

TAREAS SEMANA 10 / WEEK 10 TASKS

-Corrección tareas week 9

Student's book:

page 70, ex.: 2

2 Read texts 1-8 and match them with objects A-H. According to the texts, which invention(s) ...

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1 | C | 3 | D | 5 | B | 7 | E |
| 2 | H | 4 | G | 6 | F | 8 | A |

- 1 probably won't exist in the future? tin opener
- 2 caused worry or misunderstanding? light bulb, cloning
- 3 caused happiness or excitement? nuclear weapon
- 4 hasn't / haven't changed much in a long time? toothbrush
- 5 originated in China? compass
- 6 is / are simple? cat's eyes

page 70, ex.: 3 (os lo doy resuelto pero pasadlo a la libreta)

3 Copy and complete the table. Use the base forms of the verbs in the text. What nouns can they form?

| Verb          | Noun (person)     | Noun (idea or object) |
|---------------|-------------------|-----------------------|
| invent        | inventor          | invention             |
| replace       | -                 | replacement           |
| revolutionize | (a revolutionary) | revolution            |
| inspire       | -                 | inspiration           |
| clone         | -                 | clone                 |
| adapt         | -                 | adaptation            |
| research      | researcher        | research              |
| test          | tester            | test                  |
| observe       | observer          | observation           |
| develop       | developer         | development           |
| design        | designer          | design                |
| discover      | discoverer        | discovery             |

page 70, ex.: 4

**4 Complete the sentences in your notebook with the correct forms of the verbs in the box.**

adapt design develop discover inspire  
invent observe research

- 1 The **discovery** of penicillin was accidental.
- 2 Alfred Nobel was the **inventor** of dynamite.
- 3 The **design** of the iPod has changed since it was invented.
- 4 During an experiment it's important to write down your **observations**.
- 5 Living things usually **adapt** to their environment.
- 6 A company's R&D department is for **research** and **development**.
- 7 Musicians and writers often get their **inspiration** from nature.

**p.72, Reading: Bioengineering ex.: 3 (justify your answers), 4 and 5**

**3.**

**ANSWERS**

- 1 C (in some countries it won't have a special label)
- 2 A (we can't predict what might happen)
- 3 C (maybe we need to look at the benefits again)

**4 Complete the sentences in your own words in your notebook.**

1 Stories about biotechnology are interesting ...

*because they remind us of scary stories.*

2 Genetic engineering is like roulette because it's difficult to ...

*know what will happen.*

3 In theory, GM food can help to ...

*solve the problem of world hunger.*

4 Insect-resistant crops are ...

*good for the environment.*

**5 Find words or expressions in the text which match the definitions.**

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- 1 a business organization (*paragraph A*) **company**
- 2 restrictions which limit something (*paragraph B*) **regulations**
- 3 the bad character in a story (*paragraph C*) **villain**
- 4 try to influence something (*paragraph D*) **interfere**
- 5 the possibility for something to be developed (*paragraph E*) **potential**

**p. 72, Vocabulary: 7 and 8**

**7 Match prefixes 1-7 with meanings A-G. What are the opposites of *pro-* and *under-*?**

---

- |                        |          |                                 |
|------------------------|----------|---------------------------------|
| 1 re-think (v)         | <b>D</b> | <b>A</b> between / connected    |
| 2 pro-GM (adj)         | <b>F</b> | <b>B</b> very small             |
| 3 biotechnology (n)    | <b>E</b> | <b>C</b> not enough / below     |
| 4 underestimate (v)    | <b>C</b> | <b>D</b> again                  |
| 5 multi-coloured (adj) | <b>G</b> | <b>E</b> connected with biology |
| 6 international (adj)  | <b>A</b> | <b>F</b> in favour of           |
| 7 microorganisms (n)   | <b>B</b> | <b>G</b> many                   |

The opposite of *pro-* is **anti-** and the opposite of *under-* is **over-**.

