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WHAT MAKES US UNIQUE? WHAT IS  
**IMPORTANT IN YOUR LIFE?** HOW DO  
WE LIKE TO SPEND YOUR TIME? WHO DO  
**YOU MAKE DECISIONS?** WHERE DO WE  
ALIKE AND DIFFERENT? HOW DO WE  
HELP US?

WHAT CAN WE LEARN THROUGH TRAVELING?  
**HOW CAN WE HELP EACH OTHER?** WHO  
MAKES YOU HAPPY?  
**STUDENT BOOK**  
**HEALTHY LIFE?** WHAT DOES IT MEAN TO  
BE RESPONSIBLE? WHERE WOULD YOU

Mc  
Graw  
Hill  
Education

**ELLevate**  
ENGLISH

# UNIT 1

## Meeting People

In this unit, I will learn to . . .

- introduce myself.
- use the simple present of action verbs and the verb *be*.
- listen and read for specific information.

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Get Ready



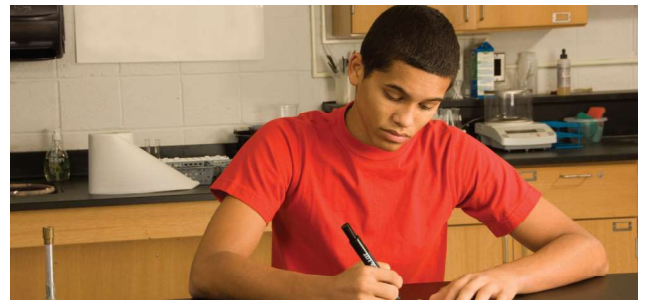
Why are there different ways to introduce yourself?



A. Look at the pictures and read the sentences. Which countries are the children from?



Hi, my **name** is Boonsri. I'm from Thailand. I **live** in Bangkok. I'm a **Grade 7** student.



Hi, I'm Carlos. I'm from the **country** of Mexico. I **live** in Mexico **City**. I'm in **Grade 11**.



Hello. I'm from Shanghai, China. My **name** is Meimei. I'm a student in **Grade 7**.



Hi, I'm Fatima. I'm 12 years old, and I'm from the United Arab Emirates. I **live** in Abu Dhabi. I'm in **Grade 8**.

B. Read the sentences and circle T for True or F for False.

- |                                   |   |   |
|-----------------------------------|---|---|
| 1. Boonsri is from Mexico City.   | T | F |
| 2. Carlos is in Grade 11.         | T | F |
| 3. Fatima is in Grade 5.          | T | F |
| 4. Fatima lives in Abu Dhabi.     | T | F |
| 5. Meimei is Chinese.             | T | F |
| 6. Boonsri is in Grade 7.         | T | F |
| 7. Carlos lives in New York City. | T | F |
| 8. Fatima is 10 years old.        | T | F |

### Pair and Share



With a partner, ask and answer these questions.

What is your name?

My name is . . .

Where are you from?

I'm from . . .

**A. Listen to the audio and read along. Guess the meaning of the words in bold.**

When you **meet** people for the first time, you say “Hello” or “Hi”. You say your **name** and the **city** or **country** where you **live**. Sometimes, you need to **spell** your name for them. You also tell them what **school** you go to and what **grade** you are in. You ask them questions. Sometimes, you say your phone **numbers**. When you introduce yourself, you make new friends.

**Word Box**

city  
country  
grade  
live  
meet  
name  
number  
school  
spell

**B. Choose the correct word from the box to complete the sentences.**

- I am in \_\_\_\_\_ 8.
- I don't go to \_\_\_\_\_ on the weekend.
- Please \_\_\_\_\_ your name.
- I \_\_\_\_\_ in a city.
- Can I have your phone \_\_\_\_\_, please?
- I \_\_\_\_\_ my friends in the park.

**C. Choose the correct answer.**

- We say *hi* and *hello* when we \_\_\_\_\_.  
a. smile    b. say goodbye    c. meet people
- I'm Tom. What is your \_\_\_\_\_?  
a. name    b. grade    c. number
- France*, *Greece*, and *Ireland* are names of \_\_\_\_\_.  
a. cities    b. women    c. countries
- I live in a big \_\_\_\_\_.  
a. school    b. city    c. car
- Austin High* is the name of my \_\_\_\_\_.  
a. house    b. brother    c. school
- It helps to \_\_\_\_\_ your name.  
a. meet    b. spell    c. phone



### Simple Present of the verb *Be*

The **simple present tense** of a verb tells about an action that is happening now or happens over and over. The verb *be* is a common linking verb. A **linking verb** connects the subject of a sentence to another word or words. Always use a form of *be* that agrees with the subject.

Singular	Plural
I <i>am</i> I <i>am</i> in Grade 8.	we <i>are</i> We <i>are</i> students.
you <i>are</i> You <i>are</i> 11 years old.	you <i>are</i> You <i>are</i> soccer players.
he, she, it <i>is</i> She <i>is</i> a student at Lincoln High School. It <i>is</i> cloudy today.	they <i>are</i> They <i>are</i> from Spain.

For grammar reference, go to Grammar Appendix.

#### A. Look at the picture. What is the girl saying?



1. We are happy to meet you.
2. I am happy to meet you.
3. I am happy to meet her.
4. She is happy to meet him.

#### B. Match the sentence parts. Then rewrite the sentences.

Subject		Predicate	
1. I	•	• are good friends.	1. _____
2. They	•	• am 20 years old.	2. _____
3. A tiger	•	• is in Grade 9.	3. _____
4. Ellen	•	• is sometimes frightening.	4. _____

**C. Write sentences about yourself. Use the verb be.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Simple Present Tense of Action Verbs**

An **action verb** tells what the subject of a sentence does. The **tense** of a verb tells the time the action in the sentence happened. A verb in the **simple present** tells about an action that is happening now or that happens over and over again.

Affirmative	Negative	Question
I / You / We / They <b>play</b> .	I / You / We / They <b>don't play</b> .	<b>Do</b> I / you / we / they <b>play</b> ?
He / She / It <b>plays</b> .	He / She / It <b>doesn't play</b> .	<b>Does</b> he / she / it <b>play</b> ?

**D. Circle the action verb in each sentence. Underline the subject in each sentence.**

1. We live in Tokyo.
2. She plays the guitar.
3. Do you walk in the park on Saturdays?
4. Does Malee ride a bike to school?
5. We don't take the train to the city.
6. I carry my books in a backpack.



**E. Circle the correct form of the action verb in each sentence.**

1. Jian (takes / take) the bus to school.
2. Do they (speak / speaks) English?
3. Kate (doesn't / don't) listen music.
4. I (reads / read) my friend's book.
5. (Do / Does) the dog catch the ball?
6. You don't (drink / drinks) tea in the afternoon.

**F. Complete the sentence using the correct form of the action verbs in parentheses.**

1. You \_\_\_\_\_ (live) in a city.
2. We \_\_\_\_\_ (walk) to school.
3. I \_\_\_\_\_ (not eat) apples.
4. \_\_\_\_\_ she \_\_\_\_\_ (watch) TV?
5. He \_\_\_\_\_ (not play) the piano.
6. \_\_\_\_\_ they \_\_\_\_\_ (play) soccer?

**Pair and Share**



**Introduce yourself to a partner. Ask and answer questions like these.**

What is your best friend's name?

My best friend's name is . . .

Where do you live?

I live in . . .



## Listening Strategy:

## Listen for specific information

Before listening to a text, know your purpose for listening.

- First, read the questions. Think about what kinds of words to listen for (name, place, age, grade, or spelling).
- Next, listen carefully for these things.

**Before Listening**

**A. Look at the pictures. Which countries do you think these people come from?**



**B. Listen to the audio. Answer the questions. Listen again to check your answers.**

1. Who is from England? \_\_\_\_\_
2. Who is from Canada? \_\_\_\_\_
3. Where is Sashiko from? \_\_\_\_\_
4. What grade is John in? \_\_\_\_\_

**After Listening**

**C. Interview two people in your class. Ask for their personal information and fill in the form below.**

Name	Age	Grade	Hometown

**Intonation for Statements**

Intonation means the way sounds in your voice go up (rise) or down (fall) when you speak. The sound goes down when you say the last sound in a statement.



**A. Listen for the falling stress. Underline it.**

1. We live in New York.
2. She is 20 years old.
3. He doesn't live in Moscow.
4. They don't speak English.



**B. Listen to the audio and repeat.**


**Speaking Strategy:**  
**Greetings and saying goodbye**

- We say “Hi” and “Hello” to start a conversation, or when we first see someone for the first time in the day.
- We say “Bye,” “See you later,” and “Goodbye” when we leave someone.



**A. Listen to the three conversations below and complete the sentences. Listen again to check your answers.**

1.

**Marty:** Hi, Ibrahim.

**Ibrahim:** Oh, (1) \_\_\_\_\_ Marty. How are you?

**Marty:** It has been a long time. Are you going to this school now?

**Ibrahim:** Yes, I am in (2) \_\_\_\_\_.

3.

**Bob:** Hi, (4) \_\_\_\_\_ name is Bob. What is your (5) \_\_\_\_\_?

**Roger:** Hi, my name is Roger. I am new to (6) \_\_\_\_\_ school. What (7) \_\_\_\_\_ are you in? How old (8) \_\_\_\_\_?

2.

**Mr. Grant:** (3) \_\_\_\_\_, Alexandra. How can I help you?

**Alexandra:** Hi, Mr. Grant. I don't understand this.

**Mr. Grant:** Let's look at it together.


**B. Your Turn**

**Roleplay each conversation with a partner. Then, write an ending for each conversation with a word or phrase used for leaving.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**C. Listen to the audio and take notes. Prepare to say goodbye to your partner.**

**Pair and Share**


**End a conversation with a partner.**

Bye, it was nice to meet you!

Goodbye, nice to . . .


**Reading Strategy:**
**Read for specific information**

- Before reading a text, know what kind of information you are looking for (place, name, or action).
- Read carefully and look for specific details in the text.

**Before Reading**

**A. What do you say when you meet your friends? Look at these pictures. How is what you do different from the way these people are saying hello.**



**B. Read the text. Underline specific details about saying “hello” in different countries.**


**Saying Hello around the World**

People in different countries say hello in different ways when they **meet**.

**Sticking out your tongue:** In some **countries**, this is not polite. But Tibetans stick out their tongues to show they are not the black-tongued king of Tibet.

**Kissing:** In some countries, people kiss each other on the cheek. The Inuit people **live** in Greenland. They place their nose on the cheek or forehead of a child and breathe in.

**Clapping:** It is polite to say hello to the Shona people in Southern Africa by clapping.

**Hongi:** The Maori people in New Zealand place their noses and heads together to say hello. This is called the *Hongi*.

