

Intermediate

CLASS EXERCISE HANDOUT
ENGLISH PROGRAM
FOURTH EDITION

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CLASSROOM LANGUAGE

Interrupting

Sorry for interrupting, but...

May I interrupt for a moment?

Excuse me, but...

When You Don't Understand

What doesmean?

What's the meaning of.....?

Could you give an example of

Could you repeat that definition/concept/idea/example?

Would you mind explaining the instructions again?

How do you pronounce

When You Want More Information

How do you say..... in English?

How do you spell

Could you explain more about

Could you please provide another example?

What is the difference between and..... ?

When You Want To Be Sure You Understand

So, do you mean

What do you mean by

Going Over Exercises/Homework/Quizzes

What did you get for number 1?

How do you know it's

Could you tell me how you got that answer?

Could you explain your answer to me?

I got something different from you.

I think it's..... because...

Let's try and figure this out together.

Peer Reading

I like this idea because...


I really like this part here because...

I'm not sure what you mean here.

Could you tell me more about ...?

1.1

3



A 3-Minute Interview

(Regular Questions - Present & Past Tense)


- 1 Where _____ you born?
- 2 What color _____ your eyes?
- 3 _____ your nose small, average or large?
- 4 Where _____ you live?
- 5 Where _____ you grow up?
- 6 _____ you like your elementary school?
- 7 When _____ your best friend's birthday?
- 8 _____ you usually remember your dreams?
- 9 How many brothers and sisters _____ you have?
- 10 _____ you married or single?
- 11 Where _____ your best friend live now?
- 12 What _____ your favorite subjects in high school?
- 13 _____ you study hard in high school?
- 14 When _____ the last time you swam?
- 15 _____ you watching TV at 10:00 last night?
- 16 _____ you listen to music yesterday?
- 17 Who _____ your favorite singer?
- 18 Where _____ your first date?
- 19 What _____ your family usually do on Sundays?
- 20 _____ you remember your 7th birthday?
- 21 What _____ you going to have for dinner tonight?
- 22 What time _____ you eating dinner last night?

Is • Are • Do • Does • Was • Were • Did

For more FUN English Lesson Worksheets
Visit: <http://www.elflu.com>

3-Minute Interview - A (3)
Lesson Collection Set #4 ©EFLU.com

3



A 3-Minute Interview

(Regular Questions - Present & Past Tense)

- 1 What _____ you do last night?
- 2 When _____ the last time you were sick?
- 3 _____ your birthday in February or November?
- 4 _____ you drink a lot of coffee everyday?
- 5 Where _____ you living 5 years ago?
- 6 _____ your last name have an "S" ?
- 7 What _____ your 3rd grade teacher's name?
- 8 How many people _____ you living with?
- 9 _____ there a piano in your living room?
- 10 Which months _____ you like the most?
- 11 How often _____ your best friend call you?
- 12 _____ you receive any gifts last Valentine's Day?
- 13 Where _____ you usually have lunch?
- 14 What _____ you doing at 7:45 this morning?
- 15 _____ you collect anything when you were young?
- 16 What color hair _____ your best friend have?
- 17 _____ you more afraid of spiders or snakes?
- 18 _____ you usually have a party on your birthday?
- 19 How long _____ your last summer vacation?
- 20 _____ you sleep-in last Sunday?
- 21 _____ you a healthy child?
- 22 When _____ the last time you got a haircut?

Is • Are • Do • Does • Was • Were • Did

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3-Minute Interview - B (3)
Lesson Collection Set #4 ©EFLU.com

Listening and discussion exercise

I. Watch the video ***The importance of English*** and fill out the missing information.
https://drive.google.com/file/d/1kc0acz6U6EbPZ_SWIOM4f05oLG_u_E7/view?usp=sharing

The speaker mentions 4 reasons how English fluency might impact your life:

1. English _____.

Companies expect employees to be _____.

2. You can _____.

Some of your best interactions will be _____.

3. English gives _____.

For a research, study, or other publication to get sufficient attention it

_____.

4. Speaking English gives you _____.

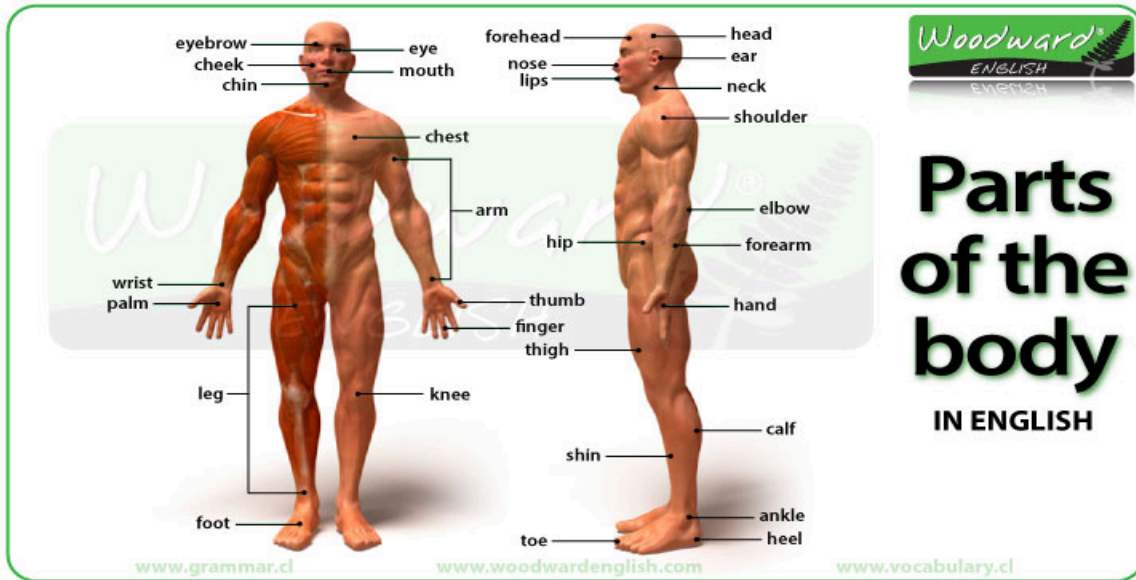
Watching movies or television programs is a _____.

Discussion:

II. In groups, discuss your experience learning English and if you agree or disagree with what the video is saying. You will have to share your views with the class.

