

Parte nº 2: Body and mind

Tema I. My body

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-

0. Introducción

¿Sabes qué significa: *I can speak English*? Seguro que lo has entendido. Su significado es: **sé hablar inglés**. En ese enunciado, lo que estamos haciendo es expresar una **capacidad o habilidad** que tenemos. En castellano, expresamos estas capacidades mediante los verbos *saber* o *poder*. En inglés, el verbo **can** es el que se usa para eso, cubriendo el significado de esos dos verbos castellanos. Fíjate:

- **I can drive a car.** (Sé conducir un coche)
- **I can run 10 kilometers in just 1 hour.** (Puedo correr 10 Km en sólo una hora)

Nuestra amiga **Olga** está a punto de marcharse a vivir a Portsmouth (UK) para trabajar como Au Pair cuidando de los niños de la familia Brown. Hanna Brown, la madre, desea conocer cuáles son las habilidades y capacidades de Olga en el cuidado de los niños. Así que le pide a Olga que mantengan una video-conferencia por Skype antes de instalarse en su casa de acogida en Reino Unido. Hanna desea asegurarse de que Olga será una buena cuidadora para sus hijos.

Por tanto, Olga debe revisar cómo se habla de las habilidades y capacidades. Es una chica bien preparada y quiere dar la mejor impresión posible. Los contenidos de este tema le serán de gran ayuda. Veámoslos.

Para preparar bien la entrevista, Olga debe aprender a expresar sus capacidades y habilidades con el verbo **CAN**. Este verbo pertenece un grupo de verbos que son un poco "especiales" porque van un poco "por libre".

Se llaman **verbos modales** y en la introducción del tema hemos visto uno de ellos: **can** pero hay muchos más como: **will, could, may, might, should, have to, etc...**

En primer lugar vamos a ver por qué son los modales son diferentes a los demás verbos y qué características tienen:

1. **No añaden -s en la tercera persona.**
2. **No se pueden conjugar en todos los tiempos (en concreto, no pueden ir en tiempos continuos, por ejemplo.)**
3. **Siempre van seguidos de otro verbo en infinitivo sin "to".**
4. **Nunca pueden ir seguidos de un gerundio (verbo+ing).**
5. **No utilizan DO/DOES/DID para formar el negativo e interrogativo.**

Afirmativa	Negativa	Interrogativa
You can drive	You can't drive	Can I drive?
He can drive	He can't drive	Can he drive?
We can drive	We can't drive	Can we drive?

Reading. Vamos a fijarnos en la entrevista que mantuvo **Olga** con la **señora Brown** para aprender a expresar nuestras habilidades y capacidades con el verbo **CAN**:

Mrs Brown: Olga? Can you hear me? I'm Hanna Brown. Are you ready for the interview?

Olga: Hello! Nice to meet you "in person"! I can hear you and see you perfectly well. Can you see me?

Mrs Brown: Yes, I can. The video signal is very good. Nice to meet you too, Olga. If there's no objection, I would like to begin with some questions fo all right?

Olga: Of course. I'm ready for your questions.

Mrs Brown: First, I'd like to know something about your motivations. Why did you decide to become our au pair?

Olga: Well, I like languages and, in particular, English. As I love children and I don't have any money to pay for my travels, working as an Au Pair is opportunity to get a living in U.K. Another reason is that it is difficult to find a job in Spain nowadays. I hope I will make a living there in Portsmouth temporarily.

Mrs Brown: Although you are young, you're a very determined woman, Olga. I like it.

Olga: Thank you so much.

Mrs Brown: Another question. Do you have any experience with children?

Olga: Yes, madam. I usually help my aunts in the care of my nephews. I can take care of them. I can cook their meals. I can entertain them with gam can also help them with their homework.

Mrs Brown: We need somebody to take them to school. Can you drive a car?

Olga: Yes, I can. And my driving licence is valid in your country. In fact, I can also ride motorbikes!

Mrs Brown: I see...Tell me, Olga. Do you feel comfortable taking on responsibility in a childcare situation?

Olga: As I said before. I love children. But, to be honest, this job is temporary. My ideal job is working as a nurse. That's my vocation.

Mrs Brown: Good. Now, please, tell me. How often do you wish to travel home?

Olga: Once or twice a year would be OK. If possible, during Christmas holidays and in the summer.

Mrs Brown: We have two children. Simon is 10 and Aaron is only two years old. Can you change his nappies? can you give him a bath and prepare him?

Olga: I have a lot of experience with my nephews. It's really a child's play for me. Don't worry about that.

Mrs Brown: It's all right, Olga. That's all for now. I think you are the best candidate for the job. You are hired!

Olga: It's wonderful! Thanks a lot!

Mrs Brown: You're welcome. Next time, we will speak in person! Have a nice trip to Portsmouth!

Olga: Thank you again. See you soon.

Mrs Brown: See you, Olga.

VOCABULAY HELP:

Hear: oír.

begin: empezar, comenzar. As: como, ya que, dado que...

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Get a living: encontrar un sustento o medio de vida.

Hope: esperar (tener la esperanza).

Make a living: ganarse la vida.

Nephews: sobrinos

Take care: cuidar

Meals: comidas.

Take on responsibilities: asumir responsabilidades.

Childcare: cuidado de los niños/as.

Wish: desear.

Nappy/nappies pañal/pañales.

The bottle: el biberón.

Hired: contratada/o.



1. Grammar

1.1 Modal Verbs

Los **modal verbs** o verbos modales, en español, son capaces de modificar el contexto de una oración, pues pueden cambiar o expresar de diferente modo su significado dentro de una idea, y complicar la forma en la que los aprendemos o usamos.

Para definir los **modal verbs** o verbos modales, es importante entender que estos no se conjugan con las personas gramaticales (I, we, you, they, she, he, it), es decir que:

1. Nunca tendrán infinitivo (por ejemplo, no existe "to could")
2. Nunca se usarán en gerundio (por ejemplo, no existe "shoulding")
3. Nunca tendrán participio (por ejemplo, no existe "Shalled")

Los **modal verbs** pueden significar o manifestar desde **sugerencias, necesidades, solicitudes, probabilidades, obligaciones, consejos**, hasta conceptos más complejos como "**modalidad**"; por lo tanto, su significado transforma tanto el contexto como los verbos que se relacionan dentro de una oración.

