

## Vocabulary activity

### IDIOMS and EXPRESSIONS ON LOVE & RELATIONSHIPS

Choose an idiom to replace the expression in brackets:

1. She was (very much in love with) the junior accountant in her office.  
(a) *interested in*  
(b) *head over heels in love with*  
(c) *stealing the heart of*
2. The young man seemed to be a wonderful person and before long he had (made the young woman fall in love with him.)  
(a) *become hung up on the young woman*  
(b) *found the perfect woman*  
(c) *stolen the young woman's heart*
3. The boy (had strong feelings of love for) the girl in junior high school.  
(a) *hit it off with*  
(b) *had a crush on*  
(c) *was attracted to*
4. They were very happy at first but after several years their marriage appeared to be (experiencing problems).  
(a) *getting serious*  
(b) *on the rocks*  
(c) *a match made in heaven*
5. The woman went (on a date where she didn't know the other person) but it wasn't very successful.  
(a) *on a blind date*  
(b) *out with someone*  
(c) *kiss someone*
6. Although they had some problems in their relationship they worked very hard to (repair it).  
(a) *split up*  
(b) *patch it up*  
(c) *get back together*
7. The couple always appeared to be (an ideal couple).  
(a) *the perfect couple*  
(b) *the one and only*  
(c) *good together* (d) *making eyes at each other*
8. The young couple both believed that they had finally found (a genuine feeling of romantic love) with each other.  
(a) *unrequited love*  
(b) *love at first sight*  
(c) *true love*
9. The two students have been (dating each other regularly) for six months.  
(a) *saying "I do"*  
(b) *seeing each other*  
(c) *interested in each other*
10. After seven years of dating they decided to (get married and establish a regular routine).  
(a) *settle down and marry*  
(b) *give each other a second chance*  
(c) *say "I, do"*



**ANSWERS:**

- 1 b
- 2 c
- 3 b
- 4 b
- 5 a
- 6 b
- 7 a
- 8 c
- 9 b
- 10 a

## WRITING SKILLS: WHAT & HOW TO DEAL WITH WRITING

Para empezar a escribir ben na lingua inglesa tes que ter en conta os seguintes pasos:

### COMO SE FORMA UNHA FRASE:

- a) A orde normal é **SUBJECT + VERB + OBJECTS + ADDITIONS**  
eg: *She talked to me about the problem*
- b) Se hai **2 complementos** (objects) existen dúas posibilidades:
  - 1) Subject + Verb + Indirect Object + Direct Object  
*He gave me a present*
  - 2) Subject + Verb + Direct Object + TO + Indirect Object  
*He gave a present to me*
- c) As **expresións temporais** poden ir ó principio ou ó final da oración:
  - 1) *I see my parents **every Thursday***
  - 2) ***Every Thursday** I see my parents.*
- d) Os **adverbios de modo** poden ir en distintas posicións excepto entre o suxeito e o verbo:
  - 1) *She went **quickly** to school*
  - 2) ***Quickly**, she went to school*
  - 3) *She went to school **quickly***
- e) Os **adverbios de frecuencia** poden ir diante do verbo principal ou ó principio da frase. Se o verbo é BE, o adverbio de frecuencia vai sempre detrás do verbo.
  - 1) *We **never** go to school at the weekend*
  - 2) ***Sometimes**, we go to school on Saturdays*
  - 3) *We are **always** waiting for you at the bus stop.*

### COMO SE ORGANIZA UN PARÁGRAFO:

Un parágrafo consiste nun grupo de frases que tratan dun certo tema. Cada vez que cambiamos de tema ou tópico, debemos empezar un novo parágrafo.