GENERAL ANATOMY

Self-study: Review the parts of the body.



Extra: guessing game to practice.

Body, aches and illnesses

I. Look at the PPT about General anatomy, and fill in the gaps with a suitable word.

1. I hit my hand on the desk and it really _____.
2. They said she died of a heart _____.
3. She had some apples that were not ready to eat and she's got _____
4. I have got this terrible _____ in my neck
5. He died of _____ cancer even though he never smoked
6. There are different forms of hepatitis, one is a more serious _____ than the other.

II. Put the words in order to make correct questions.

1. does last long how pain the ? _____
2. describe you pain the can ? _____
3. make worse anything does the pain? _____
4. this have pain had you a before like ? _____

5. Is the pain where? _____

III. Then, imagine your classmate is sick and use some of the questions in a dialogue.

A: _____ B: _____

A: _____ B: _____

A: _____ B: _____

A: _____ B: _____

SELF-STUDY: Simple Present and Progressive Tense Review.

Fill in the correct tense.

1. Would you like some beer? No, thank you I _____ alcohol. (not drink)
2. Why _____ Spanish? Because I want to go to Madrid next summer. (you study)
3. Where _____ from? (you come)
4. What _____ for a living? (your father do)
5. My sister _____ to be a nurse. (train)
6. That's an interesting article. It _____ you a lot about British teenagers. (tell)
7. What _____ ? A thriller. (you read)
8. Where _____ a ticket, please? (I get)
9. I don't like Mr Smith. He _____ too much. (talk)
10. Susan, hurry up! What _____ in the bathroom all the time? (you do)

Source: <https://www.english-4u.de/en/tenses-exercises/present-simple-progressive6.htm>

QUESTIONS FOR ORAL INTERACTION

Use these questions to interact with your classmates orally.

Vocabulary Questions:

- a. Can you name five major organs in the human body?
- b. What are the primary functions of the heart and lungs?
- c. Describe the location of the liver in the body.

Anatomy Questions:

- a. Explain the difference between the skeletal system and the muscular system.
- b. How do the digestive and respiratory systems work together during the process of breathing and swallowing?
- c. Identify and describe the main components of the human brain.

Common Health Issues:

- a. What are some common symptoms of a respiratory infection?
- b. How does regular exercise benefit the cardiovascular system?
- c. Discuss the importance of maintaining a healthy diet for overall well-being.

Injury and First Aid:

- a. Describe the basic steps to follow when providing first aid for a minor cut or burn.
- b. What precautions should be taken to prevent sports-related injuries?
- c. Explain the importance of R.I.C.E. (Rest, Ice, Compression, Elevation) for treating certain injuries.

Medical Check-ups:

- a. Why is it important to have regular check-ups with a healthcare professional?
- b. What screenings are commonly recommended for adults during health check-ups?
- c. Discuss the role of vaccinations in preventing certain diseases.

Body Systems Interaction:

- a. How does the circulatory system support the respiratory system?
- b. Explain the relationship between the endocrine system and metabolism.
- c. Discuss the role of the nervous system in transmitting signals throughout the body.

Healthy Habits:

- a. What are some lifestyle factors that contribute to a healthy heart?
- b. How does adequate sleep impact overall health?
- c. Discuss the benefits of stress management techniques for mental and physical well-being.

Medical Terminology:

- a. Define terms like "diagnosis," "symptom," and "treatment."
- b. Explain the difference between acute and chronic conditions.
- c. What is the significance of a person's medical history in healthcare?

PAIN AND ACHES

Video activity: DEFINITIONS OF PAIN

The speaker mentioned two types of pain:

- 1) _____
- 2) _____

Some characteristics of them:

- 1) _____:

- 2) _____:

- What are the 5 areas to look at when you suffer from persistent pain?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

SELF-STUDY: Past Continuous/ Past Simple Review (See appendix).

Put the verb in brackets into the past continuous or past simple.

1. A: What _____ (you/do) when the phone _____ (ring)?

B: I _____ (watch) television.

2. A: Was Jane busy when you went to see her?

B: Yes, she _____ (study).

3. A: What time _____ (the post/arrive) this morning?

B: It _____ (come) while I _____ (have)

breakfast.

4. A: Was Tracey at work today?

B: No, she _____ (not/go) to work. She was ill.

READING COMPREHENSION EXERCISE

Chronic Pain: OTC (over-the-counter) or Prescription Medicine?
WebMD Feature

By Jim Brown

1 If you are one of the millions of Americans who suffers from [chronic pain](#), you have more options than ever to treat the pain. Your choices range from simple remedies such as an ice pack or heating pad to more complex treatments like surgery.

4 Somewhere in between these [pain management](#) options are medications: over-the-counter (OTC) medication and [prescription drugs](#). And while an [aspirin](#) or two might be the best way to knock out a [headache](#) or ease low [back pain](#), a stronger prescription drug may be needed to relieve long-term, severe pain.

8 More choices mean more decisions. Should you always use an OTC drug first? Should you get a prescription for something stronger? Or should you call your doctor and get his or her input first?

When Should You Use an OTC?

12 The answer to the first question depends on a few factors, according to Beth Minzter, MD, a [pain management](#) specialist at Cleveland Clinic.

14 "An over-the-counter drug might make sense if a person has [osteoarthritis](#) of the [knee](#) and it occasionally hurts more than usual. But it might also be appropriate for that same person to take a stronger prescription drug," she says. The decision depends on if the drug is helping, how regularly you are using it, and the severity of side effects, Minzter tells WebMD.

19 [OTC pain relievers](#) are commonly used for [arthritis](#) pain, [headaches](#), [back pain](#), sore muscles, and [joint pain](#). Aspirin, [ibuprofen](#) ([Advil](#), [Motrin](#) IB), and [naproxen](#) sodium ([Aleve](#)) are nonsteroidal anti-inflammatory drugs ([NSAIDs](#)).

20 "Nonsteroidal drugs are extremely effective because they reduce swelling and relieve pain," Minzter says. "If you have a bad [shoulder](#) that occasionally gets to the point where you cannot [sleep](#), a NSAID might be great on a short-term basis. But if that shoulder hurts

all the time, it is reasonable to ask your doctor -- in a non-urgent manner -- about switching to a long-acting drug that would give you around-the-clock pain relief."

