MÓDULO 4 Inglés

SEGUNDO PARCIAL

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

III. ARTIFICIAL INTELLIGENCE – Passive form past simple

PARTE Nº 3: MOTHER NATURE

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 segundo parcial.

SOLUCIONES

Parte 2. Tema II.Catwalk

ÍNDICE

0. Introduction

En este tema vamos a aprender a usar la voz pasiva, que, a diferencia del castellano, se utiliza con mucha frecuencia en inglés. Y, además de las oraciones pasivas, vamos a ver vocabulario relacionado con el mundo de la moda. Pero primero vamos a empezar leyendo el siguiente texto. Las formas en negrita son voz pasiva.

MADE IN…

It is well known that wine, cheese, olive oil, honey and even knives are some of the most representative products of Castilla - La Mancha. What are the most important and typical products of the British Isles? Do you know any of them? Pay attention and you will be surprised by this information.

• Knives **are manufactured** in Sheffield, because the materials that **are needed** for the industry are near this area.

• Sheep **have always been bred** in the area of Yorkshire. Still today, wool **is produced** there and **it is used** to make clothes.

• Whisky is the most famous product of Scotland. Whisky **is manufactured** all over the country by all kinds of distilleries and then **it is taken** to different countries in the world.

• Scotland was also famous because a lot of ships **were made** in Glasgow. Nowadays, the production **has been reduced** because of foreign competition.

• The area of South Wales was very busy during the 1970s and 1980s because coal **was mined** here. However, coal mining **was stopped** in the 1990s.

• Fancy a beer? If you like black beer, then go to Ireland. Black beer **is produced** in Dublin and then it **is sold** in the United Kingdom and Europe.

Actividad nº 1

Where are the products in the text made? Complete the sentences with the correct information.

a) Knives, cheese, olive oil and honey are made _____.

b) Knives are manufactured _____.

c) (A lot of)_____ were made in Glasgow.

d) Wool is produced_____.

e) _____Is taken to different countries of the world.

f) _____was mined in South Wales

 g)_____ was   stopped in the 1990s

h)Black beer is produced_____

i)_____is sold in the United Kingdom and Europe.

1. Grammar

En el apartado gramatical de esta unidad vamos a ver:

- **La voz pasiva**, opuesta a la voz activa. ¿Conoces la diferencia entre ambas?
    o En la voz activa nos centramos en la persona o cosa que realiza la acción del verbo.
    o En la voz pasiva nos centramos en la persona o cosa que recibe la acción del verbo.

1.1. The passive voice

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

Como decíamos al principio de esta unidad, éstas son las características principales de voz activa y voz pasiva:

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

    o **The police always arrest the thieves.** (La policía siempre arresta a los ladrones)
- En la **voz pasiva** nos centramos en la persona o cosa que recibe la acción del verbo.

    o **The thieves are always arrested by the police.** (Los ladones siempre son arrestados por la policía)

Por tanto,

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

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

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

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

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

El verbo en activa se divide en dos en pasiva:

- el **auxiliar BE** hereda el mismo tiempo verbal.
- el verbo principal (el que da el significado), se pone en **participio pasado**.**make**
  → is made manufacture → is manufactured

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

VOZ PASIVA

FORMA:

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

Estructura de la oración:

(+) Sujeto Pasivo + BE + VPP + Complementos

Ej.1: **"Mary is wanted"**

Ej.2: **"My cars are repaired here"**

Ej.3: **"The windows are being painted"**

Ej.4: **"The criminal is locked"**

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

Ej.1: **"Mary is not wanted"**

Ej.2: **"My cars are not repaired here"**

Ej.3: **"The windows are not being painted"**

Ej.4: **"The criminal is not locked"**

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

Ej.1: **"Is Mary wanted?"**

Ej.2: **"Are my cars repaired here?"**

Ej.3: **"Are the windows being painted?"**

Ej.4: **"Is the criminal locked?"**

USOS:

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

- no conocemos el sujeto: **She was attacked yesterday**
- el sujeto de la acción no es importante: **This book is sold everywhere**

EXPRESIONES DE TIEMPO:

- Las expresiones de tiempo se colocan al final de la oración, en el lugar delos complementos.

- En las oraciones pasivas, las expresiones de tiempo son las propias de cada tiempo verbal (que va expresado en el auxiliar TO BE), por tanto, utilizaremos las mismas que usaríamos en oraciones activas, propias de cada caso.

She was attacked yesterday. You will be operated next week

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

- El tiempo verbal de la oración (pasado, presente o futuro)

- La concordancia del verbo TO BE con el sujeto (singular o plural y persona)

IMPORTANTE. Para profundizar en la teoría de la voz pasiva y realizar ejercicios adicionales de manera interactiva puedes seguir los siguientes enlaces:
https://test-english.com/grammar-points/a2/present-past-simple-passive
Passive verb forms - Test-English
Active and passive voice - Test-English

Actividad nº 2

Complete the next sentences using the verb in the passive voice and one of the following countries: (PRESENT SIMPLE PASSIVE)

Africa   all over the world   India   Italy   England   China

a) Roast beef and Yorkshire pudding_____(eat) in_____.

b) Most of the world's silk_____(make) in_____.

c) Lions_____(find) in_____.

d) Tea (grow)_____ in_____.

e) Spaghetti_____(make) in_____.

f) Hamburguers_____(eat) in_____.

Actividad nº 3

Complete the next sentences using the verb in the passive voice and one of the following complements: (PAST SIMPLE PASSIVE)

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

a) Hamlet_____(write) by_____.

b) Paper_____(make) first by_____.

c) The radio_____(invent) by_____.

d) The laws of gravity_____(discover) by_____.

e) The Polio vaccine_____(discover) by _____ .

f) Guernica_____(paint) by_____.

g) Chichen Itza_____(build) by_____.

h) The first World Cup_____(win) by_____.

2. Vocabulary: fashion and clothes

Here is a list of English words related to the topic of fashion and clothes, along with their Spanish translations:

1. Fashion - Moda
2. Clothing - Ropa
3. Style - Estilo
4. Outfit - Conjunto
5. Wardrobe - Armario
6. Trend - Tendencia
7. Designer - Diseñador
8. Boutique - Boutique
9. Runway - Pasarela
10. Accessory – Accesorio
11. Dress - Vestido
12. Suit - Traje
13. Shirt - Camisa
14. Pants - Pantalones
15. Skirt - Falda
16. Blouse - Blusa
17. Sweater - Suéter
18. Jacket - Chaqueta
19. Coat - Abrigo
20. Shoes - Zapatos
21. Boots - Botas
22. Sandals - Sandalias
23. Hat - Sombrero
24. Scarf - Bufanda
25. Belt - Cinturón
26. Gloves - Guantes
27. Handbag - Bolso de mano
28. Sunglasses - Gafas de sol
29. Jewelry - Joyería
30. Earrings - Aretes
31. Bracelet - Pulsera
32. Necklace - Collar
33. Ring - Anillo
34. Makeup - Maquillaje
35. Cosmetics - Cosméticos
36. Perfume - Perfume
37. Hairstyle - Peinado
38. Fabric - Tela
39. Stitching - Costura
40. Pattern - Patrón

41.   Color - Color
42.   Texture - Textura
43.   Tailor - Sastre
44.   Seamstress - Modista
45.   Mannequin - Maniquí
46.   Fashion show - Desfile de moda
47.   Retail - Venta al por menor
48.   Haute couture - Alta costura
49.   Streetwear - Moda urbana
50.   Vintage - Vintage

I hope you find this vocabulary list helpful!

