

MÓDULO 4

Inglés



Ámbito de la Comunicación
CEPA Los Llanos (Albacete)

PARTE 1. TEMA I. OVERCOME

1. Introducción

En este tema vamos a estudiar un nuevo tiempo verbal: El Present Perfect. Veremos cómo se construye en sus formas afirmativa, negativa e interrogativa, así como las expresiones temporales que suelen acompañarlo.

A continuación leeremos un texto sobre los miedos y fobias más comunes y aprenderemos vocabulario para hablar sobre estos temas.

2. Present Perfect

FORMA

AFIRMATIVA	NEGATIVA
<i>I have played (I've played)</i>	<i>I haven't played</i>
<i>You have played (You've played)</i>	<i>You haven't played</i>
<i>He/She/It has played (He/She/It's played)</i>	<i>He/She/It hasn't played</i>
<i>We have played (We've played)</i>	<i>We haven't played</i>
<i>You have played (You've played)</i>	<i>You haven't played</i>
<i>They have played (They've played)</i>	<i>They haven't played</i>

- Se forma con **have / has** + un verbo en participio (acabado en **-ed** si es regular; si es irregular hay que consultar la lista de verbos irregulares al final del tema).
*He **has cleaned** the car. (Él ha lavado el coche)*
*They **have finished** eating. (Ellos han terminado de comer)*
*She **has bought** a new jacket. (Se ha comprado una chaqueta nueva)*
*He's **found** a new job. (Ha encontrado un nuevo trabajo)*
- En negativa se añade el adverbio **not** o la contracción **n't** a **have / has** (**haven't / hasn't**).
*He **hasn't done** the washing-up. (Él no ha lavado los platos)*
*I **haven't read** his new book. (No he leído su nuevo libro)*
*We **haven't replied** to their email yet. (Todavía no hemos respondido a su correo)*

USO

El Present Perfect se usa para hablar de:

- Acciones que empezaron en el pasado y aún continúan. Suele llevar **for** o **since** y se traduce en presente.
*She **has worked** here since 1999. (Trabaja aquí desde 1999)*

I've lived here for 20 years. (Vivo aquí desde hace 20 años)

- Acciones pasadas que afectan al presente o tienen consecuencias en el momento actual.

I have already finished. I'm bored now. (Ya he terminado. Ahora estoy aburrida)

He has cleaned the car. (Él ha lavado el coche)

- Acciones pasadas sin especificar cuándo ocurrieron.

They've talked to the reporter. (Han hablado con el periodista)

- Acciones muy recientes. Lleva **just** y se traduce por *acabar de* + infinitivo.

The train has just left the station. (El tren acaba de dejar la estación)

They've just got married. (Se acaban de casar)

I've just spoken to him. (Acabo de hablar con él)

EXPRESIONES DE TIEMPO Y ADVERBIOS

Con el Present Perfect se suelen usar las siguientes expresiones temporales y adverbios:

ever	interrogativa: "alguna vez"	Have you ever travelled abroad?
	negativa: "nunca", "jamás"	I haven't ever watched that film.
never	afirmativa: "nunca"	She has never called me.
always	"siempre"	You've always been her friend.
already	afirmativa: "ya"	We've already finished the exam.
just	afirmativa: "acabar de"	They've just arrived here.
yet	negativa: "todavía", "aún"	He hasn't found his glasses yet .
	interrogativa: "ya"	Have you bought any fruit yet ?
for	"durante" o no se traduce	My brother has lived in Manchester for five years.
since	"desde"	I haven't heard from him since 2002.
recently	"recientemente"	I haven't seen them recently .
lately	"últimamente"	Jim hasn't been to the gym lately .

Hay que tener en cuenta que **just**, **always**, **already**, **ever** y **never** se ponen entre **have** y el participio del verbo principal. **Yet** se coloca al final de la frase, **for** va seguida de un periodo de tiempo porque indica la duración y **since** va delante del momento en que empezó esta. **Recently** y **lately** pueden ir al principio o al final de la frase, pero se suelen poner al final.

FORMA INTERROGATIVA

<i>Have I played?</i>
<i>Have you finished your homework?</i>
<i>Has he/she/it drunk the milk?</i>
<i>Have we paid the bill?</i>
<i>Have you worked here before?</i>
<i>Have they watched the film?</i>

En interrogativa se pone **have / has** + el sujeto + un verbo en participio.

En las respuestas breves se pone el pronombre personal sujeto + **have / has** o **haven't / hasn't**.

