



Ámbito de comunicación

Lengua inglesa

Educación a distancia semipresencial

Módulo 4

Unidad didáctica 14

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1. Introducción

1.1 Descripción de la unidad didáctica

En la primera parte de esta unidad vamos a abordar los siguientes contenidos:

- El pasado simple del verbo *To be, there was / there were* y el pasado simple de los demás verbos. Si necesita más práctica, haga los ejercicios del anexo 12 del módulo 3.
- Vocabulario de la rutina diaria para hablar del pasado.

En la segunda parte vamos a tratar los siguientes contenidos:

- El pasado continuo y el contraste del pasado simple con el pasado continuo.
- Adjetivos para la descripción física.

En la tercera parte trataremos aspectos socioculturales de países de habla inglesa. En esta unidad *“Saint Patrick’s day”*.

1.2 Conocimientos previos

Necesitará saber y repasar:

- Vocabulario de los días de la semana, de los meses y de las horas.
- Expresiones temporales de pasado.
- Verbos de rutina diaria.
- Vocabulario básico de la ropa y accesorios.

1.3 Sugerencias para la motivación y el estudio

Se recomienda marcar un ritmo de estudio de una unidad por mes y de cada parte de la unidad por quincena, dejando la tercera parte de contenido sociocultural para el final.

Se recomienda la asistencia a clase para reforzar las explicaciones gramaticales y los ejercicios orales.

1.4 Orientaciones para la programación temporal

Cada módulo tiene una duración cuatrimestral y consta de cuatro unidades. Por lo tanto, cada unidad tendría una duración aproximada de un mes.

2. Secuencia de contenidos y actividades

2.1 Talking about yesterday

2.1.1 Vocabulary: daily routine

S1. Look at the pictures and write the infinitive of these verbs related to daily routine. Then write them in the past simple tense. *Mire los dibujos y escriba el infinitivo de estos verbos relacionados con la rutina diaria. Después escríbalos en pasado simple.*

 1 wake up- woke up	 2	 3	 4
 5	 6	 7	 8
 9	 10	 11	 12
 13	 14	 15	 16
 17	 18	 19	 20

S2. Work with a partner. Tell him/ her about the things you did or you didn't do yesterday. *Trabaje con otra persona de clase. Dígale lo que hizo y lo que no hizo ayer.*

Ex. I **woke up** at 7.30 and I got up ten minutes later.

I **didn't go** to the gym.

- S3. Check answers from exercise S1 and complete the text about what Jennifer did yesterday. *Compruebe sus respuestas del ejercicio S1 y complete el texto sobre lo que hizo ayer Jennifer.*

Jennifer _____ (1) at quarter to eight in the morning but she _____ (2- negative) until eight o'clock. Then she _____ (3) in the bathroom. She (4) _____ (negative) because she didn't have enough time. After that, she _____ (5).

At half past eight she _____ (6) with her family. She usually has cereal for breakfast but yesterday she had toast and an orange juice. At 9.00 Jennifer took her car and _____ (7) to work. She _____ (8) at 9.30. Then, she _____ (9) at one o'clock.

When she _____ (10) in the afternoon, she _____ (11). At 19.00 when she _____ (12), Jennifer _____ (13). Then, she _____ (14) with her family. She _____ (15) for a while. At night she _____ (16) TV with her husband. Before she _____ (17) she _____ (18). Yesterday she _____ (19-negative) and she _____ (20-negative) her friends because she was too tired.

- S4. Now it's your turn. What did you do yesterday? Follow Jennifer's model to help you. *Ahora le toca a usted. ¿Qué hizo ayer? Siga el modelo de Jennifer como referencia.*

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Yesterday I...
---	----------------

- S5. Read the text about Jane's last weekend and complete it with the right verbs. Use the negative form if necessary. *Lea el texto sobre el fin de semana de Jane y complete con los verbos correctos. Use la negativa si es necesario.*

<p>Last weekend Jane (1) _____ her sister in Bath. Jane (2) _____ in Bristol so she (3) _____ for half an hour. They (4) _____ all weekend together.</p> <p>On Saturday morning they (5) _____ the shopping at the local shops. Then they (6) _____ to the same café. Jane (7) _____ a cup of tea and a piece of apple pie and her sister (8) _____ a piece of toast with homemade butter on it and a cup of coffee. They (9) _____ this moment! In the afternoon, she and her sister (10) _____ some friends.</p> <p>On Sunday Jane (11) _____ late. She (12) _____ until 11 o'clock. Her sister (13) _____ up before 7 o'clock on Sundays because she (14) _____ that weekend. She (15) _____ home at 9 o'clock in the evening. They (16) _____ dinner together because Jane preferred to get home before dark.</p>	<table border="0"> <tr> <td>Visit</td> <td>work</td> </tr> <tr> <td>sleep</td> <td>spend</td> </tr> <tr> <td>do</td> <td>get</td> </tr> <tr> <td>eat</td> <td>have(x2)</td> </tr> <tr> <td>love</td> <td>drive</td> </tr> <tr> <td>live</td> <td>meet</td> </tr> <tr> <td>wake</td> <td>go</td> </tr> <tr> <td>get up</td> <td></td> </tr> </table>	Visit	work	sleep	spend	do	get	eat	have(x2)	love	drive	live	meet	wake	go	get up	
Visit	work																
sleep	spend																
do	get																
eat	have(x2)																
love	drive																
live	meet																
wake	go																
get up																	

- S6. Now complete the sentences to write about your last weekend. Use the verbs in the right column at least once. *Ahora complete las oraciones para escribir sobre el fin de semana pasado. Use los verbos de la columna de la derecha por lo menos una vez.*

My Last Weekend	
<p>I had a _____ weekend. On Friday night I _____</p> <p>On Saturday mornig I _____. Then I _____</p> <p>In the afternoon _____</p> <p>At night I _____</p> <p>On Sunday I _____</p> <p>First I _____. Then _____</p> <p>In the evening I _____</p>	<p>Get up</p> <p>Visit</p> <p>eat</p> <p>love</p> <p>watch</p> <p>wake</p> <p>Do the shopping</p> <p>Have lunch</p> <p>Have dinner</p> <p>Go for a walk</p> <p>Arrive home</p> <p>Drive</p> <p>Meet</p> <p>Go out</p>

- S7. Find someone who did these things last weekend. Ask your classmates (*did you...?*). Then, write their names and add more information by asking him/her more questions. Add two more verbs. *Encuentre a alguien que haga estas cosas. Pregúnteles a las otras personas de clase. A continuación, anote sus nombres y añada más información haciéndoles más preguntas. Añada dos verbos más.*

Did you...	NAME	MORE INFORMATION
Do sport		
Eat out		
Cook lunch		
Go for a drink after work		
Wake up early		
Go to bed very late		
Go shopping		
Watch TV		
Meet friends		
Go for a walk		

- *Did you do sport?*
- *Yes, I did.*
- *Which one?*
- *I went to the gym.*
- *What time did you go there?*

2.1.2 Grammar

Past Simple: Verb to be

AFFIRMATIVE		NEGATIVE		INTERROGATIVE	
I	was	I	was not	Was I...?	Yes, I was / No, I wasn't
You	were	You	were not	Were you...?	Yes, you were / No, you weren't
He		He			
She	was	She	was not	Was he / she...?	Yes, he / she / it was
It		It		Was she...?	No, he / she / it wasn't
We		We		Were we...?	Yes, we / you / they were
You	were	You	were not	Were you...?	No, we / you / they weren't
They		They		Were they...?	
		Full form	Short form		

Recuerde

- **En afirmativa:** mantenga la concordancia del sujeto con la forma correcta: *was/were*.
 - *I was very happy when I lived in Santiago.*
 - *They were friends in Santiago.*
- **En negativa:** mantenga la concordancia del sujeto + *wasn't / weren't*.
 - *I wasn't very happy when I lived in Santiago.*
 - *They were friends in Santiago.*
- **En interrogativa:** mantenga el orden propio de la interrogativa:

(WH-) Question + was / were + SUJETO + ...?

