

## CAPÍTULO 2

### Lengua extranjera inglés

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#### QUANTIFIERS

You've found the following post about words from the English language on a blog about languages so you've decided to read it. How many words does the English language take from other languages?

#### **WORDS THAT MIGRATE, LANGUAGES THAT CHANGE**

*It is known that an average adult human brain can recognise 42,000 dictionary words of their native language. Are they **enough** words to communicate? Of course they are! But that doesn't mean we know every single word. It's impossible to learn **all** the words from a language because languages are ever changing systems of words. Nobody knows exactly the number of words that there are in the English language but there are **a lot**. One reason is that English takes words from **many** other languages. Look at **some** words for food, for example. There are **few** words, though very popular, that come from South America like "potato", "tomato" and "chocolate". There aren't **many** words from Chinese in the English language, but "ketchup" is one of them. Originally, "ketchup" was the name for a type of fish sauce in China. Teenagers in the UK don't eat **much** fish sauce but they do eat **lots of** burgers. There is **some** confusion about the origin of the word "burger", but a lot of people think it comes from German. Because the UK and France are neighbours it is normal that there are **a lot of** French words in English - hundreds in fact. Biscuit is just an example. On the other hand, **a lot of** fruit travels a long way to get to the UK. That explains why the word "banana" comes from an African language. There are also **a few** words from Turkish, like "yoghurt". And, finally, if you ask for **a little** sugar in your coffee, you're using two Arabic words. Just by being in an English kitchen you can travel to many countries.*

## Language focus

Read the text again and tick the correct options.

A. What is the purpose of the text?

- To explain why languages are dynamic systems.
- To convince the reader to study English.
- To instruct the reader how to learn new words. .

B. Look at the words in **bold** and think. What do they have in common?

- They all express a specific quantity.
- They all express an approximate quantity.
- They all express distance.
- They all precede plural nouns.
- They all precede singular nouns.

The words in bold are called **quantifiers**.

### When do we use them?

We use **quantifiers** to show the quantity or amount of something. **Quantifiers** may refer to different quantities and we use them in different ways.

### How do we use them?

- We use some of them before plural countable nouns, like in “**many** words” or “**a few** words” (Remember! “Countable nouns” are words that can be counted, e.g.: *a word, two words, three words, etc.* On the contrary, “uncountable nouns” are those words that cannot be counted so they don’t have a plural form, e.g.: ~~*two sugars*~~ **X** - *some sugar* **✓**).
- Some before uncountable nouns, like in “**much** fish” or “**a little** sugar”;
- Some others can be used before plural countable nouns OR uncountable nouns, like in “**a lot of** French words” or “**a lot of** fruit”.

To ask questions about quantity, we start the question with “How many ” when the noun is a plural countable one, for example, “*How many languages can you speak?*” However, when the noun is uncountable, we use “How much”, as in “*How much sugar do you want?*”

Pay attention to the quantifiers in the text and add them in the chart.

before plural countable nouns	before uncountable nouns	before both plural countable and uncountable nouns
<i>many</i>	<i>much</i>	<i>a lot of</i>

## Practice

1. You've found the previous article interesting so you kept browsing the blog. Read the following post with facts about languages and circle the correct options.

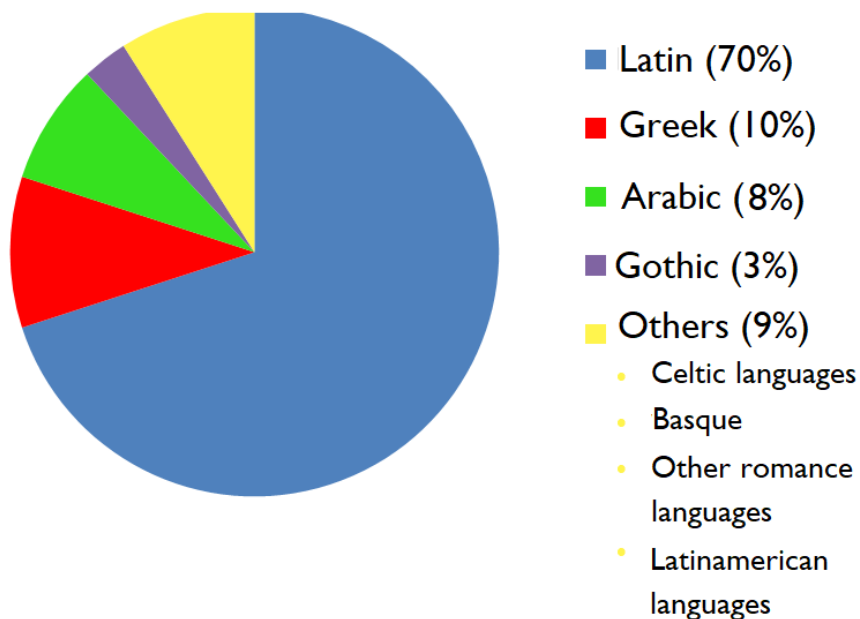
### 5 FUN FACTS ABOUT LANGUAGES!

