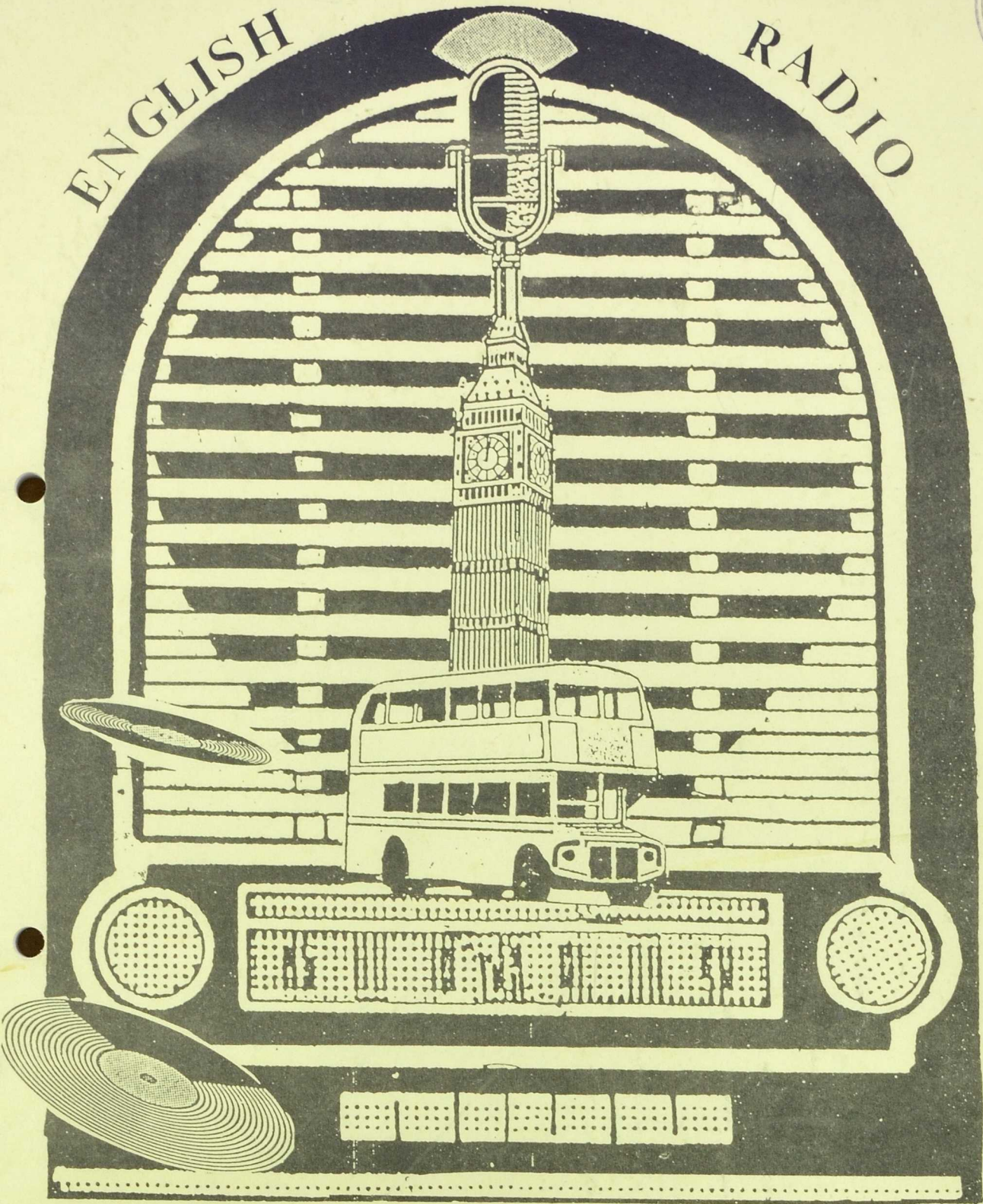


BY

ENGLISH

RADIO



INGLES: Nivel I
Programa RADIO IDIOMA
Educación Compensatoria
CR/SA - PLASENCIA

ANTONIO TEJERO APARICIO

F.M.

62043

1.- Formas de SALUDAR a los amigos. (GREETINGS)

Diálogo 1: Es la hora de entrar en la escuela



M.E.C.



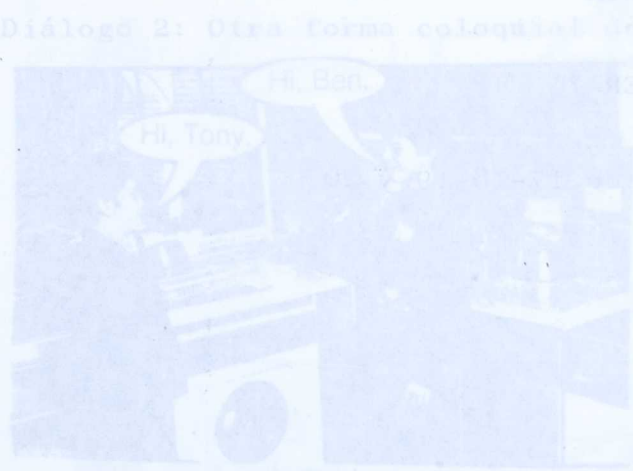
MINISTERIO DE EDUCACION Y CIENCIA

DIRECCION PROVINCIAL

CACERES

CENTRO DE RECURSOS Y APOYO
EDUCACION COMPENSATORIA
EQUIPO "RADIO IDIOMA"
PLASENCIA (CÁCERES).

EXPERIENCIA DE INNOVACIÓN EDUCATIVA APROBADA Y SUBVENCIONADA
 POR LA CONSEJERÍA DE EDUCACIÓN Y CULTURA DE LA JUNTA DE EX-
 TREMADURA (RESOLUCIÓN DE 14 DE MARZO DE 1989, D.O.E. n° 24
 DE 28 DE MARZO).



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ENGLISH BY RADIO

UNIT 1: HELLO FRIENDS !

UNIT 2: WHAT'S THIS ?

UNIT 3: THE FAMILY

UNIT 4: WHO'S HE ?

Repaso y Evaluación de 1-2-3 y 4

UNIT 5: IN THE ZOO

UNIT 6: TOM'S FAMILY

UNIT 7: WE ARE THE WORLD

UNIT 8: THIS IS OUR NEW HOUSE

Repaso y Evaluación de 5-6-7 y 8

UNIT 9: PENFRIENDS

UNIT 10: HAVE YOU GOT A PENFRIEND ?

UNIT 11: CAN YOU SPEAK ENGLISH ?

UNIT 12: PLACES

Repaso y Evaluación de 9-10-11 y 12

UNIT 13: WHERE DO YOU LIVE ?

UNIT 14: DO YOU LIKE HAMBURGERS ?

UNIT 15: WHERE DOES HE LIVE ?

UNIT 16: A DAY IN THE LIFE OF TOM

Repaso y Evaluación de 13-14-15 y 16.

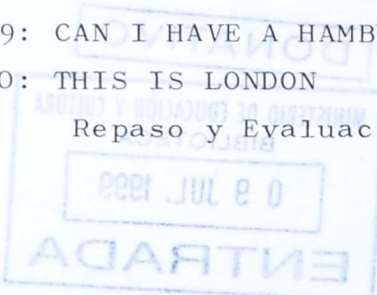
UNIT 17: I ALWAYS BRUSH MY TEETH

UNIT 18: WHAT ARE YOU DOING ?

UNIT 19: CAN I HAVE A HAMBURGER ?

UNIT 20: THIS IS LONDON

Repaso y Evaluación de 17-18-19 y 20

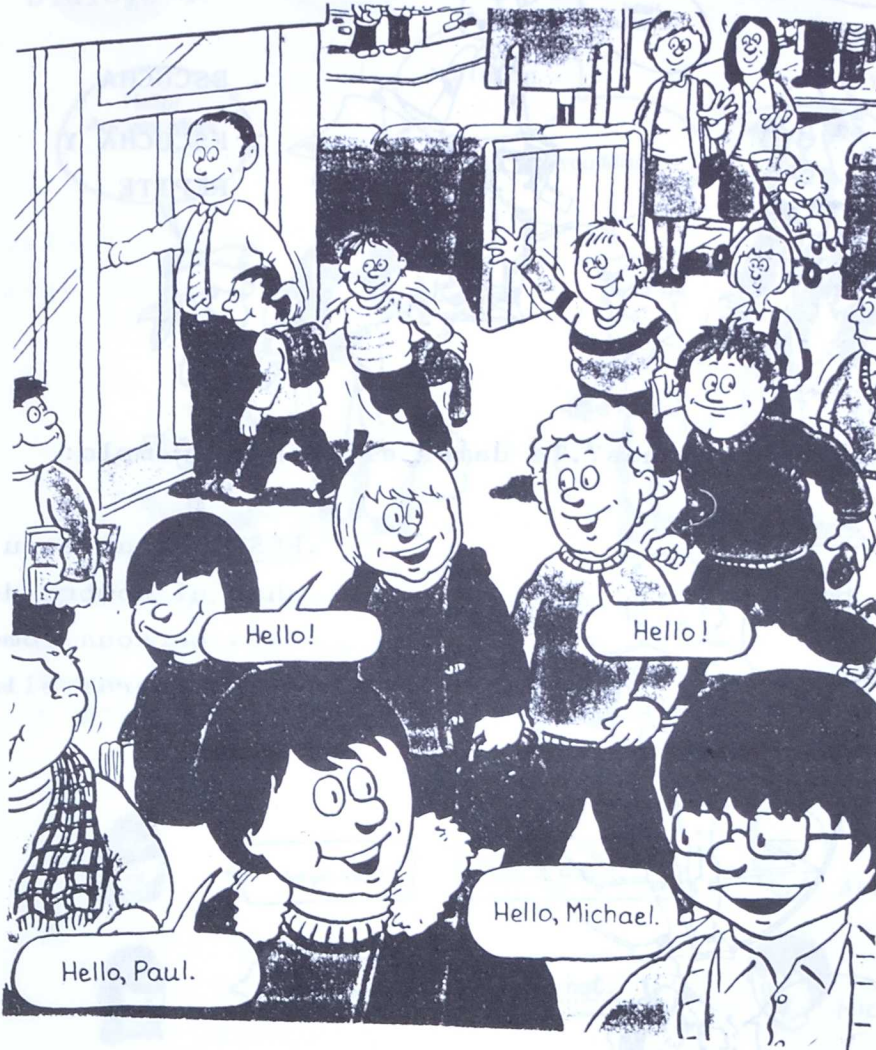


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LECCION 1: HELLO FRIENDS! (Hola Amigos!)

1.- Formas de SALUDAR a los amigos.(GREETINGS)

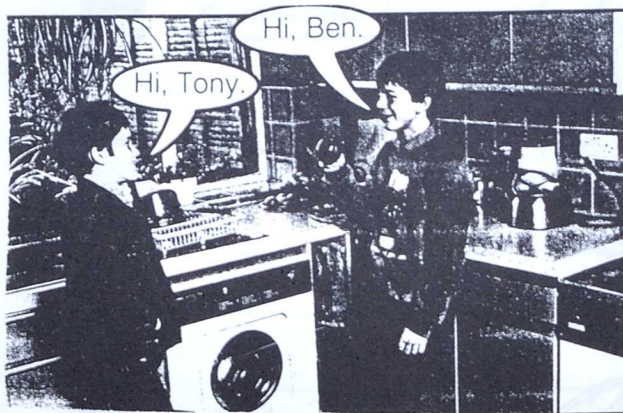
Diálogo 1: Es la hora de entrar en la escuela.



• ESCUCHA

• ESCUCHA Y
REPITE

Diálogo 2: Otra forma coloquial de saludar.



• ESCUCHA

• ESCUCHA y
REPITE

HELLO! y Hi! equivalen a nuestro "Hola!"

• Cada día al entrar en clase saludareis en inglés a vuestros compañeros

2.- Cómo SALUDAR Y PRESENTARSE entre gente joven.

Diálogo 3:



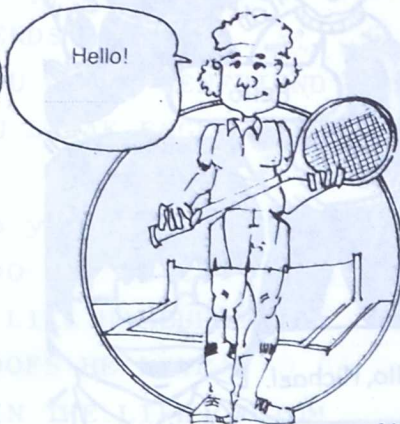
- ESCUCHA
- ESCUCHA Y REPITE

ACTIVIDAD ORAL :

¿ Cómo se presentarán estas personas?. Te damos el primer ejemplo:



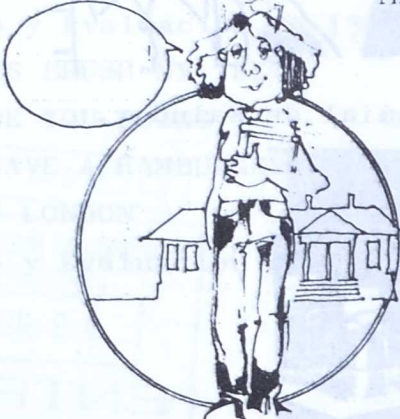
Susie



MARK



MIKE



PAM



JOHN



SHARON

• RESPONDE al escuchar el nombre de cada persona como si tú fueras ella.

3.- IDENTIFICAR a otras personas.

William está jugando a la gallina ciega, ¿quién será la persona que está tocando ?

Diálogo 4:



















- ESCUCHA
- ESCUCHA Y REPITE

Si acierta, responde : Yes, I am.

Si no acierta: No, I'm not.

• Trata de RESPONDER a las preguntas de la niña. Fíjate por quién pregunta y quién es en realidad. Te damos dos ejemplos.

1		Are you Alice?	Yes, I am.		ALICE
2		Are you Paul?	No, I'm not.		MICHAEL
3		Are you Michael?	.....		MICHAEL
4		Are you Robin?	.....		PAUL
5		Are you Carol?	.....		Alice
6		Are you Pat?	.....		Carol
7		Are you Pat?	.....		PAT
8		Are you Carol?	.....		Carol

ACTIVIDAD
ORAL

4.- LOS NUMEROS (del 1 al 6)

1 2 3 4 5 6

ONE

TWO

THREE

FOUR

FIVE

SIX

. ENCIERRA EN UN CIRCULO el número que escuches en cada serie:

1.- 1-3-5

4.- 5-6-1

2.- 3-4-6

5.- 4-3-2

3.- 4-3-5

6.- 6-2-1

¿ TE HAS EQUIVOCADO en algún número ?. No importa, repásalos

5.- PROFESIONES. Estas personas van a decirte a qué se dedican



I'm a schoolboy



I'm a singer



I'm a football player



I'm a pilot



I'm a tennis player



I'm a schoolgirl



I'm a teacher



I'm a bus driver

. ESCUCHA

. ESCUCHA Y REPITE

. REPITE las profesiones

VOCABULARIO: ¿ Has averiguado de qué profesiones se trata ? Ahí va una ayuda:

a schoolboy: un alumno

a tennis player: un/una tenista

a singer: un/una cantante

a schoolgirl: una alumna

a football player: un futbolista

a teacher: un/una profesor/a

a pilot: un/una piloto

a bus driver: un conductor de autobús.

6.- WHO'S WHO ? (Quién es quién ?). Te vamos a presentar gente famosa, lo que hacen y de dónde son:

This is MADONNA
She's a famous singer
She's American.



This is Michael Jackson
He's a famous singer.
He's American.

ACTIVIDAD ORAL

¿Podrías presentar tú a estos famosos?

1 _____ JOHN MCENROE

2 _____

3 _____



1 _____ ANA BELEN.

2 _____

3 _____

Fíjate en las palabras He's y She's. Con Michael Jackson y John McEnroe hemos usado He, en cambio con Madonna y Ana Belén hemos usado She ¿ Por qué ?

7.- GRAMMAR (GRAMATICA)

- .I'm a schoolboy: Yo soy un alumno
- .Are you Pam ? : ¿Eres tú Pam ?
- .He's English : El es inglés
- .She's Spanish : Ella es española.

8.- THE ALPHABET : Cómo deletrear.

E - B - C - D - G - P - T - V

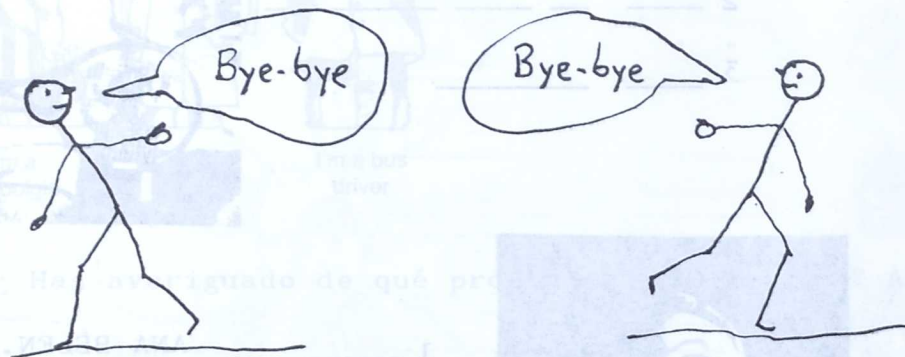
. ESCUCHA

. ESCUCHA Y REPITE.

Como verás es muy fácil, pues se deletrean con la /i:/.
ENCIERRA en un circulo la letra que escuches en cada serie:

- 1.- b-v-p
- 2.- d-p-t
- 3.- b-d-g
- 4.- b-t-p
- 5.- e-g-c
- 6.- v-b-e
- 7.- c-t-g
- 8.- v-g-p

9.- DESPEDIRSE.



Como verás hay dos formas de despedirse:

- . GOODBYE !
 - . BYE-BYE !
- equivalen a nuestro ADIOS!

1/ HELLO AND GOODBAY.

Hallo friends,
 hallo, hallo,
 hallo friends, hallo.
 Hallo, friends, it so nice to meet you!
 Hallo, friends, hallo.
 Hallo Mary,
 hallo, hallo,
 hallo Mary, hallo.
 Hallo Mary, it is so nice to meet you!
 Hallo Mary, hallo.
 Good bye, Mary,
 good bye, good bye.
 Good bye, Mary, good bye.
 Good bye, Mary, it's so sad to leave you!
 Good bye, good bye...
 Good bye friends,
 good bye, good bye.
 Good bye friends, good bye.
 Good bye friends, it's so sad to leave you!
 Good bye friends, good bye.

1/ HOLA Y ADIOS.

Hola amigos.
 hola, hola,
 hola amigos, hola.
 ¡Hola amigos, es tan agradable encontrarnos!
 Hola amigos, hola.
 Hola Mary,
 hola, hola,
 hola Mary, hola.
 ¡Hola Mary, es tan agradable encontrarte!
 Hola Mary, hola.
 Adiós Mary,
 adiós, adiós,
 adiós Mary, adiós.
 Adiós Mary, ¡es tan triste dejarte!
 Adiós, adiós...
 Adiós, amigos,
 adiós, adiós
 adiós, amigos, adiós.
 Adiós amigos, ¡es tan triste dejaros!
 Adiós amigos, adiós.

Masculine (H)

Example: Mike

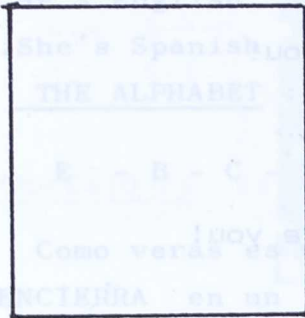
- Susie.....
- Michael.....
- Paul
- John.....
- Pam
- Alice
- William
- Jane



EJERCICIOS COMPLEMENTARIOS






Estos ejercicios deberan ser realizados por los alumnos en clase, después de la emisión del programa de radio, y corregidos por el profesor. En ellos hay prácticas orales y escritas de lo estudiado en el programa de radio.

- 1.- SALUDARSE por parejas. Hacedlo también cada día al entrar en clase.
- 2.- SALUDAR Y PRESENTARSE AL RESTO DE LA CLASE.
- 3.- Pega tu foto, o haz un dibujo de tí mismo.











Hello, I'm _____



- 4.- Escribe cómo se presentaría cada niño.



1		Robin	<p>Hello, I'm Robin.....</p>
2		Carol	<p>.....</p>
3		Michael	<p>.....</p>
4		Paul	<p>.....</p>
5		Pat	<p>.....</p>



- 5.- MATCH: Relaciona con flechas.

1		Are you Carol Allen?	Yes, I am.	
2		Are you Paul Kent?	Yes, I am.	
3		Are you Michael Allen?	Yes, I am.	
4		Are you Pat Foster?	Yes, I am.	

6.- COMPLETA

1  2 

3  4 

5  6 

7.- Vais a hacer un juego en grupo: Jugar a la gallina ciega. Uno de vosotros se tapaná los ojos y tratará de saber quién es el compañero que toca. Ejemplo: Are you Juan? No, I'm not
 Are you Antonio? Yes, I am.
 Cada vez que se acierte se cambiará de "gallina ciega"

8.- Escribe cada frase en su dibujo correspondiente:



- 1. She's a tennis player.
- 2. He's a singer.
- 3. He's a bus driver.
- 4. He's a teacher.
- 5. She's a pilot.
- 6. He's a football player.

9.- Masculine (HE) or Femenine (SHE)

Example: Mike.....(HE)

- Susie.....
- Michael.....
- Paul
- John.....
- Pam
- Alice
- William
- Jane

10.-Match: Relaciona con flechas

- | | |
|-------------------|-----------------|
| Carl Lewis | She's English |
| Margaret Thatcher | He's Spanish |
| Butragueño | He's American |
| Nancy Reagan | She's Spanish |
| David Bowie | He's English |
| Teresa Rabal | She's American. |

REVISIÓN

Has aprendido a :

- . Saludar : Hello ! Hi!
- . Presentarte: Hello, I'm X.
- . Identificar a otras personas : Are you X ?
- . Conocer a gente famosa: This is Madonna.
- . Nacionalidades: English-Spanish-American
- . Vocabulario
- . Numerros: 1 al 6.
- . Letras: E, B, C, D, G, T, P, V.
- . Despedirse

5.- MATCH: Relaciona con flechas.

9.- Masculine (HE) or Feminine (SHE)

Example: Mike.....(HE)

Susan.....

Michael.....

Paul.....

John.....

Pam.....

Alice.....

William.....

Jane.....

1. He's a tennis player.

2. He's a singer.

3. He's a teacher.

4. He's a bus driver.

5. She's a pilot.

6. He's a football player.

7. She's a tennis player.

8. He's a singer.

9. He's a teacher.

10. He's a bus driver.

11. She's a pilot.

12. He's a football player.

LECCION 2 : What's this ? (¿Qué es esto?)

1.- GREETINGS (SALUDOS). Dos amigos, Dan y Mary se encuentran y se saludan en la parada del autobús. LISTEN (Escucha).



LISTEN and REPEAT (Escucha y Repite).

REPEAT (Repite):

- . How are you ?
- . Fine ,thanks and you?
- . I'm fine

2.- GIVING PERSONAL INFORMATION (Dar información personal). Preguntar y dar el nombre. Escucha el diálogo 2 (LISTEN).



Actividad Oral: Ahora responde tú. Trabajo por parejas (Pair work)

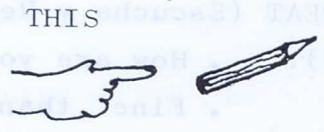
What's your name?

MY name's _____

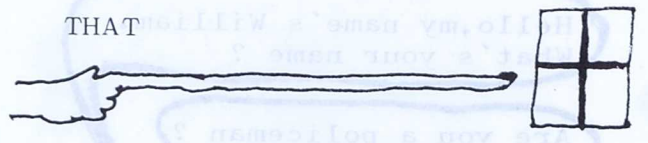


3.- IDENTIFICAR COSAS: ¿Qué es, cómo se dice en inglés? LISTEN

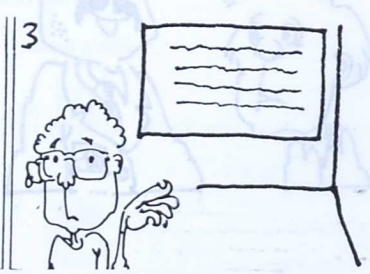
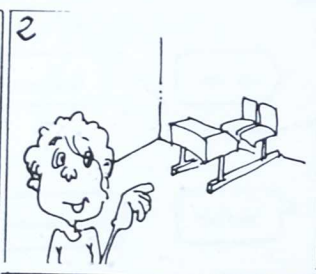
What 's this?
It's a pencil.



What's that?
It's a window



Actividad Oral: Si el objeto está próximo usamos THIS, si está leja no usaremos THAT. LISTEN and REPEAT



4.- VOCABULARIO: Listen and repeat

a) ANIMALS



1.-



2.-



3.-

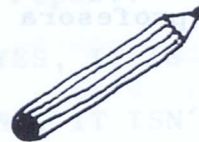
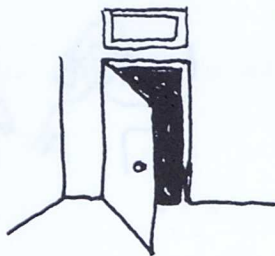
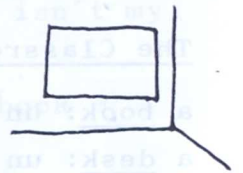


4.-



5.-

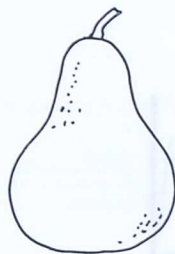
b) Objetos de la clase (The School)



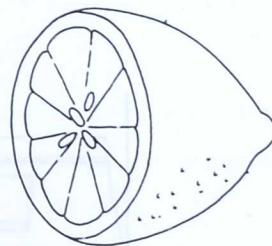
c) COLORES: Colorea cada cosa de su color



1.-



2.-



3.-



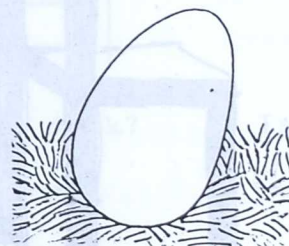
4.-



5.-



6.-



7.-



8.-



9.-



10.-

- Animals: 1.a frog : una rana 2.a cat : un gato
 3.a rat: una rata 4.a dog: un perro
 5. an elephant: un

The Classroom :

- a book: un libro a chair : una silla
 a desk: un pupitre a bag: una cartera, un bolso
 a blackboard : un encerado a door : una puerta
 a window : una ventana a pencil : un lápiz
 a teacher : un, una profesora

Colours :

- 1.-Red : rojo
 2.-Green : verde
 3.-Yellow : amarillo
 4.-Blue : azul
 5.-Orange : naranja
 6.-Brown : marrón
 7.-White : Blanco
 8.-Black : Negro
 9.-Pink : Rosa
 10.-Grey : Gris

TAMAÑOS: BIG / SMALL



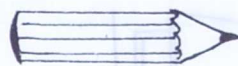
a big chair



a small chair

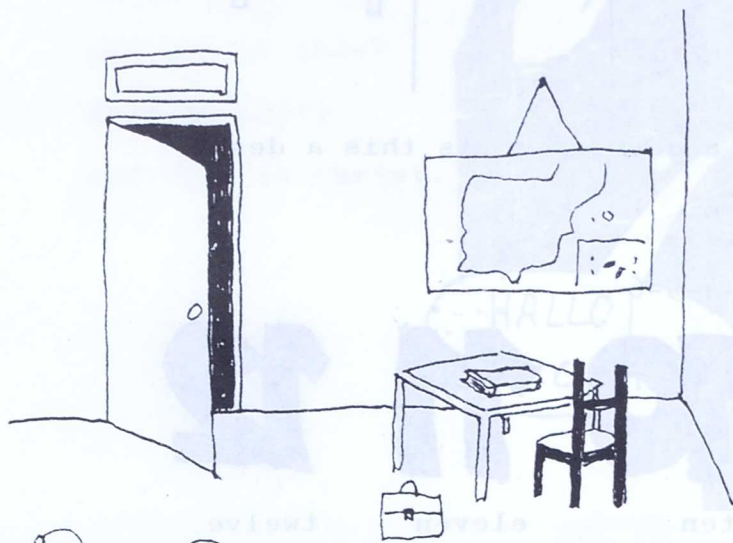


A BIG PENCIL



a small pencil

5.- MY CLASSROOM (Mi clase). Preguntas y respuestas.- Escucha el diálogo entre esta niña y este niño, están hablando de su clase. LISTEN



BOY: Look! This is my class-room. It's very big.

GIRL: Is that your desk ?

BOY : Yes, it is.

GIRL: And is that your bag ?

BOY: No, it isn't. It isn't my bag.

Girl: Is that your book ?

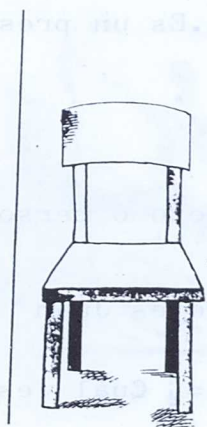
Boy: Yes, it is.

repeat:

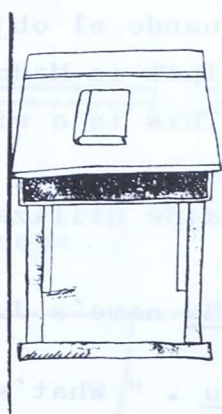
YES, IT IS

NO, IT ISN'T

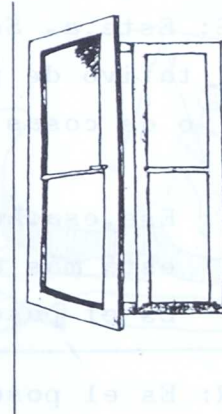
Actividad oral: Responde a estas preguntas: Yes, it is (si es), No, it isn't (si no es).



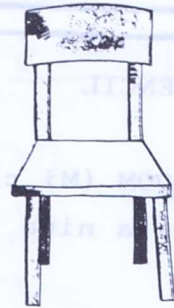
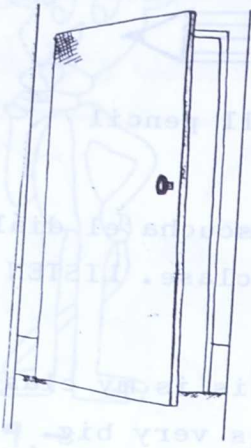
Is this a chair?



Is this a desk?



Is this a window ?



Is this a window? Is this a door? Is this a desk?

6.- NUMBERS (Números): 7-12

REPASA: 1-2-3-4-5-6 1-2-3-4-5-6

7 8 9 10 11 12

seven eight nine ten eleven twelve

LISTEN AND CIRCLE (Escucha y encierra en un círculo el número que escuches en cada serie).

- | | |
|-------------|-------------|
| 1.- 12-10-8 | 4.- 8-7-12 |
| 2.- 11-9-7 | 5.- 9-10-11 |
| 3.- 9-10-8 | 6.- 7-11-12 |

7.- GRAMMAR:

- **THIS:** Este, a. Se utiliza cuando el objeto está cerca. Es un presente de personas: This is Madonna
o de cosas : This is a window
- **THAT:** Ese, esa. Aquel, aquella. Se utiliza cuando el objeto o persona está más alejado.
- **My:** Es el posesivo mi. "My name's Juan" = Mi nombre es Juan
- **YOUR:** Es el posesivo tu. "What's your name?" = ¿Cuál es tu nombre?
- **BIG / SMALL:** Son adjetivos: Grande/pequeño.
- **What's this ?:** ¿Qué es esto ? • It's a pencil: Es un lápiz
- **Is this a chair ?:** ¿ Es esto una silla?
- **Yes, it is:** Sí, lo es • **No, it isn't:** No, no lo es

What is this?
and what is that?



This is my dog
and that is your cat



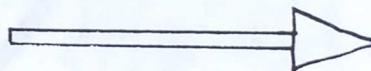
Who is that?
and who is this?

That is Sally
and this is Christ.



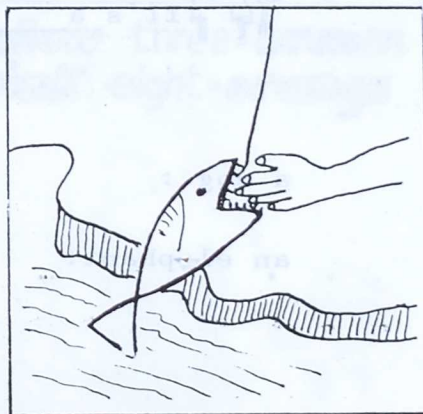
SONG (Canción) : Repasa los números del 1 al 10

1-2-3-4-5



Porque ...

6-7-8-9-10



EJERCICIOS COMPLEMENTARIOS

- 1.- Dramatizar por parejas el diálogo 1. Una pareja lo escenificará previamente. La situación puede variar: a la entrada del cine, por la calle...
- 2.- Trabajo por parejas: preguntar el nombre y responder con los compañeros de al lado.
- 3.- COMPLETA las preguntas : What's this? o What's that ? .En las respuestas : It's a/an _____ completa la palabra que falta.

What's this?
It's a frog.



What's that?
It's a window.



It's a _____?



It's a _____?
It's a _____

It's a _____?



It's a _____?
It's a _____

It's an _____?



It's a _____?
It's a _____

4.- DIBUJA estos animales:

a frog :

a dog :

a cat :

an elephant:

a rat:

5.- RELACIONA CON FELCHAS:

- | | |
|--------------|-------------|
| a book | una silla |
| a chair | una cartera |
| a bag | un libro |
| a blackboard | un lápiz |
| a pencil | una ventana |
| a window | un encerado |
| a door | un pupitre |
| a desk | una puerta |

6.- DIBUJA ESTOS COLORES:

- | | | | | |
|-------|--------|-------|-------|-------|
| RED | YELLOW | BLACK | WHITE | GREEN |
| BROWN | ORANGE | BLUE | PINK | GREY |

7.- COLOREA el dibujo con los colores que se indican: (Colour this picture



one=white two=yellow three=brown four=blue five=red
 six=green seven=pink eight=orange nine=black ten=grey

8.- BIG or SMALL. Completa los espacios en blanco



It's a _____ elephant



It's a _____ elephant



It's a _____ dog



It's a _____ dog

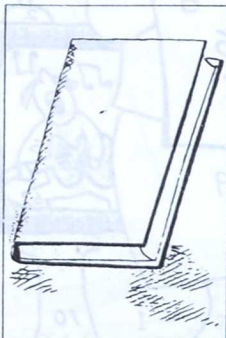


It's a _____ rat



It's a _____ rat

9.- Elige la ~~la~~ respuesta correcta de las dos que se dan en cada caso.
Subrayala.



Is this a book?
Yes, it is.
No, it isn't.



Is this a chair?
No, it isn't.
Yes, it is.



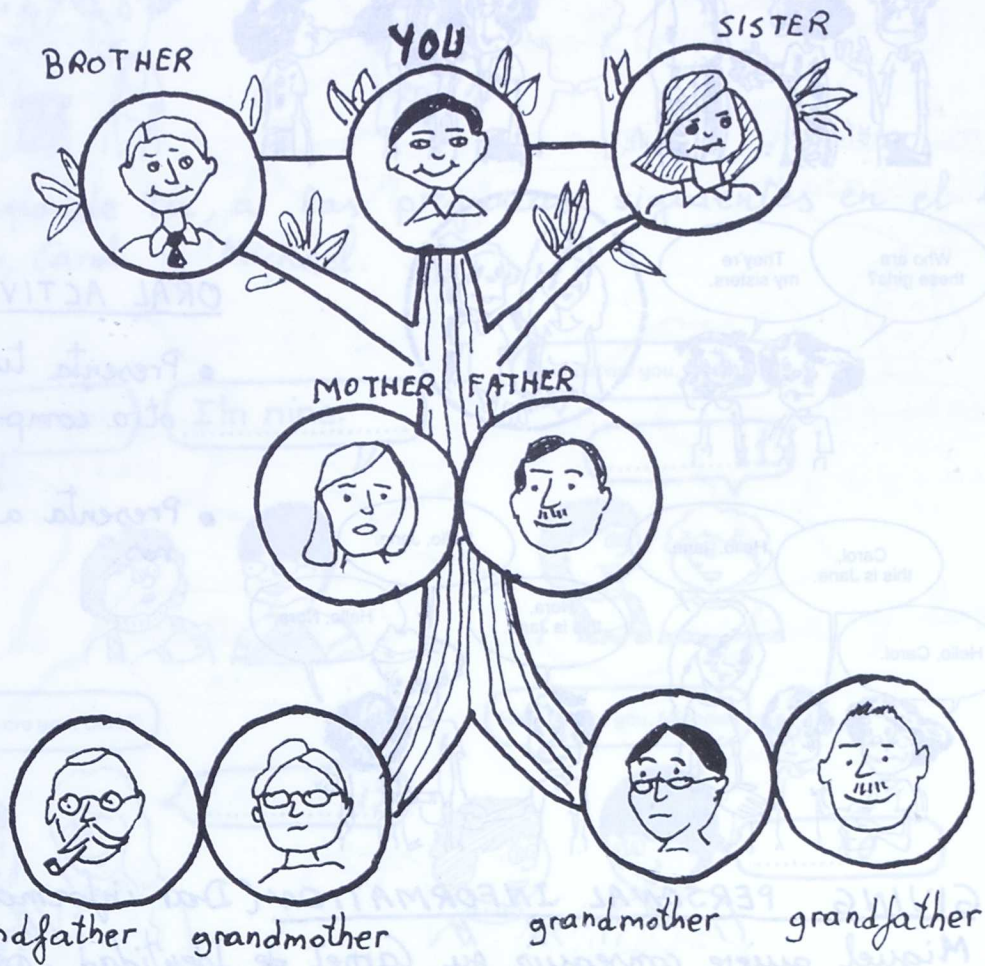
Is this a window?
No, it isn't.
Yes, it is.



Is this a table?
Yes, it is.
No, it isn't.

1.- THE FAMILY TREE (El árbol de la familia)

Listen / Listen and Repeat.



2.- INTRODUCING PEOPLE (Presentando a gente desconocida)

William presenta su familia a su amiga Jane. LISTEN.
LISTEN and REPEAT.





Mr: Sr. + apellido.
Mrs: Sra + apellido.



ORAL ACTIVITIES:

- Presenta tu profesor a otro compañero.
- Presenta a dos compañeros.



3.- GIVING PERSONAL INFORMATION (Dar información personal.)

Miguel quiere conseguir su Carnet de Identidad, por eso deberá dar ciertos datos personales: edad, de donde es...

IDENTITY CARD OFFICE



Miguel: Good Morning, ...
... my identity card.

CLERK: Good Morning, your identity card?
Oh! Yes. What's your name, please?

Miguel: My name's Miguel Sanchez.

CLERK: How old are you?

Miguel: I'm eleven

CLERK: Where are you from?

Miguel: I'm from Casas del Castañar. I'm Spanish.

LISTEN/LISTEN AND REPEAT.

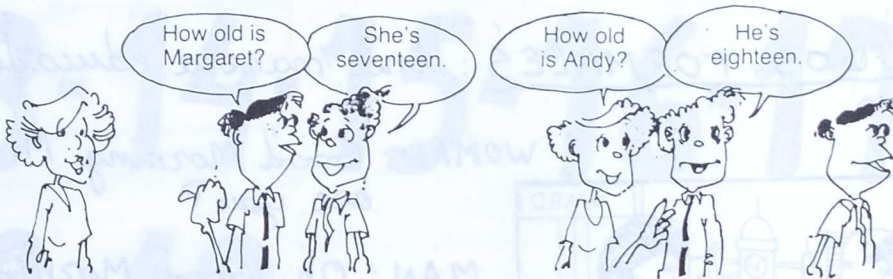
Oral Activity: Listen / Listen and Repeat. (Preguntar y decir la edad).³



Ahora responde tú, a las preguntas siguientes en el lugar de Andrew, Carol y Michael.



Preguntaremos la edad de otras personas:



Ahora di tú la edad estos chicos:

How old is	ANDREW	(11)
	CAROL	(12)
	MICHAEL	(14)
	BETTY	(10)

4.- Where are you from? (¿De dónde eres?)



PAISES Y NACIONALIDADES (Countries and Nationalities).

5.- SALUDOS FORMALES : Una manera educada de saludar.



WOMAN: Good Morning Mr. Wilson. How are you?

MAN: Oh, Good Morning Mrs Allen. I'm very well, thank you, and you?

WOMAN: I'm fine, thank you.



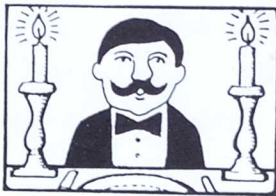
morning

Por las mañanas saludaremos así:
Good Morning..... Buenos días



afternoon

Por la tarde (hasta las 6 aprox.)
Good afternoon.... Buenas tardes.



evening

Por la tarde (de 6 a 11)
Good evening..... Buenas tardes.

• TEMA DE CONVERSACIÓN: La vida diaria y los horarios.

- Mr : Mister : Señor
- Mrs : Señora.

6.- NUMBERS (13-20). Números

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

13-14-15-16-17

18-19

ORAL ACTIVITY: LISTEN and CIRCLE (Escucha y encierra en un círculo el número de cada serie que tú escuches:

1.- 13-15-19

5.- 16-13-15

2.- 18-14-17

6.- 15-18-13

3.- 19-18-16

7.- 14-18-17

4.- 17-14-15

7.- THE ALPHABET: Cómo deletrear.

F-L-M-N-S-X-Z

ORAL ACTIVITY: Listen and Circle

1.- f-x-s

5.- n-m-s

2.- m-n-s

6.- x-s-f

3.- z-f-l

7.- x-z-f

4.- x-z-f

8.- l-n-m

... Es fácil se deletrean con el sonido /e/.

8.- VOCABULARIO

a) Family: Parents
father
mother
brother
sister

b) Nationalities: Spain - Spanish.
England - English.
The U.S. - American.
Italy - Italian.
France - French.



MAN



WOMAN

HOMBRE

MUJER

WHERE...? ¿dónde?

• The = el, la, los, las

9.- GUESS: Adivina quién es. (No pases la página hasta escuchar la conversación).

William: Is it a man?

Jane: No, it isn't.

William: Is it a woman?

Jane: Yes, she is.

William: Is she American?

Jane: No, she isn't.

William: Is she English?

Jane: Yes, she is.

William: Is she a singer?

Jane: No, she isn't.

William: Is she a politician?

Jane: Yes, she is.

William: Is she Margaret Thatcher?

Jane: Yes, she is.



10- ENTONACIÓN

□ □
• Hello

□ □
• Goodbye

□ □ □
• Good Morning

□ □ □
• Good Evening

□ □ □ □
• Good Afternoon

• How old are you? ↘

• Where are you from? ↘

• How do you do? ↗

• How do you do? ↘

11- Pronunciación: /θ/ → th: como /d/

• father

• mother

• brother

• this

• that

• the

• they

• these

12- GRAMMAR

• These = Estos, estas. Es el plural de this

• They're = Ellos-as son (They're my sisters: Son mis hermanas)

• They = Ellos, ellas

RECITACION : ERNIE

Good Morning.

Hello.

Good Morning.

Hello.

Where's Ernie?

I don't know.

Where's Ernie?

I don't know.

Good Morning.

Hello.

Good Morning.

Hello.

Where's Ernie?

I don't know
Here I am!

It's Ernie! Hello, Ernie.

It's Ernie! Hello, Ernie.

It's Ernie! Hello, Ernie.

It's Ernie! Hello, Ernie.

It's Ernie! Hello, Ernie.

It's Ernie! Hello, Ernie.

It's Ernie! Goodbye Ernie.

Goodbye, Goodbye, Goodbye.



Say Hello to Ernie: HELLO ERNIE



EJERCICIOS COMPLEMENTARIOS

1.- Michael presenta a su familia. COMPLETA tú las presentaciones que hace:

1. This is my father
2. _____
3. _____
4. _____



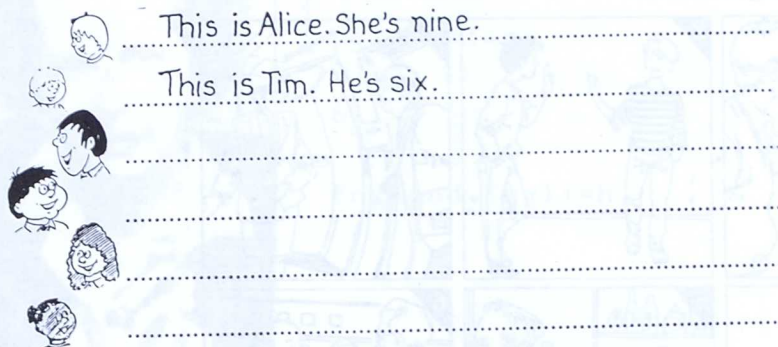
- 2.- Actividad comunicativa: Haced grupos de 3. Uno de vosotros presentará a los otros dos. (Relación entre jóvenes).
- 3.- Actividad comunicativa: Uno de vosotros presentará el profesor a otro compañero. Todos sereis presentados al profesor (Relación adulto-joven)
- 4.- Actividad comunicativa: PAIR WORK (trabajo por parejas). Pregunta la edad a 6 compañeros y también su nombre. Anótalo en el recuadro.

NOMBRE (NAME)	EDAD
1	
2	
3	
4	
5	
6	

5.- Completad este diálogo oralmente por parejas. Después escribireis los diálogos.



6.- De acuerdo con el ejercicio anterior, presenta y di la edad de estos niños, primero oralmente, y luego por escrito.



7.- Une con flechas banderas y países



ITALY

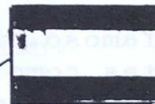
GREAT BRITAIN

USA

FRANCE

SPAIN

RUSSIA



8.- ¿Cómo responderá cada personaje a esta pregunta? COMPLETA

10

WHERE ARE YOU FROM ?

MADONNA

I'm from The United States
I'm American

BUTRAGUÑO

FRANCO BATTIATO

MICHAEL JACKSON

MARGARET THATCHER

MICHAEL PLATINI

9.- ¿ En cuál de estas situaciones el saludo será " GOOD MORNING " y en cuál de ellas será " HELLO " ?

1.-

2.-

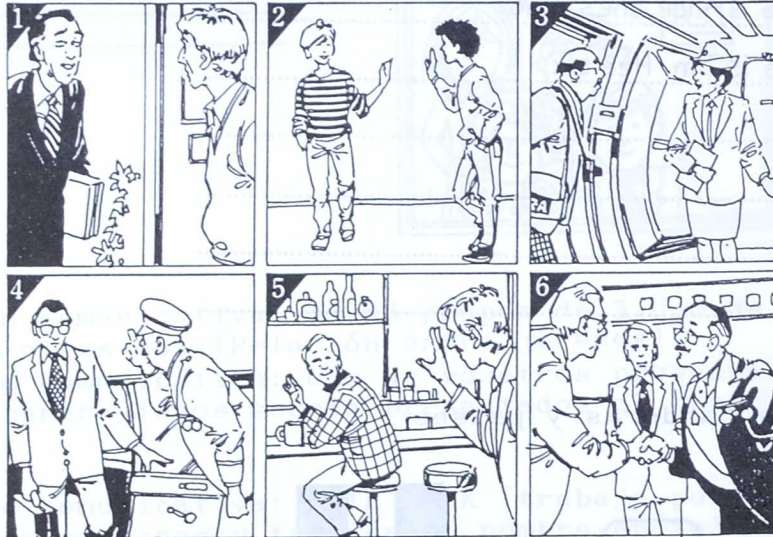
3.-

4.-

5.-

6.-

3 Good morning or Hello?



10.- ADIVINA un personaje famoso. El profesor piensa en una persona famosa, le hareis preguntas como las que aparecen en la lección, a ver si lo adivinais. Otro dia, uno de vosotros pensará en otro personaje y el resto de la clase hará las preguntas

LECCION 4 : WHO'S HE ?

1.- Identificar a terceras personas y dar información sobre ellas:



WILLIAM: Who's he ?

JANE: He's Ben Johnson. He's a famous sportsman.

WILLIAM: How old is he ?

JANE: He's 26

WILLIAM: Where is he from ?

JANE: He's from Canada. He's Canadian.

Ahora tú vas a dar información sobre estas personas. RESPONDE a las preguntas.



{ Margaret Thatcher
politician

61

England. English.



{ Julio Iglesias
singer

42

Spain. Spanish.

2.- Preguntar el nombre: terceras personas: HIS/HER: su.



Actividad oral: Pregunta el nombre de estas personas: his o her



1 SHARON 2 JOHN 3 PAM 4 MARK 5 SUSIE 6 PETER

3.- DESCRIBING PEOPLE (Describir a gente). Adjetivos: ¿cómo son ?



En este banco ha habido un robo a mano armada. El director explica al detective cómo es el ladrón.



LISTEN the dialogue:

MANAGER: He is a tall man, and very dangerous.

DETECTIVE: Is he young?

MANAGER: No, he isn't. He's old.

DETECTIVE: Is he fat?

MANAGER: No, he isn't. He's thin and dark.

LISTEN and REPEAT.

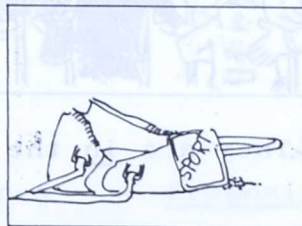
¿Cuál de ellos será el ladrón?



4.- STATING LOCATIONS (Localizar cosas...) WHERE ? = ¿Dónde...?

Prepositions.

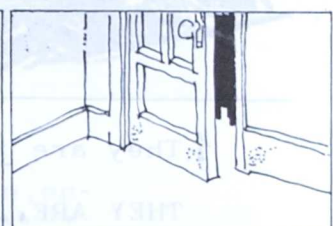
WILLIAM: Mum, where's my frog?



Mother: Is it **in** your bag, William?
William: No, it isn't.



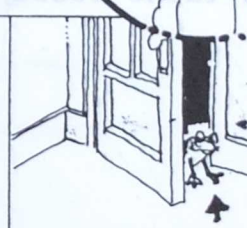
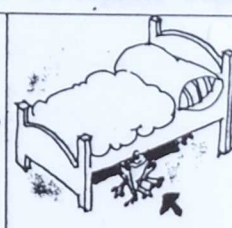
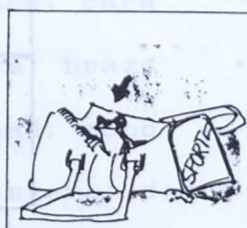
Mother: Is it **under** your bed?
William: No, it isn't.



Mother: Is it **behind** the door?
William: No, it isn't.



Mother: Oh, William. Look. It's **on** your head.



in

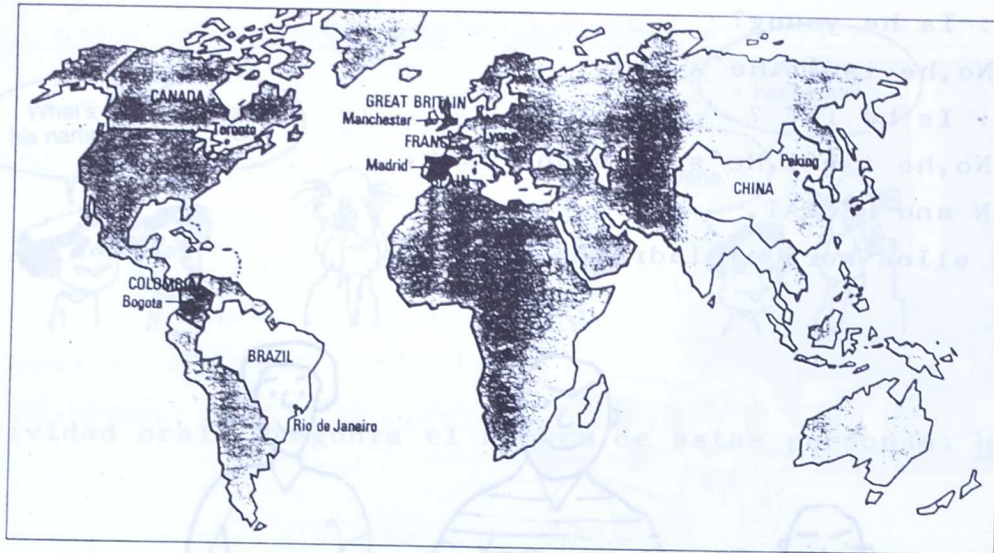
under

behind

on

Where's RIO DE JANEIRO ?

It's in Brazil



Where's Manchester?
 Where's Madrid?
 Where's Lyons?
 Where's Bogotá?
 Where's Toronto?
 Where's Peking?

It's in

.....