Has he done the homework? Yes, he **has**. / No, he **hasn't**.

(¿Ha hecho él los deberes? Sí. / No.)

Have you finished the exercise? Yes, I **have**. / No, I **haven't**.

(¿Has terminado el ejercicio? Sí. / No.)

Si la pregunta tiene un interrogativo, se pone este primero, antes de **have / has**.

Where **have you gone** on holiday?

(¿Dónde has ido de vacaciones?)

How long...? se utiliza para preguntar cuánto tiempo ha pasado desde que la acción, que aún continúa, empezó.

How long **have you worked** there? (¿Cuánto tiempo llevas trabajando allí?)

ACTIVIDADES

1. Complete the dialogues with **just**, **already**, or **yet**.

Example: **Juan** I've already seen this film. I saw it at the cinema.

Jill Don't tell me what happens! I haven't seen it yet!

1 **Sara** I've ¹ _____ made some biscuits. Would you like one?

Mo No, thanks. I'm not hungry. I've ² _____ had lots to eat today.

2 **Anna** I haven't emailed Tadeen ³ _____. What about you?

Nils I've ⁴ _____ sent him six emails!

3 **Dave** Have you finished that report ⁵ _____?

Leah I've ⁶ _____ typed the last page. I finished it a few minutes ago!

2. Complete the sentences with *for* or *since*.

Example: Philip and Lydia have been married for eight years.

- 1 We've known each other _____ we were children.
- 2 Ethan's been a teacher _____ 1997.
- 3 The animals haven't eaten _____ three days.
- 4 Sam's been in Paris _____ Wednesday.
- 5 Mrs Jones has owned that house _____ a long time.

3. Use the words to write positive (+) and negative (-) sentences and questions (?) with the present perfect.

Example: Courtney / act / in two Hollywood films (+)
Courtney has acted in two Hollywood films.

- 1 Sebastien / fall / in love again (+)

- 2 anyone / find / my notebook (?)

- 3 your parents / be / to Egypt before (?)

- 4 Stefan / hear / Eva sing before (-)

- 5 They / see / this film four times (+)

- 6 you / ever / eat / Brazilian food (?)

- 7 I / download / any new apps recently (-)

3. Fears and phobias

1 READING

- a Look at all the photos in this lesson. Are you afraid of any of these things?
- b Read some information from *fearof.net*, a website about phobias. Complete each phobia with the correct heading from the list.

Fear of butterflies Fear of crowds
Fear of doctors Fear of driving Fear of heights



1

Some people with this phobia find it difficult to pass the test. Others are anxious on motorways or certain roads. In extreme cases, people are afraid of being a passenger in a vehicle.

[Comment](#)

2

People say that actress Nicole Kidman suffers from this phobia. It is closely linked to a general fear of insects. People with this phobia are afraid of most insects with wings, and they feel nauseous or they panic if they see them. [Comment](#)

3

This phobia is quite common in young children, but adults suffer from it, too. Many are especially afraid of having vaccinations or blood tests. [Comment](#)

4

This fear affects nearly one in every 20 adults. People with this phobia usually avoid tall buildings, skiing, or standing on balconies. [Comment](#)

5

This phobia affects many people, but women more than men. These people feel very anxious or scared if they are in a noisy place where there are a lot of people, for example a shopping mall or a sports stadium. They often avoid these kinds of places. [Comment](#)



c Now read some comments posted on the website.
Match comments A–E to fears 1–5.

- A  I am so scared that I haven't been to see one for more than 15 years. I hate thinking about them! I feel the same way about dentists, too. **Carl**
- B  I have a fear of going over bridges, and on motorways at over 60 mph. I'm OK at 45 mph. I once went over a bridge and I had to stop in the middle – I was really **frightened**. I haven't driven that way since then, and that was seven years ago. **Becky**
- C  I thought I was the only person that had this fear! I'm OK with the small ones, but I'm **terrified** of the big ones. I'm OK if they aren't close to me, but as soon as they start flying near me I run away. I like looking at pictures of them because they can be beautiful, but if they fly towards me, especially towards my face, I panic. **Mina**
- D  I suffer from this phobia, and what works best for me, if I know that I'm going to be in a situation where there'll be a lot of people, is to arrive early. Then other people arrive little by little, and that helps me. The worst thing is walking into a place that is already full of people. **Simon**
- E  I've had this phobia for about 20 years. It started when I was a child, about six I think. I had a bad dream where I was in a block of flats high up on a hill and I nearly fell out of the window. I woke up and started crying. I haven't been to any really high places since then. Even if I imagine I'm in a high place, I feel **dizzy**. **Keith**

d Look at the **highlighted** words in the phobias and comments and match them to the definitions.

