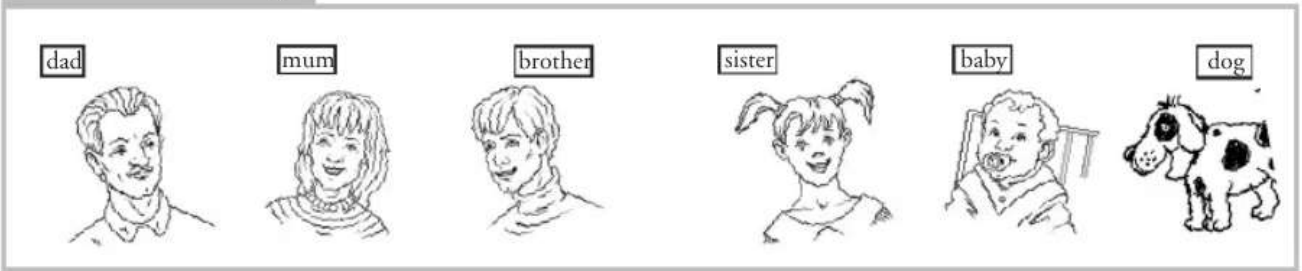
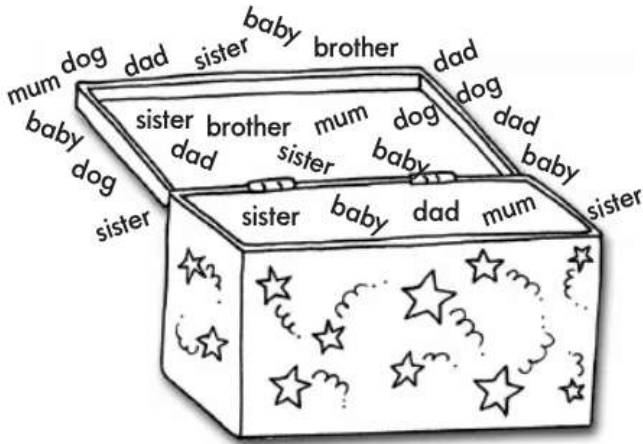


The Family





A. ¿Cuántas veces se repiten las palabras de abajo?





dad 5 mum
 brother sister
 baby dog


B. Mira los dibujos y rodea la palabra correcta.

1.  sister * baby * mum

2.  baby * brother * dad

3.  brother * sister * mum

4.  dad * brother * sister

5.  dad * mum * brother

C. Rodea la opción correcta según los dibujos.

1. David and Meg are brother and sister / dad and mum.



2. Spot is a baby / dog.



3. Judy is a mum / dad.



4. Tommy is a baby / dad.



5. Chris and Jessie are sisters / brothers.

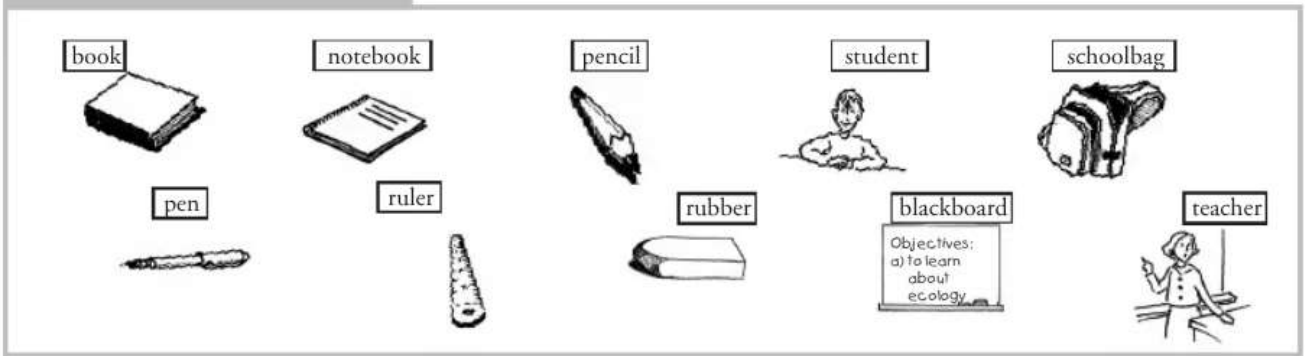


D. Busca en la sopa de letras las palabras que corresponden a los dibujos.

b	<u>b</u>	a	b	y	s
m	r	r	e	l	i
d	o	g	u	r	s
a	t	a	i	t	t
d	h	s	m	p	e
c	e	d	u	g	r
x	r	f	m	s	a