25"Just because one NSAID doesn't work, it doesn't mean a different NSAID won't work, either," says Minzter. "Nonsteroidals are very patient-specific. Different people have different reactions."

Taken from: <http://www.webmd.com/pain-management/recurring-pain-11/when-to-call-doctor?page=1>

I. Now, answer the following questions regarding the text:

1. When do we usually use over-the-counter medication and prescription drugs?

2. What are the factors that determine when to use an OTC or a prescription medicine?

3. Which are some of the most common nonsteroidal anti-inflammatory drugs?

II. Extra: Discussion questions.

Get in groups of 3-4 students and discuss the following questions. You don't need to write down your answers but be prepared to expose your views to the class afterwards.

- What are some of the problems associated with the use of an OTC or prescription drug?
- Is there any risk for the patient of becoming addicted to some of these types of medicines?
- Have you ever bought OTC medication? And why?.

Self-study: Present Perfect / Past Simple Review

Put the verbs in the present perfect or past.

1. My friend is a writer. He _____ (write) many books.
2. We _____ (not/have) a holiday last year.
3. I _____ (play) tennis yesterday afternoon.
4. What time _____ (you/go) to bed last night?
5. _____ (you/ever/meet) a famous person?
6. The weather _____ (not/be) very good yesterday.
7. Kathy travels a lot. She _____ (visit) many countries.
8. I _____ (switch) off the light before going out this morning.
9. I live in New York now, but I _____ (live) in Mexico for many years.
10. 'What's Canada like? Is it beautiful?' 'I don't know. I _____ (not/be) there.'

Tense review

Present Perfect Oral practice:

Create 4 sentences and then in groups answer your classmate's questions about things you have or haven't done in the last 10 years.

Example: Have you ever been abroad? / Have you ever tried scuba diving?

No, I haven't/ Yes, I have (in this case, you might add details)

1.- _____

2.- _____

3.- _____

4.- _____

QUESTION MAKING ACTIVITY.

Create questions using some of the types of questions presented above, and interview your classmates. (Use different tenses: Simple present, simple past, present continuous, past continuous, present perfect, future question, modal questions, and exceptions)

1.- _____

2.- _____

3.- _____

4.- _____

5.- _____

6.- _____

Now let's ask each other these questions.

YOU MAY USE THIS SPACE TO WRITE YOUR NOTES

PAIN RELIEF AND ACUPUNCTURE.

I. Speaking activity: Ask and answer these questions with a partner, take some notes.

1. What do you know about acupuncture?

2. Does acupuncture hurt?

3. Who should not use acupuncture?

4. Why do you think an acupuncturist must be well trained?

5. Are you afraid of needles?

6. Have you ever been treated with acupuncture? Or heard someone who has experienced this? How was the experience?

II. Reading activity: Acupuncture: ancient healing practice of Chinese medicine.



Acupuncture is a traditional Chinese medicine in which thin needles are inserted into specific points along one person's skin. These needles are manipulated by an acupuncturist, who knows where exactly to place them to relieve pain. These specific points in the body are called acupoints.

According to some scientists, endorphins, which are natural pain killers- are released when the needles are placed, boosting blood flow and changing brain activity. Some other scientists say acupuncture works only because people believe it will, which is called the placebo effect.

Because acupuncture needles are very thin, most people feel no pain or very little pain. They often say they feel energized or relaxed after the treatment. However, the needles can cause temporary soreness.

Because acupuncture can lessen pain, nausea, and vomiting, it is sometimes used to help people cope with symptoms of cancer or chemotherapy.

Acupuncture's effectiveness is still under discussion. Though the World Health Organization lists 28 different conditions that are sometimes treated with acupuncture, more scientific research is needed.

GRAMMAR REVIEW: PASSIVE VOICE

III. Work in pairs. Compare these two sentences and answer the questions below.

- a. Some people use acupuncture to cope with symptoms of cancer or chemotherapy.
- b. Acupuncture is used to cope with symptoms of cancer or chemotherapy (by some people).

1. What's the focus of the first sentence?

_____.

2. What's the focus of the second sentence?

_____.

The passive voice is used when the focus of the action is not the subject doing the action but the action or the elements receiving the actions.

The passive voice is formed by a form of the verb be (depending on the tense) and a verb in past participle.

IV. Underline the 9 examples of passive voice in the text.

V. Complete the sentences using passive voice.

Reduce boost Insert combine know trigger manipulate not use change

1. Thin needles _____ into specific points along one person's skin.
2. Acupuncture _____ to help people cope with symptoms of cancer or chemotherapy.
3. Stress levels _____ when acupuncture is used.
4. If unsterilized needles _____, it may lead to infection.
5. In some clinics, acupuncture _____ with traditional medicine.
6. Acupoints _____ when the needles are inserted.
7. Blood flow _____ and the brain activity _____.

(For a deeper view on passive voice and examples, go to Appendix)

VI. Watch the video ***Amazing facts about acupuncture*** and answer the following questions:

1. Mention at least two reasons the neurologist explains acupuncture is useless.

2. The neurologist makes a comparison with a pharmaceutical company. Why do you think he does it so?

3. What does the evidence show?

VII. Watch the video ***An ancient practice for the modern individual*** and answer the following questions:

1. What is the main thrust of Chinese acupuncture?

2. What is the most important element in our blood?

3. If there is any damage in the body from external or internal sources, what is the only healing method the body has?

MEDITATION AND PAIN ACTIVITY

Discussion questions:

1. Have you ever tried meditation? If you haven't, would you like to?

2. Which would you say are the main benefits of practicing meditation?

2. Would you recommend it to your patients to relieve pain?

Activities

I.- Watch the video about **Meditation** and answer the following questions.

(Focus on the first part of the video, including the words of Dr. Richard J. Davidson (Founder of the Center for Healthy Minds University of Wisconsin-Madison)).

1.- What is the position of the practitioner towards pain?

2.- What was surprising about the two published studies?

3.-Name the three distinct sensations which appear in the video:

1.- _____

2.- _____

3.- _____

4.- What is the somatosensory cortex?

II.- Fill in the gaps with the words that Dr. Richard J. Davidson (Founder of the Center for Healthy Minds University of Wisconsin-Madison) says in the second part.

