

# BANCO DE PREGUNTAS Y RESPUESTAS

## SECOND AND THIRD CONDITIONAL / CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- IF I **HAD** ENOUGH MONEY, I **WOULD GO** TO JAPAN / WHERE **WOULD YOU GO** IF YOU **HAD** ENOUGH MONEY?
- IF I **HAD HAD** ENOUGH MONEY, I **WOULD HAVE GONE** TO JAPAN / WHERE **WOULD YOU HAVE GONE** IF YOU **HAD HAD** ENOUGH MONEY?
- IF SHE **WERE** IN USA, SHE **WOULD SPEAK** ENGLISH / WHAT **WOULD YOU SPEAK** IF YOU **WERE** IN USA?
- IF THEY **HAD BEEN** IN CHINA, THEY **WOULD HAVE GONE** TO SHANGHAI / WHAT **WOULD THEY HAVE DONE** IF THEY **HAD BEEN** IN CHINA?
- **CONJUGATE ALL THE PRONOUNS, AND EXPLAIN THE SECOND AND THIRD CONDITIONAL.**

## VOCABULARIO

### Nouns

bank account  
bar/bat mitzvah  
confirmation  
high school  
importance  
paycheck  
promotion  
relationship  
rite of passage  
Sweet 15/16  
turning point

### Pronoun

myself

### Adjectives

#### *Behavior and personality*

ambitious  
argumentative  
carefree  
conscientious  
(im)mature  
naive  
pragmatic  
rebellious  
(ir)responsible  
selfish  
sensible  
sophisticated  
tolerant

#### *Other*

broke  
practical

### Verbs

appreciate  
find out  
go back  
make (friends)  
retire  
save (money)  
tend (to)

### Adverb

Not . . . anymore

### Preposition

at (this job)

# BANCO DE PREGUNTAS Y RESPUESTAS

## REPORTED SPEECH ( + ) ALL TENSES/ CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **PRESENT SIMPLE ⇒ PAST SIMPLE**
- I'M FROM SPAIN. ⇒ HE SAID HE WAS FROM SPAIN.
- I LOVE SPEAKING IN ENGLISH ⇒ SHE SAID SHE LOVED SPEAKING IN ENGLISH.
- I LIVE IN LONDON. ⇒ HE SAID HE LIVED IN LONDON.
- **PRESENT CONTINUOUS ⇒ PAST CONTINUOUS**
- I'M RESTING ON THE SOFA. ⇒ HE SAID HE WAS RESTING ON THE SOFA.
- YOU'RE DRIVING ON THE WRONG SIDE. ⇒ SHE SAID I WAS DRIVING ON THE WRONG SIDE.
- YOU'RE WORKING TOO HARD. ⇒ SHE TOLD ME I WAS WORKING TOO HARD.
- **PAST SIMPLE ⇒ PAST PERFECT**
- I DROVE TO PARIS YESTERDAY. ⇒ HE SAID HE HAD DRIVEN TO PARIS THE PREVIOUS DAY.
- I WOKE UP IN HOSPITAL. ⇒ HE SAID HE HAD WOKEN UP IN HOSPITAL.
- I WORKED LAST SUNDAY. ⇒ HE SAID HE HAD WORKSED LAST SUNDAY
- **PRESENT PERFECT ⇒ PAST PERFECT**
- I'VE BOUGHT A NEW CUSHION. ⇒ SHE SAID SHE HAD BOUGHT A NEW CUSHION.
- I'VE SWUM WITH SHARKS ⇒ SHE SAID SHE HAD SWUM WITH SHARKS.
- I'VE SWALLOWED MY CHEWING GUM. ⇒ HE SAID HE HAD SWALLOED HIS CHEWING GUM.
- **PAST PERFECT ⇒ PAST PERFECT**
- ¡BUENAS NOTICIAS! NO HAY QUE CAMBIAR EL TIEMPO VERBAL PARA PASARLO A 'REPORTED SPEECH'.
- THE JURY HAD HAD MANY DOUBTS ABOUT THE CASE. ⇒ SHE SAID THE JURY HAD HAD MANY DOUBTS ABOUT THE CASE.
- **CAN ⇒ COULD**
- I CAN'T UNDERSTAND SCOTTISH PEOPLE. ⇒ SHE SAID SHE COULDN'T UNDERSTAND SCOTTISH PEOPLE.
- I CAN PLAY THE PIANO. ⇒ HE SAID HE COULD PLAY THE PIANO.
- I CAN COOK FOR YOU. ⇒ HE SAID HE COULD COOK FOR ME.
- **WILL ⇒ WOULD**
- I'LL TAKE THE RUBBISH OUT THIS EVENING. ⇒ HE SAID HE WOULD TAKE THE RUBBISH OUT THAT EVENING.
- I'LL LOVE YOU FOREVER. ⇒ SHE SAID SHE'D LOVE ME FOREVER.
- I'LL SPEAK TO THE MANAGER. ⇒ HE SAID HE WOULD SPEAK TO THE MANAGER.

## VOCABULARIO

### VERBS

#### IRREGULAR AND REGULAR VERBS

# BANCO DE PREGUNTAS Y RESPUESTAS

## REPORTED SPEECH ( - ) REPORTED QUESTIONS / CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **DIRECT SPEECH:** "WHERE ARE YOU GOING?"
- **REPORTED SPEECH:** HE ASKED ME WHERE I WAS GOING.
- **DIRECT SPEECH:** "WHY IS HE SHOUTING?"
- **REPORTED SPEECH:** HE ASKED ME WHY HE WAS SHOUTING.
- **DIRECT SPEECH:** "WHAT DO YOU WANT?"
- **REPORTED SPEECH:** SHE ASKED ME WHAT I WANTED.
- **DIRECT SPEECH:** "WHO DOESN'T LIKE CHEESE?"
- **REPORTED SPEECH:** SHE ASKED ME WHO DIDN'T LIKE CHEESE.
- **DIRECT SPEECH:** "DO YOU WANT ME TO COME?"
- **REPORTED SPEECH:** I ASKED HIM IF HE WANTED ME TO COME.
- **DIRECT SPEECH:** "HAVE YOU FED THE DOG?"
- **REPORTED SPEECH:** SHE ASKED ME WHETHER I HAD FED THE DOG.
- **DIRECT SPEECH:** "WHO IS THE CHAMPION?"
- **REPORTED SPEECH:** SHE ASKED ME WHO THE CHAMPION WAS / SHE ASKED ME WHO WAS THE CHAMPION.
- **DIRECT SPEECH:** "WHAT IS YOUR FAVOURITE COLOUR?"
- **REPORTED SPEECH:** SHE ASKED ME WHAT MY FAVOURITE COLOUR WAS / SHE ASKED ME WHAT WAS MY FAVOURITE COLOUR.
- **CONJUGATE ALL THE PRONOUNS, AND HAVE THE STUDENTS DO EXERCISES.**

## VOCABULARIO

### Nouns

lesson  
library  
mail  
mall  
meeting  
museum  
music  
roommate  
test  
vacation  
white-water rafting

### Adjective

different

### Verbs

clean  
come home  
go out  
have fun  
invite . . . over  
open  
speak  
listen  
stay home  
stay out  
take (classes/lessons)  
travel  
visit

### Adverbs

#### Time expressions

yesterday  
last night  
last week  
last weekend  
last month  
last summer  
last year

#### Other

almost  
anywhere  
in line

# BANCO DE PREGUNTAS Y RESPUESTAS

## INTRODUCING PHRASAL VERBS/CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- | • VERB   | MEANING                | EXAMPLE  |
|--|------------------------|--|
| • <b>BLOW UP</b>   | EXPLODE                | THE TERRORISTS TRIED TO BLOW UP THE RAILROAD STATION.                            |
| • <b>BRING UP</b>  | MENTION A TOPIC AGAIN. | MY MOTHER BROUGHT UP THAT LITTLE MATTER OF MY PRISON RECORD                      |
| • <b>BRING UP</b>  | RAISE CHILDREN         | IT ISN'T EASY TO BRING UP CHILDREN NOWADAYS.                                     |
| • <b>CALL OFF</b>  | CANCEL                 | THEY CALLED OFF THIS AFTERNOON'S MEETING   |
| • <b>DO OVER</b>   | REPEAT A JOB           | DO THIS HOMEWORK OVER.   |
| • <b>FILL OUT</b>  | COMPLETE A FORM        | FILL OUT THIS APPLICATION FORM AND MAIL IT IN.                                   |
| • <b>FILL UP</b>   | FILL TO CAPACITY       | SHE FILLED UP THE GROCERY CART WITH FREE FOOD.                                   |
| • <b>FIND OUT</b>  | DISCOVER               | MY SISTER FOUND OUT THAT HER HUSBAND HAD BEEN PLANNING A SURPRISE PARTY FOR HER. |
| • <b>HAVE THE STUDENTS USE PHRASAL VERBS FOR DIFFERENT SITUATIONS.</b> |                        |  |

## VOCABULARIO

• <b>Check off</b> → Make a mark next to	• <b>Let on</b> → Make clear, evince	• <b>Get around</b> → To travel to different places
• <b>Pass out</b> → Become unconscious	• <b>Break into</b> → Interrupt (a conversation)	• <b>Go along</b> → To continue to happen
• <b>Carry on</b> → Continue	• <b>Bring back</b> → Fetch something	• <b>Back out</b> → Withdraw from something
• <b>Make for</b> → Move towards	• <b>Let down</b> → Lengthen	• <b>Wipe out</b> → To destroy s.thing
• <b>Come back</b> → Return	• <b>Do over</b> → Repeat	• <b>Set aside</b> → To reserve
• <b>Come across</b> → Discover by accident	• <b>Take up</b> → To begin a new hobby	• <b>Get up</b> → Stop sleeping and leave bed

