

English Rocks

Grupo de Trabajo.
C.E.P.A. "Plus Ultra"
Curso 2011-2012

Componentes del grupo:

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[C.E.P.A. Plus Ultra]



Unit 1 Hello, Goodbye



Contenidos


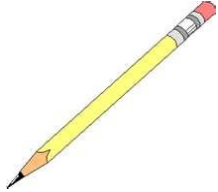









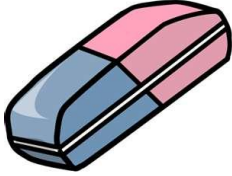


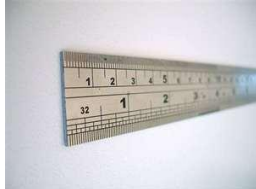

Grammar: a /an, subject pronouns, verb to be

Vocabulary: classroom language, the alphabet, numbers, colours, days of the week, months and seasons.

[Seleccionar fecha]

VOCABULARY

1. Classroom vocabulary (nouns). Vocabulario del aula (sustantivos)

 <p>book</p>	 <p>pencil</p>	 <p>blackboard</p>	 <p>pen</p>
 <p>window</p>	 <p>clock</p>	 <p>dictionary</p>	 <p>desk</p>
 <p>students</p>	 <p>teacher</p>	 <p>chairs</p>	 <p>rubber</p>
 <p>eraser</p>	 <p>chalk</p>	 <p>ruler</p>	 <p>notebook</p>

2. Classroom language (verbs). Lenguaje del aula (verbos)





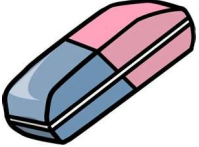

			
Open your book	Close your book	What's the meaning of...?	Can I ask a question, please?
			
Can you sit down, please?	Can you stand up, please?	Work in pairs	Go to page ...
			
Read the sentence, please	Listen and repeat	Can I borrow your pencil, please?	Write sentences
			
What time does this class start?	Do you remember?	Can you erase the blackboard, please?	Can you open/close the window, please?

1. Make words out of these jumbled letters. Forma palabras ordenando las letras.

- npe =
- rechate =
- okob =
- ersear =
- letab =
- hkcla =
- owwdni =
- okobotne =
- adiyrtocni =
- lerur =

2. Write the following words under each picture. Escribe las siguientes palabras debajo de cada dibujo.

Book , window, students, dictionary, teacher, pencil, clock, notebook, eraser, ruler, chalk, rubber, pen, chairs, table, blackboard

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 	<p>4.</p> 
<p>5.</p> 	<p>6.</p> 	<p>7.</p> 	<p>8.</p> 
<p>9.</p> 	<p>10.</p> 	<p>11.</p> 	<p>12.</p> 
<p>13.</p> 	<p>14.</p> 	<p>15.</p> 	<p>16.</p> 

3. The English alphabet. El abecedario inglés

Puedes escuchar la canción del alfabeto en <http://www.youtube.com/watch?v=5XEN4vtH4Ic>

A /eɪ/	B /bi:/	C /si:/	D /di:/	E /i:/	F /ef/	G /dʒi:/
H /eɪdʒ/	I /aɪ/	J /dʒeɪ/	K /keɪ/			
L /el/	M /em/	N /en/	O /əʊ/	P /pi:/		
Q /kju:/	R /ɑ:/	S /es/				
T /ti:/	U /ju:/	V /vi:/				
W /dʌbəl ju:/	X /eks/	Y /waɪ/	Z /zi:/			

Algunas pistas para letras difíciles:

G vs. J: pinchadiscos en inglés es DJ, /di: dʒeɪ/

K: para decir que algo va bien se dice OK, /əʊ keɪ/

W: al contrario que en español, la W no es V doble, sino doble U /dʌbəl ju:/

Letras que *riman*:

A	H	J	K					
B	C	D	E	G	P	T	V	Z
F	L	M	N	S	X			
I	Y							
O								
Q	U	W						
R								

Escucha la canción de las vocales en <http://www.youtube.com/watch?v=bjvrD-Pckw4&feature=related>. Las vocales son muy distintas en inglés y español.

A /eɪ/	E /i:/	I /aɪ/	O /əʊ/	U /ju:/
---------------	---------------	---------------	---------------	----------------

Puedes recordarlas con una frase muy sencilla: *I love you!*

I: la I se pronuncia igual que el pronombre de primera persona *I*, /aɪ/

U: la U se pronuncia igual que el pronombre de segunda persona *you*, /ju:/

3. Can you spell your name? And your surname? ¿Sabes deletrear tu nombre? ¿Y tu apellido?

4. How do you spell these words? ¿Cómo deletreas estas palabras?

bag	day	pencil	school
book	notebook	rubber	window

4. English cardinal numbers from 0 to 20. Los números cardinales en inglés del 0 al 20

Los números del 0 al 20 en inglés son todos diferentes y deben aprenderse por separado y prestando especial atención a la ortografía. Los que aparecen subrayados en esta tabla son los más complicados.

	zero / oh		ten
	one		<u>eleven</u>
	two		<u>twelve</u>
	<u>three</u>		thirteen
	<u>four</u>		fourteen
	<u>five</u>		<u>fifteen</u>
	six		sixteen
	<u>seven</u>		seventeen
	<u>eight</u>		<u>eighteen</u>
	nine		<u>nineteen</u>
			<u>twenty</u>

5. Complete the names of the numbers with letters. Completa los nombres de los números con letras.

- 0. _e_o, _ _
- 3. t_ _ee
- 5. fi_e
- 7. se_e_
- 8. ei_ _ _
- 9. n_n_

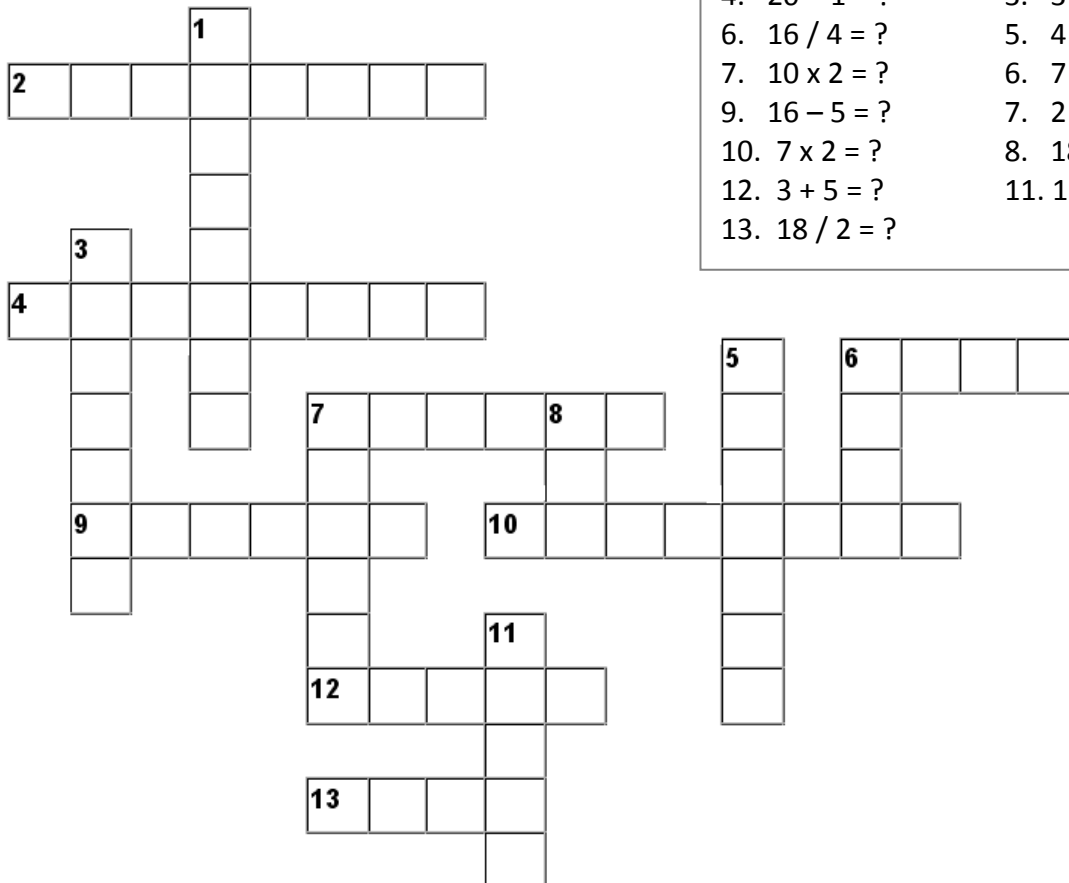
- 11. el_ _ _n
- 12. t_ _l_ _
- 13. t_irt_ _ _
- 15. f_ _teen
- 19. n_ _ _teen
- 20. t_ _ _t_

6. Order the letters to make the names of the numbers. Ordena las letras para hacer nombres de números

- | | | | |
|--------------|-------|--------------------|-------|
| 1. e/e/h/r/t | ..... | 6. e/e/e/g/h/i/n/t | ..... |
| 2. e/n/o | ..... | 7. e/e/f/n/o/r/t/u | ..... |
| 3. e/n/t | ..... | 8. e/e/h/i/n/r/t/t | ..... |
| 4. i/s/x | ..... | 9. e/e/i/n/s/t/x | ..... |
| 5. o/t/w | ..... |  |  |

7. What's your telephone number? ¿Cuál es tu número de teléfono?

8. Complete the crossword with the results. Completa el crucigrama con los resultados.



Across	Down
2. $3 \times 6 = ?$	1. $4 + 9 = ?$
4. $20 - 1 = ?$	3. $3 \times 5 = ?$
6. $16 / 4 = ?$	5. $4 \times 4 = ?$
7. $10 \times 2 = ?$	6. $7 - 2 = ?$
9. $16 - 5 = ?$	7. $2 \times 6 = ?$
10. $7 \times 2 = ?$	8. $18 / 2 = ?$
12. $3 + 5 = ?$	11. $1 + 2 = ?$
13. $18 / 2 = ?$	

5. Days of the week (nouns). Días de la semana (sustantivos)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Observa y recuerda: los días de la semana se escriben siempre con mayúscula en la letra inicial.

Puedes escuchar la canción de los días de la semana en

<http://www.youtube.com/watch?v=7AvNg2CQnOI>

Puedes escuchar los días de la semana enunciados en

<http://www.youtube.com/watch?v=GKvN8PuDY6s>

9. Search the days of the week in this word search puzzle and write them on the right. Busca los días de la semana en esta sopa de letras y escríbelos a la derecha.

X	M	S	V	Q	A	L	N	V	W	T	W
H	F	U	S	Y	N	X	X	L	E	O	J
K	R	N	L	O	R	I	G	B	D	C	F
O	I	D	T	Y	X	G	V	H	N	J	N
F	D	A	B	H	I	Z	X	U	E	X	T
M	A	Y	N	H	U	Y	X	U	S	J	U
O	Y	F	D	W	B	R	O	B	D	N	E
N	K	O	E	K	S	I	S	K	A	S	S
D	R	I	B	X	J	G	D	D	Y	T	D
A	O	V	I	D	C	U	F	X	A	X	A
Y	L	V	S	A	T	U	R	D	A	Y	Y
L	U	W	L	P	E	R	S	Z	X	W	T

10. Complete the names of the days of the week with letters. Completa los nombres de los días de la semana con letras.

1. __ nday
2. __ esday
3. _e ___ sday
4. T_____ day
5. _r_ day
6. S_____ day
7. ___ day

11. Order the letters to make the names of the days of the week. Ordena las letras para hacer los nombres de los días de la semana.

1. y/a/a/d/r/s/t/u
2. y/a/d/d/e/e/n/s/w
3. y/a/d/e/s/t/u
4. y/a/d/f/i/r
5. y/a/d/h/r/s/t/u
6. y/a/d/m/n/o
7. y/s/u/n/d/a

6. Months of the year (nouns). Los meses del año (sustantivos)













Observa y recuerda: se escriben siempre con mayúscula en la letra inicial

Puedes escuchar la canción de los meses del año en

<http://www.youtube.com/watch?v=5enDRrWyXaw>

Puedes escuchar los meses del año enunciados en

http://www.youtube.com/watch?v=8ZlckJs9_Ks&feature=related

 <p>January</p>	 <p>February</p>	 <p>March</p>
 <p>April</p>	 <p>May</p>	 <p>June</p>
 <p>July</p>	 <p>August</p>	 <p>September</p>
 <p>October</p>	 <p>November</p>	 <p>December</p>

12. Complete the crossword with the months of the year. Completa el crucigrama con los meses del año.

The crossword puzzle grid consists of the following numbered starting points:

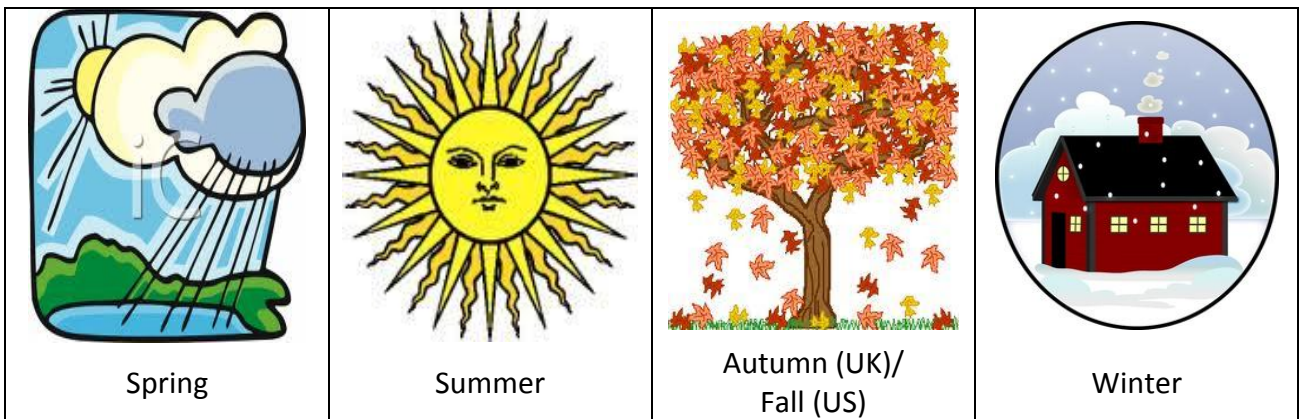
- 1**: Down, 2 letters
- 2**: Down, 2 letters
- 3**: Down, 2 letters
- 4**: Down, 2 letters
- 5**: Across, 6 letters
- 6**: Across, 6 letters
- 7**: Down, 2 letters
- 8**: Across, 8 letters
- 9**: Down, 2 letters
- 10**: Across, 4 letters
- 11**: Down, 2 letters

- | Across: | Down: |
|--------------------|--------------------|
| 5. Month number 2 | 1. Month number 10 |
| 6. Month number 11 | 2. Month number 6 |
| 8. Month number 9 | 3. Month number 12 |
| 9. Month number 7 | 4. Month number 3 |
| 10. Month number 8 | 7. Month number 4 |
| 11. Month number 5 | 9. Month number 1 |

13. Complete the names of the months with letters. Completa los nombres de los meses de año con letras.

- | | | | |
|------------|-------------|----------|---------------|
| 1. __g__st | 4. D_c_m__r | 7. J_l__ | 10. No__mb__ |
| 2. __n__ry | 5. F_br__ry | 8. M__ | 11. Oct__er |
| 3. A__il | 6. J__e | 9. M__h | 12. Sept____r |

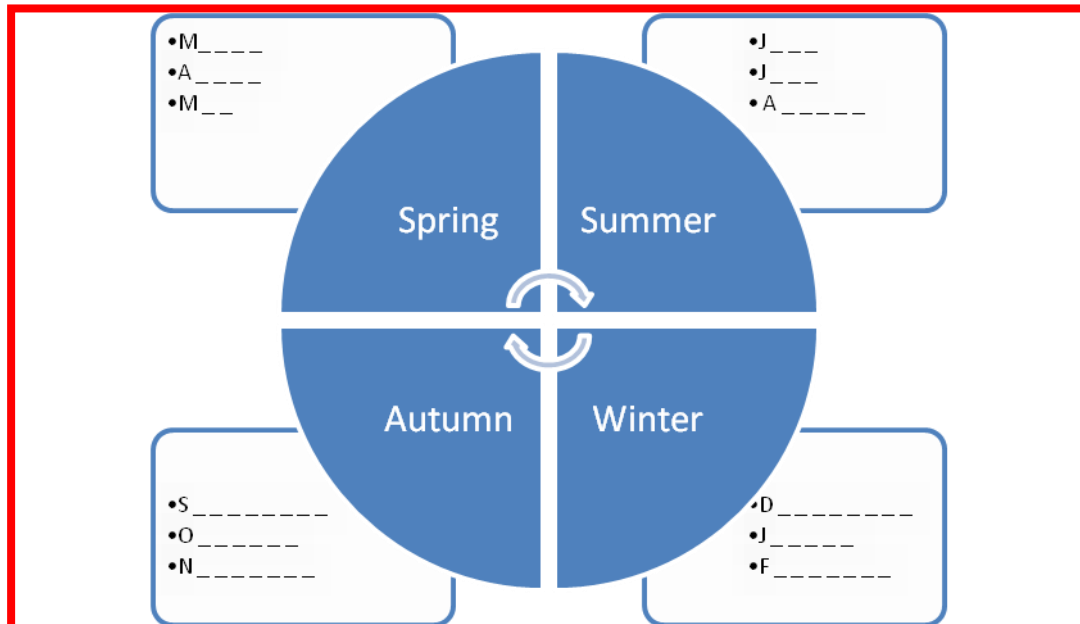
7. Seasons (nouns). Las estaciones (sustantivos)



14. Complete the sentences. Completa las oraciones.

1. It is warm in S_____
2. It is hot in S_____
3. It is cool in A_____
4. It is cold in W_____

15. Complete with the correct months of the year. Completa con los meses del año correctos.



8. Colours (adjectives). Los colores (adjetivos).



Red
Orange
Yellow
Green
Blue
Purple



White



Grey (UK)
Gray (US)



Brown



Black

16. Match the Spanish colours with the English words. Asocia los colores en español con las palabras en inglés.

- | | |
|-------------------|------------------|
| 1. amarillo | 6. morado |
| 2. azul | 7. naranja |
| 3. blanco | 8. negro |
| 4. gris | 9. rojo |
| 5. marrón | 10. verde |

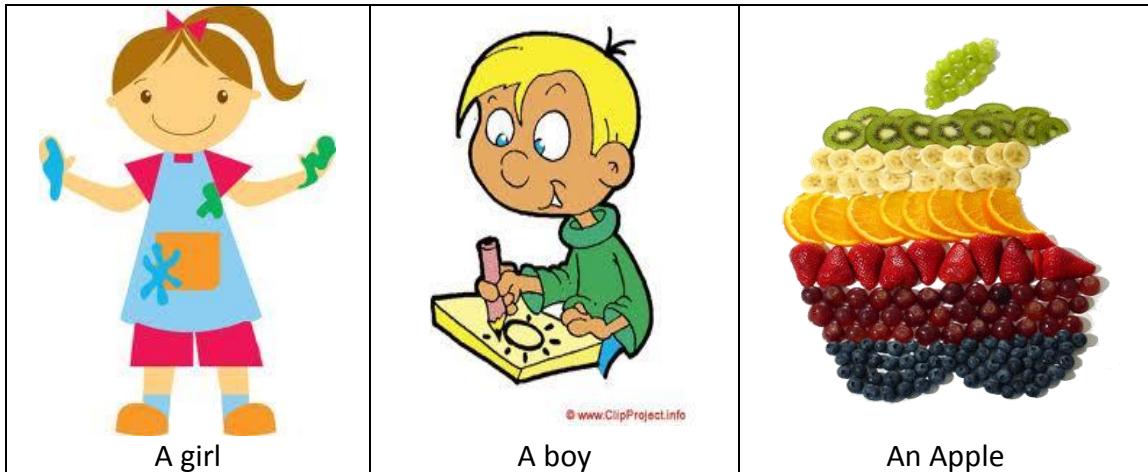
17. Complete the words with letters. Completa las palabras con letras.

- | | | |
|-----------|----------|------------|
| 1. gr__ | 5. b_a__ | 8. or_n__ |
| 2. gr__ | 6. bl__ | 9. p_r p__ |
| 3. ye____ | 7. r__ | 10. br____ |
| 4. ___te | | |

GRAMMAR

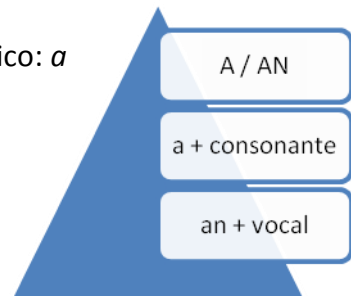
1. The indefinite article a/ an. El artículo indefinido *a/ an* (un, una).

El artículo indeterminado en inglés es **a / an**. Tiene la misma forma para el masculino que para el femenino. Su traducción es **un** o **una**, según el sustantivo al que acompaña.


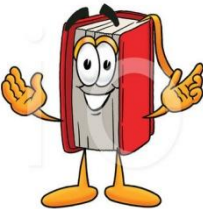










Usamos **a** delante de palabras que comienzan con sonido consonántico: *a table, a hospital, a student...*

Pero usamos **an** cuando la siguiente palabra comienza por sonido vocálico: *an arm, an ear, an image*



18. Fill in with **a** or **an**. Completa con *a* o *an*.

 computer	 _____ book	 _____ horse	 apple _____ apple	 _____ umbrella
 _____ dog	 _____ pumpkin	 _____ elephant	 _____ bear	 _____ ice-cream

19. Fill in the gaps with *a* or *an*. Rellena los huecos con *a* o *an*.

- | | |
|---------------------|--------------------|
| 1 _____ book | 11 _____ arrow |
| 2 _____ pencil | 12 _____ child |
| 3 _____ alarm clock | 13 _____ bat |
| 4 _____ mouse | 14 _____ car |
| 5 _____ cat | 15 _____ butterfly |
| 6 _____ bicycle | 16 _____ hospital |
| 7 _____ egg | 17 _____ eagle |
| 8 _____ cake | 18 _____ ship |
| 9 _____ man | 19 _____ telephone |
| 10 _____ toy | 20 _____ ring |

2. Subject pronouns. Los pronombres de sujeto.

Los pronombres de Sujeto son los que se utilizan para designar a la personas, ideas, objetos, etc. que son el tema de la oración. En inglés son obligatorios si no hay un sustantivo o un nombre propio para actuar como Sujeto. Aparecen siempre en primer lugar en las oraciones afirmativas y negativas.

Un caso especial es el pronombre de primera persona de singular *I*, que significa 'yo', porque se escribe siempre con mayúscula, independientemente de si está al principio de la oración o no.

Otro pronombre que puede causar problemas es *it*, que no tiene una sola traducción. Es el pronombre que designa a una idea, objeto o un ser que no es una persona.

PRONOMBRES DE SUJETO	
SUBJECT PRONOUNS	SIGNIFICADO
I	yo
you	tú, usted
he	él
she	ella
it	ello
we	nosotros/ nosotras
you	vosotros/ vosotras/ ustedes
they	ellos/ ellas

20. Substitute the nouns and names with pronouns. Sustituye con pronombres.

- | | | | |
|-----------------------------------|-------|-----------------------------|-------|
| 1. a cat | ..... | 11. Paul and you | ..... |
| 2. an eraser | ..... | 12. the blackboard | ..... |
| 3. David and Rachel | ..... | 13. the classroom | ..... |
| 4. Irene, Bethan and I | ..... | 14. the pens | ..... |
| 5. Jack | ..... | 15. the teacher and we | ..... |
| 6. Jane | ..... | 16. the students | ..... |
| 7. Mary and Ann | ..... | 17. the toilet | ..... |
| 8. Megan and John | ..... | 18. the window and the door | ..... |
| 9. Michael, Eric and I | ..... | 19. you and I | ..... |
| 10. one desk and two pencils..... | ..... | 20. the school | ..... |

3. The present of the verb to be. El presente del verbo *to be* (ser, estar)

El verbo *to be* se puede traducir al español por *ser* o *estar*, dependiendo del sentido de la frase. A continuación te presentamos unas tablas que tendrás que memorizar y que te servirán para realizar oraciones afirmativas, negativas e interrogativas con este verbo.

- **Affirmative.** Afirmativa

TO BE: AFIRMATIVA		
LONG FORMS	SHORT FORMS	SIGNIFICADO
I am	I'm	Yo soy/estoy
You are	You're	Tú eres/estás
He is	He's	Él es/está
She is	She's	Ella es/está
It is	It's	Ello es/está
We are	We're	Nosotros somos/estamos
You are	You're	Vosotros sois/estáis
They are	They're	Ellos son/están

Como podrás observar, en la tabla aparecen dos formas de escribir el verbo. Una es la llamada LONG FORM (forma larga) que separa el sujeto de la forma verbal. La otra se denomina SHORT FORM (forma corta o contracta) y es en la que aparece unido el sujeto con el verbo. En inglés oral, en situaciones de comunicación coloquiales e informales se utilizan habitualmente las formas cortas, pero en los textos escritos que no reproducen diálogos y en situaciones formales predominan las formas largas. Escucha atentamente la diferencia en la pronunciación.

21. Write the affirmative long and short forms of the verb *to be*. Escribe las formas afirmativas larga y contracta del verbo *to be*.

LONG FORM	SHORT FORM
1. I	2. I.....
3. he	4. he.....
5. you	6. you.....
7. they	8. they.....
9. she	10. she.....
11. we	12. we
13. it	14. it.....