**Eyebrow raising:** In Micronesia, people raise their eyebrows. This shows someone that you know they are there.

**Squeezing thumbs:** In Zambia, Africa, people clap and then put their thumbs together.



## After Reading

C. Complete the table with specific details from the text.

Country	Saying Hello
	stick out tongue
	Eskimo kiss
Southern Africa	
	put noses and heads together
Micronesia	
	squeeze thumbs

D. Choose one way to say “Hello” from the text. Use the pictures and specific details in the article to practice this. Walk around the room to say “Hello” to your classmates in this way.

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## Writing



A. Circle all the names in this paragraph. Add capital letters for names and at the start of each sentence.

hello, my name is boris. i'm from russia. i live in the city of moscow. i am 12 years old. i am in Grade 8. i go to school from monday to friday. i like cooking with my friend, tanya.

### Writing Strategy:

#### Use capital letters correctly

- When filling in a form or writing a profile, know who will see your personal information.
- Before showing your profile or sending a form, be sure to use capital letters correctly.
- Use capital letters to start the first word of each sentence.
- Use capital letters for names of people, places, months, and days of the week.

B. Complete the profile with specific details about yourself. Use capital letters where they are needed.

Student Friends			
First name	<input type="text"/>	Last name	<input type="text"/>
Birthday	<input type="text"/>	Country	<input type="text"/>
Email	<input type="text"/>	Telephone Number	<input type="text"/>
Grade	<input type="text"/>		

C. Write about yourself in two or three sentences using your profile. Use capital letters where they are needed.

In this unit, I will learn to . . .

- describe my possessions.
- use demonstrative pronouns.
- listen and choose the main idea.

1 |

Get Ready



What makes some things special?



A. Look at the pictures. What are their favorite things? Read each description.



My name is Leanne. I love my **smartphone** so much! I use it to play **games** and chat with my friends.



Hi, I'm Joe, and this is my **bike**. It's the most important thing that I have. I ride it to school every day.



I'm Rita. This **necklace** is a birthday present from my best friend, Astrid. Look, it's a heart. She has one half, and I have the other half.



My name is Wei. I share this **laptop** with my brothers. Our laptop is so important because we use it for homework.

B. Choose the correct answer.

- Leanne uses her smartphone for \_\_\_\_\_.
  - music
  - games
  - homework
- Joe's most important thing is his \_\_\_\_\_.
  - bike
  - laptop
  - necklace
- Rita's best friend is \_\_\_\_\_.
  - Wei
  - Joe
  - Astrid
- Wei shares a laptop with his \_\_\_\_\_.
  - friends
  - brothers
  - sisters

## Pair and Share



With a partner, ask and answer questions about the text.

What's Leanne's favorite thing? Why?

It's her smartphone because she plays games and chats with her friends.

Now, answer these questions about yourself.

What is your favorite thing? Why?

My favorite thing is . . . because . . .

**A. Listen to the audio and read along. Guess the meaning of the words in bold.**

Today is my birthday. I have a new **watch** and a **necklace**. They're from my **friends**. This **tablet** is from my mother, and that's a **smartphone** from my father. It is blue, my **favorite** color. They are great birthday **presents!** I keep my photos on my tablet. I **swipe** it to see them. I play fun **games** too. I **switch off** my tablet at night. My brother doesn't give me presents, but he lets me use his **bike** and **laptop!**

**Word Box**

bike  
 favorite  
 friend  
 game  
 laptop  
 necklace  
 present  
 smartphone  
 swipe  
 switch off  
 tablet  
 watch

**B. Choose the correct word from the box to complete the sentences.**

- Do you use your \_\_\_\_\_ to search the Internet every day?
- You can \_\_\_\_\_ left to see more pictures.
- I want to buy a birthday \_\_\_\_\_ for my sister.
- \_\_\_\_\_ your phone during this lesson, please. You can turn it on later.
- This is Andy. He's my best \_\_\_\_\_.
- It's time to do your homework. Don't play \_\_\_\_\_ now.
- I use my \_\_\_\_\_ to listen to music and chat with my friends.
- What is your \_\_\_\_\_ day of the year?

**C. Circle the correct answer.**

- Be careful! Don't (ride / switch off) your bike too fast!
- Who is your (best / important) friend?
- We can look at photos on this (tablet / necklace).
- Happy birthday! This (brother / watch) is for you.
- Does my new (necklace / bike) look good with this sweater?



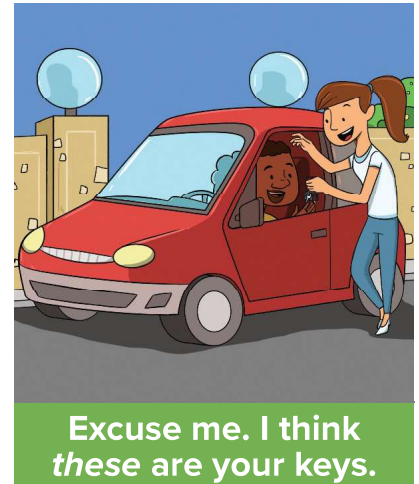
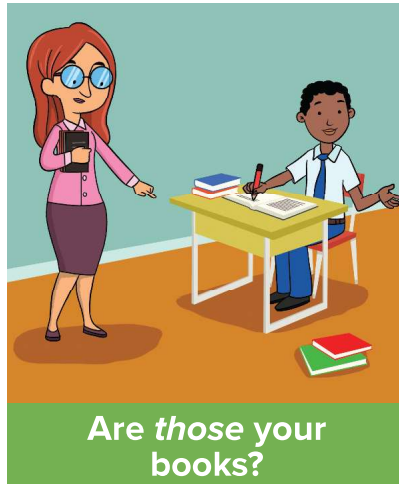
### Demonstrative Pronouns: *This / That / These / Those*

**This, that, these, and those** are **demonstrative pronouns**. They point to some specific noun in a sentence.

Singular	Plural
this	these
that	those

For grammar reference, go to Grammar Appendix.

#### A. Look at these pictures and read the sentences. What things do *this, that, these* and *those* show in the sentences?



#### B. Choose the correct words.

- \_\_\_\_\_ is a good laptop.  
a. This                      b. Those
- \_\_\_\_\_ are delicious strawberries.  
a. That                      b. These
- I want to wear \_\_\_\_\_. They're my favorite shoes.  
a. that                      b. those
- Are \_\_\_\_\_ your presents?  
a. this                      b. these
- \_\_\_\_\_ is a picture of my best friend Jennifer.  
a. This                      b. These

### C. Circle the correct words.

1. This is my favorite (bike / tablets).
2. Those are his (books / necklace).
3. These are her (laptop / watches).
4. That is our (table / laptops).
5. This is a nice (watch / watches).

### D. Change these sentences using *these* or *those*.

1. Mrs. Li needs that for her class.  
\_\_\_\_\_
2. This is a flower from her garden.  
\_\_\_\_\_
3. Do you like this?  
\_\_\_\_\_
4. You can borrow this from me.  
\_\_\_\_\_
5. That's Mom's tablet.  
\_\_\_\_\_

#### Articles: *a*, *an*

The words *a* and *an* are **articles**. They refer to any person, place, thing, or idea. Use the word *a* before a consonant sound and *an* before a vowel sound.

The girls are on *an* escalator.

I would like *a* drink.



### E. Insert *a* or *an* in front of these nouns.

- |                 |                   |
|-----------------|-------------------|
| 1. ____ garden  | 7. ____ animal    |
| 2. ____ bike    | 8. ____ baby      |
| 3. ____ present | 9. ____ teacher   |
| 4. ____ school  | 10. ____ apple    |
| 5. ____ city    | 11. ____ earring  |
| 6. ____ country | 12. ____ necklace |

### Pair and Share



**With a partner, ask and answer questions about your things.**

What do you use every day?

I use my . . .

What are your friend's favorite things?

My friend's favorite things are . . .



## Listening Strategy:

## Listen for the main idea

As you listen, you may hear words that are unfamiliar. That is OK. Listen for the most important ideas if you don't understand every word.

**Before Listening**

**A. Look at the pictures. What is your favorite thing?**



**B. Listen to the audio. Read the sentences and circle T for *True* or F for *False*. Listen again to check your answers.**

- |  |   |   |
|--|---|---|
| 1. Marta usually takes photos of her family.           | T | F |
| 2. Luiza listens to music when she travels.            | T | F |
| 3. Ishmael doesn't have a bike.                        | T | F |
| 4. Gloria's favorite thing is her jeans.               | T | F |
| 5. Gloria wears a necklace every day.                  | T | F |
| 6. Craig's laptop is the most important thing he owns. | T | F |
| 7. Craig's cat's name is Lady.                         | T | F |
| 8. Craig's cat is black and white.                     | T | F |

**After Listening**

**C. Interview another student from your class. Ask the student to name a favorite possession and why he or she likes it.**



*a / an*

Use the word *a* before a consonant sound and *an* before a vowel sound. Listen carefully for the *n* sound.



**A. Circle what you hear, *a* or *an*.**

1. a / an      2. a / an      3. a / an      4. a / an      5. a / an      6. a / an



**B. Listen to the audio and repeat.**


**Speaking Strategy:**  
**Give instructions**

When someone gives an instruction to another person, the sentence may not use the subject “you.” The **verb** is the first word in the sentence.

Example: *Go to the corner and turn left.*

If you are not sure about what someone says, repeat important words with a rising intonation to check your understanding.

Example:

A. *Sit here.*

B. *Here . . . ?*



**A. Listen to the conversations and complete the sentences. Listen again to check your answers.**

1.

**Anna:** (1) \_\_\_\_\_ this button to switch on the phone.

**Jorge:** OK, (2) \_\_\_\_\_. Yes, it’s working now.

**Anna:** (3) \_\_\_\_\_ at the top to open the map.

**Jorge:** At the top . . . ? Oh yes, I see. That’s (4) \_\_\_\_\_.

**Librarian:** (5) \_\_\_\_\_ your laptop now, please. The library is closing.

**Jorge:** Oh, (6) \_\_\_\_\_. I didn’t know.

2.

**Beth:** What are you doing? (1) \_\_\_\_\_ left to go back!

**Lee:** Oops! I always (2) \_\_\_\_\_ the wrong way.

**Beth:** (3) \_\_\_\_\_ your email address here.

**Lee:** Here? OK. (4) \_\_\_\_\_?

**B. Your Turn**

**Roleplay each conversation with a partner. How would Beth answer the last question? Write your answer in the blank space.**

Your idea: \_\_\_\_\_

\_\_\_\_\_



**C. Listen to the audio. Take notes to prepare for a conversation about how to use an app.**

**Pair and Share**


**Show your partner how to use an app on your phone or tablet. Use the following terms in your conversation: *OK, I see, Now I understand, or Oh! I did something wrong.***

Click here to start. Then choose the color you like the most.

OK, I see.



### Before Reading

**A. Look at the pictures. Do you ever use a watch? Why do you think this watch is Martha's favorite thing?**



### Reading Strategy:

#### Read for the main idea

- The main idea is the central purpose of every text. Supporting details can help you find the main idea of an article.
- Try to understand the most important ideas first.
- Check new and unfamiliar words later.

