

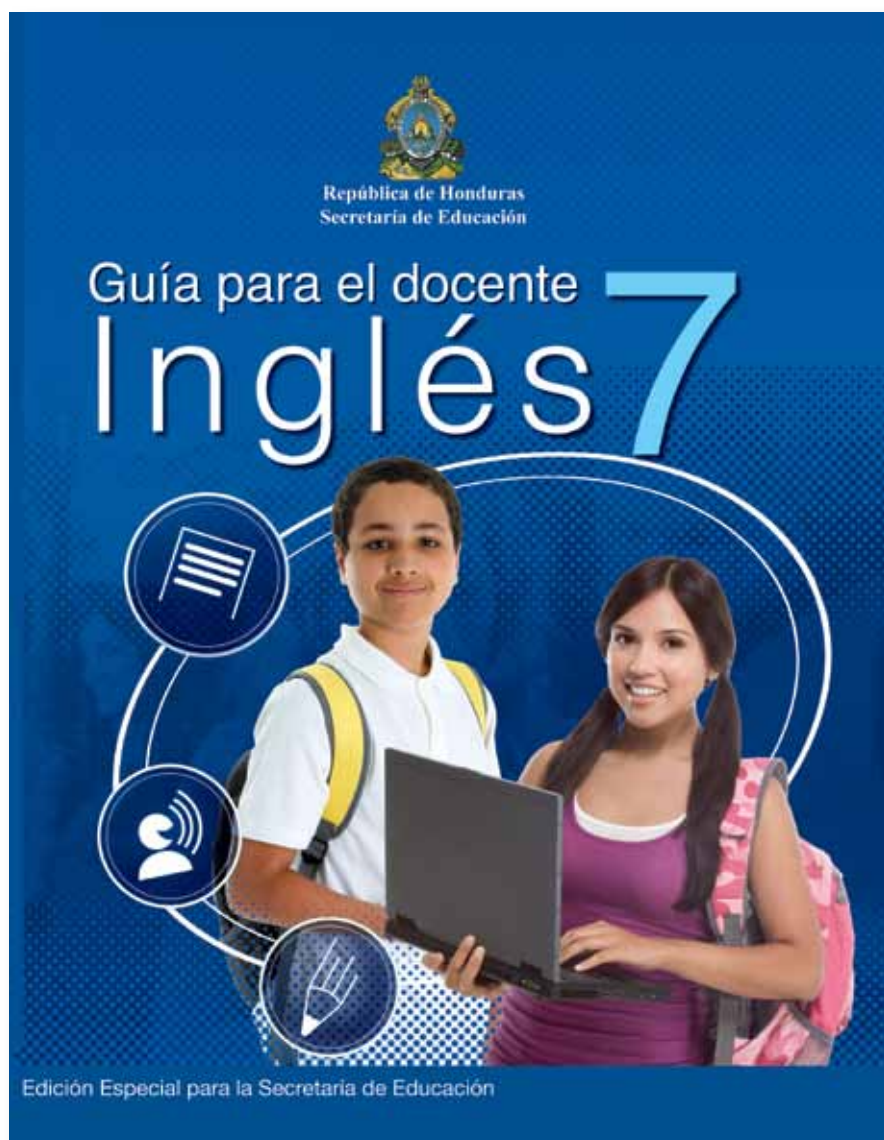


República de Honduras  
Secretaría de Educación

# Guía para el docente Inglés 7



Edición Especial para la Secretaría de Educación



La **Guía para el docente Inglés 7**, para séptimo grado, es una obra colectiva concebida y diseñada en el Departamento Editorial de Santillana, con la dirección de **Claudia Eleonora Noriega Castillo**, por el siguiente equipo:

**Silvia Lorena Lanza Galindo**  
Coordinación de área científica

**Ana Clarissa Morales Nichols**  
Edición



## **PRESENTACIÓN**

La Secretaría de Educación, en concordancia con los retos actuales y futuros de la población y en el esfuerzo de alcanzar una educación de calidad, ofrece a los docentes que atienden el séptimo grado de la Educación Básica y primero de Ciclo Común de los centros educativos del sector público, la presente Guía para el docente de Inglés como un recurso didáctico para desarrollar de manera práctica, amena y eficaz la enseñanza del Inglés como lengua extranjera, indispensable en el actual mundo globalizado.

En la formación integral del educando, es necesario el dominio de al menos una lengua extranjera, lo cual representa una ventaja competitiva, que le ofrece la oportunidad de conocer nuevas formas de comunicación y acceder a diferentes culturas a través del conocimiento. Actualmente, el aprendizaje del Inglés es el requerido, por lo que precisa que cada estudiante pueda adquirir el dominio básico, que le permita ampliar su competencia y competitividad en el mundo laboral y social.

Se espera que esta Guía constituya una base fundamental para el docente, incorporado como un recurso importante que lo acompaña en su labor del aula de clase, facilitando el desarrollo de las competencias comunicativas que deben desarrollar los estudiantes a través de diversas y entretenidas actividades, para que puedan desenvolverse en el entorno social y profesional.



**MARLON ESCOTO VALERIO**

Secretario de Estado en el Despacho de Educación



# Introducción

**Inglés**, para la tercera etapa de Educación Básica, es una propuesta para la enseñanza del idioma inglés de una manera efectiva. El lenguaje se presenta a partir de textos y situaciones comunicativas de la vida real, lo que lo transforma en una propuesta completa para desarrollar las cuatro destrezas que conforman el idioma: leer, escribir, hablar y escuchar.

Los contenidos y objetivos presentes en **Inglés** han sido adaptados al programa que propone el área de inglés en el Diseño Curricular Nacional para la Educación Básica. Además están distribuidos, de manera lógica y coherente, a lo largo de 37 lecciones y de 32 páginas especiales que contribuyen con el aprendizaje significativo del idioma inglés.

Cada lección se desarrolla en cuatro páginas a todo color que presentan situaciones de la vida real muy cercanas a los estudiantes. Los protagonistas son personajes que se encargarán de acompañarlos a lo largo del desarrollo del libro, lo que facilita el proceso de adquisición del idioma inglés.

## Descripción de la estructura del libro

### ENTRADA DE UNIDAD



Se presenta un texto cuya función es contextualizar las diversas prácticas sociales, construir su significado, reflexionar sobre él y descubrir cómo funciona.

Actividad introductoria al inicio de cada unidad, cuyo fin es motivar a los alumnos en los temas a tratar.

Número de la lección.

Objetivos presentados de manera clara que, hacen que los estudiantes se sientan seguros de lo que van a aprender.

Fotografías a color y diálogos cortos acerca de situaciones de la vida real motivan al estudiante a aprender inglés, haciéndolo sentir identificado con su entorno, a la vez que introduce el tema a tratar.

Ejercicios ilustrados y ejemplificados invitan al estudiante a practicar los contenidos expuestos.

Ejercicio de vocabulario: extraído de la conversación previa, provee algunas de las palabras con las que se trabajará a lo largo de toda la lección.

### PÁGINA INTRODUCTORIA



Cuadros gramaticales interactivos permiten al estudiante construir su propio conocimiento.

Título de la lección.

### PÁGINA DE EJERCITACIÓN



Actividades de lectura, escritura y conversación identificadas con íconos para enfatizar la destreza que se espera desarrollar con el ejercicio.

Frases de uso común en inglés: son de utilidad para el desenvolvimiento de la vida diaria del estudiante.

Íconos de los personajes principales brindan información de importancia tanto para el estudiante como para el docente.

Actividades variadas se enfocan en las estructuras gramaticales estudiadas.

Actividades lúdicas entretienen y motivan al estudiante a conocer un poco más del idioma inglés mientras aprenden.

Cuadro gramatical enfoca al estudiante en las estructuras a desarrollar y lo hace partícipe de su propio proceso de aprendizaje.



# Importancia del aprendizaje del idioma Inglés

En el proceso de aprendizaje de un idioma hay cuatro habilidades necesarias para completar el proceso de comunicación. Estos niveles se ubican en el orden de su adquisición por una persona desde su nacimiento. Al principio aprendemos a pronunciar los sonidos, después estos sonidos adquieren significado de la lengua de los padres y aprendemos a hablar. Luego, se aprende a leer y por último a escribir. Cuando adquirimos nuestra lengua materna por lo general ejercitamos antes la destreza de escuchar, luego, hablamos después leemos, y finalmente a escribir.

El objetivo principal de aprender inglés como lengua extranjera, es que usted desarrolle las cuatro habilidades lingüísticas: escuchar, hablar, leer y escribir.



Escuchar significa comprender un mensaje, construir un significado a partir de un mensaje recibido. Los ejercicios de escucha para usted, como estudiante de inglés son esenciales en la adopción del idioma ya que al escuchar interviene un complejo grupo de habilidades de pensamiento, sociales y lingüísticas.



La práctica oral es una parte vital de la enseñanza del idioma inglés como segunda lengua. El uso constante del idioma en diálogos, conversaciones y situaciones de la vida real le permitirá mejorar su nivel de fluidez y su pronunciación.



La lectura es una destreza estrechamente vinculada con el proceso de aprendizaje y es la base para la asimilación de vocabulario y la comprensión de estructuras gramaticales que le permitirán adquirir un manejo adecuado del idioma.



La escritura es una forma de expresión que le permite transmitir ideas, redactar un texto, tomar notas y completar datos. La tarea de escribir es una actividad social en su naturaleza y en su uso.

## Unit one New friends at school

| Expectativas de logros                                                                                                                                                                                                                                                      | Contenidos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Procesos y actividades                                                                                                                                                                                                                                                                                                                                                                                                             | Recursos adicionales                                                                                                                                                                                                                                        | Indicadores de logro                                                                                                                                                                                                                                                                                                                                  |
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| Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.<br>Observan, analizan y ejercitan las estructuras y elementos básicos de la lengua presentes en los textos utilizados.<br><b>3 períodos</b> | <ul style="list-style-type: none"> <li>Tipos de palabras: <ul style="list-style-type: none"> <li>~ Pronombres personales</li> <li>~ Verbos</li> </ul> </li> <li>Fórmulas de cortesía e intercambio: <ul style="list-style-type: none"> <li>~ Agradecer</li> </ul> </li> <li>Nombres de países y nacionalidades</li> <li>Ortografía básica</li> <li>Cortesía</li> <li>Buenos modales</li> <li>Concentración y esfuerzo para escuchar con atención</li> <li>Participación activa en la reconstrucción del mensaje escuchado</li> </ul> | <ul style="list-style-type: none"> <li>~ Lectura de un diálogo y ejemplificación de la conversación</li> <li>~ Saludan y se despiden, dan las gracias, piden por favor y agradecen, cuando la situación lo requiere en la vida cotidiana del aula</li> <li>~ Realización de ejercicios de escucha y repetición</li> <li>~ Análisis y aplicación de reglas gramaticales</li> <li>~ Observación y descripción de imágenes</li> </ul> | <ul style="list-style-type: none"> <li>Escucha y habla p 14</li> <li>Reflexión sobre la lengua p 14</li> <li>Escritura p 15</li> <li>Escucha y habla p 16</li> <li>Listening script p 16</li> <li>Reflexión sobre la lengua p 17</li> </ul>                 | <ul style="list-style-type: none"> <li>~ Pronuncia expresiones básicas adecuadamente.</li> <li>~ Sigue instrucciones verbales para realizar acciones.</li> <li>~ Infiere el significado de los movimientos corporales acompañados de una expresión oral.</li> <li>~ Realiza acciones de acuerdo con la imagen sugerida.</li> </ul>                    |
| Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.<br>Observan, analizan y ejercitan las estructuras y elementos básicos de la lengua presentes en los textos utilizados.<br><b>3 períodos</b> | <ul style="list-style-type: none"> <li>Tipos de palabras: <ul style="list-style-type: none"> <li>~ Verbos</li> <li>~ Artículos</li> </ul> </li> <li>Fórmulas de cortesía e intercambio:</li> <li>Trabajos y profesiones</li> <li>Respeto por el orden en la toma de la palabra</li> <li>Voluntad e interés por comunicarse en la nueva lengua</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>~ Análisis y aplicación de reglas gramaticales</li> <li>~ Solicitud de ayuda dirigiéndose con cortesía a sus compañeros y compañeras</li> <li>~ Colaboración en actividades rutinarias del aula</li> <li>~ Ejercicios de escritura y completación de textos</li> <li>~ Completación y repetición de diálogos</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Escucha y habla p 18</li> <li>Reflexión sobre la lengua p 18</li> <li>Reflexión sobre la lengua p 19</li> <li>Phonics p 19</li> <li>Escritura p 20</li> <li>Listening script p 20</li> <li>Escritura p 21</li> </ul> | <ul style="list-style-type: none"> <li>~ Sigue instrucciones orales.</li> <li>~ Asocia instrucciones orales con la acción requerida.</li> <li>~ Se expresa oralmente en situaciones comunicativas habituales.</li> <li>~ Diferencia entre los fonemas básicos de su idioma materno y los del idioma en estudio.</li> </ul>                            |
| Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.<br>Observan, analizan y ejercitan las estructuras y elementos básicos de la lengua presentes en los textos utilizados.<br><b>4 períodos</b> | <ul style="list-style-type: none"> <li>Tipos de palabras: <ul style="list-style-type: none"> <li>~ Verbos</li> </ul> </li> <li>Fórmulas de cortesía e intercambio:</li> <li>Estrategias de argumentación:</li> <li>Profesiones y ocupaciones</li> <li>Respeto por el orden en la toma de la palabra</li> <li>Voluntad e interés por comunicarse en la nueva lengua</li> <li>Concentración y esfuerzo para escuchar con atención</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>~ Lectura y escucha de un diálogo</li> <li>~ Identificación de vocabulario en imágenes</li> <li>~ Práctica oral de diálogos</li> <li>~ Completación y repetición de diálogos</li> <li>~ Ejercicios de completación de textos</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>Escucha y habla p 22</li> <li>Reflexión sobre la lengua p 22</li> <li>Listening script p 23</li> <li>Habla p 23</li> <li>Reflexión sobre la lengua p 24</li> <li>Escritura p 25</li> </ul>                           | <ul style="list-style-type: none"> <li>~ Formula y responde preguntas.</li> <li>~ Enuncia claramente diferentes órdenes y expresiones cotidianas.</li> <li>~ Sigue instrucciones verbales para realizar acciones.</li> <li>~ Asocia imágenes con la grafía correspondiente.</li> <li>~ Realiza acciones de acuerdo con la imagen sugerida.</li> </ul> |



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| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p> <p>Observan, analizan y ejercitan las estructuras y elementos básicos de la lengua presentes en los textos utilizados.</p> <p><b>4 períodos</b></p>                                                                                                   | <ul style="list-style-type: none"> <li>■ Tipos de palabras: <ul style="list-style-type: none"> <li>~ Verbos</li> <li>~ Adjetivos posesivos</li> <li>~ Adjetivos posesivos con apóstrofe</li> </ul> </li> <li>■ Descripción e identificación de personas</li> <li>■ Los miembros de la familia</li> <li>● Valoración del esfuerzo y satisfacción en el trabajo bien hecho</li> <li>● Confianza en el uso de la lengua, aceptación del error, autoestima, y autoevaluación</li> <li>● Curiosidad e interés en mejorar el nivel de lenguaje propio</li> </ul> | <ul style="list-style-type: none"> <li>~ Práctica de vocabulario nuevo</li> <li>~ Ejercicios de aplicación de reglas gramaticales</li> <li>~ Completación de diagramas</li> <li>~ Identificación de vocabulario en imágenes</li> <li>~ Descripción escrita de imágenes observadas</li> <li>~ Elaboración de ilustración de acuerdo con características dadas</li> <li>~ Ejercicios de escritura de oraciones</li> </ul> | <ul style="list-style-type: none"> <li>● Escucha y habla p 26</li> <li>● Reflexión sobre la lengua p 26</li> <li>● Escritura p 27</li> <li>● Reflexión sobre la lengua p 28</li> <li>● Reflexión sobre la lengua p 29</li> <li>● Listening script p 29</li> <li>● Escritura p 29</li> </ul> | <ul style="list-style-type: none"> <li>~ Sigue instrucciones verbales para realizar acciones.</li> <li>~ Se expresa oralmente en situaciones comunicativas habituales.</li> <li>~ Realizan pequeñas entrevistas sobre situaciones simuladas.</li> <li>~ Completación de textos con estructuras gramaticales.</li> <li>~ Asocia instrucciones orales con la acción requerida.</li> </ul> |
| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p> <p>Aplican estrategias básicas (cognitivas y lingüísticas) para la interpretación exacta de mensajes orales sencillos y contextualizados.</p> <p><b>3 períodos</b></p>                                                                                | <ul style="list-style-type: none"> <li>■ Tipos de palabras: <ul style="list-style-type: none"> <li>~ Adjetivos demostrativos</li> <li>~ Sustantivos singulares y plurales</li> <li>~ Adjetivos posesivos</li> </ul> </li> <li>■ Identificación de animales y objetos</li> <li>■ Descripción de animales y objetos</li> <li>● Confianza en el uso de la lengua, aceptación del error y autoestima</li> <li>● Curiosidad e interés en mejorar el nivel de lenguaje propio</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>~ Ejercicios de escucha y completación de textos</li> <li>~ Ejercicios de aplicación de reglas gramaticales</li> <li>~ Análisis y aplicación de reglas gramaticales</li> <li>~ Aprendizaje de vocabulario nuevo presentado en imágenes</li> <li>~ Elaboración de glosario de términos de uso común</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>● Listening script p 30</li> <li>● Reflexión sobre la lengua p 30</li> <li>● Escritura p 31</li> <li>● Reflexión sobre la lengua p 32</li> <li>● Escritura p 32</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>~ Identifica palabras clave para reconocer un tema central.</li> <li>~ Se expresa oralmente en situaciones comunicativas habituales.</li> <li>~ Utiliza el contexto, apoyo gestual y palabras conocidas para deducir el posible significado de palabras nuevas.</li> </ul>                                                                       |
| <p>Responden activamente y con facilidad a las tareas y relaciones habituales dentro del aula.</p> <p>Observan, analizan y ejercitan las estructuras y elementos básicos de la lengua presentes en los textos utilizados.</p> <p>Recrean, generalizándolos a otras situaciones, los modelos textuales de diversos tipos propuestos por el profesor o profesora.</p> <p><b>3 períodos</b></p> | <ul style="list-style-type: none"> <li>■ Tipos de palabras: <ul style="list-style-type: none"> <li>~ Adjetivos posesivos</li> <li>~ Pronombres</li> <li>~ Verbos modales</li> </ul> </li> <li>■ Expresión de posibilidades</li> <li>■ Tipología textual variada: lectura de datos de un país</li> <li>● Cooperación y trabajo en equipo</li> <li>● Responsabilidad individual y colectiva en el logro de metas comunes</li> <li>● Creatividad e imaginación</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>~ Ejercicios de completación de oraciones</li> <li>~ Observación y descripción de imágenes</li> <li>~ Realización de pequeñas exposiciones sobre temas variados de interés para actividades de la clase, promovidas desde las revistas juveniles.</li> <li>~ Repaso acumulativo de unidad</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>● Escritura p 36</li> <li>● Listening script p 36</li> <li>● Reflexión sobre la lengua p 36</li> <li>● Review p 36, 37</li> <li>● Reading &amp; writing p 38, 39</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>~ Expone las ideas principales contenidas en un texto.</li> <li>~ Demuestra comprensión de información explícita destacada y del tema en textos orales breves y simples.</li> <li>~ Se expresa oralmente en situaciones de uso cotidiano.</li> </ul>                                                                                             |

## Unit two Hobbies and sports

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| <p>Planifican, escriben y revisan siguiendo el modelado del o de la docente, textos cortos y sencillos de diversos tipos atendiendo a las características de la situación de comunicación.</p> <p>2 períodos</p>                                                            | <ul style="list-style-type: none"> <li>■ Tiempos verbales</li> <li>■ Preposiciones de lugar</li> <li>■ Ubicación de objetos</li> <li>■ Descripción de las distintas áreas de una casa</li> <li>● Confianza en el uso de la lengua, aceptación del error y autoestima</li> </ul>                                                                | <ul style="list-style-type: none"> <li>~ Escucha y completación de diálogos</li> <li>~ Reconocimiento visual de vocabulario básico</li> <li>~ Ejercicios de aplicación de reglas gramaticales</li> <li>~ Observación de imágenes para responder preguntas o descripciones</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>● Listening script p 42</li> <li>● Reflexión sobre la lengua p 42</li> <li>● Hablar p 43</li> <li>● Reflexión sobre la lengua p 43</li> <li>● Escritura p 44</li> <li>● Lectura y habla p 44</li> <li>● Escritura p 45</li> </ul> | <ul style="list-style-type: none"> <li>~ Asocia instrucciones orales con la acción requerida.</li> <li>~ Se expresa oralmente en situaciones comunicativas habituales.</li> <li>~ Asocia imágenes con la grafía correspondiente.</li> </ul>                                                             |
| <p>Observan, analizan y ejercitan las estructuras y elementos básicos de la lengua presentes en los textos utilizados.</p> <p>2 períodos</p>                                                                                                                                | <ul style="list-style-type: none"> <li>■ Preposiciones de tiempo</li> <li>■ Estructuras de tiempo</li> <li>■ Interpretación de horarios</li> <li>■ Números cardinales</li> <li>■ Días de la semana</li> <li>■ Meses del año</li> <li>● Concentración y esfuerzo para escuchar con atención</li> </ul>                                          | <ul style="list-style-type: none"> <li>~ Lectura y escucha de un diálogo</li> <li>~ Ejercicios de aplicación de reglas gramaticales</li> <li>~ Reconocimiento visual de vocabulario básico</li> <li>~ Consulta en glosarios y diccionarios para corregir la ortografía</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>● Escucha y habla p 46</li> <li>● Reflexión sobre la lengua p 46</li> <li>● Reflexión sobre la lengua p 47</li> <li>● Listening script p 48</li> <li>● Escritura p 49</li> </ul>                                                  | <ul style="list-style-type: none"> <li>~ Completación de textos con estructuras gramaticales.</li> <li>~ Asocia instrucciones orales con la acción requerida.</li> </ul>                                                                                                                                |
| <p>Observan, analizan y ejercitan las estructuras y elementos básicos de la lengua presentes en los textos utilizados. Recrean, generalizándolos a otras situaciones, los modelos textuales de diversos tipos propuestos por el profesor o profesora.</p> <p>2 períodos</p> | <ul style="list-style-type: none"> <li>■ Preposiciones de tiempo</li> <li>■ Descripción de fechas</li> <li>■ Descripción de datos personales</li> <li>■ El tiempo</li> <li>■ Números ordinales</li> <li>● Valoración del esfuerzo y satisfacción en el trabajo bien hecho</li> <li>● Cooperación y tolerancia de los errores ajenos</li> </ul> | <ul style="list-style-type: none"> <li>~ Lectura y escucha de un diálogo</li> <li>~ Reconocimiento visual de vocabulario básico</li> <li>~ Descripción escrita de imágenes observadas</li> <li>~ Ejercicios de aplicación de reglas gramaticales</li> <li>~ Análisis y aplicación de reglas gramaticales</li> <li>~ Participación activa en el trabajo en equipo, haciendo un esfuerzo por comunicarse en inglés</li> </ul> | <ul style="list-style-type: none"> <li>● Escucha y habla p 50</li> <li>● Reflexión sobre la lengua p 50</li> <li>● Escritura p 51</li> <li>● Phonics p 52</li> <li>● Listening script p 53</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>~ Utiliza el contexto, apoyo gestual y palabras conocidas para deducir el posible significado de palabras nuevas.</li> <li>~ Identifica símbolos específicos propios del idioma en aprendizaje.</li> <li>~ Enuncia claramente expresiones cotidianas.</li> </ul> |
| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p>                                                                                                                                      | <ul style="list-style-type: none"> <li>■ Imperativos</li> <li>■ Pronombres de objeto</li> <li>■ Seguimiento de instrucciones</li> <li>■ Peticiones y prohibiciones</li> <li>■ El clima</li> <li>■ El vestuario</li> <li>■ Verbos</li> <li>● Interés por ampliar su vocabulario</li> </ul>                                                      | <ul style="list-style-type: none"> <li>~ Lectura y escucha de un diálogo</li> <li>~ Reconocimiento visual de vocabulario básico</li> <li>~ Lluvia de ideas sobre información previa del tema, en parejas o en pequeños grupos.</li> <li>~ Observación y descripción de imágenes</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>● Listening script p 54</li> <li>● Escritura p 55</li> <li>● Reflexión sobre la lengua p 56</li> <li>● Reflexión sobre la lengua p 57</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>~ Pronuncia expresiones básicas adecuadamente.</li> <li>~ Sigue instrucciones verbales para realizar acciones.</li> <li>~ Se expresa oralmente en situaciones comunicativas habituales.</li> </ul>                                                               |

Contenido: ■ Conceptual ● Actitudinal

| Expectativas de logros                                                                                                                                                                                                           | Contenidos                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Procesos y actividades                                                                                                                                                                                                                                                                                                 | Recursos adicionales                                                                                                                                                                                                                                                                                             | Indicadores de logro                                                                                                                                                                                                   |
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| <p>Aplican estrategias básicas (cognitivas y lingüísticas) para la interpretación exacta de mensajes orales sencillos y contextualizados.</p> <p><b>3 periodos</b></p>                                                           | <ul style="list-style-type: none"> <li>Voluntad e interés por comunicarse en la nueva lengua</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Ejercicios de completación de textos</li> </ul>                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Sigue instrucciones verbales para realizar acciones.</li> </ul>                                                                                                                 |
| <p>Observan, analizan y ejercitan las estructuras y elementos básicos de la lengua presentes en los textos utilizados. Identifican las ideas principales de textos informativos cortos y sencillos.</p> <p><b>3 periodos</b></p> | <ul style="list-style-type: none"> <li>Imperativos</li> <li>Verbos</li> <li>Órdenes e instrucciones</li> <li>Fórmulas de expresión habituales:               <ul style="list-style-type: none"> <li>Solicitar asistencia</li> <li>Pedir favores</li> <li>Pedir clarificaciones</li> <li>Agradecer</li> </ul> </li> <li>Vocabulario básico</li> <li>Cooperación y trabajo en equipo</li> <li>Responsabilidad individual y colectiva en el logro de metas comunes</li> </ul> | <ul style="list-style-type: none"> <li>Lectura y escucha de un diálogo</li> <li>Ejercicios de aplicación de reglas gramaticales</li> <li>Reconocimiento visual de vocabulario básico</li> <li>Práctica de vocabulario nuevo</li> <li>Repaso acumulativo de unidad</li> <li>Completación de comic individual</li> </ul> | <ul style="list-style-type: none"> <li>Escucha y habla p 58</li> <li>Listening script p 58</li> <li>Reflexión sobre la lengua p 58</li> <li>Reflexión sobre la lengua p 59</li> <li>Lectura p 60</li> <li>Reflexión sobre la lengua p 60</li> <li>Review p 62, 63</li> <li>Reading &amp; writing p 64</li> </ul> | <ul style="list-style-type: none"> <li>Expone las ideas principales contenidas en un texto.</li> <li>Demuestra comprensión de información explícita destacada y del tema en textos orales breves y simples.</li> </ul> |

### Unit three What people are wearing

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| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente. Reproducen y recrean, generalizándolos a otras situaciones, diálogos simulados de la vida real, escolar o familiar, propuestos por el profesor o profesora. Responden activamente y con facilidad a las tareas y relaciones habituales dentro del aula.</p> <p><b>4 periodos</b></p> | <ul style="list-style-type: none"> <li>Fórmulas de expresión habituales en la satisfacción de necesidades inmediatas en el aula:               <ul style="list-style-type: none"> <li>Solicitar y aceptar ayuda</li> <li>Pedir permiso</li> <li>Pedir clarificaciones</li> <li>Ofrecer ayuda</li> <li>Solicitar ayuda</li> <li>Agradecer</li> </ul> </li> <li>Vocabulario básico</li> <li>Respeto por el orden en la toma de la palabra</li> <li>Confianza en el uso de la lengua, aceptación del error, autoestima, y autoevaluación</li> <li>Cooperación y tolerancia de los errores ajenos</li> </ul> | <ul style="list-style-type: none"> <li>Solicitan la clarificación de algún punto o actividad</li> <li>Participan activamente de las rutinas del aula en inglés, tomando la iniciativa cuando la situación lo requiere</li> <li>Responden cortésmente y con el registro adecuado a las diferentes situaciones sociales habituales</li> <li>Escritura de oraciones correspondientes a una imagen observada</li> <li>Ejercicios de aplicación de reglas gramaticales</li> <li>Reconocimiento visual de vocabulario básico</li> <li>Lectura y escucha de diálogos cortos</li> </ul> | <ul style="list-style-type: none"> <li>Escucha y habla p 68</li> <li>Reflexión sobre la lengua p 68</li> <li>Escritura p 69</li> <li>Reflexión sobre la lengua p 69, 70</li> <li>Listening script p 70</li> <li>Phonics p 71</li> </ul> | <ul style="list-style-type: none"> <li>Sigue instrucciones verbales para realizar acciones.</li> <li>Se expresa oralmente en situaciones comunicativas habituales</li> <li>Realiza pequeñas entrevistas sobre situaciones simuladas.</li> <li>Utiliza el contexto, apoyo gestual y palabras conocidas para deducir el posible significado de palabras nuevas.</li> </ul> |
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| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p> <p>Interpretan la información esencial de pequeños diálogos y narraciones cortas.</p> <p><b>2 períodos</b></p>                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>■ Tipos de palabras:               <ul style="list-style-type: none"> <li>~ Verbos</li> <li>~ Adjetivos</li> </ul> </li> <li>■ Descripción de objetos</li> <li>■ Colores</li> <li>■ Tipos de vestuario</li> <li>● Interés por explorar y experimentar las posibilidades formales de la lengua extranjera</li> <li>● Confianza en el uso de la lengua, aceptación del error y autoestima</li> </ul>                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>~ Escucha y completación de diálogos</li> <li>~ Análisis y aplicación de reglas gramaticales</li> <li>~ Ejercicios de escucha y completación de textos</li> <li>~ Descripción de imágenes</li> <li>~ Ilustración de imagen de acuerdo con una instrucción</li> <li>~ Escritura de un párrafo sobre un tema predeterminado por el o la docente</li> </ul>                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>● Listening script p 72</li> <li>● Reflexión sobre la lengua p 72</li> <li>● Escritura p 73</li> <li>● Reflexión sobre la lengua p 74</li> <li>● Escritura p 74</li> <li>● Reflexión sobre la lengua p 75</li> <li>● Escritura p 75</li> </ul>                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>~ Completación de textos con estructuras gramaticales.</li> <li>~ Asocia instrucciones orales con la acción requerida.</li> <li>~ Se expresa oralmente en situaciones comunicativas habituales.</li> <li>~ Diferencia entre los fonemas básicos de su idioma materno y los del idioma en estudio.</li> </ul>                                                                                                                                             |
| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p> <p>Responden activamente y con facilidad a las tareas y relaciones habituales dentro del aula.</p> <p>Seleccionan los datos pertinentes para su objetivo en un texto escuchado.</p> <p>Aplican estrategias cognitivas y lingüísticas básicas de comprensión lectora.</p> <p><b>4 períodos</b></p> | <ul style="list-style-type: none"> <li>■ Preposiciones de lugar</li> <li>■ Preguntar y dar direcciones</li> <li>■ Lugares y direcciones</li> <li>■ Descripción de lugares</li> <li>■ Puntos cardinales</li> <li>■ Países, ciudades y estados</li> <li>■ Solicitar y dar información personal</li> <li>■ Textos sencillos de tipología variada contextualizados de acuerdo al tema tratado</li> <li>● Concentración y esfuerzo para escuchar con atención</li> <li>● Respeto hacia el profesor o profesora y las compañeras y compañeros</li> <li>● Autocontrol en el proceso de comprensión lectora</li> <li>● Interés y motivación hacia la lectura en la lengua extranjera</li> </ul> | <ul style="list-style-type: none"> <li>~ Escucha y repetición de un diálogo breve</li> <li>~ Reconocimiento visual de vocabulario básico</li> <li>~ Observación y seguimiento de mapas</li> <li>~ Descripción de la posición de un objeto observado en una ilustración o fotografía</li> <li>~ Descripción escrita de imágenes observadas</li> <li>~ Escucha y completación de diálogos</li> <li>~ Completación de información personal requerida</li> <li>~ Escritura de oraciones descriptivas al observar imágenes</li> <li>~ Lectura y comprensión de un texto</li> <li>~ Repaso acumulativo de unidad</li> </ul> | <ul style="list-style-type: none"> <li>● Escucha y habla p 76</li> <li>● Listening script p 76</li> <li>● Reflexión sobre la lengua p 76</li> <li>● Escritura p 78</li> <li>● Listening script p 80</li> <li>● Reflexión sobre la lengua p 80</li> <li>● Lectura p 81</li> <li>● Reflexión sobre la lengua p 81</li> <li>● Escritura p 82</li> <li>● Reflexión sobre la lengua p 82</li> <li>● Escritura p 83</li> <li>● Escucha y habla p 84</li> <li>● Reflexión sobre la lengua p 85, 86</li> <li>● Listening script p 86</li> <li>● Escritura p 86, 87</li> <li>● Reading and writing 88, 89</li> <li>● Review p 90, 91</li> </ul> | <ul style="list-style-type: none"> <li>~ Pronuncia expresiones básicas adecuadamente.</li> <li>~ Sigue instrucciones verbales para realizar acciones.</li> <li>~ Utiliza el contexto, apoyo gestual y palabras conocidas para deducir el posible significado de palabras nuevas.</li> <li>~ Identifica símbolos específicos propios del idioma en aprendizaje.</li> <li>~ Sigue instrucciones verbales para realizar acciones.</li> <li>~ Enuncia claramente expresiones cotidianas.</li> </ul> |



## Unit four Hello from Honduras

| Expectativas de logros                                                                                                                                                                                                                                                                                                                                                                                                                                           | Contenidos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Procesos y actividades                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Recursos adicionales                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Indicadores de logro                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p> <p>Observan, analizan y ejercitan las estructuras y elementos básicos de la lengua presentes en los textos utilizados.</p> <p><b>3 períodos</b></p>                                                                                                                                                                       | <ul style="list-style-type: none"> <li>■ Tiempos verbales: <ul style="list-style-type: none"> <li>~ Presente simple</li> </ul> </li> <li>■ Rutinas</li> <li>■ Alimentos y bebidas</li> <li>■ Hábitos</li> <li>■ Lugares</li> <li>■ Tipos de palabras: <ul style="list-style-type: none"> <li>~ Verbos</li> </ul> </li> <li>● Confianza en el uso de la lengua, aceptación del error y autoestima</li> </ul>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>~ Escucha y completación de diálogos cortos</li> <li>~ Identificación de vocabulario nuevo en imágenes y relación con su nombre escrito</li> <li>~ Análisis y aplicación de reglas gramaticales</li> <li>~ Completación de textos</li> <li>~ Saludan y se despiden, dan las gracias, piden por favor y agradecen con cortesía, cuando la situación lo requiere en la vida cotidiana del aula</li> </ul>                                                        | <ul style="list-style-type: none"> <li>● Listening script p 94</li> <li>● Reflexión sobre la lengua p 94</li> <li>● Phonics p 96</li> <li>● Reflexión sobre la lengua p 96</li> </ul>                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>~ Sigue instrucciones verbales para realizar acciones.</li> <li>~ Infiere el significado de los movimientos corporales acompañados de una expresión oral.</li> <li>~ Realiza acciones de acuerdo con la imagen sugerida.</li> </ul>                                                                                                                                                                                 |
| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p> <p>Observan, analizan y ejercitan las estructuras y elementos básicos de la lengua presentes en los textos utilizados.</p> <p>Seleccionan los datos pertinentes para su objetivo en un texto escuchado.</p> <p>Aplican estrategias cognitivas y lingüísticas básicas de comprensión lectora.</p> <p><b>3 períodos</b></p> | <ul style="list-style-type: none"> <li>■ Tiempos verbales: <ul style="list-style-type: none"> <li>~ Presente simple</li> </ul> </li> <li>■ Tipos de palabras: <ul style="list-style-type: none"> <li>~ Adverbios</li> <li>~ Verbos</li> </ul> </li> <li>■ Lugares</li> <li>■ Transporte</li> <li>■ Actividades de la vida cotidiana</li> <li>● Cooperación y trabajo en equipo</li> <li>● Responsabilidad individual y colectiva en el logro de metas comunes</li> <li>● Confianza en el uso de la lengua, aceptación del error y autoestima</li> <li>● Creatividad e imaginación</li> </ul> | <ul style="list-style-type: none"> <li>~ Lectura de un diálogo y ejemplificación de la conversación</li> <li>~ Análisis y aplicación de reglas gramaticales</li> <li>~ Reconocimiento visual de vocabulario básico</li> <li>~ Práctica de vocabulario nuevo</li> <li>~ Ejercicios de aplicación de reglas gramaticales</li> <li>~ Observación de imágenes para responder preguntas o descripciones</li> <li>~ Lectura y comprensión de un texto</li> <li>~ Repaso acumulativo de la unidad</li> </ul> | <ul style="list-style-type: none"> <li>● Habla p 97</li> <li>● Listening script p 98</li> <li>● Reflexión sobre la lengua p 98, 100</li> <li>● Escuchar, hablar p 102</li> <li>● Escritura p 103, 104</li> <li>● Habla p 105</li> <li>● Listening script p 106</li> <li>● Reflexión sobre la lengua p 106, 107</li> <li>● Listening script p 108</li> <li>● Reflexión sobre la lengua p 108</li> <li>● Escritura p 110, 111</li> <li>● Lectura y escritura p 112</li> <li>● Juego p 113</li> <li>● Review 114, 115</li> </ul> | <ul style="list-style-type: none"> <li>~ Completación de textos con estructuras gramaticales.</li> <li>~ Asocia instrucciones orales con la acción requerida.</li> <li>~ Se expresa oralmente en situaciones comunicativas habituales.</li> <li>~ Utiliza el contexto, apoyo gestual y palabras conocidas para deducir el posible significado de palabras nuevas.</li> <li>~ Identifica símbolos específicos propios del idioma en aprendizaje.</li> </ul> |

## Unit five Caring for the environment

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| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p> | <ul style="list-style-type: none"> <li>■ Tipos de palabras: <ul style="list-style-type: none"> <li>~ Adjativos</li> <li>~ Verbos</li> </ul> </li> <li>■ Descripción de la apariencia física y personalidad</li> </ul> | <ul style="list-style-type: none"> <li>~ Lectura y escucha de un diálogo</li> <li>~ Ejercicios de aplicación de reglas gramaticales</li> <li>~ Reconocimiento visual de vocabulario básico</li> </ul> | <ul style="list-style-type: none"> <li>● Listening script p 118</li> <li>● Reflexión sobre la lengua p 118</li> <li>● Escritura p 119</li> </ul> | <ul style="list-style-type: none"> <li>~ Pronuncia expresiones básicas adecuadamente.</li> <li>~ Sigue instrucciones verbales para realizar acciones.</li> </ul> |
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| <p>Interpretan la información esencial de pequeños diálogos y narraciones cortas.</p> <p><b>4 períodos</b></p>                                                                                                                                        | <ul style="list-style-type: none"> <li>■ Tiempos verbales:               <ul style="list-style-type: none"> <li>~ Presente continuo</li> </ul> </li> <li>■ Redacción de una postal</li> <li>■ Vocabulario básico</li> <li>● Voluntad e interés por comunicarse en la nueva lengua</li> <li>● Cooperación y trabajo en equipo</li> <li>● Interés por comunicarse y expresarse a través de situaciones simuladas</li> <li>● Participación activa en la reconstrucción del mensaje escuchado</li> </ul>                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>~ Observación de imágenes para responder preguntas o descripciones</li> <li>~ Completación de textos</li> <li>~ Participan activamente de las rutinas del aula en inglés</li> <li>~ Responden cortésmente y con el registro adecuado a las diferentes situaciones sociales habituales</li> </ul>                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>● Reflexión sobre la lengua p 119</li> <li>● Escritura p 121</li> <li>● Escuchar, hablar p 122</li> <li>● Reflexión sobre la lengua p 122, 123</li> <li>● Hablar p 124</li> <li>● Listening script p 124</li> <li>● Escritura p 124</li> <li>● Reflexión sobre la lengua p 125</li> <li>● Escritura p 125</li> </ul> | <ul style="list-style-type: none"> <li>~ Utiliza el contexto, apoyo gestual y palabras conocidas para deducir el posible significado de palabras nuevas.</li> <li>~ Identifica símbolos específicos propios del idioma en aprendizaje.</li> <li>~ Enuncia claramente expresiones cotidianas.</li> </ul>                                                                                                                                    |
| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p> <p>Interpretan la información esencial de pequeños diálogos y narraciones cortas.</p> <p><b>3 períodos</b></p> | <ul style="list-style-type: none"> <li>■ Tiempos verbales:               <ul style="list-style-type: none"> <li>~ Presente continuo</li> </ul> </li> <li>■ Tipos de palabras:               <ul style="list-style-type: none"> <li>~ Verbos</li> <li>~ Adverbios de tiempo</li> </ul> </li> <li>■ Fórmulas de expresión habituales:               <ul style="list-style-type: none"> <li>~ Preguntar y dar información</li> </ul> </li> <li>■ Hacer planes futuros</li> <li>■ Vocabulario básico</li> <li>● Concentración y esfuerzo por escuchar con atención</li> <li>● Respeto y valoración de las intervenciones de los compañeros</li> <li>● Gozo y disfrute en el uso de la lengua extranjera</li> </ul> | <ul style="list-style-type: none"> <li>~ Escucha y repetición de un diálogo corto</li> <li>~ Colaboración en actividades rutinarias en el aula</li> <li>~ Análisis y aplicación de reglas gramaticales</li> <li>~ Escucha atenta al realizar actividades relacionadas con otras áreas de conocimiento a partir de las instrucciones de su maestra o maestro</li> <li>~ Análisis de una red conceptual con los conceptos básicos del texto</li> <li>~ Comparten verbalmente experiencias y conocimientos previos sobre el tema con sus compañeros.</li> </ul> | <ul style="list-style-type: none"> <li>● Escuchar, hablar p 126</li> <li>● Reflexión sobre la lengua p 126, 127</li> <li>● Escritura p 127, 128, 129</li> <li>● Escuchar, hablar p 130</li> <li>● Reflexión sobre la lengua p 130</li> <li>● Escritura p 131, 132, 133</li> <li>● Lectura, escritura p 134, 135</li> <li>● Review 136, 137</li> </ul>       | <ul style="list-style-type: none"> <li>~ Completación de textos con estructuras gramaticales.</li> <li>~ Asocia instrucciones orales con la acción requerida</li> <li>~ Realiza acciones de acuerdo con la imagen sugerida.</li> <li>~ Se expresa oralmente en situaciones comunicativas habituales.</li> <li>~ Utiliza el contexto, apoyo gestual y palabras conocidas para deducir el posible significado de palabras nuevas.</li> </ul> |

## Unit six Famous theaters

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| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p> <p>Recrean, generalizándolos a otras situaciones, los modelos textuales de diversos tipos propuestos por el profesor o profesora.</p> <p><b>3 períodos</b></p> | <ul style="list-style-type: none"> <li>■ Tiempos verbales:               <ul style="list-style-type: none"> <li>~ Pasado simple</li> </ul> </li> <li>■ Descripción de actividades comunes en el pasado</li> <li>■ Vocabulario básico</li> <li>■ Tipos de palabras:               <ul style="list-style-type: none"> <li>~ Verbos</li> </ul> </li> <li>● Cooperación y trabajo en equipo</li> <li>● Responsabilidad individual y colectiva en el logro de metas comunes</li> <li>● Confianza en el uso de la lengua, aceptación del error y autoestima</li> </ul> | <ul style="list-style-type: none"> <li>~ Lectura de un diálogo y ejemplificación de la conversación</li> <li>~ Análisis y aplicación de reglas gramaticales</li> <li>~ Reconocimiento visual de vocabulario básico</li> <li>~ Práctica de vocabulario nuevo</li> <li>~ Participan activamente de las rutinas del aula en inglés, tomando la iniciativa cuando la situación lo requiere</li> <li>~ Identificación de vocabulario en imágenes</li> </ul> | <ul style="list-style-type: none"> <li>● Listening script p 140</li> <li>● Reflexión sobre la lengua p 140, 141, 142</li> <li>● Escritura p 142, 143</li> <li>● Phonics p 143</li> <li>● Escuchar, hablar p 144</li> <li>● Listening script p 144</li> <li>● Reflexión sobre la lengua p 144</li> <li>● Escritura p 145, 146</li> </ul> | <ul style="list-style-type: none"> <li>~ Completación de textos con estructuras gramaticales.</li> <li>~ Asocia instrucciones orales con la acción requerida.</li> <li>~ Se expresa oralmente en situaciones comunicativas habituales.</li> <li>~ Identifica símbolos específicos propios del idioma en aprendizaje.</li> </ul> |
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| Expectativas de logros                                                                                                                                                                                                                                                                                                                                                          | Contenidos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Procesos y actividades                                                                                                                                                                                                                                                                                                                                 | Recursos adicionales                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Indicadores de logro                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p> <p>Observan, analizan y ejercitan las estructuras y elementos básicos de la lengua presentes en los textos utilizados.</p> <p>Aplican estrategias cognitivas y lingüísticas básicas de comprensión lectora.</p> <p><b>4 períodos</b></p> | <ul style="list-style-type: none"> <li>■ Tiempos verbales: <ul style="list-style-type: none"> <li>~ Pasado simple</li> </ul> </li> <li>■ Tipos de palabras: <ul style="list-style-type: none"> <li>~ Sustantivos cuantificadores</li> <li>~ Verbos en tiempo pasado</li> <li>~ Verbos modales</li> <li>~ Verbos regulares</li> </ul> </li> <li>■ Descripción de cantidades</li> <li>■ Alimentos y bebidas</li> <li>● Concentración y esfuerzo para escuchar con atención</li> <li>● Interés y motivación hacia la escritura en lengua extranjera</li> </ul> | <ul style="list-style-type: none"> <li>~ Lectura de un diálogo y ejemplificación de la conversación</li> <li>~ Observación y descripción de imágenes</li> <li>~ Ejercicios de completación de textos</li> <li>~ Ejercicios de aplicación de reglas gramaticales</li> <li>~ Observación de imágenes para responder preguntas o descripciones</li> </ul> | <ul style="list-style-type: none"> <li>● Listening script p 148</li> <li>● Reflexión sobre la lengua p 148, 149</li> <li>● Escritura p 150</li> <li>● Reflexión sobre la lengua p 151</li> <li>● Habla p 151</li> </ul>                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>~ Pronuncia expresiones básicas adecuadamente.</li> <li>~ Sigue instrucciones verbales para realizar acciones.</li> <li>~ Utiliza el contexto, apoyo gestual y palabras conocidas para deducir el posible significado de palabras nuevas.</li> </ul> |
| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p> <p><b>3 períodos</b></p>                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>■ Descripción de habilidad, capacidad y posibilidad</li> <li>■ Vocabulario básico</li> <li>■ Descripción de hábitos en tiempo pasado</li> <li>● Respeto por el orden en la toma de la palabra</li> <li>● Voluntad e interés por comunicarse en la nueva lengua</li> </ul>                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>~ Ejercicios de escucha y completación de textos</li> <li>~ Ejercicios de aplicación de reglas gramaticales</li> <li>~ Análisis de reglas gramaticales</li> <li>~ Aprendizaje de vocabulario nuevo presentado en imágenes</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>● Escuchar y hablar 152</li> <li>● Listening script p 152</li> <li>● Reflexión sobre la lengua p 152</li> <li>● Escritura p 153</li> <li>● Reflexión sobre la lengua p 154</li> <li>● Escritura p 155</li> <li>● Listening script p 156</li> <li>● Reflexión sobre la lengua p 156</li> <li>● Escritura p 157</li> <li>● Reflexión sobre la lengua p 158</li> <li>● Escritura p 159</li> <li>● Review 160, 161</li> <li>● Lectura 162</li> <li>● Cómic 163</li> </ul> | <ul style="list-style-type: none"> <li>~ Identifica símbolos específicos propios del idioma en aprendizaje.</li> <li>~ Sigue instrucciones verbales para realizar acciones.</li> <li>~ Enuncia claramente expresiones cotidianas.</li> </ul>                                                |

## Unit seven Friends from school

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p> <p>Observan, analizan y ejercitan las estructuras y elementos básicos de la lengua presentes en los textos utilizados.</p> <p>Seleccionan los datos pertinentes para su objetivo en un texto escuchado.</p> <p>Aplican estrategias cognitivas y lingüísticas básicas de comprensión lectora.</p> <p><b>4 períodos</b></p> | <ul style="list-style-type: none"> <li>■ Morfología: <ul style="list-style-type: none"> <li>~ Comparativos y superlativos</li> </ul> </li> <li>■ Tipos de palabras: <ul style="list-style-type: none"> <li>~ Adjetivos</li> <li>~ Sustantivos cuantificadores</li> <li>~ Sustantivos contables e incontables</li> </ul> </li> <li>■ Tiempos verbales: <ul style="list-style-type: none"> <li>~ Pasado simple</li> <li>~ Pasado continuo</li> </ul> </li> <li>● Voluntad e interés por comunicarse en la nueva lengua</li> <li>● Responsabilidad individual y colectiva en el logro de metas comunes</li> <li>● Valoración de las aportaciones individuales y colectivas a la comunicación</li> <li>● Valoración del trabajo en equipo</li> </ul> | <ul style="list-style-type: none"> <li>~ Escucha y repetición de un diálogo breve</li> <li>~ Reconocimiento visual de vocabulario básico</li> <li>~ Observación y seguimiento de mapas</li> <li>~ Descripción escrita de imágenes observadas</li> <li>~ Escucha y completación de diálogos</li> <li>~ Colaboración en actividades rutinarias en el aula</li> <li>~ Análisis y aplicación de reglas gramaticales</li> <li>~ Realización de ejercicios de escucha y repetición</li> <li>~ Observación y descripción de imágenes</li> <li>~ Búsqueda y selección de la información pertinente para su objetivo de lectura en textos informativos relacionados con contenidos de otras áreas</li> </ul> | <ul style="list-style-type: none"> <li>● Escuchar y hablar p 166</li> <li>● Reflexión sobre la lengua p 166, 167, 168</li> <li>● Listening script p 168</li> <li>● Escritura p 169</li> <li>● Habla p 169</li> <li>● Escuchar y hablar 170</li> <li>● Listening script p 170</li> <li>● Reflexión sobre la lengua p 170, 172, 173</li> <li>● Escritura p 173</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>~ Completación de textos con estructuras gramaticales.</li> <li>~ Asocia instrucciones orales con la acción requerida.</li> <li>~ Se expresa oralmente en situaciones comunicativas habituales.</li> <li>~ Pronuncia expresiones básicas adecuadamente.</li> <li>~ Sigue instrucciones verbales para realizar acciones.</li> </ul>                                                                                 |
| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p> <p>Seleccionan los datos pertinentes para su objetivo en un texto escuchado.</p> <p>Aplican estrategias cognitivas y lingüísticas básicas de comprensión lectora.</p> <p><b>3 períodos</b></p>                                                                                                                            | <ul style="list-style-type: none"> <li>■ Tiempos verbales: <ul style="list-style-type: none"> <li>~ Pasado simple</li> <li>~ Pasado continuo</li> </ul> </li> <li>■ Descripción de actividades que están sucediendo</li> <li>■ Expresión de acciones interrumpidas</li> <li>■ Lugares</li> <li>■ Tipos de palabras: <ul style="list-style-type: none"> <li>~ Verbos</li> <li>~ Conjunctiones</li> </ul> </li> <li>■ Fórmulas de cortesía e intercambio:</li> <li>■ Pedir disculpas</li> <li>● Cortesía y buenos modales</li> <li>● Crítica constructiva hacia el trabajo de los demás</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>~ Lectura de un diálogo y ejemplificación de la conversación</li> <li>~ Análisis y aplicación de reglas gramaticales</li> <li>~ Redacción de textos breves</li> <li>~ Escucha atenta al realizar actividades relacionadas con otras áreas de conocimiento a partir de las instrucciones de su maestra o maestro</li> <li>~ Observación de imágenes para responder preguntas o descripciones</li> <li>~ Completación de textos</li> <li>~ Evaluación acumulativa de la unidad</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>● Listening script p 174</li> <li>● Reflexión sobre la lengua p 174</li> <li>● Escritura p 175</li> <li>● Reflexión sobre la lengua p 176</li> <li>● Escritura p 176</li> <li>● Escuchar y hablar 178</li> <li>● Listening script p 178</li> <li>● Reflexión sobre la lengua p 178</li> <li>● Escritura p 179, 180, 181</li> <li>● Lectura y escritura p 182, 183</li> <li>● Review p 184, 185</li> </ul> | <ul style="list-style-type: none"> <li>~ Completación de textos con estructuras gramaticales.</li> <li>~ Asocia instrucciones orales con la acción requerida.</li> <li>~ Se expresa oralmente en situaciones comunicativas habituales.</li> <li>~ Utiliza el contexto, apoyo gestual y palabras conocidas para deducir el posible significado de palabras nuevas.</li> <li>~ Identifica símbolos específicos propios del idioma en aprendizaje</li> </ul> |

## Unit eight Going out

| Expectativas de logros                                                                                                                                                                                                                                                                                                                                                                                                                | Contenidos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Procesos y actividades                                                                                                                                                                                                                                                                                                                                                                                                | Recursos adicionales                                                                                                                                                                                                                                                                                                                                                                                                                 | Indicadores de logro                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Observan, analizan y ejercitan las estructuras y elementos básicos de la lengua presentes en los textos utilizados.</p> <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p> <p>Interpretan la información esencial de pequeños diálogos y narraciones cortas.</p> <p><b>4 períodos</b></p>                                                      | <ul style="list-style-type: none"> <li>■ Tiempos verbales:               <ul style="list-style-type: none"> <li>~ Futuro simple</li> </ul> </li> <li>■ Descripción de eventos futuros</li> <li>■ El clima</li> <li>■ Los meses del año</li> <li>■ Las estaciones climáticas</li> <li>■ La palabra:               <ul style="list-style-type: none"> <li>~ Adverbios de tiempo</li> </ul> </li> <li>■ Expresión de eventos futuros</li> <li>■ Alimentos</li> <li>■ Vocabulario básico</li> <li>● Concentración y esfuerzo por escuchar con atención</li> <li>● Respeto y valoración de las intervenciones de los compañeros</li> <li>● Gozo y disfrute en el uso de la lengua extranjera</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>~ Lectura y escucha de un diálogo</li> <li>~ Reconocimiento visual de vocabulario básico</li> <li>~ Descripción escrita de imágenes observadas</li> <li>~ Análisis y aplicación de reglas gramaticales</li> <li>~ Observación y descripción de imágenes</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>● Escuchar y hablar 188</li> <li>● Listening script p 188</li> <li>● Reflexión sobre la lengua p 188</li> <li>● Escritura p 189</li> <li>● Phonics p 190</li> <li>● Escritura p 190, 191</li> <li>● Listening script p 192</li> <li>● Reflexión sobre la lengua p 192, 193</li> <li>● Escritura p 193, 195</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>~ Completación de textos con estructuras gramaticales.</li> <li>~ Asocia instrucciones orales con la acción requerida.</li> <li>~ Se expresa oralmente en situaciones comunicativas habituales.</li> <li>~ Diferencia entre los fonemas básicos de su idioma materno y los del idioma en estudio</li> </ul>                                                                                                         |
| <p>Participan activamente en las tareas y relaciones habituales dentro del aula utilizando la lengua modelada por el o la docente.</p> <p>Reproducen y recrean, generalizándolos a otras situaciones, diálogos simulados de la vida real, escolar o familiar, propuestos por el profesor o profesora.</p> <p>Responden activamente y con facilidad a las tareas y relaciones habituales dentro del aula.</p> <p><b>4 períodos</b></p> | <ul style="list-style-type: none"> <li>■ Tiempos verbales:               <ul style="list-style-type: none"> <li>~ Futuro simple</li> <li>~ Presente perfecto</li> </ul> </li> <li>■ Descripción de planes futuros</li> <li>■ Morfología:               <ul style="list-style-type: none"> <li>~ Preposiciones</li> </ul> </li> <li>■ Expresión del resultado de una acción realizada en el pasado</li> <li>■ Tipos de palabras:               <ul style="list-style-type: none"> <li>~ Verbos</li> </ul> </li> <li>■ Vocabulario básico</li> <li>● Respeto por el orden en la toma de la palabra.</li> <li>● Confianza en el uso de la lengua, aceptación del error, autoestima, y autoevaluación.</li> <li>● Cooperación y tolerancia de los errores ajenos.</li> </ul> | <ul style="list-style-type: none"> <li>~ Escucha y repetición de un diálogo corto</li> <li>~ Colaboración en actividades rutinarias en el aula</li> <li>~ Análisis y aplicación de reglas gramaticales</li> <li>~ Escucha atenta al realizar actividades relacionadas con otras áreas de conocimiento a partir de las instrucciones de su maestra o maestro</li> <li>~ Evaluación acumulativa de la unidad</li> </ul> | <ul style="list-style-type: none"> <li>● Escuchar y hablar 196</li> <li>● Reflexión sobre la lengua p 196</li> <li>● Escritura p 198</li> <li>● Reflexión sobre la lengua p 199</li> <li>● Listening script p 200</li> <li>● Reflexión sobre la lengua p 200, 201</li> <li>● Escritura p 201</li> <li>● Reflexión sobre la lengua p 202</li> <li>● Escritura p 203</li> <li>● Review 204, 205</li> <li>● Lectura 206, 207</li> </ul> | <ul style="list-style-type: none"> <li>~ Se expresa oralmente en situaciones comunicativas habituales.</li> <li>~ Utiliza el contexto, apoyo gestual y palabras conocidas para deducir el posible significado de palabras nuevas.</li> <li>~ Identifica símbolos específicos propios del idioma en aprendizaje.</li> <li>~ Sigue instrucciones verbales para realizar acciones.</li> <li>~ Expone las ideas principales contenidas en un texto.</li> </ul> |



# Review Test Unit 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## I. Write questions for the following answers. (12 points)

1. \_\_\_\_\_  
My name is Luciana.
2. \_\_\_\_\_  
I'm Honduran.
3. \_\_\_\_\_  
I'm from San Pedro Sula.
4. \_\_\_\_\_  
She's from El Salvador.

