

# Inglés módulo 1

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**Resumen:** Curso semi-intensivo organizado en módulos cuatrimestrales con una carga horaria de 4 horas semanales, distribuidas en un encuentro semanal sincrónico de 1 hora y 30 minutos por videoconferencia, y trabajo asincrónico en la plataforma FaHCE Virtual (UNLP).

La clase sincrónica se focalizará en la oralidad respondiendo a consignas pautadas en la clase asincrónica. El trabajo asincrónico brindará un recorrido por los contenidos propuestos a través del desarrollo de tareas auténticas, recorriendo las habilidades de lectura, escucha y escritura. Los materiales utilizados fueron diseñados por el equipo de *Educación a distancia* de la Escuela de Lenguas, y serán variados y dinámicos. La evaluación será permanente y se realizará mediante la aprobación de las tareas pedidas en el aula virtual, en conjunto con la participación activa en la clase sincrónica.

El curso está a cargo de una profesora con quien es posible comunicarse en todo momento desde el aula virtual, y que orienta el aprendizaje y responde a las dudas y consultas de los participantes.

**Módulo 1:** Cubre el nivel A1 (inicial) y parte del nivel A2 del *Marco común europeo de referencia*. No se requieren conocimientos previos de inglés.

**Palabras clave:** Educación a distancia, Enseñanza de idiomas, Enseñanza de inglés, Material didáctico.



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Escuela  
de Lenguas



FaHCE



UNIVERSIDAD  
NACIONAL  
DE LA PLATA



Inglés módulo 1

Week 1

Silvia C. Enríquez  
María Constanza Massano  
Manuela Orbe

Task 1

Nice to meet you!

a

You are part of an international group of people who are going to travel to Cambridge, UK, to study English.

You start to plan your trip! You are part of a Facebook group now with other people who are going to study English at Cambridge with you. This is the welcome message you receive from the group admin.



**Joseph**

Admin · 2h ·

Hi everyone!

I'm Joseph, the group moderator. I'm from Oxford, in the UK. I'm 25 years old. I'm happy to help people who want to learn English. What's your name? How old are you? Where are you from?

Pedro and 5 others

6 Comments

Like

Comment

Share

Other travellers start replying to Joseph! **Read their messages.**

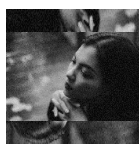


**Pedro**

Hi! I'm Pedro. I'm from Oaxaca, Mexico. I'm 21 years old. I'm a student at University. I study architecture. What about you?



Like · Reply · Share · 1h



**Anong**

Hello everyone! How are you? I'm Anong and I'm happy to be here with you. I'm 18 years old and I live in Thailand with my family.

Like · Reply · Share · 1h



**Lena**

Hi! My name is Lena. I'm from Frankfurt, in Germany. It's a big city. I'm 29 and I'm a teacher.

Like · Reply · Share · 1h



**Dina**

Hi, :D I'm Dina and my brother is Mido. We're from Egypt. I'm 31 years old and Mido is 33. Nice to meet you!

Like · Reply · Share · 1h

**b**

*These people are really interesting! You want to check that you understand the most important information about them. **GOTO TASK 1b PERSONAL INFORMATION.***

**EXTRA: GO TO TUTORIALES: GLOSARIO DE PALABRAS DE H5P** (Ayuda para comprender las instrucciones en este y todos los ejercicios H5P).

Name?

Age?

Country?

Job?

c

Dina replies to Pedro and her comment catches your attention.



**Pedro**

Hi! I'm Pedro. I'm from Oaxaca, Mexico. I'm 21 years old. I'm a student at University. I study architecture. What about you?



Like · Reply · Share · 1h



**Dina**

Hi, Pedro! We aren't students. I'm a nurse and my brother's a shop assistant. We live in Cairo, the capital city. Is Oaxaca big? Sorry my English isn't very good haha!

Like · Reply · Share · 1h

LOOK!

How do we ask and answer about age?

-How old **are** you?

-I'm 21 years old.

In English, we use the verb **to be** to talk about age. Do not use the verb "have".

She's 25 years old

**NOT** She has 25 years old.

## GRAMMAR FOCUS

d

You focus your attention on some of the verbs.

-I'm Joseph.

-We're from Egypt.

-We **aren't** students.

-How **are** you?

-**Is** Oaxaca big?

These are forms of the verb *be*. **GO TO TASK 1d VERB TO BE** and look at the conjugation chart. Can you complete it? Use the other comments to help you.



e

To check your answers, **GO TO GRAMMAR: PRESENT SIMPLE-VERB TO BE.**  
**EXTRA: GO TO GRAMMAR.** You find a video called **VERB TO BE: HOW TO USE IT** to remember this verb and hear its pronunciation.

f

Time to practise! **GO TO TASK 1f TIME TO PRACTISE.**

g

*You decide to send your message and introduce yourself in the group.*  
**GO TO CAMBRIDGE GROUP. HELLO!** and send your message there. Include your name, age, place of origin and destination!


study tip

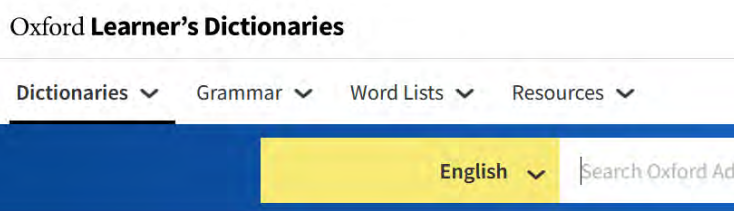
Don't translate from Spanish! Pay attention to the order of words in the sentences in the texts you read in English and use them as models to write and speak.

h


*The group creates this glossary to remember all the names of countries and nationalities.* Add two more. Check that they are different! **GO TO TASK 1h COUNTRIES AND NATIONALITIES.**  
**EXTRA: GO TO TUTORIALES: GLOSARIO: CÓMO AGREGAR ENTRADAS.**


i

Now you want to listen to the pronunciation of these words. You notice that you can listen to them in an online dictionary (you can find several dictionaries in the Reference tab). In the dictionary, look for the nationalities again and click on the loudspeaker icon  . Listen and repeat.



**Australian** *adjective*

 /d'streɪliən/

 /ɔ:'streɪliən/

★ of or connected with Australia

study tip

Do the same in the future with the words you learn in the rest of the course.



Inglés módulo 1

Week 1

Silvia C. Enríquez  
María Constanza Massano  
Manuela Orbe



Task 2



You don't know much about Cambridge, so you google it and you find this Wikipedia article. You read the text and take down notes with the most important information!



Article Talk

Read Edit View history

Search Wikipedia

## Cambridge

From Wikipedia, the free encyclopedia

**Cambridge** is a university city and the county town of Cambridgeshire, England, on the River Cam approximately 55 miles (89 km) north of London. The population (according to the 2011 census) is 158,434 including 29,327 students.

Some important buildings in the city are Our Lady and the English Martyrs Church and the chimney of Addenbrooke's Hospital.

Cambridge is famous for its cultural events, for example: the Strawberry Fair music and arts festival and Midsummer Fair, and the annual Cambridge Beer Festival. A lot of great bands and musicians, such as David Gilmour from Pink Floyd, are from Cambridge.

Its history is also rich. There is archaeological evidence of human habitation in the area during the Bronze Age (approximately 3300 BC to 1200 BC). The city was important in Roman times (I century to IV century AD approximately) and the Viking invasion of England (875 AD to 1068 AD approximately).

Cambridge University was founded in 1209 and it is one of the most prestigious universities in the world. Some important buildings in this university are King's College Chapel, Cavendish Laboratory, and the Cambridge University Library.



(Adapted from <https://en.wikipedia.org/wiki/Cambridge>).

(Image: <https://upload.wikimedia.org/wikipedia/commons/thumb/b/b4/KingsCollegeChapelWest.jpg/250px-KingsCollegeChapelWest.jpg>)

b

You have this worksheet to help you take notes about Cambridge. You first look at it to understand it.

My notes: Cambridge	
Where is it?	
How many kms from London?	
What can we see there?	
When was the university founded?	
Who is from Cambridge?	
Why is it famous?	

LOOK!

These questions are introduced by a WH-word. What do they refer to? You try to understand their meaning. Write: *thing, person, reason, quantity, time or place* next to the WH-words.

### GO TO LOOK! WH- WORDS.

Now that everything is clear, complete your notes. **GO TO TASK 2b: CAMBRIDGE.**

c

You notice there are a lot of numbers and you don't know how to say them! **GO TO VOCABULARY: NUMBERS 1-100 IN ENGLISH** and practise.

You also find a website with a list of numbers: **GO TO VOCABULARY: CARDINAL NUMBERS.**

d

Joseph, the group moderator, shares a photo of his family and wants to know about other families around the world. They start talking about their families and sharing photos. What words are connected to family? E.g. *wife, children...* **GO TO TASK 2d FIND THE WORDS.**





**Joseph**

Admin · 3h ·

Hi, everyone!

How are you today? Let's get to know each other better. Can you share a picture of your family? I imagine they're all very different! In this picture I'm with my wife and our children: our son, Tony, and our daughter, Becca.



Dina and 3 others

3 Comments

Like

Comment

Share



**Lena**

This is a very special photo for me because all the men in my family are in it: my husband, my grandfather, my dad and my son.



Like · Reply · Share · 2h



**Dina**

This is my favourite photo. I'm with my mother,



Like · Reply · Share · 2h



**Dina**

This is my favourite photo. I'm with my mother, Zahra. She's 56 years old. My brother Mido isn't in the picture because he's behind the camera! haha



Like · Reply · Share · 2h



**Anong**

I love this photo. It's old, but I'm with all my siblings (I've got FOUR brothers). From left to right: Anurak, Chet, me, Klahan and Lek. Chet and Lek are twins, but their personalities are very different. We're really happy in the photo.



Like · Reply · Share · 1h

e

You notice there are a lot of words related to family and family members. Do you know them all? Check your knowledge with this activity. **GO TO TASK 2e FAMILY MEMBERS.**

LOOK!

In English, there are gender-neutral plural nouns to talk about family members, especially in the plural.

- parents** = mother + father
- siblings** = brothers + sister
- grandparents**=grandfather+grandmother
- spouse** = husband or wife
- children** = sons + daughters

f

You post a picture of your family and describe it. Use the comments as models.  
**GO TO CAMBRIDGE GROUP, MY FAMILY .**  
**EXTRA: GO TO TUTORIALES and read FOROS: CÓMO INSERTAR FOTOS.**

g

Lena, one of the group members, sends you a private message and she wants to know more about you! Listen to her voice message and reply to her with a voice message too! **GO TO INSTANT MESSAGES, HELLO FROM GERMANY!**  
**EXTRA: GO TO TUTORIALES and read FOROS: CÓMO GRABAR Y ENVIAR AUDIO Y VIDEO.**







## Inglés módulo 1

## Week 2

Silvia C. Enríquez  
Manuela Orbe

## Task 1

## This and that

a

You're excited about your trip, so you start googling packing tips. You find an interesting article on a website called SmartTravel and decide to read it.

## SMARTERTRAVEL

Expert Tips

Destinations

Latest News

Travel Gear

Hotels

## SIMPLE PACKING TIPS FOR NEW TRAVELLERS

Is it your first long trip and you don't know what to take with you? Packing can be really difficult, but don't worry! We've got some simple tips for you:

Of course, clothes are essential: t-shirts, trousers, sweaters, socks and underwear. Check the weather before you travel, you might need an umbrella, too! If your trip is short, don't take too many pairs of shoes. They're heavy and take a lot of space in your suitcase.

Put all your cables and devices together. Have you got a laptop, a tablet, a smartwatch and a smartphone and they all have different chargers? Apart from these, remember to take an adaptor with you, especially if your destination is another country.

On the plane or train, you can carry a small bag. Remember to take your toiletries (especially your toothbrush!), tissues, hand sanitizer, earphones, a travel pillow (to be more comfortable!), a water bottle and some snacks. They are very important if you travel with children.

The perfect suitcase will depend on your destination, the weather, and...your hobbies and interests! Some people pack pencils and notebooks, some others sports clothes or a musical instrument. What about you? What's in your suitcase?

b

You decide to use a visual dictionary to find all the new words.  
**GO TO TASK 1b VISUAL DICTIONARY.**

c

**GRAMMAR.** There are a lot of objects mentioned in the article. You notice that some of them are singular and others plural. How do we make the plural form in English? Check the rules and find some examples in the text.

**GO TO GRAMMAR: PLURAL NOUNS**

**GO TO TASK 1c: PLURAL NOUNS**

d

After you read the article, you find a useful video on YouTube that has more tips.  
**GO TO TASK 1d: MARIE KONDO'S VIDEO.**



e

You wrote some ideas in your notebook. Are they mentioned in the video?  
**GO TO TASK 1e PACKING TIPS.**



- Collect all the clothes you'll take.
- Wash the clothes.
- Fold everything.
- Put shoes and toiletries in small bags.
- Prepare a small bag or backpack.
- Put everything in a suitcase.



Some people who saw this video leave comments about it:

**A** **AaronS89** 1 year ago  
Great video. I have 3 packing tips:  
-Choose a good suitcase  
-Pack only important items  
-Organize the situation to maximize space!

**W** **Willy B** 2 years ago  
An interesting book, my passport and a plane ticket. That's all I need!

**GRAMMAR FOCUS**

You notice that AaronS8g writes:

- Choose **a** good suitcase.
- Organize **the** suitcase to maximize space!
- An** interesting book.
- Pack only important items.

"A" and "the" are **articles**, and they are different. You decide to complete this chart to remember their uses:

<p>We use <b>"a"</b> or <b>"an"</b> to mention objects which are not specific:</p> <ul style="list-style-type: none"> <li>-If the next word begins with a consonant, we use <b>"a"</b></li> <li>-If the next word begins with a vowel, we use <b>"an"</b></li> </ul>	<p><b>a</b> good suitcase = not one suitcase in particular</p> <p><b>"an</b> interesting book".</p>
<p>We use <b>"the"</b> to mention one specific object or objects:</p>	<p><b>the</b> suitcase = my suitcase, this suitcase in particular.</p>
<p>We use <b>zero article (no article)</b> in the plural to mention objects that are not specific:</p>	<p>Pack only important items.</p>



You decide to leave your comment, too. You use Willy's comment as a model and write (don't forget the articles!). **GOTOTASK 1g: THAT'S ALL I NEED.**





Inglés módulo 1

Week 2

Silvia C. Enríquez  
Manuela Orbe

Task 2

a

You send Marie Kondo's video to the group. Some students write comments about packing. What are they taking with them? **GO TO TASK 2a: PACKING.**  
**EXTRA: GO TO GRAMMAR: POSSESSIVE DETERMINERS.**



**Débora**

Hello! My name is Débora and I'm from Curitiba in Brazil. This is my first post in this group! What's in my suitcase? Clothes, shoes and toiletries. But I'm in a band, so I'm taking my demos, too. I want to share our music with people from all around the world! What about you?

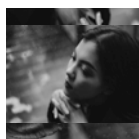
Like · Reply · Share · 1h



**Mido**

Hello! Photography is my hobby, so I'll pack my camera, filters, selfie stick, headphones and my laptop. Dina, my sister, is packing her swimming gear: her favourite swimsuit, goggles and her blue swimming cap.

Like · Reply · Share · 35min



**Anong**

Hi! My hobby is cooking, so there's a Thai cookbook in my suitcase. Its pages are old and yellow, and I know you can find a lot of recipes online, but this book has a special value: it's a present from my grandparents. All their favourite recipes are in it!

Like · Reply · Share · 25min

GRAMMAR FOCUS POSSESSIVE ADJECTIVES (OR POSSESSIVE DETERMINERS)

b

You see that the comments in the Facebook group mention possessions:

**My** demos.

**Her** swimming gear.

**Our** traditional recipes.

You use this chart to remember these possessive adjectives or determiners:

Possessive determiners: *my, your, etc.*

This is **my** father.

That's **your** book.

You've got **his** keys.

This is **her** daughter.

The hotel's got nine rooms. **Its** rooms are big.

These are **our** children.

Those people are **their** friends.

Personal pronoun	I	you	he	she	it	we	they
Possessive determiner	my	your	his	her	its	our	their

We use possessive determiners...

-to talk about family and friends.

*This is **my** mother. That's **his** brother, Arthur.*

-to show that something belongs to somebody.

*She's got **my** bag.*

c

One of your friends is very interested in your preparations for the trip, and you send her a Whatsapp audio telling them about what everybody is packing.

**GO TO INSTANT MESSAGES. PREPARATIONS.**



d

VOCABULARY: COLOURS. **GOTO TASK 2d COLOURS.**

e

Lena shares her list with you to help you decide what clothes you want to take.  
**GOTO TASK 2e: COLOURS AND CLOTHES.**

f

You make a list of all the things that are important for your trip. Write your list and remember to add the colours of your clothes. Add the toiletries you use, too.  
**GOTO TASK 2f: MY LIST.**



## Inglés módulo 1

### Week 3

Marianela B. Estévez  
Gabriela Iacoboni

## Task 1

### Day after day

a

You are really excited about your trip, and you spend a lot of time thinking about it and planning everything.

Joseph, the group moderator on Facebook, posts the following:



**Joseph**

Admin · 2h · 🌐

Many things change when we live in a different country. One of them is our routine. So, let's talk about what we do every day! What's your typical routine?

👍 Dina and 2 others

3 Comments

👍 Like

💬 Comment

➦ Share

Soon, other members of the group start sharing their routines. **Read their comments.**

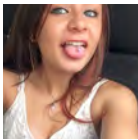


### **Dina**

I usually get up really early, at about 5.30 am. I go running (I run 4 km a day) and then I have breakfast. I usually have some coffee and scrambled eggs, or an avocado toast. Then, I start work. I'm a nurse, so I work at a hospital. I have a light lunch at 1 pm and then I continue working until 4 or 5 pm. Sometimes, if I have a lot of work, I finish at 7pm.

In the evening, I usually have dinner with my brother (at about 8 pm) and, if we aren't too tired, we watch a series on Netflix. He likes comedies, but I like thrillers!

Like · Reply · Share · 1h



### **Emma**

I wake up at about 10 o'clock and I have a quick breakfast: black coffee and some cookies. I leave home quickly and I go to university by bike. My classes start at 10.30am and end at 6pm. We have a break at 1pm and we have lunch at the campus cafeteria. After that, I usually go to the gym or study. I have dinner with my family at 7. I don't cook, but my mother cooks really well! She always prepares healthy meals. After that, I study for a couple of hours and finally I go to bed at about 12am.

Like · Reply · Share · 1h



### **Lena**

I usually get up at 7, I do some yoga and I have a shower. Then, my husband and I have breakfast. I usually have some fruit, coffee and rye bread. My husband often eats a bread roll with salami and cheese, but I'm vegan so I don't eat any animal products.

I work at a girls' primary school. I finish my morning classes at 12, then I have some lunch and I start teaching again at 1.30pm. After work, I go home. We have dinner at 6.30pm and then we spend some time together. I go to bed at 9pm.

Like · Reply · Share · 1h

**b** Pedro didn't read the comments very well, so he needs your help to remember who does each activity. **GO TO TASK 1b: TRUE OR FALSE.**

**c** Who do you think wrote the following comments to the posts above? **GO TO TASK 1c: WHO WROTE IT?**

**d** Mariana decided to record a video instead of writing about her routine. **GO TO TASK 1d: MARIANA'S ROUTINE.**



**Mariana**

I recorded a video about my routine! Check it out:  
[www.youtube.com/watch?v=L31ExXwlsVc](http://www.youtube.com/watch?v=L31ExXwlsVc)

Like · Reply · Share · 1h

**e** You notice that sometimes verbs have a final "s" and sometimes they don't. So you wonder why this happens and you find this video that explains it. **GO TO TASK 1e: PRESENT SIMPLE.**

**EXTRA: GO TO GRAMMAR > PRESENT SIMPLE: FORM AND USE**

**f** You start talking to Lena about all the new people in your group. Answer her questions. **GO TO TASK 1f: TALKING TO LENA.**





## Inglés módulo 1

### Week 3

Marianela B. Estévez  
Gabriela Iacoboni

## Task 2



You want to tell your friends about your routine, but first you need to understand the grammar. Joseph posts the following comment:



**Joseph**

Admin · 1h ·

Hello everyone! I asked some friends in the UK about their routine, so you can start to imagine a typical day here :)  
Enjoy!

Lena and 4 others

Like

Comment

Share

**GO TO TASK 2a: WHAT IS A TYPICAL DAY FOR YOU.**



b

You notice that, when they talk about their routines, people say something like this:

"I get up at 8.30 **a.m.**"

"I go to bed at 9 **p.m.**"

LOOK!

**a.m.** is before noon, and **p.m.** is after noon.

What expressions can we use to talk about different parts of the day?

Let's explore some structures that we need to talk about times of the day, days of the week and dates in English. **GO TO VOCABULARY: PARTS OF THE DAY.** Watch the video.

c

Now let's look at the words to mention typical daily activities. **GOTO TASK 2c: ACTIVITIES AND TIMES.** *When do you do these activities?* **Match the activities with the time of the day when they usually happen.**

d

Do you remember the people in Joseph's video? What is a typical day for them? **GOTO TASK 2d: A TYPICAL DAY.** **Drag the words to complete the sentences.**

e

**GRAMMAR.** You notice that there are some special prepositions connected with time. Read the chart. **EXTRA: GO TO GRAMMAR: PREPOSITIONS OF TIME.**

LOOK!

In English, we use different prepositions to talk about time: **IN - ON - AT**

- Sarah goes jogging **in** the morning.
- We don't have school **on** Sundays.
- Isaure gets up **at** 8.30 am.

<b>AT</b> (precise time)	<ul style="list-style-type: none"> <li>- I get up <b>at 7 am.</b></li> <li>- My classes start <b>at 10 o'clock.</b></li> <li>- I sleep <b>at night.</b></li> <li>- I'm busy <b>at the moment.</b></li> </ul>
<b>IN</b> (months, years, centuries, long periods)	<ul style="list-style-type: none"> <li>- My birthday is <b>in November.</b></li> <li>- I usually go to the beach <b>in the summer.</b></li> <li>- Covid pandemic started <b>in 2019.</b></li> </ul>
<b>ON</b> (days and dates)	<ul style="list-style-type: none"> <li>- I got to the gym <b>on Tuesdays.</b></li> <li>- We always have a special dinner <b>on Christmas day.</b></li> <li>- Shakespeare died <b>on 23rd April 1616.</b></li> <li>- My birthday is <b>on 7th November.</b></li> </ul>

**f**

Here is Joseph's routine. **GO TO TASK 2f: JOSEPH'S ROUTINE.**

**g**

In English, you need ordinal numbers for different reasons. To find out what reasons, **GO TO TASK 2g: ORDINAL NUMBERS. Watch the video and practise the pronunciation of the numbers.**  
**EXTRA: GO TO VOCABULARY: ORDINAL NUMBERS.**

**h**

After you watch the video, you take some notes about how to use ordinal numbers.  
**GO TO TASK 2h: NOTES ON ORDINAL NUMBERS.**

**i**

Now you are almost ready to send a post to the Cambridge group about your routine, so you try to remember the activities mentioned there. **GO TO TASK 2i: EVERYDAY ACTIVITIES.**

**j**

Now it's your turn! What's a typical day for you? Share it with us in our Cambridge group forum. Then, write a comment to other students' posts. **GO TO CAMBRIDGE GROUP: MY ROUTINE.**



Inglés Módulo 1

PREPOSITIONS OF TIME





ORDINAL NUMBERS

ENGLISH  
VOCABULARY

ORDINAL NUMBERS



We normally add a <sup>TH</sup> to the end of a cardinal number to make it an ordinal number. Be careful of the spelling exceptions below:

1 <sup>st</sup> first	11 <sup>th</sup> eleventh	21 <sup>st</sup> twenty-first
2 <sup>nd</sup> second	12 <sup>th</sup> twelfth	22 <sup>nd</sup> twenty-second
3 <sup>rd</sup> third	13 <sup>th</sup> thirteenth	23 <sup>rd</sup> twenty-third
4 <sup>th</sup> fourth	14 <sup>th</sup> fourteenth	24 <sup>th</sup> twenty-fourth
5 <sup>th</sup> fifth	15 <sup>th</sup> fifteenth	25 <sup>th</sup> twenty-fifth
6 <sup>th</sup> sixth	16 <sup>th</sup> sixteenth	26 <sup>th</sup> twenty-sixth
7 <sup>th</sup> seventh	17 <sup>th</sup> seventeenth	27 <sup>th</sup> twenty-seventh
8 <sup>th</sup> eighth	18 <sup>th</sup> eighteenth	28 <sup>th</sup> twenty-eighth
9 <sup>th</sup> ninth	19 <sup>th</sup> nineteenth	29 <sup>th</sup> twenty-ninth
10 <sup>th</sup> tenth	20 <sup>th</sup> twentieth	30 <sup>th</sup> thirtieth

USES OF ORDINAL NUMBERS

**DATES:** Her birthday is on the *29th*.

**CENTURIES:** Shakespeare was born in the *16th* century.

**SEQUENCE/ORDER:** My team came *second* in the league.

**FLOORS OF A BUILDING:** His office is on the *tenth* floor.

31<sup>st</sup> thirty-first

40<sup>th</sup> fortieth

41<sup>st</sup> forty-first

50<sup>th</sup> fiftieth

51<sup>st</sup> fifty-first





Inglés módulo 1

Week 4

Mariela B. Estévez  
Gabriela Iacoboni

Task 1

A piece of cake

a

The conversation about daily lives in the Cambridge group is very interesting, because everybody talks about habits in a different country! Now somebody mentioned that they do yoga in their bedroom, so you read about the rooms in a house.

**GO TO VOCABULARY: PARTS OF THE HOUSE.**

b

We can do a lot of things at home! But where do you do each of them?

**GO TO TASK 1b: WHERE DO YOU DO YOGA?**

**EXTRA: GO TO VOCABULARY: EVERYDAY ACTIVITIES**

c

In the Facebook group, Joseph talks about another aspect of everyday life that will change when you get to your destination: food.



