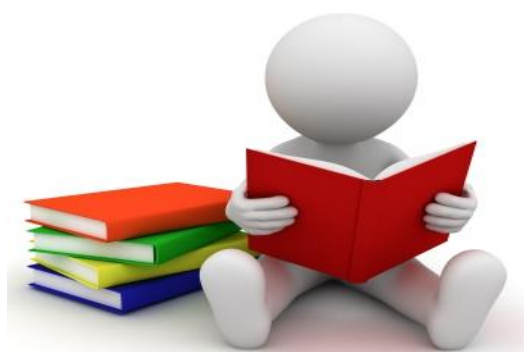




MATERIAL DE CAPACITACIÓN



**Finalización de Estudios Primarios y Secundarios para
Jóvenes y Adultos**



Inglés Básico

MINISTERIO DE
EDUCACIÓN

MINISTERIO DE
HACIENDA Y FINANZAS

SECRETARÍA DE LA
GESTIÓN PÚBLICA

DIRECCIÓN GENERAL DE
**RECURSOS HUMANOS
Y ORGANIZACIÓN**

INTRODUCCIÓN

El mundo contemporáneo exhibe una serie de cambios económicos, políticos y sociales acelerados y profundizados por una incesante expansión del conocimiento. El mismo se manifiesta en la producción científica, técnica y tecnológica, en la globalización de las comunicaciones a través del satélite, en la ampliación de los usos de la computación, la informática y la electrónica. Plantean un desafío crucial a los Sistemas Educativos ya que el conocimiento de más de una lengua contribuirá a la participación plena de las personas en el mundo y las sociedades actuales.

En este mundo globalizado de hoy, el manejo y conocimiento de una lengua extranjera es imprescindible, siendo el idioma *Inglés* el indicado para brindar las herramientas básicas necesarias que permitan a cada estudiante la interacción, comunicación y relación con el resto de los habitantes de nuestro planeta.

El cambio de patrón tecnológico ha desarrollado tanto el área de la producción como la del trabajo, y en consecuencia el campo de la educación. La circulación y actualización de la información produce una verdadera avalancha de textos expositivos e instructivos para el uso de máquinas, aparatos e instrumentos en todas las áreas. Tales materiales se publican mayoritariamente en *Inglés*. Se busca, entonces, la inserción de Argentina en un contexto mundial de cambios tecnológicos y comunicaciones masivas en niveles macro-geográficos y la formación para el desempeño laboral y profesional. No cabe duda de que la opción como lengua vehicular es el *Inglés*.

La enseñanza de la Lengua Extranjera INGLÉS abarca dos campos:

- .-un campo disciplinar específico, integrado por todos los saberes que configuran la definición epistemológica; todo lo que hace que el idioma sea un sistema: fonología, vocabulario, gramática, ortografía.
- .-un campo transversal: el idioma Inglés sirve a su vez como instrumento para la construcción y la transmisión de otros saberes socialmente significativos.

La siguiente propuesta es la guía para poder transferir a los educandos la concepción teórica y práctica que sustente el enfoque comunicativo para la enseñanza de la lengua extranjera Inglés.

Los objetivos que persigue la presente se basan en las cuatro habilidades básicas que tiene la enseñanza de un idioma:

- .- speaking (hablar)
- .- listening (escuchar)
- .- reading (leer)
- .- writing (escribir)

y con ello lograr que a través del tiempo que dure el dictado de los contenidos desarrollados en la presente, los alumnos reconozcan y apliquen todo lo aprendido en distintas situaciones cotidianas. A su vez, se busca estimularlos para que utilicen la comunicación en Inglés en situaciones extra áulicas que les permita relacionarse en forma sencilla y espontánea.

Concluido el dictado de clases se espera que nuestros alumnos puedan relacionarse adecuadamente en distintas situaciones comunicativas, con un grado de error aceptable, manejar en forma adecuada los contenidos gramaticales, comprender textos escritos de estructura simple y reconocer la importancia de aprender una lengua extranjera.

En esta propuesta se ha trabajado considerando los contenidos equivalentes a la planificación definida para el Primer Ciclo en la Educación para Adultos con la idea de transferir al alumnado los conocimientos básicos y elementales del idioma INGLÉS como un cierre del total de asignaturas necesarias y obligatorias en el marco teórico de la Educación Básica para Adultos.

Objetivos Generales

- .- Conocer el funcionamiento de la lengua extranjera;
- .- Fomentar la actitud participativa;
- .-Tomar conciencia de la capacidad de comprender globalmente un mensaje sin necesidad de entender todos y cada uno de los problemas que puedan surgir en el proceso de aprendizaje.
- .- Emplear la actitud positiva a cada instante del proceso de aprendizaje;
- .- participar activamente en las iniciativas de la clase;
- .- Utilizar los conocimientos adquiridos en cada oportunidad que se presente hacerlo;
- .- Atender y respetar los mensajes emitidos en INGLÉS por diferentes personas;
- .- Valorar el INGLÉS como medio para ampliar conocimiento del mundo exterior;
- .- Respetar y valorar las actitudes socioculturales de otros pueblos;
- .- Incentivar a los alumnos para que se comuniquen con confianza en la segunda lengua.

Objetivos específicos

Al finalizar el presente módulo, se espera que el alumno sea capaz de lograr,

1. Conocimiento y comprensión de,

- Información global y específica de mensajes orales y escritos en inglés relativos a las diversas situaciones habituales de comunicación vistas durante el año.
- Producción de mensajes orales y escritos sencillos en las situaciones de comunicación antes mencionadas.

2. Actitudes afectivo-sociales para,

- Reflexionar sobre el funcionamiento del sistema lingüístico en la comunicación.
- Utilizar estrategias de aprendizaje autónomas de la lengua inglesa.
- Leer en forma comprensiva y autónoma textos sobre temas para los alumnos.

3. Habilidades y destrezas que le permitan,

- Valorar la ayuda que supone el conocimiento del INGLÉS para comunicarse con personas que pertenecen a culturas distintas de las nuestras.
- Mantener una actitud receptiva y crítica hacia la información procedente de la cultura que las lenguas extranjeras transmiten.

"El disponer de permanente información sobre el proceso educativo que está teniendo lugar y también acerca de los resultados conseguidos o de la idoneidad mayor o menor de ciertos programas o recursos, permite claramente conseguir los objetivos aquí señalados."

Evaluación: Objetivos

- Detectar la situación de partida general para dar comienzo a un proceso de enseñanza aprendizaje.
- Facilitar la elaboración de la programación idónea y adecuada para los alumnos, en función del DIAGNÓSTICO realizado.
- Durante la implementación de cada módulo de inglés:
 1. Conocer las ideas previas del alumno.
 2. Adaptar el conjunto de elementos de la unidad a la situación del grupo.
 3. Regular el proceso de enseñanza-aprendizaje reforzando los aspectos positivos, eliminando los negativos, adaptando las posibilidades de cada alumno, superando inmediatamente las dificultades surgidas.
 4. Controlar los resultados obtenidos.
- Controlar el desempeño general del alumno para su oportuna aprobación.

Criterios de evaluación

La evaluación será gradual y diaria a lo largo del módulo. Se seguirá el siguiente esquema,

- **Evaluación inicial**, se partirá de un tema para diagnosticar las competencias relativas a,
 1. Comprensión
 2. Normativa.
 3. Producción.
- **Evaluación formativa**, se tendrán en cuenta,
 1. Participación en clase.
 2. Responsabilidad en las tareas asignadas.
 3. Cumplimiento con el material didáctico solicitado.
 4. Comportamiento en el aula.
 5. Respeto por los tiempos asignados.
- **Evaluación sumativa**, en esta instancia se evaluarán los contenidos conceptuales, procedimentales y actitudinales en forma integrada

UNIDAD 1

- Saludos.
- Presentación.
- Instrucciones del aula.
- Días de la semana.
- Meses del año.
- Números: cardinales y ordinales.
- Colores.
- Artículos indefinidos: a, an.
- Artículo definido: the.

Hello everybody!

STARTER

1 Say your names.

I'm Ali.

I'm Tomas.

2 Stand up in alphabetical order and say your names.

I'm Ali.

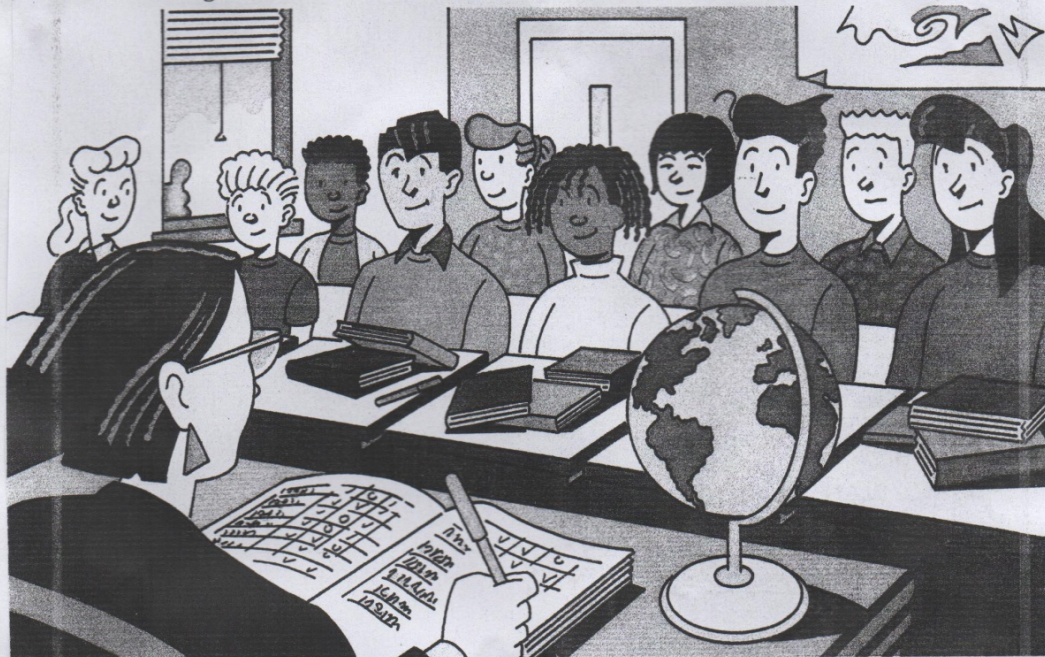
I'm Birgit.

I'm Tomas.

I'm Zak.



Read the dialogue.

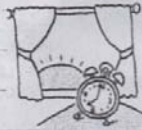


Teacher	What's your name?
Darren	My name's Darren Jackson.
Teacher	What's your name?
Isabel	My name's Isabel Portella.

Complete the dialogue then ask other students in your class.

Teacher What's your name?
 Anna Anna Leska.
 Teacher What's your ?
 Miguel My Miguel Faria.

Formal greetings and farewells



4:00 AM – 12:00 noon

Greetings: Good morning, Mrs. Pine.

Farewells: Good-bye.



12:01 PM – 6:00 PM

Greetings: Good afternoon, Ms. Baker.

Farewells: Good-bye.
 See you this evening.
 See you tonight.



6:01 PM – 11:00 PM

Greetings: Good evening, Mr. Mann

Farewells: Good night.
 See you tomorrow.

Read the dialogue:

Time: 8.00 a.m.

A: Good morning, I am your English teacher. My name is _____. What is your name?

B: Good morning, I am _____ (student)

A: Good-bye.

Time: 1.30 p.m.

A: Good _____, I am your English teacher. My name is _____. What is your name?

B: Good _____, I am _____ (student)

A: Good-bye.

Time: 7.00 p.m.

A: Good _____, I am _____, your English teacher. What is your name?

B: Good _____, My name is _____ (student)

A: Good night. See you tomorrow.