- 1 the noun made from the adjective *afraid* _____
- 2 one adjective which means *very afraid* _____
- 3 two synonyms for *afraid* _____, _____
- 4 an adjective for the feeling that everything is going round in circles _____
- 5 to suddenly feel afraid and not be able to think _____
- 6 to be badly affected by something _____

e Do you have or does anyone you know have a phobia? When and how did it start? How does it affect your or their life?

My brother is really scared of flying. He gets very nervous before he flies somewhere. It started about ten years ago when...



ACTIVIDADES

Complete the sentences with the words.

heights	fear	afraid	suffers	phobia
panic	frightened			

Example: I haven't swum in the sea for years. I'm afraid of water.

- 1 Jenny never travels by plane. She has a _____ about flying.
- 2 I saw the spider and started to _____. My heart was beating very fast.
- 3 I can't climb trees. I'm scared of _____.
- 4 As a doctor, I regularly talk to people who are _____ of me.
- 5 Liban doesn't like the lifts at work. He _____ from a phobia of small spaces.

IRREGULAR VERBS

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	TRANSLATION
be	was / were	been	ser / estar
become	became	become	llegar a ser
begin	began	begun	empezar
bite	bit	bitten	morder
break	broke	broken	romper
bring	brought	brought	traer
build	built	built	construir
burn	burnt	burnt	quemar
buy	bought	bought	comprar
catch	caught	caught	coger
choose	chose	chosen	elegir
come	came	come	venir
cost	cost	cost	costar
cut	cut	cut	cortar
do	did	done	hacer
draw	drew	drawn	dibujar
dream	dreamt	dreamt	soñar
drink	drank	drunk	beber
drive	drove	driven	conducir
eat	ate	eaten	comer
fall	fell	fallen	caer
feed	fed	fed	alimentar
feel	felt	felt	sentir
fight	fought	fought	luchar
find	found	found	encontrar
fly	flew	flown	volar
forget	forgot	forgotten	olvidar
freeze	froze	frozen	congelar
get	got	got	conseguir
give	gave	given	dar
go	went	gone	ir
grow	grew	grown	crecer
have	had	had	tener
hear	heard	heard	oír
hide	hid	hidden	esconder
hit	hit	hit	golpear
hold	held	held	sostener
hurt	hurt	hurt	herir
keep	kept	kept	guardar
know	knew	known	saber

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learn	learnt	learnt	aprender
leave	left	left	dejar
lend	lent	lent	prestar
let	let	let	permitir
lose	lost	lost	perder
make	made	made	hacer
mean	meant	meant	significar
meet	met	met	encontrarse
pay	paid	paid	pagar
put	put	put	poner
read	read	read	leer
ride	rode	ridden	montar
ring	rang	rung	sonar
run	ran	run	correr
say	said	said	decir
see	saw	seen	ver
sell	sold	sold	vender
send	sent	sent	enviar
shine	shone	shone	brillar
shoot	shot	shot	disparar
shut	shut	shut	cerrar
sing	sang	sung	cantar
sit	sat	sat	sentarse
sleep	slept	slept	dormir
smell	smelt	smelt	oler
speak	spoke	spoken	hablar
spell	spelt	spelt	deletrear
spend	spent	spent	gastar
split	split	split	dividir
stand	stood	stood	estar de pie
steal	stole	stolen	robar
swim	swam	swum	nadar
swing	swung	swung	balancear
take	took	taken	coger
teach	taught	taught	enseñar
tell	told	told	decir
think	thought	thought	pensar
throw	threw	thrown	arrojar
wear	wore	worn	llevar puesto
win	won	won	ganar
write	wrote	written	escribir

PARTE 2.Tema II

ROOTS

1. Introducción

En este tema vamos a continuar estudiando los tiempos verbales del inglés. Continuando con el tiempo verbal del tema anterior, ahora nos toca profundizar en el uso del Present Perfect, especialmente, en el contraste entre este tiempo y el Past Simple.

Después veremos un texto sobre costumbres y tradiciones en diferentes países y el choque cultural (*culture shock*) que podemos experimentar al viajar.