He posts the following comment:



**Joseph**

Admin · 1h ·

Good morning, everyone! I am having a quick breakfast in the kitchen right now. That reminds me, there is something else that will change when you get to Cambridge: food. I'm a morning person and my favourite meal is breakfast. I usually have some bread and butter and a glass of milk. What about you? What's a typical breakfast in your country? Watch this video!

<https://www.youtube.com/watch?v=ry1E1uzPSU0>



**GO TO TASK 1c: WHAT DOES THE WORLD EAT FOR BREAKFAST?**

d

You watch Joseph's video again to see the different breakfasts.

**GO TO TASK 1d: TYPICAL BREAKFAST.**

e

Your friends start talking about their typical breakfast compared to the video. What is YOUR typical breakfast?

**GO TO CAMBRIDGE GROUP: My typical breakfast.**



## Inglés módulo 1

### Week 4

Marianela B. Estévez  
Gabriela Iacoboni

## Task 2



You and your friends continue talking about food. Some of them have a very healthy diet, but some others don't! **Read their comments.**



### Pedro

I never eat fruit for breakfast, I only like junk food. I'm happy to have some pizza and a soda at 8 a.m. :)

Like · Reply · Share · 1h



### Lena

Oh, Pedro! That's not healthy! By the way, when we're in Cambridge, I can prepare something like this. You'll love vegetables!



Like · Reply · Share · 1h

**GOTO 2a: LENA'S DINNER IDEA**

**b**

Lena is a great cook! She has a great sandwich recipe to share with you.

**GOTO TASK 2b: LENA'S SANDWICH INGREDIENTS.**

**c**

Which ingredients do you need to make the sandwich?

**GOTO TASK 2c: LENA'S RECIPE.**

**d**

Pedro decides to try Lena's recipe, but he can't remember the instructions very well, so he asks for your help.

**GOTO TASK 2d: LENA'S INSTRUCTIONS.**

**e**

Pedro finally prepared the sandwich. Which picture shows Lena's sandwich?

**GOTO TASK 2e: THE SANDWICH.**





Inglés módulo 1

Week 4

Marianela B. Estévez  
Gabriela Iacoboni

Task 3



You continue discussing food, and Joseph posts this comment:



**Joseph**

Admin · 1h · 🌐

Are you curious about British food? Have a look at this video that I recorded for you!

[https://www.youtube.com/watch?v=AeDco\\_eYzyl](https://www.youtube.com/watch?v=AeDco_eYzyl)

**British Food**



YOUTUBE.COM  
British Food

👍 Pedro and 3 others

👍 Like

💬 Comment

➦ Share



*You are really curious!*

### **GOTO TASK 3a: BRITISH FOOD**

**study  
tip**

Remember that when there are interactive videos, you DON'T have to do all the activities at once! It's a good idea to watch the complete video first for a general idea, and then watch it again to do the activities.

**b**

You want to try Shepherd's Pie, so you write down the ingredients:

"To make a Shepherd's pie, you need some lamb, cheese and three big potatoes."

You notice that "potatoes" is in the plural form, but "lamb" and "cheese" are always singular. You wonder why this happens.

**GOTO GRAMMAR: COUNTABLE AND UNCOUNTABLE NOUNS.**

**c**

You think that this can be really helpful, so you decide to classify all the ingredients of Shepherd's Pie into countable or uncountable nouns.

**GOTO TASK 3c: COUNTABLE OR UNCOUNTABLE?**

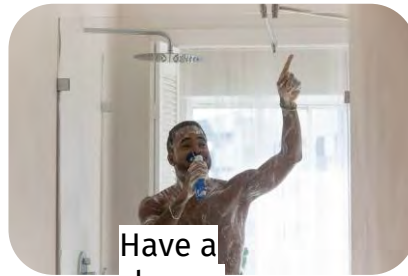


Inglés Módulo 1  
Week 4

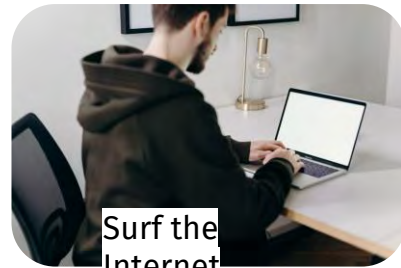
## EVERYDAY ACTIVITIES



Brush your teeth



Have a shower



Surf the Internet



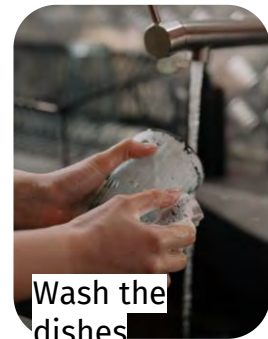
Do your homework



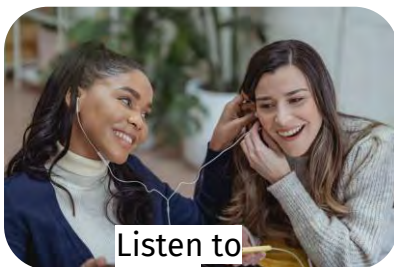
Cook dinner



Wake up



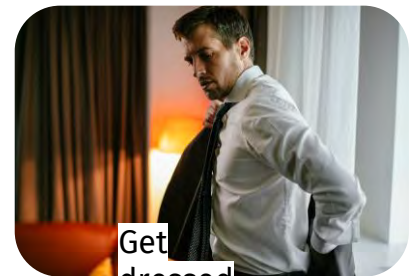
Wash the dishes



Listen to music



Watch TV



Get dressed



Inglés Módulo 1  
Week 4

**PARTS OF THE HOUSE**



**BATHROOM**



**STUDY**



**BEDROOM**



**LIVING ROOM**



**KITCHEN**



Inglés módulo 1

Week 5

Manuela Orbe  
Silvia C. Enríquez

Task 1

Travel light



You are now at the airport, and you decide to text your Cambridge friends before you leave. This is your message:



Cambridge! ✈️

Joseph, Dina, Emma...



I just can't wait to be  
there!

10:18 PM

Hi, everybody! I'm **at** the airport, **in** the waiting area for Gate 11. My flight leaves in an hour and a half! I have to wait, but there are many people, so I'm sitting **on** the floor! This is my plan: I'll go **to** the free shop and buy some chocolates. 5:20 AM ✓✓



**LOOK!**

In English, we use different prepositions to talk about places: in, on, at and to.

To remember this, you decide to complete a chart with examples from the message to make a summary.

**GO TO TASK 1a: PREPOSITIONS OF PLACE.**

**EXTRA:** You find a video that can help you understand it better: **GO TO GRAMMAR: PREPOSITIONS OF PLACE IN ENGLISH.**

**b**

Now you are already in the UK! You connect to the airport Wifi and see that Joseph has replied to your message! **Read his answer and send him your reply. Use the chart with the prepositions to help you!**

**GO TO TASK 1b: AIRPORT CONVERSATION.**



**c**

You are waiting in line at migrations to do your passport check. You see some signs and wonder what they mean.

**GO TO TASK 1c: AIRPORT SIGNS.**

d

**GRAMMAR:** You ask a security guard if you can use your phone. He answers:

You **can't** use it here in the immigration and passport control area, but you **can** use it in the rest of the airport, like the shops, cafés and waiting areas.

We use can and can't to talk about permission and prohibition. They are followed by infinitives:

- you **can't** smoke here
- you **can** use your phone in the rest of the airport

We use can/can't for all the persons: *he / she / we / they / I* can't smoke here.

e

You start thinking about other rules at the airport. What can or can't we do there?  
**GO TO TASK 1e: AIRPORT RULES**

f

At the train station, there are no prohibition signs, so you decide to ask one of the staff what you can/can't do on the train.  
**GO TO TASK 1f: AT THE TRAIN STATION.**



Inglés módulo 1

Week 5

Manuela Orbe  
Silvia C. Enríquez

Task 2

a

You're now on the train to Cambridge so you look for videos of the city and find one that is interesting. You want to compare the list of things you would like to do with the things you can do in Cambridge, according to the video.

**GO TO TASK 2a: MORE THAN A UNIVERSITY TOWN and watch the video.**



Cambridge is More Than a University Town

2,46,174 views • 20-Jul-2018

3.6K DISLIKE SHARE SAVE ...

- Punt in the river.
- Ride a bike.
- Bungee jump.
- Visit old libraries.
- Go to concerts.
- Drink craft beer and gin.
- Go to the countryside.
- Take free seminars.

b

Now you are ready to compare the two lists.

**GO TO TASK 2b: THINGS WE CAN DO IN CAMBRIDGE.**

c

You share the video with your friends in the Cambridge group. Look what they say about it!



**You**

1h

Hi! Look at this video about attractions in Cambridge! What do you think of these places and activities? **Why?**



**Mido**

Hey! Great video! I think punting looks fun because I love water sports. You can see all the city and it's more interesting than a walking tour. Do you like sports, guys? Maybe we can go running on weekends. That's an original way to get to know the place! :D

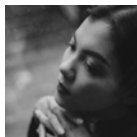
Like · Reply · Share · 1h



**Lena**

Oh no, punting looks boring! I'm sorry, Mido, but I think I prefer to go to all the pubs in the city haha! I love craft beer. I think it's delicious! Do you like it guys? The beer in Germany is so good...Do you think British beer is better?

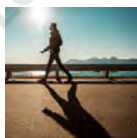
Like · Reply · Share · 35min



**Anong**

I don't know if it's better, but it's definitely more expensive!! Here in Thailand everything is cheaper than in the UK. I prefer to walk around the city because it's free! And I can take a lot of photos...the place looks lovely!!

Like · Reply · Share · 25min



**Pedro**

Hi, everyone! I want to see all the old libraries, the towers and colleges! They look like a Harry Potter movie and I'm a big fan! Then, I think restaurants and pubs are a great option to get to know the local culture. The British aren't famous for their food, but the restaurants in the video look really good! Do you think they are all expensive, Anong? Because I haven't got a looooot of money haha!!

Like · Reply · Share · 20min



LOOK!

How do we ask and answer about reasons?

- **Why** do you like Cambridge?
- **Because** it has beautiful buildings.

Use **why** to ask questions about reasons, and **because** to begin your answer.

d

Read your friends' comments again. You think about the words they use to express their feelings and opinions. Are their opinions positive or negative?

**GO TO TASK 2d: FEELINGS AND OPINIONS.**

e

**GRAMMAR.** When you read the comments you realise that Mido, Lena and Anong compare different things. You decide to mark the comparative form of the adjectives in the text to discover the rule!

**GO TO TASK 2e: COMPARATIVE FORM.**

Adjective	Comparative form
Interesting	-----
Good	-----
Expensive	-----
Cheap	-----

To compare a person, thing, group or situation with another that has the same quality in a different degree, we use comparative adjectives + *than*. There are some rules to use them!

Rule	Example
For the majority of one-syllable adjectives and some two-syllable adjectives we add <b>-er</b>	cheap - cheaper small - smaller
If the adjective has got one syllable and it ends with -e, we add <b>-r</b>	large - larger nice - nicer
If the short adjective ends in one vowel + one consonant, we <b>double the consonant</b> and add <b>-er</b>	hot - hotter big - bigger
If the short adjective ends in -y, we delete the -y and add <b>-ier</b>	sunny - sunnier healthy - healthier
For adjectives with two or more syllables (that don't end in -y) we add <b>more</b> before the adjective. The adjective does not change!	interesting - more interesting boring - more boring

Don't forget to use **than** after the adjective!

- My car is older than yours.
- Australia is bigger than Japan.

**LOOK!**

You can use "more than" with nouns, too. For example, look at the name of the video in this task:

- More **than** a university **town**.

**f**

You decide to practise this new topic and compare your hometown/city with Cambridge and some activities you can do there.

**GOTO TASK 2f: COMPARING PLACES AND ACTIVITIES.**

Cambridge	
Average weather	Temperature typically varies from 2°C to 22°C
Bus ticket	£2.53
Population	158,434 (2011)
Popular activities	walking around the city-centre, punting in the river, visiting colleges, going to a pub

**g**

Now write a comment in the post from Task 2a and answer: **What do you think of the places and activities in the video? Why?** You can use the ideas below or your own ideas.

**GOTO CAMBRIDGE GROUP: FREE TIME IN CAMBRIDGE.**

- Riding a bike
- Punting
- Walking around the city
- Going to a library
- Eating at a restaurant
- Drinking beer in a pub

"I think going to a library is more boring than punting because I don't like reading"



## Inglés módulo 1

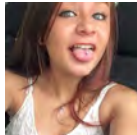
### Week 5

Mariela B. Estévez  
Gabriela Iacoboni

### Task 3



There is a new comment in your post: Emma's! You want to write a comment about your country too, but first you need to make sure that you understand some of the language that Emma uses. **Read her comment.**



**Emma**

Lovely video!! The UK has a lot of great places to visit, but I want to know about your countries! Thailand, Egypt, Germany, Argentina...Can you tell me more about them? What are the best places to visit?

I can tell you about my country. In France, the largest city is, of course, Paris. But there are many other cool destinations!!

🍷 The best wine is in Bordeaux. It's incredible!!

🏖️ The most amazing beaches are in Corsica. The south is beautiful, but it's also the hottest region! The coldest temperatures are in the Alps.

🥞 The most delicious food is in Bretagne. They have crepes and "galettes", a traditional dish.

🏰 The most famous castle is in Versailles, but the oldest one, the Château de Thil, is in Burgundy.

And there are more!!! I love travelling so I can't wait to read YOUR comments!! 🥰🥰🥰

Like · Reply · Share · 1h

b

**GRAMMAR.** Before you answer Emma's comment, you stop for a minute because you notice that it has a new type of adjective. **Look!**

- The **largest** city is Paris.
- The **most delicious** food is in Bretagne.
- It's the **hottest** region!

These are called **superlative adjectives**. We use them to compare a person or thing to the group or category it belongs to.

- The most famous castle is in Versailles (i.e. other castles in France are famous but everybody knows Versailles).

**LOOK!**

We don't need "than" when we use superlative adjectives because we are **not** comparing two things.

c

You decide to make a summary with the rules and some of the adjectives you've learned. **Complete the chart with examples from the previous activities.**  
**GO TO TASK 3c: ADJECTIVE CHART.**

d


Now you're ready to talk about your country. **Reply to Emma's message talking about the best places to visit, the hottest and coldest regions, the most delicious food, etc.** You can also compare different things, places and activities! Use the adjectives in this unit and your own ideas.

**GO TO TASK 3d: DESCRIBING MY COUNTRY.**





COMPARATIVE AND SUPERLATIVE ADJECTIVES



# COMPARISON OF ADJECTIVES

ENGLISH GRAMMAR

## How to Make Comparatives and Superlatives

**1 Single Syllable and Double Syllable Words ending with -y, -er, -ow, -le -**

<p>→ We use '-er' to make the comparative and '-est' to make the superlative.</p>	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #e1f5fe;"> <thead> <tr> <th style="padding: 5px;">POSITIVE</th> <th style="padding: 5px;">COMPARATIVE</th> <th style="padding: 5px;">SUPERLATIVE</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Black</td> <td style="padding: 5px;">Blacker</td> <td style="padding: 5px;">Blackest</td> </tr> <tr> <td style="padding: 5px;">Fair</td> <td style="padding: 5px;">Fairer</td> <td style="padding: 5px;">Fairest</td> </tr> <tr> <td style="padding: 5px;">Clever</td> <td style="padding: 5px;">Cleverer</td> <td style="padding: 5px;">Cleverest</td> </tr> </tbody> </table>	POSITIVE	COMPARATIVE	SUPERLATIVE	Black	Blacker	Blackest	Fair	Fairer	Fairest	Clever	Cleverer	Cleverest
POSITIVE	COMPARATIVE	SUPERLATIVE											
Black	Blacker	Blackest											
Fair	Fairer	Fairest											
Clever	Cleverer	Cleverest											
<p>→ When there is a silent 'e' at the end of the positive form, we remove that and add '-er' and '-est'</p>	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #e1f5fe;"> <thead> <tr> <th style="padding: 5px;">POSITIVE</th> <th style="padding: 5px;">COMPARATIVE</th> <th style="padding: 5px;">SUPERLATIVE</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Nice</td> <td style="padding: 5px;">Nicer</td> <td style="padding: 5px;">Nicest</td> </tr> <tr> <td style="padding: 5px;">Late</td> <td style="padding: 5px;">Later</td> <td style="padding: 5px;">Latest</td> </tr> <tr> <td style="padding: 5px;">Huge</td> <td style="padding: 5px;">Huger</td> <td style="padding: 5px;">Hugest</td> </tr> </tbody> </table>	POSITIVE	COMPARATIVE	SUPERLATIVE	Nice	Nicer	Nicest	Late	Later	Latest	Huge	Huger	Hugest
POSITIVE	COMPARATIVE	SUPERLATIVE											
Nice	Nicer	Nicest											
Late	Later	Latest											
Huge	Huger	Hugest											
<p>→ When the adjective ends with a 'y', we convert the 'y' into 'i' before adding '-er' and '-est'</p>	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #e1f5fe;"> <thead> <tr> <th style="padding: 5px;">POSITIVE</th> <th style="padding: 5px;">COMPARATIVE</th> <th style="padding: 5px;">SUPERLATIVE</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Pretty</td> <td style="padding: 5px;">Prettier</td> <td style="padding: 5px;">Prettiest</td> </tr> <tr> <td style="padding: 5px;">Lazy</td> <td style="padding: 5px;">Lazier</td> <td style="padding: 5px;">Laziest</td> </tr> <tr> <td style="padding: 5px;">Tidy</td> <td style="padding: 5px;">Tidier</td> <td style="padding: 5px;">Tidiest</td> </tr> </tbody> </table>	POSITIVE	COMPARATIVE	SUPERLATIVE	Pretty	Prettier	Prettiest	Lazy	Lazier	Laziest	Tidy	Tidier	Tidiest
POSITIVE	COMPARATIVE	SUPERLATIVE											
Pretty	Prettier	Prettiest											
Lazy	Lazier	Laziest											
Tidy	Tidier	Tidiest											
<p>→ If the adjective is a small one with little stress on the vowel, we double the last consonant.</p>	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #e1f5fe;"> <thead> <tr> <th style="padding: 5px;">POSITIVE</th> <th style="padding: 5px;">COMPARATIVE</th> <th style="padding: 5px;">SUPERLATIVE</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Hot</td> <td style="padding: 5px;">Hotter</td> <td style="padding: 5px;">Hottest</td> </tr> <tr> <td style="padding: 5px;">Wet</td> <td style="padding: 5px;">Wetter</td> <td style="padding: 5px;">Wettest</td> </tr> <tr> <td style="padding: 5px;">Thin</td> <td style="padding: 5px;">Thinner</td> <td style="padding: 5px;">Thinnest</td> </tr> </tbody> </table>	POSITIVE	COMPARATIVE	SUPERLATIVE	Hot	Hotter	Hottest	Wet	Wetter	Wettest	Thin	Thinner	Thinnest
POSITIVE	COMPARATIVE	SUPERLATIVE											
Hot	Hotter	Hottest											
Wet	Wetter	Wettest											
Thin	Thinner	Thinnest											

**2 Other Words with Two or More Syllables**

<p>→ For other double syllable words that do not end with -y, -er, -ow, -le &amp; for adjectives with more than two syllables, we use more and most to form the comparatives and superlatives.</p>	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #e1f5fe;"> <thead> <tr> <th style="padding: 5px;">Positive</th> <th style="padding: 5px;">Comparative</th> <th style="padding: 5px;">Superlative</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Difficult</td> <td style="padding: 5px;">More Difficult</td> <td style="padding: 5px;">Most Difficult</td> </tr> <tr> <td style="padding: 5px;">Careful</td> <td style="padding: 5px;">More Careful</td> <td style="padding: 5px;">Most Careful</td> </tr> <tr> <td style="padding: 5px;">Handsome</td> <td style="padding: 5px;">More Handsome</td> <td style="padding: 5px;">Most Handsome</td> </tr> </tbody> </table>	Positive	Comparative	Superlative	Difficult	More Difficult	Most Difficult	Careful	More Careful	Most Careful	Handsome	More Handsome	Most Handsome
Positive	Comparative	Superlative											
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Handsome	More Handsome	Most Handsome											

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# COMPARISON OF ADJECTIVES

ENGLISH GRAMMAR

## How to Make Comparatives and Superlatives

### 3 Special Adjectives



There are a few adjectives that can use both '-er and -est' and 'more' and 'most' to form their comparative and superlative forms.

POSITIVE	COMPARATIVE	SUPERLATIVE	EXAMPLE
Clever	Cleverer/ More Clever	Cleverest/ Most Clever	<ul style="list-style-type: none"> <li>• He is cleverer than her.</li> <li>• He is more clever than studious.</li> </ul>
Quiet	Quieter/ More Quiet	Quietest/ Most Quiet	<ul style="list-style-type: none"> <li>• This is the most quiet it gets here.</li> <li>• This is the quietest place.</li> </ul>
Brave	Braver/ More Brave	Bravest/ Most Brave	<ul style="list-style-type: none"> <li>• She is braver than other girls.</li> <li>• She was more brave than afraid.</li> </ul>
Sure	Surer/ More Sure	Surest/ Most Sure	<ul style="list-style-type: none"> <li>• He was surer of the result than others.</li> <li>• You'll be more sure about the concept after you read the chapter.</li> </ul>

### 4 Irregular Comparisons



There are a few adjectives that can use both '-er and -est' and 'more' and 'most' to form their comparative and superlative forms.

POSITIVE	COMPARATIVE	SUPERLATIVE
Bad	Worse	Worst
Good	Better	Best
Far (place & time)	Further	Furthest
Far (place)	Farther	Farthest
Old (people)	Elder	Eldest
Little (amount)	Less	Least
Late (order)	Latter	Last

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Inglés módulo 1

Week 6

Manuela Orbe  
Silvia C. Enríquez

Task 1

Home away from home

a

Today is your first day in the house where you are staying in Cambridge. As you need to know the names of the rooms in a house and of some everyday objects, you decide to play a game to learn them.

**GO TO TASK 1a: HOME VOCABULARY.**

b

All the students are arriving in Cambridge, and Débora sends a Whatsapp message describing her airbnb and asking everybody where they are staying. **Read their comments.**



Cambridge!

Joseph, Dina, Emma...



~Débora

Hello, everybody! Are you already in your lodgings? I'm in my airbnb and it's a real home away from home! It's got a big bedroom with a balcony, and look at my beautiful modern bathtub! I've also got an espresso machine. What have your places got? Please describe them and send photos!

1:17 PM

places got? Please describe them and send photos!

1:17 PM



~Anong

Hi! I'm staying in a dorm. My room isn't so small and it hasn't got a beautiful bathtub but it's got a big window with a view of a square (I don't know its name). Have you got nice views, guys?

1:32 PM



~Pedro

Hey! I've got a room in a house and yes, there's a nice



~Pedro

Hey! I've got a room in a house and yes, there's a nice view of the garden. I've got a bedroom, with an armchair and a desk. I've also got my own bathroom. Oh, and I've got a housemate. She's got a dog! We've got a kitchen to share, and also a living room with a TV - but I can't understand shows in English very well now, haha!

1:35 PM



~Ahmad

Hello! I'm in a flat, it's not very big but it's beautiful! I can send a photo later, now I'm at a supermarket because I need some things. And wait, now that I think of it: have I got a cleaning service? I don't know, I forgot to ask!!!

1:47 PM



**c**

**GRAMMAR.** You see that your friends use a specific verb form to talk about possession using the verb **have**:

- **I've got** a room in a house.
- I **haven't got** my own kitchen.
- **Have I got** a cleaning service?
- **It's got** a big bedroom with a balcony.
- **She's got** a dog.
- **We've got** a kitchen.

So, you decide to complete this chart to remember it.

**GO TO TASK 1c: GRAMMAR CHART.**

**EXTRA: GO TO GRAMMAR: HAVE GOT**

**d**

You're in your house and decide to take a picture of your room and send your answer to the group, describing it.

**GO TO TASK 1d: MY PLACE IN CAMBRIDGE.**



Inglés módulo 1

Week 6

Manuela Orbe  
Silvia C. Enríquez

Task 2



You are staying at a stranger's house for the first time in your life, so you read an article to help you learn how to behave.

## 9 things you should **never** touch in someone else's house

### Hands off!

Coronavirus and other germs and bacteria spread easily. So you have to remember not to touch things. It's also a question of good manners!

### The door

Of course, you can touch the door, but you cannot go in alone, or without an invitation. Always knock or ring the bell. And please, don't arrive early—it could be an inconvenience to your host.

### Their bedroom

Never go in, except if they invite you, and resist the temptation to have a

look after you go to the bathroom. Of course, there are exceptions, for example if you know the person very well, or if you live in a shared living space, a studio, or a flat with limited space. You cannot sit on the bed without permission, or use it to store coats and bags if there are guests coming.

### The floor—with your shoes on

Depending on personal preferences or cultural norms, many households have a no-shoes-inside policy. Look at your host—if they're wearing shoes in their house, you can probably assume it's OK for you. Another place

you shouldn't be putting your feet? On the couch or coffee table.

### **The fridge and cupboards**

This seems evident, but remember: it is rude to eat someone else's food without permission. If you're staying for a long time, you have to bring or buy some food yourself. Offer to help cook, or with the dishes and cleanup.

### **The windows or thermostat**

Your hosts set the thermostat number—it's their house, after all, and they have to pay the bill. In extreme situations, ask for a sweater or extra blanket, or suggest some activity to cool you off.

### **Drawers and cabinets**

This one is definitely invasive of your host's privacy. Don't open drawers, cabinets or rooms. The medicine

cabinet is certainly off-limits.

### **Workspaces, mail, or bills**

You never have permission to touch these things: they are off limits!

### **Cigarettes or e-cigarettes**

Except when your host is doing the same and gives you permission, never, ever smoke a cigarette or e-cigarette in someone's home. This rule is especially inflexible if there are children in the house. You have to protect them from dangerous chemicals and the smell.

### **The Wi-Fi**

Do not ask for the Wi-Fi password, except if you're a long-term guest or a very frequent visitor.