# BANCO DE PREGUNTAS Y RESPUESTAS

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## *GERUNDS AND INFINITIVES / CFA III*

- **TWO VERBS TOGETHER**
- I CAN'T AFFORD TO BUY A NEW CAR
- HE BEGAN TO DOUBT HIMSELF. / HE BEGAN DOUBTING HIMSELF
- THEY DECIDED TO MOVE TO AUSTRALIA IN MAY.
- I ENJOY LISTENING TO MUSIC
- SHE HATES STUDYING. / SHE HATES TO STUDY.
- YOU LOVE DANCING. / YOU LOVE TO DANCE.
- HE NEEDED TO LEAVE CLASS EARLY BECAUSE HE HAD AN APPOINTMENT.
- SHE CAN'T TOLERATE COMPLAINING.
- I TRIED LEARNING ENGLISH. / I TRIED TO LEARN ENGLISH.
- MY MOTHER COULD RETIRE, BUT SHE KEEPS WORKING.
- **COMPLEMENT**
- THE BEST THING TO DO WHEN YOU ARE SICK IS TO DRINK A LOT OF WATER.
- MY FAVORITE EXERCISE IS SWIMMING.
- **MEANING**
- I FORGOT WRITING THAT EMAIL-I FORGOT TO WRITE THAT EMAIL.
- STOP WATCHING THE NEWS-STOP TO WATCH THE NEWS.
- **ADJECTIVES**
- I'M GLAD TO SEE YOU- SHE WAS SURPRISED TO FIND THE DOOR UNLOCKED
- **PREPOSITIONS**
- HE'S GOOD AT LISTENING-I ALWAYS READ BEFORE GOING TO BED-YOU CAN'T LEAVE WITHOUT SAYING GOODBYE.
- **NAMES**
- WHAT IS THE ADVANTAGE OF WAITING?-I AM INTERESTED IN TAKING ENGLISH CLASSES-HIS PROBLEM FINDING A NEW JOB WAS HIS LACK OF EXPERIENCE.
- **PHRASAL VERBS**
- WE'RE REALLY LOOKING FORWARD TO SEEING YOU- THAT MOVIE IS NOT WORTH SEEING- I CAN'T HELP FALLING IN LOVE.
- **HAVE THE STUDENTS KNOW THE USE AND DIFFERENCE OF BOTH AND CREATE THE QUESTIONS FOR THE SENTENCES**

## *VOCABULARIO*

### **REGULAR AND IRREGULAR VERBS**

# BANCO DE PREGUNTAS Y RESPUESTAS

## GERUND PHRASES/ CFA III

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- **OBJECT**
- I LIKE COOKING. / I LIKE TO COOK.
- SHE CONTINUED WORKING. / SHE CONTINUED TO WORK.
- **SUBJECT**
- SWIMMING IS GOOD EXERCISE.
- DRINKING AND DRIVING IS DANGEROUS.
- **HAVE THE STUDENTS CREATE THE QUESTIONS FOR THE SENTENCES.**

## VOCABULARIO

### Nouns

(homemaking) ability  
accomplishment  
affection  
(physical) attractiveness  
(close) friend  
homemaking  
intelligence  
leadership  
passion  
performance  
(earnings) potential  
selflessness  
(fashion) sense  
sense of humor  
sensitivity  
(job/social) skills  
success  
warmth

### Pronouns

him/herself  
others  
someone

### Adjectives

#### Personalities

easygoing  
egotistical  
intolerant  
modest  
organized  
(un)reliable  
sociable  
stingy  
supportive  
temperamental

#### Other

attractive  
depressed  
ideal  
interested  
mad

### Verbs

#### Modals

can/could  
will/would

#### Other

brag  
can't stand  
find  
get (along [with]/angry/annoyed)  
go out (with)  
have (a sense of humor/in  
common)

#### Preposition

during (a movie)

# BANCO DE PREGUNTAS Y RESPUESTAS

## *PREPOSITIONS ( FOR, OF, TO, FROM)/ CFA III*

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- **FOR**
- **FOR USUALLY TELLS US ABOUT THE USE OF SOMETHING, A REASON OR PURPOSE.**
- WE NEED NEW BATTERIES FOR THE REMOTE CONTROL.
- THESE DRINKS ARE FOR AFTER WORK.
- WE USE IT FOR CUTTING GRASS.
- **OF**
- **OF USUALLY SHOWS A CONNECTION OR BELONGING.**
- IS SHE A FRIEND OF YOURS?
- THIS IS A PHOTO OF MY WIFE.
- A GLASS OF WINE.
- **TO**
- **TO USUALLY SHOWS THE DIRECTION OF SOMETHING; MOVING TOWARDS.**
- WE'RE GOING TO MALTA NEXT WEEK.
- WHERE ARE YOU GOING TO BUY YOUR NEW SHOES?
- WE RAN TO THE END OF THE STREET.
- **FROM**
- USED TO SHOW WHERE SOMEBODY/SOMETHING STARTS
- SHE BEGAN TO WALK AWAY FROM HIM-HAS THE TRAIN FROM BRISTOL ARRIVED?
- **USED TO SHOW WHAT THE ORIGIN OF SOMEBODY/SOMETHING IS**
- I'M FROM ITALY-DOCUMENTS FROM THE SIXTEENTH CENTURY-QUOTATIONS FROM SHAKESPEARE-HEAT FROM THE SUN
- **USED TO SHOW WHO SENT OR GAVE SOMETHING/SOMEBODY**
- A LETTER FROM MY BROTHER-INFORMATION FROM WITNESSES-THE MAN FROM (= REPRESENTING) THE INSURANCE COMPANY
- **USED TO SHOW WHEN SOMETHING STARTS**
- WE'RE OPEN FROM 8 A.M. TO 7 P.M. EVERY DAY-HE WAS BLIND FROM BIRTH.
- **USED TO SHOW HOW FAR APART TWO PLACES ARE**
- 100 METRES FROM THE SCENE OF THE ACCIDENT
- **USED TO SHOW SOMEBODY'S POSITION OR POINT OF VIEW**
- YOU CAN SEE THE ISLAND FROM HERE-FROM A FINANCIAL POINT OF VIEW THE PROJECT WAS A DISASTER.
- **FROM SOMETHING (TO SOMETHING) USED TO SHOW THE RANGE OF SOMETHING**
- THE TEMPERATURE VARIES FROM 30 DEGREES TO MINUS 20-THE STORE SELLS EVERYTHING FROM SHOELACES TO COMPUTERS-CONDITIONS VARY FROM SCHOOL TO SCHOOL.

- **FROM SOMETHING (TO SOMETHING) USED TO SHOW THE STATE OR FORM OF SOMETHING/SOMEBODY BEFORE A CHANGE**
- THINGS HAVE GONE FROM BAD TO WORSE-TRANSLATING FROM ENGLISH TO SPANISH-YOU NEED A BREAK FROM ROUTINE.
- **USED WHEN MAKING OR RECOGNIZING A DIFFERENCE BETWEEN TWO PEOPLE OR THINGS**
- IS PORTUGUESE VERY DIFFERENT FROM SPANISH-I CAN'T TELL ONE TWIN FROM THE OTHER.
- **USED TO SHOW THE MATERIAL THAT SOMETHING IS MADE OF**
- STEEL IS MADE FROM IRON-USED TO SHOW THAT SOMEBODY/SOMETHING IS SEPARATED OR REMOVED-THE PARTY WAS OUSTED FROM POWER AFTER EIGHTEEN YEARS.
- **USED TO SHOW THAT SOMETHING IS PREVENTED**
- SHE SAVED HIM FROM DROWNING.
- **USED TO SHOW THE REASON FOR SOMETHING**
- SHE FELT SICK FROM TIREDNESS.
- **USED TO SHOW THE REASON FOR MAKING A JUDGEMENT**
- YOU CAN TELL A LOT ABOUT A PERSON FROM THEIR HANDWRITING-FROM WHAT I HEARD THE COMPANY'S IN DEEP TROUBLE
- **HAVE THE STUDENTS CREATE THE QUESTIONS FOR THE SENTENCES.**

## VOCABULARIO

### **Nouns**

#### *Events*

coincidence  
disaster  
emergency  
lucky break  
misfortune  
mystery  
predicament  
triumph

#### *Other*

achievement  
(classified) ads  
ambulance  
(job) applicant  
carjacker  
coast  
destruction  
diver  
(revolving) door  
doorstep  
driver  
editorial  
elevator  
envelope  
eye  
(good) fortune  
freeway  
gold  
illusion  
incident  
(driver's) license

locker  
mailbox  
pain  
police  
(hair care) product  
protester  
(coral) reef  
robbery  
secretary  
shipwreck  
sky  
solution  
stuff  
(hair) stylist  
suffering  
surprise  
thief  
twin

### **Pronoun**

each other

### **Adjectives**

apart  
connected  
half  
identical  
obvious  
puzzling  
quick  
strange  
sudden  
unexplained

### **Verbs**

#### *Modal*

be able to

#### *Other*

arrest  
break into  
come back  
get (caught/locked out/stuck)  
interrupt  
involve  
kick  
light up  
(un)lock  
order  
perform  
reach  
reunite  
rob  
run out (of)  
score