#### Did you know that...

- ...there are **many / much** languages and dialects in the world, even more than 6,000?!
- ... **A lot of / Few** people can speak Chinese; it is the most spoken language in the world with 1.2 speakers?
- ...There are 50,000 characters in the Chinese language, but you only need to know **some / little** of them to read a newspaper.
- ...In Spain, there is a language made up entirely of whistling called Silbo Gomero but **many/ few** people can speak it?
- ...There is **a lot of / many** research done on second language acquisition but there isn't **much / many** on how little children acquire a third language?

2. You've found the following pie chart about the origin of words in the Spanish language and decided to write a short article to post it on the blog. Analyse the information on the pie chart, look for Spanish words of the different origins to use as examples and write your article using quantifiers. Look at the example below:

### THE SPANISH LEXICON



There are **a lot of** words that have a Latin origin and haven't changed at all, for example, "curriculum", "idem" or "a priori".

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## RELATIVE PRONOUNS AND RELATIVE CLAUSES

Would you like to know about YouTube's interesting origin? Read the following text to find out.

### **The Rise and Rise of YouTube**

Early in 2005, three friends, Chad Hurley, Steve Chen and Jawed Karim, **who** were also colleagues, were having problems trying to email a video clip. Within two hours they came up with a plan **which** would solve the problem and change internet history. These friends, **whose** idea ended up being revolutionary, decided to create a video sharing a platform, and that was the moment **when** YouTube was born. It's a familiar story for anyone **who** follows the development of the internet: technology-minded entrepreneurs under thirty, a garage or bedroom, **where** dreams become reality, little money and a big communicative need. The site was an instant success. The key was a number of features: links to the videos, **which** made them easy to email; tell-a-friend functions, a feature **that** allowed YouTube videos to be played on other social networking sites; and another characteristic **that** let users comment on the videos.

This helped to develop the site's sense of community: YouTube was a place **where** you posted videos but also chatted about them, complained, smiled or laughed out loud (LOL). What nobody knew back then was that two years after the launch, Google Inc., bought YouTube for \$ 1.65 billion. And that's the reason why YouTube is now a billionaire company.

This text was taken and adapted from: <https://es.educaplay.com/juegoimprimible/605193-relative-clauses.html#!>

### Language focus

Read the text again and choose the correct option:

1. The purpose of the text is:

- To convince the reader to use the website.
- To provide the reader with information about the website.
- To instruct the reader how to use the website.

2. The words in **bold** have one thing in common. What do you think it is?

- They all begin with wh-.

- They all relate to someone or something mentioned before.
- They are all preceded by a comma.
- They all relate to someone or something mentioned afterwards.

## Relative pronouns

### What are relative pronouns? And how are they related to relative clauses?

The words in bold are called **relative pronouns** (they are relative because they always re-  
late back to something or someone else - a *noun* -), and they connect the *noun* (something or  
someone) with a **relative clause** that gives more information about that *noun*.

### When do we use each relative pronoun?

**WHO:** it is used to refer to people.



**WHICH:** It is used to refer to animals and objects.



**THAT:** it is used to refer to people, animals and objects.  
(Never used immediately after a comma).



**WHOSE:** it is used to refer to possession.



**WHERE:** it is used to refer to places.



**WHEN:** it is used to refer to time.



Icons taken from: <https://www.flaticon.com/>

## Practice

Read a bit more about YouTube and choose the correct relative pronouns to complete the sentences.

YouTube is a free video sharing website \_\_\_\_\_ (who / that) makes it easy to watch online videos. This webpage was founded by Steve Chen, Chad Hurley, and Jawed Karim, \_\_\_\_\_ (which / who) were all employees of PayPal. Initially, Karim could not easily find video clips of some events online, \_\_\_\_\_ (that / which) led to the idea of a video sharing site.

In 2018, YouTube began creating ISNI identifiers to uniquely identify the musicians \_\_\_\_\_ (who / whose) videos it features. It also offered a 'Community Captions' feature, \_\_\_\_\_ (where / when) viewers could write and submit captions for public display. Finally, during the COVID-19 pandemic, \_\_\_\_\_ (where / when) most of the world was under stay-at-home orders, usage of services such as YouTube grew greatly.

## Relative clauses

### What are relative clauses?

Relative clauses are sentences we use to give **extra information** which can be relevant or not. They can be divided into two different types: *defining relative clauses* and *non-defining relative clauses*.

- **Defining relative clauses**: they are defining because they *define* a general term or expression. They give essential information about someone or something. A defining relative clause usually comes immediately after the noun it describes.

For example:

“...they came up with a plan which would solve the problem and change internet history.”

Which is the relative pronoun? **Which**

“WHICH” relates back to what noun? **A plan**

But it’s not any plan! What kind of plan is it? It’s **a plan which would solve the problem and change internet history.**

- **Non-defining relative clauses** give extra information about the person or thing. It is not necessary or essential. Usually, it is presented between commas.

For example:

“Early in 2005, three friends, Chad Hurley, Steve Chen and Jawed Karim, **who were also colleagues**, were having problems trying to email a video clip.”

Which is the relative pronoun? **Who**

“WHO” relates back to what noun? **Chad Hurley, Steve Chen and Jawed Karim**

What extra information is “who” adding? **They were also colleagues**

### Common mistakes

Wrong	Correct	Why?
The man who was sitting next to me <del>he</del> had a brown jacket.	The man who was sitting next to me had a brown jacket.	After a relative clause we do not repeat the subject.
He lent me the book, which I found <del>it</del> very useful.	He lent me the book, which I found very useful.	A relative clause can have only one direct object.
The winner, <del>that</del> was 25, will receive \$1000.	The winner, who was 25, will receive \$1000.	<i>That</i> cannot be used in non-defining relative clauses.

