



**INGLES**



**UDS**

**RECURSOS  
HUMANOS**

**PROF:**

**GINA**



**1 What time is it? / Is it A.M. or P.M.?**

▶ Remember: you can say times different ways: 1:15 = one-fifteen or a quarter after one.

Write each sentence in a different way.

1. It's a quarter to four. It's three forty-five
2. It's 12:00 P.M. It's noon
3. It's six-fifteen. A quarter past six
4. It's ten o'clock at night. It's ten, 10:00pm
5. It's three-oh-five. It's fifty five to four
6. It's twenty-five to eleven. It's thirty five past ten
7. It's one o'clock in the morning. It's 1:00 am
8. It's midnight. It's twelve on a clock

**B PAIR WORK** Say each time a different way.

1. It's nine o'clock in the evening. "It's 9:00 P.M."
2. It's eight o'clock in the morning. It's 8:00am
3. It's twelve o'clock at night. It's 12:00
4. It's three in the afternoon. It's 3:00pm
5. It's three o'clock in the morning
6. It's six o'clock in the afternoon
7. It's four o'clock in the afternoon
8. It's twelve o'clock in the afternoon.

**LISTENING** It's 4:00 P.M. in Vancouver.

⊙ Tracy and Eric are calling friends in different parts of the world. Listen. What time is it in these cities?

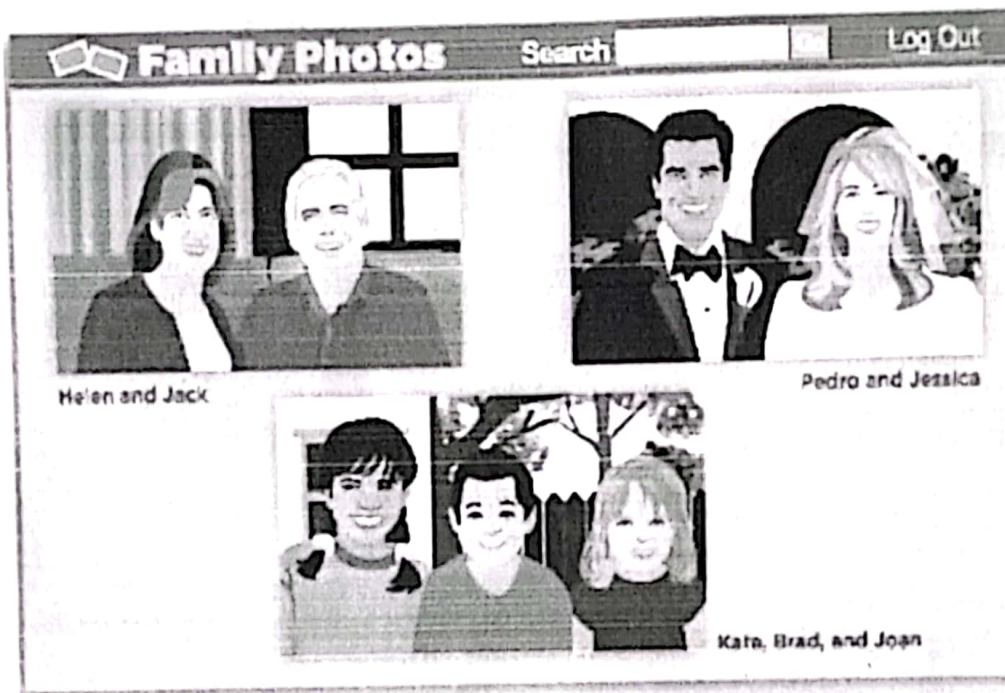
City	Time
Vancouver	4:00 p.m.
Bangkok	.....
London	.....
Tokyo	.....
São Paulo	.....



## UNIT IV. MY SISTER WORKS DOWNTOWN WORKBOOK

**A** Jessica is talking about her family. Complete the sentences with the words in the box.

<input checked="" type="checkbox"/> brother	<input checked="" type="checkbox"/> daughters	<input checked="" type="checkbox"/> husband	<input checked="" type="checkbox"/> parents	<input checked="" type="checkbox"/> son
<input checked="" type="checkbox"/> children	<input checked="" type="checkbox"/> father	<input checked="" type="checkbox"/> mother	<input checked="" type="checkbox"/> sister	<input checked="" type="checkbox"/> wife



1. Helen and Jack are my parents. Helen is my mother, and Jack is my father.
2. Pedro is my husband. I'm his wife.
3. Kate, Joan, and Brad are our children. Kate and Joan are our daughters, and Brad is our son. Kate is Joan's sister, and Brad is her brother.