- **Negative.** Negativa

TO BE: NEGATIVA	
LONG FORMS	SHORT FORMS
I am not	I'm not
You are not	You aren't
He is not	He isn't
She is not	She isn't
It is not	It isn't
We are not	We aren't
You are not	You aren't
They are not	They aren't

Para poner el verbo *to be* en forma negativa, basta con añadir la partícula NOT a la forma verbal. Como puedes ver, también existen una LONG FORM y una SHORT FORM. En la primera separamos el verbo de la partícula NOT y en la segunda contraemos el verbo con la partícula NOT. Fíjate en que en la primera persona del singular I AM NOT, no existe la contracción de AM+NOT. Para hacer su SHORT FORM sólo podemos contraer el sujeto+verbo y añadir NOT.

22. Write the negative long and short forms of the verb *to be*. Escribe las formas negativas larga y contracta del verbo *to be*.

LONG FORM	SHORT FORM
1. I	2. I.....
3. he	4. he.....
5. you	6. you.....
7. they	8. they.....
9. she	10. she.....
11. we	12. we
13. it	14. it.....

- **Interrogative / questions and short answers.** Interrogativa / preguntas y respuestas cortas.

TO BE: INTERROGATIVA	
LONG FORMS	
	Am I ...?
	Are you ...?
	Is he ...?
	Is she ...?
	Is it ...?
	Are we ...?
	Are you ...?
	Are they ...?

Para hacer la interrogativa sólo tienes que anteponer el verbo al sujeto. En la forma interrogativa no existen las SHORT FORMS.

¡ATENCIÓN! En inglés el signo de interrogación se coloca solamente al final de la frase.

23. Write the interrogative forms of the verb *to be*. Escribe las formas interrogativas del verbo *to be*.

LONG FORM	
1.	..... I?
2.	..... he?
3.	..... you?
4.	..... they?
5.	..... she?
6.	..... we?
7.	..... it?

A veces nos hacen una pregunta y la respuesta requiere tan sólo una contestación de SÍ o NO. Este tipo de respuestas reciben en inglés el nombre de **SHORT ANSWERS** (respuesta corta).

TO BE SHORT ANSWERS	
AFIRMATIVA	NEGATIVA
Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he is.	No, he isn't.
Yes, she is.	No, she isn't.
Yes, it is.	No, it isn't.
Yes, we are.	No, we aren't.
Yes, you are.	No, you aren't.
Yes, they are.	No, they aren't.

Como ves, si la respuesta es AFIRMATIVA, se forma con:

YES, + SUJETO + TO BE EN AFIRMATIVA

El sujeto será siempre un pronombre personal y utilizarás la forma afirmativa del verbo TO BE correspondiente a ese pronombre.

IMPORTANTE: En las respuestas afirmativas se utilizan las LONG FORMS.

Si la respuesta es NEGATIVA se forma con:

NO, + SUJETO + TO BE EN NEGATIVA

El sujeto será siempre un pronombre personal y utilizarás la forma negativa del verbo TO BE correspondiente a ese pronombre.

IMPORTANTE: En las respuestas negativas se utilizan las SHORT FORMS

24. Write the short answers for these questions. Escribe las respuestas breves para estas preguntas.

	affirmative	negative
Are you a teacher?	1.	2.
Is it a table?	3.	4.
Are they in class?	5.	6.
Am I Mary?	7.	8.
Are we students?	9.	10.
Is she in London?	11.	12.

25. Write the long affirmative form of the verb *to be*. Escribe la forma larga afirmativa del verbo *to be*.

1. The table green
2. Mary and Peter two students
3. I number two
4. Madonna in London
5. You number ten
6. The door and the window yellow
7. We in class
8. Stephen my teacher
9. Susan and Sheilla in Mexico

26. Write the long negative form of the verb *to be*. Escribe la forma larga negativa del verbo *to be*.

1. The table green
2. Mary and Peter two students
3. I number two
4. Madonna in London
5. You number ten
6. The door and the window yellow
7. We in class
8. Stephen my teacher
9. Susan and Sheilla in Mexico

27. Write the long or short form of these sentences. Escribe la forma larga o la forma contracta de estas oraciones.

1. We are five students.
2. It's number three.
3. They are not red.
4. I am in London.
5. We aren't in New York.
6. She is a teacher.
7. It is not green.
8. They aren't black.
9. It is not number four.
10. I am not number eight.

28. Complete the interrogative form for these answers. Completa la forma interrogativa para estas respuestas.

1. a boy? Yes, I am.
2. a girl? No, she isn't.
3. white? Yes, they are.
4. number two? No, we aren't.
5. Simon? No, he isn't.

29. Write the interrogative form of these answers. Escribe la forma interrogativa de estas respuestas.

- 1. The table is green
- 2. The chair and the door are brown
- 3. The teachers are in the classroom
- 4. It is Monday
- 5. I am student number four

30. Write the short answers for the questions in exercise 29. Escribe las respuestas breves para las preguntas del ejercicio 29.

affirmative	negative
1a.	1b.
2a.	2b.
3a.	3b.
4a.	4b.
5a.	5b.
6a.	6b.

31. Write the negative form of these sentences. Escribe la forma negativa de estas oraciones.

	negative
August is fantastic	1.
I'm a teacher	2.
We are five students	3.
Peter is in the classroom	4.
They're black and white	5.

GRAMMAR AND VOCABULARY REVISION

32. What's the odd word in each line? ¿Cuál es la palabra intrusa en cada fila?

1. Monday /Tuesday/ Wednesday/ January
2. Pen/ Listen /Close /Ask
3. Table/Chair/Window/Tennis
4. One/Two/Orange/Three
5. I/you/are/he

33. Translate these sentences into English. Traduce estas oraciones al inglés.

1. ¿Es él Mark? No.
2. Yo no soy estudiante.
3. Ellos están en clase.
4. Mary es una chica.
5. ¿Son rojos? Sí.
6. Estamos en Londres.
7. No es sábado.
8. Soy el número diez.
9. El número ocho no es verde.
10. La mesa es marrón.
11. ¿Es la silla negra? No.
12. Ann y Robert están en Nueva York.
13. ¿Estáis en clase? Sí.
14. Charles no es el número cuatro.
15. Es febrero.

READING

34. Read and match the sentences with the pictures. Lee y une las oraciones con las fotos que correspondan.

1- She is the Queen of England. She is English.



a) A bird

2- He is a sailor. He is Columbus. He is from Geneva.



b) Jonny Depp

3- It is an animal. It is a bird and it is yellow.



c) Brad and Angelina

4- They are actors. They are American. They are famous.
They are married.



d) Columbus

5- He is not a pirate. He is an actor. He is American. He is famous.



e) Queen Elizabeth II

35. Answer the questions using short answers. Responde estas preguntas usando respuestas cortas en inglés.

1. Is Queen Elizabeth II the queen of Spain?
2. Is Columbus a famous singer?
3. Are Brad Pitt and Angelina Jolie married?
4. Is Jonny Depp a teacher?
5. Is the bird green?

WRITING

36. Read this file and write one about yourself. Lee este texto y escribe uno con tus datos.

Name: Samai
Age: 12
Job: student
Nationality: Cambodian
Interests: football and music



My name is Samai. I am twelve years old. I am a student. I am from Cambodia. I like football and music.

Name:

Age:

Job:

Nationality:

Interests:

.....

.....

.....

.....

.....

LISTENING

37. Listen to this song and complete the missing words. Escucha y completa con las palabras que faltan.

<http://www.youtube.com/watch?v=13kZtAjOwbE>

Hello, goodbye
by The Beatles

You say (1) I say (2)
You say stop but I say go, go, go

CHORUS:

Oh no

You say (3) and I say (4)

(5) , (6)

I don't know why you say (7)

I say (8)

(9) , (10)

I don't know why you say (11)

I say (12)

I say high, you say low

You say why and I say I don't know

(Chorus)

(Why, Why, Why, Why, Why, Why do you say

Goodbye, Goodbye, Bye, Bye ,Bye, Bye)

(Chorus)

You say yes (I say yes)

I say no (but I may mean no, I can stay till it's time to go)

You say stop

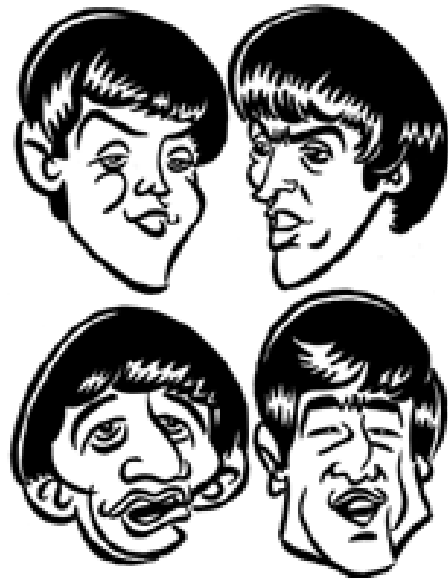
And I say go, go, go,

(Chorus)

Hay La, Hey Hello-a,

Hay La, Hey Hello-a,

Hay La, Hey Hello-a.





C.E.P.A. Plus Ultra

UNIT 2 Friday I'm in love



Grammar: Plural, this/that, WH-questions, possessive adjectives, expressions with to be.

Vocabulary: Numbers, countries and nationalities, subjects, interests and hobbies, sports.

VOCABULARY.

NUMBERS FROM 20 TO 100.

A partir del número 20, todos los números en inglés son regulares y se forman poniendo primero la decena, a continuación un guión y finalmente la unidad. Por ejemplo: 23 – *twenty-three*. Por ello, una vez estudiadas las unidades, ahora debes conocer las decenas. Presta especial atención a las decenas que están subrayadas.

20	<u>twenty</u>	60	sixty
30	<u>thirty</u>	70	seventy
40	<u>forty</u>	80	<u>eighty</u>
50	<u>fifty</u>	90	ninety
100 one hundred/ a hundred			

Listen to the English numbers at

http://esl.about.com/library/beginnercourse/bl_beginner_course_numberbasic.htm

1. Complete the names of the tens with letters. Completa los nombres de las decenas con letras.

20	t__nt__	70	se__nty
30	t_____y	80	e_____y
40	f__ty	90	n____ty
50	__ty	100	a/ one __nd__d
60	s__t__		

2. Complete the numbers. Completa los números.

22	twenty-____	66	_____six
33	_____three	77	seventy-_____
44	_____four	88	_____eight
55	fifty-_____	99	ninety-_____

Un consejo: escribe los números de las páginas en letra junto a la cifra en el manual.

3. Order the letters to make the names of the numbers. Ordena las letras para hacer los nombres de los números.

23	e/n/t/t/w/y/-/e/e/h/r/t	67	-/e/e/i/s/s/t/v/x/y/n
34	h/i/r/t/t/y/-/f/o/r/u	78	-/e/e/e/g/h/i/n/s/t/t/v/y
45	f/o/r/t/y/-/e/f/i/v	89	-/e/e/g/h/i/i/n/n/t/y
56	/f/f/i/t/y/-/i/s/x	91	-/e/e/i/n/n/n/o/t/y

4. Find these numbers in this word search puzzle. Encuentra estos números en la sopa de letras:

29, 38, 56, 65, 74, 83, 92

K	S	S	G	W	V	D	S	Z	Y	L	C	E	T	G
N	P	W	Y	Q	R	P	W	O	N	T	H	Z	R	A
L	T	W	E	N	T	Y	-	N	I	N	E	Y	W	T
E	I	G	H	T	Y	-	T	H	R	E	E	F	R	H
O	N	A	J	L	B	D	X	O	O	J	G	S	U	I
A	B	E	X	M	O	D	Q	J	B	O	U	Q	F	R
F	Y	U	V	Z	P	Z	A	I	N	I	K	T	W	T
I	N	I	N	E	T	Y	-	T	W	O	C	Z	M	Y
F	D	V	D	H	S	U	S	A	E	D	C	K	N	-
T	I	D	F	D	Y	-	F	J	V	R	K	M	T	E
Y	K	H	L	R	F	M	Y	J	C	U	D	I	T	I
-	E	L	U	J	X	I	R	T	I	G	J	U	I	G
S	M	K	W	Y	Y	I	V	A	R	S	C	D	M	H
I	S	E	V	E	N	T	Y	-	F	O	U	R	N	T
X	G	B	N	S	S	I	X	T	Y	-	F	I	V	E

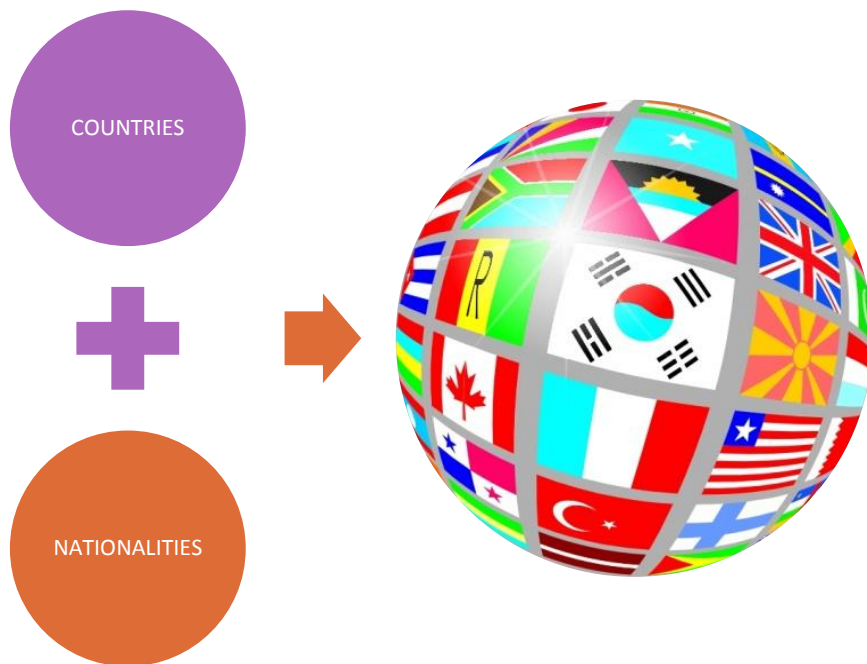
5. Write these numbers in letters. Escribe estos números en letra.

0	70
3	77
10	8
11	18
12	80
4	88
14	9
40	19
44	90
5	99
15	100
50	
55	
6	
16	
60	
66	
7	
17	

6. Complete the crossword. Completa el crucigrama.

Across Down	
2. 87	1.
98	
3. 76	4.
13	
4. 3	5.

VOCABULARY: COUNTRIES AND NATIONALITIES



7. What are the countries? Write the missing vowels (a,e,i,o,u). ¿Qué países son? Escribe las vocales que faltan.

- 1 SP__N
- 2 __T__LY
- 3 FR_NC__
- 4 P_RT_G_L
- 5 TH__N_T_D ST_T_S
- 6 GR__T BR_T__N
- 7 __R_L_ND
- 8 SC_TL_ND
- 9 G_RM_NY
- 10 GR__C__

8. What are the nationalities for the countries in exercise 1? ¿Cuáles son las nacionalidades para los países del ejercicio anterior?

- | | |
|---------------|-------------|
| a) British | f) American |
| b) Spanish | g) Scottish |
| c) Greek | h) Italian |
| d) Portuguese | i) French |
| e) German | j) Irish |

LEARN BY HEART. ESTUDIA

			
THE USA-AMERICAN	GREECE-GREEK	UNITED KINGDOM-BRITISH	SPAIN-SPANISH

			
FRANCE-FRENCH	ITALY-ITALIAN	BRAZIL-BRAZILIAN	IRELAND-IRISH
			
AUTRALIA-AUSTRALIAN	GERMANY-GERMAN	EUROPE-EUROPEAN	JAPAN-JAPANESE
			
CANADA-CANADIAN	ARGENTINA-ARGENTINIAN	PORTUGAL-PORTUGUESE	SWITZERLAND-SWISS
			
CHINA-CHINESE	PAKISTAN-PAKISTANI	MOROCCO-MOROCCAN	ROMANIA-ROMANIAN
			
VENEZUELA-VENEZUELAN	CUBA-CUBAN	UNITED NATIONS	

9. Complete. Completa.

- 1 A person **from** France is French
- 2 A person **from** Greece is.....
- 3 A person from.....
- 4 A person from.....
- 5 A person from.....
- 6 A person from.....
- 7 A person from.....
- 8 A person from.....
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20

- 21
- 21 A person from.....

REMEMBER (RECUERDA): En ingles, los países y nacionalidades (al igual que los días de la semana y los meses del año) se escriben SIEMPRE con mayúsculas.

Where are you from?

- I'm **from Spain**
- I'm **Spanish**

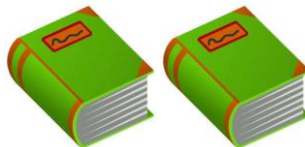
10. Write questions and answers as in the example. Haz preguntas y respuestas como en el ejemplo.

Madrid	Tokyo	Paris, New York	Marrakesh	Rome
London	Pekin	Lisboa	Toront	Sydney
Dublin				Athens

- 1 A- Where's Madrid?
B- It's **in** Spain.
- 2 A
B
- 3 A
B
- 4 A
B
- 5 A
B
- 6 A
B
- 7 A
B
- 8 A
B
- 9 A
B
- 10 A
B
- 11 A
B
- 12 A
B

FORMACIÓN DEL PLURAL

1- En Inglés, normalmente se forma el plural con una sola 's'.



one book - two books



one car - two cars

2- Pero hay algunas EXCEPCIONES:

- Si la palabra termina en 'sh', 'ch', 's', 'x' o 'z', añadimos 'es'.

Ejemplo:



one bus - two buses

one box - two boxes

one church - two churches

*Aunque no todos los nombres que terminan en 'o' hacen el plural añadiendo 'es'.

Ejemplo:

one tomato - two tomatoes



one hero - two heroes

one potato - two potatoes

Hay algunas EXCEPCIONES:



Radio-radios

Photo-photos

Video-videos

Piano-pianos

3- Si la palabra termina en '**consonante + y**', cambiamos la '**y**' por una '**i**' y añadimos '**es**'.

Ejemplo:

one baby - two babies



one party - two parties

one lady - two ladies

Pero si la palabra termina en '**vocal + y**', entonces añadimos solo una '**s**'.

Ejemplo:

one day - two days

one boy - two boys

***También existen plurales irregulares:**

one child - two children

one woman - two women

one person - two people

one foot - two feet



one mouse - two mice



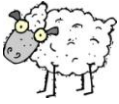
one tooth - two teeth

***Hay excepciones en palabras que no cambian en el plural como:**

Fish-fish



Sheep-sheep



Y nombres incontables como

Water-water

Wine-wine



Money-money



Etc...

11. Write the plurals. Escribe los plurales.

One cow – two

One foot - two

One baby – two

One fish – two

One leaf – two

One sheep - two

One box – two

One child - two

One knife – two

One brush - two

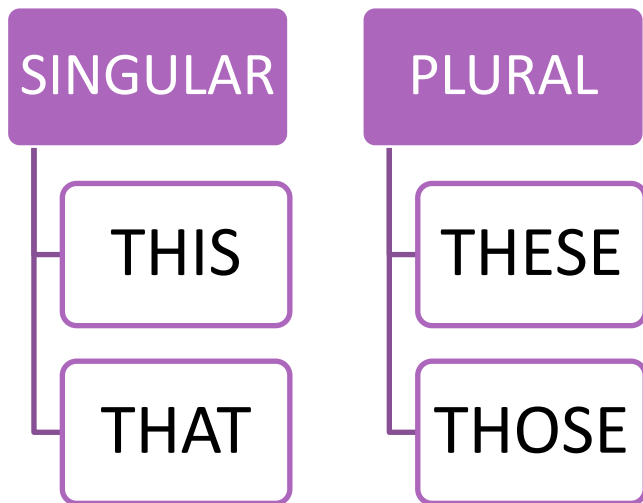
One rabbit – two

One man – two

12. Write the sentences in plural. Escribe las frases en plural.

- I am a teacher:
- She is a nurse:
- You are a vet:
- He is a butcher:
- I am a cook:
- You are a secretary:
- He is a policeman:
- She is a dentist:
- I am an engineer:
- You are a waiter:

PRONOMBRES Y ADJETIVOS DEMOSTRATIVOS



Los adjetivos y / o pronombres demostrativos son aquellos que señalan cualquier persona, lugar u objeto. Cuando funcionan como adjetivos acompañan a un sustantivo, mientras que cuando su función es de pronombre, lo que hacen es sustituir a dicho sustantivo.

Para señalar los objetos que están cerca usamos THIS en singular (este, esta) y THESE en plural (estos, estas).

Para señalar los objetos que están lejos usamos THAT en singular (ese, esa, aquel, aquella) o THOSE en plural (esos, esas, aquellos, aquellas).

13. Fill in with this, that, these and those as in the example. Completa con this, that, these y those como en el ejemplo.

1. **This** is a man.



2.is a fish.



3.are cakes.



4.are eggs.



5.are books.



6.is a dragonfly.



7.is a ball.



8.are flowers.



9.is an Eagle.



14. Correct the mistakes. Corrige los errores.

- a) Those bicycle is red.
- b) This are your keys.
- c) That are birds.
- d) These is a pencil.
- e) That are stars.
- f) These is a toy.

15. Change the following sentences from singular to plural. Cambia las siguientes oraciones de singular a plural.

- 1) That girl is 18 years old.
- 2) This is my book.
- 3) That student is intelligent.
- 4) This is his car.
- 5) That workbook is blue.

DATOS PERSONALES

Para dar o preguntar los datos personales, va a ser muy útil que aprendas una serie de preguntas con las partículas interrogativas y el verbo TO BE. Fíjate en la tabla.

WHAT IS YOUR NAME?	¿CUÁL ES TU NOMBRE?
WHAT IS YOUR SURNAME?	¿CUÁL ES TU APELLIDO?
WHAT IS YOUR AGE?	¿CUÁL ES TU EDAD?
WHAT IS YOUR PHONE NUMBER?	¿CUÁL ES TU NÚMERO DE TELÉFONO?
WHAT IS YOUR ADDRESS?	¿CUÁL ES TU DIRECCIÓN?
WHAT IS YOUR JOB?	¿CUÁL ES TU TRABAJO?
WHEN IS YOUR BIRTHDAY?	¿CUÁNDO ES TU CUMPLEAÑOS?
WHERE ARE YOU FROM?	¿DE DÓNDE ERES?
WHAT IS YOUR NATIONALITY?	¿CUÁL ES TU NACIONALIDAD?

¿DE DÓNDE ERES?

En inglés, la preposición DE cuando indica procedencia u origen se dice FROM. Cuando hacemos la oración interrogativa ¿DE DÓNDE? en inglés colocamos la preposición después de la partícula interrogativa: WHERE FROM? Por eso la pregunta ¿DE DÓNDE ERES? se traduce por WHERE ARE YOU FROM?

Where are you from?	I am from Spain
Where is he from?	He is from England
Where are they from?	They are from France
Where is Susan from?	Susan is from Italy

¿CUÁNTOS AÑOS TIENES?

Para preguntar la edad también tenemos que utilizar el verbo TO BE. Al principio de la frase pondremos HOW OLD que es una partícula interrogativa que traducimos por ¿Cuántos años?, añadimos el verbo TO BE y el sujeto. Recuerda que debes utilizar la forma del verbo TO BE correspondiente al sujeto.

Podemos contesta con el número de años que tenemos o añadir al número YEARS OLD. Las dos respuestas son correctas. Fíjate en las siguientes oraciones.

Tengo 18 años
 Mary tiene 15 años
 Mark tiene 54 años

I AM 18
 MARY IS 15
 MARK IS 54

I AM 18 YEARS OLD
 MARY IS 15 YEARS OLD
 MARK IS 54 YEARS OLD

How old are you?	¿Cuántos años tienes?
How old is he?	¿Cuántos años tiene él?
How old are they?	¿Cuántos años tienen ellos?
How old is Susan?	¿Cuántos años tiene Susan?
How old are David and Simon?	¿Cuántos años tienen David y Simon?

16. Contesta en inglés. Answer in English.



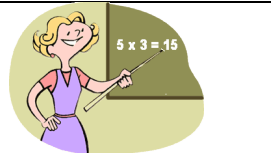












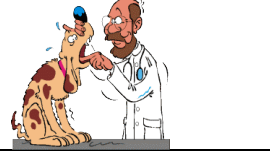
How old are you?	
How old is she? (32)	
How old are they? (45)	
How old are your friends?	
How old is your favourite singer?	

¿CUÁL ES TU TRABAJO?



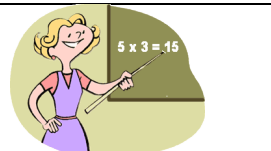

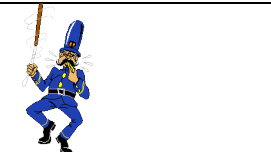











Debes prestar atención a la respuesta porque en inglés las profesiones deben ir con el artículo indeterminado. Fíjate en la tabla:

What's your job?	I am <u>a</u> teacher
What's his job?	He is <u>a</u> doctor
What's her job?	She is a secretary

JOBS

			
Nurse	Secretary	Teacher	Painter
			
Cook	Butcher	Lawyer	Banker
			
Dentist	Electrician	Engineer	Waiter
			
Policeman	Gardener	Doctor	Vet

17. Write the words under the pictures. Escribe las palabras debajo de los dibujos.

18. Complete the vocabulary words. Completa las palabras del vocabulario.

g--den--
 po---em--
 se---ta--
 n--se
 --w-er
 b--ch--
 t--c-er

p--n--r
 ba---r
 c--k
 d-ct--
 -e-
 d--ti-t
 e-g-n--r

19. Complete the charts as in the example. Completa los cuadros como en el ejemplo.



Their names are Christine and Geoff.
They are 20 and 22 years old.
They are from the USA.
They are American.
They are lawyers



Junko
 19
 Japan
 Japanese
 Nurse



Mr and Mrs Swaits
 56 and 50
 Germany
 German
 Doctors



Stephanie
 33
 France
 French
 Waiter



Sarah
 1
 Canada
 Canadian



Dave
 21
 Australia
 Australian
 Vet

WH QUESTIONS	
WHAT	¿QUÉ? ¿CUAL?
WHICH	¿CUÁL?
WHEN	¿CUÁNDO?
WHERE	¿DÓNDE?
WHY	¿POR QUÉ?
WHO	¿QUIÉN?