Veamos este ejemplo de modal verb:

I must be home at six o'clock (Debo estar en casa a las 6 en punto)

Aquí podemos ver que el verbo modal **must** modifica directamente al verbo **to be**, indicando que existe un compromiso u obligación de estar en casa a tiempo.

¿Cuáles son los 10 modal verbs más usados en el inglés?

- | | |
|-----------|-----------|
| 1. Can | 6. Could |
| 2. May | 7. Might |
| 3. Will | 8. Would |
| 4. Must | 9. Shall |
| 5. Should | 10. Ought |

to

1.2. Las características principales de los verbos modales:

- Son auxiliares (es decir, forman negativa, interrogativa y no pueden ir solos)
- Como lo mostramos anteriormente, nunca se conjugan. Son invariables (es decir, no añaden “-s” en 3ª persona de singular – he, she, it)

My teacher can read English better than me. (Mi profesora sabe leer inglés mejor que yo).

- Cambian o transforman los verbos, es decir, que siempre después de usar un modal verb, el verbo debe estar en su modo infinitiva (sin el “to”), por ejemplo:

You can read better. (Tú puedes leer mejor)

- Expresan necesidad, probabilidad, habilidad, capacidad, sugerencias o consejos; permiso, solicitud; obligación, certidumbre o disposición. Por eso mismo no pueden ir nunca solos, siempre acompañan a un verbo principal (que será quien lleve el significado).

May I call tomorrow? (¿Puedo llamar mañana?)

- Cuando los **modal verbs** en inglés se encuentran en forma negativa o interrogativa no necesitan de un auxiliar, puesto que el verbo es usado con ese objetivo; por ejemplo:

I can't dance. (No sé / No puedo bailar)

Can you sing? (¿Sabes cantar?)

- No tienen tiempo verbal (excepto “can” y su equivalente “could” en pasado).

I must be home at six o'clock (Debo estar en casa a las 6 en punto)



Watch the video to know more about modal verbs.

MODAL VERBS		
Type	Modal Verbs	Examples
ABILITY	Can, Could	<ul style="list-style-type: none"> David can speak three languages. He could speak fluent French when he was 5.
PERMISSION	Can, Could, May	<ul style="list-style-type: none"> Can I sit in that chair please? Could I open the window? May I borrow your dictionary?
ADVICE	Should	<ul style="list-style-type: none"> You should visit your dentist at least twice a year. You should try to lose weight.
OBLIGATION	Must, Have to	<ul style="list-style-type: none"> I must memorize all of these rules about tenses. You have to take off your shoes before you get into the mosque.
POSSIBILITY	Might, May, Could, Can	<ul style="list-style-type: none"> It looks nice, but it might be very expensive. Richard may be coming to see us tomorrow.

Recuerda que los verbos modales actúan como auxiliares a la hora de hacer negativas y preguntas.

Por tanto, la estructura de la oración para todos ellos será la siguiente:

VERBOS MODALES		
Estructura del verbo	MODAL + infinitivo sin "TO" ? MUST HAVE, SHOULD BE * He / She / It no añaden -s ? She MUST HAVE, He SHOULD BE Recuerda que el verbo principal , que va en infinitivo sin "TO", es el que lleva el significado	
Estructura de la oración	(+)	<u>Sujeto + MODAL + verbo principal + complementos</u> Ej.1: "You must have experience" (obligación) Ej.2: "Candidates should be over 20" (recomendación) Ej.3: "She can speak German" (habilidad) Ej.4: "You may get the job" (probabilidad)
	(-)	<u>Sujeto + MODAL + NOT + verbo principal + complementos</u> Ej.1: "You mustn't have experience" (OJO: prohibición) Ej.2: "Candidates shouldn't be over 20" (recomendación) Ej.3: "She can't speak German" (no habilidad) Ej.4: "I may not get the job" (probabilidad)
	(?)	<u>WILL + MODAL + verbo principal + complementos + ?</u> Ej.1: "Must you have experience?" (obligación) Ej.2: "Should candidates be over 20?" (recomendación) Ej.3: "Can she speak German?" (habilidad) Ej.4: "May she get the job?" (probabilidad)

1.3. CAN / COULD (ability, informal permission, possibility)

Los usamos con mucha frecuencia. Se trata de un tipo de verbo auxiliar en inglés que añade diferentes significados:

- Posibilidad
- Prohibición
- Sugerencia
- Obligación

Ejemplos con can y could:

- *Could you please shut up?* – ¿Puedes callarte?
- *Should I wear this coat?* – ¿Debería llevar este abrigo?
- *May I come in?* – ¿Puedo entrar?

Can y Could

Normalmente, dependiendo del contexto la diferencia entre uno y otro es clara y fácil de discernir. Diremos que can se traduce y usa como nuestro verbo poder y que could, es la palabra para el pasado o el condicional del verbo can.

- ***Can I speak English here?*** – Puedo hablar inglés aquí.
- ***If you don't know what to do next year, you could travel to England.*** – Si no sabes qué hacer el año que viene, podrías viajar a Inglaterra.
- ***You can travel to England whenever you want.*** – Puedes viajar a Inglaterra siempre que quieras.

Uso de can

El uso de can expresa la posibilidad objetiva de la posibilidad de hacer algo. Lo puedes usar para hablar de un hecho o como opción posible de entre varias existentes. Se usa también para hablar de una habilidad.

- ***I can speak Russian*** – Sé hablar ruso.
- ***You can come to visit my country anytime.*** – Puedes venir a visitar mi país cuando quieras.

