

*English language*



(Tintín, reporter)

# **BUSINESS ENGLISH**

**1**

SECOND TERM

... pages

## **PARALLEL PAPERS**

TEACHER: EUGENIO FOUZ  
STUDENT:

<i>Student's last name and first name.....</i>	
<i>Marks.- 1st/2nd/3rd term</i>	<i>DATE: .....</i>
05 notebook	
10 test	
04 behaviour (oral marks, punctuality, attitude)	
20 control	
05 notebook	
20 control	
06 attendance (active)	
30 PROGRESS exam (reinforcement, revision exam)	

**ESL 1. 2nd term**  
Irregular verbs II

be was/were been-ser/estar  
bite bit bitten-morder  
break broke broken-romper  
can could - - - -poder  
come came come-venir  
deal dealt dealt-tratar  
do did done-hacer  
draw drew drawn-dibujar  
\*\*

fall fell fallen-caer  
feed fed fed-alimentar  
fight fought fought-pelear  
find found found-encontrar  
forgive-forgave-forgiven-perdonar  
get got got-conseguir  
give gave given-dar  
go went gone-ir  
\*\*

have had had-haber/tener  
hear heard heard-oír  
hide hid hidden-esconder  
know knew known-saber/conocer  
learn learned / learnt learned / learnt-aprender  
leave left left-dejar/irse de  
let let let-permitir  
lose lost lost-perder  
\*\*

make made made-hacer/fabricar  
pay paid paid-pagar  
read read read-leer  
say said said-decir  
see saw seen-ver  
sell sold sold-vender  
shut shut shut-cerrar  
sit sat sat-sentarse  
\*\*

sleep slept slept-dormir  
smell smelt smelt-oler  
speak spoke spoken-hablar  
spoil spoilt spoilt-estropear  
stand stood stood-estar de pie  
swear swore sworn-jurar  
take took taken-tomar, llevar  
tell told told-decir/contar

\*\*

weep wept wept-llorar  
write wrote written-escribir



**ESL 1.-2nd term**  
Regular verbs II

achieve·achieved·achieved-lograr, conseguir  
add added added-añadir  
earn earned earned-ganar dinero  
help helped helped-ayudar  
laugh laughed laughed-reírse  
lie lied lied-mentir  
\*\*

obey obeyed obeyed-obedecer  
offend offended offended-ofender  
phone phoned phoned-telefonear  
pray prayed prayed-rezar  
purchase purchased purchased-comprar  
push pushed pushed-empujar  
\*\*

repair repaired repaired-reparar  
reply replied replied-responder  
solve solved solved-resolver  
talk talked talked-conversar, hablar  
type typed typed-escribir a máquina  
visit visited visited-visitar  
\*

## **Two readings: dreams / heroes**

### A minute listening

#### **Dreams**

I dream almost every night. I have a lot of dreams and I remember most of them. I'm not sure what they mean. Some of them are quite strange. One day I'll have to buy a book on dreams and see if I can interpret them. When I was a little kid, I had really bad dreams. Real scary ones. They were probably nightmares rather than dreams. Usually it was some big, bad stranger chasing me. My dreams today are all very different. Sometimes I'm speaking in another language in my dream. The ones I don't like are the ones where I'm falling. But I like dreams where I'm flying. I sometimes have really nice dreams, but then my alarm clock goes off. I press snooze and try and get back into my dream for another ten minutes.

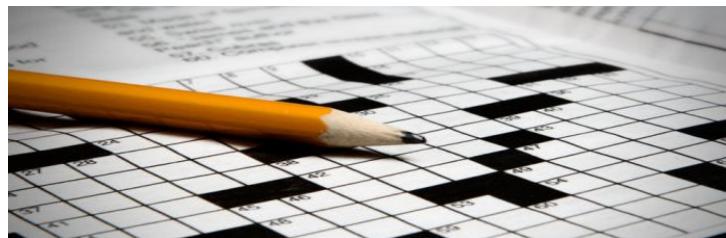
\*

#### **Heroes**

I don't really have a hero. There are many people I respect, but they are not really my hero. Some people choose very strange heroes. My friends have rock stars and football players as heroes. Of course, these people are very good at what they do, but they're not really heroes. They get lots of money for doing what they love. When they're not singing or playing football, I wonder what they're doing. I think most of the world's heroes are unsung heroes. People who work to help others every day. We generally don't notice these heroes. Then there are those who put their lives on the line for others. Fire fighters, police officers and soldiers are heroes. Without them, the world would be less safe.

