**Unit 7**

*YOU HAVE TALENT!*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Word / phrase** | **Meaning** | **Part of speech** | **Phonetic Spelling** | **Definiton** | **Sample Sentence** |
| ad |  | Noun (count or noncount) | /ad/ | A short clip on TV or radio that is intended to persuade people to buy something. | **I** think **this** is a very smart ad. |
| astrology |  | Noun (noncount) | /əˈstrɑlədʒi/ | The study of the movement of the stars and planets, and how some people think they influence people’s characters and lives | **I** don’t believe in astrology. |
| be good at |  | Collocations with be | /ˌbiɡʊdət/ | To be able to do something well. | **Bob** is good at fixing things. |
| design |  | verb | /tʃes/ | To decide how something will be made, including how it will work, and what it will look like, and often to make drawings ofi t.. | **He** designed and ad to sell his car. |
| drive |  | verb | /draɪv/ | To control a vehicle so that it moves somewhere | **My brother** drives a very nice car. |
| equipment |  | Noun (noncount) | /ɪˈkwɪpmənt/ | The tools, machines, or other things that you need for a particular job or activity | **We** need to get some more office equiment. |
| financial |  | adjective | /faɪˈnanʃ(ə)l/ | Involving money | **She** wants to be a financial manager. |
| foreign |  | adjective | /ˈfɔrən/ | From another country, or in another country | **She** speaks two foreign languages. |
| french |  | Noun (noncount) | /frentʃ/ | The languages spoken in France | **I** am learning French. |
| friendly |  | adjective | /ˈfren(d)li/ | Someone who is friendly is always pleasant and helpful toward other people | **Your brother** is very friendly. |
| generous |  | adjective | /ˈdʒenərəs/ | Giving people more of your time or money tan is usual or expected | **My uncle** is very generous. |
| growth |  | Noun (noncount) | /ɡroʊθ/ | An increase in the success or a business or a country’s economy, or in the amount of money invested in them | **He** is resposible for the company’s growth in the last year. |
| guitar |  | Noun (count) | /ɡɪˈtɑr/ | A musical instrument with six strings, used in a wide variety of musical styles. It can be acoustic or electric | **I** am learning to play the guitar. |
| honest |  | adjective | /ˈɑnəst/ | A person who is honest does not tell lies or cheat people, and obeys the law. | **I** want you to be honest with me about this dress. |
| horoscope |  | Noun (count) | /ˈhɔrəˌskoʊp/ | A description of someone’s character and the likely events in their life that is base don astrology (=the position of the stars and the date they were born) | **I** read my horoscope every day. |
| in general |  | phrase | /ˌɪnˈdʒen(ə)rəl/ | In most situations of for most people | In general, **I** like talent shows. |
| introduction |  | Noun(count) | /ˌɪntrəˈdʌkʃ(ə)n/ | The part at the beginning of a book, report, etc. that gives a general idea of what it is about. | **He** gave an introduction to the seminar. |
| italian |  | Noun (noncount) | /ɪˈtaljən/ | The language spoken in Italy | **Italian** is a beautiful language. |
| **Word / phrase** | **Meaning** | **Part of speech** | **Phonetic Spelling** | **Definiton** | **Sample Sentence** |
| karaoke |  | Noun (noncount) | /kəˈrɑti/ | A type of entertainment in which people sing popular songs while recorded music is played | **Karaoke** is very popula in Japan. |
| location |  | Noun (noncount) | /loʊˈkeɪʃ(ə)n/ | The place or position where someone or something is, or where something happens | **The house** is in a great location. |
| method |  | Noun (count) | /ˈmeθəd/ | A way of doing something, especially a planned or established way | **This** is made by a traditional method. |
| opera |  | Noun (count or noncount) | /ˈɑp(ə)rə/ | A type of play that is performed by singers and an orchestra, or the art of performing these plays | **We** went to the opera last night and saw La Bohème. |
| opinion |  | Noun (count) | /əˈpɪnjən/ | The attitude that you have towards something, especially your thoughts about how good it is | What is **your opinion** on this subject? |
