INGLÉS

Educación Secundaria para Personas Adultas

módulo 1
Este material pertenece a la actuación “Innovación educativa: materiales didácticos para el desarrollo de cursos on-line dirigidos a la población adulta”, del Programa Operativo del Fondo Social Europeo del Gobierno de Aragón 2007-13

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HINTS TO THE UNIT

En esta primera unidad “People” vas a repasar contenidos muy básicos ya estudiados en anteriores etapas de tus estudios de inglés, como son la forma y el uso del verbo TO BE, así como los PRONOMBRES PERSONALES y los ADJETIVOS POSESIVOS.

También estudiarás las “question words”, palabras que sirven para hacer preguntas a diferentes aspectos de la oración.

En cuanto a vocabulario, repasaremos expresiones muy básicas usadas en un contexto de presentación y despedida.

También estudiarás diferentes adjetivos y expresiones utilizados para describir a una persona.

Es importante que utilices los audios tan a menudo como te sea posible; no sólo debes aprender las palabras, también debes saber cómo se pronuncian. Tanto las estructuras propuestas como el vocabulario de la unidad te ayudarán a conseguir el objetivo principal de la misma: ser capaz de realizar la tarea propuesta que encontrarás en el paso de la agenda: tasks.

INTRODUCTION

Welcome

In this unit you are going to revise the form and use of the verb TO BE. Of course, you will also have to revise the SUBJECT PRONOUNS and the POSSESSIVE ADJECTIVES.
You will also have to answer some questions, so you will have to remember the QUESTION WORDS. We assume this is not your first contact with English, so make sure you know some basic vocabulary and some basic functions.

When you have finished this unit you will be able to:
• Write about yourself or about somebody you know.
• Complete a chart about the landmark you choose.

A: INTRODUCE YOURSELF

Read and listen to the conversations below

Ken: Hello, My name's Ken Willows. What's your name?
Jack: Jack Straw. How are you?
Ken: I’m fine, and you?
Jack: Great. Where are you from?
Ken: I’m from Seattle.
Ken: Good evening. What’s your name?
Gina: My name’s Gina Leigh. How are you?
Ken: Fine, thanks. And you?
Gina: Very well, thank you.
Ken: Where are you from’
Gina: I’m from New York.

Audio

Fill in the gaps

Mary: Hello. My ______ Mary. What’s ______ name?
Peter: Peter. How ______ you?
Mary: I’m ______ , thank you, and you?
Peter: OK, ______ : ______ from?
Mary: ______ from Ireland, ______ ?
Peter: I’m ______ Glasgow.
Mary: Well, Peter, nice to meet ______
Learn

I am Bill. I am fifty-two years old. I am British. I am not married. I am a bank manager.

Her name is Helen. She is twenty-one years old. She is not British: she is Irish. She is a shop assistant. She is single.

We are John and Michael. We are twins. We are red-haired. We are eleven. We are not at school. We are at home.

Audio

Writing

Write the subject pronouns.

5. My brother 6. Father and Mother 7. Tom and I 8. The school

Choose the right option

1 A: __________________________ this your bag?
   B: No, it __________________________

2 A: __________________________ you from England?
   B: I __________________________ but she __________________________ . She is from Italy.

3 A: I'm sorry, Mr Smith __________________________ here.
   B: Where __________________________ he?

4 A: __________________________ they from Russia?
   B: No, they __________________________ . They' __________________________ from Argentina.
This is my family

My name is Linda and this is my family. This is my father: his name's Henry, and that is my mother: her name is Marge. I have a brother and a little sister: their names are Bruce and Molly. Our family is quite peculiar. What about your family? Are they peculiar too?

Choose the right option

Choose the correct possessive

1. My sister is with ________________ husband now
2. France is famous for ________________ cheese
3. We are brothers: ________________ surname is Baxter
4. These are John's books. They are ________________ books.
5. These are Peter and John's books. They are ________________ books.
6. I'm married. This is ________________ wife.
7. What are ________________ names? We are Bill and Jane Hobbs.
Fill in the gaps

<table>
<thead>
<tr>
<th>MY</th>
<th>MY</th>
<th>YOUR</th>
<th>HER</th>
<th>THEIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS</td>
<td>HIS</td>
<td>OUR</td>
<td>OUR</td>
<td>HER</td>
</tr>
</tbody>
</table>

My first name is Mary. .......................................................... family name is Adams. What about you? What’s .......................................................... family name? I’m married. .......................................................... husband is the man in blue. .......................................................... name is Arthur. We’ve got one son and one daughter. .......................................................... son is twenty. .......................................................... name is Nick. .......................................................... daughter is 25. .......................................................... name is Emily. Emily is married. .......................................................... husband’s name is Bruce. They have got two children. .......................................................... names are Ken and Eva.

Writing

Write the plurals of these words

- boy / wolf / tomato
- brush / policeman / dictionary
- child / church
- glass / office

Read the table

<table>
<thead>
<tr>
<th>CAROL</th>
<th>SYLVIE</th>
<th>KIO</th>
<th>KOSTAS</th>
<th>JAN</th>
<th>JOSÉ LUIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>19</td>
<td>25</td>
<td>16</td>
<td>31</td>
<td>47</td>
</tr>
<tr>
<td>teacher</td>
<td>student</td>
<td>teacher</td>
<td>student</td>
<td>mechanic</td>
<td>policeman</td>
</tr>
<tr>
<td>English</td>
<td>French</td>
<td>Japanese</td>
<td>Greek</td>
<td>German</td>
<td>Spanish</td>
</tr>
<tr>
<td>Hastings</td>
<td>Strasbourg</td>
<td>Tokyo</td>
<td>Athens</td>
<td>Munich</td>
<td>Santander</td>
</tr>
</tbody>
</table>

Now complete the activities about the table.
Hello, my name is Paul Bolland. I am English, and I work as a translator for an international company. That’s why I have to travel a lot, usually to Germany, France, Spain and Italy. I speak German and French fluently, but my Spanish is not very good.

My wife is Italian, so in our house we speak English and the other half of the time Italian. My wife’s name is Laura. She is the typical Italian woman, dark hair, her eyes are brown, and she is not very tall. She is a nurse in a hospital in our hometown in the south of England. We live in a detached house with two floors and a big back garden. It’s a comfortable house and we are happy there with our two daughters.
True or false

Paul Bolland can speak German and French
Paul is single
Paul lives in a flat
Laura is from Italy
Paul and Laura have no children

Verdadero | Falso
---|---

Writing

1. Write the **plurals** of the underlined words
2. Find three **possessive adjectives**
3. Write the **question form** of the following sentences:
   - She is the typical Italian woman.
   - We are happy there.

Listening

You are going to listen to two different people giving personal information.

**LISTEN AND COMPLETE THE CHART**

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<thead>
<tr>
<th></th>
<th>1st Conversation</th>
<th>2nd Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURNAME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NATIONALITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOMETOWN</td>
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<td>OCCUPATION</td>
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<td>AGE</td>
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</tr>
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<td>REASONS TO LEARN ENGLISH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TAPESCRİPT

Here you have the tapescripts of the listening exercise.

Conversation 1

Receptionist: Good Morning. How can I help you?
Student: Good Morning. My name's Andreas Bergmann, and I am a new student in your school.
Receptionist: Welcome to "Bambridge School of languages". Can you repeat your name, please?
Student: Yes, of course. First name: Andreas, and surname: Bergmann
Receptionist: Could you spell your surname, please?
Student: B E R G M A N N
Receptionist: Thank you, Mr Bergmann, and... you are German; is that correct?
Student: Yes, that's right. I am from Hamburg, Germany.
Receptionist: OK. HAMBURG, GERMANY. And... what do you do, Mr Bergmann? What's your job?
Student: I am a sales manager.
Receptionist: OK. SALES MANAGER. And, are you married, Mr Bergmann?
Student: Yes, I am.
Receptionist: And finally Mr Bergmann, can you tell me your date of birth?
Student: I was born on July 25th, 1968.
Receptionist: So you are 42 years old.
Student: Exactly.
Receptionist: One last question: Why are you learning English?
Student: Because I need it for my job.
Receptionist: Thanks a lot, Mr Bergmann. That was all. We'll let you know which class you are in.
Student: OK, thank you. See you later.
Receptionist: Bye.

Conversation 2

Student: Hello. I want to get information about summer courses of English.
Receptionist: You are in the right place then. There are no teachers now but let me ask you a few questions and somebody will contact you in a few days.
Student: OK.
Receptionist: Let me have your name, please
Student: Isabella Manzini
Receptionist: that's with double el, isn’t it?
Student: Yes, and " Manzini" is with a zed.
Receptionist: Right. Isabella Manzini. I guess you are Italian.
Student: Yes, I am. I am from Naples. I know I have a strong accent!
Receptionist: You don’t need to worry about it. Your English is quite good. Let’s go on with the questions. How old are you, Isabella?
Student: Seventeen.
Receptionist: Single, I assume
Student: Yes.
Receptionist: And why do you want to study English? That will help to find the best course for you
Student. I’m coming to study at a British University next year and I think I have to practise before that. My boyfriend is Irish!!! but I don’t think he is a good teacher!!

Receptionist: (laughing) I don’t think he is. Boyfriends or husbands are not usually good teachers. OK Isabella. That’s all for now. In a few days we’ll give you complete information about the most suitable courses for you. Monday, probably. May I have your telephone number?...

Audio

Do

Write about yourself

We want to know your profile: fill in the following form.

• Surname: __________________________
• First name: __________________________
• Nationality: __________________________
• Hometown: __________________________
• Marital Status:  □ single  □ married  □ separated  □ divorced
• Number of people in family: __________________________
• Present job: __________________________
• Hobbies: __________________________
• Languages: __________________________
• Reasons to learn English:  □ for work  □ to travel  □ to study  □ to understand film/songs  □ others
B: MEETING PEOPLE

Read and listen to the dialogues

1. A Where are you from?
   B I’m from Italy

2. A What’s your nationality?
   B I am Russian

3. A Who is the president of the United States?
   B The president of the United States is Barack Obama

4. A When is your birthday?
   B It is in May

5. A How many people speak English in the world?
   B Approximately 375 million people speak English as their first language

6. A How much is a ticket to London?
   B It is 175 Euros.

7. A Why are you learning English?
   B Because I need it to travel

8. A How are you?
   B I’m fine, thank you.

Audio
Learn

Make questions

Who is the boy in the picture?
He is Rafael Nadal.

Where is he from?
He is from Spain.

What’s his nationality?
He’s Spanish.

What is his job?
He is a tennis player.

Where does he play?
All over the world.

How old is he?
He is twenty-four.

When is his next match?
Next month.

Who is this girl?
She is Sandra, Jim’s girlfriend.

What is her job?
She’s a waitress.

Where does she work?
At a restaurant.

How many hours does she work?
Forty hours a week.

How much does she earn?
Not very much.

Why is she tired?
Because it is a very tiring job.
### Match the lists

**At home**
- What ?
- Who ?
- How ?
- Where ?
- When ?
- Why ?
- How much ?
- How many ?

**It’s 10 euros**

**Because it’s late**

**About twenty-five**

**Next Monday**

**A book**

**Fine, thanks**

**The new teacher**

## Describing a person’s appearance

**WHAT IS HE/SHE LIKE?**

**WHAT COLOUR ARE HIS/HER EYES?**

**WHAT COLOUR IS HIS/HER HAIR?**

**HOW TALL IS HE/SHE?**

**HOW OLD IS HE/SHE?**

### AGE
- young
- old
- middle-aged
- teenager
- joven
- viejo
- de mediana edad
- adolescente

### HEIGHT & BUILD
- tall
- short
- of medium height
- fat
- slim
- thin
- strong
- weak
- alto
- bajo
- de mediana estatura
- gordo
- esbelto
- delgado
- fuerte
- débil

### FACE
- a moustache
- a beard
- a big/small nose
- brown/dark/blue/green eyes
- bigote
- barba
- nariz grande/pequeña
- ojos marrones/oscuros/azules/verdes

### HAIR
- long
- short
- straight
- curly
- wavy
- blonde/brown/red/white/dark
- largo
- corto
- liso
- rizado
- ondulado
- rubio/castaño/pelirrojo/blanco/oscuro
Match the lists

Match the adjective with the category

| OVAL       | QUALITY       |
| CURLY     | SIZE          |
| WHITE     | AGE           |
| NICE      | COLOUR        |
| MIDDLE-AGED | HAIR        |
| SMALL     | HEIGHT        |
| SHORT     | BUILD         |
| STRONG    | FACE          |

Finding information

Here you have some information about Barack Obama

NAME: Barack Obama
AGE: 49
PLACE OF BIRTH: Honolulu, U.S.
JOB: Lawyer
FAMILY: Married with two daughters
PRESENT ADDRESS: "The White House", Washington
APPEARANCE: Tall, slim; short black hair, black eyes.
HOBBIES: Basketball / Photography
Hello, my name is Peter Baxter. I am English, from Brighton, a nice city in the south of England. I work for Barclays Bank, one of the most important banks in England. My wife is French and we have two children. Our children are bilingual. Her mum always speaks to them in French, but English is the official language at home. My French is not very good. In my free time I like working in the garden and my wife loves playing the piano.
Hello, my name is Pedro. I live in Spain and work as a doctor in a big hospital in Madrid. I am 1 metre and 83 centimetres tall and I have got short black hair and dark eyes. Life is comfortable here, I’ve got a Russian wife. Her name is Olga. She is slim and of medium height. Her eyes are blue and her hair is long and wavy. She is very pretty. She also works in the same hospital as a nurse. Our two sons are twelve and eight. Their hair is dark and they are very tall for their age. They are strong because they play basketball and they train very hard.
True or false

Read the text and say if the following statements are TRUE or FALSE.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Verdadero</th>
<th>Falso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedro is not very tall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He is single</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olga is from Russia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olga has got long straight hair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They work together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Their two daughters are twelve and eight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They aren’t weak because they train a lot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They’ve got an easy life</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do

The statue of liberty

<table>
<thead>
<tr>
<th>OFFICIAL NAME</th>
<th>Statue of Liberty National Monument, Ellis Island and Liberty Island.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOCATION</td>
<td>Liberty Island, New York City, New York, U.S.</td>
</tr>
<tr>
<td>HOW OLD</td>
<td>BUILT ON OCTOBER 28, 1886</td>
</tr>
<tr>
<td>ARCHITECT</td>
<td>Frederic Auguste Bartholdi</td>
</tr>
<tr>
<td>MATERIAL</td>
<td>Pure copper</td>
</tr>
<tr>
<td>HEIGHT</td>
<td>46 metres (from base to torch)</td>
</tr>
<tr>
<td>WEIGHT</td>
<td>204 tonnes</td>
</tr>
<tr>
<td>COMMEMORATION</td>
<td>The centenary of the United States Declaration of Independence</td>
</tr>
<tr>
<td>IT REPRESENTS</td>
<td>A woman carrying a torch in her right hand and a tablet in her left hand</td>
</tr>
<tr>
<td>Nº OF VISITORS</td>
<td>3.2 million (aprox. per year)</td>
</tr>
</tbody>
</table>

Writing

Look at the picture and the information from the table and write a paragraph about The Statue of Liberty.
Find information about The Big Ben.

<table>
<thead>
<tr>
<th>OFFICIAL NAME</th>
<th>LOCATION</th>
<th>NICKNAME</th>
<th>HOW OLD</th>
<th>HEIGHT</th>
<th>OFFICIAL NAME</th>
<th>INFORMATION ABOUT THE BELLS</th>
<th>INFORMATION ABOUT THE CLOCK</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
</table>

**Writing**

Now, try to write a paragraph about it using the information in the chart.
PHONETICS

Here you have a chart with the phonetic symbols in English (vowels, diphthongs and consonants).

Listen to the different sounds.

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>READ</td>
</tr>
<tr>
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</table>

CONSOLIDATION

Revision exercises

Revise the vocabulary of countries and nationalities and complete this chart:

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>British</td>
</tr>
<tr>
<td>Rumania</td>
<td>Scottish</td>
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<tr>
<td>Spain</td>
<td>Moroccan</td>
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<td>Ecuadorian</td>
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<td>Sweden</td>
<td>Russian</td>
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<tr>
<td>Ireland</td>
<td>American</td>
</tr>
<tr>
<td>China</td>
<td></td>
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</tbody>
</table>
True or false

<table>
<thead>
<tr>
<th>Statement</th>
<th>Verdadero</th>
<th>Falso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zurich is the capital of Switzerland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They speak Spanish in Brazil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canada is in North America</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The German flag is yellow, black and red</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The River Nyle is in Egypt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algeria is in Europe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swahili is the language of South Africa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cristiano Ronaldo is Brazilian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The capital of Australia is Canberra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luxemburg is a founding member of the European Union</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing

Write what languages they speak in:

- Miami: ___________________________ and ___________________________
- Canada: ___________________________ and ___________________________
- Switzerland: ___________________________ , ___________________________ and ___________________________
- Algeria: ___________________________ and ___________________________
- Brazil: ___________________________

Fill the gaps

Jim: Hello, I’m Jim.
Jim: Pleased to ___________________________ you. What’s your job?
Kim: I’m ___________________________ architect. What ___________________________ you?
Jim: I’m a ___________________________
Kim: I’m ___________________________ Canada. ___________________________ are you from?
Jim: I’m from ___________________________
Kim: Oh, my husband is from Scotland ___________________________
Choose the right option

Choose the right verb.

1. A: Are you Simon Brown’s assistant?
   B: No, I __________________________ . He __________________________ there.

2. A: Is this your mobile?
   B: No, it __________________________ . It is my sister’s.

3. A: __________________________ Mike and Susan here today?
   B: No, they __________________________ . They __________________________ in Boston.

4. A: __________________________ you French?
   B: Yes, we are. I ________________________ from Bourges and Serge __________________________ from Lyon.

Writing

Find the correct subject pronoun

1. You and me are very good friends.
2. Ellen and her sister play handball:
3. Peter’s mum is at home.
4. The cat is sitting on the sofa:
5. All the students and the teacher are going on the trip:
6. My friend is a very pretty girl:

Choose the right option

Complete the sentences choosing the right possessive adjective

1. He’s interested in music. ________________ favourite group is "The Killers"
2. What are ________________ names? We are Mr and Mrs Norris
3. This letter is for Shirley. What is ________________ address?
4. We’re interested in animals. ________________ favourite animal is the horse
5. I’m from France but ________________ parents are from England
6. Maria and Tim are from San Francisco. In this photo they’re at ________________ house.
7. This is a beautiful horse. ________________ hair is dark
8. She’s eight, and ________________ brother is nine
Choose the right option

Complete the sentences using: a / an / the or - (nothing)

1. __________________________ supermarket is closed today
2. There is __________________________ elephant in the zoo
3. She is __________________________ teacher
4. John is __________________________ tall boy
5. __________________________ cats are my favourite animals
6. He’s __________________________ artist and plays __________________________ piano
7. There are big trees in __________________________ garden
8. Oxford is __________________________ famous town in England
9. The Ritz is __________________________ expensive hotel

Writing

Change to the plural as in the example: An interesting book -> Interesting books

1. A poor child
2. An attractive man
3. A little baby
4. A new watch
5. A red bus
6. An old knife
7. A yellow banana
8. A clever woman

Fill the gaps

Australia  a  the  important
an  travel  international  It

English is an __________________________ language. __________________________ is the main language of Great Britain, the USA, Ireland and __________________________. It is also __________________________ in Canada. It is __________________________ language of William Shakespeare, Bill Clinton and Meryl Streep. English is also __________________________ important language for commerce and __________________________ good language to __________________________.
Write the questions for these answers
1. Her name’s **Isabel Carlton**.
2. He’s **tall and good-looking**.
3. My sister’s **twenty-nine years old**.
4. They are **Italian**.
5. It is in September.
7. Alejandro Sanz is a **Spanish** singer.

Practise your adjectives

Put these words into the right order. Be careful with the adjectives.
1. taxi / big / a / black
2. boring / old / a / teacher
3. an / footballer / young / attractive
4. big / chair / a / comfortable
5. where / my / book / new / is /?
6. hamburger / a / how much / is / large /?
7. great / Paul McCartney / is / singer / a.
8. his / is / this / car / new.
## Match the lists

### Match the adjective with its opposite

<table>
<thead>
<tr>
<th>short</th>
<th>big</th>
</tr>
</thead>
<tbody>
<tr>
<td>ugly</td>
<td>cold</td>
</tr>
<tr>
<td>dirty</td>
<td>beautiful</td>
</tr>
<tr>
<td>open</td>
<td>clean</td>
</tr>
<tr>
<td>hot</td>
<td>closed</td>
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<tr>
<td>thin</td>
<td>fat</td>
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<td>sad</td>
<td>long</td>
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<tr>
<td>old</td>
<td>short</td>
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<tr>
<td>tall</td>
<td>happy</td>
</tr>
<tr>
<td>small</td>
<td>young</td>
</tr>
</tbody>
</table>

## Writing

Answer the questions using the opposite adjective:

Example: Are the players happy? / No, they aren’t. They are sad

1. Are they hot?  
2. Are you tall?  
3. Is the house big?  
4. Are the children clean?  
5. Is the T-shirt new?  
6. Are the shops open?  
7. Is English difficult?
Reading activity
Read the text. Then, correct the sentences according to the example.

Natalie Thomas

My name is Natalie Thomas. I'm twenty-two and I'm not very tall. I've got dark hair and brown eyes. I've got a brother and twin sisters. His name is Graham. He is an engineer. He is twenty-five and he is very good looking. He is tall and he has got black hair and blue eyes. My twin sisters, Amy and Liza, are fifteen. They have got fair hair and blue eyes. They are very good students. My mother's name is Diana. She is very friendly. She is quite short and her hair is fair. My father's name is Fred. He is very tall and he hasn't got any hair. He is funny.

Writing

Correct following the example: Natalie is very tall and dark. -> She isn't very tall.
1. Graham is Natalie's father
2. Graham has got fair hair
3. Her sisters are fifteen and thirteen
4. Her mother's name is Amy
5. Fred has got dark hair

Writing

Answer some questions about the text
1. What is Natalie like?
2. What's Graham's job?
3. How old is he?
4. What's her father's name?
GRAMMAR

Unit 1: People

Personal Pronouns – PRONOMBRES PERSONALES

Estos pronombres personales se usan como sujeto de la oración.

**SINGULAR**
- I (yo)
- You (tú)
- He (él) – she (ella) – it (ello)

**PLURAL**
- We (nosotros)
- You (vosotros)
- They (ellas/ellos)

- En Inglés es **siempre necesario que el verbo lleve un sujeto**: bien un pronombre o un nombre propio o común.
- El pronombre de primera persona del singular “I” (yo) se **escribe siempre con mayúscula**.
- El pronombre personal “it” se debe usar para objetos y para animales. Nunca para personas.

**TO BE (SER / ESTAR)**

**AFFIRMATIVE & NEGATIVE**

- I am / am not
- You are / are not
- He - she - it is / is not
- We are / are not
- You are / are not
- They are / are not

**Contractions**

- is + not : isn’t
- are + not : aren’t

**INTERROGATIVE**

- Am I?
- Are you?
- Is he - she - it?
- Are we?
- Are you?
- Are they?

- El verbo **TO BE** equivale en español a dos verbos diferentes: **SER y ESTAR**.
- También se usa para otras expresiones que en español utilizamos el verbo tener:

Ejemplo: I am thirty-two years old – Tengo treinta y dos años
We are hungry – Tenemos hambre

**POSSESSIVE ADJECTIVES - ADJETIVOS POSESIVOS**

**PRONOUN**
- I
- You
- He
- She
- It
- We
- You
- They

**POSSESSIVE**
- My (mi/s)
- Your (tu/s)
- His (su/s de él)
- Her (su/s de ella)
- Its (su/s de ello)
- Our (nuestro/s)
- Your (vuestro/s)
- Their (su/s de ellos)
• Los adjetivos posesivos van delante de sustantivos para indicar a quién pertenece lo que designan
• Se usa la misma forma del posesivo para el singular que para el plural:
  My book – Mi libro
  My books – Mis libros
• Atención con el posesivo de 3ª persona, puede ser confuse:
  His book – Su (de él) libro
  Her book – Su (de ella) libro
  Their book – Su (de ellos) libro

**PLURAL FORM - EL PLURAL DE LOS NOMBRES**

• **A.** La mayoría de los nombres forman el plural añadiendo **-s**
  One bird - two birds

• **B.** consonante+ y ↑ -ies
  pero vocal + y ↑ -s
  city ↑ cities / toy ↑ toys

• **C.** s, ss, sh, ch, x, o ↓-es
  bus ↑ buses  church → churches  potato → potatoes
  box ↑ boxes  dash → dashes

• **D.** f / fe ↑ -ves
  wife ↑ wives

**PLURALES IRREGULARES**: Hay palabras que tienen un plural irregular

  tooth teeth
  man men
  foot feet
  woman women
  child children
  mouse mice

**THE ARTICLE – EL ARTÍCULO: THE – A/AN**

El artículo definido: THE

• **Usamos the** para referirnos a alguien o algo en particular.
  London is the capital of England
  The policeman is very tall

• **No Usamos the**
  – Delante de nombres de idiomas, ciencias, asignaturas y nombres abstractos.
  Chinese is a very difficult language
  – Delante de nombres de deportes y hobbies.
  I don't like Football
  – Para referirse a alguien o algo en general.
  Flowers are very beautiful
El artículo indefinido: A/AN

- Usamos el artículo indefinido para referirnos a alguien o algo que se menciona por primera vez.
- Usamos a antes de consonante y an antes de vocal.

