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# GUÍA DE ESTUDIO INGLÉS

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V

2019-1

**TURNO MATUTINO**

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Unidad de aprendizaje	INGLÉS V PLAN DE ESTUDIOS 2008		
Área	Humanística	Nivel	5º semestre
Academia	Inglés	Turno	Matutino

UNIDAD DIDACTICA	COMPETENCIA PARTICULAR	RAP
1 EL MUNDO NATURAL	Utiliza los estilos directo e indirecto, los tiempos futuro continuo y futuro perfecto, así como el vocabulario y las expresiones pertinentes para discutir la problemática ambiental global.	1-Reporta en estilo directo e indirecto, lo expresado por diferentes especialistas respecto a problemas ambientales, en un foro electrónico. 2-Comenta las posibles consecuencias de los problemas ambientales a nivel mundial, en una discusión grupal, utilizando los tiempos futuro continuo y futuro perfecto.
2 MODA	Utiliza los pronombres relativos, adjetivos y sustantivos compuestos, así como el vocabulario y las expresiones pertinentes, para mostrar coincidencias y desacuerdos sobre tendencias de moda y estilo.	1-Describe el mundo de la moda y sus tendencias, utilizando los tiempos futuros y los pronombre relativos. 2-Expresa coincidencias y desacuerdos en conversaciones sobre aspectos de la moda en diferentes países.
3 SERVICIOS	Emplea el vocabulario, las estructuras y expresiones pertinentes para hablar sobre algunos servicios requeridos.	1-Representa conversaciones entre prestadores de servicios y clientes, en donde se utilicen las preguntas indirectas y need+_ing. 2-Expresa su inconformidad acerca de productos o servicios, utilizando las estructuras y expresiones pertinentes.
4 LA LEY Y EL ORDEN	Usa el vocabulario, las estructuras y expresiones pertinentes, para hacer deducciones e indicar diferentes grados de certeza y duda en relación a historias policíacas.	1-Expresa deducciones con respecto a sucesos policíacos, utilizando los auxiliares modales. 2. Narra eventos en los que se cometen infracciones o delitos, utilizando conectores de secuencia, así como verbos en infinitivo y gerundio.

Recomendaciones generales para resolver la guía	<ul style="list-style-type: none"> <li>• Revisar y comprender lo que se pide en el contenido de la presente guía; <b>apoyarse en las fuentes de consulta que se recomiendan.</b></li> <li>• Retomar los apuntes y explicaciones contenidos en los libros de texto para revisar los ejercicios de nivel similar a los que son aquí propuestos.</li> <li>• <b>Acudir a la Academia a resolver las dudas específicas</b> sobre los temas de la guía <b>en los horarios designados para cada nivel y con el profesor a cargo.</b> <u>Los horarios de asesoría están publicados en la Academia durante todo el semestre.</u></li> <li>• <b>Acudir con la guía resuelta a la asesoría de revisión final mínimo tres días antes de presentar el examen.</b></li> <li>• <b>Presentarse a hacer el examen oral el día y hora señalados por la academia</b> para poder cubrir el porcentaje total asignado al examen en cada una de las habilidades.</li> </ul>
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Requisitos para presentar el examen (ETS)	<ul style="list-style-type: none"> <li>• Inscribirse al ETS a través de la página del SAES o en Gestión escolar.</li> <li>• Presentarse el día y hora establecidos para el examen, la <b><u>tolerancia de entrada es de 15 minutos después de iniciado el examen.</u></b></li> <li>• Para poder presentar el examen es <b>requisito indispensable traer comprobante de inscripción del examen con el sello del área Gestión Escolar además de una identificación oficial con fotografía.</b></li> <li>• Entregar la guía al profesor a cargo de aplicar el examen.</li> <li>• En caso de que se empalmen dos exámenes, el estudiante deberá seleccionar que examen presenta, no existen consideraciones de presentar antes o posterior al horario y día establecido por la dirección de la escuela.</li> </ul> <p><b><u>NOTA: EL RESOLVER Y PRESENTAR LA GUÍA NO ADJUDICA NINGÚN VALOR DE PUNTAJE EN EL EXAMEN.</u></b></p>
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**FUENTES DE CONSULTA Y APOYO PARA RESOLVER LA GUÍA**

- ✚ Libro de texto *TOP GRAMMAR PLUS (intermediate to advanced level)*
- ✚ Dictionary of English Language and Culture (Addison, Wesley. Longman)
- ✚ Páginas de internet con contenido de cursos o directamente los temas;

<http://www.mansioningles.com>  
<https://www.ego4u.com>  
<http://www.edufind.com>  
<http://www.perfect-english-grammar.com/>  
<https://www.englisch-hilfen.de/en/>  
<https://www.e-grammar.org/reported-speech/>  
<http://www.agendaweb.org>  
<https://learnenglish.britishcouncil.org/en/english-grammar>  
<http://www.englishpage.com/grammar>

