



INSTITUTO de ENSEÑANZAS a DISTANCIA de ANDALUCÍA

PAU
Mayores de 25 años

Contenidos

Inglés

Resumen de las unidades 1 y 2

Actividad de lectura

Te presentamos a Laura, una chica italiana que actualmente reside en Londres. Lee el siguiente texto para conocer sobre su vida personal y profesional. Intenta traducirlo y comprueba los resultados pulsando en el "Pulse aquí", donde también encontrarás algunos consejos de traducción.



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Pierre Mallien bajo CC

*Laura is from Torino , a lovely old village in Italy, but now she lives in London with her husband and their four children. She is 37 years old and she is tall and thin. She **has got** big blue eyes and very dark hair. Laura's children are bilingual because Laura's husband is English, so they speak Italian and English fluently. Now, they are even learning German at school!*

Laura and their family live in a very big old flat in the city centre. The flat has got four rooms, a large kitchen and two bathrooms. The children go to an elementary school near their home. They start at 8.00, have lunch there and come back home in the afternoon. Laura is a modern working woman. She starts very early. From Monday to Friday she gets up at half past six and has a shower and a cup of coffee for breakfast. She usually leaves home at 7.00 a.m. She is a journalist at a local newspaper. She gets to

the office at 8.00 and finishes at 4.00 p.m. Then, she goes shopping and she usually meet some friends at a cafeteria in the city centre. Her husband Paul, gets home at 5.00 p.m, then they read the newspaper and do some cooking. After having dinner, they usually watch television and then go to bed.

At the weekend they like going swimming in a lake near their house and going to the movies.

Laura likes living in London because it is a very big and exciting city. There are many historical buildings and museums. She also enjoys watching musicals and plays at the many theatres you can find in the West End.

Importante

¿Te has fijado en la parte subrayada? Sí, se trata del verbo **To Be** (*ser, estar* en español). En inglés es uno de los verbos más importantes y nos ayuda a expresar sentimientos, emociones y a transmitir **información personal** . Recuerda que la edad

y decir lo que tenemos o no.

Fíjate en esta frase del texto: *She usually leaves home at 7.00* . Con ella expresamos lo que Laura hace todos los días, para hablar de la **rutina y acciones habituales** . Para ello usamos el verbo en **Presente Simple** y lo complementamos con **adverbios de frecuencia** a para indicar cuándo realizamos una acción. ¿Recuerdas la forma?

Aquí tienes unos enlaces para poder repasar el uso y forma de estos verbos:

To Be	Have got	Present Simple
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¡Recuerda!

● **Verbo *to be* : Ser o estar . Formas:**

Am, is, are

Am not, isn't, aren't

Am I?, are you?, is he?

● **Verbo *have got* : Tener . Formas:**

Have got, has got

Haven't got, hasn't got

Have you got?, has he got?

● **Presente simple. Ej: *yo trabajo (work)* . Formas:**

Work, works

Don't work, doesn't work

Do you work?, does he/she work?

Actividad de lectura

Mira el siguiente vídeo. El cantante Rod Stewart interpreta "*I'm sailing*". Si quieres puedes ir leyendo la letra de la canción. Es muy sencilla y abajo encontrarás la traducción.



*I am sailing, I am sailing,
home again 'cross the sea.
I am sailing, stormy waters,
to be near you, to be free.
I am flying, I am flying,
like a bird 'cross the sky.
I am flying, passing high clouds,
to be with you, to be free.
Can you hear me, can you hear me
thro' the dark night, far away,
I am dying, forever trying,
to be with you, who can say.
Can you hear me, can you hear me,
thro' the dark night far away.
I am dying, forever trying,
to be with you, who can say.
We are sailing, we are sailing,
home again 'cross the sea.
we are sailing stormy waters,
to be near you, to be free.
Oh lord, to be near you, to be free.
oh lord, to be near you, to be free,
oh lord.*

Importante

A lo largo de la canción se repite el verbo ***I'm sailing*** (*estoy navegando*). ¿Reconoces esta forma verbal? Efectivamente, es el **Presente Continuo** . Junto al Presente Simple, es uno de los tiempos más importantes en inglés. Se traduce por la perífrasis **"estar +gerundio"** (= estar comiendo, estar navegando...). En inglés lo usamos para expresar **acciones que estamos realizando justo en el momento de**

Remember:

● **Present continuous . Formas (*am flying*):**

am reading, am not reading

is reading, isn't reading

are reading, aren't reading

am I reading?, is he reading?, are you reading?

En este enlace podrás practicar la forma y uso de este tiempo verbal del presente.

Present Continuous

En la unidad 1 tratamos sobre las **ciudades**, el vocabulario relacionado con ellas y cómo **dar direcciones** y **preguntar por lugares**. Aquí tienes varias lecturas que te ayudarán a recordar las estructuras básicas sobre este tema.

Actividad de lectura



Imagen en Flickr de [vgm8383](#) bajo [CC](#)

Edinburgh is the capital of Scotland and its second largest city, after Glasgow. Edinburgh is 45 miles away from Glasgow, 15 from Livingston and 100 miles from Carlisle and Aberdeen.

It is in the south-east of Scotland, on the east coast of Scotland's "Central Belt", on the south shore of the Firth of Forth, on the North Sea and, because of its rugged setting and vast collection of Medieval and Georgian architecture including numerous stone

tenements, it is one of the most dramatic cities in Europe.

It has been the capital of Scotland since 1437 (replacing Scone) and is the seat of the Scottish Parliament. The city was one of the major centres of the Enlightenment, led by the University of Edinburgh, gaining the nickname "the Athens of the North". The Old Town and New Town districts of Edinburgh were listed as a UNESCO World Heritage Site in 1995. There are over 4,500 listed buildings within the city. In the census of 2001, Edinburgh had a total resident population of 448,624.

Edinburgh is well-known for the annual Edinburgh Festival, a collection of official and independent festivals held annually over about four weeks from early August. The number of visitors attracted to Edinburgh for the Festival, is roughly equal to the settled population of the city. The most famous of these events are the Edinburgh Fringe (the largest performing arts festival in the world), the Edinburgh International Festival, the Edinburgh Military Tattoo, and the Edinburgh International Film Festival.

Other notable events include the Hogmanay street party (31 December), Burns Night (25 January), St. Andrew's Day (November 30), and the Beltane celebrations (30 April).

The city is one of Europe's major tourist destinations, attracting roughly 13 million visitors a year, and is the second most visited tourist destination in the United Kingdom, after London.

Texto adaptado de [saberingles](#)

Importante

Hablando de ciudades, ¿recuerdas cómo se pregunta y se indica cómo llegar a un lugar? ¿Sabrías describir una ruta completa en inglés? Fíjate en este vídeo, seguro que te ayuda a recordar.



