

UNIDAD DE APRENDIZAJE: INGLÉS V

1. ÁREA DE CONOCIMIENTOS:

Ingeniería y Ciencias Físico Matemáticas.

Ciencias Sociales y Administrativas.

Ciencias Médico Biológicas.

2. NIVEL: 5º

3. ÁREA DE FORMACIÓN: Institucional.

4. TIPO DE ESPACIO: Aula, laboratorio y otros ambientes de aprendizaje.

5. MODALIDAD: Escolar y mixta.

6. VIGENCIA: A partir de agosto de 2008.

GUÍA DE APRENDIZAJE



INSTRUCCIONES

En esta guía de estudio encontrarás los temas propuestos en las cuatro unidades didácticas presentes en el programa vigente de la unidad de aprendizaje Inglés V. Para su comprensión se te recomienda leerla y resolverla paso a paso y asesorarte de un docente de la asignatura para solucionar dudas. No olvides consultar las fuentes de referencia y hacer uso de un diccionario, no traductor, para comprender el vocabulario desconocido.

COMPETENCIA PARTICULAR: 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.

RESULTADO DE APRENDIZAJE PROPUESTO (RAP) 1: Reporta en estilo directo e indirecto, lo expresado por diferentes especialistas respecto a problemas ambientales, en un foro electrónico.

RESULTADO DE APRENDIZAJE PROPUESTO (RAP) 2: Comenta las posibles consecuencias de los problemas ambientales a nivel mundial, en una discusión grupal, utilizando los tiempos futuro continuo y futuro perfecto.

ENVIRONMENTAL PROBLEMS

Study the following vocabulary related to environmental problems. You can look it up in *Oxford living dictionaries, (s.f.)* <https://en.oxforddictionaries.com/>



- | | | |
|-------------------|-------------------|--------------------|
| Pollution | Carbon footprint | Deforestation |
| Global warming | Exhaust fumes | Desertification |
| Natural resources | Greenhouse effect | Disposable |
| Depletion | Waste | Endangered species |
| Acid rain | Disposal | Oil spill |
| Acidification | Nuclear waste | Overpopulation |

REPORTED SPEECH



I'm really hungry because I haven't eaten since breakfast.

When we repeat another person's words, we can use **direct speech** or **reported speech**. For direct speech, we use the exact words and we put quotation marks ("") or inverted commas around them: **"I'm really hungry because I haven't eaten since breakfast," said Annabel.**

When we report with a reporting verb (say) in the present, we use the same tenses, but we have to change the pronouns and verb forms when necessary: **Annabel says (that) she's really hungry because she hasn't eaten since breakfast.**

When we report another person's words some time after he / she said them, we usually use past tense verb to introduce them, and we change the tense of the verbs as well: **Annabel said (that) she was really hungry because she hadn't eaten since breakfast.**

We can use **that** after said, but we often leave it out: **Jake said he would meet us here.**

Tense changes in reported speech:

Original words	Reported
Present simple	Past simple
Present continuous	Past continuous
Past simple	Past perfect
Past continuous	Past perfect continuous
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous
Be going to	Was/were going to
Modals: Can Will must	Could Would Had to/must

Other changes in reported speech:

Pronouns and possessives	
direct	reported
I	he/she
me	him/her
my	his/her
mine	his/hers
you	I/we
your	my/our
yours	mine/ours
we	they
us	them
our	their
ours	theirs

Words for time and place	
direct	reported
today	that day
tonight	that night
tomorrow	the next day the following day
next (week, month, year, etc.)	the next week, month
ago	before
yesterday	the day before the previous day.
last (week, month, year, etc.)	the last week, month... the previous month...
now	then
here	there
this (place)	that (place)

EXERCISES

A. WHO SAID WHAT? MATCH THE WORDS TO THE PEOPLE AND REPORT WHAT THEY SAID. WRITE THE SENTENCE.

- 0. Mrs. Thatcher a) 'All the world's a stage.'
- 1 Stokeley Carmichael b) 'Black is beautiful'
- 2 Galileo c) 'Big Brother is watching you.'
- 3 Shakespeare d) 'There is no such thing as society.'
- 4 George Orwell e) 'The earth moves round the sun.'

