

MÓDULO 3

Inglés Primer parcial



Parte nº 1: Take a look around!

Tema I. Wildlife

ÍNDICE

1. Grammar

1.1. Comparative and superlative

1.1.1. Comparative form

1.1.2. Superlative form

1.1.3. Irregular adjectives

1.1.4. Common English Mistakes - Comparatives and Superlatives

2. Reading and vocabulary

2.1. Reading

2.2. Animals

3. Listening and speaking

1. Grammar

1.1. Comparative and superlative

Cuando **comparamos**, nos fijamos en **cualidades que van expresadas por adjetivos** (nunca decimos “esta mesa es más mesa que aquella”. Por tanto, al comparar nos fijamos en los adjetivos, que sí se pueden graduar (alto, más alto que, el más alto). Veremos dos puntos dentro de la comparación:

a) **Comparativo**: comparación entre dos cosas

b) **Superlativo**: comparación de una cosa con respecto a varias

Antes de nada, debemos saber que los distintos grados que puede tener un adjetivo son tres: **neutro, comparativo y superlativo**.

Uso	Grado	Adjetivo	Ejemplo
Describimos algo sin compararlo	Neutro	Normal, sin cambios	Old, expensive Ej: An old house
Comparamos dos cosas entre sí	Comparativo	adj corto + -ER	OldER
		MORE + adj largo	MORE expensive
Comparamos algo con varias cosas	Superlativo	THE + adj corto + - EST	THE oldEST
		THE MOST + adj largo	THE MOST expensive

1.1.1. Comparative form

Cuando comparamos **dos objetos o personas** podemos encontrar los siguientes casos:

- La primera es menos... que la segunda (**A < B**)
- Ambas son iguales (**A = B**)
- La primera es más... que la segunda (**A > B**)

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

En los dos primeros casos utilizaremos el adjetivo en grado neutro como ahora veremos y no hay que hacerle ningún cambio. Veamos las estructuras de estos comparativos:

A) COMPARATIVO DE INFERIORIDAD (A es MENOS... QUE B)

Estructura				
less	+	adjetivo	+	than
Ejemplos				
Ej.1: Nadal is less tall than Pau Gassol Ej.2: England is less big than the USA Ej.3: I am less pretty than my sister Ej.4: You are less intelligent than us				

B) COMPARATIVO DE IGUALDAD (A es IGUAL de ... QUE B)

Estructura				
(not) as	+	adjetivo	+	as
Ejemplos				
Ej.1: I am as tall as my twin brother Ej.2: England is not as big as the USA Ej.3: I am as pretty as my sister Ej.4: I am not as intelligent as Einstein				

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

1. Estructura adjetivos cortos		
adjetivo (1 sílaba)	-ER	THAN
adjetivo (2 sílabas, acaba en -y)	-IER	
Ejemplos		
Ej.1: Pau Gassol is taller ER than Nadal Ej.2: The USA is big GER than England Ej.3: My sister is prettier IER than me		
2. Estructura adjetivos largos		
MORE	adjetivo (2,3,4 sílabas)	THAN
Ejemplos		
Ej.4: Mary is more tired than her brother Ej.5: Helen is more beautiful than Susan Ej.6: The white house is more expensive than the brown house		

Ten en cuenta los siguientes cambios ortográficos:

- a. Adjetivos de una sílaba que acaban en consonante-vocal-consonante
 - Doblan la última consonante antes de añadir -ER big **bigger**
- b. Adjetivos de una sílaba que acaban en -e muda
 - Añaden tan sólo la -R large **larger**
- c. Adjetivos de una o dos sílabas que acaban en -y (detrás de consonante)
 - Cambian la "y" por "i" antes de añadir -ER happy **happier**

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Como acabas de ver en estos dos ejemplos, en Inglés **hay dos formas de marcar el grado comparativo** del adjetivo (**smaller – more** expensive); estas maneras dependen de la forma del adjetivo en cuestión.

Ahora practica lo aprendido y acierta la forma correcta del grado comparativo de estos adjetivos. Recuerda que al hablar del tamaño de los adjetivos estábamos hablando de las **sílabas al pronunciarlos** (y por la especial manera de escribir del inglés, puede no coincidir con lo que uno ve escrito)

Utilizando estos enlaces puedes repasar toda la gramática de los comparativos y realizar práctica adicional con ejercicios interactivos.

[Comparative adjectives: Older than, more important than, etc. - Test-English](#)

Para saber más

Además, con este mismo esquema se pueden hacer las expresiones comparativas con un sustantivo, veamos unos ejemplos:

- Women have more imagination than men.
- Hamilton has more money than Alonso
- I have got more brothers than you
- Mary has more problems than us

Actividad Nº 1 Write the comparative form: Ej: small - smaller

1. Good
2. Large
3. Funny
4. Narrow
5. Old
6. New
7. Dark
8. Easy
9. Bad
10. Intelligent

Actividad nº 2 Complete the sentences using comparative form.

Ej. My flat isn't very big.- I want a bigger flat.

1. My motorbike isn't very fast. I'd like
2. My husband isn't very rich. I'd like.....
3. Your computer is old now. You need

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

4. His camera isn't very good. He needs.....
5. It isn't very hot today. It was yesterday.
6. This computer isthan your computer.
7. Lisa isthan George.....
8. George is than Lisa.
9. That car is than this car.
10. Your car is than this car.
11. This house is than my house!

1.1.2. Superlative form

Utilizamos el **superlativo** cuando un objeto o persona destaca sobre un grupo de objetos o personas y por tanto se convierte en único. Podemos encontrar dos casos: **a.** Algo/alguien es el menos.... (**a < B, C, D, E**)

b. Algo/alguien es el más... (**A > a, b, c, d**)

De nuevo, utilizaremos el grado neutro para el primer caso según la estructura:

A) SUPERLATIVO DE INFERIORIDAD (A es EL / LA MENOS...)

Estructura		
The	least	adjetivo

Ejemplos
Ej.1: My house is the least big in my street
Ej.2: My car is the least fast
Ej.3: She is the least young in her family

B) SUPERLATIVO DE SUPERIORIDAD (A es el / la MÁS ...)

Estructura adjetivos cortos

the	adjetivo (1 sílaba)	-EST
	adjetivo (2 sílabas, acaba en -y)	-IEST

Ejemplos

Ej.1: Nadal is the strong**EST** tennis player **in the world**

Ej.2: England is the big**GEST** country **in the UK**

Ej.3: My sister is the prett**IEST** girl **in the family**

Estructura adjetivos largos

THE MOST	adjetivo (2,3,4 sílabas)
-----------------	--------------------------

Ejemplos

Ej.4: Mary is **the most** clever girl **in the class**

Ej.5: Helen is **the most** beautiful **of her sisters**

Ej.6: The white house is **the most** expensive **of the four houses**

Pulsa aquí para empezar a practicar los superlativos con un sencillo ejercicio.

http://ressources-cla.univ-fcomte.fr/english/grammar/02_comparatives_superlatives/02b_comparatives_superlatives/13.htm

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Utilizando estos enlaces puedes repasar toda la gramática de los superlativos y realizar práctica adicional con ejercicios interactivos

[Superlative adjectives: The oldest, the most important, etc. - Test-English](#)

Actividad nº 3 Complete the sentences using superlative form.

1. Lucy is (young) _____ in the class.
2. That car is (expensive) _____ in the market.
3. This house is (big) _____ in the neighbourhood.

Actividad nº 4 Complete the sentences using comparative or superlative form

1. William Shakespeare is (famous) _____ writer in England.
2. The elephant is (big) _____ than the lion.
3. Sergio is (old) _____ than Malcolm.
4. Our house is (old) _____ in the neighbourhood.
5. That book is (interesting) _____ than the newspaper.
6. This cake is (delicious) _____ than that one.
7. This is (bad) _____ programme in television history.
8. That picture is (clear) _____ than this one.

Actividad nº 5 Complete the sentences using comparative or superlative form:

My mother is (fat) _____ than your mother. Mary is (fat) _____ person I've ever seen.

This morning is (peaceful) _____ than yesterday morning.

Max's house in the mountains is _____ (peaceful) in the world.

Max is (careful) _____ than Mike. Of all the taxi drivers, Jack is (careful)

Max is (angry) _____ than Mary. Of all of John's victims, Max is (angry) _____

Mary is (busy) _____ than Max. Mary is _____ (busy) person I've ever met.

John is _____ (generous) than Jack.

John _____ (generous) of all the people I know.

Health is _____ (important) than money.

Of all the people I know, Max is _____ (important) 9

My mother's cooking is _____ (bad) than your mother's cooking.

I like my grandmother's food but it's sometimes _____ (salty) than my mother's food.

1.1.3. Irregular adjectives

Algunos adjetivos forman el grado comparativo y superlativo de forma distinta y son excepciones a las reglas que hemos visto antes. Por eso es muy importante tener esto en cuenta y conocerlo para utilizarlos correctamente. Estos adjetivos son:

ADJETIVO	NEUTRO	COMPARATIVO	SUPERLATIVO
Bueno	good	better than	the best
Malo	bad	worse than	the worst
Viejo (edad)	old	Older than	the oldest
Viejo (orden familiar)	old	elder than	the eldest
Lejos	far	farther than	the farthest
		further than	the furthest

Veamos ahora un diálogo en el que aparecen algunos ejemplos de estos comparativos y superlativos irregulares:

A.- In your opinion, who is the best singer in the World?

B.- No doubt, Madonna; she is the best. She's simply the best. A.- Is she better than Beyoncé?

B.- Of course, much better than her. But I think Madonna is not a very good dancer.

A.- Oh, yes; she's much worse than Beyoncé or Christina Aguilera. And she is an awful actress, she must be the worst actress in Hollywood.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

La expresión superlativa

Recordarás que, al utilizar el superlativo, estamos distinguiendo un objeto o persona con respecto a un grupo de objetos o personas y lo estamos convirtiendo en único (El más grande... no hay ninguno más grande).

La expresión superlativa se utiliza para referirse precisamente a ese grupo y se coloca al final de la oración.

Ej.1: Spain is **the hottest** country in Europe.

Ej.2: She is **the nicest** of my sisters.

Ej.3: Mount Fuji is **the most beautiful** in the world.

Ej.4: Tom is **the most intelligent** of my children.

Ej.5: Las Sunday was **the best** day of my life.

Ej.6: That was **the best** moment of my holiday.

Como verás, es la misma para todo tipo de adjetivos ya sean cortos o largos. La única diferencia la marca el sustantivo que vaya detrás de la preposición:

- In + singular (in Europe, in the World)
- Of + plural (of my sisters, of my children) También puedes encontrar otra distinción
- In + lugares físicos (in Spain, in the class, in my family)
- Of + momentos temporales (of my life, of my holiday)

Actividad nº 6 Choose the correct answer.

1. The _____ day of the week is Saturday.

a) bestest

b) best

c) goodest

2. My cousin is _____ student in his class.

a) the worst

b) worse

c) worst

3. Do you think volleyball is _____ than tennis?

a) better

b) best

c) better than

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

4. Your football team is _____ than my football team.

- a) bad
- b) best
- c) worse

5. I think summer _____ than winter.

- a) is better
- b) the best
- c) worser

6. My _____ subject is Design and Technology.

- a) worst
- b) better than
- c) worser than

Actividad nº 7

Italian food is (good) _____ than American food.