Adapted from <https://www.rd.com/list/things-never-touch-someone-elses-house/>

**LOOK!**

**Cannot = can't**

But look at the spelling: cannot,  
**NOT** can-not

**b**

**GRAMMAR.** You know we use "can" for permission and "can't" for prohibition, but what is "have to" used for? Look at the examples from the text:

- You **have to** remember not to touch anything.
- You **have to** bring or buy some food yourself.
- They have to pay the bills.
- You have to protect them from dangerous chemicals and the smell.

We use **have to** or **has to + a verb in the infinitive** to talk about obligation.

**GO TO TASK 2b: OBLIGATIONS.**

LOOK!

1. **Where is the negative?** The negative form of "have to" isn't here because it has a different meaning. We will study it later.

2. The conjugation of "have" has two possibilities:

For possession, it's similar to verb to be:

- She's got a new ipad.
- **Has he got** one too?
- **No, he hasn't** got one.

But for **obligation**, "have" is conjugated like the other verbs in the **simple present**:

- **I have** to tell my host when I arrive.
- **Do you have** to wash the dishes after you eat?

c

You decide to make a chart to remember how to form questions with "have to" for obligation in your notebook.

**GOTO TASK 2c: OBLIGATION (QUESTIONS)**

d

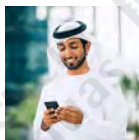
What other rules do you (think you have to) follow in someone else's house? Do you follow any of these rules?

**GOTO TASK 2d: HOUSE RULES. Complete with your opinion.**

**EXTRA: GO TO GRAMMAR: CAN/CAN'T, HAVE TO/DON'T HAVE TO**

e

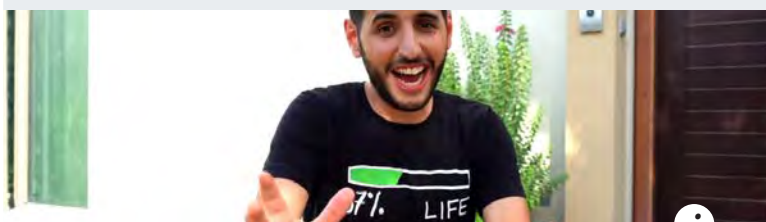
Your classmate Ahmad writes in the Facebook group. **Read his post and GOTO TASK 2e: BE CAREFUL OF AN ARAB'S HOME** to watch the video.



**Ahmad**

Hi! The information about good manners in someone else's house that you shared reminded me of a video I made some time ago. I'm a bedouin, you know, and I made this video about hospitality in my culture. It's really different! The video is called "Be careful of an Arab's home"

<https://www.youtube.com/watch?v=W86yS4Lw7Ls>



YOUTUBE.COM

Be Careful Of An Arab's Home



Like · Reply · Share · 1h





You watch the video and think it's quite surprising. You decide to leave a comment on Ahmad's video.

**GOTO TASK 2f: YOUTUBE COMMENT.**

Escuela  
de Lenguas



FALICE



UNIVERSIDAD  
NACIONAL  
DE LA PLATA



## Inglés módulo 1

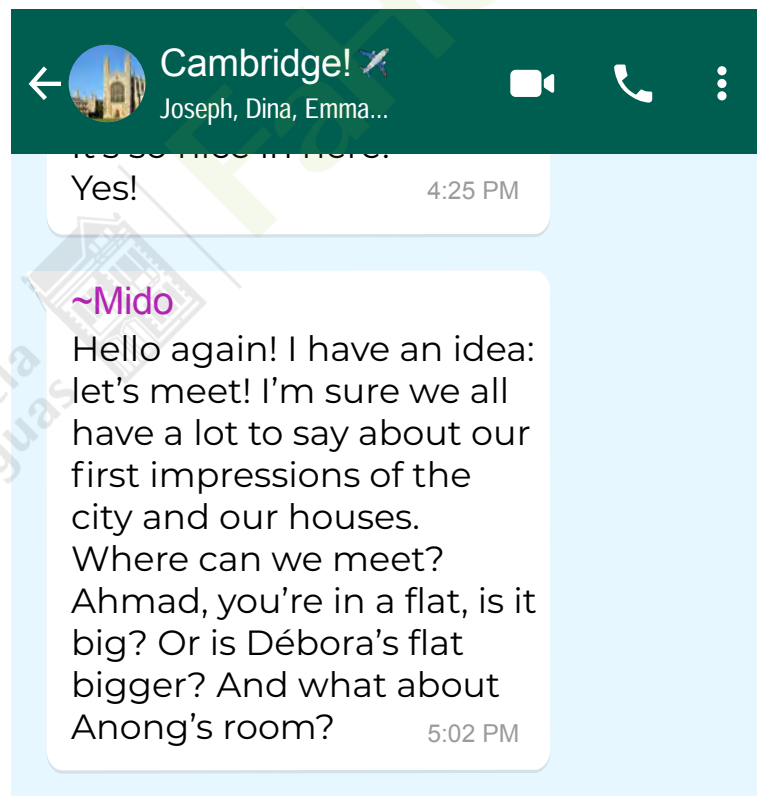
### Week 6

Manuela Orbe  
Silvia C. Enríquez

### Task 3



Mido sends a message to the WhatsApp group chat.  
**Read his comment.**



b

**GRAMMAR:** Before you reply, you pay attention to the last questions Mido asks. Here, he uses a different form of the possessive:

- Débora's flat.
- Anong's room.

This is called **possessive 's** and we use it to specify **who** possesses **what**. We indicate possession for **persons in this order: the person + 's + the possession**.

**Example:** Debora has got a bathtub. It is modern. = Débora's bathtub is modern.

Do **NOT** say "the bathtub of Débora". This is incorrect in English.

**Here are some spelling rules:**

1) Singular adds -'s:

Mido is Dina's **brother**. (= Dina has got a brother, his name is Mido).

2) Singular nouns ending in -s can add only ' after the s:

Charles' house.

Or 's:

Charles's house.

3) Plural nouns add only ' after the s:

The students' names.

**LOOK!**

Here, 's IS NOT a contraction of "is" or "has". It is an ending for possessives and this is the full form.

**EXTRA:** You find a video that can help you understand it better: **GO TO GRAMMAR: POSSESSIVE 'S**.

c

You want to make sure that you know exactly where your friends live in Cambridge, so you find their lodgings in a map.

**GOTOTASK 3c: MAP.**

To complete this task, go to task 1b and read your friends' messages again.



## HAVE GOT / HAS GOT

I have got	I've got	Have I got...?	I haven't got
You have got	You've got	Have you got...?	You haven't got
He has got She has got It has got	He's got She's got It's got	Has he got...? Has she got...? Has it got...?	He hasn't got She hasn't got It hasn't got
We have got You have got They have got	We've got You've got They've got	Have we got...? Have you got...? Have they got...?	We haven't got You haven't got They haven't got





## Inglés módulo 1

### Week 7

Mariela B. Estévez  
Gabriela Iacoboni

## Task 1

### First day of class

a

A fellow student welcomes you and gives you a tour of Pembroke College.

**GO TO TASK 1a: VIDEO TOUR OF PEMBROKE COLLEGE.**



b

You took some photos of places around College during the tour to share with your family and friends back home. Now you want to label each picture.

**GO TO TASK 1b: AROUND CAMPUS.**

C

After the tour, your friends are discussing on WhatsApp the places you saw around Pembroke College. **Read the conversation.**

WhatsApp chat interface for a group named "Cambridge!". The header shows a back arrow, the group name "Cambridge!", a profile picture of a building, and the names "Joseph, Dina, Emma...". There are icons for video call, voice call, and a menu.

**~Joseph**  
So what do you think of the campus?  
7:07 PM

**~Dina**  
It's great! I love the Junior Parlour because you can listen to live music there. I think that a band is playing right now!  
7:08 PM

**~Lena**  
I like the Junior Parlour, too! But also, I'm thinking about my vegan diet... Can we ask for vegetarian meals at the Hall?  
7:08 PM

**~Dina**  
Yes! There are a lot of different options. They're offering some warm salad today.  
7:09 PM

**~Mido**  
Hi, guys! I missed the tour... Was it good?  
7:13 PM

**~Joseph**  
It was great!  
7:14 PM

**~Dina**  
What happened?  
7:14 PM

**~Mido**  
I got distracted taking pictures.  
7:15 PM

**~Dina**  
Oh Mido...  
7:15 PM

**~Mido**

**~Dina**  
Oh Mido...  
7:15 PM

**~Mido**  
I'm so sorry! Please tell me about it! But first, look at my pictures! In the first, some birds are flying over the building. In the next, some students are walking in the college gardens. And the last one is from yesterday. Can you see it? A man is working on his laptop...  
7:21 PM



**~Joseph**  
Hey, that me!  
7:25 PM

d

**GRAMMAR:** You notice that your friends use the same structure when they talk about what is happening:

I **am getting** hungry.

A band **is playing** right now.

Some birds **are flying** over the building.

Some students **are walking** in the college garden.

The porters **are saying** hello.

A man **is talking** on his cellphone.

This is a verb tense called **Present Continuous**. We use it to talk about events that are happening **at the moment of speaking**.

e

You want to upload Mido's photos to your Instagram Stories, but you feel that you need a little more language practice to describe them.

**GO TO GRAMMAR: PRESENT CONTINUOUS.**

f

Now you are ready! You choose some of your favourite pictures to share on Instagram together with a short sentence that describes them.

**GO TO TASK 1f: WHAT ARE THEY DOING?**





Inglés módulo 1

Week 7

Marianela B. Estévez  
Gabriela Iacoboni

Task 2

a

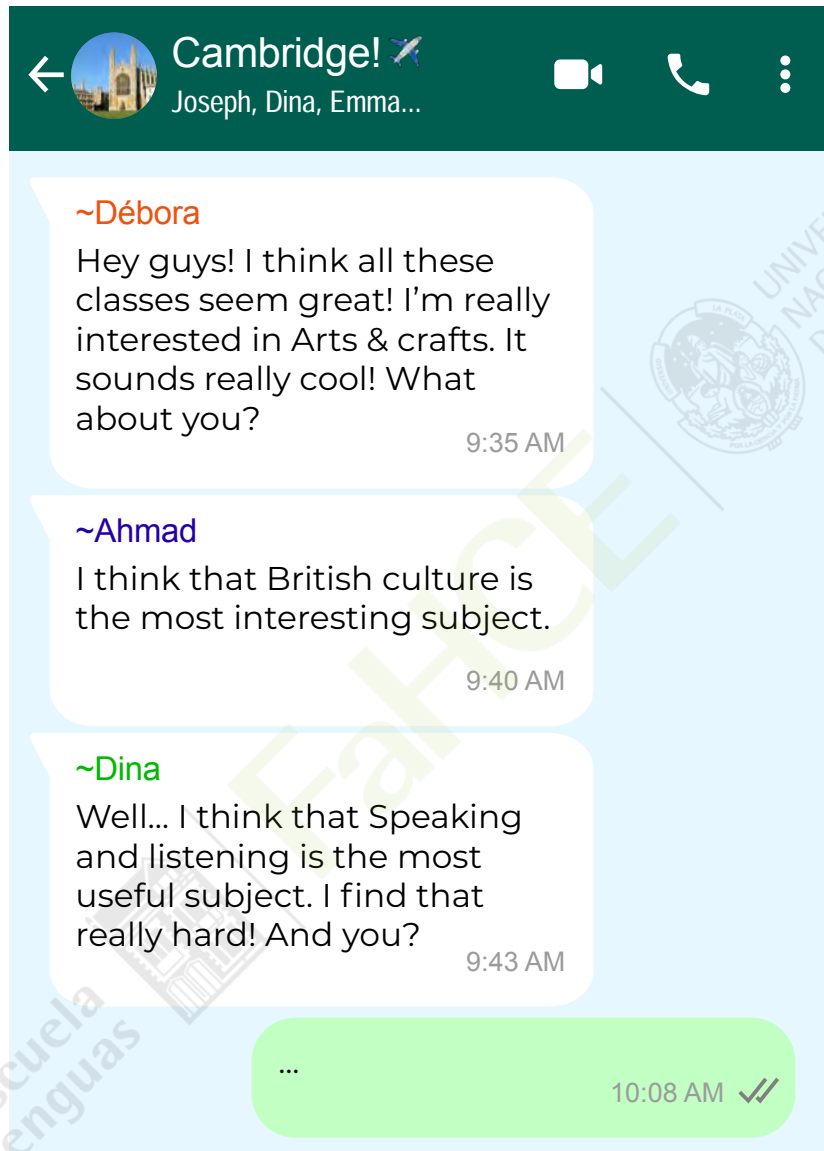
This is a special week, because you and your group are starting your first lessons in Cambridge. Before the first class, you receive a weekly schedule to help you organise. These are your classes for the first term. **Have a look at the schedule.**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
MORNING	British culture	Language: reading and writing	British culture	Literature	Local sports	Cooking	FREE
AFTERNOON	Language: speaking and listening	Drama	Language: speaking and listening	Arts & crafts	FREE	FREE	FREE



b

Débora sends a message to the Whatsapp group. **Read the conversation.**



c

You answer this message with your opinion.  
**GO TO TASK 2c: THE MOST INTERESTING SUBJECT.**

d

You start feeling anxious... How can you keep up with all these different classes in your schedule? So you find an article about time management and you share it with your group. **Read the article.**

*Are you using your time effectively?*

Learn about time management

## Working Smarter to Enhance Productivity



**Improve the way that you use your time.**

Do you sometimes feel like there's not enough time in the day?

We all get the same 24 hours – so why do some people seem to achieve more with their time than others? The answer: good time management.

Time management is the process of organizing and planning how to divide your time between different activities. Get it right, and you'll end up working smarter, not harder, to get more done in less time – even when time is tight and pressures are high.

The highest achievers manage their time exceptionally well. And by using time-management resources, you can make the most of your time, too – you can start right now!

**The Benefits of Good Time Management**

When you know how to manage your time effectively, you have many benefits. These include:

- Greater productivity and efficiency.
- Less stress.
- A better professional reputation.
- Increased chances of advancement.
- More opportunities to achieve your life and career goals.

Overall, you start feeling more in control, with the confidence to choose the best way to use your time.

Finally, when you are happier, more relaxed, and you can think better, you can help others, too.

e

Your friends are really interested! They talk about the article on your WhatsApp group. **GOTO TASK 2e: TALKING ABOUT TIME MANAGEMENT.**

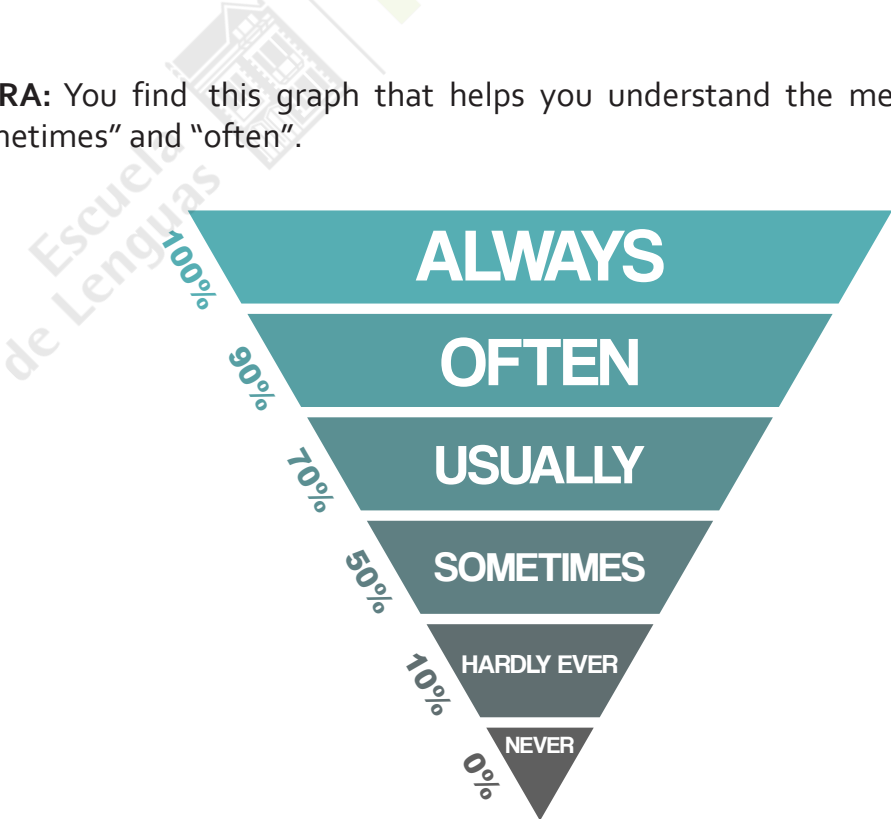


Joseph shares this quiz with you, and you decide to do it and see if you have good time management skills.

**GOTO TASK 2f: TIME MANAGEMENT QUIZ.**



**EXTRA:** You find this graph that helps you understand the meaning of "never", "sometimes" and "often".





Inglés módulo 1

Week 7

Mariela B. Estévez  
Gabriela Iacoboni

## Task 3

a

You have a lot of different classes! You want to create a nice weekly schedule to remember all your classes.  
**GO TO TASK 3a: DIFFERENT CLASSES.**

b

You and your friends think that all your classes must be fantastic. So you decide to visit one of the classes before it's your turn, and talk to the teacher.  
**GO TO TASK 3b: A CLASS VISIT.**

c

You are visiting a drama class at the moment. The teacher describes what they usually do and what they are doing right now.

**LOOK!**

You notice that the teacher says this:

- We usually **work** on improvisation and other techniques.
- We **are working** with an impro game called "Spaghetti" right now.



What is the difference between these two sentences? You find a video that explains the difference between present simple and continuous.

**GO TO TASK 3c: PRESENT SIMPLE AND CONTINUOUS.**

d

This class seems fascinating! You want to ask more questions to the teacher. But first you want to be sure that you know how to ask questions properly. So you watch a video and make a chart.

**GO TO TASK 3d: ASKING QUESTIONS.**

e

This class seems so interesting! You have a lot of questions for the Drama teacher, so you write them down.

**GO TO TASK 3e: ASK THE DRAMA TEACHER.**





Inglés módulo 1

Week 8

Marianela B. Estevez  
Silvia C. Enríquez  
Gabriela Iacoboni

So far, so good

This is the second week of your English course in the UK. You are having a very busy week! Now that you have some new friends, you go to class and then out with them.

a

In your language class, the teacher asked you to read some tips for learning English more effectively. Now you have to answer the teacher's questions in preparation for the next class. Read the text. Then, **GO TO TASK 1a: LEARNING TO LEARN ENGLISH.**



10 Tips To Learn Any Language From An Expert

Matthew Youlden speaks nine languages, including Italian, Greek, Spanish and Russian! He changes from language to language like a chameleon changes colors. He has some great tips for anyone trying to learn a new language. Get ready to take some notes!

Know Your Motivation

**1** This can sound obvious, but if you have a good reason to learn a language, you are more motivated. Then, once you decide on a language, it's crucial to commit. According to Matthew, this means "OK, I want to learn this so I'm going to do as much as I can in this language, with this language and for this language."

## 2 Find A Partner

Matthew learned several languages together with his twin brother, Michael. They learnt Greek when they were only eight years old! "We were very motivated, and we still are," Matthew said.

## 3 Talk To Yourself

If the previous suggestion on our list of language-learning tips isn't possible because you haven't got a partner, you can talk to yourself in a foreign language. "It can sound really strange, but it is a great way to practise!"

## 4 Keep It Relevant

It's better if conversation is your goal from the beginning. Talking to people is one of the best ways to learn a language. "You learn a language because you want to use it. The creative side is when you really use that language: reading, writing songs, speaking to people or using it when you travel."

## 5 Have Fun With It

Using your new language is a creative act. You can think of some fun ways to practice your new language: make a radio play with a friend, draw a comic, write a poem or simply talk to as many people as you can.

## 6 Act Like A Child

With this language-learning tip, we mean trying to learn the way kids do: don't be shy, play in the language and don't worry about mistakes. Humans learn by making mistakes. As

kids, it's ok to make mistakes, but for some adults, mistakes are taboo. Forget your adult inhibitions!

## 7 Leave Your Comfort Zone

This is the only way to develop and improve. No matter how much you learn, to speak a language you have to do new things: talk to strangers in the language, ask for directions, order food, try to tell a joke. This way, your comfort zone can become bigger and you can feel better in new situations.

## 8 Listen

This one is very important: You need to learn to listen before you can learn to speak. Every language sounds strange the first time you hear it. When you expose yourself to it, it becomes more familiar, making it easier to speak and understand. "Our body can pronounce all sounds, but we never do it."

## 9 Watch Others Talk

Pronunciation is physical and also mental. Try to imitate native speakers of the language. If you can't watch and imitate a native-speaker in person, you can watch foreign-language films and TV.

## 10 Practice, practice, practice

This is essential: immerse yourself and practice your new language every day. Even a short, simple conversation can help you make great progress!

Adapted from <https://www.babbel.com/en/magazine/10-tips-from-an-expert>

LOOK!

In this article, the author uses verbs in the infinitive to give instructions. So remember:

**In English, the infinitive is also used to give instructions or orders. For example:**

*"Talk to yourself".*

*"Listen".*

This is called **imperative mood**.

**b**

In your experience, what can help you learn English? Can you add one or two tips to this list?

**GOTO TASK 1b: LANGUAGE-LEARNING FORUM**

**c**

Your teacher also asks you to participate in a forum about these tips.

**GOTO TASK 1c: LANGUAGE-LEARNING TIPS**





Inglés módulo 1

Week 8

Marianela B. Estevez  
Silvia C. Enríquez  
Gabriela Iacoboni

Task 2

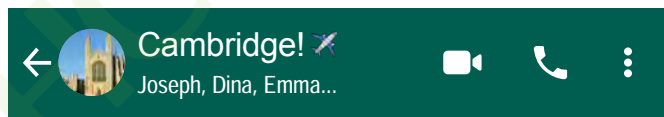
Remember that you can explain why you can't go out using, for example:

- can/can't
- have got
- there is/are
- I'm/we are, etc -ing
- a description of how you feel: tired, homesick, bored...

a

Joseph thinks it's a good idea to plan some outdoor activity. But you are too busy. Read the conversation and then, write your answer.

**GO TO TASK 2a: NO PLANS FOR THE WEEKEND.**



~Joseph

So, how are you? What are you doing these days? Are you enjoying your stay in Cambridge? What if we go out for dinner tonight? Or do you prefer to go for a walk downtown?

9:35 AM

~Pedro

I'm great! I love your ideas. But I've got to stay in and do my homework, I'm going really slowly! Sorry!

9:40 AM

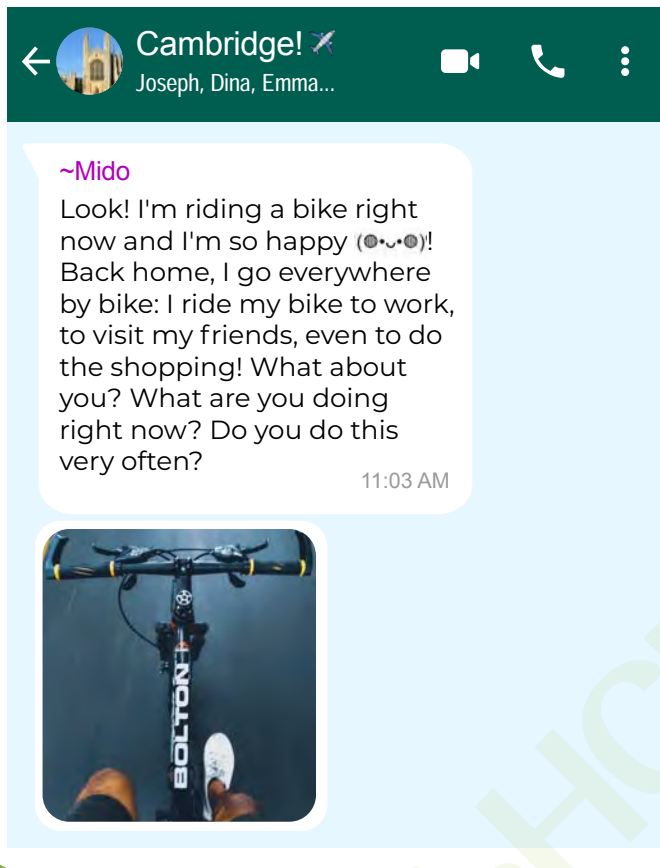
~Lena

I prefer indoor activities! I like reading and going to the cinema. Anyway, I have the same problem: lots of homework to do! How about next week?

9:43 AM

b

Mido has some free time at the weekend and decides to go out alone, because the rest of the group is busy. He shares this picture on your WhatsApp group:



You decide to send your own picture to the group.

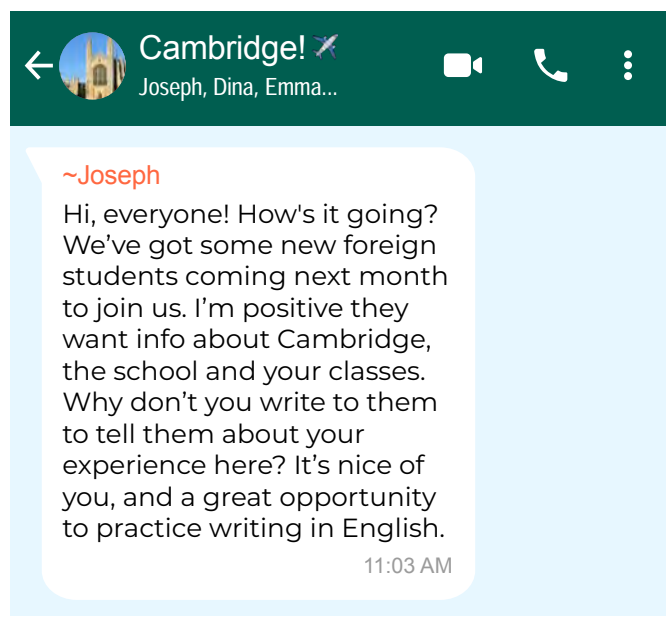
**GO TO TASK 2b: AT THE MOMENT**



c

Joseph tells you that some students from different countries are joining your course next month, and they want some information about the city, the school and your classes. So he asks you to write them an email.

