



ENGLISH

SCHOOL: "NTA. SRA. DE LA MERCED"

CLASS: 2^o

NAME:

TEACHER:

2021

Grammar Subject pronouns

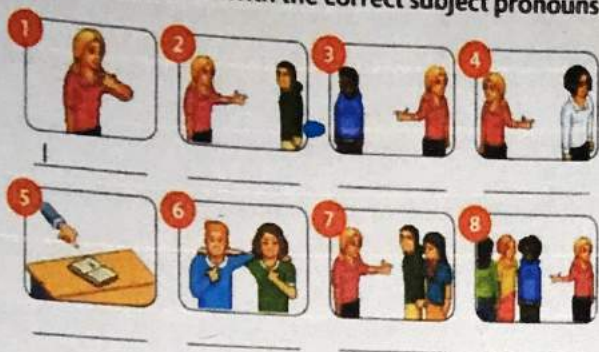
1 Read the examples. Then study the subject pronouns in the table.

I'm Tom.

We're Brook and Marissa.

Subject pronouns	
Singular	Plural
I	we
you	you
he / she / it	they

2 Label the pictures with the correct subject pronouns.



Focus Grammar: I
The subject pronoun **I** always has a capital letter.
You are twelve and I am thirteen.

Grammar

Verb be: affirmative and negative

3 Read the examples. Then complete the tables with the correct forms of the verb **be**.

She's Jessica.

Verb be: Affirmative

Subject pronoun	Full form	Short form
I	am	1 'm _____
you (singular and plural)	2 _____	're
he / she / it	3 _____	's
we	are	4 _____
they	5 _____	're

It **isn't** morning.

Verb be: Negative

Subject pronoun	Full form	Short form
I	am not	6 'm not _____
you (singular and plural)	7 _____	aren't
he / she / it	is not	8 _____
we	9 _____	aren't
they	are not	10 _____

Focus Grammar: Verb be for ages

We use the verb **be** for ages.

I am twelve.

He is ten years old.

4 Choose the correct words to complete the conversation.



Matt: Hi, Ben! I ¹ **am** / 's here for the meeting.

You ² **are** / 's here for it, too, right?

Ben: Yes, but the new students ³ **aren't** / **isn't** here.

Matt: The meeting ⁴ **am** / **is** at 8 a.m. What time is it?

Ben: Oh, no! It ⁵ **isn't** / 'm 8 a.m. It ⁶ **are** / 's 8.30.

We ⁷ **am** / 're late!

5 Complete the affirmative (✓) and negative (X) sentences with the correct forms of the verb **be**.

1 You aren't in the English class. X

2 We _____ good students. ✓

3 Maria _____ eleven. ✓

4 Juan _____ at school today. X

5 The students _____ in the classroom. X

6 It _____ 9.30 a.m. ✓



Get together

Work in a group. Make sentences with subject pronouns and the verb **be**.

I'm Carlos. I'm not Pablo.

We are students in Class 4E.

It's Tuesday.

It's a pen.

You're thirteen.

Tuesdays are boring!

Get going

1 Look at the photos. Who are the two people?



- a teachers
- b students from one school
- c friends at different schools

2 **27** Read and listen to the conversation. Write Robin or Eliza next to the sentences below.

- 1 Tuesdays are rubbish! Robin _____
- 2 Spaghetti? It's disgusting! _____
- 3 Music is fantastic! _____

Vocabulary

Adjectives for likes and dislikes

3 Look at the photos and the adjectives for showing likes and dislikes. Choose the correct adjectives.



1 boring / delicious



2 brilliant / disgusting



3 interesting / rubbish



4 boring / disgusting



5 boring / brilliant



6 fantastic / rubbish



7 fantastic / terrible



8 terrible / delicious

Hi, Eliza. ☺

Hi, Robin. Are you OK?

No, I'm not. It's terrible Tuesday. ☹

Terrible Tuesday?!

Yeah, Tuesdays are boring.
☹ Are they boring for you?

No, they aren't. They're cool!
Music class is today! 🎵

Is the music teacher OK?

Yes, he is. Mr Cooper is brilliant. And spaghetti
🍝 is in the school café. It's delicious! ☺

No, it isn't! It's disgusting! ☹

4 **28** Listen and check. Then listen again and repeat.

5 Complete the table with adjectives from Exercise 3.

Adjectives to describe likes	Adjectives to describe dislikes
fantastic	

6 Choose the correct adjectives.

- 1 The book isn't interesting. It's boring / fantastic.
- 2 Jennifer Lawrence is a good actor. She's brilliant / rubbish.
- 3 My music teacher is great. Music class is interesting / terrible.
- 4 Pizza? Yes, please! It's delicious / boring!
- 5 'Five Seconds of Summer are rubbish.'
'No, they aren't - they're fantastic / delicious!'

7 Complete the sentences with the adjectives below.

brilliant delicious disgusting interesting rubbish

- 1 *Refugee Boy* isn't boring. The story is brilliant!
- 2 The pizza is great. It's _____!
- 3 The book is great. It's _____.
- 4 One Direction are a terrible pop group. The music is _____.
- 5 'Pasta?' 'No thanks - it's _____!'

Grammar Verb be: yes/no questions

1 Read the examples. Then complete the table with the correct forms of the verb be.

Are they boring for you?
Is the music teacher OK?

Verb be: yes/no questions	
1 Am _____	I boring?
2 _____	you in my class?
3 _____	he / she / it OK?
4 _____	we rubbish?
5 _____	you thirteen?
6 _____	they students?

2 Match the words to make questions.

1	Are	the pasta	a teacher?
	Is	you	delicious?

Are you a teacher?

2	Am	it	the morning?
	Is	I	in the English class?

3	Are	he	English books?
	Is	they	an actor?

Verb be: short answers

3 Read the examples. Then complete the table.

'Are they boring for you?' **No, they aren't.**

'Is your music teacher OK?' **Yes, he is!**

Verb be: Short answers	
Affirmative	Negative
Yes, I ¹ am _____.	No, I'm ² not _____.
Yes, ³ _____ are.	⁴ _____, you aren't.
Yes, he / ⁵ _____ / it is.	No, he / she / it ⁶ _____.
⁷ _____, we are.	No, we ⁸ _____.
Yes, they ⁹ _____.	No, ¹⁰ _____ aren't.

4 It's Joe's first day at King Henry VIII school in Liverpool. Choose the correct answers.



Joe: Excuse me. **Are** / Is you the music teacher?

Mr Tim: ²No / Yes, I'm not. I'm the English teacher.

³Am / Is it your first day at school?

Joe: Yes, it ⁴is / isn't.

Mr Tim: Are ⁵he / you in the music class?

Joe: Yes, I ⁶am / are. ⁷Aren't / Is it in room 203?

Mr Tim: No, it ⁸aren't / isn't. Music is in room 201.

5 Read the conversation between Joe and Mr Tim again. Write short answers for the questions.

1 Is Mr Tim the English teacher? Yes, he is.

2 Are Mr Tim and Joe students?

3 Is Joe in the music class? _____

4 Are you the music teacher, Mr Tim?

5 Mr Tim, Joe, are you at school?

6 Is the English class in room 201?

6 Now Joe is talking to two students, Emma and Harry. Complete his questions and their answers.

Joe: ¹ Are _____ you in my English class, Emma?

Emma: Yes, ² _____.

Joe: And ³ _____ Mr Tim your favourite teacher?

Emma: ⁴ _____ isn't! Mrs Bell is my favourite.

Joe: ⁵ _____ the paninis in the café OK?

Harry: Yes, ⁶ _____. They're delicious!

Joe: ⁷ _____ we late for English class?

Emma: ⁸ _____, we are!



Pairwork

Work with a partner. Complete the activity.

→ Student A:
go to page 78.