- *Where were they yesterday at 9.30?*
- *Were they friends in the past?*
- **En la respuesta corta:** afirmativa: Yes, pronombre sujeto + *was / were*
 Negativa: No, pronombre + *wasn't / weren't*
*Was your mother at home yesterday? Yes, she **was**. // No, she **wasn't**.*
 – *Were your friends with you at 9:00? Yes, they **were**. // No, they **weren't***

Past tense: There was / there were

- Se usa para describir una escena o un lugar en el pasado, esto es, para decir lo que había o no había.
 - There was a small shop just round the corner but there wasn't a cash machine.*
 - There were two supermarkets in my street but there weren't any car parks near them.*
- En la interrogativa, recuerde mantener la concordancia del verbo en la respuesta corta:
 - Was there** a chemist's in your town? **Yes, there was** one at the end of the street.
 - Were there** any pedestrian crossings? **No, there weren't.**

	AFFIRMATIVE	NEGATIVE	INTERROGATIVE	SHORT ANSWERS
SINGULAR	There was a / an...	There wasn't a / an...	Was there a /an..?	Yes, there was No, there wasn't
PLURAL	There were some shops in this street.	There weren't any shops in this street.	Were there any shops in this street?	Yes, there were No, there weren't

Past simple: general verbs

AFFIRMATIVE	NEGATIVE	INTERROGATIVE	SHORT ANSWER
I You He She It We You They worked*	I You He She It We You They didn't work	I You He She It We You They Did work...?	I You He She It We You They Yes No, did didn't

Afirmativa

Para formar el pasado, tenemos que distinguir dos tipos de verbos:

- Verbos irregulares:** tienen su propia forma para construir el pasado:

go → went have → had eat → ate

Encontrará una lista de verbos irregulares en las páginas 25 y 26.

- Verbos regulares:** el pasado se forma añadiendo la terminación **“-ed”** al infinitivo sin **“to”** en todas las personas.

walk → walked stop → stopped dance → danced

La terminación “-ed” sigue las siguientes reglas:

*SPELLING RULES regular ending “-ed” (Reglas ortográficas para la terminación en “-ed” del pasado de los verbos regulares)				
1.	Regla general: se añade -ed al infinitivo	+ ed	work	worked
2.	Verbos que acaban en -e : añaden solo la -d	+ d	dance	danced
3.	Verbos acabados en consonante + -y . Se cambia -y por -i y se añade -ed .	y + -ied	study	studied
4.	Verbos acabados en sílabla tónica y en consonante + vocal + consonante : doblan la última consonante.	Double consonant	stop	stopped

■ Negativa

Para negar en pasado se usa el auxiliar del pasado **DIDN'T + INFINITIVO**

– *I worked late yesterday → I didn't **work** late yesterday.*

Fíjese bien cuando use el pasado simple en negativa, porque el fallo más común es usar el verbo en pasado:

– *I didn't ~~worked~~ late yesterday.*

■ Interrogativa

Para preguntar en pasado hai que seguir el orden de la interrogativa en inglés:

Partícula interrogativa + auxiliar + sujeto + verbo

El auxiliar de pasado es *did* y el verbo va en infinitivo.

(WH-) Question + did + Sujeto + infinitivo..?

– What did you do yesterday?

– Where did he go on holiday?

Para la respuesta corta, se aplican siempre las mismas reglas que para el resto de los verbos: preguntamos con el auxiliar *did* y se responde con el pronombre y con la forma del verbo en concordancia con *Yes* o *No*.

– **Did** Mildred work at home yesterday? **Yes**, she **did**.

– **Did** you go on a business trip last week? **No**, I **didn't**.

Usos

- Usamos el *past simple* para describir acciones que sucedieron en un momento específico del pasado, por ejemplo, *yesterday* (ayer) o *last year* (el año pasado).

– *I played football last Saturday. (Jugué al fútbol el sábado pasado).*

– *Yesterday we went to the beach. (Ayer fuimos a la playa).*

Expresiones usadas con el pasado simple

- *Yesterday* (ayer), *the day before yesterday* (anteayer), *yesterday morning* (ayer por la mañana).
- *Last week* (la semana pasada), *last Friday* (el viernes pasado), *last month* (el mes pasado), *last year* (el año pasado), *last summer* (el verano pasado).
- *Two days ago* (hace dos días), *four months ago* (hace cuatro meses), *three years ago* (hace tres años).
- *In 1999* (en 1999), *when I was a child* (cuando yo era niño).

Secuencia de actividades

- S8. Complete the following text with the past tense of the verb *to be*. Complete el texto con el pasado del verbo *to be*.

My favourite holiday 1 _____ in Sanxenxo. I 2 _____ there last year with my family. We 3 _____ in a hotel for two weeks. There 4 _____ people from many countries as well. They 5 _____ really good fun. It 6 _____ a beautiful place and a great holiday. The only problem 7 _____ that the food 8 _____ very nice in the hotel but there 9 _____ many bars and restaurants near the port, so we went out for dinner several times. The weather 10 _____ very good but it 11 _____ really a problem because it didn't rain and we could visit really nice places nearby.



- S9. Read Nikki's status update and complete with the right form of the verbs in the past tense. Lea la actualización de estado de Nikki y complete con la forma correcta de los verbos en pasado simple.

Update Status | Add Photos/Video | Create Photo Album

What's on your mind?

Public | Post

Yesterday morning I 1 _____ my friend Anne and we 2 _____ to go shopping. We 3 _____ for the bus for an hour but it 4 _____ so we 5 _____ to town. We 6 _____ and we 7 _____ a snack. We 8 _____ more shopping later, we ate lunch and then we 9 _____ back home! We 10 _____ much money because we 11 _____ incredible bargains: Anne 12 _____ a great dress and I got a pair of shoes-they only 13 _____ \$10!

Phone- buy – wait – spend – decide – come
Cost – walk – find – shop – eat – do – come



- S10. Write the past tense of the verbs in brackets. Then write them in the negative and interrogative form. *Escriba el pasado del verbo entre paréntesis. Después escriba la oración en negativa y en interrogativa.*

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
1. You (smoke) a lot yesterday <i>Smoked</i>	<i>You didn't smoke a lot</i>	<i>Did you smoke a lot yesterday?</i>
2. Ann (teach) chemistry before retired.		
3. The Oxford bus (arrive) late yesterday.		
4. The teachers (know) her well.		
5. My mom (go) shopping to the mall.		
6. John (work) in a restaurant last year.		
7. We (watch) a very nice film last night.		
8. Mary (like) her birthday party.		
9. The ticket (cost) \$5.		
10. My husband (get) home very late.		

- S11. Write the past simple of the infinitives. Then complete the sentences with the right verbs. *Escriba el pasado simple de los infinitivos. Después complete las oraciones con el verbo correcto.*

	INFINITIVE	PAST
1. Yesterday evening I _____ TV.	take	
2. I _____ my teeth three times yesterday.	eat	
3. Ben _____ 20 cigarettes yesterday evening.	clean	
4. Last weekend we _____ a lot of photos in the party.	want	
5. Yesterday I _____ too much. I have a stomachache today.	teach	
6. The weather _____ horrible yesterday. We couldn't go skiing.	stay	
7. When I was a child, I _____ to be a doctor.	watch	
8. Mrs Smith _____ us Maths last year.	buy	
9. We _____ at a very good hotel last summer.	be	
10. I _____ these nice shoes at the shopping center yesterday.	smoke	

- S12. Write sentences about the past. *Escriba oraciones en pasado.*

1. He always goes to work by car.	Yesterday <u>he went on foot because the weather was nice</u>
2. They always get up early.	This morning they _____
3. Miguel often loses his keys.	He _____
4. I write an email to Jane every week.	Last week I _____
5. We usually do our shopping on Monday.	Yesterday we _____
6. We leave home at 8:30 every Monday.	We _____ this morning.
7. They come to my house every Friday.	Last Friday _____
8. We usually go to the cinema on Sunday.	Last weekend _____
9. Tom always has a shower in the morning.	He _____ at night.
10. She meets her friends in the evening.	She _____ after work today.

