

# Pre-intermediate

## Students' Book

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aClingua



Este curso ha sido diseñado para quienes desean continuar el estudio del idioma inglés con una base más sólida, poniendo en práctica las cuatro habilidades principales (listening, speaking, reading, writing), siempre usando un enfoque funcional, es decir, basándonos en el uso real del idioma. Parte de conceptos básicos como el presente y el pasado simple, los cuales son esenciales para que puedas comunicarte, introduciendo estructuras más complejas de manera progresiva; esto es esencial, ya que no debes saturarte de contenidos. Debes tener en cuenta que *estudiar un contenido una sola vez no es suficiente*, necesitas de *repaso* y *refuerzo constante* durante un periodo de tiempo significativo. No debes abandonar las estructuras que vayas aprendiendo, ya que de allí parte la adquisición del idioma. Puedes realizar los ejercicios las veces que desees. Es muy importante que internalices el vocabulario y los temas, y que los pongas en práctica día a día.

¡Éxitos!

Equipo ACLingua

## Tipos de Palabras

- **Artículo** (*article*). Identifica a un sustantivo. Puede ser definido (el, la, los, las) o indefinido (un, una, unos, unas). Ejemplo: **La** casa tiene **un** portada jardín grande.
- **Sustantivo** (*noun*). Nombra a una persona (Pedro, Camila), seres vivos (conejo, pájaro), lugar (bar, parque, banco), cosa (silla, bolígrafo), idea (libertad, felicidad). Ejemplo: La **mascota** de **Pedro** es un **conejo**.
- **Pronombre Personal** (*personal pronoun*). Se usa en lugar de un sustantivo (yo, tú, él, ella, usted, ustedes, nosotros, nosotras, ellos, ellas). Ejemplo: **Él** es mi papá y **ella** es mi mamá.
- **Adjetivo** (*adjective*). Actúa como modificador de un sustantivo o atributo (amarillo, pequeño, inteligente, europeo, barato, complicado). Ejemplo: La oficina **grande** no es **amarilla**.
- **Verbo** (*verb*). Indica acción o estado (estar, venir, tomar, aprender, motivar). Ejemplo: Mis papás **están** ocupados, pero **vendrán** más tarde.
- **Adverbio** (*adverb*). Modifican verbos, adjetivos u otros adverbios (muy, demasiado, acá, lentamente, hoy, mañana). Ejemplo: Llegué **demasiado** temprano. Tuve que esperar **pacientemente**.

- **Preposición** (*preposition*). Muestra la relación entre un nombre o pronombre y otra parte de la oración (contra, desde, según, sin, a, hacia, hasta, en, entre).  
Ejemplo: Diana viajó **a** Cali **para** participar **en** un concurso **de** belleza.
- **Conjunción** (*conjunction*). Conecta palabras, frases y cláusulas dentro de las oraciones (y, o, pero, que, porque). Ejemplo: Fabio **y** Carolina no vinieron **porque** están muy cansados.
- **Interjección** (*interjection*). Se usa para expresar emoción repentina. Funciona como oración independiente con significado completo (hey, ¿ah, sí?, ah bueno, ay). Ejemplo: ¡**Ah!**, tú eras el que no paraba de reírse durante la reunión.

**Nota:** es importante manejar estos términos en nuestro propio idioma para así ubicarnos más fácilmente al recibir ciertas explicaciones.



UNIT

**Pre-intermediate**

Students' **Book**

Talking about the  
things you do



## 1. Conjugate the following verbs into the third person singular.

- |          |       |           |       |           |       |
|----------|-------|-----------|-------|-----------|-------|
| 1. Want  | _____ | 6. Finish | _____ | 11. Steal | _____ |
| 2. Wash  | _____ | 7. Go     | _____ | 12. Catch | _____ |
| 3. Study | _____ | 8. Buy    | _____ | 13. Stay  | _____ |
| 4. Have  | _____ | 9. Kiss   | _____ | 14. Enjoy | _____ |
| 5. Start | _____ | 10. Run   | _____ | 15. Do    | _____ |

## 2. Complete the sentences with the correct verb conjugation.

- Laura \_\_\_\_\_ to travel to Kentucky immediately (need / needs).
- My parents \_\_\_\_\_ on Big Garden Avenue (live / lives).
- I usually \_\_\_\_\_ two weeks there during Christmas (spend / spends).
- She never \_\_\_\_\_ her uniform properly (wear / wears).
- Carl \_\_\_\_\_ of becoming a professional baseball player (dream / dreams).

## 3. Turn the sentences into negative.

- My father wants to go to the shopping center.