Parte 2. Tema III
Artificial intelligence

ÍNDICE

0. Introduction
1. Grammar: Past simple passive
2. Vocabulary: technology and devices

0. Introduction

En este tema vamos a aprender a usar la voz pasiva en tiempo pasado, que, a diferencia del castellano, se utiliza con mucha frecuencia en inglés. Y, además de las oraciones pasivas, vamos a ver vocabulario relacionado con la tecnología. Primero de todo leamos un texto relacionado con los temas a tartar. Todas las expresiones en negrita son formas pasivas.

The Evolution of Artificial Intelligence

Artificial intelligence (AI) has been at the forefront of technological advancements for many decades. Its development **can be traced back** to the mid-20th century when the first attempts to simulate human intelligence **were made**.

In the early years, AI research was primarily conducted in academic institutions, and significant progress **was made** in various areas. The focus **was placed** on developing algorithms that could perform tasks such as playing chess or solving mathematical problems. These early AI systems **were characterized** by their limited capabilities and slow processing speeds.

As time went on, AI research **was embraced** by the broader technology industry, and substantial investments **were made** by both public and private sectors. Breakthroughs **were achieved** in natural language processing, computer vision, and machine learning. In the 1990s, for example, the concept of a "neural network" **was reintroduced** and **was met** with great enthusiasm.

During the early 2000s, AI **was used** in various applications, including recommendation systems for online shopping and speech recognition for smartphones. These developments **were driven** by the increasing availability of data and more powerful computing hardware.

In recent years, AI **has been integrated** into our daily lives in ways we might not even notice. Personal assistants like Siri and Alexa have become household names. Autonomous vehicles **have been tested** on the streets, and AI-driven medical diagnostics **have been employed** to assist doctors in making more accurate diagnoses.

The future of AI looks promising as it continues to evolve. As more data **is collected** and computing power increases, AI systems will become even more sophisticated. Ethical considerations regarding AI usage **are being discussed** and regulations **are being formulated** to ensure responsible development and deployment.

In conclusion, artificial intelligence has come a long way since its inception, and its growth **has been driven** by a combination of research, investment, and technological advancements. The passive voice and past simple tense allow us to reflect on the history of AI and how it has shaped the world we live in today.

1. Grammar: passive and past simple

Vamos a ver en primer lugar una explicación en inglés y después veremos la misma explicación en español. Ambas han sido creadas por una inteligenca artificial. A ver qué te parecen...

It's important to understand the basic concepts of the passive voice and the past simple tense.

Passive Voice: The passive voice is a grammatical construction that emphasizes the action done to the subject of the sentence rather than the subject performing the action. In English, the passive voice is formed using the auxiliary verb "to be" (in various tenses) and the past participle of the main verb.

Here's the basic structure of a passive sentence:

Subject + **To be (in the appropriate tense)** + **Past Participle (V3)** + **By** + **Agent (optional)**

For example:

- Active: **The chef** (subject) **cooked** (verb) **the meal** (object).
- Passive: **The meal** (subject) **was cooked** (passive verb) **by the chef** (agent).

Past Simple Tense: The past simple tense is used to describe actions or events that occurred and were completed at a specific time in the past. It's often used with time expressions such as yesterday, last week, two days ago, etc. In regular verbs, the past simple tense is formed by adding "-ed" to the base form of the verb. Irregular verbs, however, have unique past simple forms.

Here's the basic structure of a past simple sentence:

Subject + **Past Simple Verb (regular: verb + "-ed" or irregular: unique form)** + **Rest of the sentence**

For example:

- Regular verb: She **worked** hard last week.
- Irregular verb: He **ate** breakfast yesterday.

Using the Passive Voice with Past Simple: To construct a passive sentence in the past simple tense, you use the past simple form of the auxiliary verb "to be" (was/were) and the past participle of the main verb.

For example:

- Active: **They** (subject) **built** (verb) **a new house** (object).
- Passive (past simple): **A new house** (subject) **was built** (passive verb) **by them** (optional agent).

In summary, the passive voice is used to shift the focus from the doer of the action to the receiver of the action, while the past simple tense is used to describe completed actions in the past. When combining these two concepts, you create passive sentences in the past simple tense, which describe actions that were done to the subject at a specific time in the past.

Voz Pasiva: La voz pasiva es una construcción gramatical que enfatiza la acción realizada sobre el sujeto de la oración en lugar de quien realiza la acción. En español, la voz pasiva se forma utilizando el verbo auxiliar "ser" (en diversos tiempos verbales) y el participio pasado del verbo principal.

Aquí está la estructura básica de una oración en voz pasiva:

Sujeto + **Verbo "ser" (en el tiempo verbal adecuado)** + **Participio Pasado (Participio del verbo principal)** + **Por** + **Agente (opcional)**

Por ejemplo:

- Activa: **El chef** (sujeto) **cocinó** (verbo) **la comida** (objeto).
- Pasiva: **La comida** (sujeto) **fue cocinada** (verbo pasivo) **por el chef** (agente, opcional).

Pretérito Simple: El pretérito simple se utiliza para describir acciones o eventos que ocurrieron y se completaron en un momento específico en el pasado. A menudo se utiliza con expresiones de tiempo como ayer, la semana pasada, hace dos días, etc. En verbos regulares, el pretérito simple se forma añadiendo "-é", "-aste", "-ó", etc., a la raíz del verbo. Sin embargo, los verbos irregulares tienen formas únicas en el pretérito simple.

Aquí está la estructura básica de una oración en pretérito simple:

Sujeto + **Verbo en Pretérito Simple (regular: verbo + terminación, o irregular: forma única)** + **Resto de la oración**

Por ejemplo:

- Verbo regular: Ella **trabajó** duro la semana pasada.
- Verbo irregular: Él **comió** el desayuno ayer.

Uso de la Voz Pasiva con el Pretérito Simple: Para construir una oración pasiva en pretérito simple, se utiliza la forma de pretérito simple del verbo auxiliar "ser" (fue/fueron) y el participio pasado del verbo principal.

Por ejemplo:

- Activa: **Ellos** (sujeto) **construyeron** (verbo) **una nueva casa** (objeto).
- Pasiva (pretérito simple): **Una nueva casa** (sujeto) **fue construida** (verbo pasivo) **por ellos** (agente, opcional).

En resumen, la voz pasiva se utiliza para cambiar el enfoque del hacedor de la acción al receptor de la acción, mientras que el pretérito simple se utiliza para describir acciones completadas en el pasado. Al combinar estos dos conceptos, se crean oraciones pasivas en pretérito simple que describen acciones que se realizaron sobre el sujeto en un momento específico en el pasado.

Actividad nº 1

Completa las oraciones con una forma pasiva. Utiliza el presente simple o pasado simple pasivo. Mira los ejemplos:

Cheese **is made** (make) from milk.