CLASSROOM INSTRUCTIONS (órdenes en clase)

Match the instructions with the corresponding traductions

- | | |
|-------------------------------------|---------------------------------------|
| 1.- Sit with a partner | f.- Señale en el cuaderno |
| 2.- Form a group of three | h.- Escriba estas palabras |
| 3.- Stand up and move to your group | o.- Entregue su hoja |
| 4.- Sit down, please | q.- No entiendo. |
| 5.- Come to the board, please | k.- Abran sus libros |
| 6.- Point to the book | t.- Qué es esto en inglés? |
| 7.- Read this sentence aloud | m.- Cierren sus libros |
| 8.- Write these words | r.- Puede repetir esto, por favor? |
| 9.- Listen to the recording | s.- Puede deletrear esto, por favor? |
| 10.- Repeat this word | a.- Sentarse con un compañero |
| 11.- Open your books | c.- Levantarse y ubicarse en su grupo |
| 12.- Look at the pictures | i.- Escuchen esta grabación. |
| 13.- Close your books | g.- Lea esta oración en voz alta. |
| 14.- Take out a piece of paper | l.- Mire los afiches/láminas |
| 15.- Give me your paper | b.- Formar grupos de tres. |
| 16.- Practice with your partner. | n.- Saquen una hoja de papel |
| 17.- I don't understand | e.- Pase al frente. |
| 18.- Can you repeat that, please ? | v.- No miren las láminas |
| 19.- Can you spell that, please? | u.- No abran sus libros |
| 20.- What this in English? | d.- Por favor sentarse |

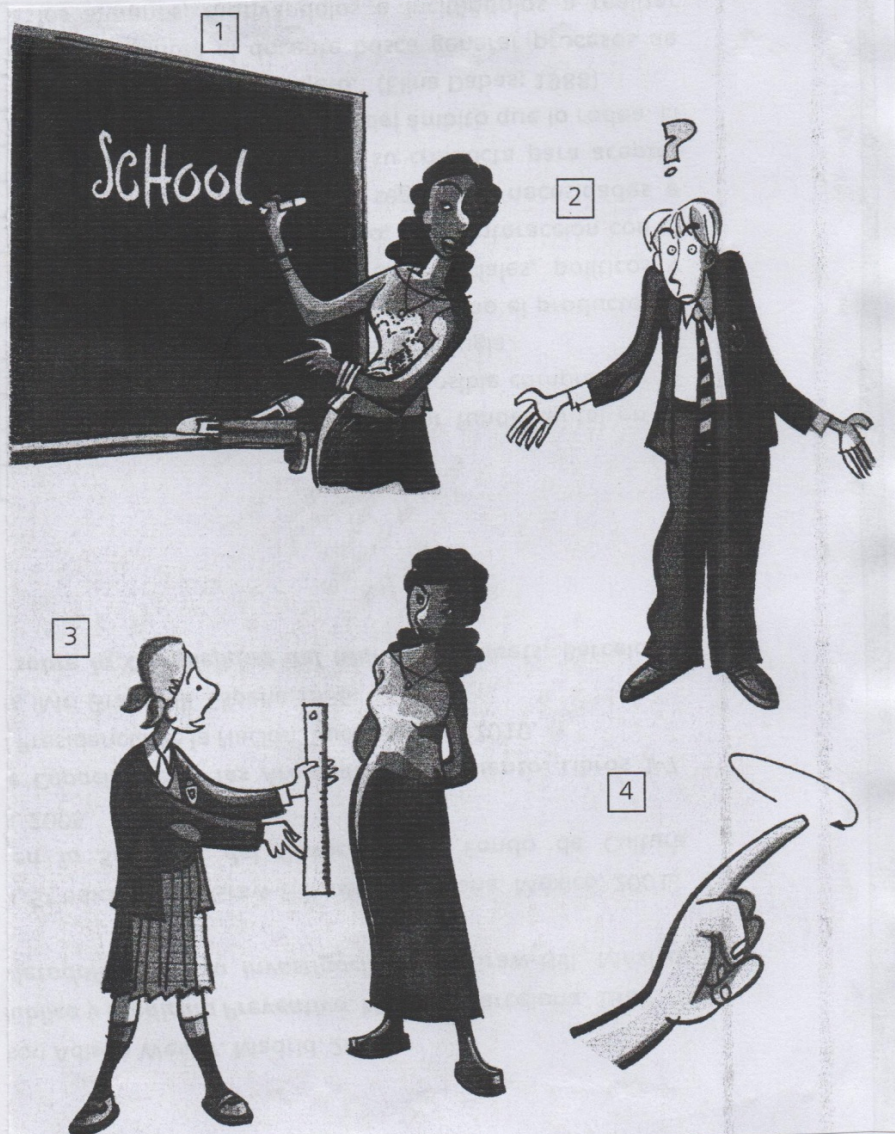
Negative Instructions

- | | |
|---------------------------------|--------------------------------|
| 21.- Don't open your books | j.- Repita esta palabra |
| 22.- Don't look at the pictures | p.- Practique con su compañero |

Classroom expressions

Match the expressions with the pictures.

- a I don't understand.
- b Can you repeat that, please?
- c What's this in English?
- d Can you spell that, please?



DAYS, MONTHS and NUMBERS (Cardinal and Ordinal)

The days of the week

and months of the year

"Days"

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

"Months"

January (Jan.)
February (Feb.)
March (Mar.)
April (Apr.)
May
June
July
August (Aug.)
September (Sept.)
October (Oct.)
November (Nov.)
December (Dec.)

.- Cardinal Numbers

Numbers are very important. You use them in everyday life, e.g. when you ask for or give telephone numbers, zip codes, etc. Let's learn some of them.

Listen to your teacher and repeat.

0 1 2 3 4 5 6 7 8 9 10
Zero One Two Three Four Five Six Seven Eight Nine Ten

MORE NUMBERS

11 eleven	21 twenty-one	300 three hundred	4000 four hundred
12 twelve	30 thirty	400 four hundred	5000 five hundred
13 thirteen	40 forty	500 five hundred	6000 six thousand
14 fourteen	50 fifty	600 six hundred	7000 seven thousand
15 fifteen	60 sixty	700 seven hundred	8000 eight thousand
16 sixteen	70 seventy	800 eight hundred	9000 nine thousand
17 seventeen	80 eighty	900 nine hundred	10,000 ten thousand
18 eighteen	90 ninety	1000 one thousand	100,000 one hundred thousand
19 nineteen	100 one hundred	2000 two thousand	1,000,000 one million
20 twenty	200 two hundred	3000 three thousand	

Ordinal Numbers (complete the missing numbers)

1 st - first	2 nd - second	3 rd - third	4 th - forth
5 th - fifth	6 th - sixth	7 th - seventh	8 th - eighth
9 th - ninth	10 th - tenth	11 th - eleventh	12 th - twelfth
13 th - thirteenth	14 th - _____	15 th - _____	16 th - sixteenth
17 th - _____	18 th - _____	19 th - nineteenth	20 th - twentieth
21 st - twenty-first	22 nd - twenty-second	23 rd - _____	24 th - twenty-fourth
25 th - twenty-fifth	26 th - _____	27 th - _____	28 th - twenty-eighth
29 th - _____	30 th - thirtieth	31 st - thirty-first	

ACTIVITY

Find six numbers in the word square.
Look →, ↓ and ↘.

- a) 10
b)
c)
d)
e)
f)

d	t	g	f	o	r	t	y
y	w	o	o	e	l	w	m
j	e	n	u	d	b	e	v
e	l	l	r	t	o	n	t
m	v	r	t	u	i	t	u
s	e	v	e	n	t	y	y
p	a	a	n	k	i	e	t
w	t	d	n	i	y	o	n

ACTIVITY

Match the sums to the correct answers.

- | | |
|-------------------|--------------------------|
| 1 15 + 5 = | a) a hundred and seventy |
| 2 50 - 5 = | b) forty-five |
| 3 200 - 30 = | c) twenty-one |
| 4 7,000 + 1,000 = | d) nineteen |
| 5 80 + 10 = | e) ninety |
| 6 20 - 1 = | f) eight thousand |

Match the words with the numbers.

Box 1

Box 2

12th
5
12
30
1
1st
8
30th
5th
8th

first
five
eighth
thirtieth
twelve
one
eight
fifth
twelfth
thirty

Find and circle 9 numbers in the wordsearch.

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

Look at the words in Box 2 above. Write C after the number if it is a cardinal number (two).
Write O after the number if it is an ordinal number (second).

English across the curriculum (maths)

Symbols: (+) plus (-) minus (x) multiplied by (/) divided by (=) equals

Complete the puzzle with the missing symbols. Then write the answers.

12	+	4	=	16
3		2		6
4		6		10

What are the missing numbers? Then write the operations

a) $16 + \underline{\hspace{1cm}} = 74 \rightarrow$

b) $64 - \underline{\hspace{1cm}} = 44 \rightarrow$

c) $13 \times \underline{\hspace{1cm}} = 91 \rightarrow$

d) $96 / \underline{\hspace{1cm}} = 12 \rightarrow$

What are the missing symbols? Then write the operations

a) $33 \underline{\hspace{1cm}} 11 = 3 \rightarrow$

b) $12 \underline{\hspace{1cm}} 15 = 27 \rightarrow$

c) $30 \underline{\hspace{1cm}} 9 = 21 \rightarrow$

d) $18 \underline{\hspace{1cm}} 2 \underline{\hspace{1cm}} 1 \underline{\hspace{1cm}} 3 \underline{\hspace{1cm}} 6 = 24 \rightarrow$

thirteenth thirty-first twenty-second
twelfth twentieth thirtieth twenty-fifth
eleventh twenty-first twenty-third

12th

20th

e 21st



g
23rd

30th

j
31st

Put the words in order in the correct column.

two ten first one second
sixth seven five fifth six ninth
tenth nine four eighth eight
three fourth seventh third

[illegible]

Days and months

Put the letters in order to make 4 days of the week.

- a noMyad Monday
- b deWsyaned _____
- c seyTuda _____
- d dunSay _____

What are the other 3 days of the week?

Complete the words with the letters to make months.

n	d	y	m	n	y	r
g	c	j	j	m	p	r
s	l	b	t	r		

- a May
- b _a_ua_
- c A__i__
- d _e_e__e_
- e _u_e
- f Au__u__

What are the other 6 months of the year?

COLOURS

ACTIVITY Learn and colour

Red= rojo

Blue= azul

Yellow= Amarillo

Green= verde

Orange= anaranjado

pink= rosado

purple= morado

black= negro

brown= marrón

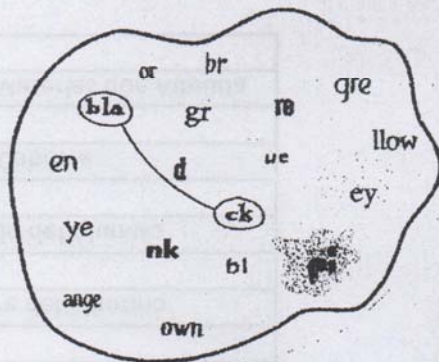
white= blanco

ACTIVITY Colour the pictures.

1 = red 2 = blue 3 = green 4 = yellow 5 = black 6 = white



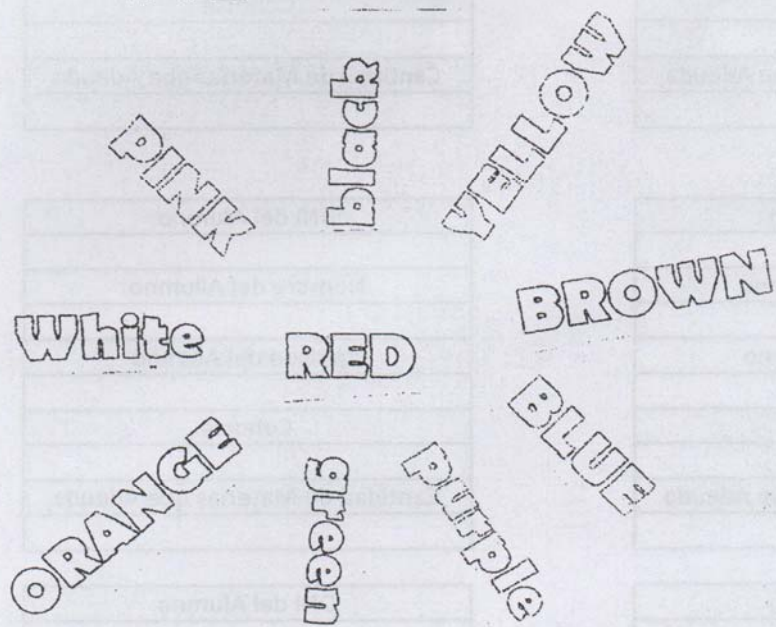
ACTIVITY Write the colours.



black

1	_____	5	_____
2	_____	6	_____
3	_____	7	_____
4	_____	8	_____

ACTIVITY Colour the words

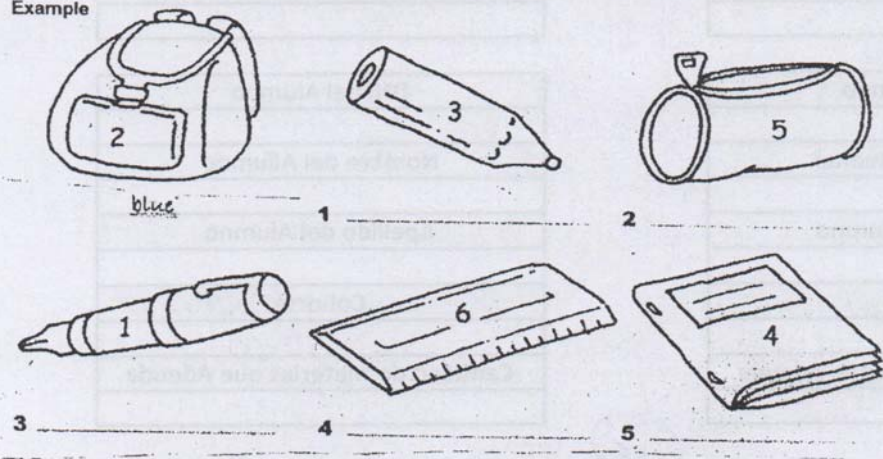


ACTIVITY

Colour

1 = yellow 2 = blue 3 = black 4 = green 5 = red 6 = white

Example



INDEFINITE ARTICLE

A / AN

- We use **a** before consonants.
a book
- We use **a / an** before jobs.
He's a teacher.
- We use **an** before vowels.
an address
an hour

ACTIVITY

Complete the table. Use the words in the box.

chair apple book pencil eraser
table umbrella orange pen computer

<i>a chair</i>	<i>an apple</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

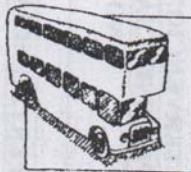
Write a or an. ACTIVITY

- Robbie Williams is a singer.
 a Antonio Banderas is a actor. His wife
 Melanie is a actress.
 b I am a teacher. Are you a student?
 c Avril Lavigne is a Canadian singer.
 d Julia Roberts isn't a model. She's
 an actress.
 e Lara Croft isn't a famous singer.