My dog is (good) _____ dog in the world.

My mother's cooking is (bad) _____ than your mother's cooking.

Of all the students in the class, Max is (bad) _____.

My football team is (good) _____ yours.

Who is the (bad) _____ singer in the World?

1.1.4. Common English Mistakes - Comparatives and Superlatives



Video nº 1. Common English Mistakes - Comparatives and Superlatives. Fuente: YouTube

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

1.1.5. Actividades con corrección:

Comparison of Adjectives

A Choose the correct answer.

- 1 My sister is the **taller** / **tallest** in my family.
- 2 The United States of America is **bigger** / **the biggest** than Greece.
- 3 John is the **faster** / **fastest** runner in the country.
- 4 That is the **interesting** / **most interesting** school
- 5 Roberta and Tim are the same age. Roberta is as **old** / **older** as Tim.
- 6 Edna is the **thin** / **thinnest** girl I know.
- 7 Our song was the **good** / **best** one in the competition.
- 8 This hotel is **modern** / **more modern** than that one.
- 9 The city is **noisier** / **the noisiest** than the library.
- 10 Jim's room and Mark's room are both messy. Jim's room is as **messy** / **messier** as Mark's.

B Complete the sentences with the correct form of the adjectives in brackets.

- 1 Summer is*t..h..e...h..o...t..t..e..s..t*..... (hot) season in the year. Spring and autumn are(cool) summer. Winter is (cold) season.
- 2 The red shirt is expensive. It is (expensive) shirt in the shop. The green shirt is (nice) the pink shirt.
- 3 My sister is (tall) my mum. My brother is (short) person in my family.
- 4 I think that elephants are (fat) animals and that monkeys are (funny) animals in the zoo. Hippos are (ugly) elephants, but snakes are (ugly) animals of all.
- 5 I think Saturday is (good) day of the week and Monday is (bad) day of the week. What do you think?

CORRECCIÓN: Comparison of Adjectives – Answers

- A**
- | | | | |
|--------------------|---------------|----------|--------|
| 1 tallest | 6 thinnest | 2 bigger | 7 best |
| 3 fastest | 8 more modern | | |
| 4 most interesting | 9 noisier | | |
| 5 old | 10 messy | | |
- B**
- 1 the hottest, cooler than, the coldest
 - 2 the most expensive, as nice as
 - 3 as tall as, the shortest
 - 4 the fattest, the funniest, uglier than, the ugliest
 - 5 the best, the worst



2. Reading and vocabulary

2.1. Reading

THE RODRIGUEZ BROTHERS CIRCUS

The Rodriguez Brothers Circus is in town! Every year, the circus arrives and stays for a week. Then they go to the next town.

There are not many animals in the circus. People told the circus that they didn't like seeing animals performing. There is an elephant called Jacob and two old lions, Hattie and Meg.

Most of the performers are human! There is Leopold, The Strongest Man In The World. His father also worked in the circus, but Leopold is stronger than him, he has bigger arms and bigger legs too! Leopold performs his act every night for the town's people who come to watch.

Another performer is Clara. She says she has the longest hair in the world. It's about 4 metres long! She also has a daughter who works in the circus. Her name is Sue-Ellen.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Her hair is a lot shorter, but she wants to grow it as long as her mother's. Sue-Ellen helps look after the animals and she's also learning how to juggle.

The highlight of the circus are the three clowns, Pit, Pot and Pat. They all wear long red shoes, but Pat's shoes are the longest and sometimes, he falls over because they're so long! They perform for about twenty minutes and they are always the most popular act with the audience, especially the children. Many people think Pit, Pot and Pat are three brothers, but Pat is older than the other two - he's their father! He's the oldest clown in the country, but he has a lot of energy.

Tomorrow will be the longest day because the circus is leaving town and everything must be packed away into big trucks.

Actividad nº 8

1. The circus comes to the town twice a year.



True False

2. There are not many animals in the circus.



True False

3. People don't come to the circus because of the animals.



True False

4. Leopold and his father work in the circus together.



True False

5. Leopold's father is the strongest.



True False

6. Clara's hair is longer than her daughter's hair.



True False

7. Sue-Ellen wants to be a clown in the circus.



True False

8. Pit is the father of the other two clowns.



True False

9. The three clowns wear identical shoes.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!



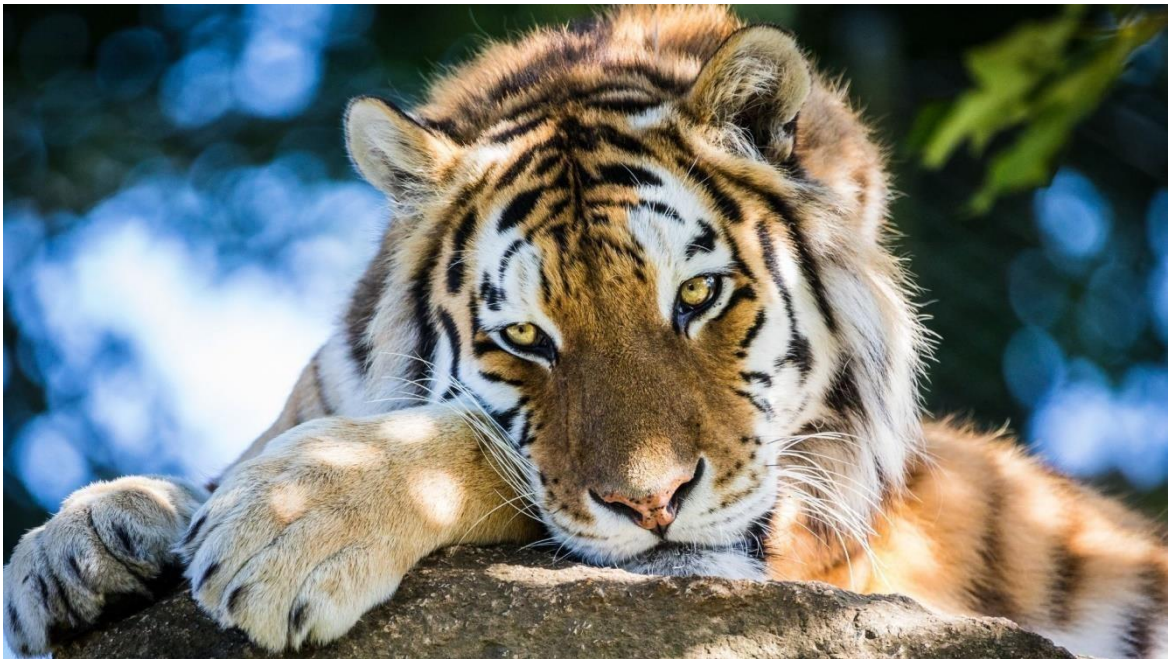
True False

10. Everyone is very tired on the day that the circus leaves town.



True False

2.2. Vocabulary: animals



“There is no fundamental difference between man and animals in their ability to feel pleasure and pain, happiness, and misery.”

Charles Darwin (1809 – 1882), British biologist

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

I LIKE ANIMALS. Vocabulary

a gorilla: gorila
a hippo: hipopótamo
a dolphin: delfín
a seal: foca
a tortoise: tortuga
a whale: ballena
a snake: serpiente
a cheetah: guepardo
an elephant: elefante
a chameleon: camaleón
a hare: liebre
a tiger: tigre
a panda: panda

Animal Body parts

teeth: dientes
tail: cola
claws: garras
feathers: plumas
whiskers: bigotes
wings: alas
shell: caparazón
fur: piel (con pelo)
beak: pico
scales: escamas

Wild Animals:

tiger: tigre
monkey: mono
crocodile: cocodrilo

Pets

cat: gato
parrot: loro
bird: pájaro
turtle: tortuga
rabbit: conejo
fish: pez
lizard: lagartija
hamster: hamster
frog: rana

Types of animals:

mammals: mamíferos
reptiles: reptiles
birds: aves

Verbos de acción:

eat: comer	walk: andar
drink: beber	sleep: dormir
fight: luchar	play: jugar

¡ATENCIÓN!

- Cuando hablamos sobre animales en singular usamos **it** y en plural **they**.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

- Colocamos **a** (un, una) delante de las partes del cuerpo que van en singular: **a tail, a beak, a body, a head, a shell.**
- No colocamos **a** delante de las partes del cuerpo que van en plural: **feathers, scales, wings, whiskers, claws, fur, hair.**

BODY PARTS (animals):

feathers (plumas), whiskers (bigotes), claws(garras), scales (escamas)

- HEAD: a mouth, a nose, a beak (pico), a trunk(trompa), ears, eyes, hair, teeth (a tooth) ,horns(cuernos)
- BODY: a neck, a tail(cola), fins(aletas),wings, arms, feet(a foot),legs

ADJECTIVES:

¡**RECUERDA!** El adjetivo en inglés es invariable en género y número

furry: peludo/a/os/as big: grandes small:

pequeños funny: divertidos

dangerous: peligrosos lively: inquietos

quiet: silenciosos black: negros,

brown: marrones grey: grises...

friendly: amistosos strong: fuerte

fast:rápido slow: lento

beautiful: bonito, precioso

intelligent: inteligente

ACTIONS / ABILITIES:

- Jump, walk, run, fly, swim, climb, wriggle(reptar), hunt(cazar), bite(picar), live, eat.

HABITAT:

- Jungle, desert, river, ocean, sea, lake, mountain, forest(bosque), savannah, Pole North, farm, home.
- Classification: Terrestrial (on land), aquatic (in water), aerial (in air).

FOOD:

- Carnivours: small animals, insects, fish, meat.
- Herbivours: plants, grass, leaves, fruit, flowers.

BIRTH:

- Mammals
- Birds
- Reptiles

STRUCTURES

Colour Verb to be (ser)

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

- The snake is green.
- It's black and white.
- Is it brown? Yes, it is/ No, it isn't

Size □

It's long.

- It's very small.
- It isn't big.
- It isn't very short.
- Is it long? Yes, it is / No, it isn't

Body / Description Verb to have got (tener) □

It's (has) got big ears.

- It's got a short tail.
- It hasn't got legs.
- It hasn't got a yellow head.
- Has it got four legs? Yes, it has/ No, it hasn't

Actions/Abilities Verb can: poder o saber

It can fly

It can't swim

Parrots can talk but they can't run

Can it run? Yes, it can/ No, it can't

Habitat Verb to live: vivir □

Whales live in oceans.

- Do they live in water? Yes, they do/ No, they don't

Food Verb to eat: comer / like: gustar □

Gorillas eat bananas.

- They like green leaves.
- They don't eat meat.
- Do they eat plants? Yes, they do/ No, they don't

ANIMALS DESCRIPTIONS



INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

It is big. It can swim but it can't fly. It has got big teeth and a long tail. It lives in water and on land. It eats meat.

Actividad nº 9

- **READ AND WRITE.** Lee el texto y responde a la pregunta: 'WHERE IS THE CROCODILE?'

Once upon a time, a little yellow canary was flying near a lake, when she met a beautiful blue butterfly.

'Where's the crocodile?' 'I don't know', said the butterfly.

Then a pink flamingo arrived.

'Where's the crocodile?', asked the canary and the butterfly.

'I don't know', said the flamingo.

Then a duck arrived.