“ So one way that, and this is a 1) _____ 2) _____,
and there are now at least two 3) _____ studies that have found the
same thing, that during 4) _____ meditation many of us thought that
all 5) _____ of the 6)
_____ response to pain would actually be attenuated and it
turns out that, really not surprisingly in 7) _____, but when you
actually focus on the pain itself certain regions of the 8) _____
actually show accentuated response, not 9) _____ response,
and those regions of the brain tend to be the regions that represent the more 10)
_____ aspects of the pain. So, for example, somatosensory cortex.”

YOU MAY USE THIS SPACE TO WRITE YOUR NOTES

MENTAL HEALTH

Warm up:

1. How do you define mental health? _____
2. Why is Mental Health important? _____

RELATIVE CLAUSES ACTIVITY

I Choose **3** concepts from each of the categories below and create **9** relative clauses.

Example: It's **a person/ a place/ a thing/**" + the correct relative pronoun.

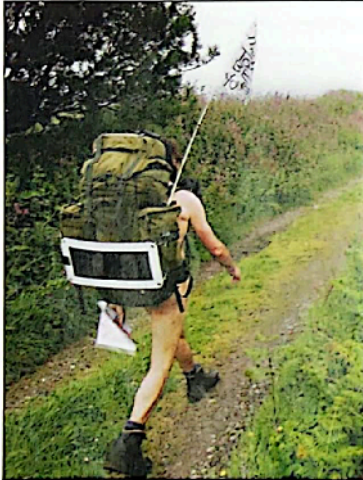
Person	Place	Thing
A physician is a person (someone) who practices medicine.	A clinic is a place where people receive routine preventative care.	An X-ray is a thing (a test) that checks for fractures and other conditions.
A GP	A (doctor's) surgery	A drip
A surgeon is a person (someone) who operates on patients.	Operating theater	A pill (= A tablet) is a thing that cures/treats medical conditions.
A junior doctor	A ward is a place inside a hospital where patients stay hospitalized.	A plaster (= A Band Aid)
A midwife is a person (someone) who assists women with pregnancy	A delivery room is a place where women give birth.	A crutch
An organ donor	Waiting room	A wheelchair

A blood donor	A chemist's/ pharmacist	An antibiotic is a thing that destroys or slows down bacteria.
A chemist/ pharmacist	A drugstore is a place where medicines are sold.	A painkiller
A plastic surgeon	ER	A syringe is a thing (medical device) used to inject fluids.
An outpatient is a person (someone) who is not hospitalized.	Reception	A sling
A patient	X-ray room	A surgical mask

MENTAL HEALTH

Scrub up

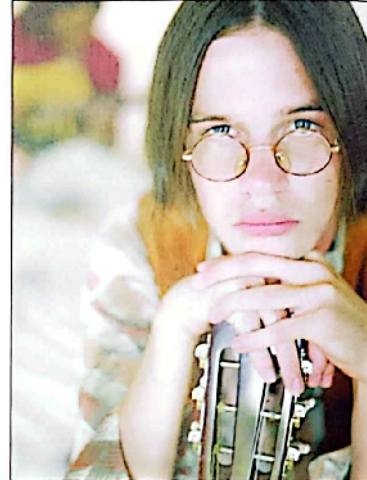
1 Which of these people do you think may have a mental illness? Discuss each one with your partner.



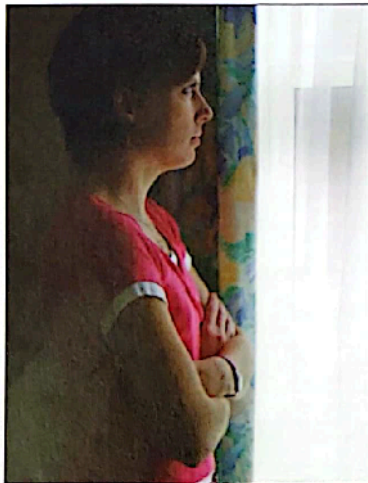
Stephen Gough has walked naked across Britain. 'Nakedness is natural,' he says every time he is arrested.



By the time Salma Perrin goes to bed, she will have washed her hands over a hundred times. She says, 'I know they're clean, but I can't stop myself.'



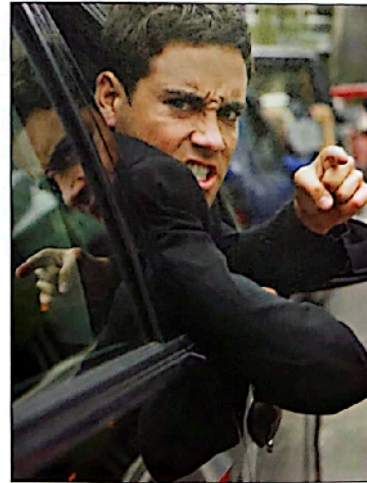
David Leary is seventeen. He sleeps all day, and at night he sits in his room playing his guitar. He says, 'Life sucks!'



Barbara Scott believes she is in danger, and never leaves her house. She talks to the people on the television and says, 'They're my real friends.'



Andy Park has celebrated Christmas every day for the last twelve years. He lives alone and says, 'Every day I give presents to myself.'



Every time Diego Ferri gets into a car, he becomes a monster. 'Other drivers are mad,' he says.

Reference:

Grice, Tony. Nursing. Oxford English for Careers. Oxford University Press 2007.

II Look at the pictures above, and create 5 RELATIVE CLAUSES, identifying: people, places or things.

Example: Diego Ferri is the one **who** becomes a monster when he gets into a car.

1. _____

2. _____

3. _____

4. _____

5. _____

COMPONENTS OF WRITING

Punctuation exercises:

Each of the following sentences needs either a comma or a semicolon. Put in the necessary punctuation.

- 1.- Many companies make sugar-free soft drinks, which are flavored by synthetic chemicals the drinks usually contain only one or two calories per serving.
- 2.- Mr. Leyland played the viola professionally for many years and he now conducts a community orchestra.
- 3.-The crab grass was flourishing but the rest of the lawn, unfortunately, was dying.
- 4.-The hill was covered with wildflowers it was a beautiful sight.
- 5.-The house was clean, the table set, and the porch light on everything was ready for the guests' arrival.
- 6.- The foundations of the house had been poured but, to his disappointment, nothing else had been done because of the carpenters' strike.
- 7.-The computer could perform millions of operations in a split second however, it could not think spontaneously.
- 8.-The snowstorm dumped twelve inches of snow on the interstate subsequently, the state police closed the road.
- 9.- Professors are supposed to be absent-minded and I've seen plenty of evidence to support that claim since I've been in college.
- 10.- San Francisco is my favorite city in fact, I plan to spend two weeks there this summer.