| optimistic |  | adjective | /ˌɒptɪˈmɪstɪk/ | Someone who is optimistic is hopeful about the future and tends to expect that good things will happen | **I** am very optimistic about the future. |
| organized |  | adjective | /ˈɔrɡəˌnaɪzd/ | Planned carefully and affectively | **Julia** is so organized. **She** has already booked all the flights and hotels. |
| patient |  | adjective | /ˈpeɪʃ(ə)nt/ | Someone who is patient is able to wait for a long time, or deal with a difficult situation without becoming angry or upset | **My mom** is vey patient. |
| personality |  | Noun (count or noncount) | /ˌpɜrsəˈnaləti/ | The part of a person that makes them behave in a particular way in social situations, for example, in a friendly or unfriendly way, or in a confident or shy way | **He** has a friendly personality. |
| piano |  | Noun (count) | /piˈanoʊ/ | A large musical instrument with a row of black and White keys that you press | **I** have played the piano for two years. |
| positive |  | Adjective | /ˈpɑzətɪv/ | Believing that good things will happen or that a situation will get better | **She** is always so positive about life. |
| present |  | Noun (count) | /ˈprezənt/ | Something that you give to someone, for example, to celebrate a special occación such as a birthday | **He** bought presents for everyone. |
| promotion |  | Noun (count or noncount) | /prəˈmoʊʃ(ə)n/ | The process of atrracting people’s attention to a producto r evento, for example, by adverstising | **The company** has a small Budget for promotions. |
| quality |  | Noun (count) | /ˈkwɑləti/ | A positive feature of a person’s chracter | **Sofia** has many great qualities. |
| quickly |  | Adverb | /ˈkwɪkli/ | At a fat speed | **We** have to work quickly. |
| really |  | Adverb | /ˈrɪəli/ | Very or very much | **My parrot** is really Smart! |
| reliable |  | Adjective | /rɪˈlaɪəb(ə)l/ | Able to be trusted | **She**’s a very reliable employee. |
| rich |  | Adjective | /rɪtʃ/ | Having a loto f money, property, or valuable possessions | **Bill Gates** is a very rich man. |
| salsa dancing |  | Noun (noncout) | /ˈsɑlsəˌdansɪŋ/ | A dance performed to salsa music | **I** go to salsa dancing classes every Thursday. |
| seminar |  | Noun (count) | /ˈsemɪˌnɑr/ | A meeting at which a group of people discuss a subject | **I** attended a business seminar. |
| **Word / phrase** | **Meaning** | **Part of speech** | **Phonetic Spelling** | **Definiton** | **Sample Sentence** |
| session |  | Noun (count) | /ˈseʃ(ə)n/ | Part of a period of time during which a class or meeting takes place | **The seminar** was divided into four sessions. |
| show |  | Noun (count) | /ʃoʊ/ | A televisión or radio program | **Pop Idol** is a very popular TV show. |
| sing |  | verb | /sɪŋ/ | To make music using your voice | **She** sings in a choir once a week. |
| smart |  | Adjective | /smɑrt/ | Good at learning or understanding things | **My sister** is very Smart. |
| snack |  | Noun (count) | /snak/ | A small amout of food that you eat between meals | **Coffee, tea, and snacks** are avaliable throughout the day. |
| song |  | Noun (count) | /sɔŋ/ | A piece of music with words that you sing | **Umbrela** is a song by Rihanna. |
| talent |  | Noun (count or noncount) | /ˈtalənt/ | A natural ability for doing a particular activity well. | **She** had an obvious talent for music. |
| technique |  | Noun (count) | /tekˈnik/ | A method of doing something using a special skill that you have developed | **He** taught me some useful techiniques. |
| traditional |  | Adjective | /trəˈdɪʃ(ə)nəl/ | Relating to very old customs, beliefs, or stories | **She** always cooks traditional Indian dishes. |
| trend |  | Noun (count) | /trend/ | A gradual change or development that produces a particular result | **This** is the lasted trend. |
| unlucky |  | Adjective | /ʌnˈlʌki/ | Having bad luck | **They** were very unlucky to lose the game. |
| very |  | adjective | /ˈveri/ | Used for emphasizing what you are saying | **She** writes very well. |
| welcome |  | Noun (count or noncount) | /ˈwelkəm/ | An acto f welcoming or greeting someone | **He** said some words of welcome. |
| well |  | adverb | /wel/ | Skillful or effectively | **She** speaks Japanese really well. |