ACTIVITY



a letter



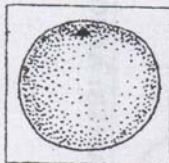
1 a bus



3 a disco



5 a umbrella



a orange



2 a adult



4 a student



6 a table

ACTIVITY

Complete the sentences with **a** or **an**.

- 1 My Mum is a doctor.
- 2 Johnny Depp is a actor.
- 3 This is a exercise book.
- 4 That man is in a advert.
- 5 Ben is a dog.
- 6 Mrs Wood is a teacher.
- 7 My Dad is a taxi driver.

ACTIVITY

Complete the sentences with **a** or **an**.

- 1 My mother is a English teacher.
My father is a taxi driver.
- 2 Leonardo DiCaprio is a actor.
- 3 This is a new book.
- 4 Oxford is a city in England.
- 5 That is a ugly town.

ACTIVITY

Write a / an.

..... telephone

a number

b elephant

c star

d angel

e football player

f model

g actor

h rock group

i orange book

j film

k teenager

Match the words to the pictures. Write a / an.

teacher

apple

book

~~dancer~~

address book

~~ball~~



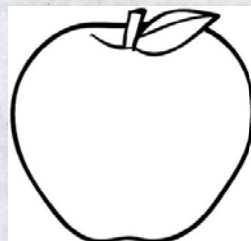
a dancer



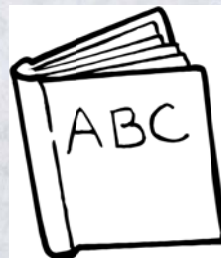
a



b



c



d



e

ACTIVITY

Write a or an.

1 actor

2 taxi driver

3 advert

4 doctor

5 exercise book

6 hamburger

7 American student

8 video

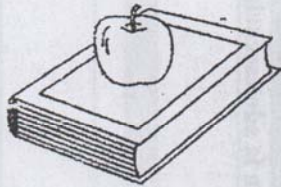
DEFINITE ARTICLE

THE

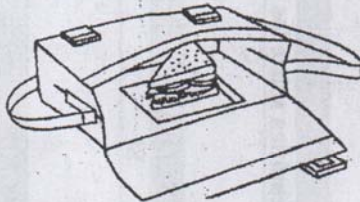
(EL, LA, LOS, LAS)

ACTIVITY Complete the phrases and sentences

Use a/an or the.



1 an apple a book
The apple is on the book.



2 a sandwich a bag
The sandwich is in the bag.



3 An umbrella a chair
The umbrella is under the chair.



4 A key a wallet
The key is in the wallet.

We use the:

a- With parts of the day except night (at night)
in the morning / in the afternoon / in the evening

b- With these phrases
In the city centre / in the park
On the right / left
To the cinema

UNIDAD 2

- Pronombres Personales.
- Adjetivos Posesivos.
- Verbo “to be”: afirmativo.
- Verbo “to be”: negativo
- Información personal.
- Países y nacionalidades.
- Verbo “to be”: interrogativo:
 - Yes / No questions.
 - Wh questions.

PERSONAL PRONOUNS (Pronombres Personales)

Estas palabras reemplazan al nombre del o las personas que realizan la acción; es decir que funcionan como sujeto de la oración. Su uso es indispensable cada vez que se construya o analice la misma. Ellos son:

1º) persona singular	I	(yo)
2º) persona singular	you	(tú)
3º) persona singular femenino	she	(ella)
3º) persona singular masculino	he	(él)
3º) persona singular animal / objeto	it	(ella, él)
1º) persona plural	we	(nosotros)
2º) persona plural	you	(vosotros)
3º) persona plural	they	(ellos/ ellas)

POSSESSIVE ADJECTIVES (Adjetivos Posesivos)

Son las palabras utilizadas para indicar a quién pertenece algo.

I	my	(mi)
You	your	(tu)
She	her	(su, para una mujer)
He	his	(su, para un hombre)
It	its	(su, para un animal / objeto)
We	our	(nuestro)
You	your	(vuestro)
They	their	(sus)

Subject pronouns

Put a pronoun from the words below after the words and expressions.

we you they he she it

- a You and Becky you
- b Jamie and I _____
- c Gemma and Dave _____
- d the books _____
- e the table _____
- f Tom _____
- g the girl _____
- h my mother _____
- i the man _____
- j your telephone _____
- k you and I _____
- l your friends and you _____

Possessive adjectives

Complete the table.

Personal pronoun	Possessive adjective
I	my
you	(1)
he	(2)
she	(3)
it	its
we	(4)
you	(5)
they	(6)

Complete the sentences with the correct possessive adjective.

We like teacher!

We like our teacher.

- 1 She phones friends every day.
- 2 He plays CDs all the time.
- 3 They love computers!
- 4 It likes food a lot.
- 5 I'm hungry! I want breakfast!
- 6 Do you want to phone mum?

POSSESSIVE ADJECTIVES: **ACTIVITY**

Complete the conversations with the cues

a) **my / your**

A: Hello! _____ name's Roman. What's _____ name?

B: _____ name's Tania.

b) **his / her**

A: What's _____ name?

B: _____ name's Maria. And that's _____ husband

A: What's _____ name?

B: _____ name's Jose.

c) **my / her / his / you**

A: Is this photo _____ son with _____ wife?

B: No, it isn't. That's _____ daughter with _____ husband.

d) **its / my / our**

This photo is _____ husband Claudio, and that's _____ house. _____ name is "Casagrande".

my and your

Complete the sentences with *my* or *your*.

1 Hello. _____ name's Jenny.

2 What's _____ name?

3 Is Catherine _____ sister?



4 John Ann, this is _____ brother, Dick.

Ann Hello, Dick.

his and her

Complete the sentences with *his* or *her*.

1 'What's _____ name?'
'Elizabeth.'

2 _____ name is James Baker.

3 I have a brother. _____ name is David.

4 Marie is from France. _____ flat is in Paris.

Complete the sentences using *my*, *your*, *his*, *her*, *our* or *their*.

a He's interested in music.

His favourite group is The Darkness.

b I'm interested in the cinema.

_____ favourite actor is Tobey Maguire.

c She's interested in football.

_____ favourite player is Ronaldinho.

d We're interested in animals.

_____ favourite animal is the panda.

e Mark and Pat are interested in comics.

_____ favourite hero is Spiderman.

f You are interested in tennis.

_____ favourite player is Moya.

Grammar: VERB "TO BE": (Affirmative)

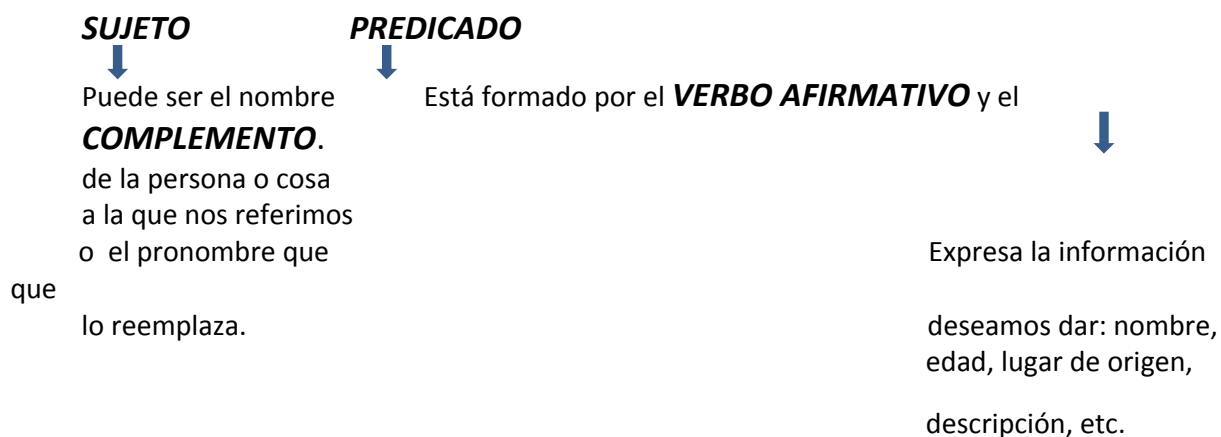
Este verbo en español significa **ser** o **estar**. Es un verbo de gran utilidad para expresar información personal, estados de ánimo, ubicación de un lugar, descripción variada, la fecha, la hora, etc.

Se puede utilizar indistintamente en *forma completa*, que es más formal o en *forma corta*, que es más coloquial.

Full forms (Formas completas)	Short forms (Formas cortas)
I am	I 'm
You are	You 're
She is	She 's
He is	He 's
It is	It 's
We are	We 're
You are	You 're
They are	They 're

Structure of the affirmative sentences.

Para escribir correctamente una **oración afirmativa** en Inglés debemos respetar el siguiente orden:



Examples:

- María is from Buenos Aires.
- I am married.
- We 're students.

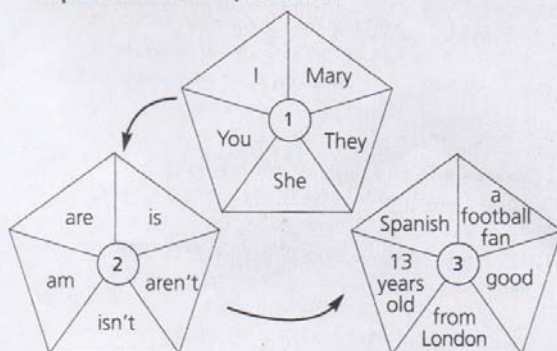
Complete the sentences using **am, is** or **are**.

- a) I _____ a student.
- b) She _____ at a conference.
- c) They _____ Chinese.
- d) Tomas _____ thirty years old.
- e) We _____ from San Juan.
- f) Olive _____ Lucy's boss.
- g) Peter _____ over there.
- h) I _____ at school.
- i) You _____ interested in music.
- j) Her name _____ Ana.

Fill in the blanks with: **am, is** or **are**.

- a) My phone number _____ 5246408.
- b) I _____ from Sidney, Australia.
- c) Pedro _____ eleven years old.
- d) Helen and Jane _____ British.
- e) Your friend _____ a good football player.
- f) You _____ a housewife.
- g) It _____ my dog.
- h) She _____ a teacher.
- i) You _____ my school—mate.
- j) They _____ musicians.
- k) I _____ Juan.
- l) My bag _____ black.

Write 6 different sentences with 1 word or expression from 1, 2 and 3.



- a) I am from London.
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____

Circle the right word.

- a) I **am / are** 21 years old.
- b) It **am / is** a radio.
- c) She **is / are** Mrs. Garcia.
- d) You **am / are** a student.
- e) Nicholas **are / is** my brother.

- f) I **am / is** Anna.
- g) You **is / are** my friend.
- h) His name **is / are** Richard.

Complete Sue's letter using **am, is** or **are**.

My name _____ Sue. I
_____ a student at the Groove
School. Mike and I _____ friends.
We _____ teenagers. I _____
sixteen and Mike _____
seventeen.

Rewrite the sentences using short forms.

- a) It **is** a book.

- b) I **am** Maria.

- c) We **are** students.

- d) He **is** from Mendoza.

- e) They **are** tired.

- f) She **is** pretty.

- g) You **are** from San Juan.

- h) I **am** married.

Complete the sentences using '**m, 's** or '**re**.

