



UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO

COLEGIO DE CIENCIAS Y HUMANIDADES

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Guía de estudio para el Extraordinario de Inglés II

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GUÍA DE INGLÉS II

Éste trabajo pretende reforzar tus conocimientos sobre el idioma y prepararte para tu evaluación extraordinaria. En éste, encontraras únicamente los conocimientos temáticos que se abordarán en tu examen de conocimientos. En cada uno de éstos contenidos habrá una presentación, ejemplificación y práctica. Además, encontrarás la bibliografía necesaria para que consultes otras fuentes para tu preparación.

Las habilidades que debes conocer y desarrollar con la ayuda de esta guía son:

- Identificar la existencia y ubicación de productos y alimentos.
- Identificar la cantidad de productos y alimentos.
- Identificar el precio de productos y alimentos.
- Expresar la expresión de necesidades de productos y alimentos.
- Expresar la cantidad de productos y alimentos.
- Expresar precios de productos y alimentos.
- Preguntar y responder sobre la existencia, cantidad y precios de productos y alimentos.
- Reconocer habilidades propias y de otras.
- Proporcionar información de habilidades propias y de otras.
- Identificar lugares públicos y de servicios en la comunidad.
- Localizar lugares públicos y de servicios de la comunidad.
- Preguntar sobre lugares y su localización.
- Responder preguntas sobre la existencia y localización de lugares.
- Reconocer instrucciones para llegar a un lugar determinado.
- Proporcionar instrucciones para llegar a un lugar determinado.
- Seguir instrucciones para llegar a un lugar.
- Pedir y dar instrucciones para llegar a un lugar determinado.
- Identificar actividades habituales.
- Informar sobre actividades cotidianas.
- Solicitar información sobre actividades deportivas, familiares y de esparcimiento.
- Proporcionar información sobre actividades escolares, familiares y de esparcimiento.
- Describir actividades deportivas, familiares y de esparcimiento.
- Describir. Actividades habituales y su frecuencia
- Solicitar y proporcionar información sobre actividades cotidianas y su frecuencia.
- Describir actividades habituales y su frecuencia.
- Identificar las acciones que están sucediendo en un determinado momento.
- Describir las acciones que están realizando.
- Preguntar y responder sobre actividades que se realizan en el momento.
- Proporcionar información sobre actividades que se están realizando.

Con el propósito de lograr lo anterior debes tomar en cuenta los siguientes aprendizajes:

- Identifica información, en textos orales y escritos sobre la existencia, cantidad y precios de alimentos y otros artículos para satisfacer necesidades básicas.
- Proporciona información, en forma oral y escrita sobre la existencia, cantidad y precios de alimentos y otros artículos para satisfacer necesidades básicas.
- Solicita y proporciona información, en forma oral y escrita sobre tipos, cantidad y precios de artículos personales y de alimentos para satisfacer necesidades básicas.
- Identifica y expresa, de manera oral y escrita sus habilidades y las de otros para conocer características individuales.
- Reconoce y expresa en textos orales y escritos la ubicación de lugares para identificarlos en su comunidad.
- Solicita y proporciona información sobre la ubicación de lugares en su comunidad, en textos orales y escritos.
- Identifica y enuncia indicaciones de manera oral y escrita para llegar a lugares determinados en su comunidad.
- Intercambia información sobre indicaciones para llegar a lugares determinados en su comunidad, en forma oral y escrita.
- Identifica y expresa acciones habituales en textos orales y escritos.
- Intercambia información oral y escrita sobre actividades habituales propias y de otros.
- Reconoce y utiliza información sobre la frecuencia de las actividades habituales propias y de otros, de manera oral y escrita.
- Intercambia información sobre la frecuencia de las actividades habituales propias y de otros, de manera oral y escrita.
- Identifica en textos orales y escritos breves acciones que se están realizando.
- Describe de manera oral y escrita lo que está sucediendo en un momento.

- Solicita y proporciona información específica, de manera oral y escrita, para describir lo que está sucediendo.
- Identifica las actividades cotidianas y en progreso, en textos orales y escritos, para reconocer sus diferencias.

Recuerda que la información sobre vocabulario y gramática son de gran ayuda para lograr las habilidades de este curso. Aquí se te presentan las más importantes:

Vocabulario

- Alimentos y bebidas en desayuno, comida y cena, así como en celebraciones importantes.
- Artículos cotidianos en la casa y la escuela.
- Contenedores y número de artículos: bottle, can, tube, package, set, pair, etcetera.
- Cantidades: a lot; much / many; some; a little / a few; no; a litre / a package, a tube, a bag, a box.
- Unidades y medidas: sistema métrico decimal e inglés.
- Tipos de monedas: Mexican peso, dollar, euro, pound.
- Verbos que refieren habilidades generales: swim, dance, speak.
- Artículos cotidianos de uso personal.
- Lugares públicos y de servicio en el vecindario / ciudad.
- Simbología y señalizaciones en mapas.
- Frases que indican ubicación como: right, left.
- Preguntas. Where is? Can you tell me where is? Do you know whereis?
- Medios de transporte.
- Lugares públicos y de servicios en el vecindario/ciudad.
- Simbología y señalizaciones en mapas de zonas urbanas.
- Marcadores: first, next, then.
- Frases para indicar direcciones: How can I get? How do I get to.....? Where is?
- Preposiciones de lugar como: go straight, turn right, go down.

- Actividades cotidianas: personales, familiares, escolares, deportivas y de esparcimiento.
- Verbos idiomáticos que indican actividades cotidianas: have breakfast, watch TV, go shopping.
- Expresiones de tiempo presente: everyday, on Monday, on weekdays, once a week.
- Adverbios de frecuencia: always, often, usually, sometimes, seldom, never, once a
- Verbos relacionados con actividades cotidianas y de entretenimiento.
- Expresiones de tiempo: now, at this moment, at present, currently.
- Condiciones ambientales y las estaciones del año.
- Verbos que indican actividades cotidianas y/o progreso.

Gramatica

- There is / There are (afirmativa, negativa e interrogativa)
- Verbo To Be en presente simple (afirmativa, negativa, negativa)
- Preposiciones de lugar: (in, on, at)
- Verbos en presente en todas sus formas; have, want, like, need.
- Palabras interrogativas: who what, where, why, when, how much, how many, how often
- Verbo can (habilidad) en formas: afirmativa, negativa e interrogativa.
- Preposiciones de lugar.
- Imperativo en formas afirmativa y negativa.
- Presente simple en formas: afirmativa, negativa e interrogativa.
- Presente continuo en formas: afirmativa, negativa e interrogativa.

Unidad 1

Describir la comida y los artículos personales

Propósito:

Al finalizar la unidad, el alumno:

Intercambiará información oral y escrita sobre la existencia, cantidad y valor de insumos de consumo cotidiano para hablar de sus necesidades básicas; asimismo, expresará en forma oral y escrita las habilidades propias y de otros.

Aprendizajes

El alumno:

1. Identifica información, en textos orales y escritos sobre la existencia, cantidad y precios de alimentos y otros artículos para satisfacer necesidades básicas.
2. Proporciona información, en forma oral y escrita sobre la existencia, cantidad y precios de alimentos y otros artículos para satisfacer necesidades básicas.
3. Solicita y proporciona información, en forma oral y escrita sobre tipos, cantidad y precios de artículos personales y de alimentos para satisfacer necesidades básicas.
4. Identifica y expresa, de manera oral y escrita sus habilidades y las de otros para conocer características individuales.

Temáticas

- **There is/there are**
- **Verbo To Be en presente simple (afirmativa, negativa, negativa)**
- **Preposiciones de lugar: in, on, at.**
- **Verbos en presente en todas sus formas: have, want, need, like.**
- **Palabras interrogativas: who, what, where, how much, how many.**
- **Verbo can habilidad en formas afirmativa, negativa e interrogativa.**

There is / There are.

- We use **there is /there are** to say that something/ someone exists. (to indicate or describe)

There is a post office on the corner of the street.

There are six hundred people at the party.

- We use there is with a singular noun:

There is a sofa in the room.

- We use there are with a plural noun:

There are four children in the garden.

- The short form of there is there's:

There's a supermarket in the next street. (Spoken form)

- The negative form is like this: There is not /there are not:
- We use the short form when we are speaking: there isn't/ there aren't.

There isn't any sugar in the coffee.

There aren't any students in class today.

- Questions are like this:

Is there a church in the area?

Are there any towels in the bathroom?

- We can give short answers like this:

Is there a dog in the house? Yes, there is/ No, there isn't.

Are there any cars in the park? Yes, there are/ No there aren't.

ACTIVITIES.

Exercise # 1.

Complete the dialogues with the correct form of **there is / there are**.

1. A: Are there two bedrooms in your new house?

B: Yes, there are .

