



Ámbito de comunicación

Lengua inglesa

Educación a distancia semipresencial

Módulo 2

Unidad didáctica 7

Índice

1.	Introducción.....	3
1.1	Descripción de la unidad didáctica.....	3
1.2	Conocimientos previos	3
1.3	Orientaciones para la programación temporal	3
2.	Secuencia de contenidos y actividades	4
2.1	Describing people. <i>Describiendo personas</i>	4
2.2	Describing my house. <i>Describiendo mi casa</i>	8
2.3	Describing my town. <i>Describiendo mi ciudad</i>	12
2.4	Around town. <i>Por la ciudad</i>	18
2.5	Spring festivals. <i>Fiestas en primavera</i>	26
3.	Actividades de autoevaluación	27
4.	Solucionario.....	28
4.1	Soluciones de las actividades	28
4.2	Soluciones de las actividades de autoevaluación	33
5.	Bibliografía y recursos	34
6.	Anexo. Licencia de recursos.....	36

1. Introducción

1.1 Descripción de la unidad didáctica

En esta unidad abordaremos los siguientes contenidos:

- Descripción de personas (apariencia y personalidad).
- Descripción de una casa (estancias y objetos comunes).
- Números ordinales.
- *There is / There are.*
- *A / an / some / any.*
- Descripción de una ciudad (tiendas y lugares).
- Preposiciones de lugar.
- Descripción del tiempo atmosférico.
- El grado comparativo de los adjetivos.
- Direcciones.
- Conversación en una oficina de información turística, una estación y un restaurante.
- Peticiones y ofrecimientos.

En la segunda parte, trataremos aspectos socioculturales de los países de habla inglesa. En esta unidad, hablaremos de *Easter* y *April Fools' Day*.

1.2 Conocimientos previos

El alumnado debe revisar los contenidos vistos en las unidades previas, principalmente:

- El presente simple de todos los verbos.
- Los determinantes posesivos y el genitivo sajón.
- Expresión de gustos y preferencias.
- Preguntas de información personal.
- Los artículos indeterminados *a / an*.

1.3 Orientaciones para la programación temporal

Cada módulo tiene una duración cuatrimestral. Los módulos constan de 4 unidades. Por lo tanto, cada unidad tendría una duración aproximada de un mes. Recuerde que la dificultad de los contenidos irá aumentando progresivamente, por lo que es posible que necesite dedicarle más tiempo a las últimas unidades de cada módulo.

Se recomienda la asistencia regular a las tutorías presenciales para reforzar las explicaciones gramaticales y los ejercicios orales.

2. Secuencia de contenidos y actividades

2.1 Describing people. *Describiendo personas*

Appearance. *Apariencia física*

- What do you look like? (*¿Cómo es físicamente?*)
- What does he / your dad / Ann look like? (*¿Cómo es él, tu padre, Ann físicamente?*)

TO BE + ADJECTIVES											
Age (Edad)			Height (Altura)			Weight (Peso)				General (General)	
											
old <i>mayor</i>	middle-aged <i>de mediana edad</i>	young <i>joven</i>	tall <i>alto</i>	medium-height <i>de estatura media</i>	short <i>bajo</i>	thin <i>flaco (neg.)</i>	slim <i>delgado (pos.)</i>	fat <i>gordo (neg.)</i>	plump <i>gordito</i>	pretty, beautiful <i>guapa</i>	handsome <i>guapo</i> ugly <i>feo</i>
Los adjetivos en inglés son invariables: son iguales en singular y en plural y en el femenino y masculino. <i>These women are tall. (Estas mujeres son altas). This man is tall. (Este hombre es alto).</i> <i>Pretty y beautiful se utilizan para mujeres y handsome se emplea para hombres.</i> Los adjetivos van después del verbo to be y antes del nombre. <i>This man is tall (Este hombre es alto). He is a tall man. (Él es un hombre alto).</i> Podemos graduar el adjetivo con very ("muy"), quite ("bastante"), a little ("un poco"). <i>She's very tall (Es muy alta). She's quite tall (Es bastante alta). She's a little thin (Está un poco delgada).</i>											

HAVE (GOT)...								
size + colour + "eyes"	Size (tamaño)		Colour (color)					
								
	big <i>grandes</i>	small <i>pequeños</i>	grey <i>grises</i>	green <i>verdes</i>	blue <i>azules</i>	brown <i>marrones</i>	black <i>negros</i>	dark <i>oscuros</i>
length + style + colour + "hair"	Length (longitud)			Style (estilo)				
								
	long <i>largo</i>	short <i>corto</i>	medium-length <i>media melena</i>	to be bald <i>ser calvo</i>	straight <i>liso</i>	wavy <i>ondulado</i>	curly <i>rizo</i>	
	Colour (color)							
								
	Blond <i>rubio</i>	Fair <i>claro</i>	red <i>pelirrojo</i>	brown <i>castaño</i>	dark <i>oscuro</i>	black <i>negro</i>	grey <i>canoso</i>	
Others								
	a moustache <i>bigote</i>		a beard <i>barba</i>		glasses <i>gafas</i>		freckles <i>pecas</i>	

Recuerde que:

- "eyes" es plural y, por lo tanto, no lleva a / an. Ej.: *I have got blue eyes* (Tengo los ojos azules).
- "hair" es incontable y, polo tanto, no lleva a / an. Ej.: *I have long hair* (Tengo el cabello largo).

Si usamos varios adjetivos al mismo tiempo, se escriben seguidos y en este orden: (sin "and" delante del último).

1. **Length + style + colour + hair.** Ej.: *I have got long curly black hair.* 2. **Size + colour + eyes.** Ej.: *I have got big brown eyes.*

También podemos usar el verbo *to be*:

- *I have got long hair.* = *My hair is long.*
- *Tom has got long hair.* = *Tom's hair is long.*

BLIND DATE

Presenter: Welcome to "Blind Date". Let's meet our contestant, Jenny.

Jenny, are you ready for your questions?

Jennifer: What do you look like?

Nº. 1: Well, I'm tall and young. I've got brown eyes and wavy black hair.

Nº. 2: I'm quite tall. I've got blue eyes and dark hair. I've got glasses.

Nº. 3: I'm handsome. Very handsome. That's all.



Secuencia de actividades

S1. Find these words. Localice estas palabras.

M	I	D	D	L	E	A	G	E	D	S
E	P	L	U	M	P	T	R	G	A	T
D	B	E	A	R	D	E	E	L	R	R
I	M	C	S	D	F	G	Y	A	K	A
U	O	B	U	W	E	R	H	S	H	I
M	U	L	H	R	S	D	A	S	A	G
H	S	O	A	W	L	D	I	E	I	H
E	T	N	W	E	R	Y	R	S	R	T
I	A	D	W	D	F	J	H	E	V	H
G	C	H	X	C	V	B	N	A	A	A
H	H	A	E	U	G	L	Y	L	I	I
T	E	I	S	V	G	U	I	R	S	R
T	E	R	W	A	V	Y	H	A	I	R



S2. Match pictures with descriptions. Una las imágenes con las descripciones.

1. He's a young attractive man. He's very tall and strong. He has big brown eyes and long curly black hair. He's got a beard.

2. This woman is middle-aged and medium-height. She's a little plump. She is really beautiful. She's got straight blond hair and small eyes.

3. This man is quite old. He's medium-height and fat. He's got small eyes and short straight grey hair. He's not very handsome.

4. She's a short thin woman. She's got medium-length straight black hair and big brown eyes. She's got glasses too.



a. b. c. d.

S3. Listen to the descriptions. What do they say about these people? *Escuche las descripciones. ¿Qué dicen de estas personas?*

	1. Nancy: Monica: Marcy: Rachel and Doris:		2. Mr. Smith:
	3. Karen: Kathy: Mr. Reynolds: Tom: Mr. Ross:		4. The woman in the painting:

S4. Look at the pictures. Describe these people. *Observe las imágenes. Describa a estas personas.*

1.	
2.	
3.	
1. Lady Gaga 2. Arnold Schwarzenegger 3. Beyoncé	

Personality. *Personalidad.*

- What are you like? (*¿Cómo es tu personalidad?*)
- What is he / your dad / Ann like? (*¿Cómo es él, tu padre, Ann de personalidad?*)

									
friendly <i>simpático</i>	funny <i>divertido</i>	generous <i>generoso</i>	sociable <i>sociable</i>	clever <i>inteligente</i>	polite <i>educado</i>	hard-working <i>trabajador</i>	handy <i>mañoso</i>	patient <i>paciente</i>	honest <i>honesto</i>
									
unfriendly <i>antipático</i>	boring <i>aburrido</i>	mean <i>tacaño</i>	shy <i>tímido</i>	stupid <i>estúpido</i>	rude <i>grosero</i>	lazy <i>vago</i>	clumsy <i>torpe</i>	impatient <i>impaciente</i>	dishonest <i>deshonesto</i>

BLIND DATE	
Presenter: Jenny, what's your second question? Jennifer: What are you like? Nº.1: Well, I'm generous and clever. And I'm very patient. Nº. 2: I'm friendly and funny. I'm quite clever too. Nº. 3: I'm a little impatient. I'm sometimes unfriendly and rude... but I'm handsome. Jennifer: Number 3 is impatient, unfriendly and rude... but he's honest.	

