

1

WHAT MAKES US UNIQUE? WHAT IS
IMPORTANT IN YOUR LIFE? HOW DO
WE LIKE TO SPEND YOUR TIME? WHO DO
YOU MAKE DECISIONS? WHERE DO
WE ALIKE AND DIFFERENT? HOW
DO WE FEEL ABOUT US?

WHAT CAN WE LEARN THROUGH TRAVELING?
HOW CAN WE HELP EACH OTHER? WHO
MAKES YOU HAPPY?
STUDENT BOOK
HEALTHY LIFE? WHAT DOES IT MEAN?
WHO IS RESPONSIBLE? **WHERE WOULD YOU**

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UNIT 4

Families

In this unit, I will learn to . . .

- talk about the people in my family.
- ask and answer questions with the verb *have*.
- predict what I am going to hear.

1 |

Get Ready



What activities do you like to do with your family?



A. Look at the people in the pictures. What family members do they show? Listen to the audio.



B. Listen again and circle T for *True* or F for *False*. Correct the false statements.

1. Jody has a small family. T F

2. Pinja has a twin sister. T F

3. Fariz lives in Malaysia. T F

4. Luis has a brother and sister. T F

Pair and Share



Work with a partner. Ask and answer this question about the text.

What's special about Pinja's sister?

She is Pinja's . . .

Ask and answer questions about your family.

Do you have any brothers or sisters?
Who are the other people in your family?

I have . . .



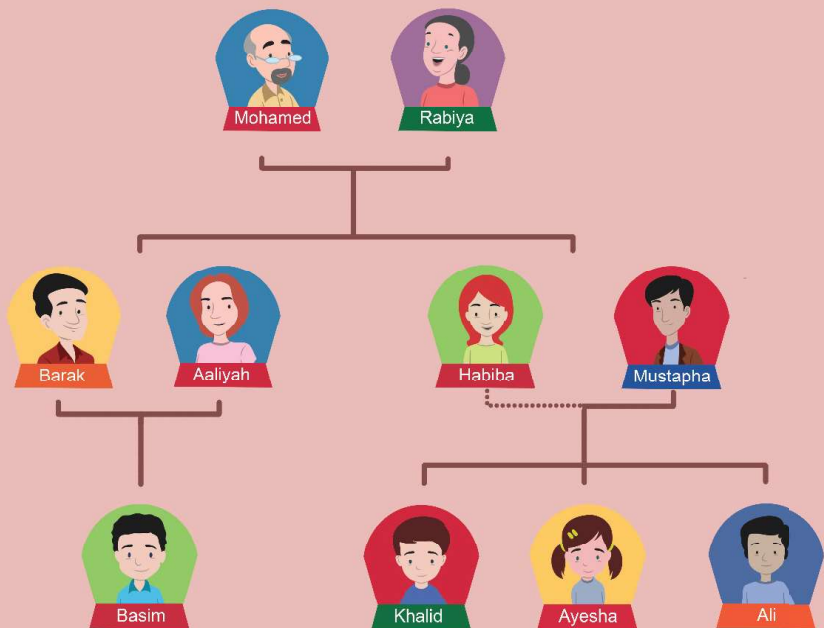
A. Listen to the audio and read along. Guess the meaning of the words in bold.

Khalid made a family tree. A family tree shows the relationships between people in a family. Khalid's **grandfather** and **grandmother**, Mohamed and Rabiya, are at the top of the tree. Khalid has a **brother** and a **twin sister**. Their names are Ali and Ayesha. They are at the bottom of the tree. Khalid's **cousin**, Basim, is at the bottom too. His picture is underneath Khalid's **uncle**, Barak and **aunt** Aaliyah. Khalid's **father** is Mustapha. He's married to Habiba. She isn't Khalid's **mother**—she's his **stepmother**. They are a big, happy family.



Word Box

aunt
brother
cousin
father
grandfather
grandmother
mother
sister
stepfather
stepmother
twins
uncle



B. Choose the correct words from the box to show their relationship to Khalid.

1. Ali is Khalid's _____.
2. Ayesha is Khalid's _____.
3. Habiba is Khalid's _____.
4. Aaliyah is Khalid's _____.
5. Rabiya is Khalid's _____.
6. Barak is Khalid's _____.
7. Basim is Khalid's _____.
8. Mohamed is Khalid's _____.

C. Circle the correct word.

1. My parents are my mother and (brother / father).
2. My (grandmother / aunt) is my mother's sister.
3. My father's brother is my (uncle / cousin).
4. My aunt and uncle have a son. He is my (cousin / brother).
5. My (uncle / grandfather) is my mother's father.
6. My mother is married to my (stepfather / stepmother).



The verb *Have*

I **have** one sister. I **don't have** a brother.

She **has** two uncles. She **doesn't have** an aunt.

Do you have a grandmother? **Does she have** a twin?

Use the verb *have* to talk about people in your family.

A. In pairs, look at the pictures and describe these families.



She **has** three sisters.



I **have** a big family.

B. Write affirmative (+) and negative (-) sentences or questions (?) with *have*.

1. + (he / three brothers) _____
2. - (she / a grandfather) _____
3. ? (you / two sisters) _____
4. + (I / a stepfather) _____
5. - (you / a twin) _____
6. ? (she / five cousins) _____

Quantitative Expressions

Use *any* before plural nouns in questions and negatives.

To talk about a large number, use *a lot of / lots of*.

Examples: Do you have **any** cousins? Yes, I have **a lot of** cousins!

Does he have a twin? No, he doesn't have **any** brothers or sisters.

Quantifiers	Affirmatives	Negatives	Questions
any		✓	✓
a lot of / lots of	✓	✓	✓

For grammar reference, go to Grammar Appendix.

C. Choose the correct word.

1. I have (lots of / any) cousins.
2. Do you have (any / a lot) brothers?
Yes, I have one.
3. He has (any / a lot of) stepbrothers.
4. Does she have (lots / any) grandparents?
No, she doesn't.
5. We don't have (any / lots) cats.
My mom doesn't like animals.
6. She doesn't have (any / a lot) sisters.

D. Complete the sentences. Sometimes there is more than one correct answer.

1. Do you have _____ brothers and sisters?
2. I don't have _____ brothers and sisters,
but I have _____ cousins.
3. She comes from a big family. She has
_____ brothers and sisters.
4. Does he have _____ stepsisters?
5. We have _____ aunts and uncles!
My mother has four sisters, and my father has
two sisters and three brothers.
6. They don't have _____ grandparents.

Question words: *How many* and *Who*

To ask for more information about family, we can use *How many* to ask about numbers. The question word *who* asks for a name or relationship. Use *How many* with a noun. Use *Who* with the verb *be*.

How many sisters do you have?

Who is your favorite cousin?



E. Complete the conversations.

1. _____ people are in the picture?
There are four people.
2. _____ is the woman in the picture?
She's the mother.
3. _____ is the man?
He's the father.
4. _____ children do they have?
They have one boy and one girl.
5. _____ people are in your family?
There are five.
6. _____ is that girl?
She's my cousin.

Pair and Share



With a partner, ask and answer questions about your families.

Do you have any brothers
or sisters?

Yes, I have two brothers
and one sister.

How many cousins do you
have?

I have ...


Listening Strategy:
Predict

Before you listen, look at the pictures. Ask questions about the pictures. Think of possible answers. Then listen and check to see if you are right.

Before Listening

A. Look at the pictures. What family members do they show? What are they doing?



B. Listen to the audio and circle T for True or F for False.

- | | | |
|--|---|---|
| 1. It is Romek's birthday. | T | F |
| 2. Romek is nine years old. | T | F |
| 3. There is a cake on the table. | T | F |
| 4. Monika's grandfather has flowers for Romek. | T | F |
| 5. Tae-yong's family is on vacation. | T | F |
| 6. Tae-yong has a brother and a sister. | T | F |
| 7. Yumi is Tae-yong's cousin. | T | F |
| 8. Tae-yong's aunt is in the picture. | T | F |

After Listening

C. Bring a family photo to the class. Share with the class a good time you and your family had together.


Informal speaking: α

When α is in a sentence, it makes a short, weak sound that joins with the next word.



A. Listen and underline the informal α sounds.

1. She has a lot of cousins.
2. Do you have a cat?
3. My mother works in a school.
4. This is a photo of my grandfather.
5. Is she a twin?



B. Listen to the audio and repeat.

6 | Conversation



Speaking Strategy: Use names and titles

When you speak about cousins, brothers, sisters, and friends, use the person's first name.

When you speak about uncles and aunts, use the words Uncle or Aunt before the person's first name.

When you speak about teachers and adults you don't know, use Mr., Mrs., or Ms. before the person's family name.



A. Listen to the conversations and complete the sentences. Then listen and check your answers.

<p>1.</p> <p>Lilian: Who are these people in the photo?</p> <p>Brenda: That's your (1) _____ Carl and (2) _____ Sue.</p> <p>Lilian: They look different now.</p>	<p>3.</p> <p>Michael: Are they your (4) _____?</p> <p>Tariq: No. Those are my friends. These are my cousins.</p> <p>Michael: What are their names?</p> <p>Tariq: That's Fatima, and that's Turki.</p>
<p>2.</p> <p>Peter: Do you have any grandparents?</p> <p>Clarice: Just my (3) _____. She's 88 years old.</p> <p>Peter: Who does she live with?</p> <p>Clarice: She lives with my uncle.</p>	<p>4.</p> <p>Cecilia: How many (5) _____ and (6) _____ do you have?</p> <p>Christopher: I have two (7) _____. Their names are Paola and Camille.</p>

B. Your Turn

Roleplay the conversation with a partner. How would Cecilia respond? Write your answer in the blank space.

Your idea: _____



C. Listen to the audio and take notes. Prepare to ask and answer questions about your family.

Pair and Share



With a partner, ask and answer questions about your family.

How many aunts and uncles do you have?

I have . . .

Who is your favorite cousin?

My favorite cousin is . . .



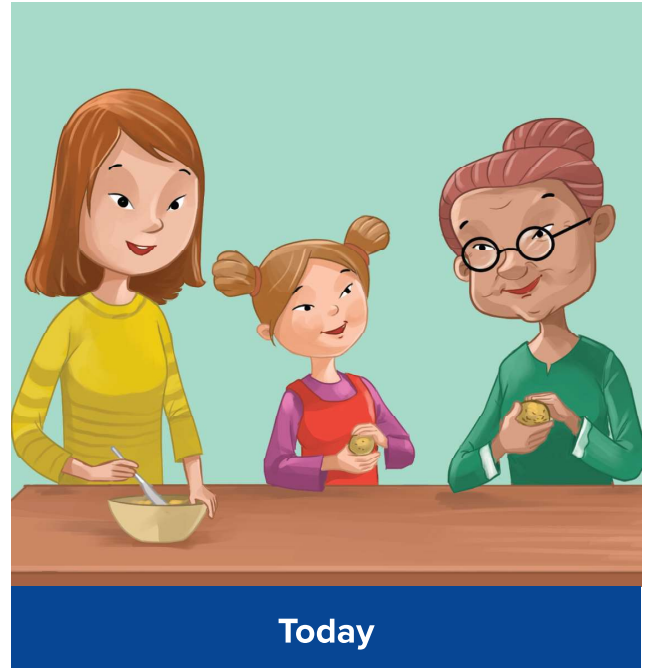
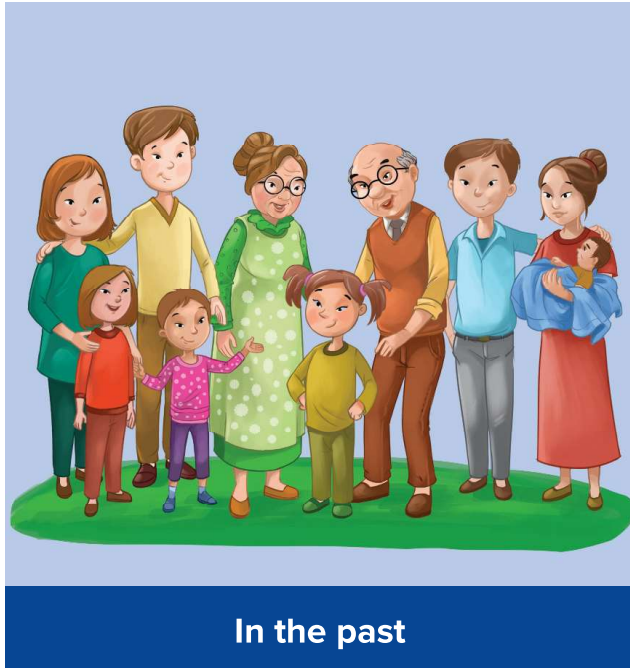
Before Reading

A. Look at the two pictures. How are they different? What do you think the article talks about? Write two ideas.

Reading Strategy: Make predictions

Pictures and captions can help you get ready to read.

- Pictures show what a text is about.
- Captions describe the pictures.
- Together, pictures and captions can help you predict what a text is about.



B. Read the article. Then underline the key details.



Asian Families Today

In many Asian countries, family life is changing. Now, people don't get married young and they don't have many children.

In Singapore, these days, people only have one or two children. One reason is because lots of women now go to school and get jobs. Some people say that the country needs to have a lot of children for the future.

Not every country is changing so fast. In Brunei, most families are big with three or four children. Women go to college like in Singapore, but they also want three or four children.

Some families are getting bigger. Why? Because people live longer now. In Singapore, people live to 83 years old. In Japan, people live to 84. Sometimes a family lives in one house with all the **brothers** and **sisters**, **mothers** and **fathers**, **grandmothers** and **grandfathers**, together.

After Reading

C. Match the paragraphs to the main ideas.

Paragraph 1	•	• Families in Singapore are smaller now.
Paragraph 2	•	• People are getting older.
Paragraph 3	•	• Some countries are the same as in the past.
Paragraph 4	•	• Family life in Asia is different from before.

