PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: EJECUCIÓN DE EVENTS DEPORTIVOS
- Código del Programa de Formación: 2926219
- Nombre del Proyecto
- Fase del Proyecto: En ejecución
- Competencia Competencia: INTERACTUAR EN LENGUA INGLESA DE FORMA ORAL Y ESCRITA DENTRO DE CONTEXTOS SOCIALES Y LABORALES SEGÚN LOS CRITERIOS ESTABLECIDOS POR EL MARCO COMÚN EUROPEO DE REFERENCIA PARA LAS LENGUAS.
- Resultados de Aprendizaje Alcanzar:
  COMPRENDER INFORMACIÓN BÁSICA ORAL Y ESCRITA EN INGLÉS ACERCA DE SÍ MISMO, DE LAS PERSONAS Y DE SU CONTEXTO INMEDIATO EN REALIDADES PRESENTES E HISTORIAS DE VIDA.
  DESCRIBIR A NIVEL BÁSICO, DE FORMA ORAL Y ESCRITA EN INGLÉS PERSONAS, SITUACIONES Y LUGARES DE ACUERDO CON SUS COSTUMBRES Y EXPERIENCIAS DE VIDA

  Duración de la Guía: 95 horas

2. PRESENTACION

Debido a la importancia del inglés en el mundo globalizado en el que vivimos actualmente resulta imprescindible y urgente el aprendizaje de este idioma reconocido como lengua internacional. Además de que se emplea en casi todas las áreas de conocimiento y en todo el mundo como idioma principal para relaciones comerciales tanto físicas como virtuales, es una excelente herramienta de comunicación en todos los sectores sociales alrededor del globo. El SENA busca por medio de sus plataformas tecnológicas y sus tutores ofrecerles a sus aprendices el idioma inglés como parte de su formación integral, lo cual les permitirá acceder a mejores posibilidades laborales y un mejor desarrollo personal y social.
En esta etapa del proyecto correspondiente a la Planeación, se realizarán tareas dirigidas a adecuar, preparar lo necesario en este idioma pertinente con el consecuente desarrollo de las otras fases del proyecto para trabajar con calidad y obtener los mejores resultados; en este sentido, el fin de la actividad es primordialmente relacionar información, recolectar, investigar lo referente a la Gramática a utilizar y léxico propio del entorno social y ámbito laboral del aprendiz.

3. FORMULACION DE LAS ACTIVIDADES DE APRENDIZAJE

3.1 Actividades de Reflexión inicial

Observe el video "La importancia de aprender inglés"; luego, formule su punto de vista personal frente a lo observado, concluya dicha actividad compartiendo sus conclusiones con los compañeros de formación.
https://www.youtube.com/watch?v=shd4ZxoXUC4

3.2 Actividades de contextualización e identificación de conocimientos necesarios para el aprendizaje

Establezca en forma grupal aquellas palabras y frases claves para usarse dentro del ambiente de aprendizaje “Commands” además del reglamento que debe seguirse dentro de la formación, escríbalas en inglés y practíquelas.

3.3 Actividades de apropiación

About me: Adquisición de mayor habilidad comunicativa utilizando el lenguaje introductivo. Cómo presentarse y responder preguntas personales. – Be affirmative. Yes/ No Questions, Contractions, Short Answers, Present Simple.

Observa un video corto sobre una situación en la que una persona hace una presentación personal en inglés. Con los aprendices se hace un análisis de la situación, y una reflexión en la importancia del saber presentarse y aprender vocabulario de uso cotidiano en interacciones sociales.
https://www.youtube.com/watch?v=h-VKSSd9hko

Personal information contest: por parejas deberán responder preguntas de información de la tabla. Deberán responder de forma correcta para ganar puntos.
1. HOW ARE YOU? 2. WHAT’S YOUR NAME? 3. WHEN IS YOUR BIRTHDAY?
4. WHERE ARE YOU FROM? 5. WHAT’S YOUR LAST NAME? 6. WHAT’S YOUR ADDRESS?
7. ARE YOU MARRIED? 8. WHERE DO YOU LIVE? 9. WHAT’S YOUR PHONE NUMBER?
10. WHAT’S YOUR E-MAIL ADDRESS? 11. HOW OLD ARE YOU? 12. WHAT’S YOUR OCCUPATION?

Reconoce los sonidos básicos del inglés a través del alfabeto. Los aprendices deletrearán su nombre, y se les hará un dictado para reconocer los sonidos. Luego se escribirá en el tablero acrónimos o siglas que ellos reconocerán y pronunciarán. How do you spell…?
Modelo:
A: Hi, I am Eduardo. What is your name?
B: My name is Friedrich.
A: Nice to meet you…
B: Nice to meet you.
A: Excuse me, could you tell me your name again?
B: Friedrich.
A:
How do you spell your name?
Could you
B: F-r-i-e-d-r-i-c-h.

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

Practicar los números hasta el 100 haciéndoles decir cifras en inglés.

Description and adjectives (ADJETIVOS PARA DESCRIBIR PERSONAS, COSAS Y LUGARES)

Describing people: adjetivos para describir personalidad y apariencia física.

Elabore por pequeños grupos un listado de vocabulario relacionado con adjetivos y sustantivos que describan e identifiquen las personas (personalidad y apariencia física) Realizar de forma colectiva la lista de adjetivos.

Ver la presentación con fotos de personajes famosos y hacer la descripción de uno de ellos.

Realizar un vídeo con la descripción de tu personaje favorito (con imágenes)

Describa su personalidad y su apariencia física, haciendo uso de los adjetivos previamente practicados.

VERB TO BE

Presentación del verbo TO BE en una tabla donde está conjugado con ejemplos.

Ejercicios para practicar lo relacionado con el verbo to be.

WH Questions with verb to be.

Presentación de las wh question con ejemplos.

Taller de las wh question provisto por el instructor el cual será socializado en la sesión.

Actividad con las WH questions el cual deben hacer una entrevista para practicarlas.