- a) I _____ at school.
- b) Isabel _____ a nurse.
- c) We _____ friends.
- d) He _____ interested in sports.
- e) She _____ our teacher.
- f) Nick and Louis _____ at the club.
- g) You _____ Argentinian.
- h) It _____ cloudy today.
- i) Ana and Susan _____ in the school.
- j) You and I _____ doctors.

Write the right contraction in each space.

- a) I **am** Mexican.
I _____ Mexican.
- b) You **are** at school.
You _____ at school.
- c) That **is** wrong.
That _____ wrong.
- d) I **am** Carla Perez.
I _____ Carla Perez.
- e) Daniel **is** my husband.
Daniel _____ my husband.
- f) They **are** my friends.
They _____ my friends.

Circle the correct option.

a) San Juan 's / 're in Argentine.

b) I 'm / 's good at English.

c) My hair 're / 's long and black.

d) My eyes 're / 's brown.

e) The boys 'm / 're at the park.

f) The dictionary 'm / 's usefull.

Grammar: VERB "TO BE": (Negative)

Full forms (Formas completas)	Short forms (Formas cortas)
I am not	I 'm not
You are not	You aren't
She is not	She isn't
He is not	He 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

Make the sentences **negative**.

I **am** a teacher.

a) He **is** American.

b) They **are** here today.

c) This seat **is** free.

d) You **are** from Chile.

e) Caroline's a secretary.

f) I **'m** married.

g) This 's my mobile phone.

h) You 're in this photo.

i) Our children 're at home.

Write sentences using **am, is, are, isn't or aren't**.

✓ = affirmative X = negative

a) You / Canadian. ✓

You are Canadian.

b) He / English. ✓

c) We / 12 years old. X

d) You / from Toronto. X

e) I / good at music. ✓

f) My eyes / brown. ✓

g) My hair / black. X

Grammar: VERB "TO BE": (Interrogative)

En Inglés existen dos tipos de preguntas: **Yes / No Questions**, cuya respuesta puede ser Sí o No y **Wh- Questions**, que se usan para averiguar información más precisa.

YES / NO QUESTIONS.

Questions (Preguntas)	Short answers (Respuestas cortas)
Are you a student?	Yes, I am. / No, I 'm not.
Is she your teacher?	Yes, she is. / No, she isn't.
Is Tom from Buenos Aires?	Yes, he is. / No, he isn't.
Is your mobile phone new?	Yes, it is. / No, it isn't.
Are you married?	Yes, we are. / No, we aren't.
Are they his parents?	Yes, they are. / No, they aren't.

Structure of the interrogative sentences.

Para escribir correctamente una pregunta en Inglés debemos invertir el orden visto en las oraciones afirmativas y negativas:

VERBO **SUJETO** **COMPLEMENTO?** → **YES, SUJ. "TO BE" AFFIRM.**

↓ ↓ → **NO, SUJ. "TO BE" NEGAT.**

Am

I

Is

he, she, it

Are

we, you, they

Examples:

- Are you married? Yes, I am. / No, I'm not.
- Is María from Buenos Aires? Yes, she is. / No, she isn't.
- Are you students? Yes, we are. / No, we aren't.

Read the sentence and the question.
What is the difference in the form?

a) You **are** a student.

b) **Are** you a student?

Change to questions. Answer.

a) Antonio Banderas is an actor.
_____?

Yes, _____

b) You are at school.
_____?

Yes, _____

c) We are at home.
_____?

No, _____

d) Your teacher is from Brazil.
_____?

No, _____

e) Juan and Elena are her parents.
_____?

Yes, _____

f) It is my e-mail address.
_____?

No, _____

Complete the dialogue with the correct forms of to be.

Bill (a) Are you Kate?

Kate Yes, I (b) _____.

Bill (c) _____ you from Manchester?

Kate No, I (d) _____. I (e) _____ from Liverpool.

Bill (f) _____ your eyes blue?

Kate No, they (g) _____. They (h) _____ brown.

Bill (i) _____ Paul your brother?

Kate Yes, he (j) _____.

Bill (k) _____ you and Paul good at skateboarding?

Kate Yes, we (l) _____.

PERSONAL INFORMATION

WHAT'S YOUR NAME?

Solicitar y dar información personal es esencial para poder relacionarse con personas que no conocemos. Los datos que le solicitamos a la persona con la que estamos hablando dependerán de lo que necesitamos saber, por ejemplo:

- el primer nombre, (first name)
- segundo nombre o (second name)
- apellido (last name, family name or surname).

Look at the questions and answers in the chart. Complete questions 2 and 3.

	Questions (preguntas)	Answers (respuestas)
1-	What's your first name?	Maria
2-	What's your second?	Rosario .
3-	What's ?	Perez

ACTIVITY

Question

What's your name?

Answers

My name is

I'm

HOW OLD ARE YOU?

Read the following dialogue.

Juan. **How old are you, Margarita?**

Margarita: **I'm fifty-two years old.**

¿Cómo preguntamos la edad en Inglés?

¿Cómo respondemos?

ACTIVITY

Question

How old are you?

Answer

I'm.....

WHERE ARE YOU FROM?

Averiguar el lugar de origen y la nacionalidad de las personas con las que nos encontramos por primera vez, también es parte de la información personal.



Read the dialogue

David: Hello!

Gloria: Hi! What's your name?

David: My name is David

Gloria: How old are you?

David: I'm seventeen

Gloria: Where are you from?

David: I'm from San Juan

Gloria: What nationality are you?

David: I'm Argentinian.

ACTIVITY

Write a dialogue with your partner

You:.....

.....

You:.....

.....

You:.....

.....

You:.....

.....

You:.....

WHAT'S YOUR ADDRESS?

Read the following words and their equivalents in Spanish.

STREET	ROAD	AVENUE	BOULEVARD
CALLE	CALLE	AVENIDA	BOULEVARD

Read the following form

ADDRESS	
	NAME: Juana López.
	ADDRESS: 115 Colon Avenue.
	CITY: San Juan
	PROVINCE: San Juan
	ZIP CODE: 5400

• Read the following dialogue.



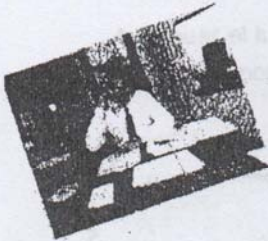
Henry: What's your name?
Juana: My name's Juana Lopez.
Henry: Where are you from?
Juana: I'm from San Juan
Henry: What's your address?
Juana: It's 115 Colón Avenue.
Henry: What's your zip code?
Juana: It's 5400

WHAT'S YOUR ZIP CODE?

• Read the following dialogue.

Jennifer: Mario, what's your zip code?
Mario: It's 5144 (five - one - double four).

WHAT'S YOUR TELEPHONE NUMBER?



Adrian: What's your telephone number, Maria?

Maria: It's 4565504.

Adrian: Thank you.

Maria: You're welcome.



Cuando damos el número telefónico podemos nombrar los números individualmente, es decir de uno en uno

Maria: My telephone number is four - five - six - five - five - zero - four

ACTIVITY

Question

What's your telephone number?

Answer

It's.....

(.....)

ACTIVITY

Put the sentences in the right order to find the conversation.

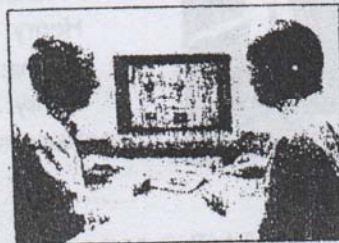
..... (715) 024-3686.

..... Goodbye.

..... (613) 056-7739. What's your telephone number, John?

..... Kathy, what's your telephone number, please?

..... Thank you. Goodbye, John.



MARITAL STATUS (Estado civil)

ARE YOU MARRIED OR SINGLE?

John: **Are you married or single?** ¿Es usted casado/a o soltero/a?
Jane: I'm single.

La respuesta de esa pregunta puede utilizar otros estados civiles en inglés, tales como:

- divorced (divorciado/a)
- separated (separado/a)
- widow (viuda)
- widower (viudo)

ACTIVITY

Question

Answer

What's your marital status? I'm

WHAT'S YOUR JOB?

¿CUÁL ES SU OCUPACIÓN?

- Read the following dialogue:

Pedro: What's your job?

Luis: I'm a student.

Nota: Podemos utilizar la palabra **occupation** como sinónimo de **job**.

ACTIVITY

Question

Answer

What's your job/ occupation? I'm a

ACTIVITY

Complete the following dialogue with words from the box.

are - you - address - from - I'm - name - your - My - from - It's

Norma: Hello, my 's Norma. What's name?

Marta: name's Marta.

Norma: Where..... you?

Marta: from Córdoba. And?

Norma: I'm Córdoba, too.

Marta: What's your?

Norma: 223 Santa Rosa Street. And you?

Marta: It's 110 Dean Funes Street.

ACTIVITY

Match questions and answers to form a dialogue.

1-.....Where are you from?.

a-.....It's 1426 Belgrano Street.

2-.....What's your address?

b-.....My name's Rosa.

3-.....What's your name?

c-.....I'm from San Juan

ACTIVITY

Put the words in the right order to form sentences and questions.

a- are - Where - from - you?

b- from - Córdoba - I'm.

c- address - What's - your?

d- Street - General Paz - 417 - It's.

ACTIVITY

Complete the form with your own name, address, city and zip code.

ADDRESS

NAME:

ADDRESS:

CITY:

PROVINCE:

ZIP-CODE:

COUNTRIES AND NATIONALITIES



ACTIVITY Complete the table

COUNTRY	NATIONALITY	PAIS	NACIONALIDAD
Argentina	Argentinian/ Argentine		
Australia	Australian		
Brazil	Brazilian		
Canada	Canadian		
Chile	Chilean		
China	Chinese		
England	English		
France	French		
Germany	Germany	Alemania	
Great Britain	British		
Greece	Greek		
Holland - Netherlands	Dutch	Holanda	
Hungary	Hungarian	Hungría	
Ireland	Irish		
Italy	Italian		
Japan	Japanese		
Korea	Korean		
Peru	Peruvian		
Poland	Polish		polaco
Portugal	Portuguese		
Russia	Russian		
Scotland	Scottish		
Spain	Spanish		
Thailand	Thai		
The U.S.A. (United States of America)	American	E.E.U.U.	
Turkey	Turkish	Turquia	

Formulamos la pregunta **Where are you from?** para averiguar de qué país provincia o ciudad procede la persona con la que estamos hablando. Pero, ¿cómo preguntamos la nacionalidad?

Read the following dialogue.

You: My name's Alicia. What's your name?
 Tourist: I'm Mark. Nice to meet you.
 You: Nice to meet you, too. Where are you from?
 Tourist: I'm from Istanbul.
 You: What nationality are you?
 Tourist: I'm Turkish.

WHAT NATIONALITY IS HE?

ACTIVITY

Read the texts.



He is Collin.
He is from London in Britain.
He's British.



She's Gianna.
She's from Rome in Italy.
she's Italian.



He is Jamal.
He is from Portugal.
He's Portuguese.



He's Jean Luc.
He's from Paris in France.
He's French.

ACTIVITY

Read the texts about Colin, Jamal, Gianna and Jean Luc again and answer the questions.

a- Where is Colin from?

.....

b- What nationality is he?

.....

c- Where is Jamal from?

.....

d- What nationality is he?

.....

e- Is Gianna from Rome?

.....

f- Is she Italian?

.....

g- Is Jean Luc from Barcelona?

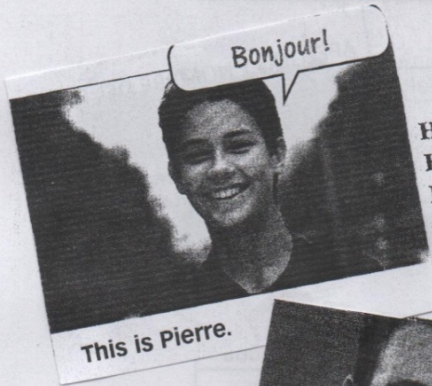
.....

h- Is he German?

.....

ACTIVITY

Look at the pictures, read the texts. The people in the pictures are from different countries, look and complete the sentences with their nationalities.



This is Pierre.

He's Pierre.
He's from Lyon in France.
He isn't American.
He's



He's George.
He's from Atlanta in the USA.
He is not Brazilian.
He's



She's Betty.
She's from London in England.
She isn't Italian.
She's

He's Eric.
He's from Berlin in Germany.
He is not Spanish.
He's



ACTIVITY Complete the following dialogue with nationalities.



Manolo: Hi! I'm Manolo.

Laura: Hello. I'm Laura. Nice to meet you.

Daniela: My name's Daniela. I'm from Brazil. I'm B.....

Laura: Hello Daniela.

Daniela: Hello. Nice to meet you. Where are you from Manolo?

Manolo: I'm from Spain. I'm S.....

Daniela: And where are you from, Laura?

Laura: I'm from Italy. I'm I.....