CASE STUDY 1: MODALS

I. Read the following case, and observe how Mary and John are giving suggestions.

Study Case 1: Scenario: John has an important job interview tomorrow, and he is feeling nervous about it. His friend, Mary, tries to offer some advice.

Mary: "You **should** prepare well and do your best in the interview."

John: "You're right. I **must** give it my all and make a great impression."

Mary: " Also _____ "

(Create your own suggestions)

II. Exercise 1: Fill in the gaps with either **have to** or **must** in their appropriate form.

Ex.: Most students in Britain **have to** pay at least part of the university fees.

- 1) Joe _____ get up early on Fridays as he has no classes that day.
- 2) You _____ talk during the exam.
- 3) These library books are overdue, so I will _____ pay a fine when I return them.
- 4) Jeremy _____ drive to work because the bus gets there too late.
- 5) _____ (you) work every Saturday in your new job?
- 6) You _____ see the new ward; it's impeccable.
- 7) Diabetic patients _____ use a hot-water bottle.
- 8) I _____ stop eating so much chocolate or none of my clothes will fit.
- 9) Every morning the auxiliary nurses _____ feed the patients.
- 10) They've offered to send an ambulance so he _____ get to the clinic by himself.

Exercise 2: Choose the correct option for each of the sentences.

- 1.- When does she **has to / have to** go to the hospital?
- 2.- Last year, Robert and I **have to / had to** plan the trip in advance in order to save money.
- 3.- Students **will have to / will must to** review the program and the different dates every week.
- 4.- Participants **didn't had to / had to** bring their own materials to the conference.
- 5.- When **we have to / must we** provide the details needed for the application?

Source:

<https://finalreport.rcvmhs.vic.gov.au/personal-stories-and-case-studies/david-and-his-daughter/>

Class Activity: Roleplay

Student A: new co-worker from India.

Student B: health care collaborator.

In pairs, advise a new Indian co-worker who comes to live and work in a Latin American country for the first time on what he or she should, shouldn't, must, mustn't, have to or don't have to do at work.

You may use this space to take notes or to prepare what you may want to say in the roleplay activity.

CASE STUDY 2: CONDITIONALS

Patient: John, 55-years old.

Scenario: John has been diagnosed with stage 4 lung cancer. The oncologist needs to determine the most suitable treatment plan based on John's specific cancer type and genetic markers.

Discuss:

What would you do if you were the oncologist?

Conditional exercises:

I. Filling in the blanks using the verbs in brackets, so verbs need to be negative. Use a form of the first or second conditional.

The world _____ a better place if politicians were less vain. (be)

If I _____ (see) Mary tonight I will ask her opinion on that matter.

I _____ to visit Thailand if I had the chance. (love)

If he _____ (not/take) the job, he could go travelling.

I will throw a huge party if Peter _____ the race (win)

For additional practice, go to

<https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/conditionals-zero-first-second>

Activity:

Read the case in groups and provide 3 solutions, using conditional Zero, 1 or 2.

Patient: Sarah, a 10-year-old girl with asthma. Sarah's parents are concerned about her asthma attacks, which seem to occur more frequently during certain weather conditions and they live far from the hospital.

1. _____

2. _____

3. _____

Extra: Circle the correct sentence *A* or *B*.

Example: A I'll go out with you. B I'd be go out with you.
... on Friday night if I don't have to do overtime.

1 We'd go abroad in the summer

A if we didn't have a young baby.

B if we don't have a young baby.

2 ... you wouldn't put on weight.

A If you did more exercise,

B If you do more exercise,

3 She'll get a good mark in the exam ...

A if she doesn't get nervous.

B if she didn't get nervous.

4 ... if you get a taxi from the airport.

A It'd be easier

B It'll be easier

5 If you're late again, ...

A you'd lose your job.

B you'll lose your job.

6 ... she'd have more friends.

A If she wasn't so selfish,

B If she isn't so selfish,

YOU MAY USE THIS SPACE TO WRITE YOUR NOTES

LINKER EXERCISES

Read the essay and, for each blank, decide which two of the three given answers are right and which is wrong.

“Who learns faster - children or adults?”

Small children seem to learn very quickly, _____ (1) adults sometimes appear to lose the ability to pick up new subjects such as languages, music, games, or computer programs. In this essay, I will discuss _____ (2) children or adults make the best learners. It is _____ (3) that children seem to learn very quickly. In just a few years, they can learn how to play a musical instrument, speak one or even two new languages, and deal with many subjects at school. They _____ (4) have time for sports and hobbies and become experts in their favorite pastimes. _____ (5), how much of this is social pressure and how much is genetic? I am convinced that while children's brains have a natural ability to absorb new information as part of their developmental growth, much of their achievement is because of social pressure. Schools force them to take many subjects. Parents force them to practice new sports or to learn music. Even their playmates force them to become better at computer games or to read Harry Potter novels faster. _____ (6), children may enjoy learning, but their environment also is a big motivating factor. Adults _____ (7) are supposed to be poor learners. _____ (8), I disagree with people who say that adults cannot learn quickly. Adults have many skills that compensate for the decline in the ability of the brain to grasp and remember new material. They can organize their learning by setting times for reading or practice. They can build on skills and experiences they know already. Adults usually cannot learn to do ballet or to play the violin, but _____ (9) these physical challenges, their motivation can often be higher than a child's. _____ (10), society does not encourage many adults to learn. People are busy with families and work, and some adults may feel that further learning is pointless, _____ (11) they have already

achieved many goals at work or in their personal life. _____ (12), I feel that we cannot generalize about children or adults being better learners. It depends on the situation and the motivation of the person, and the level of enthusiasm he or she has for learning.