\_\_\_\_\_

- They believe in ghosts and stuff like that.

\_\_\_\_\_

- I think you understand what's going on.

\_\_\_\_\_

- Karen usually has dinner at home.

\_\_\_\_\_

- The computer works properly.

\_\_\_\_\_

#### 4. Read the following text and answer the questions below.



Tiffany is a psychology major at Georgetown University in Washington, D.C. On weekdays, she always **gets up** at about 7 o'clock. She **takes a shower** and then she **has breakfast** with her roommate. After breakfast, she **brushes her teeth** and **gets dressed**. She **goes to university by bicycle** at 8:30 and she **starts class** at 9 o'clock.

She usually **has lunch** at about 1:30. She **has a sandwich and some fruit** in the cafeteria. She **goes back** home at 5 o'clock and **gets ready** for swim practice. She usually **has dinner** at about 7 o'clock and then she **has a cup of tea** to relax. In the evening, she **watches television** or sometimes she **listens to** the radio. She **likes** listening to music. She usually **gets in bed** at about 11:30. Then, she **reads a book** for about half an hour. She **goes to sleep** at midnight.

→ What is this text about? Tick (✓) one box.

What Tiffany does every day.

What Tiffany likes doing in her free time.

→ Circle TRUE or FALSE.

- |   |      |       |
|---|------|-------|
| 1. Tiffany gets up at seven o'clock.          | True | False |
| 2. She has a shower in the morning.           | True | False |
| 3. She goes to university by bus.             | True | False |
| 4. She picks up her daughter after work.      | True | False |
| 5. She likes listening to music on the radio. | True | False |
| 6. She goes to bed at eleven o'clock.         | True | False |

Answer the questions.

7. Who does she have breakfast with?

---

8. Where does she go to school?

---

9. Where does she have lunch?

---

10. What does she have for lunch?

---

**5. Amanda is talking about what she does every day. Listen and circle the correct answer.**

**1. Where does she live?**

- a) Santa Barbara, California
- b) San Diego, California

**2. What time does she usually wake up?**

- a) 6:30
- b) 7:30

**3. What does she do before getting ready for school?**

- a) She takes her dogs for a walk.
- b) She feeds her dogs.

**4. What time do her classes start?**

- a) 8:30
- b) 3:30

**5. What does she do after school?**

- a) She chats with her friends.
- b) She plays video games.

**6. What does she do after dinner?**

- a) She finishes her homework and watches TV.
- b) She helps her brother do the dishes.



**6. Listen again and complete the sentences with the words below.**

get	usually	ready	weekday	dressed
from	do	finish	never	

1. Here's what I do on a typical \_\_\_\_\_.
2. In the morning, I \_\_\_\_\_ wake up at 7:30.
3. I \_\_\_\_\_ up and feed my dogs.
4. After that, I get \_\_\_\_\_ for school.
5. I wash my face, have breakfast, brush my teeth, and get \_\_\_\_\_.
6. I study from \_\_\_\_\_ 8:30 to 3:30.
7. After school, I exercise, \_\_\_\_\_ homework, and text with my friends.
8. After dinner, I \_\_\_\_\_ my homework and then watch some TV before going to bed.
9. My days are \_\_\_\_\_ exactly the same, but that's what I usually do on weekdays.



8. Match the pictures with their correct names.

fruit salad    cheeseburger    vegetables    cheese and crackers    ice cream    pasta  
 (french) fries    roast chicken    sausages    tomato soup    omelette    grilled fish



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**9. Listen to two people ordering at a restaurant and decide whether the statements are true or false.**

- |   |             |              |
|---|-------------|--------------|
| 1. The customers want two tables.                               | <b>True</b> | <b>False</b> |
| 2. There are two customers eating together.                     | <b>True</b> | <b>False</b> |
| 3. The two customers order the same starter.                    | <b>True</b> | <b>False</b> |
| 4. Both customers order the Thai chicken for their main course. | <b>True</b> | <b>False</b> |
| 5. The customers order cold drinks.                             | <b>True</b> | <b>False</b> |
| 6. Both customers order a dessert.                              | <b>True</b> | <b>False</b> |

**10. Listen again and fill in the blanks with a word from the box.**

<b>sparkling</b>	<b>like</b>	<b>ready</b>	<b>for</b>	<b>have</b>	<b>would</b>	<b>starter</b>
------------------	-------------	--------------	------------	-------------	--------------	----------------

- A table \_\_\_\_\_ two, please.
- Are you \_\_\_\_\_ to order?
- What would you like for your \_\_\_\_\_?
- I'd \_\_\_\_\_ French onion soup, please.
- What \_\_\_\_\_ you like to drink?
- I'll \_\_\_\_\_ a fresh orange juice.
- I'd like some \_\_\_\_\_ water, please.