D. In pairs, read your ideas from A. Are they in the article? Talk about any differences between your ideas and what the article says.

8 |

Writing



A. Underline the predicates below.

Ruby is 15 years old. She lives in Chicago. She runs. She likes sports. She has a big family.

B. Complete the text with subjects and predicates. Use your own ideas for the predicates.

I have one brother. He is 19 years old. _____
goes to college. He _____.
He _____.

I have two sisters. They are 7 years old. _____ are twins. They _____.
They _____.

C. Write about someone in your family. Underline the predicates.

Writing Strategy: Write short sentences

Sentences can be long or short, but they must have a subject and a predicate. The subject is the person or thing the sentence is about. A predicate tells us what the subject does or is. Begin writing with short sentences. Then, add other details.

Examples:

Tariq swims.

Tariq swims every day.

Tariq is a student.

UNIT 5

Friends

In this unit, I will learn to . . .

- describe myself and my friends.
- use adjectives in the correct order.
- listen for words that describe.

1 |

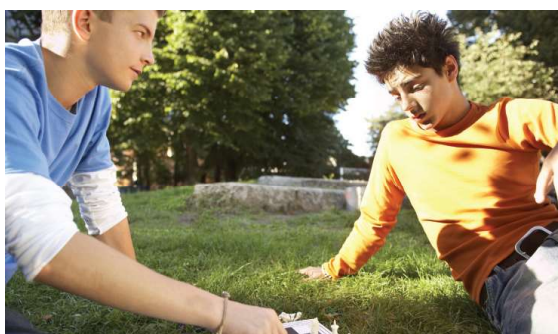
Get Ready



Who are your best friends? Why are they so special to you?



A. Look at the pictures. How do you think they feel about their friends? Then read and listen to the audio.



My name is Solomon, and this is my best friend, Biruk. We are both very **active** and we play football together all the time. But we are also different—he's loud and I'm **quiet**. Sometimes we don't agree, but Biruk is **funny** and he makes me laugh.



I am Anh Duc. My best friend is Thi Hoa. She's **kind**, and she's also very **smart**. I tell her all my problems. We're good friends because she knows me so well. Her family lives next to my house. We meet and talk together every day.



My name is Jasmine, and my best friend is my sister, Camille. She understands me, and she is always nice to me. She is so **hardworking** and **creative**. I'm happy that we're sisters and friends.

B. Read the text and answer the questions.

1. How are Solomon and Biruk different?
2. Why does Thi Hoa know Anh Duc so well?
3. Who is Camille?

Pair and Share



With a partner, ask and answer questions about the pictures.

Why does Anh Duc like being Thi Hoa's friend?

Because she . . .

Ask and answer questions about friends.

What makes a good friend?

I think . . .

A. Look at the pictures. Do you do any of these things? Which of these people are you like?



Word Box

active
brave
clever
crazy
creative
friendly
funny
hardworking
kind
polite
quiet
smart



B. Use a word from the box to describe each person.

1. _____ Sandrine goes out every night and has lots of hobbies.
2. _____ Anna always gets an A on tests and quizzes.
3. _____ Dae-won likes to meet and chat with new people.
4. _____ Lucy helps lost pets find a new home.
5. _____ Rada always says “please” and “thank you.”
6. _____ Jannik studies English for two hours every night.
7. _____ Shayna jumped from a very high wall.
8. _____ Everyone enjoys Ayodele’s jokes and stories.



C. Listen to the audio and choose an adjective from the box for each conversation.

Conversation 1 _____

Conversation 2 _____

Conversation 3 _____

Conversation 4 _____





Order of Adjectives

When you use two or more adjectives before a noun, put the adjectives in this order: number, size, shape, color, origin (or nationality). For example, *four* describes a number. Words like *several* and *many* also describe a number. Adjectives that describe a number go first in the sequence.

number	opinion	size	color	origin	noun
one	kind	—	—	Swedish	girl
several	—	big	red	—	cars
three	—	small	—	—	dogs
some	delicious	—	black	English	tea

For grammar reference, go to Grammar Appendix.

A. Look at the pictures and read their descriptions. Look at the order of the adjectives.



She's a **tall Spanish** woman.



There are **two small brown** cats.



It's a **red Japanese** umbrella.

B. Look at the pictures and match the beginning and ending of each sentence.



1. She's a kind
2. It's a horrible
3. He's a short
4. They're expensive
5. It's a beautiful red
6. We're two



- small hotel.
- Spanish students.
- American man.
- Italian bag.
- black shoes.
- Chinese girl.

C. Underline the mistakes. Then correct them.

1. I read a book really good yesterday.

2. My computer doesn't work anymore. I have to get new a computer later today.

3. Your socks bad smell. Please wash them!

4. Do you want to watch *House of Old*? I heard it's but interesting scary.

5. Australia is a hot place very to be in the summer.

D. Write new sentences using two or more adjectives.

1. You're a _____.

2. My best friend is a _____.

3. This is a _____.

4. These are _____.

5. I am a _____.

6. My teacher is a _____.

E. Write a description of your bedroom using adjectives to give details. Give your description to your partner and draw his / her description in the space below.

Pair and Share



With a partner, ask and answer questions about your friends.

What does your best friend look like?

She is tall and . . .

Where is he / she from?

He / she is from . . .


Before Listening

A. Look at the pictures. What can you say about these people by looking at the pictures? What do you think they are like?



Adjectives are words that we use to describe other words. They tell about number, shape, size, and color. Listening for adjectives will tell you what some one or something is like.


B. Listen and complete the sentences.

1. Katy's twin sister, Eva, is very _____ and _____.
2. Sometimes twins _____ each other without talking.
3. It's a _____ thing that some twins can do.
4. Geelo is _____ and _____.
5. She is also _____ because she lives in a new country.

After Listening

C. Answer the questions in pairs. Who are your best friends? What are they like? Use as many adjectives as you can to describe them.


-s and -es

Verbs in the simple present tense change after *he*, *she*, and *it*. Usually we add -s, but sometimes we add -es. The endings have different sounds.

I write. She writes. (/s/ sound)

I learn. She learns (/z/ sound)

I teach. She teaches. (/iz/ sound)


A. Listen. Circle the sound you hear each time.

- | | | |
|-----------------------|-----------------------|-----------------------|
| 1. /s/ /z/ /iz/ | 3. /s/ /z/ /iz/ | 5. /s/ /z/ /iz/ |
| 2. /s/ /z/ /iz/ | 4. /s/ /z/ /iz/ | 6. /s/ /z/ /iz/ |


B. Listen to the audio and repeat.



Speaking Strategy:

Describe myself and others

Look at the questions with *like*.

What does he like? = What does he enjoy?

He likes cooking.

What is she like? = Is she friendly? Funny?

Hard working?

She's hard working.

Are you like your dad? = Do you and your dad look the same? Do you like the same things?

Yes, we're both tall and we're good at sports.



A. Listen to the conversations and complete the sentences. Then listen and check your answers.

1.

Alicia: Who's that?

Brenda: My best friend, Jan.

Alicia: Oh. What's she like?

Brenda: Very (1) _____. She likes to tell jokes.

2.

Scott: What's your brother like?

Amanda: Very clever, but a bit (2) _____!

3.

Alexandra: Why are you friends with Leni?

Ester: She's easy to get along with. And she doesn't tell people your (3) _____. That's why I trust her.

4.

Marco: Are you (4) _____ your father?

Tomas: Not at all. He likes to play sports. I like computer games. But he doesn't like computers. He likes to be with people.

5.

Chris: Are you like your younger brother?

Sanjay: I guess I am. We both are (5) _____ and we both really like computers.

B. Your Turn

Roleplay the conversation with a partner. How would Chris respond? Write your answer in the blank space.

Your idea: _____



C. Listen to the audio and take notes. Get ready to ask and answer questions about friends.

Pair and Share



With your partner, ask and answer these questions about friends.

Who is your best friend?

My best friend is . . .

What are your friends like?

They're . . .



Reading Strategy: Read for specific information

When you are reading for specific information, use the clues from the text to help you find what you are looking for.

- look for questions about the text
- read titles and headings
- look for important words and phrases

Before Reading

A. What do you do when someone is bad to you or your friends?



B. Read the article. Underline details about what makes good and bad friends.



Good Friends and Bad Friends

Tamazur

In school, some of the popular girls are mean to me. I don't know why; they just don't like me. They laugh at my hair and clothes. But my friend, Zeinab is great! When she hears the girls, she asks them, "Are you OK? I think you're unhappy. Only unhappy people say bad things like that." Then, they don't know how to answer. Zeinab also says to me, "You know, clothes are not important. It's more important to be **hardworking** and **polite**. And you are both."

Marcus

There is a new girl in our class. Her name is Livia. She's **friendly** and **funny**. One day, my friend, Thom says, "I think you like Livia!" I say, "Yes, I do. But don't tell anyone! It's a secret." Then I see writing on my desk. It says, "MARCUS LOVES LIVIA." Everyone in the class laughs at me now. I'm sad and angry because Thom doesn't keep my secrets. I think I need a new friend.

Sophia

My brother Tariq is my best friend because he is always there for me. When kids at school are bad to me, my brother stops them. He helps me in good times and in bad times. He is also fun to be around. We fight sometimes, but I know that Tariq is **smart** and **kind**. I'm happy he is my brother.

After Reading

C. Complete the sentences with words from the text.

1. Some girls laugh at Tamazur's _____ and _____.
2. Zeinab says that _____ are not important.
3. The new girl's name is _____.
4. Marcus is _____ and _____ because Thom doesn't keep his secrets.
5. Tariq _____ kids that are bad to Sophia.
6. Tariq is _____ and _____.

D. Write two ways to respond to mean people mentioned in the text. With a partner, write two more ways to respond.

8 |

Writing



A. Work with a partner. Use adjectives to describe each other.

B. In pairs, circle all the adjectives in the text.

My best friend is Poom. She is 16 years old, tall, and pretty. She has a lot of hobbies—running, swimming, and playing the drums. She's always busy! She's friendly and talks a lot. Poom is smart, but she doesn't like school much. She likes being outside and playing sports. She's an active girl.

C. Write about someone you know well. Use adjectives to give more information about the person.

Writing Strategy:

Describe people and their personalities

Adjectives tell what people are like. They describe how we look and what we are like. Adjectives show what kind of people we are. Use adjectives when you write to give important details about people.

UNIT 6

People in the Community

1 |

Get Ready



What do you like about your community?



A. Look at the people in the pictures. How do you think they help their community? Then listen to the audio and read.



Patricia is a **principal** in a **crowded** school. Most of the students are boys, because a lot of girls don't go to school. So Patricia visits the girls at a library three times a week. She helps them with reading, writing, and math.



In Mehal's **neighborhood**, there are many cats without homes. They need food, and they get cold at night. Mehal feeds the cats and lets them sleep in his hallway. A lot of people think he's a **hero** because of this.



Eddie gets up early every morning. He's a street **cleaner**. Everyone in the **community** knows Eddie because he is friendly and kind. He always jokes with the children.

B. Read and circle T for *True* or F for *False*.
Correct the false statements.

- | | | |
|---|---|---|
| 1. Patricia is a librarian. | T | F |
| _____ | | |
| 2. She helps girls learn how to read and do math. | T | F |
| _____ | | |
| 3. Mehal doesn't care about the cats in his neighborhood. | T | F |
| _____ | | |
| 4. Eddie likes talking to people. | T | F |
| _____ | | |

In this unit, I will learn to . . .

- talk about people in my community and the jobs they do.
- use *there is / are* and prepositions of place.
- listen for specific information about places.

Pair and Share



With a partner, ask and answer questions about people in your community.

Do you know any helpers in your community?

A woman named Natasha comes to our school. She teaches music after class.

Ask and answer questions about yourself.

How do you help other people?

I help my little brother with his homework.



A. Listen to the audio and read along. Guess the meaning of the words in bold.

Every morning as I walk to school, I meet the people in my community. First, I meet Christopher. He's a **firefighter**. He's often outside the station house talking to people. Bob is a **police officer**. He stops the cars when I cross the street. Then, there's Sam, the **cleaner** in our school. He knows all the students' names. Our school **principal** is Mrs. Eaton. I sometimes stop at the library and talk to the **librarian**, Mrs. Henderson.



Word Box

cleaner
community
cook
crowded
doctor
firefighter
hero
librarian
neighborhood
nurse
police officer
principal



B. Choose the correct job from the box to complete the sentences.

1. A _____ works with books.
2. A _____ uses a thermometer.
3. A _____ uses cleaning products.
4. A _____ uses pots and pans.
5. A _____ is in charge of a school.
6. A _____ puts out fires.



C. Circle the correct word to complete each sentence. Then listen to the audio and check your answers.

1. I work in a school. I'm a (firefighter / principal).
2. I work in a hospital. I'm a (nurse / librarian).
3. I keep people safe. I'm a (police officer / cleaner).
4. I clean an office building. I'm a (doctor / cleaner).
5. I help sick people. I'm a (librarian / doctor).
6. I make food. I'm a (cleaner / cook).
7. I help people in trouble. I'm a (principal / firefighter).
8. I work in a library. I'm a (librarian / doctor).



There is / There are

There is / There are is used to say that something exists, usually in a specific location.

	Singular	Plural
Affirmative	<i>there is</i>	<i>there are + number (or some)</i>
Negative	<i>there isn't</i>	<i>there aren't + any</i>
Question	<i>is there (+ any / a / an)</i>	<i>are there + any</i>

For grammar reference, go to Grammar Appendix.