Actividad de lectura

Aquí tienes un texto con varios diálogos sobre direcciones. ¿Sabrías traducirlos?



Imagen en Flickr de [Un ragazzo chiamato Bi](#) bajo CC

Directions by Street Name and Nearby Landmarks:

A: You look lost. Can I help you?

B: Yeah. I'm looking for the Caprice Theater. Do you know where it is?

A: It's on the corner of Elm Street and 22nd Avenue. It's next to the Art Gallery. You can't miss it.

Directions by Subway (underground) or Bus:

A: Excuse me. Can I trouble you for a moment?

B: Sure. What's wrong?

out on number four it should be right in front of you.

Directions on Foot or by Car:

A: Can I get to the Harlton Hotel from here on foot?

B: Sure. It's not that far. Just go down 4th Avenue to Main Street. Turn left on Main. It should be on your right. It's across from the park.

Texto extraído de [booglesworld](#)

Importante

¿Recuerdas el vocabulario relacionado con la ciudad ? En [este enlace](#) puedes ver una ilustración que te será muy útil.

3. Remarkable lives

En estas primeras unidades has leído textos sobre experiencias personales y biográficas, en ellos te has encontrado con los tiempos del pasado y expresiones temporales asociadas a ellos. En esta sección los vamos a repasar. Para empezar, te ofrecemos un texto sobre la biografía de Rosa Parks, una de las principales activistas por los derechos civiles de los Estados Unidos. Léelo con atención e intenta traducirlo.

Actividad de lectura



Fotografía en Flickr de [Chris Green](#) bajo [CC](#)

Until the 1960s, black people in many parts of the United States did not have the same civil rights as white people. Laws in the American South kept the two races separate and black people attended separate schools, lived in separate areas of a city and sat in separate areas on a bus.

On December 1st, 1955, in the southern city of Montgomery, Alabama, a 42- year- old black woman got on a city bus. The law

at that time required black people seated in one area of the bus to give up their seats to white people who wanted them. The woman refused to do so and the police arrested her.

This act of peaceful disobedience started protests in Montgomery that led to legal changes in minority rights in the United States. Rosa Parks started it all. She was born in 1913 in Tuskegee, Alabama. She attended local schools until she was 11 years old. Then she was sent to school in Montgomery. She left high school early to care for her sick grandmother, then to care for her mother. She did not finish high school until she was 21.

Rosa married Raymond Parks in 1932. He was a barber and a civil rights activist. Together, they worked for the local group of the National Association for the Advancement of Colored People. In 1943, Mrs. Parks became an officer in the group and later its youth leader.

In much of the American South in the 1950s, the first rows of seats on city buses were for white people only. Black people sat in the back of the bus. Both groups could sit in a middle area. However, black people sitting in that part of the bus were expected to leave their seats if a white person wanted to sit there. Rosa Parks and three other black people were seated in the middle area of the bus when a white person got on the bus and wanted a seat. The bus driver demanded that all four black people leave their seats so the white person would not have to sit next to any of them. The three other blacks got up, but Mrs. Parks refused. All the blacks in the city refused to ride on city buses on the day of Mrs. Parks's trial, Monday, December 5th. The result was that 40,000 people walked and used other transportation on that day. That night, at meetings throughout the city, blacks in Montgomery agreed to continue to boycott the city buses until their mistreatment stopped.

in the middle of the bus and not have to get up for anyone else. The Montgomery bus boycott continued for 381 days. Similar protests were held in other southern cities. Finally, the Supreme Court of the United States made racial separation illegal on city buses.

Through the years, Rosa Parks continued to work for the NAACP and appeared at civil rights events and in nineteen ninety-six, President Clinton honored her with the Presidential Medal of Freedom. In 1999, she received the Congressional Gold Medal of Honor. Rosa Parks died on October 24th, 2005. She was 92 years old. Her body lay in state in the United States Capitol building in Washington. She was the first American woman to be so honoured. Thirty thousand people walked silently past her body to show their respect.

Texto adaptado de [learningenglish](#)

Importante

El texto anterior te muestra la biografía de Rosa Parks, en él puedes encontrar los principales tiempos verbales que se refieren al pasado. Aquí tienes las principales formas y enlaces a ejercicios de repaso:

Past Simple	Present Perfect
PAST PERFECT	PAST CONTINUOUS
PAST PERFECT CONTINUOUS	

¡Recuerda!

● Past Simple

Started, wrote

Didn't start, didn't write

Did you start?, did you write?

● Present Perfect

Have/ has written

Haven't/ hasn't written

Have/has she written?

● Past Perfect

Had written

Hadn't written

Had he written?

● Present Perfect Continuous

Have you written?/has she written?

● **Past Continuous**

Was/were painting

Wasn't/ weren't painting

Was he painting?/were you painting?

Importante

El título de esta página viene de la canción española *Qué será será*. En la unidad 2 has tenido la oportunidad de leer sobre hechos futuros. Has practicado cómo hablar del futuro en inglés, como se usan los tiempos en futuro y cuáles son. Vamos a hacer un breve repaso.

El futuro en inglés se expresa básicamente mediante tres formas verbales: *will*, *present continuous* y *going to*. ¿Recuerdas su forma?

● Futuro con **will**

I will/ I'll call you tomorrow

I will not/ I won't send you the information

Will you send me the information? **Yes, I will/ No, I won't**

● **Going to**

He is/ He's going to spend his holiday in Britain

He isn't going to spend his holiday in Britain

Is he going to spend his holiday in Britain? **Yes, he is/ No, he isn't**

Usamos **futuro con will** para hablar de **predicciones en el futuro**, de **acciones futuras en general**, con **promesas y sugerencias**, además de **acciones voluntarias y espontáneas**. **Going to** se usa para hablar de **planes e intenciones** y para **predicciones con evidencia presente**.

Presente continuo (present continuous). Recordemos su forma:

They **are meeting** Paul tomorrow

They **aren't meeting** Paul tomorrow

Are they meeting Paul tomorrow? **Yes, they are/ No, they aren't**

Usamos el presente continuo con valor de futuro, para hablar de **planes fijados (arrangements)**. Por ello, se suele usar con adverbios de futuro, como *tomorrow*, *at 8 o'clock tonight*, *the day after tomorrow* (mañana, a las 8 esta noche, pasada mañana)

Si quieres practicar cuándo y cómo se usan estos tiempos, pincha en el siguiente enlace.

Future tenses

Actividad de lectura



Imagen en Flickr de [MattSabo17](#) bajo [CC](#)

In her small mud hut in a village a few hours from Mumbai, Bali Bhalla is cooking rice on an open stove. As flames dance from the fire, acrid smoke circles around the room. More than two-thirds of Indians live in rural areas and cook like this. But there are environmental concerns about the stoves - one study estimated they're responsible for four per cent of the country's greenhouse gas emissions.