**B. Read the text. Underline supporting details to help you find the main idea.**



### My Favorite Thing

I'm Martha. This watch is the most important thing I have. It's my favorite birthday **present** from my grandfather. It's his old watch, and the date on the back, is 1953! It's very old. It's also very big because it's a man's watch, but that's OK. Every time I look at it, I remember my grandfather. He is very clever and kind.

I really like old things. Of course I have new things too! I use my tablet every day, but I don't think I can give it to my child one day. That's why the watch is special. Some of my **friends** say we don't need watches any more because we can check the time on our phones. But I think watches are beautiful.

### After Reading

**C. Answer the questions.**

1. Who is Martha's favorite thing from? \_\_\_\_\_
2. What year is on the watch? \_\_\_\_\_
3. What is the problem with the watch? \_\_\_\_\_
4. What does Martha say about her grandfather? \_\_\_\_\_
5. How often does she use her tablet? \_\_\_\_\_
6. Why does Martha like watches? Give two reasons. \_\_\_\_\_



**D. Write a sentence with the main idea of the article in the left column. In the right column, write your key details.**

Main Idea	Key Details

8 |

## Writing



**A. Talk with your partner about using a phone, tablet, or computer. Tell your partner the steps you need to do something, like sending a text or an email.**

**B. Read the information about how to send a text message. Notice that the order of steps is wrong, and there are no capital letters or periods.**

### Writing Strategy: Sequence

- Use sequence words like *first*, *second*, *third*, *next*, *then*, and *last* to show the order for doing something.  
Example: *First, write your name. Second, write your address.*



#### WIKI HELP How to Send a Text Message

- Add a photo or sticker
- Open "Messages" on your phone
- Click the "Send" button
- Type the phone number, or choose name from your "Contacts" list
- Type your message
- Click the "New Message" button

**C. Write the list of tasks in the correct order using the sequence words *first*, *second*, *third*, *next*, *then*, and *last*. Add capital letters and periods.**

# UNIT 3

# All about Me

### In this unit, I will learn to . . .

- talk about me, my hobbies and interests, and my birthday.
- ask questions with the verb *be*.
- listen for specific information.

1 |

## Get Ready



### Who are you?



### A. Listen to the audio. Complete the missing information for each person.



Name: Thuy  
Country: Vietnam  
Age: (1) \_\_\_\_\_  
Birthday: October 6

I love **fashion**. After school, I make clothes. This is my new dress. Do you like it?



Name: (2) \_\_\_\_\_  
Country: Iran  
Age: 15  
Birthday: March 29

I like **sports**—soccer, tennis, basketball, everything. I **play** soccer three times a week.



Name: Franck  
Country: Cameroon  
Age: 17  
Birthday: (3) \_\_\_\_\_

I really like **music**. I sing and play the guitar at my church on Sundays. I'm also in a band with my friends.

### B. Read the sentences and circle T for True or F for False.

- |                                       |   |   |
|---------------------------------------|---|---|
| 1. They are talking about hobbies.    | T | F |
| 2. Thuy's birthday is in June.        | T | F |
| 3. Thuy makes her own clothes.        | T | F |
| 4. Amjad loves soccer.                | T | F |
| 5. Franck goes to church on Sundays.  | T | F |
| 6. Amjad plays soccer every day.      | T | F |
| 7. Franck's birthday is December 5.   | T | F |
| 8. Franck plays the guitar in a band. | T | F |

## Pair and Share



**With a partner, ask and answer the following question about each student from the pictures.**

Where is Franck from?

He's from Cameroon.

**Ask and answer questions about yourself.**

What do you like to do after school?

I like . . .

**A. Listen to the audio and read along. Guess the meaning of the words in bold.**

Roberto is **interested in** all kinds of art. He is taking a painting class this term, and he is very **good at** it. He listens to **music** as he paints. He **plays** the guitar in his **free time**. He also likes **sports**, and he **plays** basketball. His girlfriend has a special **hobby**: **fashion** design. And she is good at it, too!

**Word Box**

fashion  
free time  
good at  
hobby  
interested in  
music  
play [a sport]  
play [an instrument]  
sport

**B. Choose the correct answer.**

- Swimming and volleyball are \_\_\_\_\_.  
a. clothes            b. music            c. sports
- Alicia paints beautiful pictures. She is \_\_\_\_\_ it.  
a. not good at      b. good at            c. not interested in
- My brother \_\_\_\_\_ the piano very well.  
a. plays            b. reads            c. sings
- Ricardo loves \_\_\_\_\_. He always wears great clothes.  
a. painting            b. fashion            c. guitar
- Erika goes to the library every week. She is \_\_\_\_\_ reading.  
a. interested in      b. not interested in      c. playing

**C. Circle the correct word.**

- Adrian enjoys watching movies. It is his favorite (job / hobby).
- My little brother is in (Grade / school) 3.
- Pedro really likes (music / books). He plays the guitar very well.
- Tennis is my favorite (movie / sport). I play every Sunday.
- There are interesting designs at the (sports / fashion) show.



### Yes / No questions with the verb *Be*

There are different types of questions in English. The **Yes / No question** is one of them. They are called Yes / No questions because the answer to the questions are “yes” or “no.” Subject and verb change their position when we make a Yes / No question.

Fin *is* in a band.

Is Fin in a band? Yes, he *is*.

Question	Answer
Am <i>I</i> on Main Street?	Yes, you are. / No, you aren't.
Are <i>you</i> in a band?	Yes, I am. / No, I'm not.
Is <i>he</i> 16 years old?	Yes, he is. / No, he isn't.
Is <i>she</i> from Thailand?	Yes, she is. / No, she isn't.
Are <i>we</i> watching this movie?	Yes, we are. / No, we aren't.
Are <i>they</i> nurses?	Yes, they are. / No, they aren't.

For grammar reference, go to Grammar Appendix.

#### A. Look at the picture and ask a Yes / No question.



#### B. Complete the sentences.

- \_\_\_\_\_ you from Russia? Yes, I \_\_\_\_\_.
- \_\_\_\_\_ he 16 years old? Yes, he \_\_\_\_\_.
- Are they students? No, they \_\_\_\_\_.
- Is Stephanie from London? Yes, she \_\_\_\_\_.
- \_\_\_\_\_ I a good singer? Yes, you are!

#### Question word *Where* and prepositions *in, from, on*

When you ask a question, you want to know information. Ask a question with *where* if you want to know information about a place. After the verb in that question, use a preposition, such as *in, from, or on*.

#### C. Match the sentence parts.

1. Where are	•	•	on July 9.
2. When is	•	•	in Montevideo.
3. Radha is	•	•	you from?
4. My birthday is	•	•	from Sri Lanka.
5. We live	•	•	your birthday?

### D. Order the words and add capital letters to make questions.

1. do / you / where / live \_\_\_\_\_ ?
2. where / from / is / she \_\_\_\_\_ ?
3. where / now / are / they \_\_\_\_\_ ?
4. does / school / where / she / go / to \_\_\_\_\_ ?
5. sister / where's / my \_\_\_\_\_ ?

### E. Complete the sentences using the correct preposition.

1. He's \_\_\_\_\_ Saudi Arabia.
2. They are \_\_\_\_\_ the house.
3. The cat is \_\_\_\_\_ the table.
4. My sister and I come \_\_\_\_\_ Vietnam.
5. My home is \_\_\_\_\_ America.
6. We live \_\_\_\_\_ Main Street.

#### live + preposition

Use *live in* to show home, country, or city.

Use *live at* to show the address.

Use *live on* to show the street and floor.

I *live in* Mexico City.

Jake *lives at* 25 Brown Street.

We *live on* the second floor.



### F. Complete the sentences using the correct preposition.

1. She lives \_\_\_\_\_ Los Angeles.
2. They live \_\_\_\_\_ Elm Street.
3. We live \_\_\_\_\_ 8238 Main Street, San Francisco.
4. Mr. Smith lives \_\_\_\_\_ England.
5. I live \_\_\_\_\_ that big house.
6. Saul lives \_\_\_\_\_ the 12th floor.
7. Jia Xing lives with her parents \_\_\_\_\_ China.
8. I live \_\_\_\_\_ the apartment building across the street.

### Pair and Share



With a partner, ask and answer questions about yourselves.

Are you 20 years old?

No, I'm not. I am . . .

Are you from Colombia?

Yes, I am, but I live in Argentina now.



## Listening Strategy:

## Listen for specific information

Before you listen, think about what you need to know. Are you listening for the name of a person, a number, or the name of a country?

**Before Listening**

**A. Look at the pictures. What do you think Elena does in her free time?**



**B. Listen to the audio and answer the questions.**

- Where is Elena from? \_\_\_\_\_
- Where does she live? \_\_\_\_\_
- How old is she? \_\_\_\_\_
- What is Elena good at? \_\_\_\_\_
- What does she like to read? \_\_\_\_\_
- Why can't Elena have a cat? \_\_\_\_\_

**After Listening**

**C. Interview a classmate about where he or she is from.**

**ch vs sh**

For both sounds *ch* and *sh*, round your lips. Put your top and bottom teeth close together. For *ch*, push one puff of air through your teeth and stop. For *sh*, flow air through your teeth and hold the sound.



**A. Underline the words you hear.**

- |                  |                   |                  |                  |
|------------------|-------------------|------------------|------------------|
| 1. sheep / cheap | 3. shop / chop    | 5. shin / chin   | 7. ships / chips |
| 2. shin / chin   | 4. shoes / choose | 6. sheet / cheat | 8. share / chair |



**B. Listen to the audio and repeat.**



## Speaking Strategy:

## Talk about likes / dislikes

To talk about things you like, say:

- I like it.
- I love it.

To talk about things you do not like, say:

- I don't like it.
- I'm not interested in . . .



### A. Listen to the audio and complete the sentences. Listen again and check your answers.

**Haifa:** Welcome to our school, Boris. Do you (1) \_\_\_\_\_ sports?

**Boris:** Yes, (2) \_\_\_\_\_. I play tennis three times a week.

**Haifa:** You must be good! I like tennis, but I'm still learning how to (3) \_\_\_\_\_.

**Boris:** I like it, but I don't think I'm (4) \_\_\_\_\_ it.

**Haifa:** There is a dance this weekend. What (5) \_\_\_\_\_ of music do you like?

**Boris:** I listen to anything!

**Haifa:** The band plays all kinds of music, but I like rock and roll.

**Boris:** Do many people go to (6) \_\_\_\_\_?

**Haifa:** Yes, they are always crowded. We're going to a soccer game tomorrow. Do you want to come with us?

### B. Your Turn

Roleplay the conversation with a partner.  
How would Boris answer the last question?  
Write your answer in the blank space.

Your idea: \_\_\_\_\_

\_\_\_\_\_



### C. Listen to the audio. Take notes to prepare for a conversation about likes and dislikes.

### Pair and Share



Talk to a partner about things you like and don't like. Use these expressions:

I like . . .