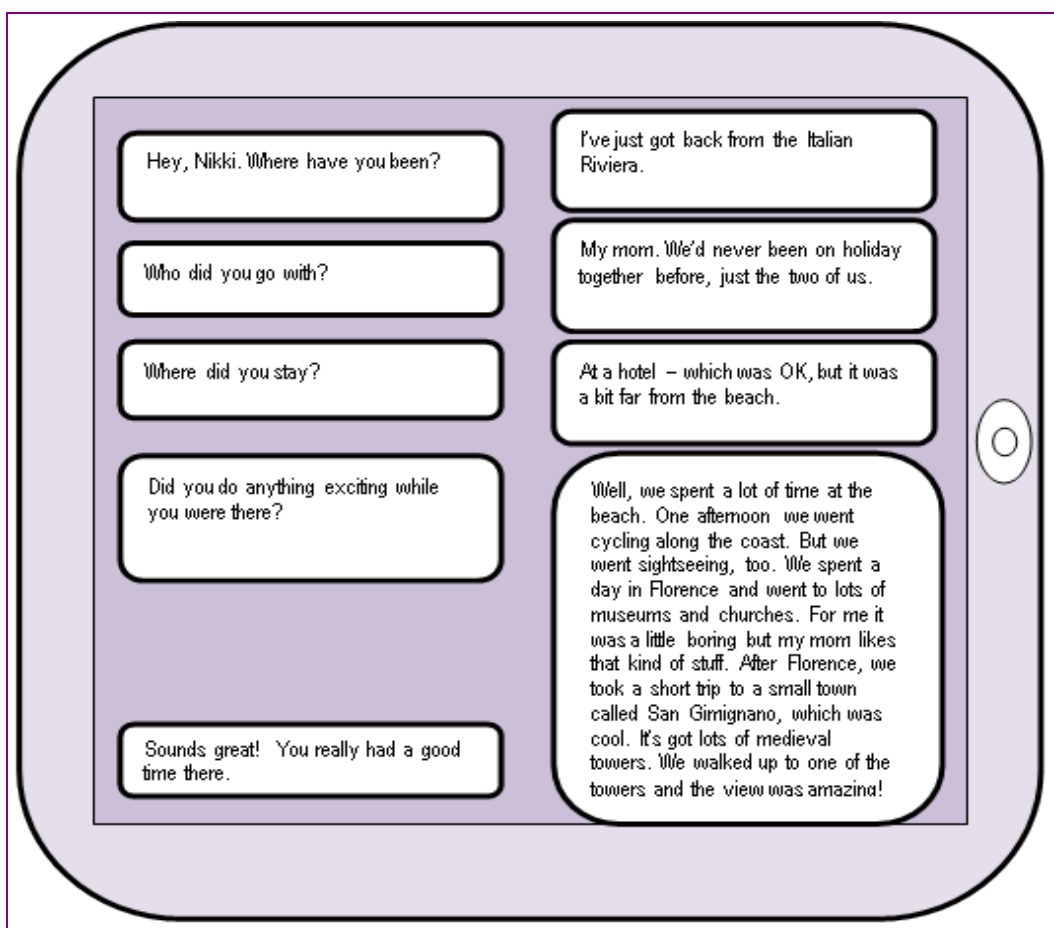
- S13. Work with your partner asking and answering questions to practise past time expressions. Add two more questions. *Trabaje con otra persona de clase preguntando y respondiendo a las preguntas para practicar las expresiones de tiempo en pasado. Añada dos preguntas más.*

When was the last time you ...?	YOUR PARTNER'S ANSWERS	MORE INFORMATION
Were at the cinema?	Two weeks ago	I went with my friend Maite and we saw...
Went to the beach?		
Met friends?		
Were at a night party birthday?		
Had dinner at an Italian restaurant?		
Went out for a meal?		
Cut your hair?		
Were at a museum?		
Went for a walk?		

2.1.3 Reading

S14. Nikki is telling her friend about her holidays in Italy. Read the conversation. Are these sentences true or false? Correct the false ones. *Nikki está hablando con su amiga sobre sus vacaciones en Italia. Lea la conversación y diga si estas oraciones son verdaderas o falsas. Corrija las falsas.*

1. Nikki is in Italy right now.
2. She went on holidays alone.
3. She really liked the hotel.
4. They spent most of the time sightseeing.
5. Nikki and her mother like visiting museums and churches.



S15. Work with a partner. Find out about a holiday he/she enjoyed. *Trabaje con otra persona. Pregúntele por unas vacaciones que haya disfrutado. Después cambien los roles.*

Student A: ask about:
Where he or she went.

Who he or she went with.

Where he or she stayed.

What he or she did during the holiday.

What he or she enjoyed most.

Student B: answer your
partner's questions.

2.1.4 Listening

S16. Before listening, match these expressions with their meaning. *Antes de escuchar, una estas expresiones con su significado.*

1. Design	a) Regalos
2. Horsepower	b) Estructura actual de ladrillo
3. Gifts	c) Caminos peatonales / Bancos
4. Reservoir	d) Arbustos y vides
5. current brick structure	e) Diseño
6. Pedestrian Paths / Benches	f) Olmos
7. Shrubs, and vines	g) Embalse
8. Elms	h) Caballos de vapor

S17. Write the past tense of the following verbs that you will hear. *Escriba el pasado de estos verbos que va a escuchar en la audición.*

1. To be	Was/were
2. Take
3. Build
4. Destroy

S18. Listen to a tour guide talking about Central Park. Are these sentences true or false? *Escuche a un guía turístico hablando de Central Park. Diga si son verdaderas o falsas las siguientes afirmaciones.*

1. Central Park is not in the middle of the city.
2. The competition for its design was in 1885.
3. It's the largest urban park in the world.
4. It took 50 years to build it.
5. There are 15 sculptures in the park.

- S19. Listen again and complete the text with the past tense of the verbs from S17.
Escuche otra vez y complete el texto con el pasado de los verbos del ejercicio S17.



Central Park is an oasis in the middle of New York City. It is the first public park built in America. There (1) ____ a competition for the design in 1858. The winners (2) _____ Frederick Law Olmsted and Calvert Vaux. It is one of the largest urban parks in the world, measuring 11,2 km² and extending from 59th St and 110th St and Central Park West and 5th Ave.

It (3) _____ 15 years and over \$14 million to build (about \$200 million today). Belvedere Castle was completed in 1872 as a viewing pavilion over the Croton Reservoir. In 1934, they filled in the Reservoir and became the Great Lawn. The original Carousel, (4) _____ in 1871, used horsepower. Fire (5) _____ it twice and the current brick structure replaced it in 1951. There are 51 sculptures in the Park and 36 bridges and arches. Bethesda Fountain was the only sculpture included in the original design of the Park — the others were gifts.

The park contains 58 miles of pedestrian paths, 6.5 miles of Park drives, and 7 miles of benches (nearly 9,000). There are 21 playgrounds. They planted more than 500,000 trees, shrubs, and vines during the building of the Park. Today, there are more than 26,000 trees, including 1,700 American elms.

Central Park became a National Historic Landmark in 1965 and a New York City Landmark in 1974. More than 25 million visitors enjoy Central Park each year. Famous for its summer productions of Shakespeare in the Park, Central Park is an attraction that should not be missed.

