

5 A Plate of Food

Vocabulary

Adjectives

cooked – *cocinado/a; caliente*
 fresh – *fresco/a*
 frozen – *congelado/a*
 plain – *sencillo/a, corriente*
 raw – *crudo/a*
 ripe – *maduro/a*

salty – *salado/a*
 sour – *agrio/a, ácido/a*
 spicy – *picante; muy condimentado/a*
 sweet – *dulce*
 tasty – *sabroso/a, apetitoso/a*

1 Rodea la respuesta correcta.

1 These crisps are **salty** / ripe.

2 I don't like **tasty** / cooked carrots.

3 Chocolate biscuits are **sour** / sweet.

4 Do you like **raw** / frozen vegetables?

5 The pizza is **frozen** / plain. You can't eat it yet.

6 This salad looks **spicy** / fresh.

2 Las palabras en negrita están en las frases equivocadas. Escríbelas al lado de la frase correcta.

- The soup needs some salt and pepper. It's very **tasty**. *plain*
- This apple juice doesn't taste good. It's **fresh**.
- Those bananas aren't **plain** yet.
- This lettuce isn't **sour**. I bought it last week.
- She's an excellent cook. Her food is always very **ripe**.

3 Señala (✓) si las frases son verdaderas (T) o falsas (F) prestando especial atención a las palabras en negrita.

- Ham and chicken are **sweet**.
- Apples are often quite **salty**.
- People don't usually eat **raw** lettuce.
- A **ripe** avocado is hard.
- Indian food is often **spicy**.

T	F
.....	✓
.....
.....
.....
.....

Grammar

Relative Clauses

People	I've got a friend who / that is allergic to nuts. <i>Tengo un amigo que es alérgico a los frutos secos.</i>
Things / Animals	The meal which / that he prepared was delicious. <i>La comida que él preparó estaba deliciosa.</i>
Places	The supermarket where we buy our food is closing. <i>El supermercado donde compramos nuestra comida está cerrando / va a cerrar.</i>
Time	One o'clock is the time when we usually have lunch. <i>La una en punto es la hora a la que comemos normalmente.</i>

1 Copia las frases. Rodea los pronombres relativos y subraya las palabras a las que hacen referencia.

- The waiter **who** served us was very rude.
- Do you remember the time when we made crepes for Mum's birthday?
- Dan likes food which is very spicy.
- For dinner, we're having the chicken that is in the oven.
- They're going on holiday to the city where we met.

2 Rodea la respuesta correcta para completar la frase. Luego señala (✓) las frases que son verdaderas en tu caso.

- I know someone **which / who** is allergic to chocolate.
- There was a time **where / when** I didn't eat any vegetables.
- I don't know anyone **who / which** doesn't like chips.
- I go to a school **which / where** you can buy lunch.
- Near my house, there's a restaurant **where / which** you can have sushi.



3 Rodea la respuesta correcta para descubrir algunos hechos e historias sobre las zanahorias.

- The Ancient Greeks and Romans ate carrots **who / which / when** were purple, red, white or yellow.
- According to legend, the people **who / where / which** invented the orange carrot were the Dutch.
- The carrot tops, the green leaves **that / who / where** you see above ground, can grow up to one metre.
- You can see the carrot tops' white flowers for a few months **when / where / which** the weather is warm.
- Carrots are sweet. There are many countries **where / which / when** people make cakes and other desserts with carrots.

4 Corrige las frases.

- There's the woman which won that baking contest. who / that
- Is there anything who you want me to buy at the supermarket?
- We like eating in restaurants who the chef prepares spicy food.
- How can you only eat food where is raw?
- Many people which become chefs used to cook when they were children.
- He likes the chicken when his mum makes.
- Summer is the season where the man sells ice cream from his cart.
- I like crepes who are savoury.

5 Rodea la respuesta correcta.

Cheddar Cheese

Cheddar cheese got its name from the English village ¹ where / when people first made it – Cheddar. No one knows the exact year ² when / which it was first made, only that it happened in the 12th century. In the 19th century, cheddar ³ which / who changed cheese-making techniques. The cheddar ⁴ who / that he made was tasty and other people soon started to make it the same way. There are many people ⁵ who / which call Harding “the father of cheddar cheese”. There are also many places ⁶ when / where you can find cheddar, like Canada, the US and Australia.



6 Completa las frases con *who, which, where* o *when*.

- In the town *where* my grandparents live there is a big market.
- Some people won't eat anything isn't completely cooked.
- I've got a friend eats three apples a day!
- I'll never forget the fun afternoon we ate watermelon on the beach.

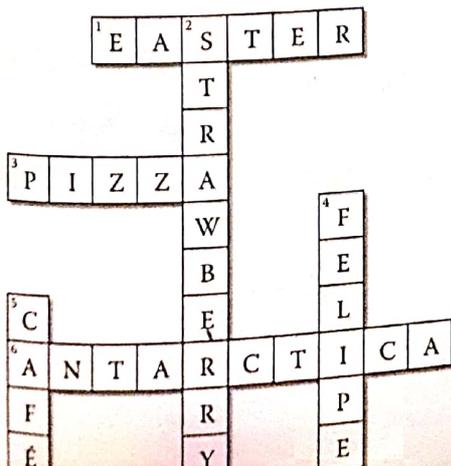
7 Completa las pistas del crucigrama añadiendo pronombres relativos.

Across →

- It's a holiday *which / that* people celebrate in spring.
- It's a popular Italian food has got tomato sauce and cheese.
- It's a place the weather is very cold.

Down ↓

- It's a fruit is small and red.
- In 2014, King Juan Carlos left the throne, his son became king of Spain.
- It's a place people eat and drink.



8 Completa las frases sobre el azúcar con un pronombre relativo adecuado.

- India was the country *where* people first used sugar over 3,000 years ago.
- The Middle Ages was the time sugar became popular in England.
- At that time, it was a food was expensive.
- Eventually, Europeans organised sugar plantations in places the climate was good for growing sugar.
- Today, there are many people are in danger because they eat too much sugar.