## Practice

Read the text “The Rise and Rise of YouTube” again and complete the chart. Classify the relative pronouns in bold into *defining* or *non-defining* relative clauses. Write complete sentences as in the examples.

DEFINING RELATIVE CLAUSES	NON-DEFINING RELATIVE CLAUSES
- They came up with a <i>plan</i> <b>which</b> would solve the problem and change internet history.	- Three friends, <i>Chad Hurley, Steve Chen and Jawed Karim</i> , <b>who</b> were also colleagues, were having problems trying to email a video clip.
-	-
-	-
-	-

## MODAL VERBS

Read the text about Cambridge exams. What's the most surprising piece of information you find?

### **Are you interested in sitting for any Cambridge exams?**

**Find some useful tips below.**

*To register for an exam, the first thing you must do is choose which exam you want to sit for – A2 KEY, B1 Preliminary, B2 First, C1 Advanced, C2 Proficiency. if you're not sure about your level, you can out on the official Cambridge website: [www.cambridgeenglish.org](http://www.cambridgeenglish.org)*

*When you know your level and have decided to take the exam, you have to register with an authorized exam centre. There are more than 2,800 centres in over 130 countries. you should check your closest centre on the official website.*

*Once you locate a nearby centre, you should check which exams that centre offers. They can give you all the information you need to know: costs, dates, how to prepare for the exam. Also, you must pay attention to the place where the exam is administered; sometimes applicants must go to a different centre or venue.*

*After you've found an authorized centre, you need to book and pay for your exam. And you must decide whether to take the exam on a computer or on paper.*

*People with special requirements can have special arrangements provided For example, if the applicant has a broken arm, or a long term illness, or a specific learning difficulty. You should contact your exam centre to learn more about this.*

**Paper exam day tips:**

*You must register for the Online Results Service before taking the exam. This way, you will receive a mail as soon as your exam is checked. Then, you can go online and check your results.*

*You must check the date, time and address of your exam. If you have any questions, contact your centre.*

*On the day of the test, you should arrive early at the exam centre. You must calculate the time it takes you to get there as difficulties might appear on the way. You can't take your mobile phone inside the exam room. Ask if the centre can store it safely. If not, you should consider leaving it at home. Also, you can't bring food nor drinks into the exam room except for a clear water bottle.*

*You must also bring your ID with you. Make sure it's valid.*

*As for materials, you must bring papers, pencils and erasers. You don't need to bring extra ones, the centre can give you more.*

*You must listen carefully to the instructions the invigilator will read. If you have any question or doubt, you should raise your hand and ask politely.*

*Hope you find this information useful. Good luck!*

*For official information, you must visit <https://www.cambridgeenglish.org>*

Read again and tick the correct option.

1. What's the purpose of the text?

- to convince you to sit for a Cambridge exam
- to give you advice about the international texts
- to commercially advertise the exams?

2. Look at the chart about the type of texts in the introduction to this book. In what type of text can you usually find modality?

- Argumentative
- Narrative
- Dialogues

3. Consider the following sentences from the text and answer the questions below:

*You must choose which exam you want to sit for*

*You can try and find out your level*

*You have to register with an authorized exam centre*

*You should check which exams that centre offers.*

*Special arrangements might be available*

*You can't bring food nor drinks into the exam room*

- What is special about the verbs underlined in the sentences?
- You can see there are two words underlined. How does the first word influence the meaning of the second one, that is, the verb?



## Language focus

That word before the action is a **modal verb**. Modal verbs influence and modify the meaning of the verb.

### What's a modal verb?

Modal verbs are auxiliary verbs, that is, verbs which must go together with a main verb. The purpose of the modal verb is to add meaning to the main action – is it an obligation, a suggestion, a possibility, a probability? This meaning is provided by modal verbs. Examples of modal verbs: must, can, should, ought to.

Examples: *You **must choose** which exam you want to sit for*  
*They **can give** you all the information you need*  
*You **can't take** your cell phone into the exam room*  
*You **should raise** your hand and ask politely.*

### How do we use it?

A modal verb is used always before the main action or verb. Neither the modal verb nor the main verb change their form – they don't add any prefix or suffix.

Example: *You **should check** which exams that centre offers.*  
*Special arrangements **might be** available.*

Modal verbs can be affirmative or negative. Contractions are used for the negative form in informal language.

Example: You **can't** bring food nor drinks. (The text can be found on a website for everyone to read, then the informal tone)

The main verb is called bare infinitive or "infinitive without to", that is, the action verb does not take TO). Pay attention: You must **choose** which exam you want to sit for. (*modal verb + bare infinitive*). Incorrect: You must ~~to~~ choose which exam you want to sit for.

### What are the meanings of modal verbs?

Modal verbs can be classified in two big groups according to their meaning. One group is used to express different degrees of **certainty**, to say if a situation or state can be certain, probable, possible or impossible. The other group is used to express **obligation, freedom of action** or similar ideas, for example, if a person is obliged to do something, has the ability to do something or the permission or prohibition to do something.