## II. Fill in the application form with information about yourself. (10 points)

### Honduras national library Application form

First name: \_\_\_\_\_  
Last name: \_\_\_\_\_  
Nationality: \_\_\_\_\_  
Age: \_\_\_\_\_ Occupation: \_\_\_\_\_



## III. Look at the pictures and answer. What's their profession?, What do they do? (15 points)



1. \_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_



3. \_\_\_\_\_  
\_\_\_\_\_

**IV. Write the nationalities for each country of origin. (20 points)**

- |                  |                       |
|------------------|-----------------------|
| • Brazil _____   | • England _____       |
| • Mexico _____   | • El Salvador _____   |
| • France _____   | • Venezuela _____     |
| • Germany _____  | • United States _____ |
| • Honduras _____ | • Guatemala _____     |

**V. Match the phrases. (15 points)**

- |                            |                              |
|----------------------------|------------------------------|
| 1. Nice to meet you. _____ | a. Hello!                    |
| 2. How are you? _____      | b. Nice to meet you, too.    |
| 3. Hi! _____               | c. Bye!                      |
| 4. Spell your name _____   | d. L – u – i – s             |
| 5. Good bye _____          | e. I'm fine thanks, and you? |

**VI. Complete the interview with the words from the box. (18 points)**

isn't      does      she's      is      where      this

Interviewer: Hello, Ted  
Ted: Hello. \_\_\_\_\_ is Mary  
Interviewer: \_\_\_\_\_ she American?  
Ted: No, she \_\_\_\_\_.  
Interviewer: \_\_\_\_\_ is she from?  
Ted: \_\_\_\_\_ from France.  
Interviewer: What \_\_\_\_\_ she do?  
Ted: She's a lawyer.



**VII. Write about you. Include your name, nationality and a brief description of what you do. (10 points)**

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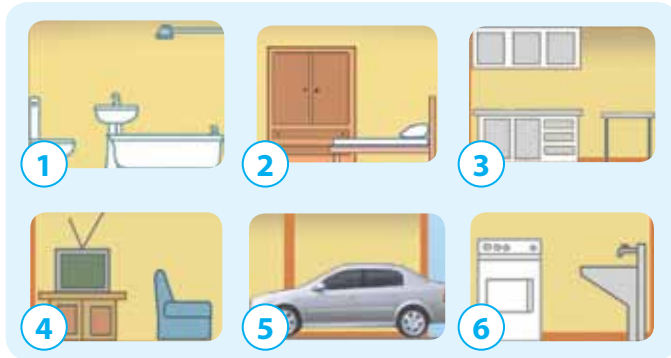
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# Review Test Unit 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## I. Look at the pictures and write the name of each part of the house. (18 points)



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

## II. Read the ad and complete the conversation. (24 points)

Man: Hello. I'm calling about the apartment for rent. Could you give me some information about it?

Woman: Yes, of course. What would like to know?

Man: \_\_\_\_\_ two bedrooms?

Woman: Yes, \_\_\_\_\_ two bedrooms.

Man: \_\_\_\_\_ big?

Woman: Yes, they are.

Man: How many bathrooms are there?

Woman: \_\_\_\_\_ two bathrooms.

Man: \_\_\_\_\_ a refrigerator?

Woman: Yes, \_\_\_\_\_ a refrigerator and a stove, too.

Man: How much is the rent?

Woman: It's \$400 a month.

### Big apartment

#### For rent

In nice neighborhood

Partly furnished

Far from stores

Call: (55) 3299 0133

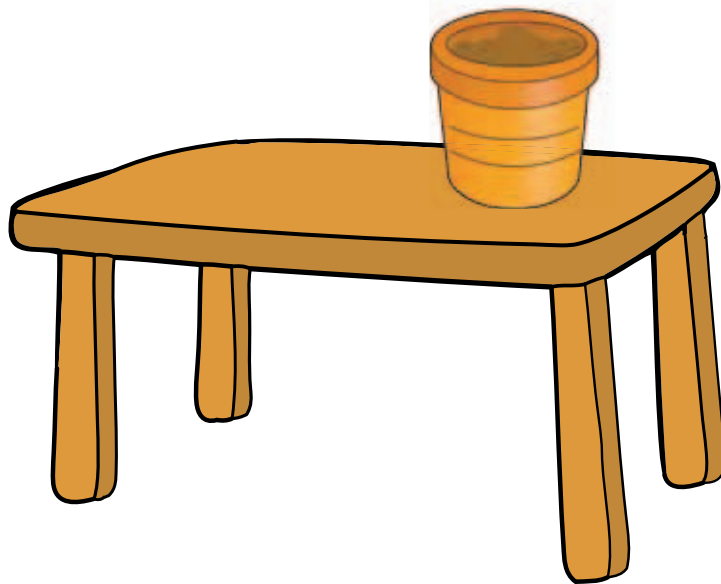
## III. Look at the picture and write three sentences to describe the kitchen. (12 points)



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

**IV. Draw objects according to each instruction. (9 points)**

- A gift on the table.
- A ball under the table.
- A flower in the pot.



**V. Unscramble the letters. Write the numbers and the months. (10 points)**

geitehen \_\_\_\_\_  
tniehret \_\_\_\_\_  
eenelv \_\_\_\_\_  
nifetfe \_\_\_\_\_  
tytwen \_\_\_\_\_

gstuuA \_\_\_\_\_  
uaFbyrer \_\_\_\_\_  
pmebSetre \_\_\_\_\_  
raJnyua \_\_\_\_\_  
hrMca \_\_\_\_\_

**VI. Write the time. (15 points)**



**VII. What ordinal number is it? Write your answer. (12 points)**

21<sup>st</sup> \_\_\_\_\_ 11<sup>th</sup> \_\_\_\_\_ 15<sup>th</sup> \_\_\_\_\_ 23<sup>rd</sup> \_\_\_\_\_

# Review Test Unit 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## I. Look at the pictures and write about the people can and can't do. (24 points)



1



2



3



4



5



6



7



8

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

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

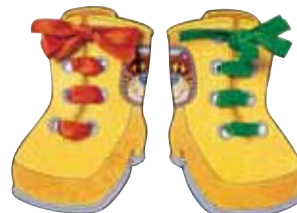
## II. Label each clothing item. (27 points)



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

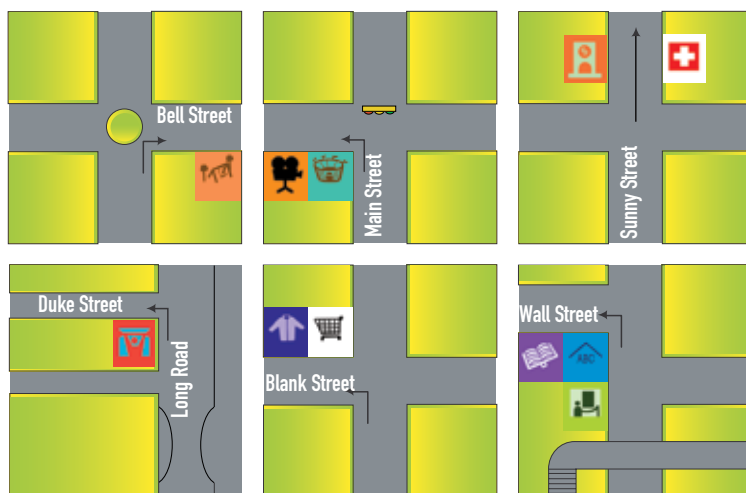


- III. Write six sentences to describe the members of this family, use have and has. Circle the adjectives in each sentence. (24 points)



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

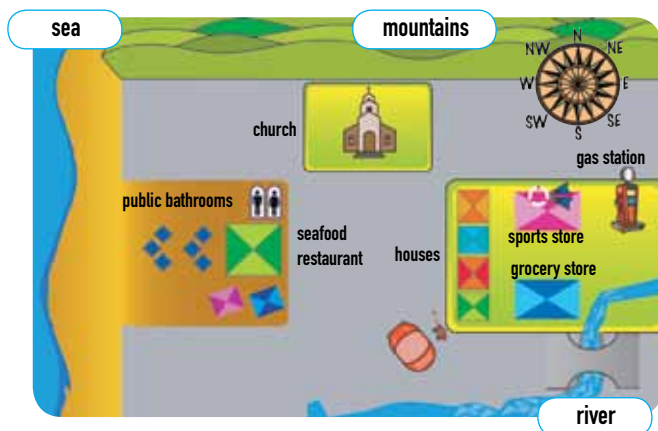
- IV. Look at the map and complete the sentences. (15 points)



- Park
- Movie theater
- Stadium
- Bank
- Hospital
- Gym
- Clothing store
- Supermarket
- Library
- School
- Museum

1. The \_\_\_\_\_ is next to the stadium.
2. The \_\_\_\_\_ is in front of the hospital.
3. The \_\_\_\_\_ is at the corner of Long Road and Duke Street.
4. The \_\_\_\_\_ is on Blank Street, next door to the supermarket.
5. The \_\_\_\_\_ is at the corner between the museum and the library.

- V. This is Saint Peter. Complete the sentences using the cardinal points. (10 points)



1. The mountains are \_\_\_\_\_.
2. The sea is \_\_\_\_\_.
3. The houses are \_\_\_\_\_.
4. The river is \_\_\_\_\_.
5. The grocery store \_\_\_\_\_.

# Review Test Unit 4

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## I. Fill in the blanks with the correct form of the verbs in parentheses. (10 points)

My name is Carolina Morales. I'm 14 years old. I \_\_\_\_\_ (live) in Tegucigalpa with my parents and my brother Pepe. He and I \_\_\_\_\_ (go) to school every day. In the afternoon I \_\_\_\_\_ (help) my parents. My mother \_\_\_\_\_ (cook) all the meals and my father \_\_\_\_\_ (work) in a hotel lobby. I like living in Honduras.

## II. Look at the fact file about alligators and write a short text about them. Use the present tense. (20 points)

### Alligator

### Fact file

**Animal group:** Large reptiles

**Habitat:** North America, South America, Africa, Asia and Australia.

**Description:** sharp teeth, big tails, strong bodies.

**Weight:** 400 to 800 pounds.

**Diet:** fish, turtles, small mammals and birds.

**Ability:** swim.



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## III. Label the pictures. (18 points)



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**IV. Complete the sentences with the verbs from the box. (16 points)**

wake

teach

play

watch

1



3



2



4



1. He \_\_\_\_\_ TV in the living room.

3. He \_\_\_\_\_ up in the morning.

2. They \_\_\_\_\_ soccer in the field.

4. She \_\_\_\_\_ a language course.

**V. Rewrite the sentences using the frequency adverbs in the parentheses. (36 points)**

1. My sister does her homework. (usually)

\_\_\_\_\_

2. Fred, you are late to class. (often)

\_\_\_\_\_

3. Elizabeth is a good student. (usually)

\_\_\_\_\_

4. I help my classmates. (always)

\_\_\_\_\_

5. Susy and José study in the library after class. (always)

\_\_\_\_\_

6. My ballet class starts a little bit late. (often)

\_\_\_\_\_

7. I take a bath. (always)

\_\_\_\_\_

8. I eat healthy food. (often)

\_\_\_\_\_

9. She studies at night. (usually)

\_\_\_\_\_

# Review Test Unit 5

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- I. Write sentences to describe how each person is feeling. Use the words from the box. (20 points).

sad      cheerful      talkative      bad-tempered



1

1. \_\_\_\_\_



2

2. \_\_\_\_\_



3

3. \_\_\_\_\_



4

4. \_\_\_\_\_

- II. Describe each person's eyes and hair. (20 points)



1

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



3

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**III. Read de physical description and complete the dialogue. Make Debbie's and Andy's drawings in the box. (10 points)**

**A:** \_\_\_\_\_

**B:** Debbie is short and thin. She has blue eyes and long, brown straight hair.

**A:** \_\_\_\_\_

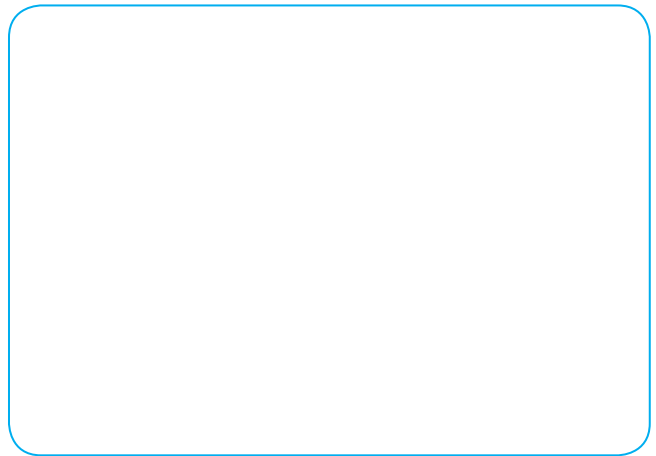
**B:** She's really nice and generous.

**A:** \_\_\_\_\_

**B:** Andy is tall and thin. He has brown eyes. He has short, straight black hair.

**A:** \_\_\_\_\_

**B:** He's smart and shy.



**IV. Write questions for each sentence. (20 points)**

1. \_\_\_\_\_

Mike and Lou are eating hamburgers.

2. \_\_\_\_\_

Yes, they are. They are watching the news.

3. \_\_\_\_\_

Joaquín is playing video games.

4. \_\_\_\_\_

No, she isn't. She's writing an e-mail.

5. \_\_\_\_\_

Yes, I am. I'm studying for an exam.

**V. Imagine that you are in the park with your friends. Write what each one of you is doing. (15 points)**

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**VI. Write a question with the word given. (15 points)**

When \_\_\_\_\_

Who \_\_\_\_\_

What \_\_\_\_\_

Where \_\_\_\_\_

When \_\_\_\_\_

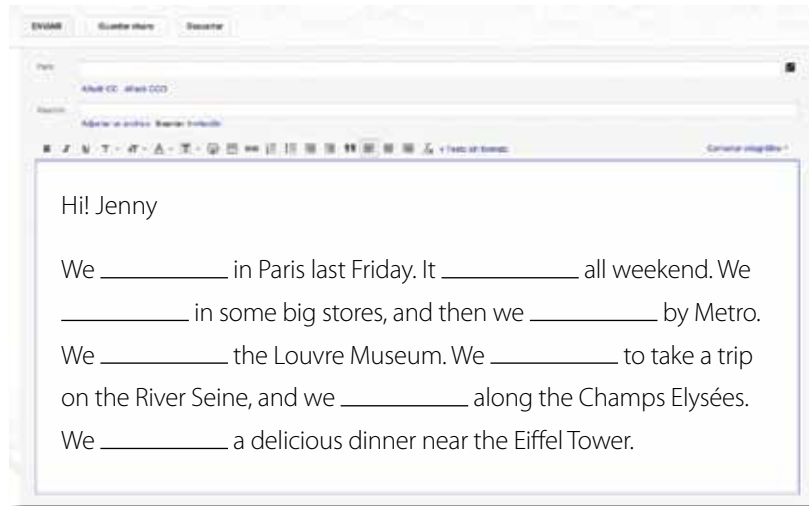


# Review Test Unit 6

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## I. Complete the e-mail with the past form of the verbs in the box. (16 points)

visit  
decide  
arrive  
enjoy  
shop  
travel  
rain  
walk



Hi! Jenny

We \_\_\_\_\_ in Paris last Friday. It \_\_\_\_\_ all weekend. We \_\_\_\_\_ in some big stores, and then we \_\_\_\_\_ by Metro. We \_\_\_\_\_ the Louvre Museum. We \_\_\_\_\_ to take a trip on the River Seine, and we \_\_\_\_\_ along the Champs Elysées. We \_\_\_\_\_ a delicious dinner near the Eiffel Tower.

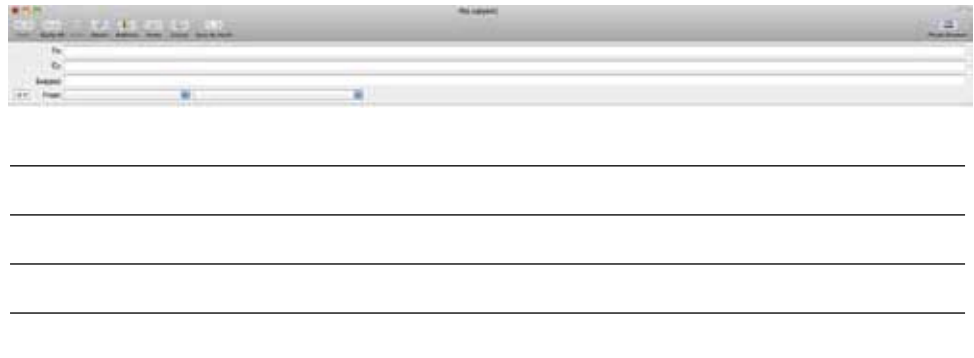
## II. Complete the conversation with the past form of the verbs in parentheses. (24 points)

Mike: Hi Charles \_\_\_\_\_ you \_\_\_\_\_ (go) to the movies yesterday?  
Charles: Yes, \_\_\_\_\_.  
Mike: Did you \_\_\_\_\_ (invite) Pam?  
Charles: No, I \_\_\_\_\_. I \_\_\_\_\_ (ask) Terry.  
Mike: \_\_\_\_\_ you have a good time?  
Charles: Yes, we \_\_\_\_\_. We \_\_\_\_\_ *Impact*.  
Mike: \_\_\_\_\_ you \_\_\_\_\_ (like) it?  
Charles: Yes, \_\_\_\_\_. It's a great film.



## III. Write an e-mail to a friend telling him or her about your last weekend. Use some of the verbs in the box. (15 points)

visit  
decide  
play  
watch  
listen  
study  
want



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**IV. Classify the following verbs according to their final -ed sound. (16 points)**

helped waited lived started learned asked married needed cooked

|      |  |
|------|--|
| /d/  |  |
| /ld/ |  |
| /t/  |  |

**V. Complete the sentences using *a lot of*, *a few* or *a little*. (15 points)**

1. I've been to that Italian restaurant \_\_\_\_\_ times.
2. With time and \_\_\_\_\_ patience, you'll learn to drive.
3. I normally have \_\_\_\_\_ red wine with my lunch.
4. I have \_\_\_\_\_ of friends here at school. They're great!
5. \_\_\_\_\_ of that group's songs are excellent but I'm not a fan of them.

**VI. Select the phrases from the box to complete the questions. Then, answer them. (6 points)**



Could I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Can I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Can I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- start the training
- start the game
- leave earlier today

**VII. Make requests with *can/could*. (8 points)**

1. (buy/plane tickets) Can \_\_\_\_\_ I'm afraid I can't.
2. (open/case) Could \_\_\_\_\_ Sure.
3. (carry/luggage) Can \_\_\_\_\_ Not now. I'm carrying mine.
4. (window/seat) Could \_\_\_\_\_ Of course.

# Review Test Unit 7

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## I. Complete the sentences using comparative adjectives. (12 points)

1. An elephant is \_\_\_\_\_ (heavy) than a car.



2. My hands are \_\_\_\_\_ (small) than yours.



3. Pedro is \_\_\_\_\_ (fast) than Daniel.



4. The new magazine is \_\_\_\_\_ (interesting) than the old one.



## II. Write the superlative of each adjective. (24 points)

|           |  |
|-----------|--|
| old       |  |
| short     |  |
| smart     |  |
| lazy      |  |
| dirty     |  |
| expensive |  |

|         |  |
|---------|--|
| cold    |  |
| cute    |  |
| pretty  |  |
| hot     |  |
| young   |  |
| healthy |  |

## III. Complete the sentences using the past continuous tense. (20 points)

- I \_\_\_\_\_ notes all day yesterday. (write)
- What \_\_\_\_\_ you \_\_\_\_\_ at the party? (wear)
- What \_\_\_\_\_ you \_\_\_\_\_ when I phoned yesterday? (do)
- What \_\_\_\_\_ you \_\_\_\_\_ last night? (eat)
- He \_\_\_\_\_ horrible to everyone. (be)

**IV. Write the name of each container. List the name of two food items you can store in each one. (16 points)**



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**V. Write *some* or *any* to complete each sentence. (16 points)**

1. There are \_\_\_\_\_ chocolate biscuits on the table.
2. We haven't got \_\_\_\_\_ eggs.
3. Would you like \_\_\_\_\_ grapes?
4. There wasn't \_\_\_\_\_ mustard in the jar.
5. I've got \_\_\_\_\_ milk.
6. I haven't got \_\_\_\_\_ cheese.
7. Have you got \_\_\_\_\_ sugar?
8. Would you like \_\_\_\_\_ water?

**VI. Complete with the correct tense of each verb. Simple past or past progressive. (12 points)**

1. Marvin (come) \_\_\_\_\_ home and (check) \_\_\_\_\_ his emails.
2. While Bob (read) \_\_\_\_\_, Nina (watch) \_\_\_\_\_ a movie.
3. Nobody (listen) \_\_\_\_\_ while I (explain) \_\_\_\_\_.
4. He (wake) \_\_\_\_\_ up and (look) \_\_\_\_\_ at his watch.
5. The thief (sneak) \_\_\_\_\_ into the house and (leave) \_\_\_\_\_ without a trace.
6. While the kids (sleep) \_\_\_\_\_, their parents (watch) \_\_\_\_\_ TV.

# Review Test Unit 8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**I. Answer the questions using the information given. Substitute the words that can be replaced with contractions. (12 points)**

1. Where will Jaime travel to?

Honduras

2. How long will Patricia study?

A while

3. How long are your friends staying at the beach?

Two weeks

**II. Write the name of each season and write a sentence to describe it. (24 points)**



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



**III. Write interrogative sentences with the *wh*- words given. (20 points)**

what

where

when

why

who

**IV. Complete the sentences with *will* or *going to*. Use contractions when needed. (18 points)**

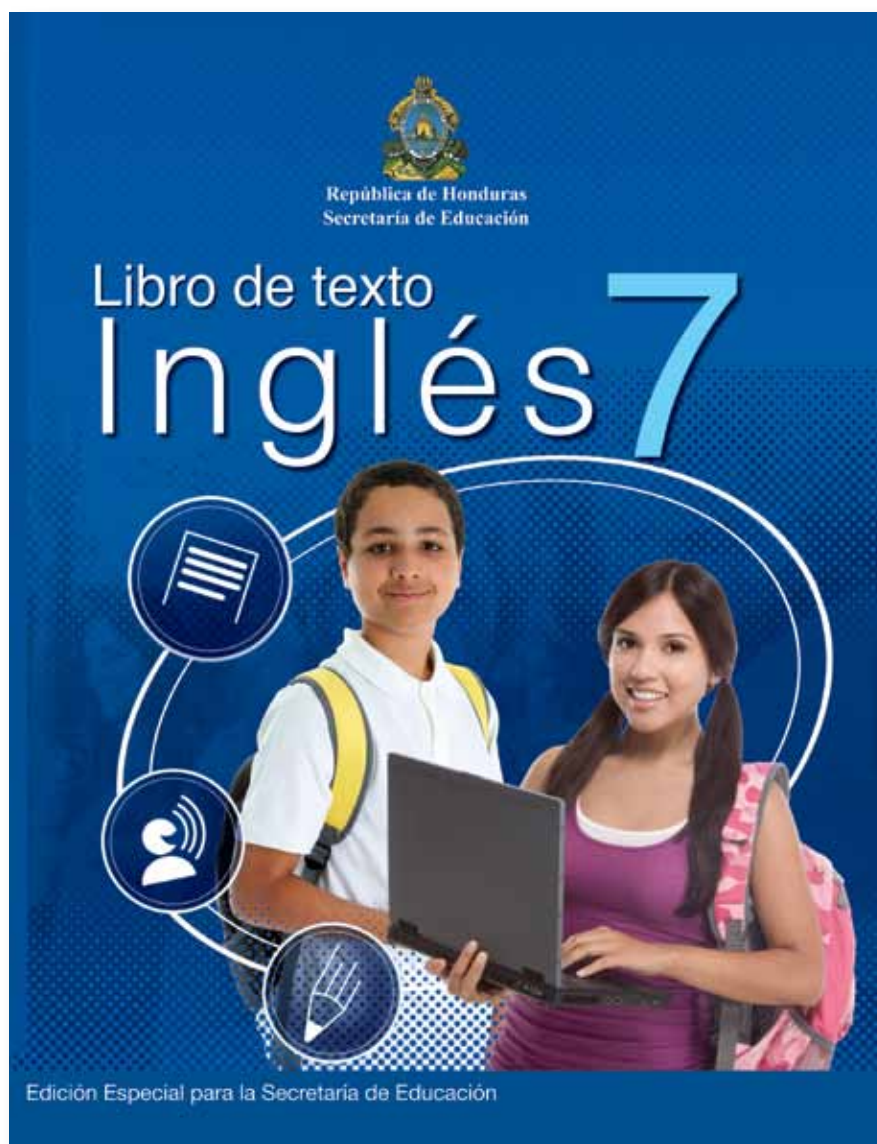
1. The Major \_\_\_\_\_ serve for four years.
2. Not a cloud in the sky. It's \_\_\_\_\_ be another warm day.
3. I hope you \_\_\_\_\_ visit me in my home someday.
4. Be careful! You're \_\_\_\_\_ spill your milk.
5. I'm certain he \_\_\_\_\_ do an excellent job.
6. The traffic is terrible. We're \_\_\_\_\_ miss our appointment.

**V. Write since or for. (16 points)**

|  |               |  |              |
|--|---------------|--|--------------|
|  | Christmas     |  | I was young  |
|  | three months  |  | April 1      |
|  | ten days      |  | three months |
|  | a few minutes |  | 1998         |

**VI. Complete the sentences with the present perfect of the verb in parentheses. (10 points)**

1. I \_\_\_\_\_ that movie twenty times. (see)
2. People \_\_\_\_\_ to Mars. (travel, not)
3. You \_\_\_\_\_ since the last time I saw you. (grow)
4. Our son \_\_\_\_\_ how to read. (learn)
5. We have \_\_\_\_\_ major problems while working on this project. (have)



El **Libro de texto Inglés 7**, para séptimo grado de Tercer Ciclo de Educación Básica, es una obra colectiva concebida y diseñada en el Departamento Editorial de Santillana, con la dirección de **Claudia Eleonora Noriega Castillo**, por el siguiente equipo:

**Silvia Lorena Lanza Galindo**  
Coordinación de área científica

**Ana Clarissa Morales Nichols**  
Edición



## PRESENTACIÓN

Niños, niñas y jóvenes de Honduras:

¡Bienvenidos a clases! El libro de texto que tienen en sus manos ha sido diseñado con el propósito de ayudarles en el aprendizaje del Inglés como lengua extranjera. Este texto contiene interesantes actividades de aprendizaje, a través del cual se da la facilidad para que obtengas los elementos necesarios y logres tus propios aprendizajes de manera creativa, agradable y significativa.

Partiendo del principio que las lenguas no se aprenden primero y se usan después, sino que las lenguas se aprenden cuando se usan, este libro de texto les permitirá aprender temas de interés directamente relacionados con sus experiencias y conocimientos previos, a la vez, les involucra en trabajos académicos en el aula de clase y de investigación, lo que les permitirá la adquisición, comprensión, producción e interacción con la lengua extranjera, priorizando más en el significado que en la forma.

Se requiere del compromiso de ustedes en situaciones en las cuales deben compartir responsabilidades, tomar decisiones, evaluar sus propios progresos, desarrollar trabajos individuales y aprender a trabajar en equipo con los compañeros y compañeras.

En este texto se desarrollan las cuatro competencias básicas (escuchar, hablar leer y escribir) necesarias para aprender el Inglés. Además, contempla el diseño de actividades que les permiten comprender las instrucciones, el nivel de la lengua, el manejo del vocabulario, el desarrollo y la creación de situaciones comunicativas en general que les conducirán a hablar el Inglés de manera progresiva.

Estoy seguro, que con tu esfuerzo, el de tus profesores, de tus padres y el apoyo decidido de la Secretaría de Educación, a través de sus autoridades, aprovecharán al máximo este libro de texto, para lo cual les invito a que sean consistentes en su estudio, de manera activa y práctica para su beneficio propio y el de nuestro país.



**MARLON ESCOTO VALERIO**

Secretario de Estado en el Despacho de Educación

# El aprendizaje del idioma inglés

En el proceso de aprendizaje de un idioma hay cuatro habilidades necesarias para completar el proceso de comunicación. Estos niveles se ubican en el orden de su adquisición por una persona desde su nacimiento. Al principio aprendemos a pronunciar los sonidos, después estos sonidos adquieren significado de la lengua de los padres y aprendemos a hablar. Luego, se aprende a leer y por último a escribir. Cuando adquirimos nuestra lengua materna por lo general ejercitamos antes la destreza de escuchar, luego, hablamos después leemos, y finalmente a escribir.

El objetivo principal de aprender inglés como lengua extranjera, es que usted desarrolle las cuatro habilidades lingüísticas: escuchar, hablar, leer y escribir.



Escuchar significa comprender un mensaje, construir un significado a partir de un mensaje recibido. Los ejercicios de escucha para usted, como estudiante de inglés son esenciales en la adopción del idioma ya que al escuchar interviene un complejo grupo de habilidades de pensamiento, sociales y lingüísticas.

El desarrollo de la comprensión auditiva lo practicará mediante la interacción frecuente con su docente y compañeros de aula, y de la audición de textos orales que su maestro modelará en clase.

Algunas estrategias que puede utilizar para desarrollar esta destreza son:

- Discriminación de los sonidos propios del inglés, para evitar confusión con los de su idioma materno.
- Uso del contexto, apoyo gestual y palabras conocidas para deducir el posible significado de palabras nuevas.
- Relación de la forma escrita de las palabras con su versión oral para facilitar la comprensión.





La práctica oral es una parte vital de la enseñanza del idioma inglés como segunda lengua. El uso constante del idioma en diálogos, conversaciones y situaciones de la vida real le permitirá mejorar su nivel de fluidez y su pronunciación.

En el desarrollo del libro practicará la expresión oral mediante la reproducción y producción frecuente de textos orales breves y simples, tales como diálogos, descripciones de escenas, repetición de textos y conversaciones cortas.

Algunas estrategias que puede utilizar para desarrollar esta destreza son:

- Repetición oral de textos.
- Uso de palabras y expresiones nuevas en un contexto significativo.
- Repetición de la pronunciación de los sonidos del idioma.



La lectura es una destreza estrechamente vinculada con el proceso de aprendizaje y es la base para la asimilación de vocabulario y la comprensión de estructuras gramaticales que le permitirán adquirir un manejo adecuado del idioma.

Al utilizar su libro de texto desarrollará la comprensión lectora mediante la lectura en clase de textos de tipo instructivo y descriptivo, tales como instrucciones para realizar ejercicios, avisos, tarjetas, cartas, menús, postales e invitaciones.

Algunas estrategias que puede utilizar para desarrollar esta destreza son:

- Uso del contexto y elementos gráficos para deducir el posible significado de palabras nuevas.
- Lectura rápida del texto para identificar información general.
- Lectura focalizada del texto para identificar datos específicos.



La escritura es una forma de expresión que le permite transmitir ideas, redactar un texto, tomar notas y completar datos. La tarea de escribir es una actividad social en su naturaleza y en su uso.

Desarrollará la expresión escrita al trabajar con su libro mediante la producción de textos guiados breves como: mensajes, notas y cartas personales.

Algunas estrategias que puede utilizar para desarrollar esta destreza son:

- Copiado de palabras y oraciones.
- Uso de un modelo para crear textos.
- Reemplazo de información en textos modelo.

# Conozca su libro

## ¿Por qué es importante aprender inglés?

Aprender una segunda lengua es un ejercicio que implica la interconexión de todo su sistema cognitivo. Además de la lengua en sí, sus palabras y estructuras, usted adquiere otra forma de pensar; conocerá otra forma de entender el mundo y aprenderá sobre una nueva cultura.

La importancia del aprendizaje de inglés no puede subestimarse en un mundo cada vez más interconectado y globalizado, ya que es el idioma oficial más utilizado en la actualidad.

Su libro está organizado en ocho unidades, distribuidas de la siguiente forma:

## Inicio de unidad

En estas páginas observará la relación del idioma Inglés con situaciones cotidianas.



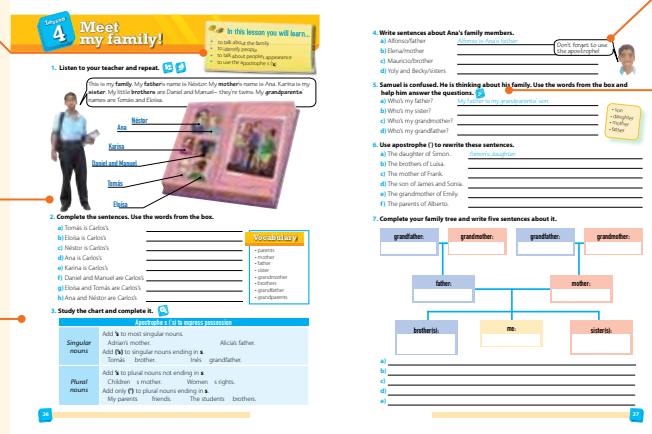
Encontrará actividades que le introducirán a los temas a tratar en la unidad. Hay actividades para todas las destrezas que conforman el idioma.

## Desarrollo de contenidos

Al iniciar cada lección, encontrará los objetivos de los temas que aprenderá.

Los temas se desarrollarán de manera gráfica para facilitar su comprensión.

Los cuadros gramaticales interactivos le permiten comprender las reglas y construir su propio conocimiento.



Frases de uso común en inglés son de gran utilidad para su desenvolvimiento en la vida diaria.

Actividades de lectura, escritura y conversación identificadas con iconos para enfatizar la destreza que se espera desarrollar con el ejercicio.

# Páginas especiales

## PÁGINAS DE REPASO

### Review

Check what you know!

1. Complete the sentences with There is or There are.

- a cat in the garden.
- ten cars in the garage.
- four chairs in the dining room.
- a TV in the living room.
- a computer in the bedroom.
- two lamps in my room's bedroom.

2. Write the days of the week.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

3. Write the missing months.

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

4. What time is it?

- 1:00
- 2:00
- 3:00
- 4:00
- 5:00
- 6:00
- 7:00
- 8:00
- 9:00
- 10:00
- 11:00
- 12:00

5. Complete the clock.

- It's half past one.
- It's ten to one.
- It's a quarter to three.
- It's a quarter after nine.

6. Use in, on, at to fill in the gaps.

- My class begins at 10:15 a.m.
- The birthday is on March 15th.
- I do my homework in the afternoon.
- Each birthday is a day.
- I go home at 10:00.
- My birthday party is on the night.

7. Write these ordinal numbers.

- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th

### Review

8. Write questions and answers.

Example: What's the weather like?

Answer: It's sunny.

Example: What's the weather like?

Answer: It's rainy.

Example: What's the weather like?

Answer: It's cloudy.

Example: What's the weather like?

Answer: It's windy.

Example: What's the weather like?

Answer: It's cold.

Example: What's the weather like?

Answer: It's hot.

Example: What's the weather like?

Answer: It's foggy.

Example: What's the weather like?

Answer: It's snowy.

Example: What's the weather like?

Answer: It's clear.

Example: What's the weather like?

Answer: It's bright.

Example: What's the weather like?

Answer: It's dark.

Example: What's the weather like?

Answer: It's light.

Example: What's the weather like?

Answer: It's heavy.

Example: What's the weather like?

Answer: It's light.

Example: What's the weather like?

Answer: It's heavy.

Example: What's the weather like?

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Answer: It's heavy.

Example: What's the weather like?

Answer: It's light.

Example: What's the weather like?

Answer: It's heavy.

Un repaso al final de cada unidad le ayudará a afianzar los conocimientos adquiridos y evaluar su aprendizaje.

## LECTURAS

### Reading

1. Discuss these questions with a partner.

a) Do you like music?

b) Do you play a musical instrument?

c) Do you like to listen to music?

d) Do you like to sing?

e) Do you like to dance?

f) Do you like to play a musical instrument?

g) Do you like to listen to music?

h) Do you like to sing?

i) Do you like to dance?

j) Do you like to play a musical instrument?

k) Do you like to listen to music?

l) Do you like to sing?

m) Do you like to dance?

n) Do you like to play a musical instrument?

o) Do you like to listen to music?

p) Do you like to sing?

q) Do you like to dance?

r) Do you like to play a musical instrument?

s) Do you like to listen to music?

t) Do you like to sing?

u) Do you like to dance?

v) Do you like to play a musical instrument?

w) Do you like to listen to music?

x) Do you like to sing?

y) Do you like to dance?

z) Do you like to play a musical instrument?

aa) Do you like to listen to music?

ab) Do you like to sing?

ac) Do you like to dance?

ad) Do you like to play a musical instrument?

ae) Do you like to listen to music?

af) Do you like to sing?

ag) Do you like to dance?

ah) Do you like to play a musical instrument?

ai) Do you like to listen to music?

aj) Do you like to sing?

ak) Do you like to dance?

al) Do you like to play a musical instrument?

am) Do you like to listen to music?

an) Do you like to sing?

ao) Do you like to dance?

ap) Do you like to play a musical instrument?

aq) Do you like to listen to music?

ar) Do you like to sing?

as) Do you like to dance?

at) Do you like to play a musical instrument?

au) Do you like to listen to music?

av) Do you like to sing?

aw) Do you like to dance?

ax) Do you like to play a musical instrument?

ay) Do you like to listen to music?

az) Do you like to sing?

ba) Do you like to dance?

bb) Do you like to play a musical instrument?

bc) Do you like to listen to music?

bd) Do you like to sing?

be) Do you like to dance?

bf) Do you like to play a musical instrument?

bg) Do you like to listen to music?

bh) Do you like to sing?

bi) Do you like to dance?

bj) Do you like to play a musical instrument?

bk) Do you like to listen to music?

bl) Do you like to sing?

bm) Do you like to dance?

bn) Do you like to play a musical instrument?

bo) Do you like to listen to music?

bp) Do you like to sing?

bq) Do you like to dance?

br) Do you like to play a musical instrument?

bs) Do you like to listen to music?

bt) Do you like to sing?

bu) Do you like to dance?

bv) Do you like to play a musical instrument?

bw) Do you like to listen to music?

bx) Do you like to sing?

by) Do you like to dance?

bz) Do you like to play a musical instrument?

ca) Do you like to listen to music?

cb) Do you like to sing?

cc) Do you like to dance?

cd) Do you like to play a musical instrument?

ce) Do you like to listen to music?

cf) Do you like to sing?

cg) Do you like to dance?

ch) Do you like to play a musical instrument?

ci) Do you like to listen to music?

cj) Do you like to sing?

ck) Do you like to dance?

cl) Do you like to play a musical instrument?

cm) Do you like to listen to music?

cn) Do you like to sing?

co) Do you like to dance?

cp) Do you like to play a musical instrument?

cq) Do you like to listen to music?

cr) Do you like to sing?

cs) Do you like to dance?

ct) Do you like to play a musical instrument?

cu) Do you like to listen to music?

cv) Do you like to sing?

cw) Do you like to dance?

cx) Do you like to play a musical instrument?

cy) Do you like to listen to music?

cz) Do you like to sing?

ca) Do you like to dance?

cb) Do you like to play a musical instrument?

cc) Do you like to listen to music?

cd) Do you like to sing?

ce) Do you like to dance?

cf) Do you like to play a musical instrument?

cg) Do you like to listen to music?

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## Anexos

## VOCABULARIO ILUSTRADO



Estas páginas le permitirán aprender y confirmar el significado de nuevas palabras.

## TABLA FONÉTICA

### Phonetic chart

| Symbol | Element    |
|--------|------------|
| Ar     | Argon      |
| As     | Arsenic    |
| Br     | Bromine    |
| Ca     | Calcium    |
| Cd     | Cadmium    |
| Cl     | Chlorine   |
| Co     | Cobalt     |
| Cu     | Copper     |
| D      | Deuterium  |
| Fe     | Iron       |
| Fr     | Francium   |
| He     | Helium     |
| Hg     | Mercury    |
| H      | Hydrogen   |
| I      | Iodine     |
| K      | Potassium  |
| Li     | Lithium    |
| Mg     | Magnesium  |
| Mn     | Manganese  |
| N      | Nitrogen   |
| Ne     | Neon       |
| Ni     | Nickel     |
| O      | Oxygen     |
| P      | Phosphorus |
| Pb     | Lead       |
| Rb     | Rubidium   |
| S      | Sulfur     |
| Se     | Selenium   |
| Si     | Silicon    |
| Sn     | Stannum    |
| Te     | Tellurium  |
| Ti     | Titanium   |
| U      | Uranium    |
| V      | Vanadium   |
| W      | Tungsten   |
| Xe     | Xenon      |
| Zn     | Zinc       |
| Zr     | Zirconium  |

## Resumen de las reglas básicas de gramática en inglés.

Presenta los sonidos básicos del idioma inglés y los símbolos fonéticos de uso común.

## RESUMEN DE GRAMÁTICA

## Grammar summary

|                                                                                                         |  |
|---------------------------------------------------------------------------------------------------------|--|
| <b>Present continuous</b>                                                                               |  |
| <b>Personal Pronoun</b> + <b>Verb to be</b> + <b>-ing form of the Action Verb</b> + <b>Complement.</b>  |  |
| <b>Examples:</b> My sister <b>is</b> listening to the radio.      I <b>am</b> waiting at a station.     |  |
| <b>Personal Pronoun (subject)</b> <b>Simple present (verb)</b> <b>Complement. (base form)</b>           |  |
| <b>Examples:</b> She <b>likes</b> music.      You <b>live</b> in Canada.                                |  |
| *Remember to add <b>is</b> or <b>are</b> to the verb in third person singular.                          |  |
| <b>Past continuous</b>                                                                                  |  |
| <b>Personal Pronoun</b> + <b>Verb to be</b> + <b>-ing form of the Action Verb</b> + <b>Complement.</b>  |  |
| <b>(subject)</b> <b>(past tense)</b> <b>(verb)</b>                                                      |  |
| <b>Examples:</b> I <b>was</b> painting the house.      We <b>were</b> reading a book.                   |  |
| <b>Personal Pronoun (subject)</b> <b>Past simple (verb)</b> <b>Complement.</b>                          |  |
| <b>(subject)</b> <b>(past tense)</b> <b>(base form)</b>                                                 |  |
| <b>Examples:</b> I <b>played</b> guitar yesterday.      My friends <b>went</b> to Rome last year.       |  |
| <b>Personal Pronoun</b> + <b>Verb to be</b> + <b>-ing form of the Action Verb</b> + <b>Complement.</b>  |  |
| <b>(subject)</b> <b>(past tense)</b> <b>(verb)</b>                                                      |  |
| <b>Examples:</b> Mark <b>will</b> give you a ride home.      I <b>will</b> take you to tomorrow.        |  |
| <b>Future (going to)</b>                                                                                |  |
| <b>Personal Pronoun</b> + <b>Verb to be</b> + <b>Going to</b> + <b>Action Verb</b> + <b>Complement.</b> |  |
| <b>(subject)</b> <b>(past tense)</b> <b>(verb)</b>                                                      |  |
| <b>Examples:</b> I <b>am</b> going to study a lot.      They <b>are</b> going to travel tomorrow.       |  |
| <b>Present perfect</b>                                                                                  |  |
| <b>Personal Pronoun</b> + <b>Have</b> + <b>Action Verb</b> + <b>Complement.</b>                         |  |
| <b>(subject)</b> <b>(past tense)</b> <b>(verb)</b>                                                      |  |
| <b>Examples:</b> Lisa <b>has</b> drunk a cup of coffee.      We <b>have</b> waited for a long time.     |  |
| * Remember to use <b>has</b> and <b>have</b> as auxiliary for the third person singular.                |  |

## LISTAS DE VERBOS

## Verb lists

| Irregular Verbs |          | Regular Verbs |            |
|-----------------|----------|---------------|------------|
| Present         | Past     | Present       | Past       |
| be (am/are)     | were/was | amuse         | amused     |
| buy             | bought   | ask           | asked      |
| build           | built    | arrive        | arrived    |
| come            | came     | call          | called     |
| cut             | cut      | close         | closed     |
| do              | did      | cook          | cooked     |
| drink           | drank    | cry           | cried      |
| drive           | drove    | dance         | danced     |
| eat             | ate      | enjoy         | enjoyed    |
| fall            | fell     | eat           | ate        |
| get             | got      | happen        | happened   |
| give            | gave     | like          | liked      |
| go              | went     | listen        | listened   |
| have            | had      | live          | lived      |
| know            | knew     | look          | looked     |
| make            | made     | open          | opened     |
| read            | read     | plan          | planned    |
| run             | ran      | phone         | phoned     |
| see             | saw      | play          | played     |
| sing            | sang     | remember      | remembered |
| sit             | sat      | start         | started    |
| sleep           | asleep   | stop          | stopped    |
| take            | took     | study         | studied    |
| talk            | talked   | talk          | talked     |
| swim            | swam     | travel        | traveled   |
| tell            | told     | visit         | visited    |
| take            | took     | wait          | waited     |
| think           | thought  | watch         | watched    |
| wear            | wore     | work          | worked     |

Listas de los verbos  
(regulares e irregulares)  
más utilizados en todo  
el libro. ●

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# New friends at school



Hello! I'm Juan.

Hello! I'm Esteban.

## Unit

## 1

Today is our first day at school. We're really excited to be in high school. Although some of us already knew each other from previous years, others are new at the school.

The teacher allowed us to introduce ourselves, to get to know each other better. The first days at school are usually full of activities and enthusiasm!

Permitir que los alumnos observen la imagen de entrada de unidad, antes de leer el texto. Sugiera que comenten lo que observan y hagan predicciones sobre el contenido del texto.

## Before you start...

### 1. Read the text and answer.



It's Luisa's and Esteban's first day at school.

- What are they doing?

They are greeting each other.

### 2. Write classroom commands. Use the words from the box.



stand    sit    raise    read

- Sit down
- Stand up
- Read the text
- Raise your hand

### 3. Read the dialogues in the illustration and underline the greetings.



Democracia participativa

We can say:

- "Hello!" for formal and informal greetings
- "Hi!" for informal greetings
- "How do you do?" When we greet somebody for the first time

### 4. Work in pairs.



- Role play the dialogues with a partner.
- Greet other classmates.
- Write four greetings in a poster, and underline the stressed syllable.



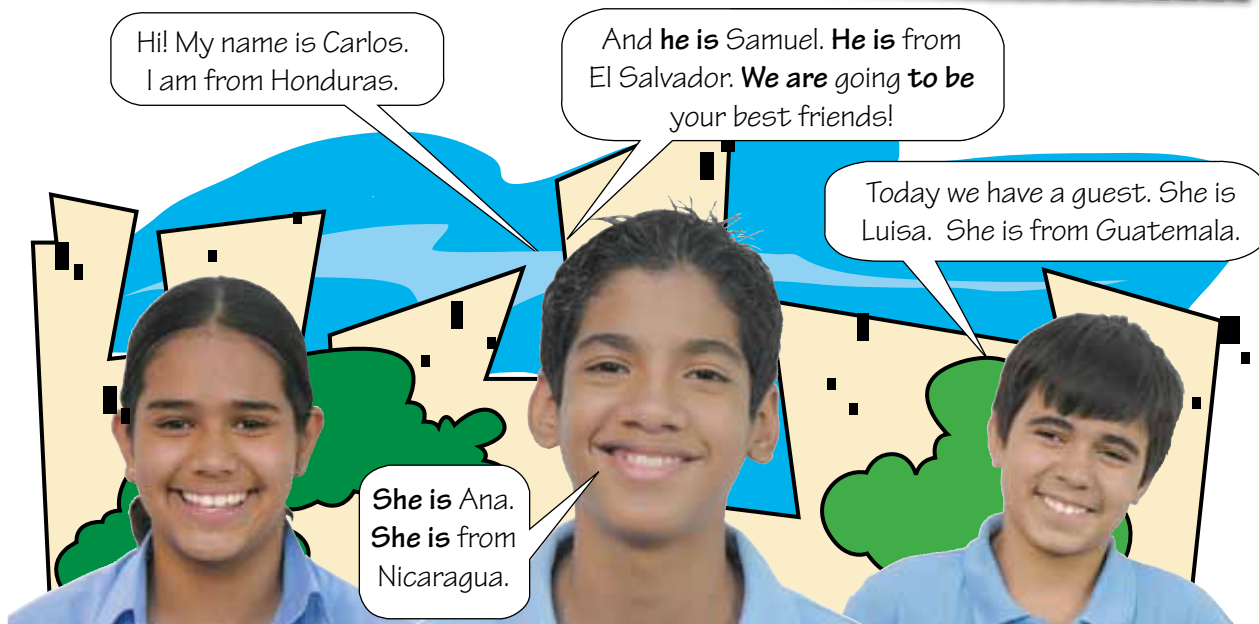


# New friends

In this lesson you will learn...

- to say hello
- to introduce yourself and others
- to talk about countries and nationalities
- to spell words
- to ask about a person's name
- to use the verb **to be**

## 1. Listen to your teacher and repeat.



## 2. Select the nationalities from the vocabulary and complete the sentences.

### Vocabulary

• Honduran • Nicaraguan • Guatemalan • Salvadoran



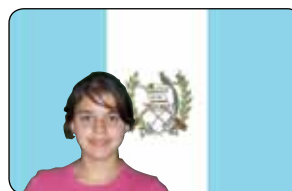
Carlos **is**  
Honduran.



Ana **is**  
Nicaraguan.



Samuel **is**  
Salvadoran.



Luisa **is**  
Guatemalan.

## 3. Study the chart and complete it.

Hable con sus alumnos de la utilidad de aprender y dominar varios idiomas. Comente que comunicarse en lenguas distintas a la materna es una experiencia enriquecedora.

### Verb to be

|          | Personal pronoun | Verb <b>to be</b> | Contractions  |
|----------|------------------|-------------------|---------------|
| Singular | I                | am                | I'm           |
|          | You              | are               | <b>You're</b> |
|          | He               | is                | He's          |
|          | She              | is                | <b>She's</b>  |
|          | It               | <b>is</b>         | It's          |
| Plural   | We               | are               | <b>We're</b>  |
|          | You              | <b>are</b>        | You're        |
|          | <b>They</b>      | are               | They're       |

4. Complete the chart using the information from the box. 

|          |      |                                               |
|----------|------|-----------------------------------------------|
| Singular | He   | Robert/Tom                                    |
|          | She  | Andrea/Karla                                  |
|          | It   | The cat                                       |
| Plural   | We   | Carlos and I                                  |
|          | You  | Marcos and you                                |
|          | They | Helen and Mary/The dogs/Luis, Tania and Jenny |

- Robert
- The cat
- Helen and Mary
- Carlos and I
- The dogs
- Andrea
- Marcos and you
- Luis, Tania and Jenny
- Karla
- Tom

5. Complete the sentences using the correct pronoun and the correct form of the verb to be. 

- a) Alan is American. He is from the United States.
- b) Chen and Lyn are from Japan. They are Japanese.
- c) My name is Pierre. I am from France.
- d) Gabriela is from Italy. She is Italian.
- e) George and I are Canadian. We are from Canada.
- f) You and your family are from Brazil. You are Brazilian.

Let's find out about... 

Investigate with your parents why Hondurans are also called "Catrachos".

6. Rewrite the sentences using contractions. 

Explicar que tanto los países como las nacionalidades inician con mayúscula.

- a) They are Spanish. They're Spanish.
- b) She is from Italy. She's from Italy.
- c) I am from Honduras. I'm from Honduras.
- d) He is Venezuelan. He's Venezuelan.
- e) We are Japanese. We're Japanese.
- f) You are from the United States. You're American.

7. Write the nationality of each person. 

- a) María/Colombia María is from Colombia. María is Colombian.
- b) Franco/Italy Franco is from Italy. Franco is Italian.
- c) Lucy/Canada Lucy is from Canada. Lucy is Canadian.
- d) Alan and Peter/USA Alan and Peter are from the USA. Alan and Peter are Americans.
- e) Jacques/France Jacques is from France. Jacques is French.

8. Choose an Honduran singer or band you like. Write the name, place of origin, and make a brochure. 

9. Listen to your teacher and repeat the alphabet.  

**The alphabet**

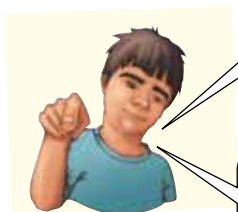
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Establecer las diferencias entre los sonidos de la letra **C** /si:/ (sin vibración de las cuerdas vocales) y la letra **Z** /zi:/ (con vibración de las cuerdas vocales) así como la **B** labial y la **V** labidental.

10. Listen to your teacher. 



11. Answer the questions.



What is your name?

My name is...

Can you spell your name?

12. Look at the flags. Unscramble and rewrite the name of the country they belong to. 



IBLARZ

BRAZIL



APJNA

JAPAN



YREMANG

GERMANY



NACFRE

FRANCE



TEDUNI TASTES

UNITED STATES



TILAY

ITALY



NACAAD

CANADA



PSNIA

SPAIN

13. Select the correct nationality from the box and write it next to its country. 

Brazil  
Italy  
France  
United States  
Spain  
Japan  
Germany  
Canada

Brazilian  
Italian  
French  
American  
Spanish  
Japanese  
German  
Canadian

• Japanese  
• Canadian  
• Italian  
• German  
• French  
• Brazilian  
• American  
• Spanish





#### 14. Study the charts and complete them.

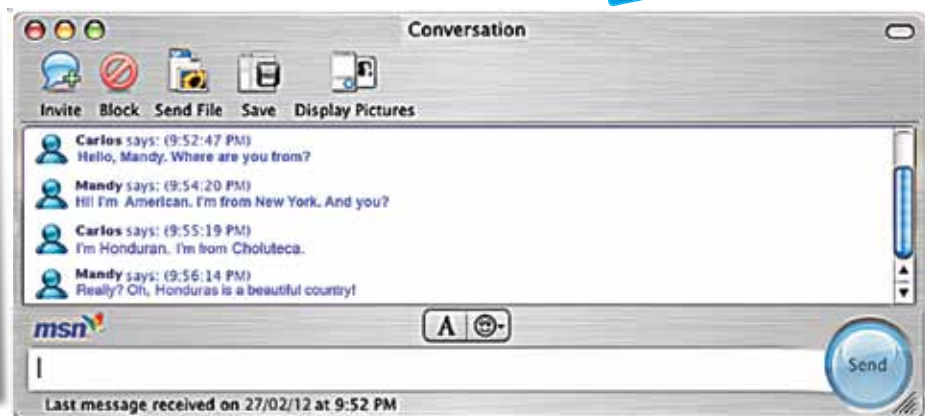
| Verb to be                            |      |     |             |                                           |      |             |
|---------------------------------------|------|-----|-------------|-------------------------------------------|------|-------------|
| Affirmative                           |      |     |             | Question                                  |      |             |
| Personal pronoun + To be + Complement |      |     |             | To be + Personal pronoun + Complement + ? |      |             |
| <b>Singular</b>                       | She  | is  | Mexican.    | Is                                        | she  | Mexican?    |
| <b>Plural</b>                         | They | are | from Japan. | Are                                       | they | from Japan? |

Explicar que no es correcto utilizar contracciones en respuestas cortas. Ej. Yes, she's.

| Affirmative answer |           |      |
|--------------------|-----------|------|
| Singular           | Yes, she  | is.  |
| Plural             | Yes, they | are. |

| Wh- Questions            | Answers               |
|--------------------------|-----------------------|
| Where are you from?      | I'm from El Salvador. |
| What's your nationality? | I'm Salvadoran.       |

#### 15. Carlos is meeting new friends on the web. Listen to your teacher.



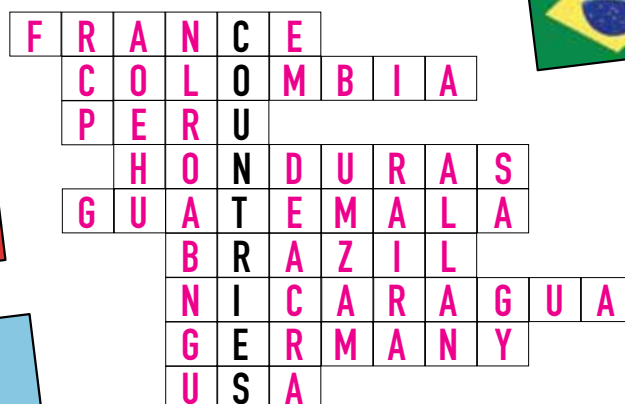
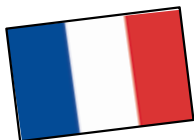
- Now answer the questions.

a) Where is Mandy from? She is from New York.

b) What is her nationality? She is American.

c) Is Carlos from Honduras? Yes, he is.