2. Present Perfect / Past Simple

Para poder usar correctamente ambos tiempos verbales, es necesario tener claro cómo se construye cada uno de ellos, tanto forma afirmativa como negativa o interrogativa. Si tienes alguna duda, puedes mirar en los temas anteriores.

A modo de repaso rápido, te recuerdo que el Past Simple se construye poniendo la forma del pasado del verbo junto al sujeto:

*Mary **worked** yesterday. (Mary trabajó ayer)*

*The children **played** in the park. (Los niños jugaron /jugaban en el parque)*

Como puedes ver, el pasado de los verbos regulares (**work**, **play**) se forma añadiendo **-ed**.

*We **left** home early in the morning. (Dejamos la casa por la mañana temprano)*

*They **bought** some clothes last weekend. (Ellos compraron algo de ropa el fin de semana)*

En estos casos tenemos que usar **left** como pasado de **leave**, o **bought** como pasado de **buy** por tratarse de verbos irregulares. En el tema anterior tienes un listado de verbos irregulares con sus formas de pasado.

Sin embargo, la irregularidad de los verbos no afecta a las formas negativa e interrogativa. En estas oraciones tenemos que recurrir al auxiliar del pasado (**did**):

*Mary **didn't work** yesterday.*

***Did** Mary **work** yesterday?*

*The children **didn't play** in the park.*

***Did** the children **play** in the park?*

*We **didn't leave** home early in the morning.*

***Did** you **leave** home early in the morning?*

*They **didn't buy** any clothes last weekend.*

***Did** they **buy** any clothes last weekend?*

En el tema anterior vimos que el Present Perfect se construye con **have / has** + participio de pasado:

*They **have** already **seen** that film. (Ellos ya han visto esa película)*

*I **haven't washed** the dishes yet. (Todavía no he lavado los platos)*

A continuación vamos a ver la diferencia entre ambos tiempos verbales.

¿Cuál es la diferencia? Present Perfect / Past Simple

Present Perfect	Past Simple
Acciones inacabadas que empezaron en el pasado y continúan en el presente: I've known Julie for ten years (and I still know her). (Conozco a Julie desde hace diez años)	Acciones acabadas: I knew Julie for ten years (but then she moved away and we lost touch). (Conocí a Julie durante diez años)
Una acción acabada en la vida de alguien (cuando la persona todavía está viva: una experiencia): My brother has been to Mexico three times. (Mi hermano ha ido tres veces a Mexico)	Una acción acabada en la vida de alguien (cuando la persona ha fallecido): My great-grandmother went to Mexico three times. (Mi bisabuela fue tres veces a Mexico)
Una acción acabada con un resultado en el presente: I've lost my keys! (The result is that I can't get into my house now). (He perdido mis llaves)	Una acción acabada sin resultado en el presente: I lost my keys yesterday. It was terrible! (Now there is no result. I got new keys yesterday). (Perdí mis llaves ayer)
Con una unidad de tiempo inacabada (this week, this month, today): I've seen John this week. (He visto a John esta semana)	Con una unidad de tiempo acabada (last week, last month, yesterday): I saw John last week. (Vi a John la semana pasada)

Remember:

1. We use the past simple for past events or actions which have no connection to the present.
2. We use the present perfect for actions which started in the past and are still happening now OR for finished actions which have a connection to the present.
3. We CAN'T use the present perfect with a finished time word:
NOT: *I've been to the museum yesterday.*

Además, como vimos en el tema anterior, el Present Perfect suele ir acompañado de expresiones de tiempo como **yet, already, just, ever, never, lately, since...**

Hay que tener en cuenta que podemos usar **for** tanto con un tiempo verbal como con el otro. Con Present Perfect indica que la acción es inacabada:

Jack **has been married for** ten years. (Jack lleva casado diez años)

Sin embargo, con Past Simple la acción ya está terminada:

Jack **was married for** ten years. (Jack estuvo casado diez años)

ACTIVIDADES

1. Complete the dialogue by putting the verbs in brackets into the present perfect or the past simple.

A Have you been (you / be) to the UK before?

B No, I ¹ _____. This is my first visit. What about you?

A I ² _____ (come) here last summer to study English in London.

B Did you ³ _____ (go) to Westminster Abbey?

B Yes, and to Buckingham Palace. Do you know, I ⁴ _____ (meet) Prince Harry about 10 years ago.

A Wow! I ⁵ _____ (not / meet) anyone famous.

B It ⁶ _____ (be) when he came to Warsaw with his father. We all ⁷ _____ (wait) outside the town hall to see them. It was great.

