

MÓDULO 4

Inglés

PRIMER PARCIAL



PRIMER PARCIAL

PARTE Nº 1- THE WAY WE LIVE

I.OVERCOME – Fears and phobias – Present Perfect

II. ROOTS – Customs and traditions – Present Perfect and Past Simple

III. GOING GLOBAL – Across cultures, women in different cultures, stereotypes – Relative pronouns, Possessive pronouns.

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I.BARGAINS -Shopping – Infinitive and gerunds

SOLUCIÓN ACTIVIDADES

SEGUNDO PARCIAL

II.CATWALK – Fashion and clothes – Passive form present simple

III. ARTIFICIAL INTELLIGENCE – Passive form past simple

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I.STORIES IN NATURE: Environment and urban life – 1st conditional

II. EXTREME CLIMATE : Natural disasters – 2nd conditional

III. The 3r´s (reduce, reuse, recycle): Materials and recycling – 1st and 2nd conditional.

En este cuaderno encontraras la teoria y las actividades correspondientes al primer parcial.

PARTE 1. TEMA I. OVERCOME

1. **Introducción**

En este tema vamos a estudiar un nuevo tiempo verbal: El Present Perfect. Veremos cómo se construye en sus formas afirmativa, negativa e interrogativa, así como las expresiones temporales que suelen acompañarlo.

A continuación leeremos un texto sobre los miedos y fobias más comunes y aprenderemos vocabulario para hablar sobre estos temas.

2. **Present Perfect**

FORMA

AFIRMATIVA	NEGATIVA
<i>I have played (I've played)</i>	<i>I haven't played</i>
<i>You have played (You've played)</i>	<i>You haven't played</i>
<i>He/She/It has played (He/She/It's played)</i>	<i>He/She/It hasn't played</i>
<i>We have played (We've played)</i>	<i>We haven't played</i>
<i>You have played (You've played)</i>	<i>You haven't played</i>
<i>They have played (They've played)</i>	<i>They haven't played</i>

Equivale al pretérito perfecto simple en castellano (He comido/bebido /ido; Han estudiado/viajado/ limpiado.....

- Se forma con **have / has** + un verbo en participio (acabado en **-ed** si es regular; si es irregular hay que consultar la lista de verbos irregulares al final del tema).
*He **has cleaned** the car. (Él ha lavado el coche)*
*They **have finished** eating. (Ellos han terminado de comer)*
*She **has bought** a new jacket. (Se ha comprado una chaqueta nueva)*
*He's **found** a new job. (Ha encontrado un nuevo trabajo)*
- En negativa se añade el adverbio **not** o la contracción **n't** a **have / has (haven't / hasn't)**.
*He **hasn't done** the washing-up. (Él no ha lavado los platos)*
*I **haven't read** his new book. (No he leído su nuevo libro)*
*We **haven't replied** to their email yet. (Todavía no hemos respondido a su correo)*

USO

El Present Perfect se usa para hablar de:

- Acciones que empezaron en el pasado y aún continúan. Suele llevar **for** o **since** y se traduce en presente.
*She **has worked** here since 1999. (Trabaja aquí desde 1999)*

I've lived here for 20 years. (Vivo aquí desde hace 20 años)

- Acciones pasadas que afectan al presente o tienen consecuencias en el momento actual.

I have already finished. I'm bored now. (Ya he terminado. Ahora estoy aburrida)

He has cleaned the car. (Él ha lavado el coche)

- Acciones pasadas sin especificar cuándo ocurrieron.

They've talked to the reporter. (Han hablado con el periodista)

- Acciones muy recientes. Lleva **just** y se traduce por *acabar de* + infinitivo.

The train has just left the station. (El tren acaba de dejar la estación)

They've just got married. (Se acaban de casar)

I've just spoken to him. (Acabo de hablar con él)

EXPRESIONES DE TIEMPO Y ADVERBIOS

Con el Present Perfect se suelen usar las siguientes expresiones temporales y adverbios:

ever	interrogativa: "alguna vez"	<i>Have you ever travelled abroad?</i>
	negativa: "nunca", "jamás"	<i>I haven't ever watched that film.</i>
never	afirmativa: "nunca"	<i>She has never called me.</i>
always	"siempre"	<i>You've always been her friend.</i>
already	afirmativa: "ya"	<i>We've already finished the exam.</i>
just	afirmativa: "acabar de"	<i>They've just arrived here.</i>
yet	negativa: "todavía", "aún"	<i>He hasn't found his glasses yet.</i>
	interrogativa: "ya"	<i>Have you bought any fruit yet?</i>
for	"durante" o no se traduce	<i>My brother has lived in Manchester for five years.</i>
since	"desde"	<i>I haven't heard from him since 2002.</i>
recently	"recientemente"	<i>I haven't seen them recently.</i>
lately	"últimamente"	<i>Jim hasn't been to the gym lately.</i>

Hay que tener en cuenta que **just, always, already, ever** y **never** se ponen entre **have** y el participio del verbo principal. **Yet** se coloca al final de la frase, **for** va seguida de un periodo de tiempo porque indica la duración y **since** va delante del momento en que empezó esta. **Recently** y **lately** pueden ir al principio o al final de la frase, pero se suelen poner al final.

FORMA INTERROGATIVA

<i>Have I played?</i>
<i>Have you finished your homework?</i>
<i>Has he/she/it drunk the milk?</i>
<i>Have we paid the bill?</i>
<i>Have you worked here before?</i>
<i>Have they watched the film?</i>

En interrogativa se pone **have / has** + el sujeto + un verbo en participio.

En las respuestas breves se pone el pronombre personal sujeto + **have / has** o **haven't / hasn't**.

Has he done the homework? Yes, he **has**. / No, he **hasn't**.

(¿Ha hecho él los deberes? Sí. / No.)

Have you finished the exercise? Yes, I **have**. / No, I **haven't**.

(¿Has terminado el ejercicio? Sí. / No.)

Si la pregunta tiene un interrogativo, se pone este primero, antes de **have / has**.

Where have you gone on holiday?

(¿Dónde has ido de vacaciones?)

How long...? se utiliza para preguntar cuánto tiempo ha pasado desde que la acción, que aún continúa, empezó.

How long have you worked there? (¿Cuánto tiempo llevas trabajando allí?)

Para profundizar en la teoría del present perfect y realizar actividades online puedes hacerlo en el siguiente enlace

[Present perfect – form and use - Test-English](#)

ACTIVIDADES

1. Complete the dialogues with **just, already, or yet**.

Example: **Juan** I've **already** seen this film. I saw it at the cinema.

Jill Don't tell me what happens! I haven't seen it **yet**!

1 **Sara** I've ¹ _____ made some biscuits. Would you like one?

Mo No, thanks. I'm not hungry. I've ² _____ had lots to eat today.

2 **Anna** I haven't emailed Tadeen ³ _____. What about you?

Nils I've ⁴ _____ sent him six emails!

3 **Dave** Have you finished that report ⁵ _____?