I love . . .

I don't like . . .

I'm not interested in . . .


**Reading Strategy:**
**Read for specific information**

Sometimes you want to find certain information in a text.

- Look at the title—What do you want to learn about the topic?
- Look at the pictures—What feeling do you get?
- Look at the questions—What will you need to remember?

**Before Reading**

**A. Look at the pictures. How many hobbies can you name? What is your favorite hobby?**

**B. Read the paragraphs. Circle key details about hobbies.**


**I Love It!**


I'm Shu Ying from Singapore. I'm 16. I'm **interested in** writing stories. I get ideas from everywhere! Sometimes I see interesting people, and I think about their lives. Are they married? What are their jobs? Are they happy?



Hi. I'm Aung Wunna. I come from Myanmar, and I'm 14 years old. I fish with my cousins in my **free time**. When I catch a big fish, I feel so happy! My sister never comes with us. She likes to stay at home and watch TV.



My name is Michelle. I'm 13 years old, and I'm from the Philippines. My **hobby** is ping-pong. I **play** every night with my best friend, Felix. He has a table in his house—he's so lucky. I always win the ping-pong competition at my school!

**After Reading**

**C. Complete the chart with details from the text.**

	Shu Ying	Aung Wunna	Michelle
Age		14	
Country	Singapore		
Hobby			ping-pong
Who with	alone		
Extra information			



**D. Complete the chart with information about yourself and a classmate.**

	Me:	Classmate:
Age		
Country		
Hobby		
Who with		
Extra information		

8 |

**Writing**



**A. Read all the questions. Circle the questions about dates.**

**B. Complete this membership form. Start with your name.**

**Writing Strategy:  
Answer questions**

- Read the form carefully.
- Write your answers clearly.
- Short answers are OK. You don't have to write in full sentences.

## Kingston Swimming Pool: Membership Form

What is your name?

What school do you go to?

What is your phone number?

What is the date today?

When is your birthday?

Please sign here.

How old are you?

Where do you live?



**ABC** Vocabulary

**A. Circle the word that is different. How is it different?**

- 1. name / free time / hobby / interest \_\_\_\_\_
- 2. music / fashion / favorite / sport \_\_\_\_\_
- 3. friend / necklace / watch / tablet \_\_\_\_\_
- 4. school / grade / spell / fashion \_\_\_\_\_
- 5. type / switch on / live / swipe \_\_\_\_\_

**B. Choose the correct word from the box to complete the sentences.**

<b>bike</b>	<b>favorite</b>	<b>free time</b>	<b>friend</b>
<b>video games</b>	<b>grade</b>	<b>hobby</b>	<b>laptop</b>
<b>play</b>	<b>presents</b>	<b>school</b>	<b>spell</b>

- 1. I \_\_\_\_\_ the guitar in my \_\_\_\_\_.
- 2. My \_\_\_\_\_ does his homework on his \_\_\_\_\_.
- 3. My \_\_\_\_\_ is \_\_\_\_\_.
- 4. We have some \_\_\_\_\_.
- 5. I ride my \_\_\_\_\_ to school.
- 6. The piano is my \_\_\_\_\_ musical instrument.
- 7. I can't \_\_\_\_\_ your last name.
- 8. I am in \_\_\_\_\_ 8.

**C. Circle the correct words.**

- 1. Wei (lives / plays) the flute very well.
- 2. What (country / number) is your friend from?
- 3. Is this Noah's telephone (grade / number)?
- 4. My brother is (good at / swipe) basketball.
- 5. Lee (lives / switches off) in Shanghai.



## Grammar

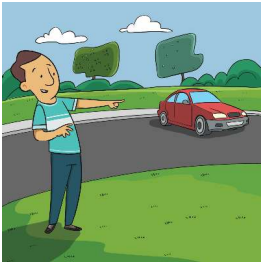
### A. Complete the chart.

Affirmative	Negative	Yes / No Question
He plays badminton.	1.	Does he play badminton?
2.	We don't have that book.	Do we have that book?
You wear glasses.	You don't wear glasses.	3.
They take the bus.	4.	Do they take the bus?
She likes painting.	She doesn't like painting.	5.
6.	I don't sit here.	Do I sit here?

### B. Choose the correct word from the box to complete the sentences.

<b>those</b>	<b>this</b>	<b>his</b>
<b>that</b>	<b>our</b>	<b>these</b>

- Is \_\_\_\_\_ your car?
- \_\_\_\_\_ are my new pens.
- \_\_\_\_\_ are my cousins, and that is \_\_\_\_\_ grandmother.
- Is \_\_\_\_\_ Danny's bag? Yes, it's \_\_\_\_\_ bag.



### C. Circle the correct words.

- (That / Those) are my books.
- (This / These) is her phone.
- (That / Those) is my bike.
- This is (a / an) tablet.
- This is not (a / an) animal. It is (a / an) toy.
- This is (a / an) ping-pong ball. It is not (a / an) egg.

### D. Complete the sentences about you.

- I am from \_\_\_\_\_.
- My birthday is on \_\_\_\_\_.
- I play \_\_\_\_\_ and \_\_\_\_\_.
- I go to \_\_\_\_\_ school.
- I am interested in \_\_\_\_\_.
- I have a \_\_\_\_\_ and a \_\_\_\_\_.



## **CLIL** Reading: **Health / Biology**

### **How to Stay Healthy**

How do you stay healthy? Doctors say to exercise for 30 minutes or more, three times a week. You can choose any sport you like. Choose healthy food such as rice, fruit, and vegetables, and don't eat too much sugar. Water is also important. Drink 2 liters every day.

Everyone needs to sleep for 6 to 8 hours every night. You need sleep to think at school or at work. And finally—relax! **Switch off** things like TVs, laptops and tablets a long time before you go to bed. Go outside with your **friends** and do a **hobby** you enjoy. Do all of these things to stay healthy.

**A. Read the sentences and circle T for True or F for False. Correct the false statements.**

1. It isn't important to exercise. T F  
\_\_\_\_\_
2. Vegetables are healthy, but rice isn't. T F  
\_\_\_\_\_
3. Your body needs 2 liters of water a day. T F  
\_\_\_\_\_
4. Seven hours is enough sleep. T F  
\_\_\_\_\_
5. Your brain needs sleep to work well. T F  
\_\_\_\_\_
6. It's important to spend time with friends. T F  
\_\_\_\_\_

**B. Complete the chart with healthy tips from the text.**

Activity	Tip 1	Tip 2
Exercise		
Food		
Water		
Sleep		
Habits		

**C. Write an interesting question about health.**

Example: *How many times a week do you exercise?*

Ask the other students in your class. Show your results in a chart.



## Project

In this project, you will plan a trip and present it to the class. Use what you know from Units 1 to 3 to complete the project.



### Step 1 Brainstorm

Plan a trip to see and do the things you like. Do you want to go to a sports match or concert? Do you want to visit a city or see nature?

Make a list of the places you like to visit. Write why each trip is special to you.

Places to visit	Reasons to visit

Talk about your lists in small groups and ask each other questions about the trip and your reasons.

### Step 2 Research

Choose one special place from your list.

Find out about that place. Write the top five most interesting things to do and see.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Step 3 Prepare

Plan your trip. Write . . .

- where it is
- things to do there
- things to see
- why you like it

### Step 4 Present

Talk about your trip. Say . . .

- where it is
- what there is to do
- what there is to see
- why you like it



## Creative Zone

### A. Planning

Linda has a lot of hobbies! What things does Linda need for each hobby?  
Write your ideas in the chart. Use a dictionary to help you.



Hobby	Things Linda Needs

### B. Roleplay

- Student A is Linda. Students B and C are her mom and dad.
- **Linda:** Ask your parents for all the things on your list. Tell them why you want each thing.
- **Mom and Dad:** You can't buy everything—it's too expensive! Agree to buy only three things. Tell Linda why she needs or doesn't need each thing.

# am/is/are (afirmación y negación)

A

My name is Lisa.

I'm American. I'm from Chicago.

I'm tall.

My father is a doctor and my mother is a journalist.

I'm a student.

I'm not married.

My favourite colour is blue.

My favourite sports are football and swimming.

LISA

B

**am/is/are** son formas del presente del verbo **be** (= ser/estar):

afirmación

negación

I	<b>am</b>	(I'm)
he		(he's)
she	<b>is</b>	(she's)
it		(it's)
we		(we're)
you	<b>are</b>	(you're)
they		(they're)

forma corta

I	<b>am not</b>	(I'm not)		
he		(he's not	o	he <b>isn't</b> )
she	<b>is not</b>	(she's not	o	she <b>isn't</b> )
it		(it's not	o	it <b>isn't</b> )
we		(we're not	o	we <b>aren't</b> )
you	<b>are not</b>	(you're not	o	you <b>aren't</b> )
they		(they're not	o	they <b>aren't</b> )

forma corta

- I'm tired this morning. *Estoy cansado/a esta mañana.*
- I'm a student. My sister **is** a teacher. *Soy estudiante. Mi hermana es profesora.*
- Steve **is** ill. He's in bed. ... *está ... está ...*
- My car **is** very old. *Mi coche es muy viejo.*
- Ann and I **are** good friends. ... *somos ...*
- You're very busy today. *Estás muy ocupado hoy.*
- Your keys **are** on the table. ... *están ...*
- I'm a student. I'm not a teacher. *Soy ... no soy ...*
- Tom **isn't** at home at the moment. He's at work. ... *no está ... Está ...*
- My room **isn't** very big, but **it's** nice. ... *no es ... es ...*
- Those people **aren't** English. They're Australian. ... *no son ... Son ...*



C

En inglés es necesario usar los pronombres personales sujeto (**I/he/she/it** etc.):

- It's** late. (*no Is late*) *Es tarde.*
- Tim **is** in bed. **He's** not well. ... *está ... No está bien.*

Para decir la hora se usa **It's** ... :

- It's** one o'clock. / **It's** 8.15. / **It's** half past ten. *Es la una. / Son las ocho y cuarto. / Son las diez y media.*

D

that's = that **is**    there's = there **is**    here's = here **is**

- Thank you. That's very kind of you. *Gracias. Es muy amable de tu parte.*
- Look! There's Chris. *¡Mira! Ahí está Chris.*
- A: Here's your key. *Aquí tiene su llave.*  
B: Thank you. *Gracias.*





## 1.1 Escribe las contracciones (she's / we aren't etc.).

- 1 she is ..... she's .....      3 it is not .....      5 I am not .....  
 2 they are .....      4 that is .....      6 you are not .....

## 1.2 Completa las frases con am, is o are.

- 1 The weather is nice today.      5 Look! There ..... Carol.  
 2 I ..... not rich.      6 My brother and I ..... good tennis players.  
 3 This bag ..... heavy.      7 Emily ..... at home. Her children ..... at school.  
 4 These bags ..... heavy.      8 I ..... a taxi driver. My sister ..... a nurse.