.....

.....

.....

Where are they ?



1.They are in the classroom. 2.They are in the zoo. 3.They are in the park

THEY ARE = Ellos están.

5.- NUMBERS (Números).- REVISION LISTEN:

1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-

REPEAT:

1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19

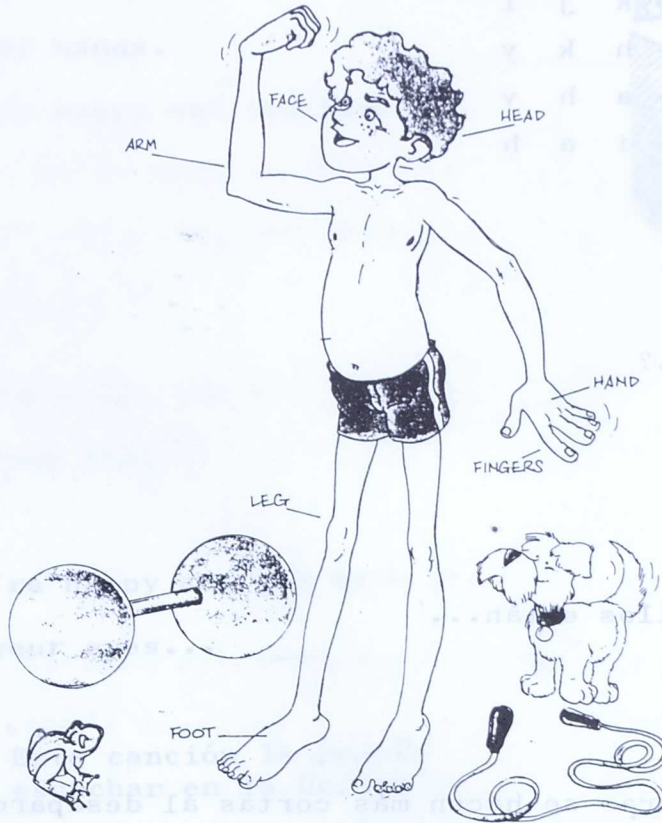
BINGO: Elige nueve números del 1 al 19.
 Escribe un número en cada cuadro con bolígrafo. Si escuchas tu número cuando se vayan cantando las bolas lo tachas. Quien primero tache todos sus números ha hecho Bingo.

6.- PHONING (Llamando por teléfono). Escucha la siguiente conversación telefónica. LISTEN

LISTEN and REPEAT

Escribe el número de teléfono que realmente contesta la llamada

7.- THE HUMAN BODY (El cuerpo Humano).



8.- VOCABULARIO:

Adjetivos: Tall: alto-a
Short: bajo-a
Fat: gordo-a
Thin: delgado-a
young: joven
old: viejo-a
dark: moreno-a
fair: rubio-a

Preposiciones: in= dentro, en
on: encima
under: debajo
behind: detrás de

Cuerpo Humano : head: cabeza leg: pierna
face: cara foot: pié
arm: brazo
hand: mano
fingers: dedos

SONG: IF YOU'RE HAPPY

If you're happy and you know it,
Clap your hands. →

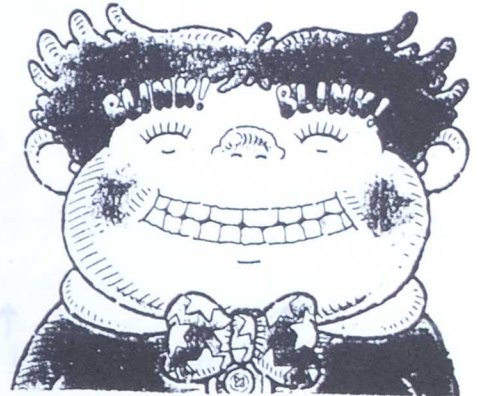
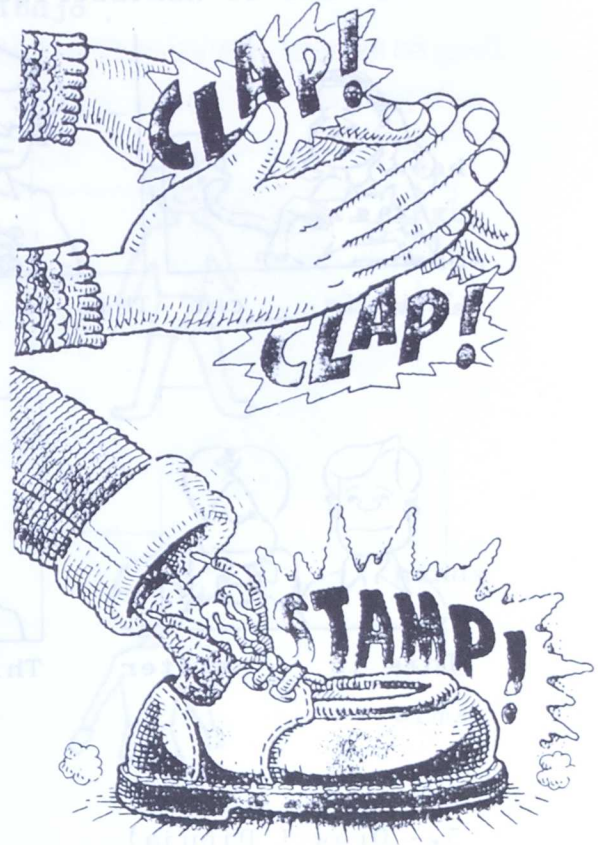
If you're happy and you know it,
Clap your hands.

If you're happy and you know it,
and you really want to show it.
If you're happy and you know it,
clap your hands.

If you're happy and you know it,
Stamp your feet... →

If you're happy and you know it,
Blink your eyes... →

Nota: Esta canción la podrás
escuchar en la Unidad 5.



EJERCICIOS COMPLEMENTARIOS

1.- RESPONDE a las preguntas:

MICHAEL
JACKSON
21
USA



Who's he? _____

How old is he? _____

Where is he from? _____

BUTRAGUEÑO
23
SPAIN



Who's he? _____

How old is he? _____

Where is he from? _____

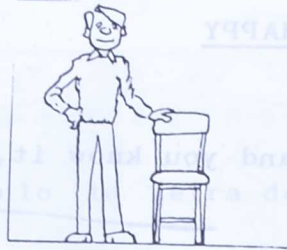
2.- HIS or HER. Escribe his / her en el espacio correspondiente:



This is ___ cat



This is ___ rat



This is ___ chair



This is ___ house



This is ___ sister



This is ___ book

3.- Draw (Dibuja)



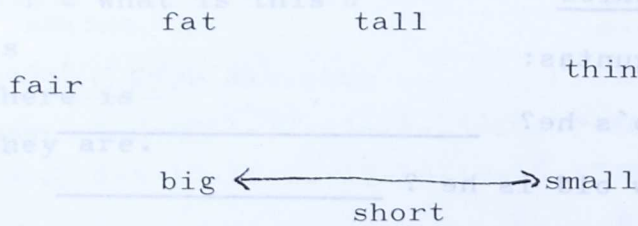
↑
a tall man

↑
a fat man

↑
a young man

↑
a short woman

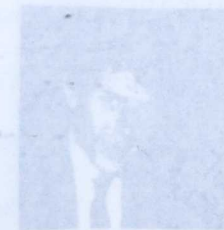
4.- Une con una flacha los adjetivos contrarios:



dark

5.- Draw (dibuja):

- a frog behind the window
- a cat on the chair
- a book in the bag
- a pencil under the chair



BUTRAGUENO
23
SPAIN

6.- Subraya lo que falta en cada dibujo



legs
head
hands
arms



head
legs
hands
arms



arms
head
legs
hands



hands
legs
head
arms

7.- Escribe estas frases sin contraer

She's American: _____

I'm a schoolboy: _____

He's English : _____

Where's my frog?: _____

What's your name ? _____

What's this ? _____

It's a chair: _____

They're in the zoo: _____

8.- Sigue el modelo del ejemplo a).



King Juan Carlos.



Larry Hagman.



a). She's Queen Elizabeth

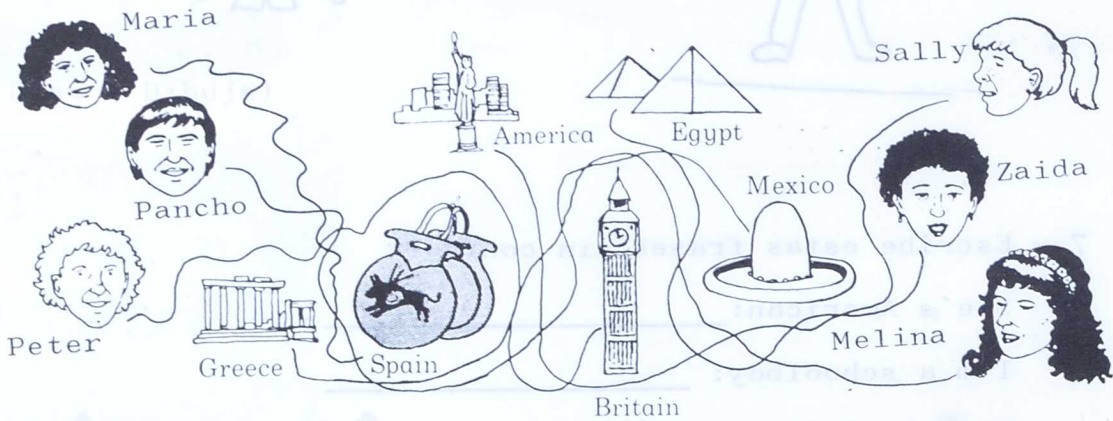
b).

c).

.She's 62.


.She's from England

9.- ¿ De dónde son? Sigue las líneas y COMPLETA.




- 1 Where's Maria from? She's from Spain.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

10.- Sigue el modelo y completa:

Tom/camera:  This is his camera.

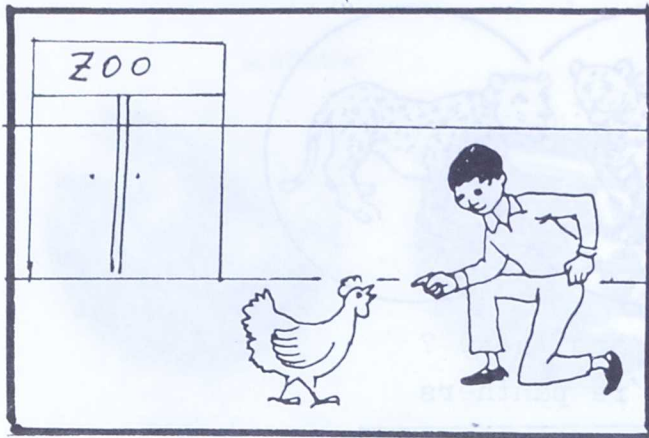
Mr. Allen/garden  This is _____ garden.

Robert/dog  This is _____ dog.

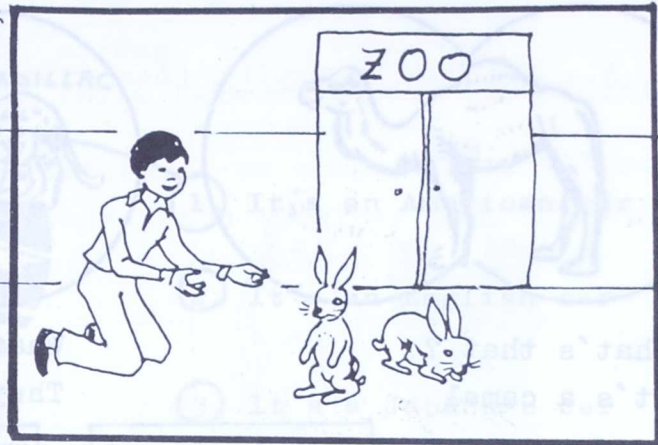
Mr. Allen/radio  This is _____ radio.

Mrs Trott/car  This is _____ car.

1.- IDENTIFYING ANIMALS : (identificar animales). Nuestro amigo Miguel ha ido al zoo, y pregunta el nombre de algunos animales en inglés. WHAT'S THIS ? (¿Qué es ...?) WHAT ARE THESE? (¿Qué son ... ?)



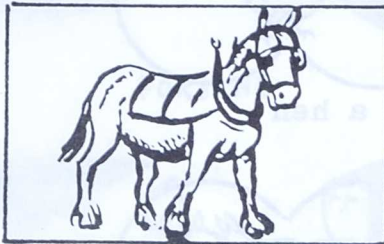
What's this ?
It's a hen.



What are these ?
They're rabbits.

ACTIVIDAD ORAL: What's this ?
It's a...

o What are these ?
They're ...



1. a donkey



2. donkeys



3. elephants



4. crocodiles



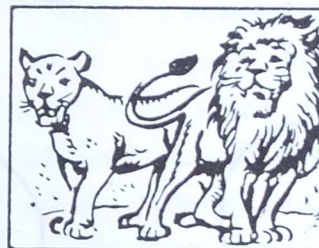
5. a cat



6. a gazelle



7. a giraffe



8. lions

What's this ?
It's a house



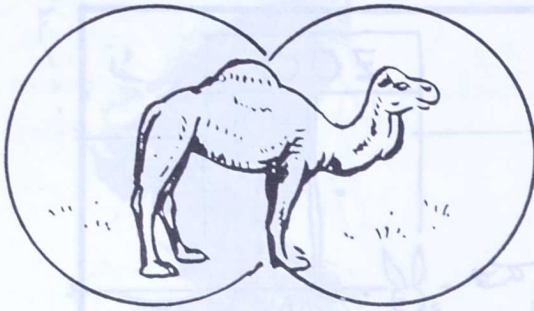
What are these?
They're houses



2.- IDENTIFYING ANIMALS: Ahora los animales están lejanos. Así que las preguntas serán :

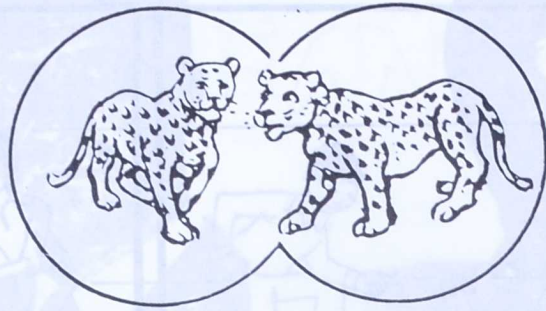
WHAT'S THAT ? It's a ... (¿Qué es aquel... ? Es...)

WHAT ARE THOSE ? They're (¿Qué son aquellos...? Son...)



What's that ?

It's a camel



What are those ?

They're panthers

ACTIVIDAD ORAL:

What's that ?

It's a ...

What are those ?

They're ...



1. lions



2. a giraffe



3. a hen



4. birds



5. a cat



6. donkeys



What's that ?

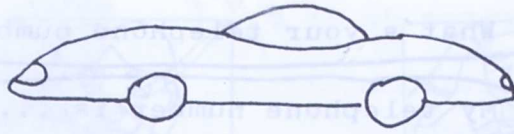
It's a gazelle.



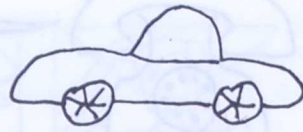
What are those ?

They're rabbits.

3.- CARS

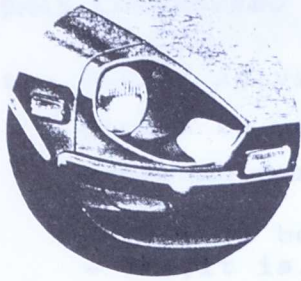


a new car



an old car

DATSUN



CADILLAC



1. It's an American car

2. It's an English car

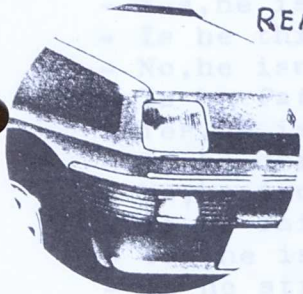
3. It's a Japanese car

4. It's a German car

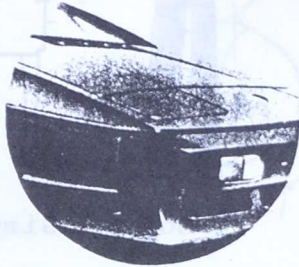
5. It's an Italian car

6. It's a French car

RENAULT



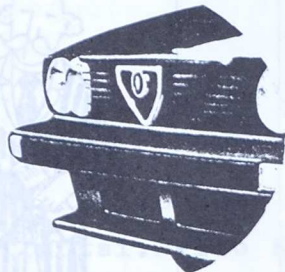
LOTUS



PORSCHE



ALFA ROMEO



Actividad: MATCH (Une con flechas).

4.- WHAT'S YOUR TELEPHONE NUMBER ? (Cuál es tu número de teléfono?)

William llama a la radio para dedicar un disco a su amiga Jane. debe dar su número de teléfono/ LISTEN



SAM: Hello, William!... "Bad," from Michael Jackson..All right ..What's your telephone number, please?...4187926, right, to your girlfriend Jane.O.K. What's her telephone number ?



What's your telephone number ?

My telephone number is

5.- DESCRIBING PEOPLE (Describir a la gente)



Man

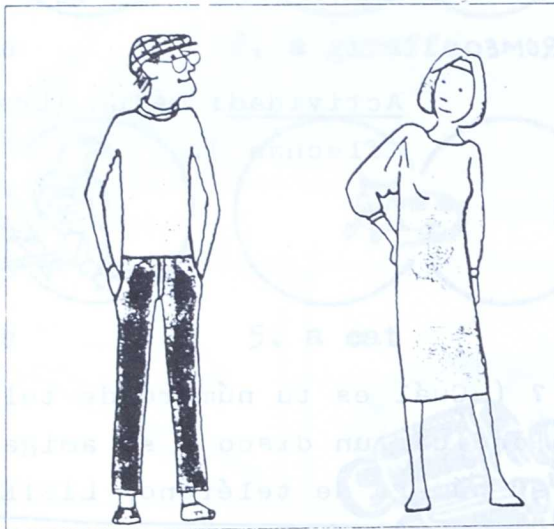
Woman



Boy



Girl



a young man a young woman an old man an old woman

ACTIVIDAD ORAL :



tall



short



fat



thin



pretty



ugly



strong



weak

HABRAS COMPROBADO QUE EL ADJETIVO ES IGUAL PARA MASCULINO QUE FEMENINO

6.- GUESS: Adivina. Jugamos a identificar a un compañero; un alumno piensa en un compañero y los demás deben adivinar en quién está pensando, por lo que le deben hacer preguntas, de esta manera:

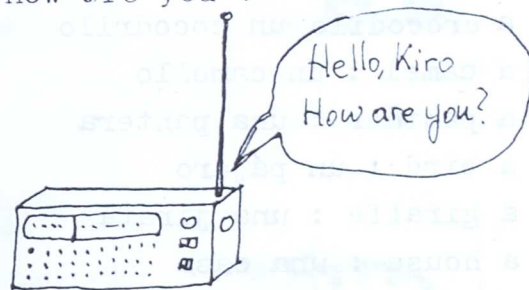
- Is it a boy ?
- Yes, it is.
- Is he tall ?
- Yes, he is.
- Is he thin ?
- No, he isn't .
- Is he fat ?
- Yes, he is.
- Is he dark?
- No, he isn't .
- Is he fair ?
- Yes, he is
- Is he strong ?
- Yes, he is.
- He's a tall boy. He's fat and fair, and he's strong... Is he Luis?
- No, he isn't.
- Is he Raúl?
- Yes, he is.



7.- AN INTERVIEW (Una entrevista)

Un amigo japonés: A japanese friend

- This is Kiro Mitsutsi. Hello Kiro. How are you ?
- Fine, thanks.
- How old are you ?
- I'm 19 years old
- Kiro, are you a doctor?
- No, I'm not.
- Are you an artist ?
- No, I'm not an artist.
- What's your job ?
- I'm a photographer,
- A photographer. O. K. Are you from China ?
- No, I'm not from China. I'm from Japan.
- All right Kiro, thank you very much. Bye.



... Si hablamos de Kiro, diremos de él :

- His name is Kiro Mitsubitsi
- He's from Japan. He's Japanese.
- He's a photographer.
- He's a short man
- He is 19 years old.
- He's a young man.



8.- SUMAS:

$$2 \text{ plus } 3 = 5$$

$$8 + 9 =$$

$$1 + 1 =$$

$$12 + 4 =$$

$$3 + 7 =$$

$$5 + 10 =$$

9.- ENTONACION : En este tipo de preguntas la entonación es ascendente.

- Are you a doctor ?
- Are you a photographer ?
- Is he from Japan ?
- Is he short ?
- Is he fat ?

10.- VOCABULARIO:

a hen: una gallina

an elephant : un elefante.

a rabbit : un conejo

pretty/ ugly: bonita, feo, a

a donkey : un burro

strong/ weak : fuerte débil

a gazelle : una gacela

a lion : un león

a crocodile un cocodrilo

a camel : un camello

a panther : una pantera

a bird : un pájaro

a giraffe : una jirafa

a house : una casa

11.- GRAMMAR: They're : (Ellos) son....

THESE: Es el plural de THIS y significa: estos, estas

THOSE: Es el plural de THAT y significa: esos, as, aquellos, as.

THESE: indica proximidad. What are these: ¿Qué son estos...?

THOSE: indica lejanía. What are those?: ¿Qué son aquellos ..

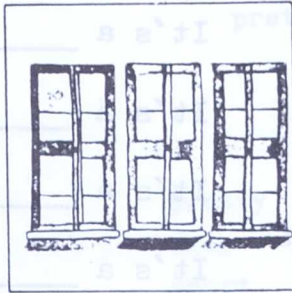
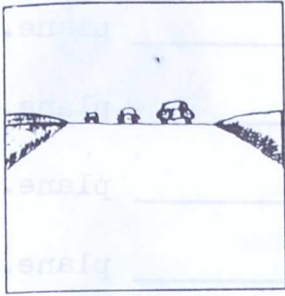
(A) Japanese car : A ... porque Japanese empieza por consonante

(An) American car: AN... porque American empieza por vocal.

12.- SONG (canción) : El texto de la canción lo teneis en la unidad 4 ya que no la hemos podido escuchar. Su título es IF YOU'RE HAPPY (Si eres feliz).

ACTIVIDADES COMPLEMENTARIAS

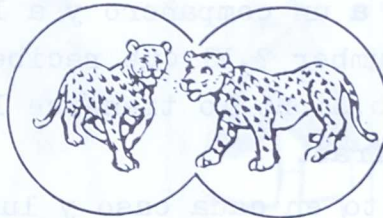
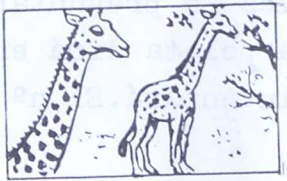
1.- Elige la palabra correcta en cada pregunta encerrándola en un círculo



What are { these ?
those ? }
They're cars.

What are { these ?
those ? }
They're windows.

What 's { this ?
that ? }
It's a door.

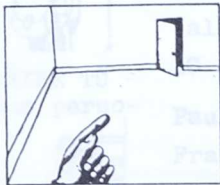
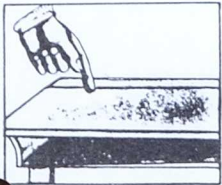


What are { these?
those? }
They're giraffes.

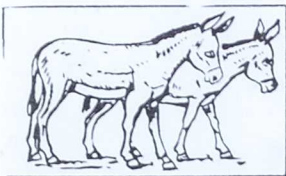
What are { these?
those? }
They're panthers.

What are { these?
Those? }
They're crocodiles

2.- COMPLETA la pregunta, primero oralmente, y luego por escrito con THIS-THAT-THOSE-THOSE.



1. What's this? It's a desk 2.? It's a door 3.? It's a woman. 4.? It's a schoolboy.



5.? They're donkeys 6.? They're lions . 7.? They're rabbits. 8.? It's a cat.

What's this?	It's a desk.	What are these?	They're donkeys.
What's that?	It's a door.	What are those?	They're lions.
What's this?	It's a woman.	What are these?	They're rabbits.
What's that?	It's a schoolboy.	What are those?	It's a cat.

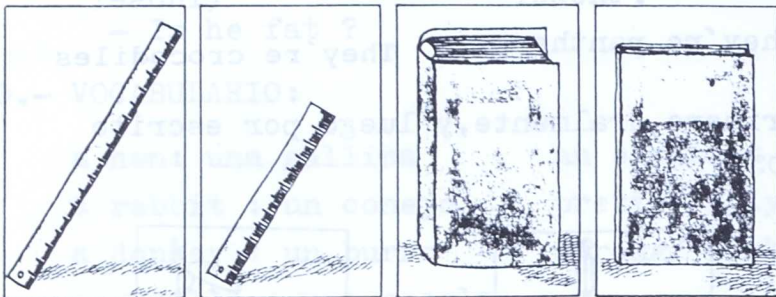
3.- COMPLETA las frases con los adjetivos: Italian-British-American
Chilean-Canadian-Mexican.



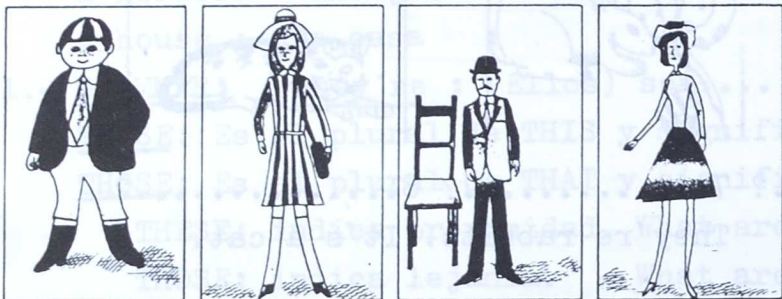
ALITALIA It's a _____ plane.
 BRITISH AIRWAYS It's a _____ plane.
 PAN AM It's a _____ plane.
 CHILEAN AIRLINES It's a _____ plane.
 AIR CANADA It's a _____ plane.
 AEREA MEXICANA It's a _____ plane.

4.- Juego en gran grupo. Con una pelota pequeña: Cada jugador que reciba la pelota la lanzará a un compañero y a la vez le preguntará: What's your telephone number?. El que recibe la pelota dirá en inglés su nº de teléfono. Si no lo tiene se lo inventará. El nº de teléfono tendrá seis cifras.

5.- Elige el adjetivo correcto en cada caso y luego escribe toda la frase en tu cuaderno:



This ruler is { long short thick thin	This ruler is { long short thin thick	This book is { long short thin thick	This book is { long short thick thin
---	---	--	--



This boy is { short fat thin tall	This girl is { short fat thin tall	This man is { short fat thin tall	This woman is { short fat thin tall
---	--	---	---



Superman is weak
thin
strong
pretty



That girl is pretty
ugly
short

6 .- Contesta, primero oralmente, y luego por escrito .



Is Betty tall?
...

Is Jane tall?
...

Is Mary thin?
...

Is Peter thin?
...

Yes, He/she is
No, he/she isn't.

7 .- Fíjate en el modelo:



Carol
England-English
schoolgirl
tall/girl
10

She's Carol
She's from England. She's English
She's a schoolgirl.
She's a tall girl
She's 10 years old.

Ahora ESCRIBE TÚ
sobre estas perso-
nas



Paul
France-French
teacher
Thin/man
35



Sandro
Italy-Italian
doctor
young/man
25

8 .- COMPLETA : A ó An

- | | |
|---------------|-------------|
| ___ crocodile | ___ dog |
| ___ elephant | ___ teacher |
| ___ old man | ___ arm. |
| ___ leg. | ___ cat... |

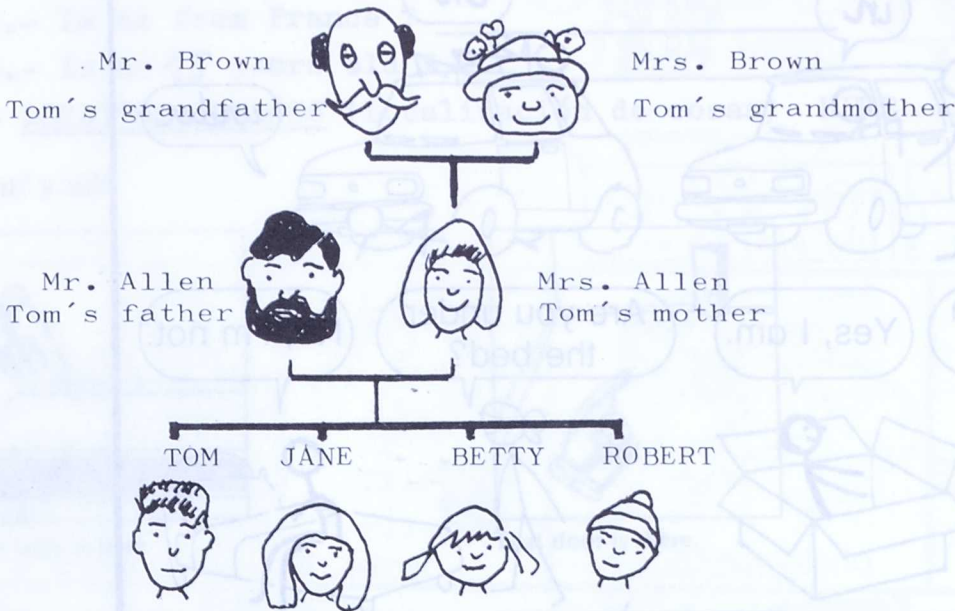


trousers (3)

shoes (4)

LECCION 6: TOM'S FAMILY

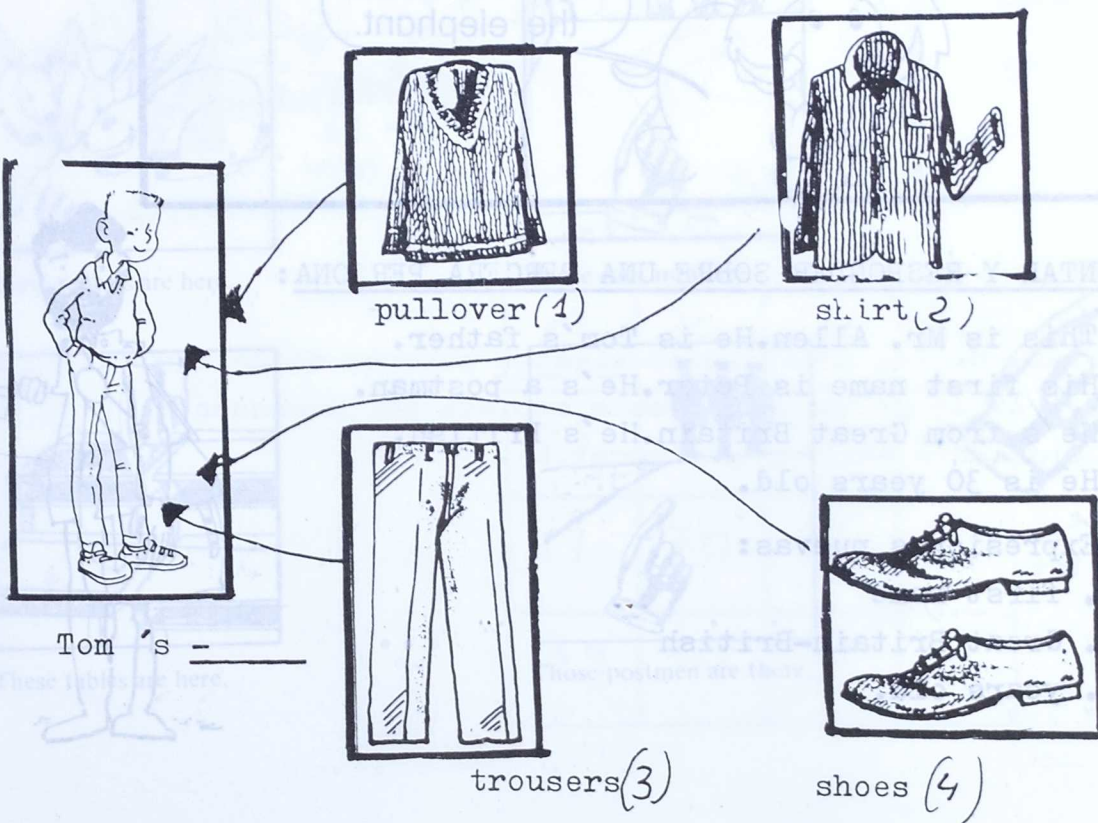
1.- This is Tom's family. Listen



ACTIVIDAD ORAL

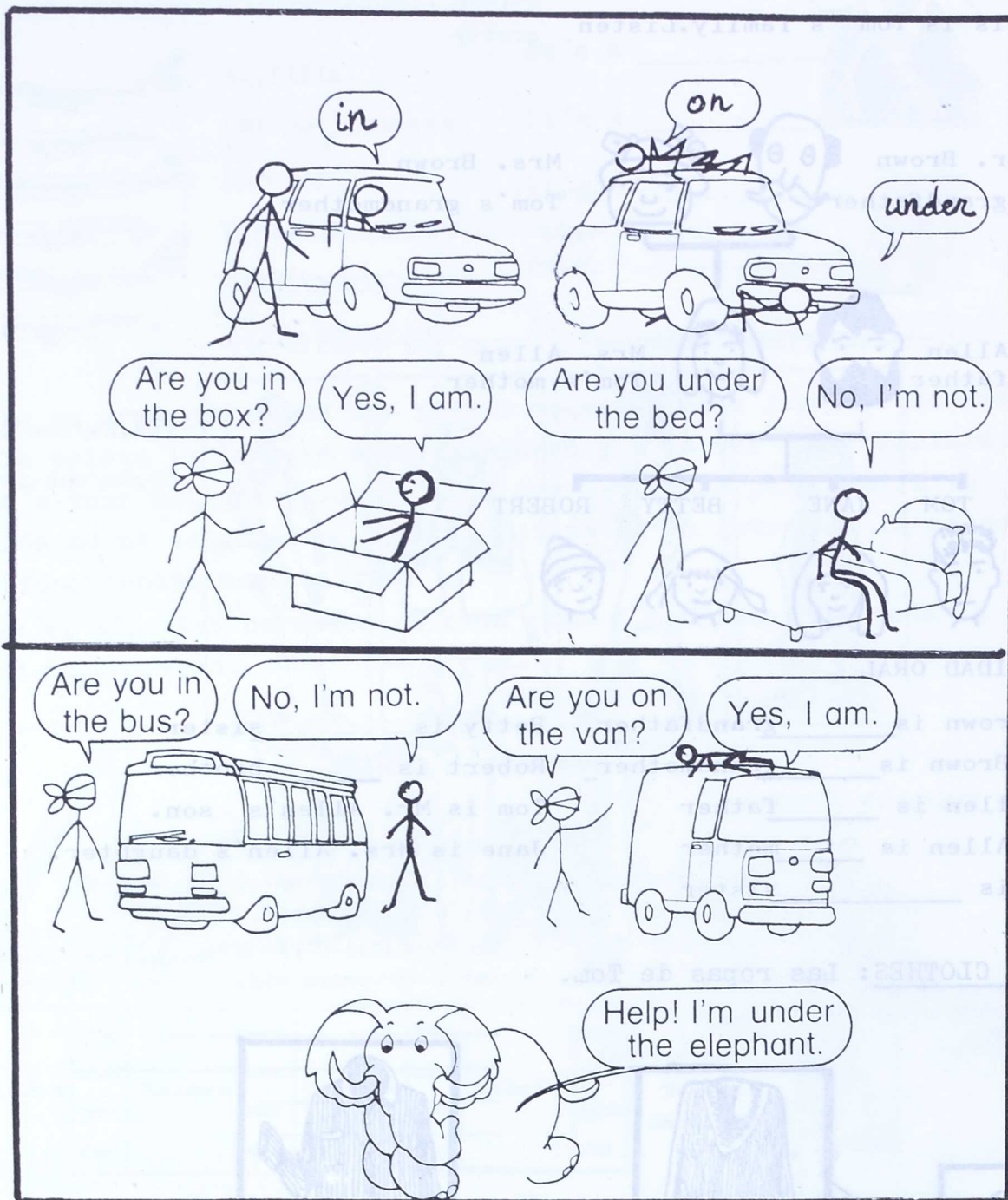
Mr. Brown is grandfather Betty is sister
 Mrs. Brown is grandmother Robert is brother
 Mr. Allen is father Tom is Mr. Allen's son.
 Mrs. Allen is mother Jane is Mrs. Allen's daughter.
 Jane is sister

TOM'S CLOTHES: Las ropas de Tom.



2.-LOCATING: Localización de personas: ¿ Dónde están estas personas ?

- in the car -on the car - under the car



3.- PREGUNTAR Y RESPONDER SOBRE UNA TERCERA PERSONA :

This is Mr. Allen. He is Tom's father.
His first name is Peter. He's a postman.
He's from Great Britain. He's British.
He is 30 years old.

Expresiones nuevas:

- first name
- Great Britain-British
- years old.

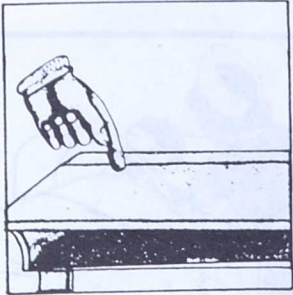


Questions about Peter Allen (Preguntas sobre...)

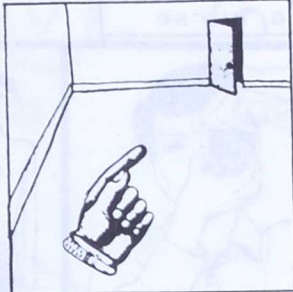
- 1.- Who's he ? _____
- 2.- What's his first name ? _____
- 3.- Is he a driver ? _____
- 4.- Is he from France ? _____
- 5.- Is he 15 years old ? _____

4.- LOCATING THINGS (Localización de cosas) HERE THERE

Aquí y allí



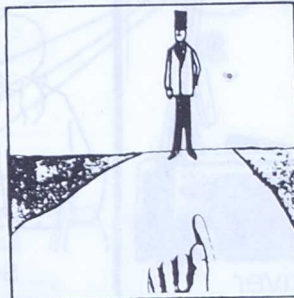
This table is here.



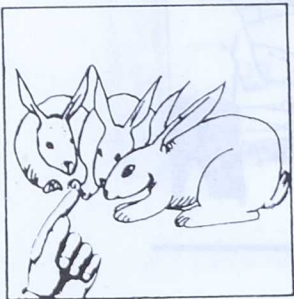
That door is there.



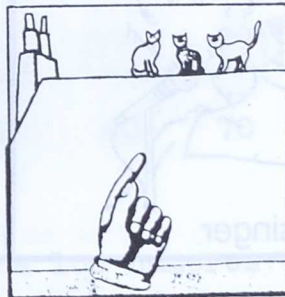
This boy is here.



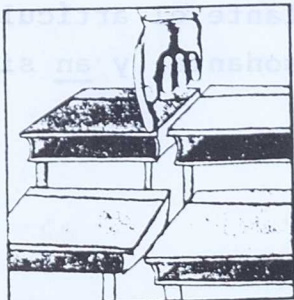
That man is there.



These rabbits are here.



Those cats are there.



These tables are here.



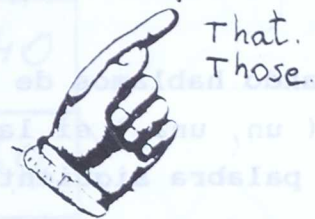
Those postmen are there.



This
These

HERE

THERE



That.
Those.

5.- WHAT'S YOUR JOB? ¿Cuál es tu trabajo? ¿ A qué te dedicas ?



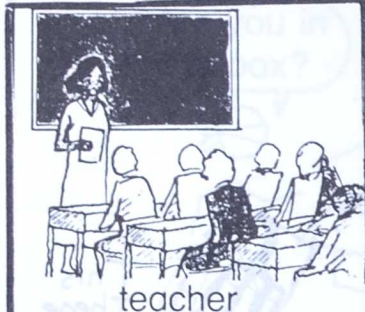
I'm a schoolboy



I'm a schoolgirl

What's his job?
He's a doctor

What's her job?
She's a nurse



teacher



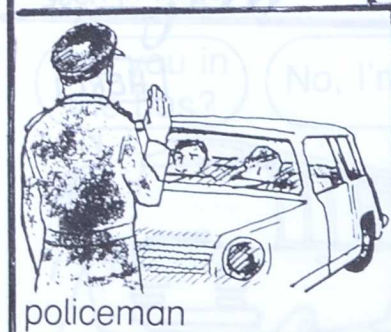
photographer



doctor



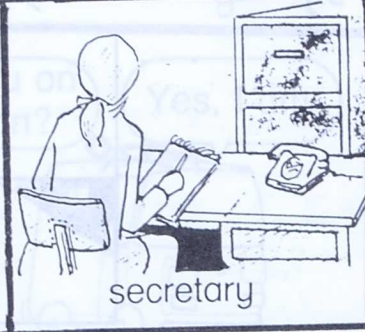
nurse



policeman



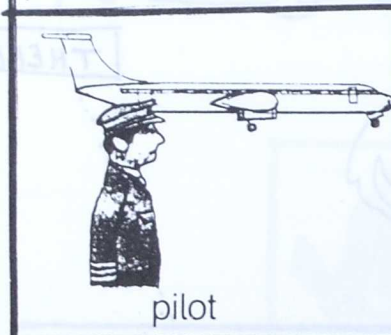
driver



secretary



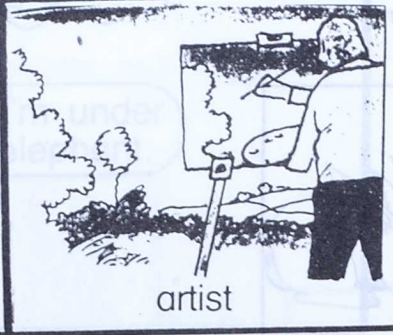
shop assistant



pilot



singer



artist

Quando hablamos de las profesiones siempre ponemos delante el artículo a (un, una), si la palabra siguiente empieza por consonante, y an si la palabra siguiente empieza por vocal. Ej:

He's a pilot.

He's an artist.

20-30-40-50

TWENTY

THIRTY

FORTY

FIFTY

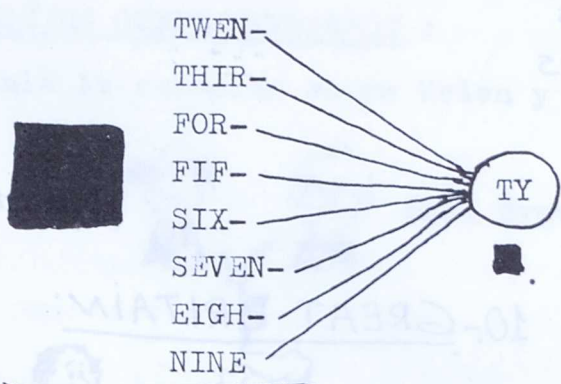
60-70-80-90

SIXTY

SEVENTY

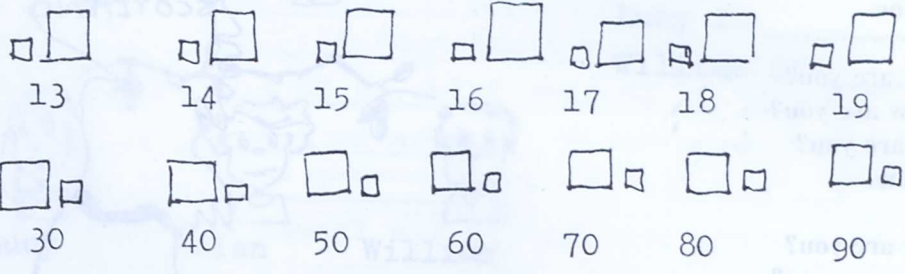
EIGHTY

NINETY



PAY ATTENTION ! : El acento va en la primera sílaba:

DIFERENCIA:



Acento en la 2ª sílaba

Acento en la 1ª sílaba

ACTIVIDAD ORAL: Tacha los números que oigas

13	30	14	40
15	50	16	60
17	70	18	80
19	90	X	X

7.- THE ENGLISH ALPHABET:

LISTEN AND REPEAT:

O Q -U -W R

ENCIERRA en un circulo las letras de cada serie que tú escuches

- 1.- q u w 4.- w r o
- 2.- o u q 5.- r q w
- 3.- r o q 6.- o u r

8.- PRONUNCIACION DE PLURALES

- | | |
|------------|-----------|
| hens | birds |
| rabbits | elephants |
| donkeys | houses |
| gazelles | giraffes |
| lions | |
| crocodiles | |
| camels | |

9.- Canción: How are you?

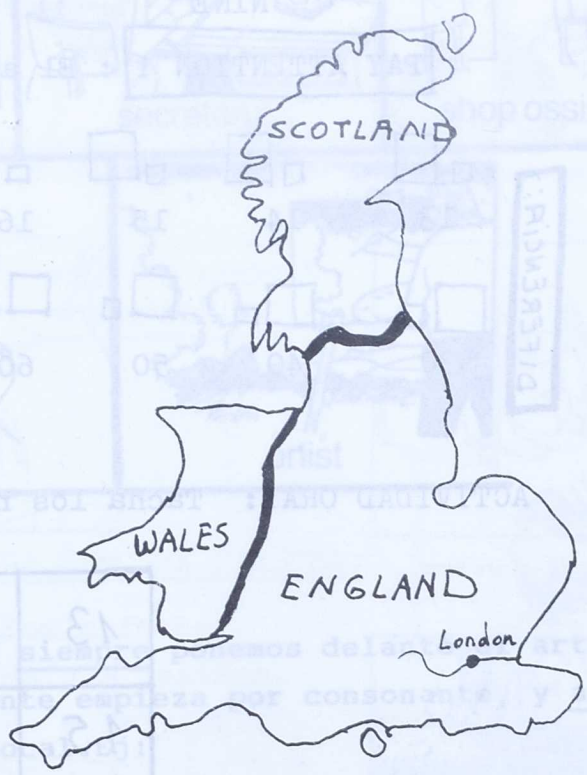
How are you? I'm very well.
 How are you? I'm fine.
 How are you? I'm very well.
 How are you? I'm fine.

Good morning. How are you?
 Good afternoon. How are you?
 Good evening. How are you?
 How are you? I'm fine.

Good morning. How are you?
 Good afternoon. How are you?
 Good evening. How are you?
 How are you? I'm fine.

How are you? I'm very well.
 How are you? I'm fine.
 How are you? I'm very well.
 How are you? I'm fine.

10.- GREAT BRITAIN:



ENGLAND + SCOTLAND + WALES

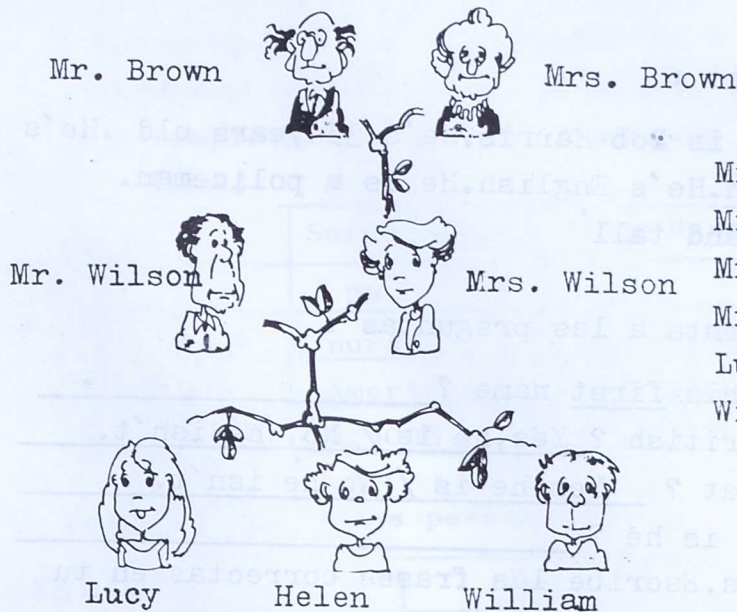
= GREAT BRITAIN

11.- VOCABULARIO de la lección

- Son : hijo
- Daughter: hija
- pullover: jersey,
- Shirt : camisa.
- Trousers: pantalones
- Shoes: zapatos.
- First name : Nombre de pila
- Great Britain: Gran Bretaña
- British: británico
- Here : Aquí
- There: Allí
- What's your job?: ¿Cuál es tu trabajo?
- doctor:médico
- nurse: enfermera
- policeman: policia
- driver: conductor
- secretary: secretaria
- Shop assistant: Dependiente,a.

EJERCICIOS COMPLEMENTARIOS :

1.- Señala la relación entre Helen y resto de su familia: **COMPLETA:**



- Mr. Brown is Helen's grandfather
- Mrs. Brown is _____
- Mr. Wilson is _____
- Mrs. Wilson is _____
- Lucy is _____
- William is _____

2.- ¿Cómo expresarías que estos objetos pertenecen a Helen.? **COMPLETA**



Helen's bag



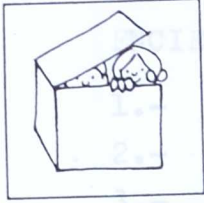
desk



shoes



3.- Where are they ? (¿Dónde están ellos ?).Escribe la preposición adecuada debajo del dibujo correspondiente: **UNDER-ON-IN**



4.- Vas a escribir sobre tí mismo.Completa el siguiente texto:

My name's _____. I'm _____ years old.I'm from _____ .I'm _____ (nacionalidad).My father's name is _____.My mother's name is _____.My father is _____ years old,and my mother _____ years old. I'm a _____ (job/ profesión).

5.-



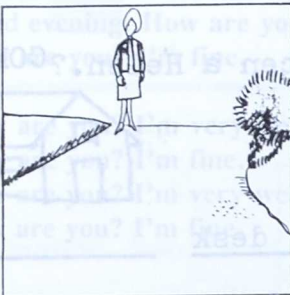
LEE el texto :

His name is Bob Harris.He's 35 years old .He's from London.He's English.He is a policeman. He's thin and tall

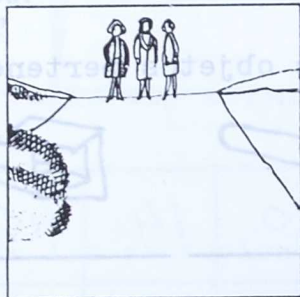
Ahora contesta a las preguntas :

- 1.- What's his first name ? _____
- 2.- Is he British ? Yes,he is / No, he isn't.
- 3.- Is he fat ? Yes,he is / No he isn't.
- 4.- How old is he ? _____

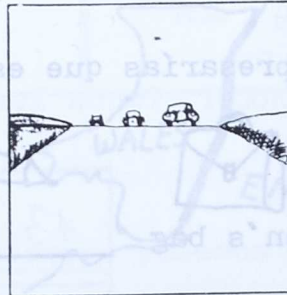
6.- Señala las palabras correctas.Escribe las frases correctas en tu cuaderno.



That | woman is | here.
This | | there.



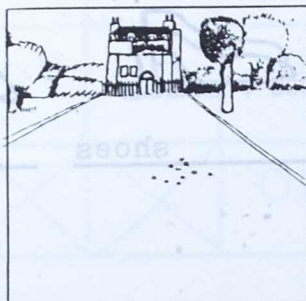
These | women are | there.
Those | | here.



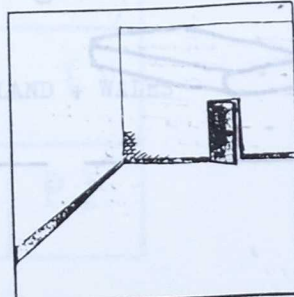
These | cars are | there.
Those | | here.



This | school is | here.
That | | there.



That | school is | here.
This | | there.



This | door is | there.
That | | here.

5. - ¿Qué es un doctor? ¿Qué es un enfermero? ¿Qué es un profesor? ¿Qué es un piloto? ¿Qué es un secretario? ¿Qué es un abogado? ¿Qué es un piloto? ¿Qué es un secretario? ¿Qué es un abogado?



COMPLETA : A \ An
 piloto _____
 abogado _____
 enfermero _____
 doctor _____

2. - Haz estas sumas:
 ten + ten = _____
 four + five = _____
 sixty + thirty = _____
 thirty + thirty = _____

10. - ¿Cuántos años tienes? ¿Cuántos años tiene tu madre? ¿Cuántos años tiene tu padre? ¿Cuántos años tiene tu hermano? ¿Cuántos años tiene tu hermana?