Reading

1 Lee el artículo y di si las frases son verdaderas (T) o falsas (F).



FOOD AND CULTURE

EAT TO LIVE OR LIVE TO EAT

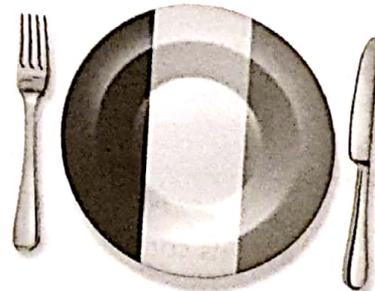
The British and French have always laughed at each other's eating habits. The British think French food is strange and the French consider British food plain and boring. According to the stereotypes, the French are certainly much more sophisticated than the British in relation to food.

How did these stereotypes develop? In the 17th and 18th centuries, food became very important for the rich in France. They had chefs who could prepare the best and most exciting food. But when the French Revolution began, many rich people either died or left France. Their chefs didn't have any work, so they opened restaurants. Ordinary people began to taste new, much more sophisticated dishes than before – and they liked them!

In Britain, people weren't as excited as the French about food. Their food wasn't as tasty as French food. In fact, there were British aristocrats who ate French food because British food was so plain.

It seems that this is perhaps still true today. You'll find many British people whose lunch is a sandwich. For most people in Britain, 30 minutes is long enough to have lunch, often while working at their desks. France is only 35 kilometres away from Britain, but a typical French lunch lasts one hour. Workers leave their offices and go out to have a three-course cooked meal with a glass of wine. It seems quite clear who eats to live and who lives to eat.

- F 1. The French think that the British eat unusual food.
..... 2. Rich people in France opened restaurants.
..... 3. British aristocrats only ate British food.
..... 4. Many British people work while they have lunch.
..... 5. Lunches in France are longer than lunches in Britain.



2 Completa las frases según el texto.

1. According to stereotypes, French food is more *sophisticated* than British food.
2. Many chefs lost their jobs because of the
3. The British often have a for lunch.
4. Workers in France usually don't stay in their for lunch.



3 Subraya las oraciones de relativo y rodea las palabras a las que hacen referencia.

- The chicken which we ate last night was tasty.
- Buy me apples that are sour.
- The person in my family who cooks the most meals is my mum.
- That's the restaurant where we ate snails.
- Do you remember the time when I made us lunch?

4 Rodea el pronombre relativo correcto en A. Luego relaciona A y B para formar oraciones de relativo especificativas.

A

- There was a time when / who
- There are people which / who
- China is the country when / which
- Japan is a country where / who
- People use about 85% of the oranges that / where

B

- raw fish is very popular.
- invented the hot drink, tea.
- grow in the world to make orange juice.
- use lemon juice to clean things.
- most people grew their own food.

5 Completa las frases con un pronombre relativo.

- She loves the vegetable soup which / that her grandmother cooks.
- She doesn't like the sweater she got for her birthday.
- This is the restaurant a famous French chef works.
- Did you see the waitress took our order?
- He'll never forget the day he started working in this restaurant.

6 Completa las frases utilizando el pronombre relativo entre paréntesis para formar oraciones de relativo especificativas.

- Saffron is a spice. It comes from a flower. (which)
Saffron is a spice which comes from a flower.
- There was a time in the past. People sold ketchup as a medicine then. (when)
There was
- A toque is the name of the tall hat. A chef wears this hat. (that)
A toque is
- The Middle East is the area. Hummus comes from there. (where)
The Middle East is
- The Aztecs were the people. They ate tomatoes first. (who)
The Aztecs were

Listening

7 Escucha la descripción que hace Erin de su cena y completa las frases.

- The soup that Erin prepared was really salty.
- Her ate the fish.
- The meat was
- A cherry cake is to make.
- Everyone makes in the kitchen.

8 Escucha de nuevo y comprueba tus respuestas.



Vocabulary

Menus

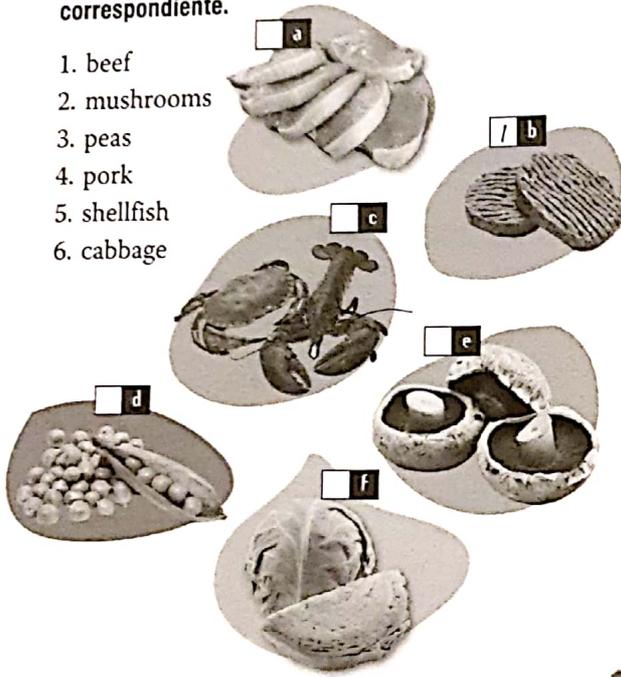
baked – *al horno*
 beef – *ternera*
 boiled – *hervido/a, cocido/a*
 cabbage – *col, repollo*
 dessert – *postre*
 fried – *frito/a*

grilled – (*asado/a*) *a la parrilla*
 main course – *plato principal*
 mushroom – *champiñón*
 pea – *guisante*
 pork – *carne de cerdo*

roast – *asado/a*
 shellfish – *marisco*
 side dish – *guarnición, acompañamiento*
 starter – *entrada*

1 Relaciona los nombres de alimentos con la imagen correspondiente.

1. beef
2. mushrooms
3. peas
4. pork
5. shellfish
6. cabbage



2 Completa las frases con estas palabras.

main course • side dishes • starters • dessert

1. The waiter forgot to bring us the *starters* before the rest of the meal.
2. I don't want I've had soup, a hamburger, chips and salad. I'm full!
3. We usually eat, such as potatoes or rice, together with meat.
4. I ate spaghetti and a small salad for dinner last night – so spaghetti was my

3 Rodea la respuesta correcta prestando especial atención a las palabras en negrita.

To prepare ...

1. **baked** food, cook it *on top of the cooker* / **in the oven**.
2. **boiled** food, cook it *in water* / *on a barbecue*.
3. **fried** foods, use *oil* / *milk*.
4. **roast** food, cook it *for a long time in the oven* / *in a pan on top of the cooker*.
5. **grilled** food, cook it *on a barbecue* / *in a microwave oven*.