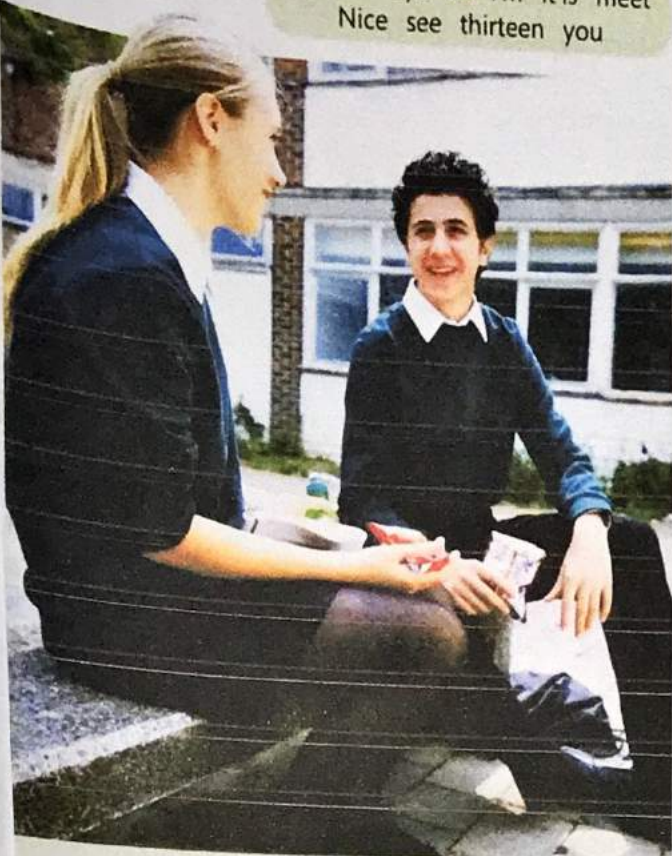
→ Student B:
go to page 92.

Introducing yourself

Practical English

- 1 Agustin is a new student at Hayworth School in Nottingham. Clare is introducing herself to him. Complete the conversation with the words below.

Agustin Bye Hi I'm it is meet
Nice see thirteen you



Clare: 1 Hi, 2 _____
Clare. Is it your first day at the school?
Agustin: Yes, 3 _____
Clare: **What's your name?**
Agustin: I'm 4 _____
Clare: Agustin? It's an interesting name. It's nice to 5 _____ you.
Agustin: 6 _____ to meet you, too.
Clare: **Where are you from?**
Agustin: I'm from Argentina.
Clare: Wow! Argentina is great! My friend Rocio is from Argentina, too! **How old are you?**
Agustin: I'm twelve. And 7 _____?
Clare: I'm 8 _____
Agustin: Are the teachers OK?
Clare: Yes, they are. The teachers are brilliant.
Agustin: Oh, good!
Clare: OK, 9 _____ you, Agustin.
Agustin: See you, Clare. 10 _____

- 2 **29** Listen and check.

- 3 Complete the mini-conversations with the **highlighted** phrases from Exercise 1.

1 Hi, I'm Max.
Nice to meet you, Max.
2 _____
I'm Carolina.
3 Nice to meet you.
4 _____
I'm from Chile.
5 _____
I'm thirteen.
6 See you, Lucas.
See you. _____

Listening

- 4 **30** Put the conversation in the correct order. Then listen and check.

_____ Matt: Chile? Brilliant! How old are you?
_____ Sofia: See you, Matt. Bye!
_____ Matt: Nice to meet you, too. Where are you from?
_____ Matt: I'm thirteen, too. See you, Sofia.
1 _____ Matt: Hi, I'm Matt. Is it your first day at the school?
_____ Sofia: I'm from Chile.
_____ Sofia: I'm thirteen. And you?
_____ Sofia: Yes, it is. I'm Sofia. Nice to meet you.

Focus

Pronunciation: The letter r

- 31** In English, we don't always pronounce the letter r. Listen to these words. In which words can you hear the r sound?

1 boring <input checked="" type="checkbox"/>	5 favourite <input type="checkbox"/>	9 word <input type="checkbox"/>
2 board <input checked="" type="checkbox"/>	6 thirteen <input type="checkbox"/>	10 write <input type="checkbox"/>
3 Argentina <input type="checkbox"/>	7 terrible <input type="checkbox"/>	
4 brilliant <input type="checkbox"/>	8 where <input type="checkbox"/>	

- 32** Listen to the words. Then listen again and repeat.

These words have the r sound.

brown group interesting rubbish

These words haven't got the r sound.

afternoon morning number teacher

- 33** Listen and repeat the sentences. Then practise saying them with a partner.

1 Mr Brown is my favourite teacher.
2 Mornings are terrible, but afternoons are really great!
3 The number three is my favourite number and the number thirteen is not!

All about me

Write to *Hello World* magazine! What are your likes? What are your dislikes? Tell us all about you!

A Abby, 12



Hi! I'm Abby, and I'm from the UK.

My favourite **pop star** is Ariana Grande. She's a brilliant singer. One **Direction** is NOT my favourite pop group. They're terrible! Bye!



B Pancho, 13



Hey! My name is Pancho, and I'm from **Argentina**. My favourite **food** is *asado* - it's delicious.



But ravioli is disgusting!



C Louisa, 13



Hello! I'm Louisa, and I'm from Australia. My favourite **days** of the week are Friday and Saturday. They're brilliant! Sundays and Mondays? They're terrible!



D David, 12



Hey! I'm David, and I'm from Uruguay. In my opinion, Lionel Messi is a brilliant football player. Ronaldo is rubbish - he isn't my favourite! See you!



My likes and dislikes

Project

Stage 1: Preparing

- Read Zac's poster. What is his second name? Complete the table.

Name:	Zac Richards
Age:	
From:	
Likes:	
Dislikes:	

Stage 2: Planning your project

- You are going to make a poster all about you.
- Make a table with your name, age, home town, and likes and dislikes.
- Think of adjectives to describe your likes and dislikes.

Name:	Alejandro Diaz
From:	Puerto Madryn
Age:	12
Likes:	chocolate – delicious Avicii – fantastic
Dislikes:	macaroni – disgusting Justin Bieber – terrible

Name:	
From:	
Age:	
Likes:	
Dislikes:	

Hello, it's me!



I'm Zac Richards.

I'm from
Edinburgh.
It's brilliant!



I'm thirteen.

13



Stage 3: Writing a draft

- Write sentences for your poster. Write on paper or your computer.
- Use subject pronouns and the verb *be*.
- Use adjectives for likes and dislikes, too.

Stage 4: Checking

- Swap your work with a partner. Check your partner's work carefully.
- Is there lots of new language from the unit on the poster?

Stage 5: Finalising and presenting



Make your digital poster.



Make your poster.

- Add photos and pictures to your poster.
- Tell your class about the likes and dislikes in your poster.
- Read the other posters. Choose your three favourite posters. Tell a partner why you like them.



I've got a really big family

Get going

1 **58** Read and listen to the conversation. Who hasn't got brothers and sisters?

James: Have you got any brothers and sisters?

Tom: No, I haven't. I'm an only child. Have you?

James: Yes, I have. My family is really big. I've got a mum, a dad, and a stepdad. And I've got two sisters and two half-brothers!

Tom: Half-brothers? So ... your mum is their mum ... but their dad is your stepdad?

James: Yes. And what about your family?

Tom: Well, I've got a mum, but I haven't got a dad. But it's OK. I've got an aunt and three uncles, and they're brilliant!

James: And have you got any cousins?

Tom: Yes, I have. I've got fourteen cousins!

James: That's a really big family!

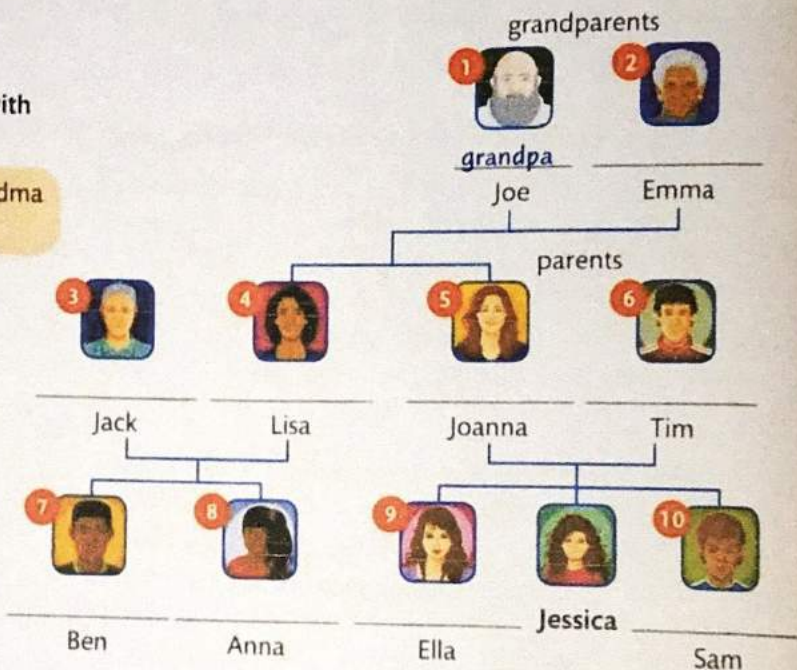


2 Whose family has got eight people in it?

Vocabulary Family

3 Look at Jessica's family tree. Complete it with the family words below.

aunt brother cousin cousin dad grandma
grandpa mum sister uncle



4 **59** Listen and check.