11. - ¿Qué es un grupo? ¿Qué es un club? ¿Qué es un equipo? ¿Qué es un partido? ¿Qué es un concurso? ¿Qué es un examen? ¿Qué es un test? ¿Qué es un cuestionario? ¿Qué es un formulario? ¿Qué es un documento? ¿Qué es un papel? ¿Qué es un folio? ¿Qué es un hoja? ¿Qué es un libro? ¿Qué es un cuaderno? ¿Qué es un cuadriculador? ¿Qué es un cuaderno de espiral? ¿Qué es un cuaderno de tapa dura? ¿Qué es un cuaderno de tapa blanda? ¿Qué es un cuaderno de espiral? ¿Qué es un cuaderno de tapa dura? ¿Qué es un cuaderno de tapa blanda?

NAME	AGE	JOB	NATIONALITY	TELEPHONE
Sarah Brown	20	nurse	American	48250
Peter Brown	25	teacher	British	48250
John Brown	30	doctor	Canadian	48250

12. - ¿Qué es un grupo? ¿Qué es un club? ¿Qué es un equipo? ¿Qué es un partido? ¿Qué es un concurso? ¿Qué es un examen? ¿Qué es un test? ¿Qué es un cuestionario? ¿Qué es un formulario? ¿Qué es un documento? ¿Qué es un papel? ¿Qué es un folio? ¿Qué es un hoja? ¿Qué es un libro? ¿Qué es un cuaderno? ¿Qué es un cuadriculador? ¿Qué es un cuaderno de espiral? ¿Qué es un cuaderno de tapa dura? ¿Qué es un cuaderno de tapa blanda?

¿QUÉ CUESTA?

What's your name? _____

How old are you? _____

What's your job? _____

Where are you from? _____

What's your telephone number? _____

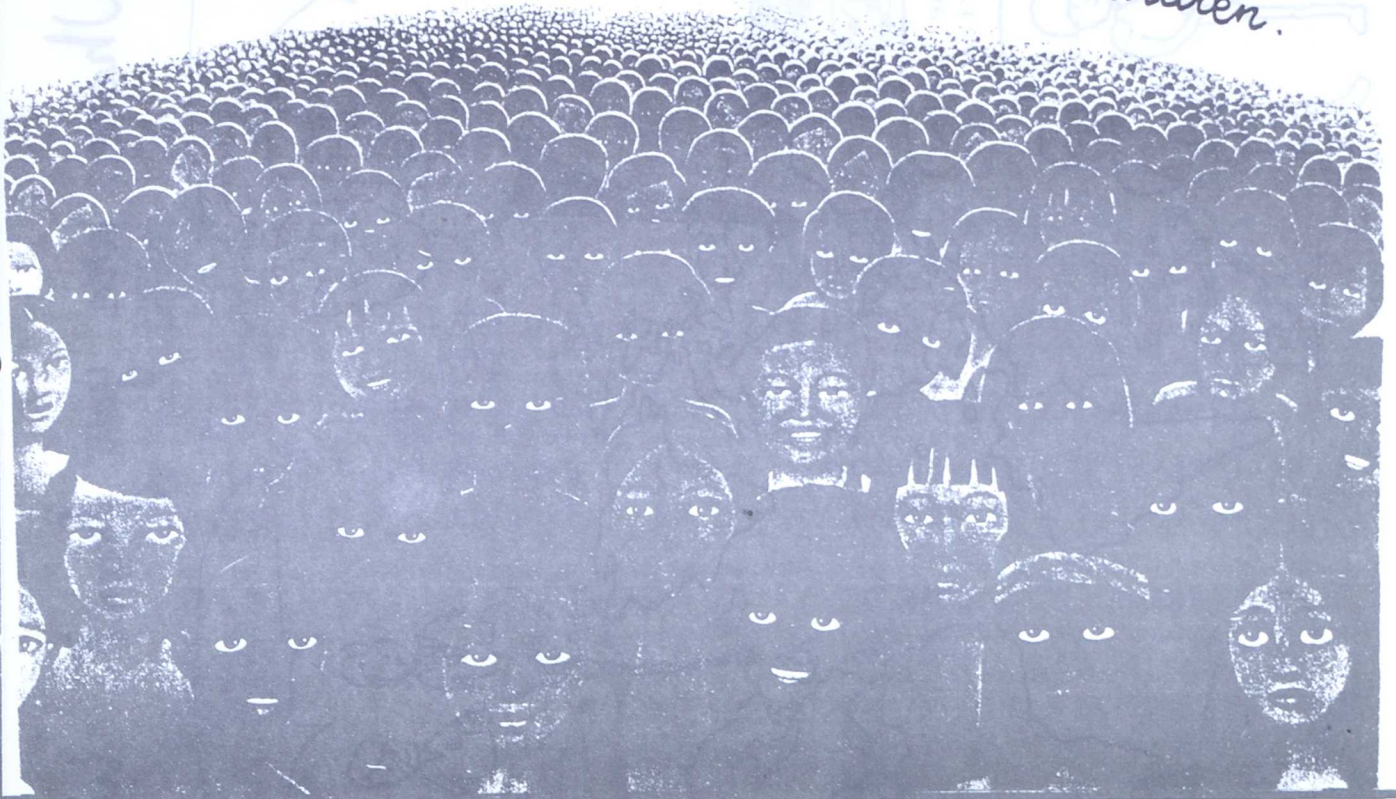


The _____ is _____.

UNIDAD 7: WE ARE THE WORLD (Nosotros somos el mundo)

1.- We're the world, we're the children :

We are the world.  We are the children.



2.- MEETING PEOPLE (Conociendo a gente).- Los Brown están de vacaciones en Australia, allí conocen a los Wilkins. LISTEN:

MR BROWN : Er...Do you speak English?

MRS WILKINS: Yes, we're Australian. Are you English?

MR BROWN : No we aren't English.

We're American, from San Francisco

MRS WILKINS: Sit down, please.

MR BROWN : We're on holiday. My name is Roger Brown, and this is My wife Sally.

MRS WILKINS: I'm Susan Wilkins and this is my husband Bob.

MR and MRS BROWN: How do you do?

MR and MRS WILKINS: How do you do?

We're = We are...

We are not = We aren't
Husband/wife

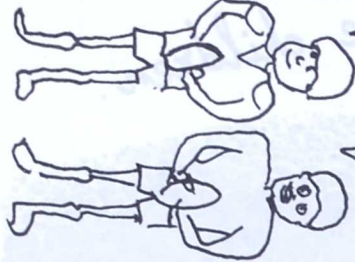


Where are you from? We're from...

We're from Canada



We're from the United States of America



We're from England



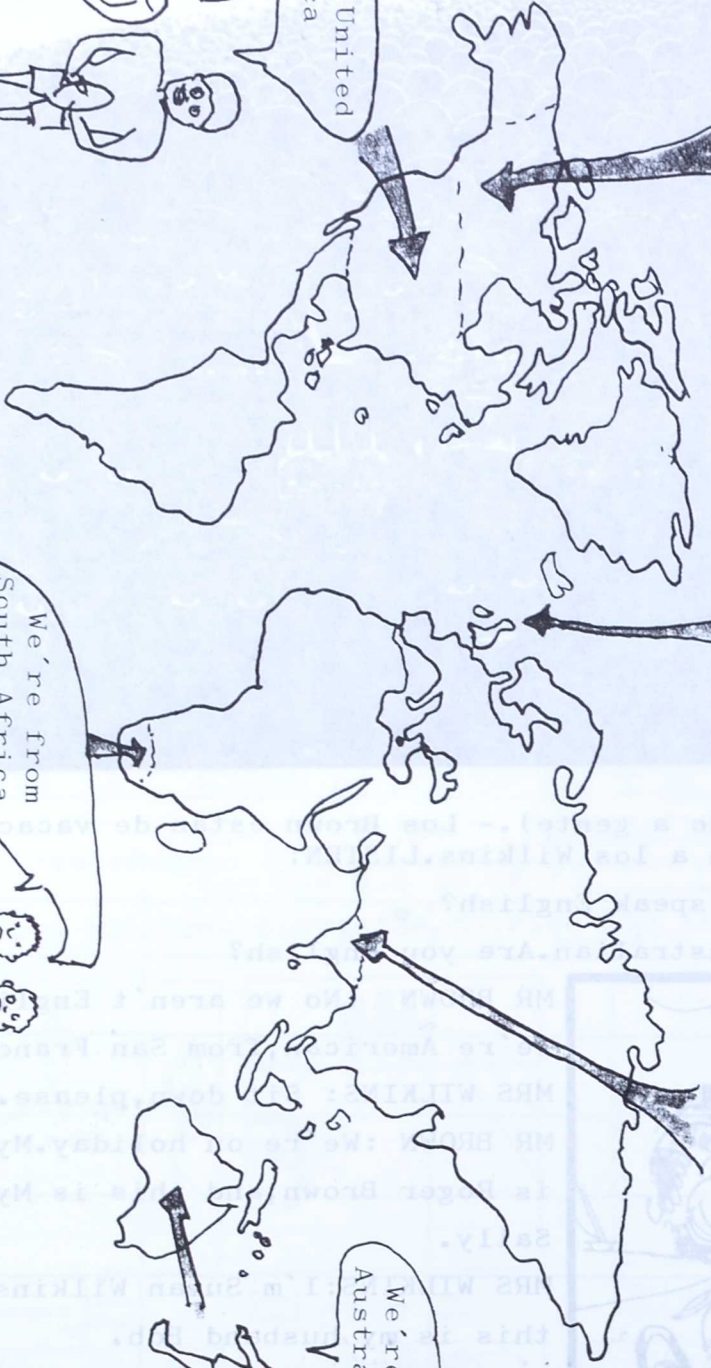
We're from South Africa



We're from India



We're from Australia

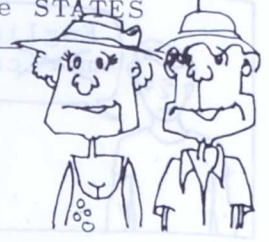


ACTIVIDAD ORAL:

We're... o I'm...

Where are you from?

We're American.
We're from the STATES



Scottish.
SCOTLAND



English
ENGLAND



Spanish
SPAIN



Canadian
CANADA



Italian
ITALY



French
FRANCE



Irish
IRELAND



Japanese
JAPAN



Australian
AUSTRALIA

3.- HAPPY (Feliz, felices)



● We're happy.
● We are in a restaurant.

● We aren't happy.
● We are in the kitchen.



1. We're English. We aren't American



2. We're _____



3. _____



4. _____



5. _____

4.- GIVING ORDERS (Dar órdenes).LISTEN





Pon atención a las órdenes que te van a dar en la radio.
HAZ lo que te digan.

5.- POSSESSIONS (Expresar posesiones)

My shoes are clean.

Your shoes are dirty.

Her hair is long.

His hair is short.

Our classroom is clean.

Their classroom is dirty.

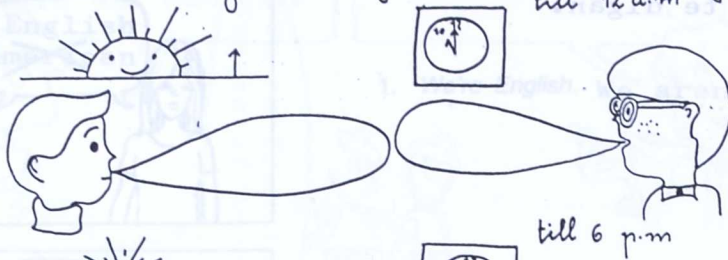


This is Jane's skirt _____ dress _____ socks _____ jeans _____ shoes

Greetings

Good morning, Good afternoon, Good evening till 12 a.m

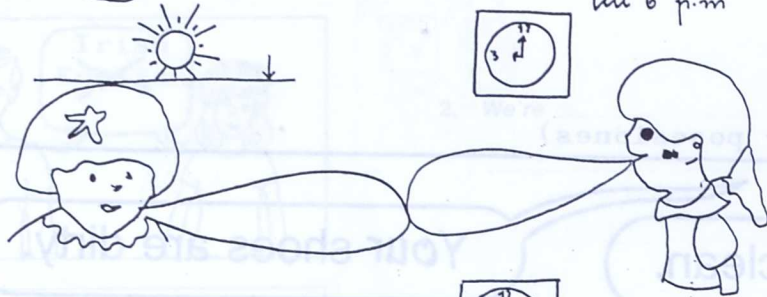
1-



a.m.: hasta medio-día.

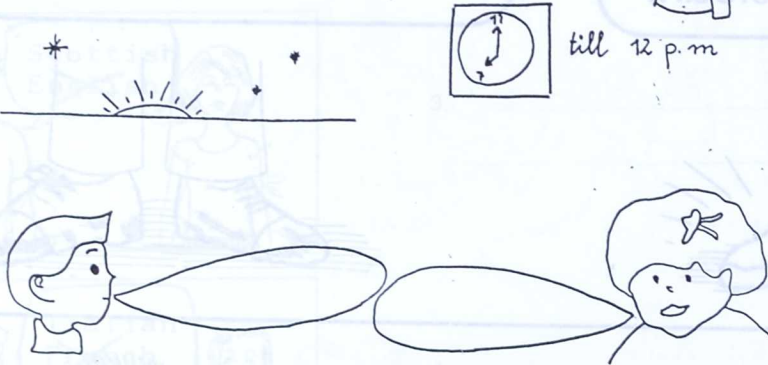
p.m.: a partir del mediodía.

2-



REPASA LOS SALUDOS

3-



7.- REPASA LOS COLORES: Colorea.

CLAVE:

- B: Blue
- G: Green
- O: Orange
- P: Purple (violet)
- R: Red
- Y: Yellow



THE ENGLISH ALPHABET .Listen and Repeat

/ei/	/i:/	/e/	/ai/	/ u/	/ju/	/a:/
A	B	F	I	O	Q	R
H	C	L	Y		U	
J	D	M			W	
K	E	N				
	G	S				
	P	X				
	T	Z				
	V					

THE ALPHABET SONG(La canción del abecedario) LISTEN.Canta el estribillo, que es el abecedario:

- A B C D ABCDEFG
- A B C D ABCDEFG
- HIJKLMN
- HIJKLMN
- OPQRSTU
- OPQRSTU
- VWXYZ
- VWXYZ

THE NUMBERS (Los números)

- 20 21 22 23 24 25
- twenty twenty-one twenty two twenty three twenty four twenty five
- 26 27 28 29 30
- twenty six twenty seven twenty eight twenty nine thirty

GRAMMAR

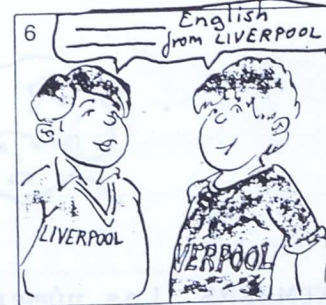
- .We are= We're (Nosotros somos/estamos)
- .We are not = We aren't (negativa)
- .My= mi. Your= Tu
- .His= su. Her= su
- .Our= nuestro, a .Their=Su(de ellos, de ellas).
- .Jane's skirt= La falda de Jane

VOCABULARIO

- children= niños
- world= mundo
- wife = esposa / husband= marido
- happy= feliz
- restaurant= restaurante
- kitchen= cocina
- Open/ close = ¡Abrir/ cerrar !
- Stand up/Sit down: ¡Levánte/siéntate.
- Listen: ¡Escucha!
- Clean/Dirty: Limpio/sucio
- NATIONALITIES:
- Scotland/Scottish: Escocia/escocés
- Ireland/Irish: Irlanda/Irlandés

- Skirt= falda
- Dress= Vestido
- Socks= Calcetines
- Jeans= Pantalones vaqueros

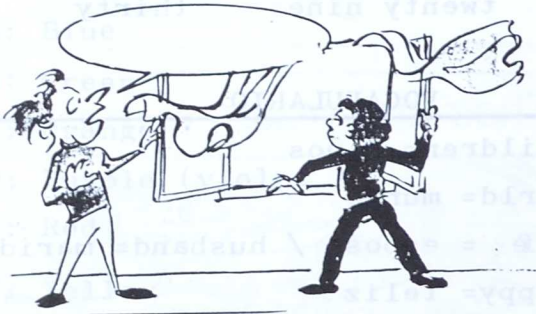
1.- COMPLETA lo que dirán estos niños, siguiendo los dos modelos indicados: si habla una dirá : I'm _____, en cambio si hablan dos dirán : We're _____



2.- COLOREA de rojo los países señalados en el mapa de la página 2, en todos ellos el inglés es lengua oficial.

3.- Haz por escrito el ejercicio de la actividad oral en la pag. 4, siguiendo el modelo indicado (We're English, we aren't American)

4.- RELACIONA con flechas los dibujos y las órdenes.



STAND UP!



OPEN THE DOOR, PLEASE!

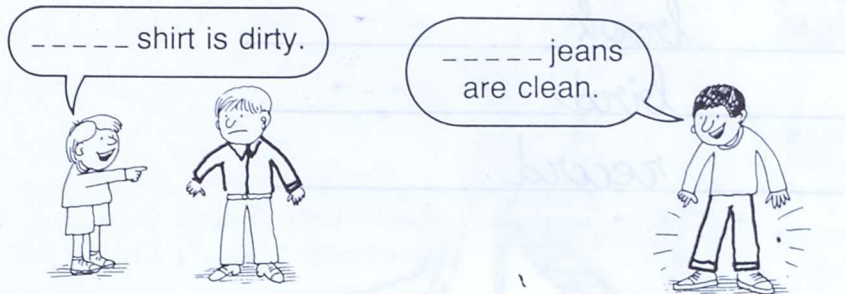
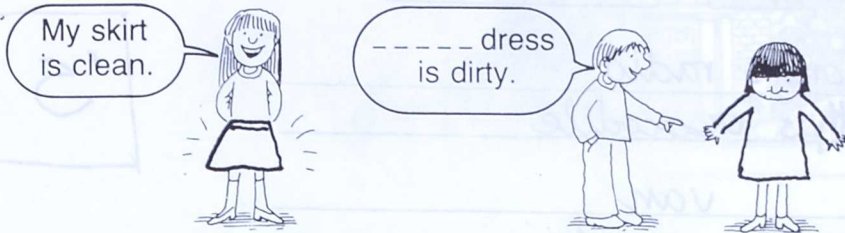
SIT DOWN



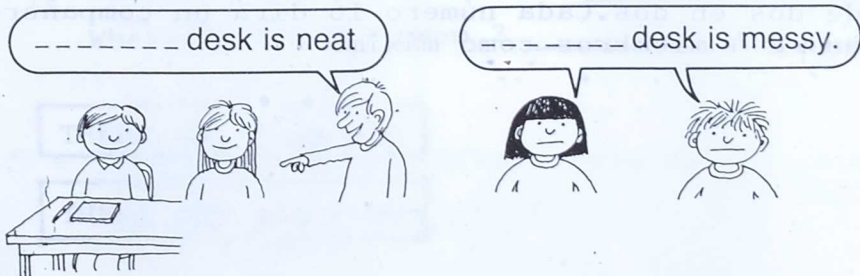
CLOSE THE WINDOW, please!



5.- COMPLETA con los posesivos MY-YOUR (Mi, tu)









6.- COMPLETA con los posesivos OUR-THEIR (nuestro, a-Su)



7.- ¿Cómo expresarías la posesión de estos objetos?



- 1  This is Tony's radio.
- 2  This is Betty's crocodile
- 3  _____ van
- 4  _____ book
- 5  _____ bird
- 6  _____ record

5

8.- COMPLETA CON LOS POSESIVOS: MY, HIS, HER, OUR, THEIR

His Her My Our Their

_____ hair is brown. _____ hair is black.



_____ hair is red.

_____ hair is brown. _____ hair is black.



9.- Haz por escrito el ejercicio de los saludos en la pag. 6, escribiendo cada saludo en la hora del día que le corresponde. (GOOD MORNING, GOOD AFTERNOON, GOOD EVENING).

10.- Colorea el dibujo que representa a la Virgen y al niño, siguiendo la clave de colores indicados. Es la ventana de una catedral.

11.- Repasa el abecedario.

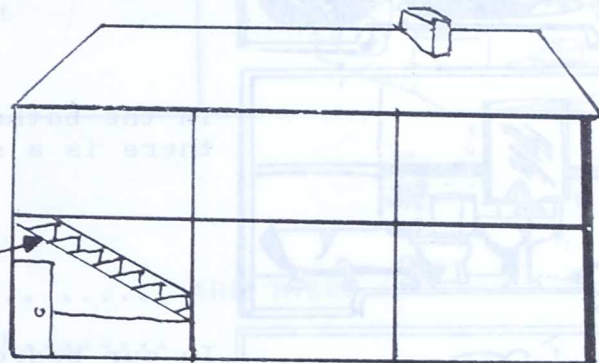
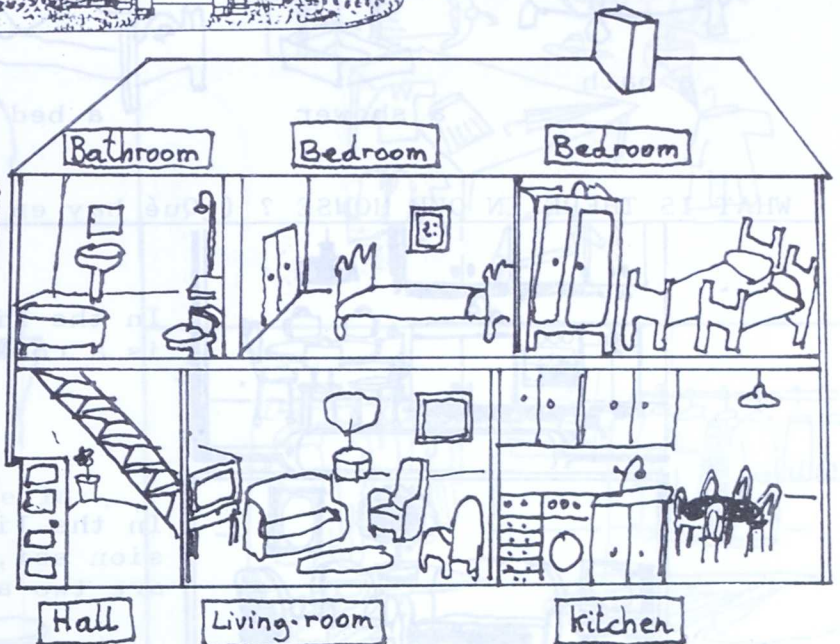
12.- Cuenta del 1 al 30, de dos en dos. Cada número lo dirá un compañero del equipo. Cada equipo tendrá 4 miembros como máximo

1.- DESCRIBING PLACES: Describir lugares. THE HOUSE (La casa)



There are six rooms:
The hall, the living-room,
the kitchen, two bedrooms
and the bathroom.

And there is a garden,
too.



Stairs

DOWNSTAIRS / UPSTAIRS

ACTIVIDAD ORAL:

Where's the kitchen ? It's downstairs

Where's the bedroom ? It's upstairs

Where's the hall ? _____

Where's the living room ? _____

Where's the bathroom ? _____

THERE IS a garden

THERE ARE six rooms

FURNITURE (Muebles). Listen and repeat.



a cooker



a table



a sofa



an armchair



a bath



a shower

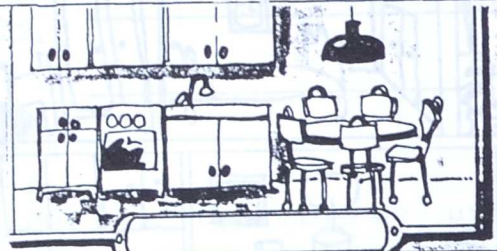


a bed

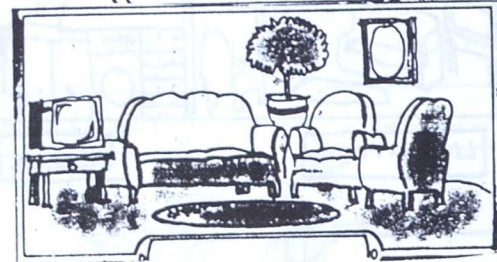


a wardrobe

WHAT IS THERE IN OUR HOUSE ? (¿Qué hay en nuestra casa ?)



In the kitchen there is a table, there is a cooker and there are five chairs.



In the living room there is a television set, there is a sofa and there are two armchairs.



In the bathroom there is a bath and there is a shower.



In our bedroom there are two beds and a wardrobe.

QUESTIONS AND ANSWERS (Preguntas y respuestas)

IS THERE...? { Yes, there is
No, there isn't

ARE THERE...? { Yes, there are
No, there aren't.

Actividad Cral: Responde a las preguntas, fíjate en los dibujos de cada habitación.

2.- EXPRESSING QUANTITIES (Expresar cantidades)

Esta tienda está desordenada, la dueña pide a la dependienta (the shop assistant) que la ordene y cuente las prendas de vestir.



ACTIVIDAD ORAL: HOW MANY..... ARE THERE ?
THERE ARE.....

Responde a las preguntas.

HOW MANY... dresses are there ? There are six dresses

- coats
- skirts
- umbrellas
- shirts
- pullovers
- hats

3.- SPELLING:

Spell your name : deletrea tu nombre : A-N-T-O-N-I-O

Cada alumno deletreará su nombre.

4.- Numbers:


30 thirty 31 thirty one 32 thirty two 33 thirty three 34 ...four 35five

36 thirty six 37 ...seven 38 ...eight 39nine 40 forty

5.- POSSESSIONS : HIS-HER(Su) THEIR(Su, de ellos, de ellas)

HIS - HER


THEIR




1 This is car




2 cat




7- this is radio



3 guitar




8 car



9 pencil.




4. This is house




10 book



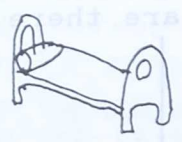
5 skirt



11 bag



6 umbrella



12 bed.

Repaso: Preguntar y responder el nombre.

What's your name?

My name is



My name's



7.-Repaso: Preguntar y responder si uno tiene una determinada edad.

Are you ... ? Yes, I'm
No. I'm not. I'm...



Are you eleven?



11



Are you twelve?



13



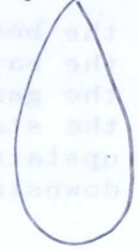
Are you fifteen?



12



Are you twelve?



12

8.- VOCABULARIO:

a new house: una casa nueva
room: Habitación
the hall: el hall
the kitchen: la cocina
the living room: la sala de estar.
the bedroom: el dormitorio
the bathroom: el cuarto de baño.
the garden: el jardín.
the stairs: las escaleras.
upstairs: piso de arriba
downstairs: planta de abajo.

a cooker: una cocina
a table: una mesa
a sofa: un sofá
an armchair: un sillón
a bath: un baño
a shower: una ducha
a bed: una cama
a wardrobe: un armario

5.- POSSESSORS
a skirt: una falda
a hat : un sombrero
a coat: un abrigo
an umbrella: un paraguas.

9.- GRAMMAR:

- THERE IS= Hay (para el singular). IS THERE ? THERE ISN'T
- THERE ARE.....= Hay (para el plural). Are THERE ? THERE AREN'T
- HOW MANY.....? = ¿Cuántos...?

Hemos repasado:

- HIS= Su (de él)
- HER= Su (de ella)
- THEIR= Su (de ellos, as)

VILLANCICO:

MERRY CHRISTMAS

**I WISH YOU A
MERRY
CHRISTMAS**

I wish you a Merry Christmas,
I wish you a Merry Christmas,
I wish you a Merry Christmas,
And a Happy New Year.

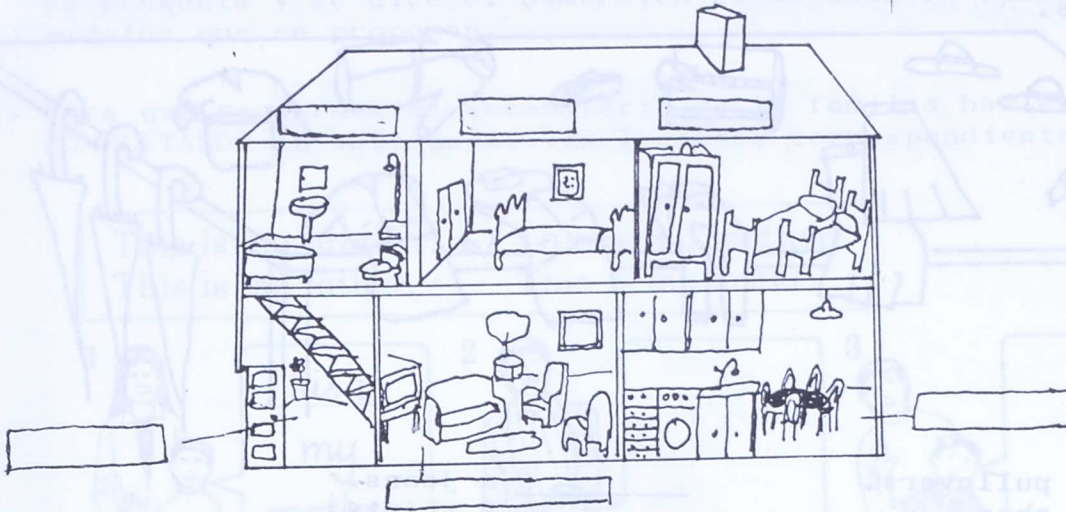
We'd all like some figgy pudding,
We'd all like some figgy pudding,
We'd all like some figgy pudding,
So bring some out here!

(Repeat first verse)



EJERCICIOS COMPLEMENTARIOS

1.- ESCRIBE los nombres de las partes de la casa:



2 JUEGA a componer palabras: ¿ Qué partes de la casa salen al sumar estas palabras ? ESCRIBELAS.

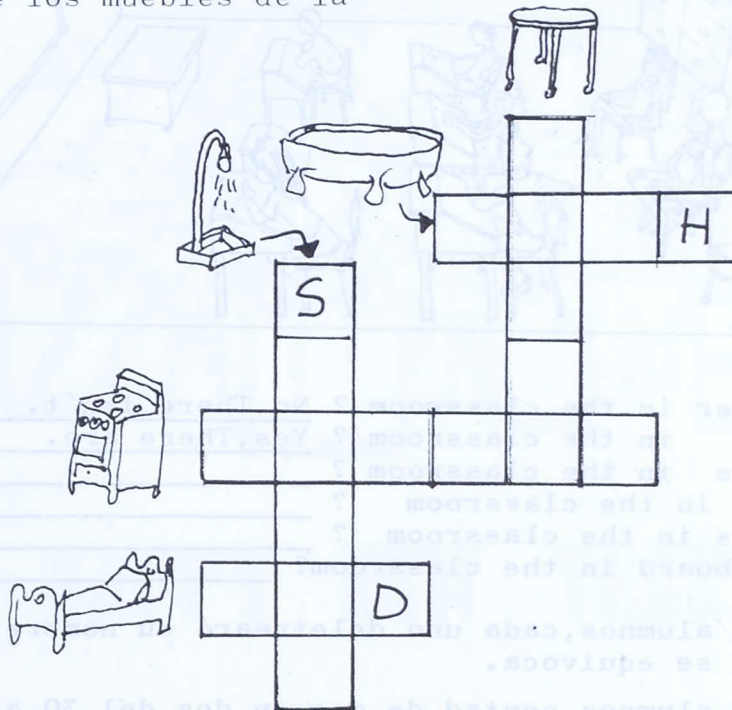
BATH

BED

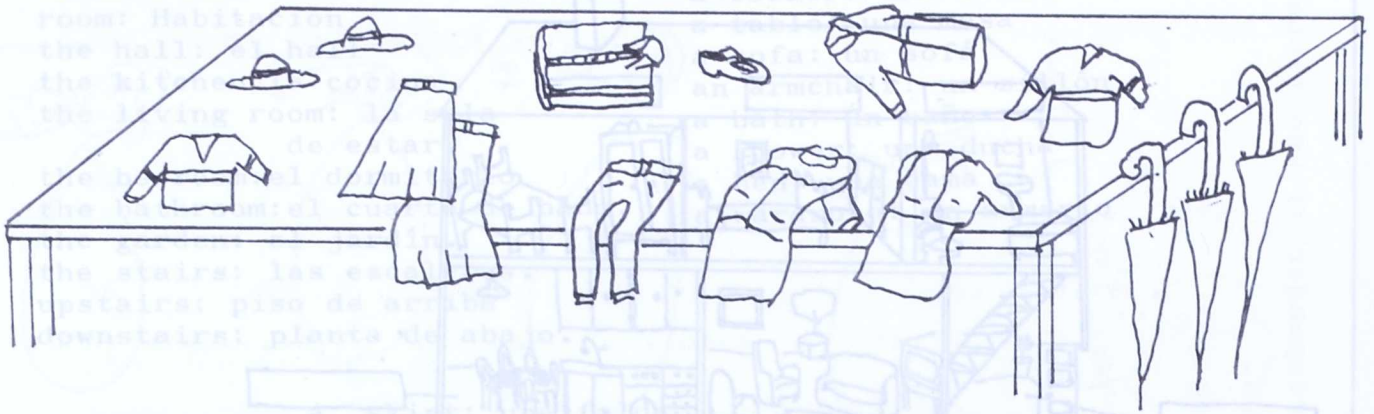
+ ROOM

LIVING

3.- COMPLETA este crucigrama con los nombres de los muebles de la casa.



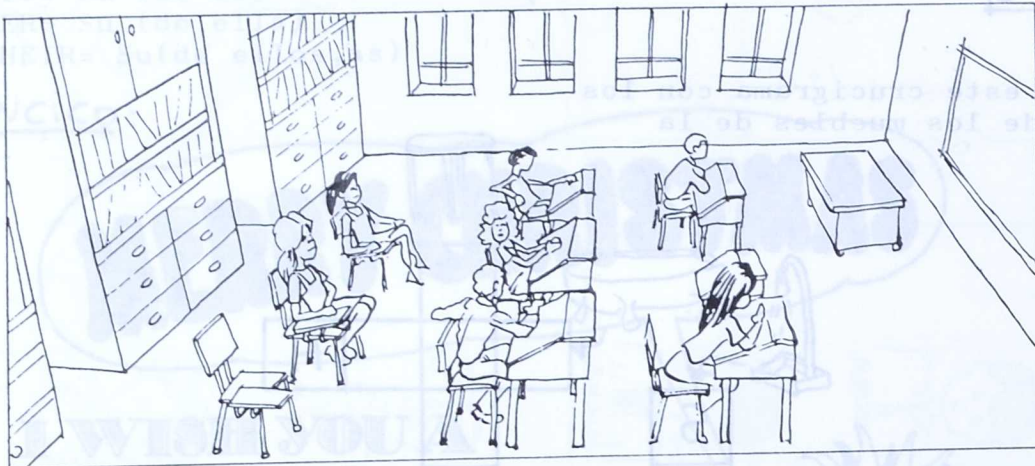
4.- WHAT IS THERE ON THE TABLE ? (¿ Qué hay encima de la mesa ?). 8
 COMPLETA con THERE IS o con THERE ARE, según se trate de una prenda o de varias.



- | | | | |
|-------|--------------|-------|-----------|
| _____ | 2 pullovers. | _____ | a jeans. |
| _____ | a shoe. | _____ | 2 shirts. |
| _____ | 2 hats. | _____ | 2 skirts. |
| _____ | 2 dresses. | | |
| _____ | 4 umbrellas | | |
| _____ | a coat. | | |

5.- FÍJATE en el siguiente dibujo y contesta a las preguntas con:

YES, THERE IS / NO, THERE ISN'T
 YES, THERE ARE / NO THERE AREN'T



- Is there a teacher in the classroom ? No, There isn't.
 Are there 3 boys in the classroom ? Yes, There are.
 Are there 6 girls in the classroom ? _____
 Is there a table in the classroom ? _____
 Are there 5 desks in the classroom ? _____
 Is there a blackboard in the classroom? _____

6.- Por grupos de 4 alumnos, cada uno deletreará su nombre, los otros le corregirán si se equivoca.

7.- Por grupos de 4 alumnos contad de dos en dos del 30 al 40. Cada alumno dirá un número.

8.- Realiza por escrito la actividad de la pag. 4 que se refiere a los posesivos: COMPLETA con HIS-HER y THEIR en el lugar correspondiente.

9.- Completa por escrito los dos ejercicios de la pag. 5. En el primero se pregunta y se dice el nombre, en el segundo la edad. Sigue los modelos que se proponen.

10.- Para que recuerdes el vocabulario de la familia haz este ejercicio COMPLETANDO en cada bocadillo la frase correspondiente.

This is my brother.
This is my father.

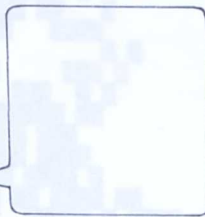
This is my mother.
This is my sister.

1

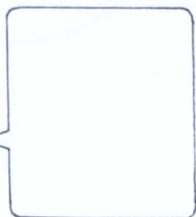


This is
my
mother.

2



3



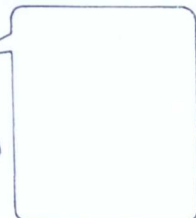
4



5

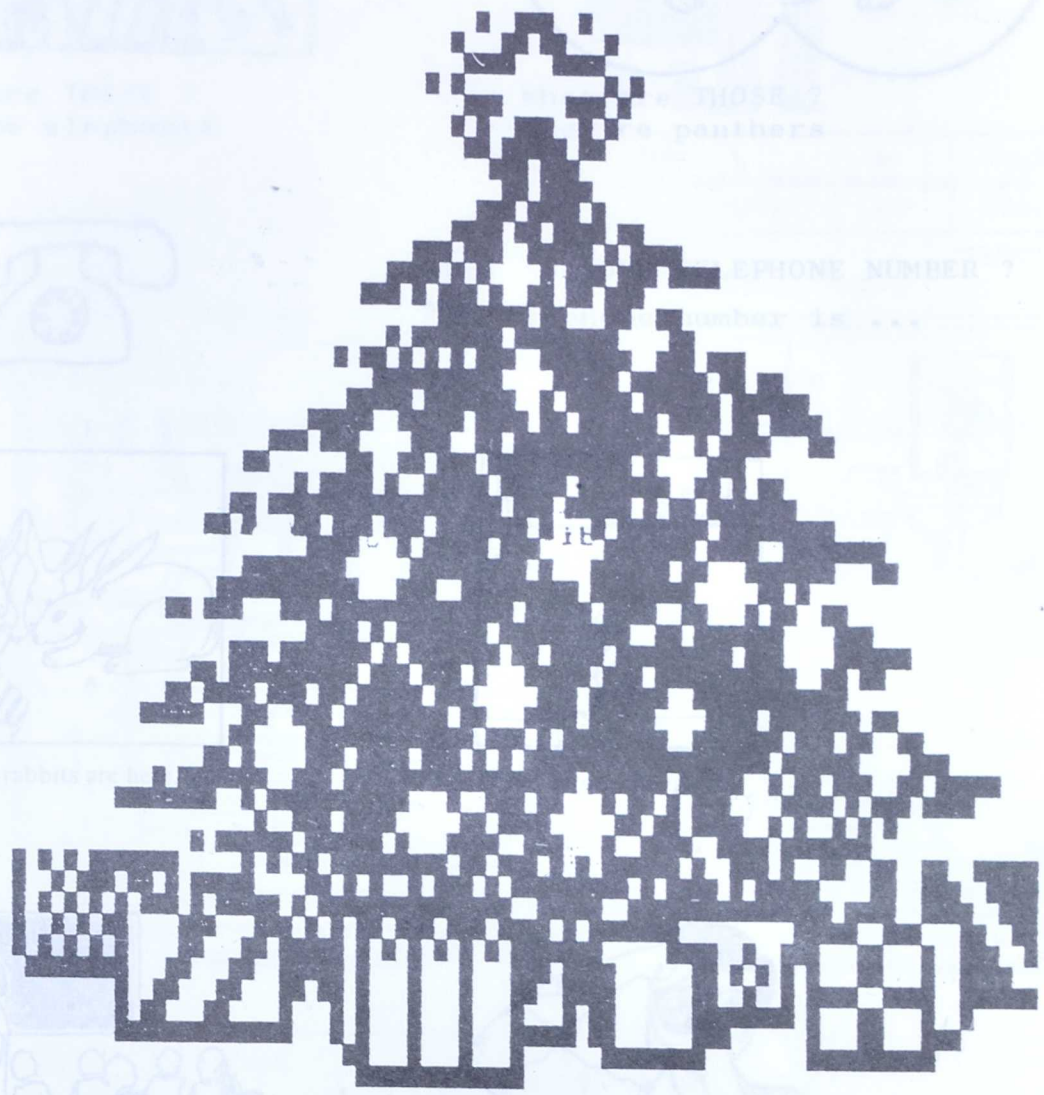


6



HAPPY NEW YEAR

MERRY CHRISTMAS



HAPPY NEW YEAR



MERRY CHRISTMAS



HAPPY NEW YEAR

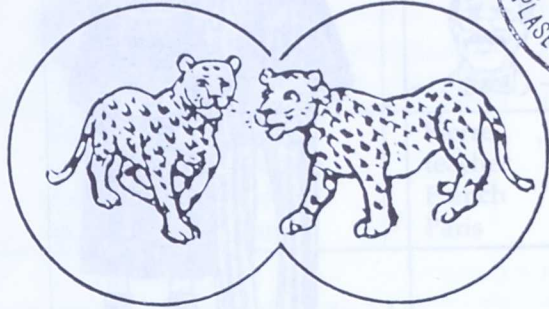




1.-



What are THESE ?
They're elephants



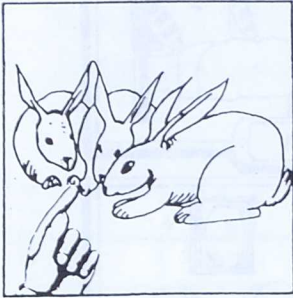
What are THOSE ?
They're panthers

2.-

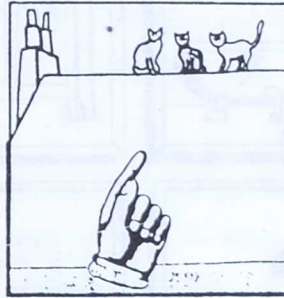


WHAT 'S YOUR TELEPHONE NUMBER ?
My telephone number is ...

3.-

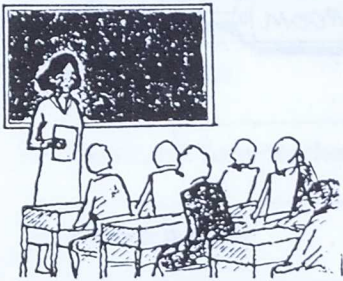


These rabbits are here.



Those cats are there.

4.-



What her job?
She's a teacher.



What's his job ?
He's a photographer.

5.-



We are Australian.
We aren't English.

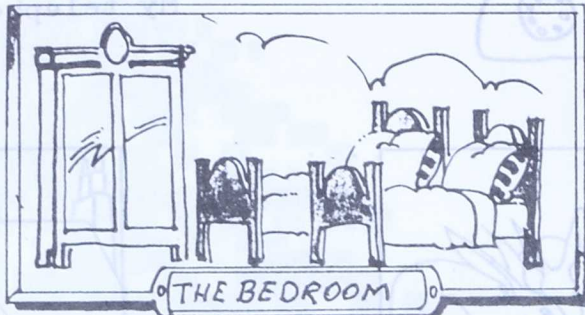


This is: an old man / an old woman

7.- THE HOUSE:



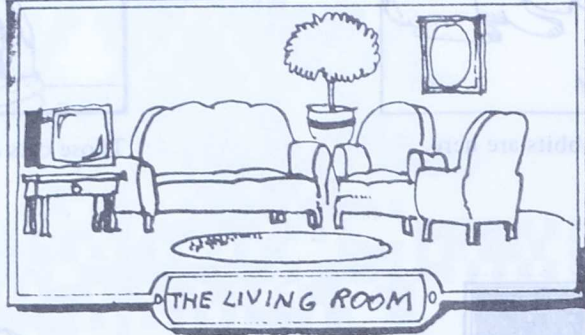
THE BATHROOM



THE BEDROOM



THE KITCHEN



THE LIVING ROOM

Is There.....? { Yes, there is
 No there isn't

Are There.....? { Yes, there are.
 No, there aren't

8.- EL VERBO " TO BE " = Ser, estar.

AFIRMATIVA
 I amI'm _____
 You are.....You're _____
 He isHe's _____
 She is.....She's _____
 It isIt's _____
 We are.....We're _____
 You are.....You're _____
 They are.....They're _____







NEGATIVA
 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 notIt isn't _____
 We are notWe aren't _____
 You are notYou aren't _____
 They are notThey aren't _____

IS NOT : ISN'T

ARE NOT : AREN'T

FICHA DE REFUERZO (para repasar el verbo TO BE)

FIJATE en los siguientes personajes y en sus datos personales, pues los ejercicios que vienen a continuación están basados en ellos.

					
Anna student English London	Tony teacher English London	John student American New York	Fran teacher American New York	Marie student French Paris	Pierre teacher French Paris

1.- ESCRIBE: IS o ARE (Observa los ejemplos del recuadro)

Anna	is	a student.	Anna	is	English.
John and Marie	are	students.	John and Fran	are	American.

- | | |
|---------------------------------------|---------------------------------------|
| 1 Anna <u>is</u> a student. | 7 Anna <u>is</u> English. |
| 2 Pierre <u>is</u> a teacher. | 8 Fran <u>is</u> American. |
| 3 Marie and John <u>are</u> students. | 9 Pierre and Marie <u>are</u> French. |
| 4 Tony <u>is</u> a teacher. | 10 Tony and Anna <u>are</u> English. |
| 5 Fran <u>is</u> a teacher. | 11 John and Fran <u>are</u> American. |
| 6 Tony and Fran <u>are</u> teachers. | 12 Tony <u>is</u> English. |

2.- HAZ preguntas y respuestas como en el recuadro:

Is	Anna	a teacher?	Yes./No.
Are	Fran and Tony	teachers?	

- Anna/a teacher
_____ *Is Anna a teacher? No.*
- John and Marie/students

- Fran/a teacher

- Pierre and Tony/teachers

- Anna/a student

- Fran and Tony/students

3.- COMPLETA los espacios en blanco con IS/ISN'T/ARE/AREN'T, formando frases como las que hay en este recuadro:

John	is isn't	English. American.
Anna and Tony	are aren't	French.

- 1 John isn't English. He is American.
- 2 Anna is English. She isn't American.
- 3 Marie and Pierre _____ French. They _____ English.
- 4 Anna _____ American. She _____ English.
- 5 Fran and John _____ American. They _____ English.
- 6 Pierre _____ English. He _____ French.
- 7 Tony _____ English. He _____ French and he _____ American.

4.- HAZ preguntas y respuestas sobre dónde está cada uno de los personajes. Fíjate en los ejemplos de los recuadros





Where	is	Tony? Anna?	He She	is	in	London. New York.
	are	John and Fran?	They	are		Paris.

- 1 Marie
_____ *Where is Marie? She is in Paris.*
- 2 John and Fran

- 3 Tony

- 4 Pierre and Marie

5.- ESCRIBE EL NOMBRE de cada personaje debajo de las presentaciones que hace o hacen:

<p>1  I'm in Paris. I'm a student. _____ <i>Marie</i></p>	<p>2  'I'm in London. I'm not a teacher.' _____</p>
<p>3  We're in New York. We're American. _____</p>	<p>4  'We aren't French. We're English.' _____</p>

6.- ENCUENTRA LA RESPUESTA: Las respuestas a estas preguntas están en el recuadro de abajo, escribe cada una en su lugar

- 1 Are you Greek, Anna? No, I'm English.
- 2 Are you a teacher, Marie? _____
- 3 Are you a student, John? _____
- 4 Are you French, Tony? _____
- 5 Are you a student, Pierre? _____
- 6 Are you a teacher, Fran? _____

ANSWERS		
No, I'm a student.	Yes, I'm a student.	No, I'm not French.
No, I'm English.	No, I'm a teacher.	Yes, I'm a teacher.

1.- HAVE YOU GOT A PENFRIEND ? (¿Tienes un amigo por correspondencia?)

Tom escribe una carta a su amiga española Teresa, en ella le habla de su familia y de sus aficiones: animales domésticos y la música. Escribir cartas es una forma estupenda de hacer amigos.

Dear Teresa,

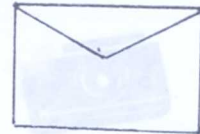
My name's Tom Allen. I'm English. I'm from London. I've got one brother, his name is Robert and two sisters: Betty and Jane. Have you got a brother or sister?

Have you got a pet? I've got a parrot, his name's Horace.

My favourite record is "Who's that girl?" by Madonna. She's great. I've got 4 records and a poster of Madonna in my bedroom. What's your favourite record?

Bye for now.

Tom



I've got one brother.



I've got two sisters



I've got 4 records of Madonna



I've got a parrot

● PREGUNTAS DE TOM :

Have you got...?

Yes, I have
No, I haven't.



a radio

Actividad Oral:



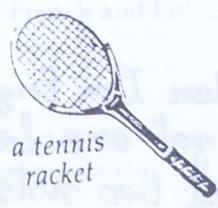
a bike



a camera



a watch



a tennis racket



a record



a pet

Where	YES	NO
. a brother	✓	
. a sister		✓
. a pet	✓	
. a record of Madonna	✓	
. a guitar		✓
. a camera		✓
. a radio	✓	
. a bike	✓	
. a tennis racket		✓

Respuestas cortas:

- Yes, I have.

- No, I haven't.

● RESPUESTAS DE TERESA : (Respuestas largas)

I have got : I've got a brother
(I've got) a pet

I haven't got : I haven't got a sister
a guitar

I HAVE GOT = I've got
I HAVE NOT GOT = I haven't got

2.- PREGUNTAR Y RESPONDER EL NÚMERO DE HERMANOS Y HERMANAS QUE SE TIENEN



How many brothers and sisters have you got ?

HOW MANY... have you got ?

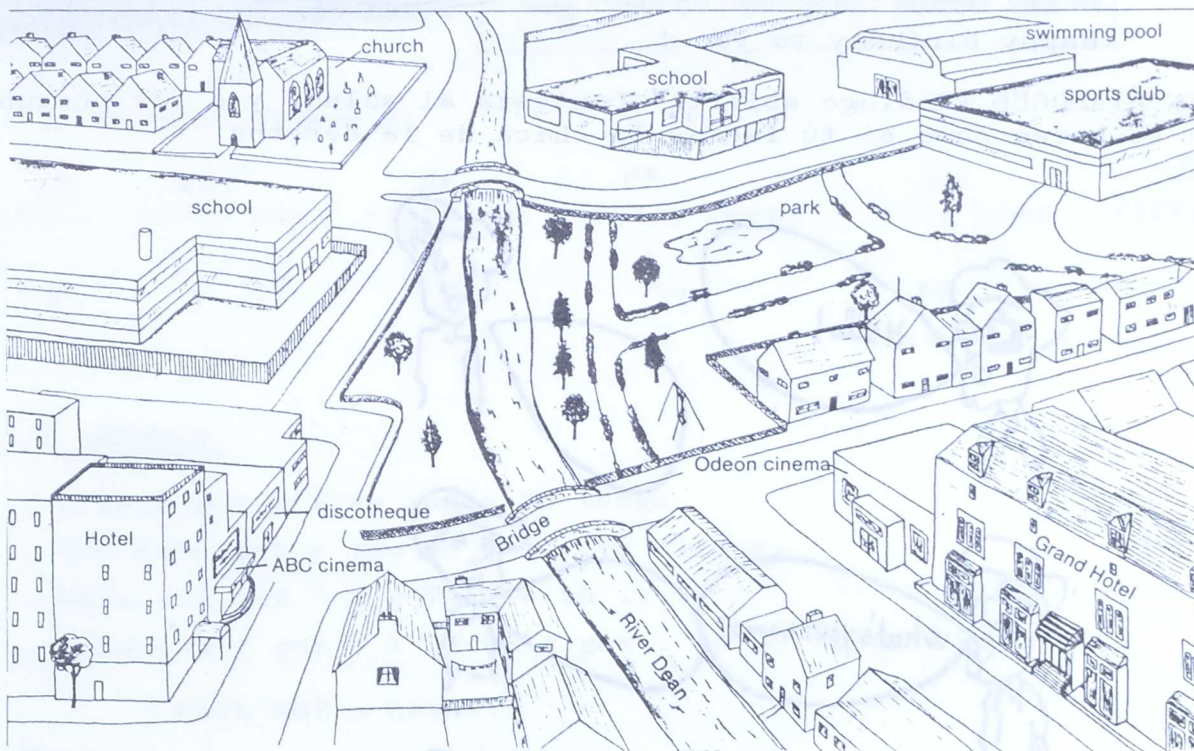
¿Cuántos ... tienes ?