COUNTRIES AND NATIONALITIES

Organizar el grupo en dos equipos para escribir en el tablero la mayor cantidad de países que sepan en inglés.

Presentación del vocabulario de los países, nacionalidades e idiomas en diapositivas o texto deberá de unir la bandera con la nacionalidad que corresponda

Realiza el crucigrama colocando correctamente los países y nacionalidades

Realiza una pequeña conversación en la cual se pretenda que es extranjero y practique lo aprendido.

PLURAL OF NOUNS

Explicar el plural de los sustantivos a través de ejemplos.

Practicar la pronunciación de los plurales y realizar la actividad de completar dada por el Profesor.

Completar la tabla siguiendo las reglas de formación del plural y en un archivo de audio enviar la pronunciación.

DEMOSTRATIVE ADJECTIVES

Explicación de los demostrativos this - that con ejemplos.

Classroom objects, demonstratives this-that- y artícles a - an.

¿Gramática “what is…? It is...” se explica en el tablero con ejemplos.
¿Qué tienes en tu morral? identificar los objetos de clase que tiene en sus morrales y practicar la pronunciación.

DEFINETE AND INDEFINETE ARTICLES

Explicación de los artículos a - *an y The* con ejemplos.

Realizar los ejercicios dados por el profesor para practicar.

CLOTHES AND COLORS

Hacer una lista en el tablero entre todos con el vocabulario de los colores. Practicar la pronunciación.

Ver el video de las prendas de vestir y repetir el vocabulario en el siguiente link: https://www.youtube.com/watch?v=XfQrv8A3Of0

Describe lo que lleva puesto uno de tus compañeros. He/She is wearing…

Gramática: Adjetivos posesivos y adjetivos con ´S para hablar a quien le pertenece las prendas de vestir.

Role play: Participar en el juego de roles donde uno será comprador y el otro vendedor en un almacén de ropa donde practicara lo aprendido en clothes shopping.

PRESENT CONTINUOUS

discutir con sus compañeros todo lo relacionado con la gramática de present continuous dar ejemplos hablando de lo que se hace en el momento.

Resolver ejercicios prácticos de present continuous en sus formas afirmativa, negativa e interrogativa.

3.3 Actividades de transferencia del conocimiento

Con el grupo de formación, participe de la creación de una plantilla de presentación personal, donde incluya datos básicos como nombre, edad, profesión y hobbies, participe de dicha actividad completando dicho instrumento con su información personal.

Basado en sus conocimientos previos, le invitamos a reflexionar teniendo en cuenta las siguientes preguntas
1. -What is your full name?
2. -How old are you?
3. -Who do you live with?
4. -What are your hobbies?
5. -What is your telephone number?
6. Where are you from?
7. Where do you live?
8. What do you like to eat?
9. When is your birthday?
10. Do you have pets? If so, can you describe them?

3.3.1.. Visualización de los videos acerca de las ventajas de aprender, practicar y apropiarse del idioma inglés:
1. English funny pronunciation: https://youtu.be/kB_GSstdsFQ

2. Learning English: https://youtu.be/G84gK7UVdxw

3.3. Actividades de apropiación del conocimiento (Conceptualización y Teorización).

3.3.1 INTRODUCE YOURSELF, ONE SENTENCE INTRODUCTIONS

❖ Greeting + Name + Personal fact

“Hi, I’m Shara and I am from Los Angeles, California.”

“Hey, my name’s Peter, I enjoy playing basketball.”

“Good Morning, my name is Michael, I´m 18 years old; my favorite food is chicken rice.”

❖ Greetings Video: https://www.youtube.com/watch?v=orWL34vG3tY

❖ Introduce Yourself Video: Video: https://www.youtube.com/watch?v=390pV2_9dKc

❖ Starter Vocabulary-Vocabulario Inicial

Prepara una lista de situaciones de comunicación laboral cotidiana, como saludar a un visitante, pedir ayuda a un colega, dar instrucciones básicas, solicitar información, etc.

Divide a los participantes en parejas, asignando a cada pareja un rol: uno será el visitante y el otro será el anfitrión o colega de trabajo.

En parejas, practiquen el diálogo para cada situación laboral. Utiliza frases sencillas y vocabulario relacionado con el entorno laboral para comunicarte. Por ejemplo, en la situación de saludar a un visitante, el anfitrión puede decir: "¡Hola! Bienvenido a nuestra oficina. Soy [nombre]. ¿En qué puedo ayudarte?" y el visitante puede responder: "¡Gracias! Soy [nombre]. Estoy aquí para reunirme con [nombre de la persona]."

Luego, intercambien roles para que cada participante tenga la oportunidad de ser el visitante y el anfitrión o colega.

Continúen practicando los diálogos en parejas hasta que se sientan cómodos y seguros con las situaciones laborales y las frases utilizadas.

Para la comunicación escrita, imagina que estás enviando un correo electrónico a un colega o visitante en el contexto laboral. Escribe un mensaje breve utilizando las frases y vocabulario aprendidos en la actividad. Por ejemplo, puedes escribir un correo electrónico para programar una reunión, solicitar información adicional o agradecer a alguien por su ayuda.

Intercambien los correos electrónicos escritos entre las parejas y proporcionen retroalimentación sobre la estructura, la claridad y el vocabulario utilizado.

