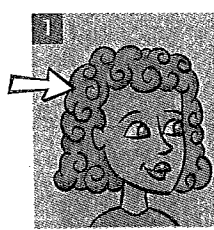


1 They're Famous!

Vocabulary Adjectives of description

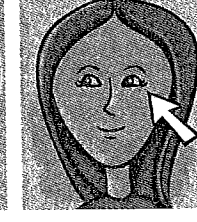
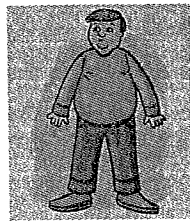
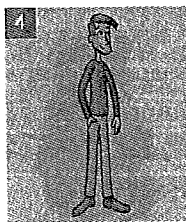
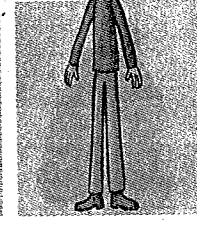
★ 1 Write the correct adjective under each picture to form pairs of opposites.



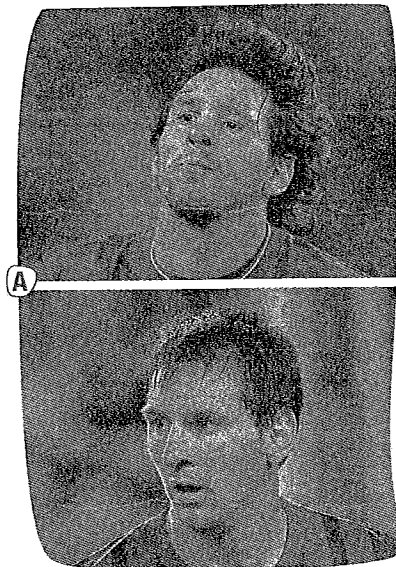
curly



straight



★★ 2 Complete the sentences according to the pictures of the famous people. Use the words below.



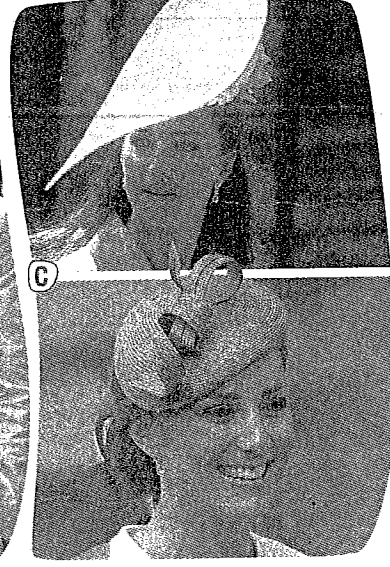
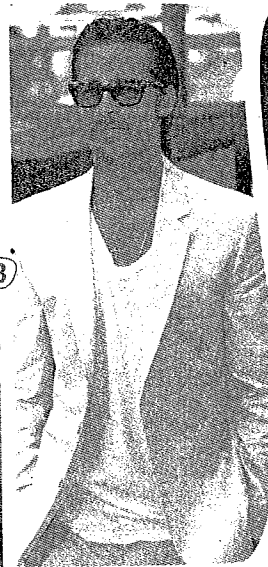
dark • short • light • long

Sometimes Lionel Messi's hair is
1. and sometimes
it's 2. But it's
always 3. It isn't
4.



ugly • good-looking • small
medium height

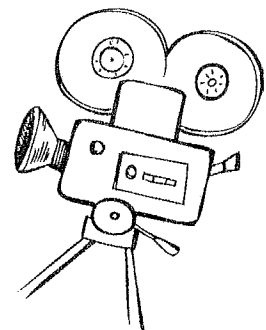
In the film *The Curious Case of
Benjamin Button*, Brad Pitt looks
1. and
2. But in real
life, he is 3. and
4.



small • beautiful • round • big
Catherine, Duchess of Cambridge,
is 1. She has got
a 2. white hat
and a 3.
4. hat.

★★★ 3 Look again at the pictures of the people in Exercise 2. Write three sentences to describe them.

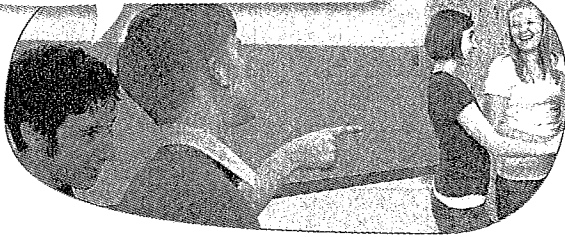
1.
2.
3.



Grammar *to be / have got*

- * 1** Complete the sentences with the affirmative or negative of *to be*.

① Those girls *aren't* ugly.
They beautiful.



② Jack at school today.
He at home.



③ I in London.
I at work.



④ You short.
You tall.



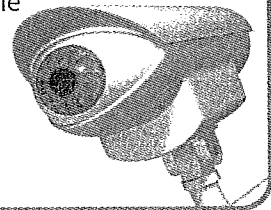
- * 2** Complete the sentences with the affirmative or negative form of *have got*.

- That boy is an excellent singer. He a beautiful voice.
- Your hair is light. You dark hair.
- Billy a blue schoolbag. His schoolbag is black.
- My friend is from the USA, but she family all over the world.
- I one sister. Her name is Nancy.

- ** 3** Complete the text with the correct form of *to be* or *have got*.

BIG BROTHER

Big Brother ¹ the name of a popular reality TV programme. Usually, the programme ² 15 participants. The participants ³ good-looking actors. They ⁴ ordinary people. The participants ⁵ in a house together for about three months. The house ⁶ small – it's very big. It ⁷ cameras and microphones in all the rooms, but the people on the programme ⁸ TVs or telephones.



- *** 4** Look at the picture of one of the participants on *Big Brother*. Write five sentences to describe her. Use the information in the chart below and the affirmative and negative form of *to be* or *have got*.

Name:	Keeley Johnson
From:	Manchester, England
Height:	1.52 metres



-
-
-
-
-

English in Use

Complete the sentences in as many ways as you can to describe someone in your family.

He / She is ...

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

He's / She's got ...

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

Grammar to be / have got

* 1 Match the questions in A to the answers in B.

- A**
- Has he got beautiful eyes?
 - Who is that?
 - Are his fingers long?
 - Is her brother good-looking?
 - Have her parents got curly hair?
 - What colour hair has she got?

- B**
- Brown.
 - No, they haven't. It's straight.
 - Yes, he has. They're big and blue.
 - No, they aren't. They're short.
 - It's Lisa.
 - Yes, he is.

** 2 Complete the questions and answers with the correct form of to be or have got to learn about Abigail Breslin.

- Who
Abigail Breslin?
She an actress.
- she
..... long hair?
Yes, she
- she tall?
No, she
- her eyes dark?
No, they They
..... blue.
- Which characters her voice
in animated films?
Zoe in *Zambezia* and Priscilla in *Rango*
..... Abigail's voice.



*** 3 Write questions about your favourite singer with the words below. Then answer the questions. Use to be or have got.

- who / your favourite singer
Who is your favourite singer?
.....
- what colour / eyes
.....
- long hair
.....
- good-looking
.....
- big ears
.....
- you / the singer's CDs
.....

English in Use

Read the dialogues and look at the photos. Then complete the dialogues.

A: He's a man. He's tall. He's got blue

1. His 2.
is light. He's British.

B: I know! It's 3.

A: He's from 4. His hair is
5. and straight. His eyes
are brown.

B: Is he famous?

A: Yes, he is. He's a great football player.

B: It's 6. !

A: He's a tall man. His hair is 7.
and very short. He's got 8.
eyes.

B: Where is he from?

A: He's from the USA. He's a famous president.

B: I know. It's 9. !



a President Obama



b Prince William



c Fernando Torres

Reading

1 Read the text. Then complete the fact file about Promise Phan.

Who Is That?

What have Selena Gomez, Lady Gaga, Johnny Depp and Kate Middleton got in common? A very talented woman called Promise Phan has got the answer. Promise can look exactly like all these people simply with the help of some make-up. The videos of Promise's fantastic transformations into these different famous people are incredible. In fact, her videos on YouTube have got about 100 million visitors!

Who is Promise Phan? She's a beautiful young woman from Nepal. She's thin and dark. She's got brown eyes and straight black hair. Promise hasn't got a certificate in cosmetics, but she's very talented. One day, she is Angelina Jolie with long black hair, big eyes and a wide mouth. Another day, she is a man and she has got hair on her face because she is Johnny Depp. In another video of Promise Phan, she is blue – she is Princess Neytiri from the film *Avatar*. This isn't the end of the list. Why don't you check out her videos?

Promise Phan

Promise Phan
as Johnny Depp

Promise Phan
as Lady Gaga

- 
1. Name:
 2. From:
 3. General appearance:
 4. Hair:
 5. Eyes:
 6. Famous for:

2 Answer the questions.

1. Why does the text mention Selena Gomez, Lady Gaga, Johnny Depp and Kate Middleton in one sentence?
.....
2. How do we know Promise's videos are popular?
.....
3. Why is it surprising that Promise is a very good make-up artist?
.....
4. Which male actor is Promise in her videos? Which female film character is she?
.....
5. Are all Promise's transformations into famous people and film characters mentioned in the text? Which sentence gives you the answer?
.....

Listening

3 Listen to a dialogue in a restaurant and answer the questions.

1. Sarah and Mark think they see someone famous. Who?
2. Is it really him?

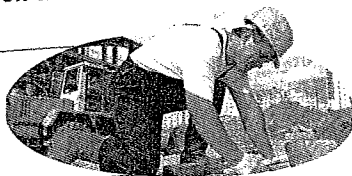
4 Listen again. Who do the sentences describe? Tick (✓) the correct column.

	Man in restaurant	Russell Crowe
1. He is tall.		
2. He has got a round face.		
3. He has got black hair.		
4. He is fat.		
5. He is Australian.		

Vocabulary Adjectives of personality

★ 1 Look at the pictures. Then write the letters in the correct order to make a suitable adjective of personality.

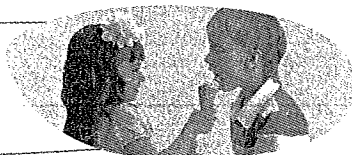
1. adhr-kgirwno



6. aberv



2. ecin



7. uvoretsanud



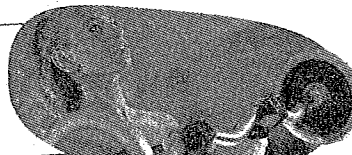
3. nyufn



8. civarete



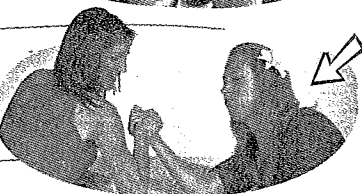
4. ngrtos



9. verlce



5. akew



10. zayl



★★ 2 Complete the sentences with the words below.

athletic • easy-going • honest • friendly • generous • shy • confident

- Mary has got many friends. She's very
- Tom is about tomorrow's test because he always gets good marks.
- Paul hasn't got many friends because he's very
- Jane is She plays football and tennis.
- These gifts are from my grandparents. They are very
- My parents are very They aren't often angry.
- I'm sure Liz's story is true. She's always

★★★ 3 Read about the people below. Then write a sentence to describe each of them. Use adjectives of personality from Exercises 1 and 2.

1. Dan often does sport.

2. Kim likes holidays in the jungle.

3. Ruth has got 100% in all her exams.

4. Jim isn't frightened of anything.

5. Bill is at work all day and night.

English in Use

Write the questions to complete the dialogue.

A: That's my best friend.

B: 1.

A: Her name is Lisa.

B: 2.

A: She's from New York.

B: 3.

A: She's thirteen years old.

B: 4.

A: She's tall and thin.

B: 5.

A: She's funny and clever.

Writing A description of a person

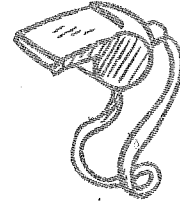
1 Complete the sentences. Use the Saxon Genitive.

- Ronny has got short hair. *Ronny's hair* is short.
- My grandparents have got old books. are old.
- Dan has got a generous brother. is generous.
- The children have got adventurous parents. are adventurous.
- The Johnsons have got a nice house. is nice.

2 Complete the paragraph with the Saxon Genitive of the words in brackets or add a possessive adjective.

Iker Casillas

Iker Casillas is from Madrid, Spain. ¹ *His* birthday is on 20th May. (Iker) ² hair is usually short and straight and he has got dark brown eyes. He is tall and thin and he is good-looking. He is very athletic and ³ arms and legs are strong. He is an excellent goalkeeper and according to his friends, he is nice and easy-going. Iker has got a brother. ⁴ name is Unai. (The brothers) ⁵ childhood house is in Móstoles and Iker has got a street with his name there.



3 Complete the information about a friend.

Name: _____
 Birthday: _____
 From: _____
 Physical description: _____

 Personality: _____

4 Write a description of your friend. Use the information in Exercise 3 and the model in Exercise 2 to help you.



Check Your Progress

Vocabulary 20 points

1 Circle TWO adjectives to describe each word in bold. (10 points)

- Hair: tall • curly • short • brave
- Age: old • young • narrow • round
- Personality: fat • funny • honest • small
- Colour: wide • medium height • light • dark
- Appearance: beautiful • generous • friendly • thin

2 Intro 1 2 3 4 5 6 7 8 9 Complete the words. (10 points)

- Your brother isn't ugly. He's g o - l i
- March is the th month of the year.
- Tom knows four languages. He's very c e r.
- Pete isn't tall or short. He's m m i t.
- Twenty-eight + forty-one = s y i e.
- Rita loves sport. She's very a e c.
- I've got a pen and a rubber in my c l e.
- Bill is generous and friendly. He's a very n e person.
- My mother's father is my a d h r.
- My dog is small but his r are big!

Grammar 30 points

3 Complete the sentences with the affirmative or negative of *to be* or *have got*. (12 points)

- Queen Elizabeth II lives in London. She a big palace there.
- My eyes are blue. I brown eyes.
- Cristiano Ronaldo and Fernando Torres famous football players.
- You are hard-working. You lazy.
- I'm strong. I weak.
- Brenda a blue diary. Her diary is green.

4 Write questions with the words below. Use *to be* or *have got*. (8 points)

- you / an / easy-going / person
.....
- the singers / nice / voices
.....
- Tony / adventurous
.....
- the actor / long / hair
.....

5 Intro 1 2 3 4 5 6 7 8 9 Choose the correct answer. (10 points)

- Joe's hair is brown and eyes are blue.
a. his b. our c. their
- Gail and Fiona are sisters. are tall and thin.
a. We b. She c. They
- you an honest person?
a. Is b. Are c. Am
- My sister's schoolbag is pink and pencil case is purple.
a. his b. your c. her
- We red markers.
a. haven't got b. hasn't got c. has got
- are my pencils.
a. This b. That c. Those
- a black diary?
a. Is she b. Has she got c. She's got
- is your brother's birthday?
a. Why b. Who c. When
- I a good football player.
a. am not b. aren't c. haven't got
- Pierre an English name.
a. haven't got b. aren't c. hasn't got

Dictation 10 points

02 Listen and write the sentences.

-
-
-
-
-

Speaking 10 points

7 Complete the dialogue with the questions below.

*What's he like? • How old is he? • Is he nice?
What's his name? • Where is he from?*

A: That's my friend.

B: ^{1.}

A: Tom.

B: ^{2.}

A: Australia.

B: ^{3.}

A: He's 13.

B: ^{4.}

A: He's confident and adventurous.

B: ^{5.}

A: Yes, he is.

Writing 10 points

8 Complete the sentences with the Saxon Genitive of the words in brackets.

1. (Helen) sister is very friendly.

2. (Football players) legs are strong.

3. (Cathy) hair is short.

4. (My grandparents) house is old.

5. (The children) legs are long.

Translation 20 points

9 Translate the sentences into English.

1. Él no tiene una nariz ancha.

2. ¿Él es un hombre honesto?

3. Sus ojos son pequeños y redondos.

4. Las niñas tienen el pelo bonito.

5. Yo no soy valiente.

Vocabulary ___ / 20

Grammar ___ / 30

Dictation ___ / 10

Speaking ___ / 10

Writing ___ / 10

Translation ___ / 20

My total score: ___ / 100

Self-Evaluation

Do the following. Tick (✓) the box if you succeed.

1 Say ...

1. four adjectives of description. ☐

2. four adjectives of personality. ☐

3. three sentences with the verb *to be*. ☐

4. three sentences about things you *have got* or *haven't got*. ☐

2 Answer the questions about yourself. ☐

1. Where are you from?

2. How old are you?

3. What do you look like?

4. Are you adventurous?

3 Write a sentence with a Saxon Genitive and a sentence with a possessive adjective. ☐

1.

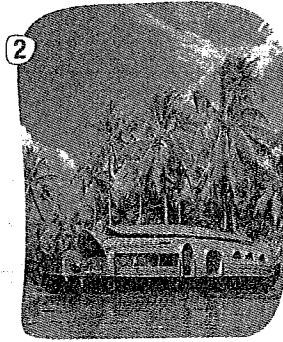
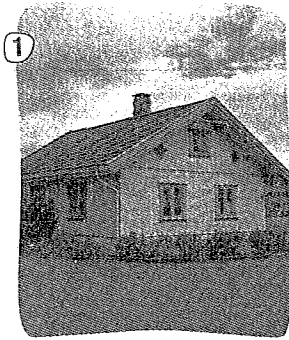
2.

2 At Home

Vocabulary The house

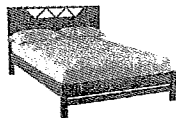
★ 1 Write the words under the correct pictures.

flat • detached house • cottage • houseboat



★ 2 Where are they? Match the items to the parts of the house.

1



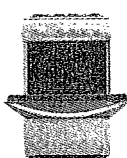
2



3



4



5



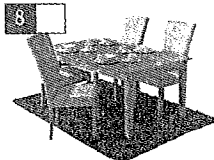
6



7



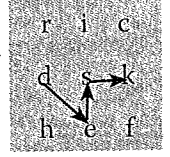
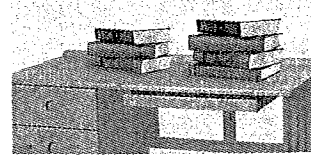
8



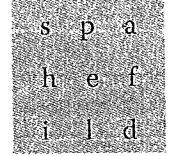
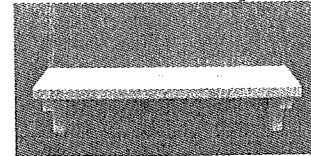
- a. dining room
- b. garden
- c. garage
- d. bedroom

- e. living room
- f. bathroom
- g. kitchen
- h. toilet

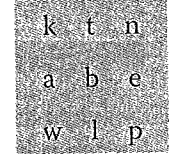
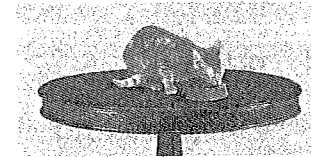
★★ 3 Look at the pictures of Bill's house. Then find a word in the puzzle and use it to complete the sentence.



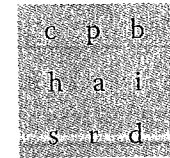
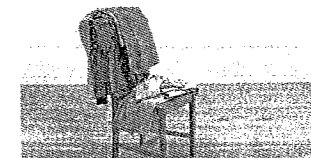
1. Bill's books are on his *desk*



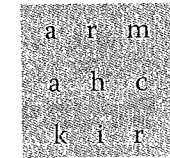
2. The books aren't on the



3. Bill's cat is on the



4. Bill's clothes are on the



5. Bill is on the

★★ 4 Match the words in A to the clues in B.

A

B

- | | |
|-------------|---------------------------------------|
| 1. sofa | a. You wash your hands in this. |
| 2. cooker | b. You sleep in this. |
| 3. fridge | c. You wash your body in this. |
| 4. sink | d. People often sit on this. |
| 5. bed | e. You prepare food with this. |
| 6. cupboard | f. You put clothes in this. |
| 7. shower | g. There is cold food in this. |

★★★ 5 Complete the sentences with household items from Exercises 3 and 4.

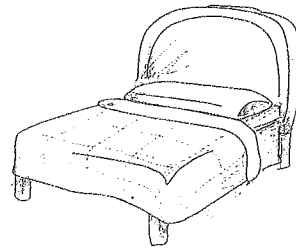
- 1. A kitchen has got
- 2. A dining room has got
- 3. A living room has got
- 4. A bathroom has got
- 5. A bedroom has got

Grammar *There is / There are*

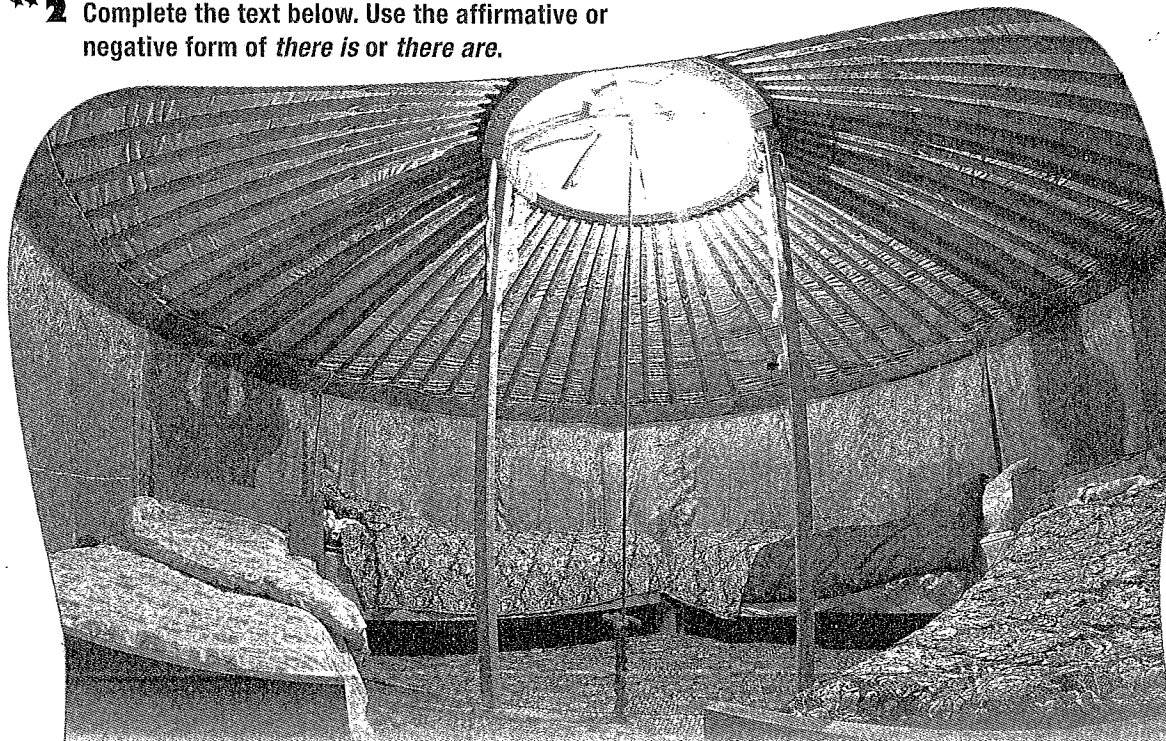
★ 1 Complete the sentences with *There is* or *There are* and the words below.

sofas • food • trees • cars • a bed

- in the garage.
- in the bedroom.
- in the living room.
- in the fridge.
- in the garden.



★★ 2 Complete the text below. Use the affirmative or negative form of *there is* or *there are*.



This house is a yurt. ¹ many yurts in Central Asia. Yurts are usually round and have got one room. In a traditional yurt, like the one in the picture, ² electricity, but some yurts today have got modern kitchens. Usually, ³ light from an opening in the top of the yurt. Also, ⁴ running water in a typical Asian yurt, but modern yurts have got bathrooms. In the yurt in the picture, ⁵ four beds – ⁶ only one.

★★★ 3 Write questions about traditional and modern yurts with *Is there* or *Are there* and the words below. Then answer the questions according to the text and the picture in Exercise 2.

a toilet • two bedrooms • a fridge • windows • beds

-
-
-
-
-

English in Use

Complete the sentences to describe your friend's house.

There is	There isn't
There is	There isn't
There are	There aren't
There are	There aren't

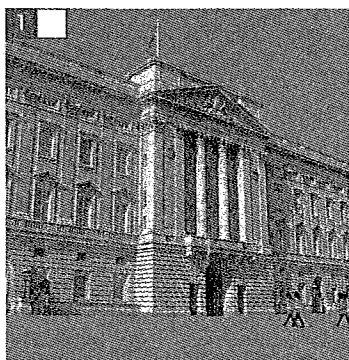
Grammar Articles and quantifiers

* 1 Complete the sentences with *a, an, the, some* or *any*.

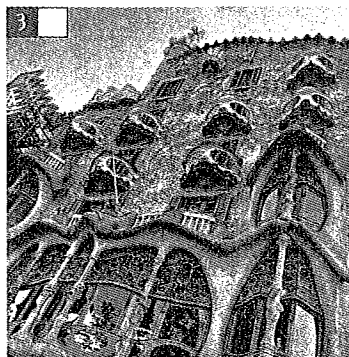
1. Our car is in garage.
2. Is there orange sofa in your living room?
3. There are bottles in the fridge.
4. Are there nice houses in your town?
5. There is big garden.

** 2 Complete the descriptions of famous houses with *a, an, the, some* and *any*. Then match the descriptions to the pictures below.

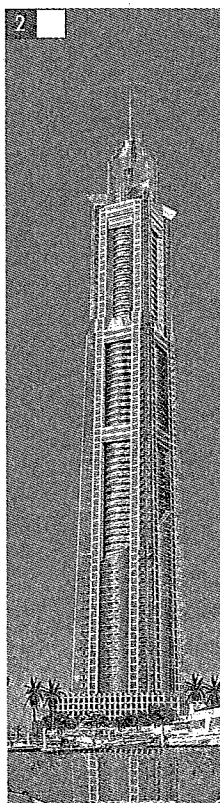
- a. It is very tall. There are big flats and there are small flats in it. There is wide door to enter the building.
- b. This is old house. It's very big and there aren't other houses near it. There are famous people in house.
- c. Are there permanent residents in this house? No, there aren't, but there are many visitors every day. It has got unusual balconies. On top of the house, there are beautiful sculptures.



Buckingham Palace, London

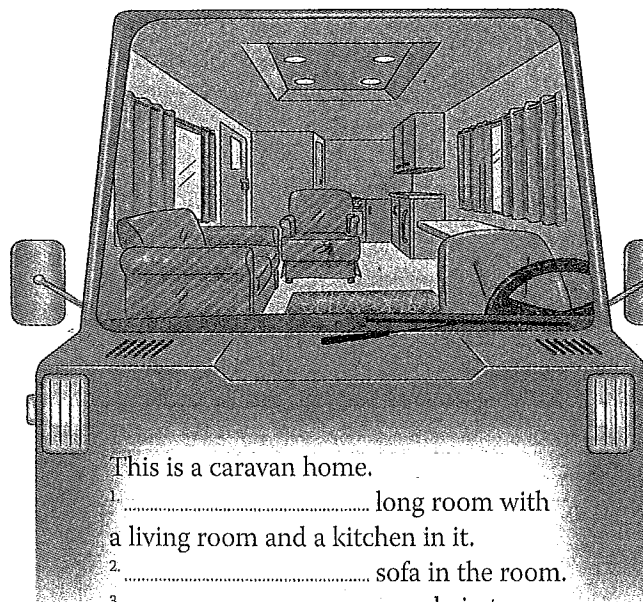


Casa Batlló, Barcelona



The Marina Torch, Dubai

*** 3 Look at the picture of the caravan. Then complete the description with the correct form of *there is* or *there are*. Add articles and quantifiers.



This is a caravan home.

1. long room with a living room and a kitchen in it.
2. sofa in the room.
3. armchair, too.
4. windows and on the windows 5. curtains. But on the front window, 6. curtains. Where are the beds? 7. bedrooms? No, there aren't. Not in this caravan. And what about a toilet? 8. toilet? Yes, of course there is, but you can't see it in the picture.

English in Use

Complete the dialogue. Then guess the room.

- A: 1. desk?
- B: No, there isn't.
- A: Are there any armchairs?
- B: No, 2.
- A: 3. beds?
- B: No, there aren't.
- A: Is there a sink?
- B: Yes, 4.
- A: 5. cupboards?
- B: Yes, there are.
- A: Is there a cooker?
- B: Yes, 6.

The room is the 7.

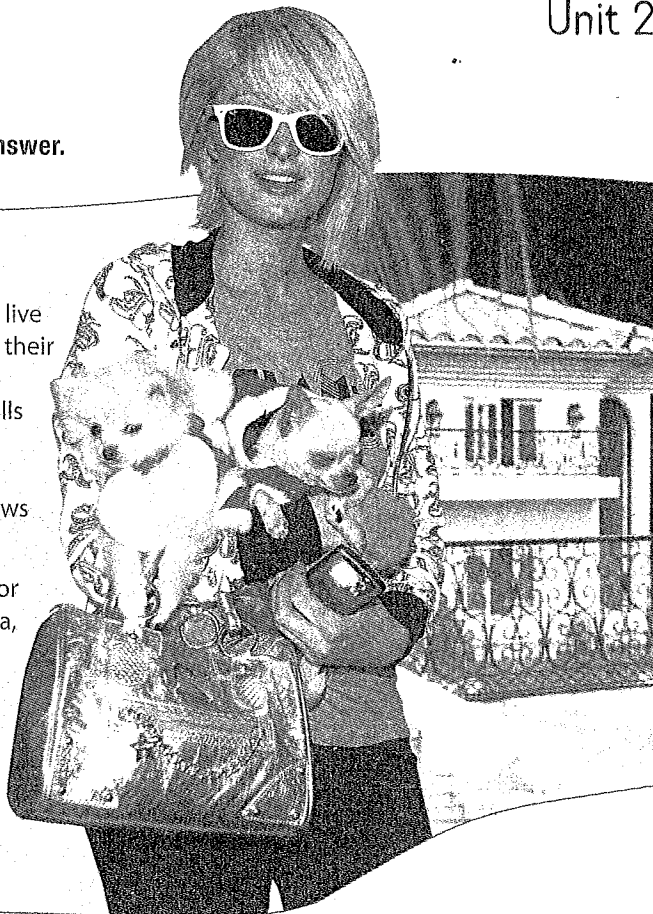
Reading

1 Read about an unusual doghouse. Then choose the correct answer.

A Dog Palace

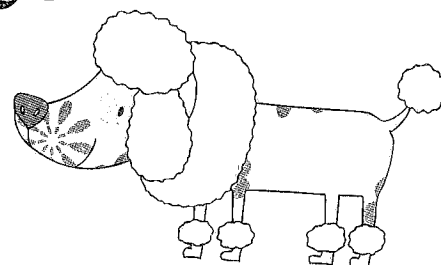
Some dogs live inside a house with their families and some dogs live outside in the garden. Dog owners have often got doghouses in their gardens to protect their dogs from bad weather. Doghouses are usually about two metres long and one metre wide, with four walls and an opening, not a door. There usually isn't any furniture in a doghouse, but in California, USA, some lucky dogs have got very special doghouses. They look like real houses with rooms, windows and furniture!

Celebrity Paris Hilton has got an incredible \$325,000 doghouse for her dogs. She has got 17 dogs, including her favourite Chihuahua, Tinkerbell. The doghouse is pink and beautiful. There isn't a bathroom or a kitchen in the house, but there is a living room and a bedroom. There is a door at the front of the house, and the rooms have got windows. There is also a small garden. The house is a small replica of Paris' home, and there are also replicas of some of her furniture. There are beautiful sofas, beds and cupboards. The dogs have got clothes, too. They are in a special cupboard in the bedroom! Some dogs have got a very good life!



1. Doghouses haven't usually got
 - a. an opening b. four walls c. a door
2. Paris' doghouse isn't
 - a. pink b. expensive c. typical
3. The doghouse hasn't got a
 - a. bedroom b. kitchen c. living room
4. There are replicas of Paris' in the doghouse.
 - a. dogs b. furniture c. clothes
5. Paris' dogs haven't got
 - a. beds b. a good life c. a big garden

WOOF...



2 Answer the questions.

1. Why have some people got doghouses?
2. How many dogs has Paris got?
3. Who is her favourite dog?
4. What is her doghouse a replica of?
5. What is in the special cupboard?

Listening



3 Listen to the conversation between Rose, Danny and Peter at New Homes Estate Agents. Which home is good for Rose and Danny? Choose the correct answer.

- a. the house on North Street c. the flat on East Street
- b. the house on West Street d. the house on South Street



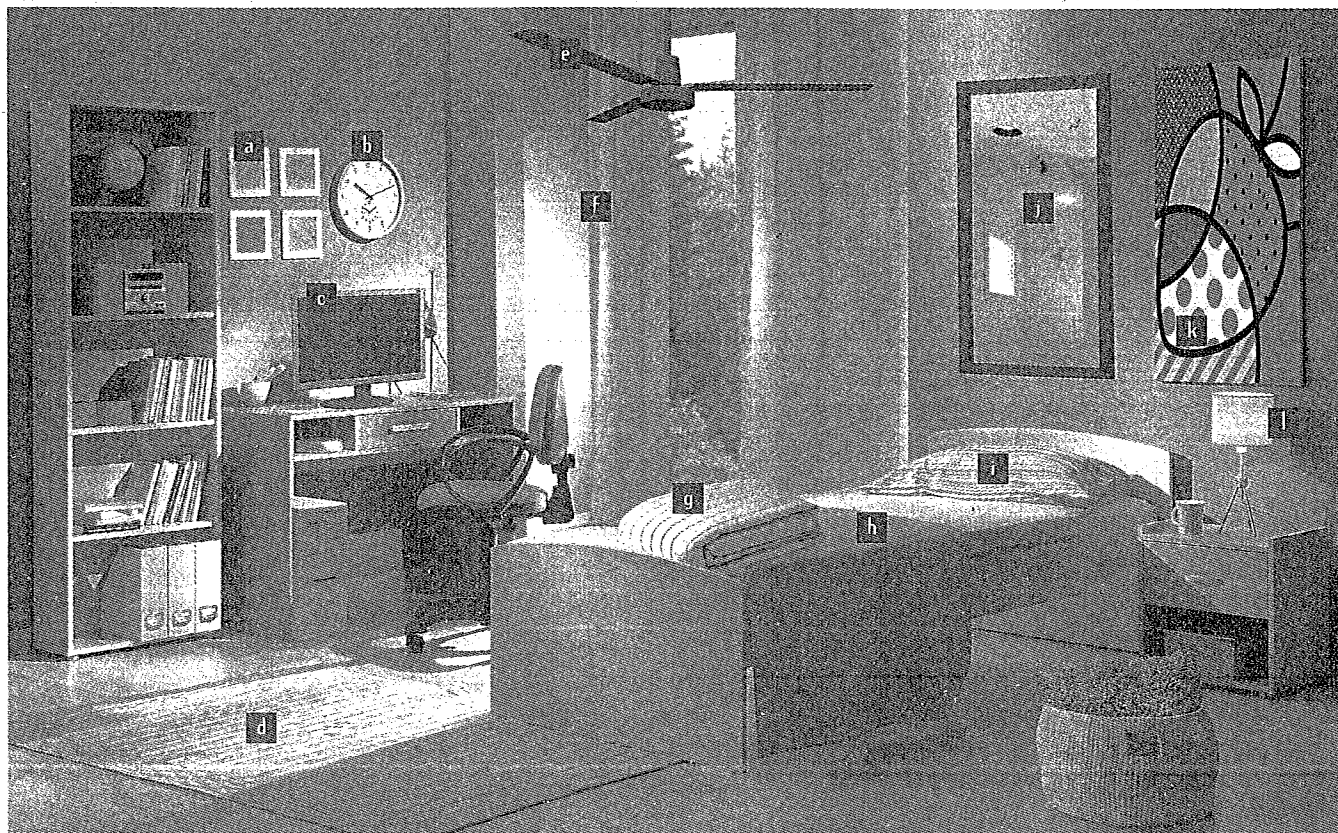
4 Listen again and tick (✓) the things that are important to Rose and Danny.