**8 Complete the sentences with prefixes from the box. What does each prefix mean? Are they the same in your language?**

anti- bio- micro- mis- multi- over- re-

- 1 I'm not **anti-** technology. I think it brings benefits. **against**
- 2 This summary isn't great. Can you **re-** write it please? **again**
- 3 The cooker isn't working. Use the **micro-** wave. **small**
- 4 She's brilliant at most things. She's **multi-** talented. **many**
- 5 I **over-** cooked the chicken. It's black! **too much**
- 6 **bio-** terrorism uses viruses and bacteria as weapons.  
**connected with living things**
- 7 We did it wrongly because we **mis-** understood the instructions. **bad**

p.76: 1

**1 Copy and complete the names of objects 1-7 with the words in the box. Then match the objects with descriptions A-G.**

- 1 **eco-friendly** **E**
- 2 **giant-sized** **B**
- 3 **bacon-shaped** **C**
- 4 **life-sized** **G**
- 5 **pocket-sized** **A**
- 6 **shockproof** **D**
- 7 **solar-powered** **F**

**A** High quality device - connects to most laptops

**B** For a long-lasting drink. Never need a top-up!

**C** Injuries don't have to look tragic

**D** Tough plastic protection with a realistic look

**E** Stylish and eye-catching - dozens of different designs

**F** The no-sweat low-cost way to keep cool

**G** For the friend who's got everything

p.77: 2(Translate the words from the box), 3

3 Copy and complete the table in your notebook with the blue words from exercise 1. Then add the words from the box below to the table.

bacon-shaped ceramic chocolate-shaped eco-friendly  
eye-catching giant-sized high quality inflatable life-sized  
long-lasting low-cost pocket-sized recycled shockproof  
solar-powered stylish tough

battery-operated child-friendly disposable  
dustproof economical handy-sized  
heart-shaped round waterproof wooden

|                        |               |                  |              |
|------------------------|---------------|------------------|--------------|
| <b>size</b>            | life-sized    | giant-sized      | pocket-sized |
|                        | handy-sized   |                  |              |
| <b>shape</b>           | bacon-shaped  | chocolate-shaped |              |
|                        | heart-shaped  | round            |              |
| <b>power</b>           | solar-powered | battery-operated |              |
| <b>durability</b>      | shockproof    | long-lasting     | tough        |
|                        | disposable    |                  |              |
| <b>material</b>        | ceramic       | wooden           |              |
| <b>other qualities</b> | eco-friendly  | high quality     |              |
|                        | stylish       | eyecatching      |              |
|                        | low-cost      | recycled         |              |
|                        | inflatable    | child-friendly   |              |
|                        | dustproof     | economical       |              |
|                        | waterproof    |                  |              |

p.144: 1 and 2

1 Read the rule and complete 1-3 with *re-*, *over-* and *under-* in your notebook.

When we add *re-*, *over-* and *under-* to verbs ...

(1) over means 'more than necessary'.

(2) under means 'less than necessary'.

(3) re means 'again'.

Note: In the case of *renew*, the prefix *re-* is added to the adjective *new*, rather than a verb.

**2 Complete the sentences in your notebook with the correct form of the verbs in the box and the correct prefix: *re-*, *over-* or *under-*.**

cook design eat produce send shape spend

- 1 People in the developed world tend to **overeat** while others die of hunger.
- 2 Smart technology has **reshaped** the way we communicate.
- 3 Consumers who **overspend** can get into debt.
- 4 When manufacturers **overproduce** goods, it creates waste.
- 5 Please **resend** the document as I accidentally deleted it.
- 6 Mobile phone manufacturers are constantly **redesigning** their models.
- 7 If you **undercook** chicken, you can get food poisoning.

ex.: 3 (os lo doy resuelto)