Leah I've ⁶ _____ typed the last page. I finished it a few minutes ago!

2. Complete the sentences with *for* or *since*.

Example: Philip and Lydia have been married for eight years.

- 1 We've known each other _____ we were children.
- 2 Ethan's been a teacher _____ 1997.
- 3 The animals haven't eaten _____ three days.
- 4 Sam's been in Paris _____ Wednesday.
- 5 Mrs Jones has owned that house _____ a long time.

3. Use the words to write positive (+) and negative (-) sentences and questions (?) with the present perfect.

Example: Courtney / act / in two Hollywood films (+)

Courtney has acted in two Hollywood films.

- 1 Sebastien / fall / in love again (+)

- 2 anyone / find / my notebook (?)

- 3 your parents / be / to Egypt before (?)

- 4 Stefan / hear / Eva sing before (-)

- 5 They / see / this film four times (+)

- 6 you / ever / eat / Brazilian food (?)

- 7 I / download / any new apps recently (-)

3. Fears and phobias

1 READING

- a Look at all the photos in this lesson. Are you afraid of any of these things?
- b Read some information from *fearof.net*, a website about phobias. Complete each phobia with the correct heading from the list.

Fear of butterflies Fear of crowds
Fear of doctors Fear of driving Fear of heights



1

Some people with this phobia find it difficult to pass the test. Others are anxious on motorways or certain roads. In extreme cases, people are afraid of being a passenger in a vehicle.

Comment

2

People say that actress Nicole Kidman **suffers from** this phobia. It is closely linked to a general **fear** of insects. People with this phobia are afraid of most insects with wings, and they feel nauseous or they **panic** if they see them. *Comment*

3

This phobia is quite common in young children, but adults suffer from it, too. Many are especially afraid of having vaccinations or blood tests. *Comment*

4

This fear affects nearly one in every 20 adults. People with this phobia usually avoid tall buildings, skiing, or standing on balconies. *Comment*






5

This phobia affects many people, but women more than men. These people feel very anxious or **scared** if they are in a noisy place where there are a lot of people, for example a shopping mall or a sports stadium. They often avoid these kinds of places. *Comment*

Adapted from a website




c Now read some comments posted on the website.
Match comments A–E to fears 1–5.

- A  I am so scared that I haven't been to see one for more than 15 years. I hate thinking about them! I feel the same way about dentists, too. **Carl**
- B  I have a fear of going over bridges, and on motorways at over 60 mph. I'm OK at 45 mph. I once went over a bridge and I had to stop in the middle – I was really **frightened**. I haven't driven that way since then, and that was seven years ago. **Becky**
- C  I thought I was the only person that had this fear! I'm OK with the small ones, but I'm **terrified** of the big ones. I'm OK if they aren't close to me, but as soon as they start flying near me I run away. I like looking at pictures of them because they can be beautiful, but if they fly towards me, especially towards my face, I panic. **Mina**
- D  I suffer from this phobia, and what works best for me, if I know that I'm going to be in a situation where there'll be a lot of people, is to arrive early. Then other people arrive little by little, and that helps me. The worst thing is walking into a place that is already full of people. **Simon**
- E  I've had this phobia for about 20 years. It started when I was a child, about six I think. I had a bad dream where I was in a block of flats high up on a hill and I nearly fell out of the window. I woke up and started crying. I haven't been to any really high places since then. Even if I imagine I'm in a high place, I feel **dizzy**. **Keith**

d Look at the **highlighted** words in the phobias and comments and match them to the definitions.

- 1 the noun made from the adjective *afraid* _____
- 2 one adjective which means *very afraid* _____
- 3 two synonyms for *afraid* _____, _____
- 4 an adjective for the feeling that everything is going round in circles _____
- 5 to suddenly feel afraid and not be able to think _____
- 6 to be badly affected by something _____

e Do you have or does anyone you know have a phobia? When and how did it start? How does it affect your or their life?



My brother is really scared of flying. He gets very nervous before he flies somewhere. It started about ten years ago when...

ACTIVIDADES

Complete the sentences with the words.

heights fear ~~afraid~~ suffers phobia
panic frightened

Example: I haven't swum in the sea for years. I'm afraid of water.

- 1 Jenny never travels by plane. She has a _____ about flying.
- 2 I saw the spider and started to _____. My heart was beating very fast.
- 3 I can't climb trees. I'm scared of _____.
- 4 As a doctor, I regularly talk to people who are _____ of me.
- 5 Liban doesn't like the lifts at work. He _____ from a phobia of small spaces.

IRREGULAR VERBS

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	TRANSLATION
be	was / were	been	ser / estar
become	became	become	llegar a ser
begin	began	begun	empezar
bite	bit	bitten	morder
break	broke	broken	romper
bring	brought	brought	traer
build	built	built	construir
burn	burnt	burnt	quemar
buy	bought	bought	comprar
catch	caught	caught	coger
choose	chose	chosen	elegir
come	came	come	venir
cost	cost	cost	costar
cut	cut	cut	cortar
do	did	done	hacer
draw	drew	drawn	dibujar
dream	dreamt	dreamt	soñar
drink	drank	drunk	beber
drive	drove	driven	conducir
eat	ate	eaten	comer
fall	fell	fallen	caer
feed	fed	fed	alimentar
feel	felt	felt	sentir
fight	fought	fought	luchar
find	found	found	encontrar
fly	flew	flown	volar
forget	forgot	forgotten	olvidar
freeze	froze	frozen	congelar
get	got	got	conseguir
give	gave	given	dar
go	went	gone	ir
grow	grew	grown	crecer
have	had	had	tener
hear	heard	heard	oír
hide	hid	hidden	esconder
hit	hit	hit	golpear
hold	held	held	sostener
hurt	hurt	hurt	herir
keep	kept	kept	guardar
know	knew	known	saber

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learn	learnt	learnt	aprender
leave	left	left	dejar
lend	lent	lent	prestar
let	let	let	permitir
lose	lost	lost	perder
make	made	made	hacer
mean	meant	meant	significar
meet	met	met	encontrarse
pay	paid	paid	pagar
put	put	put	poner
read	read	read	leer
ride	rode	ridden	montar
ring	rang	rung	sonar
run	ran	run	correr
say	said	said	decir
see	saw	seen	ver
sell	sold	sold	vender
send	sent	sent	enviar
shine	shone	shone	brillar
shoot	shot	shot	disparar
shut	shut	shut	cerrar
sing	sang	sung	cantar
sit	sat	sat	sentarse
sleep	slept	slept	dormir
smell	smelt	smelt	oler
speak	spoke	spoken	hablar
spell	spelt	spelt	deletrear
spend	spent	spent	gastar
split	split	split	dividir
stand	stood	stood	estar de pie
steal	stole	stolen	robar
swim	swam	swum	nadar
swing	swung	swung	balancear
take	took	taken	coger
teach	taught	taught	enseñar
tell	told	told	decir
think	thought	thought	pensar
throw	threw	thrown	arrojar
wear	wore	worn	llevar puesto
win	won	won	ganar
write	wrote	written	escribir

PARTE 2. Tema II

ROOTS

1. Introducción

En este tema vamos a continuar estudiando los tiempos verbales del inglés. Continuando con el tiempo verbal del tema anterior, ahora nos toca profundizar en el uso del Present Perfect, especialmente, en el contraste entre este tiempo y el Past Simple.