**VOCABULARY**

**ENVIRONMENTAL PROBLEMS**

**Match 1–10 with a)–j) to make sentences about the environment.**

- |   |       |                 |
|---|-------|-----------------|
| 1 We need to reduce our carbon          | ..... | a) power.       |
| 2 We need to protect endangered         | ..... | b) resources.   |
| 3 Electric cars are environmentally     | ..... | c) footprint.   |
| 4 We should encourage sustainable       | ..... | d) pollution.   |
| 5 Try not to waste valuable natural     | ..... | e) energy.      |
| 6 Let's look for ways to combat global  | ..... | f) change.      |
| 7 We should increase our use of solar   | ..... | g) friendly     |
| 8 Humanity's greatest threat is climate | ..... | h) species.     |
| 9 Banning cars from cities reduces air  | ..... | i) warming.     |
| 10 It's greener to use renewable        | ..... | j) development. |

**GRAMMAR****FUTURE CONTINUOUS OR PROGRESSIVE:****USE 1 Interrupted action in the future**

Use the Future Continuous to indicate that a longer action in the future will be interrupted by a shorter action in the future. Remember this can be a real interruption or just an interruption in time.

Ex: I **will be waiting** for you when your bus *arrives*.

He **will be studying** at the library tonight, so he will not see Jennifer when she *arrives*.

**USE 2 Parallel actions in the future**

When you use the Future Continuous with two actions in the same sentence, it expresses the idea that both actions will be happening at the same time. The actions are parallel.

Ex: Tonight, they **will be eating** dinner, **discussing** their plans, and **having** a good time.

While Ellen *is reading*, Tim **will be watching** television.

**Put the verbs into the correct form (future progressive).**

1. At midnight we (sleep) \_\_\_\_\_.
2. I can't meet you tomorrow. My English study group \_\_\_\_\_ (meet) at the Starbucks at the Student Centre.
3. What classes \_\_\_\_\_ (take, you) next semester?
4. Kathie \_\_\_\_\_ (not, finish) her degree next year. She will need at least one more year.
5. My mother \_\_\_\_\_ (not, do) laundry on the weekend. She \_\_\_\_\_ (play) golf with her friends on Salt Spring Island.
6. My best friend \_\_\_\_\_ (go) to Iran next month to meet his girlfriend.

**FUTURE PERFECT:****USE Completed action before something in the future**

The Future Perfect expresses the idea that something will occur before another action in the future. It can also show that something will happen before a specific time in the future.

Ex: By next November, I **will have received** my promotion.

By the time I *finish* this course, I **will have taken** ten tests.

**Write positive sentences, questions and negative sentences.**

1. Jake /will /met /all his friends / then/ by / have /?

\_\_\_\_\_ Jake \_\_\_\_\_ all his friends by then?

2. hope / I / invited / all his friends / have / won't / he

I hope \_\_\_\_\_ .

3. he / have / played / by then / football / will?

\_\_\_\_\_ he \_\_\_\_\_ football \_\_\_\_\_ ?

4. won't / Mum / made / the sandwiches / have / yet

\_\_\_\_\_ yet.

5. for / five / years / Jake and Ben / have / will / been / friends

Jake and Ben \_\_\_\_\_ years.

**REPORTED SPEECH**

If we want to say what other people said, thought or felt, we can use the direct or indirect speech.  
 The direct speech: *"I like it," he said. "Irene is late," he thought. "I will pass the exam," she hoped.*  
 The indirect speech: *He said he liked it. He thought that Irene was late. She hoped she would pass the exam.*  
 The indirect speech is typically introduced by verbs such as *say, tell, admit, complain, explain, remind, reply, think, hope, offer, refuse*, etc. in the past tense.

**Examples:**

*He said (that) he didn't want it.  
 She explained that she had been at the seaside.*

If these verbs are in the past tense, we change the following:

- a) verb tenses and verb forms
- b) pronouns
- c) the adverbs of time and place

Rules for:

- Reported statements
- Reported questions
- Reported commands, requests and advice

**En estos links encontrarás la información para revisar el tema completo.**

[https://www.perfect-english-grammar.com/support-files/reported\\_speech\\_explanation.pdf](https://www.perfect-english-grammar.com/support-files/reported_speech_explanation.pdf)  
<http://www.eslprof.com/handouts/Info/reportedspeechinfo.doc>

BACKSHIFT OF TENSES			
Verb tenses	DIRECT SPEECH	REPORTED SPEECH	Verb tenses
Simple Present	I am a carpenter.	He said that he was a carpenter.	Simple past
Present continuous	I'm working at the moment.	He said that he was working at that moment.	Past continuous
Simple Past	I was there last year.	He said that he had been there the year before.	Past perfect simple
Past continuous	I was working when you came in.	He said that he had been working when I had come in.	Past perfect continuous
Past perfect simple	I had finished my homework when he came in.	He said that he had finished his homework when he had come in.	Past perfect simple
Past perfect continuous	I had been working for two hours when John showed up.	He said that he had been working for two hours when John had showed up.	Past perfect continuous
Present perfect	I have already done it.	He said that he had already done it.	Past perfect simple
Present perfect continuous	I have been working here for two years.	He said that he had been working there for two years.	Past perfect continuous
Future simple	I will finish tomorrow.	He said that he would finish the next day.	Would
Future perfect	By next month, I will have finished my book.	He said that by the following month he would have finished his book.	Would have
Present passive	The book is written in English.	He said that that book was written in English.	Past passive
Present passive continuous	Many shops are being opened in the city centre.	He said that many shop were being opened in the city centre.	Past passive continuous