ACTIVITY

Complete the words and nationalities.

1 It's from J a p a n.

It's Japanese.

2 They're from G _ e e _ _

They're

3 It's from I _ _ _ y.

It's

4 It's from S _ _ i _

It's

5 They're from B _ _ t _ _ n.

They're

6 They're from P _ _ _ n _

They're

7 They're from P _ r t _ _ _

They're

8 They're from B _ _ z _ i.

They're

9 It's from F _ _ n c _

It's

10 They're from Ar _ _ n _ i _

They're

WH- QUESTIONS AND ANSWERS.

En este tipo de preguntas se incorpora el uso de una **palabra interrogativa** teniendo en cuenta la información específica que deseo averiguar:

Wh – words (Palabras interrogativas)	Meaning (Significado)
• What...?	• ¿Qué...?
• Where...?	• ¿Dónde...?
• When...?	• ¿Cuándo...?
• How...?	• ¿Cómo...?
• How old...?	• ¿Cuántos años...? (edad)
• Who...?	• ¿Quién...?
• Why...? Because...	• ¿Por qué...? Porque...

Las **Palabras interrogativas** presentadas anteriormente nos permiten averiguar más información sobre una persona, lugar, cosa. Es fundamental aprender el significado para poder utilizarlas correctamente y poder responder lo que me preguntan.

Luego de la palabra interrogativa elegida, se sigue la estructura de las preguntas vista anteriormente. Para responder, se usa una oración afirmativa brindando la información que me solicitan. Es decir:

PALABRA	VERBO	SUJETO	COMPLEMENTO?
INTERROGATIVA			

Look at some examples.

- **What's** your name? My name is Paula.
- **Where** are you from? I'm from San Juan.
- **How old** is your friend? She is twenty- eight years old.
- **When** is your birthday? It's on July 15TH.
- **Who** is Cristina de Kirchner? She's our president.

Complete with the corresponding Wh- words.

- a) _____ is Messi from?
- b) _____ old is your father?
- c) _____ Is your favourite actor?
- d) _____ is your name?
- e) _____ are you today?
- f) _____ is the English test?
- g) _____ is she absent?

Match the answers.

- My favourite actor is Ricardo Darín.
- Because she is ill.
- I'm fine today.
- My name is Carla.
- Messi is from Argentina.
- He is sixty- five years old.
- It is on Tuesday.

Read about Angela. Then answer the questions.



- a) What's her name?

- b) How old is Angela?

- c) Where is her school?

- d) When is her birthday?

- e) What's her favourite subject?

f) What's her favourite colour?

g) What's her favourite food?

h) Is her birthday in October?

Read Keesha Anderson's identity card.

Answer about Keesha.

a) What's her surname?

b) What's her first name?

c) Is she from Argentine?

d) Where is she from?

e) What's her job?

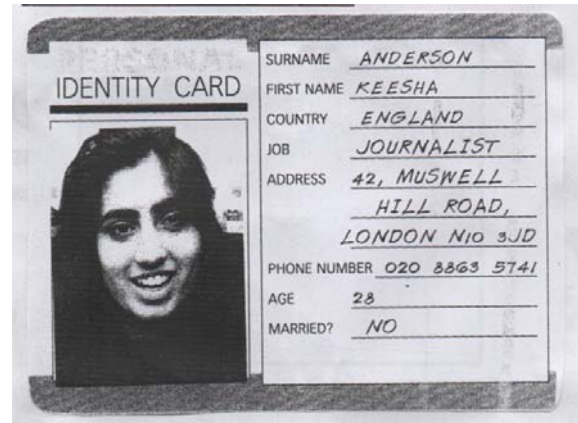
f) What's her address?

g) What's her phone number?

h) Is she twenty- five years old?

i) How old is she?

j) Is she married?



Grammar

To be – questions and short answers

Match the questions with the answers.

- a Is Justin Timberlake Colombian? 5
- b Is Halle Berry Canadian? 10
- c Is Penélope Cruz Spanish? 11
- d Is Tom Cruise an actor? 12
- e Are Brad Pitt and Angelina Jolie singers? 13
- f Are Manuel Ginobili and Michael Jordan good at basketball? 14
- g Is London in Britain? 15

- 1 Yes, he is.
- 2 Yes, they are.
- 3 No, she isn't.
- 4 No, they aren't.
- 5 No, he isn't.
- 6 Yes, it is.
- 7 Yes, she is.

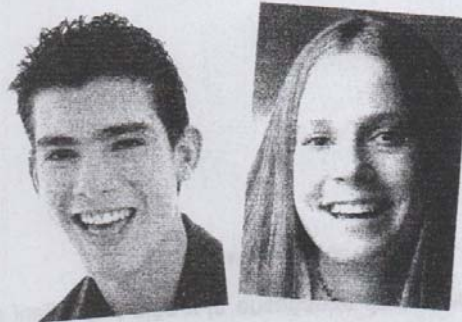


Angelina Jolie – Brad Pitt



Halle Berry

Look at the information. Complete the questions using *is* or *are*. Then answer.



Name: Kevin

Nationality: Irish

Age: 14

Eyes: blue

Interested in:
football

Name: Emma

Nationality: British

Age: 12

Eyes: brown

Interested in:
football, music

- a Is Kevin 12 years old?
No, he isn't.
- b Are Emma's eyes brown?
- c Are Kevin and Emma American?
- d Is Kevin Irish?
- e Are Kevin and Emma interested in football?
- f Is Emma interested in music?

Question words

Complete the dialogue using *How*, *What*, or *Where*.

Tim (a) How are you today, Karen?

Karen I'm fine. Is that your new friend?

Tim Yes, it is.

Karen (b) _____ is his name?

Tim Mike.

Karen (c) _____ old is he?

Tim He's fourteen.

Karen (d) _____ is he from?

Tim He's from Blackpool.

Karen (e) _____ are his hobbies?

Tim Basketball and skateboarding.

Everyday English

Introductions and basic personal information

Complete the dialogue with information about yourself.

Hello. Are you a new student?

I'm Jenny. What's your name?

How do you spell that?

Where are you from?

What are your hobbies?

Who is your favourite singer?

UNIDAD 3

- Preposiciones de tiempo.
- Preposiciones de lugar.
- Miembros de la familia.
- Caso posesivo.
- Adjetivos.
- Plural de sustantivos.
- Útiles escolares.
- Pronombres demostrativos.

PREPOSITIONS

"Time Expressions"

- **IN** the twentieth century
- **IN** 1978
- **IN** the 1990s
- **IN** winter / summer
- **IN** the morning / the evening
- **IN** September

-
- **ON** 10th October
 - **ON** Christmas Day
 - **ON** Saturday
 - **ON** Sunday evening
 - **ON** my birthday

-
- **AT** seven o'clock
 - **AT** weekends
 - **AT** night

Prepositions of Place

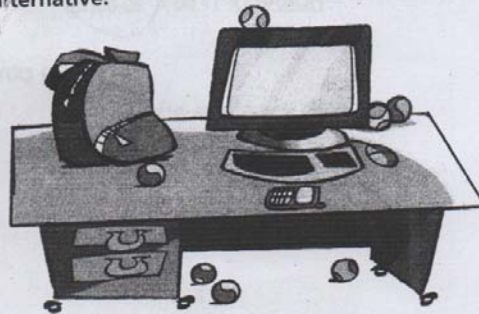
- **next to** = *al lado de*
- **in front of** = *en frente de*
- **under** = *debajo*
- **in** = *adentro*
- **behind** = *detrás*
- **on** = *encima*

The house is **next to** a lake.
 There are boats **in front of** the house.
 There's a cinema **under** the dining room.
 There's a popcorn machine **in** the cinema.
 There's a library **behind** the offices.
 There's a circular window **on** the roof of the library.

Write the correct preposition.

- | | |
|--|---|
| a <u>next to</u>  | d _____  |
| b _____  | e _____  |
| c _____  | f _____  |

Look at the picture. Choose the correct alternative.



- a There are three balls *next to/under* the desk.
- b There is one ball *on/in* the monitor.
- c There are two balls *behind/in front of* the monitor.
- d There is a mobile phone *in front of/behind* the computer.
- e There is one ball *in/next to* the bag.

in, on, at

Complete the sentences with *in, on, or at*.

- 1 _____ summer I play tennis _____ Sundays.
- 2 The train leaves Paris _____ 4 p.m.
- 3 He likes playing football _____ weekends.
- 4 My brother's birthday is _____ March.
- 5 They often eat in a restaurant _____ Fridays.
- 6 Vancouver is very cold _____ winter.

complete the text about Sheila.

Use *at, on, in*.

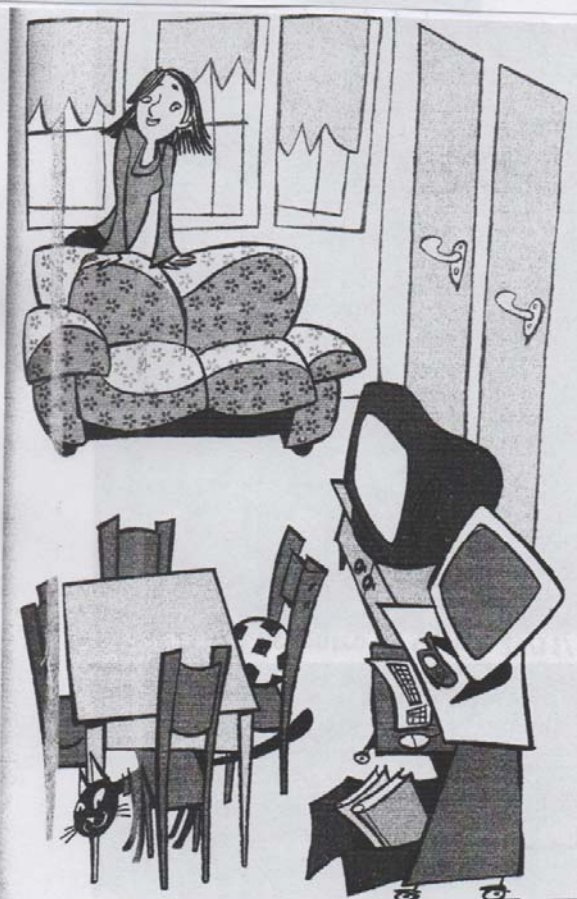


November						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- A Sheila is fifteen. She wants to swim in the Olympic Games.
- B Sheila gets up *at* half past six every day, even (1) the weekend, (2) Saturday and Sunday! From Monday to Friday, Sheila goes swimming (3) the mornings, before school. Her lessons start (4) nine o'clock, and they finish (5) half past three (6) the afternoon.
- C After school (7) Mondays, Wednesdays, and Fridays, Sheila practises in the pool for about three hours. (8) the summer, she is having lessons with Duncan Goodhew. He was an Olympic champion (9) 1980.

Look at Rose's house and write sentences using prepositions of place.

- a (cat) The cat is under the table.
- b (ball) _____
- c (mobile phone) _____
- d (computer) _____
- e (windows) _____
- f (box) _____
- g (books) _____



Members of the family



Granddad



Grandma

Grandfather

Grandmother



Mum

Mother



Dad

Father



Uncle



Aunt



brother



sister



Helen



cousin



cousin

Write the family words in two lists. Use the words in the box.

dad aunt son grandma husband
brother daughter sister mum
grandad wife uncle



aunt



dad

1 _____

son

2 _____

6 _____

3 _____

7 _____

4 _____

8 _____

5 _____

9 _____

Find and circle twelve family words in the puzzle.

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

Write these words in the correct place.

brother father daughter wife aunt grandmother

	boyfriend	husband		son		uncle	grandfather
	girlfriend		mother		sister		

Read about Patrick Binchey and listen. Write the names of the people in the correct place.

This is a photo of **Patrick**, his wife, and his children. His wife's name is **Brenda**. She's a teacher. His daughter's name is **Lara**. She's twenty-one and she's a nurse. His son's name is **Benny**. He's nineteen and he's a student. Lara's boyfriend is a nurse, too. His name is **Mick**.

- 1
- 2
- 3
- 4
- 5

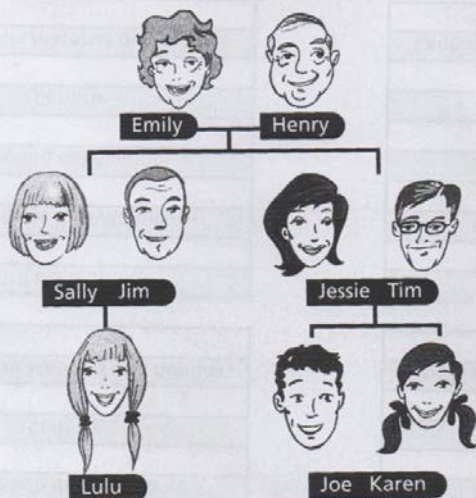


Ask and answer questions about Patrick's family.