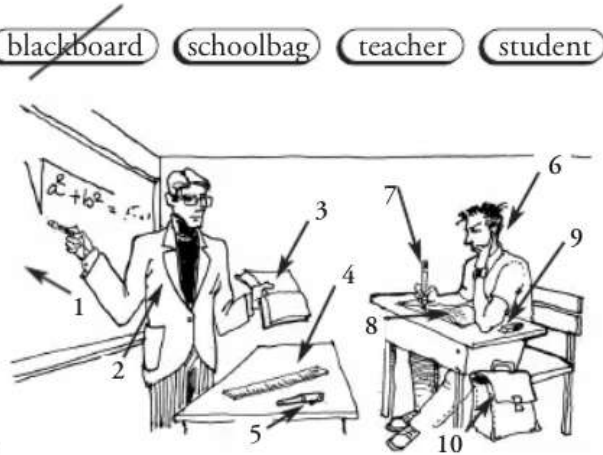
The Classroom



A. Relaciona las palabras con los dibujos.

book notebook pen pencil rubber ruler ~~blackboard~~ schoolbag teacher student


- | | |
|----------------------|-----------|
| 1. <u>blackboard</u> | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |



B. Rodea las palabras que hay a lo largo de la serpiente.

student blackboard book teacher pencils schoolbag rubber ruler pen notebook

C. Completa las frases de acuerdo con los dibujos.

Michael is a  1. student. He has got a



2. _____. Look at Michael's desk. There is a



3. _____, a



4. _____, a



5. _____ and a



6. _____.

There isn't a



7. _____ or a



8. _____.



D. Rodea los objetos que se pueden llevar en una mochila.

blackboard

rubber

teacher

notebook

dog

book

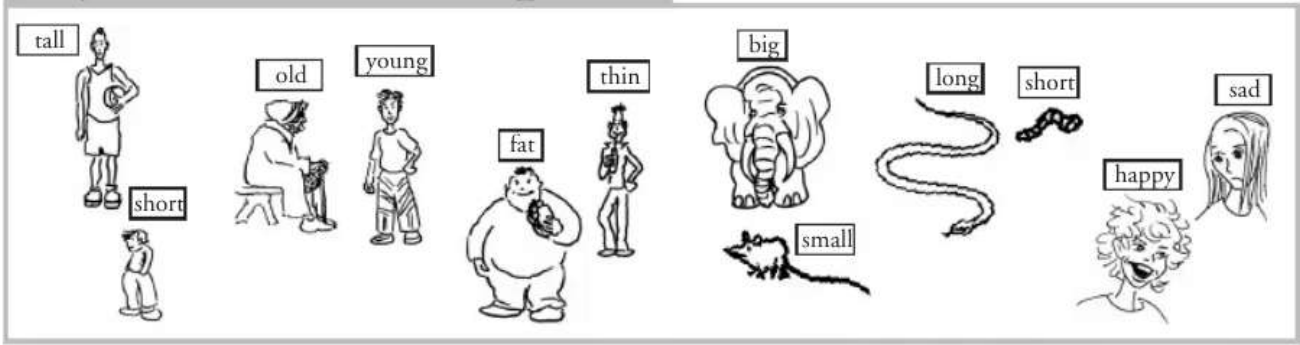
pen

sister

ruler



Adjectives of Description

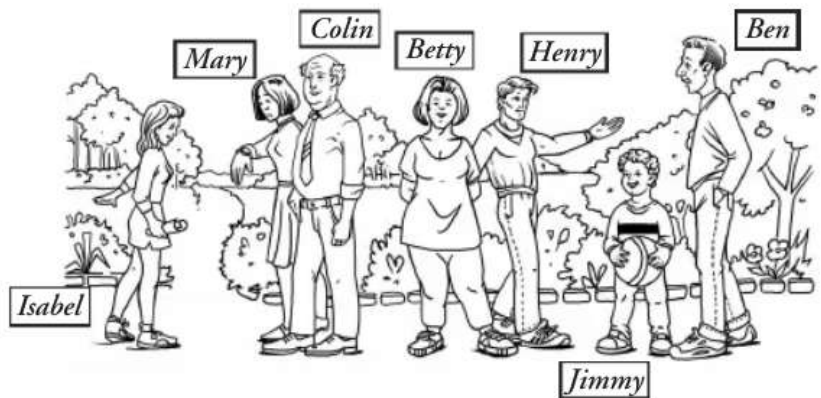


A. Rodea las palabras que sean adjetivos.

long happy sad pen purple short red old cat book
 sister tall small rubber school baby orange schoolbag young
 student brother big teacher fat blackboard thin ruler blue

B. Rodea el adjetivo correcto.

- Henry is short / long.
- Colin is young / old.
- Betty is fat / thin.
- Ben is tall / short.
- Isabel is old / young.
- Jimmy is big / small.
- Mary is sad / happy.



