_\_\_\_\_ of. It doesn't interest me that \_\_\_\_\_
18. \_\_\_\_\_ people can live without money. We simply need it.
19. There are \_\_\_\_\_ leftovers for you in the refrigerator.
20. Is she already gone? – I'm only \_\_\_\_\_ minutes late.
21. There is \_\_\_\_\_ doubt that Anne will win the contest.
22. There is not very \_\_\_\_\_ dancing going on at the party.
23. \_\_\_\_\_ people in the city ride a bike to work because you are simply faster.
24. London has \_\_\_\_\_ beautiful buildings.

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

- <https://agendaweb.org/grammar/quantifiers-worksheets-resources.html>

- <https://www.grammarbank.com/quantifiers-exercises.html>

## 2. VOCABULARY RELATED TO THE ENVIRONMENT, POLLUTION AND ENVIRONMENT ISSUES

For some time, among the inhabitants of the most advanced nations, there has been an awareness of the environmental situation on our planet. This concern fundamentally affects education, in which for some time now the educational materials deal with this topic. It is also reflected in language learning whose teaching materials show great sensitivity to this problem.

### ENVIRONMENTAL CONCERNS

Here is a list of vocabulary elements in English that are related to the environment: Major environmental issues, natural environmental disasters, and another environmental vocabulary

#### 1. Acid rain

It refers to the rain that carries harmful chemicals in quantities due to the combustion of substances such as coal and oil.

#### 2. Biodegradable

That it has the ability to decompose naturally and harmlessly. So-called biodegradable packaging helps limit the number of harmful chemicals that are released into the atmosphere.

#### 3. Biodiversity

The number and variety of plant and animal species that exist in a particular environmental area or in the world in general, or the problem of preserving and protecting it. A new National Biological Service to protect the habitat and biodiversity of species

#### 4. Carbon monoxide

Poisonous gas is formed by burning carbon, especially in the form of automobile fuel.

#### 5. Carbon dioxide

The gas that forms when coal is burned or when people or animals breathe out.

#### 6. Climate

The general climatic conditions that are ordinarily found in a particular place. The Mediterranean climate is good for growing citrus and grapes.

#### 7. Climate change

It means that there has been growing concern about climate change.

8. Deforestation

The felling of trees in a large area; destruction of forests by people. Deforestation is destroying large areas of rainforest.

9. Desertification

The process by which the land becomes desert.

10. Disposable products

Describes an item that is meant to be released.

11. Drought

A long period in which there is little or no rain. This year a severe drought has ruined the crops.

12. Earthquake

A sudden and violent movement of the Earth's surface, sometimes causing great damage.

13. Endangered species

Endangered birds/plants/species, animals, or plants that may soon not exist because there are so few alive now.

14. Energy

The energy from something like electricity or oil, which can work, like providing light and heat. There are different types of energy: solar, nuclear, hydroelectric ... The energy generated by the windmill drives all the drainage pumps.

15. Energy conservation

The energy conservation process

16. Environment

The air, water, and land in which people, animals, and plants live. Certain chemicals have been banned due to their damaging effect on the environment.

17. Extinction

Many species of plants and animals are endangered/threatened with extinction (= being destroyed so that they no longer exist).

18. Flood

A large amount of water covers an area that is usually dry.

19. Smoking

Strong, unpleasant, and sometimes dangerous gas or smoke. Gasoline fumes always make me feel bad.

20. Natural resources

Things like minerals, forests, coal, etc. that exist in a place and can be used by people. Some natural resources, such as natural gas and fossil fuels, cannot be replaced.

21. Global warming

A gradual rise in global temperature is caused by polluting gases like carbon dioxide that accumulates in the air around the Earth and prevent heat from escaping into space.

22. Greenhouse effect

An increase in the amount of carbon dioxide and other gases in the atmosphere is believed to be the cause of a gradual warming of the Earth's surface.

23. Green peace

An organization that fights for the protection of the environment.

24. Renewable energy

It describes a form of energy that can be produced as quickly as it is used. Renewable energy sources such as wind and wave energy.

25. Oil slick

A layer of oil floats over a large area of the sea surface, usually because an accident has caused it to escape from a ship or container.

26. Ozone layer

A layer of air high above the Earth, containing a large amount of ozone and preventing harmful ultraviolet light from the sun from reaching Earth. Scientists believe that there is a hole in the ozone layer.