- 0. Mrs Thatcher said that there is no such thing as society .
- 1.
- 2.
- 3.
- 4.

B. COMPLETE USING say OR tell

- 1 The Sales Manager is going to.....everyone about the meeting.
- 2 Vicky, why don't you just..... what the matter is?
- 3 They..... they're going to build a new Disney World here.
- 4 What did Natasha..... about her holiday plans?
- 5 Could you..... me the way to the train station, please?
- 6 The company should..... its employees what's going on.
- 7 You shouldn't.....lies, you know, Matthew.
- 8 Did you anything to Melanie about the barbecue?

Both exercises taken from Eastwood, John. (2002). Oxford Practice Grammar. Oxford University Press.

C. WRITE THE WORDS IN THE CORRECT ORDER TO MAKE REPORTED QUESTIONS.

- 0. would be – asked – my mother – I – home – when
 My mother asked when I would be home .
- 1. my friend – couldn't come – why – to his party – asked - I
- 2. had – to know – the officer – if – wanted – the keys – I
- 3. how long – she – it – asked – had taken – to get there
- 4. he could have – his boss – a pay rise – asked – John – whether
- 5. Maria – to know – if – liked – her hairstyle – we - wanted

Taken from Foley, M., & Hall, D. (2012). My grammar lab intermediate B1/B2. Spain: Pearson

PREDICTIONS



According to the *Oxford Advanced Learner's Dictionary*, a prediction is a statement that says what you think will happen. We use Future Tenses to express them, for example:

People will have robots at home in fifty years' time.

When you finish school, you will be able to have a very good job and earn lots of money.

FUTURE CONTINUOUS

By 2025, I will be working for Greenpeace and people will be doing their best to to keep our planet in the best conditions.

We use **WILL** to express the future, and **BE + ING** for the continuous idea.

Negative: People will not be working in offices. They will be working at home.

Question: Will you be studying abroad next year?

- No, I won't.

EXERCISES

A. COMPLETE THE CONVERSATION. PUT IN A PRONOUN AND THE FUTURE CONTINUOUS FORM OF THE VERB.

Daniel: I'm going to go into business when I leave college. Five years from now (0) I'll be running (I / run) a big company. I expect (1)..... (I / earn) lots of money. Vicky: I don't know what (2)..... (I / do). What about you, Natasha? What (3)..... (you / do), do you think? Natasha: I'm too lazy to do any work. I intend to marry someone very rich. (4)..... (I / give) dinner parties all the time. We'll have a cook (5)..... (who / do) all the work, of course. And you'll both get invitations. Vicky: You're joking, aren't you, Natasha? I expect (6).....(you / play) in an orchestra. That's what you really want to do, isn't it?

B. PUT IN THE ANSWERS. PEOPLE ARE SAYING WHAT THEY WILL BE DOING AS PART OF THEIR ROUTINE.

0 David: When are you going to the club, do you know? (Nick goes to the club every Friday.)

Nick: I'll be going there next Friday.

1 Vicky: Are you likely to see Anna in the near future? (Emma sees Anna every day.)

Emma:tomorrow.

2 Claire: Are you going to France again soon? (Henry goes to France every summer.)

Henry:

3 Jessica: When are you going to play badminton again? (Matthew plays badminton every weekend.)

Matthew:

4 Andrew: When are you next having lunch in the canteen? (Daniel has lunch in the canteen every day.)

Daniel:

*Both exercises taken from Eastwood, John. (2002).
Oxford Practice Grammar. Oxford University Press.*

FUTURE PERFECT

The future perfect is used to express actions that will happen in the future but they will happen **before another moment of reference in the future**. Check the next sentence:

*Lots of species **will have disappeared** and humans **won't have survived** in 100 years' time.*

These actions are predicted for the future but they will happen and they will be completed before 100 years. In order to express this, we use the *PERFECT* tense.