Si es posible, practiquen las situaciones de comunicación laboral en un entorno real, como en la oficina, simulando las interacciones con un compañero de trabajo o visitante

4. ACTIVIDADES DE EVALUACIÓN

Tome como referencia la técnica e instrumentos de evaluación citados en la guía de Desarrollo Curricular

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación

Evidencias de Conocimiento: Test de conocimiento ingles general **Evidencias de Desempeño** Personal infomation conversation Oral presentation about my work **Evidencias de Producto:** Plantilla datos personales del aprendiz	PARTICIPA EN JUEGOS DE ROL GUIADOS O SITUACIONES SIMULADAS RELACIONADAS CON EL INTERCAMBIO DE INFORMACIÓN PERSONAL, EXPRESIONES DE SALUDO Y DEMÁS UTILIZANDO VOCABULARIO Y GRAMÁTICA BÁSICA JUNTO CON EL USO DE FÓRMULAS DE CORTESÍA COMPLETA FORMULARIOS CON INFORMACIÓN PERSONAL UTILIZANDO VOCABULARIO Y GRAMÁTICA ACORDE CON NIVEL PRINCIPIANTE.	Formulación de preguntas: cuestionario Checklist Checklist

5. GLOSARIO DE TÉRMINOS

Family and Relatives: father; mother; parents; son; daughter; child; children; offspring; brother; sister; sibling; siblings; twins; twin brothers; twin brother; twin sisters; twin sister; younger brother; kid brother; older sister; elder sister; to bring up children; to raise children; husband; wife; grandfather; grandmother; granny; grandparents; grandson; granddaughter; grandchild; grandchildren; great-grandfather; great grandmother; great-grandchild;

Adoption and related words: adopted son; adopted daughter; adopted child; half-brother (half-brother); half-sister (half-sister); stepfather; stepmother; stepbrother; stepsister; stepchild; foster family; foster father; foster mother; foster parents; foster home; foster son; foster daughter; foster child; foster brother; foster sister; to adopt a child; to foster a child; orphan, orphans;

Relatives: uncle; aunt; nephew; niece; cousin; first cousin; second cousin; close relatives; distant relatives; closest relatives; nearest relatives; next of kin; immediate family; family members; members of the family; head of the household; my family; my relatives; my folks.

Relatives by marriage: In-laws; father-in-law; mother-in-law; son-in-law; daughter-in-law; brother-in-law; sister-in-law;

· Note the plural: two sons-in-law; three daughters-in-law; brothers-in-law; sisters-in-law. · Note the possessive case: my father-in-law's house; my sister-in-law's car.

Age groups and related words: boy, girl; male child; female child; man, woman; child; baby; newborn baby; infant; toddler; little boy; little girl; kid; childhood; teenager; teenage boy; teenage girl; adolescent; young boy; youngster; youth, youths; lad; young girl; young man; young woman; adult; grownup; middle-aged man; middle-aged woman; old man; old woman; senior members of the family; younger members of the family;

Marital status and related words: single; married; engaged; separated; divorced; widowed; to marry; to get married; marriage; husband; wife; spouse; ex-husband; ex-wife; divorce; married couple;

husband and wife; married man; unmarried man; married woman; unmarried woman; single mother; widow; fiancé; engagement; engagement ring; bride; bridegroom; bridesmaid; wedding; wedding ring; wedding cake; honeymoon; divorce; alimony; child support; child custody; girlfriend; boyfriend.

Other related words: ancestor; forefather; descendant; heir; generation; family tree; genealogy; family history; date of birth; place of birth; birthplace; birthday; birthday party; birthday presents; pregnancy; childbirth; the baby is due in June; birth; guardian; godfather; godmother; godson; goddaughter; godchild; nursery; day-care center; nursery school; kindergarten; nanny; babysitter; illness, sickness, disease; death; funeral; burial; cemetery; graveyard; grave.

Countries and Nationalities:

· Scotland – Scottish

· Northern Ireland – Irish

· Wales – Welsh

· Denmark – Danish

· Finland – Finnish

· Norway – Norwegian

· Sweden – Swedish

· Switzerland – Swiss

· Estonia – Estonian

· Latvia – Latvian

· Lithuania – Lithuanian

· Austria – Austrian

· Belgium – Belgian

· France – French

· Germany – German

· Italy – Italian

Job and Occupation · accountant · actor · actress · actuary · advisor · aide · ambassador · animator · archer · artist · astronaut · astronomer · athlete · attorney · auctioneer · author · babysitter · baker · banker · barber · baseball player · basketball player · bellhop · biologist · blacksmith · bookkeeper · bowler · builder · butcher · butler · cab driver · calligrapher · captain · cardiologist · caregiver · carpenter · cartographer · cashier · catcher · caterer · cellist · chaplain · chauffeur · chef · chemist · clergyman · clergywoman · clerk · coach · cobbler · composer · concierge · consul · contractor · cook · cop · coroner · courier · cryptographer · custodian · dancer · dentist · deputy · dermatologist · designer · detective · dictator · director · disc jockey · diver · doctor · doorman · driver · drummer · dry cleaner · ecologist · economist · editor · educator · electrician · emperor · empress · engineer · entertainer · entomologist · entrepreneur · executive · explorer · exporter · exterminator ·

extra (in a movie) · falconer · farmer · financier · firefighter · fisherman · flutist · football player · foreman · game designer · garbage man · gardener · gatherer · general · geneticist · geographer · geologist · golfer · governor · grocer · guide · hairdresser · handyman · harpist · highway patrol · hobo · hunter · illustrator · importer · instructor · intern · internist · interpreter · inventor · investigator · jailer · janitor · jester · jeweler · jockey · journalist · judge · karate teacher · laborer · landlord · landscaper · laundress · lawyer · lecturer legal aide · librarian · librettist · lifeguard · linguist · lobbyist · locksmith · lyricist · magician · maid · mail carrier · manager · manufacturer · marine · marketer · mason · mathematician · mayor · mechanic · messenger · midwife · miner · model · monk · muralist · musician · navigator · negotiator · notary · novelist · nun · nurse · oboist · operator · ophthalmologist · optician · oracle · orderly · ornithologist · painter · paleontologist · paralegal · park ranger · pathologist · pawnbroker · peddler · pediatrician · percussionist · performer · pharmacist · philanthropist · philosopher · photographer · physician · physicist · pianist · pilot · pitcher · plumber · poet · police · policeman · policewoman · politician · president · prince · princess · principal · private · private detective · producer · professor · programmer · psychiatrist · psychologist · publisher · quarterback · quilter · radiologist · rancher · zoologist ranger · real estate agent · receptionist · referee · registrar · reporter · representative · researcher · restaurateur · retailer · retiree · sailor · salesperson · samurai · saxophonist · scholar · scientist · scout · scuba diver · seamstress · security guard · senator · sheriff · singer · smith · socialite · soldier · spy · star · statistician · stockbroker · street sweeper · student · surgeon · surveyor · swimmer · tailor · tax collector · taxi driver · taxidermist · teacher · technician · tennis player · test pilot · toolmaker · trader · trainer · translator · trash collector · travel agent · treasurer · truck driver · tutor · typist · umpire · undertaker · usher · valet · veteran · veterinarian · vicar · violinist · waiter · waitress · warden · warrior · watchmaker · weaver · welder · woodcarver · workman · wrangler · writer · xylophonist · yodeler · zookeeper

lista de vocabulario en inglés relacionado con Gestión administrativa:

Administrative assistant: An employee who provides support to an executive or other high-level employee. Administrative assistants typically perform a variety of tasks, such as scheduling appointments, managing email, and preparing presentations.

Budget: A plan for how money will be spent. Budgets are typically created by businesses and organizations to track and control spending.

Calendar: A system for tracking appointments and events. Calendars can be paper-based, electronic, or a combination of both.

Communication: The process of exchanging information between two or more people. Communication can be verbal, nonverbal, or written.

Decision-making: The process of choosing between two or more options. Decision-making is an important skill for all managers, as it allows them to make the best possible decisions for their businesses or organizations.

Delegation: The process of assigning tasks to others. Delegation is an important skill for all managers, as it allows them to free up their time to focus on more important tasks.

Efficiency: The ability to do something with the least amount of time, effort, or waste. Efficiency is an important goal for all businesses and organizations, as it can help them save money and resources.

File: A collection of related documents. Files can be paper-based, electronic, or a combination of both.

Filing system: A system for organizing and storing files. Filing systems can be paper-based, electronic, or a combination of both.

Goal: A desired outcome. Goals can be short-term or long-term, and they can be personal or professional.

Human resources: The people who work for a business or organization. Human resources is an important department for all businesses and organizations, as it is responsible for hiring, training, and developing employees.

Information: Data that has been processed and organized so that it can be understood and used. Information is an important resource for all businesses and organizations, as it can help them make better decisions, improve efficiency, and reach their goals.

Leadership: The ability to influence others to achieve a common goal. Leadership is an important skill for all managers, as it allows them to motivate and inspire their employees.

Management: The process of planning, organizing, directing, and controlling resources to achieve a desired outcome. Management is an important function for all businesses and organizations, as it allows them to achieve their goals and objectives.

Meeting: A gathering of people to discuss a particular topic or issue. Meetings can be formal or informal, and they can be held in person or online.

Organizational chart: A diagram that shows the structure of an organization. Organizational charts can help employees understand their roles and responsibilities, and they can also help managers to track the flow of information and decision-making within an organization.

Planning: The process of setting goals and developing a course of action to achieve those goals. Planning is an important skill for all managers, as it allows them to make sure that their businesses or organizations are headed in the right direction.

Prioritization: The process of ranking tasks or activities in order of importance. Prioritization is an important skill for all managers, as it allows them to focus on the most important tasks and avoid wasting time on less important tasks.

Problem-solving: The process of identifying and solving problems. Problem-solving is an important skill for all managers, as it allows them to deal with challenges and setbacks in a constructive way.

Project management: The process of planning, organizing, and managing resources to complete a project. Project management is an important skill for all managers, as it allows them to ensure that projects are completed on time, within budget, and to the required quality standards.

Recordkeeping: The process of creating and maintaining records. Recordkeeping is an important function for all businesses and organizations, as it allows them to track their financial performance, comply with regulations, and protect themselves from legal liability.

Report: A document that provides information about a particular topic or issue. Reports can be formal or informal, and they can be used to communicate information to internal or external audiences.

Scheduling: The process of arranging events or activities in a specific order. Scheduling is an important skill for all managers, as it allows them to make sure that their employees are available to complete their tasks and that resources are used efficiently.

Staffing: The process of hiring, training, and developing employees. Staffing is an important function for all businesses and organizations, as it allows them to attract and retain the best possible employees.

Strategy: A plan for how an organization will achieve its goals. Strategies can be long-term or short-term, and they can be developed at the organizational, departmental, or individual level.

Administration: administración

Management: gestión

Office: oficina

Document: documento

Filing: archivo

Record keeping: mantenimiento de registros

Data entry: entrada de datos

Spreadsheet: hoja de cálculo

Database: base de datos

Report: informe

Meeting: reunión

Agenda: agenda

Minutes: actas

Deadline: fecha límite

Budget: presupuesto

Expenses: gastos

Invoices: facturas

Payroll: nómina/sueldos

Correspondence: correspondencia

Communication: comunicación

6. REFERENTES BILBIOGRÁFICOS

American Headway Starter. Teacher's Book.

Imágenes de Google.

Diccionario on line Word Reference.

WEBGRAFIA

https://learnenglish.britishcouncil.org/general-english

https://learn.slangapp.com/org/sena/sign-in

https://www.youtube.com/watch?v=shd4ZxoXUC4

https://www.youtube.com/watch?v=h-VKSSd9hko

https://www.youtube.com/watch?v=XfQrv8A3Of0

https://learnenglishkids.britishcouncil.org/es/fun-games/match-the-kit

https://learnenglishkids.britishcouncil.org/es/fun-games/teddy-dresser

http://www.grammar-quizzes.com/agr_finS-aud.html

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	Jorge Luis Nisperuza	Instructor de Ingles	Bilingüismo	01/02/2023

8. CONTROL DE CAMBIOS (diligenciar únicamente si realiza ajustes a la guía)

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)					