En la unidad anterior aprendiste que hay preguntas que requieren tan sólo una respuesta de SÍ o NO. Sin embargo, existen un tipo de preguntas que requieren que la respuesta dé una información. Para construirlas necesitarás utilizar unas partículas interrogativas que reciben el nombre de WH QUESTIONS. Estudia su significado y presta especial atención a su pronunciación.

Vamos a empezar poniendo ejemplos con When, where why y who.

When are you in the classroom? On Mondays

When is your birthday? In May

Where is Mary? She is at school

Where are the students? They are in the classroom

Atención! La respuesta a Why? es BECAUSE

Why are you in the classroom? Because I am a teacher

Why is Mary at school? Because she is a student

Who is he? He is Peter

Who are you? I am Mary

20. Complete with a WH question. Completa con una WH question.

_____ is Susan in London? Because she is from London

_____ are John and Ann at school? On Tuesdays

_____ is Simon? He is in New York

_____ are you number one? Because I am the first

_____ is the competition? On Sunday

_____ are they? They are the teachers

WHAT y WHICH son más difíciles de diferenciar porque ambos pueden traducirse por ¿cuál? Sin embargo, existe una diferencia que podrás entender si lees atentamente los ejemplos que hay a continuación.

WHAT significa ¿CUÁL? cuando nos dan a elegir entre todas las opciones.

Ejemplo: What is your favourite colour? ¿Cuál es tu color favorito? (de entre todos los que existen)

What is your favourite animal? ¿Cuál es tu animal favorito? (de entre todos los que existen)

WHICH significa ¿CUÁL? de entre una opción concreta.

Ejemplo: Which is your favourite colour: green, red or white?

Ejemplo: Which is your favourite animal the dog or the cat?

21. Complete with What or Which. Completa con what o which.

_____ is your favourite subject English, Maths or Science? _____

_____ is your favourite day of the week? _____

_____ is your favourite season summer, winter or autumn? _____

_____ is your favourite month? _____

_____ is your favourite colour green, red or black? _____

_____ is your favourite number? _____




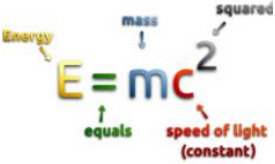
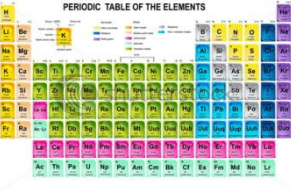
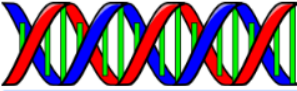






ESTRUCTURAS CON EL VERBO TO BE

TENER HAMBRE	TO BE HUNGRY 
TENER SED	TO BE THIRSTY 
TENER FRIO	TO BE COLD 
TENER CALOR	TO BE HOT 
HACE FRIO	IT IS COLD 
HACE CALOR	IT IS HOT 

22. Translate into English. Traduce al inglés

- a) Tengo sed
- b) Mark tiene hambre
- c) Rachel no tiene calor
- d) John no tiene frío
- e) No tenemos sed
- f) Julia and Peter no tienen sed
- g) Robert y Susan no tienen frío porque hace calor
- h) No tenemos calor porque hace frío
- i) No tenemos hambre
- j) Ellos no tienen sed

SCHOOL SUBJECTS

 <p>Spanish</p>	 <p>Literature</p>	 <p>Maths (Mathematics)</p>	 <p>Physics</p>
 <p>Chemistry</p>	 <p>Biology</p>	 <p>Science</p>	 <p>English</p>
 <p>Geography</p>	 <p>History</p>	 <p>Physical Education (P.E.)</p>	 <p>French</p>

23. Complete the crossword with the school subjects. Completa al crucigrama con las asignaturas escolares.

1. Countries, capitals, rivers, mountains, population...
2. Syntax, morphology, sentences, nouns, verbs...

3. Écouter, repeter, écrire...
4. Atom, elements, metals, gases...
5. Body, health, sports, physical exercise...
6. Chemistry, physics, mathematics, biology...
7. Listen and repeat, read and write ...
8. Dates, events, battles, presidents, kings and queens, ...
9. Numbers, additions, subtractions, divisions... (short)
10. Numbers, additions, subtractions, divisions... (long)
11. Instruments, musicians, songs...
12. Animals, plants, cells, human body...

24. Complete the names of the school subjects. Completa los nombres de las asignaturas escolares.

- | | | |
|--------------|----------------|-----------------------|
| a. B__lo__y | e. Lit__a__re | i. ___sic__Educa_____ |
| b. __emis__y | f. Ma__ematics | j. ___sic__ |
| c. _ngli__ | g. Ma____ | k. __ien__e |
| d. Fr__c__ | h. Mu____ | l. __ani__ |

To be good/ bad at. Ser bueno/ malo en algo, dársele bien/ mal algo a alguien.

25. Read and translate looking at the table. Lee y traduce mirando la tabla.

<p>James is very good at Maths. He is quite good at English and French. He is not very good at Chemistry. He is bad at Music and P.E. He's very bad at Spanish.</p>	<p>Student: James W. Smith.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Chemistry</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">English</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">French</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Mathematics</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Music</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical Education</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Spanish</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>7</td> <td>9</td> <td>4</td> <td>4</td> <td>2</td> </tr> </tbody> </table>	Chemistry	English	French	Mathematics	Music	Physical Education	Spanish	5	7	7	9	4	4	2
Chemistry	English	French	Mathematics	Music	Physical Education	Spanish									
5	7	7	9	4	4	2									

26. Translate these sentences into Spanish. Traduce estas oraciones al español.

1. Monica is quite good at Literature and English, but she is very good at Physics, too.
2. John and Raphael are very bad at Music and Maths, but they are very good at History and French.
3. I'm not bad at Science and Maths, but I'm very good at Chemistry.
4. Are you good at P.E. and Spanish?
5. Is James bad at French and History?
6. Rachel and Jennifer aren't good at Biology.

27. Translate these sentences into English. Traduce estas oraciones al inglés.

1. A Verónica se le dan bien las Matemáticas y el Inglés.
2. A Jacob y Rose se les da bastante bien la Lengua y la Música, pero son bastante malos en Educación Física y Física.
3. A Robert no se le dan muy bien el Inglés y el Francés, pero no es muy bueno en Lengua.
4. La Química no se le da bien a Jaime, pero es muy bueno en Física, en Geografía y en Historia.
5. Bárbara es buena en Ciencias, Biología y Física y Química, pero ¿se le dan muy mal el Francés y la Literatura?
6. ¿Eres bueno en Geografía e Historia?

PERSONAL INTERESTS AND HOBBIES

 art	 science	 computer games	 drawing
 astronomy	 cinema	 watching TV	 reading
 theatre	 photography	 listening to music	 cooking
 dancing	 meeting friends	 walking/ going for a walk	 using the Internet/ surfing the Net
 going shopping	 staying in	 travelling	 sport

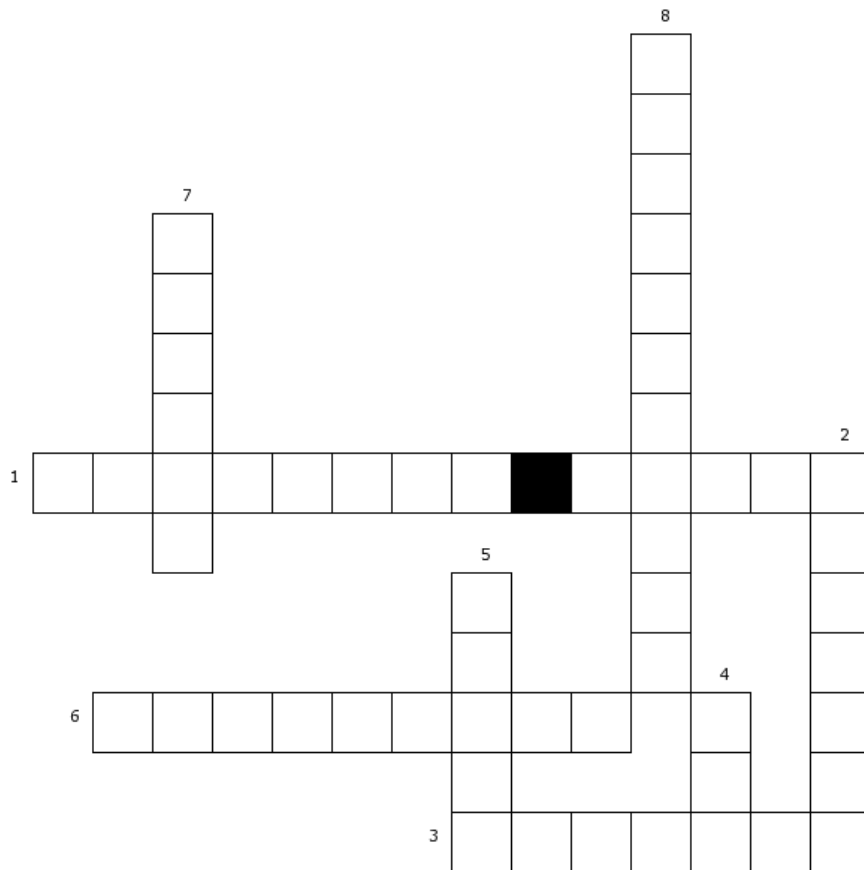
Observa que nos referimos a las aficiones bien con un sustantivo, como *sport*, bien con un verbo en su forma *-ing*, como *dancing*.

28. Complete the names of the personal interests and hobbies. Completa los nombres de los intereses y las aficiones.

- | | | |
|---------------------|--------------------------|------------------------|
| 1. a__ | 8. __ing __o__ing | 15. __a__ing_n |
| 2. __str__n__m__ | 9. lis____ing to m__si__ | 16. t__ea__e |
| 3. __ine__ | 10. m__ting fr__nds | 17. tra__e__ing |
| 4. comp_ter g__m__ | 11. __otogra__y | 18. __ing the __nernet |
| 5. d____ing | 12. r__ding | 19. s____ing the __e__ |
| 6. dr__i__ | 13. ____ence | 20. __a__king |
| 7. __ing for a walk | 14. __port | 21. __a____ing TV |

29. Complete the crossword. Completa el crucigrama.

1. Pacman, Mario Bros., ...
2. Physics, Chemistry, ...
3. Actors, dialogue, stage, public, seats...
4. Sculpture, architecture, paintings, museums, ...
5. Football, basketball, baseball, ...
6. Stars, sky, telescope, ...
7. Films, actors, adventure, comedy, popcorn, ...
8. Camera, flash, smile, ...



Sports. Los deportes

 football/ soccer	 basketball	 tennis	 golf
 skiing	 snowboarding	 swimming	 cycling
 athletics/ jogging	 trekking	 horse riding	 skating

Al igual que con las aficiones, nos referimos a los deportes bien con un sustantivo, como *golf*, bien con un verbo en su forma *-ing*, como *skating*.

30. Order the letters to make names of sports. Ordena las letras para formar nombres de deportes.



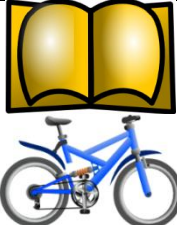


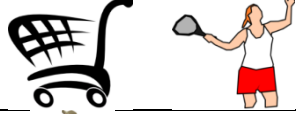



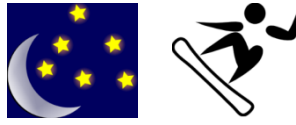


Hint (pista): start from the endings *-ing* or *-ball*.

- a/a/b/b/e/k/l/l/s/t
- a/b/d/g/i/n/n/o/o/r/s/w
- a/b/f/l/l/o/o/t
- a/c/e/h/i/l/s/t/t
- a/g/i/k/n/s/t
- c/c/e/o/r/s
- c/c/g/i/l/n/y
- e/g/i/k/k/n/r/t
- e/h/o/r/s d/g/i/i/n/r
- e/i/n/n/s/t
- f/g/l/o
- g/g/g/i/j/n/o
- g/i/i/k/n/s
- g/i/i/m/m/n/s/w

31. Find the sports in this word search puzzle and write them on the right.
 Busca los deportes en esta sopa de letras y escríbelos a la derecha.

U	S	F	F	O	O	T	B	A	L	L	G	1.
Y	W	H	I	T	R	E	K	K	I	N	G	2.
S	N	O	W	B	O	A	R	D	I	N	G	3.
P	C	R	S	A	W	A	Y	F	F	H	S	4.
G	Y	S	W	S	T	T	W	F	S	Z	O	5.
J	C	E	I	K	L	H	Q	X	K	M	C	6.
O	L	R	M	E	G	L	S	T	A	X	C	7.
G	I	I	M	T	O	E	K	E	T	N	E	8.
G	N	D	I	B	L	T	I	N	I	X	R	9.
I	G	I	N	A	F	I	I	N	N	T	J	10.
N	B	N	G	L	C	C	N	I	G	U	E	11.
G	Y	G	N	L	H	S	G	S	Z	J	R	12.
												13.
												14.

To be interested in. Estar interesado en.

		
Ralph		
Jane		
Ann, Mary and I		
Jake, Luke and you		
Peter, Andy and Lucy		
You	?	?

32. Describe the interests of the people according to the table. Describe los intereses de las personas según la tabla.

E.g.: Ralph is interested in reading and cycling. He isn't interested in science and sport.

1. Jane
2. Ann, Mary and I
3. Jake, Luke and you
4. Peter, Andy and Lucy
5. I

33. Translate the sentences. Traduce las oraciones.

1. A Susan le interesa la natación.
2. A Jake y mí no nos interesa viajar en verano.
3. No estoy interesado en dar paseos.
4. ¿Os gusta quedaros en casa?
5. No me gusta quedar con amigos los lunes.

Possessive adjectives.




















Los adjetivos posesivos indican a quién pertenece un objeto o con quién tiene relación (mi hermano no es mío, pero sí está relacionado conmigo). Al igual que el resto de los adjetivos en inglés, no tienen género ni número y aparecen siempre antes de un sustantivo. Por tanto, al contrario que en español, hacen sólo referencia a la persona o personas a quien o quienes algo pertenece, como puedes comprobar por su traducción.

Subject pronoun	Possessive adjective	Translation
I	My	mi, mis
You	Your	tu, tus
He	His	su, sus (de él)
She	Her	su, sus (de ella)
It	Its	su, sus (de ello)
We	Our	nuestro, nuestra, nuestros, nuestras
You	Your	vuestro, vuestra, vuestros, vuestras
They	Their	su, sus (de ellos)

34. Translate these phrases. Traduce estos sintagmas.











1. Mi nombre es Mary. Mis padres son Sheila y Jack.
2. Tu nombre es John. Tus padres son Nancy y Ronald.
3. Su nombre es Tom. Sus padres son Elizabeth y Henry.
4. Su nombre es Suzy. Sus padres son Beatrix y Harry.
5. Su nombre es Flees (un perro). Sus padres son Biscuit y Ellie.
6. Nuestros nombres son Ann y Jack. Nuestra madre es Erica.
7. Vuestros nombres son Peter y Jemima. Vuestro padre es Mark.
8. Sus nombres son Emily y Andrew. Su madre es Helen.

35. Look at the people and describe their favourite activities, sports and school subjects. Mira a estas personas y describe sus actividades, deportes y asignaturas favoritas.

	Favourite sport/ sports	Favourite hobby/ hobbies	Favourite school subject/ subjects
 Megan			
 Jonathan			
 Charlotte and Susan			
 Michael and Carol			
 Kitty			
You Your name:	?	?	?

1. This is Megan. favourite sport is soccer. favourite hobbies are computer games and theatre. favourite subject is Maths.
2. This is Jonathan. ...
3. These are Charlotte and Susan. ...
4. These are Michael and Carol. ...
5. This is the cat Kitty. ...
6. My name is favourite ...

36. Look at the people and tell their pets. Mira a estas personas y di sus mascotas.

 Megan	 Jonathan	 Charlotte and Susan	 Michael and Carol	 Kitty	You?
 hamster and dog	 cats	 goldfish	 tortoise and parrot	 (rubber) mouse	

1. Megan – hamster and dog: her hamster and her dog.
2. Jonathan –
3. Charlotte and Susan –
4. Michael and Carol –
5. Kitty –
6. I -

READING



I am Mary, I am twenty years old, I am tall and thin. My eyes are brown and my hair is long and dark. I am from London. I am English. My father is a policeman and my mother is a secretary. I am a student and I go to school. I am good at drawing and I am interested in Art. My favourite subject is History.

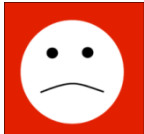
My brother is a student too. He is very good at sports. I love my family, and you?

37. Write true or false. (Escribe verdadero o falso).

- Mary is 12 years old
- Her eyes are brown
- She is a secretary
- She is good at sports
- Her brother is a student
- Her father is a postman
- Her mother is a secretary
- She is interested in Maths.....
- Her favourite subject is Art.....
- She goes to school
- She isn't happy with her family.....

WRITING

38. Fill in with your personal data and stick your photograph. Rellena con tus datos y pega tu fotografía.

		
--	---	--

PERSONAL DATA

NAME:

SURNAME:

AGE:

TELEPHONE NUMBER:

ADDRESS:

BIRTHDAY:

JOB:

COUNTRY:

NATIONALITY:

INTERESTS AND HOBBIES:

FAVOURITE SUBJECT

RELLENA LOS HUECOS CON TUS DATOS PERSONALES

FILL IN WITH YOUR PERSONAL DATA

Your name is _____ Your surname is _____ You are _____ years old. You are from _____ Your telephone number is _____ Your address is Number _____ Street. Your birthday is on _____ You are a _____ You're interested in _____ You are good at _____ Your favourite subject is _____

VUELVE A ESCRIBIR EL TEXTO EN PRIMERA PERSONA.

REWRITE THE TEXT IN THE FIRST SINGULAR PERSON

My name is _____

LISTENING

<http://www.youtube.com/watch?v=wa2nLEhUcZ0>

39. Escucha esta canción de The Cure y completa los huecos con los días de la semana.

I don't care if _____'s blue
_____ 's grey and _____ too
_____ I don't care about you
it's _____ I'm in love

_____ you can fall apart
_____ break my
heart

_____ doesn't even start
it's _____ I'm in love

_____ wait
and _____ always comes too late
but _____ never hesitate...

I don't care if Monday's black
Tuesday _____ heart attack
Thursday never looking back
it's _____ I'm in love

Monday you can hold your head
_____ Wednesday stay in bed
or Thursday watch the walls instead
it's _____ I'm in love

Saturday wait
and _____ always comes too late
but Friday never hesitate...

dressed up to the eyes
it's a wonderful surprise
to see your shoes and your spirits rise
throwing out your frown
and just smiling at the sound
and as sleek as a shriek
spinning round and round
always take a big bite
it's such a gorgeous sight
to see you in the middle of the night
you can never get enough
enough of this stuff
it's _____
I'm in love



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C.E.P.A. “Plus Ultra”



Unit 3 Paint it Black





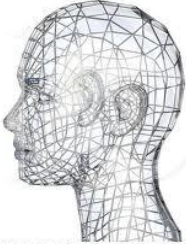

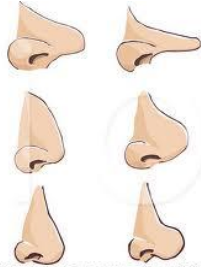









Grammar: have got, some/any, possessive case, word order (adjectives)

Vocabulary: parts of the body, adjectives, the family, sports, hobbies and school subjects.

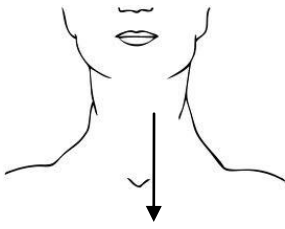
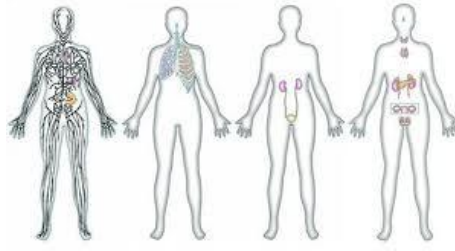
C.E.P.A. “Plus Ultra”

VOCABULARY

PARTS OF THE BODY. Partes del cuerpo

 <small>©BNP Design Studio * illustrationsOf.com/226457</small>	<h1>FACE</h1>		
 <small>©Geo Images * illustrationsOf.com/214237</small>	 <small>©Geo Images * illustrationsOf.com/11905</small>	 <small>©PlatyPlus Art * illustrationsOf.com/33185</small>	 <small>©Klipart.com</small>
head	eyes	nose	mouth
 <small>©Lal Perera * illustrationsOf.com/75728</small>			
teeth	lips	tongue	ears
 <small>©Mellsende * illustrationsOf.com/1085484</small>	 ↓	 ↓	 ↓ <small>©Elena Heller * illustrationsOf.com/92592</small>
Hair	beard	eyelashes	eyebrows

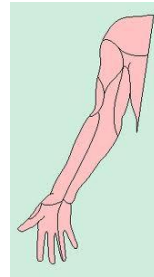
BODY



neck



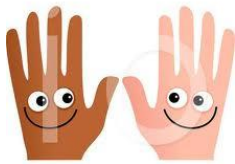
shoulders



arm



elbow



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hands



finger



leg



knee



ankle



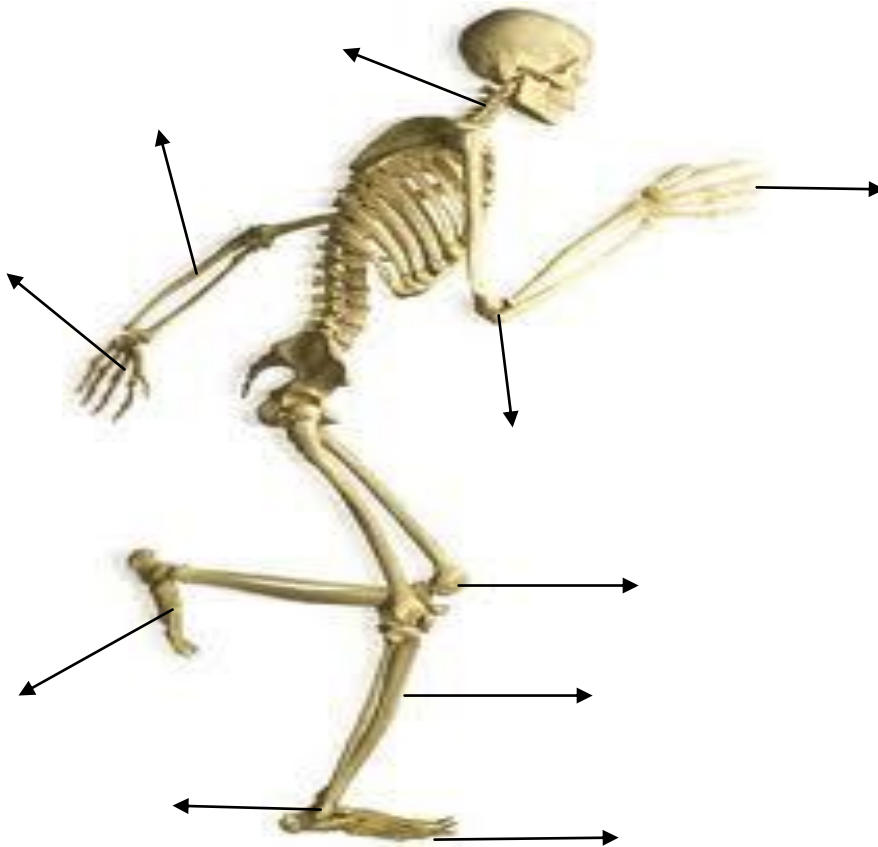
©Julius - www.clipart01.com/43998

foot

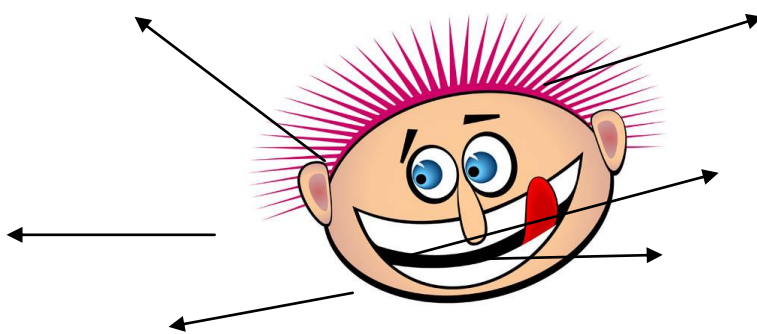


toes

1 Name the parts of the body. Nombra las partes del cuerpo.



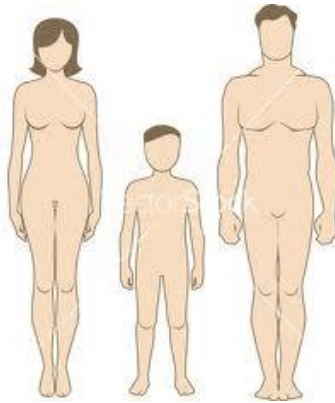
2 Name the parts of the face. Nombra las partes de la cara



3 Draw the parts of the face and name it. Dibuja y nombra las partes de la cara.



4 Write three parts of the body for every person. Nombra 3 partes del cuerpo para cada dibujo.



PRESENTE DEL VERBO HAVE GOT

El verbo have got se traduce al español por tener. A continuación te presentamos unas tablas que tendrás que memorizar y que te servirán para realizar oraciones afirmativas, negativas e interrogativas con este verbo.