# **Certain questions you can find in examinations of language**

1 March 2017



**Ask:** pregunte

**Answer:** responda

**Draw a house with four windows:** dibuje una casa con cuatro ventanas

**Make questions for these answers:** haga preguntas para estas respuestas

**Translate these sentences into Spanish:** traduzca estas oraciones al castellano

**Give the meaning of these expressions:** dé el significado de estas expresiones

\*\*

**Choose the right option:** elija la opción correcta

**Circle:** rodee con un círculo

**Match letters with numbers:** asocie letras y números

**Write:** escriba

**Circle T for True:** rodee con un círculo la T si elige verdadero

**Translate into Spanish:** traduzca al castellano

**Pass into English:** pase al inglés

\*\*

**Translation:** traducción

**Dictation:** dictado

**Listening:** audio (ejercicio de escucha)

**Reading comprehension:** lectura comprensiva

**Read the text:** lea el texto

**Answer the questions:** conteste a las preguntas

**Essay:** redacción

\*\*

**Fill in the missing information:** complete la información que falta

**Basics:** básicos (números, gramática, vocabulary)

**Functional language:** lenguaje funcional (lenguaje práctico)

**Write cardinal numbers ... in letters:** escriba los números cardinales ... en letra

**Give your opinion about the following topic...:** opine sobre el tema siguiente...

\*\*

**Conjugate the present perfect tense in the negative form of the verb TO KNOW:** conjugue el pretérito perfecto compuesto en forma negativa del verbo TO KNOW

**Make one sentence using ME:** haga una oración utilizando ME

**Underline the right option:** subraye la opción correcta

**What would you do if ..?:** ¿qué haría usted si ...?

**Write all three forms of these verbs... :** escriba las tres formas de estos verbos

**Eugenio Fouz.-**

**1 / 03/ 17**

# DATES IN ENGLISH

## GENERAL DATES:

We write: 17 June 2010 or 17<sup>th</sup> June 1989

We say: "June the seventeenth, nineteen eighty-nine" & "The seventeenth of June, nineteen eighty-nine"

## GENERAL YEARS:

1900 - "nineteen hundred"

1905 - "nineteen hundred and five" or "nineteen hundred 0 five"

1910 - "nineteen ten" (you can also say "nineteen hundred and ten" but it's not common)

1945 - "nineteen forty-five"

1996 - "nineteen ninety-six"

2000 - "two thousand"

2003 - "two thousand and three"

2010 - "twenty-ten" (2011 - "twenty-eleven" etc.)

## DECades:

...the (1960s) '60s - "the (nineteen) sixties"

...the (2000s) '00s - "the thousands" or "the noughties"

## CENTURIES

...the 1900s - "the nineteen hundreds"

...the 4<sup>th</sup> century - "the fourth century"

...the 20<sup>th</sup> century - "the twentieth century"

**BC** - before Christ      **AD** - Anno Domini

## ON/IN:

**ON:** days & dates

We write: He was born on 2nd March 1960

We say: "He was born on the 2nd of May nineteen sixty"

**IN:** months, seasons, years, decades, centuries

"My birthday is in January not in summer"

"He was born in 1985 and grew up in the nineteenth"

## **Manual del buen suspendedor**



Extra, Extra,  
Read All  
About It...

A pesar de que parezca un sinsentido desvelar los secretos de un perdedor o un alumno que hace todo lo que está en su mano para no superarse, yo creo que cabe la posibilidad de entender al profesional del fracaso escolar y mejorarlo en su tarea. También creo que este manual breve tendría utilidad para aquellos aficionados o *amateurs* del estudio para que se decidiesen de una vez a profesionalizarse en el suspenso o a empezar a tomarse en serio la educación e incumplir todos los requisitos del buen suspendedor.

### **El buen suspendedor:**

1. es un perdedor nato, no sabe o no quiere saber nada.
2. no entiende que a veces hay que hacer cosas desagradables para lograr cosas agradables
3. elige los mejores sitios del aula (al fondo donde ni se le vea ni se le note, en el rincón más alejado de la pizarra, junto a una ventana con vistas)
4. no se molesta en ser puntual para entrar, y sí lo es para salir
5. va obligado a clase
6. parece cansado, malhumorado, desganado