**B** Write four sentences about your family.

1. My parents are Any and Martin.
2. Any is my mother and Martin is my father.
3. Angela, Diego, and Valeria are their children
4. Angela is Valeria's sister and Diego is her brother.

### 3.- Simple present

I <b>walk</b> to school.	I <b>don't live</b> far from here.	don't = do not doesn't = does not
You <b>ride</b> your bike to school.	You <b>don't live</b> near here.	
He <b>works</b> near here.	He <b>doesn't work</b> downtown.	
She <b>takes</b> the bus to work.	She <b>doesn't drive</b> to work.	
We <b>live</b> with our parents.	We <b>don't live</b> alone.	
They <b>use</b> public transportation.	They <b>don't need</b> a car.	

A Paul Carter is talking about his family. Complete the sentences with the correct verb forms. Then compare with a partner.

1. My family and I live (live / lives) in the suburbs. My wife and I work (work / works) near here, so we walk (walk / walks) to work. Our daughter Emily works (work / works) downtown, so she drive (drive / drives) to work. Our son doesn't (don't / doesn't) drive. He rides (ride / rides) his bike to school.
2. My parents live (live / lives) in the city. My mother takes (take / takes) a train to work. My father is retired, so he don't (don't / doesn't) work now. He also uses (use / uses) public transportation, so they don't (don't / doesn't) need a car.

verb endings: he, she, it	
walk	→ walks
ride	→ rides
study	→ studies
watch	→ watches

#### 1 Simple present statements with irregular verbs and Simple present statements with

- ▶ In affirmative statements, verbs with he/she/it end in -s: He/She walks to school. BUT I/You/We/They walk to school.
- ▶ In negative statements, use *doesn't* with he/she/it and *don't* with all the others: He/She/It **doesn't** live here. I/You/We/They **don't** live here.
- ▶ Don't add -s to the verb: She **doesn't live** here. (NOT: ~~She doesn't lives here.~~)

Elena is talking about her family. Complete the sentences with the correct form of the verbs in parentheses.

My family and I live (live) in the city. We have (have) an apartment on First Avenue. My sister goes (go) to school near our apartment, so she walks (walk) to school. My father works (work) in the suburbs, so he drives (drive) to his job. My mother uses (use) public transportation - she takes (take) the bus to her office downtown. She has (have) a new job, but she doesn't like (not like) it very much. And me? Well, I don't work (not work) far from our apartment, so I don't need (not need) a car or public transportation. I ride (ride) my bike to work!

What time is it? Use the sentences in the box.

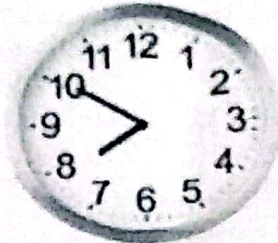
- 4 It's five-oh-five
- 3 It's a quarter after one

- ✓ It's twenty after nine
- ⊗ It's eight after six.

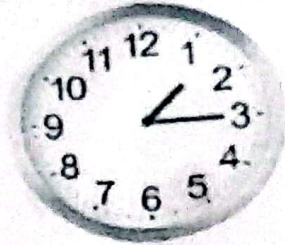
- ⊗ It's ten to eight
- 5 It's a quarter to three