Después veremos un texto sobre costumbres y tradiciones en diferentes países y el choque cultural (*culture shock*) que podemos experimentar al viajar.

2. Present Perfect / Past Simple

Para poder usar correctamente ambos tiempos verbales, es necesario tener claro cómo se construye cada uno de ellos, tanto forma afirmativa como negativa o interrogativa. Si tienes alguna duda, puedes mirar en los temas anteriores.

A modo de repaso rápido, te recuerdo que el Past Simple se construye poniendo la forma del pasado del verbo junto al sujeto:

*Mary **worked** yesterday. (Mary trabajó ayer)*

*The children **played** in the park. (Los niños jugaron /jugaban en el parque)*

Como puedes ver, el pasado de los verbos regulares (**work, play**) se forma añadiendo **-ed**.

*We **left** home early in the morning. (Dejamos la casa por la mañana temprano)*

*They **bought** some clothes last weekend. (Ellos compraron algo de ropa el fin de semana)*

En estos casos tenemos que usar **left** como pasado de **leave**, o **bought** como pasado de **buy** por tratarse de verbos irregulares. En el tema anterior tienes un listado de verbos irregulares con sus formas de pasado.(2º columna)

Sin embargo, la irregularidad de los verbos no afecta a las formas negativa e interrogativa. En estas oraciones tenemos que recurrir al auxiliar del pasado (**did**):

*Mary **didn't work** yesterday.*

***Did** Mary **work** yesterday?*

*The children **didn't play** in the park.*

***Did** the children **play** in the park?*

*We **didn't leave** home early in the morning.*

***Did** you **leave** home early in the morning?*

*They **didn't buy** any clothes last weekend.*

***Did** they **buy** any clothes last weekend?*

En el tema anterior vimos que el Present Perfect se construye con **have / has** + participio de pasado:

*They **have** already **seen** that film. (Ellos ya han visto esa película)*

*I **haven't washed** the dishes yet. (Todavía no he lavado los platos)*

A continuación vamos a ver la diferencia entre ambos tiempos verbales.

¿Cuál es la diferencia? Present Perfect / Past Simple

Present Perfect	Past Simple
<p>Acciones inacabadas que empezaron en el pasado y continúan en el presente:</p> <p>I've known Julie for ten years (and I still know her). (Conozco a Julie desde hace diez años)</p>	<p>Acciones acabadas:</p> <p>I knew Julie for ten years (but then she moved away and we lost touch). (Conocí a Julie durante diez años)</p>
<p>Una acción acabada en la vida de alguien (cuando la persona todavía está viva: una experiencia):</p> <p>My brother has been to Mexico three times. (Mi hermano ha ido tres veces a Mexico)</p>	<p>Una acción acabada en la vida de alguien (cuando la persona ha fallecido):</p> <p>My great-grandmother went to Mexico three times. (Mi bisabuela fue tres veces a Mexico)</p>
<p>Una acción acabada con un resultado en el presente:</p> <p>I've lost my keys! (The result is that I can't get into my house now). (He perdido mis llaves)</p>	<p>Una acción acabada sin resultado en el presente:</p> <p>I lost my keys yesterday. It was terrible! (Now there is no result. I got new keys yesterday). (Perdí mis llaves ayer)</p>
<p>Con una unidad de tiempo inacabada (this week, this month, today):</p> <p>I've seen John this week. (He visto a John esta semana)</p>	<p>Con una unidad de tiempo acabada (last week, last month, yesterday):</p> <p>I saw John last week. (Vi a John la semana pasada)</p>

Remember:

1. Usamos el pasado simple para acciones o acontecimientos pasados que no tienen conexión con el presente
2. Usamos el presente perfecto para acciones que comenzaron en el pasado y están sucediendo todavía ahora or para acciones terminadas en el pasado que tienen una conexión con el presente.
3. No Podemos usar el presente perfecto con expresiones de tiempo que indiquen un periodo de tiempo finalizado en el pasado.

NOT: *I've been to the museum yesterday.*

Además, como vimos en el tema anterior, el Present Perfect suele ir acompañado de expresiones de tiempo como **yet, already, just, ever, never, lately, since...**

Hay que tener en cuenta que podemos usar **for** tanto con un tiempo verbal como con el otro. Con Present Perfect indica que la acción es inacabada:

Jack **has been married for** ten years. (Jack lleva casado diez años)

Sin embargo, con Past Simple la acción ya está terminada:

Jack **was married for** ten years. (Jack estuvo casado diez años)

IMPORTANTE: Puedes profundizar la gramática y hacer ejercicios adicionales online con solucionario en el siguiente enlace

[Past simple – Form and use - Test-English](#)

[Present perfect or past simple? - Test-English](#)

[Past simple or present perfect? - Test-English](#)

ACTIVIDADES

1. Complete the dialogue by putting the verbs in brackets into the present perfect or the past simple.

A Have you been (you / be) to the UK before?

B No, I ¹ _____. This is my first visit. What about you?

A I ² _____ (come) here last summer to study English in London.

B Did you ³ _____ (go) to Westminster Abbey?

B Yes, and to Buckingham Palace. Do you know, I ⁴ _____ (meet) Prince Harry about 10 years ago.

A Wow! I ⁵ _____ (not / meet) anyone famous.

B It ⁶ _____ (be) when he came to Warsaw with his father. We all ⁷ _____ (wait) outside the town hall to see them. It was great.

2. Complete the email. Put the verb in brackets in the present perfect or past simple.

Hi Darren

I've just received (just / receive) your email. Sorry to hear you aren't well. I hope you feel better soon. You ¹ _____ (be) really busy recently!

² _____ (you / plan) your holiday yet? In August, I

³ _____ (go) to Canada with my family again. We

⁴ _____ (go) there three times now! But this time, we

⁵ _____ (not stay) with my uncle in Toronto. Instead, we

⁶ _____ (hire) a car so we could visit different places. Then in October, Tanya and I ⁷ _____ (travel) around Morocco. ⁸ _____ (you / ever / go) there? It's a really interesting country.

Write soon!

Raoul

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

Example: Did you go (go) to any museums when you were on holiday?

- 1 I _____ (not see) Stephen since we left school in 1999.
- 2 My dad _____ (not study) French at school.
- 3 Kathy _____ (live) in her house for three years. She loves it.
- 4 Leo _____ (not say) hello to me yesterday.
- 5 What time _____ Micaela _____ (arrive) at work this morning?
- 6 Annette and Jun _____ (buy) a house in France last year.
- 7 'How long _____ they _____ (work) here?' 'Since May.'