C. Busca y escribe el adjetivo opuesto.

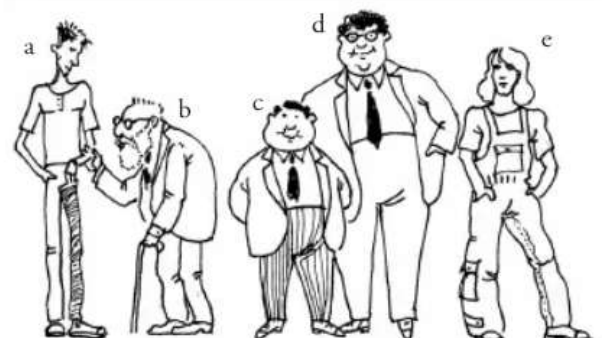
- tall — short
- old —
- fat —

d	b	a	e	r	t
s	m	a	l	l	h
h	a	p	p	y	i
o	l	o	n	g	n
r	l	f	g	t	p
t	y	o	u	n	g

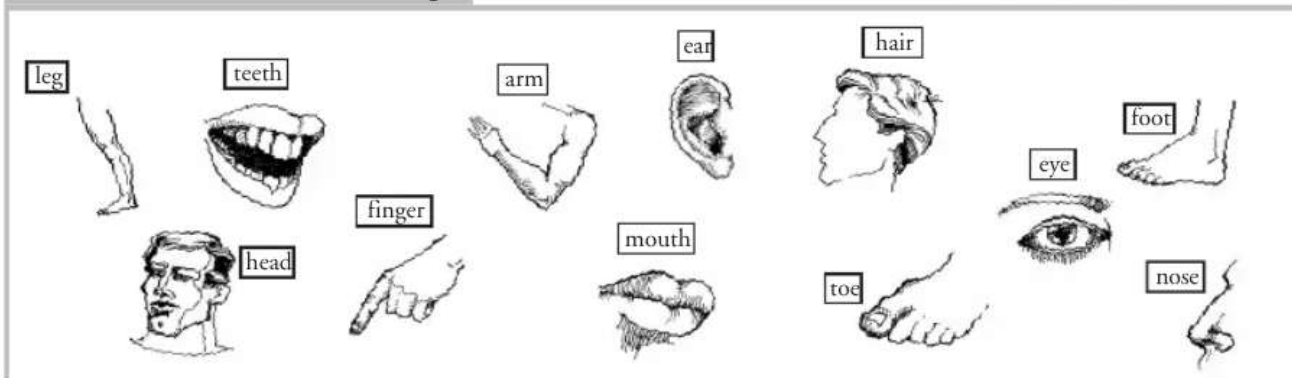
- sad —
- short —
- big —

D. ¿Quién soy? Relaciona a las personas del dibujo con la descripción correspondiente.






- d 1. Dan is tall and fat.
 ___ 2. Fred has got long hair. He is young.
 ___ 3. Robin is old.
 ___ 4. Tom is tall and thin.
 ___ 5. Raymond is short and fat.



Parts of the Body






A. Rodea la palabra correcta.


- 1.  nose * finger * leg
- 2.  teeth * foot * hair
- 3.  eye * arm * ear
- 4.  leg * mouth * toe
- 5.  hand * nose * head

B. ¿Qué está oculto? Escribe la palabra correcta debajo de cada dibujo.







- eyes ~~toes~~ hair hand

- 1. 
toes
- 2. 

- 3. 

- 4. 

C. Completa el rompecabezas para descubrir la palabra escondida.


1. 	1. <u>f</u> <u>o</u> <u>o</u> <u>t</u>	4. 
2. 	2. _____	5. 
3. 	3. _____	6. 
	4. _____	
	5. _____	
	6. _____	