#### 16. Look at the flags and complete the crossword.



#### Survival English

What nationality are you?  
I'm American.

Are you here on vacation?  
No, I'm just passing through.

## How are you?



In this lesson you will learn...

- to greet others
- to introduce others
- to thank people
- to talk about jobs and professions
- to use the articles: **a, an, the**

## 1. Listen to your teacher and repeat.

Is she the **principal**?

## 2. Complete the jobs. Use the words from the box.



The school

**principal.**

The Spanish

**teacher.**

The school

**secretary.**

The school

**janitor.**

## Vocabulary

- secretary
- principal
- janitor
- teacher

## 3. Study the chart and complete it.



| Verb to be (singular)                          |            |            |   |  | is not = isn't         |  |
|------------------------------------------------|------------|------------|---|--|------------------------|--|
| Questions                                      |            |            |   |  | Negative answers       |  |
| Verb to be + Personal pronoun + Complement + ? |            |            |   |  | No, I am not.          |  |
| Are                                            | <b>you</b> | a teacher  | ? |  | No, <b>he</b> isn't.   |  |
| Is                                             | he         | a dentist  | ? |  | No, she <b>isn't</b> . |  |
| <b>Is</b>                                      | she        | an actress | ? |  |                        |  |



#### 4. Read the information in the chart and complete it.



Pedir a los estudiantes que den sus propios ejemplos usando los artículos.

| Articles                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Definite article (the)</b>    | Use <b>the</b> with singular and plural nouns to talk about specific and particular topics.<br><div> <span>the</span> teacher    <span>the</span> teachers    <span>the</span> nurse    <span>the</span> nurses </div>                                                                                                                                                                                                                                                                                                                                                              |
| <b>Indefinite article (a/an)</b> | <ul style="list-style-type: none"> <li>Use <b>a/an</b> for singular nouns to make generalizations.</li> <li>Use <b>a</b> before words beginning with <b>consonants</b> or <b>consonant sounds</b>.<br/> <div> <span>a</span> student    <span>a</span> hospital    <span>a</span> mechanic    <span>a</span> university </div> </li> <li>Use <b>an</b> before words beginning with <b>vowels</b> or <b>vowel sounds</b>.<br/> <div> <span>an</span> unacceptable job    <span>an</span> engineer    <span>an</span> actor    <span>an</span> honorable president </div> </li> </ul> |

#### 5. Complete the sentences. Use the words from the box.



Repetir las palabras de la caja.



Alan is a doctor.



Mike is an artist.



Melissa is a dentist.



Karla is a surgeon.



Luis is an engineer.



Oscar is an actor.

- surgeon
- actor
- dentist
- artist
- doctor
- engineer

Pregunte a los estudiantes si tienen algún familiar o amigo, que practique alguna de las profesiones del ejercicio 5.

- Now, complete the questions about the pictures above using **a/an**.



- |                                 |                       |                            |                 |
|---------------------------------|-----------------------|----------------------------|-----------------|
| a) Is Karla <u>an</u> engineer? | <u>No, she isn't.</u> | Who is <u>an</u> engineer? | <u>Luis.</u>    |
| b) Is Alan <u>an</u> artist?    | <u>No, he isn't.</u>  | Who is <u>an</u> artist?   | <u>Mike.</u>    |
| c) Is Luis <u>a</u> dentist?    | <u>No, he isn't.</u>  | Who is <u>a</u> dentist?   | <u>Melissa.</u> |
| d) Is Oscar <u>a</u> doctor?    | <u>No, he isn't.</u>  | Who is <u>a</u> doctor?    | <u>Alan.</u>    |
| e) Is Melissa <u>a</u> surgeon? | <u>No, she isn't.</u> | Who is <u>a</u> surgeon?   | <u>Karla.</u>   |
| f) Is Mike <u>an</u> actor?     | <u>No, he isn't.</u>  | Who is <u>an</u> actor?    | <u>Oscar.</u>   |

#### 6. Practice your pronunciation. Study the rules, and the words in each column.



When to say **a** and when to say **an**.

- If the following word starts with a consonant sound, we say **a**.
- If the following word starts with a vowel we say **an**.

| a + consonant sound | an + vowel sound |
|---------------------|------------------|
| a cat               | an apple         |
| a very thin woman   | an umbrella      |
| a human             | an old man       |

Explicar que **Who** se usa tanto para el singular como para el plural. Ejemplos: Who are they?, Who is he?

## 7. Write questions and answers about the people in the pictures.



Miguel/mechanic

Who is he?

He's Miguel.

What does he do?

He's a mechanic.



Laura/veterinarian

Who is she?

She's Laura.

What does she do?

She's a veterinarian.



classmates/study

Who are they?

They're classmates.

What do they do?

They're students.



Andrea/dancer

Who is she?

She's Andrea.

What does she do?

She's a dancer.

## 8. Listen to the conversation and answer the questions.



**Ana:** Ms. Sánchez, this is Richard Álvarez, the new English teacher. Richard, this is Ms. Sánchez, the biology teacher.

**Ms. Sánchez:** Oh, nice to meet you, Mr. Álvarez.

**Mr. Álvarez:** Nice to meet you, too, Ms. Sánchez.

Who is = Who's



a) Who's Mr. Álvarez? He's the new English teacher.

b) Who's Ms. Sánchez? She's the biology teacher.

## 9. Complete the greetings. Use the words from the box.

Good morning!

Good afternoon!

Good evening!

Good night!

9:00 a.m.

3:00 p.m.

6:00 p.m.

10:00 p.m.

• afternoon  
• night  
• evening  
• morning

## 10. Complete the conversations. Use the information from the box.

• Bye, bye. Take care.

• I'm very well, thanks.

• Hello, Sandra. How are you?

• I'm doing OK!

• See you tomorrow. Have a nice day!

• Good morning, Mr. Morán. How are you?

### Informal

A. Hi, Ricky!

B. Hello, Sandra. How are you?

A. Fine. And you?

B. I'm doing OK.

A. Bye, Ricky!

B. Bye, bye. Take care.

### Formal

A. Good morning, Mrs. García.

B. Good morning, Mr. Moran. How are you?

A. I'm fine, thank you. And you?

B. I'm very well, thanks.

A. Well, see you tomorrow, Mrs. García.

B. See you tomorrow. Have a nice day!



**11. Complete the dialogues. Get together in pairs and take turns calling the roll.**



How are you  
Mr. Gómez?



Hi, Samuel!



**12. Write a short dialogue according to the situation.**

**a)** It's 2:00 p.m. and you meet your best friend.

You: Hi, Paul!  
Your buddy: Hi, Lucy. How are you?  
You: Fine. And you?  
Your buddy: I'm OK.

**b)** It's 10:00 a.m. and you meet your teacher.

You: Good morning, teacher.  
Your teacher: Good morning, Robert.  
You: How are you?  
Your teacher: I'm very well, thanks.

**13. Relate the following pictures to a specific job. Write the name of each job on the line.**



Firefighter



Artist



Architect



Teacher

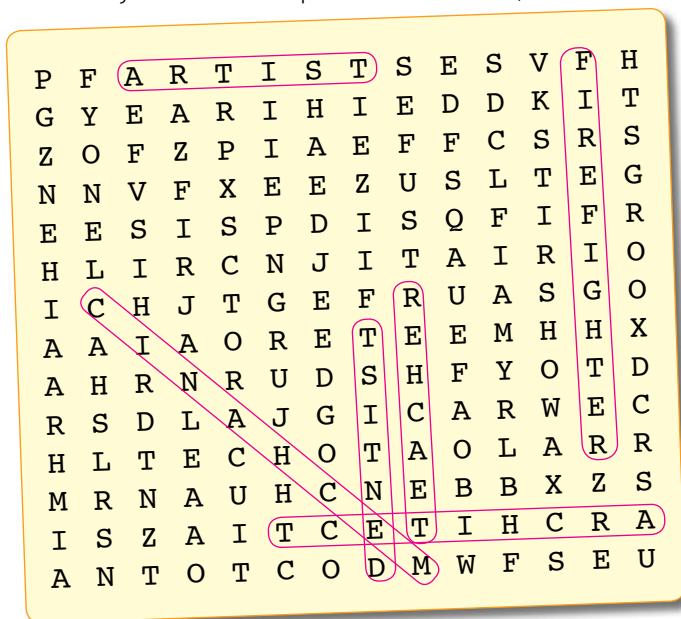


Dentist



Mechanic

- Find the jobs from the previous exercise, in the word search.



Realizar un juego de roles con las situaciones presentadas en el ejercicio 12.



**Survival English**

How are you?  
I'm fine thanks.  
I'm OK.  
Not so good.

- 14. Look at the Picture Dictionary in page 216, ask your classmates about the words you don't know and make a conversation to present in front of the class.**

# Meeting new friends



In this lesson you will learn...

- to greet people (formally and informally)
- to meet people
- to apologize
- to thank people
- to express approval and disapproval

## 1. Listen to your teacher and repeat the dialogues.



Proponer a sus alumnos la elección individual de una de las actividades que se presentan en el ejercicio 2. Pedir que busquen más información sobre cada deporte y justifiquen sus elecciones.

Let's find out about...

Observe how people greet each other in different situations during the day.

## 2. Complete the sentences. Use the words from the box.

### Vocabulary

• gymnast • karate • soccer player • basketball player



Alan is a  
soccer player.



Jenny is a  
gymnast.



Daniel is a  
basketball player.



Mandy does  
karate.

## 3. Study the chart and complete it.



Recordar que cada vez que se usen **títulos sociales** (Mr., Mrs., Miss) se coloca el apellido de la persona, no el nombre.

### Meeting people

| Formal                                                            | Informal                                                                                   |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| A. Do you know Mrs. Pole? She <b>is</b> the new school counselor. | A. Hello. <b>My</b> name is Karen.                                                         |
| B. How do <b>you</b> do, Mrs. Pole?                               | B. Hi, Karen. <b>I</b> am Timothy, but everybody calls me Tim. And this is my friend Alex. |
| C. <b>How</b> do you do?                                          | A. Hi, Alex!                                                                               |
|                                                                   | C. <b>Hi</b> , Karen!                                                                      |



4. Listen to your teacher to complete the dialogue.



| First speaker                    | Second speaker                       |
|----------------------------------|--------------------------------------|
| A. Hello!                        | B. Hello!/Hi!                        |
| A. Good morning, Mr. Paez        | B. <i>Good morning, Ana.</i>         |
| A. <i>It's nice to meet you!</i> | B. It's nice to meet you, too.       |
| A. I'm glad to meet you!         | B. <i>I'm glad to meet you, too!</i> |
| A. <i>How are you?</i>           | B. I'm fine, thank you.              |
| A. Pleased to meet you!          | B. <i>Pleased to meet you, too!</i>  |
| A. How do you do?                | B. <i>How do you do?</i>             |
| A. <i>Goodbye.</i>               | B. Bye.                              |
| A. See you next week!            | B. <i>See you.</i>                   |



Formal or informal?

5. Complete the conversations. Then read the dialogues with a partner.



**Mr. Sánchez:** Good *afternoon*, Mrs. García. *This is Miss Yanez*, the new English teacher.

**Mrs. García:** Oh, I'm pleased to meet you, Miss Yanez.

**Miss Yanez:** *I'm pleased to meet you, too.*



**Alan:** Hi, I'm Alan. *What's your name?*

**Jenny:** *My name is Jenny*. And she is Mandy.

**Alan:** *Nice to meet you, girls!*

**Jenny and Mandy:** Nice to meet you, too.



**Alan:** Well, girls. I have to go. Bye.

**Mandy:** *Bye, bye,* Alan.

**Jenny:** Bye, Alan. *See you* tomorrow.

Invitar a los estudiantes a dramatizar las conversaciones anteriores.

6. Study the chart and complete it.



| Apologizing                          |                               |
|--------------------------------------|-------------------------------|
| A. I'm sorry. I can't.               | B. That's OK.                 |
| A. I'm very sorry.                   | B. Don't worry, I understand. |
| A. Please excuse me.                 | B. It's all right.            |
| Thanking                             |                               |
| A. Thank you, it's very kind of you. | B. Not at all.                |
| A. Thanks, you are very kind.        | B. You're welcome.            |

7. Select the phrases from the box and complete the conversations.



- A. Excuse me, teacher, *can I talk to you?*
- B. I'm very sorry, I'm busy right now.
- A. OK. Don't worry, *I understand.*
- A. Excuse me, *can you lend me your pen?*
- B. Sure! Here you are.
- A. Oh, thanks. *You're very kind.*
- B. You're welcome.

- Sure!
- I understand
- Can you lend me your pen?
- I'm very sorry
- You're very kind
- Can I talk to you?

8. Look at Alan's expressions and select the appropriate phrases from the box.



That's wrong!



That's right!



That's an excellent idea!



That's very bad!

That is = That's



- That's wrong!
- That's an excellent idea!
- That's very bad!
- That's right!

Puede ampliar el ejercicio 8, pidiendo a los estudiantes que mencionen otras expresiones que se relacionen con las fotografías y no estén en la caja de respuestas.

9. Look at the pictures and role-play the occupations. Write sentences using the words from the box. 

• carpenter • chef • disc jockey • firefighter • clown • model • singer • student



She is a chef.



He is a firefighter.



She is a student.



He is a carpenter.



She is a model.



He is a disc jockey.



She is a singer.



He is a clown.

- Read the sentences and write "That's right" if it is affirmative, or "That's wrong" if it is negative, according to the pictures. 

a) Jenny is a firefighter. *That's wrong.*

d) Alan is a chef. *That's wrong.*

b) Mandy is a student. *That's right.*

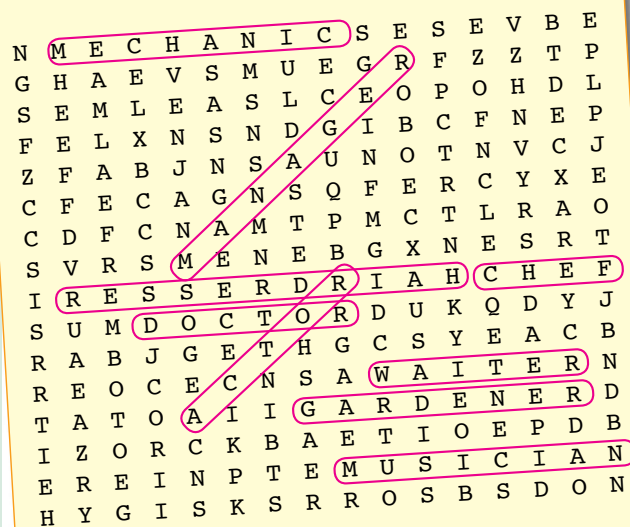
e) Mandy is a clown. *That's wrong.*

c) Daniel is a "disc jockey" *That's right.*

f) Jenny is a model. *That's right.*

10. Complete the sentences and find the words in the word search. 

- a) A *doctor* provides medical treatment.
- b) A *mechanic* repairs cars.
- c) An *actor* works on TV.
- d) A *waiter* serves food.
- e) A *manager* administers a company.
- f) A *hairstylist* cuts people's hair.
- g) A *gardener* plants flowers.
- h) A *musician* plays an instrument.
- i) A *chef* prepares food in a restaurant.



Survival English

What's up, Karen?  
Oh! I am very tired. I am taking a break.

## 4

- to talk about the family
- to identify people
- to talk about people's appearance
- to use the apostrophe s ('s)



sis.  
nam

Dan

Ana

## Karina

## Daniel and Manuel

Tomás

**Eloísa**



- a) Tomás is Carlos's
- b) Eloísa is Carlos's
- c) Néstor is Carlos's
- d) Ana is Carlos's
- e) Karina is Carlos's
- f) Daniel and Manuel are Carlos's
- g) Eloísa and Tomás are Carlos's
- h) Ana and Néstor are Carlos's

grandfather.

grandmother.

father.

mother.

sister.

brothers.

grandparents.

parents.

Indicar que **Mom** significa mamá y **Dad** significa papá. Es una expresión corta más común.

- parents
- mother
- father
- sister
- grandmother
- brothers
- grandfather
- grandparents



| <b>Apostrophe s ('s) to express possession</b> |                                                                                                                                                                                                                                                                                            |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Singular nouns</b>                          | <p>Add <b>'s</b> to most singular nouns.</p> <p>Adrian's mother.                                  Alicia's father.</p> <p>Add <b>('s)</b> to singular nouns ending in <b>s</b>.</p> <p>Tomás's brother.                                  Inés's grandfather.</p>                           |
| <b>Plural nouns</b>                            | <p>Add <b>'s</b> to plural nouns not ending in <b>s</b></p> <p>Children's mother.                                  Women's rights.</p> <p>Add only <b>(')</b> to plural nouns ending in <b>s</b>.</p> <p>My parents' friends.                                  The students' brothers.</p> |



#### 4. Write sentences about Ana's family members.

- a) Alfonso/father Alfonso is Ana's father.
- b) Elena/mother Elena is Ana's mother.
- c) Mauricio/brother Mauricio is Ana's brother.
- d) Yoly and Becky/sisters Yoly and Becky are Ana's sisters.

Don't forget to use the apostrophe!



#### 5. Samuel is confused. He is thinking about his family. Use the words from the box and help him answer the questions.

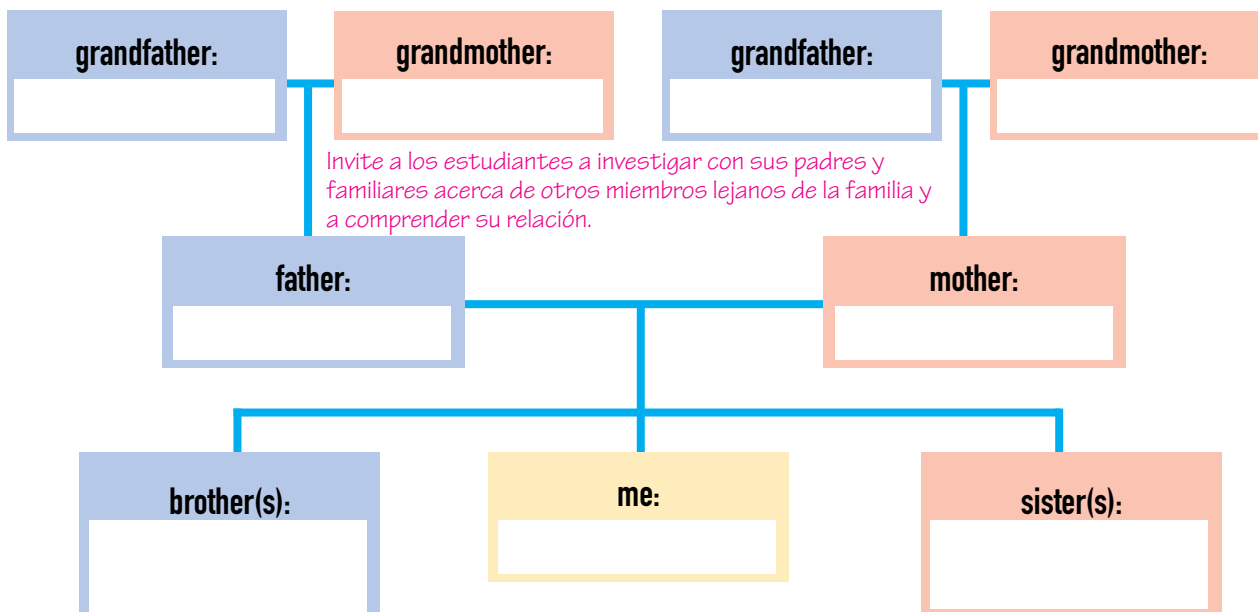
- a) Who's my father? My father is my grandparents' son.
- b) Who's my sister? My sister is my parents' daughter.
- c) Who's my grandmother? My grandmother is my father's/mother's mother.
- d) Who's my grandfather? My grandfather is my father's/mother's father.

• son  
• daughter  
• mother  
• father

#### 6. Use apostrophe (') to rewrite these sentences.

- a) The daughter of Simon. Simon's daughter.
- b) The brothers of Luisa. Luisa's brothers.
- c) The mother of Frank. Frank's mother.
- d) The son of James and Sonia. James and Sonia's son.
- e) The grandmother of Emily. Emily's grandmother.
- f) The parents of Alberto. Alberto's parents.

#### 7. Complete your family tree and write five sentences about it.



- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_



## 8. Study the chart and complete it.

| Verb to be (plural)                            |      |                    |                  |  | are not = aren't                                                                    |
|------------------------------------------------|------|--------------------|------------------|--|-------------------------------------------------------------------------------------|
| Questions                                      |      |                    | Negative answers |  |  |
| Verb to be + Personal pronoun + Complement + ? |      |                    |                  |  |                                                                                     |
| Are                                            | we   | Lupita's brothers? | No, we aren't.   |  |                                                                                     |
| Are                                            | you  | Carlos's sisters?  | No, we aren't.   |  |                                                                                     |
| Are                                            | they | Samuel's parents?  | No, they aren't. |  |                                                                                     |

## 9. Look at the pictures. Select the words from the box and complete the descriptions.

• short • tall • thin • plump • old • young • chubby



Tomás  
grandfather:  
tall, thin, old



Eloísa  
grandmother:  
short, plump, old



Néstor  
father:  
chubby, plump



Ana  
mother:  
short, thin



Karina  
sister:  
tall, thin, young



Daniel and Manuel  
brothers:  
short, thin, young

## 10. Answer the questions.

- Is Tomás tall?
- Are Tomás and Eloísa old?
- Is Eloísa thin?
- Are the twins tall?
- Is Ana short?
- Is Néstor plump?
- Is Karina thin?
- Are Karina and the twins young?

Yes, he is.

Yes, they are.

No, she isn't.

No, they aren't.

Yes, she is.

Yes, he is.

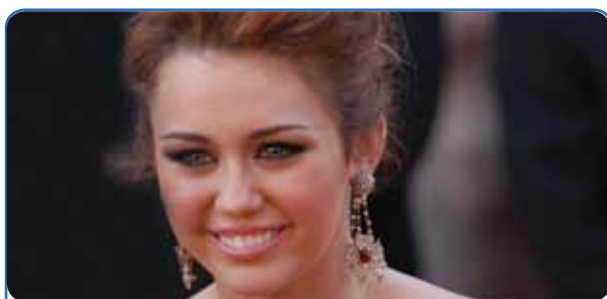
Yes, she is.

Yes, they are.

11. Study the chart and complete it.  

| Who      |                                |                                     |
|----------|--------------------------------|-------------------------------------|
|          | Question                       | Answer                              |
| Singular | Who is Eloísa?                 | She <u>is</u> Carlos's grandmother. |
| Plural   | <u>Who</u> are Nestor and Ana? | They <u>are</u> Carlos's parents.   |

12. Look at the photos, listen to your teacher and answer the questions.  



Who's she? She's Miley Cyrus.  
 Is she plump or thin? She's thin.  
 Is she old or young? She's young.



Who's he? Juanes  
 Is he young or old? He's young.  
 Is he tall or short? He's tall.

13. Write questions for each answer. 

a) Who are they?

b) Are they tall?

c) Are they fat?

d) Are they young or old?

e) Who is he?

f) Is he thin?

g) Is he young?

h) Is he tall?

Indicar que el adjetivo **middle-aged** es usado para indicar que una persona es adulta pero no anciana.

They are Johanna and Roxana.

Yes, they are. They're tall.

No, they aren't. They're thin.

They're young.

He's Marcos.

No, he isn't. He's plump.

No, he isn't. He's very old.

Yes, he is. He's tall.

14. Draw yourself in the frame. Write sentences describing your personal appearance. 



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

 **Survival English**

I have a lot of relatives.  
 I'd like to introduce you to...  
 Pleased to meet you.

# Animals and objects

In this lesson you will learn...

- to identify things
- to talk about animals
- to write nouns in plural

## 1. Listen to your teacher and complete the sentences.



This is my computer.



These are my CDs.



That is my stereo.



Those are my rock posters.

## 2. Write the name of the objects. Use the words from the box.

### Vocabulary

• printer • DVD player • electric guitar • TV • telephone • camera



telephone

TV

printer

electric guitar

DVD player

camera

## 3. Study the chart and complete it.



Establecer la diferencia en pronunciación entre **this** (i corta) y **these** (i larga).

### This — These vs That — Those

Talk about singular nouns using **this** and **that**.

Use **this** for an object that is physically near you and **that** for an object that is physically far from you.

What is this?

It's a book.

What is that?

It's a calculator.

Talk about plural nouns using **these** and **those**.

Use **these** for more than one object when they are physically near you and **those** for more than one object when they are physically far from you.

What are these?

These are books.

What are those?

Those are calculators.

4. Write questions and answers about the objects below using *this*, *that*, *these* or *those*.

What + is = What's



◀ Book

A: What is this?

B: It's a book.



◀ Chairs

A: What are these?

B: These are chairs.



◀ Picture

A: What's that?

B: It's a picture.



◀ Table

A: What's this?

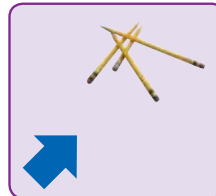
B: It's a table.



◀ Markers

A: What are these?

B: These are markers.



◀ Pencils

A: What are those?

B: Those are pencils.

5. Write affirmative or negative answers. Use *is/isn't*.

a) pencil/this/✓

Is this a pencil?

Yes, it is.

b) ruler/that/✗

Is that a ruler?

No, it isn't.

c) notebook/this/✗

Is this a notebook?

No, it isn't.

d) folder/that/✓

Is that a folder?

Yes, it is.

e) eraser/this/✓

Is this an eraser?

Yes, it is.

f) crayon/that/✓

Is that a crayon?

Yes, it is.

6. Write affirmative or negative answers. Use *are/aren't*.

a) sharpeners/these/✓

Are these sharpeners?

Yes, they are.

b) books/those/✗

Are those books?

No, they aren't.

c) magazines/these/✗

Are these magazines?

No, they aren't.

d) pens/those/✓

Are those pens?

Yes, they are.

e) markers/these/✗

Are these markers?

No, they aren't.

f) rulers/those/✓

Are those rulers?

Yes, they are.

7. Write the opposite adjective. Use the words from the box.

a) old

new

e) good

bad

b) expensive

cheap

f) slow

fast

c) easy

difficult

g) complicated

simple

d) small

big

h) beautiful

ugly

- fast
- cheap
- bad
- difficult
- new
- simple
- big
- ugly

Ayudar a los estudiantes a realizar el ejercicio anterior mediante mímicas o el uso del diccionario.

## 8. Write questions and answers.



This/camera/cheap/expensive

A: Is this your camera?

B: Yes, it is.

A: Is it cheap?

B: No, it isn't. It's expensive.

Those/English books/difficult/easy

A: Are those your English books?

B: Yes, they are.

A: Are they difficult?

B: No, they aren't. They're very easy.

These/books/new/old

A: Are these your books?

B: Yes, they are.

A: Are they new?

B: No, they aren't. They are old.

That/computer/slow/fast

A: Is that your computer?

B: Yes, it is.

A: Is it slow?

B: No, it isn't. It's fast.

Pedir a los estudiantes que usen el diccionario para buscar los plurales irregulares de las palabras del recuadro, así como de otras palabras: **man, woman, child, etc.**

## 9. Study the chart and complete it.



### Plural formation

- Form the plural of a noun by adding **-s**:

dog/dogs

cat/ **cats**

- Add **-es** if the noun ends in **-s, -sh, -ch, -x, -z**:

fox/foxes

branch/ **branches**

- Change **-y** preceded by a consonant to **-ies**:

kitty/kitties

bunny/ **bunnies**

- Add **-es** to some words ending in **-o**:

buffalo/buffaloes

mosquito/ **mosquitoes**

- Some plural forms are **irregular**:

mouse/mice

foot/ **feet**

Use **its** for animals!



### Possessive adjectives

**Singular**

This is Julia's dog. **Its** name is Bobby.

**Plural**

These are Robert's cats. **Their** names are Nicky and Blacky.

## 10. Write descriptions for each image.



Indicar que siempre se colocan los adjetivos antes del nombre. Ejemplo: A **small** cat.

◀ rabbit



Angie/beautiful/Milo

This is Angie's rabbit.

Its name is Milo.

Milo is a beautiful rabbit.

◀ cat



Linda/old/Felix

This is Linda's cat.

Its name is Felix.

Felix is an old cat.

◀ turtles



John/slow/Tic and Toc

These are John's turtles.

Their names are Tic and Toc.

Tic and Toc are slow turtles.

◀ dogs



Edward/big/Rob and Bob

These are Edward's dogs.

Their names are Rob and Bob.

Rob and Bob are big dogs.



# 11. Write the name of each animal. Use the words from the box.

- rabbit
- cow
- hen
- turtle
- pig
- fish
- giraffe
- cat
- goat
- chicken
- monkey
- lion
- horse
- duck
- shark
- rooster
- sheep
- tiger
- snake
- dog

|                                                                                    |                                                                                    |                                                                                    |                                                                                     |                                                                                      |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|   |   |   |   |   |
| hen                                                                                | horse                                                                              | giraffe                                                                            | pig                                                                                 | sheep                                                                                |
|   |   |   |   |   |
| dog                                                                                | tiger                                                                              | turtle                                                                             | rooster                                                                             | monkey                                                                               |
|   |   |   |  |   |
| goat                                                                               | shark                                                                              | chick                                                                              | rabbit                                                                              | duck                                                                                 |
|  |  |  |  |  |
| lion                                                                               | cat                                                                                | cow                                                                                | snake                                                                               | fish                                                                                 |

- Find the names of the animals in the previous exercise in the word search.

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

## Survival English

This is my pet.  
This is my personal stuff.  
Who is this?

Let's find out about...

When it comes to pet ownership, there are a number of proven health benefits for people, including physical, mental and emotional improvements. Make a survey to find out how many of your classmates own a pet.

# She may be studying



In this lesson you will learn...

- to express possibilities using **may** and **might**
- to use the possessive adjectives
- to use the possessive pronouns

## 1. Write *wh*- questions for each sentence and answer them.



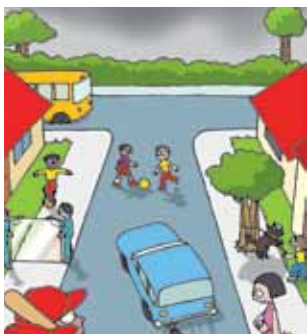
Zully may buy a new stove in the mall next month.

|       |                                                 |              |
|-------|-------------------------------------------------|--------------|
| who   | Who may buy a new stove at the mall next month? | Zully.       |
| what  | What may Zully buy at the mall next month?      | A new stove. |
| where | Where may Zully buy a new stove next month?     | At the mall. |
| when  | When may Zully buy a new stove at the mall?     | Next month.  |

The child might play soccer tomorrow.

|      |                                     |            |
|------|-------------------------------------|------------|
| who  | Who might play soccer tomorrow?     | The child. |
| when | When might the child play soccer?   | Tomorrow.  |
| what | What might the child play tomorrow? | Soccer.    |

## 2. Listen to your teacher and complete the sentences.



- Luis and Mike are going to play baseball, but it may rain today.
- Gustavo is bothering the dog and it might bite him.
- Mrs. Torres is waiting for the school bus, but it may be late.
- The boys are playing in the street, but they may be hit by a car.
- The men are carrying the mirror and the boy might break it.

## 3. Study the chart and complete it.



### Possessive adjectives and possessive pronouns

**Possessive adjectives** are followed immediately by a noun.

**Possessive pronouns** are not followed immediately by a noun. They are used alone and take the place of the noun.

| Possessive adjectives          | Possessive pronouns             |
|--------------------------------|---------------------------------|
| This is <b>my</b> car.         | This car is <b>mine</b> .       |
| That is <b>your</b> shirt.     | That shirt is <b>yours</b> .    |
| This is <b>his</b> cell phone. | This cell phone is <b>his</b> . |
| These are <b>her</b> shoes.    | These shoes are <b>hers</b> .   |
| That is <b>its</b> kennel.     | *                               |
| Those are <b>our</b> pants.    | Those pants are <b>ours</b> .   |
| These are <b>your</b> socks.   | These socks are <b>yours</b> .  |
| These are <b>their</b> keys.   | These keys are <b>theirs</b> .  |

\* It is not common to find a possessive pronoun for the personal pronoun **it**.

**4. Look at the pictures and complete the sentences. Use possessive adjectives and pronouns.**



- a) This jacket is his. This is his jacket.  
 b) That is its ball.  
 c) These books are hers. These are her books.  
 d) This is his bicycle. This bicycle is his.



Remember to use the apostrophe + s with nouns to express ownership.

**5. Use possessive adjectives or pronouns to answer the questions.**

- a) Whose skirt is this? (Linda) It's Linda's skirt. It is hers.  
 b) Whose pencils are these? (the boys) They're the boys' pencils. They're theirs.  
 c) Whose car is that? (Mauricio) It's Mauricio's car. It is his.  
 d) Whose shoes are these? (I) They're my shoes. They're mine.  
 e) Whose toy is this? (the dog) It's the dog's toy.

**6. Complete the sentences using possessive adjectives or pronouns.**

- a) Karina is reading her book.  
 b) My brother ate his lunch and I will eat mine later.  
 c) The dog chased its stick.  
 d) My new computer is very fast.  
 e) We gave you our address.  
 f) Lend me your pencil, please.  
 g) Carla's car is blue. Mine is black. That's my favorite color.  
 h) Manuel and Paul are happy with their jobs.

*Whose se utiliza para hacer preguntas acerca de posesión. Se coloca **whose** e inmediatamente el objeto u objetos por los cuales se pregunta.*

**7. Draw a grid in your notebook with nine spaces. Write *wh-* questions in each space, cross them out as the corresponding word is called from your teacher. Shout Bingo! when you have crossed out all the words.**



**Survival English**

Who's playing? Who's singing? Who's dancing?  
Who's directing?



# Review

From lesson 1 to lesson 6

## Check what you know!

### 1. Use the correct form of the verb *to be* to complete the sentences.

- a) Is Lucía a nurse? Yes, she is.  
 b) Are we students? No, we aren't.  
 c) Are you Carol's sisters? Yes, we are.  
 d) Is Paolo a mechanic? Yes, he is.  
 e) Are the girls secretaries? No, they aren't.  
 f) Is he a doctor? No, he isn't.

### 2. Complete the dialogue using the words from the boxes.

• bye  
• Rose  
• how  
• good

• thank  
• see  
• well  
• and

- A. Good afternoon, Robert.  
 B. Good afternoon, Rose.  
 A. How are you?  
 B. Fine, thank you. And you?  
 A. Very well, thanks. See you, Rose.  
 B. Bye, Robert.

### 3. Complete the dialogues.

- a) Introduce one person to another.

Joe: Hi, Lucy. This is Tom.

Lucy: Nice to meet you, Tom.

Tom: Nice to meet you, too.

- b) Introduce yourself to another person.

You: Hello, I'm Karen. What's your name?

Adam: My name is Adam.

You: Nice to meet you, Adam.

Adam: Nice to meet you, too.

### 4. Fill in the gaps with the appropriate possessive adjective.

- a) She's a teacher. Her name is Yolanda.  
 b) It's a dog. Its name is Spark.  
 c) I'm a veterinarian. My name is Irene.  
 d) He's an actor. His name is Rubén.  
 e) They're boys. Their names are Tom and Dan.  
 f) We're girls. Our names are Lina and Cory.

### 5. Write sentences.

- a) Marcelo/Spain  
Marcelo is from Spain. He's Spanish.  
 b) Samuel/El Salvador  
Samuel is from El Salvador. He's Salvadoran.  
 c) Ana/Nicaragua  
Ana is from Nicaragua. She's Nicaraguan.  
 d) Luisa/Honduras  
Luisa is from Honduras. She's Honduran.  
 e) Pedro/Guatemala  
Pedro is from Guatemala. He's Guatemalan.

### 6. Answer the questions with information about yourself.

- a) What's your name?  
\_\_\_\_\_
- b) Are you Canadian?  
\_\_\_\_\_
- c) Where are you from?  
\_\_\_\_\_
- d) Are you a student?  
\_\_\_\_\_

## 7. Write questions and answers.

- a) this/computer/✗  
Is this your computer? No, it isn't.
- b) these/books/✓  
Are these your books? Yes, they are.
- c) that/pencil/✗  
Is that your pencil? No, it isn't.
- d) those/CDs/✗  
Are those your CDs? No, they aren't.
- e) this/ruler/✓  
Is this your ruler? Yes, it is.
- f) those/pens/✓  
Are those your pens? Yes, they are.

## 8. Write questions your these answers.

- a) Is she from Canada?  
No, she isn't.
- b) Where are you from?  
I'm from Argentina.
- c) What's his name?  
His name is Oscar.
- d) Are you American?  
Yes, I am.
- e) What's your nationality?  
I'm Guatemalan.
- f) What is her job?  
She is an architect.

## 9. Write questions and answers.

- a) this/Elena/brother  
Who is this? He's Elena's brother.
- b) they/Robert/sisters  
Who are they? They're Robert's sisters.
- c) they/Andres/parents  
Who are they? They're Andres' parents.
- d) that/Alicia/daughter  
Who is that? She's Alicia's daughter.

- e) they/Guille/grandparents  
Who are they? They're Guille's grandparents.
- f) this/Dan/son  
Who is this? This is Dan's son.

## 10. Look at the picture and answer the questions.



- a) Who is she?  
She's Shakira.
- b) Is she tall or short?  
She's short.
- c) Is she thin or fat?  
She's thin.
- d) Is she old or young?  
She's young.

## 11. Look at the animals and write their names.



tiger



rabbit



elephant



hamster





# Reading & writing

1. Listen to your teacher and follow the reading. 



## Honduras

Honduras is located in Central America, bordering the Caribbean Sea, between Guatemala and Nicaragua, and bordering the south Pacific Ocean, between El Salvador and Nicaragua. More than 7.48 million people live here.

Honduras is hot and humid almost all year-round. Temperatures vary by altitude rather than season. Honduras is famous for its pristine beaches, white-sand shores and protected areas for example, La Tigra National Park (1). There is also the Lago de Yojoa (2) in the lake region.

2. What kind of text is it? Choose the correct option.

an article

an advertisement

a notice

3. Read the text again and match the pictures with the numbered places mentioned. 

4. Choose five unfamiliar words from the text and look them up in a dictionary. Copy the definitions and compare them with those of a classmate. 

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

5. Read the text again and complete the fact file about the country.

### HONDURAS FACT FILE

Location: Central America, bordering the Caribbean Sea, between Guatemala and Nicaragua, and bordering the North Pacific Ocean, between El Salvador and Nicaragua.

Population: 7.48 million people.

Weather: Honduras is hot and humid almost all year round. Temperatures vary by altitude.

Famous for: Its pristine beaches, protected areas and white-sand shores.

**6. Read the excerpts from articles about other cities in the world. Match the pictures with the texts.** 

1. Mexico City is an interesting capital city with many things to do and see. The city offers a great variety of cultural activities. The activities include exhibitions, musical events and book fairs.

2. Rio de Janeiro is an exciting city, full of music and color. The city is famous for its beaches, its carnival celebration and a giant statue of Christ. The statue is at the top of Corcovado Mountain.

3. Rome is a very attractive city. It is the capital city of Italy. The city is located in the central western portion of the Italian Peninsula.



**7. Read the texts again and underline the articles *a*, *an* and *the*.**

**8. Complete the fact file with information about Honduras.**

**HONDURAS**  
**Attractions**

Museums: Museum of Anthropology, Mayan Museum of Sculpture.

Parks: Celaque National Park, La Tigra National Park.

Famous buildings: Manuel Bonilla Theater, San Pedro Sula Cathedral.

**9. Read the excerpt of *It happened in Cortés* (Sucedió en Cortés), from the Honduran author Jorge Montenegro. Talk with your family about the place he describes.**

"The wind lashed hard on houses located a few meters from the sea, the darkness began to reign, and within minutes Puerto Cortés felt the effects of a storm".



# Hobbies and sports



## Unit

## 2

Seventh grade students, did a wall mural with pictures which show the activities they enjoy. The students described them to their classmates.

High school years offer a great opportunity to get involved in clubs, activities, community services, jobs, hobbies and sports. Continuing with your hobbies and activities or starting new ones can be fun and will help you keep your mind focused on something you enjoy.



## Before you start...

1. Look at the pictures and complete the description with a verb from the box.

listening    reading    playing  
spending    dancing

Reading a book.  
Dancing in the park.  
Playing soccer on the field.  
Spending time at the beach.  
Listening to music.

2. Write about a hobby, leisure activity or sport that you usually practice. 

---

---

---

3. Look at the pictures and answer.  **Identidad**

- Which of the activities in the mural would you prefer to do? Why?

4. Work in pairs. 

- Talk about the places in Honduras where you can do the same activities shown in the pictures.
- Present a group exposition describing five places from Honduras, in which you can spend time with your friends or family.
- Ask your partner about new ideas for spending time off. Write down his or her ideas.

# He's downstairs



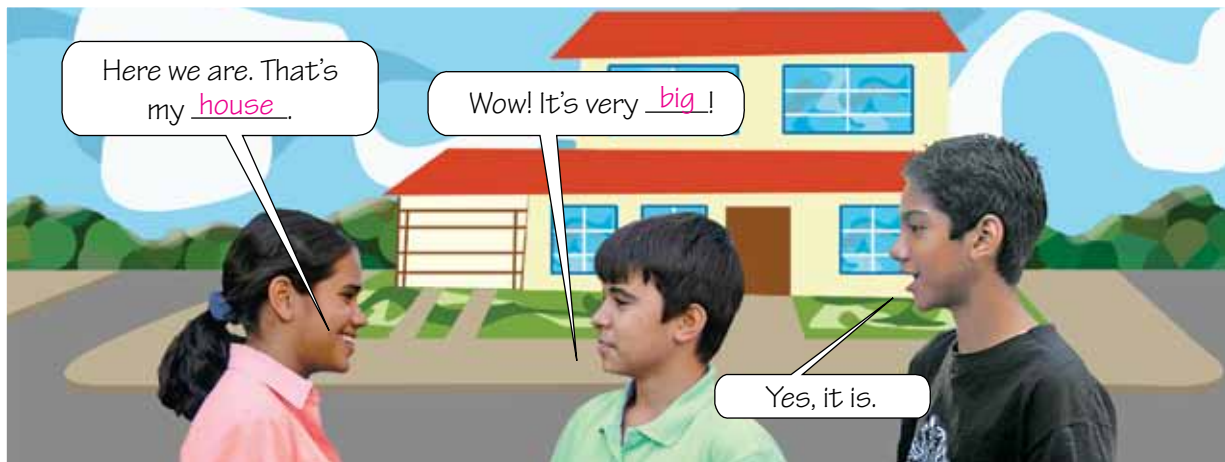
In this lesson you will learn...

- to talk about the parts of the house
- to describe your house
- to say where people and things are

## 1. Listen to your teacher and repeat and complete the dialogues.



Solicitarles que recopilen fotografías de distintas viviendas hondureñas y las describan.



Pedirles que utilicen el diccionario si es necesario.

## 2. Select the words from the box and identify the parts of Ana's house.



living room



dining room



bedroom



kitchen



bathroom



garage

### Vocabulary

- living room
- dining room
- bedroom
- kitchen
- bathroom
- garage

## 3. Study the chart and complete it.



Use a/an with **there is**



| There is - There are |                           |                           |                  |                   |
|----------------------|---------------------------|---------------------------|------------------|-------------------|
|                      | Sentence                  | Question                  | Answer (+ and -) |                   |
| Singular             | There is a kitchen.       | Is there a kitchen?       | Yes, there is.   | No, there isn't.  |
|                      | There is a garage.        | Is there a garage?        | Yes, there is.   | No, there isn't.  |
| Plural               | There are three bedrooms. | Are there three bedrooms? | Yes, there are.  | No, there aren't. |
|                      | There are two bathrooms.  | Are there two bathrooms?  | Yes, there are.  | No, there aren't. |



4. Look at the picture and describe it. 



- Order the words to write questions and answer them according to the picture.

- |                            |                                     |                       |
|----------------------------|-------------------------------------|-----------------------|
| a) a/there/Is/sofa?        | <u>Is there a sofa in the room?</u> | <u>Yes, there is.</u> |
| b) two/Are/windows?/there  | _____                               | _____                 |
| c) television?/a/there/Is  | _____                               | _____                 |
| d) Are/two/there/tables?   | _____                               | _____                 |
| e) two/Are/pictures?/there | _____                               | _____                 |
| f) a/there/radio?/Is       | _____                               | _____                 |

Recordar que **there is** y **there are** se invierten al hacer preguntas: **Is there?** **Are there?**

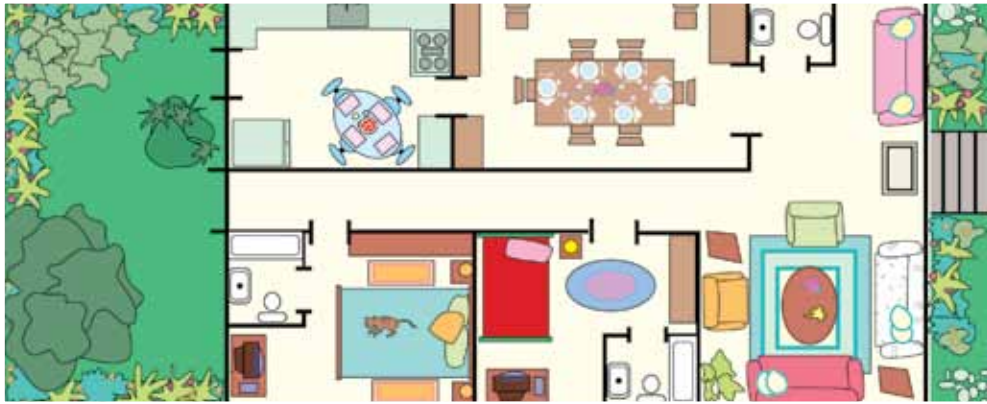
5. Study the chart and complete it.  

| Where               |         |                 |
|---------------------|---------|-----------------|
| Question            | Answer  |                 |
| Where are you?      | I'm     | in the kitchen. |
| Where is Roberto?   | He's    | upstairs.       |
| Where is Sara?      | She's   | downstairs.     |
| Where are the boys? | They're | in the room.    |

6. Write questions and answers. 

- |                             |                                                            |
|-----------------------------|------------------------------------------------------------|
| a) The children/living room | <u>Where are the children? They're in the living room.</u> |
| b) Jessica/bedroom          | <u>Where is Jessica? She's in the bedroom.</u>             |
| c) Alfred/bathroom          | <u>Where is Alfred? He's in the bathroom.</u>              |
| d) The girls/dining room    | <u>Where are the girls? They're in the dining room.</u>    |
| e) Your father/ garage      | <u>Where is your father? He's in the garage.</u>           |
| f) The dog/garden           | <u>Where is the dog? It's in the garden.</u>               |
- 
- Answer these questions about the people in the previous exercise.
- |                                      |                         |
|--------------------------------------|-------------------------|
| a) Are the children in the bedroom?  | <u>No, they aren't.</u> |
| b) Is Jessica in the garage?         | <u>No, she isn't.</u>   |
| c) Is the dog in the garden?         | <u>Yes, it is.</u>      |
| d) Are the girls in the dining room? | <u>Yes, they are.</u>   |

7. Look at Carlos's house and describe it. Use the adjectives you have learned. 



Carlos' house is beautiful. There is a big living room and a big dining room...

8. Write a description of your house. 

My house is very big. There are three bedrooms and two bathrooms...

9. Look at the picture. Then read the dialogue and make a role play.  



**Samuel:** Mom, where's my soccer ball?

**Mom:** I don't know. Maybe it's **under** your bed.

**Samuel:** No, it isn't.

**Mom:** Is it **on** the chair?

**Samuel:** No, it isn't.

**Mom:** Is it **in** the closet?

**Samuel:** Oh, yes. There it is!

- Answer the questions about the dialogue in the previous page. 

a) Is Samuel's football on the chair?

No, it isn't.

b) Is it under his bed?

No, it isn't.

c) Where is it?

It's in the closet.

## 10. Complete with the correct preposition.



The soccer ball is on the box.



The soccer ball is under the box.



The soccer ball is in the box.

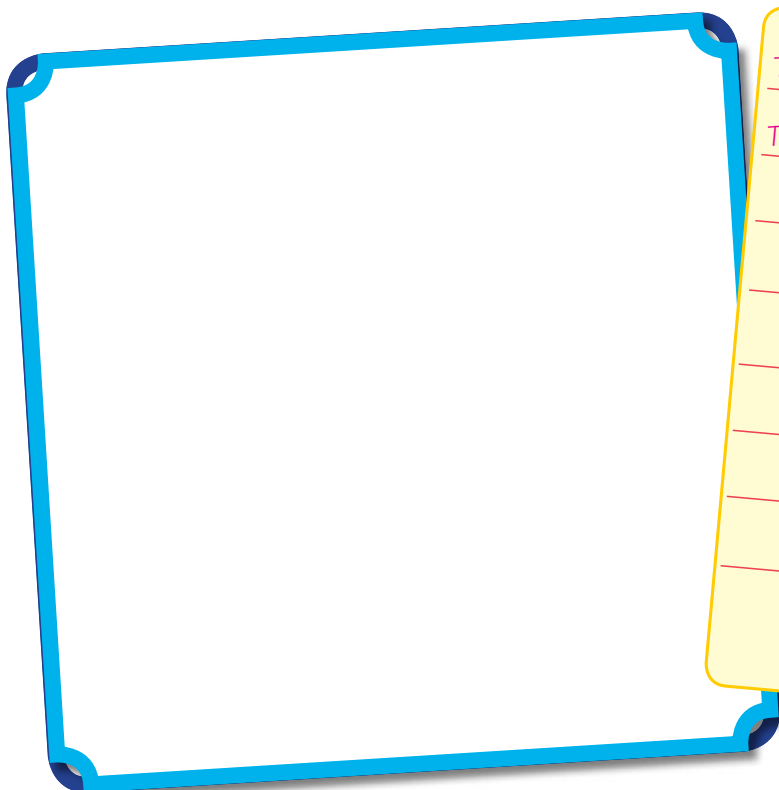
## 11. Work in pairs.

**Student A:** Write a description of your bedroom and read it to Student B.

**Student B:** Draw what Student A says.

Then change roles and compare what both of you did.

*Solicite a los estudiantes que formulen preguntas sobre los temas de gramática que han visto en la unidad.*



There is a big closet. There are two chairs.

There is a desk and a lamp on it, and a...



### Survival English

I really like this neighborhood.  
Make yourself at home.

Let's find out about... 

Prepositions show location in the physical world. Look around you and mention three examples of the position of objects.

# What day is today?



In this lesson you will learn...

- to tell time
- to count from 1 to 100
- to talk about your class schedule
- the days of the week
- the months of the year

## 1. Listen to your teacher and repeat.

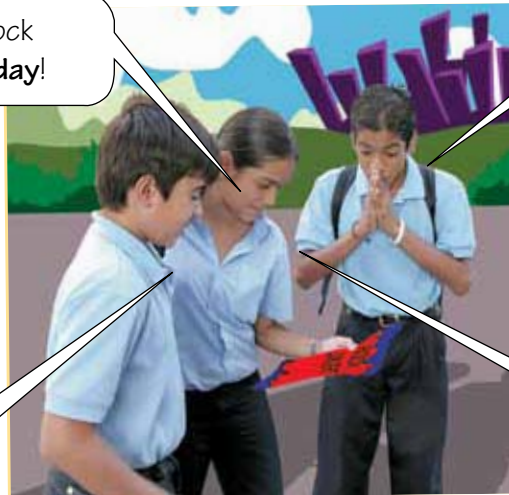


Look! There is a rock concert on **Saturday**!

Great! Let's go!

And...**what time** is the concert?

It's at **8:00 p.m.**



Solicitar a los estudiantes que en sus cuadernos escriban una oración con cada palabra del vocabulario.

## 2. Write the missing information. Use the words from the box.



|           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|
| <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  | <b>5</b>  |
| one       | two       | three     | four      | five      |
| <b>6</b>  | <b>7</b>  | <b>8</b>  | <b>9</b>  | <b>10</b> |
| six       | seven     | eight     | nine      | ten       |
| <b>11</b> | <b>12</b> | <b>13</b> | <b>14</b> | <b>15</b> |
| eleven    | twelve    | thirteen  | fourteen  | fifteen   |
| <b>16</b> | <b>17</b> | <b>18</b> | <b>19</b> | <b>20</b> |
| sixteen   | seventeen | eighteen  | nineteen  | twenty    |

### Vocabulary

four  
seven  
ten  
thirteen  
eighteen  
one  
eight  
twelve  
sixteen  
twenty

## 3. Study the chart and complete it.



Use **o'clock** to tell the exact time.

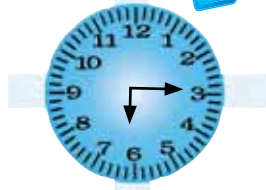
### Telling time

| Questions                        | Answers                      |
|----------------------------------|------------------------------|
| What time <b>is</b> the party?   | <b>It's</b> at 9:00 o'clock. |
| <b>What time</b> is the meeting? | It's <b>at</b> 5:00 p.m.     |
| What time is it?                 | It's <b>6:00</b> a.m.        |



4. Look at the clocks and complete the sentences using the information from the box.

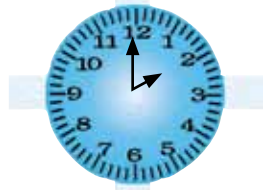
• a quarter to • o'clock  
• half past • a quarter past



It's a quarter past six.



It's half past one.



It's two o'clock.



It's a quarter to four.

5. Study the chart and complete it.

| The time                                                                                                 |                                            |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------|
| To talk about time. Use the <b>verb to be</b> in singular.                                               |                                            |
| It's five o'clock.                                                                                       | It's six o'clock.                          |
| For the first half hour, use <b>past</b> or <b>after</b> .                                               |                                            |
| 2:15 = It's a fifteen                                                                                    | after two.                                 |
| For the second half hour, use <b>to</b> and say how many minutes are needed to reach the following hour. |                                            |
| 2:45 = It's a quarter                                                                                    | to three. / It's fifteen minutes to three. |

6. Look at the clocks and write the time.

Indicar que también se puede preguntar  
*What's the time?*



What time is it?

It's seven o'clock.



What time is it?

It's a fifteen after eight.



What time is it?

It's half past three.



What time is it?

It's a quarter to two.

- Draw each of the previous clocks in your notebook and describe what you usually do at that time of the day.

7. Look at the time, write it and draw the hands of the clocks.

5:30



It's half past five.

7:30



It's half past seven.

12:45



It's a quarter to one.

8:00



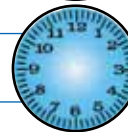
It's eight o'clock.

9:15



It's a quarter past nine.

4:15



It's a quarter past four.



**8. Listen to your teacher and complete the conversation. Then read the dialogue with a partner.**



- Answer the questions. *Indicar que los días de lunes a viernes se conocen como weekdays y el fin de semana weekend.*
  - What day is today? Today is Monday.
  - What's your favorite day of the week? It's Friday.

**9. Look at Samuel's class schedule and complete the sentences.**

|               | Monday    | Tuesday | Wednesday   | Thursday   | Friday      |
|---------------|-----------|---------|-------------|------------|-------------|
| 7:00 – 7:45   | history   | Spanish | mathematics | English    | geography   |
| 7:45 – 8:30   | history   | Spanish | mathematics | English    | geography   |
| 8:30 – 8:45   | Recess    |         |             |            |             |
| 8:45 – 9:30   | biology   | civics  | arts        | literature | music       |
| 9:30 – 10:15  | biology   | civics  | arts        | literature | music       |
| 10:15 – 10:20 | Recess    |         |             |            |             |
| 10:20 – 11:05 | Spanish   | English | biology     | arts       | mathematics |
| 11:05 – 11:50 | phys. ed. | English | biology     | music      | mathematics |
| 11:50 – 12:35 | phys. ed. | history | literature  | geography  | civics      |

- Samuel has English on Tuesdays and Thursdays.
- He has mathematics on Wednesdays and Fridays.
- He has arts on Wednesdays and Thursdays.
- History and Spanish classes are on Mondays and Tuesdays.
- He has physical education on Mondays from 11:05 to 12:35.
- Recess # 1 is from 8:30 to 8:45 and recess # 2 is from 10:15 to 10:20.
- He has geography on Thursdays and Fridays.

**10. Look at your own class schedule and complete the sentences.**

- I have English on Mondays and Wednesdays.
- I have Spanish on Tuesdays and Fridays.
- On Thursdays, I have biology.
- On Mondays, I have arts from 8:45 to 10:15.
- On Tuesdays, I have literature from 7:00 to 8:30.
- I have mathematics on Mondays from 10:20 to 11:50.

## 12. Write the missing word in the conversation.



## 13. Complete the names of the months.

J a n u a r y

M a y

S e p t e m b e r

F e b r u a r y

J u n e

O c t o b e r

M a r c h

J u l y

N o v e m b e r

A p r i l

A u g u s t

D e c e m b e r

## 14. Answer the questions.

a) What's your favorite month? My favorite month is December.

b) Why? Because I share the holidays with my family and friends.