5 **60** Listen to the family words. Repeat.

6 Complete the sentences with the words below.

aunt brother cousins
grandma sister

- My mum and dad have got two boys - I'm Max and this is my brother Luke.
- My uncle's children are my _____.
- My dad's mum is my _____.
- My mum's sister is my _____.
- My aunt is my dad's _____.

Listening

7 **61** Listen to the podcast. Are the sentences true (T) or false (F)?

- Agustina hasn't got a mum. T F
- She's got a grandma, but she hasn't got a grandpa. T F
- She's got three aunts and two uncles. T F
- Her aunt Milagros has got two children. T F
- Agustina's Uncle Diego isn't a dad. T F



Get together

Draw your family tree, but do not write family words or people's names. Swap with a partner. Ask questions to complete their family tree.

Who's that?

That's my dad.

What's your dad's name?

His name is Pablo.

Grammar

have got: affirmative and negative

1 Read the examples. Then complete the table with the correct words.

I've got two sisters. I haven't got a dad.

have got: Affirmative and negative		
Affirmative		
I / You	1 <u>have got</u>	grandparents.
He / 2 _____ / It	has got	a nice bedroom.
We / You / 3 _____	4 _____ got	a stepbrother.
Negative		
I / You	haven't 5 _____	grandparents.
He / She / 6 _____	hasn't got	a nice bedroom.
We / You / They	7 _____	a stepbrother.

Now complete the rule below.

Have got describes

- a likes and dislikes.
- b possession of things and people.
- c people and places.

2 Choose the correct answers.

- 1 I hasn't / haven't got a sister.
- 2 You've got / not a new phone.
- 3 She has / is got my skateboard!
- 4 They haven't / not got cousins.
- 5 He hasn't / haven't got his backpack.
- 6 He 's / 've got two uncles.

3 Complete Elena's description of her bedroom.

In our bedroom, we 1 've got (✓) two beds, a big wardrobe, and a desk. Lara 2 _____ (✓) a games console. I 3 _____ (X) a games console, but I 4 _____ (✓) a phone. Lara 5 _____ (X) one. We 6 _____ (X) a TV, but we 7 _____ (✓) lots of books. I 8 _____ (X) my own room, but it's OK.

have got: yes/no questions and short answers

4 Read the examples. Then complete the table with the correct words.

'Have you got brothers and sisters?' 'No, I haven't'
'Have you got cousins?' 'Yes, I have.'

have got: Questions	
Have I / you 1 <u>got</u> £20?	
2 _____ he / she / 3 _____ got a table?	
4 _____ we / you / they 5 _____ a big family?	
have got: Short answers	
Affirmative	Negative
Yes, I / 6 _____ have.	No, I / you 7 _____
Yes, he / she / it 8 _____	No, 9 _____ / she / it hasn't.
Yes, we / you / they 10 _____	No, we / you / 11 _____ haven't.

5 Complete the questions and short answers.

- 1 Have you got a sister? Yes, I have.
- 2 Has _____ got a skateboard? No, he _____.
- 3 Have we _____ English class today? _____, you haven't.
- 4 _____ they got their phones? Yes, _____ have.
- 5 _____ the bathroom got a shower? No, it _____.

6 Look at Jessica's family tree in Exercise 3 on page 44 again. Write questions and short answers.

- 1 Jessica: she / grandpa
Has she got a grandpa? Yes, she has.
- 2 Jessica: she / two aunts

- 3 Ella and Sam: they / a sister

- 4 Anna: you / a dad

- 5 Jack and Lisa: you / two children

- 6 Ella, Jessica, and Sam: they / four cousins



Get together

With a partner, ask more questions about Jessica's family. Use *have got*.

Has Diego got a sister?

Yes, he has.

08.45 a.m.

63%

Archive

New thread

Who are the special people in your life?

Who are the special people in your life? Your family? Your friends? Or both? Tell us!



Member

Thread: Who are the special people in your life?

Cecilia_2002



I've got a brilliant family. I'm not alone when I've got a problem, and my sisters and I like the same things: films, TV, and magazines! So my family are very important to me.

James_P



I'm very different from my brothers. They like gaming and I like music. My friends like music, too, and we're in a pop group together. So, my family are nice, but my friends are my favourite people.

Lourdes_13



I'm at a sports club three evenings a week with my friends. We like shopping every weekend, too! But when I'm with my grandpa, it's fantastic. So - who are the special people in my life? My friends and my family!

New post

Who are the special people in your life?

Reading

- Look at the photos and the title. What do you think the chat room conversation is about?
- Read and listen to the conversation. Who are the important people in Cecilia's, James's, and Lourdes's lives? Match 1-3 to a-c.

1 Cecilia	_____	a friends
2 James	_____	b friends and family
3 Lourdes	_____	c family
- Read the conversation again. Are the sentences true (T) or false (F)?

- | | | | |
|-------------------------------|--|----------------------------------|---|
| 1 Cecilia has got sisters. | T <input checked="" type="checkbox"/> F <input type="checkbox"/> | 4 Music is important to him. | T <input type="checkbox"/> F <input type="checkbox"/> |
| 2 She doesn't like magazines. | T <input type="checkbox"/> F <input type="checkbox"/> | 5 Lourdes has got two interests. | T <input type="checkbox"/> F <input type="checkbox"/> |
| 3 James likes gaming. | T <input type="checkbox"/> F <input type="checkbox"/> | 6 She hasn't got a grandpa. | T <input type="checkbox"/> F <input type="checkbox"/> |



Look it up!

- a Look at the following sentences in the text. Match the words to the definitions below.

- I've got a **brilliant** family. _____
- I'm not **alone** when I've got a problem. _____
- ... when I'm with my grandpa it's **fantastic**. _____
- ... we're in a pop group **together**. _____

a _____ /ə'leɪn/ adj, adv solo: Are you alone? ¿Estás sola? ◊ You alone can help me. Solo vos podés ayudarme.

b _____ /brɪ'lɪənt/ adj **1** brillante **2** (GB, colloq) genial

c _____ /fæn'tæstɪk/ adj fantástico

d _____ /tə'geðə(r)/ adv Para los usos de **together** en PHRASAL VERBS ver las entradas de los verbos correspondientes, p. ej. **pull yourself together** en PULL. **1** juntos: Can we have lunch together? ¿Podemos almorzar juntos?

- b Two of the words are synonyms: They have got the same meaning.
Two of the words are antonyms: Their meanings are opposite.

- Which words are synonyms? _____, _____
- Which words are antonyms? _____, _____

- c Read the text again and find two more synonyms and two more antonyms. Write them next to their definitions below.

1 **different** /dɪ'frənt/ adj ~ (from sb/sth) diferente, distinto (a/de algn/algo)

2 _____ /ɪm'pɔ:tnt/ adj importante: *vitally important* de suma importancia

3 _____ /seɪm/ adjetivo, adverbio, pronombre
► adj mismo, igual (idéntico): *the same thing* lo mismo ◊ *I left that same day*. Sali ese mismo día.

4 _____ /speʃl/ adjetivo, sustantivo
► adj **1** especial **2** particular: *nothing special* nada en particular **3** (reunión, edición, pago) extraordinario

- 5 Write the synonyms here: _____

- 6 Write the antonyms here: _____

- 4 Read the text again and answer the questions.

- Who is different from his family? James P
- Whose interests are the same as her family's?

- Has James got friends with the same interests?

- What are Lourdes's interests?

- Which family member is important to her?



The world around you

Discuss the question. Write sentences. Use adjectives and interests.

Who are the important people in your life?

My grandma is very special to me. We like the same things and she's fantastic.

My cousin and I have got different interests, but we're great friends.

Grammar Subject pronouns p.13

1 Look at the pictures. Write the subject pronouns.

he I it she they we



1 they 2 _____ 3 _____



4 _____ 5 _____ 6 _____

2 Replace the green words with the subject pronouns below.

He ~~It~~ She They We You

- This pizza is delicious.
It is delicious.
- Mateo is from Argentina.

- Zoe and I are friends.

- Adele is a great singer.

- Juan and you are good students.

- Tom and Alan are fourteen.

3 Complete the sentences.

- Taylor Swift's song is Number 1.
She 's my favourite singer.
- Dan and Amy are my friends.
_____ are in my class.
- My name's Lucy. _____ 'm thirteen.
- Tomás is in my class. _____ 's from Córdoba.
- Captain America* is my favourite film. _____ 's on DVD now.
- Andy and I are American. _____ 're from Los Angeles.