|  |  |  |
| --- | --- | --- |
| Useful Expressions | Topic / Category | Sample Sentence |
| I play the guitar.  I speak French.  I run marathons. | Talking about yourself | I play the guitar. |
| I play the guitar.  I dance.  I cook very well. | Talking about yourself | I dance very well. |
| I’m a good guitar player  I’m a good runner.  I’m a good soccer player. | Talking about yourself | I’m a good soccer player. |
| I’m good at playing the guitar.  I’m good at dancing.  I’m good at cooking. | Talking about yourself | I’m good at writing, so I can write an ad. |
| I’m Good at …, so I can … | Talking about talents and abilities | I’m good at playing the guitar. |
| Really! That’s amazing! | Talking about talents and abilities | A: I ran the marathon in three hours.  B: Really! That’s amazing! |
| Wow! Really? | Talking about talents and abilities | A: I can speak Chinese.  B: Wow! Really? |
| I can …, but I can’t | Talking about talents and abilities | I can dance, but I can’t sing. |
| Maybe we/you and Gina can…  Because we/you can both… | Talking about talents and abilities | Maybe we can bring some food because we cab both cook. |
| In my opinión, … | Talking about opinions | In my opinión, Holly is the best dancer in the group. |

Exercises: Complete the next vocabulary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A\_\_ | G\_\_ o \_\_ t \_\_ | \_\_ e \_\_ i \_\_ \_\_ | B \_\_ \_\_o \_\_ d \_\_t | \_\_ r \_\_ n \_\_ h |
| S \_\_ m \_\_ n \_\_ r | R \_\_ \_\_i \_\_ b \_\_ e | W \_\_ l \_\_ \_\_m \_\_ | S \_\_ a \_\_ t | \_\_ p \_\_ \_\_a |
| \_\_ r \_\_ v \_\_ | A \_\_t \_\_ \_\_ l \_\_ \_\_y | I \_\_ a \_\_ \_\_ a \_\_ | \_\_ o \_\_ o \_\_ c \_\_ \_\_e | I\_\_ g \_\_n\_\_ r \_\_l |
| H \_\_ n \_\_ \_\_ t | \_\_ i \_\_ a \_\_ \_\_ i \_\_ l | F\_\_ r \_\_ \_\_ g \_\_ | \_\_ a \_\_ao \_\_ e | E \_\_u \_\_ \_\_ m \_\_ n \_\_ |
| P \_\_ \_\_ n \_\_ | R \_\_ \_\_ h | S \_\_ n \_\_ | \_\_ h \_\_w | U \_\_ l \_\_ck\_\_ |
| F\_\_ i \_\_ \_\_d \_\_ y | \_\_ n \_\_ r \_\_duct \_\_ o \_\_ | G \_\_ \_\_ e \_\_ o \_\_ \_\_ | P \_\_ e \_\_ e \_\_t | P \_\_ t \_\_ e \_\_ t |
| \_\_ e \_\_ h \_\_ d | L \_\_ c \_\_ t \_\_ \_\_ n | Q \_\_ a \_\_ i \_\_ y | \_\_ u \_\_ t \_\_ r | Re \_\_ \_\_ ly |
| T \_\_ e \_\_d | Qu \_\_ c \_\_ l \_\_ | \_\_ p \_\_ n \_\_ o \_\_ | P \_\_ s \_\_ ti \_\_ e | Tra \_\_ i \_\_ \_\_ o \_\_ al |
| Pe \_\_ s \_\_ \_\_ a \_\_ \_\_ty | Salsa \_\_ a \_\_ c \_\_ n \_\_ | O\_\_ t \_\_ \_\_i \_\_ ti \_\_ | Te \_\_ \_\_ni \_\_ ue | \_\_ rg \_\_ ni \_\_ e \_\_ |
| S \_\_ \_\_ \_\_ | \_\_ r \_\_ m \_\_ tion | W \_\_ \_\_ l | S \_\_ s \_\_ o \_\_ | S \_\_ a \_\_ k |
| \_\_ a \_\_ e \_\_ t |  |  |  | V \_\_ r \_\_ |