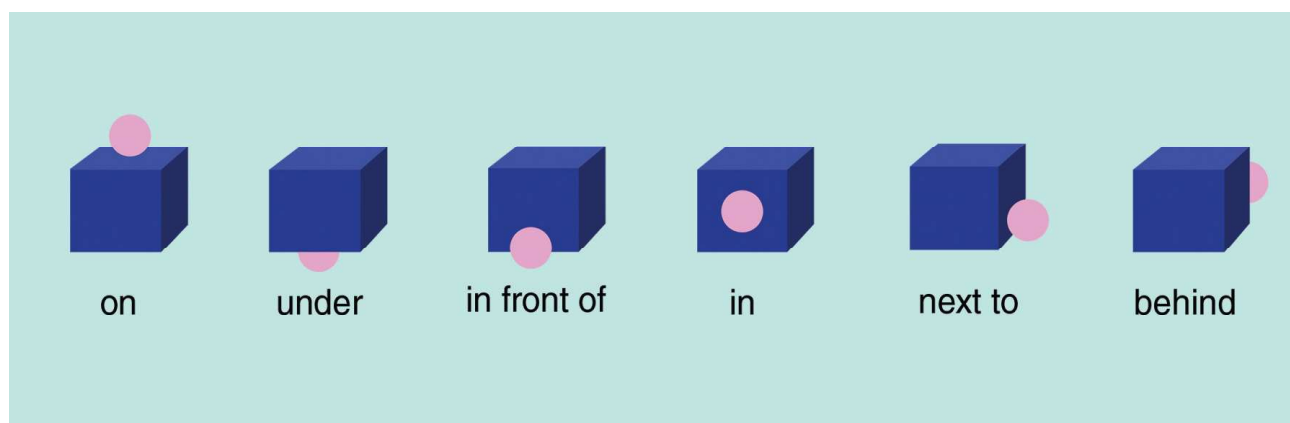
A. Look at the pictures and complete the sentences with the correct form of *there is* or *there are*.



- _____ a cat in the street. _____ two cats in the hallway.
- _____ a pen on the table. _____ any books, either.
- _____ a school? _____ any students?

Prepositions of Place

A preposition of place shows where something is. It goes before a noun or pronoun to show where that thing or person is in relation to another thing or person.



B. Look at the picture and complete the sentences using prepositions.

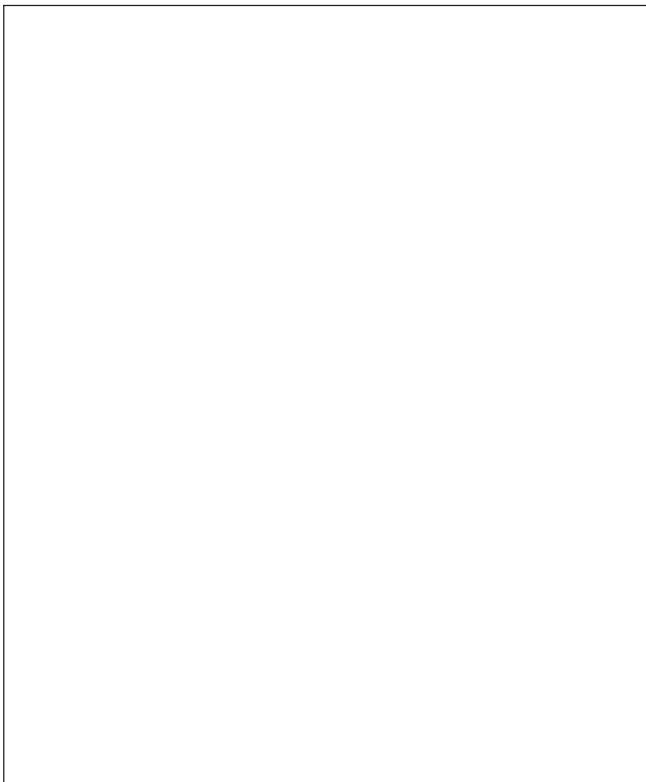
1. There are three people _____ the room.
2. Brad's father is standing _____ Brad.
3. The doctor is _____ Brad.
4. There is a sink _____ the wall cupboards.
5. There is a jar _____ to the sink.
6. There is a picture _____ the wall.



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

1. a book / There's / my desk. / on
2. under / cats / There / two / are / the table.
3. front / a garden / in / the school. / There's / of
4. There / six / my bag. / pens / in / are
5. the hospital. / aren't / cars / There / any / behind
6. to / a shop / next / there / your house? / Is

D. Draw your bedroom or another room in your house. Write a description of your room in your notebook. (Example: There's a lamp next to my bed).



Pair and Share



With a partner, ask and answer questions about your school.

Is there a library?

Yes, there is.

Ask and answer questions about your things.

Where's your pencil?

It's on my desk.



Listening Strategy:

Listen for specific information

Sometimes, you have to listen for specific information. For example, you might have to listen for numbers or names of places. When you listen for specific information, focus on words that are related to the information you want.

Before Listening

A. In pairs, look at the pictures and talk about the jobs. What are they? What is fun and exciting about these jobs? What is difficult?



B. Listen for words to describe places. Then complete the sentences.

1. Theodora loves her job because she often works _____.
2. At the end of the day, Theodora fills in forms at the _____.
3. In the day, Matt works _____.
4. At night, Matt makes food for people on the _____.

After Listening

C. What do you think are the good and bad things about Theodora and Matt's jobs? In pairs, take notes in the table below and then share with the class.

Theodora	Matt
Her job:	His two jobs:
Good things:	Good things:
Bad things:	Bad things:

**Linking Sounds**

There's a /z/ sound at the end of *does* and *is*. The /z/ sound usually joins with the next word.

Does he finish late?

Is it a good job?



A. Listen. Do these questions have /z/ sounds or not?

1. Does he work outside?
2. Is she a doctor?
3. Is he in the library?



B. Listen to the audio and repeat.

6 | Conversation



Speaking Strategy: Ask for directions

When you ask for directions, say *Excuse me*. Then say:

Is / Are there . . . ?

Where is . . . ?

I'm looking for . . .

You learned the prepositions *next to*, *behind*, and *in front of* to say where things and places are located. You can also say:

over there

on the left or on the right

A. Listen to the conversations and complete the sentences. Then listen and check your answers.

<p>1. Vicky: (1) _____. Where's the library? Greg: It's over there, (2) _____.</p>	<p>4. Stephen: Excuse me. I need to change some money . . . Lucy: There's a bank over there, (5) _____.</p>
<p>2. Minnie: (3) _____ the Diamond Hotel. Todd: The Diamond? Hmm. Oh, I know. It's behind the police station.</p>	<p>5. Will: Are there any cafés near here? Emiko: Hmm, (6) _____ . . . yes, there's a café next to the school.</p>
<p>3. Adam: Is there a pharmacy (4) _____? Jade: Yes, it's in front of the hospital.</p>	<p>6. Bryan: (7) _____ the nearest shopping center? Belinda: Oh. Let's see. It's down there, behind the school. Bryan: But where's the school? Belinda: Oh, sorry. It's down this road about three blocks on the right side.</p>

B. Your Turn

Roleplay the conversation with a partner. How would Bryan respond? Write your answer in the blank space.

Your idea: _____



C. Listen to the audio and take notes. Prepare to ask about places in your neighborhood.

Pair and Share



With a partner, ask and answer questions about places in your neighborhood.

Where's your school?

It's next to the park.

Is there a library near here?

Yes, it's behind the restaurant.



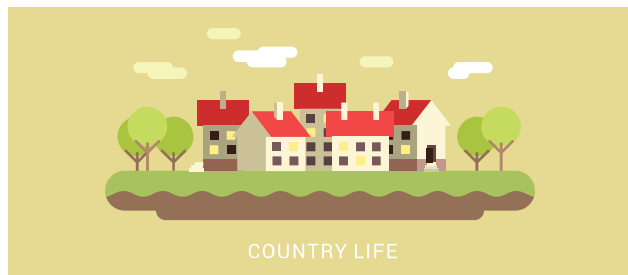
Reading Strategy:

Read for specific information about places

When you are reading for specific information about places, look for words related to place. Read titles and headings. Look for key words, details, and phrases about places.

Before Reading

A. In pairs, discuss which is better: the city or the countryside?



B. Read the article and underline the key details about each place.



City or Countryside?

Is it better to live in the city or the countryside? We asked two people for their ideas.

Tai: I'm Tai Yan from Guangzhou, in China. I hope to become a **police officer**. I love living in the city, because it's modern, and you can find everything you need. The shops and restaurants are fantastic. The only problem in my city is the air. There are lots of cars, so the air isn't very clean. My grandparents live in a village. It's so boring when I go there because there's nothing to do! It's so quiet. They don't even have any police officers in the village. You have to cook and eat at home every night. I think cities are better for young people. The countryside is better for older people.

Galya: My name is Galya. I'm from Ukraine. I want to be a **nurse**. I live in a village, and I think the countryside is better than the city! Sometimes, I go to Kiev, our capital city, and it's very crowded. There are so many people. Everything is more expensive in the city, too. In the countryside, food is cheap and healthy. And we don't need cars because we can walk everywhere. I know everyone in my community. When I am a nurse, I can take care of all the people in my village. Cities aren't friendly places. I never want to live in a big city.

After Reading

C. Read and circle T for True or F for False. Correct the false statements.

- | | | | |
|---------------------------------------|---|---|-------|
| 1. Tai Yan lives in China. | T | F | _____ |
| 2. Tai Yan doesn't like city life. | T | F | _____ |
| 3. The air in Guangzhou is clean. | T | F | _____ |
| 4. Tai Yan wants to be a firefighter. | T | F | _____ |
| 5. Galya lives in Kiev. | T | F | _____ |
| 6. Galya has a healthy life. | T | F | _____ |
| 7. Galya wants to be a nurse. | T | F | _____ |
| 8. She thinks cities are friendly. | T | F | _____ |

D. Find these details about places in the text. Match each word to its meaning.

1. modern	•	•	with a lot of people
2. boring	•	•	new
3. crowded	•	•	that costs a lot of money
4. expensive	•	•	not interesting

8 |

Writing



A. In pairs, talk about the most important places in your community. Why are they important?

**Writing Strategy:
Complete an online survey**

When you fill in a form, you don't need to write full sentences. You only have to write the important words.

B. Complete the online survey about your community.

Your name: _____

Your community: _____

Number of people who live there: _____

Number of schools: _____

Number of hospitals: _____

Number of shopping malls: _____

Most important place in your community: _____

Other information: _____

C. In pairs, ask and answer questions about the information in the form. Make questions with *wh-* words.



Vocabulary

A. Who are the members of your family? Draw and label them below.

Example: *This is my mother. Her name is Sandra.*

B. Write about the jobs three people in your family have. Add an extra sentence to describe each person. Use a dictionary if you need to.

Example: *My mother is a principal. She's funny.*

1. _____

2. _____

3. _____



Grammar

A. What's in your bedroom? Write six sentences using *have*.

Example: *I have a mirror. I have lots of books.*

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

Work with a partner. Ask 10 questions. Can you guess the things in his or her room?

Example: *Do you have any photos? No, I don't have any photos!*

B. On a piece of paper, draw one thing from each room of your house. Write sentences to describe them, using two or more adjectives in each sentence.

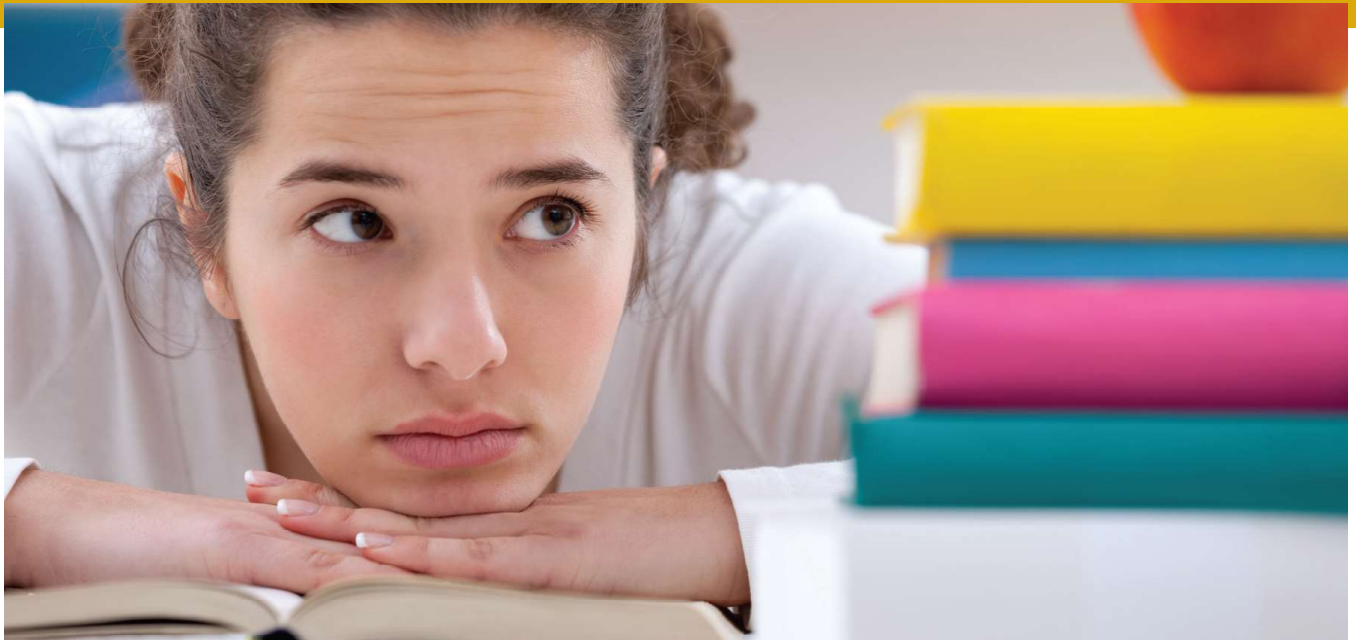
Example: *It's a comfortable white Japanese chair.*

C. Look at the picture for two minutes, then cover it and write what you can remember. Use *There is / There are* . . .



D. Compare this picture to the one above. Six things are different! Use *Now, there isn't / there aren't* . . . to say what is different.