3. Culture shock

1 READING

- a Think of a time when you went to another country or another city / region in your country for the first time. Was there anything that surprised you?
- b Read some posts on a forum. Which topic *don't* they mention?

clothes exercise food health money transport

- c Read the posts again. Match sentences 1–9 to the people who said them, **L** (Lena), **R** (Rahim), **N** (Natasha), **T** (Tara), or **J** (Julie).

- 1 People can earn good salaries without **working hard**.
- 2 Some people don't **dress warmly** in winter.
- 3 The President isn't paid **very well**.
- 4 People don't always **speak politely** to older people.
- 5 People have **really big** portions when they eat out.
- 6 Some hospitals are **incredibly luxurious**.
- 7 You can **travel safely** on public transport.
- 8 Doctors **speak very openly** to their patients.
- 9 You **pay** people **well** to do their job, and then you give them more money.

- d Look again at sentences 1–9 about the USA. Are they true in your country? If not, say why.
- e Learn these words and phrases related to money. What do they mean? How do you pronounce them?

salary /'sæləri/ insurance /ɪn'ʃʊərəns/ tip /tɪp/
earn money /ɜːn 'mʌni/ pay bills /peɪ bɪlz/
pay rent /peɪ rent/

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THINGS I DIDN'T KNOW UNTIL I GOT HERE

What was a surprise for you when you came to live in America?

LENA FROM UKRAINE

When I eat out with my husband or friends, we usually share, because food portions are huge and we don't want all that food. But you can take home everything you don't eat, and I like that.

In the winter, you often see people in the street or on the subway who are wearing just a T-shirt when it's really cold outside.



RAHIM FROM PAKISTAN

When people speak to their boss (and to their teachers) they call them by their first name. They do the same to old people too, even when they don't know them well. It doesn't seem polite to me.

NATASHA FROM BELARUS

The American President's salary is about the same as a doctor's. He isn't the richest person in the country. That surprised me!

Some hospitals are like smart hotels – but a lot of people can't go there because they don't have medical insurance. Also, doctors don't always explain everything to their patients in my country. Here, they tell you everything.

TARA FROM INDIA

I couldn't believe the tipping system, for example, in places like the hairdresser's. You cut my hair and I pay you – a lot! Why do I need to give you a tip as well?

Public transport can be dangerous in India. But I was on the subway here in New York, going home late at night, when a group of people got on. They were very loud – I think they were drunk – and we were quite frightened. But at the next stop two police officers got on. The people stopped shouting when they saw the police. I felt really safe.

JULIE FROM CANADA

My husband is from Ecuador, and when he first arrived, he was really surprised by his salary. As a chef, he could earn enough money to pay bills, buy food, pay rent, have a good social life, and buy luxuries like our Xbox. In Quito, he worked 15 hours a day, and more at the weekend, and he earned half the money.

Parte 1. Tema III

Going global

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0. Introduction



Imagen nº 1. People around a table. Fuente: Mapfre. Autor: Desconocido.

Licencia: desconocida

Look at the picture above. As you can see, there's a group of people gathered around a table. By their looks, we can see that they are not members of a family. It's not a business meeting either.

What do you think they all have in common? Actually, it's a very simple thing: everyone speaks English as a mother language, but only one of them was born in England. This is just an example of people who speak English as a mother language outside of England.

However, in the world there are many countries where English is spoken as an official language.

If you want to know more about these countries click on: http://en.wikipedia.org/wiki/List_of_countries_where_English_is_an_official_language

1. Grammar

1.1 Relative pronouns

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

Ejemplo 1

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

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

Ejemplo 2

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

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

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

Ejemplo 3

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

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

Los pronombres de relativo que vamos a ver son:

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

OJO: Fíjate que los pronombres de relativo sustituyen a las palabras que van subrayadas para no tener que repetirlas ¿Dónde van colocadas esas palabras? Exactamente, justo delante de ellos.

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

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

- por una parte, se relaciona con el sustantivo que va delante (poseedor)
- por otra, acompaña al sustantivo que va detrás

IMPORTANTE: Para profundizar en este tema grammatical y realizar actividades online con soluciones debes seguir el siguiente enlace

[Defining relative clauses – who, which, that, where - Test-English](#)

Actividad nº 1

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

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

A lawyer is someone _____ knows the law.

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

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

Actividad nº 2

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

This is the boy _____ had an accident.

Yesterday I saw a car _____ was really old.

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

She likes hamburgers _____ are hot.

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

Actividad nº3

Make 5 sentences using the relative **WHOSE**

-
-
-
-
-

1.2 Possessive pronouns

Como su nombre indica, los posesivos se usan cuando queremos indicar posesión (algo es de alguien). Antes de ver los pronombres, vamos a repasar los adjetivos posesivos y poner todo este tema en contexto.

Personal pronouns: subject pronouns	Possessive adjectives	Example
I	My	My car is red
You	Your	Your house is big
He	His	His umbrella is blue
She	Her	Her mother is a teacher
It	Its	Its food is delicious
We	Our	Our teacher is nice
You	Your	Your sister is my friend
They	Their	Their dog is brown

Los **adjetivos posesivos** son aquellos adjetivos que completan el significado del nombre al que se refieren indicando posesión (que algo pertenece a alguien):

This is my car - Este es mi coche

That is our friend - Aquella es nuestra amiga.

Por supuesto, los adjetivos posesivos al completar el significado de un nombre deben ir siempre acompañándolo. En inglés, los adjetivos posesivos siempre irán delante del nombre al que acompañan:

My hands - Mis manos.

His father - Su padre.

Her car - Su coche.

Your turn - Tu turno.

Our house - Nuestra casa.

Their cat - Su gato.

A diferencia de nuestro idioma, los adjetivos posesivos en inglés hacen referencia al poseedor y no a la cosa poseída. Es por eso que tanto his, her como their se traducen como “su”. Así que tenemos que tener en cuenta que:

HIS = “su de él”

HER = “su de ella”

THEIR = “su de ellos/as”

y suelen usarse con mucha frecuencia para hablar de partes del cuerpo, prendas de vestir y objetos personales:

She has got a small scar on her face. - Tiene una pequeña cicatriz en la cara.

He always has his hands in his pockets. - Siempre está con las manos en los bolsillos.

How often do you clean your teeth? -¿Con qué frecuencia te limpias los dientes?

¡OJO! No confundas el adjetivo posesivo **its** (su/sus de cosa o animal) con la forma contraída **it's** (it is) del verbo to be:

Oxford is famous for its university. - I like Oxford. It's a nice city.

(Oxford es famosa por su Universidad) - Me gusta Oxford. Es una ciudad agradable.

IMPORTANTE: Para profundizar en este tema y realizar ejercicios online con soluciones debes seguir el siguiente enlace

[Possessive adjectives and subject pronouns \(I/my, you/your, etc.\) - Test-English](#)

[Subject and object pronouns, possessive pronouns and adjectives - Test-English](#)

Actividad nº 3

Complete the sentences with a possessive adjective.