- | | |
|----------------------------|----------------------------|
| 1. a big window | 5. a big kitchen |
| 2. two bedrooms | 6. a garden |
| 3. a big living room | 7. a modern bathroom |
| 4. a dining room | |

Vocabulary Household items

★ **1** Match the words to the household items in the picture.

- | | | |
|----------------------|-------------------|-------------------|
| 1. ceiling fan | 5. curtains | 9. computer |
| 2. poster | 6. duvet | 10. rug |
| 3. pillow | 7. clock | 11. lamp |
| 4. picture | 8. mirror | 12. blanket |



★★ **2** Complete the description of Joe's bedroom with the items below.

clock • blankets • poster • rug • curtains • computer

Joe's Bedroom

Joe has got a nice bedroom. There is a beautiful blue
 1. on the floor. The 2.
 on his bed are blue and white, and there are white
 3. on the windows. He's got a
 4. on his desk and it's got many games
 on it. There is also a digital 5. on a shelf
 above the desk and there is a big 6. of
 the Manchester United football team on the wall.

★★★ **3** Write sentences about your bedroom. Say what household items you have got and where they are.

.....

.....

.....

.....

.....

.....

English in Use

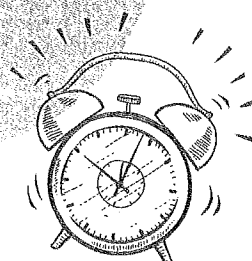
Match the questions in A to the answers in B.

A

- Are there any shelves in Ron's room?
- Is there a lamp?
- Where is it?
- How many mirrors have you got?
- What colour is it?
- Has Ron got a carpet?

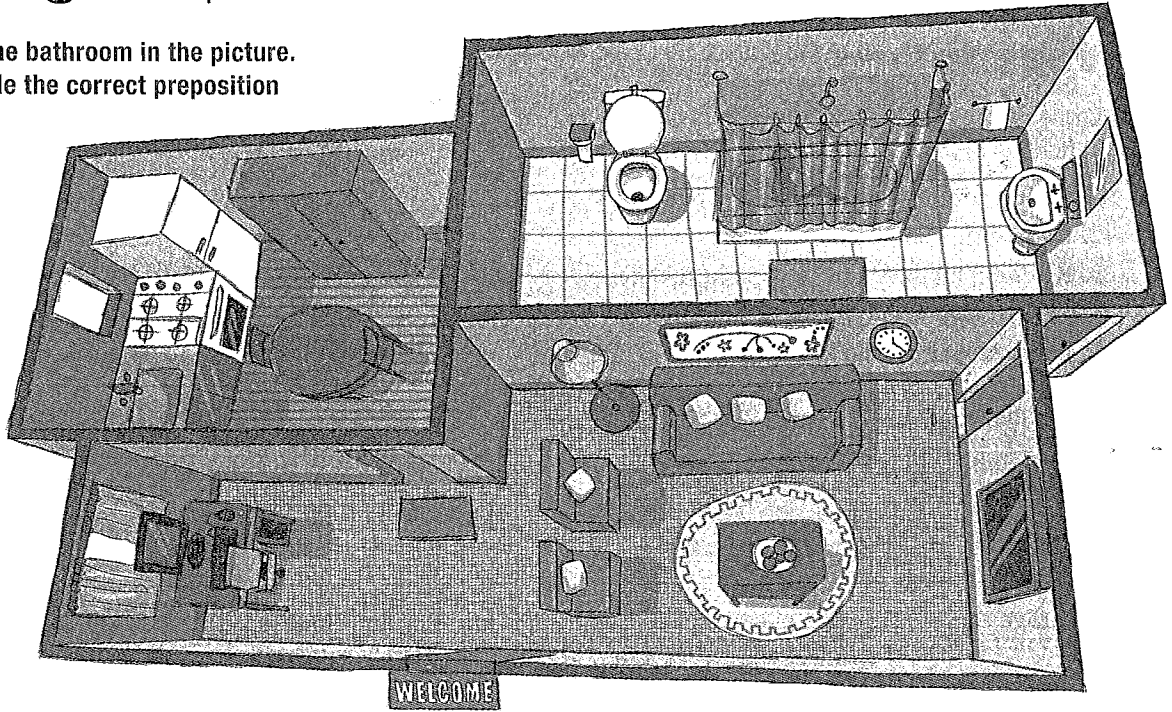
B

- Yes, there is.
- Red.
- One.
- Yes, he has.
- On the desk.
- No, there aren't.



Writing A description of a room

- 1 Look at the bathroom in the picture. Then circle the correct preposition of place.



1. There is a person **in** / **opposite** / **next to** the bath.
2. There's a person **between** / **above** / **behind** the curtain.
3. There's a mirror **in front of** / **above** / **under** the sink.
4. There's a shelf **under** / **behind** / **on** the mirror.
5. The bath is **in front of** / **on** / **between** the toilet and the sink.

- 2 Look at the kitchen in the picture in Exercise 1. Then complete the description with the prepositions of place below.

on • opposite • above • in • near • between

THE KITCHEN

The kitchen is a small room. There is a round table ¹ the kitchen, with two chairs. The chairs are ² each other. There is a fridge ³ a big cupboard. There is a cooker ⁴ the fridge and the sink. There is a window ⁵ the cooker, but there aren't any curtains ⁶ the window.

- 3 Look at the living room in the picture in Exercise 1. Then complete the chart about this room.

Room:	
Item in the room:	Location:
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	

- 4 Write a description of the living room. Use the information in Exercise 3 and the model in Exercise 2 to help you.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Check Your Progress

Vocabulary 20 points

- 1** Circle the item that doesn't belong in each room in bold. (5 points)

- Living room: sofa • armchair • bed • picture
- Bedroom: shelf • poster • lamp • fridge
- Kitchen: blanket • fridge • sink • cooker
- Bathroom: sink • mirror • curtains • cooker
- Dining room: table • desk • cupboard • chairs

- 2** Match the words to the clues. (5 points)

- | | |
|-------------|---|
| 1. computer | a. It's a place for a car. |
| 2. clock | b. It's usually on a bed. |
| 3. garden | c. It shows us the time. |
| 4. pillow | d. It's got information in it. |
| 5. garage | e. It's a place outside the house with trees and flowers. |

- 3** **Intro 1 2 3 4 5 6 7 8 9** Choose the correct answer. (10 points)

- Red + blue = brown / purple / orange.
- Our dog likes people. She is very shy / friendly / athletic.
- June is the eighth / tenth / sixth month of the year.
- There is cold food in the fridge / bed / lamp.
- Fifty-one + thirty-four = seventy-three / ninety-two / eighty-five.
- Beautiful is another word for ugly / straight / good-looking.
- There are computers / duvets / sofas in the cupboard in my bedroom.
- Paul is in the African jungle now. He is very creative / adventurous / generous.
- John has got clever / confident / curly hair.
- Those girls are brothers / fathers / sisters.

Grammar 30 points

- 4** Complete the sentences with the correct form of *there is* or *there are*. (10 points)

- a big clock in London.
- any beds in a bathroom.
- any beautiful gardens in your city?
- a living room in a school.
- a TV in your bedroom?

- 5** Complete the sentences with *a, an, the, some* or *any*. (10 points)

- pen in my pencil case is blue.
- Have you got blankets?
- There is apple in my bag.
- There are pillows on the bed.
- Jim has got lamp on his desk.

- 6** **Intro 1 2 3 4 5 6 7 8 9** Choose the correct answer. (10 points)

- aren't my pictures.
a. This b. That c. These
- The boys a big bedroom.
a. has got b. have got c. are
- colour is your rug?
a. When b. Who c. What
- a cupboard in the room?
a. Is there b. Are there c. There is
- Dave hasn't got posters in his room.
a. a b. some c. any
- Who the girl in the picture?
a. are b. is c. am
- There is old table in the room.
a. a b. an c. the
- Mary and Janet haven't got books today.
a. her b. its c. their
- dark hair?
a. Has he got b. Is he c. He has got
- I've got new curtains. are green.
a. It b. They c. We

Dictation 10 points

- 7** Listen and write the sentences.

-
-
-
-
-

Speaking 10 points

8 Complete the dialogue with the sentences below.

*It's next to the window. • Yes, there is.
How many bedrooms are there?
Is there a desk in your bedroom?
Have you got a dining room?*

A: I like the picture of your house. Is there a big living room?

B: ^{1.}

A: ^{2.}

B: Yes, we have.

A: ^{3.}

B: Three.

A: ^{4.}

B: Yes, there is.

A: Where is it?

B: ^{5.}

Writing 10 points

9 Write five sentences about the picture below. Use prepositions of place.



1.
2.
3.
4.
5.

Translation 20 points

10 Translate the sentences into English.

1. ¿Hay una mesa en el jardín?
.....
2. No hay lámparas en el comedor.
.....
3. Hay un viejo reloj en el garaje.
.....
4. Hay algo de comida en la cocina.
.....
5. ¿Hay cortinas en el dormitorio?
.....

Vocabulary ___ / 20

Grammar ___ / 30

Dictation ___ / 10

Speaking ___ / 10

Writing ___ / 10

Translation ___ / 20

My total score: ___ / 100

Self-Evaluation

Do the following. Tick (✓) the box if you succeed.

1 Say ...

1. four parts of the house. ☐
.....
2. four household items. ☐
.....
3. a sentence and a question with *there is* and *there are*. ☐
.....
4. three sentences with quantifiers or determiners. ☐
.....

2 Answer the questions about your bedroom. ☐

1. What colour is your bedroom?
.....
2. Where is your bed?
.....
3. Have you got any lamps?
.....
4. Is there a rug?
.....

3 Write two sentences with prepositions of place. ☐

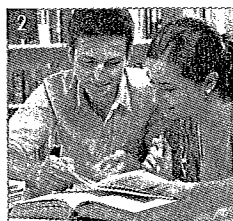
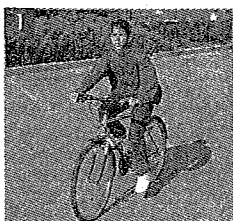
1.
2.

3 Teen Trends

Vocabulary Activities

- ★ 1 Make activities with the words below. Write the correct activities under the pictures.

messages • to • ride • play • friends • at • play
football • computer • music • the • study • text
with • stay • TV • read • home • watch • play • my
bike • listen • send • guitar • magazines • games



- ★★ 2 Match A to B to make activities. Then complete the sentences with the activities.

A

B

- | | |
|-------------|-----------------------|
| 1. surf | a. shopping |
| 2. download | b. the web |
| 3. meet | c. on the phone |
| 4. talk | d. friends |
| 5. chat | e. sport |
| 6. do | f. online |
| 7. go | g. songs |

- I often from this website. They've got some great music.
- I've got a new computer. Now I can for information.
- On Saturdays, I sometimes for new clothes.
- I often I like tennis and football.
- On Saturday evenings, I and we go to the cinema.
- My friend and I often and I listen to her problems or we on our computers.

- ★★★ 3 Complete Ron's blog with activities from Exercises 1 and 2. There may be more than one correct answer

Ron's Blog



I'm Ron and I go to Marsden High School.

I'm very athletic and I ¹ three times a week. I also

² to school every day.

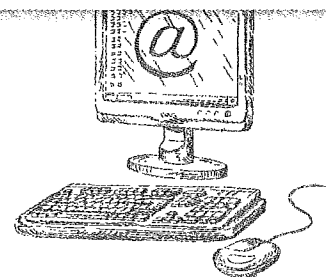
On Saturdays, I usually

³ and we go to a

football game. I like music, too, and I

sometimes ⁴ from the Internet. Every evening I'm on the Internet

and I ⁵ with my friends.



Grammar Present Simple

*** 1** Write sentences with the words below. Use the Present Simple affirmative.

1. the students / listen to music / once a week

2. he / do sport / twice a week

3. we / talk on the phone / every day

4. Mr Green / teach / English

5. I / meet friends / on Saturdays

6. Nancy / send text messages / every hour

**** 2** What does Karen do? Look at her room for clues and write five sentences with the verbs below. Use the Present Simple affirmative.

read • play • watch • eat • study

1. Karen

2.

3.

4.

5.

**** 3** Complete the sentences with the verbs in brackets. Use the Present Simple and the adverbs of frequency *never, rarely, sometimes, usually, often* or *always*. Make the sentences true for you.

1. My parents (listen) to my favourite songs.

2. I (ride) a bike to school.

3. My friends and I (meet) in the evenings.

4. My teacher (surf) the web for information.

5. My friend (do) sport after school.

6. I (go) shopping on Saturdays.

***** 4** Complete the sentences. Use the Present Simple.

1. Children never

2. Teenagers often

3. Teachers usually

4. Students always

5. People sometimes

English in Use

Complete the dialogue with the sentences below.

*I never chat online with my friends • I do, too.
I surf the web for interesting information.
I read magazines twice a week.*

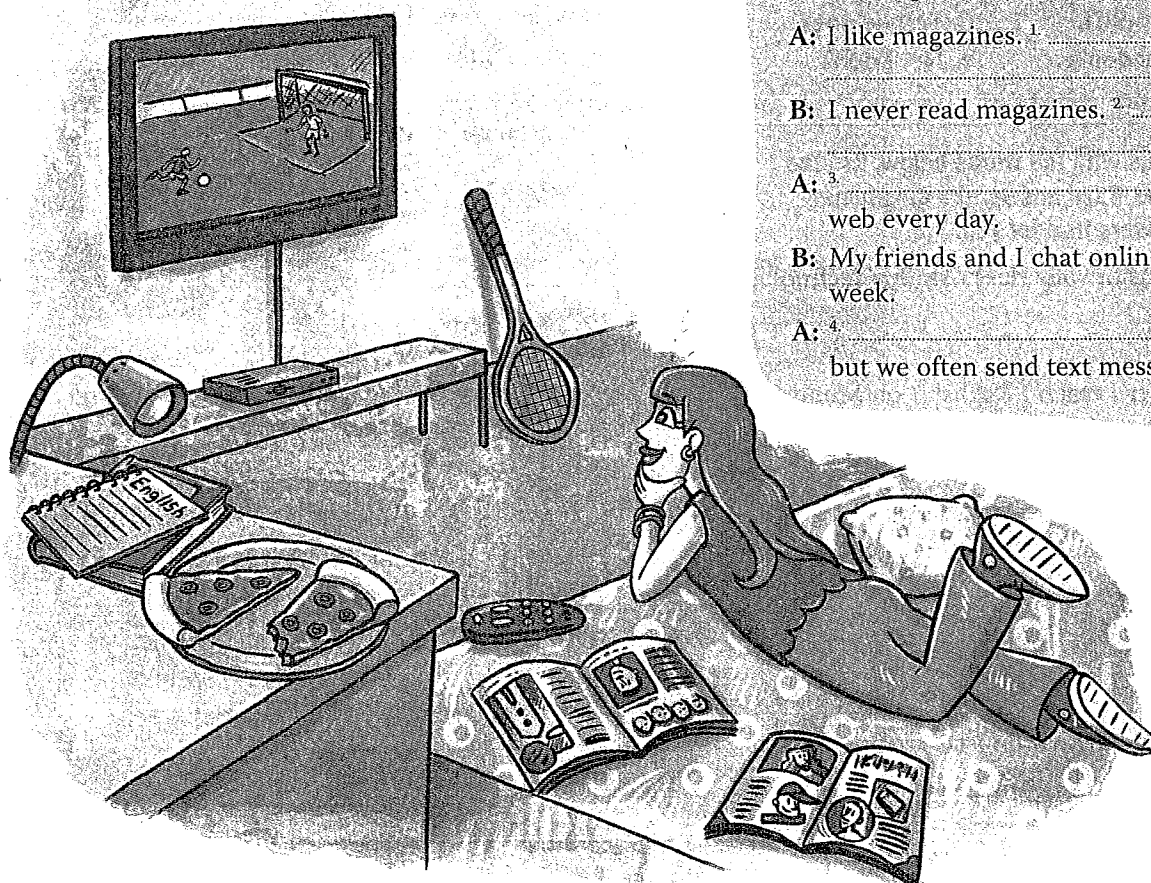
A: I like magazines. ¹

B: I never read magazines. ²

A: ³ I surf the web every day.

B: My friends and I chat online three times a week.

A: ⁴ but we often send text messages.



Grammar Present Simple

* 1 Write negative sentences with the words in brackets. Use the Present Simple.

1. Ian's classes begin at 9.30 in the morning. (8.30)
Ian's classes don't begin at 8.30 in the morning.
2. Ian sleeps for eight hours every night. (ten)
3. The boys in his class like football. (tennis)
4. They eat junk food every day. (once a week)
5. His mother sells clothes for men. (women)
6. His friend chats online in the evening. (morning)

* 2 Complete the questions with the verbs in brackets. Use the Present Simple. Then match the questions to the answers.

1. you (play) the guitar?
 2. Paulo (study) English?
 3. Mary and Joe often (help) their parents?
 4. the cat (like) junk food?
 5. you and your friends (ride) your bikes?
- a. No, it doesn't. d. Yes, he does.
.... b. No, they don't. e. No, I don't.
.... c. Yes, we do.

** 3 Write questions with the words below. Use the Present Simple. Then answer the questions. Make the answers true for you.

1. the students in your class / study / technology
2. your teacher / teach / English / on Mondays
3. you / ride / your bike / to school
4. where / your friends / go / on Saturdays
5. what / your mother / do / on Friday evenings

*** 4 Complete the paragraph with the verbs below. Use the correct form of the Present Simple.

live • want • study • not go • dream • play
not accept • help • operate • get • take

Football School

1. you football in a football team? 2. you to study in a different country? Then maybe EduKick France is the place for you!

The EduKick organisation 3. special football schools in different countries around the world. EduKick France 4. girls and boys from the age of 13. It 5. every teenager – only good students and good footballers. The students 6. with local French-speaking families. They 7. the usual school subjects at a local school and they 8. football lessons from expert teachers. It's an amazing experience, but students 9. to EduKick just for fun. Every student there 10. of being a professional footballer one day. EduKick 11. that dream to come true.



English in Use

Number the mini-dialogues in the correct order.

- A. a. Really? Where do you play?
.... b. Yes, I do. I play four times a week.
.... c. Do you play football?
.... d. At school.
- B. a. *Survivor*.
.... b. Do you watch TV?
.... c. What programme do you like?
.... d. Yes, I do. I watch it every day.
- C. a. No, I don't.
.... b. Are you kidding? Everyone likes pizza.
.... c. I don't. I like hamburgers.
.... d. Do you like pizza?

Reading

1 Read the text. Then match A to B.

Text Message Addictions

Are you a text message addict? According to psychologists, text message addiction is a serious problem, especially for teenagers. They often send text messages at all times of the day, and sometimes all night.

Why do teenagers love sending text messages? It's a quick and easy form of communication. You can send a text message anywhere and at any time. Also, sending a text message doesn't irritate the people around you, like talking on the phone does. These are all good things, but sometimes a good thing becomes a bad one. Teenagers forget how to have a normal conversation, and some teenagers can't stop using their mobile phones and become addicts. They send text messages in the car, on the bus, in the street, in restaurants and even at school. When they begin driving, they often send and read text messages and drive at the same time. This is very dangerous!

What can teenagers do about this problem? They can change their habits and spend more time on other activities. It helps to do sport regularly, learn to play a musical instrument and go out and meet friends ... and to leave the mobile phone at home!



A

1. According to psychologists, many teenagers
2. Text messages
3. Phone conversations often
4. Some teenagers can't remember how to
5. It is dangerous to send text messages and

B

- a. are quick and easy to send.
- b. have a normal conversation.
- c. drive.
- d. are text message addicts.
- e. irritate people.

2 Answer the questions.

1. How do you know someone is a text message addict?
.....
2. Where do teenagers write text messages?
.....
3. Which activities help text message addicts with their problem?
.....

Listening

3 Jack and Ella meet at a party. Listen to their conversation. Then tick (✓) the activities each of them does.



4 Listen again and answer the questions.

	Jack	Ella
1. meet friends		
2. go shopping		
3. play computer games		

1. Where is Jack from?
.....
2. Where is Ella from?
.....
3. Who studies at the weekend?

Check Your Progress

Vocabulary 20 points

1 Match the descriptions to the activities. (6 points)

1. talk with friends on the computer
2. get exercise
3. get music from the Internet
4. write to people on a mobile phone
5. buy things
6. look for information on the Internet

- a. send text messages
- b. download songs
- c. go shopping
- d. surf the web
- e. do sport
- f. chat online

2 Complete the sentences with the routines below. (4 points)

get up • get dressed • have a shower • go home

1. I never with cold water.
2. Some children for lunch and some children eat at school.
3. On Saturdays, I don't early. I like staying in bed.
4. I in my room. My clothes are in my cupboard.

3 **Intro 1 2 3 4 5 6 7 8 9** Choose the correct answer. (10 points)

1. There is always a sink in a **bedroom / dining room / bathroom**.
2. There is some hot food on the **lamp / cooker / sink**.
3. There is a red **toilet / rug / garage** on the bedroom floor.
4. People sometimes **talk on the phone / have a shower / have breakfast** at the cinema. It makes me angry.
5. We talk with our **ears / mouth / nose**.
6. I like Gail. She's **friendly / curly / long**.
7. My grandparents are **medium height / generous / clever**. They often give me money.
8. Mr and Mrs Smith are Sue's father and **brother / sister / mother**.
9. The door isn't wide. It's **narrow / shy / honest**.
10. Jill has always got clothes on her floor. She never walks the dog / does homework / tidies her room!

Grammar 30 points

4 Complete the sentences with the correct form of the verbs in brackets. Use the Present Simple. (12 points)

1. Molly (watch) TV every day.
2. They often (listen) to music.
3. I (not go) to bed at 10.00 pm
4. He (not do) sport on Fridays.
5. She often (study) with friends
6. Jim and I sometimes (play) the guitar.

5 Write questions for the answers below. Use the Present Simple. (8 points)

1. ?
Yes, she does. She chats online every day.
2. ?
No, they don't. His sisters don't like music.
3. ?
No, he doesn't. Jim doesn't live in Paris.
4. ?
Yes, I do. I often read magazines.

6 **Intro 1 2 3 4 5 6 7 8 9** Choose the correct answer. (10 points)

1. My notebook is red. That blue notebook isn't ..
a. yours b. ours c. mine
2. some books on the shelf.
a. There is b. There are c. There isn't
3. The house very big.
a. aren't b. hasn't got c. isn't
4. The cat in the kitchen.
a. eat b. eats c. don't eat
5. Are there chairs in the bedroom?
a. any b. some c. a
6. The students don't like new classroom.
a. his b. its c. their
7. you in your room?
a. Are b. Have c. Do
8. they chat online every day?
a. Do b. Does c. Are
9. Bill dark hair.
a. isn't b. hasn't got c. haven't got
10. an apple in the fridge?
a. Are there b. There is c. Is there

Dictation 10 points

7 Listen and write the sentences.

1.
2.
3.
4.
5.

Speaking 10 points

- 8 Complete the dialogue with the survey questions below.

What do you usually do on Sundays?
Where do you do homework?
How often do you chat online?
When do you tidy your room?
Do you often go to parties?

- A: ¹
B: Yes, I do.
A: ²
B: Three times a week.
A: ³
B: On Saturday mornings.
A: ⁴
B: In my room.
A: ⁵
B: I meet friends.

Writing 10 points

- 9 Complete the sentences with prepositions of time.

- We always listen to music the afternoons.
- I usually go shopping Mondays.
- My birthday is 18th May.
- We play football 11.00 am 12.30 pm.
- We usually have lunch 1.00 pm.

Translation 20 points

- 10 Translate the sentences into English.

- Jim a menudo juega a juegos de ordenador.
.....
- ¿Ellos siempre van en bici al colegio?
.....
- ¿Con qué frecuencia envía tu amigo mensajes de texto?
.....
- Normalmente no navego por Internet por la mañana.
.....
- Pat desayuna en casa todos los días.
.....

Vocabulary ____ / 20

Grammar ____ / 30

Dictation ____ / 10

Speaking ____ / 10

Writing ____ / 10

Translation ____ / 20

My total score: ____ / 100

Self-Evaluation

Do the following. Tick (✓) the box if you succeed.

1 Say ...

- four activities. ☐
.....
- four routines. ☐
.....
- two sentences in the Present Simple affirmative with adverbs of frequency. ☐
.....
- two sentences in the Present Simple negative. ☐
.....
- two questions in the Present Simple. ☐
.....

2 Answer the questions.

- What do you usually do after school?
.....
- How often do you go shopping?
.....
- When do you watch TV?
.....

3 Write three sentences with prepositions of time. ☐

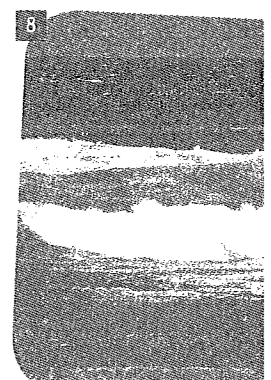
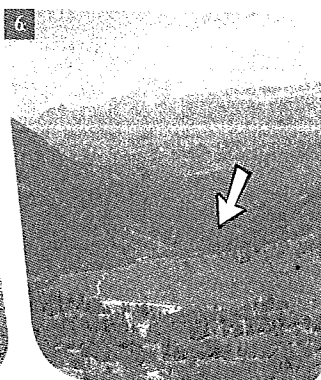
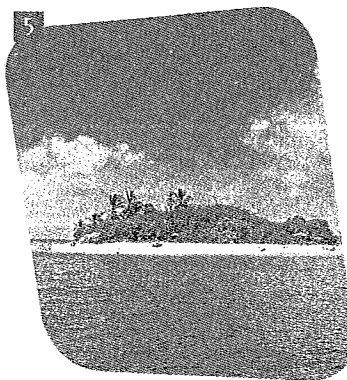
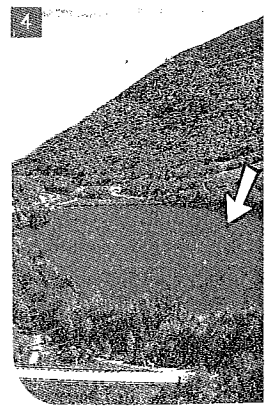
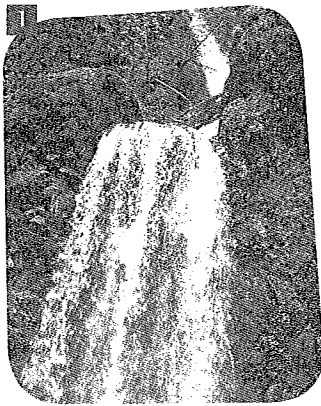
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-
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4 Great Holidays

Vocabulary Geographical features

- ★ 1 Find the geographical features on the river and write them under the correct pictures.

forest waterfall lake ocean island valley hills mountains



- ★★ 2 Complete the sentences with the geographical features below.

jungle • island • beach • cave • desert • river

1. We are in the It's hot here and there are many trees.
2. I am in the It's hot here. The only plants here are cactuses.
3. The Nile is a very long in North Africa.
4. It's dark inside this because there isn't any light in here.
5. Bermuda is a small in the Atlantic Ocean.
6. Let's sit on the and watch the ocean.

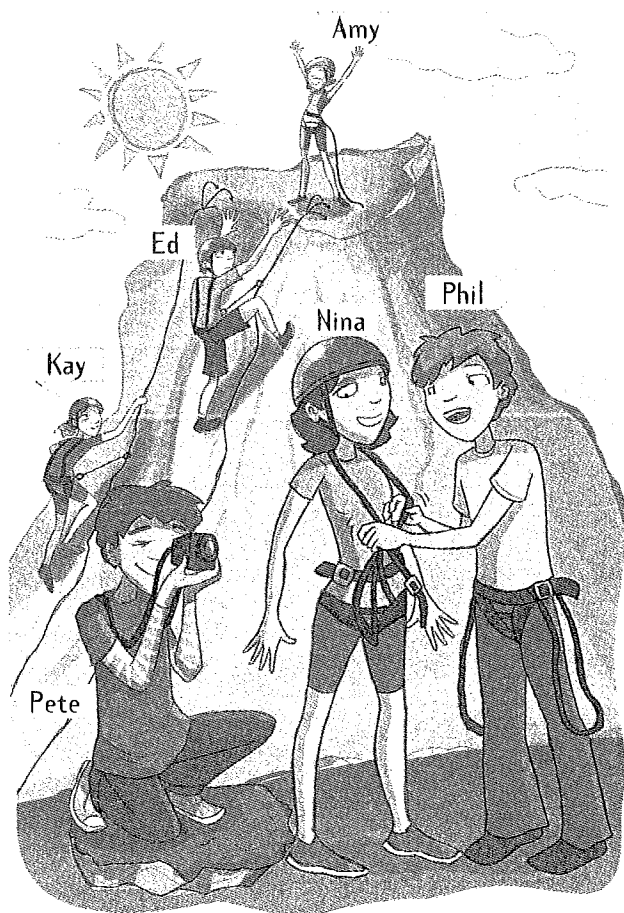
- ★★★ 3 What are five geographical features in your country? Describe them.

1.
2.
3.
4.
5.

Grammar Present Continuous

- ★ **1** Complete the sentences with the verbs in brackets. Use the Present Continuous affirmative. Then look at the picture and tick (✓) T (true) or F (false).

	T	F
1. Amy (stand) on the mountain.		
2. Ed and Kay (climb) the mountain.		
3. Ed and Kay (look) at Nina.		
4. Pete (eat) a sandwich.		
5. Phil (talk) to Nina.		



- ★★ **2** Complete the sentences about the picture in Exercise 1 with the verbs in brackets. Use the affirmative or negative form of the Present Continuous.

- Phil (wear) a hat.
- The sun (shine).
- Phil and Nina (take) photos.
- Phil (help) Nina.
- Ed and Kay (sit) on the ground.

- ★★ **3** Write questions with the words below. Use the Present Continuous. Then answer the questions. Make the answers true.

1. it / rain / right now

.....

2. you / write / in your notebook / now

.....

3. your friend / help / you / at the moment

.....

4. you / listen / to music

.....

- ★★★ **4** Complete a tour guide's explanations about Egypt with the verbs in brackets. Use the correct form of the Present Continuous.

Good morning, everyone. ¹ you (enjoy) your holiday in Egypt? My name is Nabil and I'm your tour guide. We ² (start) our journey to the pyramids at Giza. Right now, we ³ (travel) through the city of Cairo. Look out of the window on the left. A man ⁴ (sell) food in the street. It's a traditional Egyptian food called kushari. You can try it later. We ⁵ (not stop) here now because we want to see the pyramids first ... Now, we ⁶ (enter) the town of Giza. The pyramids are on your right. Look at the artist outside the shop on the left. He ⁷ (not paint) on ordinary paper. He ⁸ (use) papyrus, an ancient paper from the papyrus plant. The bus ⁹ (stop) here, so you can walk around the pyramids and visit the shops. Enjoy!



English in Use

Choose one picture from pages 4-33 in this Workbook. Write two true sentences and two false sentences about the picture. Use the Present Continuous.

-
-
-
-

Grammar Present Simple / Present Continuous

- ★ **1** Complete the sentences with the verbs in brackets. Use the correct form of the Present Simple or the Present Continuous.

1. He (not know) many people in Mexico.
2. scientists (study) the Zone of Silence at the moment?
3. many tourists (visit) Rio de Janeiro in February?
4. People (prepare) for the next Olympic Games at the moment.
5. My friend in Montreal (not speak) Spanish.
He (speak) English and French.
6. The sun (not shine) in Greenland now because it's winter.

- ★★ **2** Complete the phone conversation with the verbs in brackets. Use the correct form of the Present Simple or the Present Continuous.

Roy: Hi, Joe. What ¹..... you (do) at the moment?

Joe: I'm in Switzerland with my family. We ²..... (stand) outside our hotel.

Roy: Oh, I ³..... (love) Switzerland! My grandmother
⁴..... (live) in Geneva.

Joe: Really? ⁵..... you often (visit) her?

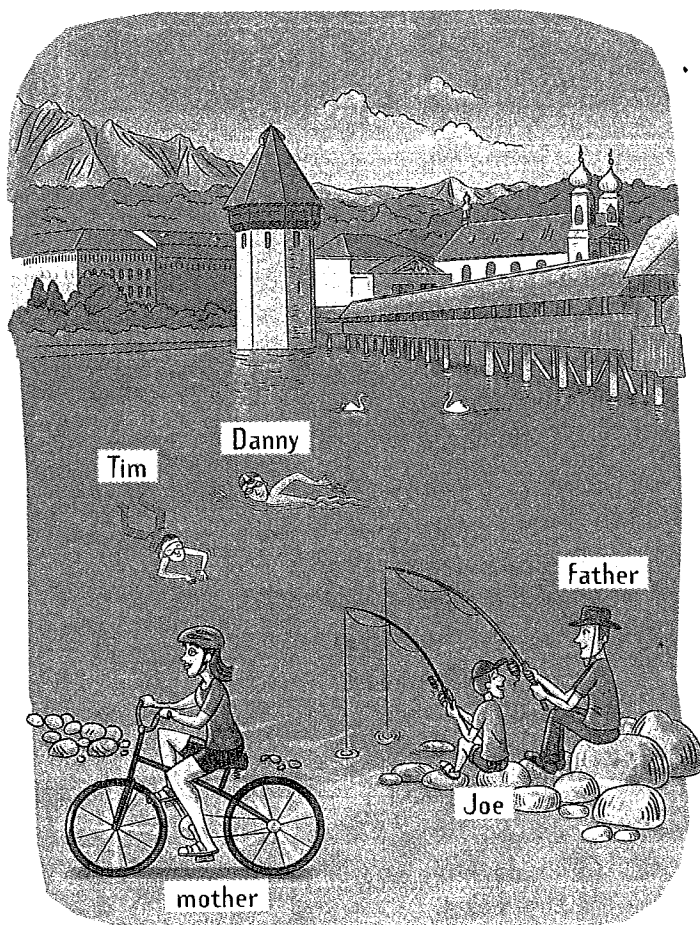
Roy: Yes. My family and I ⁶..... (travel) to Geneva twice a year.

Joe: I ⁷..... (not stay) near Geneva. I'm in Lucerne.

Roy: Lucerne is beautiful! You can climb a mountain or ride a bike around the lake.

Joe: I ⁸..... (want) to go fishing on the lake, but my sister ⁹.....
(not want) to come with me. She ¹⁰..... (like) climbing mountains.

- ★★★ **3** Look at the picture of Joe and his family on holiday in Switzerland. Then look at the chart on the right showing their typical Saturday activities. Write sentences comparing what they are doing on holiday and what they usually do. Use the correct form of the Present Simple and the Present Continuous.



A typical Saturday

Joe: *play football*

Joe's father: *read the newspaper*

Joe's mother: *watch TV*

Tim and Danny: *ride their bikes*

1. In the picture, Joe is fishing. He doesn't usually go fishing on Saturdays. He usually plays football.

2.
3.
4.

English in Use

Imagine you're in the places below. Write what you're doing in each place.