A table
An article

- Recuerda usar a/an antes de los nombres referidos a profesiones

I am a teacher

DESCRIPTIVE ADJECTIVES - LOS ADJETIVOS DESCRIPTIVOS

Estos adjetivos se usan para describir un nombre. Se colocan siempre antes del nombre

a red scarf
old cars

- Pero van siempre detrás del verbo TO BE.

This scarf is red
The cars are old

Los adjetivos no tienen forma plural, es decir: son iguales para nombres en plural y en singular:

- singular a tall boy
- plural tall boys
- singular an old man
- plural old men

- Podemos usar adverbios para modificar adjetivos: quite (bastante) / very (muy) son los más comunes.

a very expensive hotel
This boy is quite good-looking

- Cuando hay más de un adjetivo, siguen este orden.

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<tr>
<th>CUALIDAD</th>
<th>TAMAÑO</th>
<th>EDAD</th>
<th>COLOR</th>
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<tbody>
<tr>
<td>Good</td>
<td>Long</td>
<td>Old</td>
<td>Black</td>
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<tr>
<td>Bad</td>
<td>Short</td>
<td>Young</td>
<td>White</td>
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<td>Nice</td>
<td>Small</td>
<td>Middle-aged</td>
<td>Grey</td>
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<td>Attractive</td>
<td>Big</td>
<td>New</td>
<td>Red</td>
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<td>Expensive</td>
<td>Tall</td>
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<td>Yellow</td>
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<td></td>
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<td>Brown</td>
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</tbody>
</table>

An old red car
Short red h
Big brown eyes
QUESTION WORDS - PALABRAS INTERROGATIVAS

What  ¿Qué
Who  Quién
How  Cómo
Where  Dónde
When  Cuándo
Why  Por qué
How much  Cuánto
How many  Cuántos
Whose  De quién

Las palabras interrogativas siempre llevan una estructura de pregunta en la frase que encabezan.

What is this?  ¿Qué es esto?
Who is that man?  ¿Quién es ese hombre?
Where is Sam from?  ¿De dónde es Sam?
When is your class?  ¿Cuándo es tu clase?

Recuerda que en inglés sólo usamos el signo de interrogación al final, nunca al principio.

VOCABULARY

INTRODUCING - EXPRESIONES DE PRESENTACIÓN

Usamos varias expresiones cuando conocemos a alguien. Dependiendo de las circunstancias y de las personas, algunas son más formales que otras. Compara estas dos columnas:

INFORMAL  FORMAL
My name's ... (me llamo)  Let me introduce ... (Permítame que le presente a...)
I'm ... (soy ...)  Pleased to meet you (Es un placer (o encantado de) conocerle)
Nice to meet you (encantado de conocerte)  Welcome to ... (Bienvenido a ...)
Nice to meet you, too. (yo también)  A: How do you do? (¿Cómo está usted?)
           B: How do you do? (se responde con lo mismo)

En español, muchas veces la diferencia la marca el uso de “tú” o de “usted”, mientras que en Inglés no existe esa posibilidad, y deben usarse otros recursos.

INFORMAL
My name’s Peter.
I’m Betty.
Nice to meet you
Nice to meet you, too.
A: How are you?
B: Fine, thanks and you?

FORMAL
Let me introduce Peter.
Pleased to meet you.
Welcome to Zaragoza.
A: How do you do?
B: How do you do?
GREETINGS AND SAYING GOODBYE - SALUDOS Y DESPEDIDAS

SALUDOS
Para saludar a alguien decimos:

- "Good morning" por la mañana (Buenos días)
- "Good afternoon" desde las 12.00 hasta las 18.00 horas (aproximadamente) (Buenas tardes)
- "Good evening" a partir de las 18 horas aproximadamente (Buenas tardes)
  "Hello" o "Hi" son más informales pero se pueden usar a cualquier hora y en cualquier momento. (hola)

DESPEDIRSE
La expresión más habitual es "Goodbye" (adiós)
"Bye" es más informal.
Para despedirse por la noche se puede decir: "Goodnight"
Y para irse a la cama: "Goodnight" (buenas noches)

Good morning
Good afternoon
Good evening
Hello / Hi
Goodbye
Bye
Goodnight

COUNTRIES AND NATIONALITIES - PAÍSES Y NACIONALIDADES

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>NATIONALITY</th>
</tr>
</thead>
<tbody>
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<td>Australia</td>
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</tr>
<tr>
<td>Brazil</td>
<td>Brazilian</td>
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</table>
## SENDING TASKS

<table>
<thead>
<tr>
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<th>APELLIDOS:</th>
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<tbody>
<tr>
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<td>TASK UNIT 1</td>
<td>NOMBRE:</td>
</tr>
<tr>
<td></td>
<td>AULA:</td>
</tr>
</tbody>
</table>

**OBSERVACIONES:** Recuerda que las tareas se deben realizar después de haber trabajado la unidad en su totalidad.
Recuerda también que la tarea es **individual**.

### Write about yourself

*We want to know your profile: fill in the following form.*

- **Surname:**
- **First name:**
- **Nationality:**
- **Hometown:**
- **Marital Status:** 
  - O single
  - O married
  - O separated
  - O divorced
- **Number of people in family:**
- **Present job:**
- **Hobbies:**
- **Languages:**
- **Reasons to learn English:**
  - O for work
  - O to travel
  - O to study
  - O to understand film/songs
  - O others

Rellena el formulario con tu información personal. Si tienes dudas, consulta los contenidos correspondientes: apartado A. Learn pp 1-3.

You can begin:
My name’s ... and I am from ...
HINTS TO THE UNIT

En esta segunda unidad “Home and family”, aprenderás a utilizar el verbo haber en inglés: THERE IS / THERE ARE, para que puedas expresar la cantidad.

También estudiarás el verbo HAVE GOT, en forma afirmativa, negativa e interrogativa, para poder expresar la posesión.

Otra estructura ajena completamente a nuestro idioma, el CASO POSESIVO ‘S, también es utilizada en inglés muy frecuentemente para expresar la posesión.

En cuanto al vocabulario echaremos un vistazo a los diferentes tipos de vivienda de los ingleses, todo el léxico referido a la casa: partes de la casa, muebles, y accesorios.

Para poder describir una habitación o decir dónde están las cosas, repasaremos el uso de las preposiciones de lugar.

Y, por último, el vocabulario de la familia. Que, suponemos, tampoco será totalmente nuevo para ti.

Tanto las estructuras propuestas como el vocabulario de la unidad te ayudarán a conseguir el objetivo principal de la misma: ser capaz de realizar la tarea propuesta que encontrarás en el paso de la agenda: tasks.

INTRODUCTION

Home and family

In this unit you are going to learn how to use: THERE IS / THERE ARE, this way you will be able to express quantity; also you will learn how to express possession using the verb HAVE GOT and THE POSSESSIVE ‘S.

We will have a look at different ways of living, and at the vocabulary related to THE HOUSE and THE FAMILY.

When you have finished the unit you will be able to:

• Describe your flat or house.

• Make your family tree and write about a member of your family
This is my house

My house is quite big. It has got four bedrooms, a living-room, a dining-room, a kitchen, a bathroom and a separate toilet. There are two floors: the bedrooms and the bathroom are upstairs, and the living-room, the dining-room, the kitchen and the toilet are downstairs. There is a front garden and a back yard too. My favourite room is my bedroom. I have got there my best things: my computer, my CD player, my photographs and my books. There are many houses like mine in this area of the town.

What about you?
Do you live in a house like this or in a flat?

Audio

True or false

Say if the statements are TRUE or FALSE

<table>
<thead>
<tr>
<th>Statement</th>
<th>Verdadero</th>
<th>Falso</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are four rooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The kitchen is upstairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a front yard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The author likes reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The house in the text is really singular</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Parts of a house

• **OUTSIDE** Outside the house there is a *front garden* with flowers and bushes. There is a *NO PARKING* sign on the gate. **The garage** is next to the house. **The back garden** is quite big, there are *fruit trees* and a *lawn*. On the roof of the house there is a *chimney* and an *aerial*.

• **INSIDE** There are two floors: *upstairs* and *downstairs*.

### DOWNSTAIRS
- Front door
- Hall
- Staircase
- Dining-room
- Living room (Sitting-room)
- Study
- Kitchen

### UPSTAIRS
- Bedroom
- Bathroom
- Separate toilet
- Spare room

### WHAT IS THERE IN EACH ROOM?

#### THE KITCHEN
- Cupboard
- Electrical appliance
- Cooker
- Dishwasher
- Washing machine
- Oven
- Fridge
- Sink
- Microwave

#### THE BATHROOM
- Bath
- Bathroom cabinet
- Mirror
- Shower
- Soap
- Toilet
- Towel
- Wash basin

#### THE LIVING ROOM
- Armchair
- Bookcase
- Carpet
- Coffee table
- Curtains
- Lamp
- Picture
- Sofa
- Television
- Dining table
- Shelf
- Cushion

#### THE BEDROOM
- Bed
- Bedside table
- Blanket
- Chest of drawers
- Mattress
- Pillow
- Rug
- Sheet
- Wardrobe
**Match the lists**

### Relate rooms and furniture

<table>
<thead>
<tr>
<th>Kitchen</th>
<th>Cooker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathroom</td>
<td>Coffe table</td>
</tr>
<tr>
<td>Living-room</td>
<td>Wash basin</td>
</tr>
<tr>
<td>Kitchen</td>
<td>Wardrobe</td>
</tr>
<tr>
<td>Bedroom</td>
<td>Cupboard</td>
</tr>
<tr>
<td>Kitchen</td>
<td>Fridge</td>
</tr>
<tr>
<td>Bathroom</td>
<td>Bookcase</td>
</tr>
<tr>
<td>Living-room</td>
<td>Shower</td>
</tr>
<tr>
<td>Living-room</td>
<td>Mattress</td>
</tr>
<tr>
<td>Bedroom</td>
<td>Television</td>
</tr>
</tbody>
</table>

### Writing

Write about your room. What is there? What isn’t there?

"In my bedroom there is ..."
I have got a dog, Spot. Spot has got a very nice owner.

Lisa has got a new bike. It has got a little basket at the front.

It has got four legs and a long tail.

Robin hasn’t got a collar!!

And you? Sure you have many things...take a look at the following everyday items. Which ones have you got?

### IN A BAG
- keys
- purse/wallet
- glasses
- mobile phone
- tissues
- pen
- identity card

### IN A DRAWER
- calculator
- address book
- hairbrush/comb
- scissors
- diary
- hair dryer

### AT HOME
- TV
- alarm-clock
- mirror
- waste paper bin
- carpet
- vase

### OTHERS
- umbrella
- computer
- bike
- racket
- ball
- camera
- CD player
- sunglasses

**Examples:**

I’ve got a purse in my bag, but I haven’t a mobile phone.
She’s got a diary in the drawer, but she hasn’t got an address book.

Have you got a bike?
No, I haven’t. But I have got a car.

Has your sister got a computer at home?
Yes, she has.
Writing

Write four sentences using the verb "have got" and some of the personal objects of the list. Make each sentence as in the example.

Example: "I've got a mobile phone but I haven't got a bike"

Prepositions

Look at this picture and learn the prepositions

Now look at this study and read the sentences (Note the prepositions)

There is a red lamp on the table
The radiator is under the table
There’s a chair between the desk and the bookcase
The computer is opposite the bookcase
The table is in front of the window
There’s a picture on the wall
The book is next to the glasses
There are two pens in a pencil holder
My house has got two floors. The living room is on the ground floor. It is quite big as you can see in this picture. It is very light, because it has got two big windows. There are some plants next to the windows, in front of one of the sofas. There are also some flowers in a vase on the dining table. There are five chairs, and two white sofas opposite the door. And on the sofas there are some blue Indian cushions. The ceiling is white too and on the walls there are many pictures and a clock. There is a small cupboard between one of the sofas and the desk. In the bookcase there are a lot of books and behind the dining table there are shelves with CDs. There are not many small things in this room. On the coffe table there are some old newspapers, two books, a remote control, a tea mug, tissues and some glasses. There are not many lamps, there is only a small one on the cupboard opposite the windows and another one on the ceiling. It is my favourite room in the house.
Writing

Read. Write the prepositions in the text

---

True or false

Are these sentences **TRUE** or **FALSE**?

<table>
<thead>
<tr>
<th></th>
<th>Verdadero</th>
<th>Falso</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are newspapers and books on the dining table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There’s a clock on the shelf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are some cushions on the sofas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The room has got many small things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There’s a chair in front of the big cupboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The television is opposite one of the sofas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The room has got white walls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a plant under the dining table</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing

Correct the false statements. Write true sentences.

---

Writing

Find a word for each number

---
Writing

1. How many floors has the house got?
2. How many windows are there?
3. What is there opposite the door?
4. Where is the small cupboard?
5. What is there behind the dining table?

Listening

Listen to the description of the Cooper’s house.

Decide which of the three options is their house: A, B or C.
## Writing

Check your answer

## True or false

Say if the statements are TRUE or FALSE

<table>
<thead>
<tr>
<th>Statement</th>
<th>Verdadero</th>
<th>Falso</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are four rooms</td>
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<td></td>
</tr>
<tr>
<td>The house in the text is really singular</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Cooper's House

The Cooper family live at 17 Cherry Tree Road, Raytown. Raytown is near Reading, which is about 40 miles from London in the South of England. It is a small town with only 5 thousand inhabitants. Cherry Tree Road has got lots of trees. All the houses are semi-detached and they have gardens. The Cooper's house is opposite the bus stop. Cherry Tree Road is a very quiet road. There's a children's playground and a park at the end of the street.

This is a floor plan of the Cooper's house; on the ground floor they've got a hall, a kitchen, a sitting-room, a toilet and a garage for two cars. Part of the sitting room is a dining area. Upstairs there are three bedrooms, one double, two single and a bathroom. There's also an extension to the house over the garage. This is the study, where all the family can work. They've got a garden as well.
Do

A kitchen

Look at the picture of a kitchen. Answer the questions.

Writing

1. What colour are the walls?
2. What colour are the cupboards and the table?
3. What appliances can you see?
4. What is there on the table?
5. What is there on the wall?
6. Has the kitchen got a washing machine?
7. Is it big or small?
8. Where is the fridge?
9. The oven is opposite ...
10. On the microwave there are ...
11. How many chairs can you see?
12. What colour are they? Where are they?
13. Extra information ...
Writing

Now try to write a paragraph using the answers. Write simple sentences. Join the sentences using the linkers on the left.

B: THE FAMILY

This is Sally’s family

This is a picture of my family. My father’s name is Richard. He is thirty-eight years old. Next to him you can see my mother. Her name is Amanda and she is thirty-eight too. I have got twin brothers: John and Michael. But I haven’t got any sisters. They are in front of my father. They are five years old. They are alike. And the little girl on the left is me! My name’s Sally and I am six years old. In the picture we are on an excursion in the mountains. The waterfall behind us is really impressive!!!
Learn

The possessive ‘s

**WHOSE IS THIS UMBRELLA?**  **WHOSE UMBRELLA IS THIS?**

**WHOSE ARE THESE SHOES?**  **WHOSE SHOES ARE THESE?**

**WHOSE CAR IS THIS?**  **WHOSE IS THIS CAR?**

We normally use **the possessive ‘s** for people: Ann’s camera, my sister’s room, your son’s friends ...

Now look at this diagram:

- We use ‘s after a singular noun: My mother’s car
- We use only ‘ after most plural nouns: My parents’ house
- With plural nouns not ending in -s, we add ‘s: My children’s school
- When we refer to two nouns, we add ‘s only to the second noun: John and Sally’s friends
- The possessive is used to refer to shops, restaurants, churches and colleges, using the name or job title of the owner: the grocer’s, the doctor’s, the vet’s, the chemist’s, Smith’s, the dentist’s, Luigi’s, Saint Mary’s, Saint James’s.
- It is often used to talk about family relationships: John’s mother
Writing

Transform the sentences as in the example:

"John has got a car" ➔ "This is John's car"

1. Robert has got a mobile phone
2. My sister has got a shop
3. Susan and Bill have got a car
4. The boys have got bikes
5. The Browns have got a computer
6. The children have got comics

Rewrite the sentences with the possessive 's in the correct place

Example: "Who are Sallys parents?" ➔ Who are Sally's parents?

1. My sisters name is Lisa
2. What's your boyfriends name?
3. The boys names are Harry and Leon
4. What's Lisas husbands name?
5. Her daughters names are Sue and Lily
The family

Family members
Who is who in the Walters Family?

Choose the right option

Look at the pictures of the Walters family and complete the text

Toby and Grace are brother and __________________________ . Their __________________________ names are Janice and Mark. __________________________ is Grace’s grandfather. He’s seventy years old. Deborah is Albert’s __________________________ . She’s seventy too. Brian is Toby, Iris and Grace’s __________________________ , and Emily is their aunt. They (Brian and Emily) have got a __________________________ , Michelle. She is Toby’s __________________________ . Clive is Albert and Deborah’s __________________________ ; he’s not married and he’s got three __________________________ . Albert and Deborah have got four __________________________ .

Writing

Write sentences about the Walters. Use the possessive ‘s
Example: TOBY - GRACE » » Toby is Grace’s brother

1. ALBERT - DEBORAH
2. MICHELLE - IRIS
3. DEBORAH - MICHELLE
4. TOBY - ALBERT
5. JANICE AND MARK - GRACE
6. IRIS - CLIVE
7. EMILY - TOBY
8. GRACE, IRIS AND TOBY - JANICE AND MARK
9. IRIS AND GRACE - TOBY
10. EMILY AND JANICE - DEBORAH
Understand

Reading

Read about Gordon’s family and then do the exercises.

Here we have a photo of my family. We are in the local park, sitting on a bench. It is Andrew’s seventh birthday. He looks really happy with Spot next to him. Jason, my son, is behind Andrew. He is a sales-manager for MTC. He is a hard worker. He is very sporty too. He goes running every morning before going to work. Jason’s wife is Marion. She is thirty-eight; she is a receptionist at a hotel in the city centre. She sometimes works at night. She has blond short hair and she is very pretty. She is next to her husband. In front of her you can see Ruth, my wife. She is really happy in the picture because all the family are together. Ruth, like me, is retired. Now we travel a lot. Helen is in front of me. She is very sweet. She is five. She has very long hair. Who am I? My name’s Gordon, I am seventy-three. Ruth and I have this picture on a shelf in our bedroom.
**INGLÉS**

### Match the lists

#### Match the names with the numbers in the picture

<table>
<thead>
<tr>
<th>Name</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth</td>
<td>1</td>
</tr>
<tr>
<td>Helen</td>
<td>2</td>
</tr>
<tr>
<td>Gordon</td>
<td>3</td>
</tr>
<tr>
<td>Marion</td>
<td>4</td>
</tr>
<tr>
<td>Andrew</td>
<td>5</td>
</tr>
<tr>
<td>Spot</td>
<td>6</td>
</tr>
<tr>
<td>Jason</td>
<td>7</td>
</tr>
</tbody>
</table>

### True or false

#### Are the sentences true or false?

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Verdadero</th>
<th>Falso</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are sitting in the back garden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is Helen’s birthday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrew and Helen are brother and sister</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jason is Ruth’s husband</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gordon is Helen and Andrew’s grandfather</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruth is sitting between Gordon and Andrew</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrew is in front of his father</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marion is Ruth’s daughter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Listening

Listen to two people talking about their families and complete the chart

<table>
<thead>
<tr>
<th></th>
<th>BRUCE</th>
<th>MARTIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nº OF CHILDREN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCUPATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOBBIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRANDCHILDREN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAMES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Audio

Listening

Script

**BRUCE**

A: How many children have you got, Bruce?
B: I’ve got only one: Marion.
A: And how old is she?
B: She’s thirty-eight.
A: What’s her profession?
B: She’s a receptionist at a hotel in the town centre.
A: Is she married?
B: Yes, and she’s got two children: Andrew and Helen. They’re really lovely
A: What are her hobbies?
B: She likes reading and she’s a very good cook too. And what about you?

**MARTIN**

A: I’ve only got one child, too: Steve
B: How old is he?
A: He’s forty and he is a policeman. But he is not here, he is working in London now.
B: Is he married?
A: No, he is divorced. And he’s got one child: Lily.
B: Has he got any hobbies?
A: Yes, many. He likes sport very much. He runs, swims, cycles, plays basket ...
Do

WRITE

Look at these family photos. Choose one of them and invent the information about them.

Who are they?

Who are they?

Writing

PICTURE 1 / 2

NAMES ___________________________________________

AGES ___________________________________________

RELATIONSHIP _____________________________________

OTHER IDEAS _______________________________________

Now try to write a paragraph about the family you have chosen.
PHONETICS

In unit 1 you have seen all the English sounds. In this unit we are going to begin with the vowel sounds.

Sounds ː (long), ː (short)

Some English words differ only in the pronunciation of these two vowel sounds: /iː/ (long) and /i/ (short):

Listen and repeat

Note the difference between /iː/ (sheep) and /i/ (ship).

<table>
<thead>
<tr>
<th>ː</th>
<th>ː</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>ship</td>
</tr>
<tr>
<td>eat</td>
<td>it</td>
</tr>
<tr>
<td>cheap</td>
<td>chip</td>
</tr>
<tr>
<td>these</td>
<td>this</td>
</tr>
<tr>
<td>seat</td>
<td>sit</td>
</tr>
</tbody>
</table>

Listen and repeat

Now repeat these words and listen carefully to the pronunciation of the sounds: /iː/ and /i/.

<table>
<thead>
<tr>
<th>ː</th>
<th>ː</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>it</td>
</tr>
<tr>
<td>he</td>
<td>his</td>
</tr>
<tr>
<td>three</td>
<td>six</td>
</tr>
<tr>
<td>theacher</td>
<td>singer</td>
</tr>
<tr>
<td>evening</td>
<td>mechanic</td>
</tr>
</tbody>
</table>
CONSOLIDATION

Listening

Listen to the description of this bedroom. Is the information true or false according to the image?

Audio

Fill in the gaps

Decide if the given information is correct according to the audio.

<table>
<thead>
<tr>
<th>It's clearly a girl's bedroom</th>
<th>Verdadero</th>
<th>Falso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pink is the principal colour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are not many things on the walls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The reading lamp is yellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a small bedside table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are two carpets on the floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is nothing on the bed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There’s a clock next to the vase on the bedside table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There’s a little blue box under the vase of flowers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There aren’t many small things on the shelves</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing

Here you have the script

---

---

---

---
Revise

Look at the picture and complete the text.

Choose the right option

There is a pen _______________ a notebook. The file is _______________ the notebook.
There are a lot of books _______________ the shelves. There are some pens _______________
the pencil holder. The globe is _______________ the board. There’s a pencil holder _______________
the photo frame. The globe is _______________ the photo frame. There is a doll _______________
the wall. The chair is _______________ the desk.

Choose the right option

Look at the picture again and complete the sentences with There is, There isn’t, There are or There aren’t

1. _______________ some books
2. _______________ a television in this room
3. _______________ a CD player?
4. _______________ some pictures on the board
5. _______________ two chairs
6. _______________ a window in the room?
7. _______________ any pens?
8. _______________ a rug on the floor
Reading

Tim Lewis is a teacher. He lives in Liverpool with his wife and their daughter: a little girl, Susan, aged 5. She is in the park now. It is a big, beautiful park in front of their house. She has got a lot of friends there. She is a tall, thin girl and she has got long dark hair and big brown eyes. Tina is her mother. She is at home. She hasn’t got a job now. She is a young, pretty housewife. The house is small but modern: there is a kitchen, a bathroom, a living room and three bedrooms. Susan’s bedroom is decorated in yellow. There is a small garden too. The garage is behind the house. Tim, the father, is at work now. His school is near the city centre. It is a modern, big school: there are 650 students. The family is very happy in Liverpool but it is not a nice town. It is very industrial and life is very expensive.

Writing

1. What is Tim’s job?
2. How many children have Tim and Tina got?
3. What is Susan like?
4. Is Liverpool a nice city?
5. How many rooms are there in their house?
6. Where is the garage?
7. What colour is Susan’s room?
8. Has Tina got a job?
Match the lists

Match the words according to the chart.

<table>
<thead>
<tr>
<th>Nuria</th>
<th>Bob's mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esther</td>
<td>Monica's father</td>
</tr>
<tr>
<td>David</td>
<td>Maria’s brother</td>
</tr>
<tr>
<td>Bob</td>
<td>Luisa’s daughter</td>
</tr>
<tr>
<td>Marta</td>
<td>Alfredo’s son</td>
</tr>
<tr>
<td>Esteban</td>
<td>David’s sister</td>
</tr>
</tbody>
</table>

Writing

Make sentences relating these objects to the person and using the possessive ‘s.