I have got a car. This is _____ car.

He has got new shoes. These are _____ shoes.

The dog has got a bone. That is _____ bone.

We have got two children. Those are _____ children.

You have got a pencil. This is _____ pencil.

She has got a red skirt. That is _____ skirt.

Peter and Tim have got a computer. This is _____ computer.

Actividad nº 4. Translate the sentences of the previous activity

Ya ha llegado el momento de centrarnos en los pronombres posesivos. Al ser pronombres ya no van a acompañar al sustantivo, si no que van a sustituirlo. Por ejemplo:

El coche es mío. (mío no va delante del sustantivo coche, se refiere a él--> pronombre)

Mi coche (mi va delante del sustantivo coche --> adjetivo)

Personal pronouns: subject pronouns	Possessive adjective	Possessive pronouns	
--	---------------------------------	--------------------------------	--

			Examples
I	My	Mine	The bag is mine
You	Your	Yours	That cat is yours
He	His	His	This car is his
She	Her	Hers	The horse is hers
It	Its	Its	The leg is its
We	Our	Ours	That book is ours
You	Your	Yours	My house is yours
They	Their	Theirs	This hat is theirs

Recordad que en inglés importa más quién es el poseedor, es en lo que nos tenemos que fijar a la hora de elegir el posesivo:

This car is his = este coche es suyo (el poseedor es un hombre)

The horse is hers = este caballo es suyo (la poseedora es una mujer)

The leg is its = la pata es suya (por ejemplo de una mesa, que es una cosa)

This hat is theirs = este sombrero es suyo (hay varios poseedores, ellos o ellas)

También tenemos que darnos cuenta de que no importa si se tiene una o más cosas, ni tampoco del género de la cosa poseida:

La casa es mía --> The house is **mine**

El libro es mío --> The book is **mine**

Las casas son mías --> The houses are **mine**

Los libros son míos --> The books are **mine**

(por tanto en estos ejemplos, **mine** es mío, mía, míos o mías dependiendo del contexto)

IMPORTANTE: Para profundizar en este tema y realizar ejercicios online con soluciones debes seguir el

Siguiente enlace: [Subject and object pronouns, possessive pronouns and adjectives - Test-English](#)
Actividad nº 5

Complete the sentences with a possessive pronoun.

This is my car. This care is _____

These are his shoes. These shoes are _____

That is her bone. The bone is _____

That is its window. That window is _____

Those are our children. Those children are _____

This is your pencil. This pencil is _____

This is their computer. This computer is _____

2. Reading and vocabulary

2.1. Reading: Women in Different Cultures and Stereotypes

Introduction: This reading explores the roles and stereotypes associated with women in various cultures around the world. While societies have evolved over time, certain gender stereotypes persist, influencing women's lives in unique ways across different regions. This reading will shed light on some of these stereotypes and their impact on women's lives.

Text: Women in Different Cultures and Stereotypes

Women play diverse roles in societies worldwide, shaped by cultural, historical, and societal influences. However, despite the progress towards gender equality, stereotypes continue to affect women's experiences in various cultures. Let's delve into how women are perceived and what challenges they face in different parts of the world.

Japan: In Japan, the stereotype of the "office lady" prevails. Women are often expected to be polite, docile, and dedicated to their families. Despite the emergence of strong female leaders in politics and business, traditional gender roles persist.

Saudi Arabia: In Saudi Arabia, women's lives are heavily influenced by strict interpretations of Islamic law. Women have made significant strides in recent years, gaining the right to drive and participate in the workforce, but they still face restrictions in many areas.

India: India is a country of diverse cultures, and women's roles can vary significantly from one region to another. While women have made significant strides in politics and business, deeply entrenched stereotypes related to their domestic responsibilities persist.

Sweden: Sweden is often cited as a progressive country in terms of gender equality. Stereotypes here are less rigid, and women enjoy a high degree of freedom and equal opportunities in both public and private life.

Nigeria: Nigeria is a diverse country with hundreds of ethnic groups, each with its own customs and beliefs about gender roles. In many regions, women are expected to fulfill traditional roles as wives and mothers, which can limit their access to education and economic opportunities.

Conclusion: In conclusion, stereotypes about women vary widely across cultures and can significantly affect their lives and opportunities. While progress towards gender equality has been made in many parts of the world, challenges persist, and cultural context plays a vital role in shaping women's roles and experiences. Understanding and challenging these stereotypes is a crucial step toward achieving true gender equality worldwide.

Responde a las preguntas sobre la lectura.

- **Question 1:** What is the stereotype associated with women in Japan?
- **Question 2:** What recent changes have occurred in Saudi Arabia regarding women's rights?
- **Question 3:** How do women's roles and stereotypes differ in various regions of India?
- **Question 4:** How does the absence of rigid stereotypes impact women's lives in Sweden?
- **Question 5:** How do cultural and regional differences in Nigeria influence women's roles and opportunities?

2.2. Vocabulary: across cultures

Diverse: Different or varied, often referring to a wide range of cultural backgrounds.

Cultural norms: The shared expectations and behaviors that are considered typical or appropriate in a particular culture.

Cultural exchange: The sharing of ideas, customs, and experiences between people from different cultures.

Cross-cultural communication: Communication that occurs between people from different cultural backgrounds.

Cultural sensitivity: The ability to understand and respect the values, beliefs, and customs of other cultures.

Ethnicity: A person's cultural identity, often tied to their heritage, language, and traditions.

Multicultural: Relating to or encompassing multiple cultures.

Intercultural: Involving interactions between different cultures.

Stereotype: A widely held but oversimplified belief or idea about a particular group of people or things.

Activity 6: Fill in the blanks with the appropriate words from the vocabulary list.

1. _____ sensitivity is crucial in today's globalized world to avoid misunderstandings.
2. The school organized a _____ day where students from various backgrounds shared their traditions.
3. _____ exchange programs can help promote understanding between different nations.
4. It's important to avoid _____ and treat people as individuals, not as representatives of their culture.
5. In a _____ society, people from different backgrounds live and work together.

Activity 7: Match the vocabulary words on the left with their definitions on the right.

- | | |
|-------------------|---|
| 1. Diverse | a. Shared customs and beliefs of a group |
| 2. Cultural norms | b. A person's cultural identity |
| 3. Ethnicity | c. idea about a particular group |
| 4. Cross-cultural | d. Varied, with people from different backgrounds |
| 5. Stereotype | e. Involving interactions between cultures |

Parte 2. Tema I

Bargains

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0. Introduction

En inglés, los infinitivos y los gerundios son dos formas verbales que desempeñan roles específicos en las oraciones. Comprender la diferencia entre ellos es fundamental para usar el tiempo verbal correcto en diferentes situaciones. Vamos a ver una explicación sobre cada uno:

1. Grammar: infinitivos y gerundios

1.1. Infinitivos

El infinitivo es la forma base del verbo y se forma al añadir "to" antes del verbo. Por ejemplo, "to play," "to eat," "to study" son infinitivos. Los infinitivos se utilizan en diversas situaciones:

- **Para expresar intenciones o propósitos:** "I want to learn Spanish" (Quiero aprender español)
- **Después de ciertos verbos:** Algunos verbos como "want" and "need," se siguen con un infinitivo. Por ejemplo, "She wants to swim" (Quiere nadar).
- **Después de adjetivos:** Los adjetivos pueden ir seguidos de infinitivo para expresar una cualidad o característica. Por ejemplo, "It's important to be honest" (Es importante ser honesto).