This is your first e-mail in English, so Lena does you a favour: she shows you her e-mail to help you write yours.



From < lena.schuler@gmail.com >

To ilovemylife@gmail.com.it

Subject HI!

Dear friend,

Hi! My name is Lena. I'm 29 and I'm a teacher. I live in Frankfurt, a big city in Germany. What about you?

I really like Cambridge. There are lots of things to do and places to visit in and around the city. You can do a walking tour of Cambridge University or cycle around town, or even row a boat down the Cam river. Rowing and football are very popular sports to do and watch here. Can you row? What's your favourite sport?

Cambridge has many important music and arts festivals and there's also a beer festival in May! There are lots of shops and pubs with great food and better drinks :) I usually go bar-hopping with my friends (but only on the weekend!). My favourite pub is The Eagle, and it's also the oldest in Cambridge. They offer a wide variety of beers and ciders, they have the best fish and chips in the world, and it's famous because scientists Francis Crick and James Watson announced in the pub their discovery of the double helix structure of DNA. What do you like doing on weekends?

Hope to meet you soon! I promise to show you around campus and the city ;)

Best wishes,

Lena



These are some useful expressions for writing informal emails:

#### **Greeting**

To start an informal email, we write

**Dear (first name), / Hi (first name), / Hello (first name)**

#### **Conclusion**

In the Conclusion we write our closing remarks; for example:

**'Keep in touch.' 'Write soon.' 'I hope to hear from you soon.'**

#### **Signature**

You can use the following expressions and then simply write your name.

**'Lots of love' 'Best wishes' 'All the best'**

(taken from: <https://tegenlisch.com/news/how-to-write-an-email-to-a-friend-in-english/>)

**LOOK!**

Now it's your turn to write your email to "ilovemylife"!

**GO TO TASK 2c: MY E-MAIL.**





Inglés módulo 1

Week 8

Marianela B. Estevez  
Silvia C. Enríquez  
Gabriela Iacoboni

Task 3

a

Your British Culture teacher has suggested a recipe challenge: you and some Argentine friends have to post a recipe of a typical Argentine dish. **What Argentinian food can you prepare with a minimum quantity of ingredients?**

You are happy with your recipe but you don't know many verbs for cooking, so you watch the video "Cooking verbs" and take note of the cooking verbs you need for your dish.



Remember to take notes as you watch the video because you'll need them later!

GO TO TASK 3a: COOKING VERBS

b

Now you're ready to write a recipe of some traditional local dish including ingredients and cooking process (using the imperative form). Don't forget to include a picture of your dish.

GO TO TASK 3b: MY RECIPE.





Inglés módulo 1

Week 9

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez

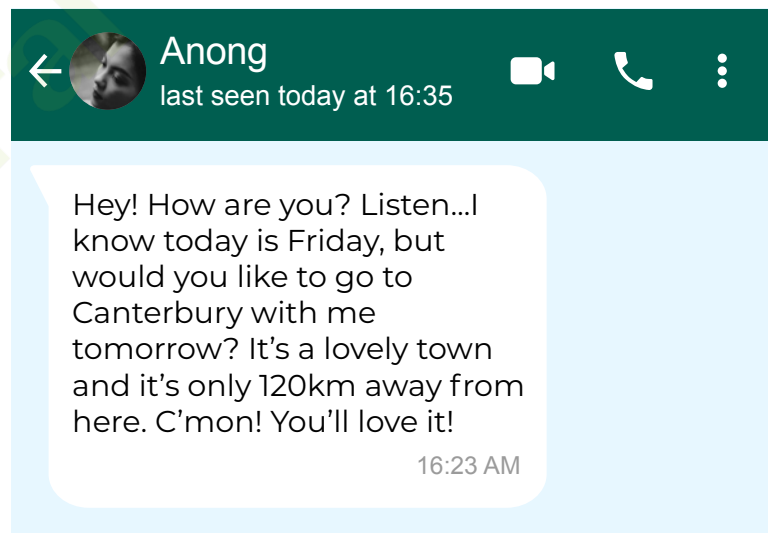
Task 1

A weekend getaway!

a

Your friend Anong sends you a text message, inviting you to a short trip. Read her message and accept her invitation.

**GO TO TASK 1a: ANONG'S INVITATION**



b

Anong is happy to hear you accept and sends you a video. **GO TO TASK 1b: TOP THINGS TO DO IN CANTERBURY.**



c

According to the video, there are 7 top things to do in Canterbury.  
**GOTO TASK 1c: EXPLORING CANTERBURY.**

d

**GRAMMAR.** You reread Anong's message and you realise she uses a new verb to talk about the future.

- You'll **love** it!
- The weather **will be** lovely
- We'll **have** lots of fun
- You **won't need** them.

We use “will” and “won’t” to make predictions about the future when we’re sure about something.

- Read this book. You’ll like it! (I am sure because you like this type of book)
- I’m sure she won’t come. (It’s late and she’s not there)

When we want to make predictions but we’re not sure, we can use “might” or “might not”. Look at the example in Anong’s message:

- I **might see** Debora tonight. (=it’s possible, but I’m not sure)

Compare:

- I’ll **see** Debora tonight at the party. (= I’m sure I will see her) can use your phone.

**EXTRA: GO TO GRAMMAR: WILL/MIGHT (NOT)/WON’T**



e

You and your friends are thinking about your activities on the trip to Canterbury. Are these things that you will, won’t or might do?

**GO TO TASK 1e: PLANS FOR THE TRIP.**

f

Your German friend, Lena, asks you what you’ll do in Canterbury. Send her an audio message telling her the things you might or will do/see.

**GO TO TASK 1f: PLANS FOR CANTERBURY.**

Escuela  
de Lenguas







Inglés módulo 1

Week 9

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez

Task 2



a

After your trip to Canterbury, everyone wants to travel around the UK! Joseph sends a whatsapp message and everyone starts to plan. **Read the conversation.**

~Joseph

Hi, everyone! Your trip to Canterbury sounds great!! Why don't we plan another trip together? What about Scotland? Perhaps we can go to Edinburgh and then to Glasgow.

11:03 AM

~Lena

Absolutely yes! I'll check booking.com to see if there are cheap hotels or hostels in the city.

11:07 AM

~Joseph

So, if Lena checks the hostels I'll buy the train tickets. Pedro, are you busy next weekend?

11:16 AM

~Pedro

Well, I was invited to a party but I won't go! Traveling with you sounds more fun. Scotland, here we go!! 🇬🇧

11:18 AM



b

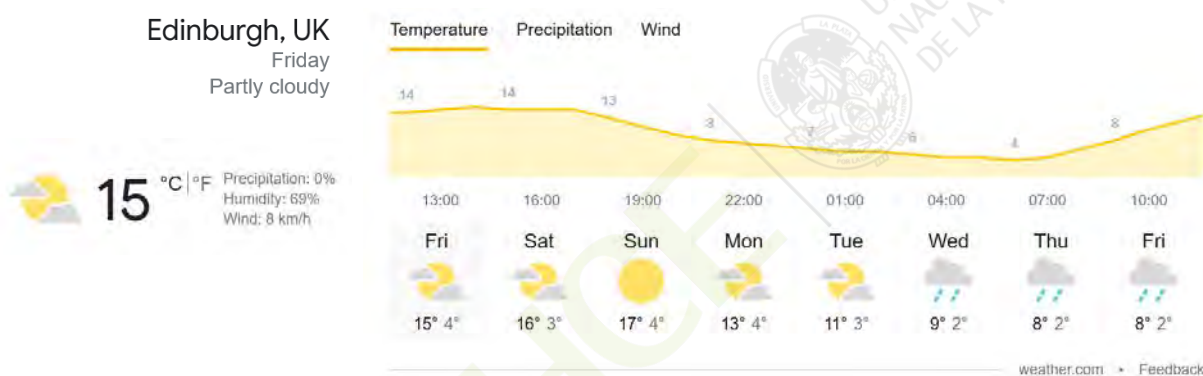
**GRAMMAR.** You notice that “will” is not used for predictions, but for instant **decisions** (decisions you take at the moment of speaking). This is another use for this modal verb:

- I'll check this website.
- I'll buy the train tickets.
- I won't go.

c

After your conversation, you check Scotland's weather forecast for the weekend and you share it with your friends. Read their comments and choose the best reply.

**GOTOTASK 2c: DECISIONS**



d

You and your friends keep talking about this trip on WhatsApp. Débora, Dina and Mido talk about what they can already say or understand in English. **Read the conversation.**

~Débora  
I'm worried about the trip. My English is not so good...What if I can't understand the Scottish accent?  
11:16 AM

~Mido  
Don't feel bad, Débora! You're not alone. We have lots of tourists in Egypt, so all Egyptians know a little English. I can have a conversation about our names, talk about countries, and understand easy directions if we ask about some place. We won't get lost!  
11:03 AM

~Dina  
Yes, me too! But I can't understand native speakers so well when they speak quickly.  
11:16 AM

~Débora

native speakers so well when they speak quickly.  
11:16 AM

~Débora  
Yes, it's the same in Brazil! We have a lot of tourists who can't speak Portuguese. And can you understand native speakers, Mido?  
11:18 AM

~Mido  
It depends, I can't understand some accents! This is why we are here, studying English.  
11:16 AM

~Débora  
You're right!! I'll look for some videos to listen to different accents!  
11:18 AM

e

**GRAMMAR.** You notice that your friends are using “can”, but not to talk about permission. You ask them about it and they explain. These are your notes about using can for ability:

We use **can** to talk about **ability**, i.e to mention the things that we know or don't know how to do. For example:

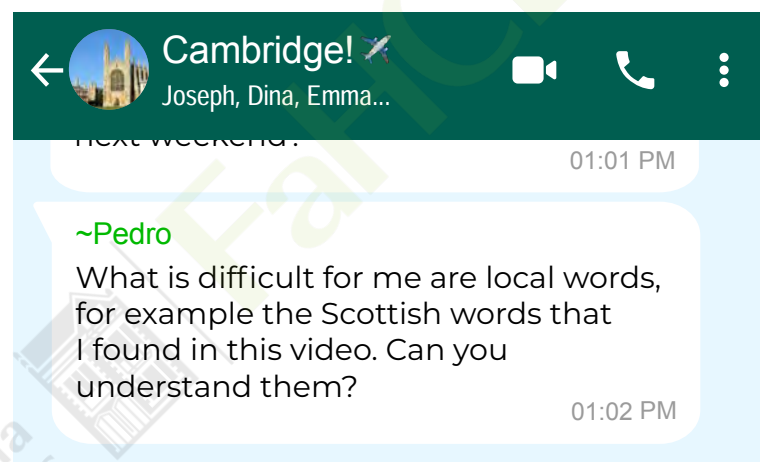
- “I can have a conversation about our countries” means “I know how to have a conversation about our countries”.

And

- “I can't understand some accents” means “I have difficulty understanding some accents”.

f

Later in the same conversation, Pedro says:



**GOTO TASK 2f: BONNIE LASSIE.**

g

You write down the meaning of the new words that you find in this video.

**GOTO TASK 2g: SCOTTISH WORDS.**

h

The conversation about Scotland continues on Whatsapp. Everybody is interested!

**Read the conversation.**

~Ahmad

I found some funny tweets written by Scottish people. In one of them they use the word “wee”. Look!

11:16 AM



~Dina

Haha! Lightning McQueen is the car in Cars, the movie! And “canny”? Is it “cannot”?

11:16 AM

~Ahmad

Yes, it is! Apparently that represents the Scottish pronunciation. And here are some other tweets that I think are funny. At least they are easy to understand!

11:18 AM



~Dina

Oh, they don't use punctuation in some of them. But I can understand them anyway. **Can you understand the jokes? Is there any you can't understand? Which is the funniest?**

11:16 AM

1

Ross Whiteheeed  
@\_rosswhitehead

Still canny believe the queen won that marathon, wee lightning mcqueen



2

ryan  
@beak97

See how Scottish people wear tops that say 'New York' or 'LA' do people from America wear tops saying 'Arbroath' or 'East Kilbride'

3

Dylan Ramage  
@DylanRamage1

Scotland

Paric @Paricyte · 1d

Say something nice about the UK

Show this thread



4

jam  
@JamieClay\_

do american mcdonalds have bouncers too or are we just animals

i

You answer Dina's questions about the jokes.  
**GO TO TASK 2i: UNDERSTANDING JOKES.**

j

After the meeting, you decide to make a list of the things you can and can't do in English. Here are some ideas and you want to add two more:

- Greet people
- Say numbers
- Understand numbers when people speak
- Order food
- Read a long novel
- Send a text message
- Introduce yourself
- Tell the time
- Ask questions
- Understand films or series without reading the subtitles
- Have a conversation with a stranger

**GOTO TASK 2j: WHAT I CAN AND CAN'T DO IN ENGLISH**



Escuela de Lenguas

FALCE





Inglés módulo 1

Week 10

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

Task 1

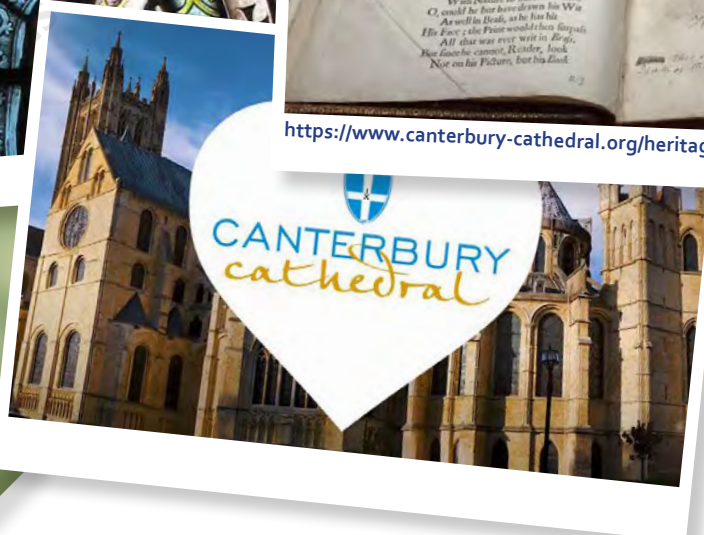
My inspiration

a

You're looking at the pictures of your trip to Canterbury and find this one from Canterbury's Cathedral. It's Shakespeare. You want to know more about him, so you look for information online. **Read the text.**



<https://www.canterbury-cathedral.org/heritage/history/shakespeare-400/>



**William Shakespeare** (1564 - † 1616) was a poet and a playwright. He was born in Stratford-upon-Avon, England, and people around the world consider him the greatest writer in the English language. His plays, sonnets and poems were very popular and still are! You can find his work translated into every major language and his plays in theatres all over the world.



William Shakespeare married Anne Hathaway when he was 18 and they had three children. They were in London when the Globe Theatre was under construction in London, and it was the home of

Shakespeare's first plays. There is a reconstruction of the theatre (a fire destroyed the original!) so you can go to the Globe to see one of Shakespeare's plays today!

Why do we like these old plays? Perhaps it is because they all contain fantastic stories. His characters suffer bloody battles, deaths by poison, huge family fights, problems between brothers and sisters, problems between parents and children... The plays are also full of parties, weddings and funerals. They are quite simply action-packed.

b

Below the article, you find a quiz. You do it to test your knowledge!  
**GOTO TASK 1b: SHAKESPEARE QUIZ.**

c

**GRAMMAR:** You notice that this text and the quiz have some verbs in the present, but some others are used to talk about the past. You focus on these sentences:

- William Shakespeare **was** a poet and playwright.
- His plays, sonnets and poems **were** very popular.
- What **was** his wife's name?
- He **wasn't** married.
- His plays **weren't** popular.

**LOOK!**

The order of words in the conjugation of verb to be is the same in the present and past in all cases: for the affirmative, negative and interrogative. Check the chart below to compare.

Present	Past
<p>Paul Auster <b>is</b> an American novelist.</p> <p>What <b>is</b> his wife's name?</p> <p>He <b>isn't</b> Australian.</p>	<p>William Shakespeare <b>was</b> a British poet and playwright.</p> <p>He <b>wasn't</b> American.</p>
<p>What <b>are</b> Auster's most famous novels?</p> <p>His most famous books <b>are</b> MoonPalace and The New York Trilogy.</p> <p>The Spanish versions <b>aren't</b> very good.</p>	<p>His plays, sonnets and poems <b>were</b> very popular.</p> <p>Shakespeare and Ann Hathaway <b>weren't</b> married.</p>

d

You decide to find the chart that you had for the present and complete it with the past.  
**GOTO TASK 1d: WAS/WERE.**

e

You also find a funny YouTube video with a song to practise conjugations! Go to **TASK 1e: I WAS, YOU WERE** and sing along.

f

You like to learn about historical characters and important people, and you come across this quiz on the same website. You want to solve it.  
**GOTO TASK 1f: IMPORTANT PEOPLE.**

g

The website above offers you the chance to post a quiz of your own. Using the fact file on William Shakespeare below as a model, find information about three famous people to make your own quiz. Include three options and highlight the right answer **in bold**.  
**GOTO TASK 1g: YOUR QUIZ.**

This man was a poet and a playwright. He was born in 1564, in England, and died in 1616.

- A. **William Shakespeare**
- B. Geoffrey Chaucer
- C. John Milton





## Inglés módulo 1

Week 10

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

## Task 2

a

You keep looking for important people on the internet, and find a video of Malala Yousafzai, a Pakistani activist for female education.

**GO TO TASK 2a: MALALA'S SPEECH.**



b

The video has a lot of new vocabulary! You share it with your friends to see if they can help you understand it better, but they also have questions. Go to **TASK 2b: CONVERSATION ABOUT MALALA'S SPEECH** and decide which would be the best answer for your friend.

~Pedro

Malala says: "I am not a lone voice. I am many. I am Malala, but I'm also Shazya. I'm Kinad. I'm Kinad Sonro. I'm Mozune. I am Aminah. I am those 66 million girls who are deprived of education." What does "**deprived of education**" mean??

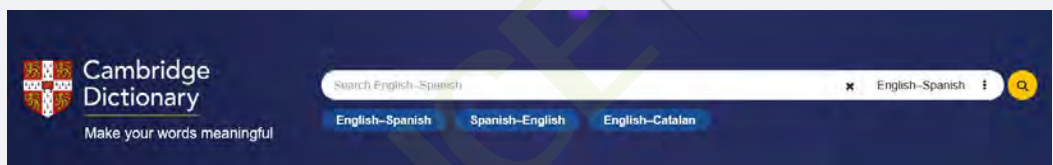
04:15 PM



study tip

When we find a new word we don't understand, there are different strategies that we can use:

- Try to deduce the meaning of the word from the context.
- If you need to know the name of an object, use a visual dictionary. Remember that there are some in the "Reference" tab in the virtual classroom.
- Try to think of other similar words you know, but be careful! Sometimes words that are similar to Spanish words can have different meanings in English.
- Use a monolingual dictionary and read the definition. The dictionary might give you a synonym you already know. You can find some for beginners in the "Reference" tab in the virtual classroom.
- Don't use Google Translate for single words, what you can find there isn't always correct. Instead, you can use a Spanish-English dictionary **if the previous tips didn't work**. Go to the Cambridge Dictionary and check the English-Spanish option: <https://dictionary.cambridge.org/>. But always remember that translation is not the best option to learn a language.



C

After you watch the video, you scroll down to read some of the comments. People are talking about Malala's life. **Try to put the tips for understanding new words into practice.**

B

**Bhairab Gogoi** 10 months ago

I think this video motivated all the girls... Thanks for the video!!!

👍 👎 REPLY

W

**Walter T** 9 months ago

Why was Malala so important? What did she do?

👍 👎 REPLY

B

**Bhairab Gogoi** 9 months ago

Malala lives in Pakistan and believes that girls have to receive equal education, but the situation in her country is very complicated. In 2012, Malala was on a school bus when a Pakistani Taliban tried to kill her for her activism! She received a bullet in her head and the man escaped. She was unconscious and after some time they transferred her to a British hospital. A lot of people around the world supported her. Luckily, Malala's health improved and she continued speaking up for the right of education!! She co-founded the Malala Fund, a non-profit organisation and in 2014, she received a Nobel Peace Prize!! She was the youngest person to do it! She's amazing!!

👍 👎 REPLY

W

**Walter T** 9 months ago

Wow! I didn't know that! Now I understand the video better. Thanks for the information.

👍 👎 REPLY

d

You decide to do your own research and find a photostory about Malala, but the pictures aren't in chronological order.

**GOTO TASK 2d: PHOTOSTORY.**

e

**GRAMMAR.** You notice that there are many other verbs that appear in the past, but they are not like the verb to be. You write down some examples from the video and the comments:

- The man **escaped**.
- Malala's health **improved**.
- I **decided** to speak up.
- Terrorists **tried** to stop us.
- We **survived**.

These are called **regular verbs** because the majority of the verbs in English have this form in the past. They are simple: we add -ed to the end of the infinitive verb to make the past form, e.g. escape - escaped, decide - decided

There are some spelling rules that we have to consider:

- If the verb ends in "e", we only add -d: e.g. improve - improved, survive-survived decide-decidedd.
- If the verb ends in consonant+y, we delete -y and add -ied : e.g. try-tryied.
- Some verbs double consonant when we add -ed: stop-stoppped, transfer-transferrred.

**EXTRA: GO TO GRAMMAR: PAST SIMPLE REGULAR VERBS**

f

You go back to the YouTube comments to see if you can find more regular verbs.

**GOTO TASK 2f: FIND THE VERBS.**

g

**GRAMMAR:** As you read the comments again, you find a question and a negative sentence:

- What did she do?
- I didn't know that.



The order of words in the conjugation of the past simple is the same as in the present simple.

Simple present	Simple past
My friend John <b>is</b> a scientist. He <b>works</b> in a lab.	Alexander Fleming <b>was</b> a scientist. He <b>worked</b> in a lab.
Where <b>does</b> he live?	Where <b>did</b> he live?
He <b>doesn't</b> like art.	He <b>didn't</b> like art.

**h**

You look for a more complete chart to study the conjugation of the simple past. It's easy!

Simple present			Simple past		
<b>Affirmative</b>					
I / you / we / they	like music.		I / you / we / they	liked music.	
He / she / it	like music.		He / she / it	liked music.	
<b>Interrogative</b>					
Do	I / you / we / they	like music?	Did	I / you / we / they	like music?
Does	he / she / it	like music?	Did	he / she / it	like music?
<b>Negative</b>					
I / you / we / they	do not (don't)	like music.	I / you / we / they	did not (didn't)	like music.
He / she / it	does not (don't)	like music.	He / she / it	did not (didn't)	like music.

LOOK!

We use the past simple to talk about **finished actions** and **states** in the past.

- Shakespeare was a poet.
- Malala was unconscious and they transferred her to a British hospital.

When we use the past simple, we often say **when** the action happened. We use expressions like: *last year, in 1998, two days ago, yesterday, etc.*

- William Shakespeare married Anne Hathaway *when he was 18.*
- Malala received the Nobel Peace Prize *in 2014.*





## Inglés módulo 1

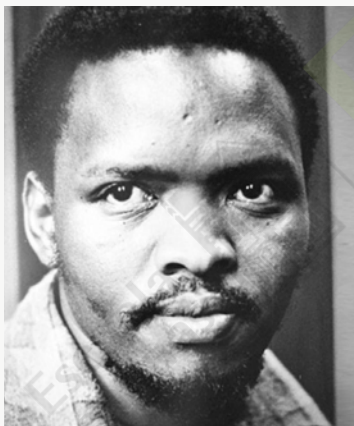
## Week 10

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

## Task 3

a

You keep looking for information about human rights activists. Who was Steve Biko? **Read the biography about him below.**



Steve Biko (18 December 1946 – 12 September 1977) was a South African anti-apartheid activist. He **had** African nationalist and African socialist ideas, and he was the founder of the Black Consciousness Movement.

Biko **grew up** in a poor Xhosa family in the Eastern Cape. In 1966, he **began** studying medicine at the University of Natal and he joined the National Union of South African Students (NUSAS). He **thought** that black people had to organise independently to stop white domination, and so he **became** a leader in the creation of the South African Students' Organisation (SASO) in 1968. SASO was open only to "blacks", a term that Biko used for Africans, Coloureds and Indians. He opposed anti-white hatred and had white friends.

Biko and his compatriots developed Black Consciousness as SASO's

official ideology. The movement campaigned for an end to apartheid and the transition of South Africa toward universal vote and a socialist economy. It organised Black Community Programmes (BCPs) and focused on the psychological empowerment of black people. In 1972, he founded the Black People's Convention to promote Black Consciousness ideas among the wider population. The government started to see Biko as a subversive threat and censored him in 1973. During this censorship the state security services detained him on many occasions. After his arrest in Port Elizabeth on August 18 1977, doctors **found** Biko outside a hospital in Pretoria, almost 1,200 km away, on September 11. He had serious injuries and died the next day of a massive brain haemorrhage. Over 20,000 people attended his funeral.

Adapted from [https://en.wikipedia.org/wiki/Steve\\_Biko](https://en.wikipedia.org/wiki/Steve_Biko)

b

The biography is long and has a lot of information. You share it with your friends to see if they can help you understand it better, but they also have questions. Decide which would be the best answer for Lena: Anong's or Dina's?

**GOTO TASK 3b: WHAT IS BLACK CONSCIOUSNESS?**

c

**GRAMMAR:** irregular verbs. You notice that there are many other verbs that appear in the past, but they are not like the verb to be and they don't end in "-ed".

You write down some examples from the biography:

- Biko **had** African nationalist ideas.
- Biko **grew up** in the Eastern Cape.
- He **began** studying medicine at the University of Natal.
- He **thought** that black people had to organise independently.
- He **became** a leader in the creation of SASO in 1968.
- Doctors **found** Biko outside a hospital in Pretoria.

These are called **irregular verbs**. The past forms for irregular verbs are different for each verb, there isn't a rule you can follow. You just have to learn them! There are tables that list them together with their infinitive form. You need to use these tables until you memorise the irregular past forms.

**GOTO GRAMMAR: IRREGULAR VERB LIST**

d

Just for fun and to help you with irregular verbs, Lena prepared a wordsquare for you to find the infinitive forms of the verbs in the biography. After all, she's a language teacher, right?