The hidden word is: _____

D. Escribe las palabras en la columna correcta.


- ~~toe~~ ear
~~eye~~ leg
 hand hair
 mouth arm
 finger teeth
 nose foot

HEAD



eye

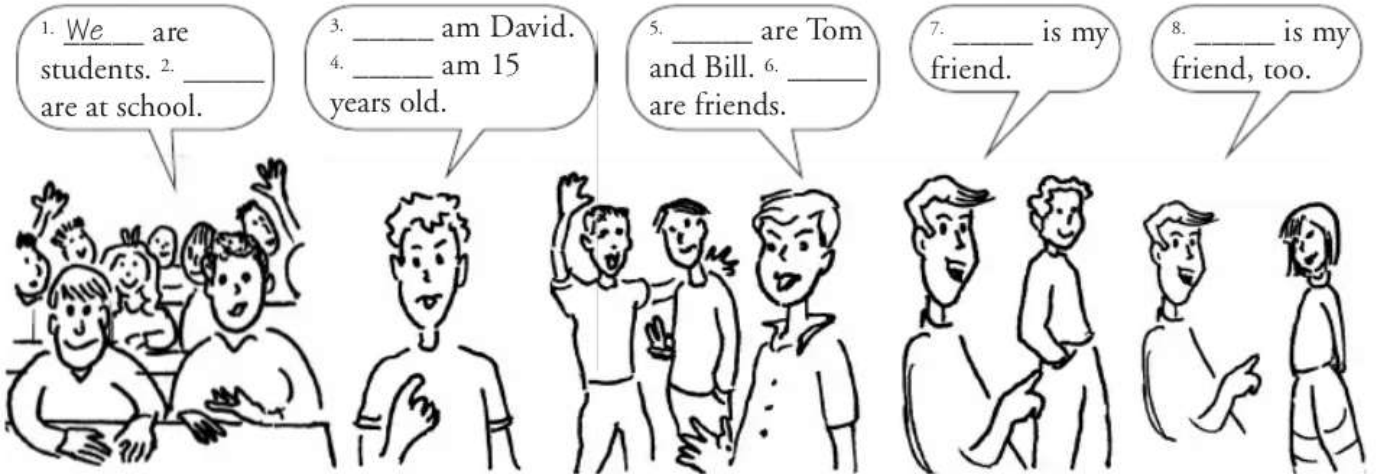
BODY



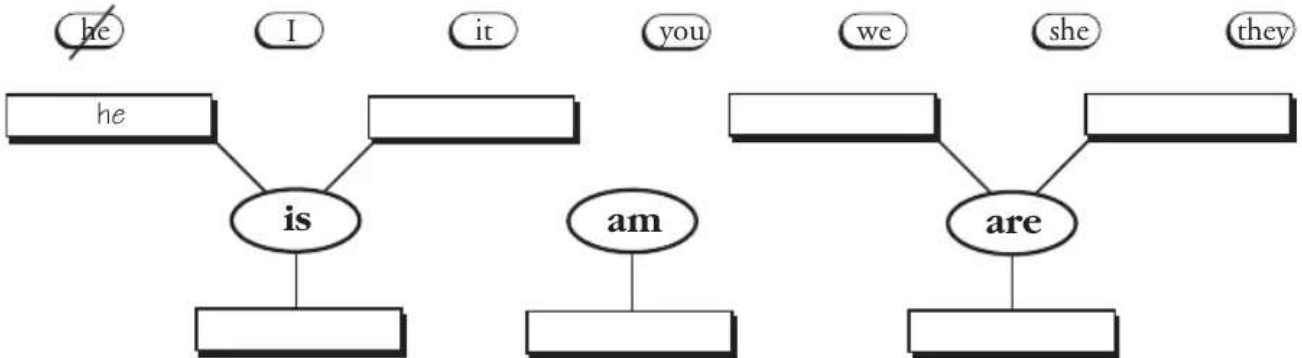
toe

I am / I'm	you are / you're	he is / he's she is / she's it is / it's	we are / we're you are / you're they are / they're
------------	------------------	--	--

A. Completa las frases con *I, he, she, we* o *they*.



B. Escribe cada pronombre en el recuadro adecuado.



C. Escribe oraciones uniendo palabras de las tres columnas.

He	is	a student.
They	is	my friends.
It	am	my brother.
I	are	a dog.