### **Adverbs**

accidentally  
hardly

### **Prepositions**

off  
by chance

### **Conjunction**

even though



# BANCO DE PREGUNTAS Y RESPUESTAS

## PAST HABITS/ CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- YES, I **USED TO** PLAY MARBLES WHEN I WAS A CHILD / DID YOU **USE TO** PLAY MARBLES?
- NO, I **DIDN'T USE TO** PLAY MARBLES WHEN I WAS A CHILD / DID YOU **USE TO** PLAY MARBLES?
- I **USED TO** PLAY MARBLES WHEN I WAS A CHILD / **WHAT** DID YOU **USE TO** PLAY WHEN YOU WERE A CHILD?
- **HAVE THE STUDENTS CREATE THE YES-NO AND WH QUESTIONS FOR THE RESPONSES AND SENTENCES.**

## VOCABULARIO

### Nouns

background  
bicycle  
(summer) camp  
childhood  
comic book  
competition  
degree  
diploma  
hero  
immigrant  
interest  
memory

movie star  
occupation  
personal ad  
politics  
possession  
rabbit  
scrapbook  
snake  
taste  
toy  
tree house  
trumpet

### Adjectives

good (at)  
messy  
neat  
online  
outdoor  
professional  
two-story

### Verbs

be into (something)  
collect  
follow

get (in trouble)  
get (to know)  
keep fit  
refer  
remember  
skate

### Adverb

regularly

# BANCO DE PREGUNTAS Y RESPUESTAS

## PRESENT HABITS/ CFA III

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- YES, I **AM USED TO** PLAYING MARBLES / **ARE YOU USED TO** PLAYING MARBLES?
- NO, I **AM NOT USED TO** PLAYING MARBLES / **ARE YOU USED TO** PLAYING MARBLES?
- I **AM USED TO** PLAYING MARBLES / **WHAT ARE YOU USED TO?**
- I **AM GETTING USED TO** PLAYING MARBLES / **WHAT ARE YOU GETTING USED TO?**
- **HAVE THE STUDENTS CREATE THE YES-NO AND WH QUESTIONS FOR THE RESPONSES AND SENTENCES.**

## VOCABULARIO

### Nouns

background  
bicycle  
(summer) camp  
childhood  
comic book  
competition  
degree  
diploma  
hero  
immigrant  
interest  
memory

movie star  
occupation  
personal ad  
politics  
possession  
rabbit  
scrapbook  
snake  
taste  
toy  
tree house  
trumpet

### Adjectives

good (at)  
messy  
neat  
online  
outdoor  
professional  
two-story

### Verbs

be into (something)  
collect  
follow

get (in trouble)  
get (to know)  
keep fit  
refer  
remember  
skate

### Adverb

regularly

# BANCO DE PREGUNTAS Y RESPUESTAS

## INDEFINITE AFFIRMATIVE PRONOUNS / CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA COMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **EVERYONE** IS SLEEPING IN MY BED-**SOMEONE** IS SLEEPING IN MY BED-**NO ONE** IS SLEEPING IN MY BED.
- I GAVE **EVERYTHING** TO SALLY-HE SAW **SOMETHING** IN THE GARDEN-THERE IS **NOTHING** TO EAT.
- I LOOKED **EVERYWHERE** FOR MY KEYS-KEITH IS LOOKING FOR **SOMEWHERE** TO LIVE.
- THERE IS **NOWHERE** AS BEAUTIFUL AS PARIS
- THEY CAN CHOOSE **ANYTHING** FROM THE MENU-YOU MAY INVITE **ANYBODY** YOU WANT TO YOUR BIRTHDAY PARTY.
- WE CAN GO **ANYWHERE** YOU'D LIKE THIS SUMMER-HE WOULD GIVE **ANYTHING** TO GET INTO OXFORD.
- FIDO WOULD FOLLOW YOU **ANYWHERE**-I DON'T KNOW **ANYTHING** ABOUT IT. = **NEUTRAL**
- I KNOW **NOTHING** ABOUT IT. = **DEFENSIVE**
- I DON'T HAVE **ANYBODY** TO TALK TO. = **NEUTRAL**
- I HAVE **NOBODY** TO TALK TO. = **DESPERATE**
- THERE WASN'T **ANYTHING** WE COULD DO. = **NEUTRAL**
- THERE WAS **NOTHING** WE COULD DO. = **ANGRY AT THE DEFENSIVE**
- **HAVE THE STUDENTS CREATE THE YES-NO AND WH QUESTIONS FOR THE RESPONSES AND SENTENCES.**

## VOCABULARIO

### Nouns

association  
effort  
enjoyment  
flower  
groceries  
guest  
guideline  
hallway  
household chore  
laptop  
mess  
program  
seat  
security  
sound

stereo  
stranger  
survey  
tenant  
toothbrush  
towel  
trash

### Adjectives

following  
pleasant

### Verbs

#### Two-part verbs

clean up  
go through  
hang up

keep clean  
let out  
pick up  
put away  
take off  
take out  
throw out  
turn down  
turn off  
turn on

#### Other

admit  
apologize  
bother  
clear  
contact

criticize  
feel (free)  
lend  
lock  
make sure  
mind  
nag  
promise  
realize

### Adverbs

as soon as  
badly  
loudly  
quietly

# BANCO DE PREGUNTAS Y RESPUESTAS

## INDEFINITE NEGATIVE PRONOUNS / CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- THEY CAN CHOOSE **ANYTHING** FROM THE MENU-YOU MAY INVITE **ANYBODY** YOU WANT TO YOUR BIRTHDAY PARTY.
- WE CAN GO **ANYWHERE** YOU'D LIKE THIS SUMMER-HE WOULD GIVE **ANYTHING** TO GET INTO OXFORD.
- FIDO WOULD FOLLOW YOU **ANYWHERE**-I DON'T KNOW **ANYTHING** ABOUT IT. = **NEUTRAL**
- I DON'T HAVE **ANYBODY** TO TALK TO. = **NEUTRAL**
- THERE WASN'T **ANYTHING** WE COULD DO. = **NEUTRAL**
- **HAVE THE STUDENTS CREATE THE YES-NO AND WH QUESTIONS FOR THE RESPONSES AND SENTENCES.**

## VOCABULARIO

### Nouns

association  
effort  
enjoyment  
flower  
groceries  
guest  
guideline  
hallway  
household chore  
laptop  
mess  
program  
seat  
security  
sound

stereo  
stranger  
survey  
tenant  
toothbrush  
towel  
trash

### Adjectives

following  
pleasant

### Verbs

*Two-part verbs*  
clean up  
go through  
hang up

keep clean  
let out  
pick up  
put away  
take off  
take out  
throw out  
turn down  
turn off  
turn on  
*Other*  
admit  
apologize  
bother  
clear  
contact

criticize  
feel (free)  
lend  
lock  
make sure  
mind  
nag  
promise  
realize

### Adverbs

as soon as  
badly  
loudly  
quietly

# BANCO DE PREGUNTAS Y RESPUESTAS

## WH QUESTION+ EVER WORD / CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **RELATIVE PRONOUNS:** WHATEVER, WHICHEVER Y WHOEVER
- KEEP CALM, WHATEVER HAPPENS.
- WHICHEVER ROAD YOU TAKE TO ROME, YOU WILL NEED TO DRIVE CAREFULLY
- WHOEVER TELEPHONES, TELL THEM I'M OUT.
- **ADJECTIVES:** WHATEVER Y WHICHEVER + SUSTANTIVO
- YOU CAN STUDY WHATEVER SUBJECT YOU LIKE.
- YOU CAN WRITE ABOUT WHICHEVER SUBJECT YOU KNOW BEST.
- **CONJUNCTIONS:** WHENEVER, WHEREVER Y HOWEVER
- WHENEVER I GO TO LONDON I VISIT THE BRITISH MUSEUM.
- YOU CAN SIT WHEREVER YOU LIKE.
- IT'S BEEN A DISASTER, HOWEVER YOU LOOK AT IT.
- **ADVERBS:** WHENEVER, WHEREVER Y HOWEVER
- YOU CAN COME NEXT MONDAY OR WHENEVER.
- YOU CAN LEAVE THE KEYS ON THE TABLE OR WHEREVER.
- PEOPLE ALWAYS WANT MORE, HOWEVER RICH THEY ARE.
- **HAVE THE STUDENTS USE THE STRUCTURE PLAYING THE ROLL OF AN INTERPRETER WITH RESPONSES AND SENTENCES.**

## VOCABULARIO

### Nouns

association  
effort  
enjoyment  
flower  
groceries  
guest  
guideline  
hallway  
household chore  
laptop  
mess  
program  
seat  
security  
sound

stereo  
stranger  
survey  
tenant  
toothbrush  
towel  
trash

**Adjectives**  
following  
pleasant

**Verbs**  
*Two-part verbs*  
clean up  
go through  
hang up

keep clean  
let out  
pick up  
put away  
take off  
take out  
throw out  
turn down  
turn off  
turn on  
*Other*  
admit  
apologize  
bother  
clear  
contact

criticize  
feel (free)  
lend  
lock  
make sure  
mind  
nag  
promise  
realize