Verb be: affirmative and negative p.13

4 Choose the correct words.

- Hello. I 's / 'm / 're Julieta.
- She's / He's / It's 10 a.m.
- Mr Jones is / am / are a teacher.
- You 'm / 're / 's a student.
- Lucas and Zoe is / am / are in my class.
- We 's / 're / 'm thirteen.

5 Complete the sentences with the words below.

are are aren't isn't isn't 'm not 's

- It 's _____ a good film. ✓
- Mary _____ in my class. X
- John and Kelly _____ friends. ✓
- I _____ your English teacher. X
- You _____ in my class. X
- Kate and I _____ twelve years old. ✓
- Lucas _____ from New York. X

6 Complete the conversation with the correct forms of the verb be.



- Alan: Hi! I ¹ 'm _____ Alan. You ² _____ the new students, right?
- Lucy: Hi, Alan! Yes, my name ³ _____ Lucy and she ⁴ _____ my sister Sally. We ⁵ _____ from the UK.
- Alan: Great! So you ⁶ _____ from London!
- Lucy: No, we ⁷ _____ from London. We ⁸ _____ from Manchester.
- Sally: Hey! It ⁹ _____ nine o'clock. I ¹⁰ _____ late! Bye.
- Alan: Bye! Sally ¹¹ _____ in our class, right?
- Lucy: No. She ¹² _____ in Class 4D.



Grammar *have got*: affirmative, negative, and questions p.45

1 Reorder the words to make sentences. There is one extra word.

- three cousins / 've / got / 's / they
They've got three cousins.
- a new computer / got / have / Sofia / has

- haven't / a sister / I / got / hasn't

- got / Lucas / a watch / hasn't / we

- Matt / a red skateboard / I / got / has

- she / school / got / we / on Saturdays / haven't

2 Complete the questions. Then match the questions to the answers.

- Have you got a cousin? c
- _____ Mia _____ an MP3 player? _____
- _____ they _____ a big house? _____
- _____ your town _____ a big cinema? _____
- _____ Mateo _____ a brother? _____
- _____ you and Joe _____ ID cards? _____

- No, he hasn't.
- Yes, they have.
- ~~No, I haven't.~~
- Yes, we have.
- Yes, she has.
- No, it hasn't.

3 Write true short answers for you.

- Have you got a brother?
Yes, I have. / No, I haven't.
- Have you got a sister?

- Has your dad got a brother?

- Has your mum got a sister?

- Have you got any cousins?

- Have your grandparents got three children?

Family

4 Read Luis's description of his family. Complete the description with the family words below.

aunt brother cousins dad
grandma grandpa sister uncle

My dad has got three children: me, my ¹ brother Jorge, and my ² _____ Sofia. My dad's mum is my ³ _____, Julia, and his dad is my ⁴ _____, Eduardo. My grandparents have got three children: my dad, my ⁵ _____ Estela, and my ⁶ _____ Juan. Estela has got two children, and they're my ⁷ _____, Mario and Isabela. Their step⁸ _____ is called Carlos.

Interests

5 Complete the interests words.

- s h o p p i n g
- m _ _ a z _ _ e s
- s u _ _ i n _ t _ _ i _ _ e r _ _ t
- m _ _ _ c
- s p _ _ _ _
- g _ m _ _ g
- _ _ v
- f _ _ m s

have got: affirmative / negative

6 Complete the sentences, questions, and short answers in the conversations.

- Sam: Have you got any brothers and sisters?
Penny: Yes, I have. I 've got two brothers and three sisters.
- Mum: Have the boys _____ their wallets?
Dad: No, they _____. They haven't _____ their money or ID cards!
- Silvia: _____ Cecilia got a dad?
Luis: _____, she hasn't. But _____ got a great stepdad.
- Polly: _____ we got time for a pizza?
Mum: We _____ got an hour.



APELLIDO Y NOMBRE DEL ALUMNO:

CRITERIOS DE EVALUACION: reconoce y aplica estructuras gramaticales del uso correcto del verbo "ser o estar" para resolver las ACTIVIDADES en forma escrita

TEORÍA: El verbo *to be* significa *ser / estar* y se lo conjuga según el sujeto. Ejemplo en una oración afirmativa "I am" = "Yo soy o yo estoy"; "He is = él es/está"; "We are = nosotros somos/estamos"

ACTIVIDADES: Resolver los siguientes ejercicios

1) COMPLETA LAS ORACIONES CON LA FORMA CORRECTA DEL VERBO TO BE AM -IS -ARE.

Cindy _____ my best friend. 2. Peter and Kate _____ classmates. 3. Johnny _____ my brother. 4. You _____ a good student. 5. They _____ in the classroom. 6. It _____ an apple. 7. Felicia and I _____ sisters. 8. I _____ her teacher. 9. It _____ a book bag. 10. You _____ a doctor.

2) Fill in the blanks with AM, IS, or ARE. (Completa los espacios en blanco con AM, IS o ARE)

- | | | |
|---------------------------|---|--------------------------------------|
| 1. You my friend. | | 9. Francis and Joane in class. |
| 2. She 9 years old. | | 10. Sandy happy. |
| 3. I happy. | | 11. David and Lucas friends. |
| 4. It a rubber. |  | 12. It a ruler. |
| 5. Mary a teacher. | | 13. They books. |
| 6. He English. | | 14. I eight years old. |
| 7. The cat white. | | 15. You students. |
| 8. The cats white. | | |



3) ORDENA LAS PALABRAS PARA FORMAR ORACIONES. OBSERVAR EL EJEMPLO

EXAMPLE 1. I / not / a teacher. / am I AM NOT A TEACHER. 2. She / my mother. / is _____
 3. The boys / playful. / are _____ 4. The girl / in the room. / is _____
 _____ 5. We / not / are / at home. _____ 5. My dad / smart. / is _____
 _____ 6. My mother / a housewife. / is _____ 7. She / not / my
 sister. / is _____ 8. The teacher / angry. / is _____ 9. The dog / in
 the kennel. / is _____

4)-ANSWER THE QUESTIONS

1. What's your name? _____ 2. How do you spell your name? _____ 3.
 How old are you? _____ 4. What's your favourite sport? _____ 5. What's your
 favourite food? _____ 6. What's your favourite tv programme? _____ 7.
 Are you a good student? _____ 8. Is your father a police officer? _____
 9. Are Salta and Cordoba countries? _____ 10. Is Madonna a singer? _____
 11. Is your mother a chef? _____ 12.- Is Maradona Brazilian? _____

CONNECT SHORT AND LONG FORMS :

- | | |
|-------------|---------|
| 1. I am | They're |
| 2. You are | It's |
| 3. He is | We're |
| 4. She is | I'm |
| 5. It is | You're |
| 6. We are | She's |
| 7. They are | He's |

CONNECT POSITIVE AND NEGATIVE FORMS :

- | | |
|-------------|-------------|
| 1. I am | We aren't |
| 2. You are | He isn't |
| 3. He is | I'm not |
| 4. She is | They aren't |
| 5. It is | You aren't |
| 6. We are | It isn't |
| 7. They are | She isn't |

Choose the correct form:



Hi, I'm Jane.
_____ ten



Jim _____ my
brother.
_____ clever.



Mrs. Brown _____
my teacher.
_____ nice.



Molly and Tom _____
my friends.
_____ tall.

MATCH:

He isn't tall.

He isn't sad.

He isn't young.

He isn't happy.

She isn't sad.

They aren't old.

They aren't sad.

It isn't thin.

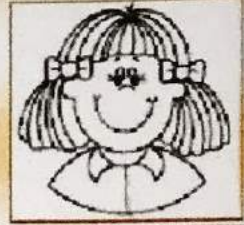
He isn't short.

It isn't fat.





















BE VERB: Negative

I	am	
You	are	
He	is	
She	is	hungry.
It	is	
We	are	
They	are	

I	am		
You	are		
He	is		
She	is	not	hungry.
It	is		
We	are		
They	are		

I am not * I'm not
 you are not * you're not
 he is not * he's not
 she is not * she's not
 it is not * it's not
 we are not * we're not
 they are not * they're not



• Complete the sentences with the negative form of the 'be' verb.