1

while
whereas
since

2

if
whereas
whether

3

obvious
undoubtedly true
completely truth

4

even
even though
also

5

despite
nevertheless
however

6

as regards
in summary
to sum up

7

on the contrary
opposite
on the other hand

8

however
although
nevertheless

9

even in spite of
even though
even despite

10

unfortunately
unluckily
unlikely

11

furthermore
since
due to the fact that

12

in summary
to cut a long story short
in conclusion

Extra: Listening exercise

Listen to part of a lecture in a biochemistry class, take notes and then using the information on your notes answer the following questions:

Note taking space:

1.- What is the name of the body's natural painkiller?

2.- What importance does exercise have on pain management?

3.- What is the placebo effect?

Fill in the blanks exercise:

Now listen again and fill in the missing words in the transcript.

There've been several _____ studies in pain management. Some of the most interesting of these study _____, the body's own natural _____. For example, we now know that exercise stimulates the production of endorphins. Lack of exercise, on the other hand, not only _____ endorphins production but can also lead to muscle _____. This is why you see a lot of pain specialists _____ exercise for patients with chronic pain.

Another interesting area involves the power of the _____ effect. We've known for some time that a sugar pill or other inactive placebo can sometimes make a sick person feel better. Somehow, the power of _____ or faith in the doctor, or the drug will start a process of _____. We now think a neurochemical component—what may actually happen is the placebo effect allows some people to _____ tap into the supply of endorphins in their own _____.

YOU MAY USE THIS SPACE TO WRITE YOUR NOTES

EMAIL WRITING EXERCISE

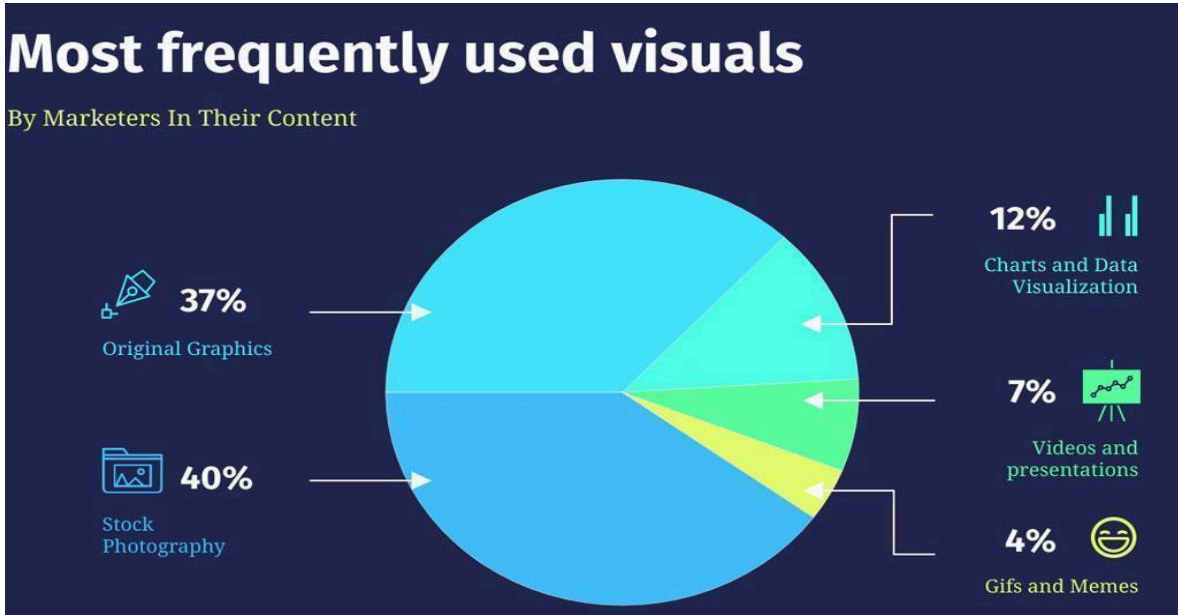
Following the structure study in class, write an email to a professor asking for a missing material on U-Cursos. Your email should be no more than 80 words long.

Horizontal lines for writing an email.

CONGRESS POSTER PRESENTATION

Describing graphs and charts exercise

Now let's practice in groups: write a couple of sentences to describe this pie chart.

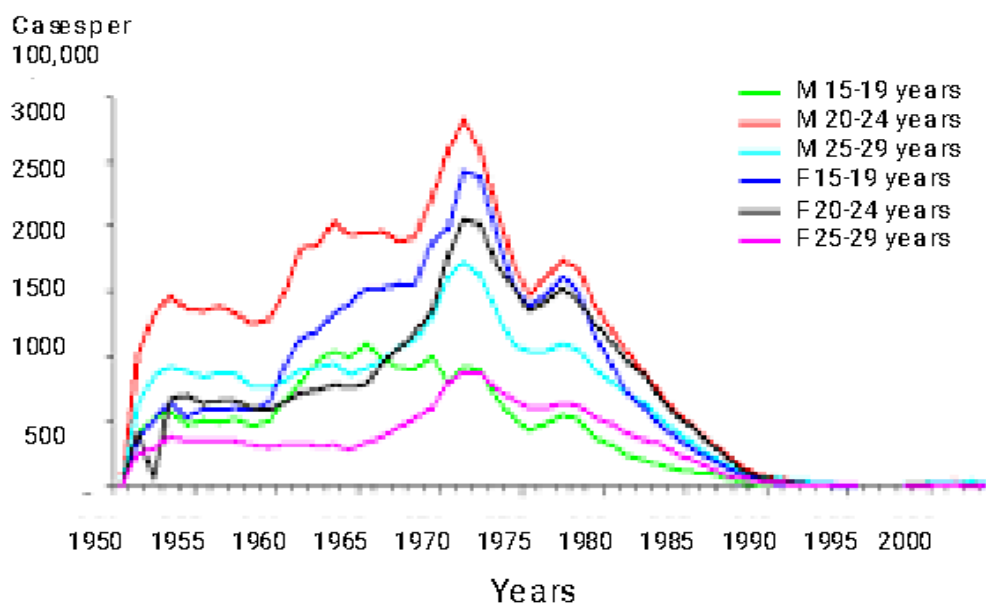


1. _____

2. _____

3. _____

Cases of Gonorrhoea, by age and sex, Sweden, 1950-2003



Write a couple of sentences to describe this line graph.