Examples: MOBILE PHONE - JOHN »”It is John’s mobile phone”
SCISSORS - MY MOTHER »”They are my mother’s scissors”

1. DIARY - MELISSA
2. CALCULATOR - ROBERT
3. GLASSES - THE TEACHER
4. IDENTITY CARD - MY SISTER
5. TOYS - THE DOG
6. PLAY STATION - THE CHILDREN
7. A HOUSE - CHARLES AND LUCY
8. CAR - MY PARENTS
Choose the right options

‘S (from the verb TO BE) or POSSESSIVE ‘S? Look at the ‘s in these sentences and choose the ones with the possessive ‘s

- Susan is my boyfriend’s sister
- Her best friend’s name is Chloe
- My sister’s husband is a doctor
- Her name’s Sally
- My husband’s an engineer
- Steven’s daughter has got three cats
- Your boyfriend’s very nice
- My mother’s car is very old
- She’s in hospital. She’s a nurse
- This is my parents’ favourite supermarket

Revise

Look at the table and make sentences using this information

<table>
<thead>
<tr>
<th>Item</th>
<th>Sally</th>
<th>Tony</th>
<th>Karen and Sam</th>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>?</td>
</tr>
<tr>
<td>Diary</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>?</td>
</tr>
<tr>
<td>Keys</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>?</td>
</tr>
<tr>
<td>Tissues</td>
<td>yes</td>
<td>no</td>
<td>no</td>
<td>?</td>
</tr>
<tr>
<td>Pen</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>?</td>
</tr>
<tr>
<td>Wallet</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>?</td>
</tr>
</tbody>
</table>

Examples: "Has Sally got a mobile in her bag?" "Yes, she has"
"Has Tony got tissues in his pocket?" "No, he hasn’t. But he has got a wallet"
"Have Karen and Sam got a wallet?" "Yes, they have"
"Have you got a pen in your bag?" "Yes, I have" / No, I haven’t"
Check your answers

Fill in the gaps

<table>
<thead>
<tr>
<th>the kitchen</th>
<th>a dining room</th>
<th>big</th>
<th>upstairs</th>
<th>bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>on</td>
<td>a dishwasher</td>
<td>there isn't</td>
<td>has got</td>
<td>house</td>
</tr>
</tbody>
</table>

Jason and Marion want to buy a house. They are having a look at an old house and talking to the Estate agent. Complete the dialogue.

E.A.: The house ________ two floors. There are five rooms ________ this floor. There's a kitchen, a living room, ________, and a study.

Jason: There's a study, Marion!

Marion: What's that room?

E.A.: That's a ________.

Jason: How many bathrooms are there?

E.A.: There's one downstairs and two ________.

E.A.: And this is the living room.

Marion: It's really ________ and bright.

Jason: Is there a balcony?

E.A.: No, _________. But there are two big windows.

E.A.: And _________. Marion: There isn't ________! 

E.A.: Yes, there is. It's over there.

Marion: But it's very old!

E.A.: Yes, madam. This is not a new ________.
Choose the right option

Complete the sentences choosing the right preposition
1. Peter is __________________________ the living room
2. He is waiting __________________________ the bus stop
3. There is some water __________________________ the fridge
4. There is a clock __________________________ the wall
5. My flat is __________________________ the third floor
6. They are waiting __________________________ the airport
7. There are clouds __________________________ the sky
8. We are __________________________ home in the evening
9. There are some children __________________________ the park
10. She is standing __________________________ the door

Practise the vocabulary
Put these words in the correct group:

| keys | microwave | slim | uncle | cooker | wallet | wardrobe | kitchen | sunglasses | armchair | oven | bedroom | daughter | young | shelf | fridge | study | niece | strong | identity card | lamp | living-room | short | cousin |

Rooms
Furniture
Electrical appliances
Personal objects
Family
Adjectives

Writing

Check your answers
Writing

Finish the sentences with the right family word
1. Your mother's brother is your _____________________________
2. Your uncle's daughter is your _____________________________
3. Your father's sister is your _____________________________
4. Your brother's son is your _____________________________
5. Your father's mother and father are your _____________________________
6. Your sister's daughter is your _____________________________
7. Your son's daughter is your _____________________________

Test

Choose the odd one out
A)

Aunt
Nephew
Mother
Niece

B)

Husband
Grandfather
Niece
Uncle

C)

Grandparents
Children
Parents
Brother

D)

Bath
Towel
Oven
Mirror
INGLÉS

E)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookcase</td>
<td></td>
</tr>
<tr>
<td>Dishwasher</td>
<td></td>
</tr>
<tr>
<td>Sink</td>
<td></td>
</tr>
<tr>
<td>Fridge</td>
<td></td>
</tr>
</tbody>
</table>

F)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Curtains</td>
<td></td>
</tr>
<tr>
<td>Wardrobe</td>
<td></td>
</tr>
<tr>
<td>Coffee table</td>
<td></td>
</tr>
<tr>
<td>Bookcase</td>
<td></td>
</tr>
</tbody>
</table>

G)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Blanket</td>
<td></td>
</tr>
<tr>
<td>Wardrobe</td>
<td></td>
</tr>
<tr>
<td>Pillow</td>
<td></td>
</tr>
<tr>
<td>Microwave</td>
<td></td>
</tr>
</tbody>
</table>

**GRAMMAR**

**THERE IS – THERE ARE - HABER**

**SINGULAR**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There is</td>
</tr>
<tr>
<td>There is not</td>
</tr>
<tr>
<td>Is there?</td>
</tr>
</tbody>
</table>

**PLURAL**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There are</td>
</tr>
<tr>
<td>There are not</td>
</tr>
<tr>
<td>Are there?</td>
</tr>
</tbody>
</table>

**SHORT FORM**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There's</td>
</tr>
<tr>
<td>There isn't</td>
</tr>
</tbody>
</table>

"There is a computer"
"There isn't a ball"
"Is there a ball?"
"There are four books"
"There aren't twenty students in class; there are twenty-two"
"Are there three cars in the street?"

- Única forma en español: “hay” tanto en singular como en plural. Pero en inglés hay que diferenciar si el objeto directo es singular: “there is” o plural: “there are”

There is a boy in the park
There are three people in the shop

- Cuando hay más de un sustantivo, se usa la forma correspondiente la primero de estos sustantivos:

There is a cat and two dogs in the garden
There are two children and a man
HAVE GOT – TENER

FORMA AFIRMATIVA

SINGULAR
I/You have got I’ve got / You’ve got
He/She/It has got He’s/She’s/ It’s got

PLURAL
We/You/They have got We’ve/You’ve/They've got

FORMA NEGATIVA

SINGULAR
I/you/ have not got I/you haven’t got
He/she/it has not got He/she/it hasn’t got

PLURAL
We/you/they have not got We/you/they haven’t got

FORMA INTERROGATIVA

Have I/you/we/they got?
Has he/she/it got?

• Usamos have got para hablar de lo que nos pertenece:
I’ve got a new car
They’ve got a computer

• La tercera persona del singular es has got:
She’s got a brother

• No se usa got cuando se usa la respuesta corta.

SOME, ANY

SOME

• Se usa en frases afirmativas delante de nombres incontables o de nombres contables en plural. NO siempre tiene correspondencia en español:
I have got some apples
There are some pencils in the drawer
There is some water in the glass
She has got some money

ANY

• Se usa en frases negativas e interrogativas delante de nombres incontables o de nombres contables en plural. NO siempre tiene correspondencia en español.
There aren’t any books on the shelf
There isn’t any light in this room
Are there any books on the shelf?
Is there any milk in the fridge?

PLACE PREPOSITIONS - PREPOSICIONES DE LUGAR

On: Sobre
In: Dentro de
Under: Debajo de
In front of: Delante de
Next to: Al lado de
Behind: Detrás de
**THE POSSESSIVE ‘S – CASO POSESIVO (GENITIVO SAJÓN)**

- El caso posesivo (‘s) indica que algo es de alguien y equivale a de en español:
  - Paul’s bicycle: La bicicleta de Paul
  - My friends’ house: La casa de mi amiga

- Si el sustantivo que designa al poseedor acaba en –s, se añade sólo un apóstrofo:
  - My sisters’ bedroom: La habitación de mis hermanas

- Si el **poseedor son don personas** se añade ‘s sólo al segundo nombre:
  - Peter and Paul’s bedroom

- Se usa muchas veces para referirse a **tiendas, restaurantes, iglesias, facultades**, usando el nombre o el título del propietario:
  - The doctor’s
  - The chemist’s
  - Saint John’s
  - Luigi’s

**VOCABULARY**

**THE HOUSE – LA CASA**

- Upstairs: Piso de arriba
- Downstairs: Piso de abajo
- Staircase: Escalera
- Dining-room: Comedor
- Study: Despacho, estudio

- Living room or Sitting-room: Salón, Cuarto de estar
- Armchair: Sillón
- Bookcase: Librería
- Carpet: Alfombra
- Coffee: table: Mesita
- Curtains: Cortinas
- Cushion: Cojín
- Lamp: Lámpara
- Picture: Cuadro
- Shelf (pl: shelves): Estantería

- Kitchen: Cocina
- Cooker: Cocina
- Cupboard: Armario
- Dishwasher: Lavavajillas
- Fridge: Frigorífico
- Oven: Horno
- Sink: Fregadera
- Washing machine: Lavadora
Bedroom: Dormitorio
Bed: Cama
Bedside table: Mesilla
Blanket: Manta
Chest of drawers: Cómoda
Mattress: Colchón
Pillow: Almohada
Rug: Alfombra
Sheet: Sábana
Wardrobe: Armario ropero

Bathroom: Cuarto de baño
Bath: Bañera
Bathroom cabinet: Armario de baño
Mirror: Espejo
Towel: Toalla
Wash basin: Lavabo

PERSONAL OBJECTS – OBJETOS PERSONALES
address book: libreta de direcciones
diary: agenda
glasses: gafas
identity card: carnet de identidad
keys: llaves
wallet: monedero/billetero
umbrella: paraguas
sunglasses: gafas de sol

THE FAMILY – LA FAMILIA
Grandparents: abuelos
Grandmother: abuela
Grandfather: abuelo
Parents: padres
Mother: madre
Father: padre
Sister: hermana
Brother: hermano
Husband: marido
Wife: mujer
Children: hijos
Son: hijo
Daughter: hija
Grandchildren: nietos
Grandson: nieto
Granddaughter: nieta
Uncle: tío
Aunt: tía
Nephew: sobrino
Niece: sobrina
Cousin: primo / prima
SENDING TASKS

Choose a picture of a room in a house. You can find one in a magazine, for example. Or if you prefer, you can take a picture of your own house. (Elige una foto de una habitación y contesta preguntas sobre ella; cógela de una revista o puedes poner una de tu propia casa)

Then stick it here in the box below and answer the following questions about it. (Pégala aquí debajo y contesta las preguntas)

1. What room is it? (bedroom, living room, kitchen ...)
2. Is it big or small?
3. What colour are the walls?
4. What furniture (muebles) is there?
5. What is/are there on the walls?
6. Has it got many objects?
7. Where is this room situated in your house? (use prepositions)
8. Is it comfortable?
9. What can you do there?
10. How many chairs and tables are there?
11. Has it got light?
12. Have you got personal things there?
13. Extra information ...

(Estas preguntas son orientativas. Pero es obligatorio que haya una foto incluida en la tarea. Recuerda repasar los contenidos de la unidad correspondientes a esta tarea: A: Home. Understand, p1 and 2. Te servirán de guía.)
HINTS TO THE UNIT

En la unidad tres “Daily life”, aprenderás a utilizar el primer tiempo verbal en inglés que vamos a ver en este curso, el PRESENTE SIMPLE. Lo utilizamos para expresar acciones habituales y rutinas diarias. Es una estructura muy importante y veremos las tres formas: afirmativa, interrogativa y negativa.

Acompañando a este tiempo verbal, estudiaremos también los ADVERBIOS DE FRECUENCIA más utilizados, que nos ayudan a expresar con cuánta frecuencia realizamos una acción.

De forma directamente relacionada con las rutinas diarias, repasaremos los días de la semana y como decir la hora, que de nuevo, ya presuponemos, te resultará familiar. Así mismo, veremos las preposiciones más comunes utilizadas para expresar cuándo hacemos algo: IN – ON – AT

Por último, aprenderás los nombres de las diferentes profesiones y algunos verbos relacionados con ellas.

Tanto las estructuras propuestas como el vocabulario de la unidad te ayudarán a conseguir el objetivo principal de la misma: ser capaz de realizar la tarea propuesta que encontrarás en el paso de la agenda: tasks.

INTRODUCTION

Daily life

In unit 3 you are going to learn how to express habitual actions using THE PRESENT SIMPLE TENSE. It is an important structure and we are going to study the affirmative, negative and interrogative form. You will revise the days of the week and how to tell the time.

Using this tense you will be able to talk about your routines, your daily life and jobs in general.

When you have finished this unit you will be able to:

• Write about jobs
• Write about routines
A: FACTS

IT’S A FACT THAT...

ENGLISH PEOPLE LIKE... RED

IT OFTEN RAINS

THEY LOVE FOOTBALL

THEY DRINK BEER AND WEAR HATS

BUT...

DO THEY REALLY DRINK TEA AT FIVE?

Fill in the gaps

<table>
<thead>
<tr>
<th>read</th>
<th>write</th>
<th>play</th>
<th>drive</th>
<th>cook</th>
</tr>
</thead>
<tbody>
<tr>
<td>smoke</td>
<td>watch</td>
<td>speak</td>
<td>drink</td>
<td>sell</td>
</tr>
</tbody>
</table>

I play tennis on Sunday mornings.
You drink water everyday.
You write with a pen.
I read the newspaper in the morning.
We usually watch TV in the evening.
We cook dinner in the kitchen.
I drive my car to work.
We speak Spanish and English.
They buy fruit at the greengrocer’s.
You smoke too much.
Learn

Learn the Form and Use of the Simple Present Tense

- Simple Present: FORM
  Example: To work

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
<th>INTERROGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work</td>
<td>I don't work</td>
<td>Do I work?</td>
</tr>
<tr>
<td>You work</td>
<td>You don't work</td>
<td>Do you work?</td>
</tr>
<tr>
<td>He/She/It works</td>
<td>He/She/It doesn't work</td>
<td>Does he/she/it work?</td>
</tr>
<tr>
<td>We work</td>
<td>We don't work</td>
<td>Do we work?</td>
</tr>
<tr>
<td>You work</td>
<td>You don't work</td>
<td>Do you work?</td>
</tr>
<tr>
<td>They work</td>
<td>They don't work</td>
<td>Do they work?</td>
</tr>
</tbody>
</table>

IMPORTANT

- He, She, It: in the third person singular affirmative, the verb always ends in -s: he walks, she reads, it works

- Negative forms use DO + NOT (DON'T) + the infinitive of the verb: they don’t read, we don’t eat, you don’t understand
  For the third person singular we use DOES + NOT (DOESN'T) + infinitive: he doesn’t eat, she doesn’t sleep, it doesn’t work

- Interrogative forms use DO + Subject + the infinitive of the verb: Do they read? Do you smoke?
  For the third person singular we use DOES + Subject + infinitive: Does she read? Does she eat?

SPELLING: THIRD PERSON -S

In the third person singular the verb always ends in -s: he wants, she needs, he gives

But with some verbs it ends in -es:

<table>
<thead>
<tr>
<th>Add -es to verbs ending in:</th>
<th>Verbs ending in consonant + -y:</th>
<th>But verbs ending in vowel + -y:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-o, -ss, -s, -sh, -ch:</td>
<td>the third person changes the -y to -ies: fly flies cry cries</td>
<td>the third person only adds -s: play plays pray prays</td>
</tr>
<tr>
<td>he goes, she passes, he fixes, it pushes, she catches.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fill in the gaps

Complete the sentences with the correct form of the verb. Use the simple present

1. I (cook) __________________________ spaghetti with tomato and ham
2. My husband (finish) __________________________ work at 5.30
3. Oliver (play) __________________________ basket with his friends at the weekends
4. English people (drink) __________________________ a lot of tea
5. My parents (live) __________________________ near me
6. Children (like) __________________________ computer games
7. Elsa (drive) __________________________ to work every day
8. My son (study) __________________________ German at school

Writing

Write these verbs in the third person singular

Example: HAVE » HAS

1. live  
2. say  
3. finish  
4. eat  
5. do  
6. like  
7. carry  
8. wash  
9. kiss  
10. go

Choose the right option

Choose the correct form of the verb

Jeff and Carol __________________________ in Southampton in the south of England. They __________________________ there too. Carol __________________________ in a restaurant and Jeff in an office. They __________________________ their jobs. Carol’s job is hard and Jeff’s is boring. In the evening they __________________________ TV. Carol __________________________ to move because she prefers life in the country. But Jeff __________________________ the town. They both __________________________ tennis at the weekend. And they like football too. But it __________________________ a lot of money to go to a football match. Carol and Jeff __________________________ on holiday to Brighton in the summer.
The Simple Present Tense: Practice

Fill in the gaps

<table>
<thead>
<tr>
<th>opens</th>
<th>start</th>
<th>lives</th>
<th>close</th>
</tr>
</thead>
<tbody>
<tr>
<td>has</td>
<td>live</td>
<td>have</td>
<td>repairs</td>
</tr>
</tbody>
</table>

Choose the correct verb for each sentence
1. Mechanics usually _______ to work at 8 o’clock
2. In Spain people _______ dinner at 10 in the evening
3. My brother Tom _______ in France
4. The village shop _______ at 9 in the morning
5. Mr Robinson _______ old clocks
6. My son _______ cereal and milk for breakfast
7. I _______ in a big house
8. Banks _______ at 4:30pm in England

Complete the sentences using the negative form of the simple present
1. She has a piano but she (play) __________________________ it.
2. He likes fast food but he (like) __________________________ pizza
3. The children have got a computer but they (use) __________________________ it.
4. My parents live in Alicante but they (go) __________________________ to the beach.
5. Elisa speaks English but she (speak) __________________________ German.
6. We listen to pop music but we (go) __________________________ to concerts.

Order the words to make questions
1. to / listen / music / do / you
2. go / do / to / the cinema / how often /you
3. does / work / where / his / brother
4. friends / when / do / play / your / tennis
5. drink / does / coffee / she / for breakfast
6. in / what time / finish / do / afternoon / the / you / work
Writing

Make two sentences using the information as in the example
Example: A: John goes to the Bahamas in winter (Susan)
B: Does Susan go to the Bahamas in winter too?
1. Drive a Mercedes (his sister)
2. Live in a big house (his parents)
3. Drink French champagne (his girlfriend)
4. Give parties (his friends)
5. Travel to New York at the weekends (his brother)

The Simple Present Tense

- Simple Present: USE

The Simple Present Tense is used:
- for habits and routines
- for repeated actions
- for facts and general truths

Examples:

For habits: He plays tennis every Sunday
The shop opens at 9.30

For repeated actions: He always forgets his wallet
Every twelve months the Earth circles the Sun

For facts and general truths: Birds don't like milk
It costs a lot of money to build a school

- TIME EXPRESSIONS. We use the Simple Present Tense with:

- Adverbs of frequency: we use adverbs of frequency to say if an action is very frequent or not. Look at this diagram:

They are placed:
- before the main verb: He usually walks to work
- after the verb TO BE: She is always late
• **Other time expressions** when talking about routines:
  – Every day / week / month / year
  – On + day + -s (Mondays, Tuesdays...)
  – Once a week / month / year
  – Twice a week / month / year

*They are usually placed at the end of the sentence:*
  – We play tennis **on Sundays**
  – We go to the swimming pool **twice a week**

**Activity**

Look at Megan’s timetable and answer the questions below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-5 p.m.</td>
<td>work</td>
<td>watch TV</td>
<td>work</td>
<td>watch TV</td>
<td>work</td>
<td>stay at home</td>
</tr>
<tr>
<td>5-6 p.m.</td>
<td>tea with a friend</td>
<td>surf the internet</td>
<td>visit grandmother</td>
<td>surf the internet</td>
<td>tea with a friend</td>
<td>shopping</td>
</tr>
<tr>
<td>6-7 p.m.</td>
<td>gym</td>
<td>driving lessons</td>
<td>gym</td>
<td>driving lessons</td>
<td>gym</td>
<td>meet friends</td>
</tr>
</tbody>
</table>

**Writing**

1. What does Megan do on Mondays at four o’clock?
2. When does she meet her friends?
3. How often does Megan have driving lessons?
4. When does she visit her grandmother?
5. What does she do on Saturdays at five?
6. When does she go to the gym?
7. Does she surf the Internet? How often?
8. When does she go shopping?
Sort out

Order these adverbs from less to more frequent

1. Sometimes
2. Often
3. Usually
4. Always
5. Never

Writing

Write the frequency adverb in the correct place
1. It is cold in Spring (sometimes).
2. We are thirsty after the match (always).
3. Actors work in the mornings (never).
5. I get up very early (often).
6. People read novels (not often).
7. It is sunny in July (always).
8. Elephants are hungry (usually).
Brenda Clark is a street artist. She works near Covent Garden in London where she paints portraits of tourists and people who want to have a caricature of their face. She loves her work, but not in the Winter because of the rain and the cold English weather. She has a talent for drawing. She draws your face in ten minutes and when you look at the result, it is extraordinary. She also makes beautiful sculptures. In her free time she loves riding her bike in the big parks of London and having tea with friends. She doesn’t like bars or pubs with lots of people and loud music. On a good Summer day she makes lots of money painting portraits, but if the weather is bad sometimes she doesn’t make any money at all. She normally has a break when there are no clients and goes to the shops to buy something to eat, usually a small snack. When she gets home in the evening she always prepares a big dinner. She loves cooking, and is an excellent cook too.

Audio

True or false

<table>
<thead>
<tr>
<th>Decide according to the text</th>
<th>Verdadero</th>
<th>Falso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenda loves her work, especially in Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She draws caricatures very fast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She has got a bike</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She doesn’t like busy places</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She makes a lot of money on Winter days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She usually has a big lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brenda likes cooking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Her kitchen is excellent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Match the lists

Match the verb and the complement

<table>
<thead>
<tr>
<th>work</th>
<th>portrait</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>money</td>
</tr>
<tr>
<td>paint</td>
<td>street</td>
</tr>
<tr>
<td>have</td>
<td>cooking</td>
</tr>
<tr>
<td>make</td>
<td>a break</td>
</tr>
<tr>
<td>love</td>
<td>shops</td>
</tr>
</tbody>
</table>

Listening

Listen to the interview with Karen Hudson. And then complete the sentences.

Audio

Fill in the gaps

Complete the sentences with the expressions above

1. Karen usually goes to the cinema ________ a week.
2. She goes to the disco ________ or ________ times a month.
3. She ________ goes to dance lessons.
4. In winter, she goes out with her friends on ________.
5. In summer, she ________ goes away.
6. She goes to the gym ________ a week: Wednesdays and Fridays, and she ________ goes running early in the morning.
7. She goes for a walk with her boyfriend ________ day
Interviewer: How often do you go to the cinema, Karen?
Karen: It depends. I usually go once a week, at the weekends.

Interviewer: And how often do you go to the disco? Are there good discos in your town?
Karen: Not really. But anyway, I go four or five times a month, because I love dancing.

Interviewer: What kind of music do you prefer to dance too?
Karen: Basically, rock. But I sometimes dance hip hop, and even salsa!

Interviewer: Do you go to dance classes?
Karen: No, they are very expensive. But I’d like to.

Interviewer: And what about weekends? What do you do at the weekends?
Karen: It depends. In winter, I usually go out with my friends on Saturday night and on Sunday I sleep until late and then I study in the afternoon. In summer, I often go away a lot. My parents have got an apartment near the beach. So I usually go there if the weather is ok.

Interviewer: And how about sport?
Karen: Oh, I go to the gym twice a week: Wednesdays and Fridays. And also, I always go running before breakfast, very early in the mornings.

Interviewer: And how often do you go for a walk?
Karen: Every day. Usually with my boyfriend after work.
Do

What about you?

Write sentences about how often you do these things

Example: I use a computer every day

B: ROUTINES

WHAY DO THEY DO?

A JOINER works with wood. He makes furniture.  A CRICKETER plays cricket. He trains every week
AND YOU ... WHAT DO YOU DO?

I am a cleaner. I clean shops and offices. I get up very early because I start work at 6.30 a.m. First, I clean an office near my house; then, I clean two shops in a shopping centre. I finish at 10 o’clock. Later, I go home and.......I clean my own house!!! I like my job, but it is very tiring and you don’t make too much money.

Learn

JOBS 1

Look at these pictures and guess what these people’s jobs are

Now try to match the numbers to the jobs

Example: 1 ⇒ DOCTOR
JOBS 2

WHAT ARE THESE PEOPLE’S JOBS?