**11. Read the text and fill in the blanks using the words in the boxes.**

calories	know	eating	recommended
day	right	probably	

Chances are you already \_\_\_\_\_<sup>1</sup> that \_\_\_\_\_<sup>2</sup> too much sugar isn't good for you. Yet you're \_\_\_\_\_<sup>3</sup> still overdoing it. Americans average about 270 calories of sugar each \_\_\_\_\_<sup>4</sup>, that's about 17 teaspoons a day, compared to the \_\_\_\_\_<sup>5</sup> limits of about 12 teaspoon per day or 200 \_\_\_\_\_<sup>6</sup>. Crazy, \_\_\_\_\_<sup>7</sup>?

sauce	labels	easy	called	sources
-------	--------	------	--------	---------

Sugary drinks, candy, baked goods, and sweetened dairy are the main \_\_\_\_\_<sup>8</sup> of added sugar. But even savory foods, like breads, tomato \_\_\_\_\_<sup>9</sup>, and protein bars, can have sugar, making it all too \_\_\_\_\_<sup>10</sup> to end up with a surplus of the sweet stuff. To complicate it further, added sugars can be hard to spot on nutrition \_\_\_\_\_<sup>11</sup> since they can be listed under a number of names, such as corn syrup, agave nectar, palm sugar, cane juice, or sucrose.

No matter what it's \_\_\_\_\_<sup>12</sup>, sugar is sugar, and in excess, it can negatively affect your body in many ways.

**12. Read the definitions and write the corresponding idioms in the space next to them.**

1. Something very easy to do \_\_\_\_\_
2. A difficult person \_\_\_\_\_
3. To be crazy about sth or sb \_\_\_\_\_
4. A person who is adored by someone \_\_\_\_\_
5. To want more than your fair share \_\_\_\_\_
6. To make things more exciting \_\_\_\_\_
7. To reveal the truth \_\_\_\_\_
8. A cup of coffee \_\_\_\_\_
9. Something you don't enjoy very much \_\_\_\_\_
10. To be upset about sth that can't be changed \_\_\_\_\_
11. A very intelligent person \_\_\_\_\_
12. To earn the income \_\_\_\_\_
13. Silly or embarrassing \_\_\_\_\_
14. Simply put, in few words \_\_\_\_\_
15. To risk everything, rely on one thing \_\_\_\_\_

**13.** Write the correct name for each of the means of transportation.

airplane train ship subway bicycle taxi motorcycle boat bus



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**14.** Translate the following verb phrases.

1. montar bicicleta \_\_\_\_\_

5. tomar el tren \_\_\_\_\_

2. ir en carro \_\_\_\_\_

6. viajar en barco \_\_\_\_\_

3. ir a pie \_\_\_\_\_

7. viajar en avión \_\_\_\_\_

4. tomar un taxi \_\_\_\_\_

8. tomar el metro \_\_\_\_\_

**15. Match the words with the correct definition and write a - d next to the numbers 1 - 4.**

1. \_\_\_\_\_ depart      a) To reach a place, especially at the end of a trip.
2. \_\_\_\_\_ arrive      b) The time a trip takes from start to end.
3. \_\_\_\_\_ duration      c) To go away or leave, especially at the start of a trip.
4. \_\_\_\_\_ platform      d) The place in a train station to get on your train.

**16. Translate the sentences into English.**

1. ¿A qué hora sale el tren?

---

2. Mis vecinos no tienen carro.

---

3. ¿Por qué no puedo llevar más de una maleta?

---

4. No entiendo cuál es el problema. Aquí está el boleto.

---

5. No puedo perder tiempo, mi avión sale en una hora.

---

6. Señor, necesito llegar al aeropuerto cuanto antes.

---

7. Tengo un vuelo de conexión a Brasil en menos de media hora.

---

8. ¿Puede decirme dónde queda esta plataforma?

---

9. ¿Por qué no te vas en el próximo vuelo a Dallas?

---

10. No olvides reclamar tu equipaje tan pronto te bajes del avión.

---



**17. Read the passage and answer the questions.**

An ultralight airplane is very different from a conventional airplane. It looks like a lawn chair with wings, weighs no more than 254 pounds, flies up to 60 miles an hour, and carries about 5 gallons of fuel. Most ultralights are sold as kits and take about 40 hours to assemble. Flying an ultralight airplane is so easy that a pilot with no

experience can fly one. Accidents are rarely fatal or even serious because the ultralight lands so slowly and gently and carries very little fuel. Some models now have parachutes attached, while others have parachute packs which pilots can wear.