FORM: **Auxiliary HAVE + Verb in PAST PARTICIPLE**

Negative: *Humans won't (will not) have survived in 100 years' time.*

Question: - *Will lots of species have disappeared in 100 years from now?*
 - *Yes, they will.*

EXERCISES

Paul wants to be an artist. He's reading about a famous artist called Winston Plummer.

Winston Plummer was a great artist, who had a wonderful career. He won lots of prizes before he was twenty. By the age of twenty-five he had had his own exhibition. He was the subject of a TV documentary by the time he was thirty. By the age of thirty-five he had become world-famous. He made millions of pounds from his pictures before he was forty.

Paul is daydreaming about his own future career. What is he thinking?

0 I hope *I'll have won* lots of prizes before I'm twenty.

1 Perhaps my own exhibition by the age of twenty-five.

2 I wonder if.....by the time I'm thirty.

3 Maybeby the age of thirty-five.

4 I hope by the age of forty.

B

HOW GOOD IS YOUR MATHS? CAN YOU WORK OUT THE ANSWERS?

0 It's quarter to six. Melanie is putting something in the oven. It needs to be in the oven for an hour and a half. When will it have cooked? *It will have cooked at quarter past seven.*

1 It's seven o'clock in the evening, and Andrew is starting to write an essay. He writes one page every fifteen minutes. He plans to finish the essay at midnight. How many pages will he have written? He will have written..... pages.

2 It's Monday morning, and Sarah is travelling to work. It's twenty miles from her home to the office. How far will she have travelled to and from work by the time she gets home on Friday?

3 Matthew is doing press-ups — one every two seconds. How many will he have done after five minutes?
.....

*Both exercises taken from Eastwood, John. (2002).
Oxford Practice Grammar. Oxford University Press.*

UNIDAD DIDÁCTICA No. 2 MODA

COMPETENCIA PARTICULAR: 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.

RESULTADO DE APRENDIZAJE PROPUESTO (RAP) 1:
Describe el mundo de la moda y sus tendencias, utilizando los tiempos futuros y los pronombres relativos.

RESULTADO DE APRENDIZAJE PROPUESTO (RAP) 2:
Expresa coincidencias y desacuerdos en conversaciones sobre aspectos de la moda en diferentes países.

FASHION

Study the following vocabulary related to fashion. You can look it up in *Oxford living dictionaries*, (s.f.) <https://en.oxforddictionaries.com/>



Cute
Gorgeous
Stunning
Charming
Stylish
Awesome
Astonishing
Runway
Trendy
Old-fashioned
Fashion
High heels
Tracksuit
Swimsuit
underwear

ORDER OF ADJECTIVES

The order we follow is the next one:

- 1st **Opinion** Nice, beautiful, horrible, ugly, interesting, etc.
- 2nd **Size** Big, small, long, short, etc.
- 3rd **Age** Old, new, brand new, etc.
- 4th **Shape** Round, squared,
- 5th **Color** Green, pink blue, yellow, etc.
- 6th **Origin** Chinese, American, German, Brazilian, etc.
- 7th **Material** Plastic, silver, gold, wood, cotton, etc.

EXAMPLES

Those huge, old, grey trousers are horrible.
They are some horrible, huge, old, grey trousers.



This is an awesome, small, white, Italian car.
The Italian car is awesome, small and white.



EXERCISE

WRITE A LIST OF THINGS TO BE SOLD AT AN AUCTION.

- 0 basin / sugar, antique, silver an antique silver sugar basin
- 1 vase / glass, old, lovely _____
- 2 mirror / wall, attractive _____
- 3 desk / modern, office _____
- 4 chairs / kitchen, red, metal _____
- 5 boat / model, splendid, old _____
- 6 stamps / postage, valuable, Australian _____
- 7 table / small, coffee, wooden _____

Taken from Eastwood, John. (2002). Oxford Practice Grammar. Oxford University Press.

RELATIVE PRONOUNS

We use relative pronouns to avoid repeating a noun mentioned previously in a statement. It could be specific for people, places, things, or time. They are used to join two sentences.