Exercises of vocabulary:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | /ad/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 32 | /rɪˈlaɪəb(ə)l/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2 | /ˈpɑzətɪv/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 33 | /ɪˈkwɪpmənt/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 3 | /ˌɒptɪˈmɪstɪk/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 34 | /tekˈnik/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 4 | /wel/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 35 | /əˈstrɑlədʒi/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 5 | /ˈtalənt/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 36 | /ˌɪnˈdʒen(ə)rəl/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 6 | /ɡroʊθ/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 37 | /ˈmeθəd/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 7 | /rɪtʃ/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 38 | /trend/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 8 | /ˈɔrɡəˌnaɪzd/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 39 | /tʃes/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 9 | /ɡɪˈtɑr/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 40 | /piˈanoʊ/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 10 | /sɪŋ/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 41 | /ʌnˈlʌki/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 11 | /ˈsemɪˌnɑr/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 42 | /frentʃ/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 12 | /ˈhɔrəˌskoʊp/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 43 | /trəˈdɪʃ(ə)nəl/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 13 | /ˈdʒenərəs/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 44 | /ˈseʃ(ə)n/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 14 | /ˈsɑlsəˌdansɪŋ/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 45 | /kəˈrɑti/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 15 | /draɪv/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 46 | /ˌbiɡʊdət/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 16 | /smɑrt/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 47 | /ˈwelkəm/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 17 | /ˈfren(d)li/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 48 | /əˈpɪnjən/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 18 | /ˈɑnəst/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 49 | /faɪˈnanʃ(ə)l/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 19 | /ˈrɪəli/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 50 | /snak/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 20 | /loʊˈkeɪʃ(ə)n/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 51 | /ˈveri/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 21 | /sɔŋ/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 52 | /ˈɑp(ə)rə/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 22 | /ɪˈtaljən/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 53 | /ˈkwɪkli/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 23 | /ˌpɜrsəˈnaləti/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| 24 | /ˈkwɑləti/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| 25 | /ˈfɔrən/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| 26 | /prəˈmoʊʃ(ə)n/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| 27 | /ˌɪntrəˈdʌkʃ(ə)n/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| 28 | /ˈprezənt/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| 30 | /ˈpeɪʃ(ə)nt/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| 31 | /ʃoʊ/ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |

**GRAMMAR:**

**Tutorial: Use of the Can.**

<https://www.youtube.com/watch?v=Z8XtBhFz9L8>

REALIZAR UN MAPA CONCEPTUAL

“Can”



Can they ride a horse?

Yes, they can.

They can ride a horse.



Can we play on the computer, please?