HAVE GOT AFIRMATIVA		
LONG FORMS	SHORT FORMS	SIGNIFICADO
I have got	I've got	Yo tengo
You have got	You've got	Tú tienes
He has got	He's got	Él tiene
She has got	She's got	Ella tiene
It has got	It's got	Ello tiene
We have got	We've got	Nosotros tenemos
You have got	You've got	Vosotros tenéis
They have got	They've got	Ellos tienen

Escucha atentamente la diferencia en la pronunciación: LONG FORM y SHORT FORM.

ATENCIÓN: Ten cuidado con la contracción 'S . Ya has estudiado que puede ser la contracción de IS, pero si le sigue la partícula GOT su long form es HAS.

5 Write the verb have got. Escribe el verbo have got.

LONG FORM	SHORT FORM
I -----	I-----
He -----	He-----
You -----	You-----
They -----	They-----
She -----	She-----
We -----	We -----
It -----	It-----

HAVE GOT NEGATIVA

LONG FORMS	SHORT FORMS
I have not got	I haven't got
You have not got	You haven't got
He has not got	He hasn't got
She has not got	She hasn't got
It has not got	It hasn't got
We have not got	We haven't got
You have not got	You haven't got
They have not got	They haven't got

Para poner el verbo en negativa, basta con añadir la partícula NOT a la forma verbal HAVE o HAS y añadir GOT. Como puedes ver, también existen una LONG FORM y una SHORT FORM. En la primera separamos el verbo have o has de la partícula NOT y en la segunda contraemos el verbo have o has con la partícula NOT.

HAVE+NOT+GOT= HAVEN'T GOT
HAS+NOT+GOT= HASN'T GOT

ESTRUCTURA SUJETO + HAVE o HAS + NOT + GOT
SUJETO + HAVEN'T o HASN'T + GOT

6 Write the negative of have got. Escribe el verbo have got en su forma negativa.

LONG FORM

SHORT FORM

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

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

HAVE GOT INTERROGATIVA

LONG FORMS

Have I got?

Have you got?

Has he got?

Has she got?

Has it got?

Have we got?

Have you got?

Have they got?

Para hacer la interrogativa sólo tienes que anteponer HAVE o HAS al sujeto. En la forma interrogativa no existen las SHORT FORM.

ESTRUCTURA

HAVE o HAS + SUJETO + GOT ?

7 Write the interrogative of have got. Escribe el verbo have got en interrogativa.

LONG FORM

_____ I _____ ?
_____ he _____ ?
_____ you _____ ?
_____ they _____ ?
_____ she _____ ?
_____ we _____ ?
_____ it _____ ?

HAVE GOT SHORT ANSWERS

AFIRMATIVA	NEGATIVA
Yes, I have	No, I haven't
Yes, you have	No, you haven't
Yes, he has	No, he hasn't
Yes, she has	No, she hasn't
Yes, it has	No, it hasn't
Yes, we have	No, we haven't
Yes, you have	No, you haven't
Yes, they have	No, they haven't

En la short answer nunca se pone GOT

Como ves, si la respuesta es AFIRMATIVA se forma con:

YES, + SUJETO + HAVE o HAS

IMPORTANTE: En las respuestas afirmativas se utilizan las LONG FORMS.

Si la respuesta es NEGATIVA se forma con:

NO, + SUJETO + HAVEN'T o HASN'T

IMPORTANTE: En las respuestas negativas se utilizan las SHORT FORMS

8 Write the short answer. Escribe la respuesta corta.

	AFIRMATIVA	NEGATIVA
Have you got a car?	-----	-----
Has a dog got two ears?	-----	-----
Have they got a sister?	-----	-----
Has Susan got a brother?	-----	-----
Have we got two noses?	-----	-----
Has she got a son?	-----	-----

9 Draw the following description. Dibuja la siguiente descripción.

I'm not a boy. I'm not a girl. I've got four ears. I haven't got a nose. I've got five eyes. I've got a big body, six arms and one leg.

10 Fill in with the verb have got. Completa con el verbo have got.

We _____ big ears
Susan _____ ten fingers
I _____ a job
Mary's sister _____ twelve cats
January _____ thirty-one days
John and Richard _____ fifty-five pounds
We _____ two hands
You _____ black hair
My brother's son _____ green eyes

11 Write the verb have got. Use short forms. Escribe el verbo have got en forma corta

Peter _____ Maths on Monday
Rachel and Elisabeth _____ English on Friday
We _____ Science on Wednesday
Albert _____ P.E. on Tuesday
You _____ History on Thursday

12 Write the negative of have got. Use long forms. Escribe el verbo have got en negative. Forma larga.

Tom's father _____ a red nose
Peter and Simon _____ three jobs
I _____ two brothers and eight sisters
Catherine _____ brown hair
We _____ three arms
Michael _____ a white car

13. Write the short negative form of have got. Escribe el verbo have got en su forma corta negative.

Tom's father _____ a red nose
Peter and Simon _____ three jobs
I _____ two brothers and eight sisters
Catherine _____ brown hair
We _____ three arms
Michael _____ a white car

14 Put the words in the right order and make sentences. Pon las palabras en el orden correcto para hacer oraciones.

Bruce / not / four / got / eyes / has

Got / you / a / have / dog?

Blue / have / Dave / got / Mary / eyes / and

Hasn't / Tom's / Maths / son / on / got / Friday

Has / Robert / what / on / got / Wednesday?

15. Complete. Completa.

----- three noses? No, we haven't
----- twenty fingers? No, she hasn't
----- black hair? Yes, he has
----- a pink car? No, they haven't
----- two eyes? No, I haven't

16 Answer the questions. Give short answers. Responde usando formas cortas.

Has Brad Pitt got blue eyes? _____
Have you got two sisters? _____
Have your teachers got a book? _____
Have we got a blackboard in the classroom? _____
Has Ronaldo got dark hair? _____

17 Put into the interrogative form. Pon en interrogativa.

My parents have got three children _____
Mary has got white teeth _____
We've got forty-four dollars _____
He's got P.E. on Monday _____
I have got two black eyes _____

18 Write the negative of the exercises above. Escribe la forma negativa de los ejercicios anteriores.

My parents have got three children _____
Mary has got white teeth _____
We've got forty-four dollars _____
He's got P.E. on Monday _____
I have got two black eyes _____

19 Match the questions with their answers.

What have you got?	On Thursdays
When have you got Science?	In the classroom
Why have you got two arms?	No, she hasn't
Where have you got your book?	A book
Has she got a brother?	Because I am a boy

20 Translate into English. Traduce a ingles.

Tenemos dos piernas y dos brazos

John no tiene los ojos azules

¿Tienes Educación Física los martes? No

El hermano de Jane tiene el pelo marrón

¿Qué tienen ellos?

Fiona no tiene matemáticas los viernes

¿Tenéis un hermano? Sí

Mary y Simon tienen dos coches rojos

No tenemos cuatro narices

La hermana de Peter tiene dos trabajos

¿Qué tienen Robert y Helen?

¿Tiene Kim un perro? Sí

No tenemos inglés los sábado

La Sra. Smith tiene cinco hijos

¿Tienen Sarah y Phil un libro? No

A – AN – SOME- ANY

A y **an** significan **un, una** indistintamente, y se emplean con nombres contables en singular. **A** se pone cuando la palabra siguiente empieza por consonante; **an**, por vocal.

A dog

An ocean (Un océano)

El plural de **a** o **an** es **some**:

Some cats (Unos gatos)

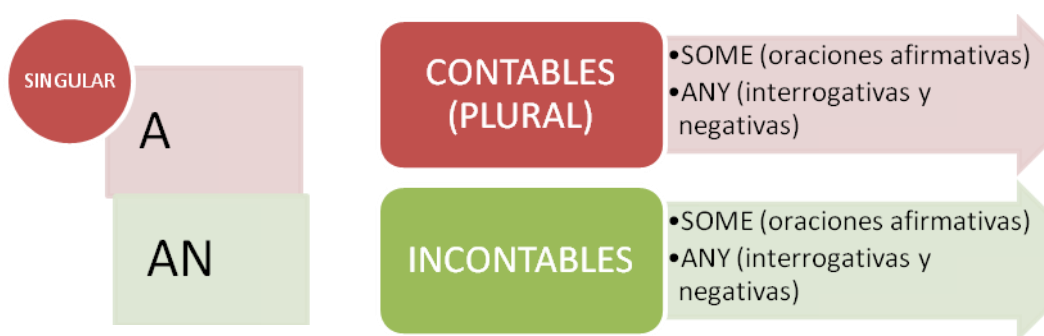
Some oceans (Unos océanos)

Some se usa también para sustantivos incontables: **some** milk (leche, un poco de leche).

En negativa y en interrogativa se emplea **any** en vez de **some**:

I haven't got any friends. (No tengo amigos)

Have you got any bread?



Resumiendo:

Some se usa para oraciones afirmativas para plural o con sustantivos incontables:

I have got some pencils

He has got some sugar

Any se usa para oraciones interrogativas en plural o con sustantivos incontables

He hasn't got any pencils. Has he got any pencils?

I haven't got any sugar. Have you got any sugar?




















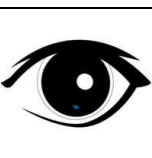


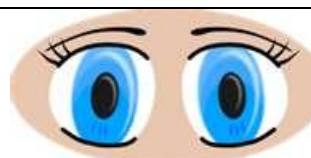
21 Fill in with some or any. Rellena con some o any

- The teacher hasn't got. animals
- There are mice in the classroom.
- Are there elephants in the zoo?
- There are cows in the farm
- There is water in the bottle.
- There aren't eggs in the fridge.
- Have you got rice?
- Lou has got potatoes.
- We haven't got chocolate.
- The mouse has got cheese.

22 Some sentences are incorrect, correct them. Algunas oraciones son incorrectas, corrígelas.

- 1- My brother has got some daughter.
- 2- There are any tomatoes in the kitchen.
- 3- There's not a dog in the garden.
- 4- There are some fish in the water.
- 5- There is any boy in the library.
- 6- We haven't got some letters.
- 7- My cousin has got an ear.
- 8- Have you got a cigarettes?






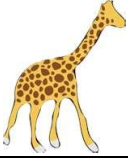










ADJECTIVES

			
Straight	Wavy	Long	Short
			
Sad	Happy	Young	Old
			
Fat	Thin	Big	Small
			
Old	New	Rich	Poor
			
Dark	Fair	Brown	Red
			
Black	Green	Brown	Blue

23 Une cada adjetivo con su opuesto:

- | | |
|----------|-------|
| Straight | Old |
| Long | Thin |
| Sad | Poor |
| Young | Small |
| Fat | Happy |
| Big | Wavy |
| Old | Short |
| Rich | New |

24 Escribe los siguientes adjetivos:

25 Place the adjectives into the correct column. Divide los siguientes adjetivos en sus respectivas categorías:

Dark, blue, fair, brown, red, green, black and brown.

HAIR	EYES

EL ORDEN DEL ADJETIVO

La posición del adjetivo en inglés varía según su función:

a) Atributo. Se colocan como norma general delante del nombre al que califican

Ejemplos:

A red book : *Un libro rojo*

A tall girl : *Una chica alta*

Si existe más de un adjetivo, se colocan igualmente delante.

En inglés los adjetivos son invariables en género y número.

Ejemplos:

A big car-big cars: Un coche grande-Coches grandes

A tall girl-tall girls: Una chica alta-Chicas altas

Ejemplos:

A long and brown giraffe : *Una jirafa larga y marrón*

A tall and thin girl : *Una chica alta y delgada*

b) Predicado, se colocan detrás del verbo.

Ejemplos:

This house is beautiful : *Esta casa es bonita*

26 Order the words to make sentences. Ordena las siguientes oraciones fijándote en el orden del adjetivo:

- a) I/ French/ like/food
- b) You/a/got/red/have/ball
- c) My/has/father/got/big/a/family

- d) You/a/very/tall/are/girl
- e) She/got/eyes/has/green

27 Tick the right option. Marca la opción correcta:

1-This is a

- a) Ball red
- b) Red ball

2- They are

- a) talls girls
- b) tall girls

3- I have got a

- a) Family big
- b) Big family

4-You are

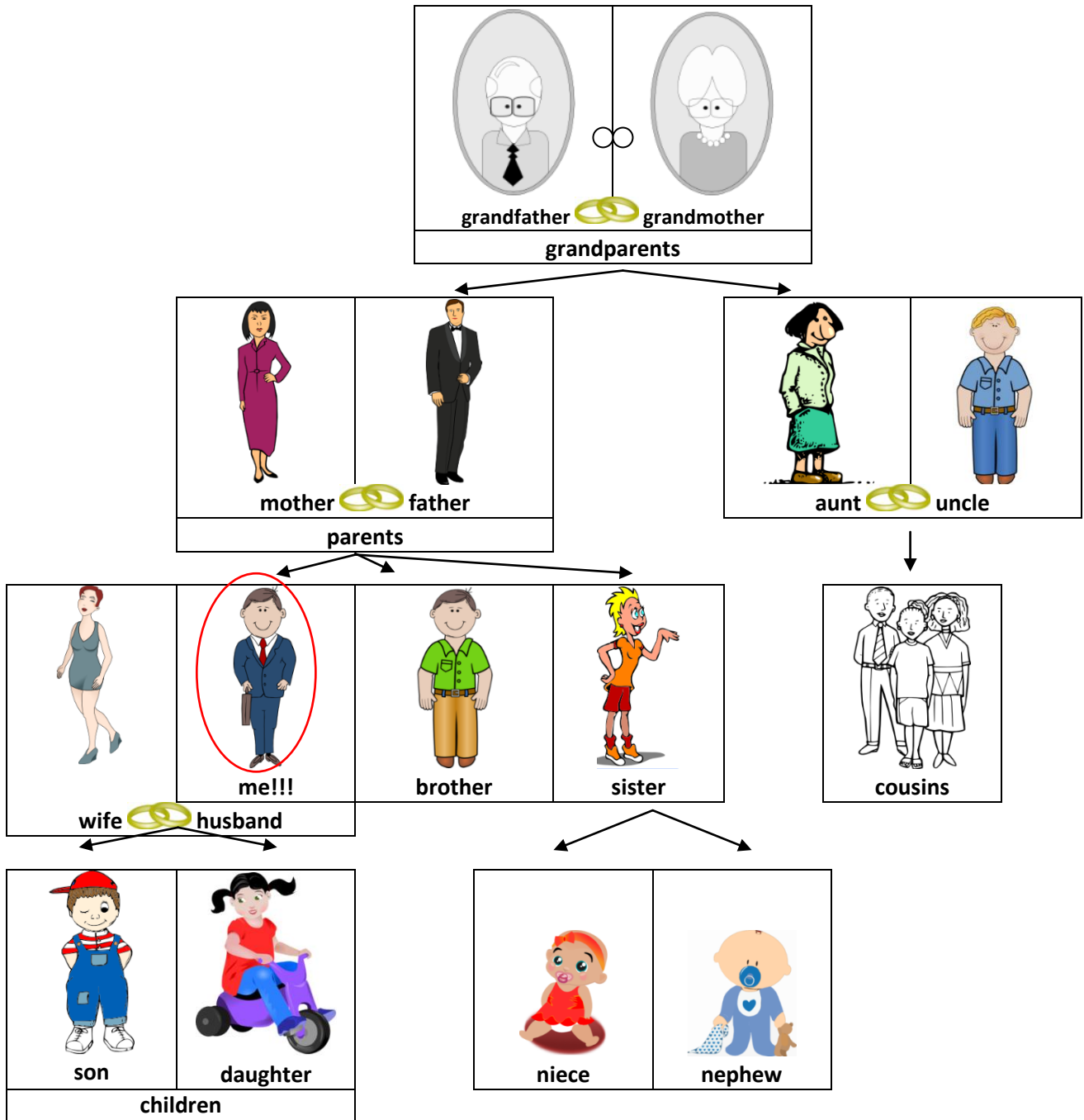
- a) Young boys
- b) Youngs boys

5-She is a

- a) Man poor
- b) Poor man

VOCABULARY

Family members. Los miembros de la familia.



28 Complete the names of the members of the family. Completa los nombres de los miembros de la familia.

1. _ _ _ _ _ mo _ _ er - _ _ _ _ _ f _ _ _ er
2. m _ _ _ er - f _ _ _ er
3. w _ _ e - h _ _ b _ _ _
4. d _ _ _ _ _ er - s _ _ n

5. s _ _ ter - br _ _ _ er
6. _ _ nt - _ _ cle
7. n _ _ _ e - n _ _ _ _ _

29 Order the letters to make the names of the members of the family. Ordena las letras para formar los nombres de los miembros de la familia.

1. a/n/t/u
2. b/e/h/o/r/r/t
3. c/d/e/h/i/l/n/r
4. c/i/n/o/s/u
5. a/d/e/g/h/r/t/u
6. a/e/f/h/r/t
7. a/a/d/e/f/g/h/n/r/r/t
8. a/d/e/g/h/m/n/o/r/r/t
9. a/a/d/e/g/n/n/p/r/r/s/t
10. a/b/d/h/n/s/u
11. e/h/m/o/r/t
12. e/e/h/n/p/w
13. c/e/e/i/n
14. a/e/n/p/r/s/t
15. e/i/r/s/s/t
16. n/o/s
17. c/e/l/n/u
18. e/f/i/

30 Classify the family members into male, female, and female and male. Clasifica a los miembros de la familia en masculino, femenino y masculino y femenino.

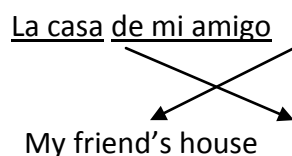
Male (men)	
Female (women)	
Male and female (men and women)	

GRAMMAR

Possessive 's. El posesivo 's.

En inglés para expresar que algo pertenece a alguien situamos primero el propietario, seguido del posesivo 's y a continuación la propiedad o elemento relacionado con el propietario.

Compara el inglés con el español:



Este posesivo 's, al igual que los adjetivos posesivos, antecede a un sustantivo, y suele poder sustituirse por *his*, *her* o *its* cuando sólo hay un propietario:

Jack's house → his house

(la casa de Jack, su casa, de él)

Susan's car → her car

(el coche de Susan, su coche, de ella)

My dog Toby's bone → its bone

(el hueso de mi perro Toby, su hueso, de un animal)

Cuando hay varios propietarios de una misma posesión, se sitúa el 's sólo tras el último de los propietarios.

Ian and Lisa's children → their children

(los hijos de Ian y Lisa, sus hijos, de ellos)

Por el contrario, si hablamos de varias posesiones de varios propietarios, se sitúa el posesivo 's junto a cada uno de ellos.




















Peter's dog and Judy's dog → his dog and her dog (el perro de él y el perro de ella)

Por último, cuando un sustantivo acaba en -s, incluyendo los plurales, simplemente se añade el apóstrofe ', sin la s.

Saint James' Way → El Camino de Santiago.

My parents' house → La casa de mis padres.

31 Write their favourite sports, hobbies and school subjects. Escribe sus deportes, actividades de tiempo libre y asignaturas escolares favoritos.

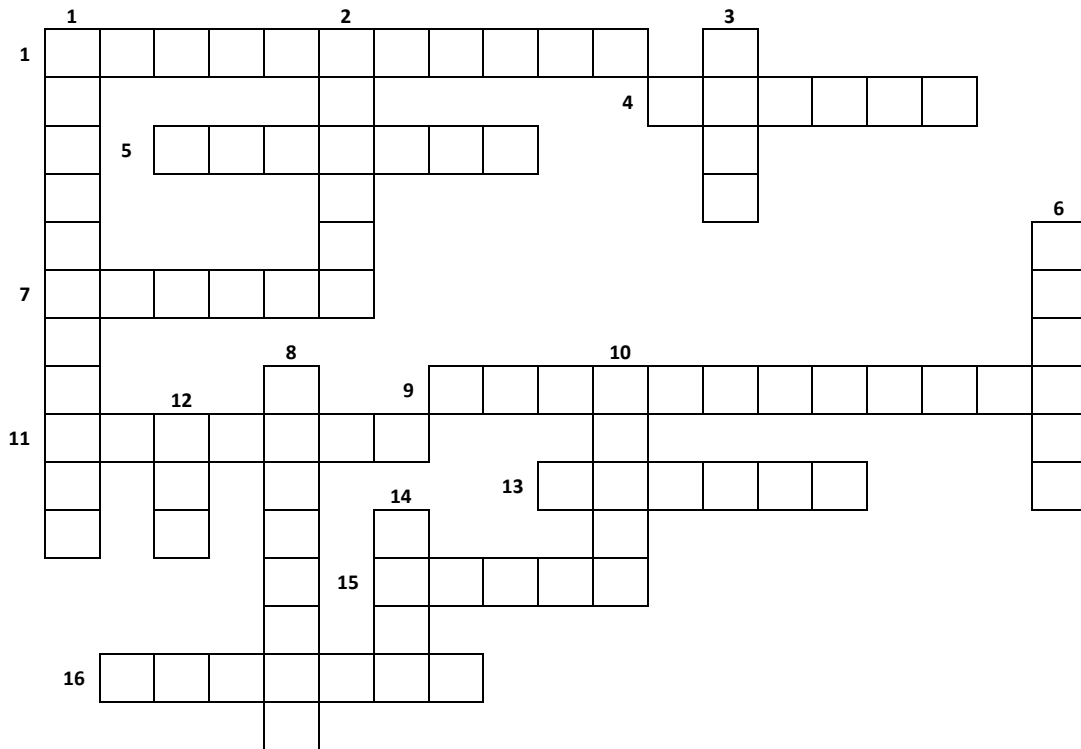
	Favourite sport/ sports	Favourite hobby/ hobbies	Favourite school subject/ subjects
 Megan			
 Jonathan			
 Charlotte and Susan			
 Michael and Carol			
 Jess			

E.g.: Megan's favourite sport is soccer. Megan's favourite hobbies are ...

32 Complete with 's (to be), 's got (have got) or 's (possessive). Pay attention to the ending of the sentence. Completa con 's (to be), con 's got (have got) o con 's (posesivo). Presta atención al final de la oración.

- Our teacher German. Our teacher name is Helga. Our teacher..... blue eyes.
- Ann a house and a cottage. It Ann..... house.
- Paul a dog. It Paul dog.
- That boy Rachel brother. Rachel a brother and a sister.
- Beth in the garden.
- Danielle eyes are blue.
- Jack thirty years old.
- Jemima in Geography class.
- Kelly house is in Scotland.
- Megan a French teacher.
- Peter a psychologist.
- Quentin favourite music is classical music.
- Raymond an English class tomorrow.
- Rebecca a Geography class.
- Susan a cat, a dog and a hamster.
- Terry dog is called Paul.

33 Complete the crossword with the family members. Completa el crucigrama con los miembros de la familia.



ACROSS	DOWN
1. my mother's father	1. my father's mother
4. my parents' daughter	2. my mother's husband
5. my parents' son	3. my children's mother
7. my father's wife	6. my aunt and uncle's son or daughter
9. my mother's or my father's parents	8. my son's sister
11. my children's father	10. my brother or sister's daughter
13. my brother or sister's son	12. my daughter's brother
15. my aunt's husband	14. my uncle's wife
16. my husband and I or my wife and I for our children	

Asking about possession: *whose?* Preguntar sobre posesión: *whose?* (¿de quién?).

El interrogativo (pronombre y adjetivo) *whose* se emplea en inglés para preguntar a quién pertenece algo. Puede utilizarse antes de un sustantivo (como un adjetivo) o en lugar de un sustantivo (como un pronombre), mientras que en español sólo existe el segundo uso.

Whose house is this? → ¿De quién es esta casa?

Whose is this house? → ¿De quién es esta casa?

34 Ask and answer whose are these favourite sports, hobbies and favourite subjects. Pregunta y responde de quién son estos deportes, actividades de tiempo libre y asignaturas favoritos.