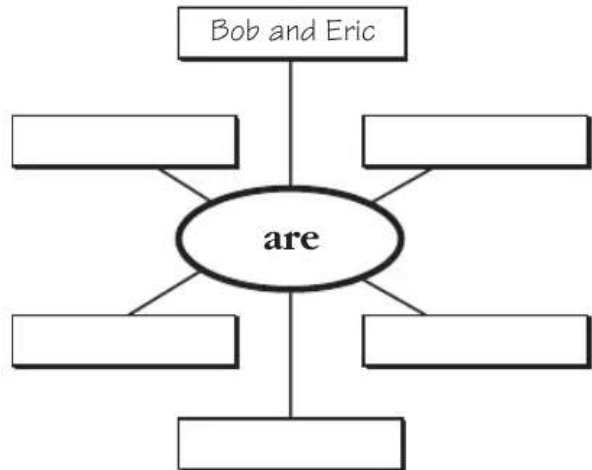
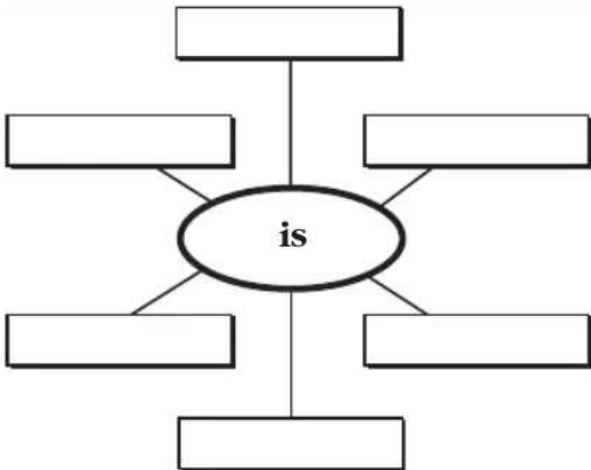
1. He is my brother.
2. _____
3. _____
4. _____

D. Relaciona las formas de la columna I con las formas contraídas de la columna II.

I	II
1. he is	___ a. I'm
2. we are	___ b. she's
3. she is	___ c. it's
4. they are	___ d. they're
5. you are	<u>1</u> e. he's
6. it is	___ f. we're
7. I am	___ g. you're

A. Escribe las palabras en el grupo correcto.

- Bob and Eric
 the baby
 Sarah
 the dog
 Sarah and I
 you and Mike
 my mother
 they
 my sister
 Jane and Carol
 he
 the boys



B. Completa las oraciones con *am, is* o *are*.

- Tommy is a baby.
- Sue and I _____ students.
- Mike and David _____ brothers.
- I _____ a student.
- Lisa _____ my mother.

C. Completa las frases utilizando las formas contraídas *They're, We're, He's, She's* o *It's*.

- Tom is a boy. He's 14 years old.
- The dog is big. _____ black.
- The boys are at school. _____ in the classroom.
- My brother and I are in the park. _____ happy.
- Julia is 15 years old. _____ my friend.

D. Relaciona las frases del ejercicio C con los dibujos.

a



b



c



d



e

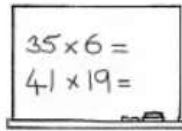


<i>I am not / I'm not</i>	<i>Am I?</i>	<i>Yes, I am. / No, I'm not.</i>
<i>you are not / you aren't</i>	<i>Are you?</i>	<i>Yes, you are. / No, you aren't.</i>
<i>he is not / he isn't</i>	<i>Is he?</i>	<i>Yes, he is. / No, he isn't.</i>
<i>she is not / she isn't</i>	<i>Is she?</i>	<i>Yes, she is. / No, she isn't.</i>
<i>it is not / it isn't</i>	<i>Is it?</i>	<i>Yes, it is. / No, it isn't.</i>
<i>we are not / we aren't</i>	<i>Are we?</i>	<i>Yes, we are. / No, we aren't.</i>
<i>you are not / you aren't</i>	<i>Are you?</i>	<i>Yes, you are. / No, you aren't.</i>
<i>they are not / they aren't</i>	<i>Are they?</i>	<i>Yes, they are. / No, they aren't.</i>

A. Mira los dibujos y rodea la opción correcta.



1. It (is) / isn't a book. 2. It is / isn't a pencil.



3. It is / isn't a rubber. 4. It is / isn't a blackboard.

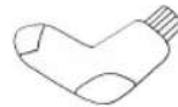


5. It is / isn't a notebook.

B. Rodea la forma correcta del verbo para completar las preguntas.

- _____ Dan and Mary students?
a. Is (b.) Are
- _____ Jane a teacher?
a. Is b. Are
- _____ this a yellow pencil?
a. Is b. Are
- _____ Jane and David brother and sister?
a. Is b. Are
- _____ I happy?
a. Is b. Am

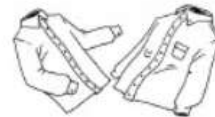
C. Observa los dibujos y rodea la respuesta correcta.



- Is it a sock?
(Yes, it is.) / No, it isn't.
- Are they shoes?
Yes, they are. / No, they aren't.



- Are we in the classroom?
Yes, we are. / No, we aren't.
- Is he the teacher?
Yes, he is. / No, he isn't.



- Are they trousers?
Yes they are. / No, they aren't.

D. Responde las preguntas con información cierta utilizando respuestas breves.

- Are you 11 years old?

- Are you a student?

- Is your teacher a man?

- Are your shoes red?

- Is your shirt blue?