O parágrafo fórmase xeralmente de tres partes:

- 1) **TOPIC SENTENCE**: a frase que introduce a idea principal do parágrafo:  
Eg: *If I have to describe a person I admire, the image of my grandfather comes immediately to my mind.*
- 2) **SUPPORTING SENTENCES**: son todas aquelas oracións que desenvolven o tema do que vai tratar o parágrafo:  
Eg: *He was a very serious person, devoted completely to his passion, which was also his job, carpentry. I used to see him in his working room, passionately working the wood he seized in his hands...*

- 3) **A CONCLUDING SENTENCE**: xeralmente é unha ou dúas frases que resume a idea principal do parágrafo:

Eg: *In fact, it is this aspect of him, his devotion to his profession which has always been present in my mind and which supports his image as the most admirable person I have ever met.*

É necesario que tódalas frases estean conectadas dun xeito lóxico de maneira que sexan doadas de ler e de entender. Para iso debemos evitar repeticións mediante uso de pronomes que fagan referencia a nomes xa escritos, ademais de un bo uso de conectores que transmitan relación entre as frases subliñando a idea principal do parágrafo.

## COMO SE ORGANIZA UN TEXTO:

Un texto, sexa cal sexa o seu tipo: descritivo, narrativo, argumentativo, etc, é unha sucesión de parágrafos que versan sobre un tema en concreto

A organización dun texto é moi similar á organización do parágrafo. É dicir, o texto consiste en tres partes:

- 1) **OPENING**: presentación xeral do tema, normalmente nunha ou dúas frases. É importante que a introdución do texto teña interese para o lector, de xeito que este se aventure na lectura do resto do artigo.
- 2) **BODY**: o “corpo” do texto consistente nun ou máis parágrafos que desenvolvan o tema presentado na introdución.
- 3) **CLOSING**: o peche ou conclusión do texto que debe resumir en poucas frases a idea principal do artigo.

Coma nos parágrafos, os textos escritos deben evitar a repetición tanto de palabras como de ideas facendo uso de referentes ao longo do texto. De igual modo, debe propoñerse un uso apropiado de conectores que “suavizen” a súa lectura subliñando os conceptos aos que se lles quere dar forma.

Nas seguintes quincenas verás con máis detalle tipos diferentes de textos, cómo organizalos e qué vocabulario pode ser máis eficaz á hora de comunicar a función que se pretende.

## ACTIVITIES ON VERB TENSES

*Nas seguintes actividades trata de escoller o verbo máis axeitado ao contexto da frase e colocalo nun dos dous tempos verbais que che dan a elixir:*

### Present Simple or Continuous?

Use the following verbs: **USE / PLAY / GIVE / TELL**

1. \_\_\_\_\_ you \_\_\_\_\_ the gameboy at the moment?
2. Yes, I \_\_\_\_\_ a new game.
3. How often \_\_\_\_\_ your teacher \_\_\_\_\_ homework?
4. He usually \_\_\_\_\_ us to write a short essay every week.

### Past Simple or Past Continuous?

Use the following verbs: **RUN / WATCH / SEE / GET**

1. I \_\_\_\_\_ in the park when a dog started to chase me.
2. We \_\_\_\_\_ the film when a fire started in the cinema.
3. It was raining heavily when I \_\_\_\_\_ a strange man walking behind me.
4. I \_\_\_\_\_ up and then I went to school.

### Past Simple or Past Perfect?

Use the following verbs: **MEET / SPEND / SEE / GET**

1. Before I went out with George, I \_\_\_\_\_ John.
2. They flew to New York after they \_\_\_\_\_ a month in Cuba.
3. I \_\_\_\_\_ the film before I read the book.
4. I \_\_\_\_\_ dressed after I had had a shower.

### Past Simple or Present Perfect?

Use the following verbs: **LIVE / LOSE / HAVE / DO**

1. I \_\_\_\_\_ in Berlin for 3 years now. I love this city.
2. John \_\_\_\_\_ his glasses. He can't watch TV until he finds them.
3. Mary \_\_\_\_\_ this house since July 2001
4. What \_\_\_\_\_ you \_\_\_\_\_ last night?

## **ANSWERS:**

### **Present Simple or Continuous?**

1. *Are you using.....?*
2. *am playing*
3. *does your teacher give...?*
4. *tells ....*

### **Past Simple or Past Continuous?**

1. *was running ....*
2. *were watching ....*
3. *saw ...*
4. *got up .....*

### **Past Simple or Past Perfect?**

1. *met / had met*
2. *had spent ....*
3. *had seen ....*
4. *got ....*

### **Past Simple or Present Perfect?**

1. *have lived*
2. *has lost*
3. *has had*
4. *did you do....?*