1. Soccer: Whose favourite sport is soccer? Soccer is Megan's favourite sport.
2. Basketball and tennis
3. Chemistry and History
4. Computer games and theatre
5. Cooking
6. English
7. Reading
8. Skiing
9. Swimming and cycling

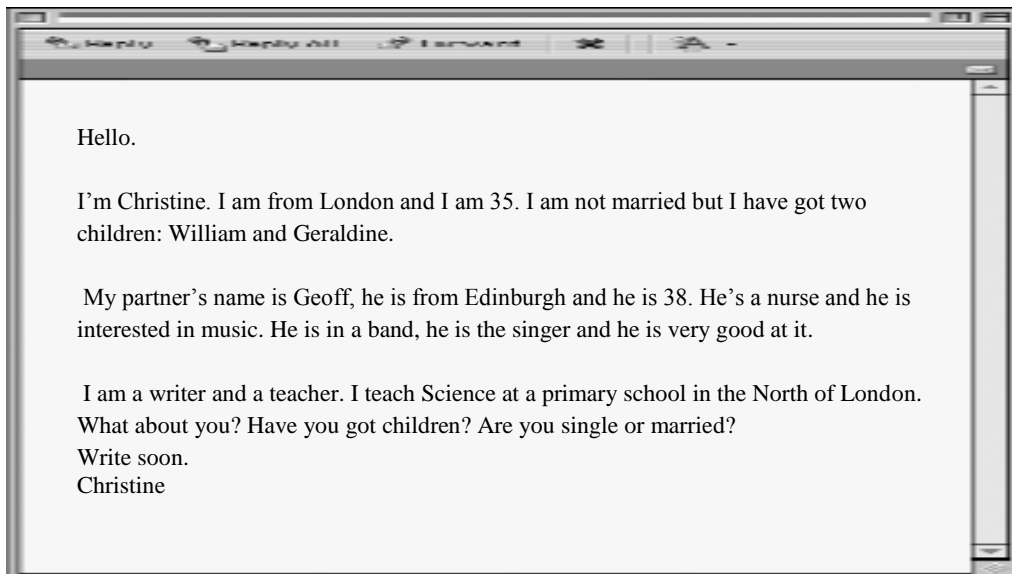
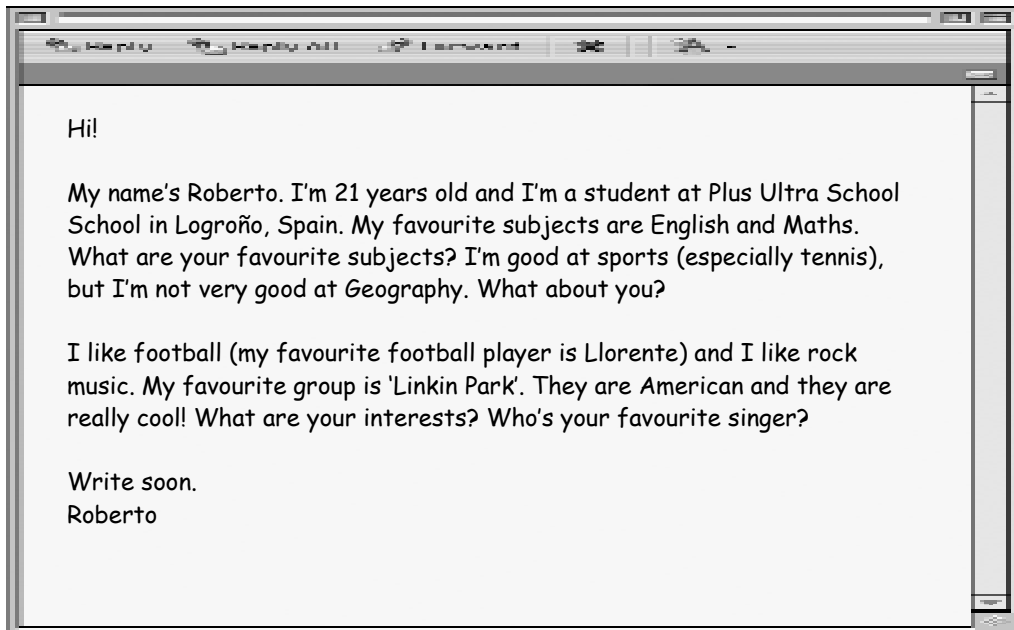
35 Translate into Spanish. Traduce al español.

1. My father's eyes are blue and his hair is grey.
2. My parents' nationality is Spanish. Their family name is Gonzalez.
3. My sisters' hair is fair and their eyes are brown.

36 Translate into English. Traduce al inglés.

1. El padre de Nick es mi tío. Sus ojos son oscuros.
2. Éste es el coche de mi padre, pero ¿de quién es esa bicicleta?
3. Los nombres de mis tías son Sally y Rose. Su pelo es rubio.

37 Read these e-mail messages and answer the questions. Lee estos correos y responde las preguntas.



- 1 How old is Roberto?
- 2 What sports is Alexander good at?
- 3 Is he good at Geography?
- 4 Is Roberto interested in pop music?
- 5 Are 'Linkin Park' British?
- 6 Who are Christine's kids?
- 7 Is Geoff Irish?
- 8 Is Geoff a good singer?
- 9 Is Christine single?
- 10 How old are Christine and Geoff?

WRITING

- 38 Write a reply to one of the e-mail messages in the previous exercise. Responde a uno de los correos del ejercicio anterior.**

39

Read the following profile. Lee la siguiente ficha:

Name: Jaime Pérez

Age: 28

Nationality: Spanish

Eyes: Brown

Hair: Dark

Height: 170 cm

Job: Vet

Personality: friendly, happy and honest

Favourite music: Rock

a) Write a short paragraph with the description above. Escribe un pequeño párrafo con la información dada anteriormente.

My name is..... I am years old

b) Fill in your profile. Change it with your classmate and write a paragraph with his/her information. Haz una ficha con tu perfil, intercámbiala con tu compañero y escribid un párrafo con la información dada de cada uno.

Name:

Age:

Nationality:

Eyes:

Hair:

Height:

Job:







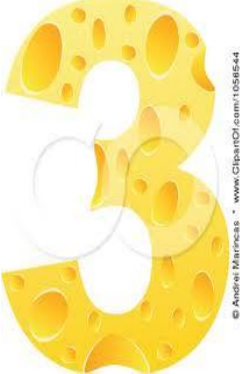

Personality:

Favourite music:

LISTENING

<http://www.youtube.com/watch?v=9rJeYZkjmAk&feature=related>

You are going to listen to a song by The Rolling Stones. The title is "Paint it Black". Tick the words you hear.

			
Red	baby	door	love
			
Monday	flowers	three	sun

PAINT IT BLACK by The Rolling Stones

I see a red door
And I want it painted black.
No colors anymore.
I want them to turn black.
I see the girls walk by
Dressed in their summer clothes.
I have to turn my head
Until my darkness goes.

I see a line of cars
And they're all painted black.
With flowers and my love,
Both never to come back.
I see people turn their heads
And quickly look away.



Like a newborn baby,
It just happens every day.

I look inside myself
And see my heart is black.
I see my red door
And it has been painted black.
Maybe then I'll fade away
And not have to face the facts.
It's not easy facing up
When your whole world is black.

No more will my green sea
Go turn a deeper blue.
I could not foresee this thing
Happening to you.
If I look hard enough
Into the setting sun,
My love will laugh with me
Before the morning comes.

I see a red door
And I want it painted black.
No colors anymore.
I want them to turn black.
I see the girls walk by
Dressed in their summer clothes.
I have to turn my head
Until my darkness goes.

I wanna see it painted,
Painted black.
Black as night, black as coal.
I wanna see the sun
Blotted out from the sky.
I wanna see it painted,
Painted, painted, painted black.
Yeah!

C.E.P.A. “Plus Ultra”



UNIT 4 Lemon Tree



Grammar: There is / there are, some / any, place prepositions, countable and uncountable nouns.

Vocabulary: the house, food and drink, places in a town.

C.E.P.A. “Plus Ultra”

UNIT 4 LEMON TREE

THE HOUSE



Living room



Dining room



Bedroom



Corridor



Bathroom



Garden



Hall



Kitchen



Toilet



Stairs

1 Complete. Completa.



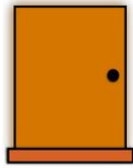
There is a _____ in the _____



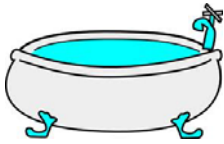
There isn't a _____ in the _____



There is a _____ in the _____



There is a brown _____ in the _____



There is a _____ in the _____



There is a _____ in the _____



There are some _____ in the _____

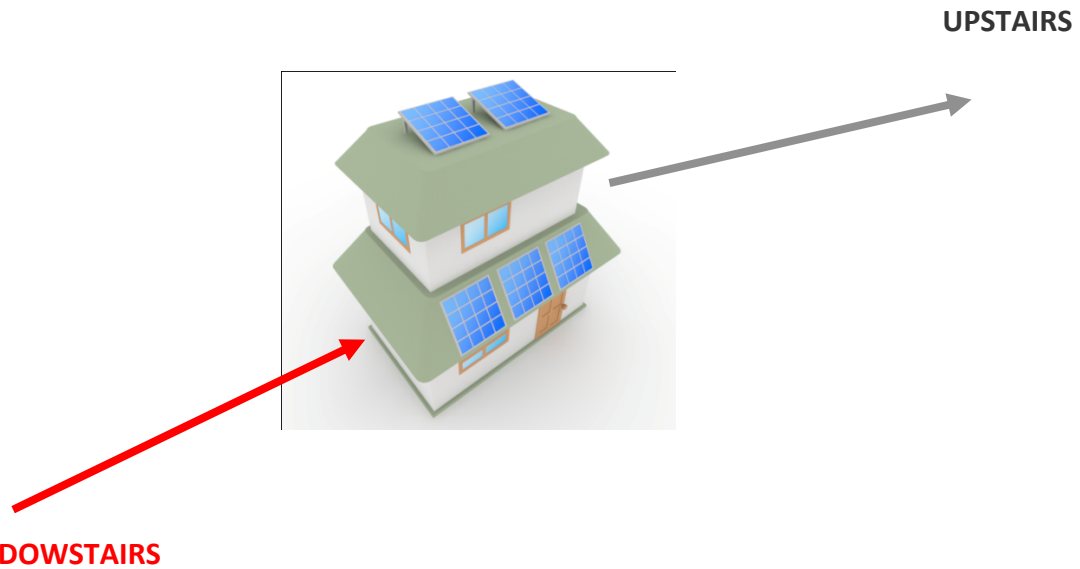


There is a _____ in the _____



There is a _____ on the _____

2 Write the rooms in the different parts of the house. Escribe las habitaciones.



UPSTAIRS:

DOWSTAIRS

3 Complete the dialogue. Completa el diálogo.

MY TOWN

David: Where are you from?

Student:

David: Is it a big city?

Student:

David: Is there a square with trees and gardens in the centre of the town?

Student:

David: What is the name of the square?

Student:

David: Is the Town Hall an old or a modern building?

Student:

David: Are there any museums? Write the name of an important one.

Student:

Cinema

Post office

Pharmacy

Shoe shop

Newsagent

School

Clothes shop

Theatre

David: Your town is fantastic! Isn't it?

Student:

David: Thank you. Bye-bye

Student:

David: What is the name of the most famous street?

Student:

David: Are there any shopping centres? How many?

Student:

David: What is there in the shopping centre? Underline the places

THERE IS / THERE ARE

Usamos “there is” o “there are” para expresar “hay” en inglés. Utilizamos “there is” para expresar que hay una sola persona, animal o cosa, mientras que usamos “there are” para indicar que hay más de una cosa.

there is (there's)	<ul style="list-style-type: none">• There is a chair• there is a mirror
there are	<ul style="list-style-type: none">• there are two chairs• there are some chairs

Como puedes observar, podemos contraer “there is”, pero no podemos contraer there are.

La negativa se forma añadiendo **NOT**

there is not (there isn't)	<ul style="list-style-type: none">• There is not a chair• there isn't a mirror
there are not there aren't	<ul style="list-style-type: none">• there are not two chairs• there aren't any chairs

También podemos usar estas expresiones para preguntar. Entonces, cambiamos el orden igual que hacemos con el verbo to be.

is there?	<ul style="list-style-type: none">• is there a chair?• is there a mirror?
are there?	<ul style="list-style-type: none">• are there two chairs?• are there any chairs?

Short answers. Para responder en inglés usando respuesta corta usamos:

<ul style="list-style-type: none">• Yes, there is• No, there isn't
<ul style="list-style-type: none">• Yes, there are• No, there aren't

4 Write sentences as in the example. Escribe oraciones como en el ejemplo.

1 (sofa / living room) There is a sofa in the living room.

2 (hamburgers / desk)


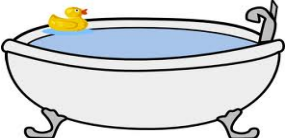


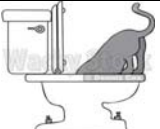

3 (pictures / wall)

5 ~~Write the statements into questions.~~

2 _____

3 _____

6 Make questions and answers. Haz preguntas y respuestas según los dibujos.

	<p>Is there a hamburger?</p> <p>Yes, there is.</p>
	<p>1</p>
	
	
	
	

SOME – ANY – A – AN

REVISION (REPASO)

	SOME	ANY
SUSTANTIVO	Sustantivos en plural. Sustantivos incontables	Sustantivos en plural Sustantivos incontables

We use **A** or **AN** with singular nouns.

A is used when a noun starts with a consonant sound;
e.g. a dog, a book, etc.

AN is used when a noun starts with a vowel sound;
e.g. an apple, an hour, etc.

We use **SOME** with countable nouns (only with their plural) and with uncountable nouns.

SOME is used in:
* positive sentences;
e.g. I have got some time.

We use **ANY** with countable nouns (only with their plural) and with uncountable nouns.

ANY is used in:
* negative sentences;
e.g. I haven't got any friends.

* general questions;
e.g. Have you got any sisters?

Is there any tea?

ORACIÓN	Oraciones afirmativas	Oraciones negativas e interrogativas
EJEMPLOS	I have got some friends There is some water in the fridge.	He hasn't got any brothers There isn't any cheese

7 Look for the mistake and correct it. Busca el error y corrígelo.

- 1 There're four chairs in the living room.
- 2 There isn't a television in the bathroom.
- 3 There isn't two lamps.
- 4 Are there a hamburguer on the table?
- 5 Is there a fridge in the kitchen? No, there is.
- 6 Are there pictures on the wall. Yes, there is.
- 7 There is some magazines in the library.
- 8 There aren't not two ducks in the lake.
- 9 There are any drinks in the fridge.
- 10 Is there some water?

8 Complete using a, an, some or any. Completa con a/an/some/any

- 1- There's airport in Logroño.
- 2- There are parks but there aren't beaches.
- 3- Is there apple in the fridge?

- 4- Are therearmchairs in your classroom?
- 5- There aren'tcookies in the bag.
- 6- Is thereoffice near the hospital?
- 7- There aregood books in the library.
- 8- There isn't shopping centre in that town.
- 9- I've gotfriends in London.
- 10- He hasn't got English books.

9 Put the words in the correct colum. Use a/an or some. Pon las palabras en la columna correcta. Pon delante a, an o some.

Apple, boy, water, children, bottle, shoes, television, cars, onions, meat, armchair, fruit juice, pictures, eagle, eggs, ham, lamp, magazines, bed, CDs.

COUNTABLE	UNCOUNTABLE

10-Put these sentences into the affirmative, interrogative or negative forms. Pon estas oraciones en sus formas afirmativa, interrogativa o negativa según corresponda.

1) There's some lemonade in the can. (interrogative-negative)

2) You haven't got any CDs (affirmative-interrogative)

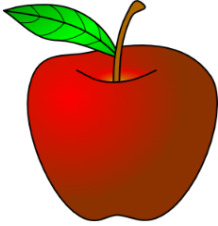



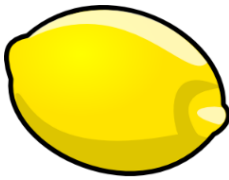


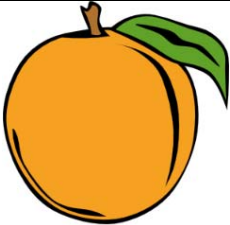
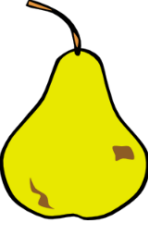


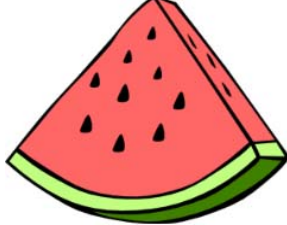
3) There are some students in the classroom. (interrogative-negative)

4) She's an actress. (interrogative-negative)

5) Are there any toasts for breakfast? (affirmative-negative)

VOCABULARY

Food: fruit. La comida: fruta.

Fruit			
			
apple	banana	cherry	grape
			
lemon	melon	orange	peach
			
pear	pineapple	strawberry	watermelon

11. Complete the names of the fruits with letters. Completa los nombres de las frutas con letras.

1. a _ _ l _

2. ban _ n _

3. _ _ e _ _ y

4. gr _ p _

5. l _ m _ n

6. m _ l _ n

7. or _ n _ e

8. p _ _ ch

9. p _ _ r

10. p _ n _ a _ _ _ e

11. st _ a _ _ e _ _ _

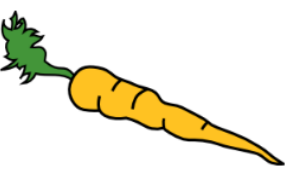







12. _ _ t _ _ mel _ _ _

12. Order the letters to write the names of the fruits. Ordena las letras para escribir los nombres de las frutas.

- 13. a/b/e/r/r/r/s/t/w/y
- 14. a/c/e/h/p
- 15. a/e/e/i/l/n/p/p/p
- 16. a/e/e/l/m/n/o/r/t/w
- 17. a/e/g/n/o/r

- 18. a/e/g/p/r
- 19. a/e/l/p/p
- 20. a/e/p/r
- 21. c/e/h/r/r/y
- 22. e/l/m/n/o (2)

Food: vegetables. La comida: las verduras.

Vegetables			
 carrot	 corn	 cucumber	 lettuce
 onion	 pepper	 potato	 tomato

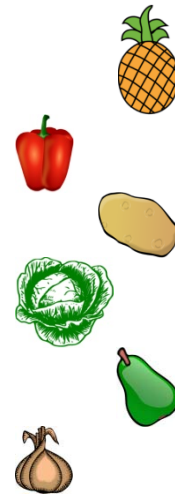
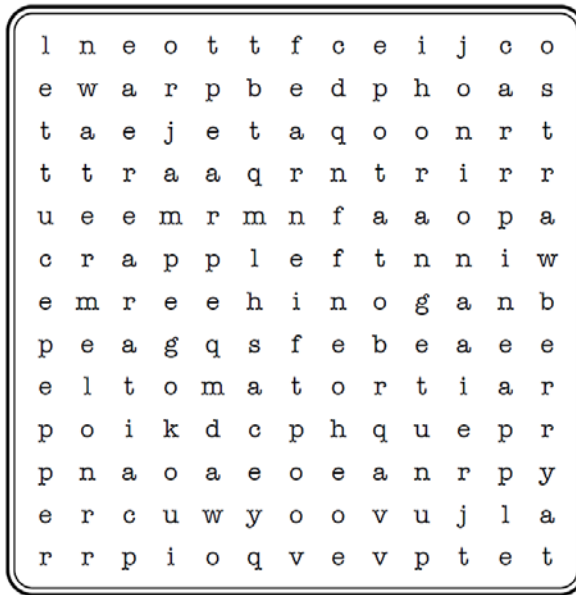
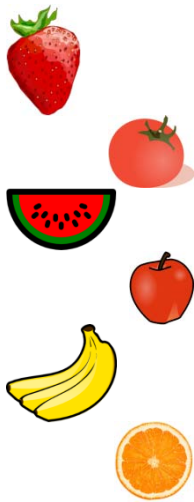
13. Order the letters to make the names of the vegetables. Ordena las letras para formar los nombres de las verduras.

- 1. a/c/o/r/r/t
- 2. a/m/o/o/t/t
- 3. a/o/o/p/t/t


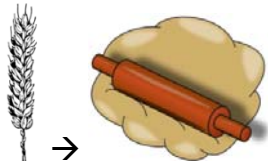

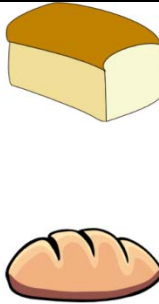

- 4. b/c/c/e/m/r/u/u
- 5. c/e/e/l/t/t/u
- 6. c/o/n/r

- 7. e/e/p/p/p/r
- 8. i/n/n/o/o

14. Find these fruits and vegetables in this word search puzzle. Encuentra estas frutas y verduras en la sopa de letras:



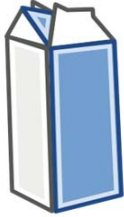
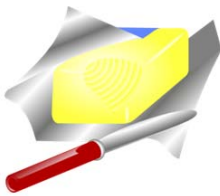
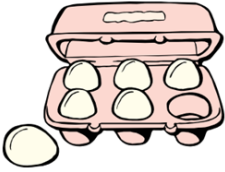

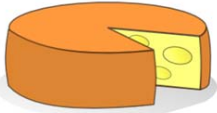
Food: carbohydrates. La comida: carbohidratos.

carbohydrates				
				
rice	flour	cereal	bread	pasta

15. Complete the gaps. Completa los huecos.

- Bread has got water and _____.
- Spaghetti and macaroni are types of _____.
- In my breakfast there is _____ with milk.
- A paella has got _____.
- Sandwiches are made with _____.

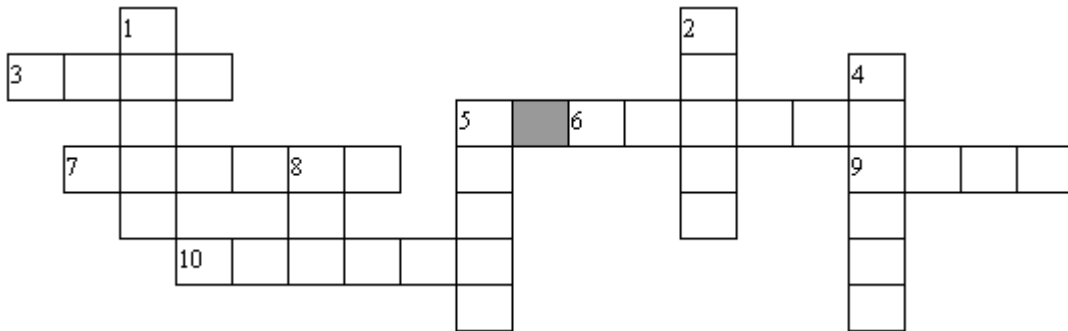
Food: farm products. La comida: productos de granja.

Farm products				
				
milk	butter	egg	yogurt	cheese

16. Complete the gaps and translate the sentences. Completa los huecos y traduce las oraciones.

1. Can I have _____ with my bread?
2. I like _____ with pieces of fruit.
3. I'd like some _____ in my coffee, please.
4. Look! That mouse is eating the _____!
5. We're having a fried ___ for dinner.

17. Complete the crossword with the names of carbohydrates and farm products. Completa el crucigrama con los nombres de los alimentos de carbohidratos y de granja.




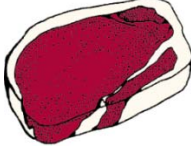


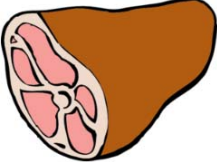





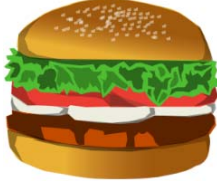

ACROSS

3. A white drink from cows
6. For hamburgers
7. On bread
9. For paella
10. With sugar or pieces of fruit

DOWN

1. An ingredient for bread, biscuits...
2. Necessary to make a sandwich
4. For breakfast, in a bowl with milk
5. Spaghetti, macaroni...
8. White with an orange circle in the middle

Food: prepared meals and ingredients. La comida: comidas preparadas e ingredientes.

Cooked dishes			
 fish	 meat	 chicken	 turkey
 ham	 sausage	 soup	 chips
 salad	 pizza	 hamburger	 sandwich

18. Complete the names of the prepared meals. Completa los nombres de las comidas preparadas.

1. _ _ _ _ s 3. _ i _ _ a 5. sa _ _ _ _ _ 7. s _ _ _
 2. _ a _ _ _ _ _ r 4. _ _ _ _ d 6. s _ _ _ _ e

19. Classify the meals into healthy food and fast food. Clasifica las comidas preparadas en comida sana y comida rápida.









Healthy food:,

Fast food:,,,

20. Order the letters to write the names of the ingredients. Ordena las letras para escribir los nombres de los ingredientes.

1. c/c/e/h/i/k/n 4. a/e/m/t
 2. f/h/i/s 5. e/k/r/t/u/y
 3. a/h/m

Food: drinks. La comida: las bebidas.

Drinks			
			
water	coffee	tea	fruit juice
			
cola / coke	soft drink (U.K.) / soda (U.S.)	beer	milk shake

21. Classify the drinks into cold/ cool drinks and hot drinks. Clasifica las bebidas en bebidas frías/ frescas y bebidas calientes.

Cold/ cool drinks:,,,,,

Hot drinks:,

Vocabulary revision: food and countable and uncountable nouns.

22 Complete with the food type in the title. Then, classify into countable, uncountable or both. Finally, make the countable nouns plural. Completa las tablas.. Luego clasifica en contables e incontables (a veces pueden aparecer en ambos¹). Finalmente, escribe los sustantivos contables en plural.

¹ Por ejemplo, podemos comprar la piña por unidades, pero habitualmente sólo consumimos una parte. Por tanto, según la oración, hablamos de *comprar dos piñas*, pero *comer (algo de) piña*.

Group 1:	
Countable nouns	Uncountable nouns
.....	
.....	
.....	
.....	
.....	
.....	

Apple	Grape	Melon	Pear	Strawberry
Banana	Fruit	Orange	Pineapple	Watermelon
Cherry	Lemon	Peach		

Countable nouns in the plural:,,,,
,,,,,,,
,

Group 2:	
Countable nouns	Uncountable nouns
.....	
.....	
.....
.....	

Carrot	Cucumber	Onion	Potato	Vegetables
Corn	Lettuce	Pepper	Tomato	

Countable nouns in the plural:,,,,,,

Group 3:	
Countable nouns	Uncountable nouns
.....

Bread	Cereal	Flour	Pasta	Rice
Carbohydrates				

Countable nouns in the plural:

Group 4:	
Countable nouns	Uncountable nouns
.....

Butter	Egg	Farm food	Milk	Yogurt
Cheese				

Countable nouns in the plural:,,

Group 5:	
Countable nouns	Uncountable nouns

.....
.....
.....
.....
.....