Uso de could

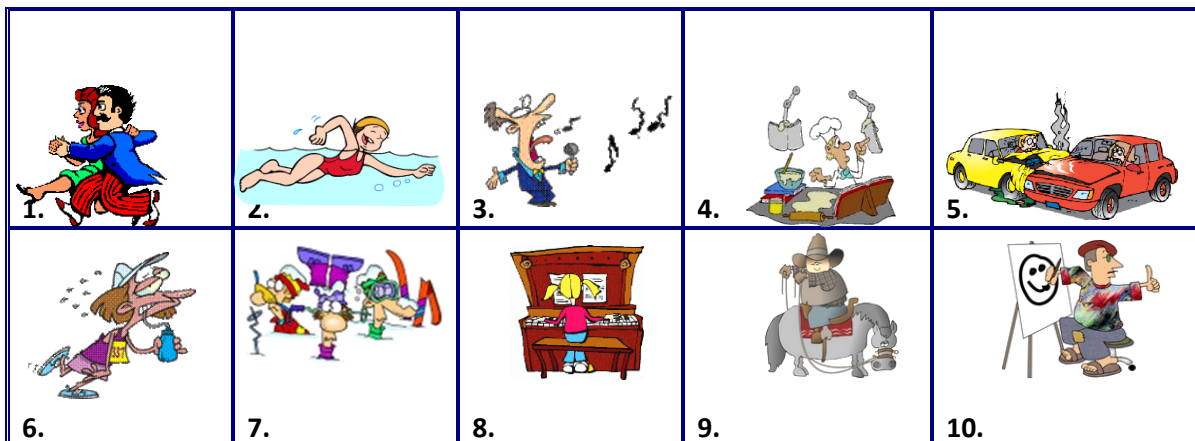
Cuando usamos could estamos hablando de algo que pedimos a alguien, un consejo, una sugerencia o una posibilidad en el sentido de posibilidad.

- ***This could happen.*** – Esto podría suceder.
- ***Could you please pass me the salt?*** – ¿Podrías pasarme la sal por favor?
- ***I think you could study Maths, it goes with you.*** – Creo que podrías estudiar mates, va con tu personalidad.

Actividad 1

A. Look at the pictures and write sentences about what these people CAN or CAN'T do. Use these verbs:

😊 dance 😊 swim 😞 sing 😞 cook 😞 drive
 😞 run 😞 ski 😊 play the piano 😞 ride a horse 😞 paint



1. Sarah and Tom _____
2. Mary _____
3. Tony _____
4. That man _____
5. Granny _____
6. She _____ the marathon.
7. They _____
8. Tina _____
9. He _____
10. Mr Smith _____

B. And you? Can you do these things? Write short answers.



1. Can you speak French? _____
2. Can you ride a bike? _____
3. Can you play chess? _____
4. Can you bake a cake? _____
5. Can you whistle? _____



Actividad 2

Escoge en cada caso qué opción es la correcta. ¿Can o could?

- a) ____ you please open the door, sir?
- b) You ____ not drive if you don't stop drinking.
- c) I hope I will see how humans ____ reach Mars.
- d) Next week, I ____ help you if you need.
- e) When I was a child, I ____ not swim.
- f) She say that her girlfriend can come with us to the cinema.

Online activities

- <https://www.liveworksheets.com/es/w/en/english-second-language-esl/45174>
- <https://www.aprenderinglesrapidoymfacil.com/2018/09/15/ejercicios-sobre-can-y-could/>
- <https://www.ejerciciosinglesonline.com/new-exercises/ex6-verbos-modales/>

2- Vocabulary: BODY PARTS



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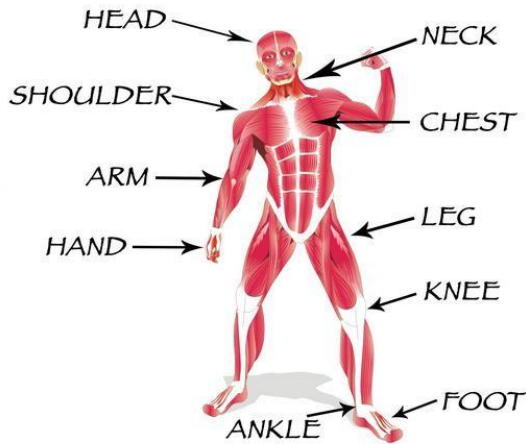
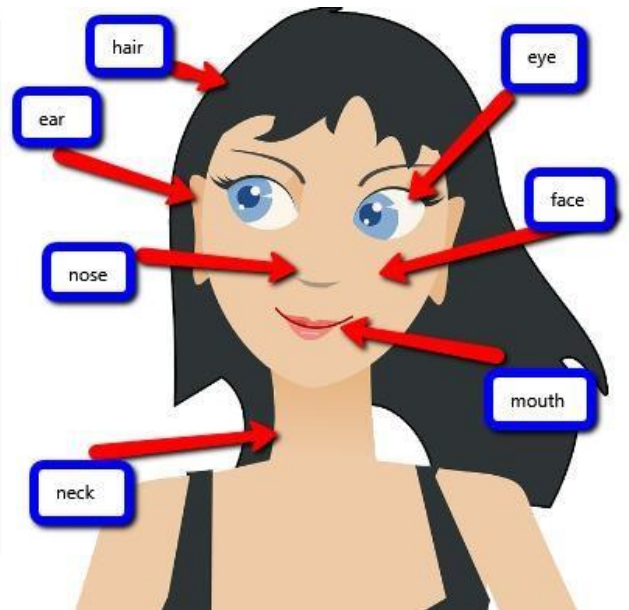


Imagen modificada de MEC-ITE bajo CC



Mira el siguiente cuadro y haz oraciones con la estructura planteada en este tema:

What can you do with your body?

=> I can _____ with my _____.

	see	eyes	
	hear	ears	
	smell	nose	
	eat	mouth	
	bite	teeth	
	taste	tongue	
	kiss	lips	
	hug	arms	
	write	hands	
	snap	fingers	
	run	legs	
	kick	feet	
	think	brain	
	breathe	lungs	

Actividad 3 - Body parts

Put the names of the body in the right groups.

arms	back	chest	chin	ears	eyebrows
eyes	feet	fingers	hair	hands	hips
knees	legs	lips	mouth	neck	nose
shoulders	stomach	teeth	thumb	toes	tongue

Face/head:

Upper body:

Lower body:



Actividad 4 - Body verbs

Read the sentences below and decide which body part each one is about.

1. I couldn't **smell** anything. I had the flu. nose
2. I'm going to take your picture now. Try not to **blink**! _____
3. I'm going to take your picture now. Can you **smile** for me? _____
4. The president's speech was very good. Everybody **clapped**. _____
5. There is no air here. I can't **breathe**! _____
6. My dog is very friendly. She always **licks** my face. _____
7. The rules are simple! Just **kick** the ball into the goal. _____
8. Mark **chats** about his life all the time. _____
9. She **pointed** at the door and told me to get out. _____
10. Angela can't stop **looking** in the mirror. _____
11. When Peter saw me, he **waved** at me to say hello. _____

Actividad 5 - Inside the body

Match each part of the body to its purpose. Then complete the dialogues below.