- POSTMAN
- NURSE
- SOLDIER
- COOK
- TEACHER
- MINER
- CAMERAMAN
- BUILDER
- FIREFIGHTER
- ARCHITECT
- MUSICIAN
- POLICEMAN
- SECRETARY

WHAT DO THEY DO?

- TEACH
- PUT OUT
- DESIGN
- RECORD
- TAKE CARE OF PEOPLE
- TYPE
- DELIVER LETTERS
- PLAY
- COOK
- KEEP LAW
- BUILD
- FIGHT
- MINE

Now more difficult. Try to join the pictures, the jobs and the verbs related to these jobs

Example: 13 ⇒ AN ARCHITECT DESIGNS BUILDINGS
WHAT'S THE TIME? IT'S TEN PAST ELEVEN

Clocks and watches have a big hand to tell the minutes and a little hand to tell the hour. The front is called the face.

Look at the picture above: the hour hand points to 11 and the minute hand points to 2.

It is ten past eleven

To tell the time you look at the minute hand first and then at the hour hand.

Use PAST for minutes 1 through 30
Use TO for minutes 31 through 69

Example: 12:20 = It is twenty past twelve
10:30 = It is ten to eleven

... but, for example: 11:15  a quarter past eleven
11:30  half past eleven
## Match the lists

Find the right times for these clocks

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15</td>
<td>It's twenty-five to twelve</td>
</tr>
<tr>
<td>13:45</td>
<td>It's half past eight</td>
</tr>
<tr>
<td>09:20</td>
<td>It's twenty past nine</td>
</tr>
<tr>
<td>20:30</td>
<td>It's a quarter to two</td>
</tr>
<tr>
<td>23:35</td>
<td>It's ten to seven</td>
</tr>
<tr>
<td>3:40</td>
<td>It's a quarter past ten</td>
</tr>
<tr>
<td>06:50</td>
<td>It's twenty to four</td>
</tr>
</tbody>
</table>

## Practise the times

## Fill in the gaps

Write the time in words

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12.
Complete the text with ON - IN - AT

1. The meeting is ______________ Tuesday
2. The English exam is ______________ 8:30
3. Is the interview ______________ the morning or ______________ the afternoon?
4. What time is the conference? ______________ 10 o’clock
5. My birthday is ______________ May
6. We usually sleep ______________ night
7. What do you do ______________ weekends? ______________ Saturdays I go to the gym.

Choose the right option

Understand

Reading

An ordinary day in the life of Margaret Lewis

I at 7:30 am. First, I usually a cup of coffee and some toast. I and leave for work. It is 8:15 now. I always by bus. I start work at 9. I from 9 to 5. I at about 12:30 at the canteen. After work, I sometimes or in the evening, and I dinner, of course. I at about 11:45. I don’t usually go out on weekdays, but I always at the weekends.
**Fill in the gaps**

Now complete the chart about Margaret's day. Use the third person singular:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 (am)</td>
<td>watches TV</td>
</tr>
<tr>
<td>7:35 (am)</td>
<td>meet her friends</td>
</tr>
<tr>
<td>7:50 (am)</td>
<td>does</td>
</tr>
<tr>
<td>8:00 (am)</td>
<td>How often</td>
</tr>
<tr>
<td>8:15 (am)</td>
<td>What time</td>
</tr>
<tr>
<td>8:20 (am)</td>
<td>to bed? 11:45</td>
</tr>
<tr>
<td>9:00 (am)</td>
<td>half past twelve</td>
</tr>
<tr>
<td>12:30 (pm)</td>
<td>At</td>
</tr>
<tr>
<td>5:30 (pm)</td>
<td>reads</td>
</tr>
<tr>
<td>7:30 (pm)</td>
<td></td>
</tr>
<tr>
<td>11:45 (pm)</td>
<td></td>
</tr>
</tbody>
</table>

**Complete the questions and answers about Margaret Lewis**

1. What does she do after breakfast? She gets dressed.
2. What time does she have lunch? Half past twelve.
3. When does she do? At the weekends.
4. How often does she go to the gym? Sometimes.
5. What does she do in the evenings? She reads or watches TV.
6. What time does she go to bed? At about 11:45.
Listening

Fill in the gaps

Listen to Martha Darren talking about her weekly routine.

<table>
<thead>
<tr>
<th></th>
<th>MORNING</th>
<th>AFTERNOON</th>
<th>EVENING</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRIDAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SATURDAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUNDAY</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now fill in the gaps in the chart above using these expressions (DON'T FILL EVERY GAP):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shopping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washingup</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rehearsing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surfing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shopping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleaning</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Washingup</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rehearsing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surfing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Audio

Script

Listen to Martha Darren talking about her weekly routine

Reporter: Good morning, Mrs. Darren. Thanks for coming and letting us know about your weekly routine.

Mrs. Darren: It’s OK. I think this could be fun!

Reporter: What do you usually do in the mornings, Mrs Darren? I guess you are quite busy.

Mrs. Darren: You are right. On weekdays I take my children to school, I come back home and I spend all the morning doing housework; I do the cleaning, I make the beds and I do the washing up. On Tuesdays and Fridays I normally go to the shops. On Fridays I usually have lunch with my sister, so we can talk about our things without having fussy children around.

Reporter: I see. And, what about weekends?

Mrs. Darren: Saturday and Sunday mornings are more relaxed. On Saturdays we normally visit my parents and have lunch with them. On Sundays I dig the garden: I love plants and flowers.

Reporter: That’s fine. Let’s talk about the afternoons now.
Mrs. Darren: I collect the children from school at 3.00 and I help them with their homework. On Mondays and Wednesdays they have a piano lesson, so I have to take them to the Music School. On Tuesdays and Thursdays they rehearse for the school play at the Theatre Academy: they love acting. Fridays are free for them and for me!!; they normally want to stay at home watching TV or playing video games. On Saturdays I afternoons I like staying at home doing nothing because Sandra- our 23-year-old neighbour babysits for us so we normally go out for dinner or meet friends. Sometimes my parents come for lunch on Sundays: it’s our family day.

Reporter: I guess so! And in the evenings?

Mrs. Darren: My husband comes home quite late and willing to see the children. We have dinner together, the children go to bed and I just sit in front of the TV or surf the Internet.

Do

Writing

Margaret Lewis is a secretary. She is 53. She works at an office in the city centre; at work she answers the phone, she types letters... in short, she helps the manager. She works eight hours, from 9 to 5. She has 45 minutes for lunch. She has a good timetable, but she doesn’t like her boss: he is rather unfriendly

<table>
<thead>
<tr>
<th>Name</th>
<th>Larry Henderson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>33</td>
</tr>
<tr>
<td>Job</td>
<td>lorry driver</td>
</tr>
<tr>
<td>Place of work</td>
<td>on the road</td>
</tr>
<tr>
<td>Duties</td>
<td>load goods deliver load unload goods</td>
</tr>
<tr>
<td>Timetable</td>
<td>not fixed</td>
</tr>
<tr>
<td>Good point</td>
<td>know a lot of places</td>
</tr>
<tr>
<td>Bad point</td>
<td>many days far from home</td>
</tr>
</tbody>
</table>
Now, write about Larry Henderson using the information in the chart

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Job</th>
<th>Place of work</th>
<th>Duties</th>
<th>Timetable</th>
<th>Good point</th>
<th>Bad point</th>
</tr>
</thead>
</table>

Imagine about the people in the photos: choose one, fill in the chart and then write a short paragraph
PHONETICS

Vowel phonemes

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Æ</td>
<td>^</td>
<td>α'</td>
</tr>
<tr>
<td>cat</td>
<td>cut</td>
<td>cart</td>
</tr>
<tr>
<td>hat</td>
<td>hut</td>
<td>heart</td>
</tr>
<tr>
<td>cap</td>
<td>cup</td>
<td>carp</td>
</tr>
<tr>
<td>back</td>
<td>buck</td>
<td>bark</td>
</tr>
</tbody>
</table>

**TIPS:**

Æ intermediate sound between Spanish "a" and "e"

^ similar to Spanish "a" but shorter

α': a long and open "a"

Now listen to these phonemes in sentences

That cat is fat.

That bag is black.

That man is sad.

The pub is shut.

My love is young.

The sun is up.

My car is fast.

My aunt is calm.

My watch is fast.
CONSOLIDATION

Revise

Match the lists

Complete the verbs with the right expression

<table>
<thead>
<tr>
<th>Write</th>
<th>to the gym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drink</td>
<td>a cigarette</td>
</tr>
<tr>
<td>Speak</td>
<td>coffee</td>
</tr>
<tr>
<td>Go</td>
<td>German</td>
</tr>
<tr>
<td>Listen</td>
<td>in a house</td>
</tr>
<tr>
<td>Watch</td>
<td>television</td>
</tr>
<tr>
<td>Smoke</td>
<td>a car</td>
</tr>
<tr>
<td>Cook</td>
<td>an e-mail</td>
</tr>
<tr>
<td>Drive</td>
<td>dinner</td>
</tr>
<tr>
<td>Live</td>
<td>to music</td>
</tr>
</tbody>
</table>

Writing

Write sentences using the third person singular

Example: I read "The Times" (she / "The Independent") »» She reads "The Independent"

1. We eat chicken (she / fish)
2. They live in a flat (He / house)
3. I have breakfast at 8:30 (My son / 8:45)
4. They watch BBC1 (Liz / MTV)
5. You study Biology (John / History)
Writing

Now use the negative form to change the sentence
Example: I don’t drink coffee (He / tea) »» He doesn’t drink tea
1. You don’t eat meat (She / bread)
2. I don’t speak Italian (Erika / French)
3. They don’t work in the evenings (Jane / in the mornings)
4. I don’t have a cat (He / a dog)
5. You don’t drink beer (My sister / whisky)

Choose the right option

Choose the correct form of the simple present
1. Many English people __________________________ tea.
2. They __________________________ the newspaper on the train.
3. You __________________________ in a flat on the second floor.
4. My husband __________________________.
5. Her mother __________________________ a lot of TV
6. My child __________________________ the piano
7. We __________________________ Indian food
8. Lewis __________________________ the housework in his family
9. Children __________________________ a lot of sweets
10. She __________________________ Geography at university
Fill in the gaps

<table>
<thead>
<tr>
<th>Do you play</th>
<th>do you do</th>
<th>meet</th>
<th>Do you speak</th>
<th>don’t watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>do you prefer</td>
<td></td>
<td></td>
<td>do you go</td>
</tr>
</tbody>
</table>

A market researcher is asking Leo and Beth about their lifestyle. Complete the dialogue

Researcher: Do you play any musical instruments?
Beth: Yes, we do. Leo **play** the piano and I **play** the guitar.

Researcher: Do you speak any foreign languages?
Beth: No, we don’t.

Researcher: Where **go** for your holidays?
Beth: We **go** to Italy or Spain.

Researcher: What in your free time?
Beth: We **go** swimming and **meet** our friends. We **go** TV

Researcher: What kind of food **go** ?
Beth: We like Italian food.

Writing

Make questions and answer using the time given

Example: (He start work) 6:30 => What time does he start work? - He starts work **at half past six**

1. (The plane/leave) 4:40
2. (Shops/open on Saturdays) 10:00
3. (The film/begin) 7:20
4. (The plane/arrive) 9:45
5. (You/come/home) 12:50
Order the words to make sentences. Be careful with the adverbs of frequency

1. late / is / my girlfriend / never
2. are / stressed / businessmen / often
3. always / my daughter / hungry / is
4. Fridays /often / I / my friends / meet / on
5. don’t / babies / usually / well / sleep
6. you / drink / often / do /? / alcohol

Complete with at, in, on

1. My brother starts work __________________________ eight o’clock.
2. I don’t often go to the cinema __________________________ Sunday afternoon.
3. I sometimes visit my parents __________________________ Sundays __________________________ the winter.
4. We usually have lunch __________________________ about midday.
5. See you __________________________ Saturday __________________________ half past eight.
6. I always read the newspaper __________________________ the afternoon.
# Vocabulary

## Match the lists

### Find the right job

<table>
<thead>
<tr>
<th>I fly a plane; I wear a uniform</th>
<th>Nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work in a school; usually with children or teenagers</td>
<td>Baker</td>
</tr>
<tr>
<td>I take care of sick people; I wear a uniform and work long hours</td>
<td>Butcher</td>
</tr>
<tr>
<td>I cut people’s hair</td>
<td>Pilot</td>
</tr>
<tr>
<td>I work in a garage; I repair cars</td>
<td>Hairdresser</td>
</tr>
<tr>
<td>I install and repair electrical lines</td>
<td>Teacher</td>
</tr>
<tr>
<td>I sell meat</td>
<td>Dentist</td>
</tr>
<tr>
<td>I make and sell bread and cakes</td>
<td>Journalist</td>
</tr>
<tr>
<td>I write articles for a newspaper</td>
<td>Electrician</td>
</tr>
<tr>
<td>I look after your teeth</td>
<td>Mechanic</td>
</tr>
</tbody>
</table>

## Test

What’s the odd one out of each list?

A)

- policeman
- firefighter
- postman
- architect
B)  

<table>
<thead>
<tr>
<th>nurse</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>baker</td>
<td>☐</td>
</tr>
<tr>
<td>butcher</td>
<td>☐</td>
</tr>
<tr>
<td>shop assistant</td>
<td>☐</td>
</tr>
</tbody>
</table>

C)  

<table>
<thead>
<tr>
<th>musician</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>actor</td>
<td>☐</td>
</tr>
<tr>
<td>pilot</td>
<td>☐</td>
</tr>
<tr>
<td>singer</td>
<td>☐</td>
</tr>
</tbody>
</table>

D)  

<table>
<thead>
<tr>
<th>electrician</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>painter</td>
<td>☐</td>
</tr>
<tr>
<td>soldier</td>
<td>☐</td>
</tr>
<tr>
<td>builder</td>
<td>☐</td>
</tr>
</tbody>
</table>

E)  

<table>
<thead>
<tr>
<th>doctor</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook</td>
<td>☐</td>
</tr>
<tr>
<td>nurse</td>
<td>☐</td>
</tr>
<tr>
<td>surgeon</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Reading**  
Read about **Frank Baker, a British pilot, and his lifestyle.**  

**FRANK BAKER**  
Frank is a pilot for British Airways. He hasn't got a fixed **timetable**. Some days he doesn't have to fly, because every time he has a long **flight** he has two days **off**. Normally on Mondays he flies from London to San Francisco. That's thirteen hours more or less and a big time difference. He sometimes has sleep problems because of the **jet lag**. He has to fly back to London on Tuesday, and then he can spend two days with his family. He likes taking his children to school and having a normal life. After school he drives to the gym and exercises for an hour and a half. It's important for pilots to be **fit**, and have a **healthy** life. They usually have body tests. So they don't usually drink alcohol or take drugs. It's a hard job; but the salary is high and Frank is happy with his life.
True or false

Say if these sentences about Frank Baker are TRUE or FALSE. Then, correct the wrong ones

<table>
<thead>
<tr>
<th>Statement</th>
<th>Verdadero</th>
<th>Falso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank goes to work every day</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>He usually flies to the USA</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>London and San Francisco have the same time-zone</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>His family lives in London</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>He never does any exercise</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Frank’s job is quite simple</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Correct the wrong statements about Frank Baker
The false statements are: 1 / 3 / 5 / 6 /

Answer these questions about Frank Baker
1. How often does Frank have an intercontinental flight?
2. Why does he often have sleep problems?
3. What does he usually do when he is in London?
4. Why does he often go to the gym?
5. Does he like his life?
Listening

Listen to Deborah’s daily routine

For questions 1-4, choose the right picture: A, B or C

Audio

Writing

Choose the right picture:
Picture 1. A,B,C
Picture 2. A,B,C
Picture 3. A,B,C
Picture 4. A,B,C

True or false

Now, listen again and say if these statements are TRUE or FALSE

<table>
<thead>
<tr>
<th>Statement</th>
<th>Verdadero</th>
<th>Falso</th>
</tr>
</thead>
<tbody>
<tr>
<td>She doesn’t start work at 8:45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She checks her emails and talks on the phone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She doesn’t have lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She never goes out after work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the week she usually goes to bed at about 12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Script

She gets up at about 7 o’clock and then drinks a cup of coffee. After that, she showers and gets dressed. She buys breakfast at the café near her flat and takes it to work to eat. She likes something sweet in the morning so she gets croissants and Danish pastries. She travels to work on the underground and arrives at about 8.45. She chats to her colleagues first and starts work at nine o’clock. She checks her email and then spends the rest of the morning on the telephone to customers. She leaves the office for lunch at 12 o’clock. She goes home after work or sometimes eats out or meets her friends for a drink. She goes to bed at midnight most weekdays and saves her energy for the weekends.

GRAMMAR

THE PRESENT SIMPLE – EL PRESENTE SIMPLE

FORMA

<table>
<thead>
<tr>
<th>AFIRMATIVA</th>
<th>NEGRAIVA</th>
<th>INTERROGATIVA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work</td>
<td>I don’t work</td>
<td>Do I work?</td>
</tr>
<tr>
<td>You work</td>
<td>You don’t work</td>
<td>Do you work?</td>
</tr>
<tr>
<td>He/She/It works</td>
<td>He/She/It doesn’t work</td>
<td>Does he/she/it work?</td>
</tr>
<tr>
<td>We work</td>
<td>We don’t work</td>
<td>Do we work?</td>
</tr>
<tr>
<td>You work</td>
<td>You don’t work</td>
<td>Do you work?</td>
</tr>
<tr>
<td>They work</td>
<td>They don’t work</td>
<td>Do they work?</td>
</tr>
</tbody>
</table>

IMPORTANTE:

• He, She, It: en la tercera persona del singular en forma afirmativa, el verbo siempre acaba en -s: he walks, she reads, it works

• Las formas negativas usan: DO + NOT (DON’T) + el infinitivo del verbo:

  they don’t read, we don’t eat, you don’t understand

  – Para la tercera persona del singular usamos: DOES + NOT (DOESN’T) + infinitivo: he doesn’t eat, she doesn’t sleep, it doesn’t work

• Las formas interrogativas usan: DO + Sujeto + el infinitivo del verbo: Do they read? Do you smoke?

  Does she read? Does she eat?

ORTOGRAFÍA: TERCERA PERSONA DEL SINGULAR -S

En la tercera persona del singular el verbo siempre acaba en -s: he wants, she needs, he gives

Pero hay algunas excepciones

<table>
<thead>
<tr>
<th>Añadimos -es a los verbos que acaban en: -o, -ss, -x, -sh, -ch:</th>
<th>Los verbos que acaban en consonante + -y:</th>
</tr>
</thead>
<tbody>
<tr>
<td>he goes, she passes, he fixes, it pushes, she catches.</td>
<td>La tercera persona cambia -y a: -ies:</td>
</tr>
<tr>
<td></td>
<td>fly flies</td>
</tr>
<tr>
<td></td>
<td>cry cries</td>
</tr>
</tbody>
</table>
**USO**

Este tiempo se usa para hablar de:

- hábitos y rutinas
- acciones que se repiten,
- hechos y verdades generales
- gustos y preferencias

**Hábitos:** He **plays** tennis every Sunday

The shop **opens** at 9.30

**Acciones que se repiten:** He **always forgets** his wallet

Every twelve months the Earth **circles** the Sun

**Verdades generales:** Birds **don't like** milk

It **costs** a lot of money to build a school

**Gustos y preferencias:** They **like** sport

He **doesn't like** tennis

**EXPRESIONES DE TIEMPO.** Usamos este tiempo con:

- **Los adverbios de frecuencia:** usamos estos adverbios para expresar con cuánta frecuencia sucede una acción o se da una situación. De más frecuente a menos frecuente los adverbios de frecuencia son:

  **ALWAYS:** siempre  **USUALLY:** generalmente  **OFTEN:** a menudo  **SOMETIMES:** a veces  **NEVER:** nunca

  Se colocan:
  - Antes del verbo principal: He **usually walks** to work
  - Después del verbo TO BE: She **is always** late

- **Otras expresiones de tiempo** que se usa para hablar de rutinas:
  - **Every day / week / month / year:** todos los días, las semanas, los meses, los años. (En inglés van en singular y en español deben ir en plural)
  - **On + day + -s (Mondays, Tuesdays...):** Los lunes, los martes ...
  - **Once a week / month / year:** una vez por semana, al mes, al año ...
  - **Twice a week / month / year:** dos veces por semana, por mes, ...

  Se colocan normalmente al final de la frase:

We play tennis **on Sundays**
We go to the swimming pool **twice a week**

**VOCABULARY**

**VERBS – VERBOS**

**Ask:** Preguntar  **Answer:** Contestar  **Buy:** Comprar  **Clean:** Limpiar  **Close:** Cerrar  **Come:** Venir  **Cook:** Cocinar  **Dance:** Bailar
Do: Hacer
Drink: Beber
Drive: Conducir
Eat: Comer
Give: Dar
Go: Ir
Hate: Odiar
Like: Gustar

Listen: Escuchar
Look: Mirar
Love: Amar, gustar mucho
Make: Hacer
Open: Abrir
Play: Jugar
Read: Leer
Run: Correr

See: Ver
Sell: Vender
Sleep: Dormir
Smoke: Fumar
Speak: Hablar
Swim: Nadar

Talk: Hablar
Want: Querer
Wash: Lavar
Watch: Ver, observar
Work: Trabajar
Write: Escribir

DAYS OF THE WEEK – DIAS DE LA SEMANA

Monday: lunes
Tuesday: martes
Wednesday: miércoles
Thursday: jueves
Friday: viernes
Saturday: sábado
Sunday: domingo
JOBS – PROFESIONES

Actor: actor (actress: actriz)
Architect: arquitecto
Baker: panadero
Builder: albañil
Butcher: carnicero

Cameraman: cámara
Cook: cocinero
Firefighter: bomber
Gardener: jardinero
Hairdresser: peluquero
Mechanic: mecánico

Miner: minero
Musician: músico
Painter: pintor
Photographer: fotógrafo
Policeman: policía
Postman: cartero

Secretary: secretaria
Singer: cantante
Soldier: soldado
Student: estudiante
Teacher: profesor
Vet: veterinario

THE TIME – LA HORA

What’s the time? ¿Qué hora es?

• Para decir la hora de forma analógica, debemos fijarnos primero en los minutos y después en la hora que marca la manecilla pequeña.

It’s ten past eleven: son las once y diez.

• Siempre empezamos con: it’s:

It’s one o’clock: es la una / It’s five past seven: son las siete y cinco

• Para los minutos que pasan del 1 al 30, usamos la partícula PAST:

It’s twenty past five: son las cinco y veinte

• Para los minutos del 31 al 59, usamos la partícula TO:

It’s ten to five: son las cinco menos diez

• Usamos para la expresión: y cuarto: a quarter:
It’s **a quarter** past nine: son las nueve y cuarto
  - Usamos para la expresión **y media**: **half**
It’s **half** past four: son las cuatro y media
  - It’s ten past eleven.
  - It’s one o’clock.
  - It’s twenty past five.
  - It’s ten to five.
  - It’s a quarter past nine.
  - It’s half past four.

**SENDING TASKS**

<table>
<thead>
<tr>
<th>BLOQUE: I</th>
<th>INGLÉS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK UNIT 3</td>
<td>APELLIDOS:</td>
</tr>
<tr>
<td></td>
<td>NOMBRE:</td>
</tr>
<tr>
<td></td>
<td>AULA :</td>
</tr>
</tbody>
</table>

**OBSERVACIONES:** Recuerda que las tareas se deben realizar **después de haber trabajado la unidad en su totalidad**. Recuerda también que la tarea es **individual**.

En esta tarea deberás **escribir frases sobre los dibujos** que ves y expresar con cuánta frecuencia realizas estas acciones. En cada frase utiliza una expresión de tiempo (dentro del triángulo central) Recuerda consultar los contenidos correspondientes: **A. Learn. Pp. 1-4**
HINTS TO THE UNIT

En la unidad 4, “In town”, vamos a estudiar las diversas estructuras que hay en inglés para expresar las preferencias: LIKE / DON'T LIKE / PREFER / HATE.

También estudiaremos el IMPERATIVO, para poder dar órdenes, prohibiciones, instrucciones e indicaciones, en su forma afirmativa y negativa.

De forma relacionada directamente con este punto gramatical, veremos también las expresiones relacionadas con las direcciones: cómo llegar a un sitio determinado, cómo preguntar el camino, o qué decir cuando nos preguntan cómo se va a determinada dirección.

En el apartado de revisiones, veremos los pronombres personales objeto.

Y como último punto gramatical, el verbo modal CAN, en su forma afirmativa, negativa e interrogativa, para expresar saber hacer algo, y pedir, negar o dar permiso.

En vocabulario, completaremos la unidad con el léxico referido a los lugares que hay en una ciudad y todo lo relacionado con el tema de la calle.

Tanto las estructuras propuestas como el vocabulario de la unidad te ayudarán a conseguir el objetivo principal de la misma: ser capaz de realizar la tarea propuesta que encontrarás en el paso de la agenda: tasks.

INTRODUCTION

In town

In unit 4 you are going to learn how to say what you like or what you don't like, how to express orders and instructions and how to tell us about your abilities.

