

## MÓDULO 3

### PARTE Nº 3: LOOKING FORWARD

#### TEMA I. LET'S CELEBRATE

1. Grammar:
  - 1.1 Present simple with future meaning
  - 1.2 Present continuous with future meaning
  - 1.3 Quantifiers (I)
2. Vocabulary:
  - 2.1 Festivities
  - 2.2 Making arrangements
3. Reading: Unusual British Festivals
4. Writing tips 5 and 6

#### 1. GRAMMAR

##### 1.1 Present simple with future meaning

1. **USE:** The Present Simple with future meaning is used in the following situations:

- Official timetable.

*Example:* The train **leaves** at 11:00 am.

- Formal appointments.

*Example:* My appointment with the doctor **is** tomorrow

#### 2. FORM

(+) SUBJECT + VERB (3rd person singular => -s/-es) + COMPLEMENTS

*Example:* The train leaves at 11:00 am.

(-) SUBJECT + DON'T/DOESN'T + VERB + COMPLEMENTS

*Example:* The train doesn't leave at 11:00 am.

(?) DO/DOES + SUBJECT + VERB + COMPLEMENTS + ?

*Example:* Does the train leave at 11:00 am.?

#### SHORT ANSWERS

(+) YES, + SUBJECT + DO/DOES

*Example:* Yes, it does

(-) NO, + SUBJECT + DON'T/DOESN'T

*Example:* No, it doesn't

## SHORT FORMS

DO NOT= DON'T DOES NOT = DOESN'T

### 3. TIME EXPRESSIONS

Time expressions go in the end of the sentence, they are complements.

*Examples:* Tonight, tomorrow, next Sunday, next weekend, next summer, next year, etc.

#### Note

Some verbs add -ES instead of -S when the subject is third person singular. This is due to phonetical reasons.

- a. DO, GO add -ES → She goes, He does
- b. Verbs ending in s or a sound similar to s add -ES

-ss miss – missES → She missES, He passES.

-sh wash – washES → He washES, She wishes

-ch watch – watchES → She watchES, He catchES

- c. Verbs ending in consonant + y add -ies

Study – study + i + es → I study English, she studIES with meCarry – carry + i + es → I

carry boxes, he carrIES bags

#### 1.2 Present continuous with future meaning

1. **USE:** We use the Present Continuous with future meaning in the following situations:

- Specific plans near in time.

*Example:* **I'm watching** a film in the cinema tonight

- Dates.

*Example:* **I am visiting** the doctor this evening at 8:00 pm.

#### 2. FORM

(+) SUBJECT + AM/IS/ARE + VERB-ING + COMPLEMENTS

*Example:* Mary is going to a party tonight

(-) SUBJECT + AM NOT/ISN'T/AREN'T + VERB-ING + COMPLEMENTS

*Example:* Mary isn't going to a party tonight

(?) AM/IS/ARE + SUBJECT + VERB-ING + COMPLEMENTS + ?

Example: Is Mary going to a party tonight?

### SHORT ANSWERS

(+) YES, + SUBJECT + AM/IS/ARE

Example: Yes, she is

(-) NO, + SUBJECT + AM NOT/ISN'T/AREN'T

Example: No, she isn't

### 3. SHORT FORMS

AM = 'M      ARE = 'RE      IS = 'S

AM NOT = 'M NOT      ARE NOT = AREN'T      IS NOT = ISN'T

### 4. TIME EXPRESSIONS

Time expressions go in the end of the sentence as they are complements.

Examples: Tonight, tomorrow, next Sunday, next weekend, next summer, next year, etc.

#### Note

Some verbs suffer changes when they add -ING.

a. When verbs end in silent *e*, the *e* drops out. Come – Come + ING → He is coming by car

Smoke – Smoke + ING → She is smoking a cigar  
Write – Write + ING → I am writing a postcard

b. Verbs ending in *consonant + vowel + consonant* double the last consonant. Sit – Sitting → She is sitting on a chair

Swim – Swimming → I am swimming in the sea

WATCH OUT, verbs ending in -X don't double the last consonant.

Fix – Fixing → The mechanic is fixing my car  
Mix – Mixing → The baby is mixing colours

c. One syllable verbs ending in -IE change -IE by -Y before adding -ING. Lie – Lie + y + ING → I am not lying to you!

Die - Die + y + ING → The fish is dying out of water

### Actividad 1. Say if the Present Continuous expresses a) an activity happening now or b) a planned future arrangement.

a. It's eight o'clock, Meg. Are you getting ready for school? a) \_\_\_\_\_

b. What time are Paul and Paula coming for dinner tonight? \_\_\_\_\_

c. Why are you laughing? \_\_\_\_\_

d. Where's Jim? He's taking the dog out for a walk. \_\_\_\_\_

e. What are you doing after school? \_\_\_\_\_

f. Are you enjoying the lesson? \_\_\_\_\_

g. She is working late next Friday? \_\_\_\_\_

**Actividad 2. Use these words to write sentences. Use the present continuous.**

a. I – not – go out – tonight. *I'm not going out tonight.*

b. I – meet – my friends – this evening. \_\_\_\_\_

c. Tom – not – come – to the party on Thursday. \_\_\_\_\_

d. My sister – get married – next December. \_\_\_\_\_

e. I – not – go to London – tomorrow. \_\_\_\_\_

f. I – stay at home – tonight. \_\_\_\_\_

g. I – go to the theatre – on Monday. \_\_\_\_\_

h. George – go to the dentist – on Friday. \_\_\_\_\_

i. Alice – go on holiday – to Mexico. \_\_\_\_\_

j. Bob – play football – on Saturday. \_\_\_\_\_

**Actividad 3. Fill the gaps with the verbs in brackets using either the present simple or present continuous.**

1 The train ..... at 9 at night. (arrive)

2 Giovanni ..... to spend the weekend with us. (come)

3 What time ..... you ..... to the doctor's on Wednesday?  
(go)

4 What time ..... the film .....? (start)

5 ..... the concert ..... at 7 or 8? (begin)

6 We ..... a dinner party on Friday and you're invited. (have)

7 Most shops in Spain ..... until 10 am. (open)

8 What time ..... the corner shop .....? (shut)

9 Where ..... you ..... in Bangkok? (stay)

10 My tai chi classes ..... next week. (start)

11 Our flight ..... in London at 4 o'clock in the afternoon. (land)

12 Everything's arranged. We..... house this Saturday. (move)

13 We..... at Lilith's Café this afternoon at four. (meet)

14 I'm sorry. I can't meet up this weekend. We..... to Wales. (go)

15 Our ferry ..... for Ibiza at 6 tomorrow morning. (depart)

#### Actividad nº 4

**Complete the conversation with the verbs in the box in the Present Simple or Present Continuous. Some verbs are used twice. Both verbal tenses have future meaning.**

**The Big Day:** take start leave go do depart get come

A Have you heard of Brad and Mimi?

B Brad and Mimi? What's happened?

A They \_\_\_\_\_ married on Saturday.

B You're joking. I didn't know that Mimi fancied Brad. When \_\_\_\_\_ the wedding \_\_\_\_\_ place?

A It \_\_\_\_\_ place on Saturday. Didn't you listen to me?

B Of course I did. But what time \_\_\_\_\_ it \_\_\_\_\_?

A The wedding ceremony \_\_\_\_\_ at 11 o'clock in the All Saints church.

B \_\_\_\_\_ you \_\_\_\_\_?

A Yes, I am. They've invited me. B Do you think I could join you?

A Why not? I'm sure the church is going to be full. But I \_\_\_\_\_ early in the morning, because my dad \_\_\_\_\_ to work by car on Saturday and he can take me to the All Saints.

B If your dad doesn't mind...

A No problem. The more, the merrier, he always says. By the way, \_\_\_\_\_ you \_\_\_\_\_ anything tomorrow morning? We could buy some present for them.

B Good idea. We can get the bus to the Macy's Shopping Gallery. It \_\_\_\_\_ at 9.35.

A All right. See you at the bus stop. Bye.

B Bye-bye.

#### Actividad nº 5

**Use the verbs in brackets to complete sentences in the present simple or continuous.**

1. I \_\_\_\_\_ Peter tonight. He \_\_\_\_\_ us to a restaurant. (meet, take)

2. The ferry \_\_\_\_\_ at 9.00 from Dover and \_\_\_\_\_ at 10.45 in Calais. (leave, land)

3. My parents \_\_\_\_\_ their wedding anniversary next Sunday.

They \_\_\_\_\_ to Paris. (celebrate, go)

4. I \_\_\_\_\_ a lecture this afternoon. And I \_\_\_\_\_ tomorrow either. (give, teach)

5. How \_\_\_\_\_ to the party tonight? \_\_\_\_\_ a bus? (get, catch)

**Actividad 6. Now write some examples of your own.**

- 1 .....
- 2 .....
- 3 .....
- 4 .....

**1.3 Quantifiers**



**There are some** books and **there is a** computer on the desk. **There is an** armchair behind the desk, and **there is a** woman cleaning it. **There is a** picture above the armchair, but **there aren't any** photographs. **There are no** CDs, but **there are a lot of** files on a bookshelf. **How many plants are there** in the office?