2. Complete the email. Put the verb in brackets in the present perfect or past simple.

Hi Darren

I've just received (just / receive) your email. Sorry to hear you aren't well. I hope you feel better soon. You ¹ _____ (be) really busy recently!

² _____ (you / plan) your holiday yet? In August, I

³ _____ (go) to Canada with my family again. We

⁴ _____ (go) there three times now! But this time, we

⁵ _____ (not stay) with my uncle in Toronto. Instead, we

⁶ _____ (hire) a car so we could visit different places. Then in October,

Tanya and I ⁷ _____ (travel) around Morocco. ⁸ _____ (you / ever / go) there? It's a really interesting country.

Write soon!

Raoul

3. Complete the sentences. Put the verb in brackets in the present perfect or the past simple.

Example: Did you go (go) to any museums when you were on holiday?

- 1 I _____ (not see) Stephen since we left school in 1999.
- 2 My dad _____ (not study) French at school.
- 3 Kathy _____ (live) in her house for three years. She loves it.
- 4 Leo _____ (not say) hello to me yesterday.
- 5 What time _____ Micaela _____ (arrive) at work this morning?
- 6 Annette and Jun _____ (buy) a house in France last year.
- 7 'How long _____ they _____ (work) here?' 'Since May.'

3. Culture shock

1 READING

- a Think of a time when you went to another country or another city / region in your country for the first time. Was there anything that surprised you?
- b Read some posts on a forum. Which topic *don't* they mention?

clothes exercise food health money transport

- c Read the posts again. Match sentences 1–9 to the people who said them, **L** (Lena), **R** (Rahim), **N** (Natasha), **T** (Tara), or **J** (Julie).
- 1 ☐ People can earn good salaries without **working hard**.
 - 2 ☐ Some people don't **dress warmly** in winter.
 - 3 ☐ The President isn't paid **very well**.
 - 4 ☐ People don't always **speak politely** to older people.
 - 5 ☐ People have **really big** portions when they eat out.
 - 6 ☐ Some hospitals are **incredibly luxurious**.
 - 7 ☐ You can **travel safely** on public transport.
 - 8 ☐ Doctors **speak very openly** to their patients.
 - 9 ☐ You **pay** people **well** to do their job, and then you give them more money.
- d Look again at sentences 1–9 about the USA. Are they true in your country? If not, say why.
- e Learn these words and phrases related to money. What do they mean? How do you pronounce them?

salary /'sæləri/ insurance /ɪn'ʃʊərəns/ tip /tɪp/
earn money /ɜːn 'mʌni/ pay bills /peɪ bɪlz/
pay rent /peɪ rent/

× NEWS COMMENT POLITICS TRAVEL SPORT INFO

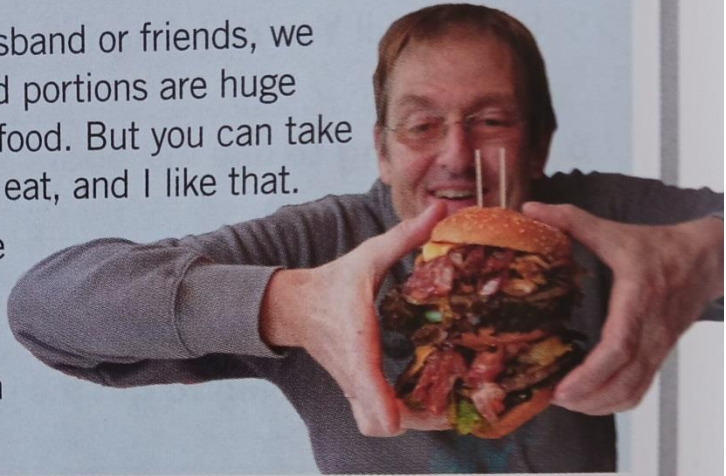
THINGS I DIDN'T KNOW UNTIL I GOT HERE

What was a surprise for you when you came to live in America?

LENA FROM UKRAINE

When I eat out with my husband or friends, we usually share, because food portions are huge and we don't want all that food. But you can take home everything you don't eat, and I like that.

In the winter, you often see people in the street or on the subway who are wearing just a T-shirt when it's really cold outside.

A man with glasses and a grey sweater is holding a very large, multi-layered burger with both hands. The burger is filled with meat, cheese, and vegetables. A small wooden stick is stuck into the top of the burger. The man is smiling and looking at the camera.