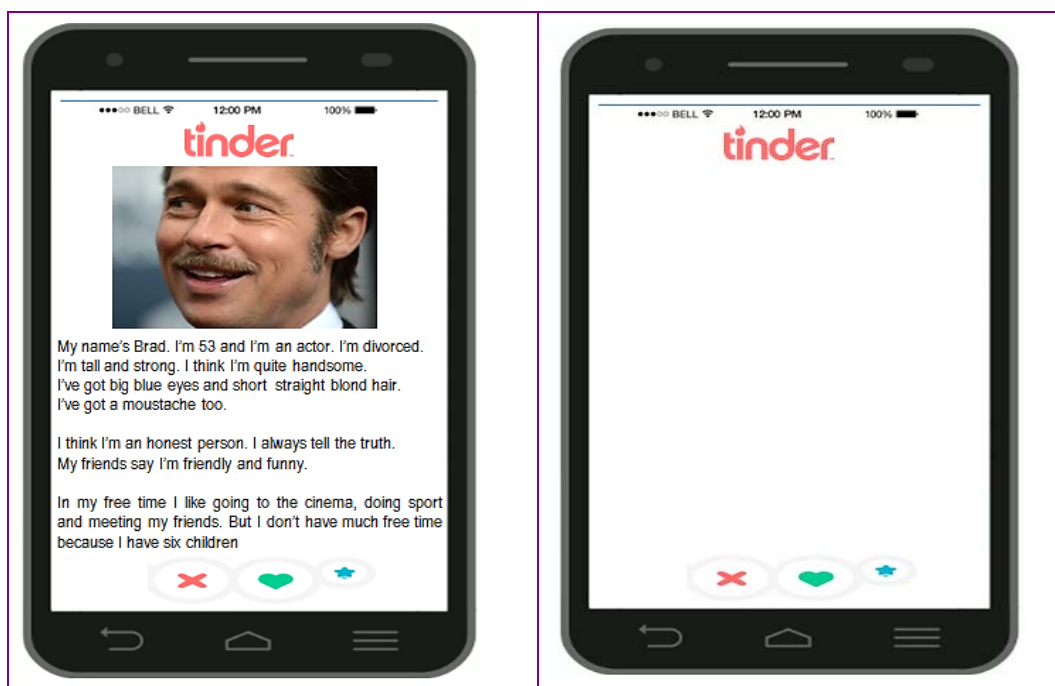
Secuencia de actividades

S5. Write adjectives for these definitions. *Escriba adjetivos para estas definiciones.*

Definition	Adjective	Opposite	Definition	Adjective	Opposite
1. I'm good at working with my hands.			2. I don't like working.		
3. I always say "please" and "thank you".			4. I learn things very fast.		
5. I'm not interesting, I make people tired.			6. I'm open and kind.		
7. I'm nervous when I meet new people.			8. I don't tell the truth.		

S6. Listen. Why do they love each other? *Escuche. ¿Por qué se aman?*

S7. Read Brad's description. Now write your description for a dating app. *Lea la descripción de Brad. Ahora escriba su descripción para una aplicación de citas.*



S8. Complete the questions and fill in the form about your perfect partner. Then work in pairs. Ask your partner these questions. Are you compatible? *Complete las preguntas y el formulario sobre su pareja perfecta. A continuación, trabaje en pareja. Hágale a su compañero/a estas preguntas. ¿Son compatibles?*

QUESTIONS	MY PERFECT PARTNER	MY REAL PARTNER
1. Are you married?	Marital status:	Marital status:
2.	Age:	Age:
3.	Job:	Job:
4.	Appearance:	Appearance:
5.	Personality:	Personality:
6. What _____ in your free time?	Likes:	Likes:

2.2 Describing my house. Describiendo mi casa

Types of houses. Tipos de casas

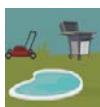
		
live in a house <i>vivir en una casa</i>	live in a flat <i>vivir en un piso</i>	live on the second floor <i>vivir en la segunda planta</i>

Para decir en qué planta vivimos, usamos *on the + ordinal number + floor*.

ORDINAL NUMBERS									
first 1 st	second 2 nd	third 3 rd	fourth 4 th	fifth 5 th	sixth 6 th	seventh 7 th	eighth 8 th	ninth 9 th	tenth 10 th
<i>primero</i>	<i>segundo</i>	<i>tercero</i>	<i>cuarto</i>	<i>quinto</i>	<i>sexto</i>	<i>séptimo</i>	<i>octavo</i>	<i>noveno</i>	<i>décimo</i>

Fíjese en la diferencia entre el inglés británico y el norteamericano.	American English	British English
	Third floor →	← Second floor
	Second floor →	← First floor
	First floor →	← Ground floor

Rooms in a house. Estancias de una casa

									
garden <i>jardín</i>	garage <i>garaje</i>	toilet <i>servicio</i>	study <i>cuarto de estudio</i>	kitchen <i>cocina</i>	hall <i>recibidor</i>	dining room <i>comedor</i>	living room <i>salón</i>	bedroom <i>dormitorio</i>	bathroom <i>baño</i>

Things in a room. Elementos de una estancia.

							
a plant <i>planta</i>	a picture <i>cuadro</i>	a lamp <i>lámpara</i>	stairs <i>escaleras</i>	a sofa <i>sofá</i>	a carpet <i>alfombra</i>	an armchair <i>sillón</i>	a shelf <i>estantería</i>
							
the wall <i>la pared</i>	a fridge <i>nevera</i>	a cupboard <i>alacena</i>	a cooker <i>cocina</i>	an oven <i>horno</i>	a sink <i>fregadero</i>	a microwave <i>microondas</i>	a washing machine <i>lavadora</i>
							
a bed <i>cama</i>	a wardrobe <i>armario</i>	curtains <i>cortinas</i>	a toilet <i>váter</i>	a bath <i>bañera</i>	a shower <i>ducha</i>	a mirror <i>espejo</i>	a washbasin <i>lavabo</i>

Secuencia de actividades

S9. Listen. Where do they live? *Escuche. ¿Dónde viven?*

1.	2.
----	----

S10. Look at the building. Where do they live? *Observe el edificio. ¿Dónde viven?*

	1. Where does Angelina Jolie live?
	2. Where does Will Smith live?
	3. Where does Nicolas Cage live?
	4. Where does Nicole Kidman live?

S11. Where do you do these things? Say the room. *¿Dónde hace estas cosas? Diga el nombre de la estancia.*

1. I cook in the...	2. I park my car in the...	3. I have a shower in the...	4. I sleep in the...	5. I have dinner in the...
---------------------	----------------------------	------------------------------	----------------------	----------------------------

S12. Complete the crossword. *Complete el crucigrama.*

ACROSS		DOWN	
1.		2.	
2.		3.	
3.		8.	
4.		9.	
5.		10.	
6.			
7.			

There is / there are. Verbo “there is / there are” (“hay”)

		
Beautiful house in a quiet street. Small front garden and large garage for 3 cars. Downstairs ↓: modern kitchen, comfortable living room, hall, toilet. Upstairs ↑: 3 bedrooms, 2 bathrooms. Call 1234567890 for more information.	Man: This is the ground floor. There are three rooms on this floor: the kitchen, the living room and the toilet. Woman: Are there any bedrooms on the ground floor? Man: No, there aren't.	Man: That's the kitchen. It's quite modern. There is a new fridge and a new oven. Woman: Is there a microwave? Man: Yes, there is.

Utilizamos “there is” y there are” para describir lo que hay en un lugar.

- **There is** + **a / an** + nombre en singular. Ej.: *There is an oven.*
- **There are** + **some / any** nombre en plural.
 - Usamos **some** en las oraciones afirmativas. Ej.: *There are some pictures in the hall* (Hay (algunos) cuadros en la entrada).
 - Usamos **any** en las oraciones negativas e interrogativas.
 - Ej.: *Are there any pictures in the hall?* (¿Hay algún cuadro en la entrada?)
 - Ej.: *There aren't any pictures in the hall* (No hay ningún cuadro en la entrada).

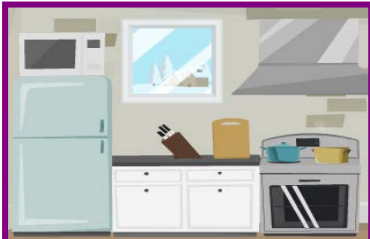
	AFFIRMATIVE (Hay...)	NEGATIVE (No hay...)	INTERROGATIVE (¿Hay...?)	SHORT ANSWERS
SINGULAR	<i>There is a bathroom. There's a bathroom.</i>	<i>There isn't an oven.</i>	<i>Is there an oven?</i>	<i>Yes, there is. No, there isn't.</i>
PLURAL	<i>There are some pictures.</i>	<i>There aren't any pictures.</i>	<i>Are there any pictures?</i>	<i>Yes, there are. No, there aren't.</i>

Secuencia de actividades

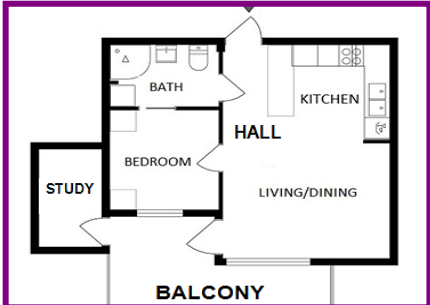
S13. Complete the sentences. Use *a / an / some / any*. Complete las oraciones. Use “a” / “an” / “some” / “any”.