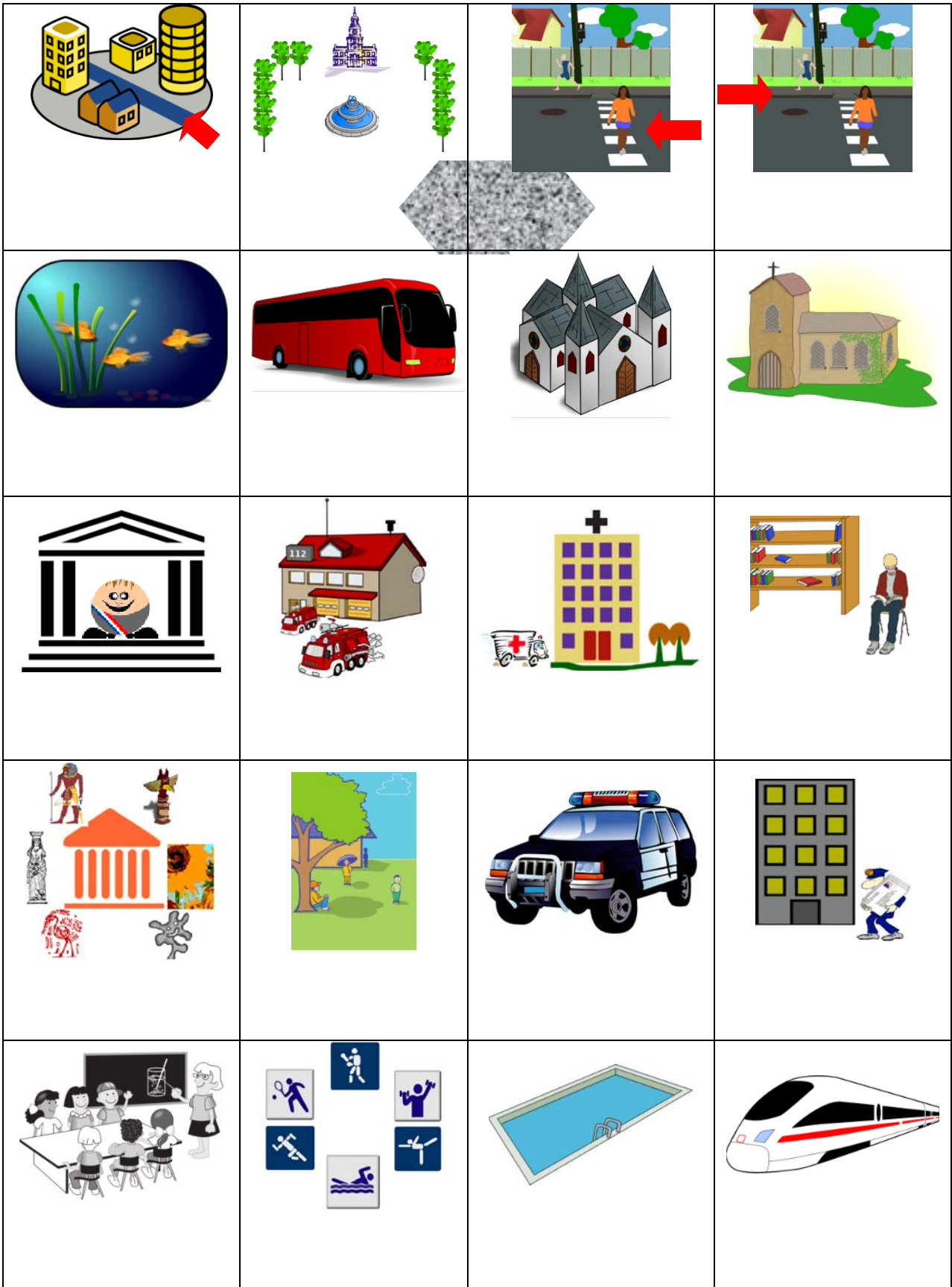
Chicken	Ham	Pizza	Salad	Soup
Chip	Hamburger	Prepared meals and ingredients	Sandwich	Turkey
Fish	Meat		Sausage	

Countable nouns in the plural:,,,,
,,,,






Places in a town or city: public places and services. Lugares de una pequeña o gran ciudad:
 lugares y servicios públicos.

23. Complete with the names of these places. Completa con los nombres de estos lugares.

- | | | | | | |
|-------------|--------------------------------------|----------|---------------------------------------|---------------|------------------|
| aquarium | city hall (US)/
town hall
(UK) | hospital | pavement
(UK)/
sidewalk
(US) | post office | square |
| bus station | fire station | library | police station | road | street |
| cathedral | | museum | | school | swimming
pool |
| church | | park | | sports centre | train station |



Places in a town or city: shops, trade and leisure. Los lugares de la pequeña y gran ciudad: tiendas, comercio y ocio.

 <p>baker's / bakery</p>	 <p>bank</p>	 <p>bookshop</p>	 <p>bowling alley</p>
 <p>butcher's</p>	 <p>café</p>	 <p>chemist's (UK) / pharmacy (US)</p>	 <p>cinema</p>
 <p>clothes shop</p>	 <p>disco</p>	 <p>fishmonger's</p>	 <p>hairdresser's</p>
 <p>Internet café</p>	 <p>newsagent's</p>	 <p>petrol station</p>	 <p>restaurant</p>
 <p>shoe shop</p>	 <p>shopping centre</p>	 <p>theatre</p>	 <p>supermarket</p>

24. Complete the sentences. Write down the new vocabulary. Completa las oraciones. Apunta el vocabulario nuevo.

1. You surf the Internet in an
2. You sit and watch a film in a
3. You find jeans and sweaters in a
4. You drink coffee, tea and drinks in a
5. You change your look in a
6. You can go bowling to the
7. You buy petrol for your car in a
8. You buy meat, fish, vegetables and milk in a
9. You buy cakes and biscuits and there is bread in the
10. You buy boots and sandals in a
11. There is fish in a
12. There is chicken, turkey and meat in a
13. There is a lot of money in a
14. There are waiters and waitresses and you eat in a
15. There are newspapers and magazines in a
16. There are medicines in a
17. There are dictionaries, notebooks and books in the
18. There are actors and seats in a
19. There are a lot of different shops in a
20. People dance and there is music in a

25. Where are these places in town? Answer the questions. Use the words in brackets and the place prepositions. Write complete sentences. ¿Dónde están estos lugares de la ciudad? Responde las preguntas. Utiliza las palabras entre paréntesis y las preposiciones de lugar.

Opposite (x 3)	Next to	Near
In front of	Between	Behind (x 2)

1. Where is the shoe shop? (newsagent's)
2. Where is the post office? (police station and library)
3. Where is the hairdresser's? (shoe shop)
4. Where is the chemist's? (supermarket)
5. Where is the cathedral? (restaurant)
6. Where is the cathedral? (aquarium)
7. Where are the train and the bus stations? (supermarket)
8. Where are the police station and the post office? (town hall)
9. Where are the cinema and the theatre? (clothes shop)
10. Where are the church and the chemist's? (museum)

Fishmonger's	Butcher's	Train station		Aquarium	Fire station
	Baker's	Bus station			

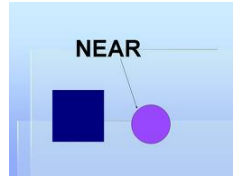
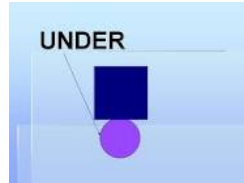
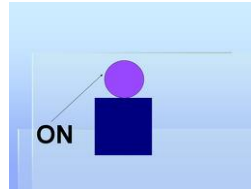
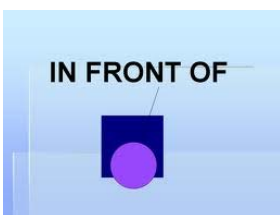
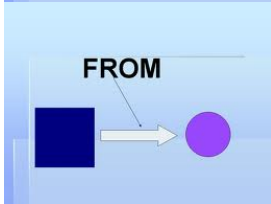
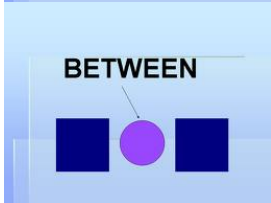
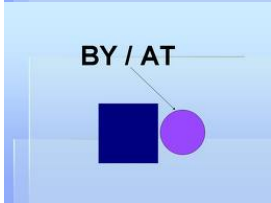
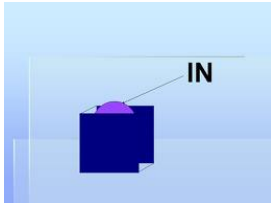
Church	Chemist's	Book shop	Supermarket		Cathedral	
Museum		Police station	Post office	Library		

Petrol station	Bank	Town Hall			Restaurant		School
		Town square			Café	Park	

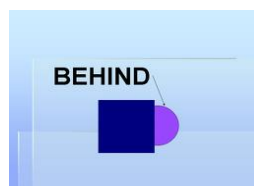
Park	Theatre	Clothes shop	Shoe shop	Newsagent's	Park	Park
	Cinema		Hairdresser's	Bookshop		

	Shopping centre	Bowling alley	Hospital	Sports centre
				Swimming pool

PREPOSITIONS OF PLACE



OVER



26. Unjumble the letters to write the preposition. Translate into Spanish. Ordena las letras y escribe el nombre de la preposición de lugar y su significado:

- Ni:
- No:
- Ib:
- Ta:

- Drune:
- Arne:
- Hidnbe:
- Romf:
- Vreo:
- Ni rotnf fo:
- Wteebne:

27.Fill in the gaps with the place prepositions. Completa los huecos con las preposiciones de lugar:

- The clock is the wall
- The ball is the table
- The cat is the armchair
- The table is the armchair
- The carpet is the floor
- The lamp is..... the table
- The flowers are The vase
- The table is the chair and the armchair

28.Answer the questions with place prepositions. Responde a las preguntas usando las preposiciones de lugar:

- Where is the cat?-----
- Where is the cat?-----
- Where is the cat?-----
- Where is the cat?-----
- Where is the cat?-----
- Where is the cat?-----
- Where is the cat?-----

29. Look at the map and write the right preposition. Observa el mapa y completa con la preposición correcta:



1. The music store is ----- Santos Dumont Street and Rosa e Silva Avenue.
2. The hospital is ----- the pet shop.
3. The toy store is ----- the music store and the restaurant.
4. The supermarket is ----- the restaurant.
5. The fast food restaurant is ----- Amélia Street.
6. The bookstore is ----- the supermarket.
7. The bank is on Santos Dumont Street ----- the flower shop.
8. The school is ----- Amélia Street and Rosa e Silva Avenue.
9. The pet shop is ----- Amélia Street.
10. The flower shop is ----- Santos Dumont Street.

READING: LOGROÑO

Logroño is a city in northern Spain, on the Ebro River. It is the capital of the autonomous community of La Rioja, formerly known as La Rioja Province. The population of Logroño in 2008 was 153,736 and a metropolitan population of nearly 197,000 inhabitants. The city is a centre of the trade in Rioja wine, for which the area is noted, and also produces wood, metal, and textile products.

Logroño is located in the northern region of La Rioja, on the river Ebro, 384 m (1,259.84 ft) above sea level. The Camino de Santiago passes through the city.

Logroño is the shopping and financial capital of La Rioja. The new airport Logroño-Agoncillo connects the city with Madrid and Barcelona.

Logroño has one of the most distinguished culinary traditions in Spain. There are over 50 *taperías* (tapas restaurants) located within a 4 block area, near the town center

Calle del Laurel, known as "the path of the elephants" and Calle San Juan are typical streets where various restaurants and tapas bars offer some of the best *pinchos* and *tapas* in northern Spain. Calle Portales is the main street in the old town, where people like to walk and sit in the terraces to eat a meal or drink wine. Calle Marqués de San Nicolás (otherwise known as Calle Mayor) is the main area where people spend weekend nights

There are a lot of parks in the town of Logroño, full of vegetation and ideal for relaxing.

The most important festivals are:

- San Bernabé (Saint Barnabas), celebrated on June 11, commemorating the victory and resistance of Logroño against French invaders under Francis I that besieged the city in May and June 1521. During this celebration, fried trout is typically served by the Fish Brotherhood, along with bread and wine, allegedly the only foodstuffs available in Logroño during the siege.
- San Mateo, celebrated between September 20 and September 26. Since 2006 the celebrations start the Saturday before September 21 (the day of Saint Matthew) and last for a week.

During the first week of January there is a cultural festival known as "ACTUAL" with music, theater and art.

From Wikipedia, the free encyclopedia

<http://en.wikipedia.org/wiki/Logro%C3%B1o>

30. Read the text and write true or false. Lee el texto y responde verdadero o falso:

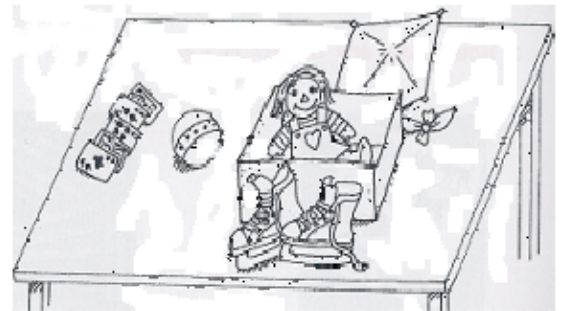
- 1 Logroño is a city in the east of Spain.
- 2 It is famous for the beer produced there.
- 3 The Camino de Santiago isn't important in Logroño.
- 4 There is an airport near the city.
- 5 There is only one important park.
- 6 The first festival of the year in the city is Actual.

31 Look at the picture and write a description of the things you can see in the fridge. Use there is / there are. Mira el dibujo y escribe las cosas que hay en el frigorífico.



32. Look at the picture and choose the right preposition.

- The doll is ____ the box
 A IN B- ON C- NEXT TO
- The cards ____ on the table
 A IS B- NEXT C- ARE
- The ____ are in front of the box
 A TOYS B- KITE C- SKATES
- The kite is ____ the box
 A UNDER B- NEXT TO C- BEHIND
- The ball is ____ the box and the cards
 A BETWEEN B- ON C- NEXT TO
- The ____ is under the toys
 A CARDS B- DOLL C- TABLE
- The box ____ next to the ball.
 A THERE IS B- IS C- ARE



LEMON-TREE by Fools Garden

Fill in the gaps with the prepositions in the box

about around
down for
in into
of on
to up

I'm sitting here (1) _____ a boring room
it's just another rainy Sunday afternoon
I'm wasting my time
I got nothing (2) _____ do
I'm hanging (3) _____
I'm waiting (4) _____ you
But nothing ever happens- and I wonder
I'm driving (5) _____ (6) _____ my car I'm driving too fast, I'm driving too far
I'd like (7) __ change my point (8) __ view
I feel so lonely, I'm waiting (9) _____ you
But nothing ever happens- and I wonder

CHORUS

I wonder how, I wonder why, yesterday you told me (10) _____ the blue blue sky
and all that I can see is just a yellow lemon-tree
I'm turning my head (11) _____ and (12) _____
I'm turning turning turning turning turning (13) _____
And all that I can see is just another lemon-tree
I'm sitting here
I miss the power
I'd like (14) _____ go (15) _____
taking a shower but there's a heavy cloud
(16) _____ side my head
I feel so tired
put myself (17) _____ bed
where nothing ever happens- and I wonder
Isolation - is not good (18) _____ me Isolation - I don't want (19) _____ sit
(20) _____ a lemon-tree
I'm stepping (21) _____
(22) _____ a desert joy
Baby anyhow I'll get another toy and
everything will happen- and you'll wonder why
CHORUS

C.E.P.A. “Plus Ultra”



UNIT 5 Tom's Diner




Grammar: CAN – CAN'T, Present
Continuous and Object Pronouns
Vocabulary: Clothes, actions and abilities
(verbs), the weather.

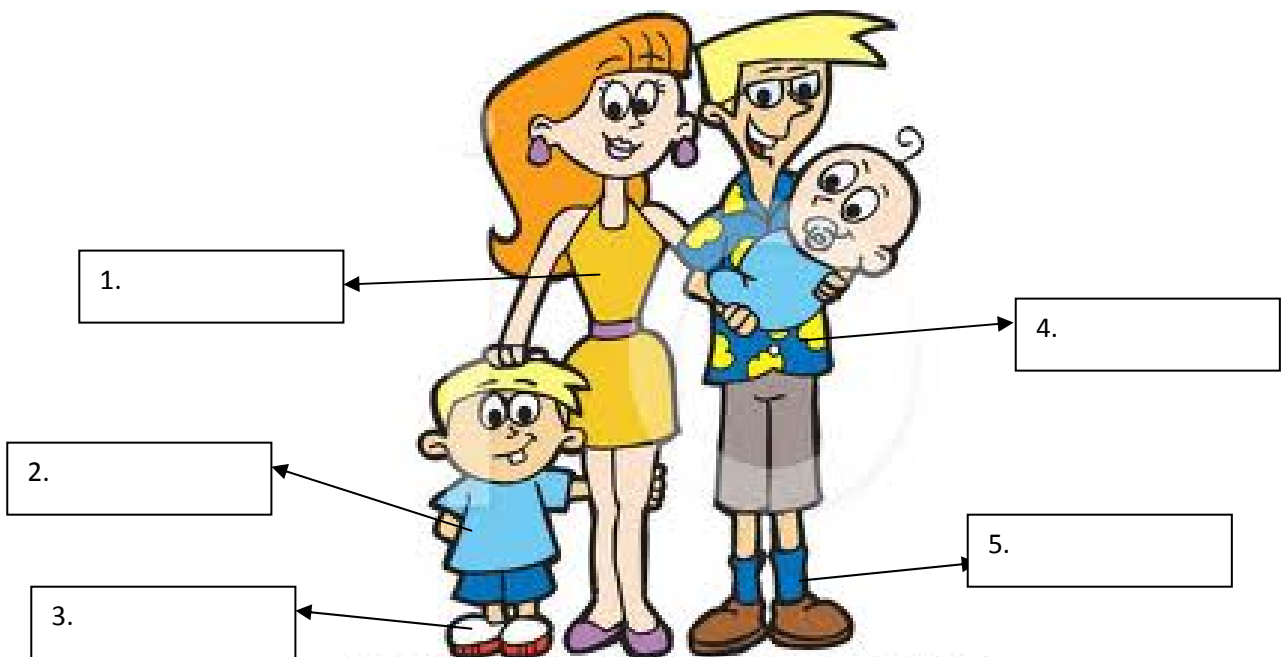
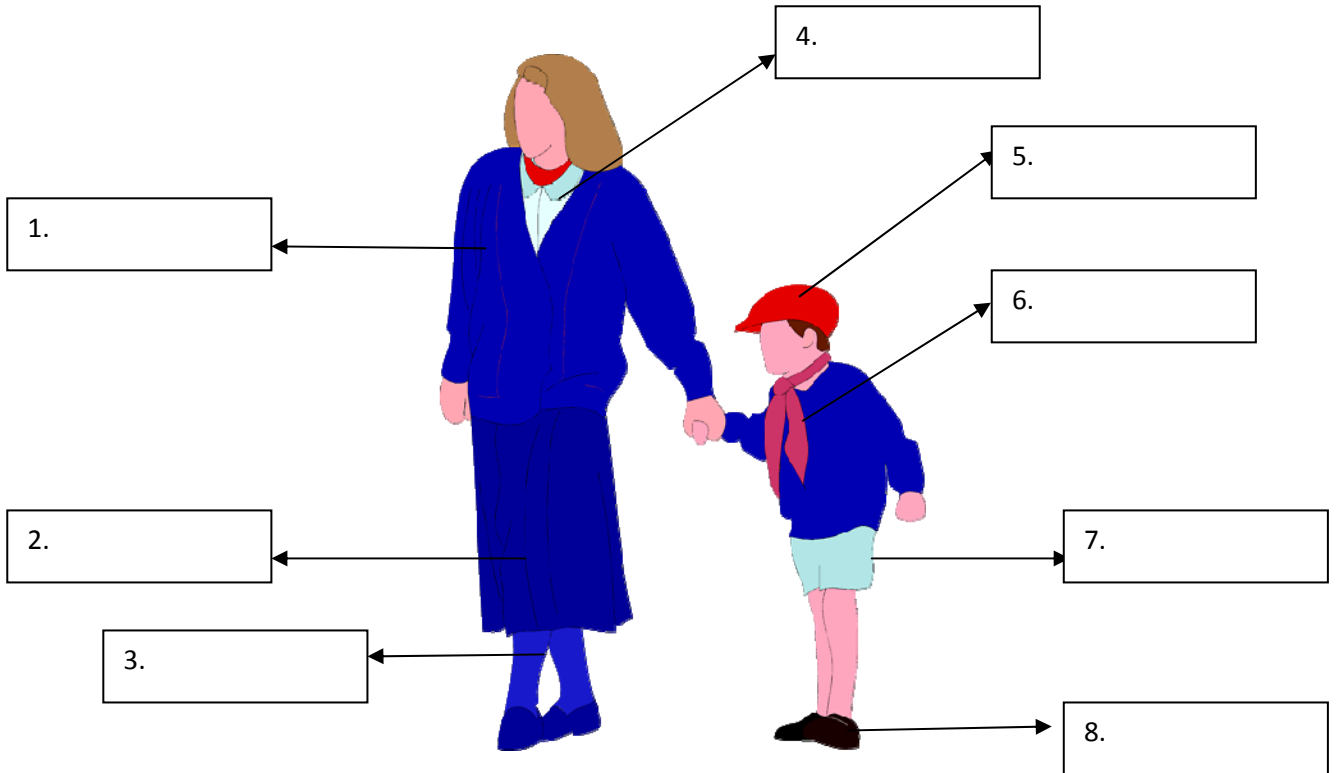
C.E.P.A. “Plus Ultra”

VOCABULARY

1. Clothes and accesories (nouns). La ropa y los accesorios (sustantivos)

 boots	 shoes	 trainers	 socks
 skirt	 dress	 jeans	 Trousers
 shorts	 shirt	 T-shirt	 blouse
 jumper	 jacket	 coat	 scarf
 gloves	 pyjamas	 bra	 Panties
 briefs	 tights	 belt	 tie
 suit	 hat	 cap	 bag

1. Write the names of these pieces of clothes. Escribe los nombres de estas prendas de ropa.



©Dennis Holmes Designs. * illustrationsOf.com/43219

2. Write the names of the pieces of clothes these people wear. Escribe los nombres de las prendas de ropa que visten estas personas.

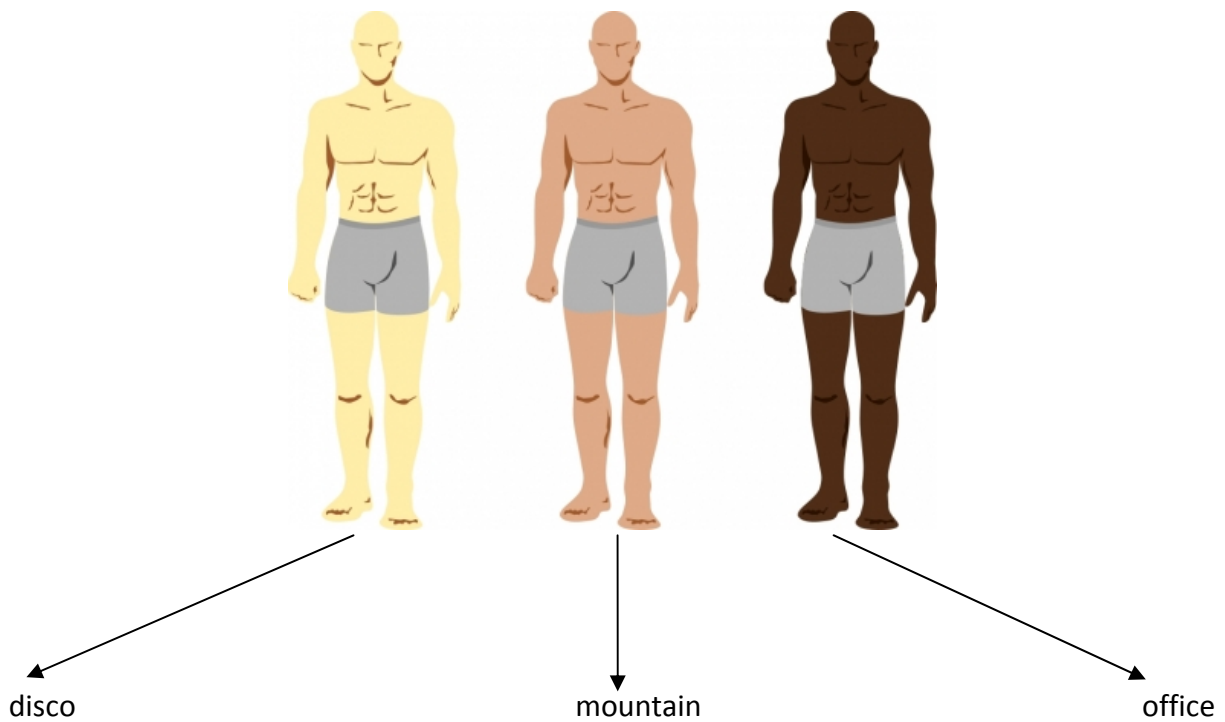


A woman:







A man:

Both:

3. What clothes do they wear to go to the ... ? ¿Qué ropa llevan puesta para ir a la ...?













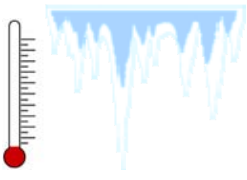
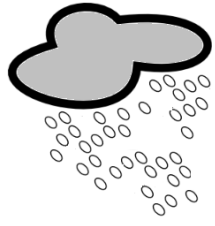
2. Activities and abilities (verbs). Actividades y habilidades (verbos)

 play	 paint	 jump	 cook
 ski	 swim	 sing	 play
 read	 write	 ride	 drive
 dance	 sit down	 climb	 speak
 smoke	 listen	 run	 fly
 eat	 sleep	 walk	 dive

4. Verb collocations. Match the verbs in column A with the correct nouns in column B.
 Colocaciones verbales. Asocia los verbos de la columna A con los sustantivos de la columna B.