**GO TO TASK 3d: LENA'S CROSSWORD.**

e

Lena also wrote a quiz about the people you read about in class to practise the simple past. What did these people do? Can you solve it?

**GO TO TASK 3e: LENA'S QUIZ.**

f

Apart from the biography, you also found a video of a song about Steven Biko: "Biko", by Peter Gabriel and a fun version of the lyrics with words and pictures.

**GO TO TASK 3f: SONG "BIKO".**

g

You are curious about the meaning of some lines in the song:

"The man is dead"

"With only one colour dead"

"You can blow out a candle / But you can't blow out a fire"

"And the eyes of the world are / Watching now"

You read Biko's biography again to help you understand and discuss your ideas with your friends. Decide who is probably right and tick their answer.

**GO TO TASK 3g: SONG MEANINGS.**

h

You decide to write a post on Instagram about someone who inspires you. It can be anyone you want: a historical figure or someone close to you (a friend or family member, for example). Choose a picture and write about their life. Why do you admire them? You can use Biko's and Malala's biographies as a model.

**GO TO TASK 3h: MY HERO.**



## IRREGULAR VERBS LIST

abide	abode	abode
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	born
beat	beat	beaten
become	became	become
befall	befell	befallen
beget	begot	begotten
begin	began	begun
bespeak	bespoke	bespoken
bestride	bestrode	bestridden
bet	bet	bet
bid	bade/bid	bidden/bid
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt	burnt
burst	burst	burst

buy	bought	bought
can	could	
cast	cast	cast
cut	cut	cut
deal	dealt	dealt
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
dwell	dwelt	dwelt
eat	ate	eaten
interweave	interwove	interwoven
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbad(e)	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken

foresee	foresaw	foreseen
foretell	foretold	foretold
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
mistake	mistook	mistaken
overhear	overheard	overheard
oversleep	overslept	overslept
put	put	put
read	read	read
rend	rent	rent
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen

run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shit	shit/shat	shit/shat
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shrive	shrove	shriven
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
stride	strode	stridden
strike	struck	struck
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept





Inglés módulo 1

Week 11

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

Task 1

## Eating out

a

You and your friends want to eat out tomorrow, and Lena finds this interesting article with different restaurant recommendations. **Read the text.**

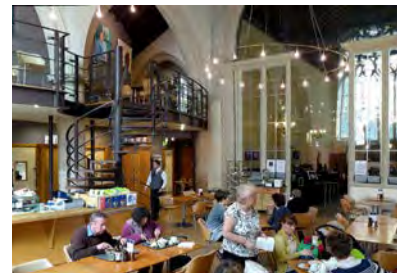
### THE 6 BEST RESTAURANTS IN CAMBRIDGE, ENGLAND ★★★★★

In a city as diverse as Cambridge, it's only natural that there are great places to eat and drink. From elegant restaurants to fresh modern cafés and local pubs, Cambridge has something for everyone. From student snacks to extravagant meals, these six restaurants represent the best of Cambridge dining.

#### MICHAELHOUSE CAFÉ

*Cafe, European*

The menus at Michaelhouse Café change every day and the meals are fresh, tasty and reasonably priced. The menus include delicious cooked breakfasts, as well as yummy lunches. Apart from the lovely food, the Michaelhouse Café is wonderful for its setting. If you can grab one of the upstairs sofas, it is the perfect place to relax and enjoy a tea and scone with its interesting collection of books and paintings.



## THE EAGLE

*Pub, Restaurant, European, Pub Grub, \$*



The Eagle sits at the heart of the town, and is one of the oldest inns in Cambridge, dating back to the early 14th century. This place is famous for

being the place where Watson and Crick announced to the world they had discovered 'the secret of life', that is DNA. Look up and you will see the notorious RAF ceiling which has the signatures of RAF pilots from all over the world who signed their names on the ceiling using only cigarette lighters, candle smoke and lipstick. The pub serves traditional pub meals and beers, this pub has a truly British homely atmosphere. In the summer you can sit outside and watch the busy people of Cambridge go by.

## CAFÉ MILANO

*Restaurant, Cafe, European, Italian, Tea, \$*

If you need a break from the multitude of shops in The Grand Arcade, go outside onto the main street for a cheap and cheerful Italian. Café Milano



offers a great selection in the best part of town. From ham and brie paninis, to goat cheese salads, and traditional pizzas, Milano is sure to satisfy your appetite. For a quick meal at a very good price and with generous portions this is a great place to relax after shopping and sightseeing.

## AROMI

*Restaurant, European, Italian, \$*



This independent Sicilian café made a massive impact on the city. Aromi is right in the city centre, a short walk from Kings College. It is small with a few tables on the ground floor and downstairs and it provides a real Italian

experience. Cozy and stylish tables contrast with modern art on the shelves. You can see the pizza being prepared and cooked at the shop window, and the staff are really friendly. Aromi offers fresh and fragrant food at relatively cheap prices so it is often very busy. Choose from a delicious range of fresh handmade pizza slices (one portion is two slices and you can mix and match toppings) before moving on to the Sicilian profiteroles.

## FITZBILLIES

*Cafe, Restaurant, European, Tea, \$*

This bakery-cafe is famous for its giant, sticky Chelsea buns. Fitzbillies is situated at the busy crossing outside Pembroke College.



But Fitzbillies is not only a restaurant serving high-quality food: there is also a corner coffee bar, with an expansive range of cakes and teas. You'll have to be quick to get a table as Fitzbillies is often completely packed during the day.

## CAMBRIDGE CHOP HOUSE

*Restaurant, British, \$\$*



This restaurant is a bit pricier than other establishments in Cambridge. It produces classic British dishes, has Cambridge real ale, and is a perfect

place for a fancy meal. It sits at the heart of the city centre, 50 yards from Kings College Chapel and only a short distance from the Arts Theatre. The ground floor has wide windows, providing incredible views of Kings Parade and Kings Chapel. The speciality here is the meat. Steaks are cooked to your preference, and the pig fritter starter is divine. The wine menu is expansive, and the desert menu delicious, if you can find space after the generous main course!

b

After reading Lena's article, you exchange messages to decide where to go. You also want to give your opinion about where to go.  
**GO TO TASK 1b: CHOOSING A RESTAURANT.**

~Ahmad

I liked Michaelhouse café and Fitzbillies, and they're open for lunch. Cambridge Chop House looks nice but it's more expensive. What do you think?

09:05 AM

~Débora

If you want a café, there's also Café Milano. It's not expensive and it has a good menu. It's got fast food and I like it!

09:07 AM

~Emma

Aromi has the same kind of food but apparently it can be quite busy and we're a lot of people! Who knows if we can make a reservation.

09:16 AM

~Anong

What do you think of the others? Which one do you like, everybody?

09:18 AM

c

When everybody has given their opinion, the group decides. Read the conversation. Then, tell the group what kind of food you like.  
**GOTO TASK 1c: MY DIET.**

~Dina

Honestly, I like all of them! But what about The Eagle? I think it's perfect: it's a historical place and a typical English inn. It's got traditional pub food and beer too! What do you think? Shall we go to a real English pub for the first time?

11:05 AM

~Mido

Yes, good idea! And apparently it's not expensive either!

11:12 AM



~Pedro

Ok, The Eagle it is, then.

11:15 AM

~Emma

But wait, where's Joseph? There's no answer from him!

11:15 AM

~Joseph

Hi, there! Sorry, I was busy. Thanks for the invitation! I'll check if there are any vegan or vegetarian options in this restaurant. Remember I don't eat meat



11:18 AM

~Lena

I don't eat meat, either! So I checked yesterday, Joseph, don't worry! There are vegan options.

11:26 AM

~Joseph

Oh, great!

11:27 AM

~Pedro

Haha! That's funny! You're vegans and I absolutely love eating meat! I can't imagine a meal without it! Did you know that there's an Argentinean chef called Mauro Colagreco who has a restaurant chain called "Carne"? That means "meat" in Spanish! That's my kind of restaurant.

11:28 AM

~Mido

Interesting! I had no idea! Me, I'm just omnivorous, haha! What about you, guys? What kinds of food do you like to eat? Are you vegan? Do you eat macrobiotic or gluten-free food...? Or do you have any dietary restrictions? Dina can't eat fish because she's allergic to it, for example. Doctor's orders!

11:28 AM

~Pedro

What about the rest of you?

11:30 AM



d

Lena offers to make the reservation, so she asks you when you should all meet. Oh no! You realise you can't tell the time in English! You look it up and find this:

There are two ways of telling the time in English:

1. using the traditional clock with two hands, or
2. using a digital clock.

There is a difference:

- When we speak, we usually tell the time in the first way: using the traditional clock.
- In more formal situations or when we write, the digital clock is preferred.



- |  |  |
|--|--|
| 2:00 - It's two <b>o'clock</b> .         | 2:30 - It's half <b>past</b> two.        |
| 2:05 - It's five <b>past</b> two.        | 2:35 - It's twenty-five <b>to</b> three. |
| 2:10 - It's ten <b>past</b> two.         | 2:40 - It's twenty <b>to</b> three.      |
| 2:15 - It's quarter <b>past</b> two.     | 2:45 - It's quarter <b>to</b> three.     |
| 2:20 - It's twenty <b>past</b> two.      | 2:50 - It's ten <b>to</b> three.         |
| 2:25 - It's twenty-five <b>past</b> two. | 2:55 - It's five <b>to</b> three.        |

### Telling the time in digital clocks

When we use digital clocks, we say both numbers in succession.

For example:

- 10:15** It's ten fifteen
- 06:47** It's six forty-seven

But we still say "o'clock":

- 09:00** It's nine o'clock

We use **AT + TIME** when giving the time of a specific event.

- The class starts **at** nine o'clock.
- The flight leaves **at** ten to three.

We use **IT IS** or **IT'S** to answer a question that asks for the time right now.

- |                  |                                |
|------------------|--------------------------------|
| What time is it? | - <b>It is</b> half past four. |
| What's the time? | - <b>It's</b> twenty to five.  |

e

After you read this chart, you decide to look for a video to hear how to say the time and practise. You watch the video, focusing on pronunciation.

**GO TO GRAMMAR: TELLING THE TIME IN ENGLISH.**

f

After class, you decide what time you are having lunch tomorrow, so that Lena can make the reservation. This is the conversation.

**GO TO TASK 1f: RESERVATION.**





## Inglés módulo 1

### Week 11

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

## Task 2



a

After deciding to eat out, all the group was interested in learning how to order food at a restaurant. You watch this video to help you with the phrases you need to order food.

**GO TO 2a: HOW TO ORDER FOOD.**

b

Your friends think that this video is very useful! It can really help you to remember how to order food at a restaurant, so you decide to take notes of the phrases they use.

**GO TO TASK 2b: PHRASES TO ORDER FOOD.**

LOOK!

In all languages there are typical phrases to use in specific situations. For example, the phrases in **Task 2a** are the ones that people always use to order food.

We have to learn them exactly as they are, and remember that using them makes the idea clear to the people who listen. It's easier to understand because it's familiar and acceptable.

For this reason, it is not adequate to say, for example, "**Please bring me a house burger**", because nobody uses this phrase to order food.

C

You googled The Eagle and found the menu online, and now the group is looking at it. You and your friends decide to record an audio yourselves ordering food to practice before you go out to lunch.

**GO TO TASK 2c: ORDERING FOOD.**

## Starters

**Roasted Tomato Soup** Bread & butter (v) 4.99  
Vegan option available (ve)

**Cumberland Scotch Egg** Brown sauce 4.99

**Sticky Pickle Sausage Roll** Apple & date chutney 5.99

**Chicken Wings** Tossed in your choice of sauce:

Hot | East Coast IPA BBQ | Korean  
5 for 5.99 | 10 for 8.99 | 20 for 12.79

**Beer-battered Fish Goujons**† Tartare sauce 5.79

**Spicy Fried Halloumi** Jerk gravy, red chilli, spring onion, coriander 5.99

**Beyond Meat® Burger Sliders**

Plant-based patties, brioche buns, melting vegan slice, vegan mayo, BBQ roasted red onion, baby gem, tomato, red onion (v) 5.99

**Sweet Potato Kofta Cups** Baby gem cups, sweet potato & red pepper koftas, Caribbean dressing (ve) 6.49

## Sandwiches & Toasties

**Chicken & Bacon Sandwich** Ayrshire dry-cured bacon, mayo, rocket, Pico de Gallo, bloomer or ciabatta 6.99  
Under 500 calories

**Fish Finger Sandwich**† Beer-battered fish goujons, tartare sauce, bloomer or ciabatta 6.49

**Philly Steak Ciabatta** Sliced 5oz\* rump steak, melted mature Cheddar, roasted red onion 9.49 Under 650 calories

**Sweet Potato Kofta Open Sandwich**  
Sweet potato & red pepper kofta, houmous, rocket, tomato (ve) 6.49 Under 650 calories

**Grilled Cheese Toastie** Toasted sourdough, béchamel, caramelised red onion (v) 7.49

**Grilled Cheese & Ham Toastie** Toasted sourdough, béchamel, Bearfields of London ham 8.49

**Hunter's Chicken Toastie** Toasted sourdough, béchamel, Ayrshire dry-cured bacon, grilled cheese, East Coast IPA BBQ sauce 8.49

**Tuna Mayo Toastie**† Toasted sourdough, tuna mayo, grilled cheese 7.99

## Sides

**Beer-battered Onion Rings** (v) 2.99

**Triple-cooked Chips** (v) 2.99

**Rosemary-salted Fries** (v) 2.99

**Garlic Ciabatta** (v) 3.49

**Garlic Ciabatta with Cheddar** (v) 3.99

**Slaw** (v) 1.99

**Seasoned Greens** (v) 2.49

**Dressed Garden Salad** (v) 1.99

## Sharers

ADD FIVE CHICKEN WINGS TO ANY SHARER FOR 3.99

**Our Team's Favourites Platter**† Two beef burger sliders, four chicken wings, four beer-battered fish goujons, rosemary-salted fries, East Coast IPA BBQ sauce, tartare sauce 14.99

**Veggie Platter** Two Beyond Meat® Burger sliders, battered halloumi, two sweet potato koftas, sweet chilli sauce, rosemary-roasted new potatoes (v) 13.99

**Chicken Platter** Four chicken wings, four chicken bites, four Louisiana chicken strips, four beer-battered onion rings, dressed salad, rosemary-salted fries, piri piri sauce, East Coast IPA BBQ sauce 14.29

**Loaded Nachos** Nacho cheese sauce, Cheddar, salsa, sour cream, guacamole, red chilli, jalapeños, spring onion, coriander (v) 10.99 Add East Coast IPA BBQ pulled pork for £2

## Pub Classics

**Fish & Chips**† Ice Breaker Pale Ale battered Atlantic cod, crushed peas, tartare sauce, triple-cooked chips 13.99

**Big Fish & Chips**† Ice Breaker Pale Ale battered Atlantic cod, Whitby scampi, crushed peas, pickled onion, bread & butter, tartare sauce, curry sauce, triple-cooked chips 15.99

**Whitby Scampi & Chips**† Garden peas, tartare sauce, triple-cooked chips 11.49

**Battered Halloumi & Chips** Crushed peas, tartare sauce, triple-cooked chips (v) 10.99

**Soz' Sirloin** Beer-battered onion rings, cherry tomatoes, watercress, triple-cooked chips, with beef dripping gravy, peppercorn sauce or Béarnaise sauce 15.99

**Soz' Rump Steak Skewer** Red onion, beer-battered onion rings, cherry tomatoes, garden peas, triple-cooked chips, with beef dripping gravy, peppercorn sauce or Béarnaise sauce 14.79

**Roast Half Chicken** Dressed salad, rosemary & garlic mayo, rosemary-salted fries 12.79

**Hunter's Chicken** Ayrshire dry-cured bacon wrapped chicken breast, East Coast IPA BBQ onion chutney, beer cheese, crispy prosciutto, slaw, triple-cooked chips 12.79

**Gammon, Egg & Chips** Fried free-range eggs or pineapple, garden peas, triple-cooked chips 10.49

**Sausage & Mash** Trio of Old Epping sausages, seasoned greens, beef dripping gravy 10.79

**Beef Lasagne** Watercress, triple-cooked chips or garlic ciabatta 10.99

**Macaroni Cheese** Crispy onions, spinach, garlic ciabatta (v) 9.99 Add bacon for £1

**Super Green Salad** Grains, cucumber, carrot, roasted red onion, avocado, minted lemon oil (ve) 9.99 Under 650 calories  
Add sweet potato & red pepper koftas (ve), grilled halloumi (v) or grilled chicken for £2

## Traditional Pies

**British Steak & Ale Pie** Beef dripping gravy, seasoned greens, mash or triple-cooked chips 12.99

**Pulled Lamb Shoulder Hot Pot** Seasoned greens, rosemary-roasted new potatoes, sourdough pea crostini 13.99

**British Steak & Kidney Pudding** Slow-cooked steak, beef dripping gravy, seasoned greens, mash or triple-cooked chips 12.99

**British Chicken & Woodland Mushroom Pie** Beef dripping gravy, seasoned greens, mash or triple-cooked chips 12.99

**Woodland Mushroom & Ale Pie** Garden peas, triple-cooked chips (ve) 11.99

## Burgers

OUR BEEF & CHICKEN BURGERS ARE SERVED IN A BRIOCHE BUN WITH RED ONION, BABY GEM, TOMATO, SMOKY MAYO, BEER-BATTERED ONION RINGS, EAST COAST IPA BBQ RELISH & ROSEMARY-SALTED FRIES

**Beef Burger** 6oz\* aged shin and rib beef burger, Ayrshire dry-cured bacon, Cheddar 12.99

**BBQ Beef Burger** 6oz\* aged shin and rib beef burger, East Coast IPA BBQ sauce, Monterey Jack cheese, BBQ roasted red onion 13.49

**Fried Chicken & Bacon Burger** Ayrshire dry cured bacon, Cheddar 12.49

**Beyond Meat® Burger** Plant-based patty, poppy seed bun, melting vegan slice, vegan mayo, BBQ roasted red onion, baby gem, tomato, red onion, rosemary-salted fries (ve) 10.99



## Traditional Sunday Roast From 13.99

Sunday roast with goose fat roast potatoes, Yorkshire pudding, seasoned greens, roasted carrots, cauliflower cheese, beef dripping gravy

Vegetarian option available (v)(n)

SEE OUR BLACKBOARD  
ONLY AVAILABLE ON SUNDAYS

## We're doing takeaway

Visit our website for more information at [greeneking-pubs.co.uk](http://greeneking-pubs.co.uk) or give us a call

Takeaway and feast on the finest British pub food and a selection of delectable drinks

## Desserts ALL 5.99

**Chocolate Fudge Cake** Custard or clotted cream ice cream (v) Served warm

**Sticky Toffee & Date Pudding** Custard (v) Served hot

**Apple Pie** Vegan vanilla ice cream (ve) Served hot

**Afternoon Tea Cheesecake**

Clotted cream cheesecake, strawberry jam, scone pieces, strawberries (v)

WE WILL DONATE 20P TO MACMILLAN CANCER SUPPORT FOR EVERY CHEESECAKE SOLD

## Drinks & Snacks

### BAR SNACKS

**Biltong** 2.99 **Pork Crackling** 2.49  
**Spicy Biltong** 2.99 **Olives** (ve) 2.99

### ON TAP

Speak to one of our team or take a look at our pumps for our full selection of beer and cider.

### CASK & CRAFT

Ice Breaker Pale Ale  
Greene King IPA

<b>LAGER</b>	<b>STOUT</b>	<b>CIDER</b>
Amstel	Guinness	Aspall
Peroni		

~Joseph

I'm sure you'll be ok, guys! I found the menu online and I already know what I want. I'll have a Beyond meat burger with onion rings, and a chocolate fudge cake, too! A Greene King IPA. What about you? Have a look!

03:05 PM

~Lena

I'd like a Beyond meat burger, too! And there's a whole section of dishes that we can share. What if we get a veggie platter?

03:06 PM

~Joseph

Great!

03:06 PM

study tip

When you hear phrases or expressions that are common in some situations, you can practice the pronunciation and intonation if you record your voice.



d

You notice that some of your friends can talk about prices:

~Pedro

I'll have a Hunter's chicken! Oh... it's a bit expensive, **it costs** £12.79!

03:15 PM

~Dina

What about a chicken platter? **How much is it?**

03:15 PM

~Pedro

**It's** £14.49 and we can share it. Good idea! And I'll have a Guinness beer, too.

03:16 PM

~Anong

I have a sweet tooth, you know. So I'll only have a garden salad, and then I'll have a chocolate fudge cake. **How much is this altogether?**

03:16 PM

You don't know them very well, so you need to practise the numbers because you will have to pay! So you look at this list of numbers to learn how to say them.

**GOTO VOCABULARY: NUMBERS AFTER 100.**

e

You also found this video to hear and practice pronunciation.

**GOTO TASK 2e: LISTENING TO NUMBERS.**



f

You notice the words and phrases that Pedro, Dina and Anong use to talk about prices:



To ask for the price of something say...

How much is it? OR

How much does it cost?

£ is "pound"

p is "penny" or "pence" in the plural.

To say the price, the symbol goes before the amount but you say it after:

"It's £14" or "It costs £14", you say "fourteen pounds".

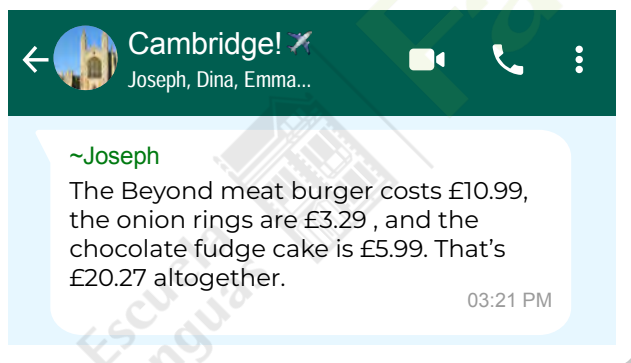
"It's £2.99", you say "two pounds ninety-nine" or "two ninety-nine".

"It costs 25p", you say "twenty-five p" or "twenty-five pence".

g

You decide to record yourself again, now saying numbers and prices. So you make the calculation of how much money you need to pay for the food and drinks that you ordered for practice.

For example, Joseph says:



**GOTO TASK 2g: SAYING PRICES.**



## Inglés módulo 1

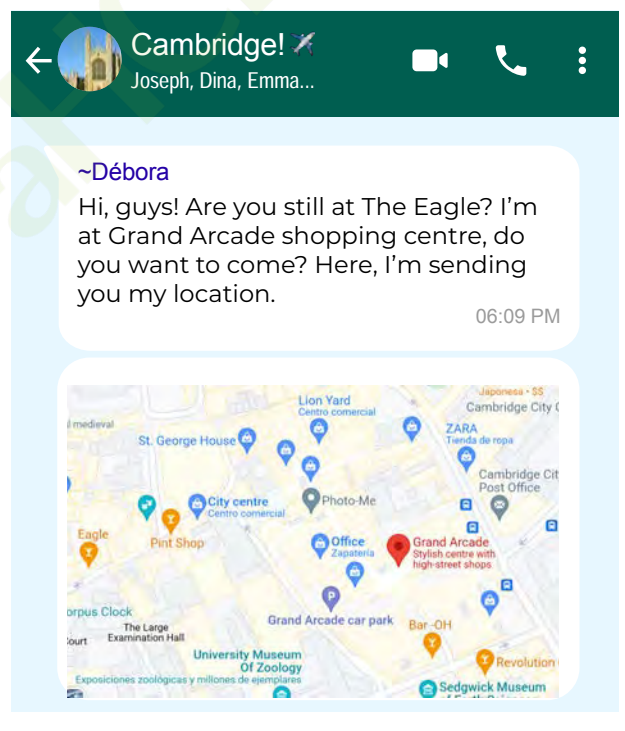
### Week 11

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

## Task 3

a

After your lunch at The Eagle, you receive a WhatsApp message from Debora, who wasn't with you.