**1. According to the passage, pilots...**

- A) prefer to fly with ultralights rather than with regular aircraft
- B) can weigh up to 250 pounds, depending on the model of the ultralight airplane
- C) don't think that their ultralight airplanes are simple to use
- D) are reluctant to put their ultralights together
- E) don't need a special training to fly an ultralight airplane

**2. We learn from the passage that an ultralight airplane...**

- A) provides the only opportunity to fly affordably
- B) doesn't fly very well if it weighs less than 254 pounds
- C) is inexpensive but difficult to fly
- D) can be put together in a short time
- E) is only permitted to be used for private recreational flying

**3. It is pointed out in the reading that..**

- A) there is more risk involved in flying ultralight airplanes than in flying general aviation aircraft
- B) ultralight airplanes can remain airborne for more than an hour
- C) the risk of injury to a passenger in an ultralight airplane is very low
- D) the gear an ultralight airplane carries can be more fragile than traditional equipment
- E) people who fly ultralights don't need a license

**18. Read this train timetable and circle TRUE or FALSE for each sentence.**

<b>UK TRAINS mini-timetable</b>					
Departs	From	To	Arrives	Duration	Changes
10:43	Oxford Platform 1	London Paddington Platform 11	11:54	1h 11m	1
11:01	Oxford Platform 1	London Paddington Platform 2	11:59	58m	0
11:07	Oxford Platform 1	London Paddington Platform 3	12:14	1h 07m	1
11:16	Oxford Platform 1	London Paddington (PAD) Platform 4	12:23	1h 07m	1

  

<b>UK TRAINS</b>		
CLASS	TICKET TYPE	PASSENGER TYPE
<b>STD</b>	<b>RETURN</b>	<b>ADULT</b>
DATE VALID	TICKET NUMBER	
<b>22 JULY 2012</b>	<b>124466 9001273</b>	
FROM	PRICE	
<b>OXFORD (OXF) ##</b>	<b>£22.50</b>	
TO		
<b>LONDON (all stations) ##</b>		

- |   |             |              |
|---|-------------|--------------|
| 1. The ticket is for trains to Oxford.                            | <b>TRUE</b> | <b>FALSE</b> |
| 2. All trains leave from platform 1.                              | <b>TRUE</b> | <b>FALSE</b> |
| 3. The first train leaves Oxford at 10:43.                        | <b>TRUE</b> | <b>FALSE</b> |
| 4. The 10:43 train from Oxford takes 58 minutes to get to London. | <b>TRUE</b> | <b>FALSE</b> |
| 5. You don't have to change trains if you take the 11:01 train.   | <b>TRUE</b> | <b>FALSE</b> |
| 6. The 11:16 train from Oxford arrives in London on platform 3.   | <b>TRUE</b> | <b>FALSE</b> |
| 7. The ticket is for a single journey only.                       | <b>TRUE</b> | <b>FALSE</b> |
| 8. With this ticket, you can go to any station in London.         | <b>TRUE</b> | <b>FALSE</b> |

**19.** With the same information from the timetable, complete the gaps with a number from the box.

58	12:14	11:16	1	22	22.50
----	-------	-------	---	----	-------

1. This ticket is for July \_\_\_\_\_nd only.
2. The ticket costs £\_\_\_\_\_.
3. The 11:07 train from Oxford arrives in London at \_\_\_\_\_.
4. The 11:01 train from Oxford takes \_\_\_\_\_ minutes.
5. All trains from Oxford leave from platform \_\_\_\_\_.
6. The train at London Paddington platform 4 left Oxford at \_\_\_\_\_.

**20.** Finally, underline the correct option to complete these sentences.

1. The 10:43 train from Oxford takes **58 minutes / 1 hour 7 minutes / 1 hour 11 minutes**.
2. The 11:01 train from Oxford is the **slowest / fastest** train.
3. The 11:01 train from Oxford arrives **before midday / after midday**.
4. The 11:07 train from Oxford arrives at **platform 11 / platform 2 / platform 3 / platform 4**.
5. The 10:43 train from Oxford is the **slowest / fastest**.
6. The 11:16 train from Oxford takes **under 1 hour / exactly 1 hour / over 1 hour**.