And that's something Neha Juneja wants to change. She's started a company which produces eco-friendly cooking stoves - she says they emit 80% less smoke and use less wood. For her, green technology isn't just about saving the planet, but also about making money.

Neha Juneja: "My co-founder and I, we quit good paying jobs to start this, but we did not start this with a purely social or charitable mission. We saw it as a business and we still see it as a very good opportunity for us to fulfil our dream of bringing a good product to the market and also being financially comfortable."

In a factory on the outskirts of Mumbai, Nitin Bhodale shows me his innovation - a machine which can turn plastic into petrol. At one end of a five metre high cylinder workers drop bags of rubbish; an hour later, crude oil starts to drip out at the other end.

And there is big money to be made - more than \$10 billion of funds was pumped into green energy last year, making India the country with the fastest rate of growth. With a rising population, the need for more power in the country is increasing. The belief is that green tech won't just help improve the environment but also the business climate too.

Texto de [BBC Learning English](#)

Importante

En esta sección vamos a repasar los verbos modales, simples y perfectos.

MODALES SIMPLES

Can, could, may, might, will, would, must, shall, should, ought to

Características

1. Tienen una forma invariable y única, el infinitivo sin *to* : *can, will, must...*
1. Realizan las preguntas usando la inversión, es decir, no necesitan ningún tipo de auxiliar: *Can we dance?*
1. Siempre están seguidos de un infinitivo sin *to* del verbo que añade el significado: *I can swim* .
1. Su función no es la de indicar un tiempo, sino una actitud o punto de vista del hablante.

Significado

- Probabilidad: se usan para decir cómo de seguros estamos de algo que ha sucedido, está sucediendo o sucederá.

It is snowing, so it must be very cold outside
(*Está lloviendo, debe hacer mucho frío fuera*)

This can't be right, the bill is too high!
(*Esto no puede estar bien, la factura es demasiado alta!*)

- Habilidad: para expresar lo que sabemos o no hacer.

I can swim very fast
(*Sé nadar muy rápido*)

- Obligación y consejo: para decir que algo es necesario o no, o para dar un consejo.

You must be here at seven
(*Debes estar aquí a las siete*)

He should go to the doctor
(*Deberías ir al médico*)

- Permiso: para pedir o dar un permiso.

Can I open the window?
(*¿Puedo abrir la ventana?*)

- Prohibición, con *mustn't* y *can't* para decir que algo no está permitido.

You mustn't eat chewing gum in class
(*No puedes comer chicle en clase*)

Clasificación de verbos modales por su significado

- Posibilidad: *can, could, may, might*
- Obligación: *should, ought to, must, have to*
- Prohibición: *don't have to, shouldn't, mustn't, can't*
- Deducción positiva: *have/has to*
- Deducción negativa: *can't*

MODALES PERFECTOS

Se componen de un **verbo modal + have + pasado de participio** del verbo que añade el significado. Todos tiene un significado pasado, y expresan la actitud del hablante ante algo que ya ha ocurrido.

Aquí están los principales y su significado.

- **Must + have + past participle** : expresa deducción en el pasado.

Jane is quiet today. She must have had some kind of trouble. (Jane está muy callada hoy. Debe de haber tenido algún tipo de problema.)

- **Can't + have + past participle** : imposibilidad o deducción negativa en el pasado.

Jake is an honest person. He can't have stolen that money. (Jake es una persona honesta. No es posible que haya robado ese dinero)

- **Should (not) + have + past participle** : expresa arrepentimiento sobre algo que se hizo mal en el pasado.

You should have apologized to him. (Debiste disculparte ante él)

You shouldn't have talked like that to the teacher. (No debiste hablar así al profesor)

También expresa probabilidad sobre algo que se esperaba que ocurriera y no estamos seguros de que realmente tuviera lugar.

They should have phoned by now, but I don't know if they are at home.

- **Could + have + past participle** : posible acción en el pasado que no se realizó por completo.

I could have bought that car but I didn't have enough money. (Pude comprar el coche pero no tuve suficiente dinero)

- **May/might + have + past participle** : posibilidad en el pasado

He might have arrived home. (Puede que haya llegado a casa)

- **Needn't + have + past participle** : expresa algo que se hizo y que no era necesario

You needn't have come. I feel better now. (No hacía falta venir/No tenías porque venir. Me encuentro mejor ahora)

Si quieres revisar el uso y forma de los verbos modales, practica con los ejercicios de los siguientes enlaces:

Simple modal verbs

Perfect modals

Actividad de lectura

¿Qué conoces sobre **volcanes** ? ¿Sabías que el **Parque Nacional de Yellowstone** podría erupcionar en un futuro no muy lejano? Lee este texto publicado en National Geographic y tradúcelo.



Imagen en Flickr de [paul bica](#) bajo [CC](#)

The natural beauty of Yellowstone National Park may appear serene, but it's rooted in a violent volcanic past. Now, geologists have identified which parts of the park are most likely to erupt again someday.

Yellowstone's next major eruption will probably be centered in one of three parallel fault zones running north-northwest across the park, a new study predicts. Two of these areas produced large lava flows the last time the supervolcano was active—174,000 to 70,000 years ago—while the third has

had the most frequent tremors in recent years.

Knowing this will help scientists determine which areas of the vast park to monitor most carefully. The Yellowstone region is often referred to as a "supervolcano" because it has spewed more than 240 cubic miles (a thousand cubic kilometers) of ash and lava in a single event. The most recent of these massive blasts occurred some 640,000 years ago.

Smaller eruptions occur more frequently, said Girard, but the chance of one happening in any given year is still less than one in ten thousand. He described these eruptions as lava flows, which are not explosive: "They have very, very high viscosity and flow very, very slowly". Similar flows have fed the slow-growing lava dome at Mount St. Helens in the years after that volcano's major eruption, but Yellowstone's lava flows occur on a much grander scale.

"Some of these flows traveled up to 20 miles [32 kilometers]," said Girard, whose study appeared in the September issue of GSA Today. "We have never seen a rhyolite eruption of this magnitude in human history." By studying the titanium content of the lava flows, Girard's team determined that the source of these flows had risen very quickly from a magma chamber some 4 to 7 miles (6 to 12 kilometers) deep. The

to its outer edges, like the layers of an onion.

But, Girard said, the crystals have no such features. This means that the magma rose quickly to the surface, without pausing long enough at any intermediate level for the crystals to grow. "Quickly" in terms of geology, anyway. By human standards, the lava's rise was probably fairly slow, taking place over hundreds or thousands of years.

Does this relatively fast-moving magma suggest Yellowstone could soon have more eruptions? "It is not an imminent hazard," Girard said. "Every study has concluded that there is no magma that is ready to erupt within any foreseeable future."