Reading: **Psychology**



How Teens Can Reduce Stress

Today's teens have a lot of stress. Their **mothers, fathers**, and teachers want them to get a good **job** in the future. There are difficult tests every week. This happens in schools around the world, and students often worry about important exams. Even very **clever** and **hardworking** students worry about their futures. In the U.K. and America, students now get ready for college entrance exams when they are very young.

Here are some tips to help you stay happy and healthy in your teen years.

1. Eat right, exercise, and sleep for eight hours or more every night.
2. Spend time with your best friends.
3. Spend some time doing the things you love.
4. Try new things.
5. Make a list of things to do. Then do some of them every day.

The important thing is to relax. Teens are getting ready to become adults, but they also need time to find out more about life. In every school **grade** don't try to be perfect or do everything. Studying too much gives you more stress.

A. Answer the questions.

1. Why are today's teens under a lot of stress?
2. How much sleep do teens need?
3. Who is it good to spend time with?
4. What do teens need to spend some time doing?
5. Why is it important for teens to relax?

B. Read and circle T for *True* or F for *False*. Correct the false statements.

1. Teens have stress from their friends. T F

2. Clever students worry about their exams. T F

3. To stop stress, teens need about eight hours of sleep. T F

4. Don't try to be perfect in your school years. T F

C. Ask your partner these questions.

1. What things do you worry about?
2. What do you do to relax?
3. What does this text teach you?

D. Work with a partner. Make a list of things to do to be happier.

E. Talk to a teacher or family member about how being a teen today is different than it was in the past.

1. What is different now?
2. Do they think it is easier being a teen today?



Project

In this project, you will create a poster to show what is important in your life and talk about it. Use what you know from Units 4 to 6 to complete the project.



Step 1 Brainstorm

Brainstorm what is most important in your life. Make a mind map with your ideas. Think about friends, family, possessions, and experiences.

What is the most important thing in your life? _____

Step 2 Plan

Write four reasons why this is the most important thing in your life.

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

Find a picture for each reason.

Step 3 Create

Make a poster showing what is most important in your life. Find a picture of it.

Write the four reasons and put a picture of them on your poster.

Step 4 Present

Present your poster to your group.
Talk about it.

Talk about what things are the same or different in your posters.



Creative Zone:

Planning

A. What jobs can animals do? Make a list.

B. Do you think animals enjoy working? Why or why not?



Storytelling

C. Write about a day in the life of a working animal. What does it do and how does it feel?

I have ... / I've got ... = Tengo ...

I	have	o	I	have got	(I've got) (we've got) (you've got) (they've got)
we			we		
you			you		
they			they		
he	has	o	he	has got	(he's got) (she's got) (it's got)
she			she		
it			it		

} *forma corta*

- I haven't got ... / have you got? etc.** = *No tengo / ¿Tienes?*

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

- I don't have / do you have? etc.**


Tanto **has** como **is** se contraen en **-s** (→ Apéndice 4). Observa:

- 20

10.1 Escribe la contracción con got (we've got / he hasn't got etc.).

- 1 we have got we've got 3 they have got 5 it has got
 2 he has got 4 she has not got 6 I have not got

10.2 Lee las preguntas y respuestas. Escribe luego frases sobre Mark.

1 Have you got a car? 2 Have you got a computer? 3 Have you got a dog? 4 Have you got a mobile phone? 5 Have you got a watch? 6 Have you got any brothers or sisters?	 Mark	1 <u>He hasn't got a car.</u> 2 He 3 4 5 6
--	--	---

¿Qué tienes tú? Escribe frases usando I've got o I haven't got.

- 7 (a computer)
 8 (a dog)
 9 (a bike)
 10 (brothers/sisters)

10.3 Escribe de nuevo estas frases usando got (I've got / have you got etc.). El significado es el mismo.

- 1 They have two children. They've got two children.
 2 She doesn't have a key. She hasn't got a key.
 3 He has a new job.
 4 They don't have much money.
 5 Do you have an umbrella?
 6 We have a lot of work to do.
 7 I don't have your phone number.
 8 Does your father have a car?
 9 How much money do we have?

10.4 Completa las frases con have got ('ve got), has got ('s got), haven't got o hasn't got.

- 1 Sarah hasn't got a car. She goes everywhere by bicycle.
 2 They like animals. They 've got three dogs and two cats.
 3 Charles isn't happy. He a lot of problems.
 4 They don't read much. They many books.
 5 'What's wrong?' 'I something in my eye.'
 6 'Where's my pen?' 'I don't know. I it.'
 7 Julia wants to go to the concert, but she a ticket.

10.5 Completa las frases con have/has got o haven't/hasn't got y una de las siguientes expresiones:

a lot of friends four wheels ~~a headache~~ six legs ~~a garden~~ much time a key

- 1 I'm not feeling well. I 've got a headache.
 2 It's a nice house, but it hasn't got a garden.
 3 Most cars
 4 Everybody likes Tom. He
 5 I can't open the door. I
 6 An insect
 7 We must hurry. We

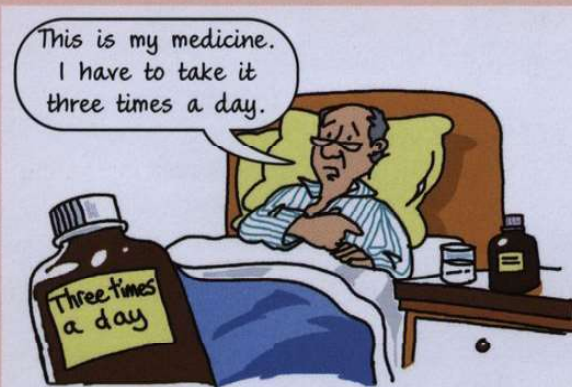
10.6 Traduce al inglés.

- | | |
|---|---|
| 1 Tengo una hermana y dos hermanos. | 6 ¿Qué tienes en esa bolsa? |
| 2 ¿Tiene Ana un coche? | 7 Tienen muchos amigos en Inglaterra. |
| 3 Luis tiene un nuevo trabajo. | 8 No tenemos coche porque no tenemos bastante dinero. |
| 4 ¿Tienes un minuto? | |
| 5 Me duele la cabeza y no tengo una aspirina. | |

aspirina = aspirin
 bastante = enough

I have to ...

A



I **have to** do something = *tengo que hacer algo*

I/we/you/they	have	to do
		to work
he/she/it	has	to go
		to wear etc.

- ☐ I'll be late for work tomorrow. I **have to go** to the dentist. *Tengo que ir ...*
- ☐ Jane starts work at 7 o'clock, so she **has to get up** at 6. *... tiene que levantarse ...*
- ☐ You **have to pass** a test before you can get a driving licence. *Tienes que aprobar ...*

B

El pasado (yesterday / last week etc.) es **had to** ... :

- ☐ I was late for work yesterday. I **had to go** to the dentist. *Tuve que ir ...*
- ☐ We **had to walk** home last night. There were no buses. *Tuvimos que ir a pie ...*

C

En la negación e interrogación se usa **do/does** (PRESENT) y **did** (PAST):

PRESENT

do	I/we/you/they	have to ... ?
does	he/she/it	

I/we/you/they	don't	have to ...
he/she/it	doesn't	

PAST

did	I/we/you/they he/she/it	have to ... ?
------------	----------------------------	----------------------

I/we/you/they he/she/it	didn't have to ...
----------------------------	---------------------------

- ☐ What time **do** you **have to go** to the dentist tomorrow?
¿... tienes que ir ... ?
- ☐ **Does** Jane **have to work** on Sundays?
¿Tiene que trabajar Jane ... ?
- ☐ Why **did** they **have to leave** the party early?
¿Por qué tuvieron que irse pronto de la fiesta?

I **don't have to** (do something) = *no tengo que (hacer algo)*:

- ☐ I'm not working tomorrow, so I **don't have to get up** early.
... no tengo que levantarme pronto.
- ☐ Ian **doesn't have to work** very hard. He's got an easy job.
... no tiene que trabajar mucho ...
- ☐ We **didn't have to wait** very long for the bus – it came in a few minutes.
No tuvimos que esperar mucho el autobús.

D

must y have to

Se puede usar **must** (= *deber*) o **have to** (= *tener que*) para decir lo que se considera necesario o para expresar una opinión:

- ☐ It's a fantastic film. You **must** see it. o You **have to** see it.

Para expresar obligación, con independencia de tu opinión, usa **have to** (= *tener que*). Compara:

- ☐ Jane won't be at work this afternoon. She **has to go** to the doctor. (*obligación*)
- ☐ Jane isn't well. She doesn't want to go to the doctor, but I told her she **must go**. (*mi opinión*)

34.1 Completa las frases usando **have to** o **has to** + uno de los verbos siguientes:do hit read speak travel ~~wear~~

- 1 My eyes are not very good. I have to wear glasses.
- 2 At the end of the course all the students a test.
- 3 Sarah is studying literature. She a lot of books.
- 4 Albert doesn't understand much English. You very slowly to him.
- 5 Kate is not often at home. She a lot in her job.
- 6 In tennis you the ball over the net.

34.2 Completa las frases con **have to** o **had to** + uno de los verbos siguientes:answer buy change go ~~walk~~

- 1 We had to walk home last night. There were no buses.
- 2 It's late. I now. I'll see you tomorrow.
- 3 I went to the supermarket after work yesterday. I some food.
- 4 This train doesn't go all the way to London. You at Bristol.
- 5 We did an exam yesterday. We six questions out of ten.

34.3 Escribe preguntas apropiadas. En algunos casos deben ser en presente y en otros en pasado.

- 1 I have to get up early tomorrow.
- 2 George had to wait a long time.
- 3 Liz has to go somewhere.
- 4 We had to pay a lot of money.
- 5 I have to do some work.

- What time do you have to get up ?
- How long ?
- Where ?
- How much ?
- What exactly ?

34.4 Escribe frases con **don't/doesn't/didn't have to** ...

- 1 Why are you going out? You don't have to go out.
- 2 Why is Sue waiting? She
- 3 Why did you get up early? You
- 4 Why is Paul working so hard? He
- 5 Why do you want to leave now? We

34.5 ¿Cuál es la frase correcta? En algún caso tanto **must** como **have to** son correctos, en otros sólo uno es correcto.

- 1 It's a fantastic film. You must see / have to see it. (las dos formas son correctas)
- 2 Julia won't be at work this afternoon. She must go / has to go to the doctor.
(has to go es la forma correcta)
- 3 You can't park your car here for nothing. You must pay / have to pay.
- 4 I didn't have any money with me last night, so I must borrow / had to borrow some.
- 5 I eat too much chocolate. I really must stop / have to stop.
- 6 Paul is in a hurry. He must meet / has to meet somebody in five minutes.
- 7 What's wrong? You must tell / have to tell me. I want to help you.

34.6 Escribe cosas que tú, tus amigos o alguien de tu familia tenéis que hacer o tuvisteis que hacer.

- 1 (every day) I have to travel ten miles every day.
- 2 (every day)
- 3 (yesterday)
- 4 (tomorrow)

34.7 Traduce al inglés.

- | | |
|--|---|
| 1 Antonio tiene que levantarse a las 6 mañana. | 7 ¿Tenemos que leer estos dos libros? |
| 2 Tengo que ir al médico esta tarde. | 8 Venecia es maravillosa. Tenéis que ir allí. |
| 3 Ayer tuvimos que trabajar hasta las 8. | 9 Después de la fiesta tuvimos que ordenar la casa. |
| 4 ¿Tienes que trabajar el sábado que viene? | |
| 5 Patricia no tuvo que esperar mucho al autobús. | |
| 6 Vicente no tiene que ir al dentista esta semana. | |

Venecia = Venice
ordenar la casa =
clear up

A



There's a man on the roof.
Hay un hombre en el tejado.



There's a train at 10.30.
Hay un tren a las 10.30.

SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY

7

There are seven days in a week.
Hay siete días en una semana.

singular

there is ... (there's)
hay ...
is there ... ?
¿hay ... ?
there is not ... (there isn't)
no hay ... o there's not

- ☐ **There's** a big tree in the garden.
Hay un árbol grande ...
- ☐ **There's** nothing on TV tonight.
No hay nada en la televisión esta noche.
- ☐ A: Have you got any money?
B: Yes, **there's** some in my bag.
- ☐ A: Excuse me, **is there** a hotel near here? ... *¿hay un hotel ... ?*
B: Yes, **there is**. / No, **there isn't**. *Sí./No.*
- ☐ We can't go skiing. **There isn't** any snow. ... *No hay nieve.*

plural

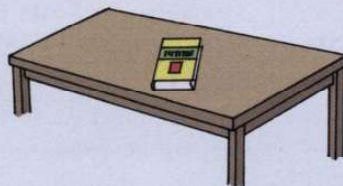
there are ...
hay ...
are there ... ?
¿hay ... ?
there are not ... (there aren't)
no hay ...

- ☐ **There are** some big trees in the garden.
Hay algunos árboles grandes ...
- ☐ **There are** a lot of accidents on this road.
Hay muchos accidentes ...
- ☐ A: **Are there** any restaurants near here?
¿Hay restaurantes ... ?
B: Yes, **there are**. / No, **there aren't**.
Sí./No.
- ☐ This restaurant is very quiet. **There aren't** many people here.
... no hay mucha gente ...
- ☐ How many players **are there** in a football team?
¿Cuántos jugadores hay ... ?
- ☐ **There are** 11 players in a football team. *Hay 11 jugadores ...*

B

No confundas **there is** con **it is**:

there is = *hay*



There's a book on the table.
Hay un libro sobre la mesa.

it is = *es / está / hace*



I like **this book**. **It's** interesting.
Me gusta este libro. Es interesante.

Compara:

- ☐ 'What's **that** noise?' 'It's a train.' (**It** = that noise)
There's a train at 10.30. **It's** a fast train. (**It** = the 10.30 train)
- ☐ **There's** a lot of salt in this soup.
I don't like **this** soup. **It's** too salty. (**It** = this soup)

38.1 Kentham es una ciudad pequeña. Con la información del cuadro escribe frases sobre Kentham. Usa **There is/are** o **There isn't/aren't**.