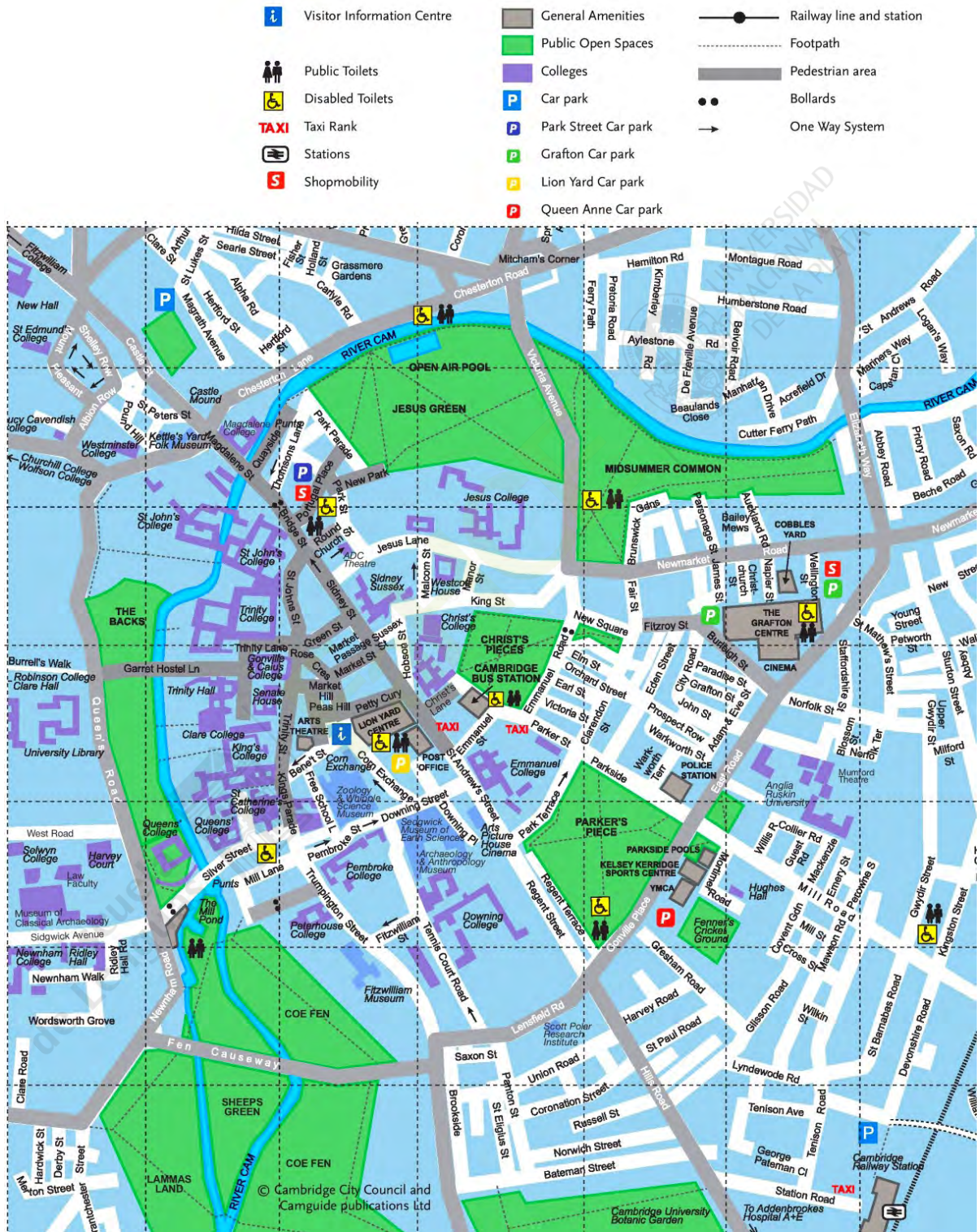


You check on Google Maps and it's 10 minutes away on foot. You think of a good way to reply to Deborah.  
**GO TO TASK 3a: MEETING WITH DEBORA.**

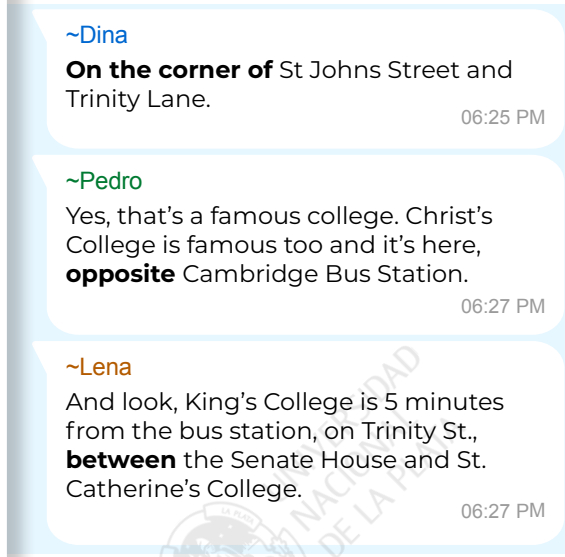
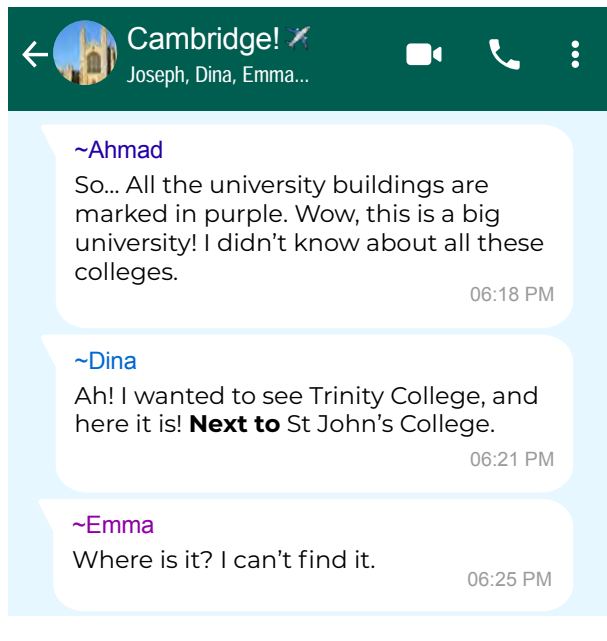


b

On the way to the meeting point, Ahmad looked for an online tourist map to find the way to the shopping mall. It's very good, so he showed it to all the group. They used it to see where the university buildings are.



<https://ontheworldmap.com/uk/city/cambridge/cambridge-tourist-map.html>



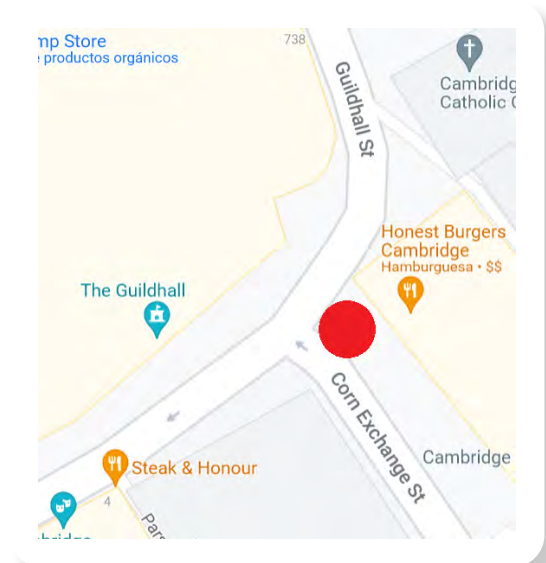
You also find this image to help you remember how to talk about where everything is in the city:



C

Oh no! You arrive at your destination but can't find Débora. You decide to send her a message so you can meet up. You open Google Maps and check your exact location to tell her where you are.

**GOTO TASK 3c: FINDING DEBORA.**





d

You start walking around the shopping centre together. There are so many shops! Before you go in one, you open your Lonely Planet guide that has some great tips for travellers. You go to the "shopping" section and find these useful expressions:

**Shopping for clothes**



**Travel Phrase book**

- I'm just looking, thanks.
- Could you help me, please?
- Can I try it on?
- Where are the fitting rooms?
- Do you have this in a bigger / smaller size?
- Do you have this in black / in a different colour?
- How much are these?
- I'll take it.
- Can I pay by credit card?

**Customer**

**Shop assistant**

- Can I help you?
- Do you need the receipt?
- How many items have you got? You can only take 5 into the fitting room.
- This (jacket) suits you / looks good on you.
- What size do you need?
- Would you like a bag for that?

**Customer feedback phrases:**

- You pay a lot more in other places.
- it was quite cheap / wasn't very expensive.
- I'm happy with the price.
- It was quite reasonable, actually.
- It was good value for money.

You also listen to two recordings with conversations in a clothes shop. **GO TO TASK 3d: SHOPPING FOR CLOTHES** and listen.

e

You decide to make a list of the meanings of some of these phrases or the moment when they are used, to be sure that you understand. **GO TO TASK 3e: USEFUL SHOPPING PHRASES.**

f

You get home and realise you forgot to get a Cambridge University T-shirt for yourself! You decide to buy it online. A "virtual" assistant is trying to help you via chat. Put the conversation in the correct order. **GO TO TASK 3f: ONLINE SHOPPING.**

9

You decide to share your experience with friends and family and decide to post some pictures of your day on Facebook. You write a comment about your lunch at the Eagle and at the Grand Arcade. You include details about the food you ate, funny things that happened, the clothes you bought, etc!

**GO TO TASK 3g: A DAY OUT IN CAMBRIDGE.**



**You**

Now



Write something here...



Post

Escuela  
de Lenguas



Inglés módulo 1

Week 12

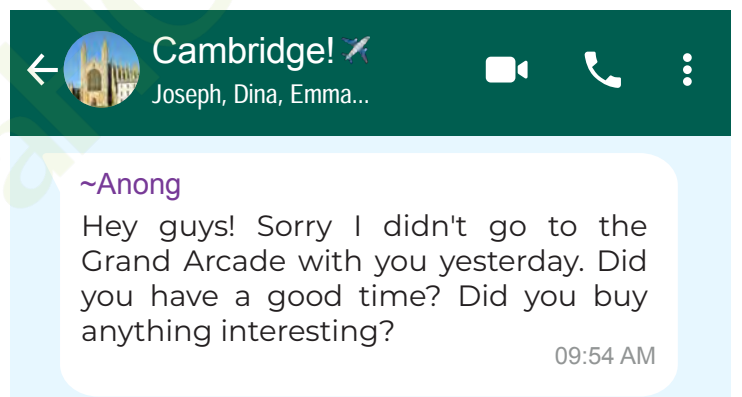
Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

Task 1

It's a long story

a

The day after your day out in Cambridge, you receive a message from Anong.



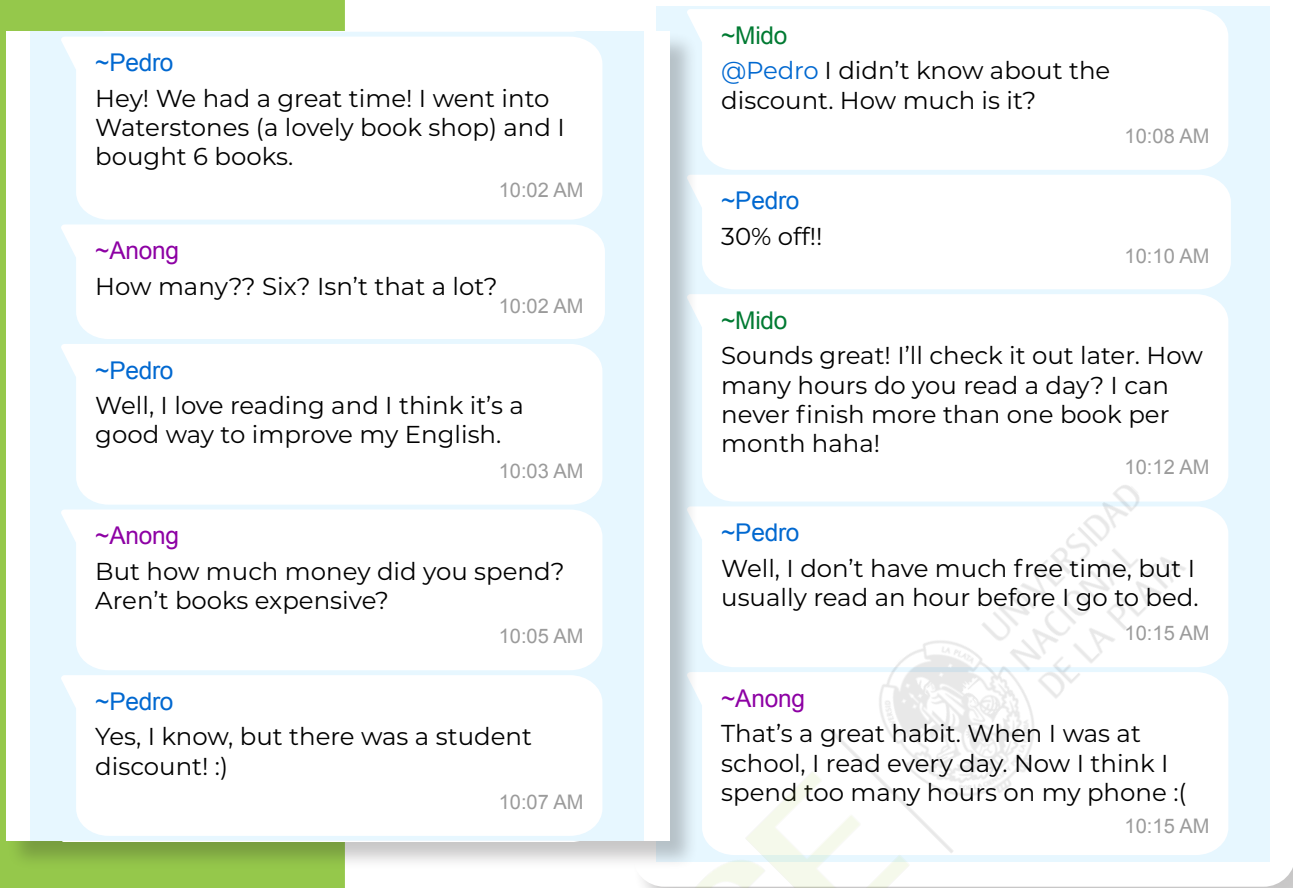
Everyone starts sharing what they bought. You **read the conversation and pay attention to some expressions** your friends use.

~Mido

I didn't go shopping either, Anong (I had a lot of homework :( )...But I want to know too!!  
10:01 AM

~Pedro

Hey! We had a great time! I went into



**GRAMMAR:** You notice that there are different words to talk about quantity.

- I had **a lot of** homework.
- How **much** money did you spend?
- How **many** hours do you read a day?
- I don't have **much** free time!

There are two types of nouns in English: **countable** and **uncountable** nouns.

- Countable nouns are things you can count, so they can be singular or plural. We use a or an with them: "a lovely bookshop" "an hour"
- Uncountable nouns are things you usually can't count. We don't use a or an with them and they are never plural. "Homework" NOT "a homework"

We usually use:

- In positive sentences, we usually use a lot of/lots of for both countable and uncountable nouns to talk about a big quantity. "A lot of homework" "lots of friends"
- In negative sentences we usually use *much* with uncountable nouns and *many* with plural countable nouns. I don't have much free time. (=I only have a small quantity)
- We can also use a lot of or lots of in negative sentences for both countable and uncountable nouns: "I don't have a lot of/lots of time"
- To ask questions about quantity, we use **how many** with plural countable nouns and **how much** with uncountable nouns.



b

Write a reply to Anong's question. Tell her about what you did with your friends in The Eagle and what you bought in The Grand Arcade.

**GO TO TASK 1b: ANONG'S MESSAGE**

~Anong

Hey guys! Sorry I didn't go to the Grand Arcade with you yesterday. Did you have a good time? Did you buy anything interesting?

09:54 AM

c

Being in a city with so many historical places made you realise you have a lot more free time than people in the past, thanks to technology (e.g. online shopping) and transport (e.g. planes) etc. You compare how easy life is now, in some respects, and how different it was in the past.

LOOK!

'e.g.' is an abbreviation for 'exempli gratia', a Latin phrase that means "for example". It can be pronounced as "e.g." or "for example".

"The Summer Olympics is composed of a variety of sports (e.g., gymnastics, swimming and tennis)."

~Ahmad

Yesterday at The Eagle I started thinking about how different life was when it opened in the 14th Century. Can you imagine? To begin with, I suppose Cambridge was very small at that time. How many people lived here, I wonder?

11:05 AM

~Dina

It's not necessary to go so far into the past! Life was also very different for our grandparents and parents.

11:12 AM

~Anong

Yes, very! For example, cell phones didn't exist and not everybody had a telephone. And they didn't have the Internet, can you imagine?

11:12 AM

~Mido

They ate completely different food, too. And no delivery either, probably! They needed to cook everyday! No junk food, and I eat a lot of it now!

11:13 AM

~Lena

Shame on you, Mido! That's not healthy! Wow, many things were more complicated! Many people didn't have a car, and travelling by plane wasn't very common. I suppose they travelled less.

11:13 AM

~Anong

But it's not just that. A lot of things were different in the world. What about historical events that they saw? Changes in society, culture, our mentality...

11:18 AM

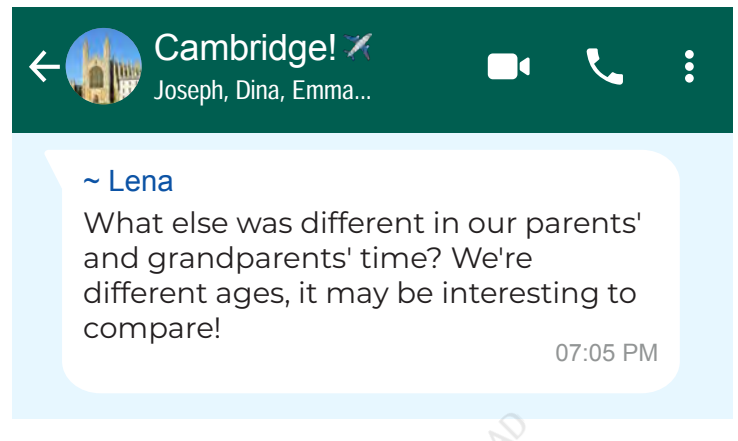
You start thinking about some changes in people's habits. Connect the expressions that come to mind with the corresponding images.

**GO TO TASK 1c: CHANGES.**

d

The conversation about the past continues.

Before you answer, you realise you'll need some time expressions to talk about the past and compare it to the present. You find this chart online, which will be useful, so you read it!



## PAST TIME EXPRESSIONS

### yesterday - ago - last

We use **yesterday** or **yesterday + morning / afternoon / evening** to talk about **the day before today**:

- Charles wore a suit to work **yesterday**.
- We got up early **yesterday morning**.
- She left the hospital **yesterday afternoon**.
- **Yesterday evening** Joel called me.

**NOTE:** We use 'last night' **NOT** yesterday night.

We also use the expression 'the day before yesterday' to mean "two days ago".

- I played soccer **the day before yesterday**.

We use **time reference + ago** to show how far back in the past something happened.

- The movie ended **five minutes ago**.
- The plane landed **two hours ago**.
- My son was born **six months ago**.
- Her husband died **ten years ago**.
- I took that photo **many years ago**.
- I came to this city **a long time ago**.

We use **last + time reference** to mean the most recent or nearest to the present day time.

- I saw a game on TV **last night**.
- My parents traveled to Japan **last month**.
- Michael arrived in Mexico **last January**.
- **Last Christmas** I got a lot of presents.
- My girlfriend and I met at the beach **last summer**.
- **Last year** Jake and Jill got married.

### BONUS: 'HOW LONG AGO...?'

We can use questions beginning with 'How long ago...' to ask how many months/years in the past an event happened.

If you ask 'how long ago...', you will probably get an answer with a number and a time unit + 'ago', such as 'one year ago' or 'three weeks ago':

- **How long ago** did you move here?
- **Fifteen years ago**.



e

Now you're ready! You contribute to the conversation some changes your parents or grandparents experienced in their daily life. Consider transportation, free time, responsibilities, or more important and global events in their life or in history.  
**GO TO TASK 1e: CHANGES IN THE XX CENTURY.**

study tip

You can use our question and answer forum to ask about vocabulary that is not clear or to ask for help if you need an extra explanation. You can also help your classmates with their questions and doubts.



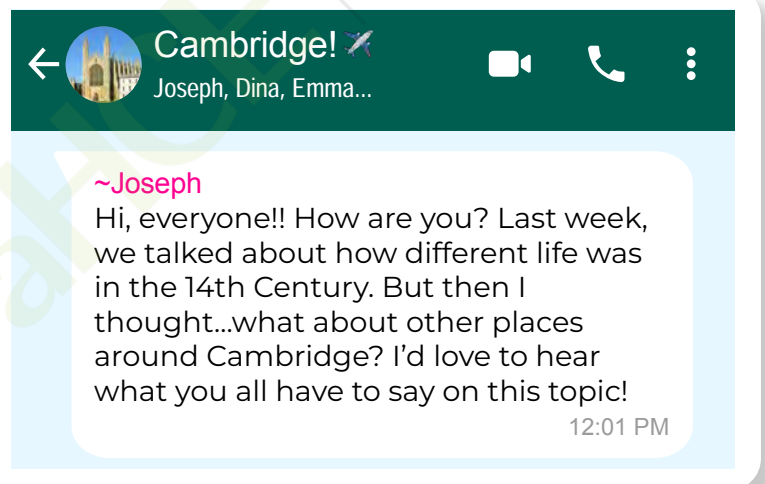
## Inglés módulo 1

### Week 12

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

## Task 2

You receive the following message from Joseph.



a

Joseph's message and your experience visiting The Eagle and learning about its long history made you curious about other historical events in Cambridge. You remember one that really surprised you: the discovery of DNA. You found a video online about it.

**GO TO TASK 2a: THE DISCOVERY OF DNA.**

b

After watching it, you decide to share the video with your friends. In your message, you tell them what it is about and why it is interesting!

**GO TO TASK 2b: SHARING THE VIDEO.**



c

All the group starts looking for information and sharing texts about amazing people from Cambridge. Mido shares a great blog post called "Four Cambridge alumni who shook the world" You read the text and remember all the past expressions you learned in Task 1.

**GOTO TASK 2c: CAMBRIDGE ALUMNI.**

d

After sharing the blog with your friends, Anong says: "I had no idea Stephen Fry came to Cambridge. I'm sure there are a lot of famous people that were students here like him."

You find a list of Cambridge alumni on Wikipedia and look at it with your group. Choose two or three that you're curious about, look for some information about their achievements and tell your friends about them. Remember to use the past time expressions chart if you need help!

**GOTO TASK 2d: OTHER CAMBRIDGE ALUMNI.**

[https://en.wikipedia.org/wiki/List\\_of\\_University\\_of\\_Cambridge\\_people](https://en.wikipedia.org/wiki/List_of_University_of_Cambridge_people)

LOOK!

Don't worry if you don't know all the words in a long text online. It's not a good idea to look up every word in a dictionary: you'll forget them. You can select sections that you can understand easily to do this activity.





Inglés módulo 1

Week 12

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

Task 3

*Last week you talked about the past with your group of friends from the course, and now the teacher asked you to read this poem, titled **Green Memory**. This is your first poem in English! Langston Hughes, the author, was capable of transforming his memories of a difficult historical event into art.*

a

First, your teacher asked you to read about the author of the poem: Langston Hughes. You find this:



LANGSTON HUGHES  
1901–1967

James Mercer Langston Hughes was born February 1, 1901, in Joplin, Missouri. He wrote his first poem when he was 13. He studied at Columbia University in New York City and finished his college education at Lincoln University in Pennsylvania three years later. In 1930 his first novel, *Not Without Laughter* (Knopf, 1930), won the Harmon gold medal for literature.

Hughes is particularly famous for his descriptions of black life in America from the twenties through the sixties. He wrote novels, short stories, plays, and poetry, and is also known for his interest in the world of jazz. He always used language and themes that were easy to read. He communicated his message humorously—though always seriously—to audiences all over the USA.

Langston Hughes died on May 22, 1967, in New York City. In his memory, his street has a new name: "Langston Hughes Place."

Your teacher asked you to reflect after you read his biography, what war do you think he wrote about? She gives you some options.

**GOTO TASK 3a: WHICH WAR?**

b

You read the poem and see if you need to check any words in the dictionary.

**A WONDERFUL TIME – THE WAR:  
WHEN MONEY ROLLED IN  
AND BLOOD ROLLED OUT.  
BUT BLOOD  
WAS FAR AWAY  
FROM HERE –  
MONEY WAS NEAR.  
- LANGSTON HUGHES -**

<https://libquotes.com/langston-hughes/quote/lbv3gou>

c

You also find a video in which somebody reads this poem.

**GOTO TASK 3c: RECORDING OF GREEN MEMORY.**

d

*Your teacher gave you a short explanation of the historical context, and asked some questions about the meaning of this poem. Write your personal interpretation.*

World War 2 was a global war. The invasions and battles took place in Europe, parts of Africa, Asia and the Pacific. There was no war in America, and the USA sold the majority of the arms, transportation, ammunition, artillery, tanks, etc. This is how they made a lot of money during the war.

1. This poem is called "Green memory". Why is this memory green? What does green represent in this poem?
2. This poem is ironic. Where is the irony?

**GOTO TASK 3d: INTERPRETING GREEN MEMORY.**

e

After giving your opinion, your teacher gave you this list of possibilities to check your interpretation.

**GOTO TASK 3e: WAS MY INTERPRETATION CORRECT?**

You notice that what you read about Langston Hughes has more expressions that help you talk about the past, and you decide to make a note about how to use them:

**When:** you can use it with expressions that indicate moments in the past.

Example: He wrote his first poem **when he was 13**.

**In:** You can use it to mention years.

Example: **In 1930** his first novel, *Not Without Laughter* (Knopf, 1930), won the Harmon gold medal for literature.

**At that time:** To refer to the moment in the past that you mentioned before.

Example: The USA didn't have any ecological problems **at that time**.

**During:** For periods in the past.

Example: This is how they made a lot of money **during the war**.

LOOK!

f

You learn that Langston Hughes's work about complex topics, like the war and other types of injustice, had a huge impact on American society. Your teacher asks you to choose one of these people who changed or influenced society through art or science, then write a short biography with the help of the information and the useful phrases below.

**GO TO TASK 3f: IMPORTANT PEOPLE OF THE XX CENTURY.**

Useful phrases to write about somebody's life and their work:

LOOK!

- She/he was a singer/painter/astronomer...
- XX wrote/invented/created/painted/composed...
- XX is the author/creator/inventor of...



### Frida Kahlo

<https://theculturetrip.com/north-america/usa/articles/10-artists-who-changed-the-course-of-20th-century-art/>

Mexico, 1907-1954  
Painted the complexity of women's experience  
Traffic accident: chronic pain and bad health  
Husband: Diego Rivera (muralist).



### Annemarie Heinrich

[https://en.wikipedia.org/wiki/Annemarie\\_Heinrich](https://en.wikipedia.org/wiki/Annemarie_Heinrich)

Germany, 1912; Argentina, 2005  
Photographer



### Tim Berners-Lee (Internet)

[https://en.wikipedia.org/wiki/Tim\\_Berners-Lee](https://en.wikipedia.org/wiki/Tim_Berners-Lee)

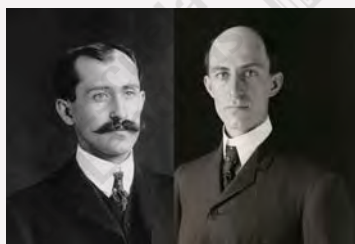
England, 1955  
Inventor of the World Wide Web  
Thanks to him, everybody has access to the internet.



### John Lennon

[https://en.wikipedia.org/wiki/John\\_Lennon](https://en.wikipedia.org/wiki/John_Lennon)

England, 1940-1980  
Member of the Beatles (revolutionary band), composer  
Peace activist  
Wife: Yoko Ono (multimedia artist, musician, peace activist)



### Orville and Wilbur Wright (aeroplanes)

[https://en.wikipedia.org/wiki/Wright\\_brothers](https://en.wikipedia.org/wiki/Wright_brothers)

USA, Orville: 1871-1948; Wilbur: 1867-1912  
Possible inventors of the first motor-operated aeroplane  
Not good businessmen: they didn't have an aviation industry.