'Where's the crocodile?', asked the canary, the butterfly and the flamingo.

'I don't know', said the duck.

Later, a dragon-fly arrived.

'Where's the crocodile?', asked the canary, the butterfly, the flamingo and the duck.

'I don't know', said the dragon-fly

And then a little green frog jumped up.

'Where's the crocodile?', asked the canary, the butterfly, the flamingo, the duck and the dragon-fly.

'I don't know', said the frog.

'Nobody knows!', said the canary, the butterfly, the flamingo, the duck, the dragon-fly and the frog.

'HERE I AM!', snapped the crocodile.

'And where's the canary and the butterfly, the flamingo, the duck, the dragon-fly and the frog?', asked the crocodile.

Respuesta:.....

Actividad nº 10:

For instance: a bear / a wolf / dangerous

I think a wolf is more dangerous than a bear.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

1. a bear / a tiger / aggressive

☐ _____

2. an elephant / a giraffe / tall

☐ _____

3. a monkey / a dolphin / intelligent

☐ _____

4. a rhino / an elephant / heavy

☐ _____

5. a bear / a lion / strong

☐ _____

6. a chicken / a pig / dirty

☐ _____

7. a rattlesnake / a cobra / dangerous

☐ _____

8. a snail / a tortoise / slow

☐ _____

9. a black widow / a tarantula / poisonous

☐ _____

10. a horse / a zebra / fast

☐ _____

SOLUCIONES A LOS EJERCICIOS PROPUESTOS

Actividad nº 1

1. good - better

2. large - larger

3. funny - funnier

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

4. narrow - narrower
5. old - older
6. new - newer
7. dark - darker
8. easy - easier
9. bad - worse
10. intelligent - more intelligent

Actividad nº 2

1. My motorbike isn't very fast. I'd like **to buy a better one**.
2. My husband isn't very rich. I need **to find a richer one**
3. Your computer is old now. You need **to buy a newer one**.
4. His camera isn't very good. He needs **a better one**.
5. It isn't very hot today. It was **hotter** yesterday.
6. This computer is **newer** than your computer.
7. Lisa is **older** than George.
8. George is **younger** than Lisa.
9. That car is **more expensive** than this car.
10. Your car is **faster** than this car.
11. This house is **bigger** than my house!

Actividad nº 3

1. Lucy is (young) the youngest in the class.
2. That car is (expensive) the most expensive in the market.
3. This house is (big) the biggest in the neighbourhood.

Actividad nº 4

1. William Shakespeare is (famous) the most famous writer in England.
2. The elephant is (big) bigger than the lion.
3. Sergio is (old) older than Malcolm.
4. Our house is (old) the oldest in the neighbourhood.
5. That book is (interesting) more interesting than the newspaper.
6. This cake is (delicious) more delicious than that one.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

7. This is (bad) the worst programme in television history.
8. That picture is (clear) clearer than this one.

Actividad nº 5

My mother is (fat) fatter than your mother. Mary is (fat) the fattest person I've ever seen.

This morning is (peaceful) more peaceful than yesterday morning. Max's house in the mountains is the most peaceful (peaceful) in the world.

Max is (careful) more careful than Mike. Of all the taxi drivers, Jack is (careful) the most careful.

Max is (angry) angrier than Mary. Of all of John's victims, Max is (angry) the angriest.

Mary is (busy) busier than Max. Mary is the busiest (busy) person I've ever met.

John is more generous (generous) than Jack. John is the most generous (generous) of all the people I know. Health is more important (important) than money.

Of all the people I know, Max is the most important (important).

My mother's cooking is worse (bad) than your mother's cooking.

I like my grandmother's food but it's sometimes saltier (salty) than my mother's food.

Actividad nº 6

Choose the correct answer.

1. The **best** day of the week is Saturday.
2. My cousin is the **worst** student in his class.
3. Do you think volleyball is **better** than tennis?
4. Your football team is **worse** than my football team.
5. I think summer is **better** than Winter.
6. My **worst** subject is Design and Technology.

Actividad nº 7

Italian food is (good) better than American food.

My dog is (good) the best dog in the world.

My mother's cooking is (bad) worse than your mother's cooking.

Of all the students in the class, Max is (bad) the worst.

My football team is (good) better than yours.

Who is the (bad) worst singer in the World?

Actividad nº 8

- | | | |
|---------|---------|---------|
| 1 False | 5 False | 9 False |
| 2 True | 6 True | 10 True |
| 3 False | 7 False | |
| 4 False | 8 False | |

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Actividad nº 9

The crocodile is in the lake.

Actividad nº 10

1. I think a tiger is more aggressive than a bear.
2. In my opinion, a giraffe is taller than an elephant.
3. In my view, a dolphin is more intelligent than a monkey.
4. From my point of view, an elephant is heavier than a rhino.
5. I think a bear is stronger than a lion.
6. From my point of view, a pig is dirtier than a chicken.
7. In my opinion, a rattlesnake is more dangerous than a cobra.
8. In my view, a snail is slower than a tortoise.
9. I think a black widow is more poisonous than a tarantula.
10. In my opinion, a horse is faster than a zebra.

Tema II: Yummy

1. GRAMMAR

1.1. Imperatives 1.2. There was / There were 1.3. Used to

2. VOCABULARY

2.1. How does it taste? Describing food and Food Adjectives

1.1. El imperativo

Al igual que en castellano, el imperativo se utiliza en inglés para dar **órdenes, instrucciones, hacer una petición y/o sugerencia**:

Go home! --- Vete a casa

Stand up --- Levántate

Let's go to the park --- Vamos al parque

El imperativo únicamente tiene una persona para singular y plural. Se forma con el **verbo en infinitivo** (sin "to"):

Go home, Juan! --- Vete a casa Juan

Fill in the blanks! --- Rellena los espacios en blanco.

La **negativa** se hará añadiendo **don't** delante del verbo en infinitivo.

Don't come late! --- No vengas tarde!

Don't open the door! ---- No abras la puerta

Cuando queremos **hacer una invitación o que alguien haga algo contigo**, utilizaremos:

Let's + verbo en infinitivo:

Let's go to the party --- Vayamos a la fiesta

Let's dance --- Bailemos

Let's study --- Vamos a estudiar

Puedes conocer más sobre el imperativo y realizar práctica adicional en el siguiente enlace:

[The imperative: Sit down! Don't talk! - Test-English](#)

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Actividad nº 1 – Translate into English:

- ¡No nades aquí! (Swim)

Don't swim here

- ¡No contestes! (Answer)
- ¡No escribas aquí (Write)
- ¡No comas aquí (eat)

- ¡No vengas aquí! (come)
- ¡No hagas eso (do) - ¡No llores! (cry)
- ¡No te rías! (laugh)
- ¡No seas tonto! (be)
- ¡No corras aquí! (run)

Actividad nº 2

Rewrite the following sentences using the imperative form.

- The window is closed. Paul can open it. Paul, open the window, please.
- It's time for Helen to get up.
- I'd like Paul to turn down his radio.
- I want Paul to bring me a newspaper.
- I don't want Helen to be late tonight.

1.2. Pasado simple: There was, there were

Es la forma pasada de there is / there are.

There was a chair Había una silla
There were some chairs Había unas sillas

Al igual que en el presente simple usaremos **'there was'** cuando el sustantivo al que acompaña es un sustantivo contable en singular o uno incontable y **'there were'** con los sustantivos contables en plural.

Afirmativo

Hay que tener en cuenta que **'there was'** y **'there were'** no se puede contraer en la forma afirmativa.

Se forma con el pasado del verbo 'to be' en singular o plural, según corresponda.

Afirmativo

Singular There was a bank
There were some banks

Había un banco **plural**
Había algunos bancos

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Negativo

El **negativo** se forma poniendo el pasado del verbo 'to be' en [forma negativa](#) (there was not / there were not). Es frecuente el uso de la forma contraída (there wasn't / there weren't).

Negativo

singular forma corta	There wasn't a shop	No	había	una	tienda
plural forma corta	There weren't any shops	No	había	tiendas	
singular forma larga	There was not a shop	No	había	una	tienda
plural forma larga	There were not any shops	No	había	ninguna	tienda

Interrogativo

El **interrogativo** se forma con el verbo "to be" en pasado (was/were) seguido de "**there**".

Estas preguntas suelen responderse con la forma corta: "Yes, there was/were" o "No, there wasn't/weren't".

Interrogativo

Yes, there was	Sí (sí había)	singular	Was there a park there?	¿Había un parque allí?
	No, there wasn't			No (no había)
Were there any restaurants?				
Yes, there were	Sí (sí había)	plural	¿Había restaurantes?	
	No, there weren't			No (no había)

Expresiones con *there was*

¿Tenía algún sentido esperar?	Was there any point waiting?
There was no point in waiting.	No tenía sentido esperar.
There was no point in crying.	No tenía sentido llorar/De nada servía llorar.
There was no need to go.	No había necesidad de ir.

Utiliza este enlace para practicar esta estructura

[There is, there are / there was, there were - Test-English](#)

Actividad nº 3

Completa las siguientes oraciones con la forma adecuada de **there was** o **there were**.

1 ____ a birthday cake.

There was

There were

2 ____ a lot of people in New York.

There was

There were

3 ____ music at their party?

Was there

Were there

4 ____ any money in her wallet.

There was not

There were not

5 ____ a music festival in your town?

Was there

Were there

6 ____ any chocolate biscuits.

There weren't

There wasn't

7 ____ many children there.

There were

There was

8 ____ twenty students in her class?

Was there

Were there

9 ____ any wood chairs.

There wasn't

There weren't

10 ____ any men at the airport?

Was there

Were there

1.3. used to

¡Cuidado! **Used to** puede ser un “false friend” y es que nada tiene que ver con el verbo usar en el sentido de utilizar algo. **Used to** se utiliza para hablar de una costumbre del pasado, es decir, algo que solía suceder de forma habitual pero ya no ocurre en el presente.

Vamos a ver un ejemplo:

👉 **When I was a child, I used to play in the park.**

Cuando era una niña, solía jugar en el parque. Es decir, cuando era pequeña iba a jugar al parque habitualmente, pero ya no lo hago.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

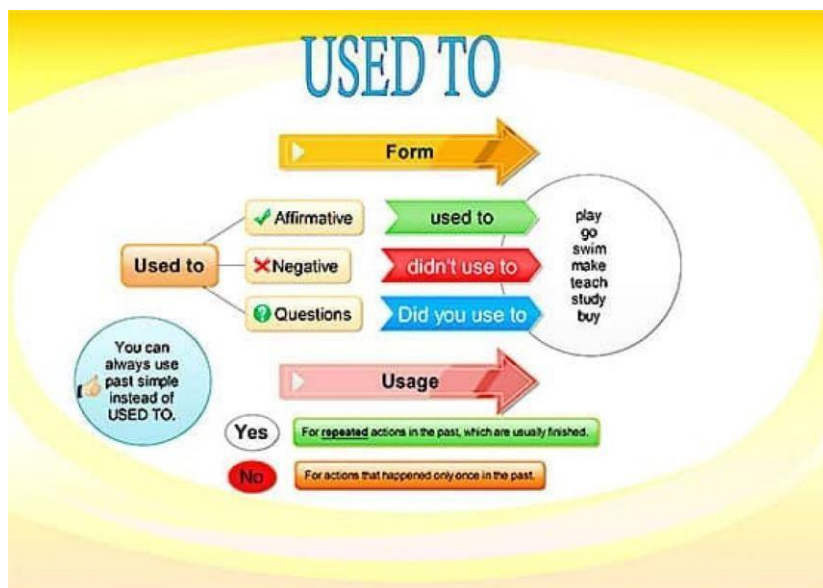
👉 **We used to go to the cinema every Saturday until they close it down.**

Solíamos ir al cine todos los sábados hasta que lo cerraron.

