

INGLÉS



Educación Secundaria para Personas Adultas

módulo

4



**GOBIERNO
DE ARAGON**

Departamento de Educación,
Cultura y Deporte

INGLÉS

Educación Secundaria para Personas Adultas

4
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HEALTH AND SPORT

3



1. INTRODUCTION

In this unit we will look back at the present tenses; the present simple and the present continuous. We will also take a look at how and when to use the gerund and when to use the infinitive after verbs as well as looking at vocabulary for sports and health.

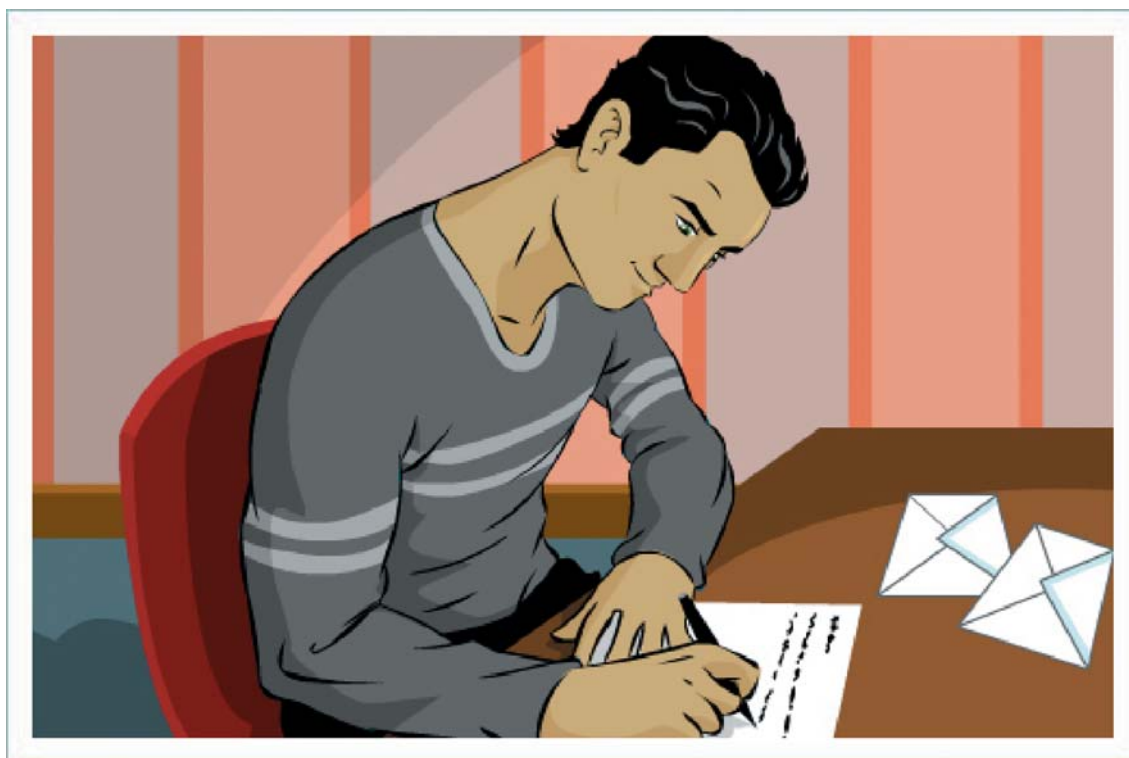
1. Use / understand present simple
2. Use / understand present continuous
3. Know when to use infinitives and gerunds
4. Use and understand sports vocabulary
5. Use and understand vocabulary connected with health

When you have finished this unit you will be able to:

1. Write about a sport you like or/and practise.
2. Interview a friend about her/his lifestyle. How healthy is it?

2. HELP! I HAVE A PROBLEM!

Read the text and answer the questions:





Dear Sue,

I am writing to you because I have a problem. I think I am a normal 31 year-old man but no matter what I do, I am not happy with the way I look.

Recently, I went back to university and I am studying physiotherapy but I am having problems because I am not as sporty as the other people on the course.

I am of average height and I weigh about 80 kilos, I have dark brown hair and green eyes and I think that I am quite good looking. The problem is that I want to have a great body and I don't.

I go to a local gym and I am reading loads of books and I am following a training programme that I found on the Internet. I eat a lot of protein and food like pasta and rice and I am doing a lot of exercise but my body is not changing as quickly as I want it to, in fact I think that I am getting fatter and that I am starting to look worse!

Right now, I am living with some friends, but I want to move house so that I am closer to my gym. My girlfriend says that this is not normal and she says that I am going crazy! I don't think that she is right; I only want to look good and to feel comfortable!

I don't know what to do, help me please!

Yours,

Andrew McManus



Audio

Vocabulary

- Physiotherapy : fiseoterapia
- Sporty : deportista
- Height : altura
- Weight : peso
- Gym : gimnasio
- Protein : proteina
- To go crazy : volverse loco



Activities

True or False

Choose the true sentences about the letter:

	True	False
The letter describes a problem	<input type="checkbox"/>	<input type="checkbox"/>
The writer is studying biology at universtiy	<input type="checkbox"/>	<input type="checkbox"/>
The writer weighs about 80 kilos	<input type="checkbox"/>	<input type="checkbox"/>
The writer eats a lot of protein	<input type="checkbox"/>	<input type="checkbox"/>
The writer doesn't want any help	<input type="checkbox"/>	<input type="checkbox"/>
The man who wrote the letter is called McDonald	<input type="checkbox"/>	<input type="checkbox"/>



Test

1. Choose the right answer

- a) Andrew is happy with the way he looks
- b) Andrew is not happy with his age
- c) Andrew is not happy with the way he looks

2. Choose the right answer

- a) Andrew is of average height
- b) Andrew is very tall
- c) Andrew is very short

3. Choose the right answer

- a) Andrew has blonde hair and blue eyes
- b) Andrew has brown hair and brown eyes
- c) Andrew has brown hair and green eyes

4. How old is Andrew?

- a) 30 years old
- b) 31 years old
- c) 32 years old

Writing

Answer these questions about the text.

1. Why isn't Andrew feeling happy with the way he looks?
2. What does Andrew look like?
3. What does he do to keep fit*?
4. Why does he want to move house?
5. What does his girlfriend think?

*keep fit = mantenerse en forma

Match these words with their definitions

Standard, regular
Athletic, fit
Fast, rapidly
Really, actually
Attractive, handsome

Sporty
Average
Good-looking
Quickly
In fact

Write in the gaps with the following expressions to complete right sentences

a great body / he doesn't like / dark brown / green / he is going crazy

Andrew's hair is [...]. His eyes are [...]. He wants to have [...], so he goes to the gym. But, he's not happy because [...] the way he looks. His girlfriend's opinion is that [...].



2.1. Grammar

There are two present tenses in English:

The present simple : *I work*

The present continuous : *I am working*

PRESENT SIMPLE _ FORM & USE

FORM: to think, present simple

Affirmative Form	
I / You / We / They	think
He / She / It	thinks

Negative Form		
I / You / We / They	do not (don't)	think
He / She / It	does not (doesn't)	think

Interrogative Form		
Do	I / you / we / they	think?
Does	he / she / it	think?

Time Expressions
Always, usually, often, generally, sometimes, rarely, seldom, never, once a week/a month/a year, every day, in the morning/afternoon/evening, at night.

Remember: In the third person singular the verb always ends in -s:
he wants, she needs, he gives, she thinks.

But with some verbs it ends in -es:

Spelling Rules → Third person singular with -es		
Add -es to verbs ending in: -o, -ss, -x, -sh, -ch: <i>he goes, she passes, he fixes, it pushes, she catches.</i>	Verbs ending in consonant + -y : the third person changes the -y to -ies : <i>fly → flies cry → cries</i>	Verbs ending in vowel + -y : the third person only adds -s : <i>play → plays pray → prays</i>

EXAMPLES

Third person singular with s or -es

- a. *He goes* to school every morning.
- b. *She understands* English.
- c. *It mixes* the sand and the water.
- d. *He tries* very hard.
- e. *She enjoys* playing the piano.

The present simple is used to express:

- habits,
- repeated actions or unchanging situations,
- general truths.

**Examples:****1. For habits**

He **drinks** tea at breakfast.

She only **eats** fish.

2. For repeated actions or events

We **catch** the bus every morning

It **rains** every afternoon in the hot season.

3. For general truths

Water **freezes** at zero degrees.

The Earth **revolves** around the Sun.

PRESENT CONTINUOUS → FORM & USE

The present continuous of any verb is composed of two parts

the present tense of the verb to be + the -ing form of the main verb.

FORM: to talk

Affirmative

Subject	+ to be	+ base + ing
I	am ('m)	talking
he / she / it	is ('s)	
we / you / they	are ('re)	

Negative

Subject	+ to be + not	+ base + ing
I	am not ('m not)	talking
he / she / it	is not (isn't)	
we / you / they	are not (aren't)	

Interrogative

to be	+ subject	+ base + ing
am	I	talking?
is	she / he / it	
are	we / you / they	

Time Expressions

at the moment, now, tonight, this weekend, this month, at present.

Spelling Rules to add → ing

A single -e at the end of the verb is dropped before -ing:

come → *coming*

But -ie at the end becomes -y:

Lie → *lying*

And -ee is not changed:

See → *seeing*

The final consonant after a short, stressed vowel is doubled:

sit → *sitting*

swim → *swimming*



The present continuous is used:

- to describe an action that is going on at this moment e.g.
You are using the Internet. You are studying English grammar.
- to describe an action that is going on during this period of time or a trend, e.g.
Are you still working for the same company?

to describe an action or event in the future, which has already been planned or prepared e.g.
We're going on holiday tomorrow.

 **Activities**

Write in the gaps with the following words to complete right sentences

have / sears / cooks / spears / fixes / take / washes / buy

- I [...] breakfast at 6:00 every morning.
- My father always [...] a suit to work.
- He [...] his teeth three times a day.
- The children [...] the bus to school everyday.
- They usually [...] their clothes at the weekend.
- She often [...] pasta for dinner.
- My French teacher [...] three languages.
- A mechanic [...] cars.

Make negatives sentences using the correct verbs from the list

doesn't love / don't go / dont drink / don't know / doesn't smoke / don't have

Example. She is Chinese. She **doesn't speak** French.

- John and Betty are strangers. They [...] each other.
- The children [...] to school on the weekend.
- Mrs.Harrison wants a divorce. She [...] her husband anymore.
- Children [...] whisky.
- Susan is very healthy. She [...] cigarettes.
- Poor people [...] a lot of money.

Write the correct form of the present simple.

1. (play) He [...] football every day.
2. (study) She [...] English at school.
3. (dance) She [...] very well.
4. (drive) He [...] a really fast car.
5. (have) Natalia [...] lots of friends.
6. (fly) Ann [...] around the world a lot.

Write the correct formo f the present continuous.

Use these verbs: STUDY, COOK, FIX, SHINE, LISTEN, RAIN

1. The sun [...]. It is a beautiful day.
2. He [...] dinner. He is busy now.
3. Robert [...] the car. He is very well.
4. My sister is in her bedrrom. She [...] for the exam.
5. The children are in the classroom. They [...] to their teacher.
6. Take your umbrella. It [...] .



PRESENT SIMPLE VS PRESENT CONTINUOUS

Now study this explanation and compare the examples:

Present Continuous: I am listening

Use the present continuous to talk about something which is **happening at or around the time of speaking**:



“Listen to those people. What language **are they speaking?**”

“Where is Anna?” “She’s **playing** tennis”

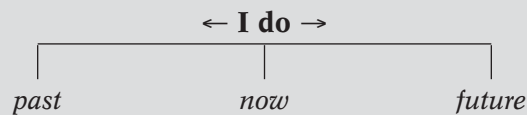
Use the present continuous for a **temporary situation**:

“She’s **living** with a friend until she can find a flat”

“The lift **isn’t working**. It broke down this morning.”

Present Simple: I listen

Use the present simple to talk about **things in general or things which happen repeatedly**:



“Excuse me, **do you speak** English?”

“Peter **plays** tennis on Sundays.”

Use the present simple for a **permanent situation**:

“My sister **lives** in London. She has been there for many years.”

“The lift **doesn’t work**. It hasn’t worked for weeks.”



Activities

True or false

Decide if the verbs in these sentences are **right** or **wrong**. Write again those which are wrong.

Example: I am going to the cinema on Saturdays. **WRONG**

RIGHT: I go to the cinema on Saturdays.

- Kim is a student from South Korea. But, at the moment she lives in London
- After breakfast, Sally usually is cycling to school
- Quiet please! I am writing a test.
- Is he watching the news regularly?
- Everybody knows that apples are good for their health.
- Helen wears a t-shirt and shorts today.
- Paul is a businessman. He is travelling a lot in his job.
- Mr Robins always comes from work very late.

Now write correctly the wrong sentences.



Complete the following sentences using the correct present tense.

is getting up / have / read / is Ealing / are reading / are taking / eats / am taking / gets up / walk

- She [...] usually at 6:00, but today she [...] at 5:30 because she has an early appointment at work.
- I always [...] to work, but I [...] the bus today because it is raining very hard.
- We usually [...] the local newspaper, but today we [...] a national newspaper.
- The children usually [...] a shower in the evening, but tonight they [...] a bath.
- Paul often [...] cereal for breakfast, but today he [...] toast.

Write in the gaps with the correct form of the verb

1. (play)Where is your brother? My brother [...] tennis with James.
2. (cook) My neighbour is a cook; he [...] in a Mexican restaurant.
3. (have) Excuse me, but I cannot open the door; I [...] a shower.
4. (ring) The phone [...]; John, can you answer it, please?
5. (shout) Andrew, Why [...] at me?
6. (smoke) My wife occasionally [...], mainly in parties.
7. (play) My sister [...] the piano like a professional.
8. (wash) Where is your husband? He [...] the car.
9. (improve) Congratulations Paul! Your English [...] little by little.
10. (perform) She is a dancer; she [...] in the National Ballet.

2.2. Learning new words

Listen and repeat these words connected with health, fitness and appearance:

Fat	gordo	Grumpy	gruñon
Overweight	persona con sobrepeso	Outgoing	extrovertido
Slim	delgado	Reserved	reservado
Thin	flaco	Dark	moreno
Skinny	muy flaco	Olive	moreno de piel
Plump	gordinflón	Pale	pálido
Stocky	bajo y fornido	Tanned	bronceado
Well built	macizo	Freckles	pecas
Optimistic	optimista	Fair	rubio
Pessimistic	pesimista	Average height	de estatura media

**Activities**

Which words from the list are related to someone's character?

- grumpy
- dark
- stocky
- optimistic
- outgoing
- skinny
- slim
- reserved
- fair
- pessimistic

What's the odd word out in each list?

a)

THIN
SKINNY
PLUMP
SLIM

b)

DARK
FRECKLES
FAIR
RED-HAIRED

c)

SLIM
PLUMP
STOCKY
OVERWEIGHT

d)

ATTRACTIVE
GOOD-LOOKING
UGLY
HANDSOME

e)

FRIENDLY
SOCIABLE
OUTGOING
RESERVED



Match the adjectives with their opposites

SLIM
OLD
TALL
INTERESTING
RESERVED
PESSIMISTIC
TANNED
DARK

FAT
OPTIMISTIC
OUTGOING
PALE
FAIR
YOUNG
SHORT
BORING

Write in the gaps these adjectives:

OPTIMISTIC / RESERVED / PESSIMISTIC / OUTGOING

- Susan is always expecting the best to happen. She's a very person [...].
- Paul is very friendly and open in his behaviour. He's really [...].
- My sister always thinks that bad things will happen. She is very [...].
- He's a very [...].person. He never shows other people what he is really thinking.

Match the words to the definitions

GRUMPY	Someone who is too fat, and consequently unhealthy.
OVERWEIGHT	Extremely thin, especially in an unattractive way.
FRECKLES	Bad-tempered; often angry, disappointed or pessimistic.
WELL BUILT	Small light brown spots on someone's skin.
SKINNY	Strong and muscular; used showing approval.

2.3. Listening

A case of the flu



Listen to this conversation between two people at work, then answer the questions.



Audio



Activities

True or false

Choose the things that Graham has wrong with him:

	True	False
His head is hurting	<input type="checkbox"/>	<input type="checkbox"/>
His feet are swollen	<input type="checkbox"/>	<input type="checkbox"/>
He has hayfever	<input type="checkbox"/>	<input type="checkbox"/>
His joints are aching	<input type="checkbox"/>	<input type="checkbox"/>
He has a temperature	<input type="checkbox"/>	<input type="checkbox"/>
He has an upset stomach	<input type="checkbox"/>	<input type="checkbox"/>
He has a graze on his knee	<input type="checkbox"/>	<input type="checkbox"/>
He is sweating a lot	<input type="checkbox"/>	<input type="checkbox"/>

Test

1. Graham is feeling:

- a) great
- b) unwell
- c) happy
- d) like working

2. Graham thinks that:

- a) he should go home
- b) he has a virus
- c) he has a temperature
- d) he should see a doctor

3. Fiona thinks that Graham should:

- a) go home
- b) see a doctor
- c) stay at work
- d) drive home

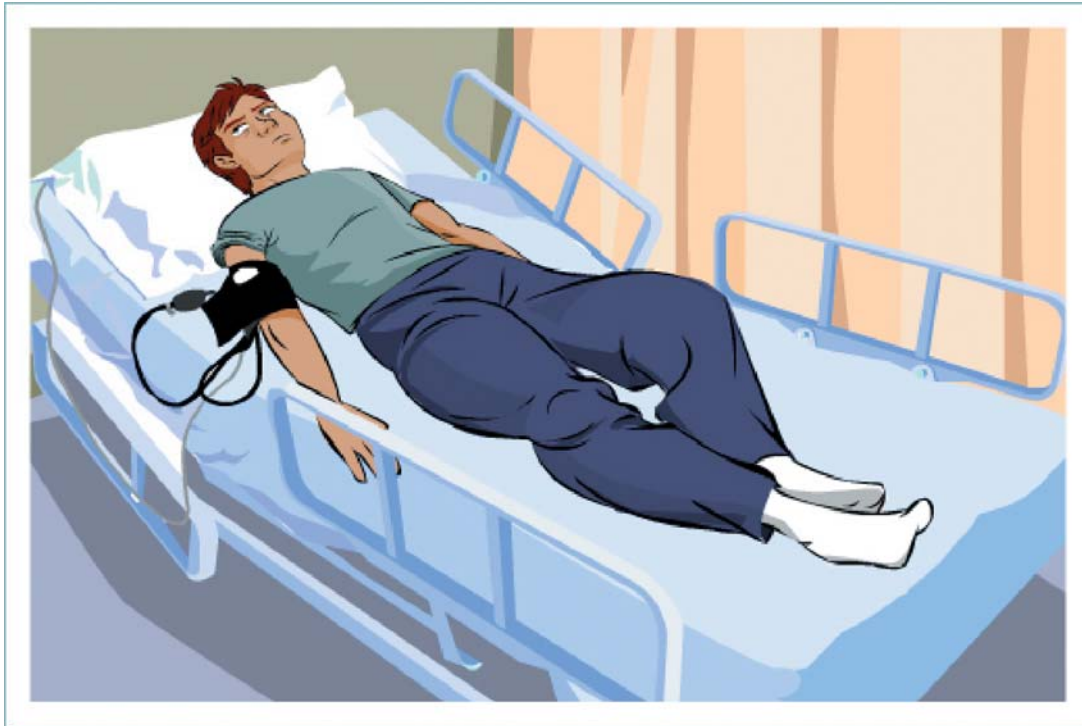
4. Fiona doesn't want Graham to:

- a) rest
- b) see a doctor
- c) go home
- d) drive



2.4. Writing

It is your turn!



1. Imagine that you are feeling unwell. Write down at least 5 symptoms that you have.
2. Now think back to the words that we saw to describe what people look like and their character. Use these words and any others that you can find in your dictionary to describe you. Write at least five sentences.

2.5. Pronunciation

It can sometimes be difficult to know how to pronounce some words in English just from the spelling. Look at these words connected with health and illness. Listen and repeat the pronunciation.

Use the phonetic chart¹ to check any symbols you are not sure of.

1	cough - /kɒf/
2	bruise - /bru:z/
3	height - /haɪt/
4	weight - /weɪt/
5	virus - /vaɪrəs/
6	sweat - /swet/
7	wound - /wu:nd/
8	healthy - /helθi:/

As you can see some words aren't pronounced in exactly the same way as they are spelt!

1. You can find it on the Internet: <http://www.teachingenglish.org.uk/try/activities/phonemic-chart>



Audio



Activities

1. One of the links on the left takes you to a special 'phonetic' keyboard. Use the keyboard to help you write these words from the last exercise:

1. cough
2. height
3. weight

2. Now try to do the same thing with these words remember that you can look the words up using a dictionary if you need some help!

1. tall
2. thin
3. happy

3. FAT BOB'S FILM BLOG

This listening is taken from a weekly film blog by a person called "Fat Bob".

First look at the picture. What kind of a person do you think Bob is?

Now listen to the audio and answer the questions below.



1. Listen to the audio once to get a general idea about who Bob is.
2. Read the questions below and then listen to the audio again

Read the text and listen to the audio. Then answer the questions.



Audio



Activities

Test

1. The blog is written by

- a) Rob
- b) Tom
- c) Bob
- d) John

2. Normally, the blog is about

- a) Sport
- b) Films
- c) Smoking
- d) Swimming

3. At the beginning of the article what does Bob ask us to imagine?

- a) Having the chance to live as a professional footballer
- b) Having to play sport for a week
- c) Reading his blog

4. What does Bob try to avoid doing?

- a) writing
- b) sport
- c) anything at all

5 What does Bob hope for?

- a) to survive the experience
- b) to become a professional footballer
- c) to become a journalist

6. Is Bob looking forward to the experience?

- a) Yes
- b) No

Choose the right option

Look at the photo on this section. What are your first impressions of Fat Bob (the man on the left)? Choose the words / adjectives that describe him.

Tall / Sporty / Muscular / Unfit / Unhealthy / Plump



Writing

1. Read the text again and answer these questions.

1. Why doesn't Bob think he will enjoy the experience?
2. What does Bob say that his idea of exercise consists of?
3. How does Bob describe his lifestyle?
4. Who does Bob think might commit armed violence to have the chance to train with professional footballers?
5. Why does Bob think we should try different things?

2. Write the questions for these answers about the text.

1. To avoid it
2. He was surprised
3. A challenge
4. To survive the experience

3.1. GRAMMAR

Gerunds and infinitives

Some verbs in English can only be followed by a gerund. Some verbs can only be followed by an infinitive.

Some verbs can be followed by both the infinitive and -ing with no great change in meaning, there are some verbs where the meaning does change.

1	I need to stop to smoke
2	I need to stop smoking
3	I will try to use your camera
4	I will try using your camera

Gerunds can be used:

As the subject of a sentence (smoking is bad for you, drinking too much is unhealthy)

As the object of the sentence (after verbs like enjoy, hate, spend, stop etc)

After preposition and phrasal verbs and as the complement of a verb (His hobby is collecting stamps; he will keep on trying until he succeeds; she is great at swimming)

Infinitives are used:

As the subject of the sentence in formal or older style English (To err is human)

As the object of the sentence (after verbs like agree, decide, forget, try etc)

To express purpose; why someone does something (I am studying to pass my exam)

After adjectives which express wishes or personal feeling about the importance of something or make a value judgment (This is easy to understand)

The infinitive without to is used:

After most modal verbs (You mustn't smoke, He could run really quickly)

After make and let (You made him walk away, let me see that)



Remember:

A gerund is the name for an “-ing” form which acts like a noun.

The infinitive is another word for the base form of the verb, with or without “to”.

Gerunds and infinitives

There are some verbs which can only be followed by the -ing form:

I **enjoy playing** football (NOT ~~to play~~)

He finished **singing** (NOT He finished ~~to sing~~)

Verbs *normally* followed by -ing

1	Admit	7	Excuse
2	Avoid	8	Finish
3	Detest	9	Forgive
4	Dislike	10	Imagine
5	Enjoy	11	Suggest
6	Escape	12	Understand

After many verbs we use the infinitive:

Decide - She decided to study English

Pretend - They pretended to like the food

Start - It started to rain

Verbs *normally* followed by the infinitive

1	Ask	9	Help
2	Afford	10	Learn
3	Agree	11	Need
4	Choose	12	Pretend
5	Expect	13	Promise
6	Forget	14	Refuse
7	Remember	15	Want
8	Try	16	Would like

Some of the verbs that are followed by the infinitive can be followed by an object + infinitive:

Help - She helped him to do his homework

Remind - He reminded her to lock the door

Some verbs can be followed by either the infinitive or the -ing form with no change in meaning:

Love - I love to swim /swimming

Like - I like to shop / shopping

But, although some verbs can be followed by both the infinitive and -ing with no great change in meaning, there are some verbs where the meaning does change, these include:

Stop - I stopped smoking (I quit); I stopped to smoke (I stopped what I was doing so that I could smoke)

Remember - I remembered writing the e-mail (a memory); I remembered to write the e-mail (I didn't forget)



Activities

Look at these phrases. Notice how the gerund or infinitive is used after each verb.

1. I want you to take a deep breath
2. We all need to try something different
3. They expected me to refuse
4. Imagine having the chance to live the life of a professional footballer
5. I try to avoid doing sport
6. I dislike hearing about football

Match the two halves of the phrases

I can't afford	studying English
I want	to buy a new car
I need	shouting at my friend
The suspect admitted	to drink something. I'm so thirsty!
I regret	to play football tomorrow
I enjoy	stealing the jewels

Writing

Remember that some verbs are always followed by infinitives and some by gerunds. Look at these 5 verbs and then write 5 sentences about you using them.

1. Enjoy
2. Want
3. Would like
4. Dislike
5. Detest

Writing

Write five questions using the verbs above.

3.2. Learning new words

Listen to these words related to sport and repeat the pronunciation. Do this as many times as you need to until you can say the words perfectly.

Beat	ganar a	Practice	practicar
Catch	coger	Save	parar
Cycle	montar en bici	Score (a point / a goal)	marcar (un punto / un gol)
Dive	salto de trampolín	Serve	sacar
Draw	empatar	Shoot	tirar (a gol)
Hit	golpear	Tackle	placaje / ganar el balón
Kick	patear	Train	entrenar
Lose	perder	Throw	tirar (un balón)
Miss	fallar	Volley	volea
Pass	pasar	Win	ganar



 **Activities**

Match the words with their definitions

to hit someone or something with the foot	cycle
each team in a game has equal points	dive
to move in relation to it or them	train
to jump into water	draw
it has been taken away from you	hit
to be prepared for a job, activity or sport	kick
to obtain a point in a competitive activity	lose
to touch something with sudden force	pass
to ride a bike	score

Fill in the gaps with the correct word

winning / practise / wins / score / practising / volley / cycling / cycle / pass / training

- I love it when my team [...].
- I really want to [...] a goal when we play football.
- I refuse to [...] the ball when I have it. I want the ball all to myself!
- To [...] the ball correctly you need to hit it before it touches the ground.
- I love playing matches but I dislike [...].
- I avoid [...]. I don't like bikes.
- I enjoy [...] football matches.
- I want my child to learn to [...], it will be great exercise for them!
- I try to [...] as much as possible to get better.
- I enjoy [...] different sports but I don't like playing competitive matches.

Write in the gaps with the word definition

1. [...] to hit a ball before it hits the ground (a sport)
2. [...] when you make someone else lose
3. [...] when you stop someone or take a ball away from them in a game
4. [...] to repeat an exercise many times.
5. [...] to make something move a long way with your hand.
6. [...] kicking the ball towards the goal.

Write in the gaps with the sports definition

1. [...] a game played between two teams of eleven people, where each team tries to win by kicking a ball into the other team's goal
2. [...] a sport where two teams try to score points by carrying an oval ball across a particular line or kicking it over and between an H-shaped set of posts
3. [...] a competition in horse races
4. [...] a game played by two teams of five men or six women who score points by throwing a large ball through an open net hanging from a metal ring
5. [...] a sport in which two teams of eleven players try to score runs by hitting a small hard leather-covered ball with a bat, and running between two sets of small wooden posts a cricket ball/bat
6. [...] a game played especially in North America by two teams of nine players, in which a player hits a ball with a bat and tries to run around four bases on a large field before the other team returns the ball



3.3. Listening

The game

Listen to these two friends, Beth and Frank, at work talking about something they saw at the weekend and then answer the questions



Audio



Activities

Choose the true sentences about the text

- Beth and Frank both saw the football game
- Beth and Frank's team scored after 30 seconds
- Beth avoids watching penalties
- Frank always expects his team to lose
- Both Beth and Frank think their team will continue to win games

Test

1. What were Beth and Frank talking about?

- a) What they did on Sunday
- b) A football game
- c) Sport in general



2. How many newspapers did Frank buy?

- a) 1
- b) 2
- c) 3

3. How many goals did the losing team score?

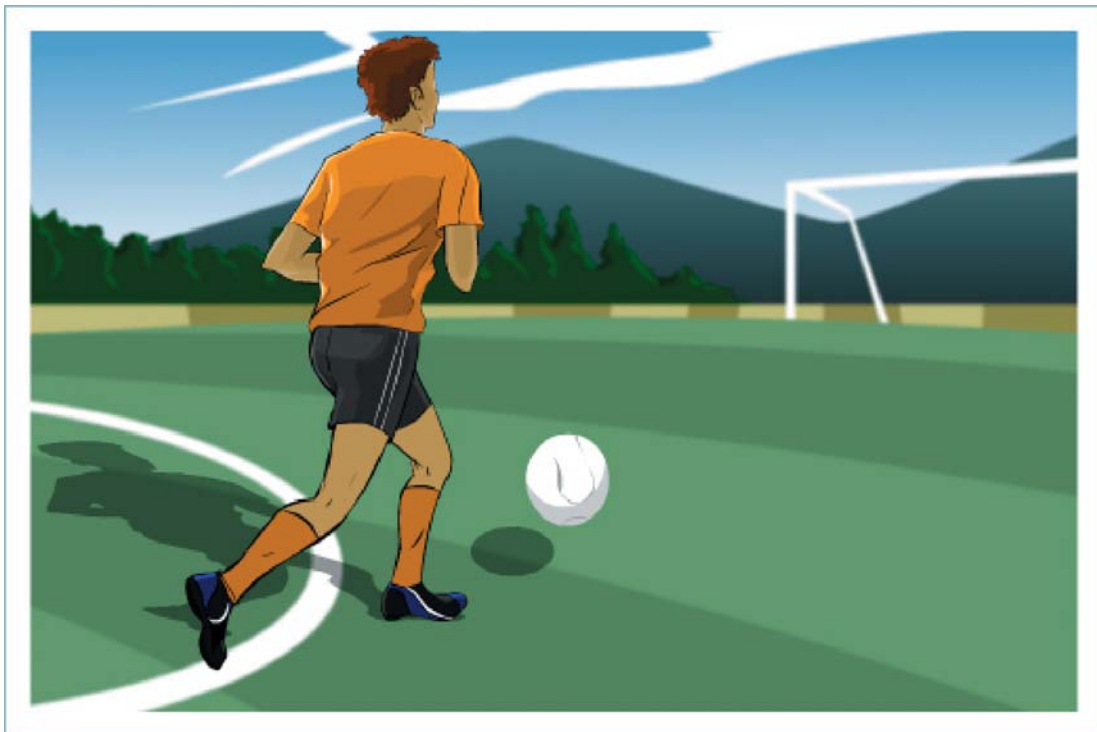
- a) Three
- b) None
- c) Nine

4. How many goals did the winning team score?

- a) 15
- b) 3
- c) 5

3.4. Writing

It's your turn!



1. Imagine you are watching an exciting football match. Write 5 sentences describing what is happening. Try and use as much vocabulary from the vocabulary section as you can!
2. Imagine you are doing a survey about people's habits. Find out information using the following verbs. Start each sentence with "Tell me something..."

You might use verbs like detest, expect, dislike, hate, would like, need, hope, think...



3.5. Pronunciation

Look at these phrases containing verbs that you last saw when we studied gerunds and infinitives. Read the sentences then listen to the audio. Repeat the pronunciation out loud.

