



Colegios
"El Valle"

Actividades de verano 2017

Nombre y apellidos:

Curso:

Grupo:

4º Ed. Primaria
Inglés

Present Simple

Affirmative	Negative	Interrogative
I eat	I don't eat	Do I eat?
You eat	You don't eat	Do you eat?
He eat <u>s</u>	He do <u>esn't</u> eat	Do <u>es</u> he eat?
She eat <u>s</u>	She do <u>esn't</u> eat	Do <u>es</u> she eat?
It eat <u>s</u>	It do <u>esn't</u> eat	Do <u>es</u> it eat?
We eat	We don't eat	Do we eat?
You eat	You don't eat	Do you eat?
They eat	They don't eat	Do they eat?

USE:

1. We use the Present Simple for:

- regular habits and daily routines;
- facts, things in general;
- permanent or long-lasting situations;
- timetables and schedules.



2. It is used with adverbs like:

- always
- sometimes
- every day
- often
- rarely
- ...
- usually
- never

FORM:

1. To form the Present Simple we add **-s** to the infinitive of the verb in the 3rd person singular (he, she, it)

E.g.: I live

He / She / It lives

2. But when the verb ends in:

a) **-o**, **-ss**, **-sh**, **-ch**, we add **-es**

E.g.: I go → he/she/it goes

I kiss → he/she/it kisses

I wash → he/she/it washes

I watch → he/she/it watches



b) a consonant followed by **-y**, the **-y** changes into **-ie** and we add **-s**

E.g.: I study → he/she studies

c) a vowel followed by **-y** we just add **-s**

E.g.: I play → he/she plays

3. To form the **negative** and the **interrogative** we need the auxiliary verb **to do** in the present simple. This means we have to add **-es** in the 3rd person singular (he, she, it) while the main verb will be used in the infinitive.

E.g.: Do you like?
Does he like?

You don't like.
She doesn't like.

Complete the sentences, choosing the correct form of the verb in brackets.

1. David _____ table-tennis. (play/plays)
2. They _____ to school on foot. (go/goes)
3. Carol _____ in Bath. (live/lives)
4. School _____ at 6.30. (finish/finishes)
5. We _____ T.V. in the evening. (watch/watches)
6. Jessica _____ in her bedroom. (study/studies)

Rewrite the sentences beginning with he or she.

1. They collect stamps.

2. I go to school by bus.

3. We drive to work.

4. They hurry home every day.

5. You arrive late every morning.

6. They wash their hands before meals.

7. We play basketball twice a week.

8. They tidy their bedroom every day.

Fill in with do or does.

1. _____ Ronald play basketball?

2. _____ they work in an office?

3. _____ you like English?

4. _____ Susan usually go to a disco at the weekend?

5. _____ we walk to school?

6. _____ Bob and Patrick collect stamps?

7. _____ the cat sit by the fireplace?

8. _____ Grace finish school at 6.30?

9. _____ Mr. Walker read the newspaper in the evening?

10. _____ you have lunch in the canteen?

Complete the sentences with do / don't / does / doesn't.

1. _____ you like Maths? Yes, I _____.
2. _____ Sally like reading? Yes, she _____.
3. _____ Mathew play handball every Saturday? No, he _____.
4. _____ Jane and Mary go to the cinema on Sunday? No, they _____.
5. _____ you like writing letters? No, I _____.
6. _____ Angela get up late? No, she _____.
7. _____ we spend the afternoon together? Yes, we _____.
8. _____ Paul like skate-boarding? No, he _____.
9. _____ the cat like lying in the sun? Yes, it _____.
10. _____ they speak German? No, they _____.

Daily Routine



Hello! My name is Paul Sanders and I'm a student just like you.