Ahora que ya tienes claro qué significa... ¡vamos con la gramática! ¿Cómo se usa **used to**? Se trata de una estructura muy sencilla:

Sujeto + used to + verbo en infinitivo

Used to funciona como un modal verb, así que siempre va seguido de un verbo en infinitivo.



Forma negativa

Sujeto + didn't/did not + use to + verbo principal

👉 **I didn't use to like cheese, but now I love it.**

No me solía gustar el queso, pero ahora me encanta.

Watch out! Como el pasado aparece en la forma auxiliar, **used to** pierde la -d.

👉 **Shakespeare didn't use to write poems but plays.**

Shakespeare no solía escribir poemas sino obras de teatro.

Forma interrogativa

Did/Didn't + Sujeto + use to + verbo principal

👉 **Did you use to walk to school? Yes, I did/ No, I didn't.**

¿Solías ir andando al colegio? Sí, solía/ No, no solía.

👉 **Didn't you use to live in a flat?**

¿No solías vivir en un piso?

Igual que en la forma negativa, aquí **used también pierde la -d ¡no lo olvides!**

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Pero... ¿en qué se diferencia del past simple? El **past simple** se utiliza en inglés para hablar de acciones puntuales en el pasado o de situaciones o estados pasados. Sin embargo, **used to** sirve para expresar hábitos del pasado, reitera la continuación de las acciones en el pasado y enfatiza que ya no tienen lugar en el presente.

Actividad nº 4

¡Vamos a practicar un poco! Ordena las siguientes frases hasta formar una correcta con la fórmula **used to**:

1. *seaside we to go to the every kid when used summer was I a.*
2. *didn't shops use be so they're crowded as nowadays to.*
3. *with use to did work you Kevin Harris?*
4. *didn't use when to like broccoli I younger I was.*
5. *used to he's play now he too football but old.*

Actividad nº 5

Vamos a practicar el uso de «used to» como «solía». Rellena los espacios en blanco de las siguientes frases. Pueden ser frases afirmativas, negativas o interrogativas, así que presta atención al contexto:

1. I _____ walk to school every morning.
2. _____ you _____ go on holidays to the beach?
3. I _____ like garlic in my food, but I love it now.
4. We _____ eat lots of sugar, but we're on a diet now.
5. She _____ come to our parties, but she's started coming recently.
6. _____ he _____ drink so much? I can't remember seeing him like that before.
7. I _____ believe in ghosts, but then I went to a haunted castle and I saw things I can't explain.
8. She _____ come to our parties, but she's started coming recently.

En este enlace puedes encontrar ejercicios para practicar esta estructura

[Used to, didn't use to: Past habits and states - Test-English](#)

2.Vocabulario: Food



Apples



Bacon



Bananas



Bread



Bread sticks



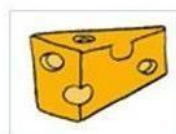
Butter



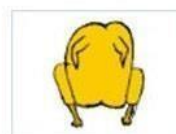
Cake



Carrots



Cheese



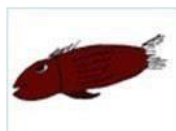
Chicken



Cookies



Eggs



Fish



Milk



Oranges



Orange juice



Pasta



Potatoes



Rice



Salt

2.1. How does it taste? Food Adjectives

Food adjectives to describe tastes

Salty - Tastes of salt.

Bitter - Having a sharp often unpleasant taste such as beer or black coffee

Sour - Having an acidic taste of items such as lemon, vinegar or yogurt

Sweet - Usually an enjoyable taste of sugar.

Bland - Doesn't have flavor. Lacks sweetness, saltiness, bitterness etc

Spicy - Having strong flavors from spices like peppers.

Savory - Used to describe salty or spicy foods like meat or bread e.g. not sweet

Rich - Rich food has a lot of butter, cream, or eggs in it.

Refreshing - Light in taste such as cucumber or mint.

Greasy - Containing or covered with fat or oil.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Piping hot -Very hot.

Food adjectives to describe texture

Crunchy - Firm and makes a loud noise when it is eaten. For example, potato chips.

Crispy: Slight crunch at first but then gets softer. For example, cucumbers or french fries.

Tender: A soft texture that is easy to break down. For example, pot roast.

Flaky: A light texture characterized by layers that come apart during eating. For example, croissants.

Chewy: A food that needs much chewing to be eaten. It can be good or bad. Chewy cookies are good. Chewy steak is bad.

Smooth: A nice even texture without lumps.

Creamy: A smooth and rich texture that usually comes from the incorporation of dairy.

Fluffy: A light and airy texture.

Moist: A little wet.

Dry: Not wet or lacking moisture.

Food Adjectives to express your opinion

Los adjetivos descritos anteriormente hablan de texturas y sabores, pero si nos piden opinión sobre lo que pensamos de un plato, necesitaremos utilizar uno de los adjetivos de este recuadro:



Los ejemplos más extremos son “**heavenly**” y “**disgusting**.” Solo se utilizan cuando la sensación es muy fuerte.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Watch the video to learn food adjectives:

<https://www.vocabulary.cl/english/describingfood.htm>

BITTER Meaning: A strong, sharp taste that is not sweet. Example Sentence: Black coffee without sugar is often bitter.	BLAND Meaning: It is unseasoned or has an uninteresting taste. It seems to be without any flavor. Example Sentence: Most rice cakes are bland when eaten alone.	CHEWY Meaning: Food that you have to chew a lot before swallowing. Example Sentence: Toffee is chewy.	CREAMY Meaning: Thick and smooth like cream or with the same consistency. Contains a lot of cream. Example Sentence: Hot creamy soups are great on a cold winter day.
CRISPY Meaning: Has a firm, dry, and brittle surface or texture. Example Sentence: We had some crispy bacon for breakfast.	CRUMBLY Meaning: Breaks into little pieces easily. Example Sentence: Use a plate for that cookie because it is crumbly.	CRUNCHY Meaning: Hard and makes a sharp sound when you bite it. Example Sentence: My kids love crunchy food like carrots.	DELICIOUS Meaning: Has a very pleasant taste. It is appetizing. Example Sentence: This cheesecake is delicious. Can I have some more?
DRY Meaning: Has no juice or very little juice inside of it. Example Sentence: I think you cooked the turkey for too long because it is dry.	FRESH Meaning: Recently produced or picked. It isn't frozen or preserved (for example in tins/cans). Example Sentence: These peas are fresh. I have only just picked them.	GREASY Meaning: Food that has been fried a lot and still has a lot of / too much oil or grease. Example Sentence: These French fries are very greasy.	HEALTHY Meaning: Gives the nutrients you need to maintain your health, feel good, or give you energy. Example Sentence: Fruit and vegetables are examples of healthy food.
HOT Meaning: Usually contains chillies or curry that leave a burning sensation in your mouth. Example Sentence: I love a hot curry every now and then.	JUICY Meaning: It contains a lot of (natural) juice. Example Sentence: This orange is so sweet and juicy.	MASHED Meaning: Reduced to a soft pulpy state by crushing or squashing. Example Sentence: We had some mashed potatoes with our meat.	MILD Meaning: Not spicy. It does not have a strong taste or smell. It is easy to digest. Example Sentence: I prefer mild cheese instead of strong types of cheese.

Actividad nº 7

Complete the sentences using the correct adjective.

- 1. My cousin used to eat lemons for breakfast. I don't know how, they're so _____. Sweet bitter
- 2. I don't like ____ food. I always use a lot of sauces or gravy. dry moist
- 3. Authentic curries are usually very _____. bland spicy
- 4. I love chocolate cake, but that one was so _____ I could barely finish it! Savoury rich
- 5. Yuck! This soup is way too _____! salty tasty
- 6. I love pizza, but sometimes it's a bit too _____. sugary greasy
- 7. Yuck! I think this milk is _____. Sour scrumptious
- 8. I love ____ food, like chocolate, cookies and cakes. sweet savoury
- 9. Not only was the service bad, when the food arrived it was _____. piping hot lukewarm
- 10. I like really ____ salads, that have carrots and peppers in them. dry crunchy

Actividad de lectura: *How to Make Margherita Pizza at Home*



For the pizza dough, **add** yeast to warm water. **Put** in a tablespoon of sugar and **lead** to one side. In a separate bowl, **add** sieved flour, **make** a well and add your olive oil and yeast mixture. **Do** your hands **run in** and **bring** it together. Then **knead** for about ten minutes on a flavoured surface until even and smooth. **Put back** into the bowl, **cover** and **leave** in a cold place to prove.

Once it's roughly doubled in size, **knock** any excess air out. **Place back** on your surface. **Divide** your dough into four bowls and simply

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

flatten. Add olive oil to a hot pan and **put** in the pizza dough. Pizza is usually cooked in the sheet of the hot oven, but this pan cook method works brilliantly.

As the dough starts to bubble and the base turns golden, **spoon over** a bottle of *passatta*, which is sieved tomatoes, and **tear** in chunks of mozzarella.

Then, simply **transfer** to a hot grill until golden and bubbling. **Finish** with fresh rosemary. I love this classic combination but you can easily adapt it and add your own favourite toppings for a perfect pizza in minutes.

Vocabulary guide:

dough: masa

yeast: levadura

tablespoon: cucharada grande

lead to one side: reservar

aparte

sieved flour: harina tamizada

well: pozo

do your hands run in: remover con

las manos

bring together: mezclar

knead: amasar

even and smooth: uniforme y suave

excess of air out: eliminar

exceso de aire

flatten: aplanar

pan: sartén

sheet: bandeja

oven: horno

bubble: burbujear

golden: dorado/a

spoon over: embadurnar con una cuchara

tear in: echar a pellizcos

chunks: trocitos

knock

rosemary: romero

Soluciones a los ejercicios propuestos

Actividad nº 1

- Don't Answer.
- Don't write here.
- Don't eat here.
- Don't come here.
- Don't do that.
- Don't cry.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

- Don't laugh.
- Don't be silly.
- Don't run here.