- | | |
|------------|--------------|
| 1. brain | a. breathing |
| 2. muscles | b. digesting |
| 3. nerves | c. feeling |

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- | | |
|------------|-------------|
| 4. stomach | d. moving |
| 5. lungs | e. speaking |
| 6. throat | f. thinking |

I've got an empty stomach.

I've got a sore throat.

Use your brain!

You will damage your lungs.

You will get big muscles.

1. **A:** _____ 1 **B:** Well, you haven't eaten all day.
2. **A:** I smoke 50 cigarettes a day. **B:** _____ 2
3. **A:** I go to the gym every two days. **B:** _____ 3
4. **A:** I can't solve this calculation. **B:** _____ 4
5. **A:** _____ 5 **B:** Take some medicine.

Actividad 6 - Body idioms

Match the underlined idioms to their meaning.

- | | |
|---|---------------------------|
| 1. I don't like people who talk <u>behind my back</u> . | a. a very annoying person |
| 2. She is <u>a pain in the neck</u> . | b. by remembering |
| 3. It is not easy to offend Paul. He <u>has very thick skin</u> . | c. help |
| 4. I had <u>butterflies in my stomach</u> before the job interview. | d. is not sensitive |
| 5. I had to learn all the words <u>by heart</u> before the exam. | e. was very nervous |
| 6. I see you have a lot of bags. Can I <u>give you a hand</u> ? | f. without my knowledge |

Soluciones de actividades:

Actividad 1

- A.**
- A.** 1. Sarah and Tom can dance.
 - B.** 2. Mary can swim.
 - C.** 3. Tony can't sing.
 - D.** 4. That man can't cook.
 - E.** 5. Granny can't drive.
 - F.** 6. She can't run the marathon.
 - G.** 7. They can't ski.
 - H.** 8. Tina can play the piano.
 - I.** 9. He can't ride a horse.
 - J.** 10. Mr Smith can't paint.

B.

Your own answers.

Actividad 2

a) could b) could c) can d) could e) could f) could

Actividad 3 Body parts

Face/head: hair, tongue, eyes, eyebrows, nose, lips, ears, mouth, teeth, chin

Upper body: arms, hands, shoulders, neck, stomach, back, fingers, thumb, chest

Lower body: hips, legs, knees, toes, feet

Actividad 4. Body verbs

- | | | | | |
|---------|----------|-----------|-----------------|-----------------|
| 2. eyes | 3. mouth | 4. hands | 5. mouth / nose | 6. tongue |
| 7. leg | 8. mouth | 9. finger | 10. eyes | 11. hands, arms |

Actividad 5. Inside the body

- | | | | | | |
|------|------|------|------|------|------|
| 1. f | 2. d | 3. c | 4. b | 5. a | 6. e |
|------|------|------|------|------|------|
- 1. I've got an empty stomach.
 - 2. You will damage your lungs.
 - 3. You will get big muscles.
 - 4. Use your brain!
 - 5. I've got a sore throat.

Actividad 6. Body idioms

1. f 2. a 3. d 4. e 5. b 6. c

MÓDULO 3

PARTE nº 2: BODY AND MIND

TEMA II: HEALTHY HABITS

Índice

1. Modal verbs
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 - 1.2 Must
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3. Reading
4. Writing tips 1 and 2
5. Speaking

1. MODAL VERBS

1.1 SHOULD

1 Formación

Sujeto + should + verbo en infinitivo sin to (+ complementos)

Ejemplo:

Afirmativa	Negativa	Interrogativa
I should work	I should not work	Should I work...?
You should work	You should not work	Should you work...?
He should work	He should not work	Should he work...?
We should work	We should not work	Should we work...?
you should work	You should not work	Should you work...?
They should work	They should not work	Should they work...?

2. Usos del modal "should"

1 Para dar **consejos**. Se traduce por presente, pretérito imperfecto o condicional. Tiene menos fuerza impositiva que "must" y "have to".

I should study more.	-Debería estudiar más. (sería mejor si...)
He should be at school before 9.00.	-Deberías estar en el colegio antes de las 9.
You should go to the doctor.	-Deberías ir al médico.

2 Para expresar **suposición** o deducción.

It shouldn't be very expensive.	-No debería ser muy caro.
---------------------------------	---------------------------

He left two hours ago. He should be at home now.-Se fue hace 2 horas. Debería estar ya en casa.

3 Para **sugerencias** en las oraciones interrogativas.

Should we call the police?

-¿Deberíamos llamar a la policía?

Actividad 1. Fill in the blanks below to complete the sentences with should or shouldn't.

1. It's almost eight o'clock. You _____ go to work now.
2. A: _____ Alex cook dinner? B: Yes, he _____.
3. My friend _____ try to quit smoking.
4. We should stay at home. We _____ go out.
5. A: _____ they watch TV all day?
B: No, they _____.
6. Stewart looks very sick. He _____ see a doctor.
7. You _____ drive a car without wearing your seatbelt.
8. What _____ we eat for dinner tonight?
9. There's a fire in the kitchen! What _____ we do?
10. Please be quiet! You _____ make so much noise in the library!
11. When _____ I take this medicine?
12. A: _____ I press the red button?
B: No, you _____!
13. It's very late. We _____ go to bed.
14. How much money _____ I bring with me to the store?
15. You _____ cross the street until the light is green.

Actividad 2. Complete the sentences with should or shouldn't.

- 1 She (go) to the university if she wants to be a doctor.
- 2 We (take) an umbrella. It's going to rain.
- 3 The exam is going to start. You (be) quiet.
- 4 Girls (walk) alone at nights..
- 5 You (read) the instructions before using it.
- 6 It's too hot. You (wear) a T-shirt.
- 7 He's drunk. He (drink) anymore. He's drunk.
- 8 John (finish) his homework before playing the guitar.
- 9 (we / wear) a tie?
- 10 You (not watch) TV so close. It can hurt your sight

1.2. MUST

"Must" es un verbo auxiliar modal. Se usa principalmente para indicar una obligación o prohibición ("deber hacer algo" o "no deber hacer algo").

1 Formación de "must".

Afirmativa

I must

Interrogativa

Must I...?