The verb **can** is the same in all persons in the singular and in the plural and is always followed by a verb, We use it:

1. To show ability e.g. I **can** sing.
2. To ask somebody to do something for us e.g. **Can** you open the door, please?
3. To ask for something e.g. **Can** I have a piece of cake, please?
4. To ask for permission to do something e.g. **Can** we play on the computer, please?

|  |  |  |  |
| --- | --- | --- | --- |
| Affirmative | Negative | | Interrogative |
| I can walk | I cannot walk | I can’t walk | Can I walk? |
| You can walk | You cannot walk | You can’t walk | Can you walk? |
| He can walk | He cannot walk | He can’t walk | Can he walk? |
| She can walk | She cannot walk | She can’t walk | Can she walk? |
| It can walk | It cannot walk | It can’t walk | Can it walk? |
| We can walk | We cannot walk | We can’t walk | Can we walk? |
| You can walk | You cannot walk | You can’t walk | Can you walk? |
| They can walk | They cannot walk | They can’t walk | Can they walk? |

Short answer:

|  |  |  |
| --- | --- | --- |
| Interrogative | Answer | |
| Can I walk? | Yes, I can | No, I can’t |
| Can you walk? | Yes, I can | No, I can’t |
| Can he walk? | Yes, he can | No, he can’t |
| Can she walk? | Yes, she can | No, she can’t |
| Can it walk? | Yes, it can | No, it can’t |
| Can we walk? | Yes, we can | No, we can’t |
| Can you walk? | Yes, we can | No, we can’t |
| Can they walk? | Yes, they can | No, they can’t |

<https://www.englisch-hilfen.de/en/exercises_list/hilfsverben.htm>

task: 1733: \_\_\_\_\_\_\_

task: 1793: \_\_\_\_\_\_\_

task: 1735: \_\_\_\_\_\_\_

task: 1737: \_\_\_\_\_\_\_

task: 1321: \_\_\_\_\_\_\_

task: 1323: \_\_\_\_\_\_\_

task: 1343: \_\_\_\_\_\_\_

---------------------------------------------------------------------------------------------------------------------------------------------------

**Exercises S:**

**Make sentences which are true using can or can’t.**

1 An artist / paint pictures \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 A cat / fly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 A monkey / climb trees \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 A leopard / run fast \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 A pilot / fly an aeroplane \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6 A dog / talk \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7 A fish / walk \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8 An elephant / fly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9 A baker / make bread \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10 A hamster / ride a bicycle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

---------------------------------------------------------------------------------------------------------------------------------------------------

**Exercises S:**

**Put a tick (√) for each thing you can do and a cross (X) for each thing you can’t do. Then, ask your partner what he/she can or can’t do. Finally, tell the class what you and your friend can and can’t do as in the example.**

e.g.

I can speak English, cook spaghetti and draw but I can’t play a musical instrument, drive a car or type. My friend Maria …

|  |  |  |
| --- | --- | --- |
|  | I | My friend |
| play a musical instrument |  |  |
| speak English |  |  |
| cook spaghetti |  |  |
| drive a car |  |  |
| draw |  |  |
| type |  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**ADVERBS**

El adverbio *es una palabra que comlementa*, puede **modificar** un **verbo**, un **adjetivo** u **otro adverbio**. Los adverbios tienen la function de **modificar** una palabra o toda una parte de la oración, para **indicar** las circunstancias en que sucede la acción o en que las que se encuentra **el adjective** o **el otro adverbio** al que está modificando. Cada una de estas circusntancias afecta de forma diferente a la parte de la oración que modifica, por lo que para estudiar los adverbios, se dividen según el tipo de modificación que realizan. Así, se dividen en:

**Tipos de adverbio:**

* Adverbios de modo

Son los que dicen **cómo** o de **qué** manera se realiza una acción. También pueden indicar en **qué extensión** o **grado sucede** o **se modifica algo**. Algunos ejemplos de este tipo de adverbios son:

**Lentamente, Rápidamente, A prisa, Peor, Mejor**.

* Adverbios de tiempo

Comó lo indica su nombre, son los que indican **cuándo sucede algo**. Se dividen en **adverbios de tiempo absoluto**, que indican un **momento específico**: ayer, mañana, hoy, al rato, más tarde, mientras. Los a**dverbios de tiempos relativos** se refieren a momentos indeterminados en el tiempo, pero que indican el orden en que suceden las cosas: **primeramente, antes, después, respectivamente, fianalmente.** Los **adverbios de frecuencia** son otro tipo de adverbios, que son al mismo tiempo de modo y de tiempo, que indicant con qué frecuencia sucede algo: **diariamente, mensualmente, todos los días.**

* Adverbio de lugar

Indican dónde sucede algo: **aquí, ahí, afuera, adentro, fuera, alrededor.**

* Adervios de cantidad

Sirven para decir en qué grado sucede algo. No hay que confundirlos con los adjetivos cuantitativos, que **dicen la cantidad (determinada o indeterminada)** del sustantivo que modifican, sino que expresan el grado en que sucede o existe algo: **mucho, poco, muy, demasiado, solamente, excesivamente, insuficientemente.**

* Adeverbios relativos

Son los que **relacionan unas partes de la oración con otras,** o unas oraciones con otras: **En consecuencia, por lo tanto, luego entonces, finalmente, consecuentemente**.

CARACTERÍSTICAS DE LOS ADVERBIOS

Los **adverbios pueden estar formados por una o más palabras.** Se les llama simplemente adverbios a todos aquellos que están formados por una palabra: **dentro, ayer rápidamente.**

Las **locuciones adverbiales**, son partículas de dos o más palabras que forman una unidad y tiene la función de un adverbio: **a continuación, de vez en cuando, por lo tanto, a veces**.

Las frases adverbiales, son frases que cumplen las funciones de un adverbio, o sea, para indicar lugar, tiempo o circunstanias en que algo sucede.

Lugar “en la casa de María”

Tiempo “el día que cayó la granizada”

Circunstancias “cuando rebuznó el burro pardo”

Algunos adverbios tienen más de una función, por lo que puede clasificarse entre diferentes tipos de adverbios:

**Diariamente** puede considerarse un adverbio de modo o de frecuencia

**Muy** puede considerarse un adverbio de cantidad, relative o de mdod.

Algunos adverbios se forma a partir de un adjetivo, agregándole la terminación -mente:

Lento lentamente

Rápido rápidamente

Fácil facilmente

Rudo rudamente

¿Cómo reconocer un adverbio?

Hay algunas palabras que se pueden usar como adjectivos o como adverbios.

Si temenos duda sobre si una palabra, una locución o una frase es un adverbio, Podemos identificarla si responde a alguna de estas preguntas:

* ¿Cómo o de qué manera?
* ¿Cuándo?
* ¿Dónde?
* ¿Con qué frecuencia?
* ¿En qué grado o extesión?

Ana diariamente camina por la calle **lentamente** hacia su casa. (¿Cómo camina? Lentamente)

Ana **diariamente** camina por la calle lentamente hacia su casa. (¿Cuándo camina? Diariamente)

Ana diariamente camina **por la calle** lentamente hacia su casa. (¿Dónde camina? Por la calle)

Carmen se arreglo muy bien ayer. (¿Cuándo se arregló muy bien? Ayer)

Carmen se arreglo muy bien ayer. (¿En que grado se arregló bien ayer? Muy)

Carmen se arreglo muy bien ayer. (¿Cómo se arregló ayer? Bien).

**Adjective or adverb?**

**Introduction**



Sprinters run **quickly**. They wake up **early in the morning** and train **hard all day**.

(Los velocistas corren rápidamente. Se despiertan temprano en la mañana y entrenan duro todo el día.)

Adverb usually describe verbs, adjectives, other adverbs or sentences.

An adverb can be one word (carefully) or a phrase (in the morning). Adverbs can describe **manner** (how) **place**, (where), **time** (when), **frequency** (how often), **degree** (to what extent) (hasta que punto).

Vicky: I like that song that Natasha sang.