1. I detest shopping
2. I dislike visiting relatives
3. I enjoy going to the beach
4. I promise to write to you soon
5. I want to get a good job
6. I would like to visit you next week



Audio



Activities

Match the words with their phonetic symbols

/ʃu:z/
 /əd'mɪt/
 /ɑ:sk/
 /fə'gɪv/
 /sə'fɛst/
 /rə'membə/

choose
 remember
 suggest
 forgive
 admit
 ask

In this section we have looked at the way different verbs are followed by either gerunds or infinitives and some verbs can be followed by either. Read and listen to the sentences below listen to the difference in sound between the gerund and the infinitive. Practice saying each version:

1	I love meeting friends I love to meet friends
2	Try to open the door Try opening the door
3	I like to eat chocolate I like eating chocolate
4	Stop enjoying the sunshine and do some work! Stop to enjoy the sunshine it's lovely!
5	Do you remember visiting him each week? Do you remember to visit him each week?



Audio



Activities

Listen to the audio and choose the correct option.



Audio

- Try to open the door
- I like eating chocolate
- I love meeting friends
- Try opening the door
- I like to eat chocolate
- I love to meet friends

4. DRILLS



Activities

Writing

Write at least five sentences using the present simple and the words run, train, practise, jump, score.

Fill in the missing words about symptoms and the diagnosis

temperature / coughing / broken / backache / bleeding

- His hand is [...]. He cut himself.
- She is [...] a lot. She has a cough.
- He is using crutches. He has a [...] leg.
- His forehead is really hot. He has a [...].
- His back is hurting. He has [...].

Write the correct form of the verbs into the gaps using the gerund or the infinitive present simple or present continuous

to go / going / to meet / like

- I hope [...] my hero one day.
- Can I suggest [...] swimming today?
- I can't afford [...] to the doctor's!
- Just pretend to [...] it!

Write in the gaps

to see / to leave / playing / going

- Why are you avoiding [...] to the dentist?
- I enjoy [...] badminton.
- I would like [...] your painting.
- I refuse [...].

Write in the gaps

to stay / to live / to leave / lying

- We need [...] immediately.
- Just imagine [...] on a beach right now!
- I want [...] a little bit longer.
- I didn't choose [...] here.



Write in the gaps

listening / waiting / be / being

- She detests [...].
- Imagine [...] able to drive a Formula 1 car.
- I really dislike [...] to the radio.
- He asked me to [...] quiet.

Write the correct verb form or choose the right option

1. I am [...] to you to say I love you. (write)
2. I am [...] physiotherapy. (study)
3. I am [...] good looking. (quite / quiet)
4. We always expect [...]. (lose)
5. I don't normally enjoy [...] the newspapers on Monday. (read)
6. The verb refuse is normally followed by [...]. (infinitive / gerund)
7. The verb avoid is normally followed by [...]. (infinitive / gerund)

Re-writing these phrases using the present continuous negative

1. He is running
2. She is studying
3. They are climbing
4. We are talking
5. I am watching TV

Re-write these phrases using the present continuous interrogative

1. He is running
2. She is studying
3. They are climbing
4. We are talking
5. I am watching TV

Writing

Imagine that an English friend of yours is staying with you. His mother calls you on your mobile and wants to speak to him. Unfortunately, your friend doesn't want to speak to his mother. Think of 5 different activities that your friend "is doing" so he doesn't have to speak to his mum.

Writing

In reality your friend WASN'T doing those things in the last exercise. Now, write TRUE sentences using the present continuous negative.

5. SUMMARY

In this unit we looked back at the present tenses; the present simple and the present continuous. We also took a look at how and when to use the gerund and when to use the infinitive after verbs as well as looking at vocabulary for sports and health.

We have also looked at vocabulary for world problems and the cinema.

You should now be able to do the two tasks for this unit:

1. Write about a sport you like or/and practise.
2. Interview a friend about her/his lifestyle. How healthy is it?



SCRIPTS

A case of the flu

Fiona: Hello Graham. You look terrible! Are you ok?

Graham: Well, the truth is I'm not feeling very well.

Fiona: Oh dear. What's the matter?

Graham: Well, I feel a bit unwell: my head hurts and I have a temperature and my joints are all aching as well. I think I have that virus that they are talking about on the news.

Fiona: Oh no, that doesn't sound very good! Have you seen a doctor?

Graham: Yes, but she just says that I need to go to bed and rest. But it is difficult to rest and I am sweating so much that although I am drinking constantly I am completely dehydrated.

Fiona: That sounds awful! Are you taking any medicine? Did the doctor give you a prescription for anything?

Graham: No, but I am sure that I will be ok if I rest a little bit.

Fiona: Maybe, but I really think you should go home. There is a nasty flu bug going around and it is quite dangerous! I know a lot of people who seem to have the same virus.

Graham: I think you are right. In fact I am going home right now to go to bed.

Fiona: That's a good idea. In fact, I am coming with you to make sure that you are ok. I'm not letting you drive like that!

Graham: Thank you. I don't think it would be a good idea for me to drive. My head feels like it is exploding!

Fiona: Poor you! Come on then, let's go! I am taking you home right now?

Vocabulary

Unwell : enfermo

Temperature : fiebre

Joints : articulaciones

To sweat : sudar

Prescription : receta medica

Fat Bob's film blog

I have a bit of a surprise for you in this week's blog. I want you to take a deep breath and make sure you are sitting down before you read on.

Ready?

I'm not going to watch a single film for seven whole days. Why? Let me explain?

Imagine having the chance to live the life of a professional footballer for a complete week?

Being paid to exercise, meeting famous people and driving fast cars; sounds like a dream offer, right? I'm sure you all know plenty of people who would agree to do anything in exchange for that opportunity. In fact I have several close friends who I am convinced would actually be capable of armed violence if they thought that it would help their chances (and not just get them put in jail).

However, I'm a film journalist. I try to avoid doing sport at all costs, I dislike even hearing about football and detest getting up from the comfort of my own sofa. The idea of spending a week surrounded by professional sportsmen and pretending to be coordinated is not very high on my list of priorities.



It's not that I don't understand that people can enjoy doing sport, it's just that I personally don't like doing anything more strenuous than walking down to my local shop to buy a newspaper and maybe a packet of cigarettes, which I will stop to smoke before making my way back to the comfort of my television. (I will probably stop smoking when they make it less enjoyable, until then it will definitely form part of my daily life). My idea of exercise is re-organising my DVD collection and putting it in alphabetical order.

So, given my obvious preference for a what I call a "comfortable" lifestyle you can imagine my surprise at receiving a phone call offering me the chance to train with a professional football team for a week and then write about the experience. I think the people who offered me the chance expected me to refuse but to their (and my) surprise I agreed to do it.

So there we are, film critic turned wannabe sport star. At least it will make a change for you more regular readers of my blog!

After all, there's nothing more exciting than a challenge, is there? Sometimes we all need to try something different if only to remind ourselves the reason why we never tried it in the first place.

I just hope to survive the experience?

Vocabulary

Offer : oferta
 Capable : capaz
 Armed violence : violencia a mano armada
 Jail : prisión
 Strenuous : exhaustiva
 Wannabe : ser un "quiero y no puedo"
 Challenge : reto
 Survive : sobrevivir

The game

Frank: Hey Beth! How are you doing? Did you see the game on Sunday?

Beth: Yes, I did! Wasn't it great? I honestly didn't expect it to be so exciting! I can't remember watching a game as incredible as that before!

Frank: Yes, it was pretty good, wasn't it? I don't normally enjoy reading the newspapers on Monday morning but today I bought three!

Beth: I know! It seems like we always lose but to beat the league leaders at their own stadium was more than I could ever have hoped for!

Frank: The way the team just ran and ran. The passing was so smooth and the whole team tackled tirelessly?

Beth: Did you see the first shot on goal? It usually seems like our strikers forget to put their boots on before they play but the way our centre forward hit the ball was unbelievable. It had so much power! The way he hit the volley was incredible? He only missed by a centimetre or two and that was in the first 30 seconds of the game? I was in shock!

Frank: That's the great thing about supporting our team: because we always expect to lose, it's amazing when they actually win!

Beth: I completely agree; but although they always seem to lose, I refuse to give up. I guess I should have learnt to expect the worst, for example I normally avoid watching our team take penalties, but I on Sunday I couldn't even imagine the ball not going in?

Frank: It's such a great feeling! I wish it could last forever!

Beth: (laughs) Yes, me too! Although I have to admit thinking that it won't last much longer than a week!



Vocabulary

Tirelessly : sin cansancio

Shot : disparo

Striker : delantero

Centre forward : delantero centro

Volley : patear un balón sin que toque el suelo

FAMILY MATTERS

2



1. INTRODUCTION

In this unit you will learn how to use the PAST CONTINUOUS and the PAST SIMPLE. We will also look at how to use USED TO, LINKERS and DISCOURSE MARKERS as well as many other useful and interesting things.



1. Use / understand the past continuous
2. Use / understand the past simple
3. Use / understand “used to”
4. Use / understand linkers and discourse markers
5. Talk about family

When you have finished this unit you will be able to:

1. Write about your childhood: what you used to be like and what things you used to do.
2. Write an appropriate ending to this story (around 150 words):

“It was a cold night in November and it was raining. It was six o’clock and people were going home from work. There was a lot of traffic. Diana was in a hurry, but she wasn’t going home. She was driving to her friend Daniel’s house to have dinner...”



2. FAMILY MATTERS

A Rocking Family

You are going to read a text about an unusual family. What do you think life would be like growing up in a family whose father is the lead singer in a heavy metal band? Take a few minutes to think about what it could be like. Then, read the text and answer the questions.



The Osbournes

The Osbourne family is not like any family one may encounter. Ozzy Osbourne and his wife Sharon got married in 1982 and soon after she gave birth to Aimée in 1983, Kelly in 1984 and Jack in 1985. So what is so unusual about this family?

First the dad: Ozzy, born in 1948. He released his first record with the band Black Sabbath in the early seventies. The self-titled record went platinum that same year in the U.K. and U.S. This was the start of an amazing career as a heavy metal singer that has not stopped for the last 40 years. Nicknamed “The Prince of Darkness” he shocked the world by eating a bat on stage during one of his shows. In 1996, Ozzy and his wife/manager Sharon launched OZZfest in 1996, the first national music festival of its kind dedicated to hard rock music and breaking new artists. Over one million fans attended the annual OZZfest music festival which Ozzy headlined. The festival made so much money that Ozzy donated a portion of the proceeds to diverse charities. The festival is still going strong and is usually sold out.

Then we have Sharon, Ozzy’s wife, who after having met her future husband, at the tender age of 17, became his manager when the artist decided to leave the band and start his solo career. Sharon also works on television and she is one of the judges on the X-factor, a British talent show.

What really makes this family unconventional is that in 2002 a TV reality show filmed their daily lives and turned them into world-wide celebrities. The show featured Ozzy and Sharon of course but also two of their children: Jack and Kelly. Aimee, the eldest of the three, refused to take part in the programme and criticized publicly her parents for their antics in the show.

The series followed the family as they dealt with major events such as Sharon’s battle with cancer, and the aftermath of an accident that nearly killed Ozzy.

Now, all the members of the Osbourne clan are major celebrities and either work in television or music.


 **Audio**
Vocabulary

Unusual : inusual
 A record : un disco
 To nickname : apodar
 Unconventional : raro, extraño, poco convencional
 To feature : mostrar, ofrecer
 Antics : payasadas
 Aftermath : secuela

 **Activities**
True or false

Are these sentences about the reading true or false?

	True	False
Osbourne family took part in a film about hard rock music.	<input type="checkbox"/>	<input type="checkbox"/>
Ozzy Osbourne was a hard rock musician.	<input type="checkbox"/>	<input type="checkbox"/>
Ozzy Osbourne's band was a completely failure.	<input type="checkbox"/>	<input type="checkbox"/>
Ozzy Donated some of the money from his first OZZfest festival to charity	<input type="checkbox"/>	<input type="checkbox"/>
Now Osbourne family is famous.	<input type="checkbox"/>	<input type="checkbox"/>

Test

1. Choose the right answer

- a) Ozzy became famous in seventies
- b) Ozzy's first record wasn't a success
- c) Ozzy used to play alone

2. Choose the right answer

- a) The OZZfest festival was dedicated to heavy metal music.
- b) The OZZfest festival was launched in 1996
- c) The OZZfest festival was only open to new artists.

3. Ozzy shocked the world because...

- a) he earned a lot od money
- b) he ate a bat in public
- c) he was very strong

4. Choose the right answer

- a) It is usually easy to buy tickets for OZZfest festivals
- b) OZZfest festivals tickets are often sold out.
- c) Now there aren't any OZZfest festivals.



Writing

Look at Osbournes’ photo. How do you think the life of a family of rock stars is? Think of three adjectives to describe it.

Writing

Answer these questions about the text.

1. What is unusual about the Osbournes?
2. How did Ozzy Osbourne “shock the world”?
3. What made OZZfest different from other music festivals?
4. What does Ozzy’s wife Sharon do?
5. Who didn’t appear in “The Osbournes” reality show? Why not?

Match the lists

Find words in the text and match them with the correct definitions.

- Find, meet**
- Give away, gift**
- Incredible, fantastic**
- Misbehaviour, fun and games**
- Strange, not normal**

- Encounter
- Amazing
- Donate
- Unconventional
- Antics

Writing

Write the questions for these answers about the text.

1. 1948
2. 1996
3. 17
4. 2002

2.1. Grammar

Past Simple

The past simple is used to describe **finished** actions in the past. We know the context or when the action took place. The past simple is usually formed by adding -ed to the main verb. Look at the examples in the table, notice that the third person form is the same as the other forms.

Regular verbs

Affirmative form

Present simple	Past simple
I listen to music	I listened to music
He walks to work	He walked to work
They work a lot	They worked a lot
We watch TV	We watched TV



Negative form

Subject	Auxiliary verb	Main verb
I	did not (didn't)	listen to him yesterday
You		play the guitar
He / she / it		walk through the park
We		talk French
They		work last year

Interrogative form

Auxiliary verb	Subject	Main verb
Did	I	listen to him yesterday?
	you	play the guitar?
	he / she / it	walk through the park?
	we	talk French?
	they	work?

Irregular verbs

Affirmative

Present simple	Past simple
I go to London every week	I went to London last week
He reads a lot of books	He read a lot of books
They eat lunch early	They ate lunch early

Negative

Subject	Auxiliary verb	Main verb
I	did not (didn't)	go to London last year
You		read the book
He / she / it		eat any apples for lunch
We		have a new car last year
They		speak to her yesterday

Interrogative

Auxiliary verb	Subject	Main verb
Did	I	go to London last year?
	you	read the book?
	he / she / it	eat any apples for lunch?
	we	have a new car last year?
	they	speak to her yesterday?

*Spelling rules for regular past simple verbs*

Add -ed	If the verb ends in a consonant, add -ed.
return / returned	I returned the book to the library
help / helped	She helped them move house
cook / cooked	He cooked lunch for everyone
play / played	They played football at the weekend

Add -e	If the verb ends in -e, add -d.
live / lived	Ann lived in London last year
die / died	My dog died last year
change / changed	Suzy changed her hairstyle last week

one-syllable words	If the verb ends in consonant-vowel-consonant (CVC), double the last consonant and add -ed If the verb ends -w, -x, or -y, add -ed
stop / stopped (CVC)	We stopped to have a rest
plan / planned (CVC)	They planned a holiday to Greece
mix / mixed (-x)	He mixed the ingredients for the cake carefully
snow / snowd (-w)	It snowed a lot in the mountains
stay / stayed (-y)	Some friends stayed with us last weekend

Two or more syllables	If the verb ends in CVC, double the last consonant only if the last syllable is stressed
prefer / preferred	They preferred chocolate to milk (The last syllable is stressed)
visit / visited	He visited his parents last weekend (The last syllable isn't stressed)

Consonant + y	If the verb ends in a consonant, + y, change the -y to -i and -ed
worry / worried	She was worried that you would forget the spelling rules
dry / dried	He dried my hair after having a shower
study / studied	Peter studied a lot for the exam

Vowel + y	If the verb ends in a vowel + y, add -ed. (Do not change the -y to -i.)
play / played	We played football last weekend
annoy / annoyed	I was annoyed that I didn't pass the exam
EXCEPTIONS	pay - paid / lay - laid / say - said



Past Continuous

The past continuous is used to describe an **unfinished** action in the past at a specific time. The past continuous is formed with was/ were plus adding -ing to the main verb.

At 10 o'clock last night, I was watching TV.

Yesterday morning I was reading a book.

We can also use the Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Past Simple.

I was doing my homework when the phone rang.

I was washing my hair when my mother came into the bathroom.

Affirmative form

Subject	Auxiliary	Main verb	Rest of the sentence
I	was	going	to the shop
You	were	reading	a book
He / she / it	was	writing	a letter
We / you / they	were	resting	when I called

Negative form

Subject	Auxiliary + not	Main verb	Rest of the sentence
I	wasn't	going	to the shop
You	weren't	reading	a book
He / she / it	wasn't	writing	a letter
We / you / they	weren't	resting	when I called

Interrogative form

Auxiliary	Subject	Main verb	Rest of the sentence
Was	I	going	to the shop?
Were	you	reading	a book?
Was	he / she / it	writing	a letter?
Were	we / you / they	resting	when I called?

Spelling rules for the present participle or “-ing”.

Add -ing	For most verbs, add “-ing”.
be / being	My brother was being naughty
play / playing	My friend was playing football
work / working	I was working at home today
listen / listening	They were listening to music



Drop -e	If the verb ends in silent e, drop the e and add “-ing”.
live / living	Ann was living in London last year
come / coming	I was coming to Zaragoza yesterday
	If e is not silent, the final e is not dropped
be / being	My brother was being naughty
see / seeing	My sister was seeing the film yesterday
-ie => -ying	If the verb ends in ie, change ie to y and add ing.
die / dying	My plants were dying because they needed water
lie / lying	My dog was lying on my bed
Double final letter	For 1 syllable words that end with a consonant/vowel/consonant, double the final letter before adding “-ing”. (NB. this does not apply to verbs ending in w,x or y.)
stop / stopping	The police were stopping cars from entering the street
run / running	The children were running in a race
	This does not apply to verbs ending in w, x or y
snow / snowing	It was snowing outside
fix / fixing	I was fixing a problem at work
say / saying	Were you listening to what I was saying?
	For 2 syllable words where the stress is on the 2nd syllable and which end with a consonant/vowel/consonant, double the final letter before adding “-ing”
begin / beginning	I left the cinema as film was beginning
	This does not apply to verbs ending in w,x or y:
allow / allowing	Why were they allowing him to talk all the time?
Exceptions	When the verb ends in ‘l’, double the ‘l’ even if the stress is on the first syllable
model / modelling	She was modelling sportswear
travel / travelling	They were travelling to Germany. (NB This is not true in US English)

Activities

Complete these activities with the past simple and the past continuous remember that the past simple generally expresses a finished state and the past continuous generally expresses an unfinished state in the past or to emphasise how long something took.



Write in the gap the past tense from the verbs you have in brackets.

1. (try) She [...] to do her homework.
2. (call) They [...] you
3. (travel) I [...] to Thailand.
4. (keep) She [...] quiet during the entire movie.
5. (say) You [...] it was ok.
6. (be) She [...] there!

Write in the gaps with the following words to make correct sentences.

didn't visit / told / Was / didn't have / was watching / went / was /

- She [...] me not to worry about it.
- They [...] to the cinema without me.
- I [...] TV when the electricity went out.
- [...] she crying when you got home?
- I [...] time to do it this morning.
- We [...] the cathedral, it was closed.
- My mother [...] cooking when I arrived.
- What was he [...] all morning?

Choose the right option

Jeremy: Hello Esther! I [...(A)] to see you here! Jane [...(B)] me you were sick.

Esther: Hi Jeremy. I'm ok. I [...(C)] very busy yesterday so I [...(D)] to work but I am not sick!

Jeremy: I am happy to hear that you are ok. But why didn't you call to say where you were? I [...(E)] for you for two hours before Jane [...(F)] me you [...(G)] ! I had some very important news to tell you in our meeting!

Esther: Oh dear! I'm so sorry! I completely [...(H)] that we were having a meeting!

- A. were expecting / didn't expect / am expecting
- B. told / tells / was telling
- C. was / were / am
- D. didn't come / weren't coming / wasn't coming
- E. was waiting / waited / am waiting
- F. tells / was telling / told
- G. wasn't coming in / didn't coming in / weren't coming in
- H. was forgetting / forgot / were forgetting

Writing

Write the correct negative form of these sentences.

Example: I went to the shop / I didn't go to the shop.

1. I told her not to go.
2. She was having a bath when I walked in.
3. They left for Thailand yesterday.
4. He was crying for hours!
5. We stayed home.



Writing

Now write the correct interrogative form of those sentences using the past simple or the past continuous.

Example: I went to the shop - Did I go to the shop?

Write in the gaps

Fill the gaps with the right verb form.

Example: (walk) He (...) when he found a 20 pound note on the ground.

He **was walking** when he found a 20 pound note on the ground.

1. (play) He fell down when he [...] in the playground.
2. (meet) She [...] her boyfriend when she was going to work.
3. (cook) When he [...], the bell rang.
4. (drive) Her mobile rang when she [...].
5. (see) Natalia [...] her cousin when she was waiting for the bus.
6. (hear) I [...] his voice although I couldn't see him.

Write in the gaps

Use the correct question word (who, what, where, when, why, how much) and the simple past tense to make questions. The underlined words are the answers to the questions.

Example: Where did you spend your holidays last year? / I spent my holidays **in London** last year.

1. ...?
• I earned **1.200 euros** last month.
2. ...?
• I was ill **two weeks ago**.
3. ...?
• She didn't come to work yesterday **because it was her free day**.
4. ...?
• I was **at home** last weekend.
5. ...?
• **My sister** gave me the quilt.
6. ...?
• I wanted **a mobile** for my birthday last year.

2.2. Learning new words

At this stage in the course you have read quite a lot of texts in English. You may have noticed the use of certain words that join different ideas and phrases together. These words are called “linkers” because they “link” or “join” ideas and clauses. Discourse markers are similar and help the reader or listener identify the context of what is being said.

Look at the linkers and discourse markers below. Listen and repeat the pronunciation. After you have listened to them a couple of times try and learn them by heart. It helps if you repeat the pronunciation out loud.



Linkers	
First	en primer lugar
Then	luego, a continuación, entonces
After that	después
Last	último
Next	siguiente
Immediately	inmediatamente
The next day	al día siguiente
In the beginning	al principio
When	cuando
A long time ago	hace mucho tiempo
But	pero
So	así que, por lo tanto
And	y
However	sin embargo
Or	o



Activities

Match the lists

Link to get right sentences.

**We will visit London when
I took my phone with me
My shoes are old
You can have the blue one or the red one but
I studied the past tense last week,**

we have visited Paris
not both
because I was expecting a call
but they are comfortable
next I want to study the past continuous

Match the lists

Link to get right sentences.

**We parked the car carefully,
I want to learn a new language
Read the text,
When I was a child my family was poor,
When I was younger,**

however we were very happy
then we got out
because I want to travel
after that answer the questions
I loved to eat candies.

Writing

Put these words in the correct order.

Example: my / is / name / John - My name is John

1. Immediately / after / her / I / called
2. That / after / do / to / have / you / do / what / ?
3. Nothing / there / , / was / beginning / the / in
4. Dream / had / I / a / terrible / night / last
5. Home / go / to / have / I / first



True or false

What sentences are using connectors?

	True	False
Horses can run faster than snails.	<input type="checkbox"/>	<input type="checkbox"/>
Come out tonight and have some fun!	<input type="checkbox"/>	<input type="checkbox"/>
It was raining very much.	<input type="checkbox"/>	<input type="checkbox"/>
You can't play computer games but you can watch TV.	<input type="checkbox"/>	<input type="checkbox"/>
They were all sitting at home when the phone rang.	<input type="checkbox"/>	<input type="checkbox"/>
I watched a marvellous film on TV.	<input type="checkbox"/>	<input type="checkbox"/>
I will look after the baby tonight so you can go out if you want to!	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Listening

Bedtime worries!

Listen to two children, a brother and sister, talking about their parents. They are worried about something. What do you think they are worried about?

Listen to the conversation and then do the first activity (Choose the right sentences).

After you have read the second activity (Test), listen to the conversation again and do the test.



**Activities****Choose the right sentences about the audio****Test**

1. The children thought that their mother was being:

- a) Strange
- b) Happy
- c) Worried
- d) Bubbly

2. Why are the children worried?

- a) Because their mother is pregnant
- b) Because their granddad has died
- c) Because their dad is angry
- d) Because their mother looked worried.

3. The girl thought that it would be fantastic if their mum was :

- a) Bubbly
- b) Strange
- c) Pregnant
- d) Thin

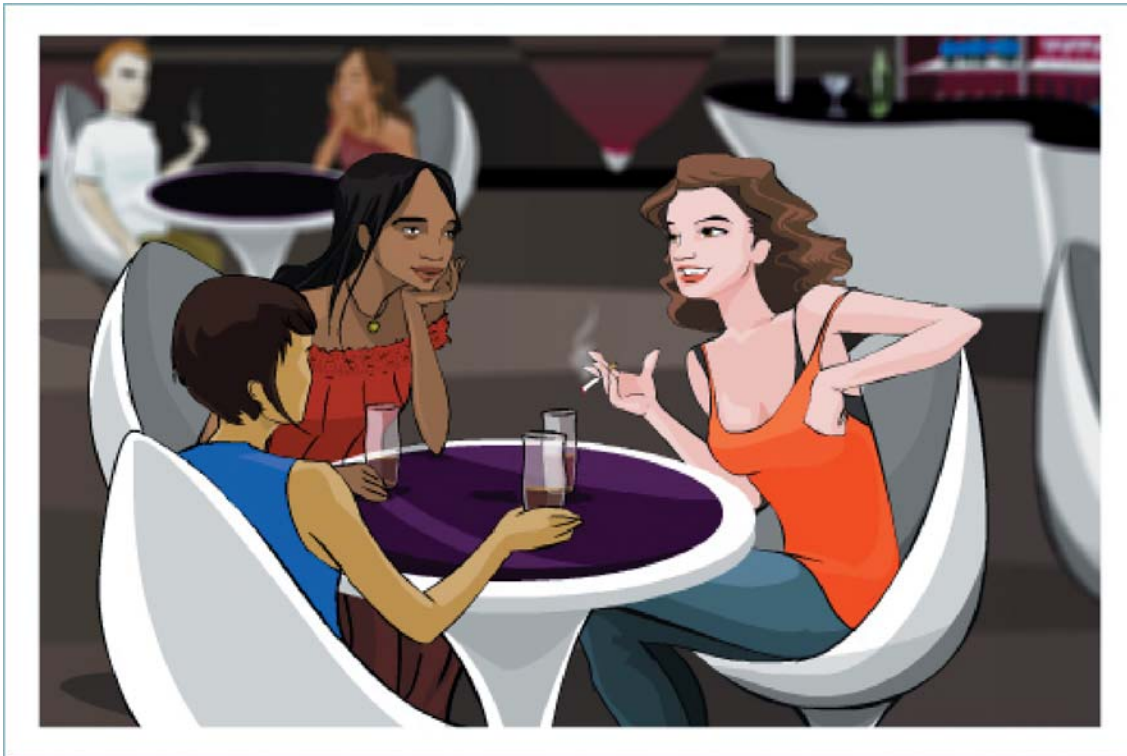
4. What were the children doing when their parents told them that their Granddad had died?

- a) Sitting at the table
- b) Clearing up after dinner
- c) Being very serious
- d) Arguing



2.4. Writing

It's your turn!



Writing

Now, using the past simple, past continuous and connectors, tell your friends about the last time you had an argument with someone and what happened. Write at least 5 sentences. You can start:

Two weeks ago, ...

Writing

You have just listened to two children talking about how strange their parents behaved at dinner. Imagine what happened next using the past simple and the past continuous. Try and make your story as descriptive as possible!

Try and use at least 2 examples of the past simple and 2 examples of the past continuous.

2.5. Pronunciation

Look at these common linking words and example phrases:

1	But (He's my friend but he can be annoying!)
2	Although (He said he would call me, although I don't think he will)
3	However (I don't like cats. However, I do like dogs)
4	So (He is in Australia, so I don't think he will answer your call)
5	Because (I want to stay because I am happy here)
6	While (They all listened while she explained the problem)



Audio



Activities

Match the lists

Try to match the words with their phonetic spellings

/'haʊ:ev.ə/

/bʌt/

/ɔɪl'dəʊ/

/waɪl/

səʊ/

/br'kəz/

But

Although

However

So

Because

While

3. FAMILY GATHERINGS

Listening

This audio extract is about someone's wedding. Are you married or have you ever been to a wedding? Think about what the bride and the groom are like and how people feel when they get married.



My nightmare wedding

1. Listen to the audio and try to understand the general idea.
2. Read the text and listen to the audio again.
3. Do the test and listen to the audio again if it is necessary .



Audio



Activities

Test

1. What happened to both of them after the wedding?

- a) They had problems and got divorced.
- b) They had problems and stayed married.
- c) They lived happily ever after.
- d) They had problems and got separated.

2. Who wasn't present at her wedding?

- a) Her mother
- b) Her father
- c) Her sister

3. Everyone was there for at least some part of her wedding ceremony.

- a) What happened to her sister?
- b) She had to be taken to hospital.
- c) She was stuck in traffic and was late.
- d) She stained her dress.

4. During the ceremony, who arrived late?

- a) Her parents.
- b) Her sister.
- c) Her husband.

5. What happened to the violinist?

- a) He was late.
- b) He forgot his violin.
- c) He cancelled.

6. Was the wedding a success?

- a) Yes
- b) No

Read and listen

After having read the test, answer the questions below.



Activities

Test

1. What kinds of things did the couple use to do?

- a) They used to read papers in bed Saturday mornings.
- b) He used to call her at lunch time to tell her he loved her.
- c) He used to make her breakfast in bed on Sunday mornings.
- d) She used to make him breakfast in bed on Sunday mornings.

2. What instrument did her sister play?

- a) The violin
- b) The piano
- c) The guitar

3. What do people say?

- a) That a bad wedding day makes for a bad marriage
- b) That a bad wedding day makes for a great marriage
- c) That a great wedding day makes for a bad marriage

4. How did she feel before her wedding day?

- a) Not stressed
- b) stressed
- c) uneasy

5. What did their friends think of the little things they used to do together?

- a) That it was corny
- b) That it was cute
- c) That it was a bit stupid

Writing

Read these questions. Now read the text again and find the answers to these questions:

Which paragraph?

- a. mainly describes their life before the wedding?
- b. serves as a general introduction to the topic?
- c. reveals how the author thinks about the wedding now?
- d. gives details about how her husband proposed and introduces details about what went wrong



Writing

Read the text again and answer these questions.

1. How did the couple use to spend their Sundays?
2. How did she feel when her boyfriend proposed?
3. Why wasn't she stressed before the wedding?
4. Why did her sister have to leave the church during the service?
5. What is the author's final conclusion about the wedding?

Match the lists

Find words in the text and match them with their correct definitions.

- To get wrong**
- Excited, very happy**
- Break off a marriage**
- To ask someone to marry you**
- To get on your knees**

- Propose
- Thrilled
- Kneel
- Mix up
- Divorce

3.1. Grammar

Used to

Look at the phrases from the reading text containing “used to”. “Used to” expresses habits, customs or states in the past. Remember that “used to” is only used in the past and not for present habits.

Look at the examples below.

- I used to think that my wedding day was going to be the most beautiful day of my life.
- We used to spend our Sunday mornings in bed, reading the papers.
- I used to call him at lunch time everyday just to tell him I loved him.
- We used to spend all of our time together

Affirmative	Negative	Interrogative	Short Answer
I used to imagine my wedding day	I didn't use to imagine my wedding day	Did you use to imagine your wedding day?	Yes, I did No, I didn't
He/she/it used to make her coffee	He/she/it didn't use to make her coffee	Did he/she/it use to make her coffee	Yes, he/she/it did No, he/she/it didn't
We/you/they used to spend all our time together	We/you/they didn't use to spend all our time together	Did we/you/they use to spend all our time together?	Yes, we/you/they did No, we/you/they didn't

Be careful not to confuse “used to” (past habits) with “to be used to” (which can be translated as “estar acostumbrado” in Spanish).