1. On the beach:
2. In a forest:
3. In a shop:
4. In the kitchen:

Reading

1 Read the magazine article. Then tick (✓) the correct column in the chart.

Unusual Holidays

A Different Type of Holiday

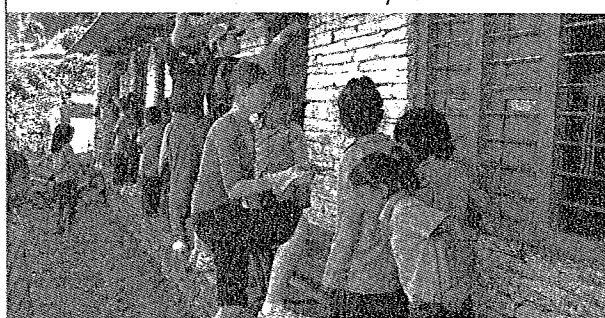
Are you looking for an unusual holiday experience? Do you want to have fun but make a difference in the lives of other people, too? Community Project Travel (CPT) holidays help people do both. The CPT organisation takes volunteers to exotic places around the world and gives them important community projects to do.

Right now, CPT volunteers are working on projects in Nepal, Kenya and Australia. Some volunteers in Nepal are painting a new medical centre and a school. Others are making new furniture for these buildings. CPT also takes its volunteers on trips to the forests and villages in the area. In Kenya,

the volunteers help local people to grow food. They are planting vegetables and fruit trees in the school gardens right now. Sometimes, they go on safari trips to the Rift Valley and Lake Nakuru National Park to see the wild animals. The project in Australia helps the environment. CPT volunteers are working in Arnhem Land with the local Yolngu Aboriginal people. They are cleaning the beaches and helping turtles and other sea animals at the moment.

CPT volunteers have a perfect holiday. They do important work for the environment and help to solve people's problems. They also see the world and visit fantastic places.

Volunteers in Nepal



	Volunteers in Nepal	Volunteers in Kenya	Volunteers in Australia
1. They sometimes see safari animals.			
2. They are painting buildings.			
3. They are working on a beach.			
4. They are making furniture.			
5. They are growing food.			
6. They are helping sea animals.			

2 Complete the sentences.

1. A CPT holiday gives people the opportunity to and
2. Volunteers in Nepal can see and
3. Volunteers in Kenya can travel to and
4. The Yolngu Aboriginal people are from in
5. CPT volunteers help the and help to

Listening

5 07 3 Listen to the dialogue between Tina and her friend Paul. Then circle three things Tina can see.

Paul's house • a river • old buildings • an island • a street • a modern city • a valley • a beach

5 07 4 Listen again and choose the correct answer.

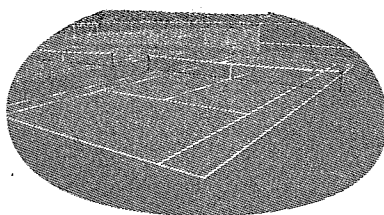
1. Tina is on holiday with Paul / her family / a famous person.
2. There are 600 buildings / 600 people / 600-year-old buildings in the city.
3. Tina is standing in a street / house / valley.
4. Paul doesn't believe / realises / can see Tina is in Machu Picchu.
5. Tina is sending Paul a text message / photo / plane ticket.

Vocabulary Clothing

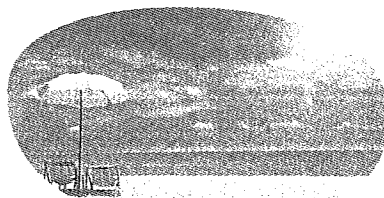
- ★ 1 Circle TWO items of clothing people DON'T usually wear in each of these places.



1. gloves • shorts • scarf • boots • sandals
sweater



2. shorts • trainers • socks • trousers • T-shirt
jacket



3. swimsuit • sandals • boots • hat • shorts
sweater



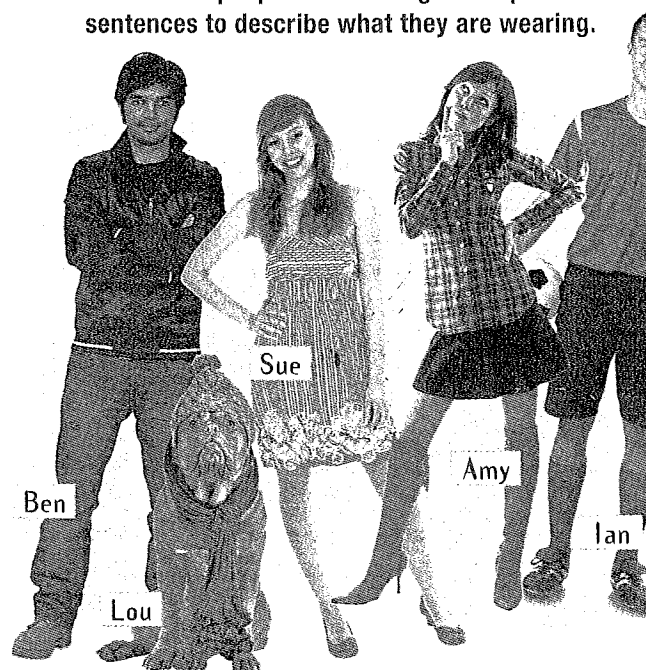
4. trousers • dress • skirt • trainers • T-shirt
shirt

- ★★ 2 Complete the sentences with the items of clothing below.

*jeans • shirts • hats • shoe • socks • underwear
coats • skirts*

1. People wear on their heads.
2. Trainers are a type of
3. People wear in their trainers.
4. Boys don't usually wear
They wear trousers.
5. People wear over their
clothes in cold weather.
6. are a type of trousers.
7. People wear under their
clothes.
8. People sometimes wear jackets over
.....

- *** 3 Look at the people and the dog in the picture. Write sentences to describe what they are wearing.



1.
2.
3.
4.
5.

English in Use

Match three answers to each question.

Questions

1. Where are you?
2. What are you doing?
3. Who's with you?
4. What is she wearing?
5. Why is she wearing it?

Answers

- a. A hat.
- b. Because it's beautiful.
- c. My sister.
- d. Next to a waterfall.
- e. A sweater.
- f. My friend Helen.
- g. I'm reading.
- h. A swimsuit.
- i. In the desert.
- j. Because she wants to swim.
- k. Our guide.
- l. On an island.
- m. We're having lunch.
- n. Because she hasn't got any shorts.
- o. I'm walking.

Writing A photo description

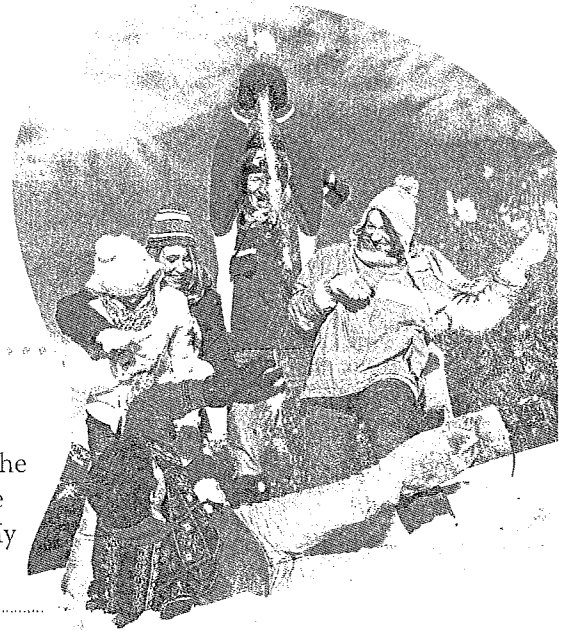
1 The linking words are in the wrong sentences. Write the sentences again with the correct linking words.

1. I'm wearing a coat **but** it's a cold day.
.....
2. Jill is going into the lake **because** she doesn't want to swim.
.....
3. The sun is shining **and** it's cold outside.
.....
4. We are following the guide **because** we are listening to his stories.
.....
5. He isn't going into the cave **but** it's dark.
.....

2 Complete the description of the photo with *and*, *but* or *because*.

Our Holiday in France

This is a photo of my family and me on holiday in France. We're walking in the hills ¹ we're playing in the snow. The sun is shining in the picture ² it isn't warm. We're wearing coats, hats and scarves ³ it's very cold. My sister Ann isn't in the picture ⁴ she's holding the camera. My sister Susan has got a hat over her face ⁵ my mother is hugging her. That's me on the ground ⁶ my dad and my sister Lisa are throwing snow at me!



3 Complete the chart about the photo. You can add information about the people from your imagination.

Place:

Description:
.....
.....
.....

People:

Information:
.....
.....
.....

What they're doing:
.....
.....
.....



4 Write a description of the photo. Use the information in Exercise 3 and the model in Exercise 2 to help you.

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

Check Your Progress

Vocabulary 20 points

1 Match A and B to make sentences. (5 points)

- | A | B |
|-------------|------------------------------------|
| 1. A desert | a. is a hole in a mountain. |
| 2. A forest | b. has got many fish. |
| 3. A valley | c. is hot and usually hasn't |
| 4. A cave | got many trees. |
| 5. An ocean | d. has got many trees. |
| | e. is between mountains. |

2 Complete the sentences with the words below. (5 points)

scarf • shorts • swimsuit • jacket • trainers

- Tom runs fast with his new
- Take off your so we can see your shirt.
- Lily is wearing a pink around her neck.
- Football players don't wear trousers. They wear
- I always wear a at the beach.

3 Intro 1 2 3 4 5 6 7 8 9 Complete the words. (10 points)

- a type of shoe for hot weather: a a
- the colour of the trees in the jungle: ee
- a household item on windows: u ai
- the opposite of *narrow*: i e
- intelligent: e e
- buy things: o h o i
- a room with a fridge and a cooker: i e
- an item to put your head on when you sleep: i ow
- communicate on the Internet: a o i
- land with water all around it: i a

Grammar 30 points

4 Write sentences with the words below. Use the correct form of the Present Continuous. (10 points)

- the children / walk / in / the forest / now / .
.....
- we / not wear / shorts / at the moment / .
.....
- Evan / sit / next to / the river / ?
.....
- Beth / not swim / in / the lake / right now / .
.....
- you / make / sandwiches / for our picnic / ?
.....

5 Complete the sentences with the correct form of the verbs in brackets. Use the Present Simple or Present Continuous. (10 points)

- Every year, our friends (travel) to a different country.
- My father (hate) holidays at the beach.
- Gail (not stay) in a hotel at the moment.
- Mark (not want) to ride in the jeep.
- I (leave) the city right now.

6 Intro 1 2 3 4 5 6 7 8 9 Choose the correct answer. (10 points)

- You very easy-going.
a. is b. are c. have got
- Janet never on the beach.
a. sleeps b. sleep c. is sleeping
- swimsuits are beautiful.
a. This b. That c. Those
- The festival right now.
a. is starting b. are starting c. starts
- Cathy any trainers.
a. haven't got b. has got c. hasn't got
- The animals at the moment.
a. don't eat b. aren't eating c. isn't eating
- I am putting clean socks in my bag.
a. an b. any c. some
- a waterfall near here?
a. There is b. Is there c. Are there
- animal lives in the desert?
a. When b. What c. Who
- Where every winter?
a. do the birds go
b. the birds go
c. are the birds going

Dictation 10 points



7 Listen and write the sentences.

-
-
-
-
-

Speaking 10 points

8 Complete the dialogue with the phrases below.

*Why is he wearing it? • That's my friend
What are you doing? • What's Tom wearing?
I'm in the desert*

A: Look at this picture of my holiday.

B: It's beautiful. Where are you?

A: ¹ in Jordan.

B: Who's with you?

A: ² Tom.

B: ³

A: He's wearing a keffiyeh. It's a traditional scarf. Men wear keffiyehs on their heads.

B: ⁴

A: Because the sun is very hot.

B: ⁵

A: I'm looking for my hat.

Writing 10 points

9 Complete the sentences with *and*, *but* or *because*.

- The guide is taking us to a restaurant we aren't hungry.
- Rob is buying a T-shirt Sue is looking at dresses.
- The boys aren't playing football they haven't got a ball.
- We live near the ocean, we don't often go to the beach.
- I'm not eating the hamburgers I hate junk food.

Translation 20 points

10 Translate the sentences into English.

- Ella visita la cueva a menudo.
.....
- ¿Bill está llevando su abrigo al lago?
.....
- ¿Se ponen chaquetas y gorros en invierno?
.....
- El perro está jugando al lado del río.
.....
- Los niños no están escalando la montaña.
.....

Vocabulary ____ / 20

Grammar ____ / 30

Dictation ____ / 10

Speaking ____ / 10

Writing ____ / 10

Translation ____ / 20

My total score: ____ / 100

Self-Evaluation

Do the following. Tick (✓) the box if you succeed.

1 Say ...

- four geographical features. ☐
.....
- four items of clothing. ☐
.....
- two sentences in the Present Continuous. ☐
.....
- two sentences about things you do every day and two sentences about things you are doing now. ☐
.....
.....
.....

2 Answer the questions about yourself.

- Where are you? ☐
.....
- Who's with you?
.....
- What are you doing?
.....
- What are you wearing?
.....

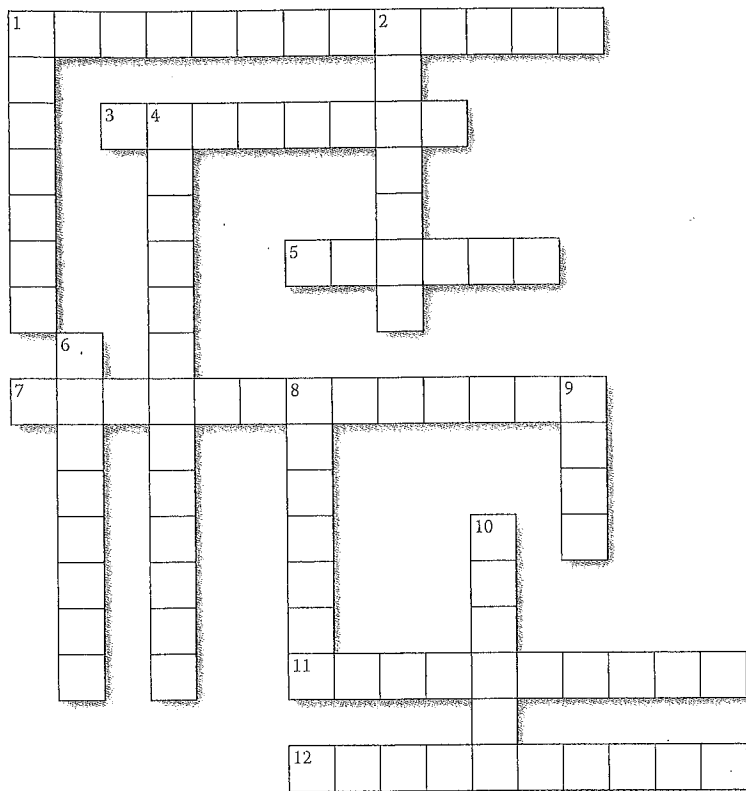
3 Write three sentences with the linking words *and*, *but* and *because*.

- ☐
.....
.....
.....

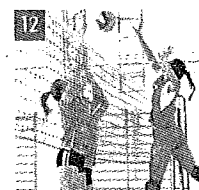
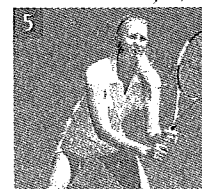
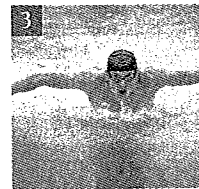
5 All About Sport

Vocabulary Sport

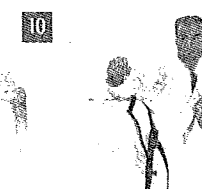
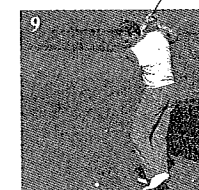
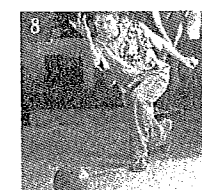
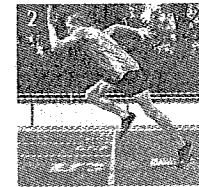
- ★ **1** Complete the puzzle with the correct types of sport. Use the pictures on the right as clues.



Across →



Down ↓



- ★★ **2** Match the descriptions in A to the sports in B.

A

1. You do this with music.
2. You do this on snow.
3. You play this with a ball.
4. You do this in water.
5. You do this with a bike.

B

- a. scuba diving
- b. dancing
- c. cycling
- d. basketball
- e. skiing

- ★★ **3** Complete the sentences with the verbs below.

hit • jump • catch • throw • kick • lift

1. In football, you try to the ball.
2. Don't on the bed. I don't want it to break.
3. Please help me this. It's heavy.
4. In tennis, you try to the ball.
5. I play games with my dogs. I a ball and they it in their mouth.

- ★★★ **4** Write sentences describing what you do in five of the sports in Exercises 1 and 2. Use the verbs in Exercise 3.

1.
2.
3.
4.
5.

Grammar *can*, Adverbs of manner

*** 1** Write sentences with the words below. Use *can* or *can't*.

1. a dog / run
.....
2. a one-day-old baby / talk
.....
3. people / live / without water
.....
4. Rafael Nadal / play / tennis
.....
5. fish / walk
.....

**** 2** Complete the chart.

Adjective	Adverb of Manner
slow	1.
good	2.
bad	3.
nice	4.
lazy	5.
honest	6.
strong	7.

**** 3** Write questions with the words below. Use *can* and change the adjective to an adverb of manner. Then answer the questions. Make the answers true.

1. you / jump / high
.....
.....
2. your friend / sing / beautiful
.....
.....
3. your parents / speak English / confident
.....
.....
4. you / read / quick
.....
.....
5. some of your friends / run / fast
.....
.....
6. your friend / kick / a ball / hard
.....
.....

**** 4** Complete the sentences with the adverb form of the adjectives below.

quick • bad • generous • good • far • brave

1. Ivan doesn't know many words in English. He speaks English
2. Jane is a good tennis player. She plays
3. Kate isn't frightened of the jungle. She walks near the animals.
4. Sam hasn't got much money, but he always gives gifts
5. I usually get up late and run to school.
6. I don't walk to school because it's opposite our house.

***** 5** Write six sentences about the sports you *can* and *can't* do. Use adverbs of manner.

1.
2.
3.
4.
5.
6.

English in Use

Complete the dialogue with the phrases below.

*Can you swim well • I swim fast
Yes, I can • I'm surprised • I can surf well*

A: Can you surf?

B: Yes, I can. ¹

A: I didn't know that. I go surfing, too.

B: Really? ² I never see you at the beach.

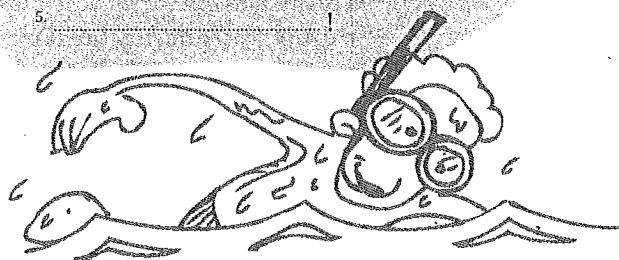
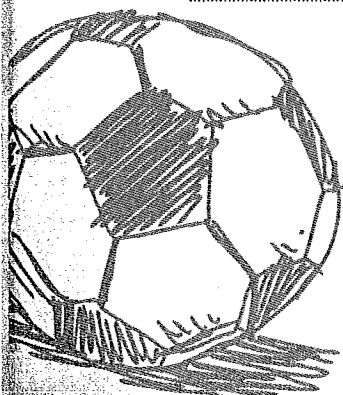
A: I surf early in the morning. Then I go swimming.

B: ³ ?

A: ⁴, but I don't usually swim far from the beach.

B: Oh. I also don't swim far, but

⁵ !



Grammar *must, can, should*

- * 1** Complete the sentences about sports with *must* or *mustn't*.

- In basketball, the players catch and throw the ball. They kick it.
- In many schools around the world, students do sport two or three times a week and they forget to wear trainers.
- You know the rules for cycling and you ride on the correct side of the road.
- In karate, you wear shoes, but you wear special clothes.
- In golf, you hit the ball into a hole. You throw it.

- ** 2** What's the sports teacher saying? Complete the sentences with *can, can't, must* or *mustn't*.

- You always listen to me!
- There isn't a swimming lesson today, but you go swimming tomorrow.
- In volleyball, you kick the ball.
- The students play tennis because it's raining.
- You run fast to catch the ball.

- ** 3** Write six sentences about a school sports day. Use the words below and *should* or *shouldn't*.

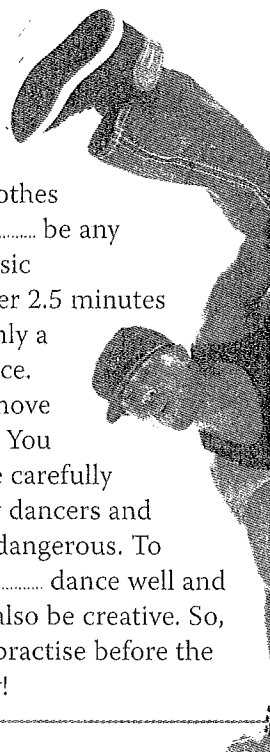
	wear comfortable clothes
	wear sandals
	drink water during breaks
the students	try different activities
	eat a big lunch
	have fun

-
-
-
-
-
-

- ** 4** Complete the text with *can, can't, should, shouldn't, must* or *mustn't*. There may be more than one correct answer.

Street Dance Competition

Every year in the UK, there is a Street Dance competition. People of all ages ¹ compete in it. You ² dance alone or in a team, but you ³ be in more than one team. To dance in the competition, you ⁴ wear appropriate shoes. The dancers choose their clothes and they ⁵ be any colour or style. The music ⁶ be over 2.5 minutes long because there is only a short time for each dance. You ⁷ move around the floor much. You ⁸ dance carefully because there are many dancers and it ⁹ be dangerous. To win, you ¹⁰ dance well and you ¹¹ also be creative. So, ¹² you practise before the competition? Definitely!



English in Use

Complete the sentences with the phrases below. Then match the questions in A to the answers in B.

We must tidy our classroom • I can No, I can't • every morning • about you Can you

A

- I can send text messages at school. ?
- after school. And you?
- I should leave now. I must be home at 10.30 pm. What ?

B

- We tidy our classroom
- I'm lucky, stay out late - till 11.30 pm.
- We mustn't use our phones at school.

Reading

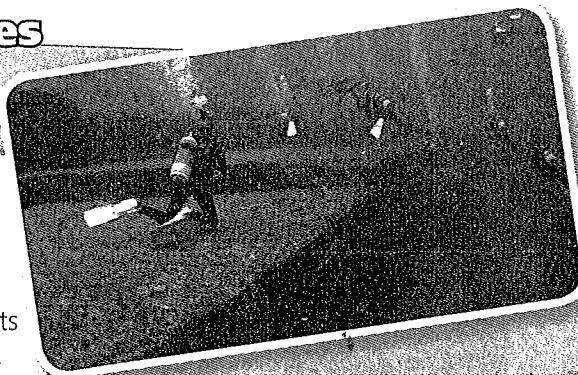
1 Read the text about three scuba diving centres. Then write the correct place for each description.

Fantastic Scuba Diving Centres

Can you scuba dive well? Then you should visit these fantastic scuba diving centres.

The Lost City, Japan

Yonaguni is a very small Japanese island in the middle of the ocean. Under the water, there are unusual rock formations called the Yonaguni Monument. Some people think it's an ancient city from thousands of years ago. Parts of it are 40 metres below the water, so it isn't easy to get to, and divers must have experience to dive there.



McMurdo Sound, Antarctica

The temperature is often below -30°C in the Antarctic, but the water in the ocean is "only" about -1.8°C . So, with proper clothing and equipment, people can dive there and enjoy the beautiful wildlife. You can see some unusual plants and animals in the ocean, including bright yellow cactuses, coral and jellyfish.



The Subway Cars, Delaware, USA

In Delaware, USA, you can see old subway cars under the ocean! Why are the cars there? It is the state's plan to bring fish to the area. Coral grows on objects under the ocean, and that brings many different types of fish. You can see many fish there now because the coral is growing nicely!



1. Coral is growing there.
.....
2. It's near an island.
.....
3. There are yellow cactuses.
.....
4. There are metal objects in the water.
.....
5. There are unusual rock formations.
.....
6. It's in a very cold place.
.....

2 Answer the questions.

1. What do people think the Yonaguni Monument is?
.....
2. How is it possible to dive in the cold climate of Antarctica?
.....
3. Why are the subway cars under the ocean?
.....

Listening



3 Listen to the dialogue between Ron and Katie and answer the questions.

1. Which sports does Katie do?
..... and
2. Which sport does Julie do?
.....
3. Which sports does Ron do?
..... and



4 Listen again and complete the sentences.

1. Ron needs help to
2. According to Ron, it's unusual for girls to
3. According to Katie, the world record for women's weightlifting is
4. Ron plans to meet Katie at the sports centre on
5. Ron should stop
6. Katie wants Ron to be at the sports centre at

Vocabulary Sports venues and equipment

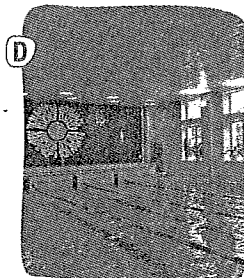
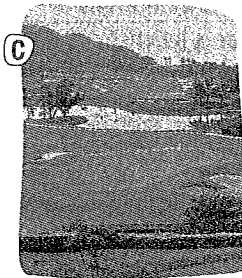
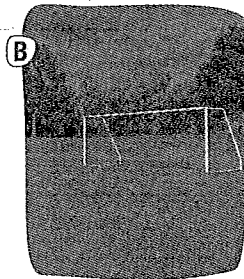
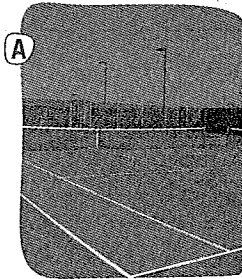
- ★ 1 Match the words in A to the words in B to form sports venues. Then write them under the pictures.

A

1. swimming
2. tennis
3. golf
4. football

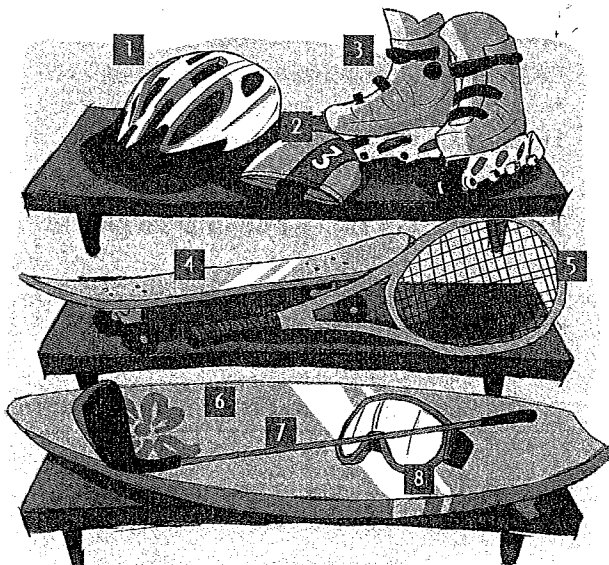
B

- a. course
- b. pitch
- c. court
- d. pool



- ★ 2 Match the pictures to the sports equipment below. Write an X next to the sports equipment that is NOT in the picture.

- | | |
|-----------------------|-----------------------|
| a. net | g. goal |
| b. racket | h. surfboard |
| c. goggles | i. rollerblades |
| d. helmet | j. bicycle |
| e. skateboard | k. golf club |
| f. swimming cap | |



- ★★ 3 Complete the sports equipment below with the letters *b, e, g* and *r*. Then use the words to complete the sentences that follow.

- | | |
|----------------------------|----------------------|
| a. h ... lm ... t | e. su ... fboa ... d |
| b. ... oller ... lad ... s | f. n ... t |
| c. ... oal | g. go ... les |
| d. ... ack ... t | h. ... icycl ... |

1. In tennis, you hit a ball with a You hit the ball over a
2. In football, you kick the ball into the
3. Many people wear at the swimming pool.
4. Tom's feet are big for these
5. Paul is in the ocean. He is standing on his
6. Linda has got a new She rides it to school and she always wears a

- ★★★ 4 What can you do in each of the places below? What mustn't you do? Write a sentence about each place.

*swimming pool • tennis court • golf course
football pitch*

1.
2.
3.
4.

English in Use

Match the questions in A to the answers in B. Which question hasn't got an answer? Write a possible answer.

A

1. What equipment do you need?
2. Where do you play it?
3. What are the rules of the game?
4. How many people can play it?
5. How do you win?

B

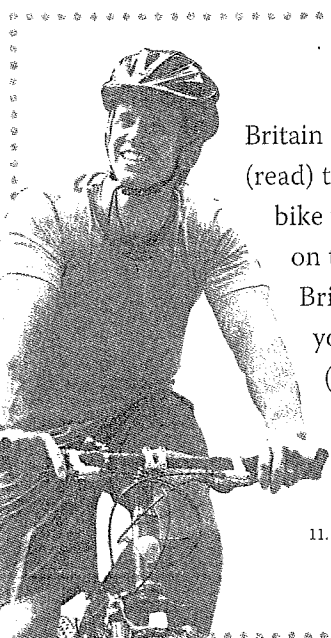
- a. You must hit the ball over the net.
- b. A bicycle and a helmet.
- c. There are two or four players.
- d. By getting the ball into the goal the most times.
- e.

Writing A description of a sport

1 Complete the sentences below with imperatives. Use the affirmative or negative form of the verbs in brackets.

- (run) next to the swimming pool. It's dangerous.
- (play) football in the house!
- (jump) high to win the game.
- (wear) your goggles in the swimming pool.
Jimmy isn't wearing goggles and his eyes are red.
- (stand) on the table. That's dangerous.

2 Complete the instructions for cycling in Britain with imperatives. Use the affirmative or negative form of the verbs in brackets.



CYCLING IN BRITAIN

Britain is a great country for cycling. But before you start, ¹..... (read) these important rules for cycling in Britain. ²..... (ride) a bike without a helmet because it's very dangerous. ³..... (stay) on the left. ⁴..... (forget) – everyone travels on the left in Britain. Before you turn left or right, ⁵..... (tell) the people behind you. ⁶..... (do) this with your arms: ⁷..... (lift) your left arm straight out to turn left and ⁸..... (use) your right arm to turn right. ⁹..... (take) a mobile phone with you. Then, you can look for directions on the Internet or phone for help. ¹⁰..... (stop) somewhere safe first, of course! ¹¹..... (use) your phone on the road.

3 Write a description of handball. Use the information in the chart below and the model in Exercise 2 to help you.

Sport	handball
Number of players	two teams, with seven players on each team
Where you play it	a handball court
Equipment	a ball, two goals
Things you can do	• catch and throw the ball with your hands • throw the ball into the goal • hold the ball for up to 3 seconds
Things you mustn't do	• run far with the ball • take the ball from a player's hands • throw the ball out of the court
To receive points	throw the ball into the goal

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Check Your Progress

Vocabulary 20 points

1 Complete the chart about sports. (10 points)

Sport	Description
1. c tennis	You ride a bike and wear a 2. h You hit a ball with a 3. r
4. g surfing	You hit a ball into a small hole. You ride on a 5. s
6. c ba d basketball	You swim underwater.
volleyball	You 7. t a ball into a basket.
football	You 8. h a ball with your hands. You 9. k a ball into a 10. g

2 Intro 1 2 3 4 5 6 7 8 9 Complete the sentences with the words below. (10 points)

net • chat online • kitchen • go to school
mountain • socks • jump • poster • hair • dark

- We sometimes ski down a
- The students should early because the first lesson starts at 7.30 am.
- We usually have breakfast in the
- You must hit the ball over the
- There's a of his favourite football team on his wall.
- I rarely see Jim but we often
- The opposite of *light* is
- You must high to catch the ball.
- Our is on our head.
- I always wear with my trainers.

Grammar 30 points

3 Write sentences with the words below. Use *can*, *can't* and the adverb form of the adjective. (8 points)

- Lucy / sing / beautiful
.....
- he / not play / football / good
.....
- Jen / lift / 40 kilos / easy
.....
- they / not rollerblade / quick
.....

4 Complete the sentences with *must*, *mustn't*, *should*, *shouldn't*, *can* or *can't*. (12 points)

- There's a nice tennis court next to the school.
We play tennis there.
- Don't hit the ball out of the court. You hit it hard.
- There isn't any food in the house. We go shopping.
- The boys go skiing because there isn't any snow.
- You've got a test tomorrow morning. You go to bed early.
- There be five players on the court. It's the rule.

5 Intro 1 2 3 4 5 6 7 8 9 Choose the correct answer. (10 points)

- I **shouldn't** / **can't** / **should** dive, but I swim well.
- Have you got **some** / **an** / **any** goggles?
- Dan and I **am running** / **run** / **are running** : the park right now.
- I **hasn't got** / **haven't got** / **am not** a surfboard.
- There **is** / **Is there** / **Are there** a swimming in your bag?
- The ball **haven't got** / **am not** / **isn't** in the bag.
- Mary **doesn't like** / **don't like** / **like** volleyball.
- Do they play** / **They play** / **They can play** tennis every day?
- Why** / **Who** / **When** is the tennis match?
- You **don't** / **mustn't** / **must** ski here. It's dangerous!

Dictation 10 points

6 Listen and write the sentences.

-
-
-
-
-

Speaking 10 points

7 Complete the dialogue with the sentences below.

In the garden. • You must have a ball.
What are the rules of the game?
How do you win?
Three or more people can play.

A: What equipment do you need to play
Piggie in the Middle?

B: 1.

A: How many people can play it?

B: 2.

A: Where do you play it?

B: 3.

A: 4.

B: One player must stand in the centre. The
other players must throw the ball over that
player's head.

A: 5.

B: The player in the centre wins the game by
catching the ball.

Writing 10 points

8 Complete the chart.

Modal	Imperative
You mustn't run.	1.
2.	Don't hit the ball hard.
You must read the rules.	3.
4.	Ride slowly.
You mustn't go far.	5.

Translation 20 points

9 Translate the sentences into English.

1. No montes en bici en la pista de tenis.

2. Debes ponerte un gorro de baño y gafas de natación.

3. No podemos ir a jugar a los bolos los lunes.

4. No debemos irnos lejos en nuestros monopatines.

5. Sue debería intentar saltar alto para coger la pelota.

Vocabulary ___ / 20

Grammar ___ / 30

Dictation ___ / 10

Speaking ___ / 10

Writing ___ / 10

Translation ___ / 20

My total score: ___ / 100

Self-Evaluation

Do the following. Tick (✓) the box if you succeed.

1 Say ...

1. four sports.

☐

2. four types of sports equipment.

☐

3. three sentences with adverbs of manner
about things you *can* and *can't* do.

☐

4. three sentences about things you
must do, *mustn't* do and *should* do today.

☐

2 Answer the questions about a sport or game.

☐

1. What equipment do you need?

2. How many people can play it?

3. Where do you play it?

4. How do you win?

3 Write a rule with a modal and a rule with an imperative.

☐

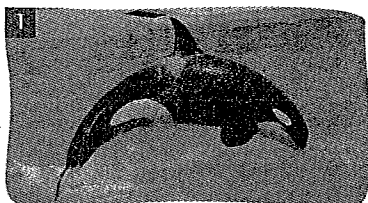
1.

2.

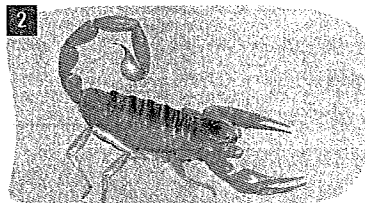
6 Amazing Animals

Vocabulary Adjectives and animals

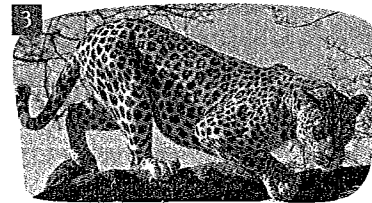
★ 1 Choose the correct adjective.