7. colecciona faltas de asistencia, retrasos, amonestaciones
8. no escucha a los profesores
9. anda escaso de libros, libretas y bolígrafos en clase
10. no suele presentarse voluntario para nada
11. se aburre la mayor parte del tiempo
12. si es hablador es de los que no para en toda la hora
13. si es callado es de los que no abre la boca
14. no escucha al profesor
15. observa al profesor para cerciorarse de no ser observado por él
16. no le interesan los libros en general y los estudios académicos en particular
17. se distrae con el vuelo de una mosca, mosquito o insectos voladores
18. mantiene el récord de su grupo de visitas innecesarias al aseo
19. en casa dice que no tiene tareas de clase
20. guarda un repertorio de excusas y razones para solicitar un examen fuera de plazo
21. no es curioso
22. no intenta aprender las cosas
23. no aprende las cosas y por lo tanto, suspende
24. toma vacaciones como el resto de los compañeros que han hecho algo

## Present simple tense

Basic form  
Subject + Verb (present form)

### Quick examples

John lives in New York.  
We play football every day.  
You are really kind.  
The meeting starts at 3 PM.

The Present Simple is the most basic tense in the English language. It is an interesting tense because it can be used to express the future. Generally, though, we use it to describe the present activities or to talk about routines or habits.

### Use

1.Facts, generalizations and universal truths

2.Habits and routines

The Present Simple is often used **with the frequency adverbs:**

always / frequently/often / usually / seldom/rarely / nowadays  
never / every week/year / sometimes/occasionally / from time to time  
every now and then

A few examples how to use them in sentences:

*I always go to church on Sundays.*

*I never eat anything after 10 PM.*

3.Permanent situations

4.Events that are certain to happen

*My grandmother turns 100 this July*

*Winter starts on December 21*

5.Arrangements that we can't change (e.g. timetables, official meetings)

6.State verbs (e.g. be, have, suppose, know)

*I like swimming*

*We know this man*

7.Narrations, instructions or commentaries

### Note

Apart from the above uses, this tense is also used in:

8.Zero Conditional ("If it doesn't rain, I go play football.")

9.First Conditional ("We won't get our pocket money, if we don't pass this exam.")

10.In sentences after when, before, till, after, as soon as ("Before you leave, please take the keys.")

### Form

Forming a sentence in the Present Simple is easy. To form a declarative sentence, all you need is the subject of the sentence (e.g. I, you, he, a dog) and the verb (e.g. be, talk, swim). Questions and negative sentences are only a little more difficult, because they require an auxiliary verb.

### Declarative Sentences

Subject	+Verb (present form)
e.g. he, she, a dog, etc.	e.g. go, make, have, etc.

*A dog is an animal / I learn English twice a week / The course starts in April*

### Questions

Questions require the auxiliary verb "to do" or, in the third person singular, "does"

Do or Does	+Subject	+Verb (present form)
	e.g. he, she, a dog, etc.	e.g. go, make, have, etc.

*Person A: Does she like going to the mountains?*

*Person B: Yes, she does.*

*Person A: Does John have a dog?*

*Person B: No, he doesn't.*

When asking a question, the verb does not conjugate:

*Does she have a dog?*

*Does she has a dog?\* [WRONG]*

For the verb "to be", we do not use an auxiliary:

*Is he tall?*

*Does he be tall?\* [WRONG]*

*Is he a lawyer? / Does Mike go swimming every Sunday?*

*Does she live in London?*

### Negative Sentences

Subject	+Don't or Doesn't	+Verb (present form)
e.g. he, she, a dog, etc.		e.g. go, make, have, etc.

### Contracted forms in the negative

*do + not = don't*

*does + not = doesn't*

*They don't live in New York anymore / I don't like Winter*

*He doesn't go to the cinema at all / Spring doesn't start in December*

[[http://www.englishtenses.com/tenses/present\\_simple](http://www.englishtenses.com/tenses/present_simple)]

## Functional language.-ESL 1 (1.3)

watch out!.¡cuidado!  
look out!.

thanks!. /thank you!.  
it's alright!.de nada/not at all.

please!.  
cheers!.¡gracias!

hello!.¡hola!  
bye bye!.¡adiós!/goodbye!.

how are you?.¿qué tal?/¿cómo estás?  
fine, thanks!. /not bad.  
what is your name?.¿cómo te llamas?  
my name is John.  
my name is Anne.me llamo Ana

what is your family name/last name?.  
how old are you?.¿cuántos años tienes?  
I'm fifteen/I'm fifteen years old.  
Surname / last name/ family name.apellido

I don't understand you.  
can you repeat that?.

what is the meaning of...?.  
meaning.significado / what do you mean?.¿qué quieres decir?  
I don't know.no lo sé

how do you say...?.  
you are right.tienes razón  
I think so. /I don't think so.

pass me your ball pen/pen, please!.  
spell it!.¡deletréalo!