Activities

Writing

Put these words in order to make a correct sentence: Example: my/is/name/John - my name is John

1. Professionally / I / tennis / used / play / to
2. Lunch / she / time / used / at / day / every / call / to / me
3. Used / they / Greece / going / love / to / to
4. Her / to / her / husband / breakfast / make / used / to
5. Imagine / she / wedding / perfect / her / to / used
6. I / as / child. / to / a / use / broccolis / didn't / like

Writing

Now change your answers in the previous activities to make questions: Example: my name is John - Is my name John?

Writing

Write down 3 things that you used to do in the past but don't do now and 3 things that you didn't use to do in the past but you do now. Use your dictionary to look up any words that you might need.

Writing

Make questions from the information in the last exercise.

3.2. Learning new words

Look at these linkers and discourse markers. Listen and repeat the pronunciation:

Linkers			
1	Later on		más tarde
2	While		mientras
3	One second/ hour/ minute/ day / year) later		uno (Segundo/ minuto / hora / día / año) más tarde
4	In the end		al final
5	Soon after that		poco después de eso
6	That evening		esa noche
7	Meanwhile		mientras tanto
8	Not long after that		no mucho después de eso
9	So		así que, por lo tanto
10	Before long		poco después



 **Activities**

Fill the gaps

- I was doing homework, my sister used to make lots of noise.
- I used to go to the cinema on Sundays and I would go for an ice cream.
- She used to sing in a band but she started her solo career.
- She slapped me and apologized only an hour
- , we decided to get a divorce.
- We got married and year later, we got divorced.
- I didn't know what to do , so I stayed home.
- She wassleeping. , her husband was doing the housework.
- It was raining I got wet.
- the light went off and I got really scared.

Writing

Write five sentences using “used to” or “didn't use to” and the words below.

Example: Soon after that - I used to know someone who always drove very fast, soon after that they had a bad accident.

1. While
2. However
3. But
4. So
5. Before long

Writing

Write five questions using “used to”. Put the sentences you wrote in the previous exercise into interrogative.

Writing

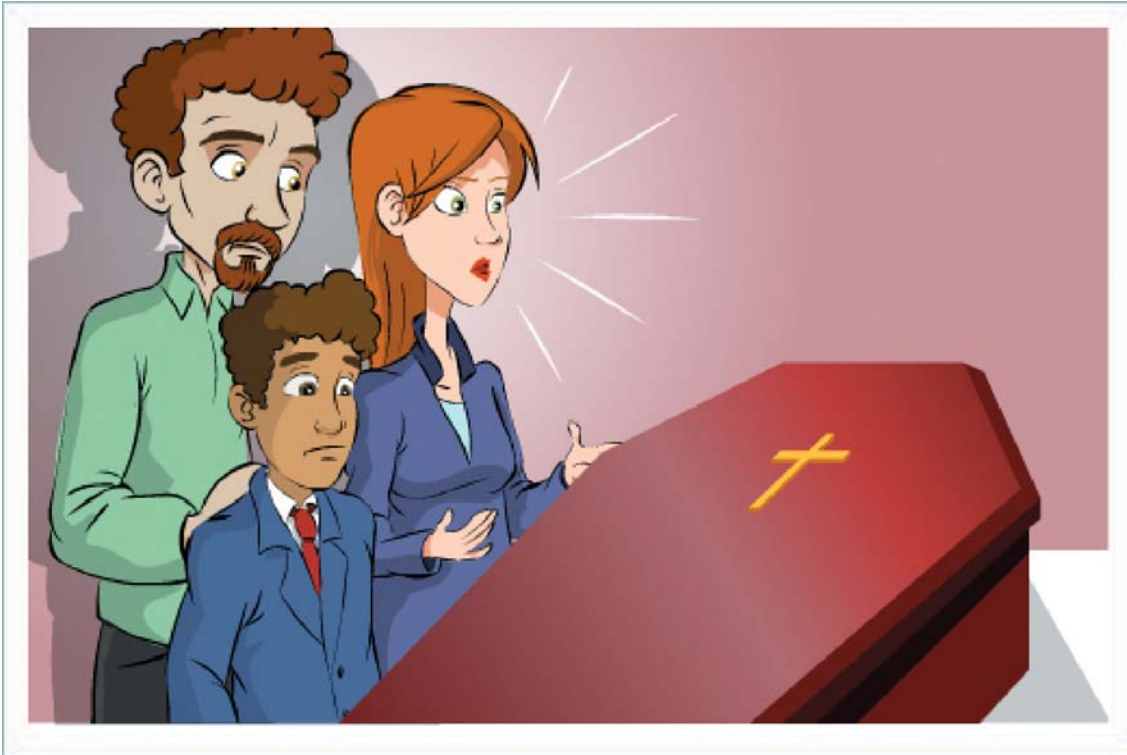
Write an ending to this story. Try to use as many linkers and discourse markers as you can, also try and use the past simple, the past continuous and used to. Write at least 75 words.



3.3. Listening

This audio involves two relatives talking together. At what sort of occasion do family members meet up? Try and think of the context of this conversation before listening for the first time.

After you have listened to the conversation for the first time, read the questions below. Then listen to the conversation again and answer the questions.



A surprising funeral



Audio



Activities

True or false

	True	False
Bruno and John see each other often	<input type="checkbox"/>	<input type="checkbox"/>
Bruno and John are at a funeral	<input type="checkbox"/>	<input type="checkbox"/>
Uncle Billy was 103	<input type="checkbox"/>	<input type="checkbox"/>
Uncle Billy was friends with the Queen	<input type="checkbox"/>	<input type="checkbox"/>
Aunt Hilda was French	<input type="checkbox"/>	<input type="checkbox"/>

Test

1. Who are they surprised to see?

- a) The Queen
- b) The King
- c) The guards



2. Why are they not sad that their Uncle has died?

- a) Because he lived a full life.
- b) Because they didn't like him.
- c) Because he was very sick and in pain.

3. What country did their Uncle not go to?

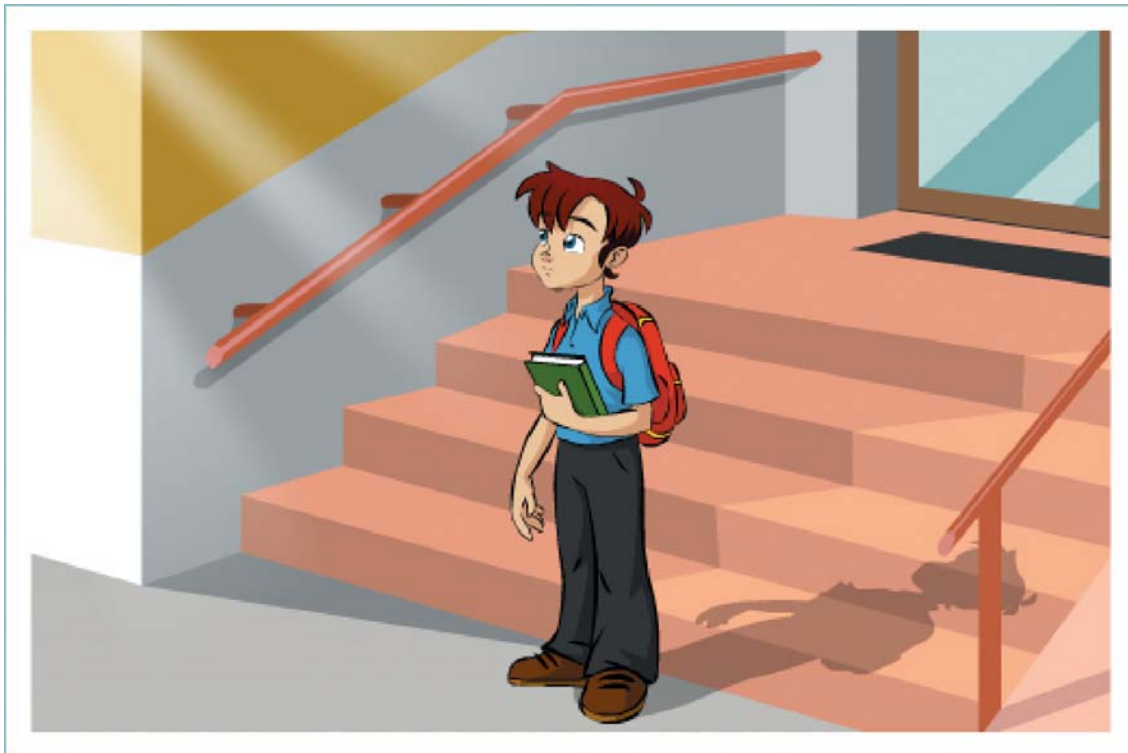
- a) France
- b) Chile
- c) Germany

4. What did their uncle do in France?

- a) He gave skiing lessons
- b) He drank wine.
- c) He made wine.

3.4. Writing

It's your turn



Writing

Write a short text about when you used to go to school. What things did you use to do? Write five things at least.



Writing

Imagine you are Uncle Billy from the reading text. You are over 100 years old and have done lots of interesting things in your life. Write five sentences using “used to” in the affirmative to describe things that you used to do. Use your imagination and think of the most interesting things that you can!

3.5. Pronunciation

Linkers and discourse markers

Let's revise linkers and connectors.

Now read the sentences. Listen the audios and repeat the sentences out loud.

1	Next week, I'm going on Holiday.
2	Last weekend, I stayed at home.
3	First I washed my hair with shampoo and then I conditioned them.
4	While I was in New York, I went to the Empire State Building.
5	When I told her, she got upset.
6	Last night I had dinner and then I went to the movies.



Audio



Activities

Match the lists

Now match the discourse markers with their corresponding phonetic spellings.

/wen/	next
/waɪl/	last
/nekst/	first
/ðen/	while
/'fɜːst/	when
/lɑːst/	then

Practice

Listen to these examples, then practise saying them.

1	I used to think that she was French. I didn't use to think that she was French
2	He used to be invited to Buckingham Palace. He didn't use to be invited to Buckingham Palace
3	I used to drink a lot of water I didn't use to drink a lot of water
4	She used to call me all the time She didn't use to call me all the time
5	He used to be so annoying He didn't use to be so annoying



Audio



Activities

Choose the correct options

Now listen to the audio and choose the correct options.



Audio

- I didn't use to drink a lot of water
- She didn't use to call me all the time
- She used to call me all the time
- He didn't use to be so annoying
- He used to be so annoying
- I used to drink a lot of water

4. DRILLS



Activities

Writing

Write five sentences describing interrupted situations using the past simple and past continuous as well as WHEN and WHILE

Writing

Put these words in the correct order to make sentences in the past simple and the past continuous.

Example: my/is/name/John - my name is John

1. He / I / sleeping / when / was / called.
2. Was / when / she / dreaming / I / her / woke
3. didn't / I / answer / the / know
4. me / it / to / to / they / tried / explain
5. While / , / I / I / was / cut / cooking / myself.

Writing

Put these words in order to make sentences using "used to".

Example: my/is/name/John - my name is John

1. Movies / the / I / used / to / to / love / going
2. Me / she / to / hate / used
3. They / drive / to / used / fast / very
4. Talk / me / to / didn't / she / use
5. Didn't / use / we / like / to / that



Fill the gaps

My mother [...] my father 25 years ago. They [...] in the same class at University. One day he [...] to her. She said yes. And 5 years later I was born.

Fill the gaps

While I [...] walking my dog, I [...] my father coming out of a shop. My father [...] really happy with a package under his arm but he [...] saw me too! And he [...] smiling anymore! The package was a surprise for my birthday!

Fill the gaps

I [...] think that the police were invisible but yesterday, a thief [...] a bank and he [...] 20 million dollars in cash. The police [...] to capture him but they [...] succeed and the thief is now free somewhere. We don't know where. We just know he has a lot of

Choose the right option

Write in the gaps the correct tense from the verb in bracket.

1. (study) - Sam was [...] for an exam when I last saw him
2. (plan) - We [...] a weekend in the mountains last week.
3. (come) - I was [...] back to get my car when I saw you.
4. (visit) - They [...] their children during the holidays.
5. (have) - He is [...] trouble with his car this morning.
6. (stop) - We [...] running after we lost the police.
7. (use) - When I was younger I [...] eat more chocolate.
8. (worry) - I was [...] about you when you were lost in the mountains.
9. (give) - Her friends [...] her a wonderful present for her birthday

Writing

Change these sentences from the past simple, past continuous and used to affirmative to the past simple and past continuous negative.

1. Dave liked his new motorbike
2. Helen was reading a book at home
3. Graham used to live here
4. Fergus was enjoying a lovely pint of beer
5. Andy used to play lots of golf

Writing

Change these sentences from the past simple and past continuous affirmative to the past simple and past continuous interrogative.

Writing

Put into negative form these sentences:

1. I used to go swimming when I was a teenager.
2. My grandparents used to ride a horse.
3. Peter and Sue used to travel abroad before they lost their jobs.
4. I used to eat lots of candies when I was a child.
5. You used to do more exercise when you were younger.



Writing

Re-write those phrases again but this time using the interrogative form of “used to”.

1. I used to go swimming when I was a teenager.
2. My grandparents used to ride a horse.
3. Peter and Sue used to travel abroad before they lost their jobs.
4. I used to eat lots of candies when I was a child.
5. You used to do more exercise when you were younger.

5. SUMMARY

In this unit we have looked at the *PAST SIMPLE* and the *PAST CONTINUOUS* as well as at the use of *USED TO*.

We have also looked at linkers and other vocabulary.

You should now be able to do the two tasks for this unit:

1. Write about your childhood: what you used to be like and what things you used to do.
2. Write an appropriate ending to this story (around 150 words):

“It was a cold night in November and it was raining. It was six o’clock and people were going home from work. There was a lot of traffic. Diana was in a hurry, but she wasn’t going home. She was driving to her friend Daniel’s house to have dinner...”

SCRIPTS

Bedtime worries!

Brother: Did you think mum was being a bit strange at dinner tonight?

Sister: Yeah! I did! She wasn’t her usual bubbly self. She looked quite nervous and she wasn’t talking very much at all.

Brother: It was like she wanted to tell us something and she didn’t know how.

Sister: Well! She did try to tell us something. Remember? And while she was beginning to say it half way through, dad, who normally doesn’t say a single word at dinner, interrupted her. And he looked a bit uneasy, too. Don’t you think?

Brother: hum? I think they were hiding something from us. But I can’t think of anything. What is certain is that they weren’t acting normally.

Sister: Do you think that maybe mum’s pregnant? That would be fantastic!

Brother: No! She can’t be. Mum lost a lot of weight last month and she was very thin even before that! I think they weren’t telling us something important and I’m sure it’s not good news!

Sister: Do you think that someone died? Mum looked like she was nearly crying!

Brother: I don’t think so. Remember when granddad died? We were clearing up after dinner and Mum and Dad were just sitting there very serious and then they told us?

Sister: I don’t know. Should we ask them?

Brother: I don’t think it would be a good idea. They didn’t tell us anything today but maybe they will tomorrow. They’ll tell us when they’re ready to tell us. And maybe it’s our imagination you know! Maybe nothing is happening.

Sister: But they were very stressed all last week and they were arguing yesterday. It must be something.

Brother: Hmmm? I don’t know. I hope everything is ok!



Vocabulary

Bubbly : lleno de vida
 Uneasy : inquieto, nervioso
 To hide : esconder
 To die : morir
 To argue : discutir

Nightmare wedding

I used to think that my wedding day was going to be the most beautiful day of my life. That was before it actually happened. My future husband to be Mark and I used to live together before we were married. We lived together for five years and after five years he proposed. We used to spend our Sunday mornings in bed, reading the papers.

He used to get up before me, make me some coffee and some toast and then join me back in bed where we used to stay until late in the afternoon reading next to each other. It was wonderful. We had all kinds of little things we used to do together. Most of our friends thought they were very corny but these little things really made us happy. I used to call him at lunch time everyday just to tell him I loved him. We used to spend all of our time together and I think we used to ignore the rest of the world a little bit. So when he proposed I was thrilled.

I remember, I was doing the dishes and he suddenly kneeled and asked if I would be his wife. I said yes, of course. Planning the wedding was a lot less stressful that I thought. So when D day arrived, I wasn't stressed. But everything went wrong. We had a violinist booked to play throughout the day but he cancelled at the last minute so we had to ask my pregnant sister to play the piano for us. She was 9 months pregnant and had to be rushed out of the church to go to the hospital which meant that I had to get married without music and without my sister and my brother-in-law who was my husband's best man. If that wasn't bad enough, the flowers were never delivered.

The company in charge mixed up the date and apparently delivered all the lilies I had paid for the next day! My mum and my dad got stuck in traffic and arrived after I had said "I do". And well, so many little things, like me staining my dress, Mark losing his vows and I can't remember it all. Some people say that a bad wedding day makes for a great marriage but in my case it was the beginning of a downward spiral. Mark and I are now getting a divorce and we don't do all these things that we used to before. Actually, thinking back now, we both think they were pretty stupid and that our friends were right.

Vocabulary

To propose : declararse
 Corny : cutre
 Thrilled : emocionado
 To book : reservar
 To rush out : salir rápidamente
 To mix up : confundir
 To stain : manchar

A surprising funeral

Bruno: Hey John! You came! That's brilliant. I'm so happy to see you. I wished it were in different circumstances but that's life, no?

John: Bruno! I haven't seen you in so long. How have you been? I know, I know. It's sad but I mean he was 103. We knew it was going to happen soon. And he had such an incredible life! Dear old Uncle Billy, he was completely mad, wasn't he?



Bruno: You have no idea. I came when I heard he wasn't well and well you know? I decided to take some time off and spend his last days with him. I heard some incredible stories. Did you know that he used to give skiing lessons in Chile? In Chile? I didn't even know he ever had gone to South America. He backpacked his way there in his forties apparently and spent about 5 years there. He didn't realize that he would take him that long to save the money to come back. Ah Ah! We were babies then; this is probably why we didn't know.

John: Well, I remember that he used to tell me the most incredible bedtime stories when I was a kid. I think he was making them up. But they were the best time stories I had ever heard. You know I try doing the same with my kids but I don't think I have his talent.

Bruno: He used to take me fishing to tell me incredible stories. I always wondered if they were true. Like the one when he went to France and made wine. He kept saying that they named a grape after him. I think that one is not true but I could completely see him making wine in France.

John: Did he even speak French?

Bruno: No, but back then he used to be able to speak a bit of German that he had learned at school. And there was a German girl on the farm that translated for him. And you do know who that German girl was, don't you?

John: No!

Bruno: Aunt Hilda! That's how he met his wife apparently. But I don't remember Aunt Hilda being German. Do you?

John: Well, I used to think that she had an accent but I always thought that she was French. Do you think we will ever know the truth about the life he really led?

Bruno: I don't know. There are so many stories. And all of them are absolutely unbelievable. He even used to be invited to Buckingham Palace. He said that the Queen loved his company and that they used to have tea together!

John: No! That's just crazy! That never happened!

Bruno: What is that cortege coming towards the church? Why are there royal guards on horses? No! No!

Vocabulary

Circumstances : circunstancias

Time off : tiempo libre

To backpack : viajar con mochila

Grape : uva

Cortege : cortejo

Guards : guardias

WORK AND MONEY

3



1. INTRODUCTION

In this unit we will look at the world of work. We will learn how to talk about abilities and qualities needed in different jobs and the grammar that we need to express them.

1. Use and understand **can** and **be able** to talk about abilities
2. Use and understand **should** to describe necessary personal qualities
3. Differences between **make** and **do**
4. Use and understand vocabulary related to qualities needed in different jobs
5. Use and understand vocabulary related to jobs

You should now be able to do the two tasks for this unit:

1. Describe different jobs and the abilities needed to do them
2. Write a CV for a job application

2. WORK LIFE

You are going to read an advert for a job as a Sales Executive. Have you ever worked in sales? Before you read the advert think about what kind of skills a Sales Executive should have.

Now read the text and answer the questions below. Have fun!





Job applications

Cicero
Consultancy

SALES EXECUTIVE

Cicero Consultancy are looking for an experienced Sales Executive to fill an opening on their International Sales team.

The ideal candidate should be hard-working, motivated and dynamic. They should be comfortable working as part of a team but also independent and proactive with previous experience in sales.

Duties:

- Sales and support for existing clients
- Sales Team management
- Extensive telephone liaison
- Managing key accounts
- Identifying potential areas for development

Requirements:

- Extensive sales experience
- Proactive and positive attitude
- Problem solving skills
- Previous management experience an advantage
- Foreign language skills useful but not essential

Working hours: Monday to Friday 9.00 am -5.30 pm

Benefits:

- Extensive sales experience
- 30 days holiday per year
- Company canteen .

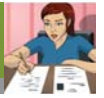
For further information please send your CV or call Emily Bowen at Cicero Consultancy



Audio

Vocabulary

Opening : vacante
Sales : ventas
Hard working : trabajador
Motivated : motivado
Previous experience : experiencia previa
Key accounts : cuentas de grandes sumas de dinero
Skills : habilidades
Advantage : ventaja



Activities

True or false

Are these sentences about the reading true or false?

	True	False
The reading text is an advert for a job	<input type="checkbox"/>	<input type="checkbox"/>
The company wants someone to work on their national sales team	<input type="checkbox"/>	<input type="checkbox"/>
The advert gives details about what the job involves	<input type="checkbox"/>	<input type="checkbox"/>
The company has a place that employees can eat at work	<input type="checkbox"/>	<input type="checkbox"/>
The candidate must speak a foreign language	<input type="checkbox"/>	<input type="checkbox"/>
The candidate has to be available to work weekends	<input type="checkbox"/>	<input type="checkbox"/>

Test

1. What three qualities should the ideal candidate have?

- a) Hard-working, intelligent and experienced
- b) Hard-working, motivated and dynamic
- c) Motivated, dynamic and experienced

2. The ideal candidate should also be:

- a) Comfortable working in sales
- b) Comfortable working as part of the company
- c) Comfortable working as part of a team

3. If chosen to work for the company, the candidate should:

- a) Use the company canteen
- b) Help the company find areas where they can improve
- c) Learn an essential foreign language

4. Which of these is NOT a benefit offered by the company?

- a) Annual holiday allowance
- b) Extensive sales experience
- c) Permanent contract

Writing

Think back to the job advert. The company are looking for “Hard-working, motivated and dynamic” candidates. What other qualities should a good candidate have if they want to be sales executive? Think of three adjectives.



Writing

Read the text again and answer these questions.

1. What details does the company give about the type of person they are looking for?
2. What is the name of the company looking for a sales executive?
3. What does the job actually involve?
4. What kind of timetable does the job have?
5. How can an interested candidate get more information about the job?

Match the lists

Find words in the text and match them with their correct definitions.

- | | |
|---|-------------|
| Tasks, responsibilities | Experienced |
| A lot, very much | Proactive |
| Thinks and acts in advance of potential problems | Duties |
| Expert, competent | Extensive |
| Perks, advantages | Benefits |

Writing

Write the questions for these answers about the text.

1. A Sales Executive
2. Monday to Friday
3. No, it is not essential
4. 30 days

2.1. Grammar

Should

Should can be used to express obligations and advice. It is used quite often when talking about requisites or desired attributes. The form is the same for the third person.

Affirmative form

The ideal candidate should be hard working

Subject	Auxiliary verb	Verb	Rest of sentence
I	should	talk	quietly
He / she / it	should	talk	quietly
We / you / they	should	talk	quietly

Remember : that should is not followed by “to” (NOT I should to go shopping)

Negative form

You shouldn't smoke

Subject	Auxiliary verb	Verb	Rest of sentence
I	should not (shouldn't)	smoke	in here
He / she / it	should not (shouldn't)	run	in here
We / you / they	should not (shouldn't)	shout	seen



Interrogative form

Should I bring a copy of my CV to the interview?

Auxiliary verb	Subject	Verb	Rest of sentence
Should	I	call	you tomorrow?
Should	He / she / it	borrow	the money?
Should	We / you / they	play	in the game?

“Can” and “be able to”

Can

Can is used to express, ability, permission or possibility depending on the situation. In the context of a job interview it can be used to express abilities and what you are able to do.

Look at these examples:

I can work well in a team.

I can't use a computer

subject + can + main verb (always infinitive without “to”)

Remember that the pronunciation changes if it is stressed or unstressed as well as if it is used in the negative.

/kæn/ - stressed

/kən/ - unstressed

Could

Could can be used to express ability in the past in the same way in which can is used in the present.

Be able to

To **be able to** is also used to express ability although the structure is very slightly different from can.

I am able to work well independently

I am not able to drive

subject + be + able + infinitive

Because **can** is possible only in the present (**Could** in the past) we use **be able to** when we want to use other tenses or the infinitive.

Look at these examples:

I **have been able to** drive since I was 17 (present perfect)

I **will be able to** speak perfect English very soon. (future simple)

I would like **to be able to** have the opportunity to work here. (infinitive)

**Activities****Write in the gaps**

Fill in the gaps with “be able”, “should” or “can” to write right sentences.

1. I [...] to drive a car.
2. I [...] to start next week.
3. The candidate [...] be responsible.
4. The candidate [...] be computer literate.
5. I [...] send you my CV by e-mail.
6. The candidate [...] be proactive.

Fill the gaps

to / can / come / He / am / be / should / candidate

Use these words to complete the sentences.

- The candidate [...] be able to drive.
- I am able [...] start tomorrow.
- The candidate should [...] dynamic.
- I [...] send you my CV tomorrow.
- The [...] should be committed.
- Can you [...] for an interview next week?
- [...] can drive.
- I [...] able to work long hours.

Choose the right option

Complete the following phrases with can or can't.

1. Where [...] I see a good film?
2. Can Eric speak Russian? No, he [...].
3. Can Sarah ski? Yes, she [...]
4. Where [...] I buy a new computer?
5. [...] you understand Portuguese? Yes, I can.
6. [...] you help me, please?
7. [...] you play the piano?
8. I [...] find my keys. Where are they?

Writing

Write five affirmative sentences describing qualities that a good doctor should have.

Writing

Write five negative sentences describing qualities that a good builder shouldn't have.

Write in the gaps

Write the correct form of “should” or “can” to write sentences that make sense.

1. Peter [...] speak French and Italian.
2. They [...] go and visit their mother. She is very ill.
3. I [...] type 300 words/minute.
4. Natalia doesn't look well. She [...] go to the doctor.
5. Andrew [...] climb the mountain. It is dangerous
6. You [...] lift that weight. It is only 1 kg.



Writing

Give advice to these situations.

1. You look ill.
2. You usually drive so fast.
3. You are going to have an exam next week.
4. You are fat.
5. You look very tired.

2.2. Learning new words

Look at this list of qualities that are often given in job offers and some qualities that are not good to have. Listen and repeat the pronunciation.

Hardworking	trabajador	Highly motivated	muy motivado
Intelligent	inteligente	Computer literate	con habilidades informáticas
Committed	comprometido	Car owner	con coche propio
Proactive	proactivo	Willing to learn	con ganas de aprender
Responsible	responsable	Friendly	de trato agradable
Qualified	cualificado	Irresponsible	irresponsable
Experienced	con experiencia	Lazy	vago
Independent	independiente	Selfish	egoísta
Team worker	trabajador en equipo	Greedy	avaro
Dynamic	dinámico	Unmotivated	no motivado



Activities

True o false

Choose the qualities that are good to speak about in a job interview.e

	True	False
responsible	<input type="checkbox"/>	<input type="checkbox"/>
selfish	<input type="checkbox"/>	<input type="checkbox"/>
team worker	<input type="checkbox"/>	<input type="checkbox"/>
dynamic	<input type="checkbox"/>	<input type="checkbox"/>
irresponsible	<input type="checkbox"/>	<input type="checkbox"/>
lazy	<input type="checkbox"/>	<input type="checkbox"/>
qualified	<input type="checkbox"/>	<input type="checkbox"/>
unmotivated	<input type="checkbox"/>	<input type="checkbox"/>
greedy	<input type="checkbox"/>	<input type="checkbox"/>
motivated	<input type="checkbox"/>	<input type="checkbox"/>



Match the lists

Match the adjectives with their opposites.

**THOUGHTLESS
UNSOCIABLE
CARELESS
UNQUALIFIED
INEXPERIENCED
EGOISTIC
GENEROUS
LAZY**

**HARDWORKING
QUALIFIED
GREEDY
THOROUGH
EXPERIENCED
FRIENDLY
RESPONSIBLE
TEAM WORKER**

Fill the gaps

experienced / egoistic / team Yorker / qualified / lazy

Complete the sentences below with an adjective from the list.

- Sarah never does any work she is very [...].
- Paul works very well with other people and he is very helpful, he is a [...].
- Ian always thinks of himself he is [...].
- He's a very [...] worker. He has worked here for a long time and knows everything!
- Antonia has passed all the necessary exams. She is completely [...] for this job.

Fill the gaps

THOROUGH / GRUMPY / UNTIDY / ORGANISED / RESPONSIBLE

Match the words to their definitions.

- Someone who doesn't clean up, makes a mess. [...]
- Very meticulous, pays attention to detail does their work well. [...]
- Bad-tempered; often angry, disappointed or pessimistic. [...]
- Methodical, systematic. [...]
- Serious, dependable [...]

Writing

Put these words in the correct order

1. like / are / workers / people / who / team / Companies
2. in / advantage / organised / an / Being
3. should / qualified / Candidates / be
4. apply / should / Unqualified / not / people
5. in / CV / your / write / should / English / You



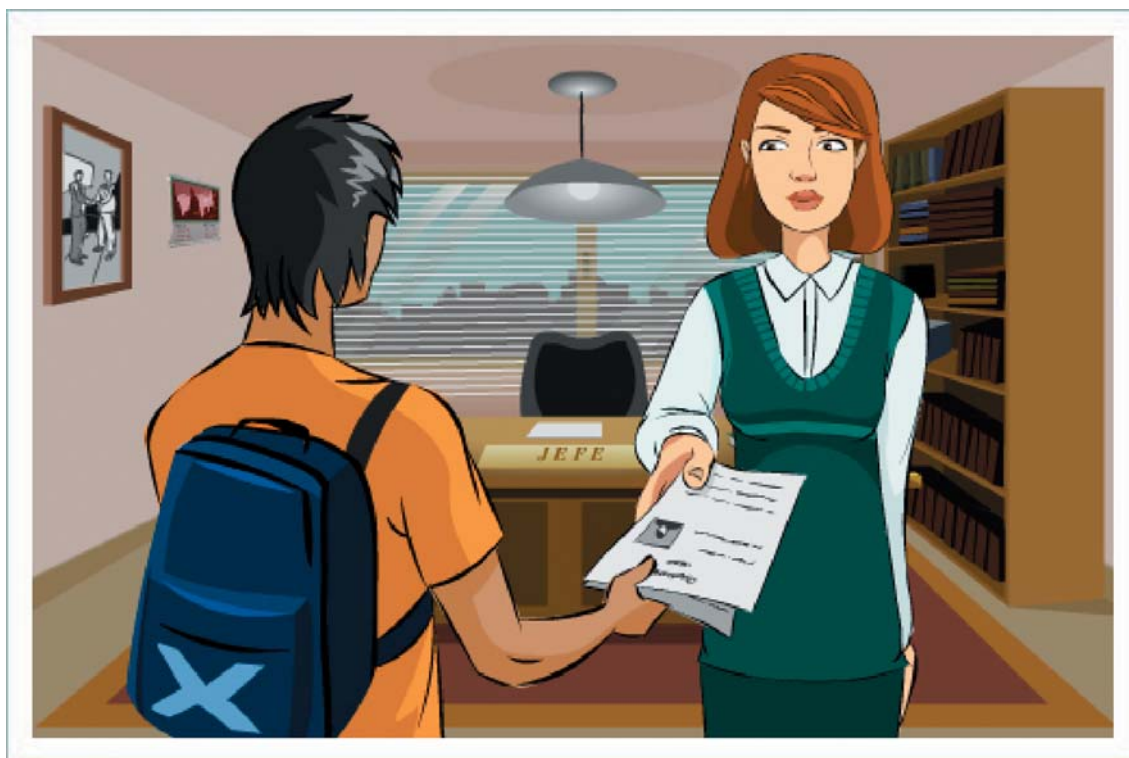
2.3. LISTENING

Job Interview

Listen to this job interview. Have you ever had a job interview? What kind of questions did they ask you? Think for a minute or two about what you might hear and then listen to the audio.