## 15. Complete the number sequence. Select the words from the box.

| • eighty |   |     | • thirty |        |   | • sixty |   |        | • ninety |     |   | • fifty     |  |  |
|----------|---|-----|----------|--------|---|---------|---|--------|----------|-----|---|-------------|--|--|
| 10       | + | 10  | =        | 20     | + | 10      | = | 30     | +        | 10  | = | 40          |  |  |
| ten      | + | ten | =        | twenty | + | ten     | = | thirty | +        | ten | = | forty       |  |  |
| 40       | + | 10  | =        | 50     | + | 10      | = | 60     | +        | 10  | = | 70          |  |  |
| forty    | + | ten | =        | fifty  | + | ten     | = | sixty  | +        | ten | = | seventy     |  |  |
| 70       | + | 10  | =        | 80     | + | 10      | = | 90     | +        | 10  | = | 100         |  |  |
| seventy  | + | ten | =        | eighty | + | ten     | = | ninety | +        | ten | = | One hundred |  |  |



## Survival English

What day is today?  
When are you coming back?

 In this lesson you will learn...

- the ordinal numbers
- to ask about birthdays
- to use the prepositions of time **in**, **on**, **at**
- to tell the time

1. Listen to your teacher and repeat.  



2. Complete the ordinal numbers sequence. Use the words from the box. 

|                 |                 |                 |                 |                  |
|-----------------|-----------------|-----------------|-----------------|------------------|
| 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup>  |
| first           | second          | third           | fourth          | fifth            |
| 6 <sup>th</sup> | 7 <sup>th</sup> | 8 <sup>th</sup> | 9 <sup>th</sup> | 10 <sup>th</sup> |
| sixth           | seventh         | eighth          | ninth           | tenth            |

**Vocabulary**

- ninth
- fourth
- eight
- sixth
- tenth
- third
- fifth
- seventh

3. Study the chart and complete it. 

**Prepositions of time**

**In:** use **in** with longer periods of time.

in December

in 2007

in the morning

**On:** use **on** with specific days or dates.

on Monday

on Christmas day

on December 1st

**At:** use **at** with times (hours, at midnight/midday some meals)

at 3:30

at lunch time

at midnight

Indicar que verbalmente se antepone el artículo **the** a las fechas, por ejemplo: the 1st of July.

**4. Write questions and answers using the information below.**

|                               |                          |                                     |
|-------------------------------|--------------------------|-------------------------------------|
| Gary/March 5th/<br>7 o'clock. | When is Gary's birthday? | What time is Gary's birthday party? |
|                               | It's in March.           | It's at 7:00 o'clock.               |
|                               | It's on March 5th .      |                                     |

Let's find out about...

|                             |                          |                                     |
|-----------------------------|--------------------------|-------------------------------------|
| Mary/July 4th/<br>3:30 p.m. | When is Mary's birthday? | What time is Mary's birthday party? |
|                             | It's in July.            | It's at 3:30 p.m.                   |
|                             | It's on July 4th.        |                                     |

What do you do when you don't understand the meaning of a word? Surf the web and find out about the origin of dictionaries and the different types.

|                                 |                         |                                    |
|---------------------------------|-------------------------|------------------------------------|
| Sue/January 10th/<br>5 o'clock. | When is Sue's birthday? | What time is Sue's birthday party? |
|                                 | It's in January.        | It's at 5:00 o'clock.              |
|                                 | It's on January 10th.   |                                    |

|                                 |                          |                                     |
|---------------------------------|--------------------------|-------------------------------------|
| Rene/September<br>2nd/8:00 p.m. | When is Rene's birthday? | What time is Rene's birthday party? |
|                                 | It's in September.       | It's at 8:00 p.m.                   |
|                                 | It's on September 2nd .  |                                     |

**5. Complete the sentences with information about yourself.**

a) My birthday is in \_\_\_\_\_ b) My birthday is on \_\_\_\_\_

- With your teacher and classmates fasten white paper or large construction paper of a neutral color, to create a mural. Each member has to write they birthday date to complete the mural.

**6. Complete the written form of the ordinal numbers.**

E l e v e n t h > 11th

N i n e t e e n t h > 19th

T w e l f t h > 12th

T w e n t i e t h > 20th

T h i r t e e n t h > 13th

T w e n t y - f i r s t > 21st

F o u r t e e n t h > 14th

T w e n t y - s e c o n d > 20nd

F i f t e e n t h > 15th

T w e n t y - t h i r d > 23rd

S i x t e e n t h > 16th

T w e n t y - f o u r t h > 24th

S e v e n t e e n t h > 17th

T h i r t i e t h > 30th

E i g h t e e n t h > 18th

## 7. Answer the questions.

- |                                         |                        |
|-----------------------------------------|------------------------|
| a) What's the first day of the week?    | <u>It's Sunday.</u>    |
| b) What's the fourth day of the week?   | <u>It's Wednesday.</u> |
| c) What's the seventh day of the week?  | <u>It's Saturday.</u>  |
| d) What's the second month of the year? | <u>It's February.</u>  |
| e) What's the sixth month of the year?  | <u>It's June.</u>      |
| f) What's the tenth month of the year?  | <u>It's October.</u>   |

## 8. Practice your pronunciation. Read the consonant digraph /th/ aloud.

|      |       |       |       |
|------|-------|-------|-------|
| this | these | that  | those |
| the  | them  | there | they  |

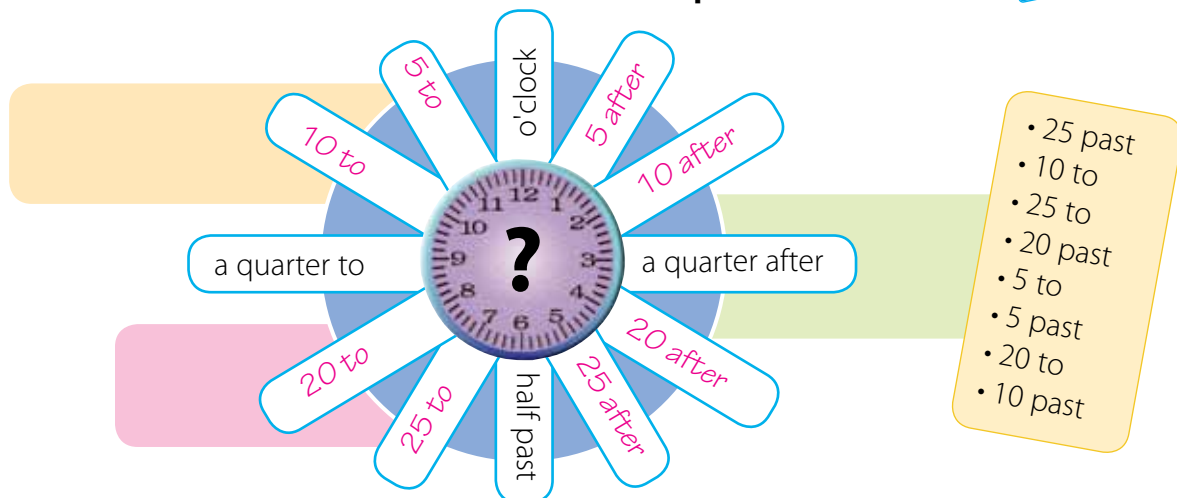
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|       |          |        |          |
|-------|----------|--------|----------|
| three | thirteen | thirty | think    |
| thing | thunder  | throw  | Thursday |

## 9. Write question and answers.

- |                                               |                      |                                   |
|-----------------------------------------------|----------------------|-----------------------------------|
| a) Is January the eleventh month of the year? | <u>No, it isn't.</u> | <u>What's the eleventh month?</u> |
|                                               |                      | <u>It's November.</u>             |
| b) Is July the third month of the year?       | <u>No, it isn't.</u> | <u>What's the third month?</u>    |
|                                               |                      | <u>It's March.</u>                |
| c) Is April the ninth month of the year?      | <u>No, it isn't.</u> | <u>What's the ninth month?</u>    |
|                                               |                      | <u>It's September.</u>            |
| d) Is February the fifth month of the year?   | <u>No, it isn't.</u> | <u>What's the fifth month?</u>    |
|                                               |                      | <u>It's May.</u>                  |
| e) Is October the last month of the year?     | <u>No, it isn't.</u> | <u>What's the last month?</u>     |
|                                               |                      | <u>It's December.</u>             |
| f) Is March the sixth month of the year?      | <u>No, it isn't.</u> | <u>What's the sixth month?</u>    |
|                                               |                      | <u>It's June.</u>                 |

## 10. Select the correct information from the box to complete the clock below.





# 11. Write what time it is.



Explicar que en los relojes digitales se lee la hora directamente en números. Por ejemplo, las 4:10 se leería *four ten*.

**5:35** = It's five thirty-five.

**6:10** = It's six ten.

**8:40** = It's eight forty.

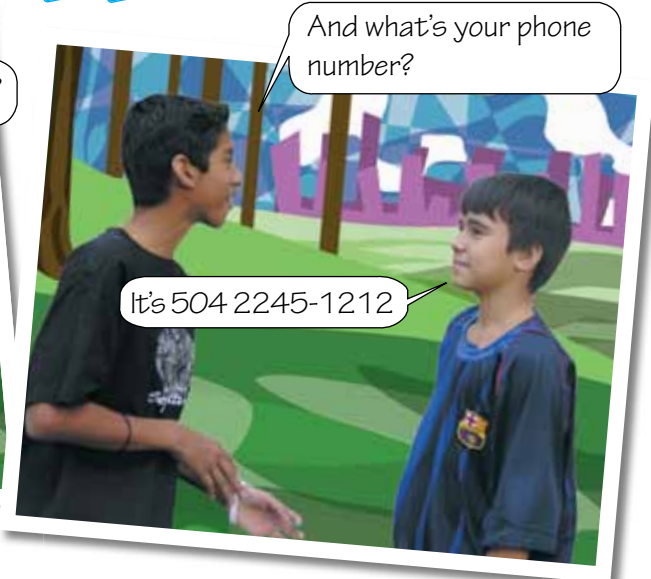
**12:15** = It's twelve fifteen.

**1:20** = It's one twenty.

**9:25** = It's nine twenty-five.

- Read the poem *The old clock* (El viejo reloj), from the Honduran author Hector A. Castillo.

## 12. Listen to your teacher. Then ask five classmates about their birthdays and phone numbers. Write the information in the chart.



| Name | Birthday date | Phone number |
|------|---------------|--------------|
|      |               |              |
|      |               |              |
|      |               |              |
|      |               |              |
|      |               |              |



When saying your phone number, say "o" and not "zero".



### Survival English

He/she came on time. He/she came early.  
He/she came late.

# Put your sweater on!

In this lesson you will learn...

- to talk about the weather
- to use imperative form
- to make requests
- to write prohibitions
- to use the object pronouns

## 1. Listen to your teacher and complete the dialogues.

Pedir a los estudiantes que investiguen acerca de las características del clima, predominantes en los países de Centroamérica.



## 2. Select the correct words from the box and identify the weather.

### Vocabulary

• cloudy • foggy • sunny • windy • rainy • snowy



It's sunny.



It's rainy.



It's cloudy.



It's foggy.



It's windy.



It's snowy.

## 3. Study the chart and complete it.

### Talking about the weather

| Questions                | Affirmative answers         |
|--------------------------|-----------------------------|
| What's the weather like? | It's sunny. It's very hot.  |
| What's the weather like? | It's snowy. It's very cold. |

4. Look at the objects. Select their names from the box.



- umbrella      • raincoat      • hat      • sandals      • T-shirt
- gloves      • scarf      • sunglasses      • boots      • shorts



sandals



scarf



shorts



raincoat



sunglasses



boots



hat



umbrella



gloves



t-shirt

5. Answer the questions and complete the dialogues.



- A. What's the weather like?  
 B. It's rainy.  
 A. Oh! Take your umbrella,  
wear your raincoat and  
use your boots.



- A. What's the weather like?  
 B. It's sunny/hot.  
 A. Oh! Take your sunglasses,  
wear your shorts and use  
your sandals.

6. Read the first sentences of the poem, and complete it with information about the weather that rhymes.



Lighting comes as a flash of light.

Thunder comes in a boom of might.

The rain comes down as  
river in the night.

7. Use the words to write short dialogues.



**Mike/snowy/gloves**

- A. Hey, Mike, what's the weather like?  
 B. Oh, It's snowy!  
 A. Don't forget to wear your gloves.  
 B. Oh, yes. Thank you.

**Eliot / sunny / cap**

- A. Hey, Eliot, what's the weather like?  
 B. Oh, it's sunny.  
 A. Don't forget to take your cap.  
 B. Oh, yes. Thanks.

**The children / rainy / raincoats**

- A. Hey, children, what's the weather like?  
 B. Oh, it's rainy!  
 A. Don't forget to take your raincoats.  
 B. Oh, yes. Thank you.

**Anna / foggy / sweater**

- A. Hey, Anna, what's the weather like?  
 B. Oh, it's foggy.  
 A. Don't forget to take your sweater.  
 B. Oh, yes. Thanks.

## 8. Study the chart and complete it.

Indicar que las oraciones imperativas no tienen sujeto (*you*) porque está implícito.

| Imperative form                                                                                       |                    |
|-------------------------------------------------------------------------------------------------------|--------------------|
| To write imperative sentences, you have to use the verb in its base form. Use the imperative form to: |                    |
| • Give instructions and orders.                                                                       |                    |
| Turn on the lights.                                                                                   | Close the door.    |
| • Make requests in a polite way.                                                                      |                    |
| Please open the window.                                                                               | Be silent, please. |

## 9. Listen to your teacher and repeat the instructions.



- Write the instructions below the correct pictures.



Erase the board.



Stand up.



Close the door.



Open the window.



Sit down.



Be quiet.

## 10. Complete the chart with rules that you have to follow in your classroom.

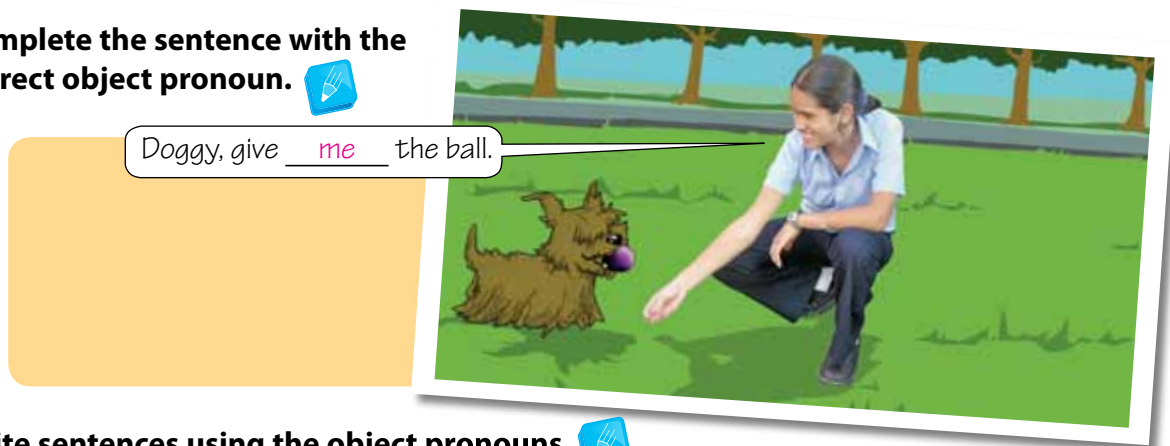
| My classroom rules        |                           |
|---------------------------|---------------------------|
| Arrive on time.           | Don't write on the walls. |
| Be silent.                | Don't eat in class.       |
| Be quiet.                 | Don't make a mess.        |
| Do the homework.          | Don't play in class.      |
| Share with my classmates. | Don't chew bubble gum.    |



11. Study the chart and complete it.

| Object pronouns                                                                               |                 |
|-----------------------------------------------------------------------------------------------|-----------------|
| Use the object pronouns after verbs and prepositions to refer to the subject of the sentence. |                 |
| Personal pronouns                                                                             | Object pronouns |
| I                                                                                             | me              |
| You                                                                                           | you             |
| He                                                                                            | him             |
| She                                                                                           | her             |
| It                                                                                            | it              |
| We                                                                                            | us              |
| You                                                                                           | you             |
| They                                                                                          | them            |

12. Complete the sentence with the correct object pronoun.



13. Write sentences using the object pronouns.

a) Pass/Mary/salt

Pass her the salt.

b) Give/Luis and Danny/money

Give them the money.

c) Lend/Rob/pen

Lend him the pen.

d) Tell/Carla and I/news

Tell us the news.

e) Pass/I/book

Pass me the book.

14. Select the verbs from the box to complete the sentences.

a) It's time to sleep! Turn off the light, please.

b) It's very hot! Open the window James.

c) Pay attention! This class is very important.

d) Time is up. Give me your tests.

e) Sit down and be quiet!

f) Close your books and go home.

g) Don't forget to do your homework.

h) Study for your English test.

• sit • study • turn • give • open  
• do • close • pay • go • be



Survival English

What's the weather like?  
It's nice today.  
The day isn't too nice.





In this lesson you will learn...

- to use imperative form
- to offer help
- to know the differences between **do** and **make**

1. Listen to your teacher and repeat.



Mom, I'm sorry! It was an accident! I forgot to turn off the oven.



Your father is hungry. **Come and help me** with the salad.

Let's find out about...



Ask a tourist if he or she knows some commands in your native language. What are the benefits of learning another language?

2. Listen to your teacher and select the correct phrases from the box to match each picture.



Vocabulary

- Don't be afraid! • Go to bed! • Stand up! • Don't work so hard!



Don't work so hard!



Don't be afraid!



Go to bed!



Stand up!

3. Study the chart and complete it.



Imperative form

Use imperatives for giving commands. The subject of the sentence is omitted.

Be quiet!

Don't do that!

Clean your room!

Speak up! I can't hear you!

Recordar que la diferencia entre **may** y **can** es el grado de formalidad. **May** es más formal.

#### 4. Change the sentences into imperative form. Use the phrases from the box.

- |                                |                       |
|--------------------------------|-----------------------|
| a) Would you help me, please?  | <u>Help me!</u>       |
| b) Can you open the door?      | <u>Open the door!</u> |
| c) You have to come here fast. | <u>Hurry up!</u>      |
| d) Please to keep silent.      | <u>Shut up!</u>       |
| e) It's time to sleep.         | <u>Go to bed!</u>     |

• Hurry up!  
• Go to bed!  
• Help me!  
• Open the door!  
• Shut up!

#### 5. Study the chart and complete it.

| Offering help                                                       |                        |                                   |
|---------------------------------------------------------------------|------------------------|-----------------------------------|
| These are some of the most common formulas used when offering help: |                        |                                   |
| May I help <u>you</u> ?                                             | <u>Can</u> I help you? | Would you like some <u>help</u> ? |
| <u>Do</u> you need any help?                                        |                        | What can I do for <u>you</u> ?    |

#### 6. Write questions offering help and answer them. Use **may** and **can**.

|                         |                                         |                                  |
|-------------------------|-----------------------------------------|----------------------------------|
| a) Open the window/(✓)  | <u>Can I help you open the window?</u>  | <u>Sure!</u>                     |
| b) Carry your bags/(X)  | <u>May I help you carry your bags?</u>  | <u>No, thank you.</u>            |
| c) Do your homework/(✓) | <u>Can I help you do your homework?</u> | <u>Oh, yes. Thanks!</u>          |
| d) Wash the car/(X)     | <u>Can I help you wash the car?</u>     | <u>No, thanks.</u>               |
| e) Paint the house/(✓)  | <u>May I help you paint the house?</u>  | <u>Yes! Thank you very much.</u> |

#### 7. Unscramble the questions and answer them with the information in parentheses.

- |                                                  |                                  |                                            |
|--------------------------------------------------|----------------------------------|--------------------------------------------|
| a) I/May/you?/help (carry/books)                 | <u>May I help you?</u>           | <u>Sure! You can carry my books.</u>       |
| b) can/What/do/you?/I/for (buy/ticket)           | <u>What can I do for you?</u>    | <u>You can buy me a ticket.</u>            |
| c) any/Do/need/help?/you (where/bathroom)        | <u>Do you need any help?</u>     | <u>Yes. Where's the bathroom, please?</u>  |
| d) help/Can/you?/I (open/door)                   | <u>Can I help you?</u>           | <u>Yes. Can you open the door, please.</u> |
| e) some/Would/help?/like/you ( where/5th Avenue) | <u>Would you like some help?</u> | <u>Yes. Where is 5th Avenue, please?</u>   |

8. Look at the pictures and complete the dialogues with the phrases from the box. 



- A. Hi, Jenny! Can I help you?  
B. Yes! Thank you, Alan!



- A. Hey, Daniel! Do you need any help?  
B. Sure! Hand me some nails, please.

- Blow some balloons, please.
- Can I help you?
- Would you like some help?
- Hand me some nails, please.



- A. Hey, girls! What are you doing? Can I help?  
B. Sure! Blow some balloons, please.



- A. Hello, boys. Would you like some help?  
B. Hi, Jenny. Yes. Can you pass me that brush, please?

9. Study the chart and complete it.  

Do and Make

Use do to describe jobs or activities.

You can do what you like.

They have to do the laundry.

I will do my homework.

• Use **make** to talk about constructing, creating or performing something.

She made a great effort to understand that. I have to make some phone calls.

10. Complete the sentences using **do** or **make**. 

- a) She wants a job that allows her to make a lot of money.  
b) I always do my best.  
c) He will make all the arrangements for you.  
d) Russians like to do business with people from Japan.  
e) The Principal made an excellent announcement yesterday.  
f) I have nothing to do tomorrow. Let's go to the movies!

Do or make? I have to learn them by heart!



**11. Look at the pictures. Use the phrases from the box to complete the sentences.** 

- Don't be late
- Don't cross the street.
- Don't go out!
- No trespassing.



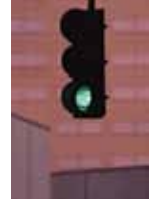
Bobby, don't go out!



No trespassing.



Brenda, you can go, but  
don't be late.



Don't cross the street

**12. Complete the sentences with the words from the box.** 

- beware
- danger
- late
- silent
- feed
- keep off

- a) My mother told me, "Don't be late," when I asked her about the party.
- b) There's a sign in the garden that says, "Keep off the grass".
- c) My neighbor's house has a sign that says, "Go out. Beware of the dog".
- d) On that beach there's a sign that says, "Danger, don't swim here".
- e) There are a lot of animals at the zoo. There's a sign that says, "Don't feed the animals".
- f) There's a sign in the hospital that says, "Please be silent".

**13. Mandy is at her new vacation job for the first time. Her boss, Mrs. Mendoza, gave her some instructions. Help Mandy to put them in order.** 

- a) Mandy, first you have to turn on the computer.
- b) Then open the typing program to write the report.
- c) Write the report and save it in a new folder.
- d) Turn on the printer to print the report.
- e) Put some sheets of paper in the printer.
- f) Print the report and then turn off the printer.
- g) Put the printed report on my desk.
- h) Then you can go home.

- turn on the printer
- write the report
- you can go
- open the typing program
- put the printed report
- put some sheets of paper
- turn on
- turn off the printer



**Survival English**

**Have you made up your mind?  
Sure! I'm going to (go to) college.**



# Review

From lesson 1 to lesson 5

## Check what you know!

### 1. Complete the sentences with *There is* or *There are*.

- a) There is a cat in the garden.
- b) There are two cars in the garage.
- c) There are four chairs in the dining room.
- d) There is a TV in the living room.
- e) There is a computer in the bedroom.
- f) There are two lamps in my mom's bedroom.

### 2. Write the days of the week.

- a) Sunday
- b) Monday
- c) Tuesday
- d) Wednesday
- e) Thursday
- f) Friday
- g) Saturday

### 3. Write the missing months.

- a) January
- b) February
- c) March
- d) April
- e) May
- f) June
- g) July
- h) August
- i) September
- j) October
- k) November
- l) December

### 4. What time is it?

|       |                            |
|-------|----------------------------|
| 3:40  | ➤ It's three forty.        |
| 11:25 | ➤ It's eleven twenty-five. |
| 4:55  | ➤ It's four fifty-five.    |
| 8:20  | ➤ It's eight twenty.       |
| 10:35 | ➤ It's ten thirty-five.    |
| 1:10  | ➤ It's one ten.            |

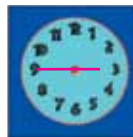
### 5. Complete the clocks.



a) It's half past one.



c) It's ten o'clock.



b) It's a quarter to three.



d) It's a quarter after nine.

### 6. Use *in*, *on*, *at* to fill in the gaps.

- a) My class begins at 10:10 a.m.
- b) My birthday is on March 11th.
- c) I do my homework in the afternoon.
- d) Carol's birthday is in July.
- e) I go home at 1 o'clock.
- f) My brothers study at night.

### 7. Write these ordinal numbers.

- a) 22nd = twenty-second
- b) 9th = ninth
- c) 3rd = third
- d) 20th = twentieth
- e) 31st = thirty-first
- f) 15th = fifteenth



## 8. Write questions and answers.

### a) Patricia / kitchen

Where's Patricia? She's in the kitchen.

### b) the cat / garden

Where's the cat? It's in the garden.

### c) Tamara and John / upstairs

Where are Tamara and John? They're upstairs.

### d) Luis / downstairs

Where's Luis? He's downstairs.

### e) Your mother / living room

Where's your mother? She's in the living room.

### f) The children / dining room

Where are the children? They're in the dining room.

## 9. Answer the questions.

### a) What day is today?

### b) What's the first month of the year?

It's January.

### c) What's the seventh month of the year?

It's July.

### d) What's your favorite day?

### e) How many days are there in a week?

There are seven days in a week.

### f) How many months are there in a year?

There are twelve months in a year.

### g) How many days are there in February?

There are twenty-eight or twenty-nine days in February.

## 10. Look at the pictures and answer the questions.



a) What's the weather like?

It's rainy.



b) What's the weather like?

It's snowy.



c) What's the weather like?

It's cloudy.

## 11. Look at the pictures and select the correct sentences from the box.

- Close the door.
- Sit down.
- Give me the book.
- Turn on the light.
- Give me the pen.
- Open the window.



Open the window.



Turn on the light.



Give me the book.



Close the door.



Sit down.



Give me the pen.



# Reading

**BEFORE READING** Discuss these questions with a partner.

- a) What are your favorite animals and plants?      b) Are animals and plants important for life?

- Now you are ready to read the text.

## Animals and plants



*There are two kingdoms to classify living things, the Plant Kingdom and the Animal Kingdom. Botany is the study of plants and Zoology is the study of animals. People who study the plants are Botanists and people who study the animals are Zoologists. Animals and plants are very important because they are necessary to keep a balanced environment and guarantee life on Earth.*

### Key Words

- kingdom:** category  
**people:** persons  
**environment:** ambience  
**guarantee:** make sure of  
**earth:** the planet where we live

**AFTER READING**

### 1. Answer the questions according to the reading.

- a) How many kingdoms are there to classify living things? There are two kingdoms.  
b) What is Botany? It's the study of plants.  
c) What is Zoology? It's the study of animals.

### 2. Select the words from the box and identify the plants and animals.

- crab    • squirrel    • penguin    • butterfly  
• tulip    • daisy    • rose    • orchid



rose



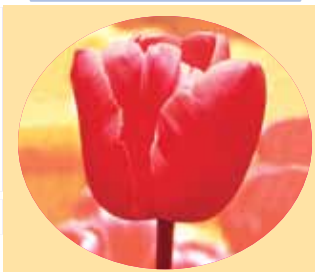
butterfly



daisy



orchid



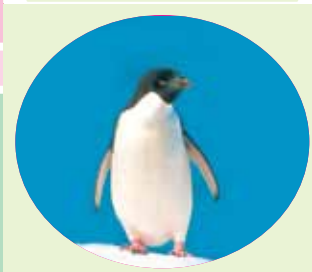
tulip



crab



squirrel



penguin



# Comic

## THE ANIMAL FARM

- Make your own comic! Complete the bubbles.

Here we are!

Great!

Thank you!

Look. Monkeys.

They're very funny.

Where are the monkeys?

I don't know.

They're over there.

Oh! It's so funny. It wants your French fries.

Hey! My French fries! Give them to me!

Oh, you're very beautiful.

Hi, pig.

It was a great day.

Yes. I had a lot of fun

The end

HELP BOX

Great!

funny

Hey!

French fries

pig

monkey



# What people are wearing



## Unit

## 3

This is a scene from the school play *Amazing friends*, which is in the gallery of school days blog. You can see some of the actors and actresses. José is wearing a red T-shirt. Pedro is in front of José. He is wearing a green shirt. Mónica is sitting on the sofa. She is wearing a purple dress. María is between Mónica and Silvia. She is wearing yellow pants. Silvia is wearing a pink skirt. Francisco is behind the sofa. He is next to the lamp, wearing an orange sweater.

*Amazing friends* is a comedy. All the actors and actresses are teenagers. The story is entertaining and funny. We recommend you see it!

Después de observar la imagen de entrada de unidad, pregunte a los estudiantes qué saben sobre los blogs. Con la información que le den, elabore un esquema en la pizarra.

## Before you start...

1. Read the text and write the names of the people on the labels. 

2. Write the name of a classmate to complete each sentence. 

- I am next to \_\_\_\_\_
- I am behind \_\_\_\_\_
- I am in front of \_\_\_\_\_

3. Describe what you're wearing. 

- I'm wearing \_\_\_\_\_

4. Select what you can see in the scene.

- |                               |                               |
|-------------------------------|-------------------------------|
| <input type="radio"/> pants   | <input type="radio"/> shirt   |
| <input type="radio"/> sweater | <input type="radio"/> t-shirt |
| <input type="radio"/> skirt   | <input type="radio"/> scarf   |
| <input type="radio"/> dress   | <input type="radio"/> jacket  |

5. Work in groups.

- Take turns pointing to people in the scene, say their seat location and describe their clothing. 
- Check your answers from exercise one.

6. Discuss with a partner. 

- How old do you think the actors and actresses in the scene are?
- Have you ever acted in a school play?
- What type of clothes do you usually wear?



# Thank you very much

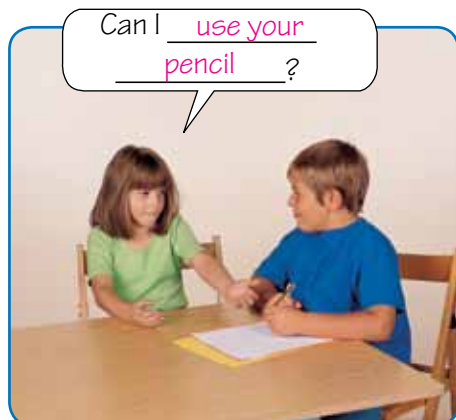
In this lesson you will learn...

- to apologize
- to ask and give permission
- to thank
- to offer and ask for help
- to ask for clarification and repetition

## 1. Listen to your teacher and repeat.



## 2. Select the information from the box to complete the sentences.



### Vocabulary

- borrow your glove
- use your notebook
- read your book
- use your pencil

## 3. Study the chart and complete it.



can not = can't

### Asking for permission

| Informal             |                           | Formal                       |                         |
|----------------------|---------------------------|------------------------------|-------------------------|
|                      | <b>Accepting</b>          |                              | <b>Accepting</b>        |
| Can I use your pen?  | Of course.                | May I sit down?              | Yes, sure.              |
|                      | Yes, you <b>can</b> .     |                              | Yes, you <b>may</b> .   |
|                      | <b>Refusing</b>           |                              | <b>Refusing</b>         |
| Can I work with you? | Sorry, you <b>can't</b> . | May I write in the notebook? | No, sorry.              |
|                      | No, you cannot.           |                              | No, you <b>may</b> not. |



4. Use the information from the box to write questions and answers. Describe if the situation is formal or informal.  

• use your calculator

• see your cell phone

• explain

• come in



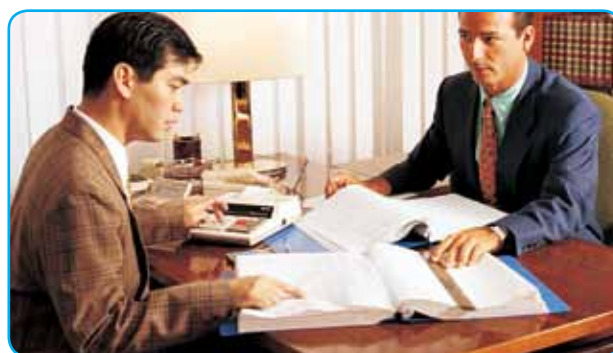
May I come in?  
Yes, of course.  
Sorry, you may not.



May I explain?  
Yes, you may.  
No, sorry.



Can I see your cell phone?  
Sure!  
No, you cannot.



Can I use your calculator?  
Yes, you can.  
No, you can't.

5. Study the chart and complete it. 

Use the base form of the verbs with **can** and **may**.



| Asking for and offering help |      |                  |     |
|------------------------------|------|------------------|-----|
| Asking for help              |      | Answering        |     |
| Can                          | you  | help me, please? |     |
| Please,                      |      | help             | me. |
| Offering help                |      |                  |     |
| Can I                        | help | you?             |     |
| May I help                   | you  |                  |     |

**6. Ask for and offer help as in the example. Use different ways to accept it and refuse it.** 

|             | Asking for help                   | Offering help                      | Accepting and refusing                   |
|-------------|-----------------------------------|------------------------------------|------------------------------------------|
| My homework | Can you help me with my homework? | Can I help you with your homework? | Sure!/No, thank you.                     |
| The bags    | Can you help me with the bags?    | Can I help you with the bags?      | Yes, of course./<br>No, it's OK.         |
| The car     | Can you help me with the car?     | Can I help you with the car?       | Oh! Yes, please./<br>No, it's all right. |
| The dishes  | Can you help me with the dishes?  | Can I help you with the dishes?    | Sure!/No, thanks.                        |
| The laundry | Can you help me with the laundry? | Can I help you with the laundry?   | Yes, please./No, thank you.              |

- Research what chores you may be capable of handling at home. Design a chore chart, to track your daily household duties.

**7. Study the chart and complete it.** 

| Apologizing        |                 | Thanking                     |                           |
|--------------------|-----------------|------------------------------|---------------------------|
| Sorry!             | That's OK.      | Thanks.                      | You're welcome.           |
| I'm <b>sorry</b> ! | It's all right. | Thank you.                   | That's all <b>right</b> . |
| Pardon <b>me</b> ! | Don't worry.    | Thank you very <b>much</b> . | That's ok.                |

| Asking for repetition                |                              |
|--------------------------------------|------------------------------|
| Can you repeat that, <b>please</b> ? | Pardon?                      |
| Sorry?                               | <b>Please</b> , repeat that. |
| I beg your <b>pardon</b> ?           | Repeat it, please.           |

**8. Listen to your teacher and complete the short dialogues.** 



## 9. Complete the conversation with the phrases from the box.

**Ana:** Excuse me, teacher. May I ask you a question?  
**Teacher:** Yes, of course.  
**Ana:** May I bring the homework on Monday? I can't come tomorrow.  
**Teacher:** And why can't you come?  
**Ana:** Because I have a dentist appointment.  
**Teacher:** Mmm... OK. On Monday.  
**Ana:** Thank you very much, teacher.  
**Teacher:** You're welcome.

Mmm... OK. On Monday.  
 Yes, of course.  
 And why can't you come?  
 You're welcome.

## 10. Practice your pronunciation. Read the consonant digraph /ai/, /ay/ aloud.

|       |       |        |      |
|-------|-------|--------|------|
| wait  | mail  | hair   | pair |
| paint | chair | stairs | laid |

---

|     |     |       |      |
|-----|-----|-------|------|
| day | say | today | stay |
| pay | may | play  | way  |

- Choose one word with each sound and say a sentence.

## 11. Look at the pictures and complete the crossword.

 1  
 4  
 2  
 3

 5  
 6  
 7

1 L I S T E N I N G

2 S T A N D U P

3 R E A D

4 P O W E R

5 B R I N G

6 A S K

7 D



### Survival English

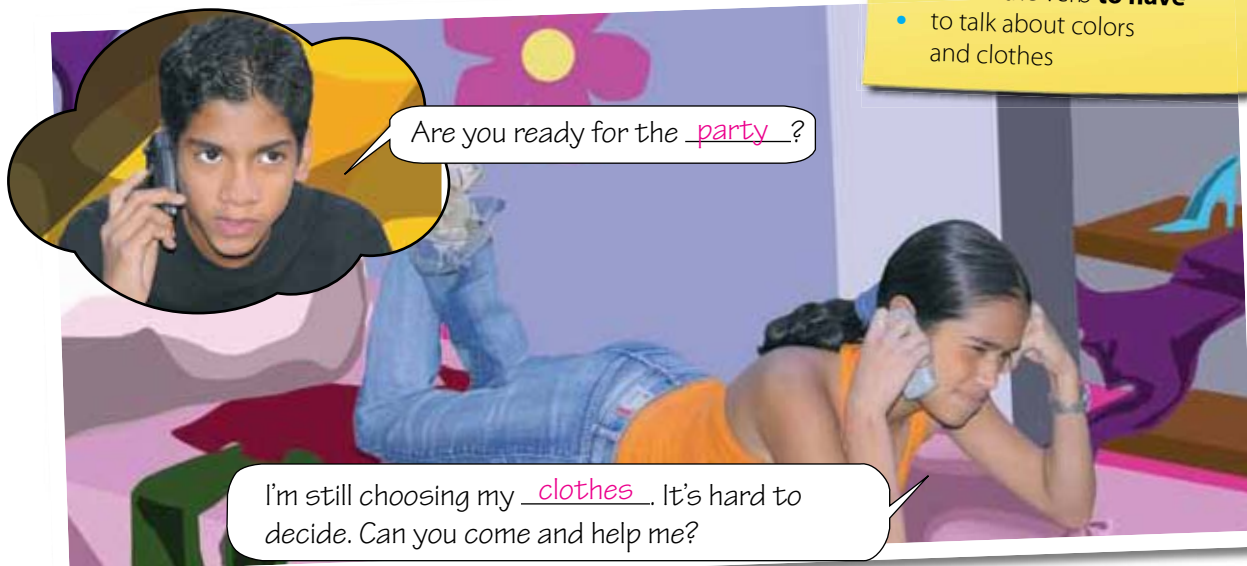
You're welcome      It doesn't matter.  
 Excuse me.



In this lesson you  
will learn...

- to describe people
- to describe things
- to use the adjective order
- to use the verb **to have**
- to talk about colors and clothes

1. Listen to your teacher and complete the dialogues.



Repetir las palabras del vocabulario y  
luego hacer un dictado.

2. Select the correct words from the box and identify the colors.

Vocabulary

• purple  
• blue

• yellow  
• orange

• white  
• green

• red  
• black

• pink  
• brown



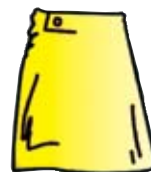
a red T-shirt



blue jeans



black pants



a yellow skirt



a white dress



a green sweater



brown boots



orange sandals



a purple jacket



a pink shirt.

3. Study the chart and complete it.

Order of adjectives

|                      |                  |              |         | opinion | +       | size    | + | color | + | noun     |
|----------------------|------------------|--------------|---------|---------|---------|---------|---|-------|---|----------|
| What                 | are you wearing? | I'm wearing  | a       | nice,   |         | long,   |   | black |   | dress.   |
| What is he           | wearing?         | He's wearing | an      | ugly,   |         | medium, |   | gray  |   | sweater. |
| What is she wearing? |                  | She's        | wearing | a       | pretty, | short,  |   | pink  |   | skirt.   |



4. Write the name of the clothing items. Use the words from the box.



• raincoat • watch • tie • cap • T-shirt • sneakers • socks



a tie



a T-shirt



socks



a raincoat



a belt



sneakers



a cap

Let's find out about...



Rubber-soled shoes, called sneakers, got this nickname because they were so quiet that a person wearing them could "sneak up" on someone. Can you find out how sweaters got their name?

• Answer the questions.



a) Is the T-shirt pink?

No, it isn't.

What color is the T-shirt?

It's green.

b) Is the cap red?

No, it isn't.

What color is the cap?

It's yellow.

c) Are the shoes blue?

No, they aren't.

What color are the shoes?

They're black.

d) Are the socks black?

No, they aren't.

What color are the socks?

They're white.

e) Is the belt white?

No, it isn't.

What color is the belt?

It's black.

f) Is the raincoat green?

No, it isn't.

What color is the jacket?

It's gray.

g) Are the sneakers purple?

No, they aren't.

What color are the sneakers?

They're orange.

h) Is the tie orange?

No, it isn't.

What color is the tie?

It's dark blue.

5. Study the chart and complete it.  

| Have/Has                                       |      |                 |             |      |                  |
|------------------------------------------------|------|-----------------|-------------|------|------------------|
| Use <b>have</b> with <b>I, you, we, they</b> . |      |                 |             |      |                  |
| I                                              | have | a nice blouse.  | Nelly and I | have | green shoes.     |
| Use <b>has</b> with <b>he, she, it</b> .       |      |                 |             |      |                  |
| He                                             | has  | a black jacket. | Rita        | has  | beautiful shoes. |

6. Use the information below to write sentences. 

- a) Laura/dress/beautiful/red/long
- b) Tom/nice/black/new/jacket
- c) The little girls/pink/small/dresses/nice
- d) The boys/jeans/long/blue/dirty
- e) My mother/sandals/leather/nice/white
- f) The child/T-shirt/green/medium/ugly

Laura has a beautiful, long, red dress.

Tom has a nice, new, black jacket.

The little girls have nice, small, pink dresses.

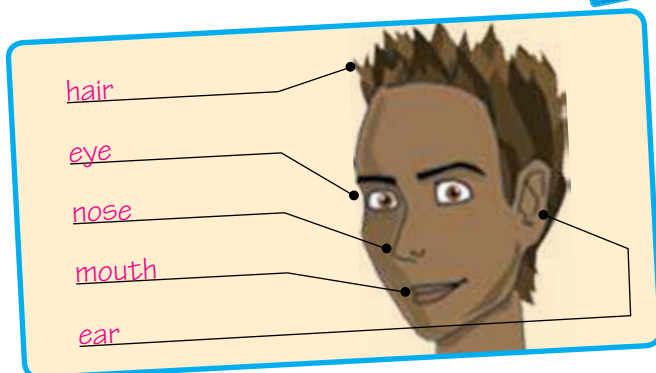
The boys have dirty, long, blue jeans.

My mother has nice, leather, white sandals.

The child has an ugly, medium, green T-shirt.

Resaltar que las palabras pants y jeans son plurales y por lo tanto no usan el artículo a/an. Ejemplo: My jeans are new!

7. Look at the boy's picture and write the parts of his face. Use a dictionary if necessary. 



- Complete the sentences using the adjectives from the box.

(hair) The boy has short brown hair.

(eyes) He has big, brown eyes.

(nose) He has a small nose.

(ears) He has big ears.

(mouth) He has a small mouth.

- small
- short
- big
- brown

- Look at the girl's picture and describe it. 



(hair) The girl has long, brown hair.

(eyes) She has big, brown eyes.

(nose) She has a small nose.

(ears) She has small ears.

(mouth) She has a small mouth.

8. Describe one of your classmates. Present your description in front of the class. 

---



---



---

9. Study the chart and complete it.

I have long, brown, straight hair.



| Adjective order                    |        |   |        |   |       |
|------------------------------------|--------|---|--------|---|-------|
| To describe people's <b>hair</b> : |        |   |        |   |       |
|                                    | length | + | color  | + | style |
| She has                            | long   |   | brown, |   | curly |
|                                    |        |   |        |   | hair  |
| To describe people's <b>eyes</b> : |        |   |        |   |       |
|                                    | size   | + | shape  | + | color |
| He has                             | small  |   | round  |   | black |
|                                    |        |   |        |   | eyes  |

10. Unscramble the words and write the sentences.

a) Carla has/brown/small/rounded/eyes

Carla has small, rounded, brown eyes.

b) Peter has/spiky/short/black/hair

Peter has short, black, spiky hair.

c) Helen has/blonde/long/wavy/hair

Helen has long, blonde, wavy hair.

d) Tomas has/round/blue/big/eyes

Tomas has big, round, blue eyes.

e) Adriana has/black/curly/long/hair

Adriana has long, black, curly hair.

f) Monica has/short/straight/brown/hair

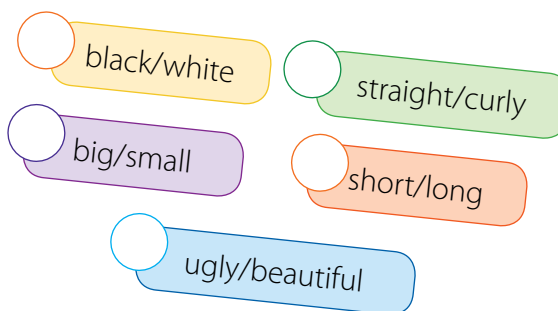
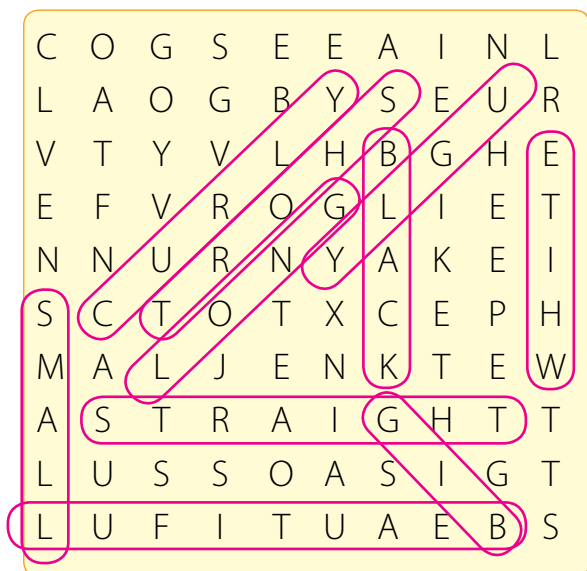
Monica has short, brown, straight hair.

11. Draw yourself in the space below. Write sentences using adjectives to describe your appearance.



- a) \_\_\_\_\_  
 b) \_\_\_\_\_  
 c) \_\_\_\_\_  
 d) \_\_\_\_\_  
 e) \_\_\_\_\_  
 f) \_\_\_\_\_

12. Find the words below in the wordsearch.



Survival English

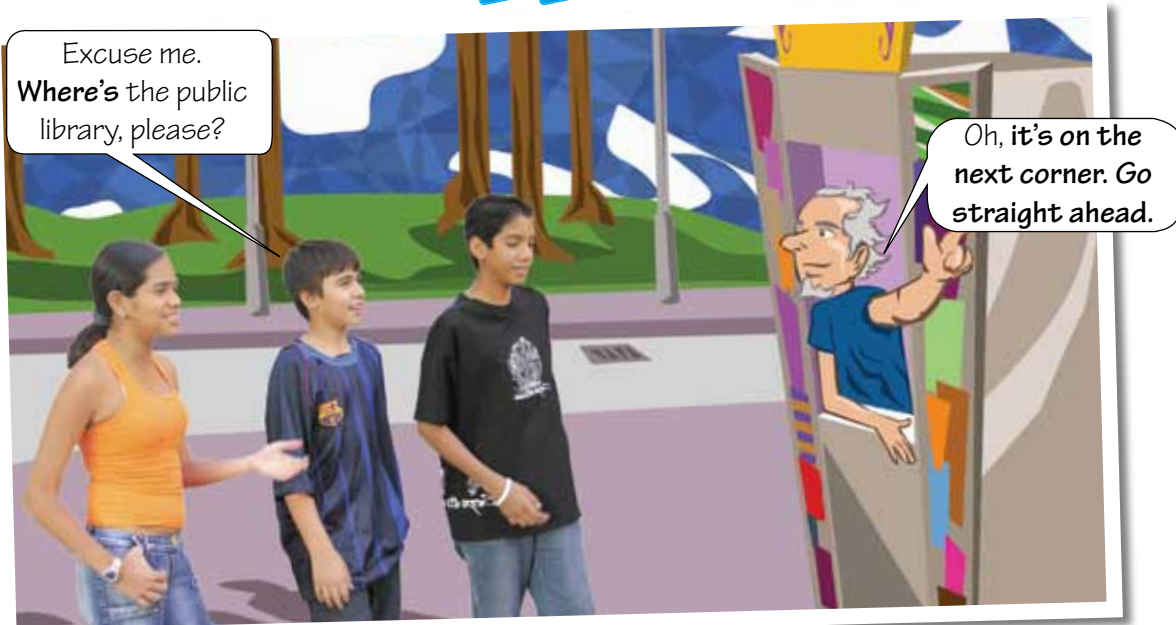
My size is...  
 I like to wear black shoes.

# How can I get there?

In this lesson you will learn...

- to ask for and give directions
- to use prepositions of place

## 1. Listen to your teacher and repeat.



## 2. Select the correct instruction from the box. Listen to your teacher to check your answers.



### Vocabulary

• turn left • cross the street • turn right • go straight ahead



Turn right.



Go straight ahead.



Turn left.



Cross the street.

## 3. Study the chart and complete it.



Where is = Where's

### Locations and directions

|                      |      |                                                                         |                                             |
|----------------------|------|-------------------------------------------------------------------------|---------------------------------------------|
| Where's the church?  | It's | <div> <div>next to</div> <div>far from</div> <div>opposite</div> </div> | the museum.                                 |
| How can I get there? | Go   | straight                                                                | ahead to Baralt Avenue and then turn right. |



Invitarlos a observar las señales de tránsito que se utilizan en su comunidad.

4. Look at the map and write the name of the places. Use the words from the box.

• museum • clothing store • movie theater • hospital • school  
• church • stadium • supermarket • bank • park • library • gym

Use the phrase **How can I get there?** to ask for directions.



• Pretend that you are standing in the park. Answer the questions.

a) A. Where's the museum?

B. It's on Lecuna Avenue.

A. How can I get there?

B. Go straight ahead to Baralt Avenue and turn left. The museum is in the corner.

b) A. Where's the church?

B. It's on Baralt Avenue.

A. How can I get there?

B. Go straight on Lecuna Avenue for one block. Then turn right at Baralt Avenue. The church is across from the movie theater.

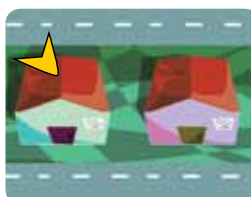
5. Look at the pictures and select the correct preposition from the box.



next to



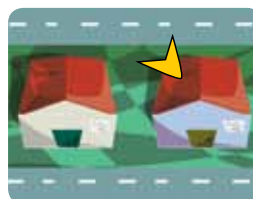
opposite



on the left



between



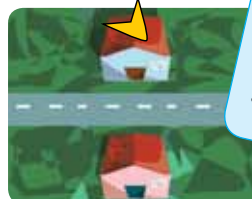
on the right



on the corner



far from



behind

• on the right  
• far from  
• between  
• on the corner  
• on the left  
• behind  
• opposite  
• next to



Indicar que se puede usar la palabra **among** cuando algo o alguien está entre o en medio de más de dos.

**6. Where's the baby? Look at the pictures and write sentences using the words from the box.**

in front of • far from • near • on • between • under • behind • in



The baby is  
under the table.



The baby is in  
front of the computer.



The baby is between  
the plants.



The baby is in  
the stroller.



The baby is  
on the carpet.



The baby is near  
the toys.



The baby is far from  
the teddy bear.



The baby  
is behind the chair.

**Answer the questions.**



a) Is the baby on the chair?

No, he isn't.

b) Is the baby far from the teddy bear?

Yes, he is.

c) Is the baby under the chair?

No, he isn't.

d) Is the baby near the toys?

Yes, he is.

e) Is the baby in front of the PC?

Yes, he is.

f) Is the baby behind the table?

No, he isn't.

**7. Look around you. Write sentences using the prepositions on the left.**



a) (next to)

b) (under)

c) (behind)

d) (far from)

e) (on)

f) (in)

g) (in front of)

h) (between)

La preposición **on** indica que una cosa está haciendo contacto directo sobre algo, tanto horizontal como verticalmente. Por ejemplo: The picture is on the wall.

## 8. Put the words into the correct order.

- a) is/hospital/The/near/police/the/station
- b) the/Where/restaurant?/is
- c) far/The/the/is/park/school/from
- d) The/behind/post/the/is/office/theater
- e) Is/university?/ the/near/stadium/the

The police station is near the hospital.

Where is the restaurant?

The school is far from the park.

The theater is behind the post office.

Is the stadium near the university?

- Draw a map of your community and describe where places are.

## 9. Look at the pictures and write the correct word in each box.

### PEOPLE

barber

doctor

bank teller

mail carrier

teacher

driver



### PLACES

barber shop

hospital

bank

post office

school

bus station

- teacher • bank teller • barber shop
- doctor • driver • mail carrier • hospital
- school • bus station • bank
- shop • post office



### Survival English

**I want to go to the market.  
It's two blocks from here. Go straight ahead.**

# Cardinal points

In this lesson you will learn...

- to talk about locations
- to use prepositions of place
- to give directions
- to talk about cardinal points

1. Listen to your teacher to complete the dialogues.



2. Complete the four main points of the compass. Use the words in the box.



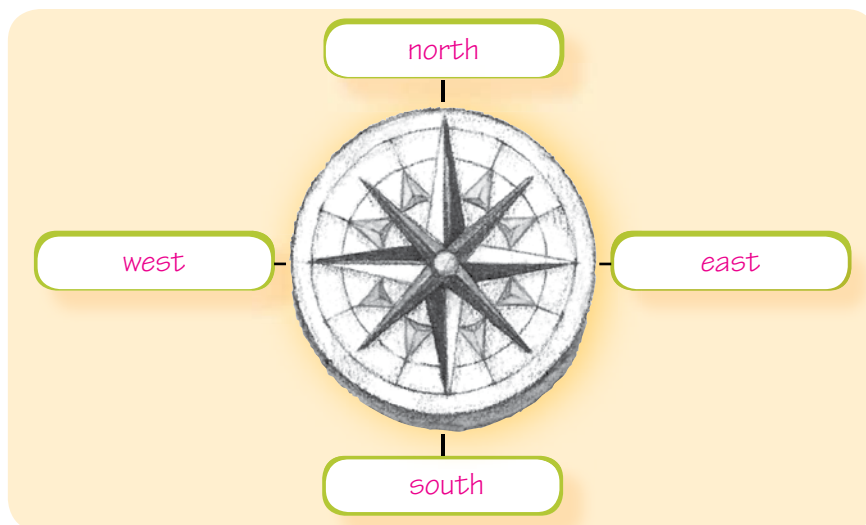
## Vocabulary

• east

• north

• west

• south



Let's find out about...



Can you mention a city located in the South of Honduras? Is the only city in Honduras where the Panamerican road passes by.

3. Study the chart and complete it.



## Locations

- Use the cardinal points **north**, **south**, **east** and **west** to talk about general locations.

Where's Central America?

It's **south** of Mexico.

Where's Nicaragua?

It's **south** of Honduras.

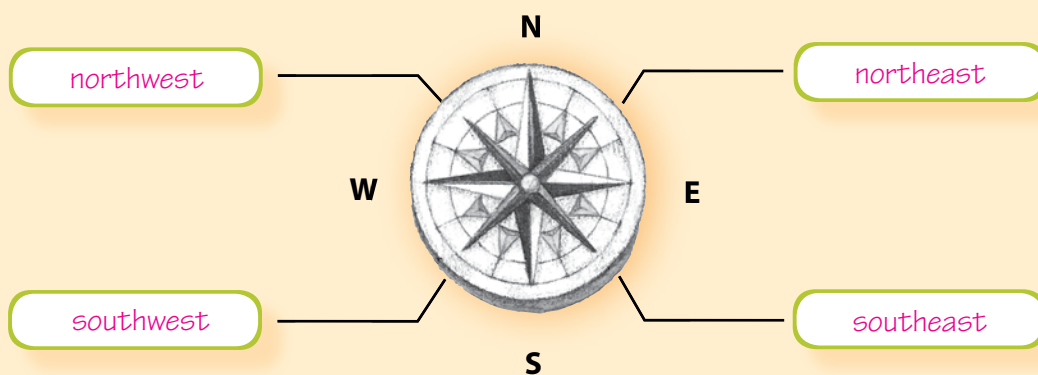
4. Complete the points of the compass. Use the words from the box. 

• southwest

• northwest

• northeast

• southeast



5. Look at the map and write sentences about the places shown. 

El Salvador is bordered by the Pacific Ocean to the south.

Guatemala is bordered by Mexico to the northwest.

Nicaragua is bordered by Honduras to the north.

Honduras is bordered to the west by Guatemala.

Costa Rica is bordered by Nicaragua to the north.

Panama is bordered by Costa Rica to the north.



Invitarlos e invitarlas a mencionar el país donde habitan.

6. Read the paragraph and underline the cardinal points that are mentioned in the text. 

Honduras is located in Central America. Its northern border, between Guatemala and Nicaragua, lies along the Caribbean Sea. The southwestern tip of the country, between El Salvador and Nicaragua, borders the northern Pacific Ocean. Honduras has an area of 112,090 square kilometers.

7. Study the chart and complete it. 

Asking for and giving directions

- Use the preposition **on** to talk about a permanent location.

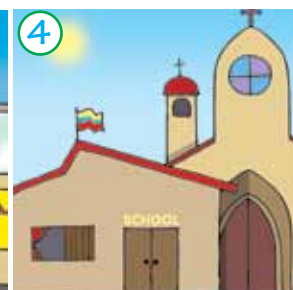
Excuse me. Where's the laundry? It's on Central Street, next to the National Park.