**3 Copy and complete the table with the words in the box. Which words fit in more than one column?**

active coloured democracy eat ethnic galactic globalization  
GM national produce purpose social spend storey technology

| <i>anti-</i>         | <i>inter-</i>   | <i>multi-</i>   | <i>over-</i>   | <i>pro-</i>          |
|----------------------|-----------------|-----------------|----------------|----------------------|
| <i>biotic</i>        | _____           | <i>talented</i> | _____          | <i>biotic</i>        |
| _____                | <i>active</i>   | _____           | <i>active</i>  | _____                |
| <i>democracy</i>     | _____           | <i>coloured</i> | _____          | <i>active</i>        |
| _____                | <i>galactic</i> | _____           | <i>eat</i>     | _____                |
| <i>globalization</i> | _____           | <i>ethnic</i>   | _____          | <i>democracy</i>     |
| _____                | <i>national</i> | _____           | <i>produce</i> | _____                |
| <i>GM</i>            | _____           | <i>national</i> | _____          | <i>globalization</i> |
| _____                | _____           | _____           | <i>spend</i>   | _____                |
| <i>social</i>        | _____           | <i>purpose</i>  | _____          | <i>GM</i>            |
| _____                | _____           | _____           | _____          | _____                |
| <i>technology</i>    | _____           | <i>storey</i>   | _____          | <i>technology</i>    |
| _____                | _____           | _____           | _____          | _____                |

Note: *antibiotic* can be a noun (*an antibiotic*) or an adjective (*an antibiotic drug*).

**4 Copy and correct the errors in 1-5.**

1 I'm ill. I think I need some multibiotics.

I'm ill. I think I need some antibiotics.

2 He's very intersocial. He just sits in his bedroom all day.

He's very antisocial. He just sits in his bedroom all day.

3 Sarah wants that overcoloured scarf for her birthday. I think it looks horrible!

Sarah wants that multi-coloured scarf for her birthday. I think it looks horrible!

4 Because of their multi-spending at Christmas, they can't go on holiday this year.

Because of their overspending at Christmas, they can't go on holiday this year.

5 Here's a photo of the pro-GM protest which we saw. (See photo.)

Here's a photo of the anti-GM protest which we saw.

p.145: 8 (más sencillo en una tabla)

|             |            |               |       |             |            |
|-------------|------------|---------------|-------|-------------|------------|
| 1.          | 2.         | 3.            | 4.    | 5.          | 6.         |
| Giant-sized | attractive | 11.           | 12.   | Boot-shaped | disposable |
| Handy-sized | delicious  | Solar-powered | glass | 14.         | dustproof  |
| 7.          | 9.         |               | straw | round       | inflatable |
| 8.          | 10.        |               | 13.   |             | 15.        |
| Tiny        | stylish    |               |       |             |            |

- 1 size
- 2 opinion
- 3 power
- 4 material
- 5 shape

- 6 other
- 7 huge
- 8 pocket-sized
- 9 eye-catching
- 10 funky

- 11 battery-operated
- 12 ceramic
- 13 wooden
- 14 heart-shaped
- 15 waterproof

## p.145: 9 (es muy importante la explicación sobre “Order of adjectives”)

**9 Read the rules about ordering adjectives. Then rewrite the sentences in your notebook including all the adjectives in brackets in the correct order.**

### Order of adjectives

Generally speaking, the order of adjectives in English varies. The adjective which best describes the noun comes closest to it. A general rule to follow is to put adjectives in the following order: opinion, size, age, shape, colour, verb particle form (e.g. *battery-operated*, *cooling*), material, origin.\*

\*Note: It's not very common in English to use more than two or three adjectives with a noun.

**1** I bought my girlfriend a / an ring. (*silver / designer / expensive*)

I bought my girlfriend an expensive designer silver ring.

**2** They're opening a café. (*child-friendly / new*)

They're opening a new child-friendly café.

**3** Ben made a cake yesterday. (*lemon / huge / delicious*)

Ben made a delicious huge lemon cake yesterday.