27. Pollution

Damage caused to water, air ... by harmful substances or residues.

28. Recycle waste

Collect and treat garbage to produce useful materials that can be reused.

29. Sustainable development

A development that is causing little or no harm to the environment and can therefore continue for a long time. A large international meeting was held with the aim of promoting sustainable development in all countries.

30. Tsunami

An extremely large wave caused by the movement of the earth under the sea, often caused by an earthquake (= when the Earth shakes).

31. Unleaded petrol

Describes a type of gasoline or other substance that does not contain lead.

32. Use up natural resources

The degradation of natural resources is due to human pressure.

33. Volcano

A mountain with a large circular hole at the top through which lava (= hot liquid rock), gases, steam, and dust are or have been expelled. Erupting volcanoes discharge massive amounts of dust into the stratosphere.

34. Waste

Unwanted matter or material of any kind is often leftover after useful substances or parts have been removed.

### 3. READING:

Actividad 4. How much do you know Environmental Problems that face the world today? Read the next text and answer the questions.

#### Global Warming

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

#### The Ozone Layer

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

#### Deforestation

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

#### Pollution

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

#### Alternative Energy

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

river water in mountainous areas can be used to generate hydroelectric power, and we can also create electricity from sea water flowing in and out with the tides.

### Recycling

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

### Actividad nº 6

A partir del párrafo anterior, contesta 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?
3. What is the Ozone Layer? What does it do?
4. How are forests good for the environment?
5. What is acid rain?
6. What is recycling? How does it help the environment?

4. WRITING Writing tips 9 and 10

### 9. Connectors of addition.

We use the connectors of addition *as well as*, *also*, *and*, *in addition* to give information:

Examples: As well as being uncomfortable, these shoes were dangerous.

King Louis XIV also liked wearing heels. In addition, both shoes were the same for both feet.



Actividad 7. Complete the paragraph with as well as, also and in addition.

Actor Johnny Depp is known for his special clothes. He usually wears a jacket, often with an old pair of jeans. \_\_\_\_\_, he is often seen wearing old shoes. He loves accessories such as different types of hats and scarves and \_\_\_\_\_ trendy sunglasses. Depp loves wearing jewellery. He wears many necklaces \_\_\_\_\_ lots of bracelets.

Johnny Depp has got an unusual way of dressing, but he always looks smart and stylish!

#### 10. Check your writing.

It is important to check your work. You should check the following points:

- Capital letters
- Punctuation
- Use of adjectives, adverbs and time expressions
- Word order
- Use of connectors

Actividad 8. Correct the mistakes in the sentences below.

1. we finished cleaning up the beach early so we worked hard.
2. they worked on projects interesting in nepal.
3. people throw away things like old TVs computers and smartphones
4. how much rubbish every year is thrown away.

#### SOLUCIONES A LAS ACTIVIDADES

##### Actividad 1

- |                  |                         |             |                        |
|------------------|-------------------------|-------------|------------------------|
| 1 I'll lend      | 2 we are going to buy   | 3 I'll give | 4 We are going to have |
| 5 is he going to | 6 are not going to like | 7 will like | 8 is going to leave    |

##### Actividad 2

- |        |                                  |        |        |                |
|--------|----------------------------------|--------|--------|----------------|
| 1 will | 2 am going to                    | 3 will | 4 will | 5 am going to  |
| 6 will | 7 are you going to. I'm going to | 8 will | 9 will | 10 am going to |

##### Actividad 3

- |                  |             |               |
|------------------|-------------|---------------|
| b. are you doing | c I'm going | d. he'll lend |
|------------------|-------------|---------------|

e. I'm going out

f. will phone

g. She's working

Actividad 4

1 some

2 some, a

3 any

4 some

5 some, some

6 any

7 an

Actividad 6

1. CFCs are substances which cause holes in the Ozone Layer.
2. Solar power, wind-power and water-power.
3. It's a layer of gas high above the surface of the earth that helps to protect it from the sun's ultraviolet radiation.
4. They help to control global warming.
5. It's rain that contains poisonous gases.
6. It's the processing of used objects and materials so that they can be used again.

Actividad 7

In addition

also

as well as

Actividad 8

- 1 We finished cleaning up the beach early, so we worked hard.
- 2 They worked on interesting projects in Nepal.
- 3 People throw away things like old TVs, computers and smartphones.
- 4 How much rubbish is thrown away every year?