**RECUERDA QUE...**

Ya has visto estos contenidos en módulos anteriores: Módulo I: A / An

Módulo II: There is / There are Modulo II: How much / How many Modulo II: Some /

any

Repasemos antes de empezar los sustantivos contables e incontables.

- a. **Sustantivos contables** se refieren a aquellas cosas que podemos contar de forma unitaria: mesas, naranjas, horas, personas, casas, etc.
- b. **Sustantivos incontables** son los que no podemos contar de forma unitaria, y por ello los tenemos que dividir en unidades más pequeñas para poderlos contar:
  - el tiempo cronológico lo dividimos en años, meses, semanas, días, horas, etc. No esperamos 'tiempos', sino durante horas.
  - el dinero lo dividimos en monedas según el país: euros, dólares, yenes, etc. No decimos tengo dos 'dineros', sino tengo dos euros.
  - los líquidos los dividimos en litros, vasos, etc. Cuando nos tomamos 'un zumo', nos referimos a 'un vaso de zumo'.

### Actividad nº 7

Coloca las siguientes palabras en la columna correspondiente:

beef lamb egg burger milk coffee watermelon pineapple bread cocoa orange  
apple pasta potato crisp cheese cereal tea butter rice banana meat tuna sugar

| COUNTABLE | UNCOUNTABLE | OPCIONES             |
|-----------|-------------|----------------------|
|           |             | beef/egg/butter      |
|           |             | rice/lamb/burger     |
|           |             | watermelon/meat/milk |
|           |             | tuna/bread/pineapple |
|           |             | coffee/orange/sugar  |
|           |             | apple/cocoa/tea      |
|           |             | pasta/potato         |
|           |             | crisp/cheese         |
|           |             | cereal/banana        |

### SOME, ANY, NO

**SOME** y **ANY** son cuantificadores que se utilizan para indicar cantidades indeterminadas, es decir, que no podemos medir sino decir de forma aproximada (algo de, algunos, algunas, etc.). Van siempre delante de los sustantivos a los que acompañan, ya sean contables o incontables.

**SOME** se utiliza en oraciones afirmativas:

- **I want some sugar - Quiero algo de azúcar**
- **I need some time to think - Necesito algo de tiempo para pensar**
- **There were some people at the party - Había algunas personas en la fiesta**

- **I have some apples - Tengo algunas manzanas**

**ANY** se utiliza en oraciones interrogativas:

- **Do you need any time to think? - ¿Necesitas algo de tiempo para pensar?**
- **Were there any people at the party? - ¿Había alguna persona en la fiesta?**
- **Do you have any apples? - ¿Tienes alguna manzana?**

**ANY** se utiliza también en oraciones negativas con el verbo en negativa:

- **I don't want any sugar, thank you. - No quiero nada de azúcar, gracias.**
- **I don't need any time to think... - No necesito nada de tiempo para ...**
- **There weren't any people at the party. - No había ninguna persona en la fiesta.**
- **I don't have any apples. - No tengo ninguna manzana.**

**NO** se utiliza en oraciones negativas cuando el verbo va en afirmativa:

- **I want no sugar, thank you - No quiero azúcar, gracias.**
- **I need no time to think - No necesito tiempo para pensar.**
- **There were no people in church - No había nadie en la iglesia.**
- **I have no apples - No tengo manzanas.**

**¡¡¡OJO!!!** Cuando hacemos preguntas y esperamos un "Sí" por respuesta, podemos utilizar **SOME**:

- **Do you want some water? ¿Quieres algo de agua?** (Vemos que la persona está sedienta)
- **Do you need some time to think? ¿Necesitas algo de tiempo para pensar?** (Vemos que la persona está indecisa)

### Actividad nº 8

Completa con **SOME, ANY o NO**:

- There isn't \_\_\_\_\_ food in the fridge.
- My wallet is empty. I have got \_\_\_\_\_ money left.
- I bought a kilo of apples and \_\_\_\_\_ cheese yesterday.
- Is there \_\_\_\_\_ sugar for the cake?
- Would you like \_\_\_\_\_ tea?
- I'm very busy. I have \_\_\_\_\_ time to talk to you.

### Para saber más ONLINE ACTIVITIES.

Pulsando aquí aparecerán 3 ejercicios para que repases lo que sabes sobre **SOME, ANY, NO**.



1. Visita el siguiente enlace para practicar There is, There are, There isn't much y There aren't many

<http://www.better-english.com/easier/count3.htm>

2. Visita el siguiente enlace para practicar some y any <http://www.better-english.com/easier/someany.htm>

3. Visita el siguiente enlace para practicar some, any, someone, anything, etc. <http://www.better-english.com/easier/some.htm>

### MUCH, MANY, A LOT OF

Siguiendo en la línea de lo que comentábamos al principio sobre sustantivos contables e incontables, veremos ahora el uso de estos tres cuantificadores, que sirven para indicar una cantidad grande pero indeterminada de algo, es decir mucho, muchos, muchas, etc.

**A LOT OF** se utiliza para cosas contables e incontables, generalmente en afirmativa:

- **There are a lot of students at school - Hay muchos alumnos en el colegio**
- **I have a lot of problems - Tengo muchos problemas**
- **I spent a lot of money yesterday - Gasté mucho dinero ayer**
- **There is a lot of water in the sea - Hay mucha agua en el mar**

**MANY** se utiliza para cosas contables, en afirmativa, negativa o interrogativa:

- **There are many people at the party - Hay muchos alumnos en la fiesta**
- **I don't have many problems - No tengo muchos problemas**
- **Do you have many brothers? - ¿Tienes muchos hermanos?**

**MUCH** se utiliza para cosas incontables, generalmente en negativa:

- **I don't have much time - No tengo mucho tiempo**
- **I didn't spend much money yesterday - No gasté mucho dinero ayer**

### Actividad nº 9

Choose the best answer:

| Opciones                            |                                       |
|-------------------------------------|---------------------------------------|
| <u>could you lend me some?</u>      | <u>much noise in the pub?</u>         |
| <u>many questions.</u>              | <u>much milk for the cake?</u>        |
| <u>a lot of homework to do.</u>     | <u>much tea?</u>                      |
| <u>many people in the street?</u>   | <u>a lot of shops.</u>                |
| <u>a lot of books and magazines</u> | <u>a lot of money to buy a house.</u> |

a. Do you need \_\_\_\_\_

b. I haven't got much money, \_\_\_\_\_

- c. I have got \_\_\_\_\_
- d. Are there \_\_\_\_\_
- e. Is there \_\_\_\_\_
- f. Do you drink \_\_\_\_\_
- g. I like reading. I have got \_\_\_\_\_
- h. They didn't ask me \_\_\_\_\_
- i. It costs j. Madrid is a beautiful city, and it has got \_\_\_\_\_

**Para saber más ONLINE ACTIVITIES**

1. Visita el siguiente enlace para practicar **There is, There are, There isn't much** y **There aren't many**

<http://www.better-english.com/easier/count3.htm>

2. Visita el siguiente enlace para practicar **much** y **many**

<http://www.better-english.com/easier/much.htm>

3. Visita el siguiente enlace para practicar **a lot of, not much** y **not many**

<http://www.better-english.com/easier/notmuch.htm>

**2 and 3 . VOCABULARY AND READING**

**2.1 Festivities**

**Read the presentation about unusual British festivals and do the exercises to practise and improve your reading skills.**

1. **Preparation: matching. Do this exercise before you read. Match the two parts of the phrase to make common festival activities. Write a–f next to the numbers 1–6.**

Do they remind you of any other festivals that you know about?

**Actividad 10. Preparation: matching. Do this exercise before you read. Match the two parts of the phrase to make common festival activities.**

Write a–f next to the numbers 1–6.

- |                       |                           |
|-----------------------|---------------------------|
| 1..... follow         | a. a firework display     |
| 2..... cook and eat   | b. as a special character |
| 3..... watch          | c. your house or street   |
| 4..... take part in a | d. ancient traditions     |
| 5..... decorate       | e. competition            |
| 6..... dress up       | f. special food           |

**Actividad 11. Check your understanding: true or false. Do this exercise while you read. Circle True or False for these sentences.**

- |  |            |
|--|------------|
| 1. Many of these festivals are actually races or competitions.         | True False |
| 2. The Burning of the Clavie brings good luck for the new year.        | True False |
| 3. On Shrove Tuesday in Scarborough people dance with ropes.           | True False |
| 4. Cheese rolling involves running away from a big, round cheese.      | True False |
| 5. Snail racing started in the UK.                                     | True False |
| 6. The competition to pull the ugliest face is an old tradition.       | True False |
| 7. The Burning of the Clocks festival marks the summer solstice.       | True False |
| 8. The Burning of the Clocks festival ends with people throwing water. | True False |

**Actividad 12. Check your understanding: multiple choice Do this exercise while you listen. Circle the best phrase to complete these sentences.**