Who's Brenda?

She's Patrick's wife.

Look at Joe's family tree. Then complete the sentences about his family.



Tim is my dad.

- 1 Karen is my _____
- 2 Lulu is my _____
- 3 Jessie and Tim are my _____
- 4 Jim is my _____
- 5 Emily is my _____
- 6 Henry is my _____

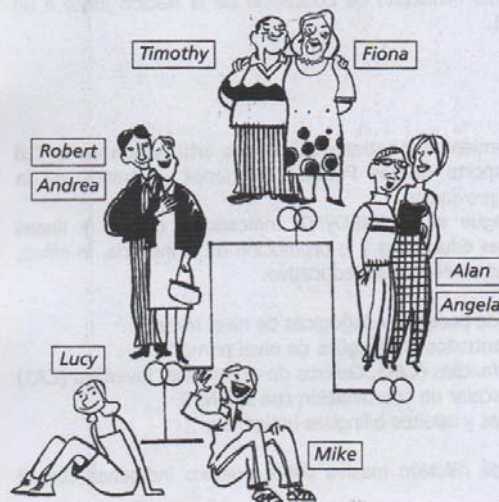
Complete the sentences about Joe's family.

I'm Joe and my sister's name is Karen.

- 1 Our dad's name is _____
- 2 My uncle's name is _____
- 3 Jim's wife is _____
- 4 My cousin's name is _____
- 5 _____ and Emily are husband and wife.
- 6 _____ is my grandma.
- 7 _____ is Karen's aunt.

Complete the sentences about Mike and his family.

- a Lucy is his sister.
- b _____ is his uncle.
- c Timothy is his _____.
- d Andrea is his _____.
- e _____ is his grandmother.
- f Angela is his _____.
- g _____ is his father.



POSSESSIVE CASE ('s)

En la lengua inglesa existe el denominado "CASO POSESIVO" que se usa para especificar la pertenencia de un objeto o la relación familiar entre parientes; ej.

.- John's calculator → la calculadora de John

.- My teacher's book → el libro de mi profesor.

Cuando la palabra termina en "s", solo se usará el apóstrofe; ej.

My friends' house → La casa de mis amigos

Joe's family → La familia de Joe.

Patrick's wife → La esposa de Patrick.

Be careful: En la Unidad N° 2 se describió la forma afirmativa del verbo "be"; para la tercera persona del singular se presenta: He is → He's

She is → She's } pero no es lo mismo que el caso posesivo

It is → It's } (aunque la forma sea la misma)

Conclusion:- verb "be"

→

Tom is a student

Tom's a student (Tom es un estudiante)

.- possessive case → Tom's book is on the table (el libro de Tom está sobre la mesa)

Possessive 's

Possessive 's or is?

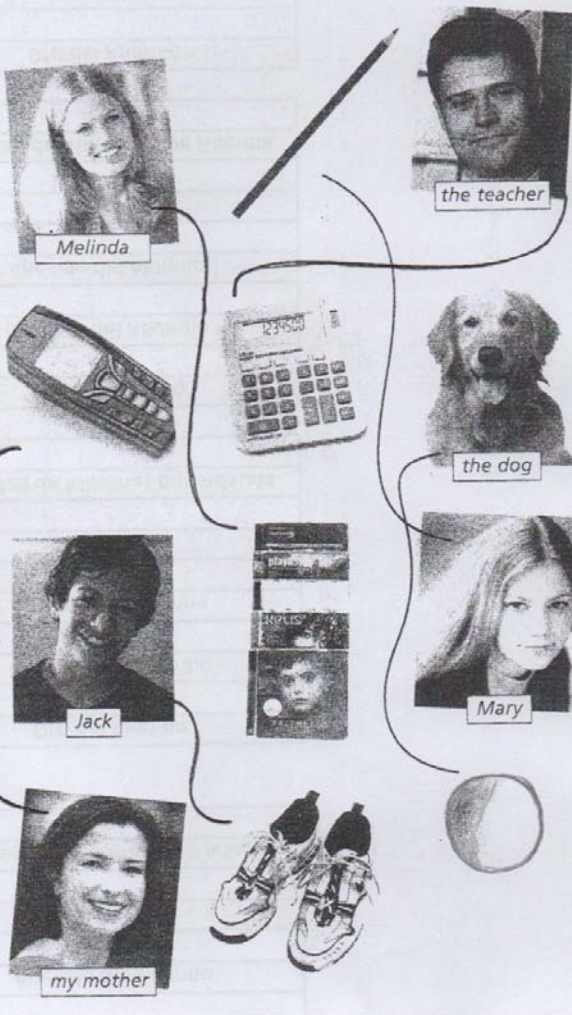
Write P if 's = possession.

Write is if 's = is.

- 1 John's car is new. P
- 2 It's a Mercedes. is
- 3 It's cold today.
- 4 Jack's a policeman.
- 5 Jack's wife is thirty-five.
- 6 My father's in Ireland at the moment.
- 7 My son's flat is very nice.
- 8 My daughter's school is very good.
- 9 Peter's a teacher.
- 10 Peter's school is in the city centre.

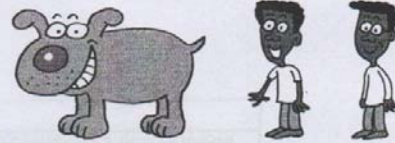
Look at the photos. Complete the sentences with the person and the possessive 's.

- a It is Mary's pencil.
- b It is _____ ball.
- c It is _____ mobile phone.
- d They are _____ trainers.
- e It is _____ calculator.
- f They are _____ CDs.



Possessive forms

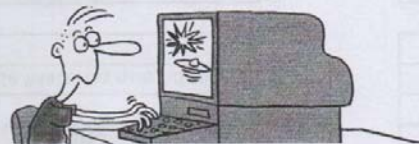
Choose and underline the correct form of the possessive 's or s'.



This is the boy's/boys' dog.



These are the girl's/girls' cats.



1 This is my brother's/brothers' computer.



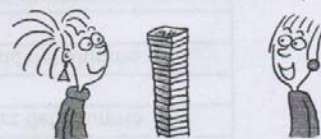
2 This is my friend's/friends' favourite café.



3 These are my sister's/sisters' books.



4 This is my cousin's/cousins' house.



5 These are the girl's/girls' CDs.

The adjective

El adjetivo se usará para definir cualidades particulares de un sustantivo (persona u objeto). Se puede encontrar en 2 lugares distintos dentro de la oración:

a) a continuación del verbo "be" (ej. My house is big)

s v c

b) delante del sustantivo (ej. My big house is in the city)

s v c

Nota: Suele suceder que haya varios adjetivos para un mismo sustantivo. Observar su ubicación dentro de la oración.

Ej. The old white tall man is a teacher

s v c

Es decir, SIEMPRE que se adjetive el sustantivo se colocara/n delante del sustantivo. Ej

.- Two old tables are in the garage.

.- The fast expensive car isn't next to the bus.

.- Who is the Spanish single woman near the door?

Some more examples:

Colours	Nationality	Marital Status	Physical Appearance	Others
red	English	married	tall	beautiful - old - new - lovely - easy - hot
blue	Italian	single	fat	big - expensive - fast - horrible - young
white	Spanish	saparated	thin	elegant - difficult - cheap - cold - slow
			short	small - safe - noisy - dirty - boring - far
				good - bad - short - long - dangerous

Match the adjectives with their opposites.

old	horrible
big	old
new	young
lovely	difficult
easy	cheap
hot	cold
expensive	slow
fast	small

Write about the pictures, using the adjectives.



1 He's old.

$2+2=4$



2 She's young.

$2x^2+2x-8$



3



4



5



6



7



8



9



10



11



12



13



14

Adjectives and nouns
Look at the pictures.
Describe them using the
words from the box.

a	exciting	man
an	expensive	exercise
	fast	day
	easy	city
	hot	car
	difficult	girl
	old	camera
	young	language



1 an exciting city



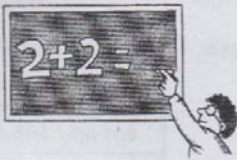
2



3



4



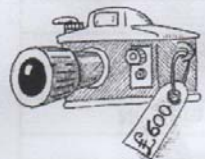
5



6



7



8

PLURAL NOUNS

Los sustantivos en Inglés se pueden presentar (como en español) tanto en singular como en plural. Veamos las REGLAS para transformar un sustantivo "singular" en "plural".

1-) En general se agregará la "s", por ej.

cat → cats

2-) Cuando el sustantivo termine en consonante + "y", se omite la "y" y se agrega "ies". por ej.

city → cities

3-) Cuando el sustantivo termine en vocal + "y", se agrega "s", por ej.

day → days

4-) Cuando el sustantivo termine en "ch", "sh", "s" o "x", se agrega "es", por ej.

sandwich → sandwiches dish → dishes

bus → buses box → boxes

5-) También se agrega "es" para formar el plural de:

potato → potatoes

tomato → tomatoes

6-) Los sustantivos que terminan en "f" o "fe", omiten la "f" y agregan "ves", por ej.

shelf → shelves

knife → knives

7-) Existen algunos que son irregulares, por ej.

child → children

man → men

woman → women

person → people

tooth → teeth

foot → feet

fish → fish

sheep → sheep

Write the plurals.



an ice-cream



ice-creams



1 a bus



2 a dog



3 an apple



4 a sandwich



5 a girl



6 a book



7 a country



Demonstrative Pronouns

Estas palabras nos indican a que distancia del hablante se encuentran las cosas. Se usa:

- **This** (este / esta) cuando es **singular** y se encuentra **cerca**.
- **These** (estos / estas) cuando es **plural** y se encuentra **cerca**.
- **That** (aquel / aquella) cuando es **singular** y se encuentra **lejos**.
- **Those** (aquellos / aquellas)

cuando es **plural** y se encuentra **lejos**.

this, that, these, and those

This is an apple.

These are hamburgers.

That's a computer.

Those are boys.

Girl What's this?
Boy It's a book.

Boy What's that?
Girl It's a football.

Girl What are these?
Boy They're pens.

Boy What are those?
Girl They're trainers.

rules Use *this* (singular) and (plural) for things **near** you.
Use (singular) and *those* (plural) for things **in the distance**.

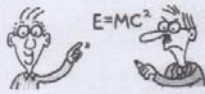
This is Alice.

That's Alice.

These are my friends.

Those are my parents.

Complete the sentences. Use *This*, *That*, *These*, or *Those*.



That is my Science teacher.



These are my parents.



1 _____ are my CDs.



3 _____ is my cat.



2 _____ are my pens.



4 _____ is my computer.

Complete the questions and answers. Use *this*, *that*, *these*, or *those* for the questions. Use *It's* or *They're* for the answers.

What's this?
It's a football.



What are those?
They're hamburgers.



1 What are _____?
_____ trainers.



2 What's _____?
_____ a dog.



3 What are _____?
_____ books.



4 What's _____?
_____ an ice-cream.



Change the sentences from singular to plural.

He is with his friend.
They are with their friends.

1 She is from New York.

2 That is a good book.

3 It is a nice sandwich.

4 This is a new bus.

5 This is a fantastic ice-cream!

Change the sentences from plural to singular.

They're good pizzas.
It's a good pizza.

1 These are great hamburgers.

2 They're our pens.

3 Those are the new computers.

4 They aren't very good books.

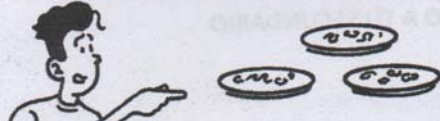
5 Those are rich countries.

Complete the sentences.

Use *This is* *That's* *These are*
This isn't *That isn't* *These aren't*
Those are *Those aren't*



This is a sandwich.



Those aren't hamburgers.



1 _____ an apple.



2 _____ a computer.



3 _____ milkshakes.



4 _____ pencils.



5 _____ an apple.



6 _____ umbrellas.



7 _____ a bus.



8 _____ desks.

Change the sentences from singular to plural.

I'm a student, and I'm clever!

We're students and we're clever.

- 1 He isn't a girl!
- 2 That's an ice-cream.
- 3 Where's the teacher's orange?
- 4 He's the good-looking boy.
- 5 Yes, it's a rich country.
- 6 Is this a sandwich?

Change the sentences from plural to singular.

Those are their chocolate milkshakes!

That's his/her chocolate milkshake!

- 1 They are our buses.
- 2 These are apples.
- 3 Those are the boys from Hungary.
- 4 Our sisters are clever girls.
- 5 We're the good players in the teams!
- 6 They're teachers, and they're fantastic!

CLASSROOM OBJECTS.

Number the classroom - objects.