**4** Have you seen his T-shirt? (*funky / multi-coloured*)

Have you seen his funky multicoloured T-shirt?

**5** You should buy a dictionary before your trip. (*pocket-sized / French / new*)

You should buy a new pocket-sized French dictionary before your trip.

## p.145: 10

**10 Decide which two words from exercise 8 and which noun from the box can be used to label photos 1-4. There are two nouns you don't need.**

balloon chocolates cutlery flats huts plates



**1** \_\_\_\_\_  
(delicious) heart-shaped chocolates

**2** \_\_\_\_\_  
solar-powered (straw) huts

**3** \_\_\_\_\_  
disposable wooden cutlery

**4** \_\_\_\_\_  
inflatable boot-shaped balloon



## WEEK 10 TASKS (from 25th May to 29th May)

El contenido gramatical de la Unit 6 es la pasiva (**Passive voice**), ya se trabaja en 4º ESO pero en 1º de BAC se amplía bastante.

Preparé **unos apuntes** y a continuación os dejo **unos ejercicios**

(por supuesto, si tenéis cualquier duda, enviadme un correo)



## PASSIVE VOICE

La voz pasiva se suele utilizar **cuando se desconoce o no interesa mencionar** quién o qué hace la acción (**el sujeto**). Su uso es **más frecuente en inglés** que en español. Es más normal encontrar en español formas con 'se', por ejemplo: 'se habla', 'se alquila' o verbos en plural como 'venden', 'compran'.

**German is spoken here** / *Aquí se habla alemán*

**When was this house built?** / *¿Cuándo se construyó ( fue construida) ésta casa?*

**A lot of songs have been written about love** / *Se han escrito muchas canciones sobre el amor*

### Formación de la pasiva

Sigue estos pasos mientras vas cogiendo práctica:

Por ejemplo, si tienes que convertir esta oración en pasiva: ***My friend is writing poems.***

- **identifica el objeto** «*poems*» que **será el sujeto de la oración pasiva**
- **identifica el verbo y el tiempo en el que está:** *present continuous*
- **conjuga el verbo «to be» en ese mismo tiempo** *am/are/is being*

| Conjugación verbo "to be" |   |
|---------------------------|---|
| PRESENT SIMPLE            | <b>am/are/is</b>  |
| PRESENT CONTINUOUS        | <b>am/are/is being</b>  |
| FUTURE (WILL)             | <b>will be</b>  |
| FUTURE (GOING TO)         | <b>am/are/is going to be</b>                                      |
| PAST SIMPLE               | <b>was/were</b>   |
| PAST CONTINUOUS           | <b>was/were being</b>   |
| PRESENT PERFECT           | <b>have/has been</b>  |
| PAST PERFECT              | <b>had been</b>   |
| MODAL VERBS               | <b>can be<br/>could be<br/>should be<br/>must be<br/>would be</b> |

- **añade el past participle del verbo de la oración activa** *written*
- **identifica el sujeto de la oración activa** «*my friend*» que **será el complemento agente** de la pasiva precedido de "by"

Y ahora coloca cada pieza en su sitio:

**Objeto** de la oración activa pasa a ser el **sujeto de la pasiva** + verbo «*to be*» **conjugado** en el mismo tiempo verbal que estaba el de la oración activa + ***past participle del verbo principal de la oración activa*** + by\* + **sujeto** de la oración activa que pasa a ser el **complemento agente** de la pasiva

Activa: My friend is writing poems

*Pasiva: Poems + are being + written + by + my friend*

\*Si queremos decir quién o qué realiza la acción en una construcción en pasiva, empleamos la preposición "by".

- PERO si el sujeto de la activa no es relevante no se pone en la pasiva.

Activa: Someone has stolen my bag

Pasiva: My bag has been stolen ~~by someone~~

- No se usa la voz pasiva con verbos intransitivos, es decir, los que no tienen complementos directos. Por ejemplo: arrive, go, die, lie, etc...