Is there a cafeteria around here? Yes. There is a good one on Windy Street, opposite the bus station.

8. Look at the pictures and write sentences using the appropriate preposition from the box.



• between • next to • behind • opposite



- 1 A. Excuse me. Where's the gas station?  
B. The gas station is next to the mall.
- 2 A. Excuse me. Where's the library?  
B. The library is opposite the supermarket.
- 3 A. Excuse me. Where's the bank?  
B. The bank is between the gym and the restaurant.
- 4 A. Excuse me. Where's the church?  
B. The church is behind the school.

- Ask for and give directions using the information below and the sentences in the previous exercise.



mall/Mason Street/two blocks – turn left

- A. Excuse me. Is there a mall nearby?
- B. Yes. There's one on Mason Street, next to the gas station.
- A. And..., how can I get there?
- B. Well, walk two blocks and turn left.

supermarket/Stevens Street/straight ahead – turn right

- A. Excuse me. Is there a supermarket nearby?
- B. Yes. There's one on Stevens Street, opposite the library.
- A. And, how can I get there?
- B. Well, walk straight ahead and turn right.

9. Study the chart and complete it.



Practicar el ejercicio anterior en parejas, a manera de representar papeles.

Prepositions of place

- Use **next to**, **in the middle of**, **near**, **far from**, **between**, etc. to indicate where things are.

Where's the table?

It's in the middle of the living room.

Where are the windows?

They're far from the door.



10. Write the names of the objects below. Use the words from the box. 



- |                |               |
|----------------|---------------|
| ① refrigerator | ⑤ toaster     |
| ② drawers      | ⑥ stove       |
| ③ blender      | ⑦ microwave   |
| ④ coffee maker | ⑧ dish washer |

- Write a short description of the kitchen. 

*This is a small, but complete kitchen. It has everything you need. All the appliances are basic for cooking as well as the objects that are placed in the counter.*



11. Answer the questions about the picture. 

- |                                                  |                                                 |
|--------------------------------------------------|-------------------------------------------------|
| a) Where's the refrigerator?                     | <i>It's next to the drawers.</i>                |
| b) Is there a washing machine next to the stove? | <i>No, there isn't.</i>                         |
| c) Where's the microwave?                        | <i>It's on the drawers.</i>                     |
| d) Is the coffee maker beside the blender?       | <i>Yes, it is.</i>                              |
| e) Where's the coffee maker?                     | <i>It's between the blender and the toaster</i> |
| f) Is the stove between the drawers?             | <i>Yes, it is.</i>                              |



## Survival English

Do you know this address? Yes, it is near the church.  
Can I get there on foot? Of course. It's two blocks from here.

# Lesson 5

## Personal information



In this lesson you will learn...

- to ask for and give personal information
- to talk about dates
- to talk about jobs
- to say what you want to be

### 1. Listen to your teacher and repeat.



Solicitar que elaboren como tarea, una ficha con la información personal de cada miembro de su familia.



### 2. Use the information from the box to complete the sequence.



|              |               |               |
|--------------|---------------|---------------|
| January 1st  | February 2nd  | March 3rd     |
| April 4th    | May 5th       | June 6th      |
| July 7th     | August 8th    | September 9th |
| October 10th | November 11th | December 12th |

#### Vocabulary

- February 2nd
- April 4th
- June 6th
- July 7th
- September 9th
- November 11th

### 3. Complete the information.



Use the preposition **on** to talk about days of the week or dates.



- The celebration of Christmas is
- My birthday is
- We have our English class
- Students in my country have vacations
- Labor day is celebrated
- The tragedy of the World Trade Center was
- We celebrate New Year's Eve on

on December 25th.

on September 9th.

on Mondays.

in October.

on May 1st.

on September 11th.

December 31st.

#### 4. Study the chart and complete it with information about yourself.

| Personal information          |                                                   |
|-------------------------------|---------------------------------------------------|
| What is your full name?       | My full name is <u>Maria Elena Sanchez Rivas.</u> |
| Where are you from?           | I am from <u>Honduras.</u>                        |
| When were you born?           | I was born on <u>March 21st, 1985.</u>            |
| How old are you?              | I am <u>22 years old.</u>                         |
| Are you married or single?    | I am <u>single.</u>                               |
| What's your address?          | My address is <u>Colonia Miramontes #1626.</u>    |
| What's your telephone number? | It's <u>255-5522.</u>                             |

#### 5. Look at Daniel's information. Answer the questions.

- a) What's his name? His name is Daniel.
- b) What's his middle name? His middle name is Jose.
- c) What's his last name? His last name is Rodriguez.
- d) What's his full name? Daniel Jose Rodriguez.
- e) Where is he from? He is from Honduras.
- f) How old is he? He is 15 years old.
- g) When was he born? He was born on April 13th, 1992.
- h) What's his address? Frente Hospital Escuela, Boulevard Suyapa, Tegucigalpa
- i) What's his telephone number? It's (504) 7742052



Daniel Jose Rodriguez.  
Honduras / 15 years old.  
April 13th, 1992.  
Frente Hospital Escuela,  
Boulevard Suyapa, Tegucigalpa  
(504) 7742052

#### 6. Study the chart and complete it.

| Verb to be                                                                          |                                                                                             |                                                                                            |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Base form<br>be                                                                     | Present<br>am/is/are                                                                        | Past<br>was/were                                                                           |
|  | I } <u>am</u> he }<br>}    she } is    you }<br>}    it }    we } <u>are</u><br>}    they } | I }    you }<br>he } was    we }<br>she }    they } <u>were</u><br>it }                    |
| The verb <b>to be</b> is irregular.                                                 | Carol <u>is</u> a secretary.<br>Luis and Paul are doctors.<br>I <u>am</u> an architect.     | Carol <u>was</u> a secretary.<br>Luis and Paul were doctors.<br>I <u>was</u> an architect. |

Indicar que los números de cuatro cifras se pueden leer de dos en dos. Por ejemplo 1992 sería nineteen (19) ninety-two (92).

## 7. Study the chart and complete it.

| Ask about professions and occupations                 |             |     |    |   |                             |
|-------------------------------------------------------|-------------|-----|----|---|-----------------------------|
| What + (do/does) + Personal pronoun + Action verb + ? |             |     |    |   | Answers                     |
| What                                                  | do          | you | do | ? | I <b>am</b> a receptionist. |
| What                                                  | <b>does</b> | he  | do | ? | <b>He</b> is an engineer.   |

Remember to use the verb **to be** to talk about jobs. For example, My mother **is** a journalist.

## 8. Listen to your teacher and answer the questions.

Roberto/scientist/laboratory

What's his name? His name is Roberto.

What does he do? He is a scientist.

Where does he work? He works in a laboratory



Mariana/lawyer/lawyer's office

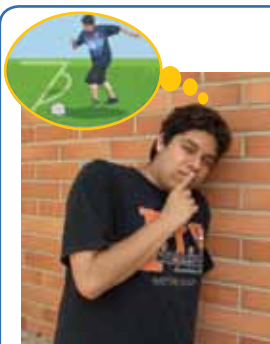
What's her name? Her name is Mariana.

What does she do? She is a lawyer.

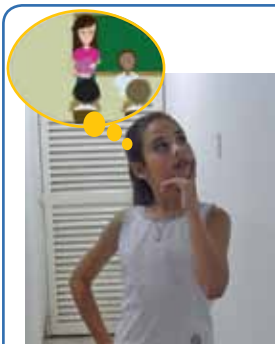
Where does she work? She works at a lawyer's office.

Resaltar que es más común decir **lab** que laboratory, **gym** que gymnasium, **vet** que veterinarian, etc.

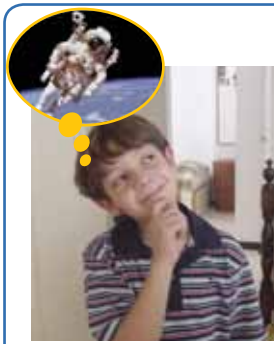
## 9. What do these people want to be? Look at the pictures and write sentences.



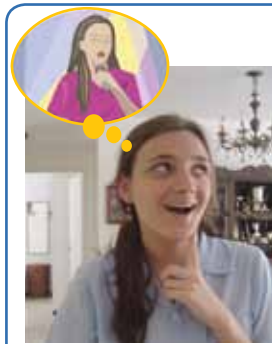
He wants to be a professional soccer player.



She wants to be a teacher.



He wants to be an astronaut.



She wants to be a singer.

## 10. Write questions to these answers.

- What do you want to be?
- What does Elena want to be?
- What does George want to be?
- What do Steven and Carl want to be?
- What does Pilar want to be?
- What does Tony want to be?

I want to be an architect.  
 Elena wants to be an actress.  
 George wants to be a manager.  
 Steven and Carl want to be doctors.  
 Pilar wants to be a technician.  
 Tony wants to be a salesman.

## 11. Unscrambled the words to write questions. Then answer each one.

- |                                           |                                       |                               |
|-------------------------------------------|---------------------------------------|-------------------------------|
| a) last – is – your – What – name?        | <u>What is your last name?</u>        | <u>My last name is Perez.</u> |
| b) you – are – from? – Where              | <u>Where are you from?</u>            | <u>I'm from Honduras.</u>     |
| c) do? – do – What – you                  | <u>What do you do?</u>                | <u>I'm a student.</u>         |
| d) old – How – you? – are                 | <u>How old are you?</u>               | <u>I'm 14 years old.</u>      |
| e) is – number? – your – What – telephone | <u>What is your telephone number?</u> | <u>It's 555-00-000.</u>       |
| f) or – Are – single? – you – married     | <u>Are you married or single?</u>     | <u>I'm single.</u>            |

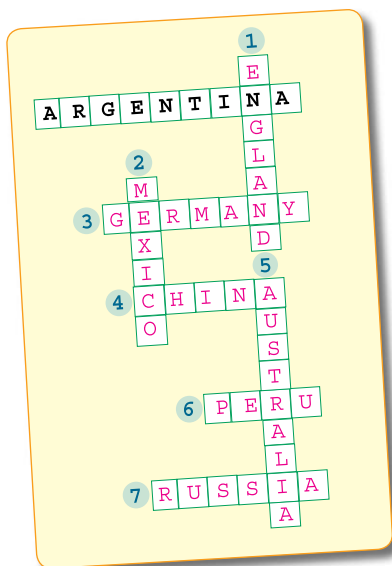
## 12. Where are they from? Write short sentences.

- |                    |                                 |
|--------------------|---------------------------------|
| a) Dolores/Spain   | <u>Dolores is from Spain.</u>   |
| b) He/El Salvador  | <u>He is from El Salvador.</u>  |
| c) We/Honduras     | <u>We are from Honduras.</u>    |
| d) You/Mexico      | <u>You are from Mexico.</u>     |
| e) David/Guatemala | <u>David is from Guatemala.</u> |
| f) She/ Argentina  | <u>She is from Argentina.</u>   |

### Let's find out about...

What talents do people at your school have? Work individually to speak to some of your classmates, schoolmates, teachers and school staff members and make a note of any interesting things they can do.

## 13. Use the names of the countries in the box to complete the crossword.



China • Australia • England • Russia  
 Peru • Mexico • Germany



### Survival English

What is your profession? I am a teacher.  
 Where do you live? I live in Panama.





# Reading & writing

## 1. Read the text.

| TASTY                                                                                                                                         |                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Appetizers                                                                                                                                    | Wraps                                                                                                       |
| Hot wings 6. <sup>50</sup>                                                                                                                    | Your favorite fillings all wrapped up in a flour tortilla and served with french fries or fresh vegetables. |
| Onion rings 5. <sup>45</sup>                                                                                                                  | Chicken Caesar 6. <sup>80</sup>                                                                             |
| French fries 4. <sup>50</sup>                                                                                                                 | Chicken or steak fajitas 7. <sup>20</sup>                                                                   |
| Salads and soups                                                                                                                              | Sandwiches                                                                                                  |
| <b>Taco salad</b> large flour tortilla, beef or chicken, lettuce, onion, cheese and sour cream with our special tasty salsa. 8. <sup>50</sup> | Hamburger 4. <sup>50</sup>                                                                                  |
| <b>Caesar salad</b> lettuce, parmesan cheese and our tasty dressing! Served with garlic toast. 7. <sup>80</sup>                               | Cheeseburger 5. <sup>00</sup>                                                                               |
| <b>Soup of the day</b>                                                                                                                        | Bacon cheeseburger 5. <sup>50</sup>                                                                         |
| Cup 2. <sup>90</sup>                                                                                                                          | Grilled chicken fillet 6. <sup>20</sup>                                                                     |
| Bowl 4. <sup>00</sup>                                                                                                                         | Beverages                                                                                                   |
|                                                                                                                                               | Water 1. <sup>50</sup>                                                                                      |
|                                                                                                                                               | Lemonade 2. <sup>50</sup>                                                                                   |
|                                                                                                                                               | Iced tea 1. <sup>50</sup>                                                                                   |
|                                                                                                                                               | Coffe or tea 1. <sup>40</sup>                                                                               |

## 2. Where could you find this type of text? Underline the correct option.

at the movies

at a restaurant

at school

## 3. Listen to your teacher. Read the dialogues and underline the expressions.

Good afternoon.  
May I take your order?

Can I have a bacon  
cheeseburger?

Yes, I'll have a glass  
of lemonade.

4. Use the menu and the expressions to write a similar dialogue. 



5. Read the phrases and select with a ✓ the ones you would hear in a restaurant. 

- I'll have a small salad please. ☒
- Good evening. ☒
- What would you like to order? ☒

- I'd like to book a room. ☐
- Can I have your full name? ☐
- I'd like an ice cream cone. ☒

6. Read the phrases aloud using different intonation. 

- Good morning, welcome to Tasty.
- May I take your order?
- I'd like a cheeseburger, a small soda and regular french fries, please.
- Would you like anything to drink?
- I'll have a glass of iced tea.



# Review

From lesson 1 to lesson 5

## Check what you know!

### 1. Unscramble the sentences.

- a) you?/I/Can/help  
Can I help you?
- b) stand/I/up?/May  
May I stand up?
- c) homework?/him/Can/the/help/you/with  
Can you help him with the homework?
- d) use/Can/your/I/pen?  
Can I use your pen?
- e) you/the/please?/door/Can/open  
Can you open the door, please?
- f) he/early?/Can/come  
Can he come early?

### 2. Change the sentences as in the example.

- a) My hair is short.  
I have short hair.
- b) Her eyes are black.  
She has black eyes.
- c) His mouth is small.  
He has a small mouth.
- d) Your nose is long.  
You have a long nose.
- e) Their ears are big.  
They have big ears.
- f) My face is rounded.  
I have a rounded face.

### 3. Look at the signs and write the instructions.



Cross



Turn right



Turn left



Go straight ahead

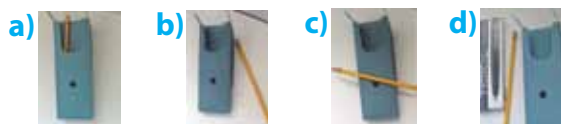
### 4. Use the information to write sentences.

- a) **bank/near/church**  
Where is the bank? It's near the church.
- b) **square/far from/police station**  
Where is the square? It's far from the police station.
- c) **bus station/next to/fire department**  
Where is the bus station? It's next to the fire department.
- d) **school/opposite/barber shop**  
Where is the school? It's opposite the barber shop.

### 5. Complete using **on, in, under, between**.

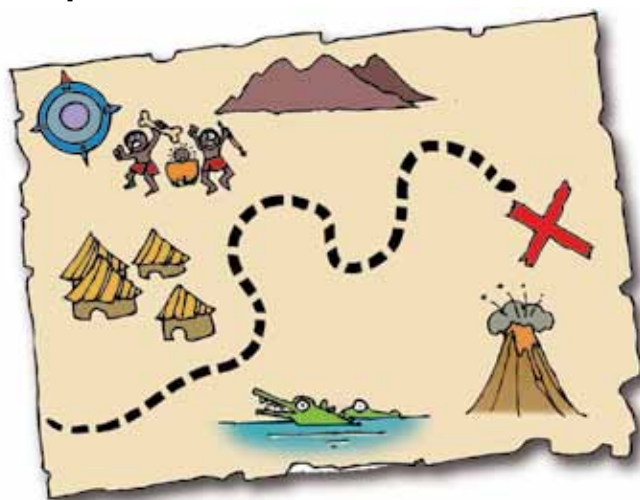
- a) The shoes are under the bed.
- b) The picture is on the wall.
- c) The utensils are on the table.
- d) The radio is between the computer and the telephone.
- e) The chocolates are in the box.
- f) The jacket is in the closet.
- g) The pencil is between the books.

## 6. Where's the pencil? Write the correct preposition of place.



- a) It's in the box.  
 b) It's next to the box.  
 c) It's on the box.  
 d) It's between the two boxes.

## 7. Look at the map and answer the questions.



Where are the mountains?

They are in the north of the island.

Are there cannibals in the south of the island?

No, there aren't.

Is there a volcano in the southeast of the island?

Yes, there is.

Where are the crocodiles?

They are in the river, in the south of the island.

Where are the huts?

They are in the west of the island.

Where is the treasure?

It's in the east of the island.

## 8. Ask and answer as in the example.

- a) Ruth/January 4th/El Salvador/housewife  
 Who is she? She is Ruth.  
 When was Ruth born? She was born on January 4th.  
 Where was Ruth born? She was born in El Salvador.  
 What does she do? She is a housewife.
- b) Manuel/October 15th/Honduras/farmer  
 Who is he? He is Manuel.  
 When was Manuel born? He was born on October 15th.  
 Where was Manuel born? He was born in Honduras.  
 What does Manuel do? He is a farmer.
- c) Molly and Yoly/May 23rd/Guatemala/models  
 Who are they? They are Molly and Yoly.  
 When were Molly and Yoly born? They were born on May 23rd.  
 Where were Molly and Yoly born? They were born in Guatemala.  
 What do Molly and Yoly do? They are models.

## 9. Read the information and answer the questions.

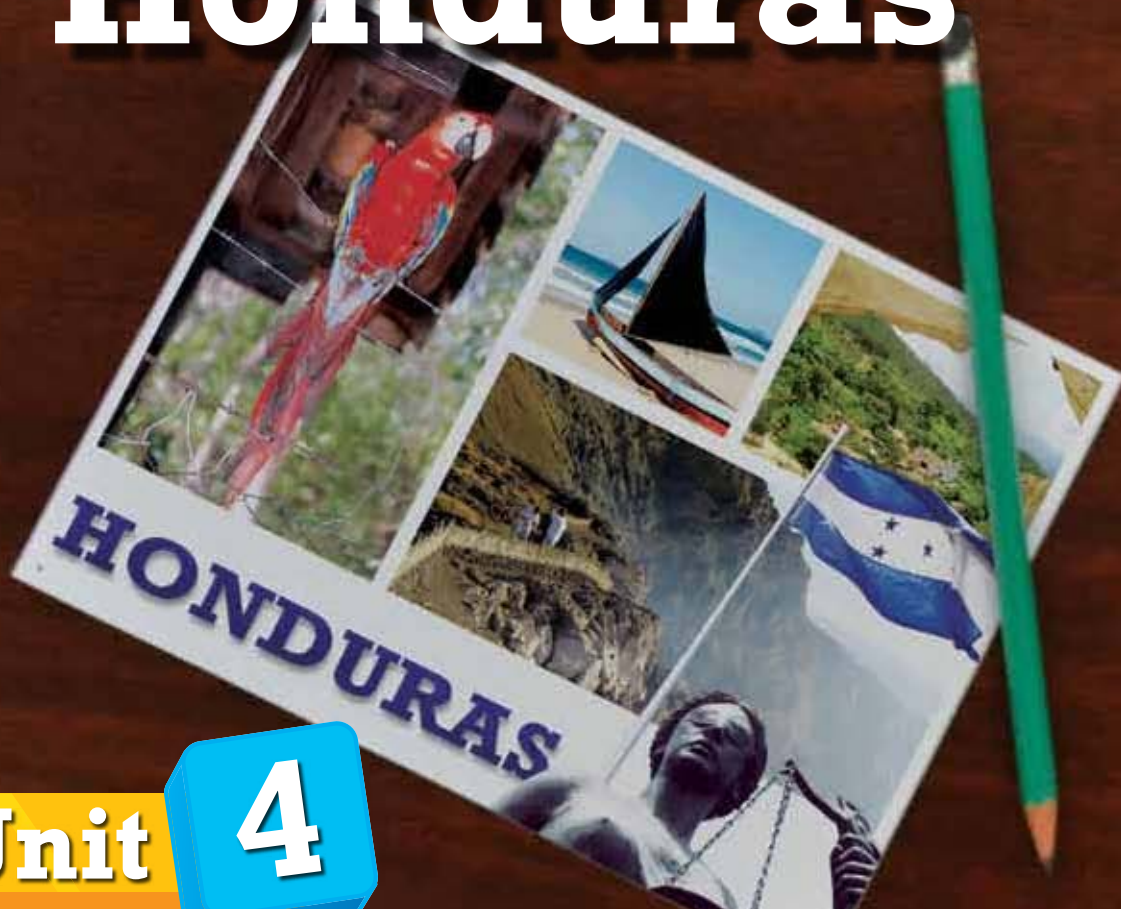


Hilary Duff, October 28th, 1987.  
 Houston, Texas, USA.  
 Actress/Singer.

- a) What's her name?  
Her name is Hilary Duff.
- b) Where was she born?  
She was born in Houston, Texas, USA.
- c) When was she born?  
She was born on October 28th, 1987.
- d) How old is she?  
She is 25 years old.
- e) What does she do?  
She is an actress and a singer.



# Hello from Honduras



## Unit

## 4

This is a postcard from Honduras, the country where I live. If you visit my country, you can see some fabulous places. Honduras is a traveler's paradise. On the postcard, you can observe Copan ruins, which has always been referred to as one of the most artistically and elaborated Mayan cities.

Whether you like swimming on the beaches of Roatán, photographing interesting elements of nature or dancing the night away, Honduras is a great place to spend your vacation. Hope to see you soon!





## Before you start...

### 1. Read the text and answer the question.

- Is the image on the previous page a letter, a postcard or an e-mail? 

A postcard.

- Underline the part of the text that helped you answer the question.

### 2. Circle the verbs in the text.

### 3. Work in pairs.

Look at the pictures on the postcard and answer the questions.

- Which of these places have you visited?
- Which other places from Honduras do you know?
- What other places from Honduras would you recommend visiting?

### 4. Surf the web! Identidad

Visit <http://www.ihh.hn/?q=node/23>

You can learn about interesting places in Honduras.

### 5. Share in class.

- Imagine you're visiting a place from Honduras.
- Describe some things you could see in this place and mention one interesting fact about it.
- Make a postcard with illustrations and information about Honduras.

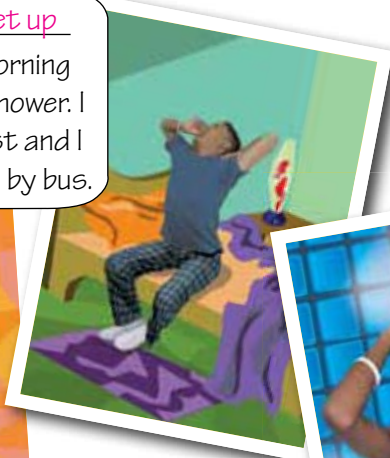
## My daily routine

In this lesson you will learn...

- to talk about routines
- to use the auxiliary **do**
- to talk about food and drinks

## 1. Listen to your teacher and complete the dialogue.

Everyday I get up early in the morning and I take a shower. I have breakfast and I go to school by bus.



## 2. Select the words from the vocabulary to complete the sentences.



I have breakfast at 8:00 a.m.



I have lunch at 12:00 noon.



I have a snack at 4:00 p.m.



I have dinner at 7:00 p.m.

## Vocabulary

- dinner
- breakfast
- snack
- lunch

## 3. Study the chart and complete it.

## Simple present

Use **do** to ask and answer questions in **simple present tense** to express habitual actions that are always true. Use **do** with **I, you, we** and **they**.

| Questions                                            |      |       |           |
|------------------------------------------------------|------|-------|-----------|
| Do + Personal pronoun + Action verb + Complement + ? |      |       |           |
|                                                      | I    |       |           |
| <u>Do</u>                                            | you  | study | everyday? |
|                                                      | they |       |           |

| Answers     |      |               |     |
|-------------|------|---------------|-----|
| Affirmative |      |               |     |
|             | I    |               |     |
| <u>Yes</u>  | ,    | you           | do. |
|             | they |               |     |
| Negative    |      |               |     |
|             | I    |               |     |
| No,         | you  | <u>don't.</u> |     |
|             | they |               |     |



do not = don't

Indicar que para pregunta es necesario utilizar un auxiliar.

4. Write a sentence from the box to describe each picture. 

|                     |                       |                  |                   |
|---------------------|-----------------------|------------------|-------------------|
| I have breakfast.   | I get dressed.        | I take the bus.  | I brush my teeth. |
| I arrive at school. | I get up at 6:00 a.m. | I take a shower. | I leave home.     |



I get up at 6:00 a.m.



I brush my teeth.



I take a shower.



I get dressed.



I have breakfast.



I leave home.



I take the bus.



I arrive at school.

5. Look at the pictures and write sentences to describe them. Use the verbs from the box. 

• arrive • do • leave • have • watch • walk



I leave school.



I walk home.



I arrive home.



I have lunch.



I watch TV.



I do my homework.

Indicar que **do** se usa como verbo auxiliar pero también como verbo de acción que significa **hacer**.

## 6. Answer the questions. Use affirmative and negative answers.



- a) Do you have lunch at home?
- b) Do the boys play basketball in the evening?
- c) Do your parents read the newspaper in the morning?
- d) Do you and your friends study in the afternoon?
- e) Do you take a shower at night?
- f) Do you have breakfast at 8:00 a.m.?

Yes, I do./No, I don't.

Yes, they do./No, they don't.

Yes, they do./No, they don't.

Yes, we do./No, we don't.

Yes, I do./No, I don't.

Yes, I do./No, I don't.

## 7. Unscramble the questions and answer them.



- a) **wash/every/do/your/you/day?/hair**

Do you wash your hair every day?

Yes, I do.

- b) **up/Saturdays?/you/on/do/get/early**

Do you get up early on Saturdays?

No, I don't.

- c) **the/study/you/afternoon?/do/in**

Do you study in the afternoon?

Yes, I do.

## 8. Practice your pronunciation. Read the consonant digraph /wh/ aloud.



|       |      |       |       |
|-------|------|-------|-------|
| white | whip | who   | which |
| whale | whom | while | whisk |

- Discuss the meaning of the words with your teacher.
- Think of a sentence with each word and share it with a classmate.

## 9. Study the chart and complete it.



### Wh - questions (simple present)

Use **What**, **where**, **when**, **which**, etc. before the auxiliary verb **do**.

|       |                |                               |
|-------|----------------|-------------------------------|
| Where | do you live?   | I live at 355 Madison Street. |
| What  | do you do?     | I study and work.             |
| When  | do you go?     | I go everyday.                |
| Which | do you prefer? | I prefer the black one.       |

What **do** you **do**? The first **do** is the auxiliary and the second **do** is the action verb.





**10. Answer the questions using the information given.** 

- a) What do they do in the afternoon? (play in a band)
- b) When do we have the trip? (on Monday)
- c) What time do you get up? (at 7:00 a.m.)
- d) Where do they go on Sundays? (to the park)

*They play in a band in the afternoon.*

*We have the trip on Monday.*

*I get up at 7:00 a.m.*

*They go to the park on Sundays.*

**11. Select the words from the box and identify the food and drink.** 

• rice • cookies • soup • bread • cheese • fish • salad • meat  
• eggs • crackers • jam • orange juice • chicken • coffee



bread



cheese



chicken



jam



salad



orange juice



rice



meat



eggs



coffee



soup



crackers



fish



cookies

- Complete the chart. Use the names of the food above. 

| Breakfast/Snack | Lunch/Dinner |
|-----------------|--------------|
| Bread           | Chicken      |
| Cheese          | Bread        |
| Jam             | Salad        |
| Orange juice    | Meat         |
| Eggs            | Soup         |
| Coffee          | Fish         |
| Crackers        | Rice         |



**Survival English**

**Grab a bite.**  
**Get something to eat.**  
**I'm hungry.**  
**I'm thirsty.**

**12. Work in pairs.** 

- What's in your lunchbox today? What would you like to eat for dinner? Ask a friend.



## Her daily routine

In this lesson you will learn...

- to talk about people's habits/routines
- to use the auxiliary **does**
- to talk about places

## 1. Listen to your teacher and complete the dialogue.



Every day Ana goes home at 1:00 p.m. after school. She takes a shower and then she has lunch. At 3:30 p.m., she does her homework and she goes out at 5:00 p.m. to meet Sam and me.

## 2. Select the verbs from the box to complete the sentences.

## Vocabulary

• study

• watch

• eat

• smile

• read



She  
studies.

Mike  
watches TV.

Mary  
eats.

Liza  
smiles.

Antony  
reads.

## 3. Study the chart and complete it.

## Simple present

Use **does** with the third person singular (**he, she, it**) to make interrogative and negative sentences. Add **-s** or **-es** to the action verb in affirmative sentences.

## Questions

Does + Personal Pronoun + Action verb + Complement + ?

|             |     |      |              |
|-------------|-----|------|--------------|
|             | he  |      |              |
| <u>Does</u> | she | play | in the park? |
|             | it  |      |              |

## Affirmative Answers

|                      |                                 |
|----------------------|---------------------------------|
| he                   | He                              |
| Yes, she <u>does</u> | . She <b>plays</b> in the park. |
| it                   | It                              |

## Negative Answers

|      |     |            |              |           |                                                    |
|------|-----|------------|--------------|-----------|----------------------------------------------------|
|      | he  |            |              | he        | He                                                 |
| Does | she | <u>eat</u> | in the park? | <u>No</u> | , she doesn't. She <b>doesn't eat</b> in the park. |
|      | it  |            |              | it        | It                                                 |

4. Look at the pictures of Oscar's daily routine. Complete the sentences with the words from the box.

- |              |             |                 |            |
|--------------|-------------|-----------------|------------|
| • volleyball | • breakfast | • takes a break | • goes out |
| • shower     | • soccer    | • gets up       |            |



He

*gets up.*



He

*takes a shower.*



He has

*breakfast.*



He plays

*soccer.*



He plays

*volleyball.*



He takes

*a break.*



He

*goes out.*

5. Write sentences to describe the pictures. Use the words from the box.

- |           |        |           |        |       |
|-----------|--------|-----------|--------|-------|
| • watches | • goes | • arrives | • puts | • has |
|-----------|--------|-----------|--------|-------|



*He arrives home.*



*He has dinner.*



*He watches TV.*



*He puts the books in his bag.*



*He goes to sleep.*

Pedir que hagan un diario sobre su rutina diaria, y lo compartan con sus familiares.

Recordar que la tercera persona del verbo **have** es **has**.

## 6. Answer the questions. Use affirmative and negative answers.



a) Does Luis have lunch at 1:00 p.m.?

Yes, he does./No, he doesn't.

b) Does Mary go to the beach on Saturdays?

Yes, she does./No, she doesn't.

c) Does the cat sleep in your bedroom everyday?

Yes, it does./No, it doesn't.

d) Does Julio study French on Tuesdays?

Yes, he does./No, he doesn't.

e) Does Carmen visit her parents on weekends?

Yes, she does./No, she doesn't.

f) Does the dog eat meat?

Yes, it does./No, it doesn't.

## 7. Unscramble the questions and answer them. Give complete answers.



a) at/Does/play/school?/he/soccer

Pedir que enuncien sus propios ejemplos de oraciones en tercera persona.

Does he play soccer at school?

Yes, he plays soccer at school.

b) museum/Sunday?/Does/to/every/the/she/go

Does she go to the museum every Sunday?

No, she doesn't go to the museum every Sunday.

c) that/the/in/Does/bird/cage?/live

Does the bird live in that cage?

Yes, it lives in that cage.

d) mother/Does/cake?/prepare/your/chocolate

Does your mother prepare chocolate cake?

No, she doesn't prepare chocolate cake.

## 8. Study the chart and complete it.



Put the verb in the infinitive form in long negative sentences.



### Simple present (third person singular)

• In the Simple present tense, the verb in 3rd person singular has an **-s**.

He/She/It/sleeps.

He/She/It/eat **s**.

He/She/It/drink **s**.

• Add **-es** when the verbs end in **-s, -o, -sh, -ch, -x** or **-z**.

He/She/It/goes.

He/She/It/wash **es**.

He/She/It/fix **es**.

• With verbs that end in **-y** preceded by a **consonant**, remove the **-y** and add **-ies**.

He/She/It/studies.

He/She/It/cry **es**.

He/She/It/tri **es**.

• If a **vowel** precedes the final **-y**, just add **-s**.

He/She/It/plays.

He/She/It/enjoy **s**.

He/She/It/stay **s**.

## 9. Answer the questions using the information in parentheses.

- |                                                         |                                                |
|---------------------------------------------------------|------------------------------------------------|
| a) Where does the cat sleep? (in a box)                 | <u>The cat sleeps in a box.</u>                |
| b) What does she eat in the morning? (cereal)           | <u>She eats cereal in the morning.</u>         |
| c) When does Alan study? (at night)                     | <u>Alan studies at night.</u>                  |
| d) What time does the little girl play? (at 3:00)       | <u>The little girl plays at 3:00</u>           |
| e) Where does your father wash the car? (in the garden) | <u>My father washes the car in the garden.</u> |
| f) When does she go to the beach? (on weekends)         | <u>She goes to the beach on weekends.</u>      |

## 10. Write the third person singular form of the verbs.

|       |         |       |        |       |        |       |        |
|-------|---------|-------|--------|-------|--------|-------|--------|
| write | writes  | play  | plays  | live  | lives  | come  | comes  |
| speak | speaks  | eat   | eats   | have  | has    | take  | takes  |
| study | studies | do    | does   | read  | reads  | swim  | swims  |
| go    | goes    | drink | drinks | work  | works  | sleep | sleeps |
| help  | helps   | wash  | washes | dance | dances | buy   | buys   |

## 11. Find the verbs from the box in the crossword.

writes, speaks,  
studies, goes,  
helps, plays, eats,  
does, drinks,  
washes, lives,  
has, reads, works,  
dances, comes,  
takes, swims,  
sleeps, buys

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



### Let's find out about...

How do you learn new words? Work together in groups and discuss what you do. Make a list of four techniques you think are the most effective.



### Survival English

When does the pharmacy open?  
How long does the tour take?



# How often do you go there?

In this lesson you will learn...

- to talk about frequency
- to use the auxiliaries **do** and **does**

## 1. Listen to your teacher and repeat.



Explicar a los estudiantes que escribir un diario puede resultar una experiencia muy enriquecedora, animarlos a intentarlo y sugiérales que subrayen los lugares que incluyan en sus descripciones.

## 2. Select the words from the box and identify the name of each place.



church



restaurant



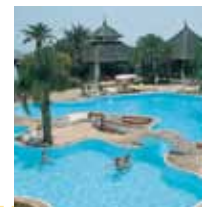
stadium



mall



club



pool

### Vocabulary

• club • restaurant • pool • church • stadium • mall

## 3. Study the chart and complete it.



### Adverbs of frequency

Put the adverbs of frequency (always, usually, often, never, etc.) before the main verb.

|                           |                                          |
|---------------------------|------------------------------------------|
| he                        | She <b>always</b> goes to the pool.      |
| How often does she .....? |                                          |
| it                        | He <b>never</b> plays tennis.            |
| I                         |                                          |
| you                       | I <b>often</b> eat at home.              |
| How often do we .....?    |                                          |
| they                      | They <b>usually</b> visit their friends. |



4. Complete the diagram. Use the words from the box.



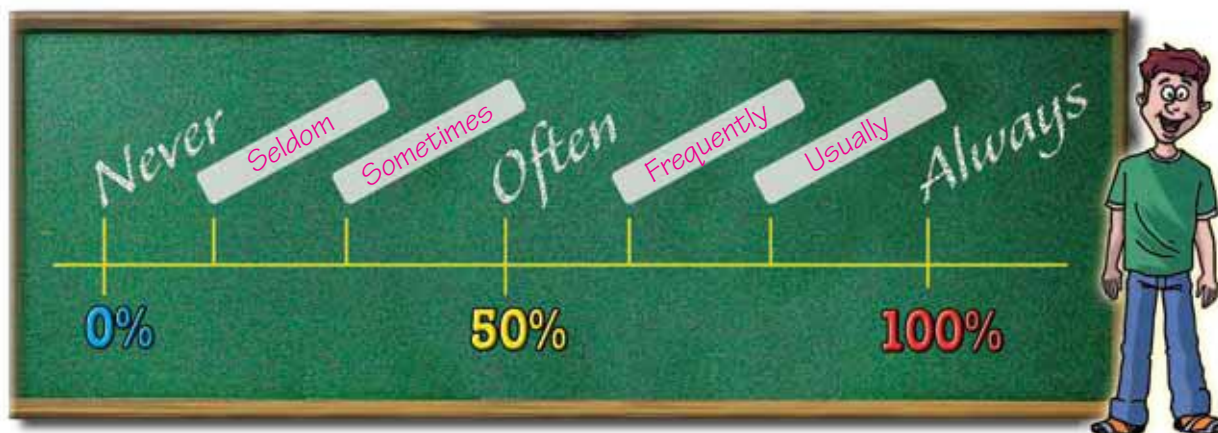
Indicar que existen otros adverbios de frecuencia, tales como **occasionally**, **rarely**, etc.

• seldom

• usually

• sometimes

• frequently



5. Use the information to write questions and answers.



a) Eloísa/never/junk food

How often does Eloísa eat junk food?

She never eats junk food.

b) Robert/usually/movies

How often does Robert go to the movies?

He usually goes to the movies.

c) Tina and Gina/frequently/TV

How often do Tina and Gina watch TV?

They frequently watch TV.

d) You/seldom/lunch

How often do you prepare lunch?

I seldom prepare lunch.

e) Emma/sometimes/computer

How often does Emma use a computer?

She sometimes uses a computer.

f) Your father/always/car

How often does your father drive his car?

He always drives his car.

6. Answer the questions about you.



Pedir que en parejas realicen preguntas utilizando **How often**.

a) How often do you go to school?

b) How often do your parents go to church?

c) How often do you visit your friends?

d) How often do you play video games?

e) How often do you listen to music?

f) How often do you eat hamburgers?

7. Listen to your teacher and complete the paragraph. 

Hi, my name is Robert.

I always **visit** my grandparents on weekends. They **live** on a farm in the country. I go there with my father, mother and sisters. We **have** breakfast at 8:00 o'clock and then my father **drives** his car for about two hours. We **spend** all day with our grandparents. We **come** back at night.

Don't use an auxiliary verb when you ask questions with **who!**



• Answer the questions.

- |                                            |                                                 |
|--------------------------------------------|-------------------------------------------------|
| a) What does Robert always do on weekends? | <u>He visits his grandparents.</u>              |
| b) Where do Robert's grandparents live?    | <u>They live in a farm in the country.</u>      |
| c) Does Robert go there alone?             | <u>No, he doesn't. He goes with his family.</u> |
| d) What time does he have breakfast?       | <u>He has breakfast at 8:00 o'clock.</u>        |
| e) How do they go to the country?          | <u>They go by car.</u>                          |
| f) Who drives the car?                     | <u>Robert's father.</u>                         |
| g) How long do they spend in the country?  | <u>They spend all day in the country.</u>       |
| h) What time do they come back?            | <u>They come back at night.</u>                 |

8. Write a paragraph about the things you do on weekends. 

## 9. Write questions according to the underlined words.

- a) Lulu has violin classes today.
- b) My favorite sport is golf.
- c) I study at the library.
- d) Jorge always plays in the park.
- e) John and Jessy have classes at 10:00 a.m.
- f) They usually travel by bus.

Who has violin classes today?

What's your favorite sport?

Where do you study?

How often does Jorge play in the park?

What time do John and Jessy have classes?

How do they usually travel?

Use phrases like **every day** at the end of the sentences.



## 10. Unscramble the sentences.

- a) apple/Remy/often/juice/drinks
- b) Yoga/Laura/practices/sometimes
- c) to/children/listen/the/always/radio/The
- d) Saturdays/computer/on/They/my/use
- e) every/Lucia/to/day/goes/school
- f) by/I/travel/plane/never

Remy often drinks apple juice.

Laura sometimes practices Yoga.

The children always listen to the radio.

They use my computer on Saturdays.

Lucia goes to school every day.

I never travel by plane.

## 11. Write sentences about the pictures using the frequency adverbs from the box.

• never

• usually

• always

• sometimes

• often



I always travel by bus.



They sometimes travel by ship.



He never travels by car.



You always travel by taxi.



She usually travels by plane.



We often travel by train.

## 12. Make portraits of you and your family daily activities.

- Pose for the photo doing things like: playing, eating, working, etc.
- Is there an activity you always do together?



### Survival English

How frequently should I take the medication?  
I think that you should take it every day.

# How often do you go shopping?

In this lesson you will learn...

- to use the simple present tense
- to talk about frequency

## 1. Listen to your teacher and complete the dialogue.

And how often do you practice ballet, Jenny?



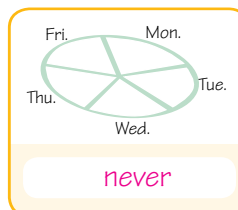
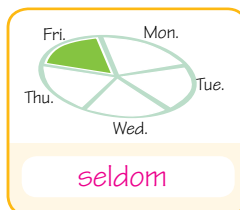
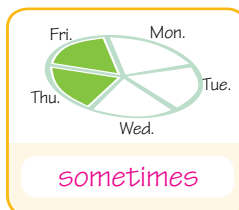
Well, I always practice three times a week.

Recordar que para mejorar su pronunciación, pueden subrayar las palabras que consideren más difíciles y repetirlas varias veces en voz alta.

## 2. Select the words from the box to complete the information below.

### Vocabulary

• often • never • always • sometimes • seldom



## 3. Study the chart and complete it.

### Simple present

- Use the auxiliaries **do** and **does** to ask and give short answers in simple present.
- Use **do** with **I, you, we, they**.  
**Do** we have time? Yes, you do.  
 No, you **don't**.
- Use **does** with **he, she, it**.  
 Does he have time? Yes, he **does**.  
 No, he **doesn't**.

### Frequency

- Use **how often** to ask about frequency.  
**How often** do you go shopping?
- **Adverbs of frequency** are commonly used before the main verb in a sentence.  
 I **sometimes** go shopping.

#### 4. Write questions and answers.



Remember to add **-s** or **-es** to verbs in third person singular, present tense.

a) Tommy/never/wear a tie

How often does Tommy wear a tie?

Tommy never wears a tie.

b) Rose/only/on Saturdays/drive her car

How often does Rose drive her car?

Rose only drives her car on Saturdays.

c) They/always/swim in the pool

How often do they swim in the pool?

They always swim in the pool.

d) Oscar/every day/make his bed

How often does Oscar make his bed?

Oscar makes his bed every day.

#### 5. Study the chart and complete it.



##### Once, twice...

- Use **once** to say that something happens on one occasion.

I go to the movies on Mondays.

I go to the movies **once** a week.

- Use **twice** to indicate that something happens on two occasions.

She prepares coffee in the mornings and in the afternoons. She prepares coffee **twice** a day.

- For more than two occasions, use **a number** (five, nine, etc.) and the word **times**.

Rene eats out three **times** a month.

He visits me **five** times a week.

Indicar que las frases con **once**, **twice** and **times** usualmente se colocan al final de la oración.

#### 6. Look at the pictures and answer the questions as in the example.



◀ Ana/twice a year

How often does Ana go to the dentist?

She goes to the dentist twice a year.



◀ Samantha/four times a week

How often does Samantha go to the gym?

She goes to the gym four times a week.



◀ John and Amy/once a month

How often do John and Amy go out?

They go out once a month.



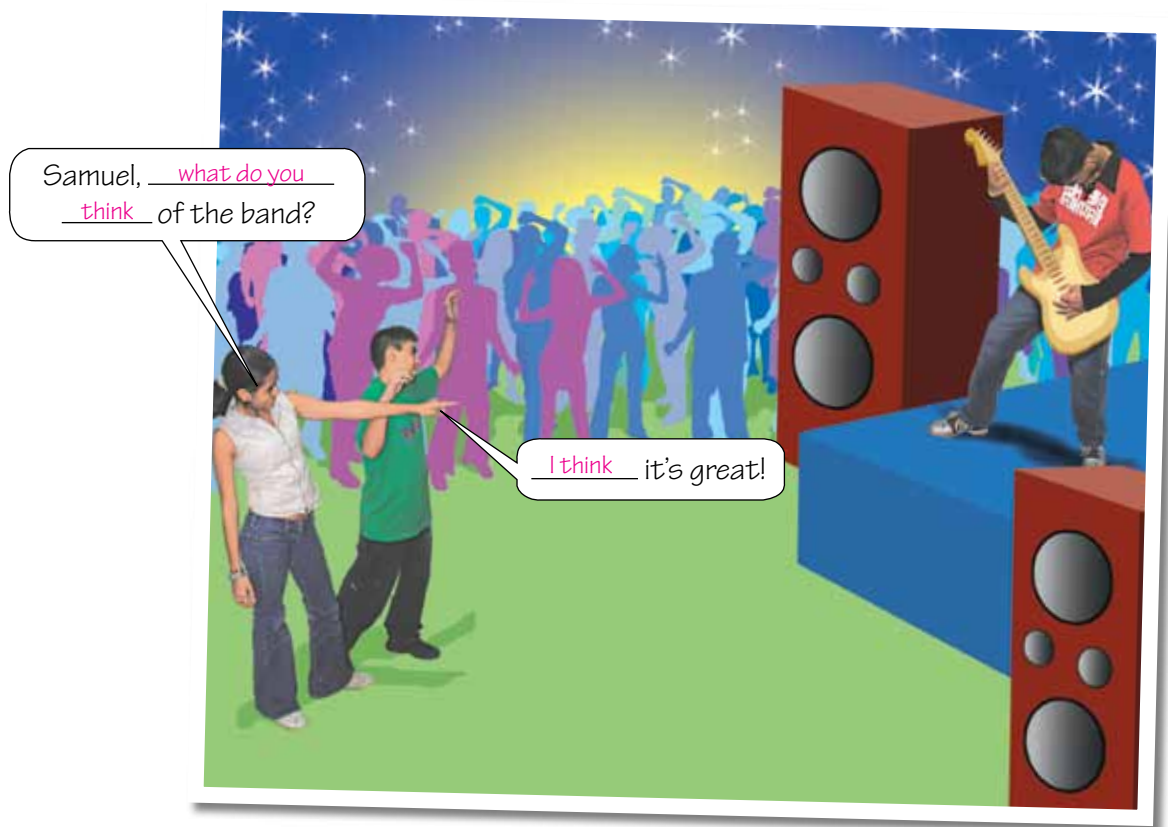
◀ The girls/three times a month.

How often do the girls go to the mall?

They go to the mall three times a month.



7. Listen to your teacher and complete the dialogue. 



8. Select the adjectives that describe how Ana feels. 

**Vocabulary**

• fantastic • good • terrible



terrible



good



fantastic

9. Study the chart and complete it. 

| Opinions                                                                                          |                                                |
|---------------------------------------------------------------------------------------------------|------------------------------------------------|
| Use <b>-ing</b> with verbs after prepositions ( <b>of</b> , <b>about</b> , <b>before</b> , etc.). |                                                |
| Question                                                                                          | Answer                                         |
| What do you think of go <b>ing</b> to the theater?                                                | boring.                                        |
| What do you think about go <b>ing</b> to the theater tonight?                                     | I <b>think</b> it's interesting.<br>very good. |

10. Write the type of TV show. Use the words from the box. 

|                                                                                   |                                                                                   |                                                                                    |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|  |  |  |
| soap opera                                                                        | cartoons                                                                          | news                                                                               |
|  |  |  |
| talk show                                                                         | sports                                                                            | game show                                                                          |

- game show
- soap opera
- cartoons
- news
- talk show
- sports

11. Write questions and answers with the given words. 

a) Susan/soap operas/boring

What does Susan think of soap operas?

She thinks they are boring.

b) Bill/news/interesting

What does Bill think of the news?

He thinks it's interesting.

c) Rose and Pat/game shows/great

What do Rose and Pat think of game shows?

They think they're great.

d) The kids/cartoons/fantastic

What do the kids think about cartoons?

They think they're fantastic.

e) Alice/sports/entertaining

What does Alice think of sports shows?

She thinks they're entertaining.

f) Richard/talk shows/terrible

What does Richard think of talk shows?

He thinks they're terrible.

12. Write questions and answers. 

a) you/study math?

✓ Do you like studying math?

Yes, I do. I think it's interesting.

b) Ronald/play video games?

✓ Does Ronald like playing video games?

Yes, he does. He thinks they're excellent.

c) Tiffany/ride a horses?

✗ Does Tiffany like riding horses?

No, she doesn't. She thinks it's dangerous.

d) they/watch romantic films/?

✗ Do they like watching romantic films?

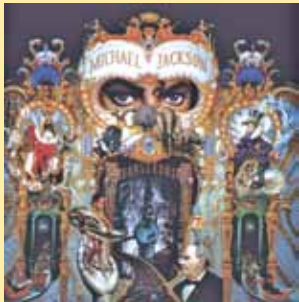
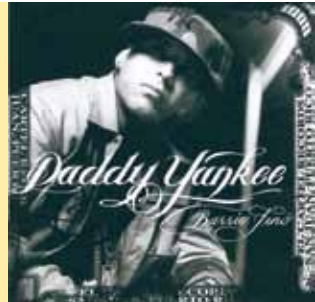
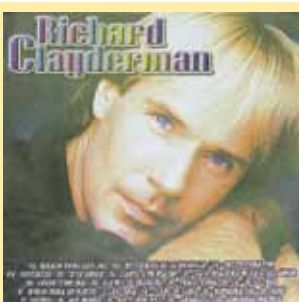
No, they don't. They think they are awful.

Don't forget to add **-ing** to the verb after the verb **like**.



13. Select the words from the box and identify the kind of music of each artist.



|                                                                                    |                                                                                    |                                                                                      |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|   |   |   |
| <b>Michael Jackson</b>                                                             | <b>Eminem</b>                                                                      | <b>Gilberto Santa Rosa</b>                                                           |
| pop                                                                                | rap                                                                                | salsa                                                                                |
|  |  |  |
| <b>Daddy Yankee</b>                                                                | <b>Aerosmith</b>                                                                   | <b>Richard Clayderman</b>                                                            |
| reggaeton                                                                          | rock                                                                               | classical                                                                            |

• salsa • pop • reggaeton • classical • rap • rock

14. Answer the questions.



- What do you think about going to a rock concert?
- What do you think about buying a new CD?
- What do you think of listening to classical music?
- What do you think of singing rap?
- What do you think of dancing reggaeton?

I think it's an excellent idea!

I think it's a good idea!

I think it's relaxing!

I think it's difficult!

I think it's fun!

15. Complete the conversation.

Use **why** to ask and **because** to answer.

A. Do you like pop music?

B. No, I don't. I hate pop music.

A. Why don't you like it?

Because it's silly.



Let's find out about...



In your opinion, what is the most beautiful piece of music ever produced in Honduras? Listen to *El candú*, and *El pitero* to start your selection.

16. Write the name of each food. Use the words from the box.

|                                                                                   |                                                                                   |                                                                                   |                                                                                    |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|  |  |  |  |
| sushi                                                                             | hot dog                                                                           | salad                                                                             | pizza                                                                              |
|  |  |  |  |
| rice and chicken                                                                  | soup                                                                              | fruit salad                                                                       | spaghetti                                                                          |

- sushi
- pizza
- soup
- spaghetti
- salad
- fruit salad
- hot dog
- rice and chicken

- Write your opinion of each type of food. Indicar que después de la palabra **because** se coloca un sujeto.

a) Pizza

I like pizza because it's delicious.

I don't like pizza because it's greasy.

b) Salad

I like salads because they are healthy.

I don't like salads because they're tasteless.

c) Sushi

I like sushi because it's light.

I don't like sushi because it tastes bad.

d) Fruit salad

I like fruit salads because they are sweet.

I don't like fruit salads because I don't like fruits.

17. Find the adjectives from the box in the wordsearch.



- awful
- terrible
- great
- good
- bad

- boring
- interesting
- wonderful
- excellent
- incredible

Survival English

I would like to order a salad, please.

Excuse me, I think this is my seat.





# Reading

**BEFORE READING** Discuss these questions with a partner.

a) Do you like music?

b) Do you play a musical instrument?

## Musical Instruments

There are lots of musical instruments from different places around the world. They are organized in three main groups according to the way they produce sound.

**Percussion instruments** produce sound when their surfaces make contact with an implement or with the hand. For example, the drum, the cymbal and the xylophone.

**String instruments** produce sound when their strings vibrate. The guitar, the violin and the harp are examples of these kind of instruments.

**Wind instruments** use air for the production of sound. The trumpet, the saxophone and the trombone are wind instruments.



### Key Words

**main:** principal

**surface:** top, external part

### AFTER READING

1. Answer the questions according to the reading. 

a) How many groups of musical instruments are mentioned in the reading? There are three main groups.

b) What are they? They are percussion, string and wind instruments.

c) What are string instruments? They are instruments that produce sound when their strings vibrate.

d) Is the drum a percussion instrument? Yes, it is.

e) Are the saxophone and the xylophone string instruments? No, they aren't.

f) Give two examples of wind instruments. The trumpet and the trombone.

2. Write the names of the instruments. Use a dictionary.



guitar



trumpet



xylophone



violin



piano



saxophone





# Game

## Link the dialogues

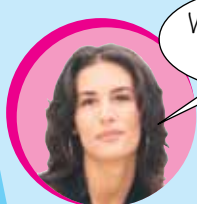
It's time for fun!

## Who is answering?

### Instructions

You have one minute to say who is answering each question.

Answers: 1-d/2-g/3-a/4-c/5-b/6-h/7-e/8-f



1) Martha

What time is it?



4) Annie

What are your favorite subjects?

Is there a lamp in your bedroom?



7) Jane

Is that your new car?



3) Mr. Gómez

When is your birthday?



6) Susan

What's the weather like, honey?



8) Mrs. Carter

What's the first month of the year?



2) Joe

Where is Lucy?



5) Omar

Yes, it is.



a) Linda

It's a quarter to four.



d) David

January.



g) Diego

They're history and English.



c) Marcos

It's sunny, Grandma.



f) Emily

No, there isn't.



e) Sarah

It's in May.



h) Victor

She's downstairs.



b) Carmen



# Review

From lesson 1 to lesson 4

## Check what you know!

### 1. Answer the questions.

- a) Do you have a new car? Yes, I do.
- b) Does Patty work in an office? No, she doesn't.
- c) Does Carl play soccer? Yes, he does.
- d) Do your sons run in the park? No, they don't.
- e) Do you live in France? Yes, I do.
- f) Does the cat eat fish? Yes, it does.

### 2. Unscramble the sentences.

- a) her/She/on/types/computer  
She types on her computer.
- b) to/always/The/New York/travel/girls  
The girls always travel to New York.
- c) drinks/brother/juice/My/apple  
My brother drinks apple juice.
- d) TV/at/He/watches/never/night  
He never watches TV at night.
- e) coffee/doesn't/Mary/and/drink/milk  
Mary doesn't drink coffee and milk.

### 3. Answer the questions. Use long answers.

- a) Does Elvira eat cereal for breakfast?  
Yes, Elvira eats cereal for breakfast.
- b) Do they speak English?  
No, they don't speak English.
- c) Does the teacher live on that street?  
No, the teacher doesn't live on that street.
- d) Do you have a computer?  
No, I don't have a computer.
- e) Does he go to school at 7:00 a.m.?  
Yes, he goes to school at 7:00 a.m.

### 4. Read the chart and complete it with information about yourself.

|                 | Always            | Usually                 | Often               | Seldom                  | Never                   |
|-----------------|-------------------|-------------------------|---------------------|-------------------------|-------------------------|
| Cindy           | goes to class.    | studies at the library. | speaks English.     | visits her friends.     | goes to bed late.       |
| Robert and John | play video games. | visit their friends.    | go to bed late.     | speak English.          | study at the library.   |
| Adrian          | speaks English.   | goes to bed late.       | goes to class.      | studies at the library. | visits his friends.     |
| Jenny           | goes shopping.    | speaks English.         | visits her friends. | goes to bed late.       | studies at the library. |
| I               |                   |                         |                     |                         |                         |

### • Complete the sentences.

- a) Cindy always goes to class.
- b) Robert and John usually visit their friends.
- c) Adrian seldom studies at the library.
- d) Jenny often visits her friends.
- e) Cindy never goes to bed late.
- f) Robert and John always play video games.
- g) Jenny always goes shopping.
- h) Robert, John and Jenny never study at the library.
- i) Adrian usually goes to bed late.
- j) Cindy seldom visits her friends.
- k) Jenny seldom goes to bed late.
- l) Adrian never visits his friends.
- m) I always \_\_\_\_\_
- n) I usually \_\_\_\_\_
- o) I often \_\_\_\_\_
- p) I seldom \_\_\_\_\_
- q) I never \_\_\_\_\_

## 5. Answer these questions. Use long answers.

- a) What do you do in the morning? (study)  
I study in the morning.
- b) Where does your mother work? (in a bank)  
My mother works in a bank.
- c) When does your friend visit you? (on weekends)  
My friend visits me on weekends.
- d) How often do you go to the stadium? (never)  
I never go to the stadium.
- e) Who speaks Italian in your class? (Tony)  
Tony speaks Italian.
- f) Why do you wear a sweater? (it's cold)  
I wear a sweater because it's cold.
- g) What does your friend do on Saturdays? (disco)  
He goes to the disco on Saturdays.
- h) How do you go to school? (bus)  
I go to school by bus.