1.2. Gerundios

Gerundio: El gerundio es una forma verbal que termina en "-ing" y se utiliza de varias maneras:

- **Como parte de los tiempos continuos:** Los gerundios se utilizan en los tiempos continuos para expresar acciones en progreso. Por ejemplo, "I am reading a book" (Estoy leyendo un libro).
- **Como sustantivo:** Los gerundios pueden funcionar como sustantivos en una oración. Por ejemplo, "Swimming is my favorite sport" (Nadar es mi deporte favorito).
- **Después de ciertos verbos:** Algunos verbos se siguen de un gerundio. Por ejemplo, "She enjoys swimming" (A ella le gusta nadar).
- **Después de preposiciones:** Los gerundios son comunes después de preposiciones como "in," "on," "at," y "for." Por ejemplo, "I'm good at cooking" (Soy bueno cocinando).

1.3 Diferencias entre ambos

La diferencia principal entre infinitivos y gerundios radica en su uso y función en las oraciones. Los infinitivos se utilizan para expresar propósitos, intenciones, preferencias, y después de ciertos verbos y adjetivos. Los gerundios se usan para indicar acciones en progreso, como sustantivos, después de algunos verbos y preposiciones.

Es importante recordar estas diferencias para usar correctamente el tiempo verbal en inglés y construir oraciones significativas y precisas. Practicar con ejemplos y contextos diferentes te ayudará a mejorar tu comprensión y uso de infinitivos y gerundios en inglés.

1.4. Verbos Seguidos de Infinitivo

Muchos verbos en inglés van seguidos de un infinitivo. Estos verbos a menudo indican intenciones, deseos, habilidades, preferencias y necesidades. Algunos de los verbos más comunes que se utilizan con un infinitivo son:

Want (querer): "I want to learn a new language" (Quiero aprender un nuevo idioma).

Need (necesitar): "He needs to finish his homework" (Él necesita terminar su tarea).

Intend (tener la intención de): "I intend to visit my grandparents" (Tengo la intención de visitar a mis abuelos).

Can (poder/saber): "I can swim" (Sé nadar).

Plan (planear): "They plan to visit Europe next summer."

Hope (esperar): "I hope to see you soon."

Would like (gustaría): "She would like to meet you."

Promise (prometer): "He promised to help with the cleaning."

NOTA: Fíjate que CAN va seguido de un infinitivo sin el "to".

Ejemplos de Oraciones:

- "She wants to travel around the world" (Ella quiere viajar por todo el mundo).
- "They can speak multiple languages" (Ellos pueden hablar varios idiomas).

- "We need to buy groceries" (Necesitamos comprar víveres).

Recuerda que en algunas ocasiones, los verbos pueden ir seguidos de un gerundio ("-ing") en lugar de un infinitivo, lo que cambia el significado de la oración. Por ejemplo, "I like swimming" (Me gusta nadar) indica una acción en curso o un pasatiempo, mientras que "I like to swim" (Me gusta nadar) se refiere a una preferencia general. Es importante distinguir entre estas dos formas al construir oraciones en inglés. Después veremos una lista de estos verbos.

1.5. Verbos Seguidos de Gerundio

Hay una serie de verbos en inglés que se utilizan con un gerundio en lugar de un infinitivo. Estos verbos a menudo indican que una acción está en curso o describe la experiencia de realizar la acción. Aquí tienes algunos de los verbos más comunes que se utilizan con gerundio:

Enjoy (disfrutar): "I enjoy swimming" (Disfruto nadando).

Like (gustar): "She likes dancing" (A ella le gusta bailar).

Hate (odiar): "They hate waiting in line" (Odiar esperar en la fila).

Love (amar): "He loves playing the guitar" (Le encanta tocar la guitarra).

Mind (importar): "I don't mind helping you" (No me importa ayudarte).

Consider (considerar): "We considered going to the beach" (Consideramos ir a la playa).

Admit (admitir): "She admitted making a mistake" (Ella admitió haber cometido un error).

Avoid (evitar): "They avoid eating fast food."

Finish(acabar): "She finished reading the book."

Recommend (recomendar): "I recommend watching that movie."

Suggest (sugerir): "They suggested going for a walk."

Imagine(imaginar): "He can't imagine living in a big city."

Can't stand (no soportar): "I can't stand working here."

Keep (seguir): "We should keep studying to improve."

Start (comenzar): "They started working on the project."

Continue (continuar): "She continued talking with her friends."

Delay (retrasar): "They delayed making a decision."

Miss (echar de menos): "I miss spending time with my family."

Finish (acabar): "We finished painting the house."

Estos verbos, cuando se utilizan con un gerundio, indican que la acción se está llevando a cabo o se ha experimentado de alguna manera.

Ejemplos de Oraciones:

- "She enjoys singing in the choir" (A ella le gusta cantar en el coro).
- "I don't like waiting for too long" (No me gusta esperar mucho tiempo).
- "They admitted cheating on the test" (Ellos admitieron copiar en el examen).
- "He doesn't mind helping with the project" (A él no le importa ayudar con el proyecto).
- "We love traveling to new places" (Nos encanta viajar a lugares nuevos).

Recuerda que la elección entre un infinitivo y un gerundio puede cambiar el significado de una oración, por lo que es importante comprender cuándo usar cada forma correctamente. Los verbos seguidos de gerundio se utilizan para describir acciones en curso o experiencias, mientras que los verbos seguidos de infinitivo a menudo se usan para expresar intenciones o propósitos futuros.

Vamos a ver una serie de verbos que pueden ir seguidos por infinitivo o por gerundio según la ocasión y normalmente con significado diferente:

1.6. Verbos seguidos por infinitivo o por gerundio

Aquí tienes una lista de algunos verbos en inglés que pueden ir seguidos tanto de infinitivo como de gerundio, junto con las diferencias en su significado:

Start:

- **Start to do something:** Implica el comienzo de una acción específica. "I started to study at 7 PM."
- **Start doing something:** Indica el inicio de una acción continua o en progreso. "She started studying for the exam."

Begin:

- **Begin to do something:** Similar a "start to do something," denota el comienzo de una acción específica. "They began to work on the project."
- **Begin doing something:** También indica el comienzo de una acción, pero a menudo se usa para acciones continuas o habituales. "She began writing novels in her twenties."

Continue:

- **Continue to do something:** Sugiere que una acción continúa después de una pausa o interrupción. "He continued to work after lunch."
- **Continue doing something:** Indica que una acción continúa sin interrupción. "They continued playing music all night."

