

## 2 ESO A 30th March

### Correction of exercises 22th March + homework

Here you have the correction of exercises of 22th March.

#### Workbook, page 13, exercise 1

- 1** Read the photo description. Then complete the description with the best opening and closing sentences below. Drag the answers.
- 

1. \_\_\_\_\_ My favourite photo is from my 12th birthday party. \_\_\_\_\_

There are eight people in the photo – my parents, my grandparents, my brother and I. Everyone is smiling because we're having a great time.

2. \_\_\_\_\_ It's a great photo of a great day. \_\_\_\_\_

**Opening sentence:**

- a You are in this photo from my 12th birthday party.
- b My favourite photo is from my 12th birthday party.

**Closing sentence:**

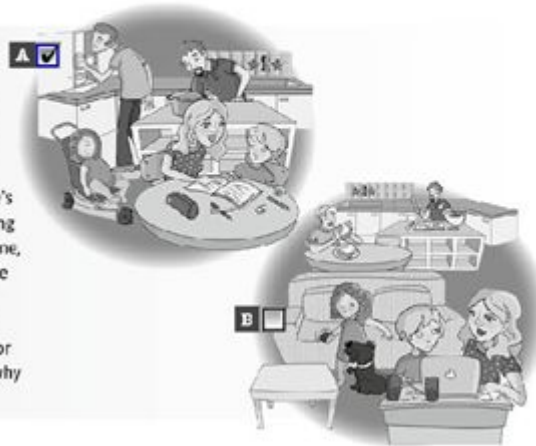
- c My grandfather is sleeping in the photo.
- d It's a great photo of a great day.

#### Workbook, page 13, exercise 2

- 2** Read Max's description below and complete the opening and closing sentences. Type the answers. Then click the picture it describes.

### Sunday at My House

This is . It's interesting because we're not looking at the camera. We're all busy with other things. In the picture, Dad is making dinner. He always cooks on Sundays. The boy sitting with my mum is my brother, Adam. He's doing his maths homework and my mum is helping him. The good-looking boy near the cupboard is me, of course! I'm helping my dad with the dinner. The young girl with curly hair is my sister Clara. She's only two years old so she often takes a nap after lunch. Usually people stand together and smile for family photos but this photo is different. That's why .



### Workbook, page 13, exercise 3

- 3** Look at picture B from Exercise 2 and find information in the text to help you complete the chart below. Type the answers.

Person	Description	Where in picture	Activity
Mum		sitting at desk	helping Adam
Dad		in kitchen	making something / cooking
Adam	good-looking	sitting at desk	working on computer
Clara	curly hair	next to the dog / sofa	playing with the dog
Max	tall, good-looking	sitting at table	eating a sandwich

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### Workbook, page 14, exercise 1

**1** Match the activities in A to the items you need in B. Drag the numbers.(5 points)

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A		B
1 paint a picture	<u>3</u>	a laptop
2 build models	<u>1</u>	b paintbrushes
3 check e-mails	<u>5</u>	c microscope
4 learn a new language	<u>4</u>	d dictionary
5 do experiments	<u>2</u>	e glue

Workbook, page 14, exercise 2


**2** Complete the sentences. Drag the answers. (5 points)

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geography    stapler    science    scissors    calculator

- 1 You can use a calculator to do maths.
- 2 We use microscopes in science lessons.
- 3 You need scissors to cut paper.
- 4 The geography teacher has got a globe.
- 5 A stapler combines pieces of paper.

Workbook, page 14, exercise 3

**3**  Click the word that doesn't belong. (10 points)

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- 1 bed • sofa • poster • chair
- 2 lamp • bat • lizard • pig
- 3 drama • art • music • computer technology
- 4 arcade • bar • café • kitchen
- 5 cycling • volleyball • goggles • bowling
- 6 scuba diving • surfing • swimming • golf
- 7 dark • shy • fat • small
- 8 atlas • textbook • flash drive • dictionary
- 9 lazy • funny • friendly • curly
- 10 snake • cow • horse • lion

**Workbook, page 14, exercise 4**

**4** Type sentences with the words below. Use the Present Simple or Present Continuous. Then check. (10 points)

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- 1 sit / in the classroom / they / right now / .
- 2 your school / give / you / lunch / every day / ?
- 3 a photo / you / take / of me / ?
- 4 I / not walk / to school / every morning / .
- 5 not build / Vicky / of a house / a model / now / .