## 6. Write the questions according to the underlined part of the sentence.

- a) My sister makes a delicious cake.  
What does your sister make?
- b) Peter dances very well.  
Who dances very well?
- c) I always travel by train.  
How do you always travel?
- d) Mary goes to class at night.  
When does Mary go to class?
- e) My friends live in a big house.  
Where do your friends live?
- f) Angie never eats potatoes.  
How often does Angie eat potatoes?
- g) I arrive home at 4:00 p.m.  
What time do you arrive home?
- h) She does aerobics because it's relaxing.  
Why does she do aerobics?

## 7. Give opinions.

- a) What do you think about buying a car?  
I think it's a great idea!
- b) What do you think of horror movies?  
I think they're terrible.
- c) What do you think of pop music?  
I think it's wonderful!
- d) What do you think of talk shows?  
I think they're boring.
- e) What do you think about listening to music?  
I think it's a good idea.
- f) What do you think of spinach?  
I think it's tasty.
- g) What do you think of Mexican food?  
I think it's delicious!
- h) What do you think of living in New York?  
I think it's dangerous.
- i) What do you think of tattoos?  
I think they're painful.

## 8. Complete the word map about music and its artists. Use the words from the box.

- Christina Aguilera
- Rap
- Rock
- Héctor Lavoe
- Classical
- Juan Luis Guerra
- Reggae

|                        |           |
|------------------------|-----------|
| Beethoven              | Classical |
| Hector Lavoe           | Salsa     |
| UB40                   | Reggae    |
| Garth Brooks           | Country   |
| Eminem                 | Rap       |
| Juan Luis Guerra       | Bachata   |
| Red Hot Chilli Peppers | Rock      |
| Christina Aguilera     | Pop       |

# Caring for the environment



Pam

Edgar

Katty

## Unit 5

Is Katty's first day at the *Friends of Green* organization. Mario is explaining her everything about the organization to her, while Edgar takes a picture of Pam to make her ID.

*Friends of Green* is an independent environmental organization, which promotes positive attitudes that help preserve the environment and save our planet. Its main purpose is to protect the Earth's forests, oceans, animals and plants. It protects biodiversity, which is the variation of life species in an ecosystem or on the entire planet.

Remember the three "Rs" to protect the environment: reduce, reuse and recycle.



## Before you start...

1. **Underline the words that are mentioned in the text.** 

|                     |                     |
|---------------------|---------------------|
| meeting             | <u>organization</u> |
| member              | <u>environment</u>  |
| <u>biodiversity</u> | <u>preserve</u>     |

2. **Label the picture with the name of each character mentioned in the text.**
3. **Circle three words in the text whose meanings you are uncertain of and look them up in a dictionary.**

4. **Work in groups.**  Trabajo

- Develop the idea of an independent organization, whose purpose should be preserving one of Honduras natural resources.
- Write a short description of the main purpose that your organization will support.

5. **Share your opinion about the following text.** 

The use of Honduras' national tree, the Pine, has become regulated to avoid unnecessary destruction from logging or forest fires.

6. **Discuss.**

- What other regulations could you establish to preserve Pine trees in Honduras?

Mario



# She's a very nice person

In this lesson you will learn...

- to describe people
- to talk about personality
- to use adjective order

## 1. Listen to your teacher and complete the dialogue.

Hi, Mandy! You know? I've noticed you're a very nice person and...I'd like to know if you want to go to the movies next Saturday.



Next Saturday? Sure!

Indicar que **want to** en su uso coloquial se dice "**wanna**".

## 2. Look at the pictures and select the correct words from the box.

### Vocabulary

• bad-tempered • friendly • cheerful • aggressive



cheerful



bad-tempered



aggressive



friendly

## 3. Study the chart and complete it.

### Describing people

| Physical appearance                               | Personality                                       |
|---------------------------------------------------|---------------------------------------------------|
| What <u>do</u> you look like? I am tall and thin. | What <u>are</u> you like? I am a friendly person. |
| What does she <u>look</u> like? She is short.     | What <u>is</u> she like? She is a serious person. |

Indicar que es más apropiado decir que una persona tiene sobrepeso utilizando el adjetivo **plump**, porque **fat** es despectivo.

#### 4. Write questions and answers about the pictures.



◀ a) Luis

What does Luis look like?

He is tall and thin.



◀ c) Hector

What does Hector look like?

He is short and very thin.

What do you look like?  
I'm short and thin.



◀ b) Susan

What does Susan look like?

She is tall and plump.



◀ d) Anna

What does Anna look like?

She is short and plump.

Pedir a los estudiantes que escriban una breve descripción sobre su apariencia física, en su cuaderno.

#### 5. Look at the pictures and select the opposite adjectives from the box.

• friendly

• serious

• happy

• quiet



cheerful  
serious



talkative  
quiet



unfriendly  
friendly



sad  
happy

- Write sentences about the people above. 

a) The girl is cheerful. She isn't serious.

b) The girl is talkative. She isn't quiet.

c) The boy is unfriendly. He isn't friendly.

d) The woman is sad. She isn't happy.

#### 6. Write a description about you, in your notebook. Underline the adjectives you used.

**7. Study the chart and complete it.**   Recordar que se deben colocar **comas** para separar los adjetivos en una oración.

| Talking about people         |                                                                                                                                                     |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Tell me about <b>you.</b>    | I'm a very friendly person. I <b>am</b> tall and a little bit plump.<br>I have big, round, black <b>eyes</b> and long, brown, straight <b>hair.</b> |
| <b>Tell</b> me about Robert. | <b>He</b> 's a serious person. He 's tall and thin. He <b>has</b> small, round, green eyes and short, blond, curly hair.                            |

**8. Use the information to write sentences.** 

|                                                      |                                                         |
|------------------------------------------------------|---------------------------------------------------------|
| <b>a)</b> Any/hardworking<br>young/tall/thin         | Any is hardworking. She's young, tall and thin.         |
| <b>b)</b> Mirta/quiet<br>young/short/plump           | Mirta is quiet. She's young, short and plump.           |
| <b>c)</b> Laura/lazy<br>middle-aged/tall/thin        | Laura is lazy. She's middle-aged, tall and thin.        |
| <b>d)</b> Renata/talkative<br>middle-aged/short/thin | Renata is talkative. She's middle-aged, short and thin. |

**9. Look at the pictures and read what each woman says. Write their names and describe their eyes and hair.** 

Laura has big, round, green eyes and long, blonde, curly hair.

Mirta has small, round, black eyes and long, black, wavy hair.

Any has small, oriental black eyes and long, black, straight hair.

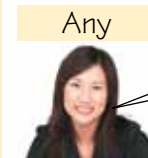
Renata has big, round, brown eyes and short, black, curly hair.



I love cooking!



I like to be quiet!



I work a lot!



I speak a lot!

# 10. Write sentences to describe your English book characters.



Daniel personality

Daniel is fresh, talkative and friendly.

Mandy hair

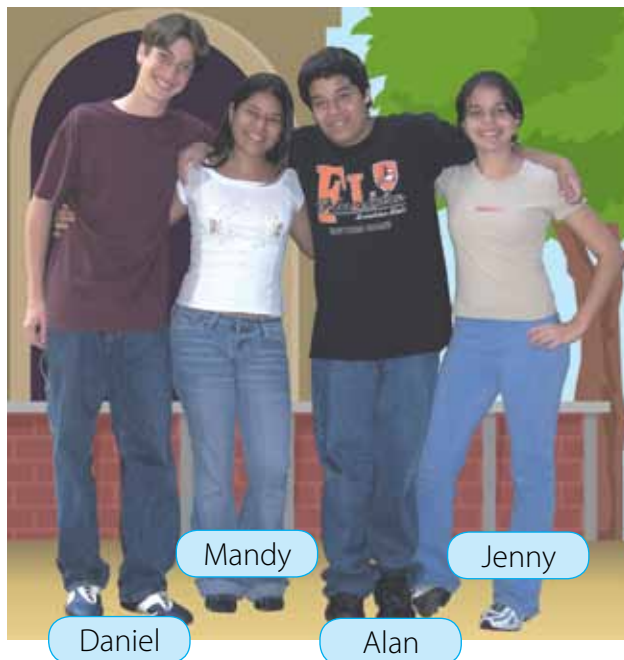
Mandy has long, straight, black hair.

Alan eyes

Alan has big, black eyes.

Jenny general physical appearance

Jenny is short and thin.



# 11. Write the opposites to complete the crossword.



1 hardworking/ lazy

2 interesting/ boring

3 old/ young

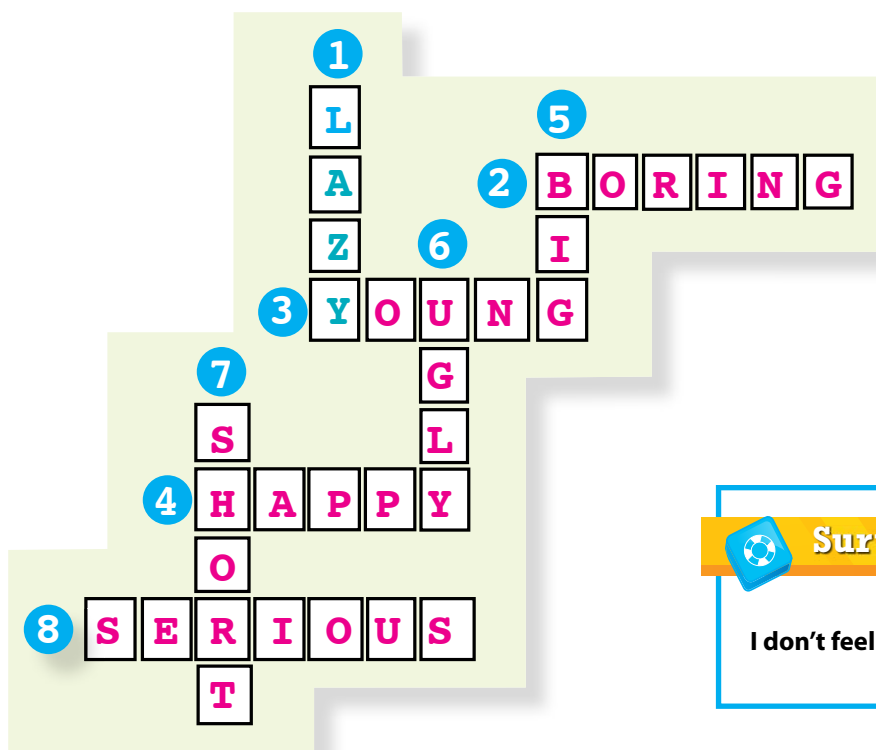
4 sad/ happy

5 small/ big

6 beautiful/ ugly

7 tall/ short

8 funny/ serious



Let's find out about...



There are unique physical characteristics in human beings. Did you know that like the fingerprints, everyone's tongue print is different?



Survival English

I don't feel well. I'll stay at the hotel.

# What is he doing?

In this lesson you will learn...

- to say what you are doing
- to say what people are doing
- to use **wh-** questions
- to write a postcard

## 1. Listen to your teacher and repeat.



## 2. Complete the sentences. Use the words from the box.



Plantear la búsqueda de verbos terminados en -ing. Pedir que las copien en su cuaderno y escriban una oración breve, con cada una.

Carlos and Samuel are...



drinking soda.



watching TV.



eating pizza.

## Vocabulary

- sleeping
- eating
- cleaning
- drinking
- watching
- washing

Don't forget to use the verb **to be**!



## 3. Study the chart and complete it.



### Present continuous

Use the **present continuous** to describe an action that is happening at the moment.

| Personal pronoun | + | Verb to be | + | Verb -ing              |
|------------------|---|------------|---|------------------------|
| I                |   | am         |   | playing the guitar.    |
| She              |   | is         |   | studying for the test. |
| They             |   | are        |   | dancing in the party.  |



4. Write sentences using the present continuous tense and the information on the left. 

a) Jeanine/read/new book

*Jeanine is reading a new book.*

b) I/paint/the house

*I'm painting the house.*

c) My parents/have/dinner

*My parents are having dinner.*

d) José/work/on the computer

*Jose is working on the computer.*

e) My little brother/do/his homework

*My little brother is doing his homework.*

f) Richard and I/listen/the radio

*Richard and I are listening to the radio.*

5. Study the chart and complete it.  

| Present continuous (spelling rules)                                                                              |                       |        |                |
|------------------------------------------------------------------------------------------------------------------|-----------------------|--------|----------------|
| Some verbs that end in <b>-e</b> drop the <b>-e</b> and add <b>-ing</b> .                                        |                       |        |                |
| have/having                                                                                                      | dance/ <i>dancing</i> | write/ | <i>writing</i> |
| Some verbs that end in <b>-e</b> change the <b>-ie</b> and add <b>-ing</b> .                                     |                       |        |                |
| die/dying                                                                                                        | lie/ <i>lying</i>     | tie/   | <i>tying</i>   |
| Verbs that end in a <b>consonant</b> preceded by a vowel <b>double the final consonant</b> and add <b>-ing</b> . |                       |        |                |
| stop/ <i>stopping</i>                                                                                            | run/ <i>running</i>   | sit/   | <i>sitting</i> |

6. Look at the pictures. Write questions and answers. 



**Mr. Palm/cook**

*What is Mr. Palm doing?*

*He's cooking in the kitchen.*



**Mr. Robbins/wash**

*What is Mr. Robbins doing?*

*He's washing his car.*



**Kay and Becky/play**

*What are Kay and Becky doing?*

*They're playing on the PC.*



**John/do**

*What is John doing?*

*He's doing his homework.*



**Tim/clean**

*What is Tim doing?*

*He's cleaning the house.*



**The boy/drink**

*What is the boy doing?*

*He's drinking a soda.*

7. Practice your pronunciation. Read the words in the first column and study the rules. 

| Short vowel sound with one consonant  | Rule                              |
|---------------------------------------|-----------------------------------|
| put – putting<br>beg – begging        | Double the consonant and add –ing |
| Short vowel sound with two consonants | Rule                              |
| stick – sticking<br>jump – jumping    | Just add –ing                     |
| Ending in –e                          | Rule                              |
| come – coming<br>take – taking        | Drop the ‘e’ then add –ing        |
| Long vowel sound                      | Rule                              |
| sail – sailing<br>sleep – sleeping    | Just add –ing                     |

8. Listen to your teacher and answer the questions. 

Hi, Dad!

We're having a great time here in Rio! We're staying in a very nice hotel, near the coast. I'm enjoying the sun now and Sandra is swimming in the pool. Later, we are going shopping at the mall.

We miss you a lot. See you soon!

Erika

**Brasil – Río de Janeiro**



\_\_\_\_\_  
Juan Romero  
Boulevard Barandillas.  
San Pedro Sula, Cortés.  
\_\_\_\_\_  
Honduras



- a) Who is writing the postcard?
- b) Who is Erika staying with?
- c) Where are they staying?
- d) What is Erika doing now?
- e) What is Sandra doing?
- f) Where are they going shopping?

Erika.

She's staying with Sandra.

They're staying in a hotel in Rio de Janeiro.

She's enjoying the sun.

She's swimming in the pool.

They're going shopping at a mall.

9. Think about a place. Imagine you are having a great time in this place and complete the postcard. Use the present continuous tense. 

Hi, Eva!

I'm having a great time here in Canada. I'm staying in a luxurious hotel near the mountains. It's snowing and I'm cold. I'm sitting in front of a chimney at the moment.

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# 10. Study the chart and complete it.

| Wh – Questions (What-Where-When) |            |                  |                                  |
|----------------------------------|------------|------------------|----------------------------------|
| Wh– question                     | Verb to be | Personal Pronoun | –ing form of the action verb + ? |
| What                             | am         | I                | doing?                           |
| Where                            | is         | she              | going?                           |
| When                             | are        | you              | leaving?                         |

| Who          |            |                                  |
|--------------|------------|----------------------------------|
| Wh– question | Verb to be | –ing form of the action verb + ? |
| Who          | is         | coming?                          |

# 11. Write questions and answers with the given information.

## a) My mother is making a delicious chocolate cake right now.

(who) Who is making a delicious chocolate cake right now? My mother.

(what) What is your mother doing right now? She is making a delicious chocolate cake.

(when) When is your mother making a delicious chocolate cake? Right now.



## b) The secretary is typing two reports in her office.

(what) What is the secretary typing in her office? Two reports.

(where) Where is the secretary typing two reports? In her office.

(who) Who is typing two reports? The secretary.

# 12. Complete the sentences with common verbs, then write the verbs in the crossword.

- They are playing basketball.
- We're sitting on the sofa.
- She's speaking English.
- He's writing a report.
- I'm eating a cheese burger.
- The teacher is standing at the door.
- Nathaly is doing her homework.
- I'm going to the beach.
- She's singing a beautiful song.



## Survival English

What are you doing?  
I'm studying right now.

# He's drinking lemonade



In this lesson you will learn...

- to use the present continuous tense
- to write sentences using the verb **get**
- to use time phrases

## 1. Listen to your teacher and repeat.



## 2. Select the words from the box to complete the sentences. What are they doing?



### Vocabulary

• going up

• getting on

• going down

• getting off



He's **getting on** the subway.



He's **getting off** the subway.



She's **going up** the slope.



She's **going down** the slope.

## 3. Study the chart and complete it.



Indicar que no solo **get** y **go** se pueden convertir en verbos de dos palabras; también otros verbos como **come**, **take**, etc. pueden cambiar su significado, de acuerdo con la palabra que les siga.

### Phrasal verbs

- Use the verbs **get** and **go** + a **preposition** or an **adverb** to substitute some verbs. These are called **phrasal verbs**.

I **am** going out tonight.

He is **getting** through his work.

Recordar que, cuando el verbo es monosílabo y termina en consonante + vocal simple + consonante, se duplica la última consonante al agregar la terminación **-ing**.

#### 4. Use the correct phrasal verbs to change these sentences.

Double the **t** in getting!



- a) My cousin is climbing a volcano.
- b) My sister is finishing her homework.
- c) My uncle isn't returning home now.
- d) My aunt is descending the stairs slowly.

My cousin is going up the volcano.

My sister is getting through her homework.

My uncle isn't getting back home now.

My aunt is going down the stairs slowly.

#### 5. Study the chart and complete it.

##### Present continuous

- Form the present continuous with the present of **to be (am/is/are)** + the **-ing** form of the action verb. Use the present continuous to:
- Describe an action that is happening in the moment. You can use phrases such as **now, at the moment, right now**, etc. at the end of the sentences.

The birds **are** sing **ing** on the tree.

My girlfriend is comb **ing** her hair right **now**.

- Talk about things happening around now. You can use phrases such as **today, this week, tonight**, etc., at the end of the sentences.

I am study **ing** for the quiz tonight.

My parents **are** gett **ing** back this week.

#### 6. Look at the picture and answer the questions.

- a) What's Daniel doing?

He's drinking lemonade.

- b) What's Mandy doing?

She's setting the table.

- c) What's Alan cooking?

He's cooking meat on the barbecue.

- d) What's Jenny doing?

She's playing with the dog.



Let's find out about...

The word "watch" can be used in two ways. It can be a verb: *I am watching T.V.* It can also be a noun: *My dad has a new watch.*



**7. Look at the pictures. Select the verbs from the box and identify what each person is doing.**

• ride • eat • wash • read • listen • talk • drink • play



She's **reading** a book.



They're **eating** pizza.



She's **playing** with a doll.



He's **listening** to music.



They're **drinking** juice.



He's **washing** the dog.



She's **talking** on the phone.



He's **riding** a horse.

**8. Use the information to write questions and answers.**

Adriana/laugh/the joke

What's Adriana doing?

She's laughing at the joke.

James/do/his homework

What's James doing?

He's doing his homework.

The boys/brush/their teeth

What are the boys doing?

They're brushing their teeth.

You and your friends/dance/in the party

What are you and your friends doing?

We're dancing at the party.

**9. Answer the questions.**

- a) Is your mother feeding the cat? (dog)
- b) Are you leaving the disco? (house)
- c) Is your uncle buying a newspaper? (book)
- d) Are they teaching English? (French)
- e) Is your aunt wearing a blouse? (T-shirt)
- f) Are we going to the theater? (museum)
- g) Is your sister studying? (reading)
- h) Are your friends coming tomorrow? (on Monday)

No, she isn't. She's feeding the dog.

No, I'm not. I'm leaving the house.

No, he isn't. He's buying a book.

No, they aren't. They're teaching French.

No, she isn't. She's wearing a T-shirt.

No, we aren't. We're going to the museum.

No, she isn't. She's reading.

No, they aren't. They're coming on Monday.

**10. Listen to your teacher. Write questions and answers about what each person is doing on the weekend.** 



◀ Alan

What's Alan doing?

He's surfing.

Where's he surfing?

He's surfing in the ocean.



◀ Mandy

What's Mandy doing?

She's eating.

Where's she eating? She's

eating in a Chinese restaurant.



◀ Jenny

What's Jenny doing?

She's singing.

Where's she singing?

She's singing at a karaoke party.



◀ Daniel

What's Daniel doing?

He's watching TV.

Where's he watching TV?

He's watching TV at home.

**11. Write sentences using the verbs.** 

draw

The girl is drawing in her notebook.

work

My mother is working in the office.

do

Caroline is doing the dishes.

have

He is having dinner.

sleep

The child is sleeping in his bed.

wash

They are washing their clothes.

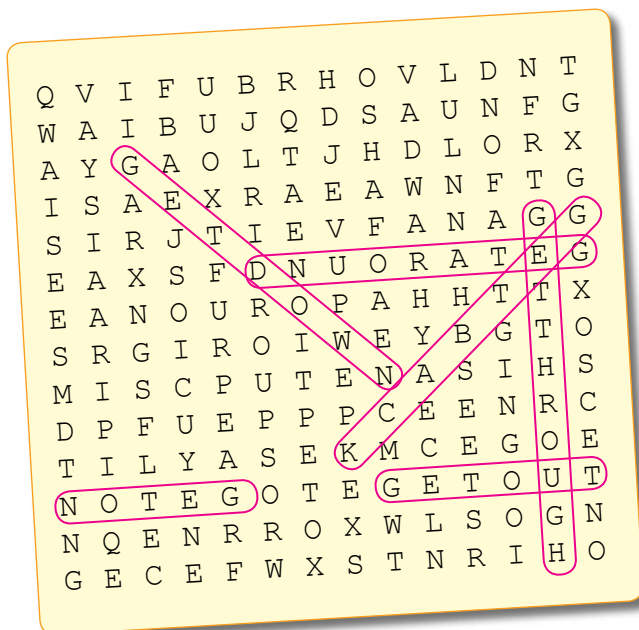
call

I'm calling you.

take

Ronald is taking the bus.

**12. Find the phrases from the box in the word search.**



- get down
- get out
- get on
- get through
- get back
- get around



**Survival English**

It's getting late. Please hurry up.  
We are going to miss you.

# He is coming tomorrow



In this lesson you will learn...

- to express future actions using the present continuous

## 1. Listen to your teacher and repeat.



## 2. Use the vocabulary from the box to complete the sentences.



They're **walking** in the forest.



He's **driving** a car.



They're **playing** ping pong.



They're **swimming**.

### Vocabulary

- swimming
- walking
- driving
- playing

## 3. Study the chart and complete it.



### Present continuous

You can use the **present continuous tense** to express a future action. Remember to use words or phrases like: **next week, tomorrow, on Saturday**, etc.

I **am** **dancing** on Saturday night.

**He** is coming tomorrow.

We're going to the beach **next week**.

Indicar que a veces las oraciones no tienen palabras que expresan futuro, por lo que se asume su significado por el contexto.

#### 4. Complete the paragraph. Use the words from the box.

• fish • sit • go • camp • swim • play • take • tell • stay



My family and I are **going** to the beach next weekend. Early in the morning, we're **taking** a boat to go to an island and then at night, **camping** in a tent. The next day, my mother and father are **staying** in the village while my brother and I are going **fishing**, **swimming** at the beach and **playing** with a beach ball. At night, we will be **sitting** around a fire and **telling** horror stories.

Solicitar a los alumnos que elaboren un collage, sobre una cartulina, que represente los elementos que se mencionan en el ejercicio 4.

#### • Answer the questions.

- a) Where are Carlos and his family going?
- b) How are they going?
- c) Where are they staying?
- d) What are they doing in the morning?
- e) What are they eating for lunch?
- f) When are they swimming?
- g) What will they be playing with?
- h) When are they making a fire?
- i) What kind of stories will they be telling?

**They're going to the beach.**

**They're going by boat.**

**They're staying in a tent.**

**They're fishing.**

**They're eating fish.**

**They're swimming in the afternoon.**

**They're playing with a ball.**

**They're making a fire at night.**

**They're telling horror stories.**

#### 5. Imagine you and your friends are going on a trip. Write a paragraph about it.




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- On a piece of paper, create an advertisement of the place you will visit and choose partner to exchange ad's.



## 6. Use the information to write questions and answers.



Remember to add **-ing** to the action verb.



✓ affirmative answer    ✗ negative answer    ? open answer

✓ a) Omar/read a book

*Is Omar reading a book? Yes, he is.*

✓ b) Amanda/study for the test

*Is Amanda studying for the test? Yes, she is.*

✗ c) Joe/listen to music

*Is Joe listening to music? No, he isn't.*

? d) You/write a letter

*Are you writing a letter? Yes, I am./No, I'm not.*

✓ e) The girls/dance at the party

*Are the girls dancing at the party? Yes, they are.*

✓ f) We/wait for someone

*Are we waiting for someone? Yes, we are.*

✗ g) The cats/eat the food

*Are the cats eating the food? No, they aren't.*

✗ h) Luisa/prepare lunch

*Is Luisa preparing lunch? No, she isn't.*

## 7. Use the information to write questions and answers.



a) Rene/a sandwich

*What's Rene eating? He's eating a sandwich.*

b) Sonya/apple juice

*What's Sonya drinking? She's drinking apple juice.*

c) The children/math

*What are the children studying? They're studying math.*

d) Your friends/music

*What are your friends listening to? They're listening to music.*

e) Alberto/car

*What's Alberto driving? He's driving a car.*

f) Fred and Sophia/salsa

*What are Fred and Sophia dancing? They're dancing salsa.*

g) Your grandma/cake

*What's your grandma making? She's making a cake.*

h) You/the violin

*What are you playing? I'm playing the violin.*

## 8. Answer the questions using the present continuous tense. Use the phrases from the box.



These are some of the activities Mrs. Rosal has to do next week:  
• Monday – visit the dentist • Tuesday – job interview • Wednesday – lunch with her sister • Thursday – take his son to the gym • Friday – school meeting

a) What is Mrs. Rosal doing on Friday?

*Mrs. Rosal is going to the school meeting.*

b) What is Mrs. Rosal doing on Monday?

*Mrs. Rosal is visiting the dentist.*

c) What is Mrs. Rosal doing on Thursday?

*Mrs. Rosal is taking her son to the gym.*

d) What is Mrs. Rosal doing on Tuesday?

*Mrs. Rosal is going to a job interview.*

e) What is Mrs. Rosal doing on Wednesday?

*Mrs. Rosal is having lunch with her sister.*



## 9. Unscramble the sentences.

- a) Susan/in/is/snack bar/the/a/pizza/eating

*Susan is eating a pizza in the snack bar.*

- b) brother/am/helping/I/my

*I am helping my brother.*

- c) receptionist/in/office/working/is/the/The

*The receptionist is working in the office.*

- d) boys/soccer/the/park/are/The/playing/in

*The boys are playing soccer in the park.*

- e) Andrés/washing/his/is/car

*Andres is washing his car.*

- f) Ana/the/at/the/concert/playing/is/drums

*Ana is playing the drums at the concert.*

## 10. Write the differences between the pictures below.



*In picture #1, Ana is talking on the phone and in picture #2, she's listening to music.*

*In picture #1, Ana is writing on a notebook and in picture #2, she's writing on a piece of paper.*

*In picture #1, Ana is looking through the window and in picture #2, she's looking at the painting.*



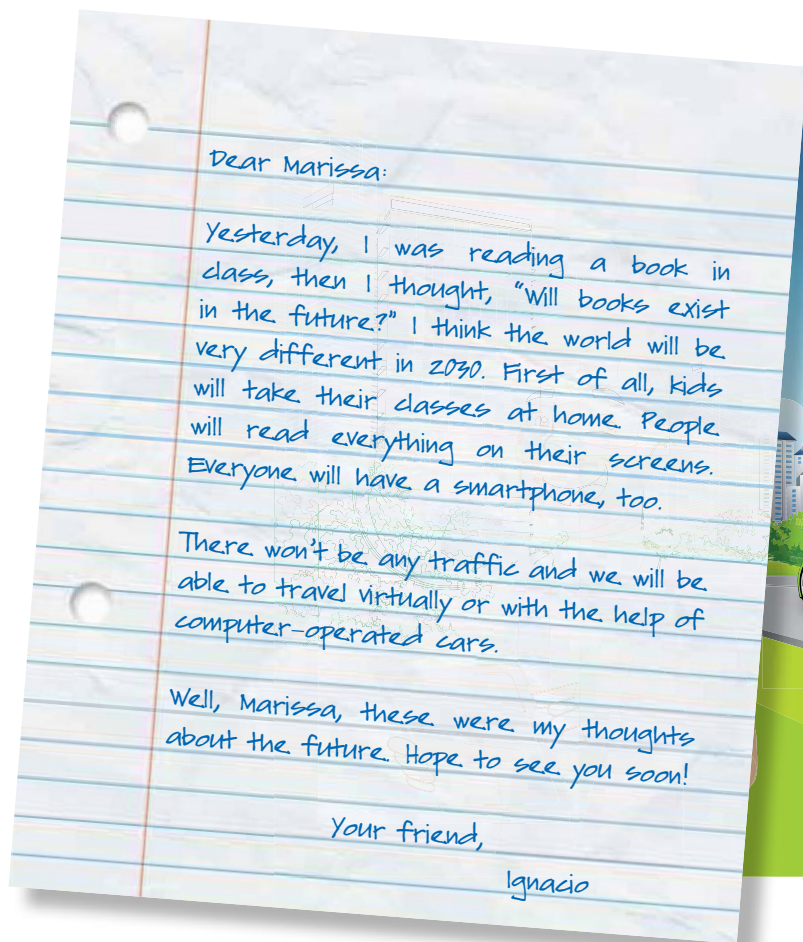
### Survival English

**I'm looking for a laundromat.  
I think we are leaving tomorrow.**



# Reading & writing

## 1. Listen to your teacher and follow the reading.



## 2. What kind of text is it? Choose the correct option.

a letter

an advertisement

a tale

## 3. Answer the questions according to whether you agree or not with Ignacio's predictions.



- Will there be a lot of changes in the world?

---

- Will kids go to school?

---

- Will everyone have a smartphone?

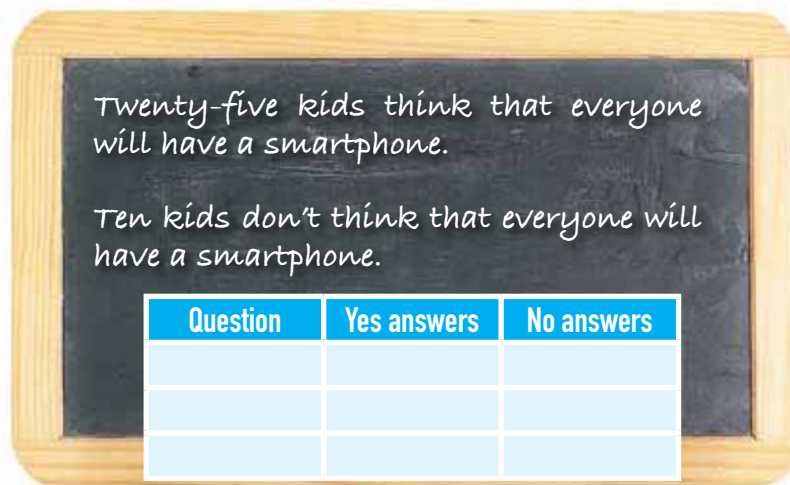
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- Will there be traffic?

---

#### 4. Do a class survey.

- As a class, choose three questions from exercise 3.
- One student will ask the questions and record the results on the chart.
- A volunteer will dictate sentences with the results of the survey and another student will write the results on the board.



#### 5. Write four predictions about the categories above. Use the contractions with 'll and won't.

- People won't go shopping in the future. They'll buy everything online.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### 6. Look at the picture and answer the questions.



- Would this car fit with Ignacio's predictions of the future? Why?

---

---

#### 7. Play a game in groups.

- Play in groups of four or five students.
- The first student reads one of his/her predictions about the future.
- The next student repeats the prediction. If it includes **will**, he/she says another prediction that follows logically using **won't** or vice versa.
- The next student repeats the first two predictions. Then he/she reads a new one. The next student says a prediction with the opposite auxiliary, and so on.
- Continue the procedure with the students repeating all the predictions. If they can't remember, they are out of the game. The winner is the student who remembers all of them.



# Review

From lesson 1 to lesson 4

## Check what you know!

1. Look at these people. What do they look like? Use two adjectives to describe them.

a)



b)



c)



d)



- a) He's short and plump.
- b) She's old and beautiful.
- c) She's tall and thin.
- d) He's tall and thin.

2. Write the opposites of the following words.

|           |   |           |
|-----------|---|-----------|
| lazy      | → | energetic |
| talkative | ← | quiet     |
| ugly      | → | beautiful |
| short     | ← | tall      |
| old       | → | new       |
| serious   | ← | funny     |

3. Put these sentences into the correct order. Add commas where necessary.

- a) black/friend/eyes/My/round/big/has  
My friend has big, round, black eyes.
- b) straight/has/hair/long/Sonia/brown  
Sonia has long, brown, straight hair.
- c) has/eyes/Anthony/green/small  
Anthony has small, green eyes.
- d) curly/I/hair/short/have/blonde  
I have short, curly, blonde hair.
- e) eyes/have/They/small/blue  
They have small, blue eyes.

4. Use the verbs in parentheses to complete the sentences.

- a) She is working (work) in her office.
- b) I am writing (write) the report.
- c) Edward is talking (talk) to me.
- d) My parents are drinking (drink) coffee.
- e) The teacher is explaining (explain) the lesson.
- f) We are having (have) lunch at home.
- g) He is watching (watch) a new TV program.
- h) I am not eating (not eat) a hamburger.
- i) She is not studying (not study) for the test.
- j) They are cleaning (clean) the room.

## 5. Answer using the verbs in parentheses.

- a) What are you doing? (study)  
I'm studying.
- b) What's he doing? (watch TV)  
He's watching TV.
- c) What are they doing? (play tennis)  
They're playing tennis.
- d) What's she doing? (drink coffee)  
She's drinking coffee.
- e) What are we doing? (wait for somebody)  
We're waiting for somebody.
- f) What's the cat doing? (sleep in a box)  
The cat is sleeping in a box

## 6. Write questions for the answers.

- a) What's your name?  
My name is Danny.
- b) Where is Raúl from?  
Raúl is from Peru.
- c) When was your mother born?  
My mother was born on June 1st.
- d) What's your address?  
45 Madison Street.
- e) How old is Gustavo?  
Gustavo is 15 years old.
- f) What's your telephone number?  
It's 887-00-654.

## 7. Write sentences with the given words.

- a) He/like/dance  
He likes to dance.  
He likes dancing.
- b) She/love/write  
She loves to write.  
She loves writing.
- c) They/prefer/sleep  
They prefer to sleep.  
They prefer sleeping.

## 8. Use was or were to complete the sentences.

- a) I was drinking a milkshake.
- b) She was swimming in the pool.
- c) My mother was driving her car.
- d) The children were doing their homework.

## 9. Write questions and answers with the given words.

- a) Luisa/write/read/a book  
Was Luisa writing a book?  
No, she wasn't. She was reading a book.
- b) Raul/sing/listen to/a song  
Was Raul singing a song?  
No, he wasn't. He was listening to a song.
- c) They/teach/study/the lesson  
Were they teaching the lesson?  
No, they weren't. They were studying the lesson.
- d) Nadia/open/close/the window  
Was Nadia opening the window?  
No, she wasn't. She was closing the window.

## 10. Answer the questions using the information in the balloons.

- a) Where will you go for Christmas? England  
I will go to England.
- b) What will Lisa prepare for lunch? soup  
She will prepare soup.
- c) When will they arrive? Tuesday  
They will arrive on Tuesday.
- d) What will Jacob do this morning? walk  
He will walk.
- e) Where will we go on vacation? country  
We will go to the country.



# Famous theaters



2



3

## Unit 6

Actors perform in theaters all over the world and there is a great deal of historical value attached to certain buildings.

1. The Manuel Bonilla Theater in Tegucigalpa, Honduras is an architectural jewel, inspired by the Ateneo de Paris Theater 2. The Palacio de Bellas Artes, is located in Mexico City and it has been the scene of some of the most notable events in music, dance, theatre, opera and literature 3. The Centro Cultural Miguel Ángel Asturias is located in Guatemala City. Its structure emulates a stylized jaguar. 4. The Theater of Clermont-Ferrand, located in France, is another impressive building with a rich interior decor.

## Before you start...

1. Read the text and number each picture according to its description. 

2. Look at the text below. Where could you find more information about each theater? Choose from the options below:

the Internet

a dictionary

the newspaper

3. Surf the web and write the name of a theater you are interested in. 

4. Write a sentence to describe The Manuel Bonilla Theater.  **Identidad**

*It is a fabulous building that hosts a variety of shows.*

5. Work in pairs. Ask and answer the questions. 

- Have you ever been to the theater?
- What did you see?
- Have you ever acted in a school play?
- What play was it?



# Memories

In this lesson you will learn...

- to talk about past
- to use the auxiliary **did**
- to use regular verbs

## 1. Listen to your teacher and complete the dialogue.



## 2. Complete the sentences. Use the words from the box.

Proponer que orden alfabéticamente las palabras del vocabulario.

### Vocabulary

• danced • played • studied • worked • watched • listened



They played volleyball.



They watched TV.



They danced at a party.



They studied together.



They listened to the radio.



They worked at school.

## 3. Study the chart and complete it.



### Simple past

Use **did** to ask and answer using the **simple past tense**.

Use **did** with all the personal pronouns.

| Questions                       | Short answers        |                        |
|---------------------------------|----------------------|------------------------|
| Did you open the door?          | Yes, I <u>did</u> .  | No, I didn't.          |
| Did <u>he</u> close the window? | <u>Yes</u> , he did. | No, he <u>didn't</u> . |

**4. Answer the questions. Use affirmative and negative answers.**

- a) Did you wash your hands?
- b) Did he study for the test?
- c) Did she play the piano last night?
- d) Did they phone you yesterday?
- e) Did we watch TV?
- f) Did you dance samba last Friday?

Yes, I did./No, I didn't.

Yes, he did./No, he didn't.

Yes, she did./No, she didn't.

Yes, they did./No, they didn't.

Yes, we/you did./No, we/you didn't.

Yes, I did./No, I didn't.

did + not = didn't



**5. Study the chart and complete it.**



Hacer preguntas en pasado y pedir a los estudiantes que den respuestas cortas y largas.

| Simple past               |                                                                  |
|---------------------------|------------------------------------------------------------------|
| Questions                 | Long answers                                                     |
| Did she learn the lesson? | Yes, she learned the lesson.<br>No, she didn't learn the lesson. |
| Did he wash the car?      | Yes, he washed the car.<br>No, he didn't wash the car.           |

**6. Write questions and complete answers using the information given.**

- a) Norman/visit the museum/National Park



Did Norman visit the museum last month?

Yes, he visited the museum last month.

No, he didn't visit the museum last month.

He visited the National Park.

- b) Eileen/study math for the test/arts



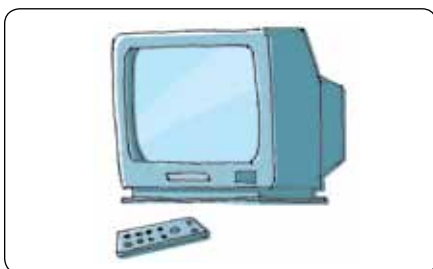
Did Eileen study math for the test?

Yes, she studied math for the test.

No, she didn't study math for the test.

She studied arts for the test.

- c) My sisters/watch a game show/talk show



Did your sisters watch a game show?

Yes, they watched a game show.

No, they didn't watch a game show.

They watched a talk show.

## 7. Study the chart and complete it.

| Regular verbs                                                                                        |                         |                        |
|------------------------------------------------------------------------------------------------------|-------------------------|------------------------|
| • Add <b>-ed</b> to the verb in base form.                                                           |                         |                        |
| play – played                                                                                        | visit – visit <i>ed</i> | ask – ask <i>ed</i>    |
| • Add only a <b>-d</b> to the verbs that end in <b>-e</b> .                                          |                         |                        |
| close – closed                                                                                       | dance – dance <i>d</i>  | phone – phon <i>ed</i> |
| • Drop the <b>-y</b> for the verbs ending in <b>-y</b> preceded by a consonant and add <b>-ied</b> . |                         |                        |
| study – studied                                                                                      | cry – <i>cried</i>      | dry – <i>dried</i>     |

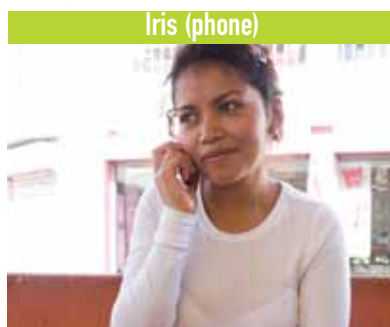
## 8. Write the past tense of each verb.

|       |                |       |                |          |                  |        |                 |
|-------|----------------|-------|----------------|----------|------------------|--------|-----------------|
| live  | <i>lived</i>   | phone | <i>phoned</i>  | happen   | <i>happened</i>  | paint  | <i>painted</i>  |
| watch | <i>watched</i> | clean | <i>cleaned</i> | practice | <i>practiced</i> | ask    | <i>asked</i>    |
| try   | <i>tried</i>   | stay  | <i>stayed</i>  | deny     | <i>denied</i>    | answer | <i>answered</i> |

## 9. Look at the pictures and write sentences to describe them. Use phrases like *yesterday, last year, last night, etc.*



Bryan watched TV last night.



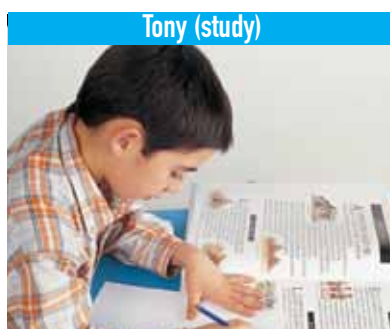
Iris phoned me yesterday.



Robert painted the house  
last year.



Sasha cleaned the kitchen  
last week.



Tony studied last night.



Mrs. Ramírez prepared lunch  
for us last week.



**10. Write questions for the answers. Ask and answer questions with a partner.** 

- a) Did he wash the dishes?
- b) Did she open the door?
- c) Did the children play soccer?
- d) Did the girls visit their friends?
- e) Did Peter listen to the radio?
- f) Did your brother watch the program?

No, he didn't wash the dishes.  
 Yes, she opened the door.  
 Yes, the children played soccer.  
 No, the girls didn't visit their friends.  
 Yes, Peter listened to the radio.  
 No, my brother didn't watch the program.

**11. Write questions for the underlined part of each sentence.** 

Recordar que no se utiliza auxiliar al preguntar con **Who**.

- a) We stayed home because of the rain.
- b) They traveled around the world last year.
- c) I learned a lot of things on that course.
- d) My family lived in Miami a long time ago.
- e) Sarah worked hard on the project.

Where did you stay because of the rain?

When did they travel around the world?

What did you learn in that course?

Where did your family live a long time ago?

How did Sarah work on the project?

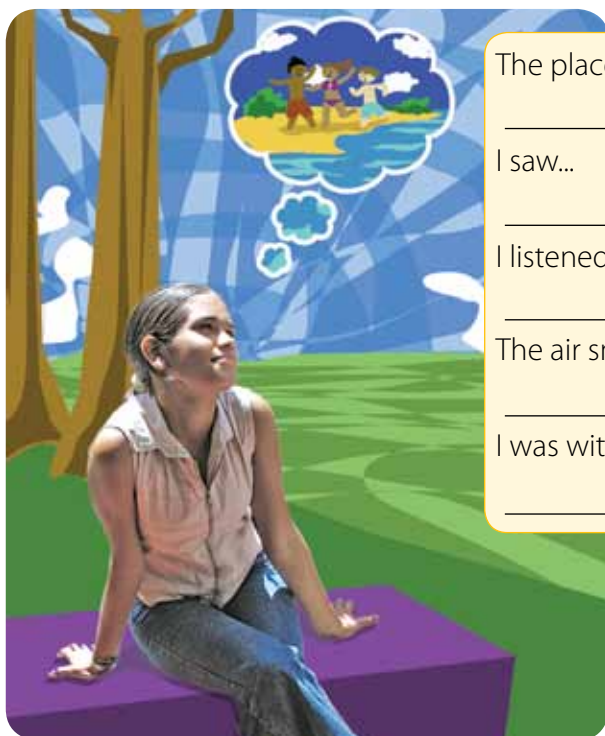
**12. Practice your pronunciation. Read the rule, write the verbs in simple past and say them aloud.**  

After unvoiced sounds such as **p, k, f, s, ʃ**, and **tʃ**, the final **-ed** is pronounced like **t** as in the word **cat**. Note that the **-e** remains silent.

| Infinitive | Past tense     |
|------------|----------------|
| help       | <i>helped</i>  |
| laugh      | <i>laughed</i> |
| miss       | <i>missed</i>  |
| look       | <i>looked</i>  |

**13. Imagine that you are in a very special place. Then complete the sentences.**

Pedir que los estudiantes hablen de su experiencia en ese lugar especial.



The place was... \_\_\_\_\_

I saw... \_\_\_\_\_

I listened to... \_\_\_\_\_

The air smelled like... \_\_\_\_\_

I was with... \_\_\_\_\_



**Survival English**

Did you catch the news last night?

- to talk about past
- to use irregular verbs

## 1. Listen to your teacher and repeat.



Después de realizar la actividad 1, sugiera a los estudiantes que escriban una carta a un amigo o amiga, que esté lejos.



It **was** a wonderful year!

I **had** a great time, too. We **did** a lot of interesting things!

We will be friends forever!



## 2. Listen to your teacher and complete the sentences with a phrase from the box.



## Vocabulary

• went to the amusement park.

• visited the animal farm.



They *visited the animal farm.*



They *went to the amusement park.*

## 3. Study the chart and complete it. Use a dictionary to find the verbs.



| Simple past – Irregular verbs |             |              |              |
|-------------------------------|-------------|--------------|--------------|
| Present                       | Past        | Present      | Past         |
| come                          | <i>came</i> | <i>take</i>  | took         |
| <i>get</i>                    | got         | drink        | <i>drank</i> |
| eat                           | <i>ate</i>  | <i>do</i>    | did          |
| <i>see</i>                    | saw         | go           | <i>went</i>  |
| give                          | <i>gave</i> | <i>write</i> | wrote        |

Usar el diccionario para esta actividad.

#### 4. Write the past tense of the verbs. Use a dictionary.

|      |      |       |       |       |        |      |       |
|------|------|-------|-------|-------|--------|------|-------|
| fall | fell | have  | had   | buy   | bought | find | found |
| make | made | sleep | slept | cut   | cut    | know | knew  |
| read | read | swim  | swam  | drive | drove  | wear | wore  |

The verb **read** in present is pronounced /rid/ and in past is pronounced /red/

Invitarlos a mejorar su pronunciación con ejercicios de repetición, pedirles que trabajen en parejas para evaluar posibles errores.



#### 5. Unscramble the sentences.

- a) outside/last/The/slept/night/dog
- b) read/My/that/mother/magazine
- c) in/little/the/The/lake/swam/girls
- d) drove/my/Robert/month/car/last
- e) beautiful/a/She/blouse/wore/very
- f) ate/pizza/I/delicious/a
- g) some/My/made/grandmother/cookies

The dog slept outside last night.

My mother read that magazine.

The little girls swam in the lake.

Robert drove my car last month.

She wore a very beautiful blouse.

I ate a delicious pizza.

My grandmother made some cookies

#### 6. Write questions and answers.

- a) write/a book
- b) buy/a car
- c) make/a cake
- d) see/a movie
- e) drink/a soda
- f) eat/a sandwich

What did you write? I wrote a book.

What did you buy? I bought a car.

What did you make? I made a cake.

What did you see? I saw a movie.

What did you drink? I drank a soda.

What did you eat? I ate a sandwich.

#### 7. Write affirmative and negative sentences.

- a) Judith/speak English
- b) Sergio/do the homework
- c) My brothers/go to the theater
- d) I/get a new job
- e) My friends and I/cut the carrots

Judith spoke English.

Judith didn't speak English.

Sergio did the homework.

Sergio didn't do the homework.

My brothers went to the theater.

My brothers didn't go to the theater.

I got a new job.

I didn't get a new job.

My friends and I cut the carrots.

My friends and I didn't cut the carrots.

Recordar que el verbo **do** significa **hacer** y no lo deben confundir con el verbo auxiliar.

8. Look at the pictures and write sentences about the boy. 



**A** The boy got up.  
\_\_\_\_\_  
\_\_\_\_\_

**B** The boy ate breakfast.  
\_\_\_\_\_  
\_\_\_\_\_

**C** The boy played with a ball.  
\_\_\_\_\_  
\_\_\_\_\_

**D** The boy came home.  
\_\_\_\_\_  
\_\_\_\_\_

**E** The boy solved a puzzle.  
\_\_\_\_\_  
\_\_\_\_\_

**F** The boy played video games.  
\_\_\_\_\_  
\_\_\_\_\_

9. Interview your partner. Write the answers. 

Invitarlos a responder los ejercicios 9 y 10 con sus padres de familia.

- a) What did you do yesterday?
- b) What did you do on Sunday?
- c) What did you watch on TV yesterday?
- d) What did you eat last night?
- e) Where did you go on your last vacation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Answer with information about yourself.

- a) What did you do yesterday?
- b) Where did you go last weekend?
- c) What did you watch on TV yesterday?
- d) What did you eat last night?
- e) Where did you go on your last vacation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**11. Complete the text with the correct form of the verbs in parentheses.**

Last Sunday, my brother and I **got up** (get) at seven o'clock. We **didn't have** (not have) breakfast at home because we **ate** (eat) at a small cafe near the square. Then we **went** (go) walking to the park. We **had** (have) a great time there!

Lucy

- Answer the questions.

- a) At what time did Lucy and her brother get up?
- b) Did they have breakfast at home?
- c) Where did they have breakfast?
- d) Did they go to the park?

They got up at seven o'clock.

No, they didn't.

They had breakfast at a cafe.

Yes, they did.

**12. Write the verbs to complete the crossword.**

3 letters

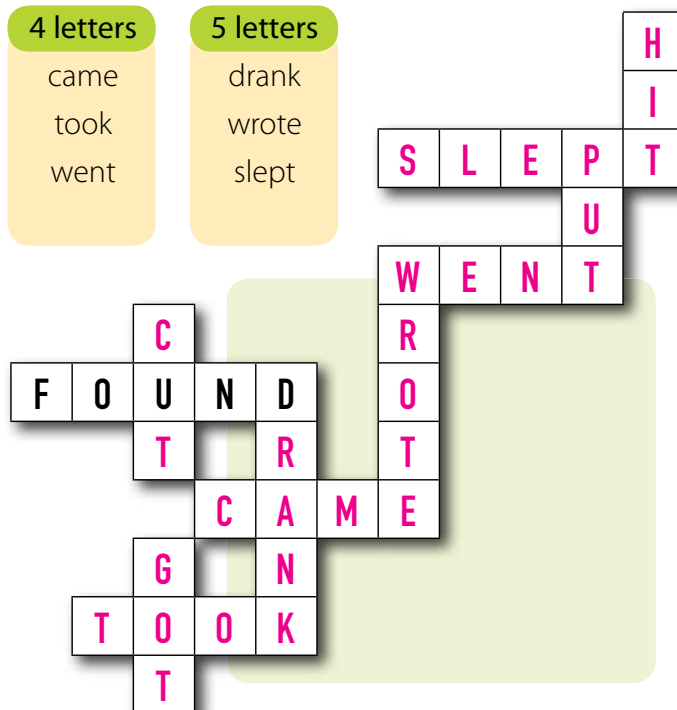
hit  
cut  
put  
got

4 letters

came  
took  
went

5 letters

drank  
wrote  
slept



You have to learn the irregular verbs by heart!



**Survival English**

The brochure about the amusement park caught my eye when I was at the travel agency.



# He spent a lot of money



In this lesson you will learn...

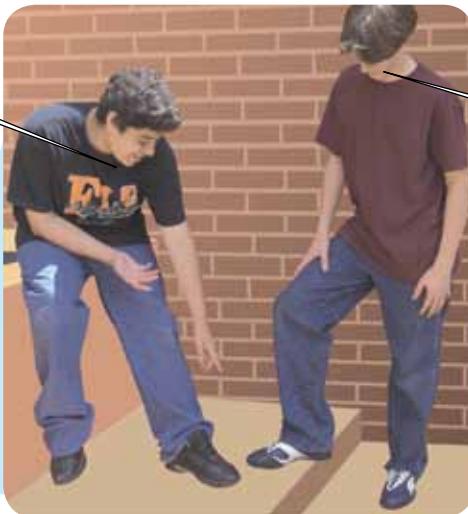
- to use the simple past tense
- to express quantities
- to talk about food

## 1. Listen to your teacher and complete the dialogue.



Wow, Daniel! Your sneakers are great!

Invitar a los estudiantes a repetir el diálogo en parejas, e intercambiar los roles.



Yes, I bought them yesterday.  
I need them for the basketball championship. I paid a lot for them!

## 2. Complete the descriptions of the pictures. Use the phrases from the box.



### Vocabulary

• a little

• a lot of

• a few



A few  
bags of money



A lot of  
marbles



A lot of  
money



A little  
water

## 3. Study the chart and complete it.



In the simple past, you can use phrases like **yesterday**, **last night**, **last year**...

### Simple past

The **simple past tense** is used to describe an action that was completed in the past. Use the action verb in the **past** in long affirmative sentences and the auxiliary **did** to make questions and give short answers.

Did you buy a lot of sugar?

Yes, I did. I bought a lot of sugar.

No, I didn't. I didn't buy a lot of sugar.

Recordar que en las oraciones negativas largas, el verbo se coloca en su forma básica.

#### 4. Study the chart and complete it.



A few money or  
a little money?

A little money! Money  
is uncountable!



#### A lot of – A few – A little

- Use the phrase **a lot of** with countable and uncountable nouns. It expresses a big quantity.

I had **a lot of** CDs.

He spent **a lot of** money.

- Use the phrase **a few** with countable nouns.

She bought **a few** tomatoes.

**A few** expresses a small number.

They took **a few** sandwiches.

- Use the phrase **a little** with uncountable nouns.

The dog drank **a little** water.

**A little** also expresses a small quantity.

We bought **a little** sugar.

Explicar por qué el dinero es incontable. Recordar que lo que se cuentan son las denominaciones del dinero.

#### 5. Write sentences about the food in the picture.



tomatoes

A lot of tomatoes.

apples

A few apples.

mustard

A lot of mustard.

ketchup

A little ketchup.



eggs

A few eggs.

cheese

A lot of cheese.

onions

A few onions.

grapes

A lot of grapes.

#### 6. A group of friends went to *Hamburger Queen* yesterday. Look at the chart and check the ingredients they put in their hamburgers.

| Ingredients                                                                                    |  | A little     | A few         | A lot of             |
|------------------------------------------------------------------------------------------------|--|--------------|---------------|----------------------|
| Lettuce     |  |              |               | Jenny                |
| Tomatoes    |  |              | Daniel, Jenny | Mandy, Alan          |
| Pickles     |  |              | Alan, Mandy   | Daniel               |
| Cheese      |  | Alan         |               | Jenny, Daniel, Mandy |
| Bacon       |  |              |               | Alan, Mandy, Daniel  |
| Ketchup     |  | Jenny        |               | Daniel, Alan, Mandy  |
| Mayonnaise  |  | Jenny, Mandy |               | Daniel, Alan         |
| Mustard     |  | Daniel, Alan |               | Mandy                |

**7. Answer the questions. Use the information from exercise 6.**

|                         |                                                                                                                                                 |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| a) What did Jenny eat?  | <i>She ate a hamburger with a lot of lettuce and cheese. She added a few slices of tomato and a little ketchup and mayonnaise.</i>              |
| b) What did Alan eat?   | <i>He ate a hamburger with a lot of bacon, ketchup and mayonnaise. He added a few slices of pickles and a little cheese and mustard.</i>        |
| c) What did Mandy eat?  | <i>She ate a hamburger with a lot of tomato, cheese, bacon, ketchup and mustard. She added a few slices of pickles and a little mayonnaise.</i> |
| d) What did Daniel eat? | <i>He ate a hamburger with a lot of pickles, cheese, bacon, ketchup and mayonnaise. He added a few slices of tomato and a little mustard.</i>   |



**Let's find out about...**

What do you like most about malls in your town? A common characteristic of shopping malls is a "food court". It usually has a number of different fast food vendors.