A	B
1. play	a. a horse, a bicycle, a motorbike
2. play	b. Spanish, Italian, German, Chinese
3. speak	c. football, golf, basket, baseball
4. read	d. a cigarette, a cigar
5. dance	e. spaghetti, a sandwich
6. smoke	f. a picture
7. eat	g. to the teacher, to me
8. paint	h. a song
9. write	i. a car, a motorbike
10. listen	j. a mountain
11. sing	k. salsa, hip hop
12. ride	l. a book, a magazine
13. climb	m. the dog
14. walk	n. a writing, an email
15. cook	o. lunch, dinner
16. drive	p. the guitar, the piano, the drums

3. The weather. El tiempo (atmosférico)

 It's cold.	 It's cool.	 It's warm.	 It's hot.
 It's sunny	 It's cloudy	 It's windy	 It's foggy
 It's raining	 It's snowing	 It's freezing	 It's hailing

5. Imagine it's What's the weather like? Imagina que es ¿Qué tiempo hace?

January

March

April

May

July

August

September

November

December

GRAMMAR

1. Expressing abilities, possibilities and permission: the verb *can*.

Expresar habilidades, posibilidades y permiso: el verbo *can*.

El verbo *CAN* es un verbo de los llamados verbos modales que se puede traducir al español por *poder* o *saber*, dependiendo del sentido de la frase. *CAN* va seguido de otro verbo en infinitivo sin *to*, que completa su significado.

Fíjate en la tabla para distinguir sus usos:

HABILIDAD	SABER	I can play the piano
POSIBILIDAD	PODER	I can go to your party
PEDIR PERMISO	PODER	Can I see your passport?
DAR PERMISO	PODER	You can take my ballpen

ESTRUCTURA: Sujeto + *can* + infinitivo sin *to*

- **Affirmative.** Afirmativa

CAN: AFIRMATIVA	
LONG FORMS	SIGNIFICADO
I can swim	Yo sé/puedo nadar
You can swim	Tú sabes/puedes nadar
He can swim	Él sabe/puede nadar
She can swim	Ella sabe/puede nadar
It can swim	Ello sabe/puede nadar
We can swim	Nosotros sabemos/podemos nadar
You can swim	Vosotros sabéis/podéis nadar
They can swim	Ellos saben/pueden nadar

Como podrás observar, en la tabla sólo aparece la llamada LONG FORM (forma larga) que separa el sujeto de la forma verbal. En oraciones afirmativas, no existe la SHORT FORM (forma corta o contracta), en la que aparece unido el sujeto con el verbo.

6. Complete these sentences with abilities, using *can* + infinitive. Completa estas oraciones con habilidades, usando *can* + infinitivo.

1. I
2. My friend
3. Madonna
4. The students
5. David Beckam
6. My teachers

7. Write five things you can do. Escribe cinco cosas que sepas, puedas o tengas permiso para hacer hacer.

- 1.
- 2.
- 3.
- 4.
- 5.

8. Imagine you are the teacher and write five things you would let your students do. Imagina que eres el profesor y escribe cinco cosas que permitirías hacer a tus alumnos.

- 1.
- 2.
- 3.
- 4.
- 5.

- **Negative.** Negativa

CAN: NEGATIVA	
LONG FORMS	SHORT FORMS
I cannot swim	I can't swim
You cannot swim	You can't swim
He cannot swim	He can't swim
She cannot swim	She can't swim
It cannot swim	It can't swim
We cannot swim	We can't swim
You cannot swim	You can't swim
They cannot swim	They can't swim

Para hacer oraciones negativas con *can*, basta con añadir la partícula *NOT* a la forma verbal. En esta forma de negación, la partícula *not* no se separa del verbo *can*. Como puedes ver, también existe una *SHORT FORM*, en la que contraemos el verbo con la partícula *NOT* y que será la que utilices habitualmente.

PRONUNCIACIÓN: Presta especial atención a la diferencia en pronunciación entre *CAN* y *CAN'T*.

9. Complete these sentences with abilities, using *cannot* + infinitive. Completa estas oraciones con habilidades, usando *cannot* + infinitivo.

1. I
2. My friend
3. Madonna
4. The students
5. David Beckam
6. My teachers

10. Write five things you can't do. Escribe cinco cosas que no sepas, puedas o tengas permiso para hacer hacer.

- 1.
- 2.
- 3.
- 4.
- 5.

11. Write five things you can't do. Escribe cinco cosas que no puedas hacer porque no tienes la posibilidad.

- 1.
- 2.
- 3.
- 4.
- 5.

- **Interrogative / questions and short answers.** Interrogativa / preguntas y respuestas cortas.

Para hacer oraciones interrogativas sólo hay que anteponer el verbo *CAN* al sujeto. En la forma interrogativa no existen las SHORT FORMS.

ESTRUCTURA: CAN + SUJETO + INFINITIVO SIN TO

CAN: INTERROGATIVA	
LONG FORMS	
	Can I swim?
	Can you swim?
	Can he swim?
	Can she swim?
	Can it swim?
	Can we swim?
	Can you swim?
	Can they swim?

En cuanto a las respuestas, si es AFIRMATIVA se forma con:

YES, + SUJETO + CAN EN AFIRMATIVA

El sujeto será siempre un pronombre personal y utilizarás la forma afirmativa del verbo *CAN*.

Si la respuesta es NEGATIVA se forma con:

NO, + SUJETO + CAN'T

IMPORTANTE: En las respuestas negativas se utilizan las SHORT FORMS

CAN: SHORT ANSWERS	
AFIRMATIVA	NEGATIVA
Yes, I can.	No, I can't.
Yes, you can.	No, you can't.
Yes, he can.	No, he can't.
Yes, she can.	No, she can't.
Yes, it can.	No, it can't.
Yes, we can.	No, we can't.
Yes, you can.	No, you can't.
Yes, they can.	No, they can't.

12. Ask about these people's abilities with *can*. Pregunta sobre las habilidades de estas personas usando *can*.

1. My friend
2. Madonna
3. The students
4. David Beckham
5. My teachers

13. Write the short answers for these questions. Escribe las respuestas cortas para estas preguntas.

1. Can you play the piano?
2. Can your teacher swim?
3. Can your mates cook?
4. Can your parents speak English?
5. Can you play football?

14. Ask your teacher for permission using these words and *can*. Pide a tu profesor permiso usando estas palabras y *can*.

1. Go to the toilet
2. Speak Spanish
3. Talk to my classmate
4. Clean the blackboard
5. Open the door

15. Write five questions for your teacher asking permission to do something. Escribe cinco preguntas para tu profesor pidiendo permiso para hacer algo.

- 1.
- 2.
- 3.
- 4.

5.

2. Present continuous or progressive (verb tense). El presente continuo o progresivo (tiempo verbal)

A grandes rasgos, el presente continuo del inglés es cuasi equivalente a la perífrasis verbal del español *estar haciendo*. En este sentido, se utiliza:

- Para referirnos a **acciones que se están desarrollando en el mismo momento** en el que se habla.

I am reading a book → Estoy leyendo un libro (en este preciso instante)

- Para **describir acciones y procesos que suceden alrededor del momento al que estamos hablando.**

She is studying English this course. → Ella está estudiando inglés este curso (no precisamente ahora)

- Para **describir situaciones temporales o cambios que se están produciendo cerca del momento en que se habla.**

Some animals are becoming extinct. → Algunos animales se están extinguiendo.

I am staying in a hotel these days. → Me estoy alojando en un hotel estos días.

En estos usos, el presente continuo se asocia a las siguientes **expresiones de tiempo**:

Today, now, right now, at the moment, these days, this year (referido a una situación temporal), *lately*, etc.

En cuanto a los usos en los que el inglés difiere del español, cabe reseñar dos casos principales:

- **Expresiones concretas** que en español se expresan con verbos en otras formas o con palabras distintas a verbos:

To be lying: estar tumbado

To be wearing: llevar puesto (sobre el cuerpo o la piel)

To be staying: estar alojado

To be standing: estar de pie

To be sitting: estar sentado

- Cuando se habla de **una acción en un futuro cercano que se ha decidido de antemano que se va a desarrollar y que se ha preparado con antelación, implicando no sólo al hablante** (reuniones, viajes, fiestas, etc.), sino también a otros participantes. En este caso **es obligatorio mencionar el tiempo en el que vamos a desarrollar dicha acción.**

I am going to Madrid next week → Voy a Madrid la semana que viene

En este caso, el presente continuo se asocia a las siguientes **expresiones de tiempo**: *this afternoon, this evening, tonight, tomorrow, next week, next month ...*

Por último, es necesario apuntar que existen una serie de **verbos que nunca se conjugan en presente continuo**. Entre ellos se encuentran *be, want, need, know, prefer, remember, understand, care, see, hear, smell, believe, exist, like, dislike, love, hate, fear, mind...*

En cuanto a su forma, el presente continuo en inglés se forma con un Sujeto o un pronombre personal, la forma del verbo *to be* correspondiente a este Sujeto como verbo auxiliar¹ y la forma en *-ing* o gerundio del verbo que estamos conjugando.

ESTRUCTURA: SUJETO + TO BE EN PRESENTE + VERBO EN -ING

Como regla general, para formar el **gerundio o forma en *-ing* de un verbo inglés** simplemente tenemos que añadir el sufijo *-ing* a la forma base del infinitivo (forma de infinitivo).

to listen (escuchar) → *listening* (escuchando)
to hear (escuchar) → *hearing* (escuchando)

A partir de esta regla general, existen una serie de **variaciones**. En primer lugar, cuando el verbo acaba en *-e* dicha vocal desaparece, excepto en los verbos *be* (*being*) y *see* (*seeing*).

to come (venir) → *coming* (viniendo)
to write (escribir) → *writing* (escribiendo)

En segundo lugar, si el verbo tiene una sola sílaba que finaliza en consonante + vocal + consonante dicha consonante final se duplica.

to sit (sentarse) → *sitting* (sentando)
to stop (parar) → *stopping* (parando)

En tercer lugar, cuando el verbo tiene más de una sílaba y la última sílaba porta el acento de la palabra además de finalizar en consonante + vocal + consonante, esta última consonante también se duplica.

to admit (admitir) → *admitting* (admitiendo)
to begin (empezar) → *beginning* (empezando)

En cuarto lugar, si el verbo termina en vocal seguida de una *-l*, esta *l* se tiene que doblar.

to cancel (cancelar) → *cancelling* (cancelando)
to travel (viajar) → *travelling* (viajando)

Por último, los verbos acabados en *-ie* forman su gerundio sustituyendo estas dos vocales por *-y* y añadiendo a continuación *-ing*.

to die (morir) → *dying* (muriendo)
to lie (yacer, mentir) → *lying* (yaciendo, mintiendo)

¹ Un verbo auxiliar es un verbo que se necesita para formar un tiempo verbal en afirmativa, negativa o interrogativa. No añade ningún significado, pero es obligatorio gramaticalmente. En este caso el verbo auxiliar es *to be*, pero en otros tiempos verbales se usan *do* y *have* (sin *got*).

16. Put these verbs in the *-ing* form. Pon estos verbos en gerundio.

be	make	sit	stop
chat	play	skate	swim
dance	put	ski	talk
do	run	sleep	watch
get up	say	smile	wear
go	see	smoke	work
have lunch	sing	speak	

- **Afirmativa**

Mira la conjugación del verbo *swim* en el cuadro. Observa son igualmente válidas las formas largas como las contraídas del verbo *to be*:

PRESENT CONTINUOUS: AFIRMATIVA	
LONG FORMS	SHORT/ CONTRACTED FORMS
I am swimming	I'm swimming
You are swimming	You're swimming
He is swimming	He's swimming
She is swimming	She's swimming
It is swimming	It's swimming
We are swimming	We're swimming
You are swimming	You're swimming
They are swimming	They're swimming

17. Arrange these words to make affirmative sentences in present continuous. Ordena estas palabras para formar oraciones afirmativas en presente continuo.

- are / at / children / football / my / now/ playing / school
- a / am / at/ I / moment / painting / picture / the
- garden / in / is / jumping rope / now / right / Shelley / the
- a / cake / chocolate / cooking / dad / is / my
- daughter / days / in / is / my / skiing / Switzerland / these
- am / I / next / Robert / swimming / week / with
- are / at / Christmas / concert / singing / the / they
- are / guitar / playing / the / very / well / you
- afternoon / at / author / her / is / library / novel / public / reading / the / the / this
- an / aunt / email / information / is / my / the / with / writing
- are / German / in / listening / some / songs / students / the / to
- cat / eating / is / its / lunch / my
- a / along / are / having / nice / River / Thames / walk / we
- David / days / is / school / these / to / walking

15. bedroom / doing / his / his / homework / in / is / Michael

18. Put the verb in brackets in the continuous form. Pon el verbo que está entre paréntesis en presente continuo.

1. People (ride) more and more bicycles these days.
2. My neighbour (drive) the kids to school tomorrow.
3. The bride (dance) a waltz with her father.
4. I (sit) next to you in the English class.
5. James and I (wear) the same T-shirt.
6. Connie (climb) that mountain next week.
7. Jemima (speak) on the phone with her boyfriend at the moment.
8. You (smoke) again! How disgusting!
9. I (stand) opposite the Gioconda picture!
10. Peter and Jack (listen) to music in their bedroom right now.
11. Time (fly) because we (have) a good time.
12. My boss and I (fly) to New York next month.
13. My husband (dive) in the swimming pool with the children.
14. He (go) back home next Saturday.
15. Shhh! Be quiet! The baby (sleep)

- **Negative**

La conjugación de la forma negativa del presente continuo en inglés se construye bien añadiendo la negación *not* al verbo *to be*, o bien usando la correspondiente forma negativa contracta del mismo.

PRESENT CONTINUOUS: NEGATIVA	
LONG FORMS	SHORT FORMS
I am not swimming	I'm not swimming
You are not swimming	You aren't swimming
He is not swimming	He isn't swimming
She is not swimming	She isn't swimming
It is not swimming	It isn't swimming
We are not swimming	We aren't swimming
You are not swimming	You aren't swimming
They are not swimming	They aren't swimming

19. Transform the previous affirmative sentences (exercises 16 and 17) in negative sentences. Transforma las oraciones afirmativas anteriores (ejercicios 17 y 18) en negativas.

20. Arrange these words to make negative sentences in the –ing form. Ordena estas palabras para formar oraciones negativas en presente continuo.

1. am / evening / football / I / not / playing / this
2. are / not / on / phone / speaking / the / we
3. he / her / isn't / last / novel / reading
4. dancing / isn't / Jason / salsa
5. April / isn't / on / smoking / street / the
6. Alice / and / aren't / at / dinner / eating / evening / home / Sue / this
7. a / am / family / I / not / of / our / painting / portrait
8. a / is / not / poem / Sue / writing
9. CD / I'm / listening / music / not / on / player / to / your
10. at / concert / he / isn't / singing / the
11. bike / isn't / my / riding / she
12. aren't / listening / me / to / you
13. I'm / not / school / to / walking
14. aren't / cooking / morning / this / you
15. aren't / clothes / we / wearing / your

21. Put the verb in brackets in present continuous negative. Pon el verbo que está entre paréntesis en presente continuo negativo.

1. I (not swim) in the swimming pool. I prefer the sea.
2. We (not stay) at our friend's house, but at a hotel.
3. She (not fly) on a balloon because she's afraid of heights.
4. My father (not cook) this evening. I'm doing it!
5. Paul and I (not go out) together any more.
6. I (not laugh) at you!
7. Your brother and you (not phone) anybody now. It's late.
8. I know you (not brush) your teeth!
9. They (not have) a party, they are having a wedding!
10. Jack and I (not play) computer games! We are studying!
11. The boy (not sit) next to me in class.
12. You (not wear) your uniform to work today. It's dirty!
13. My family and I (not fly) to New York. We are travelling by ship!
14. Veronica, you (not listen) to me!
15. Dear, you (not come) late this evening, right?

- **Interrogative / questions and short answers.** Interrogativa / preguntas y respuestas cortas.

La conjugación de la forma interrogativa del presente continuo en inglés en preguntas de tipo *sí/ no* se construye posicionando el verbo *to be* al comienzo de la oración, el Sujeto a continuación y tras él la forma en *-ing* del verbo.

PRESENT CONTINUOUS: INTERROGATIVA	
YES/ NO QUESTIONS	
	Am I swimming?
	Are you swimming?
	Is he swimming?
	Is she swimming?
	Is it swimming?
	Are we swimming?
	Are you swimming?
	Are they swimming?

Las respuestas breves siguen la regla mnemotécnica de las tres palabras.

PRESENT CONTINUOUS: SHORT ANSWERS	
AFIRMATIVA	NEGATIVA
Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he is.	No, he isn't.
Yes, she is.	No, she isn't.
Yes, it is.	No, it isn't.
Yes, we are.	No, we aren't.
Yes, you are.	No, you aren't.
Yes, they are.	No, they aren't.

Las preguntas de tipo **wh-** se forman posicionando la palabra interrogativa al comienzo.

PRESENT CONTINUOUS: WH- QUESTIONS			
Wh- word	Verb to be	Subject	Verb in -ing form
What Who When Where Why What time	am	I	swimming?
	are	you	swimming?
	is	he	swimming?
	is	she	swimming?
	is	it	swimming?
	are	we	swimming?
	are	you	swimming?
	are	they	swimming?

22. Arrange these words to make interrogative sentences in the present continuous. Ordena estas palabras para formar oraciones interrogativas en presente continuo.

1. are / coming / darling / late / tomorrow / you
2. are / reading / what / you
3. are / arguing / they / why
4. arriving / is / Nathan / next / time / what / Saturday
5. is / listening / music / of / she / sort / to / what
6. are / now / right / talking / they / to / who
7. are / getting / how / station / the / to / train / you
8. and / are / I / my / sitting / where / wife
9. a / and / are / family / going / trip / on / you / your
10. is / meeting / Raymond / tonight / you
11. all / is / lying / student / that / the / time / why
12. at / is / laughing / sister / what / your
13. is / is / it / it / or / raining / snowing
14. are / about / talking / what / you
15. are / running / why / you

23. Transform the affirmative sentences in exercises 16 and 17 into questions. Transforma las oraciones afirmativas de los ejercicios 16 y 17 en preguntas.

24. Write the affirmative and negative short answers for the questions in the previous exercise. Escribe las repuestas breves afirmativa y negativa para las preguntas del ejercicio anterior.

25. Make questions in present continuous with the verb and the subject in brackets. Haz oraciones en presente continuo con el verbo y el Sujeto que están entre paréntesis.

1. What videogame (your children / play)
2. (people / complain) about the oil prices?
3. Who (your daughter / call) ?
4. (the television / work)
5. How (your husband and you / travel) to Morocco?
6. What (those women / say).....?
7. Why (you / come) so late?
8. (the choir / sing) this afternoon at the cathedral?
9. Where (everybody / go)
10. (Federer / play) tomorrow's match?
11. What time (the mail / arrive)this morning?
12. (Spain / win) the football match at the moment?
13. (who / lose) the game right now?
14. When (I / see) you?
15. (we / meet) tomorrow morning?

3. Object pronouns. Los pronombres de Complemento/ Objeto.

Los pronombres objeto son aquellos que aparecen tras una preposición o un verbo y reciben su acción. Son los siguientes:

PRONOMBRES DE COMPLEMENTO/ OBJETO	
OBJECT PRONOUNS	EJEMPLOS
me	She knows me (Ella me conoce) This letter is for me (Esta carta es para mí)
you	I know you (Yo te conozco)
him	She knows him (Ella le conoce)
her	I know her (Yo la conozco) Why are you looking at her ? (¿Por qué la estás mirando?)
it	You know it (Tú lo conoces) Where is my pen? Look at it (¿Dónde está mi bolígrafo? Míralo)
us	You know us (Tú nos conoces) Do you want to come with us ? (¿Quieres venir con nosotros?)
you	He knows you (El os conoce)
them	I know them (Yo les conozco) Do you want to go with them ? (¿Quieres ir con ellos?)

***you:** se puede referir a tú y a vosotros/usted/ustedes

Observa que los pronombres objeto en español suelen ir delante del verbo, pero en inglés van detrás del verbo y de las preposiciones (*for, to, with, etc.*).

26. Write the Object pronoun for each Subject pronoun. Escribe el pronombre Objeto para cada pronombre Sujeto.

1. I -
2. You -
3. He -
4. She -
5. We -
6. You -
7. They -

27. Circle the correct pronouns. Rodea los pronombres correctos.

1. We usually see **they / them**.
2. I write to **she / her** everyday.

3. He loves **her / she** very much but she doesn't love **he / him**.
4. Please don't wait for **she / her**.
5. Are you listening to **he / him**?

28. Complete the sentences. Use Object pronouns. Completa las frases. Usa los pronombres de Objeto.

1. Who is that woman? Why are you looking at
2. Oh look! That is James. Yes, I work with
3. Where are the tickets? I can't find
4. We are going out. You can come with
5. I haven't got any dogs. I am afraid of
6. I am talking to you. Please listen to
7. Where is Anne? I want to talk to

GRAMMAR AND VOCABULARY REVISION

29. Look at the activities and abilities chart (Vocabulary 2) and write the *-ing* form and the meaning of the verbs. Mira la tabla de actividades y habilidades (Vocabulario 2) y escribe el gerundio y el significado de los verbos.

play -	paint -	jump -	cook -
ski -	swim -	sing -	play -
read -	write -	ride -	drive -
dance -	sit down -	climb -	speak -
smoke -	listen -	run -	fly -
eat -	sleep -	walk -	dive -

30. Write the sentences using the present continuous. Escribe las oraciones utilizando el presente continuo.

1. Eric (play) the guitar. What is he doing?
2. The cat (walk). What is it doing?
3. I (buy) a new car. What am I doing?
4. You (teach) to your daughter. What are you doing?
5. We (talk) about football. What are we doing?

31. Translate into English. Traduce al inglés.

1. ¿A qué hora vas a venir esta noche?
2. ¿Con quién estás hablando?
3. ¿Estás sentada o estás de pie?

4. ¿Por qué no me estás escuchando?
5. ¿Pueden ir a Nueva York? Sí.
6. ¿Puedes deletrear esa palabra?
7. ¿Puedo ir al servicio?
8. ¿Qué estáis haciendo?
9. ¿Qué llevas puesto?
10. ¿Qué película estás viendo?
11. ¿Sabe John hablar inglés? No.
12. ¿Sabes cantar? Sí.
13. Ann no sabe tocar la guitarra.
14. La hija de Susan no puede comer manzanas.
15. No podéis jugar al fútbol en el garaje.
16. No puedo comprar ese coche.
17. No sé tocar la batería.
18. Peter no puede fumar en el colegio.
19. Podemos nadar en la piscina en agosto.
20. Sé jugar al baloncesto

Writing



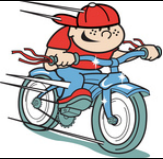
32. Write a short description of these peoples' clothes. Escribe una breve descripción de la ropa que llevan estas personas.

Key vocabulary: jeans, suit, t-shirt, jacket, shirt, jumper, school bag, trousers.

33. What are these people doing? Make sentences using the present continuous, as in the example. ¿Qué están haciendo estas personas? Haz oraciones usando el presente continuo como en el ejemplo.



The boy is singing.
The boy isn't singing.
Is the boy singing?



34. What are they doing? Look at the picture and write what these people are doing. ¿Qué están haciendo? Mira el dibujo y escribe qué están haciendo estas personas.



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- The boy in the blue T-shirt and the green trousers
- The girl in the pink T-shirt and the skirt
- The boy in the pink T-shirt and the black trousers
- The girl in the purple T-shirt and the black trousers
- The girl in the green T-shirt and the brown trousers

READING

Read the text and answer the questions. Lee el texto y responde a las preguntas.

It is Sunday and it is a lovely day today. There are some clouds in the sky, but the sun is shining. Geoffrey and Christine Scott are walking along the park with their daughter. There are some girls playing football. An old woman and her husband are sitting on a bench. They are reading the newspaper. Lily, Mr. and Mrs. Scott's daughter, is looking at the girls. A kite is flying over them. People are shouting and there is a lot of noise. They can't hear anything.

- 1 What's the weather like today?
- 2 Where are Mr. and Mrs. Scott?
- 3 What are they doing?
- 4 Who is Lily? What is she doing?
- 5 Where is the kite?
- 6 Why can't they hear anything?

Listening


Tom's diner by Suzanne Vega

http://www.youtube.com/watch?v=jWMTolnrke0&feature=player_embedded

35. Complete the song with the following verbs in the Present Continuous and the correct prepositions. Completa la canción con los siguientes verbos en presente continuo y las preposiciones correctas.

feel / hitch up / kiss / listen / look / pretend / shake / straighten / sit / think / try / turn / wait

I _____ ___ the morning ___ the diner ___ the corner I _____ ___ the counter ___ the man ___ pour the coffee And he fills it Only halfway And before I even argue He _____ ___ the window ___ somebody Coming ___ "It is always Nice to see you" Says the man ___ the counter ___ the woman Who has come in She _____ Her umbrella And I look The other way As they _____ Their hellos I' _____ Not to see them And instead I pour the milk I open ___ the paper There's a story ___ an actor Who had died While he was drinking It was no one I had heard of And I' _____ ___ the horoscope	And looking ___ the funnies When I' _____ Someone watching me And so I raise my head There's a woman ___ the outside Looking inside Does she see me? No she does not Really see me 'Cause she sees Her own reflection And I _____ Not to notice That she' _____ Her skirt And while she' _____ her stockings Her hair Has gotten wet Oh, this rain It will continue ___ the morning As I' _____ ___ the bells ___ the cathedral I _____ ___ your voice... And ___ the midnight picnic Once upon a time Before the rain began... And I finish ___ my coffee And it's time ___ catch the train
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C.E.P.A. “Plus Ultra”

Unit 6 Spider Man



Grammar: Present Simple, Frequency adverbs, frequency expressions, time prepositions and imperative.

Vocabulary: The time. (Revision of verbs)

C.E.P.A. “Plus Ultra”

DAILY ROUTINES. LAS RUTINAS DIARIAS.