### Passive voice in negative and interrogative

| Afirmativa                                       | Negativa   | Interrogativa                                    |
|--|--|--|
| This novel <b>has been written</b> by my friend. | This novel <b>hasn't been written</b> by my friend | <b>Has this novel been written</b> by my friend? |

### ORACIONES CON 2 COMPLEMENTOS (DIRECTO E INDIRECTO)

- Cuando una oración activa tiene **dos complementos**, en general es preferible usar como **sujeto de la pasiva** el que se refiere a "persona"

Activa: She gave Peter a present

Pasiva: **Peter** was given a present

### CONSTRUCCIONES IMPERSONALES

**Las construcciones impersonales** (se dice, se comenta, etc.) son muy típicas de la pasiva y difíciles de traducir para los hispanoparlantes. Este tipo de construcción pasiva -utilizada cada vez con mayor frecuencia en los medios- **se puede formar de 2 modos:**

1. **Subject + passive verb + to infinitive**
2. **It + passive verb + that-clause:** **It is reported** (Se informa); **It is said** (Se dice); **It is known** (Se sabe); **It is supposed** (Se supone); **It is considered** (Se considera); **It is expected** (Se espera).

**ACTIVE: Everybody thinks** Cathy works very hard.

**PASSIVE 1: Cathy is thought to** work very hard. (Se piensa que Cathy...)

**PASSIVE 2: It is thought that** Cathy works very hard. (Se piensa que Cathy...)

**ACTIVE: They believe** Tom is living in Paris.

**PASSIVE 1: Tom is believed to** be living in Paris. (Se cree que...)

**PASSIVE 2: It is believed that** Tom is living in Paris. (Se cree que...)

EJEMPLOS de activa a pasiva

| Sujeto pasivo  | + "to be" (conjugado) | + "past participle" | + resto de la oración |
|--|-----------------------|---------------------|-----------------------|
| <b>Simple present</b> (Activa: They <b>clean</b> the house every day)                |                       |                     |                       |
| The house  | <b>is</b>             | cleaned             | every day.            |
| <b>Present continuous</b> (Activa: They <b>are cleaning</b> the house at the moment) |                       |                     |                       |
| The house  | <b>is being</b>       | cleaned             | at the moment.        |
| <b>Simple past</b> (Activa: They <b>cleaned</b> the house yesterday)                 |                       |                     |                       |
| The house  | <b>was</b>            | cleaned             | yesterday.            |
| <b>Past continuous</b> (Activa: They <b>were cleaning</b> the house last week)       |                       |                     |                       |
| The house  | <b>was being</b>      | cleaned             | last week.            |
| <b>Present perfect</b> (Activa: They <b>have cleaned</b> the house since you left)   |                       |                     |                       |
| The house  | <b>has been</b>       | cleaned             | since you left.       |

|                      |                              |                            |                              |
|----------------------|------------------------------|----------------------------|------------------------------|
| <b>Sujeto pasivo</b> | <b>+ "to be" (conjugado)</b> | <b>+ "past participle"</b> | <b>+ resto de la oración</b> |
|----------------------|------------------------------|----------------------------|------------------------------|

**Past perfect** (Activa: They **had cleaned** the house before they arrived)

|           |                 |         |                      |
|-----------|-----------------|---------|----------------------|
| The house | <b>had been</b> | cleaned | before they arrived. |
|-----------|-----------------|---------|----------------------|

**MODAL VERBS: WILL/WOULD/CAN/COULD/MUST/SHOULD/MAY/MIGHT**

(Activa: They **will/would/can/could/must/should/may/might clean** the house tomorrow)

|           |   |         |           |
|-----------|---|---------|-----------|
| The house | <b>can/could/must/should/may/might be</b> | cleaned | tomorrow. |
|-----------|---|---------|-----------|