Listening

4 Escucha a tres amigos hablando sobre el menú del día en el restaurante Castle. ¿Qué dos cosas del restaurante le gustan a Callum?

- | | |
|-------------------|---------------------|
| a. the atmosphere | d. the chefs |
| b. the music | e. the vegetables |
| c. the desserts | f. the grilled lamb |

5 Escucha la segunda parte de la conversación y completa las frases.

1. Callum is allergic to *shellfish*
2. Michael is mad about
3. Michael chooses for his side dish.
4. Sophie doesn't eat
5. Sophie chooses for her main course.

Speaking

Escribe el diálogo en tu idioma.

A: Let's go out for lunch. Is there anything you don't eat?

A: 1.

B: Yes – Chinese food. I can't stand it!

B: 2.

A: I like Mexican food. Would you rather have that?

A: 3.

B: I don't like Mexican food either. But I'm keen on Italian food.

B: 4.

A: Good! Me too! Do you like pizza or spaghetti?

A: 5.

B: I'd rather have spaghetti.

B: 6.

A: OK. So let's go to Emilio's!

A: 7.

Writing

6 Escribe los adjetivos en el orden correcto para completar las frases.

- 1. I love their *fresh green* salads. (green, fresh)
- 2. We went to a restaurant last week. (Japanese, terrible)
- 3. The new chef is a woman. (Danish, pretty, tall)
- 4. They served tea in cups. (small, English)
- 5. The restaurant has got wood tables. (black, long, attractive)

7 Completa la crítica de un restaurante con la información que se da.

Name of restaurant: Saville's
 Location: Wilson Street
 Opening hours: Tuesday-Sunday, 12.30 pm-11.00 pm
 Type of food: British food (beef, baked potatoes, boiled vegetables)
 Special dish: roast pork with apples
 Atmosphere: unpleasant, not enough light, no music, slow service



Saville's

There's a new restaurant called Saville's, which is in ¹ *Wilson Street*
 It's open from Tuesday to ² from 12.30 pm to 11.00 pm. Saville's
 serves ³ food, like roast beef, ⁴ and boiled
 vegetables. The speciality of the restaurant, which is available every day, is
⁵ with apples. Although the food is very tasty, the atmosphere is
⁶ There isn't enough light and there is no ⁷
 In addition, the service is very ⁸

8 Escribe una recomendación de un restaurante de tu zona. Incluye el nombre, la ubicación y las horas de apertura, y describe el tipo de comida y el ambiente.

.....

.....

.....

.....



WAY to ENGLISH

Ordering Food

Di si estas frases las dice un cliente (C) o un camarero (W).

- C 1. We'll take the fish, please.
- 2. Anything to drink?
- 3. Would you like to order now or later?
- 4. What would you recommend?
- 5. Excellent choice!

CHECK YOUR PROGRESS

Vocabulary 20 points

1 Relaciona las palabras de A con los significados de B. (5 points)

- | A | B |
|-----------|-------------------------------------|
| 1. sour | ... a. a type of meat |
| 2. raw | ... b. cooked in hot water |
| 3. peas | ... c. the opposite of <i>sweet</i> |
| 4. boiled | ... d. not cooked |
| 5. beef | ... e. a green vegetable |

2 Rodea la respuesta correcta. (5 points)

- We ran out of oil, so we didn't make **fried** / boiled / baked potatoes.
- No, thanks. I don't want any vegetables. I only want the **cabbage** / shellfish / peas.
- I like this. It's very **raw** / tasty / plain.
- Sarah would like chocolate cake for a starter / a **main course** / dessert.
- This bread is really **frozen** / fresh / spicy! It's just come out of the oven.

3 Completa las frases con las palabras correctas. (10 points)

dessert • main course • peas • fresh • frozen

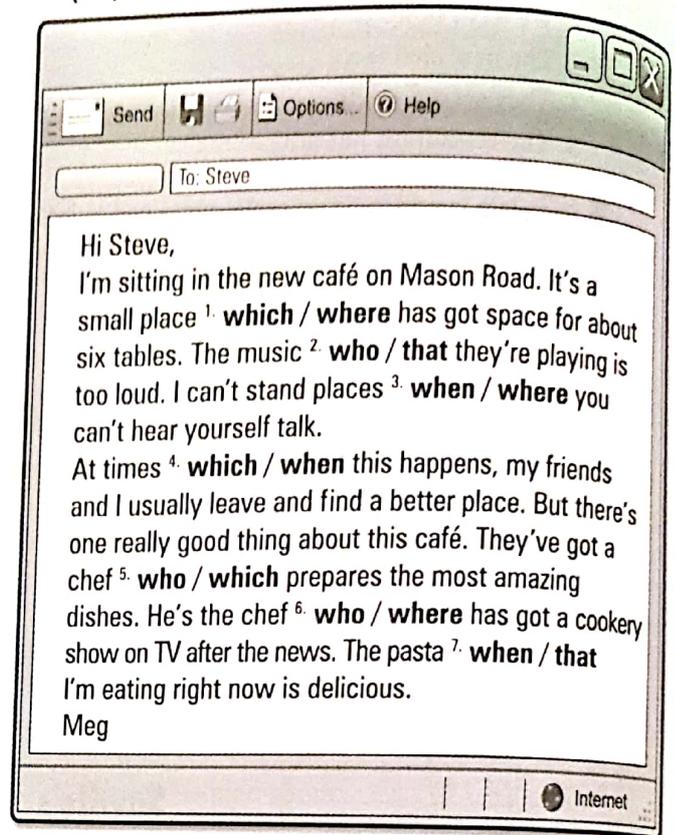
- You can have ice cream or cake for
- I can't cook the chicken because it's
- I don't want the because I hate green vegetables.
- What would you like for the ? Meat or fish?
- I enjoy buying food at the market because it's so

Grammar 30 points

4 Completa las frases sobre el cono de helado. Elige el pronombre relativo correcto. (6 points)

- Ernest Hamwi is the man **who** / which changed the way we eat ice cream.
- He was working at a festival **which** / where vendors sold food.
- He sold pancakes and next to him was a vendor **who** / which sold ice cream.
- The vendor needed help one afternoon **where** / when he ran out of bowls.
- Hamwi rolled his pancakes into cones **that** / who could hold ice cream.
- People loved the cones **which** / who Hamwi made.