ANEXOS INSTRUMENTOS DE EVALUACIÓN

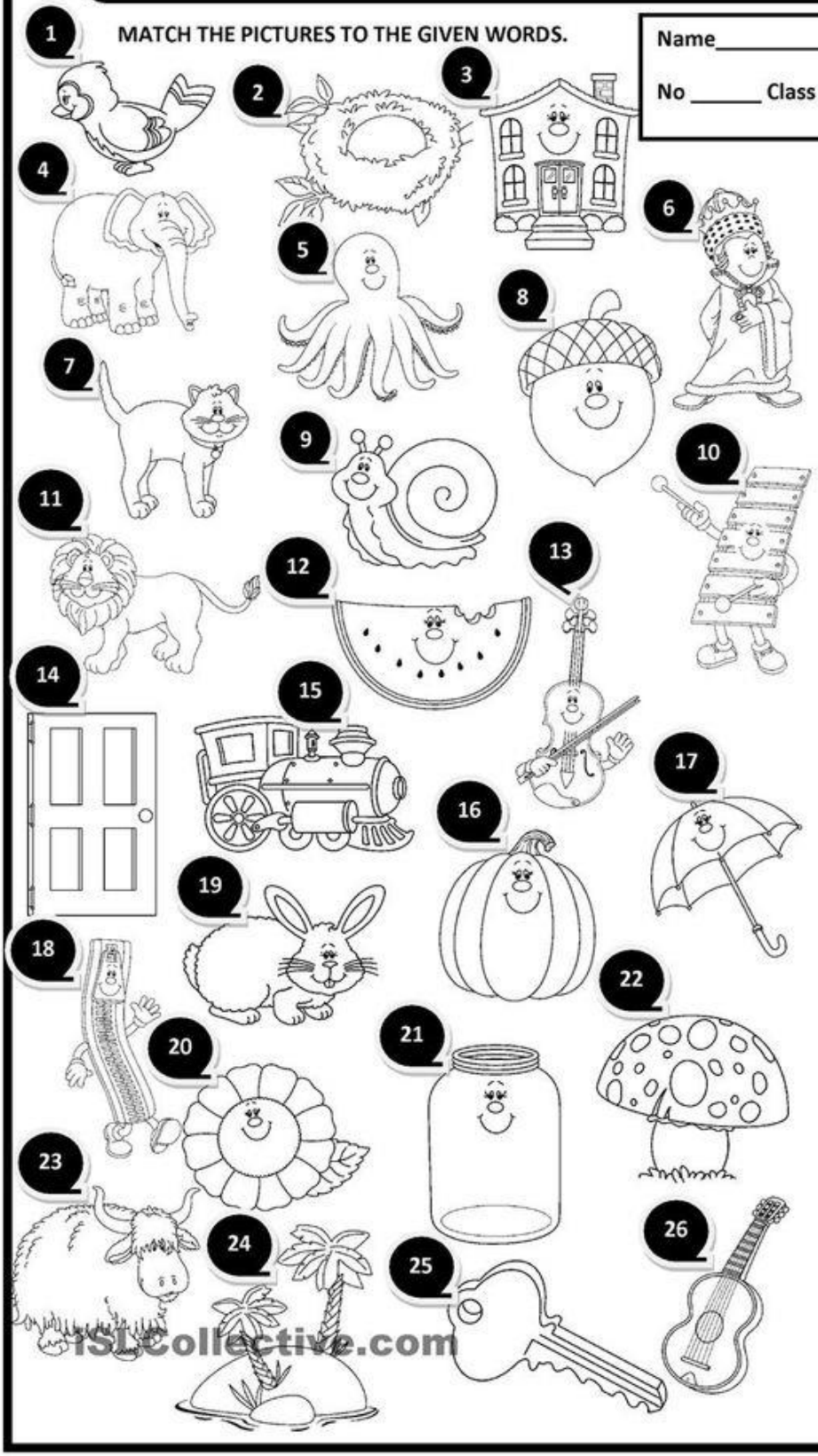
1. Talleres
2. Quizzes

THE ALPHABET - MATCHING

MATCH THE PICTURES TO THE GIVEN WORDS.