1. The Clavie is a ... *whisky container / a wooden cross / a bonfire made of things people don't need* .
2. In the Up Helly Aa festival, they burn ... *a wooden man / a Viking boat / a line in the grass* .
3. During a pancake race, you ... *have to eat as many pancakes as possible / run as fast as possible while tossing a pancake in a pan / run and jump over the ropes without dropping the pancake* .
4. Nowadays, the people who win the cheese rolling competition are usually ... *top athletes / people from the village / visitors from all over the world* .
5. The fastest snail in the Snail Racing is ... *cooked with garlic and butter / rescued from the barbecue / given a prize of extra lettuce* .
6. Black pudding throwing is similar to ... *pancake tossing / Olympic sports like javelin and shotput / bowling* .
7. To win the best gurner competition, one man ... *had all his teeth removed / grew a really long beard / had a lot of facial piercings* .
8. The Burning of the Clocks festival is ... *2 years old / 20 years old / 200 years old*

### **Unusual British festivals**

I'm going to talk about British festivals. I'm sure you've heard about the Notting Hill Carnival in London and the Edinburgh Festival, but today we're going to look at a lot more that you might not know about. Actually, a lot of these are not exactly festivals, but strange races or competitions. Some of them are ancient and some are modern. So, let's start in January in the north of Scotland with the Burning of the Clavie. This is a whisky barrel which is set alight then carried through the streets as a bonfire. It's an ancient tradition which always takes place on 11th of January, the first day of the year, according to an older form of the calendar. The bonfire brings good luck for the coming year and people used to keep bits of burnt wood as protection against evil spirits. At the end of January, even further north, in the Shetland Islands, there's another fire festival, the Up Helly Aa. This seems like an ancient festival, but has actually only been going for about 130 years – well, it is fairly old, I suppose. People carry fire-lit torches

and a Viking boat through the streets, then set fire to the boat. There's lots of dancing; it's good fun.

Now to the north of England. On Shrove Tuesday in February, otherwise known as Pancake Day, a special Pancake Bell is rung in Scarborough. Everyone goes down to the road next to the beach where they skip – yep, they jump over long ropes, up to fifteen people to one rope. And they have pancake races. This is quite common in the UK – running with a frying pan and tossing a pancake at the same time.

Another kind of race takes place in spring – cheese rolling. In Gloucestershire, in the south-west of England, round cheeses in round boxes are sent rolling down a hill and people run after them and try and catch them. The hill is very steep, so people often fall over – if you take part in this you need to be very fit and wear your oldest jeans. Nowadays this strange custom attracts visitors from all over the world, but the people from the local village are usually the ones who catch the cheese.

From people-racing, to animals, very tiny animals. World Championship Snail Racing takes place in a village in Norfolk. The snails have to race from an inner circle to an outer circle and the winner gets a lot of lettuce. There's a party and barbecue for the snail owners and observers. This custom began in the 1960s after a local man saw something similar in France. In the UK we don't eat snails, by the way.

More fun, in my opinion, are the onion-eating contest, also in Gloucestershire – a race to finish eating a raw onion – and the Black Pudding Throwing Championship, in Lancashire. Black puddings are like big sausages made mainly from dried blood. Contestants bowl three black puddings each at 21 Yorkshire puddings set on a six-metre platform; the winner is the one who knocks down the most. Another fun contest takes place in September at the Egremont Crab Fair in Cumbria in the north of England. The World Gurning Championship is a competition to pull the ugliest face. It sounds ridiculous but this is an ancient British tradition and the Crab Fair itself dates back to 1267. The man who won the title of best gurner the most in recent years had all his teeth taken out so he could make terrible faces more easily

Finally, let's go back to the south of England. In Brighton there's a Burning the Clocks Festival to celebrate the winter solstice on December 21st. This custom started twenty years ago and is very popular. People make clock lanterns and time-themed figures of paper and wood, then walk through the town to the beach where the sculptures are set on fire and there's a massive firework display

**Actividad 13. Mixed sentences. Rearrange the words to make complete sentences.**

1. carnival/Rio/ has/ famous/ the / most/ in/ the / world.
2. festival / when / the / starts / people / square / gather/ in/ the/ town.
3. we/ have / and / parties/ other/ throughout/ festival / celebrations/ the.
4. some / of/ ceremonies/ the/ religious/ festivals/ in/ our/ are / very/ old.
5. our/ festival / annual/ lets/ us / visitors/ show / our/ local / culture.
6. you / learn / can / about/ the/ origin/ the / of/ museum/ the / festival / at / local.

7. in/ festival/ our/ summer / it / visit/ a / custom/ is/ to / our/ friends.
8. in/ November/ I / a / course / how/ learn / to/ joined / to/ Christmas/ make / decorations.
9. over/ thousand / two/ people / part/ took/ in / the / event.
10. when / it/dark/ gets/ set/ we/ the / off / fireworks.
11. our/ festivals/ us / help / to/ historical / remember/ famous/ events.
12. the / during/ festival / hold / we/ huge / a / open / air / concert.
13. there / are / traditional/ many/ which / recipes / special/ use / to/ make / people / food.
14. the / starts / festival/ with/ opening / parade/ an / where / walk/ people / the / streets / through.
15. festivals/ with/ religious/ a / are / meaning/ important/ very / in/ our/ country.
16. we/ have / four/ festivals/ one / in/ of/ the/ each / seasons/ four.
17. the / dancers/ in/ festival/ traditional/ wore / the / costume.
18. she / wrapped / present/ the/ tied / and / it/ ribbon / with.

## 2.2 Making arrangements

### Actividad 14. Put the phrases in the right group.

next week / when you are free / after work / next time you come / at the weekend / on Monday / yesterday / three days ago / tomorrow / in 2009 / last month / in October

In the past \_\_\_\_\_

\_\_\_\_\_

In the future \_\_\_\_\_

\_\_\_\_\_

In the past or future \_\_\_\_\_

\_\_\_\_\_

### Actividad 15. Complete the sentences.

get / Monday / I'm coming / the evening / at / week

Dear Nadia, \_\_\_\_\_ to the 'Teaching for Change' conference next \_\_\_\_\_ . I'm glad you are going, too. I'm arriving on \_\_\_\_\_ afternoon. I'll text you when I \_\_\_\_\_ to the hotel. Perhaps we can meet in \_\_\_\_\_? Are you free to go out for a meal \_\_\_\_\_ about 7:30? Hope to see you soon. Lisa

### Actividad 16. Match the endings of the sentences to the beginnings.

next Saturday. / convenient for you? / to seeing you tomorrow. / to meet? / free next Tuesday afternoon?

1. What time would you like \_\_\_\_\_

2. I look forward \_\_\_\_\_

3. I'm coming to London \_\_\_\_\_
4. When would be \_\_\_\_\_
5. Are you \_\_\_\_\_

**Actividad 17. Put the email in the right order.**

- A. I can call you then if it is convenient.
- B. Nguyen Minh Chau
- C. Are you free to talk about it on the phone tomorrow at about 3.30?
- D. Head Teacher – Vietnam International School
- E. Could you please let me know?
- F. Dear Mr Chan,
- G. I look forward to hearing from you soon.
- H. With best wishes,
- I. Thank you for your last email

**4. WRITING**

**Writing tips 5 and 6.**

**5. The opening sentence.**

The opening sentence presents the main idea of the paragraph.

**Actividad 18.. Read the text and choose a suitable opening sentence for the paragraph that follows.**

It is certainly very big – only the tiger is bigger than the lion. Most lions live in Africa, but there are some in India too. Lions are between 1.5 and 2 metres long and weigh about 190 kilograms. They live for about 12 years. Lions usually live in a group with other lions. They can run very fast (80KM/ hour) and they hunt large animals, such as antelopes and zebras,

- a. You can often see a lion at the zoo.
- b. Many people call the lion “the king of the jungle”.
- c. A lion is an aggressive animal.

**6. The closing sentence.**

The closing sentence summarises the main idea of the paragraph.

**Actividad 19. Read the text and choose a suitable closing sentence for the paragraph that follows.**

There many different aspects to driving an ambulance. Ambulance drivers have to drive fast and be responsible drivers. They have to be calm in emergencies. They

haven't got regular working hours and sometimes have to work at night. They should also be good at working with people.

- a. Most ambulance drivers like their job.
- b. Not many people want to be ambulance drivers.
- c. Driving an ambulance is not a job for everyone.

## MÓDULO 3

### PARTE Nº 3: LOOKING FORWARD

#### TEMA II. ON BOARD

1. Grammar: Future *be going to*
2. Vocabulary: *Travel accessories, holiday activities. Means of transport*
3. Reading: *A great summer vacation*
4. Writing tips 7 and 8

#### 1. The future: **be going to FUTURE WITH BE GOING TO**

1. **USE:** We use **be going to** to talk about:

- Plans.

*Example:* She **is going to have** a baby next winter

- Intentions.

*Example:* I **am going to buy** a car next year (I am saving money to buy a new car)

- Predictions based on an evidence.

*Example:* I **am going to pass** the exam (I am studying a lot and I am sure of it)

#### 2. FORM

(+) SUBJECT + AM/IS/ARE + GOING TO + VERB (bare infinitive) + COMPLEMENTS

*Example:* Mary is going to have a baby

(-) SUBJECT + AM NOT/ISN'T/AREN'T + GOING TO + VERB (bare infinitive) + COMPLEMENTS

*Example:* Mary isn't going to have a baby

(?) AM/IS/ARE + SUBJECT + GOING TO + VERB + COMPLEMENTS + ?