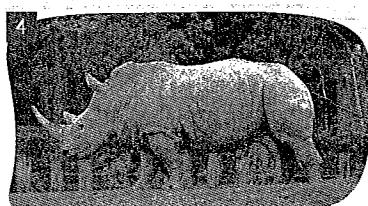
tiny / huge / domesticated



dangerous / heavy / cute



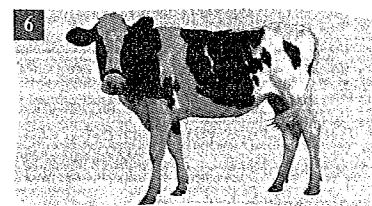
wild / domesticated / ordinary



colourful / tiny / heavy



unusual / cute / wild



amazing / interesting / domesticated

★ 2 Write the opposites of the adjectives below.

1. huge –
2. unusual –
3. domesticated –

★★ 3 Replace the words in **bold** with adjectives from Exercise 1. Don't change the meaning of the sentences.

1. I have got a very **small** pet.
2. My cat is **different** in comparison to other cats.
3. My rabbit is **really big**.
4. Our dog is very **fat**. You can't lift him. He weighs 55 kilos.
5. The visitors see a film about **jungle** animals.
6. The bird's head is **red, yellow and blue**.

★★ 4 Circle TWO animals that belong to each group.

1. Animals on a farm: chimpanzee • sheep
zebra • pig
2. Animals in water: crocodile • horse
dolphin • rabbit
3. Flying animals: rat • mosquito • butterfly
gorilla
4. The cat family: lion • elephant • turtle • tiger
5. Animals with hands and fingers:
chimpanzee • gorilla • lizard • horse
6. Animals without fur: rabbit • lizard • tiger
turtle

★★★ 5 Complete the names of the animals in A and match them to their descriptions in B.

A

1. An e t
2. A g a
3. A r
4. A p
5. A z a
6. A t e
7. A r t
8. A h e

B

- a. has got dark fur and lives in the jungle.
- b. is pink and lives on a farm.
- c. lives in or near water.
- d. is a small animal with long ears and fur.
- e. can run and jump in competitions and people ride it.
- f. is a big grey animal with a very long nose
- g. is a black and white animal from Africa.
- h. is a small wild animal and it likes our food

★★★ 6 Write a sentence about each of the animals below. Use adjectives from Exercise 1.

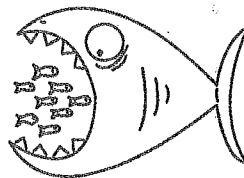
1. lion:
2. chimpanzee:
3. crocodile:
4. butterfly:
5. lizard:

Grammar

Comparative adjectives,
(not) as ... as

* 1 Complete the chart.

Adjective	Comparative
funny	1.
2.	shorter than
good	3.
4.	worse than
big	5.
6.	wider than
beautiful	7.



** 2 Complete the sentences with the comparative form of the adjectives in brackets. Then tick (✓) T (true) or F (false) about yourself.

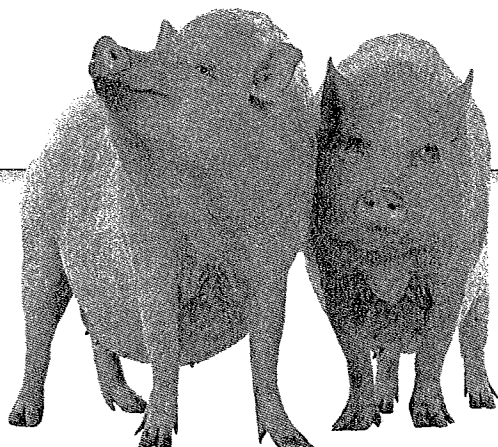
- My hair is (long) my mother's hair.
- Today, my clothes are (colourful) my friend's clothes.
- I think rabbits are (cute) lizards.
- I think cats are (interesting) dogs.
- My marks in maths are (good) my marks in English.

T	F
.....	
.....	
.....	
.....	
.....	

** 3 Complete the text with (not) as ... as or the comparative form of the adjectives in brackets.

A Pet Pig

Do you want an unusual pet? How about a pig? People don't usually know much about pigs and there are many myths about them. According to one myth, pigs are ¹ (clean) as other domesticated animals, so they mustn't walk on your rugs or sit on your chairs. Another myth is, pigs are ² (clever) as other pets and you can't teach them anything. But these myths are false. Pigs are actually ³ (intelligent) than many pets and they like being clean, too. Pigs love people. In fact, they are ⁴ (friendly) as cats and dogs. You can even take pigs for a walk. They are ⁵ (fast) as dogs when they walk because they haven't got long legs, but you can teach them to walk next to you. You can't find a ⁶ (good) pet than that!



*** 4 Complete the sentences below to make them true for you. Use (not) as ... as and some of the adjectives below or adjectives of your own.

*tall • long • unusual • colourful • funny
hard-working • athletic • nice • creative*

- I'm my father.
- I'm my mother.
- My friend is me.
- My name is my teacher's name.
- My neighbours' house is my house.

English in Use

Complete the riddles with the words and phrases below. What are the animals? Complete their names.

*It's got • big • It's smaller than • a cat
a curly tail • What is it*

Q: It's white. ¹ a horse.

It's got four legs. ² ?

A: The answer is a e.e.....

Q: ³ orange and black fur.

It's a member of the cat family. It's bigger than

⁴ What is it?

A: It's a i e.....

Q: It's pink. It isn't as ⁵ as a

horse. It's got ⁶
What is it?

A: It's a i.....

Grammar Superlative adjectives

- ★ **1** Complete the sentences with the superlative form of the adjectives in brackets.

- Cheetahs are (fast) animals in the world.
- Whales are (large) animals in the sea.
- Horses are (expensive) pets.
- Dogs are (easy) pets to train.
- Lions are (dangerous) animals.

- ★★ **2** Answer the questions about yourself.

- Who is the youngest person in your family?
.....
- What's the most exciting to play – football, basketball or computer games?
.....
- Which day of the week do you think is the best day?
.....
- Who is your tallest friend?
.....
- Which school subject is the easiest for you – maths, history or English?
.....

- ★★ **3** Look at the information about the three animals below and complete the sentences with the comparative or superlative form of the adjectives in brackets and (not) as ... as.

- The elephant is (heavy) animal.
- The elephant is (slow) the camel.
- The zebra is (fast) of the animals.
- The camel's lifespan is (short) the zebra's.
- The elephant's lifespan is (long) the camel's.

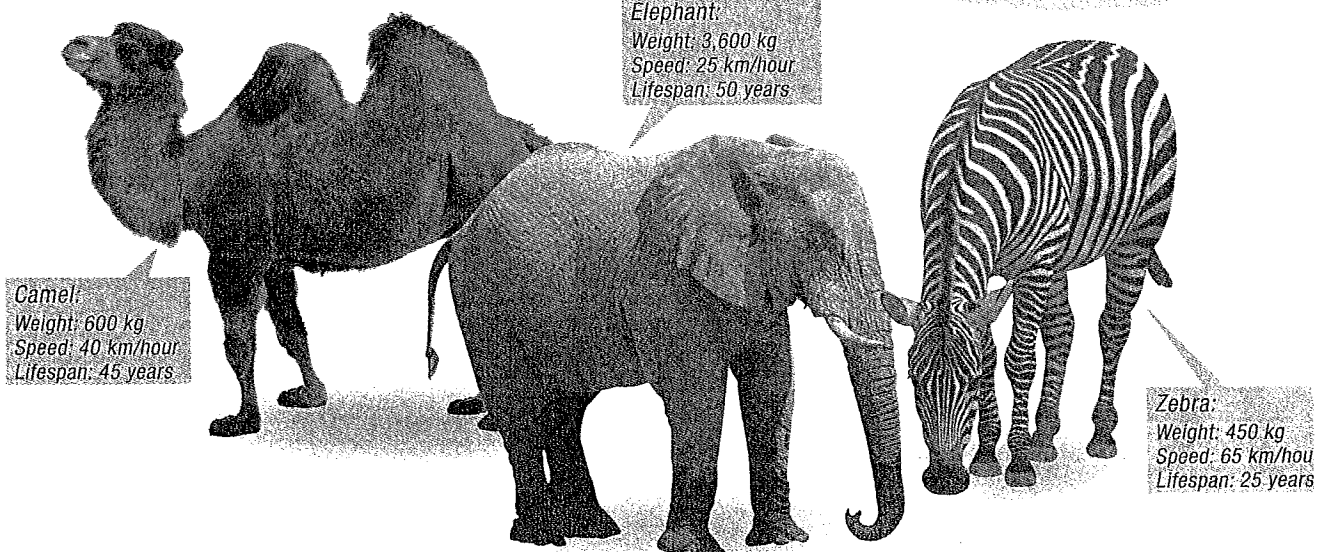
- ★★★ **4** Write sentences. Use comparative and superlative adjectives.

- car, bicycle, plane
A car is bigger than a bicycle.
A plane is the fastest of the three.
- mouse, cat, goldfish
.....
- child, baby, parent
.....
- spring, summer, winter
.....
- phone, book, car
.....

English in Use

Write the words in the correct order to make sentences comparing the lion to other animals. Then add two sentences of your own comparing the lion to other animals.

- wild / a / is / lion / as / tiger / a / as
.....
- more / a / dangerous / lion / is / a / giraffe / than
.....
- lion / isn't / animal / world / the / fastest / the / in / the
.....
-
-



Reading

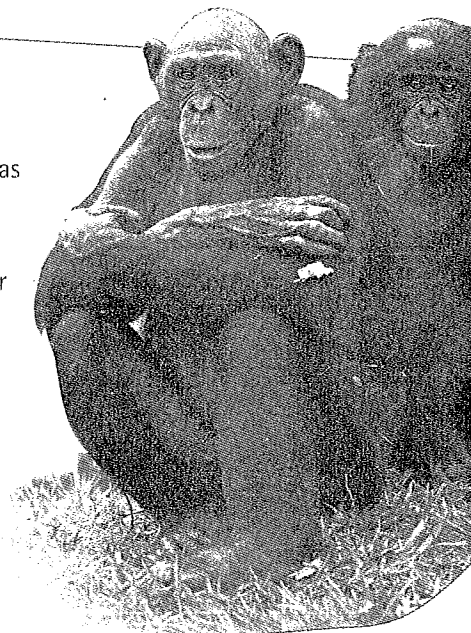
1 Read the text and answer the questions that follow.

Bonobos

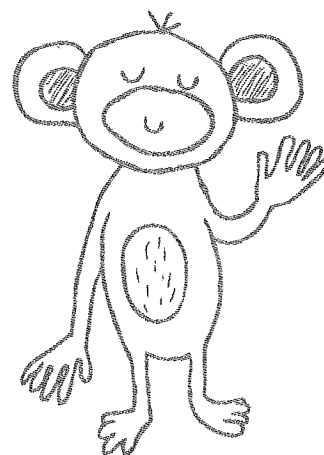
There aren't any animals as intelligent as humans, but some animals are very clever, like the bonobos. Bonobos are from the same family as chimpanzees and gorillas. Some people call them 'pygmy chimpanzees', but they are different. Bonobos aren't as aggressive as chimpanzees. They are more similar to humans than any other animal. According to some scientists, they are the most intelligent animals in the world.

In what ways are bonobos similar to humans? Young bonobos stay with their mother for many years and she teaches them skills such as using rocks and sticks to get food. They also play some of the games of human children. It's very interesting to watch them play these games. In one game, a bonobo covers its eyes with its hands and runs around trying to catch its friends – just like human children do. Scientists sometimes teach bonobos how to communicate with humans. They can understand words and they use pictures to answer questions. They are amazing!

Sadly, there are only about 35,000 bonobos in the wild today because humans move into their habitat or kill them. Unfortunately, humans aren't always as nice as bonobos. We can learn so much from these clever animals.



1. Which animals are from the same family as bonobos?
.....
2. How are bonobos different from chimpanzees?
.....
3. What do bonobo mothers teach their babies?
.....
4. What do scientists sometimes teach bonobos?
.....
5. Why does the text say "humans aren't always as nice as bonobos"?
.....



2 Complete the sentences.

1. Bonobos are not as clever as
2. 'Pygmy chimpanzees' is another name for
3. Baby bonobos leave their mother after
4. The text describes a game to show that bonobos
5. Bonobos can use pictures to

Listening



3 Listen to the phone conversation between Ann and David and answer the questions.

1. Which unusual animal is in Ann's kitchen?
.....
2. What pet has Ann got?
.....
3. What pet has David got?
.....
4. What animal is there at Ann's school?
.....
5. Which is the biggest animal – the brown rat, the white rat or the rabbit?
.....



4 Listen again and complete the sentences.

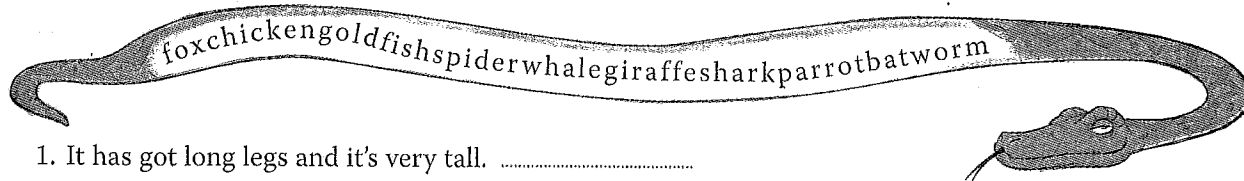
1. The rat is darker than Ann's
2. The rat is faster than
3. In the end, the rat goes
4. According to David, there are probably more rats in

Vocabulary Animal groups

★ 1 What type of animals are these? Tick (✓) the correct columns.

	Insects	Mammals	Reptiles	Amphibians
1. wolf				
2. iguana				
3. fly				
4. frog				
5. snake				
6. ant				
7. cow				
8. salamander				

★★ 2 Find ten animals in the puzzle. Then match them to the correct descriptions below.



1. It has got long legs and it's very tall.
2. You can teach it to talk.
3. It hasn't got legs and it lives under the ground.
4. It lives in water and it's a popular pet.
5. It's a bird but it can't fly.
6. It flies but it isn't a bird or an insect.
7. It has got eight legs.
8. It's a member of the dog family.
9. It's a type of fish and it's very dangerous.
.....
10. It's a mammal and it lives in the ocean.
.....

★★★ 3 Write five true sentences with ALL the words below.

*iguanas • cows • unusual • whales • tiny
parrots • mosquitoes • clever • long
domesticated*

1.
2.
3.
4.
5.



English in Use

Read the answers to each question about animals and complete the questions.

1. Q: What animal is it?

A: It's a bird.

A: It's a mammal and it belongs to the cat family.

2. Q: does it
..... ?

A: All over the world, but not in Antarctica.

A: In India and Thailand.

3. Q: What does it ?

A: It's black or red and it's got six tiny legs.

A: It's beautiful and it changes colours.

4. Q: big
it?

A: It's as big as a dog.

A: It's tiny but it's bigger than a worm.

5. Q: does it
..... ?

A: Insects and plants.

A: Small mammals and birds.

Writing A report about an animal

1 Write the words in the correct order to make sentences.

1. flies / tiny / insects / are

.....

2. are / animals / domesticated / sheep

.....

3. as / a goldfish / as / isn't / big / a shark

.....

4. usually / aren't / aggressive / cows

.....

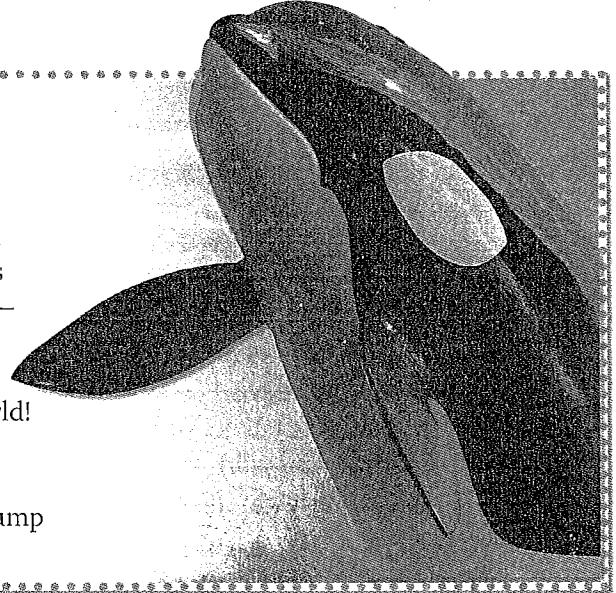
5. unusual / isn't / a lizard / most / animal / the

.....

2 Read the report about whales. Are the words in bold in the correct order? Find five mistakes and correct them below the text.

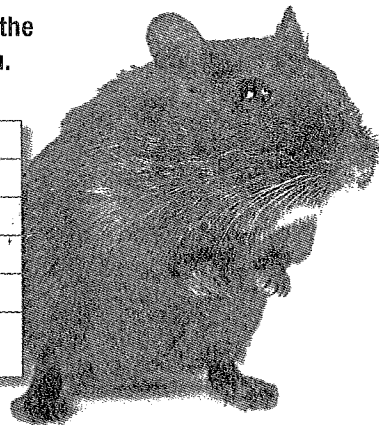
WHALES

The whale is a ¹ **mammal huge**. It eats plants and other sea animals. Whales are ² **more intelligent than** many other animals and they communicate with sounds. There are many types of whales. Killer whales have got ³ **strong teeth** and they can eat ⁴ **big animals** – including other whales. The blue whale ⁵ **bigger is than** other types of whales and it ⁶ **as is heavy as** 30 elephants. In fact, it ⁷ **biggest is the** animal in the world! Sperm whales are ⁸ **good divers**. They can dive up to 1,000 metres under the ocean. Humpback whales can also dive far and they ⁹ **are athletes good**. They can jump high over the water.



3 Write a report about the rat. Use the information in the chart below and the model in Exercise 2 to help you.

Animal	rat
Colour	brown, grey, black or white
Size	from about 13 to 47 centimetres long
Lives	all over the world
Eats	fruit, vegetables and meat
Interesting facts	climbs walls, swims very well, can kill small animals



Check Your Progress

Vocabulary 20 points

- 1 Write five true sentences about the animals using the words in the chart below. (10 points)

Sheep		elephants		colourful.
Whales		crocodiles		tiny.
Sharks	and	pigs	are	huge.
Parrots		ants		domesticated.
Mosquitoes		butterflies		very dangerous.

-
-
-
-
-

- 2 **Intro 1 2 3 4 5 6 7 8 9** Choose the correct answer. (10 points)

- The day before Thursday is Friday / Tuesday / Wednesday.
- My brother doesn't talk to many people. He's very friendly / shy / wild.
- A pig's tail isn't straight. It's light / generous / curly.
- There's a warm duvet / rug / sofa on the bed.
- Jane doesn't go out in the evenings. She stays at home / goes shopping / rides her bike.
- Dave loves having a pet. He often goes bowling / goes rollerblading / walks the dog.
- Chimpanzees live in the desert / jungle / river.
- You play tennis with a surfboard / racket / goal.
- Dolphins are amazing animals. They're more honest / ordinary / interesting than fish.
- A fly / salamander / turtle is an insect.

Grammar 30 points

- 3 Complete the sentences with the comparative or superlative form of the adjectives in brackets. (10 points)

- Dogs are (domesticated) rabbits.
- I think chimpanzees are (funny) animals in the world.
- Our cat is (fat) our dog.
- Some spiders are (dangerous) others.
- Is that parrot (colourful) bird in the pet shop?

- 4 Read the first sentence and complete the second sentence so it has got the same meaning. Use the adjective in the first sentence and (not) as ... as. (10 points)

- a. Our pet rabbit is heavier than our cat.
b. Our cat
- a. The dog is faster than the fox.
b. The fox
- a. Both the parrots and the lovebirds are very colourful.
b. The parrots
- a. The gorilla's arms are longer than its legs
b. The gorilla's legs
- a. The giraffe and the tree are five metres tall
b. The giraffe

- 5 **Intro 1 2 3 4 5 6 7 8 9** Choose the correct answer. (10 points)

- Is there / There aren't / There isn't a fox in the garden.
- I dance / am dancing / are dancing with my friends at the moment.
- There aren't any / some / a mountains in our town.
- Your book are / is / has got more interesting than mine.
- The hills aren't greenest / greener / as green as the valley.
- The curtains are short / as short / shorter than the window.
- My horse wins competitions because she can / must / should jump high.
- My family and I has got / have got / are many pets.
- Ben doesn't play / don't play / is playing the guitar every day.
- You can't / must / mustn't go near the snake. It's dangerous!

Dictation 10 points

- 6 **5 12** Listen and write the sentences.

-
-
-
-
-

Speaking 10 points

7 Complete the questions about an animal with the phrases below.

How big • does it eat • does it live

What type of animal • does it look like

A: What ¹ ?

B: It's got brown fur and it's got four legs.

A: ² is it?

B: It's a mammal.

A: ³ is it?

B: It's as big as a dog.

A: Where ⁴ ?

B: In the forest.

A: What ⁵ ?

B: It eats other animals.

Writing 10 points

8 Write the words in the correct order to make sentences.

1. taller / is / the giraffe / the tiger / than

2. mammals / small / bats / are

3. is / the lizard / big / as / the salamander / as

4. interesting / are / animals / the / dolphins / most

5. cats / as / aren't / friendly / dogs / as / usually

Translation 20 points

9 Translate the sentences into English.

1. Los tiburones son más peligrosos que los peces de colores.

2. Los peces son tan coloridos como las mariposas.

3. Los elefantes no son tan enormes como las ballenas.

4. Creo que los caballos son los animales más bonitos de la granja.

5. ¿Las moscas son más grandes que las hormigas?

Vocabulary ___ / 20

Grammar ___ / 30

Dictation ___ / 10

Speaking ___ / 10

Writing ___ / 10

Translation ___ / 20

My total score: ___ / 100

Self-Evaluation

Do the following. Tick (✓) the box if you succeed.

1 Say ...

1. four adjectives to describe animals. ☐

2. four animals. ☐

3. two sentences using comparative adjectives and two sentences using superlative adjectives. ☐

4. two sentences using (not) as ... as. ☐

2 Answer the questions about an animal. ☐

1. What type of animal is it?

2. What does it look like?

3. Where does it live?

4. What does it eat?

3 Write two sentences with adjectives. ☐

1.

2.

7 It's a Celebration!

Vocabulary Food

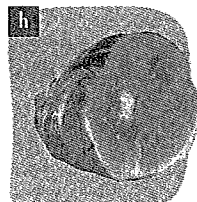
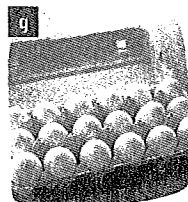
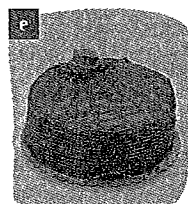
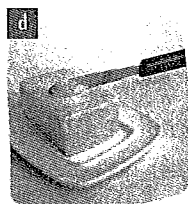
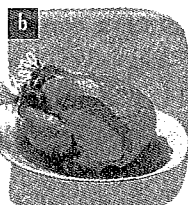
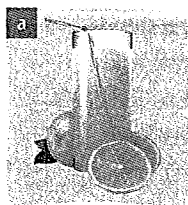
★ **1** Match the fruit and vegetables in A to their colours in B.

- | A | B |
|-------------|-------------------------|
| 1. lettuce | a. brown or white |
| 2. carrots | b. black or green |
| 3. olives | c. red |
| 4. potatoes | d. yellow |
| 5. bananas | e. orange |
| 6. tomatoes | f. green |

★ **2** Circle the word that doesn't belong in each group.

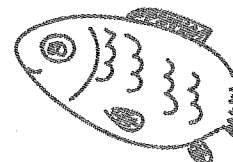
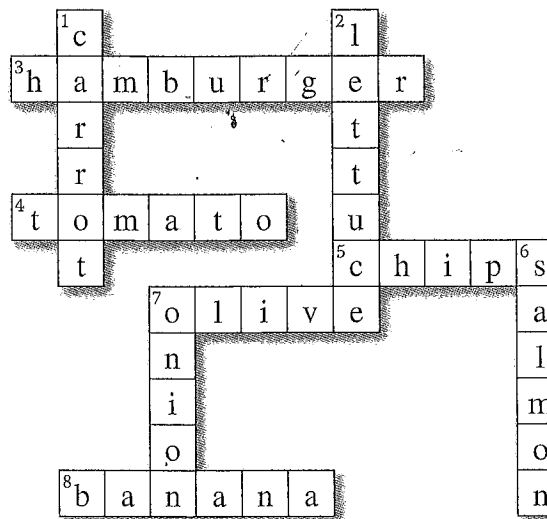
- soup • cake • pie • ice cream
- onions • beans • crisps • lettuce
- hamburgers • grapes • chips • hot dogs
- cherries • oranges • apples • rolls
- cheese • ice cream • shrimp • butter
- turkey • salmon • ham • steak
- fizzy drinks • rice • rolls • noodles

★★ **3** Complete the sentences with the names of the correct food items below.



- is the meat of a pig.
- is the meat of a bird.
- are a purple or green fruit.
- is a drink from fruit.
- come from chickens.
- is a dessert at birthday parties.
- and are from milk.

★★★ **4** Write clues for the puzzle below.



Across →

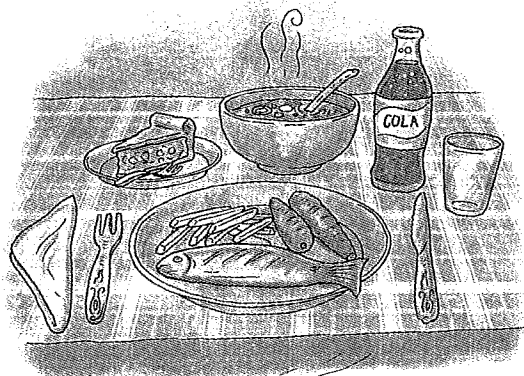
-
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Down ↓

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Grammar *There was / There were*

- ★ **1** Look at the picture of a meal at a British home about 60 years ago. Complete the sentences about the meal with the affirmative or negative form of *There was* or *There were*. Add *a*, *some* or *any* where necessary.



1. noodles.
2. carrots.
3. pizza.
4. hot dogs.
5. fish.
6. fizzy drink.

- ★ **2** Write six questions with *Was there* or *Were there* and the words below. Then answer the questions about the meal in Exercise 1.

*apple pie • ice cream • olives • soup
salad • chips*

1. *Was there apple pie?* *Yes, there was.*
2.
3.
4.
5.
6.

- ★★ **3** Complete the quiz questions about food using *Was there* or *Were there*. Tick (✓) your guesses Yes or No.

QUIZ

	Yes	No
1. pizza with tomato sauce in the year 1900?		
2. any ham a thousand years ago?		
3. hamburgers in ancient Rome?		
4. any crisps two hundred years ago?		
5. chicken in ancient Egypt?		

- ★★ **4** Now complete the Answer Key below. Use the correct form of *there was* or *there were*. Then check your answers to the quiz in Exercise 3.

ANSWER KEY

1. Yes, pizza with tomato sauce from the year 1889.
2. Yes, ham in China about 7,000 years ago.
3. Yes, hamburgers, but there was a different name for them.
4. No, any crisps before 1853.
5. No, any chicken or turkey in ancient Egypt.

- ★★★ **5** Complete the text with the correct form of *there was* or *there were*.



Medieval Pies

What type of food ¹ at medieval celebrations? ² usually a very big pie. ³ probably any chocolate pies at the time, but ⁴ meat pies – with turkey and ham. At some celebrations, ⁵ very unusual items in the pies. Sometimes, ⁶ live birds inside! Imagine cutting a pie and birds fly out! This was a fun joke, of course. After that, ⁷ ordinary pies with meat for everyone to eat. At one of the Duke of Burgundy's celebrations in the 16th century, ⁸ a huge pie. ⁹ any meat in it and ¹⁰ any live birds in it. What ¹¹ inside the pie? ¹² a girl! Surprise!

English in Use

Write as many questions and answers as you can with the words below in three minutes.

*was • there • cherries • were • any • steak
salad • no • wasn't • fizzy drinks • hot dogs
yes • soup • weren't • ice cream • olives*

Grammar *was / were*

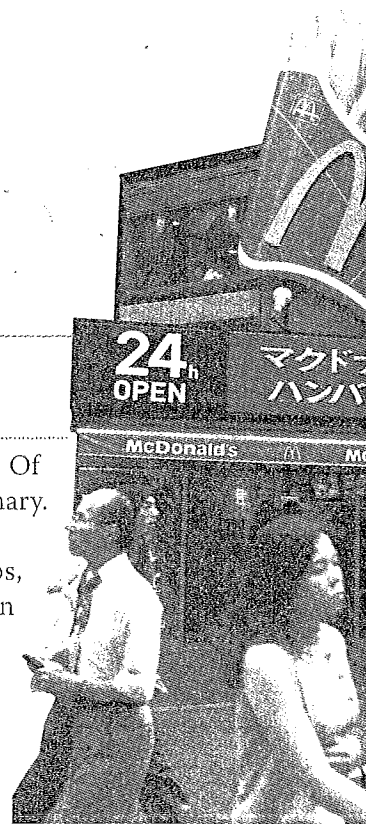
★ **1** Complete the sentences with the correct form of *was* or *were* to find out some interesting facts about food.

1. The first country to grow rice (not) China. It Thailand.
2. Crisps (not) a British invention. They from the USA.
3. Hot dogs (not) popular in the USA until the 1860s. They actually a German invention.
4. An English man called Joseph Priestley the first person to make a fizzy drink. A number of years later, fizzy drinks very popular.

★★ **2** Complete the text with the correct form of *was* or *were*.

McDonald's Around the World

In all my visits to McDonald's restaurants in the USA, the menu ¹ always the same – hamburgers, chicken burgers, fish fillets, chips and salad. Of course, the food ² very good, but it ³ ordinary. Last summer, my family and I ⁴ on holiday in Japan. At a McDonald's restaurant in Tokyo, there were items like hamburgers and chips, but there were other unusual items, too. My favourite meal on our holiday in Japan ⁵ the shrimp-burger with chips. The chips also ⁶ ordinary – they ⁷ seaweed-flavoured chips! My favourite drink when I ⁸ in Japan ⁹ a fizzy drink, but a green-tea flavoured milkshake! The meals at the Japanese McDonald's ¹⁰ really exciting!



★★★ **3** Complete the questions with *was* or *were*. Then answer the questions about one of your meals yesterday.

1. the meal at home?
.....
2. your parents at the meal?
.....
3. the meal good?
.....
4. What your favourite food in the meal?
.....
5. the drinks hot or cold?
.....

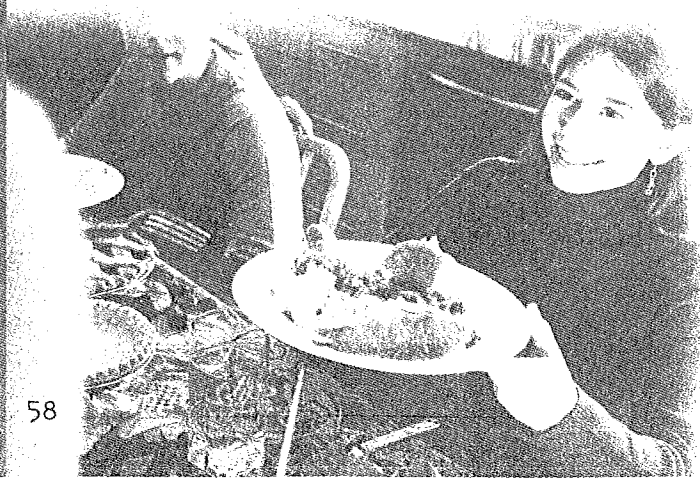
English in Use

Complete the dialogues. Use the correct form of *was* or *were*.

- A: ¹ pizza an American invention?
B: No, it ²
It ³ an Italian invention.

- A: ⁴ wedding cakes popular a hundred years ago?
B: Yes, they ⁵ They ⁶ an important part of the celebration.

- A: ⁷ a meal of fish and chip Henry VIII's favourite type of meal?
B: No, it ⁸
It ⁹ a popular meal at the time of Henry VIII.



Reading

1 Read the text about the history of birthdays. Then complete the sentences.

THE HISTORY OF BIRTHDAYS

Birthday celebrations for young teenagers around the world are similar in many ways. Teenagers often celebrate with their friends at a pizza or hamburger restaurant with a birthday cake for dessert. Before everyone eats the birthday cake, they sing the "Happy Birthday" song. Does that sound familiar? Well, things weren't always this way.

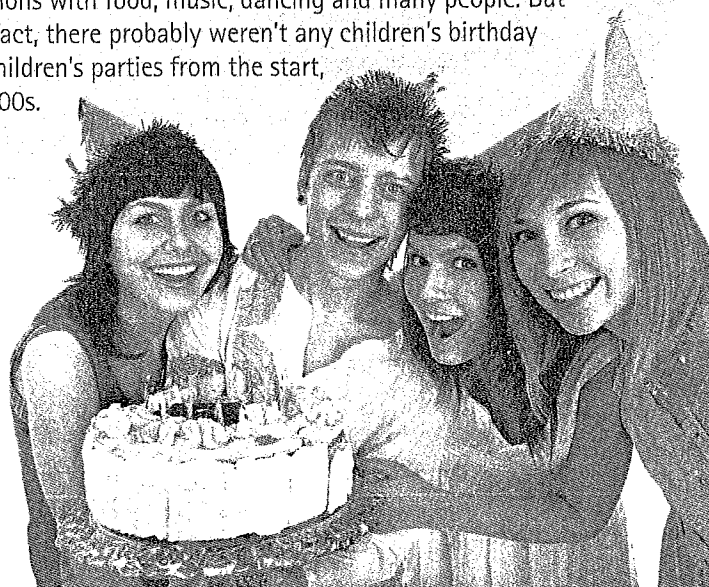
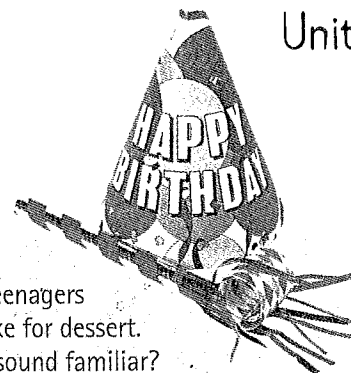
The first birthday celebrations were about 5,000 years ago. Before then, there weren't any birthdays because there wasn't a 365-day calendar. When there finally were birthday events, they weren't happy ones. According to people at that time, there was bad luck in your home on your birthday. To send the bad luck out of the home, it was important for the house to be full of family, friends, music and noise. Birthday cakes were perhaps an Ancient Greek invention. It was a tradition to make a round cake on your birthday and take it to a temple for good luck.

Birthdays of ancient kings and emperors were huge celebrations with food, music, dancing and many people. But the birthdays of ordinary people weren't very important. In fact, there probably weren't any children's birthday celebrations until the 1700s. There were birthday cakes at children's parties from the start, but the famous birthday song was popular only from the 1900s. So, when's your birthday? Have a happy one!

- At birthday celebrations today, people usually before they eat the birthday cake.
- At the first birthday celebrations, people's houses were full in order to
- We think were an invention from Ancient Greece.
- The birthday celebrations of weren't as big and exciting as the birthday celebrations of
- Before the, there weren't any children's birthday celebrations.