- I am hungry but Steven is not hungry.
- Sarah is late but I _____
- Lions are dangerous but rabbits _____
- My friend is at home but I _____
- Winter is cold but summer _____
- Paris is located in France but Rome _____
- These cookies are delicious but those cookies _____
- The books are on the table but the computer _____
- I am twenty years old but you _____
- His name is Omar but my name _____
- My classmate is sick but I _____
- Elephants are big but cats _____
- I am a student but they _____
- This TV show is interesting but that TV show _____
- They are busy but we _____

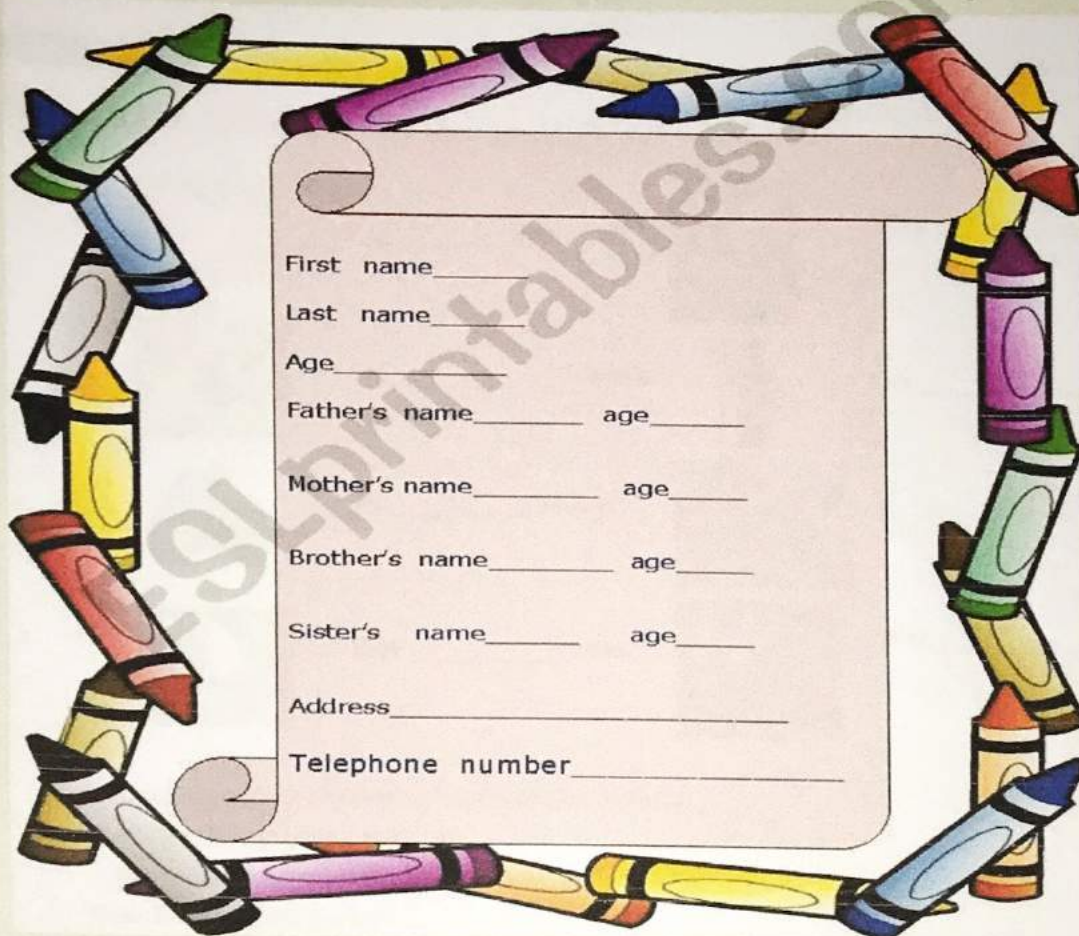
Personal details

Dan Johns is from Israel. He is 14 years old. He has a father. His father's name is Ben. Ben is 42 years old. He is a doctor. His mother's name is Lida. Lida is 38 years old. She is a nurse. Dan has a sister. Her name is Sal. Sal is 9 years old. She is a pupil.

Dan has a brother. His name is David. David is 4 years old.

The family lives at Gordon Street in Tel-Aviv.

Their telephone number is 03-546789.



First name _____

Last name _____

Age _____

Father's name _____ age _____

Mother's name _____ age _____

Brother's name _____ age _____

Sister's name _____ age _____

Address _____

Telephone number _____

AUTOEVALUACIÓN

1. PRESENTAR A TU FAMILIA con sus datos personales, redactando oraciones simples en un formato digital con un recurso a elección o bien en un afiche para luego exponerlo en la clase.

TRABAJO PRACTICO DE REVISIÓN N°: 02

FECHA: / / 2021

APELLIDO Y NOMBRE DEL ALUMNO:

CRITERIOS DE EVALUACION: diferencia el uso correcto entre los verbos "have got" y "has got" para resolver las ACTIVIDADES en forma escrita

TEORÍA: El verbo **HAVE GOT** significa "tener" y se lo conjuga de acuerdo a un sujeto, es decir, si el sujeto está en **SINGULAR** entonces se lo debe conjugar con el verbo singular "**HAS GOT**", mientras que el resto se los conjuga en forma plural con el verbo "**HAVE GOT**". .

ACTIVIDADES: Resolver los siguientes ejercicios

1) Write **HAVE GOT** or **HAS GOT** (Escribe **HAVE GOT** o **HAS GOT**)



I _____ a hen.



They _____ a sheep.



She _____ two hens.



He _____ a pitchfork.



We _____ a tractor.



I _____ two cows.



Peter _____ a cow.





You _____ three sheep.


2) Choose the correct alternative (Elija la opción correcta)


- A monkey **has got**/have got a tail
- A fish **has got**/ hasn't got feathers
- Dogs **have got**/has got legs
- A lion **has got**/ hasn't got fangs
- A tiger **has got**/hasn't got flipper
- A sheep **has got**/ have got ears
- Gorillas **have got**/has got eyes


3) Write sentences with **have/has got** using the subject given in brackets in affirmative and negative form (Escribe oraciones con **have/has got** en forma afirmativa y negativa usando el sujeto que se da entre parentésis)


1.  I have got a camel. _____ I haven't got a camel. _____


2.  You _____

3.  He _____

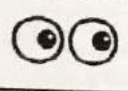




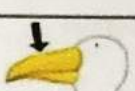


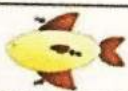

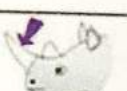











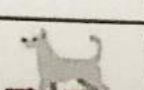


4.  She _____

5.  We _____

6.  They _____

7.  I _____

4) Look at the parts of the animals (Observa las partes del cuerpo de los animales)

						
Eyes (ojos)	Ears (orejas)	Fur (pelaje)	Tail (cola)	Wing (alas)	Feathers (plumas)	Beak (pico)
						
Claws (garras)	Shell (caparazón)	Fins (aletas)	Scales (escamas)	Horns (cuernos)	Paws (patas)	Hooves (pezuñas)
						
Antlers (cornamenta)	Whiskers (bigotes)	Trunk (trompa)	Tusks (colmillos)	Snout (hocico)	Fangs (colmillos)	Jaws (fauces)
						
Humps (jorobas)	Mane (melena)	Gills (agallas)	Legs (piernas)	Flippers (aletas)	Spots (manchas)	Stripes (rayas)

5) Complete the parts of the body using one word from the chart. There is an extra word (Completa las partes del cuerpo con las palabras del recuadro. Hay una palabra extra)

ears – wings – teeth – shell – tail – ~~beak~~ – legs – neck – feet

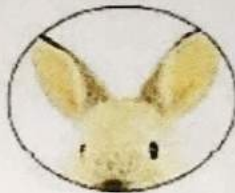
See Picture Dictionary, page 91.



a. beak



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____

6) Write sentences using have got/has got (Escribe oraciones usando have got/has got en afirmativo o negativo)

A- A duck _____ stripes
_____ flippers

B- A sheep _____ four legs

C- Horses

D- A cow _____ a mane

E- A fish _____ humps

F- Lions _____ fan

7) Complete a full sentence choosing between HAVE GOT ... HAS GOT + an object. (Completa con HAVE GOT... HAS GOT + el nombre del objeto)

Por ejemplo, I have a folder. (Yo tengo una carpeta)



1. Peter _____ a _____



2. I _____ a _____







3. My friend _____ an _____ (friend: amiga o amigo)



4. My cat _____ a _____



8) Complete with HAS GOT or IS (Completa con HAS GOT o IS)