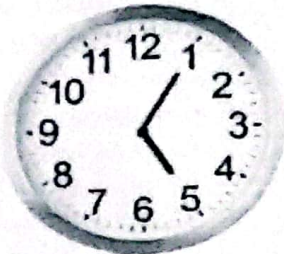
1. It's twenty after nine



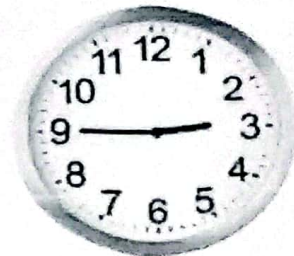
2. It's ten to eight



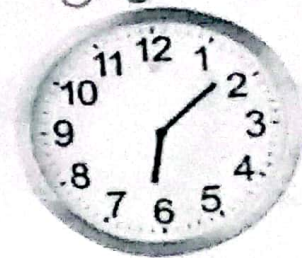
3. It's a quarter after one



4. It's five-oh-five



5. It's a quarter to three



6. It's eight after six

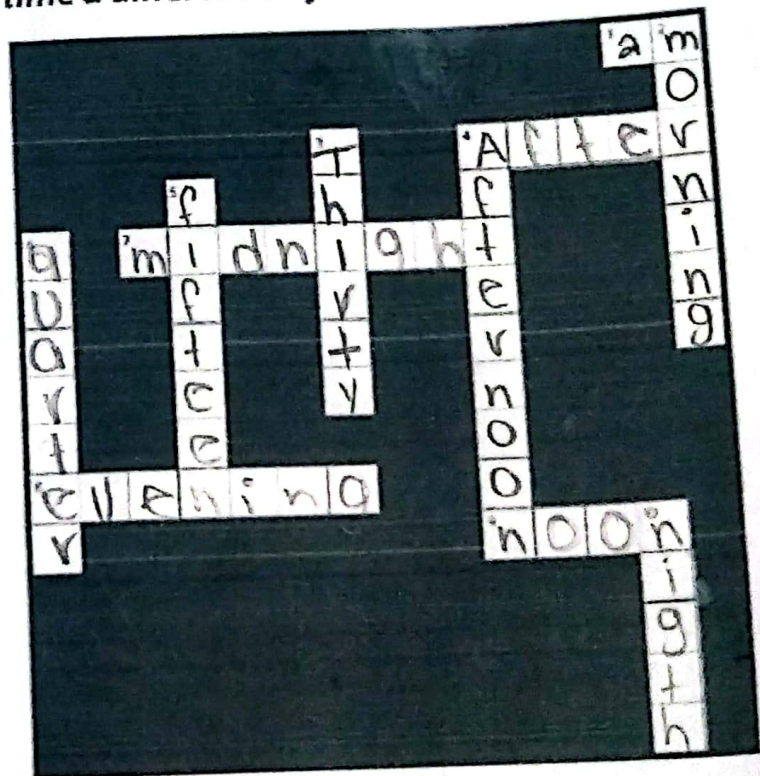
Complete the crossword puzzle. Write each time a different way.

Across (→)

- 1 It's five in the morning. It's five am.
- 4 It's 4:15. It's a quarter \_\_\_\_\_ four.
- 7 It's twelve A.M. It's \_\_\_\_\_.
- 8 It's 8:00 P.M. It's eight in the \_\_\_\_\_.
- 9 It's twelve P.M. It's \_\_\_\_\_.

Down (↓)

- 2 It's 7:00 A.M. It's seven in the morning
- 3 It's 3:30. It's three-thirty
- 4 It's 4:00 P.M. It's four in the afternoon
- 5 It's 1:15. It's one-fifteen
- 6 It's 3:45. It's a quarter to four.
- 10 It's 11:00 P.M. It's eleven at night



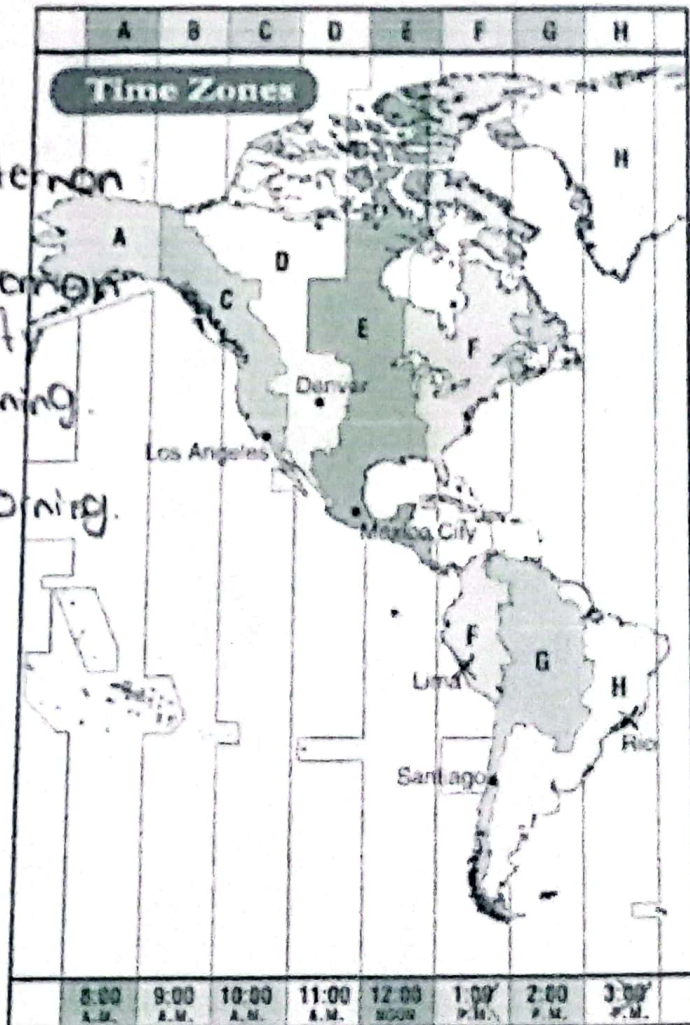
## UNIT III. - WHOSE JEANS ARE THESE? WORKBOOK