Certainty	Modal verb	Example
	will  won't (will not)	Listen, that's the phone. That <i>//</i> be Tony.  Look at the weather, it's sunny and cool. i'm sure it <i>won't</i> rain tonight.
	can't	A: Look! Isn't that Philip? B: No, that <i>can't</i> be him, he's on holiday in France
	couldn't	I knew it <i>couldn't</i> be Philip. He's in France.
Probability	must	Dad doesn't answer his cell phone. He <i>must</i> be driving.
	should / shouldn't (should not)	It's 7 o'clock. Dad <i>should</i> be home soon. He <i>shouldn't</i> be late. There's not much traffic on the road
	may / may not	He <i>may</i> bring some take-away dinner. It <i>may not</i> be junk food.
Low probability	might / mightn't (might not)	He rarely buys junk food. But, he <i>might</i> bring some today, it might not be impossible.
Possibility or condition	would / wouldn't (would not)	If we had more time in our tour, we <i>would</i> visit more museums. We <i>wouldn't</i> be so tired
	could / couldn't (could not)	If John were here, he <i>could</i> help us.
	might / mightn't (might not)	If I didn't get so distracted, I <i>might</i> finish this work. It mightn't be a bad idea if I stopped wasting time.

All the previous examples express conditional ideas, subject to a condition. Check the section on Conditionals.

Obligation	must	Students <i>must</i> enroll in the subjects online
	shall (more direct form of should)	Students <i>shall</i> enroll two week before classes begin.
Prohibition	mustn't (must not)	Students <i>mustn't</i> cheat during the test.
	can't (can not)	Students <i>can't</i> borrow this book from the library. They <i>must</i> read it here.
Advice	should / shouldn't (should not)	Students <i>should</i> dress tidily. They <i>shouldn't</i> miss classes
	ought to / oughtn't to (ought not)	Students <i>ought to</i> arrive on time.

## Practice

1. The following text can be found on the UNLP website. It presents some guidelines for foreign students who want to study at La Plata university. Read it and underline the modal verbs.

### **Foreign student guidelines**

#### **Undergraduate students on a short or mid-stay program.**

*Those students willing to take undergraduate programs in our University shall follow the following regulations:*

- 1. Once the selection for admission has been completed, the UNLP shall inform the university of origin, which in turn will send the UNLP the student admission file on the date fixed by the UNLP;*
- 2. If admitted, the student should contract a health and accident insurance valid for the Republic of Argentina and effective for the period of stay in our institution;*
- 3. The student should inform the Department of International University Relations, in advance, the date of arrival in Argentina.*

#### **Visas**

*A visa can be obtained in two different manners depending on whether the student applies for a visa in Argentina or in his/her country of origin.*

#### **Visas from the country of origin \***

*Pursuant to the provisions of Chapter III, Section VIII, Resolution 20699-06 of the National Migration Office of the Republic of Argentina, EXTRAMERCOSUR students, from countries requiring a visa to enter the country should proceed as follows:*

#### **At the UNLP:**

- 1. Inform the Consulate where he/she will apply for the visa;*
- 2. Make a money transfer for \$200 (Argentine pesos) for the migration fee so that the UNLP can request his/her access to the country.*

#### **At the corresponding Consulate:**

- 1. Acknowledge identity by a valid and effective passport;*
- 2. Present a “No Criminal Records” certificate from his/her country of origin. In case the foreign country does not issue this kind of certificate, it should issue any certificate upon said matters.*
- 3. Present evidence of sufficient economic means to live on and for boarding in Argentina. If accommodation is provided by a third party, the student should communicate this to the National Migration Office after entrance in Argentina;*

#### **Visas from Argentina\***

*Pursuant to the provisions of Chapter III, Section VIII, Resolution 20699-06 of the National Migration Office of the Republic of Argentina, EXTRAMERCOSUR students, from countries not requiring*

*a visa to enter Argentina as tourists, may apply for their residence in the REPUBLIC OF ARGENTINA within THIRTY (30) days as from their entrance to the country. For that purpose, they should present the following documents to the National Migration Office:*

1. *Certificate of enrolment issued by the official academic unit;*
2. *A valid and effective Passport;*
3. *A “No Criminal Records” certificate from his/her country of origin or from the countries where he/she has been living for the last FIVE (5) years duly attested by the corresponding Argentine Consulate abroad, o bearing the Apostille. In case the foreign country does not issue this kind of certificate, pursuant to local regulations, the prospective student should submit a consulate certificate indicating that fact;*

*\* In all cases, the official documentation shall be translated into Spanish, if required.*

[https://unlp.edu.ar/internacionales\\_en/foreign\\_student\\_guidelines-6397](https://unlp.edu.ar/internacionales_en/foreign_student_guidelines-6397)

What meaning do the verbs you underlined in the text have – **advice, probability, permission**? Complete the table below.

Sentence	Meaning
Students <u>shall follow</u> the following regulations:	<i>obligation</i>

2. Imagine you know an exchange student who will attend classes at BBA. What guidelines can you give them? What should/shouldn't they do? What can / can't they do? Do they have to follow certain rules or norms? Write sentences using the modal verbs.

Example: *You don't have to wear a uniform.*

You can consider the following categories: uniform, timetable, food, teachers, classes, attendance.

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## FUTURE: PRESENT CONTINUOUS and WILL

Read the following text. Would you choose these places to guide somebody who is visiting La Plata?