Like:

- **Like to do something:** Se utiliza para expresar preferencias o deseos personales. "I like to swim in the morning."
- **Like doing something:** Describe actividades que disfrutas en general. "She likes swimming in the ocean."

Love:

- **Love to do something:** Expresa fuertes deseos o preferencias. "They love to travel to exotic places."
- **Love doing something:** Indica una actividad que te encanta. "He loves cooking delicious meals."

Hate:

- **Hate to do something:** Sugiere una fuerte aversión o disgusto por una acción específica. "I hate to wake up early."
- **Hate doing something:** Expresa una acción que detestas en general. "She hates waiting in long lines."

Regret:

- **Regret to do something:** Implica hacer algo con remordimiento o porque es necesario. "I regret to inform you that the event is canceled."
- **Regret doing something:** Muestra arrepentimiento o pesar por una acción pasada. "She regrets not studying harder for the exam."

Forget:

- **Forget to do something:** Indica olvidar hacer algo en el futuro. "I forgot to buy groceries."

- **Forget doing something:** Significa no recordar una acción pasada. "She forgot visiting that museum last summer."

Remember:

- **Remember to do something:** Se utiliza para recordar hacer algo en el futuro. "Remember to call me later."
- **Remember doing something:** Indica recordar una acción pasada. "I remember seeing that movie before."

Try:

- **Try to do something:** Denota un esfuerzo por hacer algo en particular. "I'll try to fix the broken lamp."
- **Try doing something:** Implica experimentar o intentar una acción para ver si funciona. "Try turning off and on the computer."

Es fundamental prestar atención al contexto y al significado deseado para elegir entre el infinitivo o el gerundio al usar estos verbos. Cada elección afecta el sentido de la oración.

IMPORTANTE. Para profundizar y repasar el uso de infinitivos y gerundios y realizar actividades online con soluciones puedes seguir el siguiente enlace:

[Infinitives and gerunds – verb patterns - Test-English](#)

[Gerund or infinitive – do, to do, doing - Test-English](#)

Activity 1: Fill in the Blank

Fill in the blanks with the appropriate form of the verb (infinitive or gerund). Use the verbs provided in parentheses.

- She enjoys _____ (swim) in the ocean.
- I don't like _____ (wait) for a long time.
- They started _____ (study) Spanish last year.
- He regrets _____ (not visit) his grandparents last weekend.
- She forgot _____ (bring) her umbrella today.
- We plan _____ (visit) the museum tomorrow.
- He continues _____ (play) the guitar every evening.
- I love _____ (read) books in my free time.

Activity 2: Choose the Correct Form

Choose the correct form (infinitive or gerund) to complete each sentence.

- She enjoys (to swim / swimming) in the pool.
- They decided (to visit / visiting) the art gallery.
- I remember (to meet / meeting) him at the party last year.
- He can't stand (to listen / listening) to loud music.
- She started (to learn / learning) French two months ago.
- We should (to be / being) more environmentally friendly.
- I hate (to clean / cleaning) the house on Saturdays.
- They like (to play / playing) soccer in the park.

2. Reading and Vocabulario: shopping

Aquí tienes una lista de vocabulario relacionado con ir de compras en inglés y su traducción al español:

1. **Sales** – Rebajas
2. **Promotion** – Promoción
3. **Bargain** - Chollo
4. **Shopping** - Compras
5. **Shop** - Tienda
6. **Store** - Tienda
7. **Mall** - Centro comercial

8. **Market** - Mercado
9. **Grocery store** - Tienda de comestibles
10. **Supermarket** - Supermercado
11. **Department store** - Grandes almacenes
12. **Boutique** - Boutique
13. **Customer** - Cliente
14. **Shopper** - Comprador/a
15. **Cashier** - Cajero/a
16. **Cash register** - Caja registradora
17. **Cart/trolley** - Carrito
18. **Basket** - Cesta
19. **Checkout counter** - Mostrador de pago
20. **Sale** - Venta
21. **Discount** - Descuento
22. **Coupon** - Cupón
23. **Price** - Precio
24. **Price tag** - Etiqueta de precio
25. **Receipt** - Recibo
26. **Return policy** - Política de devolución
27. **Exchange** - Cambio (de producto)
28. **Refund** - Reembolso
29. **Credit card** - Tarjeta de crédito
30. **Cash** - Efectivo
31. **Wallet** - Billetera
32. **Bag** - Bolsa
33. **Shopping list** - Lista de compras
34. **Browse** - Navegar (en una tienda)
35. **Try on** - Probarse (ropa)
36. **Fitting room** - Probador
37. **Size** - Talla
38. **Style** - Estilo
39. **Fashion** - Moda
40. **Designer** - Diseñador/a
41. **Sale rack** - Ropa en oferta
42. **Window shopping** - Mirar escaparates
43. **Haggle** - Regatear
44. **Shopping spree** - Compras compulsivas
45. **Shopaholic** - Comprador compulsivo
46. **Online shopping** - Compras en línea
47. **Delivery** - Entrega
48. **Shipping** - Envío
49. **Shopping center** - Centro comercial
50. **Shop assistant** - Dependiente/a

Espero que esta lista te sea útil para hablar sobre compras en inglés. ¡Felices compras!

Title: Online Shopping: Convenience at Your Fingertips

In today's digital age, shopping has undergone a remarkable transformation. With the advent of the internet, online shopping has become an integral part of our lives, offering convenience, variety, and accessibility like never before.

The Online Shopping Experience:

Online shopping, also known as e-commerce, allows consumers to browse and purchase products or services over the internet. It has revolutionized the way people shop, eliminating the need for physical visits to brick-and-mortar stores. Instead, shoppers can explore a vast array of products from the comfort of their homes, offices, or even on the go through mobile devices.

Benefits of Online Shopping

- **Convenience:** Perhaps the most significant advantage of online shopping is convenience. Shoppers can make purchases 24/7, without the constraints of store opening hours. This flexibility caters to individuals with busy schedules.
- **Variety:** Online retailers offer an extensive range of products, often more diverse than what can be found in traditional stores. Shoppers can explore different brands, sizes, and colors with ease.
- **Price Comparisons:** Online platforms make it simple to compare prices across different sellers, allowing shoppers to find the best deals and discounts.
- **Reviews and Ratings:** Shoppers can read product reviews and ratings from other consumers, helping them make informed decisions about their purchases.
- **Home Delivery:** Many online retailers offer home delivery, eliminating the need for shoppers to travel and carry heavy bags. This feature is particularly beneficial for large or bulky items.

Challenges and Safety:

While online shopping offers numerous advantages, it is not without its challenges. Security concerns, such as identity theft and fraudulent websites, have raised caution among some consumers. To mitigate these risks, it is essential to shop from reputable websites, use secure payment methods, and safeguard personal information.