Actividad nº 2

- | | |
|---|---|
| - The window is closed. Paul can open it. | Paul, open the window!, please. |
| - It's time for Helen to get up. | Helen, get up!, please. |
| - I'd like Paul to turn down his radio. | Paul, turn down your radio!, please. |
| - I want Paul to bring me a newspaper. | Paul, bring me a newspaper!, please. - - I don't want Helen to be late tonight. |
| | Helen, don't be late tonight!, please. |

Actividad nº 3

1. There was
2. There were
3. Was there
4. There was not
5. Was there
6. There weren't
7. There were
8. Were there
9. There weren't
10. Were there

Actividad nº 4

1. We **used to** go to the seaside every summer when I was a kid.
2. Shops **didn't use to** be so crowded as they're nowadays.
3. **Did** you **use** to work with Kevin Harris?
4. I **didn't use to** like broccoli when I was younger.
5. He **used to** play football but he's too old now.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Actividad nº 5

1. *I **used to** walk to school every morning.*
2. ***Did** you **use to** go on holidays to the beach?*
3. *I **didn't use to** like garlic in my food, but I love it now.*
4. *We **used to** eat lots of sugar, but we're on a diet now.*
5. *She **didn't use to** come to our parties, but she's started coming recently.*
6. ***Did** he **use to** drink so much? I can't remember seeing him like that before.*
7. *I **didn't use to** believe in ghosts, but then I went to a haunted castle and I saw things I can't explain.*
8. *She **didn't use to** come to our parties, but she's started coming recently.*

Actividad nº 7

1. My cousin used to eat lemons for breakfast. I don't know how, they're so **bitter**.
2. I don't like **moist** food. I always use a lot of sauces or gravy.
3. Authentic curries are usually very **spicy**.
4. I love chocolate cake, but that one was so **rich** I could barely finish it!
5. Yuck! This soup is way too **salty**!
6. I love pizza, but sometimes it's a bit too **greasy**.
7. Yuck! I think this milk is **sour**.
8. I love **sweet** food, like chocolate, cookies and cakes.
9. Not only was the service bad, when the food arrived it was **lukewarm**.
10. I like really **crunchy** salads, that have carrots and peppers in them.

TEMA III: LIFE EVENTS

1. GRAMMAR: The Past

1.1. Simple Past

1.2. Cambio en grafía de los verbos regulares. Spelling.

1.3. Pronunciación de -ed en los verbos regulares

1.4. Verbos irregulares

1.5. Simple Past con *ago*

2. VOBULARY: Life events, action verbs

2.1. Hábitos, rutinas y aficiones personales

1. GRAMMAR: The Past

Antes de empezar a ver el **Pasado Simple** en profundidad, hemos de aclarar una cuestión en relación a los verbos. Hasta ahora hemos estado trabajando con tiempos presentes, y por tanto hemos manejado la **FORMA BASE** de los verbos. **La FORMA BASE es igual a decir INFINITIVO SIN TO**. Es decir,

- La forma base del verbo TO BE es BE;
- La forma base del verbo TO PLAY es PLAY;
- La forma base del verbo TO GO es GO.

A la hora de estudiar el Pasado Simple verás que hay dos tipos de verbos:

a.- **Regulares** añaden **–ED** a su forma base para hacer tanto su forma en pasado simple como para participio pasado. Son ejemplos de verbos regulares: PLAY, STUDY, WATCH, TRAVEL, NEED, etc.

b.- **Irregulares** tienen una forma distinta a la forma base tanto para pasado simple como para participio pasado que tendrás que estudiar. Ejemplos de verbos irregulares: BE, GO, DO, SEE, ...

- Conviene por tanto aclarar que los verbos (sean regulares o irregulares) tienen tres formas:

1.- **Presente** corresponde a la forma base (+s/-es para he/she/it). - Ej. I work at a factory. / She works at a hospital.

2.- **Pasado** sólo se utiliza en la afirmativa del pasado simple. - Ej. He studied at Oxford. / They taught at Oxford.

3.- **Participio pasado** para los tiempos compuestos (presente perfecto, pasado perfecto, modales perfectos, etc.) - Ej. I have never been to Africa / Have you ever eaten snake?

Mira algunos ejemplos:

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
Be	was / were	been
Do	did	done
Have / has	had	had
Go	went	gone

1.1 Simple past

SIMPLE PAST		
Verb structure	Regular verbs	They add -ed (see spelling changes below)
	Irregular verbs	Second column
Sentence structure	(+)	Subject+ V-ed + Complements (<i>was/were</i> son excepciones) Ex.1: "I / He / She was here last summer " Ex.2: "We / You / They were in the same class at school " Ex.3: "I watched TV last night " Ex.4: "Pete played football last weekend " Ex.5: "They went to London two years ago " (<i>went</i> es el pasado de <i>go</i> - verbo irregular)
	(-)	Subject+ DID + NOT + Verb in bare infinitive + Complements Ex.1: "I / he / she was not here last summer " or wasn't Ex.2: "We / You / They were not at school yesterday " or weren't Ex.3: "I did not watch TV last night " or "I didn't... " Ex.4: "Pete didn't play football last weekend " or "Tom didn't... " Ex.5: "They did not go to London two years ago " o "They didn't "
		DID + Subject + Verb in bare infinitive + Complements?

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

	(?)	Ex.1: "Did you watch TV last night?" Ex.2: "Did Pete play football last weekend?" Ex.3: "Did they go to London two years ago?"
--	-----	---

Auxiliary Verb	The verb TO BE is its own auxiliary verb	Ex.1: "Was I / he / she here last summer?" Ex.2: "Were we / you / they here last summer?"
	DID is the auxiliary verb for other verbs in all persons.	Ex. "Pete didn't play football last weekend". Ex.2: "Did Pete play football last weekend?"
Use	Finished actions in the past	Ex. "I lived in Manchester for 5 years".
	Short actions in the past	Ex. "The bomb exploded at 8:00am".
Time expressions	Time expressions go at the end of the sentence as they are complements.	yesterday last night, last weekend, last Monday, last month, last year one day ago, two weeks ago, five minutes ago, an hour ago In 1997, in the 19th century, in the past From 9 to 12, from Monday to Friday, from April to October For two years, for three weeks, for ten minutes

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

		Ten en cuenta que AGO se coloca detrás de una cantidad de tiempo determinada y significa 'HACE'. El esquema es el siguiente: Number + Period of Time + AGO Ten seconds ago = hace diez segundos Five hours ago = hace cinco meses Three months ago = hace tres meses Years ago = hace años
--	--	---

¡¡¡MUCHO CUIDADO!!! El verbo **TO BE** actúa como su propio auxiliar. Por tanto, es el único verbo que **no necesita de DID** para las preguntas y negativas, como puedes ver en todos los ejemplos 1 y 2 de la tabla. Además, es irregular y es el único verbo que distingue dos formas en pasado:

- **Was** para las personas del singular (I / He / She / It), excepto 'You'
- **Were** para todas las personas del plural (We / You / They)

1.2 CAMBIOS EN LA GRAFÍA DE VERBOS REGULARES

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

a. Los verbos que acaban en -E muda (que no suena) sólo añaden -d:

Wave – Wave + D → He waveD goobye Smoke – Smoke + D → She smokeD a lot yesterday

b. Verbos de una sílaba que acaban en CVC, es decir, consonante + vocal+ consonante, doblan la última consonante:

Stop – StopPED → She stopPED to have coffee Beg – BeggED → We beGGED pardon

c. Los verbos que acaban en -Y con una consonante delante, cambian la -Y por -I antes de añadirED:

Study – Study + I + ED → He studiED a lot for the exam Carry

– Carry + I + ED → I carriED all the heavy books

OJO, los verbos que acaban en -X no doblan la última consonante:

Fix – Fixed → The mechanic fixED my car

Mix – MixED → Susan mixED blue and yellow

OJO, los verbos de dos sílabas que acaban en -L doblan la última consonante:

Travel – Travelled → I travelLED to Dublin last year

Cancel – CancelLED → British Airways cancellED our flight

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Enlaces para practicar estas estructuras:

[Was/were: Past simple of 'be' - Test-English](#)

[Past simple: Regular/irregular verbs - Test-English](#)

Actividad nº 1

1. Fill in the gaps with the correct form of the verb in SIMPLE PAST.

- a. Lisa really _____ (like) eating chocolate ice-creams when she was a child.
- b. Last weekend _____ I (work) at the Barnabeez restaurant.
- c. My school friends and I _____ (go) to Malta last summer.
- d. I _____ (run) for one hour last night.
- e. Fred _____ (take) a lot of pictures on his holiday last summer.
- f. What _____ (you/get) for your birthday?
- g. They _____ (forget) the bread this morning!
- h. Alice _____ (play) tennis this morning.
- i. Where _____ (you/go) last weekend?
- j. I _____ (want) to buy that computer, but it was too expensive.
- k. Why _____ (they /come)?
- l. Paul and Jeannie _____ (stay) at home last night.
- m. Samantha _____ (drive) for an hour.
- n. She _____ (take) three books from the library last week.
- o. Lucy _____ (buy) a new dress yesterday.
- p. They _____ (watch) a movie last night.
- q. Ann _____ (go) to the supermarket last month.
- r. He _____ (study) all night but he didn't pass the exam.
- s. Sheila _____ (write) a letter to her mother yesterday.

2. Write the next sentences in negative.

- a. I did my homework last night.
I _____ my homework last night.
- b. My parents went to Italy for one month.
My parents _____ to Italy for one month.
- c. Tommy broke that vase two days ago.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Tommy _____ that vase two days ago.

d. We gave mum a bunch of flowers for her birthday.

We _____ mum a bunch of flowers for her birthday.

3. Order the next words to form interrogative sentences.

a. Susan / sing / on a TV programme?

b. You / like / reggae music?

c. They / drive / all the way to Sweden?

d. Your children / ride / a horse on your last holiday?

1.3. Pronunciación de la –ED final en Pasado Simple

La pronunciación de la –ED en los pasados regulares varía dependiendo del último sonido que haya en el verbo regular antes de añadir la –ED.

- La –ed suena como **/ t /** cuando el último sonido que se oiga en la palabra sea un **sonido oclusivo** (que el aire salga de golpe) o un sonido parecido a la ‘s’
- La –ed suena como **/ d /** cuando el último sonido que se oiga en la palabra sea un **sonido más suave**, como cualquier **vocal** o una **consonante** en la que el aire no salga de golpe, como **/m/, /n/, /l/, /v/, /r/, /g/, /h/, etc.**
- La –ed suena como **/ id /** cuando el último sonido que se oiga en la palabra sea uno de los anteriores, es decir, **/t/o /d/**

Hemos subrayado el último sonido de cada verbo para que te sea más sencillo identificarlos. Observa:

/t/	/d/	/id/
Stopp ED	Play ED	Need ED Create ED
Park ED	Studi ED	
Miss ED	Comb ED	
Wash ED	Travell ED	
Mix ED	Barr ED	

Actividad nº 2

1. Put the next verb in the correspondent column according to the pronunciation of **-ED**

watched attacked helped pushed kissed liked
talked closed smelled promised approved called smiled decided
lived painted pointed waited started sounded

/t/	/d/	/ɪd/

1.4. Lista de verbos irregulares con pronunciación y ejercicios

Aquí tienes la lista de los principales verbos irregulares (con su pronunciación) y algunos ejercicios para practicar.