Ben Ellis, a volcanologist at the Institute of Geochemistry and Petrology, ETH Zurich, Switzerland, finds Girard's study "really neat" but notes that eruptive patterns can also change unexpectedly. He referenced an older series of eruptions that initially occurred along a series of linear zones much like those found in Girard's study, but then "shifted abruptly to a new location outside of the linear zone."

Texto adaptado de [National Geographic](#)

Importante

Aquí tienes un listado de palabras relacionadas con la ciencia a modo de recordatorio.

Science

Importante

En la unidad 2, hemos tratado sobre las oraciones de relativo y los pronombres relativos. Haciendo uso de estos mecanismos podemos hacer nuestros textos más dinámicos y evitar repeticiones. Repasemos cómo se forman las **oraciones relativas** y los **pronombres**.

Uso

Usamos las oraciones de relativo para añadir información adicional sobre algo sin usar otra frase diferente. Combinando oraciones mediante una oración de relativo los textos son más fluidos y se evitan repeticiones.

¿Cómo se construyen?

Las oraciones de relativo se forman combinando dos oraciones independientes, simples, con un pronombre relativo. ¿Recuerda cuáles son?

Pronombre relativo	Uso
<i>Who</i>	Pronombre relativo sujeto u objeto para personas
<i>Which</i>	Pronombre relativo sujeto u objeto para cosas
<i>Whose</i>	Forma posesiva del pronombre relativo
<i>Where</i>	Adverbio relativo para lugares
<i>When</i>	Adverbio relativo para expresiones temporales
<i>Whom</i>	Pronombre objeto para personas

Junto a todos ellos, el pronombre *that* equivale a *who*, *which* en forma de sujeto u objeto.

Tipos de oraciones de relativo

Hay dos tipos de oraciones de relativo:

- *Defining relative clauses (Especificativas)* : Dan información detallada sobre un término general o una expresión. No se separan mediante comas.
- *Non-defining (Explicativas)* : Ofrecen información adicional sobre algo, pero no lo identifican ni definen. Se separan con comas.

Sustitución de pronombre relativo por **that** en las oraciones especificativas.

El pronombre *that* sustituye a *who*, *which* en todas las oraciones especificativas.

Omisión del pronombre cuando es un objeto dentro de la oración.

Es posible omitir el pronombre relativo cuando este no es el sujeto de la oración.

Actividad de lectura

Lee el siguiente texto sobre la película de ciencia ficción Blade Runner y prueba a traducirlo. Seguro que todo el vocabulario científico que has aprendido en la unidad 2 te ayuda en esta tarea.



Imagen en Flickr de [Li'd](#) bajo [CC](#)

Blade runner

It is a haunting, eerily prophetic mixture of science fiction and film noir. Director Ridley Scott's Blade Runner boasts one of the most astonishing designed dutures ever put on film- a dark, decaying Los Angeles circa 2019.

BR is a picture that is based on the novel Do Androids Dream of Electric Sheep? by science fiction master Philip K. Dick. It stars Harrison Ford as Rick Deckard, who is a onetime blade runner (or sanctioned assassin). BR begins with the cynical,

world-weary Deckard being called out of retirement to stop four "replicants"- genetically altered humans with superior strength and intellects who are used as slave labor on colonies. These homicidal androids have returned to Earth for a murderous killing spree; their leader is Roy Batty, a dangerous "combat model" whose ultimate target is Eldon Tyrell, owner of the same corporation that created Roy.

But Deckard has to find Batty before he can stop him. His investigation now leads to Deckard across the glittering heights and desintegrating depths of a fantastically imagined metropolis. Before the search is over Deckard will find himself falling in love with Rachel, Tyrell's beautiful, mysterious assistant. He will also face off against Batty, in brutal hand-to-hand combat. But Deckard's most troubling discovery will be the suspicion that he just might be a replicant himself.

Gorgeously designed, teeming with ideas about reality, memory and mortality, Blade Runner is a groundbreaking motion picture. It is also universally acclaimed as one of the most highly influential science fiction films of the past 25 years.

Extraído de <http://bladerunnerthemovie.warnerbros.com/>

Comprueba lo aprendido

Lee el diálogo de abajo y complétalo con la ayuda del vídeo de la escena final de Blade Runner.



Roy: [] [] things you people wouldn't believe, []
[] on fire off the shoulder of Orion. I watched C-beams [] in
the dark near the Tannhauser Gate. All those moments [] [] [] in
time like tears in the rain. Time [] [] .

Dick: I don't know why he [] [] [] , maybe in those last moments
he [] [] more than he ever had before. Not just his life.
[] [] . My life. All he wanted were the same answers the rest
of us want. Where [] [] [] [] ? Where [] [] [] ?
[] [] have I got? All I could do was sit there and watch him [] .

Enviar

En esta sección tienes algunos textos reales de traducción que han sido propuestos en convocatorias de la Prueba de Acceso a la Universidad para mayores de 25 años. Léelos y tradúcelos.

Ejercicio resuelto

Meet the Techno Girls



Imagen en Flickr de [bert23](#) bajo [CC](#)

The secret is revealed: if you are looking for the Next New Thing, go to Tokyo. For there, on this big city's streets, you will find the people who set tendencies of our times. But don't expect them to be powerful businessmen or rich young fashion designers. They are Japanese teenage girls.

Science fiction writer William Gibson is fascinated by this element in Japanese society. As he puts it, Japanese teenage girls have a "techno-cultural flexibility" difficult to find anywhere else. They get every new gadget available, at times even using these items for purposes other than those intended. Cell phones can be found in the pockets of almost 95 per cent of all Japanese teenage girls. But unlike American models, their phones are constantly connected to the Internet.

Popular electronic diversions include animated tarot cards or phone service called "The God of Love". For \$ 1.40 a month, young girls can send the date of birth of a potential boy-friend and the God of Love will evaluate the possibilities of such a love connection. Teenage girls are maniacal about their gadgets, the more colourful the better. Favourite objects among this set are the pink MiniDisc players, headphones with lights and portable DVD viewers.

Ejercicio resuelto

The Mystery of the Human Hobbit

On the remote island of Flores, in the Indonesian archipelago, a team of archaeologists happened upon a tiny 18,000-year old skeleton. It was no more than a metre tall. They assumed they had found the remains of a young girl. But other signs suggested she was in fact much older. They had discovered one of the smallest human adults ever found.



Imagen en Flickr de [Ryan Somma](#) bajo [CC](#)

As the dig continued, the evidence obtained got stranger. The archaeologists found elephants the size of cows, rats the size of dogs, lizards the size of crocodiles. It was like walking into Alice into Wonderland. The humans were not the only ones who were peculiarly sized, everything large had shrunk and everything small had grown.

The team began to realise they had discovered a new species of human being. They called her the Hobbit. She was the smallest known species in modern human history. She lived at a time during which we previously thought we were the only species of human left on the planet. She seemed intelligent even with an animal-sized brain. She was someone completely different from everything known about our ancestors. The Hobbit was acclaimed as the scientific sensation of the century.