In the past, coal **was mined** (mine) in South Wales.

a) Service_____(include) in the bill.

b) This book_____(translate) from English into Spanish.

c) My parents_____(invite) to Mary's wedding.

d) I work at a very big company. Two thousand people_____(employ) there.

e) Paintings_____(show) at museums.

f) Last holiday my camera_____(steal).

g) Nobody _____ (injure) in the accident yesterday, so the ambulance_____(need).

Actividad nº 2

Reescribe las oraciones en pasiva presente o pasado. Ejemplo:

The NASA built a new satellite.
A new satellite was built by the NASA.

a) My dad bought a new car.

.

b) The school gives t-shirts for free.

.

c) Computers make everything you want.

.

d) Hospitals provide food for their patients.

.

e) Marathon athletes run 41 kilometres.

.

f) Lorca wrote Bodas de sangre and Poeta en Nueva York.

2. Vocabulary

Here's a list of vocabulary related to technology and devices with their definitions:

1. **Computer** - A programmable electronic device that processes data and performs various tasks according to a set of instructions.

2. **Laptop** - A portable computer that can be used on one's lap and is designed for mobility.

3. **Smartphone** - A mobile phone with advanced features, such as internet access, email, and app capabilities.

4. **Tablet** - A flat, portable computer with a touchscreen interface, often used for browsing, reading, and entertainment.

5. **Desktop** - A personal computer designed for use at a desk or workstation.

6. **Operating System** - Software that manages a computer's hardware and provides a user interface for running applications.

7. **Software** - Programs and applications that run on a computer or other electronic devices.

8. **Hardware** - Physical components of a computer or electronic device, such as the CPU, monitor, and keyboard.

9. **Internet** - A global network of interconnected computers and servers that allows communication and data exchange.

10. **Website** - A collection of web pages accessible on the internet that provide information or services.

11. **Browser** - Software used to access and view websites on the internet.

12. **Search Engine** - A web service that allows users to search for information on the internet.

13. **Social Media** - Online platforms and websites that enable users to create and share content and connect with others.

14.   **Email** - Electronic mail communication sent and received through the internet.

15.   **WiFi** - A wireless networking technology that allows devices to connect to the internet without physical cables.

16.   **Bluetooth** - A wireless technology for short-range data exchange between devices.

17.   **App** - A software application designed for use on mobile devices or computers.

18.   **Download** - The process of transferring data or files from the internet to a local device.

19.   **Upload** - The process of transferring data or files from a local device to the internet.

20.   **Password** - A secret combination of characters used to secure access to a computer or online account.

21.   **Username** - A unique name or identifier used to access an online service or system.

22.   **File** - A collection of data or information stored on a computer or storage device.

23.   **Folder** - A virtual container used to organize and store files on a computer.

24.   **Mouse** - A pointing device used to interact with a computer's graphical user interface.

25.   **Keyboard** - An input device with keys for typing text and executing commands on a computer.

26.   **Monitor** - A display screen for viewing output from a computer or other electronic device.

27.   **Printer** - A device that produces physical copies of digital documents or images.

28.   **Scanner** - A device that captures images or text from physical documents and converts them into digital format.

29.   **Camera** - An electronic device used to capture photographs or record videos.

30.   **Headphones** - Audio output devices worn over the ears to listen to sound from a computer or music player.

31.   **Microphone** - An input device that converts sound into an electrical signal for recording or communication.

32.   **USB** - Universal Serial Bus, a common interface for connecting peripherals to computers and other devices.

33. **Ethernet** - A wired network technology used for high-speed internet connections.

34. **Gaming Console** - A specialized device designed for playing video games.

35. **Virtual Reality (VR)** - A simulated experience that can be similar to or completely different from the real world, often accessed through VR headsets.

36. **Artificial Intelligence (AI)** - The simulation of human intelligence processes by computer systems, including problem-solving and learning.

37. **Cloud Computing** - The delivery of computing services (e.g., storage, processing, and software) over the internet.

38. **Cybersecurity** - The practice of protecting computer systems, networks, and data from theft, damage, or unauthorized access.

39. **Data** - Information in a digital format that can be processed and analyzed by computers.

40. **Backup** - A copy of data or files created as a precaution in case the original is lost or damaged.

41. **Update** - A new version of software or firmware that includes improvements, bug fixes, or new features.

42. **Password** - A secret combination of characters used to secure access to a computer or online account.

43. **Firewall** - A security system that protects a computer or network from unauthorized access and threats.

44. **Encryption** - The process of converting data into a code to prevent unauthorized access.

45. **Hacker** - A person who gains unauthorized access to computer systems or networks.

46. **Router** - A networking device that directs data traffic between different devices and networks.

47. **GPS** - Global Positioning System, a satellite-based navigation system used to determine precise location and time information.

48. **VR headset** - A device worn over the eyes and ears to experience virtual reality environments.

These vocabulary words should help you discuss various aspects of technology and electronic devices in English.

Actividad nº 3

Busca el significado de las palabras de la lista anterior.

PARTE 3. TEMA 1
STORIES IN NATURE

ÍNDICE
0. Introduction
1. Grammar: oraciones condicionales tipo 1
2. Vocabulario: environment and urban life

0. Introduction

En este tema vamos a leer un texto muy interesante titulado *The "if" generation que nos ayudará para poder entender las oraciones condicionales. Por ahora sólo vamos a necesitar utilizar las de tipo 1.*

THE IF GENERATION

Nowadays, many people have issues with appreciating what they have; it is always the matter of **'If I were richer…', 'If I were younger…', 'If I were him…'** etc. I don't have a problem with the fact that we want more from our lives; what annoys me is the fact that we keep saying what **we would do 'IF'** …

When I was younger, I thought that **if my parents had been richer I could have been more fortunate with my life**. I was losing my time on thinking that **if I had been born in the family of my cousin, I would have enjoyed private tennis lessons, skiing holidays in Austria or expensive, fashionable clothes.** What I didn't take into consideration back then was the fact that I didn't really like sport, I absolutely hated skiing and expensive clothes often covered the lack of personality. In other words, I was jealous of the things that I didn't want in reality.
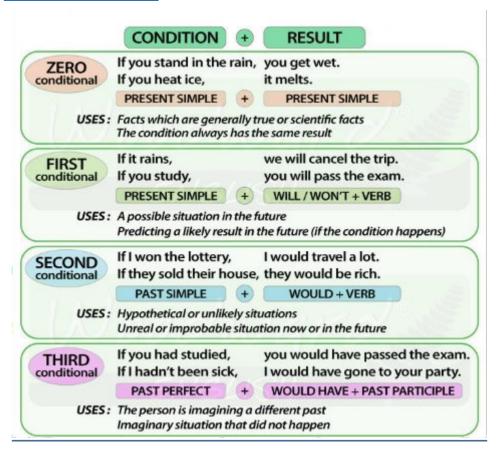
Nowadays I keep finding myself the new 'ifs' that can successfully keep me away from being happy. I think that **if I had more time, I would start going to the gym; if I had** more money, I would eat healthy etc. Result? An overweight 30-year-old woman, always complaining about how difficult life is.

But the problem of 'ifs' doesn't finish here. We tend to overuse the 1st conditional in quite straightforward situations. **'I'll visit you if I have time'** usually means 'I won't visit you, I'm busy' or '**I will lend you the money if I can' equals**: ' I will not lend you the money, don't put me in an uncomfortable situation'. Why do we choose to send confusing messages when we can simply say what we think? We have to be not only politically correct anymore, we must be socially correct too.