There is a big bedroom upstairs and a small bedroom downstairs, next to the living room.

2. A: _____ a yard behind the house?

B: No, _____ but _____ a garage.

3. A: In our new house _____ two windows in the living room.

B: Really? _____ two windows in my bedroom, too?

A: No, _____. Your bedroom is small and has one window.

Exercise # 2.

Rewrite these sentences, beginning with **there**.

1.- The Solar System contains nine planets.

There are nine planets in the Solar System.

2.- We have sixty hotels on our town.

3.- Manchester has two important football teams.

4.- China has a famous wall.

5.- This cake contains no eggs.

6.- The local zoo has lions, tigers and gorillas.

Exercise # 3.

Write **there is / there isn't/ Is there / There are/ There aren't/ are there.**

- 1.- Springfield isn't an old town. There aren't any old buildings.
- 2.- Look! _____ a picture of your brother in the newspaper.
- 3.- "Excuse me, _____ a bank near here." Yes, at the end of the block.
- 4.- _____ five people in my family: my parents, my two sisters and me.
- 5.- "How many students _____ in the class?" "Twenty"
- 6.- "Can we take a picture" "No, _____ any film in the camera"
- 7.- _____ any problems? No, everything is OK.
- 8.- _____ a bus downtown from the airport? "Yes. Every 20 minutes"

BE IN THE PRESENT SIMPLE

The Present Simple of be is like this:

Singular	Plural
I am	We are
You are	You are
She, He, It is	They are

Short Forms		
I'm	You're	She / He / It's
We're	You're	They're

- We use Be in many situations:
 - To talk about people and places. I´m from Mexico.
 - To talk about the time: It´s nine o´clock.
 - To talk about the weather: It´s very cold today.
 - To describe people, things, etc. Your clothes are beautiful.
 - To say how old people are: I´m 14 year old.
 - To say what our job is: He is a doctor.
 - To say how we feel: I´m tired.
 - To answer the telephone: Hello! This is Jane.
- We use the short form when we are speaking or writing a friendly letter.
We´re on holiday in Sicily. It´s very hot here.
- These are the negative form:**

Long Form	
Singular	Plural
I am not	We are not
You are not	You are not
She/ He/ It is not	They are not

Short Forms	
Singular	Plural
I´m not	We aren´t / We´re not
You aren´t / You´re not	You aren´t / You´re not
She/He/ It´s not / isn´t	They aren´t / they´re not

- We make questions with be in the present simple.**

Singular	Plural
Am I.....?	Are we?
Are you?	Are you?
Is she? / Is he? / Is it?	Are they?

- When someone asks a question with be, we can give short answers:

Are you hungry?	Yes, I am
Is he ok?	No, he´s not

Notice: We can use a short form in affirmative short answer.

(no: Yes, I'm) (Yes, she's)

- Here are some examples of questions with be and long answer:

Am I late?	No, you're early
Are you Italian?	No, I'm Spanish

Activities

Exercise # 1

Complete with 'm, 's, 're.

1. I 'm Pedro and she 's Martha.
2. You _____ sixteen.
3. We _____ fifteen and they _____ twenty.
4. He _____ Daniel.
5. It _____ my birthday. I _____ twenty.
6. Anna _____ nine.

Exercise # 2

Circle the correct words.

1. I'm not / isn't good at History.
2. **He's** / He a bus driver.
3. **Is she** / **She's** Australian?
4. We **isn't** / **aren't** from Spain.
5. Paul and Steve **is** / **are** best friends.
6. **Are they** / **they're** soccer fans.

Exercise # 3

Complete with the correct form of the verb to be.

1. A: How are you?
B: I am fine, thanks.

2. **A:** Who _____ Mrs. Jones?
B: She _____ our new Math teacher.
3. **A:** _____ they good at English?
B: No, they _____.
They _____ good at History.
4. **A:** _____ swimming your favorite sport?
B: No, it _____. My favorite sport _____ basketball.
5. **A:** _____ you from Canada?
B: No, I _____. I _____ Australian.

QUESTIONS WHAT, WHO, WHEN ETC.

Here are some words which we often use to make questions:

- | | |
|---------------------------------------|--------------------------------|
| • What? (for things) | What did he say to you? |
| • Who? (for people) | Who did you meet at the party? |
| • When? (for time) | When do you usually go to bed? |
| • Where? (for place) | Where did you go last night? |
| • Why? (for reason ,cause) | Why are you late? |
| • How.....? (for method , manner) | How did you travel? |
| • Which? (for things or people) | Which one did you meet? |
| • Whose? (for possession) | Whose is this bag? |

What and which

- We use Which? When we are asking about one / some of a limited set:
Here are some umbrellas. Which is the one that you lost?
- We use What? When there are many / an unlimited number of possible answers:
What's your name?
- We often use What / noun:
What time? What color? What size?
- We often use How / adjective / adverb:
How tall? How long? How often?

Activities

Exercise # 1

Complete the following sentences with one of the question words from the list.

Who What Which Where When What How Whose

1. Whose is this car? My sister's.
2. _____ are the children? At school.
3. _____ is Paul coming back? Tomorrow.
4. _____ does he drive? Very dangerously.
5. _____ is that woman? Mary Smith.
6. _____ is her name? Catherine.

Exercise # 2

Complete the dialogues with **How, Who, What, Where.**

1. A: How are you?
B: I'm very well, thanks.
2. A: _____'s your phone number?
B: 555-0598
3. A: _____ are you?
B: I'm Jessica Williams.
4. A: _____ are you from?
B: I'm from Brazil.

Exercise # 3

Answer the questions according to your personal information.

1. What's your name? Ana María López
2. How do you spell your last name? _____
3. Where do you live? _____

4. How many brothers and sisters do you have? _____

5. What do your parents do? _____

6. What is your telephone number?

7. When is your birthday?

8. How do you get to school?

Countable-Uncountable Nouns

Countable nouns are nouns which can be counted (e.g. one apple, two apples, etc.) and can be in the singular or the plural. We put **a** before the noun in the singular when it begins with a consonant sound (b,d,p,etc.) and **an** when it begins with a vowel sound (a,e,i,o,u)..

Uncountable nouns are nouns which cannot be counted and they usually have no plural.

These nouns include:

Food: cheese, butter, meat, salt, pepper, bacon, bread, chocolate, honey, jam, etc.

Liquids: coffee, milk, water, tea, wine, lemonade, petrol, oil, etc.

Material: gold, iron, silver, wood, paper, etc.

Abstract nouns: beauty, love, happiness, etc.

Others: hair, money, news, snow, furniture, weather, advice, etc.

We use **some** with uncountable nouns and not **a/an**.

We also use **some** with countable nouns but only in the plural.

Exercise #1

Write *a, an, some*. Which nouns are countable/uncountable?

1. a biscuit countable
2. _____ tea _____
3. _____ carrot _____
4. _____ bread _____
5. _____ pepper _____
6. _____ salt _____
7. _____ water _____
8. _____ egg _____
9. _____ meat _____
10. _____ milk _____

Some uncountable nouns can be made countable by using the following words in front of them: jar, bottle, piece, loaf, cup, bar, glass, kilo, carton, bowl, can, jug, slice, tin, packet, etc.



Exercise# 2

Circle the food that goes with the container.

box	chicken	pasta	oil
loaf	cheese	bread	soup
bottle	rice	water	salt
can	soda	sugar	butter
bag	oil	pepper	onions
tin	milk	beans	bread

Quantifiers

How much? / Is there any?

We use **how much/ is there any** with non-count nouns.

How much sugar do you want?

Is there any milk in the fridge?

How many? / Are there any?

We use **how many / Are there any** with plural nouns.

How many tomatoes are there?

Are there any lemons in the fridge?

Exercise# 1

Complete the sentences with *How much / How many / Is there any / Are there any*.

1. How much fat is in this yogurt?
2. _____ olives should I put in the sauce.
3. _____ bread can you eat in that diet?
4. _____ onions are in the fridge?
5. _____ bananas do we need?
6. _____ sugar do they eat?

Exercise# 2

Look at the picture.



Complete the questions with *How much* or *How many*. Then answer the questions.

1. A: How many peppers are there?

B: There are two.

2. A: _____ water is in the fridge?

B: _____

3. A: _____ bags of beans are there?

B: _____

4. A: _____ soda is there?

B: _____

Complete the question with *Are there any* or *is there any*. Then answer the questions.

1. A: Is there any cheese in the fridge?

B: Yes; there is some / No, there isn't any

2. A: _____ eggs?

B: _____

3. A: _____ juice?

B: _____

4. A: _____ butter?

B: _____

Some / any / no

We use **some**, **any**, and **no** with uncountable nouns (e.g. sugar, bread, etc.) and plural countable nouns (e.g. pens, cars, etc.)

Some

Some means a little or a few. We use **some** in **positive statements**.