PRONOUNS	
Direct speech	Reported speech
I	he, she
me	him, her
my	his, her, the
mine	his, hers
we	they
us	them
our	their, the
ours	theirs
you	they, them
you	their, the
yours	theirs
This	that, the
these	those, the
this book	that book,

REPORTED QUESTIONS	
Direct speech	Reported speech
Do you like ...?	He asked me if I liked...
Will you come...?	He asked me if I would come...
Are you feeling...?	He asked me if I was feeling...
Did you do...?	He asked me if I had done...
Have you finished...?	He asked me if I had finished...
Were you there last...?	He asked me if I had been there last...
What are you doing?	He asked me what I was doing.
Where are you going?	He asked me where I was going.
Who are you here with?	He asked me who I was there with.
When are you leaving?	He asked me when I was leaving.
How are you going to do it?	He asked me how I was going to do it.

REPORTED COMMANDS	
Direct speech	Reported speech
Do your homework	Dad told me to do my homework
Don't talk in class	My teacher told me not to talk in class
Be quiet	He told us to be quiet

Place	
Direct speech	Reported speech
Here	there
There	there
in this room	in that room

REPORTED SUGGESTIONS	
Direct speech	Reported speech
Let's watch a film.	He suggested watching a film. He suggested that we watch a film.
Why don't you go to the doctor?	He suggested that I go to the doctor.
I don't think you should do it today.	He suggested that I not do it that day.

MODALS	
DIRECT SPEECH	REPORTED SPEECH
Can (ability, present)	Could
Can (ability, future)	Would be able to
May (possibility)	Might
May (permission, present)	Could
May (permission, future)	Would be allowed to
Must (obligation, present)	Must / Had to
Must (obligation, future)	Must / would have to
Needn't (necessity, present)	Didn't have to / didn't need to
Needn't (necessity, future)	Wouldn't have to
Shall (future time)	Would
Shall (offers, suggestions)	Should
Will	Would

TIME	
Direct speech	Reported speech
Today	That day
Tomorrow	The next day / the following day
now	At that moment / then
At the present	At the time
Present, current	Existing, current
In one hour	One hour later
Last week, last night	The week, the night before
Next year, next month, etc.	The following year, the following month, etc.
Yesterday	The day before
This evening	That evening
...days ago	...days before
Tonight	That night
In two week's time	Two weeks later
Ago	before

## DIRECT & INDIRECT SPEECH

[www.aprendeinglesenleganes.com](http://www.aprendeinglesenleganes.com)

Reporting statements

**1 Circle the correct option.**

- 1 My brother told me he *will met / would meet / was meet* me after work.
- 2 The police officer said she *wanted / was wanting /wants* to ask me a few questions.
- 3 Lily said she *had to / must / has to* go but that she would phone me later. She never did.
- 4 They said we *didn't have to / shouldn't have /mustn't* talk at all during the examination.
- 5 The man in the office *said / says to / told* me that they would be closed the following day.
- 6 I met Chris on Monday. On Tuesday, he told a friend he had been pleased to see me *the day before / the following day / yesterday*.

**2 Report the following statements.**

- 1 'I'm tired.'  
He said that \_\_\_\_\_
- 2 'I wasn't listening.'  
She said that \_\_\_\_\_
- 3 'You're working too hard.'  
He told me that \_\_\_\_\_
- 4 'I've finished'  
She told me that \_\_\_\_\_
- 5 'I'm going to see her tomorrow.'  
He told me that \_\_\_\_\_

**3 Complete the sentences with one word in each gap.**

- 1 Jo said that she \_\_\_\_\_ really enjoyed the party.
- 2 He said he didn't know where my friend \_\_\_\_\_.
- 3 Toby said that he \_\_\_\_\_ only need half an hour to get ready.
- 4 We \_\_\_\_\_ him we just wanted an explanation. That was all.
- 5 I asked if I \_\_\_\_\_ help in any way.

Reporting yes / no questions

**4 Complete the reported yes / no questions.**

- 1 They wanted to know \_\_\_\_\_ come to my party. (her friend / can)
- 2 He asked us \_\_\_\_\_ the way to the station. (we / know)
- 3 He wanted to know \_\_\_\_\_ busy. (I / be)
- 4 They asked me \_\_\_\_\_ any experience with computer programs. (I / have)

- 5 She wanted to know \_\_\_\_\_ an easier way. (there / be)

Reporting wh- questions | imperatives

**5 Report the questions.**

- 1 'What do you want for dinner?'  
They asked me \_\_\_\_\_
- 2 'How do you know?'  
She wanted to know \_\_\_\_\_
- 3 'What time did you finish work?'  
He asked me \_\_\_\_\_
- 4 'How long have you been learning English?'  
The first question they asked me was \_\_\_\_\_
- 5 'When were you living in Scotland?'