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Contenidos

Inglés

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Actividad de lectura

Te presentamos a Laura, una chica italiana que actualmente reside en Londres. Lee el siguiente texto para conocer sobre su vida personal y profesional. Intenta traducirlo y comprueba los resultados pulsando en el "Pulse aquí", donde también encontrarás algunos consejos de traducción.



Imagen en Flickr de
Pierre Mallien bajo CC

*Laura is from Torino , a lovely old village in Italy, but now she lives in London with her husband and their four children. She is 37 years old and she is tall and thin. She **has got** big blue eyes and very dark hair. Laura's children are bilingual because Laura's husband is English, so they speak Italian and English fluently. Now, they are even learning German at school!*

Laura and their family live in a very big old flat in the city centre. The flat has got four rooms, a large kitchen and two bathrooms. The children go to an elementary school near their home. They start at 8.00, have lunch there and come back home in the afternoon. Laura is a modern working woman. She starts very early. From Monday to Friday she gets up at half past six and has a shower and a cup of coffee for breakfast. She usually leaves home at 7.00 a.m.

She is a journalist at a local newspaper. She gets to the office at 8.00 and finishes at 4.00 p.m. Then, she goes shopping and she usually meet some friends at a cafeteria in the city centre. Her husband Paul, gets home at 5.00 p.m, then they read the newspaper and do some cooking. After having dinner, they usually watch television and then go to bed.

At the weekend they like going swimming in a lake near their house and going to the movies.

Laura likes living in London because it is a very big and exciting city. There are many historical buildings and museums. She also enjoys watching musicals and plays at the many theatres you can find in the West End.

Importante

¿Te has fijado en la parte subrayada? Sí, se trata del verbo **To Be** (*ser, estar* en español). En inglés es uno de los verbos más importantes y nos ayuda a expresar sentimientos, emociones y a transmitir **información personal** . Recuerda que la edad

y decir lo que tenemos o no.

Fíjate en esta frase del texto: *She usually leaves home at 7.00* . Con ella expresamos lo que Laura hace todos los días, para hablar de la **rutina y acciones habituales** . Para ello usamos el verbo en **Presente Simple** y lo complementamos con **adverbios de frecuencia** a para indicar cuándo realizamos una acción. ¿Recuerdas la forma?

Aquí tienes unos enlaces para poder repasar el uso y forma de estos verbos:

To Be	Have got	Present Simple
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¡Recuerda!

● **Verbo *to be* : Ser o estar . Formas:**

Am, is, are

Am not, isn't, aren't

Am I?, are you?, is he?

● **Verbo *have got* : Tener . Formas:**

Have got, has got

Haven't got, hasn't got

Have you got?, has he got?

● **Presente simple. Ej: *yo trabajo (work)* . Formas:**

Work, works

Don't work, doesn't work

Do you work?, does he/she work?

Actividad de lectura

Mira el siguiente vídeo. El cantante Rod Stewart interpreta "*I'm sailing*". Si quieres puedes ir leyendo la letra de la canción. Es muy sencilla y abajo encontrarás la traducción.



*I am sailing, I am sailing,
home again 'cross the sea.
I am sailing, stormy waters,
to be near you, to be free.
I am flying, I am flying,
like a bird 'cross the sky.
I am flying, passing high clouds,
to be with you, to be free.
Can you hear me, can you hear me
thro' the dark night, far away,
I am dying, forever trying,
to be with you, who can say.
Can you hear me, can you hear me,
thro' the dark night far away.
I am dying, forever trying,
to be with you, who can say.
We are sailing, we are sailing,
home again 'cross the sea.
we are sailing stormy waters,
to be near you, to be free.
Oh lord, to be near you, to be free.
oh lord, to be near you, to be free,
oh lord.*

Importante

A lo largo de la canción se repite el verbo ***I'm sailing*** (*estoy navegando*). ¿Reconoces esta forma verbal? Efectivamente, es el **Presente Continuo** . Junto al Presente Simple, es uno de los tiempos más importantes en inglés. Se traduce por la perífrasis **"estar +gerundio"** (= estar comiendo, estar navegando...). En inglés lo usamos para expresar **acciones que estamos realizando justo en el momento de**

Remember:

● **Present continuous . Formas (*am flying*):**

am reading, am not reading

is reading, isn't reading

are reading, aren't reading

am I reading?, is he reading?, are you reading?

En este enlace podrás practicar la forma y uso de este tiempo verbal del presente.

Present Continuous

En la unidad 1 tratamos sobre las **ciudades**, el vocabulario relacionado con ellas y cómo **dar direcciones** y **preguntar por lugares**. Aquí tienes varias lecturas que te ayudarán a recordar las estructuras básicas sobre este tema.

Actividad de lectura



Imagen en Flickr de [vgm8383](#) bajo [CC](#)

Edinburgh is the capital of Scotland and its second largest city, after Glasgow. Edinburgh is 45 miles away from Glasgow, 15 from Livingston and 100 miles from Carlisle and Aberdeen.

It is in the south-east of Scotland, on the east coast of Scotland's "Central Belt", on the south shore of the Firth of Forth, on the North Sea and, because of its rugged setting and vast collection of Medieval and Georgian architecture including numerous stone

tenements, it is one of the most dramatic cities in Europe.

It has been the capital of Scotland since 1437 (replacing Scone) and is the seat of the Scottish Parliament. The city was one of the major centres of the Enlightenment, led by the University of Edinburgh, gaining the nickname "the Athens of the North". The Old Town and New Town districts of Edinburgh were listed as a UNESCO World Heritage Site in 1995. There are over 4,500 listed buildings within the city. In the census of 2001, Edinburgh had a total resident population of 448,624.

Edinburgh is well-known for the annual Edinburgh Festival, a collection of official and independent festivals held annually over about four weeks from early August. The number of visitors attracted to Edinburgh for the Festival, is roughly equal to the settled population of the city. The most famous of these events are the Edinburgh Fringe (the largest performing arts festival in the world), the Edinburgh International Festival, the Edinburgh Military Tattoo, and the Edinburgh International Film Festival.

Other notable events include the Hogmanay street party (31 December), Burns Night (25 January), St. Andrew's Day (November 30), and the Beltane celebrations (30 April).

The city is one of Europe's major tourist destinations, attracting roughly 13 million visitors a year, and is the second most visited tourist destination in the United Kingdom, after London.

Texto adaptado de [saberingles](#)

Importante

Hablando de ciudades, ¿recuerdas cómo se pregunta y se indica cómo llegar a un lugar? ¿Sabrías describir una ruta completa en inglés? Fíjate en este vídeo, seguro que te ayuda a recordar.



Actividad de lectura

Aquí tienes un texto con varios diálogos sobre direcciones. ¿Sabrías traducirlos?