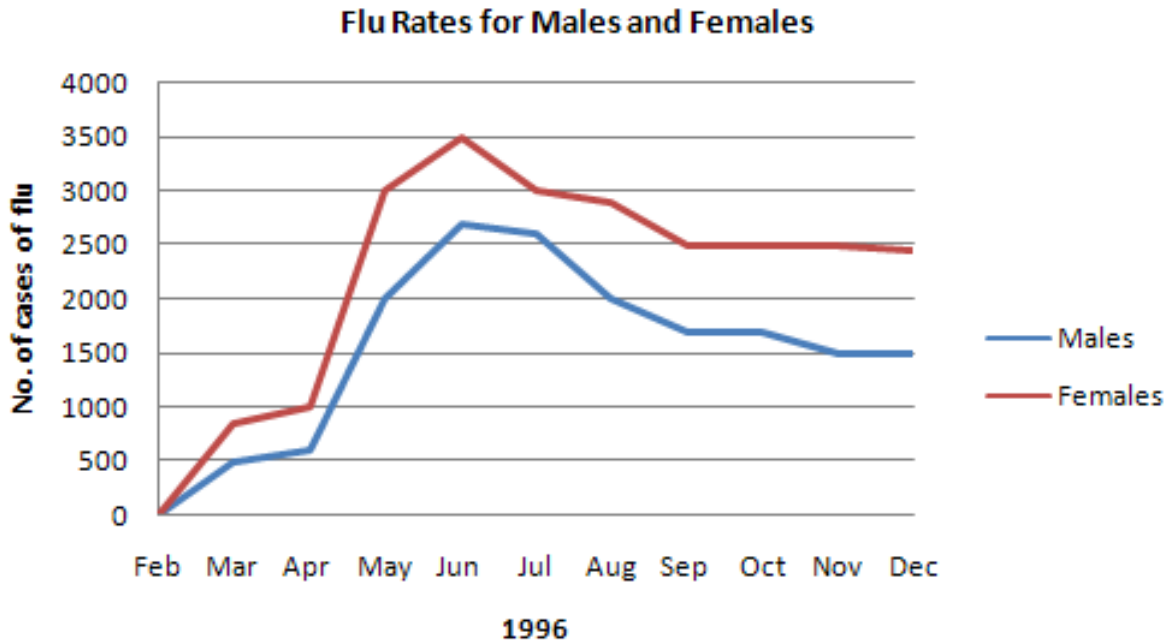
1. _____

2. _____

3. _____

Assignment For Participation Mark

In groups, look at the line graph below and write at least 4 sentences to describe correctly the information given. Then, present your sentences to the class.



1. _____

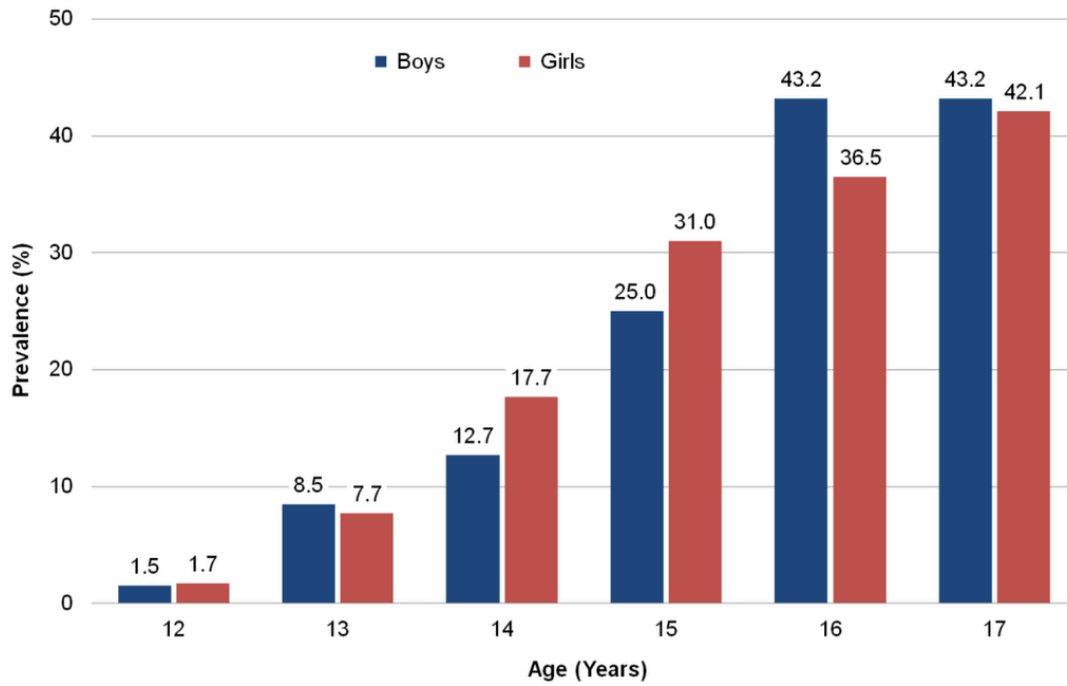
2. _____

3. _____

4. _____

Look at the image and choose one of the words below to write 4 sentences describing the image below:

MUCH HIGHER /ALMOST IDENTICAL/ LOWER /JUST BELOW/ NEARLY THE SAME /HIGHER



1. _____

2. _____

3. _____

4. _____

YOU MAY USE THIS SPACE TO WRITE YOUR NOTES

APPENDICES

IRREGULAR VERBS

Base Form	Past Simple (V2)	Past Participle (V3)
Arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	born(e)
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
cling	clung	clung

come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got/gotten
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung

have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant/leaned	leant/leaned
learn	learnt/learned	learnt/learned
leave	left	left
lent	lent	lent
lie	lay	lain(in bed)
lie	lied	lied(to not tell the truth)
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mow	mowed	mown/mowed
overtake	overtook	overtaken
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden

ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawn/sawed
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
sow	sowed	sown/sowed
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled

spit	spat	spat
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen/swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written

GRAMMAR CAPSULES

Present Tense

	Present Simple		Present Continuous
	I, we, you, they	he, she, it	
+	V	V + s (es)	am is + V ing are
-	don't + V	doesn't + V	am is + not + V ing are
?	Do + ... + V?	Does + ... + V?	Am Is + ... + V ing? Are

Past Simple

	SUBJECT	REGULAR	IRREGULAR	COMPLEMENT (IF NECESSARY)
AFFIRMATIVE	She	operated	breastfed	the baby
NEGATIVE	I	didn't study	didn't understand	the lesson
	AUXILIARY	SUBJECT	VERB	COMPLEMENT (IF NECESSARY)
QUESTIONS	Did	you	forget	the answer

Present perfect

	SUBJECT	HAVE/HAS	PAST PARTICIPLE	COMPLEMENT (IF NECESSARY)
AFFIRMATIVE	He	has	found	the key
NEGATIVE	I	haven't	done	my homework yet
	HAVE/HAS	SUBJECT		COMPLEMENT (IF NECESSARY)
QUESTIONS	have	you	finished	

?