1 a castle?	No
2 any restaurants?	Yes (a lot)
3 a hospital?	Yes
4 a swimming pool?	No
5 any cinemas?	Yes (two)
6 a university?	No
7 any big hotels?	No

- 1 There isn't a castle.
- 2 There are a lot of restaurants.
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

38.2 Escribe frases sobre tu ciudad (o una ciudad que conozcas) usando **There is/are** o **There isn't/aren't**.

- 1 There are a few restaurants.
- 2 There's a big park.
- 3 _____
- 4 _____
- 5 _____
- 6 _____

38.3 Completa las frases con **there is / there isn't / is there** o **there are / there aren't / are there**.

- 1 Kentham isn't an old town. There aren't any old buildings.
- 2 Look! _____ a photograph of your brother in the newspaper!
- 3 'Excuse me, _____ a bank near here?' 'Yes, at the end of the street.'
- 4 _____ five people in my family: my parents, my two sisters and me.
- 5 'How many students _____ in the class?' 'Twenty.'
- 6 The road is usually very quiet. _____ much traffic.
- 7 '_____ a bus from the city centre to the airport?' 'Yes, every 20 minutes.'
- 8 '_____ any problems?' 'No, everything is OK.'
- 9 _____ nowhere to sit down. _____ any chairs.

38.4 Escribe frases con **There are ...**. Escoge una palabra o expresión de cada cuadro.

~~seven~~ twenty-six
eight thirty
fifteen fifty

letters ~~days~~
players days
planets states

September the solar system
the USA ~~a week~~
a rugby team the English alphabet

- 1 There are seven days in a week.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

38.5 Completa las frases con **there's / is there** o **it's / is it**.

- 1 ' There's a train at 10.30.' ' Is it a fast train?'
- 2 I'm not going to buy this shirt. _____ too expensive.
- 3 'What's wrong?' '_____ something in my eye.'
- 4 _____ a red car outside your house. _____ yours?
- 5 '_____ anything good on TV tonight?' 'Yes, _____ a film at 8.15.'
- 6 'What's that building?' '_____ a school.'
- 7 '_____ a restaurant in this hotel?' 'No, I'm afraid not.'

38.6 Traduce al inglés.

- 1 ¿Hay una toalla en el cuarto de baño?
- 2 No hay mucha gente en este museo.
- 3 ¿Hay muchos trabajadores en esa fábrica?
- 4 ¿Cuántas escuelas hay en esta ciudad?
- 5 '¿Hay queso?' 'Sí, en la nevera.'
- 6 Hay seis estudiantes, pero sólo hay un diccionario.
- 7 ¿Hay una cafetería en esta calle?
- 8 '¿Hay sopa?' 'Sí, hay un poco en la cocina, pero está fría.'

toalla = towel
fábrica = factory
cafetería =
coffee shop

have

A

have y have got (→ Unidad 10)

I've got (something) o **I have** (something) = *tengo (algo)*

- ☐ I've got a new car. o I have a new car. *Tengo un coche nuevo.*
- ☐ Sue has got long hair. o Sue has long hair. *Sue tiene el pelo largo.*
- ☐ Have they got any children? o Do they have any children? *¿Tienen hijos?*
- ☐ Tim hasn't got a job. o Tim doesn't have a job. *Tim no tiene trabajo.*
- ☐ How much time have you got? o How much time do you have? *¿Cuánto tiempo tienes?*

También se usa **have** o **have got** para hablar de problemas de salud:

- ☐ I've got a headache. o I have a headache. *Tengo dolor de cabeza.*
- ☐ Have you got a cold? o Do you have a cold? *¿Tienes un resfriado?*

El pasado (PAST) es **I had** (sin got) / **I didn't have** / **Did you have?** etc. :

- ☐ When I first met Sue, she had short hair. ... *tenía el pelo corto.*
- ☐ He didn't have any money because he didn't have a job. *No tenía ... porque no tenía ...*
- ☐ Did you have enough time to do everything you wanted? *¿Tuviste bastante tiempo ... ?*

B

have breakfast / have a shower etc.

Have (sin got) se usa también en varias expresiones como **have breakfast** y **have a shower**. El verbo equivalente en español varía según la expresión (comer, tomar, etc.).

have	breakfast / lunch / dinner a meal / a sandwich / a pizza etc. a cup of coffee / a glass of milk etc. something to eat/drink	<i>desayunar / almorzar / cenar</i> <i>tomar una comida /</i> <i>un bocadillo / una pizza etc.</i> <i>tomar una taza de café /</i> <i>un vaso de leche etc.</i> <i>tomar algo de comer / beber</i>	<input type="checkbox"/> A: Where's Liz? B: She's having lunch. <input type="checkbox"/> I don't usually have breakfast. <input type="checkbox"/> I had three cups of coffee this morning. <input type="checkbox"/> A: Have a biscuit! B: Oh, thank you.
have	a party a walk a look (at)	<i>dar</i> <i>una fiesta</i> <i>un paseo</i> <i>un vistazo (a)</i>	<input type="checkbox"/> We're having a party next week. You must come. <input type="checkbox"/> I usually have a walk on Sunday mornings. <input type="checkbox"/> Can I have a look at your newspaper?
have	a holiday a good trip a dream / an accident a baby	<i>tener</i> <i>unas vacaciones</i> <i>un buen viaje</i> <i>un sueño / un accidente</i> <i>un hijo</i>	<input type="checkbox"/> Sam had a holiday last month. <input type="checkbox"/> Goodbye! Have a good trip. <input type="checkbox"/> Last year Sue had an accident. <input type="checkbox"/> Sandra has just had a baby.
have	a bath / a shower a game (of) a rest a swim a nice/good time	<i>tomar un baño / una ducha</i> <i>jugar a</i> <i>descansar</i> <i>nadar</i> <i>pasárselo bien</i>	<input type="checkbox"/> I had a shower this morning. <input type="checkbox"/> Shall we have a game of chess? <input type="checkbox"/> Kathy is tired. She's having a rest. <input type="checkbox"/> It's sunny and hot. Let's have a swim. <input type="checkbox"/> Did you have a good time in London?

C

Compara I've got y I have:

Have got o have

- ☐ I've got / I have a new shower. It's very good.
Tengo una ducha nueva ...

Have (no have got)

- ☐ I **have** a shower every morning. *Me ducho ...*
(no I've got a shower every morning)
- ☐ A: Where's Paul?
B: He's **having** a shower. *Se está duchando.*



59.1 Completa las frases con la forma correcta de have o have got.

- | | |
|---|--------------------|
| 1 I <u>didn't have</u> time to do the shopping yesterday. | (I / not / have) |
| 2 'Has Lisa got (o Does Lisa have) a car?' 'No, she can't drive.' | (Lisa / have?) |
| 3 He can't open the door. a key. | (he / not / have) |
| 4 a cold last week. He's better now. | (Gary / have) |
| 5 What's wrong? a headache? | (you / have?) |
| 6 We wanted to go by taxi, but enough money. | (we / not / have) |
| 7 Liz is very busy. much free time. | (she / not / have) |
| 8 any problems when you were on holiday? | (you / have?) |

59.2 ¿Qué están haciendo estas personas? Usa expresiones de la lista siguiente:

a bath ~~breakfast~~ a cup of tea dinner a good time a rest



- | | |
|------------------------------------|--------------|
| 1 <u>They're having breakfast.</u> | 4 They |
| 2 She | 5 |
| 3 He | 6 |

59.3 ¿Qué dirías en estas situaciones? Usa have.

- Emily is going on holiday. What do you say to her before she goes?
Have a nice holiday!
- You meet Claire at the airport. She has just got off her plane. Ask her about the flight.
Did you have a good flight?
- Tim is going on a long trip. What do you say to him before he leaves?
.....
- It's Monday morning. You are at work. Ask Paula about her weekend.
.....
- Paul has just come home after playing tennis with a friend. Ask him about the game.
.....
- Rachel is going out this evening. What do you say to her before she goes?
.....
- Mark has just returned from holiday. Ask him about his holiday.
.....

59.4 Completa las frases usando have/had y una de las expresiones siguientes:

an accident a glass of water a look a walk ~~a party~~ something to eat

- We had a party a few weeks ago. We invited 50 people.
- 'Shall we?' 'No, I'm not hungry.'
- I was thirsty, so I
- I like to get up early and before breakfast.
- Tina is a very good driver. She has never
- There's something wrong with the engine of my car. Can you at it?

59.5 Traduce al inglés.

la gente = people

- | | |
|--|--|
| 1 No tengo un perro. Tengo un gato. | 6 Dave, da un vistazo a estas fotos. |
| 2 Tengo un resfriado, pero no tengo fiebre. | 7 Pareces cansada. Toma una taza de té y descansa. |
| 3 Normalmente me ducho por la noche. | 8 Cuando Sue no tenía trabajo, tenía mucho tiempo para leer. |
| 4 La gente normalmente almuerza tarde en España. | 9 Dimos una fiesta el sábado y nos lo pasamos muy bien. |
| 5 Siempre tomo una taza de café por la mañana. | |

old/nice/interesting etc. (adjetivos)

A En inglés los adjetivos son invariables. Por ejemplo, **red** = rojo, roja, rojos, rojas.

a **red** shirt two **red** shirts (no two reds shirts)

Normalmente los adjetivos se usan delante de un sustantivo (a **red car**) o solos detrás de ciertos verbos (my car **is red**).

B adjetivo + sustantivo (**nice day** / **blue eyes** etc.)

adjetivo + sustantivo

It's a nice	day today. ... un buen día ...
Laura has got brown	eyes los ojos castaños.
There's a very old	bridge in this village. ... un puente muy antiguo ...
Do you like Italian	food ? ¿... la comida italiana?
I don't speak any foreign	languages lenguas extranjeras.
There are some beautiful yellow	flowers in the garden. ... bonitas flores amarillas ...

El adjetivo se coloca delante del sustantivo:

- They live in a **modern house**. (no a house modern) ... una casa moderna.
- Have you met any **famous people**? (no people famous) ¿... personas famosas?

C be (am/is/was etc.) + adjetivo

- The weather **is nice** today. Hace buen tiempo hoy.
- These flowers **are** very **beautiful**.
Estas flores son muy bonitas.
- The film **wasn't** very **good**. It **was boring**.
La película no era muy buena. Era aburrida.
- Please **be quiet**. I'm reading. Por favor, cállate. Estoy leyendo.

be + adjetivo corresponde a veces a 'tener' + sustantivo en español. (→ Unidad 3):

- **Are** you **cold**? Shall I close the window? ¿Tienes frío? ...
- I'm **hungry**. Can I have something to eat? Tengo hambre ...
- He's **afraid** of dogs. Tiene miedo a los perros.



D look/feel/smell/taste/sound + adjetivo

Estos verbos se refieren a la vista, al oído, al olor, al sabor, al tacto o a sensaciones y van seguidos de adjetivo. A veces equivalen a 'parecer':



- 'You **look tired**.' 'Yes, I **feel tired**.' 'Pareces cansado.' 'Sí, me noto/siento cansado.'
- Gary told me about his new job. It **sounds** very **interesting**.
Parece interesante (por lo que me contó).
- I'm not going to eat this fish. It doesn't **smell good**. ... No huele bien.
- This sauce **tastes wonderful**. How did you make it?
Esta salsa sabe muy bien. ¿Cómo la hiciste?

Compara:

He	is	feels	tired.	They	are	look	happy.	It	is	smells	good.
		looks				sound				tastes	

86.1 Pon las palabras en el orden correcto.

- (new / live in / house / they / a)
- (like / jacket / I / that / green)
- (music / like / do / classical / you?)
- (had / wonderful / a / I / holiday)
- (went to / restaurant / a / Japanese / we)

They live in a new house.

I

Do

86.2 En el cuadro tienes adjetivos (black/foreign etc.) o sustantivos (air/job etc.). Completa las frases usando un adjetivo y un sustantivo.

air	clouds	foreign	holiday	job	languages	sharp
black	dangerous	fresh	hot	knife	long	water

- Do you speak any foreign languages ?
- Look at those It's going to rain.
- Sue works very hard, and she's very tired. She needs a
- I would like to have a shower, but there's no
- Can you open the window? We need some
- I need a to cut these onions.
- Fire-fighting is a

86.3 Completa las frases de cada dibujo con las palabras de los cuadros.

feel(s)	look(s)	sound(s)
look(s)	smell(s)	taste(s)

+

happy	ill	nice
horrible	new	surprised

<p>1 You <u>sound happy</u>.</p> 	<p>2 It</p> 	<p>3 I</p> 
<p>4 You</p> 	<p>5 They</p> 	<p>6 It</p> 

86.4 A y B no están de acuerdo. Completa las frases de B usando feel/look etc.

<p>A</p> <p>1 You look tired.</p> <p>2 This is a new coat.</p> <p>3 I'm American.</p> <p>4 You look cold.</p> <p>5 These bags are heavy.</p> <p>6 That soup looks good.</p>	<p>B</p> <p>Do I? I <u>don't feel tired</u>.</p> <p>Is it? It doesn't</p> <p>Are you? You</p> <p>Do I? I</p> <p>Are they? They</p> <p>Maybe, but it</p>
--	--

86.5 Traduce al inglés.

- | | |
|--|---------------------------------------|
| 1 Me gustan estas fresas. Están muy sabrosas. | 6 ¿Tienes mucha hambre? |
| 2 Mi trabajo es fácil, pero es muy aburrido. | 7 Tu hermana parece muy joven. |
| 3 ¿Puedes llevar los vasos pequeños y los platos blancos al comedor? | 8 Viven en una casa vieja. |
| 4 Este pastel huele muy bien y sabe delicioso. | 9 ¿Qué estás cocinando? Huele bien. |
| 5 ¿Te gustan estos zapatos negros? | 10 He leído un libro muy interesante. |

fresa =
strawberry
sabroso = tasty
llevar = take

quickly/badly/suddenly etc. (adverbios)



He ate his dinner very **quickly**.
Cenó muy de prisa.