I've got | one brother
| one brother and one sister
| two sisters

I have | no brothers
| no sisters

3.- DESCRIBING PLACES: Describir lugares, decir lo que hay

THERE IS
THERE ARE



THERE IS | a church
| a river
| a discotheque a park
| a sports club
| a swimming pool

THERE ARE | — schools
| — bridges
| — cinemas
| — hotels

a church : una iglesia
a river : un río
a swimming pool : una piscina
a bridge : un puente
a sports club : un polideportivo
a camera : una cámara
a duck : un pato
a fish : un pez

4.- MY BIRTHDAY (Mi cumpleaños) .Listen

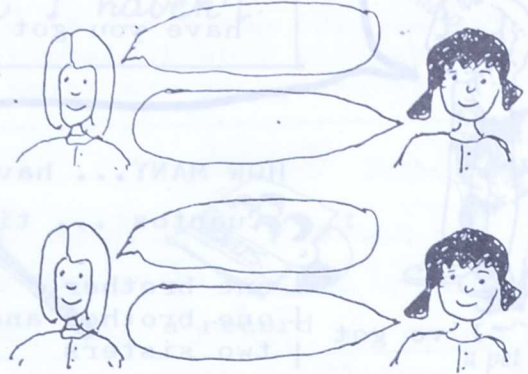
Jane: Hi, Betty!.How are you ?

Betty: Fine,thanks.Today is my birthday.

Jane : Oh!,happy birthday ,Betty.
How old are you ?

Betty : I'm 12 years old.

Actividad Oral:

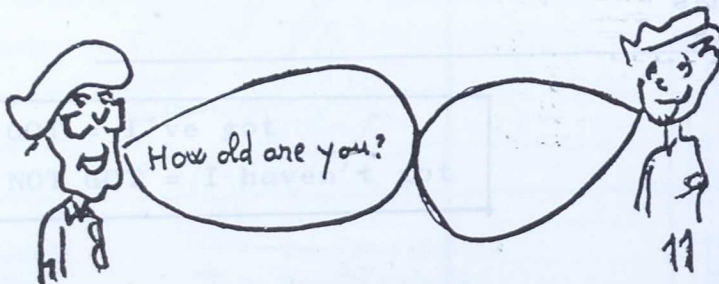
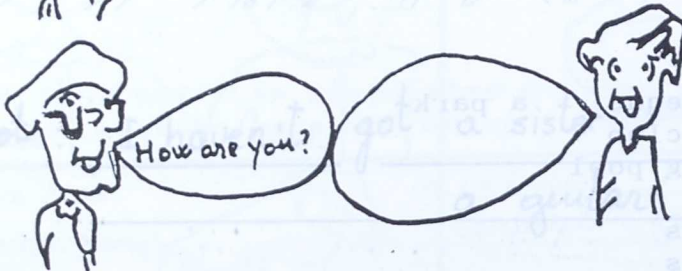
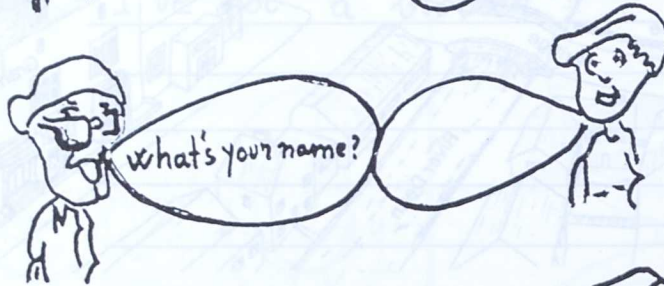


SONG:

Happy birthday to you,
 Happy birthday to you,
 Happy birthday, dear Betty,
 Happy birthday to you !



5.- OPEN DIALOGUE (Diálogo abierto).Contesta al saludo y a las preguntas que se hacen como si tú fueras la chica de la derecha,



6.- PETS : Pets son todo tipo de animales caseros. Los ingleses son grandes amantes de los animales, de ahí la gran afición a los pets.



It's a dog



It's a duck

fish.

dog - duck - cat - fish - rabbit - parrot

7.- NUMBERS (Números)

50	51	52	53	54	55
fifty	fifty one	fifty two	fifty three	fifty four	fifty five
56	57	58	59	60	
				sixty	

8.- GRAMMAR

- I have got = I've got : Yo tengo
- You have got = You've got : Tú tienes.
- Have you got ? : ¿ Tienes tú ... ?
- I have not got = I haven't got : Yo no tengo

HAVE NOT = HAVEN'T

Repaso:

THERE IS } : Hay
 THERE ARE }

9.- VOCABULARIO :

a parrot: un loro
 a record: un disco
 a bike : una bicicleta
 a watch : un reloj
 a tennis racket: una raqueta de tenis.
 a camera: una cámara fotográfica.
 a duck: un pato
 a fish: un pez

a church : una iglesia
 a river : un rio
 a swimming pool : una piscina
 a bridge : un puente
 a sports club : un polideportivo
 a hotel : un hotel
 a cinema : un cine
 a park : un parque

¿Qué te parece?



La justicia y los peces de colores

Que el Reino Unido es un país amante de los animales es cosa sabida, pero que la justicia británica se ocupe personalmente de los peces de colores ya es otra cosa.

Un jubilado británico acaba de ser condenado por un tribunal a pagar una multa de 75 libras (135 dólares), más 20 de costas legales (36 dólares), por abandonar a sus peces.

Horace Maxsted, de 66 años, se fue de vacaciones a Canadá para visitar a su hija y naturalmente no se llevó consigo a los peces de colores que tenía en un estanque en su jardín.

El problema surgió cuando, en ausencia de Horace, se produjo una fuga de agua que dejó el estanque prácticamente seco y a ocho de sus peces sin vida.

Reino Unido = Great Britain

EJERCICIOS COMPLEMENTARIOS

1.- Si quieres hacer penfriends te hacemos la siguiente sugerencia: Tomando como modelo la carta que aparece en esta lección, haz una carta parecida y la envías a la emisora de Radio que escuchas en tu colegio. Un chico o chica de otro colegio la va a recibir, y su vez tú recibirás la carta de otra/a compañero/a.

¿ QUIEN SERA TU PENFRIEND ?

2.- Realizar por parejas el primer ejercicio de la pag. 2. Uno preguntará : Have you got a guitar ?. Y el otro responderá :Yes, I have (si la tiene), o No, I haven't (Si no la tiene).

3.- Realiza por escrito el segundo ejercicio de la pag. 2. No lo escribas en el cuadernillo, sino en tu cuaderno.

4.- Pregunta a dos compañeros:

How many brothers have you got ?
How many sisters have you got ?

Responde de acuerdo a lo que has aprendido en la pag. 3.

5.- Describe la ciudad que aparece en la pag. 3. Y dí 10 frases que expresen lo que hay en esa ciudad. Por ejemplo:

There is a church
There are 2 schools.

6.- Cada cumpleaños de un compañero le cantareis " HAPPY BIRTHDAY TO YOU "

7.- Completa por escrito las frases que faltan el Diálogo abierto (Open dialogue de la pag. 4).

8.- En la pag. 5 haz una frase para cada PET ,poniendo su nombre de forma correcta. Por ejemplo:

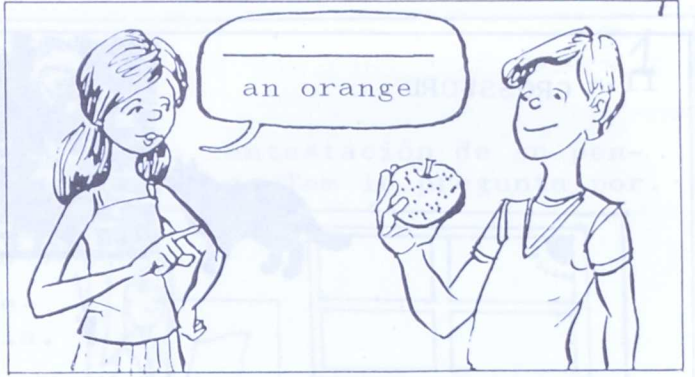
It's a dog.

9.- Siguiendo estos modelos: I've got/You've got (Tengo/tienes) completa las viñetas: 3, 4, 5 y 6.



1. I've got a cassette recorder.

2. You've got a cassette.



3.

4.



5.

6.

10.- READ and DRAW (Lee y dibuja)

Carol is a tall girl

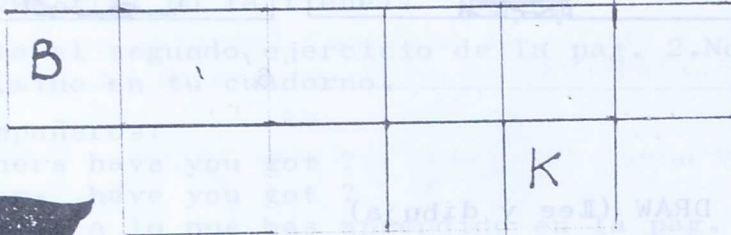
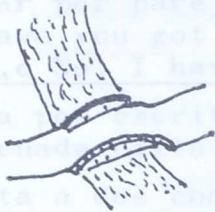
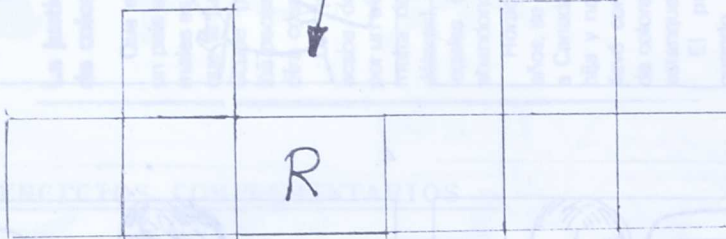
Mary is a fat girl

Tom and William are short boys

Carol and Jane are thin girls

SHE HAS NOT

SHE HAS GOT



12.- Nombra estos animales tan rápido como puedas. Tienes 60 segundos.



Name these animals as quickly as you can. You've got 60 seconds!

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

LECCION 10: HAVE YOU GOT A PENFRIEND ?

1.- HAVE YOU GOT A PENFRIEND? Tom ha recibido contestación de su penfriend Tereña. Estamos en clase, la profesora de Tom le pregunta por su penfriend.

TEACHER: Have you got a penfriend ?

TCM : Yes, I have. Her name's Tereña. She's from Plasencia.

TEACHER: Has she got a brother ?

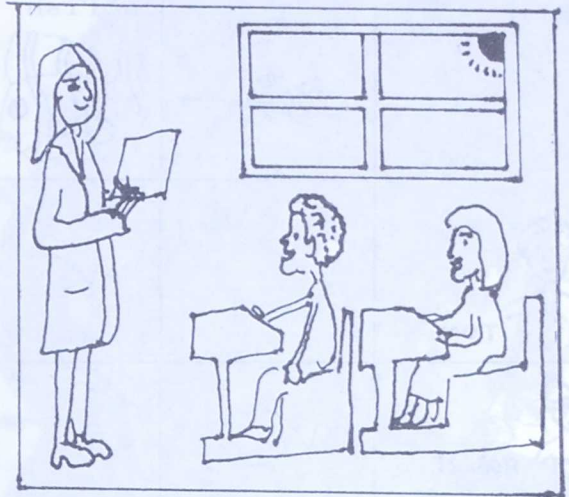
TOM : Yes, she's got a brother.

TEACHER: Has she got a sister ?

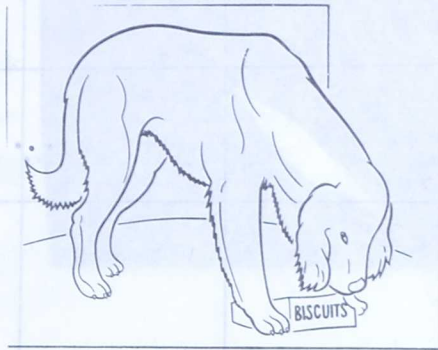
TCM : No, she hasn't .

TEACHER: Has she got a pet ?

TOM : Yes, she has got a dog.



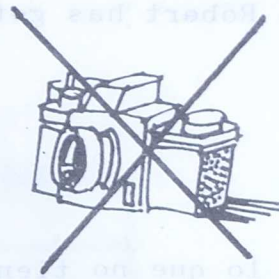
She's got a brother



She has got a dog



She's got a record of Madonna



She hasn't got a camera

ACTIVIDAD ORAL:

HAS SHE GOT...






	YES	NO
a brother	✓	
a sister		✓
a pet	✓	
a guitar		✓
a camera		✓
a radio	✓	
a bike	✓	
a tennis racket		✓

Yes, she has
No, she hasn't

SHE HAS NOT = SHE HASN'T

SHE HAS GOT = SHE'S GOT

2.- WHAT HAVE THEY GOT ? (¿Qué tienen ellos ?)

	a mouse	a fish	a bird	a snake	a horse
 TOM		✓			
 ROBERT	✓				
 JANE			✓		
 Mr. Allen				✓	
 Mr. Brown					✓

Ejemplos :
 - Tom has got a fish / Tom ' s got a fish.
 - Robert has got a mouse / Robert ' s got a mouse.

Ahora vas a decir lo que no tienen:

- Robert/fish: Robert hasn't got a fish.
- Tom/mouse : Tom hasn't got a mouse
- Jane/snake :
- Mr. Allen/bird:
- Mr. Brown/snake:

SHE HAS GOT - SHE'S GOT

SHE HAS NOT - SHE HASN'T

3. Read (Lee)

His name is Michael Jackson - super-super-star !- Have you got a record of Michael Jackson?. Perhaps you've got one his posters. Millions of people love Michael .

He's got three sisters and five brothers. The boys are in the band "THE JACKSON FIVE", but Michael is the international superstar. He's got lots of animals in his private zoo, for example a long snake and a sheep.

CONTESTA LAS PREGUNTAS :



- 1) Who's he ?
- 2) How many sisters has Michael Jackson got ?
- 3.- Where are Michael Jackson's animals ?

4.- WHO IS YOUR FAVOURITE SINGER ? .Preguntar por parejas

- . Who is your favourite singer ?
- My favourite singer is _____

	NAME	Favourite singer
1		
2		
3		
4		



?



?

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY SUNDAY



On Monday
I go to school



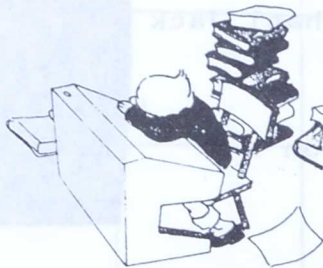
On Tuesday
I go to school



On Wednesday
I go to school



On Thursday
I go to school



On Friday
I go to school




On Saturday
I rest



On Sunday
I'm happy

Monday
Tuesday
Wednesday
Thursday
Friday



Saturday
Sunday

6.- MY TIMETABLE (Mi horario)

Have you got English on Monday ?

Yes, I have / No, I haven't.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
9'30-11'30	Maths	language	language	language	language	—	—
	B	R	E	A	K		
11'30-12'30	Science	Geography	Science	Geography	Science	—	—
	L	G	N	C	H		
3-4	English	Maths	English	Maths	English	—	—
4-5	Geography	Art	Maths	Religion	Physical Education	—	—

7.- NUMBERS (60-70)

60 61 62 63 64 65 66 67 68 69
 sixty sixty one.....

8.- GRAMMAR

He has got = He's got : él tiene

She has got = She's got : ella tiene

He has not got = He hasn't got : él no tiene.

She has not got = She hasn't got : ella no tiene.

Has he got... ?

Has she got... ?

9.- VOCABULARIO

a mouse : un ratón
 a fish : un pez
 a bird : un pájaro
 a snake : una serpiente
 a horse : un caballo
 a sheep : una oveja

a superstar: una superestrella
 people : gente
 lots of : muchos

Dias de la semana
 Days of the week

Monday : Lunes
 Tuesday : Martes
 Wednesday : Miércoles
 Thursday : Jueves
 Friday : Viernes
 Saturday : **Sábado**
 Sunday : Domingo

I go to school: Voy a la escuela
 I rest : Descanso

1.--Completa las frases de la pag. 2, en tu cuaderno, diciendo lo que tiene cada uno de los personajes, utilizando la forma larga y la contraída. Ej:

Tom has got a fish= Tom's got a fish

Y lo que no tiene. Ej:

Robert hasn't got a fish

2.- Lectura Comprensiva: Lee detenidamente la lectura sobre Michael Jackson en la pag. 3 , y contesta a las preguntas:

1.- Who's he ?

2.- How many sisters has Michael got ?

3.- Where are Michael Jackson's animals ?

3.- Haz una encuesta a 4 compañeros, tal como aparece en el cuadro de la pag. 3, preguntando cuál es su cantante favorito/a (What's your favourite singer ?). Escribe el nombre de tus compañeros y de sus cantes favoritos en el lugar indicado.

4.- Colorea este mago según el color de las prendas de vestir que tiene:



He's got a green hat.
 He's got a blue shirt.
 He's got a red jacket.
 He's got yellow trousers.
 He's got brown shoes.

a mouse	un ratón
a fish	un pez
a bird	un pájaro
a snake	una serpiente
a horse	un caballo
a sheep	una oveja

Days of the week	
Monday	Lunes
Tuesday	Martes
Wednesday	Miércoles
Thursday	Jueves
Friday	Viernes
Saturday	Sábado
Sunday	Domingo

Monday
 Tuesday
 Thursday
 Friday

5.- COMPLETA las frases escribiendo We've got (Nosotros tenemos) y They've got (Ellos/as tienen), en cada caso.



1. We've got a dog.



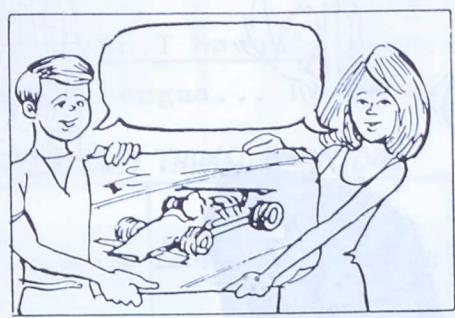
2. They've got a car.



3. a black cat



4. a record player

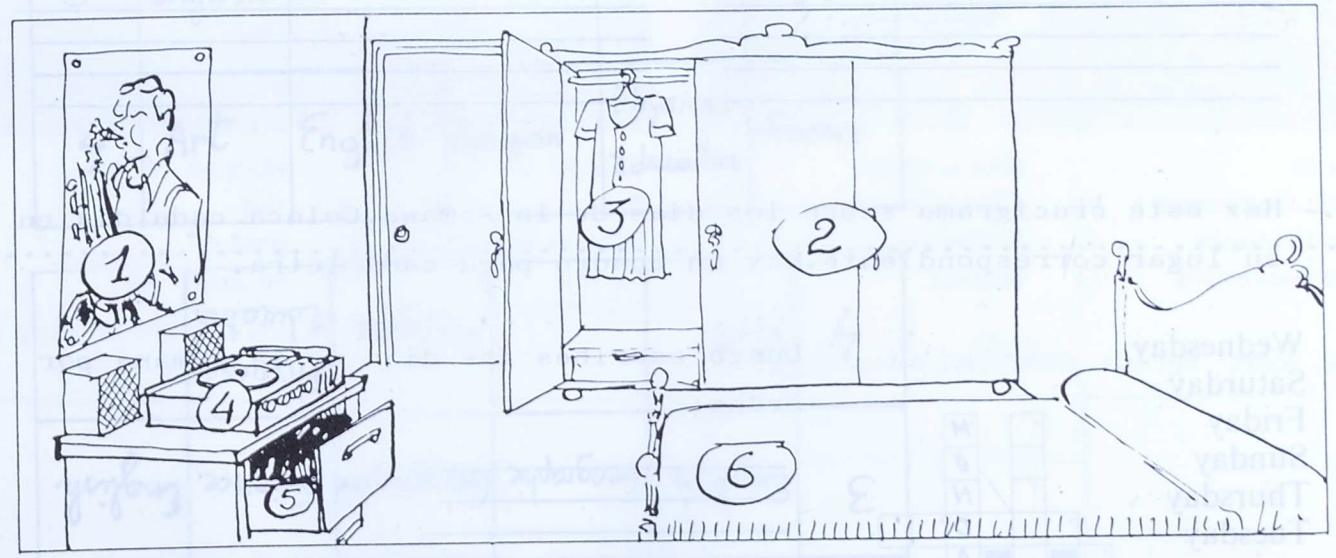


5. a poster



6. a monkey

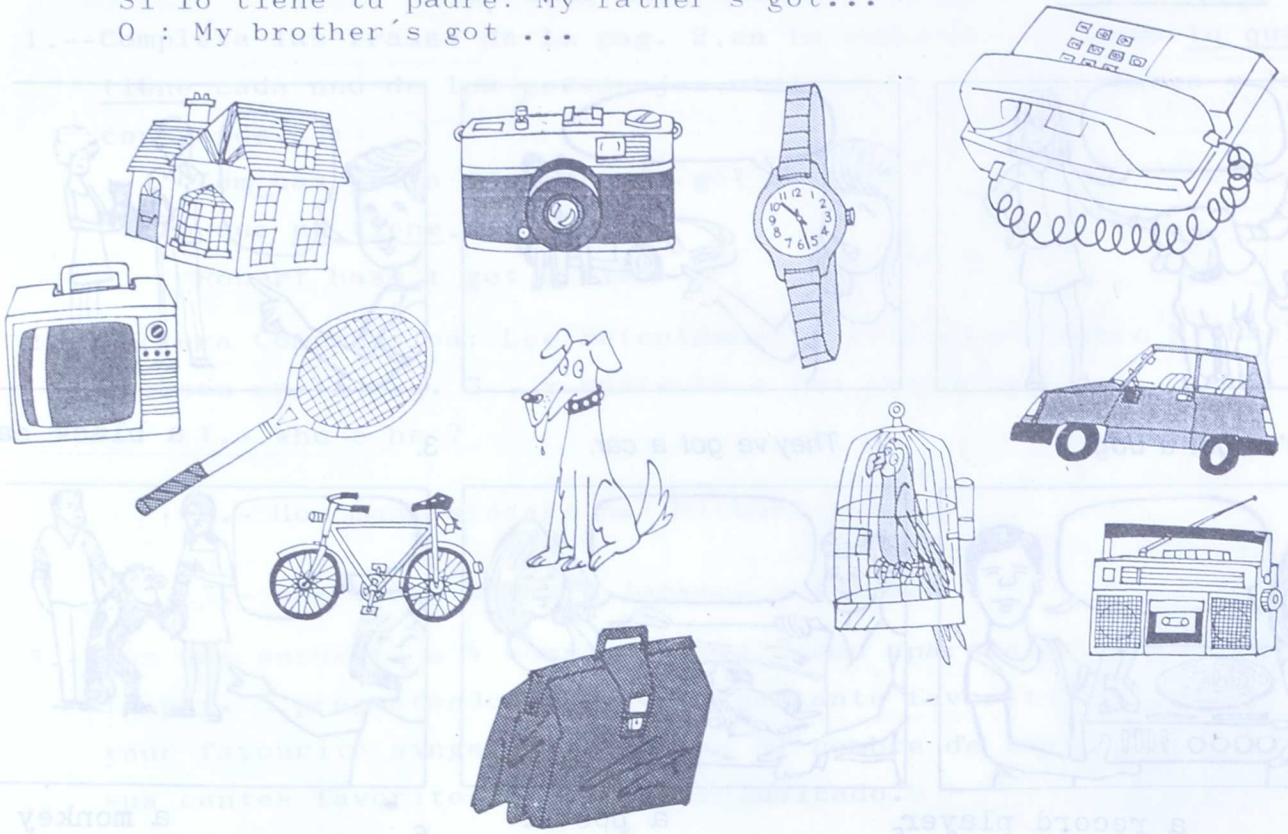
6.- Esta es la habitación de Jane. Completa las frases diciendo lo que Ella tiene.



This is Jane's room

- 1. She's got a poster.
- 2. She a wardrobe
- 3. a dress
- 4. a record player
- 5. 25 records
- 6. a bed

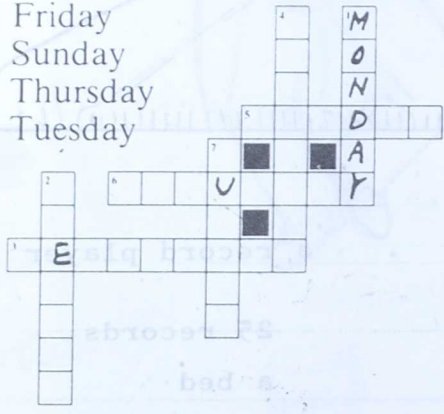
7.- ¿ Tienes tú o tu familia alguna de estas cosas ?
 Si lo tienes tú harás frases como: I've got a/an ...
 Si lo tiene tu padre: My father's got...
 O : My brother's got ...



Este ejercicio la harás primero oralmente, luego por escrito.

8.- Haz este crucigrama sobre los dias de la semana. Coloca cada dia en su lugar correspondiente. Hay un cuadro para cada letra.

Wednesday
 Saturday
 Friday
 Sunday
 Thursday
 Tuesday



Luego escribes los dias de la semana por orden:

9 .-) INFORMATION GAP: La actividad que vas a realizar a continuación se llama " information gap", porque la información que te hace falta a tí la tiene tu compañero, y al revés. Ahí teneis dos horarios: uno para tí (el A) y otro para tu compañero (el B). Para completar el horario tú debes preguntar a tu compañero y escribir en la casilla correspondiente la asignatura que te falta ese día. A su vez tu compañero te preguntará las asignaturas que le faltan a él. Entre los dos podreis completar el horario final. Es un juego entretenido pero NO DEBES FIJARTE EN EL HORARIO DE TU COMPAÑERO, sino averiguarlo preguntando. ¿ Qué debereis preguntar ? Este es el modelo:

Have you got Religion on Monday ? • Yes, I have. (lo escribes)
 • No, I haven't

Si la respuesta es: No, I haven't seguirás preguntando si tiene Matemáticas el lunes, o Lengua... hasta que lo averigues.

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

(A)

9'30		Maths	Language	Language	Language
11'30	Science	Language	Maths	Maths	
3	English				English
4	Art	English	Religion	Physical Education	Science

Si eliges (A) recorta y guarda (B)

		Physical Education	Religion		4	Art
	English	Science	Geographic	English	3	
	Maths	Maths	Language		11'30	
Language		Language	Maths	Language	9'30	

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

(B)

Si eliges (B) recorta y guarda (A)

STAR QUIZ



10

Pop



- Her name's
- Debbie Harry
 - Agnetha Faltskog
 - Olivia Newton John

- She's in the pop group
- Abba
 - Blondie
 - The Police

10

Films



- His name's
- Marlon Brando
 - Robert Redford
 - Christopher Reeve

- His eyes are
- green
 - brown
 - blue

Sport



- This is
- Nadia Comaneci
 - Maxi Gnaucht
 - Olga Bickerova
- She's from
- America
 - Romania
 - Russia

Television



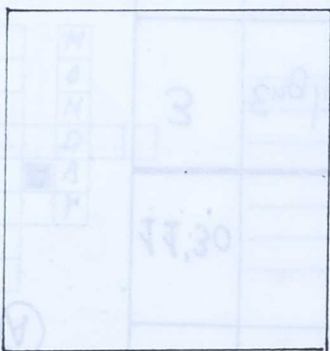
- This is
- Snoopy
 - Mickey Mouse
 - Kermit
- He's
- red
 - green
 - yellow

The answers are on page 22

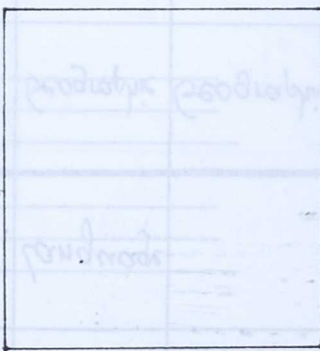
Pega fotos de tus estrellas favoritas



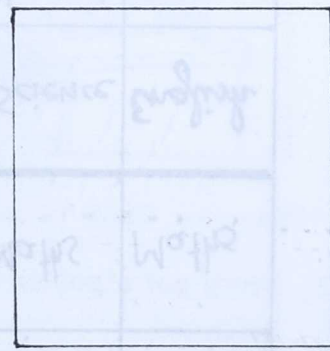
This is my favourite
pop star,



This is my favourite
film star,



This is my favourite
sports star,



This is my favourite
television star,

11.- WHO IS WHO ? (Quién es quién ?

Find Tony, Jack, Ben and Mickey.



Tony hasn't got a letter.
 Jack and Ben haven't got a book.
 The boy with the comic hasn't got a name beginning with M, J or B.
 The first boy has got a name with four letters in it.

(Tony no tiene una carta.
 Jack y Ben no tienen un libro.
 El chico del comic no tiene un nombre que empiece por **M, J** ó **B**.
 El primer chico tiene un nombre con cuatro letras).

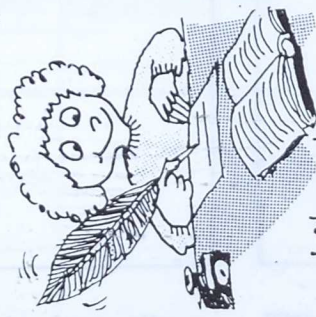
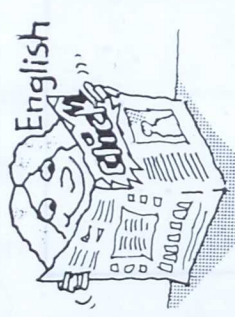
TIME TABLE
 SCHOOL

School:
 Class:

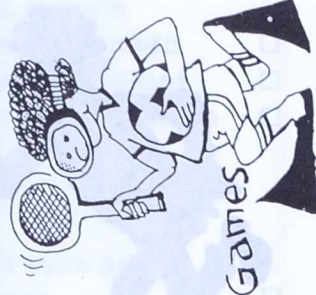
Teacher:

SCHOOL TIME

TIMETABLE



DAY Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

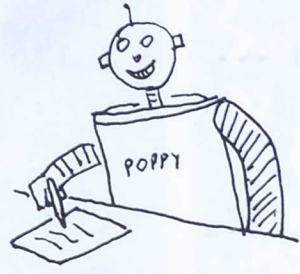
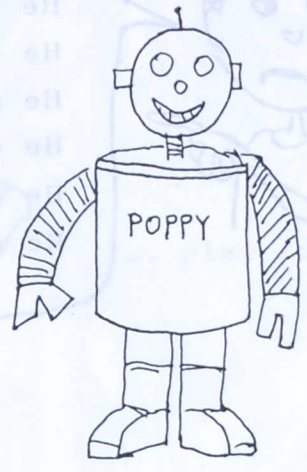


LECCION 11 : CAN YOU SPEAK ENGLISH ? (¿ Puedes hablar inglés?)

1.- ABILITIES (Habilidades): Tom nos presenta a su nuevo robot y nos dice lo que puede hacer:



This is Poppy, a very good robot



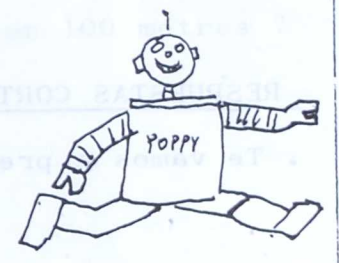
He can write



He can read



He can walk



He can run



He can speak English



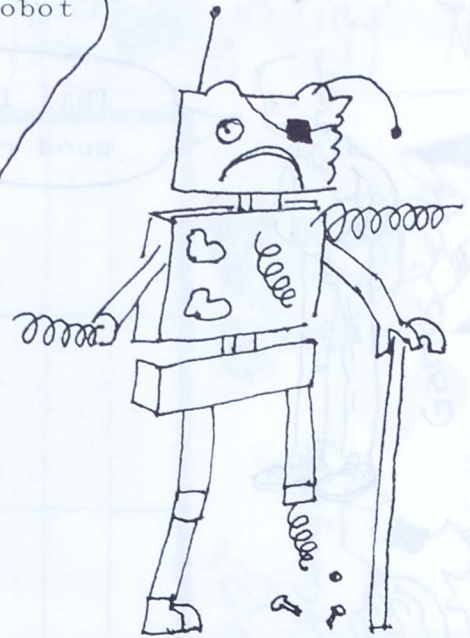
He can sing

NO, HE CAN'T Yes, HE CAN

William nos presenta su viejo robot y nos dice lo que no puede hacer:



This is Holy. a very bad robot
 He can't write.
 He can't read.
 He can't walk.
 He can't run.
 He can't speak English.
 He can't sing.



RESPUESTAS CORTAS:

• Te vamos a preguntar sobre POPPY:

- Can he write ? YES, HE CAN
- Can he read ?
- Can he walk ?
- Can he run ?
- Can he speak English ?
- Can he sing ?

• Y ahora te preguntamos sobre HOLY:

- Can he write ? NO, HE CAN'T
- Can he read ?
- Can he walk ?
- Can he run ?
- Can he speak English ?
- Can he sing ?

YES, HE CAN

NO, HE CAN'T

3.- WHAT CAN YOU DO ? (¿Qué puedes o sabes hacer tú.?)

CAN YOU :



... swim ?



... play football?



... play tennis ?



...run 100 metres ?



...play the guitar?



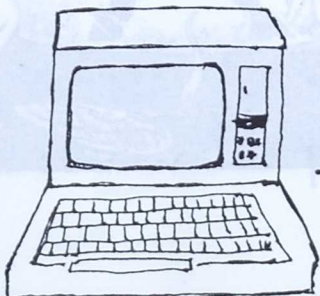
...play the piano ?



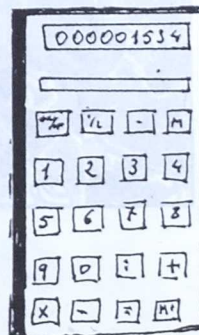
... open a bottle ?



... type ?



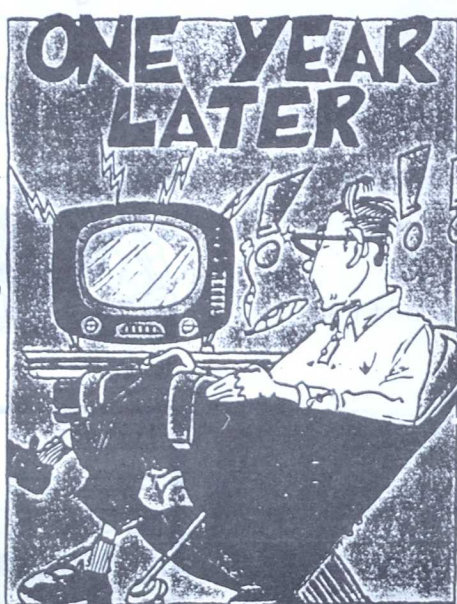
...use a computer?

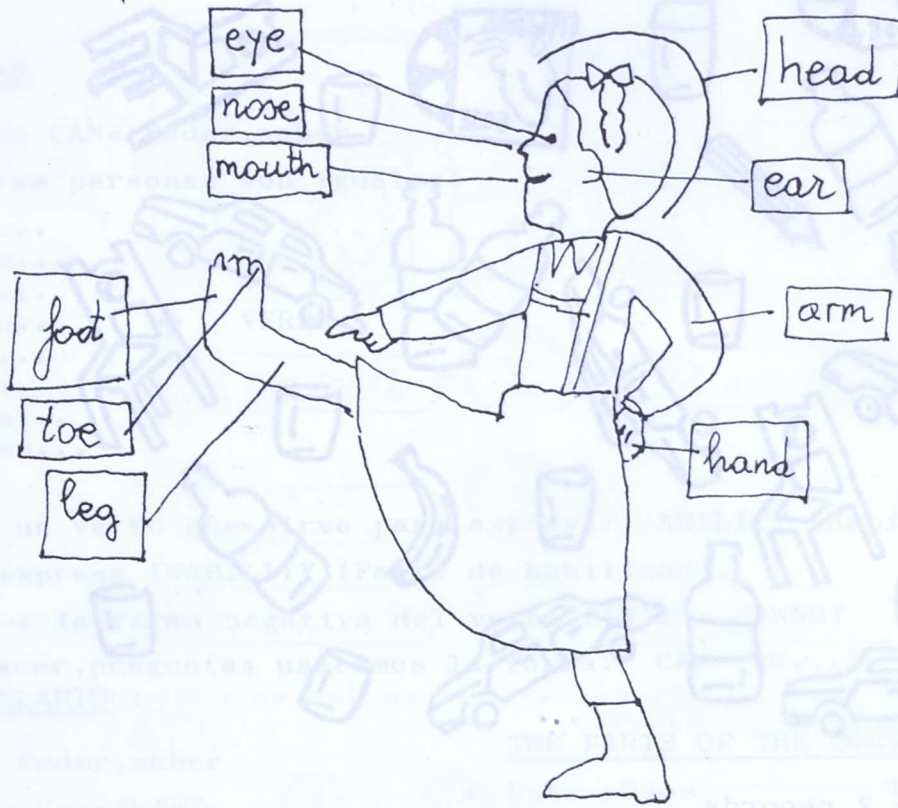


...use a calculator ?



Good morning. I'm a pop singer.
I want to make a pop record.

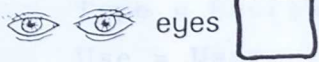




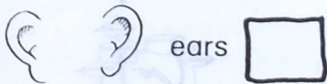
A



head

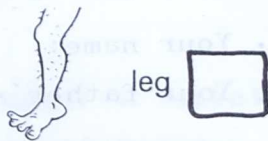


eyes

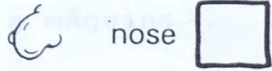


ears

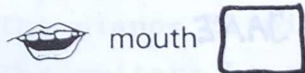
B



leg

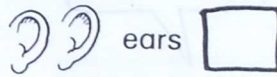


nose



mouth

C



ears



head

D



leg



mouth

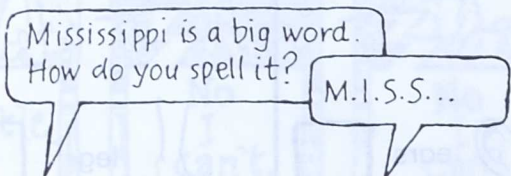
6.- HOW MANY... CAN YOU SEE ? (¿Cuántos...puedes ver?)



I can see 2 records

I can see...

7.- HOW DO YOU SPELL...? (¿Cómo se deletrea?)



How do you spell ?

- Your name:
- Your father's name
- The capital of France
- The President of the United States.



8.-LISTEN AND JOIN

(Escucha y une con flechas)



ROSE



JANE



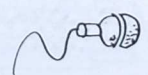
LUCY



CAROL



WILLIAM



9.- NUMBERS (70-80)

70 71 72 73 74 75 76 77 78 79 80
 seventy.....

10.- GRAMMAR

El verbo CAN= Poder, saber

Todas las personas son iguales:

- I can ...
- You can...
- He can...
- She can...
- It can...
- We can...
- You can...
- They can...

+ VERBO

CAN es un verbo que sirve para expresar: ABILITY (Habilidad)

CAN'T expresa INABILITY (Falta de habilidad).

CAN'T es la forma negativa del verbo. CAN'T = CANNOT

Para hacer preguntas usaremos la forma: CAN YOU...?

11.- VOCABULARIO :

* Can = Poder, saber

To Write= Escribir

To Read ÷ Leer

To Walk = Andar

To Run = Correr

To Speak = Hablar

To Sing = Cantar

To Swim = Nadar

To Play football= Jugar a futbol

To Play tennis= Jugar al tenis.

To Play the guitar= Tocar la guitarra

To Play the piano= Tocar el piano

To Type = Escribir a máquina

To Use = Usar

To Open = Abrir

THE PARTS OF THE BODY (Partes del cuerpo)

Eyes= Ojos

Toe= dedo del pie

Nose= Nariz

Leg= Pierna

Head= Cabeza

Hand= Mano

ear= Oreja

Mouth= Boca

Arm= Brazo

Foot=Pie

Adjetivos

Good: Bueno

Bad : Malo

INSTRUMENTOS MUSICALES

The piano= El piano

The guitar= La guitarra







The trumpet= La trompeta

The drums= Los tambores(La batería)



* Can es un verbo "rarillo", pues no se le nombra con TO delante


1.- Escribe lo que estos niños pueden y no pueden hacer como se indica en los ejemplos



	<input type="text" value="I can run."/>		<input type="text" value="I can't run."/>
	<input type="text" value="jump"/>		<input type="text" value="jump"/>
	<input type="text"/>		<input type="text"/>

2.- Completa las preguntas y respuestas en las entrevistas que hace el el mono, siguiendo el modelo:




2

3

































4



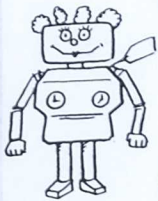
5



3.- Completa las preguntas y las respuestas. Fíjate si las respuestas son afirmativas o negativas.

		Can you play the guitar?	No, I can't.	
		Can you play the piano?	Yes, I can.	
		?	?	
		?	?	
		?	?	
		Can you sing?	?	
		?	?	
		?	?	
		?	?	
		?	?	

4.- Escribe la conversación entre estos dos niños, uno pregunta y el otro responde. Hablan sobre el robot KATY



This is KATY. She's a very good robot. She can speak German and sing. She can walk but she can't jump and she can't run. She can't read, but she can write very well



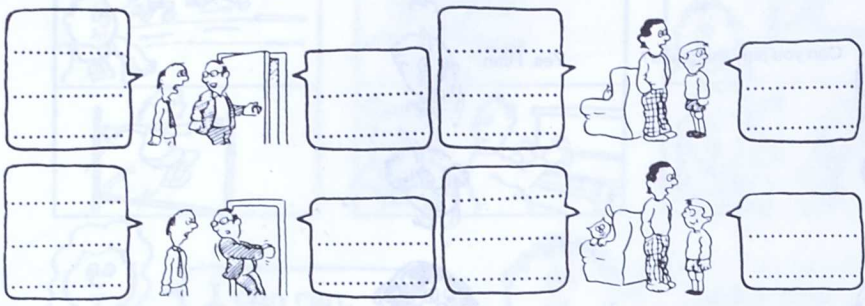
Can she speak English ?	Yes, she can
Can she run ?	No, she can't
.....
.....
.....
.....



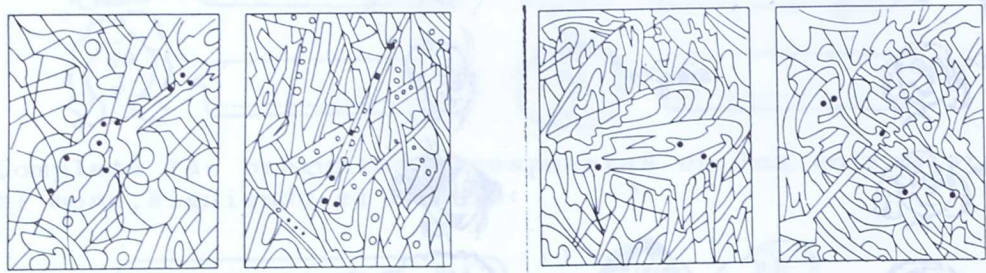
5.- Escribe cada frase en su burbuja correspondiente:

Can you open the door? No, I can't.
Can you see the cat? No, I can't.

Can you open the door? Yes, I can.
Can you see the cat? Yes, I can.



6.- ¿Qué instrumentos saben tocar estos chicos?. Colorea los espacios que contienen un punto, así podrás saberlo



Simon: _____ Diana: _____

Sandra: _____ David: _____

Ahora escribe 2 preguntas y dos respuestas sobre cada persona. Ej:

- 1. Simon : guitar / piano
- 2. Diana : trumpet / recorder
- 3. Sandra : recorder / piano
- 4. David : trumpet / guitar

1. - Can Simon play the guitar?
 - Yes he can.
 - Can Simon play the piano?
 - No he can't.



7.- PAIR WORK (Trabajo por parejas). Mira a tu alrededor y responde a las preguntas de tu compañero según el modelo:



HOW MANY

- windows
 - desks
 - chairs
 - boys
 - girls
 - teachers
 - tables
- CAN YOU SEE ?

I CAN SEE _____ WINDOWS

8.- COMPLETA las partes del cuerpo en cada casilla de este personaje llamado PENNY el PUNKY

PENNY THE PUNKY

Write the names in the boxes. Here is an example. Ask your teacher for the answers.



1 Hair

2

3

4

5

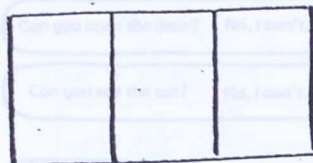
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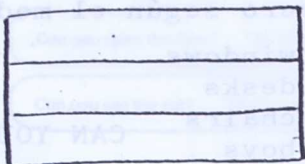
9.- RESPONDE SEGÚN LA REALIDAD: Yes, I can / No, I can't.

- Can you run 100 metres in 14 seconds ? _____
- Can you speak Italian ? _____
- Can you play tennis ? _____
- Can you swim ? _____
- Can you play the guitar ? _____
- Can you sing an English song? _____
- Can you use a calculator ? _____
- Can you use a computer ? _____

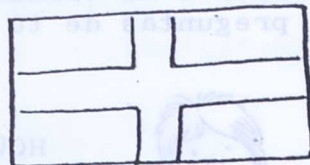
10.- COPY AND COLOUR THESE FLAGS (Copia y colorea estas banderas)



Belgium has a black, orange and red flag.

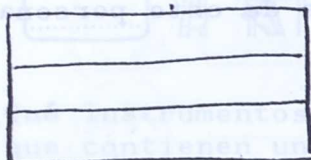


Germany has a black, red and yellow flag.

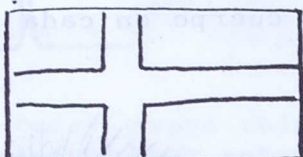


Greece has a blue and white flag.

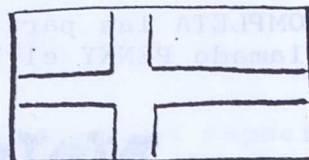
11.- IDENTIFY THESE FLAGS (Identifica estas banderas)



..... has a red and white flag.

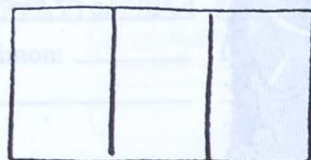


..... has a red and white flag.

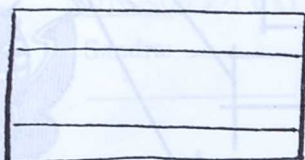


..... has a blue and yellow flag.

12.- WRITE ABOUT THESE FLAGS (Escribe sobre estas banderas).



France has a,, and flag.

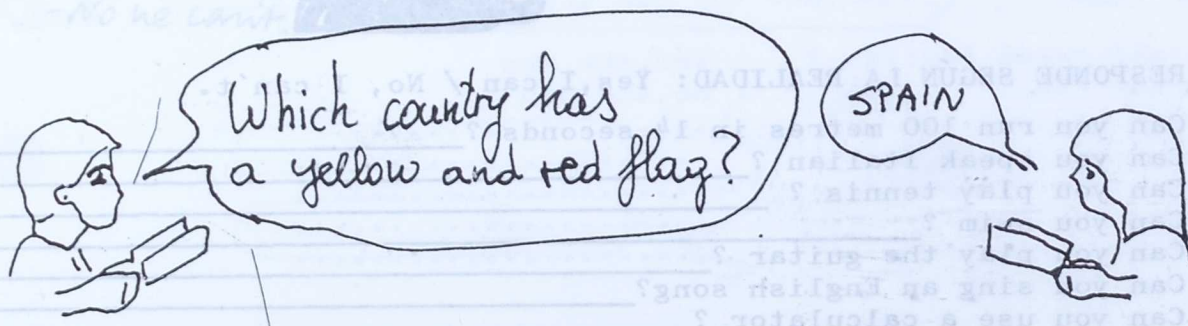


Spain has a,, and flag.



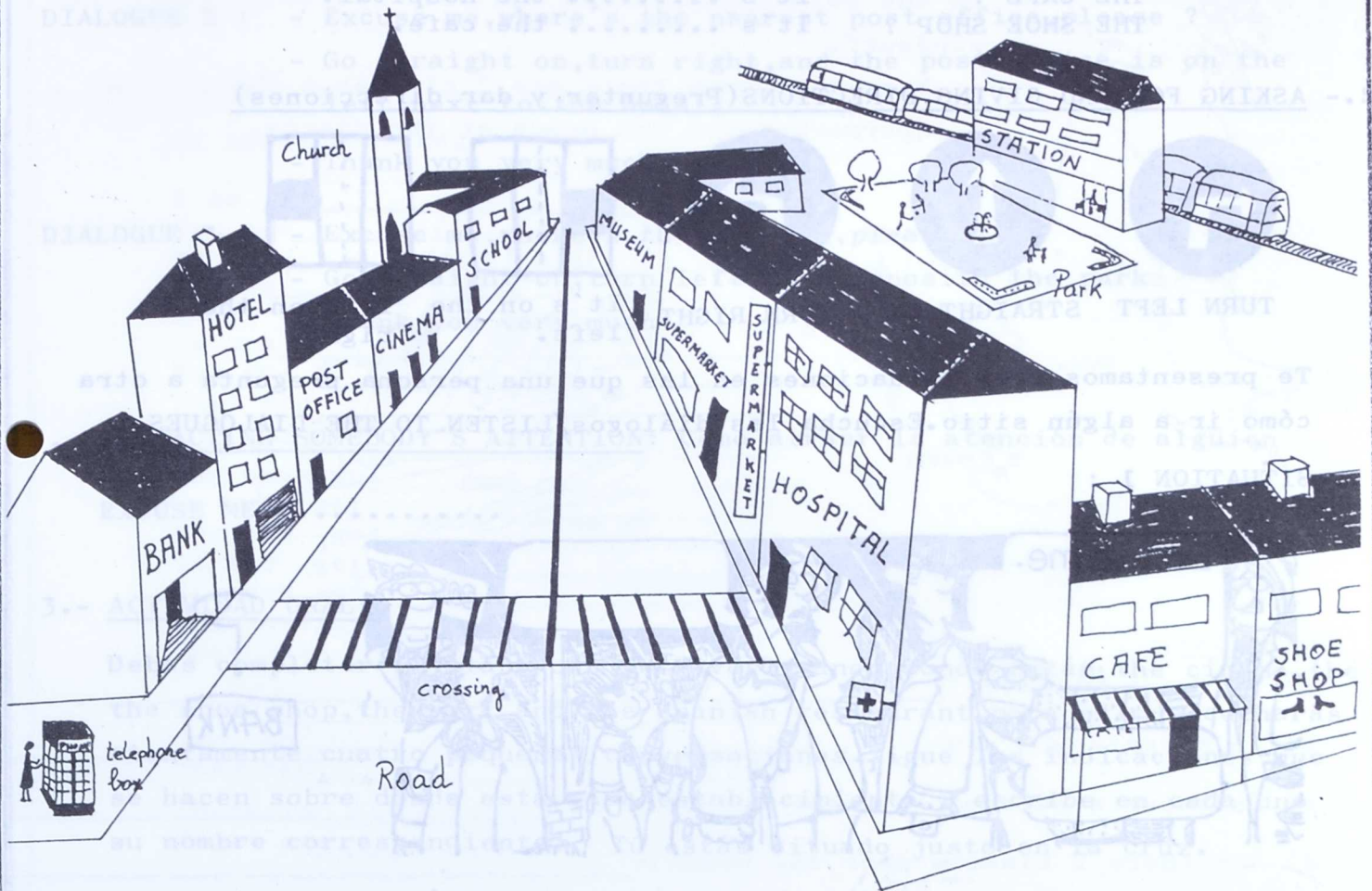
Italy has a,, and flag.

13.- PAIR WORK (Trabajo por parejas). Se trata de hacer una competición para ver quién conoce más banderas de países. Primero uno hará 5 preguntas, y el compañero responderá, luego se cambia.



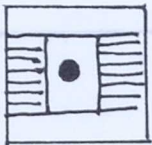
LECCION 12 : PLACES: LOCATION (Lugares: Localización)

1.- A TOWN: MARGATE: This is Margate, a small town in the South of England
Look at these places:

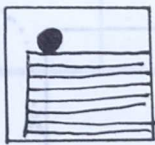


- | | | | |
|------------|----------|---------------|-----------------|
| a bank | a hotel | a post office | a cinema |
| a school | a church | a museum | a supermarket |
| a hospital | a cafe | a shoe shop | a station |
| a park | a road | a crossing | a telephone box |

PREPOSITIONS:



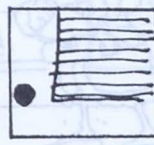
between



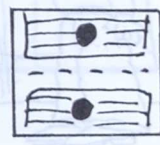
behind



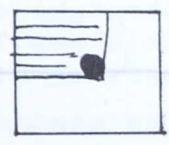
next to



near



opposite



on the corner

ACTIVIDAD ORAL (Oral Activity): ¿ Dónde está cada edificio?