*Example:* Is Mary going to have a baby?

#### 3. SHORT ANSWERS

(+) YES, + SUBJECT + AM/IS/ARE

*Example:* Yes, she is

(-) NO, + SUBJECT + AM NOT/ISN'T/AREN'T

*Example:* No, she isn't

#### 4. SHORT FORMS

AM = 'M

ARE = 'RE

IS = 'S



AM NOT = 'M NOT

ARE NOT = AREN'T

IS NOT = ISN'T

## 5. TIME EXPRESSIONS

Time expressions go in the end of the sentence as they are complements.

*Examples:* Tonight, tomorrow, next Sunday, next weekend, next summer, next year, etc.

### The future: be going to FUTURE WITH BE GOING TO

2. **USE:** We use **be going to** to talk about:

- Plans.

*Example:* She **is going to have** a baby next winter

- Intentions.

*Example:* I **am going to buy** a car next year (I am saving money to buy a new car)

- Predictions based on an evidence.

*Example:* I **am going to pass** the exam (I am studying a lot and I am sure of it)

## 2. FORM

(+) SUBJECT + AM/IS/ARE + GOING TO + VERB (bare infinitive) + COMPLEMENTS

*Example:* Mary is going to have a baby

(-) SUBJECT + AM NOT/ISN'T/AREN'T + GOING TO + VERB (bare infinitive) + COMPLEMENTS

*Example:* Mary isn't going to have a baby

(?) AM/IS/ARE + SUBJECT + GOING TO + VERB + COMPLEMENTS + ?

*Example:* Is Mary going to have a baby?

## 3. SHORT ANSWERS

(+) YES, + SUBJECT + AM/IS/ARE

*Example:* Yes, she is

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*Example:* No, she isn't

## 4. SHORT FORMS

AM = 'M

ARE = 'RE

IS = 'S

AM NOT = 'M NOT

ARE NOT = AREN'T

IS NOT = ISN'T

## 5. TIME EXPRESSIONS

Time expressions go in the end of the sentence as they are complements.

*Examples:* Tonight, tomorrow, next Sunday, next weekend, next summer, next year, etc.

**Actividad 1. Use these words to write sentences. Use going to.**

- a. I – buy – a car. **I'm going to buy a car.**
- b. I – not – watch TV – in the morning. \_\_\_\_\_
- c. I – ride – a bicycle – this afternoon. \_\_\_\_\_
- d. I – buy – some books – tomorrow evening. \_\_\_\_\_
- e. You – invite – John – to your party? \_\_\_\_\_
- f. I – meet – my friends – this evening. \_\_\_\_\_
- g. I – not – stay – at home. \_\_\_\_\_
- h. He – not – have lunch – with me. \_\_\_\_\_
- i. Tom – visit – me – again. \_\_\_\_\_
- j. My friends – stay here – for a long time. \_\_\_\_\_

**Para saber más**

If you link here, you will find more information about will, as well as extra activities:

- a) Be going to. Exercise 1 <http://a4esl.org/q/h/0101/sv-goingto.html>
- b) Be going to. Exercise 2 <http://www.better-english.com/grammar/goingto4.htm>
- c) Be going to or will. Exercise 3 <http://perso.wanadoo.es/autoenglish/gr.gowil.i.htm>

**2. VOCABULARY: TRAVEL ACCESSORIES, HOLIDAY ACTIVITIES. MEANS OF TRANSPORT**

**Actividad 2. Order the letters of the words below to form correct words related to holidays and trips. The first letter of each word is underlined.**

- 1. We arrived at the \_\_\_\_\_ (tirpaor) and got on a plane.
- 2. Did you carry your \_\_\_\_\_ (eaggbag) onto the train?
- 3. When did you \_\_\_\_\_ (kchec-ni) at the hotel?
- 4. What do you know about the \_\_\_\_\_ (rultuce) of Japan?

5. Let's hurry! The airplane will \_\_\_\_\_ (tepadr) soon!
6. I want to buy some things at the \_\_\_\_\_ (ifgt psho).
7. He stayed at a very nice 5-star \_\_\_\_\_ (eholt).
8. Thomas really likes \_\_\_\_\_ (nteirnatiolna) travel.
9. When will you leave (elaev)?
10. Of course, we took a \_\_\_\_\_ (pam), so we didn't get lost.
11. Jenny had to show her \_\_\_\_\_ (ppoasrt) at the airport.
12. She wants to buy a \_\_\_\_\_ (osctarpd)
13. My father bought some \_\_\_\_\_ (siovuehrs) to remember his time in Paris.
14. I forgot to bring my train \_\_\_\_\_ (ckiett), so I couldn't get on the train.
15. There were many \_\_\_\_\_ (sstoiurt) taking pictures with their cameras.
16. We flew to New Zealand to \_\_\_\_\_ (tivsi) our relatives.

**Actividad 3. Check your vocabulary: picture matching Write the correct word under the picture.**

|         |          |          |       |          |         |
|---------|----------|----------|-------|----------|---------|
| picnic  | tent     | campsite | hotel | ticket   | airport |
| baggage | suitcase | caravan  | map   | passport | tourist |



#### Actividad 4. Check your vocabulary: matching

Match the vocabulary with the correct definition and write a–l next to the numbers 1–12.

|   |             |
|---|-------------|
| 1..... A person who is on holiday.  | a. Ticket   |
| 2..... You put your clothes and things in this when you go on holiday.                | b. Tent     |
| 3.....The place where you go to take a plane.   | c. Campsite |
| 4.....A place to go with your tent or caravan.  | d. Hotel    |
| 5.....Look at this to help you find places. With this you won't get lost!             | e. Tourist  |
| 6.....An official document with your photo. You need it to go to a different country. | f. Picnic   |
| 7.....When you eat outside, normally sitting on a blanket on the floor.               | g. Baggage  |
| 8.....You need this paper to get on a train or enter a museum, for example.           | h. Caravan  |
| 9.....A place to stay with lots of rooms.   | i. Suitcase |
| 10.....If you go camping, you need a caravan or a ____ to sleep in.                   | j. Map      |
| 11.....A house with wheels!   | k. Passport |
| 12.....Suitcases or bags that you carry when you're travelling.                       | l. airport  |

#### Para saber más

**Do the next exercises online to practice vocabulary related to holidays.**

<https://www.esolcourses.com/uk-english/beginners-grammar/questionwords/lesson-10/picture-quiz.html>

<https://www.esolcourses.com/uk-english/beginners-grammar/questionwords/lesson-10/vocabulary.html>

<https://www.esolcourses.com/uk-english/elementary-course/travel-andholidays/travel-picture-quiz.html>

<https://www.esolcourses.com/uk-english/elementary-course/travel-andholidays/travel-picture-vocabulary.html>

### 3. READING

#### Actividad 5. Read the text and answer the questions

##### A great summer vacation

I just returned from the greatest summer vacation! It was so fantastic, I never wanted it to end. I spent eight days in Paris, France. My best friends, Henry and Steve, went with me. We had a beautiful hotel room in the Latin Quarter, and it wasn't even expensive. We had a balcony with a wonderful view.

We visited many famous tourist places. My favorite was the Louvre, a well-known museum. I was always interested in art, so that was a special treat for me. The museum is so huge, you could spend weeks there. Henry got tired walking around the museum and said "Enough! I need to take a break and rest."

We took lots of breaks and sat in cafes along the river Seine. The French food we ate was delicious. The wines were tasty, too. Steve's favorite part of the vacation was the hotel breakfast. He said he would be happy if he could eat croissants like those forever. We had so much fun that we're already talking about our next vacation! Did you understand the text? 1) What city did they go to for their summer.

- 1) What city did they go to for their summer vacation?
- 2) How long was the summer vacation?
- 3) What did their hotel room have?
- 4) Who got tired walking in the Louvre museum?
- 5) What did Steve enjoy the most?

### 4. WRITING

#### Writing tips 7 and 8

##### 7. The body of a paragraph.

The body of a paragraph gives information which supports the main idea introduced in the opening sentence.

#### Actividad 6. Read the opening sentence below and tick the sentences that support the main idea.

Josh makes friends easily.

\_\_\_ 1. He is comfortable with strangers.

- \_\_\_\_\_ 2. He gets bored easily.
- 3. He always finds something to talk about.
- 4. He loves finding out about other people.
- 5. He enjoys hanging out with his close friends.

**8. Because, since, so and therefore.**

We use because and since to give reasons.

*The car wasn't popular **because** it was expensive.*

*Americans went to cinemas in the summer **since** they had air conditioning.*

We use so and therefore to show a result.

*Air conditioning made life easier in hot areas, **so** more people moved there.*

***Therefore**, air conditioning was an important factor in US geography.*

**Actividad 7. Complete the paragraph with because, since, so or therefore.**

Many people use saccharin instead of sugar \_\_\_\_\_ they have got health. Problems. For example, people who have got diabetes mustn't eat sugar. \_\_\_\_\_ saccharin is an ideal solution for them. Saccharin was invented by accident. Scientist Constantin Fahlberg came home after work and ate some bread. He was surprised \_\_\_\_\_ the bread was very sweet. He didn't wash his hands before eating. \_\_\_\_\_ he understood that the sweet flavour came from a substance in his lab. And that's how saccharin was born.