Reporting verbs

**6 Choose the correct reporting verb and complete the sentences.**

- 1 'Don't come in here!' (convinced / suggested / warned)  
He \_\_\_\_\_
- 2 'I was wrong about you.' (admitted / convinced / ordered)  
She \_\_\_\_\_
- 3 'It's not as easy as you think.' (explained / suggested / threatened)  
They \_\_\_\_\_
- 4 'I'll help you tomorrow.' (refused / replied / warned)  
He \_\_\_\_\_
- 5 'I'll buy you dinner next time.' (admitted / promised / persuaded)  
She \_\_\_\_\_

**7 Complete the reported statements and questions.**

- 1 I was, like, are you still listening? (asked)  
I \_\_\_\_\_
- 2 Fred goes, it's too much money, but I say, go on –spoil yourself! (said; encouraged)  
Fred \_\_\_\_\_
- 3 My mum was, like, you'd better tidy your room first.(told)  
My mum \_\_\_\_\_
- 4 Helen was, like, what's all the fuss about? (wanted)  
Helen \_\_\_\_\_

**VOCABULARY**

**FASHION**

**Complete with the words. There is one extra.**

designer      patterns      high      sporty      trend-setter      outfits      fabric      smart      branded      neutral

My friends wear very different styles. Vanessa, who works in a bank, is a <sup>1</sup>..... and has enough money to wear <sup>2</sup>..... labels and <sup>3</sup>..... fashion accessories. Tania loves clothes with really bright, bold <sup>4</sup>..... , like big flowers or coloured shapes, whereas Jane likes plain, <sup>5</sup>..... colours. Bill is really <sup>6</sup>..... and just wears jeans and trainers, while Tim has to wear <sup>7</sup>..... clothes for the office. Tim shops in <sup>8</sup>..... street shops, whereas Lea buys <sup>9</sup>..... from the market and makes her own <sup>10</sup>..... with it.

**RELATIVE PRONOUNS**

Relative Pronouns introduce relative clauses. Relative clauses are of two kinds:

**DEFINING AND NON-DEFINING**

A relative pronoun (or adverb) generally follows and points back to the noun or pronoun it modifies, and like all clauses, both dependent and independent, relative clauses have a subject and a verb.

- Ex. The students **who** were most impressive graduated with honors.
- Ex. It was an experience **that** influenced my career choice.”

In this sentence, the relative pronoun “that” introduces the relative clause “that influenced my career choice,” which modifies the singular noun “experience.” The word “that” is the subject of the relative clause and “influenced” is the verb.

Although a relative pronoun (or adverb) usually introduces a relative clause, in some cases the pronoun follows a preposition:

- Ex. We have many blessings **for which** we are deeply grateful.

In this sentence, the relative pronoun “which” is preceded by the preposition “for,” clarifying the relationship of the relative clause to the noun it modifies.

**Relative Pronouns used in Defining Relative Clauses**

<b>For persons</b>	Subject:	who that
	Object:	whom who that
	Possessive:	whose
<b>For things</b>	Subject:	which that
	Object:	which that
	Possessive:	whose of which

**Use for persons: who or that. Who is normally used as a subject.**

- Ex. The man **who** robbed you is called Sykes.

**Non-Defining Relative Clauses.**

They are placed after nouns which are definite already. They do not therefore define the noun, but merely add



something to it giving some more information about it. They are not essential in the sentences and can be omitted without causing confusion. They are separated from their noun by commas.

**Relative Pronouns**

	Subject	Object	Possessive
<b>For persons</b>	who	whom, who	whose
<b>For things</b>	which	which	of which, whose

**Use for persons:**

**Subject: who.** Only who can be used. Note the commas:

Ex. My gardener, who is very pessimistic, says that there will be no apples this year.

**Object: whom, who.** It must always be used and cannot be omitted: whom is the correct form though who is sometimes used in conversation:

Ex. She introduced me to her husband, whom I hadn't seen before.

**Write a relative pronoun (that, which, who, where, when or whose) to fill each gap.**

1. That's the house \_\_\_\_\_ I was born.
2. My Auntie Ella, \_\_\_\_\_ is a journalist, is coming to visit next week.
3. People \_\_\_\_\_ like outdoor activities will love our holidays.
4. The early 1960s, \_\_\_\_\_ the Beatles first started, was a very exciting time in popular culture.
5. My essay on Shakespeare, \_\_\_\_\_ I found quite difficult, got a really good mark in the end.
6. The Mayans, \_\_\_\_\_ lived in Central America, built many stunning temples.
7. That's the girl \_\_\_\_\_ brother is in your class.
8. The snake \_\_\_\_\_ was in the garden last week belongs to our next-door neighbour.