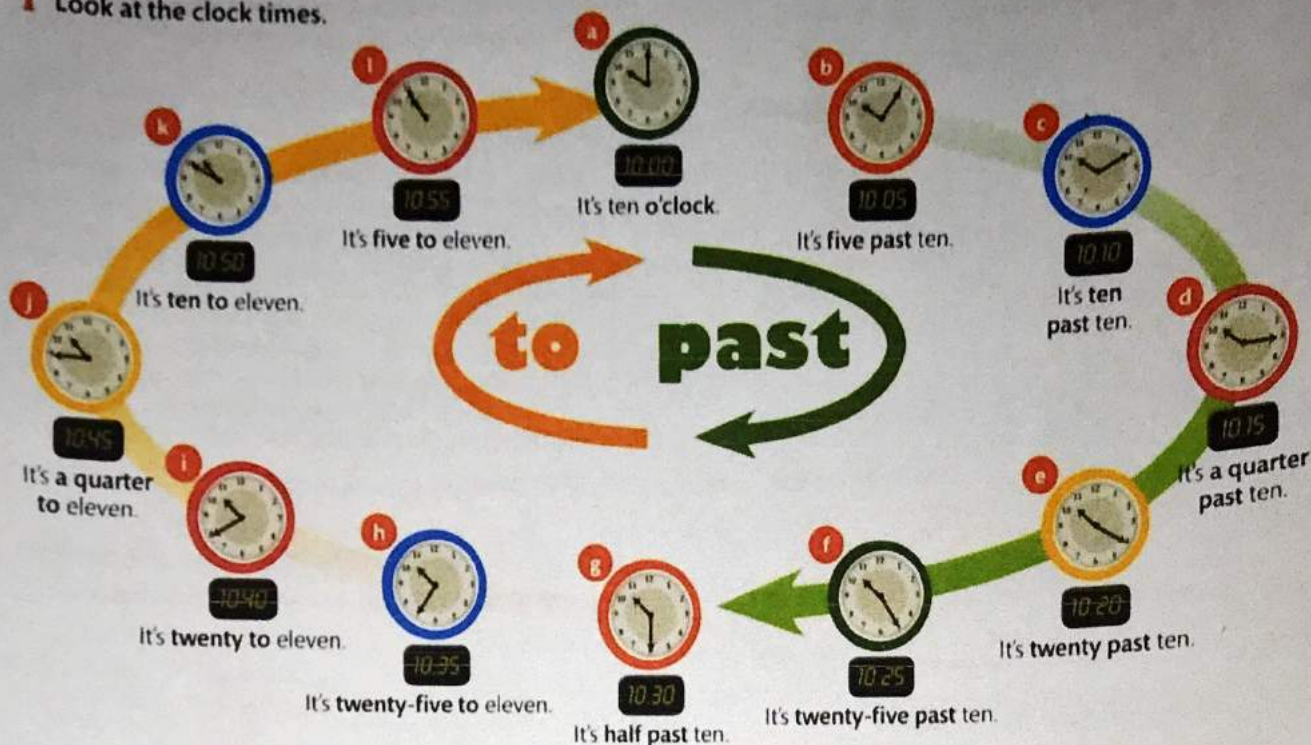
	
<p>A rhinoceros _____ big. It _____ grey. It _____ four legs and a short tail. It _____ small ears. It _____ a horn on its nose.</p>	<p>A bear _____ brown and big. It lives in the forest. It _____ thick fur. It _____ claws and sharp teeth. It _____ a short tail. It _____ dangerous.</p>
	
<p>A tiger _____ orange and black. It _____ black stripes. It lives in Asia. It _____ a long tail. It _____ whiskers. It _____ strong and dangerous.</p>	<p>A mosquito _____ small. It lives all over the world. It _____ an insect. It _____ six legs. It can fly. It _____ wings. It _____ antennas on the head.</p>

AUTOEVALUACIÓN

1. PRESENTAR A TU MASCOTA CON SUS CUALIDADES Y/O DESCRIPCIÓN FÍSICA. REDACTANDO ORACIONES SIMPLES EN UN FORMATO DIGITAL CON UN RECURSO A ELECCIÓN O BIEN EN UN AFICHE PARA LUEGO EXPONERLO EN LA CLASE.

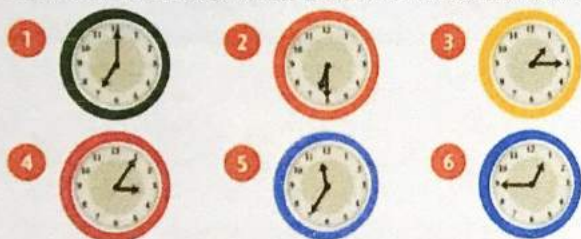
Time

1 Look at the clock times.



2 21 Listen and repeat.

3 Look at the clocks. What time is it? Write the time.



- It's seven o'clock.
- _____
- _____
- _____
- _____
- _____

5 22 Listen and check. Then listen again and repeat.

6 Is it a.m. or p.m.? Read the times below. Write the time with a.m. or p.m.

- ten to one in the afternoon 12.50 p.m.
- five past nine in the morning _____
- six o'clock in the evening _____
- a quarter past eleven at night _____
- twenty past three in the afternoon _____
- half past four in the afternoon _____

Focus

Vocabulary: a.m. and p.m.

a.m. = 00.00-11.59 p.m. = 12.00-23.59

In the UK, the 12-hour clock is more common.

09.00 = 9.00 a.m. 21.00 = 9.00 p.m.

4 Find three more times of the day in the word snake and write them next to the times below.

- 6 a.m.-12 p.m. morning
- 12 p.m.-5 p.m. _____
- 5 p.m.-9 p.m. _____
- 9 p.m.-6 a.m. _____



Get together

23 Listen to the conversation. Repeat. Then look at the clock times and ask and answer the question with a partner. Change the green words.

- A: What time is it?
B: It's seven o'clock in the morning.
- A: What time is it?
B: It's eleven a.m.

- | | | | |
|---|-------|---|-------|
| a | 07:00 | d | 18:45 |
| b | 11:00 | e | 07:00 |
| c | 14:30 | f | 22:05 |

Teens need nine hours' sleep!

Get going

1 68 Read and listen to the article. What is different about the classes at Hampton Court House School?

In the UK, teens usually start school at about 8.30 and finish at 3.30. But at one school in London, classes start at 1.30 and finish at 7.00.

Studies show that teens need about nine hours' sleep a night, but hardly ever go to bed early. The majority of teens don't like early mornings, but they are often very active in the afternoon and evening. So at Hampton Court House School, some students only go to school in the afternoon.

Anna is a student at the school. How are afternoon classes for her and her family? 'They're great,' says Anna. 'I do my homework at 10.00 and go to bed at 1.00a.m.' 'Anna sleeps for nine hours every night,' says her mum. 'And, the great thing is, she's never late for school!'



2 Read the article again and answer the questions.

1 How many hours' sleep is necessary for teens?

About nine hours' sleep.

2 What parts of the day are usually good for teens?

3 Are Anna and her mum happy with afternoon classes? Why? / Why not?

4 69 Listen and check. Then listen again and repeat.

5 Match the words to make sentences.

A	B	C
1 I go to	my homework at	in the afternoon.
2 I do	TV	Saturday mornings.
3 I finish	classes	my desk.
4 I wake	up late on	at 11.30 p.m.
5 I watch	bed	in the living room.

Vocabulary Daily routines

3 Match the words below to the pictures.

do homework finish school get home
get up go to bed go to school
start classes wake up watch TV



1 wake up 2 _____ 3 _____



4 _____ 5 _____ 6 _____



7 _____ 8 _____ 9 _____

Listening

6 70 Listen to the podcast about schools in Argentina. Choose the correct answers.

- British schools are the same as / different from Argentine schools.
- Pedro gets up / goes to school at 7.30.
- He does his homework / sport in the afternoon.
- Alicia likes / doesn't like afternoon classes.
- Alicia finishes / starts school at 13.15.



Get together

Which sentences are true or false for you? Compare them with a partner. Correct the false sentences.

- I get up at 6.30.
- I start classes at 7.45.
- I do my homework in my bedroom.
- I watch TV with my family.
- I go to bed at 11.00.

I get up at 6.30.
Is this true for you?

No, it isn't.
I get up at 6.15.

Grammar Present simple: affirmative and negative

1 Read the examples. Then complete the table.

Most teens **don't like** early mornings.
Anna **sleeps** for nine hours a night.

Present simple: affirmative and negative					
Affirmative			Negative		
I / You	¹ <u>start</u>	at 8.15.	I / ⁴ _____	don't start	at 8.30.
² _____ / She / It	starts	at 8.15.	He / She / ⁵ _____	doesn't ⁶ _____	at 8.30.
We / You / They	³ _____	at 8.15.	We / You / ⁷ _____	⁸ _____	at 8.30.

Now read the rule below.

We use the present simple to describe routine.

2 Choose the correct answers.

- 1 She / **We** go to the same school.
- 2 They like / likes afternoon classes.
- 3 I **doesn't** / don't sleep for nine hours a night.
- 4 He / They doesn't get up at 7.00.
- 5 She wake / wakes up at 6.30 every morning.

Focus

Grammar: The third person -s

For he, she, and it ...