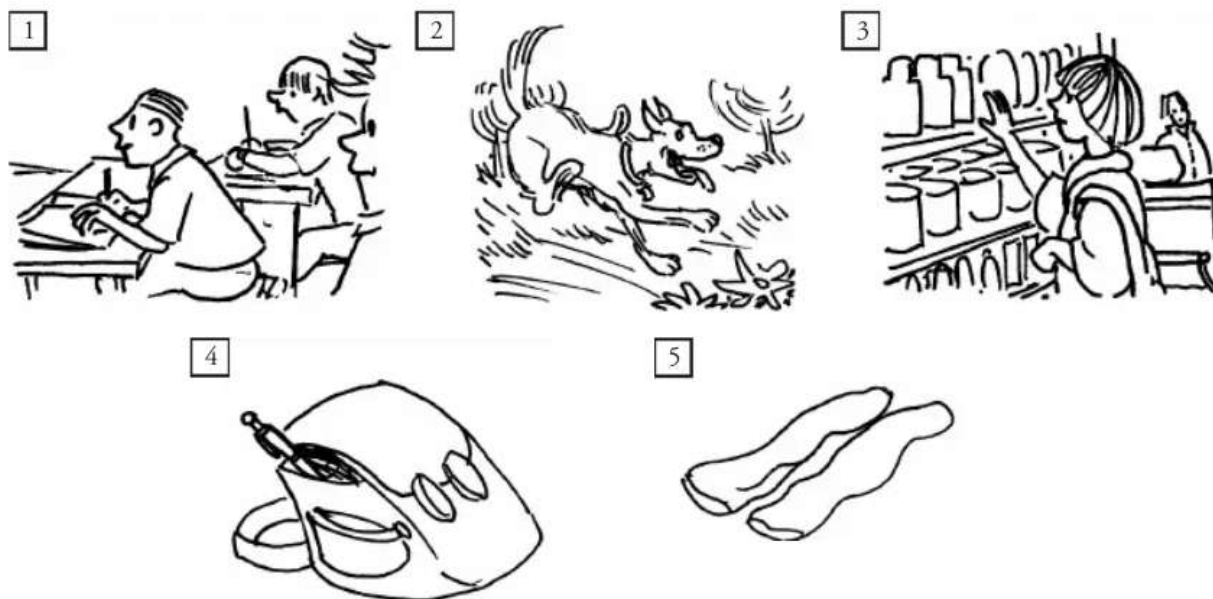
A. Ordena las palabras correctamente para formar oraciones completas.

1. my friend / happy / isn't My friend isn't happy.
2. isn't / my schoolbag / green _____
3. brown / books / aren't / the _____
4. a / am not / teacher / I _____
5. aren't / we / students _____

B. Escribe preguntas ordenando las palabras de abajo. No olvides poner el signo de interrogación al final.

1. the students / in the classroom / are Are the students in the classroom?
2. the dog / is / in the house _____
3. is / mum / at home _____
4. the pen / in the schoolbag / is _____
5. the socks / are / black _____

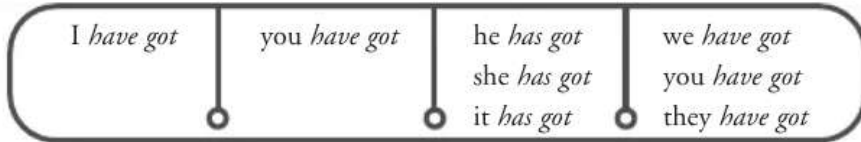
C. Responde las preguntas del ejercicio B de acuerdo con los dibujos, utilizando respuestas breves.



1. Yes, they are.
2. _____
3. _____
4. _____
5. _____

D. Rodea la opción correcta de acuerdo con los dibujos del ejercicio C.

1. The students are / aren't at home.
2. The dog is / isn't in the park.
3. Mum is / isn't in the classroom.
4. The pen is / isn't in a book.
5. The socks are / aren't white.



A. Rodea la opción correcta.

1. She hasn't got / *haven't got* long hair.
2. They *hasn't got* / *haven't got* pencils.
3. We *hasn't got* / *haven't got* a dog.
4. It *hasn't got* / *haven't got* a ball.
5. I *hasn't got* / *haven't got* blue eyes.

B. Relaciona las frases con el dibujo correcto.

a.



- 1. She has got long hair.
- 2. He has got a pencil.
- 3. He hasn't got a book.
- 4. She hasn't got trousers.

b.



- 5. They have got trainers.
- 6. He has got a hat.
- 7. They have got short hair.
- 8. She has got a short skirt.