RAHIM FROM PAKISTAN

When people speak to their boss (and to their teachers) they call them by their first name. They do the same to old people too, even when they don't know them well. It doesn't seem polite to me.

NATASHA FROM BELARUS

The American President's salary is about the same as a doctor's. He isn't the richest person in the country. That surprised me!

Some hospitals are like smart hotels – but a lot of people can't go there because they don't have medical insurance. Also, doctors don't always explain everything to their patients in my country. Here, they tell you everything.

TARA FROM INDIA

I couldn't believe the tipping system, for example, in places like the hairdresser's. You cut my hair and I pay you – a lot! Why do I need to give you a tip as well?

Public transport can be dangerous in India. But I was on the subway here in New York, going home late at night, when a group of people got on. They were very loud – I think they were drunk – and we were quite frightened. But at the next stop two police officers got on. The people stopped shouting when they saw the police. I felt really safe.

JULIE FROM CANADA

My husband is from Ecuador, and when he first arrived, he was really surprised by his salary. As a chef, he could earn enough money to pay bills, buy food, pay rent, have a good social life, and buy luxuries like our Xbox. In Quito, he worked 15 hours a day, and more at the weekend, and he earned half the money.

Parte 1. Tema III

Going global

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0. Introduction



Imagen nº 1. People around a table. Fuente: Mapfre. Autor: Desconocido.

Licencia: desconocida <https://www.generacionyoung.com/lifestyle/3-recetas-faciles-y-sanas-para-invitar-a-tus-amigos/>

Look at the picture above. As you can see, there's a group of people gathered around a table. By their looks, we can see that they are not members of a family. It's not a business meeting either.

What do you think they all have in common? Actually, it's a very simple thing: everyone speaks English as a mother language, but only one of them was born in England. This is just an example of people who speak English as a mother language outside of England.

However, in the world there are many countries where English is spoken as an official language.

If you want to know more about these countries click on: http://en.wikipedia.org/wiki/List_of_countries_where_English_is_an_official_language

1. Grammar

1.1 Relative pronouns

Los pronombres de relativo unen dos oraciones que tienen un elemento en común, es decir, se repite el mismo sustantivo (bien repitiendo la misma palabra o a través de un pronombre). Los pronombres de relativo sustituyen a este sustantivo que se repite, unen las dos oraciones tomando como elemento común dicho sustantivo y ocupan el lugar del punto. Mira atentamente los ejemplos y lo verás:

Ejemplo 1

"I know a man. **He** speaks five languages" = dos oraciones

"I know a man **who** speaks five languages" = 1 oración (**who** sustituye a "he")

Ejemplo 2

"Lisa is wearing a dress. **It** is very beautiful" = dos oraciones

"Lisa is wearing a dress **that** is very beautiful" = 1 oración (**that** sustituye a "it")
 "Lisa is wearing a dress **which** is very beautiful" = 1 oración (**which** sustituye a "it")

Ejemplo 3

"I saw a boy. **His** hair is red" = dos oraciones

"I saw a boy **whose** hair is red" = 1 oración (**whose** sustituye a "Her")

Los pronombres de relativo que vamos a ver son:

Pronombre Relativo	Uso	Ejemplos
Who	Sólo para personas	A singer is a <u>person</u> who sings I know <u>somebody</u> who knows you Do you know <u>anybody</u> who speaks German? The <u>people</u> who work here are very nice
That	Para cosas y personas	A DVD is a <u>machine</u> that plays film She is the <u>woman</u> that knows you
Which	Sólo para cosas	Helen has a <u>car</u> which is very old I like <u>films</u> which are funny

OJO: Fíjate que los pronombres de relativo sustituyen a las palabras que van subrayadas para no tener que repetirlas ¿Dónde van colocadas esas palabras? Exactamente, justo delante de ellos.

Pronombre Relativo	Uso	Ejemplos
Whose	Indica posesión	I know a man WHOSE wife is a famous doctor I saw a woman WHOSE dog is dangerous

OJO: En este caso el pronombre de relativo “whose” cumple una doble función:

- por una parte, se relaciona con el sustantivo que va delante (poseedor)
- por otra, acompaña al sustantivo que va detrás

Actividad nº 1

Put in the relative **who, that or which** where necessary.

All those oranges _____ you have eaten were grown in Valencia.

A lawyer is someone _____ knows the law.

Don't believe anything _____ he tells you. He is a compulsive liar.