1. There are ____ pictures on the wall.	2. There is ____ oven in our kitchen.
3. There aren't ____ chairs in the dining room.	4. There isn't ____ microwave in my kitchen.
5. Are there ____ curtains in the bedroom?	6. Is there ____ TV in your living room?

S14. Look at the picture. Complete with the correct form of *there is / there are*. Observe la imagen. Complete con la forma correcta de “there is” / “there are”.

	1. _____ an oven. 2. _____ a sink. 3. _____ any curtains. 4. _____ a fridge? _____. 5. _____ any chairs? _____.
---	---

S15. Listen. Draw the objects on the floor plan. *Escuche. Dibuje los objetos en el plano.*



Para exclamar, podemos usar:

- “What a / an” + nombre en singular.
 - What a nice place to eat! (¡Qué lugar tan bonito para comer!)
- “How” + adjetivo / adverbio.
 - How lovely! (¡Qué encantador!)

S16. Read the ad. Say if these statements are true or false. *Lea el anuncio. Diga si estas afirmaciones son ciertas o falsas.*

Zoopla

For sale
To rent
House prices
New homes
Commercial

3 bed flat to rent

Garnies Close, Camberwell SE15

£1,600

One thousand six hundred pounds

Property details
Floorplan
Map & nearby
Street view
Area stats



This flat is in a quiet street in Camberwell, south London. It's on the 1st floor. The flat has got a living room, a kitchen, three bedrooms and a bathroom, but it hasn't got a garage.

The kitchen is small but fully furnished: there is an oven, a fridge, a washing machine and a microwave.

In the kitchen there is a big table with chairs too, so you can eat there.

The living room is quite modern. There is a nice sofá and a new TV, so you can watch films with your family.

There are three beautiful bedrooms with a great view.

It's a 15-minute walk from the city centre.

This image is property of <http://www.zoopla.co.uk/> and is only used for educational purposes.

1. The flat is in a busy area.	2. There isn't a garage.	3. You can have lunch in the kitchen.
4. There is an old living room.	5. There is a nice view from the bedrooms.	6. The flat is in the city centre.

S17. You want to rent or sell your house / flat. Write a short description of your house. *Quiere alquilar o vender su casa / piso. Redacte una breve descripción de ella.*

S18. Work in pairs. Compare these rooms. (A: In my living room there is a TV. B: In my living room there isn't a TV). *Trabaje en pareja. Compare las estancias.*

STUDENT A



STUDENT B

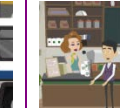
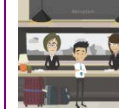
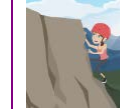
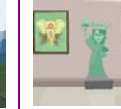
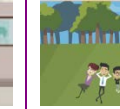
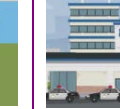
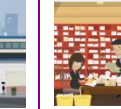
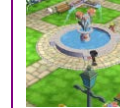
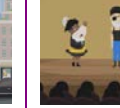
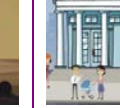


2.3 Describing my town. *Describiendo mi ciudad*

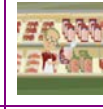
Cities, towns and villages. Ciudades, pueblos y aldeas.

					
a city <i>ciudad</i>	a town <i>pueblo</i>	a village <i>aldea</i>	the country <i>campo</i>	the city centre <i>centro de la ciudad</i>	the suburbs <i>las afueras</i>

Places and buildings. Lugares y edificios

							
an airport <i>aeropuerto</i>	a bank <i>banco</i>	a beach <i>playa</i>	a bridge <i>punte</i>	a bus station <i>estación de autobuses</i>	a café <i>cafetería</i>	a car park <i>aparcamiento</i>	a castle <i>castillo</i>
							
a church <i>iglesia</i>	a hospital <i>hospital</i>	a hotel <i>hotel</i>	a mountain <i>montaña</i>	a museum <i>museo</i>	a park <i>parque</i>	a police station <i>comisaría</i>	a post office <i>oficina de correos</i>
							
a river <i>río</i>	a road <i>estrada</i>	the sea <i>el mar</i>	a square <i>plaza</i>	a street <i>calle</i>	a theatre <i>teatro</i>	the town hall <i>ayuntamiento</i>	a train station <i>estación de tren</i>

Shops. Tiendas

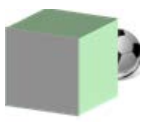
								
a baker's <i>panadería</i>	a bookshop <i>librería</i>	a butcher's <i>carnicería</i>	a chemist's <i>farmacia</i>	a department store <i>grandes almacenes</i>	a greengrocer's <i>ultramarinos</i>	a newsagent's <i>quiosco</i>	a shopping centre <i>centro comercial</i>	a supermarket <i>supermercado</i>

Secuencia de actividades

S19. Complete with the name of a place. *Complete con el nombre de un lugar.*

- | | | |
|----------------------------|--|---------------------------------------|
| 1. You park your car in... | 2. You buy things for your house in... | 3. You buy fruit and vegetables in... |
| 4. You buy medicine in... | 5. You buy newspapers in... | 6. You buy bread in... |
| 7. You take a train in... | 8. You buy meat in... | 9. You post letters in... |
| 10. You buy books in... | 11. You see pictures and statues in... | 12. You swim on a b... or in a r... |

Place prepositions. *Preposiciones de lugar*

				
The ball is in the box. <i>dentro de, en</i>	The ball is on the box. <i>sobre, encima de</i>	The ball is under the box. <i>debajo de</i>	The ball is in front of the box. <i>delante de</i>	The ball is behind the box. <i>detrás de</i>
				
John's house is next to Jane's house. <i>al lado de</i>	Jane's house is between Bill's and John's house. <i>entre</i>		The football player is near the goal. <i>cerca de</i>	The football player is far from the goal. <i>lejos de</i>
				The man is opposite the woman. <i>Enfrente de</i>

No usamos *of* ('de') después de estas preposiciones, excepto en la expresión *in front of*.

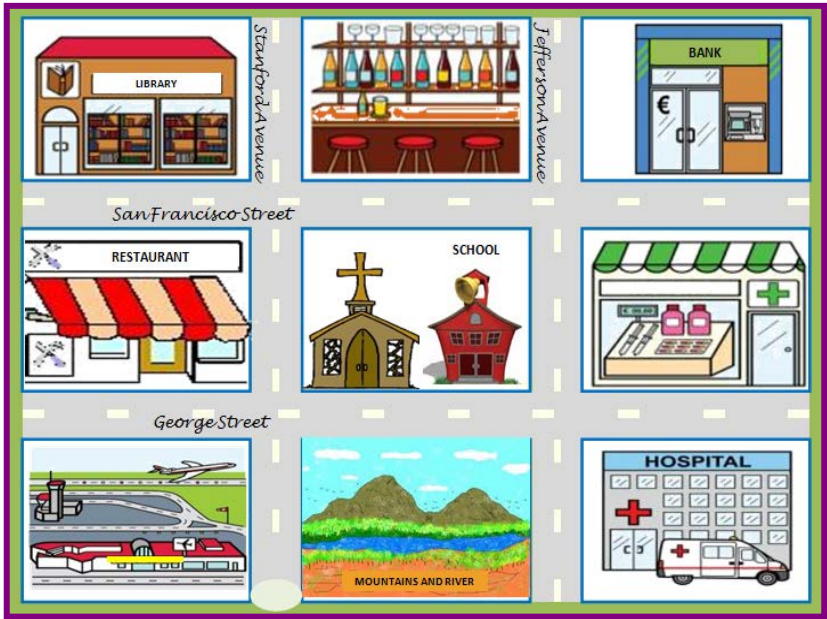
- The ball is under the box. ✓ ~~The ball is under of the box.~~ ✗

Fíjese en que:

- *In front of* no significa 'enfrente de', significa 'delante de'.
- *Opposite* significa 'enfrente de'.

Secuencia de actividades

S20. Look at the map and complete the sentences with names of places. Then complete them with prepositions. *Observe el mapa y complete las oraciones con nombres de lugares. A continuación, complételas con preposiciones.*

	
1. The _____ is opposite the airport. 2. There is a _____ next to the school. 3. The _____ is between the library and the bank. 4. The _____ is in front of the mountains. 5. There are _____ behind the river.	6. The school is _____ the church and the chemist's. 7. There are bottles _____ the shelves. 8. There is an ambulance _____ the hospital. 9. The hospital is _____ the ambulance. 10. The bank is _____ the airport.

S21. Look at the map and listen. Is it true or false? *Observe el mapa y escuche. ¿Es verdadero o falso?*

	1. 2. 3. 4. 5. 6. 7. 8.
--	--

S22. Work in pairs. Ask your partner about these places (*Where is...?*). Your partner answers (*It's next to...*). Draw them on your map. *Trabaje en pareja. Pregúntele a su compañero/a por estos lugares. Su compañero/a responde. Dibújelos en su mapa.*

STUDENT A. Your map.	STUDENT B. Your map.
Ask: car park – butcher's – river – castle – restaurant	Ask: baker's – beach – airport – town hall – police station

S23. Read about Ourense. Answer the questions. *Lea sobre Ourense. Responda las preguntas.*

I live in Ourense, a town in Galicia. It's a very beautiful place. There are a lot of old buildings in the centre and there are very nice parks. Ourense is famous for its hot springs, and you can swim in the hot water at the Outariz Spa. I go there every weekend. In the centre there are a lot of museums and monuments too. You can visit the cathedral or the town hall. There are also a lot of good restaurants and hotels and there's a big shopping centre called <i>Ponte Vella</i>. You can go shopping there. I think Ourense is a great place to live.					
<table border="0"> <tr> <td>1. Where is Ourense?</td> <td>2. Why is Ourense famous?</td> </tr> <tr> <td>3. How often does this person go to the Outariz Spa?</td> <td>4. What can you do in Ourense?</td> </tr> </table>		1. Where is Ourense?	2. Why is Ourense famous?	3. How often does this person go to the Outariz Spa?	4. What can you do in Ourense?
1. Where is Ourense?	2. Why is Ourense famous?				
3. How often does this person go to the Outariz Spa?	4. What can you do in Ourense?				