- add -s to most verbs.
get → gets
- add -es to verbs ending in -s, -sh, -ch, -x, -z, and -o.
watch → watches
do → does
- change -y to -ies for verbs ending in consonant + -y.
study → studies

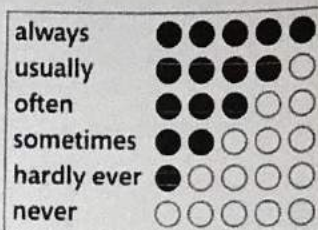
3 Complete the description of two school days with the correct forms of the verbs in brackets.

Every morning, I ¹ get up (get up) at 6.30 a.m., but my brother Lewis ² _____ (get up) at 7.00.
He ³ _____ (go) to a different school. I ⁴ _____ (start) classes at 8.30, but Lewis ⁵ _____ (start) his at 9 a.m. When he ⁶ _____ (finish) school at 4 p.m., I'm at home! Lewis ⁷ _____ (get home) at 4.30 p.m.
I always ⁸ _____ (do) my homework, but Lewis ⁹ _____ (watch) TV and ¹⁰ _____ (do) his homework later. I ¹¹ _____ (sleep) for nine hours a night, but he only ¹² _____ (sleep) for eight!

Adverbs of frequency

4 Read the examples. Then study the diagram.

Teenagers **usually** start school at about 8.30.
She's **never** late for school!



Now complete the rules below.

- Adverbs of frequency tell us how often / when something happens.
- They always go **after** / **before** the verb *be*.
- They always go **after** / **before** all other verbs in the present simple.

5 Reorder the words to make sentences.

- 1 always / Fridays / fantastic / are
Fridays are always fantastic.
- 2 go / cinema / to the / sometimes / I

- 3 the / usually / classes / interesting / are

- 4 watches / Mum / ever / TV / hardly

- 5 at / get / never / up / 6 a.m. / you

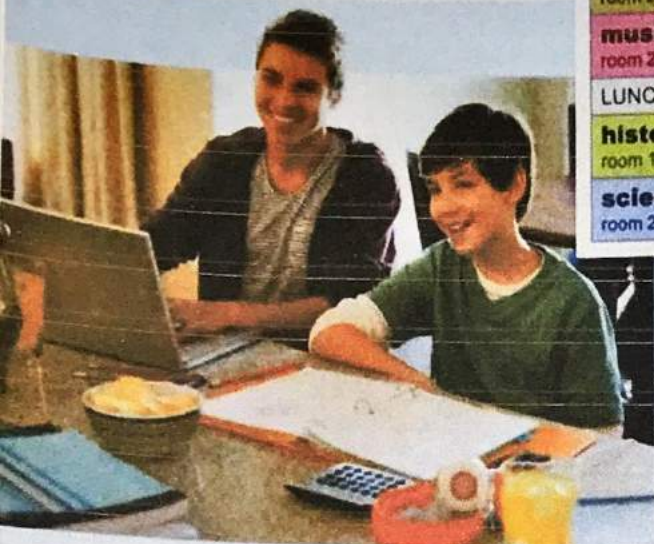
6 Complete the sentences with the correct adverbs of frequency. Use the words in brackets to help.

- 1 I **never** go to museums. (I don't go)
- 2 We _____ sleep for fourteen hours a night. (one night a year)
- 3 She _____ goes to bed late. (three nights a week)
- 4 He _____ reads magazines. (four evenings a week)
- 5 You _____ wake up at 7.00. (five mornings a week)

5 Do you study all these subjects?

Get going

1 71 Read and listen to the conversation between Zac and his brother Tom. Why does Zac go to different classrooms?



Monday	Tuesday	Wednesday	Thursday	Friday
maths room 204	PE gym	history room 105	PE gym	science room 275
English room 113	art room 347	history room 105	PE gym	science room 275
BREAK				
geography room 271	RE room 500	maths room 204	ICT room 112	ICT room 112
music room 22	English room 113	maths room 204	ICT room 112	maths room 204
LUNCH				
history room 105	geography room 271	art room 347	music room 22	English room 113
science room 275	geography room 271	science room 275	RE room 500	English room 113

Vocabulary School subjects

3 Match the school subjects below to the pictures.

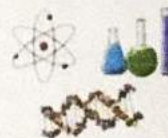
art English geography history ICT maths
music PE science



1 English _____

2 _____

3 _____



4 _____

5 _____

6 _____



7 _____

8 _____

9 _____

4 72 Listen and check. Then listen again and repeat.

Listening

5 73 Listen to the conversations. What subjects are the teachers and students talking about?

1 PE _____ 3 _____ 5 _____
2 _____ 4 _____ 6 _____



Get together

With a partner, look at Zac's timetable. Ask and answer the questions.

What subjects has he got?
How many classes are there every day?
Is your timetable similar?

Tom: Hey Zac, have you got your new timetable? Can I see it?

Zac: Yes, here it is.

Tom: Do you study all these subjects?

Zac: Yes, I do!

Tom: That's a lot of subjects! How many subjects do you get for homework each night?

Zac: Usually two. Tonight, I've got maths and science.

Tom: What do you do in the breaks between classes?

Zac: I talk to my friends or I read a book. Some people go to clubs, for example art or music club, but I never do that.

Tom: Do you stay in the same classroom all day?

Zac: No, we don't. We go to different classrooms for different subjects.

Tom: How often do you go to the wrong room for classes?

Zac: Hardly ever. I've got my timetable, so it's OK!

2 Answer the questions.

- 1 What does Zac get every night?

- 2 Does Zac go to clubs in the lunch break?

- 3 How does Zac know where his classes are?

Grammar Present simple: yes/no questions and short answers

1 Read the examples. Then complete the table.

Do you **study** all these subjects? 'Yes, I do.'

Do you **stay** in the same classroom all day?

'No, we don't.'

Present simple: yes/no questions

Do I / ¹ you _____ sleep for nine hours a night?

Does he / ² _____ / it sleep for nine hours a night?

³ _____ we / you / they ⁴ _____ for nine hours a night?

Present simple: Short answers

Affirmative

Yes, I / ⁵ _____ do.

Yes, he / she / it ⁷ _____.

Yes, we / you / they ⁹ _____.

Negative

No, I / you ⁶ _____.

No, ⁸ _____ / she / it doesn't.

¹⁰ _____, we / you /

¹¹ _____ don't.

2 Complete the conversation with the correct words in brackets.



Polly: ¹ Do _____ you and your brother go to the same school? (Do / Does)

Joanna: Yes, we ² _____. He's in class 7B and I'm in class 8D. (do / does)

Polly: Does he ³ _____ school? (like / likes)

Joanna: Yes, ⁴ _____ does. He's a good student. (he / it)

Polly: ⁵ _____ and your brother go to school together? (Do you / You do)

Joanna: No, we ⁶ _____. He's always late! (do / don't)

Polly: Do you always ⁷ _____ your homework? (do / does)

Joanna: Yes, I ⁸ _____! (do / don't)

3 Polly has got more questions for Orla. Write Polly's questions and Orla's short answers.

1 your brother / like / history / yes

Does your brother like history? Yes, he does.

2 you / get up / at 6.30 a.m. / no

3 school / start at 8.30 a.m. / yes

4 your friends / like / magazines / no

5 I / ask / a lot of questions / yes

Present simple: Wh- questions

4 Read the examples. Then study the table.

What do you do in the breaks?

How often do you go to the wrong room?

Wh- questions	Answers
How many subjects do you study?	Fifteen.
How often do you get homework?	Four times a week.
What time do they start school?	At 8.45.
Which classes does she like?	Art and history.
When do you see your friends?	At weekends.

5 Complete the questions with the question words below.

How many How often What time When Which

1 'How many' students do you teach in one class? 'About thirty students.'

2 '_____ does he go to bed?' 'At 23.00.'

3 '_____ does your mum go to the supermarket?' 'Three times a week.'

4 '_____ games console do you like?' 'The black one!'

5 '_____ does he visit his grandma?' 'In the summer.'



Pairwork

Work with a partner. Complete the activity.

→ Student A: go to page 79.

→ Student B: go to page 93.

Confirming the time and date

Practical English

1 Complete the conversation with the phrases below.

Do you know four How often is always It usually
March Tuesday what time Which film

Joe: Hi, Max.

Max: Oh, hi, Joe. ¹ Do you know about the film club? It sounds interesting.

Joe: Yes, I do. It's in the ICT room after school.

Max: Great! ² _____ is it?

Joe: It's every month. The next one is on 24th. ³ _____.

Max: 24th March? Is that on ⁴ _____?