I agree with you.estoy de acuerdo contigo  
what do you want?.

ball pen.bolígrafo/ pencil.lápiz / rubber.	/jotter.bloc de notas
notebook.cuaderno / pass.aprobado / fail.	
book. /dictionary.	/notepad.

## **Valentine's Day**

February 14th



Valentine's Day (Saint Valentine's Day) is an occasion celebrated on February 14. It is the traditional day on which people express their love for each other by sending Valentine's cards, presenting flowers, or offering confectionery. Valentine icon

### Who is St. Valentine?

There were many Christians names Valentine. According to the Catholic Encyclopaedia, at least three Saint Valentines are mentioned who are associated with 14 February. One is described as a priest at Rome, another as a Bishop of Interamna (now Terni in Italy) and the other lived and died in Africa.

The Valentine that most experts believe is the actual one remembered on St. Valentine's Day was a Roman who was martyred for refusing to give up Christianity.

### What happens on Valentines day in Britain?

Each year in Britain, we spend around £503m on cards, flowers, chocolates and other gifts for Valentine's Day. Traditionally these were sent anonymously, but nowadays we often make it clear who is sending each 'Valentine'.

### Valentine's Day Superstitions & Traditions

Traditionally, spring begins on St Valentine's Day (February 14th), the day on which birds chose their mates. In parts of Sussex Valentines Day was called 'the Birds' Wedding Day'.

There are many other traditions and superstitions associated with romance activities on Valentine's day including:

the first man an unmarried woman saw on 14th February would be her future husband;

if the names of all a girl's suitors were written on paper and wrapped in clay and the clay put into water, the piece that rose to the surface first would contain the name of her husband-to-be.

if a woman saw a robin flying overhead on Valentine's Day, it meant she would marry a sailor. If she saw a sparrow, she would marry a poor man and be very happy. If she saw a goldfinch, she would marry a rich person.

In the Middle Ages, young men and women drew names from a bowl to see who their valentines would be. They would wear these names on their sleeves for one week.

In Wales wooden love spoons were carved and given as gifts on February 14th. Hearts, keys and keyholes were favourite decorations on the spoons. The decoration meant, "You unlock my heart!"

Little things  
mean a lot.

[goodlifequoteru.com](http://goodlifequoteru.com)

## Functional language.- ESL 1 (1.4)

¿se puede entrar? / ¿se puede pasar?.may I come in? / can I com... ....?  
sí, pase / sí, adelante.yes, come in

buenas tardes.good aft.....  
adiós.go.....  
hasta luego.se.... .....

¿pueden callarse un minuto, por favor?.could you be silent, please?  
¿sabe usted hablar francés?.ca.. you sp..... Fr.....?  
¿sabes escribir a máquina?.can you type?

¿puedes venir aquí ahora?.can you ..... he.... right no...?  
no.n... / sí.y.....  
ahora.n.... / antes.bef.....  
después.aft.....

hoy.tod..... / ayer.yest..... / mañana.tom.....  
esta semana.th..... we..... / la próxima semana.ne..... wee..

¿pueden ayudarme, por favor?.c.... yo... he..... me, please?  
lo siento, no puedo.I' m so....., I can.....  
por supuesto que sí.yes, o... cou.....  
claro / seguro.sure

¿sigo?.sha... I cont.....  
¿traduzco este texto, profesor?.sh..... I translate th.... te....., te.....?  
¿abro la ventana?.sh..... I ope... th... win.....?

¿puede repetir esa palabra?.c.... you re..... th..... wo.....?

¿leemos esa página?.sh..... w.. re.... th.... pa.....?  
no, iesperen un segundo!.no, wai... a .....

¿puedo ir al aseo?.can I .... t.. th... to.....? / cou..... I .....?  
sí, si puede.yes, you c....  
sí, desde luego.yes, of co.....  
no, no puede.no, you c.....

iatchús!.atchis  
¡Jesús!.bless you!

\*

**EF.-3122015**

## Los VERBOS en inglés pueden ser LÉXICOS o AUXILIARES

Los verbos LÉXICOS son los verbos de léxico o significado y son la gran mayoría de los verbos ingleses.