5 Rodea la respuesta correcta en el correo electrónico. (14 points)



6 Une las dos frases con los pronombres relativos entre paréntesis. (10 points)

- I liked the unusual dessert. We had it last night. (which)
.....
.....
- She loves cooking on holidays. Her family comes to visit them. (when)
.....
.....
- He is the chef. He made this dessert. (who)
.....
.....
- This hotel has got a café. People can eat outside there. (where)
.....
.....
- He won't eat pizza. It has got olives. (that)
.....
.....

1 Escribe las palabras y expresiones en tu idioma.

Adjectives

cooked _____	raw _____	spicy _____
fresh _____	ripe _____	sweet _____
frozen _____	salty _____	tasty _____
plain _____	sour _____	

Menus

baked _____	fried _____	pork _____
beef _____	grilled _____	roast _____
boiled _____	main course _____	shellfish _____
cabbage _____	mushroom _____	side dish _____
dessert _____	pea _____	starter _____

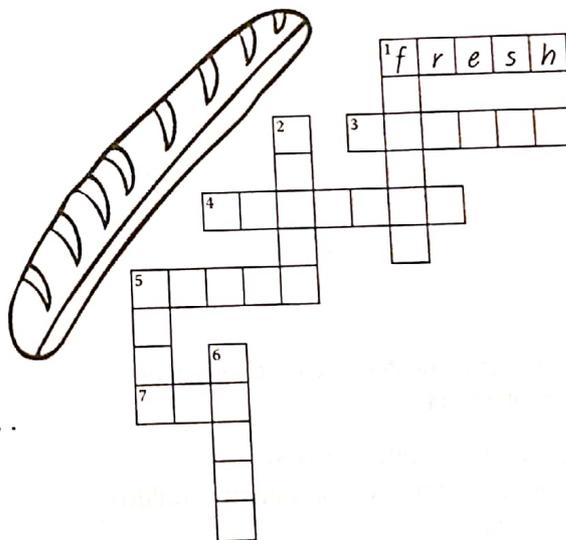
2 Completa el crucigrama con adjetivos.

Across →

- I love ... bread.
- The beef is not ... enough.
- Do you want your fish ... or fried?
- I prefer ... snacks, not sweet foods.
- That fish isn't cooked. It's still

Down ↓

- Do you buy ... meat or fresh meat?
- I don't like Indian food because it's too
- Yoghurt is
- The cake is too ... for me.



3 Encuentra dos palabras en cada grupo utilizando todas las letras. Luego completa el menú con esas palabras.

(A) k s m o p u
r o a m s s e

(B) f h k l s p i h
o s e r l

(C) b s a e t g s d
e c r b e a

(D) e f b e a d b
k e

Menu

STARTER

Grilled ¹ m ushrooms

Fried ² c
³ S

MAIN COURSE

Roast ⁴ b

Sweet and sour

⁵ p

SIDE DISH

Boiled ⁶ p eas

⁷ B potato

⁸ D

Ice cream

Apple pie



GRAMMAR APPENDIX

Las oraciones de relativo

Son oraciones subordinadas que aportan información adicional sobre el antecedente que se menciona en la oración principal y van introducidas por los pronombres relativos *who, which, where, when* y *that*.

Las oraciones de relativo especificativas

Aportan información esencial para identificar el antecedente. Los pronombres relativos pueden ser sujeto o complemento de la oración subordinada. Si funcionan como complemento, se pueden omitir los pronombres *who, which, when* y *that*.

- **Who:** se usa cuando el antecedente es una persona. Se puede sustituir por *that*.
He is the actor who / that plays the role of Henry VIII.
(Él es el actor que interpreta el papel de Enrique VIII.)
She's the girl (who / that) I invited to the party.
(Ella es la chica a la que invité a la fiesta.)
- **Which:** se usa para referirse a cosas o animales. Se puede sustituir por *that*.
This is the book which / that is so expensive.
(Este es el libro que es tan caro.)
I didn't like the film (which / that) she recommended.
(No me gustó la película que recomendó.)
- **Where:** se usa cuando el antecedente es un lugar.
Windsor Castle is the place where the Royal Family spend the summer. (El Castillo de Windsor es el lugar donde la familia real pasa el verano.)
- **When:** se usa cuando el antecedente es una cláusula temporal. Se suele sustituir por *that* cuando va después de *day, week* o *year*.
It was the year (when / that) she married the king.
(Fue el año en que se casó con el rey.)

1 Subraya la oración de relativo y rodea las palabras a las que hace referencia.

1. The fish which they ate was raw.
2. People who are trying to lose weight shouldn't eat a lot of sugar.
3. The market where we bought these vegetables is closed on Sundays.
4. It rained on the day when we visited him.
5. The food that you prepared was very tasty.

2 Elige la respuesta correcta.

1. The woman which / **(who)** prepared this meal is standing over there.
2. Where is the ice cream when / **that** I bought yesterday?
3. I remember the day where / **when** we first met.
4. This is the café where / **which** my friends often eat.
5. The cake who / **which** they served was still warm.

3 Completa las frases con *who, which, when* o *where*.

1. August is the month *when* we go on holiday.
2. The fruit we ate was fresh.
3. The room we cook meals is called a kitchen.
4. I met a man owns an Italian restaurant.

4 ¿En cuál de las frases del Ejercicio 3 podrías utilizar el pronombre relativo *that*?

5 Relaciona A con B y añade un pronombre relativo para formar frases.

A

1. I spoke to a woman
2. This was the best meal
3. I'm going to the cookery school
4. Here are some biscuits
5. Saturday is the day

B

1. a. *who / that* doesn't like chocolate.
- b. my aunt teaches.
- c. I have ever eaten.
- d. we all have dinner together.
- e. I baked for you.

Vocabulary

Relationships

annoy – *molestar, fastidiar*
 apologise – *disculparse, pedir perdón*
 compromise – *llegar a un acuerdo intermedio / arreglo*
 disagree – *no estar de acuerdo, estar en desacuerdo*
 disappoint – *defraudar, desilusionar, decepcionar*
 forgive – *perdonar*
 hang out with – *pasar el rato / salir con*

have an argument with – *discutir con*
 hurt (someone's) feelings – *herir los sentimientos (de alguien)*
 ignore – *no hacer caso (a / de)*
 make friends – *hacer amigos*
 make fun of – *burlarse de, tomar el pelo a*
 trust – *fiarse de, confiar en*

1 ¿Tienen el mismo significado estos pares de frases? Escribe S (same) si tienen el mismo o D (different) si no lo tienen.