## Visit La Plata

“Good morning everyone!!!! My name is María and I will be your guide during this wonderful *visit to La Plata known as the City of Diagonals*. We are starting our trip in the center of the city: *Moreno square*. There, we are meeting some more visitors that will join us. We are visit-



ing its Gothic Cathedral. We are climbing up to the top to have a panoramic view of the city. You will be enjoying a hot cup of coffee in the Cathedral's café!!! Unfortunately, we are not visiting the museum since it is closed. After this, we are visiting the City Hall building which has a German Renaissance style; there we are meeting the major at 11 am. At midday, we are having lunch in a restaurant downtown. After lunch, we will have some free time and if you wish, we are going sightseeing and shopping for an hour and a half. At 3 pm we are visiting the Natural Science Museum, the most important in South America. After that, we are attending a tour guide to the Curutchet house that is near the forest. You will have some time to go walking into the forest promenade circuit and the artificial lake. You will also have the opportunity to visit the Observatory. Finally, we are visiting the Children's Republic, a small city replica for children and then we are returning home at about 6 pm!!!”

### Read the text and say:

1. What text type is it?
2. Does it follow the characteristics of the chart on page...?
3. What's its purpose?
4. Can you identify any particular structures in it?

## Language Focus

### Present Continuous with future meaning

We use the present continuous to express the future. We use it to talk about future plans and events that have been arranged before. These are plans with a specific time and place.

### What's the form of the present continuous?

#### Affirmative statements:

Subject + be + base form of verb + ING
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Example: We are starting the trip in the center of the city. We 're starting the trip in the center.

**Negative statements:**

Subject + be NEGATIVE + base form of verb + ING

Example: We are not visiting the museum. We aren't visiting the museum.

**Common mistakes:**

Wrong	Correct	Why?
María is guide the tour next Saturday.	María <u>is guiding</u> the tour next Saturday.	After verb to be, the following verb takes ING form.
I are travelling to La Plata next Sunday.	I <u>am travelling</u> to La Plata next Sunday	Wrong use of verb to be: <i>I am- I am not</i>
We are visiting La Plata now	We <u>are visiting</u> La Plata <u>on Tuesday/tomorrow, etc</u>	The present continuous with future meaning is used for future events not present ones.

**Practice****Choose the right option and say why.**

- The trip is **starting/ starts** at Moreno square.
- They **are/ are not** visiting the Cathedral Museum since it is closed.
- The visitors **are meeting/meet** the Major at 11 am.
- The tour group **are/ is** having lunch in a restaurant downtown.
- They **are/are not** visiting the Natural Science Museum.
- María **is/is not** leading the guide tour to the Curuchet house.
- The tour **is/are** returning home after visiting the Children's Republic.

**WILL as future****When do we use will for future?**

We use *will* to express our views about the future; to talk about what people want to do or are willing to do. We use *will* to make promises, offers and requests.

We use will to:

- Talk about the future: *I'm busy right now, I'll call you later.*
- To make predictions: *It's very cloudy, I think it'll rain tonight*
- to make promises, offers and requests: *That bag is very heavy, I'll help you!*

### What's the form of the future with *will*?

#### Affirmative statements:

Subject + will + base form of verb

Example: *María will be the tour guide to La Plata*

We can use the full or the short form, for example: *She'll be the tour guide.*

#### Negative statements:

Subject + will NEGATIVE + base form of verb

Example: *I won't have time to visit the Observatory.*

We can also use the full negative form of will, for example: *I will not have time to visit the Observatory.*

### Practice

1. Read the text **Visit La Plata** again and try to find the differences between present continuous as future and will. Copy the sentences.

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2. Think about your future days or months. What things are already organized and decided? What are simply predictions? Write them down. Example: *My family is moving in two weeks' time. We'll visit you as soon as we can.*

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## PRESENT PERFECT

Read the following dialogues. What are the speakers talking about?

### Conversation 1

**Frank:** **Have** you ever **seen** Lio Messi play?

**Alan:** Yes, of course I **have**. What a question!

**Frank:** I mean, have you ever seen him playing live?

**Alan:** Yes, I have. I **'ve seen** him **many times**, I'm his fan number 1! I **'ve followed** his career **for years, since** he started playing football.

**Frank:** Really? Where did you see him play?

**Alan.** The last time I saw him was in Barcelona, many years ago. He signed my T-shirt! **I've had** it in my bedroom **since that glorious moment.** I also took a selfie with him. That was the best day of my life.

### Conversation 2

**Paul:** **Have** you ever **been** to a concert live?

**Anna:** Yes, I **have**

**Paul:** What concert did you go to?

**Anna:** I went to the Coldplay concert?

**Paul:** Great! When did you see them?

**Anna:** I saw them in November 2017, when they came to Argentina on tour.

**Paul:** Was the concert good? What part of the concert did you like?

**Anna:** Yes, it was fabulous. I liked all the concert. But at the end they sang a new song, a kind of tango, called Amor Argentina. They were amazing

1. What type of texts are these? Refer to the chart Types of texts in the introduction.

- Expository
- Descriptive
- Dialogues

2. How do both conversations begin? What are they asking about?

- An event at a specific time in the past.
- A life experience

3. Are the verbs in Conversation 1 mostly in the past tense?

- Yes
- No

The tense mostly used in Conversation 1 is called **Present Perfect**. The speakers are mainly talking about an experience without saying when it exactly happened.