- | | | | |
|---------|---------------------|------------|--------------------------|
| WHERE'S | THE POST OFFICE ? | It's | the hotel and the cinema |
| | THE BANK ? | It's | of the road. |
| | THE STATION ? | It's | the park |
| | THE CHURCH ? | It's | the school. |
| | THE TELEPHONE BOX ? | It's | the bank. |

WHERE'S

THE HOTEL ?	It's	the bank and the post office.
THE CINEMA ?	It's	the post office and the school.
THE SCHOOL ?	It's	the cinema.
THE MUSEUM ?	It's	the school.
THE SUPERMARKET ?	It's	the museum and the hospital
THE HOSPITAL ?	It's	of the road.
THE PARK ?	It's	the station.
THE CAFE ?	It's	the hospital.
THE SHOE SHOP ?	It's	the cafe.

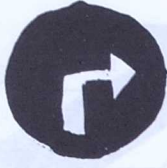
2.- ASKING FOR AND GIVING DIRECTIONS (Preguntar y dar direcciones)



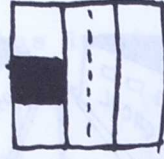
TURN LEFT



STRAIGHT ON



TURN RIGHT



It's on the left.



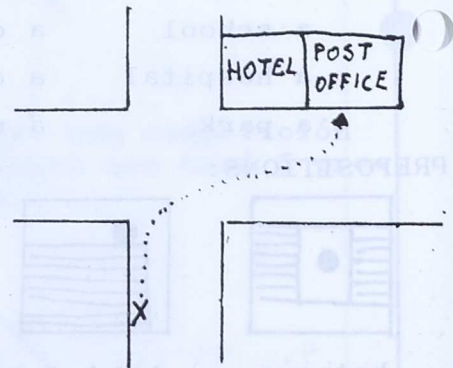
It's on the right.

Te presentamos tres situaciones en las que una persona pregunta a otra cómo ir a algún sitio. Escucha las diálogos / LISTEN TO THE DIALOGUES.

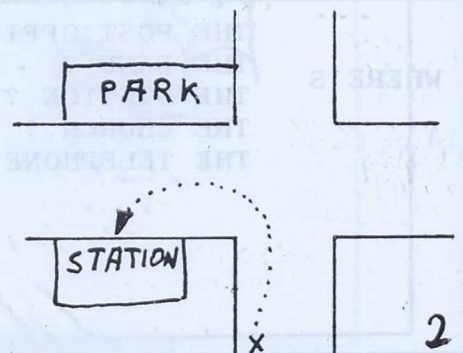
SITUATION 1 :



SITUATION 2 :



SITUATION 3 :



DIALOGUE 1 : - Excuse me, where is the nearest bank, please ?
 - I'm sorry. I don't know.
 - Thank you anyway.

DIALOGUE 2 : - Excuse me, where's the nearest post office, please ?
 - Go straight on, turn right, and the post office is on the left, next to the hotel.
 - Thank you very much.

DIALOGUE 3 : - Excuse me, where's the station, please ?
 - Go straight on, turn left, it's opposite the park.
 - Thank you very much.

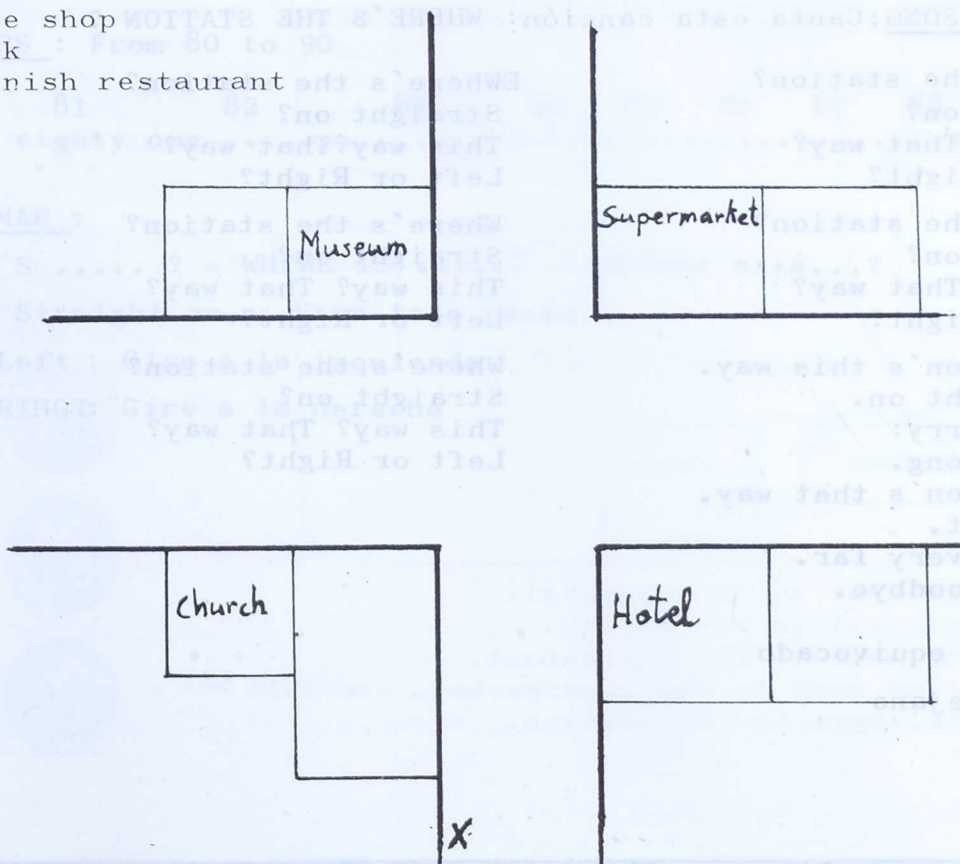
.- ATTRACTING SOMEBODY'S ATTENTION: Cómo atraer la atención de alguien

EXCUSE ME,

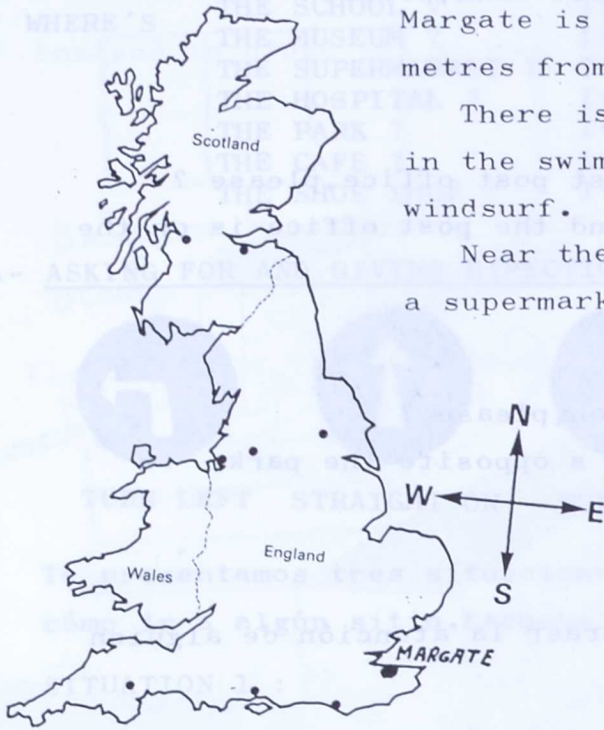
3.- ACTIVIDAD ORAL:

Debes completar el plano que ves, averiguando dónde están: the cinema, the shoe shop, the park and the Spanish restaurant, para ello escucharás atentamente cuatro pequeñas conversaciones. Sigue las indicaciones que se hacen sobre dónde está cada establecimiento y escribe en cada uno su nombre correspondiente. Tú estás situado justo en la cruz.

- 1.- Cinema
- 2.- Shoe shop
- 3.- Park
- 4.- Spanish restaurant



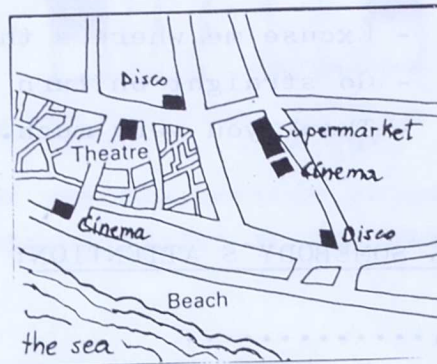
4.- READING COMPREHENSION(Lectura Comprensiva)



Margate is a small town in the south of England, 113 kilometres from London, and it's a popular tourist centre.

There is a large beach, you can swim in the sea or in the swimming-pool. You can play football, tennis and windsurf.

Near the beach there are 2 cinemas, a theatre and a supermarket. You can dance at the discos.



QUESTIONS:

- a) Where is Margate ? _____
- b) In Margate you can _____
- c) Is there a supermarket near the beach? _____
- d) Are there 2 cinemas near the beach? _____

5.- SING THIS SONG: Canta esta canción: WHERE'S THE STATION ?

Where's the station?
Straight on?
This way? That way?
Left or Right?

Where's the station?
Straight on?
This way? That way?
Left or Right?

The station's this way.
Go straight on.
No, I'm sorry:
That's wrong.
The station's that way.
Turn right.
It's not very far.
Goodbye. Goodbye.

1: wrong: equivocado
2: far: lejano

Where's the station?
Straight on?
This way? That way?
Left or Right?

Where's the station?
Straight on?
This way? That way?
Left or Right?

Where's the station?
Straight on?
This way? That way?
Left or Right?

6.- THE DAYS OF THE WEEK (Repaso)

Weekdays (Dias hábiles)

MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY

Weekend (Fin de semana)

SATURDAY
SUNDAY

7.- NEGATIVE FORMS (Formas negativas) (Repaso)

Dí las formas negativas:

I am _____
You are _____
He is _____
She is _____
It is _____
We are _____
You are _____
They are _____

I have got _____
You have got _____
He has got _____
She has got _____
It has got _____
We have got _____
You have got _____
They have got _____

I can _____
You can _____
They can _____
There is _____
There are _____

8.- NUMBERS : From 80 to 90

80 81 82 83 84 85 86 87 88 89 90
eighty eighty one ninety

9.- GRAMMAR :

WHERE'S ? = WHERE IS ? : ¿Dónde está...?

GO Straight on : Vaya todo recto.

TURN Left : Gire a la izquierda

TURN RIGHT: Gire a la derecha

10.- VOCABULARY

PLACES:

- a bank: un banco
- a hospital: un hospital
- a park: un parque
- a church: una iglesia
- a road: una calle/una carretera
- a post office: una oficina de correos.
- a shoe shop: una tienda de zapatos
- a crossing: un paso de peatones
- a supermarket: un supermercado
- the station: la estación
- a telephone box: una cabina telefónica.
- a town: una ciudad
- a beach: la playa
- the sea: el mar

PREPOSITIONS:

- between: entre
- behind: detrás de
- next to: junto a (pegando a)
- near: cerca de
- opposite: en frente de (al lado, contra rio.)
- on the corner: en la esquina.

DIRECTIONS:

- Straight on: derecho, recto
- Left: izquierda
- Right: derecha
- On the left: a la izquierda
- On the right: a la derecha
- South: Sur

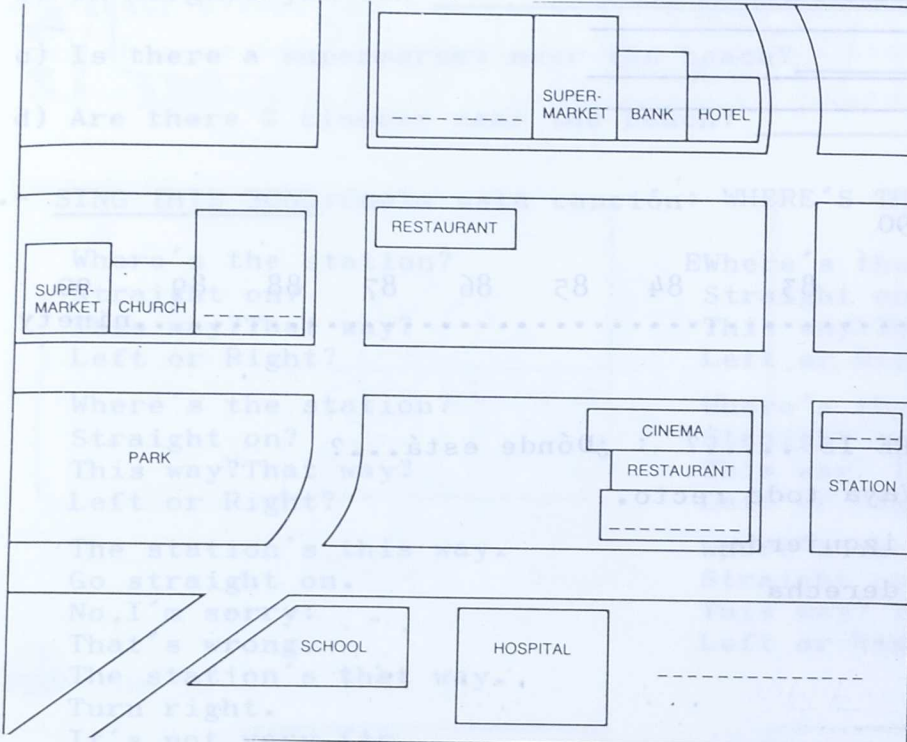
FIJATE:

- Excuse me : Se utiliza para llamar la atención de alguien
- I'm sorry : Sirve para disculparse.

EJERCICIOS COMPLEMENTARIOS

1.- Realiza por escrito la Actividad oral de las páginas 1 y 2.

2.- Read and complete (Lee y completa). Encima de las líneas discontinuas: - - - escribe estos lugares:



- PARK
- SCHOOL
- BANK
- CINEMA
- HOTEL

El texto que hay debajo del plano te ayudará.

- There's a park next to the hospital.
- There's school next to the church.
- There's a bank next to the restaurant.
- There's a cinema next to the supermarket.
- There's a hotel next to the station.

3.- Complete the sentences: De acuerdo con el plano del ejercicio anterior completa estas frases:

- . There's a hotel next to the bank
- . There's a cinema _____
- . There's a hospital _____
- . There's a supermarket _____

4.- Read and complete: Lee y completa. Escribe cada número en su casilla correspondiente.

.....	CHURCH	.....	.....
.....	.....	.....	BANK

- Number 1 is opposite the church.
- Number 2 is between Number 1 and the bank.
- Number 3 is opposite the bank.
- Number 4 is between Number 3 and the church.
- Number 5 is next to Number 1.
- Number 6 is next to the church.

5.- Hemos ido al ZOO, y encontramos estos carteles. Expresa oralmente y por escrito dónde está cada grupo de animales, como te indica el ejemplo, diciendo si están a la derecha o a la izquierda.



1 The snakes are on the right.



2 The bears...



3 The monkeys...

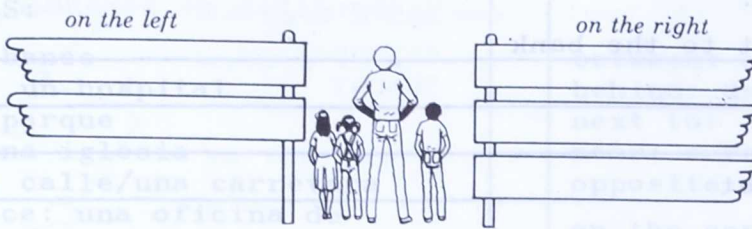


4 The elephants...



5 The crocodiles...

6.- Escribe los que están a la izquierda y los que están a la derecha.



7.- PAIR WORK (Trabajo por parejas). Tú eliges el plano A, y tu compañero el plano B. Os hareis preguntas sobre lo que hay en cada plano, por ejemplo

- Is there a swimming-pool on your map?
- Yes, there is
- Where's the swimming-pool?
- It's....

Recuerda que no teneis que ver el plano del compañero.

- | | |
|-------------|-------------|
| Usar: hotel | cafe |
| museum | cinema |
| post office | shoe shop |
| station | record shop |
| disco | supermarket |
| bank | |

station	disco
cafe	supermarket
bank	
Post office	cinema

cafe	hotel
disco	shoe shop
	Record shop
Museum	swimming-pool

8.- ODD ONE OUT: En cada una de estas cinco listas de palabras hay una que que está demás. Tacha esa palabra de cada lista que no es de su familia

- a) PETS: a mouse- a fish - a snake- Friday- a horse- a parrot.
- b) POSSESSIONS: a camera- a radio- a bike- a church- a record.
- c) THE HOUSE: the bathroom- the bedroom- the car- the kitchen- the living room.
- d) CLOTHES: a skirt- trousers- chair- pullover- coat- shirt.
- e) ABILITIES: to swim- to write- house- to read- to walk- to speak- to sing.

9.- Contesta a las preguntas de la pag. 4, referidas a la lectura comprensiva sobre Margate.

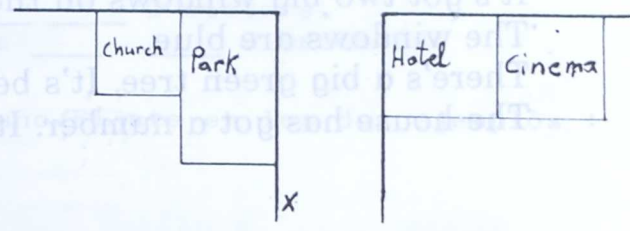
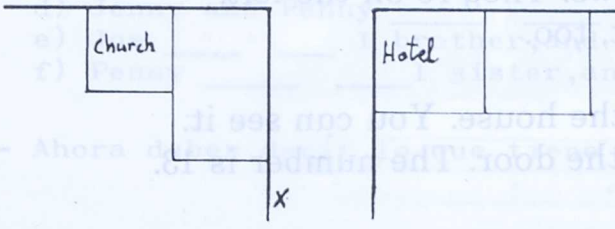
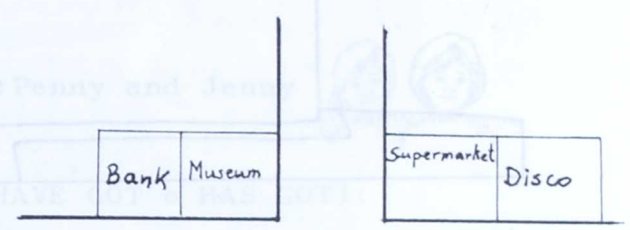
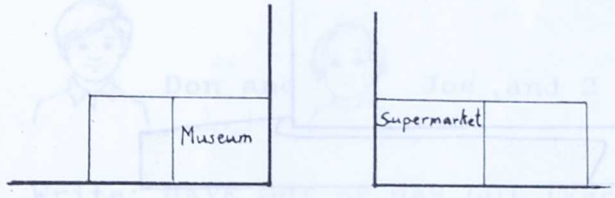
10.- PAIR WORK (Trabajo por parejas). El alumno A sabe dónde están: the bank, the disco, the park and the cinema, pues está señalado en su plano. En cambio el alumno B, no lo sabe y quiere ir a esos sitios, por ello deberá preguntar a su compañero A, cómo se va esos lugares, partiendo siempre de la cruz. Tomad como modelo el diálogo 3 de la página 3.

ALUMNO B

- Llama la atención de A y pregunta dónde está el banco.....
- Le da las gracias.
- Llama la atención de A y pregunta dónde está la discoteca.....
- Le da las gracias.
- Llama la atención de A y pregunta dónde está el parque
- Le da las gracias.
- Llama la atención de A y pregunta dónde está el cine.
- Le da las gracias.

ALUMNO A

- Le dice cómo ir al banco.
- Le dice cómo ir a la discoteca.
- Le dice cómo ir al parque.
- Le dice cómo ir al cine.



ALUMNO B

ALUMNO A

11.- Escribe lo que puedes hacer:

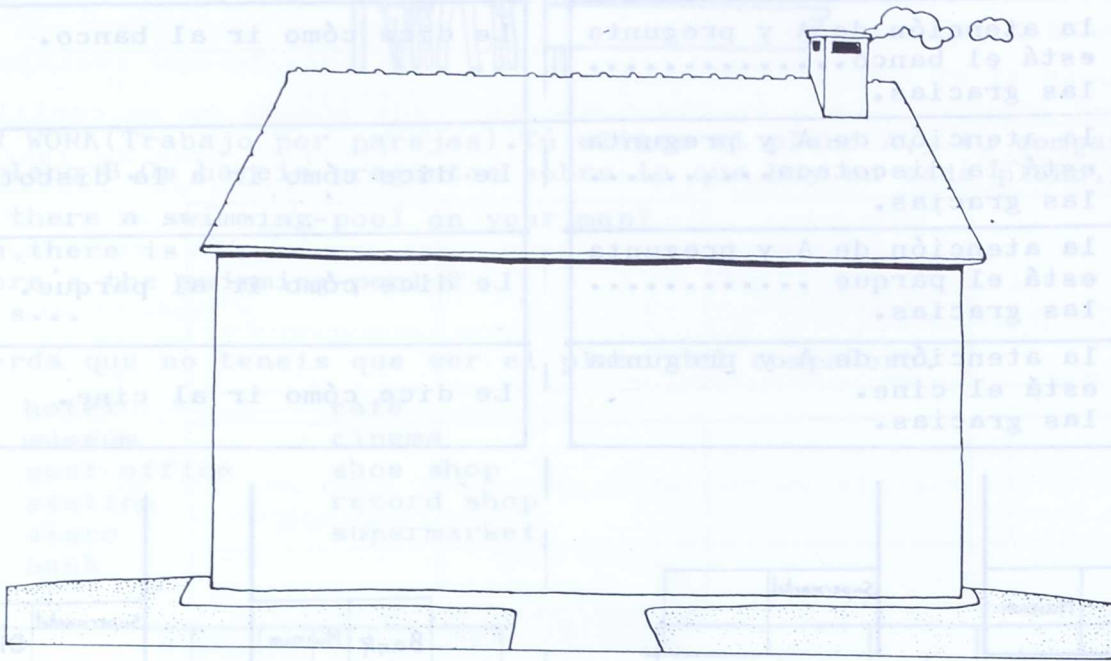


I can dance.



12.- Lee y termina la casa, dibuja y pinta todo lo que te dice en el texto.

Tree= árbol.



The house has got a big red door.

The house has got three small windows. They're on the left.

It's got two big windows on the right, too.

The windows are blue.

There's a big green tree. It's behind the house. You can see it.

The house has got a number. It's on the door. The number is 13.

13.- Dí si es verdadero o falso:



It can swim.



It can't jump.



It's got four legs.



It's got blue legs.



It's got a radio.

I You We They	have got ('ve got)
He She It	has got ('s got)

I You We They	have not got (haven't got)
He She It	has not got (Hasn't got)

1.- This is the Green family



Mr. Green is the father.



Mrs. Green is the mother

Mr. and Mrs Green have got 4 children.They have got 2 boys.



Don and



Joe ,and 2 girls:Penny and Jenny



Write: HAVE GOT or HAS GOT (Escribe HAVE GOT o HAS GOT):

- a) Mr. and Mrs Green _____ 4 children.
- b) They _____ 2 boys.
- c) Don _____ 2 sisters and 1 brother.
- d) Jenny and Penny _____ 2 brothers.
- e) Joe _____ 1 brother, and he _____ 2 sisters.
- f) Penny _____ 1 sister, and she _____ 2 brothers.

2.- Ahora debes decir lo que tiene cada uno. Fíjate en los dos ejemplos :

1 The Greens/a dog



The Greens have got a dog

2 Mr Green/a car



Mr. Green has got a car

3 Don/a bicycle



4 Jenny/a radio






5 Penny/a camera



6 The girls/a bird



3.- ¿Qué cosas no tienen ellos?.Dí lo que no tienen.Fíjate en los ejemplos:

- 1 Mrs Green/a car Mrs. Green hasn't got a car.
- 2 Joe/an umbrella  Joe hasn't got an umbrella.
- 3 The children/a cat  _____
- 4 Don/a camera _____
- 5 Mr Green/a bird _____
- 6 Jenny and Penny/an elephant  _____

4.-Completa con: have haven't has hasn't

- 1. - _____ he got a car? - No he _____.
- 2. - _____ you got a dog? - No I _____.
- 3. - _____ she got a bike? - Yes she _____.
- 4. - _____ you got a radio? - Yes I _____.
- 5. - _____ he got an elephant? - No he _____.

5.- ¿Qué tiene tu familia?.Escribe las respuestas:

Yes,we have a.....
No,we haven't a

- HAVE YOU GOT... a car? _____
 a bicycle? _____
 a dog? _____
 a cat? _____
 a radio? _____
 a television set? _____
 an elephant? _____

6.- Preguntas sobre tu amigo/a.Contesta según las respuestas del recuadro:

- HAS HE/SHE GOT. an umbrella? _____
 a car? _____
 a bicycle? _____
 a television set? _____
 a bird? _____

Yes,he/has got a...
No,he/she hasn't got a ...

UNIDAD 13: WHERE DO YOU LIVE? (¿Dónde vives?)

1.- PREGUNTAR Y DAR INFORMACION SOBRE EL DOMICILIO:

Rose es una nueva compañera de colegio, se presenta a Tom, y le pregunta sobre su dirección, número de teléfono...

ROSE: I'm Rose Wilson. What's your name?

TOM: My name's Tom Allen.

ROSE: Where do you live?

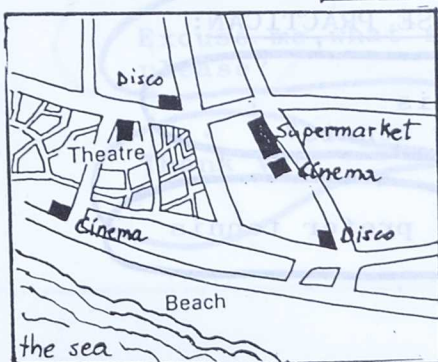
TOM: I live in Margate, at 25 Oxford street.

ROSE: And, what's your telephone number?

TOM: It's 38822



WHERE DO YOU LIVE ?



IN
at

I live in Margate

I live at 25, Oxford street

ACTIVIDAD ORAL: Answer (Responde): WHERE DO YOU LIVE?

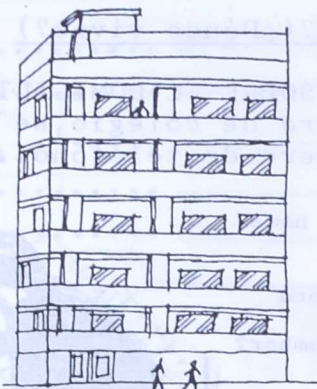
I live in _____

I live at _____

. Pregunta a tus compañeros dónde viven.



I live in a house



I live in a flat



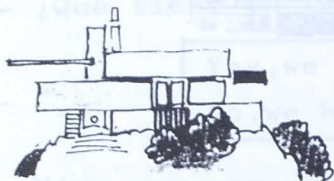
a flat



I live in a big house



I live in a small house



I live in a new house



I live in an old house.

2.- PREGUNTAR Y DAR INFORMACION SOBRE DEPORTES QUE SE PRACTICAN:

No, I don't.
I play cricket

I play tennis
Do you play tennis?
I prefer tennis



ACTIVIDAD ORAL:

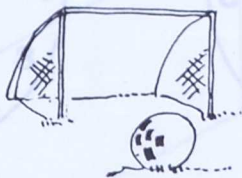
DO YOU PLAY... ?

Answer:

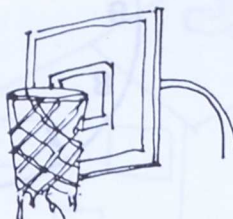
Yes, I do
No, I don't



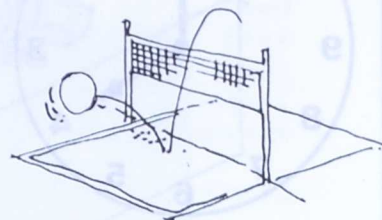
Cricket



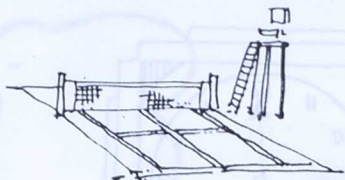
football



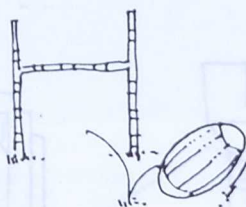
basketball



volleyball



tennis



rugby

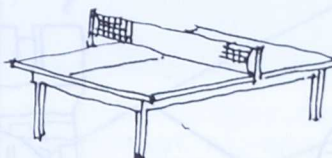


table-tennis



hockey

ASK and ANSWER:

Ask your friend (Pregunta a tu amigo): Do you play...?

Answer: Yes, I do

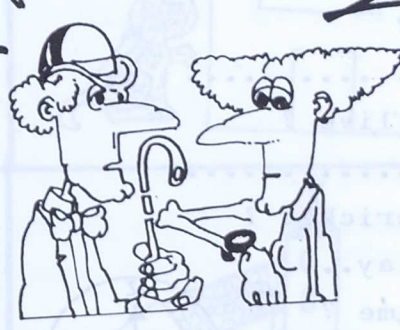
No, I don't.

3.- ASKING AND TELLING THE TIME (Preguntar y decir la hora)

Excuse me, what's the time, please?

Thank you

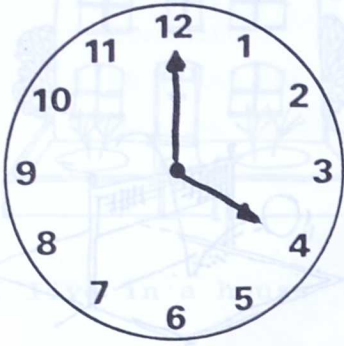
It's five o'clock



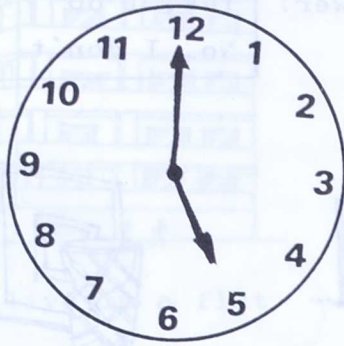
What's the time? IT'S... O'CLOCK

ACTIVIDAD ORAL:

Excuse me, what's the time, please ?



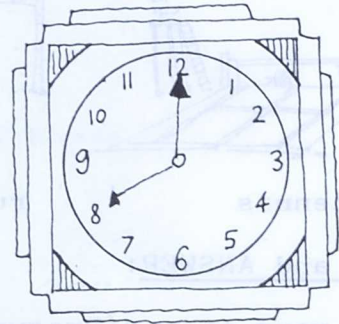
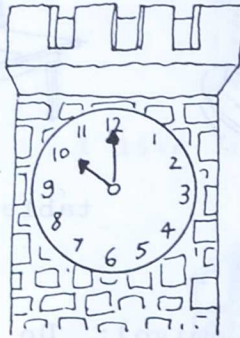
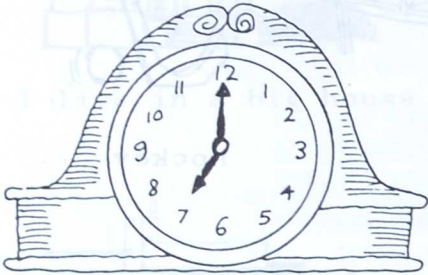
It's four o'clock



It's five.....



It's ...



4.- OPEN DIALOGUE (Diálogo abierto)

RADIO : Hello!, My name's Antonio

YOU :

RADIO : How are you ?

YOU :

RADIO : Where do you live ?

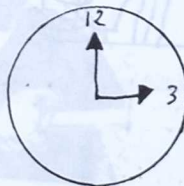
YOU :

RADIO : Do you play cricket ?

YOU : I play.....

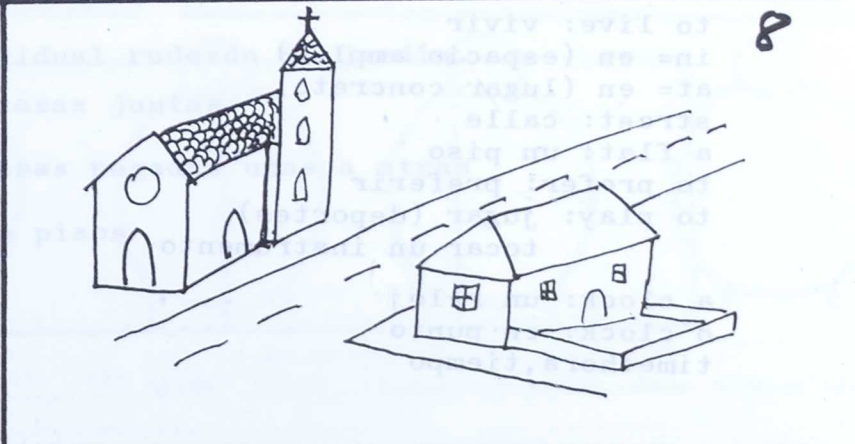
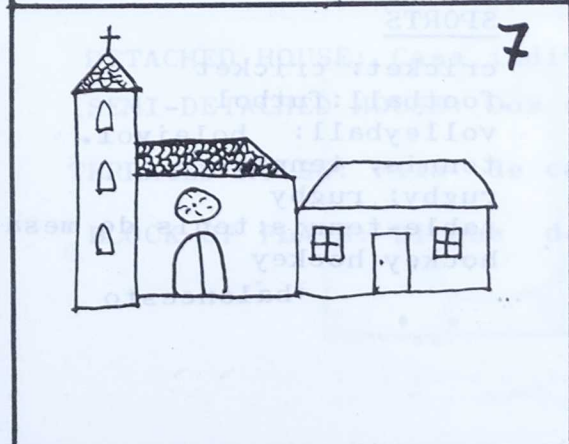
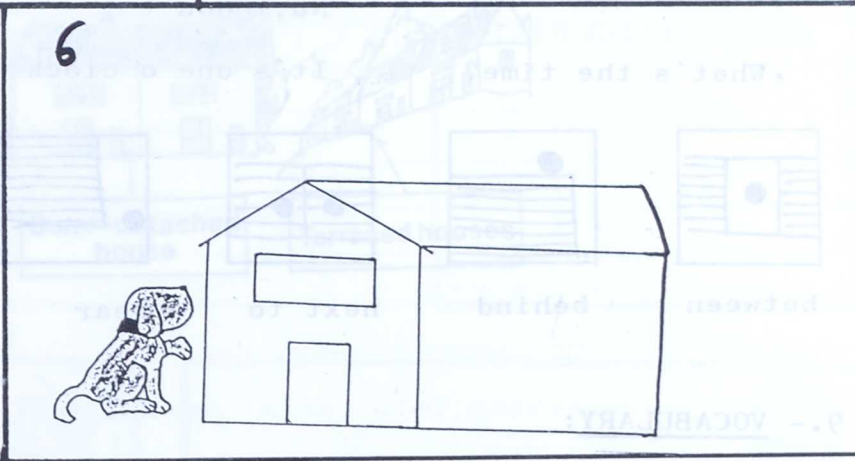
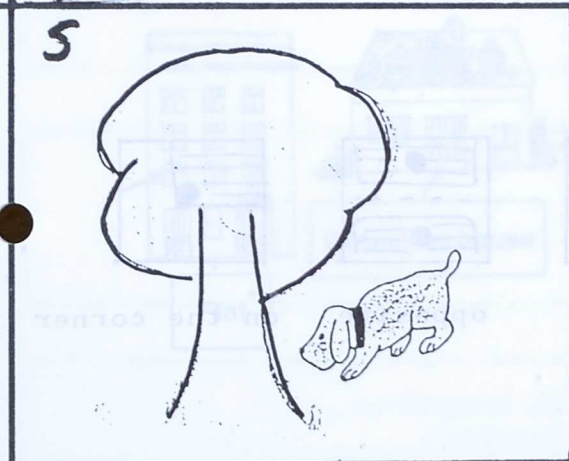
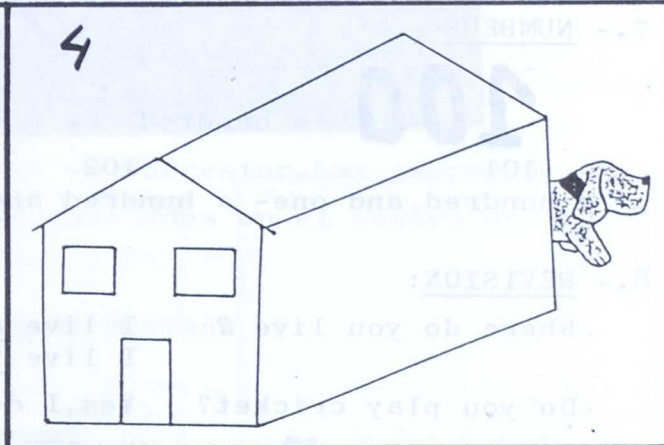
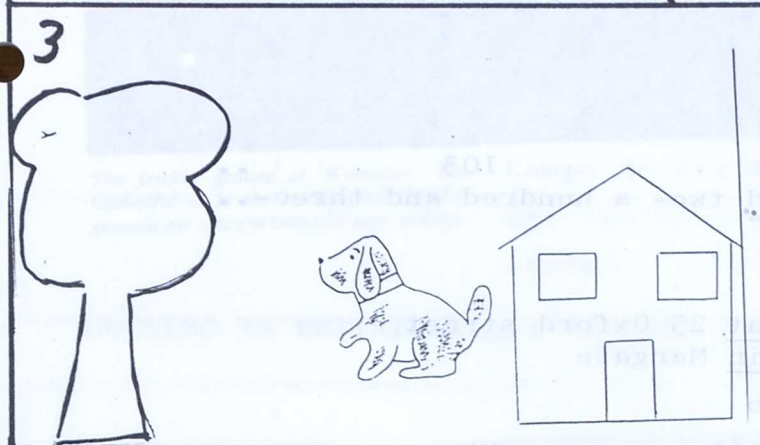
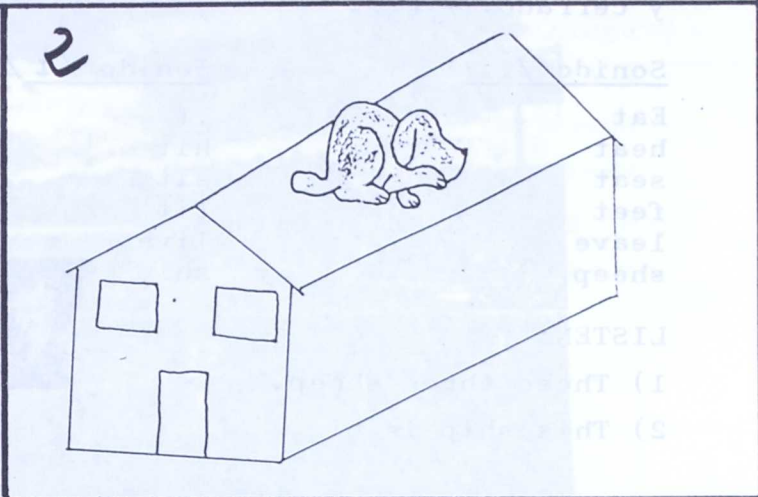
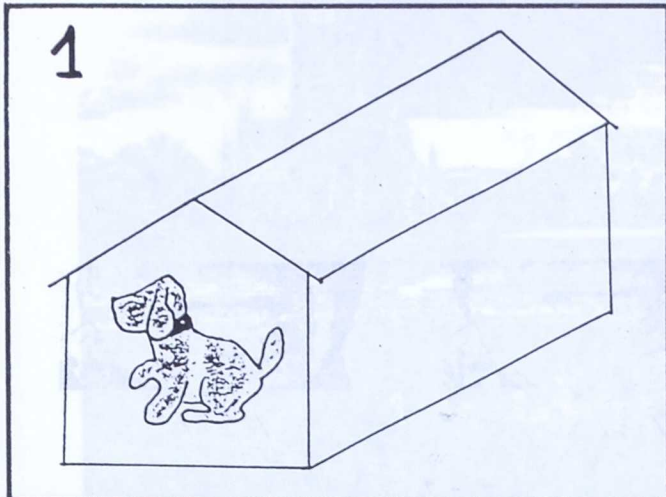
RADIO : What's the time ?

YOU : ▶



5.- REPASO (REVISION)

WHERE IS . . . ?



6.- FONÉTICA: Las vocales inglesas

Hay dos sonidos i: uno más largo y abierto: /i:/ y otro más corto y cerrado: /ɪ/.

Sonido /i:/

Eat
heat
seat
feet
leave
sheep

Sonido /ɪ/

it
hit
sit
fit
live
ship

LISTEN:

- 1) These three sheep.
- 2) This ship is big



/i:/



/ɪ/

7.- NUMBERS

100

a hundred

101

102

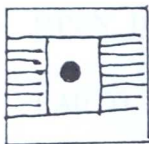
103

...

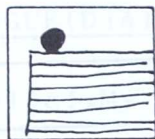
a hundred and one- a hundred and two- a hundred and three-...

8.- REVISION:

- .Where do you live ? I live at 25 Oxford street
I live in Margate
- .Do you play cricket? Yes, I do
No, I don't
- .What's the time? It's one o'clock



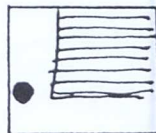
between



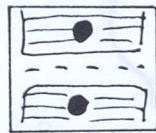
behind



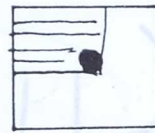
next to



near



opposite



on the corner

9.- VOCABULARY:

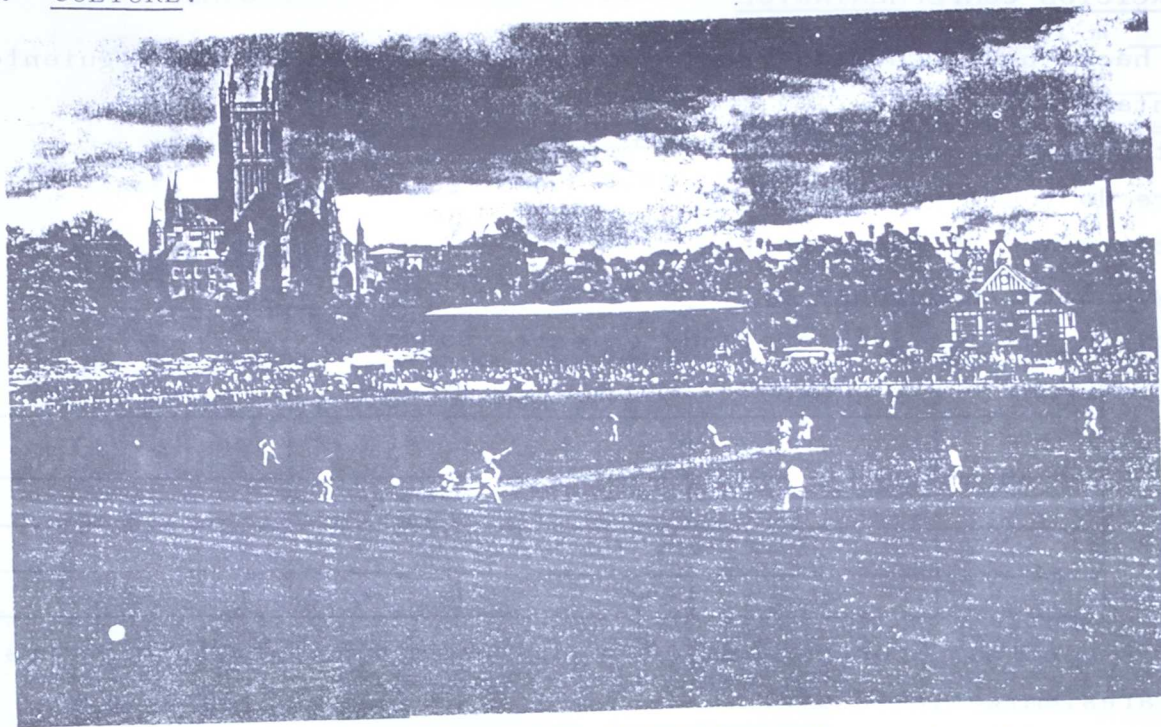
to live: vivir
in= en (espacio amplio)
at= en (lugar concreto)
street: calle
a flat: un piso
to prefer: preferir
to play: jugar (deportes)
tocar un instrumento

a clock: un reloj
o'clock: en punto
time: hora, tiempo

SPORTS

cricket: cricket
football: futbol
volleyball: voleibol.
tennis: tennis
rugby: rugby
table-tennis: tenis de mesa
hockey: hockey
:baloncesto

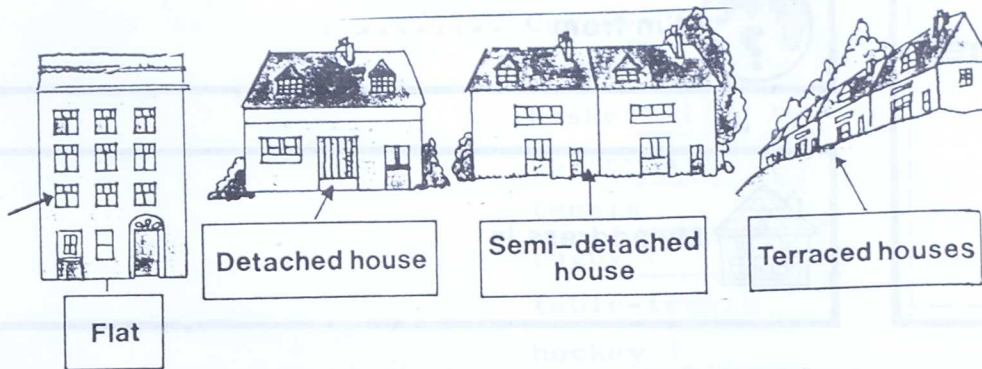
10.- CULTURE:



The cricket ground at Worcester. The Cathedral is in the background. Cricket grounds are often in beautiful surroundings.

Campo de Cricket en Worcester. Los campos de cricket suelen estar situados en el centro de la ciudad.

HOUSING IN BRITAIN. Tipos de casa en Gran Bretaña



DETACHED HOUSE: Casa individual rodeada de jardín.

SEMI-DETACHED HOUSE: Dos casas juntas.

TERRACED HOUSE: Fila de casas pegadas unas a otras

BLOCK OF FLATS: Bloque de pisos

EJERCICIOS COMPLEMENTARIOS

1.- Vas a hacer una encuesta a cuatro compañeros. Les harás las siguientes preguntas:

- What's your name ?
- Where do you live ?
- What's your telephone number ?
- Do you live in a house or in a flat ?


Las respuestas las irás anotando en este cuadro:


	NAME	ADRESS	TELEPHONE NO.	HOUSE/FLAT
1.-				
2.-				
3.-				
4.-				


2.- COMPLETA con tus datos personales. Puedes pegar una foto tuya, de tus familiares, amigos, pets etc.


Stick your photograph here.

My name's

 **I'm from**

 **My address is**

 **I'm**

 **My telephone number's**

--	--	--	--

This is my Mum. Her name's..... This is my Dad. His name's..... This is..... This is.....

3.- GUIDED COMPOSITION : Completa este texto sobre tí mismo:
 My name's _____. I'm from _____. I'm _____
 years old. I live in _____. I live at _____, _____ street
 My father's name is _____ and my mother's name is _____
 I play _____. I don't play _____.

4.- NUMBERS: Buzz

Toda la clase va a contar. Cada uno dirá un número, cada cuatro números el alumno siguiente dirá BUZZ... El que se equivoque pierde
 1 2 4 buzz 6 7 8 9 buzz... hasta 100.

5.- Count two by two (Cuenta de dos en dos)... hasta 100

6.- ESCRIBE las preguntas a estas respuestas:

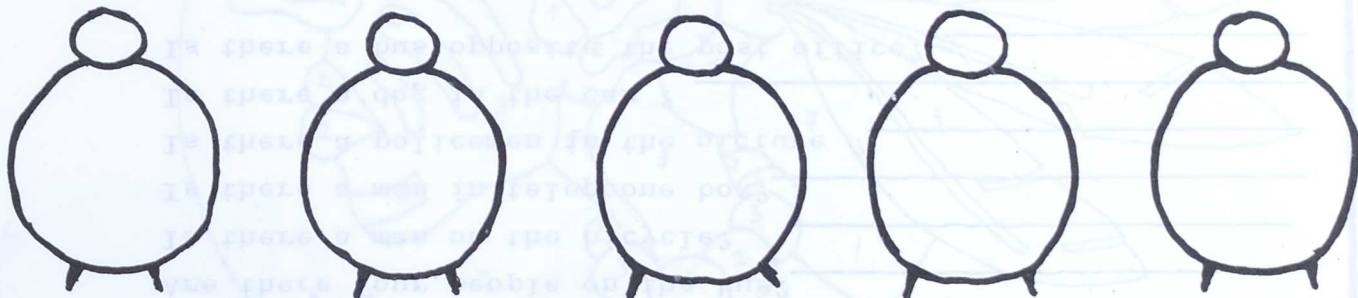
- _____ ? My name's Tom
- _____ ? I'm 12 years old
- _____ ? I'm from England
- _____ ? I live in Margate
- _____ ? No, I don't play cricket
- _____ ? 38822

7.- PREGUNTA a tu compañero:

- DO YOU PLAY Cricket ?
 football ?
 basketball?
 volleyball?
 tennis ?
 rugby ?
 table-tennis ?
 hockey ?

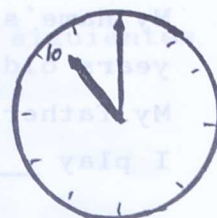
	Yes, I do	No, I don't
Cricket ?		
football ?		
basketball?		
volleyball?		
tennis ?		
rugby ?		
table-tennis ?		
hockey ?		

8.- DIBUJA las manecillas de los relojes en su lugar correspondiente, según cada hora: WHAT'S THE TIME ?



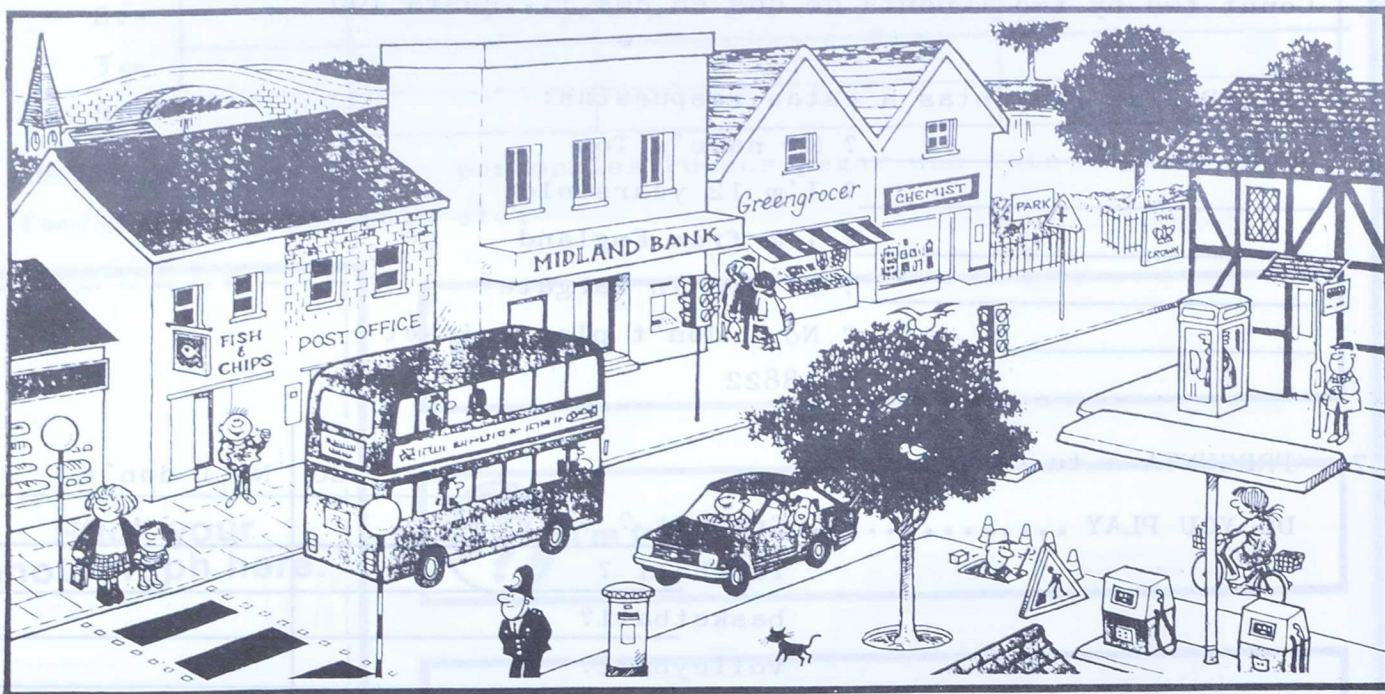
It's two o'clock It's three o'clock It's five o'clock It's six o'clock It's nine o'clock

9.- WHAT'S THE TIME ? (¿Qué hora es ?) .ESCRIBE LA HORA



1. _____ .2. _____ .3. _____ .4. _____ .5. _____

10.- TEST YOUR MEMORY: Mira el dibujo durante dos minutos. Después contesta a las preguntas sin mirar el dibujo



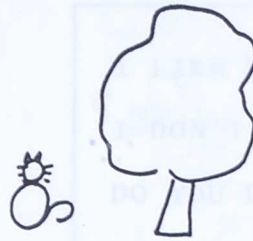
Test your memory

- Example: Are there 2 birds on the tree? Yes, there are.
- _____ Is there a bus opposite the post office?
- _____ Is there a dog in the car?
- _____ Is there a policeman in the picture?
- _____ Is there a man in telephone box?
- _____ Is there a man on the bicycle?
- _____ Are there four people on the bus?
- _____ Is there a shop next to the bank?