- ... 1. I disagree with you. We have different opinions.
- ... 2. I apologise. I'm really sorry.
- ... 3. Let's compromise. I'll do what you want.

2 Completa los diálogos con estas palabras.

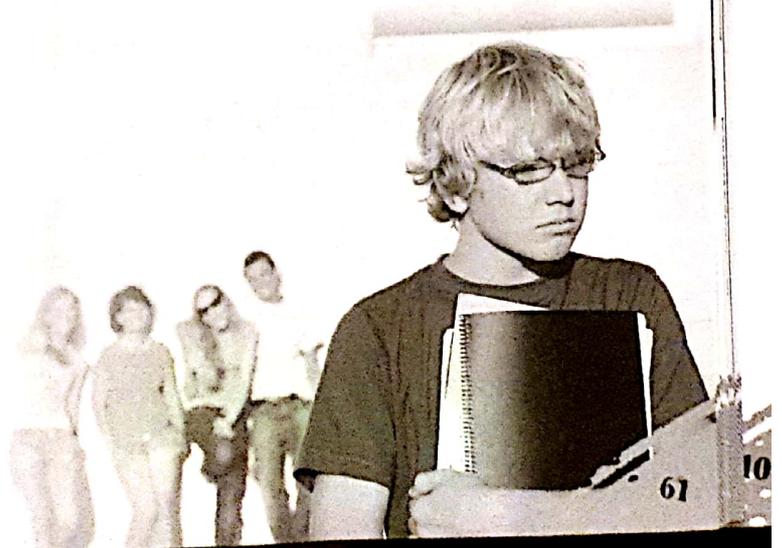
annoys • trust • ignore • disappointed • forgive

- 1. A: I don't trust her.
 B: Why? Do you think she isn't honest?
- 2. A: Are you happy with Oliver's work?
 B: No. In fact, he has really disappointed me.
- 3. A: Maggie is still angry with me.
 B: I'm sure she'll ignore you if you explain what happened.
- 4. A: Do you like this music?
 B: No, it really annoys me.
- 5. A: What do you think of his comments?
 B: They're not important. Just dismiss them.

3 Completa las frases con estas expresiones.

*make fun of • hang out with • make friends
 hurt my feelings • have an argument with*

- 1. People sometimes make fun of Bob because he's extremely tall and thin.
- 2. It really annoys me when she called me "stupid".
- 3. They rarely argue each other. They agree about most things.
- 4. I'm going to hang out with Amy later. Maybe we'll watch a film on TV.
- 5. When you first move to a new city, it can take a long time to make friends.



Grammar

should / shouldn't

you should help	tú deberías ayudar
he shouldn't help	él no debería ayudar
Should I help ... ?	¿Yo debería ayudar...?

Short answers

Yes, you should. / No, you shouldn't.

- 1 Mira la fotografía y completa las frases con lo que Ruby debería o no debería hacer.

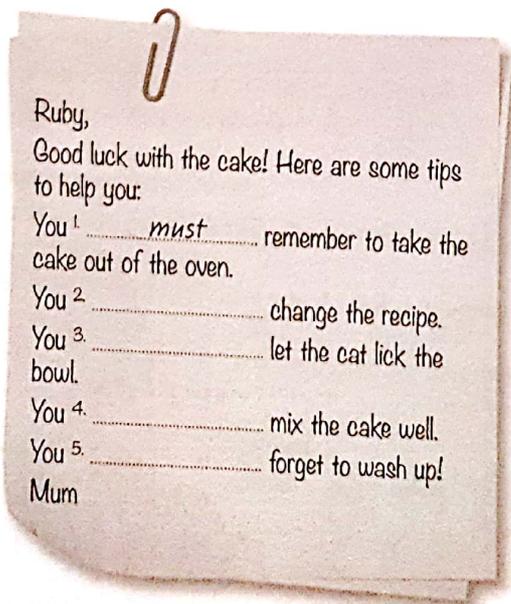


- Ruby should read the recipe carefully.
- She put some sugar in the cake.
- She eat the cake before the party.
- She put the cake into a cold oven.

must / mustn't

I must eat	yo debo comer
you mustn't eat	tú no debes comer

- 2 Completa con **must** o **mustn't** la nota de la madre de Ruby.



have to: Affirmative

I have to go	yo tengo que ir
you have to go	tú tienes que ir
he has to go	él tiene que ir
she has to go	ella tiene que ir
it has to go	(ello) tiene que ir
we have to go	nosotros/as tenemos que ir
you have to go	vosotros/as tenéis que ir
they have to go	ellos/as tienen que ir

have to: Negative

I don't have to go	yo no tengo que ir
you don't have to go	tú no tienes que ir
he doesn't have to go	él no tiene que ir
she doesn't have to go	ella no tiene que ir
it doesn't have to go	(ello) no tiene que ir
we don't have to go	nosotros/as no tenemos que ir
you don't have to go	vosotros/as no tenéis que ir
they don't have to go	ellos/as no tienen que ir

have to: Interrogative

Do I have to go ... ?	¿Yo tengo que ir...?
Do you have to go ... ?	¿Tú tienes que ir...?
Does he have to go ... ?	¿Él tiene que ir...?
Does she have to go ... ?	¿Ella tiene que ir...?
Does it have to go ... ?	¿(Ello) tiene que ir...?
Do we have to go ... ?	¿Nosotros/as tenemos que ir...?
Do you have to go ... ?	¿Vosotros/as tenéis que ir...?
Do they have to go ... ?	¿Ellos/as tienen que ir...?

Short answers

Yes, I do. / No, I don't.

Yes, he does. / No, he doesn't.

- 3 Rodea la respuesta correcta.

- Dana **has to** / have to walk her little sister to school.
- Do / Does Sophie have to / has to help her mother around the house?
- We **doesn't have to** / don't have to leave now.
- I **have to** / has to do my homework this weekend.
- Amy **doesn't have to** / don't have to buy a new phone.
- Do / Does Becky and Dylan **have to** / has to pay for the tickets?



need to / don't need to

he needs to leave *él tiene que irse*
 they don't need to leave *ellos/as no tienen que irse*
 Does she need to leave? *¿Ella tiene que irse?*

Short answers

Yes, she does. / No, she doesn't.