1. Read the daily routines and complete the table with the correct verb. Lee las rutinas diarias y completa la tabla con el verbo correcto.

do homework
finish classes
get to work
get up
get home/ arrive home

go out
go swimming
go to bed/ go to sleep
go to school
go to the gym

go to work
have a shower
have breakfast
have dinner
have lunch
leave home

leave work/ go home
wake up
watch TV
work

2. Translate these expressions from Spanish into English. Traduce estas expresiones del español al inglés.

acabar las clases
cenar
comer/ almorzar
desayunar
despertarse
 ducharse
estudiar
hacer deberes
ir a casa



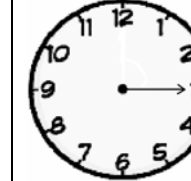
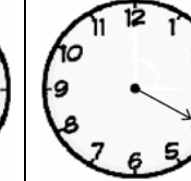
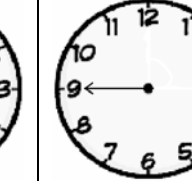
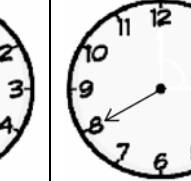
ir a la cama
ir a dormir
ir a nadar
ir al colegio
ir al gimnasio
ir al trabajo
irse de casa
levantarse de la cama
llegar a casa

llegar al trabajo
 salir
 salir de casa
 salir del colegio

salir del trabajo
 trabajar
 ver la tele

The time. La hora.

Mira los relojes. No tienen aguja horaria, sino sólo minuterero. Para decir la hora completa debemos insertar la hora donde aparecen puntos suspensivos.

					
... o'clock	half past ...	quarter past...	twenty past ...	quarter to...	twenty to...

3. Complete the time in the digital clock. Use the pictures to help you. Completa las horas del reloj digital. Utiliza las imágenes para ayudarte.

3:__: Half past three.

3:__: Quarter past three.

3:__: Quarter to four.

3:__: Ten past three.

3:__: Three o'clock.

3:__: Twenty to four.

4. What time is it? / What's the time? Write the time. ¿Qué hora es? Escribe la hora.

1:05. It's five past one.

2:10. It's ...

3:15.

4:20.

5:25.

6:30.

6:35.

7:40.

8:45.

9:50.

10:55.

12:00.

5. Look at the school timetable. What time are the classes? Mira el horario escolar. ¿A qué hora son las clases?

16:00. Maths

The Maths class is at four o'clock.

16:55. Geography

17:50. History

18:45. Spanish

19:40. Science

20:35. English

6. Telling the time and timetables. Read and complete the rules. Then translate. Decir la hora y los horarios. Lee y completa las reglas. Después traduce.

We use to tell the time. It means in Spanish.

We use to tell timetables. It means in Spanish.

EXPRESSING GENERAL TRUTHS, HABITS, ROUTINES: PRESENT SIMPLE.

EXPRESAR VERDADES GENERALES, HÁBITOS, RUTINAS: EL PRESENTE SIMPLE.

- Uso

El *present simple* es el tiempo verbal del inglés que se emplea para:

- Expresar hechos o verdades generales:

My dog eats bones. Mi perro come huesos.

I live in Spain. Vivo en España.

- Hablar de hábitos y rutinas, personales o generales. En este caso, en la oración suelen aparecer expresiones de frecuencia, como *usually, always, everyday*, que veremos a continuación.

He is always late! ¡Siempre llega tarde!

I usually get up at eight o'clock everyday. Normalmente me levanto a las 8 en punto todos los días.

The bus sometimes arrives before twelve o'clock. A veces el autobús llega antes de las 12 en punto.

The film starts at ten to eleven. La película empieza las once menos diez.

- Forma

El presente simple es el tiempo verbal con la estructura más sencilla del inglés porque se conjuga con el Sujeto y la forma base del verbo (infinitivo sin *to* o la forma que aparece en el diccionario) excepto en el caso de los verbos *to be* y *have got* y cuando el Sujeto es la 3ª persona del singular:

Present simple: affirmative	
I play	Juego
you play	Juegas
he plays	Juega (él)
she plays	Juega (ella)
it plays	Juega (ello)
we play	Jugamos
you play	Jugáis
they play	Juegan

La única dificultad, por tanto, reside en recordar añadir la terminación de la 3ª persona del singular. En el modo afirmativo, como regla general se añade simplemente la terminación -s, aunque existen algunas excepciones:

1.- Cuando el verbo acaba ya en -s, o en una letra cuya pronunciación es similar (-z, -sh, -ch, -x), se añade -es:

watch → *watches* (mirar) *mix* → *mixes* (mezclar)

2.- Cuando el verbo acaba en -o, también se añade -es:

go → *goes* (ir) *do* → *does* (hacer)

3.- Cuando el verbo acaba en -y, y a ésta le precede una consonante, tenemos que cambiar la y por i, para a continuación añadir -es:

fly → *flies* (volar) *study* → *studies* (estudiar)

Observa que estas reglas ortográficas son las mismas que se aplican para formar el plural, por lo que si ya te las has aprendido tendrás mucho ganado.

7. WRITE THE FOLLOWING SENTENCES IN THE THIRD SINGULAR PERSON. ESCRIBE LAS SIGUIENTES ORACIONES EN TERCERA PERSONA DEL SINGULAR

1. I go to the cinema
My friend _____
2. You wash your face every day
He _____
3. We study English and Science
Mary _____
4. They never watch TV
Rachel's brother _____
5. My friends always do their homework
He _____
- 6 Alice an Paul play football at the weekend
Peter _____
- 7 We usually pass our exams
She _____
- 8 My parents often fly to New York
My sister _____
- 9 I relax in front of the TV
The teacher's husband _____
- 10 We leave home at eight o'clock
He _____

8. Complete these sentences with the correct form of the verb in brackets. Completa estas oraciones con la forma correcta del verbo entre paréntesis.

1. Andrew in a salsa club. (dance)

2. I interested in climbing. (be)
3. Julia her homework in her bedroom. (do)
4. Jessica swimming to the sports centre on Mondays and Wednesdays. (go)
5. Jonathan and Rachel to music on their CD players. (listen)
6. Jordan three children, two girls and a boy. (have got)
7. My brother and sister in the winter. (ski)
8. My children home from school. (ride)
9. My father very fast. (run)
10. People in the Netherlands Dutch and English. (speak)
11. Peter football every Thursday. (play)
12. Rebecca a new pet. (have got)
13. Sean very good at dancing salsa. (be)
14. You very well. (sing)

La forma negativa del *present simple* se forma situando un verbo auxiliar* *doesn't* para la 3ª persona del singular, y *don't* para el resto de los sujetos, entre el Sujeto y el verbo, y el verbo en su forma base en todos los casos.

Present simple: negative	
no juego	I don't play
no juegas	you don't play
no juega (él)	he doesn't play
no juega (ella)	she doesn't play
no juega (ello)	it doesn't play
no jugamos	we don't play
no jugáis	you don't play
no juegan	they don't play

No olvides que en la tercera persona del singular no se añade la terminación en la negativa, sino que simplemente usamos en infinitivo sin *to*.

9. Write the sentences in exercise 8 in the negative form. Escribe las oraciones del ejercicio 8 en forma negativa.

10. Complete the sentences with the negative form of the verbs in brackets. Completa las oraciones con la forma negativa de los verbos entre paréntesis.

1. Barnaby in the Atlantic. He prefers the Mediterranean. (dive)
2. I a son, but a daughter. (have got)
3. I e-mails from home. I never work there. (write)
4. I'm tired. My baby at night. (sleep)
5. My boss the guitar. He plays the piano. (play)

* Un verbo auxiliar es un verbo que se necesita para formar un tiempo verbal en afirmativa, negativa o interrogativa. No añade ningún significado, pero es obligatorio gramaticalmente. Los verbos *to be* y *have got* en presente simple son excepcionales porque no necesitan auxiliares. En el presente simple el auxiliar es *do*, mientras que, como vimos en la unidad anterior, el auxiliar del presente continuo es *be*.

6. My grandparents at night. Their eyes are too tired. (read)
7. My husband and I to work. We catch the bus. (walk)
8. My uncle portraits, he paints landscapes. (paint)
9. My wife at home. I am the family cook. (cook)
10. People in airports. It's forbidden. (smoke)
11. Ralph is vegetarian. He meat. (eat)
12. The postman a letter for you. It's for me. (have got)
13. Tim my boss. He's my workmate. (be)
14. We tired. We can go for a walk. (be)
15. Zack He hasn't got a licence. (drive)

La interrogativa del *present simple* se forma situando un verbo auxiliar *does* para la 3ª persona del singular, y *do* para el resto de los sujetos, antes del Sujeto y del verbo en su forma base. Las respuestas breves siguen la regla mnemotécnica de las 3 palabras, es decir, el auxiliar *do* sólo se contrae en la forma negativa.

Present simple: <i>yes/ no</i> questions				Short answers	
Auxiliary <i>do</i>	Subject	verb	complements	Affirmative	Negative
Do	I	get home	early? at home?	Yes, I do .	No, I don't .
Do	you	get up		Yes, you do .	No, you don't .
Does	he	go to bed		Yes, he does .	No, he doesn't .
Does	she	have lunch		Yes, she does .	No, she doesn't .
Does	it	wake up		Yes, it does .	No, it doesn't .
Do	we	work		Yes, we do .	No, we don't .
Do	you	...		Yes, you do .	No, you don't .
Do	they			Yes, they do .	No, they don't .

11. Write the sentences in exercise 8 in the interrogative form. Escribe las oraciones del ejercicio 8 en forma interrogativa.

12. Complete the sentences with the interrogative form of the verbs in brackets. Completa las oraciones con la forma interrogativa de los verbos entre paréntesis.

1. ? (penguins / fly)
2. ? (your husband / smoke)
3. after lunch? (people in England / sleep)
4. any foreign friends? (your children / have got)
5. any homework in the afternoon? (you / do)
6. any questions? (he / have got)
7. at home? (your parents / be)
8. breakfast in the morning? (you / have)
9. English at school? (you / study)
10. home from work? (you / drive)
11. in the shower? (your wife / sing)
12. interested in art? (your son / be)

13. letters or e-mails? (your boss / write)
14. pasta? (your mum / cook)
15. to English lessons? (your daughter / go)

13. Write the affirmative and negative short answers for the sentences in exercise 6. Escribe las respuestas breves afirmativas y negativas para las oraciones del ejercicio 6.

Al igual que en el caso de los verbos *to be* y *have got*, las palabras interrogativas de tipo *wh-* se sitúan al comienzo de la oración, dejando las preposiciones para la última posición:

Present simple: <i>Wh-</i> questions					
<i>Wh-</i> word	auxiliary <i>do</i>	Subject	verb	other	
What* Who* Where When How Why What time How often	do	I you we they	get home get up go to bed have lunch wake up work ...	on Mondays ...	?
	does	he she it	...		
Where	do	you	come	from	?
Who	does	she	live	with	?

How often sirve para preguntar 'con qué frecuencia' se realiza una acción o hábito.

14. Write the questions for the underlined information in these answers. Escribe las preguntas para la información subrayada en estas respuestas.

1. Ali comes from Morocco.
2. I buy my food at the supermarket.
3. I study at Plus Ultra School.
4. Mary lives in New York.
5. My daughter does her homework in the afternoon.
6. My family eats lasagne on Sundays.
7. Nathan and Matthew are from Brazil.
8. Parker climbs small hills.
9. Sharon goes to school in the evening.
10. They arrive late everyday because they miss the bus.
11. They study English on Mondays, Wednesdays and Fridays.
12. We go swimming on Saturdays and Tuesdays.
13. We like eating sweets and crisps at the cinema.

* Cuando *who* y *what* actúan como Sujeto, no se utiliza el auxiliar *do/ does*. *What brings happiness? Who calls you every night?*

14. I think good health and love bring happiness.
 15. We wake up at six o'clock every day!

15. MAKE NEGATIVE SENTENCES. ESCRIBE ORACIONES NEGATIVAS.

1. I eat potatoes every day. _____
 2. She drives very well _____
 3. My parents read poems _____
 4. John's mother cooks in the kitchen _____
 5. They usually go to the gym _____
 6 Kate always studies in the morning _____
 7 My daughter's friend speaks French _____
 8 Our band often plays the guitar _____
 9 We sometimes watch TV _____
 10 She washes her hair twice a week _____

16. MAKE INTERROGATIVE SENTENCES. ESCRIBE ORACIONES INTERROGATIVAS.

1. **Where** _____ ?
 I live in London
 2. **How often** _____ ?
 Peter uses the computer five days a week
 3. **When** _____ ?
 Kate's children do sports on Fiday
 4. **What sort of** _____ ?
 She likes pop music
 5. **How many** _____ ?
 I buy five apples a day
 6 **How much** _____ ?
 Your cousin buys two litres of milk every day
 7 **How** _____ ?
 She cooks very well
 8 **Where** _____ ?
 Michael and Laura work in a restaurant
 9 **How often** _____ ?
 Our friend's mother brushes her teeth twice a day
 10 **What time** _____ ?
 He leaves home at half past one p.m.

17. ORDENA LAS SIGUIENTES ORACIONES. ORDER THE FOLLOWING SENTENCES

1. Peter/are/and/never/ late/Simon

 2. often/she/does/shopping/how/go?

 3. her/is/nice/always/very/sister

 4. for/he/have/does/breakfast/what?

5. doesn't/Mike/usually/do/in/morning/homework/the/his

6 often/wash/do/they/car/their?

7 many/buy/Alex/jeans/does/how/year/a?

8 students/sometimes/the/bored/are

9 has/never/shower/afternoon/in/she/a/the

10 Mark/time/does/up/usually/what/get

TIME PREPOSITIONS (PREPOSICIONES DE TIEMPO)

En inglés, hay tres preposiciones básicas para expresar cuándo sucede algo en relación con otra acción. El uso de estas tres preposiciones implica unas reglas básicas que tenemos que aprender:

in	at	on
<ul style="list-style-type: none">• Meses del año (in January, in March, in June)• Años y siglos (in 1980, in 2012, in 1654, the 18th century)• Partes del día (in the morning, in the afternoon, in the evening) Excepción: at night• Estaciones del año (in spring, in summer, in winter, in autumn)	<ul style="list-style-type: none">• Horas (at 7 o'clock, at half past nine)• Períodos vacacionales que ocupan más de un día: at the weekend, at Christmas, at Easter• Expresiones: at noon /midday/ night, at lunch time	<ul style="list-style-type: none">• Días de la semana (on Friday, on Tuesday)• Fechas (on 1st March, on 23rd June)

18 Fill in: in, at or on. Completa con at, in, on.

1. _____ the morning	6. _____ 20.30	11. _____ a summer
2. _____ Thursday	7. _____ Easter	12. _____ July
3. _____ noon	8. _____ the 21 st century	13. _____ Saturday night
4. _____ April 1 st	9. _____ November	14. _____ 1980
5. _____ Friday morning	10. _____ winter	15. _____ seven.

19 Fill in with the time prepositions. Completa con las preposiciones de tiempo.

My birthday is _____ the 16th of July. I always get up _____ 9 o'clock _____ the morning and have some champagne for breakfast. Then _____ the afternoon I meet my friends to buy food for the

party. My birthday party usually starts _____ 8 o'clock _____ the evening and it doesn't stop until very late _____ night.

20 Complete the sentences. Use in, at or on.

- 1 I like going shopping _____ Saturday mornings.
- 2 We usually have lunch _____ half past one.
- 3 Do you go into town _____ the weekend?
- 4 He often has a shower _____ the morning.
- 5 The film takes place _____ the 16th century.
- 6 We are visiting our friends in London _____ Easter.
- 7 They never stay at home _____ Sunday.

21. Translate these sentences into English. Traduce estas oraciones al inglés.

1. - ¿A qué hora te despiertas? – A las ocho menos diez. Pero me levanto a las ocho y cinco.
2. Llego a casa a las diez y media, ceno a las once menos cuarto y me acuesto a las doce menos veinte.
3. Frank sale de casa a las ocho y veinte, pero llega al trabajo a las nueve menos diez.
4. A las seis y media me levanto, me ducho y me voy de casa. Llego al colegio a las siete y media.
5. Trabajo desde las diez menos veinte hasta la una y media, como y vuelvo a casa. Por la tarde trabajo de cuatro y media a ocho y cuarto.

ADVERBS OF FREQUENCY. ADVERBIOS DE FRECUENCIA.

- **Meaning: complete the translations looking at the table.** Significado: completa las traducciones mirando la tabla.

++++	+++	++	+	--	---
Always	Usually	Often	Sometimes	Hardly ever	Never

A menudo A veces Casi nunca Normalmente Nunca Siempre

- **Use: position in the sentence. Look at the examples and complete the rules.** Uso: posición en la oración. Mira los ejemplos y completa las normas.

Con el verbo *to be* los adverbios de frecuencia se sitúan del verbo. Esto permite que se mantenga la forma del verbo. Con el resto de los verbos, los adverbios de frecuencia se colocan el Sujeto y el verbo.

*Do they always go to bed at eleven o'clock?
 He doesn't usually work in the evening.
 He's always tired.
 He's never got an excuse.
 Is it usually hungry?*

*Janet and Lewis don't often argue.
 They aren't often late.
 We haven't usually got any visits.
 We often have lunch at twelve o'clock.*

22. Rewrite the complete sentence using the adverb in brackets in its correct position. Reescribe la oración completa utilizando el verbo que está entre paréntesis en su posición correcta.

Example: I play tennis on Sundays. (often) Answer: I often play tennis on Sundays.

- a. Ann and Alice are hungry. (often)
- b. I take milk in my coffee. (sometimes)
- c. James is very happy. He gets angry. (never)
- d. My father listens to music on his MP3 player. (often)
- e. My grandmother takes her dog for a walk in the evening. (always)
- f. My parents read the same book. (sometimes)
- g. They watch TV in the afternoon. (not often)
- h. Tom is very moody. He is not very friendly. (not often)
- i. Walter helps his father in the kitchen. (usually)

OTHER TIME AND FREQUENCY EXPRESSIONS. OTRAS EXPRESIONES DE TIEMPO Y DE FRECUENCIA.

Al contrario que los adverbios de frecuencia, las siguientes expresiones aparecen al comienzo o final de la oración.

23. Read and complete the table. Pay attention to the prepositions. Lee y completa la tabla. Presta atención a las preposiciones.

At midnight
At night

At noon
In the afternoon

In the evening
In the morning

Por la mañana	A mediodía (12 en punto)	Por la tarde (entre las 12 y las 5)	Por la tarde o por la noche	Por la noche (mientras dormimos)	A medianoche
					

24. Write the English expressions next to their Spanish meaning. Escribe las expresiones en inglés junto a su significado en español.

At weekends	Every Sunday
Every week	Four times a month
In January, March, April, June, August and December	On Mondays
On Tuesdays and on Thursdays	On Wednesday, on Friday and on Saturday

Once a week	Six times a year
Three times a week	Twice a week

Cuatro veces al mes
 Dos veces por semana
 En enero, marzo, abril, junio, agosto y diciembre
 Los fines de semana
 Los lunes
 Los martes y los jueves
 Los miércoles, los viernes y los sábados
 Seis veces al año
 Todas las semanas
 Todos los domingos
 Tres veces por semana
 Una vez a la semana

25.Translate these sentences. Traduce estas oraciones.

¿Qué hora es? (2 formas)
 Son las ocho menos cuarto.
 La película empieza a las cinco y veinte.
 Suelo llegar a casa a las once menos veinticinco todos los días.
 Casi nunca veo la tele.

IMPERATIVO

Es un verbo usado para:

- Dar órdenes: Sit down, please! Siéntate, por favor!
- Dar instrucciones: Press this button. Pulsa este botón.
- Dar direcciones: Take the first on the left. Toma la primera a la izquierda.
- Dar consejo: Don't drink alcohol! No bebas alcohol! Don't eat heavy meals! No comas comidas pesadas!
- Hacer una advertencia: Look out! Cuidado! Don't cross! No cruces!
- Pedir algo: Please take a seat. Por favor, toma asiento Please wait here. Por favor, espera aquí.

Para hacer el imperativo en inglés, se usa el verbo en infinitivo sin "to" y sin el sujeto. (El sujeto cuando se incluye, normalmente figura al final de la frase.)

Ejemplos:

Come here, John! / ¡Ven aquí, John!

Come here! / ¡Ven aquí!

Sit down! / ¡Siéntate!

Para hacer la forma negativa del imperativo en ingles, ponemos "do not" or "don't" delante del verbo.

Ejemplos:

- Don't smoke!
- Do not listen to music in the classroom!

Si queremos incluirnos a nosotros mismos en el imperativo, usamos "let's" delante del verbo. La forma negativa de "let's" es "let's not".

Ejemplos:

- Let's stop now.
- Let's have lunch.
- Let's not run.
- Let's not smoke

26. Write the opposite imperative form. Escribe el opuesto de las formas en imperativo.

- Stand up!:
- Turn on the light!:
- Open the window!:
- Don't be sad!:
- Start work!:

27. Write a piece of advice for each sentence. Escribe el consejo correspondiente a cada frase.

- I'm hungry:
- I'm tired:
- I'm ill:
- I've got an exam:
- I'm fat:
- I'm bored:
- I'm nervous:
- I don't like fish:
- I am very bad at Maths:

READING

A WEEK IN ROBERT'S LIFE

Robert is 25 and he is a student. He usually gets up at eight o'clock. He never has breakfast but at quarter to eleven a.m. he has a Coke and a sandwich in a bar. He goes to school by bus. He starts his classes at a quarter past nine and he is sometimes late. He is happy at school and he has many friends. He finishes school at half past twelve and he gets home



at about two o'clock. His mother always cooks lunch but he has lunch alone. In the afternoon he usually watches TV for two hours and then he does his homework. At ten past seven he goes to the gym and goes swimming for an hour. He has a shower there and then he goes home. He has dinner with his family and he goes to his bedroom. He listens to music, plays computer games or chats on the Internet. He loves his room, it is quiet and relaxing. On Saturdays, he is usually at home but at 10 in the evening he meets his friends and they often go to the disco. He dances a lot, he is very good at dancing. He arrives home at nine o'clock in the morning on Sunday morning and he goes to bed. On Sundays he gets up at three o'clock in the afternoon. He is tired but happy.

28. Write True (T) or False (F) and correct the false statements. (Di si las siguientes oraciones son verdaderas o falsas y corrige las que sean falsas.)

- 1.- Robert doesn't have breakfast at home
- 2.- He drives to school
- 3.- He has lunch with his family
- 4.- He has a shower in the evening
- 5.- He does his homework and then he goes to the gym
- 6.- He watches TV in the evening
- 7.- He never goes to the disco
- 8.- He doesn't like dancing
- 9.- On Sunday morning he stays in bed
- 10.- On Sundays he is tired because he gets up early.

WRITING

29. Tell your diary routine using the verbs and the frequency adverbs studied in the unit. (Cuenta tu rutina diaria usando los verbos y los adverbios de frecuencia vistos en la unidad).

Verbos: Get to work, get up, get/arrive home, go to bed/sleep, go to work/school, have a shower, have breakfast, have dinner, have lunch, leave home, leave work/go home, wake up, watch TV and work.

Adverbios de frecuencia: Always, usually, often, sometimes, hardly ever, never.

30. Look at Charles' diary and tell about his routine. (Observa la agenda de Carlos y cuenta su rutina).

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
MORNING	-Get up at 8 o'clock -Have breakfast at 8:30 -Go to school	-Get up at 8 o'clock -Have breakfast at 8:30 -Go to school	-Get up at 8 o'clock -Have breakfast at 8:30 -Go to school	-Get up at 8 o'clock -Have breakfast at 8:30 -Go to school	-Get up at 8 o'clock -Have breakfast at 8:30 -Go to school	-Get up at 9:30 -Have breakfast at ten o'clock	-Get up at ten o'clock -Have breakfast at 10:30 -Play football with my friends

AFTERNOON		Go to the gym		Go to the gym			
EVENING	-Have a shower -Do homework -Watch TV	-Have a shower -Do homework	-Have a shower -Do homework	-Have a shower -Do homework	-Have a shower -Have dinner with my friends	-Have a shower -Go to the cinema	-Have a shower -Watch TV
NIGHT	Go to bed at 10 o'clock	Go to bed at 10 o'clock	Go to bed at 10 o'clock	Go to bed at 10 o'clock	Go out with my friends	Go out with my friends	Relax and go to bed at eleven o'clock

Charles usually gets up at 8, but

.....

.....

.....

.....

.....

.....

.....

.....

LISTENING MICHAEL BUBLÉ SPIDER MAN

Listen to the song and complete with the following words. Escucha y completa.

reward flies thieves thread wealth web

Spider-Man, Spider-Man,
Does whatever a spider can
Spins _____, any size,
Catches _____ just like _____
Look Out!
Here comes the Spider-Man.
Is he strong?
Listen bud,
He's got radioactive blood.
Can he swing from a _____?
Take a look overhead
Hey, there
There goes the Spider-Man.
In the chill of night
At the scene of a crime
Like a streak of light
He arrives just in time.
Spider-Man, Spider-Man
Friendly neighbourhood Spider-Man
Wealth and fame
He's ignored
Action is his reward.
Look Out!
Here comes the Spider-Man.

Man, Spider-Man
Friendly neighbourhood Spider-Man
_____ and fame
He's ignored
Action is his _____.
Look Out!
Here comes the Spider-Man.
In the chill of night
At the scene of a crime
Like a streak of light
He arrives just in time.



FOLLOW-UP ACTIVITY

WRITING: Create a superhero. Write a short composition (50-70 words) answering these questions:

- What is his / her name?
- Where does he / she live?
- How does he / she get his superpowers?
- What are they?
- What does he / she look like?
- What can he / she do?
- Has he / she got any enemies?