S24. Describe the place where you live. *Describe el lugar donde vive.*

I live in _____, a _____ in _____. It's a _____.

There is / are _____ and there is / are _____.

It is famous for _____. You can _____. In _____ there are _____ too. You can _____. I think _____.

The weather. *El tiempo atmosférico*



Presenter: Welcome to the weather forecast. What's the weather like today?

In the north of the country it's very windy and cold.

In the west the weather is dry but cloudy.

What's the weather like? ¿Qué tiempo hace?						
	it's cold hace frío	it's cool hace fresco	it's warm está templado	it's hot hace calor	it's dry está seco	it's wet está mojado
	it's sunny hace sol	it's cloudy está nublado	it's snowy hay nieve	it's rainy está de lluvia	it's windy hace viento	it's foggy hay niebla
						it's stormy está de tormenta

Secuencia de actividades

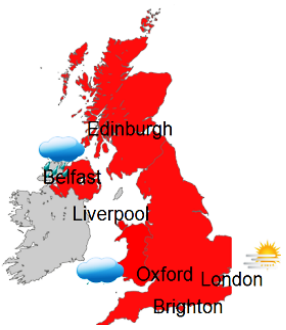
S25. What's the weather like? ¿Qué tiempo hace?

nusny	ygofg	yniar	nwoys	nwdyi	rmtsoy	twe	yrd	rmaw	dclo

S26. Listen to the weather forecast. Draw the symbols on the map. *Escuche el pronóstico del tiempo. Dibuje los símbolos en el mapa.*



S27. Work in pairs. What's the weather like in the UK? *Trabaje en pareja. ¿Qué tiempo hace en el Reino Unido?*

STUDENT A		STUDENT B	
	Weather in Belfast:		Weather in Edinburgh:
	Weather in Oxford:		Weather in Liverpool:
	Weather in London:		Weather in Brighton:

Comparatives. Los comparativos.

			
London is bigger than Santiago. <i>Londres es más grande que Santiago.</i>	London is more famous than Santiago. <i>Londres es más famoso que Santiago.</i>	But life in Santiago is better... <i>Pero la vida en Santiago es mejor...</i>	

Usamos los comparativos para comparar dos o más personas, cosas o lugares entre sí.

	Tipo de adjetivo	Regla	Ejemplo
Adjetivos cortos	1 sílaba: <i>cold</i>	añade -er (+ than)	London is colder than Seville. <i>Londres es más frío que Sevilla.</i>
	1 sílaba, acabados en -e: <i>nice</i>	añade -r (+ than)	Santiago is nicer than Leeds. <i>Santiago es más agradable que Leeds.</i>
	1 sílaba, acabados en consonante + vocal + consonante: <i>big</i>	dobra la última consonante y añade -er (+ than)	Paris is bigger than Ferrol. <i>París es más grande que Ferrol.</i>
	1 o 2 sílabas, acabados en -y: <i>sunny</i>	cambia -y por -i y añade -er (+ than)	Brazil is sunnier than the UK. <i>Brasil es más soleado que el Reino Unido.</i>
Adjetivos largos	2 sílabas, no acabados en -y: <i>famous</i>	usa more... (+ than)	New York is more famous than Allariz. <i>Nova York es más famoso que Allariz.</i>
	3 sílabas o más: <i>expensive</i>	usa more... (+ than)	London is more expensive than Santiago. <i>Londres es más caro que Santiago.</i>
Adxectivos irregulares	<i>Good</i>	<i>better</i> (+ than)	The weather in Brazil is better than in the UK. <i>El tiempo en Brasil es mejor que en el Reino Unido.</i>
	<i>Bad</i>	<i>worse</i> (+ than)	The weather in NYC is worse than in Rio de Janeiro. <i>El tiempo en Nueva York es peor que en Río de Janeiro.</i>

Secuencia de actividades

S28. Write the comparative form. *Escriba la forma comparativa.*

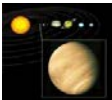
beautiful - boring - cheap - clean - dirty - expensive - sunny - good - interesting - big - bad - old - nice - wet				
Regular				Irregular
Short adjectives				
-er	-r	-ier	double cons. + -er	
Long adjectives				
more...				

S29. Look at the table. Then compare the weather in different cities. *Observe la tabla. A continuación, compare el tiempo en distintas ciudades.*

1. London – Greenland (<i>cold</i>):	2. Hong Kong – Canberra (<i>hot</i>):
3. Mexico City – Rio de Janeiro (<i>wet</i>):	4. London – Greenland (<i>windy</i>):
5. Canberra – London (<i>cloudy</i>):	6. Hong Kong – Greenland (<i>warm</i>):
7. Canberra – Rio de Janeiro (<i>sunny</i>):	8. London – Mexico City (<i>dry</i>):

Where?	Weather	Temperature	Wind	Where?	Weather	Temperature	Wind
London		 8°C	 7	Hong Kong		 15°C	 11
Rio de Janeiro		 34°C	 1	Greenland		 -8°C	 8
Mexico City		 22°C	 3	Canberra		 29°C	 5

S30. Let's do this quiz. Compare these things. *Realicemos este cuestionario. Compare estas cosas.*

1. Geography (<i>big</i>)		2. History (<i>old</i>)		3. Science (<i>warm</i>)	
France	Great Britain	The Parthenon	Pyramids	Venus	Pluto
					
4. Biology (<i>intelligent</i>)		5. Cinema (<i>expensive</i>)		6. General knowledge (<i>valuable</i>)	
Dolphins	Lions	Titanic	Avatar	The British pound	The US dollar
					
Unidades didácticas de Educación Secundaria Semipresencial. Consellería de Educación da Xunta de Galicia.					

- S31.** Listen to the text. Complete with the comparative form of these adjectives. Then read the text. Say if the statements are true or false. *Escuche el texto. Complete con la forma comparativa de estos adjetivos. A continuación, lea el texto. Diga si las afirmaciones son verdaderas o falsas.*

friendly – beautiful – exciting – small – polite – dirty – cheap	
Comparisons are odious	  We're from Philadelphia, a city on the northeast coast of the USA, but we live in Madrid. I'm an English teacher in a secondary school. We like Madrid very much. It's _____ than Philadelphia, but it's _____. Philadelphia has got a funny nickname - Philly. Madrid and Philly are important historic cities, but I think Madrid is _____. You can visit lovely places, like the Royal Palace and the Prado Museum, but it's _____ than Philadelphia. People in Philadelphia are _____ than in Madrid and they are _____. But Madrid is _____. Philadelphia is very expensive. 1. Philadelphia is bigger than Madrid. 2. Madrid is cleaner than Philadelphia. 3. Philadelphia is more historic and more beautiful than Madrid. 4. Philadelphia has more interesting buildings than Madrid. 5. People from Madrid are friendlier than people from Philadelphia. 6. Things in Madrid are cheaper than in Philadelphia.

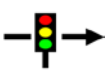
- S32.** Compare two cities or villages you know. Use these adjectives. *Compare dos ciudades o pueblos que conozca. Use estos adjetivos.*

cold big noisy quiet attractive famous exciting beautiful nice friendly interesting old small expensive sunny

2.4 Around town. *Por la ciudad*

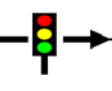
Directions. *Direcciones*

ASKING FOR DIRECTIONS									
Excuse me,	Is there a chemist's near here? (Singular) Are there any banks near here? (Plural) Where's the post office?				<i>¿Hay alguna farmacia cerca de aquí?</i> <i>¿Hay bancos cerca de aquí?</i> <i>¿Dónde está la oficina de correos?</i>				

GIVING DIRECTIONS									
1st part				2nd part					
GO (<i>Ir</i>)		TURN (<i>Girar</i>)		The museum is... / It's...					
									
go straight on <i> siga recto</i>	go past... the traffic lights <i> pase... el semáforo</i>	turn left <i> gire a la izquierda</i>	turn right <i> gire a la derecha</i>	on the corner <i> en la esquina</i>	on the right <i> a la derecha</i>	on the left <i> a la izquierda</i>	at the end of the street <i> al final de la calle</i>	next to/behind... the bank <i> al lado / detrás del banco</i>	

Secuencia de actividades

S33. Complete with the correct expression. *Complete con la expresión adecuada.*

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

S34. Look at the map. Complete the conversations. *Observe el mapa. Complete las conversaciones.*

	straight on right left at the end between
1. A. Excuse me, is there a baker's near here? B. Yes, turn _____ here and go _____. Then turn _____. The baker's is _____ of the street on the right. 2. A. Excuse me, where's the beach? B. Go _____ for a mile. The beach is _____ the mountains and the park.	