4 Lee los mensajes que han dejado en el contestador y completa las frases con la forma correcta de need to y los verbos entre paréntesis.

1. Hi, Jack. Please buy some milk on your way home.
 Jack needs to buy (buy) some milk on his way home.

2. Hi, Joe. It's Kyle. My dad will drive us to the disco.
 Joe and Kyle walk (walk) to the disco.

3. Ms Smith, please send the e-mail right after lunch.
 Ms Smith sends (send) the e-mail right after lunch.

4. Hi, Pete. Don't worry about the dog. I'll take him for a walk today.
 Pete takes (take) the dog for a walk today.

5. Jill and Gary, the train leaves at 3 o'clock. Don't be late!
 Jill and Gary are (be) at the station before 3 o'clock.

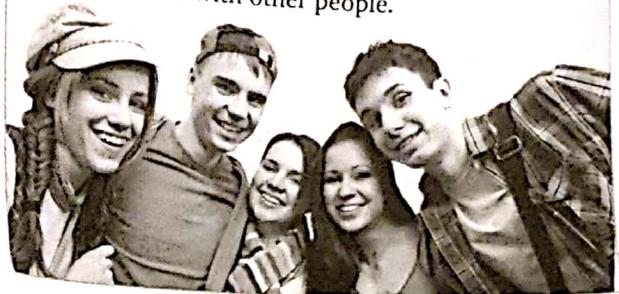
5 Elige la respuesta correcta para completar las normas del colegio.

- Students **must** / **don't have to** / **mustn't** talk during the lesson.
- All students **need to** / **don't need to** / **mustn't** wear the school uniform.
- Students **mustn't** / **don't have to** / **must** come to class on time.
- Students **must** / **mustn't** / **don't need to** do their homework.
- Students **don't need to** / **have to** / **mustn't** bring their books to class.

6 Rodea la respuesta correcta para completar las frases sobre la amistad.

Rules for Friendship

- You **have to** / **mustn't** hurt a friend's feelings.
- Sometimes, friends **mustn't** / **need to** compromise.
- Friends can usually guess how you feel. You **don't always have to** / **mustn't always** tell them.
- You **don't have to** / **mustn't** betray a friend.
- You **don't need to** / **need to** respect friends, even when you disagree with their opinions.
- Your friends **don't have to** / **must** spend all their time with you. They sometimes want to be alone or with other people.



7 Lee la primera frase. Luego completa la segunda frase con la forma correcta del verbo modal entre paréntesis.

- Jack has to get up early tomorrow morning.
 He shouldn't stay up late tonight. (should)
- We're planning a surprise birthday party for Deb.
 You must tell her about it. (must)
- Most kids go to school from Monday to Friday.
 They have to go to school at the weekend. (have to)
- Michelle borrowed Lori's sweater last week.
 She needs to return it to her. (need to)
- Gabby isn't coming over to my house tonight.
 She has to look after her little brother. (have to)
- Dave doesn't know many people in our class.
 We should invite him to hang out with us. (should)

Listening

8 Escucha una conversación entre Harry y Ellie. Di si las frases son verdaderas (T) o falsas (F).

- F 1. Sophie is upset with Ellie.
- T 2. Sophie likes Chris.
- T 3. Harry thinks that Ellie should speak to Sophie.

9 Escucha una conversación entre Harry y Sophie. Contesta las preguntas.

1. Who is X? _____
2. Who heard the conversation? _____

Reading

1 Lee una antigua leyenda griega y di si las frases son verdaderas (T) o falsas (F).

Damon and Pythias

Many centuries ago, a cruel king called Dionysius ruled the Sicilian town of Syracuse.

According to legend, two young men, Damon and Pythias, lived in Syracuse at that time. They were best friends. One day, Pythias annoyed Dionysius. The King sent him to prison. "He must die!" ordered Dionysius.

"Please let me go home. I need to say goodbye to my family," Pythias begged.

"Do you think I'm stupid?" asked Dionysius. "You might run away!"

"I will go to prison instead of Pythias," said Damon. "If he doesn't return, you can kill me."

The King couldn't understand it. How could Damon love Pythias so much? "If Pythias doesn't come back, you will die!" he told Damon.

"I trust Pythias with my life," said Damon.

The King agreed to let Pythias visit his family and Damon went to prison. The days passed and Pythias did not return. On the day of the execution, everyone waited impatiently. "Where is your friend now?" laughed the King.

However, Damon remained faithful to his friend. "He won't abandon me," he insisted.

At that moment, Pythias appeared. "I'm sorry. I wasn't able to get here sooner," he said. "Damon, you have risked your life for me. Now you can go. I have to die, but you mustn't be sad. You have shown me what true friendship is."

Pythias' words touched the heart of the cruel king. "You can both go free," he said. "I have got so much power and wealth, but I will never have a friendship like yours."

F 1. This is a true story.

..... 2. Damon and Pythias lived in the same town.

..... 3. Damon surprised the King.

..... 4. Damon was sure Pythias would return.

..... 5. In the end, the King killed Damon and Pythias.

2 Completa las frases según el texto.

1. Pythias went to prison because he *annoyed* the King.

2. The King was worried that Pythias would

3. Damon went to prison while Pythias went to see

4. The King had money and power, but he didn't have



Grammar

can / can't	
I can talk	yo puedo / sé hablar
she can't talk	ella no puede / sabe hablar
Can they talk ... ?	¿Ellos/as pueden / saben hablar...?

Short answers
Yes, I can. / No, I can't.

3 Escribe frases lógicas con las palabras que se dan y *can* o *can't*.

- Lucy is ill. she / come / to school / .
Lucy is ill. She can't come to school.
- Sam has got a new phone. he / call us / now / .
- I don't understand this. you / help me / ?
- Our bikes are outside. we / ride them / .

could / couldn't	
I could do	yo podía / sabía hacer
she couldn't do	ella no podía / sabía hacer
Could they do ... ?	¿Ellos/as podían / sabían hacer...?

Short answers
Yes, I could. / No, I couldn't.

4 Rodea la respuesta correcta.

- I couldn't / can buy Mum flowers because I didn't have enough money.
- Can / Could you come to my party next week?
- Can / Could people write e-mails 50 years ago?
- Where is my pen? I can't / couldn't find it!

5 Mira el cuadro que compara formas de mantener el contacto en los años 60 y en la actualidad. Completa las frases con la forma correcta de *can* o *could*.