Active and passive voice

	SUBJECT	VERB	COMPLEMENT (IF NECESSARY)
ACTIVE VOICE	Benjamin Franklin	invented	the lightning rod
PASSIVE VOICE	The lightning rod	was invented	by Benjamin Franklin
ACTIVE VOICE	We	will explain	that cannabis presents many benefits
PASSIVE VOICE	It	will be explained	that cannabis presents many benefits

Examples of Passive ●●○○○

Tense		Subject	Verb	Object
Simple Present	<i>Active:</i>	Rita	writes	a letter.
	<i>Passive:</i>	A letter	is written	by Rita.
Simple Past	<i>Active:</i>	Rita	wrote	a letter.
	<i>Passive:</i>	A letter	was written	by Rita.
Present Perfect	<i>Active:</i>	Rita	has written	a letter.
	<i>Passive:</i>	A letter	has been written	by Rita.
Future I	<i>Active:</i>	Rita	will write	a letter.
	<i>Passive:</i>	A letter	will be written	by Rita.
Modal verbs	<i>Active:</i>	Rita	can write	a letter.
	<i>Passive:</i>	A letter	can be written	by Rita.

Examples of Passive ●●●○○

Tense		Subject	Verb	Object
Present Progressive	<i>Active:</i>	Rita	is writing	a letter.
	<i>Passive:</i>	A letter	is being written	by Rita.
Past Progressive	<i>Active:</i>	Rita	was writing	a letter.
	<i>Passive:</i>	A letter	was being written	by Rita.
Past Perfect	<i>Active:</i>	Rita	had written	a letter.

	<i>Passive:</i>	A letter	had been written	by Rita.
Future II	<i>Active:</i>	Rita	will have written	a letter.
	<i>Passive:</i>	A letter	will have been written	by Rita.
Conditional I	<i>Active:</i>	Rita	would write	a letter.
	<i>Passive:</i>	A letter	would be written	by Rita.
Conditional II	<i>Active:</i>	Rita	would have written	a letter.
	<i>Passive:</i>	A letter	would have been written	by Rita.

Passive Sentences with Two Objects ●●●○○

Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject, the other one remains an object. Which object to transform into a subject depends on what you want to put the focus on.

	Subject	Verb	Object 1	Object 2
<i>Active:</i>	Rita	wrote	a letter	to me.
<i>Passive:</i>	A letter	was written	to me	by Rita.
<i>Passive:</i>	I	was written	a letter	by Rita.

Source:

<https://www.ego4u.com/en/cram-up/grammar/passive>

Relative pronouns and adverbs

Relative pronouns (they replace a noun: a person or thing)		
Who	Relates to people (subject)	The doctor who prescribed this medicine is not here today.
Which	Relates to animals and things (subject or object)	This is the cake which Mary made .
That	Relates to people, animals and things (subject or object)	The girl that told you the answer was wrong.
Whose	Relates to possessions	The nurse whose phone rang lives around the corner.
Whom	Relates to people (only objects)	This is the boy (whom) Sarah met at the hospital
Relative adverbs (they replace a time, place or reason; not a person or thing)		
Why	refers to reasons	Do you know the reason (why) the market is closed today?
When	refers to times	The day (when) they arrived I was out of town
Where	refers to places	This is the house (where) my son was born

Conditionals

TYPE OF CONDITIONAL	MEANING	FORMULA	Example
Type 0	General truth	IF + INFINITIVE, INFINITIVE	If people eat fast food, they damage their health.
Type 1	Present condition with a future consequence	IF PRESENT SIMPLE, WON'T INFINITIVE OR WON'T INFINITIVE IF PRESENT SIMPLE	If he doesn't stop smoking, he won't get better. OR: He won't get better if he doesn't stop smoking.
Type 2	Imaginary/hypothetical situation	IF+ PAST SIMPLE, WOULD + INFINITIVE OR WOULD + INFINITIVE+ IF + PAST SIMPLE	If I had a car, I wouldn't have to wait for the bus everyday. OR: I wouldn't have to wait for the bus everyday if I had a car.
Type 3	Unreal past with an imagined effect in the present	IF+ HAD+PAST PART., WOULD + HAVE + PAST PART. OR WOULD + HAVE + PAST PART., IF + HAD + PAST PART.	If you hadn't been late, we wouldn't have missed the bus. OR: We wouldn't have missed the bus, if you hadn't been late.

Modal verbs

Modal verb	Uses	Examples
CAN	Ability/Possibility Inability Asking for permission Request	He can control everything. You can't drive a car Can I have another cup of tea? Can you open the door, please?
COULD	Asking for permission Request Suggestions Future possibility Ability in the past	Could I talk to your daughter? Could you repeat it, please? We could always go by train. I think you could have a better job. He could run faster ten years ago.
MAY	Asking for permission Future possibility	May I use the telephone? She may be working in Paris soon.
MIGHT	Present possibility Future possibility	She's already applied for the job, she might get good news soon. They might invite us to the wedding.
MUST/MUSTN'T	Necessity /obligation Prohibition	You must obey your teachers. He mustn't drink alcohol.
SHOULD/UGHT TO	Giving advice or recommendation	You should follow his wise advice. We ought to get some more petrol.

<p>HAVE TO</p>	<p>Essential or necessary External obligation</p>	<p>I have to study this weekend if I want to pass the English exam. She has to pay the electricity bill at the end of the month.</p>
<p>DON'T HAVE TO</p>	<p>Not essential or necessary</p>	<p>He doesn't have to wash Mr. Gordon's face; he can do it himself.</p>

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