2 Answer the questions.

- What type of fast food do young teenagers often eat at birthday celebrations today?
.....
- Were there birthday celebrations 6,000 years ago?
.....
- Why weren't the first birthday events happy?
.....
- Why did the Ancient Greeks take cakes to the temple?
.....
- What was an emperor's birthday celebration like?
.....
- Was the birthday song popular in Ancient Greece?
.....



Listening



3 Listen to the dialogue about Robbie Burns Day. Tick (✓) the food items that were at the celebration.

- | | |
|-----------------------|--------------------------|
| 1. grapes | 7. potatoes |
| 2. sheep's meat | 8. carrots |
| 3. onions | 9. turkey |
| 4. chips | 10. green beans |
| 5. noodles | 11. chocolate cake |
| 6. ham | 12. apple pie |



4 Listen again and answer the questions.

- Who was Robbie Burns?
.....
- What are Robbie Burns' poems about?
.....
- When do people sing "Auld Lang Syne"?
.....
- Which two food items are there in haggis?
.....
- Which activities were there after the meal?
.....

Vocabulary Adjectives of opinion

* 1 Choose the correct adjective.

1. There are many people in the restaurant. It's **crowded** / **delicious** / **quiet**.
2. We can't go out because it's raining heavily. This is a very **noisy** / **disappointing** / **exciting** holiday.
3. I love surfing. It's a very **strange** / **boring** / **enjoyable** sport.
4. I hate this food. It's **excellent** / **horrible** / **tasty**!
5. Pat doesn't make any mistakes. Her work is **enjoyable** / **disgusting** / **excellent**.
6. You mustn't talk here. Please be **quiet** / **noisy** / **crowded**.
7. This chair isn't **dirty** / **clean** / **strange**. There's juice on it.
8. This hamburger restaurant sells fish! The menu is very **disgusting** / **surprising** / **dirty**.

** 2 Write the opposites of the words below.

1. quiet -
2. boring -
3. clean -

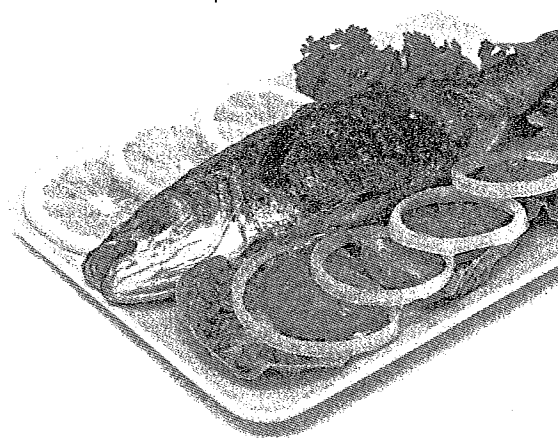
** 3 Complete the words that match the definitions below.

1. unusual - t a e
2. fun - e o a e
3. tasty - l c s
4. very bad - o r l

*** 4 What do you think about the following things? Write a sentence with at least one adjective about each thing.

*cherry ice cream • carrot juice • purple hair
rats • your bedroom*

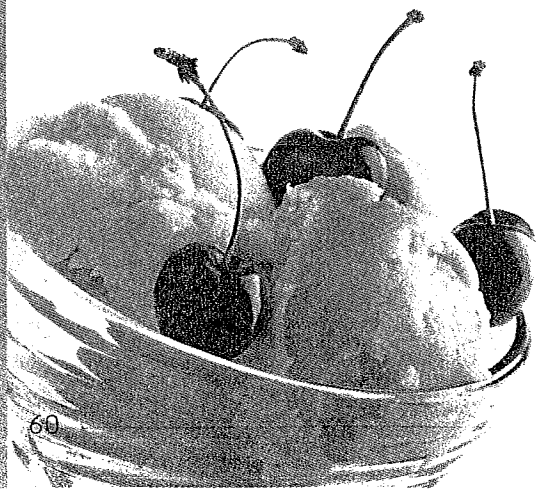
1.
2.
3.
4.
5.



English in Use

Read the answers to each question and complete the questions.

1. Q: was it?
A: It was in December.
A: It was on Sunday.
2. Q: was it?
A: It was at my house.
A: It was on the beach.
3. Q: was there?
A: All my friends were there.
A: My whole family was there.
4. Q: was it like?
A: It was disappointing.
A: It was excellent.
5. Q: food was ?
A: There was chicken and rice.
A: There were noodles.
6. Q: the food ?
A: Yes. It was delicious!
A: It wasn't bad.



Writing A description of an event

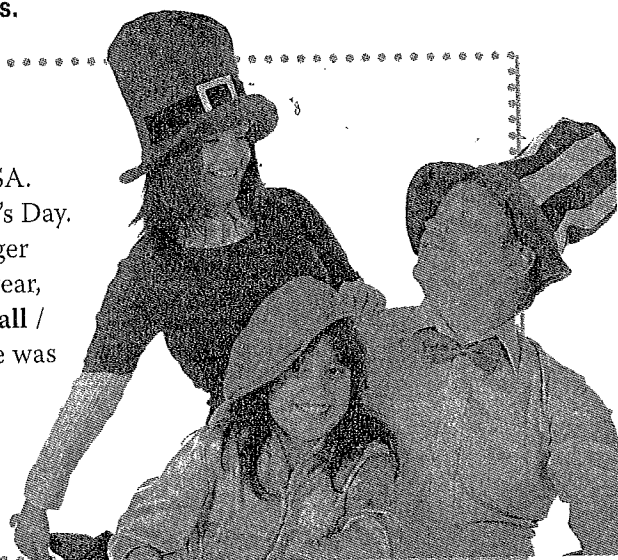
1 Complete the sentences with **very**, **really**, **quite** or **not at all**. There may be more than one correct answer.

- The party was boring. It was enjoyable.
- There was some tasty food, but the meal was disappointing.
- The celebration last night was exciting! It was amazing!
- We are hungry, but we can wait an hour for dinner.
- The hot dogs were hot. In fact, they were cold!

2 Read the text about St Patrick's Day and choose the correct answers.

My Favourite Celebration

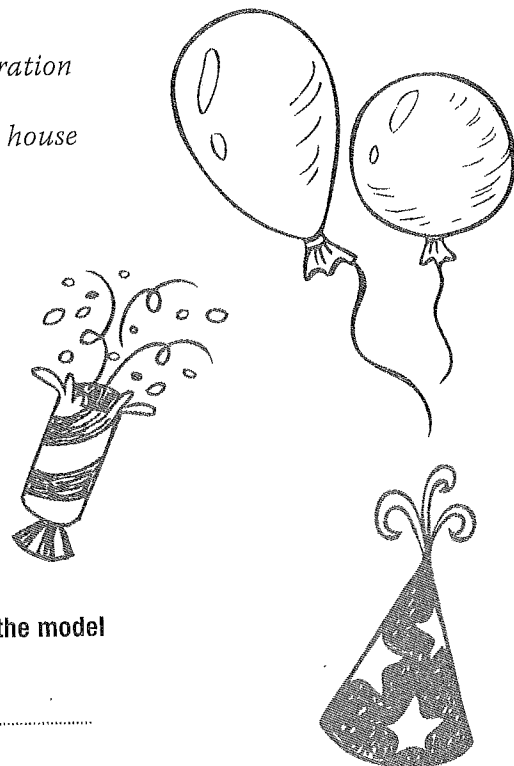
St Patrick's Day is a ¹ **very** / **not at all** enjoyable day in the USA. It's traditional to wear green and eat green food on St Patrick's Day. In my family, we love going to a ² **quite** / **really** nice hamburger restaurant in our town to celebrate. On St Patrick's Day last year, there were many people at the restaurant and it was ³ **not at all** / **quite** crowded. There was excellent Irish music and everyone was ⁴ **very** / **not at all** happy. Some of the food was green. There weren't any green hamburgers or chips, but the ice cream and fizzy drinks were all green. The ice cream looked disgusting, but it wasn't ⁵ **quite** / **at all** bad!



3 Complete the chart about an event with the information below.

*It was quite crowded. • all of Tim's friends • New Year's Eve celebration
There was music. • cheese, rolls, apple pie and fizzy drinks
The food wasn't tasty, but Tim's friends were very nice. • at Tim's house*

Type of event:
Where:
Who was there:
Menu:
Other information:
Opinion of event:



4 Write a description of the event. Use the information in Exercise 3 and the model in Exercise 2 to help you.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Check Your Progress

Vocabulary 20 points

1 Complete the sentences with the correct words. (6 points)

cheese • ham • eggs • oranges • chips • juice

- are from chickens.
- is from milk.
- are from trees.
- are from potatoes.
- is from fruit.
- is from pigs.

2 Complete the opposite of the adjectives. Then complete the sentences that follow with the correct adjectives. (4 points)

- boring – e t
 - delicious – d g
 - quiet – n y
 - clean – i t
- a. Oh, no! These hamburgers are !
- b. Wash your clothes. They're
- c. I can't hear you. It's very !
- d. There were famous people at the event. It was very to be there!

3 Intro 1 2 3 4 5 6 7 8 9 Choose the correct answer. (10 points)

- I love Latin music. I often onto my computer.
 - download songs
 - send text messages
 - have a shower
 - play the guitar
- You can play on a court with a net.
 - golf
 - gymnastics
 - volleyball
 - football
- There's a green between the mountains.
 - ocean
 - valley
 - desert
 - beach
- You can see your face in a
 - lamp
 - curtain
 - fridge
 - mirror
- A butterfly is a insect.
 - colourful
 - dangerous
 - domesticated
 - heavy

Grammar 30 points

4 Complete the sentences with the correct form of *there was* or *there were*. (10 points)

- any cherries in the pie?
- a delicious cake!
- any onions in the pie.
- any rice with the meal.
- a salad on the table?

5 Complete the questions and answers in the quiz. Use the correct form of *was* or *were*. (10 points)

- Q: What ¹ Napoleon Bonaparte's favourite food?
- A: I think cherries ² his favourite food, but I'm not sure.
- Q: Where ³ the country Siam?
- A: It ⁴ in Southeast Asia. The new name of the country is Thailand.
- Q: ⁵ the Aztecs from Peru?
- A: No, they ⁶ The Aztecs ⁷ people from Mexico.
- Q: ⁸ the Dodo bird from Asia?
- A: No, it ⁹ The Dodo bird ¹⁰ from Mauritius.

6 Intro 1 2 3 4 5 6 7 8 9 Choose the correct answer (10 points)

- This food is disgusting. I **mustn't** / **can't** / **must** eat it!
- We usually **are visiting** / **visit** / **visits** my grandparents at Easter.
- Last year, **there are** / **there was** / **there were** fifty people at our house for Thanksgiving.
- I like the hamburgers. They're as **tasty** / **tastiest** / **tastier** than the chicken.
- Christmas is a / **an** / **some** exciting holiday.
- I **am** / **have got** / **do** 15 years old.
- You run **slow** / **slowly** / **good**.
- What** / **When** / **Where** do you live?
- I **talk** / **talks** / **am talking** to you.
- I **was** / **were** / **am** late yesterday.

Dictation 10 points

7 Listen and write the sentences.

-
-
-
-
-

Speaking 10 points

8 Complete the dialogue with the questions below.

*What was it like? • When was the event?
Was the food good? • Where was it?
Who was there?*

A: ¹

B: In June.

A: ²

B: At school.

A: ³

B: All the students in our class.

A: ⁴

B: It was boring.

A: ⁵

B: Yes, it was.

Writing 10 points

9 Choose the correct answer.

- The food at the wedding was ordinary. It was **not at all** / **quite** disappointing.
- There were only five people in the shop. It was **very** / **not at all** crowded.
- There was food on the floor. The restaurant was **quite** / **not at all** dirty.
- There were chocolate insects for dessert. The desserts were **quite** / **really** surprising!
- The vegetables were excellent! They were **very** / **not at all** tasty!

Translation 20 points

10 Translate the sentences into English.

- ¿Había algo de mantequilla en los panecillos?
.....
- No había tomates en la sopa.
.....
- Había una tarta de manzana deliciosa en el frigorífico.
.....
- No había ningún filete en el restaurante.
.....
- El pescado y las patatas fritas estaban excelentes.
.....

Vocabulary ___ / 20

Grammar ___ / 30

Dictation ___ / 10

Speaking ___ / 10

Writing ___ / 10

Translation ___ / 20

My total score: ___ / 100

Self-Evaluation

Do the following. Tick (✓) the box if you succeed.

1 Say ...

- four food items. ☐
.....
- four adjectives of opinion. ☐
.....
- three sentences with *there was* / *there were*. ☐
.....
- three sentences with *was* / *were*. ☐
.....

2 Answer the questions about a school event. ☐

- When was it?
.....
- Where was it?
.....
- Who was there?
.....
- What was it like?
.....

3 Write two sentences with adjectives and adverbs of degree. ☐

-
-

8 Changing the World

Vocabulary Achievements

★ 1 Circle the word that DOESN'T belong with each verb in bold.

1. create: song • apple • dress
2. organise: party • competition • cake
3. receive: time • money • present
4. look after: baby • school • dog
5. save: money • people • television

★★ 2 Choose the correct answer.

1. We must create / help / invent poor people to find homes.
2. When did people discover / create / organise gold?
3. They are trying to compete / organise / invent new types of food.
4. Many organisations collect / design / discover money to help the poor.
5. It isn't easy to donate / change / compete your job and start a new profession.
6. I sometimes save / look after / donate my younger sister in the afternoon.

★★ 3 Complete the headlines with the verbs below. Use the Present Simple.

create • donate • save • receive • design • discover • compete • organise

1 LEONARDO DICAPRIO DONATES ONE MILLION DOLLARS TO HELP TIGERS IN DANGER

2 Archeologists discover Mummy of Ancient Egyptian Singer

3 OPRAH WINFREY receives OSCAR FOR WORK WITH POOR PEOPLE

4 2,850 People compete in the 2014 Winter Olympics

5 TWO-YEAR-OLD CHILD CALLS FOR HELP AND saves MOTHER'S LIFE

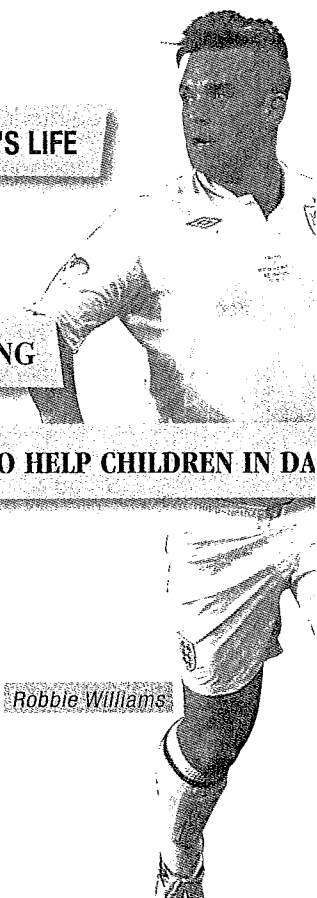
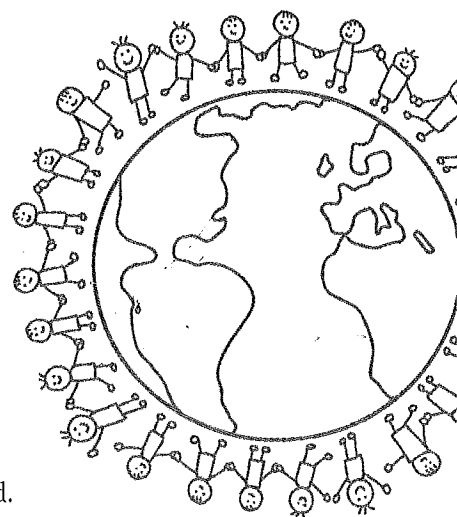
6 BOY creates NEW FIZZY DRINK

7 AFTER FIRE, STUDENTS organise NEW SCHOOL BUILDING

8 ROBBIE WILLIAMS organises "SOCCER AID" FOOTBALL MATCH TO HELP CHILDREN IN DA

★★★ 4 Complete the sentences to make them true for you.

1. I sometimes help
2. I want scientists to discover
3. I competed in
4. I want to change
5. I received
6. I looked after



Robbie Williams

Grammar Past Simple

★ 1 Find the Past Simple form of the verbs below in the puzzle and complete the chart.

Base Form	Past Simple
run	1.
watch	2.
tell	3.
write	4.
travel	5.
cry	6.
become	7.
sing	8.
give	9.
teach	10.

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

★★ 2 Complete the sentences with verbs from Exercise 1. Use the Past Simple.

- Charles Dickens many books and stories about poor people in Britain.
- Margot Fonteyn danced beautifully. She a famous ballerina.
- Oprah Winfrey is very generous. A number of years ago, she 276 cars to everyone in the audience at her TV show.
- Marilyn Monroe was a beautiful actress. She the "Happy Birthday" song to the President of the USA.
- Marco Polo was a famous explorer. He to China.

★★ 3 Complete the text with the verbs in brackets. Use the Past Simple.

Angelina Jolie

In 2001, Angelina Jolie

1. (make) the film *Tomb Raider* in Cambodia. While she was there, she

2. (see)

the terrible living conditions in the country.

The people were very poor and they

3. (have) many problems.

After the film, Jolie 4. (decide)

to help poor people around the world. She and her partner, Brad Pitt, 5.

(adopt) three children from Cambodia, Ethiopia and Vietnam. They also 6.

(create) an organisation called the Jolie-Pitt

Foundation. The organisation collects money

to buy food, homes and medicine, and to

protect wildlife. In 2005, Jolie 7.

(receive) the Global Humanitarian Award from the UN for all her hard work.



Angelina Jolie and daughter, Zahara Marley

★★★ 4 Write four sentences about people you know or read about. What did they do? Use the Past Simple and verbs from below.

give • take • help • collect • buy
donate • decide • make • go

-
-
-
-

English in Use

Use the words in the chart below to write five sentences about famous people from the past. Use the Past Simple.

Cleopatra	become	poor people
Robin Hood	travel	Egypt
Neil Armstrong	walk	to America
George Washington	rule	the first president of the USA
Christopher Columbus	help	on the moon

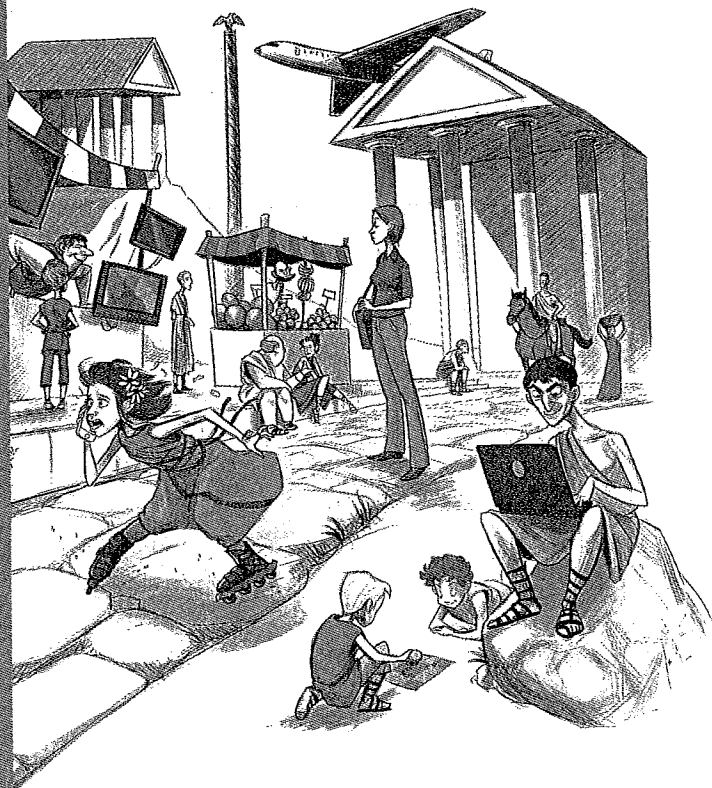
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Grammar Past Simple

- * 1** Complete the sentences with the Past Simple negative form of the verbs in bold.

- Leonardo da Vinci *didn't draw* pictures of cars. He **drew** pictures of flying machines.
- Margaret Thatcher an actress. She **became** the Prime Minister of the United Kingdom.
- Shakespeare *Great Expectations*. Charles Dickens **wrote** it.
- According to some people, Alexander Graham Bell the telephone. Antonio Meucci **invented** it.
- Albert Einstein history. He **taught** maths and physics.
- Fifty years ago, people e-mails. They **sent** letters.

- ** 2** Look at the picture of a street in Ancient Rome. Find five mistakes and write sentences about them. Use the Past Simple negative.



People *didn't* use computers in Ancient Rome.

-
-
-
-
-

- ** 3** Write questions with the words below. Use the Past Simple. Then answer the questions about Ancient Rome.

- children / play / games
.....
- how / people / travel
.....
- people / buy / fruit
.....
- what / people / wear / on their feet
.....

- *** 4** Complete the text with the verbs in brackets. Use the correct form of the Past Simple.

Florence Nightingale

About 160 years ago, hospitals were very dirty places. Many people ¹ (die) because they ² (not have) any clean clothes, blankets or equipment. During the Crimean War of 1853-1856, the British army ³ (open) a hospital in Turkey. A British woman called Florence Nightingale ⁴ (hear) about the terrible conditions in the hospital and ⁵ (decide) to help. What ⁶ she (do)? She ⁷ (take) new blankets and clothes to the hospital and ⁸ (wash) the dirty floors. It was difficult because the army ⁹ (not want) to help her. After the war, Florence Nightingale ¹⁰ (not stop) her important work. She ¹¹ (organise) a training school for nurses in Britain, and soon hospitals everywhere ¹² (become) cleaner and safer.



English in Use

Match A and B to form survey questions.

- | A | B |
|------------------|-----------------------------------|
| 1. Did you play | a. any jeans last month? |
| 2. Did you buy | b. a film last week? |
| 3. Did you have | c. basketball last week? |
| 4. Did you watch | d. ham for lunch yesterday? |

Reading

1 Read the text. Then explain why the numbers below appear in the text.

MAKING A DIFFERENCE

Peter Larson, from Minnesota, USA, finished high school in 2012. Like many other school students, he had a nice home and a very good life. He did sport every day, did homework, said good night to his parents and went to bed. But surprisingly, Peter didn't always sleep in a warm bed. For a number of weeks every winter, he went outside at night, climbed into a box and went to sleep in the cold. It's very cold in Minnesota – sometimes -10°C !

So why did Peter do this? Some people haven't got homes and life is very difficult for them. Peter wanted people in his town to think about these homeless people and donate money to help them. "Most of us see them every day but never really realise their circumstances," he said. Peter started sleeping outside when he was seven, and during the next 11 years he spent about 300 nights in his box. His plan was very successful. Thousands of people heard about Peter's actions and they donated a total of more than \$400,000 to help poor families.

Peter worked with a special organisation. For every \$500 he gave the organisation, it helped one family find a home. This way, Peter helped hundreds of families. One teenager really can make a difference!

1. -10:
2. seven:
3. 300:
4. 400,000:
5. 500:
6. hundreds:

2 Answer the questions.

1. In what ways was Peter like many other school students?
.....
2. Why did Peter decide to sleep outside in the cold?
.....
3. How do we know that Peter's plan was successful?
.....
4. What is the writer's conclusion about Peter's achievements?
.....



Listening



3 Listen to a radio interview with a new president and choose the correct answer.

1. The president plans to help people without
a. homes b. jobs c. both a and b
2. The president's father
a. never had a job
b. didn't always have work
c. always worked hard at many jobs
3. Fiona is Don.
a. older than
b. as old as
c. not as old as Don
4. The president **doesn't** mention her children's ...
a. father b. friends c. teachers



4 Listen again and complete the sentences.

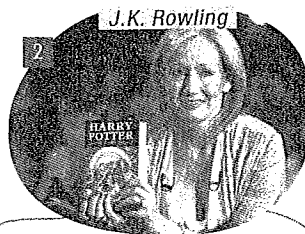
1. The new president already wanted to be president when she was
2. When she was young, the president's mother was
3. Fiona can't go to school on the
4. Every morning, the president and her husband

Vocabulary Jobs

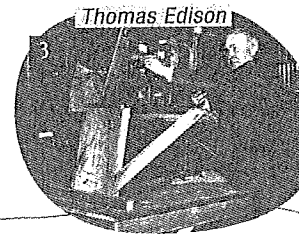
★ 1 Look at the pictures of famous people and circle the correct words in the sentences.



He is an inventor / a politician / a businessman.



She is a writer / a model / an actress.



He was a postman / a singer / an engineer.



She was a businesswoman / musician / pilot.

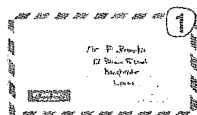


He is a chef / a sculptor / an architect.



He is a scientist / TV host / hairdresser.

★★ 2 Look at the pictures and complete the jobs.



① ... o ... t ... a ...



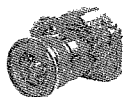
④ ... o ... u ... r ... r ... r ...



② ... c ... l ... t ...



⑤ ... t ... t



③ ... h ... o ... a ... h ...

English in Use

Match the questions in A to the answers in B. Then guess the famous person.

A

1. What did he do?
2. Why did he become famous?
3. Where did he live?
4. When was he born?
5. When did he die?

B

- a. He was born in 1853.
- b. He was an artist.
- c. He died in 1890.
- d. He lived in the Netherlands, Belgium and France.
- e. His paintings were very unusual and colourful.

The person is Ludwig van Beethoven / Vincent van Gogh / Hans Christian Andersen.

★★★ 3 Which job/s are suitable for each of the following teenagers?

1. Karen: "I want to make robots."

engineer, inventor, scientist, computer programmer

2. Rose: "I'm very creative with food."

3. Lisa: "I love making and designing beautiful things."

4. Phil: "I love singing and playing the guitar."

5. Carl: "I love talking to people and expressing my opinion."

Writing A biography

1 Complete the sentences with object pronouns.

1. Marie Curie's father was a teacher and he taught science.
2. Dr Livingstone looked for the starting point of the River Nile, but he didn't find
3. Henry Stanley looked for Dr Livingstone in Africa. He found in Ujiji, near Lake Tanganyika.
4. The Beatles sang some amazing songs. John Lennon and Paul McCartney wrote many of
5. Here's the biography of Lionel Messi. Don't forget to return the book to when you finish reading

2 Read the text about Marie Curie. Replace the words in bold with object pronouns.

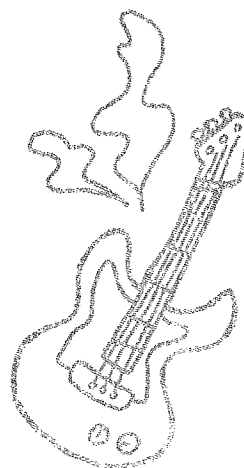
Marie Curie

Marie Curie was born in Poland in 1867. She loved physics, and when she was 24, she went to study physics at the Sorbonne in Paris. She met Pierre Curie, a professor of physics, at the Sorbonne, and a year later, she married ¹ **Pierre Curie**. The Curies discovered the radioactive elements radium and polonium, and they did very important experiments with ² **radium and polonium**. After Pierre died in 1906, Marie became the head of the Physics Department. She discovered how radium and polonium can kill tumours. She received two Nobel Prizes for her work, but the Academy of Sciences refused to make ³ **Marie** a member because she was a woman. Marie's experiments with radioactivity helped millions of people, but they were also dangerous. Marie died of leukemia when she was 67 years old.

1. 2. 3.

3 Write a biography of the musician John Lennon. Use the information in the chart below and the model in Exercise 2 to help you.

Name	John Lennon
Where from	Liverpool, England
Date of birth	9th October, 1940
Date of death	8th December, 1980 – a man killed him
Jobs	musician and songwriter
Achievements	member of world-famous band The Beatles; organised concerts to help children with problems



Check Your Progress

Vocabulary 20 points

1 Complete the sentences with the verbs below. (5 points)

*competed • received • discovered
saved • designed*

- The famous architect Christopher Wren St Paul's Cathedral.
- Scientists 657 new islands at the beginning of the 21st century.
- In 2012, people from more than 60 countries in tennis matches at Wimbledon.
- In 2007, dolphins in California protected a surfer from a shark. They the man's life.
- Alexander Fleming a Nobel Prize in 1945.

2 Match A to B to form correct sentences. (5 points)

- | A | B |
|------------------|---|
| 1. An inventor | a. cuts hair. |
| 2. A pilot | b. paints paintings. |
| 3. An artist | c. prepares food. |
| 4. A hairdresser | d. flies a plane. |
| 5. A chef | e. creates new machines and equipment. |

3 Intro 1 2 3 4 5 6 7 8 9 Choose the correct answer. (10 points)

- Jake has got brown hair and blue
a. ears b. feet c. eyes
- Bill can carry heavy furniture. He's very
a. strong b. weak c. creative
- The had hundreds of letters in his bag.
a. musician b. model c. postman
- There's a round on the floor.
a. cooker b. duvet c. rug
- I usually to school. It's good exercise.
a. go home b. ride my bike c. tidy my room
- A hundred years ago, women wore long
a. trainers b. jeans c. dresses
- A cat can a tree.
a. climb b. catch c. throw
- A has got long ears.
a. lizard b. rabbit c. turtle
- is a green vegetable.
a. Turkey b. Rice c. Lettuce
- John and Tina sometimes their young brother in the evenings.
a. look after b. create c. donate

Grammar 30 points

4 Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple. (10 points)

- Tom and I (speak) to the pilot.
- What you (do) last night?
- The students (not understand) the information.
- Mary (buy) a new phone yesterday.
- I (write) a text message to Eddie.

5 Write sentences with the words below. Use the correct form of the Past Simple. (10 points)

- Kate / listen / to the song / .
.....
- John / not like / the film / last night / .
.....
- the plane / fly / over the ocean / .
.....
- the chefs / leave / an hour ago / .
.....
- what / the postman / say / ?
.....

6 Intro 1 2 3 4 5 6 7 8 9 Choose the correct answer. (10 points)

- The photo is as interesting / more interesting / at all interesting than the painting.
- The TV host aren't / have got / hasn't got an writers for his show.
- Is the singer leaving / Does the singer leave / The singer leaves now?
- There wasn't / There weren't / There aren't many people at the event last night.
- Do you speak / Will you speak / Did you speak to the actress yesterday?

Dictation 10 points



7 Listen and write the sentences.

-
-
-
-
-

Speaking 10 points

8 Complete the dialogue with the phrases below. (5 points)

did he live • Why did he become

When did he • was a musician • He was born

A: When was Wolfgang Amadeus Mozart born?

B: ^{1.} in 1756.

A: Where ^{2.} ?

B: He lived in Austria.

A: What did he do?

B: He ^{3.}

A: ^{4.} famous?

B: He wrote beautiful music.

A: ^{5.} die?

B: He died in 1791.

Writing 10 points

9 Complete the sentences with object pronouns.

1. Jim was here last week, but we didn't see

2. I'm in the picture. Can you see ?

3. I started to write a song, but I didn't finish

4. Rita is ill. The doctor came to see

5. The chef made hamburgers, but we didn't eat

Translation 20 points

10 Translate the sentences into English.

1. El arquitecto diseñó un colegio nuevo.
.....

2. El chef no cambió el menú.
.....

3. El inventor creó un ordenador diminuto.
.....

4. El presentador de televisión ayudó al político.
.....

5. ¿Cómo salvó el piloto sus vidas?
.....

Vocabulary ___ / 20

Grammar ___ / 30

Dictation ___ / 10

Speaking ___ / 10

Writing ___ / 10

Translation ___ / 20

My total score: ___ / 100

Self-Evaluation

Do the following. Tick (✓) the box if you succeed.

1 Say ...

1. four verbs connected to achievements. ☐

.....

.....

2. four jobs. ☐

.....

3. three sentences in the Past Simple affirmative. ☐

.....

.....

4. one sentence in the Past Simple negative and two interrogative sentences in the Past Simple. ☐

.....

.....

2 Answer the questions about a famous person from the past. ☐

1. When was he / she born?

.....

2. Where did he / she live?

.....

3. Why did he / she become famous?

.....

4. When did he / she die?

.....

3 Write two sentences with object pronouns. ☐

1.

2.

9 Going Out

Vocabulary Places around town

- ★ 1 Where around town would you find the objects on the right? Find 10 places in the puzzle and write them under the correct pictures.

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

- ★★ 2 Write 10 sentences about places. Use the chart below.

You can	put money	in the at the	sports centre
	read books		bakery
	see items from the past		cinema
	buy clothes and furniture		café
	buy medicine		bank
	buy cakes		museum
	have a cup of coffee		chemist's
	go swimming		library
	see a film		church
	pray		department store

1. You can put money in the bank.

.....

.....

.....

.....

.....

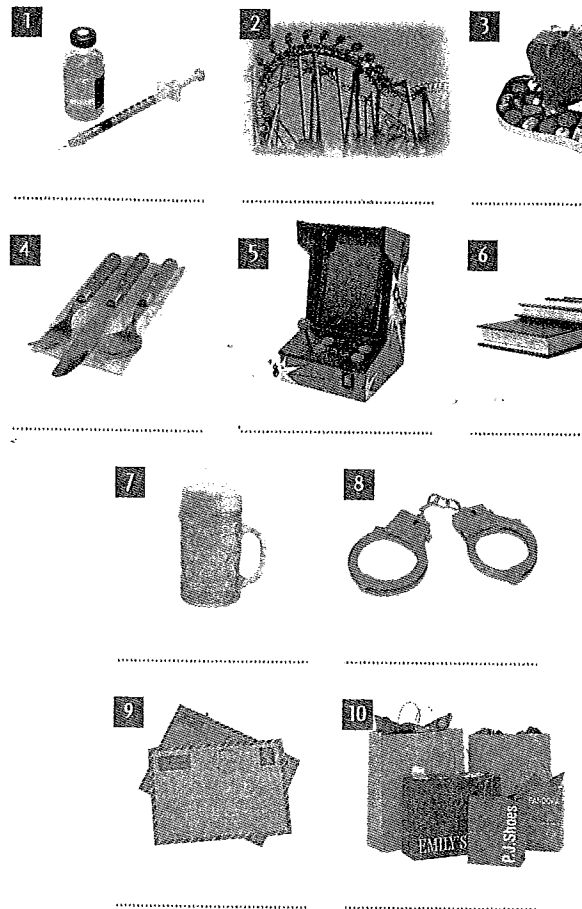
.....

.....

.....

.....

.....



- ★★★ 3 Complete the sentences with places around town from Exercises 1 and 2.

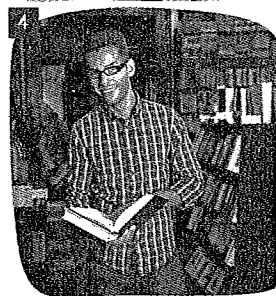
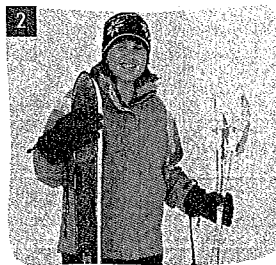
- Yesterday, someone took our car. My parer went to the
- Every Sunday, I sing in
- Twice a week, my friends and I play basket at the
- Students at my school sometimes do homework in the
- After the car accident, the doctor at the checked my leg.
- You can play fun games at the

- ★★★★ 4 Where are the people? Write the correct place fr Exercises 1 and 2. Then add a sentence and a matching place of your own.

- "I want to send some letters."
- "This dinosaur lived 65 million years ago."
- "Have you got steak and chips?"
- "When does the film start?"
- "Wow! There are so many shops here!"
- "....."

Grammar *be going to*, Present Continuous with future meaning

- * 1** What are the people below going to do? Complete the sentences with the verbs in brackets and the affirmative or negative form of *be going to*.