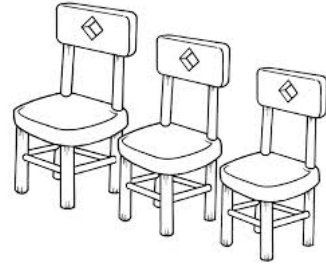
1. Table.
2. Desk.
3. Chair.
4. Door.
5. Clock.
6. Blackboard.
7. Eraser.
8. Piece of chalk.
9. Pictures.
10. Bin.

Complete the sentences with **this, that, these** or **those**.

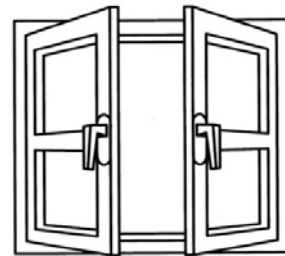
a) _____ is a computer. →



b) _____ are chairs. →



c) _____ is a window. →



d) _____ are books. →



Change the **singular** sentences into plural sentences.

a) This is a desk. _____

b) That is a map. _____

Change the **plural** sentences into singular sentences.

c) Those are trees. _____

d) These are pictures. _____

UNIDAD 4

- Presente Simple: afirmativo.
- Adverbios de frecuencia.
- Presente Simple: negativo.
- Presente Simple: interrogativo: 
 - Yes / No
 - Wh questions.
- questions.
- La hora.
- Auto- evaluación del curso.

Grammar: PRESENT SIMPLE TENSE.

Structure of the Affirmative Sentences:

SUJETO	VERBO CONJUGADO	COMPLEMENTO
 I	 play	 tennis.
You	play	the guitar.
He	plays	basketball.
She	plays	the piano.
It	plays	with a ball.
We	play	football.
You	play	video games.
They	play	rugby.

Complete the sentences using **play** or **plays**.

- I / We / You / They _____ volleyball.
- He / She / It _____ with a ball.

El tiempo Presente Simple se usa para expresar:

- Rutinas y hábitos, es decir cosas que hacemos regularmente:
I **walk** to school. (Yo **camino** a la escuela.)
Ana **cooks** lunch. (Ana **cocina** el almuerzo.)
- Gustos y sentimientos:
We **like** pizza. (A nosotros nos **gusta** la pizza.)
Tomas **loves** football. (Tomas **ama** el fútbol.)
- Estados permanentes:
You **live** in San Juan. (Tú **vives** en San Juan.)
The sun **rises** in the East. (El sol **sale** por el Este.)

Spelling changes.

Para formar la **tercera persona del singular del Presente Simple**:

- Usualmente se agrega **—s** al verbo:

read --- reads (leer) write--- writes (escribir) look --- looks (ver)

- Pero se agrega **--es** al verbo cuando termina en **—s, --ch, --sh, --x, --o**:

kiss --- kisses (besar) watch --- watches (mirar) wash --- washes (lavar)

fix--- fixes (reparar) do --- does (hacer) go --- goes (ir)

- Si el verbo termina en una **consonante + y**, se saca la **—y** y se agrega **—ies**:

study --- studies (estudiar) cry --- cries (llorar)

- Si el verbo termina en una **vocal + y**, solo se agrega **—s**:

play --- plays (jugar) say --- says (decir)

- El verbo **have**, que significa tener, cambia a **has** para la tercera persona del singular, es decir para he, she o it.. este verbo se usa también combinado con otras palabras y cambia el significado:

have --- **has** (tener)

have breakfast --- **has** breakfast (desayunar)

have lunch --- **has** lunch (almorzar)

have tea --- **has** tea (merendar)

have dinner --- **has** dinner (cenar)

have a shower --- **has** a shower (ducharse)

have a bath --- **has** a bath (bañarse)

Frequency adverbs:

Dado que este tiempo verbal se usa para expresar rutinas, es común el uso de **adverbios** que indican la **frecuencia** con la que realizamos las actividades. Estos adverbios se usan entre el sujeto y el verbo de la oración:

- **always** → siempre
- **usually** → usualmente
- **often** → a menudo
- **sometimes** → algunas veces
- **hardly ever** → casi nunca
- **never** → nunca

Examples:

- I **always** have lunch with my family.
- Mary **usually** goes to school by bus.
- John **often** plays football with his friends.
- They **sometimes** meet at the club.
- We **hardly ever** go to fast food restaurants.
- My mother **never** uses the computer.

Complete the sentences using the correct form of the verb in brackets.

- a. You _____ Maths at school. **(study)**
- b. Maria _____ in Argentina. **(live)**
- c. They _____ in a factory. **(work)**
- d. Daniel _____ his parents. **(help)**
- e. We _____ our friend on Sundays. **(visit)**
- f. You and Ben _____ here on Mondays. **(come)**
- g. It _____ every Saturday! **(rain)**
- h. Paul _____ computer games. **(like)**
- i. I _____ my homework in the afternoon. **(do)**
- j. Paula _____ her bedroom. **(tidy)**
- k. My friend _____ to school by bus. **(go)**
- l. Charles and Martin _____ tennis. **(play)**
- m. My family and I _____ TV at lunchtime. **(watch)**
- n. Juan _____ lunch at his factory. **(have)**
- o. Carla _____ English. **(study)**
- p. My mother _____ the clothes. **(wash)**
- q. I _____ a bath before coming to school. **(have)**
- r. My sister _____ the guitar. **(play)**
- s. Tim _____ work at 14:00. **(finish)**

Write true sentences about you using a **frequency adverb**.

- a. I _____ go to school in the evening.
- b. I _____ wash the clothes at the week- end.
- c. I _____ clean my house.
- d. I _____ watch horror films.
- e. I _____ cook lunch.
- f. I _____ meet my friends .

Order the words to write sentences.

- a. Rosa / does / homework / always / her.

- b. go / I / often / to / by / moto / school.

c. sometimes / football / Paul / with / plays / his / friends.

d. We / eat / some / never / at / pizza / school

e. hardly ever / goes / Marta /to/ cinema / the

Choose the correct alternative.

a. They **play / plays** basketball in PE classes.

b. She **go / goes** to guitar lessons.

c. My mother **like / likes** cooking.

d. We **live / lives** in San Juan.

e. I **have / has** a shower in the afternoon.

f. Marcos **fix / fixes** cars. He's a mechanic.

Structure of the Negative Sentences.

Para formar oraciones negativas en el tiempo Presente Simple, se usa una palabra que funciona como auxiliar antes del verbo. Los auxiliares son dos, y dependen del sujeto:

- *I – We – You – They* **do not** o **don't** (forma corta)
- *He – She – It* **does not** o **doesn't** (forma corta)

SUJETO	AUXILIAR NEGATIVO	VERBO SIN CONJUGAR	
COMPLEMENTO			
 I	 don't	 play	tennis.
You	don't	play	the guitar.
He	doesn't	play	basketball.
She	doesn't	play	the piano.
It	doesn't	play	with a ball.
We	don't	play	football.
You	don't	play	video games.
They	don't	play	rugby.

Complete the sentences using **don't** or **doesn't**.

- I / We / You / They _____ play volleyball.
- He / She / It _____ play with a ball.

Write about your everyday activities using the verbs below. Add other verbs if possible.

have finish get up go watch start do

I get up at 7.30.

Complete the sentences with a verb from the box.

start have go study live fly play speak

- 1 He speaks four languages.
- 2 Bernadette _____ in a flat in Paris.
- 3 She's a pilot. She _____ all over the world.
- 4 Peter _____ two children.
- 5 In winter Alice _____ skiing and in summer she _____ tennis.
- 6 My daughter _____ French and German at university.
- 7 John _____ work at six o'clock every day.

Put the sentences in the correct order.

- a She has breakfast – orange juice and cereal.
- b She finishes school at five o'clock.
- c She gets up at quarter past seven.
- d She watches TV and then she goes to bed.
- e She starts school at ten to nine.
- f She does her homework at half past five.

- 1 c
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Separate the words to make phrases. Then write sentences using them.

a getup = get up

b playfootball = _____

c havebreakfast = _____

d doyourhomework = _____

e haveashower = _____

f gotobed = _____

Present simple – negative

Present simple – affirmative

Complete the sentences using the verbs below.

have play has do does plays

- Pilar does her homework in her room.
- They _____ football for the school team.
- I _____ my homework with my friends.
- They _____ a sandwich for lunch.
- John _____ games on the computer all day.
- He _____ a shower before breakfast.

Re-write the sentences in the correct box.

- I play in my room.
- She doesn't like science.
- They do their homework on Wednesday.
- My sister doesn't work.
- We don't do exercises in PE.
- My friend plays football.

Affirmative

1 I play in my room.

2 _____

3 _____

Negative

1 _____

2 _____

3 _____

Complete the sentences using *don't* or *doesn't*.

- My friend doesn't play badminton.
- I _____ play computer games at school.
- My mother _____ watch football on TV.
- My grandparents _____ go to school.
- At the weekend we _____ have exams.
- My brother _____ have classes on Monday.

Change the sentences from affirmative to negative.

Ros likes spaghetti.

Ros doesn't like spaghetti.



Ros's mum and dad play football.

Ros's mum and dad don't play football.

- I live in Spain.

- Kate and Ros play football.

- My friend lives in America.

- Kate plays the piano.

- My brother and I go to school in London.

- Ben's dog likes water!

Present simple – affirmative

Correct the mistakes.

- a Mr Smith teaches French.
Mr Smith teaches French
- b Kevin is bad because he copys in exams.

- c My dad washs the dishes.

Present simple – negative

Complete the sentences using the negative form of the verbs.

- a My best friend _____ (play) computer games in class.
- b My father _____ (speak) English.
- c We _____ (do) writing exercises in class.
- d We _____ (have) maths on Monday.
- e My friends _____ (play) golf.

Write true negative sentences about you, your friends, and family.

- I (not like) ...
I don't like Maths.
- 1 My friends and I (not live) in ...

- 2 My English teacher (not play) ...

- 3 My friends at school (not like) ...

- 4 My friend X (not like) ...

- 5 At my school, we (not study) ...

Complete the sentences. Use the affirmative form.

- My sister in England. (live)
My sister lives in England.
- They tennis at the weekend. (play)
They play tennis at the weekend.
- 1 I football at school. (play)
- 2 Her brother in Poland. (live)
- 3 He chocolate. (like)
- 4 Our uncle the guitar. (play)
- 5 We in Argentina. (live)
- 6 Their grandparents rock music! (like)

Complete the sentences. Use the negative (short forms).

- They sport on TV. (not watch)
They don't watch sport on TV.
- My dad to school. (not go)
My dad doesn't go to school.
- 1 I tennis. (not play)
- 2 My brother fish. (not like)
- 3 She in London. (not live)
- 4 His dad his car on Sundays. (not wash)
- 5 We Chinese. (not study)
- 6 You in Australia! (not live)

Complete the sentences about yourself.

- a I often _____.
- b I never _____.
- c My friends and I sometimes _____.
- d My family and I usually _____.

Grammar

Adverbs of frequency

Is the position of the adverb of frequency correct? If not, correct it.

- a The teacher has sometimes lunch at school.
The teacher sometimes has lunch at school.
- b My sister watches horror films never.

- c I often go to the swimming pool.

- d Do always you go to the cinema with Alison?

Choose the correct alternative.

- a Barry eats pasta on Monday, Wednesday and Friday. He often/never eats pasta.
- b Gill visits her grandparents seven days a week. She *sometimes/always* visits her grandparents.
- c Mark and George study in their bedroom on Tuesday and Thursday, but they study at school on the other days. They *sometimes/always* study in their bedroom.
- d Daphne doesn't watch horror films on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday or Sunday. She *usually/never* watches horror films.

Structure of the Interrogative Sentences.

Yes / No Questions:

Para formar oraciones interrogativas en el tiempo Presente Simple, se usa el auxiliar antes del sujeto. Recordemos que los auxiliares son dos, y dependen del sujeto:

- **Do** *I – we – you – they*
- **Does** *he – she – it*

Questions				Short Answers
AUXILIAR	SUJETO	VERBO SIN CONJUGAR	COMPLEMENTO ?	
↓	↓	↓		
Do	I	play	tennis?	Yes, I do. / No, I don't.
Do	you	play	the guitar?	Yes, I do. / No, I don't.
Does	he	play	basketball?	Yes, he does. / No, he doesn't.
Does	she	play	the piano?	Yes, she does. / No, she doesn't.
Does	it	play	with a ball?	Yes, it does. / No, it doesn't.
Do	we	play	football?	Yes, we do. / No, we don't.
Do	you	play	video games?	Yes, we do. / No, we don't.
Do	they	play	rugby?	Yes, they do. / No, they don't.

Complete the questions using **Do** or **Does**?

- a. _____ I / we / you / they play volleyball?  **Yes**, I / we / they _____.
_____ **No**, I / we / they _____.
- b. _____ he / she / it play with a ball?  **Yes**, he / she / it _____.
_____ **No**, he / she / it _____.