11.- Une cada frase con su dibujo correspondiente (MATCH)

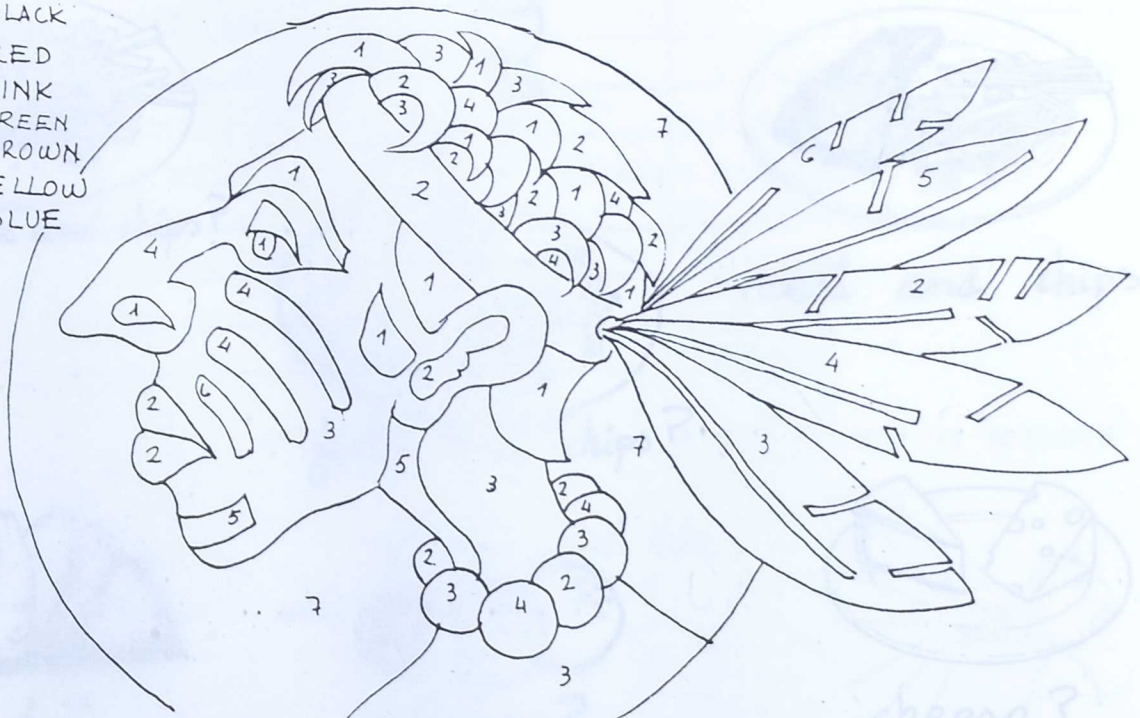


1. The cat is under the tree
2. The cat is between the tree and the house.
3. The cat is behind the tree.
4. The cat is on the house.
5. The cat is in the house.



12.- COLOUR THIS PICTURE

- 1 BLACK
- 2 RED
- 3 PINK
- 4 GREEN
- 5 BROWN
- 6 YELLOW
- 7 BLUE



11. - Use each translation below to complete the picture (MATCH THE STATE)



1. The cat is on the house.

2. The cat is behind the tree.

3. The cat is under the tree.

4. The cat is in the house.

10. TEST YOUR MEMORY



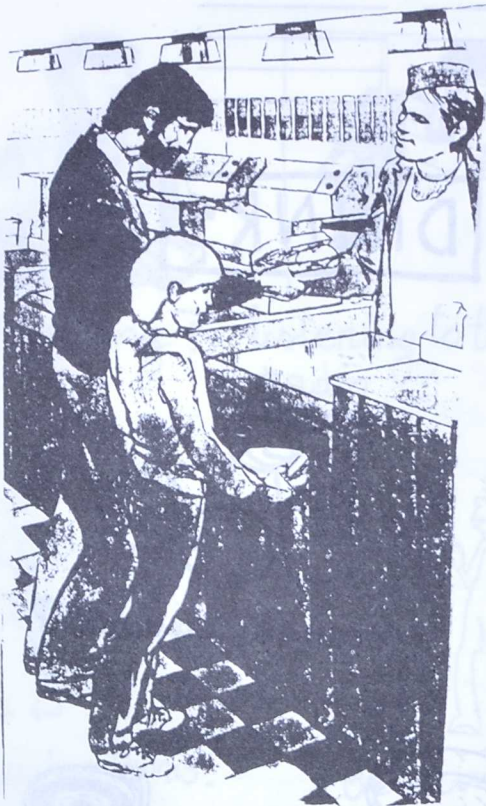
12. - COLOUR THIS PICTURE

- 1 BLUE
- 2 YELLOW
- 3 BROWN
- 4 GREEN
- 5 PINK
- 6 RED
- 7 BLACK



UNIDAD 14: DO YOU LIKE HAMBURGERS ? (¿Te gustan las hamburguesas?) .-

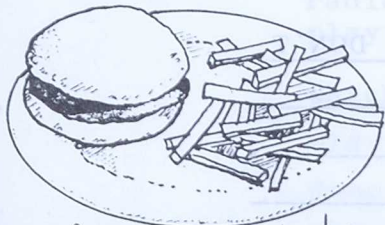
1.- EXPRESSING LIKES AND DISLIKES (Expresar gustos y cosas que no te gustan):



• Situación: Tom y su padren entran en un "burger", Tom tiene hambre.
 • DIALOGUE:
 TOM : I'm hungry, Dad.
 Mr. ALLEN: Do you like hot dogs?
 TOM : No, I don't. I don't like hot dogs. I like hamburgers.
 Mr. ALLEN: Right. Two hamburgers and chips, please.

I LIKE HAMBURGERS.
 I DON'T LIKE HOT DOGS.
 DO YOU LIKE HAMBURGERS ?

DO YOU LIKE... FOOD



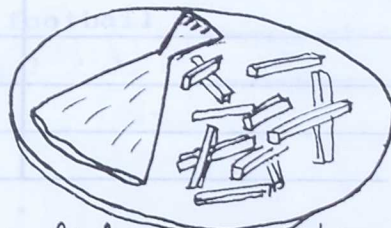
hamburger and chips?



eggs?



meat and chips?



fish and chips?



bread?



oranges?



cheese?

	<u>YES, I DO</u>	<u>NO, I DON'T</u>
DO YOU LIKE... eggs ?	_____	_____
hamburgers ?	_____	_____
meat ?	_____	_____
fish ?	_____	_____
bread ?	_____	_____
oranges ?	_____	_____
cheese ?	_____	_____

DO YOU LIKE...

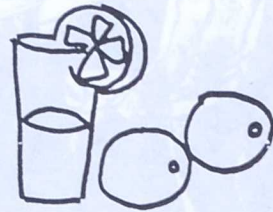
DRINKS



cola ?



wine ?



orange squash ?



water ?



milk ?



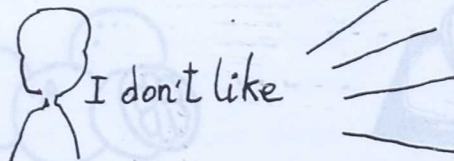
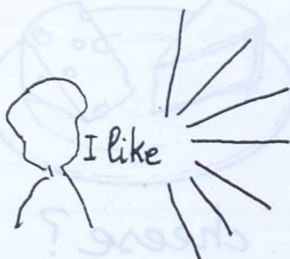
tea ?



coffee ?

	<u>YES, I DO</u>	<u>NO, I DON'T</u>
DO YOU LIKE... Coke ?	_____	_____
Wine ?	_____	_____
Orange squash ?	_____	_____
Water ?	_____	_____
Milk ?	_____	_____
Tea ?	_____	_____
Coffee ?	_____	_____

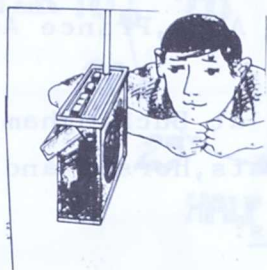
ESCRIBE LO QUE TE GUSTA Y LO QUE NO TE GUSTA:



DO YOU LIKE... HOBBIES



reading?



listening to the radio?



playing chess?



watching television?



playing tennis?



dancing



playing football?



swimming?

DO YOU LIKE... reading ?
 listening to the radio ?
 playing chess ?
 watching television?
 playing tennis ?
 dancing ?
 playing football ?
 swimming ?

YES, I DO	NO, I DON'T
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



2.- READING COMPREHENSION: THE ROYAL FAMILY (La familia real)



My name's Elizabeth. I'm the Queen of The United Kingdom. I'm 62 years old. I've got four children: Prince Charles, Princess Anne, Prince Andrew and Prince Edward.

I live at Buckingham Palace in London. I like cats, horses and horse-racing.

Questions:

What's her name?: _____

Who's she?: _____

How many children has she got?: _____

She lives at _____ in _____

She likes _____

3.- ASKING AND TELLING THE TIME (Preguntar y decir la hora) :

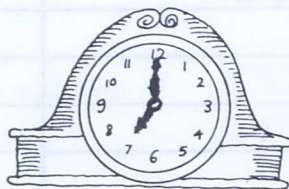
Excuse me, what's the time, please ?

It's half past ten

Thank you

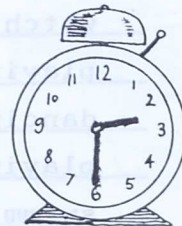


WHAT'S THE TIME ?



7:00

It's seven o'clock



2:30

It's half past two



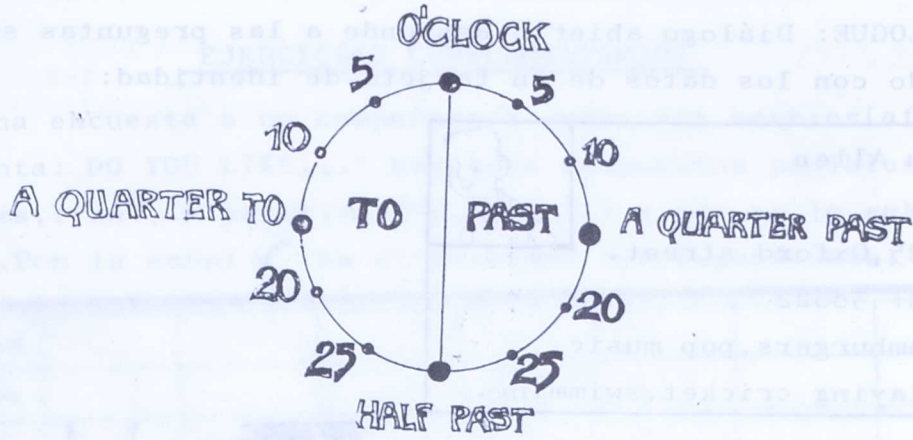
7:15

It's a quarter past seven.

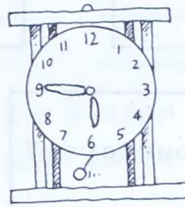
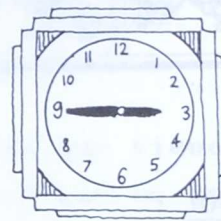
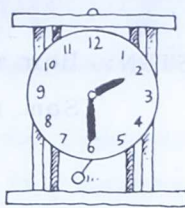


9:45

It's a quarter to ten.



ACTIVIDAD ORAL: WHAT'S THE TIME ?



4.- ORDINALES: Es un concurso de personas gordas. ¿Quién ganará? ¿Quién será el primero? ¿Y el segundo? ¿Y el tercero?



THE FIRST

THE SECOND

THE THIRD

5.- OPEN DIALOGUE: Diálogo abierto. Responde a las preguntas sobre TOM de acuerdo con los datos de su tarjeta de identidad:

NAME: Tom Allen
 AGE: 12.
 ADDRESS: 25, Oxford street.
 TELEPHONE: 38822
 LIKES: hamburgers, pop music,
 playing cricket, swimming.



6.- FONETICA: /e/ y /æ/ :

Sonido / e /

Sonido /æ/

Bed

Bad

Head

Hand

Men

Man

Pen

Pan



→ /æ/

LISTEN: Ben sells eggs

Sam ran back

7.- GRAMMAR :

I		
You	like	hamburgers
They		

I		
You	don't like	hamburgers
They		

Do	You	like hamburgers ?
	They	

<u>Respuestas cortas</u>
Yes, I do
No, I don't

Do you like	read	
	listen	
	play	+ ING ?
	dance	
	watch	
	swim	

(Atención: swim/swimming)

8.- VOCABULARY:

FOOD: a hamburger: una hamburguesa
 chips: patatas fritas
 fish: pescado
 meat: carne
 bread: pan
 oranges: naranjas
 cheese: queso.
 a hot dog: un perrito caliente







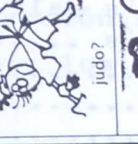

DRINKS: coke: Coca-cola
 wine: vino
 orange squash: zumo de naranja.
 water: agua
 milk: leche
 tea: té
 coffee: café.

THE UNITED KINGDOM : El Reino Unido (UK)
 UK= Great Britain + Northern Ireland
 (El Reino Unido comprende Gran Bretaña más Irlanda del Norte)

The first: el primero
 The second: el segundo
 The third: el tercero

EJERCICIOS COMPLEMENTARIOS

1.- Haz una encuesta a un compañero/a sobre sus hobbies(aficiones). A la pregunta: DO YOU LIKE...? hay tres respuestas posibles: la afirmativa (Yes,I do), la negativa (No,I don't) y que no lo sabe (I don't know). Pon la señal ✓ en el recuadro correspondiente.

I don't know									
No, I don't									
Yes, I do									
Do you like ...	 swimming?	 cycling?	 walking?	 skiing?	 playing football?	 playing volleyball?	 judo?	 playing tennis?	

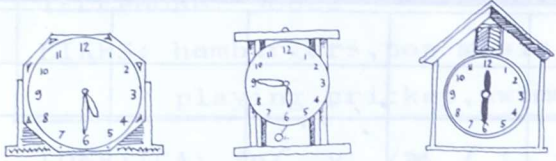
2.- Haz frases con las comidas que te gustan de las que vienen en la pag. 1 (Ej: I like hamburgers and chips) y las que no te gustan (Ej: I don't like cheese)

3.- Haz frases con las bebidas que te gustan de las que vienen en la pag. 2 (Ej: I like Coke) y las que no te gustan(Ej: I don't like wine)

4.- Haz frases con las aficiones(hobbies) que te gustan de las que vienen en la pag. 3(Ej: I like watching television) y de las que no te gustan (Ej: I don't like playing chess).

5.- Lee el texto titulado THE ROYAL FAMILY sobre la Reina Isabel II del Reino Unido, contesta a las tres preguntas y completa las dos frases.

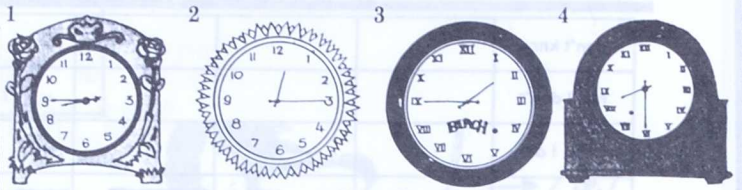
6.- What's the time ?



- 1: It's half past two
- 2: It's
- 3:
- 4:
- 5:
- 6:

7.- Escribe cada hora señalada en en el recuadro debajo de su reloj correspondiente:

It's half past eight.
It's quarter to nine.
It's quarter past twelve.
It's quarter to two.



1
It's quarter
to nine.

7.- COMPLETA preguntas y respuestas siguiendo el modelo:



1. You: *Do you like dogs?*
Peter: *Yes, I do.*



2. You: *Do you like cats?*
Tracy: *No, I don't.*



3. You: _____
Donna: *Yes,*



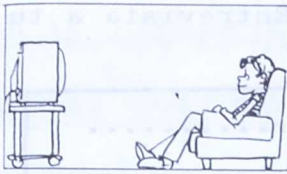
4. You: _____
Jason: *No,*



1. You: *Do you like playing football?*
Boy: *Yes, I do.*



2. You: _____
Girl: *No,*



3. You: _____
 Boy: Yes, _____

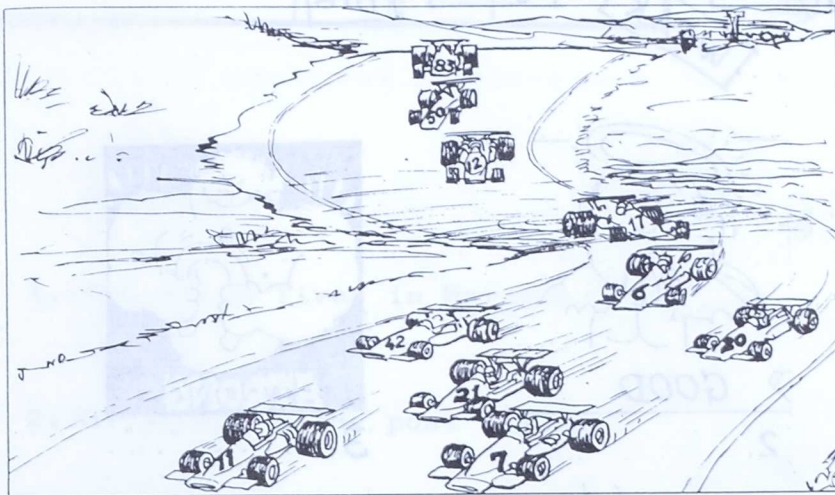


4. You: _____
 Girl: Yes, _____

8.- PAIR WORK : Haz una tarjeta de identidad igual que la de Tom. Tú preguntarás los datos de tu compañero (nombre, edad, dirección, nº de teléfono y gustos) y responderás cuando tu compañero te los pregunte a tí. Recuerda las preguntas:

- What's your name ?
- How old are you ?
- Where do you live ?
- What's your telephone number?
- Do you like....?

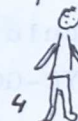
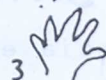
9.- Dí el orden de llegada de estos coches en la carrera:



- Number eleven is.....
- Number.....
-

10.- RELACIONA CON FLECHAS cada dibujo con su palabra. Las has oído en el ejercicio de fonética:

- .Bed
- .Hand
- .Head
- .Men
- .Man



11.- Interview your teacher. Ask: Do you like...? (Entrevista a tu profesor, pregúntale :¿Te gusta...?)

Teacher's name:

- 1.- Cars.
- 2.- Dogs
- 3.- Cats
- 4.- Parrots
- 5.- Tea
- 6.- Milk
- 7.- Reading
- 9.- Writing
- 10.- Listening to the radio
- 11.- Pop music
- 12.- Classical music

12.- OPPOSITES (contrarios): Encuentra los adjetivos contrarios a estos, y los escribes justo debajo de su opuesto:

SAD TALL NEW WEAK BAD BIG



13.- ¿Cuál es la diferencia entre: I'M SORRY y EXCUSE ME ?

14.- Encierra en un circulo la expresión que no es un saludo:
 GOOD MORNING-GOODBYE-GOOD AFTERNOON-GOOD EVENING-HELLO

UNIDAD 15: WHERE DOES HE LIVE ? (¿Dónde vive él ?)

1.- TALKING ABOUT THE THIRD PERSON (Hablar de la 3ª persona)



LISTEN AND READ:

This is Mr. Allen. He is Tom's father. He works in the Post Office.

Mr. Allen lives in Margate, at 25, Oxford street. He likes pets, flowers and reading.

In the evening Mr. Allen plays chess, he doesn't play sports, he's too tired.

READ AND MATCH

1.-Mr. Allen lives in Margate

2.-He works in the post office

3.-Mr. Allen plays chess

4.-He likes pets

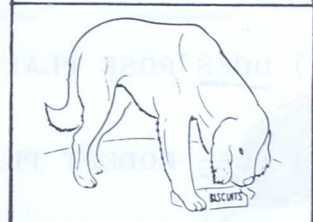
5.-He doesn't play sports



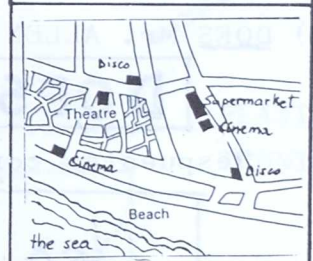
a)



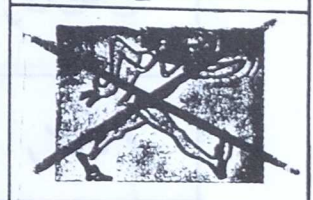
b)



c)








d)



e)

2.-¿Qué deportes practica cada persona? Pon una señal en la casilla correspondiente

PLAYS	 Cricket	 basketball	 tennis	 football	 chess
TOM					
CAROL					
ROSE					
ROBERT					
Mr. ALLEN					

RESPONDE a estas preguntas encerrando la respuesta correcta en un circulo.

- a) DOES TOM PLAY CHESS ? Yes, he does No, he doesn't.
- b) DOES CAROL PLAY BASKETBALL? Yes, She does No, she doesn't.
- c) DOES ROSE PLAY CRICKET ? Yes, she does No, she doesn't.
- d) DOES ROBERT PLAY TENNIS ? Yes, he does No, he doesn't.
- e) DOES Mr. ALLEN PLAY CHESS? Yes, he does No, he doesn't.


DOES...?

Respuestas cortas para la 3ª persona del singular:


Yes,	he she	does
No,	he she	doesn't

3.- EXPRESSING LIKES AND DISLIKES (Expresar gustos y cosas que no le gustan).


1. TOM LIKES COKE BUT HE DOESN'T LIKE WINE



2. CAROL LIKES WATCHING TELEVISION BUT SHE _____ READING BOOKS




3. ROBERT _____ HAMBURGERS BUT HE _____ FISH



4. ROSE _____ TEA BUT SHE _____ COFFEE



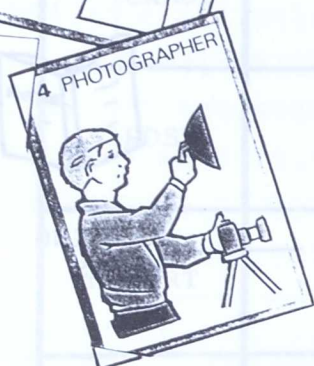
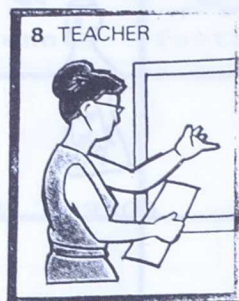
5. MR. ALLEN _____ PLAYING CHESS BUT HE _____ PLAYING TENNIS



HE SHE	LIKES ...
HE SHE	DOESN'T LIKE ...

4.- ¿QUÉ HACEN ? ¿En qué trabajan estas personas?

JOBS:



PLACES:

SCHOOL

OFFICE

KITCHEN

FLOWER SHOP

GARAGE

HOSPITAL

POLICE STATION

STUDIO

LISTEN and MATCH the jobs with the places (Casa los trabajos con los lugares, escribiendo el número correspondiente en cada cuadro).

Diálogo modelo:

- 1. What's her job?
- She's a florist
- . Where does she work ?
- She works in a flower shop

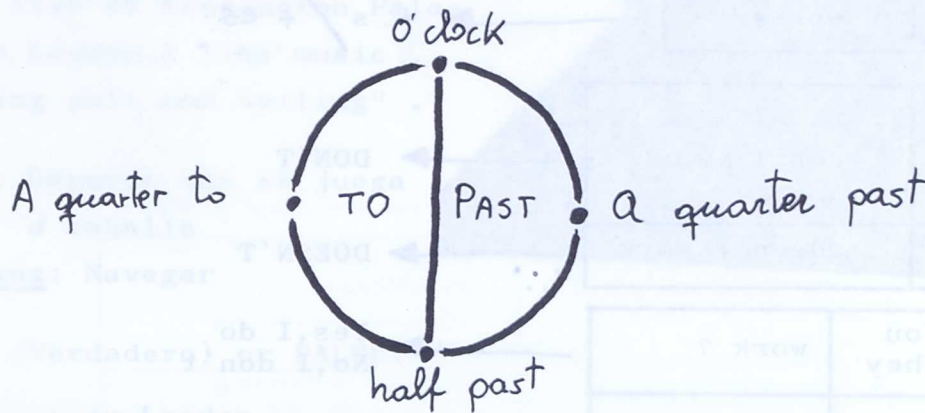
WHERE DOES SHE WORK ?

= ¿Dónde trabaja ella?

5.- LISTEN and UNDERLINE: ESCUCHA y SUBRAYA la frase que tú oigas de de cada par:

- 1.- I play cricket / Do you play cricket ?
- 2.- He lives in Margate / Does he live in Margate?
- 3.- She plays tennis / Does she play tennis ?
- 4.- I live at number 2 / Do you live at number 2 ?
- 5.- I work in a hospital / Do you work in a hospital ?

6.- ASKING AND TELLING THE TIME: Preguntar y decir la hora



WHAT'S THE TIME ?

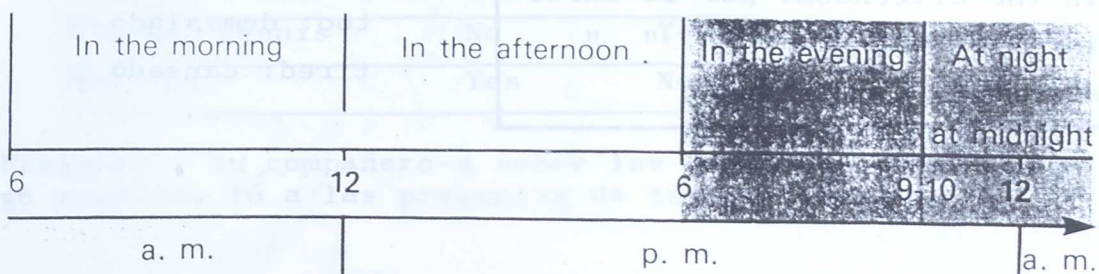
- 1.- 05:00 It's... 5.- 05:30 ...
- 2.- 05:10 ... 6.- 05:40 ...
- 3.- 05:15 ... 7.- 05:45 ...
- 4.- 05:20 ... 8.- 05:50 ...

PAY ATTENTION !

5 AM: 5 de la mañana

5 PM: 5 de la tarde

7.- THE PARTS OF THE DAY: Las partes del dia



8.- FONETICA : Sonidos /æ / y /a:/

Sonido /æ /

- Cat
- Hat
- Black
- Bank

Sonido /a:/

- Car
- Hard
- father
- Barn

Do /du:/ /də/
Does /dʌz/ /dɜz/

9.- GRAMMAR: Simple Present: Presente Simple

I You We They	work
He She	works

→ + s / + es

I You We They	don't work
He She	doesn't work

→ DON'T

→ DOESN'T

Do	You They	work ?
Does	He She	work ?

→ Yes, I do
No, I don't

→ Yes, he/she does
No, he/she doesn't

10.- VOCABULARIO:

JOB'S:

- A Secretary: Secretaria
- A Mechanic: Mecánico
- A Florist: florista
- A Policeman: Policia
- A Chef: Cocinero-jefe
- A Photographer: fotógrafo
- A Doctor: médico

PLACES:

- Garage: Taller mecánico
- Flower shop: Floristería
- Police Station: Comisaría
- Kitchen: Cocina
- Studio: Estudio(fotográfico)
- Office: Oficina
- Hospital: hospital

PARTS OF THE DAY :

- in the morning: por la mañana
- in the afternoon: por la tarde
- in the evening: " " "
- at night: por la noche

- a flower: una flor
- chess: ajedrez
- too: demasiado
- tired: cansado

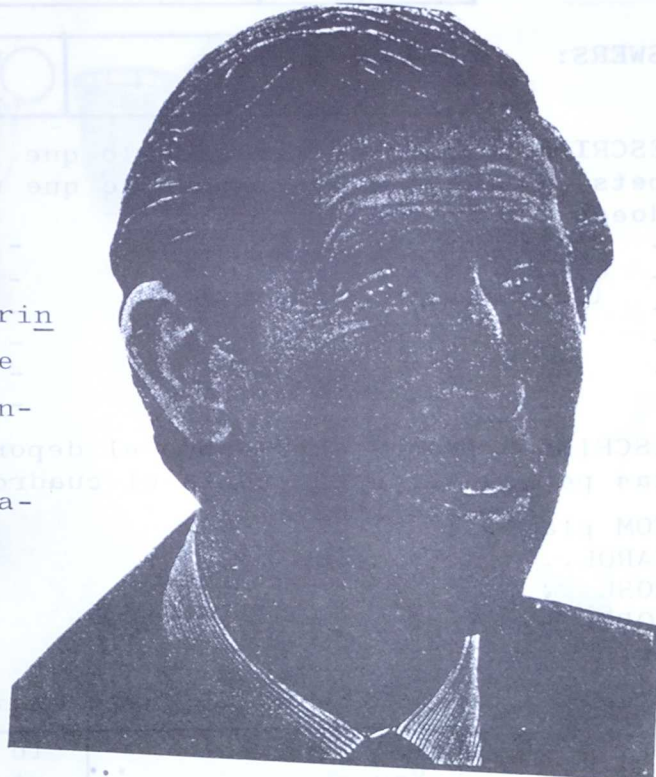
11.- THE ROYAL FAMILY:

THE PRINCE OF WALES

" Hello,my name`s Charles.
I`m the Prince of Wales.I`m
40 years old.

I`ve got two children: Prin
ce William(age 5) and Prince
Henry(age 3).My wife is Prin
cess Diana.

I live at Kensington Pala
ce in London.I like music ,
playing polo and sailing" .



Polo: Deporte que se juega
a caballo

Sailing: Navegar

TRUE (Verdadero) or FALSE:

- . He lives in London
- . He has got three children
- . His wife`s name is Sarah
- . He likes listening to music
- . The Prince of Wales is 40 years old
- . Prince Williams is two years old.

E J E R C I C I O S C O M P L E M E N T A R I O S

1.- PAIR WORK: Estos son los gustos de Tom y Rose

LIKES	TOM	ROSE
Pets	Yes	No
Hamburgers	Yes	No
Hot dogs	No	Yes
Dancing	No	Yes
Playing cricket	Yes	No
Playing tennis	No	Yes
Madonna	Yes	No

Pregunta a tu compaero-a sobre los gustos de Tom y Rose.
Luego contesta t a las preguntas de tus compaeros.

QUESTIONS:

DOES	Tom Rose	like...(pets) ?
------	-------------	-----------------

ANSWERS:

Yes, he does she does	No, he doesn't she doesn't
--------------------------	-------------------------------

2.- ESCRIBE 5 frases expresando lo que le gusta a Tom (Por ej: Tom likes pets) y 5 frases expresando lo que no le gusta a Rose (Por ej: Rose doesn't like hamburguers).

- 1 -
-
-
-
-

3.- ESCRIBE 5 frases expresando el deporte que practica cada una de estas personas, ten en cuenta el cuadro de la actividad 2 (pag. 2).

- TOM plays...
- CAROL...
- ROSE ...
- ROBERT ...
- Mr. ALLEN...

4.- COMPLETA con WORK o WORKS, justo encima de los puntos suspensivos:

I	in a bank
You	at school
We	in the morning
They	at night
He	in the evening
She	in a police station

5.- COMPLETA con DO o con DOES:

Where	you	live ?
	We	
	they	
.....	he	
	she	

6.- COMPLETA con DON'T o con DOESN'T:

I			
You	.....	
We			school
They		like	hamburgers
He			hot dogs
She	.....		reading

7.- Lee el texto de la pag. 7 ,The Prince of Wales. Escribe al lado de cada frase una T si es verdadero (TRUE) o una F, si es falso (FALSE).

8.- COMPLETA LA 2ª frase de acuerdo con la primera:

- He's a doctor...He works in a hospital
- She's florist...
- He's a photographer...
- She's a teacher...
- He's a mechanic...
- She's a secretary...

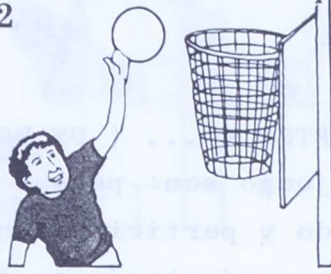
9.- DI qué les gusta hacer:

1



Pat likes playing the guitar.

2



Tom...

3



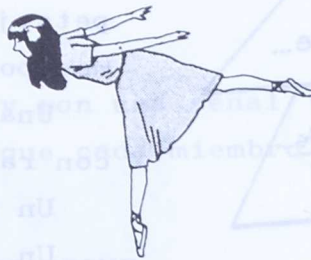
Sam...

4



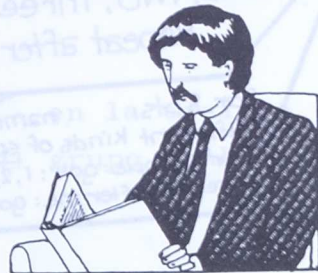
Peter...

5



Liza...

6

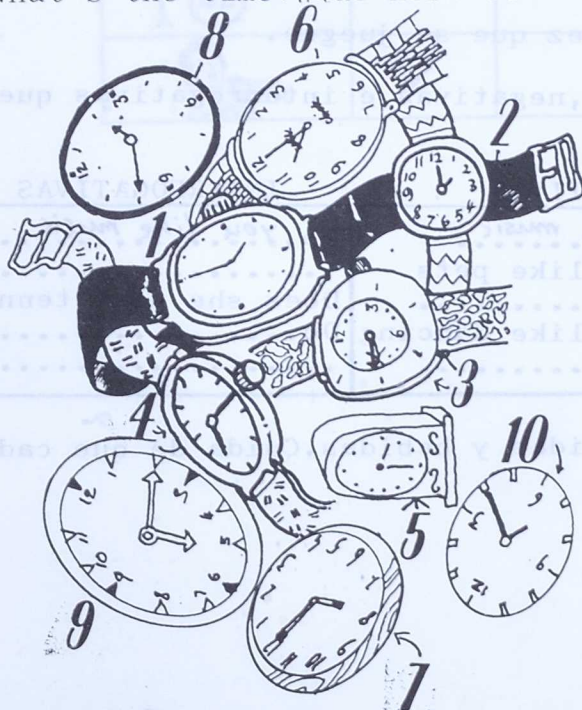


Nelson...

10.- ESCRIBE LAS FRASES de la actividad oral 3 (pag. 3):

- Tom likes coke but he doesn't like wine

11.- What's the time?: Qué hora es ?



1 It's _____ o'clock.

2 It's two _____.

3 It's a _____ to nine.

4 It's a q _____ past _____.

5 It's _____.

6 _____.

7 _____.

8 _____.

9 _____.

10 _____.

12.- COMPLETA con in o con at:

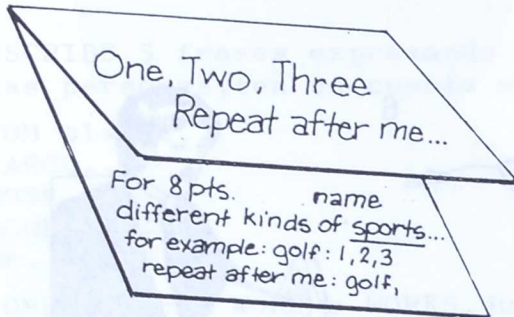
- _____ the morning
- _____ the afternoon
- _____ the evening
- _____ night.

13.- ONE, TWO, THREE REPEAT AFTER ME... (UN, DOS, TRES RESPONDA OTRA VEZ)

Los objetivos de este juego son: pensar rápido en inglés, repasar el vocabulario estudiado y participar en grupo.

Material necesario: Juegos de tarjetas como la que os presentamos.

Cada una de ellas se referirá a un tema, por ejemplo: deportes, comidas, bebidas, partes de la casa, hobbies, pets, jobs, places... Que vosotros mismos podeis confeccionar.



Una calculadora para multiplicar con rapidez.

Un reloj para controlar el tiempo

Un secretario/a .Y un presentador presentadora. Dos equipos.

Procedimiento: Un alumno-a de un equipo elige una tarjeta y se la entrega al presentador-a para que la lea. Cuando la pregunta esté leída empezará a contar el tiempo, que será de 1 minuto para cada equipo. El equipo puede estar formado por 2 ó 3 alumnos-as. El equipo que más puntos consiga será el ganador. Cada respuesta correcta será un punto. Cuando un equipo cometa un fallo la pregunta puede pasar al otro equipo. El premio será puntos convertibles en buenas notas en inglés.

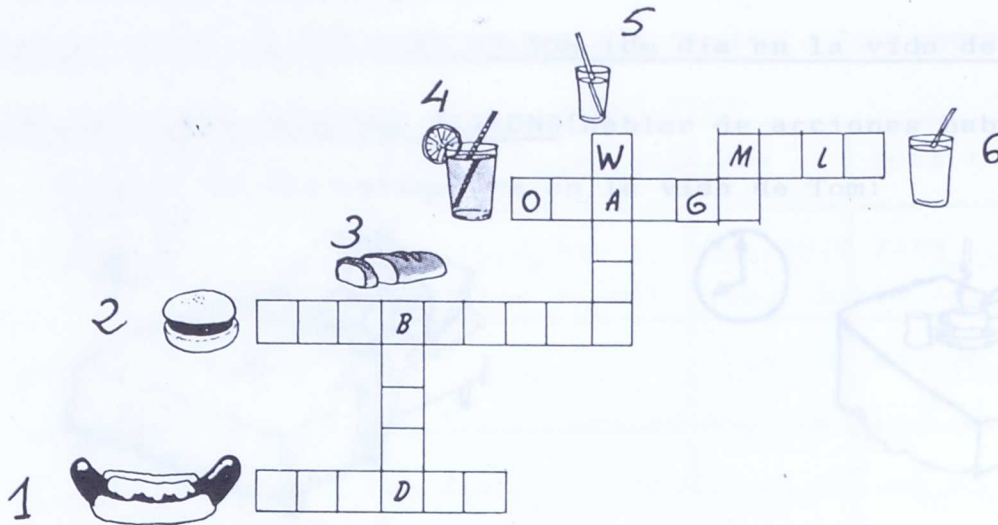
Tiempo: 15 a 20 minutos cada vez que se juegue.

14.- COMPLETA las frases afirmativas, negativas e interrogativas que faltan:

AFIRMATIVAS	NEGATIVAS	INTERROGATIVAS
I like music	<u>I don't like music.</u>	Do <u>you like music</u>?
He.....	He doesn't like pets?
She .....	.....	Does she play tennis?
They.....	They don't like dancing	Do.....?
You like reading	.....	.....?




15.- COMPLETA el crucigrama: Son comidas y bebidas. Cuida de que cada letra encaje en un sólo cuadro:

She's a teacher...
 He's a mechanic...
 She's a secretary...



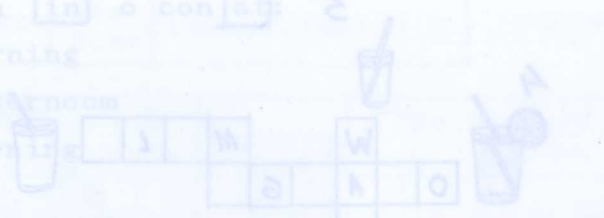
16.- LEE el siguiente texto, y pon una señal ✓ en la casilla correspondiente señalando lo que cada miembro del grupo SNAKES sabe hacer

'The Snakes' are a pop group.
 Dick can sing and he can play the guitar too.
 Nancy can play the guitar and she can play the drums too.
 Don can sing and he can play the drums too.
 Adam can play the drums. He can't sing and he can't play the guitar.

	Dick	Nancy	Don	Adam
	✓			
				
	✓			

12.- COMPLETA con in o con at:

- ___ the morning
- ___ the afternoon
- ___ the evening
- ___ night.



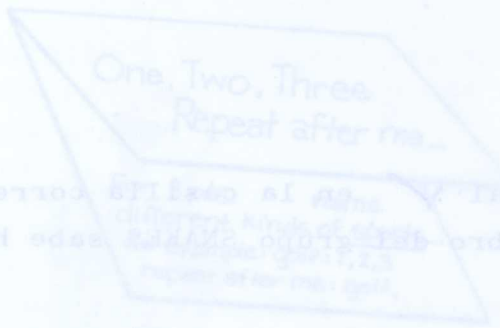
13.- ONE, TWO, THREE REPEAT AFTER ME

Los objetivos de este juego son repasar el vocabulario estudiado y practicar el juego.

Material necesario: Juegos de tarjetas con las palabras que se presentan.

Cada una de ellas se referirá a un tema.

Las palabras que se utilizarán serán: hobbies, sports, food, drink, clothes, music, games, etc.



El profesor repartirá las tarjetas a los alumnos y les dará un tiempo para que preparen una presentación. Cada alumno tendrá que preparar una presentación de su tema. Los alumnos se pondrán en grupos de tres y se presentarán. Después de cada presentación, los otros dos alumnos harán preguntas. El profesor será el juez de la presentación.

The snakes are a pop group.

Dick can sing and he can play the guitar too.

Nancy can play the guitar and she can play the drums too.

Don can sing and he can play the drums too.

Adam can play the drums. He can't sing and he can't play the guitar.

	Dick	Nancy	Don	Adam
Can sing	✓			
Can play guitar		✓		
Can play drums			✓	✓

14.- COMPLETA las oraciones con las palabras que faltan:

Afirmativas	Negativas	Interrogativas
I like music.	I don't like music.	Do you like music?
He.....	He doesn't like patis.	Does he like patis?
She.....	.....	Does she play tennis?
They.....	They don't like dancing.	Do they like dancing?
You like reading.	.....	Do you like reading?

15.- COMPLETA el crucigrama con palabras y frases. Cada letra encaja en un sólo cuadro:



UNIDAD 16: A DAY IN THE LIFE OF TOM (Un dia en la vida de Tom).

1.- TALKING ABOUT HABITUAL ACTIONS (Hablar de acciones habituales).

Este es un dia cualquiera en la vida de Tom:



I GET UP AT 7:30



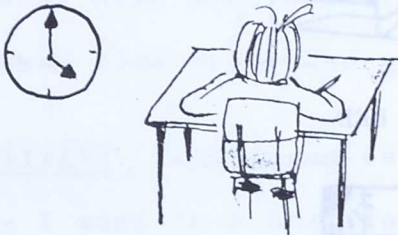
I HAVE BREAKFAST AT 8:00



I GO TO SCHOOL AT 8:30



I HAVE LUNCH AT 12:30



I DO MY HOMEWORK AT 5:00



I WATCH TELEVISION FROM 6:00 TO 7:00.



I HAVE DINNER AT 7:00



I GO TO BED AT 9:00

PAY ATTENTION ! : HAVE BREAKFAST : desayunar

HAVE LUNCH : comer

HAVE DINNER : cenar

ORAL ACTIVITY: WHAT TIME...?= ¿A qué hora...?

RESPONDE como si tú fueras Tom, es decir, en 1ª persona:

WHAT TIME do you get up? - I get up at half past seven.

WHAT TIME do you have breakfast? - I ...

WHAT TIME do you go to school? - I ...

WHAT TIME do you have lunch? - I ...

WHAT TIME do you do your homework? - I ...

WHAT TIME do you watch television? - I ...

WHAT TIME do you have dinner? - I ...

WHAT TIME do you go to bed? - I ...



TO GET UP



TO GO TO BED



I get up early



I get up late



He goes to bed early



He goes to bed late

ORAL ACTIVITY : Observa este cuadro y contesta a las preguntas:

	gets up	goes to school goes to work	has lunch	goes to bed
TOM	7:30	8:30	12:30	9:00
ROSE	8:00	8:30	12:30	9:30
Mr. ALLEN	7:00	7:30	12:00	10:30

LISTEN about Tom:

Tom gets up at 7:30. He goes to school at 8:30. He has lunch at 12:30. He goes to bed at 9:00.

ANSWER about Rose and Mr. Allen:

- . What time does Mr. Allen get up? _____
- . What time does Rose go to school? _____
- . What time does Mr. Allen go to work? _____
- . What time does Rose have lunch? _____
- . What time does Mr. Allen go to bed? _____
- . What time does Rose go to bed? _____

ORAL ACTIVITY: Transforma estas frases:






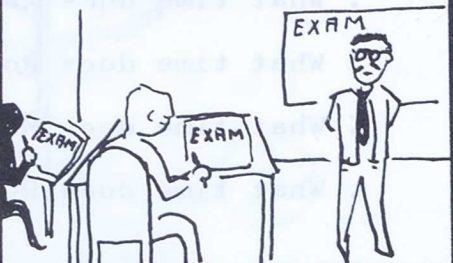






- 1.- I work in a hospital ... He works in a hospital.
- 2.- I play tennis..... He plays...
- 3.- I go to school He...
- 4.- I live in Liverpool..... She...
- 5.- I like cheese..... She...
- 6.- I get up late..... He...

He works
He goes

LISTEN and FILL IN this table(Escucha y completa este cuadro):

	1	2	3
Name	Richard Baker		
Job	doctor		
Town	London		
Work	hospital		
Has lunch	at 12		
Goes to bed	at 11 pm		

2.- THE TWELVE MONTHS

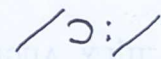
<p>JANUARY</p> 	<p>FEBRUARY</p> 	<p>MARCH</p> 
<p>APRIL</p> 	<p>MAY</p> 	<p>JUNE</p> 
<p>JULY</p> 	<p>AUGUST</p> 	<p>SEPTEMBER</p> 
<p>OCTOBER</p> 	<p>NOVEMBER</p> 	<p>DECEMBER</p> 

3.- ORDINALES:

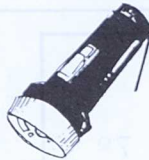


first second-third-fourth-fifth-sixth-seventh-eighth
1st 2nd 3rd 4th 5th 6th 7th 8th

4.- FONETICA:



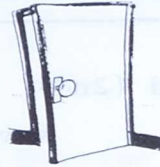
FORK



TORCH



BALL



DOOR

5.- ENTONACION

Where do you live ?

What time do you get up?

Where do you work?

Do you live in a flat?

Do you get up late?

Do you work in a hospital?

6.- GRAMMAR:

I	get up early
You	go to school
We	
They	
He	gets up early
She	goes to school

What time	do	You	get up ?
		They	
	does	He	go to school?
		She	

I	don't	get up early
You		
We		
They		
He	doesn't	go to school
She		

7.- VOCABULARIO:

HABITUAL ACTIONS:

- to get up : levantarse
- to go to bed: acostarse
- to do homework ⇨ hacer los deberes
- to go to school: ir a la escuela
- to watch TV: ver la televisión
- to have breakfast: desayunar
- to have lunch: comer(al mediodía)
- to have dinner: cenar

- early: Temprano
- late: tarde
- from...to...: de...hasta..
- What time...?: ¿A qué hora?

- go-goes
- watch-watches
- do-does

THE TWELVE MONTHS:

- JANUARY FEBRUARY MARCH APRIL MAY JUNE JULY AUGUST
- SEPTEMBER OCTOBER NOVEMBER DICEMBER

ORDINALES:

- first (1st) second (2nd) third (3rd)
- fourth (4th) : 4º seventh (7th) : 7º
- fifth (5th) : 5º eighth (8th) : 8º
- sixth (6th) : 6º

8.- THE ROYAL FAMILY: THE PRINCESS OF WALES :

Her name's Diana. She's the Princess of Wales. She's 27 years old. She's got two children: William and Henry. Her husband is Prince Charles.

She lives at Kensington Palace in London. She likes fashion, children, fishing, skiing and music. What time does she get up?. She gets up early, at 7:30. What time does she go to bed?. Very late, at 12 o'clock.

- fashion: moda
- skiing: esquiar
- children: niños



QUESTIONS:

- 1) Where does, she live ? _____
- 2) How old is she ? _____
- 3) Does she like skiing ? _____
- 4) What time does she get up ? She _____
- 5) What time does she go to bed ? She _____

E J E R C I C I O S C O M P L E M E N T A R I O S

1.- PROJECT: Write about your real day .Escribe sobre tu vida real, diciendo lo que haces normalmente: a qué hora te levantas, desayunas , vas a clase...en un dia cualquiera

2.- PROJECT: Write about your ideal day: Escribe sobre tu dia ideal. Qué te gustaría hacer en un día ideal: a qué hora te levantarías, qué harías...todo ello como si fueran acciones de la vida cotidiana. Puedes acompañar dibujos, recortes y relojes. Hazlo en tu cuaderno de trabajo.

3.- Escribe un pequeño texto sobre lo que hace Rose cada dia. Consulta el cuadro de horarios de la pag.3 .

" She gets up at...

4.- GUIDED COMPOSITION (Composición dirigida). Completa el siguiente texto sobre Tom:

This is a typical day for Tom. He _____ at _____ and _____ breakfast at _____. He _____ to school at _____. He _____ lunch at _____. He _____ his homework at _____ and _____ television from _____ to _____. He _____ dinner at _____. Finally he _____ to bed at _____.

5.- READING COMPREHENSION: Lee el texto sobre la Princesa de Gales y contesta a las preguntas que se hacen sobre ella.

6.- UNE preguntas y respuestas:

What time do you get up ? I watch TV from 7 to 8.
 Where do you work ? I live in Pasarón
 What time do you go to school? I work at school
 How old are you? I'm 12 years old.
 What time do you watch TV? I go to school at 9:15
 Where do you live? I get up at 8:30

7.- COMPLETA con DO o con DOES :

What time	.....	you	get up ?
		they	
	.....	he	
		she	

8.- COMPLETA las frases afirmativas, negativas e interrogativas:

Afirmativas	Negativas	Interrogativas
I go to bed early	.....	.....?
.....	He doesn't get up late?
.....	.....	Do you have lunch at 1 o'clock?

9.- MATCH sentences and pictures (Une las frases y los dibujos):

She gets up at eight o'clock



She goes to school

They dance in the disco

He runs in the park

He swims in the river

She has breakfast

He does his homework



10.- PUT IN ORDER : Pon en orden los meses del año:

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

11.- ANSWER THESE QUESTIONS: (Contesta a estas preguntas):

What is the first day of the week?

What is the third month of the year?

What is the fifth month ?

What is the seventh day ?

What is the day between Monday and Wednesday ?

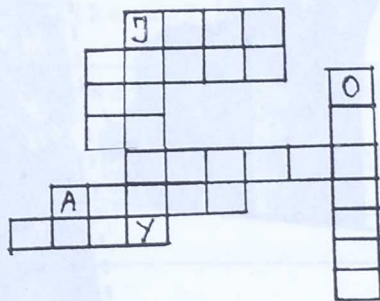
12.- What's the time?



13.- ASK YOUR PARTNER (Pregunta a tu compañero-a):

- WHAT TIME DO YOU ... get up? . .
 have breakfast?
 go to school?
 have lunch?
 do your homework?
 watch TV?
 have dinner?
 go to bed?

14.- CROSSWORD: Completa este crucigrama con los meses correspondientes:



pop page (Página pop)

Name of group THE COMMUNARDS
Home town LONDON
Name of singers JIMMY SOMERVILLE
RICHARD COLES
Hit records DON'T LEAVE ME
THIS WAY,
YOU ARE
MY WORLD.

Do you know these hit records?



Uno de sus discos se titula
"NEVER CAN SAY G....."

. Acaba de escribir el título"






1.- Este es el Presente Simple del verbo TO LIKE (gustar):

I You We They	like...
------------------------	---------

He She	likes...
-----------	----------

Este cuadro expresa la fruta que le gusta a la familia ALLEN:

	apples 	oranges 	bananas 
Mr Allen	yes	no	no
Mrs Allen	yes	no	yes
Jane Betty }	yes	yes	no
Tom	no	yes	yes

Completa estas frases diciendo lo que le gusta a cada uno:

- 1 Mrs Allen likes apples and bananas.
- 2 Jane and Betty _____ and _____
- 3 Tom _____ and _____
- 4 Mr. Allen _____
- 5 Mrs. Allen and the girls _____
- 6 Tom and the girls _____
- 7 Mrs. Allen and Tom _____

2.- Fíjate en las formas que utilizamos para preguntar:

Do	I You We They	like...?
----	------------------------	----------

Does	He She	like ...?
------	-----------	-----------

HAZ preguntas siguiendo el modelo del ejemplo 1:

- 1.- Mrs Allen/oranges: Does Mrs Allen like oranges?
- 2.- Jane and Betty/apples: _____?
- 3.- Tom/apples : _____?
- 4.- Mr. Allen bananas: _____?
- 5.- Tom and Mrs. Allen: _____?
- 6.- Mr. Allen/oranges: _____?