Also, you are going to learn how to describe and how to move around your town.
When you have finished this unit you will be able to:
• Describe your village, town or city
• Write about someone's profile, giving details about his/her likes, dislikes and preferences

A: IN TOWN

Cities

Do you recognize these cities? Do you live in a big city, a town or a village? What do you prefer, to live in a city, in a town or in the country?

You don’t probably live in a city like the ones above, but read what important people have said about big cities ⇒

“What is the city but the people?” William Shakespeare

“A great city is not to be confounded with a popular one” Aristotle

“No city should be too large for a man to walk out of in a morning” Cyril Connolly

“God made the country, and man made the town” William Cowper

“A great city is that which has the greatest men and women” Walt Whitman
Which one is it?

Now read and listen to the description of one of the cities above. Which one is it?

It is the capital of the United Kingdom and is recognised as one of the key "world cities". With over seven million inhabitants, it is the second-most populous city in Europe, after Moscow. Founded as Londinium, the capital of the Roman province of Britannia, it later became the centre of the British Empire. Today it generates over 17% of the GDP of the UK’s economy, and is a major financial centre along with New York and Tokyo. For several centuries, it has been one of the most influential powers in politics, finance, arts and fashion and remains so today.

Audio

Learn

Places in a town

Look at the map of this typical town and the places you can find there

What other places are there in a town? ⇒ See "More"
Choose the right option

Where are these places?
1. The Sports centre is between the Post Office and __________________________.
2. The hairdresser’s is opposite the __________________________.
3. The School is on the corner of Central Avenue and __________________________.
4. The Restaurant is behind the __________________________.
5. The Bank is next to the __________________________.
6. __________________________ is at the end of Hill Street.
Asking the way
Do you know these street signs?
They are used to give directions or instructions.
They use the imperative of the verb: STOP / TURN / DO NOT ENTER
● To make the imperative we use the infinitive of the verb without "TO"
For example:
  • Come here
  • Sit down
● To make a negative imperative we use "do not" or "don't" before the verb
For example:
  • Don't walk on the grass
  • Don't disturb
● We use the imperative to:
  • give orders: Call the police!
  • give advice: Wash your teeth
  • give instructions: Turn left
  • ask someone to do something: Open the window, please!
  • warn somebody: Watch the step!
Note: An imperative sentence does not require a subject, the pronoun "you" is implied

Writing

We often use the imperative to give directions in a town. Read and listen to these dialogues:

Asking directions
A: Excuse me, Can you tell me the way to the Brenton Hotel, please?
B: Sure. Go straight on. Then take the second turning on the right, go past the church and the hotel is at the end of the street, on the right.
A: Thank you very much.
A: Excuse me. Is there a bank near here, please?
B: Yes. Go along this street, take the first turning on the right. Go past the restaurant and it’s on the left.
A: Thanks a lot.

Now, learn the expressions we use to ask and give directions.
Try to match the diagrams with the expressions:

Expressions:
  • Go past
  • Go straight on / go along
  • Take the first turning on your left
  • Turn right
  • Take the second turning on your right
  • Turn left
See "More" ⇒
Activities
Give directions

Choose the right option

Someone wants to go to the British Museum in London. Complete the dialogue. Start at the red cross.

A: __________________________ , can you tell me to the British Museum, please?
B: Certainly.__________________________ down Bloomsbury Way; take the__________________________ turning on your________________________ . Go________________________ Museum Street; then________________________
The Museum Tavern, and turn__________________________ into Great Russell Street, and the Museum is just across the road; you can't miss it.
A: Thank you very much

Choose the right option

Complete the conversation

A: Excuse me, __________________________ get to the bus station, please?
B: __________________________ down this street, __________________________ right at the corner, __________________________ the second turning on the__________________________ , and it is __________________________ the car park.
A: __________________________ .
Understanding

Listening

Audio

Follow instructions

Listen: Where do the visitors want to go? Start at each number, follow instructions and you'll find out.

Number 1:

Number 2:

Number 3:

Script
Read the text

I live in a village. In the centre of my village there is a square: Fountain Square, because it has a fountain in the middle of the square. And also there is a market there every Saturday.

At the end of the square there’s a museum. There are different galleries with old paintings and sculptures. It is very interesting.

In this square there’s a very good restaurant and a café. Opposite the restaurant there is a newsagent’s, a bookshop and a pub. The bookshop is big and it has two floors. It is between the museum and the newsagent’s. The pub is on the corner of the square. There is a chemist’s next to the pub. It opens from 9 am to 10 pm.

Opposite the square there is a theatre; it is called "The Carlton Theatre". It is in Hill Street. It is a pedestrian street with some shops, a bank and also the Town Hall of the town. It is an old building.

At the end of Hill Street, there’s a Sports Centre. It has an indoor swimming pool too. I often go there when I want to do some exercise.

Match the places in red in the text with: a, b, c, d, and e on the map.
Pierre, a French tourist in New York, wants to go to the Empire State Building. Look at the map below and show him the way.

Now, he is waiting to go up this impressive building. Have a look at the pictures and read some interesting information about it.

**The Empire State Building**  
**View from the observation deck of the building**
• The **Empire State Building** is an **Art Deco skyscraper** in New York city. It is located at the intersection of Fifth Avenue and West 34th Street (see map above)

• Its name comes from the **nickname** for the State of New York: the **Empire State**

• It has **102 floors**, but only 85 are for commercial and office space.

• It is the **tallest** building in New York (after 2001) and the third tallest skyscraper in North America.

• It has an **indoor and outdoor observation deck** on the **86th floor**. But it takes **less than one minute** by **elevator** to get to it. It offers impressive **views** of the city (see picture 2). (Note also the famous building "**Flatiron**" at the top right of the picture)

• Some interesting figures:
  – approximately 21,000 employees work in the building
  – it has 6,500 windows
  – it has 73 elevators
  – there are 1,860 steps from street level to the 102nd floor
  – the building was completed in 410 days
  – its full height is 443 metres

**Find information**

Now, Pierre is in Madrid and he wants to go to "La Puerta de Alcalá".

Here you have the map; first show him the way (he is in Calle Prim) and then find some useful information about this important monument in Madrid.
B: PREFERENCES

- We use **LIKE** to talk about preferences: I like pop music / I don’t like football
- We use **CAN** to talk about abilities: I can cook / I can’t play the piano

Read Olivia Spencer’s profile for "YOU & ME CONTACT AGENCY" and then, complete the dialogue:

<table>
<thead>
<tr>
<th>NAME</th>
<th>Olivia Spencer</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>36</td>
</tr>
<tr>
<td>MARITAL STATUS</td>
<td>divorced</td>
</tr>
<tr>
<td>JOB</td>
<td>pilot</td>
</tr>
<tr>
<td>ADDRESS</td>
<td>15 Hurlingham Gardens, London SW8</td>
</tr>
<tr>
<td>SPORTS</td>
<td>tennis, swimming</td>
</tr>
<tr>
<td>LANGUAGES</td>
<td>French, German</td>
</tr>
<tr>
<td>MUSIC</td>
<td>Classical, Jazz</td>
</tr>
</tbody>
</table>
Fill the gaps

<table>
<thead>
<tr>
<th>Does she like</th>
<th>likes</th>
<th>can</th>
<th>speak</th>
<th>she can't</th>
</tr>
</thead>
<tbody>
<tr>
<td>divorced</td>
<td>play</td>
<td>Who</td>
<td>she can</td>
<td></td>
</tr>
</tbody>
</table>

Complete the dialogue

Agent: I've got the perfect partner for you, Elliott.
Elliott: Really? ________ is she?
Agent: Her name's Olivia Spencer. She's a thirty-six-year-old pilot. And she's ________.
Elliott: Wow! So, ________ she really pilot a plane?
Agent: Of course, ________. It's her job!
Elliott: ________ sport?
Agent: Oh, yes. She can play tennis and she ________ swimming too.
Elliott: Can she ________ any foreign languages?
Agent: Yes, French and German.
Elliott: What kind of music does she like?
Agent: Classical music and jazz.
Elliott: Can she ________ a musical instrument?
Agent: No, ________.
Elliott: Oh, I don't know. Are you sure she is my perfect "YOU"?

Learn

Like

How can we express preferences?

Look at these verbs:

- In English we say:
  "I like this room"
  "We like these apples"

- Examine theses sentences more closely:
  I = subject
  like = verb
  this room = direct object

- Notice that the subject of the sentence is the person (I / We) and the direct object is the thing.
Read the sentences of the pictures:

- **Important**
  
  **SUBJECT + LIKE + VERB**

- When we use a verb as a complement, we use the verb in the **-ING FORM**:
  
  (infinitive+-ing)

  "I like going to the beach"
  
  "Do you like dancing?"
  
  "I don't like cooking"

  We use the same structure with **LOVE / HATE**.

**Writing**

Look at the chart and complete the sentences:

<table>
<thead>
<tr>
<th>LOVE 😊</th>
<th>LIKE 😊</th>
<th>DON'T LIKE 😞</th>
<th>HATE 😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch football</td>
<td>love</td>
<td>hate</td>
<td></td>
</tr>
<tr>
<td>shop</td>
<td>like</td>
<td>not like</td>
<td></td>
</tr>
<tr>
<td>dance</td>
<td>hate</td>
<td>love</td>
<td></td>
</tr>
<tr>
<td>talk on the phone</td>
<td>not like</td>
<td>like</td>
<td></td>
</tr>
<tr>
<td>play tennis</td>
<td>like</td>
<td>love</td>
<td></td>
</tr>
</tbody>
</table>

Anthony hates watching football - Stephanie likes playing tennis
Practice

LIKES AND DISLIKES QUESTIONNAIRE

How much do you like dancing? Do you like it or not? I simply hate it. What I really love is singing. These are some of the things I love/like / hate doing:

I LOVE...
Ex: I love cats, bowling...

I LIKE...
Ex: I love skiing...

I DON’T LIKE ...
Ex: I don’t like skating...

I HATE...
Ex: I hate garlic...

Writing

Write true sentences.

Now, write true sentences about your likes and dislikes.
CAN

A: Can is used to express abilities (be able to do something or how to do something):
   I can drive
   I can play the piano

B: We also use can to ask for permission:
   Can I go to the toilet, please?

IMPORTANT: CAN is a modal verb. It only has one form (CAN). It is always followed by an infinitive without TO

A: ABILITIES

Writing

Look at the pictures above and say what the people (he/she/they) can (v) or can’t (x) do. Example: She can play tennis.

<table>
<thead>
<tr>
<th>Unit 4: In town</th>
</tr>
</thead>
<tbody>
<tr>
<td>125</td>
</tr>
</tbody>
</table>
B: PERMISSION

- REMEMBER:
  We also use CAN to ask for permission:
  Example:
  Can I go out this evening?
  Look at the pictures and notice how these people are asking for permission to do something.

Match the lists

Match the situations and the questions to ask for permission

<table>
<thead>
<tr>
<th>You want to ask the teacher a question</th>
<th>Can I use your mobile?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You need to go to the toilet</td>
<td>Can I switch on the light?</td>
</tr>
<tr>
<td>You need to do some quick shopping</td>
<td>Can I go to the toilet?</td>
</tr>
<tr>
<td>You need to phone your sister</td>
<td>Can I ask you a question?</td>
</tr>
<tr>
<td>You need to write an e-mail</td>
<td>Can I use your computer?</td>
</tr>
<tr>
<td>You have an English exam</td>
<td>Can I use a dictionary?</td>
</tr>
<tr>
<td>You want to read the newspaper</td>
<td>Can I park here?</td>
</tr>
</tbody>
</table>

- REMEMBER:
  We also use CAN to ask for permission:
  Example:
  Can I go out this evening?
  Look at the pictures and notice how these people are asking for permission to do something.
Understand
Reading

KEYPITTS ADVENTURE PARK

My name is Brat Joyce. I organize holiday activities in our fantastic adventure park in Devon. You can visit our official website at www.keypitt.com, people, especially teenagers and young people love visiting us, because we offer a big variety of activities, such as horse riding, quads, paintball, off road driving and much more. I like horse riding and being outdoors in the countryside. The horses are very nice, many people who can’t ride find it easy because they just walk in a line, and you just have to enjoy the landscape. Some executives come for the paintball. They say it’s good for stress and they love fighting and shooting their bosses. After a long day at the Camp, people get tired and hungry, so we have a nice buffet where we offer a great variety of food salads, pasta, rice, lamb, fish, and a nice selection of desserts. People like eating here because they only pay 10 pounds and they can eat as much as they want. I am happy with my job here. And the holidays are long. The camp only opens from April to September.

Audio

True or false

According to the text, say if the following statements are true or false

<table>
<thead>
<tr>
<th>Statement</th>
<th>Verdadero</th>
<th>Falso</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can read about the Camp on the Internet</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>There are not many activities you can do at the Camp</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Brat doesn’t like working in the open air</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>It is difficult to ride a horse</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Executives like going there</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>You can choose what to eat</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The menu is quite cheap</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The Camp is closed in Winter</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Find information

Writing

Visit this webpage and find the following information:
1. (Home) Can you take dogs to Keypitts?
2. (Home) Can you have lunch at the camp?
3. (Price list) How many people is necessary for the paintball activity?
4. (Contact) Find the Camp address
5. (Horse Trekking) How big is the farm?
6. (Off Road Driving) How many passengers can get into a car?
7. (Paintball) What's the minimum age?
8. (Quad Biking) What quad do you ride if you are an adult?

Match the lists

Match the two halves of the sentences

<table>
<thead>
<tr>
<th>You can</th>
<th>practise paintball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paintball</td>
<td>visit the website</td>
</tr>
<tr>
<td>Brat Joyce</td>
<td>offers a lot of different activities</td>
</tr>
<tr>
<td>The camp</td>
<td>just walk in a line</td>
</tr>
<tr>
<td>Executives</td>
<td>is good for stress</td>
</tr>
<tr>
<td>Horses there</td>
<td>likes being outdoor</td>
</tr>
<tr>
<td>The buffet</td>
<td>is quite varied</td>
</tr>
</tbody>
</table>
Listening

Test

Listen to the interview with Clyde Barrett and choose the correct answer

1. What is the interview about?

<table>
<thead>
<tr>
<th>Clyde’s personal appearance</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clyde’s job</td>
<td></td>
</tr>
<tr>
<td>Clyde and Kate’s hobbies and preferences</td>
<td></td>
</tr>
</tbody>
</table>

2. Who is Kate?

<table>
<thead>
<tr>
<th>Clyde’s mother</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clyde’s wife</td>
<td></td>
</tr>
<tr>
<td>Clyde’s sister</td>
<td></td>
</tr>
</tbody>
</table>

3. The interviewer is ... at Clyde’s answers.

<table>
<thead>
<tr>
<th>surprised</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>angry</td>
<td></td>
</tr>
<tr>
<td>delighted</td>
<td></td>
</tr>
</tbody>
</table>

Audio

Now answer questions 1-5

1. [Image of Clyde and Kate]  
   - Clyde [A]  
   - Kate [B]

2. [Image of Clyde exercising and Kate reading]  
   - Clyde [A]  
   - Kate [B]

3. [Image of Clyde and Kate]  
   - Clyde [A]  
   - Kate [B]

4. [Image of Clyde eating and Kate reading]  
   - Clyde [A]  
   - Kate [B]

5. [Image of Clyde and Kate]  
   - Clyde [A]  
   - Kate [B]

Listen again. And for questions 1-5, write A or B next to Clyde or Kate.

1. Clyde [   ] Kate [   ]
2. Clyde [   ] Kate [   ]
3. Clyde [   ] Kate [   ]
4. Clyde [   ] Kate [   ]
5. Clyde [   ] Kate [   ]
Script

Listen to the interview with Clyde Barrett. He talks about his and his wife’s hobbies.

**Interviewer:** Good afternoon, Clyde. Is it OK if we ask you a few questions about what you and your wife like doing in your free time?

**Clyde:** All right. Go ahead.

**Interviewer:** Where do you work, Clyde?

**Clyde:** I work in a library, the town library.

**Interviewer:** I see, and what about Kate, where does she work?

**Clyde:** She works in a bank.

**Interviewer:** And what do you do in your free time, Clyde?

**Clyde:** I go cycling.

**Interviewer:** Does Kate go with you?

**Clyde:** No, she doesn’t. She doesn’t like cycling.

**Interviewer:** What does she do?

**Clyde:** She does yoga.

**Interviewer:** I see. Now what do you do after work in the evening?

**Clyde:** I go to German for lessons. I am studying German. I go three times a week.

**Interviewer:** Oh, really? And does Kate go with you?

**Clyde:** No, she usually stays home and reads. She loves reading.

**Interviewer:** So you like cycling but Kate doesn’t. And you study German while Kate reads books at home. What things do you do together? Do you go to restaurants?

**Clyde:** No, we don’t. Kate likes exotic food, but I don’t.

**Interviewer:** What kind of food do you like?

**Clyde:** I like French or Italian food.

**Interviewer:** Well, what about music?

**Clyde:** Oh yes, we both like listening to music.

**Interviewer:** Great. What kind of music do you like?

**Clyde:** Well, I like jazz.

**Interviewer:** and does Kate like jazz, too?

**Clyde:** Mmm no, she doesn’t. She prefers classical music.

**Interviewer:** Well Clyde, thanks for your time. I hope one day you two can find something in common to do in your free time.

**Clyde:** OK, thank you.
Marta Thingy is 24 years old. She is an Advertising Executive at Universal Studios in L.A. (California). She is single. She has long black hair and brown eyes. She is not very tall. She is very pretty and very smily. She loves going to the beach and travelling to different places. She hates rain. She doesn't like going shopping: she thinks it is boring. She can do a lot of different things: for example, she can ski. But she can't play any musical instrument. She can drive a car too, but she can't drive a motorbike. In the photograph she is at home, in the front garden. She is with her best friend: her beautiful dog Robin.
Write Lady Candleton’s profile. The images and the chart can help you.

<table>
<thead>
<tr>
<th>Name</th>
<th>Lady Marjorie Candleton</th>
<th>Age</th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation</td>
<td>Several charity organizations</td>
<td>Address</td>
<td>Chelsea, London</td>
</tr>
<tr>
<td>Marital status</td>
<td>Married to Lord Lewis Candleton. One daughter (Theresa)</td>
<td>Appearance</td>
<td>See photo</td>
</tr>
<tr>
<td>Likes/dislikes</td>
<td>See above</td>
<td>Abilities</td>
<td>See above</td>
</tr>
</tbody>
</table>
PHONETICS

Listen to the pronunciation of these sounds in English:

\[ \text{æ} \hspace{1cm} 3: \hspace{1cm} \text{ə} \]

Now listen to the words under each sound

<table>
<thead>
<tr>
<th>æ</th>
<th>3:</th>
<th>ə</th>
</tr>
</thead>
<tbody>
<tr>
<td>web</td>
<td>first</td>
<td>family</td>
</tr>
<tr>
<td>bury</td>
<td>earth</td>
<td>tomato</td>
</tr>
<tr>
<td>head</td>
<td>nurse</td>
<td>Brazil</td>
</tr>
<tr>
<td>friend</td>
<td>word</td>
<td>mother</td>
</tr>
<tr>
<td>French</td>
<td>sir</td>
<td>Saturday</td>
</tr>
<tr>
<td>belt</td>
<td>shirt</td>
<td>secretary</td>
</tr>
<tr>
<td>ten</td>
<td>learn</td>
<td>information</td>
</tr>
</tbody>
</table>

Audio

CONSOLIDATION

Activities

Match the lists

Match the words to make places in a town

<table>
<thead>
<tr>
<th>Post</th>
<th>Station</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Hall</td>
</tr>
<tr>
<td>Town</td>
<td>Office</td>
</tr>
<tr>
<td>Police</td>
<td>Lights</td>
</tr>
<tr>
<td>Public</td>
<td>Store</td>
</tr>
<tr>
<td>Sports</td>
<td>Agent’s</td>
</tr>
<tr>
<td>Travel</td>
<td>Toilets</td>
</tr>
<tr>
<td>Traffic</td>
<td>Centre</td>
</tr>
<tr>
<td>Bus</td>
<td>Pool</td>
</tr>
<tr>
<td>Swimming</td>
<td>Stop</td>
</tr>
</tbody>
</table>
Writing

Write two things you can do in these places
Example: Post Office: » Buy stamps / Send letters
1. Library
2. Hospital
3. Hairdresser's
4. Bank
5. Park
6. Disco
7. Sports centre

Test

Choose the right places
1. Charlotte is a nurse. She works in a ...
   newsagent's
   bank
   hospital

2. I need to read books and study. Where can I go?
   library
   bookshop
   department store

3. Andrew cuts people's hair. He works in a ...
   gallery
   hairdresser's
   chemist's

4. I want to buy a book. Where can I go?
   library
   church
   bookshop
5. Some people go there on Sundays.

- police station
- church
- school

6. I put money in a ...

- bank
- post office
- town hall

**Writing**

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9.
### Fill in the gaps

<table>
<thead>
<tr>
<th>Turn</th>
<th>Go</th>
<th>Don’t touch</th>
<th>Don’t talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t walk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose the right verb to make correct instructions (imperative form)

1. **Turn** the window
2. **Go** to the teacher
3. **Don’t walk** on the grass
4. **Go** along Bridge Street
5. **Don’t touch** your name and address
6. **Don’t talk** in the exam
7. **Turn** right at the corner
8. **Write** in the pot. It is very hot

### Test

**Choose the correct sentence**

1. 

   A. Excuse me, can you tell me the way to the hospital?  
   B. Pardon, can you tell me the way to the hospital?  

2. 

   A. Go along Park Avenue and take the 2nd turning on your left  
   B. Go on Park Avenue and take the 2nd turning on your left  

3. 

   How do I get to the post office?  
   How I get to the post office?  

4. 

   Go down here, turn right and it’s at the left  
   Go down here, turn right and it’s on the left  

5. 

   Turn right, pass the bank and it’s there  
   Turn right, go past the bank and it’s there  

6. 

   Is there for here a chemist’s?  
   Is there a chemist’s near here?  


Choose the right object pronoun

1. I can't see Susan. I can't see __________________________ .
2. Diana is next to Paul. She is next to __________________________ .
4. Drink your milk! Drink __________________________ !
5. We are going to the cinema. Come with __________________________ .
6. Where are you? I can't see __________________________ .
7. The windows are open. Close __________________________ .
8. I can't swim! Help __________________________ !
9. The cat is under the table. Can't you see __________________________ ?
10. Monica is at work. She can't come with __________________________ .

Change the underlined phrases to personal pronouns (subject and object)
Example: Diane likes bananas => She likes them

1. My friends like Sandra very much
2. Kevin works with Diane and me.
3. Susan and I never eat ice-cream.
4. Lucas and Rory sometimes go out with Oscar.
5. The house belongs to Charles and you
6. Christine studies with John and Albert
7. Lucas and I don’t like beer

Write the -ing form of these verbs

Writing

Look at the table and complete the sentences.

love = +++ like = ++
hate = - - - not like = - -
Example: Tom (+++ / listen) to music. ⇒ Tom loves listening to music

1. Helen (- - - / cook) at weekends
2. Children (+++ / play) computer games
3. They (-- / buy) presents
4. The teacher (++ / watch) films.
5. Sandra (+++ / swim).
6. The boys (-- / get up) early.
7. She (--- / do) her homework.

Choose the right option

1. My sister __________________________ a very fast car.
2. I love __________________________ video games.
3. There __________________________ a cat over there.
4. __________________________ your friend __________________________ alcohol?.
5. __________________________ ski?.
6. There is a book __________________________ the table.
7. This is my brother: __________________________ name is Roger.

<table>
<thead>
<tr>
<th></th>
<th>Can ride a bike</th>
<th>Have a pet</th>
<th>Like ice-cream</th>
<th>Do sport</th>
<th>Play videogames</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td>No</td>
<td>No</td>
<td>Strawberry</td>
<td>Handball</td>
<td>Often</td>
</tr>
<tr>
<td>Kevin</td>
<td>Yes</td>
<td>Cat (Pancha)</td>
<td>Chocolate</td>
<td>No</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Lisa</td>
<td>Yes</td>
<td>Turtle (Sandy)</td>
<td>No</td>
<td>Football</td>
<td>Never</td>
</tr>
</tbody>
</table>
Choose the correct sentence

1. I can play the violin
   I can to play the violin

2. Do you can go to the cinema with me?
   Can you go to the cinema with me?

3. I hate cooking on Sundays
   I hate cook on Sundays

4. Do you like runing?
   Do you like running?

5. I don’t can find my keys
   I can’t find my keys

6. They don’t like her
   They don’t like she

7. She him hates
   She hates him

8. Do you like chips
   Chips like you

9. They don’t like danceing
   They don’t like dancin
Hastings is a mid-size coastal town in the south of England. It’s a very popular holiday destination for English families. The beach (picture 1) is nice but it’s not a sandy beach, most of the beaches in England have round stones, which are called cobbles (see picture 2). There are lots of tourist attractions near the beach, like Minigolf, karts, an ice skating rink and of course, many fish and chips restaurants. Fish and chips is the favourite food for holiday makers. And there are long queues outside the restaurants.