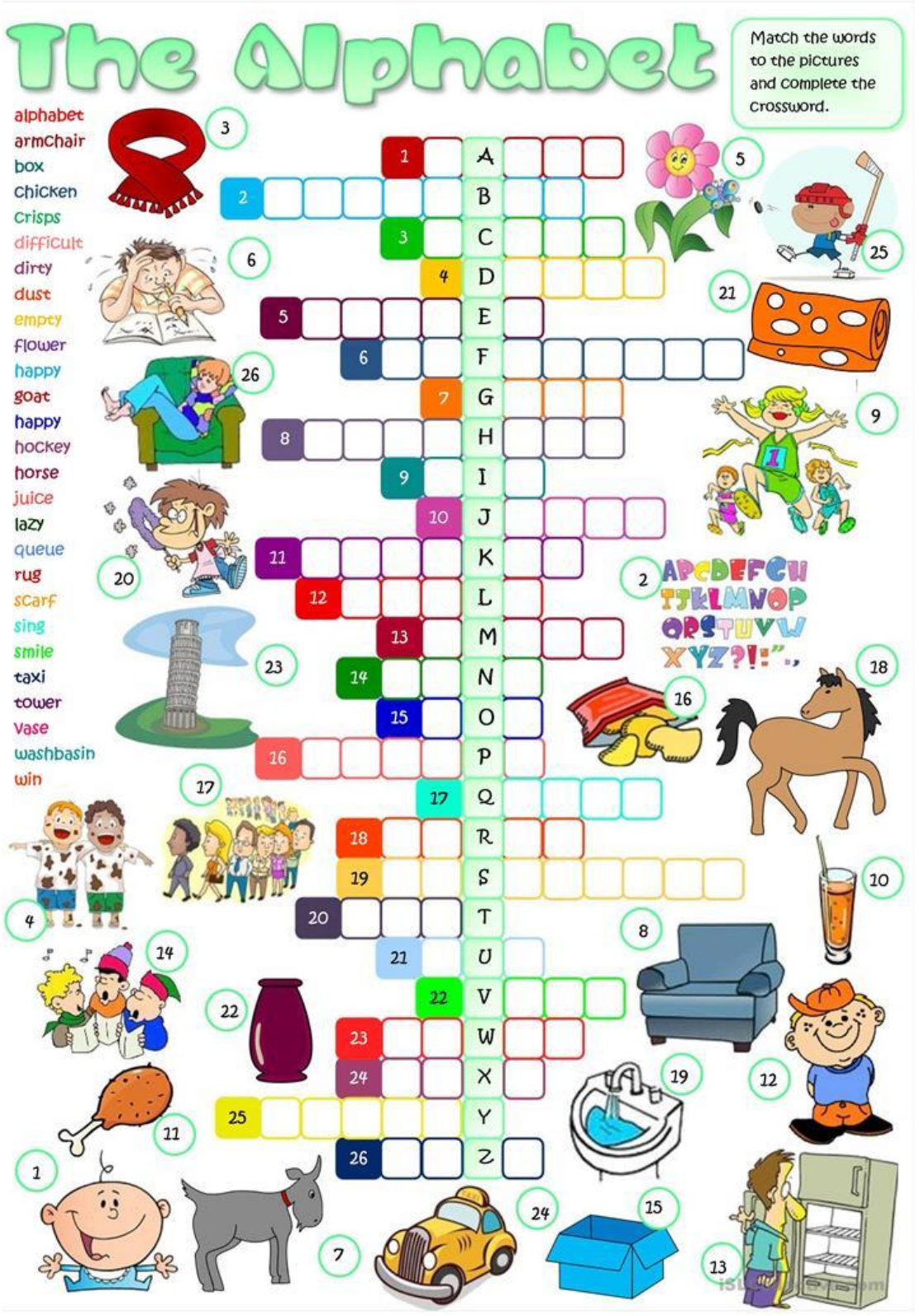
Name_____

No _____ Class ____ Date ___/___/___



a. acorn
b. bird
c. cat
d. door
e. elephant
f. flower
g. guitar
h. house
i. island
j. jar
k. key
l. lion
m. mushroom
n. nest
o. octopus
p. pumpkin
q. queen
r. rabbit
s. snail
t. train
u. umbrella
v. violin
w. watermelon
x. xylophone
y. yak
z. zipper

ESLCollective.com


The Alphabet
Match the words to the pictures and complete the crossword.
alphabet
armchair
box
chicken
crisps
difficult
dirty
dust
empty
flower
happy
goat
happy
hockey
horse
juice
lazy
queue
rug
scarf
sing
smile
taxi
tower
vase
washbasin
win

say the time



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

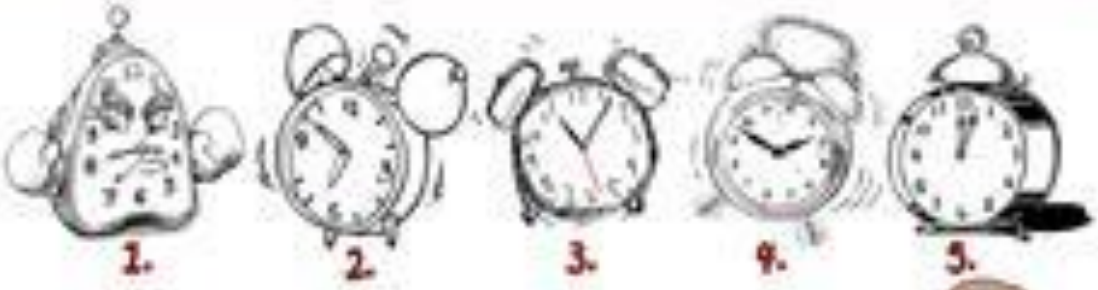
11.

12.



What time is it?

Look at the clocks below and tell the time.



1. 2. 3. 4. 5.



6. 7. 8. 9.



10. 11. 12. 13. 14.