**Explicación a este ejercicio:**

Recordamos algo muy importante: os había comentado que para saber cuándo tenéis que poner el presente simple o el continuo, os fijaseis en los adverbios de frecuencia o en las expresiones de tiempo. También deberíamos recordar que para el present continuous, los adverbios son NOW, RIGHT NOW, AT THIS/ THE MOMENT. Éstos os darán la clave para

hacer el ejercicio. El resto de las expresiones de tiempo posiblemente sean siempre las que se usen con el present simple. Recordad que el present simple lo podemos traducir como "Tengo por costumbre... (los jueves, por la noche, el fin de semana, a las 9 de la noche, etc)". Si pensais en esto, os será más fácil yo creo.

Por eso, las oraciones 1 y 5 son fáciles de hacer porque tenemos RIGHT NOW y NOW è de cabeza nos tiramos al present continuous.

Las oraciones 2 y 4 son presente simple porque llevan la expresión EVERY DAY/MORNING (todos los días/ todas las mañanas), con lo cual también es fácil, porque ES UNA COSTUMBRE.

La más difícil podría ser la 3, porque no hay expresión de tiempo. Sin embargo, se presupone que el hecho de que me estén sacando una foto es AHORA, de ahí que se ponga el present continuous. Fíjate que además, yo lo he traducido como "estén sacando", que implica acción continúa, porque lleva el gerundio en español.

## Workbook, page 14, exercise 5

5 Click the correct answers. (10 points)

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- 1 There is a / **an** / lots of orange stapler on the desk.
- 2 Are there **an** / some / **any** paintbrushes in this classroom?
- 3 How much / **How many** / Some subjects are you studying this year?
- 4 We have got **some** / much / a lot of maths homework, but not a lot.
- 5 **There is** / Is there / There aren't a computer shop on Oak Lane. It's not far.
- 6 Any / **How much** / How many paint do you want?
- 7 I've got **some** / any / much notebooks at home.
- 8 Where is a / a lot of / **the** art classroom?
- 9 There are / There aren't / **Are there** any students in the classroom?
- 10 There is / **Is there** / Are there a globe in your classroom?

### Explicación a este ejercicio:

1. **A/an** significan lo mismo: un/a. Se usa siempre para singular; la diferencia es que ponemos AN cuando la palabra siguiente empieza por vocal. **Lots of** significa montones de, y se usa con palabras en plural. Puesto que aquí tenemos ORANGE STAPLER, este grupo nominal está compuesto por un adjetivo (orange) que empieza por vocal y por un nombre (stapler) que está en singular. Por eso ponemos AN: porque orange empieza por vocal y stapler es singular.
2. **Some** significa algún/a, y se usa para oraciones afirmativas. **Any** significa algún/a y se usa para oraciones interrogativas o negativas. En este caso, tenemos una oración interrogativa (una pregunta), con lo cual, está más que claro, verdad?
3. **How much y how many**: tanto uno como otro significan lo mismo: ¿Cuánto/a/os/as...? La diferencia entre ellos es que HOW MUCH se usa para nombres INCONTABLES,

mientras que HOW MANY lo usaremos para nombres CONTABLES. En este caso, las subjects (asignaturas) son contables, por lo que se usa la segunda opción.

4. **Some** para oraciones afirmativas.
5. **There is y there are** significan HAY. There is es para SINGULAR, mientras que there are es PLURAL. La solución es la primera opción porque Is There es para preguntas, y esto no lo es. Tampoco es la opción de la negación, porque la oración termina diciendo que "La tienda no está lejos". Si no está lejos, indica que SÍ que hay una tienda, por eso ponemos la afirmación.
6. **Igual que la respuesta 3.**
7. Igual que la respuesta 2.
8. A/An ya vimos lo que significaban. A lot of significa un montón de. THE significa el/la/los/las. Por lógica, si preguntamos por LA clase de arte, usamos THE. No se nos ocurre preguntar UNA clase de arte, verdad?
9. Are there se usa para hacer las preguntas; fíjate que se invierte el orden del verbo (que va primero) y el sujeto.
10. Igual que la 9.