C. Ordena las palabras correctamente para formar oraciones completas.

1. have got / we / pencils
We have got pencils.
2. eyes / has got / she / blue

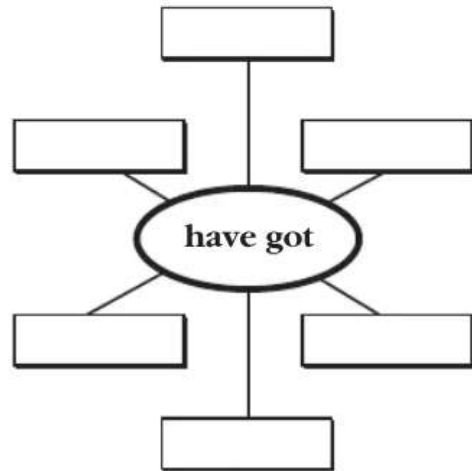
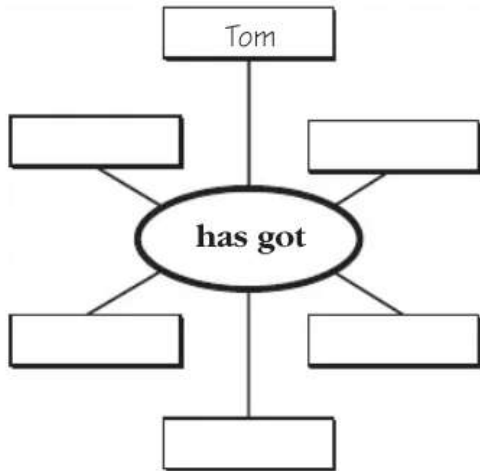
3. dog / they / a / have got

4. big / has got / a / he / brother

5. four / it / has got / legs

A. Escribe las siguientes palabras en el recuadro adecuado.

- Tom
 the girls
 Jane and I
 the dog
 the boy
 you and David
 Sarah and Bob
 the pen
 the books
 Lisa
 I
 the book

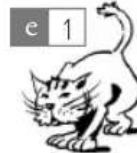


B. Relaciona cada frase con el dibujo correcto.

- It has got two small ears. a
- It has got a long nose. b
- They have got long legs. c
- It has got big eyes. d
- They have got short legs. e



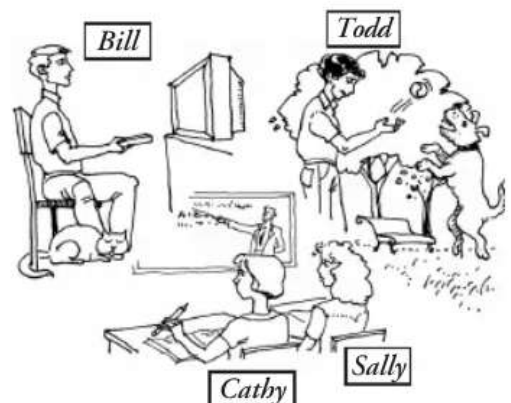
d



C. Completa las oraciones con *has got* o *have got*. Luego mira el dibujo y pon un tick (✓) en la casilla T (*True* = verdadero) o en F (*False* = falso).

- Bill has got a cat.
- Todd _____ a cat.
- Cathy and Sally _____ shirts.
- Cathy _____ a pencil.
- Bill and Todd _____ trousers.

T	F
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



D. Rodea la opción correcta.

- Sarah is / *has got* my sister.
- Jack *is* / *has got* big ears.
- Lisa and Bob *are* / *have got* a dog.
- I *am* / *have got* at home.
- The dog *is* / *has got* four legs.

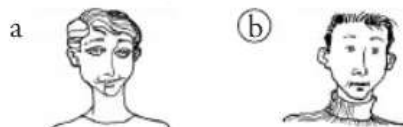
I <i>haven't got</i>	<i>Have I got?</i>	Yes, I <i>have</i> . / No, I <i>haven't</i> .
you <i>haven't got</i>	<i>Have you got?</i>	Yes, you <i>have</i> . / No, you <i>haven't</i> .
he <i>hasn't got</i>	<i>Has he got?</i>	Yes, he <i>has</i> . / No, he <i>hasn't</i> .
she <i>hasn't got</i>	<i>Has she got?</i>	Yes, she <i>has</i> . / No, she <i>hasn't</i> .
it <i>hasn't got</i>	<i>Has it got?</i>	Yes, it <i>has</i> . / No, it <i>hasn't</i> .
we <i>haven't got</i>	<i>Have we got?</i>	Yes, we <i>have</i> . / No, we <i>haven't</i> .
you <i>haven't got</i>	<i>Have you got?</i>	Yes, you <i>have</i> . / No, you <i>haven't</i> .
they <i>haven't got</i>	<i>Have they got?</i>	Yes, they <i>have</i> . / No, they <i>haven't</i> .