Read the questions and then listen to the audio again and answer the questions.

Listen again if you need to check your answers.



Audio



Activities

True or false

	True	False
The name of the interviewer is Henry Beech	<input type="checkbox"/>	<input type="checkbox"/>
The candidate wants to be a store manager	<input type="checkbox"/>	<input type="checkbox"/>
The candidate has experience working in department stores	<input type="checkbox"/>	<input type="checkbox"/>
The candidate thinks that he is outgoing and friendly	<input type="checkbox"/>	<input type="checkbox"/>
The candidate had lots of questions at the end of the interview	<input type="checkbox"/>	<input type="checkbox"/>



Test

1. What is the first question that the interviewer asks Henry?

- a) If he has experience as a manager
- b) Where he heard about the job
- c) What kind of a person he is
- d) Where he lives

2. Henry said there are details about previous jobs on his CV. What did he do?

- a) He worked as a sales assistant
- b) He worked as a store manager
- c) He was reliable
- d) He doesn't have any work experience

3. Where did Henry see the job advert?

- a) In the newspaper
- b) On TV
- c) In a CV
- d) In the interview

4. What is the last question that the interviewer asks Henry?

- a) How he would describe himself
- b) If he would call Henry
- c) What skills he has
- d) If Henry has any questions

Choose the right options

Choose the words that Henry uses to describe himself.

- proactive
- reliable
- independent
- dynamic
- committed
- hard working
- dedicated
- lazy



2.4. Writing

It's your turn!



1. The listening is about skills needed to be store manager. Write at least five sentences describing skills or qualities needed by a mechanic. Use “can” or “be able to”.
2. Write a short text describing your skills or qualities in studies, sports...

2.5. Pronunciation

Can is used to express, ability, permission or possibility depending on the situation. In the context of a job interview it can be used to express abilities and what you are able to do.

Look at these sentences containing can. Listen and repeat the pronunciation. Remember that the pronunciation changes if it is stressed or unstressed as well as if it is used in the negative.

1	I can speak English - /kæn/
2	I can use Microsoft Office - /kæn/
3	I can speak English - /kən/
4	I can use Microsoft Office - /kən/
5	I can't speak English - /kɑ:nt/
6	I can't use Microsoft Office - /kɑ:nt/



Audio

/kæn/ - stressed

/kən/ - unstressed

/kɑ:nt/ - negative



Activities

Match the lists

Match the phonemic symbols to the phrases containing can.

Audio

Can you drive a motorbike?
I can drive a motorbike
I can't drive a motorbike

/kæn/
/kən/
/kɑ:nt/

Match the lists

Match the phonemic symbols to the phrases containing can.

Audio

I can speak another language
I can't speak another language
I can speak another language

/kæn/
/kən/
/kɑ:nt/

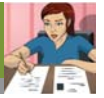
3. CV

Listen to this person talking about what she has done so far in her life. What kind of things do you think she will talk about? Where did you go to school? What work experience have you had?

Listen to the audio and then answer the questions below. Listen again to check your answers.



Audio

**Activities****Test**

1. What is Katherine's surname?

- a) Katherine
- b) Katie
- c) Greenhill

2. When was Katherine born?

- a) In 1978
- b) In 1987
- c) In 1968

3. Where does Katherine live?

- a) In Bristol
- b) British
- c) In London

4. Katherine says she has a Masters degree in what subject?

- a) Spanish
- b) Human Resources
- c) Economics

5. What does Katherine say about computers?

- a) She has problems with computers
- b) They are different
- c) She is very good with computers

6. What does Katherine say about her references?

- a) She can provide them
- b) They are on her CV
- c) She is happy with them

Now read the text and do the following activities.

Writing

Write the questions for these answers about the text.

- 1. Economics and Modern Languages
- 2. She is able to use them
- 3. When she was working as a sports monitor and in different shops
- 4. British



Reading

Curriculum Vitae Katherine Greenhill

63a Norman Close
London SW3 2JU
Telephone (home): +44 (0) 12225 86587053
E-mail: Kgreenhill@greenhill.co.uk

Date of Birth: 31.01.1978

Nationality: British

Personal Profile:

I am a hard working, reliable and responsible person. I have had the chance to work in several different environments and am able to make decisions and can work well both independently or as part of a team. I enjoy learning new things and respond well to new challenges.

Education:

2006-2007: Masters Human Resources

2001-2006: BA (hons) Economics and Modern Languages

1991-1996: Monkton Combe Senior School, Bath

Work Experience

2007-Present Dunberry Clothing Company - Store Manager

Responsibilities include: Organizing staff timetables, organizing and running meetings. Solving disputes. Dealing with staff and customers.

2006-2007 Sales Assistant - Woodlands Outdoor Equipment

Responsibilities included: Assistant store management duties. General store duties.

2003-2006 Sports Monitor - Clarendon House Sports Centre

Responsibilities included: Organizing children's sports activities. Reception duties and customer relations.

Other Skills:

Languages (English and Spanish. IT skills (PC and Macintosh, Word, Excel, Power Point)

Full driving licence.

Interests and Activities

I am able to make friends easily and love to travel and meet new people. I am also a keen sports player and I think that that helps me as it has developed my ability to work in a team.

References

Available on request



Activities

Test

1. Where did Katherine go to school?

- a) London
- b) Bath
- c) Madrid



2. Which of these was NOT one of Katherine's responsibilities at the Dunberry Clothing Store?

- a) Solving disputes
- b) Running meetings
- c) Training staff

3. Where did Katherine work from 2003-2006?

- a) Woodlands Outdoor Equipment
- b) Clarendon House Sports Centre
- c) Dunberry Clothing Company

4. Which TWO languages can Katherine speak?

- a) English and Spanish
- b) German and Spanish
- c) English and French

5. Which of these things does Katherine NOT mention?

- a) A full driving licence
- b) Translation skills
- c) IT skills

6. Which of these things does Katherine NOT mention?

- a) She likes to travel
- b) She likes meeting people
- c) She has her own car

Writing

Read the text again and answer these questions.

1. Where on the CV does Katherine put her contact details?
2. How many different sections are there on her CV?
3. How many different abilities does she list? What are they?
4. What does Katherine say about herself and her personality?

3.1. Grammar

1	Do your work
2	Do business
3	Make a phonecall
4	Make a profit



Make and do

When to use make and when to use do can often be confusing. There are some rules that you need to learn to know when to use each one but sometimes there are no rules and you just have to learn them!

When to use make:

Make is usually used to express an activity that creates something that you can touch. It often, but not always, expresses the idea of construction or creation.

Examples:

- Make a cup of tea
- Make a model
- Make a cake

Expressions with make:

Sometimes **make** doesn't imply construction or creation. There are lots of expressions that use **make** that simply need to be learned:

make arrangements	make money
make a choice	make a phone call
make a comment	make a plan
make a decision	make a point
make an effort	make a profit
make an enquiry	make a promise
make an excuse	make a remark
make friends	make a speech
make a journey	make a suggestion
make a mistake	

When to use do:

Do is used for activities, actions and tasks. Generally, but not always, these actions produce no physical result. **Do** can be used to talk about work.

- Do your work.
- What do you do?
- Do a project

Do is also used for general ideas or as a substitute for other verbs:

- I am not doing anything at the moment
- I have to do something
- I do everything for you

Expressions with do:

Just like **make** there are certain expressions with **do** that must be learned:

do badly	do well
do business	do your best
do good	do your worst
do harm	



Activities

Choose the right option

Fill the gaps with make or do.

1. I'm thirsty, I'm going to [...] a cup of tea
2. **Frank:** I don't know what to [...].
Kevin: Well you need to [...] a decision!
3. That's a great idea! I think we can all [...] a lot of money.
4. It doesn't matter if you don't win. Just [...] your best.
5. If we can agree on a few basic details I think we can [...] business!
6. **David:** What are you [...].
Sarah: A cake for my mum.
7. I [...] very badly in the exam. I think I failed.
8. I'm sorry, I need to [...] a phonecall.
9. Don't just stand there! [...] something!
10. I know it is difficult but we need to [...] an effort.

Writing

Put these words into the correct order to make sentences

1. Can / a / make / suggestion? / I
2. are / you / doing? / What
3. We / need / make / a / to / plan
4. try / your / do / and / best
5. have / something / I / do / to

Writing

Use your dictionary to find at least five more expressions that are used with the verb make and write them in the space below.

Writing

Write five sentences using your expressions from the previous activity in the space below.

Writing

Use your dictionary to find at least five more expressions that are used with the verb do and write them in the space below.

Writing

Write five sentences using your expressions from the previous activity in the space below



3.2. Learning new words

Look at these words connected with professions. Listen and repeat the pronunciation.

Accountant	contable
Actor	actress - actor / actriz
Butcher	carnicero
Carpenter	carpintero
Coach	entrenador
Doctor	doctor/a
Farmer	granjero
Fire fighter	bombero
Judge	Juez
Magician	Mago
Mechanic	Mecánico
Nurse	Enfermero/a
Pharmacist	Farmacéutico
Policeman	Policía
Politician	Político
Salesman	Vendedor
Soldier	Soldado
Teacher	Profesor/a
Veterinarian	Veterinario
Waiter / waitress	Camarero / Camarera



Activities

Fill the gaps

Use these words to complete the sentences.

butcher / veterinarian / magician / farmer / accountant / pharmacist / teacher / coach / politician / doctor

- an [...] is someone who deals with money and taxes
- a [...] is someone who helps sick people
- a [...] is someone who grows food
- a [...] is someone who helps people learn new things
- a [...] is someone who helps sick animals
- a [...] is someone who helps sports players train
- a [...] is someone who works for a political party
- a [...] is someone who sells medicine
- a [...] is someone who sells meat
- a [...] is someone who does tricks

**Fill the gaps**

Match the words to the definitions.

CARPENTER / WAITER / MECHANIC / JUDGE / ACTOR

- Someone who decides if someone is guilty or innocent in court. [...]
- Someone who builds things out of wood. [...]
- Someone who serves people in a restaurant. [...]
- Someone who works on stage or on TV pretending to be other people. [...]
- Someone who repairs cars or machinery. [...]

Test

What's the odd word out in this list?

1.

- a) DOCTOR
- b) BUTCHER
- c) NURSE
- d) VET

2.

- a) CARPENTER
- b) PLUMBER
- c) TEACHER
- d) BUILDER

3.

- a) RESPONSIBLE
- b) JUDGE
- c) SOLDIER
- d) WAITER

4.

- a) FARMER
- b) SECRETARY
- c) SALESMAN
- d) ACCOUNTANT

5.

- a) SOLDIER
- b) SAILOR
- c) PILOT
- d) MAGICIAN



Fill the gaps

Use these words to complete the sentences.

soldier / fire fighter / salesman / policeman / nurse

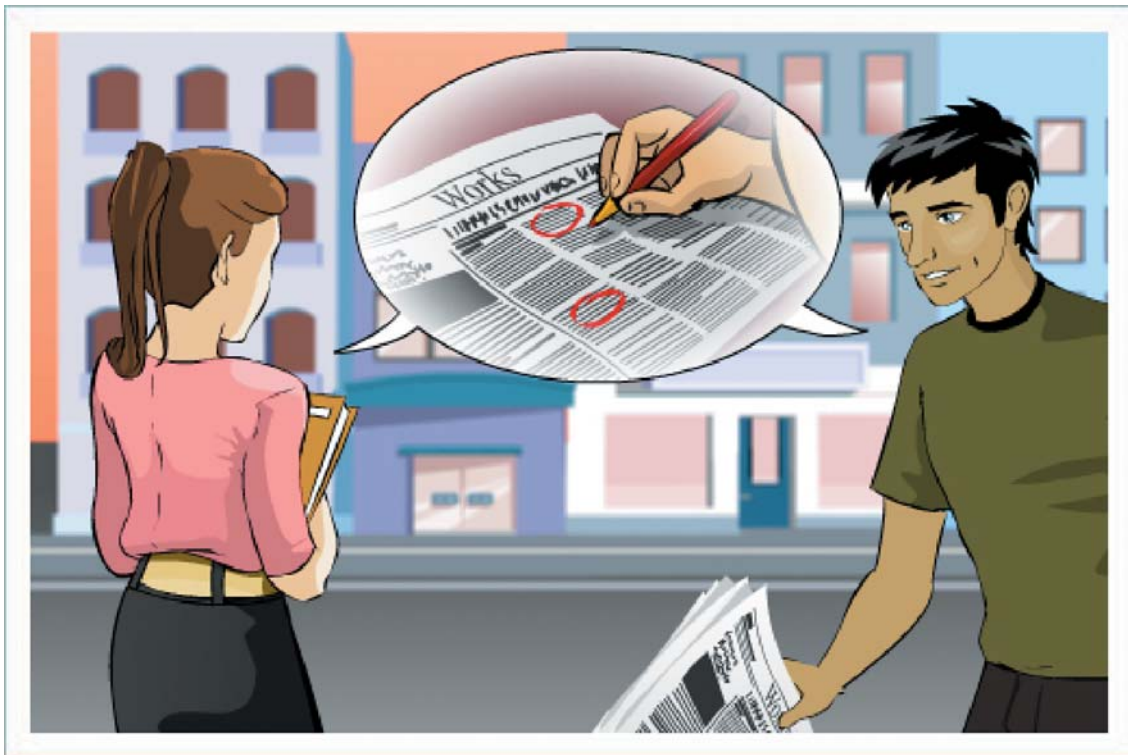
- an [...] is someone who puts out burning buildings
- a [...] is someone fights in wars
- a [...] is someone who helps sick people
- a [...] is someone who helps enforce the law
- a [...] is someone who tries to sell things

3.3. Listening

Volunteering

Listen to these two people talking about jobs and volunteer work. Have you ever done any volunteer work? What was it like?

Think for a minute about the kind of things these two people might say when talking about looking for work and then answer the questions below.





Activities

True or false

Are these sentences about the listening exercise true or false?

	True	False
Hannah thinks looking for a job is difficult.	<input type="checkbox"/>	<input type="checkbox"/>
Hannah is looking for a job as a waitress.	<input type="checkbox"/>	<input type="checkbox"/>
Rob wants to do voluntary work in the future.	<input type="checkbox"/>	<input type="checkbox"/>
Rob thinks voluntary work is fun.	<input type="checkbox"/>	<input type="checkbox"/>
Hannah needs money to pay her mortgage.	<input type="checkbox"/>	<input type="checkbox"/>

Test

1. Which of these jobs did Hannah NOT mention:

- a) Waitress
- b) Temp
- c) Builder

2. Hannah said that she has a lot of:

- a) Free time
- b) Money
- c) Friends

3. Hannah said she would love to:

- a) Make lots of money
- b) Be a sports journalist
- c) Do volunteer work

4. Rob volunteers:

- a) in a food kitchen
- b) helping journalists
- c) helping big companies

5. Rob said that:

- a) He gets hungry making food
- b) He loves making food
- c) He gets tired making food



3.4. Writing

It's your turn!



1. Would you do volunteer work? What kind of work do you enjoy doing? Write a list of five things that you enjoy doing.
2. Now think of things that you don't enjoy doing. Write a list of five things that you don't enjoy doing using the verbs make or doing.

3.5. Pronunciation

In the last section we looked at lots of new words to talk about jobs and professions. Can you remember them? Below is a list of six words. Read them and listen to the pronunciation. Practise saying them.

1	Actor
2	Waiter
3	Doctor
4	Farmer
5	Teacher
6	Plumber



Audio

Did you notice how, although they have different spellings, the last sound was exactly the same? This sound can be represented by this symbol /ə/ and is very common in English.


 **Activities**
Match the lists

Match the words with their phonetic transcriptions.

/ˈdɒk.tə/	Actor
/ˈplʌm.ə/	Waiter
/ˈweɪ.tə/	Doctor
/ˈtiː.tʃə/	Farmer
/ˈæk.tə/	Teacher
/ˈfɑɪ.mə/	Plumber

Match the lists

Match the words from the listening and the phonetic spelling. Use the phonemic chart to check any symbols you are not sure of. Try saying the words out loud, listen to the audio again if you need to.

/siːviː/	CV
/refərəntseɪz/	Education
/wɜːk ɛksprɪərənts/	Work experience
/skɪlz/	Skills
/ɪntərəsts/	Interests
/edʒəkɪʃən/	References

/meɪk/ and /duː/

Do you remember that certain expressions use **make** and certain expressions use **do**?

Read and listen to these phrases using **make** and **do** repeat the phrases out loud

1	Let's make some money!
2	I want to make a difference
3	I get really tired making so much food!
4	I've been thinking about doing some voluntary work
5	What do you do?
6	I am not doing anything at the moment.

 **Audio**
 **Activities**
Writing

Now listen to these other phrases using make and do. Write them in the spaces provided.

Writing
 **Audio**

You will hear two phrases using do and make. Write them in the space below.

Writing

**Audio**

You will hear two phrases using do and make. Write them in the space below.

4. DRILLS**Activities****Write in the gaps**

Write make or do in the correct verb form.

1. John [...] an appointment with his doctor yesterday.
2. She [...] an excuse to leave soon this morning.
3. I can [...] you a favour if you need it.
4. They [...] a good profit when they sold their house.
5. She usually [...] well her job.
6. We [...] a journey to Paris last summer.
7. I [...] him a promise. I won't fail him.
8. Can I [...] a suggestion?

Writing

Write five jobs or professions with two qualities that people who do these jobs should have.

Write in the gaps

Write make or do in the correct verb form.

1. I don't like to [...] other people's job.
2. Philip [...] this bridge project.
3. We have to [...] something to solve the problem.
4. You don't have to [...] any promise. You only have to do it.
5. Please, [...] a phone call to the salesman.
6. I [...] my homework yesterday. So I have to go out for dinner.
7. I always [...] my work.
8. Can I [...] an appointment at five this evening?

Writing

Put these words in order to makes expressions with make or do

1. Don't / noise / make / a
2. do / Can / favour? / a / me / you
3. to / call / phone / need / a / make / I
4. complaint / a / I / want / to / make
5. do / best / should / your / You / always

Choose the right option

Choose the correct answer for each description

1. Someone who controls proceedings at a trial: (pilot / nurse / builder)
2. A person who works with numbers, money and taxes: (waiter / banker / plumber)
3. Someone who helps people learn: (politician, magician, surgeon)
4. A person who reports the news: (actor / pharmacist / doctor)



Choose the right option

Choose the correct answer for each description

1. A person who looks after sick people: (pilot / nurse / builder)
2. Someone who serves you in a restaurant: (waiter / plumber / banker)
3. Someone who does tricks and magic: (politician, magician, surgeon)
4. A person who plays different characters on TV and the stage: (politician, magician, surgeon)

Choose the right option

Choose the correct answer for each description

1. A person who grows food or keeps animals for food: (vet / farmer / butcher)
2. Someone who fixes cars: (mechanic / zookeeper / ecologist)
3. A person who makes things out of wood: (teacher / carpenter / soldier)
4. Some who prepares and makes food: (fire fighter / chef / coach)

Choose the right option

Choose the correct answer for each description

1. Someone who help protect against fires and other emergencies: (fire fighter / policeman / judge)
2. A person who sells meat and other animal products: (teacher / butcher / actress)
3. Some who tries to make you buy things: (salesman / mechanic / politician)
4. Someone who sells medicines: (vet / nurse / phamacist)

Writing

Use these words to complete the sentences.

**dentist / hairdresser / optician / pharmacist / baker / greengrocer / soldier / butcher /
travel agent / lawyer**

- a [...] is someone who sells meat.
- a [...] is someone who helps people with legal problems.
- a [...] is someone who works in the army.
- a [...] is someone who dispenses medicine.
- a [...] is someone who sells you flights and holidays.
- a [...] is soemone who sells fruit and vegetables.
- a [...] is someone who sells bread and cakes.
- an [...] is someone tests your eyes and sells glasses.
- a [...] is someone who helps people with their teeth
- a [...] is someone who cuts people's hair.

5. SUMMARY

In this unit we looked at the world of work. We learned how to talk about the abilities and qualities need in different jobs and the grammer that we need to express them using **can** and **be able to**.

We also looked at expressions with **make** and **do**.

You should now be able to do the two tasks for this unit:

3. Describe different jobs and the abilities needed to do them
4. Write a CV for a job application



SCRIPTS

Job interview

Interviewer: Hello, come in and sit down. So, it's Henry Beech, yes? First of all Henry, can you tell me where you heard about the job and why you want it?

Candidate (Henry): Well, I saw the advert for a store manager in the newspaper I thought that it looked ideal.

Interviewer: Do you have any experience as a store manager or have you ever done anything similar?

Henry: Well, as you can see on my CV I have had a few jobs working as a sales assistant in different department stores and so I know a little bit about what the job involves.

Interviewer: I see. And how would you describe yourself, Henry? What kind of a person are you?

Henry: Well, I think I am reliable, hard working and dedicated. I would also describe myself as proactive and I am able to make difficult decisions. I am able to relate well to all sorts of different people and also I can organise and manage projects and tasks. I also think that I have good problem solving skills.

Interviewer: Ok, that's always good to hear. What other skills do you think that you have that would help you in this position?

Henry: I think that someone in this position should be outgoing and friendly and I am both of those things.

Interviewer: Ok, well I think that's all I need to know for the moment. Do you have any questions that you would like to ask me?

Henry: No, I think that we have already talked about everything that I need to know.

Interviewer: Ok, great. Well, we'll call you, ok? Thank you for coming.

Vocabulary

Advert : anuncio

Store manager : jefe de tienda

CV : curriculum

Sales assistant : dependiente

Department store : centro comercial

Reliable : fiable

Dedicated : comprometido

CV

Katherine: My name is Katherine Greenhill but people call me Katie. I was born in 1978 in Bristol. I am British and I currently live in London.

I am a hard working, reliable and responsible person. I have had the chance to work in several different environments and am able to make decisions and can work well both independently or as part of a team. I enjoy learning new things and respond well to new challenges.

I think I have had a good education. I have a Masters degree in Human Resources and a Bachelors degree in Economics and Modern Languages.

I think that I have quite a lot of work experience. I have worked in many different places doing different things. During my time as a sports monitor and working in different shops I think I have developed good team working and organisational skills.

I have many interests and I can speak Spanish and I am very good with computers. I am able to use different operating systems without any problems at all.

They are not on my CV but if you need any references I would be happy to provide you with them.



Vocabulary

Currently : actualmente
 Reliable : fiable
 Enjoy : disfrutar
 Challenges : retos
 Human Resources (HR) : Recursos Humanos (RRHH)

Volunteering

Hannah: Hi Rob!

Rob: Oh, hi Hannah! How are you doing?

Hannah: Good, thanks. But I've been looking for a job and it's really difficult.

Rob: Really? What kind of job are you looking for?

Hannah: Anything really. I think I'll be happy to get any job! I've applied for everything from being a waitress to temping in an office!

Rob: I know what you mean. I'm looking for a job, too. Sometimes I think I will never get a job that actually pays! In fact, I've started doing voluntary work while I am waiting to find a job that has an actual salary.

Hannah: Really? I've been thinking about doing some voluntary work myself. I have a lot of free time and it would be nice to do something for other people.

Rob: You should! It's actually a lot of fun and the feeling of giving something to society is great.

Hannah: I will definitely think about it. The problem is what happens if I find another job; I think I would feel really guilty, but on the other hand I need money. I have to pay my mortgage and although I'm sure it would be really good to do volunteer work to be honest I would love to be a sports journalist and if I volunteer to do that I'm not sure how many people I would actually be helping!

Rob: Well, yes, I think if you do something for free you should help society and not big companies. I volunteer in a food kitchen which provides food for homeless people. It's hard work and obviously I don't get paid but you meet lots of people who genuinely need help and I think that I will continue to help even after I find a paying job.

Hannah: I think that sounds really good. Maybe I will look into doing something like that. It would be great to make a difference in someone's life.

Rob: Yes, but it isn't easy. I get really tired making so much food!

Hannah: Yes I can imagine! Maybe I should concentrate on finding a job first and then think about doing volunteer work afterwards!

Rob: (laughs) Yes, sometimes I think the same!

Vocabulary

Temping : hacer trabajo temporal
 Salary : salario
 Guilty : culpable
 Mortgage : hipoteca
 Homeless : sin techo

TRAVELLING

4



1. INTRODUCTION

Travelling

In this unit we will look back at the present perfect which we first studied in module 3. In different exercises and examples we will look at how to use the present perfect together with *already*, *yet* and *just*. We will also take a quick look back at *for* and *since*.

As well as the present perfect we will also study vocabulary for travel and tourism and learn new words to describe geographical features

1. Use / understand present perfect
2. Use / understand present perfect with *already*, *yet* and *just*
3. Use / understand present perfect with *for* and *since*
4. Use and understand travel and tourism vocabulary
5. Use and understand vocabulary connected with geographical features

When you have finished this unit you will be able to:

1. Write about your ideal holiday.
2. List things that you haven't done yet but are sure you will do some day.

2. HAPPY TRAVELS!

Reading

You are going to read a letter written by someone during a trip to Barcelona. Have you ever been to Barcelona? What kind of things can you see there?

Read the text and then answer the questions below.



Dear John and Susan,

We hope you are well! We are really enjoying it here in Barcelona and wish you were here with us! We have already done so many things and we have only been here for two days!

Thank you so much for your list of things to see. We have just visited Las Ramblas and the cathedral. We haven't seen the statue of Columbus yet, although we will try and visit it tomorrow.

From your list we have already been to Güell Park, we have already taken photos of the "Sagrada Familia" cathedral and we have already travelled on the trams: they are really great!

We haven't been to any of the museums yet or eaten any of the delicious food that you recommended but we will definitely do it and I'll send you an e-mail and let you know what I think!

Anyway, Harry has just called me so I should go and see what he wants! Thank you so much for recommending Barcelona we are having a great time! I will e-mail you soon!

Love,

Jane (and Harry)

PS: Have you ever seen the human towers that they build? They aren't on your list and if you haven't already seen them you have to come back here one day. They are amazing!

Vocabulary

Cathedral : catedral

Statue : estatua

Columbus : Colón

Tram : tranvía

Delicious : delicioso



Activities

True or false

Which of these things have Jane and Harry already done?

	True	False
Seen Las Ramblas	<input type="checkbox"/>	<input type="checkbox"/>
Been to Güell Park	<input type="checkbox"/>	<input type="checkbox"/>
Visited the statue of Columbus	<input type="checkbox"/>	<input type="checkbox"/>
Visited the beach	<input type="checkbox"/>	<input type="checkbox"/>
Written an e-mail to John and Susan	<input type="checkbox"/>	<input type="checkbox"/>
Seen the Cathedral	<input type="checkbox"/>	<input type="checkbox"/>

Test

1. What does Jane wish?

- a) That they were in Barcelona?
- b) That John and Susan were in Barcelona
- c) That she could see everything

2. When does Jane want to visit the statue of Columbus?

- a) Tomorrow
- b) In two days
- c) Next week

3. What does Jane describe as great?

- a) The “Sagrada Familia”
- b) Susan’s list of things to see
- c) The trams

4. What does Jane describe as amazing?

- a) Barcelona
- b) The human towers
- c) Las Ramblas

Writing

Read the text again and answer these questions.

1. Why did Jane write to John and Susan?
2. What have Jane and Harry planned for tomorrow?
3. What has Jane taken pictures of?
4. How does Jane describe the food?
5. What does Jane say that she will do soon?



Match the lists

Find the correct word.

Have a good time
Big church
Fantastic, incredible
Type of public transport
Tall building, construction

Tram
 Cathedral
 Enjoy
 Tower
 Amazing

Fill the gaps

Read the text again and complete the sentences.

for / already / yet / just

- We have [...] visited Las Ramblas.
- We have [...] done so many things.
- We haven't seen the statue [...].
- We have been here [...] two days.

Writing

Write the questions for these answers about the text.

1. Great
2. Two days
3. Amazing
4. To the museums

2.1. Grammar

Present perfect

The present perfect is used to talk about past experience at an unspecified time in the past (I have read Darwin) and unfinished actions (I have lived in Spain for 10 years, and I still live here).

It can also be used in combination with:

already	to talk about things you have done sooner than expected
I have already visited the Eiffel Tower.	
yet	to talk about things that you haven't done but expect to do
I haven't eaten shepherd's pie yet.	
just	to talk about things you have done very recently
I have just been to the zoo.	

The present perfect can be used together with:

for	to express periods of time
We have been here for two days.	
since	to express when an event started
We have been here since last Monday.	



Affirmative form

Subject	Auxiliary verb	Main verb
I	have	visited my friends.
He / she / it	has	eaten some vegetable for dinner.
We / you / they	have	seen the film.

Contractions: I have - I've, she has - she's, he has - he's, we have - we've etc

Negative form

Subject	Auxiliary verb	Main verb
I	haven't	visited my friends.
He / she / it	hasn't	eaten any vegetable for dinner.
We / you / they	haven't	seen this film.

Interrogative form

Auxiliary verb	Subject	Main verb
Have	I	visited my friend?
Has	he / she / it	eaten any vegetable for dinner?
Have	we / you / they	seen this film?

Present perfect progressive

USE	We use the Present Perfect progressive to say how long actions or experiences have been going on up to now.
	He has (he's) been writing letters since breakfast time.
FORM	Present of the verb to have (has / has) + past participle of the verb to be (been) + gerund (-ing) form of the main verb.
	I have (I've) been living in this town since I was born.



Past Simple vs Present Perfect

Past Simple		Present Perfect	
verb + -ed		have + past participle	
Past Simple is used:		Present Perfect is used:	
1	For actions which happened at a stated time in the past. He bought his new car two weeks ago.	1	For actions which happened at an unstated time in the past. He has bought a new car. (We don't know when)
2	To express a past action or habit. When she was a child she lived in a village. (She moved to live in town when she was teenager)	2	To express actions which have finished so recently that there's evidence in the present. He has just painted the bench. (Don't sit down, the paint is still wet)
3	For past actions which happened one after the other. She put on her coat, took her bag and left the house.	3	For actions which started in the past and continue up to the present. They have lived in this country house for five years. (They still live in this house)
Time expressions going with Past Simple:		Time expressions going with Present Perfect:	
Yesterday, last week / month / year/ Sunday, etc., ago, how long ago, then, when, in 1999, etc.		Just, ever, never, already, yet, for, since, how long, recently, this week / month / year, once, twice, several times, etc.	



Activities

Write the correct form of the verb in brackets

- (visit) - She [...] her parents for the weekend.
- (travel) - You [...] to Alaska.
- (see) - We [...] an amazing film.
- (climb) - They [...] a huge mountain.
- (trek) - He [...] across the Sahara desert.
- (stay) - I [...] at home all week.

Fill the gaps

Complete these sentences with the correct word.

eaten / cooked / climbed / bought / read / visited / flown / met

- They have [...] Everest.
- I have [...] South Africa.
- They have [...] a plane.
- She has [...] curry.
- She has [...] a souvenir.
- I have [...] a guidebook.
- He has [...] over a campfire.
- We have [...] new people.



Writing

Put these words in the correct order:

1. visited / already / have / I / Stadium / Wembley
2. already / seen / She / Tower / has / Bridge
3. Square, / yet / to / been / They / Trafalgar / haven't
4. Hyde / yet / walked / I / around / Park, / haven't
5. Wimbledon / been / to / have / already / We

Fill the gaps

Fill the blanks with the correct word.

seen / taken / written / been / eaten

- I have [...] Buckingham Palace
- I have [...] to London
- I have [...] typical food
- I have [...] you an e-mail
- I have [...] lots of photos

Writing

Use the present perfect to say what you have done this week.

Writing

Now, imagine that you have done the things from the previous activity extremely recently. Use the present perfect affirmative to write sentences about them but this time add the word "just".

Writing

Now, imagine that you are planning to do those activities but you haven't done them yet. Write 5 sentences using the present perfect negative talking about your plans.