Como verbo auxiliar comparte las características de los modales (por ejemplo "should")

- Va seguido de un verbo en infinitivo sin "to".
- Se conjuga igual para todas las personas, singular y plural.
- La tercera persona del singular no lleva -s en el presente simple.
- No necesita añadir el auxiliar *do/does* para la forma interrogativa y negativa.
- No tiene tiempos compuestos ni progresivos.
- No tiene infinitivo.

2 Usos de "must"

1 Para expresar **obligación**, deber moral o consejo.

You must be back soon.

-Debes estar de vuelta pronto.

She must respect her parents.

-Debes respetar a tus padres.

-Diferencia con "have to": "must" se usa para dar órdenes o expresar una obligación moral de la persona que habla u ordena y "have to" indica que la obligación viene de normas externas, una tercera persona o de una circunstancia.

I must go to work.

-Tengo que ir a trabajar.

I have to do what my parents say.

-Tengo que hacer lo que mis padres dicen.

Actividad 1. Completa las siguientes oraciones con el verbo marcado en verde y los modales 'SHOULD' o 'MUST' en afirmativo o negativo, según corresponda.

1.3 MUSTN'T

1 Formación

"must not" (o "mustn't")

2 Uso

Para expresar **prohibición**.

-Diferencia con "have to": "don't have to" indica que algo no es necesario, es decir, que no existe obligación

You mustn't eat in class.

-No debes comer en clase.

You don't have to come to visit me.

-No tienes por qué venir a visitarme.

2 Con significado de **deducción** afirmativa. Sólo se utiliza "must".

He arrived late. He must be tired.

-Él llegó tarde. Debe de estar cansado.

Look at that car. It must be expensive.

-Mira ese coche. Tiene que ser caro.

Actividad nº 3. Complete these sentences with mustn't or don't/doesn't have to.

1. It is forbidden. You _____ do that.
2. You _____ ask my permission. You can do what you want.
3. You _____ speak to the driver when the bus is moving. It's dangerous.
4. You _____ park here. There is a double yellow line.
5. Pay me back when you can. You _____ do it immediately.
6. It's optional. We _____ go if you don't want to.
7. I'll tell you a secret. You _____ tell anybody else. Promise?
8. Be on time. You _____ be late or we will leave without you.
9. He's a millionaire. He _____ work but he does because he enjoys it.
10. I like Saturdays because I _____ go to work.
11. This is very important. You _____ forget what I said.
12. It's very informal here. You _____ wear a tie unless you want to.
13. In athletics, you _____ start before the gun is fired.

Actividad 4. Complete these sentences with must, mustn't or the correct form of have to.

- 1.- At our school we _____ wear a uniform.
- 2.- You _____ cross the roads without looking. It's dangerous.
- 3.- You _____ turn on the central heating. It's automatic.
- 4.- The exams are next week. I _____ work harder.
- 5.- You _____ forget your umbrella. It's going to rain.
- 6.- Students _____ listen to the teacher or they won't understand.
- 7.- You _____ cross the road when the red light is showing
- 8.- We _____ leave now or we'll miss the plane.
- 9.- Soldiers _____ obey orders.
- 10.- Sorry, I _____ go now. I don't want to be late.
- 11.- Shop assistants _____ deal with the public.
- 12.- You _____ come with us if you don't want to.
- 13.- I was late this morning because I _____ wait a long time for the bus.
- 14.- In Spain, teachers _____ wear uniforms.
- 15.- You _____ take food in your room.
- 16.- You _____ use the elevators in case of fire.
- 17.- I _____ wear glasses because I can't see very well.
- 18.- You _____ read this book. It's really good.
- 19.- You _____ go shopping today. We don't need anything.
- 20.- You _____ a mobile phone in class.
- 21.- We _____ feed the animals. It's forbidden.

1.4 Prepositions of place

Prepositions of place

These prepositions are used to describe where is something.

(Preposiciones de lugar son palabras para describir donde está algo.

Estas son las más comunes y las que debemos estudiar.)

on - encima de

under - debajo de

in - en

inside - adentro

outside - afuera

in front of - en frente de

behind - atrás

next to - al lado between - entre (dos)

among - entre muchos

across from - del otro lado de la calle (también se dice "opposite")

opposite - del otro lado (de la calle u otra cosa)

above - arriba

below - abajo

around - alrededor

on the right - a la derecha

on the left - a la izquierda

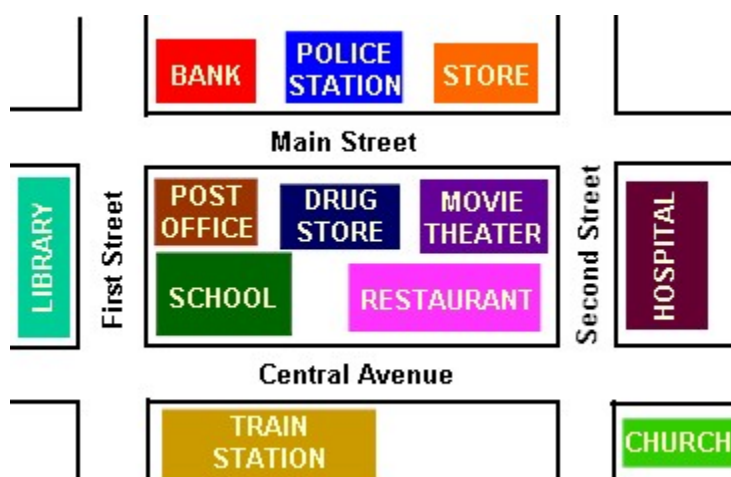
Actividad 5. LOOK THE MAP BEHIND AND CHOOSE THE CORRECT PREPOSITION:

Estudie las preposiciones del cuadro abajo y seleccione la preposición correcta en las oraciones según la posición en el mapa.

next to - al lado

between - entre

across from - del otro lado de la calle



1. The police station is _____ the bank and the store.
2. The drug store is _____ the police station.
3. The school is _____ the restaurant.
4. The train station _____ the school.
5. The drug store is _____ the movie theater and the post office.