Adapted from: http://www.centralparknyc.org/site/PageNavigator/aboutpark_history_ataglance







2.2 Reporting a crime

2.2.1 Vocabulary: physical description


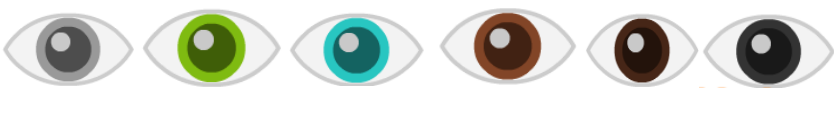

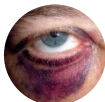
Para preguntar por el aspecto físico de una persona, decimos:

















- What do you look like? (*¿Cómo es físicamente?*)
- What does he / she / your mother / Julia Roberts look like? (*¿Cómo es él, ella, tu madre, Julia Roberts físicamente?*)

To Be

Age (Edad)			Height (Altura)			
						
old (viejo, mayor)	middle-aged (de mediana edad)	young (joven)	tall (alto)	medium-height (de estatura media)	short (bajo)	
Weight (Peso)			General (General)			
						
thin [flaco (negativo)]	slim [delgado (positivo)]	fat [gordo (negativo)]	plump [regordete (neutro)]	pretty, beautiful [guapa (mujeres)]	Handsome [guapo (hombres)]	ugly (feo)
				My name's Tom Cruise. I'm an actor. I am 54 years old. I'm middle-aged. I'm tall, slim and ugly. Her name's Oprah Winfrey. She's a TV presenter. She's 62 years old. She's old. She's tall, plump and beautiful.		

Have got

EYES: Size + Colour + "eyes" (<i>Tamaño + color + "eyes"</i>)							
Size (<i>tamaño</i>)		Colour (<i>color</i>)					
							
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>)
		I have got big blue eyes. She has got small brown eyes.		This is a black eye.			

HAIR: Length + Style + Colour "hair" (longitud + estilo + color + "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 (BrE) / blonde (AmE) (<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>)
	She's got short, wavy, black hair. Her hair is short, wavy and black. Length + Style + Colour			She's got medium-length, straight, fair hair. Her hair is medium-length, straight and fair.		

Para describir los ojos o el cabello de una persona, podemos usar:

- El verbo *have got* (Ej: *I have got brown eyes*). Recuerde que:
 - El adjetivo (*big, blue, small, Brown...*) va antes del nombre.
 - I have got blue eyes ✓ ~~I have got eyes blue~~ ✗
 - *Eyes* es plural y, por lo tanto, no lleva ~~a / an~~.
 - *I have got blue eyes* ✓ ~~I have got a blue eyes~~ ✗
 - *Hair* es incontable cuando se refiere al conjunto del cabello y, por lo tanto, no lleva *a / an*.
 - *I have long hair* ✓ ~~I have a long hair~~ ✗
 - Si usamos varios adjetivos al mismo tiempo, se escriben seguidos y en este orden (sin *and* delante del último).
 - *Length + style + colour + hair*. Ej: *I have got long curly black hair*.
 - *Size + colour + eyes*. Ej: *I have got big brown eyes*.
- Un posesivo (*my*) o genitivo sajón ('s) y el verbo *to be* (Ej: *My eyes are brown*).

Recuerde:

- Los determinantes posesivos, especialmente la diferencia entre *his / her / its / their*.
- *She has got long hair. Her hair is long.*
- *He has got long hair. His hair is long.*
- *John has got blue eyes. John's eyes are blue.*
- Que los adjetivos van después del verbo *to be*.
- *Maria's hair is long.*
- Que *eyes* es plural y, por lo tanto, el verbo *to be* debe ir en plural.
- *My eyes are green.*
- Que *hair* es incontable cuando se refiere al conjunto del cabello y, por lo tanto, el verbo *to be* debe ir en singular.
- *Tom's hair is curly.*
- Si usamos varios adjetivos al mismo tiempo, se escriben seguidos y en este orden (con *and* delante del último).
- *Length + style + "and" + colour + hair.* Ej: *My hair is long curly and black.*
- *Size + "and" + colour + eyes.* Ej: *My eyes are big and brown.*






Other features. Otras características.

HAVE GOT		
		
glasses (<i>gafas</i>)	a beard (<i>barba</i>)	a moustache (<i>bigote</i>)

S20. Put the following words used to describe people under the correct heading. *Ponga las siguientes palabras usadas para describir a personas en el apartado correcto.*

About 165 cm	fat	short		
About twenty-five, forty, etc.	grey	slim		
Adult	has a good figure	tall		
Baby	has freckles	teenager		
Bald	in his thirties, fifties...	thin		
Blonde, fair	long, short	wavy		
Child	middle-aged	wear glasses		
Curly	of average height	well-dressed		
Dark	old	well-dressed		
Elderly	young	skinny		
Plump	overweight	obese		
Has sideburns	medium length	has moles		
AGE	HEIGHT	FIGURE / BUILD	HAIR	OTHER WORDS


S21. Match pictures with descriptions. *Una las imágenes con las descripciones.*

				
1. He's tall, slim and ugly. He's very old. He has got small, black eyes. He's bald too. He's wearing a black coat and a red tie.	2. He's young and thin and medium-height. He's got short, straight dark hair and brown eyes. He 's wearing black trousers and a black T-shirt with a white star on it.	3. She's young, thin and short. She's got big blue eyes and long straight brown hair. She's wearing jeans and a black jumper. She is wearing a black hat.	4. She's a very tall woman. She's plump and old too. She's got medium-length, curly, grey hair. She has glasses. She's wearing black trousers and a violet blouse.	5. He's a handsome man. He's middle-aged. He's got short, brown hair and blue eyes. He's got a beard too. He's wearing grey trousers, a green shirt and a green jumper.


S22. Listen to the descriptions. Match names and pictures. *Escuche las descripciones. Una los nombres con las imágenes.*


1. James
2. Gary
3. Sarah
4. Paul
5. Helen
6. Claire


Picture A


Picture B


Picture C


Picture D


Picture E


Picture F

S23. Describe these people. *Describe a estas personas.*

		
She is ... She has got...	He is... He has got...	She's... She's got...

S24. Work in pairs. Choose three photos of a celebrity. Describe them to your partner. Can he / she guess who's is who? *Trabaje en pareja. Escoja tres fotos de un famoso o una famosa. Descríbaselos a otra persona de clase. ¿Puede adivinar quién es quién?*

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2.2.2 Grammar

Past Continuous

- FORMA: verbo *to be* en pasado + verbo en *-ing*

AFFIRMATIVE	NEGATIVE	INTERROGATIVE	SHORT ANSWER
I was Yo u were He She was reading* It was We You were They were	I was not Yo u were not He She was not reading It was not We You were not They were not	Was I Were You We They reading? Was He She It	I was I wasn't Yo u were Yo u weren't Yes, We were No, We weren't They were They weren't He was He wasn't Yes, She was Yes, She wasn't It was It wasn't
	Formas contraídas I wasn't He wasn't You weren't	En las respuestas cortas afirmativas: En negativa, fíjese en las contracciones.	No contracción I wasn't We weren't

*SPELLING RULES -ing (Reglas ortográficas para la terminación en -ing)			
1.	Regla general: se añade <i>-ing</i>	work	working
2.	Si el verbo acaba en <i>-e</i> , se elimina la <i>-e</i> y se añade la terminación.	dance	dancing
3.	Verbos que acaban en <i>-ie</i> : se cambia la terminación <i>-ie</i> por <i>-y</i> y después se añade <i>-ing</i> .	lie	lying
4.	Verbos de una sílaba y acabados en vocal breve + consonante: se dobla la última consonante. Verbos de más de una sílaba y acentuados en la última sílaba: también se dobla la última consonante.	run begin	running beginning

Uso

- Para hablar de una acción que estaba en progreso en un momento determinado del pasado.
 - We were watching TV yesterday at 10:30. (Ayer a las 10:30 estábamos viendo la tele).*
 - Where was your sister yesterday morning? (¿Dónde estaba tu hermana ayer por la mañana?).*
 - She was doing an exam at school. (Estaba haciendo un examen en el colegio).*
- Para hablar de una secuencia **de acciones que estaban sucediendo en el pasado al mismo tiempo**. Una de las acciones puede ser introducida por la conjunción **while** (mientras):
 - I was cooking dinner while my husband was reading a tale with Sara. (Yo estaba haciendo la cena mientras mi marido estaba leyendo un cuento con Sara).*

Secuencia de actividades





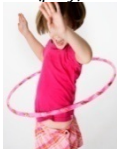



- S25. Answer these questions. Then ask your partner what he/she was doing at these times. Add two more questions. *Conteste a estas preguntas. Después pregúntele a otra persona de clase qué estaba haciendo él/ella a esas horas. Añada dos preguntas más.*

What were you doing.....?	YOUR ANSWERS	YOUR PARTNER'S ANSWERS
At 9:30 last night?		
Last Friday night at 10?		
At 10:30 last Saturday?		
An hour ago?		
At seven o'clock this morning?		
At 4.30 yesterday?		
When you heard about the terrorist attack on March 11?		
When you first met your husband/wife or your first boyfriend/girlfriend?		