**8. Use the information to write sentences.**

|                                      |                                                               |
|--------------------------------------|---------------------------------------------------------------|
| a) I/go/restaurant/club              | <i>I didn't go to a restaurant. I went to a club.</i>         |
| b) Julia/buy/dress/blouse            | <i>Julia didn't buy a dress. She bought a blouse.</i>         |
| c) Pablo/call/Daniela/Teresa         | <i>Pablo didn't call Daniela. He called Teresa.</i>           |
| d) My brother and I/eat/meat/chicken | <i>My brother and I didn't eat meat. We ate chicken.</i>      |
| e) The children/want/candy/lollipops | <i>The children didn't want candy. They wanted lollipops.</i> |

Recordar que el auxiliar **did** se usa con todos los pronombres personales y que existen verbos regulares e irregulares. Pedir que den sus propios ejemplos.

## 9. Write the past tense of the following verbs.

|        |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |
|--------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| begin  |  |  |  |  |  |                                                                                   |
| blow   |  |  |  |  |                                                                                   |                                                                                   |
| break  |  |  |  |  |  |                                                                                   |
| catch  |  |  |  |  |  |  |
| choose |  |  |  |  |  |                                                                                   |
| cut    |  |  |  |                                                                                   |                                                                                   |                                                                                   |
| feed   |  |  |  |                                                                                   |                                                                                   |                                                                                   |
| fight  |  |  |  |  |  |  |
| forget |  |  |  |  |  |  |

|       |   |   |   |   |   |  |
|-------|---|---|---|---|---|--|
| hide  | h | i | d |   |   |  |
| hurt  | h | u | r | t |   |  |
| keep  | k | e | p | t |   |  |
| lead  | l | e | d |   |   |  |
| lose  | l | o | s | t |   |  |
| ring  | r | a | n | g |   |  |
| run   | r | a | n |   |   |  |
| sell  | s | o | l | d |   |  |
| shake | s | h | o | o | k |  |

Remember to learn these verbs by heart!



## 10. Study the chart and complete it.

| How many? – How much?                                 |                                                |
|-------------------------------------------------------|------------------------------------------------|
| • Use <b>how many</b> to ask about countable nouns.   |                                                |
| How <b>many</b> pears did you eat?                    | How <b>many</b> glasses of milk did you drink? |
| • Use <b>how much</b> to ask about uncountable nouns. |                                                |
| How <b>much</b> salt did you need?                    | How <b>much</b> oil did you use?               |

## 11. Write questions and answers using the words below.

|                         |                                |                   |
|-------------------------|--------------------------------|-------------------|
| a) cherries/eat/a lot   | How many cherries did you eat? | I ate a lot.      |
| b) flour/use/a little   | How much flour did you use?    | I used a little.  |
| c) mangoes/buy/a few    | How many mangoes did you buy?  | I bought a few.   |
| d) peaches/sell/a lot   | How many peaches did you sell? | I sold a lot.     |
| e) water/drink/a little | How much water did you drink?  | I drank a little. |
| f) cookies/take/a few   | How many cookies did you take? | I took a few.     |

## 12. Ask and answer the questions with a partner?

- How many people live in your city?
- How much money do you have?



### Survival English

**It's a piece of cake!**  
**For me this is very easy.**

## I can't do it!



In this lesson you will learn...

- to use **can** and **could** to express capacity and ability
- to use **can** and **could** to talk about possibilities and to make requests

## 1. Listen to your teacher and repeat.



## 2. Listen to your teacher. Use the phrases from the box to complete the sentences.



## Vocabulary

- can use her karate chop
- can score a goal

- can score a basket
- can handle the pins



Jenny  
can juggle the pins.



Alan  
can score a goal.



Mandy  
can do a karate chop.



Daniel  
can score a basket.

## 3. Study the chart and complete it.



can + not = can't/cannot  
could + not = couldn't

## Can - Could

- Use **can** to talk about an ability in the present.

Roy **can** play the trumpet.

I **can** run long distances.

- Use **could** to talk about a past ability.

She **could** speak Japanese.

My brother **could** swim.

Indicar que al hacer oraciones con **can** o **could** es necesario colocar el verbo en forma básica.



#### 4. Fill in the blanks with **can** or **could** to complete the sentences.



- a) Bárbara can speak two languages.
- b) I could ride a bicycle when I was a child.
- c) Could you swim when you were young?
- d) Marcelo can drive a car.
- e) My sister could dance tango a long time ago.

Invitarlos a relacionar las oraciones del ejercicio 4 con su desempeño y evaluar si ellos y ellas pueden o no realizar estas actividades.

#### 5. Write the previous sentences in negative form.



- a) Barbara can't speak two languages.
- b) I couldn't ride a bicycle when I was a child.
- c) Couldn't you swim when you were young?
- d) Marcelo can't drive a car.
- e) My sister couldn't dance tango.
- f) I can't play guitar.

#### 6. Write sentences about the pictures.

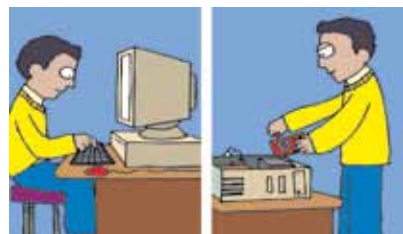


My brother



My brother couldn't drive a motorcycle, but he can ride a bicycle.

Mr. Márquez



Mr. Márquez couldn't type on the computer, but he can repair it.

Vicky



Vicky couldn't swim, but she can float.

Jessy



Jessy couldn't iron the shirt, but she can wash it.

Carla



Carla couldn't knit a sweater, but she can sew with a machine.

Peter



Peter couldn't play the violin, but he can play the electric guitar.

## 7. Answer the questions using the information below.



- a) Can she play the piano? flute
- b) Could you dance salsa at the party? hip hop
- c) Can Rita bake a cake? cookies
- d) Could Michael speak Portuguese? Italian
- e) Can Iris sing? compose

No, she can't. She can play the flute.

No, I couldn't. I could dance hip hop.

No, she can't. She can bake cookies.

No, he couldn't. He could speak Italian.

No, she can't. She can compose songs.

## 8. Study the chart and complete it.



### Can - Could

• Use **can** to talk about possibilities. It can also be used to express present decisions about future events and to make requests.

I'm very busy today, but we **can** go tomorrow. **Can** you turn on the lights?

• Use **could** to talk about past possibilities and to make requests.

Mónica **could** have arrived on time. **Could** you hear what he was saying?

## 9. Unscramble the sentences.



- a) go/today/Mary/to/can't/school.  
Mary can't go to school today.
- b) give/The/police/the/address/us/can/officer  
The police officer can give us the address.
- c) open/sister/Your/the/couldn't/bottle  
Your sister couldn't open the bottle.
- d) could/some/They/tickets/buy  
They could buy some tickets.
- e) the/because/We/raining/park/it's/to/go/can't  
We can't go to the park because it's raining.

## 10. Complete the sentences with **can** or **can't**.



A hen **can't** eat bones.



A parrot **can** eat fruits.



A horse **can** eat oats.



A rabbit **can** eat carrots.

Let's find out about...



Do you know what sea animals can do? Dolphins can communicate with each other by clicking, whistling and other sounds.

# 11. Use the *wh-* words to write interrogative sentences.

Kate can wash the clothes later.

who Who can wash the clothes later?

what What can Kate wash later?

when When can Kate wash the clothes?

George and I couldn't write the letter last night.

what What couldn't George and you write last night?

who Who couldn't write the letter last night?

when When couldn't George and you write the letter?

She couldn't go to the beach yesterday because the road was closed.

when When couldn't she go to the beach?

who Who couldn't go to the beach yesterday?

why Why couldn't she go to the beach yesterday?

I can't smoke here.

what What can't you do here?

who Who can't smoke here?

where Where can't you smoke?

# 12. Complete the story with *can*, *can't*, *could* or *couldn't*.

Last night, I went to the movies alone because my brother couldn't go with me. The film was scary and it was very late when I came back home. I was really scared. When I was crossing the street, I couldn't see a cat that jumped from a house roof to the trash container. There was a strange figure at the end of the street. I stopped because I couldn't see who was there. I thought, "What can I do? I can't waste more time. It's late!" I took a breath and walked straight ahead and after a while, I could see that the strange figure was a tree illuminated by the moon light. I couldn't believe it!

# 13. Answer the questions.

a) Can you play the drums? (X)

No, I can't.

b) Can your mother sing opera? (✓)

Yes, she can.

c) Could you lend me some money? (X)

No, I can't.

d) Can your dog wag its tail? (✓)

Yes, it can.

e) Could your friends help you with your work? (X)

No, they couldn't.

f) Could you leave me alone, please? (✓)

Yes, I can.



## Survival English

Could you call us a taxi?  
Can I give you a ride?

## Those times

In this lesson you  
will learn...

- to talk about finished events
- to distinguish between regular and irregular verbs
- to use the phrase **used to**
- to talk about past habits

## 1. Listen to your teacher and complete the dialogue.



I was here two years ago, but I came by cable car.

I came when I was a child. My family and I used to hike every Sunday.

## 2. Look at the pictures and select the words from the box to complete the sentences.

## Vocabulary

• backpack

• canned food

• canteen

• tent

a) Karen, Julio and David stayed in a tent.b) They carried all their things in a backpack.c) They drank water from a canteen.d) They ate canned food.

The verb **to be** in the past (**was** and **were**) is used as an auxiliary or as a verb showing state or condition.

But when you use a verb different from **to be**, it is necessary to use the auxiliary **did**.

## 3. Study the chart and complete it.

## Simple past

| Verb to be                                     | Other verbs                                     |
|------------------------------------------------|-------------------------------------------------|
| Was <u>he</u> on the top of the mountain?      | Did he <u>go</u> to the top of the mountain?    |
| Yes, he <u>was</u> on the top of the mountain. | Yes, <u>he</u> went to the top of the mountain. |
| Were they in a tent?                           | Did they <u>stay</u> in a tent?                 |
| No, they <u>weren't</u> in a tent.             | No, they <u>didn't</u> stay in a tent.          |
| <u>Was</u> she a Scout?                        | <u>Did</u> she belong to a Scout troop?         |
| Yes, <u>she</u> was a Scout.                   | Yes, she <u>belonged</u> to a Scout troop.      |

**4. Complete the sentences using the past tense of the verbs in parentheses and write yes/no questions.** 

a) She was (be) a tourist guide.

Was she a tourist guide?

b) They didn't go (not go) to the mountains.

Did they go to the mountains?

c) He used (use) a big flashlight.

Did he use a big flashlight?

d) We weren't (not be) in a camper.

Were we in a camper?



**5. Read the sentences and underline the verbs. Then write them in the correct box.** 

a) John ate canned food next to a fire.

b) I slept in my sleeping bag.

c) George stayed in a tent.

d) I drank water from the canteen.

e) Andrea used her backpack.

f) Rose walked through the forest.

Recordar que el pasado del verbo to be es **was/were** dependiendo del sujeto.

**Regular verbs**

stay – stayed

use – used

walk – walked

**Irregular verbs**

eat – ate

sleep – slept

drink – drank

**6. Unscramble the verbs. Then write their simple past form.** 

ve ig

give

gave

a t h e c

teach

taught

t u p

put

put

e s e

see

saw

v e h a

have

had

u y b

buy

bought

The past tense of an irregular verb can change (eat–ate), or keep its base form (cut–cut).



**7. Write about what you did yesterday. Use a dictionary to look up any verbs you are unsure of.** 

---



---



8. Read the grammar rules carefully. Then select the regular verbs from the box and write their simple past forms in the correct category.

We usually add **-ed** to form the past tense of **regular verbs**, but for verbs ending in...



arrive occur hug cry celebrate use try control hurry beg

... **e**, add **-d**: celebrated, used, arrived

... a **consonant** + **y**, change **y** to **i**, and add **-ed**: hurried, cried, tried

... a **consonant** + a **vowel** + a **consonant** (in monosyllable verbs), double the last consonant and add **-ed**: hugged, begged

... a **stressed second syllable** (in two syllables verbs) that has a **consonant** + a **vowel** + a **consonant**, double the last consonant and add **-ed**: occurred, controlled

9. Complete the sentences with **used to** and the verbs in parentheses.

Explicar que "**used to**" es una frase que se utiliza para denotar acciones pasadas que no se hacen en el presente.



I **used to receive** (receive) lots of gifts on Christmas Eve.



I **used to play** (play) with a water gun for the Carnival.



Used = I **used** my camera (past tense of the verb **use**).  
Used to = I **used to use** my camera (past habits).



I **used to celebrate** (celebrate) my birthday with all my family.

10. Look at the pictures and answer the questions.



What did Nora use to do on Christmas Day?

She used to have dinner with her family on Christmas Day.



What did Tom use to do for the Carnival?

He used to disguise himself and throw confetti.



What did Mary use to do on Thanksgiving?

She used to cook a turkey.



When did they use to travel?

They used to travel in July.

**11. Write sentences about the different stages of Edward's life.**



a

**bite/toddler**



b

**play/child**



c

**go/teenager**



d

**work out/young man**



e

**travel/man**

- a) He used to bite when he was a toddler.
- b) He used to play with marbles when he was a child.
- c) He used to go to parties when he was a teenager.
- d) He used to work out at the gym when he was a young man.
- e) He used to travel when he was an adult.

**12. Imagine you are 60 years old and you are telling your grandsons the things you used to do when you were young. Write sentences similar to the ones in exercises 10 and 11.**



- a) I used to cry a lot when I was a toddler.
- b) I used to ride a bicycle when I was a child.
- c) I used to wear scruffy clothes when I was a teenager.
- d) I used to study every day when I was a young man/woman.
- e) I used to work a lot when I was a younger.



**Survival English**

**I used to go to Panama on vacation.  
My mother used to dance when she was young.**

Invitarlos a elaborar una lista de 5 verbos regulares y 5 irregulares, aprendidos en la lección.



# Review

From lesson 1 to lesson 5

## Check what you know!

### 1. Write the past tense of these verbs.

|      |               |       |                |
|------|---------------|-------|----------------|
| come | <u>came</u>   | have  | <u>had</u>     |
| do   | <u>did</u>    | eat   | <u>ate</u>     |
| play | <u>played</u> | drink | <u>drank</u>   |
| see  | <u>saw</u>    | study | <u>studied</u> |
| give | <u>gave</u>   | take  | <u>took</u>    |

### 2. Complete the sentences with the correct form of the verbs.

- a) She went to the beach last month. (go)  
 b) They spoke Chinese. (spoke)  
 c) Joe came to class yesterday. (came)  
 d) Ana wrote a good report last year. (write)  
 e) Did he arrive early last night? (arrive)  
 f) I didn't use your computer. (use)  
 g) She played tennis last Sunday. (play)  
 h) What did we do last week? (do)

### 3. Write questions for these answers.

- a) Did you eat a hamburger?  
Yes, I did. I ate a hamburger.  
 b) Did he have breakfast?  
No, he didn't have breakfast.  
 c) What did you see?  
I saw a great movie.  
 d) Did she speak French?  
No, she didn't speak French.  
 e) Where did he live?  
He lived in Canada.  
 f) When did your family travel?  
My family traveled last month.  
 g) Did your Grandma make cookies?  
Yes, my Grandma made cookies.

### 4. Write the following sentences in the correct order. Add commas where appropriate.

- a) for/When/were/paying/danced/they/the/she/tickets

When she danced, they were paying for the tickets.

- b) was/the/They/told/when/her/sleeping/news/I

They told her the news when I was sleeping.

- c) phone/they/ringing/the/was/play/cellular/were/When/in/a

When they were at the play, a cellular phone was ringing.

### 5. Write the past of these regular verbs.

|       |                 |        |                  |
|-------|-----------------|--------|------------------|
| dream | <u>dreamed</u>  | cry    | <u>cried</u>     |
| study | <u>studied</u>  | stay   | <u>stayed</u>    |
| occur | <u>occurred</u> | visit  | <u>visited</u>   |
| fix   | <u>fixed</u>    | ask    | <u>asked</u>     |
| open  | <u>opened</u>   | permit | <u>permitted</u> |

### 6. Write the past of these irregular verbs.

|       |                 |       |              |
|-------|-----------------|-------|--------------|
| teach | <u>taught</u>   | find  | <u>found</u> |
| buy   | <u>bought</u>   | get   | <u>got</u>   |
| have  | <u>had</u>      | take  | <u>took</u>  |
| be    | <u>was/were</u> | sleep | <u>slept</u> |
| do    | <u>did</u>      | begin | <u>began</u> |

## 7. Complete the sentences with a few or a little.

- There is only a little food in the refrigerator.
- There are a few hotels in this town.
- We saw a few people at the restaurant.
- Put a little cooking oil in the pan.
- Peter has a few friends.
- She has got a little milk.

## 8. Rewrite the following sentences. Change the underlined verbs from simple past to the form with *used to* followed by the infinitive.

- They took the bus.  
They used to take the bus.
- She traveled every month.  
She used to travel every month.
- It rained heavily.  
It used to rain heavily.
- I came here often.  
I use to come here often.
- We were friends.  
We used to be friends.
- She told us stories.  
She used to tell us stories.
- He wrote a lot of books.  
He used to write a lot of books.
- They walked to school.  
They used to walk to school.

## 9. Use *how much* or *how many*.

- How many pears do you want?
- How much money do you have?
- How much sugar does she need?
- How many bottles did he buy?
- How much juice did you drink?
- How many boxes of cereal can they eat?

## 10. Read the sentences and underline the correct form of the verb.

- Peter was a chef. He (can/could/couldn't) cook delicious dishes.
- He (could/can/can't) buy some in that store. It's open.
- The cats mewed all night long. I (could/couldn't/can't) sleep.
- Rita (can't/couldn't/can) help you. She's very busy.

## 11. Answer these questions using the information in parentheses.

- Can he open the box? (can)  
No, he can't. He can open the can.
- Could they play tennis? (ping pong)  
No, they couldn't. They could play ping pong.
- Can we wash the car? (bicycle)  
No, you can't. You can wash the bicycle.
- Could Leonardo eat meat? (chicken)  
No, he couldn't. He could eat chicken.

## 12. Write questions for the answers given.

- Did you use to use a camera when you traveled?  
Yes, I used to use a camera.
- What was she doing when I called you?  
She was sleeping when you called me.
- Where are you going tonight?  
I'm going to a disco tonight.
- When will they leave?  
They will leave in a little while.
- Where were you/we last night?  
We were eating in a famous restaurant.
- Who went to the opera?  
Mary went to the opera.



# Reading

**BEFORE READING** Discuss these questions with a partner.

a) Do you like amusement parks?

b) What's your favorite attraction?

• Now read the text.

## Amusement Parks

*An amusement park is a place where people go and have a lot of fun. Not only children and teenagers enjoy amusement parks – adults feel*

*wonderful when they visit these parks. Sometimes, people call them carnivals or funfairs. There are a lot of different attractions that entertain people. One*

*of the most famous is the roller coaster. The carousel, the big wheel (or ferris wheel) and the bumper cars are also very popular, especially for kids. Families usually eat turkey subways, cotton candy and sweet corn at the park. They share experiences, laugh and have a really good time together.*



### Key Words

**enjoy:** like very much

**together:** with

**wonderful:** fantastic

### AFTER READING

1. Now answer these questions about the reading.



a) Do people have fun at amusement parks?

Yes, they do.

b) Who visits the amusement parks?

Children, teenagers and adults.

c) How do adults feel when they visit these parks?

They feel wonderful.

2. Imagine this is your amusement park. Follow the instructions to build it.

- Select the name of the attractions from the box.
- Give a name to your park.
- Select the attractions you prefer and draw them in the box.
- Describe your park.

- shooting gallery
- big wheel
- puppet show
- carrousel
- bumper cars
- roller coaster



carousel



roller coaster



big wheel



bumper cars



shooting gallery



puppet show





# Comic

## VISITING THE AMUSEMENT PARK

Make your own comic! Complete the bubbles.



Look! The bumper cars!

Wow!

I wanna go there!

Don't crash into me, Carlos!

Don't get mad Ana!

I feel dizzy.

And I feel sick.

What happened? Let's continue!

This is the best roller coaster! It's huge! Let's go!

Yeahhh!

Yeeeeesss!

I want to do it again!

It was marvelous!

Yeah! Let's go!

The end

● HELP BOX

Yeah!

dizzy

crash

Look!

huge

marvelous

# Friends from school

## Unit

## 7

These are my friends here at school. My best friend is Armando. He's 13 years old like me. He's the tallest boy in our classroom. Armando is from Cedros, but he's living in Tegucigalpa. Gustavo is the shortest of us and he has blond hair. Pedro is really funny and we call him "big guy". Ana is shorter than Gaby and she is one of my newest friends because this it's her first year in my school. I'm Diego. I have short curly hair and I'm the fastest runner in class.

I really enjoy spending time with my friends. We tell jokes and laugh around. I have a great time at school sharing with them!





## Before you start...

1. Read the text and write the name of each character according to their description. 
2. Paste your picture in the space below. Write a brief description of yourself. 

Paste picture here

---

---

---

---

### 3. Work individually. Identidad

- Choose three people in your school (they can be classmates or teachers).
- Interview them and take notes about their interests and family members.

### 4. Work in pairs.

- Draw a picture of one of your friends and describe him or her to your partner.

# He is the best!



In this lesson you will learn...

- to write sentences using comparative adjectives
- to write sentences using superlative adjectives

## 1. Listen to your teacher and repeat.



## 2. Select the correct words from the box.

### Vocabulary

• worse • better • good • the worst • bad • the best



15 points

good



17 points

better



20 points

the best



08 points

bad



06 points

worse



02 points

the worst

## 3. Study the chart and complete it.



The adjectives **good** and **bad** are irregular! They don't follow these rules.



### Comparative and superlative

- Add **-er** to adjectives with one or two syllables to form the **comparative**. Remember to use the word **than** after the adjective.

He is tall **er** **than** me.

Johanna is old **er than** Mary.

- Add **-est** to adjectives with one or two syllables to form the **superlative**. Remember to use the definite article **the** before the adjective.

He is **the** tall **est.**

Johanna is **the** old **est.**

#### 4. Complete the sentences writing comparatives and superlatives.

|       | Comparative                                              | Superlative                                      |
|-------|----------------------------------------------------------|--------------------------------------------------|
| cold  | Mexican weather is <i>colder than</i> Honduras' weather. | Merida is <i>the coldest</i> state.              |
| tall  | Elisa is <i>taller than</i> Veronica.                    | Elisa is <i>the tallest</i> girl in the class.   |
| new   | My car is <i>newer than</i> your car.                    | My car is <i>the newest</i> of all.              |
| old   | My grandma is <i>older than</i> your Grandma.            | My grandma is <i>the oldest</i> in the family.   |
| rich  | Robert is <i>richer than</i> Fabio.                      | Robert is <i>the richest</i> man in the world.   |
| small | The cat is <i>smaller than</i> the dog.                  | The cat is <i>the smallest</i> of these animals. |

#### 5. Study the chart and complete it.

| Comparative and superlative: spelling rules                                                                                                                                                                          |                     |                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|
| • When the adjective finishes in <b>-e</b> , add <b>-r</b> for the <b>comparative</b> and <b>-st</b> for the <b>superlative</b> .                                                                                    |                     |                     |
| large                                                                                                                                                                                                                | large <i>r</i> than | the large <i>st</i> |
| • When the adjective finishes in <b>-y</b> preceded by a consonant, change <b>-y</b> for <b>-i</b> . Add <b>-er</b> for the comparative and <b>-est</b> for the superlative.                                         |                     |                     |
| ugly                                                                                                                                                                                                                 | ugl <i>ier</i> than | the ugl <i>iest</i> |
| • When the adjective has only one syllable and ends in a consonant preceded by a single vowel, double the final consonant and add <b>-er</b> for the <b>comparative</b> and <b>-est</b> for the <b>superlative</b> . |                     |                     |
| big                                                                                                                                                                                                                  | big <i>ger</i> than | the big <i>gest</i> |

#### 6. Look at the pictures and write comparative sentences.

heavy

*The yellow box is heavier than the white box.*



big

*The black cat is bigger than the white cat.*



happy

*The first girl is happier than the second girl.*



good

*The first movie is better than the second movie.*





7. Study the chart and complete it. 

| Comparatives and superlatives: more than two syllables                                                                                                                                   |                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| • Write <b>comparative sentences</b> adding the word <b>more</b> before the adjective when it has three or more syllables. Don't forget to use the word <b>than</b> after the adjective. |                                                          |
| My car is more expensive <b>than</b> your car.                                                                                                                                           | This book is <b>more</b> interesting than that book.     |
| • Write <b>superlative sentences</b> adding <b>the most</b> before the adjective when it has three or more syllables.                                                                    |                                                          |
| My car is <b>the most</b> expensive in the street.                                                                                                                                       | This book is the most <b>interesting</b> in the library. |

8. Listen to your teacher. Write comparative sentences using the adjectives given. 



Preguntar cuál es la función de los adjetivos. Enfatizar que son palabras que nombran o indican **cualidades, rasgos** y **propiedades** de los nombres o sustantivos a los que acompañan.

beautiful

This dress is more beautiful than that dress.

expensive

This computer is more expensive than the other.



interesting

This book is more interesting than that book.



9. Complete the sentences using the superlative form of the adjectives in parentheses. 

- a) Kevin is the tallest (tall) in the family.  
 b) This is the hottest (hot) season of the year.  
 c) Emma is the oldest (old) student in the class.  
 d) Mathematics is the most difficult (difficult) subject at school.  
 e) My sister is the smartest (smart) student in her class.  
 f) This short story is the most interesting (interesting) of all!

10. Write sentences to compare the elements in the pictures. 

**Old/New**

Cell phone #1 is older than cell phone #2.

Cell phone #3 is newer than cell phone #2.

Cell phone #1 is the oldest and cell phone #3 is the newest.

one

two

three



IRIS

LINA

NADIA



**Short/Tall**

Iris is shorter than Lina.

Nadia is taller than Lina.

Iris is the shortest and Nadia is the tallest.

11. Practice your pronunciation. Study the rules for adding **-er, -est**, then read the examples aloud. 

Consonant/Vowel/Consonant (CVC)

A CVC word, is a word containing a consonant, then a vowel, then a final consonant.

For CVC words that end with a single consonant, double that consonant.

big

bigger

biggest

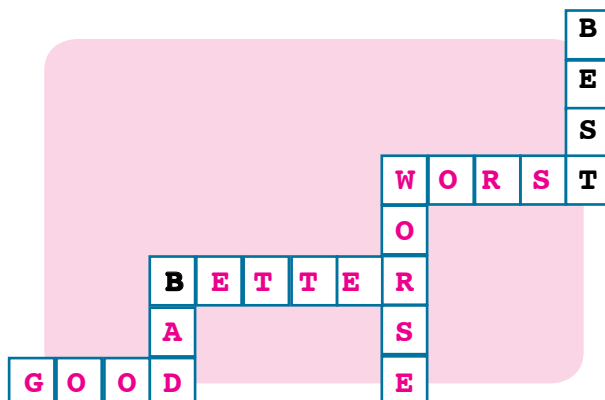
For none-CVC words, just add the endings.

nice

nicer

nicest

12. Find two irregular adjectives and their comparative and superlative forms.



**Survival English**

Please make up your mind.  
OK, I'm going to stay home.

# I was calling you



In this lesson you will learn...

- to talk about past actions
- to use countable and uncountable nouns

## 1. Listen to your teacher and repeat.



Recordar la regla para agregar **ing** a los verbos.

Oh, Ana! At last! What **were** you **doing**? I **was** calling you!

I **was** taking a shower!  
What's wrong?

I need to print my report. My printer **doesn't** work. Can I use yours?

Sure! Come over.

## 2. Listen to your teacher. Select the phrases from the box and complete the sentences.



Ana was

taking a shower.



Samuel was

typing his report.



Carlos was

watching TV.

### Vocabulary

- watching TV
- taking a shower
- typing his report

When asking, put the verb **to be** first and then the personal pronoun.

## 3. Study the chart and complete it.



### Past continuous

Use the **past continuous** to describe an action that took place in the past.

| Personal pronoun | + | Verb to be in past | + | Action verb with -ing | + | Complement.   |
|------------------|---|--------------------|---|-----------------------|---|---------------|
| I                |   | was                |   | eating                |   | a hot dog.    |
| He               |   | was                |   | skating               |   | in the park.  |
| She              |   | was                |   | studying              |   | French.       |
| It               |   | was                |   | sleeping              |   | in a box.     |
| You              |   | were               |   | drinking              |   | a soda.       |
| We               |   | were               |   | dancing               |   | at the party. |
| They             |   | were               |   | coming                |   | home.         |

#### 4. Write sentences with the given words.



a) Peter/listen to music

*Peter was listening to music.*

b) Carl and Joan/work at the office

*Carl and Joan were working at the office.*

c) My mother and I/go shopping

*My mother and I were going shopping.*

d) Helen/write a letter

*Helen was writing a letter.*

e) The dogs/eat meat

*The dogs were eating meat.*

f) The doctor/take a break

*The doctor was taking a break.*

#### 5. Unscramble the questions. Answer them in affirmative and negative form.

a) his/Emilio/washing/car?/Was

*Was Emilio washing his car?*

*Yes, he was./No, he wasn't.*

b) playing/the/basketball ?/boys/Were

*Were the boys playing basketball?*

*Yes, they were./No, they weren't.*

c) you/book?/Were/this/reading

*Were you reading this book?*

*Yes, I was./No, I wasn't.*

d) calling/Andrea/Was/boyfriend?/her

*Was Andrea calling her boyfriend?*

*Yes, she was./No, she wasn't.*

#### 6. Answer the questions using the information in the parentheses.



a) What were you doing at 3:00 a.m.? (sleeping)

*I was sleeping.*

b) When was Betsy dancing? (last Saturday)

*Betsy was dancing last Saturday.*

c) Where were they studying? (at the library)

*They were studying at the library.*

d) What time were you going home? (at 10 o'clock)

*I was going home at 10:00 o'clock.*

e) What car was she driving? (by plane)

*She was traveling by plane.*

f) What were we eating yesterday? (cheese burgers)

*We were eating cheese burgers.*

g) How long was he staying? (for three weeks)

*He was staying for three weeks.*

h) What was she doing at night? (reading a book)

*She was reading a book.*

#### 7. Rewrite these sentences using the past continuous tense.



a) I listen to classical music.

*I was listening to classical music.*

b) My mother cleans the house.

*My mother was cleaning the house.*

c) Peter reads that book.

*Peter was reading that book.*

d) Irma and I study English.

*Irma and I were studying English.*

e) The dog eats meat.

*The dog was eating meat.*

f) Luis uses a computer.

*Luis was using a computer.*

g) The children play with a ball.

*The children were playing with a ball.*

h) I wash my car.

*I was washing my car.*

was + not = wasn't  
were + not = weren't





# 8. Study the chart and complete it.



Explicar que la palabra dinero es incontable. Lo que es contable son las denominaciones, por ejemplo: dólares, bolívaes, euros, quetzales, pesos, etc.

| Countable and uncountable                              |                                       |
|--------------------------------------------------------|---------------------------------------|
| Many (countable)                                       | Much (uncountable)                    |
| It expresses a number of things and/or people.         | It expresses an amount.               |
| A. How <b>many</b> chairs were there in the classroom? | A. How <b>much</b> sugar did she buy? |
| B. There were thirty chairs.                           | B. She bought two pounds.             |

# 9. Complete the sentences using *many* or *much*.

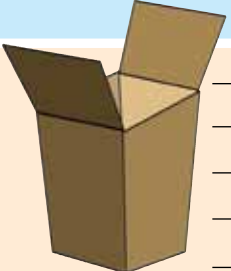


- a) How **much** sugar was there? e) How **many** eggs were there?  
b) How **many** potatoes were there? f) How **much** salt was there?  
c) How **many** apples were there? g) How **many** tomatoes were there?  
d) How **much** oil was there? h) How **many** mangoes were there?

# 10. Put each item from the box in the correct list.



- beans
- milk
- mustard
- flour
- cereal
- peas
- apple juice
- soy sauce
- honey
- oil
- potato chips
- water
- jam
- ketchup
- mayonnaise
- orange juice
- cookies
- sugar
- rice
- water
- soda

|                                                                                                                                                                                                                                   |                                                                                                                                                                                                                              |                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <h2>Can</h2>  <ul style="list-style-type: none"> <li>beans</li> <li>peas</li> <li>soda</li> </ul>                                              | <h2>Carton</h2>  <ul style="list-style-type: none"> <li>milk</li> <li>apple juice</li> <li>orange juice</li> </ul>                        | <h2>Jar</h2>  <ul style="list-style-type: none"> <li>mustard</li> <li>honey</li> <li>jam</li> <li>mayonnaise</li> </ul> |
| <h2>Bottle</h2>  <ul style="list-style-type: none"> <li>water</li> <li>oil</li> <li>ketchup</li> <li>soy sauce</li> <li>apple juice</li> </ul> | <h2>Bag</h2>  <ul style="list-style-type: none"> <li>flour</li> <li>potato chips</li> <li>cookies</li> <li>sugar</li> <li>rice</li> </ul> | <h2>Box</h2>  <ul style="list-style-type: none"> <li>cereal</li> <li>cookies</li> </ul>                                 |

11. Look at the pictures and complete the chart. 



| Uncountable nouns | Countable nouns                  | Sentence                                |
|-------------------|----------------------------------|-----------------------------------------|
| orange juice      | <i>a carton of orange juice</i>  | There wasn't a carton of orange juice.  |
| <i>salt</i>       | a package of salt                | <i>There was a package of salt.</i>     |
| mineral water     | <i>a bottle of mineral water</i> | There wasn't a bottle of mineral water. |
| <i>pickles</i>    | a jar of pickles                 | <i>There was a jar of pickles.</i>      |
| candies           | <i>a bag of candies</i>          | There wasn't a bag of candy.            |

12. Study the chart and complete it.   Explicar que **some** se usa para indicar que es poco.

| Some and any                                                                                |                                                      |
|---------------------------------------------------------------------------------------------|------------------------------------------------------|
| Use <b>some</b> in affirmative sentences, for countable or uncountable nouns.               |                                                      |
| There were <i>some</i> cookies in the bag.                                                  | There was <i>some</i> vinegar in the bottle.         |
| Use <b>any</b> in interrogative and negative sentences, for countable or uncountable nouns. |                                                      |
| Was there <i>any</i> sugar in the cup?                                                      | There weren't <i>any</i> apples in the refrigerator. |

13. Write sentences to describe the quantities. 

|                                         |                                                |                                               |
|-----------------------------------------|------------------------------------------------|-----------------------------------------------|
| <p><b>sugar</b></p> <p><b>flour</b></p> | <p><b>ketchup</b></p> <p><b>mayonnaise</b></p> | <p><b>milk</b></p> <p><b>orange juice</b></p> |
|-----------------------------------------|------------------------------------------------|-----------------------------------------------|

There was some sugar, but there wasn't any flour.

There wasn't any ketchup, but there was some mayonnaise.

There was some milk, but there wasn't any orange juice.



### Survival English

How many stamps do I need for a postcard?  
I would like a bag of candy.

### Let's find out about...



Ask your parents about the benefit of aluminum cans. A used aluminum can is recycled and back on the grocery shelf in as little as 60 days!

# What were you doing?

In this lesson you will learn...

- to use the past continuous tense
- to combine the past continuous and the simple past tenses

## 1. Listen to your teacher and complete the dialogue.

Hi, Alan. I saw you in the supermarket yesterday morning. What were you doing?



Yesterday morning? Oh! I was buying some bread and pastries at the bakery.

## 2. Select the words from the vocabulary and complete the sentences.

### Vocabulary

• magazines • drugstore • apples • book store • aspirins • fruit stand



I was buying some aspirins at the drugstore.



I was buying some magazines at the book store.



I was buying some apples at the fruit stand.

## 3. Study the chart and complete it.

### Past continuous

The past continuous tense describes an action that was in progress at a time in the past.

Use the verb **to be** in past (**was/were**) plus the **-ing** form of the action verb.

• Use **was** with **I, he, she, it**.

• Use **were** with **you, we, they**.

I was chatting in the cybercafe.

They were drinking iced tea at the snack bar.

4. Look at the pictures and write sentences using the words from the box. 

• feed

• play

• tell

• read



◀ a) Adriana

Adriana was reading  
a book.



◀ b) Susy

Susy was playing with  
her friends.



◀ c) Aunt Sarah

Aunt Sarah was  
feeding the cat.



◀ d) Mrs. Johnson

Mrs. Johnson was  
telling a story.

- Answer the questions according to the pictures. 

a) Was Adriana reading the newspaper? No, she wasn't.  
What was Adriana reading? She was reading a book.

b) Was Susy playing alone? No, she wasn't.  
Who was Susy playing with? She was playing with her friends.

c) Was Aunt Sarah feeding the cat in her bedroom? No, she wasn't.  
Where was Aunt Sarah feeding the cat? She was feeding the cat in the garden.

d) Was Mr. Johnson telling a story? No, he wasn't.  
Who was telling a story? Mrs. Johnson was telling a story.

5. Read the information below and answer the questions. 

a) The kids/play marbles/in the street  
What were the kids doing? They were playing marbles.  
Where were the kids playing marbles? They were playing marbles in the street.

b) Richard/paint the house/at 2:00 p.m.  
What was Richard doing? He was painting the house.  
What time was Richard painting the house? He was painting the house at 2:00 p.m.

c) Lolly/bake cookies/a lot  
What was Lolly doing? She was baking cookies.  
How many cookies was she baking? She was baking a lot of cookies.

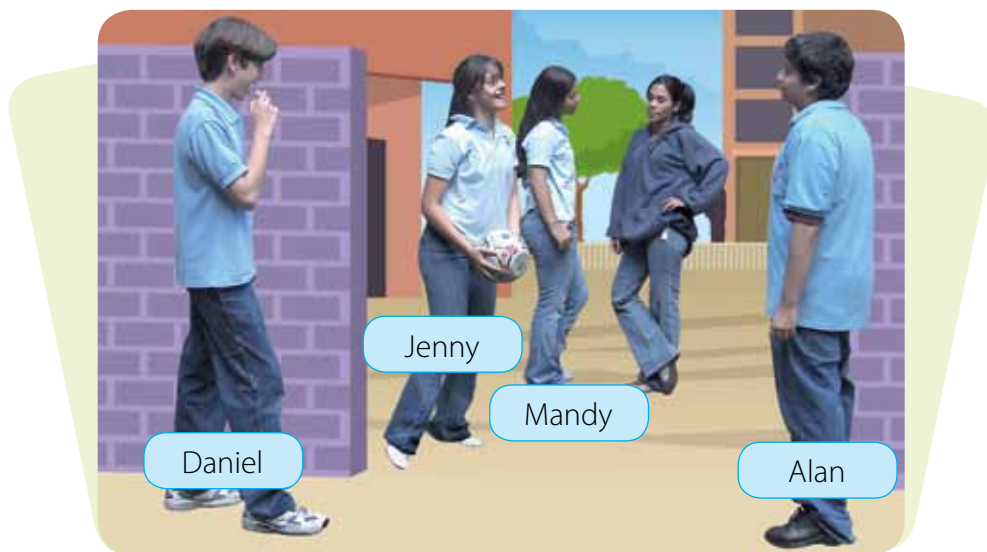
d) My brother and I/study English/last Tuesday  
What were your brother and you doing? We were studying English.  
When were your brother and you studying English? We were studying English last Tuesday.



6. Study the chart and complete it.  

| Past continuous + Simple past                                                                                 |                                       |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------|
| You can use the past continuous and the simple past in the same sentence.<br>Connect them using <b>when</b> . |                                       |
| I was studying <b>when</b> you called.                                                                        | She was <b>cooking</b> when you came. |
| They <b>were</b> eating when he <b>went</b> to the store.                                                     |                                       |

7. Look at the picture and write sentences to describe what each person was doing. 



- Daniel: Yesterday morning when I arrived at school...
- Daniel was eating a sandwich.
- Jenny was playing volleyball.
- Mandy was talking to Carol.

8. What were your friends doing when you arrived at school? 

- My girlfriend was studying.
- 
- 
- 
- 
- 
- 
- 
-

**10. Unscramble and rewrite these questions. Then look at the pictures and answer the questions.** 

bell/What/you/rang? /doing/when/the/were

*What were you doing when the bell rang?*

*I was sleeping.*

when/was/rained?/What/doing/she/it

*What was she doing when it rained?*

*She was watching TV.*

What/arrived?/were/when/they/doing/she

*What were they doing when she arrived?*

*They were eating.*

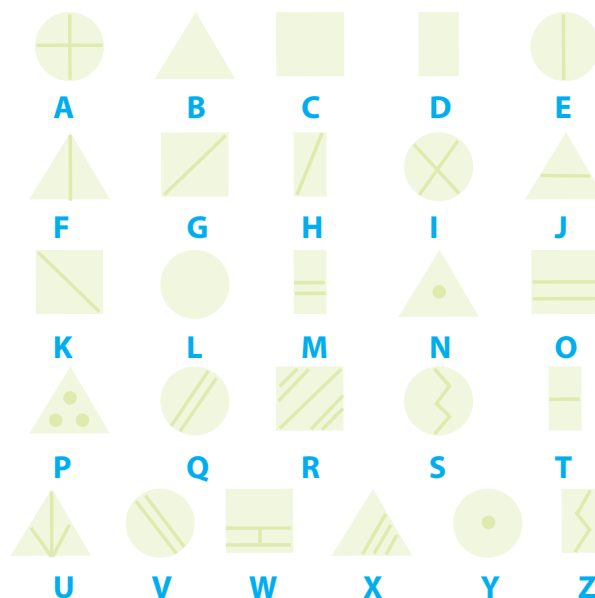
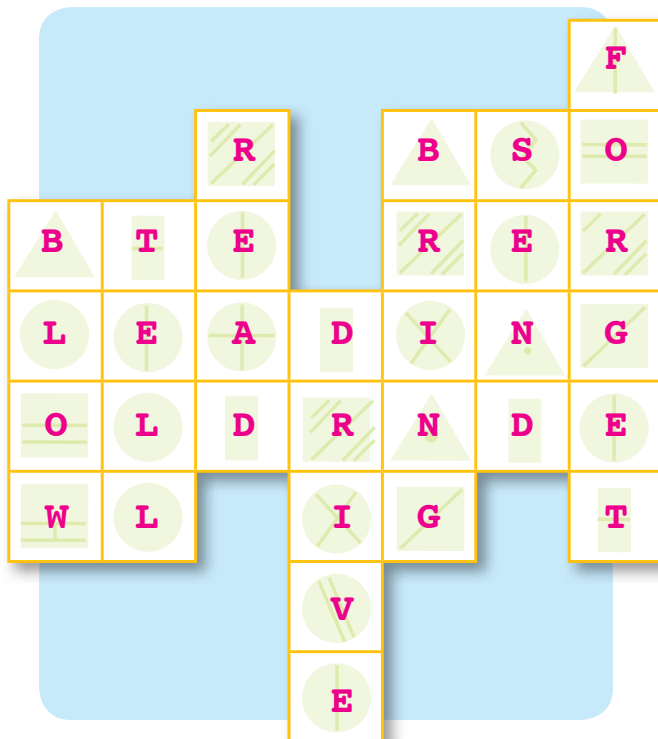
phoned?/was/when/What/they/she/doing

*What was she doing when they phoned?*

*She was sweeping the floor.*



**11. Use the symbols as a clue to discover the hidden verbs.**



**Survival English**

**Keep an eye on the baby.**

# Doing wrong and apologizing

In this lesson you will learn...

- to apologize
- to accept apologies
- to describe past events

## 1. Listen to your teacher and repeat.



What happened, guys?  
You look angry.

We were going  
to study math.  
Remember?



Were you at home yesterday afternoon?

Oh, I'm sorry! I was at  
the gym.

Don't worry, Karen.  
That's OK.

## 2. Select the correct apologies from the box and complete the sentences. Listen to your teacher to check your answers.



### Vocabulary

• forgive

• apologize

• excuse

• sorry



a) Please forgive me.

b) I apologize. It's my fault, young lady.

c) Excuse me. I have to leave now.

d) I'm sorry for being late, teacher.

## 3. Study the chart and complete it.



Add **-ing** only in past continuous!



### Simple past and past continuous

| Simple past<br>(was/were) | Past continuous<br>(was/were + action verb with -ing) |
|---------------------------|-------------------------------------------------------|
| I wasn't right.           | I <u>was</u> <u>making</u> a mistake.                 |
| He <u>was</u> on a date.  | He was wait <u>ing</u> for her.                       |
| We were here.             | We <u>were</u> listening to music.                    |
| They <u>were</u> late.    | They <u>weren't</u> coming by plane.                  |

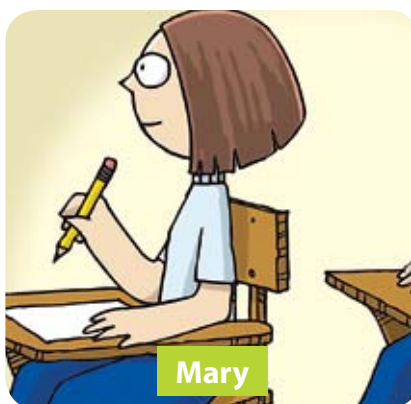
4. Think about different situations and write apologies for the responses below. 

- |                                         |                       |
|-----------------------------------------|-----------------------|
| A. <u>I'm sorry. It was my mistake.</u> | B. That's all right.  |
| A. <u>Excuse me. I was late.</u>        | B. Never mind.        |
| A. <u>Forgive me. I was busy.</u>       | B. Don't worry.       |
| A. <u>I'm sorry. It was my fault.</u>   | B. It doesn't matter. |

5. Look at the pictures. Complete the questions and write the appropriate answers. 



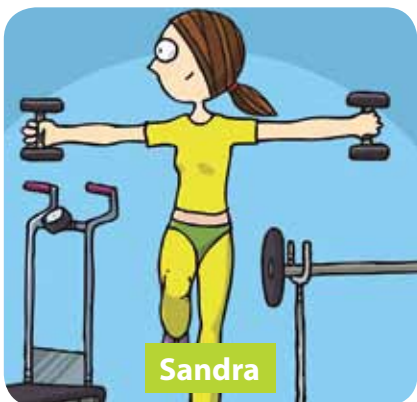
Were Sally and Max at the party **last night**?  
Yes, they were.



Was Mary at home **yesterday afternoon**? No, she wasn't. She was at school.



Was Tony at the races **yesterday afternoon**?  
No, he wasn't. He was at home.



Was Sandra at the gym **yesterday morning**?  
Yes, she was.



Were the boys at school **yesterday morning**? No, they weren't. They were in the park.



Was Andrea at the beauty parlor **this morning**?  
Yes, she was.

6. Look at the past tense phrases in bold from exercise 5. Write, in order of sequence, where the people were and when. 

- Sandra was at the gym and the boys were in the park **yesterday morning**.
- Mary was at school and Tony was at home **yesterday afternoon**.
- Sally and Max were at the party **last night**.
- Andrea was at the hairdresser's **this morning**.



## 7. Write questions for the answers given.

### A thief robbed a girl.

- a) When was the theft? The theft was yesterday evening.  
 b) Was the thief alone? Yes, he was.  
 c) Where were you? I was at home.

### A couple was on vacation.

- a) Where were they? They were in Merida.  
 b) Was the weather sunny? No, it wasn't. It was cloudy.  
 c) When were they in Merida? They were in Merida last August.

## 8. Write sentences in past continuous using the verbs below.



sleep/prepare

She was sleeping while her grandma was preparing breakfast.



talk/study

He was talking to Reny while his twin brother was studying.



cough/pat

He was coughing while his mother was patting his back.



read/watch

She was reading while he was watching TV.



build/destroy

They were building a sand castle while two boys were destroying one.



drive/sing

He was driving while she was singing.

Use **while** to connect two actions happening at the same time.



Comentar que en los intercambios comunicativos orales es frecuente cometer errores. Enfatice que si perciben un error, pueden corregir con cortesía al interlocutor.

You can use **when** to establish an interruption between two actions.



## 9. Complete the sentences using the verbs in parentheses in their correct form.

- a) When it started to rain, he was playing soccer. (start/play)  
 b) She was teaching when the principal arrived at the classroom. (teach/arrive)  
 c) He was brushing his teeth when the bell rang. (brush/ring)  
 d) They were crying when they left. (cry/leave)  
 e) When your mother called you, you were working. (call/work)

## 10. Look at the pictures and write sentences to describe them.



He was playing the guitar when it started to rain.



When they left, the children were sleeping.



I was calling her when she arrived here.



I was preparing dinner when my husband brought a pizza.

## 11. Select the category from the box and complete the diagram.

• Complement      • Personal pronouns      • Verb to be in past      • Past time adverbials

Personal pronouns

I, you, he, she, it,  
we, they

Verb to be in the past

was, were

Complement

at the beach, in church,  
at the park, at home

Past time adverbials

yesterday, Sunday  
morning, yesterday  
afternoon, last weekend



**Survival English**

**I think something must be wrong.  
I don't know what's wrong.**



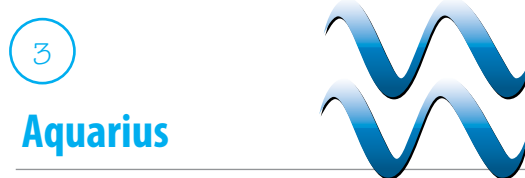
# Reading & writing

1. Listen to your teacher and follow the reading.  

| 1                                                                                 | <h2>Today</h2>  <div>86°F</div> <div>Chance of Rain:<br/><b>20%</b></div> | <h2>Next 36 hours</h2> <table><tr><th>Tonight</th><th>Tomorrow</th><th>Tomorrow Night</th></tr><tr><td></td><td></td><td></td></tr><tr><td>61°</td><td>82°</td><td>61°</td></tr><tr><td>Chance of Rain:<br/><b>20%</b></td><td>Chance of Rain:<br/><b>20%</b></td><td>Chance of Rain:<br/><b>20%</b></td></tr></table> | Tonight | Tomorrow | Tomorrow Night |  |  |  | 61° | 82° | 61° | Chance of Rain:<br><b>20%</b> | Chance of Rain:<br><b>20%</b> | Chance of Rain:<br><b>20%</b> |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------|----------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|-----|-----|-------------------------------|-------------------------------|-------------------------------|
| Tonight                                                                           | Tomorrow                                                                                                                                                   | Tomorrow Night                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |          |                |                                                                                   |                                                                                    |                                                                                     |     |     |     |                               |                               |                               |
|  |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |          |                |                                                                                   |                                                                                    |                                                                                     |     |     |     |                               |                               |                               |
| 61°                                                                               | 82°                                                                                                                                                        | 61°                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |          |                |                                                                                   |                                                                                    |                                                                                     |     |     |     |                               |                               |                               |
| Chance of Rain:<br><b>20%</b>                                                     | Chance of Rain:<br><b>20%</b>                                                                                                                              | Chance of Rain:<br><b>20%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |          |                |                                                                                   |                                                                                    |                                                                                     |     |     |     |                               |                               |                               |



The Eagles are playing the Comets tomorrow at the Olympic Stadium. The odds are that the Comets will win.



You're restricted in some new way this morning, but don't let it bring you down. Your creative solution to this problem makes you the hit of the office or neighborhood by tomorrow!

**Jan 21st to Feb 19th**

2. Where could you find these type of texts? Underline the correct option.

in a textbook

in a brochure

in the newspaper

3. Write the number of the text that these people would read. 

2 soccer fans

Aquarians 3

1 the general public

4. Read the conversation and answer the questions below. 



- What are the boy and the girl talking about?  
*They are talking about the weather forecast that is in the newspaper.*
- Are they talking about the future?  
*Yes, they want to know about the weather over the next few days.*

5. Look at the four day weather forecast for Tegucigalpa City, and work in pairs. 

| Tuesday                                                                             |      | Wednesday                                                                           |      | Thursday                                                                             |      | Friday                                                                                |      |
|-------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------|------|
|  |      |  |      |  |      |  |      |
| High                                                                                | 28°C | High                                                                                | 28°C | High                                                                                 | 28°C | High                                                                                  | 28°C |
| Low                                                                                 | 18°C | Low                                                                                 | 18°C | Low                                                                                  | 18°C | Low                                                                                   | 18°C |

- Ask and answer questions similar to the ones in the conversation.

6. Complete the forecast for Tuesday. 

On Tuesday, the high temperature will be 28°C and the low 18°C. It will be hot and it will be sunny.

- Write a similar description about the forecasts for the remaining days.

On Wednesday, \_\_\_\_\_

On Thursday, \_\_\_\_\_

On Friday, \_\_\_\_\_





# Review

From lesson 1 to lesson 4

## Check what you know!

### 1. Complete the sentences. Use comparative adjectives.

- a) A plane is faster than (fast) a train.
- b) This cell phone is newer than (new) yours.
- c) Tania is more beautiful than (beautiful) Rita.
- d) My grades are worse than (bad) yours!

### 2. Complete the sentences. Use superlative adjectives.

- a) My mother is the most intelligent (intelligent) of all!
- b) This is the best (good) TV set in the store.
- c) A friend of mine is the tallest person (tall) in his neighborhood.
- d) Apple pies are the most delicious (delicious) desserts.
- e) This baby boy is the youngest (young) of the family.

### 3. Underline the comparative adjectives and circle the superlative adjectives in the following sentences.

- a) Katherine is better than Beatriz at dancing.
- b) Victor and Patty are the worst entertainers.
- c) We are the least fashionable guests.
- d) The museum is farther than the theater.
- e) I definitely had a great time. It was the best meeting at school.
- f) The winter is colder than the summer.

### 4. Complete the chart using the adjectives you selected in the previous exercise.

| Comparative  | Superlative         |
|--------------|---------------------|
| better       | <u>the best</u>     |
| <u>worse</u> | the worst           |
| <u>less</u>  | the least           |
| farther      | <u>the farthest</u> |

### 5. Complete the sentences with the correct form of the verb.

- a) When the phone rang, she was writing (write) a letter.
- b) While we were having (have) lunch, it started to rain.
- c) I was listening (listen) to the radio, so I didn't hear the fire alarm.
- d) You weren't listening (not listen) to me when I told you to turn the oven off.
- e) While Pedro was sleeping (sleep) last night, someone stole his car.
- f) Luis was waiting (wait) for us when we got off the bus.

### 6. Ask questions using the *wh*- words given.

- a) Mary is sleeping in her bedroom.

**who**

Who is sleeping?

**what**

What's Mary doing?

**where**

Where is Mary sleeping?

## 7. Answer the questions using the information given.

- a) What's Julio reading? (the news)  
He's reading the news.
- b) Where are they studying? (in the library)  
They're studying in the library.
- c) How is she traveling? (by plane)  
She's traveling by plane.
- d) What time are we going to school? (7:30 a.m.)  
We're going to school at 7:30 a.m.
- e) Who's calling you? (your father)  
My father is calling me.
- f) What are they doing? (washing the dishes)  
They're washing the dishes.
- g) What's Annie buying? (fruit)  
She's buying fruit.
- h) Where are they going? (to the market)  
They're going to the market.

## 8. Look at the girl and write sentences to describe her.



The girl is thin and tall. She has long, brown, straight hair and big, round, brown eyes. She's wearing a pink sweater and a white skirt. She's also wearing a pair of blue sandals.

## 9. Give apologies for these situations.

- a) A boy goes out without permission.  
Sorry, Mom! I won't do it again.
- b) A girl misses a date.  
Forgive me. The meeting finished very late.
- c) Your brother is wearing your favorite jacket.  
I'm sorry. My sweaters are dirty and it's cold.
- d) Your best friend forgets your birthday.  
I apologize. I hope you can forgive me.
- e) A costumer doesn't find a product.  
I apologize. The product is out of stock at the moment.

## 10. Accept apologies.

- a) **Sorry I'm late.**  
That's OK.
- b) **I apologize for hurting you.**  
It doesn't matter.
- c) **Forgive me. I didn't tell you the truth.**  
That's all right.
- d) **I'm sorry I forgot your birthday.**  
No problem.
- e) **I'm sorry about the trouble I've caused.**  
Don't worry about it.
- f) **I'm sorry, I didn't mean to hurt you.**  
That's OK.

## 11. Write a sentence to say sorry without using the words "I'm sorry".

I'd like to apologize for the way I spoke to you earlier.

# Going out

## Unit

## 8

If you're looking for what's on today, tomorrow or next weekend, then you've found the right website [www.shallwego.com](http://www.shallwego.com) is Honduras' most comprehensive listing of family and community events. It has a lot of ideas, which you can search by date, place and event type. These are the events for the week:

There's a new movie at the CityMall, called *In the Silence of the Night*. It's a thriller with a very good review. If you like the theater, the Comedians, a street theater group, is performing at the Millenium Theater. And for those of you who like the circus, the Moon Circus is located next to the Presidential residence. Have a great time!

## Before you start...



The Comedians



The Moon Circus



In the Silence of the Night

1. Read the text and place a ✓ to choose the event of your preference.

2. Underline the places that are mentioned in the text:

- City Mall
- Manuel Bonilla Theatre
- The Presidential residence
- The Millenium Theater
- The National Zoo

3. Have you seen Honduran theater plays? Some examples are: "*Los diezmos de Olancho*", "*Un hombre de influencia*" and "*El circo*".

- Is there any Honduran play you would like to see? Why?