You can also visit the old town with typical Victorian buildings and pubs. There is an excellent fish market where you can buy good fish for a low price.
Match the lists

Match the two halves to complete information about Hastings

<table>
<thead>
<tr>
<th>good fish</th>
<th>mid-size town</th>
</tr>
</thead>
<tbody>
<tr>
<td>old town</td>
<td>popular holiday destination</td>
</tr>
<tr>
<td>beach</td>
<td>nice but not comfortable</td>
</tr>
<tr>
<td>Hastings</td>
<td>favourite food on holiday</td>
</tr>
<tr>
<td>fish &amp; chips</td>
<td>typical Victorian buildings</td>
</tr>
<tr>
<td>English families</td>
<td>low price</td>
</tr>
</tbody>
</table>

**GRAMMAR**

**THE IMPERATIVE  IMPERATIVO**

**FORMA**

- **Para formar el imperativo** usamos el infinitivo del verbo sin "TO"

  Come here
  Sit down

- **Para hacer la forma negativa** usamos "do not" o "don't" delante del verbo

  Don’t walk on the grass
  Don’t disturb

**USO**

Usamos el imperativo para:

- **Dar Úrdenes**: Call the police!
- **Dar consejo**: Wash your teeth
- **Dar instrucciones**: Turn left
- **Pedir a alguien que haga algo**: Open the window, please!
- **Prevenir a alguien de algo**: Watch the step!

**IMPORTANTE**: Una frase en imperativo no requiere el uso del sujeto, el pronombre "you" es implícito.

**PREFERENCES – PREFERENCIAS**

- Los verbos LIKE, LOVE, HATE, se usan para indicar preferencias:

  I like: me gusta
  He hates: no le gusta nada, lo odia
  We love: nos encanta
• La estructura de estos verbos es siempre igual:

**SUYETO + VERBO + OBJETO DIRECTO**

I like bananas
He doesn’t like dogs
She hates football

**IMPORTANTE:** Si el **objeto directo** es un verbo que denota una actividad este verbo va en gerundio (INFINITIVO + -ING)

We like going to the beach
Do you like dancing?
I hate cooking

**CAN – PODER / SABER HACER ALGO**

**FORMA**

<table>
<thead>
<tr>
<th>Forma afirmativa</th>
<th>Forma negativa</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can</td>
<td>I can’t</td>
</tr>
<tr>
<td>You can</td>
<td>You can’t</td>
</tr>
<tr>
<td>He/she/it can</td>
<td>He/she/it can’t</td>
</tr>
<tr>
<td>We can</td>
<td>We can’t</td>
</tr>
<tr>
<td>You can</td>
<td>You can’t</td>
</tr>
<tr>
<td>They can</td>
<td>They can’t</td>
</tr>
</tbody>
</table>

• **Cannot = Can’t**

• Para la forma **interrogativa** invertimos el verbo y el sujeto:

Can you play tennis?
Can she speak French?

• A veces repetimos el verbo can en respuestas cortas:

Can you drive? → Yes, I can.

**USO**

• Can se usa para expresar capacidades (saber hacer algo):

I can drive
I can play the piano

• También se usa can para pedir permiso:

Can I go to the toilet, please?

• **IMPORTANTE:** CAN es un verbo modal. Sólo tiene una forma (CAN). Siempre va seguido de un infinitivo SIN TO

**VOCABULARY**

**PLACES IN A TOWN**

**Bookshop:** librería
**Bridge:** puente
**Chemist’s:** farmacia
**Department Store:** grandes almacenes
**Factory:** fábrica
Hairdresser's: peluquería
Library: biblioteca
Museum: museo
Newsagent’s: tienda de periódicos y revistas
Pedestrian Crossing: paso de cebra
Petrol Station: gasolinera

Police Station: comisaría
Post Office: correos
River: río
Road: calle (Rd)
Shop: tienda
Shopping Centre: centro comercial
Sports Centre: polideportivo

Square: plaza
Street: calle (St)
Swimming Pool: piscina
Theatre: teatro
Traffic Lights: semáforo
Travel Agent’s: agencia de viajes
Town Hall: ayuntamiento

FREE TIME ACTIVITIES
Computer games: juegos de ordenador
Cycling: ir en bici
Fishing: pescar
Jogging: hacer footing
Music: la música
Photography: la fotografía
Playing cards: jugar a las cartas

Playing chess: jugar al ajedrez
Reading: leer
Shopping: ir de compras
Skating: patinar
Skiing: esquiar
Swimming: nadar
Watching TV: ver la tele
Walking: andar
A. Utiliza el mapa con el recorrido propuesto para escribir un diálogo con las siguientes indicaciones:

A. (pregunta cómo se va la “Puerta de Alcalá”)
B. (le contesta explicándole el camino)
A. (le da las gracias y se despide)

Recuerda consultar los contenidos correspondientes: A. Learn pp 2 y 3.

B. Cómo último punto de la tarea, utiliza el enlace que te proporciona la unidad en el apartado A: subapartado: Do, p. 2; y escribe unas cuantas frases sobre este monumento de Madrid.
HINTS TO THE UNIT

En la unidad 5, “Fashion: mind & body”, nos vamos a encontrar con el apasionante mundo de la moda. En relación con ello, vas a estudiar entre otras cosas, otro nuevo tiempo verbal: el **PRESENTE CONTINUO**, en su forma afirmativa, negativa e interrogativa. Con este tiempo vamos a poder expresar lo que está sucediendo en el momento de hablar, o describir una acción que viene sucediendo en este periodo de tiempo actual.

También lo veremos en comparación con un viejo amigo: el **PRESENTE SIMPLE**.

Para poder hablar de todas estas cosas, necesitaremos conocer verbos que indiquen movimiento.

En el apartado de vocabulario, estudiaremos todo lo relacionado con **la ropa, los accesorios**, así como tipos de tejidos, estampados, etc.

Y, cómo no, para poder describir bien a una persona, necesitaremos saber todo el vocabulario referido al **cuerpo humano**.

Ahora, ya sí que por último, despediremos esta unidad aprendiendo a hablar sobre **el tiempo atmosférico**. Tema de conversación muy importante para los ingleses, por cierto.

Tanto las estructuras propuestas como el vocabulario de la unidad te ayudarán a conseguir el objetivo principal de la misma: **ser capaz de realizar la tarea propuesta** que encontrarás en el paso de la agenda: tasks.

INTRODUCTION

Fashion

In this unit you are going to learn a new verb tense: The **Present Continuous**, this way you will be able to talk about what's happening at the moment of speaking and to describe an action that is going on over a longer period of time. You will also learn the main differences between **the present simple** and **the present continuous**.
As you can see in the picture above, vocabulary will have to do with the body, health, fashion...
The weather is another important issue in this unit.
When you have finished the unit you will be able to:
• write about a picture describing what is happening there
• talk about the weather, and give the weather report

A: FASHION

Different times, different clothes, different hairstyles
"Fashions fade, style is eternal" (Yves Saint Laurent)
"The difference between style and fashion is quality" (Giorgio Armany)

"Fashion is not something that exists in dresses only. Fashion is in the sky, in the street; fashion has to do with ideas, the way we live, what is happening" (Coco Chanel)

What are these people wearing?
What do your clothes say about you?

Fashion is a language, a way to communicate your preferences, your feelings, even your intentions.
Learn the form and use of the present continuous tense →
Learn

Learn the Form and Use of the Present Continuous Tense

- **Present Continuous: FORM**

**We form the Present Continuous tense with the verb TO BE + V-ing**

Example: To work

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
<th>INTERROGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am working</td>
<td>I am not working</td>
<td>Am I working?</td>
</tr>
<tr>
<td>You are working</td>
<td>You aren’t working</td>
<td>Are you working?</td>
</tr>
<tr>
<td>He/She/It is working</td>
<td>He/She/It isn’t working</td>
<td>Is he/she/it working?</td>
</tr>
<tr>
<td>We are working</td>
<td>We aren’t working</td>
<td>Are we working?</td>
</tr>
<tr>
<td>You are working</td>
<td>You aren’t working</td>
<td>Are you working?</td>
</tr>
<tr>
<td>They are working</td>
<td>They aren’t working</td>
<td>Are they working?</td>
</tr>
</tbody>
</table>

- **IMPORTANT ⇒ We use the full form of the verb TO BE in short answers:**

  Example: Is your brother learning Chinese? Yes, he is (NO Yes, he’s)
  Are they eating a pizza? Yes, they are (NO Yes, they’re)

- For negative short answers we can use the short form:

  Example: Are they married? No, they aren’t

- **SPELLING: VERB + -ING**

<table>
<thead>
<tr>
<th>General rule:</th>
<th>For verbs that end in -e:</th>
<th>For verbs with a short vowel and one consonant:</th>
</tr>
</thead>
<tbody>
<tr>
<td>We add -ing to the infinitive:</td>
<td>We omit the -e and add -ing:</td>
<td>We double the consonant and add -ing:</td>
</tr>
<tr>
<td>look ⇒ looking</td>
<td>write ⇒ writing</td>
<td>run ⇒ running</td>
</tr>
</tbody>
</table>

- **Fill in the gaps**

**Complete the sentences with the correct form of the verb. Use the present continuous**

1. My sister **is cooking** spaghetti with tomato and ham
2. My husband **is writing** an e-mail
3. Oliver **is playing** basket with his friends
4. It **isn’t raining**
5. **Are they dancing** at the disco?
6. The children **are swimming** in the river
7. **Is Lara reading** a book?
8. My son **isn’t learning** German this year
9. They **are sitting** in a meeting
10. **Are you learning** English?
Choose the right option

Choose the best option to complete the conversation using the right form of the present continuous tense

A: Hello
B: Hello Martin. Where are you?
A: In my hotel. I __________________________ a drink with some colleagues. It __________________________ a lot here. Where are the children?
B: Jamie is with some friends. And Lisa __________________________ to somebody on the mobile just now. She __________________________ her homework
A: And Larry, ________________ his homework?
B: I don’t know. He __________________________ the computer at the moment; but I don’t think ________________
A: I see. And Miriam?
B: ________________ for Steve. They have a party tonight.
A: What ________________ ?
B: Nothing special. OK then. I __________________________ dinner and it’s a bit late. See you tomorrow
A: Yes, bye now. See you tomorrow.

The Present Continuous Tense: Practice

Fill in the gaps

Look at the pictures and words. Write two sentences, one negative and one affirmative:

Example: 1. dance ⇒ He isn't dancing. He’s eating

1 (dance)
2 (swim)
3 (write)
4 (sleep)
5 (run)
6 (work)
Match the lists

Match the two halves to make correct sentences

<table>
<thead>
<tr>
<th>John is parking</th>
<th>a sandwich</th>
</tr>
</thead>
<tbody>
<tr>
<td>He's sleeping</td>
<td>television</td>
</tr>
<tr>
<td>Christian is watching</td>
<td>chemistry</td>
</tr>
<tr>
<td>Sue is sitting</td>
<td>the match</td>
</tr>
<tr>
<td>They are swimming</td>
<td>the car</td>
</tr>
<tr>
<td>You are not listening</td>
<td>the newspaper</td>
</tr>
<tr>
<td>Leo is studying</td>
<td>to me</td>
</tr>
<tr>
<td>Victor is eating</td>
<td>in the armchair</td>
</tr>
</tbody>
</table>

Writing

Answer the questions using short forms: (+) affirmative and (-) negative

1. Is she sleeping? (-)
2. Are they playing football? (-)
3. Is he wearing a hat? (+)
4. Are you drinking milk? (+)
5. Is Moira riding a bike? (+)
6. Are the children doing their homework? (+)
Learn the Form and Use of the Present Continuous Tense

- **Present Continuous: USE**

**The Present Continuous Tense is used:**

- to say what is happening at the moment
  - We are watching TV at the moment
  - Where is your sister? She is having a shower
- to describe a temporary state or limited period of time.
  - My son is studying at university
  - This year I am learning Chinese

**TIME EXPRESSIONS.**

- When we want to show that the action is happening at the moment of speaking we use:
  - now
  - right now
  - at the/this moment
  - It’s raining now
  - We are having breakfast at the moment
- When we talk about actions that happen over a longer period of time we use:
  - this morning / afternoon / evening
  - today
  - this month
  - this year
  - She’s playing tennis this week
  - This year I am learning Chinese

**Fill in the gaps**

<table>
<thead>
<tr>
<th>is climbing</th>
<th>are having</th>
<th>is shining</th>
<th>is buying</th>
<th>are watching</th>
</tr>
</thead>
<tbody>
<tr>
<td>am reading</td>
<td>are repairing</td>
<td>are singing</td>
<td>are playing</td>
<td>is doing</td>
</tr>
</tbody>
</table>

**Complete the sentences with the right verb**

1. Look! The sun [ ] and the children [ ] outside.
2. Listen! The birds [ ]. They sound nice.
3. They [ ] lunch at 2 pm today.
4. He [ ] a present for his girlfriend.
5. We [ ] a film on television.
6. She [ ] up the mountain.
7. They [ ] the engine of the car.
8. My husband [ ] the shopping and I [ ] the newspaper.
Writing

Write the questions and then answer using the given information

Example: She / read / a book ⇒ What is she reading? - She’s reading a book

1. They / come / at 7:30 (What time)
2. You / live / in Rome (Where)
3. He / paint the door / now (When)
4. They / study / in class 7a (What class)
5. She / drink / coffee (What)

Vocabulary: clothes and patterns

Hope is wearing a short, red skirt, a white blouse, a white jacket and tights. Sally is wearing a flowered dress, a white cardigan and a matching hairband. They are wearing ballerinas.

In this photo, both girls are wearing denim shorts, a t-shirt (green for Hope and white for Sally) and trainers (with socks). Sally is also wearing a cap. It’s an adequate choice for a trekking excursion.

A summer look!! The girl in blue is wearing a patterned skirt and a blue t-shirt; the girl in pink is wearing shorts and a t-shirt too. Both of them are wearing canvas shoes. And they both have a watch!!

The boys look very sporty in this picture!! John, Alex and Mike are wearing shorts, T-shirts and trainers... the best equipment for a tennis match.

In this picture they are wearing jeans, a sweatshirt and trainers. They are going to play in the park and they have to wear comfortable clothes.

It’s an especial occasion and the twins are wearing trousers, a checked shirt and a cardigan. They are wearing boots.
Choose the word in each group that does not belong

1.
- cardigan
- blouse
- pullover
- jacket

2.
- boots
- canvas shoes
- sweater
- sandals

3.
- belt
- socks
- tights
- panties

4.
- suit
- hat
- dress
- coat

5.
- raincoat
- T-shirt
- shorts
- top

6.
- trousers
- jeans
- sock
- shirt
7.

checked
tracksuit
striped
flowery

8.

blouse
T-shirt
skirt
shirt

Understand

Reading

Shop assistant: Can I help you?
Ruth: I'm looking for a smart dress for a very special occasion
Shop assistant: OK. Let's see what we can find. This one here is very nice: a long striped skirt with a matching light blue jacket and a hat.
Ruth: Oh no. Nothing like this. But I can see some beautiful long dresses over there. Can I try this red one on, please?
Shop assistant: Yes, of course. The changing room is just here, on the left.
(some minutes later)
Shop assistant: Was it all right? Did you like it?
Ruth: Mm, it's a little bit too short. Do you have a bigger size?
Shop assistant: No, I'm sorry, we don't have a bigger size. But what about this one here?
Ruth: The white one?
Shop assistant: Yes, and also the one with dark blue trousers and a matching shirt. It's really impressive.
Ruth: Yes, it is. I'll try the white one on first.
(a few minutes later)
Ruth: It's great. I'll take it.
Shop assistant: OK. It's £260. How do you want to pay?
Ruth: Do you accept Visa?
Shop assistant: Yes, of course.
Ruth: Okay. Here you are.
Shop assistant: Thank you. Sign here please. And here you have your beautiful dress.
Ruth: Thank you very much. Bye
What dress does the woman buy?

Choose the right picture: 1, 2, 3 or 4.

Audio

Match the lists

Match these expressions according to the text

<table>
<thead>
<tr>
<th>light blue</th>
<th>assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>special</td>
<td>dress</td>
</tr>
<tr>
<td>smart</td>
<td>occasion</td>
</tr>
<tr>
<td>striped</td>
<td>skirt</td>
</tr>
<tr>
<td>matching</td>
<td>jacket</td>
</tr>
<tr>
<td>changing</td>
<td>room</td>
</tr>
<tr>
<td>shop</td>
<td>size</td>
</tr>
<tr>
<td>bigger</td>
<td>shirt</td>
</tr>
<tr>
<td>dark blue</td>
<td>trousers</td>
</tr>
</tbody>
</table>
Listening

Fill in the gaps

Listen to the descriptions of these girls and write down numbers 1-4 next to the right name:

Alice  
Kate  
Rose  
Jane

Audio

Script

Girl number 1 is not wearing a dress. She’s wearing skinny jeans and a grey V-necked sweater. They match in colour. She has red shoes on and no socks. She’s blonde and she’s got blue eyes.

Girl number 2 has got long dark hair, and a fringe. Her eyes are very dark too. She looks very stylish. She’s wearing a black and grey checked dress and a black belt with a big buckle. She’s not wearing tights but she’s wearing black leggings. Her shoes are black too.

Number 3 has got long dark hair and greenish eyes. She is wearing a short tight black skirt, a belt and a red shirt. Her shoes are also red and low-heeled. She’s not wearing tights or socks.

Number 4 is wearing a very modern yellow dress with a low-cut neckline. She is the only one wearing boots; they are light brown. And she’s also wearing purple leggings or thick tights (I’m not quite sure). She’s got long brown hair and brown eyes.
Do

Describe the picture

Do the following activities to describe the picture and then check your answers

Writing

What are they doing? Use the following verbs:
FLY / PUSH THE PRAM / PLAY(2)
HAVE A DRINK / SING / WALK
SLEEP / FISH / SWIM
JUMP / SAIL / WALK THE DOG
CYCLE / BUILD A SANDCASTLE
Writing

Write what there is / there are in the picture and where it is / they are


USE THESE PREPOSITIONS: IN - NEXT TO - ALONG - BEHIND - OPPOSITE - IN FRONT OF - BETWEEN - AT - ON.

Write about the picture

Look at the picture below and to do the activity click here

Where are these people?  What time is it?  What city is this?

First, try to find a verb for each number (Big picture) from 1 to 15, for example: PUSH, PAY, CHASE, COOK, SMOKE, READ, LOOK AT, RUN, TALK, PLAY, etc. Write as many sentences as you can using the present continuous to describe what is happening. And then try to join these sentences by using: there is / there are and some prepositions to locate where these people are. See previous page.
Check your answers. Only the questions above, the activity is an open activity. You can send it to your teacher.

**B: THE HUMAN BODY**

The human body is the best picture of the human soul

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**Writing**

Do you recognize these pictures and sculptures?
Learn

Present Tenses

• We use the present tenses to talk about the present time. But in a different way. Look at the chart and learn the differences between these two tenses.

<table>
<thead>
<tr>
<th>Present Simple</th>
<th>Present Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use the present simple for regular events: We usually have dinner at 8</td>
<td>• Use the present continuous to describe what is happening at the moment: We are watching TV at the moment</td>
</tr>
<tr>
<td>• Use the present simple for permanent states: She works in a bank</td>
<td>• Use the present continuous for temporary states: This year he’s studying in Italy</td>
</tr>
</tbody>
</table>

Test

Choose the right sentence of each pair

1.
She goes to the cinema every Saturday
She’s going to the cinema every Saturday

2. Where is Mary?
She sleeps
She’s sleeping

3.
She’s having lunch at 12. every day
She has lunch at 12 every day

4.
We're staying with some friends this week
We stay with some friends this week

5. What do you do?
I’m watching TV
I’m a nurse

6.
Bicycles don’t use petrol
Bicycles aren’t using petrol
Writing

Write sentences using the present simple (Usually/sometimes/once a week...) or the present continuous (now/at the moment/this year ...)
1. Tom (sleep) now. Don’t make any noise.
2. My sister often (play) the piano.
3. Every Monday she (drive) her children to tennis classes.
4. They (win) the match right now.
5. Ian usually (work) as a secretary at IBM.
6. This year James (write) a book about his adventures in Africa.
7. I (go) to an art class at the college this term.

Vocabulary

Practise the vocabulary: parts of the body
We always use the pronoun IT to talk about the weather. Look at the chart and learn the verbs, nouns and adjectives for some of the expressions above:

<table>
<thead>
<tr>
<th>NOUN</th>
<th>ADJECTIVE</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>snow</td>
<td>snowy</td>
<td>snow</td>
</tr>
<tr>
<td>rain</td>
<td>rainy</td>
<td>rain</td>
</tr>
<tr>
<td>cloud</td>
<td>cloudy</td>
<td>-</td>
</tr>
<tr>
<td>fog</td>
<td>foggy</td>
<td>-</td>
</tr>
<tr>
<td>wind</td>
<td>windy</td>
<td>blow</td>
</tr>
<tr>
<td>sun</td>
<td>sunny</td>
<td>shine</td>
</tr>
</tbody>
</table>
Choose the right option

Complete these sentences about the weather

1. It’s very __________________________ in Iraq. It is often 45 degrees in summer.
2. It’s very __________________________ in Alaska. It is often -25 degrees there.
3. It is very __________________________ in England. You always need your umbrella.
4. It often __________________________ in December.
5. It is very __________________________ in the north of Spain in spring.
6. It is very __________________________ in the south of Spain in summer.
7. It’s now -15 degrees in Moscow and it’s __________________________.

The weather forecast

What’s the weather like?

<table>
<thead>
<tr>
<th>Location</th>
<th>Temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sidney</td>
<td>22°C</td>
</tr>
<tr>
<td>Melbourne</td>
<td>38°C</td>
</tr>
<tr>
<td>Australia</td>
<td>19°C, 28°C</td>
</tr>
</tbody>
</table>
Understand

Reading

Read and answer this questionnaire

How important is fashion for you?

<table>
<thead>
<tr>
<th>1. How often do you go shopping?</th>
<th>2. What part of your body do you prefer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Once a week</td>
<td>a. My face. I am really attractive</td>
</tr>
<tr>
<td>b. Every month</td>
<td>b. My hands.</td>
</tr>
<tr>
<td>c. Just when I need clothes</td>
<td>c. I haven’t any favourite parts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. How much money do you spend on clothes?</th>
<th>4. What is your favourite style?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. All my savings</td>
<td>a. Casual</td>
</tr>
<tr>
<td>b. Only the necessary</td>
<td>b. Style? What’s that?</td>
</tr>
<tr>
<td>c. It depends on the day</td>
<td>c. Formal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Do you usually wear something on your head?</th>
<th>6. What kind of footwear do you prefer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. No, never</td>
<td>a. Leather shoes</td>
</tr>
<tr>
<td>b. I love caps</td>
<td>b. Trainers</td>
</tr>
<tr>
<td>c. Hats</td>
<td>c. Boots</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Are you crazy about fashions?</th>
<th>8. You have an important job interview.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes, I love being trendy</td>
<td>a. You choose your clothes carefully</td>
</tr>
<tr>
<td>b. I don’t care about clothes</td>
<td>b. You dress as usual</td>
</tr>
<tr>
<td>c. Not really, but I like going shopping</td>
<td>c. You don’t think your look is important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. You buy special clothes</td>
<td>a. His/her eyes</td>
</tr>
<tr>
<td>b. You wear sexy clothes</td>
<td>b. His/her general appearance</td>
</tr>
<tr>
<td>c. You dress as usual</td>
<td>c. Sincerely: his/her bottom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. What do you wear at home?</th>
<th>12. You want to buy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A tracksuit</td>
<td>a. A new pair of shoes. I need them</td>
</tr>
<tr>
<td>b. Pyjamas and slippers</td>
<td>b. Another T-shirt. I love them</td>
</tr>
<tr>
<td>c. Nothing special.</td>
<td>c. A pair of jeans. They match everything</td>
</tr>
</tbody>
</table>

After having done the questionnaire, check the meaning of your score

Listening

Listen to a couple talking about their holidays in Spain.

Decide which picture describes the weather they are having: A, B, C, D
### Test

**Listen to the dialogue again and choose the best option**

1. At the moment the weather is sunny
   - [ ]
   - [X]

2. He doesn’t want to go to the beach because it is raining
   - [X]
   - [ ]

3. She wants to go for a walk
   - [ ]
   - [X]

4. They have a contract with the tour operator
   - [X]
   - [ ]

5. They give the money back if the weather is sunny
   - [ ]
   - [X]

### Script

**TWO BRITISH TOURISTS IN SPAIN**

**FRANK:** So is this the Spanish weather? In the travel agency they said that sun was 100% guaranteed. Look, Diana it’s raining again. You don’t want to go to the beach in this weather, do you?

**DIANA:** We can go for a romantic walk in the Spanish rain, and then eat in one of those wonderful tapas bars along the coast.