PON ATENCION : fíjate de qué persona se trata para empezar la pregunta con DO o con DOES.

3.- COMPLETA los espacios en blanco con DO/DOES. Fíjate en las respuestas:

- | | | | |
|-----|-------|---------------------------------|------------------|
| 1.- | DOES | Mrs Allen like apples? | Yes, she does. |
| 2.- | _____ | Mrs. Allen like oranges? | No, she doesn't. |
| 3.- | _____ | Jane and Betty like bananas? | No, they don't. |
| 4.- | _____ | Tom like apples? | No, he doesn't. |
| 5.- | _____ | Tom and the girls like oranges? | Yes, they do. |
| 6.- | _____ | Mr. Allen like bananas? | No, he doesn't. |

4.- FIJATE en la forma negativa:

I	don't like...
You	
We	
They	

He	doesn't like...
She	

ESCRIBE frases como la del ejemplo 1 expresando lo que le gusta y lo que no le gusta a cada miembro de la familia ALLEN: las dos frases van unidas por BUT (pero):

- 1.- Mr. Allen/apples/oranges
Mr. Allen likes apples but he doesn't like oranges
- 2.- The girls/oranges/bananas

- 3.- Tom/bananas/apples

- 4.- Mrs Allen/bananas/oranges

- 5.- Mr. and Mrs Allen/apples/oranges

- 6.- The girls/apples/bananas

- 7.- Jane, Betty and Tom/oranges/Mr. and Mrs Allen/oranges

Uno de sus hijos se titula

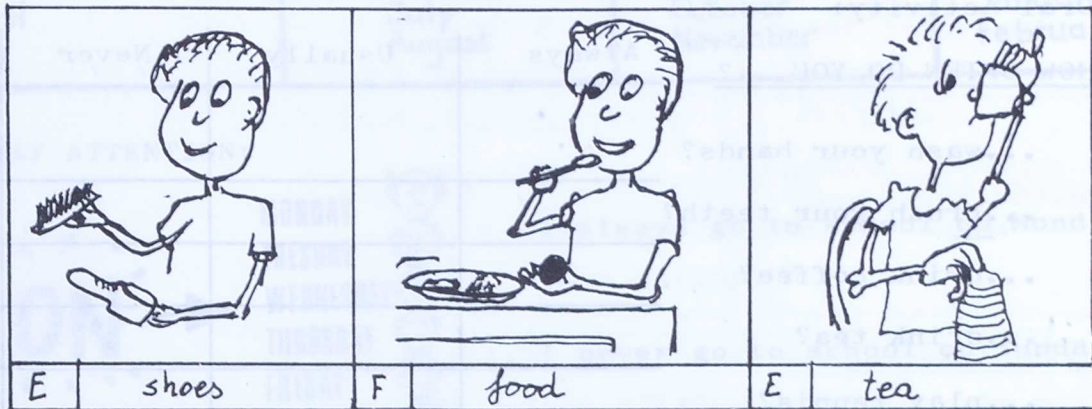
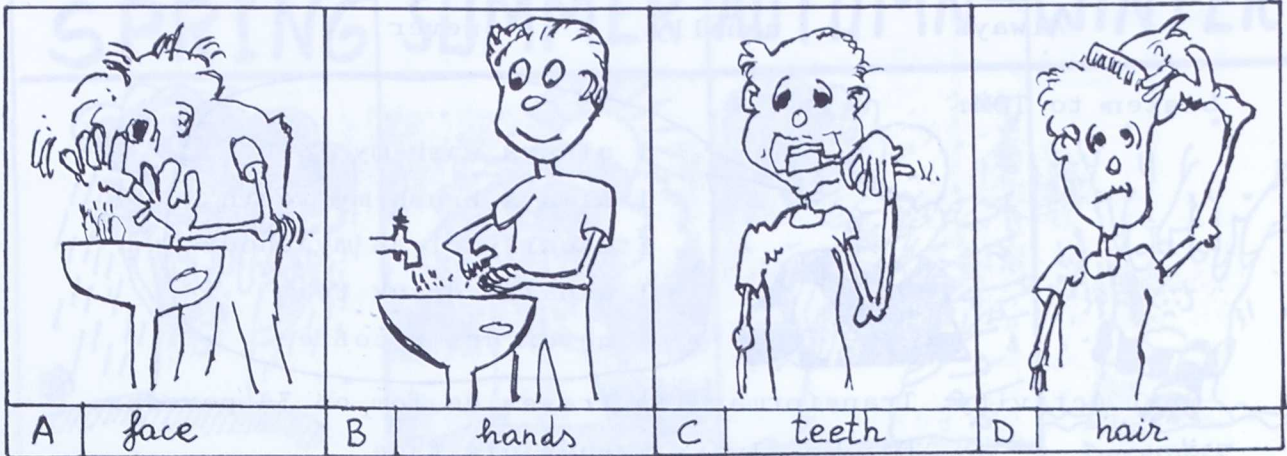
"NEVER CAN SAY" que persona se refiere a cada miembro de la familia con DO o con DOES.

Acaba de escribir el título

UNIDAD 17: I ALWAYS BRUSH MY TEETH (Siempre me lavo los dientes)

1.- TALKING ABOUT HABITUAL ACTIONS (Hablar de acciones habituales).

LISTEN to this song: " This is the way": (Así, de esta manera...)



This is the way you wash your face, A
Wash your face, wash your face.
This is the way you wash your face,
All on a Saturday morning.

This is the way you clean your shoes, E
Clean your shoes, clean your shoes.
This is the way you clean your shoes,
All on a Wednesday morning.

This is the way you wash your hands, B
Wash your hands, wash your hands.
This is the way you wash your hands,
All on a Sunday morning.

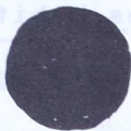
This is the way you eat your food, F
Eat your food, eat your food.
This is the way you eat your food,
All on a Thursday morning.

This is the way you brush your teeth, C
Brush your teeth, brush your teeth.
This is the way you brush your teeth,
All on a Monday morning.

This is the way you drink your tea, G
Drink your tea, drink your tea.
This is the way you drink your tea,
All on a Friday morning.

This is the way you brush your hair, D
Brush your hair, brush your hair.
This is the way you brush your hair,
All on a Tuesday morning.

2.- FREQUENCY: HOW OFTEN...? (¿Con qué frecuencia...?) (¿Cuándo?)



Always



usually



never

Listen to TOM:



I always wash my face
 I always brush my teeth
 I usually clean my shoes
 I usually drink tea
 I never drink coffee

Oral Activity: Transformar las frases de Tom en 3ª persona.

Ej: He always washes his face









Oral Activity:

<u>HOW OFTEN DO YOU...?</u>	Always	Usually	Never
...wash your hands?			
...brush your teeth?			
...drink coffee?			
...drink tea?			
...play tennis?			
...play football?			
...go to school late?			
...go to the cinema?			
...watch television?			

Put a:



3.- THE FOUR SEASONS: Las cuatro estaciones

 SPRING	 SUMMER	 AUTUMN	 WINTER
 March April May	 June July August	 September October November	 December January February

PAY ATTENTION:

ON →

- MONDAY 
- TUESDAY 
- WEDNESDAY 
- THURSDAY 
- FRIDAY 
- SATURDAY 
- SUNDAY 

. I always go to school on Monday

. I never go to school on Sunday

IN →

- DECEMBER
- JULY
- SUMMER

. I usually ski in December

. I usually swim in July

. I always visit my grandparents in summer.

AT →

- 12:00
- 7:30
- 12:30

. I never get up at 12.

. I usually get up at 7:30

. I always have lunch at 12:30

4.- LISTENING COMPREHENSION (Comprensión oral).- La siguiente conversación es una entrevista que hemos hecho a Mrs Trott, la profesora de Tom. Escucha atentamente la entrevista y completa las siguientes frases eligiendo, en cada caso, la respuesta correcta, marcando el cuadro con una x.

1.- On Sunday she gets up early, at 7 o'clock
 late, at 10.
 at 8 o'clock.

2.- She is a policewoman
 a nurse
 a teacher

3.- She works in Victoria Hotel
 in an office
 in Queen Victoria School

4.- In summer she always plays tennis
 plays basketball
 plays handball

5.- She likes swimming
 writing books
 reading books

5.- A GEOGRAPHY LESSON: Are you good at geography?

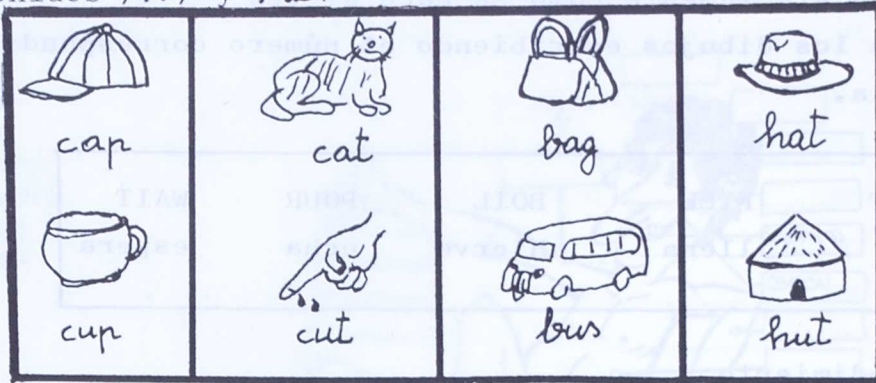
MATCH the questions and the answers (Une preguntas y respuestas):

- | | |
|-----------------------------------|--------------|
| • What's the capital of France? | • Washington |
| • What's the capital of Italy? | • Tokio |
| • What's the capital of England? | • Lisbon |
| • What's the capital of the USA? | • Moscow |
| • What's the capital of Japan? | • London |
| • What's the capital of USSR? | • Paris |
| • What's the capital of Ireland? | • Rome |
| • What's the capital of Portugal? | • Dublin |



6.- FONETICA: Sonidos /æ/ y /ʌ/

Sonido /æ/



Sonido /ʌ/

7.- GRAMMAR:

I always brush my teeth

HOW OFTEN DO YOU...?

I usually drink tea

I never drink coffee

8.- VOCABULARIO:

ACTIONS:

wash: lavar/se
brush: cepillar/se
clean: limpiar
eat: comer
drink: beber

Partes del CUERPO:

Face: cara
hands: manos
teeth: dientes
hair: pelo

FREQUENCY

always: siempre
usually: normalmente
never: nunca

THE FOUR SEASONS (Las cuatro estaciones):

Spring: Primavera
Summer: Verano
Autumn: Otoño
Winter: Invierno

9.- PROJECT:

HOW TO MAKE A CUP OF TEA (Cómo hacer una taza de té)

You need: a kettle



a teapot



water



tea



a cup



milk

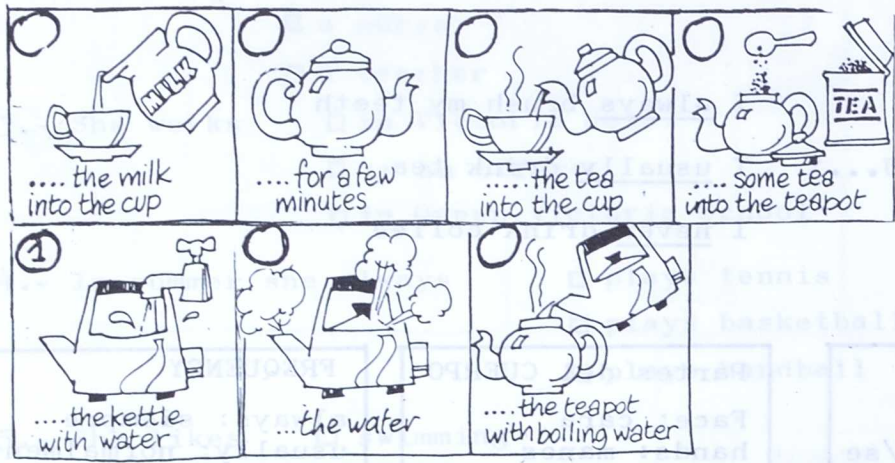


Escucha atentamente cómo se hace el té.

Ordena los dibujos escribiendo el número correspondiente en cada casilla.

PUT	FILL	BOIL	POUR	WAIT
pon	llena	hierve	echa	espera

Procedimiento:



EJERCICIOS COMPLEMENTARIOS

- Escuchad y cantad la canción en grupo gesticulando las acciones que se vayan diciendo.
- GROUP WORK (Trabajo por grupos): El trabajo o juego consistirá en preguntar cómo se deletrean algunas palabras que aparecen en la canción. La pregunta clave será:

HOW DO YOU SPELL... ?

(¿Cómo se deletrea...?)

CADA PALABRA BIEN DELETREADA
ES UN PUNTO.

¿Quién ganará?

LISTA de palabras que hay que deletrear:

wash

hands

brush

face

clean

teeth

eat

hair

drink

food



3.- THE HUMAN BODY: El cuerpo humano.- Coloca cada palabra en su casilla correspondiente:

- head
- hair
- nose
- arm
- hand
- leg
- toes
- eye
- ear
- mouth
- teeth
- body
- foot



4.- Transforma de 1ª a 3ª persona lo que dice Tom sobre sus acciones habituales:

- I always wash my face: He always washes his face
- I always brush my teeth: He.....
- I usually clean my shoes: He.....
- I usually drink tea: He
- I never drink coffee: He.....

5.- HOW OFTEN DO YOU...? = ¿ Con qué frecuencia, cuándo...?

	TOM							YOU							YOUR FRIEND						
	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S
Dias de la semana																					
go swimming																					
play football	X	X	X	X		X	X														
brush your teeth	X	X	X	X	X	X	X														
go to the cinema																					
visit grandparents	X		X	X		X	X														
have lunch in a restaurant																					
do your homework	X	X	X	X	X	X	X														
read books			X	X	X	X	X														
watch television	X	X	X	X	X	X	X														

Always: Cruces en todos los dias de la semana

Usually: Cruces en 5 dias de la semana

Never: Ninguna cruz

...Ya sabes la frecuencia con que TOM realiza las acciones indicadas. Ahora completa estos ejercicios:

a) COMPLETA estas frases mirando la columna de TOM:

Tom never goes swimming.

Tom _____ plays football.

Tom _____ brushes his teeth.

Tom _____ goes to the cinema.

Tom _____ visits his grandparents.

Tom _____ has lunch in a restaurant.

Tom _____ does his homework.

Tom _____ reads books.

Tom _____ watches television.

b) Pregunta a tu compañero(a) con qué frecuencia las hace él(ella) y apunta sus respuestas en la columna YOUR FRIEND.

c) Escribe frases como las de TOM en el apartado a), referidas a tí y a tu compañero(a). Usa tu cuaderno.

6.- Fíjate bien dónde van colocadas estas palabras dentro de la frase: always-usually-never. Y escribe estas tres frases, que están desordenadas, en su orden correcto.

1.- ROSE TO SCHOOL BY BUS ALWAYS GOES

2.- USUALLY ON FOOT GOES TO SCHOOL TOM

3.- FOOTBALL NEVER MR. ALLEN PLAYS

7.- Mira los dibujos y escribe frases como estas:



Tom/never/in the morning: Tom never drinks coffee in the morning.



William/usually:



Mr. Allen/usually:



Mrs. Allen/always/at night:



Mr. Allen/never/beer:

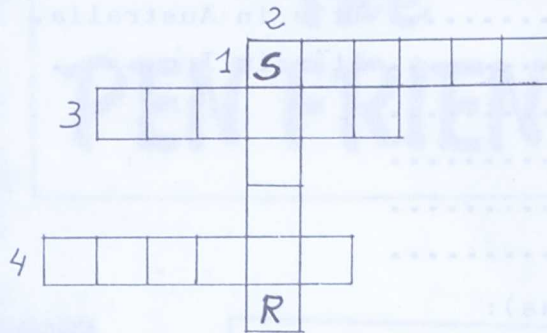


Rose/always/in the evening:



Tom/never/at 12:00:

8.- Haz este crucigrama con las 4 estaciones:



9.- COMPLETA LOS ESPACIOS EN BLANCO (Fill in the blanks) con las preposiciones: ON-IN-AT :

- a) I usually visit my grandparents ___ Sunday
- b) She always gets up ___ 8 o'clock.
- c) He never swims ___ January.
- d) They always swim ___ summer.
- e) We go to church ___ Sunday
- f) I never go to school ___ Saturday.
- g) I usually ski ___ winter.
- h) He goes to bed ___ 9:30.

10.- Pon en orden estas frases para que puedas hacer té:

- Boil the water
- Put some tea into the teapot
- Fill the kettle with water
- Pour the milk into the cup
- Pour the tea into the cup
- Fill the teapot with boiling water
- Wait for a few minutes

11.- ¿ Qué trabajo tiene cada uno? ¿ Qué hace cada uno? COMPLETA las frases:



1 He's a teacher.
He teaches.



2 _____ singer.
She _____



3 He _____ writer.



4 _____ painter.



5 _____ actor.











6 _____ dancer.

sings
writes
paints
acts
dances

12.- ANSWER THESE QUESTIONS: Contesta a estas preguntas

- Where's Sidney? It's in Australia.
- Where's Dublin?..... It's in Ire.....
- Where's New York?.....
- Where's Barcelona?.....
- Where's Rome?.....
- Where's Toronto?.....

13.- MATCH (Unir con flechas):

- Cup 
- Cut 
- Cap 
- Cat 
- Bus 
- Bag 
- Hut 
- Hat 

14.- ODD ONE OUT: Encierra en un circulo la palabra que no es de la familia:

- | | | |
|----------|--------------|-------|
| BETWEEN | ON THE LEFT | FACE |
| BEHIND | ON THE RIGHT | HANDS |
| CHAIR | STRAIGHT ON | WASH |
| OPPOSITE | WORK | TEETH |

- | | | |
|---------------|--------------|-------|
| CRICKET | HOSPITAL | TEA |
| FOOTBALL | BANK | COFFE |
| ORANGE SQUASH | OFFICE | RUGBY |
| HOCKEY | PHOTOGRAPHER | MILK |

- | | | |
|---------|----------|--------|
| SPRING | MONDAY | KETLE |
| AUTUMN | MAY | TEAPOT |
| JANUARY | TUESDAY | MILK |
| WINTER | THURSDAY | WATER |
| | | TEA |
| | | CUP |
| | | COKE |

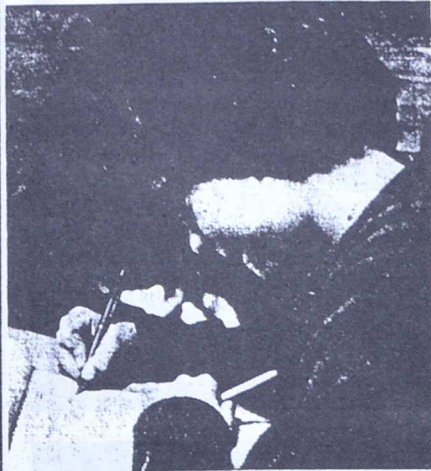


Simon Jackson is from England. He is eleven years old.

The PEN FRIENDS



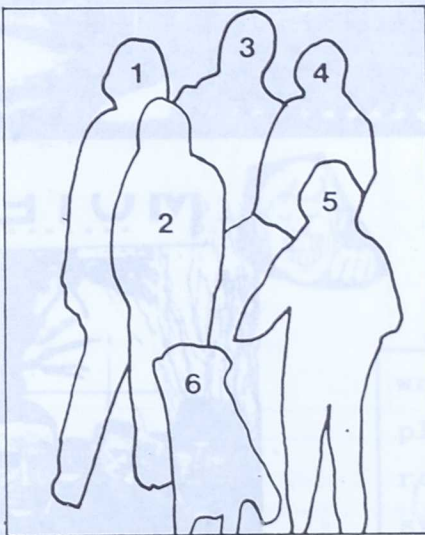
Anne-Marie Marnier is from France. She is twelve years old.



I'm from Edale.....▼



Here's a photo of my family....▼



30th September 1982

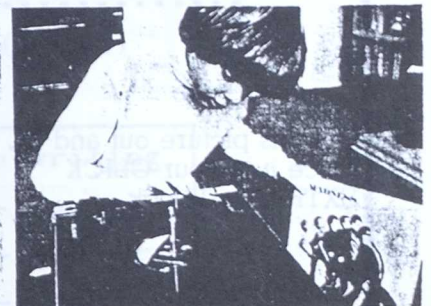
Dear Anne-Marie,

My name's Simon Jackson and I'm from Edale in England. I'm eleven years old. Here's a photo of my family - my Mum (her name's Caroline), my Dad (his name's Rob) my sister (Liz), my brother (Morgan) and the dog (Bess). Liz is thirteen and Morgan's six.

My favourite pop group's Madness. Who's your favourite pop group? Love, Simon.

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

My favourite pop group's Madness.....▼

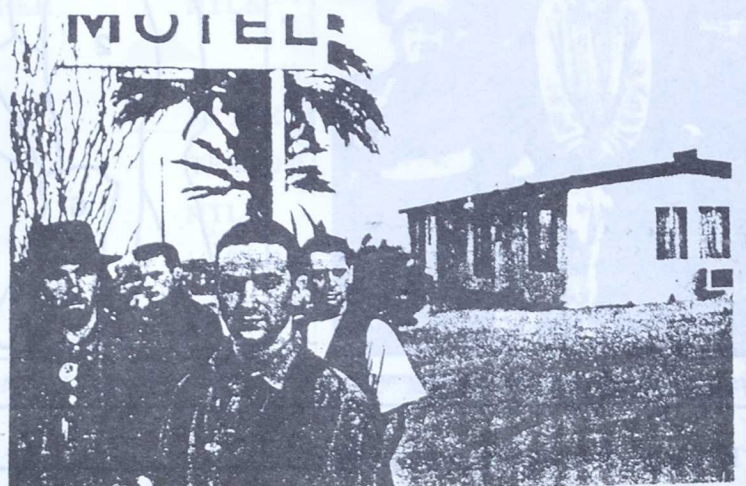


Who's your favourite pop group? _____



POP PAGE

Do you like U2? Do you know where they're from? They're from Dublin in Ireland. They're now doing a tour of Europe, but are returning to Ireland soon. They've got a record called: *The Joshua Tree*. This record is very popular in Britain and America.



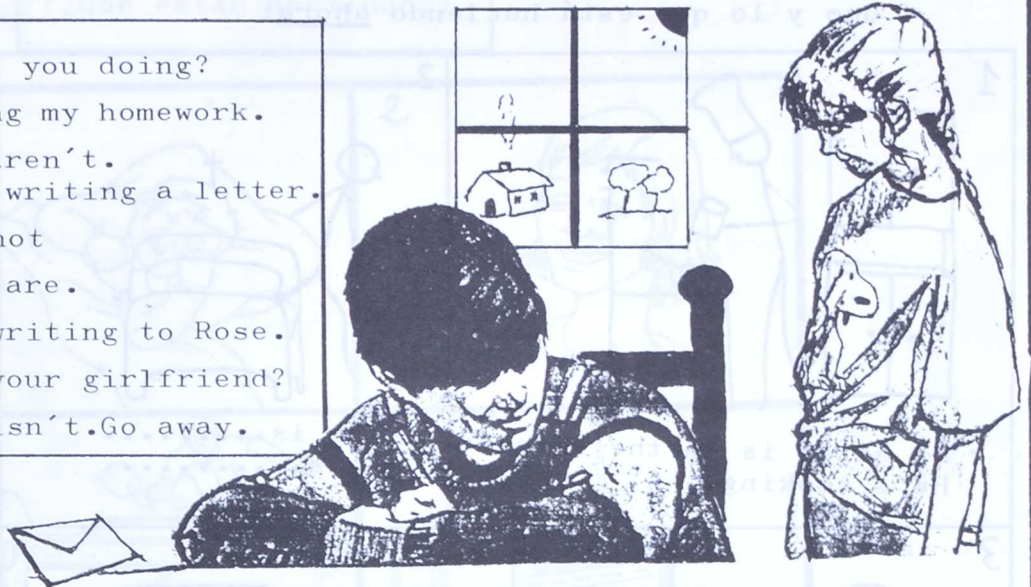
Cut this picture out and place it in your CLICK EXTRA workbook

UNIDAD 18: WHAT ARE YOU DOING? (¿Qué estás haciendo?).-

1.- TALKING ABOUT WHAT PEOPLE ARE DOING: Hablar de lo que la gente está haciendo). TOM está en su habitación escribiendo una carta. Su hermana Jane quiere averiguar lo que está haciendo.


Dialogue:


JANE: What are you doing?
 TOM : I´m doing my homework.
 JANE: No, you aren´t.
 You are writing a letter.
 TOM : No. I´m not
 JANE: Yes, you are.
 You´re writing to Rose.
 Is she your girlfriend?
 TOM : No, she isn´t. Go away.

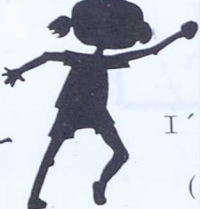


ORAL ACTIVITY: WHAT ARE YOU DOING?


Responde en 1ª persona, como si fueras tú.


1.-  I´m playing football
 (play)

2.-  I´m.....
 (write)

3.-  I´m
 (play)

4.- 
 (read)

5.- 
 (swim)

6.- 
 (brush)

I´m _____ing

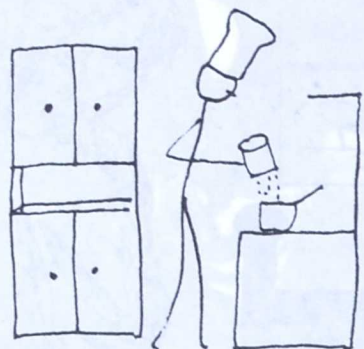

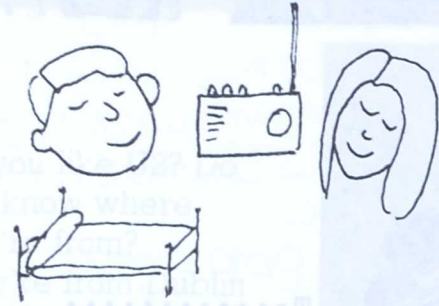
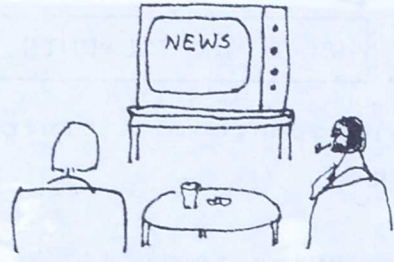

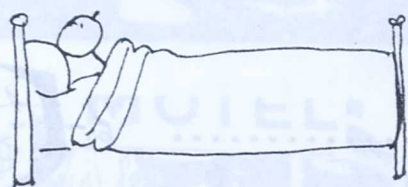
- write-writing
- play-playing
- read-reading
- swim-swimming
- brush-brushing

Oral Activity:

Where are they? (¿Dónde están?)

What are they doing? (¿Qué están haciendo?)

CONTESTA a las preguntas diciendo en qué parte de la casa está cada uno y lo que está haciendo ahora:

<p>1</p>  <p>Mr Allen is in the kitchen He's cooking.</p>	<p>2</p>  <p>Tom is..... He's.....</p>
<p>3</p>  <p>Tom and Jane... They are...</p>	<p>4</p>  <p>Mr and Mrs Allen are... They...</p>
<p>5</p>  <p>Tom... He's ...</p>	<p>6</p>  <p>Tom... He's...</p>

What are they doing?
 is he
 are they

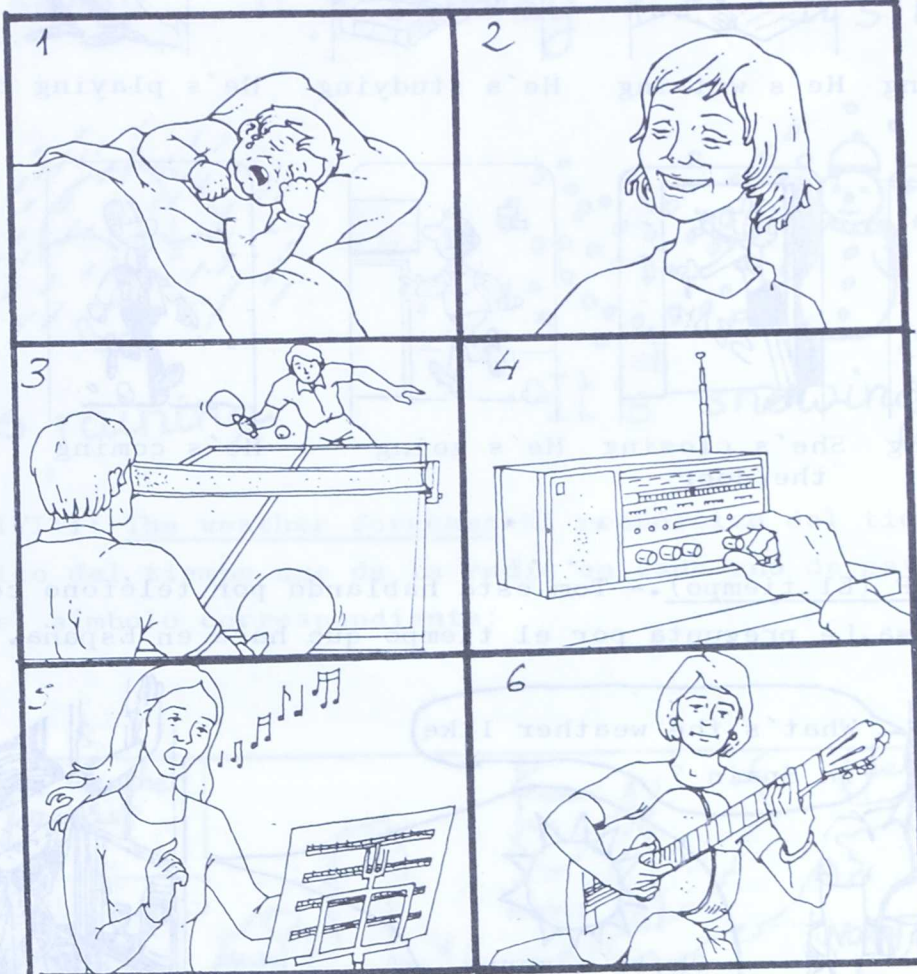
the kitchen
the bedroom
the bathroom
the living-room

Cook-cooking
Get up-getting up
Listen-listening
Watch-watching
have-having
sleep-sleeping

to have a shower: ducharse
to have a bath: bañarse.

Oral Activity: Vas a escuchar seis series de ruidos, Cada uno se corresponde con un dibujo y tú debes decir qué está haciendo cada personaje, EN ESTE MOMENTO

WHAT ARE THEY DOING?
(¿Qué están haciendo?)



- 1.- He's crying
- 2.- She's laughing
- 3.- They are playing table-tennis
- 4.- He's listening to the radio
- 5.- She's singing
- 6.- She's playing the guitar

Fíjate en las contracciones:

He's crying= He is crying

She's laughing= She is laughing

They're playing table-tennis= They are playing table-tennis

LISTEN AND REPEAT: What are they doing?



She's reading



He's writing



He's studying



He's playing the guitar



She's opening the door



She's closing the door



He's going



He's coming

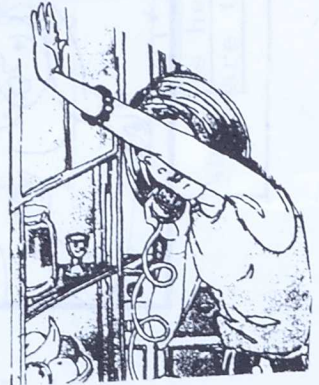
2.- THE WEATHER (El tiempo).- Tom está hablando por teléfono con su amiga Teresa. Le pregunta por el tiempo que hace en España.



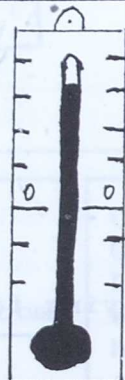
What's the weather like in Spain ?



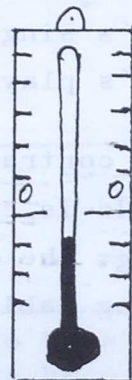
Oh, it's sunny



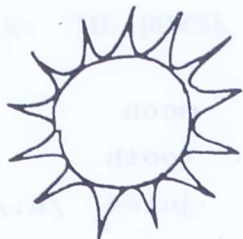
What's the weather like?



It's hot.



It's cold.



It's sunny



It's cloudy



It's windy



It's raining



It's snowing

ORAL ACTIVITY: The weather forecast=El pronóstico del tiempo: Escucha el pronóstico del tiempo que da la radio en cada uno de estos países y dibuja el símbolo correspondiente:

The weather forecast	
DATE:	
SYMBOLS:	
☔	RAINING
❄	SNOWING
☁	CLOUDY
☀	SUNNY
🌬	WINDY

3.- FONETICA: /u:/.-

/u:/



moon
tooth
juice /u:/
spoon
school

4.- GRAMMAR: PRESENT PROGRESSIVE

Forma Larga:

Forma Contraida:

Preguntas:

I am reading.....	I'm reading
You are reading.....	You're reading
He is reading.....	He's reading
She is reading.....	She's reading
We are reading.....	We're reading
You are reading.....	You're reading
They are reading.....	They're reading

What	is he	doing?
	shed	
	are you	
	they	

El PRESENT PROGRESSIVE no expresa acciones habituales sino aquellas que se realizan en el mismo momento en que se está hablando.

5.- VOCABULARIO:

ACTIONS:

PARTES DE LA CASA:

to write: escribir
to play: jugar, tocar
to read: leer
to swim: nadar
to brush: cepillar
to cook: cocinar
to get up: levantarse (de la cama)
to listen: escuchar
to watch: ver, observar
to sleep: dormir
to have a shower: tomar una ducha.
to have a bath: tomar un baño
to cry: llorar
to laugh: reír
to go: ir
to come: venir
to open: abrir
to close: cerrar
to study: estudiar
to sing: cantar

the kitchen: la cocina
the bedroom: el dormitorio
the living-room: la sala de estar
the bathroom: el cuarto de baño

THE WEATHER

It's hot: Hace calor
It's cold: Hace frío
It's sunny: Soleado
It's cloudy: Está nublado
It's windy: Hace viento
It's raining: Está lloviendo
It's snowing: Está nevando

OTRAS EXPRESIONES:

Go away!: ¡Vete!
What are you doing?: ¿Qué estás haciendo?
What's the weather like?: ¿Qué tiempo hace?

a letter: una carta
girlfriend: novia, amiga
homework: deberes

PAISES:

Spain : España
Britain : Gran Bretaña
Ireland : Irlanda
Portugal : Portugal
France : Francia
Greece : Grecia
Denmark : Dinamarca
Norway : Noruega

6: THE ROYAL FAMILY: Prince Andrew



Prince Andrew is Queen Elizabeth's third son. He's 28 years old. He is married. His wife's name is Sarah Ferguson. He likes flying and photography. He usually goes exploring mountains and rivers.

What are they doing now? They are sitting on a sofa and they are laughing.

QUESTIONS:

How old is Prince Andrew? _____

Is he married? _____

Does he like photography? _____

What does he usually do? _____

What are they doing now? _____

Vocabulario:

Son: hijo

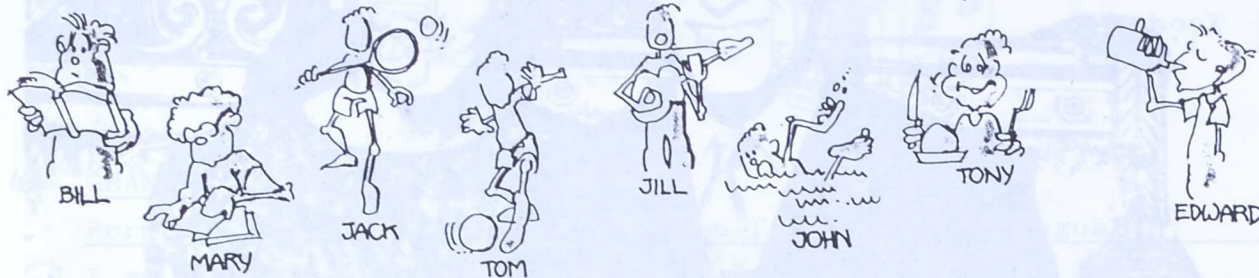
to fly: volar

mountain: montaña

to sit: sentarse

3.- FONETICA: /u:/ - /u:/ EJERCICIOS COMPLEMENTARIOS

- 1.- Completa por escrito la actividad oral de la pag. 1
- 2.- Completa por escrito la actividad oral de la pag. 2
- 3.- What are they doing? ESCRIBE LO QUE ESTAN HACIENDO:



Utiliza estos verbos: READ WRITE PLAY SWIM EAT DRINK

Ej: Bill is reading a book.

- Mary
- Jack
- Tom
- Jill
- John
- Tony
- Edward

- 4.- What are these people doing? (¿Qué hace esta gente?)



1. He's shaving.

USA ESTOS VERBOS:

- Shave
- brush her hair
- drive a car
- drink a cup of tea
- play de piano
- brush his teeth
- go upstairs
- telephone



- 2.-
- 3.-
- 4.-
- 5.-
- 6.-
- 7.-
- 8.-

PAISES:

- Spain
- Britain
- Ireland
- Portugal
- France
- Greece

5.- ¿Cuántas frases puedes escribir? JUEGO DE VERBOS

- 1 Elige un dibujo
- 2 Encuentra la parte de la casa en que tiene lugar la acción
- 3 Escribe la frases

¿Cuántas frases serás capaz de escribir en 5 minutos? Te damos el primer ejemplo:



USA ESTOS VERBOS:

- WATCH
- MAKE (hacer)
- CLEAN
- EAT
- LISTEN TO
- WRITE
- PLAY
- HAVE
- PUT ON (ponerse ropa)
- WASH
- READ

6.- COMPLETA estas preguntas de acuerdo con las respuestas. Toma como modelo el ejemplo 1:

1. What are they doing? - They are playing tennis
2. What's doing? - He's writing a letter
3. What doing? - She's sleeping
4. What doing? - I'm studing English
5. What doing? - They're having a cup of tea.
6. What doing? - He's closing the door.

7.- PAIR WORK: En este dibujo hay seis personas: David, Peter, Paul, John, Harris and James.

El Alumno A : Escribe sus nombres debajo de cada dibujo y dice a su compañero lo que están haciendo.

El Alumno B : Escribe sus nombres debajo de cada dibujo .Después escuchará a su compañero A decir lo que están haciendo. Si coincide con los nombres que él ha puesto pondrá una X en SAME, si no en DIFFERENT. Luego será el turno de B.

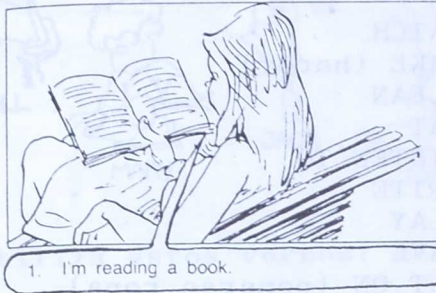


	Same	Different
Peter		
Paul		
John		

	Same	Different
David		
Harry		
James		

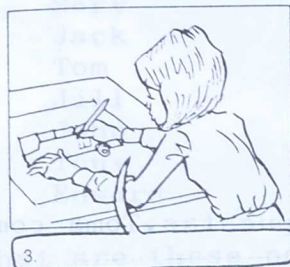
8.- CONTESTA como si fueras tú:

READ

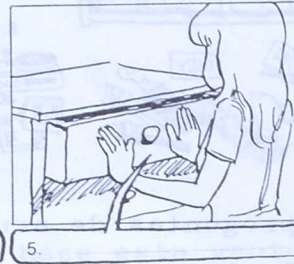
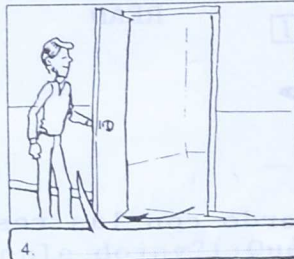


WRITE

DRAW

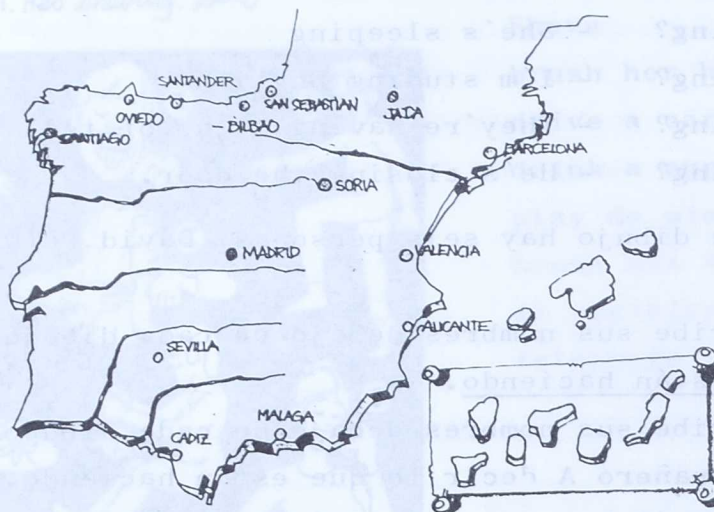


OPEN



CLOSE

9.- LEE y DIBUJA los símbolos en mapa de España:



- ! It is hot
- ! It is cold
- ☀ It is sunny
- ☁ It is cloudy
- ☔ It is raining
- ❄ It is snowing

In Malaga it is sunny and in Seville it is sunny too. In Alicante it is hot and cloudy. In central Spain it is cold. In the north of Spain the weather is not nice: it is raining in Santiago, Santander and San Sebastian and it is snowing in the Pyrenees. In Barcelona it is cloudy and in the Canary Islands the weather is sunny.

10.- Pon cada palabra en la columna correspondiente, según la vocal que tenga: cap-cut-hat-hut-spoon-school-bag-tooth-cup.

/ʌ/

/æ/

/u:/

11.- Lee el texto sobre el Príncipe Andrés y contesta a las preguntas.

12.- MIME GAME (Juego de Mimo): 5 alumnos saldrán al pasillo donde el Profesor les indicará los gestos de mimo que deben hacer para representar acciones. El resto de la clase debe adivinar qué acción está realizando cuando la represente. Por Ej: un alumno hace gesto de lavarse la cara. Los demás le irán preguntando:

Are you eating? No, I'm not
 Are you drink? No, I'm not
 Are you washing your face? Yes, I am.

POP PAGE



Pepsi and Shirlie

Do you know Pepsi and Shirlie? They are very popular in Britain at the moment. One of their records is called *Goodbye Stranger*. They are very funny and they like lots of things. For example, they like dogs, Australia, Japanese food, holidays in Spain and ice-cream.



10. - Pon cada palabra en su columna correspondiente, según la vocal que tenga: cap-cut-hat-but-spoon-school-bag-tooth-cup.

cap	cut	hat	but	spoon	school	bag	tooth	cup

11. - Lee el texto sobre el Príncipe Andrés y contesta a las preguntas.
 12. - MIME GAME (Juego de Mímico): 5 alumnos saldrán al pasillo donde el Profesor les indicará los gestos de mimo que deben hacer para re-

presentar acciones. El resto de la clase debe observar que acción está realizando cuando la represente. Por E.J.: un alumno hace gesto de lavarse la cara, los demás le preguntan:

Are you eating? No, I'm not.
 Are you drinking? No, I'm not.
 Are you washing your face? Yes, I am.

READ

DRAW

Pop and Shirley

Do you know Pop and Shirley? They are very popular in Britain at the moment. One of their records is called 'Gods of Summer'. They are very happy and they like to do things for example they like dogs, Australia, Japanese food, holidays in Spain and ice-cream.

In Malaga it is hot and sunny and the weather is not so hot as in London. In the Canary Islands the weather is hot and sunny.

UNIDAD 19: CAN I HAVE A HAMBURGER ? (¿Me da una hamburguesa?)

1.- ASKING FOR THINGS AND OFFERING (Pedir cosas y ofrecer).

En el restaurante TOM pide una serie de cosas. El camarero se las ofrece:

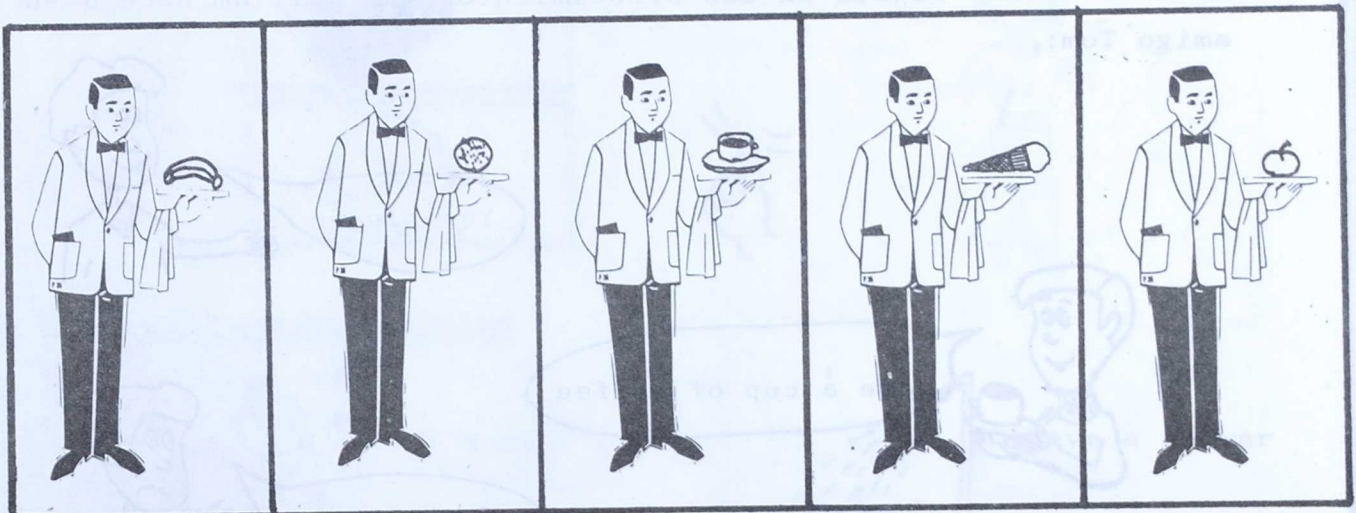


ORAL ACTIVITY: Pide estas cosas y da las gracias:

CAN I HAVE...?

THANK YOU

HERE YOU ARE



a banana

an orange

a cup of tea

an ice-cream

an apple

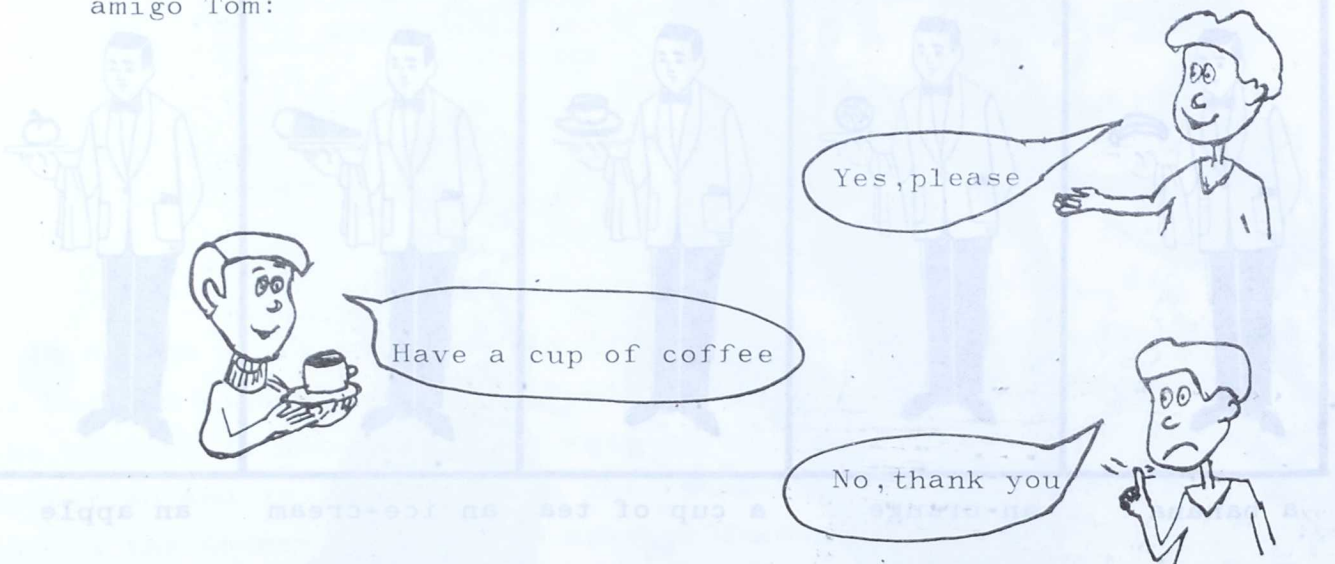
2.- ACCEPTING AN OFFER (Aceptar un ofrecimiento)



3.- DECLINING AN OFFER (Rechazar una oferta)..-

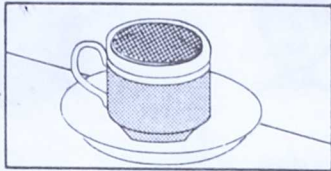


ORAL ACTIVITY: Fíjate en los ofrecimientos que William hace a su amigo Tom:



CONTESTA A LOS OFRECIMIENTOS: Yes, please
No, thank you

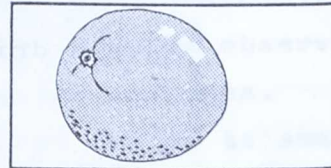
a cup of tea



a cigarette



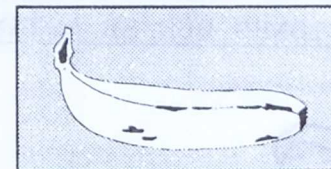
an orange



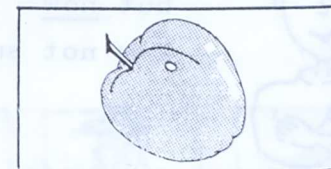
a drink



a banana



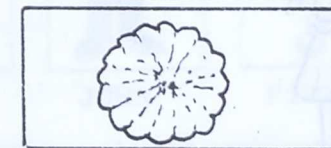
an apple



a cake



a biscuit



4.- EXPRESAR ESTADOS FISICOS :



I'm hot.



Have a shower



I'm cold



Have a coat



I'm wet



Have a towel



I'M THIRSTY



Have a drink



I'M HUNGRY



Have a hamburger

5.- COMPARAR ACCIONES HABITUALES CON ACCIONES QUE SE ESTAN REALIZANDO:



I usually smoke



but now
I'm not smoking



I usually wear trousers



but now
I'm wearing a skirt



I usually have tea



but now
I'm having coffee

6.- I'M WEARING A HAT : Llevo un sombrero



I'm wearing a hat



I'm wearing glasses



I'm wearing black shoes



I'm wearing a jacket

ORAL ACTIVITY: WHO ARE THE ROBBERS?(¿Quiénes son los ladrones?)

Este hombre está describiendo a los cuatro ladrones. Escucha y lee lo que dice. Después observa bien los dibujos. Finalmente escribe el nombre de los ladrones.

- 1.- The first robber is small and thin. He's got short hair and he's wearing jeans.
- 2.- The second robber is tall and strong. He's wearing a hat.
- 3.- The third robber is young and thin. She's got fair hair and a long nose. She's wearing black shoes and a coat.
- 4.- The fourth robber is big and fat. He's got no hair. He's wearing glasses.