Actividad 6. Estudie las preposiciones del cuadro abajo y seleccione la preposición correcta según la posición en la foto. **STUDY THE PREPOSITIONS BELOW AND PUT THEM IN THE CORRECT PLACE:**

in front of - en frente de

behind - atrás

between - entre

above - arriba

below - abajo

on the right - a la derecha

on the left - a la izquierda



1. The house is -----the car.
2. The dog is -----the sun.
3. The tree is -----the house.
4. The car is -----the house.
5. The sun is -----the dog.
6. The house -----the dog and the tree.
7. The dog is -----the house.

Prepositions of Place: at, in, on

In general, we use:

- **at** for a POINT
- **in** for an ENCLOSED SPACE
- **on** for a SURFACE

at POINT	in ENCLOSED SPACE	on SURFACE
---------------------------	------------------------------------	-----------------------------

at POINT	in ENCLOSED SPACE	on SURFACE
at the corner	in the garden	on the wall
at the bus stop	in London	on the ceiling
at the door	in France	on the door
at the top of the page	in a box	on the cover
at the end of the road	in my pocket	on the floor
at the entrance	in my wallet	on the carpet
at the crossroads	in a building	on the menu
at the front desk	in a car	on a page

Look at these examples:

- Jane is waiting for you **at** the bus stop.
- The shop is **at** the end of the street.
- My plane stopped **at** Dubai and Hanoi and arrived **in** Bangkok two hours late.
- When will you arrive **at** the office?
- Do you work **in** an office?
- I have a meeting **in** New York.
- Do you live **in** Japan?
- Jupiter is **in** the Solar System.
- The author's name is **on** the cover of the book.
- There are no prices **on** this menu.
- You are standing **on** my foot.
- There was a "no smoking" sign **on** the wall.
- I live **on** the 7th floor **at** 21 Oxford Street **in** London.

Notice the use of the prepositions of place **at**, **in** and **on** in these standard expressions:

at	in	on
-----------	-----------	-----------

at	in	on
at home	in a car	on a bus
at work	in a taxi	on a train
at school	in a helicopter	on a plane
at university	in a boat	on a ship
at college	in a lift (elevator)	on a bicycle, on a motorbike
at the top	in the newspaper	on a horse, on an elephant
at the bottom	in the sky	on the radio, on television
at the side	in a row	on the left, on the right
at reception	in Oxford Street	on the way

Actividad 7. Prepositions Of Place

Write the most suitable preposition (a, b or c) in the blank:

- Don't stand _____ the television. I can't see!
a) on b) in front of c) above
- Come and sit _____ me so that I can hear you better.
a) beside b) under c) on
- From the plane we could see people in the fields _____ us.
a) beside b) below c) above
- You'll have to turn round to see it. It's _____ you.
a) behind b) in front of c) over
- The dead man was lying _____ the ground.
a) behind b) in front of c) on
- Careful you don't scratch the table! Better put a cloth _____ it.
a) above b) beside c) over
- It's dark where the road goes _____ a railway bridge.
a) on b) behind c) under
- He looked up at the ceiling _____ him.
a) above b) under c) below
- You can sit _____ that chair. Nobody is sitting there.
a) in front of b) on c) above
- The police car came first. The president was in the car _____ it.

a) behind

b) on

c) under

2. VOCABULARIO: Healthy habits

Useful Phrases

Think of some phrases you could use to **describe a healthy lifestyle**.

- Maintain a balanced diet
- Eat healthily
- Eat home-cooked meals
- Look after your personal hygiene
- Go to the dentist for a yearly checkup
- Maintain a healthy sleeping pattern
- Get a good night's rest
- Get regular physical exercise
- Get/keep fit
- Do some exercise
- Get in shape
- Avoid unhealthy habits
- Quit smoking
- Cut down on...(sugar, salt, red meat, junk food etc. etc.)
- Limit your (alcohol, salt, calorie etc. etc.) intake
- Take some time off

3. READING

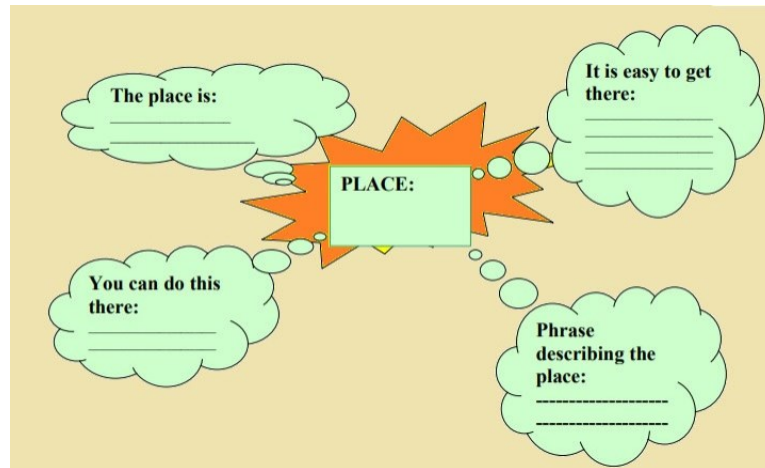
Actividad 8. Read the text about computers and fill the blanks with the following words:

access messages games texts search b download music update

It is difficult to understand our society if we don't consider computers. Thanks to computers, we can have _____ to information, we can interchange _____ and documents, we can play computer _____, we can write and save, we can solve mathematics, we can _____ things in the Internet, we can _____ files in order to watch TV and movies and to listen to _____, we can communicate with other people. As technology changes so much, computers can become obsolete quickly and we should _____ our devices and skills

very quickly as well.

4. WRITING



1. Pre-writing

- Brainstorm ideas about a place you've been to lately and enjoyed.
- Brainstorm descriptions of the place. Write things that attracted you.
- Brainstorm directions on how to get there.

2. Writing

- Write a paragraph of the place you visited.
- Use the phrase describing the place in your topic sentence.
- Give descriptions of the place on your supporting details. Then write about the things you can do there and the directions on how to get there.
- Conclude with a sentence that restates why you should visit the place and that it is easy to get there.

3. Post-writing

- Draw a city map on the location of the place you just wrote about. Share the information with a classmate and explain where the place is by showing your map.

Writing tips

1. Capital letters and punctuation.

In English we use capital letters for:

- Names of people
- Cities, countries, nationalities and languages
- Days of the week, months and festivals
- The first word of a sentence
- The pronoun I

We use ...

- A full stop (.) at the end of a sentences
- A question mark (?) at the end of a question
- An exclamation mark (!) at the end of a sentence to express strong feelings
- A comma (,) to separate items in a list

Actividad 9. Correct the sentences below.