That suit is on sale. It is blue.	That suit, which is on sale, is blue.
I know a model. She is gorgeous.	I know a model who is gorgeous.
Liverpool is a store. They go there to buy clothes.	Liverpool is the store where they buy their clothes.
She used to wear hats. They were trendy back then.	I used to wear hats when they were trendy.
Elba's clothes are very expensive. Elba is a politician.	Elba, whose clothes are very expensive, is a politician.

- Who** It is used for people.
- Which** We use it to talk about things.
- When** The use of when is related to time.
- Where** It is used for places.
- whose** We use whose when we refer to possession.

We can also use **that** instead of **who** and **which**. Look:

- That suit, **which** is on sale, is blue. - That suit, **that** is on sale, is blue.
- I know a model **who** is gorgeous. - I know a model **that** is gorgeous.

EXERCISE

MAKE ONE SENTENCE FROM THE TWO SHORT ONES. THE SENTENCE IN ITALICS SHOULD BECOME THE RELATIVE CLAUSE. THE RELATIVE PRONOUN IS THE SUBJECT OF THE RELATIVE CLAUSE.

1. She worked for a man. The man used to be an athlete.
She worked for a man who / that used to be an athlete _____.
2. They called a lawyer. The lawyer lived nearby.

3. I sent an email to my brother. My brother lives in Australia.

4. The customer liked the waitress. The waitress was very friendly.

5. We broke the computer. The computer belonged to my father.

6. I dropped a glass. The glass was new.

7. She loves books. The books have happy endings.

8. They live in a city. The city is in the north of England.

9. The man is in the garden. The man is wearing a blue jumper.

10. The girl works in a bank. The girl is from India.

11. My sister has three children. My sister lives in Australia.

12. The waiter was rude. The waiter was wearing a blue shirt.

13. The money is in the kitchen. The money belongs to John.

14. The table got broken. The table was my grandmother's.

15. The television was stolen. The television was bought 20 years ago.

16. The fruit is on the table. The fruit isn't fresh.

Taken from Seonaid (s.f.), <https://www.perfect-english-grammar.com/>

TAG QUESTIONS

USE: We use tag questions or question tags to corroborate, verify or confirm previous information. They are used by the same person who formulates a statement.

Form

POSITIVE STATEMENT + NEGATIVE TAG	NEGATIVE STATEMENT + POSITIVE TAG
It is very warm, isn't it?	It isn't very warm, is it?

A negative tag is an auxiliary verb + not + pronoun,	A positive tag is an auxiliary verb + pronoun
You've played before, haven't you?	David hasn't got a car, has he?
The children can swim, can't they?	I shouldn't laugh, should I?
It'll be dark soon, won't it?	You aren't ill, are you?
There was a mistake, wasn't there?	The answer wasn't right, was it?

EXERCISE

YOU ARE AT A BARBECUE. ADD TAGS TO HELP START A FRIENDLY CONVERSATION.

- ? These sausages are delicious, aren't they? ~ They certainly are.
- ? You haven't lived here long, have you? ~ No, only three months.
- 1 It's quite a big garden,? ~ Yes, there's plenty of room.
- 2 There aren't many people here yet,? ~ No, but it's still quite early.
- 3 You're Rachel's friend, ? ~ Yes, I'm Vicky.
- 4 You came in a sports car,? ~ That's right.
- 5 These burgers look good,? ~ I can't wait to try them.
- 6 We can sit on the grass,? ~ I think it's dry enough.
- 7 The weather forecast wasn't very good,? ~ No, it wasn't.

Taken from Eastwood, John. (2002). Oxford Practice Grammar. Oxford University Press.



AGREEMENT AND DISAGREEMENT EXPRESSIONS

Study the following vocabulary related to agreement and disagreement:

TO GIVE AN OPINION

In my opinion...

The way I see it...

According to (person)...

As far as I know...

As far as I'm concerned...

If you ask me...

I believe that...

I think that...

TO ASK FOR AN OPINION

What do you think about...?

What would you say about...?

Do you like...?

Do you think...?

TO EXPRESS AGREEMENT

I agree. /I agree with you.

I couldn't agree with you more.

That's so true.