1. Grammar

- Oraciones condicionales. Nos ayudarán a expresar condiciones, hipótesis, sugerencias y deseos. En el curriculum del módulo 4 sólo se incluye la condicional de primer tipo y de segundo tipo. Aunque en la teoría aparecerá la explicación de todas las condicionales, en los ejercicios **sólo se practicarán las de tipo 1 y 2, que son de las que el alumno se tendrá que examinar**. En este tema solo haremos ejercicios del tipo 1.

Conditional sentences

CONDITION	+	RESULT
ZERO conditional	If you stand in the rain, If you heat ice,	you get wet. it melts.
	PRESENT SIMPLE + PRESENT SIMPLE	
	USES: Facts which are generally true or scientific facts. The condition always has the same result	
FIRST conditional	If it rains, If you study,	we will cancel the trip. you will pass the exam.
	PRESENT SIMPLE + WILL / WON'T + VERB	
	USES: A possible situation in the future. Predicting a likely result in the future (if the condition happens)	
SECOND conditional	If I won the lottery, If they sold their house,	I would travel a lot. they would be rich.
	PAST SIMPLE + WOULD + VERB	
	USES: Hypothetical or unlikely situations. Unreal or improbable situation now or in the future	
THIRD conditional	If you had studied, If I hadn't been sick,	you would have passed the exam. I would have gone to your party.
	PAST PERFECT + WOULD HAVE + PAST PARTICIPLE	
	USES: The person is imagining a different past. Imaginary situation that did not happen	

Los condicionales se emplean para especular acerca de lo que podría ocurrir, lo que puede haber ocurrido y lo que desearíamos que ocurriese. En inglés, la mayoría de las oraciones que emplean el tiempo verbal condicional contienen el término "if". Muchas de las construcciones condicionales del inglés se utilizan en oraciones que incluyen verbos en pasado. Este uso se denomina "el pasado irreal" porque empleamos un tiempo verbal de pasado pero no estamos refiriéndonos a algo que haya sucedido realmente. Hay cinco formas principales de construir oraciones condicionales en inglés.En todos los casos, se componen de una proposición o cláusula con "if" y una proposición principal. En muchas oraciones condicionales negativas existe una construcción alternativa equivalente que usa **"unless"** en lugar de "if".

CONDICIONAL TIPO CERO

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

EJEMPLOS

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

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

EJEMPLOS

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

CONDICIONAL TIPO 1

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

EJEMPLOS

If it rains, you will get wet.

You will get wet if it rains.

If Sally is late again I will be mad.

I will be mad if Sally is late again.

If you don't hurry, you will miss the bus.

You will miss the bus if you don't hurry.

CONDICIONAL TIPO 2

El "type 2 conditional" se utiliza para referirse a un tiempo que puede ser ahora o en cualquier momento y a una situación que no es real. Estas oraciones no aluden a hechos. El condicional tipo 2 se emplea para hacer referencia a una condición hipotéticay su resultado probable. En estas oraciones, la proposición "if" adopta el "simple past" y la cláusula principal el "present conditional".

EJEMPLOS

If it rained, you would get wet.

You would get wet if it rained.

If you went to bed earlier you wouldn't be so tired.

You wouldn't be so tired if you went to bed earlier.

If she fell, she would hurt herself.

She would hurt herself if she fell.

Con el verbo "to be", es correcto y además muy habitual decir "if I were" en lugar de "if I was".

EJEMPLOS

If I were taller, I would buy this dress.

If I were 20, I would travel the world.

If I were you, I would give up smoking.

If I were a plant, I would love the rain.

En las oraciones condicionales de tipo 2 también pueden emplearse los modales en la proposición principal para expresar el grado de certeza, permiso o una recomendación sobre el resultado.

EJEMPLOS

We might buy a larger house if we had more money

He could go to the concert if you gave him your ticket.

If he called me, I couldn't hear.

CONDICIONAL TIPO 3

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

EJEMPLOS

If it had rained, you would have gotten wet.

You would have gotten wet if it had rained.

You would have passed your exam if you had worked harder.

If you had worked harder, you would have passed your exam.

I would have believed you if you hadn't lied to me before.

If you hadn't lied to me before, I would have believed you.
RECUERDA QUE SOLO ENTRAN TIPO 1 Y 2 PARA EL EXAMEN

IMPORTANTE: Para profundizar en el tema del primer tipo de condicional y realizar actividades online puedes seguir el siguiente enlace:
First conditional and future time clauses - Test-English

Actividad nº 1

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

1. If you (SEND)_____this letter now, she (RECEIVE)_____it tomorrow.

2. If I(DO)_____this test, I (IMPROVE)_____my English.

3. If I (FIND)_____your ring, I (GIVE)_____it back to you.

4. Peggy (GO)_____shopping if she (HAVE)
afternoon.

5. Simon (GO)_____to London next week if he (GET)_____a cheap flight.

6. If her boyfriend (PHONE)_____today, she (LEAVE)_____him.

7. If they (STUDY)_____harder, they (PASS)_____the exam.

8. If it (RAIN)_____tomorrow, I (HAVE)_____to water the plants.

9. You (not CAN)_____able to sleep if you (WATCH)_____this scary film.

10.Susan (MOVE)_____into the new house if it (BE)_____ready ontime.

Completa las siguientes oraciones utilizando la forma correcta del condicional tipo 1. Elige el verbo adecuado y conjugado correctamente.

1. If it (rain) tomorrow, I (stay) at home.
2. She (pass) the exam if she (study) harder.
3. If you (not hurry), you (miss) the bus.
4. If I (see) him at the party, I (say) hello.
5. If you (eat) too much, you (feel) sick.

Actividad 3: hacer preguntas.

Trabaja en parejas o grupos. Haz preguntas utilizando el condicional 1. Responde.

1. If you win the lottery what (you/do)?
2. If you can travel anywhere in the world, where (you/go)?
3. If it's sunny tomorrow, what (you/do)?
4. If you have more free time, how (you/spend) it?
5. If you can meet any famous person, who (you/choose)?

2. Vocabulary: environment and urban life

Urban Life and the Environment

In today's rapidly urbanizing world, more people are living in cities than ever before. While urban life offers many opportunities and conveniences, it also presents significant challenges for the environment.

Cities are known for their bustling streets, towering skyscrapers, and vibrant cultures. They are centers of commerce, education, and innovation, attracting people from all walks of life. However, this concentrated urbanization places enormous stress on the environment.

One of the primary environmental issues in cities is air pollution. The high density of vehicles, industrial activities, and energy consumption in urban areas contributes to poor air quality. Smog, caused by the release of pollutants, can have serious health consequences for urban dwellers.

Another concern is the lack of green spaces in many cities. As concrete jungles expand, greenery is often sacrificed for more buildings and infrastructure. Parks and green areas are essential for urban residents' physical and mental well-being, as they provide a respite from the hustle and bustle of city life.

Urbanization also generates a significant amount of waste. The consumption-driven lifestyle in cities leads to the production of vast quantities of garbage, putting a strain on

waste management systems. Recycling and waste reduction initiatives are crucial to mitigate this issue.