2.2. Learning new words

Vocabulary

In the first reading section we read a letter from someone who was on holiday. Think for a minute about typical things that you can see in a city when you are on holiday. Now look at these words connected with travel and tourism.

Listen to the words and repeat the pronunciation. Try to learn them by heart.

Zoo	zoo	Main square	plaza mayor
Museum	museo	Bridge	puente
Police station	comisaria	Church	iglesia
Railway station	estación de tren	Mosque	mezquita
Bus station	estación de autobús	Cathedral	catedral
Park	parque	University	universidad
Fountain	fuelle	Amphitheatre	anfiteatro
High street	calle Mayor	Tower	torre
Town centre	centro (de la ciudad)	Monument	monumento
Old town	casco viejo	Architecture	arquitectura



 **Activities**

True or false

1. This list contains things you can DO and things you can SEE in a city. Choose the things you can DO.

	True	False
the old town	<input type="checkbox"/>	<input type="checkbox"/>
statues	<input type="checkbox"/>	<input type="checkbox"/>
buy souvenirs	<input type="checkbox"/>	<input type="checkbox"/>
go to a museum	<input type="checkbox"/>	<input type="checkbox"/>
churches	<input type="checkbox"/>	<input type="checkbox"/>
take photos	<input type="checkbox"/>	<input type="checkbox"/>
eat in restaurants	<input type="checkbox"/>	<input type="checkbox"/>
paintings	<input type="checkbox"/>	<input type="checkbox"/>
parks	<input type="checkbox"/>	<input type="checkbox"/>
go to the theatre	<input type="checkbox"/>	<input type="checkbox"/>

Fill the gaps

Match the words to the definitions.

police station / fountain / cathedral / town centre / park

- A type of monument that is filled with water. [...]
- If someone steals your camera you should go here. [...]
- The part of the city where you can go shopping. [...]
- Somewhere you can go to relax, there are usually trees, grass and benches. [...]
- A large type of church. [...]

Test

What's the odd word out in each list?

1.

- a) CHURCH
- b) TOWER
- c) OLD TOWN
- d) MOUNTAIN

2.

- a) MONUMENT
- b) RIVER
- c) TRAIN STATION
- d) PARK



3.

- a) UNIVERSITY
- b) FOUNTAIN
- c) BEACH
- d) MOSQUE

4.

- a) VOLCANO
- b) BRIDGE
- c) AMPHITHEATRE
- d) HIGH STREET

5.

- a) ZOO
- b) MAIN SQUARE
- c) FOREST
- d) BUS STATION

Writing

Put these words in the correct order

1. I / the / haven't / zoo / to / been
2. I / have / town / the / visited / old
3. to / the / I / been / already / have / park /
4. have / They / lots / of / postcards / bought
5. food / traditional / eaten / He / has



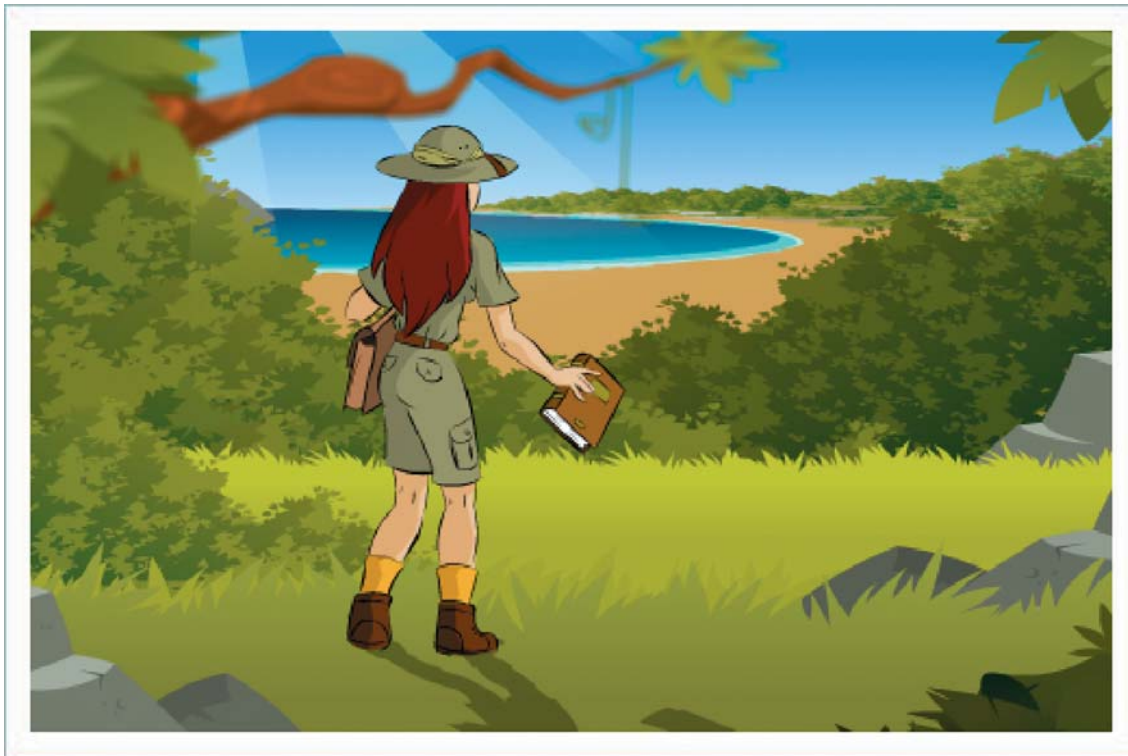
2.3. Listening

The Traveller

You are going to listen to an extract from a radio interview with a travel writer. What do you think a travel writer does? What kind of places do you think a travel writer would go to?

Now read the questions and then listen to the audio. Answer the questions.

Listen again if you need to to check your answers.



Audio



Activities

True or false

1. Which of these things did Diana say you could see in Scotland?

	True	False
beautiful bays	<input type="checkbox"/>	<input type="checkbox"/>
cliffs	<input type="checkbox"/>	<input type="checkbox"/>
mountains	<input type="checkbox"/>	<input type="checkbox"/>
caves	<input type="checkbox"/>	<input type="checkbox"/>
beaches	<input type="checkbox"/>	<input type="checkbox"/>
rivers	<input type="checkbox"/>	<input type="checkbox"/>
lakes	<input type="checkbox"/>	<input type="checkbox"/>
castles	<input type="checkbox"/>	<input type="checkbox"/>



Test

1. Diana has just returned from:

- a) Ireland
- b) Scotland
- c) Greenland
- d) Iceland

2. Which of these things does Diana NOT do in her job?

- a) Travel to famous places
- b) Write about local landmarks
- c) Speak to local people
- d) Live with people from different cultures

3. How long has Diana been a travel writer?

- a) Just under 20 years
- b) She doesn't say
- c) For exactly 20 years
- d) More than 20 years

4. Why does Diana want to go to Scotland?

- a) She has never been
- b) She loves the people
- c) She adores the beaches there
- d) She grew up there as a child

Match the lists

Match these words from the text with their correct definitions.

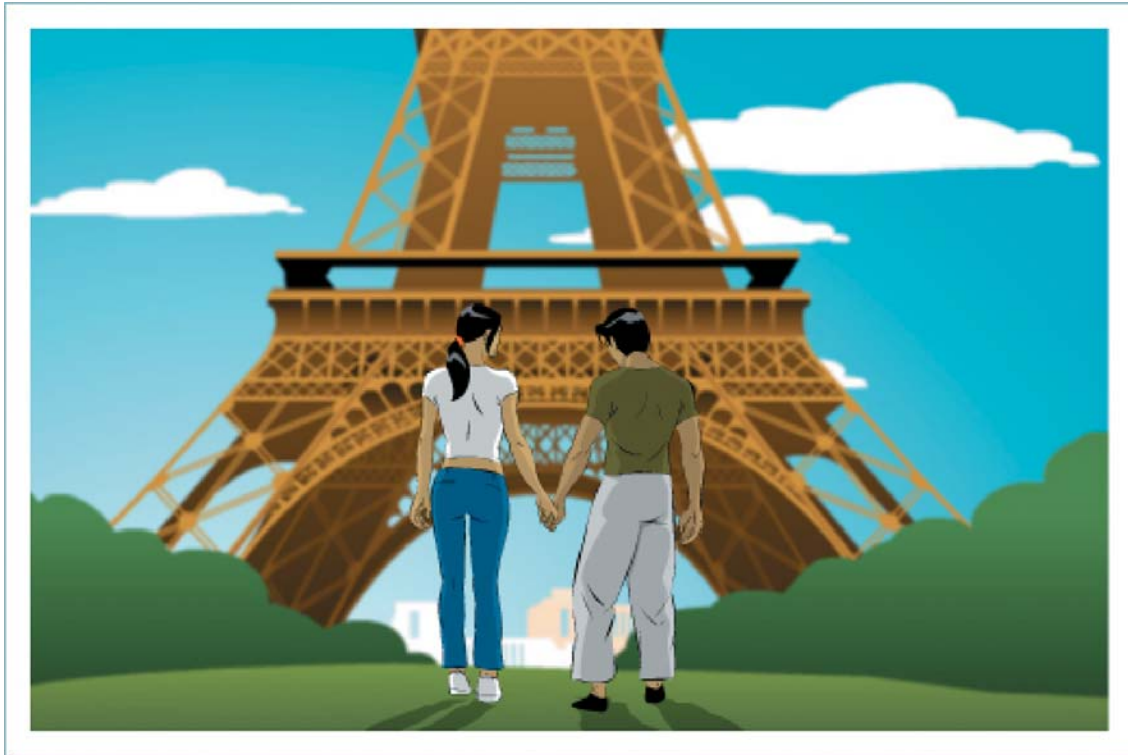
Rare, unusual
Work, employment
Journey, short holiday
Go somewhere to see something / one
Unique monument or feature

Trip
 Job
 Exotic
 Landmark
 Visit



2.4. Writing

It's your turn!



1. You have listened and read about other people's experiences. Now write 5 sentences about your own experiences using the present perfect affirmative and for or since.

Now use the present perfect negative to write about things you haven't done. Use for or since.

2. Imagine that you are interviewing someone about their experiences. Use the present perfect to write five questions.

2.5. Pronunciation

Listen and repeat

1	You have just got back from a journey to Greenland
2	I have just finished reading about some amazing places
3	I have already seen about half on the country
4	I have already visited them for myself
5	I haven't been to them all yet
6	I haven't managed to visit Scotland yet

Throughout this section we have been using the long form of the present perfect (I have, She has, We have etc) but the contraction (I've, She's We've) is also very common. Listen to these sentences and see if you can spot the difference!



Audio

Choose the right options

Choose the correct form of the verb that you hear. Is it the long form or the contraction.



Audio

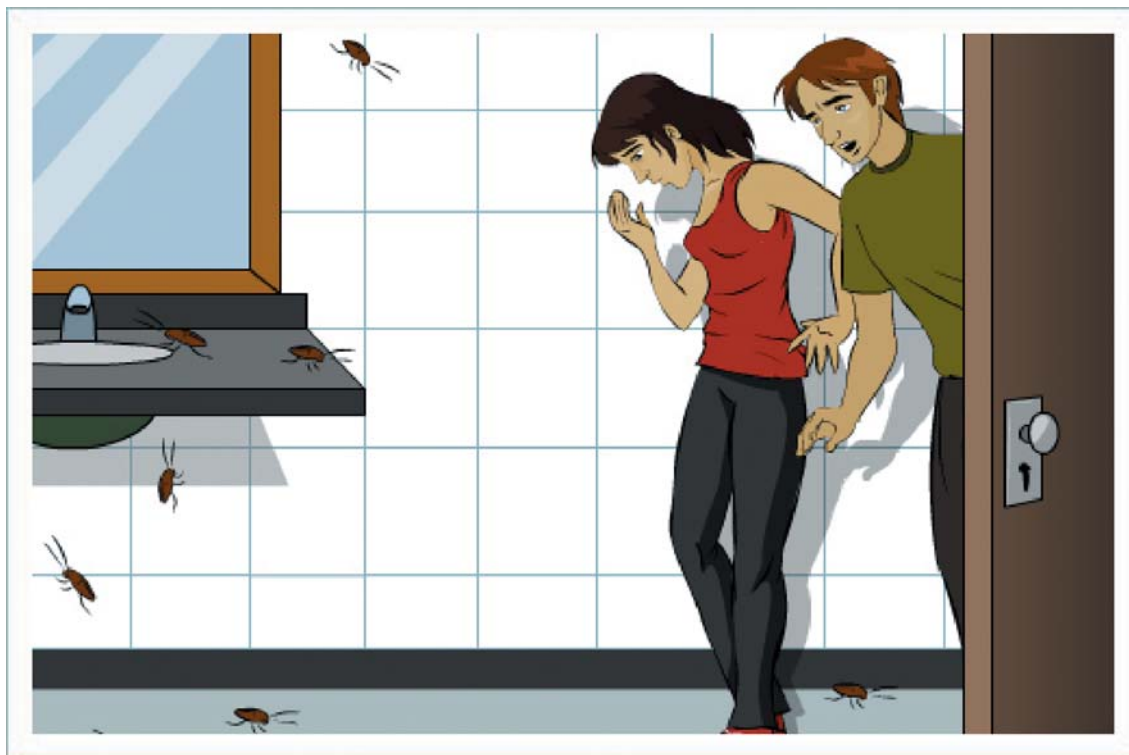
He's already bought a new car
 I have just seen the film
 He has already bought a new car
 We have been to visit our parents
 We've been to visit our parents
 I've just seen the film

3. HOLIDAY NIGHTMARE!

Listening

The audio you are about to hear is from a transcription of a letter that someone wrote to complain about their holiday. Have you ever had a bad experience on holiday? What kind of things can go wrong?

Read the questions from the test section and then listen to the audio. Listen again to check your answers.



Audio



Activities

Test

1. What is the writer of the letter complaining about?

- a) The holiday
- b) Cockroaches
- c) The bad treatment they have received
- d) The weather

2. When did the family arrive?

- a) Last Monday
- b) Last Friday
- c) Last year
- d) Doesn't say

3. What does Helen say the family haven't received yet?

- a) t-shirts and shorts
- b) towels and swimwear
- c) t-shirts and towels
- d) clean clothes

4. Which of these has Helen NOT had to pay extra for?

- a) evening meals
- b) the swimming pool
- c) excursions to the mountains

5. What does Helen say that she hasn't switched on yet?

- a) the television
- b) the shower
- c) the lights

After have reading the script, do the following activities.

Test

1. How has the hotel described its service in its brochure?

- a) Awful
- b) Friendly
- c) Excellent

2. What does Helen say the hotel hasn't done properly?

- a) write brochures
- b) wash their clothes
- c) catch cockroaches



3. What does Helen say they have caught in their bathroom?

- a) cockroaches
- b) hotel staff
- c) the shower

4. What does Helen say about the weather?

- a) it has been great
- b) it has been unfriendly
- c) it has been awful

5. What does Helen say has happened to the pipe?

- a) it has burst
- b) it has clogged
- c) it has closed

Writing

Read the text again and answer these questions.

1. According to the writer, who has received bad treatment at the hotel?
2. What is the first thing the writer complains about?
3. Why does the writer think she deserves a refund?
4. What things did the writer think were included in the original price?
5. What adjectives does the writer use to describe the staff?

Match the lists

Match the words from the text with their correct definitions.

Short day trip or journey
Advertising booklet or pamphlet
Wonderful, top quality
Terrible, not good
Split, broken from pressure

Excursion
 Brochure
 Excellent
 Awful
 Burst

Writing

Write the questions for these answers about the text.

1. "Excellent"
2. The staff have closed the pool
3. Cockroaches
4. Two days



3.1. Grammar

Present perfect & irregular verbs

Remember that the present perfect is used to talk about past experience at an unspecified time in the past (I have read Darwin) and unfinished actions (I have lived in Spain for 10 years, and I still live here).

1	I have already visited the Eiffel Tower.
2	I haven't eaten shepherd's pie yet.
3	I have just been to the zoo.

Irregular verbs

As you have seen the present perfect is formed using the auxiliary verb “have” and the past participle. In regular verbs the past participle is the same as the base form of the verb + ed. However, there are also many irregular verbs which need to be learnt individually. Here you will find a list with the most commonly used irregular verbs on the Internet (Aularagon).



Activities

Writing

Put these words in order to make sentences:

1. have / seen / I / this / already / film
2. I / had / have / just / dinner
3. to / already / spoken / the / President / I / have
4. Bill / met / They / have / just / Clinton
5. been / We / skiing / haven't / yet

Write the present perfect of the verb in brackets

1. (drive) - She [...] a long way to get here
2. (hire) - He [...] a car for the weekend.
3. (buy) - We [...] a cool car
4. (leave) - They [...] a huge mountain
5. (take) - He [...] some great pictures.
6. (be) - I [...] to many different places.

Writing

Write a list of at least five things that you have already done today.

Writing

Write a list of at least five things that you have just done. Invent it if necessary.

Writing

Write a list of at least five things that you haven't done today yet, but you intend to.



3.2. Learning new words

Vocabulary

Look at these words connected with geographical features. Listen and repeat the pronunciation.

bay	bahía	peak	cima
beach	playa	plain	llanura
cave	cueva	river	rio
desert	desierto	riverbed	lecho (de un río)
forest	bosque (grande)	sea	mar
hill	colina	stream	riachuelo
island	isla	swamp	pantano
lake	lago	valley	valle
mountain	montaña	waterfall	catarata
ocean	oceano	woods	bosque



Activities

Fill the gaps

Use these words to complete the sentences.

swamp / island / desert / forest / cave / waterfall / lake / hill / ocean / peak

- a [...] is a deep hole in the rock or ground
- a [...] the trees and other plants in a large densely wooded area.
- an [...] is a piece of land surrounded completely by water
- a [...] is the very top of a mountain
- a [...] is somewhere very dry
- a [...] is a very watery land
- a [...] is a steep descent of the water of a river
- a [...] elevation of the land lower than a mountain but is smaller than a mountain
- an [...] is a huge area of salt water
- a [...] is a big area of fresh water

Test

1. What's the odd word out in each list?

- a) SEA
b) ISLAND
c) LAKE
d) OCEAN

2.

- a) RIVER
b) STREAM
c) WATERFALL
d) FOREST



3.

- a) BEACH
- b) MOUNTAIN
- c) PEAK
- d) HILL

4.

- a) STREAM
- b) SWAMP
- c) SEA
- d) DESERT

5.

- a) WOOD
- b) FOREST
- c) PLAIN
- d) JUNGLE

Fill the gaps

Use these words to complete the sentences.

bay / river / plain / stream / sea

- A [...] is a curved area of coastline
- A [...] is a big expanse of grassland
- A [...] is a large natural stream of water, sometimes navigable
- A [...] is a large area of salty water
- A [...] is natural running water -smaller than a river- flowing on or under the earth

Writing

Now try and write definitions for these words. Use a dictionary to help you.

1. beach
2. mountain
3. riverbed
4. valley
5. woods



Choose the right options

Big or Small? Make pairs.

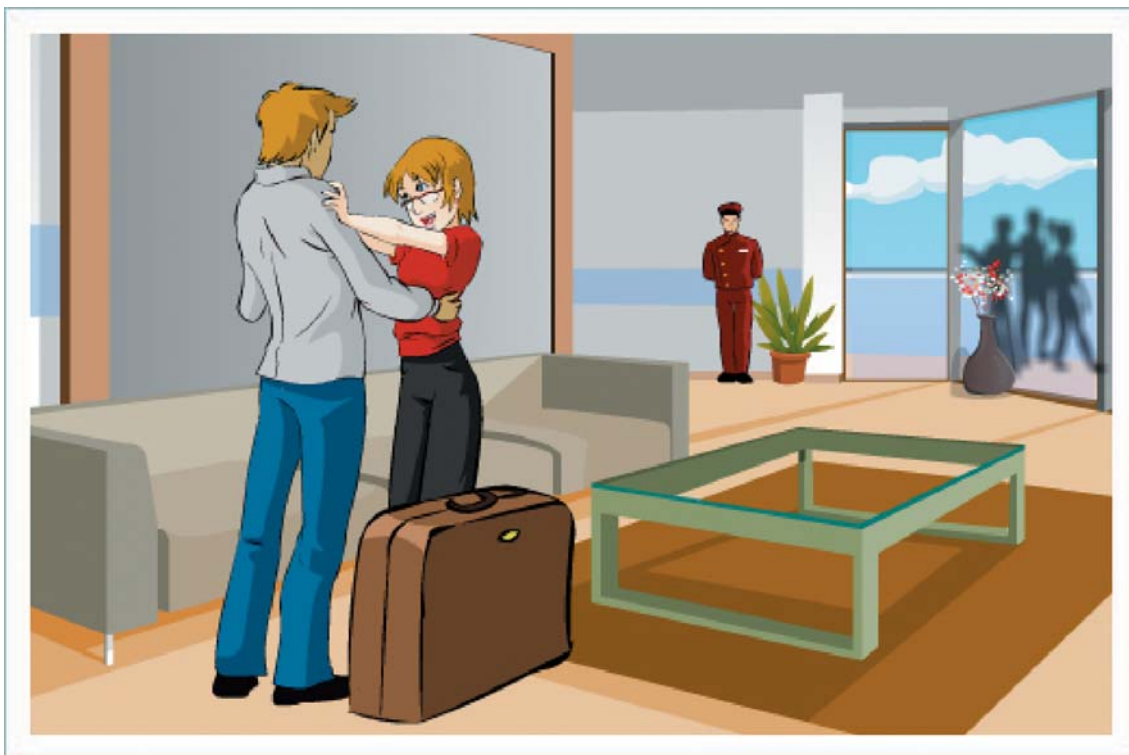
Forest
Lake
Wood
Ocean
Pond
Sea
Mountain
River
Hill
Stream

3.3. Listening

On holiday

Listen to these two people talking about their holiday so far, what they have done and what they are planning to do. Before you listen to the conversation think for a moment about the type of things you do on holiday.

Now listen for the first time. Read the questions below. Then listen again and answer the questions.





Activities

True or false

	True	False
George and Linda see each other every day	<input type="checkbox"/>	<input type="checkbox"/>
Linda has been to the beach, the mountains and the lakes	<input type="checkbox"/>	<input type="checkbox"/>
George and his wife have been on an excursion	<input type="checkbox"/>	<input type="checkbox"/>
George's wife wants someone to talk to	<input type="checkbox"/>	<input type="checkbox"/>
George and Linda want to go to the waterfalls	<input type="checkbox"/>	<input type="checkbox"/>

Test

1. Where has Linda been?

- a) At the beach
- b) In the hotel
- c) In the mountains

2. Where did George hear about the cave and the cave paintings?

- a) From some other people at the hotel
- b) From a guidebook
- c) From Linda

3. Where has Linda's husband gone?

- a) To the beach
- b) For a walk
- c) To the cave

4. What did George say was worth visiting?

- a) A waterfall
- b) A mountain
- c) A valley

5. George describes the view from the top as

- a) amazing
- b) spectacular
- c) ancient



Match the lists

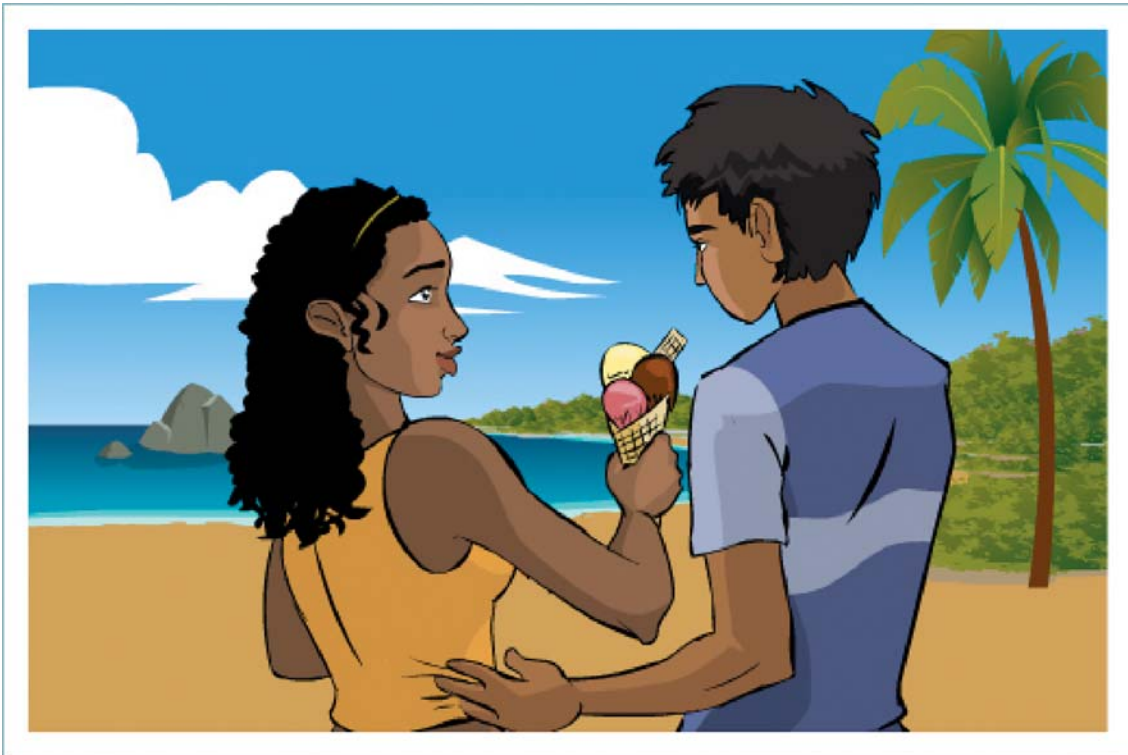
Match the words with their correct definitions.

Impressive, amazing
Covered hole or space in the rock
Grumble, not be happy about
Short trip, visit
More than one, but not many

Several
 Excursion
 Cave
 Spectacular
 Complain

3.4. Writing

It's your turn!



1. Imagine you are on holiday with you partner. Write five sentences using the activities below. Say if you have or haven't done these activities. Use already or yet.

1. Buy some souvenirs.
2. Eat typical regional food
3. Swim in the lake
4. Climbed the mountain
5. Meet some new friends
6. See a traditional play

2. Now imagine you are asking someone what they have done. Form questions using the phrases above.



3.5. Pronunciation

In the pronunciation section in the first half of the unit we listened to contractions between the subject and the verb (I have - I've). In this section we will pay attention to contractions when using the negative (I have not - I haven't).

Look at these sentences containing the present perfect. Read and listen to the pronunciation. Repeat the sentences out loud.

1	I have been in bed all morning
2	He has written me a letter
3	I haven't seen you for ages!
4	She's just visited Scotland
5	They haven't seen the Empire State building yet
6	They've just returned from their holiday

**Audio****Activities**

Match the lists

Match the words with their phonetic transcription.

/hæz/	Have
/hæv/	Has
/hævənt/	Haven't
/ðeɪv/	Hasn't
/ʃi: hæz/	I have
/ðeɪ hæv/	I've
/ʃi:z/	She has
/aɪ hæv/	She's
/hæzənt/	They have
/aɪv/	They've

Remember that sentences with the present perfect can contain contractions and so can be pronounced in different ways.

Listen and repeat.

1	We have not been to the museum We haven't been to the museum
2	She has not been to the beach She hasn't been to the beach
3	I have not seen the church I haven't seen the church

Listen to these sentences. What did you hear?



Audio

Choose the right options

Choose the sentence from the listening.



Audio

We have not been to the mountains
 We haven't been to the mountains
 She has not seen the cave paintings yet
 I haven't swum in the lake
 I have not swum in the lake
 She hasn't seen the cave paintings yet

4. DRILLS



Activities

Writing

Write at least five sentences about your experiences using the present perfect and “already”.

Writing

Write at least five sentences about experiences you haven't had but plan to have using the present perfect and “yet”

Write “for” or “since” in the gaps

1. We have been here [...] five days
2. I have lived in London [...] 1978
3. I have studied English [...] 12 years
4. I have waited for you [...] half and hour
5. I have been here [...] 4pm

Writing

Write questions using these words and already and yet.

1. You / eat dinner
2. You / swim in the lake
3. He / climb Mount Fuji
4. She / meet Ted?
5. They / play cards



Writing

Imagine that these people have done these things very recently. Use these words to make sentences using the present perfect with *just*.

1. I / read a great book
2. He / write a letter
3. We / see an interesting film
4. They / fly an aeroplane!
5. She / cook dinner

Writing

Here you have a list of things that Jim has to do today. Use the present perfect affirmative with *already* and the present perfect negative with *yet* to talk about what he has or hasn't done.

1. Go shopping
2. Call my parents
3. Take the dog for a walk
4. Wash the dishes
5. Clean the house

Write the correct participle of the verb in the bracket

1. (see) - They have [...] the Dalai Lama
2. (eat) - We have [...] many exotic foods
3. (visit) - She has [...] all of Europe's capital cities.
4. (buy) - I have [...] a plane ticket to America.
5. (leave) - I have [...] my passport at home
6. (think) - He has [...] of a great idea
7. (read) - We have [...] all of Shakespeare's plays
8. (take) - You have [...] the last seat on the bus
9. (be) - Have you ever [...] ill on holiday?
10. (lose) - Have you ever [...] your passport?
11. (break) - Have you ever [...] the law?
12. (learn) - Have you ever [...] a new language?
13. (travel) - Have you [...] a lot?
14. (ride) - Have you [...] that horse?
15. (be) - Have you [...] to Russia before?
16. (buy) - Have you [...] the plane tickets, yet?

Choose the right options

Choose the words that show places you normally find in the countryside (and not in the city).

museum
zoo
swamp
town centre
fountain
woods
university
waterfall
stream
beach



Writing

Write the words to these definitions

1. A place where water from a stream or a river drops a great height.
2. A place where you can see animals in captivity.
3. The bottom of a river.
4. A place where you can see statues or other things of cultural interest.
5. A place where Muslims worship

Writing

Now write 5 definitions for these words

1. Swamp
2. Plains
3. Ocean
4. Fountain
5. Old town

5. SUMMARY

In this unit we did some revision of the present perfect which we first studied in module 3. We looked at how to use the present perfect together with *already*, *yet* and *just*. We also took a quick look back at *for* and *since*, and compared the use of the past simple to the present perfect.

As well as the present perfect we studied vocabulary for travel and tourism and learned new words to describe geographical features.

You should now be able to do the two tasks for this unit:

1. Write about your ideal holiday.
2. List things that you haven't done yet but are sure you will do some day.

SCRIPTS

The traveller

Host: I am very pleased to welcome famous travel writer Diana Wilkins back to the show. Thank you for coming Diana.

Diana: Thank you for having me.

Host: Now Diana, you must have one of the best jobs in the world. I hear you have just got back from a journey to Greenland? Tell us all about it

Diana: That's right. As you say I have just got back from a trip to Greenland although I am going back there tomorrow. As you know my job is to investigate places and then write about them. I have already seen about half on the country but there are lots of things that I haven't done yet and I need to know a lot more about the place before I can really help people to understand the island.

Host: And tell us a bit about your job. You're not a normal travel writer, are you?

Diana: (laughs) Not really, most travel writers I have met stay in a place for a short time, make sure they have visited the local landmarks and famous places and then leave. I make sure I have visited all the places the other travel writers have written about and then I try to visit new places, speak to local people and try to understand the history and culture of every place I visit.

Host: And you have worked as a travel writer for over 20 years. You must have visited a lot of places.



Diana: I have a big long list of places that I would like to go and I have already been to a lot of them. However, I haven't been to them all yet, and I don't think I ever will. My list has got a lot longer since I started in my job.

Host: And is there any one place that you haven't been yet that you are planning to visit soon?

Diana: Surprisingly I have never been to Scotland! I have always been so focused on visiting exotic destinations that haven't managed to visit what I am told is one of the most beautiful countries in the world yet. However, this is a mistake that I will correct next summer.

Host: Anywhere in Scotland in particular?

Diana: I will try and visit as much of it as I can but I will definitely try and visit the islands as well as the highlands, the lakes, mountains, and I have heard that they have some of the most beautiful bays and beaches in the world. In fact, I have just finished reading about some amazing places but I will tell you about those the next time I see you and after I have already visited them for myself.