**Adverbs**  
as soon as  
badly  
loudly  
quietly

# BANCO DE PREGUNTAS Y RESPUESTAS

## *EVERY, EACH ONE, ANOTHER, OTHER, OTHERS/ CFA III*

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **OTHER WITH SINGULAR UNCOUNTABLE NOUNS AND WITH PLURAL NOUNS:**
- THE EMBASSY WEBSITE HAS GENERAL INFORMATION ABOUT VISAS. OTHER TRAVEL INFORMATION CAN BE OBTAINED BY CALLING THE FREEPHONE NUMBER. (ADDITIONAL OR EXTRA INFORMATION)
- SOME MUSIC CALMS PEOPLE; OTHER MUSIC HAS THE OPPOSITE EFFECT. (DIFFERENT TYPES OF MUSIC)
- WHAT OTHER BOOKS BY CHARLES DICKENS HAVE YOU READ, APART FROM 'OLIVER TWIST'? (ADDITIONAL OR EXTRA BOOKS)
- THIS ONE'S TOO BIG. DO YOU HAVE IT IN OTHER SIZES? (ALTERNATIVE SIZES)
- **IF WE USE OTHER BEFORE A SINGULAR COUNTABLE NOUN, WE MUST USE ANOTHER DETERMINER BEFORE IT:**
- I DON'T LIKE THE RED ONE. I PREFER THE OTHER COLOUR.
- JEREMY IS AT UNIVERSITY; OUR OTHER SON IS STILL AT SCHOOL.
- HE GOT 100% IN THE FINAL EXAMINATION. NO OTHER STUDENT HAS EVER ACHIEVED THAT.
- THERE'S ONE OTHER THING WE NEED TO DISCUSS BEFORE WE FINISH.
- **OTHER AS A PRONOUN. AS A PRONOUN, OTHER HAS A PLURAL FORM, OTHERS:**
- WE HAVE TO SOLVE THIS PROBLEM, MORE THAN ANY OTHER, TODAY.
- I'LL ATTACH TWO PHOTOS TO THIS EMAIL AND I'LL SEND OTHERS TOMORROW.
- **ANOTHER**
- **ANOTHER AS A DETERMINER**
- **ANOTHER WITH SINGULAR NOUNS:**
- WOULD YOU LIKE ANOTHER CUP OF COFFEE?
- YOU'VE MET LINDA, BUT I HAVE ANOTHER SISTER WHO YOU HAVEN'T MET, CALLED MARGARET.
- I DON'T LIKE THIS PLACE. IS THERE ANOTHER CAFÉ AROUND HERE WE COULD GO TO? (ALTERNATIVE OR DIFFERENT)
- **ANOTHER AS A PRONOUN**
- THE APPLICATIONS ARE EXAMINED BY ONE COMMITTEE, THEN PASSED ON TO ANOTHER.
- **EACH**
- EACH STUDENT WILL RECEIVE A DIFFERENT THEME FOR THEIR FINAL PROJECT- WE EACH TOOK TURNS MAKING DINNER WHILE OUR MOTHER WAS AWAY.
- THERE ARE HOLES IN EACH SOCK
- **"EACH" "OF" "EACH OF"**
- EACH OF THEM IS EXPECTED TO DO WELL ON THE EXAM-EACH OF HIS SISTERS RECEIVED A NEW CAR FOR THEIR GRADUATION, SO HE EXPECTS ONE TOO.
- **"EACH" AS A PRONOUN**

- THE WHOLE OFFICE IS PLAYING THE LOTTERY THIS WEEK AND EACH HAS AN EQUAL CHANCE OF WINNING-I LIKE BOTH DRESSES, BUT EACH COSTS MORE THAN I WANT TO SPEND.
- **EVERY**
- **GROUPS AND FREQUENCY**
- EVERY STUDENT WILL BE GIVEN A PROJECT TO COMPLETE BY THE END OF THE SEMESTER.
- I DON'T KNOW, BUT EVERY SUMMER IT JUST SEEMS TO GET HOTTER AND HOTTER.
- WE HAVE PRACTICE EVERY MONDAY, WEDNESDAY AND FRIDAY DURING THE SCHOOL YEAR.
- THEY SUGGEST YOU HAVE YOUR TEETH CLEANED ONCE EVERY SIX MONTHS.
- **"EVERY" WITH ABSTRACT SUBJECTS**
- I HAVE EVERY REASON TO BELIEVE THAT IT WILL HAPPEN.
- I HAVE EACH REASON TO BELIEVE THAT IT WILL HAPPEN.
- **"EVERY" WITH ADVERBS**
- ALMOST EVERY ANSWER WAS INCORRECT.
- WE GO TO CALIFORNIA TO VISIT OUR GRANDPARENTS NEARLY EVERY SUMMER.
- **HAVE THE STUDENTS PRACTICE THE STRUCTURES GOING FROM SPANISH INTO ENGLISH IN RESPONSES AND SENTENCES.**

## VOCABULARIO

### Nouns

#### Events

coincidence  
disaster  
emergency  
lucky break  
misfortune  
mystery  
predicament  
triumph

#### Other

achievement  
(classified) ads  
ambulance  
(job) applicant  
carjacker  
coast  
destruction  
diver  
(revolving) door  
doorstep  
driver  
editorial  
elevator  
envelope  
eye  
(good) fortune  
freeway  
gold  
illusion  
incident  
(driver's) license

### locker

mailbox  
pain  
police  
(hair care) product  
protester  
(coral) reef  
robbery  
secretary  
shipwreck  
sky  
solution  
stuff  
(hair) stylist  
suffering  
surprise  
thief  
twin

### Pronoun

each other

### Adjectives

apart  
connected  
half  
identical  
obvious  
puzzling  
quick  
strange  
sudden  
unexplained

### Verbs

#### Modal

be able to

#### Other

arrest  
break into  
come back  
get (caught/locked out/stuck)  
interrupt  
involve  
kick  
light up  
(un)lock  
order  
perform  
reach  
reunite  
rob  
run out (of)  
score

### Adverbs

accidentally  
hardly

### Prepositions

off  
by chance

### Conjunction

even though

# BANCO DE PREGUNTAS Y RESPUESTAS

## *EITHER OR, NEITHER NOR, AM I, DO I/ CFA III*

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **NEITHER AS A DETERMINER**
- NEITHER PARENT CAME TO MEET THE TEACHER. (THE MOTHER DIDN'T COME AND THE FATHER DIDN'T COME.)
- NEITHER DRESS FITTED HER. (THERE WERE TWO DRESSES AND NOT ONE OF THEM FITTED HER.)
- **NEITHER OF BEFORE PRONOUNS AND PLURAL COUNTABLE NOUNS WHICH HAVE A DETERMINER (MY, HIS, THE) BEFORE THEM:**
- NEITHER OF US WENT TO THE CONCERT.
- NEITHER OF THE BIRTHDAY CARDS WAS SUITABLE.
- A: MIKE, WHICH WOULD YOU PREFER, TEA OR COFFEE?
- B: **NEITHER** THANKS. I'VE JUST HAD A COFFEE.
- NEITHER ... NOR
- **NEITHER AS A CONJUNCTION WITH NOR. IT CONNECTS TWO OR MORE NEGATIVE ALTERNATIVES. THIS CAN SOUND FORMAL IN SPEAKING:**
- NEITHER BRIAN NOR HIS WIFE MENTIONED ANYTHING ABOUT MOVING HOUSE. (BRIAN DIDN'T MENTION THAT THEY WERE MOVING HOUSE AND HIS WIFE DIDN'T MENTION THAT THEY WERE MOVING HOUSE.)
- NEITHER ITALY NOR FRANCE GOT TO THE QUARTER FINALS LAST YEAR.
- **NOT ... EITHER:**
- ITALY DIDN'T GET TO THE QUARTER FINALS LAST YEAR AND FRANCE DIDN'T EITHER.
- **CONJUNCTIONS**
- NEITHER DO I, NOR CAN SHE
- A: I HATE SNAKES. I CAN'T EVEN LOOK AT A PICTURE OF A SNAKE.
- B: NEITHER CAN I.
- A: JACQUELINE DOESN'T DRIVE.
- B: NOR DOES GINA.
- A: I HAVEN'T EVER TASTED CAVIAR.
- B: I HAVEN'T EITHER. (OR NEITHER HAVE I./NOR HAVE I.)
- **HAVE THE STUDENTS CONJUGATE ALL TENSES PRACTICING AGREEMENTS AND DISAGREEMENTS.**



**Nouns**

*Food and beverages*

banana  
bean  
beef  
bread  
burrito  
cake  
cappuccino  
(blue) cheese  
chicken  
chocolate  
cucumber  
(main) dish  
dessert  
dressing  
flavor  
french fries  
hamburger  
ice cream  
kebab  
lamb

lemon  
lettuce  
meat  
meatball  
mushroom  
noodle  
omelet  
pizza  
potato  
rice  
salad  
salmon  
sandwich  
seafood  
shrimp  
soup  
sushi  
tofu  
tomato  
tuna  
vinaigrette  
water

*Other*

coffee shop  
menu  
order  
review  
waiter  
waitress

**Adjectives**

baked  
bland  
fresh  
fried  
greasy  
grilled  
healthy  
international  
mashed  
mixed  
rich  
salty  
sour  
spicy  
stir-fried  
sweet  
vegetarian

**Verbs**

*Modals*

will  
would

*Other*

bring  
order  
take (an order)

**Adverbs**

a bit (+ adjective)  
either  
neither  
tonight

**Preposition**

with (lemon)



# BANCO DE PREGUNTAS Y RESPUESTAS

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## *BECAUSE, IN CASE, SO, SO THAT / CFA III*