**FRANK:** Diana, I’m not walking under an umbrella. This is very much like English weather.

**DIANA:** So, what do you want to do? Are you staying in the room all day watching sports on TV, exactly the same as in England? Come on Frank, be more positive. Remember the contract with the tour operator. If we have two days of bad weather, they give us the money back.

**FRANK:** That’s a free holiday

**DIANA:** Exactly

**FRANK:** Let’s go for a walk in the Spanish rain
What's the weather like in Spain today? In the north of Spain it is **cool** (8º C) and it is **raining** heavily. Also, it is **windy** in the northwest and in the northeast. It is **snowing** in the Pyrenees and it is very **cold** (-2ºC). In the south and east it is **warm** and **sunny**, and in the Islands too. It is **hot** in the Canary Islands. There are storms - **stormy** weather- in the centre.

What's the weather like in the United Kingdom today?. The weather in Scotland is really bad: it is very **cold** (-11ºC), it is **snowing** in the north and **raining** in the centre. There are **storms** too. In Northern Ireland it is **cold** (-2ºC) and it is **snowing** too. It is **cloudy** in the north of England and **sunny** in the south and in Wales, and it is quite **warm** (15ºC). In the east and in London it is **cold** (6ºC) and foggy.
Weather forecast
Choose one of the following maps and write the weather report
PHONETICS

In this unit we are going to learn how to pronounce "o" and "u" in English. Look at these symbols that represent them and then listen to the pronunciation of the words in each chart:

Listen to these two English sounds

\[ \text{o} \quad \text{u} \]

Now listen to the words under each sound

<table>
<thead>
<tr>
<th>o</th>
<th>u:</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>boom</td>
</tr>
<tr>
<td>good</td>
<td>blue</td>
</tr>
<tr>
<td>suit</td>
<td>shoe</td>
</tr>
<tr>
<td>room</td>
<td>moon</td>
</tr>
<tr>
<td>you</td>
<td>juice</td>
</tr>
<tr>
<td>foot</td>
<td>food</td>
</tr>
</tbody>
</table>

Audio

Now, listen to the difference between these two English sounds:

\[ \text{n} \quad \text{c} \]

Now listen to the words under each sound

<table>
<thead>
<tr>
<th>n</th>
<th>c:</th>
</tr>
</thead>
<tbody>
<tr>
<td>shop</td>
<td>short</td>
</tr>
<tr>
<td>hall</td>
<td>ball</td>
</tr>
<tr>
<td>hot</td>
<td>horse</td>
</tr>
<tr>
<td>dog</td>
<td>door</td>
</tr>
<tr>
<td>long</td>
<td>law</td>
</tr>
<tr>
<td>doctor</td>
<td>fou</td>
</tr>
</tbody>
</table>

Audio
CONSOLIDATION

Revise

Fill in the gaps

Write the -s of the third person singular (present simple) and the -ing form of these verbs:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>third person singular (P.Simple)</th>
<th>-ing form (P. Continuous)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWIM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WALK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HAVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CYCLE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HURRY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose the right option

Complete the text. Choose the right form of the verb

Hello Samantha,

I _________________________ a lovely time here in Spain. We _________________________ in a flat near the beach.

It's very sunny here. We _________________________ a lot in the sea. At the moment we _________________________ lunch in a restaurant. I _________________________ "paella"; I don't like it. My friends and I _________________________ "sangría". It is delicious! There are a lot of people here now. And some of them _________________________ to eat. After lunch we want to go _________________________ .

OK. Bye now, and see you soon!

Writing

Write questions using the given information

Example: I’m reading »» What are you reading?

1. I’m watching TV (What)
2. I’m going on holiday (Where)
3. He’s making dinner (What)
4. My brother isn’t staying in a Bed and Breakfast (Where)
5. We are going to England (When)
Writing

Look at the pictures and write questions. Then answer.

Example: **Is he swimming? No, he isn't. He's cycling**

1. **swim**
2. **sing**
3. **run**
4. **study**
5. **listen to music**
6. **play chess**
7. **draw**
8. **watch TV**
9. **cook**
10. **walk**
11. **play cards**
12. **jog**
Complete the texts. Use the correct form of the verbs: present continuous / present simple

I am a teacher. I (work) __________________________ at a High School in New Jersey. I (teach) __________________________ from 9 to 3:30. At the moment I (teach) __________________________ some seven-year-old pupils. They (ask) __________________________ me some questions.

Thomas is an architect. He (design) __________________________ houses. He (not have) __________________________ regular hours. At the moment he (phone) __________________________ his boss. They (build) __________________________ a big block of flats.

We are professional basket ball players. We (train) __________________________ four hours in the morning. But not every day. Sometimes we (run) __________________________ in the afternoon. Now we (play) __________________________ a very important match. We (not win) __________________________ . They are very good.

Eileen is a secretary. She (work) __________________________ in a bank. She (not work) __________________________ now. She (phone) __________________________ . She (talk) __________________________ to her daughter and (ask) __________________________ her about her job.

Choose the right option

1. He sometimes __________________________ to the beach on holiday.
2. __________________________ with your left hand?.
3. She __________________________ from nine to five except on Saturdays.
4. He usually __________________________ coffee but now he __________________________ tea.
5. I can’t answer the phone because I __________________________ a shower.
6. What is Ellen doing?.She __________________________ .
7. My mother is a cook : she __________________________ at an Italian restaurant.
**Revise**

What are these people wearing?

![Picture 1](image1)

**Fill in the gaps**

<table>
<thead>
<tr>
<th>a suit</th>
<th>patterned</th>
<th>tights</th>
<th>sunglasses</th>
<th>striped</th>
</tr>
</thead>
<tbody>
<tr>
<td>tie</td>
<td>shirt</td>
<td>bag</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PICTURE 1**

The man is wearing , a light blue and a red and blue .

He's also wearing . The woman on the left is wearing black , a jacket and a light brown . The girl in the middle is wearing a blue, white and red , and red shoes. Is she wearing ?

**Writing**

Describe what the woman and the girl are wearing in picture 2
Listening

🎉 Fill in the gaps

Listen and write down the correct name under each picture.

Audio

Script

Ross is blond and he’s got blue eyes. He looks very sporty. He’s wearing a white tank top (this is a sleeveless t-shirt), red shorts and he’s the only one not wearing trainers: he’s wearing sandals; they match his shorts.

Dylan is wearing blue jeans, a short-sleeved black t-shirt and black trainers. His hair is light brown and his hairdo is very stylish. He’s got very attractive green eyes.

Jerry is wearing very original light blue trainers, blue jeans and a light green V-necked sweater. He’s dark-skinned; he’s got very short brown hair and deep brown eyes. He is very good-looking.

Ian has got black hair and brown eyes. His hairdo is very modern too. He’s wearing trainers and very short white socks, black shorts and a short-sleeved purple t-shirt. The colour of his t-shirt is really trendy.
GRAMMAR

PRESENTE CONTINUO

FORMA

- Formamos el Presente Continuo con el verbo **TO BE + V-ing**

<table>
<thead>
<tr>
<th>AFIRMATIVA</th>
<th>NEGATIVA</th>
<th>INTERROGATIVA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am working</td>
<td>I am not working</td>
<td>Am I working?</td>
</tr>
<tr>
<td>You are working</td>
<td>You aren't working</td>
<td>Are you working?</td>
</tr>
<tr>
<td>He/She/It is working</td>
<td>He/She/It isn't working</td>
<td>Is he/she/it working?</td>
</tr>
<tr>
<td>We are working</td>
<td>We aren't working</td>
<td>Are we working?</td>
</tr>
<tr>
<td>You are working</td>
<td>You aren't working</td>
<td>Are you working?</td>
</tr>
<tr>
<td>They are working</td>
<td>They aren't working</td>
<td>Are they working?</td>
</tr>
</tbody>
</table>

- **IMPORTANTE**: usamos la forma completa del verbo **TO BE** en respuestas cortas:
  
  Is your brother learning Chinese? Yes, he is (NO Yes, he’s)
  
  Are they eating a pizza? Yes, they are (NO Yes, they’re)
  
  - Para respuestas negativas usamos la forma corta:
    
    Are they married? No, they aren’t

- **ORTOGRAFÍA: VERBO + -ING**
  
  Regla general: Los verbos que acaban en -e:
  
  Añadimos -ing
  
  al infinitivo:
  
  look - looking
  
  Para verbos monosílabos con una vocal corta y una consonante final:
  
  Omitimos -e
  
  y añadimos -ing:
  
  write - writing
  
  Doblamos la consonante y añadimos -ing:
  
  run - running

Presente Continuo: USO

Usamos este tiempo para

- Referirse a acciones que estén sucediendo en el momento en que se habla.

We are watching TV at the moment
Where is your sister? She is having a shower

- Para describir un estado temporal o de un periodo de un tiempo limitado

My son is studying at university
This year I am learning Chinese

- **Expresiones de tiempo**

  - Para describir una acción que ocurre en el momento en que se habla, usamos:
    
    - now (ahora)
    - right now (ahora mismo)
    - at the/this moment (en este momento)

It’s raining now
We are having breakfast at the moment
– Para hablar de acciones que ocurren en un periodo de tiempo más amplio, usamos:
  – this morning / afternoon / evening (esta mañana, esta tarde)
  – today (hoy)
  – this month (este mes)
  – this year (este año)

She’s playing tennis this week
This year I am learning Chinese

VOCABULARY

CLOTHES – LA ROPA

blouse: blusa
boots: botas
cardigan: chaqueta de punto
coat: abrigo
dress: vestido

hat: sombrero
jacket: cazadora
jeans: vaqueros
raincoat: chubasquero
shirt: camisa
shoes: zapatos
skirt: falda

socks: calcetines
suit: traje
sweater: jersey
sweater: jersey
tights: medias
tracksuit: chándal
trainers: zapatillas deportivas
trouser: pantalones
T-shirt: camiseta

ACCESSORIES - ACCESORIOS

belt: cinturón
cap: gorra
glasses: gafas
scarf: pañuelo
tie: corbata
PATTERNS - ESTAMPADO

checked: de cuadros  
flowery: de flores  
patterned: estampado  
plain: liso  
spotted: de lunares  
striped: de rayas

Audio

THE BODY – EL CUERPO

head: cabeza  
hair: pelo  
ear: oreja  
face: cara  
nose: nariz  
eye: ojo

Audio

mouth: boca  
tooth: diente  
teeth: dientes  
tongue: lengua  
lip: labio  
neck: cuello  
ext: pecho

Audio

shoulder: hombro  
stomach: estómago  
arm: brazo  
elbow: codo  
hand: mano  
finger: dedo (mano)  
nail: uña

Audio

leg: pierna  
knee: rodilla  
foot: pie  
feet: pies  
toe: dedo (pie)  
back: espalda

Audio
THE WEATHER – EL TIEMPO

*It's hot:* hace calor
*Warm weather:* tiempo cálido (no muy caluroso)
*It's cool:* hace fresco
*It's cold:* hace frío
*It's sunny:* hace sol

*It's windy:* hace viento
*It's cloudy:* está nublado
*It's foggy:* hay niebla
*It's snowing:* está nevando
*It's raining:* está lloviendo
*It's stormy:* tormentoso
SENDING TASKS

| BLOQUE: I | APELLIDOS: |
| INGLÉS | NOMBRE: |
| TASK UNIT 5 | AULA: |

OBSERVACIONES: Recuerda que las tareas se deben realizar **después de haber trabajado la unidad en su totalidad.**
Recuerda también que la tarea es **individual.**

A. En primer lugar encuentra un verbo para cada número (1 to 15), por ejemplo: PUSH, PAY, CHASE, COOK, SMOKE, READ, LOOK AT, RUN, TALK, PLAY, etc.

B. **Escribe las frases correspondientes a cada número** usando el presente continuo, y después usando: **there is / there are,** intenta completar la descripción del restaurante.
Recuerda consultar el ejercicio en la unidad que te servirá de modelo: A, subapartado DO, p. 1
HINTS TO THE UNIT

Esta unidad 6, “About the past”, es la última del Bloque I. Como en unidades anteriores, tendrás que estudiar y poner en práctica después, una serie de estructuras gramaticales y de vocabulario que te posibilitarán realizar la tarea propuesta en la agenda.

Como primer punto gramatical, vamos a estudiar el PASADO SIMPLE del verbo TO BE, en su forma afirmativa, negativa e interrogativa. En relación con el pasado, también estudiaremos las diferentes expresiones temporales utilizadas para este tiempo verbal. Y, la forma correspondiente de pasado del verbo “haber”: THERE WAS / THERE WERE.

En la segunda parte de la unidad, apartado B, ampliaremos este tiempo verbal, PASADO SIMPLE, a todos los verbos regulares. También en forma afirmativa, negativa e interrogativa. Pon mucha atención a la pronunciación de este tiempo verbal en su forma afirmativa; el apartado de fonética te explicará cómo hacerlo correctamente para que tu inglés suene a “inglés” precisamente.

Para poder decir las fechas, necesitarás saber los números ordinales, pues en inglés son necesarios para ello. Y repasaremos también los meses del año, y cómo decir los años.

Para introducir el apartado de vocabulario referido en el primer apartado (A), a la comida y la bebida, explicaremos la diferencia de uso de nombres contables e incontables en inglés. Y para finalizar, estudiaremos los nombres de los deportes.

INTRODUCTION

About the past...

In Unit 6 You are going to learn the Simple Past Tense. This way, you can tell about things that happened yesterday, last week, in 1970, in the 18th century...

On the other hand, vocabulary will have to do with food and sports. You will also learn the ordinal numbers so you will be able to express dates.
When you have finished this unit you will be able to:

- write about your life as a child
- write the biography of one famous person

A: PAST TIMES

Talking about past times

Read about one of the most famous monuments in England

Stonehenge is a prehistoric monument

It is located in the English county of Wiltshire, in the south (see map on the left). Archaeologists believe that it was built 3000 years ago, and in the beginning it was a burial place for important people. Many historians think it was some kind of calendar and also a sacred place. The size of the stones is impressive and it is still a mystery how those ancient men managed to build such a monument. Some of the stones weighed more than 8 tons. An incredible construction for men of the Bronze Age.

Are these statements about Stonehenge true or false?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Verdadero</th>
<th>Falso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stonehenge is in Scotland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It was built in the Bronze Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It was a place where people were buried</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The stones are incredibly big</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is not surprising how those people built the monument</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learn

To be: past simple

- We use the past of the verb to be to refer to a state or situation in the past.
  Example: She was tired yesterday  Yesterday afternoon they were at home

- Past simple time expressions
  - yesterday
  - last night
  - last week
  - last month
  - last year
  - two days ago
  - a month ago
  - a year ago

Charles Chaplin (Charlot) was a very famous actor. He was British
Agatha Christie was a very popular novelist. She was British too
Until 1989 there was a wall in Berlin. Now there isn’t a wall any more
The Beatles were the number-1 group in the 60’s—70’s. They were from Liverpool
The Marx Brothers were comedy actors. They were American
There were many fruit trees in Silicon Valley. Now there are only chip companies

TO BE PAST SIMPLE
• **THERE WAS / THERE WERE**

We use *there was / there were* to describe things in the past. We use *there was* with singular nouns and *there were* with plural nouns.

Example: There was a car in the garage

There were two boys in the park

---

**Choose the right option**

Complete the sentences with the right form of the verb "to be"*

1. Charles Chaplin ______________________ a British actor
2. Agatha Christie ______________________ an actress
3. Agatha and Charles ____________________ British
4. In 1998 __________________________ a wall in Berlin
5. The Beatles __________________________ from Manchester
6. __________________________ very popular in the 60’s?
7. The Marx Brothers ______________________ drama actors
8. Where __________________________ from? From America
9. In Silicon Valley ______________________ many fruit trees
10. __________________________ chip companies in Silicon Valley in the past?

---

**Giving dates**

Learn the months of the year and how to say the dates in English.

• Before the dates you need to learn first the ordinal numbers:

<table>
<thead>
<tr>
<th>Cardinal number</th>
<th>Ordinal number</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>First (1st)</td>
</tr>
<tr>
<td>Two</td>
<td>Second (2nd)</td>
</tr>
<tr>
<td>Three</td>
<td>Third (3rd)</td>
</tr>
<tr>
<td>Four</td>
<td>Fourth (4th)</td>
</tr>
<tr>
<td>Five</td>
<td>Fifth</td>
</tr>
<tr>
<td>Six</td>
<td>Sixth</td>
</tr>
<tr>
<td>Seven</td>
<td>Seventh</td>
</tr>
<tr>
<td>Eight</td>
<td>Eighth</td>
</tr>
<tr>
<td>Nine</td>
<td>Ninth</td>
</tr>
<tr>
<td>Ten</td>
<td>Tenth</td>
</tr>
<tr>
<td>Eleven</td>
<td>Eleventh</td>
</tr>
<tr>
<td>Twelve</td>
<td>Twelfth</td>
</tr>
<tr>
<td>Twenty</td>
<td>Twentieth</td>
</tr>
<tr>
<td>Twenty-one</td>
<td>Twenty-first (21st)</td>
</tr>
</tbody>
</table>
Can you put them in the right order?

- **DATES** ⇒ Learn this rule:
  - We write 23\textsuperscript{rd} December or December 23\textsuperscript{rd}
  - We say the twenty-third of December or December the twenty-third

### Dates

**TO BE BORN.** Practise the dates with this table. Ask and answer questions about these people, their dates and place of birth.

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE OF BIRTH</th>
<th>PLACE OF BIRTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eleanor</td>
<td>7/09/1967</td>
<td>London (NO)</td>
</tr>
<tr>
<td>Jason</td>
<td>22/04/1988</td>
<td>New York (NO)</td>
</tr>
<tr>
<td>Marion</td>
<td>1/03/1996</td>
<td>Sydney (NO)</td>
</tr>
<tr>
<td>Luc and Bob</td>
<td>9/11/2003</td>
<td>Hastings (NO)</td>
</tr>
</tbody>
</table>

**Example:**

A: When was Eleanor born?
B: She was born on 7\textsuperscript{th} September, 1967
A: Was she born in London?
B: No, she wasn’t. She was born in Glasgow.
Vocabulary: Food & Drink

YESTERDAY I WAS AT THE SUPERMARKET

Match the things with the right pictures

MY SHOPPING LIST

DRINKS
- BEER
- MILK
- COFFEE
- WATER
- TEA
- ORANGE JUICE
- WINE

MEAT & FISH
- PORK
- STEAK
- SAUSAGE
- FISH
- CHICKEN

GROCERIES
- EGGS
- CAKE
- CEREALS
- BISCUITS
- BREAD
- ICE CREAM
- FLOUR
- BUTTER
- CHEESE
Vegetables and fruit

YESTERDAY I WAS AT THE GROCER'S

Match the things with the right pictures

MY SHOPPING LIST

<table>
<thead>
<tr>
<th>FRUIT</th>
<th>VEGETABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEACH</td>
<td>TOMATO</td>
</tr>
<tr>
<td>GRAPES</td>
<td>PEAS</td>
</tr>
<tr>
<td>PINEAPPLE</td>
<td>PEPPERS</td>
</tr>
<tr>
<td>ORANGE</td>
<td>CORN</td>
</tr>
<tr>
<td>STRAWBERRY</td>
<td>CARROT</td>
</tr>
<tr>
<td>WATER MELON</td>
<td>CABBAGE</td>
</tr>
<tr>
<td>LEMON</td>
<td>BANANAS</td>
</tr>
<tr>
<td>PEAR</td>
<td>POTATOES</td>
</tr>
<tr>
<td>BANANAS</td>
<td>ONION</td>
</tr>
<tr>
<td>CHERRIES</td>
<td>LETTUCE</td>
</tr>
<tr>
<td>APRICOT</td>
<td>BEANS</td>
</tr>
</tbody>
</table>

FRUIT

1. Peach
2. Grapes
3. Pineapple
4. Orange
5. Strawberry
6. Watermelon
7. Lemon
8. Pear
9. Bananas
10. Cherries
11. Apricot

VEGETABLES

1. Tomato
2. Peas
3. Peppers
4. Corn
5. Carrot
6. Cabbage
7. Potatoes
8. Onion
9. Lettuce
10. Beans
11. Artichoke
AN EVALUATION FORM

Jordan Brennan: Good morning, Mr Cotter. My name’s Jordan Brennan. I am the representative for the online German company "Ehotel" (http://www.ehotel.de/IBE/Home) and we are doing some research on the hotels.

Simon Cotter: I see

J B: I believe you were at Derag Hotel Berlin last month. Can I ask you a few questions about the hotel?

SC: Yes, of course

JB: When were you at the Derag Hotel?

SC: Last April

JB: How long were you there?

SC: I was there from Thursday to Monday. April 22 - 25.

JB: Were you alone or with someone else?

SC: I was with a friend.

JB: Now, can I ask you about the staff at the hotel? Were they nice?

SC: Mm. Yes, they were OK, I suppose

JB: What do you mean?

SC: They were polite but not exactly nice or friendly.

JB: I see. Now, what about the room?

SC: It was very clean and quiet, but not very big. Perhaps a bit small. And very expensive

JB: And the restaurant? Was it OK?

SC: No, not really. The food was awful.

JB: And were there any other services?

SC: Yes, there was a gym and a spa. And my friend was at the hairdresser’s as well.

JB: Ok, thanks Mr Cotter. It was very kind of you to answer my questions. Bye

Audio

Fill in the gaps

Read the dialogue and fill in Simon Cotter’s evaluation report.

Name of guest: __________________________

Name of hotel: __________________________

Dates of stay: __________________________

Number of nights: ______________________

How many people: ______________________

The hotel staff were:          polite  friendly  not very nice

The room was:                noisy  clean  small  expensive

The food at the restaurant:  excellent  quite good  not very good

There was:                   a gym  a spa  a hairdresser’s

Final evaluation:            10-9  8-7  6-5  4-1
Listen and write down when these people were born and when they died:

- Agatha Christie: born ..., died ...
- Charles Chaplin: born ..., died ...
- The Berlin Wall: built ..., demolished ...
- John Lennon: born ..., died ...
- Groucho Marx: born ..., died ...
- Hewlett: born ..., died ...
- Packard: born ..., died ...

Audio
Listening

You are going to listen to somebody saying when famous people from history were born. Write down the dates. For example, if you hear “Churchill was born on the thirtieth of November, 1874” write 30-9-1874

<table>
<thead>
<tr>
<th>Shakespeare</th>
<th>Leonardo Da Vinci</th>
<th>Henry VIII</th>
<th>Louis Armstrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queen Victoria</td>
<td>Abraham Lincoln</td>
<td>Oscar Wilde</td>
<td>Stephen Hawking</td>
</tr>
<tr>
<td>Jesse Owens</td>
<td>Amelia Earhart</td>
<td>Clara Campoamor</td>
<td>Gabriel G. Márquez</td>
</tr>
</tbody>
</table>

Audio

Do

Questionnaire

We want to know about your life as a child. Answer the following questions

- When were you born?: ___________________________________________
- Where were you born?: ___________________________________________
- What was your first school?: _______________________________________
- Your first teacher was: ___________________________________________
- As a child, you were... :  □ shy  □ happy  □ lonely  □ others (say)
- How many people were there at home?: _____________________________
- Your best friend: _______________________________________________
- Your favourite pastimes were: _____________________________________
- Your favourite place was: _________________________________________
- In short, your childhood was:  □ very happy  □ quite sad  □ just OK  □ ordinary, as any other child’s  □ simply horrible.

Now write a paragraph using your answers.
B: PAST STORIES

The Past Simple Tense: Regular verbs

Take a look at these verbs: ACTED / PAINTED / JUMPED / DANCED. They are all regular verbs used in the past simple tense.

Learn

The Past Simple Tense

- Past Simple: FORM

Example: To work

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
<th>INTERROGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I worked</strong></td>
<td>I didn’t work</td>
<td>Did I work?</td>
</tr>
<tr>
<td><strong>You worked</strong></td>
<td>You didn’t work</td>
<td>Did you work?</td>
</tr>
<tr>
<td><strong>He/She/It worked</strong></td>
<td>He/She/It didn’t work</td>
<td>Did he/she/it work?</td>
</tr>
<tr>
<td><strong>We worked</strong></td>
<td>We didn’t work</td>
<td>Did we work?</td>
</tr>
<tr>
<td><strong>You worked</strong></td>
<td>You didn’t work</td>
<td>Did you work?</td>
</tr>
<tr>
<td><strong>They worked</strong></td>
<td>They didn’t work</td>
<td>Did they work?</td>
</tr>
</tbody>
</table>
**IMPORTANT ⇒**

- **We form the past simple** of regular verbs by **adding the suffix -ed** to the infinitive. The form is **the same for all the persons:**

  - I watched TV last night
  - He watched a film last Saturday

- **Negative forms use DID + NOT (DIDN'T) + the infinitive of the verb:**

  - I didn’t close the door
  - She didn’t watch TV last night

- **Interrogative forms use DID + Subject + the infinitive of the verb:**

  - Did they open the book?
  - Did you finish the exam?