- The girls (play) tennis.
They (do) gymnastics.
- The girl (ski).
She (travel) to the sea.
- The boys (run) on
the beach. They (go)
surfing.
- The man (buy) a book.
He (write)
a book.

- ** 2** Write questions with the words below. Use *be going to*. Then answer the questions about yourself.

1. you / go / to a department store / tomorrow

.....

2. your friend / meet / you / at the cinema /
on Friday

.....

3. your teacher / give / you / a test / next week

.....

4. the students in your class / study / English /
three times a week / next year

.....

5. you and your family / watch / TV / at the
weekend

.....

- * 3** Complete the sentences with the verbs in brackets to make them true for you. Use the Present Continuous affirmative or negative. Then tick (✓) the sentences that refer to plans for the future.

- My best friend
(sleep) at my home tonight.
- My friends and I (go)
to the shopping centre tomorrow.
- My teacher (write)
on the board right now.
- I (meet) my parents
at a café this weekend.
- I (wear) trainers.
- My class and I (play)
volleyball in our sports lesson tomorrow.

- ** 4** Complete the e-mail with the verbs in brackets. Use the Present Continuous with future meaning.

From: Pam
To: Ann
Subject: Holidays

Hi Ann,

When ¹ you (leave)
for your holiday in Greece? I arrived in South Korea last night
and I'm staying with my grandparents. Tomorrow, I
² (visit) a huge department store
called Shinsegae Centum City. The store is about 500,000
square metres – that's a world record! There's a cinema, a
sports centre and even a golf course in this department
store. My grandmother and I ³
(look) at the clothes shops, but my grandfather
⁴ (not go) shopping with us. He
⁵ (play) golf with his friends. You
can spend hours in the department store, but we
⁶ (not stay) there all day. In the
afternoon, we ⁷ (walk) to the
beach. ⁸ you (take)
your phone to Greece? Send me a text message, please.

Pam

English in Use

Complete the questions in the dialogue below.

A: ¹ on your holiday?

B: I'm going to go to Texas.

A: ² with you?

B: I'm going with my parents and my brothers.

A: How long ³ ?

B: We're going to be there for three days.

A: What ⁴ there?

B: I'm going to an amusement park.

Grammar *will*

- ★ **1** What do you think will happen in 100 years? Complete the sentences with *will* or *won't*.

1. Children go to school.
2. People travel to the moon for holidays.
3. All homes be "smart" homes.
4. People live under the sea.
5. People watch films at the cinema.

- ★★ **2** Complete the text. Use *will* and the verbs in brackets.

NOwners

Are you going to the shopping centre this weekend? Have a good look at the big clothes shops there. According to experts, people aren't spending money in these shops and some of them ¹ (probably / close). So where ² people (get) their clothes in the future? Some people ³ (become) "NOwners". They ⁴ (go) to a special shop and choose a clothing item. It ⁵ (not be) new and it ⁶ (not cost) a large amount of money. They ⁷ (wear) it for as long as they want, then they ⁸ (take) it back to the shop. The shop ⁹ (give) them money for their clothes or ¹⁰ (let) them choose another item. So NOwners ¹¹ (always / have) interesting clothes to wear, but they ¹² (not spend) hundreds of euros!

English in Use

Write questions with the words below. Use *will*. Then answer the questions about yourself.

1. you / travel / to Africa

.....
.....

2. your parents / win / the lottery

.....
.....

3. you / have fun / next weekend

.....
.....

4. your best friend / call / you / tomorrow after school

.....
.....

5. you / compete / in the Olympics

.....
.....

- ★★★ **3** Write three affirmative and three negative predictions about your family and friends. Use *will*. You can use the phrases below to help you.

*travel to another country • be rich
have three children • live in a big city
become a teacher • go to university*

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

Reading

1 Read the article. Then answer the questions.

PARENTS DESIGN HOME WITH DISCOTHEQUE

Are you going out tonight? Will your parents be worried about where you are and what you're doing? Many parents don't want their teenagers to go out at night. They don't always know where they are, and some discotheques, arcades and meeting places can be dangerous for teenagers. Two British parents, Claire Farrow and Ian Hogarth, decided to do something about this problem. They designed and built a house with a discotheque for their teenagers.

The house is in London and it took 11 months to build. The disco has got coloured lights, a dance floor and a music system. Claire and Ian bought the dance floor while they were on holiday in



Tilly (in the centre) with friends on the dance floor

China and the music system came from a discotheque in Birmingham.

The teenagers love the disco. Gil, 16, is trying his skills as a disc jockey (DJ), and his sister, Tilly, 12, is going to invite friends to the disco after school. But the disco isn't only going to be for the teenagers. Claire and Ian are going to use it, too. They love dancing, and a dance teacher is coming to the house on Wednesdays to give Claire and her friends lessons.

The £1 million house has also got a gym, a sauna and a cinema. Does this mean Gil and Tilly won't go out with friends any more? Probably not. Home entertainment is a good idea, but you can't keep teenagers at home all the time!

1. Why did Claire Farrow and Ian Hogarth decide to build a house with a discotheque?
.....
2. What did they buy in Birmingham?
.....
3. What are Tilly's plans?
.....
4. Is the discotheque for the entire family?
.....
5. How much did building the special house cost?
.....
6. Will Gil and Tilly always stay home with their friends?
.....

2 Complete the sentences.

1. The text mentions arcades and discotheques because these
.....
2. It took 11 months to
.....
3. The text mentions China because
.....
4. Every Wednesday, Claire is going to
.....

Listening



3 Jenny is at the library. Listen to her dialogue with Mrs Barnes and choose the correct answer.

1. Jenny can't today.
 - a. find the books
 - b. take the books home
 - c. return the books
2. The library is closing because
 - a. the building is very old
 - b. people don't return the books
 - c. the town hasn't got money
3. Mrs Barnes thinks people probably don't any more.
 - a. read
 - b. need museums
 - c. surf the web
4. People aren't going to the church.
 - a. take books home from
 - b. visit
 - c. read books in



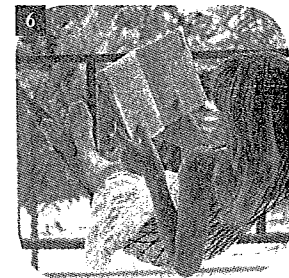
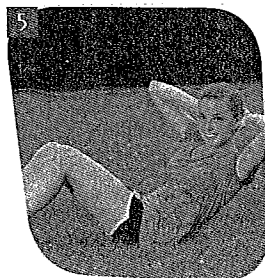
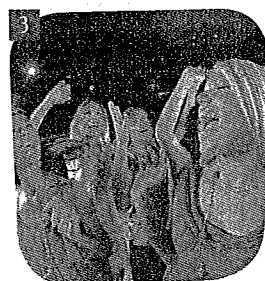
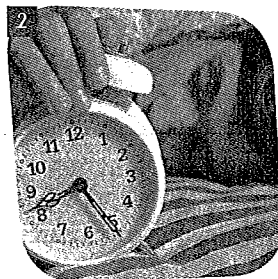
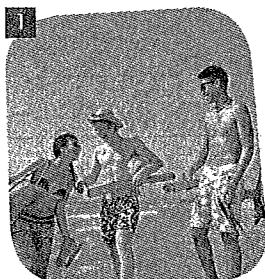
4 Listen again and answer the questions.

1. How often do Jenny and her friends use the library?
.....
2. Which other place around town is closing?
.....
3. According to Mrs Barnes, what is causing changes in the town?
.....
4. Does Jenny prefer reading real books or books on a computer?
.....

Vocabulary Weekend activities

- ★ **1** Make activities with the words below. Write the correct activities under the pictures.

*camping • go • out • relax • sleep • go • party
the • a • work • to • late • beach • have*



- ★★ **2** Are the sentences below true (T) or false (F)? Tick (✓) the correct column.

1. You go on rides at a bakery.
2. You can work out at a sports centre.
3. You can hire a bike at a bank.
4. Some people listen to music to relax.
5. You can order pizza from your home.
6. People often go hiking at a post office.

T	F
.....	
.....	
.....	
.....	
.....	
.....	

- ★★ **3** Complete the sentences with the activities below. There are more activities than you need.

*go camping • go to the beach • take a trip
hang out • go to a concert • eat out
visit relatives • have a party*

1. I don't like music. I don't want to
2. I hate sleeping outside. I don't
3. We often Japanese food is my favourite.
4. It's Mark's birthday. He's going to for all his friends.
5. On Saturday nights, my parents and their friends sometimes go to the cinema or at a bar.
6. Let's to the mountains next weekend.

- ★★★ **4** Choose five weekend activities from Exercises 1-3. Write true sentences about yourself and the activities.

1.
2.
3.
4.
5.

English in Use

Number the sentences in the correct order to continue the dialogue.

A: Are you busy this afternoon?

- a. B: How about 10.00?
- b. B: No, I don't. Not really. Why don't we go to the science museum?
- c. B: Nothing really.
- d. B: I'm afraid I am. I must study for the history exam or I won't pass it.
- e. A: That's a great idea. I love science.
- f. A: Great! See you then.
- g. A: Oh. What are you going to do tomorrow?
- h. A: Do you feel like hanging out at the café?

Writing A blog entry about plans

1 Copy the sentences below in the correct order to complete the paragraph. Add a connector of sequence to each sentence. There may be more than one correct answer.

- a. We are going to swim in the lake.
- b. We are going to ride home.
- c. Kate and I are going to prepare sandwiches for our trip.
- d. We are going to ride our bikes to the lake.

On Saturday, my friend Kate and I are spending the day at the lake.

.....

.....

.....

I'm sure we will have a great time.

2 Complete the blog entry with connectors of sequence. There may be more than one correct answer.

◀ ▶ ↺
🔍

JANE'S BLOG



Monday, 1st July

My friends and I are going to an amusement park on Saturday.

1., we're going to go on all the water rides there.

2., we're going to have lunch at a café in the amusement park. They've got delicious hamburgers and chips.

3., we're going to play all the arcade games.

4., we're taking the bus home. I can't wait for Saturday! I'm sure it will be fun!

3 Complete the chart about your plans for the summer holiday.

Activity:	When doing:	Where doing:
.....		
.....		
.....		

4 Write a blog entry about your plans for the summer. Use the information in Exercise 3 and the model in Exercise 2 to help you.

.....

.....

.....

.....

.....

.....

.....



Check Your Progress

Vocabulary 20 points

1 Match the activities to the places. (5 points)

- | | |
|-------------------|----------------------|
| You ... | at a ... |
| 1. watch films | a. hospital |
| 2. send letters | b. library |
| 3. buy bread | c. cinema |
| 4. read books | d. bakery |
| 5. visit a doctor | e. post office |

2 Complete the sentences with the activities below. (5 points)

*work out • have a party • go on rides
take a trip • visit relatives*

- I'm going to next weekend. They live in Wales.
- The students are going to to the lake.
- I always at my house on my birthday.
- The boys often at the amusement park.
- You can at the sports centre.

3 Intro 1 2 3 4 5 6 7 8 9 Circle the word that doesn't belong in each group. (10 points)

- Monday • February • Saturday • Thursday
- tiny • medium height • big • clever
- crowded • dark • light • colourful
- toilet • garage • kitchen • blanket
- play football • go skiing • surf the web • do karate
- coat • sweater • underwear • shirt
- net • swimming pool • racket • tennis court
- gorilla • ant • butterfly • mosquito
- cake • salmon • ice cream • apple pie
- design • create • invent • climb

Grammar 30 points

4 Write sentences with the words below. Use the correct form of *be going to*. (8 points)

- I / not sleep / late / tomorrow /
.....
- Jane and her friends / visit / London / ?
.....
- when / you / finish / your homework / ?
.....
- Dan / go / to the beach / next weekend / .
.....

5 Complete the sentences with the correct form of the verbs below. Use the Present Continuous with future meaning. (6 points)

start • leave • meet

- Quick! The film in two minutes.
- Who you at the cinema tonight?
- I must be home before 12.30 pm.
I the party at 12 o'clock.

6 Write sentences with the words below. Use *will*. (6 points)

- you / go / to university / ?
.....
- I / think / they / enjoy / the film / .
.....
- I / probably / not pass / the exam / .
.....

7 Intro 1 2 3 4 5 6 7 8 9 Complete the sentences with the correct form of *to be*, *have got* or the verbs in brackets. (10 points)

- Sue (win) the marathon yesterday.
- there many people at the beach yesterday?
- The girls (not watch) the film now.
- Dave (not) any gloves.
- I (not sleep) last night.
- The art museum (not) as interesting as the history museum.
- Bob usually (work) 10 hours a day.
- We (not order) pizza tonight. You can help me cook dinner.
- I (play) tennis twice a week.
- Andrew (dance) with Kate at the moment?

Dictation 10 points

8 Listen and write the sentences.

-
-
-
-
-

Speaking 10 points

- 9 Complete the dialogue with the sentences and phrases below.

*That's a great idea • See you then
Do you feel like having lunch at the café
How about • I'm going to the shopping centre*

- A: What are you going to do on Friday?
B: 1.
A: 2. ?
B: Not really. Why don't we go to the cinema?
A: 3.
B: 4. 12 o'clock?
A: Great! 5.

Writing 10 points

- 10 Choose the correct connectors of sequence.

Tomorrow, we're having a picnic in the forest.
1. **First / Then**, we're going to the shopping centre to buy food. 2. **Next / Finally**, we're going to prepare sandwiches and salads at home.
3. **First / Then**, we're walking to the forest.
4. **Next / Finally**, we're going to find a nice big tree to sit under. 5. **First / Finally**, we're going to have our picnic!

Translation 20 points

- 11 Translate the sentences into English.

- Van a montarse en las atracciones del parque de atracciones.
.....
- No visitaremos a familiares la semana que viene.
.....
- Pam no hará ejercicio mañana.
.....
- No voy a alquilar una bici este fin de semana.
.....
- Dan va a ir a la tienda de chucherías, a la panadería y a la farmacia.
.....

Vocabulary ___ / 20

Grammar ___ / 30

Dictation ___ / 10

Speaking ___ / 10

Writing ___ / 10

Translation ___ / 20

My total score: ___ / 100

Self-Evaluation

Do the following. Tick (✓) the box if you succeed.

- 1 Say ...

- four places around town. ☐
.....
- four weekend activities. ☐
.....
- two sentences with *be going to*. ☐
.....
- two sentences in the Present Continuous with future meaning. ☐
.....
- two sentences with *will*. ☐
.....

- 2 Answer the questions about your plans for the week. ☐

- Do you feel like eating out this evening?
.....
- What are you going to do this afternoon?
.....
- Are you busy on Sunday?
.....
- Do you feel like going on a trip at the weekend?
.....

- 3 Write three sentences about your plans for the evening. Use connectors of sequence. ☐

-
-
-

Glossary

Getting Started

April /'eɪprəl/ abril

arm /ɑ:m/ brazo

August /'ɔ:gəst/ agosto

black /blæk/ negro/a

blue /blu:/ azul

book /bʊk/ libro

brother /'brʌðə/ hermano

brown /braʊn/ marrón; castaño/a

dad /dæd/ papá

day /deɪ/ día

December /dɪ'sembə/ diciembre

diary /'daɪəri/ diario; agenda

ear /ɪə/ oreja; oído

eight /eɪt/ ocho

eighteen /eɪ'ti:n/ dieciocho

eighteenth /eɪ'ti:nθ/ decimioctavo/a

eighth /eɪtθ/ octavo/a

eightieth /'eɪtiəθ/ octogésimo/a

eighty /'eɪti/ ochenta

eleven /ɪ'levn/ once

eleventh /ɪ'levnθ/ decimoprimer/a

eye /aɪ/ ojo

father /'fɑ:ðə/ padre

February /'februəri/ febrero

feet /fi:t/ pies

fifteen /fɪf'ti:n/ quince

fifteenth /fɪf'ti:nθ/ decimoquinto/a

fifth /fɪfθ/ quinto/a

fiftieth /'fɪftiəθ/ quincuagésimo/a

fifty /'fɪfti/ cincuenta

first /fɜ:st/ primero/a

five /faɪv/ cinco

foot /fʊt/ pie

fortieth /'fɔ:tiəθ/ cuadragésimo/a

forty /'fɔ:ti/ cuarenta

four /fɔ:/ cuatro

fourteen /fɔ:'ti:n/ catorce

fourteenth /fɔ:'ti:nθ/ decimocuarto/a

fourth /fɔ:θ/ cuarto/a

Friday /'fraɪdeɪ/ viernes

grandfather /'grænfa:ðə/ abuelo

grandmother /'grænmaðə/ abuela

green /grɪn/ verde

grey /greɪ/ gris

hair /heə/ pelo

hand /hænd/ mano

hundred /'hʌndrəd/ cien; ciento

hundredth /'hʌndrədθ/ centésimo/a

January /'dʒænjuəri/ enero

July /dʒu:'laɪ/ julio

June /dʒu:n/ junio

leg /leg/ pierna

March /mɑ:tʃ/ marzo

marker /'mɑ:kə/ rotulador

May /meɪ/ mayo

Monday /'mʌndeɪ/ lunes

month /mʌnθ/ mes

mother /'mʌðə/ madre

mouth /maʊθ/ boca

mum /mʌm/ mamá

nine /naɪn/ nueve

nineteen /naɪn'ti:n/ diecinueve

nineteenth /naɪn'ti:nθ/ decimonoveno/a

ninetieth /'naɪntiəθ/ nonagésimo/a

ninety /'naɪnti/ noventa

hinh /naɪnθ/ noveno/a

nose /nəʊz/ nariz

notebook /'nəʊtbʊk/ cuaderno

November /nəʊ'vembə/ noviembre

October /ɒk'təʊbə/ octubre

one /wʌn/ uno

one hundred /wʌn 'hʌndrəd/ cien

orange /'ɒrɪndʒ/ naranja

pen /pen/ bolígrafo

pencil /'pensl/ lápiz

pencil case /'pensl keɪs/ estuche

pencil sharpener /'pensl ʃɑ:pneɪ/ sacapuntas

pink /pɪŋk/ rosa

purple /'pɜ:pl/ morado/a

red /red/ rojo/a

rubber /'rʌbə/ goma, borrador

ruler /'ru:lə/ regla

Saturday /'sætədeɪ/ sábado

schoolbag /'sku:l bæg/ mochila

second /'sekənd/ segundo/a

September /sep'tembə/ septiembre

seven /'sevn/ siete

seventeen /sevn'ti:n/ diecisiete

seventeenth /sevn'ti:nθ/ decimoséptimo/a

seventh /'sevnθ/ séptimo/a

seventieth /'sevntiəθ/ septuagésimo/a

seventy /'sevnti/ setenta

sister /'sistə/ hermana

six /siks/ seis

sixteen /siks'ti:n/ dieciséis

sixteenth /siks'ti:nθ/ decimosexto/a

sixth /siksθ/ sexto/a

sixtieth /'sɪkstiəθ/ sexagésimo/a

sixty /'sɪksti/ sesenta

Sunday /'sʌndeɪ/ domingo

ten /ten/ diez

tenth /tenθ/ décimo/a

third /θɜ:d/ tercero/a

thirteen /θɜ:t'i:n/ trece

thirteenth /θɜ:t'i:nθ/ decimotercero/a

thirtieth /'θɜ:tiəθ/ trigésimo/a

thirty /'θɜ:ti/ treinta

three /θri:/ tres

Thursday /'θɜ:zdeɪ/ jueves

Tuesday /'tʃu:zdeɪ/ martes

twelfth /twelfθ/ decimosegundo/a

twelve /twelv/ doce

twentieth /'twentiəθ/ vigésimo/a

twenty /'twenti/ veinte

two /tu:/ dos

Wednesday /'wenzdeɪ/ miércoles

week /wi:k/ semana

white /waɪt/ blanco/a

year /jɪə/ año

yellow /'jeləʊ/ amarillo/a

Unit 1

actress /'æktɪəs/ actriz

adventurous /əd'ventʃərəs/ aventurero/a

advice /əd'vaɪs/ consejo/s

athletic /æθ'letɪk/ atlético/a

beautiful /'bjʊ:tɪfl/ precioso/a, bonito/a; guapa

big /bɪg/ grande

brave /breɪv/ valiente

character /'kærəktə/ personaje

clever /'kleɪv/ inteligente, listo/a

confident /'kɒnfɪdənt/ seguro/a de sí mismo/a,
confiado/a

creative /kri:'eɪtɪv/ creativo/a

curly /'kɜ:li/ rizado/a

dark /dɑ:k/ oscuro/a; moreno/a

design /dɪ'zam/ diseño

easy-going /'i:zɪ'gəʊɪŋ/ de trato fácil

fat /fæt/ gordo/a

finally /'famaɪli/ por último, finalmente; por fin

friendly /'frendli/ simpático/a

funny /'fʌni/ gracioso/a

generous /'dʒenərəs/ generoso/a

good-looking /gʊd'lʊkɪŋ/ atractivo/a

hard-working /hɑ:d'wɜ:kɪŋ/ trabajador/a

honest /'ɒnɪst/ sincero/a; honrado/a, honesto/a

lazy /'leɪzi/ perezoso/a

light /laɪt/ claro/a; rubio/a

long /lɒŋ/ largo/a

look like /'lʊk laɪk/ parecer; ser (físicamente)

medium height /'mi:diəm haɪt/ de estatura media

narrow /'nærəʊ/ estrecho/a

nice /naɪs/ bonito/a; agradable, simpático/a

old /əʊld/ viejo/a

ready /'redi/ preparado/a, listo/a

reason /'ri:zn/ razón

round /raʊnd/ redondo/a

short /ʃɔ:t/ corto/a; bajo/a

shy /ʃaɪ/ tímido/a

small /smɔ:l/ pequeño/a

step /step/ paso

straight /streɪt/ liso/a

strong /strɒŋ/ fuerte

tail /teɪl/ cola, rabo

tall /tɔ:l/ alto/a

test /test/ probar

thin /θɪn/ delgado/a

ugly /'ʌgli/ feo/a

voice actor /'vɔɪs æktə/ actor de voz

weak /wi:k/ débil

wide /waɪd/ ancho/a

young /jʌŋ/ joven

Unit 2

armchair	/ˈɑːmtʃeə/	sillón
bathroom	/ˈbɑːθruːm/	cuarto de baño
bargain	/ˈbɑːgən/	ganga
become	/brɪˈkʌm/	hacerse
bed	/bed/	cama
bedroom	/ˈbedruːm/	dormitorio, habitación, cuarto
beige	/berʒ/	beis, beige
blanket	/ˈblæŋkɪt/	manta
ceiling fan	/ˈsiːlɪŋ fæn/	ventilador de techo
chair	/tʃeə/	silla
clock	/klɒk/	reloj
computer	/kəmˈpjuːtə/	ordenador
cooker	/ˈkʊkə/	cocina (fogones y horno)
cottage	/ˈkɒtɪdʒ/	casa de campo
cupboard	/ˈkʌbəd/	armario
curtain	/ˈkɜːtɪn/	cortina
desk	/desk/	escritorio
detached house	/dɪˈtætʃt haʊs/	chalet individual, casa independiente
dining room	/ˈdaɪnɪŋ ruːm/	comedor
duchess	/ˈdʌtʃəs/	duquesa
duvet	/ˈduːvet/	edredón (nórdico)
find out	/faɪnd ˈaʊt/	descubrir; averiguar
flat	/flæt/	apartamento, piso
fridge	/frɪdʒ/	nevera, frigorífico
furniture	/ˈfɜːnɪtʃə/	muebles, mobiliario
garage	/ˈgærɑːʒ/	garaje
garden	/ˈgɑːdn/	jardín
happen	/ˈhæpən/	ocurrir, pasar
houseboat	/ˈhaʊsbəʊt/	casa flotante
kitchen	/ˈkɪtʃɪn/	cocina
lamp	/læmp/	lámpara
large	/lɑːdʒ/	grande
living room	/ˈlɪvɪŋ ruːm/	cuarto de estar, salón
mirror	/ˈmɪrə/	espejo
picture	/ˈpɪktʃə/	fotografía; cuadro; dibujo
pillow	/ˈpɪləʊ/	almohada; cojín
poster	/ˈpəʊstə/	póster
rug	/rʌg/	alfombra
shelf	/ʃelf/	estante, balda
shower	/ˈʃaʊə/	ducha
sink	/sɪŋk/	fregadero, pila; lavabo
sofa	/ˈsəʊfə/	sofá
suddenly	/ˈsʌdnli/	de repente / pronto
table	/ˈteɪbl/	mesa

teen /tiːn/ adolescente

tip /tɪp/ consejo

toilet /ˈtɔɪlət/ baño, servicio, váter

treasure /ˈtreʒə/ tesoro

trip /trɪp/ excursión

tube /tjuːb/ metro

Unit 3

according to /əˈkɔːdnɪŋ tə/ según

average /ˈævərɪdʒ/ medio/a

boarding school /ˈbɔːdnɪŋ skuːl/ internado

busy /ˈbɪzi/ ocupado/a; ajetreado/a

chat online /tʃæt ɒnˈlaim/ chatear online / en Internet

do homework /duː ˈhəʊmwɜːk/ hacer los deberes

do sport /duː ˈspɔːt/ practicar deporte

download songs /daʊnləʊd ˈsɒŋz/ descargar(se) canciones

drive /draɪv/ llevar en coche

every other day /ˈevri ʌðə deɪ/ un día sí y otro no

exercise /ˈeksəsaɪz/ hacer ejercicio

for free /fə ˈfriː/ gratis

get dressed /get ˈdrest/ vestirse

get up /get ˈʌp/ levantarse

go home /gəʊ ˈhəʊm/ ir(se) a casa

go shopping /gəʊ ˈʃɒpnɪŋ/ ir de compras / tiendas

go to bed /gəʊ tə ˈbed/ acostarse, irse a la cama

go to school /gəʊ tə ˈskuːl/ ir al colegio

have a shower /hæv ə ˈʃaʊə/ ducharse

have breakfast /hæv ˈbrekfəst/ desayunar

listen to music /lɪsn tə ˈmjuːzɪk/ escuchar música

Londoner /ˈlɒndənə/ londinense

meet friends /miːt ˈfrendz/ quedar con amigos/as

most /məʊst/ la mayoría / mayor parte de

out of every /aʊt əv ˈevri/ de cada

play computer games /pleɪ kəmˈpjuːtə geɪmz/ jugar juegos de ordenador

play football /pleɪ ˈfʊtbɔːl/ jugar al fútbol

play the guitar /pleɪ ðə ɡɪˈtɑː/ tocar la guitarra

pocket money /ˈpɒkɪt mʌni/ paga, dinero para gastos (personales)

read magazines /riːd mæɡəˈziːnz/ leer revistas

ride my bike /raɪd maɪ ˈbaɪk/ montar / ir en bici

send text messages /send ˈtekst mesɪdʒɪz/ mandar mensajes (de texto)

stay at home /steɪ æt ˈhəʊm/ quedarse en casa

study with friends /ˈstʌdi wɪð frendz/ estudiar con amigos

surf the web /'sɜ:f ðə web/ navegar por Internet
 survey /'sɜ:veɪ/ encuesta
 talk on the phone /tɔ:k ɒn ðə 'fəʊn/ hablar por teléfono
 tidy my room /taɪdi maɪ 'ru:m/ ordenar / recoger mi habitación / cuarto
 top /tɒp/ primer/a puesto / posición, cabeza
 (be at the ~ of: encabezar, estar a la cabeza de)
 walk the dog /wɔ:k ðə 'dɒg/ pasear al perro
 walk to /'wɔ:k tə/ ir andando / a pie
 watch TV /wɒtʃ ti:'vi:/ ver la televisión
 youth club /'ju:θ klʌb/ club de jóvenes

Review 1

ancient /'eɪnfənt/ antiguo/a
 god /gɒd/ dios
 kingdom /'kɪŋdəm/ reino
 wish for /'wɪʃ fə/ desear

Unit 4

beach /bi:tʃ/ playa
 boot /bu:t/ bota
 campsite /'kæmpsaɪt/ camping
 cave /keɪv/ cueva
 coat /kəʊt/ abrigo
 desert /'dezət/ desierto
 dress /dres/ vestido
 dry /draɪ/ seco/a, árido/a
 forest /'fɒrɪst/ bosque
 glove /glʌv/ guante
 hat /hæt/ gorro/a; sombrero
 high-tech /haɪ'tek/ (de) alta tecnología
 hill /hɪl/ colina
 island /'aɪlənd/ isla
 jacket /'dʒækɪt/ chaqueta
 jeans /dʒi:nz/ pantalones vaqueros
 jungle /'dʒʌŋgl/ selva, jungla
 lake /leɪk/ lago
 lorry /'lɒri/ camión
 microwave /'maɪkrəweɪv/ (de) microondas
 mountain /'maʊntən/ montaña
 mummy /'mʌmi/ momia
 ocean /'əʊn/ océano
 provide /prə'vaɪd/ proporcionar, ofrecer

river /'rɪvə/ río
 sandal /'sændl/ sandalia
 scarf /skɑ:f/ bufanda
 shirt /ʃɜ:t/ camisa
 shoe /ʃu:/ zapato
 shorts /ʃɔ:ts/ pantalones cortos
 signal /'sɪgnəl/ señal
 skirt /skɜ:t/ falda
 sock /sɒk/ calcetín
 still /stɪl/ todavía, aún
 sweater /'swetə/ jersey, suéter
 swimsuit /'swɪmsuɪt/ bañador
 tonne /tʌn/ tonelada
 tool /tu:l/ herramienta
 trail /treɪl/ camino, senda
 trainers /'treɪnəz/ zapatillas de deporte
 trousers /'traʊəz/ pantalones
 T-shirt /'tʃɜ:t/ camiseta
 underwear /'ʌndəweə/ ropa interior
 up to /'ʌp tə/ hasta
 valley /'væli/ valle
 waterfall /'wɔ:təfɔ:l/ cascada, catarata
 weather /'weðə/ tiempo (meteorológico)
 weigh /weɪ/ pesar

Unit 5

actually /'æktʃuəli/ en realidad, realmente
 basket /'bɑ:skɪt/ canasta, cesta
 basketball /'bɑ:skɪtbɔ:l/ baloncesto
 bicycle /'bɪsaɪkl/ bicicleta, bici
 bowling /'bəʊlɪŋ/ bolos
 catch /kætʃ/ coger, atrapar
 climb up /klaɪm 'ʌp/ subir, trepar
 court /kɔ:t/ cancha, pista
 cycling /'saɪklɪŋ/ ciclismo
 dancing /'dɑ:nsɪŋ/ baile
 etiquette /'etɪket/ protocolo
 follow /'fɒləʊ/ obedecer, cumplir
 football /'fʊtbɔ:l/ fútbol
 football pitch /'fʊtbɔ:l pɪtʃ/ campo de fútbol
 goal /gəʊl/ portería
 goggles /'gɒɡlɪz/ gafas de natación / baño
 golf /gɒlf/ golf
 golf club /'gɒlf klʌb/ palo de golf

golf course /'gɒlf kɔ:s/ campo de golf
gymnastics /dʒɪm'næstɪks/ gimnasia
hard /hɑ:d/ fuerte; duro, mucho
helmet /'helmt/ casco
helpful /'helpfl/ amable, atento/a
hit /hɪt/ golpear
hole /həʊl/ agujero; hoyo
jump /dʒʌmp/ saltar
karate /kə'rɑ:ti/ kárate
kick /kɪk/ dar patadas (a)
lift /lɪft/ levantar
losing /'lu:zɪŋ/ perdedor/a
net /net/ red
push /pʊʃ/ empujar
queue /kju:/ cola
racket /'rækt/ raqueta
rollerblades /'rəʊləblɛdz/ patines (de ruedas) en línea
rollerblading /'rəʊləblɛdɪŋ/ patinaje en línea
running /'rʌnɪŋ/ correr
scuba diving /'sku:bə daɪvɪŋ/ buceo, submarinismo
shake hands /'ʃeɪk hændz/ darse / estrechase la mano
skateboard /'skeɪtbɔ:d/ monopatín
skateboarding /'skeɪtbɔ:dɪŋ/ montar en monopatín
skiing /'ski:ŋ/ esquí
stand /stænd/ estar (de pie)
stare /steə/ mirar fijamente
still /stɪl/ de todas formas, aun así
surfboard /'sɜ:fbo:d/ tabla de surf
surfing /'sɜ:fɪŋ/ surf
swimming /'swɪmɪŋ/ natación
swimming cap /'swɪmɪŋ kæp/ gorro de natación / baño
swimming pool /'swɪmɪŋ pu:l/ piscina
tennis /'tenɪs/ tenis
tennis court /'tenɪs kɔ:t/ cancha / pista de tenis
throw /θrəʊ/ lanzar; tirar
volleyball /'vɒlibɔ:l/ voleibol, balonvolea
weightlifting /'weɪtlɪftɪŋ/ levantamiento de peso,
halterofilia
winning /'wɪnɪŋ/ ganador/a, vencedor/a

Unit 6

amazing /ə'meɪzɪŋ/ asombroso/a, increíble
amphibian /æm'fɪbiən/ anfibio
ant /ænt/ hormiga

bat /bæt/ murciélago
bird /bɜ:d/ ave; pájaro
butterfly /'bʌtəflaɪ/ mariposa
chicken /'tʃɪkɪn/ gallina; pollo
chimpanzee /tʃɪmpæn'zi:/ chimpancé
colourful /'kʌləfl/ colorido/a, de colores vivos
cow /kaʊ/ vaca
crocodile /'krɒkədɪl/ cocodrilo
cute /kju:t/ mono/a, rico/a, bonito/a
dangerous /'deɪndʒərəs/ peligroso/a
dolphin /'dɒlfɪn/ delfín
domesticated /də'mestɪkeɪtɪd/ domesticado/a
Easter /'i:stə/ Pascua, Semana Santa
elephant /'elɪfənt/ elefante
farm /fɑ:m/ (de) granja
feral /'ferəl/ silvestre, salvaje
fire /'faɪə/ incendio
fish /fɪʃ/ pez / peces
fly /flaɪ/ mosca
fox /fɒks/ zorro
frog /frɒg/ rana
giraffe /dʒə'rɑ:f/ jirafa
goldfish /'gəʊldfɪʃ/ pez de colores
gorilla /gə'rɪlə/ gorila
hard-to-reach /hɑ:d'tə'reɪtʃ/ de difícil acceso
hard-to-see /hɑ:d'tə'si:/ de poca visibilidad
heavy /'hevi/ pesado/a
horse /hɔ:s/ caballo
huge /hju:dʒ/ enorme, inmenso/a
iguana /ɪ'gwɑ:nə/ iguana
insect /'ɪnsekt/ insecto
interesting /'ɪntrestɪŋ/ interesante
kitten /'kɪtn/ gatito/a
lion /'laɪən/ león
lizard /'lɪzəd/ lagarto; lagartija
mammal /'mæml/ mamífero
mosquito /mə'ski:təʊ/ mosquito
ordinary /'ɔ:dnri/ normal, corriente
parrot /'pærət/ loro, papagayo
pet /pet/ mascota, animal doméstico
pig /pɪg/ cerdo
population /pɒpju'leɪʃn/ población
puppy /'pʌpi/ cachorro/a, perrito/a
python /'paɪθən/ (serpiente) pitón

rabbit /'ræbɪt/ conejo
 rat /ræt/ rata
 reptile /'reptail/ reptil
 rubbish /'rʌbɪʃ/ basura
 salamander /'sæləməndə/ salamandra
 sensitive /'sensətɪv/ sensible
 shark /ʃɑ:k/ tiburón
 sheep /ʃi:p/ oveja/s
 snake /sneɪk/ serpiente
 spider /'spaɪdə/ araña
 tiger /'taɪgə/ tigre
 tiny /'tami/ diminuto/a, minúsculo/a
 touch /tʌtʃ/ tacto
 turtle /'tɜ:tl/ tortuga (marina)
 unusual /ʌn'ju:ʒuəl/ inusual, poco común
 wet /wet/ lluvioso/a
 whale /weɪl/ ballena
 whisker /'wɪskə/ bigote (animal)
 wild /waɪld/ salvaje
 wolf /wʊlf/ lobo
 worm /wɜ:m/ lombriz, gusano
 zebra /'zebrə/ cebra