The Intercity _____ had the accident last Saturday had undergone a revision on the previous day.

Actividad nº 2

Put in the relative **who or that** where necessary.

This is the boy _____ had an accident.

Yesterday I saw a car _____ was really old.

Can I talk to the girl _____ is sitting on the bench?

She likes hamburgers _____ are hot.

Bill Clinton, _____ was President of the USA, has only one daughter

Actividad nº3

Make 5 sentences using the relative **WHOSE**

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-

1.2 Possessive pronouns

Como su nombre indica, los posesivos se usan cuando queremos indicar posesión (algo es de alguien). Antes de ver los pronombres, vamos a repasar los adjetivos posesivos y poner todo este tema en contexto.

Personal pronouns: subject pronouns	Possessive adjectives	Example
I	My	My car is red
You	Your	Your house is big
He	His	His umbrella is blue
She	Her	Her mother is a teacher
It	Its	Its food is delicious
We	Our	Our teacher is nice
You	Your	Your sister is my friend
They	Their	Their dog is brown

Los **adjetivos posesivos** son aquellos adjetivos que completan el significado del nombre al que se refieren indicando posesión (que algo pertenece a alguien):

This is my car - Este es mi coche

That is our friend - Aquella es nuestra amiga.

Por supuesto, los adjetivos posesivos al completar el significado de un nombre deben ir siempre acompañándolo. En inglés, los adjetivos posesivos siempre irán delante del nombre al que acompañan:

My hands - Mis manos.

His father - Su padre.

Her car - Su coche.

Your turn - Tu turno.

Our house - Nuestra casa.

Their cat - Su gato.

A diferencia de nuestro idioma, los adjetivos posesivos en inglés hacen referencia al poseedor y no a la cosa poseída. Es por eso que tanto his, her como their se traducen como “su”. Así que tenemos que tener en cuenta que:

HIS = “su de él”

HER = “su de ella”

THEIR = “su de ellos/as”

y suelen usarse con mucha frecuencia para hablar de partes del cuerpo, prendas de vestir y objetos personales:

She has got a small scar on her face. - Tiene una pequeña cicatriz en la cara.

He always has his hands in his pockets. - Siempre está con las manos en los bolsillos.

How often do you clean your teeth? -¿Con qué frecuencia te limpias los dientes?

¡OJO! No confundas el adjetivo posesivo **its** (su/sus de cosa o animal) con la forma contraída **it's** (it is) del verbo to be:

Oxford is famous for its university. - I like Oxford. It's a nice city.

(Oxford es famosa por su Universidad) - Me gusta Oxford. Es una ciudad agradable.

Actividad nº 3

Complete the sentences with a possessive adjective.

I have got a car. This is _____ car.

He has got new shoes. These are _____ shoes.

The dog has got a bone. That is _____ bone.

We have got two children. Those are _____ children.

You have got a pencil. This is _____ pencil.

She has got a red skirt. That is _____ skirt.

Peter and Tim have got a computer. This is _____ computer.

Actividad nº 4. Translate the sentences of the previous activity

Ya ha llegado el momento de centrarnos en los pronombres posesivos. Al ser pronombres ya no van a acompañar al sustantivo, si no que van a sustituirlo. Por ejemplo:

El coche es mío. (mío no va delante del sustantivo coche, se refiere a él--> pronombre)

Mi coche (mi va delante del sustantivo coche --> adjetivo)

Personal pronouns: subject pronouns	Possessive adjective	Possessive pronouns	
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			Examples
I	My	Mine	The bag is mine
You	Your	Yours	That cat is yours
He	His	His	This car is his
She	Her	Hers	The horse is hers
It	Its	Its	The leg is its
We	Our	Ours	That book is ours
You	Your	Yours	My house is yours
They	Their	Theirs	This hat is theirs

Recordad que en inglés importa más quién es el poseedor, es en lo que nos tenemos que fijar a la hora de elegir el posesivo:

This car is his = este coche es suyo (el poseedor es un hombre)

The horse is hers = este caballo es suyo (la poseedora es una mujer)

The leg is its = la pata es suya (por ejemplo de una mesa, que es una cosa)

This hat is theirs = este sombrero es suyo (hay varios poseedores, ellos o ellas)

También tenemos que darnos cuenta de que no importa si se tiene una o más cosas, ni tampoco del género de la cosa poseída:

La casa es mía --> The house is **mine**

El libro es mío --> The book is **mine**

Las casas son mías --> The houses are **mine**

Los libros son míos --> The books are **mine**

(por tanto en estos ejemplos, **mine** es mío, mía, míos o mías dependiendo del contexto)

Actividad nº 5

Complete the sentences with a possessive pronoun.