I have some money.

We use **some** in **questions** when we are making an **offer** or when we are **asking** for something.

Would you like some coffee?

Can I have some coffee?

Any

We use **any** in **questions** and **not any** in **negations**.

Do you have any money?

No, I don't have any money.

No

We use **no** instead of **not any** in **negations**.

I don't have any money.

I have no money.

Exercise# 1

Complete the sentences with some, any, no.

1. Would you like some coffee? "No, thank you".
2. I'm going to the baker's, I need _____ bread.

3. I don't have _____ pets.
4. Do you have _____ fresh eggs?
5. Don't buy _____. We have _____ in the fridge.
6. He has _____ money, so he can't buy a hamburger.
7. I don't have _____ homework to do tonight.
8. I'm looking for _____ paper, but I can't find _____

A few / few ; a little / little

We use **a few / few** with **plural countable nouns**. (e.g. tomatoes, books, cups, etc.).

A few means “not many but enough”

There are a few tomatoes. We can make a salad.

Few means “hardly any, almost none” and can go with **very** for emphasis.

There are very few people in the cinema. It is almost empty.

We use **a little / little** with **uncountable nouns**. (e.g. water, money, rice, etc.).

A little means “not many but enough”

I have a little money. I can buy some bread.

Little means “hardly any, almost nothing” and can go with **very** for emphasis.

They have very little money. They can't buy any bread.

Exercise# 1

Complete the sentences with a few, few, a little, little.

1. We have a few eggs. We can't make an omelet.
2. Sue has _____ money. She can buy a new dress.
3. I have _____ apples. I can make an apple pie.
4. There are _____ people in the park today because it's raining.
5. There is _____ milk in the fridge. Go to the supermarket and buy some, please.
6. There's _____ lemonade in the jug. Would you like some?
7. I need _____ tuna for the sandwich.
8. Would you like _____ mustard on that sausage?
9. You need to eat _____ pieces of fruit every day.
10. We have _____ bread. It is not enough for dinner.

A lot of / a lot / lots of ; much / many

We use **a lot of / lots of** with **plural countable nouns**. (e.g. tomatoes, books, cups, etc.) and **uncountable nouns** (e.g. sugar, milk, etc.) in **positive statements**

She has a lot of / lots of books.

There's a lot of milk in the fridge.

We omit **of** when **a lot** is not followed by a **noun**.

Are there many people in the room? Yes, there are a lot.

We use **much** with **uncountable nouns** in **questions** and **negations**.

How much money do you have?

There is not much sugar in the bowl.

We use **many** with **plural countable nouns** in **questions** and **negations**.

Are there many books on the shelf?

There are not many books on the shelf.

Exercise# 1

Complete the sentences with many, much, a lot of, a lot.

1. There is a lot of milk in the carton.
2. Are there _____ people at the cinema today?
3. How much butter is there? There is _____.
4. There isn't _____ sugar in this coffee.
5. Is there _____ tea in the cup?
6. There aren't _____ biscuits in the packet.
7. There isn't _____ pepper in the soup.
8. We don't have _____ bread.
9. How many apples do we need for the cake? Not, _____.
10. There is _____ butter but there is very _____ bread.

Complementary Activities

Choose the correct answer.

1. I eat a few meat. I prefer fish.
 - a. very few
 - b. a few
 - c. very little

2. Does he have many friends? Yes
- a. a little
 - b. a lot
 - c. much
3. I have _____ free time now!
- a. very little
 - b. very few
 - c. few
4. Very _____ people can speak Welsh.
- a. few
 - b. little
 - c. a lot
5. She doesn't eat _____ sweets because she is on diet.
- a. a lot
 - b. many
 - c. much
6. There are _____ pencils in the drawer. Take one.
- a. a lot
 - b. a few
 - c. a little
7. You don't have _____ flowers in your garden this year.
- a. much
 - b. a lot
 - c. many
8. Put _____ chocolate in the cake.
- a. a little
 - b. a few
 - c. few

9. Jack has _____ comics. He buys one every week.

- a. a lot
- b. a lot of
- c. few

10. There is _____ shampoo. Can you buy some at the supermarket?

- a. very few
- b. a lot of
- c. very little

Find the mistakes and rewrite the sentences.

1. There is very few soup in the bowl.

There is very little soup in the bowl.

2. How much carrots are there in the fridge?

3. Rita has got many money.

4. There are a little people in the shop.

5. Mike hasn't got much friends.

6. There is few snow on the mountains.

7. How much deer can you see in the picture?

8. I have got little CDs but a lot of cassettes.

9. There are much animals in the zoo.

10. How many sugar is there in the bowl?

Buying Things

Coins

nickel
dime
quarter
penny

COINS
1 cent = a penny
5 cents = a nickel
10 cents = a dime
25 cents = a quarter

Bills

BILLS
\$ 1 = a dollar/buck
\$ 5 = five dollars/bucks
\$ 10 = ten dollars/bucks
\$ 20 = twenty dollars/bucks
\$ 50 = fifty dollars/ bucks
\$ 100 = a hundred dollars/bucks

20 dollars
10 dollars
1 dollar

The graphic illustrates US currency. The 'Coins' section shows a nickel, dime, quarter, and penny with arrows pointing to their respective labels. A table lists their values: 1 cent = a penny, 5 cents = a nickel, 10 cents = a dime, and 25 cents = a quarter. The 'Bills' section shows three bills: a 20-dollar bill, a 10-dollar bill, and a 1-dollar bill, with arrows pointing to their labels. A table lists the values of bills: \$1 = a dollar/buck, \$5 = five dollars/bucks, \$10 = ten dollars/bucks, \$20 = twenty dollars/bucks, \$50 = fifty dollars/bucks, and \$100 = a hundred dollars/bucks.

Exercise# 1

Read the dialogue of milk. Then use the Price labels and grocery list below to write similar dialogues.

A: I'd like 2 cartons of milk please.
B: Here you are. Anything else?
A: No thanks. How much are they?
B: They're \$2.80.

Grocery List
(2) milk
(4) spaghetti
(1 bag) flour
(2) bread
(2 pounds) cheese
(1 bottle) olive oil

Floris: \$2
Lucerne: \$1.40
Bread: 60¢
Gold Medal: \$1.49
Cheese: \$1.49 a pound
Spaghetti: 99¢

1. A: _____

B: _____

A: _____

B: _____

2. A: _____

B: _____

A: _____

B: _____

3. A: _____

B: _____

A: _____

B: _____

4. A: _____

B: _____

A: _____

B: _____

5. A: _____

B: _____

A: _____

B: _____

Can

The verb can is the same in all persons in the singular and in the plural and is always followed by a verb. We use it:

a) to show ability ex. I can sing.

b) to ask somebody to do something for us. Ex. Can you open the door please.

c) to ask for something. Ex. Can I have a piece of cake please?

d) to ask for permission to do something. Ex. Can we play on the computer, please?

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I can walk	I can't walk	Can I walk?
You can swim.	You can't swim.	Can you swim?
He can sing.	He can't sing.	Can he sing?
She can play.	She can't play.	Can she play?
It can run.	It can't run.	Can it run?

Exercise# 1

Read the dialogue and fill in the table.

A: hello. My name is Danny and I'm here about the job at the TV station.

B: hello Danny. I have some questions.

A: Thank you.

B: Can you use a computer?

A: Well, I can't type very fast but I can draw.

B: Can you speak French or Spanish?

A: No. Just English. But I can play the guitar and I can sing.

B: Can you drive?

A: no, I can't. I can ride a bike.

B: Are you here for the assistant manager's job?

A: Oh No. I'm here for the new children's show.

Read again and write four things Danny can do and four things he can't do.

CAN	CAN'T

Make sentences that are true using can or can't.

A monkey _____ climb trees.

A dog _____ talk.

A fish _____ walk.

An elephant _____ fly.

A master _____ ride a bicycle.

Reading Comprehension.

A. Read the news extracts. Write the letter of each extract next to the correct person.

1.- Saul Mendoza-Mexican role model _____

2.- Mark Inglis- World famous mountaineer from New Zealand _____

3.- Natalie du Toit –South African star of the pool _____

Extract A. He has no legs below the knee, but he's an amazing athlete. He can climb the highest mountain in the world on his two prosthetic legs, and he can ride a bicycle at a world class level too. He's a Paralympic silver medalist! But that's where his talents end. He can also write books. His four books about how to overcome disabilities are all best sellers.

Extract B. The twenty-four-year-old can swim 10,000 meters in just over two hours. She is one of the best long distance swimmers in the world. But she can't climb out of the water at the end of the race without help because she only has one leg. "I know I can't dance or anything like that". The swimmers says. "But I can swim, and swimming is my passion. So I think I'm lucky!