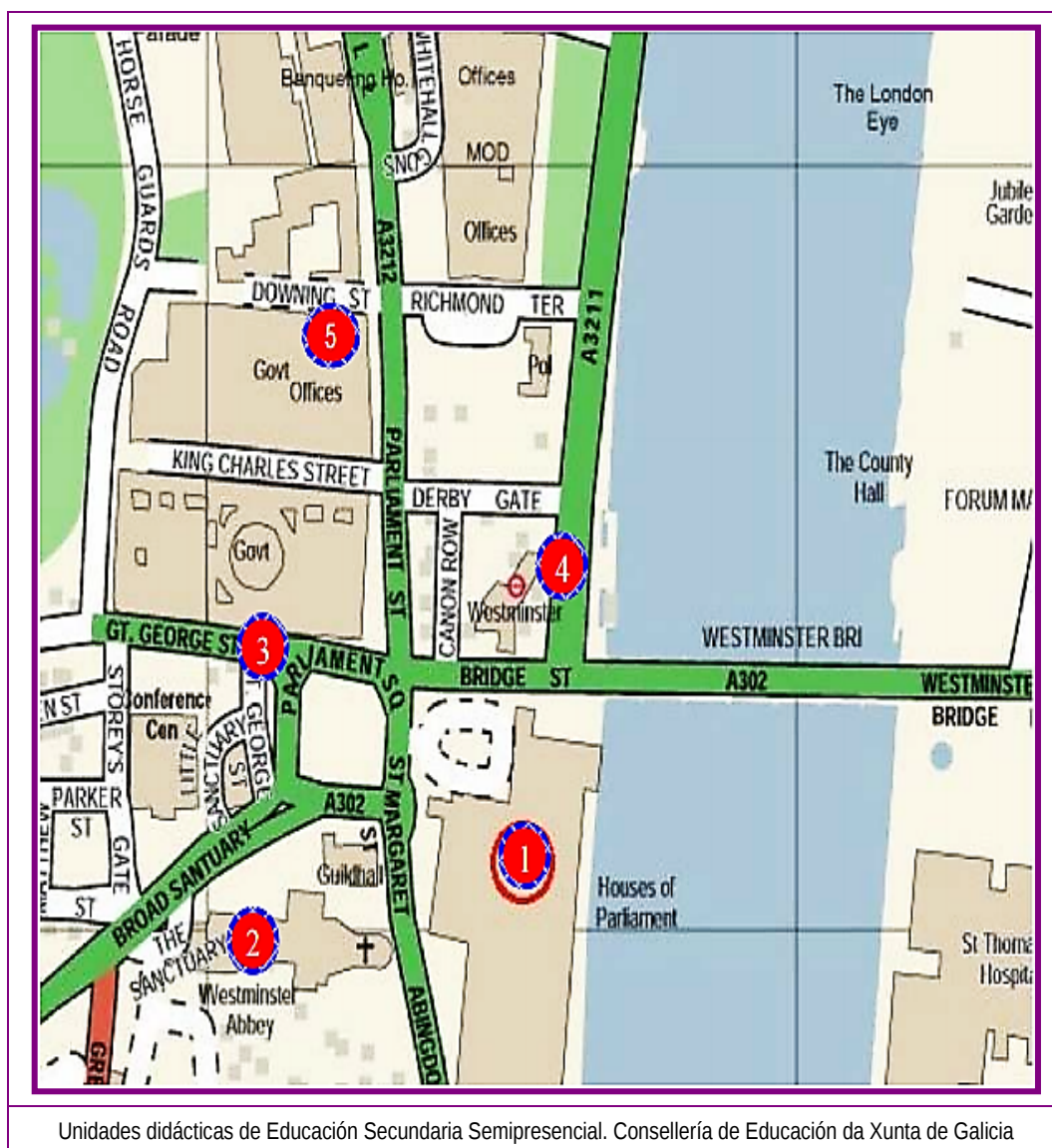
S35. Look at the previous map, read the directions and follow them on the map. Where do you get to? *Observe el mapa anterior, lea las direcciones y sígalas. ¿A dónde llega?*

1. Turn left. Then go straight on. It's at the end of the street, opposite the butcher's.
2. Turn left and go straight on. Go past the square. Then turn left again. It's next to the castle.
3. Turn left and go straight on. Then turn right. It's on the left, between the department store and the butcher's.

S36. Look at the previous map and listen. Where do you get to? *Observe el mapa anterior y escuche. ¿A dónde llega?*

1.	2.	3.
----	----	----

S37. Work in pairs. Use this map to give directions to the places below. *Trabaje en pareja. Use este mapa para señalar las direcciones a los lugares del recuadro inferior.*



London attractions at a walking distance

1. Houses of Parliament.

Houses of Parliament (Palace of Westminster). Home to the House of Commons, the House of Lords and the famous clock tower Big Ben.



2. Westminster Abbey
(Church)
Distance: 141m



3. Big Ben
(Landmark)
Distance: 380m



4. Thames River Trips
(Boat trip)
Distance: 466m

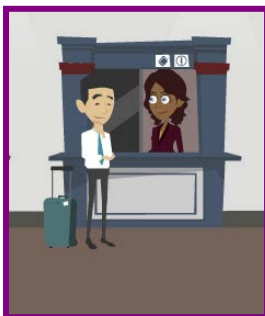


5. 10 Downing Street
(Historic house/palace)
Distance: 648m



Survival English I. At the tourist information office and at the station. *Inglés para sobrevivir I. En la oficina de información turística y en la estación.*

Aquí encontrará breves situaciones comunicativas en distintos lugares de la ciudad: en un punto de información turística y en una estación.

AT THE TOURIST INFORMATION OFFICE		
A: Good morning. How can I help you? B: Have you got a map of the city centre? A: Sure. Here you are. B: How much is it? A: It's a pound.		A: Buenos días. ¿En qué le puedo ayudar? B: ¿Tiene un mapa del centro de la ciudad? A: Por supuesto. Aquí lo tiene. B: ¿Cuánto es? A: Una libra.
B: Where's the British Museum, please? A: It's in Great Russell Street. B: Can you show me on this map? A: Yes, of course. Here it is.		B: ¿Dónde está el Museo Británico, por favor? A: Está en la calle Great Russell. B: ¿Me lo puede indicar en este mapa? A: Sí, por supuesto. Aquí está.
AT THE STATION		
B: I'd like a ticket to Dublin, please. A: Single or return? B: Return, please. A: When do you want to come back? B: Tomorrow evening. A: OK. That's £35. Here is your ticket. B: Which platform does the train leave from? A: Platform 3. B: What time does it arrive in Dublin? A: At 10.30.		B: Quería un billete para Dublín, por favor. A: ¿De ida o de ida y vuelta? B: De ida y vuelta, por favor. A: ¿Cuándo quiere volver? B: Mañana por la tarde. A: De acuerdo. Son 35 libras. Aquí tiene su billete. B: ¿De qué andén sale? A: De la vía 3. B: ¿A qué hora llega a Dublín? A: A las 10.30.

Para hacer peticiones en inglés, podemos usar **"I'd like..."** ('Quería').

- Ej.: *I'd like a ticket to Dublin, please. (Quería un billete para Dublín, por favor).*

Secuencia de actividades

S38. Read the dialogue. Fill in the gaps with these words. *Lea el diálogo. Cubra los huecos con estas palabras.*

1. AT THE TOURIST INFORMATION OFFICE	2. AT THE STATION
<i>map – city centre – help – much</i>	<i>arrive – platform – single – ticket</i>
A. Good morning. How can I _____ you? B. Have you got a map of the _____? A. Yes, of course. Here you are. B. How _____ is it? A. It's a pound. B. Where's the Big Ben, please? A. It's in Westminster. B. Can you show me on this _____? A. Yes, of course. Here it is.	B. I'd like a _____ to London, please. A. _____ or return? B. Return, please. A. When do you want to come back? B. Tomorrow evening. A. OK. That's £35. Here is your _____. B. Which _____ does the train leave from? A. Platform 2. B. What time does it _____ in London? A. At 11.30.

Survival English II. At the restaurant. *Inglés para sobrevivir II. En el restaurante.*

Food					
					
fish <i>pescado</i>	meat <i>carne</i>	chicken <i>pollo</i>	pork <i>cerdo</i>	a sandwich <i>sándwich</i>	a (ham)burger <i>hamburguesa</i>
					
an egg <i>huevo</i>	rice <i>arroz</i>	pasta <i>pasta</i>	a potato <i>patata</i>	chips (BrE) French fries (AmE) <i>patatas fritas</i>	crisps (BrE) chips (AmE) <i>patatas de bolsa</i>
					
a vegetable <i>verdura</i>	a carrot <i>zanahoria</i>	a tomato <i>tomate</i>	an onion <i>cebolla</i>	a pepper <i>pimiento</i>	a bean <i>judía</i>
					
fruit <i>fruta</i>	an orange <i>naranja</i>	an apple <i>manzana</i>	a pear <i>pera</i>	a banana <i>plátano</i>	a peach <i>melocotón</i>
					
salad <i>ensalada</i>	soup <i>sopa</i>	cheese <i>queso</i>	chocolate <i>chocolate</i>	yogurt <i>yogur</i>	an ice cream <i>helado</i>
					
bread <i>pan</i>	butter <i>mantequilla</i>	jam <i>mermelada</i>	cereal <i>cereales</i>	a biscuit / a cookie (Amer.) <i>galleta</i>	sugar <i>azúcar</i>

Drink				
				
water <i>agua</i>	red / white wine <i>vino tinto / blanco</i>	beer <i>cerveza</i>	orange juice <i>zum de naranja</i>	a soft drink, a coke <i>un refresco (de cola)</i>
				
tea <i>té</i>	coffee <i>café</i>	milk <i>leche</i>	a latte, a cappuccino <i>café con leche</i>	a black coffee, an espresso <i>café solo</i>

Ciertos alimentos son incontables (no se pueden contar) y no usamos *a / an* con ellos. Por ejemplo, no decimos "~~a~~ water", sino "*water*" o "*a bottle of water*" (*una botella de agua*).