That is for sure.

Exactly

Absolutely

You are absolutely right/correct.

That's exactly how I feel/think.

No doubt about it.

Me too.

Me neither (for a negative statement)

Neither (aux) I (for a negative statement)

So (aux) I (for a positive statement)

TO EXPRESS DISAGREEMENT

I don't think so.

No way. / There's no way.

I'm afraid I disagree.

I totally disagree.

Not necessarily

That is not true.

That is not always true /correct.

I am not sure about it.

I'm afraid I think different.

UNIDAD DIDÁCTICA No. 3 SERVICIOS

COMPETENCIA PARTICULAR: Emplea el vocabulario, las estructuras y expresiones pertinentes para hablar sobre algunos servicios requeridos.

RESULTADO DE APRENDIZAJE PROPUESTO (RAP) 1: Representa conversaciones entre prestadores de servicios y clientes, en donde se utilicen las preguntas indirectas y need + -ing.

RESULTADO DE APRENDIZAJE PROPUESTO (RAP) 2: Expresa su inconformidad acerca de productos o servicios, utilizando las estructuras y expresiones pertinentes.

Study the following vocabulary related to **services**:



Nouns	Verbs
Average	Apply
Bill	Build
Bulky	Change
Carpenter	Charge
Cleaner	Check
Company	Clean
Complaint	Demolish
Construction worker	Fix
Customer	Install
Department	Leak
Director	Overcharge
Drains	Pour
Driver	Prepare
Engine	Rebuild
Engineer	Remodel
Goods	Renew
Item	Repair
Manager	Tailor
Misunderstanding	
Pipe	
Products	
Public utility	
Refund	
Service	
Taps	
Technician	
Usage	
User	

Study the following vocabulary related to **emergencies**:

Danger	Police car	Cut
No exit	Fire	Poison
Fire truck	Wreck	Burn
Flammable	Emergency room	EMS (emergency medical services)
Pharmacy	Caution	EMT (emergency medical technician)
Emergency	Handicapped	Beware of the dog
Fire escape	Fall	Fire extinguisher
Closed	Do not enter	Watch your step
911	Fire hydrant	heart attack
Stairs	Ambulance	Swollen
Accident	Broken	Bleeding
Help	Hospital	
Severe	Wheelchair	



Medical emergencies:



- | | |
|------------------------------------|--|
| Loss of consciousness. | Breathing difficulties. |
| An acute confused state. | Severe bleeding that can't be stopped. |
| Convulsions that are not stopping. | Severe allergic reactions. |
| Persistent and severe chest pain. | Severe burns or scalds. |

To talk about fixing or improving things, you can use **need** with an **-ing** verb. There are three parts to this structure. First, you name the thing – my hair, or the car, or my shoes. Then you say 'need' - or 'needs' - and finally, a verb with -ing.

<i>Your hair needs cutting.</i>	Affirmative: subject + need(s) + verb-ing
<i>This piece of cloth needs washing.</i>	
<i>Your hair doesn't need cutting.</i>	Negative: subject + doesn't / don't + need + verb-ing
<i>This piece of cloth doesn't need washing.</i>	
<i>Does your hair need cutting?</i>	Question: do/does + subject + need + verb-ing
<i>Does this piece of cloth need washing?</i>	

EXERCISE

MATCH THE BEGINNINGS OF THE SENTENCES TO THE CORRECT ENDINGS.

- | | |
|---|------------------------------------|
| 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. |

Taken from: BBC Learning English (s.f.), <http://www.bbc.co.uk/learningenglish>

CAUSATIVES

Causatives are used to express that something is done for someone, when somebody else does something for us or for activities we didn't arrange: **Victor has his house cleaned every weekend.**



Have + object + past participle (have something done)

We usually use 'have something done' when we are talking about paying someone to do something for us. It's often used for services. The form is 'subject + have + object + past participle'.

I had my housework done.

John will have his exam graded.

Get + object + past participle (get something done)

We can also use 'subject + get + object + past participle'. This has the same meaning as 'have', but it is less formal.

The students get their projects revised.

I'll get my hair dyed next week.