- S26. Write was / were + ing to complete the questions. *Escriba was / were + -ing para completar las preguntas.*

▪ (you / live) <u>Where were you living</u> in 1989?	<i>In Santiago.</i>
▪ 1. What (you / do) _____ at four o'clock?	<i>I was sleeping.</i>
▪ 2. (it / rain) _____ when you went out?	<i>Yes, it was.</i>
▪ 3. Why (you / drive) _____ so slowly?	<i>Because the road was very dangerous.</i>
▪ 4. What (your mother / cook) _____ for dinner?	<i>She was cooking fish.</i>
▪ 5. What (you / read) _____?	<i>I was reading the newspaper.</i>

- S27. Complete the sentences following the example. *Complete las frases fijándose en el ejemplo.*



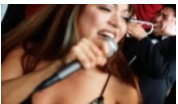

				
JOHN (play tennis)	JENNY (play)	CAROL (drive)	MARY AND JO (have dinner)	THE DOGS (sleep)
				

Yesterday at three o'clock John was playing tennis.

1. Yesterday at _____ Jenny _____.
2. Yesterday at _____ Carol _____.
3. Yesterday at _____ Mary and Jo _____.
4. Yesterday at _____ the dogs _____.

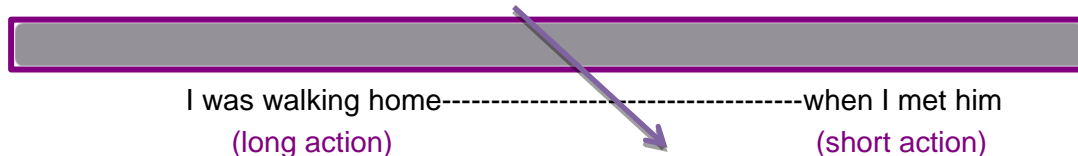
S28. What were they doing yesterday afternoon? Choose the right verb. ¿Qué estaban haciendo ayer por la tarde? Escoja el verbo correcto.

study – ~~sleep~~ – read – wash the dog – sing – take the dog for a walk

	<ul style="list-style-type: none"> The baby <u>was sleeping</u>
	<ul style="list-style-type: none"> 1. She _____.
	<ul style="list-style-type: none"> 2. The children _____
	<ul style="list-style-type: none"> 3. Judy _____
	<ul style="list-style-type: none"> 4. My daughter _____
	<ul style="list-style-type: none"> 5. They _____

Pasado continuo / Pasado simple

- Otro de los usos del pasado continuo es el que sirve para referirse a una acción que estaba sucediendo en el pasado cuando otra acción sucedió. La acción más larga en pasado continuo es interrumpida por otra más corta en pasado simple:



- Se conectan con conjunciones como *when* y *while*. Normalmente la acción más larga es introducida por *while*, que indica duración, y la más corta suele estar introducida por *when*, que interrumpe a la más larga.
 - The bell rang **while** I was having a shower.
 - **When** the postman arrived I was having breakfast.

- Cuando las dos acciones son simultáneas (coinciden en el tiempo) y, además, tienen la misma duración, se utiliza *while*:
 - Carol was listening to the radio **while** she was making dinner.

Secuencia de actividades

S29. Complete with when or while. Complete con when o while.

1. _____ we went out, it was snowing.
2. She came in _____ we were having dinner.
3. Peter arrived _____ I was having a shower.
4. What were you doing _____ I phoned you?
5. My brother was writing a letter _____ I was reading a book.
6. We were waiting for the bus _____ we saw an accident.
7. She got lost _____ she was walking home.
8. We didn't do the activities _____ the teacher was writing on the blackboard.

S30. Complete each sentence with past simple and past continuous. Complete cada oración con el pasado simple y con el pasado continuo.

1. I (make) _____ a deposit at my bank when a man in a mask (pull) _____ out a gun and started to rob the bank.
2. I (drive) _____ to work when I (see) _____ my neighbour's door open and someone in the house.
3. They (walk) on the sidewalk when a car (hit) _____ the person closest to the road.
4. She (talk) _____ to a friend at the mall when a man (come) _____ up behind her and (grab) _____ her purse.
5. I (watch) _____ TV when I (hear) shouting and gunshots next door.
6. I (work) _____ in the garden and my son (find) _____ some matches and (start) _____ a fire in the living room.
7. John _____ (drive) at 200kph when the police _____ him (stop).
8. A thief _____ (steal) Mrs Brown's handbag when she _____ (watch) the statue.
9. The police _____ (catch) her when she _____ (carry) a heavy bag.
10. While I _____ (walk) with Maisie to the park, a man _____ (come) and _____ (snatch) her bag.

S31. Rewrite these sentences with past simple and past continuous. Vuelva a escribir estas oraciones con el pasado simple y con el pasado continuo.

Example: Jim burned his fingers when he was making toast.

1. She (phone) when I (see) her.
2. Where she (go) last night?
3. I (love) the film we (go) to see last week.
4. I (go) away last weekend.
5. The last time I (see) her was yesterday. She (walk) along the street and she (talk) on the phone.
6. He (be) very busy when I (arrive) so I (decide) to wait.
7. We (have) so much work yesterday! We (write) a lot of mails yesterday.
8. When my mother (open) the door to go out somebody (hit) her.
9. I (text) my sister when I (hear) a loud noise.
10. What you (do) when the police (knock) the door?

S32. Complete the text with the correct form of the verbs in brackets. Complete el texto con las formas correctas de los verbos entre paréntesis.

What a terrible morning!	
I had a terrible day yesterday. Everything _____ 1 (go) wrong. First of all, I _____ 2 (wake up) late because my alarm clock _____ 3 (not go off). When I _____ 4 (have) a shower the hot water heater _____ 5 (break down) and I _____ 6 (have) to wash in cold water. When my mother _____ 7 (iron) my shirt a fuse _____ 8 (blow) and all the lights _____ 9 (go out). The phone _____ 10 (ring) while we _____ 11 (have) breakfast but it _____ 12 (stop) just before my dad _____ 13 (pick) it up. I _____ 14 (leave) home and _____ 15 (get) on my bike. While I _____ 16 (cycle) to school my front tyre _____ 17 (get) a puncture and I had to walk the rest of the way. I _____ 18 (arrive) half an hour late. And all that happened before I got to school!	

S33. Work with a partner. Start or finish the sentences. Trabaje con otra persona. Comience o acabe las oraciones.

1. I was going back home after work....
2. I was taking a shower this morning ...
3. ...when the phone rang.
4. While I was texting my daughter...
5. We were talking in the classroom yesterday...
6. ...when I heard a noise.
7. We were all sleeping ...
8. ...when his wife appeared.

Lista de verbos irregulares

A continuación tiene una lista de algunos verbos irregulares.