Infinitivo	Pasado simple	Past participle	Traducción
be [bi]	was [wʌs] / were [wer]	been [bin]	ser
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	convertirse, llegar a ser
begin [bi'ɡɪn]	began *bi'ɡʌn+	begun *bi'ɡʌn+	comenzar
bet [bet]	bet [bet]	bet [bet]	apostar
blow [bləʊ]	blew [blu]	blown [bləʊn]	soplar
break [breɪk]	broke [brəʊk]	broken [brəʊkn]	romper
bring [brɪŋ]	brought [brɒt]	brought [brɒt]	traer

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

build [bild]	built [bilt]	built [bilt]	construir
buy [bai]	bought [bot]	bought [bot]	comprar
catch [katch]	caught [kot]	caught [kot]	atrapar
choose [chus]	chose [chous]	chosen [chousn]	elegir
come [kam]	came [keim]	come [kam]	venir
cost [kost]	cost [kost]	cost [kost]	costar
cut [kat]	cut [kat]	cut [kat]	cortar
do [du]	did [did]	done [don]	hacer
draw [dro]	drew [dru]	drawn [dron]	dibujar
dream [driim]	dreamt [dremt]	dreamt [dremt]	soñar
drink [drɪnk]	drank [drank]	drunk [draank]	beber
drive [draiv]	drove [drouv]	driven [drivn]	conducir
eat [iit]	ate [eit]	eaten [iitn]	comer
fall [fol]	fell [fel]	fallen [folen]	caer
feel [fiil]	felt [felt]	felt [felt]	sentir
fight [fait]	fought [fot]	fought [fot]	pelear
find [faɪnd]	found [faund]	found [faund]	encontrar
fly [flai]	flew [flu]	flown [floun]	volar
forget [forget]	forgot [forgat]	forgotten [forgatn]	olvidar
forgive [forgiv]	forgave [forgeiv]	forgiven [forgivn]	perdonar

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

get [get]	got [gat]	got/gotten [gat,gatn]	tener, obtener
give [glv]	gave [geiv]	given [givn]	dar
go [gou]	went [wuent]	gone [gon]	ir
grow [grou]	grew [gru]	grown [groun]	crecer
have [hav]	had [had]	had [had]	tener

hear [hir]	heard [herd]	heard [herd]	oír
hide [haid]	hid [hld]	hidden [hldn]	escondarse
hold [hold]	held [held]	held [held]	tener, mantener
hurt [hert]	hurt [hert]	hurt [hert]	herir, doler
keep [kip]	kept [kept]	kept [kept]	guardar
know [nou]	knew [niu]	known [noun]	saber
learn [lern]	learnt [lernt]	learnt [lernt]	aprender
leave [liv]	left [left]	left [left]	dejar
lend [lend]	lent [lent]	lent [lent]	prestar
lie [lai]	lay [lei]	lain [lein]	yacer
lose [lus]	lost [lost]	lost [lost]	perder
make [meik]	made [meid]	made [meid]	hacer
mean [min]	meant [ment]	meant [ment]	significar
meet [mit]	met [met]	met [met]	conocer, encontrar
pay [pei]	paid [peid]	paid [peid]	pagar

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

put [put]	put [put]	put [put]	poner
read [rid]	read [red]	read [red]	leer
ride [raid]	rode [roud]	ridden [ridn]	montar, ir
ring [rɪŋ]	rang [rang]	rung [rang]	llamar (por teléfono)
rise [rais]	rose [rous]	risen [risn]	elevar
run [raan]	ran [ran]	run [raan]	correr
say [sei]	said [sed]	said [sed]	decir
see [si]	saw [so]	seen [sin]	ver
sell [sel]	sold [sold]	sold [sold]	vender
send [send]	sent [sent]	sent [sent]	enviar
show [shou]	showed [shoud]	shown [shoun]	mostrar
sing [sɪŋ]	sang [sang]	sung [saang]	cantar
sit [slt]	sat [sat]	sat [sat]	sentarse
sleep [sliip]	slept [slept]	slept [slept]	dormir
speak [ssplk]	spoke [sspouk]	spoken [sspokn]	hablar
spell [sspel]	spelt [sspelt]	spelt [sspelt]	deletrear
spend [sspend]	spent [sspent]	spent [sspent]	gastar
stand [sstand]	stood [sstud]	stood [sstud]	estar de pie
steal [sstil]	stole [sstól]	stolen [stóuln]	robar
swim [suim]	swam [suam]	swum [suaan]	nadar

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

take [teik]	took [tuk]	taken [téikn]	tomar
teach [tiich]	taught [tot]	taught [tot]	enseñar
tell [tel]	told [told]	told [told]	decir
think [zInk]	thought [zot]	thought [zot]	pensar
throw [zrou]	threw [zriu]	thrown [zróun]	lanzar
wake [weik]	woke [wuok]	woken [wuokn]	despertarse
wear [wer]	wore [wuor]	worn [wuorn]	llevar puesto
win [wuin]	won [wuon]	won [wuon]	ganar (un premio)
write [rait]	wrote [róut]	written *'ritn+	escribir

Actividad nº 3 Ejercicio con verbos irregulares

1. We _____ (go) by bus to the beach and _____ (spend) all day there (past simple)
2. I have _____ (see) that movie several times (past participle)
3. Yesterday was the first time I _____ (make) my lunch this week and I have _____ (bring) it to my work (past participle)
4. I _____ a message to him yesterday, but I think he _____ (throw) it away (past simple)
5. She _____ (tell) me yesterday, but I _____ ! (forget) (past simple)
6. Have you ever _____ (eat) this kind of meat ? (past participle)

Actividad nº 4 Write the simple past of the next verbs:

work		miss		try		drink	
walk		cry		dance		drive	
copy		marry		happen		eat	
stay		mix		be		find	
plan		stop		build		get	

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

carry		play		buy		give	
enjoy		explain		come		go	
rob		travel		do		have	
know		read		say		see	
sell		take		tell		think	
write							

1.5. Simple past with ago

Paco arrived in London two hours ago. He travelled from Madrid Barajas to London Heathrow. He waited for his luggage at the airport and then he took the tube to the city centre, where he had previously made a reservation. When he arrived at the hotel, Paco was a bit excited, so he left his things there and went out for a walk through the streets of London.

London seemed an incredible city for Paco. He observed with attention everything and everywhere around him. But Paco was extremely tired. It was midnight in London and Paco decided to go to bed.



Imagen de Arpingstone en [Wikimedia](#).
Public domain



Imagen en [Wikimedia](#).
Licencia CC

In English, some phrases are often used with the **Past Simple Tense** to define time:

yesterday, last night, last month, last year, ago, many years ago, some time ago, a long time ago, ...

The particle **ago** makes reference to a finished action in the past. It is placed at the end of the sentence. In Spanish ago means "hace", and it is placed before the quantity of time – **BE CAREFUL**: the order is different in English and Spanish:

My sister left school a long time ago (Hace tiempo que mi hermana dejó la escuela)

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Actividad nº 5

Teniendo en cuenta la explicación del recuadro de arriba, completa las oraciones siguientes con la partícula **ago** o con el **pasado** de los verbos entre paréntesis

1. Sonia broke the windows _____ (two days)
2. I _____ (go) to London three years ago.
3. Paco _____ (send) a letter to his parents three days ago.
4. I drank a soda _____ (two hours)
5. My grandmother _____ (eat) a couple of hours ago.
6. I forgot my keys in my jacket _____ (one month)
7. I ran six kilometres _____ (five days)
8. That family was poor _____ (ten years)
9. He committed a murder _____ (three years)
10. I began a puzzle _____ (two days)

2.VOCABULARY Life events, action verbs

Daily Routines



wake up



wash your face



take a shower



dry your hair



brush your hair



eat breakfast



brush your teeth



get dressed



go to the bathroom



make your bed



go to school



study



have lunch



come home / get home



do your homework



have dinner



take a bath



go to sleep

2.1. Hábitos, rutinas y aficiones personales

¿Qué haces por las mañanas? What do you do in the morning?



to get up
levantarse



to go to the toilet
Ir al baño



to get dressed
Vestirse



to do exercises
Hacer ejercicio



to have a bath
darse un baño



to have a shower
 ducharse



to wash your face
lavarse la cara



to brush your teeth
lavarse los dientes



to wash your hair
peinarse



to comb your hair
secarse el pelo



to blow dry your hair
afeitarse



to shave yourself
lavarse el pelo

Actividad 7. This is Lauren's routine in the morning. Complete the blanks with activities /
Esto es lo que hace Lauren por la mañana.

Completa los espacios con las actividades.

First, she 1. out of bed. Then, she goes to the bathroom

And she 2. She uses shampoo to 3.and a brush to 4.

..... her hair. Then she 5 After that she 6.her hair
with the hair-drier. It is dry very fast. Finally she puts some make-up. Now she
is ready to start a new day!

Cuáles son tus aficiones? What are your hobbies?

Actividad 8. Use a dictionary to translate all the activities /Ayudándote de un diccionario completa la traducción de todas las actividades.



to go to the theatre



to go to the cinema



to hang out with friends



to chat with friends



to walk the dog



to collect stamps



to play chess



to do sports



to play computer games



to watch television



to go shopping



to go skateboarding



to listen to music



to play the guitar



to play the violin



to play the piano

Fuente: <http://www.gobiernodecanarias.org/educacion/>

Soluciones de las actividades

Actividad nº 1

1. Fill in the gaps with the correct form of the verb in SIMPLE PAST.

- a. Lisa really LIKED (like) eating chocolate ice-creams when she was a child.
- b. Last weekend I WORKED (work) at the Barnabeez restaurant.
- c. My school friends and I WENT (go) to Malta last summer.
- d. I RAN (run) for one hour last night. e. Fred TOOK (take) a lot of pictures on his holiday last summer.
- f. What DID YOU GET (you/get) for your birthday?
- g. They FORGOT (forget) the bread this morning!
- h. Alice PLAYED (play) tennis this morning.
- i. Where DID YOU GO (you/go) last weekend?
- j. I WANTED (want) to buy that computer, but it was too expensive.
- k. Why DID THEY COME (they /come)?
- l. Paul and Jeannie STAYED (stay) at home last night.
- m. Samantha DROVE (drive) for an hour.
- n. She TOOK (take) three books from the library last week.
- o. Lucy BOUGHT (buy) a new dress yesterday.
- p. They WATCHED (watch) a movie last night.
- q. Ann WENT (go) to the supermarket last month.
- r. He STUDIED (study) all night but he didn't pass the exam.
- s. Sheila WROTE (write) a letter to her mother yesterday.

2. Write the next sentences in negative.

- a. I did my homework last night.
I DIDN'T DO my homework last night.
- b. My parents went to Italy for one month.
My parents DIDN'T GO to Italy for one month.
- c. Tommy broke that vase two days ago.
Tommy DIDN'T BREAK that vase two days ago.
- d. We gave mum a bunch of flowers for her **birthday**.
We DIDN'T GIVE mum a bunch of flowers for her birthday.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

3. Order the next words to form interrogative sentences.

a. Susan / sing / on a TV programme? Did Susan sing on a TV programme?

b. You / like / reggae music?

Did you like reggae music?

c. They / drive / all the way to Sweden?

Did they drive all the way to Sweden?

d. Your children / ride / a horse on your last holiday?

Did your children ride a horse on your last holiday?