---



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4. Work in groups. Trabajo

- Choose a cultural event you would like to promote.
- Design a poster that should include: an image that recalls the event, the location and name of the event.

5. Discuss the questions with a partner.

- Which places in town offer cultural activities?
- Which one would you go to first? Why?



# We'll go tomorrow



In this lesson you will learn...

- to use the auxiliary **will**
- to talk about the weather

## 1. Listen to your teacher and repeat.



Oh, no! Look at the sky! It's raining! **It'll be** impossible to run in the park today.

It doesn't matter, Alan. **We'll go** tomorrow.



## 2. Listen to your teacher. Select the words from the box and name the seasons of the year.

### Vocabulary

• summer

• spring

• winter

• autumn



spring



summer



autumn



winter

## 3. Study the chart and complete it.



will not = won't

### Simple future

- The auxiliary **will** is used to talk about future events. Use **will + the base form of the action verb**.

I will visit you tomorrow.

He **will** call me later.

- **Will** can be used to make predictions about future actions.

It **will** rain tonight.

It will **be** sunny.

Recordar que en inglés los sujetos no pueden quedar tácitos, es decir, sería incorrecto hacer oraciones sin el sujeto correspondiente.

**4. Select the correct adjectives from the box and write a sentence to describe each season.**

• hot

• cold

• windy

• warm



*It will be warm in spring.*



*It will be windy in autumn.*



*It will be hot in summer.*



*It will be cold in winter.*

**5. Write predictions about the weather in your country. Use the words from the box.**



*It'll be cold in December.*

*It'll be hot in July.*

*It'll be cool in February.*

*It'll be rainy in September.*

*It'll be warm in May.*

*It'll be sunny in August.*

• rainy  
• cold  
• hot  
• cool  
• warm  
• sunny

**6. Answer the questions. Use the information in parentheses.**



**a)** What will the weather be like in January? (very cold)

*It'll be very cold in January.*

**b)** What will the weather be like in July? (dry)

*It'll be dry in July.*

**c)** What will the weather be like in October? (wet)

*It'll be wet in October.*

**d)** What will the weather be like in November? (cool)

*It'll be cool in November.*

7. Study the chart and complete it. Pronounce the contractions aloud.



| Verb | Long form | Contraction | Pronunciation and number of syllables |
|------|-----------|-------------|---------------------------------------|
| will | I will    | I'll        | aɪl  (1)                              |
|      | you will  | you'll      | yuul  (1)                             |
|      | he will   | he'll       | heel  (1)                             |
|      | she will  | she'll      | sheel  (1)                            |
|      | it will   | it'll       | itul  (2)                             |
|      | we will   | we'll       | weel  (1)                             |
|      | they will | they'll     | theil  (1)                            |
|      | will not  | won't       | woant  (1)                            |

8. Write questions and give affirmative and negative answers.



You can use **will** with all the subjects!



a) Caroline/prepare dinner/tonight

Will Caroline prepare dinner tonight?

Yes, she will prepare dinner tonight.

No, she won't prepare dinner tonight.

b) The students/do their homework/later

Will the students do their homework later?

Yes, they will do their homework later.

No, they won't do their homework later.

c) Jose/buy a book/next week

Will Jose buy a book next week?

Yes, he will buy a book next week.

No, he won't buy a book next week.

d) Monica/go shopping/next month

Will Monica go shopping next month?

Yes, she will go shopping next month.

No, she won't go shopping next month.

9. What will Alan do tomorrow? Complete the sentences.



In the morning, Alan

will ride a bicycle.

At lunch time, he

will go to a restaurant.

In the afternoon, he

will study English.

At night, he

will play video games.

# 10. Use the *wh-* words to write interrogative sentences.

a) My family will go to the theater next Saturday.

what

*What will your family do next Saturday?*

where

*Where will your family go next Saturday?*

when

*When will you family go to the theater?*

b) Elisa will study hard next year.

who

*Who will study hard next year?*

when

*When will Elisa study hard?*

how

*How will Elisa study next year?*

c) Adrian will pay a lot of money because he'll buy a house.

who

*Who will pay a lot of money?*

how much

*How much will he pay?*

why

*Why will he pay a lot of money?*

d) They will stay in Canada for three months.

what

*What will they do for three months?*

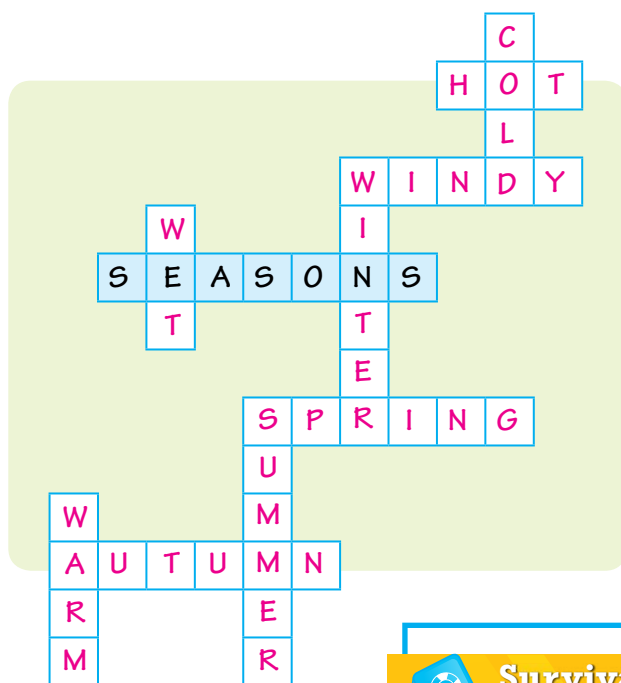
where

*Where will they stay for three months?*

how long

*How long will they stay in Canada?*

# 11. Write the words from the box in the crossword.



- spring
- summer
- autumn
- winter
- windy
- warm
- cold
- hot
- wet



## Survival English

Would you believe it? I'm going to Miami next week.  
Where will you be staying? I am staying at a hotel.



# Where are you going to travel?



In this lesson you will learn...

- to use **going to** to express future actions
- to make questions using **how long**

## 1. Listen to your teacher and complete the dialogue.



## 2. Select the verbs from the box and complete the sentences.



Use phrases like: next week, tomorrow, later, etc. at the end of sentences to express future.

### Vocabulary

• talk • paint • finish • wash • eat • fix



I'm going to wash my T-shirt later.



We're going to paint the house next week.



My father is going to fix my toy.



I'm going to finish the puzzle next weekend.

## 3. Study the chart and complete it.



### Future with going to

- Use **going to** to refer to a future event or describe an action which someone will perform in the future.
- Use the verb **to be in present tense** + **going to** + **the base form of the action verb**.

I am going to travel next week. She is going to study in England next year.

We are going to move to another city.

#### 4. Answer the questions using the information given.

James/baseball

Is James going to play football on the weekend? No, he isn't.

What is James going to do on the weekend? He's going to play baseball.

Pam and Fred/Spain

Are Pam and Fred going to travel to Canada next week? No, they aren't.

Where are Pam and Fred going to travel to next week? They are going to travel to Spain.

Frank/book

Is Frank going to write a letter soon? No, he isn't.

What is Frank going to write soon? He's going to write a book.

Janet/clothes

Is Janet going to buy some fruit tomorrow? No, she isn't.

What is Janet going to buy tomorrow? She's going to buy some clothes.

#### 5. Unscramble the sentences.

a) paint/Oscar/tomorrow/going/his/is/bedroom/to

Oscar is going to paint his bedroom tomorrow.

b) week/to/going/My/party/friends/next/are/a/have

My friends are going to have a party next week.

c) this/is/Diana/hard/going/year/to/work

Diana is going to work hard this year.

d) new/soon/are/buy/going/We/to/car/a

We are going to buy a new car soon.



#### 6. Study the chart and complete it.

##### How long

• Use **how long** to ask questions about periods of time.

How long was the film?

How long will you be in Paris?

How long are we going to stay here?

Indicar que la expresión **for a while** puede variar su significado: **durante algún tiempo, desde hace rato, desde hace tiempo.**

**7. Look at the pictures. Then write questions and answers.** 

Arthur/be in the country/three weeks

*How long is Arthur going to be in the country?*

*He is going to be in the country for three weeks.*



Grandpa/visit you/two days

*How long is your grandpa going to visit you for?*

*He is going to visit us for two days.*



The children/watch TV/one hour

*How long are the children going to watch TV?*

*They are going to watch TV for an/one hour.*



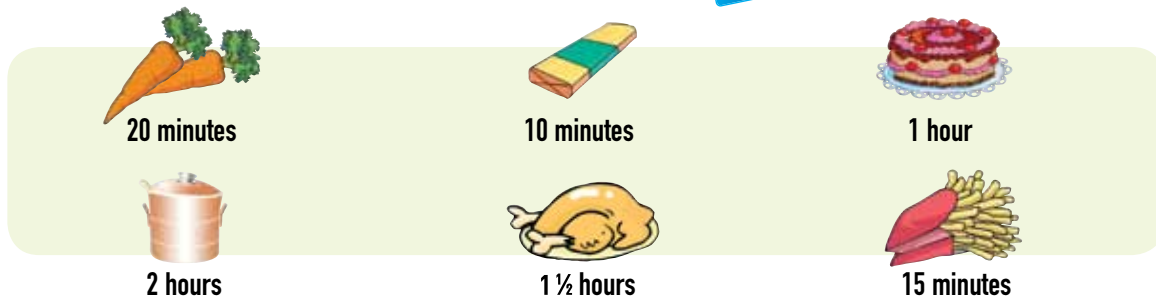
Tere and Marie/work/two hours

*How long are Tere and Marie going to work?*

*They are going to work for two hours.*



**8. Look at the pictures and complete the chart below.** 



- How long are the people going to cook the food for?

|              |      |       |                                                                   |
|--------------|------|-------|-------------------------------------------------------------------|
| Carrots      | I    | boil  | <i>I am going to boil the carrots for twenty minutes.</i>         |
| Spaghetti    | He   | cook  | <i>He is going to cook the spaghetti for ten minutes.</i>         |
| Cake         | They | bake  | <i>They are going to bake the cake for one hour.</i>              |
| Soup         | She  | boil  | <i>She is going to boil the soup for two hours.</i>               |
| Chicken      | We   | roast | <i>We are going to roast the chicken for an hour and a half.</i>  |
| French fries | You  | fry   | <i>You are going to fry the French fries for fifteen minutes.</i> |

**9. Read the sentences, write questions and answer them in affirmative and negative form. Use short answers.** 

- a)** I am going to dance tonight.

*Are you going to dance tonight?*

*Yes, I am.*

*No, I'm not.*

- b)** Sean and Jack are going to learn German.

*Are Sean and Jack going to learn German?*

*Yes, they are.*

*No, they aren't.*

- c)** The dog is going to eat meat.

*Is the dog going to eat meat?*

*Yes, it is.*

*No, it isn't.*

**10. Answer the questions. Then write questions and answers using the information below.**

a) Are you going to travel to Alaska?

Mexico

*Where are you going to travel?*

*No, I'm not.*

*I'm going to travel to Mexico.*

b) Is Peter going to buy a car?

house

*What is Peter going to buy?*

*No, he isn't.*

*He's going to buy a house.*

c) Is Kate going to drink a soda?

Ann

*Who is going to drink a soda?*

*No, she isn't.*

*Ann is going to drink a soda.*

d) Is Juliet going to come tomorrow?

next Friday

*When is Juliet going to come?*

*No, she isn't.*

*She is going to come next Friday.*

**11. What is Jenny going to do tomorrow? Look at the pictures and write sentences to describe each activity.**



At 10 a.m.

*She is going to do aerobics.*



At 1:00 p.m.

*She is going to take the dog for a walk.*



At 3:00 p.m.

*She is going to buy some clothes.*



At 7:00 p.m.

*She is going to watch a movie.*

**12. Answer these questions about yourself.**

a) What are you going to do during your next vacation? \_\_\_\_\_

b) Who are you going with? \_\_\_\_\_

c) Where are you going to stay? \_\_\_\_\_

d) How long are you going to stay there? \_\_\_\_\_

e) What time are you going to leave? \_\_\_\_\_



**Survival English**

**Where can I change some money?  
I think that the best place is at the bank.**

Después de realizar el ejercicio 12 invítelos a compartir sus respuestas con un compañero o compañera.



## We will learn

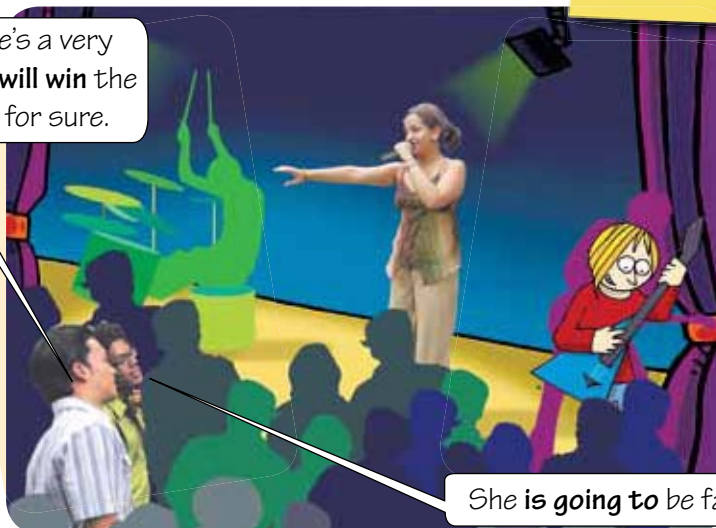
In this lesson you will learn...

- to make future plans
- to make future decisions
- to make predictions
- to make promises

## 1. Listen to your teacher and repeat.



Look at her. She's a very good singer. She **will win** the music contest for sure.



She **is going to** be famous!

## 2. Look at the pictures. Select the words from the box and complete the sentences.



## Vocabulary

• electric guitar • orchestra • drums • stage • audience



- a) Mr. Stevens is going to conduct the orchestra.
- b) The audience will choose the best singer.
- c) She will go on stage again if she wins.
- d) Reny and Francis will play the drums.
- e) Richard is going to play the electric guitar next time.

## 3. Study the chart and complete it.



## Future



will + not = won't  
are + not = aren't  
is + not = isn't

Use **will + a verb in base form** for promises, future decisions and general predictions.

I **will** be on time. I promise.

We **will** go to the play.

It **will** probably finish late.

Use **be + going to + a verb in base form** for future plans and predictions based on a clear evidence.

They are **going to** give a concert tomorrow.

He **is** going to sing out of tune— he has a sore throat.

4. Listen to your teacher and write predictions using *will* and *going to*.



sing

Carla *is going to sing*  
my favorite song.

Carla *will sing*  
my favorite song.



brush

Marcos *is going to brush*  
his teeth.

Marcos *will brush*  
his teeth.



dance

The girls *are going to dance*  
ballet.

The girls *will dance*  
ballet.

- Use the **wh-** words below to make a question for each sentence in the picture. Then give short answers.

**what**

What is Carla going to sing? My favorite song.

**where**

Where will Marcos brush his teeth? In the bathroom.

**how many**

How many girls are going to dance ballet tonight? Two girls.

5. Write sentences about the things you think the children are going to do next year.



- Kevin *is going to save money to buy a digital camera.*
- Kevin *is going to start a language course.*
- Kevin *is going to study hard to get good grades.*
- Kevin *is not going to miss a class.*

- They *are going to help in the house.*
- They *are not going to fight any more.*
- They *are going to win a sports competition.*
- They *are going to do their homework.*



**6. Read the sentences below and write a positive and a negative decision for each situation.** 

a) It is raining.

I will use my new umbrella.

I won't go to the theater.

b) The microphone is not working.

I will buy a new one.

I won't be able to sing.

c) The box office is closed.

I will go to another place.

I won't be able to get the tickets.

d) The audition was at 3:00 o'clock.

I will wait for the next one.

I won't act.

e) There are a lot of people visiting the museum.

I will go tomorrow.

I won't go in.

**7. Change the following sentences using *be + going to* or *will*. Then write questions.** 

*Recordar que para preguntar es necesario colocar el verbo auxiliar antes del sujeto de la oración.*

a) William is going to be the main actor.

Is William going to be the main actor?

William will be the main actor.

Will William be the main actor?

b) The boys will buy the tickets.

Will the boys buy the tickets?

The boys are going to buy the tickets.

Are the boys going to buy the tickets?

c) My friend is going to play Prince Hamlet.

Is your friend going to play Prince Hamlet?

My friend will play Prince Hamlet.

Will your friend play Prince Hamlet?

d) Mary is going to reserve good seats. (\*)

Is Mary going to book good seats?

Mary will book good seats.

Will Mary book good seats?

e) My parents will buy the program.

Will your parents buy the program?

My parents are going to buy the program.

Are your parents going to buy the program?

(\*) Explicar a los estudiantes que en esta oración "book" funciona como verbo.

**8. Complete the sentences using *be + going to*. Then rewrite the sentences in the present continuous tense.** 

a) I'm going to play the role of a bad boy. 

I'm playing the role of a bad boy

b) They're going to travel to Hollywood for a new production. 

They're traveling to Hollywood for a new production.

c) We aren't going to buy a piano this year. 

We aren't buying a piano this year.

travel      buy      play

Be careful not to confuse the phrase **be + going to** with the **present continuous** tense.



9. Complete the sentences using **will** or **be + going to** and write them in the correct category (two sentences for each category).



- a) He will become an artist some day. +  
 b) I will call you at 3:00 p.m. for sure. +  
 c) She isn't going to/won't move yet. -  
 d) Sure! I will be at your wedding! +  
 e) We are going to stay at home today. +  
 f) Maybe he won't come. -  
 g) We won't take a bus. -  
 h) Look! They are going win. -  
 i) I' ll have some water. +  
 j) Stop working. You are going to be tired. +

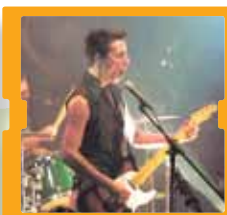
| Future tense                                                       |                                                                         |  |
|--------------------------------------------------------------------|-------------------------------------------------------------------------|--|
| Decisions made spontaneously (will)                                | Future plans (going to)                                                 |  |
| We won't take a bus.<br>I'll have some water.                      | She isn't going to move yet.<br>We're going to stay at home today.      |  |
|                                                                    | General predictions (will)                                              |  |
|                                                                    | He'll become an artist some day.<br>Maybe he won't come.                |  |
| Promises (will)                                                    | Predictions based on evidence (going to)                                |  |
| I will be at your wedding!<br>I'll call you at 3:00 p.m. for sure. | Stop working. You're going to be tired.<br>Look! They are going to win. |  |

10. Unscramble the words. Then write them below the right picture.

- a) srumd  
 b) chrarotes  
 c) noctrec  
 d) cuedenai  
 e) ginser  
 f) kitecst



orchestra



concert



drums



singer



tickets



audience



Survival English

Where will you be staying? At the Palace Hotel.  
 We are going to miss you.



# Have you ever traveled to another country?

In this lesson you will learn...

- to use the present perfect tense
- to use the propositions **since** and **for**

## 1. Listen to your teacher and complete the dialogue.



Look at that plane, Mandy! I'd love to travel. Have you ever traveled to another country?

Yes, I have. My family and I went to Italy two years ago. It was great!

## 2. Complete the sentences. Use the words from the box.

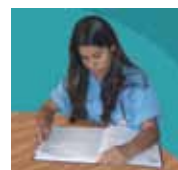
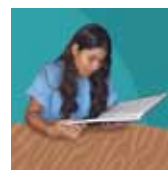
### Vocabulary

• since

• studied

• played

• for



2:30 p.m. —> 4:00 p.m. —> 5:30 p.m.

8:00 a.m. —> 10:00 a.m. —> 1:00 a.m.

Alan and Daniel **have** played volleyball since 2:30.

Mandy **has** studied math for five hours.

## 3. Study the chart and complete.

The **simple past form** and the **past participle** of **regular verbs** are the same!

### Present perfect tense

- Use the **present perfect** tense to talk about a situation that began in the past and continues up to the present.

| Personal Pronoun               | + | Auxiliary verb | + | Main verb (past participle) | + | Complement |
|--------------------------------|---|----------------|---|-----------------------------|---|------------|
| I/ <u>You</u> /We/ <u>They</u> |   | have           |   | written                     |   | a letter.  |
| He/ <u>She</u> /It             |   | has            |   | cleaned                     |   | the house. |

Indicar que para hacer preguntas se coloca primero el auxiliar (**have/has**) y luego el sujeto.



The past participles of irregular verbs must be memorized.



#### 4. Using the dictionary, complete the chart with the past participle of the verbs.

|       |         |        |          |        |           |
|-------|---------|--------|----------|--------|-----------|
| do    | done    | be     | been     | drive  | driven    |
| go    | gone    | drink  | drunk    | forget | forgotten |
| live  | lived   | see    | seen     | say    | said      |
| write | written | run    | run      | take   | taken     |
| eat   | eaten   | listen | listened | work   | worked    |
| speak | spoken  | begin  | begun    | make   | made      |

#### 5. Study the chart and complete it.



| Contractions                                                                                                                                                                                                             |                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Use contractions in the <b>present perfect tense</b> in affirmative or negative form.</li> </ul>                                                                                  |                                                         |
| We have = We've                                                                                                                                                                                                          | You have not = You haven't                              |
| He has = He's                                                                                                                                                                                                            | She has not = She hasn't                                |
|                                                                                                                                                                                                                          | They have = They've                                     |
|                                                                                                                                                                                                                          | It has = It's                                           |
| <ul style="list-style-type: none"> <li>Don't confuse contractions in <b>present perfect</b> (third person singular) with contractions in <b>present continuous</b>. Notice the difference in the action verb.</li> </ul> |                                                         |
| Present Perfect                                                                                                                                                                                                          | Present Continuous                                      |
| He's eaten a hamburger.<br>She's <u>gone</u> to town.                                                                                                                                                                    | He's <u>eating</u> a hamburger.<br>She's going to town. |

#### 6. Answer the questions.

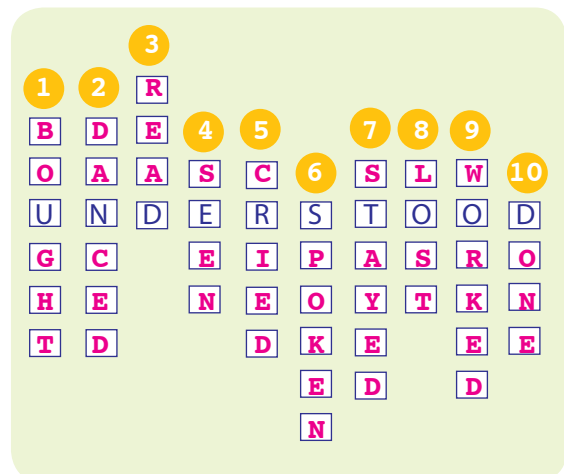


- a) Have you been to Jamaica? (✓)  
Yes, I have. I've been to Jamaica.
- b) Has your mother prepared lunch? (X)  
No, she hasn't. She hasn't prepared lunch.
- c) Has the police officer caught the thief? (✓)  
Yes he has. He's caught the thief.
- d) Has the bird eaten the seeds? (✓)  
Yes, it has. It's eaten the seeds.

#### 7. Complete the crossword with common verbs in the past participle. Then use the verbs to complete the sentences.



- Mary has bought a new dress.
- We have danced at the party.
- Emilio has read the newspaper.
- I put my wallet here. Have you seen it?
- The baby has cried a lot.
- She has never spoken Japanese.
- You have stayed in Rome for two years.
- They have lost the key. Where is it?
- He has worked at the office.
- I have done my job.



8. Select the correct verb form in parentheses to complete the sentences.

- a) I'm doing my homework. (doing/do/done)  
 b) Adrian has arrived early. (arrives/arrived/arriving)  
 c) The children have played basketball. (playing/played/play)  
 d) He is giving you the ticket. (giving/given/gave)  
 e) You have eaten enough. (ate/eating/eaten)  
 f) Have you been to Norway? (were/been/be)  
 g) Shirley has begun the Spanish course. (began/begin/begun)

Let's find out about...

Ask your classmates if they have the habit of proofreading. Get into this habit and if you can, ask a friend or adult to read your work and suggest how to improve it.

9. Study the chart and complete it.

| Since – For                                             |              |             |              |             |
|---------------------------------------------------------|--------------|-------------|--------------|-------------|
| • Use <b>since</b> to mention a specific point in time. |              |             |              |             |
| since yesterday                                         | <u>since</u> | two o'clock | <u>since</u> | August 1987 |
| • Use <b>for</b> to mention a period of time.           |              |             |              |             |
| for a day                                               | <u>for</u>   | two weeks   | <u>for</u>   | three years |
|                                                         |              |             | <u>for</u>   | a month     |

10. Answer the questions with the information given.

- a) How long has Johnny been in Madrid? five years

He has been in Madrid for five years.

- b) How long have your parents lived in this house? 1970

They have lived in this house since 1970.

- c) How long have you studied in that school? two years

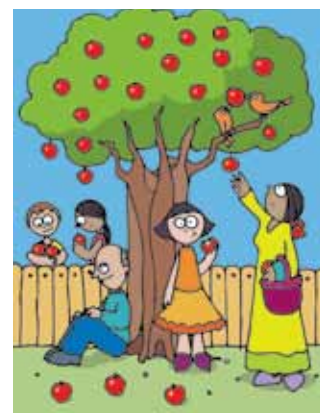
I have studied in that school for two years.

- d) How long has Rebecca been in London? a long time

She has been in London for a long time.

11. Look at the picture and complete the sentences with the present perfect of the verbs in parentheses.

- a) The birds have pecked some apples. (peck)  
 b) Some apples have fallen to the ground. (fall)  
 c) Romina has eaten an apple. (eat)  
 d) Mrs. Diamond has gotten apples to prepare a cake. (get)  
 e) The kids have picked some apples. (pick)  
 f) Mr. Diamond has sat under the tree. (sit)



## 12. Answer the questions in negative form.



a) Have you been to Brazil?

No, I haven't.

I haven't been to Brazil.

b) Has Noelia bought a new blouse?

No, she hasn't.

She hasn't bought a new blouse.

c) Have they studied the lessons?

No, they haven't.

They haven't studied the lessons.

d) Has the canary eaten the seeds?

No, it hasn't.

It hasn't eaten the seeds.

e) Have Jim and Charles come home?

No, they haven't.

They haven't come home.

## 13. Write sentences using the information below.



a) Sara/go/mountains

Sara has gone to the mountains.

b) The students/paint/the classroom

The students have painted the classroom.

c) Rafael/clean/house

Rafael has cleaned the house.

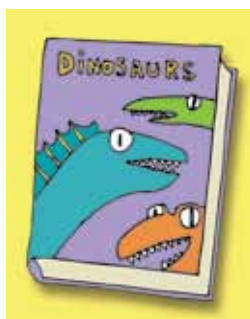
d) Mr. and Mrs. López /win/prize

Mr. and Mrs. López have won a prize.

e) The secretary/write/report

The secretary has written the report.

## 14. Complete the questions and answer them. Use contractions.



a book

What has your sister bought?  
(buy)

She's bought a book.



beans

What have you eaten?  
(eat)

I've eaten beans.



Marie

Who has broken the vase?  
(break)

Marie's broken the vase.



beach

Where have they been?  
(been)

They've been at the beach.

## 15. Read the sentences and complete the chart with the appropriate verbs in past participle.

|                                  |   |   |   |   |   |   |
|----------------------------------|---|---|---|---|---|---|
| I have done it in the office.    | W | O | R | K | E | D |
| I have done it with my car.      | D | R | I | V | E | N |
| Opposite to have shut up.        | S | A | I | D |   |   |
| I have done it with my radio.    | L | I | S | T | E | N |
| Opposite to have remembered.     | F | O | R | G | O | T |
| Opposite to have finished.       | B | E | G | U | N |   |
| Opposite to have lost something. | F | O | U | N | D |   |



### Survival English

I'll be here for a week.  
Can I make an appointment for tomorrow?



# Review

From lesson 1 to lesson 4

## Check what you know!

### 1. Complete the sentences. Use the words from the box.

• wet • cool • hot • cold

- a) The days are hot in summer.
- b) When it rains, the weather is wet.
- c) The temperature is very low. It's cold.
- d) I can feel the breeze. The weather is cool.

### 2. Look at the pictures and write about the dry and the rainy seasons in Honduras.



Honduras experiences a rainy season and a dry season, known locally as winter and summer, respectively.

### 3. Write sentences using *going to*.

- a) Jeanine/buy a book/tomorrow  
Jeanine is going to buy a book tomorrow.
- b) The Johnsons/move/next week  
The Johnsons are going to move next week.
- c) My cat/eat fish/later  
My cat is going to eat fish later.
- d) Carl and Melissa/arrive/weekend  
Carl and Melissa are going to arrive this weekend.
- e) The plant/bloom/soon  
The plant is going to bloom soon.

### 4. Answer the questions using the information given.

- a) How long is Tom going to study in Italy? (two years)  
He's going to study in Italy for two years.
- b) How long is the baby going to sleep? (one hour)  
The baby is going to sleep for one hour.
- c) How long will Pat study? (a while)  
She'll study for a while.
- d) How long are your friends going to stay here? (a week)  
They're going to stay here for a week.
- e) How long will your father take a nap for? (two hours)  
He'll take a nap for two hours.
- f) How long are we going to wait for Joe? (ten minutes)  
We're going to wait for ten minutes.

### 5. Complete the sentences using *going to* and the correct form of the verb in parentheses.

- a) I'm going to see (saw) him later today.
- b) They're going to receive (received) it next month.
- c) We're going to have (had) lunch first.
- d) She's going to analyze (analyzed) what she can do.
- e) I'm not going to talk (talked) for very long.



## 6. Write the past participle of the verbs.

|      |              |       |               |
|------|--------------|-------|---------------|
| give | <u>given</u> | sleep | <u>slept</u>  |
| be   | <u>been</u>  | come  | <u>come</u>   |
| die  | <u>died</u>  | hear  | <u>heard</u>  |
| do   | <u>done</u>  | break | <u>broken</u> |

## 7. Write the correct form of the verbs in parentheses.

- You have gone (go) to the office.
- William has written (write) some books.
- They played (play) baseball last week.
- Has the doctor gotten (got) the letter?
- I swam (swim) in the pool yesterday.
- The baby slept (sleep) all night long.

## 8. Write the past participle form of the verbs in parentheses.

- Has the problem been (be) solved?
- My watch was stolen (steal) by a thief.
- He has gone (go) to China, so you can't meet him now.
- The whole carton of milk has been drunk (drink) by the cat.
- We're late! The concert has already begun (begin).
- In the last few months, it has became (become) more and more difficult to travel to the United States.
- I have never felt (feel) so good!
- Have you ever heard (hear) about that theory?

## 9. Answer the questions.

- Have you eaten sushi? (✓)  
Yes, I have. I've eaten sushi.
- Has Helga prepared dinner? (X)  
No, she hasn't. She hasn't prepared dinner.
- Have your siblings come to visit you? (X)  
No, they haven't. They haven't come to visit me.
- Has the woman found her wallet? (✓)  
Yes, she has. She has found her wallet.

## 10. Answer the questions.

- How long has James studied in India? (two years)  
He has studied in India for two years.
- How long have you lived in the country? (1988)  
I have lived in the country since 1988.
- How long has your girlfriend saved her money for? (eight months)  
She has saved her money for eight months.
- How long have the teachers been in the classroom? (2:00 p.m.)  
They have been in the classroom since 2:00 p.m.

## 11. Complete the sentences using *since* or *for*.

- She has been studying English for six weeks.
- She has been practicing ballet for a long time.
- I have been waiting since 8:30 a.m.
- I've lived in Comayagua since 2003.
- I haven't see you for a week.
- I have been living in the city since last year.
- I haven't seen you since last week.



# Reading

## BEFORE READING

Discuss these questions with a partner.

a) What do you do during your vacations.

b) Where do you go on vacation?

Now read the text.

## Vacation



*It doesn't matter if you travel or stay home. During your vacation you have to rest and relax. For most people, it is the best time of the year, because they have the opportunity to travel and see different places. For others, it is the chance to go out with friends, walk in the park, watch a good movie, eat out, dance at discos or do anything that is fun and relaxing.*

*In general, families go to the beach, the mountains or the country. Sometimes, they prefer to visit their relatives and close friends. There is no doubt that vacation time is a time to enjoy!*



## Key Words

**rest:** relaxation, break

**country:** a rural area

**it doesn't matter:** it's not important

**there is no doubt:** absolutely sure

## AFTER READING

### 1. Complete the sentences about the reading.



- a) People rest and relax during their vacation.
- b) They have the opportunity to travel.
- c) People can visit different places.
- d) People generally go to the beach, the mountains or the country.
- e) People sometimes prefer to visit their relatives and close friends.

### 2. Imagine that you have traveled to one of the places in the pictures. Describe your experience.



|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

# Verb lists

## Irregular Verbs

| Present        | Past     |
|----------------|----------|
| be (is/are/am) | was/were |
| build          | built    |
| buy            | bought   |
| come           | came     |
| cut            | cut      |
| do             | did      |
| drink          | drank    |
| drive          | drove    |
| eat            | ate      |
| fall           | fell     |
| get            | got      |
| give           | gave     |
| go             | went     |
| have           | had      |
| know           | knew     |
| make           | made     |
| read           | read     |
| run            | ran      |
| see            | saw      |
| sing           | sang     |
| sit            | sat      |
| sleep          | slept    |
| speak          | spoke    |
| stand          | stood    |
| swim           | swam     |
| take           | took     |
| tell           | told     |
| think          | thought  |
| wear           | wore     |
| write          | wrote    |

## Regular Verbs

| Present  | Past       |
|----------|------------|
| answer   | answered   |
| ask      | asked      |
| arrive   | arrived    |
| call     | called     |
| close    | closed     |
| cook     | cooked     |
| cry      | cried      |
| dance    | danced     |
| enjoy    | enjoyed    |
| erase    | erased     |
| happen   | happened   |
| like     | liked      |
| listen   | listened   |
| live     | lived      |
| look     | looked     |
| open     | opened     |
| paint    | painted    |
| phone    | phoned     |
| play     | played     |
| remember | remembered |
| start    | started    |
| stay     | stayed     |
| study    | studied    |
| talk     | talked     |
| travel   | traveled   |
| visit    | visited    |
| walk     | walked     |
| wash     | washed     |
| watch    | watched    |
| work     | worked     |

### Make a brochure

#### Objective:

- Create a brochure about your family.

#### Working on this project, you will:

- Introduce yourself and your family members.
- Describe people's appearance.
- Talk about your family.
- Use the verb **to be**, pronouns, possessive adjectives and prepositions of time.

#### Materials:

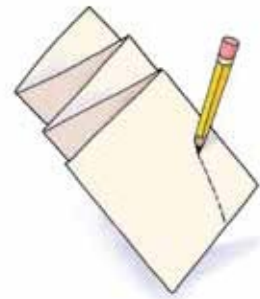
- sheets of colored paper
- glue
- pencil
- markers
- scissors
- crayons
- family photos

Al elaborar un folleto como parte de un proyecto educativo, los alumnos deberán presentar información de una manera clara y organizada. El proyecto permite a los estudiantes aplicar estructuras y vocabulario aprendido en clase, y utilizar sus habilidades de organización para crear un diseño creativo y atractivo.



#### Individual work – homework

- 1) On the cover of the brochure, write the last name of your family and paste a photo.
- 2) Collect all the photos that you have of your family, doing different activities. Ask them to choose the ones that represent the happiest moments you have ever had.
- 3) Determine how the brochure will be folded, then write in the family activities where they will be included in the brochure.
- 4) Draw boxes to represent where you are going to place the pictures or other images.
- 5) On the inside pages, paste the photos and describe each member of your family. Be sure to add a lot of graphics related to your family activities and family members, to motivate the reader's interest.



#### Final presentation of the project – group work in class

- 1) Share your brochure with your classmates and talk about your family. Give extra information about each family member.



### Apparent motion in flip-book animations

#### Objective:

- To investigate the perception of apparent motion by making flip-book animations.

#### Working on this project, you will:

- Offer and ask for help and thank people.
- Ask for clarification and repetition.
- Ask for and give directions.
- Use adjective orders and the verb **to have**, prepositions of place and frequency adverbs.

*Al igual que un dibujo animado visto en la televisión, un libro animado se hace mediante la creación de una serie de imágenes, cada una con una ligera variación en el pasado. Cuando alguien ve estas imágenes de forma rápida una tras otra pareciera que la imagen se mueve.*

#### Materials:

- small notebook
- tape
- pencil
- eraser

#### Individual work – homework

- 1) Tape the top of a small notebook to reinforce it.
- 2) Plan what you want your flip-book animation to look like. Ask your family members to propose simple ideas, such as a stick man walking. Once you have listened to different opinions, draw a rough sketch of what you want in each frame.
- 3) Draw the last image you want shown in your flip-book on the last page of the booklet.
- 4) Ask a member of your family to flip the pages, so you can observe what happens with the images you illustrated. Check if your images move, jump or flash and write down what you observed.



#### Final presentation of the project – group work in class

- 1) Individually, close your notebook and grab it to flip from back to front, as if you were reading a book backwards.
- 2) Flip through the pages quickly to see your flip-book cartoon in action. Each member of the group should present his or her flip-book to the other students.
- 3) Discuss what type of movement you observe and if it varies with the speed in which you flip the pages.



### Family budget

#### Objective:

- Create a project in which you will balance a monthly budget.

#### Working on this project, you will:

- Express quantities.
- Talk about food.
- Use **wh- questions**, the future tense in sentences and **can** and **could** to express capacity and ability.

*Crear un proyecto en el que los estudiantes van a equilibrar un presupuesto mensual y planificar una semana de comidas, teniendo en cuenta otros gastos que surgen cada mes en un hogar provee la oportunidad de valorar los elementos que tenemos en casa y saber utilizar los recursos adecuadamente.*

#### Materials:

- paper
- pencil
- calculator
- home services bills



#### Individual work – homework

- 1) Get together with your family members to define the main components of your budget: family size, family income and a list of monthly payments to be covered.
- 2) Interview your family members to estimate how much money you will need to save for these payments. You can also check home service bills from previous months.
- 3) Create a grocery list that will accommodate a week's worth of meals. Consider your family size and available funds based on your family income and bills paid.
- 4) Visit a local grocery store or market with your family. Read your grocery list and study the selected items at the store. Take note of the total amount of money needed to buy the items on the grocery list.
- 5) Analyze the project with your family members. Ask questions such as: *How much money do I have remaining to spend on miscellaneous expenses, such as gas, clothing and entertainment?*
- 6) Discuss with your parents about how a budget allows you to control your family's expenses, so that you can have enough money to pay your bills while also saving for vacations, retirement and education.

#### Final presentation of the project – group work in class

- 1) Share the experience of creating a family budget with your classmates. A successful project will result in a well-balanced grocery list, with a sufficient amount remaining to pay for food for the rest of the month, bills and miscellaneous expenses.

### Picnic without ants

#### Objective:

- Contrast two natural solutions to verify their effectiveness as an ant repellent.

#### Working on this project, you will:

- Write sentences using comparative adjectives.
- Use countable and uncountable nouns.
- Combine the past continuous and the simple past tenses, and make predictions.

*Una forma de lograr que los jóvenes se interesen en las ciencias y el método científico es la realización de proyectos de experimentación que sean entretenidos y educativos.*

#### Materials:

- white vinyl tablecloth
- marker
- chalk
- laurel leaves
- pen
- paper



#### Individual work – homework

- Find a location outside where there are plenty of ants crawling around. Lay out the vinyl tablecloth in the area. Mark off areas where you will experiment with the products. Then label the products (chalk and laurel leaves).
- Try the first product—chalk: Ants shouldn't cross a chalk line, because it works as a barrier. The powdery substance detracts them. Watch the ants to see if they cross the line or if they go away.
- Try the second product—laurel leaves: They give off a smell that naturally detracts ants. Observe ants and see if they continue walking on the surface or the go away.
- Write your information in a table, follow this example:

| Product       | Ants remaining in the area after using the product | Ants that moved away from the area after using the product |
|---------------|----------------------------------------------------|------------------------------------------------------------|
| Chalk         |                                                    |                                                            |
| Laurel leaves |                                                    |                                                            |

- Discuss what you observed with your family members and write a conclusion based on the results of your experiment.

#### Final presentation of the project – group work in class

- After the experiment, evaluate whether or not you found a home remedy that is safe for your family.

# Verb lists

## Irregular Verbs

| Present | Past           | Past Participle | Present    | Past           | Past Participle |
|---------|----------------|-----------------|------------|----------------|-----------------|
| awake   | awoke          | awoken          | learn      | learnt/learned | learnt/learned  |
| be      | was/were       | been            | leave      | left           | left            |
| begin   | began          | begun           | lend       | lent           | lent            |
| break   | broke          | broken          | lose       | lost           | lost            |
| bring   | brought        | brought         | make       | made           | made            |
| build   | built          | built           | meet       | met            | met             |
| buy     | bought         | bought          | read       | read           | read            |
| can     | could          |                 | ride       | rode           | ridden          |
| catch   | caught         | caught          | run        | ran            | run             |
| choose  | chose          | chosen          | say        | said           | said            |
| come    | came           | come            | see        | saw            | seen            |
| cut     | cut            | cut             | sell       | sold           | sold            |
| do      | did            | done            | send       | sent           | sent            |
| draw    | drew           | drawn           | sing       | sang           | sung            |
| dream   | dreamt/dreamed | dreamt/dreamed  | sit        | sat            | sat             |
| drink   | drank          | drunk           | sleep      | slept          | slept           |
| drive   | drove          | driven          | speak      | spoke          | spoken          |
| eat     | ate            | eaten           | spell      | spelt/spelled  | spelt/spelled   |
| fall    | fell           | fallen          | spend      | spent          | spent           |
| feel    | felt           | felt            | steal      | stole          | stolen          |
| find    | found          | found           | sweep      | swept          | swept           |
| fly     | flew           | flown           | swim       | swam           | swum            |
| forget  | forgot         | forgotten       | take       | took           | taken           |
| get     | got            | gotten          | teach      | taught         | taught          |
| give    | gave           | given           | tell       | told           | told            |
| go      | went           | gone            | think      | thought        | thought         |
| have    | had            | had             | throw      | threw          | thrown          |
| hear    | heard          | heard           | understand | understood     | understood      |
| keep    | kept           | kept            | wear       | wore           | worn            |
| know    | knew           | known           | win        | won            | won             |

# Grammar summary

## Present continuous

**Personal Pronoun + Verb to be + -ing form of the Action Verb + Complement.**  
(subject) (in present)

Examples: My sister is listening to the radio. I am eating a sandwich.

## Simple present

**Personal Pronoun + Action Verb + Complement.**  
(subject) (base form)\*

Examples: She likes music. You live in Canada.

\*Remember to add **-s** or **-es** to the verb in third person singular.

## Past continuous

**Personal Pronoun + Verb to be + -ing form of the Action Verb + Complement.**  
(subject) (in past)

Examples: I was painting the house. We were reading a book.

## Past simple

**Personal Pronoun + Action Verb + Complement.**  
(subject) (in past)

Examples: He played guitar yesterday. My friends went to Rome last year.

## Future simple (will)

**Personal Pronoun + Will + Action Verb + Complement.**  
(subject) (base form)

Examples: Mark will give you a ride home. We will visit you tomorrow.

## Future (going to)

**Personal Pronoun + Verb to be + Going to + Action Verb + Complement.**  
(subject) (in present) (base form)

Examples: I am going to study a lot. You are going to travel tomorrow.

## Present perfect

**Personal Pronoun + Have\* + Action Verb + Complement.**  
(subject) (past participle)

Examples: Linda has drunk a cup of coffee. We have waited for a long time.

\* Remember to use **has** (as an auxiliary) for the third person singular.



# Phonetic chart

| Vowels    | Keywords                           |
|-----------|------------------------------------|
| /i/       | see, <u>eat</u>                    |
| /ɪ/       | fish, ci <u>t</u> y                |
| /eɪ/      | da <u>y</u> , ei <u>gh</u> t       |
| /ɛ/       | be <u>d</u> , dre <u>ss</u>        |
| /æ/       | a <u>pp</u> le, ca <u>t</u>        |
| /ɑ/       | bo <u>x</u> , fa <u>th</u> er      |
| /ɔ/       | bo <u>u</u> ght, do <u>g</u>       |
| /oʊ/      | go <u>o</u> , bo <u>wl</u>         |
| /ʊ/       | bo <u>o</u> k, pu <u>ll</u>        |
| /u/       | fo <u>o</u> d, stu <u>d</u> ent    |
| /ʌ/       | bu <u>t</u> , mo <u>th</u> er      |
| /ə/       | ba <u>na</u> na, co <u>mpu</u> ter |
| /ə/       | shi <u>r</u> t, he <u>r</u>        |
| /aɪ/      | ey <u>e</u> , m <u>y</u>           |
| /aʊ/      | ho <u>w</u> , ou <u>t</u>          |
| /ɔɪ/      | bo <u>y</u> , noi <u>s</u> e       |
| /ɪr/      | ne <u>a</u> r, he <u>r</u> e       |
| /ɛr/      | ha <u>i</u> r, the <u>r</u> e      |
| /ɑr/      | ba <u>r</u>                        |
| /ɔr/      | do <u>o</u> r                      |
| /ʊr/      | to <u>u</u> r                      |
| Consonant | Keywords                           |
| /p/       | pe <u>n</u> , ha <u>pp</u> y       |
| /b/       | ba <u>ck</u> , tu <u>b</u>         |
| /t/       | ca <u>t</u> , tw <u>o</u>          |
| /d/       | ba <u>d</u> , d <u>o</u>           |
| /k/       | ca <u>m</u> e, mo <u>n</u> key     |
| /g/       | ba <u>g</u> , ga <u>m</u> e        |
| /tʃ/      | ch <u>a</u> ir, wa <u>tch</u>      |
| /dʒ/      | br <u>id</u> ge, Ju <u>l</u> y     |
| /f/       | fo <u>r</u> , pho <u>t</u> ograph  |
| /v/       | ha <u>v</u> e, ve <u>r</u> y       |
| /θ/       | ba <u>th</u> , th <u>ing</u>       |
| /ð/       | fa <u>th</u> er, th <u>is</u>      |
| /s/       | ci <u>t</u> y, s <u>ee</u>         |
| /z/       | go <u>es</u> , plea <u>s</u> e     |
| /ʃ/       | sh <u>ir</u> t, sta <u>ti</u> on   |
| /ʒ/       | cas <u>u</u> al, plea <u>s</u> ure |
| /h/       | h <u>a</u> t, wh <u>o</u>          |
| /m/       | ma <u>n</u> , so <u>m</u> e        |
| /n/       | no <u>t</u> , su <u>n</u>          |
| /ŋ/       | si <u>ng</u>                       |
| /l/       | li <u>k</u> e, wi <u>ll</u>        |
| /w/       | to <u>w</u> er, wh <u>ite</u>      |
| /r/       | be <u>rr</u> y, ru <u>n</u>        |
| /j/       | pl <u>a</u> yer, ye <u>s</u>       |



# Unit 1 and 2

## The Classroom

Identify the words in the pictures. Put a check ✓ next to the words you know and a cross ✗ next to the ones you don't know. Discuss with a partner the meanings of the ones you don't know well or look them up in a bilingual dictionary. Make a drawing or mime an action (when possible) and have your partner say the word. Write sentences using the words in your notebook.



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# Unit 5 and 6

## Habits and Routines

Identify the words in the pictures. Put a check ✓ next to the words you know and a cross ✗ next to the ones you don't know. Discuss with a partner the meanings of the ones you don't know well or look them up in a bilingual dictionary. Make a drawing or mime an action (when possible) and have your partner say the word. Write sentences using the words in your notebook.



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# Listening scripts

## Unit 1

### Lesson 1, page 16, exercise 10

#### Script 1

Maria and Samuel were speaking during recess time. They didn't know each other, so Samuel asked Ana to spell her name.

### Lesson 1, page 17, exercise 15

#### Script 2

Carlos: Hello, Mandy. Where are you from?  
Mandy: Hi! I'm American. I'm from New York. And you?  
Carlos: I'm Honduran. I'm from Choluteca.  
Mandy: Really? Oh, Honduras is a beautiful country!

### Lesson 2, page 20, exercise 8

#### Script 3

Ana: Ms. Sanchez, this is Richard Alvarez, the new English teacher. Richard, this is Ms. Sanchez, the biology teacher.  
Ms. Sanchez: Oh, nice to meet you, Mr. Alvarez.  
Mr. Alvarez: Nice to meet you, too, Ms. Sanchez.

### Lesson 3, page 23, exercise 4

#### Script 4

A: first speaker                      B: second speaker  
A. Hello! B. Hello!/Hi!  
A. Good morning, Mr. Paez. B. Good morning, Ana.  
A. It's nice to meet you! B. It's nice to meet you, too.  
A. I'm glad to meet you! B. I'm glad to meet you, too!  
A. How are you? B. I'm fine, thank you.  
A. Pleased to meet you! B. Pleased to meet you, too!  
A. How do you do? B. How do you do?  
A. Goodbye. B. Bye.  
A. See you next week! B. See you.

### Lesson 4, page 29, exercise 12

#### Script 5

—Miley Ray Cyrus is an American actress and pop singer/songwriter. She achieved wide fame for her role as Miley Stewart/Hannah Montana on the Disney Channel sitcom Hannah Montana.  
—Juan Esteban Aristizábal Vásquez, better known as Juanes, is a Colombian musician. According to his record label, Juanes has sold more than 15 million albums worldwide.

### Lesson 5, page 30, exercise 1

#### Script 6

—This is my computer.  
—These are my CDs.  
—That is my stereo.  
—Those are my rock posters.

### Lesson 6, page 34, exercise 2

#### Script 7

- a) Luis and Mike are going to play baseball, but it may rain today.
- b) Gustavo is bothering the dog and it might bite him.
- c) Mrs. Torres is waiting for the school bus, but it may be late.
- d) The boys are playing in the street, but they may be hit by a car.
- e) The men are carrying the mirror and the boy might break it.

## Unit 2

### Lesson 1, page 42, exercise 1

#### Script 8

Ana: Here we are. That's my house.  
Samuel: Wow! It's very big!  
Carlos: Yes it is.

**Lesson 2, page 48, exercise 8****Script 9**

Ana: How many days are there in a week?

Carlos: There are seven days in a week.

Ana: What are they?

Carlos: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

**Lesson 3, page 53, exercise 12****Script 10**

Carlos: When is your birthday, Sam?

Samuel: It's on March 14th.

Carlos: And what's your phone number?

Samuel: It's 555-09-212.

**Lesson 4, page 54, exercise 1****Script 11**

Ana: It's very cold in here!

Carlos: Oh, take my sweater. Put it on.

**Lesson 5, page 58, exercise 2****Script 12**

—A man works hard in his office.

—A girl is alone in the garden and realizes that a dog is coming.

—An elderly woman falls asleep on the couch in the living room.

—A young boy needs to open the door of his house.

**Unit 3****Lesson 1, page 70, exercise 8****Script 13**

—Ana: Can you help me?

Carlos: Yes I can.

—Ana: Oh! Thank you very much!

Samuel: You're welcome.

—Carlos: I'm sorry!

Samuel: It's all right.

**Lesson 2, page 72, exercise 1****Script 14**

Teacher: Carlos and Ana are going to a party.

Carlos calls Ana to check if she's ready, but she doesn't know what to wear. Ana asks Carlos for help.

**Lesson 3, page 76, exercise 2****Script 15**

—Turn right.

—Go straight ahead.

—Turn left.

—Cross the street.

**Lesson 4, page 80, exercise 1****Script 16**

Alan: Where's Argentina?

Mandy: It's in southern South America.

**Lesson 5, page 86, exercise 88****Script 17**

—Roberto is a scientist. He works in a laboratory analyzing body fluids and cells.

—Mariana is a lawyer. She is called upon to resolve conflicts between people. She works at a lawyer's office.

**Unit 4****Lesson 1, page 94, exercise 1****Script 18**

Carlos: Everyday I get up early in the morning and I take a shower. I have breakfast and I go to school by bus.

**Lesson 2, page 98, exercise 1****Script 19**

Carlos: Everyday Ana goes home at 1:00 p.m. after school. She takes a shower and then she has lunch. At 3:30 p.m., she does her homework and she goes out at 5:00 p.m. to meet Sam and me.

# Listening scripts

## Lesson 3, page 104, exercise 7

### Script 20

Hi, my name is Robert. I always visit my grandparents on weekends. They live on a farm in the country. I go there with my father, mother and sisters. We have breakfast at 8 o'clock and then my father drives his car for about two hours. We spend all day with our grandparents. We come back at night.

## Lesson 4, page 106, exercise 1

### Script 21

Mandy: And how often do you practice ballet, Jenny?

Jenny: Well, I always practice three times a week.

## Lesson 5, page 108, exercise 7

### Script 22

Ana: Samuel, what do you think of the band?

Samuel: I think it's great!

## Unit 5

## Lesson 1, page 118, exercise 1

### Script 23

Daniel: Hi, Mandy! You know? I've noticed you're a very nice person and... I'd like to know if you want to go to the movies next Saturday.

Mandy: Next Saturday? Sure!

## Lesson 2, page 124, exercise 8

### Script 24

Hi, Dad! We're having a great time here in Rio! We're staying in a very nice hotel, near the coast. I'm enjoying the sun now and Sandra is swimming in the pool. Later, we are going shopping at the mall. We miss you a lot. See you soon!

Erika

## Lesson 3, page 129, exercise 10

### Script 25

On the weekends, Alan, who is a surfer, goes to the beach to practice the sport. Mandy admires oriental culture. On the weekends, she likes to visit Chinese restaurants and eat white rice. Jenny loves music. She enjoys singing. Daniel didn't go out this weekend. He stayed at home, watching T.V.

## Lesson 4, page 131, exercise 4

### Script 26

My family and I are going to the beach next weekend. Early in the morning, we're taking a boat to go to an island and then at night, camping in a tent. The next day, my mother and father are staying in the village and my brother and I are going fishing, swimming at the beach and playing with a beach ball. At night, we will be sitting around a fire and telling horror stories.

## Unit 6

## Lesson 1, page 140, exercise 1

### Script 27

Ana: Hey, boys! What's going on? You're so quiet!

Carlos: We're thinking about the time we spent together during this year.

Samuel: Yes, we visited a lot of places.

Ana: I learned a lot of things from you, boys. You're my best friends!

## Lesson 2, page 144, exercise 2

### Script 28

An amusement park is a place that provides attractions meant to cater specifically to certain age groups, as well as some that are aimed toward all ages. An animal farm is a place where animals are bred.

### **Lesson 3, page 148, exercise 1**

#### **Script 29**

Alan: Wow, Daniel! Your sneakers are great!

Daniel: Yes, I bought them yesterday. I need them for the basketball championship. I paid a lot for them!

### **Lesson 4, page 152, exercise 2**

#### **Script 30**

Alan is a soccer player.

Jenny is a gymnast.

Daniel is a basketball player.

Mandy does karate.

### **Lesson 5, page 156, exercise 1**

#### **Script 31**

Frank: I was here two years ago, but I came by cable car.

David: I came when I was a child. My family and I used to hike every Sunday.

## **Unit 7**

### **Lesson 1, page 168, exercise 8**

#### **Script 32**

Jenny and Mandy are in the mall. They entered a boutique.

Alan and Daniel entered an electrical store.

They're checking the new computers.

Mandy and Daniel are in the bookstore. They are comparing some new books.

### **Lesson 2, page 170, exercise 2**

#### **Script 33**

Ana was getting ready for school.

Samuel was doing homework.

Carlos was resting.

### **Lesson 3, page 174, exercise 1**

#### **Script 34**

Jenny: Hi, Alan. I saw you in the supermarket yesterday morning. What were you doing?

Alan: Yesterday morning? Oh! I was buying some bread and pastries at the bakery.

### **Lesson 4, page 178, exercise 2**

#### **Script 35**

a) Please forgive me.

b) I apologize. It's my fault, young lady.

c) Excuse me. I have to leave now.

d) I'm sorry for being late, teacher.

## **Unit 8**

### **Lesson 1, page 188, exercise 2**

#### **Script 36**

Summer is the warmest of the four seasons, between spring and autumn.

Spring is a transition period between winter and summer.

Autumn marks the transition from summer into winter.

Winter is the coldest season of the year.

### **Lesson 2, page 192, exercise 1**

#### **Script 37**

Daniel: Hey, Mandy. Why are you buying all these things?

Mandy: Tomorrow is my mother's birthday.

Mandy: And I'm going to make a beautiful banner for her!

### **Lesson 3, page 197, exercise 4**

#### **Script 38**

Mary loves music. She is a singer.

Marcos is getting ready in the morning.

The girls are practicing for a ballet rehearsal.

### **Lesson 4, page 200, exercise 1**

#### **Script 39**

Alan: Look at that plane, Mandy! I'd love to travel.

Have you ever traveled to another country?

Mandy: Yes, I have. My family and I went to Italy two years ago. It was great!

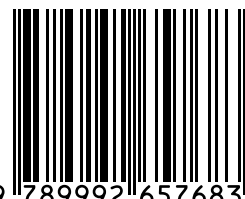
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# Guía para el docente Inglés 7

En esta guía encontrará  
actividades que le permitirán a  
sus estudiantes desarrollar las  
cuatro habilidades necesarias  
para el aprendizaje del idioma  
inglés: escuchar, hablar,  
leer y escribir.



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