1. bob marley was born in Jamaica in 1945
2. he grew up in a small village called nine miles
3. his favourite american singers were ray charles elvis presley and fats domino
4. do you know how many albums he sold
5. he died in miami in 1981
6. his music is fantastic

2. And, but, or, because and so.

We use **and** to link ideas.

*I walked into a market **and** I saw everybody eating langos.*

We use **but** to contrast different ideas.

*There were other kinds of street food, **but** this was my favourite.*

We use **or** to give different options.

*You can eat just the langos **or** have it with sour cream, cheese and garlic.*

We use **because** to give reasons.

*I had meal called lam **because** I wanted to try ytraditional Lao fod.*

Wer use **so** to show results

*It come with two sauces, **so** it's very tasty!*

Actividad 10. Complete the sentences below using those words.

1. Lisa didn't eat the fish _____ it was raw.
2. Would you like grilled steak _____ fried chicken?
3. My friends recommended the Japanese restaurant, _____ I didn't like the food.
4. Mrs Lee made a Chinese meal _____ it was delicious!
5. The bread wasn't fresh, _____ I didn't buy it.

5. SPEAKING: EXCUSE ME, SIR/MADAM. HOW DO I GET TO...?

A continuación te presentamos un mapa del centro de Edimburgo. Como verás el punto de partida de los itinerarios es un hotel que está en **Leamington Terrace**. Imagina que tú estás en ese hotel y quieres llegar a una Biblioteca Pública que sabes está en la calle Queensferry (marcado en **rojo** en el mapa); el conserje del hotel te va a guiar con la ayuda del mapa. Lo único que tienes que hacer es seguir el itinerario que te da y que está marcado en **amarillo**. Para que te entiendas mejor, nuestras aclaraciones van en **negro**.



*Tu parte del diálogo en verde.

*Las instrucciones del conserje en azul.

La primera indicación imprescindible si salimos de un edificio es el primer giro, derecha o izquierda.

- Excuse me, sir. How do I get to the Public Library in Queensferry Street?

- Look at the map. Go out into Leamington Terrace and turn right.

Si utilizamos los puntos de referencia como los nombres de las calles facilitamos mucho el seguimiento del itinerario.

- Then, take the first turning on the right, which is Gilmore Place.

- Go straight ahead and turn left at the end, into Lothian Road. Then, go straight ahead and turn right at the end, which is Princess Street. Take the first turning on the left and then the first turning left again, into Queensferry Street.

Al llegar al punto deseado es conveniente localizarlo:

- The Public Library is on your right, after the first corner

EXERCISE: Work with a partner. Student A asks student B how to arrive in the **castle**. Then swap roles. Student B asks student A how to arrive in **Waverley Station**.

Example:

- Excuse me, sir. Is there any travel agency near here? -

Oh yes of course; there is one in Melville Drive.

- How can I get there?

- Well, look at this map; we are here in Leamington Terrace; first go out into Leamington Terrace and turn left, and then left again.

- Into Bruntsfield Place?

- Yes, go straight ahead and when you get to Melville Drive, turn right. The travel agency is on your right, before the second crossing.

MÓDULO 3

PARTE Nº 2: BODY AND MIND

TEMA III. GET WELL

1. Grammar:
 - 1.1 *Have to / don't have to*
2. Vocabulary: *Illness*
3. Reading: *Conversation between a doctor and a patient*
4. Writing tips 3 and 4

1. GRAMÁTICA: *HAVE TO / DON'T HAVE TO*

Prohibition, Obligation, No obligation

To express prohibition, obligation and no obligation we usually use **modal verbs**.

1. Obligation

Have to and **must** are both used to express obligation. There is a slight difference between the way they are used.

- o **Have to** shows us that the obligation comes from somebody else. It's a law or a rule and the speaker can't change it.

Do you have to wear a uniform at your school?

John can't come because **he has to work** tomorrow.

In Britain **you have to buy** a TV licence every year.

- o **Must** shows us that the obligation comes from the speaker. It isn't a law or a rule.

I must call my dad tonight.

You must hand in your homework on Tuesday or your mark will be zero.

You must come and visit us the next time you come to London.

2. No obligation

We use **don't have to** to show that there is no obligation. You can do something if you want to but it's not compulsory.

You don't have to wear a tie in our office. You can wear a tie if you want to but it's OK if you don't.

It 'll be nice if you do but you don't have to come with me if you don't want to.

You don't have to dress up for the party. Wear whatever you feel comfortable in.

Actividad nº1.

Complete these sentences with mustn't or don't/doesn't have to.

1. It is forbidden. You _____ do that.
2. You _____ ask my permission. You can do what you want.
3. You _____ speak to the driver when the bus is moving. It's dangerous.
4. You _____ park here. There is a double yellow line.
5. Pay me back when you can. You _____ do it immediately.
6. It's optional. We _____ go if you don't want to.
7. I'll tell you a secret. You _____ tell anybody else. Promise?
8. Be on time. You _____ be late or we will leave without you.
9. He's a millionaire. He _____ work but he does because he enjoys it.
10. I like Saturdays because I _____ go to work.
11. This is very important. You _____ forget what I said.
12. It's very informal here. You _____ wear a tie unless you want to.
13. In athletics, you _____ start before the gun is fired.

Actividad nº 2

Complete these sentences with must, mustn't or the correct or the correct form of have to.

- 1.- At our school we _____ wear a uniform.
- 2.- You _____ cross the roads without looking. It's dangerous.
- 3.- You _____ turn on the central heating. It's automatic.
- 4.- The exams are next week. I _____ work harder.
- 5.- You _____ forget your umbrella. It's going to rain.
- 6.- Students _____ listen to the teacher or they won't understand.
- 7.- You _____ cross the road when the red light is showing.
- 8.- We _____ leave now or we'll miss the plane.
- 9.- Soldiers _____ obey orders.
- 10.- Sorry, I _____ go now. I don't want to be late.
- 11.- Shop assistants _____ deal with the public.
- 12.- You _____ come with us if you don't want to.