## 1.3 Completa las frases.

- 1 Steve is ill. He's in bed.  
 2 I'm a good dancer, but ..... a good singer.  
 3 Mr Thomas is my neighbour. .... very friendly.  
 4 These chairs aren't beautiful, but ..... comfortable.  
 5 '..... tired.' 'No, I'm not. I'm fine!'  
 6 Catherine isn't at home. .... at work.  
 7 '..... your coat.' 'Oh, thank you very much.'

## 1.4 Observa las frases de Lisa (Unidad 1A). Escribe frases acerca de ti.

- 1 (name?) My .....      4 (favourite colour or colours?)  
 2 (from?) I ..... My .....  
 3 (job?) I .....      5 (father's or mother's job?)  
 My .....

## 1.5 Escribe frases sobre los dibujos. Usa: angry happy sad strong tall tired



- 1 She's happy.      3 They .....      5 .....  
 2 He .....      4 .....      6 .....

## 1.6 Escribe frases verdaderas, afirmativas o negativas. Usa is/isn't o are/aren't.

- 1 (it / very late) It isn't very late. o It's very late.  
 2 (Brussels / in Belgium) Brussels .....  
 3 (my hands / cold) My .....  
 4 (Brazil / a very big country) .....  
 5 (diamonds / cheap) .....  
 6 (Toronto / in the US) .....

## Escribe frases verdaderas, afirmativas o negativas. Usa I'm / I'm not.

- 7 (a student) I'm a student. o I'm not a student.  
 8 (tired) I .....  
 9 (a good swimmer) .....  
 10 (from Madrid) .....

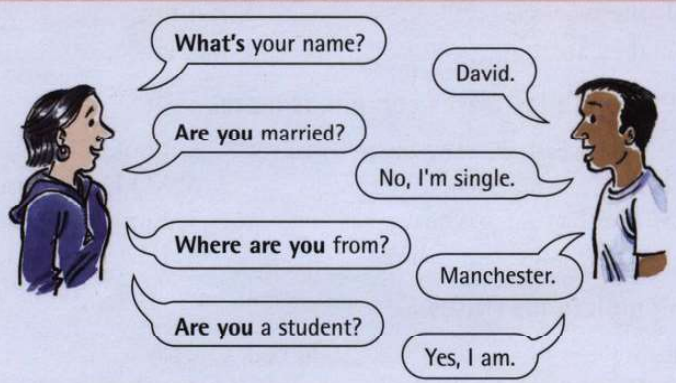
## 1.7 Traduce al inglés.

- 1 Mi madre es inglesa.      7 Este vaso no está limpio. Está muy sucio.  
 2 Son las seis.      8 ¡Mira! Aquí está tu hermana.  
 3 La sopa está fría.      9 Es tarde.  
 4 Catherine no está en Londres.      10 Aquí tiene su bolsa.  
     Está en Birmingham.      11 Mi hermana no está muy alegre hoy. Está triste.  
 5 Mis padres no son españoles.      12 Mi casa es vieja pero es grande y está en el centro.  
 6 Ricardo es alto y delgado.

# am/is/are (interrogación)

A

afirmación		interrogación	
I	<b>am</b>	<b>am</b>	I?
he	<b>is</b>	<b>is</b>	he?
she		she?	
it		it?	
we	<b>are</b>	<b>are</b>	we?
you		you?	
they		they?	



- 'Are you English?' 'No, I'm Scottish.' '¿Eres ...?' 'No, soy ...'
- 'Is your mother at home?' 'No, she's out.' '¿Está tu madre en casa?' 'No, está fuera.'
- 'Are your parents at home?' 'No, they're out.' '¿Están tus padres en casa?' 'No, están fuera.'
- 'Is it late?' 'No, it's only nine o'clock.' '¿Es tarde?' 'No, son ...'
- 'Your shoes are nice. Are they new?' 'Tus zapatos son bonitos. ¿Son nuevos?'

Observa el orden de las palabras:

- Is she at home? / Is your mother at home? (no Is at home your mother?)
- Are they new? / Are your shoes new? (no Are new your shoes?)

B

## Where ... ? / What ... ? / Who ... ? / How ... ? / Why ... ?

- Where is** your mother? Is she at home? '¿Dónde está tu madre? ¿Está en casa?'
- '**Where are** you from?' 'Canada.' '¿De dónde eres / es Vd.?' 'Del Canadá.'
- '**What colour is** your car?' 'It's red.' '¿De qué color es tu coche?' 'Es rojo.'
- How are** your parents? Are they well? '¿Cómo están tus padres? ¿Están bien?'
- These postcards are nice. **How much are** they? 'Estas postales son bonitas. ¿Cuánto cuestan?'
- This hotel isn't very good. **Why is** it so expensive? 'Este hotel no es muy bueno. ¿Por qué es tan caro?'

what's = what is who's = who is how's = how is where's = where is

- What's** the time? '¿Qué hora es?'
- Where's** Lucy? '¿Dónde está Lucy?'
- Who's** that man? '¿Quién es ese hombre?'
- How's** your father? '¿Cómo está tu padre?'

C

## Respuestas breves

Yes,	I	<b>am.</b>	No,	I'm	<b>not.</b>	o	No,	he	<b>isn't.</b>
	he	<b>is.</b>		he's				it	
	she			she's					
it	<b>are.</b>	it's	we	<b>aren't.</b>					
we		we're							
you		you're							
they	they're	they're	they						



Estas respuestas se usan con mucha frecuencia en inglés (además de las respuestas simples Yes o No.)

- 'Are you tired?' 'Yes, I am.'
- 'Are you English?' 'No, I'm not. I'm Scottish.'
- 'Is your friend English?' 'Yes, he is.'
- 'Are these your keys?' 'Yes, they are.'
- 'That's my seat.' 'No, it isn't.'

## 2.1 Elige la respuesta apropiada para cada pregunta.

1 Where's the camera?	A London.	1 <u>G</u>
2 Is your car blue?	B No, I'm not.	2 .....
3 Is Linda from London?	C Yes, you are.	3 .....
4 Am I a good student?	D My sister.	4 .....
5 Where's Ann from?	E Black.	5 .....
6 What colour is your bag?	F No, it's black.	6 .....
7 Are you hungry?	G In your bag.	7 .....
8 How is George?	H No, she's American.	8 .....
9 Who's that woman?	I Very well.	9 .....


## 2.2 Escribe preguntas usando estas palabras. Pon las palabras en el orden correcto.

- (is / at home / your mother) Is your mother at home .....
- (your parents / are / well) Are your parents well .....
- (interesting / is / your job) .....
- (the shops / are / open today) .....
- (from / where / you / are) .....
- (is / near here / the post office) .....
- (at school / are / your children) .....
- (you / are / sad / why) .....

## 2.3 Completa las preguntas usando What ... / Who ... / Where ... / How ... .

1	..... <u>How are</u> ..... your parents?	They're very well. At the end of the street. Five, six and ten. £1.50 a kilo. Skiing. That's my father. Black.
2	..... the bus stop?	
3	..... your children?	
4	..... these oranges?	
5	..... your favourite sport?	
6	..... the man in this photograph?	
7	..... your new shoes?	

## 2.4 Escribe preguntas apropiadas para las respuestas.

1	(name?) <u>What's your name?</u> .....	 PAUL Paul. No, I'm Australian. No, I'm a lawyer. Yes, I am. No, she's a designer. She's Italian. Anna.
2	(American?) .....	
3	(a teacher?) .....	
4	(married?) .....	
5	(wife a lawyer?) .....	
6	(from?) .....	
7	(her name?) .....	

## 2.5 Escribe respuestas breves afirmativas o negativas (Yes, I am. / No, he isn't. etc.).

- |  |                              |
|--|------------------------------|
| 1 Are you married? <u>No, I'm not.</u> ..... | 4 Are your hands cold? ..... |
| 2 Are you at home? .....                     | 5 Is it dark now? .....      |
| 3 Is it Monday today? .....                  | 6 Are you a teacher? .....   |

## 2.6 Traduce al inglés.

- |   |   |
|---|---|
| 1 ¿Estás contenta?                            | 6 ¿Qué hora es? ¿Es tarde?                |
| 2 ¿Dónde está Tom? ¿Está en casa?             | 7 ¿De qué color son tus guantes?          |
| 3 ¿Cómo están tus padres?                     | 8 ¿De dónde es Susan?                     |
| 4 ¿Cuánto cuesta este paraguas?               | 9 '¿Es inglesa Mary?' 'No, es irlandesa.' |
| 5 '¿De qué color son tus ojos?' 'Son verdes.' | 10 ¿Es difícil este ejercicio?            |

irlandesa = Irish

# I do/work/like etc. (present simple, afirmación)

A



They're looking at their books.  
They **read** a lot. *Leen mucho.*



He's eating an ice-cream.  
He **likes** ice-cream. *Le gusta el helado.*

They **read** / he **likes** / I **work** etc. son formas del PRESENT SIMPLE:

I/we/you/they	<b>read</b>	<b>like</b>	<b>work</b>	<b>live</b>	<b>watch</b>	<b>do</b>	<b>have</b>
he/she/it	<b>reads</b>	<b>likes</b>	<b>works</b>	<b>lives</b>	<b>watches</b>	<b>does</b>	<b>has</b>

Recuerda:

**he works** / **she lives** / **it rains** etc.

- I work** in a shop. **My brother works** in a bank. (*no My brother work*)
- Lucy lives** in London. **Her parents live** in Scotland.
- It rains** a lot in winter.

**I have** → he/she/it **has**:

- John has** a shower every day.

ORTOGRAFÍA (→ Apéndice 5):

-es detrás de -s / -sh / -ch:	pass → passes	finish → finishes	watch → watches
-y → -ies:	study → studies	try → tries	
también:	do → does	go → goes	

B

El PRESENT SIMPLE se usa para expresar cosas que son verdaderas en general, o bien que ocurren con cierta frecuencia o habitualmente. El equivalente en español suele ser el presente de indicativo:

- The shops **open** at 9.30 and **close** at 2 o'clock. ... *abren ... cierran ...*
- Your English is good. You **speak** very well. ... *hablas ...*
- Tim **works** very hard. He **starts** at 7.30 and **finishes** at 8 o'clock in the evening. ... *trabaja ... empieza ... acaba...*
- The earth **goes** round the sun. *La tierra gira alrededor del sol.*
- We **do** a lot of different things in our free time. *Hacemos ...*
- It **costs** a lot of money to build a hospital. *Cuesta ...*

Observa que **I like** / **he likes** equivalen a 'me gusta / le gusta' etc.