**En estos links encontrarás la información para revisar el tema completo.**

<https://www.e-grammar.org/download/relative-clauses.pdf>

<http://www.edu.xunta.gal/centros/iesbeade/?q=system/files/Relative%20Pronouns.pdf>

**COMPARATIVE/SUPERLATIVE**

**Complete with the correct comparative or superlative form of the adjectives words.**

**Add *the, than, as, etc.*, if it is necessary.**

- 1 I think French is slightly \_\_\_\_\_ German to learn. (easy)
- 2 That was \_\_\_\_\_ film I have ever seen! (bad)
- 3 I can run a bit \_\_\_\_\_ last year. (fast)
- 4 Adults don't need to eat \_\_\_\_\_ kids. (frequently)
- 5 Liam sings a great deal \_\_\_\_\_ me. (good)

**QUESTION TAGS**

Question tags are short questions at the end of statements. They are mainly used in speech when we want to:

- ☐ **confirm that something is true or not, or**
- ☐ **to encourage a reply from the person we are speaking to.**

Question tags are formed with the auxiliary or modal verb from the statement and the appropriate subject.

A **positive** statement is followed by a **negative** question tag.

- Jack **is** from Spain, **isn't** he?
- Mary **can** speak English, **can't** she?

A **negative** statement is followed by a **positive** question tag.

- They **aren't** funny, **are** they?
- He **shouldn't** say things like that, **should** he?

When the verb in the main sentence is in the present simple we form the question tag with **do /does**.

- You play the guitar, **don't** you?
- Alison likes tennis, **doesn't** she?

If the verb is in the past simple we use **did**.

- They went to the cinema, **didn't** they?
- She studied in New Zealand, **didn't** she?

When the statement contains a word with a **negative** meaning, the question tag needs to be **positive**

- He **hardly ever** speaks, **does** he?
- They **rarely** eat in restaurants, **do** they?

**Complete with the correct question tag.**

- |  |   |
|--|---|
| 1 The shops haven't closed yet,<br>_____?    | 4 Your parents will go to my wedding,<br>_____? |
| 2 Nelly bought that hat last<br>year, _____? | 5 Look at me! I'm beautiful,<br>_____?          |
| 3 We aren't late, _____?                     |   |

**COMPOUND NOUNS**

A compound noun contains two or more words that join together to make a single noun. Is a type of compound word that is used to designate a person, place or thing. The meaning of the new word must be significantly different than either of its parts. For example, a **hot dog** (or hotdog) - i.e., a type of sausage typically eaten on a bun - may be hot, but it's certainly not a dog. The combination of these two words means something entirely different than the mere combination of the **adjective** "hot" and the **noun** "dog," which would refer to an overheated, panting canine. Observe the difference below:

- I would like to eat a hot dog when we go to the county fair.
- The hot dog was grateful to find a shady spot for a nap.

The first sentence uses "hot dog" as a compound word, but the second does not. The meaning is quite different in each sentence, and English speakers have no trouble telling the difference between pets and food.

**Forming Compound Nouns**

First Word + Second Word = Compound Noun

- |                            |                              |
|----------------------------|------------------------------|
| 1. _____ + board = _____   | 9. _____ + paper = _____     |
| 2. after + _____ = _____   | 10. over + _____ = _____     |
| 3. _____ + fish = _____    | 11. rain + _____ = _____     |
| 4. _____ + scraper = _____ | 12. _____ + quarters = _____ |
| 5. eye + _____ = _____     | 13. _____ + lock = _____     |
| 6. fire + _____ = _____    | 14. cross + _____ = _____    |
| 7. _____ + light = _____   | 15. wheel + _____ = _____    |
| 8. _____ + up = _____      |                              |

**Answers:**

Road flood news head jelly coat fly  
 dead bow sky check key chair lid math

**COMPLETE WITH THE CORRECT WORDS SO-NEITHER**

- You are late for school. \_\_\_\_\_ I.
- You don't like red skirts. \_\_\_\_\_ Jane.
- My children go to St Johanna's School. \_\_\_\_\_ yours
- Students were not tired at the end of the day. \_\_\_\_\_ the teachers.
- Vivian can never get rich. \_\_\_\_\_ Paul.

**En este link encontrarás información adicional para revisar el tema**  
<https://www.perfect-english-grammar.com/so-too-neither-either.html>

**TOO AND ENOUGH**

**Complete the sentences with TOO, TOO MUCH, TOO MANY or ENOUGH.**

- Be careful, you are carrying \_\_\_\_\_ bottles of water!
- Oh no, I haven't got \_\_\_\_\_ money for a ticket, I can't go to the concert.
- Oh good, the dinner is hot \_\_\_\_\_ to eat.
- A major problem is that the modern world is \_\_\_\_\_ polluted
- There is \_\_\_\_\_ air pollution in Mexico city.