### How do we use and form the Present Perfect?

The Present Perfect connects the past and the present in different ways, basically, the period of time of an action or situation from the past to the present, or the effect a finished past action has in the present. For example:

***I've been** a fan of Leo Messi **for a long time, since 2001.***

The situation: being a fan of Messi. Period: a long time (from the past to the present)

***Messi has scored** a goal!*

Finished past action: he scored a goal. But the action has an effect in the present, it can add to this personal score, his team is winning the match now.

The Present Perfect focuses on *what*, not *when* something happened. That's why you never say when an action or situation happened exactly, you can say how long something has hap-



pened from the past to the present. When you want to say *when* something happened *exactly* or when someone did something, you use the Past Simple.

### Uses of the Present Perfect

The Present Perfect has four main uses, usually with certain time phrases and adverbs:

**A)** With **ever** in questions to talk about experiences.

Example:

*Have you ever been to a concert live?*

**Ever** is an adverb of time. It means at any moment. You use it in questions in the Present Perfect to ask about experiences in your life, from the moment you were born or from a moment in the past to the present. That's why in Conversations 1 and 2, the speakers start with the Present Perfect to ask about an experience in general. When they ask and answer about the experience in particular, they continue talking in the Past Simple.

**B)** With **for** and **since** to talk about an action or situation that started in the past and continues in the present:

Examples:

*How long have you studied at this school? I've studied here **for** six years / **since** 2015*

*How long have you done homework? I've done it **since** I got up. / **for** two hours.*

Time phrases with **since** indicate the starting point of the time period in the past. After **since** you use a word or phrase which shows an exact moment or point in time. Time phrases with **for** indicate the period of time from the past to the present. After **for** you use a word or phrase with a time period.

**C)** With **already** and **yet** to talk about expected actions and **just** for recent actions:

Examples:

*Have you finished your homework yet?*

**Yes, I've already finished it.**

**No, I haven't finished it yet.**

*Would you like a coffee?*

**No, thanks, I've just had a cup.**

**Already** and **just** are used in affirmative sentences between *have/has* and the past participle. **Yet** is for interrogative and negative sentences and it goes at the end.

**D)** Without a time phrase or time adverb to talk about an action or situation that happened and finished in the past with an effect, consequence or result in the present:

Example

*I've finished my homework.*

Finished past action= I did my homework. Now the action is complete and I can do something different.

## Form of the Present Perfect

The affirmative and negative sentences are formed as this:

Subject	Present perfect
I / you / we / they	have / haven't + past participle
he / she / it	has / hasn't + past participle

*We've met Lio Messi.*

*Messi has played in Barcelona since 2000.*

The past participle can be regular or irregular. **Regular** past participles are the same as the regular past form of verbs. **Irregular** past participles have a different form from the infinitive and the past. You can find irregular past participles in the list of irregular verbs, in the third column. Some examples are:

Infinitive	Past	Past participle
be	was /were	been
go	went	gone
see	saw	seen
run	ran	run
sing	sang	sung
meet	met	met
put	put	put

The interrogative form needs the inversion of the order of subject and have/has, as follows:

Auxiliary verb	Subject	Past participle
Have	I / you / we / they	past participle
Has	he / she / it	past participle

*Have you watched TV today? Yes, I have. / No, I haven't.*

*How long have you talked with your friends on the phone? I've talked for hours!*

### Common mistakes of native Spanish speakers of English in the use of the Present Perfect

For Spanish learners of English, the Present Perfect is a difficult verb tense to use because we have an equivalent structure, the Pretérito Perfecto, but we express the meaning of the Present Perfect with the Pretérito indefinido. Compare:

Have you ever visited Hawaii?	¿Has visitado Hawaii alguna vez?	¿Alguna vez visitaste Hawaii?
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The Pretérito Perfecto is used in some provinces in Argentina as well as in other regional versions of Spanish.

## Practice

1. Match the examples with the uses of the Present Perfect. Write the letter of the dialogue in the Uses column.

<b>Examples</b>	<b>Uses</b>
<p><b>Dialogue A</b></p> <p>Sam: Hi, Sue! Where are you going?</p> <p>Sue: Hi, Sam! To the centre but it's getting late. I've been at the bus stop for half an hour!</p>	<p><b>1. A general experience in life.</b></p> <p>Dialogue ____</p>
<p><b>Dialogue B</b></p> <p>Sally: Look at the time! Hurry up! Let's go into the cinema. The film has just started!</p> <p>Paul: Wait a minute! I can't find the tickets!</p>	<p><b>2. Action that started in the past and continues in the present.</b></p> <p>Dialogue ____</p>
<p><b>Dialogue C</b></p> <p>Kevin: Have you ever sung a song in public?</p> <p>Jenny: No, I haven't. This is my first audition.</p>	<p><b>3. Finished past action with a result in the present.</b></p> <p>Dialogue ____</p>
<p><b>Dialogue D</b></p> <p>Mary: Ok, let's check we have everything ready for Mike's surprise party. Have you sent the invitations yet?</p> <p>Annie: Yes, I've already sent some of them.</p>	<p><b>4. Recent action</b></p> <p>Dialogue ____</p>

**2. Complete the mini dialogues about experiences with the verbs in the Present Perfect.**

- A: \_\_\_\_\_ you ever \_\_\_\_\_ (play) a musical instrument in public?