**Workbook, page 14, exercise 6**

- 1 You are / Are you / Have you got at school now?
- 2 Sally's / Sally / Sallys' sister is in my class.
- 3 How many / How much / Is there pens do you want?
- 4 There isn't many / some / a lot of time.
- 5 I haven't got / has got / am a dictionary.
- 6 Mandy is buying / aren't buying / buys meat for dinner tonight.
- 7 Does Ann / Is Ann / Ann is practise the piano every day?
- 8 What do you do / are you doing / you are doing right now?
- 9 The children need they / their / theirs shoes.
- 10 Does Tim plays / play / playing in a band?

### Explicación al ejercicio:

1. Recordamos que HAVE GOT significa tener. Aquí es una pregunta, por eso ponemos el verbo to be invertirlo para la pregunta.
2. Recordáis el Saxon Genitive? A grandes rasgos, 's se pone después de una palabra que no acaba en -s. en este caso, sería la primera opción precisamente por eso.
3. Estos dos ya los expliqué en el ejercicio anterior.
4. Explicado en el ejercicio anterior.
5. Ídem
6. TONIGHT es otra de las expresiones que se pueden usar con Present Continuous, porque aunque significa esta noche, lo tomamos como si fuese una excepción a lo que hacemos habitualmente.
7. El auxiliar para hacer las preguntas y las negaciones en inglés en el present simple es DO (para todas las personas excepto SHE, HE o IT) / DOES (para she/he/it, tercera persona de singular). NO olvidéis, que el verbo TO BE es el jefecillo que no necesita NINGUN auxiliar.



8. Teniendo right now, evidente, querido Watson.

9. Nos acordamos de los determinantes posesivos? Los repasamos pues:

I è My (mi)

You è Your (tu)

He è His (su, de él)

She è Her (su, de ella)

It è Its (su, de eso)

We è Our (nuestro)

You è Your (vuestro)

They è Their (su, de ellos)

10. Si el auxiliar de esta oración es DOES, tenemos que poner el verbo en infinitivo, no nos queda otra. No olvidéis que cuando usamos do/does, el verbo con chicha no cambia.

**Workbook, page 15, exercise 10**

**10** Translate the sentences into English. Type the answers. (20 points)

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1 ¿Cuántos alumnos/as están haciendo judo en este momento?

How many students are doing judo at the moment?

2 Él está mirando el correo electrónico en su tableta.

He is checking his e-mails on his tablet.

3 ¿Usas un microscopio en tus clases de ciencias?

Do you use a microscope in your science lessons?

4 Hay algunos pinceles, un atlas y un compás encima del escritorio.

There are some paintbrushes, an atlas and a compass on the desk.

5 Ella aprende a hacer salto de natación en la piscina.

She learns competitive diving at the swimming pool.

**HOMEWORK**

1 Match the sentences to the pictures below. Pay attention to the words in bold. Drag the numbers.

- 1 He **graduated** from university last summer.
- 2 They met and fell in love in 1996.
- 3 We **moved** to Australia in 2012.
- 4 They **got divorced** last year.
- 5 They **belonged to** a sports club for many years.
- 6 My brother **had a child** last year.
- 7 I **received an award** for horse-riding.
- 8 She **joined** the army after school.



### Workbook, page 20, exercise 2

2 Number the sentences in the correct order. Pay attention to the words in bold. Choose the correct number.

- a He wrote *The Adventures of Tom Sawyer* in 1876 but he didn't receive an award for it.
- b He **grew up** in Missouri in the USA, with four brothers and two sisters.
- c He died in 1910.
- d Mark Twain left school at 15 to start work. He didn't **go to university**.
- e Mark Twain was **born** in 1835.
- f He **got a job** at a local newspaper. It was his first job.
- g He **got married** to Olivia Langdon when he was 34 years old.