1. It's twenty minutes to four
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

8. It's _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Prepositions of place



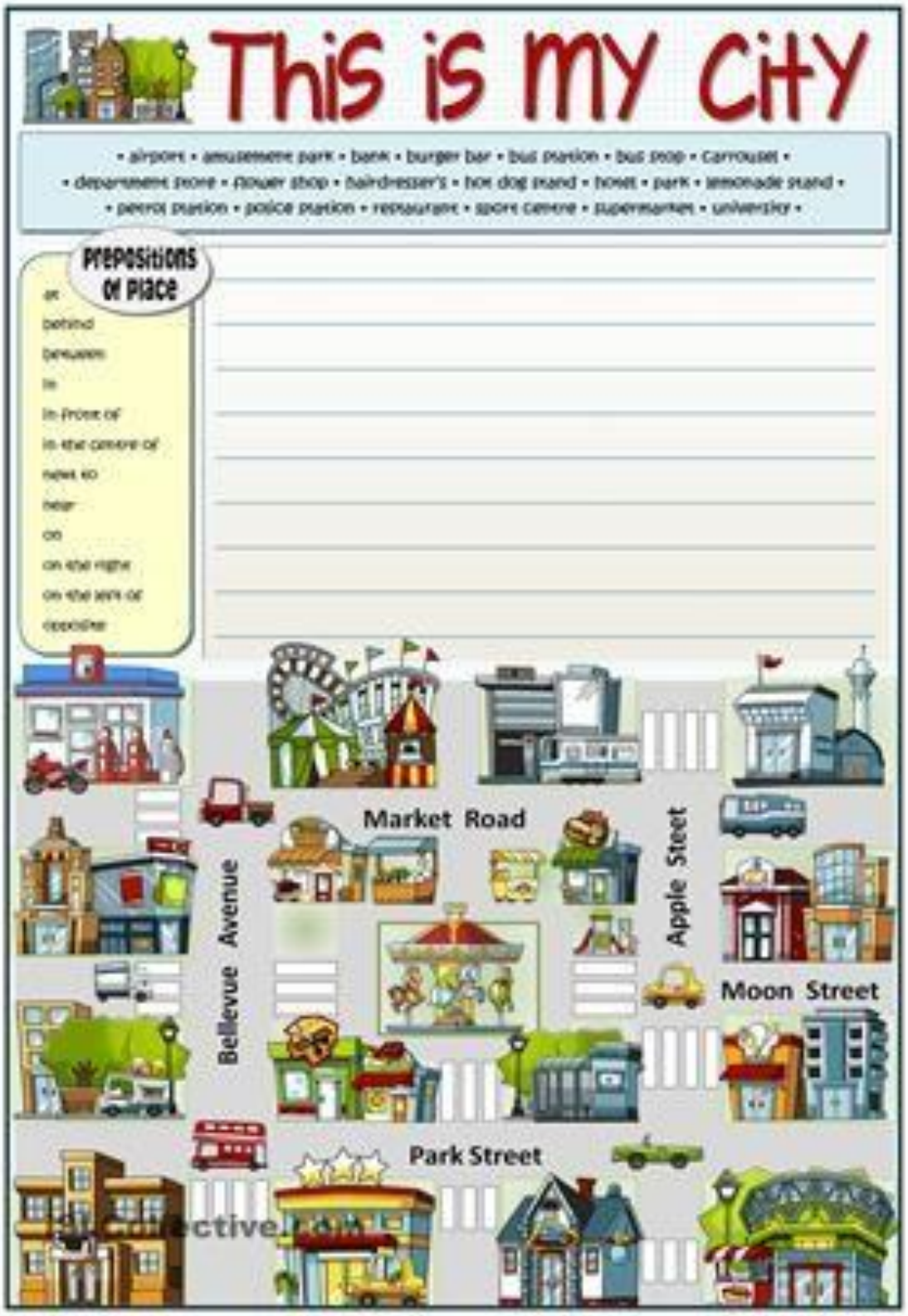
in on under behind at between

1. There is ___ doll _____ the sofa.
2. There is ___ ball _____ the table.
3. There is ___ cat _____ the armchair.
4. There is ___ apple _____ the table.
5. There is ___ dog _____ the table.
6. There is ___ umbrella _____ the sofa.
7. There is ___ picture _____ the wall.
8. There is ___ vase ____ the table.
9. There ___ robot _____ the floor.
10. There is car the armchair.



1. There is ___ ball _____ the armchair.
2. There is ___ umbrella ____ the floor.
3. There is ____ picture _____ the wall.
4. There is ____ apple _____ the bed.
5. There is ____ bike _____ the floor.
6. There is _____ vase _____ the table.
7. There is _____ flower _____ the sofa.
8. There is _____ chair _____- the table.
9. There is _____ lamp _____ the sofa and the armchair.
10. There is _____ robot _____ the bed.
11. There is _____ mouse _____ the chair.
12. There is ____ window _____ the sofa.
13. There is _____ flower _____ the vase.

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This is MY City
• airport • amusement park • bank • burger bar • bus station • bus stop • carrousel •
• department store • flower shop • hairdresser's • hot dog stand • hotel • park • lemonade stand •
• petrol station • police station • restaurant • sport centre • supermarket • university •
Prepositions of place
at
behind
between
in
in front of
in the centre of
next to
near
on
on the right
on the left of
opposite
Market Road
Bellevue Avenue
Apple Steet
Moon Street
Park Street

Are There Books?

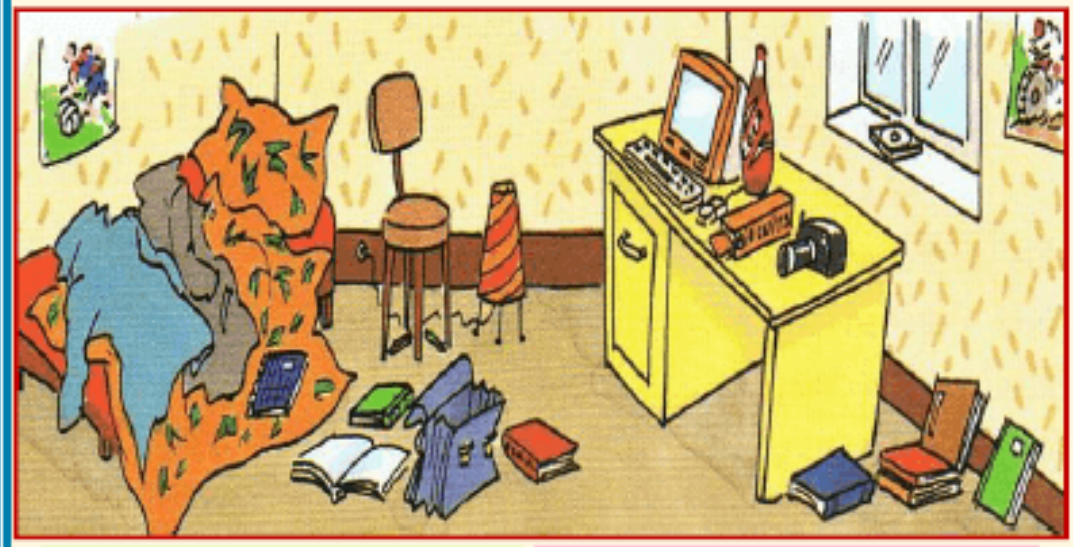
1. Complete the sentences with **There are** or **there is**.

- _____ _____ three English teachers in my school.
- _____ _____ a cat in the garden.
- _____ _____ eleven boys in my class.
- _____ _____ a pen in my pencil case.
- _____ _____ a book on the table.
- _____ _____ a computer in my bedroom.

2. Complete the questions with **Is** or **Are**:

- _____ there a telephone in your house?
- _____ there any posters in your bedroom?
- _____ there any books on the table?
- _____ there a dog in the garden?
- _____ there any pencils in your pencil case?
- _____ there a piano in your classroom?
- _____ there pictures on the wall?
- _____there a chair next to the bed?