Extract. C. He is famous in sports circles all over the world, but he can't walk. He lives his life in a wheelchair. But he can play basketball. It's my favorite game! And he can run marathons in his wheelchair, too. He has seventeen gold medals in international competitions, including an Olympic gold medal. "OK. I'm disabled, but you can't just sit in a wheelchair all day and do nothing. I'm not like that" he always tells journalists. He travels all over Mexico and the US giving talks to disabled youngsters. "I feel good because I can help other disabled people".

B. Read the extracts again and match the phrases to make statements.

- | | |
|-------------------------------------|--------------------------|
| 1.- Mark Inglis can _____ | a) without a wheelchair. |
| 2.- Saul Mendoza can't move _____ | b) but Saul can. |
| 3.- Natalie du Toit can _____ | c) write best-sellers. |
| 4.- She can't play basketball _____ | d) and he can climb. |
| 5.- Mark can ride a bicycle _____ | e) but Natalie can. |
| 6.- He can't swim _____ | f) swim long distances. |

Speaking.

Make a list of all the food and beverages that you have at home. Check your kitchen and refrigerator to know the quantities of food and beverages that you may have.

Try to express your ideas in English.

Example: There are two bags of rice. There is a can of soda in the refrigerator.

Writing.

Write 5 ideas of abilities that you have and 5 statements about abilities that you don't have.

Don't' forget to use the auxiliary CAN.

Example: I can. I can't cook.

Listening.

In this section you will hear a dialogue and after playing it you must answer some questions.

Unidad 2

Describir y localizar lugares en la comunidad

Propósito:

Al finalizar la unidad, el alumno:

Será capaz de intercambiar información sobre lugares de su comunidad e instrucciones para llegar a ellos.

Aprendizajes

El alumno:

1. Reconoce y expresa en textos orales y escritos la ubicación de lugares para identificarlos en su comunidad
2. Solicita y proporciona información sobre la ubicación de lugares en su comunidad, en textos orales y escritos.
3. Identifica y enuncia indicaciones de manera oral y escrita para llegar a lugares determinados en su comunidad.
4. Intercambia información sobre indicaciones para llegar a lugares determinados en su comunidad, en forma oral y escrita.

Temáticas

- **There is/there are**
- **Verbo To Be en presente simple (afirmativa, negativa, negativa)**
- **Preposiciones de lugar.**
- **Imperativo en forma afirmativa y negativa.**
- **Verbos en presente en todas sus formas: have, want, need, like.**

Asking and giving directions

Places in the community

pharmacy	convenience store	train station	airport	butcher
restaurant	book store	taxi stand	museum	vet
post office	travel agency	stadium	park	hospital
bank	dry cleaner	dairy shop	mall	pet shop
hotel	police station	toy store	supermarket	church
gas station	electronic store	shoe store	fire station	school
clothing store	library	grocery store	furniture	stationery store
newsstand	bus station	tool store	Jewelry store	hardware store

Exercise # 1

Choose the correct name of the shop

1. Where can you buy a pair of shoes? At the shoe shop

- a. clothes shop
- b. greengrocer's
- c. shoe shop

2. Where can you buy a book? At the _____

- a. florist's
- b. bookshop
- c. chemist's

3. Where can you buy a dress? At the _____

- a. clothes shop
- b. pet shop
- c. baker's

4. Where can you buy meat? At the _____

- a. dairy shop

- b. butcher's
- c. newsagent's

5. Where can you buy bread? At the _____

- a. toy shop
- b. music shop
- c. baker's

6. Where can you buy cheese? At the _____

- a. chemist's
- b. dairy shop
- c. pet shop

7. Where can you buy flowers? At the _____

- a. greengrocer's
- b. pet shop
- c. florist's

8. Where can you buy cassette? At the _____

- a. music shop
- b. sport shop
- c. shoe shop

9. Where can you buy a parrot? At the _____

- a. toy shop
- b. pet shop
- c. butcher's

10. Where can you buy an apple? At the _____

- a. greengrocer's
- b. florist's
- c. baker's

11. Where can you buy a pen? At the _____

- a. clothes shop
- b. shoe shop

c. newsagent's

12. Where can you buy a kite? At the _____

a. music shop

b. toy shop

c. chemist's

Prepositions of Place.

We use prepositions of place to say where somebody or something is. These include: **on, in, at, under, in front of, behind, beside, next to, near, between and among, across from.**

- We use **at**:

in the expressions: at school/university/college, at work, at home, at the top. At the bottom of.

With addresses when we mention the house numbers:

at 20, Oxford Street, but in Oxford Street.

- We use **in**:

In the expressions:

in the middle. In the air, in the sky, in bed, in hospital, in prison, in a newspaper/magazine, in a picture.

With names of cities, countries and continents:

in Athens, in England, in Europe, in Australia.

- We use **on**:

In the expressions:

on the left, on the right.

On the first/ second, etc. floor.

We say: on a chair but not in a chair.

ACTIVITIES.

Exercise # 1.

Fill in the gaps with **in**, **at** or **on**.

- 1.- What have you got **in** your pocket?
- 2.- Mother is _____ home.
- 3.- I like to sit _____ an armchair by the fire.
- 4.- We live _____ number 37, King's Road.
- 5.- My house is in the first one _____ the left.
- 6.- Dinner is _____ the table.
- 7.- Paul is _____ hospital because is ill.
- 8.- The manager's office is _____ the second floor.

Exercise # 2.

Underline the correct word(s).

1. I'm studying French **on / in / at** school.
2. Your shoes are **under / between/ at** the bed.
3. Sue is standing **under/ at / behind** Nancy.
4. Our house is **among/ near / in** the fire station.
5. The children are laying **at/ on / in** the garden.
6. The sofa is **at/ next to / among** the table.
7. George studied History **in/ on / at** the University of Essex.

8. He has a computer **in front of / on / at** his desk.

Exercise # 3.

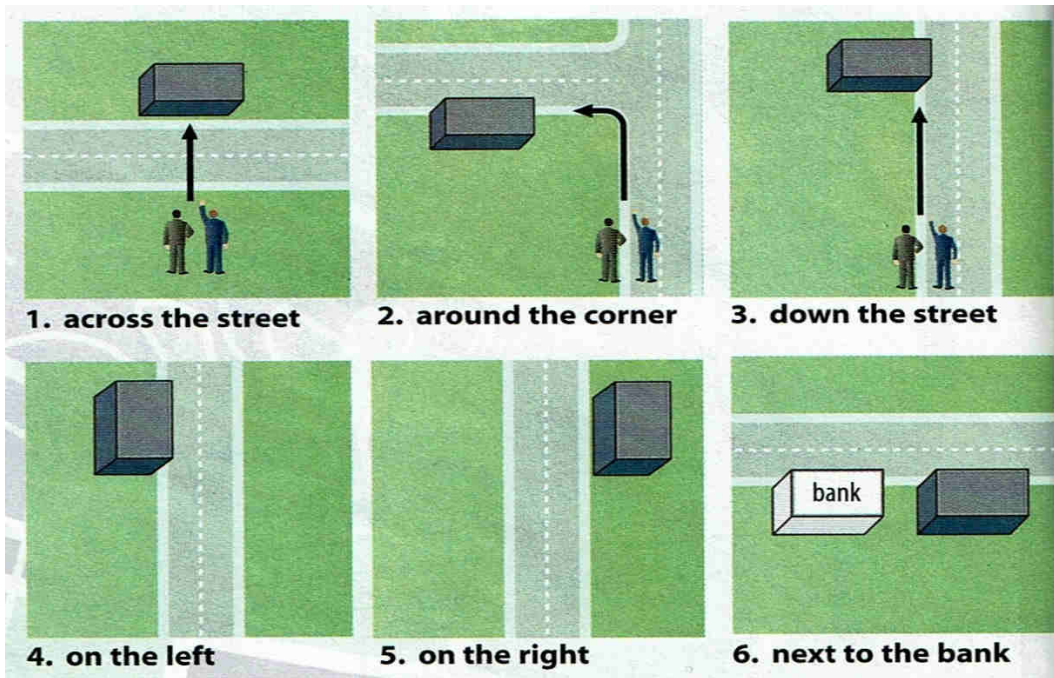
Complete the sentences with the correct preposition.

behind next to near between in front of on across from on the corner of

1. The Mexican restaurant is next to Obama Drive.
2. The university is _____ the Science Museum.
3. The Cathedral is _____ the park.
4. The Technology Museum is _____ the hospital.
5. The botanical gardens are _____ Washington Avenue and Main Street.
6. The Mexico City Zocalo is _____ the Cathedral.
7. The church is _____ the bank and the museum.
8. The High Court is _____ the Zocalo.