### Workbook, page 20, exercise 3

**3** Complete the biography of Steven Spielberg with words and phrases from Exercises 1 and 2. Make any necessary changes. Type the answers. Then check.

*graduated from • fell in love • moved to • got divorced • belonged to • had a child  
received an award • joined • grew up • died • go to university • was born • got a job • got married*

## Steven Spielberg

Steven Spielberg <sup>1</sup>  in Ohio, USA on 18th December 1946, but he <sup>2</sup>  in New Jersey and then in Arizona. After his parents got divorced, Spielberg <sup>3</sup>  California with his father. After high school, he <sup>4</sup>  – California State University, Long Beach. But Spielberg didn't <sup>5</sup>  university because he wanted to <sup>6</sup>  and make some money. In 1985, he <sup>7</sup>  to Amy Irving but they <sup>8</sup>  in 1989. Spielberg met actress Kate Capshaw when they made a film together and they got married in 1991. Spielberg won Oscars for his films *Schindler's List* and *Saving Private Ryan*.



### Workbook, page 21, exercise 1

**1** Click the correct connectors of sequence.

## Walt Disney



Walt Disney was born in Chicago in 1901. His career as a cartoonist started in 1919. <sup>1</sup> **First / Then**, he moved to Kansas City to become an artist. <sup>2</sup> **Next / Finally**, he got a job at the Kansas City Film Ad Company. <sup>3</sup> **Finally / Then**, he started his own animation business. The business did well, so Disney bought a studio. <sup>4</sup> **After that / First**, the business had financial problems. <sup>5</sup> **First / Finally**, Disney decided to close the business and move to Hollywood. In Hollywood, he started the Disney Brothers' Studio with his brother. It was a huge success. Walt Disney died in 1966, but his wonderful creations still live on.

## Workbook, page 21, exercise 2

- 2** Complete John Lennon's biography with the connectors of sequence.  
Type the answers and check. There may be more than one correct answer.

*First • Then • Next • After that • Finally*

### John Lennon

John Lennon was born in 1940. He grew up with his aunt in Liverpool, England. When he was 16, he got his first guitar. He loved music and wanted to spend his time making music. <sup>1</sup> , he formed a band with some friends. They called it The Quarrymen.

<sup>2</sup> , Paul McCartney and George Harrison joined the band. <sup>3</sup> , The Quarrymen became The Beatles – the most popular band in history.

<sup>4</sup> , the Beatles separated, but Lennon continued making music. <sup>5</sup> , on 8th December, 1980 a man called Mark David Chapman shot and killed Lennon.

Hola chic@s, cómo vais?

Yo por aquí ahí voy, lo mejor de la rutina diaria es recibir vuestros correos, mensas por Insta y la cita de las 8 en el balcón a aplaudir y a oír la música que pone un vecino del edificio de enfrente... y así van pasando los días.

Con respecto al desarrollo de lo que queda de curso, por favor, os pediría que NO HAGAIS caso a las informaciones que vienen por varios medios, porque hay que contrastarlas primero. La Ministra de Educación ha salido a desmentir varias veces cosas que se han dicho (que se acabó el curso, que continuaremos en julio....). Todas falsas. Sólo puedo deciros que están estudiando las medidas a tomar, y tan pronto sepamos algo os lo comunicaremos, por lo que os ruego que por favor esperéis noticias nuestras porque serán las que realmente tendréis fiables 100%.

Dada la situación, que nos ha cogido a todos desprevenidos, ya veis que cada día hay que improvisar nuevas medidas a nuevos problemas que se van planteando. Yo también estoy

pendiente de lo que puedan decir de mis oposiciones, y si entro en Facebook dicen una cosa, si oigo la tele otra cosa y así con todo. NO HAGO CASO DE NADA, hasta que finalmente tenga noticias REALES de lo que pueda pasar. Haced vosotros lo mismo, por favor.

Por mi parte nada más. Solo que sigais trabajando, enviándome las cosañas y yo os las iré mandando corregidas poco a poco. También seguiré mandando las correcciones según vayan pasando los días. Don't panic!

¿Tengo que recordaros lo mucho que OS QUIERO? Y LO MUCHO QUE OS ECHO DE MENOS...

Marta