- 13.- I was late this morning because I _____ wait a long time for the bus.
- 14.- In Spain, teachers _____ wear uniforms.
- 15.- You _____ take food in your room.
- 16.- You _____ use the elevators in case of fire.
- 17.- I _____ wear glasses because I can't see very well.
- 18.- You _____ read this book. It's really good.
- 19.- You _____ go shopping today. We don't need anything.
- 20.- You _____ a mobile phone in class.
- 21.- We _____ feed the animals. It's forbidden.
- 22.- You _____ smoke on public places.
- 23.- My wife _____ go to work today. It's a holiday.
- 24.- You _____ shout. I can hear you.
- 25.- We _____ be quiet in the library.
- 26.- You _____ use a computer on the plane.

Para saber más ONLINE ACTIVITIES

1. Visita el siguiente enlace para conocer la estructura de MUST.<https://www.englishclub.com/grammar/verbs-modals-have-to-must-not.htm>
2. Visita el siguiente enlace para empezar a practicar MUST.<http://www.better-english.com/easier/must.htm>
3. Visita el siguiente enlace para seguir practicando MUST.
<http://www.aulafacil.com/cursos/l15482/idiomas/ingles/ingles-a1/verbos-modales-ii-must-ejercicios>

2. VOCABULARY: ILLNESS

The most common ways to ask about someone's health are:

- How do you feel (today)?
- How are you feeling?
- Is everything okay?

They will most likely respond:

- I'm fine.

- I feel sick.
- Not so good.
- Not very well.
- I don't feel well.
- I'm sick.

When you see (or hear) that they are not well, then you can ask:


- What's the matter?
- What's wrong?

If the person wants to say what is wrong, they may give the reason they feel that way:

- I have ... (+ health condition)
- I've got ... (+ health condition)
- **I have** a headache
- **I've got** a sore throat.

ENGLISH
VOCABULARY

HOW DO YOU FEEL?




How are you?
How are you today?
How do you feel?
How do you feel today?


+ I feel ... -

fine	sick
good	awful
great	terrible
fantastic	miserable

I'm sick.
I feel sick.
Not so good.
Not very well.



How do you feel?
What's the matter?
I'm sorry to hear that.



Not so good.
I have a headache.

When you hear (or see) that someone is not well, then you can ask:

What's the matter?
What's wrong?

And the person who is sick or has a health problem may respond:

I have ... (+ health problem)
I've got ... (+ health problem)

EXAMPLE: I have a sore throat.

www.grammar.cl
www.woodwardenglish.com
www.vocabulary.cl

List of Health Problems

The following is a list of common health problems (ailments and illnesses) with the definition of each word or expression:

an allergy: a medical condition that causes you to react badly or feel sick when you eat or touch a particular substance.

asthma: a respiratory condition where spasms in the lungs cause difficulty in breathing. An asthmatic uses an inhaler to calm the spasms.

a backache: a prolonged pain in the back.

a broken leg: when a bone in the leg is broken. A broken leg is put in a cast to help immobilize the leg so that it heals quicker. Other parts of the body with bones can also be broken, for example a *broken arm*, a *broken wrist* etc.

cancer: a serious disease caused by an uncontrolled division of abnormal cells that kill normal body cells in a part of the body.

a cold: a common viral infection which causes mucus to run from the nose, gives a sore throat and often includes sneezing.

a cough: the act of expelling air from the lungs with a sudden sharp sound.

diarrhoea: (America English: **diarrhea**) an illness in which faeces are discharged from the bowels frequently and in a liquid form.

an earache: pain inside the ear.

a fever: an abnormally high body temperature, usually accompanied by shivering and a headache.

the flu: flu is the common name given for *influenza*. It is a contagious viral infection of the respiratory passages that causes fever and severe aching.

a headache: a continuous pain in the head.

heartburn: a form of indigestion felt as a burning sensation in the chest. It is caused by acid regurgitation into the esophagus.

(the) measles: an infectious viral disease causing fever and a red rash on the skin. It typically occurs in childhood.

a rash: a lot of small red spots on the skin that are usually itchy.

a sore throat: a condition of pain in the throat, typically caused by inflammation of it.

a sprain: an injury to a joint in your body, especially your wrist or ankle, caused by suddenly twisting it.

a stomachache (US) - stomach ache (Brit): The pain in a person's belly. Notice how the word can be spelled together or as two words, depending on the country.

sunburn: when the skin becomes red with inflammation as a result of overexposure to the ultraviolet rays of the sun.

a **toothache**: the pain in a tooth or teeth.

3. READING:

Actividad 3. Read a conversation between a patient and a doctor. Sasha does not feel well and goes to see the doctor.

Dr. Smith: Hello, Sasha. How are you feeling today?

Sasha: I don't feel well.

Dr. Smith: What's wrong? Can you tell me how you feel?

Sasha: Well, I have a terrible headache.

Dr. Smith: Hmm...Anything else? Does your throat hurt?

Sasha: Yes, it hurts a little. I have a cough too.

Dr. Smith: Do you have a fever?

Sasha: Yes, I have a low fever.

Dr. Smith: It sounds like you may have the flu.

Sasha: Oh, that's terrible.

Dr. Smith: Don't worry. I will give you some medicine and you will feel better soon.

Sasha: Okay. Can I go to work tomorrow?

Dr. Smith: No. Stay home tomorrow, get some rest, and drink plenty of juice and water.

Sasha: Thank you, Doctor.

Dr. Smith: Okay, take care of yourself and I hope you feel better soon.

Answer the questions.

1. How does Sasha feel today?
2. What are his symptoms?
3. What kind of illness does he have?
4. What does the doctor tell him?

4. WRITING

Writing tips 3 and 4

3. Order of adjectives and time expressions.

Adjectives usually come before nouns or after the verb to be.

You'll have a **great** time!

You won't be **sorry**.

Time expressions usually come at the end of sentences, but can also come at the beginning.

Go to the market on Sunday.

At night, you can go dancing.

Actividad 4. Add the words in brackets to the sentences below.

1. I bought some souvenirs. (cheap, yesterday)
2. They will have an adventure. (next week, exciting)
3. Ed had a meal in a restaurant. (delicious, last night)
4. The tourists will learn about the Inca culture. (tomorrow, fascinating)

4. Adjectives and adverbs.

We can use adjectives and adverbs to add more information to our writing and make it interesting.

There was a car accident and an ambulance took the drivers to hospital.

There was a **terrible** car accident and an ambulance took the drivers to the hospital **immediately**.