- I like** football. *Me gusta el fútbol.*
- I don't like** big cities. *No me gustan las grandes ciudades.*
- John likes** the house. *A John le gusta la casa.*

C

El PRESENT SIMPLE se usa con **always/never/often/usually/sometimes**. Observa la posición de estas palabras:

- Sue **always gets** to work early. (*no Sue gets always*) *Sue llega siempre temprano al trabajo.*
- I **never eat** breakfast. (*no I eat never*) *No desayuno nunca.*
- We **often go** away at weekends. *Salimos fuera los fines de semana muy a menudo.*
- Mark **usually plays** football on Sundays. *Generalmente Mark juega al fútbol ...*
- I **sometimes walk** to work, but not very often. *A veces voy al trabajo a pie, pero no muy a menudo.*

## 6.1 Escribe la forma de estos verbos que acompaña a he / she / it (-s o -es).

- 1 (read) she reads      3 (fly) it .....      5 (have) she .....  
 2 (think) he .....      4 (dance) he .....      6 (finish) it .....

## 6.2 Completa las frases sobre las personas de los dibujos usando los verbos siguientes:

eat go live ~~play~~ play sleep



- 1 He plays the piano.      4 ..... tennis.  
 2 They ..... in a very big house.      5 ..... to the cinema a lot.  
 3 ..... a lot of fruit.      6 ..... seven hours a night.

## 6.3 Completa las frases usando los verbos siguientes:

boil close cost cost like like meet open ~~speak~~ teach wash

- 1 Maria speaks four languages.  
 2 The shops in the city centre usually ..... at 9 o'clock in the morning.  
 3 The City Museum ..... at 5 o'clock in the evening.  
 4 Tina is a teacher. She ..... mathematics to young children.  
 5 My job is very interesting. I ..... a lot of people.  
 6 Peter's car is always dirty. He never ..... it.  
 7 Food is expensive. It ..... a lot of money.  
 8 Shoes are expensive. They ..... a lot of money.  
 9 Water ..... at 100 degrees Celsius.  
 10 Julia and I are good friends. I ..... her and she ..... me.

## 6.4 Escribe frases con estas palabras usando la forma correcta de los verbos (arrive o arrives etc.).

- 1 (always / early / Sue / arrive) Sue always arrives early.  
 2 (to the cinema / never / I / go) I .....  
 3 (work / Martina / hard / always) .....  
 4 (like / chocolate / children / usually) .....  
 5 (Julia / parties / enjoy / always) .....  
 6 (often / people's names / I / forget) .....  
 7 (television / Tim / watch / never) .....  
 8 (usually / dinner / we / have / at 7.30) .....  
 9 (Jenny / always / nice clothes / wear) .....

## 6.5 Escribe frases sobre lo que tú haces usando always/never/often/sometimes/usually.

- 1 (watch TV in the evening) I usually watch TV in the evening.  
 2 (read in bed) I .....  
 3 (get up before 7 o'clock) .....  
 4 (go to work/school by bus) .....  
 5 (drink coffee in the morning) .....

## 6.6 Traduce al inglés.

- 1 Susana trabaja en un hospital.      5 Me gusta esquiar.  
 2 Estudio inglés todos los días.      6 Siempre desayunamos en la cocina.  
 3 A veces voy al cine con mis amigos.      7 Nunca bebo leche, pero a veces bebo un batido.  
 4 Mis padres viven en Valencia.      8 A Liz le gusta la música clásica.

esquiar = skiing  
 batido = milkshake

# I don't ... (present simple, *negación*)

A

La *negación* del PRESENT SIMPLE es **don't/doesn't** + verbo:



She **doesn't drink** coffee. *No bebe café.*



He **doesn't like** his job. *No le gusta su trabajo.*

*afirmación*

*negación*

I	<b>work</b>	I	<b>don't</b>	<b>work</b> <b>like</b> <b>do</b> <b>have</b>
we	<b>like</b>	we	<b>(do not)</b>	
you	<b>do</b>	you		
they	<b>have</b>	they		
he	<b>works</b>	he	<b>doesn't</b>	<b>work</b> <b>like</b> <b>do</b> <b>have</b>
she	<b>likes</b>	she	<b>(does not)</b>	
it	<b>does</b>	it		
	<b>has</b>			

- I **drink** coffee, but I **don't drink** tea. *Bebo ... no bebo ...*
- Sue **drinks** tea, but she **doesn't drink** coffee. *... bebe ... no bebe ...*
- You **don't work** very hard. *No trabajas mucho.*
- We **don't watch** television very often. *No vemos ...*
- The weather is usually nice. It **doesn't rain** very often. *... No llueve ...*
- Gary and Nicole **don't know** many people. *... no conocen ...*

B

Recuerda:

I/we/you/they **don't** ...  
he/she/it **doesn't** ...

- I **don't** like football.
- He **doesn't** like football.

- I **don't** like Fred and Fred **doesn't** like me. (*no Fred don't like*)
- My car **doesn't** use much petrol. (*no My car don't use*)
- Sometimes he is late, but **it doesn't** happen very often.

C

**Don't/doesn't** lleva detrás el infinitivo (**don't like** / **doesn't speak** / **doesn't do** etc.):

- I **don't like** washing the car. I **don't do** it very often.  
*No me gusta ... No lo hago ...*
- Sarah **speaks** Spanish, but she **doesn't speak** Italian. (*no doesn't speaks*)  
*... habla ... no habla ...*
- Bill **doesn't do** his job very well. (*no Bill doesn't his job*)  
*Bill no hace su trabajo muy bien.*
- Paula **doesn't** usually **have** breakfast. (*no doesn't ... has*)  
*Paula no desayuna generalmente.*

## 7.1 Escribe frases negativas.

- |                                    |  |
|------------------------------------|--|
| 1 I play the piano very well.      | <i>I don't play the piano very well.</i> |
| 2 Jane plays the piano very well.  | Jane .....                               |
| 3 They know my phone number.       | They .....                               |
| 4 We work very hard.               | .....                                    |
| 5 He has a bath every day.         | .....                                    |
| 6 You do the same thing every day. | .....                                    |

## 7.2 Observa la información del cuadro y escribe frases con like.



1 classical music?	yes	no	?
2 boxing?	no	yes	
3 horror films?	yes	no	

- 1 *Ben and Sophie like classical music.*
- Kate .....
- I ..... classical music.
- 2 Ben and Sophie .....
- Kate .....
- I .....
- 3 .....

## 7.3 Escribe frases relacionadas contigo usando:

I never ...    o    I often ...    o    I don't ... very often.

- 1 (watch TV)      *I don't watch TV very often.*    o    *I never watch TV.*    o    *I often watch TV.*
- 2 (go to the theatre) .....
- 3 (ride a bicycle) .....
- 4 (eat in restaurants) .....
- 5 (travel by train) .....

## 7.4 Completa las frases. Todas son negativas. Usa don't/doesn't + uno de los siguientes verbos:

cost    go    know    ~~read~~    see    use    wear

- 1 I buy a newspaper every day, but sometimes I *don't read* it.
- 2 Paul has a car, but he ..... it very often.
- 3 Paul and his friends like films, but they ..... to the cinema very often.
- 4 Amanda is married, but she ..... a ring.
- 5 I ..... much about politics. I'm not interested in it.
- 6 The Regent Hotel isn't expensive. It ..... much to stay there.
- 7 Brian lives very near us, but we ..... him very often.

## 7.5 Completa las frases con la forma correcta, afirmativa o negativa.

- 1 Margaret *speaks* four languages – English, French, German and Spanish. (speak)
- 2 I *don't like* my job. It's very boring. (like)
- 3 'Where's Martin?' 'I'm sorry. I .....?' (know)
- 4 Sue is a very quiet person. She ..... very much. (talk)
- 5 Andy ..... a lot of tea. It's his favourite drink. (drink)
- 6 It's not true! I ..... it! (believe)
- 7 That's a very beautiful picture. I ..... it very much. (like)
- 8 Mark is a vegetarian. He ..... meat. (eat)

## 7.6 Traduce al inglés.

- No vamos al cine muy a menudo.
- No conozco a tus hermanas.
- Luis no trabaja en España.
- Mi padre conduce un camión, pero no le gusta su trabajo.
- No llueve mucho en Madrid en verano.
- Teresa habla francés, pero no habla inglés.
- Viven en un piso grande, pero no les gusta.
- Normalmente no salimos por la noche.

conducir = drive  
 en verano =  
 in summer  
 piso = flat  
 por la noche =  
 in the evening

# Do you ... ? (present simple, *interrogación*)

A

Se usa **do/does** para hacer preguntas con el PRESENT SIMPLE:

*afirmación*

I	<b>work</b>
we	<b>like</b>
you	<b>do</b>
they	<b>have</b>
he	<b>works</b>
she	<b>likes</b>
it	<b>does</b>
	<b>has</b>

*interrogación*

<b>do</b>	I	<b>work?</b> <b>like?</b> <b>do?</b> <b>have?</b>
	we	
	you	
	they	
<b>does</b>	he	
	she	
	it	



- Do you play chess?** *¿Juegas al ajedrez?*
- What sort of films **does she like?** *¿Qué tipo de películas le gustan?*

B

Observa el orden de las palabras en estas frases interrogativas:

**do/does** + sujeto + infinitivo

Where	<b>Do</b>	you	<b>work</b>	on Sundays?
How often	<b>Do</b>	your friends	<b>live</b>	near here?
What	<b>Does</b>	Chris	<b>play</b>	tennis?
How much	<b>do</b>	your parents	<b>live?</b>	
	<b>do</b>	you	<b>wash</b>	your hair?
	<b>does</b>	this word	<b>mean?</b>	
	<b>does</b>	it	<b>cost</b>	to fly to Rome?

Observa la posición de **always/usually/often**:

	<b>Do</b>	you	<b>always</b>	<b>have</b>	breakfast?
	<b>Does</b>	Chris	<b>often</b>	<b>phone</b>	you?
What	<b>do</b>	you	<b>usually</b>	<b>do</b>	at weekends?

Ten cuidado cuando el verbo principal es **do** (= hacer):

- What **do** you **do** at weekends? *¿Qué haces los fines de semana?*

En este ejemplo el primer **do** es para la interrogación y el otro **do** es el verbo 'hacer'.

**What do you do?** = *¿Qué haces? (¿En qué trabajas?)*:

- 'What **do** you **do**?' 'I work in a bank.'
- 'What **does** Sarah **do**?' 'She's a student.'

C

Recuerda:

- |                             |   |
|-----------------------------|---|
| <b>do</b> I/we/you/they ... | <input type="checkbox"/> <b>Do they</b> like music? |
| <b>does</b> he/she/it ...   | <input type="checkbox"/> <b>Does he</b> like music? |

D

Respuestas breves

Yes,	I/we/you/they <b>do</b> .
	he/she/it <b>does</b> .

No,	I/we/you/they <b>don't</b> .
	he/she/it <b>doesn't</b> .

- 'Do you play tennis?' 'No, I don't.'
- 'Do your parents speak English?' 'Yes, they do.'
- 'Does Gary work hard?' 'Yes, he does.'
- 'Does your sister live in London?' 'No, she doesn't.'