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **BECAUSE: REASON**
- I'M GOING TO GO TO THE COMPANY'S HEAD OFFICE ON MONDAY BECAUSE THERE IS AN EMERGENCY MEETING THERE.
- **BECAUSE OF**
- BECAUSE OF THE RAIN, THE TENNIS MATCH WAS STOPPED.
- THERE WERE SO MANY PEOPLE IN THE SHOP BECAUSE OF THE SALE.
- **JUST BECAUSE**
- JUST BECAUSE YOU'RE THE BOSS, IT DOESN'T MEAN YOU CAN BE RUDE TO EVERYONE.
- **SIMPLY BECAUSE**
- I DON'T WANT TO DO IT SIMPLY BECAUSE I THINK IT'S WRONG.
- **IN CASE**
- I WILL NOT GO TO MY OFFICE BY MY CAR IN CASE IT SNOWS. ( ACTION – REASON )
- ( IT SNOWS – POSSIBILITY / I WILL NOT GO... – PRECAUTION )
- MY MOTHER PUT A CAKE IN MY HANDBAG IN CASE I WAS HUNGRY. ( ACTION – REASON )
- **SO THAT: PURPOSE**
- THE DOCTOR PUT HER HAND IN A CAST SO THAT HER BONES COULD HEAL.
- HE PUT THE CAST ON TIGHTLY SO THAT HER ARM WOULDN'T MOVE AROUND.
- WHAT IS THE EFFECT OF HAVING A CAST ON HER ARM?
- **SO: RESULT OR CONSEQUENCE**
- HER CAST IS HOT, SO IT MAKES HER ARM SWEATY AND ITCHY-HER CAST ISN'T WATERPROOF, SO SHE CAN'T GET IT WET.
- **HAVE THE STUDENTS PLAY THE ROLL OF AN INTERPRETER SPANISH INTO ENGLISH**

**Nouns**

association  
effort  
enjoyment  
flower  
groceries  
guest  
guideline  
hallway  
household chore  
laptop  
mess  
program  
seat  
security  
sound

stereo  
stranger  
survey  
tenant  
toothbrush  
towel  
trash

**Adjectives**  
following  
pleasant

**Verbs**

*Two-part verbs*  
clean up  
go through  
hang up

keep clean  
let out  
pick up  
put away  
take off  
take out  
throw out  
turn down  
turn off  
turn on  
*Other*  
admit  
apologize  
bother  
clear  
contact

criticize  
feel (free)  
lend  
lock  
make sure  
mind  
nag  
promise  
realize

**Adverbs**

as soon as  
badly  
loudly  
quietly



# BANCO DE PREGUNTAS Y RESPUESTAS

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## *LINKING WORDS OF ADDITION AND OPPOSITION/ CFA III*

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **TOPICS FOR ESSAYS**
- CONTAMINATION-TRAFFIC-INSECURITY-CRIMINALITY-EDUCATION-PUBLIC TRANSPORTATION
- **HAVE THE STUDENTS WRITE AND GIVE A SPEECH ABOUT TOPICS ABOVE USING THE VOCABULARY.**

### *VOCABULARIO*

#### **Agreement / Addition / Similarity**

The transition words like also, in addition, and, likewise, add information, reinforce ideas, and express agreement with preceding material.

in the first place, not only ... but also, as a matter of fact, in like manner, in addition, coupled with, in the same fashion / way, first, second, third, in the light of, not to mention, to say nothing of, equally important, by the same token, again, to, and, also, then, equally, identically, uniquely, like, as, too, moreover, as well as, together with, of course, likewise, comparatively, correspondingly, similarly, furthermore, additionally.

#### **Opposition / Limitation / Contradiction**

Transition phrases like but, rather and or, express that there is evidence to the contrary or point out alternatives, and thus introduce a change the line of reasoning (contrast).

although this may be true, in contrast, different from, of course ..., but, on the other hand, on the contrary, at the same time, in spite of, even so / though, be that as it may, then again, above all, in reality, after all, but, (and) still, unlike, or, (and) yet, while, besides, as much as, even though, although, instead, whereas, despite, conversely, otherwise, however, rather, nevertheless, nonetheless, regardless, notwithstanding.

# BANCO DE PREGUNTAS Y RESPUESTAS

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## *LINKING WORDS OF CAUSE AND CONSEQUENCE/ CFA III*

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **TOPICS FOR ESSAYS**
- CONTAMINATION-TRAFFIC-INSECURITY-CRIMINALITY-EDUCATION-PUBLIC TRANSPORTATION
- **HAVE THE STUDENTS WRITE AND GIVE A SPEECH ABOUT TOPICS ABOVE USING THE VOCABULARY.**

## *VOCABULARIO*

### **Cause / Condition / Purpose**

These transitional phrases present specific conditions or intentions.

in the event that, granted (that), as / so long as, on (the) condition (that), for the purpose of, with this intention, with this in mind, in the hope that, to the end that, for fear that, in order to, seeing / being that, in view of, If, ... then, unless, when, whenever, while, because of, as, since, while, least, in case, provided that, given that, only / even if, so that, so as to, owing to, in as much as, due to

### **Effect / Consequence / Result**

Some of these transition words (thus, then, accordingly, consequently, therefore, henceforth) are time words that are used to show that after a particular time there was a consequence or an effect.

as a result, under those circumstances, in that case, for this reason, in effect, for, thus, because the, then, hence, consequently, therefore, thereupon, forthwith, accordingly, henceforth

# BANCO DE PREGUNTAS Y RESPUESTAS

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## *LINKING WORDS EXAMPLES OF SUMMARIZING/ CFA III*

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **TOPICS FOR ESSAYS**
- CONTAMINATION-TRAFFIC-INSECURITY-CRIMINALITY-EDUCATION-PUBLIC TRANSPORTATION
- **HAVE THE STUDENTS WRITE AND GIVE A SPEECH ABOUT TOPICS ABOVE USING THE VOCABULARY.**

## *VOCABULARIO*

### **Conclusion / Summary / Restatement**

These transition words and phrases conclude, summarize and / or restate ideas, or indicate a final general statement.

Also some words (like therefore) from the Effect / Consequence category can be used to summarize.

as can be seen, generally speaking, in the final analysis, all things considered, as shown above, in the long run, given these points, as has been noted, in a Word, for the most part, after all, in fact, in summary, in conclusión, in short, in brief, in essence, to summarize, on balance, altogether, overall, ordinarily, usually, by and large, to sum up, on the whole, in any event, in either case, all in all, Obviously, Ultimately, Definitely

# BANCO DE PREGUNTAS Y RESPUESTAS

## RELATIVE PRONOUNS WITH DIFFERENT VERBAL TENSES/ CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **WHO-WHICH-THAT**
- THE SALES REPRESENTATIVE WHO/THAT I CONTACTED CAME TO MY OFFICE TODAY.
- THE TELEVISION THAT/WHICH I BOUGHT WAS MADE IN JAPAN.
- THE WAITER WHO/THAT I GAVE THE MONEY TO IS OVER THERE.
- THE COMPANY WHICH/THAT I WORK FOR HAS AN OFFICE IN SINGAPORE.
- **HAVE THE STUDENTS CONJUGATE ALL TENSES WITH THE RELATIVE PRONOUNS.**

## VOCABULARIO

### Nouns

#### Events

coincidence  
disaster  
emergency  
lucky break  
misfortune  
mystery  
predicament  
triumph

#### Other

achievement  
(classified) ads  
ambulance  
(job) applicant  
carjacker  
coast  
destruction  
diver  
(revolving) door  
doorstep  
driver  
editorial  
elevator  
envelope  
eye  
(good) fortune  
freeway  
gold  
illusion  
incident  
(driver's) license

locker  
mailbox  
pain  
police  
(hair care) product  
protester  
(coral) reef  
robbery  
secretary  
shipwreck  
sky  
solution  
stuff  
(hair) stylist  
suffering  
surprise  
thief  
twin

**Pronoun**  
each other

#### Adjectives

apart  
connected  
half  
identical  
obvious  
puzzling  
quick  
strange  
sudden  
unexplained

### Verbs

#### Modal

be able to

#### Other

arrest  
break into  
come back  
get (caught/locked out/stuck)  
interrupt  
involve  
kick  
light up  
(un)lock  
order  
perform  
reach  
reunite  
rob  
run out (of)  
score

#### Adverbs

accidentally  
hardly

#### Prepositions

off  
by chance

#### Conjunction

even though

# BANCO DE PREGUNTAS Y RESPUESTAS

## "IT" CLAUSES/ CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- I DON'T MIND IT **WHEN** PEOPLE TALK LOUDLY DURING A MOVIE
- I DON'T LIKE IT **WHEN** A CELL PHONE RINGS IN THE CLASSROOM
- I CAN'T STAND IT **WHEN** A CHILD SCREAMS IN A RESTAURANT
- IT BOTHERS ME **WHEN** A TEACHER FORGETS MY NAME.
- IT UPSETS ME **WHEN** PEOPLE ARRIVE LATE FOR APPOINTMENTS.
- **HAVE THE STUDENTS CREATE QUESTIONS AND EXPRESS LIKES AND DISLIKES.**

## VOCABULARIO

### Nouns

#### Jobs/Occupations

accountant  
architect  
artist  
bookkeeper  
(entertainment) director  
journalist  
marine biologist  
model  
novelist  
reporter  
songwriter  
stockbroker

### Other

activity  
article  
attitude  
calendar  
co-worker  
cruise ship  
decision  
diaper  
employer  
excursion  
experience  
marketing  
personnel  
pressure  
product  
requirement  
résumé  
stock market

### Adjectives

assistant  
bad-tempered  
bilingual  
creative  
critical  
disorganized  
door-to-door  
forgetful  
generous  
hardworking  
impatient  
level-headed  
moody  
patient  
punctual  
recent  
reliable  
strict  
unfriendly

### Verbs

break (into)  
commute  
do for a living  
hire  
interview  
iron  
maintain  
make (a decision/  
a mistake)  
manage  
organize  
schedule