Rachel: Yes, it’s a **nice** song. And she sang it **nicely**, too.

An adjective (**nice**) describes a noun (**song**) An adverb (**nicely**) describes a verb (**sang**).

The man had a quiet voice. The man spoke quietly.

Claire wears expensive clothes. Claire dresses expensively

The runners made a slow start. They started the race slowly.

We do NOT say ~~She sang it nice~~.

We can use adverbs in other ways. An adverb like **really** or **very** can be combined with an adjective (**hot**) o another adverb (**carefully**)

**It** was really hot in the sun. **Andrew** checked his work very carefully.

An adverb like **fortunately** or **perhaps** says something about the whole situation.

Fortunately **nothing** was stolen. Perhaps **Sarah** is working late.

* An adverb can be one **word** (carefully) or a **phrase** (in the park). Adverbs show **manner** (how), **place** (where), **time** (when), **frequency** (how often), etc.

Example:

HOW He drives carefully. (How does he drive? **Carefully**) adverb of manner.

WHERE Your coat is here. (Where is it? **Here**) adverb of place.

WHEN He left for Italy yesterday. (When did he leave? **Yesterday**) adverb of time.

HOW OFTEN He usually eats out. (How often does he eat out? **Usually**) adverb of frequency.

* Adverbs usually go after verbs.

He walks **slowly**.

* Adverb of frequency go **after** auxiliary verbs and the verb to be, but **before** main verbs.

He is **always** on time for appointments.

He has **never** visited Paris.

He **always** comes to work on time.

**FORMATION OF ADVERBS**

The -ly ending.

* We form man adverbs from an adjective + -ly.

polite**ly,** quick**ly,** safe**ly**.

* We do not leave out -e

Nice nic**ely**

* We usually form an adverb by adding -ly to the adjective.

dangerous dangerous**ly**

* Adjectives ending in -le drop the -e and take -y.

gent**le** gent**ly**

possib**le** possib**ly**

comfortab**le** comfortab**ly**

probab**le** probab**ly**

reasonab**le** reasonab**ly**

sensib**le** sensib**ly**

terrib**le** terrib**ly**

* Adjectives ending in consonant + y drop the -y and take -ily

eas**y** eas**ily**

luck**y** luck**ily**

angr**y** angr**ily**

happ**y** happ**ily**

heav**y** heav**ily**

* Adjectives ending in -ic =ically

Dramat**ic** dramatically

Automat**ic** automatically

Scientif**ic** scientifically

Exception: publ**ic** publicly

* Adjectives ending in -l take -ly.

wonderfu**l** wonderfu**lly**

Some adverbs are not formed according to the above rules. They have either a totally different form or the same form as the adjective.

|  |  |
| --- | --- |
| Adjective | Adverb |
| good | well |
| fast | fast |
| hard | hard |
| early | early |
| late | late |

**ORDER OF ADVERBS**

When there are two or more adverbs in the same sentence, they usually come in the following order.

|  |  |  |  |
| --- | --- | --- | --- |
|  | MANNER | PLACE | TIME |
|  | How | Where | When |
| He was studying | **hard** | **in his room** | **last night.** |

If there is a **Verb of Movement** or **Action verb** (go, come, leave, etc.) in the sentence, then the adverbs come in the following order:

|  |  |  |  |
| --- | --- | --- | --- |
|  | PLACE | MANNER | TIME |
|  | Where | How | When |
| She came | **home** | **by bus** | **yesterday.** |

**Exercises S: Write the adverbs of the adjectives in the list in the correct box.**

bad, quiet, impossible, easy, noisy, careful, horrible, lazy, simple

|  |  |  |
| --- | --- | --- |
| -ly | ~~le~~ = ly | Consonant + ~~y~~ =ily |
|  |  |  |
|  |  |  |
|  |  |  |

**Exercises T: Put the words from the list below into the correct column.**

good.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

nicely.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

well.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

monthly.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sadly.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

cheap.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tall.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

strongly.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

fast.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

cold.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

early.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

softly.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

wide.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

carefully.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

late.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

pretty.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

loudly.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hard.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

good, nicely, well, monthly, sadly, cheap, tall, strongly, fast, cold, early, softly, wide, carefully, late, pretty, loudly,hard

|  |  |  |
| --- | --- | --- |
| ADJECTIVE | ADVERB | ADJECTIVE AND ADVERB |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Exercises T: Put the adverbs from the list below into the correct box.