MODAL VERBS

MODAL	EXAMPLES	USES
<b>CAN</b>	He <b>can</b> find any street in London. You <b>can</b> take a taxi. Can you take me to Victoria Station?	Ability Suggestion Request
<b>BE ABLE TO</b>	He <b>is able to</b> find any street in London.	Ability
<b>CAN'T</b>	That story <b>can't</b> be true.	Certainty that something is impossible
<b>COULD</b>	I <b>could</b> play tennis when I was younger. Could you take me to Victoria Station? You <b>could</b> take a taxi.	Ability Request Suggestion
<b>MAY</b>	It <b>may</b> be quicker to travel by train. May I come in?	Possibility Formal request/Permission
<b>MIGHT</b>	It <b>might</b> be quicker to travel by train.	Possibility
<b>MUST</b>	You <b>must</b> be back at 10 o'clock. Look at the snow, it <b>must</b> be cold outside.	Obligation Certainty that something is true.
<b>HAVE TO</b>	You <b>have to</b> be back at 10 o'clock.	Obligation
<b>NEED TO</b>	You <b>need to</b> study a lot.	Obligation.
<b>NEEDN'T</b>	You <b>needn't</b> have a university degree.	Lack of obligation.
<b>MUSN'T</b>	You <b>mustn't</b> drive without a license.	Prohibition
<b>DON'T HAVE TO</b>	You <b>don't have to</b> call a taxi.	Lack of obligation
<b>SHOULD</b>	You <b>should</b> drive more carefully.	Opinion/Advice
<b>OUGHT TO</b>	You <b>ought to</b> drive more carefully.	Opinion/Advice

Complete the sentences with one of the two choices of modal auxiliaries.

- You really \_\_\_\_\_ watch tv this much. (shall / shouldn't)
- She \_\_\_\_\_ be at work, she always works at this time. (must / could)
- Speak up, I \_\_\_\_\_ hear you! (can't / couldn't)
- I \_\_\_\_\_ hear a word he said. (can't / couldn't)
- Andrew \_\_\_\_\_ call his wife urgently. (must / shouldn't)
- Thank you for calling Zee Company, how \_\_\_\_\_ I help you? (can't / may)
- If I go to New York, I \_\_\_\_\_ see the Statue of Liberty. (will / would)
- If I went to New York, I \_\_\_\_\_ see the Statue of Liberty. (will / would)
- It \_\_\_\_\_ happen, but it is very unlikely. (shall / could)
- Emma \_\_\_\_\_ go out tonight, her parents said no. (can't / may)

NEED + ING VERB

- |   |                                    |
|---|------------------------------------|
| 1. My computer has a very small memory... | a. ... it really needs tidying up. |
| 2. My car is making strange noises...     | b. ... I think it needs cutting.   |
| 3. Your room is such a mess...            | c. ... it needs ironing.           |
| 4. The recycling bin is full...           | d. ... it needs emptying.          |
| 5. This apple is rotten...                | e. ... it needs throwing away.     |
| 6. The grass is getting very long...      | f. ... they need cleaning.         |
| 7. Your shirt is very creased...          | g. ... I think it needs servicing. |
| 8. Your shoes are covered in mud...       | h. ... it needs upgrading.         |

EMBEDDED (INDIRECT) QUESTIONS

### Embedded Questions 2

Embedded questions are more polite than direct questions.

Are there any tables next to a window?  
Direct Question  
Can you tell me if there are any tables next to a window?  
Embedded Question

### Embedded Questions 1

A question that is changed to a noun clause is called an **embedded question**. We use statement word order in embedded questions, not question word order.

What do you want to order?  
Direct Question  
I'm not sure what I want to order.  
Statement Order

### Form

For embedded questions, use an **introductory clause**. This is a **main clause**. It can be a sentence or a question, such as ...

- |                     |                         |
|---------------------|-------------------------|
| I don't know...     | I'll find out...        |
| I'd like to know... | I'd like to know...     |
| Do you know... ?    | I'd like to find out... |

- |                             |                       |
|-----------------------------|-----------------------|
| Can you tell me... ?        | I'm not sure...       |
| I can't remember...         | It doesn't say...     |
| I was wondering/wonder...   | Could you explain...? |
| Can you remember... ?       | I can't imagine ...   |
| Let's ask ... / I'll ask... | I don't understand... |
|                             | I have no idea ...    |

### Fill the gaps to make indirect questions

1. "Where's the station?"  
"Can you tell me ....."
2. "Are you coming to the party?"  
"Can you let me know.....?"
3. "How does it work?"  
"Can you explain ....."
4. "What's the matter?"  
"Please tell me ....."
5. "Where are you from?"  
"I'd like to know ....."?
6. "How long does it take to get there?"  
"Do you know ....."
7. "Has she reached a decision yet?"  
"Has she told you whether ....."
8. "Do you know the capital of Honduras?"  
"Do you happen ....."
9. "Does Annie know about computers?"  
"I wonder whether ....."
10. "Excuse me. How do you get to the post office form here?"  
"Could you tell us ....."

**CAUSATIVE VERBS GET / HAVE**



Example: 1. Tomorrow I'm going to the hairdresser's to get my hair cut.

2. Yesterday... \_\_\_\_\_
3. This afternoon... \_\_\_\_\_
4. Last week... \_\_\_\_\_
5. Next Saturday... \_\_\_\_\_
6. The day before yesterday... \_\_\_\_\_
7. Last year... \_\_\_\_\_
8. Next week... \_\_\_\_\_

**En este link encontrarás información para revisar el tema**

<https://www.perfect-english-grammar.com/support-files/causative-verbs-explanation.pdf>

**VERBS FOLLOWED BY INFINITIVE (to) AND GERUND (\_ing)**

**INFINITIVE**

After an adjective Example: The new computer is really *easy* to use.