Imagen en Flickr de [Un ragazzo chiamato Bi](#) bajo CC

Directions by Street Name and Nearby Landmarks:

A: You look lost. Can I help you?

B: Yeah. I'm looking for the Caprice Theater. Do you know where it is?

A: It's on the corner of Elm Street and 22nd Avenue. It's next to the Art Gallery. You can't miss it.

Directions by Subway (underground) or Bus:

A: Excuse me. Can I trouble you for a moment?

B: Sure. What's wrong?

out on number four it should be right in front of you.

Directions on Foot or by Car:

A: Can I get to the Harlton Hotel from here on foot?

B: Sure. It's not that far. Just go down 4th Avenue to Main Street. Turn left on Main. It should be on your right. It's across from the park.

Texto extraído de [booglesworld](#)

Importante

¿Recuerdas el vocabulario relacionado con la ciudad ? En [este enlace](#) puedes ver una ilustración que te será muy útil.

En estas primeras unidades has leído textos sobre experiencias personales y biográficas, en ellos te has encontrado con los tiempos del pasado y expresiones temporales asociadas a ellos. En esta sección los vamos a repasar. Para empezar, te ofrecemos un texto sobre la biografía de Rosa Parks, una de las principales activistas por los derechos civiles de los Estados Unidos. Léelo con atención e intenta traducirlo.

Actividad de lectura



Fotografía en Flickr de [Chris Green](#) bajo [CC](#)

Until the 1960s, black people in many parts of the United States did not have the same civil rights as white people. Laws in the American South kept the two races separate and black people attended separate schools, lived in separate areas of a city and sat in separate areas on a bus.

On December 1st, 1955, in the southern city of Montgomery, Alabama, a 42- year- old black woman got on a city bus. The law

at that time required black people seated in one area of the bus to give up their seats to white people who wanted them. The woman refused to do so and the police arrested her.

This act of peaceful disobedience started protests in Montgomery that led to legal changes in minority rights in the United States. Rosa Parks started it all. She was born in 1913 in Tuskegee, Alabama. She attended local schools until she was 11 years old. Then she was sent to school in Montgomery. She left high school early to care for her sick grandmother, then to care for her mother. She did not finish high school until she was 21.

Rosa married Raymond Parks in 1932. He was a barber and a civil rights activist. Together, they worked for the local group of the National Association for the Advancement of Colored People. In 1943, Mrs. Parks became an officer in the group and later its youth leader.

In much of the American South in the 1950s, the first rows of seats on city buses were for white people only. Black people sat in the back of the bus. Both groups could sit in a middle area. However, black people sitting in that part of the bus were expected to leave their seats if a white person wanted to sit there. Rosa Parks and three other black people were seated in the middle area of the bus when a white person got on the bus and wanted a seat. The bus driver demanded that all four black people leave their seats so the white person would not have to sit next to any of them. The three other blacks got up, but Mrs. Parks refused. All the blacks in the city refused to ride on city buses on the day of Mrs. Parks's trial, Monday, December 5th. The result was that 40,000 people walked and used other transportation on that day. That night, at meetings throughout the city, blacks in Montgomery agreed to continue to boycott the city buses until their mistreatment stopped.

in the middle of the bus and not have to get up for anyone else. The Montgomery bus boycott continued for 381 days. Similar protests were held in other southern cities. Finally, the Supreme Court of the United States made racial separation illegal on city buses.

Through the years, Rosa Parks continued to work for the NAACP and appeared at civil rights events and in nineteen ninety-six, President Clinton honored her with the Presidential Medal of Freedom. In 1999, she received the Congressional Gold Medal of Honor. Rosa Parks died on October 24th, 2005. She was 92 years old. Her body lay in state in the United States Capitol building in Washington. She was the first American woman to be so honoured. Thirty thousand people walked silently past her body to show their respect.

Texto adaptado de [learningenglish](#)

Importante

El texto anterior te muestra la biografía de Rosa Parks, en él puedes encontrar los principales tiempos verbales que se refieren al pasado. Aquí tienes las principales formas y enlaces a ejercicios de repaso:

Past Simple	Present Perfect
PAST PERFECT	PAST CONTINUOUS
PAST PERFECT CONTINUOUS	

¡Recuerda!

● **Past Simple**

Started, wrote

Didn't start, didn't write

Did you start?, did you write?

● **Present Perfect**

Have/ has written

Haven't/ hasn't written

Have/has she written?

● **Past Perfect**

Had written

Hadn't written

Had he written?

● **Present Perfect Continuous**

Have you written?/has she written?

● **Past Continuous**

Was/were painting

Wasn't/ weren't painting

Was he painting?/were you painting?

Importante

El título de esta página viene de la canción española *Qué será será* . En la unidad 2 has tenido la oportunidad de leer sobre hechos futuros. Has practicado cómo hablar del futuro en inglés, como se usan los tiempos en futuro y cuáles son. Vamos a hacer un breve repaso.

El futuro en inglés se expresa básicamente mediante tres formas verbales: *will*, *present continuous* y *going to* . ¿Recuerdas su forma?

● Futuro con **will**

I will/ I'll call you tomorrow

I will not/ I won't send you the information

Will you send me the information? **Yes, I will/ No, I won't**

● **Going to**

He is/ He's going to spend his holiday in Britain

He isn't going to spend his holiday in Britain

Is he going to spend his holiday in Britain? **Yes, he is/ No, he isn't**

Usamos **futuro con will** para hablar de **predicciones en el futuro** , de **acciones futuras en general** , con **promesas y sugerencias** , además de **acciones voluntarias y espontáneas** . **Going to** se usa para hablar de **planes e intenciones** y para **predicciones con evidencia presente** .

Presente continuo (present continuous) . Recordemos su forma:

They **are meeting** Paul tomorrow

They **aren't meeting** Paul tomorrow

Are they meeting Paul tomorrow? **Yes, they are/ No, they aren't**

Usamos el presente continuo con valor de futuro, para hablar de **planes fijados (arrangements)** . Por ello, se suele usar con adverbios de futuro, como *tomorrow*, *at 8 o'clock tonight*, *the day after tomorrow* (mañana, a las 8 esta noche, pasada mañana)

Si quieres practicar cuándo y cómo se usan estos tiempos, pincha en el siguiente enlace.

Future tenses

Actividad de lectura



Imagen en Flickr de [MattSabo17](#) bajo [CC](#)

In her small mud hut in a village a few hours from Mumbai, Bali Bhalla is cooking rice on an open stove. As flames dance from the fire, acrid smoke circles around the room. More than two-thirds of Indians live in rural areas and cook like this. But there are environmental concerns about the stoves - one study estimated they're responsible for four per cent of the country's greenhouse gas emissions.

And that's something Neha Juneja wants to change. She's started a company which produces eco-friendly cooking stoves - she says they emit 80% less smoke and use less wood. For her, green technology isn't just about saving the planet, but also about making money.