Sadly.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Quickly.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Here.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last month.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Always.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Slowly.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Somewhere.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tomorrow.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cheerfully.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Often.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last week.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sometimes.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anywhere.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sadly, quickly, here, last month, always, never, there, slowly, somewhere, tomorrow, cheerfully, often, now, last week, sometimes, anywhere

|  |  |
| --- | --- |
| How  (adverbs of manner) |  |
| Where  (adverb of place) |  |
| When  (adverb of time) |  |
| How often  (adverb of frequency) |  |

**Exercises T: Choose an appropriate adjective from the list, turn it into an adverb and put it in the correct sentence**.

Careless.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fluent.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proud.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Polite.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Happy.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Angry.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Heavy.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Serious.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Quick.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Careful.- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

careless, fluent, proud, polite, happy, angry, heavy, serious, quick, careful

1 The children were playing \_\_ \_\_\_\_\_\_\_\_\_

2 the man drove \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and crashed his car.

3 The teacher shouted \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because the students were making too much noise.

4 Jonathan speaks English \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 It was raining \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ yesterday, so we stayed indoors.

6 [The shop assistant placed the crystal vase \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the shelf.

7 I asked the man \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to help me cross the road.

8 Harry ran \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to catch the bus, but it had already left.

9 The actor who won the Academy Award was smiling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the stage.

10 He looked at me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and told me never to lie to him again.

Underline the correct word.

A: I’m going to the shops now.

B: Make sure you carry the eggs **careful** /**carefully**. Don’t break them.

A: I’m going to Alison’s house for dinner tonight.

B: You’ll enjoy it. Alison is very **good** / **well** cook.

A: Have you finished that puzzle already?

B: Yes, it was really **easy** / **easily**.

A: Mr. Jones shouted **angry** / **angrily** today.

B: I know. He was in a very **bad** / **badly** [mood] all day. (humor)

A: Your mother is always **cheerful** / **cheerfully**, isn’t she? (alegre)

B: Yes, she is always in a **well** /**good** mood.

Underline the correct word.

I organized a surprise party for my friend, Edith, las weekend. All the guests arrived early and waited **1**) **quiet/quietly** until Edith got there. When she walked through the door, we all **2) loud / loudly**. We went into the garden because it was a very **3) warm /warmly** day. The guests all gave Edith **4) nice/ nicely** presents and Edith thanked them **5) sincere / sincerely**. We danced **6) happily/happy** to the music and had a **7) wonderful / wonderfully** time. The party was **8) successful / successfully.**

Put the words in the correct order.

always / wake up/ I / early \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

by plane / we / to Spain / went \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

to work / she / ran / quickly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

every afternoon / sleeps / my dog / in the garden / peacefully \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

they / in the kitchen / quietly / were talking \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

all morning / happily / he / played / in his room \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

they / the street / carefully / crossed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

yesterday / by taxi / i / went / to work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

in winter / they/ never / go / to the beach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sometimes /takes / he / to the park / his children \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

<https://www.englisch-hilfen.de/en/exercises_list/adjektiv_adverb.htm>

Exercises:

Task: 1065 \_\_\_\_\_

Task: 1067 \_\_\_\_\_

Task: 1069 \_\_\_\_\_

Task: 1071 \_\_\_\_\_

Task: 1073 \_\_\_\_\_

Task: 1075 \_\_\_\_\_