Sin embargo, en una cafetería o en un restaurante (al igual que en nuestra lengua), podemos utilizar *a / an* antes de las bebidas para referirnos al recipiente. Por ejemplo, podemos decir “*a coffee*” (*un café*) para referirnos a “*a cup of coffee*” (*una taza de café*).

REQUESTS AND OFFERS. <i>Peticiones y ofrecimientos.</i>			
REQUESTS		I'd like a bottle of water, please. <i>Quería una botella de agua, por favor.</i> I'd like... (I would like...) = <i>Quería...</i>	 Can I have the bill? <i>¿Me puede traer la cuenta?</i> Can I have...? = <i>¿Me puede traer...?</i>
		Would you like a drink? <i>¿Le apetece algo de beber?</i> Would you like...? = <i>¿Le apetece...?</i>	 Would you like to order now? <i>¿Quiere pedir ya?</i> Would you like to + verb = <i>¿Quiere...?</i>
OFFERS			

Para pedir algo en inglés, usamos “***I'd like...*** = *I would like...*” o “***Can I have...?***”.

Para hacer ofrecimientos en inglés, usamos “***Would you like?***”. Va seguido de:

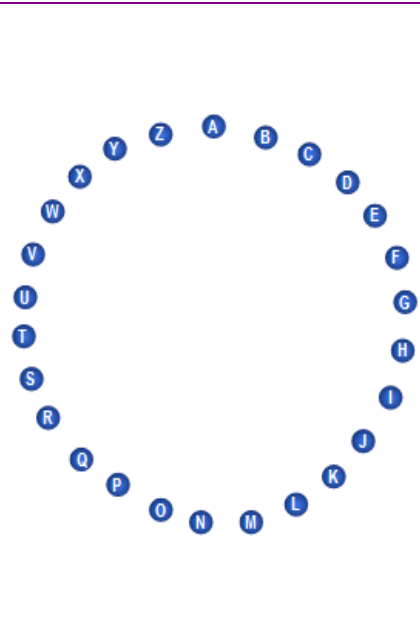
- Un nombre. Ej.: *Would you like a drink?* (*¿Le apetece algo de beber?*)
- **To** + verbo. Ej.: *Would you like to order now?* (*¿Quiere pedir ya?*)

Fíjese en la diferencia entre:

- *Would you like?* (Para decir lo que queremos ahora). Ej.: *Would you like **to** order now?*
- *Do you like?* (Para decir lo que nos gusta en general). Ej.: *Do you like **fishing**?*

Secuencia de actividades

S39. Let's play “The Alphabet Game”. Write the words that begin with these letters.
Juguemos al “Pasapalabra”. Escriba las palabras que empiezan con estas letras.

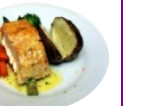
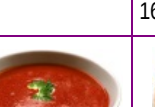
THE ALPHABET GAME		LETTERS		
		A. 	J. 	S. 
		B. 	With K. 	T. 
		C. 	L. 	With U. 
		D. 	M. 	V. 
		E. 	With N. 	W. 
		F. 	O. 	X. <i>Lunch in Galician</i>
		With G. 	P. 	Y. 
		H. 	Q. <i>Cheese in Galician</i>	Z. <i>Juice in Galician</i>
		I. 	R. 	

S40. Match prices. Listen and check. *Empareje los precios. Escuche y compruebe.*

1. Ten dollars	a. €10			
2. Ten pounds	b. \$0.10			
3. Ten euros	c. \$10			
4. Ten pounds fifty	d. £10.50			
5. Ten p	e. £10			
6. Ten cents	f. 10p			

Fijese en la diferencia: £10 (Ten pounds) – 10p (Ten p, ten pence)

S41. Read the menu. Match expressions with pictures. *Lea el menú. Empareje las expresiones con las imágenes.*

					
1.	2.	3.	4.	5.	6.
					
7.					8.
					
9.					10.
					
11.					12.
					
13.					14.
					
15.					16.
					
17.	18.	19.	20.	21.	22.

S42. Look at the menu. Choose food and drink. Ask your partner the price. *Observe el menú. Elija una comida y una bebida. Pregúntele a su compañero/a el precio.*

S43. Listen and complete the conversation. *Escuche y complete la conversación.*

Waiter: Good evening. Are you ready to _____?

Mary: Well, first can you tell me, please... What is today's _____?

Waiter: It's _____. It's very good.

Mary: OK, _____ soup as a starter.

Anna: I'd like the same for my _____, please and then _____ spaghetti bolognese for my _____ with _____.

Waiter: And you, sir?

Tim: What is _____ Amalfi?

Waiter: It's our speciality. It's _____ with a _____ and _____ sauce.

Tim: That sounds good. _____ like that, please.

Waiter: _____ something to drink?

Tim: Mary, Anna, _____?

Mary: I'd love a glass of _____.

Waiter: The house wine?

Mary: Yes, that's fine. Thanks.

Anna: I'd just like some _____.

Tim: OK, two _____ and a _____, please.

Waiter: Very good.

Anna: They have very good _____ here too. The _____ is wonderful.

Mary: Great! I love Italian ice cream.

Tim: Me too.



S44. Listen to the conversation and complete it. Then practise the conversation with your partner. *Escuche la conversación y complétela.* A continuación, practique la conversación con su compañero/a.

Waiter: Are you ready to order?

Man: Yes. I'd like _____, and then _____, please.

Woman: Can I have _____, please?

Waiter: What would you like to drink?

Man: Can I have _____, please?

Woman: Just _____ for me.

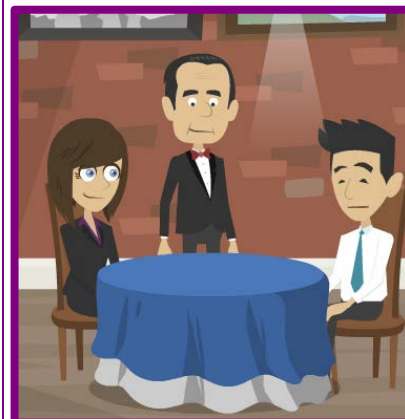
Waiter: What would you like for dessert?

Woman: I'd like _____.

Man: No dessert for me, thank you.

Woman: Can we have the bill, please?

Waiter: Certainly.



USEFUL EXPRESSIONS			
Waiter / Waitress		Customer	
Are you ready to order?	¿Sabe ya lo que va a tomar?	As a starter / for my starter, I'd like...	De primero, quería...
What would you like to drink?	¿Qué le apetece beber?	As a main course, / for my main course, I'd like...	De segundo, quería...
What would you like for dessert?	¿Qué quiere de postre?	For dessert, I'd like...	De sobremesa, quería...
Certainly.	Por supuesto.	Can I have... (the bill)?	¿Me puede traer... (la cuenta)?

2.5 Spring festivals. *Fiestas en primavera*

Easter

Secuencia de actividades

S45. Match pictures with sentences. *Una las imágenes con las oraciones.*

1. Easter is celebrated on the first Sunday after the first full moon in spring. That is why it is on a different date each year.
The word "Easter" comes from "Eostre", the Anglo-Saxon goddess of spring.
2. At Easter people decorate houses with bunnies and eggs. Children boil and paint eggs.
3. The Thursday before Easter is called Maundy Thursday. On this day, the Queen attends a Royal Maundy service at one of Britain's cathedrals and gives "Maundy money" to pensioners from communities near the cathedral.
4. The day after Maundy Thursday is Good Friday. On that day, people eat hot cross buns. They are small sweet rolls that have a cross on the top. The cross is a symbol of Christianity.
5. On Easter Sunday many families gather together and organize egg hunts. The legend says an "Easter bunny" hides eggs in the garden and children have to find them.
6. Egg rolling is very popular in England and it's an Easter Monday sport. Children roll hard-boiled eggs down a hill.



April Fools' Day.

Secuencia de actividades

S46. Read the text. Are the statements true or false? *Lea el texto. ¿Son las afirmaciones ciertas o falsas?*



In many English-speaking countries, the 1st April is a special day, April Fools' Day, a day for laughs, fun and pranks. April Fools' Day is not really a holiday - it's more of a day to play jokes on people. When you finish the prank, you say "April Fool!". This celebration is similar to "Día de los Santos Inocentes" in Spain.

The origins of the day are not clear but many people think that it is the result of a change in our calendar. In many ancient cultures, New Year's Day was on the 1st April. But in 1582 Pope Gregory XIII ordered a new calendar (the Gregorian Calendar) to replace the old Julian Calendar. The new calendar called for New Year's Day to be celebrated on the 1st January.

In those days, with no TV or Internet, some people did not know of the change of this day and they continued to celebrate New Year's Day in April. They were considered "fools" and people played jokes on them.

Nowadays people play jokes on each other and even newspapers and other media publish false news on the 1st April.