Locations and Directions

- across the street
- around the corner
- down the street
- on the left
- on the right
- next to
- turn right / turn left
- go straight



1. across the street

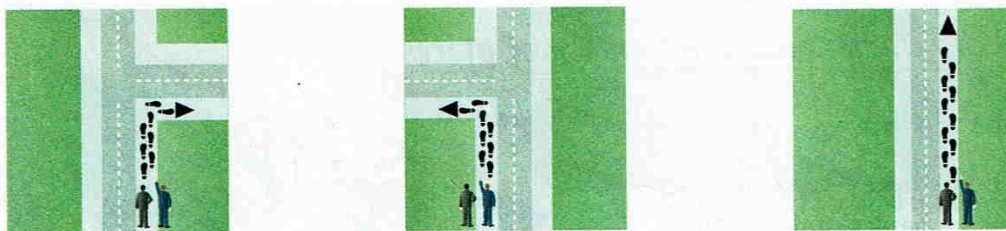
2. around the corner

3. down the street

4. on the left

5. on the right

6. next to the bank



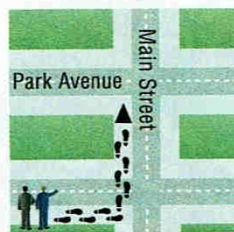
1. Turn right.

OR: Turn right at the corner.

2. Turn left.

OR: Turn left at the corner.

3. Go straight.



4. Go to the corner of Main Street and Park Avenue.



5. Go two blocks and turn left.

The Imperative

- The imperative is formed with the verb without **a subject**.

Sit down come here! look at me open your book.

- The negative form uses **do not** or **don't**.

Don't speak in Spanish, Don't stand up, Do not write.

- To be polite, it is best to use **please** at the beginning or at the end.

Close the window, please. Please, pay attention.

- **Let's** is use to suggest doing something or to give orders to a group which includes the speaker. **Let's** is the imperative form of the first person plural: let's go! (let us go!)

Let's go to the disco! Let's play football.

- We use the imperative to:

- a) Give orders: Go away!
- b) Give instructions: Cut the paper in two pieces
- c) Offer something: have a cup of coffee.
- d) Ask somebody to do something: pass the salt, please.
- e) Warn somebody: Don't touch the dog.

Imperatives for Directions

park hospital bank post office

Baker Street

library school

Turn left

Go straight ahead

Turn right

How do I get to the bank?

- Turn right **onto** Baker Street.
- Turn right **at** the library.
- Go **down** Baker Street.
- The bank is **on** Baker Street.
- The bank is **between** the hospital and the post office.
- The bank is **across the street** from the school.

Exercise #1

Complete the table with appropriate verbs in the correct form. When two verbs are possible, write them both.

Verb	
turn	Left at the History Museum.
	A right on Green Boulevard.
	Straight ahead for two blocks
	About half a block

Exercise #2

Complete the blanks with the correct form of the verb.

go turn across make walk on

1. Man: How do I get to Redwood Park?

Woman: turn left at the restaurant onto Jackson Street. Go straight ahead and then turn right onto Redwood Street. The park is across the street from the school.

2. Woman: Excuse me, Where's the Benton Shopping Mall?

Woman: _____ two blocks along Green Boulevard. _____ right _____ 6th Street. Then _____ half a block and it's _____ your left.

Woman: Thanks a lot.

Woman: You're welcome.

3. Boy: How can I get to the Red Night Club?

Girl: Make a left _____ 5th Street. _____ straight ahead for three blocks. _____ right and it's _____ your left.

4. Woman: How can I get to the supermarket?

Men: _____ down 6th Street and _____ a right _____ Green Boulevard. _____ about half a block and it's _____ right

Exercise #3

Read the text and write M for the man or W for the woman

Woman: Excuse me, Where's Lucas Restaurant?

Man: It's on Pigeon Street across the street from Burt's Coffee Shop.

Woman: I'm sorry, I'm new in town. Is it far? Do I need a taxi?

Man: No, don't take a taxi, it's near here.

Woman: How do I get there?

Man: Well, go down Milton Street and turn left onto Baker Street. Then, go down Baker Street and turn left at the park or is it right? Anyway, that's Patrick Street.

Woman: Patrick Street?

Man: Oh, you want Pigeon Street, right? Well..... Umm..... Look! There's a taxi! Ask the taxi driver.

Woman: Ok, thanks. Taxi! Luca's Restaurant, please.

1. How do I get to Pigeon Street? W
2. I don't know this town. _____
3. Oh, you don't want Patrick Street _____
4. The restaurant isn't far from here. _____

Ask about the location of places

- How do I get to the supermarket ?
- Can you tell me how to get to _____?
- Can you direct me to _____?
- Could you please tell me how to get to _____?
- Can you tell me the way to the _____?
- Is there _____ near here?

Exercise # 1

Complete the conversation, use the words below.

Turn how go excuse on welcome make blocks

1. A: _____ me. _____ do I get to the bus station?

B: _____ left on Oakland Avenue. _____ straight ahead for two
_____. Then _____ a right at Mason's department store and
it's _____ your left.

A: Thank you.

B: You're _____ .

Exercise # 2

Complete the conversation with appropriate words or phrases.

2. A: _____ me. _____ to B&T department store?

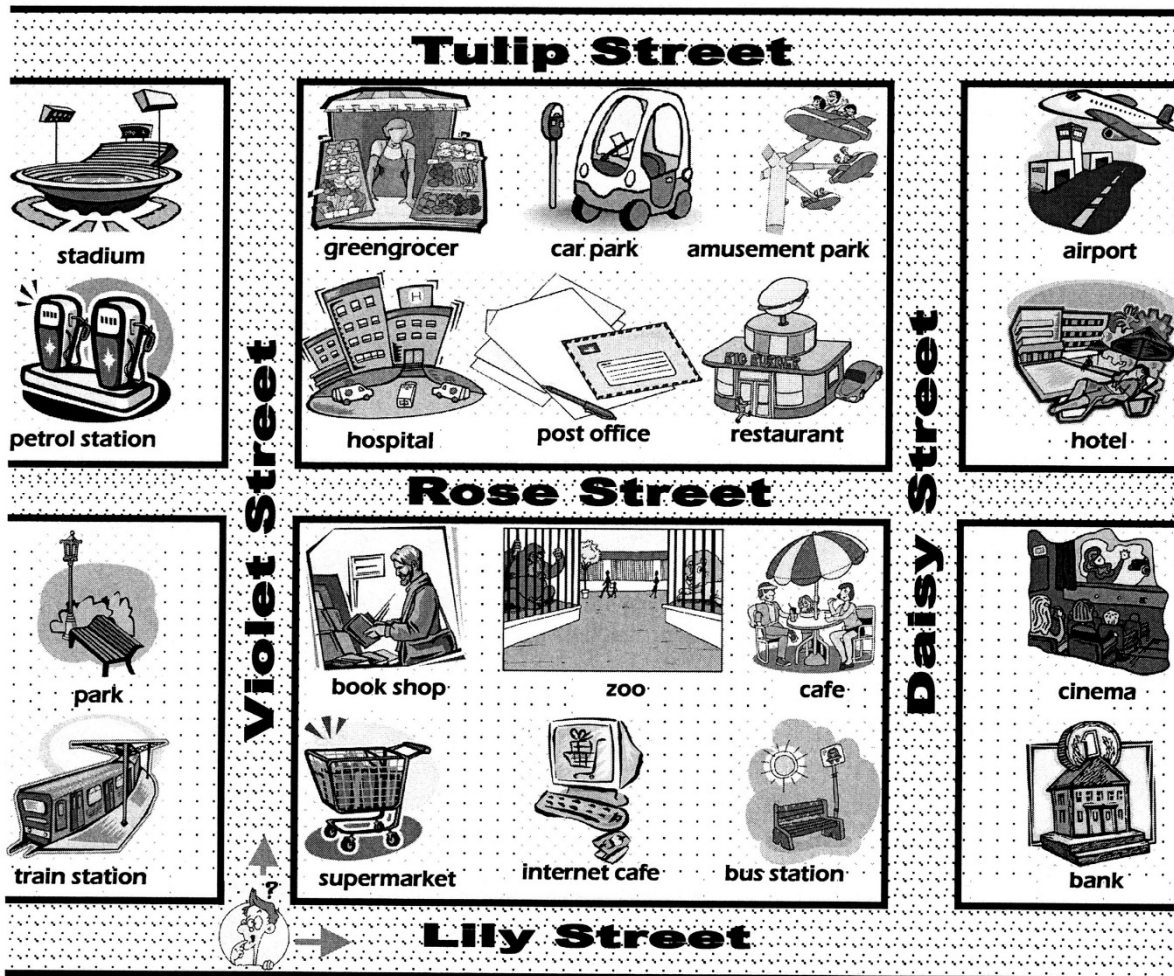
B: _____ one block down Bank Street. Then _____ left and it's
on your right.