Would you like to know what I do

Your first task is to identify the actions below

to go home/leave school	to get dressed	to wash up	to watch TV
to work/study	to go out for the evening	to get up	to leave the house
to have breakfast	to do the homework	to wake up	to arrive at school
to have dinner	to comb the hair	to go to bed/sleep	to have a shower
	to listen to music/the radio	to brush the teeth	



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



Now can you write a text describing what Paul does every day? Pay attention to the verbs! Remember you have to use the Present Simple tense.

At 8 o'clock Paul

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PRESENT CONTINUOUS

Affirmative	Negative	Interrogative
I am reading	I am not dancing	Am I writing?
You are reading	You are not dancing	Are you writing?
He is reading	He is not dancing	Is he writing?
She is reading	She is not dancing	Is she writing?
It is reading	It is not dancing	Is it writing?
We are reading	We are not dancing	Are we writing?
You are reading	You are not dancing	Are you writing?
They are reading	They are not dancing	Are they writing?

Use:

To talk about actions happening:

- now, at the time of speaking;
- around the moment of speaking, not necessarily this very moment;
- in a near future, especially for planned actions.

Form:

to be + gerund
 Present Simple verb+ing form
 (am, is, are)

Gerund = Infinitive + -ing

E.g.: drink + ing = drinking
 watch + ing = watching
 listen + ing = listening

3. Verbs with **one syllable** ending in **one vowel** followed by **one consonant**:

E.g.: run – running
 swim – swimming

EXCEPTIONS: Ending in **one vowel** plus:

- y – buy – buying
- w – show – showing
- x – fix – fixing
- z – buzz – buzzing

This is how you ask and answer about what people are doing now

What	am I are you is he is she is it are we are you are they	doing?	I am You are He is She is It is We are You are They are	dancing. eating.
------	--	--------	--	---------------------

1. Build up sentences following the model.

Charles / drink / coke
 He is drinking coke.

Charles / not drink / coke
 He isn't drinking coke.

Charles / drink / coke / ?
 Is Charles drinking coke?

1. I / read / magazines

2. Peter and Mary / watch / TV

3. She / sit / (the chair)

Ask and answer according to the model.

Mr Johnson / phone

Q.: What is Mr Johnson doing?

A.: He is phoning.



1. The baby / cry

Q.: _____?

A.: _____

2. Mathew and Linda / dance

Q.: _____?

A.: _____

3. Pam / swim

Q.: _____?

A.: _____

4. Bob / cook

Q.: _____?

A.: _____

5. The children / run

Q.: _____?

A.: _____

Follow the model.

Q.: Is Alice playing the piano?

A.: Yes, she is.

No, she isn't.

1. Mary / water the garden

Q.: _____?

A.: Yes, _____

2. Mr and Mrs Taylor / eat

Q.: _____?

A.: No, _____

3. The pupils / read

Q.: _____?

A.: No, _____

4. Bill / study

Q.: _____?

A.: Yes

What are they doing? Look at the pictures and write. Use the verbs and expressions in the box.

eat sing fight run sleep play listen to music
dance cook read study watch TV



1. She _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



PAST SIMPLE

she listened to music.



To talk about what happened yesterday, we use the past tense.
We make the past tense 2 ways.

1. we add **-ed** to the verb stem

play → played
watch → watched
clean → cleaned

2. the verb **changes**

go → went
eat → ate
do → did

So what did these people do yesterday?



play soccer

They played soccer.



watch TV



clean



eat cake

Adding -ed onto verbs isn't always easy.

1. sometimes we borrow an 'e'

use → used

2. sometimes 'y' changes to 'i'

study → studied

Remembering the ones that change isn't easy either.

read → read

write → wrote

draw → drew

ride → rode

take → took

get → got

buy → bought

find → found

see → saw

come → came

make → made

give → gave

So what did these people do yesterday?



study English



use a computer



read a book



get a present

make a snowman



take a bath

- irregular verbs -

Look at the list of irregular verbs and fill in the blanks.