JIM



JOHN



FIONA



LIZA

Name: 1st =

Name: 2nd =

Name: 3rd =

Name: 4th =



TIM



TOM



ANN



PAUL

7.- APOLOGIZING (Disculpase).-

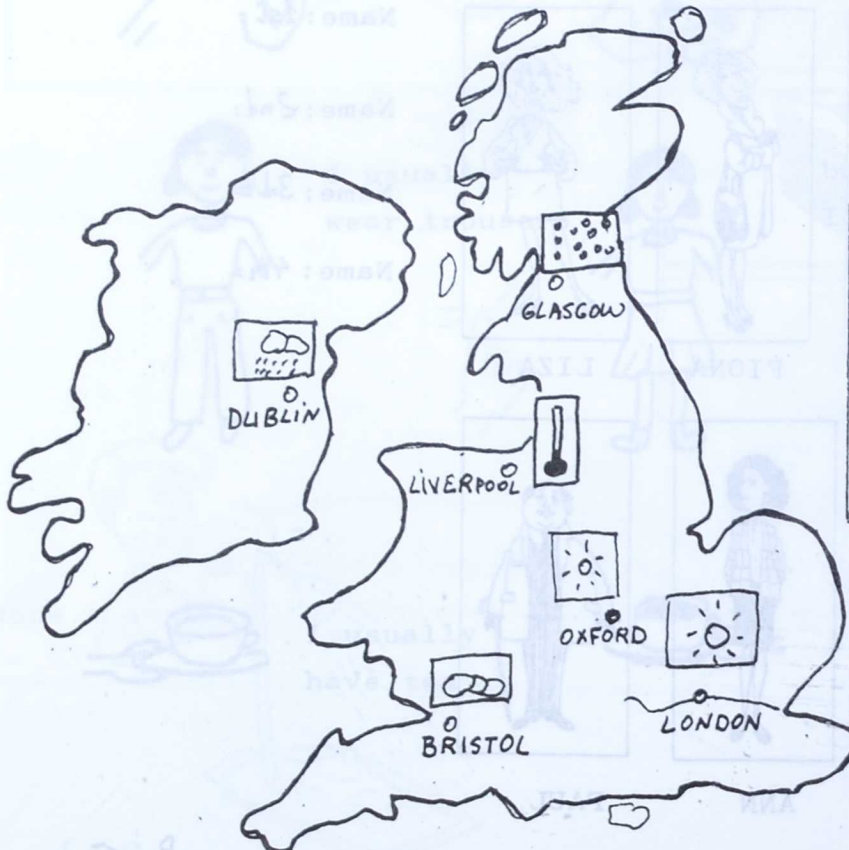


I'M SORRY

SORRY

8.- THE WEATHER (El tiempo):

Oral activity: What's the weather like in...?



- IT'S SUNNY
- IT'S CLOUDY
- IT'S RAINING
- IT'S SNOWING
- IT'S COLD

9.- FONETICA: / ə /

weather	flower
mother	secretary
father	doctor

10.- GRAMMAR:

Simple Present

I usually smoke

I usually wear trousers

I usually have tea

Present Progressive

Now I'm not smoking

Now, I'm wearing a skirt

Now, I'm having coffee

11.- VOCABULARIO

Para pedir cosas: CAN I HAVE...?

Ofrecer cosas: HERE YOU ARE.

HAVE A COAT

Aceptar : YES, PLEASE

Rechazar : NO, THANKS

Estados físicos:

I'm hot: Tengo calor

I'm cold: Tengo frío

I'm wet: Estoy mojado

I'm thirsty: Tengo sed

I'm hungry :Tengo hambre

Descripciones:

He's wearing a skirt: Lleva puesta una falda.

He's wearing glasses: Usa gafas

Disculparse :

I'm sorry/sorry: Lo siento

an ice-cream: un helado

a banana: un plátano

an apple: una manzana

an orange: una naranja

a cigarette: un cigarro

a drink: una bebida

a cake: un pastel

a biscuit: una galleta

a cup of tea: una taza de té

a cup of coffee: una taza de café

a coat: un abrigo

a towel: una toalla

jeans: pantalones vaqueros

a jacket: una chaqueta

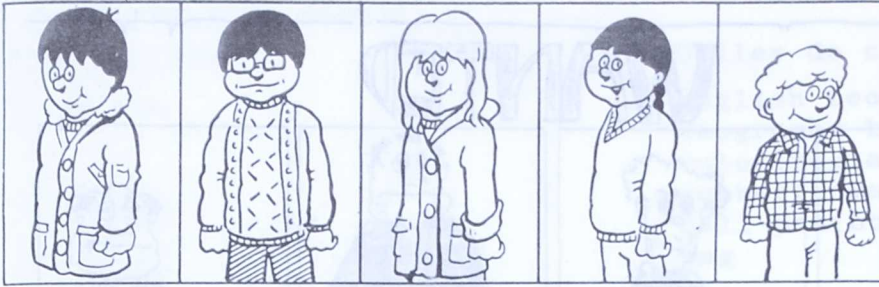
shoes: zapatos

a hat: un sombrero

smoke: fumar

wear: usar, llevar puesto

5.- ¿Quién lleva la ropa de quién?. Esta es la verdadera ropa de cada uno:



Michael Paul Carol Pat Andrew

Ahora se han cambiado la ropa : ¿Qué lleva cada uno?

Sigue el modelo:



Paul is wearing
Andrew's shirt.



.....



.....



.....

.....

6.- MATCH:

It's sunny

It's cold

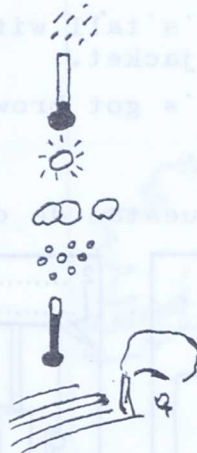
It's hot

It's raining

It's cloudy

It's snowing

It's windy



7.- ESCRIBE(WRITE) cada mes en su estación:

MONTHS	SUMMER	AUTUMN	WINTER	SPRING
January				
February				
March
April
May
June
July
August				
September				
October				
November				
December				

8.- READ (Lee) la descripción de cada personaje y dí a quién corresponde cada una. Ojo! la policía los busca:



- 1.- He has got fair hair and blue eyes. He's 25 years old. He's wearing jeans and a brown pullover.
- 2.- He's tall and fat, and he's got short hair. He's wearing black trousers, a black jacket and a black shirt.
- 3.- He's 40 years old. He's tall with brown hair. He's wearing black trousers and a blue jacket.
- 4.- He's very fat and he's got brown hair and is wearing a blue shirt.

9.- COMPLETA preguntas y respuestas de cada personaje:



I'm reading a book

I'm washing up

I'm cleaning the floor

10.- PAIR WORK: El alumno A irá pidiendo al alumno sus utensilios de clase. Ej:

- Can I have your pencil?
- Here you are
- Thank you

Utiles de clase:

- English book
- Geography book
- ruler(regla)
- rubber(goma)
- ball-pen(bolígrafo)
- bag
- ...

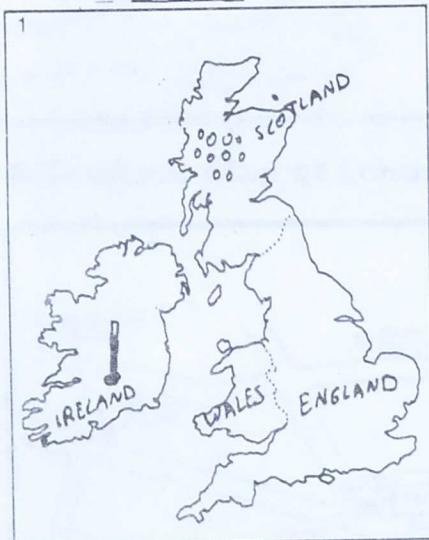
11.- PAIR WORK: INFORMATION GAP= El alumno A preguntará al alumno B la información del tiempo que a él le falta. Lo mismo hará el alumno B. Entre los dos alumnos deberán dibujar los símbolos del tiempo de ENGLAND, SCOTLAND, IRELAND and WALES. Ej:

Alumno A: What's the weather like in England?

Alumno B: It's sunny (El alumno B dibujará el símbolo en su mapa)

Alumno A

Alumno B

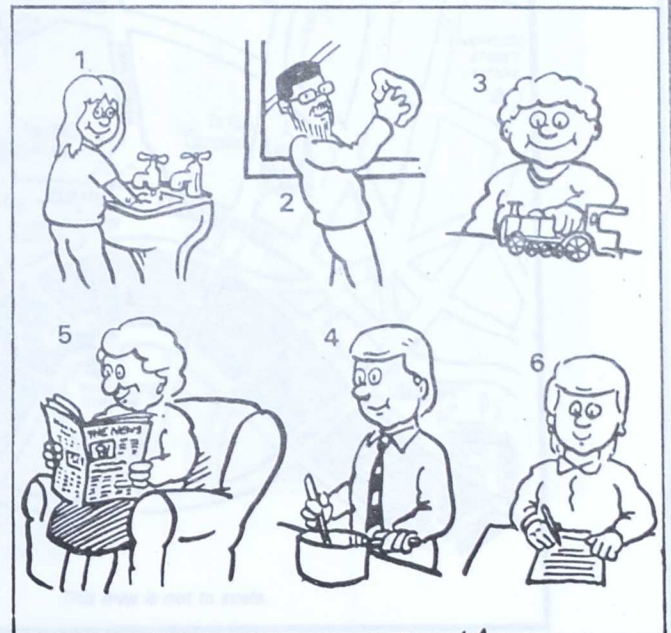


Tapa el otro mapa



12.- ESCRIBE el número delante de la frase correspondiente:

- He's cooking
- He's writing
- She's reading
- She's washing her hands
- He's playing
- He's cleaning the window



10-3 PAIR WORK: El alumno A lee el diálogo y el alumno B dibuja el símbolo en su mapa.
 clase. E.J.:
 - Can I have your pencil?
 - Here you are.
 - Thank you.

11- PAIR WORK: INFORMACIÓN: El alumno A preguntará al alumno B la información del cuadro que se él le muestra. Lo mismo hará el alumno B con el cuadro que se le muestra. Dibujar los símbolos del tiempo de ENGLAND, SCOTLAND, IRELAND and WALES. E.J.:

Alumno A: What's the weather like in England?
 Alumno B: It's sunny. (El alumno B dibujará el símbolo en su mapa)

12- COMPLETA: Escribe el nombre de la persona de la frase correspondiente.

11- PAIR WORK: INFORMACIÓN: El alumno A preguntará al alumno B la información del cuadro que se él le muestra. Lo mismo hará el alumno B con el cuadro que se le muestra. Dibujar los símbolos del tiempo de ENGLAND, SCOTLAND, IRELAND and WALES. E.J.:

12- COMPLETA: Escribe el nombre de la persona de la frase correspondiente.

13- COMPLETA: Escribe el nombre de la persona de la frase correspondiente.

14- COMPLETA: Escribe el nombre de la persona de la frase correspondiente.

15- COMPLETA: Escribe el nombre de la persona de la frase correspondiente.

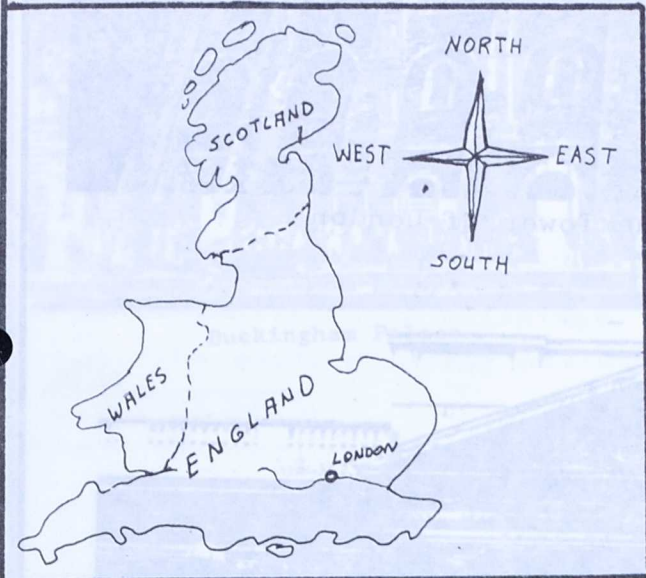
UNIDAD 20 : THIS IS LONDON :

1.- TALKING ABOUT PLACES (Hablar de lugares).-

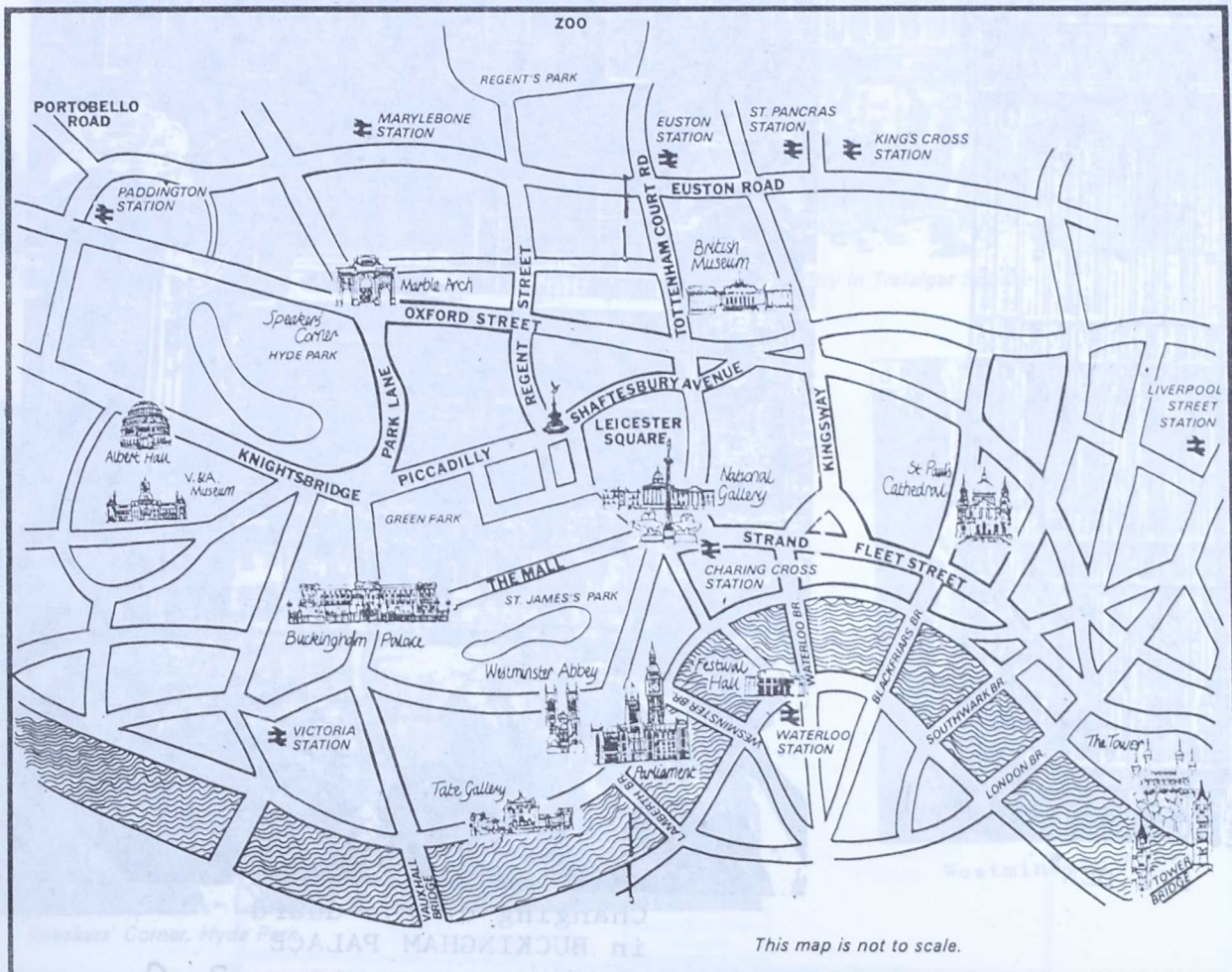
London is the capital of the United Kingdom. It is situated in the south-east of England. Eight millions people live in London. London is an old and modern city. There are many interesting

places to see: The Houses of Parliament, Westminster Abbey, The Tower of London, Buckingham Palace, St. Paul's Cathedral, Oxford street...

In the afternoon you can visit old historical buildings and museums or go shopping in Oxford street. In the evening you can go to a theatre, to a cinema or to a concert. London is marvellous!

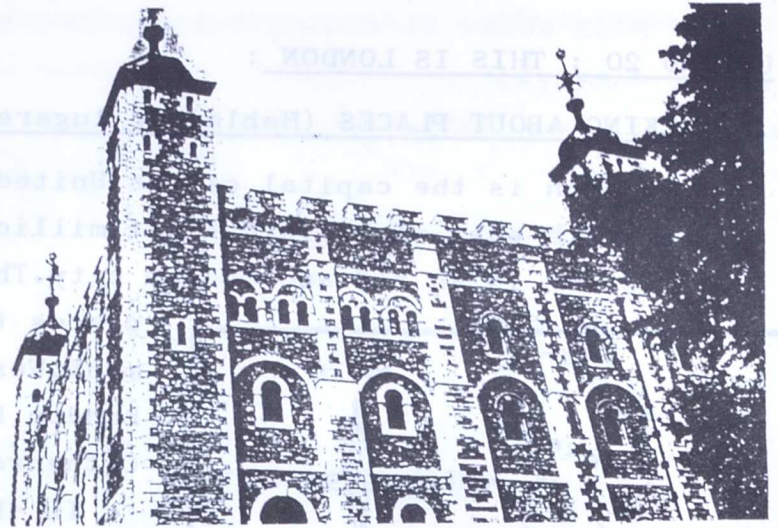


A Tourist's Map of London

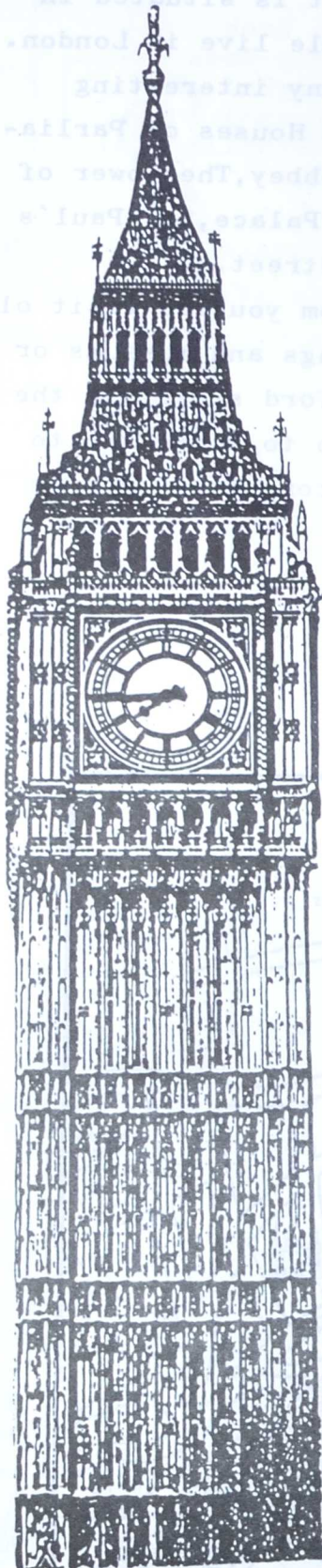


This map is not to scale.

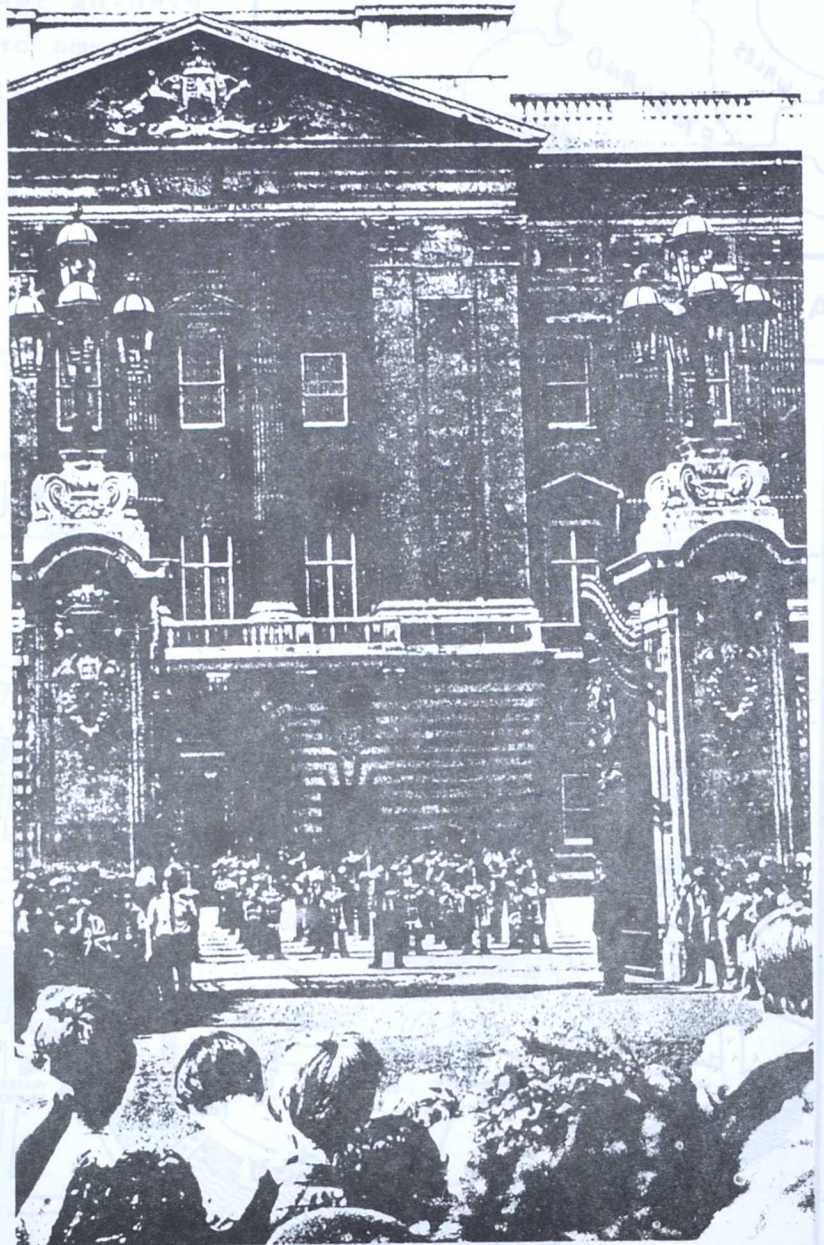
HISTORICAL BUILDINGS



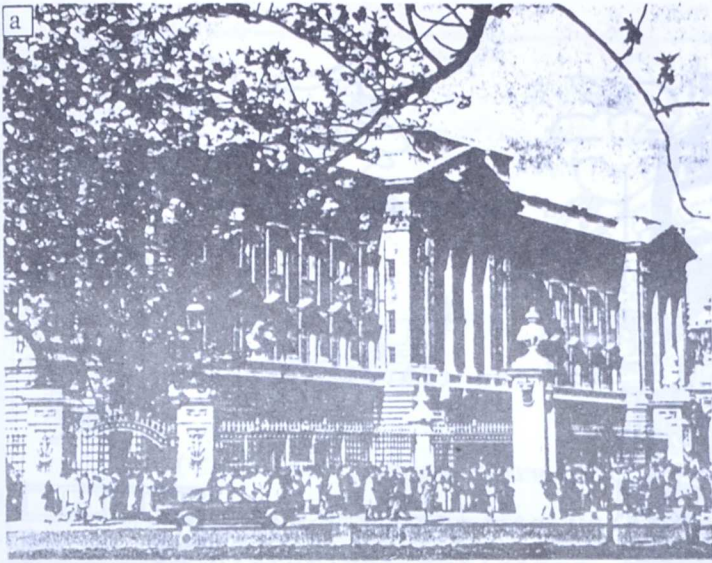
The Tower of London



BIG BEN



Changing of the Guard in BUCKINGHAM PALACE



Buckingham Palace



The Houses of Parliament and Big Ben.



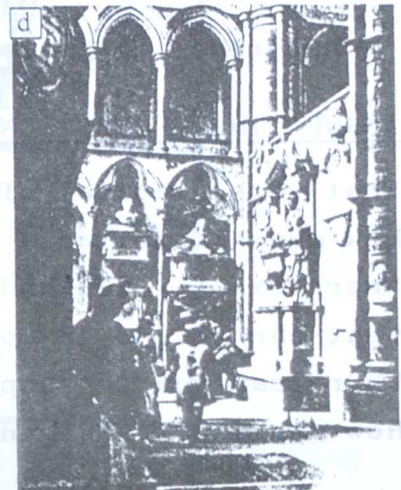
St Paul's Cathedral.



The National Gallery in Trafalgar Square.



Speakers' Corner, Hyde Park.



Westminster Abbey

HOW TO TRAVEL IN LONDON :



Travelling in London: a black taxi and a red London bus.

You can travel by car



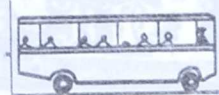
Taxi



You can travel by train



You can travel by bus



You can travel by tube



You can travel on foot



100 ; 1.000 ; 1.000.000

a hundred

a thousand

a million

ANSWER THESE QUESTIONS:

- 1.-What's the capital of England?
- 2.-How many inhabitants has London got?
- 3.-Where exactly is London?
- 4.-What can you do in London?
- 5.-Where can you go shopping in London?
- 6.-How can you travel in London?

ORAL ACTIVITY: LISTEN









MATCH (Une las frases formando parejas):

- | | |
|-----------------------------------|------------------------------------|
| .I like music | .You can go to Oxford street |
| .I like historical buildings | .You can go to Albert Hall |
| .I like going shopping | .You can go to Hyde Park |
| .I like art | .You can go to St Paul's Cathedral |
| .I like the Changing of the Guard | .You can go to The National Galery |
| .I like religion | .You can go to Buckingham Palace |
| .I like parks | .You can go to Westminster Abbey |

ORAL ACTIVITY :

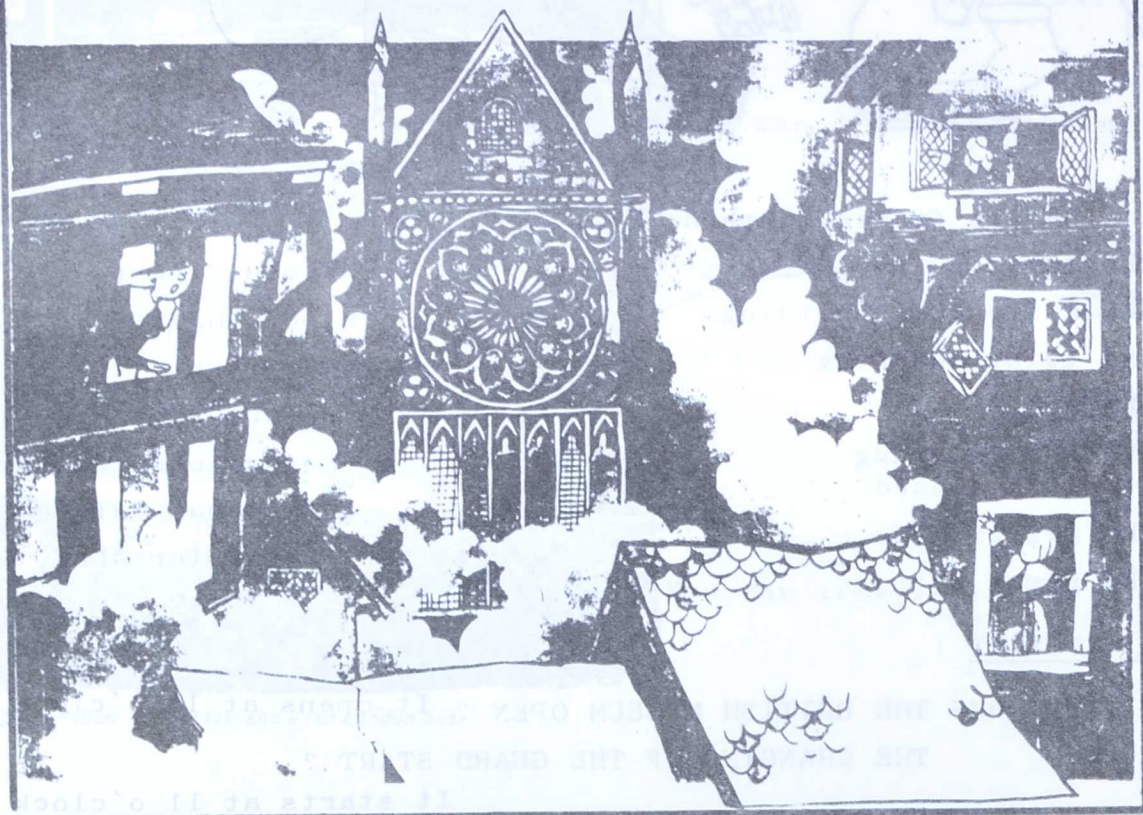
WHAT TIME DOES THE BRITISH MUSEUM OPEN ? It opens at 10 o'clock AM
 THE CHANGING OF THE GUARD START ?
 It starts at 11 o'clock AM

<p>British Museum. Open: 10-18. daily.</p> 	<p>Houses of Parliament. 12 a.m.- 1 p.m.</p> 
<p>Changing of the Guard. 11 a.m.</p> 	<p>Tower of London 10-12 a.m. 2-5 p.m.</p> 
<p>London Zoo. 10 a.m.-7 p.m.</p> 	<p>Wembley Stadium. 3 p.m.</p>  <p>ENGLAND V. SPAIN 3:00 p.m.</p>

THE GREAT FIRE(El gran incendio): 2nd September 1666

LONDON'S BURNING

London's burning, London's burning,
Fetch the engines, fetch the engines,
Fire, fire, fire, fire,
Pour on water, pour on water.



2.- VOCABULARIO:

North:norte
South:sur
east:este
west:oeste

a hundred: 100
a thousand:1.000
a million:1.000.000

BY car/taxi
BY train
BY bus
BY tube
ON foot

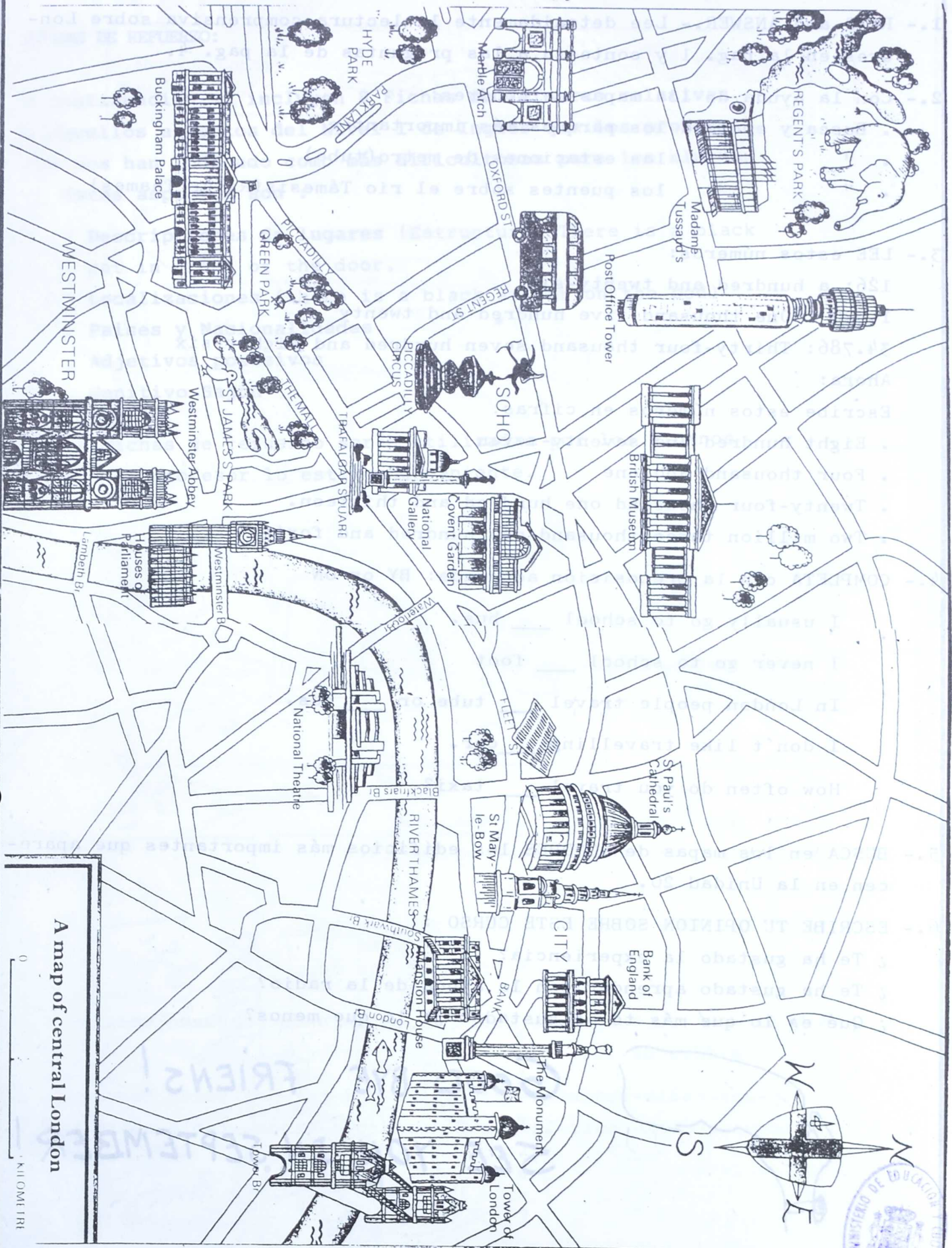
people:gente
old/modern:antiguo-a/moderno-a
many:muchos-as
buildings:edificios
go shopping: ir a comprar
travel:viajar
open: abrir
start: empezar

3.- FONETICA:

/ə:l/



A GIRL OR A BIRD?
A BIRD.
NO, A GIRL BIRD.



A map of central London

0 1 KILOMETER



EJERCICIOS COMPLEMENTARIOS

1.- READ and ANSWER.- Lee detenidamente la lectura comprensiva sobre Londres en la pag. 1 y contesta a las preguntas de la pag. 4.

2.- Con la ayuda de los mapas de Londres:

- . Busca y enumera los parques más importantes
- . " " las estaciones de metro (tube)
- . " " los puentes sobre el río Támesis (River Thames)

3.- LEE estos números:

126: a hundred and twenty-six

1.520 : One thousand five hundred and twenty

34.786: Thirty-four thousand seven hundred and eighty-six

Ahora:

Escribe estos números en cifras:

- . Eight hundred and seventy-seven
- . Four thousand and one
- . Twenty-four thousand one hundred and thirteen.
- . Two million three thousand one hundred and forty

4.- COMPLETA con la preposición adecuada: BY or ON

I usually go to school ___ bus.

I never go to school ___ foot

In London people travel ___ tube or ___ bus.

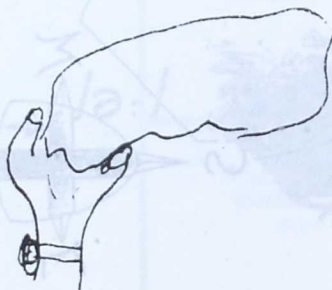
I don't like travelling ___ car.

How often do you travel ___ taxi?

5.- BUSCA en los mapas de LONDRES los edificios más importantes que aparecen en la Unidad 20.

6.- ESCRIBE TU OPINION SOBRE ESTE CURSO :

- ¿ Te ha gustado la experiencia?
- ¿ Te ha gustado aprender con la ayuda de la radio?
- ¿ Qué es lo que más te ha gustado? ¿Y lo que menos?



GOOD BYE FRIENDS!

SEE YOU IN SEPTEMBER!

FICHAS DE REFUERZO:

A continuación se incluyen 8 Fichas de refuerzo relativas a aquellos aspectos del Nivel 1 de Inglés que los profesores nos han indicado como más dificultosas para los alumnos

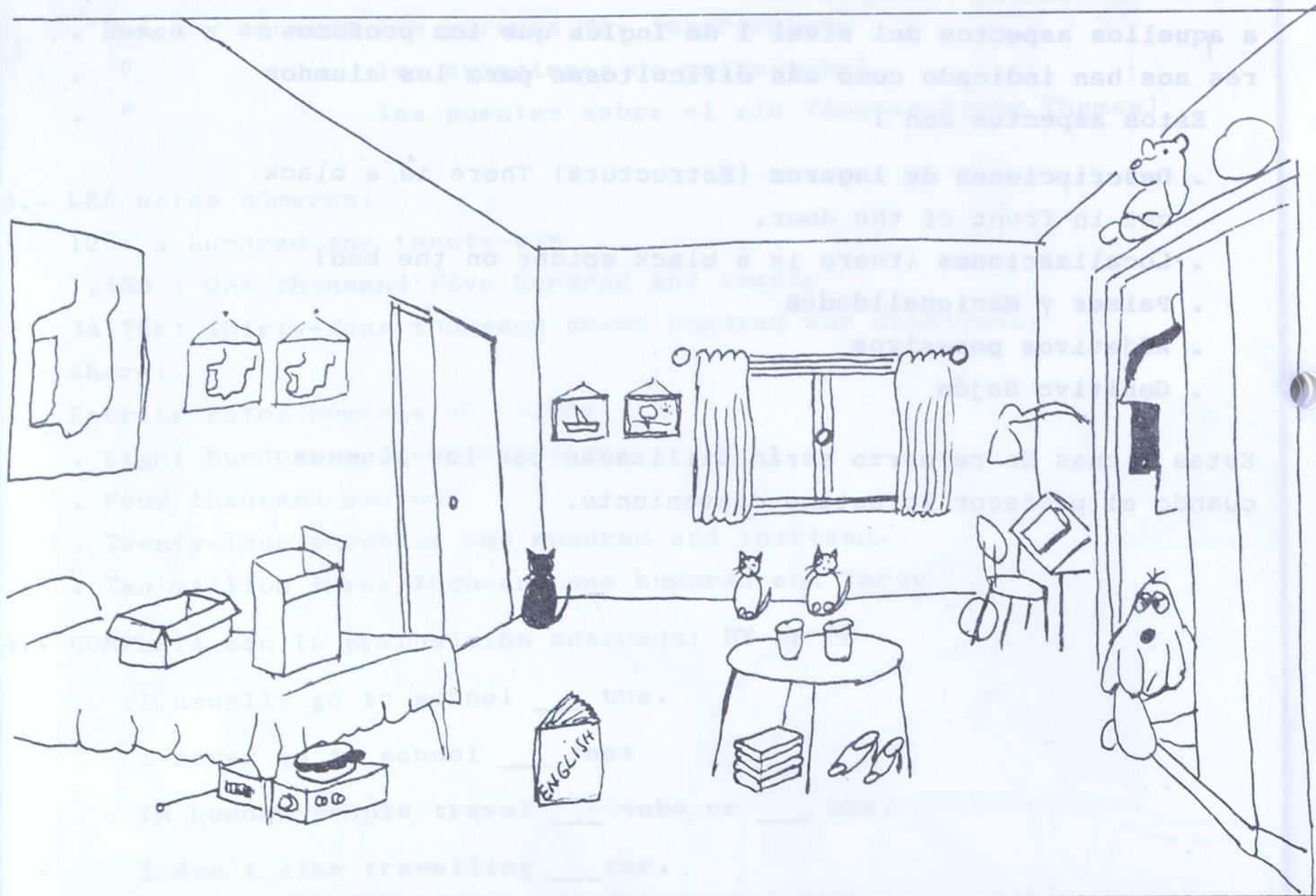
Estos aspectos son :

- . Descripciones de lugares (Estructura: There is a black cat in front of the door.
- . Localizaciones (there is a black spider on the bed)
- . Países y Nacionalidades
- . Adjetivos posesivos
- . Genitivo Sajón

Estas fichas de refuerzo serán utilizadas por los alumnos cuando el profesor lo estime conveniente.

What is there?

La habitación de TOM es un cajón desastre, está todo revuelto :
dinos lo que hay en ella :



There are two boxes on the bed
There is an English book on the floor
.....

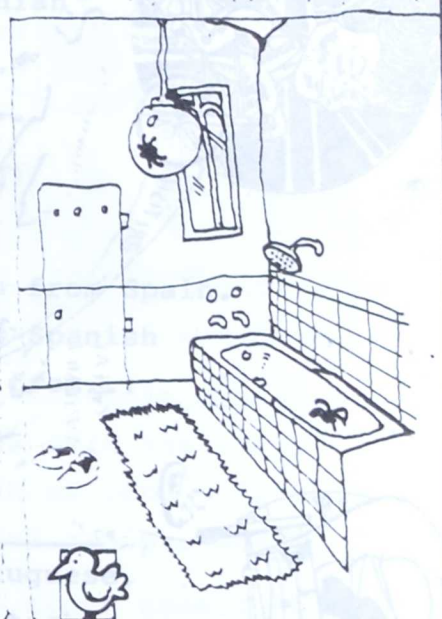
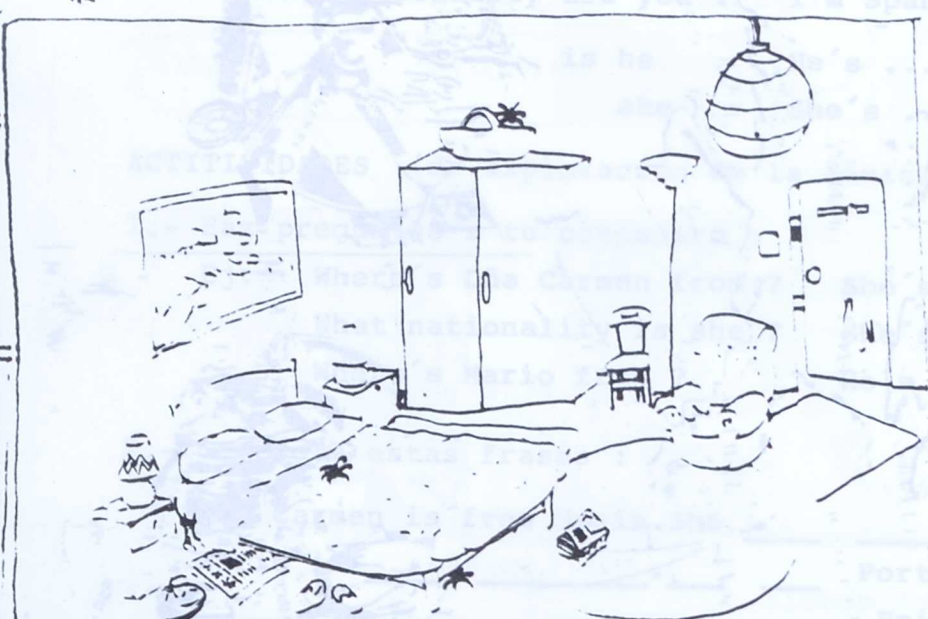
THERE IS/ARE + ADJECT + NOM. + Prep. + Nom.

There is a black cat in front of the door

* USA: Next to, behind, in front of, on, in, under, between, near, in the middle of ...

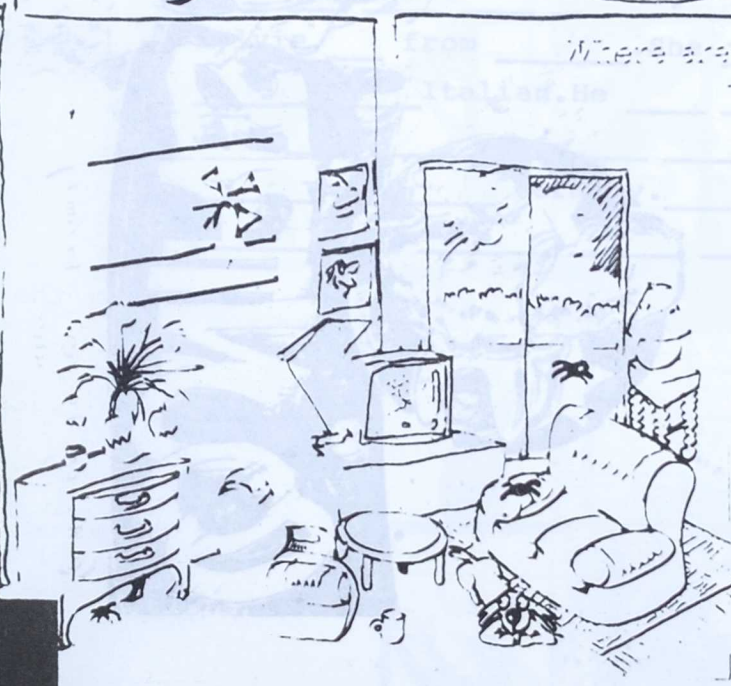
map-box-radio-sandwich-book-shoes-bed-cat-dog-teddy bears-glasses
pictures-desk-chair-lamp-ball-wardrobe-window-table-shirt-

Where are the SPIDERS?



Where are the spiders? Write your answers here.

Example: There is a black spider on the bed.



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

Check the answers with your teacher.

NATIONALITIES

What nationality is he ? she



BRITISH



INDIAN



SPANISH



PATRICK



GREAT BRITAIN

INDIA

AMERICAN



COUNTRIES

Where is he from ? she

COUNTRIES and Nationalities

(Países y Nacionalidades)

Para preguntar por el lugar de origen :

Where are you from ? I'm from Spain
Extremadura
Plasecia

Where is he . . . from ? He's from...
she She's from ...

Para preguntar por la nacionalidad :

What nationality are you ? I'm Spanish

is he ? He's ...
she She's ...

ACTITIVIDADES (de explotación de la lámina)

1.- Haz preguntas a tu compañero :

Ej: Where's Dña Carmen from ? She's from Spain.
What nationality is she ? She's Spanish
Where's Mario from ? He's from...

2.- Completa estas frases :

Dña Carmen is from Spain. She _____ .
Mario is _____ Portuguese.
_____ British.
Sylvie _____ from _____. She _____ .
_____ Italian. He _____ from _____ .
Joe _____ The United States
_____ is _____ Germany. _____ .
_____ from _____ .

possessive

adjectives

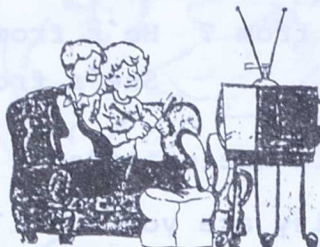
(varios poseedores)



OUR
YOUR
THEIR

Ej:

LOOK AT OUR
FAMILY!



These are our parents
Their names are Paul
and Mary.



YOUR PARENTS ARE YOUNG!

This is our dog.
It's a big dog.



ACTIVIDADES:

1. Completa los espacios en blanco con los adjetivos que correspondan.

- We are students teacher is very tall.
- Those are Mike and Ann. hair is dark.
- You're Bob. Is Mike friend?
- These are our friends. names are Paul and Susan.

2. Ház frases según el modelo.



Your <u>car</u> is small	<u> </u> is 618349	<u> </u> is tidy



<u> </u> is new	<u> </u> is <u> </u>	<u>sister</u> is very nice

THEIR

<u> </u> teacher's book is grey	<u> </u> is blonde	<u> </u> is fast



Who is who?



Helen



Jim



Hilary



Simon



Sally



Paul



Susie



Ben

- WHO IS HELEN?
 - She is Jim's wife
 - She is Simon and Sally's mother
 - She is the children's grandmother

Procura hacer el máximo de relaciones posibles:

- Who is Simon?

.....

.....

.....

- Who is Jim?

.....

.....

.....

- Who is Paul?

.....

.....

.....

- Who is Sally?

.....

.....

.....

- Who is Hilary / - Who is Susie? / - Who is Ben?

► Hat number ten is John's.
Now start with hat number one.



Tony



1



Wilhelm



2



the chef



3



4



Dusty



5



Mr Parker



Pierre



6



John



7



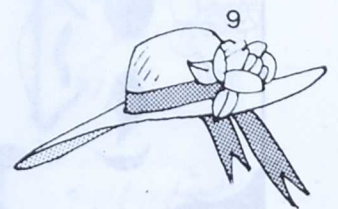
Miss Smith



8



Mr Magic



9

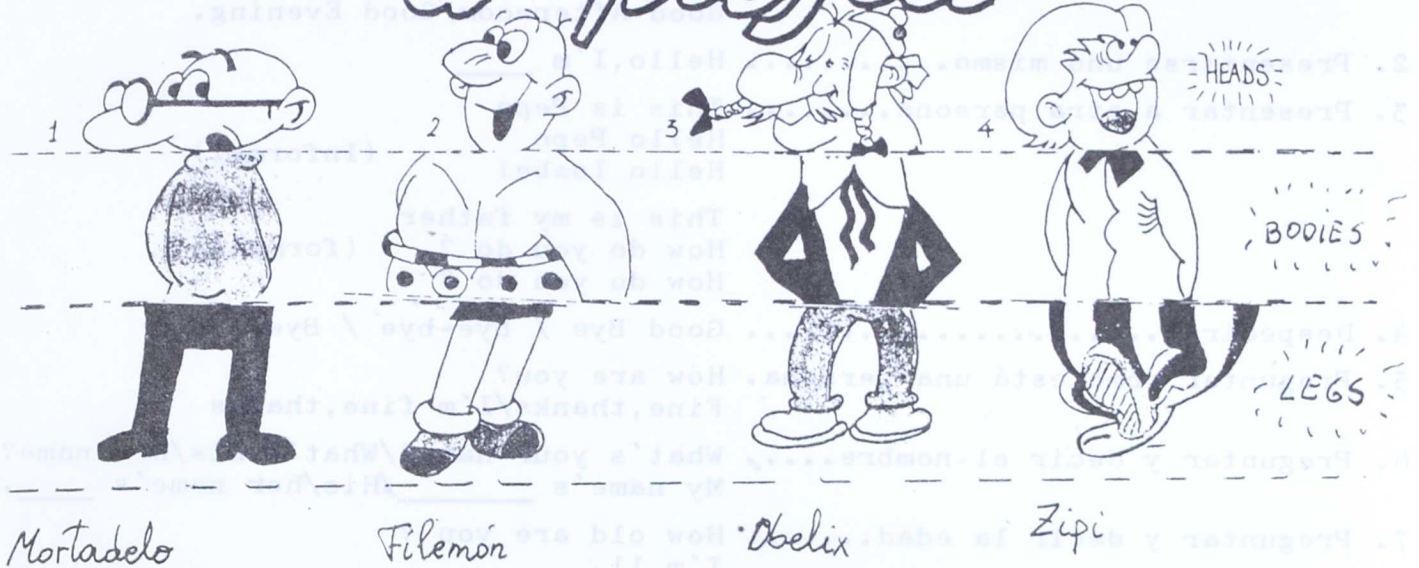


the rider.



10

a project



Cabezas, cuerpos y piernas de estos personajes están mezclados. Debes decir de quién es cada parte del cuerpo, completando el cuadro que te ponemos a continuación :

	HEAD	BODY	LEG
Picture 1: It's Mortadelo's head.....			
Picture 2:			
Picture 3:			

ASPECTOS DE LA COMUNICACION APRENDIDOS EN ESTE CURSO :

Now start with the number one.

FUNCIONES/OBJETIVOS	EXPONENTES
1. Saludar.....	Hello !/ Hi!/ Good Morning/ Good Afternoon/Good Evening.
2. Presentarse uno mismo.....	Hello, I'm _____
3. Presentar a otra persona.....	This is Pepe Hello Pepe Hello Isabel (Informal) This is my father How do you do ? (formal) How do you do ?
4. Despedirse.....	Good Bye / Bye-bye / Bye
5. Preguntar cómo está una persona.	How are you? Fine, thanks/I'm fine, thanks
6. Preguntar y decir el nombre.....	What's your name?/What's his/her name? My name's _____/His/her name's _____.
7. Preguntar y decir la edad.....	How old are you ? I'm 11. How old is (s)he? (S)He's _____. Is (s)he 11? Yes, (s)he is/No, (s)he isn't.
8. Preguntar y decir la nacionalidad	Where are you from? I'm from Spain I'm Spanish Is (s)he American? Yes, (s)he is/No, (s)he isn't.
9. Identificar a una persona.....	Are you Luis ? Who's he? Yes, I am/No, I'm not. He's Pepe.
10. Identificar cosas.....	What's this/that ? It's a/an ...
11. Preguntar y decir el nº de telf.	What's your telephone number ? My telephone number is ...
12. Descripciones.....	He's a tall man/He's thin and dark
13. Preguntar y decir la profesión..	What's your job? / What's his/her job? I'm a photographer/ (S)He's a ... Are you a doctor? Yes, I am/No, I'm not.
14. Preguntar y responder sobre la existencia de algo.....	Is there a cooker in the kitchen? Yes, there is/No, there isn't.
15. Expresar relaciones familiares..	Mr Allen is Tom's father
16. Preguntar y decir el nº de hermanos y hermanas.....	How many brothers and sisters have you got ? I've got _____ brother(S) and _____ sister(s)

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