## MÓDULO 3

### PARTE Nº 3: LOOKING FORWARD

#### TEMA III. BE GREEN

1. Gramática: 1.1 Future *will / won't*  
1.2 *Quantifiers (II)*
2. Vocabulario: *Vocabulary related to the environment, pollution and environment issues*
3. Reading. *Environmental problems*
4. Writing tips 9 and 10

#### 1. GRAMÁTICA: FUTURE *WILL / WON'T*

##### FUTURE WITH WILL

1. **USE:** The future with will is used to talk about:

- Decisions taken at the moment of speaking, in other words, spontaneous decisions.

*Example:* Oh, what a mess in here! Come on, **I'll help** you sort the files.

- Opinions, wishes, uncertainty and suppositions about the future.

*Example:* **You won't finish** it in just one day. **It will rain** tomorrow anyway.

- Promises.

*Example:* **I will do** it tomorrow.

- Conditionals.

*Example:* If I need help, **I will tell** you.

#### 2. FORM

(+) SUBJECT + WILL + VERB (bare infinitive) + COMPLEMENTS

*Example:* Paul will pass his English exam

(-) SUBJECT + WILL NOT + VERB (bare infinitive) + COMPLEMENTS

*Example:* Paul will not pass his English exam

(?) WILL + SUBJECT + VERB + COMPLEMENTS + ?

*Example:* Will Paul pass his English exam?

#### SHORT ANSWERS

(+) YES, + SUBJECT + WILL

*Example:* Yes, he will

(-) NO, + SUBJECT + WON'T

*Example:* No, he won't

### 3. SHORT FORMS

WILL = 'LL

WILL NOT = WON'T / 'LL NOT

### 4. TIME EXPRESSIONS

Time expressions go in the end of the sentence, they are complements.

*Examples:* Tonight, tomorrow, next Sunday, next weekend, next summer, next year, etc.

#### Para saber más

If you link here, you will find more information about will, as well as extra activities:

- a) Future: will <http://www.ompersonal.com.ar/ELEMENTARY/unit18/page2.htm>
- b) Online activity [http://www.isabelperez.com/happy/tenses/exercises/will\\_2.ht](http://www.isabelperez.com/happy/tenses/exercises/will_2.ht)
- c) Online activity [http://www.isabelperez.com/happy/tenses/exercises/will\\_1.htm](http://www.isabelperez.com/happy/tenses/exercises/will_1.htm)

#### Note

**WILL**, entre otros, pertenece al grupo de los verbos modales.

Características de los verbos modales:

- son verbos auxiliares (es decir, no pueden ir nunca solos)
- no tienen significado (por eso mismo no pueden ir nunca solos)
- siempre acompañan a un verbo principal (que será quien lleve el significado)
- son invariables (es decir, no añaden “-s” en 3ª persona de singular – he, etc.)
- siempre van seguidos de infinitivo sin “to”. Es decir,
  - no añade “-s” de 3ª persona singular
  - no añade “-ing”
  - no añade “-ed” de pasado si es regular
  - no se pone en pasado simple (segunda columna) si es irregular
  - no lleva “to” delante
  - tampoco va seguido nunca de “to”

#### Actividad nº 1

**Choose the best option, will or be going to**



1. 'I haven't got my phone.' 'That's OK. \_\_\_\_\_ you mine.  
'I'll lend / I'm going to lend
2. It's Julia's birthday next week, so \_\_\_\_\_ her some flowers.  
We'll buy / We are going to buy
3. Will you lend me £10? I promise \_\_\_\_\_ it back to you tomorrow.  
I'll give / I'm going to give
4. \_\_\_\_\_ a barbecue tomorrow. It's all planned, so I hope it won't rain.  
We'll have / We're going to have
5. 'Jim's starting university tomorrow.' 'What \_\_\_\_\_ study?'  
will he / is he going to
6. You \_\_\_\_\_ that film. It's very frightening. Let's choose another one.  
won't like / aren't going to like
7. Do you think they \_\_\_\_\_ the presents we got for them?  
will like / are going to like
8. Look! The coach \_\_\_\_\_! Run or we'll miss it.  
will leave / is going to leave

## Actividad nº 2

**Fill in the gaps using *will* or *be going to***

- 1- A: Did you buy bread?  
B: Oh, no! I forgot to buy it. I \_\_\_\_\_ go back to buy some.
- 2- A: Why have you put on your coat?  
B: I \_\_\_\_\_ take dog out.
- 3- If I meet him, I \_\_\_\_\_ tell him the good news. 4- The phone is ringing. I \_\_\_\_\_ answer it.
- 5- I've bought a new book. Tonight I \_\_\_\_\_ stay at home and start reading it.
- 6- What \_\_\_\_\_ happen to her children if she doesn't find a job?
- 7- What \_\_\_\_\_ do tomorrow? \_\_\_\_\_ see the doctor?
- 8- I am so tired. I need some rest. I think I \_\_\_\_\_ take a week off.
- 9- A: Coffee or tea?

B: I \_\_\_\_\_ have coffee, please.

10- A: Where are you going?

B: I \_\_\_\_\_ do some shopping.

### Actividad 3. Underline the right form of the verb.

- We'll go / We are going to the theatre tonight. We've got the tickets.
- What will you do / are you doing tomorrow evening? Nothing, I'm free.
- I'll go / I'm going away tomorrow morning. My train is at 8.43.
- I'm sure he'll lend / he's lending you some money. He's very rich.
- Why are you putting on your coat? I'll go out / I'm going out.
- Do you think Claire will phone / is phoning us tonight?
- She can't meet us on Saturday. She'll work / She's working.

### 1.2 Grammar: quantifiers

**Quantifiers are words which show how many things or how much of something we are talking about.** They are:

much many (a)little (a)few a lot (of) some any no none both  
all either neither each every (the) other(s) another

#### Basic uses of "some" and "any"

##### Some

- Affirmatives: **There are some people waiting outside.**
- Questions + "yes": **Would you like some orange juice?**
- Requests: **May I have some tea?**
- (=certain): **Some people believe everything**
- Some=several: **I haven't phoned my uncle for some years.**

##### Any

- Negatives: **I don't want any sugar.**
  - Uncertain questions: **Do you have any money on you?**
  - With "hardly", etc.: **There's hardly any rain.**
  - With "at all": **I haven't any idea at all.**
  - After "if": **Buy some apples if you see any.**
  - Any=it doesn't matter who or which (cualquiera): **Any fool knows the right answer.**
- General statements: We always use zero in general statements. **Beans are good for you.**

## Not...any, no, none

1. We can use **no** when we mean not any. We use an affirmative verb with no.  
**There aren't any buses after midnight. = There are no buses after midnight.**  
**There aren't any plates left. = There are no plates.**
2. We can also use **no** in place of not a/an: **I'm not an expert. = I'm no expert.**
3. None stands on its own as a pronoun: **We have no bananas. We have none. I've seen none of them = I've seen no one.**
4. We do not use no of. Instead we use **none of** or **none** on its own. **None of the films that are shown in town look very interesting.**

## Much, many, (a) few, (a) little, a lot (of)

### Basic uses of "much" and "many"

We use **much** with singular uncountable nouns: **much money.**

We use **many** with plural countable nouns: **many trees.**

1. in negative statements: **There isn't much space in this flat. There aren't many pandas in China.**
2. in questions: **Is there much demand for silk stoking? Will there be many guests at the party?**
3. in formal statements: **Much money is spent for shopping. Many teachers retire early.**
4. in time references: **I've lived here for many years.**
5. with "as...as" **Take as much as you like.**
6. not much/not many to begin a sentence: **Not many know about this. Not much happens around here in winter.**

### Basic uses of "a lot of" (lots of)

We use **a lot of** with plural countable or singular uncountable nouns: **a lot of books.**

1. in the affirmative sentences: **She spends a lot of money on clothes. There were such a lot of people in the shops.**
  2. in negative statements for emphasis: **I haven't got a lot of time for people like him.**
- If we use a quantifier on its own (not in front of a noun or pronoun) we do not use of:  
**Did you buy any fruit? – Yes, I bought a lot/lots. (Not a lot of)**

### Basic uses of "little/a little" and "few/a few"

We use **few** and **a few** with plural countable nouns: **a few friends, few friends.**

We use **little** and **a little** with uncountable nouns: **a little time, little time.**

1. A little means "some but not much", "a small quantity": **He knows a little French.**
  2. A few – "a small number" **We are going away for a few days.**
- Compare: **I've got a little money** (=some, but not much)  
**I've got little money** (=nearly no)  
**I've got a few friends** (=some, but not many)

**I've got few friends** (=nearly no)

We sometimes use "only" with **a few** and **a little**: **I've got only a little time.**

## **Both, all, each, every**

### **Basic uses of "both" and "all"**

1. We use **both** and **both the** in exactly the same way to refer to two particular people or things (plural countable nouns):

**Both children /both the children are in bed.**

2. We use **all+noun** to refer to things in general (=the whole number or amount): **All children like to play** (plural countables). **All advice is useless** (uncountable nouns).