Suddenly the shelf fell down.
De repente se cayó la estantería.

Quickly y suddenly son adverbios.

adjetivo + **-ly** → adverbio:

adjetivo	quick rápido	bad malo/mal	sudden repentino	careful cuidado	heavy pesado
adverbio	quickly de prisa	badly mal	suddenly de repente	carefully con cuidado	heavily pesadamente etc.

ORTOGRAFÍA (→ Apéndice 5): easy → **easily** heavy → **heavily**

B

Los adverbios explican cómo ocurre un hecho o una acción:

- ☐ The train **stopped suddenly**.
El tren se paró de repente.
- ☐ I **opened** the door **slowly**.
Abrí la puerta lentamente/despacio.
- ☐ Please **listen carefully**. *Por favor, escucha atentamente.*
- ☐ I **understand** you **perfectly**. *Te entiendo perfectamente.*



It's raining heavily.

Compara:

adjetivo

- ☐ Sue is very **quiet**.
... muy silenciosa.
- ☐ **Be careful!** ¡Ten cuidado!
- ☐ It was a **bad** game.
Fue un mal partido.
- ☐ I **felt nervous**. *Me sentí nervioso.*

adverbio

- ☐ Sue **speaks** very **quietly**. (*no* speaks very quiet)
... muy bajo.
- ☐ **Listen carefully!** ¡Escucha atentamente!
- ☐ Our team **played badly**. (*no* played bad)
Nuestro equipo jugó mal.
- ☐ I **waited nervously**. *Esperé con inquietud.*

C

hard fast late early

Estas palabras son adjetivos y adverbios:

- ☐ Sue's job **is** very **hard**.
- ☐ Ben **is** a **fast** runner.
- ☐ The bus **was** **late/early**.

- ☐ Sue **works** very **hard**. (*no* hardly)
- ☐ Ben can **run** **fast**. (*no* fastly)
- ☐ I **went** to bed **late/early**.

hardly significa 'apenas / casi no' y no 'duramente':

- ☐ I **hardly** know him. *Apenas / Casi no lo conozco.*

D

good (bueno) es adjetivo

→

well (bien) es adverbio

- ☐ Your English **is** very **good**.
- ☐ It was a **good** game.

- ☐ You **speak** English very **well**. (*no* very good)
- ☐ Our team **played** **well**.

well significa también 'con buena salud':

- ☐ 'How are you?' 'I'm very **well**, thank you. And you?' ... 'Muy bien, gracias. ¿Y tú?'

87.1 Observa los dibujos y completa las frases con uno de los adverbios siguientes:

angrily badly dangerously fast ~~heavily~~ quietly

- 1 It's raining heavily . 4 She shouted at me .
 2 He sings very . 5 She can run very .
 3 They came in . 6 He was driving .

87.2 Escoge un verbo del primer cuadro y un adverbio del segundo para completar las frases.

come	know	sleep	win
explain	listen	think	work

+

carefully	clearly	hard	well
carefully	easily	quickly	well

- 1 I'm going to tell you something very important, so please listen carefully .
 2 They . At the end of the day they're always tired.
 3 I'm tired this morning. I didn't last night.
 4 You play tennis much better than me. When we play, you always .
 5 before you answer the question.
 6 I've met Alice a few times, but I don't her very .
 7 Our teacher doesn't things very . We never understand him.
 8 Helen! I need your help. !

87.3 Escoge la palabra correcta.

- 1 Don't eat so quick/quickly. It's not good for you. (quickly es la forma correcta)
 2 Why are you angry/angrily? I haven't done anything.
 3 Can you speak slow/slowly, please?
 4 Come on, Dave! Why are you always so slow/slowly?
 5 Bill is a very careful/carefully driver.
 6 Jane is studying hard/hardly for her examinations.
 7 'Where's Diane?' 'She was here, but she left sudden/suddenly.'
 8 Please be quiet/quietly. I'm studying.
 9 Some companies pay their workers very bad/badly.
 10 Those oranges look nice/nicely. Can I have one?
 11 I don't remember much about the accident. Everything happened quick/quickly.

87.4 Completa la frases con good o con well.

- 1 Your English is very good . You speak it very well .
 2 Jackie did very in her exams.
 3 The party was very . I enjoyed it very much.
 4 Martin has a difficult job, but he does it .
 5 How are your parents? Are they ?
 6 Did you have a holiday? Was the weather ?

87.5 Traduce al inglés.

- 1 Tus padres hablan español muy bien.
 2 El avión llegó tarde y tuvimos que esperar pacientemente.
 3 De repente se fue la luz.
 4 Conduce con cuidado. Esta carretera es peligrosa.
 5 Escribo mal. Hago muchas faltas.
 6 ¿Puedes hablar despacio, por favor? Casi no podemos entenderte.
 7 No me gusta andar despacio.
 8 La puerta se abrió de repente.

old/older expensive / more expensive

A

old viejo	older más viejo	heavy pesado	heavier más pesado	expensive caro	more expensive más caro
--------------	--------------------	-----------------	-----------------------	-------------------	----------------------------

Older / heavier / more expensive son comparativos.

El comparativo termina en **-er** (**older**) o se forma con **more** ... (**more expensive**).

B

Comparativo en **-er** (**older/heavier** etc.)

Adjetivos/adverbios cortos (una sílaba) → **-er**:

old → older (más viejo)	slow → slower (más lento)	cheap → cheaper (más barato)
nice → nicer (más bonito)	late → later (más tarde)	big → bigger (más grande)

ORTOGRAFÍA (→ Apéndice 5): big → bigger hot → hotter thin → thinner

Adjetivos/adverbios terminados en -y → **-ier**:

easy → easier (más fácil)	heavy → heavier (más pesado)	early → earlier (más pronto)
----------------------------------	-------------------------------------	-------------------------------------

- ☐ Rome is **old**, but Athens is **older**. (no more old)
- ☐ Is it **cheaper** to go by car or by train? (no more cheap)
- ☐ Helen wants a **bigger** car. (no more big)
- ☐ This coat is OK, but I think the other one is **nicer**. (no more nice)
- ☐ Don't take the bus. It's **easier** to take a taxi. (no more easy)

far (lejano) → **further** (más lejano):

- ☐ 'How far is it to the station? A mile?' 'No, it's **further**. About two miles.'

C

Comparativo con **more** ...

Adjetivos/adverbios más largos (2/3/4 sílabas) → **more** ... :

careful → more careful (más cuidadoso)
expensive → more expensive (más caro)
polite → more polite (más educado)
interesting → more interesting (más interesante)

- ☐ You must be **more careful**.
- ☐ I don't like my job. I want to do something **more interesting**.
- ☐ Is it **more expensive** to go by car or by train?

D

Comparativos irregulares:

good/well → better	bad/badly → worse
bueno/bien mejor	malo/mal peor

- ☐ The weather wasn't very **good** yesterday, but it's **better** today.
- ☐ 'Do you feel **better** today?' 'No, I feel **worse**.'
- ☐ Which is **worse** – a headache or a toothache?

88.1 Observa los dibujos y escribe el comparativo (older / more interesting etc.).

<p>1 heavy</p> <p>heavier</p>	<p>2 big</p>	<p>3 slow</p>
<p>4 expensive</p>	<p>5 high</p>	<p>6 dangerous</p>

88.2 Escribe el comparativo.

- | | | | |
|-------------|-------|------------|--|
| 1 old | older | 6 good | |
| 2 strong | | 7 large | |
| 3 happy | | 8 serious | |
| 4 modern | | 9 pretty | |
| 5 important | | 10 crowded | |

88.3 Escribe el contrario de estos comparativos:

- | | | | |
|-----------|-------|----------|--|
| 1 younger | older | 4 better | |
| 2 colder | | 5 nearer | |
| 3 cheaper | | 6 easier | |

88.4 Completa las frases usando un comparativo.

- Helen's car isn't very big. She wants a bigger one.
- My job isn't very interesting. I want to do something more interesting.
- You're not very tall. Your brother is
- David doesn't work very hard. I work
- My chair isn't very comfortable. Yours is
- Your idea isn't very good. My idea is
- These flowers aren't very nice. The blue ones are
- My bag isn't very heavy. Your bag is
- I'm not very interested in art. I'm in history.
- It isn't very warm today. It was yesterday.
- These tomatoes don't taste very good. The other ones tasted
- Britain isn't very big. France is
- London isn't very beautiful. Paris is
- This knife isn't very sharp. Have you got a one?
- People today aren't very polite. In the past they were
- The weather isn't too bad today. Often it is much

88.5 Traduce al inglés.

saber = taste

- | | |
|--|---|
| 1 Tu coche no es muy viejo. Mi coche es más viejo. | 5 Tengo un trabajo más fácil ahora. |
| 2 No me sentía bien esta mañana, pero me siento mejor ahora. | 6 Estos zapatos son mejores, pero son más caros. |
| 3 Este queso es más caro, pero sabe mejor. | 7 El hotel Central está más lejos, pero es más barato. |
| 4 No me gustan los autobuses. Siempre viajo en tren porque es más rápido y más cómodo. | 8 Me levanté más pronto ayer y estaba más cansado por la noche. |

A



She's **taller than** him.
Es más alta que él.

Hotel Prices (per room per night)	
Europa Hotel	£140
Grand Hotel	£130
Royal Hotel	£125
tel	£110

The Europa Hotel is **more expensive than** the Grand.
... es más caro que el Grand.

Se usa **than** (= que) detrás de los comparativos (**older than ... / more expensive than ...** etc.):

- ☐ Athens is **older than** Rome. (*no older than*)
Atenas es más antigua que Roma.
- ☐ Are oranges **more expensive than** bananas? (*no more expensive than*)
¿... más caras que ... ?
- ☐ It's **easier** to take a taxi **than** to take the bus. *Es más fácil tomar un taxi que tomar el autobús.*
- ☐ 'How are you today?' 'Not bad. **Better than** yesterday.' '*... Mejor que ayer.*
- ☐ The restaurant is **more crowded than** usual. *... más lleno de gente que de costumbre.*

B

Normalmente se dice: **than me / than him / than her / than us / than them.**

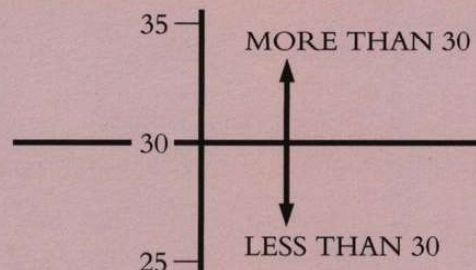
Se puede decir:

- ☐ I can run faster **than him**. o I can run faster **than he can**.
- ☐ You are a better singer **than me**. o You are a better singer **than I am**.
- ☐ I got up earlier **than her**. o I got up earlier **than she did**.

C

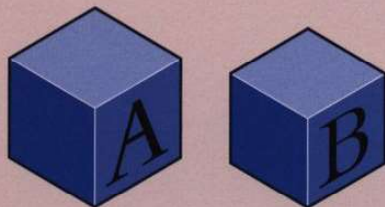
more than ... = más que/de ... less than ... = menos que/de ...

- ☐ A: How much did your shoes cost? £30?
B: No, **more than** that. (*no more than*) *No, más.*
- ☐ The film was very short – **less than** an hour.
... menos de una hora.
- ☐ They've got **more money than** they need.
... más dinero del que necesitan.
- ☐ You go out **more than** me. *Sales más que yo.*

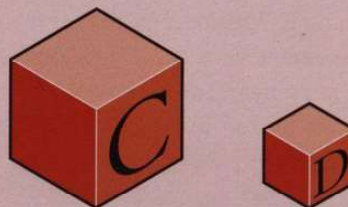


D

a bit older (= un poco más viejo) / **much older** (= mucho más viejo) etc.



Box A is **a bit bigger** than Box B.
... un poco más grande que ...



Box C is **much bigger** than Box D.
... mucho más grande que ...

a bit much	bigger	than ...
	older	
	better	
	more difficult	
	more expensive	

- ☐ Canada is **much bigger** than France.
... mucho más grande que ...
- ☐ Sue is **a bit older** than Gary – she's 25 and he's 24.
... un poco más vieja que ...
- ☐ The hotel was **much more expensive** than I expected.
... mucho más caro ...
- ☐ You go out **much more** than me.
Sales mucho más que yo.

89.1 Escribe frases con **than** comparando a Liz y a Ben.

Liz

- 1 I'm 26.
- 2 I'm not a very good swimmer.
- 3 I'm 1 metre 68 tall.
- 4 I start work at 8 o'clock.
- 5 I don't work very hard.
- 6 I haven't got much money.
- 7 I'm a very good driver.
- 8 I'm not very patient.
- 9 I'm not a very good dancer.
- 10 I'm very intelligent.
- 11 I speak French very well.
- 12 I don't go to the cinema very much.

Ben



- 1 I'm 24.
- 2 I'm a very good swimmer.
- 3 I'm 1 metre 63 tall.
- 4 I start work at 8.30.
- 5 I work very hard.
- 6 I've got a lot of money.
- 7 I'm not a very good driver.
- 8 I'm very patient.
- 9 I'm a good dancer.
- 10 I'm not very intelligent.
- 11 I don't speak French very well.
- 12 I go to the cinema a lot.