## 8.1 Escribe preguntas usando Do ... ? y Does ... ?

- |   |                                    |   |
|---|------------------------------------|---|
| 1 I like chocolate. How about you?            | <i>Do you like chocolate</i> ..... | ? |
| 2 I play tennis. How about you?               | ..... you .....                    | ? |
| 3 Tom plays tennis. How about Lucy?           | ..... Lucy .....                   | ? |
| 4 You live near here. How about your friends? | .....                              | ? |
| 5 You speak English. How about your brother?  | .....                              | ? |
| 6 I do yoga every morning. How about you?     | .....                              | ? |
| 7 Sue often goes away. How about Paul?        | .....                              | ? |
| 8 I want to be famous. How about you?         | .....                              | ? |
| 9 You work hard. How about Anna?              | .....                              | ? |

## 8.2 Escribe preguntas usando las palabras + do/does. Pon las palabras en el orden correcto.

- |  |   |   |
|--|---|---|
| 1 (where / live / your parents)                  | <i>Where do your parents live</i> ..... | ? |
| 2 (you / early / always / get up)                | <i>Do you always get up early</i> ..... | ? |
| 3 (how often / TV / you / watch)                 | .....                                   | ? |
| 4 (you / want / what / for dinner)               | .....                                   | ? |
| 5 (like / you / football)                        | .....                                   | ? |
| 6 (your brother / like / football)               | .....                                   | ? |
| 7 (what / you / do / in your free time)          | .....                                   | ? |
| 8 (your sister / work / where)                   | .....                                   | ? |
| 9 (to the cinema / often / you / go)             | .....                                   | ? |
| 10 (what / mean / this word)                     | .....                                   | ? |
| 11 (often / snow / it / here)                    | .....                                   | ? |
| 12 (go / usually / to bed / what time / you)     | .....                                   | ? |
| 13 (how much / to phone New York / it / cost)    | .....                                   | ? |
| 14 (you / for breakfast / have / usually / what) | .....                                   | ? |

## 8.3 Completa las preguntas usando los verbos siguientes:



~~do~~ do enjoy go like start teach work



- 1 What *do you do* .....
- 2 ..... it?
- 3 What time ..... in the morning?
- 4 ..... on Saturdays?
- 5 How ..... to work?
- 6 And your husband. What .....
- 7 What .....
- 8 ..... his job?

- I work in a bookshop.  
It's OK.  
At 9 o'clock.  
Sometimes.  
Usually by bus.  
He's a teacher.  
Science.  
Yes, he loves it.

## 8.4 Escribe respuestas breves (Yes, he does. / No, I don't. etc.).

- 1 Do you watch TV a lot? *No, I don't.* o *Yes, I do.*
- 2 Do you live in a big city? .....
- 3 Do you often ride a bicycle? .....
- 4 Does it rain a lot where you live? .....
- 5 Do you play the piano? .....

## 8.5 Traduce al inglés.

- |                                     |   |
|-------------------------------------|---|
| 1 ¿Dónde trabajan tus padres?       | 6 ¿Qué quiere decir 'ride'?             |
| 2 ¿Habla Vd. inglés?                | 7 ¿Cuánto cuesta esta cámara?           |
| 3 ¿Le gusta su trabajo a Pilar?     | 8 ¿Con qué frecuencia vas al cine?      |
| 4 ¿A qué hora os despertáis?        | 9 '¿Qué hacen tus padres?' 'Mi madre es |
| 5 ¿Te gusta el café o prefieres té? | médico y mi padre es profesor.'         |

trabajo (3) = job  
despertarse = wake up

# this/that/these/those

A

<p><b>this</b> = este/esta/esto</p> <p>Do you like <b>this</b> picture?</p>	<p><b>these</b> = estos/estas</p> <p><b>These</b> flowers are for you.</p>	<p><b>that</b> (singular)</p> <p>Do you like <b>that</b> picture?</p>	<p><b>those</b> (plural)</p> <p>Who are <b>those</b> people?</p>
<p><b>this</b> <b>these</b></p>	<p><b>this</b> picture (= this picture <i>here</i>) <b>these</b> flowers (= these flowers <i>here</i>)</p>	<p><b>that</b> <b>those</b></p>	<p><b>that</b> picture (= that picture <i>there</i>) <b>those</b> people (= those people <i>there</i>)</p>

B

**this/that/these/those** pueden llevar detrás un sustantivo (**this picture** / **those girls** etc.) o ir solos:

- |   |   |                |
|---|---|----------------|
| <ul style="list-style-type: none"> <li>□ <b>This</b> hotel is expensive but it's very nice. <i>Este hotel ...</i></li> <li>□ 'Who's <b>that</b> girl?' 'I don't know.' <i>¿... esa/aquella chica?'</i></li> <li>□ Do you like <b>these</b> shoes? I bought them last week. <i>¿... estos zapatos?'</i></li> <li>□ <b>Those</b> apples look nice. Can I have one? <i>Esas/Aquellas manzanas ...</i></li> </ul>                       | } | con sustantivo |
| <ul style="list-style-type: none"> <li>□ <b>This</b> is a nice hotel, but it's very expensive. <i>Éste es un hotel bonito ...</i></li> <li>□ 'Excuse me, is <b>this</b> your bag?' 'Oh yes, thank you.' <i>¿... es ésta su bolsa?'</i></li> <li>□ Who's <b>that</b>? (= Who is that person?) <i>¿Quién es?'</i></li> <li>□ Which shoes do you prefer – <b>these</b> or <b>those</b>? ... <i>¿Éstos o ésos/aquellos?'</i></li> </ul> | } | sin sustantivo |

C

**that** = algo que ha ocurrido:

- 'I'm sorry I forgot to phone you.' '**That's** all right.' ... 'No importa.'
- **That** was a really nice meal. Thank you very much. *Ha sido una comida estupenda. ...*

**that** = algo que alguien acaba de decir:

- 'You're a teacher, aren't you?' 'Yes, **that's** right.' ... 'Sí, exacto.'
- 'Martin has got a new job.' 'Has he? I didn't know **that**.' ... 'No lo sabía.'
- 'I'm going on holiday next week.' 'Oh, **that's** nice.' ... 'Oh, eso está bien.'

D

**this/that** pueden referirse a personas. Observa los ejemplos:

Al teléfono se usa **this is** ... y **is that** ... ?:

- Hi Sarah, **this** is David. *Hola Sarah, soy David.*  
(**this** = la persona que habla)
- Is **that** Sarah? *¿Eres Sarah?*  
(**that** = la otra persona)



Al hacer presentaciones se usa **this is** ... :

- A: Brian, **this is** Chris.  
*Brian, éste es Chris.*
- B: Hello, Chris – nice to meet you.  
*Hola, Chris. Encantado de conocerte.*
- C: Hi.  
*Hola.*



E

**like this / like that** = así (de este modo / de ese modo)

- Don't do it **like that**. Do it **like this**. *No lo hagas así. Hazlo así.*
- Don't look at me **like that**. *No me mires así.*

## 75.1 Completa las frases con this/that/these/those + una de las palabras siguientes:

birds house plates postcards seat shoes

<p>1 Do you like <u>these shoes</u> ?</p> 	<p>2 Who lives in ..... ?</p> 	<p>3 How much are ..... ?</p> 
<p>4 Look at ..... ?</p> 	<p>5 Excuse me, is ..... free?</p> 	<p>6 ..... are dirty.</p> 

## 75.2 Escribe preguntas usando Is this/that your ... ? o Are these/those your ... ?

<p>1 Is <u>this</u> your bag?</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> 

## 75.3 Completa las frases usando this is o that's o that.

- |   |   |
|---|---|
| <p>1 A: I'm sorry I'm late.<br/>B: <u>That's</u> all right.</p> <p>2 A: I can't come to the party tomorrow.<br/>B: Oh, ..... a pity. Why not?</p> <p>3 (al teléfono)<br/>SUE: Hello, Jane. .... Sue.<br/>JANE: Oh, hi Sue. How are you?</p> <p>4 A: You're lazy.<br/>B: ..... not true!</p> | <p>5 A: Beth plays the piano very well.<br/>B: Does she? I didn't know .....</p> <p>6 Mark conoce a la hermana de Paul, Helen.<br/>PAUL: Mark, ..... my sister, Helen.<br/>MARK: Hi, Helen.</p> <p>7 A: I'm sorry I was angry yesterday.<br/>B: ..... OK. Forget it!</p> <p>8 A: You're a friend of Tim's, aren't you?<br/>B: Yes, ..... right.</p> |
|---|---|

## 75.4 Traduce al inglés.

- |   |   |
|---|---|
| <p>1 Esta taza está sucia.</p> <p>2 Estos coches son nuevos.</p> <p>3 Me gustan esas flores.</p> <p>4 (al teléfono) '¿Quién es?' 'Soy Brian.'</p> | <p>5 'Lo siento. Olvidé telefonar a tu hermana.' 'No importa.'</p> <p>6 '¿Es Vd. el profesor?' 'Exacto.'</p> <p>7 No uses el cuchillo así. Mira, úsalo así.</p> <p>8 ¡Mira ese coche! Quiero uno así.</p> |
|---|---|

# one/ones

A

**one** es un número (= 1), pero, como en español, a veces se usa para evitar repetir un sustantivo:

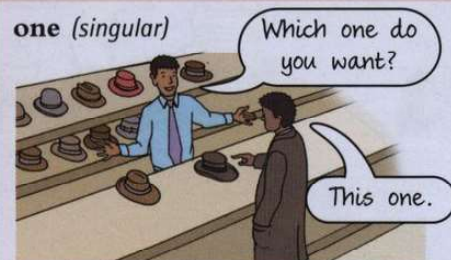


Would you like **one**? ¿Quieres uno?  
= Would you like **a chocolate**?  
**one** = **a/an** ... (a chocolate / an apple etc.)

- I need **a pen**. Have you got **one**? Necesito un bolígrafo. ¿Tienes uno?
- A: Is there **a bank** near here?
- B: Yes, there's **one** at the end of this street. Sí, hay uno al final de esta calle.

B

## one y ones



**one** (singular)

Which **one**? = Which **hat**?  
¿Cuál? = ¿Qué sombrero?

**one** = hat/car/girl etc.

**this one** / **that one** éste/ése/aqué

- Which **car** is yours? **This one** or **that one**? ... ¿Éste o ése/aqué?

**the one** ... = el/la que (está) ...

- A: Which **hotel** did you stay at?
- B: **The one** opposite the station.  
*El que está enfrente de la estación.*
- I found this **key**. Is it **the one** you lost?  
*¿... la que perdiste?*

**the** + adjetivo + **one**

- I don't like the black **coat**, but I like **the brown one**. ... *la marrón.*
- Don't buy that **camera**. Buy **the other one**. ... *la otra.*

**a/an** + adjetivo + **one**

- This **cup** is dirty. Can I have **a clean one**?  
... *¿Me das una limpia?*
- That biscuit was nice. I'm going to have **another one**. ... *otra.*

**ones** (plural)



Which **ones**? = Which **flowers**?  
¿Cuáles? = ¿Qué flores?