3. **All the** refers to particular people or things: **All the children in our street like to play** (=all the+ plural countable nouns) **All the advice you gave me was useless** (=all the+ uncountable noun)

Three basic positions of "both" and "all" in affirmative sentences

1. After be when it is the only verb in a sentence: **The girls are both ready** (=Both girls/Both the girls are ready) **The girls are all ready** (=All the girls are ready)

2. After auxiliaries or the first auxiliary when there is more than one: **The boys can both speak French** (=Both boys/Both the boys can speak French) **The committee should**

**all have resigned** (=All the committee should have resigned)

3. Before the main verb when there is only one verb: **The girls both left early** (=Both girls/Both the girls left early) **The girls all left early** (=All the girls left early)

We/you/they both = both of us/you/them

We/you/they both ready = both of us/you/them are ready

We/they all = All of us/them

We/they all left early = All of us/them left early

Us both/all = to both/all of us

He gave us both/all some money = He gave some money to both/all of us

In negative sentences:

Both → neither **Both the girls left early = Neither of the girls left early**

All → none **All the girls left early = None of the girls left early**

## **Each, every**

### **Basic uses of "each" and "every"**

1. We often use **each** and **every** to refer to two people or things. Each suggests 'one by one', 'separately'; every suggests 'all together':

**My wife and I each ordered avocado to start with.**

**Each child at the party had a piece of cake** (Every is possible)

**Every child in the world loves ice-cream**

2. We must use **every** after nearly and after not: **Nearly every shop is shut today.**

3. We cannot use of after every and we cannot use every at the end of a sentence:

**Each of the child received a present. They received a present each.**

## Another, (the) other(s), either, neither, all, (a/the) whole

### Basic uses

1. **Another** doesn't refer to anything in particular. It can mean:  
-'different': **Come another day.** (= any other day, no particular day)  
-'additional': **We need another day to finish this.** (= one more day, no particular day)
  2. We can contrast **some** and **other(s)** when we talk about things in general:  
**Some holidays are cheap and other holidays are expensive.**  
**Some holidays are cheap and others are expensive.** (= holidays in general)
  3. We can contrast **one** with **the other** or **the others** when referring to particular things:  
**This one is mine and the other one is yours.** (Or:... the other is yours)  
**This one is mine and the other ones are yours.** (Or:... the others are yours)
  4. We can use **the other(s)** to refer to people as well:  
**John went cycling and the other boy/the other boys went with him. John went cycling and the others went with him.**
  5. **The other day** can mean 'a few days ago'; **the next day** refers to the following day:  
**I met your father in the street the other day.** (= a few days ago)  
**We spent our first night in Cairo and the next day we went to Alexandria.**
- 'Either' and 'neither' + singular nouns**

**Either** and **neither** refer to two people, things, etc. only. Either means 'one or the other':

**Which pot will I use? - Either (of them). It doesn't matter which.**

**Neither** means 'not one and not the other':

**Which pot will I use? - Neither (of them). Use this frying pan.**

### All (the), (a/the) whole

1. We use **the whole** and **a whole** with singular countable nouns:  
**He ate the whole loaf. He swallowed a whole banana. The whole film was boring.**  
We do not use the whole with plurals or uncountable nouns. (Not 'the whole books/bread')
2. Some nouns combine only with **all**:  
**He spent all the money. She's 90 and she's still got all her teeth.**  
Some nouns combine only with **whole**:  
**You must tell me the whole truth. I'd like to know the whole history of the whole**  
Some nouns combine with all or **whole**:  
**I've waited all my life/ty whole life for such a moment as this.**
3. We also use **all** and **a/the whole** with time references: all day, a/the whole night  
Whole is stronger than all and also combines with words like hour and century  
**a/the whole hour, a/the whole century.**

**All** compared with **everyone/everybody** and **everything**

1. We rarely use **all** on its own to mean 'everyone/everybody':  
**Everyone/Everybody wanted Marilyn's autograph.** (Not \*All wanted\*).
2. **All** means 'everyone/everybody' when we use other words with it:  
**All of us/We all agreed to sign the contract. All those who were present were in favor.** (= Everyone/Everybody agreed to sign. Everyone/Everybody present was in favor).
3. We often use **all** and **everything** with other words to refer to things:  
**All/Everything I have belongs to you. He taught me all/everything I know.**  
But note: **He gave me everything.**

### Quantifiers + countable/uncountable nouns

Some quantifiers combine with countable nouns; some with uncountable and some with both kinds:

#### Actividad nº 4

Fill in with **a, an, some, any.**

1. I need \_\_\_\_\_ oil for the salad.
2. I want \_\_\_\_\_ fish and \_\_\_\_\_ glass of wine for lunch.
3. There isn't \_\_\_\_\_ milk for the breakfast. But there is A cup of coffee.
4. She wants \_\_\_\_\_ cheese and ham for the sandwich.
5. He always has \_\_\_\_\_ bread and \_\_\_\_\_ butter for the breakfast.
6. There isn't \_\_\_\_\_ cereal in the supermarket.
7. My friend likes to eat \_\_\_\_\_ apple in the morning.

#### Actividad nº 5

Fill in: **much, many, lots of, a lot of, little, most, a little, little, a few, few.** There may be different options.

1. It seems we have had \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ assignments in English this year.
2. How \_\_\_\_\_ do we have to read this week?
3. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Americans don't like George Bush
4. There aren't \_\_\_\_\_ books in the library.
5. I think he drank \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ wine last night.
6. I have had \_\_\_\_\_ headaches already because of the stress.
7. I didn't use \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ fertilizer last spring, that's why we had so many weeds.
8. It has rained very \_\_\_\_\_ this summer, that's why the grass is so brown.
9. \_\_\_\_\_ people know as \_\_\_\_\_ about computers as Jack does.
10. I'm having \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ trouble passing my driving test.
11. I do have \_\_\_\_\_ friends but not \_\_\_\_\_.
12. How \_\_\_\_\_ juice is left in the bottle?
13. John had \_\_\_\_\_ money with him so he couldn't even buy a bus ticket.
14. \_\_\_\_\_ time and money is spent on education in Great Britain.

15. I know \_\_\_\_\_ Spanish so I am going to have a problem when I get there.
16. \_\_\_\_\_ of the children in our block have got roller skates.
17. Football is the only subject I know very \_\_\_\_\_ of. It doesn't interest me that \_\_\_\_\_.
18. \_\_\_\_\_ people can live without money. We simply need it.
19. There are \_\_\_\_\_ leftovers for you in the refrigerator.
20. Is she already gone? – I'm only \_\_\_\_\_ minutes late.
21. There is \_\_\_\_\_ doubt that Anne will win the contest.
22. There is not very \_\_\_\_\_ dancing going on at the party.
23. \_\_\_\_\_ people in the city ride a bike to work because you are simply faster.
24. London has \_\_\_\_\_ beautiful buildings.

### Para saber mas

If you want extra practice press the following links and do the exercises.

- <https://agendaweb.org/grammar/quantifiers-worksheets-resources.html>
- <https://www.grammarbank.com/quantifiers-exercises.html>

## **2. VOCABULARIO: VOCABULARY RELATED TO THE ENVIRONMENT, POLLUTION AND ENVIRONMENT ISSUES**

For some time, among the inhabitants of the most advanced nations, there has been an **awareness of the environmental situation on our planet**. This concern fundamentally affects education, in which for some time now the educational materials deal with this topic.

It is also reflected in language learning whose teaching materials show great sensitivity to this problem.

### **ENVIRONMENTAL CONCERNS**

Here is a **list of vocabulary elements in English** that are related to the environment: Major environmental issues, natural environmental disasters, and another environmental vocabulary

#### **1. Acid rain**

It refers to the rain that carries harmful chemicals in quantities due to the combustion of substances such as coal and oil.

#### **2. Biodegradable**

That it has the ability to decompose naturally and harmlessly. So-called biodegradable packaging helps limit the number of harmful chemicals that are released into the atmosphere.

#### **3. Biodiversity**

The number and variety of plant and animal species that exist in a particular environmental area or in the world in general, or the problem of preserving and protecting it. A new National Biological Service to protect the habitat and biodiversity of species

#### **4. Carbon monoxide**

Poisonous gas is formed by burning carbon, especially in the form of automobile fuel.

#### **5. Carbon dioxide**

The gas that forms when coal is burned or when people or animals breathe out.

#### **6. Climate**

The general climatic conditions that are ordinarily found in a particular place. The Mediterranean climate is good for growing citrus and grapes.

#### **7. Climate change**

It means that there has been growing concern about climate change.

#### **8. Deforestation**

The felling of trees in a large area; destruction of forests by people. Deforestation is destroying large areas of rainforest.

#### **9. Desertification**

The process by which the land becomes desert.

#### **10. Disposable products**

Describes an item that is meant to be released.

#### **11. Drought**

A long period in which there is little or no rain. This year a severe drought has ruined the crops.

#### **12. Earthquake**

A sudden and violent movement of the Earth's surface, sometimes causing great damage.