- | | |
|---|------------------|
| 1 Liz <u>is older than Ben</u> | 7 Liz is a |
| 2 Ben <u>is a better swimmer than Liz</u> | 8 Ben |
| 3 Liz is | 9 Ben |
| 4 Liz starts Ben. | 10 Liz |
| 5 Ben | 11 Liz |
| 6 Ben has got | 12 Ben |

89.2 Completa las frases usando **than**.

- 1 He isn't very tall. You're taller than him (o taller than he is)
- 2 She isn't very old. You're
- 3 I don't work very hard. You work
- 4 He doesn't watch TV very much. You
- 5 I'm not a very good cook. You
- 6 We don't know many people. You
- 7 They haven't got much money. You
- 8 I can't run very fast. You can
- 9 She hasn't been here very long. You
- 10 They didn't get up very early. You
- 11 He wasn't very surprised. You

89.3 Completa las frases con **a bit o much + un comparativo (older/better etc.)**.

- 1 Emma is 25. Gary is 24½.
Emma is a bit older than Gary.
- 2 Jack's mother is 52. His father is 69.
Jack's mother
- 3 My camera cost £100. Yours cost £96.
My camera
- 4 Yesterday I felt terrible. Today I feel OK.
I feel
- 5 Today the temperature is 12 degrees. Yesterday it was 10 degrees.
It's
- 6 Sarah is an excellent tennis player. I'm not very good.
Sarah

89.4 Traduce al inglés.

- | | |
|---|--|
| 1 La reunión fue muy larga – más de dos horas. | 6 Creo que <i>Hamlet</i> es mucho más interesante que <i>King Lear</i> . |
| 2 Estaremos en Madrid en menos de tres horas. | 7 Antonio come mucho más que tú. |
| 3 El japonés es mucho más difícil que el inglés. | 8 Ellos tienen más dinero que nosotros. |
| 4 Este piso es más nuevo y un poco más grande que el mío. | 9 Estos pantalones cuestan más dinero del que puedo gastarme. |
| 5 Sabes nadar mejor que yo. | |

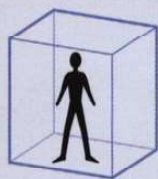
piso = flat
gastarme =
afford

in at on (preposiciones de lugar 1)

in, at y on corresponden en muchos casos a 'en' en español.

A

in (a place) = 'en' un lugar, rodeado por ese lugar.



in a room
in a shop
in a car
in the water



in a garden
in a town
in the city centre
in Brazil

- 'Where's David?' **'In the kitchen. / In the garden. / In London.'**
... 'En la cocina. / En el jardín. / En Londres.'
- What's **in that box / in that bag / in that cupboard?**
¿... en esa caja / en esa bolsa / en ese armario?
- Rachel works **in a shop / in a bank / in a factory.**
... en una tienda / en un banco / en una fábrica.
- I went for a swim **in the river / in the pool / in the sea.** ... en el río / en la piscina / en el mar.
- Milan is **in the north of Italy.** Naples is **in the south.** ... en el norte ... en el sur.
- I live **in a big city,** but I'd like to live **in the country.** ... en una gran ciudad ... en el campo.

B

at (a place) = 'en' (un lugar), pero no dentro de ese lugar o rodeado por el mismo.



at the bus stop



at the door



at the traffic lights



at her desk

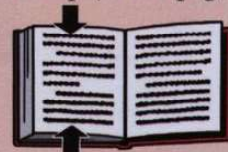
- There's somebody **at the bus stop / at the door.**
... en la parada del autobús / en la puerta.
- The car is waiting **at the traffic lights.** ... en el semáforo.
- Jane is working **at her desk.** ... en su escritorio.

Se dice **at the top / at the bottom / at the end** (of ...)

= al principio / al final (de ...):

- Write your name **at the top of the page.** ... al principio de la página.
- My house is **at the end of the street.** ... al final de la calle.

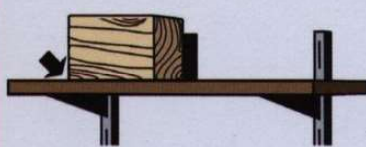
at the top (of the page)



at the bottom (of the page)

C

on = en (sobre, encima de)

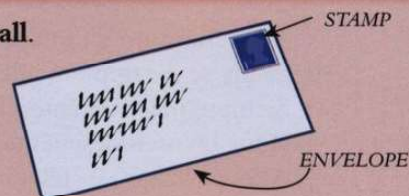


on a shelf
on a plate
on a balcony
on the floor
etc.



on a wall
on a door
on the ceiling
etc.

- There are some books **on the shelf** and some pictures **on the wall.**
... en la estantería ... en la pared.
- There are a lot of apples **on those trees.** ... en esos árboles.
- Don't sit **on the grass.** It's wet. ... en la hierba ...
- There is a stamp **on the envelope.**



on a horse (a caballo) / **on a bicycle** (en bicicleta) / **on a motorbike** (en moto):

- Who is that man **on the motorbike?** ¿... en la moto?

106.1 Observa los dibujos y responde a las preguntas usando in/at/on.



- | | |
|---------------------------------------|----------------------------------|
| 1 Where is he? <u>In the kitchen.</u> | 7 Where are they standing? |
| 2 Where are the shoes? | 8 Where is she swimming? |
| 3 Where is the pen? | 9 Where is he standing? |
| 4 Where is the clock? | 10 Where is the spider? |
| 5 Where is the bus? | 11 Where is he sitting? |
| 6 Where are the horses? | 12 Where is she sitting? |

106.2 Completa las frases con in/at/on.

- Don't sit on the grass. It's wet.
- What have you got your bag?
- Look! There's a man the roof. What's he doing?
- There are a lot of fish this river.
- Our house is number 45 – the number is the door.
- 'Is the post office near here?' 'Yes, turn left the traffic lights.'
- It's difficult to park the centre of town. It's better to take the bus.
- My sister lives Brussels.
- There's a small park the top of the hill.
- I think I heard the doorbell. There's somebody the door.
- Munich is a large city the south of Germany.
- There are a few shops the end of the street.
- It's difficult to carry a lot of things a bicycle.
- I looked at the list of names. My name was the bottom.
- There is a mirror the wall the living room.

106.3 Traduce al inglés.

- | | |
|---|---|
| 1 No puedo entrar. Hay un perro en la puerta. | 4 En 2005 vivía en Bristol. |
| 2 ¿Dónde están las llaves, en la mesa o en el cajón? | 5 El banco está al final de esta calle. |
| 3 La llave está en la estantería, en una bolsa negra. | 6 Vivo aquí. Puedes parar en este semáforo. |
| | 7 ¿Es tu hermana la chica en la bicicleta? |
| | 8 No me gustan esos cuadros en esa pared. |

entrar = go in
cajón = drawer

in at on (preposiciones de lugar 2)

A **in** corresponde normalmente a 'en' en estas expresiones:

in bed
in hospital / **in** prison
in the sky
in a newspaper / **in** a book
in a photograph / **in** a picture
in a car / **in** a taxi
in the middle (of ...)

- ☐ 'Where's Kate?' 'She's **in bed**.' '... en la cama.'
- ☐ David's father is ill. He's **in hospital**. '... en el hospital.'
- ☐ I like to look at the stars **in the sky** at night.
- ☐ I read about the accident **in the newspaper**.
- ☐ You look sad **in this photograph**.
- ☐ Did you come here **in your car**?
- ☐ There's a big tree **in the middle** of the garden.

Detrás de un superlativo **in** corresponde normalmente a 'de':

- ☐ What's the largest city **in** the world? ¿... más grande del mundo?

B **at** se usa en estas expresiones ('en' en español):

at home
at work / **at** school
at university / **at** college
at the station / **at** the airport
at Jane's (house) / **at** my sister's (house)
etc. (en casa de alguien)
at the doctor's / **at** the hairdresser's etc.
(en un lugar de trabajo)
at a concert / **at** a party / **at** a football
match etc. (en un acontecimiento, reunión
o espectáculo)

- ☐ Will you be **at home** this evening? ... en casa ...
- ☐ 'Where's Kate?' 'She's **at work**.' ... en el trabajo.
- ☐ Helen is studying law **at university**.
- ☐ I'll meet you **at the station**, OK?
- ☐ A: Where were you yesterday?
B: **At my sister's**.
- ☐ I saw Tom **at the doctor's**.
- ☐ There weren't many people **at the party**.

A veces se usa **in** o **at** para edificios (hoteles, restaurantes, etc.):

- ☐ We stayed **at** a nice hotel. o We stayed **in** a nice hotel. ... en un hotel bonito.

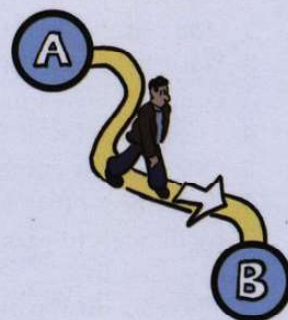
C **on** se usa en estas expresiones:



on a bus



on the first floor



on the way from A to B

on a bus / **on** a train / **on** a plane /
on a ship
on the ground floor / **on** the first floor
etc.
on the way (to ...) / **on** the way home
(= de camino a ...)
on the right / **on the left**
= a la derecha / a la izquierda

- ☐ Did you come here **on the bus**? ¿... en el autobús?
- ☐ The office is **on the first floor**. (no in the first floor)
... en el primer piso.
- ☐ I met Ann **on the way** to work / **on the way** home.
- ☐ My desk is **on the left** of the window, Kathy's desk is
on the right.

107.1 Observa los dibujos y responde a las preguntas usando in/at/on.



- | | |
|-------------------------------------|----------------------------------|
| 1 Where is she? <u>In hospital.</u> | 7 Where is Steve? |
| 2 Where are they? | 8 Where is the restaurant? |
| 3 Where is he? | 9 Where is she? |
| 4 Where are they? | 10 Where are they? |
| 5 Where are the stars? | 11 Where are they? |
| 6 Where are they? | 12 Where are they? |

107.2 Completa las frases con in/at/on.

- Helen is studying law at university.
- There was a big table in the middle of the room.
- What is the longest river in the world?
- Were there many people at the concert last night?
- Will you be at home tomorrow afternoon?
- Who is the man in this photograph? Do you know him?
- Where are your children? Are they at school?
- Gary is coming by train. I'm going to meet him at the station.
- Charlie is in hospital. He had an operation yesterday.
- How many pages are there in this book?
- 'Are you hungry after your journey?' 'No, I had something to eat on the train.'
- I'm sorry I'm late. My car broke down on the way here.
- 'Is Tom here?' 'No, he's at his brother's.'
- Don't believe everything you see in the newspaper!
- I walked to work, but I came home on the bus.

107.3 Traduce al inglés.

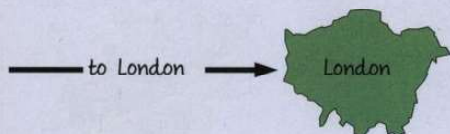
- | | |
|---|--|
| 1 'Rafa no está en el trabajo.
'Está en el médico.' | 5 Conocí a Susan en un avión. |
| 2 Ayer estuvimos en una fiesta de cumpleaños. | 6 Vi a David en el concierto. |
| 3 'Luis no estaba en el aeropuerto.'
'Estaba en casa de Carmen.' | 7 Nos quedaremos en casa el sábado. |
| 4 En 2002 Sandra estaba en la universidad. | 8 El río Nilo es el más largo del mundo. |
| | 9 Bruce está muy cansado. Ahora está en la cama. |
| | 10 Melanie tuvo un accidente de camino al trabajo. |

fiesta de
cumpleaños =
birthday party
Nilo = Nile

A

to = a (dirección)

go/come/return/walk (etc.) to ...



- ☐ We're **going to London** on Sunday.
- ☐ I want to **go to Italy** next year.
- ☐ We **walked** from my house **to the centre of town**.
- ☐ What time do you **go to bed**?
¿A qué hora te acuestas?



- ☐ The bus is **going to the airport**.
El autobús va al aeropuerto.
- ☐ Karen didn't **go to work** yesterday.
- ☐ I **went to a party** last night.
- ☐ You must **come to our house**.

in/at = en (situación) (→ Unidades 106-107)

be/stay/do something (etc.) in ...



- ☐ Piccadilly Circus **is in London**.
- ☐ My brother **lives in Italy**.
- ☐ The main shops **are in the centre of town**.
- ☐ I like **reading in bed**.
Me gusta leer en la cama.

be/stay/do something (etc.) at ...



- ☐ The bus **is at the airport**.
El autobús está en el aeropuerto.
- ☐ Sarah **wasn't at work** yesterday.
- ☐ I **met a lot of people at the party**.
- ☐ Helen **stayed at her brother's house**.

B

home / at home = en casa

go/come/walk (etc.) home (sin to):

- ☐ I'm tired. I'm **going home**. (no to home)
... Me voy a casa.
- ☐ Did you **walk home**?

be/stay/do something (etc.) at home:

- ☐ I'm **staying at home** tonight.
Me quedo en casa ...
- ☐ Dan doesn't go to an office. He **works at home**.

C

arrive in / at ... y get to ...

arrive in + país/ciudad (arrive in Italy / arrive in Paris etc.):

- ☐ They **arrived in England** last week. (no arrived to England)
Llegaron a Inglaterra ...

arrive at + otros lugares (arrive at the station / arrive at work etc.):

- ☐ What time did you **arrive at the hotel**? (no arrive to the hotel)
¿... Llegaste al hotel?

get to + lugar = llegar a ...

- ☐ What time did you **get to the hotel**? ¿... Llegaste al hotel?
- ☐ What time did you **get to Paris**? ¿... Llegaste a París?

get home / arrive home (sin preposición):

- ☐ I was tired when I **got home**. o I was tired when I **arrived home**. (no to home)

108.1 Completa las frases con **to** o con **in**.

- 1 I like reading **in** bed.
- 2 We're going Italy next month.
- 3 Sue is on holiday Italy at the moment.
- 4 I have to go the bank today.
- 5 I was tired, so I stayed bed late.
- 6 What time do you usually go bed?
- 7 Does this bus go the centre?
- 8 Would you like to live another country?