A: And _____ 's the street market?

B. _____ a right at the Rock Café, then _____ straight ahead for
two blocks and it's _____ your left.

Exercise # 3

Read the directions and write the name of the places in the blanks.



1. A) Excuse me, how can I go to the post office ?

B) Walk along Violet Street. Take the first turning on the right. Go straight on. It's on your left between the restaurant and the hospital.

2. A) Sir, can you tell me the way to the _____?

B) Of course. Walk along Lily Street. Turn left into Daisy Street. Go straight on. Take the second turning on the left. It's on your left between the amusement park and the greengrocer.

3. A) Can you help me, please? I want to go to the _____?

B) Certainly. Walk along Violet Street. Take the first turning on the left. It's on your right opposite the park.

4. A) Excuse me, is there a _____ near here?

B) Yes. Walk along Lily Street. Take the first turning on the left. It's on your right next to the bank.

5. A) Excuse me, how can I go to the _____?

B) Walk along Violet Street. Take the second turning on the left. It's on your left.

6. A) Sir. Can you tell me the way to the _____?

B) Of course. Walk along Lily Street. Turn left into Daisy Street. Go straight on. Take the first turning on the left. It's on your left between the bookshop and café.

7. A) Can you help me, please? I want to go to the _____?

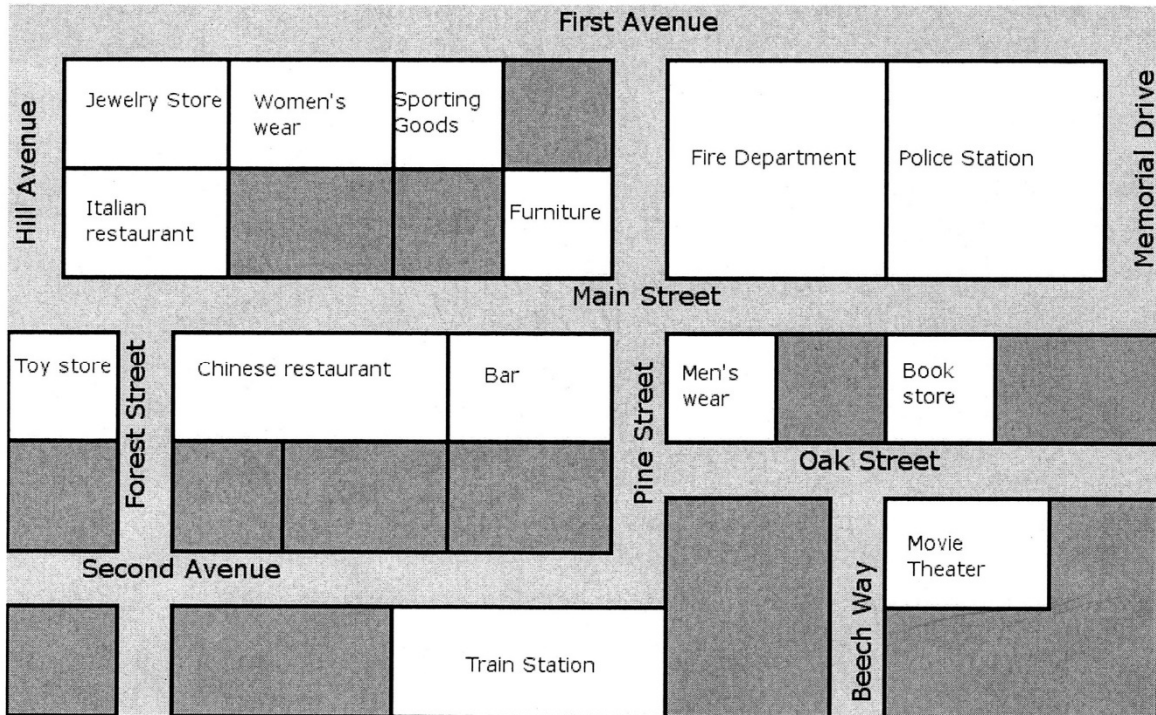
B) Certainly. Walk along Violet Street. Take the first turning on the right. Walk along Rose Street, Turn left into Daisy Street. It's on your right opposite the amusement park.

8. A) Excuse me, is there a _____ near here?

B) Yes. Walk along Violet Street. Take the first turning on the right. It's on your left opposite the bookshop.

Exercise # 3

Read the directions and answer the questions.



You are here ▲

Task # 1

True or False.

1. The jewelry is behind the Italian restaurant.	T	F
2. The bar is on Second Avenue.	T	F
3. The Police station is on the left from Fire Department	T	F
4. The Toy store is across from the Chinese restaurant.	T	F
5. The movie theater is opposite the book store.	T	F
6. The sporting goods store is behind the Furniture store.	T	F
7. The bar is next to the Chinese restaurant.	T	F

Task # 2

Look the map. Choose the correct name of the building.

1. Take the first street on the left. Take the next street on the right. Go straight on and cross the road. It's on the left. _____
2. Take the first street on the left. Go down the street. Turn on the right. Take the next street on the right. Go straight on and cross the road. Go straight on. It's in front of you on the other side of the road. _____
3. Take the first street on the left. Take the next street on the right. Take the next street on the right. Pass the Fire Department. It's on your left. _____

Task # 3

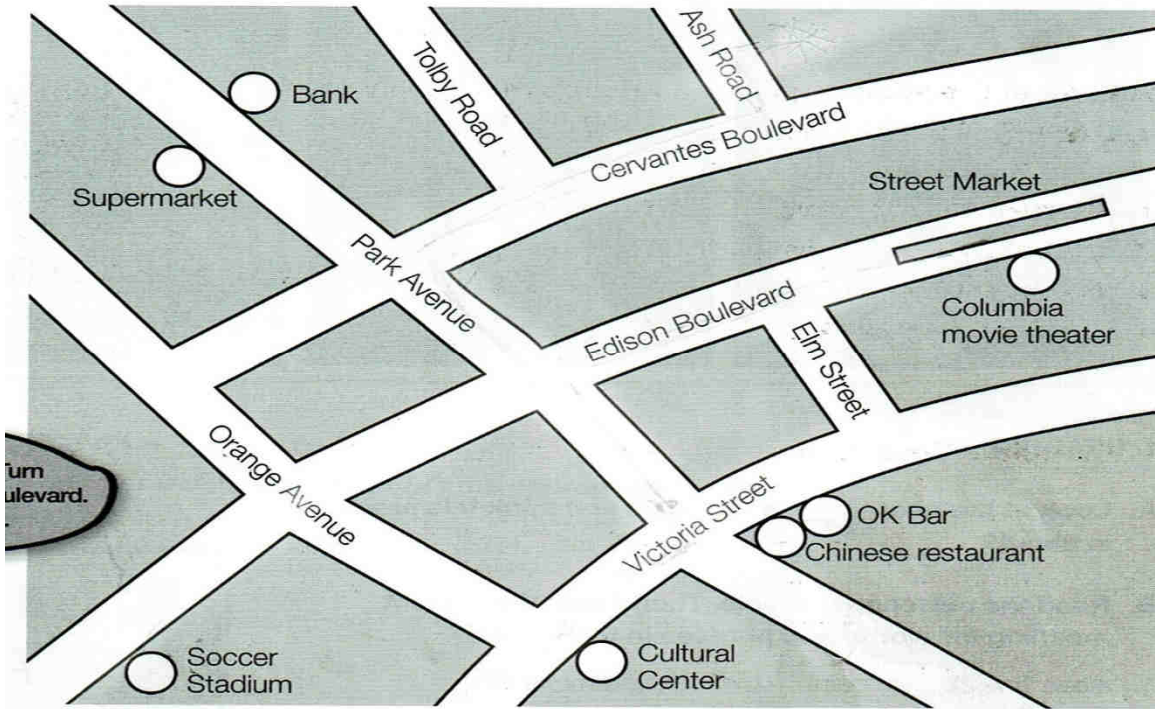
Fill in the missing preposition.

1. The Women's wear is next to the jewelry Store.
2. The Movie Theater is _____ the Book Store.
3. The Women's wear is _____ the jewelry Store and the bar.
4. The Toy store is _____ of Main Street and Forest Street.
5. The Jewelry Store is _____ the Italian Restaurant.

Task # 4

**Look at the map and draw the route. You are outside the soccer stadium.
Mark the Grand Hotel on the map.**

The Grand Hotel? Walk down Edison Boulevard for a block and a half. Turn left on Park Avenue and then right on Cervantes Boulevard. Go two blocks, turn left and it's on your right.



Write Directions

1. From the cultural center to the Columbia movie theater.

2. From the Ok Bar to the Street Market.

3. From the bank to the Soccer Stadium.

4. From the Supermarket to the Chinese restaurant.

5. From the Grand Hotel to the Cultural Center.

Exercise # 4

Draw the map of your community and describe the way how you can get home.