#### **13. Endangered species**

Endangered birds/plants/species, animals, or plants that may soon not exist because there are so few alive now.

#### **14. Energy**

The energy from something like electricity or oil, which can work, like providing light and heat. There are different types of energy: solar, nuclear, hydroelectric ...

The energy generated by the windmill drives all the drainage pumps.

#### **15. Energy conservation**

The energy conservation process



**16. Environment**

The air, water, and land in which people, animals, and plants live. Certain chemicals have been banned due to their damaging effect on the environment.

**17. Extinction**

Many species of plants and animals are endangered/threatened with extinction (= being destroyed so that they no longer exist).

**18. Flood**

A large amount of water covers an area that is usually dry.

**19. Smoking**

Strong, unpleasant, and sometimes dangerous gas or smoke.  
Gasoline fumes always make me feel bad.

**20. Natural resources**

Things like minerals, forests, coal, etc. that exist in a place and can be used by people. Some natural resources, such as natural gas and fossil fuels, cannot be replaced.

**21. Global warming**

A gradual rise in global temperature is caused by polluting gases like carbon dioxide that accumulates in the air around the Earth and prevent heat from escaping into space.

**22. Greenhouse effect**

An increase in the amount of carbon dioxide and other gases in the atmosphere is believed to be the cause of a gradual warming of the Earth's surface.

**23. Green peace**

An organization that fights for the protection of the environment.

**24. Renewable energy**

It describes a form of energy that can be produced as quickly as it is used. Renewable energy sources such as wind and wave energy.

**25. Oil slick**

A layer of oil floats over a large area of the sea surface, usually because an accident has caused it to escape from a ship or container.

**26. Ozone layer**

A layer of air high above the Earth, containing a large amount of ozone and preventing harmful ultraviolet light from the sun from reaching Earth. Scientists believe that there is a hole in the ozone layer.

**27. Pollution**

Damage caused to water, air ... by harmful substances or residues.

**28. Recycle waste**

Collect and treat garbage to produce useful materials that can be reused.

**29. Sustainable development**

A development that is causing little or no harm to the environment and can therefore continue for a long time. A large international meeting was held with the aim of promoting sustainable development in all countries.

**30. Tsunami**

An extremely large wave caused by the movement of the earth under the sea, often caused by an earthquake (= when the Earth shakes).

**31. Unleaded petrol**

Describes a type of gasoline or other substance that does not contain lead.

**32. Use up natural resources**

The degradation of natural resources is due to human pressure.

**33. Volcano**

A mountain with a large circular hole at the top through which lava (= hot liquid rock), gases, steam, and dust are or have been expelled. Erupting volcanoes discharge massive amounts of dust into the stratosphere.

**34. Waste**

Unwanted matter or material of any kind is often leftover after useful substances or parts have been removed.

**3. READING:**

**Actividad 4. How much do you know Environmental Problems that face the world today? Read the next text and answer the questions.**

**Global Warming**

Scientists say the temperature of the earth could rise by 3°C over the next 50 years. This may cause drought in some parts of the world, and floods in others, as ice at the North and South poles begins to melt and sea levels rise. Global warming is caused by the greenhouse effect. Normally, heat from the sun warms the earth and then escapes back into space. But carbon dioxide and other gases in the atmosphere trap the sun's heat, and this is slowly making the earth warmer.

**The Ozone Layer**

The Ozone layer is a layer of gas high above the surface of the earth that helps to protect

it from the sun's ultraviolet radiation, which can damage our skins and cause cancer. Scientists have recently discovered holes in the Ozone Layer, caused by substances called CFCs (chlorofluorocarbons) CFCs are used in refrigerators, aerosol cans and in the manufacture of some plastic products. Some companies now make aerosols that do not contain CFCs, and these are often marked "Ozone Friendly"

### **Deforestation**

Rainforests help to control global warming because they absorb carbon dioxide. In recent years, large areas have been destroyed, as the trees are cut down for wood or burned to clear the land for farming. The burning releases large amounts of carbon dioxide into the atmosphere. Many rainforests grow on poor soils, and when they are cut down or burned, the soil is washed away in the tropical rains, so that the area may turn to desert. Many plant and animal species that live there could become extinct.

### **Pollution**

Factories, power stations and motor vehicles pump large quantities of carbon dioxide and other gases into the air. This is a major cause of the greenhouse effect. A lot of petrol contains lead, which is very poisonous and can cause brain damage in children. Most cars use unleaded petrol today and hybrid cars use batteries and petrol to use less petrol. Some poisonous gases dissolve in water in the atmosphere and then fall to the earth as acid rain. Acid rain also damages trees and buildings, and can kill fish in lakes and rivers. Rivers can also be polluted by industrial waste from factories and chemical fertilizers and pesticides used by farmers.

### **Alternative Energy**

Most of the energy we use today comes from coal, oil and gas. But these will not last forever, and burning them is slowly harming the atmosphere. We need to look for other ways of supplying energy. Solar Power is a way of using the sun's energy as heat or to make electricity. We can also use wind-power by building modern windmills that spin in the wind. There are several types of water-power: river water in mountainous areas can be used to generate hydroelectric power, and we can also create electricity from sea water flowing in and out with the tides.

### **Recycling**

Recycling is the processing of used objects and materials so that they can be used again. About 60% of rubbish from homes and factories contain materials that could be recycled. Recycling saves energy and raw materials, and also reduces damage to the countryside. Glass, paper and aluminium cans can all be recycled very easily. Many towns have special bins for bottles and cans where people can leave their empty bottles and cans for recycling. A lot of paper bags, writing paper and greeting cards are now produced on recycled paper.

### Actividad nº 5

A partir del párrafo anterior, contesta las siguientes preguntas

1. **What are CFCs and how do they affect the environment?**
2. **What alternative forms of energy are mentioned in the text?**
3. **What is the Ozone Layer? What does it do?**
4. **How are forests good for the environment?**
5. **What is acid rain?**
6. **What is recycling? How does it help the environment?**

### 1. Grammar: quantifiers

Quantifiers are words which show how many things or how much of something we are talking about. They are:

**Much many (a) little (a) few a lot (of) some any no none both all either each (the) other(s) neither every another**

### Basic uses of “some” and “any”

#### **Some**

1. Affirmatives: **There are some people waiting outside.**
2. Questions + “yes”: **Would you like some orange juice?**
3. Requests: **May I have some tea?**
4. (=certain): **Some people believe everything**
5. Some=several: **I haven’t phoned my uncle for some years.**

#### **Any**

1. Negatives: **I don’t want any sugar.**
2. Uncertain questions: **Do you have any money on you?**

3. With “hardly”, etc.: **There’s hardly any rain.**
4. With “at all”: **I haven’t any idea at all.**
5. After “if”: **Buy some apples if you see any.**
6. Any=it doesn’t matter who or which (cualquiera): **Any fool knows the right answer.**

General statements: We always use zero in general statements. **Beans are good for you.**

### **Not...any, no, none**

1. We can use **no** when we mean not any. We use an affirmative verb with no.

**There aren’t any buses after midnight. = There are no buses after midnight.**

**There aren’t any plates left. = There are no plates.**

2. We can also use **no** in place of not a/an: **I’m not an expert. = I’m no expert.**
3. None stands on its own as a pronoun: **We have no bananas. We have none. I’ve seen none of them = I’ve seen no one.**
4. We do not use no of. Instead we use **none of** or **none** on its own. **None of the films that are shown in town look very interesting.**

### **Much, many, (a) few, (a) little, a lot (of)**

#### **Basic uses of “much” and “many”**

We use **much** with singular uncountable nouns: **much money.** We use **many** with plural countable nouns: **many trees.**

1. in negative statements: **There isn’t much space in this flat. There aren’t many pandas in China.**
2. in questions: **Is there much demand for silk stoking? Will there be many guests at the party?**
3. in formal statements: **Much money is spent for shopping. Many teachers retire early.**
4. in time references: **I’ve lived here for many years.**
5. with “as...as” **Take as much as you like.**
6. not much/not many to begin a sentence: **Not many know about this. Not much**

**happens around here in winter.**

### **Basic uses of “a lot of” (lots of)**

We use **a lot of** with plural countable or singular uncountable nouns: **a lot of books.**

1. in the affirmative sentences: **She spends a lot of money on clothes. There were such a lot of people in the shops.**

2. in negative statements for emphasis: **I haven't got a lot of time for people like him.**

If we use a quantifier on its own (not in front of a noun or pronoun) we do not use of: **Did you buy any fruit? – Yes, I bought a lot/lots. (Not a lot of)**

### **Basic uses of “little/a little” and “few/a few”**

We use **few** and **a few** with plural countable nouns: **a few friends, few friends.**

We use **little** and **a little** with uncountable nouns: **a little time, little time.**

1. A little means “some but not much”, “a small quantity”: **He knows a little French.** 2.

A few – “a small number” **We are going away for a few days.**

Compare: **I've got a little money** (=some, but not much)

**I've got little money** (=nearly no)

**I've got a few friends** (=some, but not many)

**I've got few friends** (=nearly no)

We sometimes use "only" with **a few** and **a little**: **I've got only a little time.**

### **Both, all, each, every**

#### **Basic uses of “both” and “all”**

1. We use **both** and **both the** in exactly the same way to refer to two particular people or things (plural countable nouns):

**Both children /both the children are in bed.**

2. We use **all+noun** to refer to things in general (=the whole number or amount): **All children like to play** (plural countables). **All advice is useless** (uncountable nouns).