108.2 Completa las frases con **to** o con **at** si es necesario. En algunos casos no hace falta preposición.

- 1 Paula didn't go **to** work yesterday.
- 2 I'm tired. I'm going home. (*sin preposición*)
- 3 Tina is not very well. She has gone the doctor.
- 4 Would you like to come a party on Saturday?
- 5 'Is Liz home?' 'No, she's gone work.'
- 6 There were 20,000 people the football match.
- 7 Why did you go home early last night?
- 8 A boy jumped into the river and swam the other side.
- 9 There were a lot of people waiting the bus stop.
- 10 We had a good meal a restaurant, and then we went back the hotel.

108.3 Completa las frases con **to**, **at** o **in** si es necesario. En algunos casos no hace falta preposición.

- 1 I'm not going out this afternoon. I'm staying **at** home.
- 2 We're going a concert tomorrow evening.
- 3 I went New York last year.
- 4 How long did you stay New York?
- 5 Next year we hope to go Canada to visit some friends.
- 6 Do you want to go the cinema this evening?
- 7 Did you park your car the station?
- 8 After the accident three people were taken hospital.
- 9 How often do you go the dentist?
- 10 'Is Sarah here?' 'No, she's Helen's.'
- 11 My house is the end of the street on the left.
- 12 I went Maria's house, but she wasn't home.
- 13 There were no taxis, so we had to walk home.
- 14 'Who did you meet the party?' 'I didn't go the party.'

108.4 Completa las frases con **to**, **at** o **in** si es necesario. En algunos casos no hace falta preposición.

- 1 What time do you usually get work?
- 2 What time do you usually get home?
- 3 What time did you arrive the party?
- 4 When did you arrive London?
- 5 What time does the train get Paris?
- 6 We arrived home very late.

108.5 Completa estas frases con información sobre ti. Usa **to/in/at**.

- 1 At three o'clock this morning I was **in bed**
- 2 Yesterday I went
- 3 At 11 o'clock yesterday morning I was
- 4 One day I'd like to go
- 5 I don't like going
- 6 At 9 o'clock yesterday evening I was

108.6 Traduce al inglés.

- 1 Hay muchos cines en el centro de la ciudad.
- 2 ¿A qué hora llegaste a Madrid?
- 3 Andrés se fue a Francia ayer.
- 4 Normalmente no nos acostamos muy tarde.
- 5 No están en casa. Se han ido al cine.
- 6 Era muy tarde cuando llegué a casa.
- 7 Normalmente llego a la oficina a las 8.15.
- 8 Vimos a Laura en la fiesta.

under, behind, opposite etc.

A next to o beside / between / in front of / behind



A is **next to** B. o A is **beside** B. (no beside of) ... *junto a / al lado de B.*
 B is **between** A and C. ... *entre A y C.*
 D is **in front of** B. ... *delante de B.*
 E is **behind** B. (no behind of) ... *detrás de B.*

además:

A is **on the left**. ... *a la izquierda.*
 C is **on the right**. ... *a la derecha.*
 B is **in the middle** (of the group). ... *en medio (del grupo).*

B opposite / in front of

No confundas **opposite** (= enfrente de) con **in front of** (= delante de).



A is sitting **in front of** B. ... *delante de B.*
 A is sitting **opposite** C. (no opposite of) ... *enfrente de C.*
 C is sitting **opposite** A. ... *enfrente de A.*

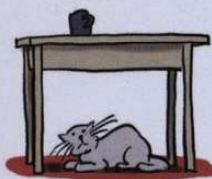
C by (= next to / beside)



by the window

- ☐ Our house is **by the sea**. ... *al lado del mar.*
- ☐ Who is that man standing **by the window**?
 ¿... *junto a la ventana?*
- ☐ If you feel cold, why don't you sit **by the fire**?
 ... *¿por qué no te sientas junto al fuego?*

D under = debajo de



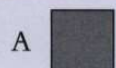
under the table



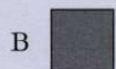
under a tree

- ☐ The cat is **under the table**. (no under of) ... *debajo de la mesa.*
- ☐ The girl is standing **under a tree**. ... *debajo de un árbol.*
- ☐ I'm wearing a jacket **under my coat**. ... *debajo de mi abrigo.*

E above = por encima de, sin contacto y below = por debajo de, sin contacto



A is **above the line**.
 (no above of)



B is **below the line**.
 (no below of)



The pictures are **above the shelves**.

The shelves are **below the pictures**.

109.1 Observa la posición de las personas del dibujo y completa las frases.



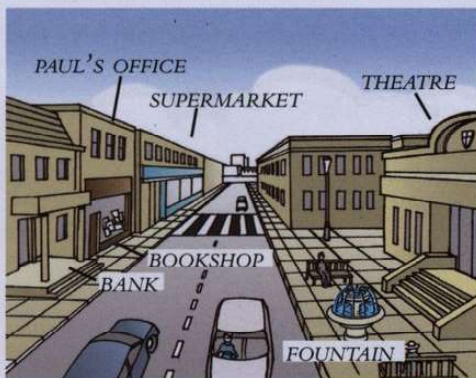
- 1 Colin is standing behind Frank.
- 2 Frank is sitting Emma.
- 3 Emma is sitting Barbara.
- 4 Emma is sitting Donna and Frank.
- 5 Donna is sitting Emma.
- 6 Frank is sitting Colin.
- 7 Alan is standing Donna.
- 8 Alan is standing left.
- 9 Barbara is standing middle.

109.2 Observa los dibujos y completa las frases.



- 1 The cat is under the table.
- 2 There is a big tree the house.
- 3 The plane is flying the clouds.
- 4 She is standing the piano.
- 5 The cinema is the right.
- 6 She's sitting the phone.
- 7 The switch is the window.
- 8 The cupboard is the sink.
- 9 There are some shoes the bed.
- 10 The plant is the piano.
- 11 Paul is sitting Fiona.
- 12 In Britain people drive the left.

109.3 Escribe frases sobre el dibujo.



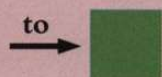
- 1 (next to) The bank is next to the bookshop.
- 2 (in front of) The in front of
- 3 (opposite)
- 4 (next to)
- 5 (above)
- 6 (between)

109.4 Traduce al inglés.

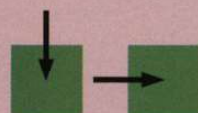
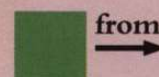
- 1 El banco está al final de la calle a la derecha.
- 2 Pablo se sentó delante de mí. Teresa estaba al lado de Blanca, detrás de Vicente.
- 3 El supermercado está al lado del cine, enfrente del hospital.
- 4 Nuestra casa está detrás del parque, junto a la escuela.
- 5 Hay un buzón enfrente del museo, delante de la biblioteca.
- 6 ¿Qué llevas puesto debajo de la camisa?
- 7 Este cuadro está bien aquí, debajo de la lámpara, entre las dos ventanas.

up, over, through etc.

No todas las preposiciones tienen un solo significado equivalente en inglés y español. Observa las siguientes con sus ilustraciones y ejemplos.



- ☐ Jane is going **to** France next week.
- ☐ We walked **from** the hotel **to** the station.
- ☐ A lot of English words come **from** Latin.



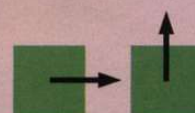
into (in)

- ☐ We jumped **into** the water.
- ☐ A man came **out of** the house and got **into** a car.
- ☐ Why are you looking **out of** the window?
- ☐ I took the old batteries **out of** the radio.

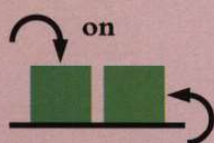
Le quité las pilas viejas a la radio.

Normalmente se dice **put something in ...** (no 'into'):

- ☐ I **put** new batteries **in** the radio.
- Le puse las pilas nuevas a la radio.*

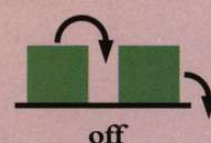


out of

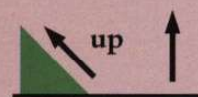


on

- ☐ Don't put your feet **on** the table.
- ☐ Please take your feet **off** the table.
- ☐ I'm going to hang some pictures **on** the wall.
- ☐ Be careful! Don't fall **off** your bicycle.
- ☐ We got **on** the bus in Princes Street.

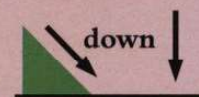


off

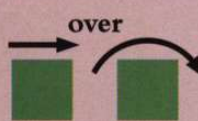


up

- ☐ We walked **up** the hill to the house.
- ☐ Be careful! Don't fall **down** the stairs.



down

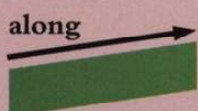


over

- ☐ The plane flew **over** the mountains.
- ☐ I jumped **over** the wall into the garden.
- ☐ Some people say it is unlucky to walk **under** a ladder.



under



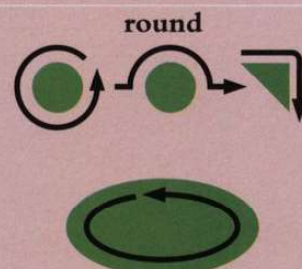
along

- ☐ I was walking **along** the road with my dog.
- ☐ Let's go for a walk **along** the river.
- ☐ The new road goes **round** the village.
- ☐ The bus stop is just **round** the corner.
- ☐ I walked **round** the town and took some photographs.

Di una vuelta por la ciudad ...

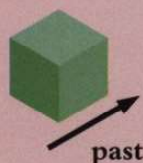
También se puede decir **around** (= round):

- ☐ We walked **around** the town.



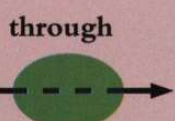
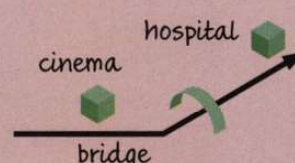
round

round the town



past

- ☐ They walked **past** me without speaking.
- Pasaron por mi lado ...*
- ☐ A: Excuse me, how do I get to the hospital?
- ☐ B: Go along this road, **past** the cinema, under the bridge and the hospital is on the left.



through

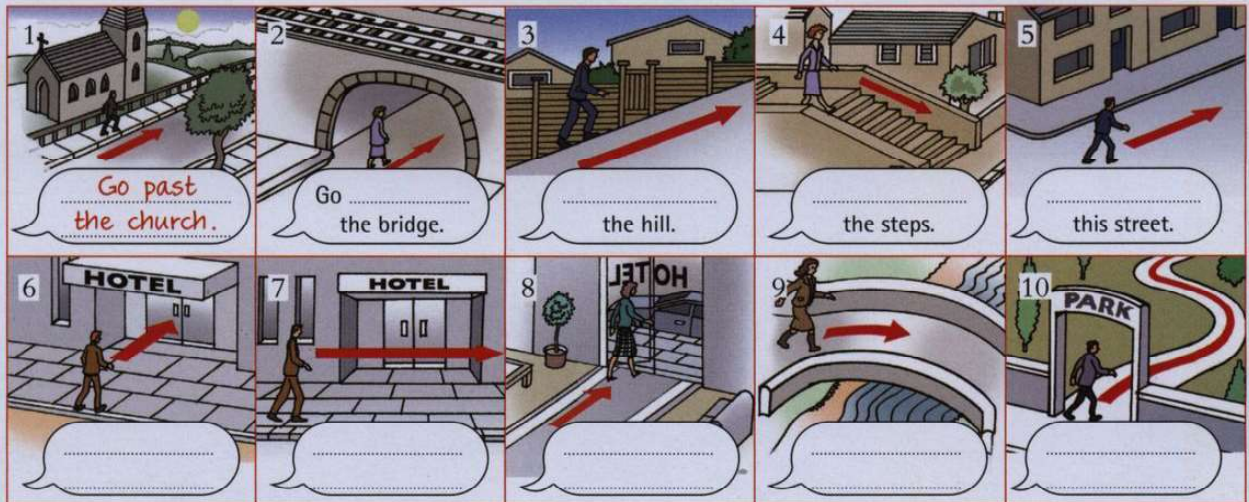
through/across (= a través de). Normalmente **through** se usa para algo vertical (una ventana, un bosque, etc.) y **across** se suele usar para algo horizontal (un valle, la calle, un río, etc.):

- ☐ A bird flew into the room **through** a window.
- ☐ The old road goes **through** the village.
- La carretera vieja atraviesa el pueblo.*
- ☐ The dog swam **across** the river.
- El perro atravesó el río nadando.*
- ☐ We ran **across** the road.



across

110.1 Alguien te pregunta cómo llegar a un sitio. Observa los dibujos y escribe las instrucciones. Escribe frases que empiecen por Go



110.2 Observa los dibujos y completa las frases.



- 1 The dog swam across the river.
- 2 A book fell the shelf.
- 3 A plane flew the village.
- 4 A woman got the car.
- 5 A girl ran the road.
- 6 Suddenly a car came the corner.
- 7 They drove the village.
- 8 They got the train.
- 9 The moon travels the earth.
- 10 They got the house a window.

110.3 Completa las frases con over/from/into etc.

- 1 I looked the window and watched the people in the street.
- 2 My house is very near here. It's just the corner.
- 3 'Where's my phone?' 'You put it your bag.'
- 4 How far is it here the airport?
- 5 We walked the museum for an hour and saw a lot of interesting things.
- 6 You can put your coat the back of the chair.
- 7 In tennis, you have to hit the ball the net.
- 8 Silvia took a key her bag and opened the door.

110.4 Traduce al inglés usando el verbo y una preposición apropiada.

- 1 El gato se fue corriendo debajo de la cama. (**run**)
- 2 De repente Sue entró en la habitación. (**come**)
- 3 ¿Dónde bajasteis del autobús? (**get**)
- 4 Fuimos conduciendo por la costa. (**drive**)
- 5 Cuando viajamos a Londres el mes pasado sobrevolamos París. (**fly**)
- 6 Liz cruzó el parque corriendo. (**run**)
- 7 Pasamos en coche por delante de tu casa. (**drive**)
- 8 Fueron paseando desde el río hasta la estación. (**walk**)