They got their car fixed.

Have someone do something (have + person + infinitive)

We can also use the construction 'subject + have + person + infinitive'. This has a very similar meaning to 'have something done', which we've already talked about, but this time we say who did the thing - we talk about the person who we asked to do the thing for us.

I had the plumber look at my kitchen sink.

The lawyer will have the secretary call the clients.

The manager had the employees do a psychometric test.

Get someone to do something (get + person + to + infinitive)

We can also use the construction 'get + someone + to + infinitive'. This means that you cause the other person to do the action, maybe by paying them to do it, or by asking them to do it, or by persuading them to do it.

She gets her students to do their homework by giving them an extra point in their final grade.

I got my sister to clean our room by paying them.

EXERCISE

CHANGE THESE EXAMPLES INTO THE STRUCTURE 'HAVE + OBJECT + PAST PARTICIPLE' OR 'GET + OBJECT + PAST PARTICIPLE'.

0. I cleaned my kitchen (have) I had my kitchen cleaned.

1. I washed my car. (have)

2. I cut my hair. (get)

3. I typed the documents. (have)

4. I fixed my washing machine. (get)

5. I cut my grass. (have)

6. I painted my bedroom. (get)

7. I repaired my fridge. (have)

COMPETENCIA PARTICULAR: Usa el vocabulario, las estructuras y expresiones pertinentes, para hacer deducciones e indicar diferentes grados de certeza y duda en relación con historias policíacas.	RESULTADO DE APRENDIZAJE PROPUESTO (RAP) 1: Expresa deducciones con respecto a sucesos policíacos, utilizando los auxiliares modales.
	RESULTADO DE APRENDIZAJE PROPUESTO (RAP) 2: Narra eventos en los que se comenten infracciones o delitos, utilizando conectores de secuencia, así como verbos en infinitivo y gerundio.

Verbs in general may be followed by actions (verbs) or activities (gerunds) depending on the objective of the main verb. There are four patterns for the grammatical structures:

Verbs that use gerunds:	admit, avoid complete, consider, deny, discuss, dislike, enjoy, keep, imagine, involve, propose, risk.
Verbs that only use infinitive:	want, decide, appear, seem, ask, chose, demand, expect, fail, happen, hesitate, learn, manage, plan, prepare, promise, refuse, threaten, would like, would love.
Verbs that may use gerunds or infinitives indistinctly:	begin, continue, start, like, love, prefer, hate.
Verbs that may use gerunds or infinitives with different meaning:	forget, go on, mean, stop, regret, remember, try.

EXERCISE

PUT THE VERB INTO THE GERUND OR THE INFINITIVE WITH 'TO':

1. It appears _____ (be) raining.
2. We intend _____ (go) to the countryside this weekend.
3. I pretended _____ (be) sick so I didn't have to go to work.
4. Can you imagine _____ (live) without TV?
5. They tolerate _____ (smoke) but they prefer people not to.
6. I anticipate _____ (arrive) on Tuesday.
7. A wedding involves _____ (negotiate) with everyone in the family.
8. He denies _____ (steal) the money.
9. He claims _____ (be) a millionaire but I don't believe him.
10. I expect _____ (be) there about seven.
11. Julia reported _____ (see) the boys to the police.
12. It tends _____ (rain) a lot in Scotland.
13. Do you recall _____ (meet) her at the party last week?
14. She mentioned _____ (go) to the cinema, but I don't know what she decided to do in the end.

Taken from Seonaid (s.f.), <https://www.perfect-english-grammar.com/>

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- *Oxford Practice Grammar Basic*. (s.f.), del sitio web del Departamento de Prensa de la Universidad de Oxford, <https://elt.oup.com/student/practicegrammar/basic/?cc=mx&selLanguage=en>
- *Oxford Practice Grammar Intermediate*. (s.f.), del sitio web del Departamento de Prensa de la Universidad de Oxford, <https://elt.oup.com/student/practicegrammar/int/?cc=mx&selLanguage=en>
- *Seonaid* (s.f.), <https://www.perfect-english-grammar.com/>