Infinitive	Past Tense	Infinitive	Past Tense
<i>have</i>		<i>begin</i>	
<i>cut</i>		<i>do</i>	
<i>take</i>		<i>leave</i>	
<i>spend</i>		<i>hear</i>	
<i>drink</i>		<i>write</i>	
<i>go</i>		<i>say</i>	
<i>find</i>		<i>get</i>	
<i>run</i>		<i>see</i>	
<i>tell</i>		<i>come</i>	

Read the note. Correct the sentences following the example.

1. Ann wrote a letter at twelve o'clock.

Wrong! She didn't write a letter at twelve o'clock. .

She wrote a letter at one o'clock.

2. Ann bought cat food at one o'clock.

3. Ann did her homework at two o'clock.

4. Ann met Nicole at six o'clock.

5. Ann went to the cinema at seven o'clock.

Saturday

- 1.00 write a letter to Peter ✓
- 2.00 buy cat food for Kitty and Rocky ✓
- 3.00 do homework for Monday ✓
- 5.30 meet Nicole ✓
- 6.00 go to the cinema ✓
- 8.00 come back ✓
- 8.30 eat at Leslie's house ✓

Turn the affirmative sentences on the left into questions.

1. Leslie bought a present for Tim. Did Leslie buy a present for Tom?
2. Kitty slept on the sofa. _____
3. Susan found her keys. _____
4. Michael had a good time at the party. _____
5. Nick and Kate went to the cinema. _____
6. Ann met Nicole at the supermarket. _____
7. Steve ate six hamburgers. _____
8. Peter made a chocolate cake. _____

Ask and answer as in the example.

	go for a walk	play golf	write a letter	wash the car
Peter	✓	✓		
Sally		✓	✓	
Mr and Mrs Page	✓			✓

1. Peter / play golf? Did Peter play golf yesterday? Yes, he did.
2. Peter / wash the car? _____
3. Peter / write a letter? _____
4. Sally / go for a walk? _____

QUANTIFIERS

- ✓ Quantifiers are words that show how much there is of something - they show quantity.

MUCH / MANY / A LOT OF / LOTS OF

MUCH

- ✓ is used with **uncountable nouns**, and is generally used in negative statements and questions. It's uncommon to use much in positive statements. For example:
 - *I don't have much money.*
 - *Do you have much time?*
 - *"I have much time." This sounds unusual.*

MANY

- ✓ is used with **plural countable nouns**, and is often used in negative statements and questions. It is also used in positive statements however, but in a more formal way. For example:
 - *I don't have many apples.*
 - *Do you have many friends?*
 - *Many people come here in summer.*

MUCH and **MANY** can be used in affirmative statements, but give a more formal meaning. For example:

- *He has many good friends from Harvard University.*

MUCH and **MANY** often appear in short answers. For example:

- *Do you see your family much?*
- *No, not much.*

A LOT OF / LOTS OF

- ✓ is used with **uncountable** and **countable** nouns, and is generally used for affirmative statements. For example:
 - *I have a lot of friends.*
 - *I have a lot of time.*
- ✓ is also used in questions, especially when you expect a positive response. Although it is often said that **MUCH** and **MANY** are used for questions, we usually use them for questions which expect a negative response. For example:
 - *Do you want a lot of pizza?* (I expect you want to eat a lot.)
 - *Do you want much pizza?* (This sounds unusual, as though I expect you don't want to eat much.)

LOTS OF can be used in the same way as **A LOT OF**, often in informal speech. For example:

- *I have lots of time.*
- *I have a lot of time.*

HOW MUCH / MANY?

HOW MUCH is also used to ask about the price of something. For example:

- *How much is it?*
- *How much is that dog in the window?*


HOW MUCH and **HOW MANY** are used to ask about quantity. For example:

- *How much money do you have?*
- *How many apples does he have?*

1. We have _____ strawberries.
2. We don't have _____ bananas, and we don't have _____ fruit juice.
3. - Do you have any cereal? - Sure, there is _____ in the kitchen.
4. - How _____ is this? - It's ten dollars.