The Future of Online Shopping:

The future of online shopping looks promising. As technology continues to advance, we can expect more immersive and personalized shopping experiences. Virtual reality (VR) and augmented reality (AR) are poised to revolutionize the way we browse and try on products online, bringing an even greater sense of realism to the process.

In conclusion, online shopping has reshaped the retail landscape, providing unparalleled convenience and choice to consumers. While it's essential to exercise caution and be mindful of security, the world of online shopping holds vast potential for the future. It has truly made shopping a global experience, where the world's markets are just a click away.

3. Writing

Aquí tienes algunos consejos para escribir un texto en inglés de manera efectiva:

Planifica tu Escritura:

- Antes de comenzar a escribir, organiza tus ideas y crea un esquema o un borrador con la estructura básica de tu texto. Esto te ayudará a mantener un flujo lógico en tu escritura.

Conoce a Tu Audiencia:

- Piensa en quiénes serán los lectores de tu texto y adapta tu estilo y tono en consecuencia. El nivel de formalidad y el vocabulario pueden variar según si estás escribiendo para un público académico, profesional o general.

Usa Oraciones Claras y Concisas:

- Evita oraciones largas y complicadas. Utiliza oraciones simples y claras para expresar tus ideas. Esto hace que tu texto sea más fácil de entender.

Amplía Tu Vocabulario:

- Aprende y utiliza un amplio vocabulario. Esto enriquecerá tu escritura y te permitirá expresar tus pensamientos de manera más precisa. Lee regularmente para aumentar tu vocabulario.

Revisa y Edita:

- Después de escribir tu primer borrador, tómate el tiempo para revisarlo y corregir errores gramaticales, ortográficos y de puntuación. También verifica la coherencia y la claridad de tus ideas.

Cuida la Coherencia y la Cohesión:

- Asegúrate de que tus ideas estén conectadas de manera lógica. Usa conectores y transiciones adecuadas para guiar a tus lectores a través del texto.

Evita Repeticiones Excesivas:

- Evita repetir las mismas palabras o frases una y otra vez. Utiliza sinónimos o reformula tus oraciones para evitar la monotonía.

Sé Consciente de la Gramática:

- Familiarízate con las reglas gramaticales en inglés, como el uso correcto de tiempos verbales, concordancia de sujetos y verbos, y pronombres. Los errores gramaticales pueden dificultar la comprensión de tu texto.

Lee y Analiza Textos en Inglés:

- Lee textos en inglés de autores expertos para aprender de su estilo y estructura. Esto te ayudará a mejorar tu escritura.

Solicita Retroalimentación:

- Pide a alguien de confianza que revise tu trabajo y te brinde comentarios constructivos. La retroalimentación de otra persona puede ayudarte a identificar áreas de mejora.

Practica Constantemente:

- La práctica constante es clave para mejorar tus habilidades de escritura en inglés. Escribe de forma regular, ya sea en un diario, en un blog o en ensayos.

Lee Tu Texto en Voz Alta:

- Leer tu texto en voz alta puede ayudarte a identificar errores y mejorar la fluidez de tus oraciones.

Recuerda que la escritura en inglés, al igual que en cualquier otro idioma, mejora con la práctica y la dedicación. No temas cometer errores; son una parte natural del proceso de aprendizaje. Con el tiempo y la experiencia, verás una mejora significativa en tus habilidades de escritura en inglés.

Activity 3. Escribe un texto dando tu opinión sobre las compras por internet. Ventajas e inconvenientes. Escribe al menos 80 palabras.

SOLUCIONES DE ACTIVIDADES

PARTE 1

I.OVERCOME

1. 1.just 2.already 3.yet 4.already 5.yet 6.just
2. 1.since 2.since 3.for 4.since 5.for
3. 1.Sebastian has fallen in love again.
2. Has anyone found my notebook?
3. Have your parents been to Egypt before?
4. Stefan hasn't heard Eva sing before.
5. They have seen this film four times.
6. Have you ever eaten Brazilian food?
7. I haven't downloaded any new apps recently

READING. FEARS AND PHOBIAS

- a- Student's own answers
- b- 1. Fear of flying 2. Fear of butterflies 3. Fear of doctors 4. Fear of heights 5. Fear of crowds.
- c- A-3; B-1; C-2; D-5; E – 4;
- d- 1.fear 2.terrified 3.scared, frightened 4.dizzy 5.suffer from
- e- Student's own answers

ACTIVIDADES

1. Fear/phobia 2.panic 3.heights 4.frightened 5.suffers

IRREGULAR VERBS

Debes estudiar el listado de verbos irregulares.

II.ROOTS

1. 1.haven't 2.came 3.go 4.met 5.haven't met 6.was 7.waited
2. 1.have been 2.Have you planned? 3.went 4.have gone 5.didn't stay
6.hired 7.travelled 8.Have you ever gone?
3. 1.haven't seen 2.didn't study 3.has lived 4.didn't say 5.has Micaela
arrived 6.bought 7.have they worked?

READING. THINGS I DIDN'T KNOW UNTIL I GOT HERE

a- Student's own answers

b- Exercise

c- 1.J 2.L 3.N 4.R 5.L 6.N 7.T 8.N 9.J

d- Student's own answers

e- Salary: salario insurance :Seguro, cobertura Tip:propina Earn money:
ganar dinero Pay bills:pagar facturas pay rent: pagar el alquiler

III.GOING GLOBAL

1. 1.that/which 2.who/that 3.that/which 4.that/which
2. 1.who 2.that 3.who 4.that 5.who
3. 1.my 2.his 3.its 4.our 5.your 6.her 7.their
4. 1.Tengo un coche. Este es mi coche 2.El tiene zapatos nuevos. Estos son
sus zapatos 3. El perro tiene un hueso. Ese es su hueso 4.Nosotros
temenos dos hijos. Esos son nuestros hijos. 5.Tú tienes un lápiz. Este es tu
lápiz 6.Ella tiene una falda roja. Esa es su falda. 7. Peter y Tim tienen un
ordenador. Este es su ordenador
5. 1.mine 2.his 3.hers 4.its 5.ours 6.yours

READING:WOMEN IN DIFFERENT CULTURES AND STEREOTYPES

- 1.They are often expected to be polite, docile and dedicated to their families.
- 2.They have gained the right to drive and participate in the workforce.
- 3.Deeply entrenched stereotypes related to their domestic responsibilities
persist.
4. They enjoy a high degree of freedom and equal opportunities in both
public and private life.
- 5, In many regions, women are expected to fulfill traditional roles as wives

and mothers, which can limit their access to education and economic opportunities.

6. 1.Cultural 2.multicultural 3.Cultural 4.stereotypes 5.diverse

7. 1.d 2.a 3.b 4.e 5.c

PARTE 2

I.BARGAINS

1. 1.swimming 2.waiting 3.studying 4.not visiting 5.to bring 6.to play

7.playing 8.reading

2. 1.swimming 2.to visit 3.meeting 4.listening 5.to learn 6.be 7.cleaning

8.playing

WRITING (Student's own answer)