Vocabulary

Journey : viaje

Landmarks : lugares de interés

Mistake : error

Highlands : tierras altas

Bay : bahía

Holiday nightmare!

Dear Sir/Madam,

I am writing to complain about the treatment that me and my family have received at your hotel, and because I have just been told that we will receive no refund despite the bad treatment and service.

We have only been here since last Monday but the list of things that have gone wrong is almost endless.

Firstly I haven't seen any sign of our "special welcome gifts" yet, nor have we received our free t-shirts or towels yet.

On top of this, we have already had to pay extra for things that we thought were included in the original price, such as evening meals and excursions to the mountains.

Also, although we haven't even switched on the television yet, your staff have already tried to make us pay extra to watch films we don't want!

In addition to this, despite your brochure advertising "excellent" service, the hotel staff have consistently failed to wash our clothes properly and haven't offered to give us a new room despite the fact that we have caught cockroaches in our bathroom.

And talking about the staff, they have been rude and unfriendly and haven't been helpful at all. The weather has been awful as well, and although I understand that this is not your fault no one has organised alternative activities and we can't even go swimming in the rain because the staff have closed the swimming pool already because of the bad weather.

To add insult to injury we have also just found out that there won't be any hot water in our room over the next two days because a pipe has burst and can't be replaced for 48 hours!

I am writing to demand an explanation, apology and a refund.

Yours sincerely,

Helen Bradley



Vocabulary

Refund : reembolso
 Endless : sin fin
 Gift : regalo
 Towel : toalla
 Brochure : panfleto, folleto
 Cockroach : cucaracha
 Rude : maleducado
 Awful : terrible
 Pipe : cañería
 Burst : reventar / romper por presión

On holiday

George: Hi Linda! I haven't seen you in the hotel for the last couple of days. Have you been away?

Linda: Hi George! Yes, we have just got back from a visit to the mountains. Because we have already come here on holiday several times, we have already been to the beach and the lakes so we wanted to do something a bit different.

George: That sounds fun. My wife and I have also thought about going on an excursion. Some other people at the hotel have just told us about a famous cave near here. They said it has cave paintings. They haven't been yet but they have read about it in their guidebook and they said it sounds really interesting.

Linda: Wow! I think I have heard about that place. Maybe we could come with you if you go.

George: OK, I'm sure my wife would love some company. She has been complaining that there is nobody to talk to here.

Linda: (laughs) Ok, well I'll talk to my husband when he gets back. He has just gone out for a walk but he will be back soon.

George: Great! And what about the waterfalls. Have you been up there yet? I have also heard that it is worth visiting. There are some ancient ruins nearby and some spectacular views of the valley from the top.

Linda: Yes, I know! We have already planned a trip to go up there. We can go together next week if you want.

George: That sounds great. Anyway, I have to go but we'll talk this afternoon, ok?

Linda: Ok, perfect! See you this afternoon. Bye!

George: Bye!

Vocabulary

Mountains : montañas
 Beach : playa
 Lake : lago
 Cave : cueva
 Guidebook : guía (libro)
 Complain : quejarse
 Waterfall : catarata
 Ancient ruins : ruinas antiguas

CHANGES AND DISCOVERIES

5



1. INTRODUCTION

In this unit you will learn how to use **the passive voice** in the simple present, simple past and present perfect tenses. You will also learn about past and present discoveries as well as about things that change in our lives. We will also study vocabulary related to crime.

1. Use / understand present simple passive structures
2. Use / understand past simple passive structures
3. Use / understand present perfect simple structures
4. Talk about past and present discoveries
5. Talk about things that change in our lives

When you have finished this unit you will be able to:

1. List important inventions giving reasons for your choices
2. List important changes in recent history

2. CHANGES

The text you are about to read has been taken from a newspaper article talking about a crime. What kind of information is normally contained in a newspaper article of this type what kind of crime do you think you are going to read about?

Now read the text and answer the questions below.





Devastated lives

Housewife Harriet Jones, 35, from Barking Road, Essex, was found in a pool of blood outside her home last night. Neighbours alerted the emergency services and she is now recovering in Kings College Hospital.

Police superintendent Antony Blake, who is investigating the case, said two people were taken in for questioning in the early hours of this morning: Steven Jones, the victim's husband, and their son Jack. Jack has since been released but his father has been charged with attempted murder and remains in custody.

Mrs Jones was brutally stabbed 17 times in the chest, and was left there to die. Her son Jack told us "I had just come home from work and outside my house there were police, an ambulance and my father, I saw the blood on the floor and I didn't know what was happening. The next thing I knew, my father and I were handcuffed and taken for questioning. I've never been so scared in my life. I'm devastated! My mother's and my life will never be the same again". Jack was released when the knife used in the attack was found by a member of the public and handed to police. Forensics discovered Steven Jones' fingerprints on the knife.

Mrs Jones neighbour, Patty Wright said "she is such a lovely lady, I'm shocked by the whole affair. I never did like him that much. I hope he is sentenced to life imprisonment".

Doctors at Kings college have told us that Mrs Jones is now out of intensive care and that she should make a full recovery. Her son Jack is by her bedside.

Mr Jones will appear in court tomorrow, and if he is found guilty, he will be sentenced by a judge next week.

**Audio**

Vocabulary

Housewife	: ama de casa
Pool of blood	: charco de sangre
To alert	: alertar
To recover	: recuperarse
To release	: poner en libertad
To be charged	: ser detenido y acusado de algo
Attempted murder	: intento de asesinato
To remain in custody	: permanecer bajo custodia
Brutally stabbed	: apuñalada brutalmente
Chest	: pecho
To hand to	: entregar
Fingerprints	: huellas digitales
Shocked by	: conmocionado por
The whole affair	: todo el acontecimiento
To be sentenced	: ser sentenciado
Intensive care	: cuidados intensivos
Bedside	: cabecera
To appear in court	: comparecer ante el tribunal como acusado
To find guilty	: declarar culpable a alguien
Judge	: juez



Activities

True or false

Choose the right answers from the text:

	True	False
Harriet Jones was killed	<input type="checkbox"/>	<input type="checkbox"/>
Harriet Jones was found at her home	<input type="checkbox"/>	<input type="checkbox"/>
The crime is being investigated by the police	<input type="checkbox"/>	<input type="checkbox"/>
The neighbours all loved Steven Jones	<input type="checkbox"/>	<input type="checkbox"/>
Steven Jones has been sent to prison for life	<input type="checkbox"/>	<input type="checkbox"/>
The police think Harriet Jones was attacked by her husband	<input type="checkbox"/>	<input type="checkbox"/>

Test

1. Where does the Jones family live?

- a) London
- b) Essex
- c) Kings College

2. Who was taken in for questioning?

- a) Steven Jones
- b) Antony Blake
- c) Steven Jones and his son Jack

3. Which of this feelings does NOT describe how Jack felt?

- a) Shocked
- b) Devastated
- c) Scared

4. What will happen to Steven Jones next week?

- a) He will be charged with attempted murder
- b) He will go to court
- c) He will be sentenced



 **Activities**

Now it's time for some more activities on the reading text. How many can you get right?

Writing

Read the text again and answer these questions.

1. What happened to Harriet Jones?
2. What did Antony Blake say?
3. How did Jack feel after he saw his mother?
4. Why was Jack released from custody?
5. What did the neighbour Patty Wright say about Steven Jones?

Match the lists

Match the words with their correct definitions.

Found, revealed
Improvement, healing
Warned, informed
Exploring, looking into
Viciously, violently

Alerted
 Investigating
 Brutally
 Discovered
 Recovery

Fill the gaps

Read the text again and complete the sentences.

investigated / sentenced / left / arrested / stabbed

- Harriet was [...] to die after being in the chest.
- The case is being [...] by police superintendent Anthony Blake.
- Jack Jones and his father Steven Jones were [...].
- Mrs Patty Wright said that she hoped Steven Jones was [...] to life in prison.

2.1. Grammar

The passive voice

FORM

The passive voice in English is composed of **two elements**: the correct form of the verb 'to be' + the past participle of the verb in question. (**Regular verbs**: infinitive + -ed / **irregular verbs**: 3rd column).

+Subject	Verb 'to be'	Past participle	
The house	was	built	in 1992.
These cars	are	made	in Italy.
The house	is	cleaned	every day.



We can use the passive in any tense. To make different tenses we change the verb to be.

Past	My bike was stolen.
Present	The information is sent to our office.
Present perfect	Three people have been robbed.

FUNCTION

A) The passive voice is very common in English. We use it when we are more interested in the action than in who or what did it.

The passive is used ... (We **are interested in the passive**, not who uses it.)
 The house was built in 1654. (We **are interested in the house**, not the builder.)
 The road has been repaired. (We **are interested in the road**, not the people repairing it.)

B) We also use the passive when the person who does the action is unknown, unimportant or obvious from the context.

The president was shot. (We **don't know who shot** him.)
 He was arrested. (Obviously **by the police**.)

C) If we want to say who or what performs the action, we use the preposition by.

"Let it Be" was written **by the Beatles**.
 "Jurassic Park" was directed **by Spielberg**.

Present Simple Passive

We form **the present simple passive** with the present simple of the verb 'to be' + the past participle .of the verb.

Subject	'to be' (present)	Past participle	
English	is	spoken	in many countries.
Computers	are	sold.	

To make the **negative form of the passive** we add not (n't) to the verb 'to be'.

Subject	'to be' + not	Past participle	
Films	aren't	made	in this country.
The computer game	isn't	created	here.

To make **questions in the passive**, we need the verb 'to be', then the subject, then the past participle.

'To be' (present)	subject	Past participle	
Are	films	made	in this country?
Is	English	spoken	here?



Past Simple Passive

We form the **past simple passive** with the past simple of the verb ‘to be’ + the past participle of the verb.

Subject	‘to be’ (present)	Past participle	
My car	was	repaired	last week in many countries.
The pyramids	were	built	a long time ago.

To make the **negative form of the passive** we add not (n’t) to the verb ‘to be’.

Subject	‘to be’ + not	Past participle	
This film	wasn’t	made	in Hollywood.
These photographs	weren’t	taken	here.

To make **questions in the passive**, we need the verb ‘to be’, then the subject, then the past participle.

‘To be’ (present)	subject	Past participle	
Was	“Macbeth”	written	by Cervantes?
Were	the robbers	arrested?	

Active and passive structures

How to form a **passive sentence** when an active sentence is given: the object of an active verb corresponds to the subject of a passive verb.

Present simple

Active	Somebody cleans this room every day.
Passive	This room is cleaned , every day.

Past simple

Active	Somebody cleaned this room every day.
Passive	This room was cleaned every day.



Activities

Writing

Write sentences using the Present Simple Passive.

1. Breakfast / serve / from 7 to 9.30 am.
2. The video / not sell / in the shops.
3. The film / show / in America?
4. Actors / pay / a lot.
5. Wine / not produce / in this region.
6. This newspaper / write / in English?



Writing

Write sentences using the Present Simple Passive.

1. Breakfast / serve / from 7 to 9.30 am.
2. The video / not sell / in the shops.
3. The film / show / in America?
4. Actors / pay / a lot.
5. Wine / not produce / in this region.
6. This newspaper / write / in English?

Write the correct form of the verb in brackets (active or passive)

1. (sell) - He [...] cars.
2. (sell) - The red car [...].
3. (drink) - In summer, more beer [...] than in winter.
4. (phone) - Helen [...] her friends every day.
5. (keep) - Milk [...] in the refrigerator.
6. (build) - The shopping centre [...] last year.
7. (speak) - English [...] all over the world nowadays.
8. (rob) - My house [...] last week, but fortunately the police caught the thief yesterday.

Writing

Ask questions using the information provided and the passive voice.

Example: There was a car accident last night. (How many people / injure?)

How many people were injured?

1. The police found the stolen car. (Where / it / find)
2. Someone stole my bag. (How much money / steal)
3. The church is very old. (When / it / build)
4. You shouldn't wash that coat. (How / it / clean)
5. He's got a new job. (How much / he / pay)

Writing

Change the following sentences from active to passive. Present Tense.

Example:

They speak English in this class. - **English is spoken in this class.**

1. They transport oranges from Valencia to France.
2. They don't grow coffee in Alaska.
3. They make shoes in Illueca.
4. Do they sing special songs at Christmas Time?
5. They don't show classical music concerts on MTV.



Writing

Change the following sentences from active to passive. Past tense.

Example:

They didn't recycle paper 50 years ago. - **Papers weren't recycled 50 years ago.**

1. They sold the video in that shop.
2. Did a fan murder John Lennon?
3. The shark ate the man.
4. The arsonist started the fire.
5. They didn't use iPods some years ago.

Write in the gaps

Write the following words in the gaps to complete the sentences.

split / found / taken / spoken / shot / woken up / stolen / injured / spent / shut

- Too much money is [...] on the army.
- The jewellery was [...].
- Our car wasn't [...]. It is still here.
- I was [...] by the alarm clock at 5 o'clock.
- He was [...] in the crossfire.
- Chinese is [...] at this school.
- Are you sure the door was [...]?
- The stolen car was [...] in the ditch.
- Peter and Paul were [...] in the accident.
- The class was [...] up into groups of five.

2.2. Learning new words

Vocabulary

In the reading text we saw lots of words connected with crime. Here are some more!

Listen to the pronunciation and then read the words out loud. Try and learn them all by heart.

Crime verbs	
to blackmail	chantajear
to shoplift	hurtar
to kidnap	secuestrar
to steal	robar (algo a alguien)
to smuggle	pasar de contrabando
to assault	agredir
to rob	robar (a alguien)
to bribe	sobornar
to mug	atracar



Audio

Criminals	
murderer	asesino
thief	ladrón
smuggler	contrabandista
shoplifter	ladrón (que roba en las tiendas)
kidnapper	secuestrador
vandal	vándalo
pickpocket	carterista
burglar	ladrón, caco (que entra en casas o edificios a robar)
arsonist	incendiario
mugger	atracador



Audio



Activities

Choose the right options

Crime or criminal? Choose the criminals.

murderer
mugger
kidnap
murder
blackmail
burgle
arsonist
vandal
shoplift
shoplifter



True or false

	True	False
Someone who kills another person unlawfully is known as a murderer	<input type="checkbox"/>	<input type="checkbox"/>
When you attack someone to steal their money you mug them.	<input type="checkbox"/>	<input type="checkbox"/>
An arsonist is someone who takes things from shops.	<input type="checkbox"/>	<input type="checkbox"/>
If you assault someone you harm them physically.	<input type="checkbox"/>	<input type="checkbox"/>
Stealing small things from a shop is known as kidnap.	<input type="checkbox"/>	<input type="checkbox"/>
A pickpocket takes small things from people without them noticing.	<input type="checkbox"/>	<input type="checkbox"/>
Smuggling is the act of deliberately setting fire to things.	<input type="checkbox"/>	<input type="checkbox"/>
A kidnapper is someone who breaks into buildings to steal things.	<input type="checkbox"/>	<input type="checkbox"/>
Someone who destroys or damages things on purpose is known as a vandal.	<input type="checkbox"/>	<input type="checkbox"/>
Someone who steals things is generally known as a thief.	<input type="checkbox"/>	<input type="checkbox"/>

Test

What's the odd word out in each list?

a)

SMUGGLE
MUG
THIEF
BRIBE

b)

POLICEMAN
KIDNAPPER
JUDGE
LAWYER

c)

PICKPOCKET
THIEF
BURGLAR
ARSONIST

d)

VANDAL
MUGGER
SMUGGLER
JUDGE



e)

ROBBER
STEAL
VANDALISE
ASSAULT

Fill the gaps

Match the words to the definitions

Shoplifter / Arsonist / Mugger / Bribe / Burglar

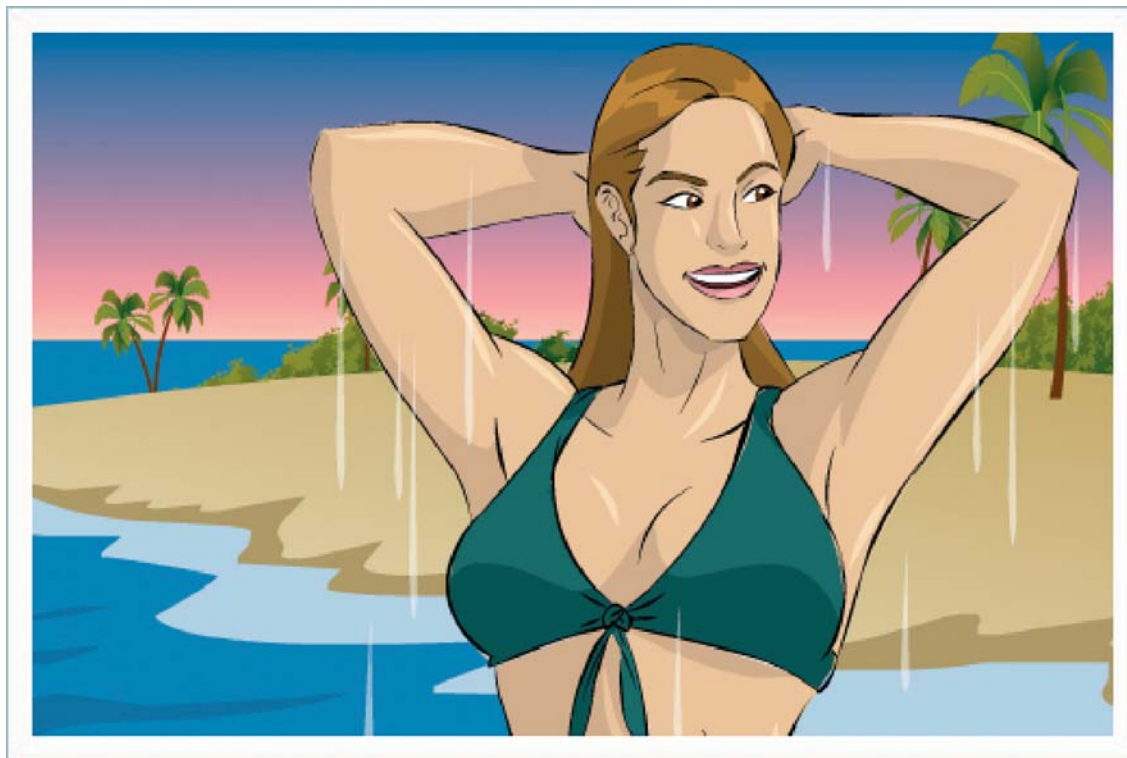
- A person who steals small things from shops. [...]
- A person who steals things from locked buildings. [...]
- When someone offers something of value to someone so they do something illegal for them. [...]
- Someone who attacks someone else to steal their money. [...]
- Someone who burns buildings and other things deliberately and illegally. [...]

2.3. Listening

Location, location, location

Look at the picture. Do you think that this woman is relaxed? In the audio you are about to hear her talking about how her life has changed. What do you think her life was like before?

Now listen to the woman and answer the questions below.





Activities

True or false

Choose the right answers from the audio:

	True	False
The woman was happy in London	<input type="checkbox"/>	<input type="checkbox"/>
She had a job in London	<input type="checkbox"/>	<input type="checkbox"/>
She was very tired after coming home from work	<input type="checkbox"/>	<input type="checkbox"/>
She was offended by the TV programme Location, location, location.	<input type="checkbox"/>	<input type="checkbox"/>
She now has a new job on an island	<input type="checkbox"/>	<input type="checkbox"/>

Test

1. Which of these things did the woman NOT use to do when she got home from work?

- a) sit on her sofa
- b) read a book
- c) watch TV
- d) order a pizza

2. What is the programme “Location, location, location” about?

- a) Finding a great job
- b) Moving to a new country
- c) Finding the right place to live
- d) The perfect place to live in London

3. Which of these things was NOT part of the woman’s plan?

- a) Selling her flat
- b) Moving away
- c) Leaving her job
- d) Selling her cat

4. Which of these things does the woman NOT say about her old lifestyle?

- a) She was very busy
- b) She was tired
- c) She had a boyfriend
- d) She had no energy

5. What convinced her to change her life?

- a) Her husband
- b) Her mother
- c) Watching a TV show
- d) Taking part in a reality TV show.

**Activities**

After having read the script, do the following activities.

Writing

Read the text again and answer these questions.

1. Why did the woman want to change her lifestyle?
2. How would you describe the neighbourhood where the woman lived in London?
3. Why did the woman describe herself as free?
4. How was her street different from the rest of the neighbourhood in her part of London?
5. How has the woman's life changed in the last 9 months?

Writing

Read the text again and answer these questions.

1. Why did the woman want to change her lifestyle?
2. How would you describe the neighbourhood where the woman lived in London?
3. Why did the woman describe herself as free?
4. How was her street different from the rest of the neighbourhood in her part of London?
5. How has the woman's life changed in the last 9 months?

Writing

Read the text again and answer these questions.

1. Why did the woman want to change her lifestyle?
2. How would you describe the neighbourhood where the woman lived in London?
3. Why did the woman describe herself as free?
4. How was her street different from the rest of the neighbourhood in her part of London?
5. How has the woman's life changed in the last 9 months?



2.4. Writing

It's your turn!



1. You have just listened to a woman who changed her life completely and decided to go and live on an island. Now you are going to write about what has happened in your life in the past year. How has your life changed in the past 12 months? Write about these things:

- Your work / study
- Your hobbies and free time activities
- Achievements
- Changes in your family / relationships
- Your holidays
- Your life at the moment

Write at least five sentences.

Example: I have been promoted in my job.

2. Write five sentences about what's grown, produced or made in your country and where.

Example: Balay white goods are made in Zaragoza.



2.5. Pronunciation

Look at these different sentences containing the present simple passive and the past simple passive. Listen and repeat the pronunciation. Learn the phrases (and pronunciation) by heart.

1	The judge sentenced the criminal
2	English is spoken in many countries around the world
3	Paper is made using wood.
4	The game was won before half time
5	The animal was caught using a special trap
6	The car was driven at speeds of over 120 miles per hour



Audio



Activities

Match the lists

Match these words with their phonetic transcriptions.

/sentənst/

/drivən/

/spəʊkən/

/meɪd/

/kɔ:t/

/wɒn/

sentenced

spoken

made

won

caught

driven

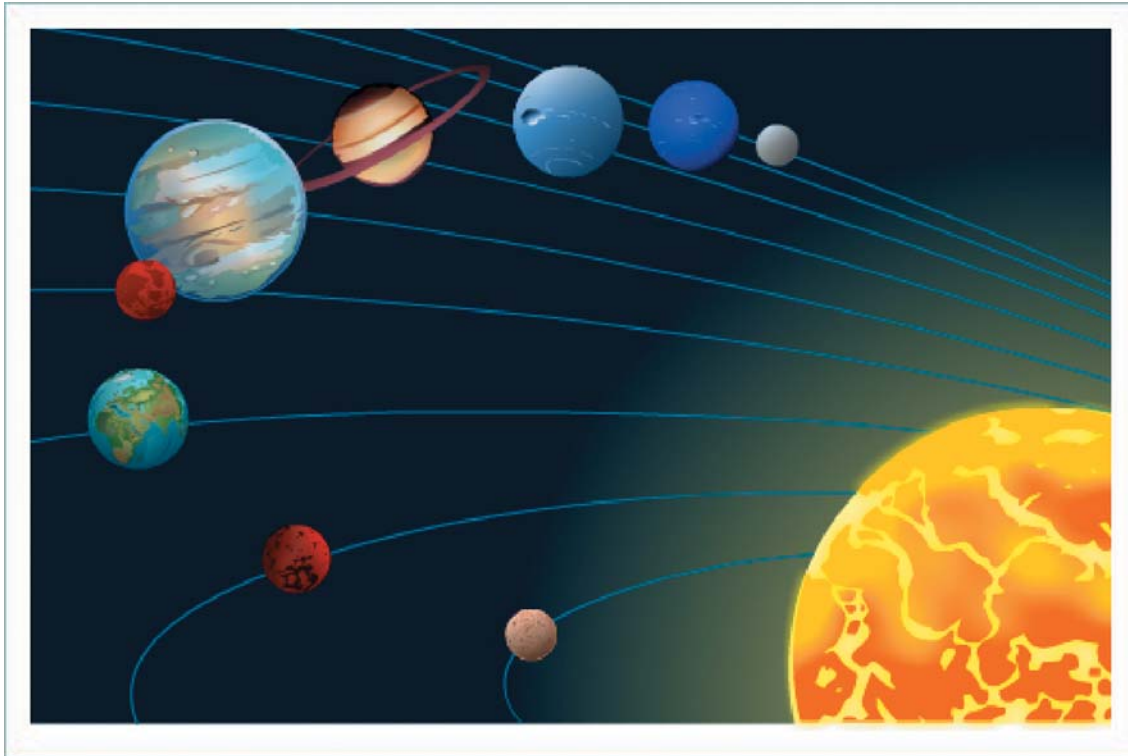


3. DISCOVERIES

Listening

This audio is from a podcast and looks at the idea that we have explored all there is to explore on the planet. Do you agree with this? Are there any more places to explore on planet Earth?

Read the questions from the test section and then listen to the audio. Listen again to check your answers.



Audio



Activities

Test

1. The writer of the text thinks that...

- a) There are no new discoveries
- b) There are a few new discoveries
- c) We discover things every day
- d) None of the above

2. The writer's friend says that...

- a) There are no new discoveries
- b) There are a few new discoveries
- c) We discover things every day
- d) None of the above



3. The worm called Bombiviridis was discovered...

- a) By scientists
- b) In an ocean
- c) Off the western U.S and Mexican coast
- d) All of the above

4. What was photographed?

- a) The Cassini spacecraft
- b) Dephnis
- c) Saturn

5. What did the bone belong to?

- a) An elephant
- b) Homo erectus
- c) The first human



Activities

After having read the script, answer the questions below about the text.

Test

1. What is unusual about the bombs the worm fires?

- a) they are balloon shaped
- b) they are green
- c) they glow

2. Before the discovery in Elephant Cave, when did people think the first humans arrive in Europe...

- a) 700,000 years ago
- b) 1.2 million years ago
- c) 500,000 years ago

3. The bone discovered in the Atapuerca is a...

- a) part of the head
- b) part of the legs
- c) part of the body

4. What was embedded in Saturn's outer ring?

- a) Dephnis
- b) a moon
- c) all of the above



5. Why does the worm *S.bombiviridis* fire bombs?

- a) to defend itself
- b) to defend itself and give it a chance to escape
- c) to give it a chance to escape

Writing

Answer these questions about the text.

1. Why did the author disagree with his friend?
2. When did the author say that there had been new discoveries?
3. What does the author say has been found in Spain?
4. How did the discovery change scientists' ideas about the arrival of humans to Europe?
5. What does the author say about discoveries in Space?
6. Why did the author disagree with his friend?
7. When did the author say that there had been new discoveries?
8. What does the author say has been found in Spain?
9. How did the discovery change scientists' ideas about the arrival of humans to Europe?
10. What does the author say about discoveries in Space?

3.1. Grammar

1	He has been handcuffed.
2	She has been assaulted.
3	He has been arrested.
4	Someone has been murdered.

Present Perfect Passive

We form **the present perfect passive** with the present perfect of the verb 'to be' (has / have been) + a past participle.

Subject	'to be' (present perfect)	Past participle	
My key	has been	stolen.	
This shirt	has been	ironed.	

To make the negative form of the present perfect passive we add not (n't) to the auxiliar (has / have).

Subject	hasn't / haven't been	Past participle	
The trees	haven't been	cut down	
This shirt	hasn't been	washed.	



To make questions in the present perfect passive, we need the auxiliary has / have + the subject + been + the past participle.

Has / have	subject	been	past participle
Has	this shirt	been	washed?
Have	they	been	invited?

Remember

1. The passive voice is very common in English. We use it when **we are more interested in the action** than in who or what did it.
2. We also use the passive when **the person** who does the action is **unknown, unimportant or obvious** from the context.
3. If we want to say **who or what** performs the action, we use the preposition **by**.

Changing from active into passive

Present perfect

Active	The room looks clean. Somebody has painted it.
Passive	The room looks clean. It has been painted .



Activities

Write in the gaps

Write sentences using the present perfect passive.

Example: (repair) - The car [...]. We can collect it. -> **The car has been repaired. We can collect it.**

1. (replace) - Daniel isn't in the team. He [...].
2. find) - Your bag [...].
3. (make) - The book [...] into a film.
4. (not pay for) - The tickets [...] yet.
5. (not turn out) - The lights [...].
6. (sell) - All the blue covers for this mobile [...].
7. (not clean) - This room [...] yet.

Writing

Write passive questions. Use the present perfect.

Example: the present / buy? - **Has the present been bought?**

1. the CDs / replace?
2. the original version / release?
3. the money / give / to charity?
4. this record / sell / in the shops?
5. How / the situation / create?

**Write the correct form of the verb in brackets (active or passive)**

1. Why did the author disagree with his friend?
2. When did the author say that there had been new discoveries?
3. What does the author say has been found in Spain?
4. How did the discovery change scientists' ideas about the arrival of humans to Europe?
5. What does the author say about discoveries in Space?
6. Why did the author disagree with his friend?
7. When did the author say that there had been new discoveries?
8. What does the author say has been found in Spain?
9. How did the discovery change scientists' ideas about the arrival of humans to Europe?
10. What does the author say about discoveries in Space?

Write in the gaps

Change the following sentences from active to passive.

Example:

They have hired a limousine for the wedding.

A limousine has been hired for the wedding.

1. They have cancelled the flight because of the storm.
2. They have published a new English-Spanish dictionary.
3. Someone has opened the bottle of wine.
4. They haven't renovated the building.
5. The police have caught the thief.
6. They haven't signed the documents yet.
7. You have sent the parcel.
8. They have released the new Brad Pitt film in a cinema near here.
9. The Queen has opened The British Parliament.

Writing

Change the questions from the active to the passive.

Example: Have they caught the thief? -> Has the thief been caught?

1. Have the police found the body?
2. Why has the government prohibited the film?
3. What has caused the accident?
4. Has anyone cleaned the oven yet?
5. Has a doctor examined you?

Fill the gaps

built / introduced / said / published / painted / arrested / closed / solved / discovered / visited

- The problem has already been [...].
- The new secretary has been [...] by her boss.
- A new book has been [...] by that company.
- Not much has been [...] about the accident since that time.
- A moon has been [...] in one of Saturn's outer rings.
- This street has already been [...] because of snow.
- This art gallery hasn't been [...] by many people.
- Simon Peters has been [...] in connection with the crime.
- Don't touch the walls. They have just been [...].
- A new apartment block has been [...].



3.2. Learning new words

Look at these words connected change. Listen and repeat the pronunciation. Learn the words by heart.

Verbs of Change	
to transform	transformar
to turn into	convertirse en
to revolutionize	revolucionar
to get better	mejorarse
to get worse	empeorarse
to recover	recuperar, reponerse
to adapt	adaptar
to adjust	ajustar
to convert	convertir
to turn off	apagar
to modify	modificar
to redo	hacer de nuevo
to reduce	reducir
to remake	reconstruir
to renovate	renovar
to reorganize	reorganizar
to replace	reemplazar
to switch	intercambiar
to become	llegar a ser, convertirse
to alter	alterar



Audio



Activities

True or false

	True	False
My house was renovated last week and it looks great now.	<input type="checkbox"/>	<input type="checkbox"/>
The witch turned the prince into a toad.	<input type="checkbox"/>	<input type="checkbox"/>
You could replace the TV channel. I don't like this one.	<input type="checkbox"/>	<input type="checkbox"/>
I haven't fully recovered from the cold I had last week.	<input type="checkbox"/>	<input type="checkbox"/>
I need to reduce my weight.	<input type="checkbox"/>	<input type="checkbox"/>
The movie got worse as it went on.	<input type="checkbox"/>	<input type="checkbox"/>
My wedding dress is too long, we need to alter it.	<input type="checkbox"/>	<input type="checkbox"/>
'Remake your homework now! This is not good enough' said the teacher.	<input type="checkbox"/>	<input type="checkbox"/>
Internet really converted the way people interact.	<input type="checkbox"/>	<input type="checkbox"/>
It really difficult to transform from one day to the next. Habits die hard.	<input type="checkbox"/>	<input type="checkbox"/>

Fill the gaps

Use these words to complete these predictions about the future.

revolutionized / recovering / adjust / becomes / reduced / renovate / better / turn off / modified / reorganize

- When things improve they get [...].
- If things change it is important to [...].
- When something is completely changed by a new concept it is [...]
- When an original idea or concept is changed slightly it is [...].
- If the amount of something used is less than before the amount has been [...].
- If you are getting better after suffering a bad period you are [...].
- When you repair and change what a house looks like you [...] it.
- When one thing turns into another thing it [...] something else.
- If you change the layout or organisation of something you [...].
- Another word for switch off is [...].