  - In short answers, we only repeat the auxiliary verb did:

  - Did you walk to school yesterday?
  - Yes, **I did** / No, **I didn’t**

---

**SPELLING RULES: past simple -ed**

<table>
<thead>
<tr>
<th>Most verbs only add -ed</th>
<th>Verbs that end in -e, only add -d</th>
<th>Verbs ending in consonant + -y: change to -ied</th>
<th>Verbs of one syllable that end in a vowel + a consonant, double the consonant and add -ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk-walked</td>
<td>love-loved</td>
<td>worry - worried</td>
<td>stop - stopped / rob - robbed</td>
</tr>
<tr>
<td>wait-waited</td>
<td>like-liked</td>
<td>study - studied</td>
<td></td>
</tr>
</tbody>
</table>

**Past Simple: USE**

We use the past simple to describe **completed actions or situations in the past:**

- We played football last Sunday
- I lived in Madrid for two years

**Writing**

Write the past simple of these verbs: cry - climb - hug - die - stay - live - talk - hurry - play - jump - tidy - listen


Fill in the gaps

<table>
<thead>
<tr>
<th>was</th>
<th>started</th>
<th>waited</th>
<th>cooked</th>
<th>rained</th>
</tr>
</thead>
<tbody>
<tr>
<td>wanted</td>
<td>carried</td>
<td>lived</td>
<td>studied</td>
<td>cried</td>
</tr>
</tbody>
</table>

Mary: Hello. My [ ] name?

What’s [ ] name?

Complete the sentences with the right past verb

1. We [ ] in Madrid from 1990 to 1997.
2. Maria [ ] judo lessons two months ago.
3. The children [ ] to buy some sweets.
4. It [ ] yesterday, and it [ ] very cold.
5. Henry [ ] chicken and vegetables for dinner.
6. She [ ] on her first day at school.
7. I [ ] Latin and History at University.
8. They [ ] their books to school every morning.
9. Yesterday I [ ] for the bus for half an hour.

The Past Simple Tense: Regular Verbs

Choose the right option

Complete the sentences with the right form of the verb: present or past

1. We [ ] our parents last weekend.
2. John and Mike [ ] basketball every weekend.
3. Carol [ ] her homework and then watched TV.
5. They [ ] the front door last Saturday.
6. We [ ] in London for four days.
7. The shop [ ] from nine to five every day.
8. Patrick [ ] work at 7 last week.
9. Sally [ ] the piano yesterday evening.
10. She [ ] her mother every day.
Writing

Make these sentences negative
1. They needed a new book
2. We phoned the police
3. I changed the ticket
4. My friend arrived on Monday
5. Yesterday we were very tired

Write questions and then answer using the short form
Example: they/tidy/their room? (No) ⇒ Did they tidy their room? No, they didn’t

1. you/play computer games? (Yes)
2. she/listen to classical music? (No)
3. he/watch TV? (Yes)
4. they/visit/their parents/last Sunday? (No)
5. you/phone your friends? (Yes)
**Vocabulary**

Match each pictogram with a sport. Start from top to bottom and from left to right.
The Olympic Games are an international sporting event that is celebrated in different cities around the world. The modern Olympic Games are based on ancient games that were first celebrated in Olympia, Greece, in 776 B.C. They started as a religious festival and soon they included arts competitions, athletics, boxing, wrestling, chariot racing and horse races. They were every four years in July or August.

Only free-born men competed and watched the games. Women didn’t compete or watch the games. Winners received no money, only free meals and some presents. The ancient games lasted 1200 years. They finished in 393 A.D. The Romans destroyed the Olympic site in 394 A.D.

The first modern Olympic Games started again in Athens in 1896. Baron de Coubertin, a French historian, believed that sport competitions were very important for young people. He founded the International Olympic Committee in 1894.

Women competed for the first time in Amsterdam in 1928.

In 2004 Athens celebrated again the Olympic Games. More than 4 million people watched the games on television.
True or false

Say if the statements are true or false

<table>
<thead>
<tr>
<th>Statement</th>
<th>Verdadero</th>
<th>Falso</th>
</tr>
</thead>
<tbody>
<tr>
<td>The modern Olympic Games were first celebrated in 776 B.C.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ancient Olympic Games were celebrated more frequently than the modern games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ancient Olympic Games started as part of a religious celebration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women didn’t compete but they watched the ancient games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The very first Olympic Games were in Olympia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Match the lists

Match the words with their definitions

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>compete</td>
<td>take part in a contest</td>
</tr>
<tr>
<td>destroy</td>
<td>break or damage</td>
</tr>
<tr>
<td>event</td>
<td>a cart pulled by horses</td>
</tr>
<tr>
<td>found</td>
<td>start or establish and organization or business</td>
</tr>
<tr>
<td>charlot</td>
<td>happening</td>
</tr>
</tbody>
</table>

Listening

What sport are they talking about? Listen to the clues and decide.

Audio
Pablo Ruiz Picasso. 1881-1973. Spanish painter, sculptor, and ceramist. He emigrated to Paris. When he was young he had his "blue period" and his "rose period" because these colours dominated in his paintings. In his career he moved from style to style: cubism, classicism, surrealism, abstraction, ... in painting, sculpture, and pottery. His most famous painting, "Guernica", is a symbolic illustration of the horrors of the war.

The Beatles were an English rock band, formed in Liverpool in 1960. From 1962 the group consisted of John Lennon (rhythm guitar, vocals), Paul McCartney (bass guitar, vocals), George Harrison (lead guitar, vocals) and Ringo Starr (drums, vocals). The group worked in many genres, from folk rock to psychedelia and incorporating classical and other elements in innovative ways. Their popularity was enormous and they certainly influenced the social and cultural revolution of the 1960s. After the band broke up in 1970, the four members started successful solo careers. Lennon was killed in 1980 and Harrison died in 2001. McCartney and Starr remain active today. Now, forty years later, their music continues to be popular.

Now, it's your turn ⇒

Write

Choose one of these famous people. Find information about them and then, write a paragraph using this information.

Name | Paul Newman | Name | Agatha Christie
--- | --- | --- | ---
Born (when / where) | Born (when / where) | Occupation | Occupation
Other activities | Genre | Most famous films | Most famous novels
Family (marriages/children) | Family (marriages/children) | Died | Died

Now, write a paragraph using the information above and the past simple tense.
PHONETICS

Pronunciation: the -ed

We pronounce the -ed of the past simple tense of regular verbs in three ways: /id/ /t/ /d/

Look at the table below and learn how to pronounce /id/ /t/ /d/,

<table>
<thead>
<tr>
<th>If the verb ends in one of these sounds</th>
<th>Example verb</th>
<th>Verb + -ed</th>
<th>Pronounce</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>want</td>
<td>wanted</td>
<td>/id/</td>
</tr>
<tr>
<td>d</td>
<td>need</td>
<td>needed</td>
<td>/id/</td>
</tr>
<tr>
<td>p</td>
<td>hope</td>
<td>hoped</td>
<td>/id/</td>
</tr>
<tr>
<td>f</td>
<td>laugh</td>
<td>laughed</td>
<td>/id/</td>
</tr>
<tr>
<td>s</td>
<td>kiss</td>
<td>kissed</td>
<td>/id/</td>
</tr>
<tr>
<td>sh</td>
<td>wash</td>
<td>washed</td>
<td>/id/</td>
</tr>
<tr>
<td>ch</td>
<td>watch</td>
<td>watched</td>
<td>/id/</td>
</tr>
<tr>
<td>k</td>
<td>talk</td>
<td>talked</td>
<td>/id/</td>
</tr>
<tr>
<td>y</td>
<td>play</td>
<td>played</td>
<td>/d/</td>
</tr>
<tr>
<td>w</td>
<td>follow</td>
<td>followed</td>
<td>/d/</td>
</tr>
<tr>
<td>g</td>
<td>beg</td>
<td>begged</td>
<td>/d/</td>
</tr>
<tr>
<td>v</td>
<td>love</td>
<td>loved</td>
<td>/d/</td>
</tr>
<tr>
<td>n</td>
<td>clean</td>
<td>cleaned</td>
<td>/d/</td>
</tr>
<tr>
<td>r</td>
<td>answer</td>
<td>answered</td>
<td>/d/</td>
</tr>
<tr>
<td>l</td>
<td>call</td>
<td>called</td>
<td>/d/</td>
</tr>
<tr>
<td>b</td>
<td>disturb</td>
<td>disturbed</td>
<td>/d/</td>
</tr>
</tbody>
</table>

Listen now to the pronunciation of these verbs in the past simple

Audio
**Match the lists**

Match these regular verbs in the past simple with their correct pronunciation

<table>
<thead>
<tr>
<th>Verb</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>dressed</td>
<td>/id/</td>
</tr>
<tr>
<td>ended</td>
<td>/t/</td>
</tr>
<tr>
<td>asked</td>
<td>/d/</td>
</tr>
<tr>
<td>believed</td>
<td>/id/</td>
</tr>
<tr>
<td>finished</td>
<td>/t/</td>
</tr>
<tr>
<td>enjoyed</td>
<td>/d/</td>
</tr>
<tr>
<td>created</td>
<td>/id/</td>
</tr>
<tr>
<td>repeated</td>
<td>/t/</td>
</tr>
<tr>
<td>studied</td>
<td>/d/</td>
</tr>
<tr>
<td>depended</td>
<td>/id/</td>
</tr>
</tbody>
</table>

**CONSOLIDATION**

Revise the past simple

**Put the correct form of the verb to be in the past tense**

1. All the windows ______________ closed during the storm
2. Jane ________________ sick yesterday
3. I ________________ very tired after the exam
4. Last year my teachers ______________ very good
5. The wind ________________ very strong last night
6. My sister ________________ very sad last week
7. The children ________________ very nervous before the match
8. We ________________ in the same hotel last summer
Writing

Practise making questions and giving short answers with the verb to be in the past tense

Example: (I was very sad yesterday) » » Were you very sad yesterday? Yes, I was

1. (It wasn’t hot yesterday)
2. (They weren’t nervous last week)
3. (John was at work last Saturday)
4. (The car was very expensive)
5. (The shop wasn’t open)
6. (The film was boring)

Match the lists

Match the sentences with a correct past time expression

<table>
<thead>
<tr>
<th>My child was born on</th>
<th>for three years</th>
</tr>
</thead>
<tbody>
<tr>
<td>They played the match</td>
<td>ago</td>
</tr>
<tr>
<td>He was born thirty years</td>
<td>in July</td>
</tr>
<tr>
<td>You were with him last</td>
<td>May 12th</td>
</tr>
<tr>
<td>They worked in France</td>
<td>right</td>
</tr>
<tr>
<td>We travelled to New York</td>
<td>on Saturday</td>
</tr>
<tr>
<td>We received the e-mail at</td>
<td>the weekend</td>
</tr>
</tbody>
</table>
Fill in the gaps

<table>
<thead>
<tr>
<th>played</th>
<th>watched</th>
<th>changed</th>
<th>listened</th>
<th>helped</th>
</tr>
</thead>
<tbody>
<tr>
<td>was</td>
<td>visited</td>
<td>painted</td>
<td>arrived</td>
<td></td>
</tr>
</tbody>
</table>

Choose the **correct past verb** to complete the sentences

1. I ____ my friend in hospital yesterday.
2. The children ____ football at school.
3. The teacher ____ me with my homework
4. They ____ the kitchen blue.
5. Sharon ____ a film on TV last night.
6. The pupils ____ late for class and the teacher ____ very angry.
7. We ____ to the news on the radio before going to bed.
8. Mr Preston ____ the date of the meeting.

Writing

Change the sentences to a negative and then write another affirmative sentence

**Example:** My son studied Biology (Maths) ➔ My son didn’t study Biology. He studied Maths

1. The children played chess (computer games
2. Jordan visited her mother (her father)
3. The mechanic repaired my car (my motorbike)
4. My sister phoned Hanna (Bob)
5. The manager arrived at 7 (at 8)
Writing

Write questions. Follow the example

Example: Did you arrive early yesterday? » No, I didn't. I arrived late.

1. __________________? No, I didn’t. I played golf.
2. __________________? No, they didn’t. They called their parents.
3. __________________? No, I didn’t. I listened to music.
4. __________________? No, he didn’t. He danced with Marion.
5. __________________? No, she didn’t. She waited for the train.
6. __________________? No, he didn’t. He changed his tie.

Match the lists

Match the question word with the correct sentence according to the underlined part

<table>
<thead>
<tr>
<th>The meal was <strong>12 euros</strong></th>
<th>when</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yesterday the watched “Lost” on TV</td>
<td>where</td>
</tr>
<tr>
<td>Pat played a lot of tennis matches last month</td>
<td>how many</td>
</tr>
<tr>
<td>Sue didn’t stay long because she was tired</td>
<td>what time</td>
</tr>
<tr>
<td>Harry arrived at 3 o’clock</td>
<td>what</td>
</tr>
<tr>
<td>I didn’t feel <strong>well</strong> last night</td>
<td>why</td>
</tr>
<tr>
<td>She watched TV in her bedroom</td>
<td>how much</td>
</tr>
<tr>
<td>They cleaned the windows last week</td>
<td>how</td>
</tr>
</tbody>
</table>
Practise

**Fill in the gaps**

Complete the chart

<table>
<thead>
<tr>
<th>Date</th>
<th>Say</th>
<th>Write</th>
<th>Celebration</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/10</td>
<td></td>
<td></td>
<td>Columbus Day</td>
</tr>
<tr>
<td>14/2</td>
<td></td>
<td></td>
<td>US Independence Day</td>
</tr>
<tr>
<td>4/7</td>
<td>the fourth of July</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22/9</td>
<td></td>
<td>22nd September</td>
<td>World Carfree Day</td>
</tr>
<tr>
<td>25/12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Writing**

Write the sentences in the past simple

Example: We are in the park » » We were in the park

1. Are you at home?
2. There's a message for you
3. They call me
4. My son studies Biology
5. Do they work in a bank?
6. She doesn’t watch TV
7. It's Thursday
8. We stop to buy some cigarettes
Choose the right option

Complete the text with: a/an - some - any

1. We’ve got ________________ new books
2. Have you got ________________ money?
3. There aren’t ________________ oranges in the bag
4. I haven’t got ________________ computer
5. I need ________________ cheese for my sandwich
6. There isn’t ________________ meat in the fridge
7. Do you need ________________ bottle of water?
8. Is there ________________ sugar in this tea?
9. There’s ________________ Coca-Cola in that glass
10. I want ________________ glass of milk

Vocabulary

Fill in the gaps

Write the words in the correct column:

<table>
<thead>
<tr>
<th>lemon</th>
<th>sugar</th>
<th>pepper</th>
<th>potato</th>
<th>jam</th>
<th>flour</th>
<th>milk</th>
<th>peach</th>
<th>egg</th>
<th>bread</th>
<th>wine</th>
<th>butter</th>
<th>jam</th>
<th>sausage</th>
<th>tomato</th>
<th>corn</th>
<th>pear</th>
</tr>
</thead>
</table>

Countable Nouns | Uncountable Nouns

Test

Choose the word that does not belong to the group of words

1. peach [ ]
   pear [ ]
   grape [ ]
   carrot [ ]

2. milk [ ]
   lettuce [ ]
   corn [ ]
   bean [ ]
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>wine</td>
<td></td>
</tr>
<tr>
<td>beer</td>
<td></td>
</tr>
<tr>
<td>cheese</td>
<td></td>
</tr>
<tr>
<td>water</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>cake</td>
<td></td>
</tr>
<tr>
<td>bread</td>
<td></td>
</tr>
<tr>
<td>biscuit</td>
<td></td>
</tr>
<tr>
<td>ice cream</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>chicken</td>
<td></td>
</tr>
<tr>
<td>jam</td>
<td></td>
</tr>
<tr>
<td>pork</td>
<td></td>
</tr>
<tr>
<td>hamburger</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>orange</td>
<td></td>
</tr>
<tr>
<td>cabbage</td>
<td></td>
</tr>
<tr>
<td>tomato</td>
<td></td>
</tr>
<tr>
<td>carrot</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>strawberry</td>
<td></td>
</tr>
<tr>
<td>cherry</td>
<td></td>
</tr>
<tr>
<td>water melon</td>
<td></td>
</tr>
<tr>
<td>banana</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>lettuce</td>
<td></td>
</tr>
<tr>
<td>tomato</td>
<td></td>
</tr>
<tr>
<td>jam</td>
<td></td>
</tr>
<tr>
<td>carrot</td>
<td></td>
</tr>
</tbody>
</table>
These objects refer to different sports. Write the right sport beside each number.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
POlice inTerview

INSPECTOR Well, Simon, tell us where you were yesterday evening.
SIMON I was in a pub with some friends. We played darts and had two pints of beer.
INSPECTOR I see. How long did you stay in the pub? And can you give me the name of someone who was with you at the moment?
SIMON Of course; Joe Lyons, the pub owner.
INSPECTOR And you didn’t leave the pub at any time?
SIMON Well I left for a moment to make a phone call.
INSPECTOR I see, and who did you call?
SIMON I called my wife to tell her not to cook dinner for me.
INSPECTOR Aha, and how long were you outside the pub?
SIMON No more than 3 minutes. It was cold and raining outside.
INSPECTOR Someone saw you catch a taxi and come back 25 minutes later, time enough to rob the petrol station at 20:45.
SIMON But sir, that is impossible.
INSPECTOR Simon, is this your wallet?
SIMON Yes sir, I think so.

INSPECTOR We found it at the petrol station after the robbery. You are under arrest.

WitTing

Find the regular verbs (also the verb TO BE) in the text used in the past tense

<table>
<thead>
<tr>
<th>Simon was at the pub with his wife</th>
<th>Falso</th>
<th>Verdadero</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simon didn’t leave the pub in the evening</td>
<td>Falso</td>
<td>Verdadero</td>
</tr>
<tr>
<td>The Inspector wants to know how long he was outside the pub</td>
<td>Falso</td>
<td>Verdadero</td>
</tr>
<tr>
<td>The evening was cold and rainy</td>
<td>Falso</td>
<td>Verdadero</td>
</tr>
<tr>
<td>There was a robbery at a petrol station at about 20.30</td>
<td>Falso</td>
<td>Verdadero</td>
</tr>
<tr>
<td>The Inspector has no evidence against Simon</td>
<td>Falso</td>
<td>Verdadero</td>
</tr>
</tbody>
</table>
GRAMMAR

TO BE: THE PAST SIMPLE – EL PASADO SIMPLE DEL VERBO “TO BE”

FORMA

AFIRMATIVA & NEGATIVA

I was / was not
You were / were not
He - she - it was / was not
We were / were not
You were / were not
They were / were not

Contracciones

were + not : weren’t
was + not : wasn’t
were + not : weren’t

INTERROGATIVE

Was I?
Were you?
Was he - she - it?
Were we?
Were you?
Were they?

En respuesta corta, sólo usamos el sujeto y el verbo TO BE.

Were you in the cinema on Saturday night?
Yes, I was / No, I wasn’t

THERE WAS / THERE WERE - HABÍA

SINGULAR

There was (había)
There was not
Was there?

PLURAL

There were (había)
There were not
Were there?

SHORT FORM

There wasn’t
There weren’t

"There was a computer on the desk"
"There wasn’t a glass on the table"
"Was there a ball?"

"There were some people in the park"
"There weren’t many pupils in the classroom"
"Were there any cars in the garage?"

• Cómo ya vimos en el presente de este verbo “there is / there are”, en inglés hay que diferenciar si el objeto directo es singular (there was) o plural (there were), mientras que en español sólo tenemos una forma: había
THE PAST SIMPLE TENSE (REGULAR VERBS) – EL PASADO SIMPLE

FORMA

<table>
<thead>
<tr>
<th>AFIRMATIVA</th>
<th>NEGATIVA</th>
<th>INTERROGATIVA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worked</td>
<td>I didn’t work</td>
<td>Did I work?</td>
</tr>
<tr>
<td>You worked</td>
<td>You didn’t work</td>
<td>Did you work?</td>
</tr>
<tr>
<td>He/She/It worked</td>
<td>He/She/It didn’t work</td>
<td>Did he/she/it work?</td>
</tr>
<tr>
<td>We worked</td>
<td>We didn’t work</td>
<td>Did we work?</td>
</tr>
<tr>
<td>You worked</td>
<td>You didn’t work</td>
<td>Did you work?</td>
</tr>
<tr>
<td>They worked</td>
<td>They didn’t work</td>
<td>Did they work?</td>
</tr>
</tbody>
</table>

• Formamos el pasado simple de los verbos irregulares añadiendo el sufijo –ed al infinitivo. La forma es la misma para todas las personas:

I watched TV last night
He watched a film last Saturday

• En las formas negativas usamos: use DID + NOT (DIDN’T) + el infinitivo del verbo:

I didn’t close the door (NOT I didn’t closed the door)
She didn’t watch TV last night (NOT She didn’t watched TV)

• En las formas interrogativas usamos: DID + Sujeto + el infinitivo del verbo:

Did they open the book? (NOT Did they opened the book?)
Did you finish the exam? (NOT Did you finished the exam?)

• En las respuestas cortas, repetimos sólo el auxiliar did o didn’t detrás del sujeto.

Did you walk to school yesterday?
Yes, I did / No, I didn’t

ORTOGRAFÍA: pasado simple + -ed

<table>
<thead>
<tr>
<th>La mayoría de los verbos añaden -ed</th>
<th>Los verbos que acaban en –e solo añaden -d</th>
<th>Los verbos que acaban en consonante + -y: cambian a -ied</th>
<th>Los verbos monosílabos que acaban en una vocal + una consonante, doblan la consonante y añaden -ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk-walked</td>
<td>love-loved</td>
<td>worry - worried</td>
<td>stop - stopped</td>
</tr>
<tr>
<td>wait-waited</td>
<td>like-liked</td>
<td>study - studied</td>
<td>rob - robbed</td>
</tr>
</tbody>
</table>

USO

Usamos el pasado simple para hablar de acciones y situaciones pasadas que ya han concluido:

We played football last Sunday
I lived in Madrid for two years
VOCABULARY

FOOD

DRINKS: BEBIDAS
Water: agua
Orange juice: zumo de naranja
Wine: vino
Milk: leche
Beer: cerveza

MEAT & FISH: CARNE Y PESCADO
Chicken: pollo
Steak: filete
Sausage: salchicha
Pork: cerdo
Fish: pescado

GROCERIES: COMIDA EN GENERAL (DE TODO TIPO)
Ice cream: helado
Cake: pastel
Butter: mantequilla
Cheese: queso
Cereals: cereales
Flour: harina
Biscuit: galleta
Bread (a loaf of): pan (una barra de)
Eggs: huevos

GREENGROCER’S: FRUTAS Y VERDURAS (TIENDA DE)
FRUIT: FRUTA
Grapes: uvas
Strawberry: fresa
Cherries: cerezas (cherry sg.)
Apricot: albaricoque
Pear: pera
Pine apple: piña
Water melon: sandía
Peach: melocotón
VEGETABLES: VERDURAS

Corn: maíz
Carrot: zanahoria
Peas: guisantes
Peppers: pimientos
Onion: cebolla
(Green) beans: judías (verdes)
Lettuce: lechuga
Asparagus: espárrago
Cabbage: col de hoja

ORDINAL NUMBERS AND DATES : NÚMEROS ORDINALES Y FECHAS

First: primero
Second: segundo
Third: tercero
Fourth: cuarto
Fifth: quinto
Sixth: sexto
Seventh: séptimo
Eighth: octavo
Ninth: noveno
Tenth: décimo
Eleventh: undécimo
Twelfth: duodécimo
Twenty-first: vigésimo primero

July 14th 2008 = the fourteenth of July, two thousand and eight
April 23rd 1988 = the twenty-third of April, nineteen eighty-eight

MONTHS OF THE YEAR: MESES DEL AÑO

January: enero
February: febrero
March: marzo
April: abril
May: mayo
June: junio
July: julio
August: agosto
September: septiembre
October: octubre
November: noviembre
December: diciembre
SPORTS - DEPORTES

Athletics: atletismo
Basketball: baloncesto
Climbing: alpinismo
Cycling: ciclismo
Gymnastics: gimnasia
Handball: balónmano

Horse riding: hípica
Racing: carreras
Rowing: remo
Sailing: navegación
Shooting: tiro
Skating: patinaje
Skiing: ski
Swimming: natación

Audio
We want to know about your life as a child. Answer the following questions
(Queremos saber sobre tu vida de niño)

- When were you born? _______________________________
- Where were you born? _______________________________
- What was your first school? _______________________________
- Your first teacher was _______________________________
- As a child, you were... SHY / LONEY / HAPPY / OTHER _______________________________
- How many people were there at home? _______________________________
- Your best friend was _______________________________
- Your favourite pastimes were _______________________________
- Your favourite place was _______________________________
- In short, your childhood was: VERY HAPPY / HAPPY / QUITE SAD / JUST OK / ORDINARY / SIMPLY HORRIBLE /

Ahora, con toda esta información escribe un párrafo uniendo tus contestaciones. Recuerda usar los contenidos de la unidad: A. Learn pp. 1-4

You can begin: I was born on ...
INGLÉS

módulo 1

Educación Secundaria para Personas Adultas