B: Yes, I have. I \_\_\_\_\_ (play) the guitar in a rock band.
- A: You look fit! How often \_\_\_\_\_ you \_\_\_\_\_ (do) gym this week?

B: I' \_\_\_\_\_ (do) every morning.
- A: I'm glad you're fine! How's your brother? \_\_\_\_\_ he \_\_\_\_\_ (graduate) from school yet?

B: Yes, he has! He's so happy! He's having a party to celebrate today
- A: Thanks for inviting me to this delicious meal. Your mum is an excellent cook. And you have a beautiful house. How long \_\_\_\_\_ your parents \_\_\_\_\_ (live) here?

B: They \_\_\_\_\_ (live) in this neighbourhood for about ten years. It's very quiet and people are really nice. They \_\_\_\_\_ (make) many good friends here.

**3. Write about your experience at Bachillerato de Bellas Artes. How long have you studied here? When did you start? What have you learned during all this time? What experiences have you had here (friends, exhibitions, trips, etc)? When did these take place? Pay attention to the difference between Present Perfect and Simple Past.**

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## Conditional Sentences or IF Clauses

What type of text is *The mystery of the red truck*? Choose the correct option:

- Argumentative
- Narrative
- Dialogical

THE MYSTERY OF THE RED TRUCK, by Sally Nicholls, a local reporter

*It has been confirmed that late on the night of the sixth of July, a large red truck ran into the bakery on Maryland Street. After an initial investigation by the police, it is now clear that the truck had no driver at all. The locals are asking a simple question: "Where was the driver?" If the police want to solve this mystery, they will need a CCTV footage from the street. One of the locals said: "We're all quite worried about the truck with no driver. This truck has never been seen in the neighbourhood before. If we'd seen that truck before we'd have solved this mystery by now." Many locals share the same concerns. They want to know what's happening in their town.*

*The police have already spoken with eleven other residents but no one knows any further details about the incident. Superintendent Amanda Slippers remarked: "This is a tough case. The truck license plate belongs to this town, but nobody has seen it here. According to the town records, the owner of the truck moved away from here years ago. And no one knows where he moved. If we found the owner, we would probably solve the mystery."*

*A witness at the crime scene told the police: "There was a loud noise coming from the truck while it was going towards the building and its speed...It was unbelievable. If it had been going slower, I would have had the chance to see the driver seat. But all I saw was the truck speeding into the bakery as fast as it could. If a truck moves, then it has a driver."*

Vocabulary

-CCTV= closed - circuit television used for home security.

-footage: part of a television film

**Read the text carefully and complete the following information:**

- Title of the text: .....
- Written by: .....
- Setting: -Date and place: .....
- Topic: .....

**What is a conditional sentence?**

The text presents many instances of **conditional sentences**. A conditional sentence expresses a condition which may or may not happen and the possible result of that situation.

**What is the form of a conditional sentence?**

A conditional sentence has two clauses: the **if-clause**, which expresses the condition, and the **main clause**, which expresses the result. There are two ways of ordering a conditional sentence:

- **Condition, + Result** (with a comma after the condition) = *If she studies, she will pass the exam.*
- **Result + Condition** (without a comma) = *She will pass the exam if she studies.*

There are four types of conditional sentences which are mostly used: the **Zero** Conditional, the **First** Conditional, the **Second** Conditional and the **Third** Conditional. Sometimes these are called **Type 0**, **Type 1**, **Type 2**, and **Type 3** Conditionals.

### The Zero Conditional

This is used for facts that are generally true or scientific facts. The condition always has the same result.

*If you stand in the rain, you get wet.* (This is generally true)

*If you heat butter, it melts.* (This is a fact)

This structure is **If + present simple, present simple** in the main clause.

### The First Conditional

This is used to express a possible situation in the future. We are predicting a likely result in the future if the condition happens.

*If she studies, she will pass the exam.*

(This is the likely result in the future **if she studies**.)

This structure is **If + present simple, will / won't + verb** in the main clause.

### The Second Conditional

This is used for hypothetical or unlikely situations. Also, for unreal or improbable situations now or in the future.

*If she studied, she would pass the exam.* (It is unlikely that she will study because she doesn't like studying. However, in this improbable situation, the result would be good)

This structure is **If + past simple, would / wouldn't + verb** in the main clause.

### NOTE:

Many people use "If I was" and "if I were" interchangeably to describe a hypothetical situation. The confusion occurs because when writing in the past tense, "I was" is correct while "I were" is incorrect. However, when writing about non-realistic or hypothetical situations, "If I were" is the only correct choice. *If I were a bird, I would fly.* (I'm not a bird, it's a hypothetical situation)

### The Third Conditional

This is used when a person is imagining a different past, an imaginary situation that did not happen in the past.

*If she had studied, **she would have passed the exam.*** (If she had studied in the past, the result would have been different)

This structure is **If + past perfect, would / wouldn't + have + past participle** in the main clause.