**MODAL PERFECTS: modal verb+have+past participle**

(Activa: They **must/can't/could/may/might/should/would have cleaned** the house before we arrive)

|           |                         |         |                   |
|-----------|-------------------------|---------|-------------------|
| The house | <b>should have been</b> | cleaned | before we arrive. |
|-----------|-------------------------|---------|-------------------|

**BE GOING TO** (Activa: They **are going to** clean the house before we arrive)

|           |                       |         |                   |
|-----------|-----------------------|---------|-------------------|
| The house | <b>is going to be</b> | cleaned | before we arrive. |
|-----------|-----------------------|---------|-------------------|

- **Change the sentences to passive voice.**

1. Many people **begin** new projects in January
2. You **must wash** that shirt for tonight's party.
3. Mum **is going to prepare** the food.
4. They **make** shoes in that factory.
5. We **will have to examine** you again.
6. They **had finished** preparations by the time the guests arrived.
7. The delegation **will meet** the visitors at the airport.
8. We **have produced** skis here since 1964.
9. Nobody **can beat** Tiger Woods at golf.
10. They also **speak** German at EU meetings.
11. We **must look** into the question.
12. The Chinese **discovered** acupuncture thousands of years ago.
13. **Has he given you** back the book yet?
14. They **must have left** the keys behind.
15. The boy **is eating** the cake.
16. The spider **scared** her.
17. The guide **will show** us the Natural History Museum in the afternoon.
18. The dentist **is cleaning** the woman's teeth.
19. She **showed** her relatives the new house.

- **Change the sentences to passive voice.**

1. The Browns **have built** the large house.
2. A jellyfish **stung** her while she was swimming.
3. They **gave** her a nice present.
4. Jane **is singing** the new song.
5. How **do you write** that word?
6. She **watered** the flowers every day.
7. The dog **has broken** the window pane.
8. They **were interviewing** her for the job.
9. The professor **told** him not to talk in class.
10. You **shouldn't speak** to your neighbour.
11. **Can you learn** French easily?
12. Your impolite tone **surprises** me.
13. They **forced** him to steal the money out of his dad's room.
14. Our neighbours **have invited** us to dinner.
15. Why **are they tearing** down the old theatre?
16. She **would have told** you.

- **Change these passive sentences to ACTIVE voice.**

1. You will be contacted by the headmaster.
2. All the gold had been stolen by the thieves.
3. The computers are being used right now by the students.
4. The gramophone was invented by Edison.
5. The sandwich was eaten by the cat.
6. The final game will be seen by millions of fans tomorrow.
7. The announcements have been made by the doctors over the loudspeakers.
8. The book is being read by the publishers.
9. My purse has been found by one of the cleaners.
10. He was hit on the head with a hammer by the robber.
11. A new road has been built in this area by the government.
12. I was handed a note by the assistant.
13. A new shopping centre was opened by the local council.
14. The new stadium was slowly being filled by the crowd.



\*Present progressive = present continuous

\*Past progressive = past continuous

|           |                      |              |
|-----------|----------------------|--------------|
| <b>B1</b> | <b>Passive Voice</b> | <b>PA001</b> |
|-----------|----------------------|--------------|