Estos verbos añaden en la 3<sup>a</sup> persona de singular del Presente Simple una -s/-es (*She plays, Tom walks, Our mother goes to the cinema on Sundays*) Además son estos verbos los que utilizan el auxiliar to DO para negar e interrogar (*I do not walk to school / Susan's brother does not understand him / Do you speak English?*)

Verá a veces frases como esta: *John did not arrive on time* o *Did you buy that book?* Y entonces estará viendo el uso de la negativa e interrogativa en tiempo pasado.

Los verbos léxicos pueden ser de dos clases: REGULARES o IRREGULARES

\*REGULARES (siguen la regla de añadir -ED a la forma de PASADO y PARTICIPIO DE PASADO, como por ejemplo, to PLAY PLAYED PLAYED o to SMILE SMILED SMILED)

\*Los IRREGULARES rompen esa regla o condición y, a pesar de que la forma del PASADO pudiera acabar en -ED no ocurre igualmente con la forma del PARTICIPIO DE PASADO rompiendo la regla de acabar en -ED las formas del PASADO y PARTICIPIO DE PASADO. (Ejemplos: to CUT CUT CUT; to READ READ READ, to SHOW SHOWED SHOWN)

\*\*

AUXILIARES.-Los auxiliares son verbos especiales. Hay dos clases de verbos auxiliares. VERBOS AUXILIARES PRIMARIOS: *to be, to have y to do* (3)

To do did done-hacer *
To be was/were been-ser/estar
To have had had-tener/haber

Los AUXILIARES PRIMARIOS son los 3 verbos más importantes en la vida de un hombre : ser, tener y hacer. De ellos el verbo do-hacer es el más versátil ya que se emplea para negar e interrogar a otros verbos ( a los léxicos).

y VERBOS AUXILIARES MODALES.

En total son **13 verbos auxiliares** y este número no es fácil de olvidar. Piense que estos verbos son llamados auxiliares o de auxilio (apoyo)

May, might, must "have to"/ can could / will would / shall should (10)
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Los AUXILIARES MODALES se llaman así porque siguen unas modalidades como son posibilidad, permiso, obligación, consejo, carencia de obligación, etcétera

Los verbos auxiliares modales siguen unas reglas propias muy concretas:

- 1) no llevan s/es en la tercera persona de singular del presente
- 2) no usan DO o DO NOT ni para negar ni para interrogar. Tampoco usan DID para el tiempo pasado.
- 3) no admiten la partícula to de infinitivo
- 4) no pueden ir dos verbos auxiliares modales juntos
- 5) carecen de la forma de infinitivo (no verá TO MUST, TO WILL) y también de alguna de sus formas. El verbo MUST emplea un sustituto para formar tiempos verbales (HAD TO)

\*\*

**EF 13112015**

# **PEOPLE WHO ARE WELL LIKED:**

- 1. ASK FOR  
NOTHING**
- 2. LAUGH AT  
THEMSELVES**
- 3. LISTEN WITH  
INTEREST**
- 4. RARELY COMPLAIN**
- 5. INSPIRE OTHERS**
- 6. TEACH**
- 7. GIVE**

## How to read a reader



1. get the **reader** and a **dictionary** with you (smartphones are also welcome)
2. prepare a **bloc or notepad**, a **pencil** to underline words you don't know
3. **relax** and start by having a look at **the title and the author** of the reader
4. **copy the title and the author in your bloc**
5. read some **information about the author and the story** (@Wikipedia or any other Encyclopedia)
6. **do not try to read 40 pages in a day**, but **read little by little**, chapter after chapter, page after page. **Make a note of what you read** [copy page number and one or two ideas]
7. **it is impossible to read a book without looking up for the meanings of unknown words** (verbs, nouns, adjectives, adverbs, connectors). YOU WILL HAVE TO USE A DICTIONARY!
8. most readers provide a **glossary of words** (mini-dictionary of difficult expressions) Look for that glossary!
9. understand what you read
10. keep a diary of your reading in order to remember the plot of the story.
11. focus on grammar and vocabulary
12. enjoy your readings

**Eugenio Fouz.-151215**  
;-)

**reader.**individual or person who reads

**reader.**reading book

**graded reader.**adapted version of a text for students

**dictionary.**manual where you find out the meaning of words, categories, pronunciation, etcetera

**bloc.**notepad, pack of papers of small size

**ball pen.**pen, biro

**pencil.**tool to write (it can be rubbed out)

**rubber.**tool to delete any writing in pencil

**summary.**abbreviated story of a story

**title.**the name of a text

**author.**writer

**plot.**the thread of a story (**thread.**hilo)

**characters.**people taking part in a text

**setting.**place or location of a story

**bookmark.**a marker between the pages of a book