Noise pollution is yet another challenge faced by urban inhabitants. Constant traffic, construction, and industrial activities contribute to high noise levels, impacting people's sleep, concentration, and overall quality of life.

To address these environmental issues, many cities are adopting sustainable practices. They are investing in public transportation to reduce the number of private vehicles on the road. Initiatives to increase green spaces and promote recycling are also gaining traction. Additionally, urban planning that prioritizes environmental sustainability is becoming more prevalent.

Actividad 4. Une las palabras con sus definiciones

1. Urbanization
2. Smog
3. Green spaces
4. Recycling
5. Noise pollution

Definitions:

a. The process of increasing the number of people living in cities and towns.

b. Excessive noise that disrupts the natural environment and affects human health.

c. Areas within a city that are covered with grass, trees, and other vegetation.

d. The practice of converting waste materials into reusable materials.

e. Air pollution caused by the combination of smoke and fog.

Actividad 5. Rellena los huecos con palabras adecuadas sacadas de la lectura

a. _____ is a major concern in densely populated urban areas due to industrial activities and vehicle emissions.

b. Many cities are trying to combat pollution by promoting _____ programs.

c. People in urban environments often suffer from _____ caused by constant construction and traffic noise.

d. _____ are essential for urban residents to relax and connect with nature.

e. Rapid _____ is changing the landscape of cities around the world.

Actividad 6. Responde las siguientes preguntas

1. What are the primary environmental challenges mentioned in the text that urban areas face?
2. Why are green spaces important in cities, and how do they benefit residents?
3. What initiatives are cities taking to address environmental issues caused by urbanization?
4. How can individuals contribute to making urban life more environmentally friendly?
5. Do you think urbanization is an inevitable trend, and if so, how can it be balanced with environmental sustainability?

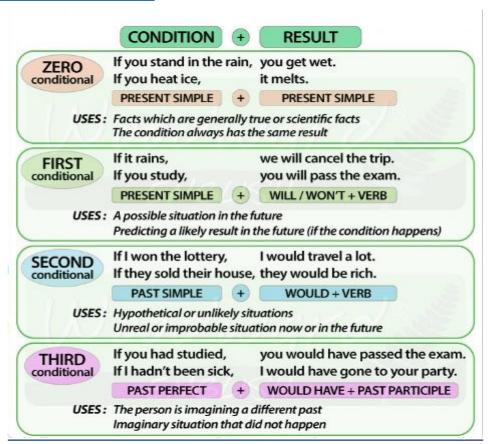# PARTE 3. TEMA II
EXTREME CLIMATE

0. Introduction

En este tema vamos *a* repetir toda la explicación sobre las oraciones condicionales del tema anterior pero debemos recordar que para el examen solamente hay que saber las del tipo 1 y 2. Aquí nos centraremos en los ejercicios del tipo 2. Además nos acercaremos a uno de los temas de moda: el cambio climático.

1. Grammar

- Oraciones condicionales. Nos ayudarán a expresar condiciones, hipótesis, sugerenciasy deseos. En el curriculum del módulo 4 sólo se incluye la condicional de primer tipo y de segundo tipo. Aunque en la teoría aparecerá la explicación de todas las condicionales, en los ejercicios **sólo se practicarán las de tipo 1 y 2, que son de las queel alumno se tendrá que examinar**. En este tema solo haremos ejercicios del tipo 2.

Conditional sentences

Los condicionales se emplean para especular acerca de lo que podría ocurrir, lo que puede haber ocurrido y lo que desearíamos que ocurriese. En inglés, la mayoría de lasoraciones que emplean el tiempo verbal condicional contienen el término "if". Muchas de las construcciones condicionales del inglés se utilizan en oraciones que incluyen verbos en pasado. Este uso se denomina "el pasado irreal" porque empleamos un tiempo verbal de pasado pero no estamos refiriéndonos a algo que haya sucedido realmente. Hay cinco formas principales de construir oraciones condicionales en inglés.En todos los casos, se componen de una proposición o cláusula con "if" y unaproposición principal. En muchas oraciones condicionales negativas existe una construcción alternativa equivalente que usa "unless" en lugar de "if".

CONDICIONAL TIPO CERO

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

EJEMPLOS

If you heat ice, it melts.

Ice melts if you heat it.

When you heat ice, it melts.

Ice melts when you heat it.

If it rains, the grass gets wet.

The grass gets wet if it rains.

When it rains, the grass gets wet.

The grass gets wet when it rains.

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

EJEMPLOS

If Bill phones, tell him to meet me at the cinema.

Ask Pete if you're not sure what to do.

If you want to come, call me before 5:00.

Meet me here if we get separated.

CONDICIONAL TIPO 1

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

EJEMPLOS

If it rains, you will get wet.

You will get wet if it rains.

If Sally is late again I will be mad.

I will be mad if Sally is late again.

If you don't hurry, you will miss the bus.

You will miss the bus if you don't hurry.

CONDICIONAL TIPO 2

El "**type 2 conditional**" se utiliza para referirse a un tiempo que puede ser ahora o en cualquier momento y a una situación que no es real. Estas oraciones no aluden a hechos. El condicional tipo 2 se emplea para hacer referencia a una condición hipotéticay su resultado probable. En estas oraciones, la proposición "if" adopta el "simple past" yla cláusula principal el "present conditional".

EJEMPLOS

If it rained, you would get wet.

You would get wet if it rained.

If you went to bed earlier you wouldn't be so tired.

You wouldn't be so tired if you went to bed earlier.

If she fell, she would hurt herself.

She would hurt herself if she fell.

Con el verbo "to be", es correcto y además muy habitual decir "if I were" en lugar de "ifI was".

EJEMPLOS

If I were taller, I would buy this dress.

If I were 20, I would travel the world.

If I were you, I would give up smoking.

If I were a plant, I would love the rain.

En las oraciones condicionales de tipo 2 también pueden emplearse los modales en la proposición principal para expresar el grado de certeza, permiso o una recomendaciónsobre el resultado.

EJEMPLOS

We might buy a larger house if we had more money

He could go to the concert if you gave him your ticket.

If he called me, I couldn't hear.

CONDICIONAL TIPO 3

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

EJEMPLOS

If it had rained, you would have gotten wet.

You would have gotten wet if it had rained.

You would have passed your exam if you had worked harder.

If you had worked harder, you would have passed your exam.

I would have believed you if you hadn't lied to me before.

If you hadn't lied to me before, I would have believed you.

RECUERDA QUE SOLO ENTRAN TIPO 1 Y 2 PARA EL EXAMEN

Para profundizar en el tema de las oraciones condicionales del Segundo tipo y realizar actividades adicionales online puedes seguir el siguiente enlace:

Second conditional - Test-English

Actividad nº 1

Janine is a daydreamer. She imagines what would happen if she won the lottery. Complete the Conditional Sentences Type II.

1. If I (PLAY)_____the lottery, I (HAVE)_____a chance to hit the jackpot.

2. If I (HIT)_____the jackpot, I (BE)_____rich.

3. f I (BE)_____rich, my life (CHANGE)_____completely.