Presente	Pasado	Traducción
<i>be</i>	<i>was / were</i>	ser / estar
<i>become</i>	<i>became</i>	llegar a ser
<i>begin</i>	<i>began</i>	comenzar
<i>break</i>	<i>broke</i>	romper
<i>build</i>	<i>built</i>	construir
<i>burn</i>	<i>burnt / burned</i>	quemarse
<i>buy</i>	<i>bought</i>	comprar
<i>can</i>	<i>could</i>	poder
<i>catch</i>	<i>caught</i>	coger
<i>come</i>	<i>came</i>	venir
<i>cost</i>	<i>cost</i>	costar
<i>cut</i>	<i>cut</i>	cortar
<i>do</i>	<i>did</i>	hacer
<i>draw</i>	<i>drew</i>	dibujar
<i>drink</i>	<i>drank</i>	beber
<i>drive</i>	<i>drove</i>	conducir
<i>eat</i>	<i>ate</i>	comer
<i>fall</i>	<i>fell</i>	caer
<i>feed</i>	<i>fed</i>	alimentar
<i>feel</i>	<i>felt</i>	sentir
<i>fight</i>	<i>fought</i>	luchar
<i>find</i>	<i>found</i>	encontrar
<i>forget</i>	<i>forgot</i>	olvidar
<i>fly</i>	<i>flew</i>	volar
<i>get</i>	<i>got</i>	conseguir
<i>give</i>	<i>gave</i>	dar
<i>go</i>	<i>went</i>	ir
<i>grow</i>	<i>grew</i>	crecer, cultivar
<i>have</i>	<i>had</i>	tener
<i>hear</i>	<i>heard</i>	oir
<i>hide</i>	<i>hid</i>	escondese
<i>hit</i>	<i>hit</i>	golpear

<i>hurt</i>	<i>hurt</i>	doler
<i>keep</i>	<i>kept</i>	mantener
<i>know</i>	<i>knew</i>	saber
<i>lead</i>	<i>led</i>	liderar, dirigir
<i>learn</i>	<i>learnt</i>	aprender
<i>leave</i>	<i>left</i>	salir
<i>lend</i>	<i>lent</i>	prestar, dejar
<i>let</i>	<i>let</i>	dejar, permitir
<i>lose</i>	<i>lost</i>	perder
<i>make</i>	<i>made</i>	hacer / fabricar
<i>mean</i>	<i>meant</i>	significar
<i>meet</i>	<i>met</i>	conocer a alguien, quedar con
<i>pay</i>	<i>paid</i>	pagar
<i>put</i>	<i>put</i>	poner
<i>read /red/</i>	<i>read /rid/</i>	leer
<i>run</i>	<i>ran</i>	correr
<i>say</i>	<i>said</i>	decir
<i>see</i>	<i>saw</i>	ver
<i>sell</i>	<i>sold</i>	vender
<i>send</i>	<i>sent</i>	enviar
<i>set</i>	<i>set</i>	establecer
<i>sleep</i>	<i>slept</i>	dormir
<i>smell</i>	<i>smelt</i>	oler
<i>speak</i>	<i>spoke</i>	hablar
<i>spend</i>	<i>spent</i>	gastar, pasar (tiempo, el día...)
<i>steal</i>	<i>stole</i>	robar
<i>swim</i>	<i>swam</i>	nadar
<i>teach</i>	<i>taught</i>	enseñar
<i>take</i>	<i>took</i>	coger
<i>tell</i>	<i>told</i>	decir / contar
<i>think</i>	<i>thought</i>	pensar
<i>understand</i>	<i>understood</i>	entender
<i>wake up</i>	<i>woke up</i>	despertarse
<i>win</i>	<i>won</i>	ganar
<i>write</i>	<i>wrote</i>	escribir

2.2.3 Reading and writing

S34. Read this police report and answer the questions. *Lea el informe policial y conteste a las preguntas.*

Date of incident: 10/03/18		Time: 1:00 AM/PM			
Name of injured person(s)/victim: Maite Nieto					
Address: 7996 Nemos Avenue, Brisbane, CA 92058					
Phone number(s): (760) 555-4567					
Date of birth: 11/29/72		Sex: Male Female			
Type of incident	robbery				
Name of suspect	unknown				
Suspect address	n/a				
Suspect phone	n/a				
Description	Male <input checked="" type="checkbox"/> Female	(Race,height,weight, age, other features)			
<u>Caucasian, short, short brown hair, brown eyes, young, early 20s, thin, gang tattoo on his right arm.</u>					
Items Stolen (S), Damaged (D), or Lost (L)					
S/D/L	Item	Brand	Model	Color	Amount of Loss
D	Window	---	---	---	\$200
Explanation (Describe what happened. Include location, date, and time.)					
I was making lunch at home today at 1:00. I heard a thief trying to get into the house through the back window. I ran upstairs and called the police. The man was still there when the police arrived, so they captured him. He was a thin, white male in his early 20's. He had brown eyes, short brown hair, and a gang tattoo on his right arm.					
Witness/victim signature <u>Maite Nieto</u> <u>10/03/18</u>					

1. When was the incident?
2. What type of incident was it?
3. What is the name of the victim?
4. Does the police know the suspect?
5. Is the suspect a man or a woman?
6 Where is the suspect from?
7. What is the suspect like?
8. What was she doing when she heard a noise?
9. What did the thief want to do?
10. What did she do?

- S35. You were the victim of a crime and you are going to report it at the police station. Write each piece of information in the correct section of the Crime Report that is on the next page and write a description of what happened. *Usted fue víctima de un delito y va a denunciarlo a la comisaría. Escriba cada dato en la sección correcta del informe del delito que está en la página siguiente y describa los hechos.*


16/04/18 (not part of signature)	robbery	Silvia Sampaio (signature)	10:00 p.m.
Male	A blue Ipod MP3 player worth \$300.00 and \$400.00 in cash.	You were at home watching TV and heard the thief upstairs.	677 479 152
32004 Lagunas Street, Ourense.	27/12/72	Suspect is male, in 20's, dark skin, long hair, under 60 kilos	Silvia Sampaio

Date of incident: (1)		Time: (4)			
Name of injured person(s)/victim: (12)					
Address: (9)					
Phone number(s): (8)					
Date of birth: (10)		Sex: Male Female			
Type of incident	(2)				
Name of suspect	unknown				
Suspect address	n/a				
Suspect phone	n/a				
Description	(5) _	(Race,height,weight, age, other features)			
(11)					
Items Stolen (S), Damaged (D), or Lost (L)					
S/D/L	Item	Brand	Model	Color	Amount of Loss
(6)					
Explanation (Describe what happened. Include location, date, and time.) (7)					

Witness/victim signature _____ (3)					

2.2.4 Listening: At the police station

- S36. You are going to listen to conversation between a person who witnessed a robbery and the police. Listen and say if the following statements are (T) true or (F) false. *Va a escuchar una conversación entre un testigo de un robo y la policía. Escuche y diga si las siguientes oraciones son verdaderas o falsas.*


HELP CATCH THE CROOK	
1. The witness was staying at the Strand Hotel in Philadelphia.	
2. The witness is American	
3. The crook had a bag and a gun in his hands.	
4. The witness did not go to the Police Station.	
5. The witness did not see the man well.	