Write each sentence a different way.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. It's midnight.</li> <li>2. It's 4:00 P.M.</li> <li>3. It's 9:15 A.M.</li> <li>4. It's 8:00 P.M.</li> <li>5. It's 10:45 P.M.</li> <li>6. It's 3:30 P.M.</li> <li>7. It's 6:00 P.M.</li> <li>8. It's 12:00 P.M.</li> </ol> | <p><u>It's twelve o'clock at night.</u></p> <p><u>It's four o'clock in the afternoon.</u></p> <p><u>It's fifteen to nine in the morning.</u></p> <p><u>It's eight o'clock in the afternoon.</u></p> <p><u>It's forty-five to ten in the night.</u></p> <p><u>It's thirty to three in the afternoon.</u></p> <p><u>It's six o'clock in the afternoon.</u></p> <p><u>It's twelve o'clock in the afternoon.</u></p> |
|--|--|

What time is it in each city? Write the time in two different ways.

1. It's 10:00 am in Los Angeles.  
It's ten o'clock in the morning.
2. It's 03:00 pm in Rio  
It's three o'clock in the afternoon.
3. It's 01:00 pm in Lima  
It's one o'clock in the afternoon.
4. It's 11:00 am in Mexico City  
It's eleven o'clock in the morning.
5. It's 11:00 am in Denver.  
It's eleven o'clock in the morning.
6. \_\_\_\_\_  
\_\_\_\_\_



A PAIR WORK Ask and answer the questions about the pictures.

1. Who's sleeping now?
2. Who's having breakfast?
3. Where's Andrei working?
4. Where's Hiroshi checking his email?
5. What's Celia wearing?
6. What's Marcos wearing?
7. Why is Marcos getting up?
8. Why are Jim and Ann having lunch?

spelling	
sleep	→ sleeping
get	→ getting (-t)
have	→ having (-e)

B GROUP WORK Write five more questions about the pictures. Then ask and answer your questions in groups.

1. Where is working Andrei? - Moscow
2. Where are eating Jim and Ann? - London
3. Where is person eating? - Bank kok
4. Where is working Celia? - Bank

### Present continuous Wh-questions

- > Use the present continuous to talk about actions that are happening right now: What are you doing? I'm talking to you!
- > In questions, the be verb comes before the subject: What are you doing?
- > To form the continuous of verbs ending in -e, drop the e and add -ing: have → having.
- > For verbs ending in vowel + consonant, double the consonant and add -ing: get → getting.

What are the people doing? Write conversations. Use the words in parentheses.

- A: What's Steve doing? (Steve)  
 B: He's watching TV. (watch TV)
- A: What are doing Jon and Megan? (Jon and Megan)  
 B: They are taking a walking. (take a walk)
- A: What are you (you)  
 B: I writing conversations. (write conversations)
- A: What's Chris doing? (Chris)  
 B: he's calling Ashley. (call Ashley)
- A: What are doing you and Taylor? (you and Taylor)  
 B: We are shopping. (shop)
- A: What's are Sara doing? (Sara)  
 B: She's having dinner. (have dinner)
- A: What's are doing Victor and Sam? (Victor and Sam)  
 B: They are running in the park. (run in the park)
- A: What are doing you and Paulo? (you and Paulo)  
 B: We's chatting online. (chat online)