Fill the gaps

Match the words to their definitions.

Adapt / Transform / Alter / Recover 7 Replace

- To get better after an illness or a bad situation [...]
- To change something completely [...]
- When something is substituted for something else [...]
- to change something to suit a different use [...]
- To change something slightly [...]

**Write in the gaps**

Find the nouns (you can use the dictionary) which correspond to the verbs (Write in CAPITAL letters).

Example: Transform (verb) --> **Transformation** (noun)

1. REVOLUTIONIZE - ...
2. RECOVER - ...
3. ADAPT - ...
4. MODIFY - ...
5. CONVERT - ...
6. REDUCE- ...
7. RENOVATE - ...
8. REORGANIZE - ...
9. ALTER - ...
10. REPLACE - ...

Choose the correct option

- The workmen (renovated / replaced) the house
- My mum (redid / remade) my homework.
- E-mail (redid / revolutionized)the way we do business.
- What you said (turned / changed) my mind.
- She (turned off / turned on) the light.
- The Evil Queen was (turned into / altered into) a rat by the White Witch.
- Everyone panicked when the lights were (adjusted / switched off).
- All my files have been (reorganized / turned into).
- The test was (become / modified) by the scientist to improve results,
- Carbon emissions were (remade / reduced) by the use of special fuel.



3.3. Listening

At the Science Fair

Listen to this audio extract from a TV programme set at a science fair. Have you ever been to a science fair? What kind of things do you think you could find there?

After you have listened to the programme for the first time, read the questions below. Then listen to the programme again and answer the questions.



Audio



Activities

True or false

Choose the true sentences according to the audio.

	True	False
The interviewer is at the Saint Bernard's Science fair	<input type="checkbox"/>	<input type="checkbox"/>
The first man interviewed thinks people were more reliable in the past	<input type="checkbox"/>	<input type="checkbox"/>
The first woman interviewed uses her favourite invention more than her children do.	<input type="checkbox"/>	<input type="checkbox"/>
The next man and woman both still use the "Magnavox Odyssey".	<input type="checkbox"/>	<input type="checkbox"/>
The old man thinks gadgets and technology are too complicated for him	<input type="checkbox"/>	<input type="checkbox"/>

**Test**

1. What invention is the first man talking about?

- a) Small gadgets
- b) The mobile phone
- c) Pockets

2. What does the first man think about the invention?

- a) He thinks they are useful
- b) He thinks they make people more reliable
- c) He thinks that they are small and compact

3. What invention is the first woman talking about?

- a) The television
- b) The computer
- c) The radio

4. How does the first woman describe how she felt about the invention when she was a child?

- a) She thought it was magical
- b) She was fascinated by it
- c) She thought it was essential

5. What did the old man say about technology?

- a) His wife loves it
- b) It's actually quite simple
- c) He thinks it is very complicated



3.4. Writing

It's your turn!



1. You have just listened to people talking about what inventions have changed their lives. What invention could you not live without? Describe the invention and why you couldn't live without it. Remember to use the passive and / or verbs of change.

Write at least 5 sentences.

2. Look at this text giving instructions in the passive on how to make a proper cup of tea.
 1. Water is heated until it boils.
 2. A little water is poured into a teapot to warm the teapot.
 3. The water is thrown away.
 4. A teaspoon of tea is put into a teapot for each person plus one extra for extra taste.
 5. The rest of the boiling water is now poured into the teapot.
 6. The tea is left to brew for around four minutes.
 7. A little cold milk is poured into a cup for each person.
 8. Tea from the pot is poured into each cup.
 9. Sugar is sometimes added if the drinker has a sweet tooth.
 10. Good English tea is enjoyed by everyone!

Now write your own text giving instructions on how to make or do something you like!



3.5. Pronunciation

Look at these sentences containing the passive in various tenses and different inventions. Read and listen to the pronunciation. Repeat the sentences out loud.

1	Our knowledge is improved by new discoveries
2	Cars are made using a process invented by Henry Ford
3	The television was invented by John Logie Baird
4	Travel companies were changed by the invention of the aeroplane
5	The way we live and learn has been transformed by the Internet
6	Computers have been transformed by new advances in research.



Audio



Activities

Match the lists

Match the words with their phonetic transcription.

/ɪz/	is
/wɜː/	are
/həʊbi:n/	was
/wɒz/	were
/ɑː/	has been
/həʊzi:n/	have been

In this unit we have been looking at the passive voice. I'm sure you can distinguish between the active and the passive in writing but what about when you are listening?

Listen and read these phrases in the active and the passive voice and then do the listening exercise below.

1	We live on a ship The moon is shipped on by us
2	The police catch criminals Criminals are caught by the police
3	I made a mess A mess was made
4	The builders built lots of houses on this street Lots of houses were built on this street
5	I have sent the e-mails The e-mails have been sent
6	I have downloaded the song The song has been downloaded



Audio



 **Activities**

Test

Listen to the audio and choose the phrases that you hear.

 **Audio**

a)

- 1. We live on a ship
- 2. The moon is shipped on by us

b)

- 1. The police catch criminals
- 2. Criminals are caught buy the police

c)

- 1. I made a mess
- 2. A mess was made

Test

Listen to the audio and choose the phrases that you hear.

 **Audio**

a)

- 1. The builders built lots of houses on this street
- 2. Lots of houses were built on this street

b)

- 1. I have sent the e-mails
- 2. The e-mails have been sent

c)

- 1. I have downloaded the song
- 2. The song has been downloaded



4. DRILLS



Activities

Writing

Write sentences using the passive and the correct tense (present simple – past simple – present perfect).

Example: He / arrest / yesterday -> He was arrested yesterday.

1. He / give / the Nobel Prize in 1998.
2. Carpets / make / here for centuries.
3. This film / produce / by Steven Spielberg in 1979.
4. Oranges / not grow / in Poland.
5. Play Stations / make / in Japan.

Writing

Write more sentences using the passive and the correct tense (present simple – past simple – present perfect).

Example: The flights / book / on line / last week - The flights were booked on line last week.

1. The new bridge / not design / yet.
2. A lot of temples / discover / in the last fifty years.
3. She / not tell / about the accident / yet.
4. CDs / not invent / in 1990.
5. 8% of adults / affect / by phobias / last year.

Writing

Passive questions. Read the answers and write the questions using the passive.

Example:

The film “Talk to her” was directed by Pedro Almodóvar.

Who was the film “Talk to her” directed by?

1. The 2006 World Football Championships were held in Germany.
2. The Lord of the Rings was published in 1954.
3. A knife is used for cutting things.
4. Ski equipment is rented in ski resorts.

Write the correct form of the verb in brackets (active or passive)

1. (close) - That old hotel [...].
2. (kill) - My grandmother [...] by an earthquake.
3. (delay) - The flight from Rome [...] by fog.
4. (work) - My father [...] extremely hard.
5. (publish) - This book [...] by Penguin.
6. (need) - I [...] a new pair of shoes.
7. (clean) - The hotel rooms [...] every day.
8. (buy) - A tall dark man [...] my car.
9. (destroy) - Many small villages [...].
10. (include) - The museum [...] a Picasso painting in the exhibition



Writing

Write five affirmative sentences about things that were done to you using the past simple.

Writing

Write five negative sentences about things that were done to you using the past simple:

Fill the gaps

Complete the sentences with the correct word.

sentenced / murderer / made / found / judge / police / victim / charged

- He was [...] to prison for 2 years.
- Fingerprints were [...] on the knife.
- The knife was handed to the [...].
- The [...] of the attack has been sent to hospital to recover.
- Cheese is [...] from milk.
- He was [...] with attempted murder.
- The [...] was released from prison after 25 years.
- He was found guilty by the [...].

Writing

Put these sentences in the correct order

1. the / were / incident / to / alerted / police / The
2. was / by / disgusted / the / affair / She / whole
3. found / Fingerprints / on / were / the / handle / door
4. to / judge / by / Criminals / are / jail / sent / the
5. released / was / custody / from / John / few / hours / a / after

Writing

Change these sentences from active to passive.

Example: Most students speak English in this class. - **English is spoken by most students in this class.**

1. Do they play basketball in South Africa?
2. She finished her work by nine o'clock.
3. They have not taken the car into the garage.
4. They have translated his new book.
5. The mechanic has not repaired the DVD recorder.

Writing

Change more sentences from active to passive.

Example: They water the flowers every day. - **The flowers are watered every day.**

1. They hired twenty new workers last month.
2. The man stole the blue car.
3. The mechanic has already fixed my car.
4. We discussed the question at our last meeting.
5. We need honest politicians in our government.



Fill the gaps

is done / have been left / have been lost / are put / have been abandoned / was launched / is polluted / have been sent

The first satellite, Sputnik [...] on 4 October 1957. Thousands of spacecraft [...] into space since then. New satellites [...] into orbit every few weeks. But space [...] now by debris from different spacecraft. About 80.000 objects [...] in space. Old satellites [...]. And other things [...] by astronauts. The situation is dangerous. If nothing [...] the situations will get worse.

Choose the right option

1. A thief (was caught / caught) yesterday.
2. The cake (was ordered / ordered) online.
3. He (has been told / has told) not to do it again.
4. You (weren't invited / didn't invited) to the party.
5. She (wasn't offered / didn't offer) the job in New York.
6. The book (hasn't been sold / hasn't sold) yet.
7. The bridge (isn't built / doesn't build) by professionals.
8. It was (painted / been painted) by Leonardo Da Vinci
9. Was the telephone (invented / been invented) by Graham Bell?
10. Has it (approved / been approved) by the boss?
11. Have I (fired / been fired)?
12. Was he (been asked / asked) why he did it?

Fill the gaps

Write these words into the gaps to complete the definitions

kidnapper / arsonist / shoplifting / vandal / Smuggling

- An [...] is someone who deliberately sets fire to things illegally.
- Stealing small things from a shop is known as [...].
- [...] is the act of deliberately transporting illegal goods across borders.
- A [...] is someone who takes and keeps people against their will.
- Someone who destroys or damages things on purpose is known as a [...].

Test

Choose the **incorrect** word (two are correct)

1. The police ... the robbery.

- a) solved
- b) stole
- c) investigated

2. The burglar broke into...

- a) the bank
- b) a house
- c) a vandal



3. I didn't commit...

- a) a burglar
- b) a crime
- c) a murder

4. The police ... the kidnapper.

- a) arrested
- b) solved
- c) caught

5. They robbed ...

- a) a person
- b) a bank
- c) my money

6. The thief stole ...

- a) a watch
- b) a bank
- c) a car

7. They didn't catch ...

- a) the murder
- b) the arsonist
- c) the criminal

Match the lists

Match the criminal with their crimes.

VANDALISM
MURDER
ARSON
BLACKMAIL
MUGGING
BURGLARY
PICKPOCKETING
STEALING

MURDERER
THIEF
BURGLAR
ARSONIST
PICKPOCKET
MUGGER
BLACKMAILER
VANDAL



5. SUMMARY

In this unit you have studied the passive voice in the present and past simple tenses and the passive in the present perfect simple as well.

We have looked at vocabulary about changes, discoveries, inventions and crime

You should now be able to do the two tasks for this unit

1. List important inventions giving reasons for your choices
2. List important changes in recent history

SCRIPTS

Location, location, location

Woman: When I lived in London, I used to watch quite a bit of telly. After a big day at work, I was so tired, I had absolutely no energy and I would just get home, switch on the telly, order some takeaway and spend the entire evening on my couch.

I remember one day, there was a program called “Location, location, location”. It was all about finding the perfect flat but they put a lot of emphasis on where that flat should be. They kept repeating that it was all about finding the right location. You know, the right borough, the right street, the right neighbourhood. And it was implied that my borough was the worst one in the whole of London. I was really offended but... well... I kind of knew they were right. And it really got me thinking. It was true that my borough was being invaded by drug dealers and junkies but on my street we didn’t really suffer from it. The next morning I had an idea. What if I just moved away? I wasn’t especially happy in my job. I was single. I had no children. I was free, really. If it was all about the perfect location, I thought I should find the perfect location for me, even if it meant moving to another country. So I put a plan together. I sold my flat. I sold my car. I quit my job and I took off. I mean, look at me now! Nine months ago, I had a very busy life, almost no time to rest and to enjoy... well, you know...just being alive. Now, I live on an island, I spend most of my time on the beach. I have actually lost weight and... I don’t know if I should say that, it’s early days but...well... I have met someone...

Vocabulary

Telly : televisión
 Takeaway : comida para llevar
 Flat : piso
 Borough : barrio
 Offended : ofendido
 Drug dealers : traficantes de drogas
 Junkie : drogadicto
 To quit : dejar

Discoveries

Recently I was talking with some friends of mine about exploration and I was rather surprised with some of their responses. My friend Alex said, “we have nowhere left to explore because we know every part of our planet”. Obviously, I had to disagree. I told him there have been a number of new discoveries in the last few years and even as recently as last week.

I proceeded to inform my dear good friend that almost every day we discover new species in our seas and oceans. For example a new sea worm has been discovered by scientists. It has been named *Bombiviridis* and it was found off the western U.S. and Mexican coast. This worm actually fires bombs, so you can see where it gets its name. It does this to defend itself from predators and it gives the worm a chance to escape. The “bombs” are green, balloon shaped and they glow! Amazing.



Not only in the sea are we making discoveries, but also on the land. Ancient hominin bones have been found in the Atapuerca Mountains in the northern region of Spain. The digging at the Sima del Elefante (Elephant Cave) has uncovered a part of the lower-jaw bone that belonged to *Homo erectus*, the first human species to migrate to Europe. So this discovery has pushed back the arrival for mankind in Europe to about 1.2 million years ago, 500,000 years earlier than we thought.

And let's not forget about space. We have always thought that Saturn's rings were more or less flat, but it has been photographed by the Cassini spacecraft and it has discovered a new moon embedded in Saturn's outer ring called Deimos. The flow of particles in the outer ring has been pushed up in a vertical column to about 1 mile in height by the moon. This is about 150 times more than the thickness of the rings. The rings are more or less 30 metres thick.

So we discover things all the time, every day in our own lives There is always something new to discover.

Vocabulary

Exploration	: exploración
Disagree	: discrepar
Species	: especies
Worm	: gusano
Predators	: depredadores
Ballon shaped	: con forma de globo
Glow	: brillar
Digging	: excavación
Uncovered	: revelado
Lower-jaw bone	: hueso de la mandíbula
Pushed back	: adelantado
Mankind	: especie humana
Space	: espacio
Flat	: plano
Spacecraft	: nave espacial
Embedded	: incluido
Flow of particles	: lluvia de partículas
Outer ring	: anillo más exterior

At the Science Fair

Interviewer: Thank you Jill! Yes, I'm at Saint Barnaby Science Fair, where parents and grandparents alike are being dazzled by their children's ingenuity. I thought I would ask some of them what invention that occurred in their lifetime has changed their lives for the better.

Dad 1: That's a pretty good question. I remember that when I was a kid, which was not that long ago, I mean I'm only 30. Things weren't done the same way they are now, you know! I mean, when you told someone to meet you somewhere, they would just show up. There was no way for anyone to cancel at the last minute. Nowadays, people just text you they're sorry and that's it. People were a lot more reliable back then. That little gadget that we carry with us at all times is just taking over our lives. Don't get me wrong. They're useful. I don't know what I would do without mine but...

Interviewer: Thank you very much. What about you madam?

Mum 1: Well! I can't really say that it has changed my life because I have never lived without one but I must say that the magic box, as I like to call it, is an essential part of my life. I just can't live without one. I was fascinated by it when I was a little girl and I still am. I think I spend more time in front of it than my kids.

Interviewer: And you, sir?



Dad 2: Easy! The Magnavox Odyssey! I was given one in the summer of 1973 and it was the best summer of my life. I almost never left the house that summer apart from going to the shop. You see, it was powered by batteries but they didn't last very long so I had to keep going to the shop to buy more. I played for hours and now it's my job, I design games.

Mum 2: I remember that console! I think it's in the attic. I, on the other hand, don't look back at the past. I look forward to the future. I mean, clearly when electricity was invented ... hum... discovered so when electricity was discovered it changed the way we lived our lives but what's really exciting is what's going to happen next? No?

Interview: Let's ask the older generation, Sir?

Grand-dad: I'm not much into technology, young man! All these gadgets and buttons, it's too complicated for me. I guess, something that really changed our lives is when I bought my wife a washer. Oh! How happy she was that day! She didn't have to scrub off all the stains out of my shirts anymore. The machine did it for her.

Vocabulary

To dazzle : deslumbrar

To show up : aparecer

Nowadays : hoy día

Gadget : aparato

To take over : tomar el control

Useful : útil

Look forward to : esperar con ilusión o interés

To scrub : fregar

THE ENVIRONMENT

6



1. INTRODUCTION

In this unit you will learn how to use the **FIRST** and the **SECOND CONDITIONAL**. We will also look at how to use the **FUTURE SIMPLE** as well as many other useful and interesting things.

1. Use / understand the first conditional structure
2. Use / understand the second conditional structure
3. Use / understand the future simple form
4. Talk about natural features and disasters
5. Talk about wishes

When you have finished this unit you will be able to:

1. Express a hypothesis and imagine unreal situations.
2. Write about your plans / arrangements/ intentions for the future.

2. CHANGES

You are going to read about the 2004 Tsunami, which devastated cities, towns and homes throughout the Indian Ocean. Do you remember seeing these events on the news? What do you think it was like for those living there?

Now read the text and answer the questions.





The 2004 Indian Ocean Tsunami

On December 26, 2004 a tsunami hit the Indian Ocean coastal communities. The consequences were unimaginable: with 174,500 casualties, 51,500 missing, and roughly 1.5 million people displaced. The toll of human casualties from the 2004 Indian Ocean Tsunami has no modern historical equivalence.

In Thailand, especially, the tsunami affected residents and foreign tourists in the densely inhabited Phuket Island and the surrounding southern coastal provinces. The lethality rate among the tourists – between 7% and 10% – was twice the rate of the local residents, as many of the tourists were on the beach or in beach-front hotels when the tsunami struck.

Very few, almost none, that were on Phuket beach that day survived. One survivor, who wishes to remain anonymous, speaks about how lucky she was to have survived. Reluctant at first, “If I think of it, I’ll remember it all and I’m not sure I want to do that”, she decided to open up to us: “It’s very difficult for me to speak about it still. I remember it all too clearly. It was late that day and jumped on a bus while it was leaving for Phuket beach. So I had to stand in the threshold. Everything happened really quickly. The bus stopped and for some reasons I decided to get off. Then I saw the wave and I knew I was going to die. I was petrified. Out of nowhere, a farmer grabbed me and threw me in the back of his pick-up. I hit my head, broke my front teeth and lost consciousness. I still have some flashbacks about being underwater and unable to breathe. But the only real memories I have that are clear are when I woke up on a hospital bed. I didn’t know how I got there but I was alive. “If I ever find the man that saved my life, I won’t know what to say but I will most probably hug him.”

Even though, it was a traumatising experience, she decided to return to Thailand and to help the ones still very much in need after having lost their family and their home. She is still volunteering there today. “If I didn’t do everything in my power to help them, I wouldn’t be able to look at myself in a mirror I think” was her last comment.



Audio

Vocabulary

Casualties : heridos, afectados

Missing : desaparecidos

Roughly : aproximadamente

Toll : costo

Reluctant : reacio

Threshold : umbral

Wave : ola

Petrified : petrificado

To grab : agarrar

Pick-up : camioneta

Flashback : destello

To breathe : respirar

To hug : abrazar

Traumatising : traumatizante



Activities

True or false

Choose the right answers from the text:

	True	False
The effect of the tsunami was terrible	<input type="checkbox"/>	<input type="checkbox"/>
Proportionally, more locals died than tourists	<input type="checkbox"/>	<input type="checkbox"/>
The survivor persuaded a farmer to save her	<input type="checkbox"/>	<input type="checkbox"/>
The farmer drove her to a hospital	<input type="checkbox"/>	<input type="checkbox"/>
The survivor went back to Thailand to help people	<input type="checkbox"/>	<input type="checkbox"/>
The survivor's clearest memories are of being in a hospital bed	<input type="checkbox"/>	<input type="checkbox"/>

Test

1. How many people lost their lives in the tragedy?

- a) 51,000
- b) 174,500
- c) 1.5 million

2. Why did the woman take the bus?

- a) It was a long way to the beach
- b) She always took the bus
- c) She was late

3. How did the woman feel when she saw the wave?

- a) Very scared
- b) Calm
- c) She panicked

4. Why did she decide to do volunteer work in Thailand?

- a) Because she loves Thailand
- b) Because people in Thailand lost everything
- c) Because she would feel bad if she didn't

Writing

Read the text again and answer these questions.

1. Why was there a higher percentage of tourists killed than locals?
2. Why didn't the survivor want to talk about their experience?
3. Why did the woman get off the bus?
4. What did she think when she saw the wave?
5. Why did she return to Thailand?



Match the lists

Match the words with their correct definitions.

Moved
Not many
Hit, happen
Particularly
Take, hold on to strongly

Displaced
 Especially
 Very few
 Strike
 Grab

Writing

Write the questions for these answers about the text.

1. In December
2. Not many
3. She hit her head and broke her front teeth
4. She will hug him

2.1. Grammar

First conditional

We use the first conditional to talk about real situations in the present and their possible result in the future. The first conditional uses two separate clauses:

A real situation	A likely result in the future
If + present simple	Future with “will”
If you give me the book,	I will be very happy.
If he eats all the cake,	he will be sick.
The first conditional can also be used with can or the imperative.	
If + present simple	“can” or imperative
If you open the door,	you can leave.
If you forget your book,	go back and get it.

Remember the two clauses can be used in any order.	
Future with “will”	If + present simple
I will be very happy,	if you give me the book.
He will be sick,	if he eats all the cake.



Second conditional

We use the second conditional to talk about imaginary situations in the present and their imaginary results in the future. It has a similar structure to the first conditional.

An imaginary situation in the present	An imaginary result in the future
If + past simple	Future with “would”
If you gave me the book,	I would be very happy.
If he ate all the cake,	he would be sick.
Remember that the second conditional express something unlikely in the future.	
If I won the lottery,	I would be rich.

The two clauses can be used in any order.	
Future with “would”	If + past simple
I would very happy,	if you gave me the book.
He would be sick,	if he ate all the cake.

With the verb to be both **was** and **were** are possible. The use of **were** is more formal.

If I were rich,	I would buy a new house. (more formal)
If I was rich,	I would buy a new house. (less formal)



Activities

Choose the right option

Write the correct first conditional affirmative form from the verbs in brackets.

Example: (be) If you [...] good I will give you 5 euros - If you **are** good I will give you 5 euros

- (go) - If I [...] to the swimming pool, she will come with me.
- (answer) - If you call now, he [...].
- (regret) - If they go there, they [...] it.
- (clean) - If my mother [...] my room, she will find my diary.
- (wash) - If Roberts [...] dad's car, he will get 10 euros.
- (have) - If we buy three magazines, [...] one each.

Fill in the gaps

Complete these sentences with the correct words:

drink / buy / will / knew / cleans / don't go / won't be / would be

- If I [...] to school today, I will miss the Spanish exam.
- If she [...] her bedroom today, she won't have to do it tomorrow.
- If they don't receive the package tomorrow, they [...] very happy.
- If you were here, I [...] the happiest man alive.
- If we [...] milk now, we won't have to go to the shop tomorrow morning.
- If I [...] more beer, I'll get sick.
- You wouldn't say that if you [...] the truth.
- If I go to see grandma on Sunday, [...] you come with me?

**Writing**

Write the correct negative form of these sentences:

Example: If you shout, I will become angry - If you don't shout, I won't become angry.

1. If I visit the Cathedral, I will take a leaflet.
2. If you come, you will need a plan.
3. If they were my friends, I would invite them.
4. If we leave now, we will be there in 2 hours.
5. If she keeps quiet, they will.

Writing

Use these words to write interrogative first conditional sentences:

Example: I/score/you/be happy - If I score, will you be happy?

1. I / cook lunch / you / wash up
2. I / call him / he / answer the phone
3. we / visit this weekend / they / be there
4. I / give you some help now / you / help me next week
5. I / pay for you / you / return the money tomorrow

Writing

Put these words in the correct order:

Example: my / is / name / John - My name is John

1. If / don't / you / you / call / me / won't / , / I / call.
2. she / knew / , / would / she / mad / be / if
3. come / If / they / , / upset / ? / be / you / will
4. If / I / you / it / me / watch / watch / that / with / movie / , / ? / will
5. If / mother / ill / , / is / your / her / take / doctor / to / the

Writing

Write five sentences about what you would do if you won the lottery using the second conditional affirmative.

Writing

Now write five sentences about what you wouldn't do if you won the lottery using the second conditional negative.

Writing

Finally, imagine you are talking to a friend about what they would do if they won the lottery. Write five questions using the second conditional interrogative.



2.2. Learning new words

Vocabulary

In the reading text we learnt all about a terrible natural disaster from the viewpoint of one of the survivors. Now we are going to learn more vocabulary connected with natural disasters. Listen to the audio to learn the pronunciation then listen again and practise saying the words out loud.

Avalanches	Avalanchas	Hail	Granizo
Blizzards	Ventiscas	Aftershock	Tremblor secundario
Drought	Sequía	Magnitude	Magnitud
Earthquakes	Terremotos	Epicentre	Epicentro
Floods	Inundaciones	Meteor	Meteorito
Hurricanes	Huracanes	Debris	Escombros
Tornadoes	Tornados	Epidemic	Epidemia
Landslides	Deslizamientos de tierra	Evacuate	Evacuar
Support	Apoyar	Shelter	Refugio
Rescue	Rescate	Victim	Víctima



Audio



Activities

True or false

Which problems from the list are NATURAL DISASTERS?

	True	False
Oil spills	<input type="checkbox"/>	<input type="checkbox"/>
Tornadoes	<input type="checkbox"/>	<input type="checkbox"/>
Car crash	<input type="checkbox"/>	<input type="checkbox"/>
Airplane accidents	<input type="checkbox"/>	<input type="checkbox"/>
Drought	<input type="checkbox"/>	<input type="checkbox"/>
Earthquakes	<input type="checkbox"/>	<input type="checkbox"/>
Floods	<input type="checkbox"/>	<input type="checkbox"/>
Nuclear disasters	<input type="checkbox"/>	<input type="checkbox"/>
Avalanches	<input type="checkbox"/>	<input type="checkbox"/>
War	<input type="checkbox"/>	<input type="checkbox"/>



True or false

Choose the correct sentences:

	True	False
A hurricane is characterised by strong winds and storms.	<input type="checkbox"/>	<input type="checkbox"/>
The rubbish left after something has been pulled down is called debris.	<input type="checkbox"/>	<input type="checkbox"/>
An epidemic happens when it snows a lot.	<input type="checkbox"/>	<input type="checkbox"/>
Avalanches happens when large amount of snow move down a mountain.	<input type="checkbox"/>	<input type="checkbox"/>
A shelter is a place where there are lots of car crashes.	<input type="checkbox"/>	<input type="checkbox"/>
Tornadoes are very strong winds.	<input type="checkbox"/>	<input type="checkbox"/>
Magnitude is the amounts of oil spilled when a tanker crashes.	<input type="checkbox"/>	<input type="checkbox"/>
An aftershock happens if you drink too much.	<input type="checkbox"/>	<input type="checkbox"/>
High-speed winds mixed with snow and ice are called landslides.	<input type="checkbox"/>	<input type="checkbox"/>
Droughts happen when it hasn't rained enough.	<input type="checkbox"/>	<input type="checkbox"/>

Fill the gaps

Match the words to the definitions.

MUDSLIDE / BLIZZARD / FAMINE / FLOOD / EVACUATION

- The rising of a course of water and its overflowing onto normally dry land. [...]
- It happens when the ground becomes too wet and starts to move. [...]
- Severe shortage of food. [...]
- Stormy snowfall accompanied by strong winds. [...]
- The removal of people from a disaster area. [...]



2.3. Listening

Picnic on the roof

Listen to somebody talking about two people planning a trip to another country. Where are you going for your next holiday? Do you have any plans? Think for a few minutes about what type of things are important when planning a trip to another country.

Read the first questions and listen to the conversation for the first time. Answer the questions.

Now read the test and listen to the conversation. Answer the test.

Listen again to check your answers.



Audio



Activities

True or false

Choose the sentences about the listening that are correct:

	True	False
He wore a pair of jeans.	<input type="checkbox"/>	<input type="checkbox"/>
He told his wife that they should have stayed in England.	<input type="checkbox"/>	<input type="checkbox"/>
He was happy that his neighbour's garden was destroyed.	<input type="checkbox"/>	<input type="checkbox"/>
He got worried when he saw that the water reached the mailbox.	<input type="checkbox"/>	<input type="checkbox"/>
He took food from the kitchen.	<input type="checkbox"/>	<input type="checkbox"/>
His wife grabbed a thermos of tea.	<input type="checkbox"/>	<input type="checkbox"/>
They went to their bedroom.	<input type="checkbox"/>	<input type="checkbox"/>
They had coffee on the roof.	<input type="checkbox"/>	<input type="checkbox"/>



Test

1. Who was the old man living with?

- a) His wife
- b) His son
- c) His girlfriend
- d) His daughter

2. Where does the old man come from?

- a) The United States
- b) Spain
- c) England
- d) Canada

3. Which of these reactions to the rain DIDN'T the old man mention?

- a) People panicked
- b) Cars got stuck in the road
- c) People went swimming
- d) His neighbour got upset

4. What happened to his neighbour's garden?

- a) It was completely flooded
- b) He turned it into a swimming pool
- c) People were stuck there
- d) It stayed dry

Writing

Read the text again and answer these questions.

- 1. Why didn't the old man think anything was wrong at first?
- 2. Why did the man say that they should have stayed in England?
- 3. At the beginning, why was the man enjoying the rain?
- 4. Why did people start to panic?
- 5. Why did the man become angry?

Match the lists

Match the words with their correct definitions from.

Weird, strange
Unforeseen, surprising
Very angry,
Soaking, very wet
Angry, annoyed

Unexpected
Crazy
Upset
Livid
Drenched



2.4. Writing

It's your turn!



1. Imagine that you are witnessing a flood. What would you do? Write four sentences using the second conditional.

Example: If I were witnessing a flood, I would get a camera and film it.

2. Now use the second conditional negative to write four sentences describing what you wouldn't do.

Example: If I were witnessing a flood, I wouldn't go outside.

3. Now, using the first conditional and the imperative, write four sentences telling people what to do if they find themselves in a dangerous situation:

Example: If you are in a dangerous situation, stay calm.

2.5. Pronunciation

Look at these sentences containing important words from the last exercises that contain the letter “w”.

Listen and repeat the pronunciation

1	I will help you if you help me first.
2	If you don't do as I say, we won't go to Disneyland
3	If it rained a lot, I would be very happy: I love fishing!
4	I wouldn't be able to do anything if there was a flood: I can't swim!
5	If I was late, would you be angry? (Informal)
6	If I were you, I would prepare for an emergency. (Formal)



Audio



Activities

Match the lists

Match these words with their phonetic transcriptions. Use the phonemic chart to check any symbols you are not sure of.

/wʊd/
/wɪl/
/wʊdənt/
/wəʊnt/
/wɜːr/
/wɒz/

Will
Won't
Would
Wouldn't
Was
Were

Test

Listen to these sentences.