Review 2

broom /bru:m/ escoba
 cage /keɪdʒ/ jaula
 dust /dʌst/ quitar el polvo a / de
 fix /fiks/ arreglar, reparar
 handwriting /'hændraɪtɪŋ/ letra, escritura
 notice /'nəʊtɪs/ darse cuenta, fijarse
 put away /pʊt ə'weɪ/ guardar, poner en su sitio
 rather /'rɑ:ðə/ bastante
 scrub /skrʌb/ fregar

Unit 7

Aborigine /æbə'rɪdʒəni/ aborígen australiano/a
 apple /'æpl/ manzana
 banana /bə'nɑ:nə/ plátano
 bean /bi:n/ judía
 boring /'bɔ:ɪŋ/ aburrido/a
 bug /bʌg/ bicho
 butter /'bʌtə/ mantequilla
 cake /keɪk/ tarta, pastel
 carrot /'kærət/ zanahoria
 cheese /tʃi:z/ queso

cherry /'tʃeri/ cereza
 chip /tʃɪp/ patata frita
 clean /kli:n/ limpio/a
 crisp /krɪsp/ patata frita (de bolsa)
 crowded /'kraʊdɪd/ abarrotado/a, lleno/a (de gente)
 delicious /dɪ'lɪʃəs/ delicioso/a
 dirty /'dɜ:ti/ sucio/a
 disappointing /dɪsə'pɔɪntɪŋ/ decepcionante
 disgusting /dɪs'gʌstɪŋ/ asqueroso/a, repugnante
 dish /dɪʃ/ plato
 egg /eg/ huevo
 enjoyable /ɪn'dʒɔɪəbl/ agradable; entretenido/a
 environment /ɪn'vaɪrənmənt/ medio ambiente
 excellent /'eksələnt/ excelente
 exciting /ɪk'saɪtɪŋ/ emocionante
 feed /fi:d/ alimentar
 fizzy drink /'fɪzi drɪŋk/ bebida con gas, refresco
 global warming /gləʊbl 'wɔ:mɪŋ/ calentamiento global
 grape /greɪp/ uva
 greenhouse gas /'ɡri:nhaʊs 'ɡæs/ gas invernadero
 grub /grʌb/ larva
 guide /gaɪd/ guía
 ham /hæm/ jamón
 hamburger /'hæmbɜ:gə/ hamburguesa
 horrible /'hɒrəbl/ horrible, terrible
 hot dog /'hɒt dɒg/ perrito caliente
 ice cream /aɪs 'kri:m/ helado
 juice /dʒu:s/ zumo
 lettuce /'letɪs/ lechuga
 noisy /'nɔɪzi/ ruidoso/a
 noodle /'nu:dl/ fideo; tallarín
 olive /'ɒlɪv/ aceituna
 onion /'ʌnʃən/ cebolla
 orange /'ɒrɪndʒ/ naranja
 pie /paɪ/ tarta
 piece /pi:s/ porción; trozo, pedazo
 potato /pə'tetəʊ/ patata
 quiet /'kwaɪət/ callado/a; tranquilo/a
 rice /raɪs/ arroz
 roll /rɒl/ rollito; panecillo
 salmon /'sæmən/ salmón
 shrimp /ʃrɪmp/ camarón; gamba
 snack /snæk/ tentempié
 soup /su:p/ sopa
 steak /steɪk/ filete
 strange /streɪndʒ/ extraño/a, raro/a
 street food /'stri:t fu:d/ comida (de venta) callejera

surprising /sə'praɪzɪŋ/ sorprendente
 taste /teɪst/ saber, tener sabor (a)
 tasty /'teɪsti/ sabroso/a, apetitoso/a, rico/a
 tomato /tə'mɑ:təʊ/ tomate
 turkey /'tʌki/ pavo
 wedding /'wedɪŋ/ boda

Unit 8

achievement /ə'tʃi:vmənt/ logro, hazaña
 actress /'æktres/ actriz
 architect /'ɑ:kitekt/ arquitecto/a
 artist /'ɑ:tɪst/ artista
 * businessman /'biznəsmæn/ hombre de negocios
 businesswoman /'biznəswoman/ mujer de negocios
 change /tʃeɪndʒ/ cambiar
 chef /ʃef/ jefe/a de cocina, chef
 chemistry /'kemɪstri/ química
 collect /kə'lekt/ reunir, juntar
 compete /kəm'pi:t/ competir
 computer programmer /kəm'pjʊ:tə 'prəʊgræmə/
 programador/a
 contest /'kɒntest/ concurso
 create /kri'eɪt/ crear
 design /dɪ'zaɪn/ diseñar
 discover /dɪ'skʌvə/ descubrir
 donate /dəʊ'neɪt/ donar
 engineer /endʒɪ'nɪə/ ingeniero/a
 field /fi:ld/ campo
 former /'fɔ:mə/ ex, antiguo/a
 hairdresser /'heədresə/ peluquero/a
 help /help/ ayudar (a)
 invent /m'vent/ inventar
 inventor /m'ventə/ inventor/a
 look after /lʊk 'ɑ:ftə/ cuidar de / a
 model /'mɒdl/ modelo
 musician /mju:'zi:ʃn/ músico/a
 organise /'ɔ:gənaɪz/ organizar
 photographer /fə'tɒgrəfə/ fotógrafo/a
 pilot /'paɪlət/ piloto
 politician /pə'lɪtɪʃn/ político/a
 postman /'pəʊstmən/ cartero
 real life /ri:əl 'laɪf/ de la vida real, auténtico/a
 receive /rɪ'si:v/ recibir
 rubbish dump /'rʌbɪʃ dʌmp/ basurero, vertedero
 save /serv/ salvar, rescatar; ahorrar
 scientist /'saɪəntɪst/ científico/a
 sculptor /'skʌlptə/ escultor/a

singer /'sɪŋə/ cantante
 successful /sək'sesfl/ que tiene éxito (be ~: tener éxito)
 trust /trʌst/ fundación
 TV host /ti:vi 'həʊst/ presentador/a de televisión
 upset /ʌp'set/ disgustado/a
 user-friendly /ju:zə'frendli/ fácil de utilizar / usar
 writer /'raɪtə/ escritor/a

Unit 9

amusement park /ə'mju:zmənt pa:k/ parque de
 atracciones
 arcade /ɑ:'keɪd/ salón recreativo
 bakery /'beɪkəri/ panadería
 bank /bæŋk/ banco
 bar /bɑ:/ bar
 bullying /'bʊlɪŋ/ intimidación, abuso
 café /'kæfeɪ/ cafetería, café
 cartoonist /kɑ:'tu:nɪst/ dibujante
 chemist's /'kemɪsts/ farmacia
 church /tʃ:ʃ/ iglesia
 cinema /'sɪnəmə/ cine
 department store /dɪ'pɑ:tmənt stɔ:/ grandes
 almacenes
 eat out /i:t 'aʊt/ comer fuera
 go camping /gəʊ 'kæmpɪŋ/ ir de acampada / camping
 go hiking /gəʊ 'haɪkɪŋ/ ir de excursión a pie, dar una
 caminata
 go on rides /gəʊ ɒn 'raɪdz/ montar(se) en las
 atracciones
 go to a concert /gəʊ tə ə 'kɒnsət/ ir a un concierto
 go to the beach /gəʊ tə ðə 'bi:tʃ/ ir a la playa
 hang out /hæŋ 'aʊt/ pasar el tiempo / rato
 have a party /hæv ə 'pɑ:ti/ dar / hacer una fiesta
 hire a bike /'haɪə ə baɪk/ alquilar una bici
 hospital /'hɒspɪtl/ hospital
 library /'laɪbrəri/ biblioteca
 museum /mju:'zi:əm/ museo
 order pizza /ɔ:də 'pi:tʃə/ pedir una pizza
 police station /pə'lis steɪʃn/ comisaría
 post office /'pəʊst ɒfɪs/ oficina de correos
 relax /rɪ'læks/ relajarse
 remind /rɪ'maɪnd/ recordar a
 restaurant /'restɒrənt/ restaurante
 shopping centre /'ʃɒpɪŋ sentə/ centro comercial
 sleep late /sli:p 'leɪt/ levantarse tarde
 sports centre /'spɔ:ts sentə/ polideportivo
 sweet shop /'swi:t ʃɒp/ tienda de chucherías

take a trip /teɪk ə 'trɪp/ hacer un viaje

true to /'truː tə/ fiel a

visit relatives /vɪzɪt 'relətɪvz/ visitar a parientes /
familiares

work out /wɜːk 'aʊt/ hacer ejercicio

Review 3

get rid of /get 'rɪd ɒv/ deshacerse de

jewel /'dʒuːəl/ joya, alhaja

maiden /'meɪdn/ doncella

reward /rɪ'wɜːd/ recompensa

turn /tɜːn/ volverse, girarse

warn against /wɜːn ə'genst/ prevenir contra

Speaking Glossary

Greetings and introductions

Hello. Are you new? /hə'ləʊ ɑ: ju: nju:/ Hola. ¿Eres nuevo/a?

My name is ... /maɪ 'neɪm ɪz/ Me llamo...

Hi, ... I'm ... /'haɪ ... aɪm/ Hola, ... Soy...

Nice to meet you. /naɪs tə 'mi:t ju:/ Encantado/a de conocerte.

Welcome to ... /'welkəm tə/ Bienvenido/a a...

Classroom language

What page are we on? /wɒt 'peɪdʒ ɑ: wi ɒn/ ¿En qué página estamos?

Can you help me, please? /kən ju: 'help mi: plɪz/ ¿Me puedes ayudar, por favor?

What is the homework? /wɒt ɪz ðə 'həʊmwɜ:k/ ¿Qué deberes hay?, ¿Cuáles son los deberes?

How do you spell ...? /haʊ də ju: 'spel/ ¿Cómo se deletrea...?

When is the ... exam? /wen ɪz ðə '... ɪgzæm/ ¿Cuándo es el examen de...?

Describing people

What's her name? /wɒts hə 'neɪm/ ¿Cómo se llama?

Where is she from? /weə ɪz ʃi: 'frɒm/ ¿De dónde es?

How old is she? /haʊ 'əʊld ɪz ʃi:/ ¿Cuántos años tiene?

What does she look like? /wɒt dɪz ʃi: 'lɒk laɪk/ ¿Qué aspecto tiene?, ¿Cómo es (de aspecto)?

What's she like? /wɒts ʃi: 'laɪk/ ¿Cómo es (de carácter)?

Is she ...? /ɪz ʃi: '.../ ¿Es...?

Has she got ...? /həz ʃi: 'gɒt/ ¿Tiene...?

Doing a picture dictation

Are there any ...? /ɑ: ðə 'eni/ ¿Hay (algún/una)...?

What colour are they? /wɒt 'kɒlə ɑ: ðeɪ/ ¿De qué color son?

Is there a ...? /ɪz ðə ə/ ¿Hay un/a...?

Where is it? /weə 'ɪz ɪt/ ¿Dónde está?

Have you got any ...? /hæv ju: 'gɒt eni/ ¿Tienes (algún/una)...?

How many ... have you got? /haʊ meni '... hæv ju: gɒt/ ¿Cuántos/as... tienes?

Doing a survey

What do you usually do on ...? /wɒt du: ju: ju:zu:əli 'du: ɒn/ ¿Qué sueles hacer los...?

How often do you ...? /haʊ 'ɒfn də ju:/ ¿Con qué frecuencia...?

When do you ...? /'wen də ju:/ ¿Cuándo...?

Where do you ...? /'weə də ju:/ ¿Dónde...?, ¿Adónde...?

Do you often ...? /du: ju: 'ɒfn/ ¿A menudo...?, ¿Sueles...?

How much ...? /haʊ 'mʌtʃ/ ¿Cuánto/a...?

Do you (download music)? /du: ju: daʊnləʊd 'mu:zɪk/ ¿(Descargas música)?

Do you like ...? /du: ju: 'laɪk/ ¿Te gusta...?

Describing photos

Here's a photo of ... /hɪəz ə 'fəʊtəʊ əv/ Aquí hay / Esta es una foto de...

Where are you? /weə 'ɑ: ju:/ ¿Dónde estás?

What are you doing? /wɒt ə ju: 'du:ɪŋ/ ¿Qué estás haciendo?

Who's with you? /hʊz 'wɪð ju:/ ¿Quién está contigo?

What are you wearing? /wɒt ə ju: 'weərɪŋ/ ¿Qué llevas / lleváis puesto?

Why are you wearing them? /waɪ ə ju: 'weərɪŋ ðəm/ ¿Por qué los/as llevas / lleváis puestos/as?

Talking about a sport

How many people can play it? /haʊ meni pi:pl kæn 'pleɪ ɪt/ ¿Cuánta gente puede jugar?

What equipment do you need? /wɒt ɪ'kwɪpmənt də ju: ni:d/ ¿Qué equipo / equipamiento necesitas / se necesita?

Where do you play it? /weə du: ju: 'pleɪ ɪt/ ¿Dónde juegas / se juega?

What are the rules of the game? /wɒt ə ðə 'ru:lz əv ðə geɪm/ ¿Cuáles son las reglas del juego?

How do you win? /haʊ də ju: 'wɪn/ ¿Cómo ganas / se gana?

Getting information about an animal

What type of animal is it? /wɒt taɪp əv 'æniml ɪz ɪt/ ¿Qué tipo de animal es?

How big is it? /haʊ 'bɪɡ ɪz ɪt/ ¿Cómo es de grande?

What does it look like? /wɒt dʌz ɪt 'lɒk laɪk/ ¿Qué aspecto tiene?, ¿Cómo es (de aspecto)?

Where does it live? /weə dʌz ɪt 'lɪv/ ¿Dónde vive?

What does it eat? /wɒt dʌz ɪt 'i:t/ ¿Qué come?

Describing an event

When was it? /wen 'wɒz ɪt/ ¿Cuándo fue?

It was on ... /ɪt wəz 'ɒn/ Fue el...

Where was it? /weə 'wɒz ɪt/ ¿Dónde fue?

It was at ... /ɪt wəz 'æt/ Fue en...

Who was there? /hu: wəz 'ðeə/ ¿Quién estuvo allí?

... were there. /'... wɜ: ðeə/ ... estuvieron allí.

What was it like? /wɒt wəz ɪt 'laɪk/ ¿Cómo fue?

It was ... /ɪt wəz '.../ Fue...

What food was there? /wɒt 'fu:d wəz ðeə/ ¿Qué comida hubo?

There was ... /ðeə wəz '.../ Hubo...

Was the food good? /wəz ðə fu:d 'ɡʊd/ ¿La comida estuvo buena?

Yes. It was very tasty. /jes ɪt wəz veri 'teɪsti/ Sí. Estuvo muy rica.

Exchanging biographical information

When was ... born? /wen wəz ... 'bɔ:n/ ¿Cuándo nació...?

She was born in ... /ʃi: wəz 'bɔ:n ɪn/ Nació en...

When did she die? /wen dɪd ʃi: 'daɪ/ ¿Cuándo murió?

She died in ... /ʃi: 'daɪd ɪn/ Murió en...

Where did she live? /weə dɪd ʃi: 'lɪv/ ¿Dónde vivió?

She lived in ... /ʃi: 'lɪvd ɪn/ Vivió en...

What did she do? /wɒt dɪd ʃi: 'du:/ ¿A qué se dedicó?, ¿En qué trabajaba?

She was ... /ʃi: 'wɒz/ Fue..., Era...

Why did she become famous? /waɪ dɪd ʃi: bɪkəm 'feɪməs/ ¿Por qué se hizo famosa?

Making plans

Why don't we ... ? /'waɪ dəʊnt wi/ ¿Por qué no...?

Do you feel like ... ? /du: ju: 'fi:l laɪk/ ¿Te apetece...?

Are you busy on ... ? /ɑ: ju: 'bɪzi ɒn/ ¿Estás ocupado/a el / los...?

What are you going to do ... ? /wɒt ə ju: ɡəʊɪŋ tə 'du:/ ¿Qué vas a hacer...?

Let's go to ... /lets 'ɡəʊ tə/ Vamos / Vayamos a...

Maybe we can ... /'meɪbi wi kæn/ Tal vez podemos...

I'm going to ... /aɪm 'ɡəʊɪŋ tə/ Voy a...

I prefer ... /aɪ prɪ'fɜ:/ Prefiero...

What a great idea! /wɒt ə ɡreɪt aɪ'dɪə/ ¡Qué buena idea!

I'm not sure. /aɪm nɒt 'ʃʊə/ No sé., No estoy seguro/a.

Not really. /nɒt 'ri:li/ No mucho., La verdad es que no.

I'm afraid I am. /aɪm ə'freɪd aɪ 'æm/ Me temo que sí.

I'm busy ... /aɪm 'bɪzi/ Estoy ocupado/a...

How about ... ? /haʊ ə'baʊt/ ¿Qué tal...?

Great! See you then. /'ɡreɪt si: ju: ðen/ ¡Genial! Luego te veo.

Guessing

I know! It's ... /aɪ nəʊ ɪts/ ¡Ya lo sé! Es...

I think it's ... /aɪ 'θɪŋk ɪts/ Creo que es...

Can I have another clue? /kən aɪ hæv ənəðə 'klu:/ ¿Me puedes dar otra pista?

Remembering

I'm not sure. /aɪm nɒt 'ʃʊə/ No estoy seguro/a.

I can't remember. /aɪ kɑ:nt rɪ'membə/ No me acuerdo.

Maybe ... /'meɪbi/ Tal vez...

Saying where things are

in /ɪn/ en, dentro de

on /ɒn/ sobre, en

under /'ʌndə/ debajo de

near /nɪə/ cerca de

next to /'nekst tə/ al lado de

behind /bɪ'hænd/ detrás de

in front of /ɪn 'frʌnt əv/ delante de

above /ə'baʊv/ encima de

between /brɪ'twi:n/ entre

opposite /'ɒpəzɪt/ frente a, enfrente de

Checking yourself

Here? /hɪə/ ¿Aquí?

Is this correct? /ɪz ðɪs kə'rekt/ ¿Esto / Así está bien?

Like this? /laɪk 'ðɪs/ ¿Así?

Time expressions

once a week /wʌns ə 'wi:k/ una vez a la semana

twice a week /twʌɪs ə 'wi:k/ dos veces a la semana

Showing surprise

Really? /'rɪəli/ ¿De verdad?, ¿En serio?

I can't believe it! /aɪ kɑːnt br'iːlv ɪt/ ¡No me lo puedo creer!

Are you kidding? /ɑː juː 'kɪdɪŋ/ ¿Estás de broma?, ¿En serio?

Responding to guesses

That's right! /θætɪz 'raɪt/ ¡Eso / Así es!

Guess again. /ges ə'gen/ Intenta adivinarlo otra vez.

Try again. /traɪ ə'gen/ Inténtalo otra vez.

Finding differences

Not in my picture. /nɒt ɪn 'maɪ pɪktʃə/ En mi fotografía no.

Here too. /hɪə 'tuː/ Aquí también.

Not here. /nɒt 'hɪə/ Aquí no.

Reacting to information

I'm surprised. /aɪm sə'praɪzd/ Me sorprende., Estoy sorprendido/a.

I didn't know that. /aɪ dɪdnt 'nəʊ ðæt/ No lo sabía.

I was right. /aɪ wəz 'raɪt/ Tenía razón yo.

How interesting! /haʊ 'ɪntərəstɪŋ/ ¡Qué interesante!

Follow-up questions

Can you? /kæn 'juː/ ¿Y tú?

What about you? /wɒt əbaʊt 'juː/ ¿Y tú?

And you? /ænd 'juː/ ¿Y tú?

Asking for more information

Can I have another clue? /kən aɪ hæv ənəðə 'kluː/ ¿Me puedes dar otra pista?

What else can you tell me? /wɒt 'els kən juː tel miː/ ¿Qué más puedes decirme?

Anything else? /eniθɪŋ 'els/ ¿Algo más?

Clarifying information

How big / long / heavy? /haʊ 'bɪɡ / 'lɒŋ / 'hevi/ ¿Cómo de grande / largo/a / pesado/a?

How much? /haʊ 'mʌtʃ/ ¿Cuánto/a?

Where? /weə/ ¿Dónde?

Gaining time

Hmm /hm/ Mmm

Well, ... /wel/ Bueno, ...

Let's see. /lets 'siː/ Veamos., Vamos a ver.

Let me think. /let miː 'θɪŋk/ Déjame pensar / que piense.

Talking about the past

last Sunday /lɑːst 'sʌndeɪ/ el domingo pasado

a week ago /ə 'wi:k əɡəʊ/ hace una semana

on Tuesday /ɒn 'tʃuːzdeɪ/ el martes

yesterday /'jestədeɪ/ ayer

in January /ɪn 'dʒænjuəri/ en enero

in 2010 /ɪn tuː θəʊznd ənd 'ten / ɪn 'twenti ten/ en 2010

Reporting statistics

fifty per cent /'fɪfti pə sent/ cincuenta por ciento

more than half /mɔː ðæn 'haːf/ más de la mitad

less than 25% /les ðæn twenti faɪv pə 'sent/ menos del 25%

most /məʊst/ la mayoría de

Time expressions

on Tuesday /ɒn 'tʃuːzdeɪ/ el martes

at 3 o'clock /ət θriː ə'klɒk/ a las 3 en punto

from 2.00 to 4.00 /frəm 'tuː tə 'fɔː / frəm 'tuː ə'klɒk tə 'fɔː ə'klɒk/ de las 2:00 a las 4:00

in the morning /ɪn ðə 'mɔːnɪŋ/ por la mañana

Making suggestions

Let's ... /lets/ Vamos / Vayamos a...

Maybe we can ... /'meɪbi wi kæn/ Tal vez podemos...

Would you like to ... ? /wʊd juː 'laɪk tə/ ¿Te gustaría...?

Why don't we ... ? /waɪ 'dɒnt wi/ ¿Por qué no...?

What / How about ... ? /wɒt/haʊ ə'baʊt/ ¿Qué hay de...?, ¿Qué tal...?

Grammar Appendix	94
Irregular Verb List	106

Grammar Appendix

Getting Started

Los pronombres personales sujeto

I	yo
you	tú, usted
he	él
she	ella
it	ello
we	nosotros/as
you	vosotros/as, ustedes
they	ellos/as

- Hacen de sujeto y nunca pueden faltar para que la oración sea correcta y tenga sentido.
I have got a new notebook. It is blue.
(Tengo un cuaderno nuevo. Es azul.)
Tim is German. He is twelve.
(Tim es alemán. Tiene doce años.)
- Recuerda que **I** siempre se escribe en mayúscula y que **it** (que se refiere a cosas o animales) no se suele traducir.

Los adjetivos posesivos

my	mi, mis
your	tu, tus, su, sus (de usted)
his	su, sus (de él)
her	su, sus (de ella)
its	su, sus (de cosa o animal)
our	nuestro/a, nuestros/as
your	vuestro/a, vuestros/as, su, sus (de ustedes)
their	su, sus (de ellos/as)

- Indican de quién es algo.
- Siempre van delante del sustantivo que indica lo que se posee, sin importar el género ni el número que tenga: **my class**, **my books** (mi clase, mis libros).
- En la 3ª persona del singular hay tres formas, dependiendo de si el poseedor es de género masculino (**his**), femenino (**her**) o neutro (**its**).

Los pronombres posesivos

mine	mío/a, míos/as
yours	tuyo/a, tuyos/as, suyo/a, suyos/as (de usted)
his	suyo/a, suyos/as (de él)
hers	suyo/a, suyos/as (de ella)
ours	nuestro/a, nuestros/as
yours	vuestro/a, vuestros/as, suyo/a, suyos/as (de ustedes)
theirs	suyo/a, suyos/as (de ellos/as)

- Sustituyen al sustantivo que indica lo que se posee y concuerdan con el poseedor.
The red schoolbag is yours.
(La mochila roja es tuya.)
- Al traducirlos, se pueden acompañar estos pronombres con el artículo determinado.
The green book isn't mine. It's yours.
(El libro verde no es (el) mío. Es (el) tuyo.)
- En la 3ª persona del singular hay dos formas: masculina (**his**) y femenina (**hers**). No hay forma neutra.

this, that, these, those

This	este / esta / esto
That	ese / esa / eso o aquel / aquella / aquello

Se refieren a nombres contables en singular y a nombres no contables.

These	estos / estas
Those	esos / esas o aquellos / aquellas

Solo para nombres contables en plural.

- Indican si el sustantivo al que se refieren está cerca o lejos del hablante.
- Cuando son pronombres van solos.
This is her brother. (Este es su hermano.)
That is my hand. (Esa es mi mano.)
These are my markers. (Estos son mis rotuladores.)
Those are her rubbers. (Aquellas son sus gomas.)
- Funcionan como adjetivos cuando van delante de un sustantivo. En este caso, **this** y **that** solo se traducen como "este/a", "ese/a" o "aquel / aquella" nunca como "esto", "eso" o "aquello".
This colour is nice. (Este color es bonito.)
That girl is tall. (Esa chica es alta.)
These books are new. (Estos libros son nuevos.)
Those chairs are red. (Aquellas sillas son rojas.)

Las partículas interrogativas

Who ...? ¿Quién/es...?	Who is her sister?
What ...? ¿Qué...?, ¿Cuál/es...?	What is your favourite city?
When ...? ¿Cuándo...?	When is his birthday?
Where ...? ¿Dónde...?	Where is the park?
Why ...? ¿Por qué...?	Why are you sad?

- Se utilizan al principio de las preguntas que no se pueden contestar con un "Sí" o un "No".

Unit 1

El verbo *to be* en presente

Afirmativa	Forma contraída
I am	I'm
You are	You're
He is	He's
She is	She's
It is	It's
We are	We're
You are	You're
They are	They're

Negativa	Forma contraída
I am not	I'm not
You are not	You aren't
He is not	He isn't
She is not	She isn't
It is not	It isn't
We are not	We aren't
You are not	You aren't
They are not	They aren't

Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Am I ...?	Yes, I am.	No, I'm not.
Are you ...?	Yes, you are.	No, you aren't.
Is he ...?	Yes, he is.	No, he isn't.
Is she ...?	Yes, she is.	No, she isn't.
Is it ...?	Yes, it is.	No, it isn't.
Are we ...?	Yes, we are.	No, we aren't.
Are you ...?	Yes, you are.	No, you aren't.
Are they ...?	Yes, they are.	No, they aren't.

El verbo *to be* significa principalmente "ser" o "estar".

- **Afirmativa:** sujeto + *am / is / are*. Es el único verbo que tiene tres formas distintas en el presente. Las formas contraídas se usan más en la conversación. *She is good-looking.* (Ella es atractiva.)
- **Negativa:** sujeto + *am / is / are* + la partícula *not* o la contracción *n't* (que se puede añadir a *is* y a *are*, pero no a *am*).
You aren't short. (No eres bajo.)
- **Interrogativa:** *Am / Is / Are* + sujeto.
Is he a singer? (¿Él es cantante?)
- **Respuestas breves:** se pone el pronombre personal sujeto + el verbo *to be*, sin contraer en afirmativa o contraído en negativa.
Is Woody a toy? Yes, he is. / No, he isn't.
(¿Woody es un juguete? Sí. / No.)

Los usos del verbo *to be*

Definiciones y hechos generales	<i>Bristol is in England.</i> (Bristol está en Inglaterra.)
Sentimientos y estados	<i>We are very happy.</i> (Estamos muy contentos.)
Edad	<i>She is twelve years old.</i> (Ella tiene doce años.)
Profesiones, religiones y nacionalidades	<i>Johnny Depp is an actor.</i> (Johnny Depp es un actor.)
Precios	<i>How much is it? It's 5 euros.</i> (¿Cuánto es? Son 5 euros.)
Medidas	<i>It's 2 metres long.</i> (Mide 2 metros de largo.)
Tiempo atmosférico	<i>It is windy.</i> (Hace viento.)

El verbo *have got*

Afirmativa	Forma contraída
I have got	I've got
You have got	You've got
He has got	He's got
She has got	She's got
It has got	It's got
We have got	We've got
You have got	You've got
They have got	They've got

Negativa	Forma contraída
I have not got	I haven't got
You have not got	You haven't got
He has not got	He hasn't got
She has not got	She hasn't got
It has not got	It hasn't got
We have not got	We haven't got
You have not got	You haven't got
They have not got	They haven't got

Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Have I got ...?	Yes, I have.	No, I haven't.
Have you got ...?	Yes, you have.	No, you haven't.
Has he got ...?	Yes, he has.	No, he hasn't.
Has she got ...?	Yes, she has.	No, she hasn't.
Has it got ...?	Yes, it has.	No, it hasn't.
Have we got ...?	Yes, we have.	No, we haven't.
Have you got ...?	Yes, you have.	No, you haven't.
Have they got ...?	Yes, they have.	No, they haven't.

El verbo **have got** significa "tener". Expresa lo que poseemos o las características de alguien o algo cuando lo describimos.

- **Afirmativa:** sujeto + **have** ('ve) **got** o **has** ('s) **got**.
I have got a famous friend.
(Tengo una amiga famosa.)
- **Negativa:** sujeto + **have** / **has** + **not** (n't) + **got**.
She hasn't got curly hair.
(Ella no tiene el pelo rizado.)
- **Interrogativa:** **Have** / **Has** + sujeto + **got**.
Have you got blue eyes?
(¿Tienes (los) ojos azules?)
- **Respuestas breves:** se pone el pronombre personal sujeto + **have** / **has** o **haven't** / **hasn't** (sin **got**).
Has he got small ears? Yes, he has. / No, he hasn't.
(¿Él tiene las orejas pequeñas? Sí. / No.)

El genitivo sajón

- Se emplea para indicar posesión y se usa con personas, animales o países. Para formarlo, añadimos un apóstrofo (') y una **s**.
Lucy's hair (el pelo de Lucy)
the cat's legs (las patas del gato)
Spain's food (la comida de España)
- Si el sustantivo es un plural regular o acaba en **s**, se añade solo ', pero si es un plural irregular se añade **'s**.
the boys' school (el colegio de los niños)
the women's photo (la foto de las mujeres)
- Si el nombre propio acaba en **s**, se puede añadir ' o **'s**.
James' / James's car (el coche de James)
- Con las cosas se usa **of**, no el genitivo sajón.
the colour of the pencil (el color del lápiz)

Unit 2

There is / There are

	Contables	No contables
Afirmativa	<i>There is a house.</i> <i>There are rooms.</i>	<i>There is rubbish.</i>
Negativa	<i>There isn't a toilet.</i> <i>There aren't beds.</i>	<i>There isn't tea.</i>
Interrogativa	<i>Is there a fridge?</i> <i>Are there tables?</i>	<i>Is there money?</i>
Respuestas breves	<i>Yes, there is, / No, there isn't.</i> <i>Yes, there are. / No, there aren't.</i>	

- **Afirmativa:** **There is** va seguido de nombres contables en singular o no contables. **There are** va seguido de nombres contables en plural. Ambos se traducen como "Hay...".
- **Negativa:** **There is** / **There are** + la partícula **not** (**There is not** / **There are not**) o la contracción **n't** (**There isn't** / **There aren't**).
- **Interrogativa:** las preguntas empiezan por el verbo **Is** / **Are** + **there**.
- **Respuestas breves:** se vuelve al orden normal y en la negativa se usan las formas contraídas.

Artículos y cuantificadores

- the** Con nombres contables y no contables.
Se usa delante de un nombre que es conocido por el hablante.
el, la, los/as *I have got a house. The house has got a garden.*
- a / an** Con nombres contables en singular.
Se usan delante de un nombre que no es conocido por el hablante.
un/a *a shelf, an armchair*
pero *a uniform*
- some** Frases afirmativas:
Con nombres contables en plural y no contables
Frases interrogativas:
Cuando la pregunta expresa una oferta o petición y se espera que la respuesta sea afirmativa.
unos/as *There are some tables.*
algunos/as *We've got some food.*
algo de
un poco de *Would you like some tea?*
(o no se traduce)
- any** Frases negativas e interrogativas:
Con nombres contables en plural y no contable
ningún/una *There aren't any pictures.*
nada de *He hasn't got any homework.*
(o no se traduce)
algún/una
algunos/as *Are there any shelves?*
algo de *Have you got any milk?*
(o no se traduce)

How much / How many

How many ...? Nombres contables en plural.

¿Cuántos/as...? **How many rooms are there?**

Nombres no contables.

How much ...? Cuando va con el verbo **to be** sirve para preguntar el precio de una cosa.

¿Cuánto/a...? **How much water do you need?**
How much is it?

Usamos estas expresiones para preguntar por la cantidad de algo.

Unit 3**El Present Simple**

Afirmativa	Negativa	Forma contraindicada
I play	I do not play	I don't play
You play	You do not play	You don't play
He plays	He does not play	He doesn't play
She plays	She does not play	She doesn't play
It plays	It does not play	It doesn't play
We play	We do not play	We don't play
You play	You do not play	You don't play
They play	They do not play	They don't play

Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Do I play ...?	Yes, I do .	No, I don't .
Do you play ...?	Yes, you do .	No, you don't .
Does he play ...?	Yes, he does .	No, he doesn't .
Does she play ...?	Yes, she does .	No, she doesn't .
Does it play ...?	Yes, it does .	No, it doesn't .
Do we play ...?	Yes, we do .	No, we don't .
Do you play ...?	Yes, you do .	No, you don't .
Do they play ...?	Yes, they do .	No, they don't .

* **Afirmativa:** es como la forma base del verbo (infinitivo sin **to**) en todas las personas menos en la 3ª del singular, en la que se añade **-s**.

He walks the dog every day.

(Él pasea al perro todos los días.)

En los siguientes casos, se añade **-es** en vez de **-s**:

- Si acaba en **ss**, **sh**, **ch** y **x**:

pass - passes wash - washes mix - mixes

- Si acaba en **o**:

do - does go - goes

- Si acaba en consonante + **y**, se cambia la **y** por una **i**:

study - studies carry - carries

* **Negativa:** sujeto + **do / does + not (n't)** + verbo en la forma base.

My friend doesn't play the guitar.

(Mi amiga no toca la guitarra.)

* **Interrogativa:** **Do / Does** + sujeto + verbo.

Do you study with friends? (¿Estudias con amigos?)

* **Respuestas breves:** se pone el pronombre personal sujeto + **do / does o don't / doesn't**.

Does she watch TV? Yes, she does. / No, she doesn't. (¿Ella ve la televisión? Sí. / No.)

Los usos del Present Simple

Verdades generales y descripciones *The sun sets in the west.*
(El sol se pone por el oeste.)

Hechos habituales o cotidianos *I surf the web every day.*
(Navego por Internet todos los días.)

Gustos y opiniones *She likes sport.*
(Le gusta el deporte.)

Programas y horarios *We get up at 7 o'clock.*
(Nos levantamos a las siete en punto.)

* Con el **Present Simple** se suelen usar las siguientes expresiones temporales: **every day / week / year** (todos/as los días / semanas / años), **once / twice a year** (una / dos veces al año), **on** + día de la semana en plural, **at night** (por la noche), **in the morning** (por la mañana), **in the summer** (en verano), etc.

Todas pueden ir al principio o al final de la frase, pero se suelen poner al final.

She plays football twice a year.

(Ella juega al fútbol dos veces al año.)