This is my car. This car is _____

These are his shoes. These shoes are _____

That is her bone. The bone is _____

That is its window. That window is _____

Those are our children. Those children are _____

This is your pencil. This pencil is _____

This is their computer. This computer is _____

2. Reading and vocabulary

2.1. Reading: Women in Different Cultures and Stereotypes

Introduction: This reading explores the roles and stereotypes associated with women in various cultures around the world. While societies have evolved over time, certain gender stereotypes persist, influencing women's lives in unique ways across different regions. This reading will shed light on some of these stereotypes and their impact on women's lives.

Text: Women in Different Cultures and Stereotypes

Women play diverse roles in societies worldwide, shaped by cultural, historical, and societal influences. However, despite the progress towards gender equality, stereotypes continue to affect women's experiences in various cultures. Let's delve into how women are perceived and what challenges they face in different parts of the world.

Japan: In Japan, the stereotype of the "office lady" prevails. Women are often expected to be polite, docile, and dedicated to their families. Despite the emergence of strong female leaders in politics and business, traditional gender roles persist.

Saudi Arabia: In Saudi Arabia, women's lives are heavily influenced by strict interpretations of Islamic law. Women have made significant strides in recent years, gaining the right to drive and participate in the workforce, but they still face restrictions in many areas.

India: India is a country of diverse cultures, and women's roles can vary significantly from one region to another. While women have made significant strides in politics and business, deeply entrenched stereotypes related to their domestic responsibilities persist.

Sweden: Sweden is often cited as a progressive country in terms of gender equality. Stereotypes here are less rigid, and women enjoy a high degree of freedom and equal opportunities in both public and private life.

Nigeria: Nigeria is a diverse country with hundreds of ethnic groups, each with its own customs and beliefs about gender roles. In many regions, women are expected to fulfill traditional roles as wives and mothers, which can limit their access to education and economic opportunities.

Conclusion: In conclusion, stereotypes about women vary widely across cultures and can significantly affect their lives and opportunities. While progress towards gender equality has been made in many parts of the world, challenges persist, and cultural context plays a vital role in shaping women's roles and experiences. Understanding and challenging these stereotypes is a crucial step toward achieving true gender equality worldwide.

Responde a las preguntas sobre la lectura.

- **Question 1:** What is the stereotype associated with women in Japan?
- **Question 2:** What recent changes have occurred in Saudi Arabia regarding women's rights?
- **Question 3:** How do women's roles and stereotypes differ in various regions of India?
- **Question 4:** How does the absence of rigid stereotypes impact women's lives in Sweden?
- **Question 5:** How do cultural and regional differences in Nigeria influence women's roles and opportunities?

2.2. Vocabulary: across cultures

Diverse: Different or varied, often referring to a wide range of cultural backgrounds.

Cultural norms: The shared expectations and behaviors that are considered typical or appropriate in a particular culture.

Cultural exchange: The sharing of ideas, customs, and experiences between people from different cultures.

Cross-cultural communication: Communication that occurs between people from different cultural backgrounds.

Cultural sensitivity: The ability to understand and respect the values, beliefs, and customs of other cultures.

Ethnicity: A person's cultural identity, often tied to their heritage, language, and traditions.

Multicultural: Relating to or encompassing multiple cultures.

Intercultural: Involving interactions between different cultures.

Stereotype: A widely held but oversimplified belief or idea about a particular group of people or things.

Activity 6: Fill in the blanks with the appropriate words from the vocabulary list.

1. _____ sensitivity is crucial in today's globalized world to avoid misunderstandings.
2. The school organized a _____ day where students from various backgrounds shared their traditions.
3. _____ exchange programs can help promote understanding between different nations.
4. It's important to avoid _____ and treat people as individuals, not as representatives of their culture.
5. In a _____ society, people from different backgrounds live and work together.

Activity 7: Match the vocabulary words on the left with their definitions on the right.

- | | |
|-------------------|---|
| 1. Diverse | a. Shared customs and beliefs of a group |
| 2. Cultural norms | b. A person's cultural identity |
| 3. Ethnicity | c. idea about a particular group |
| 4. Cross-cultural | d. Varied, with people from different backgrounds |
| 5. Stereotype | e. Involving interactions between cultures |