Joe: No, it's on Wednesday - the film club ⁵ _____ on Wednesday.

Max: And ⁶ _____ does it start?

Joe: ⁷ _____ starts at ⁸ _____.

Max: ⁹ _____ is it this month?

Do you know?

Joe: I think it's *The Martian*.

Max: Cool! See you then!

2 74 Listen and check.

Focus

Grammar: every

We use *every* to show that something happens regularly at the same time.

I go to sports club every Tuesday.

Our teacher gives us homework every week.

3 Match the words from columns A, B, and C to make questions and answers.

A	B	C
When is	the film start?	Every day.
How often do	maths class?	At 8 p.m.
What time does	in the evening?	It's on Friday.
Is your swimming class	you get homework?	No, it's in the afternoon.

1 When is maths class? It's on Friday.

2 _____

3 _____

4 _____



Listening

4 75 Listen to the conversation between Ella and Ruby. Choose the correct answers.

1 Ella says

- a there's a great film at the cinema.
- b there's a great film on TV.

2 Ruby

- a hasn't got a class this afternoon.
- b has got a class this afternoon.

3 Ruby

- a goes to music class at 4.30 p.m.
- b goes to music class at 6.00 p.m.

4 The class

- a is every day.
- b is every week.

5 Ruby

- a hasn't got time for films.
- b has got time for Ella on Saturday evening.

Focus

Pronunciation: The third person -s

76 Listen to the endings of the verbs. Listen again and repeat.

/s/ gets /z/ does /ɪz/ finishes

77 Listen to the words below. Tick (✓) the correct sounds.

	/s/	/z/	/ɪz/
1 starts	✓		
2 watches			
3 sleeps			
4 likes			
5 closes			
6 goes			

Practise saying this rhyme with a partner!

An afternoon with my sister

She finishes school at half past three.

She gets home, studies, and watches TV.

She eats and reads and messages friends.

And then she goes to bed at ten.

Grammar Prepositions of time

1 Read the examples. Then study the table.

It's **on** Sunday.

It starts **at** two o'clock.

We use these prepositions ...	with these times.
in	the morning / afternoon / evening September autumn
on	Monday 20 th April
at	six o'clock night the weekend

2 Choose the correct answers.

Abby: Jake. It's my birthday ¹in / **(on)** Thursday!

Jake: What? This Thursday? That's great!

Abby: Do you want to go to the cinema with me ²at / on Saturday?

Jake: OK! I've got football ³at / in the afternoon, but I'm free ⁴in / on the evening.

Abby: That's fine. The film starts ⁵at / in 9 p.m.

Jake: OK. See you in front of the cinema ⁶at / on 8.50 p.m.?

Abby: Great. See you then.

3 Look at the information in the table. Write sentences with *in*, *on*, or *at*.

	July	Thursday	the evening	winter	8.15 a.m.	17 th May
1 The film is		✓				
2 The pool doesn't open				✓		
3 His birthday is						✓
4 School starts					✓	
5 I do my homework			✓			
6 The students finish school	✓					

- The film is on Thursday.
- _____
- _____
- _____
- _____
- _____

Speaking

4 Work with a partner. Make notes for a conversation that confirms the time and date of an event. Use one of the ideas below.

NEW SCHOOL ART CLUB

Every Wednesday
at 1.00 p.m.

Starts 10th August
in room 347

Swimming classes at City Pool

Every Tuesday, 6.30 p.m.
No classes in January

When? Saturday 24th November
What time? At 7.30 p.m.
Where? My house
What? Gaming and pizza night
Why? It's my birthday!!!

What to say ...

when confirming the date and time of an event.

Your friend	You
It's my / There's a / an (event) next week. Do you want to go?	Yes, that sounds great. What day is it?
It's every / on (day of week)	What's the date?
It's on (date)	What time is it?
It's at (time)	
See you at (place / time) See you on (day)	Great. See you then.

Your friend



You



Say hello. Describe the event. Ask your friend if he / she wants to go.

Say you want to go.

Ask about these things: the day, the date, the time.

Give information: the day, the date, the time.


Finish the conversation.



Put it together

Role-play your conversation with a partner.

Reading

- 1 You are going to read an essay by Madison Edwards about her school. Look at the map of Australia. What is the distance between Madison's home and her school?
- 2  78 Read and listen to Madison's essay. Is Madison in the same room as the other students for her class? How does she communicate with them and her teacher?
- 3 Read Madison's essay again. Complete the sentences with the correct words.
 - 1 There are two hundred children at Madison's school. (children / teachers)
 - 2 The students _____ schools near their homes. (ve got / haven't got)
 - 3 Madison's classes are in her _____. (house / school)
 - 4 She's got a class every _____. (day / week)
 - 5 She _____ science and geography. (doesn't like / likes)
 - 6 She _____ after the class. (plays computer games / studies)
 - 7 She sees her _____ three or four times a year. (students / teacher)



Look it up!

- a Your dictionary shows you the pronunciation of words with phonetic script. Underline the phonetic script in the entry.
- b Now look at the words below. Which letter in **bold** sounds different? Underline one letter in each group.
 - 1 five exercise kitchen
 - 2 **but** student subject
- c Find the words in your dictionary. Match the letters in **bold** to the phonetic sounds below and write the words.
 - 1 /aɪ/ five _____
 - 2 /i/ _____
 - 3 /ʌ/ _____
 - 4 /u:/ _____

class /kla:s/ USA klæs/ sustantivo, verbo
 ▶ n 1 clase: They're in class. Están en clase.

4 Answer the questions about the essay.

- 1 Why doesn't Madison go to school every day?
She lives 500 km from the school.
- 2 How many students are there in Madison's class?

- 3 How many subjects does she study?

- 4 What things does she do on the education website?

- 5 How often does she visit her teacher and the other students?

- 6 Is she happy when her teacher visits her?



The world around you

Discuss the questions. Use the words below.

alone always be boring do fantastic great
 hardly ever interesting learn often rubbish
 see study talk to terrible together

- 1 Do you think Madison's life sounds interesting or boring?
- 2 Why is a school like Mount Isa necessary?
- 3 What are the good things about being at school with your teachers and other students every day?



Grammar Present simple: affirmative and negative; Adverbs of frequency

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1 Write the third person singular forms.

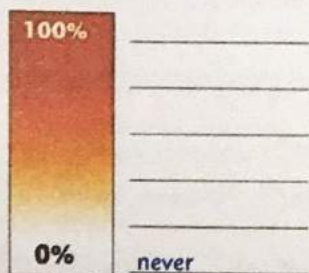
- 1 get gets
- 2 watch _____
- 3 do _____
- 4 wake up _____
- 5 finish _____
- 6 go _____
- 7 read _____
- 8 study _____
- 9 like _____
- 10 be _____

2 Complete the sentences with the correct forms of the verbs in brackets.

- 1 He goes (go) to school with my brother.
- 2 We _____ (not get up) early on Saturdays.
- 3 She _____ (finish) school at 3.30 p.m. on Fridays.
- 4 He _____ (not watch) TV in the morning.
- 5 Sam _____ (do) his homework in bed.
- 6 They _____ (get) home at 4.30 p.m.

3 Complete the diagram with the adverbs of frequency below.

always hardly ever never often
sometimes usually



4 Complete the sentences for you, your family, and friends.

- 1 I often _____
- 2 My friends sometimes _____
- 3 My mum / dad always _____
- 4 In our family, we never _____
- 5 My brother / sister usually _____
- 6 I hardly ever _____

I can say how often people do things.



Present simple: questions

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5 Complete the questions with Do or Does. Then write true short answers for you.

- 1 Does school finish at 6 p.m.
No, it doesn't.
- 2 _____ all your friends study English?

- 3 _____ you watch TV in the morning?

- 4 _____ your mum speak French?

- 5 _____ your friends like maths?

- 6 _____ you and your friends like art?

6 Write questions and short answers. Use the words below.

	you	get up	English
	we	get	history
Do	your friend(s)	study	at 6 a.m.
Does	your mum	speak	magazines
	your dad	read	home late

Do you get up at 6 a.m.? No, I don't.

7 Match the questions to the answers.

- 1 What time do you go to school? e
 - 2 How many subjects do you study? _____
 - 3 When does your dad get home? _____
 - 4 Which day do you like best? _____
 - 5 How often do you go to bed after 12 p.m.? _____
- a Nine subjects.
 - b At 7.30 p.m.
 - c Saturday.
 - d Hardly ever.
 - e At 8.30 a.m.



8 Write your own answers for the questions in Exercise 7.

- 1 At 8.45 a.m.
- 2 _____
- 3 _____
- 4 _____
- 5 _____

I can ask questions about people's routines.