4. I (BUY)_____a lonely island if I (FIND)_____a nice one.

5. If I (OWN)_____a lonely island, I (BUILD)_____a huge house by the beach.

6. I (INVITE)_____all my friends if I (HAVE)_____a house by the beach.

7. I (PICK)_____my friends up in my yacht if they (WANT)_____to spendtheir holidays on my island.

8. We (HAVE)_____great parties if my friends (COME)_____to my island.

9. If we (LIKE)_____to go shopping in a big city, we (CHARTER)_____a helicopter.

10. But if my friends' holidays (BE)_____over, I (FEEL)_____very lonelyon my lonely island.

Actividad nº 2

Completa las siguientes oraciones utilizando la forma correcta del condicional tipo 2. Elige el verbo adecuado y conjúgalo correctamente.

1. If she (win) the lottery, she (travel) around the world.
2. If I (be) a bird, I (fly) to exotic places.
3. If he (study) more, he (get) better grades.
4. If they (visit) Paris, they (see) the Eiffel Tower.
5. If it (rain) tomorrow, I (stay) at home.

Actividad nº 3

Practica el uso del condicional tipo 2 en conversaciones imaginarias. Responde a las preguntas utilizando el condicional tipo 2.

1. If you could go back in time, what historical period (you/visit)?
2. If you won the lottery, what (you/do) with the money?
3. If you had the opportunity to meet any historical figure, who (you/choose)?
4. If you could speak any language fluently, which language (you/speak)?
5. If you could live in any country, where (you/live)?

Vemos una lectura, con preguntas y una lista de vocabulario:

Title: Natural Disasters: Causes, Consequences, and Preparedness

Introduction

Natural disasters are events that result from natural processes and cause significant damage to the environment and human lives. These events, which include earthquakes, hurricanes, floods, wildfires, and more, are unpredictable and can have devastating effects. This essay explores the causes and consequences of natural disasters and emphasizes the importance of preparedness.

Causes of Natural Disasters

1. **Earthquakes:** Earthquakes occur when there is a sudden release of energy in the Earth's crust, resulting in seismic waves. These movements can be caused by tectonic plate shifts, volcanic activity, or human-induced factors like mining.

2. **Hurricanes and Cyclones:** These powerful storms form over warm ocean waters. Rising temperatures due to climate change can intensify them, leading to more frequent and severe hurricanes.

3. **Floods:** Flooding can result from heavy rainfall, storm surges, or the melting of snow and ice. Urbanization and deforestation can exacerbate flood risks.

4. **Wildfires:** Wildfires often occur in dry, hot conditions. Human activities, such as campfires or discarded cigarettes, can trigger wildfires.

Consequences of Natural Disasters

1. **Loss of Life:** Natural disasters can lead to the tragic loss of human lives, causing immense grief and suffering.

2. **Property Damage:** Homes, infrastructure, and businesses are often destroyed or severely damaged, leading to financial losses and displacement.

3. **Environmental Impact:** Natural disasters can harm ecosystems, cause soil erosion, and contaminate water sources.

4. **Economic Costs:** Rebuilding after disasters comes at a high economic cost, impacting a region's economy for years.

5. **Psychological Impact:** Survivors may experience trauma, anxiety, and stress due to their experiences during a disaster.

Preparedness and Mitigation

1. **Early Warning Systems:** Governments and organizations must invest in effective early warning systems to alert communities of impending disasters.

2. **Infrastructure Resilience:** Building infrastructure with disaster resilience in mind can minimize damage and save lives.

3. **Community Education:** Educating the public on disaster preparedness and evacuation plans is vital.

4. **Environmental Conservation:** Protecting natural habitats and reducing greenhouse gas emissions can mitigate the frequency and intensity of some disasters.

5. **International Cooperation:** Global cooperation is essential to address the cross-border impact of natural disasters.

Conclusion

Natural disasters are unpredictable and can have catastrophic consequences. While we cannot prevent them entirely, preparedness, mitigation, and international cooperation can significantly reduce their impact and save lives.

Questions for Discussion:

1. What are some common natural disasters in your region, and how have they affected your community?
2. How can individuals and communities prepare for natural disasters?
3. What role does climate change play in the increasing frequency and severity of natural disasters?
4. In your opinion, what steps should governments and organizations take to improve disaster preparedness and response?
5. Have you personally experienced or been affected by a natural disaster, and how did it impact your life?

Vocabulary List:

1. **Devastating:** Extremely destructive or damaging.
2. **Seismic waves:** Vibrations in the Earth's crust caused by earthquakes.
3. **Tectonic plate:** A large, rigid piece of the Earth's lithosphere.
4. **Storm surges:** Abnormal rise in sea level during a hurricane.
5. **Deforestation:** The process of clearing forests for agriculture or development.
6. **Erosion:** The gradual wearing away of the Earth's surface.
7. **Infrastructure:** Physical structures and facilities necessary for a society to function.
8. **Mitigation:** Actions taken to reduce the severity or impact of something.
9. **Early warning systems:** Systems designed to provide advance notice of potential dangers.
10. **Resilience:** The ability to recover quickly from difficulties or setbacks.

PARTE 3. TEMA III
THE 3R'S (REDUCE, REUSE, RECYCLE)

ÍNDICE

0. Introduction

1. Grammar: oraciones condicionales tipo 1 y 2

2. Vocabulario: materials and recycling

0. Introduction

En esta unidad vamos a poner en práctica los conocimientos adquiridos en los dos temas anteriores ya que mezclaremos los dos tipos de condicional que entran en el examen. Ahora, debes estar atento para poder elegir el tipo adecuado en cada ocasión depende de lo que quieras expresar.

Por otro lado, aprenderemos vocabulario necesario a la hora de poder entender un tema tan importante a día de hoy como es el asunto del reciclaje. Primero de todo, vamos a ver una pequeña lectura. Al final de ella se plantearán varias cuestiones.

The 3 R's: Reduce, Reuse, and Recycle

In today's world, environmental conservation has become increasingly crucial. It's essential to adopt sustainable practices that minimize waste and protect our planet for future generations. The 3 R's—Reduce, Reuse, and Recycle—offer a practical framework to address these environmental challenges.

1. **Reduce:** The first "R" encourages us to reduce our consumption of resources and products. By being mindful of our needs and making conscious choices, we can significantly decrease our environmental footprint. For example, we can reduce energy consumption by using energy-efficient appliances and turning off lights when not in use. We can also reduce water wastage by fixing leaks and using water-saving fixtures.

2. **Reuse:** The second "R" emphasizes the importance of reusing items whenever possible. Rather than discarding products after a single use, consider their potential for further utility. Reusable shopping bags, water bottles, and containers can help reduce the need for disposable alternatives. Repairing and refurbishing items, such as clothing and electronics, instead of throwing them away, can also contribute to waste reduction.

3. **Recycle:** The final "R" encourages us to recycle materials that can be transformed into new products. Recycling paper, glass, plastic, and metal conserves valuable resources and reduces the amount of waste sent to landfills. Recycling not only helps protect the environment but also conserves energy compared to manufacturing new materials from scratch.