5. - How _____ do you want? - Six, please.
6. He's very busy, he has _____ work.
7. David has _____ rice, but Tyler doesn't have _____.
8. London has _____ beautiful buildings.

Whose things are these?

Mary's things	Tom's things
 <p>kite books school bag pencil</p>	 <p>bicycle book school bag kite</p>

1. Whose school bag is this?



It's _____

2. Whose bag is that?



It's _____

3. Whose kite is this?



It's _____

4. Whose books are these?



These are _____



FUTURE

Will (will + infinitive)	Going to (to be + going to + infinitive)
<p>Use:</p> <ul style="list-style-type: none"> - to make predictions about the future e.g. They <u>will</u> probably <u>win</u> the game. - to make promises e.g. I promise I <u>will study</u> harder. - to offer/give help e.g. Don't worry! I <u>will help</u> you. - to refer to decisions taken at the moment of speaking e.g. I <u>will visit</u> you as soon as possible. <p><u>With expressions such as:</u></p> <ul style="list-style-type: none"> - probably - (I'm) sure - (I) expect - (I) think - perhaps, etc. 	<p>Use:</p> <ul style="list-style-type: none"> - for a prediction based on the present e.g. Look at the sky. It <u>is going to rain</u>. - to talk about intentions or plans (we have already planned what we are going to do in the future) e.g. They <u>are going to visit</u> London at Easter. <p><u>With expressions such as:</u></p> <ul style="list-style-type: none"> - tomorrow - tonight - next week/month/year - in a few hours/days - by next week, etc.

❖ Will

Affirmative	Negative	Interrogative
I will buy	I won't buy	Will I buy?
You will buy	You won't buy	Will you buy?
He/She/It will buy	He/She/It won't buy	Will he/she/it buy?
We will buy	We won't buy	Will we buy?
You will buy	You won't buy	Will you buy?
They will buy	They won't buy	Will they buy?

Contractions: I'll = I will

I won't = I will not

❖ Going to

Affirmative	Negative	Interrogative
I am going to buy	I am not going to buy	Am I going to buy?
You are going to buy	You are not going to buy	Are you going to buy?

fill in the blanks using the future with the correct form of be going to or will and the verb in brackets.

1. Did you e-mail Andrew? - Oh! I forgot. I _____ (do) it tomorrow.
2. The teacher looks very angry. She _____ (yell) at us.
3. - Where are you going? Are you going shopping?
- Yes, I _____ (buy) some Christmas presents.
4. My holidays are planned. I _____ (go) on a safari in Africa.
5. - Why are you taking the milk out of the fridge?
- I _____ (make) a pudding.
6. - We need some sugar to bake the cake but there isn't any.
- I _____ (go) to the shop and buy some.
7. My cousin has sent me an invitation. He _____ (have) a birthday party on Saturday.
8. In fifty years' time the weather _____ (be) colder.

Little Red Riding Hood

Complete with the past simple of the verbs in brackets.

Once upon a time there _____ (be) a little girl who _____ (be) loved by everyone, but most of all by her grandmother. Once she _____ (give) her a little riding hood of red velvet, which _____ (suit) her so well that she would never wear anything else; so she _____ (be) always called "Little Red Riding Hood."



One day her mother _____ (ask) her to take a piece of cake and a bottle of wine to her grandmother because she _____ (be) ill and weak. Her mother _____ (tell) her to set out before it _____ (get) hot and not to run off the path.

The grandmother _____ (live) out in the wood and just as Little Red Riding Hood _____ (enter) the wood, a wolf _____ (meet) her. Red Riding Hood _____ (do) not know what an evil creature he _____ (be), and _____ (be) not at all afraid of him.



"Good day, Little Red Riding Hood.", _____ (say) he.

"Thank you kindly, wolf."

"Where are you going so early, Little Red Riding Hood?"

"To my grandmother's."

"What have you got in your basket?"

"Cake and wine. Poor grandmother is sick so I am taking her something good, to make her stronger."

"Where does your grandmother live, Little Red Riding Hood?"