Neha Juneja: "My co-founder and I, we quit good paying jobs to start this, but we did not start this with a purely social or charitable mission. We saw it as a business and we still see it as a very good opportunity for us to fulfil our dream of bringing a good product to the market and also being financially comfortable."

In a factory on the outskirts of Mumbai, Nitin Bhodale shows me his innovation - a machine which can turn plastic into petrol. At one end of a five metre high cylinder workers drop bags of rubbish; an hour later, crude oil starts to drip out at the other end.

And there is big money to be made - more than \$10 billion of funds was pumped into green energy last year, making India the country with the fastest rate of growth. With a rising population, the need for more power in the country is increasing. The belief is that green tech won't just help improve the environment but also the business climate too.

Texto de [BBC Learning English](#)

Importante

En esta sección vamos a repasar los verbos modales, simples y perfectos.

MODALES SIMPLES

Can, could, may, might, will, would, must, shall, should, ought to

Características

1. Tienen una forma invariable y única, el infinitivo sin *to* : *can, will, must...*
1. Realizan las preguntas usando la inversión, es decir, no necesitan ningún tipo de auxiliar: *Can we dance?*
1. Siempre están seguidos de un infinitivo sin *to* del verbo que añade el significado: *I can swim* .
1. Su función no es la de indicar un tiempo, sino una actitud o punto de vista del hablante.

Significado

- Probabilidad: se usan para decir cómo de seguros estamos de algo que ha sucedido, está sucediendo o sucederá.

It is snowing, so it must be very cold outside
(*Está lloviendo, debe hacer mucho frío fuera*)

This can't be right, the bill is too high!
(*Esto no puede estar bien, la factura es demasiado alta!*)

- Habilidad: para expresar lo que sabemos o no hacer.

I can swim very fast
(*Sé nadar muy rápido*)

- Obligación y consejo: para decir que algo es necesario o no, o para dar un consejo.

You must be here at seven
(*Debes estar aquí a las siete*)

He should go to the doctor
(*Deberías ir al médico*)

- Permiso: para pedir o dar un permiso.

Can I open the window?
(*¿Puedo abrir la ventana?*)

- Prohibición, con *mustn't* y *can't* para decir que algo no está permitido.

You mustn't eat chewing gum in class
(*No puedes comer chicle en clase*)

Clasificación de verbos modales por su significado

- Posibilidad: *can, could, may, might*
- Obligación: *should, ought to, must, have to*
- Prohibición: *don't have to, shouldn't, mustn't, can't*
- Deducción positiva: *have/has to*
- Deducción negativa: *can't*

MODALES PERFECTOS

Se componen de un **verbo modal + have + pasado de participio** del verbo que añade el significado. Todos tiene un significado pasado, y expresan la actitud del hablante ante algo que ya ha ocurrido.

Aquí están los principales y su significado.

- **Must + have + past participle** : expresa deducción en el pasado.

Jane is quiet today. She must have had some kind of trouble. (Jane está muy callada hoy. Debe de haber tenido algún tipo de problema.)

- **Can't + have + past participle** : imposibilidad o deducción negativa en el pasado.

Jake is an honest person. He can't have stolen that money. (Jake es una persona honesta. No es posible que haya robado ese dinero)

- **Should (not) + have + past participle** : expresa arrepentimiento sobre algo que se hizo mal en el pasado.

You should have apologized to him. (Debiste disculparte ante él)

You shouldn't have talked like that to the teacher. (No debiste hablar así al profesor)

También expresa probabilidad sobre algo que se esperaba que ocurriera y no estamos seguros de que realmente tuviera lugar.

They should have phoned by now, but I don't know if they are at home.

- **Could + have + past participle** : posible acción en el pasado que no se realizó por completo.

I could have bought that car but I didn't have enough money. (Pude comprar el coche pero no tuve suficiente dinero)

- **May/might + have + past participle** : posibilidad en el pasado

He might have arrived home. (Puede que haya llegado a casa)

- **Needn't + have + past participle** : expresa algo que se hizo y que no era necesario

You needn't have come. I feel better now. (No hacía falta venir/No tenías porque venir. Me encuentro mejor ahora)

Si quieres revisar el uso y forma de los verbos modales, practica con los ejercicios de los siguientes enlaces:

Simple modal verbs

Perfect modals

Actividad de lectura

¿Qué conoces sobre **volcanes** ? ¿Sabías que el **Parque Nacional de Yellowstone** podría erupcionar en un futuro no muy lejano? Lee este texto publicado en National Geographic y tradúcelo.



Imagen en Flickr de [paul bica](#) bajo [CC](#)

The natural beauty of Yellowstone National Park may appear serene, but it's rooted in a violent volcanic past. Now, geologists have identified which parts of the park are most likely to erupt again someday.

Yellowstone's next major eruption will probably be centered in one of three parallel fault zones running north-northwest across the park, a new study predicts. Two of these areas produced large lava flows the last time the supervolcano was active—174,000 to 70,000 years ago—while the third has

had the most frequent tremors in recent years.

Knowing this will help scientists determine which areas of the vast park to monitor most carefully. The Yellowstone region is often referred to as a "supervolcano" because it has spewed more than 240 cubic miles (a thousand cubic kilometers) of ash and lava in a single event. The most recent of these massive blasts occurred some 640,000 years ago.

Smaller eruptions occur more frequently, said Girard, but the chance of one happening in any given year is still less than one in ten thousand. He described these eruptions as lava flows, which are not explosive: "They have very, very high viscosity and flow very, very slowly". Similar flows have fed the slow-growing lava dome at Mount St. Helens in the years after that volcano's major eruption, but Yellowstone's lava flows occur on a much grander scale.

"Some of these flows traveled up to 20 miles [32 kilometers]," said Girard, whose study appeared in the September issue of GSA Today. "We have never seen a rhyolite eruption of this magnitude in human history." By studying the titanium content of the lava flows, Girard's team determined that the source of these flows had risen very quickly from a magma chamber some 4 to 7 miles (6 to 12 kilometers) deep. The

to its outer edges, like the layers of an onion.

But, Girard said, the crystals have no such features. This means that the magma rose quickly to the surface, without pausing long enough at any intermediate level for the crystals to grow. "Quickly" in terms of geology, anyway. By human standards, the lava's rise was probably fairly slow, taking place over hundreds or thousands of years.

Does this relatively fast-moving magma suggest Yellowstone could soon have more eruptions? "It is not an imminent hazard," Girard said. "Every study has concluded that there is no magma that is ready to erupt within any foreseeable future."

Ben Ellis, a volcanologist at the Institute of Geochemistry and Petrology, ETH Zurich, Switzerland, finds Girard's study "really neat" but notes that eruptive patterns can also change unexpectedly. He referenced an older series of eruptions that initially occurred along a series of linear zones much like those found in Girard's study, but then "shifted abruptly to a new location outside of the linear zone."