**21.** Match the vocabulary with the correct definition and write a – d next to the number 1 – 4.

- |                            |   |
|----------------------------|---|
| 1. _____ platform          | a) Small piece of paper to allow you to use a train or bus. |
| 2. _____ ticket            | b) The place where people get on and get off trains.        |
| 3. _____ one-way ticket    | c) A ticket to travel to a place, but not to travel back.   |
| 4. _____ round-trip ticket | d) A ticket to travel to a place and back again.            |

**22.** Listen to five different conversations at a train station and write the city where every speaker wants to go.

Edmonton	Toronto	Montreal	Vancouver	Winnipeg
----------	---------	----------	-----------	----------

**Track 1**

The speaker wants to go to \_\_\_\_\_

**Track 2**

The speaker wants to go to \_\_\_\_\_

**Track 3**

The speaker wants to go to \_\_\_\_\_

**Track 4**

The train is going to \_\_\_\_\_

**Track 5**

The passengers want to go to \_\_\_\_\_

**23.** Listen again and write the correct answer to these questions.

1. Which platform does the 11:15 train to Vancouver leave from?

\_\_\_\_\_

2. How much is a one-way ticket to Toronto?

\_\_\_\_\_

3. Which platform does the 10:30 train to Toronto leave from?

\_\_\_\_\_

4. Which train is arriving at platform 1?

\_\_\_\_\_

5. What time is the train back to Edmonton?

\_\_\_\_\_

6. Which platform does the train back to Edmonton leave from?

\_\_\_\_\_

## 24. Organize the sentences.

1. sing / very / Stella / well / can.

---

2. you / hold / can / for / your / 30 seconds / breath / ?

---

3. at all / can't / Tony and Phil / swim.

---

4. languages / how / can / many/ speak / you / ?

---

5. the / guitar / I / play / electric / can.

---

## 25. Translate the sentences and questions into English.

1. ¿Sabes conducir manual?

---

2. No sabemos hablar alemán.

---

3. Yo puedo tocar la batería y Jonathan puede tocar el bajo.

---

4. ¡Impresionante! Cindy sabe hablar portugués, francés e italiano.

---

5. Mamá, ¿puedo ir a la fiesta de Bill?

---

6. ¿Por qué no puedes ayudarme? Prometiste que lo harías.

---

7. ¡Ya sé qué puedes hacer! Ven conmigo.

---

## 26. Translate every sentence using the right collocation.

1. Necesito pedirte un favor. ¿Crees que puedas ayudarme?

---

2. Tim me invitó a salir, pero acabo de romper con Dave.

---

3. Si quieres ir, tienes que pedirle permiso a tu mamá.

---

4. Si hablas con tu jefe, pregúntale sobre mi desempeño en la entrevista.

---

5. No quiero ver a tu cuñada, hace demasiadas preguntas.

---

6. No me pidas consejos. Tú nunca escuchas.

---

7. Ella pregunta por ti todo el tiempo.

---

8. Pedí un aumento hace un mes y nada.

---

## 27. Translate the 10 regular verbs in the box and find them in the puzzle.

evitar	soñar	lucir	cargar	pintar
contratar	invitar	complicar	imaginar	esperar

C	O	M	P	L	I	C	A	T	E
C	H	A	R	G	E	E	D	T	K
M	Y	N	K	T	N	Z	N	T	Z
Z	X	O	I	I	H	I	R	E	D
T	O	V	G	D	A	O	D	R	M
L	N	A	Z	P	R	I	P	M	P
I	M	L	N	T	O	E	G	E	L
I	J	Z	J	V	B	N	A	W	L
R	G	R	A	N	J	W	J	M	L

**28.** Listen and write the past tense and the correct -ED sound for each verb, then write the meaning in Spanish.

VERB	PAST TENSE	ED SOUND	MEANING
1. Avoid	_____	/ /	_____
2. Dream	_____	/ /	_____
3. Look	_____	/ /	_____
4. Charge	_____	/ /	_____
5. Paint	_____	/ /	_____
6. Hire	_____	/ /	_____
7. Invite	_____	/ /	_____
8. Complicate	_____	/ /	_____
9. Imagine	_____	/ /	_____
10. Hope	_____	/ /	_____

**29.** Listen to the sentences and write them down.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**30. Write the verbs in present in the order you hear them.**

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**31. Match the verbs with their meaning in Spanish**

- |                |                               |
|----------------|-------------------------------|
| 1. Dream       | contratar                     |
| 2. Hire        | pintar                        |
| 3. Avoid       | invitar                       |
| 4. Paint       | soñar                         |
| 5. Invite      | lucir, verse (apariencia)     |
| 6. Hope        | evitar                        |
| 7. Look        | imaginar(se)                  |
| 8. Charge      | complicar(se)                 |
| 9. Imagine     | cargar (electricidad); cobrar |
| 10. Complicate | esperar (esperanza)           |



**Libro Pre-Intermediate/ Students´ Book.**

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