	1960s	Today
ordinary phones	✓	✓
mobile phones		✓
letter by post	✓	✓
e-mail		✓
Skype video calls		✓

In the 1960s, people ...

- *could* send letters by post, but they *couldn't* write e-mails.
- talk on Skype, but they talk using an ordinary phone.
- use mobile phones.

Today, people ...

- write e-mails.
- make video calls, but they do it without a camera.

may / might	
he may come	puede ser que él venga
they may not come	puede ser que ellos/as no vengan
he might come	podría ser que él venga
they might not come	podría ser que ellos/as no vengan

6 Rodea la respuesta correcta.

- Don't say that to Liz. You might / might not annoy her.
- Adam is very shy. He **may not** / may make friends quickly at his new school.
- My parents **may** / may not disagree with me, but I hope they will accept my opinion.
- I'm not sure about my answer to this maths problem. I **might not** / might be wrong.
- Brian doesn't feel well. He **might** / might not meet us at the cinema tonight.

7 Rodea la respuesta correcta.

- Someone is knocking on the door. You **can** / should answer it.
- Julie **could** / must play the piano when she was five.
- Paul is leaving now. He **has to** / mustn't get to the shops before they close.
- You **shouldn't** / mustn't drive your mother's car. You're only 14 years old!

8 Completa las frases con estos verbos modales.

should • can't • mustn't • couldn't
don't have to

- I'm sorry, but I *can't* help you now.
- I love the summer holidays because we go to school for six weeks.
- I phone you because I didn't have my mobile phone.
- You eat that! It's for the party tomorrow night.
- Katy has got a sore throat and a temperature. She go to the doctor.

Vocabulary

Adjectives of personality

dishonest – <i>poco honrado/a, deshonesto/a</i>	jealous – <i>envidioso/a; celoso/a</i>	polite – <i>educado/a, cortés</i>
impolite – <i>maleducado/a, descortés</i>	kind – <i>amable, atento/a</i>	selfish – <i>egoísta</i>
inconsiderate – <i>desconsiderado/a</i>	moody – <i>temperamental, de humor / carácter variable</i>	sensitive – <i>sensible; susceptible</i>
		stubborn – <i>testarudo/a, terco/a</i>

1 Encuentra ocho adjetivos de personalidad en la sopa de letras.

r	m	a	k	r	s	i	i	n	p	h	f	v	r
o	p	f	p	t	t	m	o	s	j	i	n	p	m
e	f	b	o	v	k	p	k	s	r	y	j	v	s
g	m	t	q	n	p	o	l	i	t	e	s	s	t
a	o	r	m	b	k	l	h	d	g	i	w	t	u
i	n	c	o	n	s	i	d	e	r	a	t	e	b
k	l	k	o	c	e	t	g	r	h	n	u	p	b
f	s	i	d	g	s	e	l	f	i	s	h	m	o
t	o	n	y	i	t	s	o	z	o	k	l	p	r
e	r	d	k	j	e	a	l	o	u	s	o	t	n

2 Lee la primera frase de cada grupo. Luego elige la respuesta que explique la palabra que está en negrita.

- She's **moody**.
 - She's usually quite cheerful.
 - Her emotions change very quickly.
- He's **sensitive**.
 - He's not nice.
 - It's easy to hurt his feelings.
- She's **stubborn**.
 - She won't listen to advice.
 - She pays attention to advice.
- He's **dishonest**.
 - I trust him completely.
 - I don't trust him.
- He's **jealous**.
 - He's annoyed when I hang out with my other friends.
 - He likes hanging out with my friends.

Listening

3 Escucha la primera parte de un programa de radio y completa las frases.

- Holly helps callers *solve problems*.
- Julie has got a problem with her
- Julie feels she needs more
- Julie thanks Holly for her

4 Escucha la segunda parte de un programa de radio y completa las frases.

- James is worried about his *son*.
- He used to be
- He was dishonest about his
- He spends all his time on

Speaking

Escribe los diálogos en tu idioma.

- A: My friend Emily often hurts my feelings.
A: 1.
- B: You should tell her how you feel.
B: 2.
- A: I feel really bad about James. I made fun of him.
A: 3.
- B: Why don't you apologise?
B: 4.
- A: My best friend is jealous of my boyfriend.
A: 5.
- B: That's not easy. You should try to hang out with her sometimes.
B: 6.

CHECK YOUR PROGRESS

Vocabulary 20 points

1 Rodea la respuesta correcta. (12 points)

1. I'm mad about Suzy. She's so **inconsiderate** / kind.
2. He's not very nice. He **makes fun of** / forgives other people.
3. I'm not being stubborn. I just **disagree** / compromise with you about this.
4. He's very moody these days. I think it's best to **annoy** / ignore him for a while.
5. That's not fair! You're being **selfish** / polite.
6. No one wants to **hang out with** / have an argument with Janet because she's not a good friend.

2 Completa las frases con estas palabras y expresiones. (8 points)

disappoint • hurt their feelings • trust apologise

1. It's difficult to someone who's dishonest.
2. When someone is sensitive, it's easy to
3. Unreliable people often others.
4. Sometimes, people after they've been rude.

Grammar 30 points

3 Rodea la respuesta correcta. (6 points)

1. I'm very busy. I **don't need to** / might not go to the party tomorrow night.
2. Do you think I **must** / should wear the black shirt or the white one?
3. You **mustn't** / don't have to be late. If you are, they won't let you in.
4. John grew up near the beach. He **could** / must surf when he was eight years old.
5. I love science, especially biology. I **have to** / may study medicine one day.
6. Ella is busy until 2.00, but she **can** / has to meet us for lunch right after that.

4 Rodea la respuesta correcta. (10 points)

1. Kevin ride a bike. He's only two years old.
a. mustn't
b. can't
c. doesn't need to
2. You apologise to Diana because you hurt her feelings.
a. can
b. should
c. mustn't
3. I go to the party last night because I felt ill.
a. may not
b. didn't have to
c. couldn't
4. Sam leave now or he will miss his train.
a. has to
b. can
c. could
5. you help me with my homework?
a. Should
b. Can
c. Must

5 Completa las frases con estos verbos modales. (14 points)

mustn't • should • shouldn't • can't • could have to • may

1. Your eye is very red! I think you go to a doctor.
2. Meg and I were once best friends. We tell each other everything.
3. Those jeans don't look good on you. You buy them.
4. Eddie is inconsiderate. I'm not surprised he make any friends.
5. Be quiet! This is a library. You use your mobile phone here.
6. I take guitar lessons next year. I've always wanted to play the guitar.
7. This work is urgent! We finish the project by tomorrow.