### Prepositions

to and from  
toward



# BANCO DE PREGUNTAS Y RESPUESTAS

## EMBEDDED QUESTIONS AND REQUEST WITH MODALS/ CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **MODALS OF POLITE REQUEST: WOULD YOU, COULD YOU, WILL YOU, CAN YOU**
- **NORMAL QUESTION:** WHERE IS THE STATION?
- **INDIRECT QUESTION (THAT INCLUDES AN EMBEDDED QUESTION): WOULD, COULD, WILL, CAN YOU TELL ME WHERE THE STATION IS?**
- **NORMAL QUESTION:** WHERE DOES SHE WORK?
- **EMBEDDED QUESTION IN A STATEMENT:** I DON'T KNOW WHERE SHE WORKS. (HERE 'WHERE SHE WORKS' IS THE OBJECT.)
- **NORMAL QUESTION:** WHERE DOES SHE WORK?
- **EMBEDDED QUESTION IN A STATEMENT:** WHERE SHE WORKS IS VERY FAR. (HERE 'WHERE SHE WORKS' IS THE SUBJECT.)
- **VERBS THAT WE OFTEN USE WITH EMBEDDED QUESTIONS:**
- **WONDER:** I WONDER WHY SHE SAID THAT.
- **KNOW:** THEY DON'T KNOW WHAT THEY'RE DOING.
- **REMEMBER:** WE DON'T REMEMBER WHERE THE HOUSE IS.
- **BE SURE:** I'M NOT SURE WHEN WE'RE GOING TO ARRIVE.
- **FIND OUT:** LET'S FIND OUT WHAT TIME THE SHOW STARTS.
- **THINK ABOUT:** SHE'S THINKING ABOUT HOW SHE'S GOING TO DO IT.
- **FORGET:** I'VE FORGOTTEN WHY I STARTED THIS.
- **HAVE THE STUDENTS CREATE QUESTIONS AND EXPRESS LIKES AND DISLIKES.**

## VOCABULARIO

### COGNATES AND FALSE COGNATES

English Word	Correct Spanish Word	Confused With	English Translation
actually	en realidad	actualmente	currently
assist	ayudar	asistir	to attend

English Word	Correct Spanish Word	Confused With	English Translation
attend	asistir	atender	to attend to
bizarre	extraño	bizarro	gallant
carpet	alfombra	carpeta	folder
choke	estrangular	chocar	to collide
deception	engaño	decepción	disappointment
embarrassed	avergonzado	embarazada	pregnant
exit	salida	éxito	success
idiom	modismo	idioma	language

# BANCO DE PREGUNTAS Y RESPUESTAS

## *EXPECTATIONS: SUPPOSED TO, EXPECTED TO / CFA III*

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **YOU ARE SUPPOSED TO TAKE MEDICINE / WHAT ARE YOU SUPPOSED TO DO WHEN YOU ARE SICK?**
- **YOU ARE EXPECTED TO BE HONEST WHEN YOU ARE TRUSTED/ WHAT ARE YOU EXPECTED TO DO WHEN YOU ARE TRUSTED?**
- **HAVE THE STUDENTS CREATE SITUATIONS WHERE THE STRUCTURES ARE USED, HAVE THEM CREATE QUESTIONS.**

## *VOCABULARIO*

### **Nouns**

challenge  
cooking  
climate  
culture shock  
host  
language  
temple  
tip

### **Adjectives**

#### *Feelings*

anxious  
(un)comfortable  
confident  
curious  
embarrassed  
enthusiastic  
fascinated

homesick

insecure  
nervous  
uncertain  
worried

### **Verbs**

#### *Modal*

would/could

#### *Other*

communicate  
eat out  
feel  
get used to  
get sick  
have (a baby)  
keep (in mind)  
plan  
take (photographs)

### **Adverbs**

along  
appropriately  
ever  
(the) most

### **Prepositions**

by (bus/train)  
for (a while/example)  
in (public)

# BANCO DE PREGUNTAS Y RESPUESTAS

## MODALS FOR DEDUCTIONS, DEGREES OF CERTAINTY / CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- 100% – COMPLETELY OR ALMOST CERTAIN: **MUST, CAN'T, COULDN'T.**
- 80% – EXPECTING TO BE CERTAIN: **SHOULD.**
- 50% – MAYBE CERTAIN: **MIGHT, MAY, COULD.**
- HE **MUST BE** A CHEF (WE ARE VERY CERTAIN, BECAUSE OF HIS UNIFORM AND WHAT HE IS DOING)
- HE **CAN'T BE** A POLICEMAN (WE ARE VERY CERTAIN HE IS NOT A POLICEMAN)
- **MUST HAVE + PAST PARTICIPLE: WHEN WE DRAW THE CONCLUSION THAT SOMETHING DID HAPPEN**
- SHEILA GOT A TAN. SHE **MUST HAVE SPENT** A LOT OF TIME IN THE SUN LATELY.
- THERE WAS ONE BANANA LEFT, BUT NOW IT'S GONE. MY HUSBAND **MUST HAVE EATEN** IT.
- **COULDN'T HAVE + PAST PARTICIPLE: WHEN WE ARE CERTAIN THAT SOMETHING WAS IMPOSSIBLE**
- MARTHA **COULDN'T HAVE TAKEN** YOUR NOTEBOOK; SHE WASN'T EVEN IN CLASS YESTERDAY.
- THE COOKIES ARE GONE. BUT ERIC **COULDN'T HAVE REACHED** THE COOKIES ON THE TOP SHELF; HE **MUST HAVE ASKED** HIS OLDER BROTHER TO GET THEM.
- **HAVE THE STUDENTS CREATE SITUATIONS WHERE THE STRUCTURES ARE USED, HAVE THEM CREATE QUESTIONS.**

## VOCABULARIO

### Nouns

bank account  
bar/bat mitzvah  
confirmation  
high school  
importance  
paycheck  
promotion  
relationship  
rite of passage  
Sweet 15/16  
turning point

### Pronoun

myself

### Adjectives

#### *Behavior and personality*

ambitious  
argumentative  
carefree  
conscientious  
(im)mature  
naive  
pragmatic  
rebellious  
(ir)responsible  
selfish  
sensible  
sophisticated  
tolerant

#### *Other*

broke  
practical

### Verbs

appreciate  
find out  
go back  
make (friends)  
retire  
save (money)  
tend (to)

### Adverb

Not . . . anymore

### Preposition

at (this job)

# BANCO DE PREGUNTAS Y RESPUESTAS

## PERFECT MODALS/ CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- THE BOY **COULD HAVE DONE** THE DISHES HIMSELF, BUT HIS FATHER DECIDED TO HELP.
- THE GIRL **SHOULDN'T HAVE SPUN** AROUND SO MANY TIMES. SHE GOT DIZZY AND FELL DOWN.
- THIS HOUSE OF CARDS **WOULD HAVE FALLEN** OVER IF THE PERSON WHO BUILT IT HADN'T BEEN SO CAREFUL.
- MY GRANDFATHER **MAY HAVE USED** THIS CAMERA WHEN HE WAS A YOUNG MAN, BUT I'M NOT SURE.
- HER MOTHER **MIGHT HAVE PUT** MUSTARD ON HER SANDWICH. SHE HOPES NOT.
- THEY **MUST HAVE PRACTICED** A LOT BECAUSE THEY'RE VERY GOOD MUSICIANS.
- BY 2011, I **WILL HAVE LIVED** IN MINNESOTA FOR 20 YEARS.
- **HAVE THE STUDENTS CREATE QUESTIONS FOR THE SENTENCES ABOVE.**

## VOCABULARIO

### Nouns

addiction  
(goodwill) ambassador  
emergency room  
grade  
land mine  
nursing home  
orphanage  
senior citizen  
(animal/homeless) shelter  
weakness

### Adjectives

adaptable  
compassionate  
courageous

cynical  
dependent  
frustrating  
(un)imaginative  
(visually) impaired  
insensitive  
life-or-death  
resourceful  
rigid  
self-sufficient  
timid  
upbeat  
youthful

### Verbs

accomplish  
deal with  
manage (to)

### Adverb

ahead

### Preposition

on (a regular basis)  
on (one's own)

# BANCO DE PREGUNTAS Y RESPUESTAS

## INFINITIVE COMPLEMENTS/ CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **WITHOUT TO**
- THE MANAGER WILL NEED A HOLIDAY.
- I DARE SAY YOU'VE NEVER MET MY BROTHER JAMES.
- I HEARD HIM LEAVE THE OFFICE BY THE BACK DOOR.
- **WITH TO**
- I WISH TO LEAVE, AND I WOULD LIKE TO GO HOME.
- YOU NEED TO SEE A DOCTOR AS SOON AS POSSIBLE.
- HE DEMANDED TO SEE THE MANAGER, SO I AGREED TO LET HIM IN.
- I FULLY EXPECT TO FINISH THE JOB BY THIS EVENING.
- **PAST INFINITIVE, ACTIVE**
- I WANT TO HAVE FINISHED THE JOB, BEFORE I GO HOME
- YOU NEED TO HAVE PASSED THE TEST, OR ELSE YOU WON'T BE ADMITTED.
- UH ! YOU'RE SUPPOSED TO HAVE PAINTED IT BLUE, NOT PINK !
- **PASSIVE INFINITIVE**
- THE CAR NEEDS TO BE CLEANED BEFORE YOU TRY TO SELL IT.
- THE CAR NEEDS TO HAVE BEEN CLEANED BEFORE YOU TRY TO SELL IT.
- THE MAYOR LIKES TO BE INVITED TO OFFICIAL DINNERS.
- THE DOOR APPEARS TO HAVE BEEN LEFT OPEN ALL NIGHT..
- **OTHER USE**
- I STOPPED TO LISTEN TO THE MUSIC = I STOPPED SOMETHING ELSE IN ORDER TO LISTEN TO THE MUSIC.
- I STOPPED LISTENING TO THE MUSIC = I FINISHED LISTENING TO THE MUSIC.
- I REMEMBERED TO DO THE SHOPPING = I DID THE SHOPPING BECAUSE I REMEMBERED.
- I REMEMBERED DOING THE SHOPPING = I KNOW THAT I DID THE SHOPPING.
- **INFINITIVE AS A COMPLEMENT TO AN ADJECTIVE**
- I WAS PLEASED TO SEE YOU.
- IT WAS VERY CLEVER OF YOU TO WIN THE PRIZE.
- YOU'D DO BETTER\* TO CHOOSE A DIFFERENT HOLIDAY ALTOGETHER.
- **HAVE THE STUDENTS CREATE EXAMPLES AND DO INTERPRETATIONS FROM SPANISH INTO ENGLISH.**