"In the wood.", _____ (reply) Little Red Riding Hood.

The wolf _____ (think) to himself: "What a tender young creature! What a nice plump mouthful. She will be better to eat than the old woman. I must act cleverly, so as to catch both."

So he _____ (walk) for a short time by the side of Little Red Riding Hood, and then he _____ (say): "See, Little Red Riding Hood, how pretty the flowers are about here. Why do you not look round?"

Little Red Riding Hood _____ (raise) her eyes, and when she _____ (see) the sunbeams dancing here and there through the trees, and pretty flowers growing everywhere, she _____ (think): "Suppose I take grandmother a fresh nosegay; that would please her too. It is so early in the day that I shall still get there in good time."



So she _____ (run) from the path into the wood to look for flowers. And whenever she _____ (have) picked one, she _____ (fancy) that she _____ (see) a still prettier one farther on, and _____ (run) after it, and so _____ (get) deeper and deeper into the wood.

Meanwhile the wolf _____ (run) straight to the grandmother's house and _____ (knock) at the door.

"Who is there?"

"Little Red Riding Hood.", _____ (reply) the wolf. "She is



The wolf _____ (lift) the latch, the door _____ (open), and without saying a word he _____ (go) straight to the grandmother's bed, and _____ (devour) her. Then he _____ (put) on her clothes, _____ (dress) himself in her cap, _____ (lay) himself in bed and _____ (draw) the curtains.

Little Red Riding Hood, who _____ (have) been running about picking flowers, then _____ (remember) her grandmother and _____ (set) out on the way to her.

She _____ (be) surprised to find the cottage door standing open, and when she _____ (go) into the room, she _____ (call) out: "Good morning!", but _____ (receive) no answer; so she _____ (go) to the bed and _____ (draw) back the curtains. There _____ (lay) her grandmother with her cap _____ (pull) far over her face, and looking very strange.



"Oh! Grandmother", she _____ (say), "what big ears you have!"

"All the better to hear you with, my child!", _____ (be) the reply.

"But, grandmother, what big eyes you have!", she _____ (say).

"All the better to see you with, my dear."

"But, grandmother, what large hands you have!"

"All the better to hug you with."

"Oh! But, grandmother, what a terrible big mouth you have!"

"All the better to eat you with!"

And scarcely _____ (have) the wolf said this, than with one jump he _____ (be) out of bed and _____ (swallow) up Red Riding Hood.

When the wolf _____ (have) appeased his appetite, he _____ (lay) down again in the bed, _____ (fall) asleep and _____ (begin) to snore very loud.



The huntsman _____ (be) just passing the house, and _____ (think) to himself: "How the old woman is snoring! I must just see if she wants anything." So he _____ (go) into the room, and when he _____ (come) to the bed, he _____ (see) that the wolf _____ (be) lying in it.

"Do I find you here, you old sinner!" _____ (say) he. "I have long sought you!" But just as he _____ (be) going to fire at him, it _____ (occur) to him that the wolf might have devoured the grandmother, and that she might still be saved, so he _____ (do) not fire, but _____ (take) a pair of scissors, and _____ (begin) to cut open the stomach of the sleeping wolf.

When he _____ (have) made two snips, he _____ (see) the little red riding hood shining, and then he _____ (make) two snips more, and the little girl _____ (spring) out.

After that the grandmother _____ (come) out alive also. Red Riding Hood, quickly _____ (fetch) great stones with which they _____ (fill) the wolf's belly, and when he _____ (awake), he _____ (want) to run away, but the stones _____ (be) so heavy that he _____ (collapse) at once, and _____ (fall) dead.

Then all three _____ (be) delighted. The huntsman _____ (draw) off the wolf's skin and _____ (go) home with it; the grandmother _____ (eat) the cake and _____ (drink) the wine which Red Riding Hood _____ (have) brought, and _____ (revive). But Red Riding Hood _____ (think) to herself: "As long as I live,