3. Look at the picture.



4. Answer the questions:

- Is there a cat?
- _____
- Are there any books?
- _____
- Is there a computer?
- _____
- Is there any video games?
- _____
- Is there a desk?
- _____
- Are there two beds?
- _____

5. True or false? Correct the false ones.

- There is camera on the desk.
- _____
- There are books under the bed.
- _____
- There is a bag between the books.
- _____
- There are some clothes next to desk.
- _____
- There some books next to the desk.
- _____
- There is picture on the wall.
- _____

A. Fill in the blanks with the missing preposition.



1. The clock is _____ the pillow.
2. The trousers are _____ the bed.
3. The animals are _____ the room.
4. The desk is _____ the wardrobe and the bed.
5. The wardrobe is _____ the desk.
6. The picture is _____ the wardrobe.
7. The sock is _____ the shoes.
8. The desk is _____ the wardrobe.
9. The magazine is _____ the guitar.

Jobs









priest• bus driver• postman •fire fighter• lifeguard

•dancer•cleaner•vet•scientist•nurse•baker•waiter•actor•artist•cook•policeman

Who am I?

1. I work in a kitchen. I work with food. ☐
2. I work with animals. ☐
3. I work in a restaurant. ☐
4. I work in a hospital. ☐
5. I make bread. ☐
6. I deliver letters. I don't like dogs. ☐
7. I work at the swimming pool. ☐
8. I work in a laboratory. ☐
9. I work with paint and brushes. ☐
10. I work with a hose, a ladder and a fire engine. ☐
11. I work in a church. ☐
12. I work in a film studio or a theatre. ☐

A. priest
B. vet
C. life guard
D. waiter
E. fire fighter
F. nurse
G. scientist
H. postman
I. bus driver
J. baker
K. cook
L. actor

Three missing jobs are: ..... , ... , ...





Do vs. Does

When we are writing questions, we usually use **Do** or **Does**. **Do** and **Does** is usually found at the beginning of a question. For example –

Do you enjoy eating chocolate?
Does your mother cook dinner?

Use DOES with **singular subjects** and the pronouns: **he**, **she** and **it**.

Use DO with **plural subjects** and the pronouns: **I**, **you**, **we** and **they**.

1. ..... you like spring?
2. ..... the duck swim in the pond.
3. ..... you play baseball on Mondays?
4. ..... dogs bark at night?
5. ..... children love the computer?
6. ..... Jack and Paulo eat pineapple?
7. ..... Stephen usually come late for class?
8. ..... the students speak English well?
9. ..... they practice every day?
10. ..... Susan play with friends?

11. Where ..... the Browns eat dinner?
12. Why ..... cats like milk?
13. Why ..... we work at the same workstation?
14. What ..... the teacher look for in her students?
15. Who ..... you think is responsible for this mess?
16. Where ..... birds fly in the wintertime?
17. What ..... it mean?
18. Why ..... they speak English instead of Spanish?
19. How ..... an airplane fly?
20. How ..... an orange taste?

21. ..... he use a pen at school?
22. Yes he ..... use a pen at school?
23. ..... you like horror films?
24. I ..... like horror films.
25. ..... these jeans make me look fat?
26. These jeans ..... make me look fat!
27. ..... parents travel together?
28. Yes, parents ..... travel together.
29. ..... you chat with friends on facebook?
30. I ..... chat with friends on facebook.

Do!

Write three questions using Do and three questions using Does.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

does!

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PRESENT SIMPLE

POSITIVE SENTENCES






1. I _____(walk) the dog every day.
2. We _____(have) dinner at eight every night.
3. My brother and my sister _____(go) dance classes every weekend.
4. Mary_____(meet) her friends every month.
5. You never _____(sleep) late.
6. My father _____(go) to work early in the morning.

NEGATIVE SENTENCES





1. I _____(not / take) usually pictures.
2. We _____(not / live) in Güngören.
3. She _____(not / like) cooking.
4. My mother and my father are teachers; but they _____ (not / teach) at the same school.
5. You and your friend _____(not / do) your homework on time.

QUESTIONS (Short and Long Answers)






1. _____you watch DVD in your free time? Yes, _____. No_____.
2. _____Jane read a newpaper ever day?
   Yes, _____.
3. _____Jane and Jack write e-mails ? Yes, _____. No, _____.
4. _____your cousin listen to rock music?
   Yes, _____. No, _____.

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Müjde TALU
English Teacher

NAME: _____ DATE: _____

GRAMMAR WORKSHEET

PRESENT SIMPLE

I	cook.	I	do		
You	cook.	You	do		
He	cooks.	He	does		
She	cooks.	She	does	not	cook.
It	cooks.	It	does		
We	cook.	We	do		
They	cook.	They	do		

do not = don't

does not = doesn't



			Yes,		No,		
Do	I		I	do.	I	do	
Do	you		you	do.	you	do	
Does	he		he	does.	he	does	
Does	she	cook?	she	does.	she	does	not.
Does	it		it	does.	it	does	
Do	we		we	do.	we	do	
Do	they		they	do.	they	do	

- ***Fill in the blanks to complete the sentences. Use the words in the box below.***

read	do	have	sings
does	watches	travel	drinks
walk	eat	don't	doesn't

1. John ___eats___ breakfast at six o'clock in the morning.
2. I often _____ books in my free time.
3. A: _____ you like to study English? B: Yes, I do.
4. My father always _____ songs in the shower.
5. A: Does Julie work on Saturdays? B: No, she _____.
6. Would you like to _____ to Hawaii on our next holiday?
7. I live close to my company, so I can _____ to work.
8. Mr. Smith always _____ tea in the afternoon.
9. My classmate _____ his favorite TV show after class.
10. I'm sorry. I _____ have time to talk to you now.
11. A: _____ your cousin have a job? B: Yes, she does.
12. I don't _____ a pen. Could I please borrow your pen?