**ones** = flowers/cars/girls etc.

Se puede usar **these/those** con o sin **ones**:

- Which flowers do you want? **These** or **those**? o **These ones** or **those ones**?  
*¿Éstas o ésas/aquéllas?*

**the ones** ... = los/las que (están) ...

- A: Which **books** are yours?
- B: **The ones** on the table.  
*Los que están en la mesa.*
- I found these **keys**. Are they **the ones** you lost? *¿... las que perdiste?*

**the** + adjetivo + **ones**

- I don't like the red **shoes**, but I like **the green ones**. ... *los verdes.*
- Don't buy those **apples**. Buy **the other ones**. ... *las otras.*

**some** + adjetivo + **ones**

- These **cups** are dirty. Can we have **some clean ones**? ... *¿Nos das limpias?*
- My **shoes** are very old. I'm going to buy **some new ones**. ... *Voy a comprarme unos nuevos.*

En inglés no se suele decir **a/the** + adjetivo sin un sustantivo detrás. Se puede usar **one/ones** en lugar del sustantivo para no repetirlo:

- I'm going to sell my car and buy **a new one**. (no ... a new)
- 'Which shoes do you like?' **'The grey ones.'** (no ... The grey)

**76.1** Con la información del cuadro escribe las respuestas de B a las preguntas de A. Usa **one** en lugar de **a/an ...** en las respuestas.

B doesn't need a car	B has just had a cup of coffee
there's a chemist in Mill Road	B is going to get a bike
<del>B hasn't got a pen</del>	B hasn't got an umbrella

- 1 A: Can you lend me a pen? B: I'm sorry, I haven't got one .....
- 2 A: Would you like to have a car? B: No, I don't .....
- 3 A: Have you got a bike? B: No, but .....
- 4 A: Can you lend me an umbrella? B: I'm sorry, but .....
- 5 A: Would you like a cup of coffee? B: No, thank you. ....
- 6 A: Is there a chemist near here? B: Yes, .....

**76.2** Completa las frases usando **a/an ... one** y las palabras siguientes:

**better big clean different new old**

- 1 This cup is dirty. Can I have a clean one ..?
- 2 I'm going to sell my car and buy ..?
- 3 That's not a very good photograph, but this is ..?
- 4 I want today's newspaper. This is ..?
- 5 This box is too small. I need ..?
- 6 Why do we always go to the same restaurant? Let's go to ..?

**76.3** Completa los diálogos con la información del cuadro. Usa **one/ones**.

1 <i>A stayed at a hotel. It was opposite the station.</i> A: We stayed at a hotel. B: <u>Which one</u> ..? A: <u>The one opposite the station.</u> ..	6 <i>A is looking at a picture. It's on the wall.</i> A: That's an interesting picture. B: ..? A: ..
2 <i>A sees some shoes in a shop window. They're green.</i> A: I like those shoes. B: Which ..? A: The ..	7 <i>A sees a girl in a group of people. She's tall with long hair.</i> A: Do you know that girl? B: ..? A: ..
3 <i>A is looking at a house. It has a red door.</i> A: That's a nice house. B: ..? A: .. with ..	8 <i>A is looking at some flowers in the garden. They're yellow.</i> A: Those flowers are beautiful. B: ..? A: ..
4 <i>A is looking at some CDs. They're on the top shelf.</i> A: Are those your CDs? B: ..? A: ..	9 <i>A is looking at a man in a restaurant. He has a moustache and glasses.</i> A: Who's that man? B: ..? A: ..
5 <i>A is looking at a jacket in a shop. It's black.</i> A: Do you like that jacket? B: ..? A: ..	10 <i>A took some photos at the party last week.</i> A: Did I show you my photos? B: ..? A: ..

**76.4** Traduce al inglés.

- Estas naranjas son muy dulces. ¿Quieres una?
- 'Dame las llaves.' '¿Cuáles?'
- No me gusta la camisa amarilla. Prefiero la verde.
- 'Necesito un vaso.' '¿Este grande?' 'No, uno pequeño.'
- Estos zapatos marrones no me gustan. ¿Puedo ver los negros?
- Esta toalla está mojada. Necesito una seca.
- 'Me gustan esas rosas.' '¿Cuáles? ¿Las rojas o las blancas?'
- '¿Qué libro quieres? ¿El que está en la mesa?' 'No, el que está en la silla.'
- Pásame esa bolsa, la que está a tu derecha.
- ¿Qué camisa prefieres, la azul o la blanca?

dulce = sweet  
mojado = wet  
pasar = pass

# Verbos regulares e irregulares

A

## Verbos regulares

El PAST SIMPLE y el PAST PARTICIPLE (participio pasado) de los verbos regulares terminan en **-ed**:  
clean → **cleaned**   live → **lived**   paint → **painted**   study → **studied**

PAST SIMPLE (→ Unidad 12)

- I **cleaned** my room yesterday.  
*Ayer limpié ...*
- Charlie **studied** engineering at university.  
*Charlie estudió ingeniería ...*

PAST PARTICIPLE

**have/has** + PAST PARTICIPLE (PRESENT PERFECT → Unidades 16-19):

- I **have cleaned** my room.  
*He limpiado ...*
- Tina **has lived** in London for ten years.  
*Tina vive en Londres desde hace 10 años.*

**be (is/are/were/has been etc.)** + PAST PARTICIPLE (VOZ PASIVA → Unidades 22-23):

- These rooms **are cleaned** every day.  
*... se limpian todos los días.*
- My car **has been repaired**. *Me han reparado el coche.*

B

## Verbos irregulares

El PAST SIMPLE y el PAST PARTICIPLE de los verbos irregulares no terminan en **-ed**:

	make	break	cut
PAST SIMPLE	<b>made</b>	<b>broke</b>	<b>cut</b>
PAST PARTICIPLE	<b>made</b>	<b>broken</b>	<b>cut</b>

A veces el PAST SIMPLE y el PAST PARTICIPLE son iguales. Por ejemplo:

	make	find	buy	cut
PAST SIMPLE	<b>made</b>	<b>found</b>	<b>bought</b>	<b>cut</b>
PAST PARTICIPLE	<b>made</b>	<b>found</b>	<b>bought</b>	<b>cut</b>

- I **made** a cake yesterday. (PAST SIMPLE)  
*Ayer hice ...*
- I **have made** some coffee. (PAST PARTICIPLE – PRESENT PERFECT)  
*He hecho ...*
- Butter **is made** from milk. (PAST PARTICIPLE – PASSIVE PRESENT)  
*La mantequilla se hace ...*

Otras veces el PAST SIMPLE y el PAST PARTICIPLE son diferentes. Por ejemplo:

	break	know	begin	go
PAST SIMPLE	<b>broke</b>	<b>knew</b>	<b>began</b>	<b>went</b>
PAST PARTICIPLE	<b>broken</b>	<b>known</b>	<b>begun</b>	<b>gone</b>

- Somebody **broke** this window last night. (PAST SIMPLE)  
*Alguien rompió ...*
- Somebody **has broken** this window. (PAST PARTICIPLE – PRESENT PERFECT)  
*Alguien ha roto ...*
- This window **was broken** last night. (PAST PARTICIPLE – PASSIVE PAST)  
*... fue rota ...*

## 25.1 Escribe el PAST SIMPLE / PAST PARTICIPLE de estos verbos. (Las dos formas son las mismas en este ejercicio.)

- |         |             |           |               |
|---------|-------------|-----------|---------------|
| 1 make  | <u>made</u> | 6 enjoy   | 11 hear       |
| 2 cut   | <u>cut</u>  | 7 buy     | 12 put        |
| 3 get   |             | 8 sit     | 13 catch      |
| 4 bring |             | 9 leave   | 14 watch      |
| 5 pay   |             | 10 happen | 15 understand |

## 25.2 Escribe el PAST SIMPLE y el PAST PARTICIPLE de estos verbos.

- |         |              |               |           |
|---------|--------------|---------------|-----------|
| 1 break | <u>broke</u> | <u>broken</u> | 8 come    |
| 2 begin |              |               | 9 know    |
| 3 eat   |              |               | 10 take   |
| 4 drink |              |               | 11 go     |
| 5 drive |              |               | 12 give   |
| 6 speak |              |               | 13 throw  |
| 7 write |              |               | 14 forget |

## 25.3 Completa las frases con la forma correcta del verbo.

- I washed my hands because they were dirty. (wash)
- Somebody has broken this window. (break)
- I feel good. I ..... very well last night. (sleep)
- We ..... a really good film yesterday. (see)
- It ..... a lot while we were on holiday. (rain)
- I've ..... my bag. (lose) Have you ..... it? (see)
- Rosa's bicycle was ..... last week. (steal)
- I ..... to bed early because I was tired. (go)
- Have you ..... your work yet? (finish)
- The shopping centre was ..... about 20 years ago. (build)
- Anna ..... to drive when she was 18. (learn)
- I've never ..... a horse. (ride)
- Julia is a good friend of mine. I've ..... her for a long time. (know)
- Yesterday I ..... and ..... my leg. (fall / hurt)
- My brother ..... in the London Marathon last year. Have you ever ..... in a marathon? (run / run)

## 25.4 Completa cada frase con un verbo de la lista poniéndolo en la forma correcta: PAST SIMPLE O PAST PARTICIPLE.

cost	drive	fly	<del>make</del>	meet	sell
speak	swim	tell	think	wake up	win

- I have made some coffee. Would you like some?
- Have you ..... John about your new job?
- We played basketball on Sunday. We didn't play very well, but we ..... the game.
- I know Gary, but I've never ..... his wife.
- We were ..... by loud music in the middle of the night.
- Stephanie jumped into the river and ..... to the other side.
- 'Did you like the film?' 'Yes, I ..... it was very good.'
- Many different languages are ..... in the Philippines.
- Our holiday ..... a lot of money because we stayed in an expensive hotel.
- Have you ever ..... a very fast car?
- All the tickets for the concert were ..... very quickly.
- A bird ..... in through the open window while we were having our dinner.

## 25.5 Traduce al inglés.

- |                                       |  |
|---------------------------------------|--|
| 1 Inés abrió la carta y la leyó.      | 7 No he terminado mi trabajo.              |
| 2 La película empezó a las 7.30.      | 8 Compramos un nuevo ordenador ayer.       |
| 3 Ayer rompí tres vasos.              | 9 ¿Has visto alguna vez una ópera?         |
| 4 La piscina se limpia los lunes.     | 10 Él dejó su maleta en el tren.           |
| 5 Teresa perdió sus llaves el sábado. | 11 Conozco a Isabel desde hace siete años. |
| ¿Las ha encontrado?                   | 12 Han cortado dos árboles en el parque.   |
| 6 Joaquín olvidó su pasaporte.        |  |

ópera = opera  
 dejar = leave  
 maleta = suitcase  
 cortar = cut down