1. We don't know the origin of April Fools' Day for sure.
2. Before 1582, the first day of the year was in January.
3. After 1582, some people still celebrated New Year's Day in April.
4. When you play a trick on a person, you say "April Fool!".

3. Actividades de autoevaluación

En esta página encontrará unos cuadros con distintos tipos de actividades (completar oraciones, formular y contestar preguntas, traducir, nombrar términos de vocabulario...).

Lo utilizará como ejercicio de autoevaluación y repaso para comprobar si afianzó de forma correcta los contenidos del tema.

Si está en clase, puede repasar de forma lúdica. Una vez cortados los cuadrados y colocados en un montón sobre la mesa, en grupos y por turnos, cogerán una ficha e irán respondiendo las preguntas. Si la respuesta es correcta, el grupo ganará un punto.

Si está en casa, conteste las preguntas una por una y compruebe la respuesta correcta en el solucionario o enviándoselas a su tutor/a.

What do you look like?	What does your English teacher look like?	Say the opposite: handy, friendly, generous, lazy, polite.	Say the opposite: funny, sociable, stupid, patient, honest.	Say the ordinal numbers. 3 – 5 – 6 – 10
Name the rooms of the house.	Name 7 things in a kitchen.	Name 4 things in a bathroom.	Describe your living room. Use <i>there is / are</i> .	Complete the sentence. There is __ wardrobe but there aren't __ plants in my bedroom.
Complete the sentence. Are there ____ chairs in your kitchen? Yes, there are ____ chairs there.	Translate into English: <i>Hay cuadros en mi salón.</i> Say the negative and the interrogative form.	Translate into English: <i>playa, puente, aparcamiento, oficina de correos.</i>	Translate into English: <i>panadería, farmacia, grandes almacenes, carnicería.</i>	Say the opposite. The station is near the castle.
Say the opposite. The hospital is in front of the airport.	Translate into English: <i>Hay una plaza enfrente del banco.</i>	Translate into English: <i>está soleado, nublado, hay tormenta, hay niebla, hace fresco.</i>	What's the weather like today?	Compare London with Vigo. Use <i>big, expensive</i> .
Compare cities with villages. Use <i>noisy, quiet</i> .	Translate into English: <i>¿Hay algún banco cerca de aquí?</i>	Translate into English: <i>siga recto, gire a la derecha, pase el semáforo.</i>	Translate into English: <i>La farmacia está al final de la calle, a la izquierda.</i>	Translate into English: <i>¿En qué puedo ayudarlo? ¿Tiene un mapa del centro de la ciudad?</i>
You're at the train station. You want to travel to London. What do you say?	At the train station. Make the question for this answer. "Return, please."	At the train station. Make the question for this answer. "I want to come back on Friday."	Translate into English: <i>carne, arroz, mantequilla, mermelada, cerdo.</i>	Name 5 vegetables and 5 kinds of fruit.
Say 7 different drinks.	Translate into English: <i>¿Ya sabe lo que va a tomar? (Está listo para pedir?)</i>	You're at a restaurant. Order your starter and your main course. Use "like" and "can".	At the restaurant. Make the question for this answer. "For dessert, I'd like the brownie."	At the restaurant. Ask for the bill.

4. Solucionario

4.1 Soluciones de las actividades

S1. *medium-height / plump / ugly / middle-aged / grey hair / blond hair / dark hair / straight hair / curly hair / wavy hair / glasses / moustache / beard.*

S2. *1a – 2d – 3b – 4c.*

S3. *Actividad de escucha.*

1. B: Look at these pictures. Which one do you like? A: Nancy is pretty. I like her long blond hair. B: Yes, she is attractive. But I like Monica more. I like her wavy short hair. A: But Monica is not pretty. B: Marcy has curly brown hair. Do you like it? A: No, not really. Look at Rachel and Doris! B: They're not very pretty.	2. Now I have some more pictures of Mr. Smith. Is Mr. Smith bald? No, he isn't. Does Mr. Smith have a moustache or beard? No. Is Mr. Smith's hair grey? No, it isn't. Is his hair curly? Yes, his hair is curly and blond. Is he young? Yes, he is. Are his eyes blue? Yes, they are. Good. I think Mr. Smith is picture number 3.
3. A: That's a nice picture. B: It's from work. The woman with brown hair is Karen. The old woman is Kathy. A: Who is Mr. Reynolds? B: His hair is black and he has a moustache. A: Which one is Tom? B: Tom has glasses. He has a moustache and brown hair. A: Who is the other man? B: That is Mr. Ross. He is old and he is bald.	4. A: How do you like painting? B: Nice. Am I that woman? A: No, you are tall but she isn't tall.

S4. *Actividad de entrega a su tutor/a.*

S5. *1. handy / clumsy – 2. lazy / hard-working – 3. polite / rude – 4. clever or intelligent / stupid – 5. boring / funny – 6. friendly / unfriendly – 7. shy / sociable – 8. dishonest / honest.*

S6. *1. Why do I love my husband? Because we have a lot in common. He's very friendly and funny. He's really patient and understands me, but he's a little bit lazy. – 2. Why do I love my wife? Because she's a very intelligent and honest person. She's always there when I need help, but she's a little bit clumsy.*

S7. *Actividad de entrega a su tutor/a.*

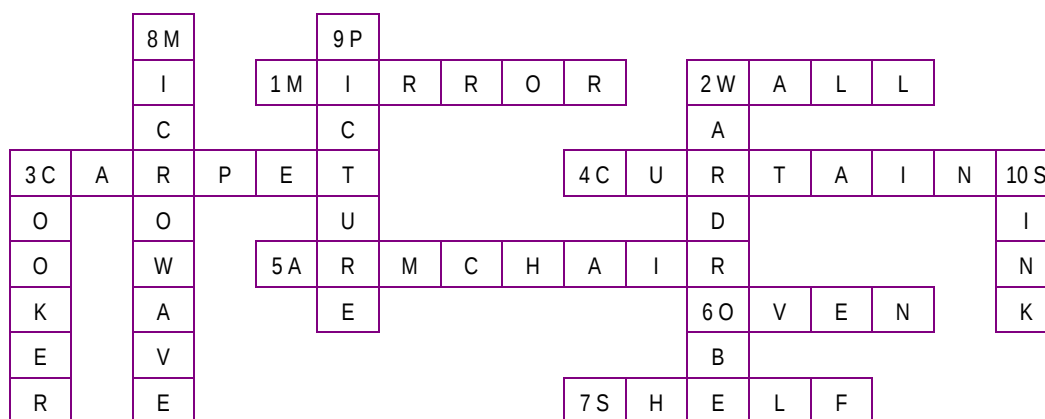
S8. *Actividad oral.*

S9. 1. I live in a small house. On the ground floor, it's got a kitchen and a living room and a small toilet. On the first floor, it's got two bedrooms and a big bathroom. – 2. I live in a flat in New York. It's on the seventh floor. It's not very big but it's nice.

S10. 1. She lives on the third floor. – 2. He lives on the second floor. – 3. He lives on the first floor.

S11. 1. kitchen – 2. garage – 3. bathroom – 4. bedroom – 5. dining room / kitchen.

S12. *Crucigrama:*



S13. 1. some – 2. an – 3. any – 4. a – 5. any – 6. a.

S14. 1. there is – 2. there isn't – 3. there aren't – 4. is there / yes, there is – 5. are there / no, there aren't.

S15. In the hall there are two cupboards and a plant. – In the living room there is a big TV, a nice sofa, an armchair and a new carpet. – In the balcony there are some chairs and a table. – In the study there's a desk and some pictures – In the bedroom there's a nice big bed and a big wardrobe. – In the bathroom there's a shower, a bath and a toilet. – In the kitchen there's a cooker, a fridge and cupboards.

S16. 1. F – 2. T – 3. T – 4. F – 5. T – 6. F.

S17. *Actividad de entrega a su tutor/a.*

S18. *Actividad oral.*

S19. 1. a car park – 2. a department store / a shopping centre – 3. a greengrocer's – 4. a chemist's – 5. a newsagent's – 6. a baker's – 7. a train station – 8. a butcher's – 9. a post office – 10. a bookshop – 11. a museum – 12. beach / river.

S20. 1. restaurant – 2. church – 3. bar / café / pub – 4. river – 5. mountains – 6. between – 7. on – 8. in front of – 9. behind – 10. far from.

S21. 1. F – 2. F – 3. T – 4. T – 5. T – 6. T – 7. F – 8. F.

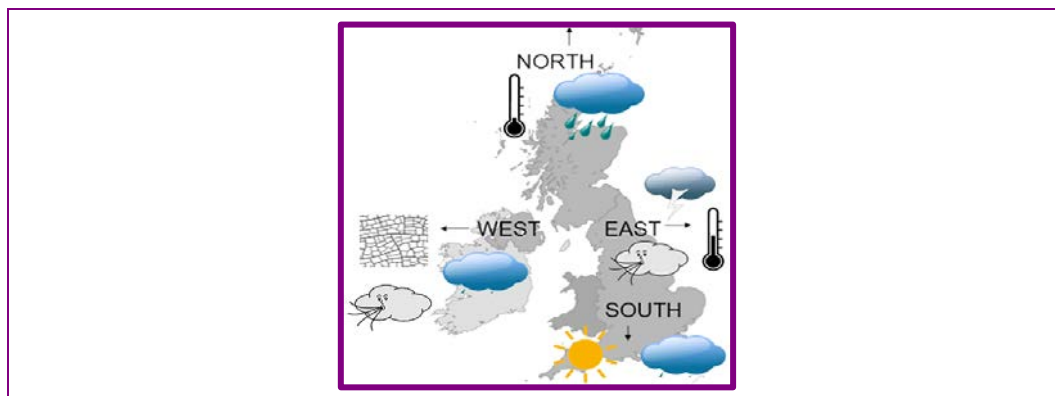
S22. *Actividad oral.*

S23. 1. It's in Galicia. – 2. It's famous for its hot springs. – 3. He / she goes there every weekend. – 4. You can swim in the hot springs, you can visit the cathedral or the town hall and you can go shopping at a big shopping centre called Ponte Vella.