**Nouns**

**Electronics**

answering machine  
calculator  
hair dryer  
oven  
refrigerator  
remote control  
(flat-screen) TV  
telephone  
washing machine

**Other**

control  
crack  
damage  
discount  
dry cleaner  
landlord  
lamp shade  
lens  
(jacket) lining  
mug  
pair (of)  
pitcher  
receipt  
refund  
scratch

shirt  
stain  
store credit  
tablecloth  
tabletop  
tear  
temperature  
vase

**Pronoun**

everything

**Adjectives**

**Past participles**

chipped  
cracked  
damaged  
dented  
(well) made  
scratched  
stained  
torn  
worn

**Other**

dirty  
solar-powered  
undercooked

**Verbs**

adjust  
break (down)  
charge  
crash  
deliver  
flicker  
go dead  
jam  
leak  
overheat  
purchase  
repair  
replace  
shrink  
skip  
work (= function)

**Adverbs**

by hand  
even (when)  
over  
right away/now

**Conjunction**

through



# BANCO DE PREGUNTAS Y RESPUESTAS

## ADVERBIAL CLAUSES/ CFA III

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- KEEP HITTING THE GONG HOURLY(NORMAL ADVERB)-KEEP HITTING THE GONG UNTIL I TELL YOU TO STOP.
- (ADVERBIAL CLAUSE)
- **ADVERBS OF TIME**
- AN ADVERB OF TIME STATES WHEN SOMETHING HAPPENS OR HOW OFTEN. AN ADVERB OF TIME OFTEN STARTS WITH ONE OF THE FOLLOWING SUBORDINATING CONJUNCTIONS: AFTER, AS, AS LONG AS, AS SOON AS, BEFORE, NO SOONER THAN, SINCE, UNTIL, WHEN, OR WHILE.
- AFTER THE GAME HAS FINISHED, THE KING AND PAWN GO INTO THE SAME BOX.
- I STOPPED BELIEVING IN SANTA CLAUS WHEN MY MOTHER TOOK ME TO SEE HIM IN A DEPARTMENT STORE, AND HE ASKED FOR MY AUTOGRAPH.
- AS SOON AS YOU TRUST YOURSELF, YOU WILL KNOW HOW TO LIVE.
- **ADVERBS OF PLACE**
- AN ADVERB OF PLACE STATES WHERE SOMETHING HAPPENS. AN ADVERB OF PLACE OFTEN STARTS WITH A PREPOSITION (E.G., IN, ON, NEAR) OR ONE OF THE FOLLOWING SUBORDINATING CONJUNCTIONS: ANYWHERE, EVERYWHERE, WHERE, OR WHEREVER.
- IN A WORLD WHERE THERE IS SO MUCH TO BE DONE, I FELT STRONGLY IMPRESSED THAT THERE MUST BE SOMETHING FOR ME TO DO.
- I AM NOT AFRAID OF THE PEN, THE SCAFFOLD, OR THE SWORD. I WILL TELL THE TRUTH WHEREVER I PLEASE.
- **ADVERBS OF MANNER**
- AN ADVERB OF MANNER STATES HOW SOMETHING IS DONE. AN ADVERB OF MANNER OFTEN STARTS WITH ONE OF THE FOLLOWING SUBORDINATING CONJUNCTIONS: AS, LIKE, OR THE WAY:
- HE ACTS LIKE IT IS A JOKE.
- WE DON'T HAVE CONVERSATIONS. YOU TALK AT ME THE WAY A TEACHER TALKS TO A NAUGHTY STUDENT.
- EXCEPT FOR AN OCCASIONAL HEART ATTACK, I FEEL AS YOUNG AS I EVER DID. (ROBERT BENCHLEY)
- **ADVERBS OF DEGREE OR COMPARISON**
- AN ADVERB OF DEGREE STATES TO WHAT DEGREE SOMETHING IS DONE OR OFFERS A COMPARISON. AN ADVERB OF DEGREE OFTEN STARTS WITH ONE OF THE FOLLOWING SUBORDINATING CONJUNCTIONS: THAN, AS...AS, SO...AS, OR THE...THE:
- A VACUUM IS A HELL OF A LOT BETTER THAN SOME OF THE STUFF THAT NATURE REPLACES IT WITH.
- HE IS AS SMART AS HE IS TALL.
- SHE IS NOT SO BRIGHT AS SHE THINKS SHE IS.
- SOMETIMES, THE VERB IN AN ADVERB OF DEGREE IS UNDERSTOOD (I.E., NOT PRESENT). FOR EXAMPLE:



- YOU ARE TALLER THAN I.
- (IN THIS EXAMPLE, THE VERB AM HAS BEEN OMITTED. THIS IS PERMISSIBLE.)
- YOU ARE TALLER THAN I AM.
- (THIS IS THE FULL VERSION.)
- YOU ARE TALLER THAN ME.
- **ADVERBS OF CONDITION**
- AN ADVERB OF CONDITION STATES THE CONDITION FOR THE MAIN IDEA TO COME INTO EFFECT. AN ADVERB OF CONDITION OFTEN STARTS WITH IF OR UNLESS:
- IF THE FACTS DON'T FIT THE THEORY, CHANGE THE FACTS.
- IF THE ENGLISH LANGUAGE MADE ANY SENSE, A CATASTROPHE WOULD BE AN APOSTROPHE WITH FUR.
- IF ALL THE RICH PEOPLE IN THE WORLD DIVIDED UP THEIR MONEY AMONG THEMSELVES, THERE WOULDN'T BE ENOUGH TO GO AROUND.
- **ADVERBS OF CONCESSION**
- AN ADVERB OF CONCESSION OFFERS A STATEMENT WHICH CONTRASTS WITH THE MAIN IDEA. AN ADVERB OF CONCESSION OFTEN STARTS WITH ONE OF THE FOLLOWING SUBORDINATING CONJUNCTIONS: THOUGH, ALTHOUGH, EVEN THOUGH, WHILE, WHEREAS, OR EVEN IF:
- ALTHOUGH GOLF WAS ORIGINALLY RESTRICTED TO WEALTHY, OVERWEIGHT PROTESTANTS, TODAY IT'S OPEN TO ANYBODY WHO OWNS HIDEOUS CLOTHING.
- A LOUD VOICE CANNOT COMPETE WITH A CLEAR VOICE, EVEN IF IT'S A WHISPER.
- **ADVERBS OF REASON**
- AN ADVERB OF REASON OFFERS A REASON FOR THE MAIN IDEA. AN ADVERB OF REASON OFTEN STARTS WITH ONE OF THE FOLLOWING SUBORDINATING CONJUNCTIONS: AS, BECAUSE, GIVEN, OR SINCE:
- I DON'T HAVE A BANK ACCOUNT, BECAUSE I DON'T KNOW MY MOTHER'S MAIDEN NAME.
- SINCE YOU ARE LIKE NO OTHER BEING EVER CREATED SINCE THE BEGINNING OF TIME, YOU ARE INCOMPARABLE.
- **PROPERTIES OF AN ADVERBIAL CLAUSE**
- HERE ARE THE PROPERTIES OF AN ADVERBIAL CLAUSE:
- AN ADVERBIAL CLAUSE IS AN ADJUNCT. THIS MEANS IT CAN BE REMOVED WITHOUT THE SENTENCE BEING GRAMMATICALLY WRONG.
- AN ADVERBIAL CLAUSE IS A DEPENDENT CLAUSE. THIS MEANS IT CANNOT STAND ALONE AS MEANINGFUL SENTENCE IN ITS OWN RIGHT.
- AN ADVERBIAL CLAUSE USUALLY STARTS WITH A SUBORDINATING CONJUNCTION (E.G., ALTHOUGH, BECAUSE, IF, UNTIL, WHEN)
- AN ADVERBIAL CLAUSE WILL CONTAIN A SUBJECT AND A VERB. (THIS IS WHAT MAKES IT A CLAUSE AS OPPOSED TO A PHRASE.)
- **HAVE THE STUDENTS USE THE STRUCTURES BY INTERPRETING FROM SPANIS INTO ENGLISH.**

<https://construyefuturo.com/>

*VOCABULARIO*

abnormally. aboard. about. abroad. absentmindedly. ...  
badly. barely. bashfully. beautifully. before. ...  
calmly. candidly. carefully. carelessly. casually. ...  
daily. daintily. dangerously. daringly. ...  
eagerly. early. earnestly. easily. ...  
fairly. faithfully. famously. far. ...  
generally. generously. gently. genuinely. ...  
habitually. half-heartedly. handily. handsomely.