- S37. The police want you to complete the suspect description form. Listen again and circle the correct answers. *La policía quiere que complete el formulario de descripción del sospechoso. Escuche otra vez y rodee la respuesta correcta.*

GENERAL ASPECT			
RACE	White	Black	Asian
SEX	Man	Woman	
AGE	20s	30s	40s
WEIGHT	Thin	Fat	
HEIGHT	Short	Tall	

HEAD AND FACE			
HAIR	Long, fair	Short, fair	Short, black
EYES	Brown	Blue	Green
NOSE	Long	Small	Big

CLOTHES	
Shirt	Tie Hat
Skirt	Trainers Jeans
Boots	Trousers T-shirt

PENNSYLVANIA CAPITOL POLICE SUSPECT DESCRIPTION										
SEX	RACE	AGE	HEIGHT	WEIGHT	TYPE OF WEAPON					
										
						HAIR/FACIAL HAIR	HAT (color, type)			
						GLASSES (type)	TIE			
						TATTOOS	COAT			
						COMPLEXION	SHIRT			
						SCARS/MARKS	PANTS/SHOES			
						<p>HARRISBURG EMERGENCY DIAL 1-911</p> <p>POLICE FIRE MEDICAL</p> <p>NON-EMERGENCY 717-787-3199</p>		<p>DON'T HANG UP</p>		
						<p>AUTO MAKE MODEL, COLOR</p>		<p>LICENSE NUMBER</p>	<p>DIRECTION OF ESCAPE</p>	<p>TIME OF DEPARTURE</p>

2.3 Sociocultural aspects: festivals and festivities


2.3.1 Saint Patrick's Day

S38. Match the pictures with the explanation of Saint Patrick's symbols and customs.


Una los dibujos con la explicación de los símbolos y costumbres del día de San Patricio.

 1	a) If you find a Leprechaun, you can trick him into showing you his gold which is at the end of the rainbow.
 2	b) People wear in green, with green big hats with shamrocks.
 3	c) If you find a four-leaved clover, you will be lucky.
 4	d) In Chicago, they dye rivers green.
 5	e) Leprechauns are little Irish fairies. They are shoe-makers.
 6	f) But if you don't watch the leprechaun very carefully, he and the gold will disappear!

S39. Do this quiz to know how much you know about Saint Patrick's Day. *Responda a este cuestionario para comprobar lo que sabe del día de San Patricio.*

ST PATRICK'S DAY QUIZ		
1. St. Patrick's Day is celebrated to commemorate which of the following events? It's the day St. Patrick...	5. Which of these is a symbol of Ireland?	
a) was born. b) died. c) drove out the snakes from Ireland.	a) A snake. b) A shamrock. c) A troll.	
2. What day is it celebrated?	6. In Ireland, what does the color green stand for?	
a) March 17. b) March 16. c) March 18.	a) Spring. b) Countryside. c) Hope.	
3. Where was St. Patrick born?	7. What was his "calling"? (llamada)	
a) In Ireland. b) In Britain. c) In Iceland.	a) To be a great explorer. b) To be a missionary. c) To be a war hero.	
4. When was St. Patrick born?	8. Where in US the St. Patrick's Day is celebrated by an attempt to colour a river green?	
a) In 389 AD. b) In 389 BC. c) In 890 BC.	a) New York. b) Washington DC. c) Chicago.	

Now, read the text to check the answers. *Ahora lea el texto y compruebe las respuestas.*

<p>St. Patrick is the patron saint of Ireland. He was born in Scotland at the end of the fourth century and he is famous for bringing Christianity into Ireland. St. Patrick's Day is a very well known Irish national holiday, which is celebrated not only in Ireland but all around the world. It falls on the 17th of March.</p> <p>History of St. Patrick</p> <p>St. Patrick was born to wealthy parents. Until the age of 16, he thought of himself as a pagan. He was kidnapped and sold as a slave at this age by Irish marauders. It was during this capture that he turned to God. He managed to escape after being a slave for six years and then studied in a monastery in Gaul for 12 years. This was when he knew that his 'calling' was to try and convert all the pagans in Ireland to Christianity.</p> <p>St. Patrick went around Ireland founding monasteries and successfully converting people to Christianity. The Celtic Druids were very unhappy with him and tried to arrest him several times but he always managed to escape. After 30 years of being a missionary in Ireland, he finally settled down in a place called County Down. He died on the 17th of March, AD 461.</p> <p>Legend and Folklore</p> <p>Shamrocks and leprechauns are associated with St. Patrick's Day. Shamrocks are three-leaved clovers found growing on grass. You are thought to be lucky if you find a four-leaved clover, so do keep it if you ever find one!</p> <p>Leprechauns are little Irish fairies, and they are thought to work as shoe-makers for other fairies. The Irish say that if a leprechaun is caught by a human, he will reveal where he hides his pot of gold. On this day, pictures of shamrocks and leprechauns are hung everywhere. Some people even dress up as leprechauns with big green hats! Green is the colour of the day and it symbolizes the beginning of spring.</p>	
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3. Actividades de autoevaluación

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

Lo utilizará como ejercicio de autoevaluación y repaso para comprobar si ha afianzado 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 a las preguntas. Si la respuesta es correcta, el grupo ganará un punto.

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

WHAT TIME DID YOU GO TO BED LAST NIGHT?	WHAT DID YOU DO FOR YOUR LAST BIRTHDAY?	WHAT DID YOU DO LAST SUMMER?	DID YOU DO THE SHOPPING YESTERDAY? WHAT DID YOU BUY?	WHAT DID YOU WATCH ON TV YESTERDAY?
WHAT DID YOU WEAR YESTERDAY?	WHAT DID YOU DO LAST SATURDAY?	WHERE DID YOU GO LAST WEEKEND?	WHAT WERE YOU DOING YESTERDAY AT 9:00?	WHAT WERE YOU DOING YESTERDAY AT 11:00?
WHAT WERE YOU DOING YESTERDAY AT 10:00?	WHERE WERE YOU LAST SUNDAY AFTERNOON?	WHEN WAS THE LAST TIME YOU WENT TO THE CINEMA?	WHEN WAS THE LAST TIME YOU WENT OUT FOR A MEAL?	WHEN WAS THE LAST TIME YOU DID SPORT?
<i>I _____ at books in a second-hand bookshop when I _____ a rare edition (look, find).</i>	<i>Janet _____ her exercise when she _____ a mistake (check, find).</i>	<i>Peter _____ . on the lake when the ice _____ (skate, break).</i>	<i>Sarah _____ her leg when she _____ hockey (twist, play).</i>	<i>I _____ a museum when I _____ an old friend (visit, meet).</i>
I was speaking to my sister last night when.....	My father was cooking dinner while my mother...	The phone was ringing this morning when...when it started to rain.when I heard a loud noise.
WHAT DO YOU LOOK LIKE?	WHAT DOES YOUR BEST FRIEND LOOK LIKE?	 DESCRIBE	 DESCRIBE	 DESCRIBE

4. Solucionario de las actividades propuestas

- S1. 1. wake up-woke up 2. get up-got up 3. have a shower-had a shower 4. have a bath-had a bath 5. get dressed-got dressed 6. have breakfast-had breakfast 7. drive to work-drove to work 8. start work-started work 9. have lunch-had lunch 10. finish work-finished work 11. do the shopping-did the shopping 12. get home-got home 13. cook dinner-cooked dinner 14. have dinner-had dinner 15. Watch TV-watched TV 16. listen to music-listened to music 17. go to sleep-went to sleep 18. read a book-read a book 19. go to the cinema-went to the cinema 20. go for a drink-went for a drink.
- S2. Free activity.
- S3. 1. Woke up -2. Didn't get up 3. Had a shower 4. Didn't have a bath
5. Got dressed 6. Had breakfast 7. Drove 8. Started worked
9. Had lunch 10. Finished work 11. Did the shopping 12. Got home
13. Cooked dinner 14. Had dinner 15. Listened to music 16. Watched
17. Went to sleep 18. Read a book 19. Didn't go to the cinema
20. Didn't meet
- S4. Free writing activity.
- S5. 1. Visited - 2. Lived -3. Drove -4. Spent - 5. Did -6. Went -7. Had -8. Ate -9. Loved -10. Met -11. Got up -12. Slept -13. Woke up -14. Worked -15. Got -16. Didn't have.
- S6. Free writing activity.
- S7. Free oral activity.
- S8. 1. Was 2. Was 3. Were 4. Were 5. Were 6. Was
7. Was 8. Wasn't 9. Were 10. Wasn't 11. Wasn't
- S9. 1. Phoned 2. Decided 3. Waited 4. Didn't come 5. Walked
6. shopped 7. Ate 8. Did 9. Came 10. Didn't spend
11. Found 12. bought 13. Cost.
- S10. 2. taught didn't teach did she teach...?
3. arrived didn't arrive did it arrive...?