Rearrange the words to make sentences.



in America. / live / Kate / doesn't
Kate doesn't live in America.

play / Dan and Ben / tennis. / don't
Dan and Ben don't play tennis.

1 in Poland. / doesn't / Kate / live

2 don't / like / I / ice-cream.

3 Kate and Ros / live / don't / in Argentina.

4 Ros's dad / work / in a garage. / doesn't

5 in England. / live / You / don't

Rearrange the words to make questions. Then write true answers.

you and friends / Do / like / tennis?
Do you and your friends like tennis?
Yes, we do. / No, we don't. / I do, but my friends don't.

1 your English teacher / Does / football? / play

2 Spanish? / Do / speak / you

3 you and your family / Do / Polish? / speak

4 pizza? / Does / like / your friend

Complete the dialogues using *do*, *don't*, *does* or *doesn't*.

a Do you eat hamburgers?

No, I don't.

b _____ your sister listen to pop music?

Yes, she _____.

c _____ your parents watch English films?

No, they _____.

d _____ Paul swim on Sunday?

No, he _____.

Present simple – questions and answers

a Choose the correct alternative.

- a Where do/does you live?
- b What does Michael Owen do/does?
- c Do/Does they study at university?
- d Does he finish/finishes school at 4 pm?

b Match the answers to the questions in Exercise 3a.

- 1 He plays football. b
- 2 Yes, he does. _____
- 3 I live in England. _____
- 4 No, they don't. _____

Read the answers. Write the questions.

- a Do you have lunch at school?
No, I don't. I have lunch at home.
- b _____
Yes, we do. We watch TV on Saturday.
- c _____
No, they don't. They go to the cinema on Friday.
- d _____
Yes, it does. School finishes at four o'clock.
- e _____
Yes, she does. My sister likes pizza.

Answer the questions about you.

- 1 Are you American?
No, I'm not.
- 2 Do you speak French?

- 3 Are you French?

- 4 Do you work in a hotel?

- 5 Are you a teacher?

- 6 Do you like learning English?

- 7 Do your parents speak English?

am/is/are, do/does

Complete the sentences with *am, is, are, do, or does*.

- 1 I _____ an accountant.
- 2 _____ he like his job?
- 3 Where _____ they live?
- 4 _____ New York exciting?
- 5 Why _____ you want to learn English?
- 6 We _____ American.
- 7 What _____ he do at weekends?

Wh- Questions:

Al realizar preguntas con las palabras interrogativas obtenemos información específica. Para formar este tipo de preguntas, se selecciona la palabra indicada (según la información que se desea obtener) anteponiéndola al auxiliar correspondiente del Presente Simple. Recordemos que los auxiliares son dos, y dependen del sujeto:

- **Do** *I – we – you – they*
- **Does** *he – she – it*

Para responderlas, se usa una oración con la misma estructura de las **oraciones afirmativas**.

Wh- Questions					Answers		
PALABRA INTERROG.	AUXILIAR	SUJETO	VERBO SIN CONJUGAR	COMPL?	SUJETO	VERBO CONJUGADO	COMPL.
Where	do	you	live?		I	live	in Santa Lucía.
What time	does	he	get up?		He	gets up	at six o'clock.
When	does	she	have	Maths classes?	She	has	Maths classes on Mondays.
Where	does	it	play	with a ball?	It	plays	in the garden.
What	do	we	do	in the evenings?	We	come	to school in the evenings.
How	do	you	come	to school?	I	come	to school by bus.
Why	do	they	get up	early?	Because they	start	work at 7:00.

Position of adverbs

Put the words in the correct order to make sentences.

1 always / France / to / go / we / spring / in

2 stay / hotel / a / usually / we / in

3 plane / sometimes / by / go / we

4 sometimes / Eurostar / go / we / by

5 children / with / never / our / us / come

6 we / restaurant / go / a / often / evenings / Friday / to / on

Questions about you

Answer the questions about you. Use an adverb of frequency in your answer.

1 How do you come to school?

I usually walk.

2 What's the first thing you do in the morning?

3 Do you have tea or coffee for breakfast?

4 What do you do in the evenings?

5 What do you do on Sundays?

6 Where do you go on holiday?

7 Do you have a winter holiday?

8 What does your family do at Christmas?

We _____

Question words

Match the questions and answers.

1 Where does he live?	a Thirty-two.
2 What does she do in her free time?	b Because he's a pilot.
3 Who does he play football with?	c In a flat in Manchester.
4 When does she go skiing?	d His two sons.
5 How does he go to work?	e By car.
6 How many languages does she speak?	f Two. French and English.
7 How old are you?	g She goes swimming.
8 Why does he travel a lot?	h In winter.

Questions about Rupert

1 Make the questions to the answers about Rupert in exercise 3.

1 does/what/up/get/he/time/?

What time does he get up?

At seven o'clock.

2 for/does/have/breakfast/he/what/?

Tea and toast.

3 to/how/he/work/does/go/?

By bus.

4 lunch/where/have/does/he/?

In a café.

5 he/does/what/evenings/do/the/in/?

He watches television.

6 bed/does/to/when/he/go/?

At eleven o'clock.

2 Write the questions for these answers.

1 _____ At nine o'clock.

2 _____ In a bookshop.

3 _____ At one o'clock.

4 _____ At half past five.

5 _____ doing in the evenings? He likes watching television and reading.

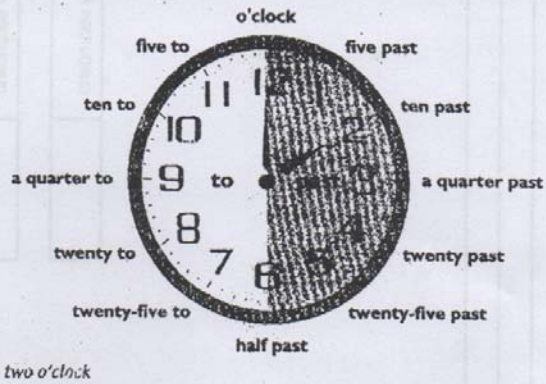
THE TIME

Explanations

in the morning in the afternoon in the evening
at night at midday (noon) at midnight

midnight to midday = am 1.00 am midnight = 12.00 am
midday to midnight = pm 4.45 pm midday = 12.00 pm

14.45 fourteen forty-five
18.15 eighteen fifteen



Other numbers

1.11 eleven minutes past one
5.41 nineteen minutes to six

Digital system

1.10 one ten 2.15 two fifteen
3.25 three twenty-five 4.30 four thirty
5.40 five forty 6.45 six forty-five

Asking the time

What's the time? It's three o'clock.
What time is it? It's ten to eight.
We cannot say: They are six o'clock.

Write the time. Use past and to.

a)



half past two

b)



c)



d)



e)



f)



What time is it?

Look at the clocks. Write the times.



It's five o'clock.



It's half past five.



It's quarter past five.



It's quarter to six.



It's five past five.



It's twenty-five past five.



It's twenty to six.



It's ten to six.



Look at the times.



It's about three o'clock.



It's about five o'clock.

What time is it now? What time does the lesson end?

ACTIVITY

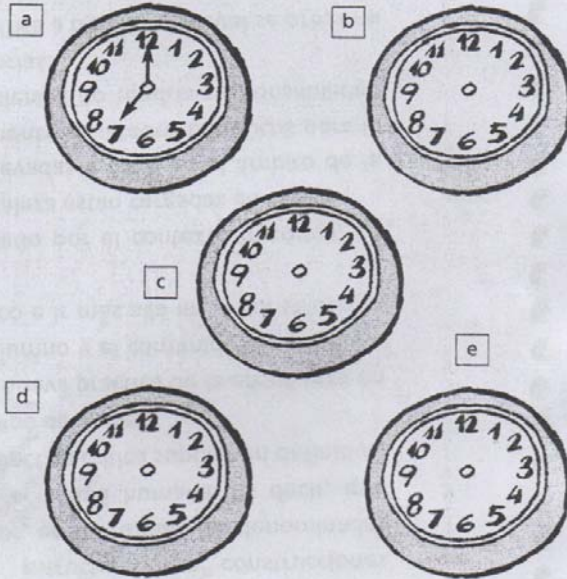
Write the times as numbers.

- Ten to nine.
- A quarter past eleven.
- Twenty past five.
- A quarter to six.
- Twenty-five past eight.
- Five to five.
- Ten past eleven.

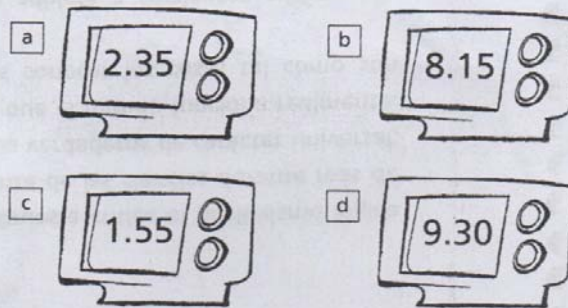
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Draw the times on the clocks.

- a seven o'clock
- b half past ten
- c quarter past eight
- d ten past one
- e twenty-five to eleven

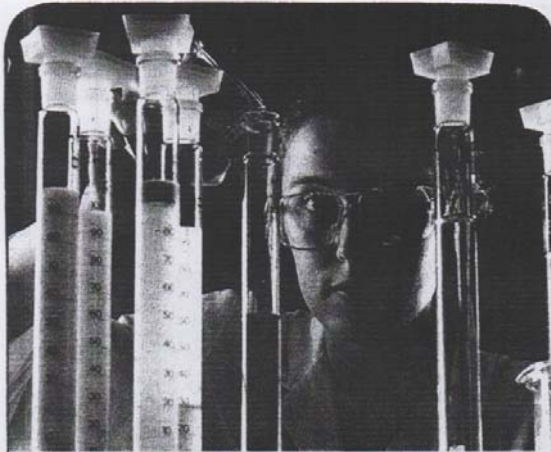


Write the times.



- a twenty-five to three
- b _____
- c _____
- d _____

Reading Comprehension



Ali is a scientist. She comes from Cambridge in England but now she lives in Switzerland. She works three days a week at the Institute of Molecular Biology in Geneva. She speaks three languages: English, French, and German. She's married and has a daughter. She likes skiing in winter and going for walks in summer.

Alison Hauser



Bob is a doctor. He's English but now he lives in Australia in the small town of Alice Springs. He isn't an ordinary doctor, he's a *flying* doctor. Every day, from 8 a.m. to 10 a.m. he speaks to people on his radio, then he flies to help them. He works 16 hours a day non-stop but he loves his job. He isn't married. He has no free time.

Bob Nelson

1- **Underline all the verbs in the texts** (ej. is, comes, etc.)

2- **"True" or "false"**

- a) Ali is a doctor ()
- b) Bob is from Asia ()
- c) Ali comes from England ()
- d) Bob is an ordinary doctor ()
- e) Ali works at the Institute of Molecular Biology ()
- f) Bob helps people ()
- g) Ali speaks four languages ()
- h) Bob works sixteen hours a day. ()
- i) Ali likes going for walks in winter ()
- j) Bob loves his job ()

3- Complete the sentences about Ali and Bob

- 1 She's a scientist. He **'s** a _____ doctor.
- 2 Alison comes from England. Bob _____ England, too.
- 3 She lives in a big city, but he _____ in a _____ town.
- 4 She _____ three days _____ week. He _____ 16 hours a day _____.
- 5 He _____ to sick people on his radio. She _____ three languages.
- 6 She loves her job and he _____, too.
- 7 She _____ daughter. He _____ married.
- 8 She _____ skiing and going _____ walks in her free time. He never _____ free time.

4- Make sentences

- a) Ali / be / a scientist. →
- b) Bob / not be / a nurse →
- c) Ali / live / Switzerland →
- d) Bob / not live / in America →
- e) Ali / speak / three languages / ? →
- f) Bob / fly / to help people / ? →
- g) Ali and Bob / like / their jobs / ? →
- h) Ali and Bob / not work / in a hospital →

5- Answer the questions

- a) What does Alison do? _____
- b) Does Bob a doctor? _____
- c) Where does Alison come from? _____
- d) Where does Bob live? _____
- e) Does Alison live in Spain? _____
- f) What time does Bob speak to people every day? _____
- g) What languages does Alison speak? _____
- h) Do Alison and Bob work in a hospital? _____
- i) What does Alison do in summer? _____
- j) How many hours does Bob work a day? _____

.- Read the information about PHILIPPE



.- Answer the questions about Philippe

- a) What does he do? _____
- b) Where is Philippe from? _____
- c) Does he live in Paris? _____
- d) Where does he work? _____
- e) What languages does he speak? _____
- f) Is he married? _____
- g) Does he have a dog? _____
- h) What does Philippe do in his free time? _____

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