After certain verbs (with to) Example: He *refused* to pay the bill.

<ul style="list-style-type: none"> <li>· afford</li> <li>· agree</li> <li>· appear</li> <li>· arrange</li> <li>· beg</li> <li>· choose</li> <li>· decide</li> </ul>	<ul style="list-style-type: none"> <li>· expect</li> <li>· fail</li> <li>· help (also without <i>to</i>)</li> <li>· hesitate</li> <li>· hope</li> <li>· learn</li> </ul>	<ul style="list-style-type: none"> <li>· manage</li> <li>· mean</li> <li>· offer</li> <li>· plan</li> <li>· prepare</li> <li>· pretend</li> <li>· promise</li> </ul>	<ul style="list-style-type: none"> <li>· refuse</li> <li>· want</li> <li>· wish</li> <li>· would like</li> <li>· would love</li> <li>· would prefer</li> </ul>
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**GERUND**

As the subject of a clause Example: Cycling is good for your health.

After a preposition Example: I did my homework *before* going out.

Verbs followed by Gerund Example: I *enjoy* cooking.

<ul style="list-style-type: none"> <li>· admit</li> <li>· advise</li> <li>· allow</li> <li>· avoid</li> <li>· can't help</li> </ul>	<ul style="list-style-type: none"> <li>· can't stand</li> <li>· deny</li> <li>· dislike</li> <li>· enjoy</li> <li>· fancy</li> </ul>	<ul style="list-style-type: none"> <li>· finish</li> <li>· keep</li> <li>· mind</li> <li>· miss</li> <li>· permit</li> </ul>	<ul style="list-style-type: none"> <li>· practise</li> <li>· suggest</li> <li>· waste time / money</li> </ul>
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**Exercise – Infinitive or Gerund (Mix).**

1. When you come to the crossroads - stop there.

- Remember to stop at the crossroads.
- Remember stopping at the crossroads.
- Both possibilities are correct.

2. Yesterday she read the first pages of her new book.

- She began to read her new book.
- She began reading her new book.
- Both possibilities are correct.

3. I was talking to Marc. But when my boyfriend came in, I could not talk to Marc anymore.

- I stopped to talk to him.
- I stopped talking to him.
- Both possibilities are correct.

4. We might go to England next year.

- We intend to spend our holiday in England.
- We intend spending our holiday in England.
- Both possibilities are correct.

5. I wanted to write a letter, but I didn't know what to write. (So in the end, I didn't write one.)

- I tried to write a letter.
- I tried writing a letter.
- Both possibilities are correct.

**En este link encontrarás información adicional para revisar el tema**

<http://vslicey.cv.ua/attachments/article/213/Gerund%20or%20Infinitive.pdf>

**READING****I. CLOTHES**

Clothing is a distinctly human artefact. Even more than the use of tools, it distinguishes humans from the other creatures on this planet. While there are other creatures which use implements to a greater or lesser degree, clothing is unique to humanity. Clothing is also uniquely human, in that it serves more than one function. The basic purpose of clothing was originally utilitarian. By putting on an artificial skin, humans were able to move into regions where they otherwise would have been unable to cope with the climate. An extreme example of this use of clothing can be seen among the Eskimos, and other people who live with extreme cold. However, clothing was not only used for protection from the elements, but has also been a means of displaying one's status and sense of style for as long as humans have had civilization. Thus clothing also developed in countries where there is no real practical need for it, apart from the other, very human function of preserving the modesty of the wearer.

Clothing tells us many things about the wearer. It can be used to indicate whether she is a member of a particular group or organization, the most extreme example of this type of clothing being a uniform. It tells us a lot about the importance of clothing that the clothes a person was wearing have been, literally, the difference between life and death. In war, soldiers recognize friends and enemies by their uniforms. Spies may be shot if captured, but if they go about their business in the uniform of their country, they are regarded as legitimate members of that country's armed forces.

Uniforms can also be less formal. Anyone who has seen a group of teenagers walking together will have noticed that their clothing conforms to the standard set by their particular group. Nor are teens the only ones who are subject to such pressures. It is a rare businessman who does not feel the need to wear a suit and tie. Most politicians also try to be neat and well-dressed. People who wish to impress others often do so by the selection of their clothes - sometimes by choosing more expensive versions. This can be seen particularly in the fashion

industry, where clothing by a particular designer fetches prices which are out of all proportion to the actual utilitarian value of the material.

The significance of what we wear and how we wear it is, if anything, becoming more rather than less important as the cultures of the world mix and sometimes come into collision. There have been cases on holiday islands where the locals have a strict conservative tradition and have been outraged by visitors - especially female visitors - who wear far less than the minimum that the locals consider decent. The humble headscarf has become a symbol of conformism to religious values, and some westerners are as affronted by a woman wearing one as others in the Middle East are upset by its absence. (Yet in medieval Europe, both men and women habitually kept their heads covered in public, and almost always when outdoors.) Indeed, the signals given by clothing as worn by men and women have not decreased because many women now wear what were once "men's" garments. For example today most women are very comfortable wearing jeans. Yet the sight of a man in a dress would raise eyebrows in most western cultures. For even though the signals given by clothing change over time - the ancient Romans thought that only barbarians wore trousers - the signals themselves are as strong as ever. It is impossible not to signal something about yourself in the clothes you wear, for even not trying to say anything is itself a strong signal.