- 4. knew didn't know did they know...?
- 5. went didn't go did she go...?
- 6. worked didn't work did he work...?
- 7. watched didn't watch did he watch...?
- 8. liked didn't like did she like...?
- 9. cost didn't cost did it cost...?
- 10. got didn't get did he get...?

- S11. 1. Watched 2. Cleaned 3. Smoked 4. Took 5. Ate
6. was 7. Wanted 8. Taught 9. Stayed 10. Bought

S12. Possible answers:

- 2. They got up late. 3. He lost them yesterday.
- 4. Last week I didn't write her. 5. Yesterday we did our shopping on Tuesday.
- 6. We left at 9 this morning.
- 7. Last Friday they didn't come. / Last Friday they went to Susan's house.
- 8. Last weekend we went on Saturday. 9. He had a shower at night.
- 10. She met her friends after work today.

S13. Free activity.

- S14. 1. F. She was in Italy but she has already come back.
2. F. She went with her mother.
3. F. The hotel was OK and a bit far from the beach.
4. F. They spent most of the time at the beach.
5. F. Nikki doesn't like it but her mother does.

S15. Free oral activity.

- S16. 1-e 2-h 3-a 4-g 5-b 6-c 7-d 8-f

- S17. 2. Took 3. Built 4. Destroyed

S18. 1. *F. It's an oasis in the middle of the city.* 2. *F. It was in 1958.*
3. *T.* 4. *F. It took 15 years to build it.* 5. *F. There are 51 sculptures.*

S19. 1. *Was* 2. *Were* 3. *Took* 4. *Built* 5. *Destroyed*

S20.

AGE	HEIGHT	FIGURE / BUILD	HAIR	OTHER WORDS
About twenty-five, forty... Adult Baby Child Elderly In his twenties, fifties... Old Teenager Young	About 165 cm Of average age Short Tall	Fat Has a good figure Slim Thin Well-built Skinny Plump Overweight Obese	Bald Blonde, fair Curly Dark Grey Long, short Wavy Medium length	Has freckles (pecas) Wears glasses Well-dressed Has sideburns(patillas) Has moles (lunares)

S21. *Description 1- image 5 2. Image 3 3. Image 1 4. Image 2 5. Image 4.*

S22. 1. *C* 2. *F* 3. *A* 4. *D* 5. *E*

S23. 1. *She is a young woman. She is tall, slim and beautiful. She has got long wavy black hair and big black eyes.*

2. *He is an old man. He is quite plump and medium-height. He has got short straight grey hair and small eyes.*

3. *She's a middle-aged woman. She's short and thin. She's got medium-length straight blond hair and small blue eyes. She's got glasses too.*

S24. *Free oral activity.*

S25. *Free activity.*

S26. 1. *Were you doing* 2. *Was it raining* 3. *Were you driving*
4. *was your mother cooking* 5. *Were you reading?*

S27. 1. *1. at ten past ten / was playing. 2. five to one / was driving.*
3. *twenty-five past ten / were having dinner. 4. ten past nine / were sleeping.*

S28. 1. *was washing the dog.* 2. *were studying.* 3. *was singing.*
4. *was reading.* 5. *were walking the dogs.*

- S29. 1. When 2. While 3. While 4. When 5. While
6. When 7. While 8. When
- S30. 1. Was making / pulled. 2. was driving / saw. 3. were walking / hit.
4. was talking / came / grabbed. 5. was watching / heard.
6. was working / found / started. 7. was driving / stopped.
8. stole / was watching. 9. caught / was carrying.
10. was walking / came / snatched.
- S31. 1. Was phoning / saw. 2. did you go? 3. loved / went. 4. went.
5. saw / was walking / was talking. 6. was / arrived / decided.
7. had / wrote. 8. was opening / hit. 9. was texting / heard.
10. did you do or were you doing / knocked.
- S32. 1. Went 2. Woke 3. Didn't go 4. Was having 5. Broke down
6. Had 7. Was ironing 8. Blew 9. Went out 10. Rang
11. Were having 12. Stopped 13. Picked 14. Left
15. Got 16. Was cycling 17. Got 18. Arrived
- S33. Free activity.
- S34. 1. It was on the tenth of March, 2018. 2. It was a robbery.
3. Maite Nieto. 4. No. "Unknown". 5. Male. 6. Caucasian.
7. He's short, thin and in his early 20s. He's got short brown hair and brown eyes. He's got a gang tattoo on his right arm.
8. She was making lunch.
9. He wanted to get into the house through the back window.
10. She called the police.
- S35. 1. 16/04/18. 2. robbery. 3. Silvia Sampaio (signature). 4. 10:00 p.m.
5. Male. 6. A blue Ipod MP3 player worth \$300.00 and \$400.00 in cash.
7. I was watching TV in the living room today at 10:00 p.m. in my home. I heard a thief trying to get into the house through the upstairs window. I ran upstairs and tried to capture the man. He was in his early 20's, with dark skin

and long hair, and weighed under 200 pounds. The man escaped with a blue Ipod MP3 player worth \$300.00 and \$400.00 in cash. I called the police. (description of what happened).

8. 677 479 152. 9. 32004 Lagoas Street, Ourense, Ca 92058.

10. 27/12/72.

11. Suspect is male, in 20's, dark skin, long hair, under 60 kilos.

12. Silvia Sampaio.

S36. 1. T. 2. F. He is British. 3. T 4. F. He went to the police station.
5. T.

S37. Race: White. Sex: Male. Age: 30s. Weight: Thin. Height: Tall.
Hair: Short black hair. Eyes: Green. Nose: Long.
Clothes: Jeans, orange T-shirt and shoes.

S38. 1-e 2.a 3-f 4-d 5-c 6-b

S39. 1-b 2-a 3-b 4-a 5-b 6-a 7-b 8-c

5. Bibliografía y recursos

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6. Anexo. Licencia de recursos

Licencias de recursos utilizados en esta unidad

RECURSO (1)	DATOS DEL RECURSO (1)	RECURSO (2)	DATOS DEL RECURSO (2)
Imágenes S1  RECURSO 1	<ul style="list-style-type: none"> Autoría: CC Licencia: Comercial Procedencia: http://www.edu.xunta.gal/portal/node/969 	 RECURSO 2	<ul style="list-style-type: none"> Autoría: CC Licencia: Comercial Procedencia: http://www.publicdomainpictures.net/
 RECURSO 3	<ul style="list-style-type: none"> Autoría: CC Licencia: Comercial Procedencia: http://www.publicdomainpictures.net/ 	 RECURSO 4	<ul style="list-style-type: none"> Autoría: CC Licencia: Comercial Procedencia: http://www.i4newyork.com/central-park-hotels/
Imágenes págs. 17-19  RECURSO 5	<ul style="list-style-type: none"> Autoría: CC Licencia: Comercial Procedencia: www.goanimators.com 	 RECURSO 6	<ul style="list-style-type: none"> Autoría: CC Licencia: Comercial Procedencia: http://www.edu.xunta.gal/portal/node/969
Imágenes S26  RECURSO 7	<ul style="list-style-type: none"> Autoría: CC Licencia: Comercial Procedencia: http://www.edu.xunta.gal/portal/node/969 	Imágenes S27  RECURSO 8	<ul style="list-style-type: none"> Autoría: CC Licencia: Comercial Procedencia: http://www.edu.xunta.gal/portal/node/969
 RECURSO 9	<ul style="list-style-type: none"> Autoría: CC Licencia: Comercial Procedencia: https://www.zazzle.es/cartoon+police+car+postales 	 Imágenes 2.3 RECURSO 10	<ul style="list-style-type: none"> Autoría: CC Licencia: Comercial Procedencia: http://www.nowhabersham.com/event/st-patricks-day/