Audio

Do they use the first or the second conditional?

a)

First Conditional
Second Conditional

b)

First Conditional
Second Conditional

c)

First Conditional
Second Conditional



3. HOME

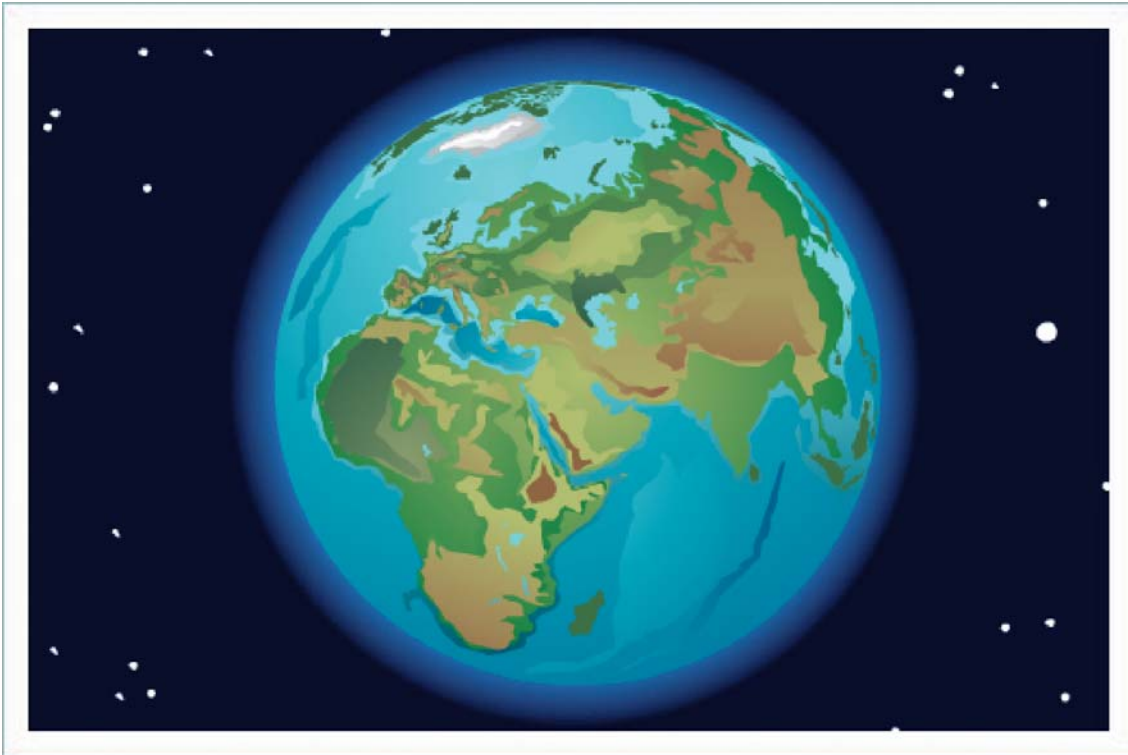
Listening

Listen to this audio talking about our planet.

Read the first questions and listen to the conversation for the first time. Answer the questions.

Now read the test and listen to the audio again. Answer the test.

Listen again to check your answers.



Audio



Activities

Test

1. What is the text about?

- a) Yann Arahus - Bertrand
- b) My home
- c) A movie
- d) The environment

2. Yann Arthus-Bertrand is famous for?

- a) His film
- b) His photographs
- c) His political opinions
- d) His environmental activism



3. The movie says that in the last 50 years alone:

- a) The Earth has been more radically changed than by all previous generations of humanity.
- b) The Earth hasn't changed
- c) The Earth has been more radically changed than in the last 200 000 years.
- d) The Earth has been more radically changed than in the last 4 billion years.

4. The movie says that:

- a) We have to be quite pessimistic about the future.
- b) We have to be quite optimistic about the future.
- c) We don't have time to be pessimistic about the future.

5. The movie talks about the example set by Denmark. What does Denmark do to help the environment?

- a) They invest in renewable energy sources
- b) They don't invest in renewable energy sources
- c) They recycle everything.

After having read the script, do the following activities.

Test

1. According to Yann Arthus - Bertrand in the text, scientists say that:

- a) We have 10 years to change the way we live
- b) In 10 years time, we will all die
- c) In 10 years time, the planet will die.

2. Where was the movie first shown?

- a) In New York
- b) In Paris
- c) In London

3. In how many countries was the movie available?

- a) Over 50
- b) Over 100
- c) Over 150

4. According to the movie, humanity is:

- a) In trouble
- b) Finding a solution
- c) unconcerned

5. According to the movie, what is HOME?

- a) A house
- b) The Planet
- c) Where you feel happy



Writing

Read the text again and answer these questions.

1. Why was the film released on June 5th 2009?
2. What is the film's message?
3. What influence did Yann Arthus - Bertrand's experience as a photographer have on the film?
4. What does the film say about Costa Rica?
5. What does the author say is the objective of HOME?

Match the lists

Match the words with their correct definitions.

Enterprise, idea
Opposite, in contradiction
Majesty, magnificence
Enormously, completely
Obvious, unmistakable

Clear
 Glory
 Opposed
 Initiative
 Radically

Writing

Write the questions for these answers about the text.

1. Under the Eiffel Tower
2. We are
3. There is no time for it
4. Everyone

3.1. Grammar

Future

To talk about the future, we can use two different forms:

Will	is used to make predictions, express future events and make instant decisions, offers and promises.
predictions	In 10 years time, scientists will find a cure for cancer.
future events	The moon will be full tomorrow.
instant decisions	The doorbell is ringing. I will open the door.
offers	I will give you a lift to your house.
promises	I will buy you a motorbike next year.

To be going to	is used to talk about future arrangements and predictions about future events that are based on present evidence.
arrangements	We are going to have dinner out next Saturday.
future events based on present evidence	It is very dark. It is going to rain.



- | | |
|---|--|
| 1 | In 50 years time we will travel to Mars. |
| 2 | He is going to drink an orange juice. |
| 3 | She won't come. |
| 4 | It is going to rain. |

**Activities****Writing**

Put these words in order to make a correct sentence:

Example: my / is / name / John - my name is John

1. I / I / will / the / promise / truth / tell
2. She / again / will / him / never / to / speak
3. Time / this / exam / my / I / pass / will
4. Party / I / think / he / that / the / to / come / will
5. Happy / they / not / going / to / are / be / very

Writing

Make questions with the phrases in the previous activity:

Example: my name is John - Is my name John?

1. I / will / the / truth / tell ?
2. She / again / will / him / never / to / speak ?
3. Time / this / exam / my / I / pass / will ?
4. Party / he / that / the / to / come / will ?
5. Happy / they / not / going / to / are / be / very ?

Writing

Write two things you think are going to happen in the future and two things you think will happen in the future:

Example: It is going to rain. ("going to")

Example: I will bake you a cake for your birthday. ("will")

Writing

Make questions from the sentences in the last activity.

Example: Is it going to rain?

Example: Will I bake you a cake for your birthday?



3.2. Learning new words

Vocabulary

Look at these words connected to the environment. Listen and repeat the pronunciation. Learn the words by heart.

Climate change	cambio climático
Greenhouse effect	efecto invernadero
Hydroelectric	hidroeléctrica
Natural gas	gas natural
Nuclear reactor	reactor nuclear
Pesticides	plaguicidas
Pollution	contaminación
Pressure groups	grupos de presión
Recycle	reciclar
Slash and burn	tala y quema
Smog	mezcla de humo y niebla (smoke + fog)
Unemployment	desempleo
Unleaded petrol	gasolina sin plomo
Acid rain	lluvia ácida
Carbon footprint	huella de carbono
Coal	carbón
CO₂ emissions	emisiones de carbono
Deforestation	deforestación
Ecology	ecología
Endangered species	especies en peligro de extinción



Audio



 **Activities**

Fill in the gaps

Match the words with the definitions:

Slash and burn / Pesticides / nuclear reactor / Hydroelectric / greenhouse effect / Pollution / climate change / Pressure groups / Recycling / gas

- The way weather patterns vary over time is called [...]
- The [...] is caused by gasses in the atmosphere reflecting energy back towards the Earth.
- [...] energy is produced from harnessing energy from water.
- Russia has huge reserves of natural [...].
- A [...] can provide enormous amounts of clean energy.
- [...] kill unwanted insects.
- [...] is caused when chemicals or other contaminants are introduced into areas where they shouldn't be.
- [...] try to influence public and government opinion.
- [...] is the process of using certain materials again.
- [...] techniques are used to clear forests quickly by cutting down the trees and burning what is left.

Test

What's the odd word out in each list?

a)

HYDROELECTRIC
NUCLEAR
PESTICIDES
COAL

b)

RECYCLE
POLLUTE
EMIT
UNEMPLOYMENT

c)

COAL
ECOLOGY
PETROL
GAS

d)

PRESSURE GROUPS
ACID RAIN
POLLUTION
SMOG



e)

DEFORESTATION
SLASH AND BURN
CARBON FOOTPRINT
POLLUTION

Writing

Re-write the sentences from the previous activity using “to be going to” and give present evidence that these things are or are not going to happen:

Example: We aren't going to find life on other planets because it doesn't exist

Writing

Change the sentences from the previous activity into questions and ask your partner about his opinion:

Example: Will we find life on other planets?

3.3. Listening

Vegetarian?

Listen to this series of interviews from a radio show. The presenter is talking to a guest about the future. Listen to the audio.

After you have listened for the first time, read the questions below. Then listen to the programme again and answer the questions.





 **Activities**

True or false

	True	False
The presenter thinks eating meat is bad for the health	<input type="checkbox"/>	<input type="checkbox"/>
The young woman hasn't eaten meat for 3 years	<input type="checkbox"/>	<input type="checkbox"/>
The young woman doesn't know what to cook because she doesn't use meat	<input type="checkbox"/>	<input type="checkbox"/>
The old man threatened to eat the presenter	<input type="checkbox"/>	<input type="checkbox"/>
The mother of the child is a vegetarian	<input type="checkbox"/>	<input type="checkbox"/>

Test

1. How many people interviewed do not eat meat?

- a) 1
- b) 3
- c) 2

2. How many people interviewed tried or are vegetarians?

- a) 1
- b) 3
- c) 2

3. Why did the mother stop being a vegetarian?

- a) For her daughter
- b) Because she had cravings when she was pregnant.
- c) Because her doctor told her to eat meat during her pregnancy.

4. Why did the young woman become a vegetarian?

- a) She read a book.
- b) She saw a film.
- c) Her boyfriend was a vegetarian.

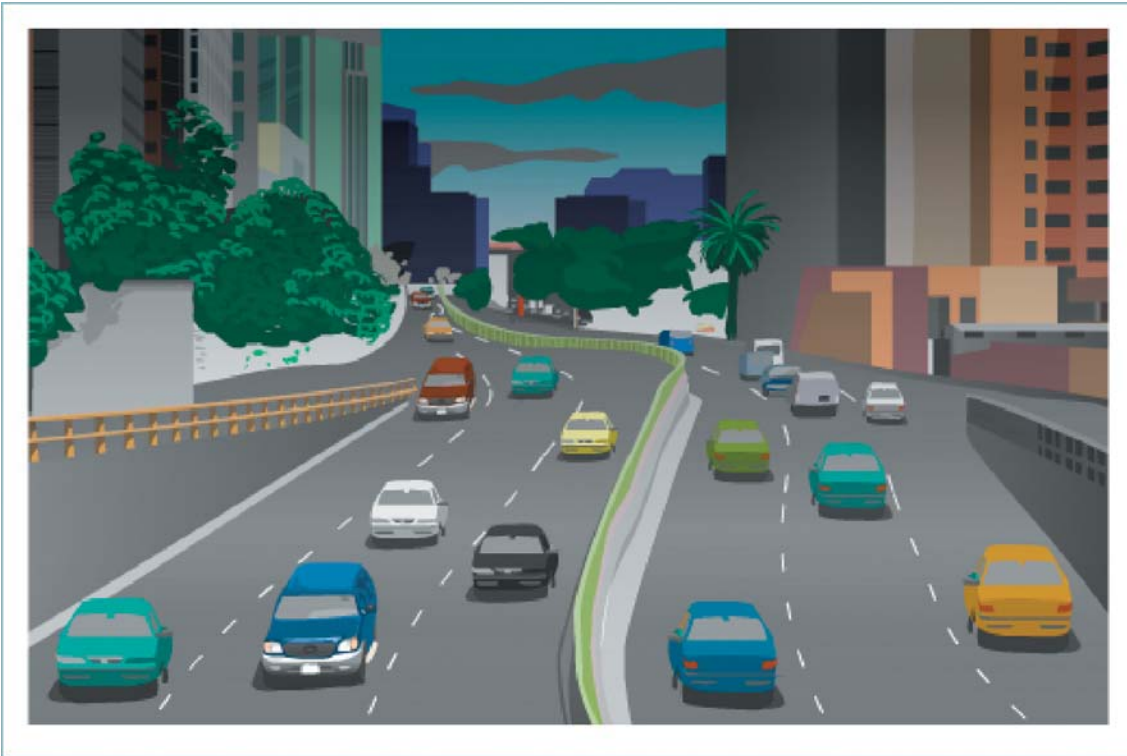
5. Why is the old man never going to stop eating meat?

- a) Because he needs proteins
- b) Because it would be a stupid thing to do
- c) Because he is a farmer



3.4. Writing

It's your turn!



1. Make four affirmative predictions about the future.

Example: If we continue to use vast amounts of oil, we are going to have none left.

2. Make four negative predictions about the future.

Example: If we continue to use vast amounts of oil, we aren't going to have any left.

3. Use the sentences you wrote in the previous activities to make questions.

Example: Are we going to have any oil left if we continue to use vast amounts of it?

3.5. Pronunciation

As we saw in the grammar section we can use both "WILL" and "GOING TO" for predictions. "WILL" is used when you don't know about the future and are guessing and "GOING TO" is used when you have present evidence that indicates what the future might be.

Look at these sentences containing the future simple and the "going to" future in the affirmative, negative and interrogative forms. Read and listen to the pronunciation. Repeat the sentences out loud.

Look at this example:



1	In 2050 we will all be vegetarians
2	In 2050 we won't all be vegetarians
3	In 2050 will we all be vegetarians?
4	He is going to eat meat again.
5	He isn't going to eat meat again.
6	Is he going to eat meat again?

Did you notice how the intonation changes if the sentence is a question? Listen again and repeat the pronunciation.



Audio



Activities

Test

Listen to the audio and choose the phrases that you hear.



Audio

1.

- a) In 2050 we will all be vegetarians.
- b) In 2050 we won't all be vegetarians.
- c) In 2050 will we all be vegetarians?

2.

- a) In 2050 we will all be vegetarians.
- b) In 2050 we won't all be vegetarians.
- c) In 2050 will we all be vegetarians?

3.

- a) He is going to eat meat again.
- b) He isn't going to eat meat again.
- c) Is he going to eat meat again?

4.

- a) He is going to eat meat again.
- b) He isn't going to eat meat again.
- c) Is he going to eat meat again?

Notice that the word will is often abbreviated to 'll and the words will not are often abbreviated to won't. The same is true for "going to". When we use "going to" we often abbreviate the verb "to be" before going to.



Look at the examples:

1	We will live on the moon. We'll live on the moon.
2	They will not live underground. They won't live underground.
3	I am going to live in a big house. I'm going to live in a big house.
4	She is not going to be at the party on Wednesday. She isn't going to be at the party on Wednesday.

Did you notice how the intonation changes if the sentence is a question? Listen again and repeat the pronunciation.



Audio



Activities

Test

Listen to the audio and choose the phrases that you hear.



Audio

1.

- a) We will live on the moon.
- b) We'll live on the moon.

2.

- a) They will not live underground.
- b) They won't live underground.

3.

- a) I am going to live in a big house.
- b) I'm going to live in a big house.

4.

- a) She is not going to be at the party on Wednesday.
- b) She isn't going to be at the party on Wednesday.



4. DRILLS



Writing

Re-write the **FIRST CONDITIONAL** sentences using the **SECOND CONDITIONAL**:

Example: If I go out, I'll take an umbrella. - If I went out, I would take an umbrella.

1. If she sings, I'll leave.
2. If they go, I'll go with them.
3. If he tells on me, I'll tell on him.
4. If you break up, she will be hurt.

Writing

Re-write the **FIRST CONDITIONAL** sentences using the **SECOND CONDITIONAL**:

Example: If you do, I will too. - If you did, I would too.

1. If we win, we will be the best.
2. If you buy one, you will get one free.
3. If they watch it, I'll watch it with them.
4. If it rains, I'll stay in.

Writing

Re-write the **SECOND CONDITIONAL** sentences using the **FIRST CONDITIONAL**:

Example: If I tried, I would succeed. - If I try, I will succeed.

1. If you cleaned, it would help.
2. If they built a new pool, they would need permission.
3. If she recycled, I wouldn't have to do it.
4. If I ate more, I would get sick.

Writing

Re-write the **SECOND CONDITIONAL** sentences using the **FIRST CONDITIONAL**:

Example: If I tried, I would succeed. - If I try, I will succeed.

1. If you cleaned, it would help.
2. If they built a new pool, they would need permission.
3. If she recycled, I wouldn't have to do it.
4. If I ate more, I would get sick.



Write in the gaps

Put the verbs in brackets into the correct tenses (write contractions if it is possible).

1. (do) - If she [...] her hair differently she would look quite nice.
2. (not make) - He [...] so many mistakes if he worked more slowly.
3. (not go) - If you [...] away I'll send for the police.
4. (hear) - If she [...] about this she will be furious.
5. (not start) - If he [...] at once he'll be late for the train.
6. (give) - If I knew his address I [...] it to you.
7. (not open) - What will happen if my parachute [...].
8. (have) - More tourists would come to this town if it [...] a better climate.
9. (visit) - If I were in prison, [...] me?
10. (give) - If I see him I [...] him your message.

Writing

Make sentences about the future using these words and the “going to” future affirmative.

Example: I /eat dinner /expensive restaurant tonight - I am going to eat dinner in an expensive restaurant tonight.

1. I / go / Paris / next weekend.
2. He / live / Madrid / for a year.
3. They / give me / a car / my birthday
4. She / visit / her boyfriend / in Scotland.
5. I / watch / the game on Sunday.

Writing

Change the affirmative sentences from the exercise above into negative sentences using the “going to” future.

Example: I am going to eat dinner in an expensive restaurant tonight - I'm not going to eat dinner in an expensive restaurant tonight.

Writing

Change the negative sentences from the exercise above into interrogative sentences in the present continuous future.

Example: I'm not going to eat dinner in an expensive restaurant tonight - Am I going to eat dinner in an expensive restaurant tonight?

Writing

Write 5 sentences making predictions using the future simple (will) AFFIRMATIVE and these ideas.

Example: Visit Mars as tourists. - People will visit Mars as tourists.

1. Live on the moon.
2. Snow tomorrow.
3. Stop polluting the atmosphere.
4. Travel in time.
5. Learn to speak English perfectly.



Writing

Imagine you are asking someone about their predictions for the future. Use five of the phrases in the previous activities to make questions.

Example: Will people visit Mars as tourists?

Writing

Write 5 sentences making predictions using the future simple (will) **NEGATIVE** and these ideas.

Visit Mars as tourists → People won't visit Mars as tourists.

1. Cut down the rainforests.
2. Make whales extinct.
3. Find a cure for the common cold.
4. Stop polluting the oceans.
5. Live on other planets.

Choose the right option

Which of these words are **MANMADE** problems and which of these are **NATURAL** disasters?

1. Earthquakes
2. Floods
3. Smog
4. Acid rain
5. Avalanches
6. The greenhouse effect
7. Landslides
8. Deforestation
9. Blizzards
10. Pollution

Fill in the gaps

Match the words with the definitions:

Pressure groups / avalanche / nuclear reactor / Pesticides / shelter / Recycling / climate change / Earthquakes / Hydroelectric / drought

- The way weather patterns vary over time is called [...].
- A [...] is a structure that provides privacy and protection from danger.
- [...] energy is produced from harnessing energy from water.
- [...] cause shaking and vibration at the surface of the earth.
- A [...] can provide enormous amounts of clean energy.
- [...] kill unwanted insects.
- An [...] is a rapid flow of snow down a slope.
- [...] try to influence public and government opinion.
- [...] is the process of using certain materials again.
- A [...] is an extended period of months or years without any rain.



Test

What's the odd word out in each list?

a)

AVALANCHE
DROUGHT
ACID RAIN
EARTHQUAKE

b)

SUPPORT
RESCUE
EVACUATE
POLLUTE

c)

NUCLEAR
HYDROELECTRIC
SOLAR
SMOG

d)

EARTHQUAKE
HURRICANE
TORNADO
STORM

e)

DEFORESTATION
LANDSLIDES
SMOG
POLLUTION

Fill in the gaps

Write the following words in the gaps to complete this text.

going / Will / earthquakes / flood / climate / volcano / deforestation / extinction

The ancient world was a hazardous place to live in. Our history is filled with numerous stories of disasters that have affected the human race. First off, nearly all major cultural groups have a [...] disaster story, where mankind has been threatened with [...] because of vast amounts of water covering the land. History books are filled with tales of [...] destroying cities with their aftershocks and [...] eruptions burying whole towns under layers of ash and soot. However as time has passed we have made considerable advances in the fields of medicine and technology, supposedly making the world a safer place. But is the world really safer? As the human race has made advances there always seems to be a new danger to combat, whether it be [...] change caused by CO² emissions or [...] caused by the cutting down of too many trees. Maybe the



question that we should be asking is “are our advances really helping us?” [...] we survive long into the future or are we [...] to destroy the world in the name of progress?

Match the lists

Match the two halves of the sentences.

What would you do if...
If you are not too tired...
If I had money...
If she practiced more...
Your hair would look better...
If you ate less...
I would wear my coat if...
If I had a car...

it was colder.
you wouldn't need a diet.
I would take you home.
if it was shorter.
you found a lot of money?
she could become the champion.
we can play tennis.
I would travel all over the world.

Writing

Complete the sentences with an appropriate conditional clause:

1. If I found a gun in the street...
2. If you drank all that juice...
3. If you drive so fast...
4. He wouldn't speak to her...
5. If the weather improved...
6. He will tell a lie...

Choose the right option

- A. What are your plans for the weekend?
B. We (*will have / are having*) dinner with some friends on Saturday evening.
- I think that people (*are going to live / will live*) much longer in a hundred years.
- A. Why do you want to change your old computer?
B. Because I (*am going to take / will take*) an advanced course on the Internet.
- If you smoke too much, you (*are going to get / will get*) lung cancer.
- A. When (*are you leaving / will you leave*) tomorrow?
B. We (*are leaving / will leave*) at eight o'clock.

5. SUMMARY

In this unit we have looked at the FIRST and SECOND conditional as well as at the future with WILL and GOING TO.

We have also looked at vocabulary related to NATURAL DISASTERS and THE ENVIRONMENT.

You should now be able to do the two tasks for this unit

1. Express a hypothesis and imagine unreal situations.
2. Write about your plans / arrangements/ intentions for the future.



SCRIPTS

Picnic on the roof

Old man: Having lived in Colorado for... let me think... I think about 2 years then, I'd thought I'd seen it all weather wise, you know: boiling hot Christmases, snow in April and unexpected hail and scary thunderstorm. But I was not prepared for that Monday!

It was July. The 5th or the 6th, I'm not quite sure. I remember I was wearing my pair of jeans my son had given me the previous Christmas. I liked those jeans...Oh, well! Anyway, it was cloudy! In July? I thought to myself that it was a bit odd but as I've told you before, I got used to crazy weather in this part of the country. By noon, it started raining, by the middle of the afternoon, it was a bloody monsoon. As I told my wife Catherine: "We should have stayed in England. Why did we move to the States?" And what happened, happened you know! The water level started to rise and rise. Oh! You should have seen it! I guess I was kind of enjoying it because our neighbour, Mr. Olson, looked really upset! He was so proud of his garden and the poor garden had been turned into a swimming pool! How I laughed! I never liked him.

What was I saying? Oh, yes! But it wouldn't stop raining and it just went from bad to worse! Cars were stuck in the middle of the road. People started panicking! Americans! I guess I really started to get worried when it reached my porch and I was livid when water started going inside the house. Catherine, bless her, she took food from the kitchen and a thermos of tea and told me to join her on the roof, so that's what I did. I wasn't going to disagree with my wife! And we ended up on the roof, drenched because it was still raining and had a little picnic under an umbrella. Looking back now, it was fun! I felt young again. You should have seen the state of the living room when it quieted down and we went back downstairs.

Vocabulary

Boiling hot : calor espantoso
 Hail : granizo
 Scary : espantoso
 Odd : extraño
 Noon : mediodía
 bloody : maldito
 Monsoon : monzón
 Level : nivel
 To rise : elevarse
 Upset : disgustado
 Proud : orgulloso
 To laugh : reirse (a carcajadas)
 Porch : porche
 Roof : tejado
 To drench : empaparse
 Quiet down : calmar

Home

Humanity has barely ten years left to save the planet. According to HOME, Yann Arthus-Bertrand's latest project, we need to take action today.

The movie which was released in over one hundred countries on June 5, 2009 - to coincide with the World Environmental Day - premiered at a free, open-air screening under the Eiffel Tower in Paris. It was also made available for free on the internet and in cinemas around the globe.

The message is clear: the Earth, the place we call home, is in trouble, and we are largely responsible.

Using his experience as a world renowned photographer, Yann Arthus-Bertrand shows us our planet in all its glory. Breathtaking aerial views of oceans, mountain ranges and animals roaming free in the wild are



juxtaposed against views of busy streets of capital cities, traffic jams and factory fumes. Taking us through a journey that started four billion years ago, the movie explains that in the last 50 years alone, the Earth has been more radically changed than by all previous generations of humanity.

According to the movie, there is no time for procrastination. Yann Arthus-Bertrand highlights a few initiatives that might still save us from self-destruction, such as Costa Rica's redirection of funds away from a military force and into education, eco-tourism and the protection of primary resources, or Denmark's investment in renewable energy sources.

Here is what the artist had to say:

"We are living in exceptional times. Scientists tell us that we have 10 years to change the way we live, avert the depletion of natural resources and the catastrophic evolution of the Earth's climate. The stakes are high for us and our children. Everyone should take part in the effort, and HOME has been conceived to send a message of mobilization out to every human being."

Vocabulary

Barely : apenas
To coincide : coincidir
Breathtaking : impresionante
Aerial : aéreo
Traffic jams : atascos de tráfico
Renewable energy : energía renovable
To take part : participar

Vegetarian?

Interviewer: Here in the food court of a mall, I have asked random shoppers if they would ever give up eating meat.

A young man: Me? Never! Are you completely insane, man! And what: never go to my favourite fast food restaurant ever again? I don't think so. What's wrong with meat anyway? Meat is gooooooooooooood!!! I'm never going to stop eating meat, man!

A young woman: Well! I already have! I haven't eaten any meat, fish or poultry in the last 3 years already. I have to say that at first it was quite difficult. I mean I loved my chicken burgers but I saw a movie one day with my boyfriend and it was really shocking you know! First the way they treat animals and the impact farming has on the planet is ... you know... it's unbelievable! So we stopped, you know cold turkey! From one day to the next! We went home that evening and threw away any meat we had and it started from there. At first we were a bit lost; we didn't know what to eat! I mean you just forget about all the amazing vegetables and nuts out there! Now, my boyfriend and I are considering converting to veganism. We are actually going to a vegan cooking course that starts next week.

Older man: young man! I'm a farmer! What do you think? Do you think I can live on salad? No! I need my proteins! What a silly question! I will eat YOU if you don't get out of my way though.

A mother holding a crying little girl: I was a vegetarian for a really long time but when I was pregnant, I had terrible urges for meat! I dreamt about meat, I could smell a burger a mile away and it drove me crazy. So I decided that for the good of my unborn child, I should eat meat during my pregnancy. My little girl is 4 now and well...I'm not proud of myself but I haven't gone back to vegetarianism but I'm hoping that I will soon.

The little girl: Mum? Mum!! Can we go and have a cheese burger with fries! Pleeeeeeeease!!!

The mother: yes, Darling! I will buy you one now! Alright, better go then!



Vocabulary

Mall : centro comercial

Random : al azar

Poultry : carne de aves de corral

Farming : cultivo, crianza

Cold turkey : síndrome de abstinencia, mono

To throw away : tirar

Bit : poco

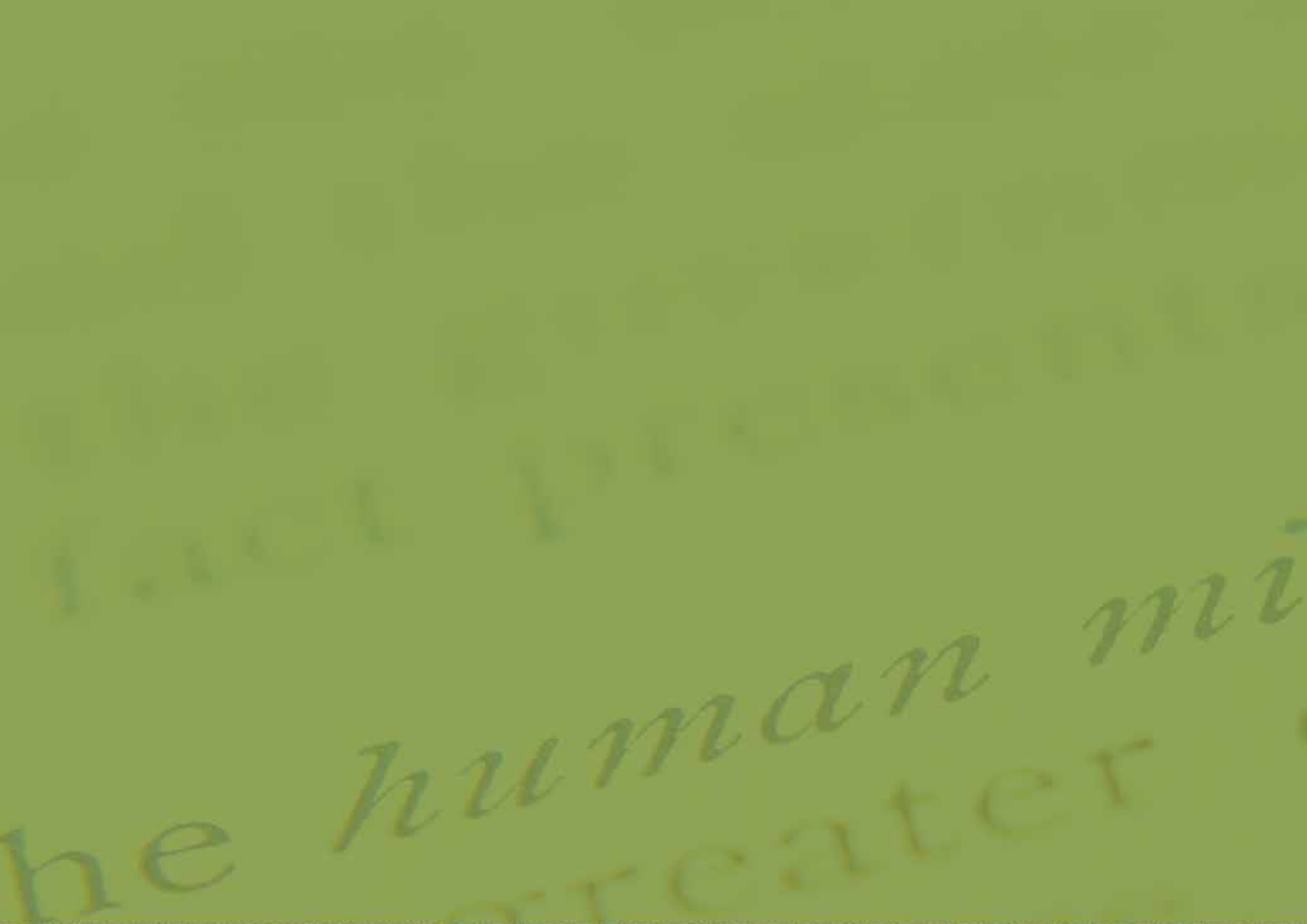
Veganism : vegetarianismo

Pregnant : embarazada

Urges : ganas

To drive me crazy : volverme loco, gustarme mucho

Proud : orgulloso



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