S24. *Actividad de entrega a su tutor/a.*

S25. sunny – foggy – rainy – snowy – windy – stormy – wet – dry – warm – cold.

S26. *Actividad de escucha.*



S27. *Actividad oral.*

S28. 1. -er: cheaper, cleaner, older / 2. -r: nicer / 3. -ier: dirtier, sunnier / 4. double cons. + -er: bigger, wetter / 5. Long adjectives: more beautiful, boring, expensive, interesting / 6. Irregular: better, worse.

S29. *Cuadro*

- | | |
|---|--|
| 1. Greenland is colder than London. | 2. Canberra is hotter than Hong Kong. |
| 3. Mexico City is wetter than Rio de Janeiro. | 4. Greenland is windier than London. |
| 5. London is cloudier than Canberra. | 6. Hong Kong is warmer than Greenland. |
| 7. Rio de Janeiro is sunnier than Canberra. | 8. London is drier than Mexico City. |

- S30. 1. France is bigger than Great Britain. – 2. Pyramids are older than the Parthenon. – 3. Venus is warmer than Pluto. – 4. Dolphins are more intelligent than lions. – 5. Avatar is more expensive than Titanic. – 6. The British pound is more valuable than the US dollar.
- S31. smaller – more exciting – more beautiful – dirtier – more polite – friendlier – cheaper / 1. T – 2. F – 3. F – 4. F – 5. F – 6. T.
- S32. Actividad de entrega a su tutor/a.
- S33. 1. go straight on – 2. turn left – 3. on the right – 4. at the end of the street – 5. on the corner – 6. go past the traffic lights.
- S34. 1. left / straight on / right / at the end – 2. straight on / between.
- S35. 1. castle – 2. church – 3. hospital.
- S36. 1. The baker's – 2. The car park – 3. The restaurant.
- S37. Actividad oral.
- S38. 1. help / city centre / much / map – 2. ticket / single / ticket / platform / arrive.
- S39. apple – beans – chips – drink – egg – fish – orange – hamburger – ice cream – jam – milk – latte – meat – chicken – onion – pork – queixo – rice – soup – tomato – fruit – vegetables – wine – xantar – yogurt – zume.
- S40. 1c – 2e – 3a – 4d – 5f – 6b.
- S41. 1. apple pie – 2. fruit salad – 3. shepherd's pie – 4. pork steak – 5. lamb chops – 6. grilled salmon – 7. Irish cream coffee – 8. English tea – 9. wine (bottle) – 10. wine (glass) – 11. beer – 12. soft drinks – 13. still mineral water – 14. sparkling mineral water – 15. chocolate cake – 16. ice cream – 17. roastbeef – 18. vegetable omelette – 19. grilled mushrooms – 20. tuna salad – 21. tomato soup – 22. onion rings.
- S42. Actividad oral (I'd like... / Can I have...? How much is it?).
- S43. order – soup – bean soup – I'd like – starter – I'd like – main course – salad – chicken – chicken – tomato – mushroom – I'd – would you like – would you like wine – red wine – sparkling water – glasses of the house red wine – bottle of sparkling water – desserts – ice cream.

- S44. *the tuna salad – the roastbeef – the grilled salmon – a glass of red wine – mineral water – an ice cream.*
- S45. *1e – 2f – 3c – 4a – 5b – 6d.*
- S46. *1. T – 2. F – 3. T – 4. T.*

4.2 Soluciones de las actividades de autoevaluación

I'm a ... woman / man. I'm ... and ... I have ... eyes and ... hair.	He / she is... He / she has ... eyes and ... hair.	clumsy, unfriendly, mean, hard-working, rude	boring, shy, clever / intelligent, impatient, dishonest	third – fifth – sixth - tenth
garage – hall – kitchen – dining room – study – living room – bedroom – bathroom...	sink – oven – microwave – cupboard – fridge – washing machine – cooker...	washbasin / sink – mirror – toilet – shower – bath – carpet...	<i>Posible respuesta.</i> In my living room there is a sofa and a shelf. There's a TV too.	a – any
any - some	There are some pictures in my living room. There aren't any... Are there any...?	beach, bridge, car park, post office	baker's, chemist's, department store, butcher's	The station is far from the castle.
The hospital is behind the airport.	There's a square opposite the bank.	It's sunny – cloudy – stormy – foggy – cool	<i>Ver cuadro página 15</i>	London is bigger than Vigo. London is more expensive than Vigo.
Cities are noisier than villages. Villages are quieter than cities.	Are there any banks near here? Is there a bank near here?	Go straight on – turn right – go past the traffic lights	The chemist's is at the end of the street, on the left.	How can I help you? Have you got a map of the city centre?
I'd like a ticket (a single) to London, please.	Single or return?	When do you want to come back?	meat, rice, butter, jam, pork	<i>Ver cuadro página 21</i>
soft drink, coke, water, coffee, milk, juice, wine, beer...	Are you ready to order?	As a / for my starter I'd like.. As a / for my main course I'd like...	What would you like (to have) for dessert?	Can I / we have the bill, please?

5. Bibliografía y recursos

Bibliografía

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- Christina Latham-Koenig y Clive Oxenden. (2015): *English File Beginner 3rd Edition. Student's Book*. Oxford University Press.
- Tom Hutchinson (2007): *English for Life Beginner. Student's Book*. Oxford University Press.

Enlaces de Internet

Describing people

- [Online love \(7.08–14.14\)](#)
- [Stereotypes \(2.57–3.48\)](#)
- [Personality \(7.55 – 14.59\)](#)
- [Your best friend \(5.18 – 6.21\)](#)
- [Choose your man \(6.30 – 10.28\)](#)
- [Describe your partner](#)

Describing my house

- [My house](#)
- [A new home](#)
- [For sale](#)
- [A typical British house \(8.50 – 12.00\)](#)
- [Where's my plane ticket?](#)
- [Haunted house](#)

Places and weather.

- [What's the weather like in July and in December? \(5.03 – 6.35\)](#)
- [What's your city like?](#)
- [At your service](#)
- [The weather forecast](#)
- [London](#)

Comparatives

- [Comparing](#)
- [Comparatives](#)

Directions

- [The London Reader \(4.36 – 7.22\)](#)
- [Is there a bank near here?](#)
- [It's on the left](#)
- [Is there a cash machine near here?](#)

- Directions

Survival English (At the tourist information office and at the train station)

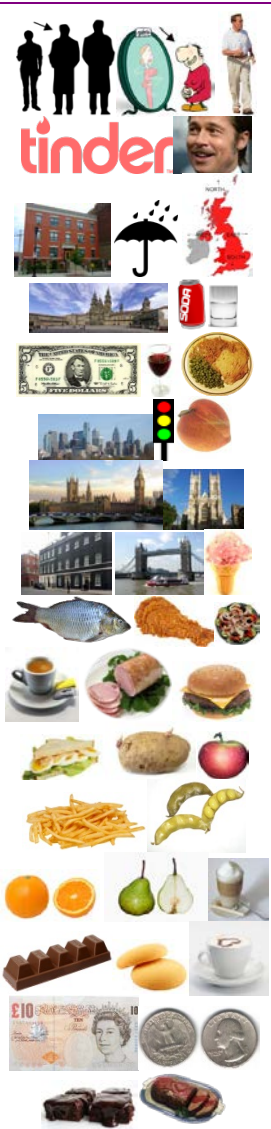
- At the tourist information office
- At the station

At the restaurant

- Requests and offers
- Ordering a meal
- Offering a drink (0.39 – 3.40)
- In a restaurant
- Eating out
- Are you ready to order?

6. Anexo. Licencia de recursos

Licencias de recursos utilizados en esta unidad didáctica

RECURSO (1)	DATOS DEL RECURSO (1)	RECURSO (2)	DATOS DEL RECURSO (2)
 RECURSO 1	■ Autoría: CC ■ Licencia: Comercial ■ Procedencia: https://commons.wikimedia.org	 RECURSO 2	■ Autoría: CC ■ Licencia: Comercial ■ Procedencia: https://pixabay.com/
		 Vídeo RECURSO 4	■ Autoría: CC ■ Licencia: Comercial ■ Procedencia: https://www.youtube.com/watch?v=Rcx1PWsl5oQ
 RECURSO 3	■ Autoría: CC ■ Licencia: Comercial ■ Procedencia: https://www.flickr.com/	 RECURSO 6	■ Autoría: CC ■ Licencia: Comercial ■ Procedencia: https://wikipedia.org
 RECURSO 5	■ Autoría: CC ■ Licencia: Comercial ■ Procedencia: http://www.freestockphotos.biz/	 RECURSO 7	■ Autoría: CC ■ Licencia: Comercial ■ Procedencia: http://www.publicdomainpictures.net/