A. Rodea la forma correcta del verbo.

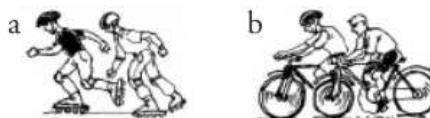
- Jane hasn't got / *haven't got* a black jacket.
- The dog *hasn't got* / *haven't got* my shoe.
- My friends *hasn't got* / *haven't got* cats or dogs.
- His teacher *hasn't got* / *haven't got* the book.
- Sam and Rob *hasn't got* / *haven't got* green eyes.
- The students *hasn't got* / *haven't got* a new teacher.

B. Completa las oraciones con *hasn't got* o *haven't got* y rodea el dibujo correcto.

1. Dan hasn't got big eyes.



2. The boys _____ bicycles.



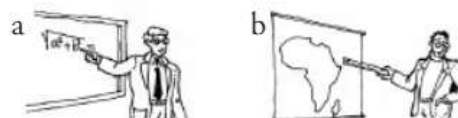
3. Laura _____ long hair.



4. Polly and Frances _____ short skirts.



5. The teacher _____ a ruler.



C. Rodea la respuesta correcta.

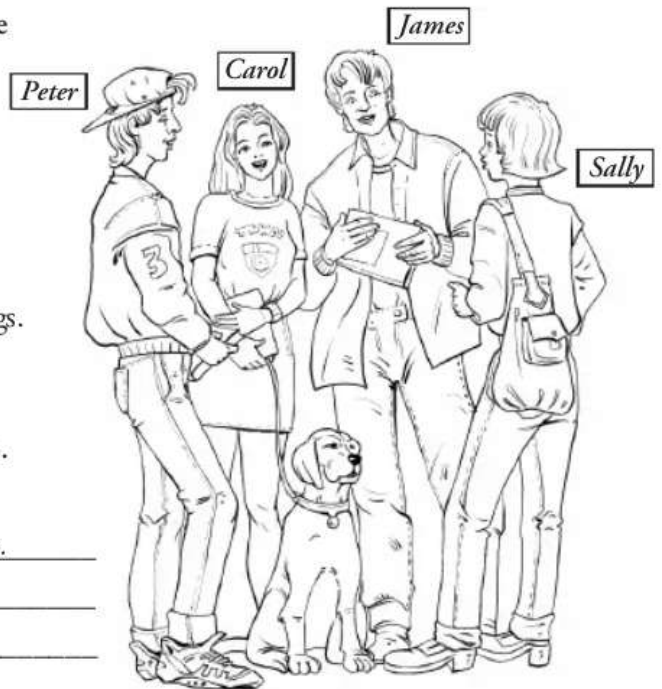
- Have you got a sister? *Yes, I have.* / *No, I haven't.*
- Have you got green eyes? *Yes, I have.* / *No, I haven't.*
- Have your friends got bicycles? *Yes, they have.* / *No, they haven't.*
- Has your family got a dog? *Yes, we have.* / *No, we haven't.*

A. Completa las preguntas utilizando *Has got* o *Have got* y luego respóndelas.

1. Has he got a dog?
No, he hasn't.
2. _____ you _____ a pen?
Yes, _____.
3. _____ the dog _____ two legs?
No, _____.
4. _____ they _____ brown legs?
Yes, _____.
5. _____ Sue and I _____ a dog?
Yes, _____.
6. _____ the girl _____ a white ruler?
Yes, _____.
7. _____ I _____ long hair?
No, _____.

B. Completa las frases con la forma correspondiente de *have got* según el dibujo.

1. Peter has got a hat.
2. James and Peter _____ trousers.
3. Sally _____ a dog.
4. Peter _____ a jacket.
5. Carol and James _____ schoolbags.
6. Carol _____ short hair.



C. Responde las preguntas de acuerdo con el dibujo. Utiliza respuestas breves.

1. Has Peter got long hair? Yes, he has.
2. Has Carol got a cat? _____
3. Have Sally and Peter got trousers? _____
4. Has James got a book? _____
5. Have Carol and James got hats? _____

D. Rodea la forma correcta del verbo *have got* en cada frase.

1. Debbie (has got) / *have got* long hair.
2. Bill *hasn't got* / *haven't got* a red shirt.
3. *Has* / *Have* the boys got bicycles?
4. Bridget *hasn't got* / *haven't got* two sisters.
5. The teacher *has got* / *haven't got* a book.
6. *Has* / *Have* Carl got a brother?