Therefore, even though we are steadily managing to adjust our micro-environments to temperatures which are as close to ideal as the human body wants, and even though sexual taboos of undress are being steadily eroded, it is highly unlikely the will be no use for clothing in our future, unless humanity evolves into a completely new species.

**1. Clothes are uniquely human because they**

- a. are artefacts
- b. have many different functions
- c. are made by tools
- d. are worn when they are unnecessary

**2. The author thinks that**

- a. clothing is an implement
- b. there is no real need for clothing in some countries
- c. clothes are principally for protection from the weather
- d. people will always wear clothes

**3. Which of the following does the author NOT give as a function of clothing?**

- a. To show how wealthy or powerful the wearer is
- b. To show the wearer's taste

- c. To adjust our micro-environment
- d. To avoid indecency

**4. According to the article, uniforms**

- a. are mainly worn by soldiers
- b. have many functions
- c. show membership of a group
- d. are always worn by teenagers

**5. The author suggests that fashion in clothing**

- a. is ridiculous
- b. is a part of its social function
- c. is used to show membership of a group
- d. makes clothes too expensive

**II. FORENSICS - The Anatomy of Crime**

*This fascinating exhibition explores the history of 'forensics', the application of medical knowledge to the process of criminal investigation.*

**A ROOM 1 – The crime scene**

Every element at the scene of a crime has to be preserved as potential evidence which can help police discover exactly what happened and who was involved. Room 1 shows the development of crime scene records. Early records consisted of sketches showing the rough location and position of the important elements. The invention of photography enabled much more detailed recording, and in the late 19<sup>th</sup> century, cameras supported on very high tripods above the scene were used to take aerial photos. Scale models also played an important role and, today, investigators examine video and CCTV footage. The latest equipment uses 3D scanning technology which provides an incredibly accurate 360-degree virtual analysis.



**B ROOM 2 – The morgue**

The first morgues - or mortuaries - in the 19<sup>th</sup> century, were places to display unidentified dead bodies, so that family and friends could come and identify them. The contemporary morgue is a more clinical, private place where post-mortem examinations of bodies for evidence – or autopsies - can take place. Conducted by a forensic pathologist, autopsies usually happen in cases of suspicious death, in order to establish the cause, manner and time of death. The first forensic autopsy is said to have been requested in 1302, by a judge in Bologna, although the process of examining dead bodies has actually been practised for millennia. The main instruments and methods connected with the morgue have not changed much over the centuries. However, new technology now allows pathologists to do virtual autopsies using a digital touchscreen interface.

**C ROOM 3 – The laboratory**

The first police crime laboratory was set up in 1910 in Lyon, France, by Edmond Locard. Locard introduced the ‘exchange principle’, considered to be the basis of forensic science. The principle is that ‘every contact leaves a trace’ – tiny particles of a person’s identity are left at the crime scene, and tiny particles of the crime scene attach themselves to any person who was there. These particles include fingerprints, blood, hair, skin cells and DNA. The relatively recent development of DNA profiling gave investigators a far more accurate form of criminal evidence, compared with the 19<sup>th</sup> century methods of tracking criminals based on physical characteristics such as head shape, eye colour and tattoos.

**D ROOM 4 – The search**

This room focuses on searching for people who have disappeared. In recent years, forensic science has assisted efforts to locate and identify missing persons after mass disasters, including 20<sup>th</sup> century war crimes. Modern technology plays an important role here. For example, investigators can superimpose a photographic portrait onto an X-ray photograph of a skull to see if they match. And forensic experts can use 3D computer imaging to recreate the facial features of unidentified skulls.

**In which paragraph (A-D) do we learn that:**

- |   |   |
|---|---|
| 1. photographs have been used to find the truth? .....    | 4. drawings were not very detailed? .....                             |
| 2. a practice has happened for thousands of years? .....  | 5. a new place was established in the 20 <sup>th</sup> century? ..... |
| 3. very small pieces move from one thing to another?..... |   |

**WRITING**

- I. **You see this announcement in an English-language magazine. Write your review. Write 140-190 words.**

*YOU TOO CAN BE AN ART CRITIC!*

*Have you been to an art gallery lately? Do you have a favourite painting or work of art? We want you to write a review of an exhibition, installation or a piece of art that you have seen. It could be in a major gallery, or you could have a print on your wall or a picture on your screensaver. Maybe there’s a sculpture or a statue in your home town that you’d like to write about. We don’t mind what it is, as long as it’s art.*

*Tell us what you think of it and why you like it. ....*

- II. **Read the question below and write an essay. Use all the notes and give reasons for your opinions. Write 140-190 words.**

*The cost of space exploration is very high. We should be spending this money solving the problems we have created here on Earth.*

**Write about:**

- the benefits of exploring space
- problems on Earth
- your own ideas .....