These three principles, when combined, form a powerful strategy for environmental conservation. They not only reduce the depletion of natural resources but also decrease pollution and landfill waste.
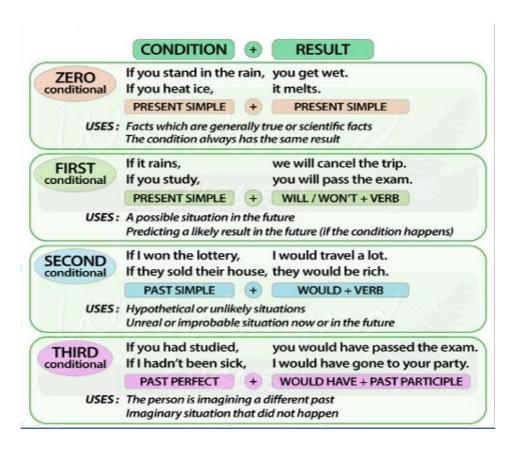
Questions for Discussion:

1. Why is it important to practice the 3 R's (Reduce, Reuse, and Recycle) in our daily lives?
2. How can reducing our consumption of resources benefit the environment and society as a whole?
3. What are some practical ways to reduce energy consumption in our homes?
4. Give examples of items that can be reused and explain why reusing them is beneficial.
5. How does recycling contribute to conserving natural resources, and what materials are commonly recycled in your community?
6. Are there any challenges or obstacles to implementing the 3 R's in your area, and how can they be overcome?

The 3 R's provide a straightforward approach to living more sustainably and reducing our impact on the environment. By incorporating these principles into our daily lives, we can contribute to a greener and healthier planet.

1. Grammar

Recordamos brevemente la estructura de los diferentes tipos de condicionales y nos centramos en los tipos 1 y 2.

Para revisar las diferencias entre las condicionales del primer y Segundo tipo y realizar ejercicios online sobre las mismas puedes seguir el siguiente enlace:
First and second conditionals - Test-English

Actividad nº 1: **Completa las frases condicionales. Decide si es tipo 1 o tipo 2.**

1. If you (DO)_____your homework now, we (GO)_____to the cinema in theevening.

2. If we (ORDER)_____the book now, we (HAVE)_____it tomorrow.

3. If I (HAVE)_____more money, I (BUY)_____a bigger car.

4. If I (MEET)_____my favourite movie star, I (ASK)_____him for an autograph.

5. I (CALL)_____you if I (NEED)_____your help.

6. I (GO)_____swimming if the weather (BE)_____better.

7. If he (HAVE)_____time tomorrow, we (MEET)_____the day after.

8. If I (BE)_____you, I (KNOW)_____what to do.

9. If we (ORDER)_____the tickets soon, there (BE)_____any tickets left.

10. She (SAY)_____that if she (BE)_____your friend.

Actividad nº 2: **Cambio de Condicionales Tipo 1 a Tipo 2**

Toma las siguientes oraciones condicionales tipo 1 y conviértelas en oraciones condicionales tipo 2. Usa la estructura adecuada para cada tipo.

1. If she studies hard, she will pass the exam.

Tipo 2: If she…

2. If he comes to the party, I will be happy.

Tipo 2: If he...

3. If they finish their work on time, they will go on vacation.

Tipo 2: If they...

4. If it rains tomorrow, the picnic will be canceled.

Tipo 2: If...

5. If you call me later, I will answer your questions.

Tipo 2: If...

6. If she visits Paris, she will see the Eiffel Tower.

Tipo 2: If...

7. If he studies more, he will improve his grades.

Tipo 2: If...

8. If they arrive early, we will have dinner together.

Tipo 2: If…

Actividad nº3: Cambio de condicionales de tipo 2 a tipo 1

Toma las siguientes oraciones condicionales tipo 2 y conviértelas en oraciones condicionales tipo 1. Utiliza la estructura adecuada para cada tipo y el verbo en la forma correcta.

1. If I had more free time, I would travel.

   Tipo 1: If...

2. If he won the lottery, he would buy a new house.

   Tipo 1: If

3. If she spoke French fluently, she would apply for the job.

   Tipo 1: If

4. If they had enough money, they would start a business.

   Tipo 1: If

5. If it snowed tomorrow, they would cancel the event.

   Tipo 1: If

6. If I lived in a bigger city, I would have more opportunities.

   Tipo 1: If

7. If she found the key, she would unlock the door.

   Tipo 1: If

8. If they had better grades, they would get into a prestigious university.

   Tipo 1: If

2. Vocabulario: materials and recycling

Title: Recycling: A Small Act with a Big Impact

Introduction

Recycling is a simple yet powerful way to contribute to a healthier planet. It involves collecting and processing materials that would otherwise be discarded as waste and turning them into new products. This essay explores the importance of recycling, its benefits, and how individuals can play a role in this sustainable practice.

The Significance of Recycling

Recycling is essential for several reasons. Firstly, it conserves valuable natural resources. When we recycle materials like paper, glass, and plastic, we reduce the need to extract raw materials from the Earth. This helps protect forests, reduce mining, and conserve energy.

Secondly, recycling minimizes waste in landfills. Landfills are not only unsightly but can also pose environmental risks, such as groundwater pollution and greenhouse gas emissions. By diverting materials from landfills, recycling helps mitigate these hazards.

Environmental Benefits of Recycling

Recycling has several environmental benefits:

1. **Energy Conservation:** Recycling often requires less energy than producing new items from raw materials. For instance, recycling aluminum saves up to 95% of the energy needed to create aluminum from bauxite ore.

2. **Reduction in Pollution:** Recycling reduces the pollution associated with extracting, refining, and processing raw materials. For example, recycling paper reduces air and water pollution compared to manufacturing paper from trees.

3. **Lower Greenhouse Gas Emissions:** Recycling helps decrease greenhouse gas emissions, as it typically requires less energy and resources than making products from scratch.

The Role of Individuals

Individuals can make a significant impact by adopting recycling practices in their daily lives. Here are some steps to consider:

1. **Separate Recyclables:** Sort recyclable materials, such as paper, glass, plastic, and aluminum, from regular waste. Many communities provide recycling bins for easy collection.

2. **Educate Yourself:** Learn about local recycling programs and guidelines to ensure you're recycling correctly.

3. **Reduce and Reuse:** Before recycling, consider reducing your consumption of single-use items and reusing items when possible.

4. **Purchase Recycled Products:** Support the recycling industry by choosing products made from recycled materials.

5. **Advocate for Recycling:** Encourage friends and family to recycle and raise awareness about the benefits of recycling in your community.

Conclusion

Recycling is a small but significant step toward a more sustainable and eco-friendly future. It conserves resources, reduces pollution, and lowers greenhouse gas emissions. By actively participating in recycling efforts, individuals can contribute to a cleaner and healthier planet for generations to come.

Questions for Discussion:

1. Have you ever participated in a recycling program? If so, how was your experience?
2. How does recycling benefit the environment in your opinion?
3. What materials are commonly recycled in your community?
4. Do you believe that recycling is widely practiced and encouraged in your area? Why or why not?
5. What can governments and organizations do to promote and improve recycling efforts?

Vocabulary List:

1. **Conserving:** Preserving or protecting something from harm or depletion.
2. **Raw materials:** Unprocessed substances used in the production of goods.
3. **Diverting:** Redirecting or channeling something in a different direction.
4. **Mitigate:** To make something less severe, harmful, or painful.
5. **Unsightly:** Unpleasant to look at, often due to being ugly or disorganized.
6. **Greenhouse gas emissions:** The release of gases like carbon dioxide that contribute to the greenhouse effect and global warming.
7. **Single-use items:** Products designed for one-time use and then discarded.
   Eco-friendly: Environmentally friendly or not harmful

SOLUCIONES ACTIVIDADES

PARTE 2. TEMA II: CATWALK
Actividad 1
a. in Castilla-La Mancha
b. in Shelfield
c. ships
d. in Yorkshire
e. Whisky
f. Coal
g. Coal mining
h. in Dublin, Ireland
i. Black beer

Actividad 2
a. are eaten….England
b. is made……India
c. are found….Africa
d. is grown….China
e. are made…Itally
f. are eaten….all over the world.