Speaking.

Make some questions about the existence and location of five places near CCH. Try to answer them orally.

Example: Is there a convenient store near CCH? Yes, There's one across the street from CCH.

Writing.

Write a short paragraph describe how do you get to your English class from five different place in CCH.

Example: How do I get from de Sports complex to building F classroom 5?

Reading Comprehension.

Read the dialogue and answer the questions.

A: Hello, you two!

B: Hi Brenda what's up?

A: Not much. Hey where'e Eddie?

C: He's at Alfredo's.

B: Alfredo's?

A: Yes, it's a fast food restaurant. It's great!

C: No, there isn't a restaurant on Main Street. It's on Valley Road between the bank and the post office.

B: There is a grocery store, too.

C: oh, that's right. Anyway. Brenda, are you hungry?

A: Not really.

C: Come on, Brenda. Come to Alfredos's with us.

B: oh yeah, the food is awesome. Come on, Brenda!

C: Yeah, there is a great salad bar there. And very good burgers.

A: OK, OK.

B: Great, Alfredo's here we come!

Read again and write T for True or F for False.

- | | | |
|---|---|----|
| 1.-Eddie is a fast food restaurant. | T | F |
| 2.-The food at Alfredo's isn't very good. | T | F. |
| 3.- Alfredo's is on Main Street. | T | F |
| 4.- There is a bank on Valley Road. | T | F |
| 5.- Brenda is very hungry. | T | F |

Unidad 3

Compartir actividades cotidianas

Propósito:

Al finalizar la unidad, el alumno:

Será capaz de intercambiar, de manera oral y escrita, información básica de sí mismo y de otros sobre actividades habituales en el presente.

Aprendizajes

El alumno:

1. Identifica y expresa acciones habituales en textos orales y escritos.
2. Intercambia información oral y escrita sobre actividades habituales propias y de otros.
3. Reconoce y utiliza información sobre la frecuencia de las actividades habituales propias y de otros, de manera oral y escrita.
4. Intercambia información sobre la frecuencia de las actividades habituales propias y de otros, de manera oral y escrita.

Temáticas

- **Presente simple en formas: afirmativa, negativa e interrogativa.**
- **Adverbios de frecuencia: always, often, usually, sometimes, seldom, never, once a**
- **Palabras interrogativas: How often.....? What, why, when.**
- **Palabras interrogativas: what, when, where, why, who.**

Present Simple

We form the present simple with the subject (i.e. the subject pronoun or noun) and the main verb. We usually add an **-s** to the third person singular in the affirmative. In the interrogative and negative forms we use the auxiliary verb **do/don't** with I, you, we and they and **does/doesn't** with she, he, it. We do not add **-s** to the main verb when it appears with does/doesn't.

USE

The present simple is used for:

- Repeated actions daily routines (usually with time expressions such as: every day, every week, every Monday, etc)

She usually plays tennis at the weekend.

- Permanent states.

He works in an office.

- General truths or laws of nature.

The sun sets in the west.

affirmative	negative	interrogative
I work	I do not work / I don't work	Do I work?
You work	You do not work / You don't work	Do you work?
She works	She does not work / She doesn't work	Does she work?
He works	He does not work / He doesn't work	Does he work?
It works	It does not work / It doesn't work	Does it work?
We work	We do not work / We don't work	Do we work?
You work	You do not work / You don't work	Do you work?
They work	They do not work / They don't work	Do they work?

PRONUNCIATION

The suffix of the third person singular is pronounced:

- / s / when the verb ends in / f /, / k /, / p /, / t / sound.
Laughs kicks stops sits
- / IZ / when the verb ends in / s /, / ʃ /, / tʃ /, / dʒ /, / z / sounds.
Kisses washes watches changes closes
- / Z / when the verb ends in any other sound.
Swims plays runs reads studies

Exercise # 1

Write the third person singular of the verbs in the correct box.

Laugh look stand speak drink put catch drive brush ride open jump walk
stay know cough see dance rise help listen match wish travel write lose eat
rain arrange

/ S /	Laughs,
/ IZ /	Misses,
/ Z /	Stands,

TIME EXPRESSIONS

- Every day / week / / year /
- Usually, always, often, never, sometimes, rarely
- In the morning / afternoon / evening / at night
- On Mondays, Tuesday, etc.

Exercise # 1

Supply *do* or *does* to complete the following present tense questions.

1. Where does John live?
2. How often _____ you go to the movies?
3. What time _____ the plane leave?
4. What language beside English _____ your teacher speak?
5. What time _____ you get up every morning?
6. What time _____ the rest of your family get up?
7. Where _____ you hang your hat and coat during the lesson?
8. How well _____ Mary speak French?
9. What kind of car _____ he drive?
10. Why _____ she want to learn English?

Exercise # 2

Put the verb in bracket into the present simple.

1. John goes (go) there twice a week.
2. I _____ (play) football with my friends on Sundays.
3. We _____ (go) to bed at 10 o'clock every night.
4. Penguins _____ (live) in the Antarctic.
5. Tony _____ (study) maths at university.
6. Jo and Peter _____ (visit) their grandparents every week.
7. Susan _____ (wash) her hair every day.
8. George always _____ (try) to do the same thing.
9. Mr. Walker _____ (teach) English and History.
10. The mother _____ (kiss) both boys to say good bye every morning.

Exercise # 3

Change the following sentences from affirmative to negative.

1. I work on the tenth floor. I don't work on the tenth floor
2. Mary likes to study English. _____
3. They speak English well. _____
4. The plane leave at ten o'clock. _____

5. He knows French perfectly. _____
6. I feel well today. _____
7. He eats lunch in the cafeteria every day. _____
8. She always comes to class late. _____
9. The children play in the park every afternoon. _____
10. We use our books in class. _____

Exercise # 4

Complete the paragraph. Use words from the box.

likes	doesn't like	works	has
live	Work	doesn't work	lives

Juanita Diaz lives in Puebla, Mexico. She _____ in a restaurant. She _____ Latin jazz, but she _____ rock music. She's not really a rock fan. She _____ any children, but she _____ two nieces and one nephew. They _____ in Tampico with Juanita's sister, Maria. Maria and her husband Roberto _____ in a school.

Adverbs of Frequency

We use adverbs of frequency to talk about **how often** we do things in the present. They include the following:

100%	always
	usually
	sometimes
	rarely
0%	never

USE

- They go before the main verb in simple tenses.

I usually work on Saturdays.

They never drink coffee.

- **They go after the verb to be in simple tenses.**

It is often cold in winter.

He is always late for work.

- **They go after auxiliary verbs.**

He can never wake up before 10 o'clock.

Exercise # 1

Put the adverb in the correct place as in the example.

1. I drink a glass of milk in the morning. **(always)**

I always drink a glass of milk in the morning.

2. Kate goes to bed late at night. **(never)**

3. My mother watches TV. **(rarely)**

4. You can see clouds in the sky. **(sometimes)**

5. Ben eats in a restaurant. **(seldom)**

6. Joanne doesn't get up early. **(usually)**

7. They are late for school. **(often)**

Exercise # 2

Use the adverb and write about yourself.

Reading Comprehension

Read the text and answer the questions.

Angela Simpson helps out a lot at home. She does the dishes, takes out the trash, and she vacuums the carpet in her room every day. And guess what? She likes it “It’s fun! My favorite chore is setting the table. I set the table in the dining room every evening before dinner”, she says. Her friends think she’s crazy but Angela’s mom doesn’t. “Angela is a real angel, she even irons my clothes!” she says.

Lewis Abraham plays computer games, reads magazines, watches TV and does his homework. But he doesn’t want to do housework. “I’m very busy. I sometimes make my bed and I rarely do my laundry. But that’s it!” He says. His roommate, Adam, doesn’t think that’s enough. “He’s just lazy. You see. We live in a big house and there’s a lot of housework,” Adam says. They argue about housework every day but in the end they do it together.

Read again and write A for Angela or L for Lewis.

1. This person thinks house work is fun. _____
2. This person’s roommate thinks he/she is lazy. _____
3. This person doesn’t do the housework alone. _____
4. This person has chores every day. _____

Speaking.

Make a list of your habitual actions in a week. Try to express them in oral form. Don't forget to include the adverb of frequency.

Example: I always go to parties on weekends.

Writing.

Write a brief paragraph where you express your interest in joining a sports club or cultural center. Write at least ten activities you want to do there. Include the frequency and days of the activities.

Example: I want to swim every day. I don't usually go to the gym.

Unidad 4

Compartir las acciones que están sucediendo

Propósito:

Al finalizar la unidad, el alumno:

Será capaz de intercambiar, de manera oral y escrita, información básica sobre actividades en progreso propias y de otros, así como identificar la diferencia entre actividades habituales y actividades en progreso.