# BANCO DE PREGUNTAS Y RESPUESTAS

## PHRASAL VERBS PART II/ CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- YES, I COULD **TAKE OUT** THE TRASH / COULD YOU **TAKE OUT** THE TRASH?
- NO, I COULD NOT **TAKE OUT** THE TRASH / COULD YOU **TAKE OUT** THE TRASH?
- I **PUT UP** DIFFICULT SITUATIONS / WHAT WOULD YOU **PUT UP**?
- **HAVE THE STUDENTS KNOW MORE VOCABULARY, HAVE THEM CREATE QUESTIONS AND INTERPRET.**

### VOCABULARIO

#### Nouns

association  
effort  
enjoyment  
flower  
groceries  
guest  
guideline  
hallway  
household chore  
laptop  
mess  
program  
seat  
security  
sound

stereo  
stranger  
survey  
tenant  
toothbrush  
towel  
trash

#### Adjectives

following  
pleasant

#### Verbs

##### Two-part verbs

clean up  
go through  
hang up

keep clean  
let out  
pick up  
put away  
take off  
take out  
throw out  
turn down  
turn off  
turn on

#### Other

admit  
apologize  
bother  
clear  
contact

criticize  
feel (free)  
lend  
lock  
make sure  
mind  
nag  
promise  
realize

#### Adverbs

as soon as  
badly  
loudly  
quietly

# BANCO DE PREGUNTAS Y RESPUESTAS

## ENGLISH IDIOMS/ CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **'THE BEST OF BOTH WORLDS'** – MEANS YOU CAN ENJOY TWO DIFFERENT OPPORTUNITIES AT THE SAME TIME.
- "BY WORKING PART-TIME AND LOOKING AFTER HER KIDS TWO DAYS A WEEK SHE MANAGED TO GET THE BEST OF BOTH WORLDS."
- 2. **'SPEAK OF THE DEVIL'** – THIS MEANS THAT THE PERSON YOU'RE JUST TALKING ABOUT ACTUALLY APPEARS AT THAT MOMENT.
- "HI TOM, SPEAK OF THE DEVIL, I WAS JUST TELLING SARA ABOUT YOUR NEW CAR."
- 3. **'SEE EYE TO EYE'** – THIS MEANS AGREEING WITH SOMEONE.
- "THEY FINALLY SAW EYE TO EYE ON THE BUSINESS DEAL."
- 4. **'ONCE IN A BLUE MOON'** – AN EVENT THAT HAPPENS INFREQUENTLY.
- "I ONLY GO TO THE CINEMA ONCE IN A BLUE MOON."
- 5. **'WHEN PIGS FLY'** – SOMETHING THAT WILL NEVER HAPPEN.
- "WHEN PIGS FLY SHE'LL TIDY UP HER ROOM."
- 6. **'TO COST AN ARM AND A LEG'**– SOMETHING IS VERY EXPENSIVE.
- "FUEL THESE DAYS COSTS AN ARM AND A LEG."
- 7. **'A PIECE OF CAKE'**– SOMETHING IS VERY EASY.
- "THE ENGLISH TEST WAS A PIECE OF CAKE."
- 8. **'LET THE CAT OUT OF THE BAG'** – TO ACCIDENTALLY REVEAL A SECRET.
- "I LET THE CAT OUT OF THE BAG ABOUT THEIR WEDDING PLANS."
- 9. **'TO FEEL UNDER THE WEATHER'** – TO NOT FEEL WELL.
- "I'M REALLY FEELING UNDER THE WEATHER TODAY; I HAVE A TERRIBLE COLD."
- 10. **'TO KILL TWO BIRDS WITH ONE STONE'** – TO SOLVE TWO PROBLEMS AT ONCE.
- "BY TAKING MY DAD ON HOLIDAY, I KILLED TWO BIRDS WITH ONE STONE. I GOT TO GO AWAY BUT ALSO SPEND TIME WITH HIM."
- **HAVE THE STUDENTS KNOW MORE VOCABULARY, HAVE THEM CREATE QUESTIONS AND INTERPRET.**

<b>Fly on the Wall</b>	To be an unnoticed observer
<b>Ants In Your Pants</b>	Restlessness
<b>Bell the Cat</b>	Take on a difficult or impossible task
<b>Early Bird</b>	Someone who gets up early.
<b>Get Someone's Goat</b>	To irritate someone deeply
<b>Go to the Dogs</b>	To become disordered, to decay
<b>Beyond the Pale</b>	Too morally or socially extreme to accept
<b>Mother Nature</b>	The natural world
<b>Through the Grapevine</b>	Via gossip
<b>Out of the Woods</b>	No longer in danger
<b>All Wet</b>	Completely mistaken
<b>On Cloud Nine</b>	Extremely happy
<b>Rain Cats And Dogs</b>	Rain heavily
<b>Chase Rainbows</b>	To pursue unrealistic goals
<b>Cutting-Edge</b>	Very novel, innovative
<b>Once In A Blue Moon</b>	Very rarely

# BANCO DE PREGUNTAS Y RESPUESTAS

## THE PUNCTUATION MARKS/ CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **THE PUNCTUATION MARKS ARE:** PERIOD, COMMA, QUESTION MARK, HYPHEN, DASH, PARENTHESES, APOSTROPHE, ELLIPSIS, QUOTATION MARK, COLON, SEMICOLON, EXCLAMATION POINT.
- **HAVE THE STUDENTS KNOW MORE VOCABULARY, HAVE THEM CREATE QUESTIONS AND INTERPRET.**

### VOCABULARIO

#### **Nouns**

##### *Movie types*

action  
adventure  
animated  
classic  
comedy  
documentary  
drama  
fantasy  
horror  
musical  
mystery  
romance  
science fiction  
thriller  
war

##### *Other*

acting  
alien  
bill  
category

character  
critic  
director  
iceberg  
mania  
mayor  
photography  
script  
smile  
society  
special effect  
story  
studio  
title  
village

#### **Adjectives**

absurd  
bizarre  
disgusting  
dreadful  
dumb

fair  
fascinating  
hilarious  
horrible  
main  
marvelous  
odd  
outstanding  
poor  
ridiculous  
silly  
stupid  
talented  
weird  
wonderful

#### **Verbs**

amaze  
amuse  
annoy  
be based (on)  
bore

chase  
confuse  
disgust  
embarrass  
excite  
fascinate  
get left (behind)  
interest  
laugh  
put down  
rate  
remind  
scare  
shock  
sink  
surprise  
take place

#### **Adverbs**

by mistake  
in a row

# BANCO DE PREGUNTAS Y RESPUESTAS

## HOW TO APPLY FOR A JOB?/ CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- **HAVE THE STUDENTS CREATE A RESUME DESCRIBING THEIR SKILLS, HAVE THEM INTERPRET FROM SPANISH INTO ENGLISH IN A JOB INTERVIEW.**

### VOCABULARIO

#### **Nouns**

##### *Movie types*

action  
adventure  
animated  
classic  
comedy  
documentary  
drama  
fantasy  
horror  
musical  
mystery  
romance  
science fiction  
thriller  
war

##### *Other*

acting  
alien  
bill  
category

character  
critic  
director  
iceberg  
mania  
mayor  
photography  
script  
smile  
society  
special effect  
story  
studio  
title  
village

#### **Adjectives**

absurd  
bizarre  
disgusting  
dreadful  
dumb

fair  
fascinating  
hilarious  
horrible  
main  
marvelous  
odd  
outstanding  
poor  
ridiculous  
silly  
stupid  
talented  
weird  
wonderful

#### **Verbs**

amaze  
amuse  
annoy  
be based (on)  
bore

chase  
confuse  
disgust  
embarrass  
excite  
fascinate  
get left (behind)  
interest  
laugh  
put down  
rate  
remind  
scare  
shock  
sink  
surprise  
take place

#### **Adverbs**

by mistake  
in a row

# BANCO DE PREGUNTAS Y RESPUESTAS

## FORMAL / INFORMAL LETTERS/ CFA III

LOS ESTUDIANTES DEBEN PODER RESPONDER CADA PREGUNTA USANDO LA ESTRUCTURA CORRESPONDIENTE, DEBEN PODER CREAR LA PREGUNTA AL DARLES LA RESPUESTA Y DEBEN PODER LLEVAR DE ESPAÑOL A INGLÉS TANTO LA PREGUNTA CÓMO LA RESPUESTA PARA PODER TENER EL NIVEL ACADÉMICO QUE EXIGE LA INSTITUCIÓN Y EL MARCO COMÚN EUROPEO.

- HAVE THE WRITTE FORMAL AND INFORMAL LETTERS ABOUT CERTAIN TOPICS, HAVE THEM USE PASSIVE VOICE FOR FORMAL LETTERS AND ACTIVE VOICE FOR INFORMAL LETTERS USING LINKING WORDS AND MAKE SURE THEY CAN EXPRESS DIAGNOSTICS, CAUSES, CONSEQUENCES AND POSSIBLE SOLUTIONS FOR CERTAIN SITUATIONS.

### VOCABULARIO

#### Nouns

##### *Jobs/Occupations*

accountant  
architect  
artist  
bookkeeper  
(entertainment) director  
journalist  
marine biologist  
model  
novelist  
reporter  
songwriter  
stockbroker

#### *Other*

activity  
article  
attitude  
calendar  
co-worker  
cruise ship  
decision  
diaper  
employer  
excursion  
experience  
marketing  
personnel  
pressure  
product  
requirement  
résumé  
stock market

#### Adjectives

assistant  
bad-tempered  
bilingual  
creative  
critical  
disorganized  
door-to-door  
forgetful  
generous  
hardworking  
impatient  
level-headed  
moody  
patient  
punctual  
recent  
reliable  
strict  
unfriendly

#### Verbs

break (into)  
commute  
do for a living  
hire  
interview  
iron  
maintain  
make (a decision/  
a mistake)  
manage  
organize  
schedule

#### Prepositions

to and from  
toward