3. **All the** refers to particular people or things: **All the children in our street like to play** (=all the+ plural countable nouns) **All the advice you gave me was useless** (=all the+ uncountable noun)

Three basic positions of “both” and “all” in affirmative sentences

1. After be when it is the only verb in a sentence: **The girls are both ready** (=Both girls/Both the girls are ready) **The girls are all ready** (=All the girls are ready)

2. After auxiliaries or the first auxiliary when there is more than one: **The boys can both speak French** (=Both boys/Both the boys can speak French) **The committee should all have resigned** (=All the committee should have resigned)

3. Before the main verb when there is only one verb: **The girls both left early** (=Both girls/Both the girls left early) **The girls all left early** (=All the girls left early)

We/you/they both = both of us/you/them

We/you/they both ready = both of us/you/them are ready We/they all = All of us/them

We/they all left early = All of us/them left early Us both/all = to both/all of us

He gave us both/all some money = He gave some money to both/all of us

In negative sentences:

Both → neither **Both the girls left early = Neither of the girls left early** All → none  
**All the girls left early = None of the girls left early**

## **Each, every**

### **Basic uses of “each” and “every”**

1. We often use **each** and **every** to refer to two people or things. Each suggests ‘one by one’, ‘separately’; every suggests ‘all together’:

**My wife and I each ordered avocado to start with.**

**Each child at the party had a piece of cake** (Every is possible) **Every child in the world loves ice-cream**

2. We must use **every** after nearly and after not: **Nearly every shop is shut today.**

3. We cannot use of after every and we cannot use every at the end of a sentence: **Each of the child received a present. They received a present each.**

**Another, (the) other(s), either, neither, all, (a/the) whole**

## **Basic uses**

1. **Another** doesn't refer to anything in particular. It can mean:

-'different': **Come another day.** (= any other day, no particular day)

-'additional': **We need another day to finish this.** (= one more day, no particular day)

2. We can contrast **some** and **other(s)** when we talk about things in general:

**Some holidays are cheap and other holidays are expensive.**

**Some holidays are cheap and others are expensive.** (= holidays in general)

3. We can contrast **one** with **the other** or **the others** when referring to particular things:

**This one is mine and the other one is yours.** (Or:... the other is yours)

**This one is mine and the other ones are yours.** (Or:... the others are yours)

4. We can use **the other(s)** to refer to people as well:

**John went cycling and the other boy/the other boys went with him. John went cycling and the others went with him.**

5. **The other day** can mean 'a few days ago'; **the next day** refers to the following day: **I met your father in the street the other day.** (= a few days ago)

**We spent our first night in Cairo and the next day we went to Alexandria.**

## **'Either' and 'neither' + singular nouns**

**Either** and **neither** refer to two people, things, etc. only. **Either** means 'one or the other':

**Which pot will I use? - Either (of them). It doesn't matter which.**

**Neither** means 'not one and not the other':

**Which pot will I use? - Neither (of them). Use this frying pan.**

## **All (the), (a/the) whole**

1. We use **the whole** and **a whole** with singular countable nouns:



**He ate the whole loaf. He swallowed a whole banana. The whole film was boring.**

We do not use the whole with plurals or uncountable nouns. (Not 'the whole books/bread')

2. Some nouns combine only with **all**:

**He spent all the money. She's 90 and she's still got all her teeth.** Some nouns combine only with **whole**:

**You must tell me the whole truth. I'd like to know the whole history of the whole**

Some nouns combine with **all** or **whole**:

**I've waited all my life/ty whole life for such a moment as this.**

3. We also use **all** and **a/the whole** with time references: all day, a/the whole night

Whole is stronger than all and also combines with words like hour and century **a/the**

**whole hour, a/the whole century.**

**All** compared with **everyone/everybody** and **everything**

1. We rarely use **all** on its own to mean 'everyone/everybody': **Everyone/Everybody wanted Marilyn's autograph.** (Not \*All wanted\*).

2. **All** means 'everyone/everybody' when we use other words with it:

**All of us/We all agreed to sign the contract. All those who were present were in favor.** (= Everyone/Everybody agreed to sign. Everyone/Everybody present was in favor.

3. We often use **all** and **everything** with other words to refer to things: **All/Everything I have belongs to you. He taught me all/everything I know.** But note: **He gave me everything.**

**Quantifiers + countable/uncountable nouns**

Some quantifiers combine with countable nouns; some with uncountable and some with both kinds:

|   |  |  |
|---|--|--|
| <p><b>Only with uncountable nouns</b><br/><b>How much ...?</b></p> <p>a little<br/>a bit (of)<br/>a great deal of<br/>a large amount of</p> | <p><b>With uncountable and countable nouns</b><br/><b>How much...? and How many?</b><br/>no/none not any some<br/>(any) a lot of plenty of<br/>lots of</p> | <p><b>Only With countable nouns</b><br/><b>Howe many ...?</b></p> <p>a few several<br/>a number (of)<br/>a large number of<br/>a great number of</p> |
|---|--|--|

### Actividad nº 6

**Fill in with a, an, some, any.**

- I need \_\_\_\_\_ oil for the salad.
- I want \_\_\_\_\_ fish and \_\_\_\_\_ glass of wine for lunch.
- There isn't \_\_\_\_\_ milk for the breakfast. But there is A cup of coffee. 4. She wants \_\_\_\_\_ cheese and ham for the sandwich.
- He always has \_\_\_\_\_ bread and \_\_\_\_\_ butter for the breakfast. 6. There isn't \_\_\_\_\_ cereal in the supermarket.
- My friend likes to eat \_\_\_\_\_ apple in the morning.

### Actividad nº 7

**Fill in: much, many, lots of, a lot of, little, most, a little, little, a few, few. There may be different options.**

- It seems we have had \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ assignments in English this year.
- How \_\_\_\_\_ do we have to read this week?
- \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ Americans don't like George Bush
- There aren't \_\_\_\_\_ books in the library.
- I think he drank \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ wine last night.
- I have had \_\_\_\_\_ headaches already because of the stress.

7. I didn't use \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ fertilizer last spring, that's why we had so many weeds.
8. It has rained very \_\_\_\_\_ this summer, that's why the grass is so brown.
9. \_\_\_\_\_ people know as \_\_\_\_\_ about computers as Jack does.
10. I'm having \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ trouble passing my driving test.
11. I do have \_\_\_\_\_ friends but not \_\_\_\_\_.
12. How \_\_\_\_\_ juice is left in the bottle?
13. John had \_\_\_\_\_ money with him so he couldn't even buy a bus ticket.
14. \_\_\_\_\_ time and money is spent on education in Great Britain.
15. I know \_\_\_\_\_ Spanish so I am going to have a problem when I get there.
16. \_\_\_\_\_ of the children in our block have got roller skates.
17. Football is the only subject I know very \_\_\_\_\_ of. It doesn't interest me that \_\_\_\_\_.
18. \_\_\_\_\_ people can live without money. We simply need it.
19. There are \_\_\_\_\_ leftovers for you in the refrigerator.
20. Is she already gone? – I'm only \_\_\_\_\_ minutes late.
21. There is \_\_\_\_\_ doubt that Anne will win the contest.
22. There is not very \_\_\_\_\_ dancing going on at the party.
23. \_\_\_\_\_ people in the city ride a bike to work because you are simply faster.
24. London has \_\_\_\_\_ beautiful buildings.

### [Para saber mas](#)

If you want extra practice press the following links and do the exercises.

- <https://agendaweb.org/grammar/quantifiers-worksheets-resources.html>
- <https://www.grammarbank.com/quantifiers-exercises.html>

#### 4. WRITING

##### Writing tips 9 and 10

##### 9. Connectors of addition.

We use the connectors of addition **as well**, **also** and **in addition** to give information.

*As well as being uncomfortable, these shoes were dangerous.*

*King Louis XIV also liked wearing heels. In addition, both shoes were the same for both feet.*

##### **Actividad 8. Complete the paragraph with *as well as*, *also* and *in addition*.**

Actor Johnny Depp is known for his special clothes. He usually wears a jacket, often with an old pair of jeans. \_\_\_\_\_, he is often seen wearing old shoes. He loves accessories such as different types of hats and scarves and \_\_\_\_\_ trendy sunglasses. Depp loves wearing jewellery. He wears many necklaces \_\_\_\_\_ lots of bracelets.

Johnny Depp has got an unusual way of dressing, but he always looks smart and stylish!

##### 10. Check your writing.

It is important to check your work. You should check the following points:

- Capital letters
- Punctuation
- Use of adjectives, adverbs and time expressions
- Word order
- Use of connectors

##### **Actividad 9. Correct the mistakes in the sentences below.**

1. we finished cleaning up the beach early so we worked hard.
2. they worked on projects interesting in nepal.
3. people throw away things like old TVs computers and smartphones
4. how much rubbish every year is thrown away.