Aprendizajes

El alumno:

1. Identifica en textos orales y escritos breves acciones que se están realizando.
2. Describe de manera oral y escrita lo que está sucediendo en un momento.
3. Solicita y proporciona información específica, de manera oral y escrita, para describir lo que está sucediendo.
4. Identifica las actividades cotidianas y en progreso, en textos orales y escritos, para reconocer sus diferencias.

Temáticas

- **Presente continuo en formas: afirmativa, negativa e interrogativa.**
- **Presente simple en formas: afirmativa, negativa e interrogativa.**

Present Continuous

We form the present continuous with the auxiliary verb **to be** and the main verb with the **-ing** suffix.

USE

The present continuous is used for:

- Actions happening now, at the moment of speaking.

They are walking in the park now.

- Temporary actions happening around now but not at the moment of speaking.

She is working hard these days.

- General truths or laws of nature.

The sun sets in the west.

Affirmative

Long form	Short form
I am working	I'm working
You are working	You're working
He is working	He's working
She is working	She's working
It is working	It's working
We are working	We're working
You are working	You're working
They are working	They're working

Negative

Long form	Short form
I am not working	I'm not working
You are not working	You aren't working
She is not working	She isn't working
He is not working	He isn't working
It is not working	It isn't working
We are not working	We aren't working
You are not working	You aren't working
They are not working	They aren't working

Interrogative

Am I working?
Are you working?
Is she working?
Is he working?
Is it working?
Are we working?
Are you working?
Are they working?

TIME EXPRESSIONS

- Now, right now
- at the moment, at this moment
- at present
- these days
- today
- listen! , Look!

Exercise # 1

Complete the following sentences with the present continuous form of the verb in parentheses.

1. They _____ (wait) for us on the corner now.
2. The bus _____ (stop) for us now.
3. Listen! I think the telephone _____ (ring).
4. I see that you are _____ (wear) your new suit today.
5. Look! It _____ (begin) to rain.
6. Please be quiet! The baby _____ (sleep).
7. Helen _____ (make) good progress in her studies at present.
8. John _____ (have) lunch in the cafeteria now.
9. At present they _____ (travel) in South America.
10. Be careful! The teacher _____ (watch) you.

Exercise # 2

Complete the dialogues with the Present Progressive of the verbs in brackets.

1. A: what _____ (you/do)? _____ (you/write) an e-mail?

- B:** No, I'm not. I _____ (surf) the net.
2. **A:** Hi, Fred! Can I speak to Jason, please?
B: Sorry, but he can't talk to you right now.
A: _____ (he/study)?
B: No, he _____ (not/study). He _____ (fix) the TV.
3. **A:** Where are Chris and Anna? What _____ (they/do)?
B: They are in the dining room. They _____ (have) dinner.
4. **A:** Where _____ (you/go)?
B: I _____ (go) to Beth's house. You see, she _____ (move) and she needs some help.
5. **A:** Why _____ (Joanna and Sheila/laugh)?
B: Because they _____ (watch) a funny show on TV.

Present Simple versus Present Continuous

Simple Present	Present Continuous
→The present simple expresses a permanent state or an action which is repeated. (habits) *Fixed arrangements, scheduled events. * Instructions * Things in general.	→The present continuous expresses a temporary situation, that is, an action happening at or around the moment of speaking. *Fixed plans in the near future
Signal words	Signal words
<ul style="list-style-type: none"> • Always • Every • Often • Normally • Sometimes • Seldom • Never 	<ul style="list-style-type: none"> • at the moment • at this moment • today • now • right now • listen! • Look!

<ul style="list-style-type: none"> • First • then 	
Verbs used in present simple	Verbs used in present continuous
<ul style="list-style-type: none"> • state: be, cost, fit, mean, suit • possession: belong, have • sense: feel, hear, see, smell, taste, touch • feelings: hate, hope, like, love, prefer, regret, want, wish • brain work: believe, know, think, understand 	<ul style="list-style-type: none"> • Any verb except those mentioned in present simple.

Exercise # 1

Choose the best option to complete the sentence.

1. I brush my teeth twice a day.

- a) brush
- b) am brushing

2. She ____ tennis three times a week.

- a) is playing
- b) plays

3. Look! _____

- a) It's raining

b) It rains

4. Mary never _____ TV at weekends.

a) watches

b) is watching

5. _____ in London this month?

a) Is he living

b) Does he live

6. My father and I _____ sunbathing on the beach.

a) love

b) is loving

7. Kate _____ the guitar at nights.

a) is often playing

b) often plays

8. John _____ in the hospital saving lives.

a) works

b) is working

9. How often _____ basketball?

a) are you playing

b) do you play

10. I normally _____ breakfast very early.

- a) eat
- b) am eating

Exercise # 2

Put the verbs into the present continuous or the present simple.

1. "Where's Sally?" She _____ (speak) to Paul.
2. What time _____ (you/go) to school?
3. "Steve is in the bathroom" _____ (he/have) a shower?
4. That villa _____ (belong) to a rich businessman.
5. She _____ (like) listening to music. She _____ (have) a lot of cassettes.
6. You can turn off the television. I _____ (not/watch) it.
7. I have a motorbike but I _____ (not/usually/ride) it to work.
8. Please be quiet. I _____ (try) to do my homework.
9. Drive carefully. It _____ (rain).
10. Sarah never _____ (forget) people's names.

Exercise # 3

Underline the correct time expression.

1. Karen usually cooks dinner **in the evening / now.**
2. It isn't snowing **at the moment / at the weekend.**
3. Are they having a piano lesson **every Monday / now?**
4. Do you go out **at present / at the weekend?**
5. She **seldom / at the moment** visits her grandparents.
6. Paul is repairing his bike **on Mondays / at the moment.**
7. They're running to catch the bus **now / at night.**
8. Kim and John go to the cinema **on Fridays / today.**
9. Bob works in a restaurant **everyday / right now.**
10. I see you are wearing your new suit **today / every Tuesday.**

Exercise # 4

Correct the mistakes.

1. He don't speak English at home. _____
2. Does you work in a bank? _____
3. He is swimming every morning. _____
4. I have dinner now. _____
5. Mark walk to school every day. _____
6. Kate is liking pizza. _____
7. The sun is rising in the east. _____
8. Susan and Jo lives in New York. _____
9. We are needing some sugar. _____
10. Look! Colin plays football now. _____

Extra activity

Supply the simple present tense or the present continuous tense form of the verb in parentheses.

1. Mr. John often _____ (go) out of town on business trips.
2. Our class _____ (meet) three times every week.
3. John _____ (take) his English lesson now. I believe that he always _____ (take) it at this hour.
4. John usually _____ (stay) in a hotel when he _____ (come) to town, but tonight he _____ (stay) with us.
5. The sun always _____ (rise) in the east. Look! It _____ (rise) now.
6. Mr. Smith _____ (teach) us at the present. He _____ (substitute) for Mr. Reese, who is our regular teacher.
7. They _____ (have) a big sale on shoes at Macy's today.
8. Be careful! The teacher _____ (watch) you.
9. At the present they _____ (build) many new highways in New York State.
10. Listen! Someone _____ (knock) at the door.

Reading Comprehension

Read the e-mail and answer the questions.

Hello Anna!

I am writing to you from my new house! It's so great here! The house is very big, with four bedrooms, two bathrooms, a dining room, two living rooms, and a huge kitchen. We even have a big pool in our backyard.

We have very modern furniture to match the modern design of the house. In the living room, there are two black leather armchairs. They match the black leather couch. We have a really big flat-screen TV on the wall, and a great stereo system. When we watch DVDs, it is really loud! My room has a big bed, and a very modern walk in closet. You push a button to make the door open for you. Isn't that cool? My bed is near a big glass door. That door opens up to my own private balcony.

I am watching my family doing yard work right now. My dad and brother are painting the fence, and my mom is planting some flowers in her garden. Why don't you come over and spend the night? There is a spare bedroom right next to mine. So, you can stay here. It has a very comfortable couch in it, with brand new cotton sheet and blankets. The bedroom even has its own shower. Plus, we can swim in the pool and watch movies. What do you think?

Write back soon,

Elizabeth

1. Where is Elizabeth?

2. What is in the living room?

3. What is special about Elizabeth's closet?

4. What is Elizabeth's mom doing at the moment?

5. Where can Anna stay when she visits Elizabeth?

Speaking.

Look at the street outside your home and try to describe what is happening there. Express orally your observations and comments.

Example. A man is selling tamales at the corner.

Writing.

Imagine that today is Friday and you go out with your friends. At the same time your classmates are in CCH taking a class. Write a short paragraph describing what you are doing with your friends and what your classmates usually do in the classroom.

Example: They read books. We are having fun.

They listen to the teacher. We are dancing.