4.2.- Family Tree

**WORD POWER** Family

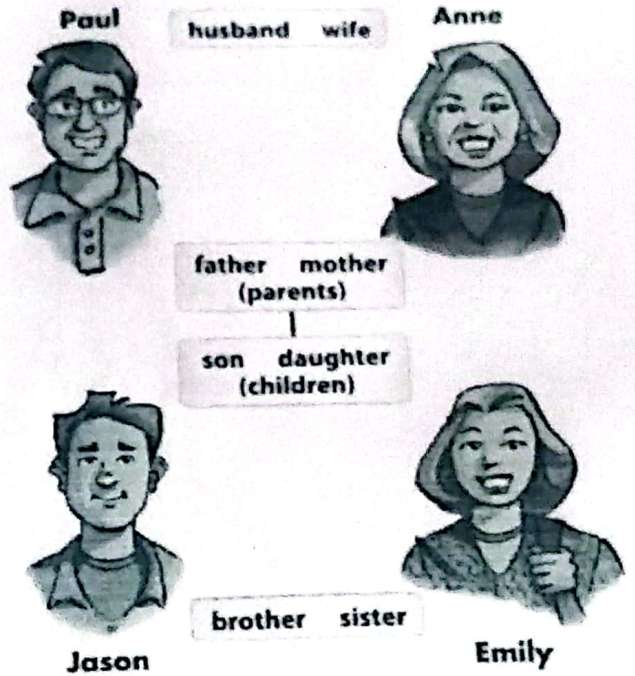
**A** **PAIRWORK** Complete the sentences about the Carter family. Then listen and check your answers.

1. Anne is Paul's wife.
2. Jason and Emily are their children.
3. Paul is Anne's husband.
4. Jason is Anne's son.
5. Emily is Paul's daughter.
6. Jason is Emily's brother.
7. Emily is Jason's sister.
8. Paul and Anne are Jason's parent.

**kids = children**  
**mom = mother**  
**dad = father**

**B** **PAIRWORK** Who are the people in your family? What are their names?

"My mother's name is Angela. My brothers' names are David and Daniel."





## 4.4.- Simple present with irregular verbs

## Simple present statements with irregular verbs

I/you/we/they

I **have** a bike.We **do** our homework every day.My parents **go** to work by bus.

he/she/it

My father **has** a car.My mother **does** a lot of work at home.The bus **goes** downtown.

B Ashley is talking about her family and her friend Jason. Complete the sentences. Then compare with a partner.

1. My parents have (have / has) a house in the suburbs. My mom and dad goes (go / goes) downtown to work. My parents are very busy, so I do (do / does) a lot of work at home.
2. My brother doesn't live with us. He has (have / has) an apartment in the city. He goes (go / goes) to school all day, and he does (do / does) his homework at night.
3. I have (have / has) a new friend. His name is Jason. We go (go / goes) to the same school, and sometimes we do (do / does) our homework together.

C PAIR WORK Tell your partner about your family.

"I have one brother and two sisters. My brother is a teacher. He has a car, so he drives to work."

## 2 Simple present questions

- ▶ In questions, use *does* with he/she/it and *do* with all the others: **Does** he/she/it get up early? **Do** I/you/we/they get up early?
- ▶ Don't add -s to the verb: Does she **live** alone? (not: Does she **lives** alone?)

### A Write questions to complete the conversations.

- A: Do you use public transportation?  
B: Yes, I use public transportation.
- A: Does your family have dinner at 5 o'clock  
B: No, my family doesn't eat dinner at 5:00.
- A: Does your brother take the bus to work?  
B: No, my brother doesn't take the bus to work.
- A: Do you get up late on weekends?  
B: No, I don't get up late on weekends.

- ▶ Use *in* with *the morning/afternoon/evening*. Use *at* with *night*: I go to school **in** the afternoon and work **at** night.
- ▶ Use *at* with clock times: She gets up **at** 8:00
- ▶ Use *on* with days: He sleeps late **on** weekends. She has class **on** Mondays.

### B Complete the conversation with *at*, *in*, or *on*.

A: Does your family have breakfast together ..... in ..... the morning?

B: Well, we eat together ..... on ..... weekends, but ..... on ..... weekdays we're all busy. My parents go to work early - ..... at ..... 6:30. But we eat dinner together ..... in ..... the evening, and we have a big lunch together ..... on ..... Sundays. We eat ..... at ..... noon. Then ..... in ..... the afternoon, we play tennis or go to the movies.