Texto adaptado de [National Geographic](#)

Importante

Aquí tienes un listado de palabras relacionadas con la ciencia a modo de recordatorio.

Science

Importante

En la unidad 2, hemos tratado sobre las oraciones de relativo y los pronombres relativos. Haciendo uso de estos mecanismos podemos hacer nuestros textos más dinámicos y evitar repeticiones. Repasemos cómo se forman las **oraciones relativas** y los **pronombres**.

Uso

Usamos las oraciones de relativo para añadir información adicional sobre algo sin usar otra frase diferente. Combinando oraciones mediante una oración de relativo los textos son más fluidos y se evitan repeticiones.

¿Cómo se construyen?

Las oraciones de relativo se forman combinando dos oraciones independientes, simples, con un pronombre relativo. ¿Recuerda cuáles son?

Pronombre relativo	Uso
<i>Who</i>	Pronombre relativo sujeto u objeto para personas
<i>Which</i>	Pronombre relativo sujeto u objeto para cosas
<i>Whose</i>	Forma posesiva del pronombre relativo
<i>Where</i>	Adverbio relativo para lugares
<i>When</i>	Adverbio relativo para expresiones temporales
<i>Whom</i>	Pronombre objeto para personas

Junto a todos ellos, el pronombre *that* equivale a *who*, *which* en forma de sujeto u objeto.

Tipos de oraciones de relativo

Hay dos tipos de oraciones de relativo:

- *Defining relative clauses (Especificativas)* : Dan información detallada sobre un término general o una expresión. No se separan mediante comas.
- *Non-defining (Explicativas)* : Ofrecen información adicional sobre algo, pero no lo identifican ni definen. Se separan con comas.

Sustitución de pronombre relativo por **that** en las oraciones especificativas.

El pronombre *that* sustituye a *who*, *which* en todas las oraciones especificativas.

Omisión del pronombre cuando es un objeto dentro de la oración.

Es posible omitir el pronombre relativo cuando este no es el sujeto de la oración.

Actividad de lectura

Lee el siguiente texto sobre la película de ciencia ficción Blade Runner y prueba a traducirlo. Seguro que todo el vocabulario científico que has aprendido en la unidad 2 te ayuda en esta tarea.



Imagen en Flickr de [Li'd](#) bajo [CC](#)

Blade runner

It is a haunting, eerily prophetic mixture of science fiction and film noir. Director Ridley Scott's Blade Runner boasts one of the most astonishing designed dutures ever put on film- a dark, decaying Los Angeles circa 2019.

BR is a picture that is based on the novel Do Androids Dream of Electric Sheep? by science fiction master Philip K. Dick. It stars Harrison Ford as Rick Deckard, who is a onetime blade runner (or sanctioned assassin). BR begins with the cynical,

world-weary Deckard being called out of retirement to stop four "replicants"- genetically altered humans with superior strength and intellects who are used as slave labor on colonies. These homicidal androids have returned to Earth for a murderous killing spree; their leader is Roy Batty, a dangerous "combat model" whose ultimate target is Eldon Tyrell, owner of the same corporation that created Roy.

But Deckard has to find Batty before he can stop him. His investigation now leads to Deckard across the glittering heights and desintegrating depths of a fantastically imagined metropolis. Before the search is over Deckard will find himself falling in love with Rachel, Tyrell's beautiful, mysterious assistant. He will also face off against Batty, in brutal hand-to-hand combat. But Deckard's most troubling discovery will be the suspicion that he just might be a replicant himself.

Gorgeously designed, teeming with ideas about reality, memory and mortality, Blade Runner is a groundbreaking motion picture. It is also universally acclaimed as one of the most highly influential science fiction films of the past 25 years.

Extraído de <http://bladerunnerthemovie.warnerbros.com/>

Comprueba lo aprendido

Lee el diálogo de abajo y complétalo con la ayuda del vídeo de la escena final de Blade Runner.



Roy: [] [] things you people wouldn't believe, []
[] on fire off the shoulder of Orion. I watched C-beams [] in
the dark near the Tannhauser Gate. All those moments [] [] [] in
time like tears in the rain. Time [] [] .

Dick: I don't know why he [] [] [] , maybe in those last moments
he [] [] more than he ever had before. Not just his life.
[] [] . My life. All he wanted were the same answers the rest
of us want. Where [] [] [] [] ? Where [] [] [] ?
[] [] have I got? All I could do was sit there and watch him [] .

Enviar

En esta sección tienes algunos textos reales de traducción que han sido propuestos en convocatorias de la Prueba de Acceso a la Universidad para mayores de 25 años. Léelos y tradúcelos.

Ejercicio resuelto

Meet the Techno Girls



Imagen en Flickr de [bert23](#) bajo [CC](#)

The secret is revealed: if you are looking for the Next New Thing, go to Tokyo. For there, on this big city's streets, you will find the people who set tendencies of our times. But don't expect them to be powerful businessmen or rich young fashion designers. They are Japanese teenage girls.

Science fiction writer William Gibson is fascinated by this element in Japanese society. As he puts it, Japanese teenage girls have a "techno-cultural flexibility" difficult to find anywhere else. They get every new gadget available, at times even using these items for purposes other than those intended. Cell phones can be found in the pockets of almost 95 per cent of all Japanese teenage girls. But unlike American models, their phones are constantly connected to the Internet.

Popular electronic diversions include animated tarot cards or phone service called "The God of Love". For \$ 1.40 a month, young girls can send the date of birth of a potential boy-friend and the God of Love will evaluate the possibilities of such a love connection. Teenage girls are maniacal about their gadgets, the more colourful the better. Favourite objects among this set are the pink MiniDisc players, headphones with lights and portable DVD viewers.

Ejercicio resuelto

The Mystery of the Human Hobbit

On the remote island of Flores, in the Indonesian archipelago, a team of archaeologists happened upon a tiny 18,000-year old skeleton. It was no more than a metre tall. They assumed they had found the remains of a young girl. But other signs suggested she was in fact much older. They had discovered one of the smallest human adults ever found.



Imagen en Flickr de [Ryan Somma](#) bajo [CC](#)

As the dig continued, the evidence obtained got stranger. The archaeologists found elephants the size of cows, rats the size of dogs, lizards the size of crocodiles. It was like walking into Alice into Wonderland. The humans were not the only ones who were peculiarly sized, everything large had shrunk and everything small had grown.

The team began to realise they had discovered a new species of human being. They called her the Hobbit. She was the smallest known species in modern human history. She lived at a time during which we previously thought we were the only species of human left on the planet. She seemed intelligent even with an animal-sized brain. She was someone completely different from everything known about our ancestors. The Hobbit was acclaimed as the scientific sensation of the century.