Los adverbios de frecuencia

* Con el **Present Simple** se suelen utilizar los siguientes adverbios de frecuencia:

always	siempre
usually	normalmente
often	a menudo
sometimes	algunas veces, a veces
rarely	rara vez
never	nunca

* Estos adverbios expresan la frecuencia con la que se hace algo. Se colocan delante del verbo, pero si acompañan al verbo **to be** se sitúan detrás.

I rarely talk on the phone.

(Rara vez hablo por teléfono.)

She is usually tired.

(Ella normalmente está cansada.)

Unit 4

El Present Continuous

Afirmativa	Forma contraída	
I am eating	I'm eating	
You are eating	You're eating	
He is eating	He's eating	
She is eating	She's eating	
It is eating	It's eating	
We are eating	We're eating	
You are eating	You're eating	
They are eating	They're eating	
Negativa	Forma contraída	
I am not eating	I'm not eating	
You are not eating	You aren't / You're not eating	
He is not eating	He isn't / He's not eating	
She is not eating	She isn't / She's not eating	
It is not eating	It isn't / It's not eating	
We are not eating	We aren't / We're not eating	
You are not eating	You aren't / You're not eating	
They are not eating	They aren't / They're not eating	
Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Am I eating?	Yes, I am.	No, I'm not.
Are you eating?	Yes, you are.	No, you aren't.
Is he eating?	Yes, he is.	No, he isn't.
Is she eating?	Yes, she is.	No, she isn't.
Is it eating?	Yes, it is.	No, it isn't.
Are we eating?	Yes, we are.	No, we aren't.
Are you eating?	Yes, you are.	No, you aren't.
Are they eating?	Yes, they are.	No, they aren't.

Expresa lo que está ocurriendo en el momento de hablar o en el periodo de tiempo presente.

- **Afirmativa:** sujeto + **am / is / are** + un verbo terminado en **-ing**.

They are visiting the city.
(Están visitando la ciudad.)

En los siguientes casos, hay que fijarse en estas reglas ortográficas para añadir **-ing**:

- Si acaba en **e** muda, se pierde la **e**:
live - living
- Si es de 1 sílaba y acaba en **1** vocal + **1** consonante que no sea **w** o **x**, se dobla esta consonante:
run - running sit - sitting
- Si es de 2 sílabas y tiene el acento en la última, se dobla la última consonante:
refer - referring begin - beginning

- Si acaba en **l**, se dobla esa letra:

travel - travelling

- Si acaba en **ie**, se cambia **ie** por una **y**:

lie - lying die - dying

- **Negativa:** sujeto + **am / is / are** + la partícula **not** o la contracción **n't** (que se puede añadir a **is** y a **are**, pero no a **am**) + un verbo terminado en **-ing**. En conversación suele usarse la forma contraída.

We aren't sitting in a kayak.

(No estamos sentados en un kayak.)

- **Interrogativa:** **Am / Is / Are** + sujeto + un verbo terminado en **-ing**.

Is she sleeping at the moment?

(¿Ella está durmiendo en este momento?)

- **Respuestas breves:** se pone el pronombre personal sujeto + el verbo **to be**, sin contraer en afirmativa o contraído en negativa.

Are you walking in the forest? Yes, I am. / No, I'm not. (¿Estás andando por el bosque? Sí. / No.)

- El **Present Continuous** se suele usar para describir fotos, ya que se habla de la escena como si fuera algo que está ocurriendo ahora.

In the picture, there is a man. He is sitting on a chair. (En la fotografía hay un hombre. Está sentado en una silla.)

- Con el **Present Continuous** se suelen usar las siguientes expresiones temporales: **now** (ahora), **at the moment** (en este momento), **right now** (justo ahora, ahora mismo), **today** (hoy), **these days** (hoy en día), **this week** (esta semana), etc. Todas pueden ir al principio o al final de la frase, pero se suelen poner al final.
I am buying a bus ticket now.
(Estoy comprando un billete de autobús ahora.)

Contraste Present Simple / Present Continuous

El **Present Simple** expresa hábitos, mientras que el **Present Continuous** indica lo que está ocurriendo en el momento de hablar.

I usually study at home, but today I'm studying at my friend's house. (Normalmente estudio en casa, pero hoy estoy estudiando en casa de mi amigo.)

Los verbos "estáticos"

Los verbos estáticos se utilizan para expresar gustos, sentimientos y deseos, actividades de la mente, posesión y percepción. Se refieren a estados en lugar de a acciones, por lo que no se suelen utilizar con el **Present Continuous**.

She wants to go to Mexico.

(Ella quiere ir a México.)

I don't know the answer.

(No sé la respuesta.)

Unit 5

can

I can play	I cannot play	I can't play
You can play	You cannot play	You can't play
He can play	He cannot play	He can't play
She can play	She cannot play	She can't play
It can play	It cannot play	It can't play
We can play	We cannot play	We can't play
You can play	You cannot play	You can't play
They can play	They cannot play	They can't play

Can I play?	Yes, I can.	No, I can't.
Can you play?	Yes, you can.	No, you can't.
Can he play?	Yes, he can.	No, he can't.
Can she play?	Yes, she can.	No, she can't.
Can it play?	Yes, it can.	No, it can't.
Can we play?	Yes, we can.	No, we can't.
Can you play?	Yes, you can.	No, you can't.
Can they play?	Yes, they can.	No, they can't.

El verbo modal *can* significa "saber" o "poder".

Afirmativa: sujeto + *can* + verbo en la forma base.
Como es un verbo modal, no se añade -s en la 3ª persona del singular.

(Sé jugar al voleibol.)

Negativa: sujeto + *cannot* o la contracción *can't* + verbo en la forma base.

(Mi hermano no sabe / puede montar en bici.)

Interrogativa: *Can* + sujeto + verbo en la forma base.

(¿Puedes lanzarme la pelota?)

Respuestas breves: se pone el pronombre personal sujeto + *can* o *can't*.

(¿Saben nadar? Sí. / No.)

Los usos del verbo *can*

Habilidad o capacidad para hacer algo: "saber"	<i>I can speak Spanish.</i> (Sé hablar español.)
Posibilidad de hacer algo: "poder"	<i>I can meet you tomorrow.</i> (Puedo quedar contigo mañana.)
Petición de permiso o favores: "poder"	<i>Can you close the door?</i> (¿Puedes cerrar la puerta?)

Los adverbios de modo

bad	malo/a	badly	mal
slow	lento/a	slowly	despacio
quick	rápido/a	quickly	deprisa, rápidamente
careful	cuidadoso/a	carefully	con cuidado, cuidadosamente
easy	fácil	easily	con facilidad, fácilmente
quiet	callado/a	quietly	en silencio, sin hacer ruido
clear	claro/a	clearly	con claridad, claramente
generous	generoso/a	generously	generosamente
regular	regular	regularly	regularmente
good	bueno/a	well	bien
hard	duro/a, difícil	hard	duramente, mucho; fuerte
fast	rápido/a	fast	deprisa, rápidamente
high	alto/a	high	a gran altura, alto
far	lejano/a	far	lejos

Los adverbios de modo modifican a los verbos, ya que describen la forma en que se realiza la acción. Con ellos se responde a las preguntas que comienzan por *How ...?* (¿Cómo...?).

La mayoría son regulares y se forman añadiendo la terminación *-ly* al adjetivo correspondiente.

(Ellos andan despacio.)

(Él levanta pesas fácilmente.)

Pero también hay adverbios irregulares, como los cinco últimos de la tabla anterior.

(Ella corre deprisa.)

must

Afirmativa	Negativa
I must run	I mustn't run
You must run	You mustn't run
He must run	He mustn't run
She must run	She mustn't run
It must run	It mustn't run
We must run	We mustn't run
You must run	You mustn't run
They must run	They mustn't run

El verbo modal **must** en afirmativa significa "deber" y expresa la obligación o la necesidad grande de hacer algo.

En negativa, en cambio, tiene un significado totalmente distinto: expresa prohibición, que algo no está permitido o que no se debe hacer porque no es conveniente o correcto.

Además, tanto en afirmativa como en negativa, también puede utilizarse para dar consejos.

- **Afirmativa:** sujeto + **must** + verbo en la forma base. Como también es un verbo modal, no se añade -s en la 3ª persona del singular.

You must study hard for the exam.

(Debes estudiar mucho para el examen.)

A veces se usa **must** para recomendar algo. En este caso, se suele traducir por "tener que".

You must go to the new swimming pool. It's great!
(Tienes que ir a la piscina nueva. ¡Es genial!)

- **Negativa:** sujeto + **mustn't** + verbo en la forma base.

You mustn't kick the basketball. (No debes darle patadas al balón de baloncesto.) [está prohibido]

You mustn't shout at the other players. (No debes gritar a los otros jugadores.) [no es correcto]

- **Interrogativa:** **Must** + sujeto + verbo en la forma base. En este caso, **must** expresa obligación o necesidad, aunque este verbo modal no se suele usar en la forma interrogativa.

Must I bring water?

(¿Debo llevar agua?)

- **Respuestas breves:** se pone el pronombre personal sujeto + **must**.

Must you leave now? Yes, I must.

(¿Debes irte ahora? Sí.)

should

Afirmativa	Negativa
I should try	I shouldn't try
You should try	You shouldn't try
He should try	He shouldn't try
She should try	She shouldn't try
It should try	It shouldn't try
We should try	We shouldn't try
You should try	You shouldn't try
They should try	They shouldn't try

Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Should I try?	Yes, I should .	No, I shouldn't .
Should you try?	Yes, you should .	No, you shouldn't .
Should he try?	Yes, he should .	No, he shouldn't .
Should she try?	Yes, she should .	No, she shouldn't .
Should it try?	Yes, it should .	No, it shouldn't .
Should we try?	Yes, we should .	No, we shouldn't .
Should you try?	Yes, you should .	No, you shouldn't .
Should they try?	Yes, they should .	No, they shouldn't .

- **Afirmativa:** sujeto + **should** + verbo en la forma base. Como es un verbo modal, no se añade -s en la 3ª persona del singular.

You should act in that film.

(Deberías actuar en esa película.)

- **Negativa:** sujeto + **shouldn't** + verbo en la forma base.

Ships shouldn't sail on Friday.

(Los barcos no deberían zarpar en viernes.)

- **Interrogativa:** **Should** + sujeto + verbo en la forma base.

Should I be worried? (¿Debería estar preocupado?)

- **Respuestas breves:** se pone el pronombre personal sujeto + **should** o **shouldn't**.

*Should we believe in bad luck? Yes, we **should**.*

*No, we **shouldn't**.*

(¿Deberíamos creer en la mala suerte? Sí. / No.)

Los usos de should

Dar consejos *You **should** go now. It's late.*
(Deberías irte ya. Es tarde.)

Decir lo que se debería o no hacer *They **shouldn't** shout here.*
(No deberían gritar aquí.)

El imperativo

Al hablar de normas o reglas (como por ejemplo las reglas de un juego o deporte), se suele usar el modo imperativo. También se usa para dar órdenes o instrucciones. Recuerda que en las frases en imperativo no hay sujeto.

Use a helmet.
(Usa casco.)

Come here now!
(¡Ven aquí ahora!)

Unit 6

El comparativo

Para comparar dos cosas, animales o personas se utilizan los adjetivos en grado comparativo.

- El comparativo de **superioridad** (más... que) se usa para comparar dos cosas, animales o personas cuando una supera a la otra en algún aspecto. Para formarlo hay que fijarse en la longitud del adjetivo:

1. Si tiene 1 sílaba, o 2 y termina en **y**, el adjetivo se considera corto y se le añade la terminación **-er**.

Detrás se pone la partícula **than**.

*A crocodile is **bigger than** a lizard.*

(Un cocodrilo es más grande que un lagarto.)

En los siguientes casos, el adjetivo cambia al añadirle **-er**:

- Si tiene 1 sílaba y acaba en 1 vocal + 1 consonante, se dobla esa consonante:

thin - thinner big - bigger

- Si tiene 2 sílabas y acaba en consonante + **y**, se cambia la **y** por una **i**:

crazy - crazier lucky - luckier

- Si acaba en **l**, se duplica esa letra:

cruel - crueller

- Si acaba en **e** muda, solo se añade **-r**:

nice - nicer

2. Si tiene 2 sílabas o más, el adjetivo se considera largo y la comparativa se forma con **more** + adjetivo + **than**.

*Wolves are **more dangerous than** zebras.*

(Los lobos son más peligrosos que las cebras.)

- El comparativo de **igualdad** se forma usando **(not) as** + adjetivo + **as** ((no) tan... como).

*Mosquitoes **aren't as colourful as** butterflies.*

(Los mosquitos no son tan coloridos como las mariposas.)

- El comparativo de **inferioridad** se forma con **less** + adjetivo + **than** (menos... que).

*Chimpanzees are **less frightening than** gorillas.*

(Los chimpancés dan menos miedo que los gorilas.)

El superlativo

- Se usa para comparar más de dos cosas, animales o personas y decir que una destaca sobre las demás. También hay que tener en cuenta la longitud del adjetivo:

1. Si es corto, se pone delante **the** y se le añade la terminación **-est** según las mismas reglas que para formar el comparativo con **-er**.

*This is **the cheapest** necklace in the shop.*

(Este es el collar más barato de la tienda.)

2. Si es largo, se pone delante **the most**.

*This forest is **the most pleasant** place I know.*

(Este bosque es el lugar más agradable que conozco.)

- El superlativo puede ir seguido de las preposiciones **in, of** y **on**.

*Spring is **the most colourful** season **of** the year.*

(La primavera es la estación más colorida del año.)

- Para indicar que alguien o algo es inferior que el resto en algún aspecto se utiliza la estructura **the least** + adjetivo.

*Deserts are **the least noisy** places in the world.*

(Los desiertos son los lugares menos ruidosos del mundo.)

Los adjetivos irregulares

Al no seguir ninguna regla, hay que aprender sus formas comparativa y superlativa de memoria.

Adjetivo	Comparativo	Superlativo
good (bueno/a)	better	best
bad (malo/a)	worse	worst
far (lejano/a)	farther / further	farthest / furthest
little (poco/a)	less	least

Unit 7

There was / There were

	Contables	No contables
Afirmativa	<i>There was a house. There were rooms.</i>	<i>There was rubbish.</i>
Negativa	<i>There wasn't a toilet. There weren't beds.</i>	<i>There wasn't tea.</i>
Interrogativa	<i>Was there a fridge? Were there tables?</i>	<i>Was there money?</i>
Respuestas breves	<i>Yes, there was. / No, there wasn't. Yes, there were. / No, there weren't.</i>	

- Afirmativa:** **There was** va seguido de nombres contables en singular o no contables. **There were** va seguido de nombres contables en plural. Son las formas de pasado de **There is** y **There are** y, por lo tanto, significan "Había..." o "Hubo..."

- Negativa:** **There was / There were** + la partícula **not** (**There was not / There were not**) o la contracción **n't** (**There wasn't / There weren't**).

- Interrogativa:** las preguntas empiezan por **Was / Were** + **there**.

- Respuestas breves:** se vuelve al orden normal y en la negativa se usan las formas contraídas.

El verbo *to be* en pasado

Afirmativa	Negativa	Forma contraída
I was	I was not	I wasn't
You were	You were not	You weren't
He was	He was not	He wasn't
She was	She was not	She wasn't
It was	It was not	It wasn't
We were	We were not	We weren't
You were	You were not	You weren't
They were	They were not	They weren't

Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Was I ...?	Yes, I was.	No, I wasn't.
Were you ...?	Yes, you were.	No, you weren't.
Was he ...?	Yes, he was.	No, he wasn't.
Was she ...?	Yes, she was.	No, she wasn't.
Was it ...?	Yes, it was.	No, it wasn't.
Were we ...?	Yes, we were.	No, we weren't.
Were you ...?	Yes, you were.	No, you weren't.
Were they ...?	Yes, they were.	No, they weren't.

El pasado del verbo *to be* se utiliza para describir o contar hechos pasados.

- **Afirmativa:** sujeto + *was / were*. Se utiliza *was* para la 1ª y 3ª persona del singular, y *were* para las demás.

The tomatoes were green.
(Los tomates estaban verdes.)

- **Negativa:** sujeto + *was / were* + la partícula *not* o la contracción *n't*. En conversación suele usarse la forma contraída.

The fizzy drink wasn't cold.
(El refresco no estaba frío.)

- **Interrogativa:** *Was / Were* + sujeto.

Was the Thanksgiving dinner good?
(¿Estaba buena la cena de Acción de Gracias?)

- **Respuestas breves:** se pone el pronombre personal sujeto + *was / were* o *wasn't / weren't*.

Were the children quiet? Yes, they were. / No, they weren't. (¿Los niños estaban callados? Sí. / No.)

- Para indicar en qué momento ocurrió la acción, las oraciones en pasado suelen llevar las siguientes expresiones temporales: las que llevan *ago* (hace) al final de la expresión, *last night / week / month / year* (anoche, la semana pasada, el mes / año pasado), *yesterday* (ayer), *in the past* (en el pasado), *at* + una hora, *in* + un año, *on* + día de la semana o fecha, etc. Todas pueden ir al principio o al final de la frase, pero se suelen poner al final.

Two days ago, I was at a party.
(Hace dos días, estuve en una fiesta.)
The tomato soup wasn't hot last night.
(La sopa de tomate no estaba caliente anoche.)

Los adverbios de intensidad

very	muy
really	muy
quite	bastante, muy
not at all	nada, en absoluto
fairly	bastante
reasonably	bastante; razonablemente
slightly	ligeramente, un poco
completely	completamente

Van delante de otros adverbios o de adjetivos y matizan su significado dando una idea de mayor o menor intensidad.

The man was very strange.

(El hombre era muy extraño.)

The films were quite enjoyable.

(Las películas eran bastante entretenidas.)

Unit 8

El Past Simple

Afirmativa	Negativa	Forma contraída
I washed	I did not wash	I didn't wash
You washed	You did not wash	You didn't wash
He washed	He did not wash	He didn't wash
She washed	She did not wash	She didn't wash
It washed	It did not wash	It didn't wash
We washed	We did not wash	We didn't wash
You washed	You did not wash	You didn't wash
They washed	They did not wash	They didn't wash

Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Did I wash ...?	Yes, I did.	No, I didn't.
Did you wash ...?	Yes, you did.	No, you didn't.
Did he wash ...?	Yes, he did.	No, he didn't.
Did she wash ...?	Yes, she did.	No, she didn't.
Did it wash ...?	Yes, it did.	No, it didn't.
Did we wash ...?	Yes, we did.	No, we didn't.
Did you wash ...?	Yes, you did.	No, you didn't.
Did they wash ...?	Yes, they did.	No, they didn't.

- **Afirmativa:** se forma añadiendo *-ed* a los verbos regulares y es igual en todas las personas.

Bill Gates created Microsoft.
(Bill Gates creó Microsoft.)

En los siguientes casos, hay que fijarse en estas reglas ortográficas para añadir *-ed*:

- Si es de 1 sílaba y acaba en 1 vocal + 1 consonante que no sea *w* o *x*, se dobla esta consonante:

stop - stopped *plan - planned*

- Si es de 2 sílabas y tiene el acento en la última, se dobla la última consonante:
major - majored jump - jumped

- Si acaba en **l**, se dobla esa letra:
travel - travelled

- Si acaba en consonante + **y**, se cambia la **y** por una **i**:
copy - copied try - tried

- Si acaba en **e** muda, solo se añade **-d**:
bake - baked live - lived

Los verbos irregulares no siguen ninguna regla y, por eso, hay que aprender de memoria sus formas de pasado. En las páginas 106-107 hay una lista, y estos son algunos de los más comunes:

see	saw	ver
hear	heard	oír
read	read	leer
go	went	ir
begin	began	empezar
have	had	tener

- **Negativa:** sujeto + **did not** o **didn't** + un verbo en la forma base.
Sue didn't receive the letter.
(Ella no recibió la carta.)

- **Interrogativa:** **Did** + sujeto + un verbo en la forma base.
Did she go to the party?
(¿Ella fue a la fiesta?)

- **Respuestas breves:** se pone el pronombre personal sujeto + **did** o **didn't**.

Did Picasso paint that picture? Yes, he did. / No, he didn't. (¿Picasso pintó ese cuadro? Sí. / No.)

Los usos del Past Simple

Expresar acciones pasadas	<i>The architect designed that house.</i> (El arquitecto diseñó esa casa.)
Decir qué se hizo en un momento concreto	<i>We received a letter yesterday.</i> (Recibimos una carta ayer.)
Contar acciones pasadas consecutivas	<i>I helped my friend. Then I went home.</i> (Ayudé a mi amiga. Luego me fui a casa.)
Contar cómo eran las cosas en otro tiempo	<i>In the past, postmen had more work.</i> (En el pasado, los carteros tenían más trabajo.)

Con el **Past Simple** se suelen usar estas expresiones temporales: las que llevan **ago** (hace) al final de la expresión, **last night / week / year** (anoche, la semana pasada, el año pasado), **at** + una hora, **on** + un día o una fecha, **in** + un año, **in the past** (en el pasado), **yesterday** (ayer), etc. Pueden ir al principio o al final de la frase, pero se suelen poner al final.

The athlete won a medal four years ago.
(La atleta ganó una medalla hace cuatro años.)

He created his company in 1989.
(Él creó la empresa en 1989.)

Los pronombres personales objeto

me	me (a mí)
you	te (a ti), lo, la, le, se (a usted)
him	lo, le, se (a él)
her	la, le, se (a ella)
it	lo, la (una cosa)
us	nos (a nosotros/as)
you	os (a vosotros/as), los, las, les (a ustedes)
them	los, las, les, se (a ellos/as)

- Hacen las funciones de objeto, es decir, de complemento directo, indirecto o preposicional.

I met him last month.
(Lo / Le conocí el mes pasado.)

They gave me a present yesterday.
(Me dieron un regalo ayer.)

I sang for them.
(Canté para ellos.)

- Si en la frase hay un complemento directo y otro indirecto en su forma de pronombre, se ponen en este orden: CD + preposición + CI.

I needed a book about art and I gave it to her.
(Sue necesitaba un libro sobre arte y yo se lo di.)

Unit 9

El futuro con *be going to*

Afirmativa	Forma contraída
I am going to run	I'm going to run
You are going to run	You're going to run
He is going to run	He's going to run
She is going to run	She's going to run
It is going to run	It's going to run
We are going to run	We're going to run
You are going to run	You're going to run
They are going to run	They're going to run

Negativa y forma contraída

I am not / I'm not going to run
You are not / You aren't / You're not going to run
He is not / He isn't / He's not going to run
She is not / She isn't / She's not going to run
It is not / It isn't / It's not going to run
We are not / We aren't / We're not going to run
You are not / You aren't / You're not going to run
They are not / They aren't / They're not going to run

Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Am I going to run?	Yes, I am.	No, I'm not.
Are you going to run?	Yes, you are.	No, you aren't.
Is he going to run?	Yes, he is.	No, he isn't.
Is she going to run?	Yes, she is.	No, she isn't.
Is it going to run?	Yes, it is.	No, it isn't.
Are we going to run?	Yes, we are.	No, we aren't.
Are you going to run?	Yes, you are.	No, you aren't.
Are they going to run?	Yes, they are.	No, they aren't.

Significa "ir a" + infinitivo.

- **Afirmativa:** sujeto + *to be* en presente + *going to* + verbo en la forma base.
He is going to see a film.
(Él va a ver una película.)
- **Negativa:** sujeto + *to be* en presente + *not (n't)* + *going to* + verbo en la forma base.
They aren't going to go shopping.
(No van a ir de compras.)
- **Interrogativa:** *to be* en presente + sujeto + *going to* + verbo en la forma base.
Is she going to buy new shoes?
(¿Ella va a comprar zapatos nuevos?)
- **Respuestas breves:** se pone el pronombre personal sujeto + el verbo *to be*, sin contraer en afirmativa o contraído en negativa.
Are you going to wear jeans? Yes, I am. / No, I'm not. (¿Vas a llevar / ponerte vaqueros? Sí. / No.)

Los usos del futuro con *be going to*

Hablar de intenciones, planes o decisiones *I'm going to visit Ireland.*
(Voy a visitar Irlanda.)

Expresar lo que va a suceder porque vemos indicios de ello *I am very tired. I am going to sleep late.*
(Estoy muy cansada. Voy a levantarme tarde.)

- Con *be going to* se suelen usar las siguientes expresiones temporales: *later* (más tarde, luego), *soon* (pronto, dentro de poco), *this afternoon / evening* (esta tarde), *tonight* (esta noche), *tomorrow* (mañana), *in* + un año, *next week / month / year* (la semana / el mes / el año que viene / próximo/a), *in the future* (en el futuro), *on* + un día de la semana o fecha, etc.
Todas pueden ir al principio o al final de la frase, pero se suelen poner al final.
I am going to meet friends later.
(Voy a quedar con amigos luego.)
Next month, I'm going to go to the amusement park.
(El mes que viene, voy a ir al parque de atracciones.)

El *Present Continuous* con valor de futuro

- El *Present Continuous* (como ya se ha visto en la unidad 4) se usa para expresar lo que está ocurriendo en el momento de hablar. Se forma con *to be* + un verbo terminado en *-ing*, y se deben seguir unas reglas ortográficas para añadir correctamente esa terminación (*It's raining*, *She is living*, etc.).
- Pero, además, el *Present Continuous* tiene "valor de futuro", porque se usa para anunciar acciones fijadas con antelación que ocurrirán en el futuro cercano.
I am visiting my friend in hospital tomorrow.
(Visito / Visitaré a mi amigo en el hospital mañana.)
- La diferencia con el *Present Continuous* normal está en que el que tiene valor de futuro debe llevar una expresión temporal de futuro que indique cuándo va a ocurrir la acción: *this afternoon / evening* (esta tarde), *on* + un día de la semana o una fecha, *in* + un mes o un año, *next week / month* (la semana / el mes que viene / próximo/a), *at* + una hora, *tomorrow* (mañana), *in ten minutes* (dentro de diez minutos), etc.
The library is opening in one hour.
(La biblioteca abre / abrirá en una hora.)
- La diferencia con *be going to* es que no se trata solo de una intención, sino de algo que va a ocurrir con toda seguridad porque ya se ha fijado de antemano. Con este valor se usan principalmente los verbos de movimiento.
She is coming to church with us next Sunday.
(Ella viene / vendrá a la iglesia con nosotros el próximo domingo.) [ya han quedado, es seguro]

El futuro con *will*

Afirmativa	Forma contraida
I will expect	I'll expect
You will expect	You'll expect
He will expect	He'll expect
She will expect	She'll expect
It will expect	It'll expect
We will expect	We'll expect
You will expect	You'll expect
They will expect	They'll expect

Negativa	Forma contraida
I will not expect	I won't expect
You will not expect	You won't expect
He will not expect	He won't expect
She will not expect	She won't expect
It will not expect	It won't expect
We will not expect	We won't expect
You will not expect	You won't expect
They will not expect	They won't expect

Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Will I expect ...?	Yes, I will .	No, I won't .
Will you expect ...?	Yes, you will .	No, you won't .
Will he expect ...?	Yes, he will .	No, he won't .
Will she expect ...?	Yes, she will .	No, she won't .
Will it expect ...?	Yes, it will .	No, it won't .
Will we expect ...?	Yes, we will .	No, we won't .
Will you expect ...?	Yes, you will .	No, you won't .
Will they expect ...?	Yes, they will .	No, they won't .

- **Afirmativa:** sujeto + el auxiliar *will* + verbo en la forma base. Es igual en todas las personas. En la conversación, *will* se contrae con el sujeto ('I) y se pronuncia como una sola "I".

We will win the match. (Ganaremos el partido.)

- **Negativa:** sujeto + *will* + la partícula *not* (o la contracción *won't*) + verbo en la forma base.

They won't score another goal. (No marcarán otro gol.)

- **Interrogativa:** *Will* + sujeto + verbo en la forma base.

Will Jess play today? (¿Jess jugará hoy?)

- **Respuestas breves:** se pone el pronombre personal sujeto + *will* o *won't*.

Will the glaciers melt? Yes, they *will*. / No, they *won't*.

(¿Se derretirán los glaciares? Sí. / No.)

Los usos del futuro con *will*

Anunciar acciones o hechos futuros	<i>Messi will score a goal.</i> (Messi marcará un gol.)
Predecir lo que se cree que ocurrirá	<i>I think it will rain tomorrow.</i> (Creo que lloverá mañana.)
Expresar decisiones repentinas	<i>It's cold. I'll take a coat.</i> (Hace frío. Cogeré un abrigo.)

- Con *will* se suelen usar expresiones temporales como *later* (más tarde, luego), *soon* (pronto, dentro de poco), *in an hour* (dentro de una hora), *tomorrow* (mañana), *next month / year* (el mes / año que viene / próximo), etc. También se usan otras que indican un futuro lejano: *in ten years* (dentro de diez años), *in* + un año, *one day* (algún día), *in the future* (en el futuro), etc. Todas pueden ir al principio o al final de la frase, pero se suelen poner al final.

One day, I will become a referee.
(Algún día llegaré a ser árbitro.)

Irregular Verb List

BASE FORM (V1)	PAST SIMPLE (V2)	PAST PARTICIPLE (V3)	CASTELLANO
be /bi:/	was/were /wɒz/wɜ:/	been /bi:n/	ser, estar
beat /bit/	beat /bit/	beaten /'bi:tən/	golpear
become /br'kʌm/	became /br'keɪm/	become /br'kʌm/	llegar a ser, convertirse
begin /br'gɪn/	began /br'gæn/	begun /br'gʌn/	empezar
bend /bend/	bent /bent/	bent /bent/	doblar(se)
bet /bet/	bet /bet/	bet /bet/	apostar
bite /baɪt/	bit /bit/	bitten /'bɪtən/	morder
bleed /bli:d/	bled /bled/	bled /bled/	sangrar
blow /bləʊ/	blew /blu:/	blown /bləʊn/	soplar
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	romper
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	traer
build /bɪld/	built /bɪlt/	built /bɪlt/	construir
burn /bɜ:n/	burnt/burned /bɜ:nt/bɜ:nd/	burnt/burned /bɜ:nt/bɜ:nd/	quemar
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	comprar
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	coger, agarrar
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzn/	elegir
come /kʌm/	came /keɪm/	come /kʌm/	venir
cost /kɒst/	cost /kɒst/	cost /kɒst/	costar
cut /kʌt/	cut /kʌt/	cut /kʌt/	cortar
dig /dɪg/	dug /dʌg/	dug /dʌg/	cavar
do /du:/	did /dɪd/	done /dʌn/	hacer
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	dibujar
dream /dri:m/	dreamt/dreamed /dremt/dri:md/	dreamt/dreamed /dremt/dri:md/	soñar
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	beber
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/	conducir
eat /i:t/	ate /eɪt/	eaten /'i:tən/	comer
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	caer(se)
feed /fi:d/	fed /fed/	fed /fed/	alimentar
feel /fi:l/	felt /felt/	felt /felt/	sentir(se)
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	luchar, pelear
find /faɪnd/	found /faʊnd/	found /faʊnd/	encontrar
fly /flaɪ/	flew /flu:/	flown /fləʊn/	volar
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	olvidar
forgive /fə'gɪv/	forgave /fə'gɛv/	forgiven /fə'gɪvn/	perdonar
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzn/	congelar(se)
get /get/	got /gɒt/	got /gɒt/	conseguir; llegar
give /gɪv/	gave /geɪv/	given /'gɪvn/	dar
go /gəʊ/	went /went/	gone /gɒn/	ir
grow /grəʊ/	grew /gru:/	grown /grəʊn/	crecer; cultivar
hang /hæŋ/	hanged/hung /hæŋd/hʌŋ/	hanged/hung /hæŋd/hʌŋ/	colgar
have /hæv/	had /hæd/	had /hæd/	tener; haber
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	oír
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/	esconder(se)
hit /hɪt/	hit /hɪt/	hit /hɪt/	golpear, pegar
hold /həʊld/	held /held/	held /held/	sujetar
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	herir, hacer daño; doler
keep /ki:p/	kept /kept/	kept /kept/	guardar, mantener
know /nəʊ/	knew /nju:/	known /nəʊn/	saber, conocer

BASE FORM (V1)	PAST SIMPLE (V2)	PAST PARTICIPLE (V3)	CASTELLANO
lay /leɪ/	laid /leɪd/	laid /leɪd/	poner; extender
lead /li:d/	led /led/	led /led/	guiar, conducir
learn /lɜ:n/	learnt/learned /lɜ:nt/lɜ:nd/	learnt/learned /lɜ:nt/lɜ:nd/	aprender
leave /li:v/	left /left/	left /left/	dejar; irse, salir
lend /lend/	lent /lent/	lent /lent/	prestar
let /let/	let /let/	let /let/	permitir, dejar
lie /laɪ/	lay /leɪ/	lain /leɪn/	tumbarse, echarse
lie /laɪ/ (regular verb)	lied /laɪd/	lied /laɪd/	mentir
light /laɪt/	lit /lɪt/	lit /lɪt/	encender
lose /lu:z/	lost /lɒst/	lost /lɒst/	perder
make /meɪk/	made /meɪd/	made /meɪd/	hacer, fabricar
mean /mi:n/	meant /ment/	meant /ment/	significar, querer decir
meet /mi:t/	met /met/	met /met/	conocer a; quedar con
pay /peɪ/	paid /peɪd/	paid /peɪd/	pagar
put /pʊt/	put /pʊt/	put /pʊt/	poner
read /ri:d/	read /red/	read /red/	leer
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/	montar
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/	llamar (por teléfono)
rise /raɪz/	rose /rəʊz/	risen /'rɪzn/	elevarse, alzarse
run /rʌn/	ran /ræn/	run /rʌn/	correr
say /seɪ/	said /sed/	said /sed/	decir
see /si:/	saw /sɔ:/	seen /si:n/	ver
sell /sel/	sold /səʊld/	sold /səʊld/	vender
send /send/	sent /sent/	sent /sent/	enviar
set /set/	set /set/	set /set/	colocar
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/	agitar
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/	brillar
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/	disparar
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/	mostrar, enseñar
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/	cerrar
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	cantar
sink /sɪŋk/	sank /sæŋk/	sunk /sʌŋk/	hundirse
sit /sɪt/	sat /sæt/	sat /sæt/	sentarse
sleep /sli:p/	slept /slept/	slept /slept/	dormir(se)
smell /smel/	smelt/smelled /smelt/smeld/	smelt/smelled /smelt/smeld/	oler
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/	hablar
spell /spel/	spelt/spelled /spelt/speld/	spelt/spelled /spelt/speld/	deletrear
spend /spend/	spent /spent/	spent /spent/	gastar; pasar (tiempo)
stand /stænd/	stood /stʊd/	stood /stʊd/	estar de pie
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/	robar
stick /stɪk/	stuck /stʌk/	stuck /stʌk/	pegar
sweep /swi:p/	swept /swept/	swept /swept/	barrer
swim /swɪm/	swam /swæm/	swum /swʌm/	nadar
take /teɪk/	took /tʊk/	taken /'teɪkən/	coger; llevar
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/	enseñar
tear /teə/	tore /tɔ:/	torn /tɔ:n/	romper, desgarrar
tell /tel/	told /təʊld/	told /təʊld/	decir, contar
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/	pensar
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/	tirar; lanzar
understand /ʌnde'stænd/	understood /ʌnde'stʊd/	understood /ʌnde'stʊd/	comprender, entender
wake up /weɪk 'ʌp/	woke up /wəʊk 'ʌp/	woken up /wəʊkən 'ʌp/	despertar(se)
wear /weə/	wore /wɔ:/	worn /wɔ:n/	llevar puesto; ponerse
win /wɪn/	won /wʌn/	won /wʌn/	ganar
write /raɪt/	wrote /rəʊt/	written /'rɪtn/	escribir