Actividad nº 2

/t/	/d/	/id/
<u>watched</u> <u>attacked</u> <u>helped</u> <u>pushed</u> <u>kissed</u> liked <u>talked</u>	<u>closed</u> <u>smelled</u> <u>promised</u> <u>approved</u> <u>called</u> <u>smiled</u> lived	<u>decided</u> <u>painted</u> <u>pointed</u> <u>waited</u> <u>started</u> <u>sounded</u>

Actividad nº 3 Ejercicio con verbos irregulares

1. *went, spent*
2. *seen*
3. *made, brought*
4. *wrote, threw*
5. *told, forgot*
6. *eaten*

Actividad nº 4 Write the simple past of the next verbs:

work	<u>worked</u>	walk	<u>walked</u>	copy	<u>copied</u>	stay	<u>stayed</u>	plan	<u>planned</u>
carry	<u>carried</u>	enjoy	<u>enjoyed</u>	rob	<u>robbed</u>	miss	<u>missed</u>	cry	<u>cried</u>
marry	<u>married</u>	mix	<u>mixed</u>	stop	<u>stopped</u>	play	<u>played</u>	explain	<u>explained</u>

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

travel	<u>travelled</u>	try	<u>tried</u>	dance	<u>danced</u>	happen	<u>happened</u>	be	<u>was/were</u>
build	<u>built</u>	buy	<u>bought</u>	come	<u>came</u>	do	<u>did</u>	drink	<u>drank</u>
drive	<u>drove</u>	eat	<u>ate</u>	find	<u>found</u>	get	<u>got</u>	give	<u>gave</u>
go	<u>went</u>	have	<u>had</u>	know	<u>knew</u>	read	<u>read</u>	say	<u>said</u>
see	<u>saw</u>	sell	<u>sold</u>	take	<u>took</u>	tell	<u>told</u>	think	<u>thought</u>
write	<u>wrote</u>								

Actividad nº 5

1. Sonia broke the windows two days ago (two days)
2. I went (go) to London three years ago.
3. Paco sent (send) a letter to his parents three days ago.
4. I drank a soda two hours ago (two hours)
5. My grandmother ate (eat) a couple of hours ago.
6. I forgot my keys in my jacket one month ago (one month)
7. I ran six kilometres five days ago (five days)
8. That family was poor ten years ago (ten years)
9. He committed a murder three years ago (three years)
10. I began a puzzle two days ago (two days)

Parte nº 2: Body and mind Tema I. My body

ÍNDICE

- 0. Introducción
 - 1. Grammar
 - 1.1. Can /Could
 - 2. Vocabulary: body parts.
-

0. Introducción

¿Sabes qué significa: *I can speak English*? Seguro que lo has entendido. Su significado es: **sé hablar inglés**. En ese enunciado, lo que estamos haciendo es expresar una **capacidad o habilidad** que tenemos. En castellano, expresamos estas capacidades mediante los verbos *saber* o *poder*. En inglés, el verbo **can** es el que se usa para eso, cubriendo el significado de esos dos verbos castellanos. Fíjate:

- **I can drive a car.** (Sé conducir un coche)
- **I can run 10 kilometers in just 1 hour.** (Puedo correr 10 Km en sólo una hora)

Nuestra amiga **Olga** está a punto de marcharse a vivir a Portsmouth (UK) para trabajar como Au Pair cuidando de los niños de la familia Brown. Hanna Brown, la madre, desea conocer cuáles son las habilidades y capacidades de Olga en el cuidado de los niños. Así que le pide a Olga que mantengan una vídeo-conferencia por Skype antes de instalarse en su casa de acogida en Reino Unido. Hanna desea asegurarse de que Olga será una buena cuidadora para sus hijos. Por tanto, Olga debe revisar cómo se habla de las habilidades y capacidades. Es una chica bien preparada y quiere dar la mejor impresión posible. Los contenidos de este tema le serán de gran ayuda. Veámoslos.

Para preparar bien la entrevista, Olga debe aprender a expresar sus capacidades y habilidades con el verbo **CAN**. Este verbo pertenece un grupo de verbos que son un poco "especiales" porque van un poco "por libre".

Se llaman **verbos modales** y en la introducción del tema hemos visto uno de ellos: **can** pero hay muchos más como: **will, could, may, might, should, must, etc...**

En primer lugar, vamos a ver por qué son los modales son diferentes a los demás verbos y qué características tienen:

1. **No añaden -s en la tercera persona.**
2. **No se pueden conjugar en todos los tiempos (en concreto, no pueden ir en tiempos continuos, por ejemplo.)**
3. **Siempre van seguidos de otro verbo en infinitivo sin "to".**

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

4. **Nunca pueden ir seguidos de un gerundio (verbo+ing).**
5. **No utilizan DO/DOES/DID para formar el negativo e interrogativo.**

Afirmativa	Negativa	Interrogativa
You can drive He can drive We can drive	You can't drive He can't drive We can't drive	Can I drive? Can he drive? Can we drive?

Reading. Vamos a fijarnos en la entrevista que mantuvo **Olga** con la **señora Brown** para aprender a expresar nuestras habilidades y capacidades con el verbo **CAN**:

Mrs Brown: Olga? Can you hear me? I'm Hanna Brown. Are you ready for the interview?

Olga: Hello! Nice to meet you "in person"! I can hear you and see you perfectly well. Can you see me?

Mrs Brown: Yes, I can. The video signal is very good. Nice to meet you too, Olga. If there's no objection, I would like to begin with some questions, all right?

Olga: Of course. I'm ready for your questions.

Mrs Brown: First, I'd like to know something about your motivations. Why did you decide to become our Au Pair?

Olga: Well, I like languages and, in particular, English. As I love children and I don't have any money to pay for my travels, working as an Au Pair is opportunity to get a living in U.K. Another reason is that it is difficult to find a job in Spain nowadays. I hope I will make a living there in Portsmouth temporarily.

Mrs Brown: Although you are young, you're a very determined woman, Olga. I like it.

Olga: Thank you so much.

Mrs Brown: Another question. Do you have any experience with children?

Olga: Yes, madam. I usually help my aunts in the care of my nephews. I can take care of them. I can cook their meals. I can entertain them with gam can also help them with their homework.

Mrs Brown: We need somebody to take them to school. Can you drive a car?

Olga: Yes, I can. And my driving licence is valid in your country. In fact, I can also ride motorbikes!

Mrs Brown: I see...Tell me, Olga. Do you feel comfortable taking on responsibility in a childcare situation?

Olga: As I said before. I love children. But, to be honest, this job is temporary. My ideal job is working as a nurse. That's my vocation.

Mrs Brown: Good. Now, please, tell me. How often do you wish to travel home?

Olga: Once or twice a year would be OK. If possible, during Christmas holidays and in the summer.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Mrs Brown: We have two children. Simon is 10 and Aaron is only two years old. Can you change his nappies? can you give him a bath and prepare him?

Olga: I have a lot of experience with my nephews. It's really a child's play for me. Don't worry about that.

Mrs Brown: It's all right, Olga. That's all for now. I think you are the best candidate for the job. You are hired!

Olga: It's wonderful! Thanks a lot!

Mrs Brown: You're welcome. Next time, we will speak in person! Have a nice trip to Portsmouth!

Olga: Thank you again. See you soon.

Mrs Brown: See you, Olga.

VOCABULARY HELP:

Hear: oír.

Get a living: encontrar un sustento a medio de vida.

Hope: esperar (tener la esperanza).

Make a living: ganarse la vida.

Nephews: sobrinos

Take care: cuidar

Meals: comidas.

begin: empezar, comenzar. **As:** como, ya que, dado que...

Take on responsibilities: asumir responsabilidades.

Childcare: cuidado de los niños/as.

Wish: desear.

Nappy/nappies: pañal/pañales.

The bottle: el biberón.

Hired: contratada/o.



1. Grammar

1.1 Modal Verbs

Los **modal verbs** o verbos modales, en español, son capaces de modificar el contexto de una oración, pues pueden cambiar o expresar de diferente modo su significado dentro de una idea, y complicar la forma en la que los aprendemos o usamos.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Para definir los **modal verbs** o verbos modales, es importante entender que estos no cambian con las personas gramaticales (I, we, you, they, she, he, it), por lo tanto, no añaden -s en la tercera persona del singular.

1. Nunca tendrán infinitivo con *to* (por ejemplo, no existe “to can”)
2. Nunca se usarán en gerundio (por ejemplo, no existe “shoulding”)
3. Nunca tendrán participio (por ejemplo, no existe “Shalled”)

Los **modal verbs** pueden significar o manifestar desde **sugerencias, necesidades, solicitudes, probabilidades, obligaciones, consejos**, hasta conceptos más complejos como “**modalidad**”; por lo tanto, su significado transforma tanto el contexto como los verbos que se relacionan dentro de una oración.

Veamos este ejemplo de modal verb:

I must be home at six o'clock (Debo estar en casa a las 6 en punto)

Aquí podemos ver que el verbo modal **must** modifica directamente al verbo **to be**, indicando que existe un compromiso u obligación de estar en casa a tiempo.

¿Cuáles son los 10 modal verbs más usados en el inglés?

- | | |
|-----------|-----------|
| 1. Can | 6. Could |
| 2. May | 7. Might |
| 3. Will | 8. Would |
| 4. Must | 9. Shall |
| 5. Should | 10. Ought |

to

1.2. Las características principales de los verbos modales:

- **Son auxiliares (es decir, forman negativa, interrogativa y no pueden ir solos)**
- Como lo mostramos anteriormente, **nunca se conjugan**. **Son invariables** (es decir, no añaden “-s” en 3ª persona de singular – he, she, it)

My teacher can read English better than me. (Mi profesora sabe leer inglés mejor que yo).

- Cambian o transforman los verbos, es decir, que siempre después de usar un modal verb, el verbo debe estar en su modo infinitiva (sin el “to”), por ejemplo:

You can read better. (Tú puedes leer mejor)

- Expresan necesidad, probabilidad, habilidad, capacidad, sugerencias o consejos; permiso, solicitud; obligación, certidumbre o disposición. Por eso mismo **no pueden ir nunca solos**, siempre **acompañan a un verbo principal** (que será quien lleve el significado).

May I call tomorrow? (¿Puedo llamar mañana?)

- Cuando los **modal verbs** en inglés se encuentran en forma negativa o interrogativa **no necesitan de un auxiliar**, puesto que el verbo es usado con ese objetivo; por ejemplo:

I can't dance. (No sé / No puedo bailar)

Can you sing? (¿Sabes cantar?)

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

- **No tienen tiempo verbal** (excepto “can” y su equivalente “could” en pasado).
I must be home at six o'clock (Debo estar en casa a las 6 en punto)

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

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

1.3. CAN / COULD (ability, informal permission, possibility)

Los usamos con mucha frecuencia. Se trata de un tipo de verbo auxiliar en inglés que añade diferentes significados:

- Posibilidad
- Prohibición
- Sugerencia
- Obligación

Ejemplos con *can* y *could*:

- *Could you please shut up?* – ¿Puedes callarte?
- *Should I wear this coat?* – ¿Debería llevar este abrigo?
- *May I come in?* – ¿Puedo entrar?

Can y Could

Normalmente, dependiendo del contexto la diferencia entre uno y otro es clara y fácil de discernir. Diremos que *can* se traduce y usa como nuestro verbo poder y que *could*, es la palabra para el pasado o el condicional del verbo can.

- *Can I speak English here?* – Puedo hablar inglés aquí.
- *If you don't know what to do next year, you could travel to England.* – Si no sabes qué hacer el año que viene, podrías viajar a Inglaterra.
- *You can travel to England whenever you want.* – Puedes viajar a Inglaterra siempre que quieras.

Uso de can

El uso de *can* expresa la posibilidad objetiva de la posibilidad de hacer algo. Lo puedes usar para hablar de un hecho o como opción posible de entre varias existentes. Se usa también para hablar de una habilidad.

- *I can speak Russian* – Sé hablar ruso.
- *You can come to visit my country anytime.* – Puedes venir a visitar mi país cuando quieras.