## Inglés módulo 1

Week 13

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

### Task 1

## Those were the days

a

Débora gets some unexpected news from home and is sharing it with you on WhatsApp.



Cambridge!  
Joseph, Dina, Emma...



~Débora

Guess what! I'm a proud aunt again!  
My sister had a baby girl last night! I'm  
absolutely thrilled!

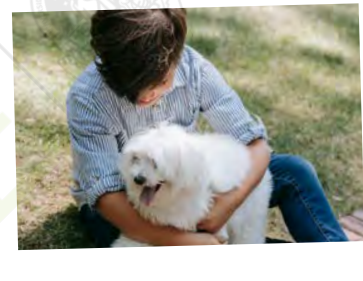
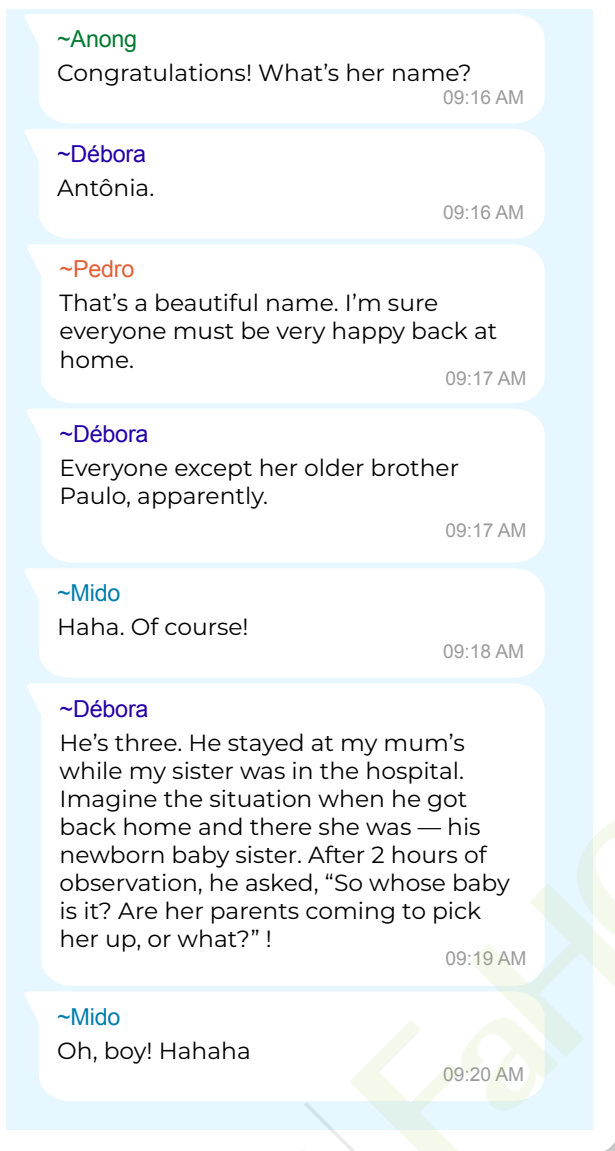
09:16 AM



"One of the luckiest things  
that can happen to you in  
life is, I think, to have a  
happy childhood."



AGATHA  
CHRISTIE



Story adapted from <https://brightside.me/inspiration-family-and-kids/16-funny-stories-that-prove-life-is-never-dull-when-you-have-children-565560/>

You start talking about your childhood and discover that in general, people around the world do the same things.

**GOTO TASK 1a: THINGS ALL CHILDREN DO.**

**b**

The conversation now covers stories that you liked when you were little. You remember you liked “the lion and the mouse” and found this video online. You want to share it with your friends so you watch the video first.

**GOTO TASK 1b: THE LION AND THE MOUSE VIDEO.**

**c**

After watching the video, you get ready to tell the story to your friends but you cannot get the sequence of events right. Put the sequence in chronological order.

**GOTO TASK 1c: THE LION AND THE MOUSE STORY.**

d

You finally tell the story to your friends and they find a message in the story. Who got the message right? Choose the correct message.

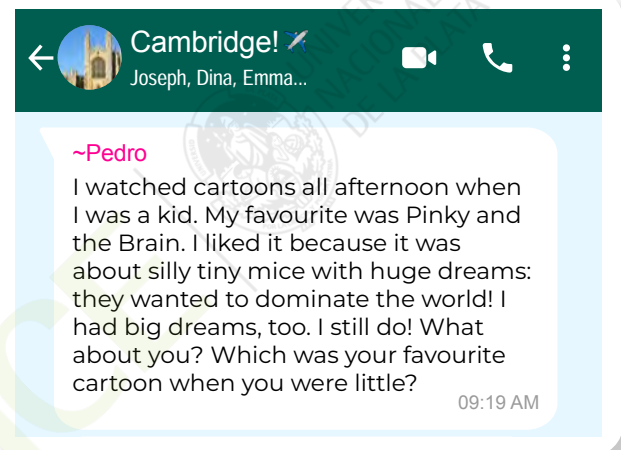
**GO TO TASK 1d: THE LION AND THE MOUSE MESSAGE.**

Activities c) and d) adapted from <https://learnenglishkids.britishcouncil.org/short-stories/the-lion-and-the-mouse>

e

Pedro shows the group a poster from a blog about cartoons. Have a look at the cartoons in the poster, choose your favourite and answer Pedro's question.

**GO TO TASK 1e: MY FAVOURITE CARTOON.**



f

Later in the evening, you're checking out Quora and find this question:



You decide to write an answer to it. Consider the following questions: how many people were there in your family? Where did you live and go to school? Who were your best friends and what did you like doing together? Did you go on holiday with your family? If so, where?

**GO TO TASK 1f: WHAT WAS YOUR CHILDHOOD LIKE?**





Inglés módulo 1

Week 13

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

Task 2

a

In your friends' whatsapp group everyone starts sharing old photos. You start reading their messages but you get lost as the photos and the chats are not in order. Match the chats with the photos.

**GO TO TASK 2a: CHILDHOOD PICTURES.**

b

**GRAMMAR.** You notice that the whatsapp messages have some verbs that describe actions in progress in the past. You focus on these sentences:

- They were telling us scary stories.
- We weren't having fun.
- My dad was flying a kite.
- I was learning how to ride a bike.
- I wasn't looking at the camera.

We use the Past continuous to describe actions in progress in the past or unfinished actions.

**LOOK!**

The order of words in the conjugation of the verb to be is the same in the present continuous and past continuous. Look at the chart below and compare both tenses.



Present continuous	Past continuous
I'm skating. I'm not looking at the camera.	I was running next to him. I wasn't looking at the camera.
They are reading a story. We aren't running in the park.	They were telling us scary stories. We weren't having fun.

c

You think it is a good idea to find the chart that you had for the Present continuous and complete it with the Past continuous. You notice that you just need to change the verb be and use it in the Past.

**GO TO TASK 2c: PRESENT/PAST CONTINUOUS CHART.**

d

You want to describe your photo but first you need to revise some words. Connect the words with the pictures.

**GO TO TASK 2d: CHILDHOOD ACTIVITIES.**

e

You are now ready to share your picture and describe what was happening. Send it to your WhatsApp group.

**GO TO TASK 2e: CHILDHOOD PICTURES.**

f

Lena finds a picture that evokes a special memory from her childhood and shares it with the group. React to Lena's anecdote. Write a comment to it.

**GO TO TASK 2f: LENA'S MEMORY.**

~Lena

Oh, look at this! When I was 8, our cat gave birth to these five kittens. I remember one particularly cold winter's day I was having a hard time getting out of bed. It was snowing heavily outside and I just couldn't get up. Mum was making breakfast and my dad was telling me to go downstairs to eat. But I just couldn't move. So my mom came up to my bedroom, caught all the kittens and placed them on my bed. They started walking all over me. I just had to get up to let them down on the floor so they didn't fall and hurt themselves (or so I thought). One of the warmest memories from my childhood.

12:19 AM



~Mido

Aw, that 's sweet!

12:21 AM

~Pedro

I love cats!

12:21 AM

Anecdote adapted from <https://brightside.me/inspiration-relationships/11-warm-stories-from-childhood-that-will-melt-your-heart-359360/>

g

**GRAMMAR:** Look at the following sentences from Lena's anecdote to see how the Past continuous and Past Simple are used.

Past simple	Past continuous
<p>When I was 8, our cat <b>gave birth</b> to these five kittens.</p> <p>My mom <b>came</b> up to my bedroom, <b>caught</b> all the kittens and <b>placed</b> them on my bed.</p>	<p>I <b>was having</b> a hard time getting out of bed.</p> <p>It <b>was snowing</b> heavily outside.</p> <p>Mum <b>was making</b> breakfast.</p> <p>Dad <b>was telling</b> me to go downstairs to eat.</p>

You notice that in the anecdote:

- The **Past continuous** is used to describe the **background** of the story. It describes actions that are already in progress at a certain time in the past.
- The **Past Simple** is used to **describe the main events**. They are complete actions (You can imagine the beginning and the end of those actions)

h

You decide to write a short anecdote with these two forms of the past to practise how to use them together.

**GO TO TASK 2h: ANECDOTE.**

i

After all your friends' anecdotes you decide to share your own. Send a funny anecdote to the group and insert a photo if you have one.

**GO TO TASK 2i: MY ANECDOTE.**



Inglés módulo 1  
Week 13

Present continuous	Past continuous
<p>I'm <b>skating</b>.</p> <p>I'm <b>not looking</b> at the camera.</p>	<p>I <b>was running</b> next to him.</p> <p>I <b>wasn't looking</b> at the camera.</p>
<p>They <b>are reading</b> a story.</p> <p>We <b>aren't running</b> in the park.</p>	<p>They <b>were telling</b> us scary stories.</p> <p>We <b>weren't having</b> fun.</p>



Inglés módulo 1

Week 14

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

Task 1

That sounds like a plan

a

The course is finishing soon and everybody starts to tell what they are planning to do when they go back home. Anong has great news! **Read the conversation.**

~Anong

I have an announcement to make, guys: I'm getting married! I'm so happy! Before the course began, my fiancé and I decided to talk about the wedding when I came back home, but last week it just came up in the conversation, so now we have a date! It's in December.

08:35 AM

~Emma

Congratulations! What are your plans? Where are you getting married? Are you having a reception?

08:35 AM

~Anong

In my city, Bangkok. And we're not having a big reception, just a small one for close friends and family.

08:36 AM

~Pedro

Great news, Anong! Are you inviting your friends from Cambridge? XD haha!

08:36 AM

"The future belongs to those who believe in the beauty of their dreams."

ELEANOR ROOSEVELT



b

**GRAMMAR.** You notice that some of your friends use the present continuous, but when they are talking about the future:

- I'm **getting married** in December.
- We're **not having** a big reception.

We use the **Present continuous** to talk about arrangements. They are plans which are confirmed and we know the time and place.

To remember the rule you decide to complete this chart with examples from the dialogue.  
**GO TO TASK 1b: PRESENT CONTINUOUS FOR FUTURE ARRANGEMENTS.**

c

After all the congratulations, the rest of the group begins to say what their plans are. **Read the conversation.**



~Dina

Does anybody else have such important news to share? My plans aren't so big, but I'm moving into a new flat! I mean, I have to look for one **when I arrive**, but I'm moving **in a few months**.

08:41 AM

~Pedro

I have more immediate plans: I'm visiting my family in Italy **in two weeks**, **after the course finishes** and **before going back home**.

08:41 AM

~Débora

Oh, I envy you! **After this course** I'm just going back to work **next month**, my holiday is over!

08:41 AM

d

**GRAMMAR.** In the dialogue you can also see time expressions which are frequently used to refer to future plans:

- I have to look for a flat **when I arrive**.
- I'm moving **in a few months**.
- I'm visiting my family in Italy **in two weeks**, **after the course finishes** and **before going back home**.
- I'm just going back to work **next month**.



What do these expressions mean?

Expression	Meaning	Grammar
I'm moving <b>in a few months</b> . I'm visiting my family in Italy <b>in two weeks</b> .	= a few months/two weeks into the future.	<b>IN</b> + a period of time.
I'm just going back to work <b>next month</b> .	= the month after this one.	<b>NEXT</b> + a moment in the future.
I have to look for a flat <b>when I arrive</b> .		<b>WHEN</b> + subject + verb in the present.
I'm visiting my family in Italy <b>after the course finishes</b> .	= first the course finishes and then I visit my family.	<b>BEFORE/AFTER</b> + subject + verb in the present.
I'm visiting my family in Italy <b>before going back home</b> .	= first I visit my family and then I go back home.	OR <b>BEFORE/AFTER</b> + -ing.
<b>After this course</b> I'm just going back to work.	= first I finish the course and then I go back to work.	OR <b>BEFORE/AFTER</b> + moment in time.

e

Debora shares her diary for the next few months. Look at it and complete the sentences about her arrangements using the time expressions in the box.  
**GO TO TASK 1e: DEBORA'S DIARY.**

## MONTHLY PLANNER

<p><b>August</b> Go back to work on 29th </p>	<p><b>November</b> Start a skiing course Go skiing in the Alps </p>
<p><b>September</b> Visit my cousins </p>	<p><b>December</b></p>
<p><b>October</b> Go to a concert with some friends </p>	

f

The conversation goes on, now everybody talks about what they are doing after the course.



<https://www.flickr.com/photos/youngshanahan/10645166864>



[https://commons.wikimedia.org/wiki/File:Newgrange\\_entrance\\_stone.jpg](https://commons.wikimedia.org/wiki/File:Newgrange_entrance_stone.jpg)

~Ahmad

So you're going to Italy, Pedro? I'm travelling around Europe myself! But I'm still deciding where to go. This isn't my first visit, and I'd like to go to places that are less famous than the big cities, but also interesting. For example, some megalithic monuments, because I like that, but not Stonehenge because everybody goes there.

08:43 AM

~Débora

You can visit a neolithic complex called Brú na Bóinne, which is older than the Egyptian pyramids! It's in Ireland. Newgrange is the most famous monument there.

08:44 AM

~Ahmad

Sounds interesting, thanks a lot! And it's near Cambridge, so it won't be as expensive as going to other places. I'll find out.

08:44 AM

g

**GRAMMAR.** This conversation has some comparative forms that are new to you, so you decide to study them.

"I'd like to go to places that are **less famous than** the big cities, but also interesting."  
 "It won't be **as expensive as** going to other places."

We can compare people, things or places using different forms of the comparative:

Comparative Forms		
Comparative of equality	(not) as + short or long adjective + as	Brú na Bóinne is <b>as interesting as</b> Stonehenge.  Some monuments in Brú na Bóinne are <b>not as famous as</b> Newgrange.
Comparative of inferiority	less + short or long adjective + than	Many small cities in Europe are <b>less famous than</b> the capital cities.
Comparative of superiority	short adjective + -er + than OR more + long adjective + than	Ireland is <b>smaller than</b> England.  Stonehenge is <b>more famous than</b> Newgrange.

h

After hearing about Newgrange, you look for some more information about Ireland and you want to compare these two important cities.

**GO TO TASK 1h: DUBLIN AND GALWAY.**

i

Everybody is interested in giving Ahmad more ideas for his trip. You start looking for information about different places he can visit. This is what you found. You would like to make some notes comparing the countries for Ahmad to decide where to go.

**GO TO TASK 1i: ORIGINAL PLACES TO VISIT.**

j

Anong isn't the only one who has a celebration. The rest of the group doesn't have such a big party ahead, but they want to share some personal events. Send a message to the WhatsApp group telling about your plans for the future.

**GO TO TASK 1j: PERSONAL PLANS.**

~Pedro

Did I tell you that we're celebrating my mom's birthday when I arrive? It's next week, but she'll wait for me.

09:01 AM

~Emtma

And I'm meeting my sister's new boyfriend! They met after we arrived here.

09:01 AM

~Débora

In my case, we're playing with my band next month, so when I arrive we have to prepare for the gig. ASAP!!! Guys, do the rest of you have something nice to do when you arrive?

09:02 AM





Inglés módulo 1

Week 14

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

Task 2



Everybody is excited about Anong's wedding, but nobody knows what traditional Thai weddings are like, so you look for information and find this video.

**GO TO TASK 2a: TRADITIONAL THAI WEDDING.**



You decide to go to Thailand in November, a few weeks before the wedding. You tell Anong the good news and this is her reply.

From Anong

Subject Trip to Thailand!!

Attachments *Photo\_1, Photo\_2*

Hi, there! What's up? I was really happy to get your email saying that you're coming to Thailand a few weeks before my wedding! It's great news, and you're going to be here at just the right time.

In November, there are two very special festivals: **Yi Peng** and **Loy Krathong**. We celebrate them across the country and there are a lot of activities! You can't miss them.

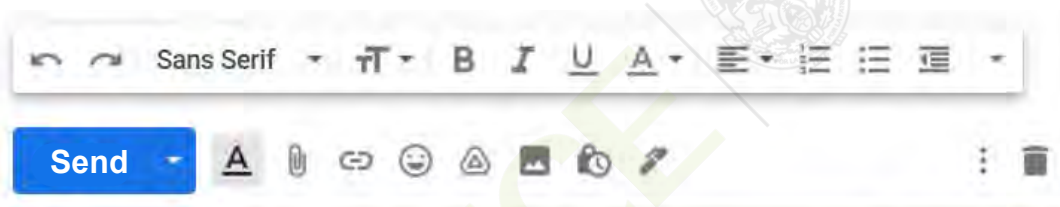
It all starts on Tuesday, 8th November. We're going to see a sky lantern festival called Yi Peng. During this magical night, the city is full of lights, candles and floating lanterns. Looks lovely, right? (I've attached a photo!) The problem is that the place is also quite crowded, so we're not going to stay there. We're going to watch everything from a rooftop bar called Full Moon. There we're going to meet with some friends, eat traditional food and have some drinks. And guess what? A local band is playing later that night at the bar, so we're going to see them too. Sounds fun, right?

Loy Krathong is on Wednesday. We're going to walk along the river to see all the beautifully decorated rafts and baskets (I'm sending you a picture so that you can see them!). People make them and then release them into rivers and lakes to thank the goddess of water. My fiancé is going to make his own basket to float down the river. Would you like to make one too? I'm not very crafty, so I'm going to buy one! Haha

So, we're looking forward to seeing you here. Oh, I almost forgot. On Saturday evening we're having a party at our house for my brother's birthday. He's turning 18, so we're going to make it a very special party!

Anyway, tell me more about your plans after you finish the course. What are you doing then? Are you visiting your family before coming to Thailand? Are you going to start any other course?

See you soon!  
Anong



Adapted from: Think 2, Cambridge University Press (2015).

Sources: [https://ar.hoteles.com/go/thailand/loy-krathong-bangkok?pos=HCOM\\_LATAM&locale=es\\_AR](https://ar.hoteles.com/go/thailand/loy-krathong-bangkok?pos=HCOM_LATAM&locale=es_AR)  
<https://www.asiahighlights.com/thailand/loy-krathong-festival/when-is-loy-krathong-yi-peng>

c

Anong sent some photos in her email and you download them. You want to rename the files with the name of each festival. What festival does each picture correspond to?

**GO TO TASK 2c: THAI FESTIVITIES.**

d

**GRAMMAR.** As you reread Anong's email, you notice that now she uses another expression to talk about the future:

- You're **going to be** here at just the right time.
- We're **going to see** a sky lantern festival.
- We're **not going to** stay there.
- My fiancé **is going to make** his own basket.
- **Are you going to start** any other course?

We use **Be going to** to talk about intentions and plans decided before the moment of speaking. It is also called "the future of intention". We use the present tense of *be + going to + verb*.

**EXTRA > GO TO GRAMMAR: BE GOING TO**

e

You look at the Grammar explanation and decide to complete the table below with examples from the e-mail.

**GO TO TASK 2e: GOING TO FUTURE.**

f

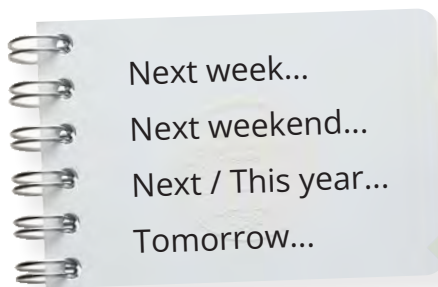
You want to practise future forms so you look for a video online. You find this one and decide to watch it.

**GO TO TASK 2f: FUTURE FORMS.**

g

The video talks about future plans and intentions, so to make sure you know how to use these forms, you write some examples in your notebook. You have some verbs and time expressions in your notes already, so you use them to write about things you're going and you're not going to do.

**GO TO TASK 2g: FUTURE PLANS.**



LOOK!

Two details about "going to":

1. When the main verb is GO, native speakers do not use "going to go"; instead, they just use "going to". For example: I'm going to France.
2. In informal communication, English native speakers often say 'gonna' instead of "going to". For example: We're gonna take a walk after class.

h

You decide to watch another video and see how to use **going to**, **gonna** and **gonna go**.

**GO TO TASK 2h: GONNA.**

After watching the video you realize that you can't say: **I'm gonna** New York next Saturday. You have to say : **I'm going to** New York next Saturday.

We can talk about future plans using different verb forms: going to, present continuous and will. As we learnt in Week 9, we use will + verb to talk about predictions and decisions taken at the moment of speaking. Compare:

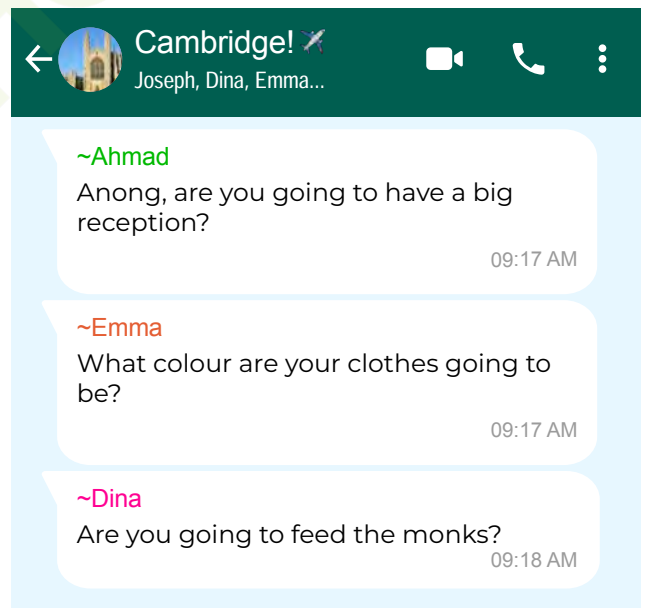
LOOK!

- "I'm **staying** in a hostel called "Backpackers." The room was quite cheap!" (this is an arrangement: you already have a reservation, you know the name of the hostel and the days you're staying there).
- When I travel to Thailand, I'm **going to stay** in a hostel because I love meeting people!" (this is a plan or intention: you want to do it, but you might not have the reservations yet).
- "Oh, no! All the hotels are booked! I think I'll **stay** in a hostel." (this is a decision taken at the moment of speaking: you decide to stay in a hostel when you realise all the hotels are booked).

i

Everybody is also curious about Anong's celebration. Is it like the one in the video? You start to ask her questions about that. She's not reading the messages, so the number of questions grows! Add your own question. Can you find a different one?

**GO TO TASK 2i: QUESTIONS ABOUT THE WEDDING.**







## Inglés módulo 1

### Week 14

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

## Task 3

a

The end of the course and Anong's engagement make you and your friends think about your plans for the immediate future. More of your classmates say what their plans are.



Cambridge!  
Joseph, Dina, Emma...

~Emma

Did I tell you that I'm going to apply for a scholarship? I study design at university, so I'd like to take some courses at the Politecnico di Milano, in Italy.

09:40 AM

~Mido

Terrific! I hope you get it! As for me, I'm going to continue studying English in Egypt. I'm thinking of becoming a professional photographer, and English is always good for that.

09:44 AM

~Ahmad

Hey, that's great!

09:45 AM

~Mido

Yes, I have opportunities at home, with all the travel industry, and also if I want to travel with my job.

09:45 AM

~Dina

You're so good at photography, Mido. That's a great plan. Me, I'm moving in with a friend, so when I arrive we're going to look for an apartment. Oh, and I'm going to adopt a pet, too! And I'm going back to work the day after we arrive.

09:46 AM

**b**

You revise your friends' conversation and realise that there are some words you don't know. You decide to check the vocabulary online.

**GO TO TASK 3b: WORDS TO TALK ABOUT PLANS.**

**c**

Later that day, you receive a message from your English teacher. She asks all of you to answer a question in the language school's forum now that the course is almost finished. You go to the forum and leave your reply.

**GO TO TASK 3c: TEACHER'S MESSAGE.**



Inglés módulo 1  
Week 14

## TIME EXPRESSIONS

EXPRESSION	MEANING	GRAMMAR
I'm moving <b>in a few months</b> . I'm visiting my family in Italy <b>in two weeks</b> .	= a few months/two weeks into the future.	IN + a period of time.
I'm just going back to work <b>next month</b> .	= the month after this one.	NEXT + a moment in the future.
I have to look for a flat <b>when I arrive</b> .	= I arrive and I more or less immediately begin to look for a flat.	WHEN + subject + verb in the present.
I'm visiting my family in Italy <b>after the course finishes</b> .	= first the course finishes and then I visit my family.	BEFORE/AFTER + subject +verb in the present.
I'm visiting my family in Italy <b>before going back home</b> .	= first I visit my family and then I go back home.	OR BEFORE/AFTER + -ing.
<b>After this course</b> I'm just going back to work.	= first I finish the course and then I go back to work.	OR BEFORE/AFTER + moment in time.



## Inglés módulo 1

Week 15

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

### Task 1

## See you later!

a

The course finishes next week, and everybody is thinking about their home. Some people miss it a lot! Joseph shares this article on your Facebook group. **Read the text.**



Cambridge! ✈️

Joseph, Dina, Emma...