1 Escribe las palabras y expresiones en tu idioma.

Relationships

annoy _____
 apologise _____
 compromise _____
 disagree _____
 disappoint _____

forgive _____
 hang out with _____
 have an argument with _____
 hurt (someone's) feelings _____

ignore _____
 make friends _____
 make fun of _____
 trust _____

Adjectives of personality

dishonest _____
 impolite _____
 inconsiderate _____
 jealous _____
 kind _____

moody _____
 polite _____
 selfish _____
 sensitive _____
 stubborn _____

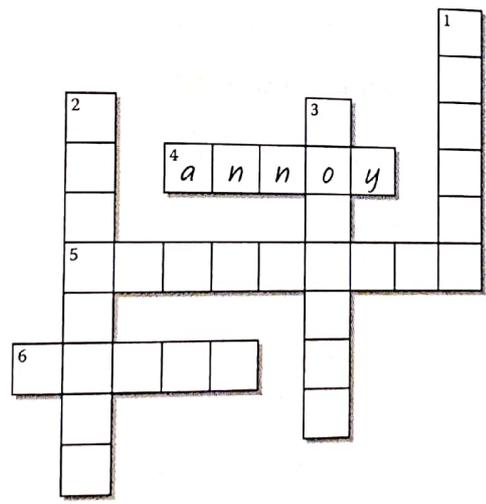
2 Ordena las letras para formar verbos y luego utilízalos para completar el crucigrama.

Across →

- 4. noayn
- 5. pogaliose
- 6. tsrtu

Down ↓

- 1. ogrien
- 2. aidesrge
- 3. vferiog



3 Utiliza estas letras para completar los adjetivos.

rr tttt oooooo iiii
 ssss y nnnn ee

- 1. k i . n d
- 2. m d
- 3. i n c d e a e
- 4. p . . . l e
- 5. j . . . a l u
- 6. . . . e . . . s i v
- 7. u b b

GRAMMAR APPENDIX

Los verbos modales

Los verbos modales *should, must, can, could, may* y *might* no se conjugan y no se les añade -s en la 3ª persona del singular. Los verbos *have to* y *need to* sí se conjugan. Todos van seguidos de un verbo en la forma base.

should / shouldn't

- Se usa para dar o pedir consejos.
What should I wear? (¿Qué debería ponerme?)
- También para decir lo que se debería o no hacer.
He shouldn't hit anybody. (No debería pegar a nadie.)

1 Completa las frases con la forma correcta de *should*.

1. *Should* I apologise to Sarah?
2. You read this fantastic book.
3. Laura interrupt all the time.

must / mustn't

- En afirmativa expresa la obligación y la necesidad o conveniencia de hacer algo, y significa "deber".
You must be quiet. (Debéis estar callados.)
- En negativa expresa prohibición, que algo no está permitido, y también que algo no se debe hacer porque no es conveniente o correcto hacerlo.
They mustn't use their laptops here. (No deben utilizar sus portátiles aquí.) [está prohibido]
She mustn't lie to her parents. (No debe mentir a sus padres.) [no es correcto]

2 Elige la respuesta correcta.

1. She's lost. She **must** / **mustn't** ask for directions.
2. Hurry! We **must** / **mustn't** be late.
3. You **must** / **mustn't** smoke in the hospital.

have to / don't have to

- Significa "tener que" y expresa, como *must*, la obligación o necesidad de hacer algo. Como *have to* sí se conjuga, se usa en los tiempos que *must* no tiene.
He didn't have to buy her a present. (No tenía que / por qué comprarle un regalo.)
- Recuerda que *have to* significa lo mismo que *must*, pero *don't have to* y *mustn't* no son equivalentes.
You don't have to leave. (No tienes que / por qué irte.) [no es necesario]
You mustn't leave. (No debes irte.) [está prohibido]

3 Completa las frases con la forma correcta de *have to*.

1. Let's talk later. I *have to* go now.
2. It's Sunday. You get up early.
3. Ryan has got a lot of homework. he do it today?

need to / don't need to

- Significa "tener que" y expresa, como *have to*, la obligación o necesidad de hacer algo. Se puede conjugar, así que puede usarse en todos los tiempos verbales.
She will need to rest after the race. (Tendrá que descansar después de la carrera.)

4 Rodea la respuesta correcta.

1. It's raining. You **need to** / **don't need to** take an umbrella.
2. Everything is free. We **need to** / **don't need to** pay.
3. Where do you **need** / **you need to** go?

can / can't

- Sirve para expresar habilidad o capacidad (saber).
Lisa can swim very well. (Lisa sabe nadar muy bien.)
- También para expresar posibilidad (poder).
They can go out tonight. (Pueden salir esta noche.)
- Y para pedir permiso o favores (poder).
Can I use your phone? (¿Puedo usar tu teléfono?)

5 Completa las frases con *can* o *can't*.

1. I'm upset. I *can't* go out tonight.
2. you give me that book from the shelf? I reach it.
3. Jennifer play the piano beautifully. She plays in concerts.

could / couldn't

- Se usa para expresar habilidad o capacidad en el pasado.
I could swim when I was 3. (Sabía nadar cuando tenía 3 años.)
- Para expresar posibilidad en el pasado.
They couldn't come to my party last year. (No pudieron venir a mi fiesta el año pasado.)
- Y para pedir permiso o favores de forma más educada que con *can*.
Could you take me home? (¿Podrías llevarme a casa?)

6 Completa las frases con la forma correcta de *could*.

1. Tom *could* read when he was three.
2. you help me find my keys?
3. My grandparents come yesterday because it was raining.

may / might

- *May* (puede que, tal vez) y *might* (podiera / podría ser que) expresan posibilidad en afirmativa y negativa, aunque con *might* la posibilidad es más remota.
They may / might not come today. (Puede / Podría ser que no vengan hoy.)
- *May* también se utiliza para dar, pedir o denegar permiso, o para hacer peticiones educadas.
May I use your bike? No, you may not. (¿Puedo usar tu bici? No.)

7 Rodea la respuesta correcta.

1. He **might** / **might not** come. He's feeling tired.
2. **May** / **Might** I use your phone, please?
3. No, you **might not** / **may not**.