Uso de could

Cuando usamos *could* estamos hablando de algo que pedimos a alguien, un consejo, una sugerencia o una posibilidad en el sentido de posibilidad.

- *This could happen.* – Esto podría suceder.
- *Could you please pass me the salt?* – ¿Podrías pasarme la sal por favor?
- *I think you could study Maths, it goes with you.* – Creo que podrías estudiar mates, va con tu personalidad.

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

En estos enlaces puedes encontrar ejercicios para practicar esta estructura:

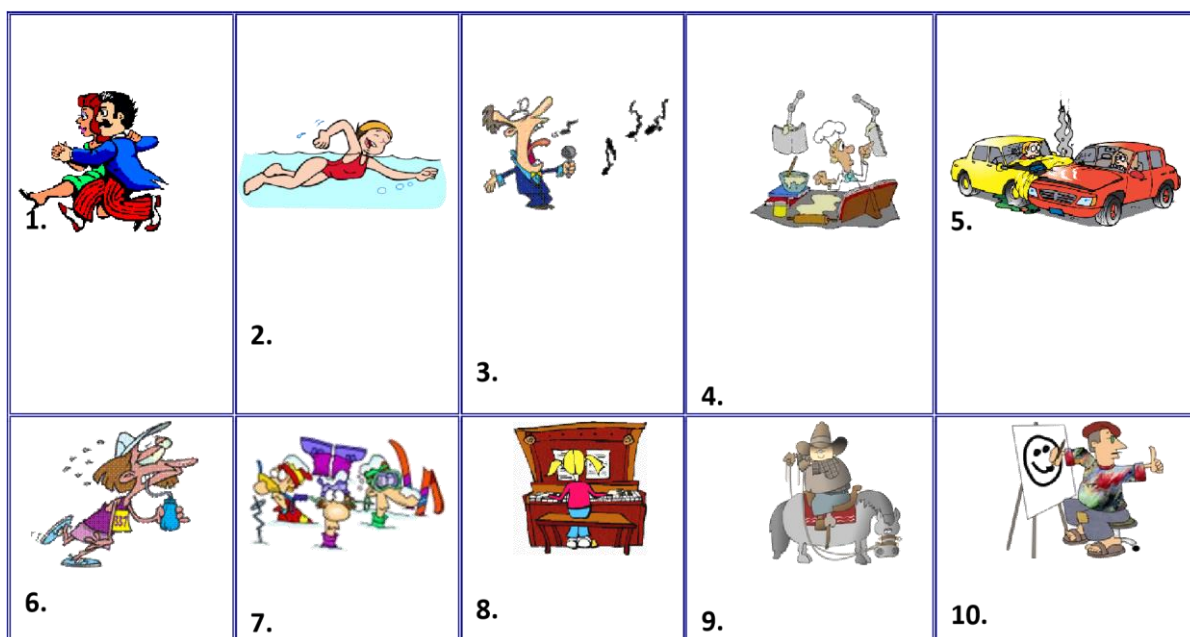
[Can, can't: Ability, possibility, permission - Test-English](#)

[Can, could, be able to: Ability and possibility - Test-English](#)

Actividad 1

A. Look at the pictures and write sentences about what these people CAN or CAN'T do. Use these verbs:

😊 dance 😊 swim 😞 sing 😞 cook 😞 drive
 😞 run 😞 ski 😊 play the piano 😞 ride a horse 😞 paint



1. Sarah and Tom _____
2. Mary _____
3. Tony _____
4. That man _____
5. Granny _____
6. She _____ the marathon.
7. They _____
8. Tina _____
9. He _____
10. Mr Smith _____

B. And you? Can you do these things? Write short answers.



1. Can you speak French? _____
2. Can you ride a bike? _____
3. Can you play chess? _____
4. Can you bake a cake? _____
5. Can you whistle? _____



Actividad 2

Escoge en cada caso qué opción es la correcta. ¿Can o could?

- a) ____ you please open the door, sir?
- b) You ____ not drive if you don't stop drinking.
- c) I hope I will see how humans ____ reach Mars.
- d) Next week, I ____ help you if you need.
- e) When I was a child, I ____ not swim.
- f) She say that her girlfriend can come with us to the cinema.

2- Vocabulary: BODY PARTS



Imagen modificada de Brujo+ en flickr bajo CC



Imagen modificada de J. Rod en flickr bajo CC

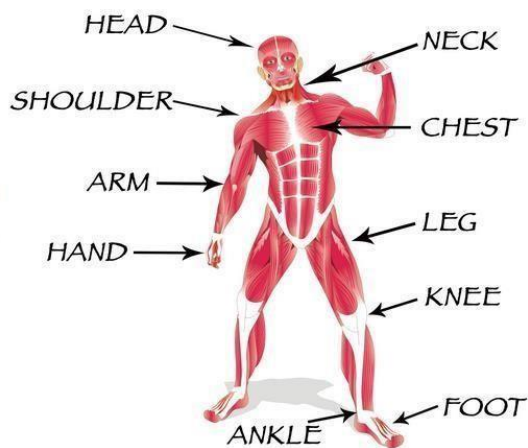
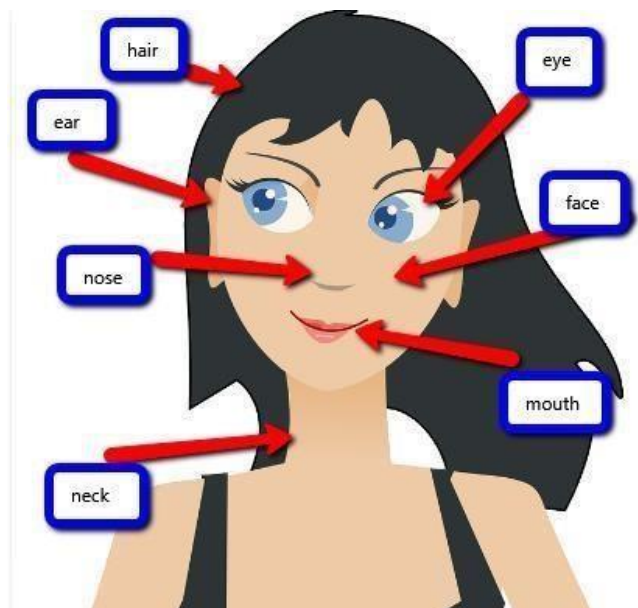


Imagen modificada de MEC-ITE bajo CC



INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Mira el siguiente cuadro y haz oraciones con la estructura planteada en este tema:

What can you do with your body? => I can _____ with my _____.			
	see	eyes	
	hear	ears	
	smell	nose	
	eat	mouth	
	bite	teeth	
	taste	tongue	
	kiss	lips	
	hug	arms	
	write	hands	
	snap	fingers	
	run	legs	
	kick	feet	
	think	brain	
	breathe	lungs	

Actividad 3 - Body parts

Put the names of the body in the right groups.

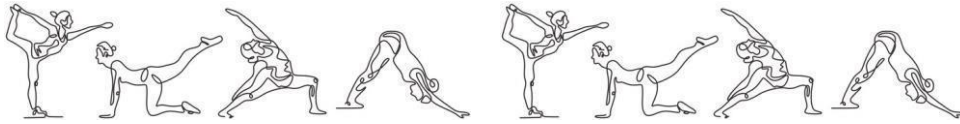
arms	back	chest	chin	ears	eyebrows
eyes	feet	fingers	hair	hands	hips
knees	legs	lips	mouth	neck	nose
shoulders	stomach	teeth	thumb	toes	tongue

Face/head:

Upper body:

Lower body:

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!



Actividad 4 - Body verbs

Read the sentences below and decide which body part each one is about.

1. I couldn't **smell** anything. I had the flu. nose
2. I'm going to take your picture now. Try not to **blink**! _____
3. I'm going to take your picture now. Can you **smile** for me? _____
4. The president's speech was very good. Everybody **clapped**. _____
5. There is no air here. I can't **breathe**! _____
6. My dog is very friendly. She always **licks** my face. _____
7. The rules are simple! Just **kick** the ball into the goal. _____
8. Mark **chats** about his life all the time. _____
9. She **pointed** at the door and told me to get out. _____
10. Angela can't stop **looking** in the mirror. _____
11. When Peter saw me, he **waved** at me to say hello. _____

Actividad 5 - Inside the body

Match each part of the body to its purpose. Then complete the dialogues below.

- | | |
|------------|--------------|
| 1. brain | a. breathing |
| 2. muscles | b. digesting |
| 3. nerves | c. feeling |
| 4. stomach | d. moving |
| 5. lungs | e. speaking |
| 6. throat | f. thinking |

I've got an empty stomach.

I've got a sore throat.

Use your brain!

You will damage your lungs.

You will get big muscles.

1. **A:** _____ 1 **B:** Well, you haven't eaten all day.

2. **A:** I smoke 50 cigarettes a day. **B:** _____ 2

3. **A:** I go to the gym every two days. **B:** _____ 3

4. **A:** I can't solve this calculation. **B:** _____ 4

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

5. A: _____ 5 B: Take some medicine.

Actividad 6 - Body idioms

Match the underlined idioms to their meaning.

- | | |
|---|---------------------------|
| 1. I don't like people who talk <u>behind my back</u> . | a. a very annoying person |
| 2. She is <u>a pain in the neck</u> . | b. by remembering |
| 3. It is not easy to offend Paul. He <u>has very thick skin</u> . | c. help |
| 4. I had <u>butterflies in my stomach</u> before the job interview. | d. is not sensitive |
| 5. I had to learn all the words <u>by heart</u> before the exam. | e. was very nervous |
| 6. I see you have a lot of bags. Can I <u>give you a hand</u> ? | f. without my knowledge |

Soluciones de las actividades:

Actividad 1

- A.
- A. 1. Sarah and Tom can dance.
 - B. 2. Mary can swim.
 - C. 3. Tony can't sing.
 - D. 4. That man can't cook.
 - E. 5. Granny can't drive.
 - F. 6. She can't run the marathon.
 - G. 7. They can't ski.
 - H. 8. Tina can play the piano.
 - I. 9. He can't ride a horse.
 - J. 10. Mr Smith can't paint.

B.

Your own answers.

Actividad 2

a) could b) could c) can d) could e) could f) could

Actividad 3 Body parts

Face/head: hair, tongue, eyes, eyebrows, nose, lips, ears, mouth, teeth, chin

Upper body: arms, hands, shoulders, neck, stomach, back, fingers, thumb, chest **Lower**

body: hips, legs, knees, toes, feet

INGLÉS - Módulo 3 - Parte nº 1: Take a look around!

Actividad 4. Body verbs

- | | | | | |
|---------|----------|-----------|-----------------|-----------------|
| 2. eyes | 3. mouth | 4. hands | 5. mouth / nose | 6. tongue |
| 7. leg | 8. mouth | 9. finger | 10. eyes | 11. hands, arms |

Actividad 5. Inside the body

- | | | | | | |
|------|------|------|------|------|------|
| 1. f | 2. d | 3. c | 4. b | 5. a | 6. e |
|------|------|------|------|------|------|
1. I've got an empty stomach.
 2. You will damage your lungs.
 3. You will get big muscles.
 4. Use your brain!
 5. I've got a sore throat.

Actividad 6. Body idioms

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