~Joseph

Hi, everyone! I've found this article that explains why home is so important for us. Since we're going home in a few weeks, I wanted to share it with you :)

08:44 AM

"Home is  
where the  
heart is."



## Why we need to create a home

One of the most meaningful activities is the creation of a home. Over a number of years, typically with a lot of dedication, we collect furniture, pictures, rugs, cushions, vases and other objects into a constellation we call "home". When we create our rooms, we think about the colours on a wall, and ask with care what books we really want.

Our homes will not necessarily be the most attractive or luxurious places. There are always hotels or public spaces that will be more impressive. But after travelling for a long time, after too many nights in hotel rooms or on the beds of friends, we typically feel a powerful desire to return to our own things. We need to arrive home to remember who we are.

Creating a home is usually a demanding process because we need to find objects that can communicate our identities.

An object feels 'right' when it speaks about qualities that we think are positive.

We all want and need different things, so we will all be attracted to very different



kinds of objects. The feeling of beauty is very subjective.

The need to build a home is connected with a need to stabilise and organise our complex personalities. It's not enough to know who we are in our own minds. We need something more tangible, material for the diverse and intermittent aspects of our identities. We are trying to collect our identities in one place.

Home means the place where our soul feels that it has its proper physical container, where, everyday, the objects around us quietly remind us of our most authentic commitments and loves.

Adapted from <https://www.theschooloflife.com/thebookoflife/why-we-need-to-create-a-home/>

b

When you read the text for the first time, you took some notes, but now that you re-read them, you realise some of them are wrong!

### **GOTO TASK 1b: YOUR NOTES**

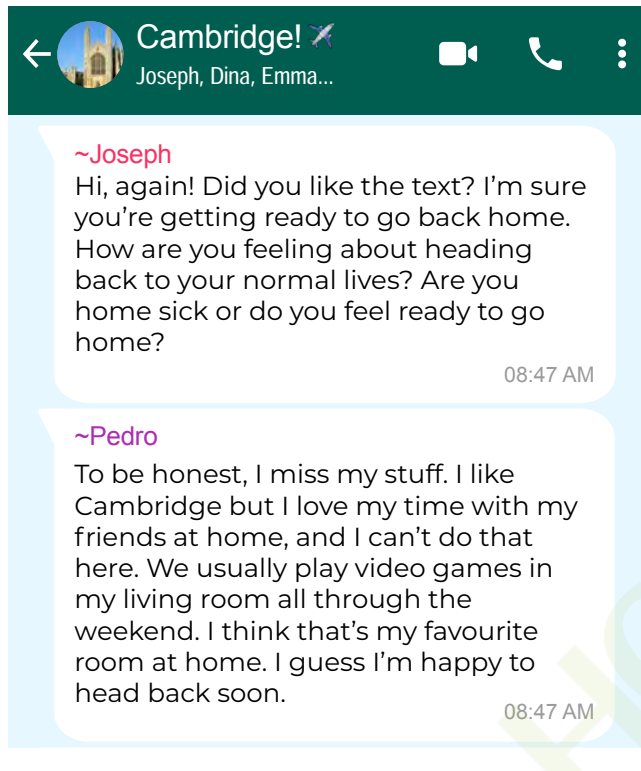
- People usually think a lot about the objects they bring into their homes.
- When we travel, we want to come back home because it is more attractive than a hotel.

- We are all different, but we all like the same things.
- Organisation is important in any home.
- When we build our homes, we express our identities.

c

After you share your opinion, Joseph posts another comment about your going back home. You read the conversation and decide to participate.

**GOTO TASK 1c: MY FAVOURITE ROOM IN MY HOUSE.**



WhatsApp chat interface for a group named "Cambridge!". The header shows a back arrow, a profile picture of a building, the group name "Cambridge!", and a list of members: "Joseph, Dina, Emma...". There are icons for video call, voice call, and a menu.

**~Joseph**  
Hi, again! Did you like the text? I'm sure you're getting ready to go back home. How are you feeling about heading back to your normal lives? Are you home sick or do you feel ready to go home?  
08:47 AM

**~Pedro**  
To be honest, I miss my stuff. I like Cambridge but I love my time with my friends at home, and I can't do that here. We usually play video games in my living room all through the weekend. I think that's my favourite room at home. I guess I'm happy to head back soon.  
08:47 AM



WhatsApp chat interface for a group named "Cambridge!". The header shows a back arrow, a profile picture of a building, the group name "Cambridge!", and a list of members: "Joseph, Dina, Emma...". There are icons for video call, voice call, and a menu.

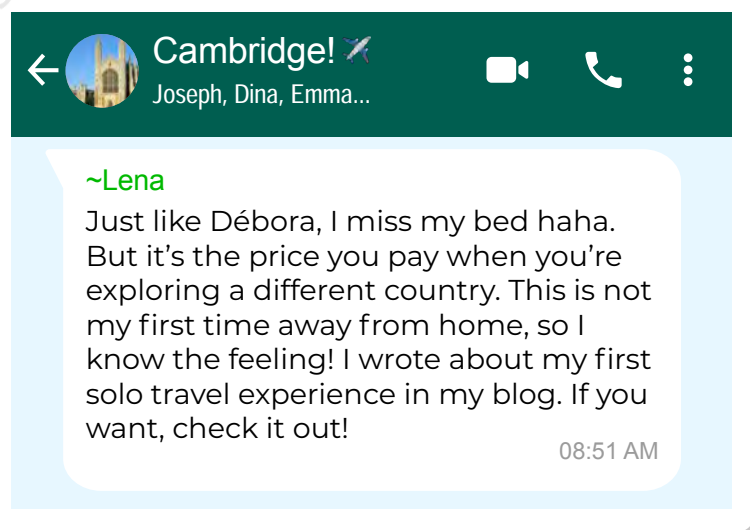
**~Débora**  
I miss home, too but not work, to be honest, hahaha. I'm a little sad that this will be over soon, but I want to get back to my bed. I love my bed! And my bedroom. I miss falling asleep in my own bed watching something on Netflix.  
08:48 AM

**~Joseph**  
haha @Pedro @Debora . What about the others? What do you miss most from home? Do you have a favourite room in your house too? I'd love to hear what you do there!  
08:48 AM

d

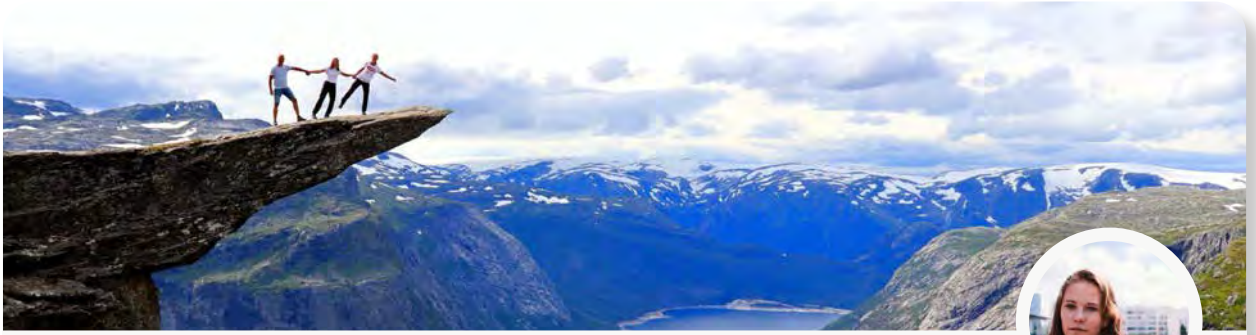
After your comment, Lena sends this message with a link to her blog. You're really curious about her experience, so you click on the link and read about her trip to find out where she went.

**GOTO TASK 1d: LENA'S BLOG.**



WhatsApp chat interface for a group named "Cambridge!". The header shows a back arrow, a profile picture of a building, the group name "Cambridge!", and a list of members: "Joseph, Dina, Emma...". There are icons for video call, voice call, and a menu.

**~Lena**  
Just like Débora, I miss my bed haha. But it's the price you pay when you're exploring a different country. This is not my first time away from home, so I know the feeling! I wrote about my first solo travel experience in my blog. If you want, check it out!  
08:51 AM



The first time I travelled abroad I was a teen. I was an exchange student in Lund, Sweden. Everything was new to me since it was my first time abroad. Soon after I arrived, I was like “Why not go on a trip! It's Europe, baby!” My English is poor and I had never travelled alone before, but I was so excited by the idea of being “on the road”.

Convincing myself that I'm brave and confident, I chose Trolltunga (Norway) as my destination. I ordered everything ahead of time online, so I was pleased to have everything ready in advance.

I was afraid of flying all alone at first but finally I took a flight from Copenhagen to Bergen, and then a bus from Bergen to Odda. The whole bus route was so beautiful. I was fascinated by the sight of those gorgeous fjords. But the best part of this trip was yet to come.

While I was waiting outside my hotel in Odda, I saw two Taiwanese and a South Korean. We are from different continents and have very different cultures, but we had a pleasant conversation and decided to go to Trolltunga together the next day.

We were total strangers to each other, but I was amazed to see that people can be very kind no matter where they are from.

The next day, we shared food, took photos and helped each other along the 11km hike. That night we were exhausted after the long walk. It was tiring but totally worth it! And we shared a big tent camping by the side of a small mountain lake.

The next morning, we finally arrived at Trolltunga.

The view was spectacular! I felt on top of the world standing on that rock!

We were a bit sad to say goodbye to each other after we arrived back in Odda. I thanked them a lot. Without them, it would be a completely different story. But I like this one now most.

I can still feel emotional about this trip, even now. It makes me think over and over again that the world is so amazing and we should seize the day and live life to the fullest.

—Lena

e

After reading about Lena's trip, you decide to write down some expressions that she uses.

**GO TO TASK 1e: LENA'S TRIP TO TROLLTUNGA.**

**VOCABULARY: FEELINGS AND EMOTIONS.** There are many words and constructions to describe feelings and emotions in English. For example:

**Positive emotions:**

I was so **excited** by the idea of being "on the road".

I was **fascinated** by the sight of those gorgeous fjords.

I was **amazed** to see that people can be very kind.

**Negative emotions:**

I was **afraid** of flying all alone at first.

That night we were **exhausted** after the long walk.

We were a bit **sad** to say goodbye to each other.

f

You find in the text words that express feelings. You invite your friends to make a list of these words in a class glossary. Each of you contributes two new words. You can use your own words or choose some from this picture dictionary <https://app.memrise.com/course/54235/english-visual-dictionary/3/>

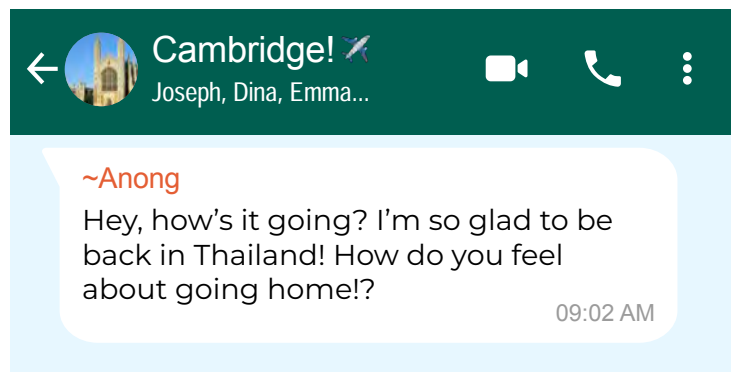
For each contribution, include the name and definition of the feeling or emotion, a picture to describe it and a model sentence. Do not repeat!

**GO TO TASK 1f: EMOTIONS GLOSSARY.**

g

Anong is back home and she sends the group the whatsapp message below. Write a short answer to it.

**GO TO TASK 1g: MESSAGE TO ANONG.**







Inglés módulo 1

Week 15

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

Task 2

a

Everybody in the group is happy to go back to their places, but they also agree that the experience in Cambridge was very positive. They talk about it.

**Read the conversation.**

← Cambridge! ✈  
Joseph, Dina, Emma...

~Joseph

I feel like we've been friends for a long time: we met on Facebook before you arrived, so now that the end of the course is near I'd like to know: what do you think about your stay in Cambridge? Is there anything that you particularly like or dislike?

09:46 AM

~Emma

Well, in the first place, I love studying English here! It's the perfect experience: English in class and also before and after class. That helps you to learn a lot!

09:48 AM

~Ahmad

Very intellectual of you, Emma! I was thinking of something completely different: I discovered that I don't like punting lol!

09:48 AM

~Mido

Well, I agree with both of you: I hate punting, but I like speaking to the locals. I always learn something new about English thanks to them!

09:50 AM

~Pedro

Me, I love cycling and here I cycled everywhere because the city isn't so big. And I also liked making friends with you guys!

09:51 AM

b

**GRAMMAR:** You notice that your friends use verbs to express likes and dislikes, but this time with other verbs:

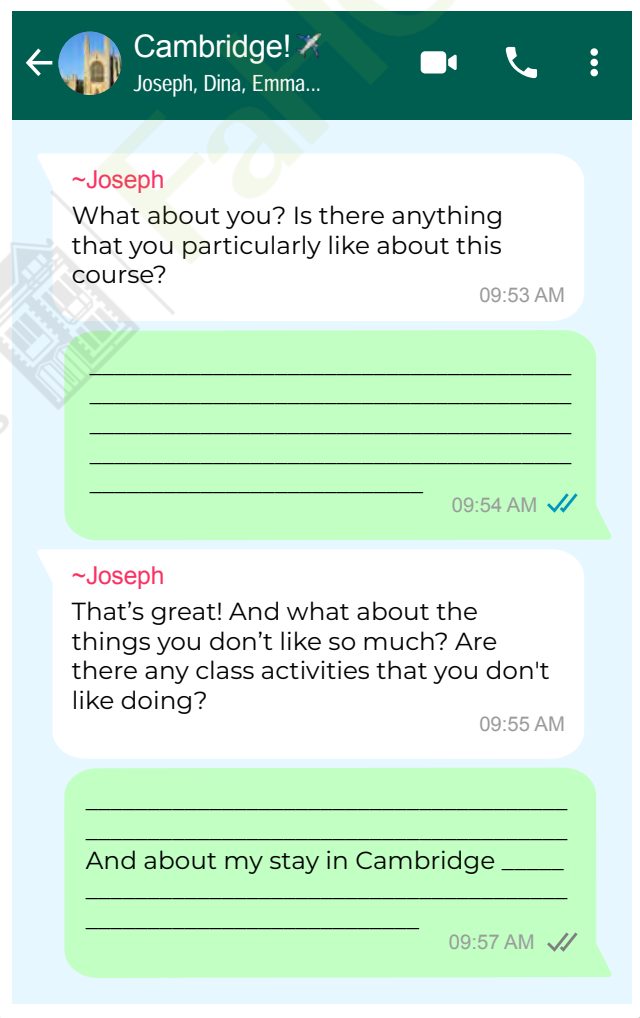
- I love **studying** English here.
- I like **speaking** to the locals.
- I **don't like** punting
- I **hate** punting.

We use the **-ING** form of the verb after verbs which express likes and dislikes, e.g. like, love, hate, don't like.

c

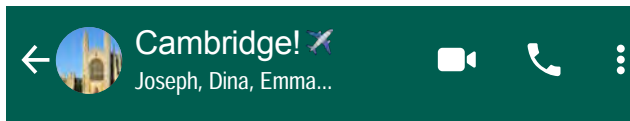
Now Joseph wants to know about you. You start thinking about things that you like, love, don't like and hate about the course and your stay in Cambridge.

**GOTO TASK 2c: HOW I LIKED CAMBRIDGE.**



d

The conversation goes on. **Read it.**



~Dina

You're right, Pedro! Meeting you guys was one of the best things on this trip. I love hanging out with you, and doing the things I do with my friends back in Egypt.

10:11 AM

~Débora

Oh yes, meeting you was great! @Dina, do you go on tours with your friends like we did here?

10:12 AM

~Dina

Well, sometimes. We have all these fantastic ancient monuments, there's always some place you can visit for the first time. But the rest of the time we do more everyday things: getting together at some friend's house, going out to bars or restaurants...

10:12 AM

~Ahmad

Yes, my friends and I do the same. And we go to discos and play sports, too.

10:13 AM

~Dina

Yes, I have different groups of friends so it depends: I do different things with my school friends, my swimming pool training friends, my childhood friends...

10:14 AM

~Mido

Well, luckily, you don't have to play sports if you don't like it. My friends and I aren't very active, so we don't play sports: we watch them!

10:16 AM

~Dina

Are you sure? You have to exercise, it's good for your health!

10:17 AM

~Mido

Naah, I don't think so. Maybe I'll exercise when I'm older...

10:17 AM

~Débora

I also make plans with my friends, but the best part of having them is that I can stay at home when I don't feel like going out, and if I'm sad or tired they will support and help me. I don't have to laugh all the time when I'm with my friends.

10:18 AM

e

**GRAMMAR.** You notice that your friends say:

You **don't have to** exercise if you don't like it.

I **don't have to** be happy all the time when I'm with my friends.

You **have to** exercise.

You see that "have to" does not mean the same when it is in the affirmative or negative. When we say, for example:

You **have to** exercise.

It means that exercising is **necessary or an obligation**.

When you say

You **don't have to** do sports if you don't like it.

I **don't have to be** happy all the time when I'm with my friends.

This does not mean that you have an obligation or a necessity, but the opposite: it means that **it is not obligatory or necessary to do something**:

You **don't have to** exercise if you don't like it = it's OK if you don't exercise.

I **don't have to laugh** all the time when I'm with my friends. = It's OK if I don't laugh all the time when I'm with my friends.

f

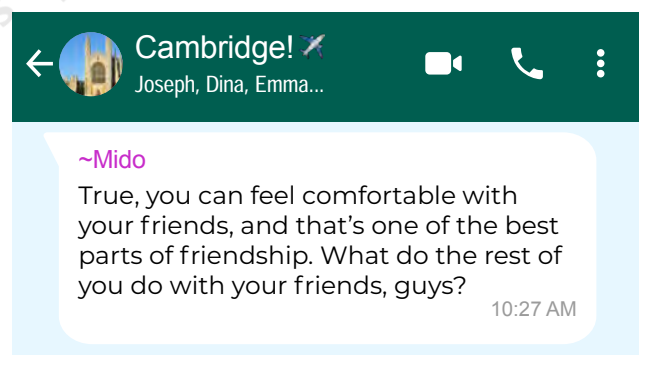
Débora's comment about feeling comfortable with your friends makes you think, and you decide to answer it.

**GO TO TASK 2f: WHAT I DON'T HAVE TO DO WHEN I'M WITH MY FRIENDS.**

g

Mido also answers Débora's comment, and he asks a new question. You answer Mido's question.

**GO TO TASK 2g: WHAT I DO WITH MY FRIENDS.**







## Inglés módulo 1

Week 15

Manuela Orbe  
Silvia C. Enríquez  
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Gabriela Iacoboni



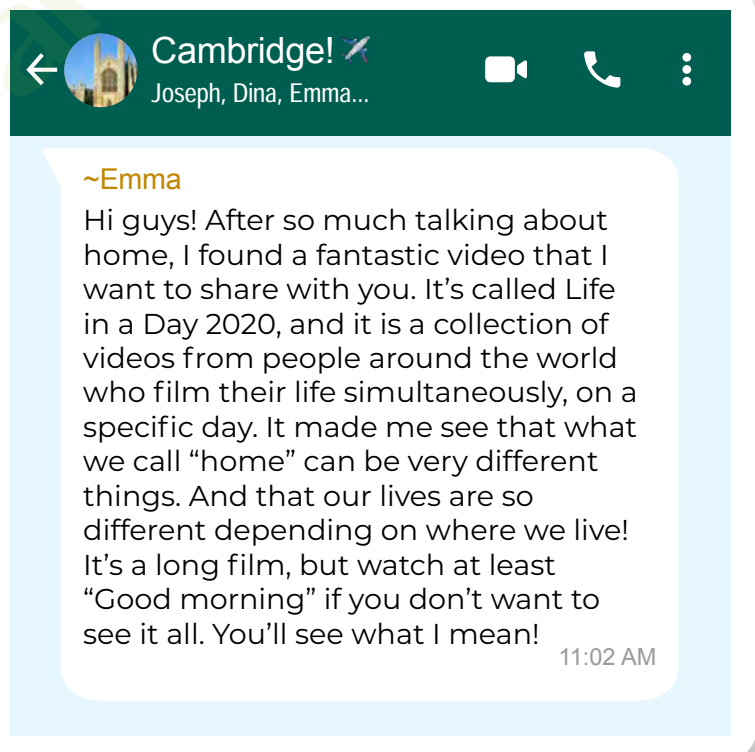
## Task 3



a

Emma finds a video that has to do with their conversation about home, and she wants to share with the group.

**GO TO TASK 3a: LIFE IN A DAY.**



b

Several people in the group watch the video and they make comments about it. Everybody seems to like it!

~Pedro

Wow, that was an interesting film. I loved the variety of people and places.

11:11 AM

~Débora

Terrific! An excellent idea for a film.

11:12 AM

~Ahmad

Yes, and it was moving to see so many people living in a way that's so different and at the same time so similar to our lives.

11:14 AM

~Lena

Yes, this film is awesome. Especially if you compare it to all the awful, boring films I find when I want to watch something online.

11:15 AM

~Mido

Well, I also liked it, but not as much as you. I think it's just acceptable, but I have to admit that seeing those people's lives is quite attractive.

11:17 AM

You see that your friends use many adjectives to express that they liked the film. You look them up in a dictionary and organise them in groups to remember their meanings. Besides, you look these words up in a dictionary to hear their pronunciation.

**GO TO TASK 3b: HOW MUCH DID YOU LIKE IT?**

c

You want to give your opinion about the film, too.

**GO TO TASK 3c: HOW I LIKED THE FILM.**

d

Dina answers some hours after this exchange. She has a great idea and you feel motivated to record a video of what you do in a day.

**GO TO TASK 3d MY OWN LIFE IN A DAY.**



Cambridge! ✈

Joseph, Dina, Emma...



~Dina

Oh yes, Emma, I know what you mean! This is a project, they make one film every 10 years. The first was in 2010. And I've always had an idea: what if we film our own lives like that?

11:21 AM



Inglés módulo 1

Week 16

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

Task 1

All's well that ends well

a

**FINAL REVISION.** The course is finishing, and the school has organized an online quiz show to revise what you learnt during the course.

**PART 1: Have you got any questions?**

In this section of the quiz, you'll try your knowledge of [question words](#), and [questions in the past](#). If you feel this was too easy, work on [this dialogue!](#)

**PART 2: Description frenzy!**

Now, it's your chance to revise [structures for description](#) and [this activity](#) and [this one too](#) about adjectives to describe people and things. Are you ready? GO!

**PART 3: Home is...**

What makes a house a home? The house and the people in it, right?! Try your hand at this activity about [rooms in the house](#) and this one about [family relations](#).

*"It's time to say goodbye, but  
I think goodbyes are sad and  
I'd much rather say hello.  
Hello to a new adventure."*



## PART 4: It's my life!

Life can be full of adventure, but it's mainly about everyday things. These activities test the use of the present simple and adverbs of frequency to talk about daily routines, the use of possessive adjectives and telling the time.

## PART 5: A,B,C and 1,2,3

Last section! Numbers eleven to twenty and letters! Piece of cake!

b

Now it's your chance to create your own quiz. Choose TWO of these topics and make TWO "odd one out" activities (one for each topic) to test your friends. In an "odd one out" activity, you need to find a word in a group of four words that is wrong in that group (this is the odd one out), and say why it is wrong. There's an example below.

**GO TO TASK 1b: MY QUIZ QUESTIONS.**

### TOPICS

- Countable and uncountable nouns
- Countries and nationalities
- Jobs and places of work
- Adjectives describing feelings
- Days and months
- Parts of the day
- Comparative and superlative adjectives

### ODD ONE OUT

#### EXAMPLE

TEACHER STUDENT  
PORTER COLLEGE

COLLEGE is the odd one out because TEACHER, STUDENT and PORTER are *people* and COLLEGE is the *place* where you find them.

c

Now that you have solved the quiz, you talk about how well you did with the rest of the group.

The screenshot shows a WhatsApp chat interface. At the top, the contact name is "Cambridge!" with a profile picture of a building. Below the name, it says "Joseph, Dina, Emma...". There are icons for voice call, video call, and a menu. The chat history shows three messages:

- From ~Lena: "Hi! Did you get a good score in the quiz?" (11:11 AM)
- From ~Mido: "Yeah, I was in the top 10! And I found it interesting, because it made me think that I can do a lot of new things with English now." (11:12 AM)
- From ~Débora: "Exactly, I was thinking about that, too. And I was planning to make a list of those things because it's useful and encouraging. Here, I'll share with you the list I began so you can add more ideas if you want." (11:12 AM)



## DÉBORA'S LIST

After this course, I can use English for these things:

- Say my name, talk to people about me and ask them about them.
- Buy things.
- Spell words.
- Use adjectives to talk about people, things and about my feelings.
- Order and buy food and drinks.
- Talk about clothes.
- Talk about the past.
- Talk about what I am doing now.
- Talk about the future and future plans and intentions.

Everybody wants to complete this list, and you decide to do that, too. Considering what you learnt in this course, add two things that you can do in English.

**GOTO TASK 1c: WHAT DID I LEARN?**



d

Ahmad found online an interview with Fanny, an English teacher who teaches courses like this one. He shares it with the group because he thinks it's an interesting opportunity to see what a teacher thinks about how to teach and learn English.

**GOTO TASK 1d: INTERVIEW WITH A TEACHER.**

e

You decide to leave a Youtube comment explaining why you decided to study English and giving your opinion about the interview.

**GOTO TASK 1e: MY COMMENTS ON THE INTERVIEW.**



Inglés módulo 1

Week 16

Manuela Orbe  
Silvia C. Enríquez  
Marianela B. Estévez  
Gabriela Iacoboni

Task 2



a

Joseph also writes to ask how you feel about the course and to say goodbye. You answer his message and say goodbye to the group.

**GO TO TASK 2a: GOODBYE.**



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Escuela  
de Lenguas



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