Type of conditional	If clause (condition)	+	Result
<b>ZERO conditional</b> <u>USAGE:</u> Facts which are generally true or scientific facts. The condition always has the same result.	IF we <u>heat</u> butter, (SIMPLE PRESENT)	+	It <u>melts.</u> (SIMPLE PRESENT)
<b>FIRST conditional</b> <u>USAGE:</u> A possible solution in the future. Predicting a likely result in the future (If the condition happens)	IF she <u>studies.</u> (SIMPLE PRESENT)	+	She <u>will pass</u> the exam (SIMPLE FUTURE: WILL/WON'T + VERB)
<b>SECOND conditional</b> <u>USAGE:</u> Hypothetical or unlikely situations. Unreal or improbable situations now or in the future	IF she <u>studied.</u> (SIMPLE PAST)	+	She <u>would pass</u> the exam (WOULD + VERB)
<b>THIRD conditional</b> <u>USAGE:</u> Imaginary situation that it did not happen in the past.	IF she <u>had studied.</u> (Past Perfect)	+	she <u>would have passed</u> (would have +past participle of the principal verb)

**Practice**

1) Go back to the text *The mystery of the red truck*. Look for and copy the conditional sentences you find. Identify the condition and the main clause in each one.

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2) Now, with the conditional sentences you copied from the text, complete the following chart. Consider the condition each sentence expresses.

MEANING	SENTENCES
Conditional sentences that express that something may happen or not	
Conditional sentences that express a hypothetical situation	
Conditional sentences that express a regret or something that it wasn't done	

3) What about you? Can you think a personal example with each of the conditional sentences? Think about your studies, activities, likes, dislikes, etc.

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### Passive voice

Read the text. Answer the questions below.

**How are fast food French fries made?**

*French fries are one of the most commonly eaten foods all over the world. The origin of the name is not quite clear. It is said that the fries originated in Belgium. Villagers living along the River Meuse usually ate fried fish. In winter, when the river froze, they fried potatoes. It is said the fried potatoes were discovered by American soldiers in Belgium during World War I and, as the dominant language in the south of Belgium is French, they called them “French” fries. Then, the term was used by the soldiers back in the USA and popularized.*

*But how is this delicious snack made?*

*One of the most important fast-food restaurant chains has stated that real potatoes are used for their French fries. That is, neither artificial goo nor gmo (genetically modified) potatoes are used. The potatoes are grown in US farms. Some years ago, the potato DNA was modified so the potato would bruise less and to include less sugar and fewer compounds.*

*What about the specific shape the French fries have? Potatoes are cut by a special cutting machine. They are shot into high pressure water knives at 60 or 70 miles per hour. After they are cut and bathed, dextrose on natural sugar is added so they keep a consistent golden colour. Also, sodium acid pyrophosphate is added so fries do not turn gray after being frozen. These two components make sure fries always taste the same.*

*Potatoes are partially fried to make the cooking process at the restaurants faster. Also, to add that crispy outer cover.*

*Finally, fries are frozen in a 50-yard freezing tunnel packed and stored to be delivered to the different restaurants.*

*Next time you order your French fries, remember what takes to make them taste so great!*

1. What's the purpose of the text?
  - a. To describe a process
  - b. To convince the reader of an opinion
  - c. To narrate a past event
2. What type of text is it, according to the chart *Type of texts* in the introduction?
3. What does the text focus on - the people who make the fries **or** the fries themselves?  
As the text focuses in the fries, their production, the verb form mainly used is the passive voice.

### When is the passive voice used?

When we speak about what people or things do, we use active voice. When we focus on what happens to people or things, i.e. what is done to them, we use the passive voice. In other words, we can use the passive voice to talk about processes, when the person or thing who does the action is unknown or obvious or not important.

Look at the example:

*The potatoes are grown in US farms. They are shot into high pressure water knives at 60 or 70 miles per hour.*

In this case, it is not important to mention who does the action or it's not necessary as it is something obvious.

### What is the structure of the passive voice?

Since passive voice places the focus on the process, we place the person or object who experiences the action in the subject position, that is at the beginning of the sentence. All passive sentences are formed in the same way:

#### Subject + verb **to be** + past participle

The tense of the verb *to be* changes to give the different tenses in the passive (past, present, etc). Look at the following examples:

*Real potatoes **are used** for the French Fries.* (present simple passive)

*Fried potatoes **were discovered** by American soldiers in Belgium in WWI.* (past simple passive)

## Practice

1. How is instant coffee actually produced? Read the following text and complete the gaps with the appropriate passive voice form. Use the verbs in brackets.

*Preparing instant coffee as a usual beverage is effortless but producing it is a very complicated process. First of all, the coffee beans \_\_\_\_\_ (pick) by hand and laid in the open to be dried by the sun. Secondly, the beans \_\_\_\_\_ (roast) in an oven before they \_\_\_\_\_ rapidly \_\_\_\_\_ (cool) in a freezer. After that, the beans \_\_\_\_\_ (ground) in a grinder to get a powder that is mixed with hot water. Later, the mixture \_\_\_\_\_ (strain) in a sieve and frozen again in the freezer. When this has been done, the frozen liquid is ground and put into a vacuum to be completely dried. Finally, instant coffee \_\_\_\_\_ (pack) into jars to be ready for commercialization.*



*So, every time we come to enjoy a cup of instant coffee, be it morning or afternoon, we have to realize how difficult it is to satisfy one's pleasure.*

**2.** Think of your favourite food. What is the process it goes through before arriving at your table? Describe the different steps and remember that the focus should be on the process.

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