Actividad 3
a. was written….William Shakespeare
b. was made……..the Chinese
c. was invented……Marconi
d. were discovered…..Isaac Newton
e. was discovered…..Jonas Salk
f. was painted….Pablo Picasso
g. was built….the Mayans
h. was won…..Uruguay

PARTE 2. TEMA III:ARTIFICIAL INTELLIGENCE

Actividad 1.
a. is included
b .is translated
c- are invited
d .are employed
e. are shown
f. was stolen
g. was injured – was needed

Actividad 2
  a. A new car was bought by my dad
  b. T-shirts are given for free by the school
  c. Everything you want is made by computers
  d. Food is provided for their parents by hospitals
  e. 41 kilometres are run by marathon athletes
  f. Bodas de sangre and Poeta en Nueva York were written by Lorca

Actividad 3.

1.ordenador   2. Portátil 3. Teléfono inteligente 4. Tablet   5. ordenador de escritorio 6. Sistema operativo 7. Software, programa   8. Hardware, herramientas 9.Internet 10. Sitio web / página web
11. buscador 12. Buscador 13. Redes sociales 14. Correo electrónico 15. Wifi 16.Bluetooth
17.Aplicación 18. Descargar 19. Subir 20. Contraseña, clave 21. Nombre de usuario 22. Fichero
23. Carpeta, archivo 24. Ratón 25. Teclado 26. Monitor 27. Impresora 28. Escaner 29. Cámara
30. Auriculares 31. Micrófono 32. USB 33. Ethernet 34. Consola de juegos 35. Realidad Virtual
36. Inteligencia artificial 37. Computación en la nube 38. Ciberseguridad 39. Datos, información
40. Copia de seguridad 41. Actualización 42. Contraseña, clave 43. Cortafuegos 44. Codificación
45. Pirata informático 46. Enrutador, direccionador 47. Sistema de posicionamiento global
48. Cascos, auriculares de diadema

PARTE 3. TEMA I. STORIES IN NATURE

Actividad 1

1.send - will receive
2.do - will improve
3.find - will give
4. will go - has
5. will go - gets
6. phones - will leave
7. study - will pass
8. rains – will have
9. won´t be - watch
10. will move – is

Actividad 2

1.rains – I will stay
2.will pass – studies
3. don´t hurry – you'll miss
4.see – will say
5.eat – will feel

Actividad 3

1.What will you do if you win the lottery?
If I win the lottery, I´ll…………………………………………….
2.Where will you go if you can travel anywhere in the world?
If I can travel anywhere in the world, ……………………………………………………….
3.What will you do if it´s sunny tomorrow?
If it´s sunny tomorrow,…………………………………………………………………………..
4.How will you spend your free time if you have more?
If I have more free time,…………………………………………………………………
5.Who will you choose if you can meet any famous person?
If I can meet any famous person, …………………………………………………………

(Students´ own answers)

Actividad 4

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

Actividad 5

a.Air pollution
b.sustainable
c.high noise levels
d.Parks and green areas
e. concentrated urbanization

Actividad 6

1. Air pollution, smog, lack of green spaces, waste and noise pollution are the primary environmental challenges mentioned in the text that urban areas face.
2. They are important in cities for urban residents' physical and mental well-being. They benefit residents because they provide a respite from the hustle and bustle of city life.
3. To address these environmental issues, many cities are adopting sustainable practices. They are investing in public transportation, increasing green areas and promoting recycling and using urban planning that prioritizes environmental sustainability.
4. They can recycle and reduce waste.

PARTE 3. TEMA II. EXTREME CLIMATE
Actividad 1
1.played – would have
2.hit – would be
3. were – would change
4. would buy – found
5. owned – would build
6. would invite – had
7. would pick – wanted
8. would have – came
9. liked – would charter
10. were – would feel

Actividad 2
1.won – would travel
2.were – would fly
3. studied – would get
4.visited – would see
5. rained – would stay

Actividad 3
1. What historical period would you visit if you could go back in time?
   If I could go back in time, I would…………………………………………………..
2. What would you do with the money if you won the lottery?
   If I won the lottery, I…………………………………………………………………
3. Who would you choose if you had the opportunity to meet any historical figure?
   If I had the opportunity to meet any historical figure, I………………………………..
4. Which language would you speak if you could speak any language fluently?
   If I could speak any language fluently, I……………………………………………

5. Where would you live if you could live in any country?
   If I could live in any country, I………………………………………………………

   (Students' own answers)

Actividad 4
(Students' own answers)

Actividad 5
1.devastador   2. Ondas sísmicas   3. Placa tectónica   4. Marejada ciclónica   5. Deforestación   6.Erosión
7. Infraestructura   8.Atenuación   9. Sistema de alerta temprana   10. Resilencia

PARTE 3. TEMA III. THE 3R'S (REDUCE, REUSE, RECYCLE)

QUESTIONS FOR DISCUSSION
1. It is important to adopt sustainable practices to minimize waste and protect our planet for future regenerations.
2. We can significantly decrease our environmental footprint.
3. We can reduce energy consumption by using energy-efficient appliances and turning off lights when not in use.
4. Items that can be reused: shopping bags, water bottles, containers, items clothing and electronics. Reusing them is beneficial because we can contribute to waste reduction.
5. Recycling not only helps protect the environment but also conserves energy compared to manufacturing new material from scratch.
   Students' own answers
6. Students' own answers

Actividad 1
1.do - will go (1); 2.order - will have (1); 3.had - would buy (2); 4.met - would ask (2); 5.will call - need(1); 6.will go - is(1); 7.has - will meet(1); 8.were - would know(2); 9.order - will be(1); 10.would say - were(2)

Actividad 2
1.If she studied hard, she would pass the exam.
2.If he came to the party, I would be happy
3.If they finished their work on time, they would go on vacation
4.If it rained tomorrow, the picnic would be cancelled.
5.If you called me later, I would answer your questions.
6.If she visited Paris, she would see the Eiffel Tower.
7.If she studied more, he would improve his grades.
8.If they arrived early, we would have dinner together.

Actividad 3
1.If I have more free time, I will travel.
2.If he wins the lottery, he will buy a new house.
3.If she speaks French fluently, she will apply for the job.
4.If they have enough money, they will start a business.
5.If it snows tomorrow, they will cancel the event.
6.If I live in a bigger city, I will have more opportunities.
7.If she finds the key, she will unlock the door.
8.If they have better grades, they will get into a prestigious university.

QUESTIONS FOR DISCUSSION (Students' own answers)

VOCABULARY LIST
1.Conservando   2. Materias primas   3. Desviando   4. Mitigar, atenuar, suavizar   5. Antiestético   6. Emisiones de gases de efecto invernadero.   7. Artículos de un solo uso, desechables   8. Ecológico, ecosostenible