**Make passive sentences using the word parts and the given tense.**

1. The window – open (**present perfect simple**)

\_\_\_\_\_

2. Her room – paint (**past progressive**)

\_\_\_\_\_

3. He – take – to the airport. (**present perfect simple**)

\_\_\_\_\_

4. The bike – repair – at the moment (**present progressive**)

\_\_\_\_\_

5. The cows – feed – every morning (**present simple**)

\_\_\_\_\_

6. The novel – write – a hundred years ago (**past simple**)

\_\_\_\_\_

7. The food – must put – in the fridge (**present simple**)

\_\_\_\_\_

8. A press conference – hold – tomorrow afternoon (**future simple**)

\_\_\_\_\_

9. Our new house – just – finish (**present perfect simple**)

\_\_\_\_\_

10. The thief – see – by the policeman (**past perfect simple**)

\_\_\_\_\_

11. The story – often tell – by grandmother (**present simple**)

\_\_\_\_\_

12. The package – send – by a good friend (**past simple**)

\_\_\_\_\_

13. He – not see – for ages (**present perfect simple**)

\_\_\_\_\_

14. My dad – off – a new job – later this week (**future simple**)

\_\_\_\_\_

15. The church – not renovate – for two hundred years (**present perfect simple**)

\_\_\_\_\_

16. Breakfast – serve – from 7 to 10 (**present simple**)

\_\_\_\_\_

Make sentences in passive voice using the tenses in brackets. Add words where necessary.

1. Great motorcycles - make - Japan (**PRESENT SIMPLE**)  
\_\_\_\_\_ .
2. The lawn - not mow -last week (**PRESENT PERFECT SIMPLE**)  
\_\_\_\_\_ .
3. The postman - not see - recently (**PRESENT PERFECT SIMPLE**)  
\_\_\_\_\_ .
4. The Gothic cathedral - build - 10<sup>th</sup> century. (**PAST SIMPLE**)  
\_\_\_\_\_ .
5. Many languages - speak - in the EU (**PRESENT SIMPLE**)  
\_\_\_\_\_ .
6. The schoolhouse - repair - today (**PRESENT PROGRESSIVE**)  
\_\_\_\_\_ .
7. The prize - award - tomorrow (**FUTURE SIMPLE**)  
\_\_\_\_\_ .
8. After the accident - Harry - take - to a doctor (**PAST SIMPLE**)  
\_\_\_\_\_ .
9. When I came in - the fridge - repair (**PAST PROGRESSIVE**)  
\_\_\_\_\_ .
10. The jewels - find - in the basement. (**PAST SIMPLE**)  
\_\_\_\_\_ .
11. After the shop - close - it - sell (**PAST PERFECT SIMPLE - PAST SIMPLE**)  
\_\_\_\_\_ .
12. Special technology - use (**PRESENT PROGRESSIVE**)  
\_\_\_\_\_ .
13. The thief - not find - by the police (**PRESENT PERFECT SIMPLE**)  
\_\_\_\_\_ .
14. The shop - close - next month (**FUTURE SIMPLE**)  
\_\_\_\_\_ .
15. The cat - call - Sissy (**PRESENT SIMPLE**)  
\_\_\_\_\_ .

\*Present progressive = present continuous

\*Past progressive = past continuous

- Aquí os dejo 5 nuevos enlaces para practicar “listening”

Hay 3 niveles (basic-intermediate-advanced): <https://www.talkenglish.com/listening/>

Seguimos con “intermediate”

- esta semana podéis hacer uno cada día (**Intermediate Listening Lessons**)

Monday: <https://www.talkenglish.com/listening/lessonlisten.aspx?ALID=228>

Tuesday: <https://www.talkenglish.com/listening/lessonlisten.aspx?ALID=229>

Wednesday: <https://www.talkenglish.com/listening/lessonlisten.aspx?ALID=230>

Thursday: <https://www.talkenglish.com/listening/lessonlisten.aspx?ALID=231>

Friday: <https://www.talkenglish.com/listening/lessonlisten.aspx?ALID=232>

*ESTE ES EL ENLACE A LAS “ADVANCED LISTENING LESSONS” para aquellos que no tengan dificultades con los intermediate* <https://www.talkenglish.com/listening/listenadvanced.aspx>

- (el lunes 1 de junio os enviaré las respuestas de los ejercicios para autocorrección)

Un cariñoso saludo

Teacher Susana

[https://www.youtube.com/watch?v=R\\_xmJcg1iBU](https://www.youtube.com/watch?v=R_xmJcg1iBU)